



# 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



學能提升研究中心

Centre for Learning Enhancement And Research

# Background

- Restrictions in opportunities for cross-border higher education or academic exchange owing 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.



# Teaching Team Members



**Prof. Vivian LEE**

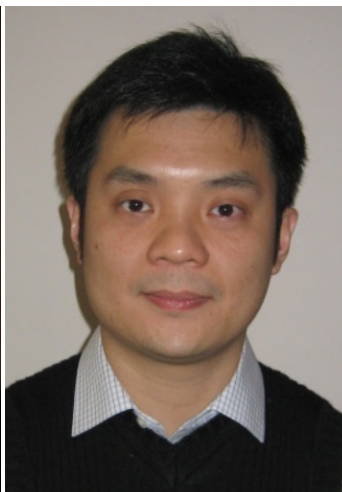
Centre for Learning  
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Pharmacist, Course  
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**Mr. Suki SO**

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**Mr. Simon Yeung**

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# University of Toronto (UoT) IPE Collaborators



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Prof. Sylvia Langlois,  
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Mr. Dean Lising  
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# Pre-recorded videos by UoT teachers

## Overview of the Canadian Health System

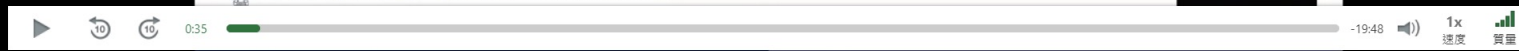
**Dean Lising**, Team-Based Practice and Education Lead at the Centre for Interprofessional Education and Lecturer, Department of Physical Therapy, Temerty Faculty of Medicine, University of Toronto

**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*



Image: [www.pexels.com](https://www.pexels.com)



# Real-time teaching by UoT teachers



Teaching video prepared by UoT

Real time teaching via Zoom





# 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

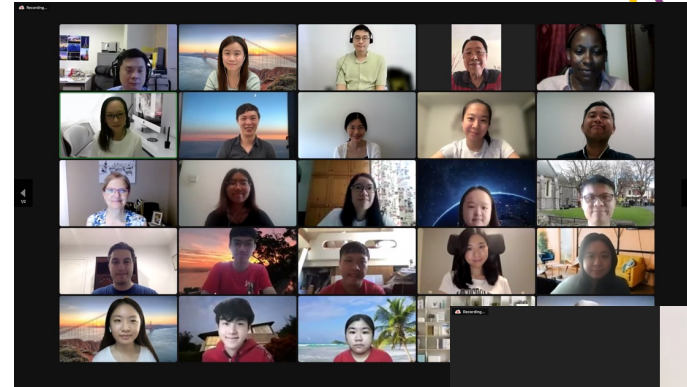
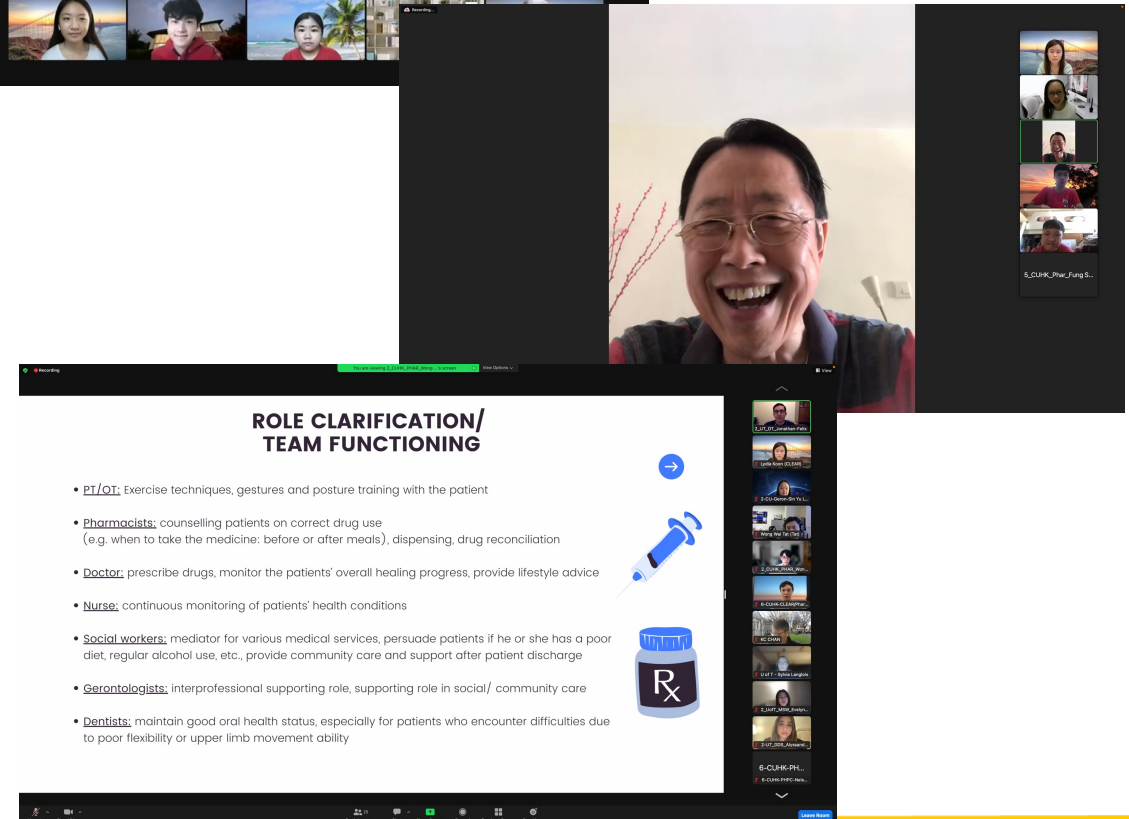
- Two Canadian patient cases, with past medical history of fall, lower back pain, stroke, prostate cancer, osteoarthritis, dementia, hearing loss, etc.
- CUHK and UoT students worked on the cases together.
- Presented by CUHK students
  - Introduce the patient background, solution plan and expected outcomes
  - 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

**ROLE CLARIFICATION/ TEAM FUNCTIONING**

- **PT/OT:** Exercise techniques, gestures and posture training with the patient
- **Pharmacists:** counselling patients on correct drug use (e.g. when to take the medicine: before or after meals), dispensing, drug reconciliation
- **Doctor:** prescribe drugs, monitor the patients' overall healing progress, provide lifestyle advice
- **Nurse:** continuous monitoring of patients' health conditions
- **Social workers:** mediator for various medical services, persuade patients if he or she has a poor diet, regular alcohol use, etc., provide community care and support after patient discharge
- **Gerontologists:** interprofessional supporting role, supporting role in social/ community care
- **Dentists:** maintain good oral health status, especially for patients who encounter difficulties due to poor flexibility or upper limb movement ability

# 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





# 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

- Courseware Development Grant Scheme, Chinese University of Hong Kong, November 2020. HK\$ 150,000. Translational Platform for Addressing & Solving Social-problems (T-PASS). (Project Code: 4170808)
- UGC Teaching Development and Language Enhancement Grant (2019-22). HK\$ 1,669,788.09. Evaluation on the Feasibility, Acceptance and Educational Values of Inter-professional Education at CUHK. (Project Code: 4170660)
- 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.
- UGC Teaching Development and Language Enhancement Grant (2022-25). December 2022. HK\$ 582,615. Impact of interprofessional education on teachers' mindsets and students' competency and graduate attributes. (Project Code: 4171043)

# Questions?



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