



## Institute of Medical and Health Sciences Education

Welcome to our March 2015 issue of IMHSE News, the newsletter of the Institute of Medical and Health Sciences Education to inform and update colleagues about faculty news related to education.

**Highlights** in this issue include:

- Staff development activities for clinical teachers at the University of Hong Kong-Shenzhen Hospital
- Recent IMHSE seminars presented by local and visiting guest speakers
- Research and innovation in medical education at our Faculty — introducing our newest IMHSE research postgraduate students Dr WK Ming and Mr Liang Ye
- A report on some of the highlights from the Asian-Pacific Medical Education Conference (APMEC) in Singapore
- New book launch by IMHSE's Dr Lap Ki Chan on 'Teaching Anatomy'

### Faculty Development Program for Clinical Teachers at The University of Hong Kong - Shenzhen Hospital on Saturday 17 January , 2015



Prof CS Lau, Director of IMHSE, lead a team of IMHSE staff members to the Hong Kong University – Shenzhen Hospital to help introduce the HKU MBBS curriculum to the local doctors who will be taking part in teaching our students.

Since its establishment in 2012, it has been the Faculty's vision to allow our students the opportunity to learn at The University of Hong Kong - Shenzhen Hospital (HKU-SZH). Through clinical attachments, clinical placements, nursing practicums, elective studies and special study modules, the Faculty has now started implementing learning activities for our undergraduate students studying in our Chinese Medicine, Nursing, Pharmacy and MBBS programmes.

In preparation for sending our undergraduate students to the HKU-SZH hospital, IMHSE has started to provide medical education training to clinicians who will be involved in teaching. The first of such training activities was a full-day series of workshops conducted on Saturday 17th of January, 2015. With the enthusiastic participation of over 30 participants the programme included sessions to introduce the HKU MBBS curriculum and the types of pedagogies which are used to promote student learning. **(Continued on Page 2.)**



## Continued from Page 1.

This first set of workshops facilitated by IMHSE academic staff Dr Lap Ki Chan, Dr Julie Chen and Dr Weng Yee Chin, focused on how to enhance the effectiveness of clinical teaching. This included tips for enhancing bedside teaching such as how to structure a clinical teaching session and small-group workshops on how to give constructive feedback to students, how to capture teachable moments and how to facilitate small group discussions. Workshops were conducted primarily in English, which was the preferred medium of instruction by most of the participants.

The feedback from the workshop participants were overwhelmingly positive, with many HKU-SZH doctors commenting how lucky our HKU students were to be able to receive so much teacher-intensive small-group learning. The participants found the workshops useful, practical and eye-opening, and appreciated the opportunity to receive training in a hands-on format which promoted full participation by all the attendees.

With the success of this first set of workshops, IMHSE plans to roll-out further medical education training activities to provide the clinical teachers at HKU-SZH with more opportunities to learn about teaching, curriculum design and pedagogy.

For more information on the HKU-SZH, visit the website at <http://www.hku-szh.org/en/>.



Dr LK Chan teaching participants on how to capture teachable moments using the 'one-minute preceptor' technique.



Dr Weng Yee Chin and Mr Liang Ye running a mock PBL tutorial to give participants hands on experience on how to facilitate small group discussions.



Dr Julie Chen and Dr WK Ming training HKU-SZH doctors on how to give effective feedback to learners through role plays.



The IMHSE Team with Dr Xu Xiao Ping of the Hong Kong University-Shenzhen Hospital



## RECENT IMHSE EVENTS

### Moodle for PBL Curricula

Thursday 4 December, 2014

Moodle is the Learning Management System (LMS) for programme and course management at the University. The challenge for curriculum planners working with integrated, problem-based curriculum designs is to adapt this tool creatively to address curriculum needs. Two projects have recently been undertaken in two health sciences disciplines at HKU to design innovative applications of Moodle that address the particular demands of problem-based curricula. Dr Susan Bridges (CETL/ Faculty of Education), Dr Michael Botelho from the Faculty of Dentistry and Dr Sam Po Law from the Faculty of Education, Division of Speech & Hearing Sciences shared their experiences with novel Moodle designs which provide curriculum management and learning support for undergraduate, problem-based curricula and discussed a few key issues in using the Moodle LMS in programmes using PBL.



### The Neuroscience of Meditation and its Role in Learning

Tuesday 27 January, 2015

Visiting speaker, Dr Barry Kerzin, Buddhist monk and medical doctor, gave a talk promoting the positive benefits of meditation from a secular point of view. His talk was based on a review of the evidence from recent research about the effectiveness of meditation in helping achieve better levels of concentration, improved memory and better problem solving.

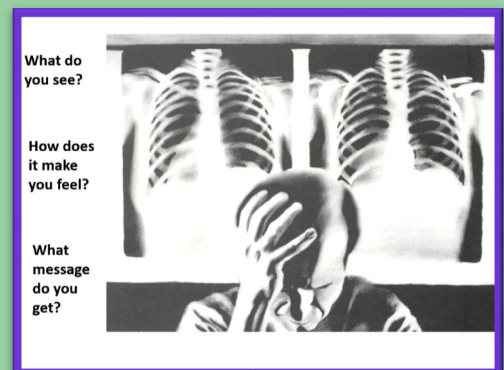


**About the speaker:** Ven. Dr. Kerzin received his BA degree in Philosophy from UC Berkeley, received an MD degree from USC, completed a residency in Family Practice, was an Assistant Professor of Family Medicine at the University of Washington, a Visiting Professor at Central University of Tibetan Studies in Varanasi, India. Dr. Kerzin was ordained as a Buddhist monk by HH Dalai Lama and continues to be a Diplomat in the American Board of Family Medicine and a Fellow in the American Academy of Family Practice.

### Bringing Humanities to the Health Sciences Curriculum – why, what and how?

Friday February 27, 2015

This IMHSE seminar presented by Prof. LC Chan and Dr Julie Chen, explained the background to the establishment of our core 6-year Medical Humanities curriculum in the MBBS programme. Participants were given a taste of some of the teaching and learning activities and assessment which MBBS students experience as part of the programme. The Medical Humanities programme coordinators were awarded a HKU Outstanding Teaching Award (Team) for its successful development and implementation.





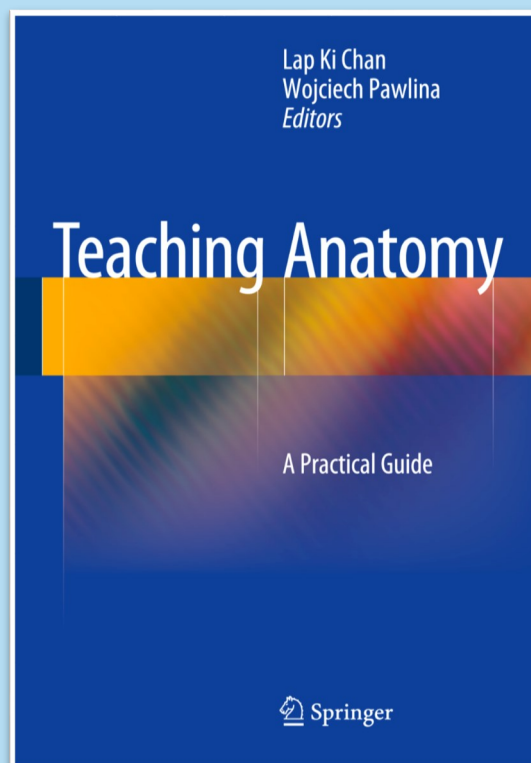
## NEW BOOK LAUNCH ON 'TEACHING ANATOMY'

Dr Lap Ki Chan of IMHSE and Dr Wojciech Pawlina of Mayo Clinic College of Medicine co-edited the book "Teaching Anatomy - A Practical Guide", which has just been published by Springer. The book is the first book of its kind in anatomy education, designed to provide practical tips to novice and experienced teachers in gross anatomy or other basic sciences.

Gross anatomy education is a dynamic area. The pedagogies, educational approaches and integration with other disciplines are controversial and in a state of flux. Gross anatomy also provides fertile ground for learning nontraditional, discipline-independent skills in such areas as professionalism, the humanities, communication, interprofessional learning, peer teaching, and teamwork. Gross anatomy teachers thus oftentimes need to take part in a wide variety of highly specialized pedagogies, such as problem-based learning, case-based learning, team-based learning and e-learning. Moreover, integrating anatomy with the rest of the curriculum may be very different in different school because of the diversity of curricular structure. It is thus very challenging for anatomy teachers to meet the learning needs of their students.

"Teaching Anatomy - A Practical Guide" is designed to help teachers of gross anatomy and other basic sciences to adapt to the diverse range of learning needs. Over 30 authors contributed to the book, which is written in concise and simple language to make it easily accessible to teachers of different backgrounds. Numerous textboxes are included to bring out the important points and to stimulate readers' reflection on their own teaching and learning environments. Educational theories are selectively included so that readers have the theoretical foundation to adapt the recommended frameworks to their own environments. The aim is to allow teachers to adopt a student-centered approach and be able to give their students an effective and efficient learning experience in the highly variable teaching and learning environment found in many undergraduate healthcare programmes today.

Further information and the complete table of contents can be found at: <http://link.springer.com/book/10.1007/978-3-319-08930-0>





## SPOTLIGHT

### IMHSE research postgraduate students Dr Ming, Wai Kit and Mr Ye, Liang at the forefront of research and innovation in medical education

Our IMHSE research post graduate students share with us an update on the progress of their current projects.

#### Dr Ming, Wai Kit (PhD Candidate; Supervisors Dr Lap Ki Chan, Dr Susan Bridges)

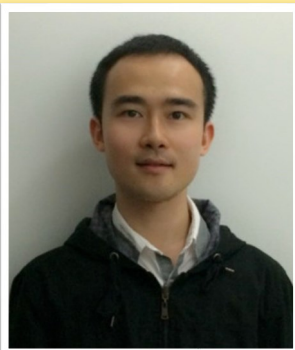


##### **Problem based learning (PBL) in medical education in China**

After receiving his MBBS from the International School of Jinan University in 2011, Dr. Ming obtained a Master of Public Health (infectious diseases control) from the University of Hong Kong and subsequently began pursuing his PhD in medical education in October, 2013. The focus of Dr Ming's PhD research is on Problem based learning (PBL) in medical education in China where he is currently conducting a systemic review on PBL research in China to examine the publication trends on PBL-related educational research.

Dr Ming continues to teach as a tutor at the Faculty of Medicine, International School, Jinan University. His contributions to the advancement of medical sciences and academic development have been recognized by awards such as Teacher of the Year (Jinan U, 2013) and Podium presentation award (American Association of Pharmaceutical Scientists, 2013).

This year, Dr Ming will spend a year in England on a scholarship where he has been appointed as a Visiting Research Fellow in the Division of Medical Education at King's College London.



#### Mr Ye, Liang (PhD Candidate; Supervisors Dr Lap Ki Chan, Dr Susan Bridges)

##### **The Use of ICT in Inter-professional Education and its Impact on Organizational Change for Learning Design and Practices**

With a background in IT and past work experience as a database administrator, Liang is hoping to bring his technical expertise into medical education. His PhD research focus is to examine organizational change and the impact of the use of technology in inter-professional education. As inter-professional education is a relatively new learning model, Liang is hoping that this area of research will yield findings which can benefit both medical education and education in other disciplines. Liang plans to adopt a mixed research methods approach including surveys, interviews, direct observation and assessments of student learning to evaluate the impact of the implementation of a new pedagogy in the Faculty of Medicine— namely the use of inter-professional education. Liang is keenly interested to find out how changes will happen and influence each other including the impact on management teams, technical teams, teaching teams and on student learning. He will be conducting his research during the design and implementation stages of the new TBL-IPE curriculum. Liang envisions that the findings from his studies will be useful to inform further curriculum, pedagogy and instructional design innovation in eLearning design and development in medical education as well as for education in other disciplines.

# 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 us by e-mail at [imhse.hku.hk](mailto:imhse.hku.hk).

### Report from Asia-Pacific Medical Education Conference (APMEC), Singapore 4th-8th February, 2015

The 12<sup>th</sup> Asia Pacific Medical Education Conference was held in Singapore from 4<sup>th</sup>-8<sup>th</sup> February 2015 with the theme of Faculty Development. The underlying theme reinforced throughout the conference was that staff development throughout their careers was critical to the missions of medical schools. Evidence was provided that when institutions promote and recognize faculty development this leads to better student learning outcomes. This was reinforced by passionate plenary lectures by Professor Ronald Harden (University of Dundee), Professor Yvonne Steinert (McGill University) and Professor Brian Hodges (University of Toronto), amongst many others.

Five speakers presented who teach in the HKU Li Ka Shing Faculty of Medicine: Dr Lap Ki Chan, Dr Gilberto Leung, Professor Ng Patil, Ms Venus Wong and Dr Julian Tanner. Dr Lap Ki Chan spoke on Frameworks for Evaluating Faculty Development Programmes, exemplifying the one-minute preceptor as a time-efficient learner-centered teaching technique. Dr Gilberto Leung highlighted issues around teaching patient safety culture to undergraduates, reflecting how administrators with clinical backgrounds can be a valuable teaching resource. Professor Ng Patil spoke on faculty development for teachers of the constituent colleges of the Hong Kong Academy of Medicine. Ms Venus Wong (of the Department of Social Work and Social Administration) discussed her experience in mindfulness training within the Medical Humanities curriculum. Dr Julian Tanner presented initiatives in use of film to develop student empathy and reflective thought within Medical Humanities, for which he was awarded a Free Communication Finalist award. Dr Julian Tanner also presented evidence for how diverse assessment strategies coupled to active learning approaches can drive deep learning in the new Biomedical Sciences curriculum.

# SPOTLIGHTS

## RECENT PUBLICATIONS AND PRESENTATIONS

### Conference presentations

Chan LK, Bridges S, Doherty I, Ng M, Jin J, Sharma N, Chan NK, Lai HYY. How do students use their mobile devices in problem-based learning? East-West Alliance Global Symposia, 28-29 October 2014, Hong Kong.

Ho JWY, Wong NS, Yip L, Chan LK, Sham MH. Virtually there: a journey to the HKU Medicine Island for teaching and learning. East-West Alliance Global Symposia, October 2014, Hong Kong. Won the ePoster Award (2nd runner up).

KK Lau, LK Chan, KH Chan, JFW Chan, RSK Chang, RCC Chang, RTF Cheung, I Doherty, SL Ho, SFK Hon, JSK Kwan, R Lee, GKK Leung, W Mak, HKF Mak, KC Shih, ACO Tsang. Establishing an eLearning Platform in Clinical Neurosciences at HKU. East-West Alliance Global Symposia, October 2014, Hong Kong. (first prize e-poster).

KK Lau LK Chan, OY Li, PTK Yuen, YK Wong, JWY Wong, KH Chan, JFW Chan, RSK Chang, RCC Chang, RTF Cheung, I Doherty, SL Ho, SFK Hon, JSK Kwan, R Lee, GKK Leung, W Mak, HKF Mak, KC Shih, ACO Tsang. How MOOCs Can Reinvigorate Classroom Teaching. East-West Alliance Global Symposia, October 2014, Hong Kong.

Lam TP. Roles of a clinical teacher: Clinical diagnoses vs educational diagnoses. Medical Education Conference, February 2015, Hong Kong. Leung GKK. Changing patient safety culture amongst undergraduates by working with the 'Dark Force'. The 12th APMEC, Feb 2015, Singapore.

Wong, Venus P.Y., Chan L. C., Chen, Julie Y. Chen, Ho, Rainbow T. H. Development and early experience of a mindfulness training program for medical students. 12th APMEC, NUS, February 2015, 2015 (Finalist for Best Poster Presentation)

Wu Y, Chan LK, Fielding R. Laypersons' views on doctors' use of Chinese medical terms, a qualitative study. East-West Alliance Global Symposia, October 2014, Hong Kong.

### Journal Articles

Bridges, S. (2015). An emic lens into online learning environments in PBL in undergraduate dentistry. *Pedagogies: An International Journal*, 1-16. doi:10.1080/1554480X.2014.999771

Bridges SM, Corbet EF, Chan LK. Designing problem-based curricula: The role of concept mapping in scaffolding learning for the health sciences. *Knowledge Management & E-Learning*.

Chan LK, Bridges S, Doherty I, Jin J, Ng M, Lai H, Chan NK. (in press) A qualitative study on how health profession students and their PBL facilitators perceive the use of mobile devices during PBL. *Interdisciplinary Journal of Problem-Based Learning*

Chan LK, Yang J, Irby D. Application of the One-Minute Preceptor Technique by Novice Teachers in the Gross Anatomy Laboratory. *Anatomical Sciences Education*.

Chen JY, Lam CLK. Long live medical professionalism. *HK Medical Diary* 2014; 19(11):8-10

Jin J, Bridges S, Botelho M, Chan LK. Online Searching and PBL Knowledge Building Processes. *Interdisciplinary Journal of Problem-Based Learning*.

Jun, J. & Bridges, SM. (2014). Educational technologies in problem-based learning in health sciences education: A systematic review. *Journal of Medical Internet Research*.16 (12):e251

Lajoie S, Lee L, Poitras E, Bassiri M, Kazemitabar M, Cruz-Panesso I, Hmelo-Silver C, Wiseman J, Chan LK, Lu J. The role of regulation in medical student learning in small groups: Regulating oneself and others' learning and emotions. *Computers in Human Behavior*

Lu J, Chan LK. (in press) Differ in sociocognitive processes? Some comparisons between paper and video triggered PBL. *Interdisciplinary Journal of Problem-Based Learning*.

Perry, S., Bridges, S.M., Burrow, MF. (2015). A review of the use of simulation in dental education. *Simulation in Healthcare*.

Poon MK, Lam TP. (2014). Review on skills in undertaking Continuing Professional Education among Primary Care Physicians. *The Hong Kong Practitioner* 36:141-148.

Potash JS, Chen JY, Chau V, Lam CLK. Art-making in a family medicine clerkship: how does it affect medical student empathy? *BMC Medical Education* 14:247.

Potash, J.S. & Chen, J.Y. Art-mediated peer-to-peer learning of empathy. *The Clinical Teacher* 2014, 11 (5), 327-331.

Zhu FF, Poolton JM, Maxwell, Fan JKM, Leung GK, Masters RS. Refining the continuous tracking paradigm to investigate implicit motor learning. *Exp Psychol* 2014;61(3):196-204.

Wu SM, Chu TK, Chan ML, Liang J, Chen JY, Wong SYS. A study on what influences undergraduates to choose family medicine as a career. *Hong Kong Practitioner* 2014;36:123-131

### Books and Book Chapters

Bridges S.M, Green, J. Botelho, MG & Tsang, PCS. (2015). Blended learning and PBL: An interactional ethnographic approach to understanding knowledge construction in-situ. In Andrew Walker, Heather Leary, Cindy Hmelo-Silver, Peggy A. Ertmer (Eds.), *Essential Readings in Problem-Based Learning*. Purdue: Purdue Press.

Chan LK, Pawlina W (Editors). 2015. *Teaching Anatomy – A Practical Guide*. Cham: Springer.

Chan LK, Uhlmann M. 2015. Elements of successful adult learning. In Chan LK, Pawlina W (editors): *Teaching Anatomy – A Practical Guide*. Cham: Springer.

Chan LK. Giving a lecture. In Chan LK, Pawlina W (editors): *Teaching Anatomy – A Practical Guide*. Cham: Springer.

Chan LK. Promoting reflection in the laboratory. In Chan LK, Pawlina W (editors): *Teaching Anatomy – A Practical Guide*. Cham: Springer.

Chan LK. The use of low-tech models to enhance the learning of anatomy. In Chan LK, Pawlina W (editors): *Teaching Anatomy – A Practical Guide*. Cham: Springer.

Lu, J., Bridges, S.M, & Hmelo-Silver, C. (2014). Problem-based Learning. In Keith. Sawyer (Ed). *Cambridge Handbook of Learning Sciences* 2nd Edition. Cambridge: CUP.

# SAVE THE DATE

## UPCOMING EVENTS & ACTIVITIES



### CIMHSE Modules on offer for 2015

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



**\*\*Now accepting enrollments for the next semester starting in August 17, 2015\*\***

Website: [www.imhse.hku.hk](http://www.imhse.hku.hk)

E-mail: [imhse@hku.hk](mailto:imhse@hku.hk)

Tel: +(852) 3917-9080

Thursday, March 12, 2015, 12.30-2.00pm

IMHSE staff development seminar: *"Learners in Difficulty: diagnosing, monitoring and managing"*

Prof. Dawn De Witt, University of British Columbia

Venue: Seminar Room 6, L/G Laboratory Block

Thursday, April 16, 2015, 1.00-2.00pm

IMHSE staff development seminar *"Beyond competency-based medical education"*

Dr. Neville Chiavaroli, University of Melbourne

Venue: Mrs Chen Yang Foo Oi Telemedicine Centre (MTC), 2/F William MW Mong Block.

March 19 -23, 2015

IMHSE staff development activities for the implementation of Inter-professional education through team-based learning (IPE-TBL)

Speaker: Prof. Helena Low from the Centre for Advancement of IPE (CAIPE)

Venue(s) and dates: to be confirmed

November 27-28, 2015

**SAVE THE DATE**

Frontiers in Medical and Health Sciences Education:

*'Learner Wellbeing Across the Continuum'*

Venue: Cheung Kung Hai Conference Centre, G/F William MW Mong Block

Abstract submissions: open in March 2015

Deadline for abstracts: 30 September 2015.

See <http://www.imhse.hku.hk/> for more details



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