



Completion Report

Project Supported by LTC/OBA Funding*

(Period covered: 25 February 2011 – 31 December 2012)

Part I: General Information

Funding Source (please tick ✓ as appropriate): LTC OBA Funding

Project Code:

3.89D0

Host Department:

RS

Project Title:

Development of a Clinical Community Classroom for Occupational Therapy

Project Leader (Name & Dept):

Team Member(s) (Name & Dept):

Project Team:

Prof. Cecilia Li, RS

Part II: Project Details

1. Financial Information

(a) Overview

Approved Funding:

Additional Funding Received (if any):

Total Funding Received:

+ =

Source of

Additional Funding:

NIL

(b) Project Expenditure

Expenditure	Original Budget Approved	Revised Budget ¹ (if applicable)	Actual Expenditure	Balance
Equipment				
General Expenses				
Others				
Total				

¹ Please give reasons for the revised budget and quote the relevant authority's approval reference where appropriate.

2. Project Schedule

Dates as Stated in Original Proposal:	Start date (dd/mm/yyyy):	Completion date (dd/mm/yyyy):
	1 Jan 2011	30 June 2012
Actual Start and Completion Dates:	Start date (dd/mm/yyyy):	Completion date (dd/mm/yyyy):
	25 February 2011	31 December 2012
Project Period Extension(s) (if any):	Total no. of extension(s) obtained :	Obtained during the project period:
	1 time(s)	For a total of 6 month(s)

Reason(s) for Extension(s) (if any):	Justification for the extension of the project:
	<ol style="list-style-type: none"> 1. We would like to conduct the programme to two more cohorts of OT students, one with the old system, one with the new 334 system (both are year I and year II students). We would like to know how these two batches of students respond to the new mode of teaching using the clinical classroom and the e-learning platform. More in depth analysis on their readiness for OBE model of learning will be reviewed. 2. The technical support team for the project was temporarily suspended due to the departure of an excellent project associate who has very strong background in website design, IT and computer programme design. There has been a delay in preparation of the e-cases for video capture, editing and updating into the e-platform. 3. There has been some pressure from the whole project team (including the academic professors) to prepare for the validation and teaching schedule of the new 334 curriculum. This problem was further complicated by our huge expansion of the OT student intake from 46 per year to 90 per year. So, in the past year, our academic team members have been involved heavily to prepare for the time table, room arrangements and new curriculum to meet with the demands. 4. Due to severe shortage of clinical occupational therapists in the field, our project team had difficulty to recruit an experienced occupational therapist to help in demonstration of the case management and being video-taped, interviewed by the project officer to prepare the cases. The OT has just report duty in the beginning of this year. So we have difficulties to complete the project on time.

* LTC: Learning and Teaching Committee
 OBA Funding: Funding for Promoting Outcome-Based Approaches to Student Learning

3. Project Implementation

(a) Project objectives

The aim of this project is to enhance students' learning through the establishment of clinical classrooms where clinical OT services are commonly practised; and to build up a virtual clinical environment to enhance students' learning within the classroom context.

There are three main objectives in this project:

1. To enhance students' learning of professional skills through interacting with clients through virtual environment and real time practice in the community settings;
2. To enrich students with the opportunities to develop their generic skills in communication, global outlook, teamwork, leadership and problem solving abilities through the interactive e-platform and to extend the skills to real clinical practice; and
3. To promote community awareness on the concept of health and promotion of health through the building up of the interactive e-case platform and the clinical community classroom.

(b) Overview of specific work undertaken for achieving the project objectives (including any changes to original proposal)

1. Establishment of the virtual clinical classroom

Three local clinical settings (the original proposal has highlighted two NGO settings) were identified in this project to form collaboration with our project team to start up the virtual clinical classroom platform. They are the Hong Kong Arthritis and Rheumatism Foundation (HKARF), Occupational Therapy Department from United Christian Hospital, Occupational Therapy Department from Prince of Wales Hospital. One of them is a community rehabilitation organisation for adults with arthritis while the other two settings are mainly for musculo-skeletal rehabilitation.

2. Establishment of clinical teaching team and development of the e-case platform

Two clinical associates employed from PolyU and one part time Occupational Therapist from the association (HKRAF) jointly employed between these two clinical settings to set up the training programme for students. They were qualified occupational therapists with extensive experiences in clinical and educational skills.

3. Enhancement of the e-case platform

At the same time, experienced clinicians from UCH and PWH were invited to demonstrate their clinical skills through the cases they recruited in our project. The demonstration was videotaped and then edited to the format of our e-cases to be uploaded to the e-case platform. One project assistant and two student helpers were recruited to facilitate the preparation of the e-case platform and to collect feedback from students and staff.

4. Development of the emerging clinical community classroom with case management at HKARF

During the summer term of the first and second year of our project, a clinical associate was involved to work with the part time OT at HKARF to develop the OT services at the centre. They were then act as clinical supervisors assisting the students to conduct practical assessment and treatment for clients with disabilities.

(c) Difficulties encountered, if any, which have affected progress, and remedial actions taken

We have difficulties to recruit professional OT to help in doing the demonstration. Technical support on the e-learning platform is delayed due to departure of some technical staff. The NGO settings are difficult to approach in terms of collaboration. Patients' privacy was also a challenge. Finally, the HKARF was approached and they are keen to have our input to start the OT services at their newly open centre. In addition, the OT manager at UCH was very keen to support the training of both local and china students on practical management of

patients with musculo-skeletal problems. Therefore, another satellite clinical setting was set up at the hospital for clinical classroom. Mr. Jackson Wong, the OT, was involved in setting up the case study, provide the platform for real time case presentation and video tape the whole process for e-case web platform.

At the later stage of work, we have also gained the support from the OT clinicians to establish more formal link with them on case development and management. So the project was ended in a very smooth manner. Moreover, the project is likely to continue within the OT Teaching team as well as the collaboration between PolyU and the three clinical partners including UCH, PWH and HKARF.

(d) Deliverables/useful findings/good practices emerged

1. Setting up of the clinical classroom

The delivery of the clinical classroom teaching was conducted smoothly on three cohorts of students in the past year. Feedbacks from students were collected through a standardized questionnaire and focus group interview by our project associate. There were positive feedback from students and staff involved in the teaching process. See appendix I and II.

2. Setting up of the community clinical classroom

With the strengthening of students' clinical skills through the virtual case studies, students were more competent to work with patients with different disabilities. A community classroom was set up to further strengthen the students' clinical skills through actual participation in case treatment and management. A total of 10 students were arranged to attend the consultation sessions launched between HKARF and our department. They were supervised by qualified OTs at the centre or our clinical associates to further enhance their treatment skills. In this way, they will be well prepared to future clinical placements. The project is to be continued with the support from the organisation and our OT team.

3. Collaboration with expert clinicians

We have on going collaboration with the experts from the OT Department, Prince of Wales Hospital and United Christian Hospital to conduct the demonstration and teaching using the tele-communication platform. The demonstration will be videotaped and edited into the format of e-cases. This year, we managed to start our collaboration with OT colleagues at United Christian Hospital to set up the collaboration.

4. E-learning platform:

We have successfully co-opted two more OT assistant professors and two clinical associates to join our e-case learning team and to integrate the e-cases into their subject teaching. In this way, students will be exposed to the e-cases via different subjects.

4 more new cases were added to the web platform for teaching purposes. We also managed to utilize the cases used for our clinical classroom demonstration to be uploaded to the e-learning platform such that the cases would be further discussed and shared among staff and students for teaching purposes

E-learning platform was further enhanced to facilitate the learning via a virtual environment:

<http://www3.rs.polyu.edu.hk/caseman>

5. Launching of the community clinical classroom in HKARF

With the promotion of the virtual clinical classroom on the cases with arthritis, students were encouraged to participate in the joint community project with HKARF. Currently, one clinical associate will lead some OT students to conduct biweekly clinical consultation at the centre.

The HKARF has also funded a part time occupational therapist to help in running the clinical consultation services. Cases with arthritis were also recorded and FU in a longitudinal manner such that the cases will then be uploaded to the e-case platform for future teaching purposes.

6. E-case learning (distance learning) at Sichuan University

An added bonus is that with the e-case platform and the experiences in our clinical classroom teaching, we would implement the teaching at Sichuan University. In this Way, our academic colleagues do not need to travel to Sichuan so frequently for teaching. We can use the platform to conduct teaching via the e-learning platform.

(e) Dissemination activities taken/planned to sustain impact

i. Promotion of the application of the virtual clinical classroom to the OT teaching team

We manage to promote the concept and practice of OBE via this virtual clinical classroom and e-case platform. There are more than 70% of OT colleagues (two new assistant professors, 2 clinical associates are now involved in the application of the virtual classroom and the e-cases for teaching. In this way, the learning could be more integrative and that students are aware of the learning outcomes to be achieved via the case studies in each subject.

ii. Promotion of the application to outside academic institutions

The chief investigator, Prof. Cecilia Li, was invited by Tung Wah Community College to deliver a seminar on "OBE model in tertiary education" in Feb, 2012. The concept of this virtual clinical classroom with the e-learning platform was introduced.

iii. Conference presentations

There were altogether 5 conference presentations to promote OBE via this project. See below:

- a. **Li-Tsang,CWP**, Fong KNK, Cheng, ASK, Liu KPY, Siu, AMH, Wong, RSM, Tang, CK (2010). E-case learning in Health and Rehabilitation Education. Teaching and Learning Innovation Symposium. Hong Kong, China. Pp.20.
- b. **Li-Tsang, CWP**, Liu, KPY, Fong, KNK, Siu, AMH, Wong, RSM, Tang, KC. (2010). Assessment of clinical competence of students from health care disciplines. The 8th 3+3+4 Symposium on Standards Based Assessment and honours classification, University of Hong Kong. pp.7.
- c. **Li-Tsang,CWP**, Fong, KNK, Cheng, ASK, Liu KPY, Siu, AMH, Wong, RSM, Tang, CK (2009). Application of E-case studies to enhance outcome based education. The 7th 3+3+4 Symposium on enhancing students' learning outcomes for the new 4-year curriculum, Hong Kong Polytechnic University, Hong Kong, China.
- d. Leung, M.P.M., Lam, S.Y.C., Lam, S.T.S., **Li-Tsang,W.P.C.** (2009). Visual Profile of children with handwriting difficulties in Hong Kong. The 17th Asia Pacific Optometric Congress 2009 (APOC) P.33. Hong Kong, China.
- e. **Li-Tsang,CWP**, Liu, KPY, Fong, KNK, Siu, AMH, Wong, RSM, Tang, KC. (2009). Application of e-case studies to enhance outcome based education. The 7th 3+3+4 Symposium on Enhancing and assessing students' learning outcomes for the new 4-year curriculum, Hong Kong Polytechnic University, Hong Kong, China.

iv. Submission of a manuscript to HKJOT

A manuscript, "Effect of a virtual clinical classroom on OT clinical education" was submitted to HK Journal of Occupational Therapy, currently under review.

(f) Self-evaluation or additional information/remarks

The project was well received by the OT team and the programme leader has expressed further support to continue the work. It is expected that through the support of our technical team and our academic staff, our work could be continued such that the whole concept of OBE would further be promoted.

Name of Project Leader: Prof. Cecilia Li
(in block letters)

Date: 14 January 2013

Part III: Evaluation by D/SLTC (or by HoD/Dean of School[^])

(a) Rating and comments/recommendations on the following areas of the project

(please put a ✓ in 1 of the following 2 ratings and provide comments)

Areas	Rating		Comments and Recommendations
	Satisfactory	Needing attention	
Overall financial management/ use of funding	✓		
Overall project progress	✓		
Outputs /deliverables / dissemination	✓		
Overall rating / comments on the project (Please suggest remedial actions if the rating is 'Needing attention')	✓		

(b) Issues requiring the attention of FLTC/Dean of School and/or the funding authority

(c) Outputs/deliverables/good practices of the project that can be shared with other subjects, programmes or departments within the Faculty, or with the wider PolyU community

(d) Additional comments/remarks

Name of D/SLTC Chair
(or HoD/Dean of School):



Dr Gladys Cheing
(in block letters)

Date: 14 January 2013

[^] To be prepared by HoD/Dean of School if the PL is also the D/SLTC Chair, **or if** the Centre/Unit/Office does not have a DLTC.

Part IV: Evaluation by FLTC/Dean of School#

(a) Overall rating on the project (please put a ✓ in 1 of the following 2 ratings):

- Satisfactory
- Needing attention

(b) Overall comments and recommendations on the project:

(c) Issues requiring the attention of the funding authority:

Name of FLTC Chair/
 Dean of School: _____ Date: _____
 (in block letters)

The Dean of School or HoD of the Centre/Unit/Office needs not fill this part if he/she has already commented in Part III.

Part V: Response & Follow-up Plan by Project Leader

(Response and follow-up plan is required from the Project Leader if there is any area rated as ‘needing attention’ in Part III and/or IV.)

Name of Project Leader: _____ Date: _____
 (in block letters)

Signature of Project Leader	Signature of D/SLTC (or HoD)@	Signature of FLTC/ Dean of School
(Name in block letters)	(Name in block letters)	(Name in block letters)

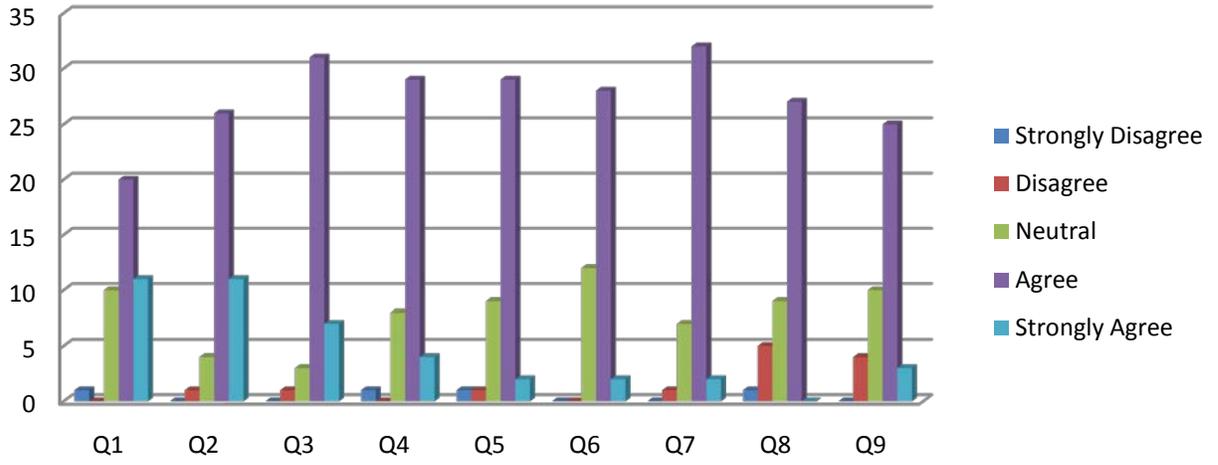
@ To be signed by HoD if the PL is also the DLTC Chair, or if the Centre/Unit/Office does not have a DLTC; leave this blank if the PL is also the SLTC Chair.

The Project Leader and D/SLTC Secretary should each keep a copy of this *Completion Report* for records. A copy of this *Completion Report* will be submitted along with the *F/SLTC Annual Report (Form 20)* to LTC/WGOBE as a supporting document.

Appendix I Feedback from students on the clinical classroom (Dec, 2012)

Questions (n=46)	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Q1 I have enjoyed this format of teaching.	1 (2.38%)	0 (0%)	10 (23.81%)	20 (47.62%)	11 (26.19%)
Q2 This teaching format facilitated my understanding of the learning materials given.	0 (0%)	1 (2.38%)	4 (9.52%)	26 (61.90%)	11 (26.19%)
Q3 This format of teaching has helped me understand the symptoms presented by the patients.	0 (0%)	1 (2.38%)	3 (7.14%)	31 (73.81%)	7 (16.67%)
Q4 This format of teaching improves my clinical knowledge in this subject.	1 (2.38%)	0 (0%)	8 (19.05%)	29 (69.05%)	4 (9.52%)
Q5 This format of teaching improves my critical thinking skills in this subject.	1 (2.38%)	1 (2.38%)	9 (21.43%)	29 (69.05%)	2 (4.76)
Q6 The content of this subject has been arranged in a logical manner.	0 (0%)	0 (0%)	12 (28.57%)	28 (66.67%)	2 (4.76)
Q7 The contents covered in this subject have been useful to me	0 (0%)	1 (2.38%)	7 (16.67%)	32 (76.19%)	2 (4.76)
Q8 The amount of content covered is adequate.	1 (2.38%)	5 (11.90%)	9 (21.43%)	27 (62.29%)	0 (0%)
Q9 I have been given useful and sufficient feedback on my learning.	0 (0%)	4 (9.52%)	10 (23.81%)	25 (59.52%)	3 (7.14%)
Q10 Any further suggestion or comments for the E-case learning?	<p>Students reported that they enjoy the learning format with videos and interactions. However, they would like to obtain more information from the platform, for instance, intervention skills, videos of splints and pressure garment making.</p> <p>They suggested more variety of the cases and new cases can be added and the difficulty of the case can be increase. A brief introduction or instruction should be provided in advance to catch the idea of the cases more easily. One student suggested to start e-learning in the beginning of the course, so as to understand how to study the subject or review a case earlier.</p>				

Students's feedback for the E-Case Learning



Appendix II Questions for student focus group interview

Focus group Interview

Open question:

Tell us your name and how long have you been participated in this virtual clinical classroom programme

Introductory question:

How did you feel when you first know that you will be participated in this e-learning programme?

Think back the time when you first became involved with the programme.

Key questions:

1. What is your first impression about this new teaching learning method? (using the web-based cases for learning)
2. After the implementation of this learning method, how do you feel about it? And did your impression change?
3. What aspects of this format of teaching were most helpful to your learning?
4. What problems or difficulties, if any, have hindered your learning?
5. In what circumstances was this learning method beneficial and rewarding to you?
6. How can this learning method improve to facilitate your professional knowledge and skills acquisition?
7. How do you think the interaction in the website or the teaching method can be improved?
8. Are video quality and voice good enough so that you can clearly see and hear clearly what the video shows?
9. How do you think about this learning method, when compared with traditional classroom teaching learning?
10. In case that a clinical placement cannot be taken place in the clinical settings (such as incidence of influenza, SARS etc), do will you think this method is effective in enhancing your exposure in case management? Please explain.

Ending question:

Is there anything we could further discuss?