

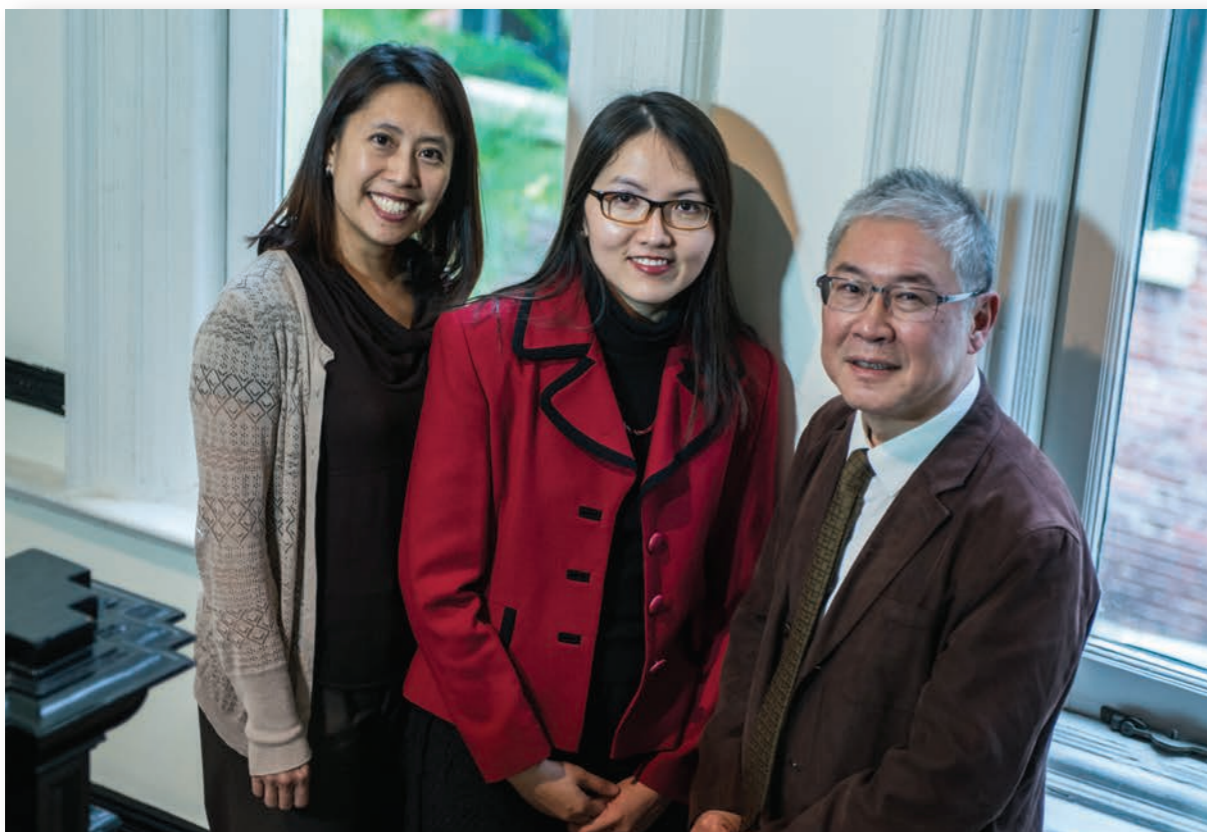
From right: **Professor CHAN Li Chong 陳立昌教授**
 M B Lee Professor in the Humanities and Medicine 李文彬基金教授 (人文醫學) (Leader),

Dr Janice TSANG Wing Hang 曾詠恆醫生 and

Dr Julie CHEN Yun 陳芸醫生

Li Ka Shing Faculty of Medicine 李嘉誠醫學院

for 'A Medical Humanities Core Curriculum: Engaging Medical Students through Experiential Learning'



Our Medical Humanities programme was conceived in recognition of a gap in the existing curriculum which, like many medical school curricula, was predominantly focussed on the biomedical and the technological advances at the expense of the 'human side' of being a doctor. One approach to nurturing such attributes, to complement biomedical knowledge and clinical skills, is through the study of humanities in medicine or medical humanities. Unlike medical humanities programmes that are currently offered overseas which are optional or which cover only one semester / module a year leading to gradual loss of its desired outcomes, we have been able to implement a longitudinal, core Medical Humanities programme that is bold but carefully thought out in curriculum design, teaching delivery and assessment methods.

Our teaching philosophy is based on the creation of a safe, encouraging learning environment in which students engage in constructive learning supported by teachers who are seen as facilitators of learning and who are accepted as partners in the learning process.

We believe that innovations in pedagogy *i.e.* curricula design and innovation, new formats of teaching, learning and assessment should not only drive our students to gain the capacity for greater awareness, self-reflection and transformation but also lead students to 'connect the dots' between disparate pieces of information which may appear to be unrelated and promote critical thinking to bring clarity to issues or conditions that appear uncertain or ill-defined. We feel it is critical to engage the student in the learning process through experiential workshops, in reflective writing and creative output which reflects the growth and development of student learning and a synthesis of the meaning of the Medical Humanities curriculum and its relevance for medical training.

We wish to dedicate this Award to our numerous colleagues, community partners and advisers, past and present, whose enthusiasm and dedication continue to drive this initiative forward, and especially to our students with whom we are sharing this journey.

STUDENTS' WORDS OF APPRECIATION

The work that Professor Chan, Dr Chen and Dr Tsang have done for us is exceptional in the fact that it defies, yet enhances, our medical curriculum. The things we learn about in the conventional curriculum – anatomy, physiology, microbiology – they enable us to pass the examinations, and to treat the patient. However, I believe that medicine is more than that. Were it not for medical humanities, I have a feeling we would be unhappy with our lives as medical students (and eventually, doctors) and our future patients would be unhappy with our lack of heart and humanity in treating them.

The Medical Humanities team also enabled us to break the age-old stereotype that medicine is a science, and the people who go in are from the left-brained 'science' part of the population. Personally, I am not fond of science – theories can be dull at times, and the syllabus at times is nothing but pure science. Medical humanities, however, lets us to be creative and to engage the 'art' side of medicine. It saved the creative writer and the poet in me. Through the work of the team, I was convinced that the emotion and passion emerging from the collision of art and science, that is medicine. The chemistry between doctor and patient, the touching together of lives, that is what healing is about, and that is what I learnt through the Medical Humanities team.

Joy Melody KWONG
 MBBS, current student