United College, The Chinese University of Hong Kong
General Education Course
GEUC 2101B SOCIAL SERVICE: PARTICIPATION AND REFLECTION
1st Term, 2022/23

Instructor:	Mr. Wong Kon Chi (黃幹知社工，知 sir), M.S.W.(CUHK), Dept. of Social Work
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Office:	UCA 405B, Tsang Shiu Tim Bldg, United College (by appointment only)
Language:	Cantonese (with English materials)
Class Dates:	Friday evenings; 23, 30 Sep, 25 Nov 2022
	Plus one of the community services (21 Oct / 28 Oct / 4 Nov evening)
Class Venue:	LSK514-5 (Lee Shau Kee Bldg, Main Campus)
Teaching Asst.:	TBC

Course Overview:

The objective of this course is to foster students to become positive and responsible citizens through participating in community social service and visiting social enterprises. Based on the principles of service-learning, social enterprisingness, and theories of experiential learning, the course assists students to consolidate their prior and on-going community service experiences. Through self-reflection, small group discussion, community agency and social enterprise visits and project presentation, students will be able to understand the needs of vulnerable groups, aware of human issues related to social justice and develop positive attitude to community social service. The purpose of this course is to facilitate students' self-development and develop a long-term interest in caring of the community and populations in need.

(Remark: This Course is not for students major in Social Work)

Grade Descriptors:

P	All learning outcomes/assessment criteria have been met. The work demonstrates most or all the following characteristics in related to those expected at the given level of study within the discipline: 1. Adequate to good understand and exploration 2. No significant inaccuracies, misunderstandings or errors 3. The specifications for the assessment task, including word limit/time limit where appropriate, have been adhered to 4. The outside classroom activities are well organized, coherent and the standard presentation, including referencing where appropriate, is up to standard 5. Appropriate contextualization, including relevant theory / literature / artefacts /performance 6. Evidence of quality analysis, synthesis, reflection and critical appraisal
F	One or more key learning outcome/assessment criterion has/have not been met. The work fails to meet the requirements in relation to those expected at the given level of study within the discipline, exemplified by any of the followings: 1. Poor understanding and exploration of ideas 2. Some significant inaccuracies, misunderstandings or errors 3. Not participating required classroom activities, including group presentations 4. Not participating required outside classroom activities, including service projects or visit to organizations 5. No evidence of analysis, synthesis, reflection and critical appraisal 6. Insufficient attention paid to some of the assessment criteria and some significant aberrations from the specifications for the assessment task

Learning Objectives and Outcomes:

After completion of this course, students will be able to:

1. Understand the theory and practice of Service-Learning;
2. Integrate community service experiences with principles of Service-Learning;
3. Relate their service-learning experience with the concepts of civic responsibility and social justice;
4. Critically appraise their personal development in relation to their Service-Learning experience;
5. Develop an awareness towards populations in need and identify ways to serve them; and
6. Initiate long-term interest to serve the community and society; and
7. Practice constant self-reflection in order to achieve self-discovery and self-expression.

Course Schedule and Arrangements of Learning Activities (Tentative):

Date & Time (2022)	Venue	Themes of Learning Activities
23 Sep 6:45 – 9:30pm *(2.75 hours)*	LSK514-5	**Pre-service briefing and training 1** ● Mutual expectation and introduction of course requirements ● Understanding socially disadvantaged in Hong Kong ● Grouping
30 Sep 6:45 – 9:30pm *(2.75 hours)*	LSK514-5	**Pre-service briefing and training 2** ● Welfare policies in HK ● Principles and skills in observation and interview
21 Oct / 28 Oct / 4 Nov 6:30 – 10:00pm *(3.5 + 1 hours)*	石硤尾村 19 座平台 206-208 室(街市上一層/有心思菜館旁)	**Community services for specified social disadvantaged groups** Students would immerse the daily life and conduct an interview with grassroot elders served by a designated NGO - PSC. Students are expected to discover their needs and pain points, so as to plan a further action afterwards as part of the final assignment.
11 Nov 6:30 – 9:30pm *(3 hours)*	LSK514-5	**Post-service presentation and evaluation** Form teams with the max. capacity of 5. Each team will take turn to make a 7 mins presentation followed by 7 mins Q&A/discussion. The presentation is about an idea of a further action at any scale, included but not limited to direct service / community education / online campaign / advocacy / business proposal / product…, utilizing students' own knowledge and skills trained in their major discipline, to improve the livelihood of the target served.

Remarks:

1. This course is for United College students to take in their second year or third year of study.
2. 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/emotional impact, they are encouraged to speak with the Course Instructor and to seek professional help for appropriate support.

Language:

Cantonese (with English materials)

Writing Assignment:

Each student is required to submit an individual self-reflection report (Word limit: 1,000 words in Chinese or English). They are expected to acquire understanding on the needs and problems of the target groups which they have served in their community services, consolidating the feedbacks and insights from other classmates during the presentation, as well as to identify possible solutions and their potential contribution as university students. (Deadline: 30 Nov 2022, 23:59)

Submission Method:

1. Each student must upload a soft copy of the completed assignment to the VeriGuide: http://www.cuhk.edu.hk/veriguide

2. The system will issue a receipt which also contains a declaration of honesty. The declaration should be signed by the student, and the signed receipt in pdf format should be uploaded together with the paper via the "Assignment box" of Blackboard Learn of this course. Assignments without the receipt will not be graded by teacher.

Course Assessment Scheme:

1.	Participation (Attendance of the service is COMPLUSORY)	30%
2.	Group Presentation cum discussion	35%
3.	Personal Reflection Journal	35%

The students will be assessed according to a check-list covering such areas as their attendance, participation, proposal and implementation in their community services, group presentation, and written assignment. They will then be given an overall Pass/Fail grade.

Channel for Course Announcement: Details of Course Website

Follow the following step to access the course website:

1. Log in to Blackboard Learn: https://elearn.cuhk.edu.hk
2. Choose the course: 2022R1-GEUC2101B
3. Choose the functions that you want to use or materials to download, e.g. discussion, mail or course slides.
4. Please visit the course website regularly to get information, announcement, give opinions and for communication with instructor, tutors and classmates.

Feedback for Evaluation:

1. Students are encouraged to put forth their viewpoints and opinions regarding the course on the Blackboard Learn discussion forum. The lecturer will log on the discussion forum and give feedback to opinions posted by students.
2. An evaluation questionnaire will also be conducted at the end of the course to collect students' opinions on the course.

Required Readings:

On Volunteerism, Personal Development & Reflective Thinking

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.

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。

歐陽達初、黃和平(2017)。*未完成的香港社會保障：批判的導論*。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。

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

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.

On 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。

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。

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

Ideas Generation Tools

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.

Recommended Readings:

On Service-Learning

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.

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.

Useful Websites:

The Hong Kong Council of Social Service: www.hkcss.org.hk

Pension / Retirement Protection:pension.org.hk

Retirement Protection Consultation, HKSARG:
rp.gov.hk/tc/pdf/721500402_Consulation_Document_C_full.pdf

Social Security Allowance (SSA) Scheme: swd.gov.hk/tc/index/site_pubsvc/page_socsecu/sub_ssallowance/

Academic Honesty and Plagiarism

Honesty in academic work: In writing their papers, students must refer 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 can be found at http://www.cuhk.edu.hk/policy/academichonesty/.

Declaration to be included in assignments

Every assignment handed in should be accompanied by a signed declaration as below. For group projects, all students of the same group should be asked to sign the declaration. 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. Assignments without the receipt will not be graded by teachers. Only the final version of assignment should be submitted via VeriGuide.

I declare that the assignment here submitted is original except for source material explicitly acknowledged, and that the same or closely related material has not been previously submitted for another course. I also acknowledge that I am aware of University policy and regulations on honesty in academic work, and of the disciplinary guidelines and procedures applicable to breaches of such policy and regulations, as contained in the website.

_____   _____

Signature   Date

_____   _____

Name   Student ID

_____   _____

Course code   Course title