

## Subject Description Form

<b>Subject Code</b>	APSS261																	
<b>Subject Title</b>	Community Field Study																	
<b>Credit Value</b>	3																	
<b>Level</b>	2																	
<b>Pre-requisite / Co-requisite/ Exclusion</b>	Nil																	
<b>Assessment Methods</b>	<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. Seminar Participation</td> <td style="text-align: center;">10 %</td> <td style="text-align: center;">--</td> </tr> <tr> <td>2. Field Note and reflection</td> <td style="text-align: center;">30%</td> <td></td> </tr> <tr> <td>2. Individual Target Story</td> <td style="text-align: center;">30 %</td> <td style="text-align: center;">--</td> </tr> <tr> <td>3. Project Presentation</td> <td style="text-align: center;">--</td> <td style="text-align: center;">30 %</td> </tr> </tbody> </table>			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Seminar Participation	10 %	--	2. Field Note and reflection	30%		2. Individual Target Story	30 %	--	3. Project Presentation	--	30 %
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<b>Objectives</b>	<p>This subject aims at enabling students to:</p> <ol style="list-style-type: none"> <li>1. develop cognitive as well as affective understanding on the needs and livelihood of the people whom they may work with in their future professional life;</li> <li>2. experience and reflect on how social system and social development affect the livelihood of individuals in the community and how individual responds resulting the present community;</li> <li>3. learn basic skills in social inquiry;</li> <li>4. reflect on the roles and functions of social workers if any</li> </ol>																	
<b>Intended Learning Outcomes</b> <i>(Note 1)</i>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> <li>a. examine critically the complex social, economic, political and cultural contexts in which social work practice and human service delivery are located; analyze and take account of the impact of inequality and discrimination in working with people in particular contexts and problem situations;</li> <li>b. apply critical reflection, self-evaluation, and make appropriate use of research methods in the study process; gather information and make presentation using a variety of forms and methods for different purposes;</li> <li>c. make effective contact with individuals, groups, organizations and community; listen actively to others, engage appropriately with the life experiences of service users, understand accurately their viewpoint and overcome personal prejudices to respond appropriately on varied complex personal and interpersonal situations.</li> </ol>																	

<p><b>Subject Synopsis/ Indicative Syllabus</b> <i>(Note 2)</i></p>	<p>Lectures: These include ‘briefing’ and ‘input’ sessions aiming at introducing to students about what is affective learning, the importance of field study in professional life, and the aims, process and basic skills for social inquiry and innovative illustration. At the end of the semester, a final presentation will be arranged to help the students to consolidate what they have learned and experienced during the whole process in field study.</p> <p>Workshops-in-seminar: These consist of sharing and training sessions on field-relation skills as well practical problem-solving skills related to technical problems arising from the course of field observations and interviews. Students will be expected to share their unique experiences in the field with other group members and receive response and advise through seminar sessions.</p> <p>Field observation and in-depth interviews: These will be conducted in small group led by the teaching instructors. Students are required to choose a specific community issue or a specific group in the community as their study focus. Through field observations, interviews and agency visits, they are expected to have in-depth understanding of the causes and effects of the community issue(s) or on the people they studied. They are also required to explore the limitations of existing social policies and welfare services, and the ways in which social workers could do to further improve the policies and problems.</p>																														
<p><b>Teaching/Learning Methodology</b> <i>(Note 3)</i></p>	<p>The students will work in small groups to complete a community study project. Their learning motivation will be enhanced through self-directed group experiences. For instance, they have to choose community issues or people they want to study and the approach in presenting their project. The individual written assignments are also designed to encourage the students to document and reflect on their experiences when interacting with the community.</p> <p>For the lecture and workshop-in-seminar, they both aim at facilitating students to accomplish the project. The lectures are designed for enabling the students to gain basic understanding of the significance for field study and assessing needs in different stages. The workshop-in-seminar aims to build up students’ ability in doing field study and relating people. Field-relations skills will also be taught in real social setting if possible.</p>																														
<p><b>Assessment Methods in Alignment with Intended Learning Outcomes</b> <i>(Note 4)</i></p>	<table border="1" data-bbox="418 1331 1430 1919"> <thead> <tr> <th data-bbox="418 1331 699 1444">Specific assessment methods/tasks</th> <th data-bbox="704 1331 862 1444">% weighting</th> <th data-bbox="867 1381 1032 1444">a</th> <th data-bbox="1037 1381 1203 1444">b</th> <th data-bbox="1208 1381 1430 1444">c</th> </tr> </thead> <tbody> <tr> <td data-bbox="418 1451 699 1549">1. Seminar Participation</td> <td data-bbox="704 1451 862 1549">10 %</td> <td data-bbox="867 1451 1032 1549"></td> <td data-bbox="1037 1451 1203 1549">✓</td> <td data-bbox="1208 1451 1430 1549"></td> </tr> <tr> <td data-bbox="418 1556 699 1654">2. Field note and reflection</td> <td data-bbox="704 1556 862 1654">30%</td> <td data-bbox="867 1556 1032 1654"></td> <td data-bbox="1037 1556 1203 1654">✓</td> <td data-bbox="1208 1556 1430 1654">✓</td> </tr> <tr> <td data-bbox="418 1661 699 1759">3. Individual target Story</td> <td data-bbox="704 1661 862 1759">30 %</td> <td data-bbox="867 1661 1032 1759">✓</td> <td data-bbox="1037 1661 1203 1759">✓</td> <td data-bbox="1208 1661 1430 1759"></td> </tr> <tr> <td data-bbox="418 1766 699 1864">4. Project Presentation</td> <td data-bbox="704 1766 862 1864">30 %</td> <td data-bbox="867 1766 1032 1864">✓</td> <td data-bbox="1037 1766 1203 1864">✓</td> <td data-bbox="1208 1766 1430 1864">✓</td> </tr> <tr> <td data-bbox="418 1871 699 1919">Total</td> <td data-bbox="704 1871 862 1919">100 %</td> <td data-bbox="867 1871 1032 1919"></td> <td data-bbox="1037 1871 1203 1919"></td> <td data-bbox="1208 1871 1430 1919"></td> </tr> </tbody> </table>	Specific assessment methods/tasks	% weighting	a	b	c	1. Seminar Participation	10 %		✓		2. Field note and reflection	30%		✓	✓	3. Individual target Story	30 %	✓	✓		4. Project Presentation	30 %	✓	✓	✓	Total	100 %			
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	<p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <ol style="list-style-type: none"> <li>1. Personal field notes and reflection notes can reflect the observation, the engagement skills and the ability of personal reflection of students towards the particular community under investigation and one's professional life. Participation of individual student is a good indicator for his/her performance in team work, active engagement and committed practice in mutual/group learning</li> <li>2. Individual target stories can summarize the data gathered about individuals living in local community from which students can learn and reflect</li> <li>3. Final presentation is an excellent platform for sharing fieldwork experience among students in diverse forms and is also an opportunity for assessing the students' communication and articulation ability.</li> </ol> <p>Reminder:          -the grade is calculated according to the percentage assigned;          - the completion and submission of all component assignments are required for passing the subject; and          -student must pass the project presentation if he/she is to pass the subject.</p>	
<b>Student Study Effort Expected</b>	Class contact:	
	▪ Lecture	6 Hrs.
	▪ Seminars / Workshops	15 Hrs.
	▪ Arranged Community Visit	3 Hrs
	▪ Skill and Progress Discussion	15 Hrs
	Other student study effort:	
	▪ Self-arranged Community Visits	30 Hrs.
	▪ Field note and reflection note writing	12 Hrs.
	▪ Stories Reading and Information collection	10 Hrs.
	▪ Small Group Discussion	15 Hrs.
	Total student study effort	100 Hrs.

## Reading List and References

### Essential

Balestrery, J. (2016). Social Work Education without Walls: Ethnography as a Lens for Transformative Learning, *Social Work Education*, 35(6), 615-631

Engel, R., & Schutt, R. (2017). *The Practice of Research in Social work* (4e.. ed.). Thousand Oaks, California: SAGE.

Haight, W., Kayama, M., & Korang-Okrah, R. (2014). Ethnography in social work practice and policy. *Qualitative Social Work*

Pardo, Italo., and Giuliana B. Prato. (2018). *The Palgrave Handbook of Urban Ethnography*. Cham: Palgrave Macmillan

Rossman, G. B. (2003). *Learning in the field: An introduction to qualitative research*. Thousand Oaks, CA: Sage Publications.

Seiffent, R. (2005) *Field Study*. New York: Vintage. 夏林清. (2012). *斗室星空: 家的社會田野*. 台北: 則團法人導航基金會

謝國雄. (2013). *以身為度, 如是我做: 田野工作的教與學*. 台北: 群學出版有限公司

### Supplementary

胡麗敏等編. (2010). *牽-8位肢體傷殘人仕照顧者用生命說故事*. 香港: 香港傷健協會

紫籐. 午夜藍. (2010). *就是援交: 援交男女的故事及社會分析*. 香港: Z Publishing Co, Ltd.

李靜敏及阮美賢編. (2010). *誰是你的鄰人- 居於香港的巴基斯坦婦女的生命故事*. 香港: 天主教勞工事務委員會

Ku Hok Bun (ed.) (2010). *Re(Understanding Multi-racial Hong Kong: Eight Stories of South Asians in Hong Kong*, HK: Hong Kong Polytechnic University

陳錦康及班主編. (2010). *在微塵中打拼: 香港肺塵病工人口述史*. 香港: 工業傷亡權益會

蔡寶瓊編. (2010). *千針萬線: 香港成衣工人口述史*. 香港: 進一步多媒體有限公司

伍成邦, 陳曉蕾及蘇美智編. (2012). *路向*. 香港: 三聯書店有限公司

蘇美智編. (2012). *我們的同志孩子*. 香港: 三聯書店有限公司

基督教香港信義會社會服務部編. (2012). *從生命故事看歷史*. 香港: 基督教香港信義會社會服務部

一群花園街火災災民. (2012). *凌晨4時40分: 花園街火災再思*. 香港: 德慧文化

李志苗等編. (2012). *誰是香港人: 香港小人物誌*. 香港: 高行印刷有限公司

	<p>黃安瑜等編. (2012). <i>唔死? 吾得: 從自殺邊緣走出來</i>. 香港: 紅出版(青森文化)</p> <p>余穎欣編. (2013). <i>餘光: H18 市集口述歷史</i>. 香港: 聖雅各福群會</p> <p>聯區小販發展平台編. (2013). <i>悠悠綠箱子: 排檔小販的故事</i>. 香港: 生命工場</p> <p>陳和順. (2013). <i>劏房圍城: 被遺忘的香港故事</i>. 香港: 印象文字</p> <p>江紹祺. (2014). <i>男男正傳: 香港年長男同志口述史</i>. 香港: 進一步多媒體有限公司</p> <p>香港肌健協會. (2015). <i>肌萎與冰桶: 奇蹟背後的真實故事</i>. 香港: Warrior-book.com</p> <p>張馨儀編. (2015). <i>殘疾資歷: 香港精神障礙者文集</i>. 香港: Dirty Press</p> <p>江倩瑩編. (2016). <i>城東散聚: 社區口述歷史戲劇計劃- 東區</i>. 香港: 中英劇團</p> <p>新生精神復康會編. (2016). <i>改變幻聽的世界</i>. 香港: 經濟日報出版社</p> <p>袁偉得與黃子恩編. (2016). <i>餘印餘章: 文華里排檔口述歷史</i>. 香港: 聖雅各福群會</p> <p>郭斯恆. (2016). <i>我是街道觀察員-花園街的文化地景</i>. 香港: 三聯出版</p> <p>梁志遠編. (2017). <i>上水石湖墟(天光墟)暑期口述歷史計劃</i>. 香港: 北區墟市節聯席</p> <p>程詠樂編. (2017). <i>尋家路: 細說香港無家者現象</i>. 香港: 聖雅各福群會</p> <p>基督教家庭服務中心編(2018). <i>城市故事</i>. 香港: 基督教家庭服務中心</p> <p>阿 Mi. (2018). <i>自從得了精神病</i>. 香港: 亮光文化有限公司</p> <p>阿 Mi. (2021). <i>自從得了精神病 2: 抗逆力</i>. 香港: 亮光文化有限公司</p> <p>關注綜援低收入聯盟編. (2018). <i>十八仝人: 生活拼搏誌</i>. 香港: 關注綜援低收入聯盟</p> <p>社區文化關注編. (2020). <i>光榮結業: 告別土瓜灣小店</i>. 香港: 社區文化關注</p> <p>聖雅各福群會編. (2020). <i>未竟的實驗-土瓜灣社區客廳計劃行止</i>. 香港: 聖雅各福群會</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.