

# From Common Core Curriculum to the 130 MBBS Curriculum Reform

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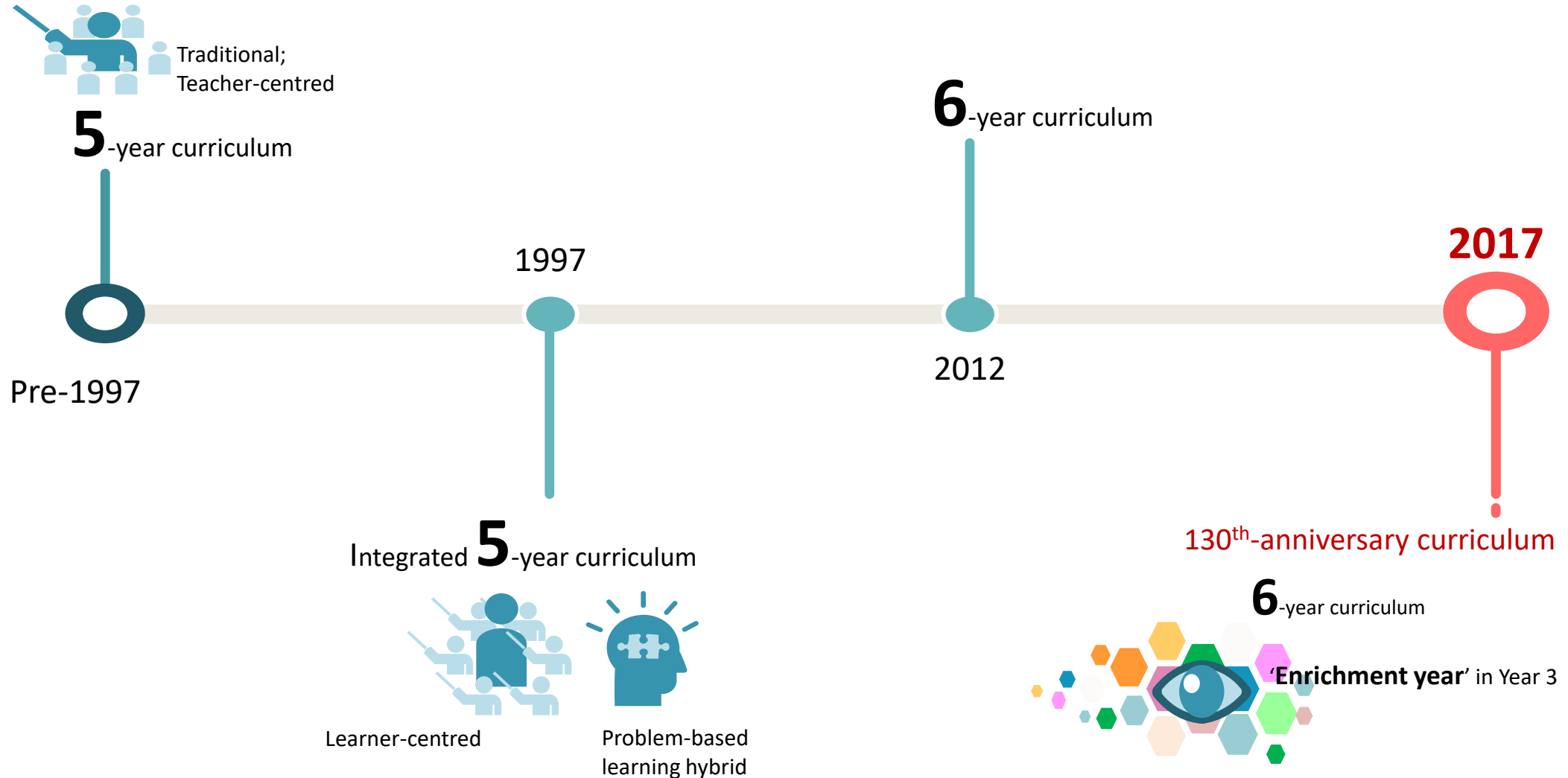


**130** YEARS OF  
**MEDICINE**  
IN HONG KONG  
WISDOM • COMPASSION • COMMITMENT

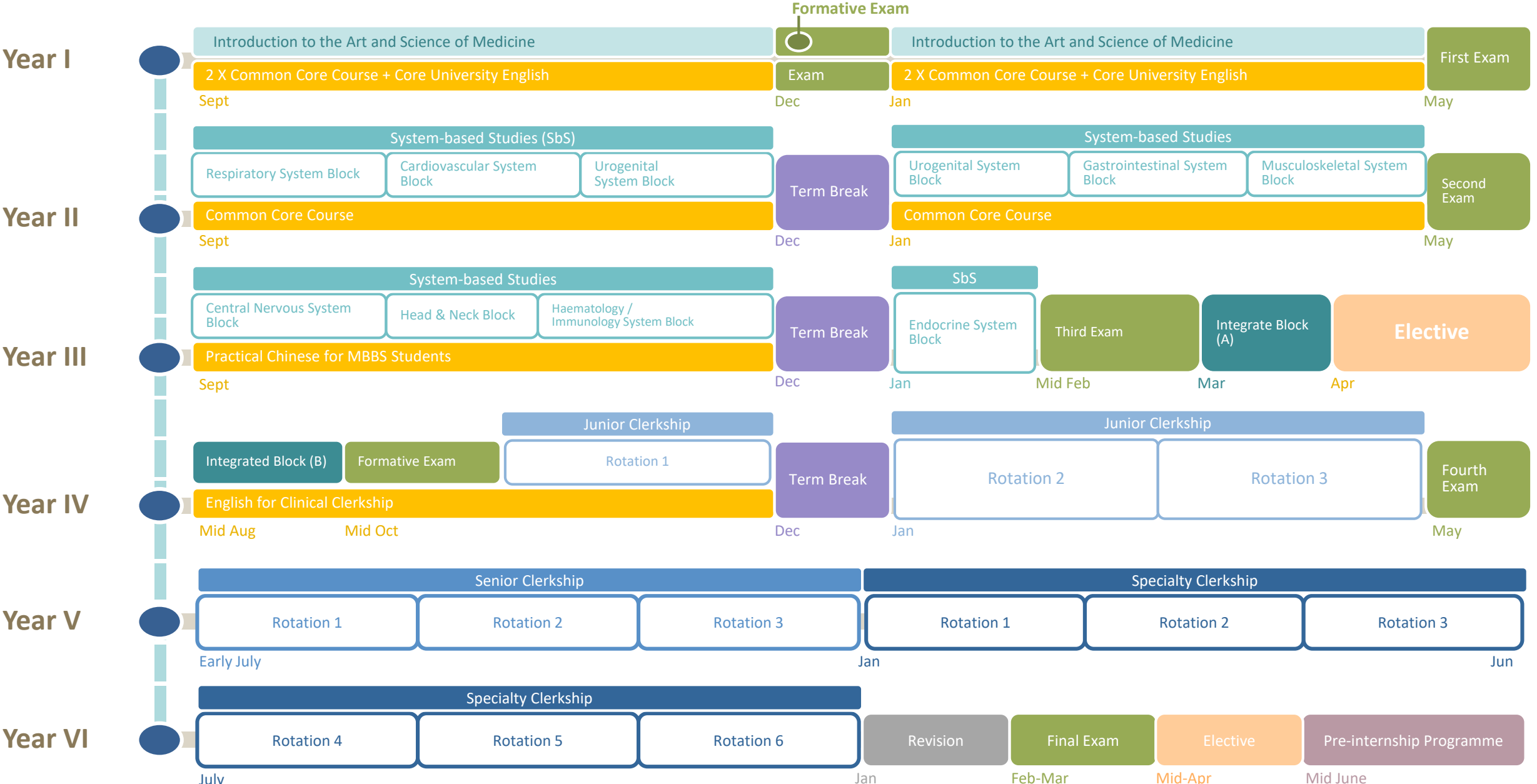


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**MEDICINE**  
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WISDOM · COMPASSION · COMMITMENT

# History of MBBS curriculum reform at HKU



# 6-Year Curriculum (implemented since 2012)







**COMMONCORE** 

The University of Hong Kong

[INTRODUCTION](#)

[ENROLLMENT INFORMATION](#)

[SCIENTIFIC AND TECHNOLOGICAL LITERACY](#)

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[CHINA: CULTURE, STATE AND SOCIETY](#)

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# The Common Core Curriculum

- **Articulate a broader perspective and a deeper critical understanding of the complex connections between issues of profound importance.**
- **Better navigate the similarities and differences between your own and other cultures.**
- **More fully participate as individuals, members of social groups, and citizens in global, regional, and local communities.**
- **Demonstrate the creative, collaborative, and communication skills that will contribute to the quality of your own and others' lives**

# Common Core Curriculum – 4 Areas of Inquiry



Scientific and Technological Literacy



Humanities























Global Issues



China: Culture, State and Society

**A series of six courses across four Areas of Inquiry that is required of all HKU undergraduates**

- To enable students to build friendships across the Faculties**
- To broaden students' perspectives**
- To develop the intellectual, social, and innovative skills that all of our graduates will need to address the complexities of 21st century life**

 <p>CCST9001</p> <p>REDESIGNING LIFE</p>	 <p>CCST9002</p> <p>QUANTITATIVE LITERACY IN SCIENCE, TECHNOLOGY AND SOCIETY</p>	 <p>CCST9003</p> <p>EVERYDAY COMPUTING AND THE INTERNET</p>	 <p>CCST9006</p> <p>BIOMEDICAL BREAKTHROUGHS IN A PLURALISTIC WORLD</p>
 <p>CCST9008</p> <p>INFECTIOUS DISEASE IN A CHANGING WORLD</p>	 <p>CCST9009</p> <p>LIVING WITH STEM CELLS</p>	 <p>CCST9010</p> <p>THE SCIENCE OF CRIME INVESTIGATION</p>	 <p>CCST9012</p> <p>OUR PLACE IN THE UNIVERSE</p>
 <p>CCST9013</p> <p>OUR LIVING ENVIRONMENT</p>	 <p>CCST9014</p> <p>SCIENCE AND MUSIC</p>	 <p>CCST9015</p> <p>ELECTRONIC TECHNOLOGIES IN EVERYDAY LIFE</p>	 <p>CCST9016</p> <p>ENERGY: ITS EVOLUTION AND ENVIRONMENTAL IMPACTS</p>
 <p>CCST9017</p> <p>HIDDEN ORDER IN DAILY LIFE: A MATHEMATICAL PERSPECTIVE</p>	 <p>CCST9018</p> <p>ORIGIN AND EVOLUTION OF LIFE</p>	 <p>CCST9019</p> <p>UNDERSTANDING CLIMATE CHANGE</p>	 <p>CCST9020</p> <p>SUSTAINABLE DEVELOPMENT OF THE BUILT ENVIRONMENT</p>
 <p>CCST9021</p> <p>HONG KONG: OUR MARINE HERITAGE</p>	 <p>CCST9022</p> <p>HOW THE MASS MEDIA DEPICTS SCIENCE, TECHNOLOGY AND THE NATURAL WORLD</p>	 <p>CCST9023</p> <p>THE OCEANS: SCIENCE AND SOCIETY</p>	 <p>CCST9025</p> <p>GENETICS AND HUMAN NATURE</p>



## Scientific and Technological Literacy

The nature and methods of science





















Science, technology and society

Science, technology and global issues

Science and technology in everyday life

Frontiers of science and technology



 <p>CCGL9001</p> <p>HONG KONG CINEMA THROUGH A GLOBAL LENS</p>	 <p>CCGL9002</p> <p>HONG KONG CULTURE IN THE CONTEXT OF GLOBALIZATION</p>	 <p>CCGL9003</p> <p>CONTAGIONS: GLOBAL HISTORIES OF DISEASE</p>	 <p>CCGL9004</p> <p>GOVERNANCE AND DEMOCRACY IN THE AGE OF GLOBALIZATION</p>
 <p>CCGL9005</p> <p>POVERTY, DEVELOPMENT, AND THE NEXT GENERATION: CHALLENGES FOR A GLOBAL WORLD</p>	 <p>CCGL9007</p> <p>YOUTH IN A GLOBAL WORLD</p>	 <p>CCGL9008</p> <p>CYBERSOCIETIES: UNDERSTANDING TECHNOLOGY AS GLOBAL CHANGE</p>	 <p>CCGL9009</p> <p>LOCAL CULTURES AND GLOBAL MARKETS</p>
 <p>CCGL9014</p> <p>THINKING ABOUT GLOBAL ETHICS</p>	 <p>CCGL9015</p> <p>GLOBALIZATION AND MIGRATION</p>	 <p>CCGL9016</p> <p>FEEDING THE WORLD</p>	 <p>CCGL9017</p> <p>FOOD: TECHNOLOGY, TRADE AND CULTURE</p>
 <p>CCGL9018</p> <p>CORPORATE SOCIAL RESPONSIBILITY</p>	 <p>CCGL9019</p> <p>ECONOMIC GLOBALIZATION: ISSUES AND CHALLENGES</p>	 <p>CCGL9020</p> <p>ENVIRONMENT, GLOBALIZATION, AND INSTITUTIONS</p>	 <p>CCGL9021</p> <p>GLOBALIZATION AND TOURISM</p>
 <p>CCGL9023</p> <p>INTERNET, MEDIA AND SOCIETY</p>	 <p>CCGL9024</p> <p>THE LIFE AND DEATH OF LANGUAGES: DIVERSITY, IDENTITY AND GLOBALIZATION</p>	 <p>CCGL9025</p> <p>THE POLITICAL ECONOMY OF GROWTH AND POVERTY IN THE WORLD</p>	 <p>CCGL9026</p> <p>THINK GLOBAL, ACT LOCAL: YOU, HONG KONG, AND THE WORLD</p>



## Global Issues

Global issues, local lives

Challenges of global governance

Globalisation and economic development

Global ethics and citizenship



## China: Culture, State and Society





















Chinese culture: Thoughts, values and ways of life

Chinese civilisation: State, Society and Economy

China's changing environment

China's quest for modernisation

The rise of China in the 21<sup>st</sup> Century: Challenges and Prospects

 CCCH9001 CHINESE HOUSE AND GARDEN: ARCHITECTURE, LANDSCAPE, AND MATERIAL CULTURE	 CCCH9002 CHINESE CITIES IN THE 21ST CENTURY	 CCCH9003 MODERNITY AND TRADITIONAL CHINESE THOUGHT	 CCCH9004 IDEAS AND IMAGES OF THE WEST IN LATE IMPERIAL CHINA
 CCCH9005 THE CHINESE CULTURAL REVOLUTION	 CCCH9006 CHINA'S MODERNIZATION IN THE EAST ASIAN CONTEXT	 CCCH9007 CHINA IN THE GLOBAL ECONOMY	 CCCH9009 PROTESTS, REBELLIONS AND REVOLUTIONS IN MODERN CHINA: FROM 1840 UNTIL TODAY
 CCCH9011 CHINA'S RISE AND ASIA'S FUTURE	 CCCH9013 LOVE, MARRIAGE AND SEX IN MODERN CHINA	 CCCH9014 SOCIAL DEVELOPMENT CHALLENGES IN CHINA	 CCCH9015 POPULATION, SOCIETY AND SUSTAINABLE DEVELOPMENT IN HONG KONG
 CCCH9016 HONG KONG: BECOMING A CHINESE GLOBAL CITY	 CCCH9017 PEOPLE, PROPAGANDA AND PROFIT: UNDERSTANDING MEDIA IN CHINA	 CCCH9018 BUDDHISM AND CHINESE CULTURE	 CCCH9020 SCIENCE AND TECHNOLOGY: LESSONS FROM CHINA
 CCCH9021 CHINESE BUSINESS PRACTICE AND SOCIETY: PAST AND PRESENT	 CCCH9023 FAMILY AND DEVELOPMENT IN MODERN CHINA	 CCCH9024 FOLLOWING THE DAO: WAYS OF LIFE IN CHINESE THOUGHT	 CCCH9025 HUMANITY AND NATURE IN CHINESE THOUGHT



Humanities





















The creative arts

Historical awareness: Past and present

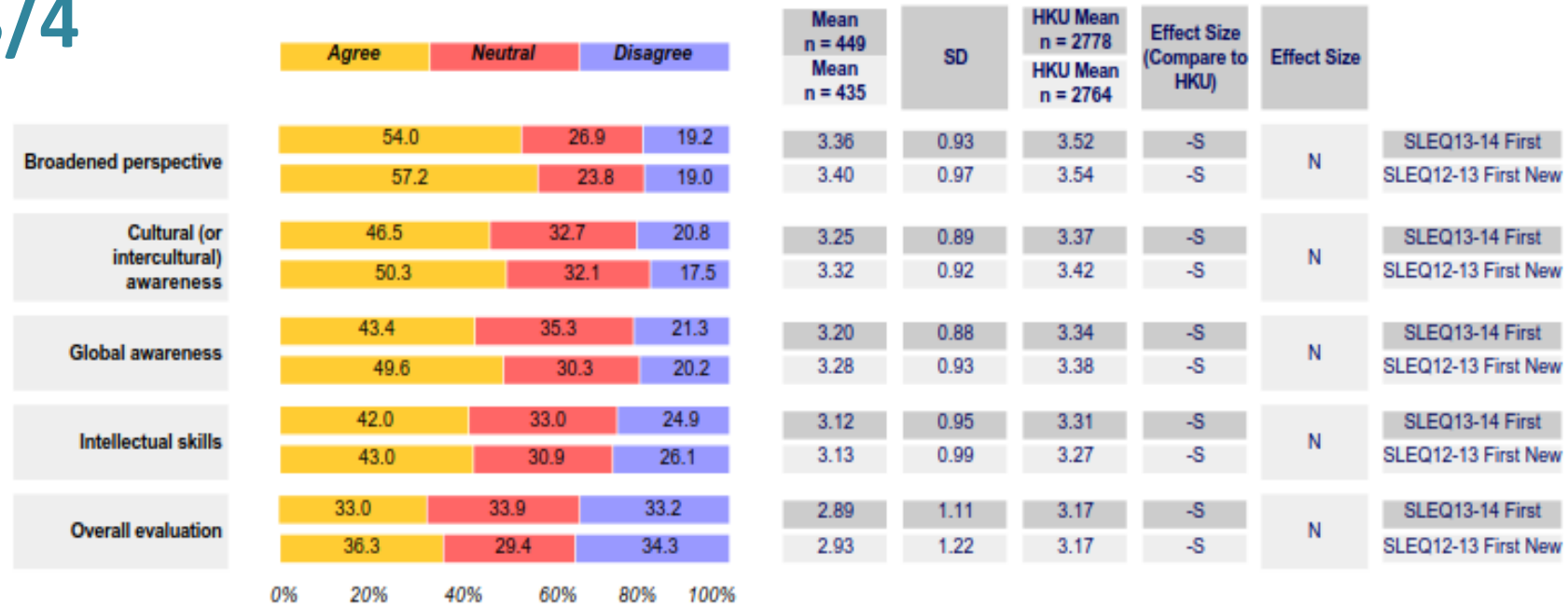
Language, communication and society

Mind-body-spirit

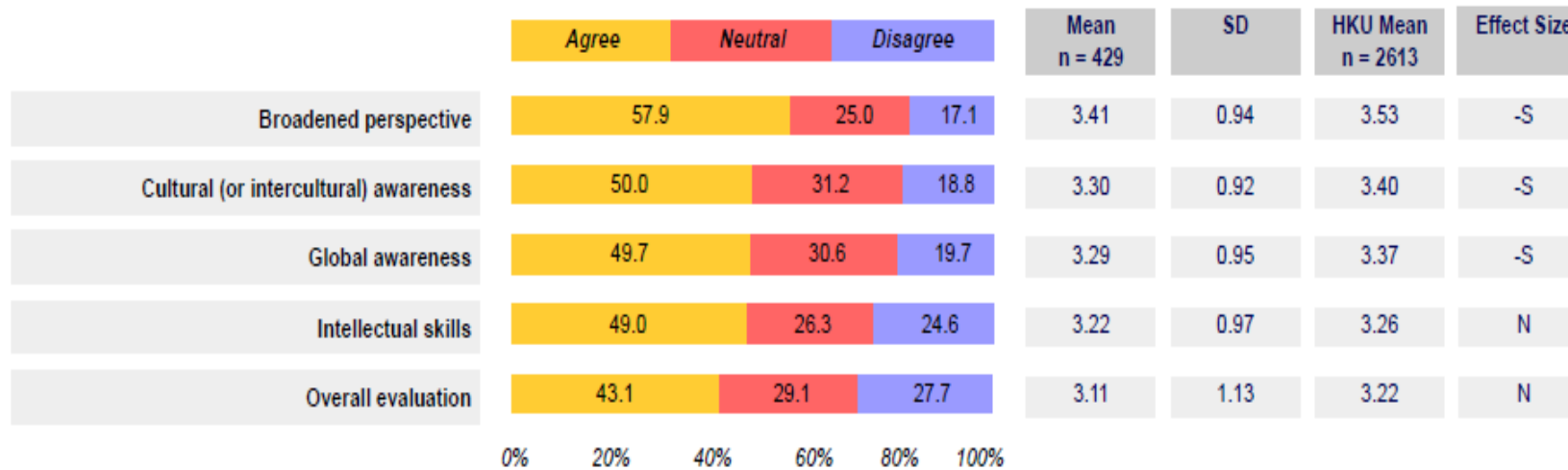
Ethics and society

 <p>CCHU9001</p> <p>DESIGNS ON THE FUTURE: SUSTAINABILITY OF THE BUILT ENVIRONMENT</p>	 <p>CCHU9002</p> <p>BATTLES FOR BODIES: THE BIRTH OF SURVEILLANCE SOCIETY</p>	 <p>CCHU9003</p> <p>MAKING HISTORY: ENGAGING WITH THE POWERFUL PAST</p>	 <p>CCHU9005</p> <p>FOOD AND VALUES</p>
 <p>CCHU9006</p> <p>GIRL POWER IN A MAN'S WORLD</p>	 <p>CCHU9007</p> <p>SEXUALITY AND GENDER: DIVERSITY AND SOCIETY</p>	 <p>CCHU9009</p> <p>MORAL CONTROVERSIES IN CONTEMPORARY SOCIETY</p>	 <p>CCHU9010</p> <p>BEING DIFFERENT: UNDERSTANDING PEOPLE WITH DISABILITIES</p>
 <p>CCHU9011</p> <p>SOCIAL DIVISIONS IN CONTEMPORARY SOCIETIES</p>	 <p>CCHU9012</p> <p>BODY, BEAUTY AND FASHION</p>	 <p>CCHU9014</p> <p>SPIRITUALITY, RELIGION AND SOCIAL CHANGE</p>	 <p>CCHU9015</p> <p>SEX AND INTIMACY IN MODERN TIMES</p>
 <p>CCHU9019</p> <p>FROM HEALTH TO WELL-BEING</p>	 <p>CCHU9021</p> <p>CRITICAL THINKING IN CONTEMPORARY SOCIETY</p>	 <p>CCHU9022</p> <p>JOURNEY INTO MADNESS: CONCEPTIONS OF MENTAL HEALTH AND MENTAL ILLNESS</p>	 <p>CCHU9023</p> <p>SHAPING THE LANDSCAPE: A QUEST FOR HARMONY BETWEEN NATURE AND THE CITY</p>
 <p>CCHU9024</p> <p>THE LAST DANCE: UNDERSTANDING DEATH AND DYING</p>	 <p>CCHU9026</p> <p>CULTURES OF VIOLENCE: MAKING SENSE OF THE HUMAN FIGHTING INSTINCT</p>	 <p>CCHU9030</p> <p>IMAGE, ARCHITECTURE AND SOCIETY: FINDING MEANING IN ARCHITECTURAL REPRESENTATION</p>	 <p>CCHU9032</p> <p>LANGUAGE, INSTITUTION AND POWER</p>

# MBBS 2013/4



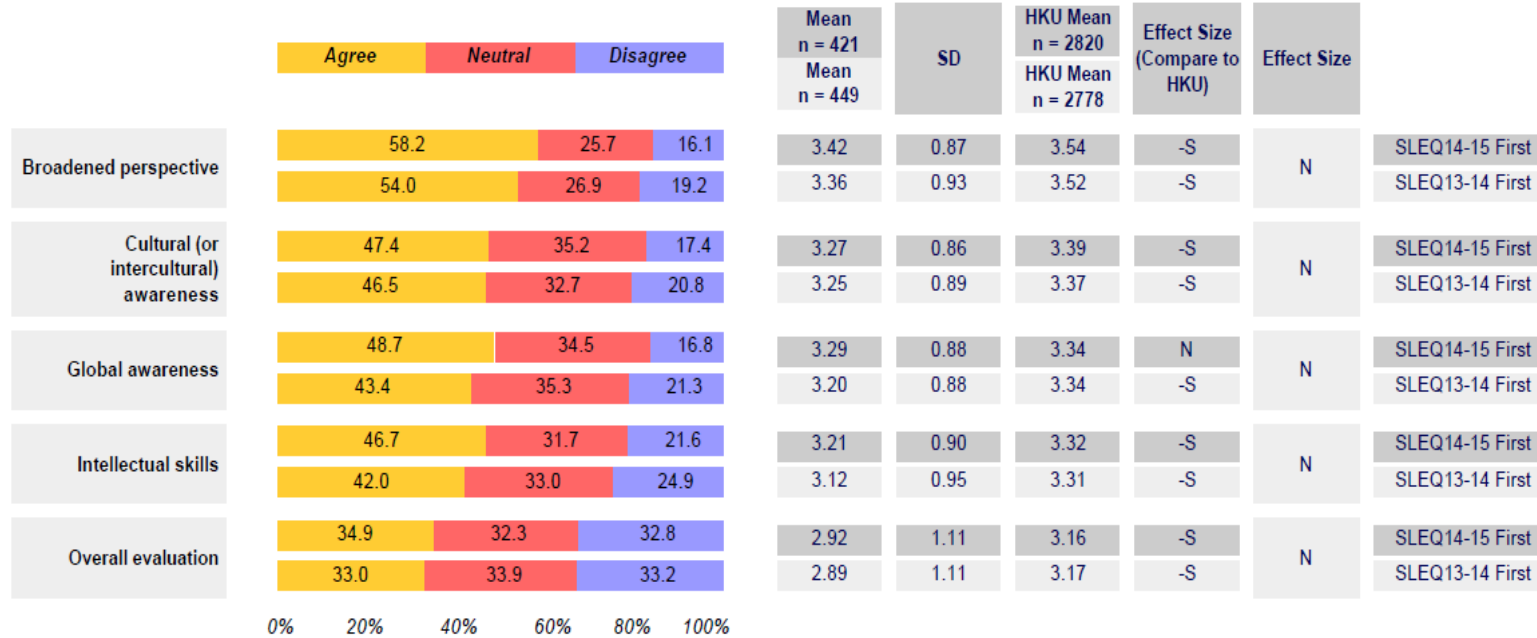
Year 1



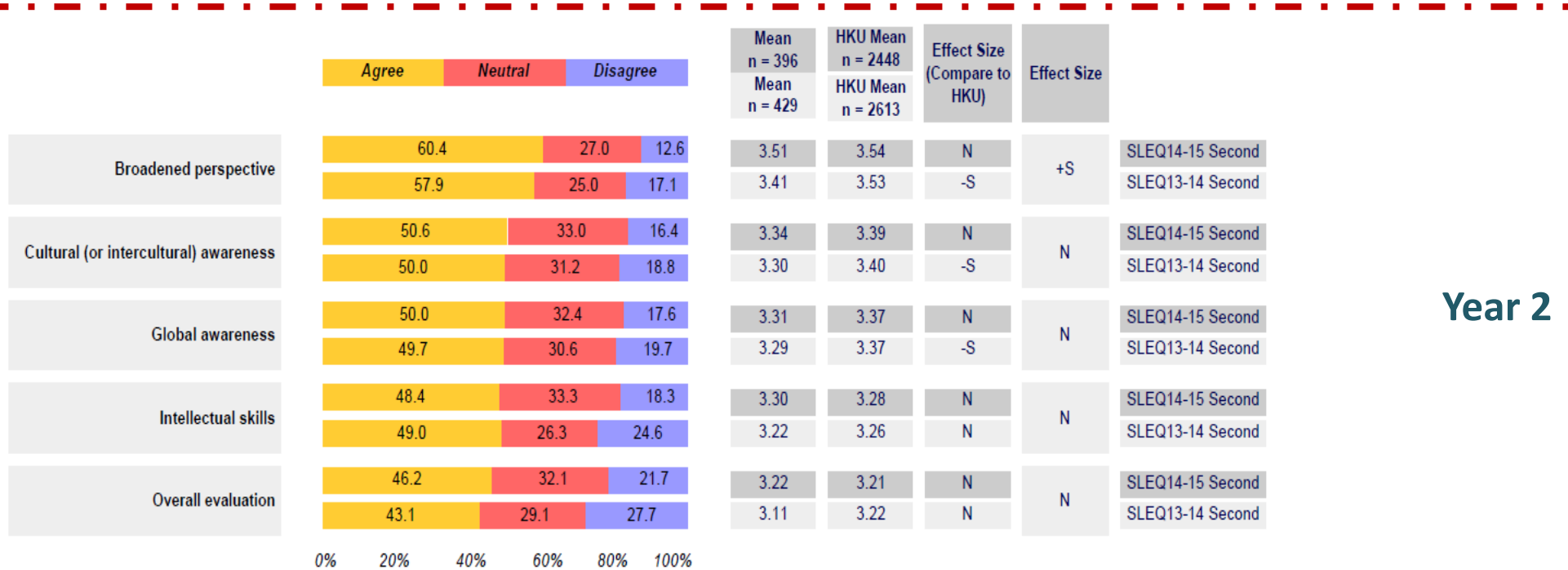
Year 2



# MBBS 2014/5



Year 1



Year 2

# MBBS 2015/6



Year 1

# MBBS 2013/4

- ... widened my horizon in different fields as I am given more chances to explore knowledge in other faculties ...
- ... able to meet friends in other faculties ...
- ... want to focus more on professional studies, ...
- ... they cost me more time than what I am able to spend on courses of my discipline ...
- ... the number of course need to be reduced ...

# MBBS 2014/5

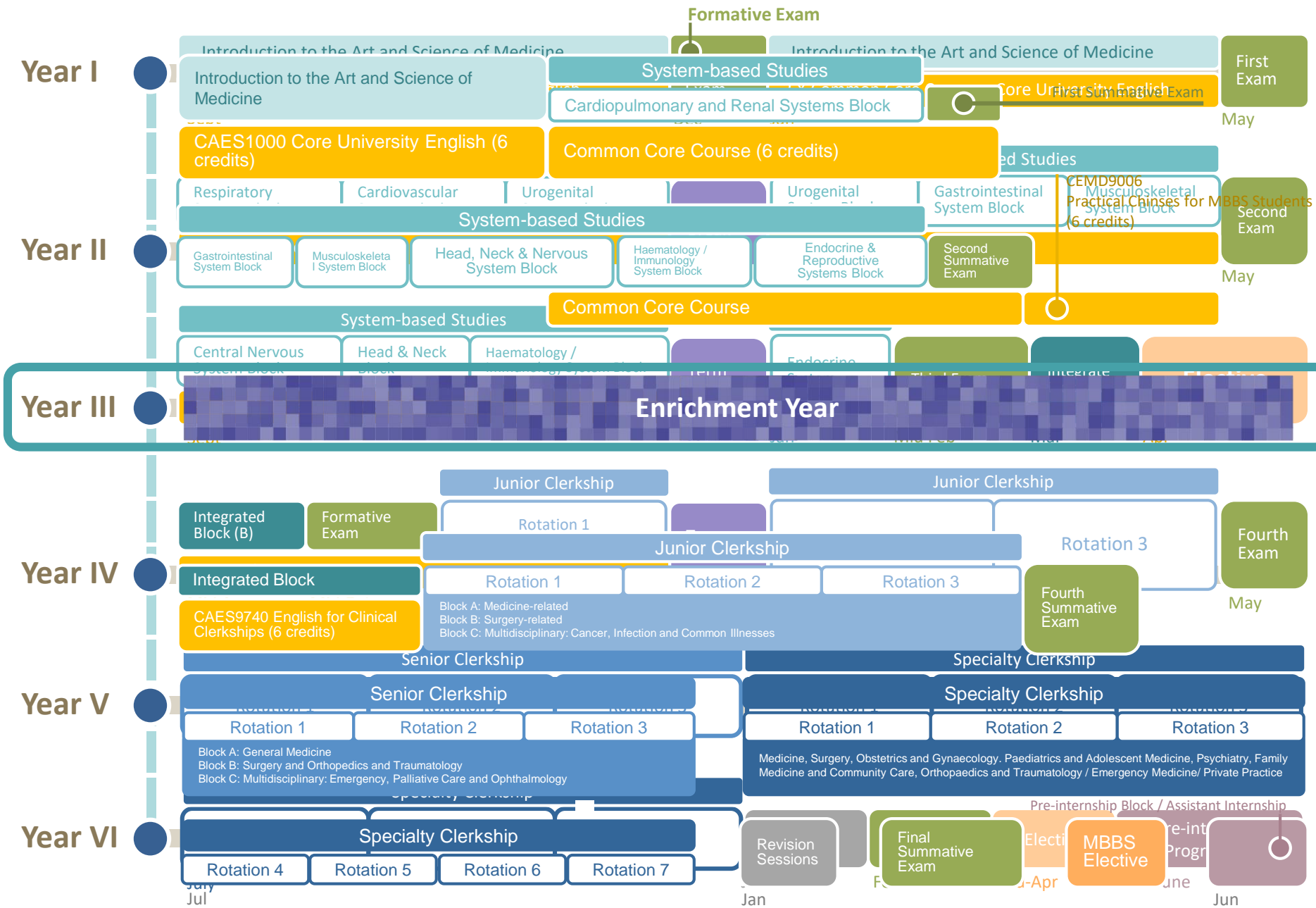
- ... to explore issues that are outside of my own discipline...to explore the humanistic side of medicine ...
- ... helped me find my REAL own interests...that I actually was never suitable to study science at all ...
- ... reducing to 3 or 4 ...
- ... to have to take 6 CCCs and they all bear 6 credits, which weigh the same as those of my core subjects ...
- ... not suitable for medical students ...



# MBBS 2015/6

- ... to meet friends from different disciplines ... the way I thought of university life in the first place ...
- ... unable to register desired course(s) ...
- ... elective and CCC can mix together ... let students choose what they want to do most ...
- ... like elective much more than any CCCs ...
- ... more quotas ...
- ... provide more courses on social and communication skills ...

# 5-Year Curriculum (implemented since 2012)





# More Options in Enrichment Year

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HKU Horizons





## Enrichment Year

- **University’s visionary [3+1] “I’s” strategy, viz. “Internationalisation”, “Innovation”, “Interdisciplinarity” converging to create “Impact” underpinning the six HKU educational aims:**
  - Pursuit of academic/professional excellence, critical intellectual enquiry and life-long learning
  - Tackling novel situations and ill-defined problems;
  - Critical self-reflection, greater understanding of others, and upholding personal and professional ethics
  - Intercultural understanding and global citizenship
  - Communication and collaboration
  - Leadership and advocacy for the improvement of the human condition
- **Enhance and enrich students’ total learning experience and whole person development**



# Service / Humanitarian work



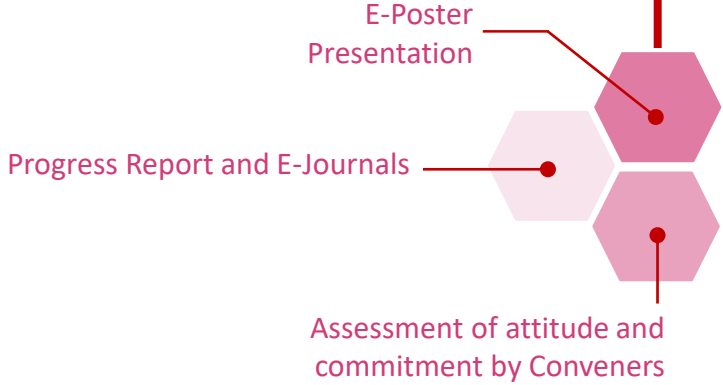
## Experiential Learning in community setting, nurturing students' spirit of helping the needy



Week 1

### Core Course - Global Health

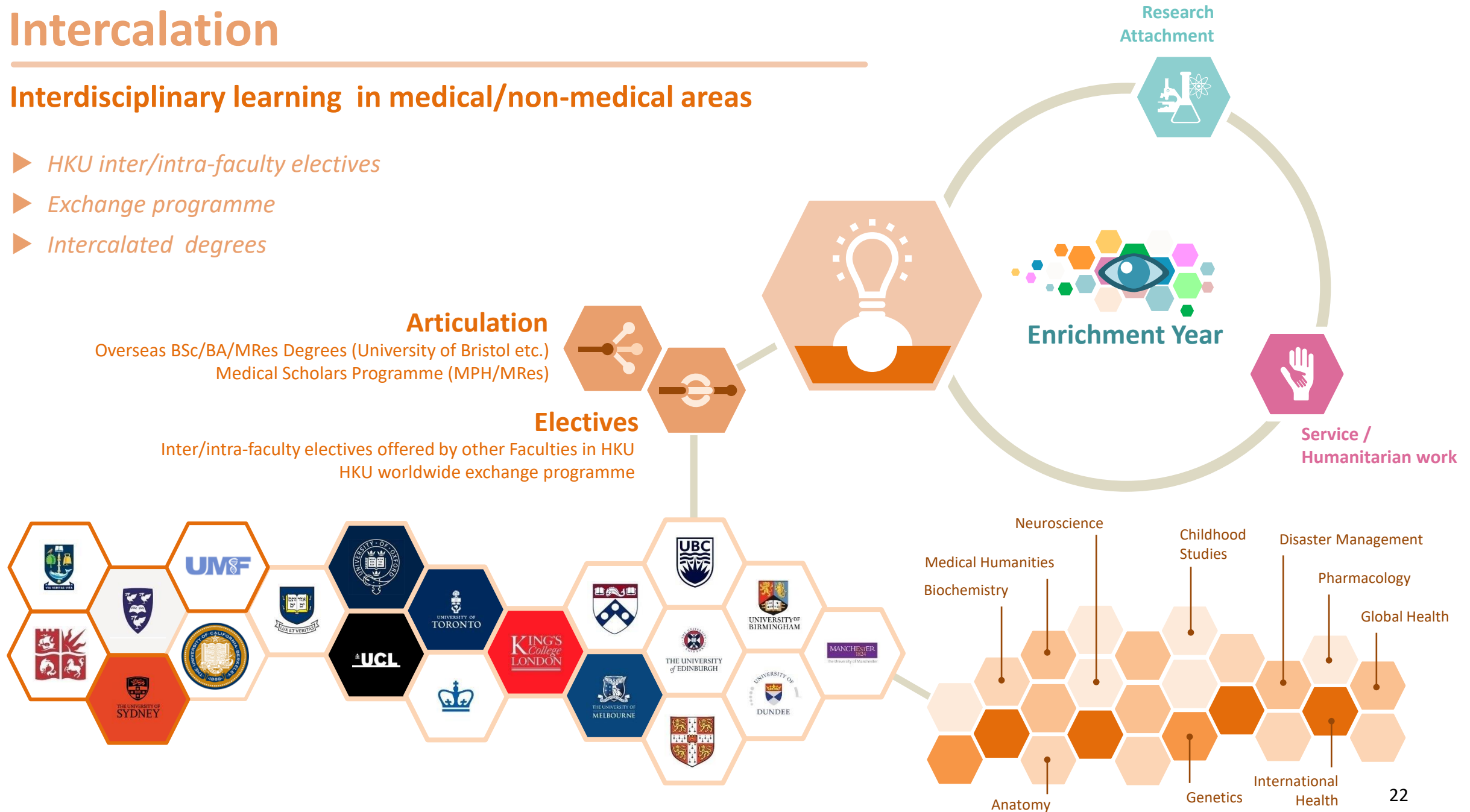
- ▶ Prepare students to their role of being humanitarian leaders in improving health and achieving equity in health for all people worldwide



# Intercalation

## Interdisciplinary learning in medical/non-medical areas

- ▶ *HKU inter/intra-faculty electives*
- ▶ *Exchange programme*
- ▶ *Intercalated degrees*



# Research Attachment (RA)

## Diverse experience of Research internship locally or internationally

- ▶ University's Undergraduate Research Fellowship Scheme
- ▶ Faculty's Research Internship Scheme
- ▶ Self-initiated RA Projects in world renowned laboratories and clinical facilities

## Example of research topic

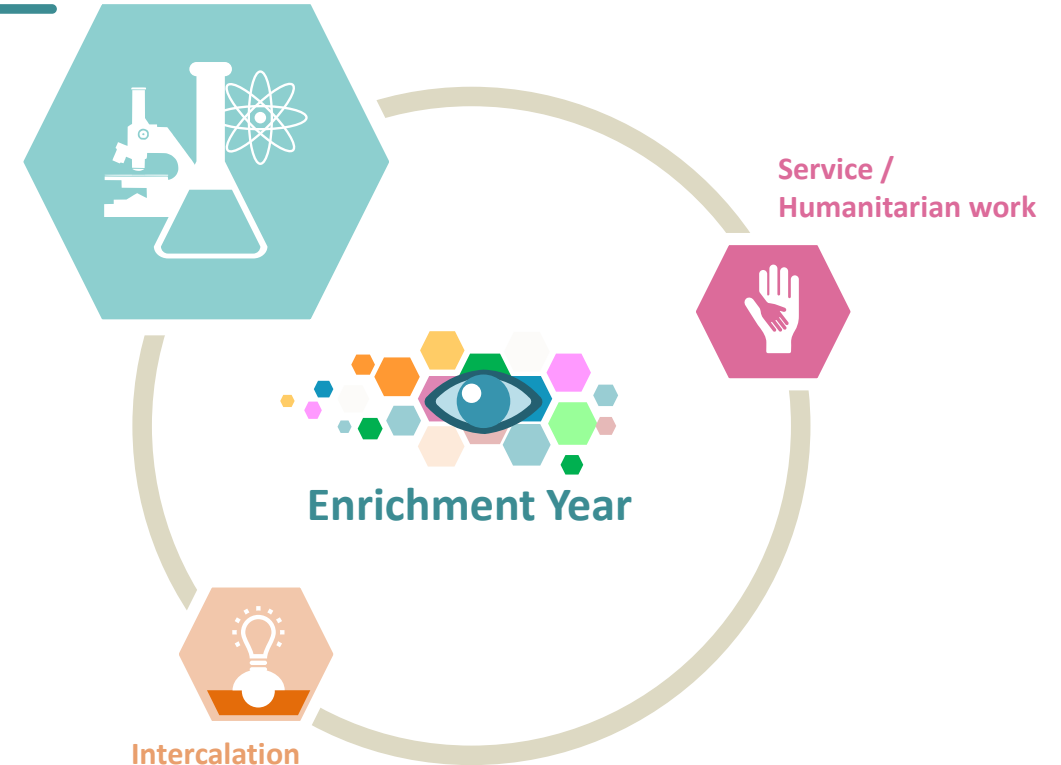
### (MRes[Med]) 2017 - 2018

Research area: **Cancer** - Molecular biology of gastric adenocarcinoma  
Professor KM Chu, **Department of Surgery**

Research area: **Heart, Brain, Hormone** - Interventions for late-life depression  
Dr WC Chan, **Department of Psychiatry**

Research area: **Infection and Immunology** - Viral infection and cellular stress response mechanisms  
Dr NS Wong, **School of Biomedical Sciences**

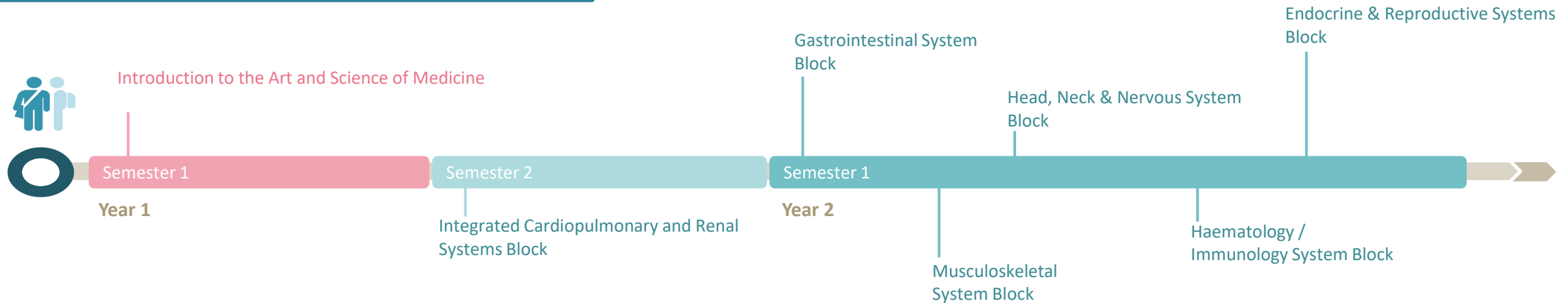
Research area: **Public Health** - Exercise for Children with special needs  
Dr SM Fong, **School of Public Health**





# How to make it possible?

## Reorganise the system blocks



## Create an Enrichment Year in 3<sup>rd</sup> year

Reduce classroom-based Common Core Course requirements from **6** to **3** courses only

Redeploy the current Elective Semester

Merge and move **Integrated Block-A** with **Integrated Block-B** to the beginning of Year 4

Reorganise and Integrate some systems blocks as above

**(No net reduction** in what is currently being taught)

# What are the opportunities & challenges?

## Challenges

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- T**he whole timetable, including dissection sessions, will have to be rearranged
- F**inding enough student overseas placements
- C**reating an interactive e-portfolio to monitor students' progress while they are away
- N**ot all students would wish to pursue an additional degree or to travel abroad
- F**inding enough supervisors to offer MRes(Med) or other research internships

## Opportunities

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- A** value-added curriculum with a further step towards better integration
- W**hole person development of students
- A**n opportunity to review our teaching content
  - The depth and breath of current lectures
  - PBL cases have become rather tired
  - Conduct of PBL needs to move with the times
  - Assessment formats
- S**etting up a continual curriculum review mechanism



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