



**HKU
Med** LKS Faculty of Medicine
Bau Institute of Medical & Health
Sciences Education
香港大學鮑氏醫學及衛生教育研究所

Welcome to our November 2018 issue of BIMHSE Bulletin, (previously called BIMHSE News) to inform and update colleagues about Medical a Faculty news related to education.

*Highlights
in this issue include*

Highlights from the 2017 AMEA Symposium cum Frontiers in Medical and Health Sciences Education Conference: Preparing Healthcare Learners for a Changing World, December 14-16, 2017

Launch Symposium of the connect*ed Project

Spotlight on Dr Philip Beh, recipient of the 2017 Li Ka Shing Faculty of Medicine Teaching Feedback Award

Spotlight on the Inter-professional Team-based Learning team, finalists in the Team Award for the 2017 Professional Services Awards

Spotlight on the nine projects, from the Faculty of Medicine, that received the Teaching Development Grant

Welcome to our new BIMHSE members

9th Asia Medical Education Association Symposium cum Frontiers in Medical and Health Sciences Education Conference 2017: Preparing Healthcare Learners for a Changing World

December 14-16, 2017



Medicine and health care at large is continually changing, accelerated by relentless advancement in scientific and clinical knowledge and technology. It is of paramount importance to recognise the promise and the challenges of progress, to better equip medical and health care leaders in this fast changing environment. The 9th AMEA Symposium, hosted by the Li Ka Shing Faculty of Medicine on December 14-16, 2017, explored this issue from the perspective of innovation in pedagogy and technology, internationalisation, curriculum development, and interprofessional education. Diverse sub themes addressing key areas of medical education such as admission, assessment, continued professional development, faculty development, medical volunteerism, and work life balance, brought further insight to the discussion. These were just a few of the issues that were discussed in the three-day conference.

The 9th AMEA Symposium cum Frontiers in Medical was a flagship event to celebrate the 20th anniversary of AMEA, founded by HKU Medical Faculty, and was the grand finale of the year-long celebrations of "130 Years of Medicine in Hong Kong". The conference was attended by over 530 local, regional and overseas participants and featured 124 abstract submissions, 27 oral presentations and 97 poster presentations. Professor Peter Mathieson, former President and Vice-Chancellor of The University of Hong Kong (HKU), opened the conference by sharing the need to build strategies to better prepare healthcare learners for a changing world. Professor Gabriel Leung, Dean, Li Ka Shing Faculty of Medicine, HKU, shared in his welcoming address the need to examine the paradigm shift in medical education as it will be influential in shaping the way medicine and health care are learned and practiced over the long term.

Amongst the many highlights from the conference were three plenary sessions, a film screening of "Suturing Cultures", and a forum on "Medical Volunteerism and Social Responsibility". The first plenary session on "Preparing Tomorrow's Doctors" featured Professor Gabriel Leung, who spoke on "Curriculum Reform at HKU since 1997"; Professor Terence Stephenson from the General Medical Council, UK, who spoke on "The Future of Medicine and Medical Education"; and Professor David Gordon from World Federation for Medical Education, who spoke on "Standards and the Curriculum: Think Global but Act Local". The second plenary session on "Paradigm Shifts in Medical Education" featured Professor Ronald Harden from University of Dundee who spoke on "Curriculum Development: Past, Present and an Exciting Future", Professor Brian Hodges from University of Toronto who spoke on "Educating Health Professionals in the 21st Century: What will We need Humans for? Part 1" and Professor Theodorus Jan (Olle) ten Cate from Universiteit Utrecht who spoke on "When can You Trust a Medical Trainee with a Clinical Responsibility? How Entrustment Thinking is Affecting Clinical Training and Assessment". The third plenary session on "Technology and the Future of Learning" featured Mr Shiv Gaglani from Osmosis, USA, who spoke on "What can Medical Education Learn from Facebook and Netflix?" Professor Shekhar Kumar from The Chinese University of Hong Kong who spoke on "E-Learning Formats – What works and what does not! Experiences across the Medical Faculty" and Professor. Ricky Kwok from HKU spoke on "MOOCs and Bite-sized Learning".

The conference gala dinner was held on December 14, 2017, hosted by the chairman of the organising committee, Professor CS Lau.

2016-2017 BIMHSE CALENDAR – AT A GLANCE

December 2017

- 5 (EBP) Teacher Training Programme for Healthcare Professionals of Hong Kong East Cluster, Hospital Authority
- 7 (EBP) Essential Skills for Healthcare Trainer for Hospital Authority
- 11 (EBP) Essential Skills for Healthcare Trainer for Hospital Authority
- 14-16 (EBP) 9th AMEA Symposium cum Frontiers in Medical and Health Sciences Education Conference 2017

January 2018

- 10 (EBP) Essential Skills for Healthcare Trainer for Hospital Authority

February 2018

- 6 (EBP) Teacher Training Programme for Healthcare Professionals of Hong Kong East Cluster, Hospital Authority

March 2018

- 8 (EBP) Teacher Training Programme for Healthcare Professionals of Hong Kong East Cluster, Hospital Authority
- 13 (MEHU) Lunchtime Seminar "Rethinking Teaching Medical Ethics" by Professor Daniel Fu-Chang Tsai
- 14 (MEHU) Cultural Variance in Medical Ethics: Some Confucian Reflection by Professor Daniel Tsai
- 14 (R&S) TDG Research and Scholarship Sharing Session
- 15 (EBP) Teacher Training Programme for Healthcare Professionals of Hong Kong East Cluster, Hospital Authority

April 2018

May 2018

- 19 (EBP) Nurturing Holistic Care: A symposium for Palliative Medicine Education

June 2018

- 27 (EBP) Mini Symposium on Technology Enhanced Active Learning (TEAL) in Tertiary STEM Education

July 2018

- 25 (SPD) Engaging Students to Learn by Learning to Engage Students: The "Staying F.O.C.U.S.E.D." Framework by Dr Robert Wright

August 2018

September 2018

- 18 (R&S) Lunchtime Seminar "Stress and quality of life of students in LKS Faculty of Medicine" by Dr Julie Chen

October 2018

- 4 (MEHU) Lunchtime Seminar: Good vs. Nice: Doctor as a Proxy for Medical Decisions/ 好醫生不一定是好人：醫生做為醫療選擇的代理人
- 10 (MEHU) "Snuggle(2017)" Film Screening + Q&A with Film Director/ 《伴生》紀錄片放映 + 映後Q&A
- 15 (R&S) TDG Research and Scholarship Sharing Session
- 25 (R&S) Lunchtime Seminar "Reform of undergraduate STEM education: How to implement systemic change in tertiary education for scientific advancement in Hong Kong. Experience from the Cottrell Scholar Collaborative Scheme for Scientific Advancement and Association of American Universities" by Professor Stephen Bradforth

November 2018

- 7 (R&S) Lunchtime Seminar "Health and Wellbeing of HKU MBBS Graduates" by Dr Weng Yee Chin
- 16 (SPD) Lunchtime Seminar "Video Vox: interactive videos that give students and teachers an online 'voice'" by Dr Michael Botelho
- 29 (SPD) Seminar "Connect and Walk with Digital Natives" by Dr Allan H.K. Yuen

December 2018

- 18-19 (EBP) Frontiers in Medical and Health Sciences Education 2018

(R&S): Research and Scholarship
 (EBP): Exchange of Best Practices
 (SPD): Staff and Professional Development
 (MEHU): Medical Ethics & Humanities Unit

Launch Symposium of the connect*ed Project

June 9, 2018



*connect*ed@Enrichment Year Launch Symposium at Loke Yew Hall, June 9, 2018*

More than 200 students from the Li Ka Shing Faculty of Medicine, HKU, and the Education University of Hong Kong participated in the Launch Symposium of the connect*ed Project held on June 9, 2018. Students formed teams of six to eight members who will work together online, each guided by one of 33 faculty mentors. While away on Enrichment Year, teams will share experiences, engage in discussion and provoke debates that stimulate team members to connect with each other, on big ideas and some of the key roles that future doctors and teachers have to embody – communicator, learner and scholar, ethical decision-maker, advocate, and global citizen. Some teams are inter-professional, comprised of MBBS students embarking on their Enrichment Year and EdUHK students on their teaching field experience/overseas exchanges, which will add an additional dimension to the interaction. During the symposium students and mentors enjoyed practising how to use the on-line platform (Workplace by Facebook), taking team selfies, and participating in a diverse range of seminars, such as mobile filmmaking, reflective writing, preparing for research and cross cultural adaptation.

A video on this project can be found at this link:

<https://uvision.hku.hk/playvideo.php?mid=22116>



Team 31 (mentor Dr Cheung Tan To – Department of Surgery)



Team 26 (mentor Dr Brian Chung – Department of Paediatrics and Adolescent Medicine)



Team 18 (mentor Dr Abigail Wright – Medical Ethics and Humanities Unit)



Team 5 (mentor Dr Lee Ho Ming Edwin – Department of Psychiatry)



Team 22 (mentor Professor Roberto Bruzzone – School of Public Health)



Team 9 (mentor Dr Tomasz Cecot – School of Biomedical Sciences)

SPOTLIGHT

Professional Services Award 2017 Team Award Finalists: Interprofessional Team-based Learning Team

March 29, 2018

The Professional Services Award (PSA) is an annual award programme at The University of Hong Kong that recognises and promotes excellence in professional services. It aims to recognise colleagues who have demonstrated any of the following positive attributes:

- Work Smarter
- Attain Efficiency
- Partner with Teams
- Create Value
- Improve Continuously
- Create a Happy Work Environment



The Interprofessional Team-based Learning Team receiving the Team Award Finalist certificates from Dr Steven Cannon, Executive Vice-President (Administration and Finance), The University of Hong Kong (left).

The Interprofessional Team-Based Learning (IPTBL) Team was nominated by Dr LK Chan for its work on the project entitled "Interprofessional Team-Based Learning for Health Professional Students". The IPTBL Team provided quality team-based learning and e-learning technology to support the IPTBL sessions and contributed significantly to introducing a new model of teaching and learning to university students.

IPTBL is an innovative teaching approach that aims at promoting peer-to-peer learning and collaboration across disciplines. In 2017, the School of Biomedical Sciences with support from the IPTBL Team conducted six IPTBL sessions for more than 1,000 students of healthcare disciplines from The University of Hong Kong and the Hong Kong Polytechnic University.

To ensure that the sessions would run smoothly, the Team tested the system, conducted rehearsals before the sessions and briefed teachers and students.

During the sessions, the Team supported an online learning platform which allowed real-time face-to-face discussion and helped teachers track the progress of individual learners and teams effectively. The Team also devised an online team progress chart system that gave real-time feedback to students and helped teachers decide which groups to select during the interactive inter-team discussion session.

The Team was shortlisted as one of the Professional Services Team Award finalists as it demonstrated a remarkable spirit of commitment, innovation and professionalism. It showed great enthusiasm in using new technology to create value for teachers and students. Support from the Team also enabled students from multiple disciplines to reflect on the realities of the healthcare sector. This created ample opportunities for students to develop communication and collaboration skills, which are essential to their careers.

Team Members:

Dr Tyrone Kwok, E-learning Technologist, Technology-Enriched Learning Initiative
 Ms Ruby Leung, Executive Officer, Technology-Enriched Learning Initiative
 Mr Victor Wong, IT Officer, Technology-Enriched Learning Initiative
 Mr Cyrus Chan, IT Officer, Technology-Enriched Learning Initiative
 Mr Alan Shum, IT Officer, Li Ka Shing Faculty of Medicine
 Ms Elaine Ng, Administrative Assistant Registry-Academic Support and Exam Section
 Ms Cindy Kwok Clerk, Registry-Academic Support and Exam Section

For more information on these awards, please refer to the Smarter HKU website: <https://www.smarter.hku.hk/en/PSA>

SPOTLIGHT



Research and Innovation
in Teaching and Learning



Dr Abraham WAI



Ms Angie LAM

The Hong Kong University Students' Union Teaching Feedback Award: Dr Philip Beh (Department of Pathology, Li Ka Shing Faculty of Medicine)

The Teaching Feedback Award is the first student-led teaching award at The University of Hong Kong. It is given to compliment teachers who provide excellent feedback to students and encourage communication between teachers and students. This year, Dr Philip Beh from the Department of Pathology received this prestigious award in the Li Ka Shing Faculty of Medicine.

Dr Beh is a 1981 alumnus and a forensic pathologist. He joined the Department of Pathology in 1995 and was drawn to medical education when Problem-Based Learning was introduced. Dr Beh believes it is important for future doctors to be equipped with a strong sense of professionalism, honesty and respect for what is right. He believes in engaging with students not only for exchange of academic knowledge but perhaps even more importantly for open discussion about values, aspirations, challenges, and being human.

Teaching and development grants (TDG) are intended to support projects and activities that will have an impact on strategic development and the enhancement of Teaching and Learning (T&L). In the past year, grants were awarded to nine projects.

Project: Developing and evaluating inter-professional blended team-based learning and clinical simulation education in medical and nursing curricula

Principal Investigator: Dr Abraham WAI, Emergency Medicine Unit (E: awai@hku.hk)

Co-investigators: Dr Gordon WONG, Dr Lap Ki CHAN, Dr Ling-pong LEUNG, Dr Janet WONG, Dr Veronica LAM, Dr Jay LEE

Healthcare practice is heavily dependent on interprofessional collaboration, which requires professionals to intensely understand the practices of their own and others. This project is designed to deliver an interprofessional clinical education experience to senior medical and nursing students through team-based learning and clinical simulation, based on crew resource management (CRM), to enhance the cognitive and interpersonal skills needed to manage resources within an organised system. This is a new initiative intended to deliver the course with blended team-based learning classroom teaching and clinical simulation so as to enhance student engagement throughout the course. The evaluation involves a sequential explanatory mixed design study, which is a two-phase design whereby the quantitative data (externally validated surveys) is collected first followed by qualitative data collection to further explain and interpret the quantitative findings.

Project: Enhancing empathy, knowledge, and positive attitude among nursing undergraduates via a virtual reality-based mental health education

Principal Investigator: Ms Angie LAM, School of Nursing (E: angielam@hku.hk)

Co-investigators: Dr Janet WONG, Dr Jessie LIN

The School of Nursing is creating an innovative virtual reality (VR)-based simulation for mental illness which aims to evoke students empathetic understanding of people with mental illness by replicating their psychiatric experience and daily difficulties. Collaborating with e-learning technology experts from the Technology-Enriched Learning Initiative (TELI), mental health experts are creating sets of VR simulation imitating real life symptoms associated with different mental illness including schizophrenic spectrum disorders, autism, depression and social anxiety disorders. With the use of basic VR gear, the students will see through the eyes of people diagnosed with mental illness from a first-person perspective. Students will experience what the patient sees, thinks, and hears during episodes of psychiatric illness, such as auditory and visual hallucinations, and paranoid delusional thoughts or sensory overload. To enhance the VR experience, the simulation also reveals unseen difficulties people with mental health conditions go through, such as discrimination and stigma from the society. This simulation safely exposes students to experiences with clients in a respectful, meaningful, emotionally engaging and interesting way. Basic Google cardboard, a simple affordable paper-made headset for the immersive experience, is employed to create an immersive VR environment for every student in a large class.



Project: The Functional Anatomy Training (F.A.T) to Fit programme

Principal Investigator: Dr Christopher YH SEE, School of Biomedical Sciences (E: drsee2@hku.hk)

Co-investigators: Dr Tomasz S CECOT, Dr Edmond PH CHOI, Dr Sinead SHERIDAN, Dr Parco MF SIU

The project entitled "The Functional Anatomy Training (F.A.T.) to Fit Programme" introduces an innovative pedagogy centred on experiential learning through exercise. It intends to enhance student learning in anatomy through a pilot study of a short interdisciplinary course involving MBBS, Nursing and Biomedical Sciences students.

Each session will use physical exercises as a base to stimulate discussion on functional aspects of anatomy and in-class instruction will use anatomical terminology. Students will feel, observe and demonstrate the details of the underlying structures facilitating these movements whilst getting fit. The course presents a traditional subject in a novel situation, encouraging analytical and problem-solving approaches in line with the University Educational Aims. It also aims to promote student health and well-being through fitness activities and the "exercise-is-medicine" principle.



Dr CW MA

Project: Use of augmented reality to optimise the effectiveness of biomedical education

Principal Investigator: Dr CW MA, School of Biomedical Sciences (E: cwma2010@hku.hk)

Co-investigators: Dr Lap Ki CHAN, Professor YS CHAN, Dr IHY LAM

Augmented reality (AR) has been paradigmatically shifting the mode of e-learning towards virtual experiences embedded in real-world contexts. What are the impacts of AR technology on medical education? In this project, the effectiveness of AR applications in improving the quality of biomedical education was systematically investigated by questionnaire analysis. Educational AR software was used in biomedical science courses taken by undergraduate students enrolled in various programmes. After comprehensive experiences with AR learning, most students expressed that teaching with AR was better than without. They agreed that AR facilitates understanding of knowledge, consolidates memory of lecture content, enhances awareness about abstract concepts, promotes enjoyment in the learning process, and enriches engagement in the course. AR educational software was further developed with extended functions and tailor-made materials for integration into the curriculum, with the aim of maximising the positive outcomes of AR applications in medical education to achieve productive and rewarding learning.



Dr Harry WU

Project: Scaling up learning experience in Medical Humanities using e-platform

Principal Investigator: Dr Harry WU, MEHU (E: hyjw@hku.hk)

Co-investigator: Dr Julie CHEN

This project aims to enhance the learning experience for the existing Medical Humanities curriculum. The programme has been implemented to help nurture the development of medical students as caring physicians who are capable of deeper understanding of the human condition and are thus able to provide better care for their patients as well as for themselves. By 1) moving a part of teaching content online and creating opportunities to "flip the classroom", 2) producing a teaching resource repository to facilitate student-centred learning, and 3) implementing an online magazine to showcase students' reflective works, this project attempts to attract members of the university and the general public who are interested in medical humanities in a broad sense. It also aims to create cross-disciplinary collaboration opportunities for teaching and learning activities.

SPOTLIGHT



Dr Julian TANNER



Dr Julie CHEN



Dr Keith Wan Hang CHIU

Project: A student-led transdisciplinary team project (TTP) to bridge the MBBS Enrichment Year and the Common Core Curriculum: development, delivery and evaluation

Principal Investigator: Dr Julian TANNER, School of Biomedical Sciences (E: jatanner@hku.hk)
Co-investigator: Professor Gray KOCHHAR-LINDGREN

This TDG supports development of the "Transdisciplinary Team Project" – the first Open Platform Course under the Common Core Curriculum (CCC). The course will engage students enrolling from different faculties and disciplines to work collaboratively in teams of 12 members towards a common real-world biomedical challenge goal. The team project will be student-led but closely mentored by teaching faculty through weekly discussions and advisory meetings, both individually and in groups. Students will act in particular roles in the team – some engaged in direct research, others in knowledge exchange with communities, some in the sociology/anthropology of science, some investigating the course as an example of a Social Enterprise, others in service work or in building international collaborations, for example. However, all will be working towards a common goal with a biomedical angle aligned with the Scientific and Technological Literacy Area of Inquiry. In particular, this course may be a useful CCC option for MBBS students in their Enrichment Year. The TDG will help support the development, delivery and evaluation of this new course.

Project: Student in Medical Education (SIME): A pilot project to train students as peer teachers in the medical curriculum

Principal Investigator: Dr Julie CHEN, Department of Family Medicine and Primary Care and BIMHSE (E: juliechen@hku.hk)

Co-investigators: Professor TP LAM, Professor Ivan HUNG, Dr Albert CHAN, Dr Weng Yee CHIN, Dr Christopher SEE

The role of a doctor as an "educator" has been embedded in recognised competency frameworks for undergraduate medical education worldwide. Evidence has shown that developing medical students as peer teachers benefits both the students and the medical school, whereby students can enhance their own learning and develop teaching competency while providing added-value teaching and learning support. Peer teaching is an area of interest for the Li Ka Shing Faculty of Medicine and a planning group has been convened to pursue this. This project aims to pilot test a peer teaching initiative in the core MBBS curriculum and to evaluate its impact and feasibility. From July 2018, students in their 5th year of study (Senior Clerkship) will be invited to join the project as volunteer peer teachers in clinical skills, teaching sessions for 4th year students in the Clinical Foundation Block. Findings from this project will inform peer teaching in other faculties, and will seed subsequent work to examine the potential extended role for students in teaching and learning.

Project: E-learning tools for enhancement of clinical reasoning in undergraduate medical education

Principal Investigator: Dr Keith Wan Hang CHIU, Department of Diagnostic Radiology (E: kwhchiu@hku.hk)

Co-investigators: Dr Elaine LEE, Dr Vine VARUT, Dr Ming Yen NG, Dr Gordon WONG, Dr Michael BOTELHO

Clinical Reasoning is the bedrock of medical practice although it is traditionally acquired via an unstructured approach of interaction with patients and exposure to clinician role models. The aim of this TDG is to develop an e-learning platform to enhance clinical reasoning skills for medical students in a safe environment, at their own pace. Utilising a web-based user interface, students can develop higher order thinking including data-analysis, prioritisation, synthesis of differential diagnoses, and formulation of management plans through carefully structured case scenarios. This will be used in conjunction with other innovative teaching methods such as the "flipped-classroom" to deliver a more experiential and interactive learning environment to facilitate deep learning. Initially aimed to complement junior (MBBS IV) and senior (MBBS V) clerkship tutorials of the MBBS curriculum, this platform will eventually be extended to all years to provide continual and structured explanation of clinical rationale running throughout the medical curriculum.



Dr Maggie CHAN

Project: Experiential learning to enhance Nursing students' situation awareness regarding patient safety

Principal Investigator: Dr Maggie CHAN, School of Nursing (E: chanmk1@hku.hk)
Co-investigators: Dr Janet WONG, Ms Claudia CHAN, Ms Michelle PANG, Ms Dodo CHOW, Mr Edmond CHAN, Dr Jay LEE

The aims of this project are to enhance awareness of situation changes and implement quality care and safe practice by nursing students using simulation-based teaching. Situation awareness is a new area that can improve safe decision-making by nursing students and eliminate unrecognised clinical deterioration to deliver better quality services. The project will adopt the FIRST2ACT (Feedback Incorporating Review and Simulation Techniques to Act on Clinical Trends) programme developed by Cooper et al. (2012). In the FIRST2ACT programme, simulation is used to enhance the knowledge and learning process of nurses through assessment, personal reflective learning, and professional feedback. This project will not only enhance the competence of nursing students in caring for patients, but also provide valuable information to understand the impact of simulation-based education on the improvement of teaching quality in nursing education.

TIPS FOR TEACHERS

Useful resources for medical and health sciences teachers

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

BIMHSE Conference Funding Support

- For conferences in Mainland China or other countries in the Asia-Pacific region: maximum award up to HK\$7,000
- For conferences outside of the Greater China and the Asia-Pacific region: maximum award up to HK\$16,500

For more information, please contact us by e-mail at imhse@hku.hk.

HKU Teaching Development Grants

- The Faculty of Medicine will provide matching funds equivalent to one-sixth of the total project cost for a successful TDG proposal submitted by Faculty members. For more information on HKU TDGs see the website: <https://tl.hku.hk/staff/teaching-development-grants/>

Upcoming TDG applications cut-off date: Friday, December 28, 2018

BIMHSE monographs now available



SPOTLIGHT



Dr Abigail Wright, Part-time Lecturer, Medical Ethics and Humanities Unit
(E: awright@hku.hk)

Dr Abigail Wright is a palliative medicine specialist from the UK. She graduated in 2000 from Edinburgh University. Following medical membership she completed specialist palliative care training in south east London. She also has a master degree in medical ethics from Keele University. Prior to moving to Hong Kong she practised as a palliative medicine consultant for five years, a role that involved multidisciplinary teaching of undergraduates and postgraduates. Since arriving in Hong Kong she has been working as an Honorary Assistant Professor in the Department of Family Medicine and Primary Care of The University of Hong Kong and supporting the teaching of medical ethics for the Medical Ethics and Humanities Unit. Abi's special interests include the ethics of end of life care and the delivery of compassionate care.



Mr Francis Tsoi, Project Officer, BIMHSE
(E: francistsoi@hku.hk)

Mr Francis Tsoi is a Project Officer of connect*ed project. He obtained his Bachelor of Arts and Master of Science (Information Technology in Education) from The University of Hong Kong. Before joining BIMHSE in January 2018 he was involved in various e-learning research and evaluation projects at The University of Hong Kong, Hong Kong University of Science and Technology and Hong Kong Institute of Education (now EdUHK). He is a Microsoft Certified Professional and Certified Microsoft Innovative Educator. Francis has been awarded prizes in multi-media design competitions, such as digital game, website design and animated video competitions.



Ms Joyce Tsang, Senior Research Assistant, Department of Family Medicine and Primary Care and BIMHSE
(E: joycetpy@hku.hk)

Joyce is a dietitian by training, who received her Bachelor in Science (Food and Nutritional Sciences) at the Chinese University of Hong Kong in 2010 and Master of Nutrition and Dietetics at the University of Sydney in 2012. Since graduation, Joyce has been working with the Department of Family Medicine and Primary Care for research in primary care and medical education, with a special interest in qualitative research. Besides academic work, she has been conducting nutrition workshops and cooking classes to low-income families in Tung Chung as part of the Trekkers Family Enhancement Scheme. From December 2017, she joined BIMHSE to help with the newly launched connect*ed project.



Dr Pauline Luk, Lecturer, BIMHSE
(E: pluk@hku.hk)

Pauline received her PhD from the National University of Singapore (NUS) in 2018. Her principal research interests are health communication, especially in alternative medicines; health information seeking; and health policy. She worked on a variety of social justice-oriented health communication campaigns in Singapore. She has taught in a university in Hong Kong and in NUS where she gained experience in teaching communication, public relations, and marketing. Her current role is Project Manager for the project connect*ed, coordinating the cross-institutional initiative aimed at connecting and engaging MBBS undergraduate students and students from EdUHK in a virtual environment. She is mainly responsible for the overall management and administrative work of the project, with development of educational initiatives and research as the key components.

SPOTLIGHT

Recent publications and presentations

Invited Talks

- Chan LK (invited speaker). 2018. Active learning pedagogies in anatomy. In a programme organised by the HKU School of Professional and Continuing Education (SPACE), Institute for China Business.
- Chan LK (invited speaker). 2018. An e-platform for promoting interprofessional team-based learning. TEAL (Technology Enhanced Active Learning) in Tertiary STEM education. Organised by Hong Kong Polytechnic University, June 27, 2018.
- Chan LK (invited speaker). 2018. Breaking out of disciplinary silos - A team-based learning approach. Ajou University, May 21, 2018.
- Chan LK (plenary speaker). 2018. Problem-based learning, Principles and implementation. Publishing in Anatomical Sciences Education (with Dr Tim Wilson). Symposium of Medical Education Research, organized by Jinan University, Guangzhou, China, January 5-6, 2018.
- Chan LK (keynote speaker). 2018. Promoting active learning in gross anatomy laboratory. 61th Annual Conference of Korean Association of Physical Anthropologist, Jeonju, Korea, May 24, 2018.
- Chan LK (plenary speaker). 2018. The use of technology to promote active learning in the gross anatomy laboratory. The 5th International Anatomical Sciences & Cell Biology Conference 2018. Kuala Lumpur, Malaysia, July 24-27, 2018.
- Chan LK (plenary speaker). 2018. The use of technology to promote active learning in medicine. The 2nd International Conference on Digital Medicine. Guangzhou, China, May 25-27, 2018.
- Chan LK (invited speaker). 2018. Will Future Technology Replace the Biomedical Science Educator? The 15th Asia Pacific Medical Education Conference. Singapore, 10-14 January 2018.
- Chen J (invited speaker). 2017. Beyond the e-portfolio: connectivity and communities of learning in a virtual environment Federation for Self-financing Tertiary Education (FSTE), November 24, 2017.
- Chen J (invited speaker). 2017. Development, implementation and preliminary evaluation of a longitudinal programme for early student experiential learning of professionalism Excellent Teachers on Teaching Excellence 2017 Symposium, The Hong Kong Polytechnic University, December 11, 2017.
- Chen J (invited speaker). 2018. connect*ed: supporting connectivity and communities of learning in a virtual environment Learning and Teaching @ EdUHK Festival 2018, the Education University of Hong Kong, May 25, 2018.
- Chen J (invited speaker). 2018. Technology Enhanced Active Learning in Medicine TEAL Mini-symposium, Polytechnic University of Hong Kong, June 27, 2018.
- Chen J (invited discussant). Teaching Excellence Award Scheme: Sharing by award winners CETL, HKU, September 22, 2017.
- Chen J (invited speaker). 2018. Transforming your work in teaching and learning into publishable scholarly output Asia-Pacific Academic Primary Care Group (AAPCG), Hong Kong, June 22, 2018.
- Wong J.Y.H (invited speaker). 2017. Using Rubrics as an Assessment and Debriefing Tool for Simulation Education in Nursing, 2017 Annual Scientific Meeting, Hong Kong Society for Simulation in Healthcare. September 9-10, 2017.

Conference Abstracts

- Bridges, SM, Chan LK. Technology-enhanced medical reasoning: An interactional ethnography. 2017 AERA (American Educational Research Association) Annual Meeting, San Antonio, Texas, April 27-May 1, 2017.
- Chan LK, Ganotice F Jr. Team size and cohesiveness affect achievements of interprofessional teams in team-based learning. Chinese University Medical Education Conference, March 16-17, 2018, Hong Kong.
- Chan LK, Ganotice F Jr, Li R. Team-based learning implemented on paper vs. electronic platform in an interprofessional programme in Hong Kong. Poster presentation in the Ninth Asia Medical Education Association Symposium cum Frontiers in Medical and Health Sciences Education 2017, December 14-16, 2017, Hong Kong.
- Chan LK, Ganotice F Jr. Massive team-based learning for interprofessional education. Influencing Teaching and Learning - Practice Achieving the Ripple Effect, Hong Kong, March 8, 2017.
- Chan LK, Ganotice F Jr. Do team size and team cohesiveness matter in interprofessional team-based learning? The 15th Asia Pacific Medical Education Conference, January 10-14, 2018. Singapore.
- Chen JY, Chin WY. Role of the family doctor: teacher of professionalism. October, 17-21, 2018 WONCA World Conference, Seoul Korea
- Chen JY, Chin WY, Chan LK, Tiwari A, Wong J, Worsley A, Feng YB, Sham MH, Tsang JPY, Lau CS. Stress and its impact on learning: a snapshot of first year health sciences students in the Li Ka Shing Faculty of Medicine. Asian Medical Education Association Conference, The University of Hong Kong, December 14-16, 2017.
- Chen JY, Chin WY, Chan LK, Tsang JPY, Lau WCS. Medical student stress - just how bad is it? Australasian Doctors' Health Conference 2017, September 13-17, 2017.
- Chen JY, Chin WY, Chan LK, Tsang JPY, Lau CS. Stress and its effect on learning among first year healthcare professions students in Hong Kong. Hong Kong Mental Health Conference, Hong Kong Academy of Medicine, November 3-5, 2017.
- Chen JY, Chin WY, Tsang JPY. How medical students attitudes towards professionalism evolve over time. 2018 WONCA World Conference, Seoul, Korea, October 17-21, 2018.
- Chen JY, Tiwari A, Chin WY, Chan LK, Tsang JPY and Lau WCS. The wellbeing, learning attitudes and academic attainment of undergraduate nursing students at The University of Hong Kong. The Hong Kong Nursing Forum, December 18-19, 2017.
- Chen JY, Wu HWJ. The person behind the white coat: Building a medical humanities core curriculum for medical students. Health Humanities Consortium Conference, University of Texas Houston, USA, March 9-10, 2017.
- Chin WY, Chen JY, Yu EYT, Chan KHY. Active learning modalities for learning clinical problem solving in the classroom: Which aspects do family medicine students find most useful? WONCA Asia Pacific Conference, Pattaya, Thailand, November 1-4, 2017.
- Chin WY, Lam TP, Chen JY, Lam CLK. Quality assurance of a new 7-week clerkship in family medicine and community care in the MBBS program at The University Of Hong Kong. 2018 WONCA World Conference, Seoul Korea, October 17-21 2018.
- Chin WY, Wan YF, Chan KHY, Chen JY, Chan LK, Lau CS. The longitudinal outcomes of HKU MBBS students: A 20-year retrospective cohort review. AMEA/ Frontiers Conference Hong Kong, December 14-16, 2017.
- Chin WY, Yu EYT, Chen JY, Chan KHY. What do medical students find useful to help them learn clinical problem solving? AMEE 2017, Helsinki, Finland, August 26-30, 2017.
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1. Chen JY, Wu YH, Chan LC. 2017. Medical Humanities. In Dent, JA; Harden, RM, Hunt, D (eds.), *A Practical Guide for Medical Teachers* (5th ed.), Edinburgh: Elsevier p. 222-229.
2. Kwan SKJ, Chen JY. 2017. Medical Professionalism. In Tan, K (ed.), *Problem-based Medical Case Management*, 2nd edition, Hong Kong University Press.

SAVE THE DATE

Upcoming Events & Activities

Other upcoming conferences in Medical and Health Sciences Education:

Frontiers in Medical and Health Sciences Education 2018 will be held from December 18-19, 2018, in Hong Kong. For details, please visit: <https://www.bimhse.hku.hk/frontiers2018/>

Learn Serve Lead 2018: The AAMC (Association of American Medical Colleges) Annual Meeting will be held from November 2-6, 2018, in Austin, Texas, United States. For details, please visit: <https://www.aamc.org/meetings/347984/upcomingmeetings.html>

1st International Conference on Medical Humanities in the Middle East will be held from November 17-18, 2018, in Doha, Qatar. For details, please visit: <http://qatar-weill.cornell.edu/event/medical-humanities-in-the-middle-east>

EBMA Annual Conference on Assessment in Medical Education will be from November 22-24, 2018, in Braga, Portugal. For details, please visit: <https://www.ebma.eu/conference/>

16th Anniversary of Asia Pacific Medical Education Conference (APMEC) will be held from January 9-13, 2019, in Singapore. For details, please visit: <http://medicine.nus.edu.sg/cenmed/apmec16/index.html>

2019 Annual Group for Research in Pathology Education (GRYPE) Winter Meeting will be held from January 24-26, 2019, in New Orleans, Louisiana, United States. For details, please visit: <http://www.gripeweb.org/annual-conference/>

18th Annual Team Based Learning Collaborative (TBLC) Conference will be held from March 14-16, 2019, in Tampa, Florida, United States. For more information, please visit: <http://www.teambasedlearning.org/conferences/>

2019 World Federation for Medical Education World Conference will be held from April 7-10, 2019, in Grand Walkerhill Seoul, Seoul, Korea. For details, please visit: <http://www.wfme2019.org/>

10th Asian Medical Education Association (AMEA) Symposium will be held from April 12-14, 2019, in Kuala Lumpur, Malaysia. For details, please visit: <https://www.med.hku.hk/amea/>

Learn Serve Lead 2019: The AAMC (Association of American Medical Colleges) Annual Meeting will be held from November 8-12, 2019, in Phoenix, Arizona, United States. For details, please visit: <https://www.aamc.org/meetings/347984/upcomingmeetings.html>

Developing Excellence in Medical Education Conference 2019 (DEMEC) will be held from December 2-13, 2019, in Manchester, United Kingdom. For details, please visit: <http://www.demec.org.uk/>

Ottawa Conference 2020 will be held from February 29 to March 4, 2020, in Kuala Lumpur, Malaysia. For details, please visit: <http://ottawa2020.org/>