

Course Outline

Course Instructor:	Mr. LAM Ting Hin, Justin (林霆軒社工)
Time:	Thursdays, 14:30 – 17:15 (See exceptions in course schedule)
Venue:	WMY405 & Designated Service Sites
Email:	justin@eldpathy.hk (Main communication channel)
Phone:	9542 9158 (For urgent enquiries only)
Consultation:	By appointment

If needed, please apply for late, early or sick leave with the course instructor via email.

Course Overview

In accordance with the college founding aspiration, “Learning, innovation and benefitting mankind,” this course provides students with opportunities to care and serve the people in the society and enhance their understanding of the problems and issues of the community, as well as the capacities and assets of the community to promote students’ apprehension of social inclusion.

This interactive service-learning course adopts the framework of design thinking and experiential learning, integrating in-depth service field trips with reflective exercises. The course is designed to encourage students’ reflection on personal, interpersonal, and social aspects, ultimately facilitating self-growth; fostering empathy, genuine care, and concern for the community; and nurturing their social interest and civic awareness. Based on the principles of service-learning and volunteerism, students will immerse themselves in the living environment of the elderly, discovering their strengths, pain points, and needs, and eventually partnering with them to initiate community-based actions.

Learning Goals and Expected Learning Outcomes

Learning Goals	Expected Learning Outcomes
This course aims to:	Upon completion of the course, we expect our students to:
I. Facilitate self-growth	I. Enhance self-awareness of their character traits, interaction patterns, personal beliefs, values, visions, worldview, or other dimensions of themselves
II. Foster empathy, genuine care, and concern for the community	II. Apply professional knowledge and skills to assess strengths, pain points and needs of the community, and to develop corresponding courses of action III. Appreciate the value and practice of Service-Learning, volunteerism and civic engagement in bringing about a caring society
IV. Nurture social interest and civic awareness	IV. Appreciate how their own discipline relates to and contributes to the society

	V. Develop an enhanced sense of civic responsibility to promote greater good in the society
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Course Schedule

Week	Date/Time(2026)	Activity	Topics
1	8-Jan 14:30 – 17:15	Interactive Lecture and Discussion	“Orientation” - Clarifying mutual expectation - Getting to know one another and preparing for grouping - Conceptualization: Volunteerism vs Service Learning - Connecting self and the society 4 Ultimate Concerns: Death, Freedom, Isolation, and Meaninglessness
2	15-Jan 14:30 – 17:15	Experiential Workshop and Human Library	“Design Thinking (I) – Empathize (Immersion)” - Aging simulation workshop organized by Eldpathy - Elderly human library - Strengths perspective Individual Assessment: Padlet Persona (5%)
3	22-Jan 14:30 – 17:15	Interactive Lecture and Discussion	“Grouping and Overview on Design Thinking” - Finalizing grouping - Rationale, principles and 5-stage model of Design Thinking - Interview skills with elderly (I) - Field observation framework (I) Individual Assessment: In-class Design Thinking Exercise (5%) <i>*The grouping for service projects will be finalized at 2:30pm. You MUST attend this session PUNCTUALLY.</i>
4	29-Jan 14:30 – 17:15	Service (I) at Designated Service Sites	“Design Thinking (I) – Empathize (Interview)” - Conducting the first onsite visit or community walk with the designated elder(s), empathizing with them and gaining an impression on their daily lives Group Assessment: Empathy Map (5%)
5	5-Feb 14:30 – 17:15	Interactive Lecture and Discussion	“Design Thinking (I) – Empathize (Communication)” - Interview skills with elderly (II) - Field observation framework (II) - Planning upcoming visits or community walk based on N3C needs and strengths assessment framework

			• Group Assessment: Observation and Interview Guide (5%)
6	12-Feb 14:30 – 17:15	Service (II) at Designated Service Sites	“Design Thinking (I) – Empathize (Observation)” • Conducting the second onsite visit or community walk with the designated elder(s), observing their living environment and neighbourhood, putting ourselves in their shoes, and understanding their strengths, pain points and perceived needs. • Group Assessment: User Journey Map (5%)
7	19-Feb	No Class	Lunar New Year Vacation
8	26-Feb 14:30 – 17:15	Interactive Lecture and Discussion	“Design Thinking (II) – Define & Ideate” • Problem Identification: POV Statement • SMART goals, SCAMPER technique for innovation • Brainstorming actions of any scale based on their disciplinary knowledge and strengths, including but not limited to direct service, community education, online campaigns, advocacy, system innovation, and product invention • Individual Assessment: Idea Canvas (5%)
9	5-Mar	No Class	Reading Week
10	12-Mar 14:30 – 17:15	Service (III) at Designated Service Sites	“Design Thinking (III) – Ideate” • Conducting the third onsite visit or community walk with the designated elder(s), consulting them on your ideas and action plans • Project proposal: 6W + 2H • Group Assessment: Proposal (5%)
11	19-Mar 14:30 – 18:00	Presentation	“Design Thinking (IV) – Prototype (Idea Pitching)” • Each group making a pitch about your ideas • Receiving immediate feedback from classmates and guests • Refining your action plan based on interdisciplinary knowledge
12-14	26-Mar to 9-Apr (Arranged by students)	Intragroup Meetings and Services at Designated Service Sites	“Design Thinking (V) – Test (Action)” • Partnering with the designated elder(s) and conducting additional onsite visit(s) or community walk(s) to test, modify and extend further actions • Seeking feedback from the community • Turning ideas into action • This stage, including preparation and testing, is expected to take approximately 8 hours in total

			- Each group has to invite the course instructor to have at least one onsite supervision (preferred) or consultation meeting Group Assessment: Action Report and Feedback Grid (10%)
15	16-Apr 14:30 – 17:15	Interactive Lecture and Discussion	“Reflection and Consolidation” - Mutual sharing, review and consolidation of the Service-Learning experience - Connecting self and the society - Course evaluation and conclusion Group Assessment: Timeline (5%)

Learning Activities

1. Interactive Lectures

The instructor will incorporate multiple interactive elements, such as discussions, exercises, experiential games, mini-lectures, music, role plays, and videos, into the lectures. Relevant concepts and messages will be raised by the instructor. Students are encouraged to remain critical and carry out in-depth personal reflection on their own beliefs, values and worldview.

2. Onsite Visits and Community Walks

The whole class will be divided into 6 groups in Week 3, each composing of around 5 students assigned with following roles:

- A. Group Leader: hold in-group meetings; serve as the contact person with the instructor and group facilitator;
- B. Vice Leader: Serve as the contact person with the designated elder(s);
- C. Secretary: Bring a laptop to class; document; submit group assignments;
- D. Treasurer: Keep props and receipts; submit the financial report during the final week;
- E. Recorder: Take photos and videos to enhance the reflection; submit 3 photos and 1 group selfie to validate attendance after each service trip or out-of-class meeting.

Each group member carries a unique role and shall take the initiative in facilitating the execution of the service. Groups will be formed by Week 3 based on students’ interest in the four ultimate concerns of life proposed by Yalom (1980):

1. *Death (and Anxiety)*
2. *Freedom (and Responsibility)*
3. *Isolation (and Relationship)*
4. *Meaninglessness (and Meanings of Life)*

Students will immerse themselves in the living environment of the elderly, discovering their strengths, pain points, and needs, and eventually partnering with them to initiate community-based actions.

3. Experiential Workshop and Human Library

An aging simulation workshop and human library will be organized by Eldpathy, a Hong Kong social enterprise specialized in offering elderly simulation programs, in Week 2.

4. Pitching

Students will make a pitch about their ideas in Week 11, following the 'Empathize,' 'Define,' and 'Ideate' stages. After that, they shall refine their plans and put them into action.

Assessment Scheme

Assessment Component	Description	Weight (%)
Participation and Individual Work	Student's active participation in the service-learning process is essential for self-growth. Attendance and punctuality are mandatory for all experiential workshops, services, and presentations after add/drop period. Inevitable changes in service arrangements that result in absence must be discussed in advance with the group facilitator and course instructor. Exercises and reflection tools will be scheduled throughout the course to guide students through the Design Thinking process. Marks for the assessments will only be awarded to students who attend class to ensure fairness. Sick leave with a medical certificate will receive half of the marks. Requests for early leave and absence made in advance via EMAIL with valid reasons will be considered on a case-by-case basis. Three individual assessments are scheduled throughout the course. Please refer to “Course Schedule” for the marks distribution. <i>(Highlighted in blue)</i>	15
Group Work	Seven group assessments are scheduled throughout the course. The contributions of group members will be assessed through peer evaluation in the final week. Those who score 5 or higher out of 10 will receive full marks for the group assessments. For those rated below 5, marks from the group assessments will be deducted proportionately (e.g., if you score 3.7 out of 10, only 37% of the marks from the group assessment will be awarded). Marks for the assessments will only be awarded to students who attend class/service	35

	to ensure fairness. Sick leave with a medical certificate will receive half of the marks. Requests for early leave and absence made in advance via EMAIL with valid reasons will be considered on a case-by-case basis. Please refer to “Course Schedule” for the marks distribution. <i>(Highlighted in green)</i>	
Pitching (Presentation)	Each group will have 7 minutes to pitch their ideas in Week 11, followed by a 13-minute Q&A session. The instructor, invited guest(s), and other groups will rate the presentations immediately and provide feedback. We will vote on the grade weighting between students and the teaching team in Week 3. Students will then partner with the designated elder(s) to refine their ideas and put them into action during Week 12 – 14. Rating Criteria: • Whether the action plan addresses the needs of service users • Creativity • Practicality and Sustainability • Potential degree of social impact • Application of disciplinary knowledge or strengths	20
Individual Self-reflection	Topic: <i>“Who am I, why am I here, where am I going?”</i> This is a self-awareness practice. We hope this can facilitate your personal growth. Students will compose a passage to reflect on the following aspects: a) “Who am I”: Throughout the service-learning process, students may have revisited or discovered their character traits, interaction patterns, life vision, personal beliefs, values, pathways, worldview, and other dimensions. Students should connect their experiences in the course with their reflections. We would like to hear how you see yourself. b) “Why am I here”: Nietzsche (尼采) once mentioned, “He who has a why to live for can bear almost any how”. We often confront with four facts of life – death, freedom, isolation and meaninglessness. Why do we learn? What is	30

	the point of serving people in society? What do you want to strive for in your very own future? Are you ready to face the challenges ahead? Students should illustrate how the knowledge, ideas, or insights gained from the course help them reflect the four ultimate concerns of life. c) “Where am I going”: Confusion and despair often pay us a visit when we experience troughs of life. Adler (阿德勒) perceived social interest as the channel through which individuals feel a sense of belonging and their own worth. By viewing themselves as part of the community, students should reflect on how they and their respective disciplines relate to and contribute to the society. For those with other dreams and aspirations, we encourage you to brainstorm and share how you can put your ideas into action to impact the society. Rating Criteria: • Impact on personal growth (10%) • Social interest and civil responsibility (10%) • Critical thinking (10%) Word Limit: 1000 words in English or 1500 in Chinese Passage Format: No specific formatting requirements. You are encouraged to make good use of graphics and design in a creative manner File Format: .doc / .docx / .pdf Submission: Softcopy to the assignment box in Google Classroom Deadline: 26th Apr, 2026 23:59 Late Submission Penalty: Without prior approval, 5% of the total paper score would be deducted for each 24hrs delay after the deadline. No submission will be accepted 7 days beyond the due date.	
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Grade Descriptors

Grade Overall Performance

A	Outstanding performance on all learning outcomes
A-	Generally outstanding performance on all (or almost all) learning outcomes
B	Substantial performance on all learning outcomes, OR high performance on some learning outcomes which compensates for less satisfactory performance on others, resulting in overall substantial performance
C	Satisfactory performance on the majority of learning outcomes, possibly with a few

	weaknesses
D	Barely satisfactory performance on a number of learning outcomes
F	Unsatisfactory performance on a number of learning outcomes, OR failure to meet specified assessment requirements

Learning Resources

1. Professional Support

Students will participate in experiential learning activities for personal growth and future development. Those in need of support are welcomed to consult the instructor or seek professional help.

2. e-learning Platform

We adopt Google Classroom as our primary communication channel. It serves the following main purposes:

- I. Organizing all learning materials, including PPTs, required readings, videos, etc.
- II. Announcing logistical arrangements and deadlines
- III. Submitting assignments
- IV. Receiving timely feedback from the instructor to advance your project ideas

Students should regularly check the Classroom for updates and announcements.

Students should log in to their own Gmail accounts and access Google Classroom through a browser on a computer or the app on a mobile device (Download: [Android](#) / [iOS](#)).

3. Readings (*Recommended readings are highlighted in yellow*)

I. Personal Growth

卡爾·羅傑斯、鄧伯宸 (2023)。《存在之道：人本心理學家卡爾·羅傑斯談關係、心靈與明日的世界》。台北：心靈工坊。

阿爾貝·卡繆、張一喬 (2009)。《異鄉人》。台北：麥田出版。

阿圖爾·叔本華、木云、林求是 (2024)。《從悲劇中開出幸福花朵的人：生智慧：叔本華（全新譯本）》。台北：方舟文化。

阿爾弗雷德·阿德勒、吳勇立 (2017)。《自卑與超越：陪你走過生命幽谷、啟發動能的阿德勒勇氣心理學》。台北：時報文化。

岸見一郎、古賀史健 (2014)。《被討厭的勇氣：自我啟發之父「阿德勒」的教導（初版）》。台北：究竟出版社。

維克多·法蘭克、趙可式、沈錦惠 (2012)。《活出意義來：從集中營說到存在主義（八版）》。台北：光啟文化事業。

歐文·亞隆、易之新 (2005)。《叔本華的眼淚》。台北：心靈工坊。

Yalom, I. D. (1980). *Existential Psychotherapy*. Basic Books.

II. Service-Learning and Volunteerism

黃玉(總校閱) (2009)。從服務中學習 -- 跨領域服務 - 學習理論與實務 (第二版)。台北：洪葉文化事業。

嶺南大學服務研習處 (2008)。服務學習計劃：嶺南模式。香港：嶺南大學服務研習處。

Butin, D.W. (2010). *Service-learning in theory and practice: the future of community engagement in higher education*. NY: Palgrave Macmillan. Chapter 1.

Cipolle, S. B. (2010). *Service-Learning and Social Justice*. Rowman & Littlefield Publishers, Inc. (Chapter 1,2 &3.)

Deeley, S.J. (2015). *Critical Perspectives on Service-Learning in Higher Education*, UK: Palgrave Macmillan.

Ferrari, J.R. & Chapman, J.G. (1999). (Eds). *Educating students to make-a-difference: community-based service learning*. NY: Haworth Press.

Furco, A. (1996). *Service-Learning: A Balanced Approach to Experiential Education. Expanding Boundaries Service and Learning*, 1(1), 2-6

Kaye, C. (2014). *The complete guide to service learning : Proven, practical ways to engage students in civic responsibility, academic curriculum, & social action* (Rev. & updated 2nd ed.). Minneapolis: Free Spirit Pub.

Liu S.C., Holosko, M. & Lo, T.W. (Ed.) (2008). *Youth Empowerment and Volunteerism: Principles, Policies and Practices*. City University of Hong Kong Press. 298-306.

Ngai, S. Y. (2009). The Effects of Program Characteristics and Psychological Engagement on Service-Learning Outcomes: A Study of University Students in Hong Kong. *Adolescence*. 44(174). 375-389.

III. Elderly and Ageing

社團法人中華民國老人福祉協會 (2012)。銀髮族輔助科技應用手冊。台灣：心理出版社。

香港青年協會 (2009)。社會服務學習經歷 -- 青年服務長者專集。香港：香港青年協會。

Hooyman, N., & Kiyak, H. (2011). *Social gerontology : A multidisciplinary perspective* (9th ed.). Boston, MA: Allyn & Bacon.

IV. Community Work and Service Techniques

一小步 (2018)。行出一小步——從我到我們的社區實驗。香港：突破出版社。

甘炳光、胡文龍、馮國堅、梁祖彬 編 (1997)。社區工作技巧。香港：中文大學出版社。

赤瀨川原平、藤森照信、南伸坊 (2016)。路上觀察學入門。台灣：行人出版。

香港大學秀圃老年研究中心 (2002)。護老情真：護老技巧入門手冊。香港：香港大學出版社。

香港青年協會 (2009)。《社會服務學習經歷 -- 青年服務長者專集》。香港：香港青年協會。

黃宇軒 (2023)。《城市散步學——以香港作為起點》。香港：突破出版社。

黃幹知、陳國邦、吳思朗 (編著) (2018)。《活用 Apps 探全球：18 區考察路線》。香港：策馬文創 / 香港小童群益會。

Preston City Council (n.d.). *The Community Mapping Toolkit: A guide to community asset mapping for community groups and local organisations*. UK: Design & Print Centre.

Other Online Resources:

<https://bankofideas.com.au/handouts/>

<https://servicedesigntools.org/tools>

V. Design Thinking, Social Innovation and Social Impact Assessment

Altschuld, J. W. & White, J. L. (2010). *Needs Assessment, analysis and prioritization*. LA: Sage.

Kumar, V., & LaConte, V. (2013). *101 Design Methods: A Structured Approach for Driving Innovation in Your Organization*. Hoboken, N.J. : John Wiley & Sons Singapore Pte. (中譯本：《打造不敗的創新方案: 101 項設計思考法則》)

Centre for Good Governance (2006). *A Comprehensive Guide for Social Impact Assessment*. United Nations Public Administration Network

McDavid, J.D. & Hawthorn, L. R. L. (2006). *Program evaluation and performance measurement*. Thousand Oaks CA: Sage.

Other Online Resources:

[Rookie's Guide to Design Thinking 設計思考工具書](#)

[SCAPMER - Improving Products and Services](#)

Feedback for Evaluation

Students are welcome to provide feedback and suggestions to the course instructor(s) at any time, either in person, via email, or on Padlet. Formal evaluation exercises will also be conducted through the following:

1. Early Feedback Collection System (EFCS), administered by ITSC during mid-term
2. Course Teaching Evaluation Questionnaire, prepared by Shaw College at the last lecture

Academic Honesty and Plagiarism

Attention is drawn to University policy and regulations on honesty in academic work, and to the disciplinary guidelines and procedures applicable to breaches of such policy and regulations. Details may be found at <http://www.cuhk.edu.hk/policy/academichonesty/>.

With each assignment, students will be required to submit a signed declaration that they are aware of these policies, regulations, guidelines and procedures.

- In the case of group projects, all members of the group should be asked to sign the declaration, each of whom is responsible and liable to disciplinary actions, irrespective of whether he/she has signed the declaration and whether he/she has contributed, directly or indirectly, to the problematic contents.
- For assignments in the form of a computer-generated document that is principally text-based and submitted via VeriGuide, the statement, in the form of a receipt, will be issued by the system upon students' uploading of the soft copy of the assignment.
- Students are fully aware that their work may be investigated by AI content detection software to determine originality.

Assignments without the properly signed declaration will not be graded by teachers. Only the final version of the assignment should be submitted via VeriGuide.

The submission of a piece of work, or a part of a piece of work, for more than one purpose (e.g. to satisfy the requirements in two different courses) without declaration to this effect shall be regarded as having committed undeclared multiple submissions. It is common and acceptable to reuse a turn of phrase or a sentence or two from one's own work; but wholesale reuse is problematic. In any case, agreement from the course teacher(s) concerned should be obtained prior to the submission of the piece of work.

The copyright of the teaching materials, including lecture notes, assignments and examination questions, etc., produced by staff members/ teachers of The Chinese University of Hong Kong (CUHK) belongs to CUHK. Students may download the teaching materials produced by the staff members/ teachers from the Learning Management Systems, e.g. Blackboard, adopted by CUHK for their own educational use, but shall not distribute/ share/ copy the materials to a third-party without seeking prior permission from the staff members/ teachers concerned.

Guideline about plagiarism

Any assignment (i.e., project, essay, or paper) that shows evidence of plagiarism will be marked down severely. In simple terms, plagiarism is copying passages and/or ideas from other sources without referencing those sources. Moreover, when you report someone else's ideas/findings you must put it in your own words and not merely copy full sentences or parts of sentences from the source article. It is your responsibility as a scholar-in-training to cite the ideas and work of others correctly.

In all cases of plagiarism, the student's name will be recorded in a central database maintained by the general office. If a student is referred for plagiarism in more than one course, or more than one instance in the same course, the student's case will be forwarded to the university administration for follow-up action. If the charge is established, the penalty guidelines are as follows:

<i>Plagiarism</i>	<i>Minimum Penalties</i>
First offence	i) One demerit;

	ii) A mark of zero for that component of the course; and iii) Completion of relevant training in academic honesty
Second of further offence (and a first offence that is serious as decided by the disciplinary committee concerned / the FTP Committee)	i) Two demerit (of which one will remain in the University's record permanently and one is reviewable) and; ii) A failure grade for the course concerned

Detecting plagiarism

- Each student must upload a soft copy of the completed assignment to the plagiarism detection engine VeriGuide, at <https://veriguide1.cse.cuhk.edu.hk/cuhk/>
- The system will issue a receipt which also contains a declaration of honesty, which is the same as that in [http://www.cuhk.edu.hk/policy/academichonesty/Eng_hm_files_\(2013-14\)/p10.htm](http://www.cuhk.edu.hk/policy/academichonesty/Eng_hm_files_(2013-14)/p10.htm)
- The declaration should be signed on the pdf, attached with the soft copy of the assignment upon submission.
- Only the final version of the assignment should be submitted via VeriGuide.

Use of AI Tools

Use of AI tools is allowed with explicit acknowledgement and proper citation. Students may use some AI tools in some class activities and assignments on the condition that they make explicit acknowledgement and proper citations of the input from AI tools.

Acknowledging support from AI tools

Students are required to acknowledge all functional uses of a generative AI tool and cite it when they paraphrase, quote, or incorporate into their own work any content (whether it is text, image, data, or other format) that was created by it.

- i. An example of acknowledgement
'I acknowledge the use of (name of AI tool – e.g. ChatGPT (<https://chat.openai.com/>) to (specify the support, e.g. plan my essay, generate some ideas for the content, ask for examples of data collection instruments, get the dates of historical events, etc.).
- ii. An example of citation
 OpenAI. (2023). *ChatGPT* (Mar 20 version). <https://chat.openai.com/chat>
 (Students are reminded that due to the rapid developments of generative AI tools, some citation formats may be updated regularly.)
- iii. An example of including texts generated by an AI tool in their work
 "The following text was generated by an AI tool / language model (ChatGPT):"
 [Insert the text generated by ChatGPT here.]
- iv. An example of including texts generated by an AI tool and the prompts that were used to elicit the text from the AI tool
 "[The prompt], as generated by an AI language model (ChatGPT):"

[Insert the text generated by ChatGPT in response to the prompt.]

Students are reminded to learn and use the AI tools responsibly and ethically and be aware of the limitations.

Students are reminded to clarify with the course teacher and obtain permission if necessary when in doubt.

<End>