

PHAR 2018 Course Outline

(Updated for 2022-2023 Summer Session, may subject to further modifications)

1. **Course Code:** PHAR 2018
2. **Title in English:** Inter-professional Learning for Medication Safety
3. **Title in Chinese (optional):** 跨專業藥物安全教育
4. **Course overview**

As future stakeholders of our society, CUHK students should have the global citizen mindset and the ability to observe and find solutions for social problems locally and globally. It will focus on elderly's health and drug related problems locally and internationally as an interprofessional healthcare team for students to prepare for a rapidly changing health service environment in both clinical and community settings.

5. Learning outcomes

5 key deliverables are expected upon completion of the service provision

1. Students' awareness of their own role in an interprofessional team will be enhanced.
2. Students' understanding toward interprofessional collaboration practice in local and overseas setting will be enhanced.
3. Students' abilities to observe elders' needs will be enhanced.
4. Students' understanding toward global citizenship, social accountability will be enhanced.
5. Students' innovative and critical thinking abilities will be enhanced.

Our lectures and e-learning materials will address the common health condition of elders, interprofessional collaboration, and drugs management for elderly patients. Furthermore, there will be interactive patient and student activities in our lectures. An elderly patient will be invited to share his/her health background and health challenges they encounter in clinical and community setting.

The course will be commenced concurrently with Department of Social Work's summer course SOWK2050. Supplementary courseware will be uploaded on Blackboard, no field study will be arranged. CUHK students will be able to interact

with students from University of Toronto (UofT) and National University of Singapore (NUS) in this course.

This course has the following roles:

Innovation and Design (I&D)

- Allow students to apply knowledge of their disciplines to solving real problems.
- Stimulate students to actively explore solutions to address real-world drug safety problems and disease prevention strategies.

Global Citizenship: (GC)

- Allow students to understand the social problems faced by real patients.
- Stimulate students to have the sense of social accountability and give back to society.
- Improve students' communication skills with patients.
- Improve students' collaboration skills with their overseas counterparts.

In addition, the internationalized components in the course include a pre course warm up event with teachers and students from UofT, and a sharing session by an Interprofessional Education (IPE) teacher from UofT, who will share the inter-professional collaboration for geriatric patients in community and clinical setting in Canada. The other components include a discussion between UofT students and CUHK students on how to ensure the plan for home is safe for patient. There will be mutual learning opportunities between CUHK and UofT students for working on case studies. NUS students will also be invited to the workshop, particularly the patient interview activity, to share their views. Enrolled students will learn about the communication approach between different health professions in local and overseas settings.

Upon completion of the course, students are expected to have higher awareness and have fundamental knowledge on solving elderly patients' health and psychosocial problems. They are also expected to have a higher understanding of social accountability, which refers to citizens' engagement on improving social system's performance, effectiveness, and responsiveness to public needs.

Furthermore, students should be more vigilant toward health system reform and knowing the physical and social needs of patients. They should have a higher level of vision and devotion on implementing interprofessional collaboration in both public and

private health service for the betterment of patient care, medication safety, and general health service quality in their future career.

To support students' self-learning, lecture elements and featured topics will be shared on Blackboard.

Students are expected to learn with, from and about each other, while also practicing skills and gaining knowledge that will allow them to be truly collaborative and workforce ready health care professionals upon completion of their university training.

6. List of topics

This course will introduce 6 topics:

1. Common diseases among elderly population
2. Communication with elders
3. Fundamental concept of inter-professional collaboration
4. Roles of each healthcare provider
5. Transition from acute care to home care
6. Hong Kong and Canadian health system

Enrolled students need to attend and complete the following items

➤ Lectures*

There are 4 workshops in this course, content include but not limited to:

1. "Home assessment" clips review and discussion
2. Communication skills for patient interview
3. Patient sharing – Real elderly patient volunteer will share his/her health background and everyday challenges with the students. Students will then work as a group with UofT students to provide collaborative, holistic recommendations to the patient and practice team communication skills
4. Inter-professional communication and case presentation. ***Please refer to section 11 for the course's schedule.**

➤ IPE Reflection (400 words)

Each student will need to submit a reflection discussing his / her perspective on interprofessional collaboration with other disciplines and overseas students. Extra marks will be given if "Ethical Practice" is elaborated in the assignment.

➤ In class group work

Grading Percentage	Task
50%	In class discussion

50%	In class presentation																
<p>➤ <u>Group Project</u></p> <p>Students will be assigned with groupmates of other disciplines to work on one simulated patient case in this course.</p> <p>“Hong Kong patient case”</p> <ul style="list-style-type: none"> ▪ Each group will be assigned a simulated Hong Kong patient who is facing physical and psychosocial problems in Hong Kong that require intervention by an interprofessional care team. ▪ Groups will discuss the healthcare plan and strategies for the patient and present them in lecture 4. ▪ The grading criteria include the followings: <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Grading Percentage</th> <th style="text-align: left;">Task</th> </tr> </thead> <tbody> <tr> <td>15%</td> <td>Role Clarification</td> </tr> <tr> <td>15%</td> <td>Team Functioning</td> </tr> <tr> <td>15%</td> <td>Interprofessional Collaboration</td> </tr> <tr> <td>15%</td> <td>Collaborative Learning</td> </tr> <tr> <td>15%</td> <td>Interprofessional Conflict Resolution</td> </tr> <tr> <td>15%</td> <td>Patient-Centered Care</td> </tr> <tr> <td>10%</td> <td>Presentation</td> </tr> </tbody> </table> <ul style="list-style-type: none"> ▪ Extra marks will be given if “Ethical Practice” is elaborated in the assignment. 		Grading Percentage	Task	15%	Role Clarification	15%	Team Functioning	15%	Interprofessional Collaboration	15%	Collaborative Learning	15%	Interprofessional Conflict Resolution	15%	Patient-Centered Care	10%	Presentation
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10%	Presentation																
Submission details and instruction will be introduced in the Blackboard course.																	

7. Learning activities

The estimated time that students are expected to spend in/out class (for the whole course) is:

Lectures		Pre course event		Projects (IPE reflection & Group Project)		Exam		Total	
(hr) in/out class		(hr) in/out class		(hr) in/out class		(hr) in/out class		(hr) in/out class	
12	0	1	0	1		0	0	14	
M	O	M	O	M	O	N/A	O		

M: Mandatory activity in the course O: Optional activity NA: Not applicable

8. Assessment scheme

Description	Weight
Lectures Attendance (10% x 5 course event/lecture)	50%
Group Project (20% x 1 projects)	20%
In class group work (10% discussion, 10% presentation)	20%
IPE Reflection (10% x 1 reflection)	10%
The overall grade for the course will be based on the above-mentioned learning activities. <u>The pass mark for this course is 50% (D).</u>	

9. Recommended learning resources

Blackboard Course: Supplementary information and learning materials will be uploaded in PHAR 2018's Blackboard course.

Required readings:

1. Baxter SK, Brumfitt SM. Professional differences in interprofessional working. *Journal of Interprofessional Care*. 2008; 22(3): 239-51. PMID: 18569411
2. Suter, E., Arndt, J., Arthur, N., Parboosingh, J., Taylor, E., & Deutschlander, S. (2009). Role understanding and effective communication as core competencies for collaborative practice. *Journal of Interprofessional Care*, 23, 41-51. PMID:19142782
3. Hammick M, Olckers L, et al. (2009). Learning in interprofessional teams: AMEE Guide no 38 *Medical Teacher*. 2009; 31(1): 1-12. PMID: 19253148

Recommended readings:

- Framework for Action on Interprofessional Education & Collaborative Practice. World Health Organization. http://apps.who.int/iris/bitstream/10665/70185/1/WHO_HRH_HPN_10.3_eng.pdf?ua=1 [assessed 5 October 2017]
- Institute of Medicine Committee on the Health Professions Education Summit. *Health Professions Education: A Bridge to Quality*. Greiner AC, Knebel E, eds. 2003; National Academy Press, Washington DC.
- Buring SM, Bhushan A, Broesesker A, Conway S, Duncan-Hewitt W, Hansen L and Westberg S. *Interprofessional Education: Definitions, Student Competencies, and Guidelines for Implementation*. *American Journal of Pharmaceutical Education* 2009;73(4) Article 59: 1-8.

- Zwarenstein M, Reeves S and Perrier L, Effectiveness of pre-licensure Interprofessional education and post-licensure collaborative interventions. Journal of Interprofessional Care. 2005;19(Sup 1):148-165.
- Donner, G. (2015). Bringing Care Home: Report of the Expert Group on Home and Community Care. Ontario Ministry of Health and Long-Term Care. https://www.health.gov.on.ca/en/public/programs/lhin/docs/hcc_report.pdf
 - P. 5: Brief History of Publicly-Funded Home and Community Care in Ontario
 - P. 6 -7: An Overview of Home and Community Care Today
- Marrocco, F. N., Coke, A., & Kitts, J. (2021). Ontario's Long-Term Care COVID-19 Commission: final report. Queen's Printer for Ontario. <https://www.ontario.ca/page/long-term-care-covid-19-commission-progress-interim-recommendations>
 - P. 35 - 37: The Evolution of Long-Term Care
 - P. 41 - 42: Increasingly Complex Needs
 - P. 42 - 43: An Aging Population, A Growing Demand for Care

10. Feedback for evaluation

There will be course evaluation, ICCAS (Interprofessional Collaborative Competencies Attainment Survey), and pre/post questionnaires to evaluate learning outcomes of above-mentioned deliverables.

11. Course schedule

**PHAR 2018 – INTER-PROFESSIONAL LEARNING FOR MEDICATION SAFETY
Course Schedule – 2022 - 2023 Summer Session**

Topics (Total number of lectures)	Date and Time	Attendance Weight in Overall Course Grade
Pre course event	May 30 08:30 – 10:15	50%
Lectures	June 6 (Lecture 1): 0830 – 11:15	
	June 13 (Lecture 2): 0830 – 11:15	
	June 20 (Lecture 3): 0830 – 11:15	
	June 27 (Lecture 4): 0830 – 11:15	

IPE Evaluation (PRE)	June 6 / Lecture 1
Course Evaluation	June 27 / Lecture 4
IPE Evaluation (POST)	June 27 / Lecture 4
Course Evaluation	June 27 / Lecture 4
Group Project	June 27 / Lecture 4
IPE Reflection	July 4 (Submission Deadline)

12. Details of course website

The most updated course materials including the course outline, class schedules and announcements will be posted in the Blackboard course. The course website is: www.cuchampion.com/phar2018-summer2023

13. Academic honesty and plagiarism

Attention is drawn to university policy and regulations on honesty in academic work, and to the disciplinary guidelines and procedures applicable to breaches of such policy and regulations. Details may be found at <http://www.cuhk.edu.hk/policy/academichonesty/> .

With each assignment, students will be required to submit a signed **declaration** that they are aware of these policies, regulations, guidelines, and procedures. For group projects, all students of the same group should be asked to sign the declaration.

For assignments in the form of a computer-generated document that is principally text-based and submitted via VeriGuide, the statement, in the form of a receipt, will be issued by the system upon students' uploading of the soft copy of the assignment. Assignments without the receipt will not be graded by teachers. Only the final version of the assignment should be submitted via VeriGuide.

14. Contact details of lecturer (s) (Course Coordinator)

Professor Vivian WY Lee (Course Coordinator)
5/F, Hui Yeung Shing Building
vivianlee@cuhk.edu.hk
Office Tel.: 39438012

Appendix D - Sample of Academic Honesty Declaration Statement

The Chinese University of Hong Kong Academic Honesty Declaration Statement

Submission Details (via VeriGuide)

Student Name	MOK, Kei Hon
Student ID	08044170
Academic Year	2008
Semester	1
Course Code	CSC7233
Course Title	IT PROJECT MANAGEMENT
Assignment Marker	CHINESE UNIVERSITY PLAGIARISM IDENTIFICATION ENGINE
Assignment Number	1
Original Due Date (provided by student)	2009-01-31
Revised Due Date (provided by student)	N/A
Submitted File Name	callcenter.doc
Submission Time	2009-01-21 17:04:32
Submission Reference Number	46856

I confirm that the above submission details are correct.

Agreement on Student's Work Submitted to VeriGuide

The VeriGuide system is intended to help the University to assure that works submitted by students as part of course requirement are original, and that students receive the proper recognition and grades for doing so.

The student, in submitting his/her work ("this Work") to VeriGuide, warrants that he/she is the lawful owner of the copyright of this Work.

The student hereby grants a worldwide irrevocable non-exclusive perpetual licence in respect of the copyright in this Work to the University. The University will use this Work for the following purposes .

(a)Checking that this Work is original

The University needs to establish with reasonable confidence that this Work is original, before this Work can be marked or graded. For this purpose, VeriGuide will produce comparison reports showing any apparent similarities between this Work and other works, in order to provide data for teachers to decide, in the context of the particular subjects, course and assignment. However, any such reports that show the author's identity will only be made available to teachers, administrators and relevant committees in the University with a legitimate responsibility for marking, grading, examining, degree and other awards, quality assurance, and where necessary, for student discipline.

(b)Anonymous archive for reference in checking that future works submitted by other students of the University are original

The University will store this Work anonymously in an archive, to serve as one of the bases for comparison with future works submitted by other students of the University, in order to establish that the latter are original. For this purpose, every effort will be made to ensure this Work will be stored in a manner that would not reveal the author's identity, and that in exhibiting any comparison with other work, only relevant sentences/ parts of this Work with apparent similarities will be cited. In order to help the University to achieve anonymity, this Work submitted should not contain any reference to the student's name or identity except in designated places on the front page of this Work (which will allow this information to be removed before archival).

(c) Research and statistical reports

The University will also use the material for research on the methodology of textual comparisons and evaluations, on teaching and learning, and for the compilation of statistical reports. For this purpose, only the anonymously archived material will be used, so that student identity is not revealed.

Signature

Date

Name

Instruction for Submitting Hard Copy of the Assignment

This signed declaration statement should be attached to the hard copy assignment or submission to the course teacher, according to the instructions as stipulated by the course teacher.