Interprofessional Education Through Internationalization at Home - Global Classroom in the Post-COVID-19 Era

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Collaborative Online International Learning (COIL) Panel Discussion
Background

• Restrictions in opportunities for cross-border higher education or academic exchange owning to COVID-19 pandemic

• Internationalization at Home (IaH)
  • CUHK Strategic Plan 2021-2025
  • Allows students to gain a global and international experience without leaving CUHK through the creation of a truly international environment at the university
Chinese University of Hong Kong (CUHK): PHAR2018/SOWK2050

- PHAR2018 Inter-professional Learning for Medication Safety
- SOWK2050 Interprofessional Learning for Social Work in Health Care
- 1-unit elective course in the summer semester
  - e-learning + 4 workshop sessions + assignment
- Include teachers and students who major in Medicine, Pharmacy, Nursing, and Social Work

University of Toronto (UoT)

- A new initiative in 2020-2021 school year
- Involved teachers and students from the UoT
  - Majored in Medicine, Pharmacy, Nursing, Occupational Therapy, Physical Therapy, Physician Assistant, Social Work
- Connected via Zoom
- Pre-recorded videos by UoT teachers
- Real-time teaching by UoT teachers
- Patient interview and case discussion with UoT students
- Group assignment with UoT students
Course Objectives

• Raise students’ awareness and understanding of interprofessional collaboration for the betterment of patient care

• Equip students to be ready for a rapidly changing health service environment

• Facilitate students’ understanding of interprofessional collaboration locally and internationally.
University of Toronto (UoT) IPE Collaborators

Ms. Sanne Kaas-Mason, Education Fellow, Wilson Centre for Research in Education, University Health Network, UoT, Canada

Prof. Sylvia Langlois, Centre for Interprofessional Education, UoT

Mr. Dean Lising Centre for Interprofessional Education, UoT, Canada
Pre-recorded videos by UoT teachers

Overview of the Canadian Health System

Dean Lisling, Team-Based Practice and Education Lead at the Centre for Interprofessional Education and Lecturer, Department of Physical Therapy, Temerty Faculty of Medicine, University of Toronto

Material adapted with permissions from:
Module 3: The Roles of Federal and Provincial Governments
Physiotherapy Practice within the Canadian Health Care Context
Ontario Internationally Educated Physiotherapist Bridging Program
Department of Physical Therapy, University of Toronto
Real-time teaching by UoT teachers

Teaching video prepared by UoT
Patient interview

- 5 patients (post-stroke or other chronic diseases) were invited to CUHK
- Students interviewed the patients, assessed their disease management, identified drug-related problems, and discussed their treatment plans
- U of T students participated via Zoom. CUHK students provided translation for them.
Patient interview

- Group discussion on patient cases
- Debriefing by CUHK and UoT teachers
Group assignment

- Two Canadian patient cases, with past medical history of fall, lower back pain, stroke, prostate cancer, osteoarthritis, dementia, hearing loss, etc.
- CUHK and UoT students worked on the cases together.
- Presented by CUHK students
  - Introduce the patient background, solution plan and expected outcomes
  - Suggestions on existing and available resources and your strategies to help this patient
- CUHK and UoT teachers provided feedback
Internationalization in 2022 Class

• UoT students’ involvement in group work
• Preparation of Course content
  • Workshop 2 Home Assessment Case studies
• Facilitator of in-class group discussion & debriefing
• Assessor of in-class group work & presentation
Students’ feedback: Internationalization

• It was actually a very good platform for students in different countries to communicate, especially when international travel is not feasible.

• I appreciate the opportunities of patient interview and work with Canadian students.

• The collaborative learning was eye-opening and inspiring to me. Not only learning more about their professions but also about the cultural difference between Hong Kong and Toronto and how can it affect our plans.
SWOT Analysis

Strength
• Internationalization
• Direct patient contact
• Real world application
• Promote inter-cultural understanding

Weakness
• Time difference
• Communication between students
• Limited physical interaction

Opportunity
• Flexibility with online arrangement
• Global classroom
• Inter-university education and research collaboration

Threats
• Lack of support from senior management
• Lack of Resources
• Time commitment
• Loose team spirits and values
Summary

- Internationalization at Home (IaH) allows students to gain a global and international experience without leaving CUHK.
- PHAR2018/SOWK2050 is a course that puts emphasis on interprofessional education.
- CUHK collaborated with UoT via hybrid/Zoom settings.
  - Real-time teaching, patient interview and case discussion, group assignment, pre-recorded videos.
- Time difference was the major barrier.
- CUHK and UoT Students enjoyed discussing the patient cases and working on the group assignment together.
Acknowledgement

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• UGC Teaching Development and Language Enhancement Grant (2019-22). HK$ 100,000. Interprofessional Education in Geriatric Care from an International Perspectives. (Project Code: 4170712)

• Global Classroom Initiative, University of Toronto. May 2021. Canadian $2920. Interprofessional Learning on Geriatric Care.

Questions?

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