

LLEAP SYMPOSIUM PROGRAMME

**LEADERSHIP
IN LINKING
ETHICS, ARTS AND
PROFESSIONALISM
IN HEALTHCARE
PROFESSIONS EDUCATION**

13.04.2015 (Mon)

8:45AM – 4:00 PM

Seminar Rooms 2 & 3

Laboratory Block

Faculty of Medicine Building

21 Sassoon Road, Pokfulam



**MEDICAL ETHICS AND HUMANITIES UNIT
LI KA SHING FACULTY OF MEDICINE
THE UNIVERSITY OF HONG KONG**

The Medical Ethics and Humanities Unit of the Li Ka Shing Faculty of Medicine invites you to participate in a groundbreaking and inter-disciplinary symposium in which we will explore how the arts can enable new insights into the design and delivery of health care education through novel pedagogical approaches. Through LLEAP, participants will learn how the arts can enable students to improve their observational and interpretive capacities; deepen their creative critical thinking; imagine different possibilities for leadership; and stimulate new ways to explore ethical issues in healthcare. The symposium will also explore questions as to how such approaches articulate with what professionalism means in health care education and practice.

The LLEAP symposium will be led by a unique panel of faculty from the University of Hong Kong and the University of Melbourne with their diverse and rich background in medicine, ethics, education, the arts and the humanities.

TIME	PROGRAMME
08:45 – 09:00	<p>OPENING REMARKS Professor Gabriel M Leung Dean, Li Ka Shing Faculty of Medicine, HKU</p>
09:00 – 10:30	<p>SESSION 1: ARTS AND THE EDUCATION OF TOMORROW'S GENERATION <i>Chair:</i> Professor Gray Kochhar-Lindgren Director, Common Core Curriculum, HKU <i>Speakers:</i> Dr Heather Gaunt, Melb Dr Florian Knothe, HKU</p>
10:30 – 11:00	Tea Break
11:00 – 12:30	<p>SESSION 2: ARTS, ETHICS AND MORAL REASONING <i>Chair:</i> Dr Philip SL Beh, Co-Director Medical Ethics and Humanities Unit, HKU <i>Speakers:</i> Dr Lynn Gillam, Melb Professor Greg M Thomas, HKU</p>
12:30 – 14:00	Lunch Break
14:00 – 15:30	<p>SESSION 3: MEDICAL HUMANITIES AND PROFESSIONALISM — LOOKING BOTH WAYS <i>Chair:</i> Professor LC Chan, Co-director Medical Ethics and Humanities Unit, HKU <i>Speakers:</i> Mr Neville Chiavaroli, Melb Dr Julie Y Chen, HKU</p>
15:30 – 16:00	<p>CONCLUDING REMARKS Professor Shaun Ewen Associate Dean (Indigenous Development), Faculty of Medicine, Dentistry and Health Sciences, Melb</p>

MESSAGE FROM THE DEAN



Professor Gabriel M Leung
Dean
Li Ka Shing Faculty of Medicine
The University of Hong Kong

The contribution of visual arts to medical education is beginning to be recognized as an effective means to develop observation and critical thinking skills in medical students. To foster the training of professionalism of our students through the visual arts, in particular in enhancing the teaching of medical ethics and medical humanities, is a much bolder but important initiative worthy to be explored. I am truly delighted but not surprised that our Faculty with its record of excellence in medical and healthcare professions education has taken on the challenge to address this issue.

By hosting this groundbreaking Symposium on Leadership in Linking Ethics, Arts and Professionalism (LLEAP) in Healthcare Professions Education, the Faculty celebrates the synergy and wisdom which can come from a cross and interdisciplinary approach. We hope this will bring greater clarity in exploring the broader question as to how the arts can enable new insights into the design and delivery of health care education through novel pedagogical approaches.

Through LLEAP, invited educators in ethics, visual arts, and medicine from the University of Hong Kong and the University of Melbourne will present, discuss and debate new approaches in pedagogy associated with the teaching of medical ethics and medical humanities, and the development of professionalism. We encourage all participants to join in the discussion and debate which will help inform and shape the direction of healthcare professions education in these significant areas..

Finally, I would like to thank the Organising Committee of the LLEAP Symposium for their hard work, and all the speakers and participants for attending this symposium. I hope that you will find it a rewarding experience.

MESSAGE FROM THE LLEAP ORGANISING COMMITTEE CHAIR



Professor Li Chong Chan
MB Lee Professor in the Humanities and Medicine
Department of Pathology
Li Ka Shing Faculty of Medicine, The University of Hong Kong

On behalf of the Organising Committee, it is my pleasure to welcome you to the LLEAP symposium. The idea of LLEAP was conceived at a dinner party last year when I was visiting the University of Melbourne to learn more about indigenous health education.

Together with fellow guests of diverse disciplines from the Faculty of Medicine, Dentistry and Health Sciences and the Potter Museum, we had a lively, open minded inquiry and discussion which led to a bold decision that it was possible and worthwhile to plan for a symposium in the LKS Faculty of Medicine which explores fresh and new pedagogical approaches in medical education through linking the arts to medicine, ethics and humanities. I thank our Dean, Professor Gabriel Leung, for his support in enabling this bold and unusual initiative to be realized.

The success of any symposium is judged by the response it receives from the participants. I look forward to a vocal and vigorous discussion from the floor so that we can all learn together and LLEAP forward in our endeavors to improve our teaching and learning in medical education.

SPEAKERS AND ABSTRACTS



Dr Heather Gaunt

Curator of Academic Programs (Research)
Ian Potter Museum of Art
The University of Melbourne

The eye as the 'conduit of all knowledge and the window of the soul': Harnessing the potential of the visual arts in health sciences education

In this presentation, I will argue for the value of utilising the visual arts in a museum context in specific aspects of medical and health sciences education. I will argue that the great value of the visual arts relates to a cluster of attributes that can be leveraged to promote desirable skills and ways of thinking in students. These attributes range from those concerning the materiality of the artworks, which provide opportunities to practice skills in close inspection; the visual content of the images, which provide opportunities to engage in abstract and creative thinking; through to the cultural and social contexts of production, explorations of which encourage ethical and empathetic thinking. In addition, I will argue that the unique environment of the art museum acts to level professional hierarchies, and to encourage group participation as well as personal responsiveness. I will illustrate these interconnected attributes by focusing upon a small selection of artworks that I have utilised recently, ranging from Renaissance prints through to contemporary Australian art, within specific teaching contexts at the University of Melbourne, including Medicine, Dentistry, Physiotherapy and Veterinary Science.

Heather Gaunt has a particular interest and expertise in utilising the visual arts in health education contexts, including the enrichment of visual observation skills and cognitive empathy, and utilising artworks as catalysts for student reflection around ethics, cultural safety and communication.



Dr Florian Knothe

University Museum & Art Gallery, Department of Fine Arts and
Hong Kong Institute for Humanities and Social Sciences
The University of Hong Kong

Art and Health: Human Interactions in today's Art Museums

This lectures continuous along the lines of Dr Heather Gaunt's explanation of the arts in medical training in that it focuses on different museum projects abroad and, ultimately, at home, in which the visual arts present a platform or a set of tools for self-exploration and -expression. Museums around the globe have teamed up with medical researchers – university museum collaborate with university faculty – to conduct studies and offer workshops to explore the healing powers of the arts. At UMAG the exhibitions of Sara Atzmon's deeply psychological and personal paintings and of Carlos Cruz-Diez' experiments into our human perception of form and colour were recent projects of self-reflection and -study.

Dr Florian Knothe is director of the University Museum and Art Gallery, The University of Hong Kong, and honorary associate professor in the university's department of Fine Arts and the Hong Kong Institute for Humanities and Social Sciences. He is deeply involved with HKU's educational outreach activities and public engagement.



Professor Lynn Gillam

Children's Bioethics Centre, Royal Children's Hospital
Melbourne School of Population and Global Health
The University of Melbourne

Ethical practice, ethical mindfulness and art

Standard approaches to teaching ethics in the health professions focus on imparting conceptual knowledge. However, it is important to understand the other aspects of ethical practice, and educate for these as well. Ethical mindfulness is a useful concept for this. Use of narratives, especially personal narratives written by students, is one way of encouraging ethical mindfulness. The arts could also have a significant role in providing a teaching and learning environment which promotes the personal qualities needed for ethical mindfulness, which clearly cannot be "taught" in a lecture. In this paper, I will discuss why ethical mindfulness matters so much in ethics teaching, and raise for consideration some possible ways in which the arts, especially visual art, might make a powerful contribution.

Lynn Gillam teaches ethics in medicine and other health professions, and has a long-standing interest in the thoughtful use of narrative ethics in education.



Professor Greg M. Thomas
Department of Fine Arts
The University of Hong Kong

Visual Art in the Teaching of Medical Humanities and Ethics

Drawing parallels between the visual arts and narrative in the teaching of medical humanities and ethics, the paper first explains ways in which art historical study can help cultivate humanistic understanding and what some have called ethical mindfulness. It then illustrates two applications of visual art study in the Medical Humanities curriculum at the University of Hong Kong; one involves students learning how to analyze and interpret works of art, the other involves students making their own art. In both cases, students hopefully develop greater sensitivity to others while also enriching their own humanistic and ethical development. The paper concludes with some brief thoughts about the inherent interrelationship of humanities and ethics.

Greg Thomas is an art historian at HKU and teaches an art workshop for HKU's Medical Humanities program.



Mr Neville Chiavaroli
Department of Medical Education
Melbourne Medical School
The University of Melbourne

Inputs vs Outputs – What can we expect from the Medical Humanities?

Many claims have been made for the value of the Medical Humanities, yet evidence for its long-term impact appears to be 'sparse' (Ousager and Johannessen, 2010). The collation of such evidence is made more difficult by uncertainty around what exactly we wish to achieve by incorporating the humanities in medical education, while the rise of competency-based discourses in professional education presents an additional challenge beyond the traditional one of competing directly for curricular space with the biosciences. Yet, when it comes to end-of-course outcomes, other disciplines may in fact face similar difficulties in attributing complex, distal outcomes to specific curricular elements or teaching sessions. Recent medical education literature has begun to tackle these issues directly, and this presentation will draw on this and extrapolate to notions of Professionalism to explore ways in which we might negotiate such challenges and allow the medical humanities to be judged more appropriately and validly.

Neville Chiavaroli leads assessment in the Medical School's MD program and coordinates the Assessment and Medical Humanities subjects for the Faculty's Graduate Certificate and Graduate Diploma in Clinical Education courses for health professionals.



Dr Julie Y Chen
Department of Family Medicine and Primary Care
Institute of Medical and Health Sciences Education
The University of Hong Kong

Developing Professionalism: Through experiential learning or medical humanities?

The understanding and embodiment of professionalism is a desired outcome of students who complete their undergraduate education in a professional programme of study. Studies have shown that role modeling by clinical teachers with early clinical contact has a powerful influence on such learning. There is also a compelling argument supporting literature and the arts as a means for shaping professionalism in medical education. Using the experience of two contrasting programmes newly introduced in the HKU medical curriculum in 2012, one based on experiential learning with community-based doctors, and the other based on analysis of written and visual narratives, we will examine how and what medical students are learning about professionalism and the hidden effects of such initiatives. We will also reflect on whether we are achieving the desired outcome and consider what might be the way forward.

Julie Chen is a family doctor who is engaged in the development, implementation and evaluation of new initiatives in the medical curriculum to encourage early learning of professionalism and humanism in medicine.



Manus

*WITH OUR HANDS,
WE STRIVE TO HELP
OUR PATIENTS,
AND THROUGH OUR
HANDS
WE SEE WHO WE ARE.*

The hand is a symbol of power, strength and protection, warding off evil, disease, envy and distraction. As medical students, we understand that our hands are sensitive, precise, and strong, which renders them the most useful, effective and powerful parts of our body. For doctors, patients' lives are placed in their hands. Every day, with their careful, steady hands, they strive to work according to their professional code, protecting their patients and alleviating their pain to the best of their capability.

But beyond the professional code, behind our white coats, each of us is as unique as the other, just like our hands. From fingerprints to palm lines, our hands stand alone. Never have there been two pairs of identical hands. Likewise, never have there been two identical doctors, or medical students.

With the symbol of a half-opened hand, we represent medical students who all endeavour to love and care, and to be the best version of their own selves. But in addition to absorbing the attributes of a good doctor, we also must embrace and preserve our own little piece of individuality, for that is what that makes us human, and a better doctor.

Ip Patricia Kit Ying & Chung Ching Lilianna
MBBS students (Class of 2019)

Presented by:



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