

PHAR 2018 Course Outline

(Updated for 2021-2022 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 stakeholder of our society, CUHK students should have a global citizen mindset and have 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 online 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. According to the university's latest policy, all lectures will be conducted in online teaching mode : CUHK students will interact with University of Toronto (UT) students via Zoom Meeting.

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 the society.
- Improve students' communication skills with patient.
- 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 UT, and a sharing session by an Interprofessional Education (IPE) teacher from UT, who will share the inter-professional collaboration for geriatric patients in community and clinical setting in Canada. The other components include a discussion between UT 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 UT students for working on case studies. In addition, 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 higher understanding of social accountability, which refers to citizens' engagement on improving social system's performance, effectiveness, and responsiveness to public needs.

Furthermore, student should be more vigilant toward health system reform and knowing the physical and social needs of patients. They should have 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.

In order to support students' self-learning, lecture elements and featured topics will be shared on Blackboard. Students' service experiences and course evaluation will be analyzed and shared in academic conference such as CUHK's Teaching and Learning Expo, and at other local and overseas educational conferences.

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 7 topics:

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

Enrolled students need to attend and complete the following items

➤ **Lectures***

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

1. IPE Fundamental Knowledge, Communication and consultation skills (For HK students only)
2. “Home assessment” clips review and discussion, Study and evaluation of students’ interview with stroke patients in 2021
3. Patient sharing – Real elderly patient volunteer will share his/her health background and everyday challenge with the students. Students will then work as a group with UT students to provide collaborative, holistic recommendations to the patient and practice team communication skills
4. Inter-professional communication and case presentation. Student will have asynchronous discussion with UT students about a simulated Canadian patient case.

***Please refer section 11 for the course’s schedule.**

➤ **IPE Reflection (400 words)**

Each student will need to submit a reflection on discussing his / her perspective on interprofessional collaboration with other disciplines and overseas students.

➤ **Group Projects**

Students will be assigned with groupmate of other disciplines to work on two simulated patient cases in this course.

Group Project 1

“Canadian patient case” (In-class presentation)

- CUHK students will work with assigned UT student(s) to discuss the healthcare plan and strategies for a simulated Canadian patient and present in lecture 4.

| Grading Percentage | Task |
|--------------------|--------------|
| 10% | Presentation |

| | |
|------------|---------------------------------------------|
| 30% | Define roles of each discipline in the case |
| 60% | Knowledge and Problem Solving |

Group Project 2
 “Hong Kong patient case” (Take home assignment)

- Each group will be assigned a patient who is facing physical and psychosocial problems in Hong Kong that require intervention by an interprofessional care team.
- Groups will submit their case presentation in poster or video format by the end of the summer session.
- The deliverable can be in video or poster format, with detailed description of their project plan. The grading criteria include the followings:

| | |
|---------------------------|------------------------------------------------------|
| Grading Percentage | Task |
| 10% | Presentation Skills (Poster or Video) |
| 30% | Define roles and jobs of each discipline in the case |
| 60% | Knowledge and Problem Solving |

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 | 2 | | 0 | 0 | 15 | |
| 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 Projects (20% x 2 projects) | 40% |
| 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:

1. Framework for Action on Interprofessional Education & Collaborative Practice. World Health Organization.
http://apps.who.int/iris/bitstream/10665/70185/1/WHO_HRH_HP_N_10.3_eng.pdf?ua=1 [assessed 5 October 2017]
2. 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.
3. 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.
4. 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.

10. Feedback for evaluation

There will be course evaluation, RIPLS (The Readiness for Interprofessional Learning Scale), 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 – 2021 - 2022 Summer Session

| Topics (Total number of lectures) | Date and Time | Attendance Weight in Overall Course Grade |
|-------------------------------------------------------------|--------------------------------------|-------------------------------------------|
| Pre course event | May 31 09:00 – 10:00 | 50% |
| Lectures | June 7 (Lecture 1): 0830 – 11:30 | |
| | June 14 (Lecture 2): 0830 – 11:30 | |
| | June 23 (Lecture 3): 0830 – 11:30 | |
| | June 28 (Lecture 4): 0830 – 11:30 | |
| IPE Evaluation (PRE) | June 7 / Lecture 1 | |
| Course Evaluation | June 28 / Lecture 4 | |
| IPE Evaluation (POST) | June 28 / Lecture 4 | |
| Course Evaluation | June 28 / Lecture 4 | |
| Group Project 1 Presentation File | June 28 / Lecture 4 | |
| 1. IPE Reflection 2. Group Project 2 (Poster / Video) | July 5 (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: <https://www.cuchampion.com/phar2018-summer2022>

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.