

THE CHINESE UNIVERSITY OF HONG KONG

General Education (GE)

Course Outline

Course Code/Section: GESC1230EB		Year: Term 2, 2025/26
Course Title: Caring Heart Service Learning		
Time: Friday 14:30 – 17:15		Venue: Shaw College Staff Association Common Room (Kuo Mou Hall LG2)
Course Teacher: Ms. TANG Chi Shan, Canna (鄧智珊), REAT®, AThR, MExpArtsTh		
Email: cannatang@cuhk.edu.hk		
Teaching Assistant: Ms. Phoebe Mo		
Email: phoebemo@hkexat.org		
(Applying for late, early, or sick leave; prototype service and supervision arrangement)		

Course overview:

Expressive arts therapy (ExAT) is a body-mind-spirit health intervention that fosters holistic therapeutic outcome integrating various arts application, for example visual art, music, drama, dance & movement, and creative writing, in a supportive environment. ExAT is a person-centered approach psychotherapy, aims to provide an opportunity for non-verbal emotions expression and communication across service users from socially and culturally diverse populations.

In accordance with the college founding aspiration, “Learning, innovation and benefitting humankind,” this course provides students with opportunities to care and serve the people in the society with diverse needs and background through the learning and applications of core value, attitude and practical skills of arts facilitation from the foundation of Expressive Arts Therapy, as well as promoting social inclusion in the society by planning and participating in expressive arts community program. As a service-learning course, students will engage in experiential learning that they can critically learn and apply concepts and theories of non-judgmental arts facilitation and community connection developed from Expressive Arts Therapy in a real-world environment. To prepare students to care for others they will first learn how to care for themselves through developing loving and kindness, empathy, mindfulness, and respect for diversity in the participation of Expressive Arts Therapy experiential workshops. As guided by the course instructor, students are expected to design and implement service projects by themselves or in association with non-government organizations, Service Learnings, or volunteer groups as host organizations. The course concludes with a post-service review that students will share and reflect their service-learning experience to re-examine their own connection to the society using arts and to develop an enhanced awareness of the compact relationship between mental wellbeing and arts participation.

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 outcomes:

Upon completion of the course, students will be able to:

1. Develop self-awareness and self-care of one's own psychological well-being.
2. Adopt arts as language for personal emotions expression, and to engage and facilitate people in community to express thoughts and feelings in multi art modalities.
3. Develop empathy, arts connection, sensitivity, and respect towards people with different emotional needs.
4. Appreciate how volunteerism and service learning can bring about positive changes to the community.
5. Appreciate the values and functions of Expressive Arts Therapy in promoting mental health awareness and mental well-being in society.
6. Develop an enhanced sense of inclusiveness and sensitivity of cultural diversity to promote greater good in the society.

Learning Activities:**The course will employ the following methods of instruction:**

- a. *Lectures and workshops* – The instructor will introduce relevant concepts and themes during lectures. Students are encouraged to raise their areas of concern in the lectures and participate in the discussions initiated by the instructor. Students will be encouraged in making group discussions to share and reflect values as well as worldviews with each other in greater depth.
- b. *Community Visits and Service-Learning Projects* – Students will visit local communities and NGOs to understand the real context as well as resources and need of people. Students will be divided into 6 groups, 5 persons in a group which includes students from at least 2 faculties. Each group will formulate an expressive arts program (min. 2 sessions X 3 hours) in serving the community, by utilizing the knowledge and skills learnt in the course as well as from their own

discipline or profession.

- c. *Group project presentation* – Students are required to make group presentations. Through preparation for the group presentation, students will consolidate knowledge acquired from lectures and readings and reflect their learning gained from the Service-learning project. Creative and expressive arts-related format of presentation is suggested, students can choose to use any art modalities learnt in the course to process and show their thoughts and reflection in the presentation.
- d. *Padlet* – Students are encouraged to make use of the Padlet to discuss relevant issues with the instructors and other students inside and/or outside the classroom.
- e. *Readings* –Students have to read the articles stipulated for each topic after the lectures and workshops to consolidate the experience gained from the participatory work. Essential readings are also stipulated for the major themes included in the course. Students are also encouraged to consult other readings listed in the reference list.
- f. *Audio-visual aid* – Whenever appropriate, audio-visual materials will be used during class to aid the instruction.

"This course will invite students to participate in experiential learning/ activities for personal growth and professional development. For those who are overwhelmed or with signs of psychological or emotional impact, they are encouraged to speak with the course instructor and seek professional help for appropriate support."

Weekly Course Schedule and reading assignment:		
Week/Date	Topic	Required readings ¹ /other requirements
W1 9 Jan 2026 (Fri)	❖ Introduction ➤ Course structure and assignment brief ➤ Clarify mutual expectation ➤ Conceptualization: Volunteerism vs Service Learning ❖ Values and attitudes of service learning ❖ Process and outcomes of service learning ➤ Overview of Expressive Arts Therapy (EXAT) and its application on different populations that covered in this course ➤ Expressive Arts Studio – Experience of the experiential learning structure of the course	#1, #10
W2 16 Jan 2026 (Fri)	❖ Introduction of Expressive Arts Therapy (EXAT) ➤ Understand the basic knowledge and principles of EXAT ➤ Learn to adopt arts as language for self-expression Expressive Arts Studio – Experience of emotions expression in arts creation	#1
W3 23 Jan 2026 (Fri)	❖ Application of Various Art Modalities (I) ➤ Understand the basic concept and principles of Visual Art application in EXAT ➤ Learn the facilitation method of Visual Art creation with	#1

¹ Please specify chapters/pages to be read.

	various populations Expressive Arts Studio – Experience of emotions expression in visual art	
W4 30 Jan 2026 (Fri)	❖ Application of Various Art Modalities (II) ➤ Understand the basic concept and principles of Music and Creative Writing application in Expressive Arts Therapy ➤ Learn the facilitation method of Music and Creative Writing creations with various populations Expressive Arts Studio – Experience of emotions expression in music and creative writing	#1
W5 6 Feb 2026 (Fri)	❖ Application of Various Art Modalities (III) ➤ Understand the basic concept and principles of Dance & Movement and Drama application in Expressive Arts Therapy ➤ Learn the facilitation method of Dance & Movement and Drama creations with various populations Expressive Arts Studio – Experience of emotions expression in dance & movement and drama	#1
W6 13 Feb 2026 (Fri)	❖ Community Application of Expressive Arts Therapy (I) ➤ Understand the needs of people with different mental and emotional needs ➤ Introduction to the use of expressive arts in community to address the needs of people with different mental and emotional needs ➤ Explore the benefits of services on the people served ➤ Case study and expressive arts community program design Skill Lab – Experience of mock community program leading and arts facilitation under Therapist’s supervision, and to reflect on the cultural and individual needs sensitivity of the program design	#2, #4, #5
W7	Lunar New Year Vacation	
W8 27 Feb 2026 (Fri) (Guest Lecture)	Community Application of Expressive Arts Therapy (III) ➤ Understand the needs of children/youth with special educational needs (SEN) ➤ Introduction to the use of expressive arts in community to address the needs of the children/youth with SEN ➤ Explore the benefits of services on the people served ➤ Case study and expressive arts community program design ➤ Skill Lab – Experience of mock community program leading and arts facilitation under Therapist’s supervision, and to reflect on the cultural and individual needs sensitivity of the program design	#6, #15, #19
W9	Reading Week	
W10 13 Mar 2026 (Fri) (Guest Lecture)	❖ Community Application of Expressive Arts Therapy (II) ➤ Understand the needs of Ethnic Minority and Carer ➤ Introduction to the use of expressive arts in community to address the needs of Ethnic Minority and Carer ➤ Explore the benefits of services on the people served ➤ Case study and expressive arts community program design Skill Lab – Experience of mock community program leading and arts facilitation under Therapist’s supervision, and to reflect on the cultural and individual needs sensitivity of the program design	#3, #14, #16

W11-14 16 Mar 2026 (Mon) to 12 Apr 2026 (Sun)	Prototype Service ➤ Each group implements their prototype service to the target group from W11 to W14 in the Hong Kong Expressive Arts Therapy Service Center (HKEXAT) ➤ Students must at least schedule one zoom consultation meeting with TA and Instructor before the caring service ➤ Students will schedule the caring service - expressive arts community program (2 sessions @3 hours) with HKEXAT ➤ Extra time on weekday or weekend may be used for the prototype service, details are listed in the below table. <table><tr><td></td><td>Service 1</td><td>Service 2</td><td>Location</td></tr><tr><td>Group 1</td><td>19/3 (Thu) 2-3:30pm</td><td>26/3 (Thu) 2-3:30pm</td><td>Sham Shui Po</td></tr><tr><td>Group 2</td><td>18/3 (Wed) 2-3:30pm</td><td>25/3 (Wed) 2-3:30pm</td><td>Sham Shui Po</td></tr><tr><td>Group 3</td><td>21/3 (Sat) (AM)</td><td>28/3 (Sat) (AM)</td><td>Yuen Long</td></tr><tr><td>Group 4</td><td>21/3 (Sat) (PM)</td><td>28/3 (Sat) (PM)</td><td>Yuen Long</td></tr><tr><td>Group 5</td><td>Date: TBA Fri (AM)</td><td>Date: TBA Fri (AM)</td><td>Tai Kok Tsui (Language: ENG)</td></tr><tr><td>Group 6</td><td>TBA</td><td>TBA</td><td>Tai Kok Tsui</td></tr></table>		Service 1	Service 2	Location	Group 1	19/3 (Thu) 2-3:30pm	26/3 (Thu) 2-3:30pm	Sham Shui Po	Group 2	18/3 (Wed) 2-3:30pm	25/3 (Wed) 2-3:30pm	Sham Shui Po	Group 3	21/3 (Sat) (AM)	28/3 (Sat) (AM)	Yuen Long	Group 4	21/3 (Sat) (PM)	28/3 (Sat) (PM)	Yuen Long	Group 5	Date: TBA Fri (AM)	Date: TBA Fri (AM)	Tai Kok Tsui (Language: ENG)	Group 6	TBA	TBA	Tai Kok Tsui	#7, #8, #9
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W15 17 Apr 2026 (Fri)	❖ Group Presentation ➤ Each group should prepare a 20-minute presentation, to summarize their learning and observation in the prototype service ➤ Need of target group, service implementation situation, suggestions on improvement of the service as well as self-reflection are expected to be included in the presentation ➤ Creative and Expressive Arts-related format of presentation is suggested																													
W16 (Make-up Class) 21 Apr 2025 (Tue)	❖ Conclusion and wrap up ➤ Sharing on the impact and insights of the personal journey of using arts as self-expression and the community application of EXAT, so as to review and consolidate the Service-Learning experiences ➤ Organize thoughts and feelings, and conclude the experiences with a course end art making ➤ Course evaluation and conclusion																													

Required readings and other recommended readings/ learning resources:

Required books

#1 Levine, S. K., & Levine, E. G. (1999). Foundations of expressive arts therapy: theoretical and clinical perspectives. Jessica Kingsley Publishers.

#1 Chinese Version:

Levine, S. K., & Levine, E. G. (Eds.). (2007). 表達性藝術治療概論 (蘇湘婷, 陳雅麗, & 林開誠, Trans.; 初版). 心理出版社股份有限公司.

Required readings

#2 Caddy, L., Crawford, F., & Page, A. (2012). Painting a path to wellness: Correlations between participating in a creative activity group and improved measured mental health outcome. *Journal of Psychiatric and Mental Health Nursing*, 19: 327-333.

#3 Ho, R.T.H., Fong, T.C.T., Sing, C.Y., Lee, P.H.T., Leung, A.B.K., Chung, K.S.M., Kwok, J.K.L. (2019). Managing behavioral and psychological symptoms in Chinese elderly with dementia via group-based music intervention: A cluster randomized controlled trial. *Dementia: the international journal of social research and practice* 18 (7-8): 2785-2798.

#4 Joshua, K. M. N., & Rainbow, T. H. H. (2017). Effects of Clay Art Therapy on Adults Outpatients with Major Depressive Disorder: A Randomized Controlled Trial. *Journal of Affective Disorders*, 217, 237–245.

#5 Saumaa, H. (2022). Anxiety and Somatic Dance. *Integrative and Complementary Therapies*, 28(1), 39–42.

Other recommended books

#6 Chasen, L. R., & Landy, R. J. (2011). Social Skills, Emotional Growth and Drama Therapy: Inspiring Connection on the Autism Spectrum (1st ed.). Jessica Kingsley Publishers.

#7 Kaplan, Frances et al. (2006). Art Therapy and Social Action: Treating the World's Wounds (1st ed.). Jessica Kingsley Publishers.

#8 Levine, E.G. and Levine, S. (2011) Art in Action: Expressive Therapy and social Change. Philadelphia: Jessica Kingsley Publications.

#9 Rogers, N. (2011). The creative connection for groups: person-centered expressive arts for healing and social change. Science & Behavior Books.

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

Other recommended readings

A. Expressive Arts and Mental well-being

#11 Kim, S. (2010). A Story of a Healing Relationship: The Person-Centered Approach in Expressive Arts Therapy. *Journal of Creativity in Mental Health*, 5(1), 93–98.

#12 Li, Y., & Peng, J. (2022). Evaluation of Expressive Arts Therapy on the Resilience of University Students in COVID-19: A Network Analysis Approach. *International Journal of Environmental Research and Public Health*, 19(13), 7658-.

#13 Smriti, D., Ambulkar, S., Meng, Q., Kaimal, G., Ramotar, K., Park, S. Y., & Huh-Yoo, J. (2022). Creative arts therapies for the mental health of emerging adults: A systematic review. *The Arts in Psychotherapy*, 77, 101861-.

B. Application of Multi-modalities on Different Groups of Service Users

#14 Byrne, J. (2012). The life garden project art therapy intervention for depressed elderly in hong kong: A communal support approach. In D Kalmanowitz, J. Potash, & S.M. Chan (Eds), *Art therapy in asia: to the bone or wrapped in silk*, (pp. 115-128), London and Philadelphia: Jessica Kingsley.

#15 Davis, K. M. (2010). Music and the Expressive Arts with Children Experiencing Trauma. *Journal of Creativity in Mental Health*, 5(2), 125–133.

#16 Hui, E., Chui, B. T. K., & Woo, J. (2009). Effects of dance on physical and psychological well-being in older persons. *Archives of Gerontology and Geriatrics*, 49, 45-50.

#17 Krpan, K. M., Kross, E., Berman, M. G., Deldin, P. J., Askren, M. K., & Jonides, J. (2013). An everyday activity as a treatment for depression: The benefits of expressive writing for people diagnosed with major depressive disorder. *Journal of Affective Disorders*, 150(3), 1148–1151.

#18 Pinna-Perez, A., & Frank, R. (2018). Sleep of Reason: critical reflections on performance arts-based research as psycho-social commentary in expressive arts therapy praxis. *Qualitative Research in Psychology*, 15(2-3), 234–246.

#19 Tait, K., Mundia, L., & Fung, F. (2018). Raising young children with autism spectrum disorders in Hong Kong: The impact of cultural values and stigma on Chinese parents' coping strategies. *Social Science and Humanities*, 2018.

C. Community Arts and Mental Health

#20 Lipe, A. W. et al. (2012). The effects of an arts intervention program in a community mental health setting: A collaborative approach. *The Arts in Psychotherapy*, 39:25-30.

#21 Madden, C., & Bloom, T. (2004). Creativity, health and arts advocacy. *International Journal of Cultural Policy*, 10(2), 133-156.

#22 Newman, T., Curtis, K., and Stephens, J. (2003). Do community-based arts projects result in social gains? A review of the literature. *Community Development Journal*, 38(4): 310-322.

#23 South, J. (2006). Community arts for health: an evaluation of a district programme. *Health Education*, 106(2):155-168.

Assessment scheme:		
Assessment component	Description	Weight (%)
Class Participation and Involvement in Community Service	Attendance and punctuality are mandatory for all classes after add/drop period. Failure to comply with attendance requirements will result in a point penalty. Applying for leave with sound reasons in advance will be considered case-by-case. Students who are absent from classes due to illness must provide a "Sick Leave Certificate" for that day as proof. Lateness will be recorded and will result in a point penalty. Students who are late for more than 20 minutes without valid reasons will be considered absent. Student's active participation in the experiential learning sessions and service-learning process is essential which their participation in the preparation (e.g.: zoom consultation and two session plans), delivery and evaluation of the service will be assessed by the instructor and the group tutor. Peer assessment will be conducted after Group Presentation as an additional reference for instructor's assessment.	30%
Individual Reflective Arts Journal	Students are required to document their personal learning in all Expressive Arts Studio from Week 1 to Week 5, integrated into a reflective journal on self-discovery about mental-wellbeing and emotions, and the impact of experiential learning through arts participation from personal experience, and/or from the observations and the sharing of others in class. Some notes to help you writing the reflective journal: - You need to make regular records of your learning process in each weekly lecture, especially in the Expressive Arts Studio. Write down your entry as soon as possible after the class, and keep good record of your artwork(s) each week. It will help you keep the details fresh in your mind, which will help later in your analysis. - Describe your reaction, your thoughts, feelings, and observations. It can be something good or bad that has happened to you that you can self-reflect on. - Discuss some important points/significant moments from your experience, what it means or meant to you, and what you may have learned from that experience. What was your insight after the lecture in relation to the course objectives. Content: You will generate reflections on your learning journey in your chosen art modality(ies) accompanied with writing. Your reflective journal must contain at least 3 entries for the lecture and Expressive Arts Studio from Week 1 to Week 5. The date of each entry must be clearly listed to show the process of your reflection development. Format: APA style, Font: Times New Roman, 12 point. 1.5 Line Spacing Length of each entry: 400-500 words in English or 300-400 words in Chinese. Deadline of submission to VeriGuide: softcopy of the paper and signed VeriGuide declaration form should be submitted to BlackBoard before 23:59, 13 Feb, 2026 (Fri). (Without prior approval, 5% from the paper total would be deducted for each 24hrs delay after the	20%

	deadline. No submission will be accepted 7 days beyond the due date.) For easy management of your submission files, please name the file in this format: “your full name-assignment type”; for example: “Chan Tai Man-Reflective Journal” and “Chan Tai Man-Reflective Journal VeriGuide form”. Grading criteria: <table><tr><td>Ability to articulate an understanding of the arts experiential learning through deep personal reflections.</td><td>40%</td></tr><tr><td>Ability to analyse the facilitation of Expressive Arts creative process as applied to the Expressive Arts studio experiences.</td><td>30%</td></tr><tr><td>Ability to create rich and creative responses that clearly communicates ideas and expresses the inner processes in arts.</td><td>30%</td></tr></table>	Ability to articulate an understanding of the arts experiential learning through deep personal reflections.	40%	Ability to analyse the facilitation of Expressive Arts creative process as applied to the Expressive Arts studio experiences.	30%	Ability to create rich and creative responses that clearly communicates ideas and expresses the inner processes in arts.	30%			
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Group Presentation	Students will form a small group of 5 students to prepare a presentation to reflect, evaluate and consolidate their learning experience in planning and implementing the community arts workshop. Creative and Expressive Arts-related format of presentation is suggested. The structure of the presentation should include: i. A brief introduction to the context and participants of the workshop (Who were your serving targets? What did you know about them and their needs?) ii. Aims and objectives of the workshop (What were the main purposes of the workshop?) iii. The workshop plan and its rationale (What and why did you do with the participants?) iv. Participants’ observation and sharing about their response to your work (How did they respond to your work? Anything surprised you in the process?) v. Evaluation impacts of the workshop The length of the presentation should be around 20 minutes and followed up by a Q&A session of 10 minutes. The presentation PowerPoint should be submitted via the blackboard system before the mid-night (23:59) on the date of presentation (17 Apr, 2026). Grading criteria: <table><tr><td>Ability to cover all the required aspects into the presentation</td><td>20%</td></tr><tr><td>Ability to articulate an understanding of the service workshop experiences through deep reflections</td><td>30%</td></tr><tr><td>Ability to evaluate the impact of workshop to the participants</td><td>20%</td></tr><tr><td>Ability to communicate in presentation in a creative, aesthetic, engaging and dialogical manner.</td><td>20%</td></tr></table>	Ability to cover all the required aspects into the presentation	20%	Ability to articulate an understanding of the service workshop experiences through deep reflections	30%	Ability to evaluate the impact of workshop to the participants	20%	Ability to communicate in presentation in a creative, aesthetic, engaging and dialogical manner.	20%	20%
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	<table><tr><td>Time management</td><td>10%</td></tr></table>	Time management	10%							
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Individual Self Reflection Essay	Each student needs to write a reflection essay to reflect on the whole learning process from planning, implementing, and evaluating the community expressive arts service workshop. The essay should contain reflections on but not be limited to the following aspects: 1. Personal level: Did this service projects change you in any aspect? 2. Theory of change of project/service: Do you think the logic is sound? Any important aspect of intervention is missing? 3. Lessons learn from the project/service: Any particular values, knowledge, and skill learn from the service and from the interaction with different service users? 4. Reflection on macro perspectives: What is the role and/or the potential contribution of Expressive Arts Therapy/ arts/ arts participation to the community mental health and/or social inclusion inspired by the practical experiences? Length: 1000 words in Chinese or 1200 words in English. Format: APA style, Font: Times New Roman, 12 point. 1.5 Line Spacing Deadline of submission to VeriGuide: softcopy of the paper and signed VeriGuide declaration form should be submitted to BlackBoard before 23:59, 9 May, 2026 (Fri). (Without prior approval, 5% from the paper total would be deducted for each 24hrs delay after the deadline. No submission will be accepted 7 days beyond the due date.) For easy management of your submission files, please name the file in this format: “your full name-assignment type”; for example: “Chan Tai Man-Reflective Essay” and “Chan Tai Man-Reflective Essay VeriGuide form.” Grading criteria: <table><tr><td>Ability to clearly outline the key aspects of the service workshop project including its context, purpose, participants and expressive arts approach.</td><td>20%</td></tr><tr><td>Ability to articulate an understanding of the underlying philosophy of Expressive Arts Therapy as a way for promoting community mental health and/or social inclusion, and draw on relevant readings to support the discussion.</td><td>40%</td></tr><tr><td>Ability to offer a critical evaluation of the strength and weaknesses of the project, as well as personal learning, based on the evidence collected.</td><td>30%</td></tr><tr><td>Ability to create clear, coherent, and grammatically correct responses that make use of correct referencing techniques.</td><td>10%</td></tr></table>	Ability to clearly outline the key aspects of the service workshop project including its context, purpose, participants and expressive arts approach.	20%	Ability to articulate an understanding of the underlying philosophy of Expressive Arts Therapy as a way for promoting community mental health and/or social inclusion, and draw on relevant readings to support the discussion.	40%	Ability to offer a critical evaluation of the strength and weaknesses of the project, as well as personal learning, based on the evidence collected.	30%	Ability to create clear, coherent, and grammatically correct responses that make use of correct referencing techniques.	10%	30%
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Ability to create clear, coherent, and grammatically correct responses that make use of correct referencing techniques.	10%									

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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 or 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_html_files_\(2013-14\)/p10.htm](http://www.cuhk.edu.hk/policy/academichonesty/Eng_html_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.

Feedback for evaluation:

Student can give their feedback on the course at the mid-term and final evaluation by completing the questionnaire.

Teacher also welcomes student feedback by e-mail and face-to-face discussion.