Subject Description Form

Subject Code	SO2S01
Subject Title	Learning through Providing Eye Care and Vision Health to the Community
Credit Value	3
Level	2
Pre-requisite/ Co-requisite/ Exclusion	
Objectives	The objectives of this subject are to: 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)	Upon completion of the subject, students will be able to: 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 project(s) in collaboration with community organizations (e.g. non-governmental organization or charity bodies) c. appreciate the value of social responsibility, cultural diversity and active citizenship d. work effectively in teams to solve problems encountered in planning and delivering the service e. communicate effectively with clients and/or other stakeholders

	f. demonstrate empathy for people in need and reflect on their roles and responsibilities as a responsible citizen
Subject Synopsis/ Indicative Syllabus	<u>Service-Learning Module:</u> • Basic principles of service-learning: an integration of community service with curriculum-based learning opportunity • Benefits of service-learning to students and to the community • Effective teamwork, communication and problem-solving skills • Moral and ethical concerns specific to the project and beneficiaries <u>Vision Care Modules:</u> • 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
Teaching/Learning Methodology	**1. e-Learning Module** The e-learning module is developed and delivered by the Office of Service Learning 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. **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 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. **Vision Screening Projects**

As patients are Putonghua/Cantonese-speaking people, students who can communicate in Putonghua and/or Cantonese will have an advantage while serving Mainland or local service sites.

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 blindness prevention to the public.

Students are required to work in groups (10-15 per group) to develop a vision screening project to serve underprivileged communities throughout this two-semester subject. Prior to this, students will be arranged to participate in a guided vision screening project organized by the School in order to get some hand-on training/experience. Throughout these activities, 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. The service project will take place in Hong Kong (during weekdays 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. The subject leaders will have a list of in-need service project sites available for students to select from. The final allocation of projects such as those that take place in Mainland China or other overseas countries will be determined by their subject leaders. Students chosen to provide services in Mainland China or other overseas countries are expected to pay an additional outbound activity fee for both mainland and overseas projects.

4. **Reflective Journals & Report and Review Sessions**

| | | Students will be required to write reflective journals and reports both before and after 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. |

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 during and after the service learning project. Experts and facilitators from outside the subject-offering department (e.g. Office of Service Learning, NGOs) may be invited to contribute to some of these sessions as appropriate.

| **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 F (failure) to A+. The relative weighting of the different assessment components are as follows: |

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	10%	✓	✓	✓			✓
Plans/proposals for service	20%	✓	✓	✓	✓	✓	
Performance in rendering service	40%	✓	✓	✓	✓	✓	✓
Reflective journal/report/presentations	30%	✓	✓	✓	✓		✓
Total	100%						

<u>Students must obtain a pass in all of the components in order to pass the subject</u>.

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 <u>assignments and learning tasks</u> that are designed to assess students' ability to understand the health care needs and issues of the society (ILO a), 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 <u>proposals or plans</u> 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).

The students' <u>attitude</u> and <u>performance</u> in the rendering of service, their degree of <u>engagement</u> with the service recipients, their <u>collaboration</u> with other students (ILO d), and <u>interactions</u> with the service recipients and/or collaborating NGOs are obviously indicators of their ability to communicate effectively with clients and stakeholders (ILO e), their sense of civic responsibility, professional ethics and their empathy for people in need (ILO f), and their ability to work collaboratively to apply their knowledge and skills to deal with real problems in the service setting (ILO b and d).

Students' reflective journals and report, and 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 empathy for the less fortunate people in the society, and their ability to reflect on their role and responsibilities in the society (ILO f).

Student study effort expected	e-Learning Module	10 Hrs
	Class Contact	
	• Lectures, Practical Lab Sessions, Tutorials, Project-Specific Seminars/Workshops	20 Hrs
	• Reflection and review tutorials and sessions	10 Hrs
	Other student study effort:	
	• Readings, self-study, and planning and preparation for the service project	30 Hrs
	• Direct rendering of service	40-60 Hrs
	• Reflection and review	20 Hrs
	Total student study effort	130-150 Hrs
Reading list and references	1. Cress, C.M., Collier, P.J. & Reitenauer, V.L. (2005). Learning Through Serving: A Student Guidebook for Service-Learning Across the Disciplines. Stylus Publishing 2. Johnson, A. (2005). Privilege, Power, and Difference. McGraw-Hill 3. Sen, A. (2011). The Idea of Justice. Belknap Press of Harvard	

	University Press
	4. Newcomb R.D. and Marshall E.C. (1990) Public Health and Community Optometry. 2nd ed. Boston: Butterworth-Heinemann
	5. Grosvenor T.P. (2007). Primary Care Optometry, 5th Ed., Butterworth Heinemann