

Subject Description Form

Subject Code	APSS261														
Subject Title	Community Field Study														
Credit Value	3														
Level	2														
Pre-requisite / Co-requisite/ Exclusion	Nil														
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. Seminar Participation and Field Note</td> <td style="text-align: center;">40 %</td> <td style="text-align: center;">--</td> </tr> <tr> <td>2. Individual 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 and Field Note	40 %	--	2. Individual Story	30 %	--	3. Project Presentation	--	30 %
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Objectives	<p>This subject aims at enabling students to:</p> <ol style="list-style-type: none"> 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; 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; 3. learn basic skills in social inquiry; 4. reflect on the roles and functions of social workers if any 														
Intended Learning Outcomes <i>(Note 1)</i>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. examine initially the social contexts in which social work practice and human service delivery are located; analyze and take account of the interactive impact of individual and society for people in particular contexts and problem situations; b. apply non judgmental reflection, self-evaluation as a social work student, and make appropriate use of community study methods gather information and make presentation using a variety of forms and means for mutual learning; c. make initial contact with individuals, groups, organizations and community; listen actively to others, engage appropriately with the service users, understand accurately their life challenges and overcome personal prejudices and develop one's own passion and vision as future social worker 														

<p>Subject Synopsis/ Indicative Syllabus <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>Teaching/Learning Methodology <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>Assessment Methods in Alignment with Intended Learning Outcomes <i>(Note 4)</i></p>	<table border="1"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="3"></th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> </tr> </thead> <tbody> <tr> <td>1. Seminar Participation and Field Notes</td> <td>40 %</td> <td></td> <td>✓</td> <td>✓</td> </tr> <tr> <td>2. Individual target Story</td> <td>30 %</td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>4. Project Presentation</td> <td>30 %</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100 %</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Specific assessment methods/tasks	% weighting				a	b	c	1. Seminar Participation and Field Notes	40 %		✓	✓	2. 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"> 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 2. Individual target stories can summarize the data gathered about individuals living in local community from which students can learn and reflect 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. <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>	
<p>Student Study Effort Expected</p>	<p>Class contact:</p>	
	<ul style="list-style-type: none"> ▪ Lecture 	<p>6 Hrs.</p>
	<ul style="list-style-type: none"> ▪ Seminars / Workshops 	<p>15 Hrs.</p>
	<p>Other student study effort:</p>	
	<ul style="list-style-type: none"> ▪ Community Visits 	<p>30 Hrs.</p>
	<ul style="list-style-type: none"> ▪ Field note and reflection note writing 	<p>15 Hrs.</p>
	<ul style="list-style-type: none"> ▪ Stories Reading and Information collection 	<p>10 Hrs.</p>
	<ul style="list-style-type: none"> ▪ Small Group Discussion 	<p>15 Hrs.</p>
	<p>Total student study effort</p>	<p>91 Hrs.</p>

Reading List and References

Essential

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). *在微塵中打拚: 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

黃安瑜等編. (2012). *唔死? 吾得: 從自殺邊緣走出來*. 香港: 紅出版(青森文化)

余穎欣編. (2013). *餘光: H18 市集口述歷史*. 香港: 聖雅各福群會

聯區小販發展平台編. (2013). *悠悠綠箱子: 排檔小販的故事*. 香港: 生命工場

陳和順. (2013). *劏房圍城: 被遺忘的香港故事*. 香港: 印象文字

	<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>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>
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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.