

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. Participation and log book writing</td> <td style="text-align: center;">40 %</td> <td style="text-align: center;">--</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. Final Presentation</td> <td style="text-align: center;">--</td> <td style="text-align: center;">30 %</td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Participation and log book writing	40 %	--	2. Individual Target Story	30 %	--	3. Final 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, community assessment and as engagement; 4. reflect on the roles and functions of social workers if any 																	
Intended Learning Outcomes	<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; analyze and take account of the impact of inequality and discrimination in working with people in particular contexts and problem situations; b. apply critical reflection, self-evaluation, and make appropriate use of research methods in the study process; gather information and make 																	

	<p>presentation using a variety of forms and methods for different purposes;</p> <p>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.</p>
<p>Subject Synopsis/ Indicative Syllabus</p>	<p>Lectures:</p> <p>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, community assessment/engagement 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:</p> <p>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, community assessment/engagement 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:</p> <p>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</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>

Assessment Methods in Alignment with Intended Learning Outcomes			Intended Learning Outcomes		
	Specific assessment methods / tasks	% weighting	a	b	c
	1. Participation and log book writing	40 %		✓	
	2. Individual target story	30 %	✓	✓	
	3. 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 and reflection can reflect the observation, the assessment/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:</p> <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; and - student must pass the project presentation if he/she is to pass the subject. 					
Student Study Effort Expected	Class contact:				
	▪ Lecture		6 Hrs.		
	▪ Seminars / Workshops		15 Hrs.		
	▪ Arranged Community Visit		3 Hrs		
	▪ Individual Consultation		5 Hrs		
	Other student study effort:				
	▪ Self-arranged Community Visits		30 Hrs.		

	<ul style="list-style-type: none"> ▪ Field note and reflection note writing 	12 Hrs.
	<ul style="list-style-type: none"> ▪ Stories Reading and Information collection 	20 Hrs.
	<ul style="list-style-type: none"> ▪ Small Group Discussion 	25 Hrs.
	Total student study effort	110 Hrs.
Reading List and References	<p><u>Essential</u></p> <p>Balestrery, J. (2016). Social Work Education without Walls: Ethnography as a Lens for Transformative Learning, <i>Social Work Education</i>, 35(6), 615-631</p> <p>Engel, R., & Schutt, R. (2017). <i>The Practice of Research in Social work</i> (4e.. ed.). Thousand Oaks, California: SAGE.</p> <p>Haight, W., Kayama, M., & Korang-Okrah, R. (2014). Ethnography in social work practice and policy. <i>Qualitative Social Work</i></p> <p>Pardo, Italo., and Giuliana B. Prato. (2018). <i>The Palgrave Handbook of Urban Ethnography</i>. Cham: Palgrave Macmillan</p> <p>Rossmann, G. B. (2003). <i>Learning in the field: An introduction to qualitative research</i>. Thousand Oaks, CA: Sage Publications.</p> <p>Seiffent, R. (2005) <i>Field Study</i>. New York: Vintage.</p> <p>夏林清. (2012). <i>斗室星空: 家的社會田野</i>. 台北: 則團法人導航基金會</p> <p>謝國雄. (2013). <i>以身為度, 如是我做: 田野工作的教與學</i>. 台北: 群學出版有限公司</p> <p>洪伯邑編. (2021). <i>田野敲敲門: 現地研究基本功</i>. 台北: 台大出版社</p> <p><u>Supplementary</u></p> <p>胡麗敏等編. (2010). <i>牽-8 位肢體傷殘人士照顧者用生命說故事</i>. 香港: 香港傷健協會</p> <p>紫籐. 午夜藍. (2010). <i>就是援交: 援交男女的故事及社會分析</i>. 香港: Z Publishing Co, Ltd.</p> <p>李靜敏及阮美賢編. (2010). <i>誰是你的鄰人- 居於香港的巴基斯坦婦女的生命故事</i>. 香港: 天主教勞工事務委員會</p> <p>Ku Hok Bun (ed.) (2010). <i>Re(Understanding Multi-racial Hong Kong: Eight Stories of South Asians in Hong Kong</i>, HK: Hong Kong Polytechnic University</p> <p>陳錦康及班主編. (2010). <i>在微塵中打拚: 香港肺塵病工人口述史</i>. 香港: 工業傷亡權益會</p> <p>蔡寶瓊編. (2010). <i>千針萬線: 香港成衣工人口述史</i>. 香港: 進一步多媒體有限公司</p>	

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