Mission of the IMHSE

The mission of the Institute of Medical and Health Sciences Education (IMHSE) is to promote excellence, professionalism, innovation and collaboration (EPIC) in medical and health sciences education.
In quest of excellence – this is the fine tradition of the Faculty of Medicine of the University of Hong Kong. We live out this spirit inherited from our predecessors not only by responding to changes, but leading changes, and making breakthroughs one after another. With insight and determination, we introduced a timely reform of our medical curriculum in 1997. The main objective of the reform is to meet the challenges of the fast changing health-care delivery as well as social and ethical conditions in the new epoch of biomedical and technological advancement.

Over the past few years, we have developed coherent organizational structures for curriculum management, assessment and quality assurance, and have made very substantial efforts to promote staff development and scholarship of medical education. The experience acquired throughout the years has inspired us to establish a higher-level entity that attracts more resources, and encompasses greater scope and capacity for further development. This is our Institute of Medical and Health Sciences Education (IMHSE). It gives the Faculty a more prominent profile in education, and it also serves as a launching platform for our strategic move to become one of the leading institutions in the global medical education community.

Medical and health sciences education, unlike other disciplines, is very vulnerable to being overlooked for other more rewarding and pressing commitments of the medical and healthcare professionals, such as research and clinical services. We must not forget, however, that teaching is the primary reason that justifies the existence of a medical school. It is vital that we have a visible mechanism with strong infrastructure to protect and promote quality education. In conjunction with addressing our own needs, the IMHSE will also serve as a significant consultancy for local and regional institutions by providing expertise and support in multiple aspects of education.

The establishment of the Institute of Medical and Health Sciences Education (IMHSE) epitomizes the commitment of the Faculty to strive for excellence in education, and through which to fulfil its mission as a medical school to nurture the best people for the benefit of mankind.

Professor SK Lam
Dean
Faculty of Medicine, The University of Hong Kong
Role of the IMHSE

The IMHSE is established as a sub-division of studies and learning of the University of Hong Kong under the Faculty of Medicine. Officially inaugurated in October 2004, the IMHSE replaces the ‘Medical Education Unit’ of the Faculty which was established in 1999, to support the strategic development of the Faculty in medical and health sciences education.
Five core programmes will be launched under the auspices of the IMHSE. They are:

- Professional development of educators and clinicians
- Research and development in medical and health sciences education
- International partnership
- China partnership
- Effective transition and student support

“A teacher affects eternity; he can never tell where his influence stops.”

*Henry B. Adams*
The shift in paradigm from that of teacher-centred to student-centred in medical education has brought up the importance of enhancing the professional development of doctors, nurses and basic scientists as educators. Through providing staff development programmes focusing on different aspects of education, the IMHSE offers assistance to faculty members in their development into effective teachers in the advent of new teaching pedagogies and the rapid proliferation of multi-media resources and technology.

‘Teach the Teacher’ Programme

‘Teach the Teacher’ programme can be pitched at different levels of sophistication and takes different formats – from forums and seminars to case study and even one-to-one customized mentoring. It comprises workshops on the design and delivery of effective lectures, teaching and learning in a small group setting, such as Problem-based Learning (PBL) tutorials and PBL-in-the-ward, case-based teaching, and use of educational technology.

Assessment influences learning. It is therefore important to develop reliable and valid methods of student assessment that should relate to the instructional methods and reflect the learning outcomes and competencies that students are expected to achieve. Faculty members will find it particularly useful to attend workshops on topics like writing effective

“The whole art of teaching is only the art of awakening the natural curiosity of young minds for the purpose of satisfying it afterwards.”

Anatole France
questions, using case presentation, portfolio evaluation, stimulations and standardized patients, and reflective exercises, etc. for the assessment of knowledge, skills, clinical reasoning, attitudes and values of the student.

Resident (Medical Officer) Teaching Development Programme

Residents/medical officers are often the primary teachers of interns and medical students in the teaching and network hospitals, but they are seldom given any formal preparation.

“\[ \text{I hear and I forget. I see and I remember. I do and I understand.} \]\n
Confucius
It is a global trend for medical schools to establish regional and international collaborations and partnerships for the pursuit of high quality medical and healthcare education by means of sharing learning resources and developing innovative projects. The Faculty has been actively participating in various collaborative initiatives. It is the founding member and the secretariat of the Asian Medical Education Association (AMEA), a member of the Association for Medical Education in Europe (AMEE), the Association for the Study of Medical Education (ASME) and the Universitas 21 Group of medical schools, and a partner of the International Virtual Medical School (IVIMEDS) project and the Hong Kong International Consortium for Sharing Medical Student Assessment Banks. It is also represented at the annual meeting of the Association of American Medical Colleges. In terms of partnership with individual medical schools, the Faculty has entered into collaboration agreements with many leading institutions around the world. While the Faculty rules on the overall policy and direction of collaborations, the IMHSE functions as the operating unit that plans, coordinates and monitors input from the Faculty to all these partnerships, and ensures that the collaborations will emerge to be meaningful and beneficial to the Faculty and the partners concerned. By organizing regional and international meetings, conferences and workshops on medical and health sciences education on a regular basis, the IMHSE aims to establish a prominent presence of the Faculty and the University in the international community of healthcare education.
for teaching. Through a multi-specialty teaching skill course, residents/medical officers are provided with practical and generic teaching skills that are adaptable to the needs of any specialty. Faculty members are also trained to teach the residents/medical officers in their own specialties so that the programme can become self-sustaining in the long-run for their own staff.

**Leadership in Medical Education Programme**

The Faculty is one of the first medical schools in the Region that undertook fundamental reform in medical education. On the basis of the Faculty’s experience and its connections with other forerunners of reform in other parts of the world, the IMHSE will offer a ‘Leadership in Medical Education
Programme’ to staff with major responsibilities in education to develop their own strategies for leading and managing reform in their own institutions.

**Individual Mentoring Programme**

The IMHSE offers individual consultation to faculty members on teaching skills, presentation skills and skills to interact with students, etc. Mentoring is provided for new teachers, or upon the request of faculty members for assistance, or to remedy unsatisfactory performance of a staff after evaluation. The IMHSE also helps putting in place a multidimensional evaluation system combining student evaluation, peer review and self-assessment on the effectiveness of teaching of academic staff in the Faculty.

**Continuing Medical Education (CME) for Clinicians**

It is an obligation of the Faculty to the professional fraternity by presenting new knowledge and skills for application to healthcare service and education, and a more unified organization helps consolidate the Faculty as a centre of excellence and professionalism in postgraduate education. The IMHSE has great potential to develop into the designated unit that coordinates the provision of CME programmes offered by the departments of the Faculty, and promotes the courses to the healthcare professionals.
Research and Development in Medical and Health Sciences Education

Research in medical and health sciences education plays a pivotal role in enhancing curriculum development and promoting good practice. A major function of the IMHSE is to train and facilitate faculty members to engage in scholarship in medical and health sciences education as well as curricular and teaching innovations, through the following avenues:

- To evaluate current trends, research and innovations which promote ‘good practice’ through regular discussions, educational seminars and related academic activities
- To arrange visiting professors, research fellows in healthcare education to engage in scholarly exchange and to synergise with faculty members to formulate research projects
- To assist faculty members in submitting grant proposals for education research
- To initiate and coordinate publications on healthcare education by faculty members

“Education is a progressive discovery of our ignorance.”

William J. Durant
The Faculty accords high priority to building up strategic partnership with medical schools in China that share with us the same aspiration in medical and health sciences education, and overseas institutions that have similar interest in collaborating with medical schools in China. Various programmes organized by the IMHSE for professional development, in particular the ‘Teach-the-Teacher’ courses, ‘Leadership in Medical Education’ training courses, and teacher attachment programme at HKU, can be made available to the faculties of our strategic partners at combinations and in formats that best meet their needs.

It is a target of the IMHSE to foster the role of the Faculty as the resource centre for teaching programmes offered to students from the partner schools in China, such as PBL sessions and clinical teaching conducted at their schools, lectures and seminars delivered through teleconference, as well as short term courses, elective modules and summer programmes undertaken at HKU.

“You cannot teach a man anything; you can only help him to find it for himself.”

Galileo Galilei
Effective Transition and Student Support

Students admitted to the Faculty are heterogeneous in their academic background, and all of them have to undergo transitional adjustments to the new and demanding medical school environment. The Programme for Effective Transition and Student Support (PETSS) aims to build a philosophy of excellence, leadership and professionalism amongst our students, with a focus on enhancing personal wellness (including personal, occupational, environmental, spiritual, emotional, intellectual and social wellness). The objectives of PETSS are to provide leadership development and support to students from admission up to graduation or pre-registration (for the professional degrees) in order to foster a comprehensive development of their intellectual and personal strengths.

The IMHSE will organize a series of activities to fulfill the objectives of the programme:

1. Leadership Programme: covers functions that target development of knowledge and skills in decision-making, strategic planning, crisis management, effective communication, presentation skills and creative thinking. Activities include for example leadership development workshops, seminars, lectures by community leaders and student-initiated leadership projects.
2. Student support: covers functions that serve to enhance wellness and collegiality of our students, including providing individual student support in a timely and proactive manner for students in distress, buddy scheme, career advice and group work with new students in the Orientation Week.
The IMHSE is under the leadership of a team of academic staff of the Faculty experienced in medical and health sciences education.

Director

Professor Mary SM Ip
MBBS, MD, FRCP, FHKCP, FHKAM (Medicine)
Associate Dean (Education and Student Affairs)
Chair Professor, Department of Medicine

Deputy Director

Dr Niv G Patil
MBE, MBBS, MS, FRCS, FCSHK, FHKAM (Surgery)
Assistant Dean (Education and Student Affairs)
Associate Professor, Department of Surgery

Programme Directors

Professional development of educators

Dr John M Nicholls
MBBS, FRCPA, FHKCPath, FHKAM (Pathology)
Associate Professor, Department of Pathology

Professor CS Lau
MD, FRCP, FHKCP, FHKAM (Medicine)
Professor, Department of Medicine
Research and development in medical and health sciences education

Professor LC Chan
MA, MBBChir., PhD, FRCP, FRCPath, FHKCPath, FHKAM (Pathology), FHKAM (Medicine)
Chair Professor and Head, Department of Pathology

Dr TP Lam
MBBS, MFM, PhD, FRACGP, FHKAM (Family Medicine)
Associate Professor, Family Medicine Unit, Department of Medicine

International partnership

Dr Niv G Patil

Dr Sophia SC Chan
Med, PhD, RN, RSCN
Assistant Dean (External Relations and Fund Raising)
Head, Department of Nursing Studies

China partnership

Professor Mary SM Ip

Professor YS Chan
BSc, PhD, CBiol, FIBiol, FRSH
Professor, Department of Physiology

Dr Annie NY Cheung
MBBS, MD, FRCPath, FHKCPath, FHKAM (Pathology), FIAC
Assistant Dean (Education and Student Affairs)
Associate Professor, Department of Pathology

Effective transition and student support

Dr Josephine GWS Wong
MBBS, MA, MRCPsych, FHKCPsych, FHKAM (Psychiatry)
Assistant Professor, Department of Psychiatry

Dr MH Sham
BSc, MPhil, PhD
Assistant Dean (Research Affairs)
Associate Professor, Department of Biochemistry
The IMHSE Team

**Consultants**

**Professor Felice Lieh-Mak**  
CBE, JP, MD, LAH, FRCPsych, FRANZCP, FHKAM (Psychiatry)  
Honorary Clinical Professor,  
Department of Psychiatry

**Professor NK Leung**  
BBS, MBE, JP, MBBS, FHKAM (Paediatrics), FHKCPaed,  
Hon. FRCPCH, Hon. FAAP, FRCP, DCH  
Honorary Professor, Faculty of Medicine

**Honorary Advisors**

**Professor SP Chow**  
JP, MBBS, MS, FRCS, FACS, FHKAM (Orth)  
Chair Professor, Department of Orthopaedics and Traumatology

**Dr David J Johnston**  
BA, MEd, PhD, FSEDA  
Director, Centre for the Advancement of University Teaching  
The University of Hong Kong

**Dr Walton WT Li**  
MD, MCPs, FCOphth HK, FHKAM (Ophthalmology)  
Honorary Clinical Associate Professor, Faculty of Medicine  
Deputy Medical Superintendent,  
Hong Kong Sanatorium Hospital Limited

**Professor Judith Parker**  
RN, BA, PhD  
Visiting Professor, Department of Nursing Studies

**Dr David K Smith**  
BSc, MA, PhD  
Assistant Professor, Department of Biochemistry  
BSc in Bioinformatics Programme Coordinator

**Professor Grace WK Tang**  
JP, MBBS, FRCOG, FHKAM (O & G), FHKCOG  
Professor, Department of Obstetrics & Gynaecology

**Professor Tong Yao**  
BTCM, MMed, DMed  
Director, School of Chinese Medicine

**Dr WS Wong**  
MBBS, FRCP, FHKCP, FHKAM (Medicine)  
Honorary Clinical Associate Professor, Department of Medicine  
Consultant, Department of Medicine, Queen Mary Hospital
Apart from the core members, the IMHSE is assisted by full-time and honorary teachers of the Faculty, as well as other specialists in education within and outside the University in the delivery of its programmes. The team includes teachers who have demonstrated competence in curriculum development and management, or have a track record of excellence in teaching (such as recipients of University Teaching Fellowship and/or Faculty Teaching Medals), and clinical psychologists and professional counsellors specially recruited to help with the Programme for Effective Transition and Student Support.
“The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires.”

William A. Ward