GENA 2352A – Service Learning Project
Course Outline (1st term, 2019-20)

🗣 Instructor 🗣

Lecturer:	Mr. WONG Kon-Chi (黃幹知社工，知 sir), R.S.W., M.S.W. (CUHK)
Office:	UCA 405B, Tsang Shiu Tim Bldg, United College *(by appointment only)*
Email:	kevinwongkonchi@yahoo.com.hk
Tel. No. :	61316472 *(For urgent enquiries only)*
Language:	Cantonese
Class Dates:	6th September to 29th November, 2019 (Friday)
Class Time:	Usually 2:30pm-4:15pm (Dismiss at 5:30pm on few service days and presentation)
Class Venue:	NAH 11 (Humanities Building, New Asia College)

📃 Course Description 📃

This College General Education Course aims at enhancing the understanding among the students of the needs and problems of various socially disadvantaged groups in Hong Kong, helping them to integrate the service and learning experiences, as well as to cultivate a caring attitude for our society.

Based on the concepts and principles of Service-Learning and experiential learning, the students are required to plan and implement a series of services for selected socially disadvantaged groups in local communities. Through lectures, sharing, discussion, group presentation and individual reflective paper, the students are facilitated to review the relationship between individuals and the society, to apply knowledge and skills learnt in classes to the community services, to share and consolidate the experiences and insights gained from the process of conducting the community services, to undergo in-depth self-reflection at personal, team and societal levels, as well as to develop care and concern with socially disadvantaged groups in our society.

☞ Learning Outcome ☞

Upon the completion of this Course, the students will be able to:
- A. understand and assess critically a particular socially disadvantaged group in a local community;
- B. initiate and implement a community service project;
- C. acquire and apply knowledge on project development, implementation and evaluation;
- D. integrate their Service-Learning experiences with specified perspectives and theories learnt from their own disciplines, and
- E. self-reflect on personal development and citizenship in relation to their Service-Learning experiences.

⚒ Learning Activities and requirements ⚒

This Course is mainly composed of 4 interlocking parts: interactive lectures, field trips, community services and group presentations.

The class will be divided into 8 small groups, each composing of 6 students. A Group Leader and Deputy Group Leader will be elected among the members in each group, in liaising with course instructor and the designated elders respectively. Each group will focus on a topic#, e.g. one or two of the following principles of Dementia Friendly Community (DFC) to formulate the project and action:

1. Involvement of PWD and caregivers
2. Easy to navigate physical environment
3. Consistent and reliable travel options
4. Social inclusion: Challenges stigma and building understanding
5. Practical support to remain in home
6. Accessible community activities and enable engagement in community life
7. Respectful and responsive business and services
8. Ensure early diagnosis and access to appropriate health care

Each group will then go through various means of services to a designated elder served by a local NGO in a nearby community, so as to understand more about their lived experience, through the lens of the DFC criteria selected. Then, a self-initiated further action should be planned and implemented. Finally, each group will take turn to make a presentation and lead discussion in classes during the last session of this Course, so as to review and consolidate your own action experiences.

#It would be appreciated if students could propose to serve other vulnerable groups in need.

⧗ Course Structure and Schedule ⧗

The structure and schedule of this course are delineated in the following table:

Week	Date (2019) & Time	Format	Topics to be covered (Tentative)
1	6 Sept 2:30 – 4:15pm	Interactive lectures and discussion	Orientation & course structure ● Clarify mutual expectation ● Volunteerism and personal development ● Concepts and examples of Service-Learning
2	13 Sept 1:30 – 3:30pm / 3:30 – 5:30pm (Attend one of the timeslots)	Field Trip	Mind-friendly Home experiential tour *Venue: HK Housing Society Elderly Resources Centre, Yau Ma Tei* ● Experience the behavior and needs of elders with dementia ● Understand the importance of mind-friendly home environment
3	20 Sept 2:30 – 4:15pm	Interactive lectures and discussion	Needs assessment ● Concepts of Dementia Friendly Community (DFC) ● Welfare and services for elders with dementia in Hong Kong ● Tools of Field Observation
4	27 Sept 2:30 – 4:15pm	Interactive lectures and discussion	Communication skills with the service target ● Interview Skills & Preparation ● Rehearsal
5	4 Oct 2:30 – 5:30pm	Service (1)*	Engaging the service target Each group will be matched with two designated elders with dementia, engaging them through games and interview, so as to gain an impression on their daily routine.
6	11 Oct 2:30 – 4:15pm (Around 1 hour)	Field Trip	Field Observation & Site Visit @ Nearby Shatin City One ● Field Observation in the community(The area and duration would be decided by the group) ● Plan the route for next week

7	18 Oct 2:30 – 5:30pm	Service (2)*	<u>Community Walk</u> Each group walk through a self-planned route in the community with their designated elders, to understand their pain points and needs living in this community
8	25 Oct 2:30 – 4:15pm	Interactive lectures and discussion	<u>Ideation</u> The groups should initiate a further action on any scale (including but not limited to direct service / community education / online campaign / advocacy / business proposal / product…), using the knowledge and skills trained in your own major discipline, to improve the livelihood of the designated elder
9	1 Nov 2:30 – 5:30pm	Service (3)*	<u>Pitching</u> Each group would pitch within 5 minutes, followed by the immediate feedback from dementia elders and their caregivers, in the elderly centre, to gain insights on modifying your ideas.
10 – 12	2 Nov - 23 Nov (Self-arranged)	Service (4)	<u>Action</u> Each group would prototype or tests the planned action within three weeks after the pitching. It is optional to involve the designated elders if needed.
10	8 Nov 2:30 – 4:30pm (15mins @group)	Tutorial	<u>Interim Consultation</u> Each group would report the progress, consult the instructor on how to cope with the challenges during the action.
12	21 – 24 Nov	Optional field trip	<u>Gerontech & Innovation Expo</u> (社聯樂齡科技博覽) @HKCEC Students may visit to gain insights from the thematic exhibition booths and pavilions showing the latest innovations and ideas for better living of elders to sharpen your presentation.
13	29 Nov 2:30 – 5:30pm	Group Presentation & Course Evaluation	Each group will take turn to share the formulation process, impact and insights of the action done, and lead an open discussion in classes, so as to review and consolidate the Service-Learning experiences.

Agency of the services (Venue TBC): 基督教香港信義會 善學慈善基金關宣卿愉翠長者鄰舍中心

💻 e-Learning Platform: Google Classroom 💻

This e-Learning platform will act as our main communication channel of this course and serves the following functions:

    a) Organize all the learning materials, included PPT, essential readings, etc;

    b) Complete pre-class preparation readings or video exercises;

    c) Announce the details and your preparation of the services;

    d) Show the important dates and deadlines of this class on your own Google Calendar;

    e) Share your thoughts and reflection anytime for our discussion;

    f) Submit reflection and assignments;

    g) Inbox the instructor privately.

Students could login your own GMAIL account and open Google Classroom through Web browser on computer or through Apps on mobile devices (Download: Android / iOS). Join our Classroom using the code. Please visit the platform regularly to get the course materials and announcement.

✍ Course Assignment and Assessment ✍

Active participation, teamwork and self-reflection of the students throughout the entire course is deemed necessary in order to attain effective and fruitful learning.

Assessment Scheme	Description and Purpose	Weight
Participation in class & eLearning Platform	Attendance records will be taken. _Attendance of the services, and presentation is compulsory._ Punctuality for classes is greatly appreciated. There will be some pre-class readings or video assignments. Bonus marks will be awarded to those who take initiatives to complete the pre-class preparation exercises.	20%
Involvement & Reflection in the Service	Participation and performance of the students will be assessed based on on-site observation by the instructor during the service and reflection. Reflection tools will be used after the service to assess so. Peer assessment would be done eventually.	20%
Group Presentation	Students are expected to share the impact and reflection of your further action done in Nov, followed by a Q&A session discussing the immediate rating, feedback and questions from the online platform. (Presentation + Q&A = 16mins).	30%
Individual Self-reflection Report	Students are expected to undergo self-reflection and consolidate your experiences throughout the whole course, such as the feelings and insights gained through the service, your personal growth and your own future contribution to the service targets or the broader society as university students. The report should be within 1000 words (Chinese or English), and have to be submitted before _6th Dec, 2019 at 23:59_ to the assignment box on Google Classroom in word format.	30%

◖ Feedback and Evaluation ◗

All the students will be invited to give feedback and suggestion individually, through the following exercises to be conducted during the last session of this Course, by completing a:

1. Course Evaluation Questionnaire to be monitored by staff from New Asia College Office, and
2. Feedback Form about the community services, to be monitored by the Course teacher and his teammates.

🔒 Academic Honesty and Plagiarism 🔒

Information regarding the academic honesty and plagiarism policy in the University is located at http://www.cuhk.edu.hk/policy/academichonesty. Some further advice is given below.

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. Please visit the following websites for discussions of how to recognize and avoid plagiarism.

http://ec.hku.hk/plagiarism/introduction.htm

http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml
http://www.hamilton.edu/writing/style/plagiarism/plagiarism.html

If you commit plagiarism in an assignment, and it is your first offence in the course, the penalty will range from a minimum of a single letter grade reduction in score on the assignment to a maximum of failure on the assignment. A second offence within the same course will result in a minimum penalty of a single letter grade reduction in the course grade to a maximum penalty of course failure. The specific penalty applied is up to the discretion of the professor. 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.

Detecting plagiarism

The Senate Committee on Teaching and Learning requires that all student assignments in undergraduate programmes should be submitted via VeriGuide. This policy will only apply to assignments in the form of a computer-generated document that is principally text-based.

- 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/p09.htm
- The declaration should be signed on the pdf and upload to the eLearning platform together with the assignment.
- Assignments without the receipt will not be graded by teachers

🗩 Professional Help 🗩

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

📖 Suggested Readings 📖

* Recommended Readings

Service-Learning, Volunteerism and Personal Development

東華大學教學卓越中心社會參與教師社群 (編) (2012)。 *教育小革命 -- 大學生的十堂社會參與課*。台北：心靈工坊文化事業。

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。

* 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.

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

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

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

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

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

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

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

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.

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*. DOI 10.1007/s11205-010-9715-3.

Brockbank, A. & McGill, I. (2007*). Facilitating reflective learning in higher education*. (2nd ed.) NY: Open University Press.

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.

Kenny, M.E., Simon. L.A.K., Kiley-Brabeck, K. & Lerner, R.M. (2002). (Eds.). *Learning to serve: promoting civil society through service learning*. Boston: Academic Publishers.

Taylor, T. P., & Pancer, S. M. (2007). Community service experiences and commitment to volunteering. *Journal of Applied Social Psychology*, 37(2), 320-345.

On Understanding the Social Disadvantaged Groups and Social Welfare Services in Hong Kong

周永新 (2013)。*社會政策的觀念和制度*。香港：中華書局。

黃洪 (2013) 。「無窮」的盼望-- 香港貧窮問題探析。香港：中華書局。

陳啟芳、黃昌榮、邵家臻 (編) (2012) 。會說話的社會福利。香港：圓桌文化。

香港社會服務聯會 (2009) 。香港社會福利概況。香港：香港社會服務聯會。

Elderly, ageing & Dementia-Friendly City

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

W.H.O. (2007). *Global Age-friendly Cities: A Guide*. Geneva : World Health Organization 2007.

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。

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。

*香港認知障礙症協會（按「認識認知障礙症」資料）：https://www.hkada.org.hk/

*Dementia Friendly Communities: Key principles: https://www.alz.co.uk/adi/pdf/dfc-principles.pdf

DFC Online resources: https://www.alz.co.uk/dementia-friendly-communities/principles

Communicate with PWD: https://www.alzwisc.org/documents/DFC%20Communication%20Tips.pdf

On Community Work & Service Techniques

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.

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。

赤瀬川原平、藤森照信、南伸坊(2016)。路上觀察學入門。台灣：行人出版。

Online Resources: https://bankofideas.com.au/handouts/

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》）

Ingle, B. (2013). *Design Thinking for Entrepreneurs and Small Businesses: Putting the Power of Design to Work*. Berkeley, CA: Apress.

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 OaksL CA: Sage.

Ideas Generation Tools: SCAPMER - Improving Products and Services: www.mindtools.com/pages/article/newCT_02.htm