



B • I     Bau Institute of  
• M H     Medical & Health Sciences Education  
S E •     鮑氏醫學及衛生教育研究所

**BIMHSE News**

November 2015     Issue 8

## The newsletter of the Bau Institute of Medical and Health Sciences Education

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

### *Highlights in this issue include*

- Inauguration of the Bau Institute of Medical and Health Sciences Education and establishment of the Bau Tsu Zung Bau Kwan Yeu Hing Scholarships
- Recent seminars presented by local and visiting guest speaker
- Research and innovation in medical education and health sciences at our Faculty
- New book launch 'Dissecting the Meaning of Life' by BIMHSE's Dr Lap Ki Chan, Dr Julie Chen and Ms Edith Chan – a collaborative work by BIMHSE and Medical Ethics and Humanities Unit and the School of Biomedical Sciences



# Inauguration of the Bau Institute of Medical and Health Sciences Education

October 22, 2015



Model of the Faculty Learning Commons

The Institute of Medical and Health Sciences Education in the Li Ka Shing Faculty of Medicine has been renamed as the Bau Institute of Medical and Health Sciences Education in recognition of a generous donation of \$100 million from the estate of the late Mr Bau Man Kwong Maurice to support medical and health sciences education at the University.

With the generous gift from the Bau estate, and in honour of his parents Dr Bau Tsu Zung and Mrs Bau Kwan Yeu Hing, three scholarships have been established:

- **The Bau Tsu Zung Bau Kwan Yeu Hing Scholarship** for undergraduate students in the Medical Scholars/ Inter-professional Programme
- **The Bau Tsu Zung Bau Kwan Yeu Hing Springboard Scholarship** for undergraduate students who come from underprivileged backgrounds
- **The Bau Tsu Zung Bau Kwan Yeu Hing Research and Clinical Fellowship** for postgraduate students and clinical trainees

The inauguration ceremony, held on October 22, 2015 in the Exhibition Area of the Li Ka Shing Faculty of Medicine, revealed the unveiling of a new plaque commemorating the naming and showcased a 3-D model of the planned refurbishment of the 2nd floor of the William MW Mong Block to become a Faculty Learning Commons. Mr Bau David Chung Kwong, one of Dr Bau Tsu Zung's sons shared the story of his father's journey from China to become a doctor in Hong Kong, and his achievement in attaining his Doctor of Medicine (MD) from the University of Hong Kong (HKU) which was fondly recalled as one of his best 'red letter days'.

The late Dr Bau Tsu Zung was an alumni of HKU. After finishing school in Medhurst College in Shanghai, he moved to Hong Kong to study medicine, graduating in 1927 with an MBBS and an MD in 1932, the seventh ever MD degree awarded by the Faculty.

The current recipients of the Springboard Scholarships were present at the naming ceremony, with one student sharing his background story and his appreciation for the opportunities which was made possible through the Scholarship.

## RECENT BIMHSE EVENTS



*Dr Jordan Potash*

### Circle of Wholeness and Self-Reflection: Mandala Making for Medical Students and Health Professionals on June 3, 2015.

One of the challenges for medical students and health professionals is to engage in self-awareness. By learning more about their motivations, emotions and stressors, self-awareness can promote empathy, foster meaningful patient relationships, and reduce burnout. Motivated by the work of psychiatrist Carl G Jung, art therapists have made use of mandalas (Sanskrit word for circle) as a tool for contemplation and reflection. When used in ritual settings, mandalas have prescribed patterns. When used for reflection, they lend themselves to a range of imagery that reflects the artist's thoughts and feelings. In this presentation, Dr Jordan Potash shared his experiences of mandala making for medical students at the University of Hong Kong and health professionals in Hong Kong who participated in art-making workshops during which they created mandalas based on their current emotional state. Use of mandala making within a Jungian framework appears to offer an opportunity for medical students and health professionals to reflect on their emotional state and to achieve psychological balance.

#### About the speaker

Dr Jordan S Potash, PhD, is a registered, board certified and licensed art therapist, as well as a registered expressive arts therapist. Jordan is currently an Assistant Professor in Art Therapy at The George Washington University in Washington, DC. He is also an Honorary Assistant Professor in the Centre on Behavioural Health, Department of Social Work and Social Administration, and Department of Family Medicine and Primary Care at the University of Hong Kong. Jordan has collaborated on medical humanities projects by facilitating arts workshops for medical students and health professionals. He is also primarily interested in the applications of art and art therapy in community development and social change, with an emphasis on reducing stigma, confronting discrimination and promoting cross-cultural relationships. Within the American Art Therapy Association, Jordan has served as chairperson of the Ethics Committee and Multicultural Committee and a Book Review Editor for *Art Therapy: Journal of the American Art Therapy Association*. To read more about Jordan and to view his art, please visit <http://www.jordanpotash.com>.



# The challenges of competency-based assessment, and are they necessary?

June 16, 2015



Mr Neville Chiavaroli

**“Competence and competency-based education (CBE) are now integral parts of medical and health professional education, even though the professions – and individual schools – differ in the degree to which they have incorporated its principles into their curricula and education practices. While there can be little argument that CBE aligns well with our expected course outcomes and the aspirations of educators, it also presents many significant challenges, both conceptual and practical.”**

In his presentation, Neville Chiavaroli discussed the key underlying premises of CBE, the implications on assessment practices, how these have changed under the influence of CBE, how they might yet need to change and challenged the audience to consider the extent to which CBE is compatible with the goals in medical and health professional education.

### **About the speaker**

Mr Neville Chiavaroli is a Senior Lecturer in the Medical Education Unit of the Faculty of Medicine, Dentistry and Health Sciences at the University of Melbourne, where his responsibilities include the development and review of assessment philosophy and practices. He originally trained and practiced as a physiotherapist for several years, before completing a Masters of Education and subsequently moving into educational research. He worked for many years at the Australian Council for Educational Research, where he was involved in developing various school and university-based assessments, as well as overseeing the development and production of the Humanities and Social Sciences sections of the medical and health professional selection tests, UMAT and GAMSAT.

## NEW BOOK LAUNCH 'DISSECTING THE MEANING OF LIFE: AN ANTHOLOGY OF ESSAYS ON BODY DONATION'



*"Dissecting the Meaning of  
Life: An Anthology of Essays  
on Body Donation"*

The Education Division of Anatomy in the School of Biomedical Sciences together with the Medical Ethics and Humanities Unit and the Bau Institute of Medical and Health Sciences Education have just published a bilingual book titled "Dissecting the Meaning of Life: An Anthology of Essays on Body Donation" or 《大體大得 —— 遺體捐贈感恩文集》. It was edited by Lap Ki Chan, Julie Chen and Edith Chung, and published by Wheatear Publishing.

The book is mainly a collection of reflective essays written by medical students on their encounter with their first 'patient', the human being whose body they dissect. Students realize that the precious opportunity to learn anatomy on a human body is possible only because a person had willingly decided to donate his or her body after death, so as to enable them to become competent and caring healthcare workers, not for their own benefit but for that of others. These reflective essays, which oftentimes show the transformation of academically oriented students into healthcare professionals who truly understand the impact of their work on the lives of their patients, are powerful statements of how such learning changed their perception on life. Contributors to this anthology also include families of body donors, anatomists and professionals in life education.

***"The book has been short-listed in the 27th Secondary School Students' Best Ten Books Election in Hong Kong in 2015."***

For more information about the book and how to get a copy, see this link:  
<https://www.facebook.com/media/set/?set=a.1026656697432287.1073741836.365768433521120&type=1&l=a4969a3375>.

## SPOTLIGHT

BIMHSE research  
postgraduate student  
Dr Christopher  
See at the forefront of  
research and innovation  
in medical education



To become a doctor, medical students are required to learn a lot of basic sciences, know the meaning of many symptoms and have a good grasp of anatomy. Dr Christopher See (MB BChir Cambridge), a PhD student with the Bau Institute of Medical and Health Sciences Education and the Department of Family Medicine and Primary Care, Li Ka Shing Faculty of Medicine, the University of Hong Kong made use of an empty teaching space in the Pauline Chan Building and designed an experimental ‘Escape Chamber’ game to provide an environment to stimulate student learning through gaming. In the game created by Dr See and his supervisors Prof TP Lam and Prof CS Lau, students are asked to solve multiple medical puzzles, such as identifying a variety of drug names that treat hypertension and determining the consequences of having blood vessels blocked in the heart to obtain clues to proceed through the game and eventually escape from the lab. The project was made possible through a Teaching Development Grant of HKD130,000, and over one hundred and fifty students have participated.

The story behind the Lab Escape game is that some students have been captured and trapped in a laboratory by a wicked professor for experimental drug trials. The students need to solve 8 games, including pairing symptoms with corresponding diseases, identifying the causes of rapid heartbeat, and matching blood vessels to regions of myocardial infarction. In order to complete the challenge, students need to apply what they have learned from lectures and textbooks to solve puzzles. The level of difficulty of the game could be adapted to suit Year 1-3 medical students.

Dr See’s innovative game-based learning activity is one component of his PhD studies which examines medical student attitudes and behaviours towards e-learning and game-based learning in medical education, and has been highlighted in the local newspapers for its innovative approach to enhancing student learning.

To hear more about what Dr See has discovered during his PhD studies, see his 3 minute video on social media in medical education which was one of the three winners of a competition at this year’s Universitas-21 conference in Santiago, Chile:

<https://www.youtube.com/watch?v=D50LPj75u-M&feature=youtu.be>.

## TIPS FOR TEACHERS

Useful links and  
references for medical  
and health sciences  
teachers

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

### **BIMHSE 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 Asia-Pacific region): maximum award up to HK\$16,500

### **BIMHSE 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 BIMHSE, applicants must follow the below research proposal submission procedures to register their research proposals with BIMHSE and receive the endorsement from the Director of BIMHSE 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).**

## SPOTLIGHT

Recent publications  
and presentations

### Conference Presentations and Invited Talks

Chan LK. (Invited speaker) "A Framework for Evaluating Faculty Development Programmes". 12th Asia Pacific Medical Education Conference cum 3rd International Conference on Faculty Development in Health Professions, organized by the National University of Singapore, Feb 5-7, 2015.

Chan LK. (Invited discussant) "Impact of Culture and Context on Faculty Development." 12th Asia Pacific Medical Education Conference cum 3rd International Conference on Faculty Development in Health Professions, organized by the National University of Singapore, Feb 5-7, 2015. "Impact of Culture and Context on Faculty Development."

Lam TP (invited speaker). Roles of a clinical teacher: clinical diagnoses vs educational diagnoses Medical Education Conference hosted by Hong Kong Jockey Club Innovative Learning Centre for Medicine (HKJC ILCM) to be held on February 7-8, 2015

Chin WY and Chen J. (Invited workshop): "Teaching and learning of professionalism in early health professions education" Medical Education Conference, HK Academy of Medicine, HK (Feb 8, 2015)

Tanner, J.A. Developing scientific writing and integrating feedback for undergraduate biomedical students through mimicking the professional journal article review process. 40th FEBS Congress 2015 "The Biochemical Basis of Life". Berlin, Germany. FEBS J 282 (Suppl. 1), 355, P38-007 (awarded best poster in education prize) (Feb 2015)

Chan LK, Bridges S, Doherty I, Ng M, Jin J, Sharma N, Chan NK, Lai HYY. 2015. Mobile devices in PBL. ANZAHPE/AMEA 2015 Conference (Australian & New Zealand Association for Health Professional Educators and Asian medical Education Association), Newcastle, Australia, March 29 – April 1, 2015.

Ho JW, Kwok D, Yip L, Amreen K, Chan LK, Wong NS. Concept testing is used as an assessment method to evaluate effectiveness of instructional strategies. International Conference: Assessment for Learning in Higher Education. Hong Kong, (May 14-15, 2015)

Bevan, S.J., Chan, C.W.L. & Tanner, J.A. Creative and collaborative assessment strategies sustain deep student learning: Evidence from a large introductory biochemical class. International Conference: Assessment for Learning in Higher Education 2015, Hong Kong (May 14-15, 2015)

Chen JY, Tsang JPY, Chin WY, Fung C, Wong C. Simulated patient and family medicine examiner assessment of medical student empathy. Hong Kong Primary Care Conference, Hong Kong College of Family Physicians. May 30-31, 2015.

Ye L, Bridges S, Chan LK. Implementation of Team-Based Learning in Health Science Education: Research Review. The 13th Annual Conference of Communication, Medicine and Ethics (COMET), June 25-26, 2015, Hong Kong

Chen J. (Invited discussant): Teaching and Learning Professionalism in the Undergraduate Curriculum, University of Melbourne (Aug 27, 2015)

Chen J. (Invited plenary): "The Value and Values of Service Learning" Enacting Values in Teaching and Learning Symposium, University of Melbourne (August 28, 2015)

CYH, Lam TP, Lau CS. Digital presentation. 'Critique of social media in health education: issues, challenges, opportunities.' Universitas 21 HSG Conference Medical Education, Santiago, Chile Sept 21, 2015. (Winner of the Video competition for U21 Social Media for Education in Health Project). The winning 3 minute video can be seen: <https://www.youtube.com/watch?v=D5OLPj75u-M&feature=youtu.be>

Ye Liang, Wong NS, Ho JW. Development of a prototype biochemistry virtual laboratory: reflections on the instructional design. International Conference on Education and e-Learning (EeL), Proceedings: 85-90. Singapore: Global Science and Technology Forum Sept (2015)

Chan LK. (Invited speaker). "Interprofessional Learning for Health Professional Students" International Forum on Quality and Safety in Healthcare: Asia 2015, organized by the Institute for Healthcare Improvement and British Medical Journal, Sept 28-30, 2015

Patil NG (Invited speaker) "Listen to end users : Students participation in curriculum planning" 2. Integration of PBL and PBT (Problem Based Teaching) at International Conference on Medical Education (ICME), Oct 16-18, 2015, Istanbul, Turkey.

Patil NG (Invited speaker) Integration of PBL and PBT (Problem Based Teaching) at International Conference on Medical Education (ICME), Oct 16-18, 2015, Istanbul, Turkey.

### Journal Papers

Lu, J., & Chan, L. (2015). Differ in Socio-Cognitive Processes? Some Comparisons between Paper and Video Triggered PBL. *Interdisciplinary*

Journal of Problem-Based Learning, 9(2). Available at: <http://dx.doi.org/10.7771/1541-5015.1495>

Julie Y. Chen, Weng Y. Chin, Colman S. C. Fung, Carlos K. H. Wong and Joyce P. Y. Tsang. Assessing medical student empathy in a family medicine clinical test: validity of the CARE measure. *Medical Education Online*, [S.1.], v. Jul 20, 2015. ISSN 1087-2981.

Weng Yee Chin, Janice Johnston, Cindy Lam, Annie Cheung. A pilot study to identify quality criteria for community-based medical education in Hong Kong. *Asian Journal of Education and e-Learning*. 2014 Vol.2 No.5 (October 2014)

Chan LK, Yang J, Irby D. Application of the One-Minute Preceptor Technique by Novice. Teachers in the Gross Anatomy Laboratory. *Anatomical Sciences Education*. JAN 8, 2015. DOI: 10.1002/ase.1515

Jin, J., Bridges, S. M., Botelho, M. G., & Chan, L. (2015). Online Searching in PBL Tutorials. *Interdisciplinary Journal of Problem-Based Learning*, 9(1). Available at: <http://dx.doi.org/10.7771/1541-5015.1514>

Susanne P. Lajoie, Lila Lee, Eric Poitras, Mandana Bassiri, Maedeh Kazemitabar, Ilian Cruz-Panesso, Cindy Hmelo-Silver, Jeffrey Wiseman, Lap Ki Chan, Jingyan Lu. The role of regulation in medical student learning in small groups: Regulating oneself and others' learning and emotions, *Computers in Human Behavior*, Volume 52, November 2015, Pages 601-616, ISSN 0747-5632, <http://dx.doi.org/10.1016/j.chb.2014.11.073>.

Potash JS, Chen JY, Tsang JPY. Medical Student Mandala Making for Holistic Well-Being. *Medical Humanities* 2015. doi:10.1136/medhum-2015-010717

Bevan, S.J., Chan, C.W.L. & Tanner, J.A. Diverse assessment and active student engagement sustain deep learning: a comparative study of outcomes in two parallel introductory biochemistry courses. *Biochem Mol Biol Edu*, 42(6), 474-479 (2014).

Wong, G.T.C., Jenkins, C.R., Tsang, J.W.H., Chen, J.Y., Chan, L.C. & Tanner, J.A. Use of film to build student empathy and enable reflective thought in a new Medical Humanities programme embedded within the undergraduate MBBS curriculum. 12th Asia Pacific Medical Education Conference, Singapore. *Med Educ*, 49 (Suppl. 2): 3-29, 18 (awarded Finalist prize in the Free Communication Session) (2015)

Bevan, S.J., Chan, C.W.L. & Tanner, J.A. Sustaining deep learning in first year biomedical sciences courses – a quantitative comparative study provides evidence for the benefits of diverse assessment and active student engagement. 12th Asia Pacific Medical Education Conference, Singapore (2015)

Patil, NG; Yip, ALM; Ip, MSM. Pain and joy in implementation of curriculum reform: The University of Hong Kong Medical Faculty Experience. *MGM Journal of Medical Sciences*, 2015, v. 2 n. 2, p. 98-102 How to Cite? DOI: <http://dx.doi.org/10.5005/jp-journals-10036-1051>.

Lajoie SP, Hmelo-Silver CE, Wiseman JG, Chan LK, Lu J, Khurana C, Cruz-→Panesso I, Poitras E, and Kazemitabar M. 2015. Using Online Digital Tools and Video to Support International Problem-→Based Learning. *Interdisciplinary Journal of Problem-based Learning* 8(2).

Chan LK, Bridges S, Doherty I, Jin J, Ng M, Lai H, Chan NK. 2015. 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* 9(1).

### Books and Book Chapters

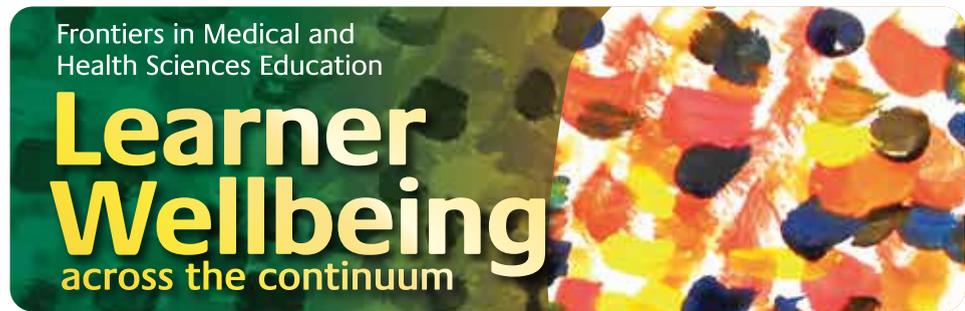
Chan LK, Chen J, Chung E (Eds) *Dissecting the Meaning of Life: An Anthology of essays on Body Donation* 書名: 大體大得——遺體捐贈感恩文集 Publisher 出版社 | Wheatear 麥穗出版有限公司 ISBN | 9789881284198

Doherty I, Chen JY. Mental Health and Perceived Self-Efficacy of Medical Students: Research Findings and Implications for eLearning Support. In: Henning M (ed) *Student Motivation and Quality of Life in Higher Education*. Abingdon, Oxon: Routledge; 2015. p 158-166.

Bridges S, Chan LK, Hmelo-Silver C (Editors). 2015. *Educational technologies in Medical and Health Sciences Education*. Springer.

Chan LK, Bridges SM, Doherty I, Ng M, Jin J, Chan NK, Lai HYY. 2015. How do health sciences students use their mobile devices in problem-based learning? In Bridges S, Hmelo-Silver C, Chan LK (editors): *Educational Technologies in Medical and Health Sciences Education*. Springer.

Hmelo-Silver C, Lajoie SP, Lu J, Wiseman J, Chan LK. 2015. Video as Context and Conduit for Problem-based Learning. In Bridges S, Chan LK, Hmelo-Silver C (editors): *Educational technologies in Medical and Health Sciences Education*. Springer.



## SAVE THE DATE

Upcoming events &  
activities

### Frontiers in Medical and Health Sciences Education Conference: "Learner Wellbeing Across the Continuum"

Date: November 27-28, 2015 (Friday and Saturday)

Venue: Cheung Kung Hai Conference Centre, G/F William MW Mong Block,  
Li Ka Shing Faculty of Medicine, 21 Sassoon Road, Pokfulam, Hong Kong.

Medical, health sciences and health profession students are known to have a high prevalence of distress and poor mental quality of life including sleep deprivation, anxiety, and feelings of social isolation. Such distress in students can impair academic achievement, potentially leading to academic dishonesty, and other adverse outcomes such as substance abuse, decline in physical health and poor self-care. In the longer term, future training, employment prospects and ultimately patient quality of care may be affected. Conversely, good quality of life and student wellbeing has been positively correlated with better academic achievement. To enable students to attain their learning potential, these issues need to be recognized, evaluated, and appropriate interventions put in place to support the learner in difficulty. The focus of this year's Frontiers in Medical and Health Sciences Education conference is to address student wellbeing: achieving better balance between academic and personal responsibilities, supporting students through educational and career transitions, and preparing students for future practice.

For more information, see: <http://www.imhse.hku.hk/frontiers/programme.php>.

### Other Upcoming Conferences in Medical and Health Sciences Education

**APMEC 2016 "Education to Healthcare: Contextualise Learning into Practice – Trends, Issues, Priorities, and Strategies (TIPS)"** will be held from January 13-17, 2016 in Singapore. For more information, see their website:

<http://medicine.nus.edu.sg/CenMED/apmec13/>.

**17th Ottawa Conference and the ANZAHPE 2016 Conference** will be held at Perth Exhibition and Conference Centre, Perth, Western Australia, from March 19-23, 2016. See <http://ottawa2016.com/> for more details.

**The 19th Annual International Association of Medical Science Educators (IAMSE) Conference** will be held in Leiden, the Netherlands from June 4-7, 2016.

See <http://www.iamse.org/> for more details.