CPCE Health Conference 2020, 13 Jan 2020

Providing elderly care through Service-Learning:
A case study and proposal to generate subject ideas in an effective manner

- Overview of service-learning subject:
  "Using Human-Centered Design to Work with the Elderly: A Memoir Project"
- Reflection on curriculum design
- Tools for generating SL subject ideas

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SPD2328
Using Human-Centered Design to work with the Elderly: A memoir project

Patrick Chan
Subject Proposer and Subject Leader

Co-teachers:
Dr Thomas Chan
Ms Maggie Chau
Mr Jonathan Yu

In collaboration with
Sai Kung District Community Centre (2016/17, 2017/18)
Salvation Army (2018/2019)

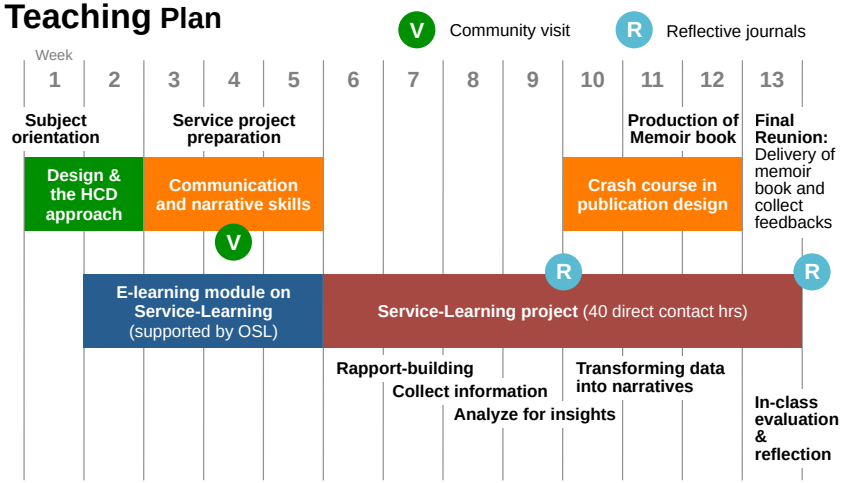
Objectives and learning outcomes

- **Service-Learning (SL): experiential learning** through community service
- **linkage** between SL and professional knowledge/skills
- nurture **empathy** towards the needy as civic citizens

- raise awareness on the **elderly's needs**
- **bring them satisfaction** by helping them to recapture their **lifetime stories**

- renew understanding on design / **Human-Centered Design** approach
- basics in **publication design**
- **communication skills with the elderly**

Teaching Plan



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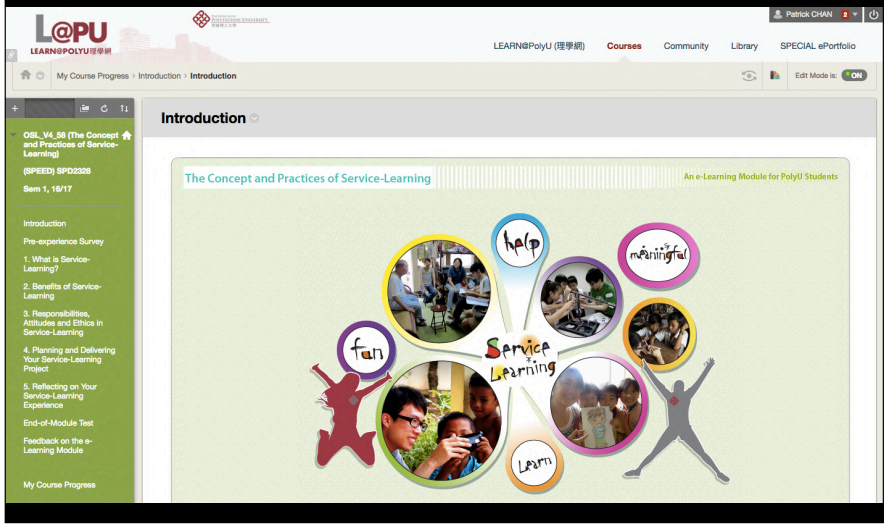
E-learning module on Service-Learning



2016/17 cohort final union

2017/18 cohort final union

2018/19 cohort final union

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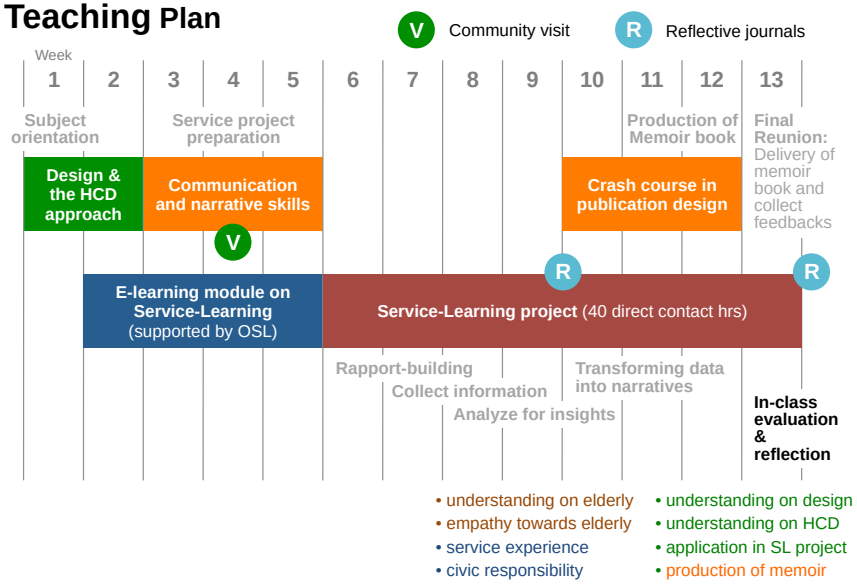
Teaching Plan



SPD2328 **Using Human-Centered Design (HCD) to work with the elderly: A memoir project**

Students' reflections

"I also improved my communication skills with the elderly... through these interviews and this approach, I also learned how to listen more and ask less... we learned to give some time to wait Siu Ha to speak, listen to her, and try to not interrupt her. It is not only respect her, it also can induce her to speak more and say more that something we have not ask." ~ Maggie

SPD2328 **Using Human-Centered Design (HCD) to work with the elderly: A memoir project**

Students' reflections

"… human-centered design is all about building a deep empathy with the people you are designing for. This approach focused on the importance of empathizing with others and removing our own bias when evaluating their needs. Through these interview, I realized that Siu Ha is an independent person." ~ Maggie

SPD2328 **Using Human-Centered Design (HCD) to work with the elderly: A memoir project**

Students' reflections

"… human-centered design inspired me to approach challenges differently and experience how it can add new perspectives to view thing and face the problem. From interviewing Siu Ha, I realized that different generation have different concern and used different opinions and perspectives to view thing. ... And I should learn from her, to concern more about others' feelings and use other people's point of view to see one thing, and not only focused on my own self." ~ Maggie

SPD2328 **Using Human-Centered Design (HCD) to work with the elderly: A memoir project**

Students' reflections

"*I can observed that the different thought and life between Siu Ha and me. I won't gave up my opportunity and I has a choice of controlling my life… I think Siu Ha why don't brave to choose her road… After understood the situation of Siu Ha, I empathy towards her on this difficult situation… Siu Ha lost her rights and opportunities for choosing and she lost time to enjoy the children's life. I think she is independent woman and admire her so much.*" ~ Yan

SPD2328 **Using Human-Centered Design (HCD) to work with the elderly: A memoir project**

Students' reflections

"*This service learning project can let me to care elderly. No matter my family's elderly or our society's elderly, I bear a roles and responsibilities to provide care and concern to them. To respect of them and care them in daily life, such as empathize to allow elderly walking slowly and pay attend on the street of elderly. Maybe take care elderly more through volunteer at community centres that share the love and provide care. Volunteer can provide the elderly's need and be a part of social supporting to help and care elderly.*" ~ Yan

SPD2328 **Using Human-Centered Design (HCD) to work with the elderly: A memoir project**

Students' reflections

"*I think "My life is beautiful" can represent Siu Ha's whole life… More, our society was created by past generation, they were contributed the society to this generation. We enjoy the many resources and good living place, also created by them. In my life, I think I need to treasure resources more. It is because this is my civic responsibility…*" ~ Yan

SPD2328 **Using Human-Centered Design (HCD) to work with the elderly: A memoir project**

Students' reflections

"*… this is the meaningful program that let me more understand the elderly's need. Also, the Siu Ha story encourage me to take the responsibilities on providing care, and I also enjoy talk and listen story form her and build the relationship.*" ~ Yan

SPD2328 **Using Human-Centered Design (HCD) to work with the elderly: A memoir project**

Students' reflections

"… the memoir could help Siu Ha to have some form of legacy to her family. Allowing her family members such as grandchildren to have a glimpse of the hardship of Siu Ha in her younger days. The memoir can let Siu Ha's family to realize that her experience can have an impact to a stranger like us; allowing them to cherish their time with her." ~ Christine

SPD2328 **Using Human-Centered Design (HCD) to work with the elderly: A memoir project**

Students' reflections

"… the memoir could help Siu Ha to look back to her life, and view it as valuable. This memoir shows Siu Ha that our team decided to spend all those time with her is not because we were merely trying to fill out the course requirement, but because we enjoyed being her acquaintance as well as listening to her life story. To us youngsters, stories from our elderlies are like food for thought that nourishes our life experience as well." ~ Christine

SPD2328 **Using Human-Centered Design (HCD) to work with the elderly: A memoir project**

Students' reflections

"I have learnt a lot from her life story. I have learnt to be positive and stay strong when facing difficulties ahead. Comparing with Siu Ha's life, I am grateful as I grew up in a pleasant living conditions, at least I do not have to retrieve water from the water tanker. I am very happy that at the last meeting with Siu Ha, she invited us to keep contact with her in the future." ~ Christine

SPD2328 **Using Human-Centered Design (HCD) to work with the elderly: A memoir project**

Students' reflections

"Human-Centered Design approach can let me understand the real situation on the elderly because HCD encourage people conducting field research. In my case, elderly mentioned that she was very bored and no special about her life… However, I discovered that she was a great person and her life was very busy after I conducted a field research. I found that she was an active person…" ~ Lukas

SPD2328 **Using Human-Centered Design (HCD) to work with the elderly: A memoir project**

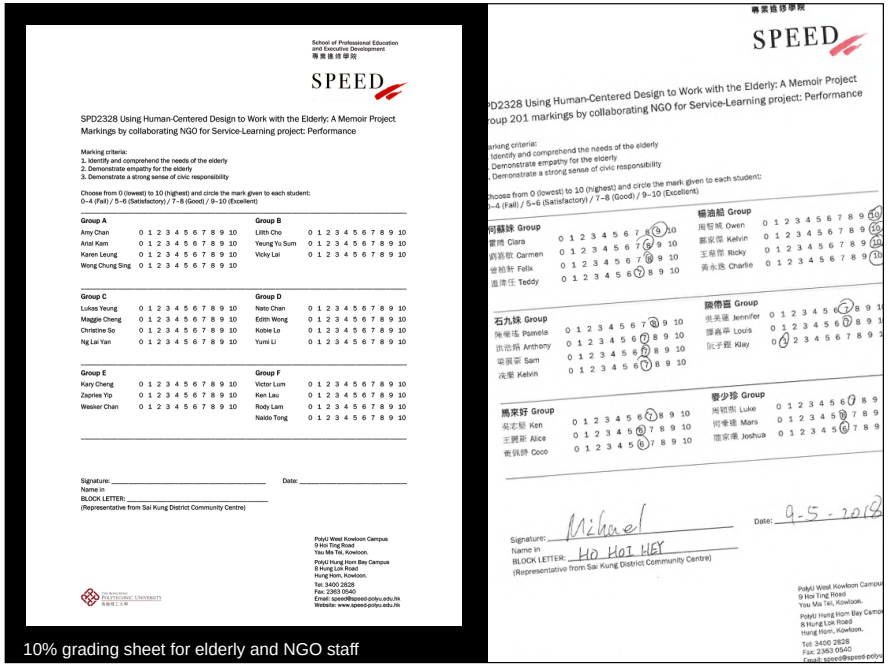
Students' reflections

"… *I understand that when I want understand one person, I cannot only listen about her life, I also need to conduct a field research on the person. Moreover, I need to use the leading question to attract them to share their experience for me.*" ~ Lukas

SPD2328 **Using Human-Centered Design (HCD) to work with the elderly: A memoir project**

Students' reflections

"The example of the interaction between Grandma Wai and her Indian domestic helper can reflect an actual phenomenon in HK that some of the foreign domestic helpers are irresponsible and impatient, even lacking of sympathy for the elderly. This indicated not every domestic helper is suitable for taking care of the elders but HK government does not settle a higher ethical requirement and professional knowledge when hiring the domestic helpers for elderly." ~ Yumi



School of Professional Education and Executive Development

SPEED

SPD2328 Using Human-Centered Design to Work with the Elderly: A Memoir Project
Markings by collaborating NGO for Service-Learning project: Performance

Marking criteria:
1. Identify and comprehend the needs of the elderly
2. Demonstrate empathy for the elderly
3. Demonstrate a strong sense of civic responsibility

Choose from 0 (lowest) to 10 (highest) and circle the mark given to each student:
0–4 (Fail) / 5–6 (Satisfactory) / 7–8 (Good) / 9–10 (Excellent)

Group A		Group B	
Amy Chan	0 1 2 3 4 5 6 7 8 9 10	Lilith Cho	0 1 2 3 4 5 6 7 8 9 10
Arial Kam	0 1 2 3 4 5 6 7 8 9 10	Yeung Yu Sum	0 1 2 3 4 5 6 7 8 9 10
Karen Leung	0 1 2 3 4 5 6 7 8 9 10	Vicky Lai	0 1 2 3 4 5 6 7 8 9 10
Wong Chung Sing	0 1 2 3 4 5 6 7 8 9 10		
Group C		**Group D**	
Lukas Yeung	0 1 2 3 4 5 6 7 8 9 10	Nato Chan	0 1 2 3 4 5 6 7 8 9 10
Maggie Cheng	0 1 2 3 4 5 6 7 8 9 10	Edith Wong	0 1 2 3 4 5 6 7 8 9 10
Christine So	0 1 2 3 4 5 6 7 8 9 10	Kobie Lo	0 1 2 3 4 5 6 7 8 9 10
Ng Lai Yan	0 1 2 3 4 5 6 7 8 9 10	Yumi Li	0 1 2 3 4 5 6 7 8 9 10
Group E		**Group F**	
Kary Cheng	0 1 2 3 4 5 6 7 8 9 10	Victor Lum	0 1 2 3 4 5 6 7 8 9 10
Zephie Yip	0 1 2 3 4 5 6 7 8 9 10	Ken Lau	0 1 2 3 4 5 6 7 8 9 10
Wesker Chan	0 1 2 3 4 5 6 7 8 9 10	Rody Lam	0 1 2 3 4 5 6 7 8 9 10
		Naldo Tong	0 1 2 3 4 5 6 7 8 9 10

Signature: _____ Date: _____
Name in BLOCK LETTER: _____
(Representative from Sai Kung District Community Centre)

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SPEED

D2328 Using Human-Centered Design to Work with the Elderly: A Memoir Project
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何蔡姊 Group
曹晴 Clara 0 1 2 3 4 5 6 7 8 9 10
蔡嘉欣 Carmen 0 1 2 3 4 5 6 7 8 9 10
曾皓祈 Felix 0 1 2 3 4 5 6 7 8 9 10
盧倩任 Teddy 0 1 2 3 4 5 6 7 8 9 10

植油船 Group
周智威 Owen 0 1 2 3 4 5 6 7 8 9 10
鄭家傑 Kelvin 0 1 2 3 4 5 6 7 8 9 10
王榮傑 Ricky 0 1 2 3 4 5 6 7 8 9 10
黃永強 Charlie 0 1 2 3 4 5 6 7 8 9 10

石九妹 Group
陳樂瑤 Pamela 0 1 2 3 4 5 6 7 8 9 10
張浩賢 Anthony 0 1 2 3 4 5 6 7 8 9 10
梁展豪 Sam 0 1 2 3 4 5 6 7 8 9 10
冼樂 Kelvin

陳佛喜 Group
吳美珊 Jennifer 0 1 2 3 4 5 6 7 8 9 10
譚嘉華 Louis 0 1 2 3 4 5 6 7 8 9 10
阮子穎 Kiay 0 1 2 3 4 5 6 7 8 9 10

馬來好 Group
吳宏堅 Ken 0 1 2 3 4 5 6 7 8 9 10
王寶新 Alice 0 1 2 3 4 5 6 7 8 9 10
曹鈺詩 Coco 0 1 2 3 4 5 6 7 8 9 10

蔡少玲 Group
周智恩 Luke 0 1 2 3 4 5 6 7 8 9 10
何樂維 Mars 0 1 2 3 4 5 6 7 8 9 10
陸家樂 Joshua 0 1 2 3 4 5 6 7 8 9 10

Signature: Michael
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10% grading sheet for elderly and NGO staff

SPD2328 **Using Human-Centered Design to work with the elderly: A memoir project**

Objectives and learning outcomes

- **Service-Learning (SL): experiential learning** through community service
- **linkage** between SL and professional knowledge/skills
- nurture **empathy** towards the needy as civic citizens

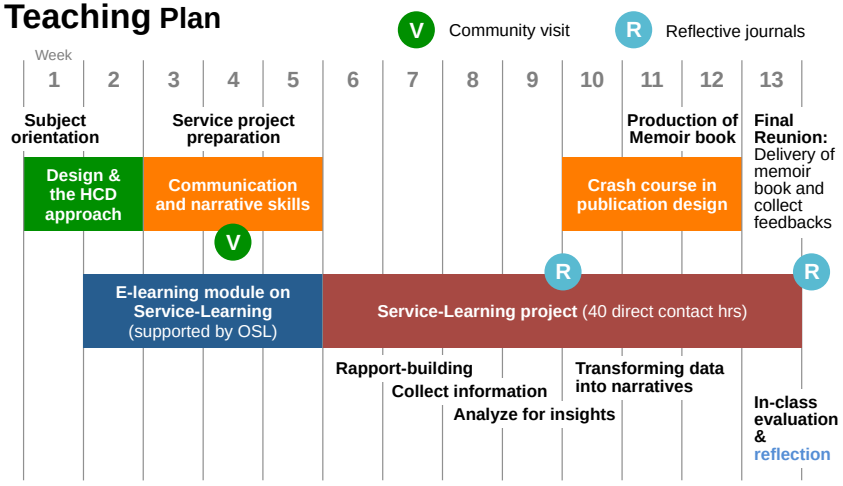
- raise awareness on the **elderly's needs**
- **bring them satisfaction** by helping them to recapture their **lifetime stories**

- renew understanding on design / **Human-Centered Design** approach
- basics in **publication design**
- **communication skills with the elderly**

- **reciprocal learning** and **sustained friendship** between students and elderly

SPD2328 **Using Human-Centered Design to work with the elderly: A memoir project**

Teaching Plan

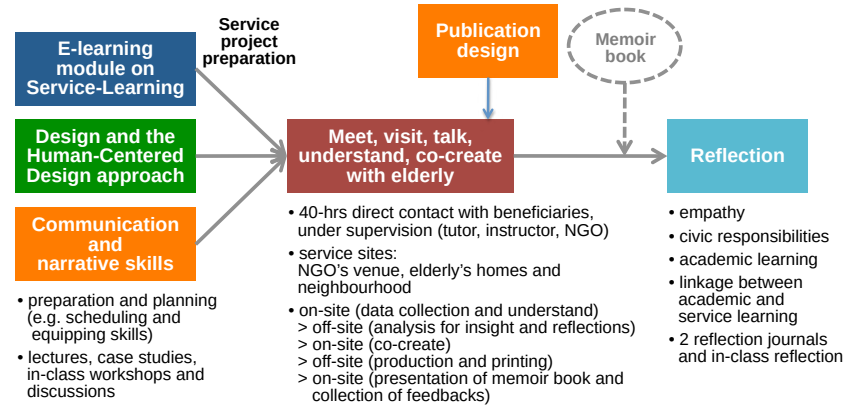


Indicative syllabus:

Concept on SL | Service and project-specific skills | Critical reflections
Academic focus | Experiential learning: Linking academic focus and service component

SPD2328 **Using Human-Centered Design to work with the elderly: A memoir project**

Curriculum Design



Indicative syllabus:

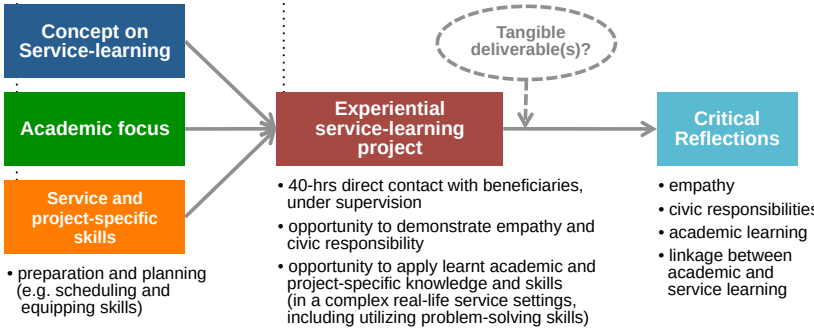
Concept on SL | Service and project-specific skills | Critical reflections
Academic focus | Experiential learning: Linking academic focus and service component

On preparing a Service-Learning subject proposal

Who will teach these knowledge and skills?

How does the service component
— benefits the beneficiaries?
— supports the academic focus?

How will the students be supervised and accessed?
— ratio of group vs individual



- preparation and planning (e.g. scheduling and equipping skills)

- 40-hrs direct contact with beneficiaries, under supervision
- opportunity to demonstrate empathy and civic responsibility
- opportunity to apply learnt academic and project-specific knowledge and skills (in a complex real-life service settings, including utilizing problem-solving skills)

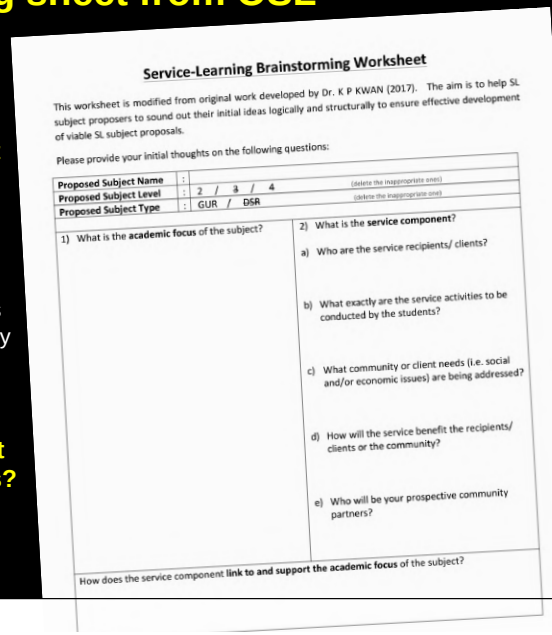
- empathy
- civic responsibilities
- academic learning
- linkage between academic and service learning

Brainstorming sheet from OSL

1. Academic focus

2. Service component
- Service recipients
- Service activities
- Needs of community / service recipients being addressed
- How the service benefits the recipents / community
- Community partner(s)

3. How the service component support the academic focus?



Service-Learning Brainstorming Worksheet

This worksheet is modified from original work developed by Dr. K P KWAN (2017). The aim is to help SL subject proposers to sound out their initial ideas logically and structurally to ensure effective development of viable SL subject proposals.

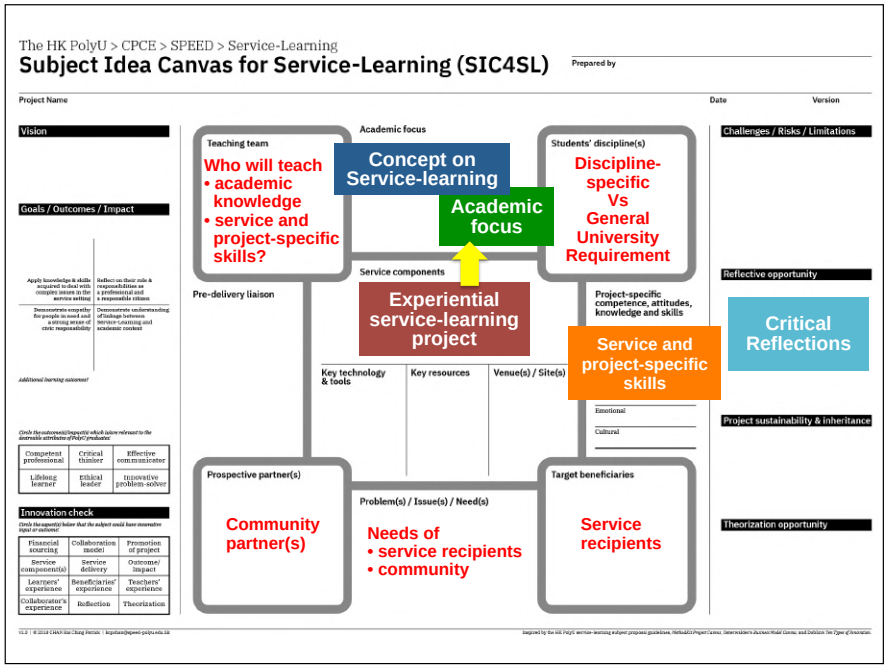
Please provide your initial thoughts on the following questions:

Proposed Subject Name	:	
Proposed Subject Level	:	2 / 3 / 4 (delete the inappropriate ones)
Proposed Subject Type	:	GUR / DSR (delete the inappropriate one)

1) What is the **academic focus** of the subject?

2) What is the **service component**?
a) Who are the service recipients/ clients?
b) What exactly are the service activities to be conducted by the students?
c) What community or client needs (i.e. social and/or economic issues) are being addressed?
d) How will the service benefit the recipients/ clients or the community?
e) Who will be your prospective community partners?

How does the service component **link to and support the academic focus** of the subject?



The HK PolyU > CPCE > SPEED > Service-Learning

Subject Idea Canvas for Service-Learning (SIC4SL)

Prepared by

Project Name | Date | Version

Vision

Goals / Outcomes / Impact

Apply knowledge & skills acquired to deal with complex issues in the service setting | Reflect on their role & responsibilities as a professional and a responsible citizen
Demonstrate empathy for people in need and a strong sense of civic responsibility | Demonstrate understanding of linkage between service-learning and academic content

Additional learning outcome(s)

Circle the outcome(s)/capacity which is/are relevant to the desirable attributes of PolyU graduates:

Competent professional	Critical thinker	Effective communicator
Lifelong learner	Ethical leader	Innovative problem-solver

Innovation check

Check the box(es) below that the subject could have innovative input or outcome:

Financial sourcing	Collaboration mode(s)	Promotion of project
Service component(s)	Service delivery	Outcome/ Impact
Learners' experience	Beneficiaries' experience	Teachers' experience
Collaborator's experience	Reflection	Theorization

Teaching team
Who will teach
• academic knowledge
• service and project-specific skills?

Academic focus
Concept on Service-learning
Academic focus

Students' discipline(s)
Discipline-specific Vs General University Requirement

Challenges / Risks / Limitations

Service components
Experiential service-learning project

Reflective opportunity

Pre-delivery liaison

Project-specific competence, attitudes, knowledge and skills
Service and project-specific skills

Critical Reflections

Key technology & tools | Key resources | Venue(s) / Site(s)

Emotional
Cultural

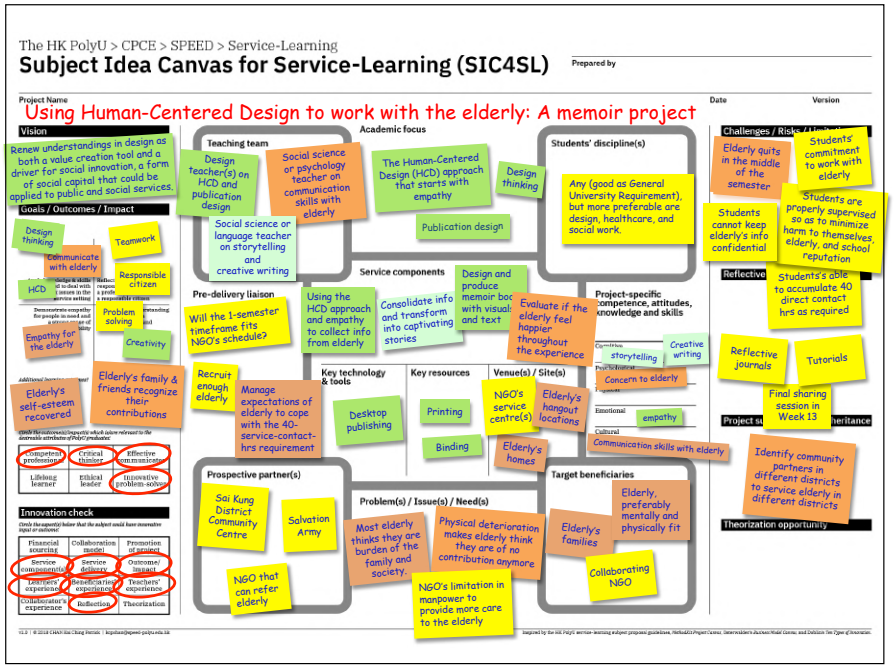
Project sustainability & inheritance

Prospective partner(s)
Community partner(s)

Problem(s) / Issue(s) / Need(s)
Needs of
• service recipients
• community

Target beneficiaries
Service recipients

Theorization opportunity



The HK PolyU > CPCE > SPEED > Service-Learning

Subject Idea Canvas for Service-Learning (SIC4SL)

Prepared by

Project Name: Using Human-Centered Design to work with the elderly: A memoir project

Date | Version

Vision
Renew understandings in design as both a value creation tool and a driver for social innovation, a form of social capital that could be applied to public and social services.

Goals / Outcomes / Impact
Design thinking
Teamwork
Communicate with elderly
HCD
Responsible citizen
Problem solving
Empathy for the elderly
Creativity
Elderly's self-esteem recovered
Elderly's family & friends recognize their contributions

Innovation check
Competent professional | Critical thinker | Effective communicator
Lifelong learner | Ethical leader | Innovative problem-solver
Financial sourcing | Collaboration mode(s) | Promotion of project
Service component(s) | Service delivery | Outcome/ Impact
Learners' experience | Beneficiaries' experience | Teachers' experience
Collaborator's experience | Reflection | Theorization

Teaching team
Design teacher(s) on HCD and publication design
Social science or psychology teacher on communication skills with elderly
Social science or language teacher on storytelling and creative writing

Academic focus
The Human-Centered Design (HCD) approach that starts with empathy
Design thinking
Publication design

Students' discipline(s)
Any (good as General University Requirement), but more preferable are design, healthcare, and social work.

Challenges / Risks / Limitations
Elderly quits in the middle of the semester
Students' commitment to work with elderly
Students cannot keep elderly's info confidential
Students are properly supervised so as to minimize harm to themselves, elderly, and school reputation

Reflective opportunity
Students's able to accumulate 40 direct contact hrs as required
Reflective journals
Tutorials
Final sharing session in Week 13

Service components
Design and produce memoir book with visuals and text
Consolidate info and transform into captivating stories
Evaluate if the elderly feel happier throughout the experience

Pre-delivery liaison
Will the 1-semester timeframe fits NGO's schedule?
Using the HCD approach and empathy to collect info from elderly
Recruit enough elderly
Manage expectations of elderly to cope with the 40-service-contact-hrs requirement

Project-specific competence, attitudes, knowledge and skills
storytelling
Creative writing
Concern to elderly
Communication skills with elderly

Key technology & tools
Desktop publishing

Key resources
Printing
Binding

Venue(s) / Site(s)
NGO's service centre(s)
Elderly's hangout locations
Elderly's homes

Emotional
empathy
Cultural

Project sustainability & inheritance

Prospective partner(s)
Sai Kung District Community Centre
Salvation Army
NGO that can refer elderly

Problem(s) / Issue(s) / Need(s)
Most elderly thinks they are burden of the family and society.
Physical deterioration makes elderly think they are of no contribution anymore
NGO's limitation in manpower to provide more care to the elderly

Target beneficiaries
Elderly, preferably mentally and physically fit
Elderly's families
Collaborating NGO

Theorization opportunity
Identify community partners in different districts to service elderly in different districts