

## Subject Description Form

<b>Subject Code</b>	FSN2S02
<b>Subject Title</b>	Service-Learning in Nutrition and Healthy Diet
<b>Credit Value</b>	3
<b>Level</b>	2
<b>Pre-requisite</b>	
<b>Objectives</b>	<p>The objectives of this subject are:</p> <ol style="list-style-type: none"> <li>1. To introduce the concept and practice of service-learning to students</li> <li>2. To raise students' awareness about social issues and educate them on the challenges and needs of the underprivileged communities in Hong Kong/ Cambodia</li> <li>3. To equip students with applied nutritional knowledge for living a healthy life, which includes making use of information provided in nutrition labels in meal planning, understanding health claims and proper use of nutrition supplements</li> <li>4. To provide students with knowledge about food and nutritional sciences as well as the relationship between diet and health so that students can apply the knowledge in community settings through service-learning.</li> <li>5. To promote the awareness of the importance of nutrition and healthy diet to the community and assist stakeholders or non-government organizations (NGOs)/schools to promote nutrition awareness in the community</li> <li>6. To enhance students' skills and competency in conveying nutrition information to the community</li> <li>7. To enhance students' generic competencies in innovative problem solving, communication and teamwork</li> <li>8. To nurture students' sense of social awareness, responsibility and engagement</li> <li>9. To obtain hands-on experience in public education and community health promotion through provision of service</li> </ol>
<b>Intended Learning Outcomes</b>	<p>Upon completion of the subject, students will be able:</p> <ol style="list-style-type: none"> <li>a. To link their service-learning activities and experiences with the academic contents of the subject</li> <li>b. To apply and practice their learned nutritional knowledge and skills in serving the community</li> <li>c. To work effectively as a team to solve problems encountered during the planning and delivering of the service</li> <li>d. To communicate effectively with clients and/or other stakeholders</li> <li>e. To demonstrate empathy for people in need and a sense of civic</li> </ol>

	<p>responsibility</p> <ol style="list-style-type: none"> <li>f. To reflect on their role and responsibilities both as a professional in their chosen discipline and/or as a responsible citizen</li> <li>g. To demonstrate understanding of the linkage between service-learning and the academic contents of the subject</li> </ol>
<b>Subject Synopsis/ Indicative Syllabus</b>	<p>The topics in the course syllabus cover four major areas:</p> <ol style="list-style-type: none"> <li>1. Concept and Practice of Service-Learning: <ol style="list-style-type: none"> <li>a. Principles, concepts and myths of service-learning</li> <li>b. Benefits of service-learning to students, the university and the community</li> <li>c. Ethical issues in service-learning</li> <li>d. Basic concepts and theories of social problems, developments and justice</li> <li>e. Social responsibilities of global citizens as intellectuals and professionals</li> <li>f. Proper attitudes and behaviours in service delivery</li> <li>g. Developing a service project proposal/plan</li> <li>h. Effective teamwork and problem-solving skills in service-learning projects</li> <li>i. Reflection as a tool for learning</li> </ol> </li> <li>2. Discipline-Specific Concepts, Issues and Skills <ul style="list-style-type: none"> <li>• Applying Nutrition Knowledge in Daily Life <ol style="list-style-type: none"> <li>a. Planning a healthy diet</li> <li>b. Use of nutrition labels</li> <li>c. Understanding health claims and regulations</li> <li>d. The use of dietary supplement and functional food</li> </ol> </li> <li>• Role of Diet in Disease Prevention and Management <ol style="list-style-type: none"> <li>a. Energy balance and weight control</li> <li>b. Relationship between diet and disease (cardiovascular diseases, cancer, diabetes, osteoporosis)</li> </ol> </li> <li>• Challenges and Nutrition Needs in Underprivileged Community <ol style="list-style-type: none"> <li>a. Understanding Community Nutrition (Health promotion theory; food and community nutrition policy in Hong Kong, Community nutrition interventions to improve health)</li> <li>b. Challenges to developing a healthy diet and good food hygiene practice in underprivileged communities</li> <li>c. Common health problems in underprivileged communities and community health services provided in Hong Kong</li> </ol> </li> </ul> </li> <li>3. Project-Specific Concepts, Issues and Skills <ol style="list-style-type: none"> <li>a. Historical, cultural, and socio-political background of the underprivileged communities</li> <li>b. Health and safety issues relevant to the service project</li> <li>c. Skills relevant to the service that will be provided, including communication skills and food preparation skills by flame cooking</li> </ol> </li> </ol>

	<p>d. Moral and ethical concerns specific to the project and beneficiaries</p> <p>4. Reflection and review tutorials and sessions</p> <p>a. Tutorials for preparation of project proposal</p> <p>b. Group presentation of project proposal</p>
<b>Teaching/Learning Methodology</b>	<p><b>1. e-Learning Module</b></p> <p>The e-learning module is developed and delivered by the Office of Service Learning at PolyU; it consists of readings, exercises and assessments that are designed to introduce students to the basic concept and practice of service-learning.</p> <p>Students are required to complete the e-learning module <u>within the first four weeks</u> of the semester in which they are taking the subject.</p> <p><b>2. Discipline-Specific Lectures, Tutorials, Seminars and/or Workshops</b></p> <p>The basic contents of this subject will be presented with the aid of lecture notes, videos and other teaching tools. For tutorials, students will participate in small-group discussions to explore how to apply nutrition knowledge in daily life. Students are expected to study reference materials from the library or other sources (e.g. newspaper and magazine clippings, and information available on the Internet) distributed in class,. Guest speakers such as community dietitians and social workers will be invited to deliver seminars on current topics related to community nutrition and challenges met by the underprivileged community.</p> <p>Students are required to attend all of the discipline-specific and project-specific lectures, seminars and workshops and complete all of the required assignments/learning tasks prior to participation in the service-learning project.</p> <p><b>3. Service-Learning Projects</b></p> <p>The service-learning projects are designed to develop students' generic competencies in innovative problem-solving, teamwork and communication. Through the service students perform, they will apply nutrition knowledge to promote community nutrition so as to enhance students' sense of social awareness, responsibilities and engagement.</p> <p>Students are required to draft proposals to organize interactive activities to promote nutrition knowledge and healthy diet to meet the needs of underprivileged families.</p> <p>After the service plan is confirmed, students are required to implement their service plan to different groups of beneficiaries to educate them about nutrition and to promote health (e.g. how to read and use nutrition labels and choose nutritious food). Through the sharing by the beneficiaries, students can understand the challenges</p>

	<p>encountered by them.</p> <p>The service project will take place in schools or community centers and/or outdoors for a total of 40 hours in daytime during the second semester break and summer semester as agreed upon by both students and the schools/NGOs involved. The project may be implemented in the form of a 5-day programme. Debriefing sessions will be arranged for students to prepare and revise their plans for the next service day/ group of participants.</p> <p><b>4. Reflective Journals &amp; Reports and Review Sessions</b></p> <p>Students will describe and review the process of changes introduced by the services, if any, in the context of community nutrition promotion activities, work relations, attitudes and perception to challenges and nutrition needs of the underprivileged community and their work plan.</p>																																																																						
<b>Assessment Methods in Alignment with Intended Learning Outcomes</b>	<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><tr><th rowspan="2">Specific assessment methods/ tasks</th><th rowspan="2">% weighting</th><th colspan="7">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><th>g</th></tr><tr><td>e-Learning Module</td><td>10%</td><td>✓</td><td></td><td></td><td></td><td>✓</td><td>✓</td><td></td></tr><tr><td>Project-specific seminars and workshops</td><td>10%</td><td>✓</td><td></td><td></td><td></td><td>✓</td><td>✓</td><td></td></tr><tr><td>Plans/proposals for service</td><td>20%</td><td></td><td>✓</td><td></td><td></td><td>✓</td><td></td><td></td></tr><tr><td>Performance in rendering service</td><td>30%</td><td></td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>Reflective journal/report</td><td>30%</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></table> <p><u>Students must obtain a pass in all of the components in order to pass the subject.</u></p> <p><i>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</i></p>	Specific assessment methods/ tasks	% weighting	Intended subject learning outcomes to be assessed							a	b	c	d	e	f	g	e-Learning Module	10%	✓				✓	✓		Project-specific seminars and workshops	10%	✓				✓	✓		Plans/proposals for service	20%		✓			✓			Performance in rendering service	30%		✓	✓	✓	✓	✓	✓	Reflective journal/report	30%	✓	✓			✓	✓	✓	Total	100%							
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	<p>The e-Learning Module and Project-specific seminars and workshops will include <u>assignments and learning tasks</u> that are designed to assess students' ability to link service-learning with the academic content of the subject (ILO a), their empathy for the underprivileged community (ILO e) as well as their understanding of their role and responsibilities in society (ILO f).</p> <p>Students will be asked to write <u>proposals or plans</u> for the service projects as preparation for service; this part will constitute 20% of the assessment and detailed assessment criteria are shown as below:</p> <ul style="list-style-type: none"> <li>• Application of Discipline Knowledge (5%)</li> <li>• Feasibility of Project Plan (5%)</li> <li>• Quality of Project Proposal (5%)</li> <li>• Quality of Group Presentation (5%)</li> </ul> <p>These proposals will demonstrate their ability to apply their discipline-specific as well as other knowledge and skills to deal with issues and problems in the service settings (ILO b and e).</p> <p>The students' <u>attitude and performance</u> in the rendering of service, the degree of their <u>engagement</u> with the service recipients, their <u>collaboration</u> with other students, and <u>interactions</u> with the service recipients and/or collaborating NGOs/schools are obvious indicators of their ability to communicate effectively with clients and stakeholders (ILO d), their sense of civic responsibility, professional ethics, their empathy for people in need (ILO e and f), and their ability to work collaboratively to apply their knowledge and skills to deal with real problems in the service setting (ILO b, c, d, e, f and g).</p> <p>Students' reflective journals and reports, their presentations and discussions during the reflection and review sessions and tutorials will testify to the students' <u>reflection</u> 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 ability to apply their knowledge to the service project (ILO b and g), their empathy for the less fortunate people in society (ILO e), and their ability to reflect on their role and responsibilities in society (ILO f).</p> <p><i>Explanation of assessment component:</i></p> <p>The "e-learning Module (10%)", "Project-specific seminars and workshops (10%) and "performance in rendering service (30%)" will be assessed on an individual basis. The "performance in rendering service" will be assessed on-site by the instructors of this subject.</p> <p>A combination of individual and group assessments will be used on Plans/proposals for service (20%) and "reflective journal/report (30%)". The components of "reflective journal/report" include individual reflective journals / short reflective essays (60%) and</p>
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	group reflective report by PowerPoint presentation or short-video presentation (40%).	
<b>Student study effort expected</b>	<b>e-Learning Module</b>	<b>Student study effort expected</b>
	<b>Class Contact</b>	
	<ul style="list-style-type: none"> <li>Discipline-Specific Concepts, Issues and Skills (Lecture /Tutorial / Group consultation / Seminars or workshops)</li> </ul>	14 hours
	<ul style="list-style-type: none"> <li>Project-Specific Concepts, Issues and Skills</li> </ul>	10 hours
	<ul style="list-style-type: none"> <li>Reflection and review tutorials and sessions</li> </ul>	6 hours
	<b>Other student study effort:</b>	
	<ul style="list-style-type: none"> <li>Readings, self study, and planning and preparation for the service project</li> </ul>	30 hours
	<ul style="list-style-type: none"> <li>Direct rendering of service</li> </ul>	40 hours
	<ul style="list-style-type: none"> <li>Reflection and review</li> </ul>	16 hours
	Total student study effort	126 hours
<b>Reading list and references</b>	<ol style="list-style-type: none"> <li>Cress, C.M., Collier, P.J. &amp; Reitenauer, V.L. (2005). Learning through Serving: A Student Guidebook for Service-Learning across the Disciplines. Stylus Publishing</li> <li>Adams, M., Blumenfeld, W., Castañeda, C.R., Hackman, H.W., Peters, M.L., Zúñiga, X. (Ed.) (2010). Readings for Diversity and Social Justice. Routledge</li> <li>Johnson, A. (2005). Privilege, Power, and Difference. McGraw-Hill</li> <li>Sen, A. (2011). The Idea of Justice. Belknap Press of Harvard University Press</li> <li>Sandel, M.J. (2010). Justice: What's the Right Thing to Do?, Farrar, Straus and Giroux</li> <li>Thompson JL, Manore MM, Vaughan LA (2010). The Science of Nutrition 2nd edition, Cummings</li> <li>Wardlaw GM, Hampl. JS, DiSilvestro RA (2008). Perspectives in Nutrition 8th edition, McGraw-Hill</li> </ol>	