

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: 33%;">100% Continuous Assessment</th> <th style="width: 33%;">Individual Assessment</th> <th style="width: 33%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Personal 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;">20 %</td> <td style="text-align: center;">--</td> </tr> <tr> <td>3. Participation</td> <td style="text-align: center;">10 %</td> <td style="text-align: center;">--</td> </tr> <tr> <td>4. Project Presentation</td> <td style="text-align: center;">--</td> <td style="text-align: center;">30 %</td> </tr> </tbody> </table> <ul style="list-style-type: none"> The grade is calculated according to the percentage assigned; The completion and submission of all component assignments are required for passing the subject. 			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Personal Field Note	40 %	--	2. Individual Story	20 %	--	3. Participation	10 %	--	4. Project Presentation	--	30 %
100% Continuous Assessment	Individual Assessment	Group Assessment																
1. Personal Field Note	40 %	--																
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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 will 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; 3. learn basic skills in social inquiry and engagement; 4. reflect on the selves, roles and functions of social workers. 																	
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 critically the complex social, economic, political and cultural contexts in which social work practice and human service delivery are located; b. apply critical reflection, self-evaluation and make appropriate use of research inquiry in the study process; c. gather information from a wide range of sources using a variety of methods, for 																	

	<p>different purposes;</p> <ul style="list-style-type: none"> d. plan a sequence of actions to achieve specified objectives; e. analyze and take account of the impact of inequality and discrimination in working with people in particular contexts and problem situations; f. make effective contact and engagement with individuals and organizations; g. listen actively to others, engage appropriately and empathetically with the life experiences of service users, understand accurately their viewpoint and overcome personal prejudices to respond appropriately to varied complex personal and interpersonal situations.
<p>Subject Synopsis/ Indicative Syllabus <i>(Note 2)</i></p>	<p>Lecture: These include ‘briefing’ sessions aiming at introducing to students about what is affective learning, the importance of field study in professional life, and the process and basic skills for social inquiry. At the end of the semester, a tutorial session 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 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 throughout the seminar sessions.</p> <p>Field observation and 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 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.</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 student-oriented 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 reflect on their experiences in 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 understandings of the significance for doing field study for social workers. The workshop-in-seminar aims to build up students’ ability in doing field study. Field-relations skills conduct community field study will be taught in small group setting.</p>

Assessment Methods in Alignment with Intended Learning Outcomes <i>(Note 4)</i>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						
			a	b	c	d	e	f	g
	1. Personal Field Note	40 %		✓	✓	✓		✓	✓
	2. Individual Story	20 %	✓	✓		✓			✓
	3. Participation	10 %		✓		✓			✓
	4. Project Presentation	30 %	✓	✓	✓		✓		✓
Total	100 %								
<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 can reflect the observation, the engagement skills and the ability of personal reflection of students towards the particular community under investigation 2. Individual stories can summarize the data gathered about individuals living in local community from whom students are learning 3. Participation of individual student is a good indicator for his/her performance in team work, engagement in and practice in mutual/group learning 4. Presentation is an excellent platform for sharing fieldwork experience among students and is also an opportunity for assessing the students' communication and mutual learning ability. 									
Student Study Effort Expected	Class contact:								
	▪ Lecture		6 Hrs.						
	▪ Seminars / Workshops		18 Hrs.						
	Other student study effort:								
	▪ Community Visits		64 Hrs.						
	▪ Field notes and individual story writing		30 Hrs.						
	Total student study effort		118 Hrs.						
Medium of Instruction	English (supplementary with Cantonese/Chinese)								
Medium of Assessment	English								
Reading List and									

References

Essential

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

Seiffert, R. (2005) *Field Study*. New York: Vintage.

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Supplementary

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曹疏影、鄧小樺編. (2009). *是她也是你和我: 準來港女性訪談錄*. 香港: 香港婦女基督徒協會。

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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.