

Faculty Based review of outcome-based education among the health care professionals

Project title:

To review the model of outcome-based education among the health care professionals in FHSS (Faculty of Health and Social Sciences)

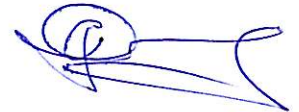
Project team

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Endorsed by
Dean, FHSS
(Project with first priority
from FHSS)

Background

The Hong Kong Polytechnic University has started to implement the outcome-based approach to teaching, learning and assessment since 2004. A successful implementation of outcome-based approach must embody the monitoring and demonstration of students' attainment of their learning outcomes through well-formulated assessment plans.

Students learning outcomes (SLOs) can be assessed at three levels:

- a. institutional level
- b. programme level
- c. Subject level

While the university is working hard to develop assessment tools to evaluate the generic learning outcomes of students at the university, it is desirable that a review of the learning outcomes related to professional needs should be done at the Faculty level. This review can help each professional programme to identify various needs from the professional context and from the generic competency level. Thus, a more systematic organisation could be made in preparation for the audit exercises from the University Quality Assurance Council (UQA). Students in each discipline would better be equipped with professional skills to meet the level of competency, at the same time, develop the generic skills stipulated by Strategic Objectives 1.1.

At the same time, the healthcare system of Hong Kong has been moving from hospital-based services to community / home-based services, from secondary healthcare to primary healthcare. The consultation paper titled 'Building for a Healthy Tomorrow' (2006) further stated that future healthcare professionals should view health promotion and preventive care as priorities; elderly, long-term and rehabilitation care services should encourage and facilitate home care with community outreach and professional support; and the public and private sectors

should be well integrated to promote quality service and provide a choice for the public.

A possible first step is to identify/establish a central unit/body with a clear responsibility to coordinate SLO Assessment at the Faculty level. The main duties may include:

- Developing, coordinating and monitoring the University's overall SLO Assessment Plan
- Coordinating the development of university-level SLO assessment mechanisms and their subsequent operation and implementation
- Proposing appropriate modifications to the existing generic QA system to focus more sharply on evidence of attainment of SLOs as criteria/performance indicators
- Providing advice on individual programmes on building up the professional competency based on international and local bench marking system.

Project Objectives

The overall goal of this proposed project is to examine the alignment of the intended learning outcomes of the health professionals (including optometrist, occupational therapists, nurses, physiotherapists, medical laboratory technologist, radiographers, social workers, prosthetists and orthotists and health technologists with the expected generic and professional competence.

1. to review the local health care professional training programmes in the Faculty of Health and Social Sciences in line with the outcome based education model stipulated by UGC;
2. to identify the professional competency of health care professionals in Hong Kong and in comparison to the international standards;
3. to find out the generic outcomes of graduates of health care professionals in line with strategic objectives 1.1.
4. to review the intended learning outcomes, both professional and generic, of various programmes within the Faculty
5. to propose further ways to facilitate the OBE among different programmes (in both learning teaching strategies and assessment outcomes).

Project Significance

This proposed project denotes the first phase of an overall development and implementation of outcome-based education among all health care professionals in Hong Kong with a view to provide the best quality of front line health care disciplines equipped with both professional competencies as well as generic competency to meet with the changing needs of the local society.

Based on the findings obtained in this proposed project, phase 2 aims to revise the program outcomes, the intended learning outcomes, the corresponding learning-teaching strategies and assessment methods in such a way that they are aligned with the UGC's education goal of outcome based approach in university education. Moreover, the proposed project will inform the preparation of the 3-3-4 curriculum design of undergraduate programmes in health care disciplines.

Action Plans

A one-year study period is suggested for this proposed project. Three major tasks will be covered in this study period:

1. The consultant will arrange meetings with various stakeholders, employers regarding professional demands for each specific discipline. Collect information, via semi-structured focus group interviews, from existing employers regarding the scope of services provided by and level of professional competence expected from beginning OT and PT. Broadly speaking, employers of OT and PT graduates are of three categories – those working in public hospitals, in non-governmental service organizations, and in private organizations. Focus group interviews will be arranged for respective categories of employers. Besides, graduates of the past three years will be interviewed to gain their perspectives of how the educational programs prepare them to practice as beginning therapists.
2. Observational study will be conducted to identify the scope and nature of services provided by beginning therapists. Data collected from this method will be used to complement / triangulate information obtained from focus group interviews.
3. Interactive forums will be arranged for both the BSc (Hons) OT program and BSc (Hons) PT programs to review the intended program outcomes and learning outcomes against the information / data collected from focused group interviews and the observation study. Areas of learning outcomes not meeting / matching with the current scope of rehabilitation services and level of professional competence will be identified and discussed.

Budget

a. Staffing:

1. Educational Consultant :

A renowned Professor, who is specialised in the field of education and health sciences, would be invited to be the consultant and honorary professor. He/She will work closely with the the chairmen of DLTCs to review on the current programme learning teaching approaches. In addition, the consultant will meet with stakeholders, potential employers, government officials to identify the professional needs of health care disciplines in the next triennium. The consultant will also meet with University senior colleagues and colleagues from EDC to gain a holistic view of the OBA. He/She will then work out

proposals and recommendations to the Faculty Dean regarding preparation of the OBA in health care professional education for each individual education programme.

The period of consultation will last for around 3 months

2. **Project associate**

A one-year project associate, with knowledge in education and qualitative research, is requested for this project. Reasons for requesting a project associate because s/he needs to be experienced in educational research, be good at qualitative research, and be independent during the project period. S/he is expected to assist the project team to develop the construct guiding the focus group interviews and the observational study, to liaise with and to gain access to the employers, to conduct focus group interviews with employers (approximately 10) and graduates (approximately 10), to carry out on-site observations (approximately 12) of beginning therapists at work, to analyze qualitative interview data and observational data, to draft a report on the findings of both interviews and observational study, to organize interactive forums for teaching colleagues to deliberate and review on the intended program / learning outcomes against the expected professional competence identified from employers and graduates.

3. **Part time project associates**

It is expected that each chairman of the DLTC would need help and support to dig out information related to OBA for the consultant. It is therefore desirable for each chairman to have a part time RA to support all these clerical, administrative duties in relation to this review process.

b. General expenses:

Travelling expenses for consultant, project associate

Notebook computer for input of interview and recording

Small souvenirs for participating employers and graduates

Timeframe of the project

1 st month	Recruitment of Consultant and project associates Meeting with DLTC chairmen on planning of work Collection of information on OBA, current programme outlines (subject content, learning teaching method, assessment criteria etc) Determine on the sampling frame and liaise with employers and graduates for access.
2 nd – 7 th month	Consultation process: <ol style="list-style-type: none">1. Meeting with various programme leaders and academic staff2. Meeting with university senior management committee & working group on OBE3. Meeting with stake holders, employers and professional bodies4. Liaise with international professional bodies and organisation to identify level of competency within the scope of professional practice
8 th – 9 th month	Information retrieval, organisation and analysis of local scenario.
10 th – 12 th month	Report, Preparation of open forum Feedback to individual programme and make recommendations on further enhancement of OBE

Prepared by

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