

SS2202: COMMUNITY ORGANISING SKILLS LABORATORY

Effective Term

Semester A 2022/23

Part I Course Overview

Course Title

Community Organising Skills Laboratory

Subject Code

SS - Social and Behavioural Sciences

Course Number

2202

Academic Unit

Social and Behavioural Sciences (SS)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

One Semester

Credit Units

3

Level

B1, B2, B3, B4 - Bachelor's Degree

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

Nil

Exclusive Courses

Nil

Part II Course Details

Abstract

This course aims to help students to acquire knowledge of community organizing skills and develop competence to apply the strategies and skills by taking part in simulated practice.

Course Intended Learning Outcomes (CILOs)

	CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	apply skills to assess community needs, issues, dynamics, and interactional and communication skills to build up relationship with people and organisations in the community;	30		x	x
2	apply mobilization skills to involve people in community participation;	20		x	x
3	demonstrate skills to engage people in actions for community problem solving and community development;	30		x	x
4	apply skills to facilitate the formation and development of community organisations and coalitions; and	10		x	x
5	discover the values and strategies to empower people and communities in promoting their well-being as well as social justice and equality.	10	x		

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to real-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

Teaching and Learning Activities (TLAs)

TLAs	Brief Description	CILO No.	Hours/week (if applicable)
1	Mini Lectures and skills demonstration by lecturers	Mini-lectures will be used to explain the concepts and core skills before students are asked to practise the skills in class. Live demonstration by the lecturers will also be used in class to coach students to have a clear grasp of the skills they need to learn. These activities are expected to achieve all CILOs.	1, 2, 3, 4, 5
2	Video shows	Multi-media teaching materials, such as video shows, will be used to help students learn how to practise the skills in real life situations. Simulated practice exercises will be presented in the video shows and students will be asked to follow these exercises to discover and suggest improvements on practising the skills. The video shows will cover the topics on holding group meetings (CILO2), mass meetings, petitions (CILO3) and negotiation meetings (CILO4).	1, 2, 3
3	Experiential activities and exercises	Experiential activities will be used to involve students' active participation in generating reflection on the values and importance of applying the community organising skills (CILO5).	5
4	Role plays	Role plays will be frequently used to allow students to have more opportunities to practise the use of the skills in class. These activities are expected to contribute to achieve all CILOs.	1, 2, 3, 4, 5

5	Case analysis and class discussions	Class discussions and exercises will be frequently used to help students have further discussion and sharing on the strategies, difficulties and precautions, and generate recommendations for improvement in practising the skills. These activities will be more used in assessing the community needs and community dynamics (CILO1), and developing strategies and tactics for dealing with power-holders (CILO3, 4 & 5).	1, 3, 5	
6	Field visit and participant observation	Students are required to go out to the community to practise their skills learnt in the laboratory. They are expected to make contacts with residents in a selected community. This will help students have a real chance to go into a community to discover the needs, problems and power dynamics of a community, practise the initial community contact skills in a practical setting (CILO1).	1, 4, 5	

7	Group presentation	Students are divided into two sub-groups and each sub-group is required to make a group presentation on a selected community issue at the end of the course. Each group is required to enact role plays with different scenarios demonstrating community organising skills in handling a community issue. Students are requested to create new ideas and strategies of working on the issue using what they have previously learnt in the laboratory. This activity focuses more on contributing to achieve all CILOs.	1, 2, 3	
8	Online sharing in Discussion Forum via e-portal	An on-line Discussion Forum will be set up to help students exchange their views, questions, comments and feelings on their learning in this course. Students can share whatever topics they like, so this activity is relevant to all CILOs.	1, 2, 3, 4, 5	
9	Student consultation	Scheduled student group consultation is arranged to facilitate more teacher-student and student-student interaction and discussion, more in-depth learning and understanding of knowledge.	1, 2, 3, 4, 5	

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Class exercise and sharing	1, 2, 3, 4, 5	30	
2	Group Presentation	1, 2, 3, 4, 5	40	
3	Individual Reflection Paper	1	30	

Continuous Assessment (%)

Examination (%)

0

Assessment Rubrics (AR)

Assessment Task

Class exercise and sharing

Criterion

1.1 Involvement in the role plays and class discussion

Excellent (A+, A, A-)

High

Good (B+, B, B-)

Significant

Fair (C+, C, C-)

Moderate

Marginal (D)

Basic

Failure (F)

Not even reaching marginal levels

Assessment Task

Class exercise and sharing

Criterion

1.2 Efforts in reading assigned reading materials, initiation in sharing and contributing ideas in class and in the on-line discussion board

Excellent (A+, A, A-)

High

Good (B+, B, B-)

Significant

Fair (C+, C, C-)

Moderate

Marginal (D)

Basic

Failure (F)

Not even reaching marginal levels

Assessment Task

Class exercise and sharing

Criterion

1.3 Attitudes in learning together, reacting to others' ideas and feedback, and willingness to improve learning

Excellent (A+, A, A-)

High

Good (B+, B, B-)

Significant

Fair (C+, C, C-)

Moderate

Marginal (D)

Basic

Failure (F)

Not even reaching marginal levels

Assessment Task

Group Presentation

Criterion

2.1 Competence to demonstrate and integrate the community organising skills learnt in the laboratory

Excellent (A+, A, A-)

High

Good (B+, B, B-)

Significant

Fair (C+, C, C-)

Moderate

Marginal (D)

Basic

Failure (F)

Not even reaching marginal levels

Assessment Task

Group Presentation

Criterion

2.2 Ability in innovating new ideas in the use of the organising strategies

Excellent (A+, A, A-)

High

Good (B+, B, B-)

Significant

Fair (C+, C, C-)

Moderate

Marginal (D)

Basic

Failure (F)

Not even reaching marginal levels

Assessment Task

Group Presentation

Criterion

2.3 Ability in producing a quality intervention proposal and action plans

Excellent (A+, A, A-)

High

Good (B+, B, B-)

Significant

Fair (C+, C, C-)

Moderate

Marginal (D)

Basic

Failure (F)

Not even reaching marginal levels

Assessment Task

Individual Reflection Paper

Criterion

3.1 Ability in reflecting on the use of initial community contact skills in the Field Practice

Excellent (A+, A, A-)

High

Good (B+, B, B-)

Significant

Fair (C+, C, C-)

Moderate

Marginal (D)

Basic

Failure (F)

Not even reaching marginal levels

Assessment Task

Individual Reflection Paper

Criterion

3.2 Ability to demonstrate the understanding of the skills learnt in the laboratory

Excellent (A+, A, A-)

High

Good (B+, B, B-)

Significant

Fair (C+, C, C-)

Moderate

Marginal (D)

Basic

Failure (F)

Not even reaching marginal levels

Assessment Task

Individual Reflection Paper

Criterion

3.3 Organisation of the paper

Excellent (A+, A, A-)

High

Good (B+, B, B-)

Significant

Fair (C+, C, C-)

Moderate

Marginal (D)

Basic

Failure (F)

Not even reaching marginal levels

Assessment Task

Individual Reflection Paper

Criterion

3.4 Writing skills and proper reference citation skills

Excellent (A+, A, A-)

High

Good (B+, B, B-)

Significant

Fair (C+, C, C-)

Moderate

Marginal (D)

Basic

Failure (F)

Not even reaching marginal levels

Part III Other Information

Keyword Syllabus

Community profile and analyzing skills. Community engagement and contact skills. Community relation skills. Community power dynamics. Mobilization skills. Organization skills. Action skills.

Reading List

Compulsory Readings

	Title
1	Hardina, D. (2013). <i>Interpersonal social work skills for community practice</i> . Springer.
2	Henderson, P., & Thomas, D. (2013). <i>Skills in neighbourhood work</i> (4th ed.). Routledge.
3	Hardcastle, D. A., Powers, P. R., & Wenocur, S. (2011). <i>Community Practice: Theories and skills for social workers</i> (3rd ed.). Oxford University Press.
4	甘炳光、胡文龍、馮國堅、及梁祖彬編 (1997)。《社區工作技巧》。中文大學出版社。

Additional Readings

	Title
1	香港社會工作者總工會 (1994)。《組織者手冊》。香港：作者。
2	香港社會服務聯會社區發展部編 (2019)。《社區發展資料彙編 2019—堅守、開拓、創新》。香港：編者。
3	Bobo, K., Kendall, J., & Max, S. (1996). <i>Organizing for social change: A manual for activists in the 1990s</i> . Seven Locks Press.
4	Creighton, J. L. (2005). <i>The public participation handbook</i> . San Francisco: Jossey-Bass.
5	Gamble, D.N., & Weil, M. (2010). <i>Community practice skills: Local to global perspective</i> . Columbia University Press.
6	Hardcastle, D. A., Powers, P. R., & Wenocur, S. (2004). <i>Community Practice: Theories and skills for social workers</i> (2nd ed.). New York: Oxford University Press.
7	Hardina, D. (2002). <i>Analytical skills for community organization practice</i> . New York: Columbia University Press.
8	Hawtin, M., & Percy-Smith, J. (2007). <i>Community profiling: A practical guide</i> (2nd ed.). New York: Open University Press.
9	Homan, M. S. (2004). <i>Promoting community change: Making it happen in the real world</i> (3rd. ed.). Belmont, CA : Thomson/Brooks/Cole.
10	Kahn, S. (1991). <i>Organizing: A guide for grassroots leaders</i> . Maryland: NASW.
11	Mondros, J., & Wilson, S. (1994). <i>Organizing for power and empowerment</i> . New York: Columbia U Press.
12	Popple, K. (1995). <i>Analysing community work: Its theory and practice</i> . Buckingham: Open University Press.
13	Pyles, L. (2009). <i>Progressive community organizing: A critical approach for globalizing world</i> . New York: Routledge.

14	Rothman, J., Erlich, J. L., & Tropman, J. E. (Eds.). (2001). <i>Strategies of community intervention</i> (6th ed.). Belmont, CA : Thomson/Wadsworth.
15	Rubin, H. J., & Rubin, I. S. (2008). <i>Community organising and development</i> (4th ed.). Boston, Mass: Pearson/Allyn & Bacon.
16	Rubin, H. J., & Rubin, I. S. (2008). <i>Community organising and development</i> (4th ed.). Boston, Mass: Pearson/Allyn & Bacon.
17	Tropman, J. E., Erlich, J. L., & Rothman, J. (Eds.). (2001). <i>Tactics and techniques of community intervention</i> (4th ed.). Belmont, CA : Thomson/Wadsworth.
18	Online Resources: http://personal.cityu.edu.hk/~sscdweb/