



<b>Title</b>	<b>Integrated life science education in Bachelor of Nursing and Bachelor of Chinese Medicine at The University of Hong Kong</b>
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# Integrated Life Science Education in Bachelor of Nursing and Bachelor of Chinese Medicine at The University of Hong Kong

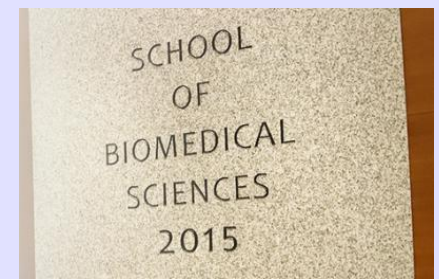
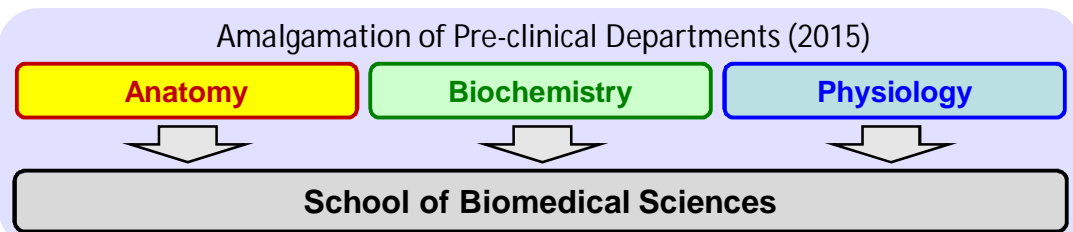
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## Context



An ideal occasion for implementation of **inter-professional teaching** for the 2 disciplines



In academic year 2015-16, the 3 basic science subjects were **integrated** into a curriculum for Year 1 to Year 3 **Nursing & TCM** students.

## Intervention

- To identify Life Science topics (i) relevant to both **Nursing & TCM** education, & (ii) specific to each discipline
- To introduce the topics with appropriate sequence into **4 Life Science courses** of **BNurs & BChinMed** Programmes

Course Structure	
BNurs	BChinMed
<b>Year 1</b> (1st semester) Foundation Education of Life Science Physiology Anatomy Biochemistry	<b>Year 1</b> (1st semester) TCM Topics (with PBL)
<b>Year 2</b> (1st semester) Specialized Training Physiology (Renal / Immune / Blood) Biochemistry (Metabolism) Microbiology	<b>Year 3</b> (1st semester) TCM Topics (with PBL)
<b>Year 2</b> (2nd semester) Specialized Training Physiology (Cardiovascular / Respiratory / Others) Biochemistry (Genetics)	<b>Year 2</b> (2nd semester) TCM Topics (with PBL)
<b>Year 3</b> (1st semester) Specialized Training Physiology (Nervous) Anatomy (Musculoskeletal / Nervous)	<b>Year 2</b> (1st semester) TCM Topics (with PBL)

Curriculum Development
<ul style="list-style-type: none"> <li>To provide case-based <u>tutorials</u></li> </ul>
<ul style="list-style-type: none"> <li>Glucose balance</li> <li>Oxygen balance</li> <li>Water balance</li> <li>Thermal balance</li> </ul>
<ul style="list-style-type: none"> <li>Basic medical microbiology</li> <li>Gastrointestinal infection &amp; viral hepatitis</li> <li>Cardiovascular, skin infection &amp; STD</li> <li>Chronic renal failure</li> <li>Iron deficiency anaemia</li> <li>Diabetic ketoacidosis</li> </ul>
<ul style="list-style-type: none"> <li>COPD</li> <li>Ischaemic heart disease</li> <li>Hypothyroidism</li> <li>BRCA1 &amp; breast cancer</li> </ul>
<ul style="list-style-type: none"> <li>Cervical spondylosis</li> <li>Bell's palsy</li> <li>Parkinson's disease</li> <li>Stroke</li> </ul>

Ø Nursing & TCM students attend lectures & practical sessions together  
 Ø Each course has 3 to 4 quizzes in Moodle, 2 in-class tests, & final examination

*Aim: To facilitate students to apply what have been learned into clinical scenarios*

## Observations

- With the novel curriculum, **Nursing & TCM** students experienced a more **enriched & comprehensive learning environment** through interactions that effectively **promoted sharing & understanding** about the nature of their collaborative profession.
- Since these 2 groups of students have similar academic credentials, their **pace of learning became easier to equate**.

## Conclusion

Compared to the traditional approach, integration of basic sciences in Nursing and TCM education improves learning outcomes with the benefits of creating connections among concepts and enhancing students' ability in coping with challenges of the inter-professional environment.