

### Subject Description Form

<b>Subject Code</b>	HTI
<b>Subject Title</b>	Effective health and illness communication for the community through service-learning
<b>Credit Value</b>	3
<b>Level</b>	2
<b>Pre-requisite / Co-requisite/ Exclusion</b>	Nil
<b>Objectives</b>	<ol style="list-style-type: none"> <li>1. To introduce to students the concept and practice of service-learning</li> <li>2. To enhance students' interpersonal communication skills in health and illness education contexts</li> <li>3. To educate students on the diagnosis and treatments of chronic illnesses</li> <li>4. To educate students on the challenges and needs of different marginalized communities regarding accessibility and perceptions on chronic illness diagnosis and treatment</li> <li>5. To motivate students to have independent and collaborative learning</li> <li>6. To nurture students' sense of social awareness, responsibility and engagement</li> <li>7. To enhance students' generic competencies in innovative problem solving, communication and teamwork</li> </ol>
<b>Intended Learning Outcomes</b>	<p>On completion of this subject, the student should be able to:</p> <ol style="list-style-type: none"> <li>a. Describe the concept of service-learning</li> <li>b. Describe specific chronic illnesses affecting different marginalized groups and how these illnesses affect the quality of life of these groups</li> <li>c. Describe barriers and challenges that impede/discourage members of marginalized groups from seeking medical treatment and/or intervention</li> <li>d. Apply effective interpersonal communication skills with academic knowledge and community-based research findings to plan and deliver public health and illness communication activities that enhance the target groups' knowledge on common chronic diseases, the role of medical laboratory tests and radiography examination in disease diagnosis, health assessment, and different support services available to them</li> <li>e. Demonstrate problem-solving skills and the ability to</li> </ol>

	<p>communicate and work in teams</p> <p>f. Reflect on the roles and responsibilities as a medical professional and a citizen in society</p> <p>g. Demonstrate empathy for people in need and a strong sense of civic responsibility</p>
<p><b>Subject Synopsis/ Indicative Syllabus</b></p>	<p><b><u>Concept and Practice of Service-Learning:</u></b></p> <ul style="list-style-type: none"> <li>• Principles and concepts of service-learning</li> <li>• Benefits of service-learning to students and the community</li> <li>• Responsibilities, Ethics and Attitudes in service-learning</li> <li>• Reflection as a tool for learning</li> </ul> <p><b><u>Discipline-Specific Concepts, Issues and Skills:</u></b></p> <ul style="list-style-type: none"> <li>• Causes and symptoms of common chronic illnesses, their respective diagnostic tests and treatment plans</li> <li>• Basic understanding of various target groups and the differential impact of chronic illnesses on their quality of life</li> <li>• Community needs of healthcare knowledge</li> <li>• Accessibility of health and illness knowledge to marginalized/underserved communities and how it may affect their well-being and quality of life</li> <li>• Effective communication of healthcare knowledge to different target groups</li> <li>• The roles of healthcare professionals in the community</li> </ul> <p><b><u>Project-Specific Concepts, Issues and Skills:</u></b></p> <ul style="list-style-type: none"> <li>• Research and focus interview skills necessary for collecting information and data from Internet and community sources</li> <li>• Designing of community educational activities for diverse audiences on common chronic illnesses, their diagnosis and treatment</li> <li>• Effective teamwork, communication and project planning skills</li> <li>• Moral and ethical concerns specific to the project and beneficiaries</li> </ul>
<p><b>Teaching/Learning Methodology</b></p>	<p><b>E-Learning Module in Service-Learning</b></p> <p>The e-learning module is developed and delivered by the Service-Learning and Leadership Office at PolyU, consisting of readings, exercises and assessments that are designed to introduce students to the basic concept and practice of service-learning. Students are required to successfully complete the e-learning module within the first four weeks of the semester.</p>

**Discipline-Specific Lectures**

Five discipline-specific lectures and hands-on interactive practical sessions are designed to equip students with basic knowledge on chronic illnesses that affect various groups, their respective common diagnostic tests and treatment procedures, common barriers to early detection and treatment, and effective communication skills in health and illness.

Group discussions throughout lectures will be facilitated to encourage participation, and a quiz in Week 9 will be administered to evaluate student understanding of common chronic illnesses and related knowledge.

**Project-Specific Seminars, Tutorials and/or Workshops**

The project-specific seminars, tutorials and/or workshops are designed to: (a) help students better understand the nature of targeted community group(s); (b) skills and considerations that are relevant when communicating or otherwise interacting with the target community; (c) provide training for students to develop skills needed for organizing the community educational activities to introduce common chronic illnesses to the target groups.

**Service-learning Project**

Students will work in small groups to plan and deliver effective educational programmes to patients or those at risk of chronic illnesses and their caregivers. These target groups will include communities that are marginalized or underserved. The educational programmes will include engaging activities that introduce common chronic illnesses to the target groups, perform simple demonstration of diagnostic tests when feasible, explain the procedures of more complicated laboratory tests, and inform participants of the treatment options and side effects, as well as support services available to them.

The first phase of the service will involve community-based research to educate students on their target groups. Students are required to conduct research on common chronic illnesses that affect their target groups and common barriers to early detection and treatment. To help students to get a better picture of what actually happens in the community and to better connect classroom learning with real life, talks will also be given by partner NGOs. They will then visit the community to conduct interviews and/or participate in sharing sessions with colleagues from the partner organization and directly with the community members, to learn about the characteristics and concerns/challenges of their service users and/or operation logistics that need to be taken into account by their planned community education programme. Students will discuss their

findings in class in preparation for the second stage of the service.

In the second stage of the service, each student team will be assigned a topic consisting of an illness and the associated tests that integrate their findings with knowledge and skills learned in class. Specifically, students will prepare presentation materials, games, demonstration of tests when feasible, common treatment procedures and side effects, etc, on the chosen topic. They will host an exhibition and set up information booths on the chronic illnesses in venues frequented by targeted groups.

The third stage of the service involves a customized workshop series targeted at patients of specific chronic illnesses and their caregivers. Students will design a workshop plan under the supervision of their tutors and instructors. They will be required to integrate their findings from the first stage and feedback from the second stage to tailor a workshop specifically for their assigned patients and their careers.

The project is designed to enhance students' interpersonal communication skills that are critical for cultivating successful patient-provider relationship and problem-solving skills. Through implementation of the service-learning activities, students are expected to develop a sense of social responsibility, teamwork and good spirits for helping the needy people in society. In addition, students will have a better understanding of the common health care issues/concerns in society so that they can reflect on the roles of healthcare profession in the community.

### **Reflective Presentation and Essay**

Student groups will share their experience and reflect upon their learning in an oral presentation in class after the service-learning project. Students will also be required to write an individual reflective essay.

In the reflective presentation and essay, students are expected to (a) demonstrate their learning of the academic concepts and their ability to link their service-learning experiences with the academic and discipline-specific content of the subject, (b) reflect on their service-learning experience to consolidate what they have learnt about themselves, the service recipients and the social issue, and (c) reflect on their roles and responsibilities as medical professionals and citizens in the society.

To help students to link experience with learning and prepare

	<p>them for writing the final reflection task, reflection sessions will be held all throughout the service-learning projects. Academic staff will guide the students to reflect upon their experiences and observations for all the service activities.</p>																																																																																										
<p><b>Assessment Methods in Alignment with Intended Learning Outcomes</b></p>	<p>Students' performance in this subject will be assessed using a letter-grading system in accordance with the University's convention from grade A+ to F (failure). The relative weighting of the different assessment components are as follows:</p> <table border="1" data-bbox="529 649 1356 1630"> <thead> <tr> <th>Specific assessment methods/tasks</th> <th>% weighing</th> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th>e</th> <th>f</th> <th>g</th> </tr> </thead> <tbody> <tr> <td>100% continuous</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>e-Learning module</td> <td>P/F</td> <td>✓</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Quizzes (individual)</td> <td>10</td> <td></td> <td>✓</td> <td></td> <td>✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Service plan and proposal (group)</td> <td>20</td> <td></td> <td></td> <td></td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>Performance during service delivery (individual)</td> <td>30</td> <td></td> <td></td> <td></td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Performance during service delivery (group)</td> <td>10</td> <td></td> <td></td> <td></td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Oral Reflective Presentation (group)</td> <td>10</td> <td>✓</td> <td></td> <td></td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Reflective journal (individual)</td> <td>20</td> <td>✓</td> <td></td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Students are required to participate actively in class activities and complete coursework assigned.</p> <p>The e-learning module is developed and delivered by Service-Learning and Leadership Office at PolyU, consisting of readings, exercises and assessments that are designed to introduce students to and assess their grasp of the basic concept and practice of service-learning (ILO a)</p> <p>Quizzes will monitor the students' learning progress related to</p>	Specific assessment methods/tasks	% weighing	a	b	c	d	e	f	g	100% continuous									e-Learning module	P/F	✓							Quizzes (individual)	10		✓		✓				Service plan and proposal (group)	20				✓	✓			Performance during service delivery (individual)	30				✓	✓	✓	✓	Performance during service delivery (group)	10				✓	✓	✓	✓	Oral Reflective Presentation (group)	10	✓			✓	✓	✓	✓	Reflective journal (individual)	20	✓		✓	✓	✓	✓	✓	Total	100							
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	<p>the discipline-specific lectures, which will cover common chronic illnesses in Hong Kong, their diagnostic tests and treatment options (ILOs b,d)</p> <p>Plans/proposals for service will assess students' understanding of their target groups, and their ability to apply the classroom knowledge learned in planning of the service activities (ILO d), and their ability to communicate and work in teams (ILO e)</p> <p>Students' performance and engagement in the project as well as interaction with partner organization(s) and their service recipients will assess students' ability to put their classroom knowledge into practice in the field (ILO d), their problem-solving, teamwork and communication skills (ILO e), as well as their sensitivity and empathy for others (ILO g) and their professionalism as a medical professional in training (ILO f).</p> <p>The final reflective group presentation and individual reflective essay will demonstrate whether students can 1) integrate their service-learning experiences with academic learning outcomes; and 2) reflect on their roles and social responsibilities as healthcare professionals and as citizens of our society (ILOs a, c-g)</p> <p>Student must pass ALL the components to pass this subject.</p>	
<b>Student Study Effort Required</b>	Class contact:	
	■ e-Learning Module	7 Hrs.
	■ Discipline-specific lectures	10 Hrs.
	■ Project specific tutorials	10 Hrs.
	Other student study effort:	
	■ Planning and organizing the activities	30 Hrs.
	■ Direct rendering of service	40 Hrs.
	■ Reflection and review	25 Hrs.
	Total student study effort:	122 Hrs.
<b>Reading List and References</b>	<p>Recommended Reading</p> <ul style="list-style-type: none"> <li>• Cress, C.M., Collier, P.J. &amp; Reitenauer, V.L. Guidebook for Service-Learning Across the Disciplines. Stylus Publishing, 2005.</li> <li>• Remington, P. Chronic disease epidemiology, prevention, and control. In: APHA 2017 Annual Meeting &amp; Expo (Nov.</li> </ul>	

4-Nov. 8). APHA, 2017.

- Other relevant websites and online resources. For example:
  - <https://kognito.com/blog/interpersonal-communication-in-healthcare/#:~:text=One%20study%20defines%20interpersonal%20communication,big%20part%20of%20the%20puzzle>.
  - <https://doctors.practo.com/the-importance-of-interpersonal-communication-in-medical-practices/>
  - <https://www.who.int/europe/news-room/fact-sheets/item/cancer-screening-and-early-detection-of-cancer>
  - 4. <https://www.who.int/news/item/03-02-2017-early-cancer-diagnosis-saves-lives-cuts-treatment-costs>