

**The Chinese University of Hong Kong (CUHK)
Interprofessional Education (IPE) Course: PHAR 2018
Learning Items & Course Content for Summer 2024
Version 4**

Total learning hours: 15

1. Micro module and e-learning items on Blackboard for CUHK students.
2. Parts of the micro modules will be shared with University of Toronto (UT) students in a private **Google Drive folder**.
3. **Students need to read the following items before attending workshops.**

E-Learning Items	Format	Minutes
Hong Kong & Canada's Healthcare System for Workshop 2	Slides	15
Smooth Transitioning from Acute Care Hospital, Subacute Facility, Rehabilitation Facility to Home Care – Hong Kong's Experience for Workshop 2	Slides	15
Common Geriatric Diseases in Hong Kong for Workshop 2	Slides	15
Videos of Experience Sharing by Adults with Stroke for Workshop 2	Video	15
<p>Group & Individual Assignments Guidelines</p> <p><u>Group Assignment</u> Hong Kong patient case</p> <ul style="list-style-type: none"> ▪ Real Hong Kong elderly patients who are facing physical and psychosocial problems that require interventions by an interprofessional care team. ▪ Each group will submit a care plan in poster or video format by the end of the summer term. <p><u>Individual Assignment: IPE Reflection</u> CUHK students need to include the following in the IPE reflection: (Word count: 400 in English)</p> <ol style="list-style-type: none"> 1. Reflect their thoughts of the journals; 2. His/her experience of working on the Hong Kong patient case discussion with UT students; 3. His/her learning experience in this course. 	Reading	10
<p>Patient's Profile for Workshop 2 Students need to read the patient's medical history and profile before the workshop.</p>	Reading	10
<p style="text-align: center;">Roles of Different Professions in An Interprofessional Team for Workshop 4 (Check Required Reading 1 – 3)</p>		
Required Reading 1:	Reading	30

Baxter SK, Brumfitt SM. Professional differences in interprofessional working . J Interprof Care. 2008;22(3):239-51. doi:10.1080/13561820802054655. PMID:18569411		
Required Reading 2 : Suter E, Arndt J, Arthur N, Parboosingh J, Taylor E, Deutschlander S. Role understanding and effective communication as core competencies for collaborative practice . J Interprof Care. 2009;23(1):41-51. doi:10.1080/13561820802338579. PMID:19142782	Reading	30
Required Reading 3 : Hammick M, Olckers L, Champion-Smith C. Learning in interprofessional teams: AMEE Guide no 38 . Medi Teach. 2009;31(1):1-12. doi:10.1080/01421590802585561. PMID:19253148	Reading	30
Pre & post course evaluation on IPE: 1. Interprofessional Collaborative Competency Attainment Survey (ICCAS)	Questionnaire	10
Feedback Survey	Survey	5
Workshop Slides & Zoom Recordings Items below will be uploaded to Blackboard after workshops		
Workshop 1: Fundamental Knowledge of IPE	Slides	
Workshop 1: Patient Communication & Consultation	Slides	
Workshop 1: A glimpse of Crew Resource Management (CRM): Lessons from Aviation for Healthcare	Slides	
Workshop 2: “Home assessment” clips review and discussion	Recording	
Workshop 3: Patient interview and assessment training	Recording	
Supplementary Learning Materials		
Recommended Reading 1 World Health Organization: Framework for action on interprofessional education & collaborative practice	Reading	
Recommended Reading 2 Greiner AC, Knebel E, eds. Health professions education: a bridge to quality . Institute of Medicine Committee on the Health Professions Education Summit. Washington DC: National Academy Press; 2003.	Reading	
Recommended Reading 3 Buring SM, Bhushan A, Broeskesker A, Conway S, Duncan-Hewitt W,	Reading	

Hansen L, Westberg S. Interprofessional education: definitions, student competencies, and guidelines for implementation . Am J Pharm Educ. 2009;73(4):[8 p.]. doi:10.5688/aj730459.		
Recommended Reading 4 Zwarenstein M, Reeves S, Perrier L Effectiveness of pre-licensure interprofessional education and post-licensure collaborative interventions . J Interprof Care. 2005;19(Supp. 1):148-65. doi:10.1080/13561820500082800.	Reading	
Supplementary Learning Materials Additional materials for students recognising elderly patients' need in Hong Kong.	Videos & Slides	
	TOTAL	195

Pre-course event

May 14th (Tuesday) 08:30 – 10:30 (Hong Kong) (2 hours)

May 13th (Monday) 20:30 – 22:30 (Toronto) (2 hours)

- **Objective: Self-introduction** and ice-breaking activities for UT & CUHK students
- **Teaching Medium:** English
- **Location:** Zoom
- **Grouping: 6-8 students per group with a mix of professions and UT & CUHK Students**
- **Zoom Link: TBC**
***Record the sessions on Zoom**

Activities	Time (City)
Opening: <ul style="list-style-type: none"> • Welcome message • Introduce the grouping and rundown of the event • Introduction to interprofessional education (IPE) (5 mins) 	08:30 – 08:40 (Hong Kong) 20:30 – 20:40 (Toronto)
<ul style="list-style-type: none"> • Self-introduction and Introduction of all facilitators from CUHK and UT • Small group briefing <u>in breakout rooms</u> <ul style="list-style-type: none"> ○ Exchange contact information ○ Talk about the group norms & expectations as a team ○ Discuss foci areas for patient interview 	08:40 – 09:20 (Hong Kong) 20:40 – 21:20 (Toronto) (40 minutes)

Online ice-breaking game <ul style="list-style-type: none"> Winning groups will have the priority to choose their interview focus for Workshop 2 	09:20 – 09:50 (Hong Kong) 21:20 – 21:50 (Toronto) (30 minutes)
10 minutes break	09:50 – 10:00 (Hong Kong) 21:50 – 22:00 (Toronto)
Course Introduction (Recorded session)	10:00 – 10:15 (Hong Kong) 22:00 – 22:15 (Toronto)
Reminder and Q&A	10:15 – 10:30 (Hong Kong) 22:15 – 22:30 (Toronto)

Workshop 1

May 22nd (Wednesday) 08:30 – 11:15 (2 hours 45 minutes)

May 21st (Tuesday) 20:30 – 23:15 (2 hours 45 minutes)

- **Objective:** Understanding the health and social care system, and interprofessional approaches in different environments and settings
- **Teaching Medium:** English
- **Location:** Zoom
- **Note:** Only UT & CUHK students and teachers in this workshop
- **Zoom Link:** TBC

***Record the sessions on Zoom**

Topic	Time (City)
Introduction and Objective (5 min)	08:30 – 09:20 (Hong Kong) 20:30 – 21:20 (Toronto)
Introduction to the health and social care system in Hong Kong and Ontario (30 mins)	(50 minutes)
Review of Daniel's video (Hong Kong) (7 min)	
Home assessment activity <ul style="list-style-type: none"> Highlights on different approaches to patients with different background and home environment Group discussion on the pros and cons of various approaches that could be applied in the video in break out groups Small group discussion on Daniel's video in groups (30 min)	09:20 – 09:50 (Hong Kong) 21:20 – 21:50 (Toronto) (30 minutes)

10 minutes break	09:50 – 10:00 (Hong Kong) 21:50 – 22:00 (Toronto)
Whole class discussion on different approaches to patients with different background and home environment (45 min)	10:00 – 10:45 (Hong Kong) 22:00 – 22:45 (Toronto)
Debriefing and reflection session in whole class setting	10:45 – 11:15 (Hong Kong) 22:45 – 23:15 (Toronto)
Reminder and Q&A	

Workshop 2

May 28th (Tuesday) 08:30 – 11:15 (2 hours 45 minutes)

May 27th (Monday) 20:30 – 23:30 (2 hours 45 minutes)

- **Objective:** Understand the impact of the transition of care, health integration & ethical practices in the context of a specific patient case
- **Teaching Medium:** English
- **Location:** Zoom
- **Note:** Only UT & CUHK students and teachers in this workshop
- **Zoom Link:** **TBC**

***Record the sessions on Zoom**

Topic	Time (City)
Introduction (5 min)	08:30 – 09:15 (Hong Kong) 20:30 – 21:15 (Toronto)
Lecture on transition of care and health integration in the context of Daniel's case <ul style="list-style-type: none"> • Hong Kong's perspective (20 mins) • Ontario's perspective (20 mins) 	
Small group discussion on transition of care and health integration in the delivery of care for Daniel. Each group will pay particular attention on their foci area (35 mins)	09:15 – 09:50 (Hong Kong) 21:15 – 21:50 (Toronto)
10 minutes break	09:50 – 10:00 (Hong Kong) 21:50 – 22:00 (Toronto)
Ethical practices in cultural care (Ontario's context) <ul style="list-style-type: none"> • Case discussion on Daniel 	10:00 – 10:50 (Hong Kong) 22:00 – 22:50 (Toronto)
Debriefing in whole class setting (25 mins)	10:50 – 11:15 (Hong Kong) 22:50 – 23:15 (Toronto)
Reminder and Q&A	

Workshop 3

June 4th (Tuesday) 08:30 – 11:15 (2 hours 45 minutes)
June 3rd (Monday) 20:30 – 23:15 (2 hours 45 minutes)

- **Objective:** Putting theories into practice
- **Medium of Instruction:** English and Cantonese
- **Location:** Zoom
- **Note:** Only UT & CUHK students and teachers in this workshop
- **Zoom Link:** **TBC**

***Record the sessions on Zoom**

Topic	Time (Minutes)
Introduction and small group work (30 mins) *Breakout rooms	08:30 – 09:00 (Hong Kong) 20:30 – 21:00 (Toronto)
“Patient Interview and Assessment Training” <ol style="list-style-type: none"> 1. The interview will be conducted in Cantonese with translation by CUHK teachers 2. Each group will take turn to interview the patient in a whole class setting 3. Student groups shall read the patient’s profile before class and interview him according to the chosen focus. 	09:00 – 10:00 (Hong Kong) 21:00 – 22:00 (Toronto)
10 minutes break	10:00 – 10:10 (Hong Kong) 22:00 – 22:10 (Toronto)
Small group discussion on the patient interview performance in break out rooms	10:10 – 10:40 (Hong Kong) 22:10 – 22:40 (Toronto)
Students feedback sharing in whole class setting	10:40 – 11:15 (Hong Kong) 22:40 – 23:15 (Toronto)

Student Project and Study Period

June 11th (Tuesday) 08:30 – 11:15 (2 hours 45 minutes)
June 10th (Monday) 20:30 – 23:15 (2 hours 45 minutes)

- **Objective:** Student Meet up & Project Period
- **Teaching Medium:** English and Cantonese
- **Location:** Zoom
- **Note:** Only UT & CUHK students and teachers in this workshop
- **Zoom Link:** **TBC**

***Record the sessions on Zoom**

Topic	Time
<p>Student Project Period</p> <p>Objective: to address issues encountered by students for the case presentation in Workshop 4</p> <p>Each group of students are encouraged to join and discuss about the difficulties/concerns they face in the preparation for the presentation in Workshop 4.</p>	<p>08:30 – 11:15 (Hong Kong)</p> <p>20:30 – 23:15 (Toronto)</p>

Workshop 4

June 18th (Tuesday) 08:30 – 11:15 (2 hours 45 minutes)

June 17th (Monday) 20:30 – 23:15 (2 hours 45 minutes)

- **Objective:** Assessing students' perspectives and ideas of Interprofessional Collaboration
- **Teaching Medium:** English
- **Location:** Zoom
- **Note:** Only UT & CUHK students and teachers in this workshop
- **Zoom Link:** **TBC**

***Record the sessions on Zoom**

Topic	Time (Minutes)
<p>“Hong Kong Patient Case Presentation”</p> <ul style="list-style-type: none"> • Each group takes turns to present their findings and solutions for the Hong Kong patient case in Workshop 2 • Teachers will provide feedback and debriefing in groups <p>*The presentations will be hosted in a whole class setting.</p>	<p>08:30 – 09:50 (Hong Kong)</p> <p>20:30 – 21:50 (Toronto)</p>
10 minutes break	<p>09:50 – 10:00 (Hong Kong)</p> <p>21:50 – 22:00 (Toronto)</p>
Debriefing and conclusion in whole class setting	<p>10:00 – 11:00 (Hong Kong)</p> <p>22:00 – 23:00 (Toronto)</p>
Reminder and Q&A	<p>11:00 – 11:15 (Hong Kong)</p> <p>23:00 – 23:15 (Toronto)</p>