



IMHSE NEWS

Issue 6: October 2014

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

Institute of Medical and Health Sciences Education

Welcome to our October 2014 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.

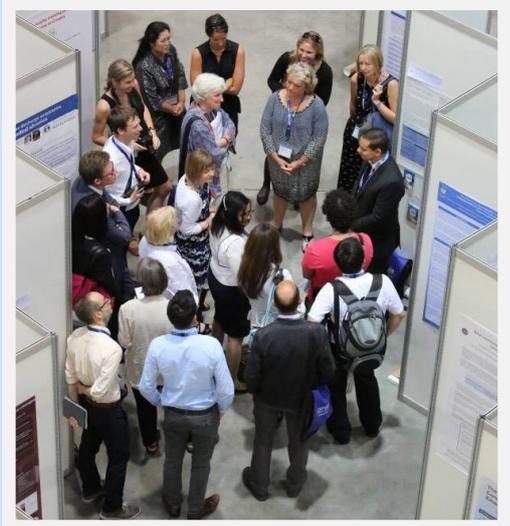
Highlights in this issue include:

- A rundown on key international and regional conferences for medical and health science educators
- Introducing two new modules on PBL and e-learning offered by IMHSE's Certificate Course in Medical and Health Sciences Education ('CIMHSE')
- Research and innovation in medical education at our Faculty — IMHSE research postgraduate students Dr Christopher See and Dr Lilly Wu provide us with updates on the progress and the findings of their projects.
- Recent IMHSE events including: staff development activities, visiting guest speakers Merrill Pauls and Terrence Tan and IMHSE members at the AMEE conference and knowledge exchange activities by IMHSE

GET INSPIRED: ATTEND A MEDICAL EDUCATION CONFERENCE

We all try to attend conferences in our own disciplines to learn something new, to share our research or expertise, to network with colleagues from around the world and to return re-invigorated (or exhausted!) by the experience. As teachers, we are engaged in medical and health sciences education and a step into the world of medical education conferences can be a refreshing and stimulating break from the usual. It may encourage a change in practice, pique a new research interest, or enable collaborations with like-minded colleagues overseas.

One such conference is the **Association of Medical Education in Europe (AMEE) Conference** which is arguably the premier medical education conference in the world. From modest beginnings in 2001, it now attracts over 3000 delegates.



It is a general medi-

Photo from <https://www.facebook.com/AMEE.InternationalAssociationforMedicalEducation>

cal and health sciences conference with plenaries, symposia, workshops, oral and poster presentations, courses for skills training in assessment, medical education research and curriculum development, and also sessions dedicated to PhD papers, innovations in education as well as the popular "fringe" sessions which offer a forum for presenters to share teaching and learning experiences which extend "outside the box."

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NEW MODULES OFFERED FOR IMHSE'S CERTIFICATE COURSE IN MEDICAL AND HEALTH

IMHSE has been offering an on-line Certificate Course in Medical and Health Sciences Education ('CIMHSE') since 2010. CIMHSE is a professional development distance learning certificate course aimed at anyone involved in teaching health professions and health sciences students or who may be involved in training or upskilling healthcare workers. Past participants have included academic teachers who wish to improve their teaching skills and keep themselves updated in recent curriculum reforms, teaching pedagogies and assessments; clinical teachers involved in bedside teaching; healthcare professionals of various disciplines (vets, dentists, nurses, pharmacists) who are involved in staff development and training; as well as administrators involved in course or curriculum design, evaluation and planning. Flexibility in the modules and self-paced completion has been specifically introduced to cater for the busy schedules of our participants.

To keep up to date with best practices in pedagogy, CIMHSE has launched two additional interactive modules now available for enrollment (**see Page 8 for more details**).

Problem-Based Learning.

This module is taught by Dr Susan Bridges and Dr Lap Ki Chan both experienced educators with backgrounds in implementation and coordination of PBL programmes for health professions students. In this module, students will be led through a series of interesting tasks and activities aimed to promote deeper understanding of critical issues in PBL programmes ranging from PBL curriculum design and management, to student learning and facilitator approaches within the tutorial process itself.

http://www.imhse.hku.hk/cimhse/module_pbl.php

Designing Digital Learning.

With extensive experience and backgrounds in e-pedagogical design and learning instruction, module instructors Dr. Iain Doherty and Mr. Steve Roberts provide participants with the basic theoretical and practical skills needed to integrate technology into their teaching. Topics covered range from cloud computing, flipped classrooms and MOOCs to name a few. Participants will have the opportunity to put learning into practice by building their own website to deliver teaching on a subject of their choice.

http://www.imhse.hku.hk/cimhse/module_ddl.php

Dr. Iain Doherty and Mr. Steve Roberts introducing 'Designing Digital Learning', their module on the use of technology and e-learning pedagogies. Their video can be viewed at http://www.imhse.hku.hk/cimhse/module_ddl.php



"One of the great things about e-learning is I can be located anywhere in the world and I can be co-teaching with Steve in Hong Kong. And at the same time, students can be taking the course anywhere and at any time - as long as you have an internet connection!"

Dr Iain Doherty, previously the Director of the e-pedagogical unit of CETL, now based in Australia.



SPOTLIGHT

IMHSE research post graduates Dr Christopher See, Dr Lilly Wong 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 Christopher See (PhD Candidate)

My research is focused on e-learning behavior, culture and practice amongst medical students. This area is poorly understood by medical educators who are often several generations removed, yet play a key role in generating e-learning solutions for our students. The first stage of the investigation was a 4 month in-depth ethnographic study, where I was immersed in the student environment, living amongst them and studying alongside them. Qualitative data on e-learning culture was obtained through participant observation, informal and formal interviews, as well as other primary sources such as photography and social media. Based on the findings of this study, the next project is a TDG-funded game-based learning pilot, where we will use an 'escape chamber' model to create a physical learning environment for small groups of students. We will use this to quantitatively and qualitatively gauge student learning when taking e-learning principles of 'gamification' and applying them in an offline, rather than online, platform. The final stage of will be a quantitative survey on learning culture and behaviour to triangulate with the results of the previous studies and complete the mixed-methods circle of research.



Dr Ying Li (Lilli) Wu (M. Phil candidate)

My thesis examines the effects of Chinese medical terms on patient comprehension of information in a simulated clinical consultation. Doctor's use of medical terms is generally considered to be one of the reasons for patients' poor comprehension of medical information. However, little research has been done on the effects of Chinese medical terms, which are constructed rather differently compared to English medical terms. By manipulating the doctor's use of Chinese medical terms in a simulated clinical consultation, this study investigated the effects of the use of Chinese medical terms on laypersons' comprehension of medical information and their confidence for seeking further information. In addition, laypersons' views on the utility of Chinese medical terms were also explored. The results of the study showed that although no increased comprehension of information and confidence for seeking further information were found, the use of Chinese medical terms did not have significant negative effects either. Moreover, the qualitative results suggested that it might be beneficial to some patients under some circumstances. Therefore, it is important for the medical students in Hong Kong who are trained exclusively in English to prepare themselves with an adequate Chinese medical vocabulary.



GET INSPIRED: ATTEND A MEDICAL EDUCATION CONFERENCE

Continued from Page 1.

The most recent meeting was held Aug 30-Sept 3 in Milan, Italy with the overarching theme of Excellence in Education- the 21st Century Teacher. IMHSE was represented by Professor Niv Patil, Dr Julie Chen and Dr Weng-Yee Chin who attended committee meetings, presented the results of their research work on role models of professionalism and the use of surrogate patients, identified potential guest speakers to visit our Faculty, and discussed the module offered by AMEE for credit in IMHSE's certificate course in medical and health sciences education with counterparts at AMEE.

Some highlights of the conference included the first plenary session which featured Richard Horton, Editor-in-Chief of the Lancet. He gave a passionate and thought-provoking presentation on "Meanings of medicine: the convergence and crises of civilizations" about the challenges in global health and medical education. With a paltry percentage of spending earmarked for educating health care professionals each year, how do we create a system of education that supports sustainable development in the global health care? The second plenary by Lawrence Sherman, a continuing medical education innovator, addressed the hot and contentious topic of technology in medical and health sciences education: "Disruption, Distraction, Diversion or Delight: The



Photos from <https://www.facebook.com/AMEE.InternationalAssociationforMedicalEducation>



Love/Hate Tug of War Between Technology and Medical Education." He took a



humorous approach to outlining the issues which surround the effective use of e-approaches to learning.

Are you curious about why professionalism should not be a competency or whether the long case is actually a valid assessment or if medical student interviews are useful for selecting medical students or how the cartilage model can actually help a rheumatologist make sense of integration or how to effectively learn about global health/biochemistry/building evaluation systems? Topics in medical and health sciences education are diverse and there is bound to be something of interest. Do consider attending a medical education conference in the near future starting with the **East West Alliance Global Symposia at the LKS Faculty of Medicine on Oct 28**, and get inspired! **For more conference ideas read 'Tips for Teachers' section on Page 6.**



RECENT IMHSE EVENTS

Professionalism education and assessment at the University of Manitoba, Canada

Wednesday 11 June, 2014

Co-hosted by IMHSE and the Medical Humanities and Ethics Unit, Dr Merrill Pauls from the University of Manitoba shared their experiences in implementing and strengthening their programme on professionalism during their recent new curriculum renewal. The speaker explained that an important advance in professionalism teaching and assessment has been the introduction of a series of reflective small group discussions that students participate in during their clinical years. Students are assessed on their participation, as well as on reflective writing assignments to build reflective capacity, acknowledge the hidden curriculum, and address issues of depersonalization and moral distress.

Some of the challenges encountered in this curriculum innovation were shared by the speaker including difficulties in producing high-quality multiple choice questions and providing sufficient faculty development for reflective tutors. Another challenge encountered was in providing adequate support for students who experienced distress when completing the reflective writing assignments.



Heart, Action and Outreach: the work of art and empathy as a general aesthetic

Wednesday 4 June, 2014

With a Master's Degree in Theatre Studies and several years' experience in Singapore's professional theatre circuit, Terence Tan established the non-profit entity 'Artsolute' to develop art and creativity for the arena of social development. His work has included producing community theatre shows, organising and coaching volunteer programs, conducting social research, and enabling cultural communications in Singapore and Southeast Asia. With Artsolute, he collaborates with organizations such as My Art Space (Singapore), the National University Hospital (Singapore), Gaia Foundation (Indonesia), and the Vulnerable Youth Development Association (Laos) to further the practice of creativity as a means of community development.



In this sharing session co-hosted by IMHSE and the Medical Humanities and Ethics Unit, Terence Tan shared with his audience his experiences in leading 50 artists and volunteers to administer a series of art workshops for 400 patients in the wards of the National University Hospital. As the lead coordinator of the project, Terence was able to describe several examples of how the teams he had worked with had brought smiles and warmth to the many patients they encountered with drawing and painting, dance, storytelling, and theatre, and how the artists and volunteers also found new meaning in their work.

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 Project Manager Mr Namkiu Chan on email: namkiu@hku.hk or tel: 3917 9217.

Conferences for Medical and Health Sciences Educators

AMEE: Association for Medical Education in Europe Conference
September 5-9, 2015 Glasgow, UK

<http://www.amee.org/conferences/amee-2015>

The conference has something geared towards all levels of experience and interest. Because of the mammoth size of the meeting, some advance planning is necessary to tailor a personal schedule reap the maximum benefit from the multitude of opportunities available to learn. A key feature of this conference is the opportunity to make a short oral presentation of your research poster during a facilitated presentation session within a group of like-themed works.

AMEA: Asian Medical Education Association Conference
"New Directions in Patient-Centred Medical Education"
March 30-April 1, 2015 Newcastle, Australia

<http://anzahpeamea2015.com.au/>

AMEA was founded in 2001 with the LKS Faculty of Medicine, HKU as one of the founding members, and continuing to house the secretariat. Conferences are held every two years and hosted by member institutions in the region. In the coming year, the Australia and New Zealand Association for Health Professional Educators will hold their meeting in conjunction with AMEA. This conference tends to be more focused in scope which allows a greater opportunity to interact with quality speakers and colleagues.

APMEC: 12th Asia Pacific Medical Education Conference
"Enhancing Faculty Development at the Workplace: From Theory to Practice - Trends, Issues, Priorities, Strategies (TIPS)"
Feb 4-8, 2015 National University of Singapore

<http://www.med.nus.edu.sg/meu/apmec12/>

This annual conference has evolved from a focused theme-based conference to become a smaller scale (over 800 participants) version of AMEE. It is a very good conference for exposure to all aspects of medical education including the opportunity to take the same skills-based workshops which are offered at AMEE.

SPOTLIGHTS

RECENT PUBLICATIONS AND PRESENTATIONS

Recent Selected Publications

Chan LK, Sharma N. 2014. Effects of training experienced teachers in the use of the one-minute preceptor technique in the gross anatomy laboratory. *Anatomical Sciences Education* 7(2):124-129.

Lajoie SP, Hmelo-Silver CE, Wiseman JG, Chan LK, Lu J, Khurana C, Cruz--Panesso I, Poitras E, and Kazemitabar M. 2014. Using Online Digital Tools and Video to Support International Problem--Based Learning. *Interdisciplinary Journal of Problem-based Learning* 8(2)

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

Leung GK, Nicholls JM. Effect of clinical context on simulator-based assessment of blood pressure taking - a pilot randomized study. *Med Teach* 2014;36:177-9.

Lau TWZ, Tang GSM, Mak KL, Leung GKK. Moment-specific compliance in hand hygiene. *Clin Teacher* 2014; 11:159-64.

Potash, J.S. & Chen, J.Y. Art-mediated peer-to-peer learning of empathy. *The Clinical Teacher* 2014, 11 (5), 327-331. doi: 10.1111/tct.12157

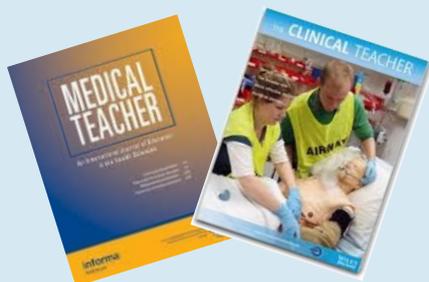
Chen JY, Chin WY, Tsang JPY. Medical Students' Conception of Professionalism: The Impact of an Early Family Doctor Attachment. *Malaysian Family Physician* 2014; 9 (Suppl 1): 28.

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*

Chen JY, Yau L, Loo N, Wong A, Chan LC. Fostering Reflection-in-Action through a Performance Arts Workshop In: Peterkin A and Brett-MacLean P (eds) *Keeping Reflection Fresh*

Wong R, Wong V, Chen JY, Chan LC. Reflective space: The medical library as a mindfulness sanctuary. In: Peterkin A and Brett-MacLean P (eds) *Keeping Reflection Fresh*

Chen JY, Chin WY. Using student feedback to enhance teaching and learning in an undergraduate medical curriculum: The University of Hong Kong experience. In: Nair CS and Mertova P (eds) *Enhancing Learning and Teaching through Student Feedback in Medical and Health Sciences*



EXCHANGE OF BEST PRACTICES

One of the functions of IMHSE is to foster relationships with other medical and health sciences schools through knowledge exchange. Recent exchanges include:

- * Speaker at The First Affiliated Hospital of Guangzhou Medical University, 28 Feb 2014. Title of talk "The integrated PBL medical curriculum at HKU"
- * Speaker at Jinan University, 28 March 2014. Title of talk "An overview of PBL and how it can be applied in a medical curriculum"
- * Speaker at CETL Seminar series, 30 April 2014. Title of talk "Lessons from our own bodies".
- * Speaker in Problem-based Learning (PBL) Training Program, organized by Department of Ophthalmology & Visual Sciences, the Chinese University of Hong Kong, for Shanghai Academy of Health Sciences, 15 May 2014.
- * Speaker at HKU Centre for the Enhancement of Teaching and Learning (CETL) to give a talk on One Minute Preceptor (OMP) in the 'Advanced Teaching and Learning' programme for new teaching staff at HKU, 28 May 2014.
- * Speaker at the Physiology Symposium 2014 & Joint Scientific Conference of The Hong Kong Society of Neurosciences & The Biophysical Society of Hong Kong, 12 June 2014. "Faculty Development for Teaching in the Laboratory Environment".
- * Speaker at Hainan Medical University on medical education in HKU, 11 July 2014. Titles of talks: 1. Trend in medical education reform (国际医学教育模式改革的大趋势), 2. Medical education at The University of Hong Kong (港大医学教育模式及具体做法), 3. Faculty Development at The University of Hong Kong (港大医学教育师资基本要求和相关政策).
- * Speaker at Problem Based Learning (PBL) Program, organized by Department of Ophthalmology & Visual Sciences, the Chinese University of Hong Kong, for academic visitors from Shanghai Institute of Health Sciences (SIHS), 15 July 2014.
- * Speaker at the 18th Congress of International Federation of Associations of Anatomists (IFAA), 9 Aug 2014. "Language in Medical Education in Asia". Organized by Chinese Society of Anatomical Sciences (CSAS). Roles: Chair and invited speaker of symposium in Medical Education in Asia, Australia and New Zealand
- * Workshop at Zhongshan School of Medicine, Sun Yat-Sen University (SYSU) to run a faculty development workshop, 22 August 2014. Title of workshop "Promoting student learning in large and small group setting."
- * Speaker at the International conference of Medical Education 2014, 20 Sept 2014. "Designing Faculty Development Programmes and Evaluating their effectiveness". Organized by Taipei Veterans General Hospital.
- * Invited educator in a series of workshops on faculty training for AO Foundation (AO: Arbeitsgemeinschaft für Osteosynthesefragen): Faculty Education Programme, Feb (HK) & Jun (Shanghai) 2014

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 January 2015****

Website: www.imhse.hku.hk

E-mail: imhse@hku.hk

Mr Nam Kiu CHAN (for course information) tel 3917 9217

Ms Wendy TAM (for enrollment enquiries) tel 3917 9839



October 27-28, 2014 2014 East-West Alliance Global Symposia, HKU Li Ka Shing Faculty of Medicine Frontiers Series:

'MOOCs in Postmodern Asia' (Oct 27, 2014)

'Big Data and Precision Medicine' (Oct 28, 2014)

Supported by Li Ka Shing Foundation; Organized by HKU on behalf of the East-West Alliance (EWA); Co-organized by London School of Hygiene and Tropical Medicine (LSHTM) and China Medical Board (CMB).

For more information and registration visit:

<http://www.med.hku.hk/ewa2014>

These flagship Global Symposia aim to foster knowledge exchange and collaboration around two key developments that have the potential to revolutionise education and clinical practice. They deal with the massive and the big – Massive Open Online Courses (MOOCs), and Big Data and Precision Medicine. But ultimately they hold the prospect of offering a more individualised education for the student and personalised care and treatment for the patient.

Prof Gabriel Leung, Dean,
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