

Project Title : Standardizing Clinical Education Assessment of Chinese Medicine through the Internationalization of a Practicum Internship Program

Leading University : Hong Kong Baptist University

Participating UGC-funded University(ies) : The Chinese University of Hong Kong, The University of Hong Kong

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Higher education of Chinese medicine (CM) used to foster the learning of CM practitioners as general practice. However, time is not sufficient for students to be trained in-depth in specific specialties. Under the scheme of 3-3-4, CM education has been enhanced from a 5-year to a 6-year curriculum. In order to better utilize the additional learning hours, the curriculum of clinical internship will be redesigned to incorporate specialty training to enhance students' clinical competency through effective assessment.

The design of specialized clinical internship (SCI) program is going to complement with the shortfall of traditional internship. It is aimed to improve the internship program of CM by setting up a systematic and effective assessment standards focusing on clinical skills and whole-person generic skills. The assessment standards will be developed and validated by the CM Schools in Hong Kong (HK) as well as by overseas CM universities.

There are four phases in this project: (1) development of a pilot SCI and setup the assessment; (2) refinement of SCI and its assessment; (3) full-scale SCI implementation and wider application of the standardized assessment; and (4) adoption of HK SCI and assessment model in overseas CM universities.

The assessments mainly include two areas, clinical skills and whole-person generic skills. Both parts will be assessed face-to-face and online. Regular communication

between students, instructors and teachers from the local universities throughout the program will be carried to fine-tune the assessment. Focus groups will be formed by HKBU, CUHK and HKU individually and jointly to revise and finalize the SCI program.

By completing the whole SCI program, CM students should be able to share their knowledge in a CM specialty and making ethical decisions. The impact of this project should be life-long professional self-development. As most of CM students may become clinical practitioners, this positive impact may be shown to their colleagues and then the larger CM community. Also, the CM assessment will facilitate the communication and standardization of CM specialties and clinical skills in Asia.