Subject Description Form

Subject Code	SO4037 (with contribution from ELC academic staff)
Subject Title	Public Health Optometry
Credit Value	4 (This subject lasts for 3 semesters. A total of 4 credits will only be counted when the student completes this subject by Semester 8: Year 4 Semester 2)
Level	4
Pre-requisite	This subject is intended only for BSc Optometry Year 4 students with relevant background knowledge and clinical experience. Students are required to have attempted: Clinical Optometry 1, 2 and 3 (SO2004, SO3007 and SO3008); Ophthalmic Optics and Dispensing 1 and 2 (SO3001 and SO3002) and LCR English subjects.
Objectives	1. To organise and implement a service-learning vision screening project 2. To understand community's needs and raise students' awareness of health care issues in Hong Kong, Mainland China or overseas 3. To reflect on the roles and responsibilities of optometrists in the community 4. To promote vision care as an important component in the public health care system 5. To enhance students' innovative problem-solving skills and enrich their sense of social responsibility as ethical leaders in the field 6. To understand the lighting design/requirements for office work and computer use 7. To understand the risks of ocular injuries both at work and at play 8. To understand the basic concepts of eye protection and vision ergonomics 9. To understand the basis of sports vision and driving vision 10. To develop English language skills required by students to communicate effectively in their future careers
Intended Learning Outcomes	On completion of this subject, the student should be able to: a. plan, organise and conduct a vision screening program in collaboration with a non-optometric organisation (e.g., non-governmental organisation or charity body) b. understand the concept of service-learning and reflect on the roles of optometrists in the community as a primary eye care provider c. integrate community service experience with academic knowledge and skills by applying appropriate optometric care in community-based settings d. perform a modified eye examination and formulate a management

	plan if appropriate e. understand the major health care issues/concerns relating to the optometry profession f. enhance teamwork, communication skills and problem-solving skills g. enrich the sense of social responsibility, cultural diversity and active citizenship h. comment on the uses of luminaries and the basic principles of lighting design in a given environment i. identify visual hazards in various occupations and sports j. discuss various means of ocular protection against visual hazards k. analyze ergonomic issues and give appropriate suggestions in relation to computer vision syndrome (CVS) l. plan, organize and deliver an effective oral presentation m. plan, organize and write a public health proposal for optometry studies using appropriate language and text structures
Subject Synopsis/ Indicative Syllabus	<u>Service-Learning Module:</u> • Basic principles of service-learning: an integration of community service with curriculum-based learning opportunities • Benefits of service-learning to students and to the community • Effective teamwork and communication skills • Moral and ethical concerns specific to the project and beneficiaries <u>Discipline-Specific Modules:</u> • Vision screening: general principles and essential factors for consideration • The roles and responsibilities of optometrist in the community: a primary eye care provider • Community health care needs and social responsibilities • Provision of optometric care to underprivileged groups • Lighting • Visual hazards and ocular protection in occupations and sports • Visual ergonomics • Computer vision syndrome (CVS) • Sports vision and driving vision <u>English Language Modules:</u> • Oral presentation skills (for reporting and reflecting on the participation of summer vision screening) • Proposal writing for vision screening • Reflective practice and writing • Oral communication with patients and other professionals

Teaching/Learning Methodology	**e-Learning Module:** The e-learning module is developed and delivered by the Office of Service Learning (OSL) 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. **Lectures:** The discipline-specific modules are delivered primarily through lectures in Year 4 Semester 1 to equip students with basic knowledge and skills needed for organising the vision screening project. Problem-based learning approach will be adopted when appropriate. Part of the teaching and learning activities will be delivered by the English Language Centre (ELC) to enhance students' skills in using English in a systematic and professional manner in both their oral and written course work. **Project-Specific Tutorials/Workshops/Pre-Screenings/Site-Visit(s):** Students will work in small groups (5-6 students per group). Each group will be responsible for planning and conducting a community vision screening. The tutorials/workshops/review sessions are designed to help students better understand the nature of targeted community group(s) as well as other potential issues/considerations that are relevant to the implementation of the vision screening project. Site visits to the proposed service sites will also be organized to help students better plan their projects. Colleagues from the partner organization (e.g., NGO) will be invited to share with students about the characteristics of service users and/or the operation logistics, if appropriate. **Service Learning Projects:** **School-organised Vision Screening Project:** Students will participate in school-organised vision screening projects (service hours: at least 20 hours) organised by the School as helpers, facilitating them to better understand 1) the needs of the community; 2) the basic operations and logistics of conducting a vision care project. **Self-organised Vision Screening Project:** The project is designed to enhance students' clinical competence and exposure, as well as improve their communication and problem-solving skills. Students are required to develop a proposal targeted to both optometry professions and other organisations. This English writing skill will be necessary for their future collaboration with other professions. Through the implementation of a service-learning project, students are expected to develop a sense of social responsibility, teamwork and good spirits for helping the needy people in society (service hours: at least 20 hours). 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 optometrists in the community, facilitating the delivery of optometric services to the public. Each student will complete at least 40 service hours including school-organised vision screening project and self-organised vision screening project. **Reflective Journals and Report:** Reflection sessions will be held all the

	way through the service-learning projects. Academic staff and other colleagues will guide students to reflect upon their experiences and observations for all the vision screenings. Students will also be required to write reflective journals for both vision care projects (i.e. school-organised and self-organised ones) to determine whether they can 1) integrate their service-learning experiences with academic learning outcomes; and 2) reflect on their roles and social responsibilities as an optometrist and as a citizen.
Assessment Methods in Alignment with Intended Learning Outcomes	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:

Specific assessment methods/tasks	% weight-ing	Intended subject learning outcomes to be assessed (Please tick as appropriate)												
		a	b	c	d	e	f	g	h	i	j	k	l	m
1. Group oral presentation (with ELC)	10		✓	✓			✓	✓					✓	
2. e-Learning module and project-specific tutorials / workshops	10	✓	✓	✓			✓	✓						
3. Proposal for vision screening (ELC)	25	✓	✓	✓	✓	✓	✓	✓						✓
4. On-site performance (vision screening)	20		✓	✓	✓		✓	✓						
5. Reflective journals/report	10	✓	✓	✓		✓		✓						
6. Written test	25		✓			✓			✓	✓	✓	✓		
Total	**100**													

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

The e-Learning module and project-specific tutorials/workshops will require students to submit assignments and reflective journals from which we can assess whether students understand the health care issues and needs of society (ILO e), as well as their own roles and responsibilities as an optometrist in the community (ILO b).

In the evaluation of students' plan/proposal of vision screening and their on-site performance, we can determine if students are able to devise an adequate and feasible clinical protocol by applying appropriate knowledge and skills acquired in discipline-specific modules and in other clinical subjects (ILO a, c and d). Through students' participation and engagement in the project as well as interaction with partner organisation(s) and their service recipients, we can assess students' teamwork, communication skills and social responsibilities (ILO f and g).

The reflective report/presentation will enable us to evaluate whether students can 1) link their service-learning experience with academic

	curriculum (ILO c); and 2) understand the roles of optometrist as a primary eye care provider (ILO b). The ELC will assess students' use of English in the oral presentation (ILO l) and the proposal for vision screening (ILO m). These assessments will contribute 30% to the final course grade.	
Student Study Effort Required	e-Learning Module	10 Hrs.
	Class contact:	
	▪ Discipline-specific lectures/workshops	26 Hrs.
	▪ English-specific lectures	17 Hrs.
	▪ Project-specific tutorials/workshops/ review sessions	12 Hrs.
	Other student study effort:	
	▪ Planning and organizing the vision screening project	26 Hrs.
	▪ Direct rendering of service	40 Hrs.
	▪ Reflection and review	15 Hrs.
	▪ English classwork-related, project-related and self-access work	34 Hrs.
	Total student study effort: **129 Hrs. (SO) + 51 Hrs. (ELC)**	**180 Hrs.**
Reading List and References	Prescribed Reading Cress, C.M., Collier, P.J. & Reitenauer, V.L. (2005). Learning Through Serving: A Student Guidebook for Service-Learning Across the Disciplines. Stylus Publishing North RV. Work and the Eye. 2nd ed. Butterworth-Heinemann, 2001. Newcomb RD & Marshall EC. Public Health and Community Optometry. 2nd ed. Boston: Butterworth-Heinemann, 1990. Pitts DG & Kleinstein RN. Environmental Vision – interactions of the eye, vision, and the environment. Butterworth-Heinemann, Boston, 1993. Erickson GB. Sports vision: vision care for the enhancement of sports performance. St. Louis, Butterworth-Heinemann / Elsevier, 2007. Course materials prepared by the English Language Centre Recommended Reading Huckin T & Olsen L. Technical writing and professional communication for nonnative speakers of English. 2nd ed. New York: McGraw Hill, 1991. Loran DFC & MacEwen CJ. Sports Vision. Butterworth- Heinemann, UK. 1995. Zagelbaum BM. Sports Ophthalmology. Blackwell Science, USA. 1996. James TB. Ocular trauma. Philadelphia, Elsevier Saunders, 2007.	