



# ACADEMY

## *FOCUS*

APRIL 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 July 2024 issue of **academyfocus** is 1 June 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,*

As we embark upon a new era in the development of postgraduate medical education following our 30<sup>th</sup> Anniversary, an exciting array of initiatives and plans await, showcasing our enduring dedication to excellence, innovation, and the advancement of medical education.

Following the Tripartite Medical Education Conference in January 2023 and the Strategic Planning Retreat on Education and Training in March 2023, the Academy has released the Position Paper on Postgraduate Medical Education 2023, in which three recommendations are focused on competency-based medical education (CBME). In the Feature Article of this issue, Dr. Hing-Yu So further expands on the importance of CBME and faculty development. In response to these recommendations, the Academy organised the First CBME Seminar on 27 January 2024, with the primary objective to empower trainers and trainees, equipping them with the necessary skills and knowledge to effectively implement CBME.

During the seminar, representatives from the Colleges shared their experiences in implementing CBME within their respective specialties. Throughout an open and constructive discussion, the exchange of experiences, identification of challenges, and presentation of future plans proved beneficial in enhancing CBME development in Hong Kong. More information about the seminar can be found [here](#). Following the success of this Seminar, the Academy has scheduled the Second CBME Seminar on 31 August, further demonstrating its commitment to advancing CBME in postgraduate medical education.

The Position Paper on Postgraduate Medical Education 2023 also emphasises the importance of faculty development in medical education, with two recommendations focusing on enhancing teaching skills, promoting participation in

education activities, and strengthening leadership in medical education through the implementation of faculty development programmes. To address these recommendations, the Academy has introduced two courses through the Hong Kong Jockey Club Innovative Learning Centre for Medicine, named Workplace-based Assessment (WBA) and Basic Medical Education Course (BMEC). While the WBA course focuses on workplace-based assessments in specialist training settings, providing trainers with the necessary knowledge and skills, the BMEC course is designed for all clinical specialties, covering practical topics in postgraduate clinical education. The inaugural BMEC took place in November 2023, and the second edition is scheduled for May 2024.

The Academy has also formulated a Faculty Development Framework, which has undergone review and received approval from the Education Committee. This framework is envisioned to serve as a standard guideline for implementation across all Colleges on a progressive approach.

The Task Force on Artificial Intelligence under Professionalism and Ethics Committee is exploring and developing a position statement / concise guidelines to examine the opportunities and challenges related to the application of AI in medicine, with a specific focus on ethical considerations, medico-legal aspects, and more. The Committee has also successfully conducted the Workshop on Expert Witness Report Writing on 9 March, enabling over 30 participants to apply their acquired knowledge and enhance their report writing skills.

The Academy's commitment to the well-being of our Fellows was demonstrated by the Fun Day on 10 March, which aimed to promote better health and fitness, both physically and mentally, ultimately contributing to quality patient care. The Fun Day featured football and basketball competitions as well as game booths for families.

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: COMPETENCY-BASED MEDICAL EDUCATION: TRANSFORMING MEDICAL EDUCATION FOR THE 21<sup>ST</sup> CENTURY HEALTHCARE SYSTEM

BY: **HING-YU SO**

EDUCATIONIST, HONG KONG ACADEMY OF MEDICINE

The 'traditional' training system that most of us have experienced is based on Abraham Flexner's report on medical education published in 1910. It features a teacher-centred process, a focus on knowledge acquisition, sporadic subjective assessments, progression through training within a fixed timeframe, and a final summative assessment at the end of training. However, this system is inadequate in preparing specialists required for the 21<sup>st</sup> century healthcare system: doctors who can accommodate rapid advances in medicine, understand patient perspectives, appreciate the skills of other health professionals, and effectively collaborate in teams. The IOM Report "To Err is Human" highlighted the alarming incidence of avoidable patient harm resulting from communication, teamwork, and diagnosis failures. The subsequent IOM Report, "Crossing the Quality Chasm", recommended the restructuring of clinical education to align with the principles of the 21<sup>st</sup> century health system. Competency-based medical education (CBME), "an approach to preparing physicians for practice that is fundamentally oriented to graduate outcome abilities and organized around competencies derived from an analysis of societal and patient needs"<sup>1</sup>, promised to be the answer.

CBME deviates from the traditional approach in multiple ways, with two key features standing out: (1) the redefinition of medical specialists to incorporate competencies such as communication, leadership, teamwork, teaching and professionalism, which are essential for delivering safe and effective patient care in modern healthcare systems, and (2) a strong emphasis on certifying doctors based on outcomes (i.e., demonstrated competence) rather than inputs (e.g., time spent in training or the number of procedures completed). This is in line with the Edinburgh Declaration's call for curricula that prioritise professional competence over mere retention of information.

Implementing CBME is challenging, but there are four key strategies that can be employed to tackle this endeavour.

## 1. Design

The curriculum has to be redesigned to ensure alignment of the following 5 core components:

- a) clearly articulate outcome competencies required for practice in each specialty;
- b) sequence competencies and developmental markers progressively;
- c) provide tailored learning experiences to facilitate the acquisition of competencies;
- d) implement competency-focused instruction to promote competency development; and
- e) utilise programmatic assessment practices to support and document competency acquisition.

This design process may require significant resources and training for educational leaders. The Royal College of Physicians and Surgeons of Canada (RCPSC) has recently reported on their successful achievement of this transformation over the past decade. This accomplishment was made possible through central support from RCPSC for co-creation of standards with individual disciplines. The disciplines were grouped into cohorts and the transformation process was sequenced instead of all going at the same time.

## 2. Empower and Engage

Extensive faculty development is crucial in preparing trainers to effectively meet the demands of CBME. Equally important is empowering trainees to embrace new learning strategies. Reshaping attitudes towards medical education is essential for both groups, with two key paradigm shifts:

- a) transitioning from a culture of achievement to one of lifelong learning; and
- b) shifting from a culture of assessment for regulation to assessment for learning.



### 3. Research and Evaluation

To address concerns about CBME, it is important to conduct studies comparing trainees in traditional and CBME systems. This evidence can help alleviate fears and demonstrate the effectiveness of the new paradigm.

Implementing small-scale pilot projects can help shift attitudes towards traditional systems, encouraging stakeholders to participate in curricular reform. This hands-on approach can pave the way for broader system-wide changes and improvements. Evaluation and refinement based on findings of these pilot projects are crucial for the success of these improvement initiatives, ensuring that the transformation of curricula is continuously assessed and enhanced.

### 4. Culture and Leadership

Implementing the above strategies necessitates a culture that supports curricular transformation. Misinformation and resistance to change often contribute to fears and

scepticism. Overcoming these barriers requires a revision of beliefs about the role of learners and education. Organisations with educational leaders who understand the need for change can persuade others, and allocate resources effectively are more likely to succeed in fostering necessary cultural shifts. Promoting programmes to develop educational leadership, such as the workshops organised by Canadians, can empower leaders to drive change, enhance faculty development, and establish standards.

Ultimately, it is crucial to acknowledge that CBME is constantly evolving to align with the changing demands of healthcare and educational systems, rather than remaining static. It encompasses a variety of concepts, principles, tools, and approaches that should be implemented with careful consideration of the specific context. When implemented efficiently and with adaptability, CBME holds the potential to enhance all training programmes, ultimately leading to enhanced outcomes for both patients and populations.



### Reference

1. Frank JR, Snell LS, Ten Cate O, et al. Competency-based medical education: theory to practice. *Med Teach* 2010;32:638-45.



# Seamless Integration between the eHKAM LMS and the eHKAM App



As more e-learning resources and training courses become available through the eHKAM LMS, an increasing number of Fellows and specialist trainees are accessing it more frequently. To facilitate easier and more flexible access to the LMS, it has recently been integrated with the Academy's eHKAM app.

The eHKAM app serves as a one-stop portal for Academy Fellows, providing centralised access to benefits and updates. Moreover, by accessing the LMS To Do page

within the app, users can conveniently stay updated on the latest course tasks and assignments that require their attention. They can also click the links to directly access specific course assignments within the app.

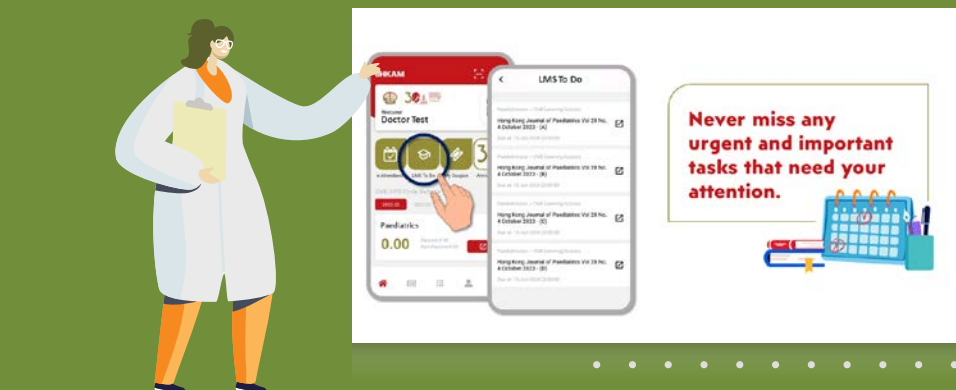
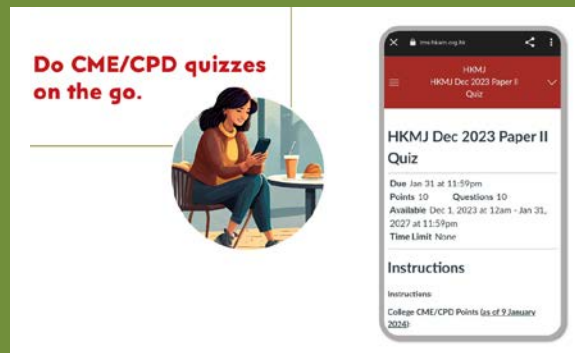
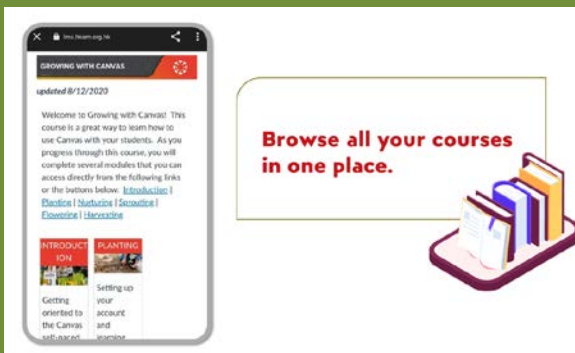
By doing so, the eHKAM app not only facilitates Fellows in viewing the most recent tasks but also enables them to complete assignments or quizzes more easily using their mobile phones anytime, anywhere.

Course teachers and directors can also leverage this feature to disseminate important information and assignments to course participants by setting up due dates for the materials.

To download the eHKAM app and access the e-Learning resources on the go, please visit <https://www.hkam.org.hk/en/initiative/ehkam>.

If you are interested in learning more user tips of using the LMS, please visit [LMS 1-Minute Tips](#).

Want to talk to us your e-Learning or LMS needs? Please contact us via [lms.support@hkam.org.hk](mailto:lms.support@hkam.org.hk).



# 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 specialty. 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. HON-CHI YIP  
CHAIR, YOUNG FELLOWS CHAPTER  
(2023-24)

The HKAM-YFC has organised two events since the beginning of 2024. On 12 February (the third day of the Chinese New Year 年初三), a hiking event was held at Tai Po Kau Nature Trail. Participants enjoyed a pleasant 1.5-hour morning hike followed by a lunch gathering at the Lake House. The weather was perfect for outdoor activity, with a cool breeze in the winter sun. The whole morning was filled with laughter and amusing jokes, creating a joyful atmosphere. The morning was nicely concluded with the distribution of red packets (派利是) to celebrate another successful year in the Year of the Dragon.





On 16 March, a joint workshop was organised with HKAM-YFC and Medical Protection Society (MPS) with the aim of raising awareness and understanding of risk management in medical practice. Four distinguished speakers were invited to share their expertise: Medical Director of MPS Dr. Rob Hendry, experienced lawyers Dr. David Kan and Ms Christine Tsang, and Dr. Danny Lee, who previously served as the Chairman of the Preliminary Investigation Committee in the Medical Council. The workshop began with the kind support from President Prof. Gilberto Leung and three important didactic lectures addressing the following topics: "complaints, claims, and Coroner's inquests after medical adverse events", "common pitfalls in obtaining informed consent and protecting patients' confidentiality", and "effective responses after medical adverse events". The second part of the workshop featured an interactive session where speakers and participants engaged in fruitful discussions on highlighted issues that participants had identified as important during their registration. The workshop was well received by all attendees, and we hope to foster continuous collaboration between MPS and HKAM-YFC.





# HKJC ILCM



Hong Kong Jockey Club  
Innovative Learning Centre  
for Medicine

## Empowering Anaesthesiology Instructors in Shenzhen: a Successful Collaboration

The Hong Kong Jockey Club Innovative Learning Centre for Medicine (HKJC ILCM), in collaboration with the Hong Kong College of Anaesthesiologists (HKCA) and the Shenzhen-Hong Kong Medical Specialist Training Center (MSTC) (深港醫學專科培訓中心), has achieved remarkable growth in anaesthesiology instructor training in Shenzhen. This collaborative effort involved the design and implementation of a specialised one-day training programme, which took place on 10 March at MSTC.

The training programme encompassed several components, including Chinese course materials, pre-course e-learning resources, expert guidance, and an online teaching platform. Notably, faculty members experienced in workplace-based assessment provided valuable expertise. 32 participants from five hospitals in Shenzhen actively engaged in the programme, demonstrating their enthusiasm for applying their newfound knowledge. The programme consisted of pre-course and in-class components. The pre-course covered essential topics such as Competency-based Medical Education (CBME), Workplace-based Assessment, and Self-Directed Learning. In-class lectures focused on CBME, the Shenzhen Specialist

Training Programme for Anaesthesiologists, and debriefing. Extensive training on assessment methods, including DOPS, Mini-CEX, and CBD, was provided through video-based practice and feedback sessions. Multiple-choice questions were used for reinforcement.

The successful collaboration between HKJC ILCM, HKCA, and MSTC will continue with the next Faculty Development Programme for Specialist Training, scheduled for June or July 2024. Feedback from the previous programme will be incorporated to further refine the curriculum and meet the needs of anaesthesiology instructors in Shenzhen.

This collaborative initiative has empowered anaesthesiology instructors in Shenzhen through enhanced training and resources. By integrating CBME and workplace-based assessment, the programme aims to elevate the quality of anaesthesiology training in the region. The positive feedback received from participants and the ongoing refinement of the programme showcase our commitment to the professional development of anaesthesiology instructors in Shenzhen.





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AS-07



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AS-09



AS-10



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