THE CHINESE UNIVERSITY OF HONG KONG

Micro-Module Courseware Development Grant

Scheme 1: Basic Scheme

Final Report (2016-17)

Report due 30 April 2018
Please return by email to The Ad hoc Committee on Planning of eLearning Infrastructure mmcd@cuhk.edu.hk

PART I

Project title: Micro-modules for Teaching Serious Illness Communication Skills
Principal supervisor: Dr. Jacqueline K. Yuen
Co-supervisor(s): Dr. Wai Tat Wong, Dr. Carmen Wong, Prof. Jean Woo
Department / Unit: Department of Medicine and Therapeutics
Project duration: From May 2017 to June 2018
Date report submitted: 1 November 2018

1. Project objectives

Is the project on track to meet its objectives?
The project has met its objective which is to support flipped classroom learning on communication skills in serious illness conversations to maximize time during small group tutorials for experiential learning activities.

Have the objectives been changed as a result of the experience of working on your MMCDG project?
The objectives have remained the same.

2. Process, outcomes or deliverables

Please specify the number of micro modules produced, and the course(s) (with course codes and titles) that have used the micro modules in Part IV, and provide more detailed descriptions here. Must specify duration of each micro-modules (in terms of students online contact hours), total duration time of all deliverables and style. (With reference to the "Summary of video presentation styles" developed by CLEAR)

A total of 5 micro modules were produced for the course "Integrated Clinical Communication Skills III" (MEDU4440).

1. Micromodule 1: Discussing serious illness (40 minutes)

2. Micromodule 2: Responding to emotion (30 minutes)
3. Micromodule 3: Exercise 1 and 2 (Application of serious illness communication model, Part 1) (20 minutes)
4. Micromodule 4: Exercise 4 (Critiquing serious illness communication of a colleague) (20 minutes)
5. Micromodule 5: Exercise 5 (Application of serious illness communication model, Part 2) (20 minutes)

Has the nature of the deliverables been changed?
Instead of the original planned four micromodules, we added one additional micromodule to bring the total to five.

Also, rather than adding more content in the form of eLectures, more interactive exercises were produced in order to allow students to have practice in applying the communication models and skills.

Have you adjusted your timeline?
The timeline was extended by 2 months until June 2018 in order to allow time for adding both Chinese and English subtitles to the videos.

Overall, was the project completed satisfactorily?
Yes, the project was completed satisfactorily.

3. Evaluation Plan

Have you altered your evaluation plans?
No

What monitoring data did you collect?
We collected students' evaluation of the micromodules at the completion of the course. We also collected information on students' time spent on completing the micromodules. We have also obtained teachers' reflections on student's performance during the small group tutorials before and after implementation of the micromodules

Does your evaluation indicate that you have achieved your objectives?
Our evaluation indicates that students have spent adequate time completing the micromodules and student satisfaction with the micromodules was high. The teachers' reflections have indicated that the students' skill levels in the role play activity after implementation of the micromodules were generally higher than before their implementation.

4. Dissemination, diffusion and impact

Please provide examples of dissemination: website, presentations in workshops or conferences, or publications.

Conference presentations:

1. Flipped Class for Teaching Communication Skills. The Chinese University of Hong Kong Medical Education Conference. Prince of Wales Hospital, Hong Kong, March 2018. (Oral presentation)
2. Can Empathy be Taught? Lessons from Teaching Communication Skills to Medical Students. The Chinese University of Hong Kong Medical Education Conference. Prince of Wales Hospital, Hong Kong, March 2018. (Oral presentation)

Please provide examples of diffusion: how the project results/process/outcomes/deliverables have been used in your unit and other parts of CUHK or other institutions?
The micromodules have been shared with the Department of Medicine at Prince of Wales Hospital and may be used for communication training of physician trainees under Hospital Authority. Furthermore, because we added both Chinese and English subtitles to the videos, the videos may also be used in training of bilingual clinical communication skills in Hong Kong and beyond.

Please provide examples of impact: how the project results (micro modules) can be adapted to other disciplines.
The micromodules as well as the video library produced can be used for communication training of not only medical students and physician trainees but also for training of other health care professionals such as nursing as well as social work professionals who provide care to patients with serious illness.

PART II
Financial data

Funds available:

Funds awarded from MMCDG $ 98,823
Funds secured from other sources $ 0
(please specify_____)

Total: $ 98,823

Expenditure:

Item	Budget as per	Expenditure	Balance

	application		
Duty relief for co-applicant for script preparation and filming	$12,663	$12,926	-263
e-Learning communication skills course for research	$828	$3228	-2400
Copyright for use of eLearning evaluation tool	$19,620	$19,660	-40
Service providers and helpers for production of e-learning interactive tutorials and video production	$65,712	$62,877	2,835
Total:	$98,823	98,691	$132

PART III

Lessons learnt from the project

Regarding the students' experience, the student feedback on the videos was generally very positive. The teachers also noted improved preparation of the students' knowledge before coming to the tutorial.

In terms of areas for improvement, some students felt that the micromodules before the small group tutorial was a bit long. The next step is to cut down on the length of the eLectures.

In terms of the process of producing the micromodules, it was tremendously helpful to have the support of ITSC in developing the micromodules, CLEAR in producing the videos, and the Office of Medical Education to organize and put the micromodules onto the course site.

The video editing process can take quite a bit of time and it was helpful that ITSC was able to start building the micromodules using dummy videos simultaneously during the video production and editing to expedite the process.

PART IV

Information for public access

Summary information and brief write-ups of individual projects will be uploaded to a publicly accessible CUHK MMCDG website. Please extract from Part I the relevant information to facilitate the compilation of the publicly accessible website and reports.

1. Keywords

Please provide five keywords (in the order of most relevant to your project to least relevant) to describe your micro-modules/pedagogies adopted.

(Most relevant) Keyword 1: Communication skills

Keyword 2: Blended learning

Keyword 3: Flipped classroom

Keyword 4: Video-based exercises

(Least relevant) Keyword 5: Deliberate practice

2. Summary

Please provide information, if any, in the following tables, and provide the details in Part I.

Table 1: Publicly accessible online resources (if any)
(a) **Project website:** *If a publicly accessible project website has been constructed, please provide the URL.* *N/A*
(b) **Webpage(s):** *If information of your project is summarized in a webpage (say a page in the department's or faculty's website), please provide the URL(s) here.* *N/A*
(c) **Tools / Services:** *If you have used any tools or services for the project, please provide names of the tools or services in here.* *ITSC* *CLEAR* *Panopto* *ISpring*
(d) **Pedagogical Uses:** *The micromodules were used by medical students to learn communication models and skills and to apply the skills in video-based exercises and reflective writing as preparation for the small group tutorial. This allowed time during the tutorial to be mostly devoted to experiential learning through roleplays.*
(c) **Others (please specify):** N/A

Table 2: Resources accessible to a target group of students (if any)
If resources (e.g. software) have been developed for a target group of students (e.g. in a course, in a department) to gain access through specific platforms (e.g. Blackboard, facebook), please specify.

Course Code/ Target Students	**Term & Year of offering**	**Approximate No. of students**	**Platform**
MEDU4440/Year 6 medical students	*1st and 2nd Term, 2018*	*230*	*Blackboard*

Table 3: Presentation (if any)	
Please classify each of the (oral/poster) presentations into one and only one of the following categories	**Number**
(a) In workshop/retreat within your unit (e.g. department, faculty)	*2*
(b) In workshop/retreat organized for CUHK teachers (e.g. CLEAR workshop, workshop organized by other CUHK units)	*N/A*
(c) In CUHK ExPo jointly organized by CLEAR and ITSC	*N/A*
(d) In any other event held in HK (e.g. UGC symposium, talks delivered to units of other institutions)	*N/A*
(e) In international conference	*1*
(f) Others (please specify)	*N/A*

Table 4: Publication (if any)	
Please classify each piece of publication into one and only one of the following categories	**Number**
(a) Project CD/DVD	*N/A*
(b) Project leaflet	*N/A*
(c) Project booklet	*N/A*
(d) A section/chapter in a booklet/ book distributed to a limited group of audience	*N/A*
(e) Conference proceeding	*N/A*
(f) A chapter in a book accessible internationally	*N/A*
(g) A paper in a referred journal	*N/A*
(h) Others (please specify)	*N/A*

3. A one-page brief write up

Please provide a one-page brief write-up of no more than 500 words and a short video.

In this project, five micromodules have been used to support learning of communication skills in serious illness conversations for Year 6 medical students at CUHK in the course Integrated

Clinical Communication Skills III (MEDU4440). These micromodules enable the use of blending learning to enhance the teaching of communication skills to give students more preparation prior to their small group tutorials and to maximize time during the tutorial for experiential learning activities. After the tutorial, online video based exercises and reflection activities further reinforce their learning. Evaluation of the micromodules via student questionnaires found that satisfaction with the micromodules was high. Teachers' reflections of students' communication skills indicated that student performance was improved after implementation of the micromodules. At the Chinese University of Hong Kong Medical Education Conference in 2018, the project leader presented on the experience of using micromodules to support flipped classroom teaching of communication skills.