THE CHINESE UNIVERSITY OF HONG KONG

Micro-Module Courseware Development Grant

Scheme 2: Studies in Foundation Courses

Final Report (2017-18)

Report due 31 October 2018
Please return by email to The Ad hoc Committee on Planning of eLearning Infrastructure
mmcd@cuhk.edu.hk

PART I

Project title: **Micro-Module Video Scenarios in Sensitive Communication Situations with Student Response Questions**

Principal supervisor: **Dr Justin TENNEY**

Co-supervisor(s): **Dr Isabel HWANG**

Department / Unit: School of Pharmacy, Faculty of Medicine

Project duration: From December 2017 to October 2018

Date report submitted: 10 Nov 2018

1. Project objectives

This project is on track to meet its objectives. The key objectives indicated in the application proposal have not been changed as a result of the experience of working on the MMCDG project.

2. Process, outcomes or deliverables

A total of six micro-modules have been produced and they will be used in a year 1 faculty package course called Communication Skills (MEDF1031). The course will commence in Jan 2019.

Micro-module case	Title	Download link	Student online contact time
1	Lack of communication among healthcare providers	http://facs.med.cuhk.edu.hk/site/2018/JT/201810/case1/story_html5.html	~ 8-10 minutes
2	Patient advocacy/assertiveness/addressing incorrect medical decision	http://facs.med.cuhk.edu.hk/site/2018/JT/201810/case2/story_html5.html	~ 10-12 minutes
3	A compilation of health literacy	http://facs.med.cuhk.edu.hk/site/2018/JT/201810/	~12-15

		case3/story_html5.html	minutes
4	Compromising treatment/Decisions (Chinese and Western medicines)	http://facs.med.cuhk.edu.hk/site/2018/JT/201810/case4/story_html5.html	~10-12 minutes
5	Confronting an underperforming colleague	http://facs.med.cuhk.edu.hk/site/2018/JT/201810/case5/story_html5.html	~10-12 minutes
6.	Explaining a medication error to a patient	http://facs.med.cuhk.edu.hk/site/2018/JT/201810/ case6/story_html5.html	~12-14 minutes
			Total duration: ~60-90 minutes

Overall, the project was completed on time and satisfactorily.

3. Evaluation Plan

We conducted a small scale evaluation by inviting students from the various programmes (pharmacy, Chinese medicine, nursing, biomedical sciences and public health) to preview all the micro-modules and reply to our survey form. The results are shown in a separate attachment. In summary, most student viewers praised the micro-modules in terms of

- Enhance understanding of communication skills
- Improve application of communication skills
- Real life applicability that may have overlooked
- Relevant examples
- Efficient use of time
- Insightful examples
- Applicable to year 1 students
- Highly recommend as introductory class
- Questions provide sufficient reflection
- Relevant for all majors
- Expandable in future

The student users also provided many useful detailed comments for us to further improve the products before launching in Jan 2019. Based on the pilot test, it seems that we are able to achieve most of the objectives. However, we shall wait for the bigger class (class size ~300) to evaluate the same products to give a conclusive remark of this project.

4. Dissemination, diffusion and impact

As the project has just been completed, dissemination, diffusion and impact will be measured in future when the course commences in Jan 2019.

PART II

Financial data

Funds available:

Funds awarded from MMCDG $ $52,550

Funds secured from other sources $ 0
(please specify_____)

         Total: $ HK$52,550

Expenditure: Total: $51,032.85 (Please read the enclosed summary produced by the Finance office)

Item	Budget as per application	Expenditure	Balance
Total:			

PART III

Lessons learnt from the project

Please describe your way forward.
We will further improve the completed projects based on the students comments received earlier.
We will continuously to look for additional interesting cases that could apply to such a wide discipline of students in the course.

Please describe any of the following item(s) accordingly:
- ***Key success factors***
  - *We have a dedicated team of people who are willing to make revisions from time to time based on student feedback as some were not foreseen during the planning of*

the project

- o *We were able to identify enthusiastic students who were eager to act as actors in the videos*

- **Difficulties encountered and remedial actions taken**
  - o *The cut-off date for all reimbursement was not ideal as it is very difficult to accurately calculate how many student workers hours are additionally needed as we were constantly trying to enhance the quality of the micromodules.*
  - o *During the video shooting, our team realized that we lacked enough hard gear to obtain the best video effects such as wireless microphone receivers and an additional camera to shoot different scenario sites at different angles. This will be a strong reminder to us if we are to make additional videos in future.*
  - o *There is a discrepancy recorded from the CUHK project balance system and the one generated by the Finance office. We are not sure which one is a more accurate estimation of the project's expenditure. This discrepancy makes it difficult to use all the funds before the expiry date.*

- **The role of other units in providing support**
  - o *The supporting team in Office of Medical Education has done more than indicated in the proposal to help us re-shoot undesirable areas in some videos. Common issues are high background noise and lack of consistency between scenes. This is a good learning experience for all of us as the budget offered is barely enough and thus we had to find different ways to improve the scenes of each scenario. For example, the nursing department is willing to lend us different medical accessories including the fake patient room to make the video scene more realistic.*

- **Suggestions to CUHK**
  - o *Please allow us more time to develop our micro-modules. On paper, they seem enough but in reality, we may need to re-schedule our shooting dates when selected students (with qualities essential for this project) were having exams, venues were not available during teaching periods, studio rooms booked by other teachers etc.*
  - o *The supporting members in fact often have multiple projects in the same project period and thus the entire development process can be extremely stressful for both the project supervisors and their team members.*
  - o *The early reimbursement deadline than the date of project completion made the entire development process more painful as we do not know how to pay the student helpers with jobs beyond the reimbursement period but still before the project expiry date.*

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.

In this project, we developed a series of micro-module videos that present situations that require challenging communication techniques with various skills taught throughout the class. The videos will largely be based on clinical situations corresponding to real life problems that may easily occur in Hong Kong. Other scenarios will also be included such as scenarios that present issues in management, palliative care, and health literacy. The video will involve various healthcare professional roles due to the diversity of students enrolled in the class. After watching each brief video, the students will then select the most appropriate response to the situation from a list of options. The correct answer with explanation will be provided for the student after submitting their selection to enhance the program's utility as both an assessment tool and, more importantly, a learning tool.

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

Keyword 2: Interdisciplinary

Keyword 3: Case-based

Keyword 4: Scenario Responsive

(Least relevant)   Keyword 5: Elearning

2. Summary

Please provide information, if any, in the following tables, <u>and provide the details in Part I</u>.

Table 1: Publicly accessible online resources (if any)
==*The current micromodules will only be available to CUHK students for the moment.*==
(a) **Project website:**   *If a publicly accessible project website has been constructed, please provide the URL.*
(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.*

(c) **Tools / Services:** *If you have used any tools or services for the project, please provide names of the tools or services in here.* <mark>*Articulate software*</mark> <mark>*University audio recording room/software*</mark>	

(d) **Pedagogical Uses:**   *If any flipped classroom activities have been conducted, please provide information in here. If relevant, please indicate how your project output can be used to support flipped classroom activities.*
(c) **Others (please specify):**

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.

Blackboard platform will be used to gain access to these micro-modules by the students

Course Code/ Target Students	Term & Year of offering	Approximate No. of students	Platform
MEDF1031	*2nd term 2019*	*~300*	*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)	*Please insert no*
(b) In workshop/retreat organized for CUHK teachers (e.g. CLEAR workshop, workshop organized by other CUHK units)	*Please insert no*
(c) In CUHK ExPo jointly organized by CLEAR and ITSC	*Please insert no*
(d) In any other event held in HK (e.g. UGC symposium, talks delivered to units of other institutions)	*Please insert no*
(e) In international conference	*Please insert no*
(f) Others (please specify)	*Please insert no*

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	*Please insert no*
(b) Project leaflet	*Please insert no*
(c) Project booklet	*Please insert no*
(d) A section/chapter in a booklet/ book distributed to a limited group of audience	*Please insert no*
(e) Conference proceeding	*Please insert no*
(f) A chapter in a book accessible internationally	*Please insert no*
(g) A paper in a referred journal	*Please insert no*
(h) Others (please specify)	*Please insert no*

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.

The Communications Skills Course is taught in year 1 studies for nursing, pharmacy, Chinese medicine, biomedical science, and public health students. Providing an electronic assessment technique would allow for individual assessment that would lighten the grading burden as providing assessment for over 250 students is resource intensive. Rather than the traditional model of providing general information via lecture about best practice communication techniques, then testing memory with the standard test format, we aim to provide the students with micro-module videos that portray specific scenarios where they then have to apply what they have been taught in the class. The videos and assessments will contain very basic and superficial scenarios, as it is target for 1st year students who have had minimal to no clinical exposure.

Overall, we developed a total of six micro-module videos targeting challenging communication techniques with various skills taught throughout the class. The videos were based on clinical situations corresponding to real life problems that may easily occur in Hong Kong. The videos also involve various healthcare professional roles due to the diversity of students enrolled in the class. After watching each video, the students will then select the most appropriate response to the situation from a list of options. The correct answer with explanation will be provided for the student after submitting their selection to enhance the program's utility as both an assessment tool and, more importantly, a learning tool.