

# ***FJU Social Work Students serving in Shin An Neighborhood***

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# ***Story started***

- September 2007
- S-L package for students in Nursing, Sociology and Social Work departments to serve recycling group



# ***S-L in community***

- A collaborative relationship between the community and the classroom that equally prioritizes student learning and community service (Lemineux & Allen 2007: 312).
- The integration of services with curriculum-based learning goal



# ***The Aims of S-L***

- To serve the in-need population in disadvantaged neighborhood
- To learn the real world of professional practice
- To refresh students' knowledge and skills learned in classrooms
- To inspire students' various abilities, including citizenship, problem-solving, personal growth, leadership, cultural awareness, social development and interpersonal relationship
- To launch the settlement house like experiment

# ***SW Participants in S-L***

- 16 junior students in social resources course in 2007
- 10 junior students in social resources course in 2008
- 12 juniors in Program planning and evaluation in 2009
- 8 freshmen in service learning course in 2009
- Yao-YI, first-year graduate student, as coordinator



# ***Why serving in Shin An***

- More vulnerable people in Wanhwa
- The level of vulnerability in Shin An is ranked No. 2 in Wanhwa District
- Shin An is Under-resources
- Mr. Kuo, Neighborhood Head, has done a good job of serving juvenile delinquency



## *Location of Wanhwa District in Taipei*



# *Shin-An in Wanhwa District*





# ***Population and Households***

Population: 6,814(male: 3,432 ; female: 3,382)

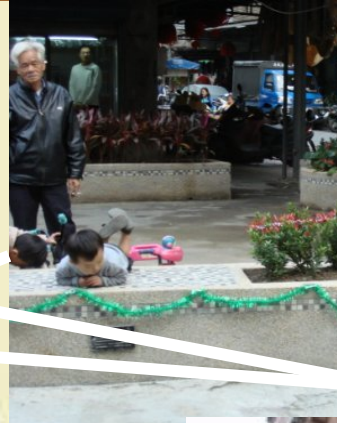
- No. of the handicapped: 481
- % of people age 65 and over: 16%
- No. of the elderly living alone: 33
- No. of immigrants: 150+

Households: 2,618

- No.13 housing project: 1,440 households
- Illegal housing: 200+ households
- Low-income : 116 households registered
- Near poor : 127 households

# ***Housing types***

<b>No.13 housing project</b>	<b>Deteriorating Shared households</b>
<b>Public housing</b>	<b>Newly built Better quality of living</b>
<b>Illegal housing in Double- Ho Street</b>	<b>More low-income households and live-alone aging people</b>
<b>Five-story apartment</b>	<b>More business activities Better living environment</b>



## Illegal housing





# *Alleys in illegal housing area*



My Dear Sir,  
I am writing to you  
from the island of

# *Scenes in Shin An*

- Residents live in Shin An for decades
- Some houses even have no kitchen and bathroom
- The dark and narrow stairways
- Some houses: 7 or 8 people live together in 30 square feet space
- Residents put washing machine in the hallways

# *Public toilet*



# ***The problems we perceived***

- Increasing low-income families
- Increasing single-parent families
- Increasing recycling people
- Increasing juvenile delinquency
- Increasing neglected children
- Increasing immigrants





# ***What we are doing in Shin An***

- Stay in community and find out what's going on
- Students divided into several small groups and to Shin An at different time and served different groups of people



# ***Students explored the neighborhood environment***

- Exploring
- Relationship building
- Students and residents know one another



服務

學習

KEEP WALKING



約

翰

走

路

# *Exploring*

- Students walked around the neighborhood to get familiar with the environment. One of the juniors described her first view on the streets:



- When I walked through one of the tiny alleys, I saw some smaller and lower houses which in my memory, could only exist long time ago. Then right on the corner, stands a public toilet. I was astonished by the fact that some people live right next to the public toilet. I realized the problems people confronted (佩涵).

# ***Relationship building***

● One student said:

“I played games with street children and knew their stories. I smiled and my impression on the little boy changed. Instead of disliking him, I tried to find out why he behaved like that.”



## ***Student said:***

- We decided to get in touch with those residents, so we knocked the door. An old man sat in wheelchair beside the dinner table, with a TV set on his back, and the other middle-age man opened the door for us. We introduced ourselves and the old man welcomed us. Then we got to know one another and kept company with him later on.

# ***Students and residents get to know one another***

- When students became familiar with those residents, they visited them and said hello regularly. Students also observed the neighbors taking care of each other.





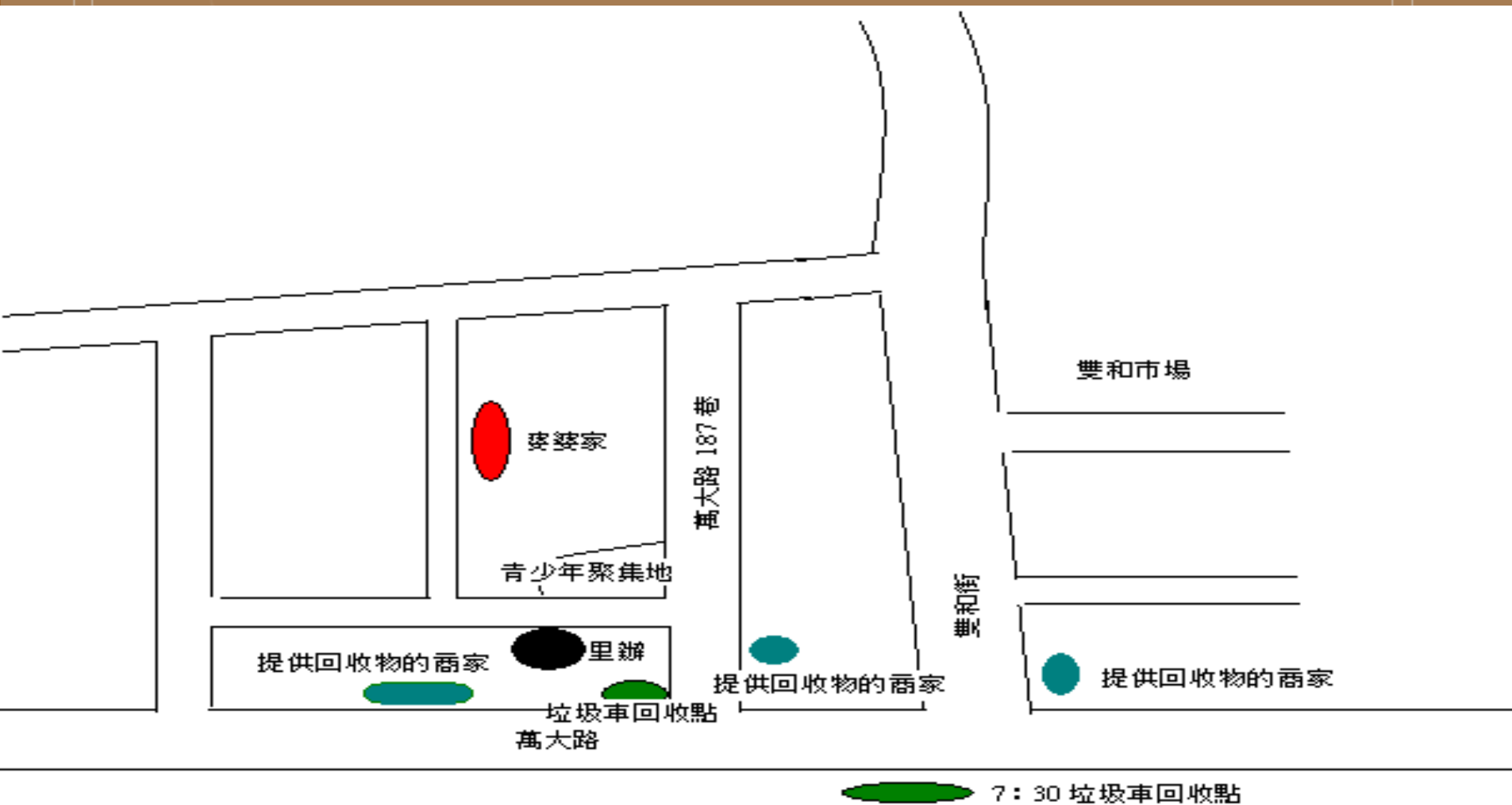
# ***Students did case services***

- Work with the neglected and mentally ill children and youngsters and some lonely elderly
- Visit those families in need of care
- Students introduced the junior high students to help the pre-schooling children play games together and increase the interaction among residents

# *Students get along well with recycling old people*

- 香岑said, “We try to get closer and help the recycling whenever we could; we stayed in the old lady’s home until 6:00pm, she always pushed us to go home for safety concerned.”

# Recycling route map



# ***Students did/do group work***

- Three small groups of FJU students went to Shin An on different time and accompanying those neglected youngsters doing homework, paintings and internet
- The picture book group for elementary students under way now and set the goal to comfort the emotion of those children



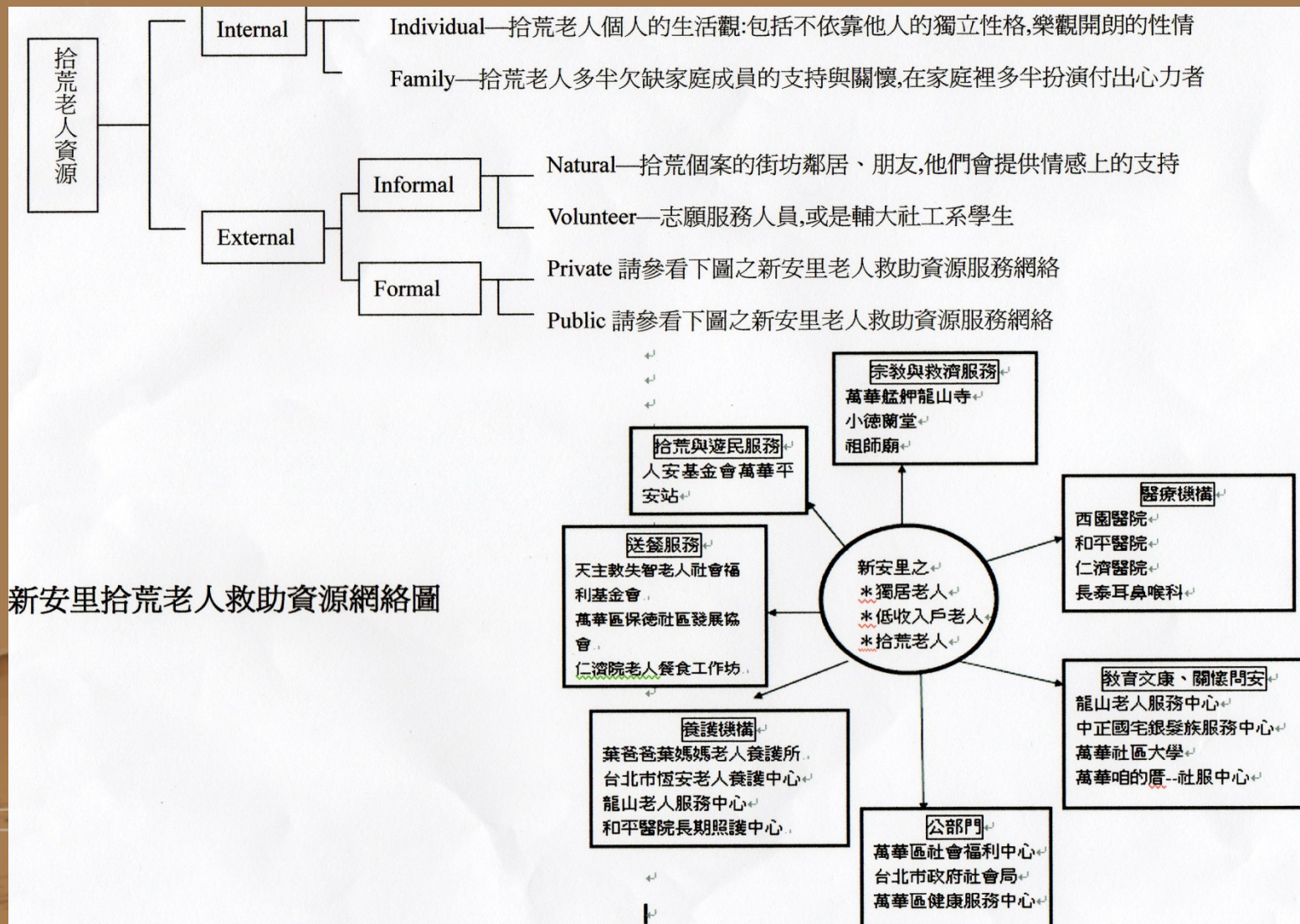
***Students analyzed  
the internal and  
informal resources and  
connected the  
resources network***



- Internal resources
- Informal resources
- Community resources
  - Formal resources
- resources networks



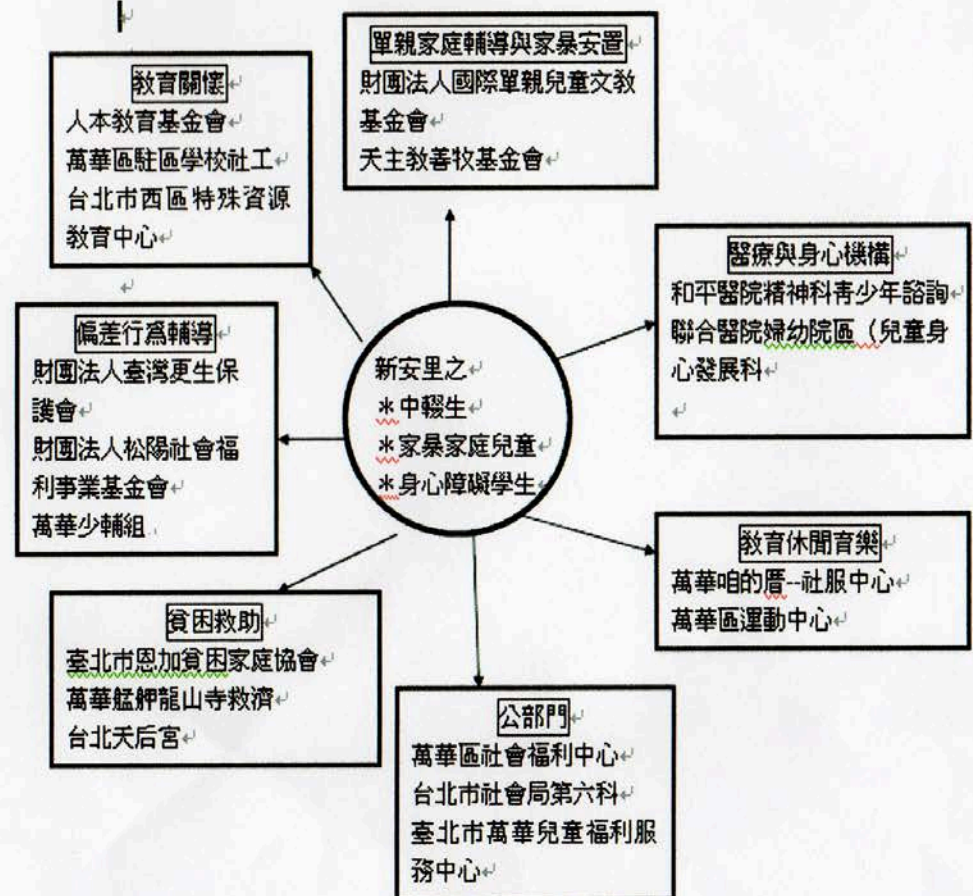
# Resource network for recycling people





# Resources network for children and youngsters

新安里青少年學童救助資源網絡圖





## *Students designed various activities to promote the interaction in Shin An*

- 3-3 basketball games
- Cooking dumpling in the small park
- Cooking balls of glutinous rice on the neighborhood corner
- Two consecutive years' Christmas parties
- Movies outdoors



# ***3-3 basketball games***



# ***Cooking dumpling***

- All of the cooking tools and food materials came from local people
- Students tried to metaphor the dumpling to clear the way they are in Shin An—混沌. 餛飩. 魂頓



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- At the beginning the students are anxious about what they could do for residents. They talked and talked and came up with the idea of holding dumpling party to comfort students' confusion and restlessness. They then gradually learned that they understand the people and their thinking.
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# *Christmas Party 2007*

Held in a small park

Hundreds of residents got together

Residents worked together with  
students





# *We wanted to give Shin An a different Christmas night*



# *A-Bing's motorcycle gave light for the small park*





*It attracted so many residents*





熱烈的舉手搶答！



有獎徵答主詞人：小花、哈姆



*Cake for the  
night*



今晚的聖誕老公公



排排隊~吃蛋糕





# *Christmas Party 2008*



# ***Students in S-L***

- Students have learned various skills in services, case work, group work and community work
- Students are exploring and discussing those issues confronted by residents
- Students talked a lot on what they want to do in Shin An in groups or alone

# ***Students said***

- I was afraid of the field at first, and at that time residents would ask whether we came next week or not, and we gradually got to know various aspects of Shin An. (思穎)
- I challenged myself a lot in the past three months. I felt my growth in the service-learning, to perceive things objectively, to do services independently and autonomously, and to acquire ability of communication and negotiation.
- Most important of all I confirm myself to be a helper. (孟芳)

- Each time I went to Shin An, I felt different. At the beginning I felt like carrying heavy burden and now I felt I was part of the community (香岑).
- We are not social worker yet. We are here to company those youngsters, even not much help for those children, but we listened and cared for them. I am not so sure how much I have done for them, but I am happy to accompany them.

(佩涵)

# ***Conclusion***

- Students get roles identity and serve in daily life
- Students keep thinking critically and internalize those values, knowledge and experiences to build up their professional techniques
- Students help community to reinforce the sense of community and empower themselves in coping with daily problems





*Students*





# Children, youngsters and SW students



***Keep going***

