

The Hong Kong Polytechnic University

Subject Description Form

Subject Code	SO2S01 / SO2S01S
Subject Title	Learning through Providing Eye Care and Vision Health to the Community
Credit Value	3
Level	2
Pre-requisite/ Co-requisite/ Exclusion	Nil
Objectives	<p>The objectives of this subject are to:</p> <ol style="list-style-type: none"> 1. introduce to students the concept and practice of service-learning 2. raise students' awareness of health care issues in Hong Kong, Mainland China or other overseas countries and educate them on the challenges and needs of underprivileged communities in the region 3. train students to organize and implement service-learning project(s) related to basic vision health 4. facilitate students to work with different disciplines and facilitate students to apply their own professional expertise to help promote vision care in the community 5. educate students on applying hands-on learning of basic, user-friendly vision screening techniques 6. build the spirit of teamwork and time management skills in group work activities 7. enhance students' generic competencies of innovative problem solving, communication, teamwork, time management and leadership 8. nurture students' sense of social awareness, responsibility and engagement
Intended Learning Outcomes (ILOs)	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. understand the major eye-related health issues/concerns and their impact upon the underprivileged in the community. b. plan, organize and conduct vision screening or eye care promotion project(s) in collaboration with community organizations (e.g., non-governmental organization or charity bodies)

	<p>c. appreciate the value of social responsibility, cultural diversity and active citizenship</p> <p>d. work effectively in teams to solve problems encountered in planning and delivering the service</p> <p>e. communicate effectively with clients and/or other stakeholders</p> <p>f. demonstrate empathy for people in need and reflect on their roles and responsibilities as a responsible citizen</p>
<p>Subject Synopsis/ Indicative Syllabus</p>	<p><u>Service-Learning Module:</u></p> <ul style="list-style-type: none"> • Principles, concepts and myths of service-learning • Benefits of service-learning to students and the community • Ethical issues in service-learning • Social responsibilities of global citizens as intellectuals and professionals • Proper attitudes and behaviour in service delivery • Reflection as a tool for learning <p><u>Vision Care Modules:</u></p> <ul style="list-style-type: none"> • Vision screening: general principles and essential factors for consideration • Community health care needs and social responsibilities • Provision of vision care service to underprivileged groups • Proper attitudes and behaviours in service delivery • Basic knowledge and skills in providing vision screenings • Developing a service project proposal/plan • Professional ethics on patient confidentiality • Impact of vision screening delivery for the underprivileged in blindness prevention • Impact of delayed diagnosis and referral on medical and rehabilitation expenses
<p>Teaching/Learning Methodology</p>	<p>This subject can be a 1-semester or 2-semester subject, the teaching and service schedule will be different, depending on the subject duration, arrangements and needs of the targeted service recipients and communities.</p> <p>The teaching/learning methodology includes:</p> <p>1. e-Learning Module</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 <u>within the first four weeks</u> of the subject offering period.</p>

2. Lectures, Practical Lab Sessions and Project-Specific Seminars

These lectures and practical labs are designed and conducted to equip students with basic knowledge of vision problems and assessment methods. A hands-on interactive approach will be used to allow students acquiring the clinical skills required for conducting the service-learning project. Students are required to demonstrate that they are competent and can safely and accurately perform the simple clinical tests taught for vision assessment while under supervision before they may render eye screening services for their target community. Competency skills will be assessed by registered Optometrists.

The project-specific seminars, tutorials and/or workshops are designed to: (a) develop students' understanding of the targeted clients/ underprivileged community, as well as other issues relating to the service-learning project, (b) provide training for students in generic skills in planning and delivering the service project.

Colleagues from the partner organizations (e.g., NGO) will also be invited to share with students about the characteristics of service users and/or the operation logistics, if appropriate.

Students are required to attend all of these lectures, labs and seminars and successfully complete all of the required assignments/learning tasks prior to participation in the service-learning project.

3. Service-Learning Project

The service-learning projects are designed to develop students' generic competencies of problem-solving and communication skills and enhance students' sense of social responsibilities and engagement. In addition, students will have a better understanding of the common health care issues/concerns in the society, facilitating awareness of the importance of ocular health care to the underserved communities.

Students are required to work in groups (10-20 students per group, may have sub-groups, depending on the class size) to develop and carry out vision screening or eye care promotion projects to serve underprivileged communities. For vision screening projects, normally, students will be arranged to participate in a guided vision screening project organized by the School in the first semester to get some hand-on training/experience, and then plan and develop their own screening project in the next semester. Throughout the service period, colleagues/supervisors from School of Optometry will guide and supervise the students to ensure that they understand the basic operation and logistics of conducting a vision screening event and to ensure good service to the community. For eye care promotion projects, normally, students are expected to find out about the challenges faced by their serving communities related to vision care through investigation, explore how to address them, and/or conduct training for a group of eye care ambassadors in that community and empower them to help their own community or even do some early detection of certain vision problems.

	<p>The service project will take place in Hong Kong (during weekdays and/or weekends), in Mainland China or other overseas countries (during semester break or summer holidays if appropriate), depending on the availability of the targeted population group, with at least 40 hours of service in total.</p> <p>Pre-selection may be required for some offerings, such as for offshore projects or a smaller class size.</p> <p>Students who can communicate in Putonghua and/or Cantonese will have an advantage when serving in Mainland China or local service sites or Putonghua/Cantonese speakers.</p> <p>The final allocation of projects will be determined by the subject leaders. Students chosen to provide services in Mainland China or other overseas countries are expected to bear part or all the expenses such as airfare and accommodations for their service projects.</p> <p>4. Reflective Journals & Report and Review Sessions</p> <p>Students will be required to write reflective journals and reports both <u>before</u> and <u>after</u> the service-learning project to demonstrate their ability to: (a) link their service-learning experiences with the academic focus of the subject, (b) reflect on their service-learning experience to identify their learning gains as well as areas for future improvements, (c) reflect on their roles and social responsibilities.</p> <p>To guide students in using reflection as a tool for learning, and to assess their ability in achieving the above learning objectives, reflection and review sessions will also be held both <u>during</u> and <u>after</u> the service-learning project. Experts and facilitators from outside the subject-offering department (e.g., Service-Learning and Leadership Office, NGOs) may be invited to contribute to some of these sessions as appropriate.</p>																														
<p>Assessment Methods in Alignment with Intended Learning Outcomes</p>	<p>Students' performance in this subject will be assessed using a letter-grading system in accordance with the University's convention from grade F (failure) to A+. The relative weighting of the different assessment components are as follows:</p> <table border="1" data-bbox="532 1509 1360 1894"> <thead> <tr> <th rowspan="2">Specific assessment methods/ tasks</th> <th rowspan="2">% weighting</th> <th colspan="6">Intended subject learning outcomes to be assessed</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th>e</th> <th>f</th> </tr> </thead> <tbody> <tr> <td>e-Learning Module and Project-specific seminars and workshops (individual)</td> <td>10%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td>✓</td> </tr> <tr> <td>Plans/proposals for service (10% group and 10% individual)</td> <td>20%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> </tr> </tbody> </table>	Specific assessment methods/ tasks	% weighting	Intended subject learning outcomes to be assessed						a	b	c	d	e	f	e-Learning Module and Project-specific seminars and workshops (individual)	10%	✓	✓	✓			✓	Plans/proposals for service (10% group and 10% individual)	20%	✓	✓	✓	✓	✓	
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Plans/proposals for service (10% group and 10% individual)	20%	✓	✓	✓	✓	✓																									

Performance in rendering service (individual)	40%	✓	✓	✓	✓	✓	✓
Reflective journal/report/presentations (15% group and 15% individual)	30%	✓		✓	✓		✓
Total	100%						

Students must obtain a pass in all of the components in order to pass the subject.

Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:

The e-Learning Module and Project-specific seminars/workshops will include assignments and learning tasks that are designed to assess students' ability to understand the health care needs and issues of the society (ILO a) and identify the important variables when planning and organizing a service project (ILO b), their empathy for the underprivileged community as well as their understanding of their role and responsibilities in society (ILO c and f).

Students will be asked to write proposals or plans for the service projects as preparation for service (ILO b). These proposals will demonstrate their ability to apply their basic knowledge and skills to deal with issues and problems in the service settings (ILO a, b and d). Students should show how they value social responsibility and cultural diversity in the plan, and how to achieve effective communication with clients and others in the proposed activities (ILO c and e).

The students' attitude and performance in the rendering of service will be assessed, including: their degree of engagement with the service recipients and/or collaborating NGOs (ILO e), their collaboration with other students (ILO d), their demonstration of civic responsibility, respecting diversity, professional ethics and empathy for people in need (ILO c and f), and their ability to understand and apply their knowledge and skills to deal with health challenges in the service setting (ILO a and b).

Students' reflective journals and report, and their presentations and discussions during the reflection and review sessions and tutorials, will testify to the students' reflection on their learning experience, and the breadth and depth of their learning. This assesses their ability to link service-learning and the academic content of the subject (ILO a), their empathy for the less fortunate people in the society, and their ability to reflect on their role and responsibilities in the society (ILO f). They will also be asked to reflect on the values of social responsibility and cultural diversity, and how to work effectively in teams (ILO c and d).

Student study effort expected	e-Learning Module	10 hours
	Class Contact	

	<ul style="list-style-type: none"> Lectures, Practical Lab Sessions, Tutorials, Project-Specific Seminars/Workshops 	20 hours
	<ul style="list-style-type: none"> Reflection and review tutorials and sessions 	10 hours
	Other student study effort:	
	<ul style="list-style-type: none"> Readings, self -study, and planning and preparation for the service project 	30 hours
	<ul style="list-style-type: none"> Direct rendering of service 	40 hours
	<ul style="list-style-type: none"> Reflection and review 	20 hours
	Total student study effort	130 hours
Reading list and references	<ol style="list-style-type: none"> Cress, C.M., Collier, P.J. & Reitenauer, V.L. (2005). Learning through Serving: A Student Guidebook for Service-Learning Across the Disciplines. Stylus Publishing Johnson, A. (2005). Privilege, Power, and Difference. McGraw-Hill Sen, A. (2011). The Idea of Justice. Belknap Press of Harvard University Press Newcomb R.D. and Marshall E.C. (1990) Public Health and Community Optometry. 2nd ed. Boston: Butterworth-Heinemann Grosvenor T.P. (2007). Primary Care Optometry, 5th Ed., Butterworth Heinemann Shek TL, Ngai G, Chan SCF. (2019) Service-Learning for Youth Leadership: The Case of Hong Kong. Springer Singapore 	