



# ACADEMY *FOCUS*

OCTOBER 2024





## ACADEMYFOCUS

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## Submissions

In future issues, **academyfocus** may feature work submitted by Fellows, for example, conference or seminar reports, book reviews, or photographs. If you would like to share your work in **academyfocus**, please contact the Editorial Board at [focus@hkam.org.hk](mailto:focus@hkam.org.hk).

All submissions are subject to editorial review and approval. Information supplied, whether or not included in **academyfocus**, may be posted on the Academy website.

## Deadline

The deadline for contributions for the January 2025 issue of **academyfocus** is 1 December 2024. Please send any submissions by e-mail to [focus@hkam.org.hk](mailto:focus@hkam.org.hk).

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# WELCOME MESSAGE



**PROF. GILBERTO KA-KIT LEUNG**  
**PRESIDENT, HONG KONG ACADEMY OF MEDICINE**

*Dear Fellows and colleagues,*

The Medical Education Conference 2024, under the theme “Innovation & Technology of Medical Education”, was held successfully on 7 September with over 370 participants, promoting collaboration and innovation in healthcare education and practice.

Recently we have successfully secured two significant project fundings from the Hong Kong Jockey Club (HKJC) and the Government, amounting to over HK\$90 million and reflecting the quality of work the Academy had been doing over the years. I extend my gratitude to HKJC and the Government for their unwavering support for the Academy.

The HKJC funding aims to transform the existing HKJC ILCM to the Jockey Club Institute for Medical Education and Development (JCIMED), enhancing its roles in addressing our future needs, as identified in the Position Paper on Postgraduate Medical Education renewed in 2023, covering a range of initiatives from Competency-Based Medical Education (CBME), Faculty Development, to CME/CPD and Quality Assurance.

The 5-year funding from the HKJC will support the enhancement of existing facilities, replacement of simulation equipment and enhancement of IT platform and software, increment of headcounts, capacity building in professionalism and ethics, delivery of various training programmes (e.g., BMEC, LOL, WBA), and integrative technological innovation in healthcare, (e.g., training for use of AI in healthcare). The JCIMED is targeted for commissioning in November.

The 3-year funding from the Government is intended to support development in Professional

Qualifications and Standards (PQS). The funding features dedicated support for the processing of PQS-related matters; further support to our Educationist and Education Office (e.g., review of Colleges’ training curricula and examination and assessment methods); further development of online learning platform / enhancement of effectiveness of CME/CPD administration; resources for developing training materials / organisation of workshops / seminars, etc, in medical professionalism and ethics; addressing the rapid development of AI and its applications (e.g., promulgation of best practice guidelines); and last but not least, our ongoing initiatives for promotion of doctors’ well-being.

The Academy’s newly formed football team, AMFC / 醫專足聯, aims to promote well-being and strengthen fraternity among Fellows and trainees through regular activities and friendly matches. Led by Captain Dr. Matthew Tsui with Vice-captains Dr. William Chan and Dr. Fergus Wong, the team recently secured victories in the first two matches against the Chinese International School Alumni (8 June) and 南區康體舊生會 (21 August). Despite a loss in another match against HKUMAA on 29 September, our 4 × 100m mixed relay team won second runner-up at the HKUMAA 25<sup>th</sup> Anniversary Family Sports and Fun Fiesta on the same day.

Do not miss out on two captivating Feature Articles in this issue of *academyfocus*. The first article presents insights from our newly appointed assistant educationists, Dr. Ping-tak Chan, Dr. Yu-fai Choi, and Dr. Chi-ngong Chan on medical education and curriculum development. Another article by Dr. Wing-cheong Leung presents the results of a recent survey enhancing social and well-being initiatives, with responses from over 2000 Senior Fellows.

If you have any comments or suggestions, or if you would like to contribute to the **academyfocus**, please contact the Editorial Board at [focus@hkam.org.hk](mailto:focus@hkam.org.hk).

# FEATURE ARTICLE: DRIVING PROGRESS IN MEDICAL EDUCATION: INSIGHTS FROM THE ACADEMY'S ASSISTANT EDUCATIONISTS



DR. YU-FAI CHOI



DR. PING-TAK CHAN



DR. LAWRENCE CHAN

The Academy recently appointed three Assistant Educationists, Dr. Yu-Fai Choi, Dr. Ping-Tak Chan, and Dr. Lawrence Chan to enhance medical education. They share their reasons for taking on this role, their hopes for healthcare training, and how technology influences learning. They also discuss challenges and ways to improve teaching quality through teamwork and training for instructors.

## What motivated you to take on the role of an Assistant Educationist, and what is your vision for the future of medical education in Hong Kong?

Education, service, and research are vital pillars for healthcare development. However, postgraduate medical educators in Hong Kong lack full or partial pay, slowing medical education progress and hindering local advancement. My role aims to highlight the critical role of clinical education in postgraduate and post-fellowship sectors, encouraging increased investment in this lucrative field. I am glad that the Academy is taking a positive step by appointing education personnel to initiate progress in this area.



I had the opportunity to review the Hippocratic Oath during my study in Master in Medical Education. I found that there is an element in the Oath that is not well practised: the element is teaching or facilitate learning of the new generation of doctors. My vision is that every physician will take part in effective teaching of the next generation of medical practitioners.



I am honoured to contribute to medical education as an Assistant Educationist. Inspired by innovative teaching at the Academy, I pursue a Master of Clinical Education. With Dr. HY So's mentorship and collaboration with Dr. YF Choi and Dr. PT Chan, I am eager to apply my knowledge practically. I envision a future emphasising competence and adaptability in medical education, advocating for competency-based medical education (CBME), workplace-based assessments, and structured feedback to foster reliable healthcare professionals and keep our system responsive to evolving needs.



## How do you see technology, such as AI and digital platforms, impacting the delivery and effectiveness of medical education?

The Fourth Industrial Revolution is reshaping medical education. Since the pandemic, we have seamlessly integrated online learning and digital platforms, acknowledging their value in providing convenient access to resources, personalised learning experiences, and global collaboration. With rapid advancements in artificial intelligence, technology is set to play a more pivotal role. AI-powered simulations can offer realistic clinical scenarios for trainees, enhancing practice without risking patient safety. In the near future, trainees may sharpen skills through augmented reality simulations, while trainers offer guidance within the metaverse. Educators must adapt proactively to this evolving landscape for effective programme delivery.



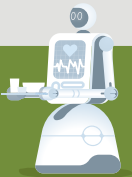
New technologies are always fascinating, driving enthusiasts crazy with their marvellous potentials. We all benefit significantly from these advancements. I embrace e-learning and incorporate various technologies into my teaching to enhance learning outcomes. I am also eager to learn new tools. However, I uphold my "people first" principle (以人為本), believing human mastery of technology over the technology itself. If we spend 10 dollars on a new technology, we probably need to spend 10 times that amount to train people who can effectively use the technology; otherwise, we might just waste the initial 10 dollars we have spent.



The potential impact of technology in medical education is substantial. We shall be creative and innovative in the use of the technology, striking a good balance between human touch and technology. We shall embrace the potential changes, and get to the forefront to explore, and lead the development.



## How can interdisciplinary / stakeholder collaboration be fostered among different medical specialties to enhance educational outcomes?



There will be significant potential for different sister colleges to collaborate in CBME. As the contextual competence may vary across colleges, the Academy may focus more on personalised competence, as suggested by Prof. Ten Cate.<sup>1</sup> Stakeholder involvement is also essential. Communication will be the key for engaging stakeholders. We shall create a common vision for our stakeholders and engage them through continuous communication and feedback.



Integrating core skills like communication, leadership, teamwork, and patient safety into interdisciplinary education ensures stakeholders gain vital expertise while understanding healthcare's interconnectedness. Encouraging cross-disciplinary activities, including team-based learning and simulations, fosters collaboration. Workshops, conferences, and mentorship programmes unite diverse professionals, as seen in the successful Comprehensive Simulation Education Course and recent CBME seminars. Mentorship across specialties and digital tools for virtual learning enhance accessibility and continuity in interdisciplinary education, boosting collaboration and skill development in medical fields.



It is crucial to align stakeholders on education reform, acknowledging their diverse priorities and gaps. Stakeholders, akin to technicians fixing computers, require tailored support from educators. A larger group of enthusiastic educationalists is required to lead the way. Collaboration among specialties, as seen in initiatives like MEC and CBME symposiums, fosters social constructivism. Investing in nurturing young, open-minded future stakeholders with excellent learning potentials is also vital.



## Apart from CBME, which areas of the Academy's educational initiatives do you see yourself contributing to?

Aligning with my "people first" strategy, I am currently focusing more on faculty development in clinical education. Basic Medical Education Course (BMEC) is an elementary training course to start with for clinical teachers. I also want to contribute more on simulation instructor and examiner training. Besides, e-learning competency for educators is also worthy of propagation.



I aim to enhance the Academy's educational efforts in cutting-edge fields like handheld ultrasound, AI, and extended reality which revolutionise healthcare learning experiences. My focus is on handheld ultrasound, offering detailed insights at the point of care. With expertise in Point-of-Care Ultrasound (POCUS), I can develop educational programmes for trainees and Fellows.



We shall help the faculties in different colleges create an identity as 'Medical Educators'. With a solid identity, they will engage in delivering various levels of educational activities.



## How can our faculty development activities help to strengthen programme quality and standards, as well as to maintain trainer competency?

I think this question has already provided the right answer. Medical education is a science, like medicine, there is ongoing research and emerging ideas. Clinical teachers need to be informed about the latest theories and trends to sharpen their weapons.



Faculty development framework, such as the Academy of Medical Educators (AoME) Professional Standards, will be useful as a guide to evaluate the competence of trainers. On the other hand, the aim of evaluation should be complementary rather than punitive.



I plan to support faculty development initiatives through regular train-the-trainer programmes and mentorship initiatives. Colleges could create mentorship programmes pairing experienced educators with new trainers, fostering teaching method exchanges and continuous improvement in medical education. Integrating feedback tools like peer evaluations and assessments can enhance teaching quality and maintain educators' competence and confidence.



## Are there any major challenges in implementing on CBME in Hong Kong? Is there a roadmap or strategy for enhancing our CBME to meet international benchmarks?

In Hong Kong, integrating CBME faces challenges due to time constraints for trainers and trainees, compounded by clinical duties and limited resources. Administrators must prioritise allocating resources like budgetary support, expanding faculty, and providing training for effective CBME implementation. Collaborating with the Hospital Authority is crucial for integrating educational activities into healthcare professionals' schedules. Policies recognising educational contributions and active administrative involvement are vital. Fostering continuous professional development and stakeholder investment can significantly elevate medical education quality in Hong Kong through collaborative efforts.



This is a difficult task — CBME is like an unfinished jigsaw puzzle. While some parts, like workplace-based assessment, are clear, others such as professionalism remain ambiguous despite contemporary literature. The full picture of these aspects in CBME is still unclear. In the complexity of CBME, my teaching background in BMEC revealed the diversity among specialties. Each has distinct needs, challenges, and resource levels. The complexity of CBME and specialty diversity prompt strategy reassessment. Colleges could develop their roadmap, while the Academy, beyond oversight, could provide educational and logistical support. Prioritising equity, the Academy educators may offer extra assistance to specialties with significant gaps.



The process of CBME is ever-evolving, even in those countries leading in CBME. The use of programmatic assessment may be one useful area to assess whether our postgraduate medical education aligns with CBME or not. The use of entrustable professional activities (EPA) may also serve as a useful benchmark.



# FEATURE ARTICLE: SURVEY INSIGHTS: ENHANCING SOCIAL AND WELL-BEING INITIATIVES FOR SENIOR FELLOWS



**DR. WING-CHEONG LEUNG**  
HONORARY SECRETARY  
CHAIRMAN OF HOUSE COMMITTEE  
AND TASK FORCE ON WELL-BEING  
HONG KONG ACADEMY OF MEDICINE

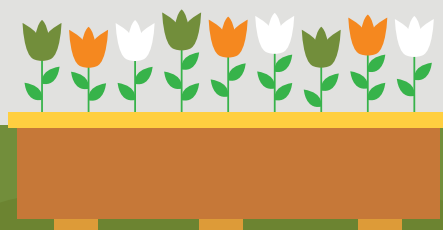
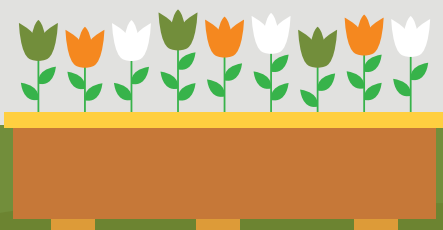
The Academy has always been committed to looking after the wellness of our esteemed senior Fellows (i.e., those who have obtained their Academy Fellowship for 25 years or more, regardless of the age) through involving them in activities such as the annual golf tournament, gardening workshops, as well as social gatherings such as the regular Yum Cha at the Academy Building. In a recent initiative, the Social Subcommittee and Task Force on Well-being under the House Committee

conducted a survey to understand the preferred social and well-being activities for senior Fellows. The survey reached out to over 2000 senior Fellows across various specialties, aiming to capture a broad spectrum of preferences and needs, with a response rate of around 2%. The survey covered several key areas, including sports activities, cultural events, socialising activities, volunteer work and community services, and their preferred timeslots to participate in these activities.

## KEY FINDINGS OF THE SURVEY

**"Lunch or dinner gatherings with colleagues from the medical field", "Museum visits", and "Talks on various topics"** are the most popular activities, reflecting the wish for a blend of professional networking, cultural engagement, and intellectual stimulation. The most preferred activity, **"Lunch or dinner gatherings with colleagues from the medical field"**, reveals a strong interest in socialising within the medical profession to foster networking, share experiences, collaborate, and build camaraderie in relaxed, informal settings. **"Museum visits"** rank as the second most favoured activity, indicating a keen interest in cultural and educational experiences. Museums offer a blend of learning and

leisure, making them attractive destinations for those who appreciate history, art, and science. **"Talks on various topics"** also garner popular support, highlighting a thirst for knowledge and intellectual engagement. Talks and lectures provide platforms for learning, discussion, and exchange of ideas, making them ideal for those who value continuous learning and intellectual stimulation. Other popular activities include **"Networking events to meet experts from other professions", "Art exhibitions", "Interest-based workshops", "Physical exercise" and "Hiking"**. Regarding scheduling preferences, the top two most preferred timeslots by senior Fellows are Saturday afternoon and weekday evenings.



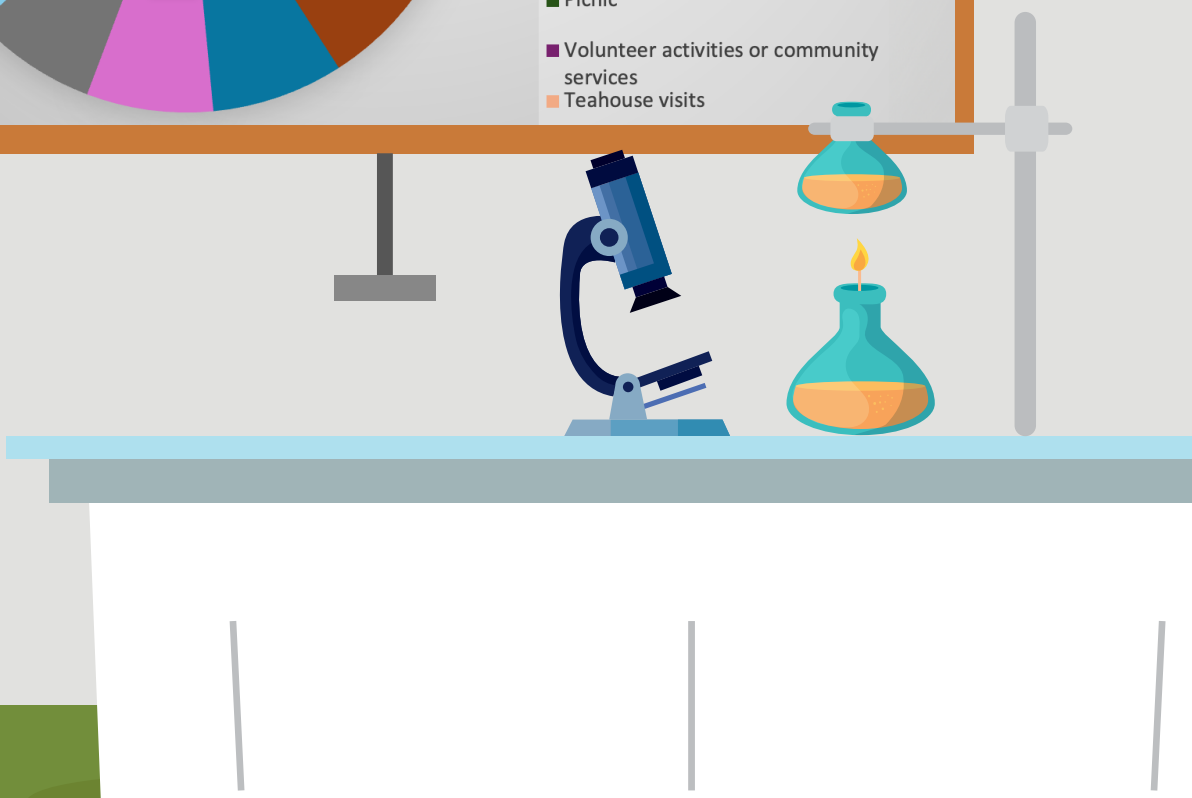
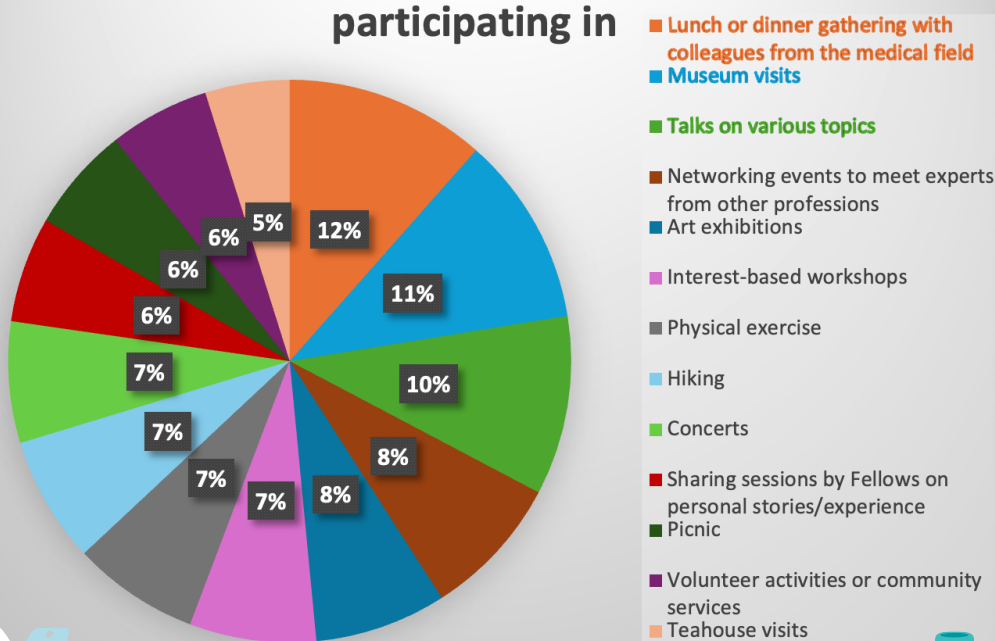


Other written comments suggest creating forums for senior Fellows to share their extensive patient-caring experiences, akin to casual coffee table discussions and to preserve valuable knowledge. Utilising virtual platforms like Zoom for easier participation and focusing on the historical aspects of medicine in Hong Kong in the Academy's library are also recommended.

This survey underscores the diverse interests of our senior Fellows and has provided invaluable insights into their preferences or needs. From cultural outings to professional networking, these preferences reflect a

holistic approach to well-being that encompasses social interaction, lifelong learning, and physical health. By incorporating these feedback into future planning, the Academy will continue to enhance the well-being of our senior Fellows, bring about more engaging experiences, foster stronger connections and create more meaningful opportunities for interaction. These efforts are essential for cultivating a thriving and supportive environment for our senior Fellows. In caring for the well-being of our senior Fellows, we not only honour their legacy, but also fortify the Academy's objectives in promoting health, sustainability and excellence.

## Types of activities senior Fellows enjoy participating in



# The Journey of eHKAM LMS



As the eHKAM Learning Management System (LMS) enters its third year, it has evolved into an indispensable tool for medical education and training in the Academy. Both the numbers of users and courses have been steadily growing, indicating an increasing recognition among users of its benefits and convenience for learning.

The journey began over four years ago, with a meticulous process of gathering user needs and evaluating various LMS solutions. This thorough approach ensured the platform was tailored to meet the specific requirements of the potential users.

Upon its launch in 2022, the eHKAM LMS was set up under the eHKAM Portal, which provides a centralised hub for accessing multiple online services provided by the Academy. One of its key features is the seamless integration with the iCMECPD system, ensuring automatic updates of Fellows' CMECPD points upon completion of relevant CMECPD quizzes and activities.

The HKAM Expert Witness training course exemplifies the LMS' advanced functionality of unlocking new modules once participants meet the

prerequisites for each stage. Additionally, the LMS streamlines the certification process by automatically issuing completion certificates to participants upon successful completion of each module.

To promote the use of e-Learning and the LMS in medical training, HKJC ILCM has been using the LMS for delivering learning material of the Learning On-Line Educator course.

The LMS not only excels in its built-in features but is also expandable to incorporate other online applications, extending its functionality. With the increasing availability of technology, trainers now have more options to develop various kinds of e-Learning modules via the platform to suit their training needs and engage their learners.

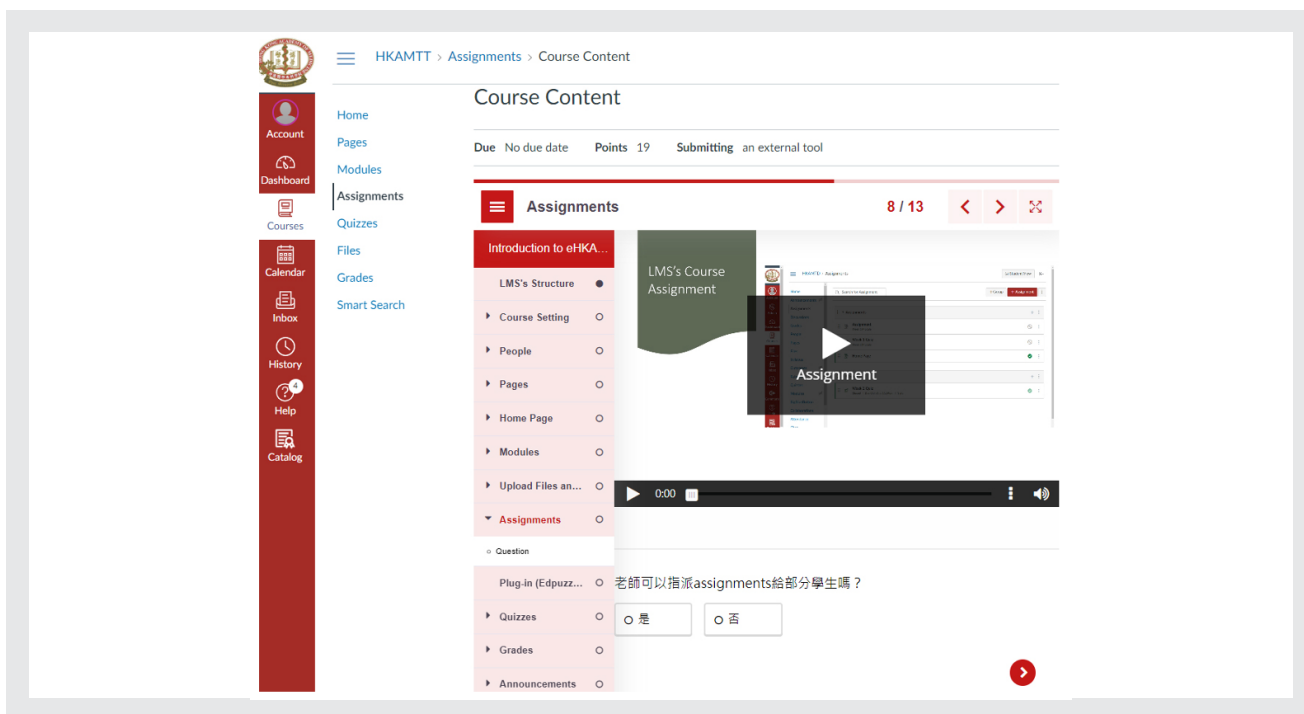
The system's API technology has also paved the way for integration with both Academy and College systems, streamlining the training process and enhancing the training efficiency.

The Academy consistently reviews and responds to user needs. To support the growing number of trainers using the LMS, an interactive course has been developed for them to get familiar with the most in-demand LMS skills. This resource offers step-by-step video tutorials and interactive questions, targeting to launch later this year.

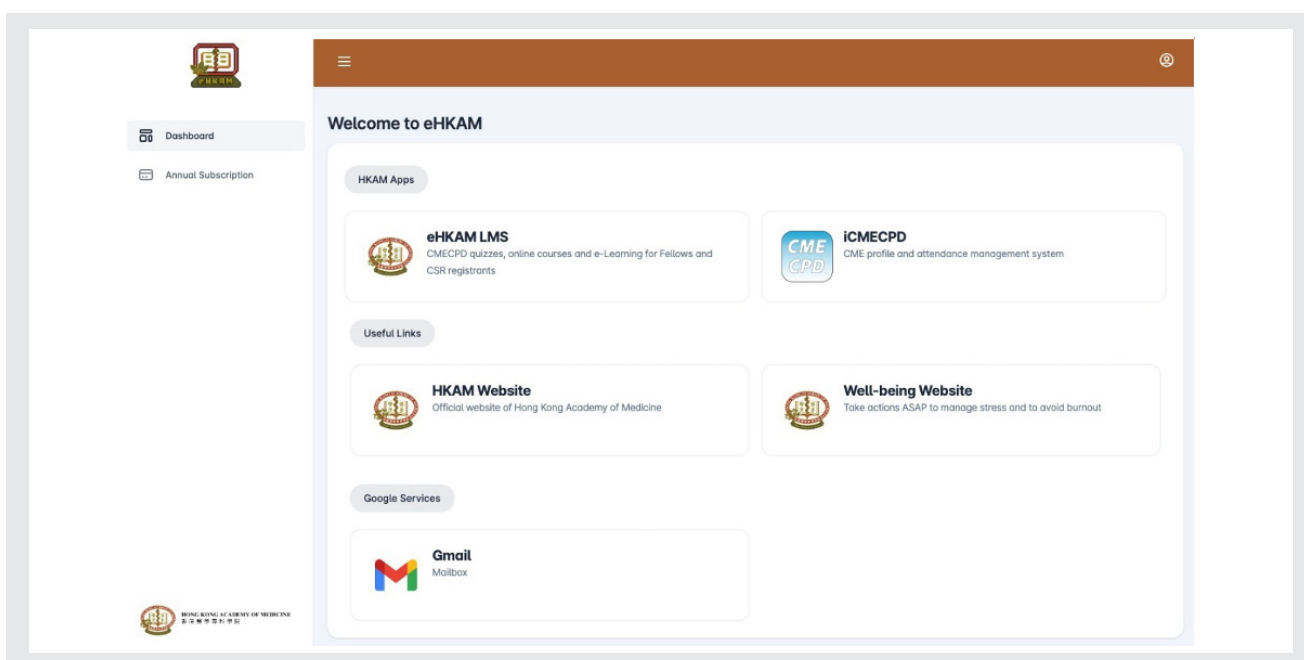
Looking ahead, the LMS will continue to adopt more advanced e-Learning technologies while collaborating with Colleges to enhance their training.



Introduction to the eHKAM LMS (for trainers) helps learners to acquire the basic and essential LMS skills



eHKAM LMS situated within the eHKAM Portal



Registration for eHKAM ID to access eHKAM Portal and LMS

# FELLOWS' WELL-BEING



## OUR COMMITMENT TO WELL-BEING ADVOCACY

The Academy is taking a leading role in the medical and dental profession, and the promulgated [Well-being Charter](#) is committed to cultivating and promoting the well-being of Academy Fellows and specialist trainees of Academy Colleges. We pledge to acknowledge the importance of well-being, take action, and advocate policy changes for the improvement of our Fellows' and trainees' wellness. To achieve this, the Academy has set up a Task Force on Well-being, chaired by the Academy's Honorary Secretary, to devise plans and initiatives. Click [here](#) to find out more.

## AWARENESS: SELF-ASSESSMENT TOOL

Take [Copenhagen Burnout Inventory questionnaire](#) to know more about the levels of burnout.

## ASK FOR HELP: PEER SUPPORT SCHEME

Over 40 volunteers are available to offer support through informal communication, to bring positive energy and aspirations to peers in need regardless of their speciality. Check out the list of Peer Supporters on the [designated webpage](#), and approach the Peer Supporter(s) of your choice through our email referral system which is programmed to protect your privacy. All the conversations will be kept strictly confidential.

Interested in being a Peer Supporter? [Register](#) now and click [here](#) for details about the scope and nature of peer support.



# YOUNG FELLOWS CHAPTER



**DR. ERIC HUI-LUN LAU**  
CHAIR, YOUNG FELLOWS CHAPTER  
(2024-25)

The new term of Academy's Young Fellows Chapter had its first two gatherings in August and September, respectively.

Our members also participated in various recent Academy events, including the Medical Education Conference 2024 on Medical AI Innovation and Technology; the Distinguished Young Fellows dinner; the National Day celebration dinner; and the HKUMAA 25<sup>th</sup> Anniversary Fiesta.

Stay tuned for our exciting upcoming events!



*Dr. Jennifer Ko (left) and Dr. Carol Ng (right) as MCs at the Medical Education Conference 2024*



*Our representatives attending the National Day celebration dinner*



*Dr. Adrian Fung as MC of HKAM Council Dinner with Distinguished Young Fellows*



*Our 4 x 100m mixed relay team came third at the HKUMAA 25<sup>th</sup> Anniversary Family Sports and Fun Fiesta, cheered on by our President Prof. Gilberto Leung*



Hong Kong Jockey Club  
**Innovative Learning Centre**  
 for Medicine

# HKJC ILCM

## Pioneering the Future: Medical Education Conference 2024, Explores AI-Driven Innovation in Healthcare Training

We are pleased to share the resounding success of the Medical Education Conference 2024, which took place on 7 September 2024 at the Hong Kong Academy of Medicine. This landmark event for the medical and healthcare industry drew an impressive attendance of over 370 participants, highlighting its significance in the field.

The conference, organised by the Academy with support from the Faculties of Medicine at The Chinese University of Hong Kong and The University of Hong Kong, as well as the Hospital Authority, showcased the latest advancements in medical education. We extend our heartfelt gratitude to the Chi-Li Pao Foundation USA for their generous support, which played a crucial role in the success of the event.

The opening ceremony was graced by distinguished guests, including Prof. Lo Chung-mau, Secretary for Health, Health Bureau, HKSAR; Prof. Gilberto Leung Ka-kit, President of the Academy; and Dr. Gloria KIM from the Chi-Li Pao Foundation, United States. Their presence and insightful keynote speeches set the stage for engaging discussions among healthcare professionals and attendees.

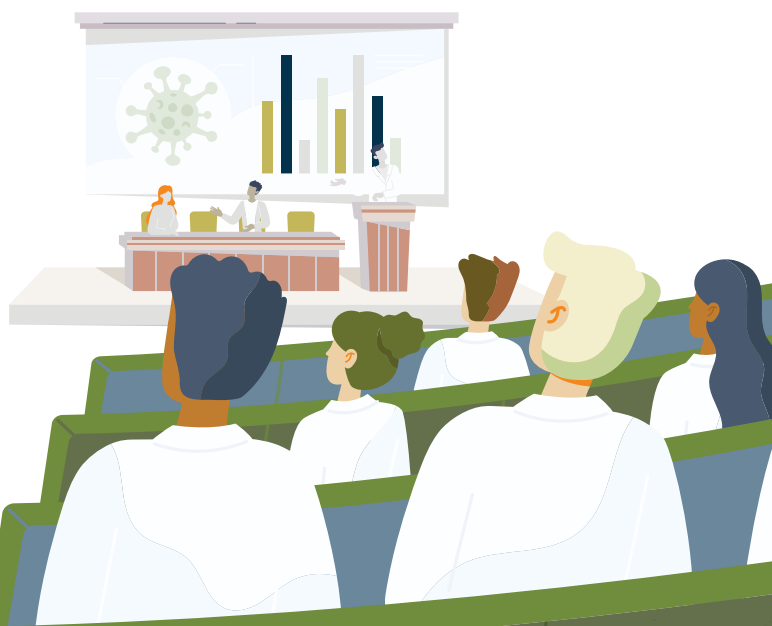
Themed “Innovation & Technology of Medical Education”, the conference placed a special focus on the impact of AI in medical education. The event featured a diverse range of sessions, including plenaries, panel discussions, roundtable talks, and Q&A segments, fostering active participation from all attendees. The conference brought together an exceptional lineup of speakers and guests, including renowned experts from prestigious institutions such as the University of Hong Kong, The Chinese University of Hong Kong, Harvard University, and Stanford University.

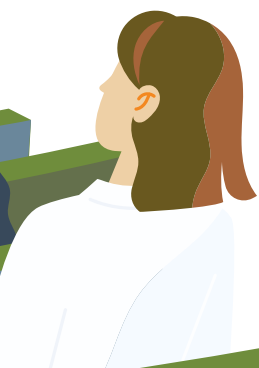
The conference delved into four critical AI-related topics: AI-driven Simulation and Training Tools, Preparing for the Era of AI in Education and Training, Development of AI Training, and Ethical Considerations in the Use of AI in Medical Education. Fifteen distinguished speakers and

experts from leading universities and medical schools across the globe, including those from Harvard, Stanford, Tokyo, Melbourne, and mainland China, shared their invaluable insights and experiences.

Two Panel Lead Discussion sessions provided attendees with opportunities for in-depth exploration of topics, exchange of ideas, and discussions on the far-reaching impact of AI on medical education. These interactive sessions proved to be a highlight of the conference, encouraging collaborative thinking and innovative approaches to medical education.

The Medical Education Conference 2024 concluded as an exceptional platform for health experts to reconnect, network, and share their experiences and knowledge. By fostering collaboration and building relationships, this event has undoubtedly paved the way for significant advancements in medical education. The success of this conference reaffirms our commitment to driving innovation and excellence in the field, and we look forward to the positive impact it will have on the future of healthcare education and practice.







## Competency-Based Medical Education (CBME) Seminars

The Tripartite Medical Education Conference (MEC) in January 2023 and the Strategic Planning Retreat on Education and Training in March 2023 both recognised the necessity of competency-based medical education (CBME) in postgraduate medical education (PGME). Three of the eleven recommendations in the Hong Kong Academy of Medicine' (HKAM) Position Paper on Postgraduate Medical Education 2023 (<https://online.hkam.org.hk/filex/dhjRjvmH/pdfview>), which was released in September 2023, were centred around CBME.

This is the path that different colleges should take to progressively switch from the traditional time-based framework to the CBME approach. To address the recommendations and improve our trainers' and trainees' preparedness for the change, the Academy organised two CBME Seminars. A successful first seminar was held on 27 January 2024. Seven college representatives shared their valuable experiences of CBME implementation in the Colleges.

The Second CBME Seminar was held on 31 August 2024. In his welcome speech, Prof. Gilberto Leung, President of the Academy, emphasised that the seminar's objective is to share best practices and work together to develop action plans. He also provided positive news on the government and Hong Kong Jockey Club funding for medical education programmes. According to an update, the Hong Kong Jockey Club Innovative Learning Centre for Medicine (HKJC ILCM) will be transformed and upgraded into the Jockey Club Institute for Medical

Education and Development (JCIMED). Following the welcome speech, eight college representatives shared their experiences implementing CBME during the seminar, which was made possible by Prof. Philip Kam-tao Li (Vice President (Education and Examinations), HKAM) and Dr. Hing-yu So, the educationist of the Academy.

After the valuable sharing of the representatives, 15 college representatives had an open and productive discussion. They actively communicated, exchanging their valuable experiences about different aspects of CBME. The seminars provided valuable insights into the implementation of CBME across various medical specialties. The Colleges were provided with an opportunity to exchange experiences, identify issues, and establish their plans for enhancing CBME in Hong Kong.

If you are interested in reviewing the First and Second CBME Seminars, you can visit the below links:

<https://hkjcilm.hk/en/news/first-cbme-seminar>

<https://hkjcilm.hk/en/news/second-cbme-seminar>







## FIRST CBME SEMINAR



## SECOND CBME SEMINAR



# ACADEMY SOUVENIR ORDER

## Academy Souvenirs

Order our souvenirs while stock lasts

Straight Umbrella

**NEW**  
AS-12



Paper Art Frame  
AS-02



Car Badge  
AS-01



Pin  
AS-03



USB Pen  
AS-15



Cufflinks  
AS-04



Ties and Bow Ties

AS-06



**NEW**  
AS-13

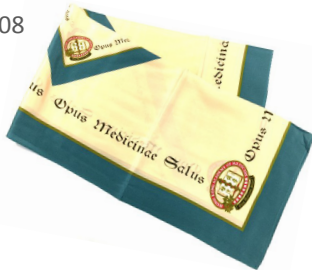


AS-07



Scarves

AS-08



AS-09



AS-10



Scarves

**NEW**  
AS-14



Letter Opener and Key Chain  
AS-05



Polo Shirt  
AS-11



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