



Ref. No.

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**Projects on Promoting Outcome-Based Approaches to Student Learning
2007-08
Application for OBA Funding**

PART I: General Information

1. Title

To effectively develop teaching strategies and assessment of generic and professional outcomes in occupational therapy programme

2. Name(s) of Applicant(s)

Project Leader

Name	Dept	Post	Groupwise	Ext.
Dr. David Man	RS	Associate Professor	David.Man	6711

Team Member(s)

Name	Dept	Post	Groupwise	Ext.
Prof Chetwyn Chan	RS	Professor	rschchan	6727
Dr. Jenny Chung	RS	Associate Professor	rsjchung	6752
Dr. Anna Lau	RS	Assistant Professor	rsalau	6714
Dr. Matthew Yau	RS	Assistant Professor	rsmYOU	6751

3. Total funding requested

4. Expected duration of project: 18 months

Proposed commencement date: 1 September 2008

Expected completion date: 31 March 2010

PART II: DETAILS OF PROPOSAL

1. Project objectives and significance

(What are your objectives in initiating this project? How does it align with institutional goals and targets in implementing outcome-based approaches to student learning?)

The project targets at addressing two main themes at programme level (a) – in further designing innovative methods for learning outcomes and (b) – assessing professional and generic programme outcome (according to the document in *Calling for proposal (2007-2008) issued by the Working Group on Outcome-based Education (Earmarked Funding for promoting Outcome-based approaches in student learning)*).

The overall objective is to better prepare OT students in all-roundness and facilitate developing strategies in learning clinical-related outcomes at both programme and subject level. An e-learning portfolio which can be readily accessible by both faculty members and students in tracing assessment elements and progression of learning at both generic level and occupational therapy (OT) programme level learning outcomes.

Specific study objective includes:

- a. To identify and map out the occupational therapy programme's generic and professional competency in Hong Kong and in collaboration with major groups of clinicians, stakeholders and international standard;
- b. To design group study formats in experiential learning for effective communication, creativity and problem-solving skills; clinical case studies for clinical reasoning and multidisciplinary team work (knowledge and skills);
- c. To reinforce OT stream-related practicum, project reports, clinic assessment reports and develop students' e-learning portfolio that reflects their learning of generic and OT professional skills;
- d. To propose further ways to facilitate OBE in OT programme (in both learning teaching strategies and assessment of outcomes)

2. Target users

(Who are the intended users of the 'deliverables' of the project – faculties / departments management or programme/subject teams or students?)

The target users are students of the BSc(Hon) in Occupational therapy programme:

Programme/ subject code	Programme/subject title	Credit units	Mode of study	Student intake quota per year
51057	BSc(Hon) in Occupational Therapy	109	Full-time	40

Please insert rows in the table if more space is required for additional information.

but the deliverables such as

- a. e-learning portfolio to monitor learning outcomes*
- b. case study to provide training in effective communication*
- c. group studies for clinical reasoning and multidisciplinary team work*

can be templates transferable with students in BSc (Hon) in Physiotherapy within the same Department of Rehabilitation Sciences (RS) and other health-related programmes within the Faculty of Health and Social Services (FHSS)

3. Outcomes and deliverables

(a) Major outcomes and deliverables

(What will be the major outcomes and deliverables of the project?)

	Major outcomes and deliverables with descriptions
(a)	e-learning portfolio that students and faculty members can check and at anytime, anywhere the progression and relevance of subject (s) to the overall learning outcomes
(b)	Case studies – online version as critical thinking, clinical reasoning, problem-solving and report writing

(c)	Group study manual with instruction for developing effective communication skills, group dynamics, counselling skills and presentation skills
(d)	Manual on practicum, clinic reports in four main streams of OT practice

Please insert rows in the table if more space is required for additional information.

(b) Plan for developing and piloting / implementing the deliverables

(Detail the plan and procedures that you will adopt to develop and pilot/ implement the outcomes and deliverables. Also specify the dates of the pilot / implementation period)

Timeline (month)	Tasks
Pilot	
1 st – 4 th	<ul style="list-style-type: none"> ○ recruitment of project assistant and part-time programmer ○ document review ○ development of criteria and format for subject mapping with generic and professional skills using 3 subjects (one from each year) as demonstration template for developing e-learning portfolio
Main study phase	
5 th – 14 th	<ul style="list-style-type: none"> ○ Implementation of subject mapping to programme outcome and developing them into an e-portfolio ○ Developing the four deliverables ○ Use of focus group to solicit students and faculty members' opinion on OBE in new teaching and assessment methods
Final phase	
15 th – 18 th	Data entry, data analysis, and report writing

Planned pilot / implementation period of the deliverables:

Start Date (dd/mm/yyyy): 2nd January 2009

End Date (dd/mm/yyyy): 1st November 2009

4. Dissemination and sharing plan

(How are you going to disseminate and share the outcomes and deliverables of your project?)

Outcomes and deliverable would be shared by:

- a. Posting information on the Departmental website
- b. Running a public sharing session through the Departmental Teaching and Learning Committee (DTLC)
- c. A written report on the study

5. Evaluation plan

(How do you plan to evaluate the effectiveness of the project, particularly its impact on the implementation of outcome-based approaches to student learning in the PolyU?)

A triangulation of different methods of using

- a. a short questionnaire survey
- b. focus group discussion with students and faculty member
- c. feedback questionnaire on the use of the e-portfolio (clarity, usability, relevancy to learning outcomes, motivation to learning etc.)

6. Impact

(How will the project contribute to the success of the implementation of outcome-based approaches to student learning in the PolyU/ department/ programme/ subject?)

This proposed project denotes the first phase of an overall development and implementation of outcome-based education in occupational therapy professionals in Hong Kong and it clear can better prepare our graduates in facing a challenging world and more demand clinical community, as well as generic competency to meet with the changing need of primary health care and community-based rehabilitation and service models.

7. Target date(s) for submission of progress and completion reports

	Planned submission date (mm/yyyy)
1. Progress report <i>(for projects whose duration lasts more than 1 year; to be submitted mid-way through the proposed project period)</i>	<u>31 August 2009</u>
2. Completion report <i>(to be submitted within 3 months after the project completion date)</i>	<u>31 March 2010</u>

PART III: BUDGET OF PROPOSAL

***Important Notes**

1. Funding requests for equipment and/ or software will be considered only if:
 - a. the equipment / software is essential to the successful implementation of the project, AND
 - b. it is not available in the department concerned. The Project Leader has the responsibility to check this out.
2. The purchasing policies and procedures of FO must be followed for the procurement of approved items.
3. Funding request for conference attendance will not be considered.

Name: Man Wai Kwong.....

(in block letters)

Signature: Man Wai Kwong


Dept: RS.....

Date: 29 Jan 2008.....

PART IV: DEPARTMENTAL ENDORSEMENT

Endorsement by Chair of FLTC/ DLTC:

Comments on the proposal:


Name: Jenny Chung
(in block letters) Signature:  Date: 1 Feb 2008

Endorsement by Dean/ HoD:

Comments on the proposal:

By endorsing this proposal, I agree that:

1. The proposal suitably addresses the School/Department's needs in promoting and implementing outcome-based approaches to student learning and will be considered as part of the School's/Department's Business Plan.
2. The School/Department will receive a funding as calculated for item (e) in the Budget section which I will use for providing the time release recommended by the project proposers, based on the Total Workload Model, to support them to work effectively on the project.

Name: PROF. CHETWYN CHAN
(in block letters) Signature:  Date: 1 February 2008

Please return this form to Miss Miranda Fung, Secretary of Working Group on Outcome-based Education,
c/o Educational Development Centre
by 31 January 2008

Supplement for The Working Group on Outcome-based Education (WGOBE)

- Funding for Promoting Outcome-based Approaches to Student Learning (OBA Funding): Application for the Call for Proposals 2007-08
- Proposed Project: To effectively develop teaching strategies and assessment of generic and professional outcomes in occupational therapy programme

Justification/explanation to raised issues

- a. justify the funding requested for the proposed activities which are supposed to be done by all programmes for OBE implementation; explain and specify how the project outcomes and deliverables may make a difference to the current practice*

The funding is requested to serve the purpose for OBE implementation, but at the same time, to build up a system of mapping/cross checking that is modifiable to face the challenge of ever-changing learning needs and ever-demanding professional competence in modern rehabilitation and contemporary primary health care. In other words, this project is not one-off activity but serves as the platform development step for OBE development for next 5-8 years.

The project is supposed to make a difference in the project outcomes and deliverables may make a difference to the current practice:

Additional features/benefits of the related e-portfolio for OT students:

- having a conceptual clear learning plan (direction and content)
- having a balance between perception and balance between generic and professional competence;
- using on-line system for easy access and checking and taking up own responsibility to monitor learning pace and to search for extra support if appropriate;
- saving time to input/set up logbook from system's features of automatic entry of basic information such as learning materials, grades achieved, comments from teachers; learning objectives;
- using tools for inserting different learning experiences including community learning projects, attending practical workshops, conference attendance and overseas clinical placement;
- provision of a conceptual chart of learning in terms of quantity and quality, as compared with the portfolio of a beginning therapist

Extra advantages and support to programme planners, subject leaders and teaching team, as well as clinical partners:

- transparency of learning outcomes (quantitatively) and the process of learning (qualitatively) can be actualized through a "conceptual map" across individual students, groups of students, students of different year (learning stages);
- The information which can be readily and accessible through online mode and presented for discussion with individual students;
- Providing hints and initiatives for teacher to revamp teaching content, methods and early detection of students' learning needs and level of competence;

b. explain in detail the methodology or activities to develop/achieve the project outcomes and deliverables

Major outcomes and deliverables with descriptions		Methodology or activities to achieve
(a)	e-learning portfolio that students and faculty members can check and at anytime, anywhere the progression and relevance of subject (s) to the overall learning outcomes	<ul style="list-style-type: none"> ○ A database would be established and enhanced with web-based tools for both students and staff to fill in a “learning pyramid ” using different colors and indicators. ○ Briefing and de-briefing sessions would be arranged for freshmen to get familiar with rationale and operational details. ○ Comparison between the staff and student in shaping the components (building bricks of the pyramid) would be prompted at pre-set time or anytime by students/staff to signify “where am I” and “where I am going” in the journey of study. ○ The entry of information can be regular or irregular, depending on the students’ habit and suggestion from teachers. Usually it will be done systematically per semester. “Alarm” or reminders will be sent to students for non-login for pre-set time. ○ Staff will be prompted to check students’ learning periodically for quick feedback and adapting his/her teaching methods ○ Link to email or chat-room system for student-staff consultation on subject learning
(b)	Case studies – online version as critical thinking, clinical reasoning, problem-solving and report writing	<ul style="list-style-type: none"> ○ Using OT’s existing mega website for students, it would be further strengthened by collection of case studies to form a data bank ○ Students would be reminded to review those cases at pre-set time/stages of study and produce their understanding by using related thinking skills by a quiz or multiple choice ○ A short template of report format space would be given to students for entry of relevant clinical information, and/or suggestion of case management
(c)	Group study manual with instruction for developing effective communication skills, group dynamics, counselling skills and presentation skills	<ul style="list-style-type: none"> ○ 10 typical scenarios commonly encountered in clinical situation would be analysed ○ hints to communicate would be suggested for practise among students through role-play ○ Special counselling skills such as for clients with brain injury, parents of disabled children would be learned through video-taking and feedback.

(d)	Manual on practicum, clinic reports in four main streams of OT practice	<ul style="list-style-type: none"> ○ Instead of having one clinical manual, four manuals would be developed to further define, delineate learning activities, method of learning, skills to be mastered and ways to check competence levels ○ Four streams include neurological, musculoskeletal, geriatric and mental illness ○ This would be developed in consultation with experts in the related field
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c. justify the budget for the software (Important Notes: The funding requests for software will be considered only if: (a) it is essential to the successful implementation of the project, AND (b) it is not available in the department concerned)

The e-portfolio system/platform has to be tailor-made for possible addition/appendix/deletion of items/fields of students' learning outcomes, special learning products, practical and academic skills gained over the years. The specification of software required depends on programmers' selection and best-matching of the system requirement and the students' learning portfolio. The following list and justification is worked out after consultation with the technical team of the Department of Rehabilitation Sciences.

Prepared by: Dr. David Man (Project Leader)

Date: 18 April 2008