

Project Title : Enhancing Orthopedics Curriculums in Chinese  
Medicine Education by Bringing Theory to Practice

Leading University : Hong Kong Baptist University

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

Project Leader(s) : Dr TU Feng, Principal Lecturer, Teaching and Research Division, School of Chinese Medicine, Hong Kong Baptist University

### **Summary of Proposal**

“The great aim of education is not knowledge but action.” – Herbert Spencer.

To improve the quality of teaching and learning is the essential concern of medical education. According to the learning pyramid theory, “learning/practice by doing” is one of the most effective pedagogies. This project provides Chinese Medicine (CM) students with opportunities to apply what they learn through serving the elderly and meet the needs of Hong Kong community. With her aging population, bone and joint disease is very common among the elderly in Hong Kong. By establishing a professional research and service network of orthopedic traumatology in Hong Kong, a learning and service platform can be provided for the community. By educating and improving the health condition of community members, the incidence of falls and related injuries may be reduced, and the resulting burdens to family and society may also be reduced.

This service learning network on orthopedic health care also provides CM students with the opportunity to apply their knowledge for practice in an authentic context, which may enhance their professional skills and sense of social responsibility as CM practitioners.

The flipped learning experience of this project allows students to select appropriate online resources to prepare for the specific problem/topic to address in their service learning activities. Students would also collect various types of health data (such as health measures, medical histories, and video-taped interviews) from the elderly to setup an online database of teaching and learning materials.

## **Summary of Final Report**

With the joint efforts of the Chinese Medicine (CM) schools of three Hong Kong universities (HKBU, CUHK and HKU), the project provided students with service-learning opportunities to apply what they have learned in the orthopedics curriculum to authentic practice, enhancing their professional skills and sense of social responsibility as CM practitioners.

The team successfully integrated service-learning and the flipped-classroom approaches in the orthopedics curriculum. At HKBU and CUHK, approval was received to integrate service-learning formally into the courses. Post-service reflection and ePortfolio have become course assessments and CM teachers, practitioners and social workers all have a role to play in assessing students using standardized rubrics. Senior CM students at HKU voluntarily served as tutors taking charge of recruitment in the co-curricular activities. Flipped-classroom was also introduced to support service-learning adoption with effective strategies identified to support students outside the classroom. They include a tailor-made mobile app, development of non-reading materials (e.g. demonstration videos of treatments and diagnosis), and a database with student-generated online materials (e.g. case analysis, ePortfolios and question bank). The involvement of over 30 experienced CM practitioners who supervised students providing feedback and facilitating post-service reflections also contributed to teaching and learning effectiveness.

This project also established a Service-learning Network in Hong Kong which is highly sustainable. The three universities, CM associations and Non-Governmental Organisations/community centres jointly offered over 1 300 sessions of services to the elderly who reported pain records in neck/knee/back but were not eligible to receive immediate treatment from the public medical service (i.e. relatively “invisible”). Health care education seminars, consultations, treatments and home visits were organized in five districts. The establishment of this network helped identify the needs of the target groups and reorganize available resources for them. The network also drew the attention of a few commercial companies that agreed to sponsor medicine for the elderly.

The service-learning aspect of this project emphasized cultivation of students' professional skills such as clinical skills and empathy, as well as their role as doctors. Students learned to serve and appreciate the support and trust from the elderly. The experience enhanced students' civic awareness and enabled them to reflect on the role of Chinese medicine in promoting community health. The mutual support and trust

among the various stakeholders developed through the project will continue to inspire participants to sustain the network and the collaboration to further benefit the community.