



IMHSE NEWS

Issue 4: December 2013

The newsletter of the Institute for Medical and Health Sciences Education
www.imhse.hku.hk

Institute of Medical and Health Sciences Education

Welcome to this special Frontiers in Medical and Health Sciences Education Conference issue of our IMHSE newsletter to inform and update colleagues about faculty news related to education. In this issue we will be sharing highlights of recent events, spotlights on recent achievements and our regular 'Tips for Teachers' which will focus on best practices in teaching and learning

Highlights in this issue include:

- Introduction to the structure and core functions of IMHSE
- Spotlight on Dr Christopher See current PhD candidate on his recent invitation to speak at TEDxYouth Hong Kong
- Events hosted by the Research & Scholarship and Staff & Professional Development programmes
- Tips for Teachers on how to give effective feedback to students when teaching in clinical settings

**The Li Ka Shing Faculty of Medicine, The University of Hong Kong welcomes all to the
2013 Frontiers in Medical and Health Sciences Education Conference
December 6-7, 2013**



Millennial Generation students are very comfortable with technology but their teachers may not be. How can these teachers help their students to learn? Does the use of technology simply replicate traditional ways of teaching and learning? Can technology offer ways of teaching and learning that were not possible before? What are the possibilities? How do we know that the students learn better with technology? The Institute of Medical and Health Sciences Education welcomes all delegates and participants as we meet to share our experiences on:

"e-Learning: Innovation & Exploration in Teaching & Learning"

"e-Pedagogies: Approaches to Educational Research"

"e-Curriculum: Technology in Curriculum Design & Implementation", and

"e-Assessment: Technology in Assessment".



The four core programmes of the Institute of Medical and Health Sciences Education, Li Ka Shing Faculty of Medicine, The University of Hong Kong

The Institute of Medical and Health Sciences Education (IMHSE) was inaugurated in 2004 to underscore the Faculty's dedication to educational excellence, and entrusted with a mission to promote excellence, professionalism, innovation and collaboration in medical and health sciences education. To further achieve these aims, IMHSE has recently restructured its core programmes to focus on advancing the quality of teaching & learning and assessment development, facilitating staff and professional development, developing research and scholarship and promoting exchange of best practices. These core programmes are led by directors and members with expertise, experience and commitment to medical education and who represent a cross-section of specialties in basic sciences, Medicine, Nursing, Chinese Medicine and Pharmacy.

Exchange of Best Practices (EBP)

The Exchange of Best Practices programme of IMHSE works closely with the Office of the Associate Dean of Academic Networking and Student Affairs which enables it to draw on the Faculty's well-established and extensive academic network. This Programme aims to coordinate sharing of educational expertise with strategic partners locally, in China, as well as internationally, while also ensuring that these partnerships bring new initiatives, innovation and collaboration opportunities to enrich our teaching programmes.

Teaching Learning & Assessment (TLAD)

This programme focuses on developing, and capitalizing on, innovations in teaching and learning brought about by ongoing educational reform as well as advances in the realm of healthcare education. TLAD takes an academic approach toward enhancing various aspects of teaching and learning including instructional design, student assessment, small group teaching, clinical teaching, case writing and e-learning strategies, etc., through collaboration, consultation and research.

Research & Scholarship (R&S)

The Research and Scholarship programme of IMHSE offers advice and support to staff members on educational research topics, to assist and mentor Faculty members in submitting grant proposals for educational research, to advise on current trends, literature, research and innovations in education, and to stimulate Faculty members' interest to public papers on medical and health sciences education.



Staff and Professional Development (SPD)

The Staff and Professional Development Programme of IMHSE aims to enhance the professional development and academic advancement of doctors, nurses and basic scientists as educators through structured workshops and consultations. Apart from serving the teachers within our faculty, many of these programmes have been offered as short courses to teachers from other schools.



SPOTLIGHT

Dr Christopher See —On his recent experience as an invited speaker on TEDxYouth, Hong Kong



"Science can be fun!?" Dr. Christopher See was one of those kids that developed an interest in science since childhood, even if the classes weren't always engaging. When he became a medical student, he felt that he could make memorizing medical terms not only easier, but more fun. His creative cells began to blossom. Have you thought of using henna (an Indian... body paint) to illustrate the muscles of your hand? What about using the names of joints and body parts to dance?

This creativity and enthusiasm is what led to Dr See's invitation to present at the prestigious and inspiring TEDxYouth talk held this year at Hong Kong Polytechnic University on November 20, 2013. His presentation entitled "Creativity in Memory" introduced innovative approaches to learning. He discussed how educators and learners can "play" with boring facts to make it more memorable. His 20 minute presentation featured smoke machines, henna tattoos, rap and dancers. However, far from being simply entertainment, the sciences of these methods and the biological responses they produce were explained, using examples from his own research in e-learning being undertaken at HKU. The finale was a physical interpretation of mitosis. Dr See, together with medical students from HKU (Joshua Ma and Phoebe Leung) and CUHK, performed a four stage dance choreographed from prophase, metaphase, anaphase and telophase.



Dr See's stimulating 20 minute presentation was translated and subtitled into Chinese and streamed live to 2000 students in classrooms across Hong Kong on November 20, 2013.

"One of my aims is to become a 'Rock-Star Lecturer'; not because I think I'm special or cool, but because methodologically, I believe it works. Having been through medical school myself, I know that simply paying attention in lectures can be one of the most difficult challenges. Using entertainment techniques can capture the attention of students, inspire them in their learning and show them that creativity and science belong hand-in-hand."

Dr. Christopher See

Dr Christopher See undertook his medical degree at Trinity College, Cambridge where he also completed an intercalated year of study in virology and immunology for his MA. He was then appointed as an Academic Foundation Trainee, which combined junior doctor posts in Medicine and Accident Emergency Departments, and a teaching post in the Department of Anatomy in Liverpool University. During this time, he also completed a Postgraduate Certificate in Education in Clinical Education with the University of Edinburgh. He went on to take a teaching post in the Department of Anatomy in Manchester University Medical School. He was the recipient of the Excellent Teacher Award for the Faculty in 2012, making him the most junior member of staff ever to receive this distinction. He is currently continuing to pursue his interest in medical education at HKU as a PhD candidate under Prof. TP Lam in the Department of Family Medicine and Primary Care. His research interests are the application of pedagogical concepts to teaching basic sciences at medical school.



STAFF & PROFESSIONAL DEVELOPMENT PROGRAMME

Staff & Professional Development Seminar 22 October 2013

The role of video in medical education – experience of MEDtube

In 2010 two surgeons from Poland initiated the MEDtube project to improve physician education and communication between professionals globally. The MEDtube platform was launched in mid-2011 has now grown to become the largest video-centric social network for healthcare professionals worldwide. MEDtube is based on user-generated content and is open-access.

The aspirations of the MEDtube founders are high – to be the largest platform for education and communication of professionals, recognized on all continents. Their ambition is to revolutionize the way education is provided and there are now over 13,000 videos available in all medical specialties (surgical videos, patient examination, lectures, animations, cases, webinars), all peer-reviewed available on the Medtube site. The MEDtube audience is growing larger and larger every month.



About the Speaker

Mr Wojtek Dolkowski, co-founder and CEO, MEDtube online platform (<http://medtube.net>) is a graduate from Warsaw School of Economics (SGH) and Lehigh University in Pennsylvania (Iacocca Institute). He has had over 10 years of experience in building Internet start-ups.



Staff & Professional Development Seminar 28 October 2013

Development of an inter-professional teaching module for safe and practical prescribing

Co-organized by IMHSE and Department of Pharmacology & Pharmacy, Dr Yogini Jani, Honorary Associate Professor, School of Pharmacy, University College London presented an innovative new programme just launched at UCL Medical School, where medical and pharmacy students are receiving therapeutics training together from clinical pharmacologists and pharmacists, nurses and doctors with a key focus on promoting inter-professional learning and inter-professional practice.



Dr Yoghini Jani from University College London sharing her experiences on inter-professional learning between pharmacy and medical students



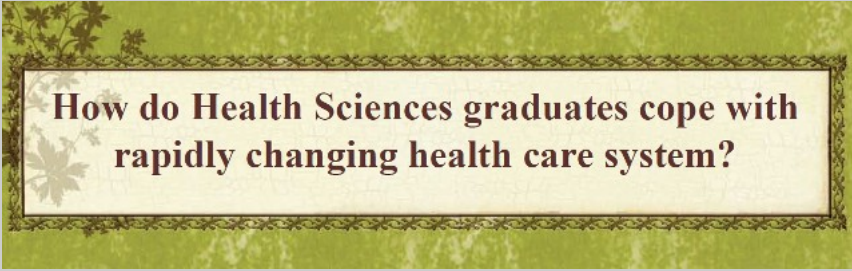
RESEARCH AND SCHOLARSHIP PROGRAMME

Research & Scholarship Seminar 22 November 2013

How do Health Sciences graduates cope with a rapidly changing health care system?

Most health professionals enter the workforce as new graduates, arguably at the peak of their core knowledge and broadly competent in a range of relevant clinical skills. Following a period of consolidating experience they become expert appliers of their knowledge and skills and become the clinical leaders of their professions. They then enter a long phase of practice, where they risk a slow deterioration in current knowledge and skills, which is often managed by narrowing the scope of

practice as senior people take on formal leadership roles in management positions. Meanwhile, the pace of change in health care systems and technology has increased, such that career progression takes place amidst continuing complexity, increasing patient expectations and uncertainty about roles, health priorities and 'affordable quality'. How will the almost continuous transition be managed to produce better health outcomes and what roles will health professions play and who should manage the transition?



How do Health Sciences graduates cope with rapidly changing health care system?

About the speaker



Richard Hays began his medical career in rural general practice in northern Australia. After 10 years of full-time clinical practice, he almost accidentally entered academic life to pursue a career in teaching and education research, gaining further qualifications in educational psychology and medical education. He has been involved in several major education developments, initially in primary care, and more recently across more general medical education at undergraduate and postgraduate levels. He has lead or been a consultant to the development of new medical schools in Australia, the United Kingdom, Europe, South-East Asia and Canada, has been an adviser to schools in developing nations, and is an experienced international medical education quality assurance surveyor. He has been awarded about AUD 3 million in competitive research and development grants and has published about 100 research papers, 150 other journal articles, 14 book chapters and 7 books. Assessment in medical education has been a dominant theme throughout his academic career.

Most of these issues are not part of any formal health professional curriculum. Key considerations include how to achieve: more effective engagement of the populations we serve; more effective leadership of discussions about choices and priorities; and increased resilience of both individual professionals and the systems in which they work. Health professional education has a crucial role to play in preparing the future workforce.

TIPS FOR TEACHERS

USEFUL LINKS AND REFERENCES FOR MEDICAL AND HEALTH SCIENCES TEACHERS



Did you know that you can apply to IMHSE for conference attendance and matching or top-up research grants related to medical and health sciences education?

IMHSE Conference Funding Support

- For national/ regional conferences (in Mainland China/ other countries in the Asia-Pacific region): maximum award up to HK\$7,000
- For international conferences (outside the Greater China and the Asian-Pacific region): maximum award up to HK\$16,500

IMHSE Research Matching Grants

To be eligible for the matching fund for research undertakings (applicable to projects related to medical and health sciences education), the conference support and the research postgraduate studentship under IMHSE, applicants must follow the below research proposal submission procedures to register their research proposals with IMHSE and receive the endorsement from the Director of IMHSE or his delegates before submission of any formal applications for research funding/grants. No retrospective application is accepted.

For more information please contact IMHSE's Senior Research Assistant Mr Namkiu Chan on email: namkiu@hku.hk or tel: 2819 9217.

Medical Teacher: Twelve Tips for giving feedback effectively in the clinical environment

Subha Ramani & Sharon K Krackov. *Med Teach* 2012; Vol. 34, 787-791 doi: 10.3109/0142159X.2012.684916.

Full article available at: <http://informahealthcare.com/doi/abs/10.3109/0142159X.2012.684916>

Feedback is a vital component of the learning process for all clinical students. Feedback specifically based on the assessment of performance helps to reinforce good habits and helps to identify behaviours which need to be rectified. Unfortunately, on many occasions, students do not feel they receive adequate or useful feedback or do not know how to incorporate the feedback to improve their performance. The authors of this Medical Teacher Twelve Tips article have compiled a list of best practices tips through literature review .



- 1: Establish a respectful learning environment
- 2: Communicate goals and objectives for feedback
- 3: Base feedback on direct observation
- 4: Make feedback timely and a regular occurrence
5. Begin the session with the learner's self assessment
- 6: Reinforce and correct observed behaviours
- 7: Use specific, neutral language to focus on performance.
- 8: Confirm the learning's understanding and facilitate acceptance
- 9: Conclude with an action plan
- 10: Reflect on your feedback skills
- 11: Create Staff development opportunities
- 12: Make feedback part of institutional culture

SPOTLIGHTS

RECENT PUBLICATIONS AND PRESENTATIONS

PRESENTATIONS & PUBLICATIONS

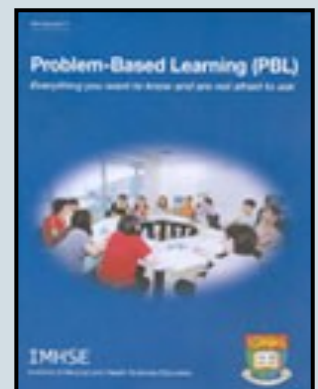
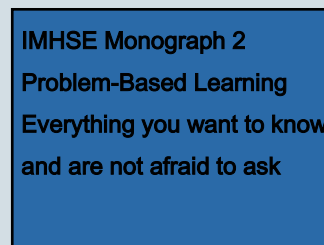
- Chan LK, Sharma N. 2013 published online. Effects of training experienced teachers in the use of the one-minute preceptor technique in the gross anatomy laboratory. *Anatomical Sciences Education*.
- Chan LK, Tse SK, Soo YC. 2013. Survey of the local language needs for an English medical undergraduate programme. The 10th Asia Pacific Medical Education Conference, 19 – 20 January 2013, Singapore.
- Chan LK, Sharma N. 2013. The use of the one-minute preceptor in the gross-anatomy laboratory (Plenary speech). The 7th Asian Medical Education Association (AMEA), 9 – 12 June, 2013, Ulaanbaatar, Mongolia.
- Chan LK, Sharma N. 2013. The application of the one-minute preceptor technique in the gross-anatomy laboratory. Association for Medical Education in Europe (AMEE) 2013 Conference, 24 – 28 August, 2013, Prague, Czech Republic
- Doherty I, Chan LK, Bridges S, Jin J, Ng L, Sharma N. 2013. The use of mobile devices in Problem-Based Learning at The University of Hong Kong. Mobile Learning Festival 2013, 25 May 2013, Hong Kong.
- Hmelo-Silver C, Lajoie SP, Khurana C, Lu J, Wiseman J, Chan LK, Cruz-Panesso I. Supporting International Problem-based Learning Using CSCL Tools. 2013. The 15th biennial EARLi Conference for Research on Learning and Instruction (EARLi: European Association for Research on Learning and Instruction), 27 – 31 August, 2013, Munich, Germany.
- Leung GK, Nicholls JM, Effect of clinical context on simulator based assessment of blood pressure taking- a pilot randomized study. *Med Teach*. 2013 Oct 24 [Epub ahead of print].
- Weng Yee Chin, Amber Yip, Julie Chen, Vivian Chau. Exploring how to involve patient support group volunteers in medical education. *Frontiers in Medical and Health Sciences Education Conference*, Hong Kong, Dec 6-7 2013
- Weng-Yee Chin, Amber Yip, Julie Chen, Vivian Chau. Evaluation of the effectiveness of a workshop using simulated patients to train students in problem identification and problem solving. *Frontiers in Medical and Health Sciences Education Conference*, Hong Kong, Dec 6-7 2013
- Weng Yee Chin, Julie Chen, David Wong, Vivian Chau. Exploration of teachers' views and perceptions regarding the structure, curriculum content and assessment of community-based learning. *Frontiers in Medical and Health Sciences Education Conference*, Hong Kong, Dec 6-7 2013
- Storey A, Tse LK, Chan LK, Sarangi S. 2013. The structure and functions of summaries in bedside instructional encounters. *Frontiers in Medical and Health Sciences Education*, 6 – 7 December 2013, Hong Kong.
- Ho J, Chan LK, Sham MH. 2013. Confronting the challenges of biochemistry teaching and learning in the medical curriculum. *Frontiers in Medical and Health Sciences Education*, 6 – 7 December 2013, Hong Kong.

IMHSE MONOGRAPHS

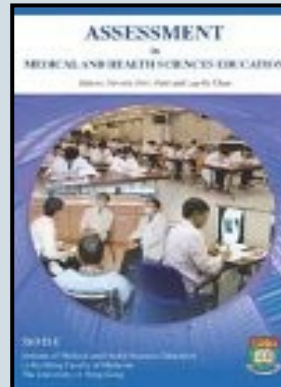
See www.imhse.hku.hk for more details.



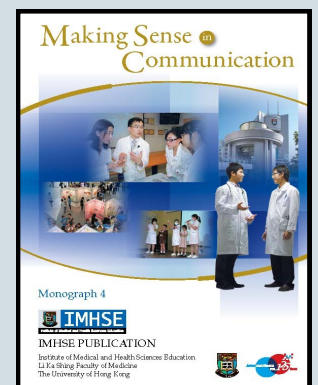
IMHSE Monograph 1
Curriculum Reform
Foundation to Consolidation



IMHSE Monograph 3
Assessment in Medical and
Health Sciences Education



IMHSE Monograph 4
Making sense in Communi-
cation



"It is much more important to know what sort of a patient has a disease than what sort of a disease a patient has"
Sir William Osler

SAVE THE DATE

UPCOMING EVENTS & ACTIVITIES



UPCOMING MEETINGS

- **November 28, 2013** Staff and Professional Development Seminar: E-portfolios—Opportunities and challenges as program level assessments
- **Jan 15-19, 2014** Asia Pacific Medical Education Conference (APMEC), National University of Singapore
- **Date TBC:** Staff and Professional Development Seminar: Enhancing course-level assessment: What can technology offer us?
- **February 22 - 23, 2014** Innovations in Medical Education Conference 2014 Keck School of Medicine of University of Southern California.
- **April 25-29, 2014** 16th Ottawa Conference, Ottawa, Canada
- **August 30 - September 3, 2014** Annual Conference of the Association for Medical Education in Europe (AMEE) Milan, Italy



CIMHSE Modules on offer for 2013

- Curriculum Planning & Development
- Best Practices in Teaching & Learning
- Written & Practical Assessment
- Student & Peer Evaluation of Teaching
- Problem-based Learning
- Independent Study Module

****Now accepting enrollments for Semester 1 to start on Jan 17 2014 ****

Frontiers in Medical and Health Sciences Education

From Classroom to Clinic: Opportunities and Challenges in e-Learning

December 6-7, 2013



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