

Subject Description Form

Subject Code	APSS288																	
Subject Title	Self, Service and Community																	
Credit Value	2																	
Level	2																	
Pre-requisite / Co-requisite/ Exclusion	The following students are not allowed to take this subject: All APSS students																	
Assessment Methods	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">100% Continuous Assessment</th> <th style="width: 25%;">Individual Assessment</th> <th style="width: 25%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Participation</td> <td style="text-align: center;">30 %</td> <td></td> </tr> <tr> <td>2. Pre-service Analytical Paper</td> <td style="text-align: center;">20 %</td> <td></td> </tr> <tr> <td>3. Post-service Self-reflective Paper</td> <td style="text-align: center;">20 %</td> <td></td> </tr> <tr> <td>4. Seminar Presentation</td> <td></td> <td style="text-align: center;">30 %</td> </tr> </tbody> </table> <p>Coursework assessment includes participation and presentation in seminar or workshop and two individual papers. The purpose of the presentation and papers is to help students integrate different parts of the syllabus into a holistic and critical view on the subject.</p> <p>The presentation and papers will be assessed according to i) the relevance and accuracy of content; (ii) the appropriate application of knowledge; and (iii) clarity in presentation.</p>			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Participation	30 %		2. Pre-service Analytical Paper	20 %		3. Post-service Self-reflective Paper	20 %		4. Seminar Presentation		30 %
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Objectives	Through direct participation in community service, this course aims to cultivate students' social responsibility, nurture civic consciousness and develop interpersonal and communication skills that are essential to both the goals of liberal education and the needs of the modern workplace.																	
Intended Learning Outcomes <i>(Note 1)</i>	<p>Upon completion of the subject, students will be able to:</p> <ul style="list-style-type: none"> (a) increase their sensitivity to a wide range of social issues in our society; (b) understand the embodied culture meanings of different vulnerable groups and communities; and (c) develop genuine concern for other individuals and increase their capacity for self-reflection and personal growth through servicing targeted communities. 																	

<p>Subject Synopsis/ Indicative Syllabus</p> <p><i>(Note 2)</i></p>	<p>The course will start with an orientation to familiarize students with a basic understanding of the interplay of the self, culture and society, followed by workshops on self-development, communication and leadership skills. Subsequently, students will be introduced to 2-4 chosen domains of human service, followed by several sessions of direct community service with guided supervision.</p> <p>1. Orientation</p> <p>a. Introduction</p> <p>(i) Community, Culture and Society</p> <ul style="list-style-type: none"> - The meanings of community and community service; - The public/private partnership of service provision – the interplay of the government, the third sector (e.g. NGOs) and individuals; - Relationship between culture, society and communities. <p>(ii) Self, Development and Service</p> <ul style="list-style-type: none"> - Self-understanding - Communication skills (e.g. observation, understanding, participation, presentation) - Leadership skills (e.g. problem solving, teamwork building) <p>b. Understanding the domains of welfare service</p> <p>Guests will be invited to act as mentors to share with students their experiences and expertise in working with the following service and to enlighten students on key issues and problems encountered in their practice process:</p> <ul style="list-style-type: none"> - Elderly - Children - People with disabilities - Youth - Families <p>2. Direct Community Services with Guided Supervision</p> <p>Students will be divided into groups and provided with opportunities to work as short-term volunteers in selected domains. Guided supervision will be provided.</p>
<p>Teaching/Learning Methodology</p> <p><i>(Note 3)</i></p>	<p>Led by the ‘fun-to-learn’ philosophy, students will be actively involved in observations, attachments and volunteer services in real-life situations whereby both students and targeted communities will be benefited.</p> <p>This course employs an innovative teaching-learning method. Students are expected to bridge the gap between ‘theory’ and ‘practice’ and to grasp social reality through direct service. Therefore, learning and teaching will be conducted through mini lectures, discussion, games and role play.</p> <p>The class will be divided into groups and experienced mentors will be invited to help students understand the history and dynamics of a designated community.</p>

Assessment Methods in Alignment with Intended Learning Outcomes (Note 4)	<table border="1"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th></th> <th></th> <th></th> </tr> </thead> <tbody> <tr> <td>1. Participation</td> <td>30%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2. Pre-service Analytical Paper</td> <td>20%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td>3. Post-service Self-reflective Paper</td> <td>20%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td>4. Seminar presentation</td> <td>30%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="6"></td> </tr> </tbody> </table>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c				1. Participation	30%	✓	✓	✓				2. Pre-service Analytical Paper	20%	✓	✓	✓				3. Post-service Self-reflective Paper	20%	✓	✓	✓				4. Seminar presentation	30%	✓	✓	✓				Total	100 %						
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<p>The purpose of the reflection paper, the presentation and service is to help students integrate different activities of the syllabus into a holistic and critical view on the subject. These assignments enable the students to be sensitive to social issues, understand the needs and profiles of different vulnerable groups and communities, and develop genuine concern for other individuals and increase their capacity for self-reflection and personal growth through servicing targeted groups.</p>																																																							
Student Study Effort Required	Class contact:																																																						
	▪ Lecture						4 Hrs.																																																
	▪ Seminar						24 Hrs.																																																
	Other student study effort:																																																						
	▪ Meeting and discussion						10 Hrs.																																																
	▪ Service						6 Hrs.																																																
	▪ Preparation						30 Hrs.																																																
	Total student study effort						74 Hrs.																																																
Medium of Instruction	English																																																						
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Reading List and References	<p>Essential</p> <p>Bryant, A. J. (2011) <i>Integrating service-learning into the university classroom</i>. Jones and Bartlett Publishers</p> <p>Cunningham, R., & Gourley, M. (2011) <i>Experiencing Service Learning</i>. University of Tennessee Press</p> <p>Roschelle, A.R., etc. al. (2000) <i>Who Learns from Service Learning?</i> The American</p>																																																						

	<p>Behavioral Scientist, 43 (5), 839-847.</p> <p>Wade B. C (2000) <i>Building bridges : connecting classroom and community through service-learning in social studies</i>. National Council for the Social Studies</p> <p>吳、周、黃及梁 (1998) 《認識自我與溝通技巧》閱讀資料冊。香港: 香港理工大學應用社會科學系。</p> <p>Supplementary</p> <p>Brammer, L.M. (1998). <i>The Helping Relationship</i>. Prentice-Hall.</p> <p>Burnard, P. (1996) <i>Know Yourself: Self Awareness Activities for Nurse</i>, London: Scutari Press.</p> <p>Dreher, B. B. (2001). <i>Communication skills for working with elders</i>. New York: Springer</p> <p>Egan, G. (1985) <i>The Skilled Helper</i>. Pacific Grove, Calif.: Brooks/Cole.</p> <p>Hargie, O. (1997) <i>The Handbook of Communication Skills</i>, New York: Routledge.</p> <p>Lloyd, S. R. (2002). <i>Developing Positive Assertiveness (3rd ed.)</i> Menlo Park, CA: Crisp Publications.</p> <p>李燕、李浦群譯 (1998) 《人際溝通》。台北: 揚智文化。</p> <p>胡新和、唐熱鳳譯 (1996) 《溝通技巧》。香港: 商務印書館。</p> <p>黃惠惠著 (1999) 《自我與人際溝通》。台北: 張老師出版社。</p>
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Note 1: Intended Learning Outcomes

Intended learning outcomes should state what students should be able to do or attain upon completion of the subject. Subject outcomes are expected to contribute to the attainment of the overall programme outcomes.

Note 2: Subject Synopsis/ Indicative Syllabus

The syllabus should adequately address the intended learning outcomes. At the same time over-crowding of the syllabus should be avoided.

Note 3: Teaching/Learning Methodology

This section should include a brief description of the teaching and learning methods to be employed to facilitate learning, and a justification of how the methods are aligned with the intended learning outcomes of the subject.

Note 4: Assessment Method

This section should include the assessment method(s) to be used and its relative weighting, and indicate which of the subject intended learning outcomes that each method purports to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.