

THE CHINESE UNIVERSITY OF HONG KONG

Shaw College General Education

Course Outline

Course Code/Section: GESC1230JA		Year: Term 2, 2024/25
Course Title: Caring Heart Service Learning		
Time: Friday 1430 – 1715 (See exceptions in schedule)		Venue: WMY401 (See exceptions in schedule)
Course Teacher: Dr Sealing CHENG, Ms Cherry CHUI		
Email: TBC		
Consultation: By appointment 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. As a service-learning course, students will engage in experiential learning that they can critically learn and apply concepts and theories 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. Students will review and reflect the strengths and needs of the community. As guided by the course instructor, students are expected to implement service projects 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 self to gain deeper and broader appreciation how their own discipline relates to the society and to develop an enhanced sense of civic responsibility.

**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-management of one’s own psychological well-being
2. Apply knowledge and skills to access strengths and needs of the community, and to develop corresponding courses of action.
3. Develop empathy, care and concern, and respect towards people.
4. Appreciate how volunteerism and service learning can bring about positive changes to the community.
5. Appreciate how their own discipline relates to and contributes to the society
6. Develop an enhanced sense of civic responsibility to promote greater good in the society.

### **Learning Activities:**

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

- a. *Lectures* – 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 4 groups, 5 persons in a group which includes students from at least 2 faculties. Each group will engage 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.
- d. *BlackBoard Forum* – 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 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."*

<b>Weekly Course Schedule:</b>		
Week / Date	Topic	Learning activities
W1 10 Jan (Fri) 1430 – 1715 @WMY401	<ul style="list-style-type: none"> <li>➤ Introduction               <ul style="list-style-type: none"> <li>• Course Structure</li> <li>• Clarify mutual expectation</li> <li>• Conceptualisation: Volunteerism vs Service Learning                   <ul style="list-style-type: none"> <li>✧ Values and attitudes of service learning</li> <li>✧ Process and outcomes of service learning</li> </ul> </li> </ul> </li> <li>➤ Sex work: concept, language, and politics</li> </ul>	Lecture 1 Dr Sealing Cheng
W2 17 Jan (Fri) 1430 – 1715 @WMY401	<ul style="list-style-type: none"> <li>➤ Understanding Self-awareness and Self-management               <ul style="list-style-type: none"> <li>• Empathy</li> <li>• Love-kindness</li> <li>• Care and Respect</li> </ul> </li> <li>➤ Stigma and health</li> <li>➤ Community engagement for health promotion'</li> </ul>	Lecture 2 (Guest Lecture) Dr Krystal Lee
W3 24 Jan (Fri) 1430 – 1715 @WMY401	Learning about the current situation of Female sex workers in Hong Kong <ul style="list-style-type: none"> <li>• Modes of work</li> <li>• Legal framework of sex work in Hong Kong</li> </ul>	Lecture 3 Ms. Cherry Chui
W4 31 Jan (Fri)	Chinese New Year Holiday	
W5 7 Feb (Fri) 1430 – 1715 @WMY401	Community Work and Service Techniques <ul style="list-style-type: none"> <li>• Needs assessment</li> <li>• Asset-based community Development</li> <li>• Community Engagement</li> <li>• Set interview objectives/questions for the guest speakers of human library</li> </ul>	Lecture 4 Dr Sealing Cheng
W6 14 Feb (Fri) 1430 – 1715 @Yau Ma Tei	Human Library <ul style="list-style-type: none"> <li>• Guest Speakers by Ex-worker and Current worker</li> <li>• To understand their work in depth and the difficulties encountered</li> </ul>	Lecture 5 Ms. Cherry Chui
W7 21 Feb (Fri) 1430 – 1715 @Yau Ma Tei	Agencies visit <ul style="list-style-type: none"> <li>• Midnight Blue, an NGO which provide service and support to Male/transgender sex workers in Hong Kong</li> <li>• Teen's Key (TBC), an NGO which provide service and support to young women, including those who work in the sex industry</li> </ul>	Community Visit Ms. Cherry Chui
W8 - 11 23 Feb – 21 Mar @Yau Ma Tei	Outreach to the Sex Venues/ Services at Drop in centre <ul style="list-style-type: none"> <li>• During this period, students will be divided into groups and engage in a total of <u>5</u> service sessions, each session lasting approximately three hours, including preparation and debriefing. :               <ul style="list-style-type: none"> <li>- Outreach to the sex venues in Hong Kong, and to understand their work condition and needs in depth</li> <li>- Station at AFRO's drop-in centre and facilitate the service delivery to female sex workers</li> </ul> </li> </ul> ^ Service may be conducted on weekday evenings or weekends.	Service Learning

W12 28 Mar (Fri) 1430 – 1715 @WMY401	<b>Group Presentation</b> <ul style="list-style-type: none"> <li>Each group should prepare a presentation in 20-minute presentation, to summarise their learning and observation during service learning</li> <li>Needs 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</li> </ul>	Presentation Dr Sealing Cheng
W13 4 Apr (Fri)	Ching Ming Festival	
W14 11 Apr (Fri) 1430 – 1715 @WMY401	<b>Conclusion and Wrap up</b> <ul style="list-style-type: none"> <li>Sharing on the impact and insights of the action done, also to review the service-learning experiences</li> <li>Course evaluation and conclusion</li> </ul>	Lecture Dr Sealing Cheng

<b>Assessment scheme:</b>		
Assessment component	Description	Weight (%)
Class participation and involvement in community service	<p>Attendance and punctuality are mandatory for all classes after add/drop period. Failure to comply with attendance requirements will result in a point penalty.</p> <p>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 the day as proof.</p> <p>Lateness will be recorded and will result in a point penalty. Students who are late for more than 20 mins without valid reasons will be considered absent.</p> <p>Student’s active participation in the service-learning process and human library is crucial, delivery and engagement of the service will be assessed by the instructors.</p>	15%
Individual Reflective Journal	<p>Students are required to write a reflective journal to document their learning process after week 7 (especially after the Human Library and agencies visit), where students are encouraged to actively engage in both sessions.</p> <ul style="list-style-type: none"> <li>Format: APA style, Font: Times New Roman, 12 point. 1.5 Line Spacing</li> <li>Length: 500 words in English or 700 words in Chinese</li> <li>Deadline of submission to VeriGuide: Softcopy of the paper and signed VeriGuide declaration form should be submitted to BlackBoard before 23:59, 28/2/2025. (Without prior approval, 5% from the paper total would be deducted for each 24 hrs. delay after the deadline. No submission will be accepted 7 days beyond the due date.)</li> </ul> <p>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”.</p>	15%

Group Presentation	<p>Students will form a small group of 5 to prepare a presentation to reflect, evaluate and consolidate their learning experience</p> <p>The content of the presentation should include but not limited to:</p> <ul style="list-style-type: none"> <li>• Learning experience</li> <li>• Understanding the female sex workers: Identifying their “difficulties”, and “needs”, and to develop corresponding course of action.</li> <li>• Social issues observed in the service</li> <li>• Reflection</li> </ul> <p>The presentation should last approximately 20 minutes and be followed by a 10-minute Q&amp;A session.</p> <p>The presentation PowerPoint should be submitted via the Blackboard system before 23:59, 28/3/2025.</p>	30%
Individual Reflective Essay	<p>Students are required to write a reflection essay to reflect on the whole learning process. The paper should contain reflections on but not be limited to the following aspects:</p> <ul style="list-style-type: none"> <li>➔ Describe your thoughts, feelings and observations. It can be something good or bad that has happened to you that you can self-reflect on.</li> <li>➔ Lessons learnt from the service: share any values, knowledge and skills learn from the project. Critically reflect on broader social issues related to this project or target group. Suggest ways, if there are any, in which you may contribute to the service targets or broader society in the future, if you wish to.</li> <li>➔ 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.</li> </ul> <ul style="list-style-type: none"> <li>• Length: 1500 words in English or 1800 words in Chinese</li> <li>• Format: APA style, Font: Times New Roman, 12 point. 1.5 Line Spacing</li> <li>• Deadline of submission to VeriGuide: Softcopy of the paper and signed VeriGuide declaration form should be submitted to BlackBoard before 23:59, 25/4/2025. (Without prior approval, 5% from the paper total would be deducted for each 24 hrs. delay after the deadline. No submission will be accepted 7 days beyond the due date.)</li> </ul> <p>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”.</p>	40%

## **Required readings and other recommended readings/ learning resources:**

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

Essential Reading #2: Zastoupil, G. J. & Sarmiento, C. S. (2022), Service-learning, rights to the city, and justice in community practitioner preparation, *Journal of Community Practice*, 3(2),169-180. DOI: 10.1080/10705422.2022.2070315

### **Recommended Readings**

#### Self-awareness and self-management

Peterson, C. (2006). A primer in positive psychology. New York: Oxford University Press.

Lyubomirsky, S. (2013). The myths of happiness. New York: Penguin.

Brown KW, Creswell JD, Ryan RM (eds.) (2015). Handbook of Mindfulness: Theory, Research, and Practice. New York: Guilford.

Neff, K. D. (2011). Self-Compassion. New York: William-Morrow.

#### Appreciating Service Learning

Cipolle, Susan. B. (2010). Service-Learning and Social Justice. Lanham, MD: Rowman & Littlefield. Chapter 1,2 &3.

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

Haldar, U.K. (2010). Leadership and team building. India: Oxford University Press.

Hughes, C., Steinhorn, R., Davis, B. Beckrest, S., Boyd, E. & Cashen, K. (2012). University-Based Service Learning: Relating Mentoring Experiences to Issues of Poverty. *Journal of College Student Development* 53(6). 767-782.

Wong, L. P., Chui, W. H., & Kwok, Y. Y. (2010). The Volunteers Satisfaction Index: A Validation Study in the Chinese Cultural Context. *Journal of Social Indicators Research* 104:19-32. DOI 10.1007/s11205-010-9715-3.

Xing, J. & Ma, H. K. (2010). Service-Learning in Asia: Curricular Models and Practices. HK: Hong Kong University Press.

#### Community Work & Service Techniques

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。

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。

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。

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。

### Useful Online Learning Resources

Rookie's Guide to Design Thinking 設計思考工具書 <https://goo.gl/LUbQfz>

### **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>
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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.htm\\_files\\_\(2013-14\)/p10.htm](http://www.cuhk.edu.hk/policy/academichonesty/Eng.htm_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

- a. Course and teaching evaluation survey will be conducted in the second last week of the course. Students are reminded of their responsibility and right to give feedback to facilitate enhancement of the course.
- b. Students are welcome to give feedbacks to the course teacher at any time in person or through emails.