



中華人民共和國香港特別行政區政府總部食物及衛生局
Food and Health Bureau, Government Secretariat
The Government of the Hong Kong Special Administrative Region
The People's Republic of China

Our Ref. : FHB/H/19/102
Your Ref. : CB4/PL/HS+CB4/PL/ED

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26 May 2021

Clerk to Panel on Health Services
(Attn: Ms Angela CHU)
Legislative Council Secretariat
Legislative Council Complex
1 Legislative Road
Central
Hong Kong

Dear Ms CHU,

**Panel on Health Services and Panel on Education
Follow-up to the meeting on 5 March 2021**

Further to the joint panel meeting on 5 March 2021, the requested supplementary information is provided at **Enclosure**.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Ricky WU'.

(Mr Ricky WU)

for Secretary for Food and Health

**Legislative Council Panel on Health Services and Panel on Education
Supplementary Information**

(a)

The oaths taken by the newly admitted medical students of the University of Hong Kong (“HKU”) and the Chinese University of Hong Kong (“CUHK”) are at **Annexes A** and **B** respectively.

(b)

The General Education courses, namely the “Medical Humanities” and “Medical Ethics and Law” programmes, which medical students of HKU are required to take are embedded in their Bachelor of Medicine and Bachelor of Surgery (“MBBS”) curriculum. Details of the curriculum are at **Annexes C** and **D**.

The General Education (“GE”) Programme of CUHK comprises both the University GE and the College GE. All students of CUHK, including medical students, are required to complete a minimum of 21 units of its GE courses.

The University GE curriculum provides students with a broad intellectual perspective and instils in them an understanding of the values of different academic disciplines. Students can choose from over 200 courses offered by various teaching departments which are grouped into four required study areas, namely (a) Chinese Cultural Heritage; (b) Nature, Science and Technology; (c) Society and Culture; and (d) Self and Humanity.

Moreover, students are required to complete two courses which engage them in dialogues on perennial concerns of human existence through the reading of classics. Taught in seminar style, these courses are designed to help students cultivate knowledge, curiosity, communication skills and critical thinking that are essential for independent learning.

To complement the mission of the University GE, the College GE offers students’ assemblies, overseas learning tours and collaborative group work which stress on students’ exposure beyond academic pursuit, as well as cross-cultural exchange and understanding which contribute to the holistic development of students to become responsible citizens of the world.

In addition, with an aim to nurture professional and ethical doctors, medical students are required to take 6 units in designated courses in “Bioethics” in order to complete the GE requirements. Details of this curriculum are given in Part (d) below.

(c)

The financial position of HKU as at 30 June 2020 is as follows:

	HK\$ (in millions)
University Grants Committee (“UGC”) Funds	2,171
Restricted Funds	9,301
Other Funds	14,694
Total	26,166

The financial position of CUHK as at 30 June 2020 is as follows:

	HK\$ (in millions)
UGC Funds	4,197
Restricted Funds	19,007
Total	23,204

(d)

HKU plans to enhance “professionalism” in its MBBS programme by introducing a component entitled “Doctors in Society” under the coordination of the Medical Ethics and Humanities Unit of Li Ka Shing Faculty of Medicine. This component will encompass lectures, seminars, workshops and extra-curricular activities with a focus on the exercise of medical professionalism in the context of sociopolitical agenda, social responsibility, citizenship, use of the social media, and the ethical and legal boundaries thereof.

As for CUHK, the Faculty of Medicine is committed to training professional and ethical doctors to serve the community, through strong emphasis on ethics education. Both professionalism and medical ethics are an integral part of the current curriculum. The “Bioethics” curriculum, introduced by the Faculty in 2015, aims at raising the awareness of important ethical issues and society’s expected professional behaviour of a medical professional with regular assessments including the following topics:

- (i) Critical thinking tools of ethical analysis;
- (ii) Philosophical and historical foundations of bioethics;
- (iii) Ethical challenges of biomedical research;
- (iv) Healthcare delivery and policy, doctor-patient relationship and medical professionalism;
- (v) Clinical ethics and decisions at the bedside; and
- (vi) Ethics, medical innovation and emerging biotechnologies.

For professionalism, throughout the six years of the medicine programme, medical students are required to develop a formal record of his/her professional learning and behaviour using the “Professionalism Track Portal” with three main components: Educational Activities, Assessments and Expressions of Concern and Disciplinary Issues. Moreover, the Faculty has set out the “Code of Conduct” (see **Annex E**) to serve as a general guideline for medical students starting from their first day of study. All medical students are requested to sign a declaration of acceptance when they are newly admitted. A “Fitness to Practice Committee” has also been established in the Faculty since March 2012 as the governing body of disciplinary matters related to medical students.

The Faculty will continue to review the teaching contents, including the social issues affecting the healthcare system of Hong Kong, and explore the possibility of enhancing the syllabus such as “Doctor-patient Relationship” and “Clinical Decision at the Bedside” to address newly arising local and worldwide societal concerns from an ethical perspective, in order to guide students in their analysis and reflection. Webinars at the University level covering the topic of public health safety would also be organised to enrich students’ understanding of relevant social and global issues from the medical ethics perspectives. The Faculty will also conduct regular reviews of the ethical standards, professional conduct and integrity that medical students should possess, so as to ensure that the values and importance of professionalism and ethics are instilled.

Food and Health Bureau
May 2021



Declaration of Geneva

Medical Vow

*Adopted by the 2nd General Assembly of the World Medical Association, Geneva, Switzerland, September 1948
and amended by the 22nd World Medical Assembly, Sydney, Australia, August 1968
and the 35th World Medical Assembly, Venice, Italy, October 1983
and the 46th WMA General Assembly, Stockholm, Sweden, September 1994
and editorially revised by the 170th WMA Council Session, Divonne-les-Bains, France, May 2005
and the 173rd WMA Council Session, Divonne-les-Bains, France, May 2006
and amended by the 68th WMA General Assembly, Chicago, United States, October 2017*

At the time of being admitted as a member of the medical profession:

- I solemnly pledge to dedicate my life to the service of humanity;
- The health and well-being of my patient will be my first consideration;
- I will respect the autonomy and dignity of my patient;
- I will maintain the utmost respect for human life;
- I will not permit considerations of age, disease or disability, creed, ethnic origin, gender, nationality, political affiliation, race, sexual orientation, social standing or any other factor to intervene between my duty and my patient;
- I will respect the secrets that are confided in me, even after the patient has died;
- I will practise my profession with conscience and dignity and in accordance with good medical practice;
- I will foster the honour and noble traditions of the medical profession;
- I will give to my teachers, colleagues, and students the respect and gratitude that is their due;
- I will share my medical knowledge for the benefit of the patient and the advancement of healthcare;
- I will attend to my own health, well-being, and abilities in order to provide care of the highest standard;
- I will not use my medical knowledge to violate human rights and civil liberties, even under threat;
- I make these promises solemnly, freely, and upon my honour.

MEDICAL STUDENT OATH

(Oath taken by medical students of the Faculty of Medicine of the Chinese University of Hong Kong)

Today, I join the medical community of The Chinese University of
Hong Kong.

As a medical student and a future doctor,

I solemnly promise that I will perform to the best of my ability
to care for the sick, promote good health, and alleviate suffering.

I acknowledge that the practice of the art and science of medicine
is a privilege with which comes with great responsibility.

I therefore pledge to acquire the knowledge, skills,
and attitude required for the practice of medicine.

I will practice medicine with integrity, honesty, respect and
compassion.

I shall not practice with prejudice.

I will always maintain the highest standards of professional conduct.

I will maintain the utmost respect for human life and humanity.

I shall never intentionally do harm to my patients.

I will respect patients' rights, values, and beliefs,
and will uphold their confidentiality.

I will value and respect the knowledge and wisdom of the doctors
who have preceded me, including my teachers and mentors,
and will appropriately and gratefully follow their wise guidance.

Knowing my own limitations and those of medicine,

I shall commit myself to a lifelong journey of learning how to cure,
relieve

and comfort with humility and compassion.

As I accept these new responsibilities,

I will not forget the importance of my own health and wellbeing.

I make this decision solemnly, freely, and upon my honour.

May the white coat I wear today remind me of the promises I have
made

and of my duty to make my medical profession and medical school
better,

reflecting the faculty's motto:

Transforming our Passion into Perfection

醫科生誓詞
(香港中文大學醫學院醫科生誓詞)

今天，我加入香港中文大學醫學院。作為一名醫科生和未來的醫生，
我莊嚴地承諾會盡心盡力照顧病人、促進市民健康，和減輕病人痛苦。

我能夠加入醫生的行列實在是莫大的光榮，同時也代表我肩負著重大的責任。

我承諾會努力學習所需的專業知識和技術，
及樹立良好的醫德和專業的態度，將來行醫救人，為社會作出貢獻。

我會以正直、誠實的態度行醫，並且尊重和體諒病人。

我絕對不會在行醫時帶有個人的偏見。

我會時刻保持最高標準的專業操守。

我會尊重生命，奉行人道主義。

我絕對不會蓄意傷害病人。

我會尊重病人的權利、價值觀和信仰，並會保護他們的私隱。

我會重視和尊重醫學界前賢，包括老師和導師的學問和智慧。

我會恰當地遵從及感激他們睿智的教導。

我明白自己的能力及醫學發展都有限制。

我承諾會窮一生之力學習如何為病人治療和減輕痛苦，

並對病人表現謙恭和賦予同理心，讓病人心靈上得到慰藉。

我接受這些新責任的同時，也會努力保持自己身體和精神健康。

我莊嚴地、自主地作出這個決定。

願今天我穿上的這件白袍時刻提醒我曾經作出的承諾，

同時也提醒我要全力以赴，努力學習，造福社會，

為醫學界及醫學院增光，正如醫學院的院訓所言：

Transforming our Passion into Perfection

MBBS I

Medical Humanities (MH) Programme

Description

“**Exploring the Person behind the White Coat**” is the theme of first year of medical humanities programme. The first year of the medical humanities programme starts with medical students exploring several issues related to the humanistic practice of medicine. These will draw primarily on the themes of doctor and patient stories, spirituality and healing and the history of medicine. They will explore questions such as the following: Why does understanding of human existence and the human condition help doctors in the care of their patients? What is our inner potential and how can it be tapped to cope with the stress of medical school and healthcare? How do lessons of the past help guide us in dealing with the health problems of today and the future?

Learning Outcomes

By the end of the Year 1 programme, students will be able to:

1. Describe the relevance of a medical humanities curriculum in the training of future doctors
2. Discuss how engagement in the medical humanities will enable doctors to take better care of patients and themselves.
3. Reflect upon the evolving identity of doctors and medical students and the factors that shape the kind of practitioner you want to become
4. Identify defining events in the history of medicine in Hong Kong and discuss their continuing impact on the health and healthcare of Hong Kong people today

Key Themes in Medical Humanities Programme

- ***Doctor & Patient Identities***

This is about who we are as individuals across the spectrum of medical qualification – from medical student on the first day of medical school to the most pre-eminent retired doctor – and the experiences, influences and dilemmas that we encounter, struggle with, are scarred by, and influence us to approach and practice medicine in the way we do. It is also about patients and their families and the equivalent experiences that they have had in a medical context that shapes the way they see, interact with, and trust their healthcare providers. And it’s also about what happens when these identities intersect – when doctor becomes patient, or patient becomes doctor. These are doctor and patient stories.

- ***Living & Dying***

In medicine we have always been looking for ways to help our patients live longer, better and happier and when end-of-life is imminent, we look for ways to postpone the inevitable while maximizing quality of life. What are the stages of life that we all go through from birth to death and the medical experiences that accompany each of these? How do people live? How do they die? Where do they die? Would it be so different if we were living outside Hong Kong or part of someone else’s family, or alone, or in a different era?

- ***Culture & Care***

Culture provides the context in which we live and work. The ideas, customs and social behaviours affect the way patients and doctors behave, thrive and survive. Think about Hong Kong culture, the culture of medicine, medical school culture. Think about the things that bring people together - beliefs, ethnicity, religion – and the things that drive people apart – beliefs, ethnicity, religion. Culture, spirituality and resilience are integral to bringing healing to patients and doctors.

- ***History of Medicine***

This theme acknowledges that we are continually influenced by the events and the traditions of the past in the way that we perceive and practice medicine. The language and words that we use, the biases we hold, the uniforms we wear, the habits we have formed, and the design of the hospitals and the structure of the health care system we work in are among the things we take for granted. Why do we practice medicine the way we do? Look for reasons in the stories of the past and see how you might use this when you look to the future.

- ***Social Justice/ Humanitarianism***

At its heart, medicine is a profession of servitude. We are responsible for caring for the most vulnerable among us as well as the most privileged. But it is those who cannot access the wealth, opportunities and privileges of society who we are most obligated to help. Who are these people? What are their stories? What is the role of doctors?

Learning Activities

Whole class sessions will provide the introduction to the topics that will be further explored through workshops and through a guest sharing series (MH “Conversations & Connections”).

MBBS II

Medical Humanities Programme

Description

“**Exploring suffering and healing**” is the main theme of the second year of the medical humanities programme. Whilst advances in biomedical science, new drugs, innovative surgical techniques and improved medical technology have cured more patients and led to previously fatal conditions being treated as a chronic disease, it has also resulted in medicine being increasingly practiced as a biomedical specialty with little in the way to understand the suffering and meaning-making of patients who are chronically ill or where no cure is possible. At the same time doctors across the entire spectrum of training are faced with the increasing pressures of doing more with less and in environments that may not be completely conducive to wellbeing.

The second year of medical humanities curriculum will open up opportunities to explore how suffering can be recognized and how it affects patients, doctors and ourselves. Engagement in medical humanities can help provide some illumination and can facilitate doctors to bring healing to their patients, as well as to understand their own feelings and emotions at times of difficulty. Through the genres of narrative, film, art, performance and mindful practice, students will further develop the understanding, skills and reflective capacity that will help to appreciate suffering, and identify ways to promote healing.

Learning Outcomes (for MBBS Year 2 Medical Humanities)

By the end of the Year 2 programme, students will be able to:

1. Describe how engagement in the medical humanities may help doctors to recognise the nature of suffering in their patients and as a result open up opportunities to bring healing
2. Reflect on situations which have brought about suffering to doctors and medical students and how these can help doctors to evolve from biomedical specialist to physician-healers.
3. Identify and take advantage of opportunities that deepen the experience of being human, cultivate humaneness, and to be a humanitarian

Key Themes in Medical Humanities Programme

- ***Doctor & Patient Identities***

This is about who we are as individuals across the spectrum of medical qualification – from medical student on the first day of medical school to the most pre-eminent retired doctor – and the experiences, influences and dilemmas that we encounter, struggle with, are scarred by, and influence us to approach and practice medicine in the way we do. It is also about patients and their families and the equivalent experiences that they have had in a medical context that shapes the way they see, interact with, and trust their healthcare providers. And it’s also about what happens when these identities intersect – when doctor becomes patient, or patient becomes doctor. These are doctor and patient stories.

- ***Living & Dying***

In medicine we have always been looking for ways to help our patients live longer, better and happier and when end-of-life is imminent, we look for ways to postpone the inevitable while maximizing quality of life. What are the stages of life that we all go through from birth to death and the medical experiences that accompany each of these? How do people live? How do they die?

Where do they die? Would it be so different if we were living outside Hong Kong or part of someone else's family, or alone, or in a different era?

- **Culture & Care**

Culture provides the context in which we live and work. The ideas, customs and social behaviours affect the way patients and doctors behave, thrive and survive. Think about Hong Kong culture, the culture of medicine, medical school culture. Think about the things that bring people together - beliefs, ethnicity, religion – and the things that drive people apart – beliefs, ethnicity, religion. Culture, spirituality and resilience are integral to bringing healing to patients and doctors.

- **History of Medicine**

This theme acknowledges that we are continually influenced by the events and the traditions of the past in the way that we perceive and practice medicine. The language and words that we use, the biases we hold, the uniforms we wear, the habits we have formed, and the design of the hospitals and the structure of the health care system we work in are among the things we take for granted. Why do we practice medicine the way we do? Look for reasons in the stories of the past and see how you might use this when you look to the future.

- **Social Justice/ Humanitarianism**

At its heart, medicine is a profession of servitude. We are responsible for caring for the most vulnerable among us as well as the most privileged. But it is those who cannot access the wealth, opportunities and privileges of society who we are most obligated to help. Who are these people? What are their stories? What is the role of doctors?

Learning Activities

The MBBS Year 2 Medical Humanities Programme will take a CORE + OPTIONS approach:

The CORE learning will take the form of 5 x 2-hour workshops that explore suffering and healing in different medical contexts via a variety of genres including narrative, film, art, performance and mindful practice. These will require active participation through discussion, sharing, analyzing, drawing, re-imagining, acting, meditating or other modality.

The OPTIONS will allow you greater flexibility to explore the areas relating to the human side of medicine that interest you the most. Your choices must align with the vision of 'deepening the experience of being human, cultivating humaneness, being a humanitarian' and are relevant to one or more of the key themes of the MH programme (as mentioned above).

MBBS IV Junior Clerkship

Medical Humanities

i. Course Description

“Relieving suffering and promoting healing” is the main theme of the Year IV of the Medical Humanities programme. Students will explore the personal experiences of loss, healing and survivorship, and how suffering can be relieved using not just medical interventions, but also various compassionate strategies. When students start engaging with patients and families during their Clinical Foundation Block and Junior Clerkships, they will experience first-hand the worries and concerns of patients and their families. Students will explore various perspectives of suffering and healing including the burden of care. Through Workshops and “Conversations & Connections” sessions with opportunities for dialogue with patients and caregivers, students will learn the different forms of approaching health problem toward holistic care.

ii. Learning Outcomes

By the end of the Year IV programme, students will be able to:

1. Recognize the impact of significant life events, from mild sickness, life-threatening conditions, to end-of-life related issues.
2. Develop greater awareness of the lived experiences of patients and carers
3. Explore the ways that suffering can lead to resilience, development of inner strength, self-compassion, healing and survivorship.

iii. Schedule

Date	Time	Topics	Teachers	Format
28.11.20 (Sat)	1030 – 1200	Conversations & Connections 1: Holistic care through the eyes of stroke survivors (followed by Live Q&A with stroke patients)	Dr Harry Wu Mr Samson Wong	Live Zoom
12.12.20 (Sat)	1030 – 1230	Conversations & Connections 2: Understanding the lived experiences of caregivers of persons with mental illness (followed by Live Q&A with caregivers)	Dr Harry Wu	Live Zoom
20.02.21 (Sat)	1115 – 1245	Conversations & Connections 3: TBC	TBC	Live Zoom

Format:

Links to the Live zoom sessions will be provided by Medical Ethics and Humanities Unit closer to the date(s).

MBBS V Senior Clerkship **Medical Humanities**

Introduction

The Medical Humanities (MH) curriculum for Senior and Speciality Clerkship explores the Year 5-6 theme of **'Staying human, maintaining professionalism and building resilience'**. As you enter the final two years of medical school, you will learn to apply medical knowledge and skills to real clinical engagement. Running concurrently, the medical humanities curriculum will assist you in bringing the spirit and content of medical ethics and humanities to your work. Whilst on the wards, you will become increasingly aware of the challenges of maintaining professional values and ethics, whilst also preserving your wellbeing. Your experiential learning in clinical contexts will be used to guide the Medical Humanities tutorials, in which these complex and often contradictory ideals will be explored.

Learning Outcomes

By the end of the Senior Clerkship & Specialty Clerkships, students will be able to:

- Bring the spirit of the medical humanities, including recognition of the 'person in the patient' and compassionate care for the suffering, to interactions with patients and others encountered during clinical rotations.
- Examine and identify approaches to resolving conflicts between learned knowledge in medical humanities and ethics and the realities of everyday practice.
- Demonstrate professionalism and awareness of how to maintain personal resilience, whilst caring for patients and their families.

Learning Activities

One small-group tutorial is scheduled during the Senior Clerkship.

Two small-group tutorials are scheduled during the Family Medicine and Community Care (FMCC) and Combine Clerkships in Orthopaedics & Traumatology and Emergency Medicine rotations.

During all these tutorials, you will be encouraged to share difficult, complex or unusual patient experiences and how these have affected you clinically and personally. For the second MH tutorial, you will be required to write a 'reflection on a hospital ward' and for the third MH tutorial, a 'parallel chart' (See below and on Moodle).

Each group will be assigned a clinician as the tutor.

Writing a reflection on a hospital ward:

You will be asked to write a reflection on a situation that you have experienced on a ward, whether it be with a patient, a family member, a member of staff, or any clinical scenario that impacts you. Further details are available on Moodle.

Writing a 'Parallel Chart':

You will be asked to write a parallel chart. This is a piece of writing that could sit alongside hospital notes to add a more complex and nuanced view of a clinical scenario. Parallel charts are a way of documenting more information about patients and exploring student's feelings and experiences during clinical care. Further details are available on Moodle.

Medical Humanities Prizes

WYNG Foundation Award

A \$1,000 prize awarded to a final year MBBS student who has demonstrated the best performance in Medical Humanities in Year 3, 4 and 5.

Chan Li Chong Memorial Prize in Medical Humanities

A \$5,000 prize awarded to a final year MBBS student who has excelled in the Medical Humanities programme throughout the 6 years of medical studies and best embodied the spirit of humanism in medicine, as demonstrated through his/her attitude towards academic studies, patient interaction and care. Contribution to medical school life and the community will also be taken into consideration.

MBBS VI Specialty Clerkship **MEDICAL HUMANITIES**

4.1 Course Description

The Medical Humanities (MH) curriculum for Senior and Speciality Clerkship explores the Year 5-6 theme of **'Staying human, maintaining professionalism and building resilience'**. As you enter the final two years of medical school, you will learn to apply medical knowledge and skills to real clinical engagement. Running concurrently, the medical humanities curriculum will assist you in bringing the spirit and content of medical ethics and humanities to your work. Whilst on the wards, you will become increasingly aware of the challenges of maintaining professional values and ethics, whilst also preserving your wellbeing. Your experiential learning in clinical contexts will be used to guide the Medical Humanities tutorials, in which these complex and often contradictory ideals will be explored.

4.2 Learning Outcomes

By the end of the Senior and Speciality Clerkship, you will be able to:

- Bring the spirit of the medical humanities, including recognition of the 'person in the patient' and compassionate care for the suffering, to interactions with patients and others encountered during clinical rotations.
- Examine and identify approaches to resolving conflicts between learned knowledge in medical humanities and ethics and the realities of everyday practice.
- Demonstrate professionalism and awareness of how to maintain personal resilience, whilst caring for patients and their families.

4.3 Learning Activities

Tutorials:

One small-group tutorial is scheduled during the Senior Clerkship.

Two small-group tutorials are scheduled during the Family Medicine and Community Care (FMCC) and Combine Clerkships in Orthopaedics & Traumatology and Emergency Medicine rotations.

During all these tutorials, you will be encouraged to share difficult, complex or unusual patient experiences and how these have affected you clinically and personally. For the second MH tutorial, you will be required to write a 'reflection on a hospital ward' and for the third MH tutorial, a 'parallel chart' (See below and on Moodle).

Each group will be assigned a clinician as the tutor.

Writing a reflection on a hospital ward:

You will be asked to write a reflection on a situation that you have experienced on a ward, whether it be with a patient, a family member, a member of staff, or any clinical scenario that impacts you. Further details are available on Moodle.

Writing a 'Parallel Chart':

You will be asked to write a parallel chart. This is a piece of writing that could sit alongside hospital notes to add a more complex and nuanced view of a clinical scenario. Parallel charts are a way of documenting more information about patients and exploring student's feelings and experiences during clinical care. Further details are available on Moodle.

4.4 Assessment

The MH assessment for the Senior and Specialty Clerkships will be considered together and will be based on:

1. Satisfactory participation in all tutorial sessions.
2. Submission of the two pieces of work, namely 'reflection on a hospital ward' and a 'parallel chart'

4.6 Medical Humanities Prizes

- **WYNG Foundation Award**
A \$1,000 prize awarded to a final year MBBS student who has demonstrated the best performance in Medical Humanities in Year 3, 4 and 5.
- **Chan Li Chong Memorial Prize in Medical Humanities**
A \$5,000 prize awarded to a final year MBBS student who has excelled in the Medical Humanities programme throughout the 6 years of medical studies and best embodied the spirit of humanism in medicine, as demonstrated through his/her attitude towards academic studies, patient interaction and care. Contribution to medical school life and the community will also be taken into consideration.

4.7 Coordinator

Dr Nicolette L Ray, Medical Ethics and Humanities Unit (nray@hku.hk)

MBBS I

Medical Ethics and Humanities: The Foundations (Medical Ethics and Law)

Introduction

The aim of this first year exposure is to introduce students to the notion of the special relationship between the doctor and his/her patient. At the end of the year students should have a good understanding of the basic rights of patients, and the main duties doctors have towards patients, focussing in particular on the essential topics of consent and patient confidentiality.

Students will also be encouraged to become more self-aware regarding how they form their own moral values that underpin their attitude, behaviour, decision making and practice.

Components

Whole Class interactive Lecture: 1 × 1 hour

Online E-module: 9 e-videos + cases for preparation for the interactive sessions

Interactive sessions (4 PBLs): 3× 1.5 hours

Workshop in groups (2-3 PBLs): 1 × 2 hours

Whole Class Lectures/ E-modules, interactive sessions and workshop

These sessions will cover the following topics:

- Professionalism
- Doctor-patient relationship
- Autonomy
- Consent
- Confidentiality
- Doing Good (Beneficence)
- Do No Harm (Non-maleficence)
- Justice
- End of life ethics: Assisted suicide, Euthanasia and Capital punishment

Assessment and Attendance

For each e-module topic there is an ethical scenario with trigger questions, which you should discuss in your PBL groups and prepare a 'team' response. One of your PBL group will be invited to present the team's response during the interactive sessions.

In selected interactive sessions there will be an **in-class assessment comprised of a practice SAQ** which will serve to test student learning from the e-module and the interactive teaching session and provide an opportunity for students to practice responding to ethics SAQs in preparation for the summative exam.

E-module completion will be logged centrally. **Poor attendance/failure to complete e-modules will be highlighted to the Associate Dean, Professor Gilberto Leung and remedial action taken.**

All course content is examinable in your final MBBS I exam in the SAQ (structured answer question) format. Lecture material will be made available on moodle straight after the lecture.

Workshop

The Workshop will be highly interactive and fun and will include case studies covering material from both the WCL and the E-modules. Attendance is compulsory. There will be an in-class assessment.

Feedback

Constructive and honest feedback helps us to improve the course. I will ask for anonymous feedback in written form at the end of each session but I invite you to email me directly on awright@hku.hk if you wish to provide more details.

Learning Outcomes

By the end of the Year 1 programme, students should:

- Have an awareness of different ethical and philosophical models
- Be able to understand the special nature of the doctor-patient relationship specifically relating to informed consent and confidentiality.
- Demonstrate understanding and work towards upholding the attitudes, and behaviour that patients have come to expect and demand of their doctors.
- Demonstrate their ability to identify ethical dilemmas and a systematic way of working out a reasoned response to such dilemmas.
- Be able to discuss their responses/actions with reference to the four principles; autonomy, beneficence, non-maleficence, and justice.

• Schedule

Activity	Date	Time	Group	Format
MEL Whole Class Lecture 'Ethical Beginnings'	2020-09-10	10:00-11:00 * in class assessment	1-28	Zoom
E-module 1 MEL-1: 'Brief overview of different ethical philosophies'	Week 3	20 min e-video + case	Self-directed PBL discussion	Video
E-module 2 MEL-2: 'How do we make ethical decisions?'	Week 4	15 min e-video + case	Self-directed PBL discussion	Video
E-module 3 MEL-3: 'Duties, expectations and ethical conflicts'	Week 6	15 min e-video + case	Self-directed PBL discussion	Video
MEL Interactive session 1 (covering E-modules 1-3)	2020-10-12	09:30-11:00	1-4	Zoom
	2020-10-13	16:30-18:00	21-24	Zoom
	2020-10-15	11:30-13:00	17-20	Zoom
	2020-10-16	14:30-16:00	13-16	Zoom
	2020-10-19	14:30-16:00	5-8	Zoom
	2020-10-20	14:30-16:00	9-12	Zoom
2020-10-23	14:30-16:00	25-28	Zoom	
'My Life, My Choice' E-module 4 MEL-4: Informed Consent 1 E-module 5 MEL-5: Informed Consent 2 E-module 6 MEL-6: Confidentiality	Week 8	3 x 15mins e- videos + 3 cases	Self-directed PBL discussion	-

Activity	Date	Time	Group	Format
MEL Interactive session 2 (covering E-modules 4-6)	2020-10-27	14:30-16:00	1-4	Zoom
	2020-10-29	09:30-11:00	5-8	Zoom
	2020-11-02	14:30-16:00	25-28	Zoom
	2020-11-03	14:30-16:00	13-16	Zoom
	2020-11-04	09:30-11:00	9-12	Zoom
	2020-11-05	09:30-11:00	21-24	Zoom
	2020-11-06	14:30-16:00	17-20	Zoom
'My Death, My Choice' E-module 7 MEL-7: Killing, Euthanasia and physician assisted suicide E-module 8 MEL-8: Futility, withholding and withdrawing treatment E-module 9 MEL-9: Advance care planning	Week 10	3 x 15mins e- videos + 3 cases	Self-directed PBL discussion	-
MEL Interactive session 3 (covering E-modules 7-9)	2020-11-09	09:30-11:00	25-28 9-12	Zoom
	2020-11-11	09:30-11:00	13-16	Zoom
	2020-11-13	09:30-11:00	9-12 25-28	Zoom
	2020-11-16	11:30-13:00	5-8	Zoom
	2020-11-17	14:30-16:00	1-4	Zoom
	2020-11-19	09:30-11:00	21-24	Zoom
	2020-11-20	14:30-16:00	17-20	Zoom
MEL Workshop 'A day in the life of a junior doctor: everyday ethical encounters'	2021-01-05	14:30-16:30	13-14	TBC
	2021-01-12	14:30-16:30	15-16	TBC
	2021-01-15	09:30-11:30	9-10	TBC
	2021-01-19	14:30-16:30	17-18	TBC
	2021-01-29	14:30-16:30	19-20	TBC
	2021-02-02	14:30-16:30	21-22	TBC
	2021-02-23	14:30-16:30	7-8	TBC
	2021-02-25	09:30-11:30	23-24	TBC
	2021-03-01	14:30-16:30	1-2	TBC
	2021-03-09	14:30-16:30	27-28	TBC
	2021-03-11	14:30-16:30	3-4	TBC
	2021-03-18	14:30-16:30	25-26	TBC
	2021-03-22	14:30-16:30	11-12	TBC

Venue

LT2-4 = Lecture Theatres 2-4, G/F, William MW Mong Block, 21 Sassoon Road

MBBS II

Medical Ethics and Law Programme

Introduction

The aim of the second year is to build on the learning of students from Year one and to encourage more detailed thinking, discussion and reflection on the dilemmas posed by new and old ethical issues, including the challenges of advances in medicine and technology, resource allocation and organ donation and ethical issues relating to research.

Components

Whole Class interactive Lecture: 1 × 1 hour

Online E-module: 5 topics e-videos + cases for preparation for the interactive sessions

Interactive sessions: 3 × 1.5 hours

Workshop in (2-3 PBLs) groups: 1 × 2 hours

Whole Class Lectures/ E-modules, interactive sessions and workshop

These sessions will cover the following topics:

- Big data and Precision medicine
- Artificial intelligence in health care
- Justice & Global health
- Resource allocation
- Organ donation, transplantation
- Personal responsibility and social determinants of health
- Research ethics

Assessment and Attendance

For each e-module topic there are 2 ethical scenarios with trigger questions, which you should discuss in your PBL groups and prepare a 'team' response. One of your PBL group will be invited to present the team's response during the interactive sessions.

In selected interactive sessions there will be an **in-class assessment comprised of a practice SAQ** which will serve to test student learning from the teaching session and provide an opportunity for students to practice responding to ethics SAQs in preparation for the summative exam.

E-module completion will be logged centrally. **Poor attendance/failure to complete e-modules will be highlighted to the Associate Dean, Professor Gilberto Leung and remedial action taken.**

All course content is examinable in your final MBBS II exam in the SAQ (short answer question) format. Lecture material will be made available on moodle straight after the lecture.

Workshop

The Workshop will be highly interactive and fun and will include case studies covering material from both the WCL and the E-modules. Attendance is compulsory. There will be an in-class assessment.

Feedback

Constructive and honest feedback helps us to improve the course. I will ask for anonymous feedback in written form at the end of each session but I invite you to email me directly on awright@hku.hk if you wish to provide more details.

Learning Outcomes

By the end of the Year 2 programme students should:

- Have an awareness of the ethical arguments around new data storage and new technological advances like Artificial Intelligence.
- Understand the origins of modern research ethical guidance and the ongoing ethical challenges of human research
- Start to be able to analyse and make rational decisions to resolve practical situations where ethical conflicts occur, particularly relating to autonomy, beneficence, justice and resource allocation.

Schedule

Activity	Date	Time	Group	Format
Whole Class Lecture 'Digging deeper into contemporary ethical issues'	2020-09-11	11:30-12:30	Gps 1-28	Zoom
E-module 1 'Big Data in healthcare and the quest for precision medicine'	To be released on 2020-09-24	Online 1 x 15mins e-video + 2 cases	Self-directed PBL discussion	Online
E-module 2 'Artificial Intelligence in Healthcare'	To be released on 2020-10-08	Online 1 x 15mins e-videos + 2 cases	Self-directed PBL discussion	Online
Interactive session covering e-modules 1 & 2	2020-10-21	14:30-16:00	Gps 25-28	Zoom
	2020-10-30	09:30-11:00	Gps 17-20	
	2020-10-30	11:00-12:30	Gps 21-24	
	2020-11-06	09:30-11:00	Gps 9-12	
	2020-11-06	11:00-12:30	Gps 13-16	
	2020-11-11	14:30-16:00	Gps 1-4	
	2020-11-11	16:00-17:30	Gps 5-8	
E-module 3 'Resource allocation when times are tough'	To be released on 2020-11-19	Online 1 x 15mins e-videos + 2 cases	Self-directed PBL discussion	Online

MBBS I to VI
Medical Ethics & Law
Learning Outcomes

Activity	Date	Time	Group	Format
E-module 4 'Transplant ethics'	To be released on 2020-11-26	Online 1 x 15mins e-video + 2 cases	Self-directed PBL discussion	Online
Interactive session covering e-modules 3 & 4	2021-01-08	09:30-11:00	Gps 25-28	Zoom
	2021-01-14	14:30-16:00	Gps 9-12	
	2021-01-14	16:00-17:30	Gps 13-16	
	2021-01-15	14:30-16:00	Gps 17-20	
	2021-01-15	16:00-17:30	Gps 21-24	
	2021-01-20	09:30-11:00	Gps 1-4	
	2021-01-20	11:00-12:30	Gps 5-8	
E-module 5 'The long road to ethical research practice' Part 1 - Origins of Good Clinical Practice Part 2 - Consent in Human Research Part 3 - Unethical Methodology Part 4 - Completing the cycle	To be released on 2021-01-21	Online 4 x 15 mins e-video + 4 cases	Self-directed PBL discussion	Online
Interactive session covering e-module 5	2021-02-02	09:30-11:00	Gps 17-20	Zoom
	2021-02-02	11:00-12:30	Gps 21-24	
	2021-02-23	09:30-11:00	Gps 9-12	
	2021-02-23	11:00-12:30	Gps 13-16	
	2021-03-02	09:30-11:00	Gps 1-4	
	2021-03-02	11:00-12:30	Gps 5-8	
	2021-03-05	09:30-11:00	Gps 25-28	
Whole Class Workshop 'Ethics of ageing in Hong Kong'	2021-03-19	14:00-16:00	Gps 1-3	SR7
	2021-03-19	16:00-18:00	Gps 4-6	SR7
	2021-03-23	14:00-16:00	Gps 7-9	SR7
	2021-03-23	16:00-18:00	Gps 10-12	SR7
	2021-03-25	14:00-16:00	Gps 13-15	SR7
	2021-03-25	16:00-18:00	Gps 16-18	SR7
	2021-04-15	14:00-16:00	Gps 25-26	SR7
	2021-04-15	16:00-18:00	Gps 27-28	SR7
	2021-04-22	14:00-16:00	Gps 19-21	SR7
2021-04-22	16:00-18:00	Gps 22-24	SR7	

MBBS IV Junior Clerkship

Medical Ethics & Law

i. Introduction

Building on the foundation of the first two years of medical ethics curricula the aim of the MEL course in MBBS IV is to allow students to start reflecting more on the ethical basis of the practice they observe in their clinical placements day to day. Lecture topics are selected to integrate with concurrent teaching in MBBS IV and will allow deeper understanding of the ethico-legal issues raised by reproductive technologies and exploration of the ethical challenges of new technologies they, as future doctors, will face. Relevant teaching material and cases will be uploaded on the Moodle System directly following the session.

ii. Components

- Whole Class interactive Lectures: 2 x 1.5 hours and 1 x 2 hours
- 'Real Life Dilemma' Workshop in groups of approx. 40-45 students: 1 x 2 hours

iii. MEL Seminars

MEL Seminar 1: The Ethics of Assisted Reproductive Technologies

Learning Outcome: Familiarize students with ethical issues related to in vitro fertilization and embryo transfer, gestational surrogacy and disposal of 'surplus embryos'.

Teacher: Professor Ernest HY Ng, Department of Obstetrics & Gynaecology, QMH
Date: January 23, 2021 (Saturday)
Time: 10:30 am to 12:30 pm
Format: Live Zoom
[Zoom Link](#) Meeting ID: 933 0560 5021 Passcode: 986120

MEL Seminar 2: Facing the Ethical Challenges of Advancing Health Technology

Learning outcome: Familiarize students with the ethical issues related to advances in healthcare, including the application of Artificial Intelligence.

Teacher: Dr Abraham Wai, Emergency Medicine Unit
Date: January 30, 2021 (Saturday)
Format: Pre-recorded Video
Live Q&A Session: To be confirmed

MEL Seminar 3: Legal Issues Concerning Assisted Reproductive Technologies, Stem Cell Research and Genetic Testing

Learning Outcome: Introduction to the legal provisions governing ART, SCR and genetic testing in conjunction with the underlying ethical considerations.

Teacher: Ms Katy Yeung, Medico-legal Lawyer, Howse Williams Bowers
Date: March 6, 2021 (Saturday)
Time: 09:30 am to 11:30 am
Format: Live Zoom (details to be confirmed)

iv. Assessment of Seminars

Speakers will be encouraged to have an 'in-class' assessment. This will take the format of a case-based SAQ. Students will be asked to submit a response on moodle to the SAQ case at the end of the session. The purpose of the in-class assessment is to test learning and to provide the students with a chance to practice answering ethics SAQs in preparation for the summative exam.

All course content is examinable in MBBS IV Summative Examination in the SAQ (short answer question) format.

v. MEL Workshops

During your Clinical Foundation Block and Junior Clerkship rotations, you will undoubtedly encounter ethically challenging situations. These experiences may occur when clerking patients, during medical rounds, or whilst engaging in clinical discussions. Examples might relate to confidentiality, consent, resource utilisation, or end of life discussion and planning to name but a few.

This workshop will provide an opportunity to discuss any ethically challenging issues, situations or cases you have encountered in a safe, confidential and non-judgemental environment.

Preparation for the workshop:

Please prepare and submit a small case story of approximately 150 words via [Moodle site](#).

- The situation you encountered must involve an ethical issue
Describe the situation and consider:
 - What was the ethical question?
 - What were possible actions?
 - Which arguments supported these actions?
 - Why was this issue difficult?
 - What was the outcome?
 - Did you think that the process and the outcome were ethically right? Explain why you feel the way you do.
- PBL and English-learning/CAES cases are not accepted.

NOTE:

There will be different due dates for the session depending on which group you are in. Please refer to Moodle announcements for submission deadlines prior to your allocated workshop.

Week	Date	Time	Groups	Topics	Teachers	Venue
5	11.12.20 (Fri)	1000 – 1200	21-24	Real-life dilemmas in clinical practice	Dr Abigail Wright	HKJC-S3
6	16.12.20 (Wed)	1000 – 1200	17-20	Real-life dilemmas in clinical practice	Dr Abigail Wright	HKJC-S3
13	01.02.21 (Mon)	1000 – 1200	9-12	Real-life dilemmas in clinical practice	Dr Abigail Wright	TBC
15	17.02.21 (Wed)	1000 – 1200	13-16	Real-life dilemmas in clinical practice	Dr Abigail Wright	TBC
24	23.04.21 (Fri)	1400 – 1600	1-4	Real-life dilemmas in clinical practice	Dr Abigail Wright	TBC
25	26.04.21 (Mon)	1000 – 1200	5-8	Real-life dilemmas in clinical practice	Dr Abigail Wright	TBC

vi. Assessment and Attendance

Attendance is COMPULSORY. Assessment is based on the quality of case submission, attendance and workshop participation. **Non-attendance/failure to submit a case for the workshop will be highlighted to the Associate Dean, Professor Gilberto Leung and remedial action taken.**

vii. Feedback

Constructive and honest feedback helps us to improve the course. Dr Abigail Wright, MBBS Medical Ethics & Law Programme Coordinator, will ask for anonymous feedback in written form at the end of each session. You are also invited to email Dr Wright directly (awright@hku.hk) if you wish to provide more details.

MBBS V Senior Clerkship

Medical Ethics & Law Seminars

4.1 Seminars

There will be 5 whole class Medical Ethics & Law Seminars, followed by an online in-class assessment to test understanding. Each seminar has its own unique outcomes and details of the seminars are listed below:

MEL Seminar 1: Part I: What happens when things go wrong? **Part II: Medical Consent**

Speaker: Professor Gilberto KK Leung, Department of Surgery

Date: December 19, 2020 (Saturday)

Time: 10:30 am to 12:30 pm

Format: Live Zoom

Learning Outcomes:

- (a) Revision of principles of consent.
- (b) Understand the legal concept of negligence and its application to medical incidents.

MEL Seminar 2a: Patient Safety and Risk Management

Speaker: Dr. Alastair Mah, Senior Manager (Patient Safety & Risk Management), Quality and Safety Division, Hospital Authority Head Office

Date: January 2, 2021 (Saturday)

Time: 10:30 am to 11.30 am

Format: Live Zoom

Learning Outcomes:

- (a) Further improve students' awareness of patient safety and risk management in the healthcare process and medical system.
- (b) Awareness of the WHO surgical checklist
- (c) Strengthen students' understandings of the following:
 - Reiterate areas of clinical risks and the swiss cheese model in risk management.
 - Incident management: incident reporting, investigation, open disclosure, public disclosure, risk reduction programmes and clinical governance.
 - The importance of sharing and learning culture in improving the awareness of patient safety.
 - Multi-disciplinary approach in handling risk and improving safety: Crew resources management from aviation and simulator-based training.

MEL Seminar 2b: Care, Candour and Apologies

Speaker: Dr Abigail Wright, Coordinator, MBBS Medical Ethics & Law Programme

Date: January 2, 2021 (Saturday)

Time: 11:30 am to 12:30pm

Format: Live Zoom

Learning Outcomes:

- (a) Understand the role of acknowledging error
- (b) Awareness of the Apologies Ordinance and what it covers
- (c) Understand ethical and legal issues involved in 'Good Samaritan' acts
- (d) Practice responding to issues arising from surgical complications

MEL Seminar 3a: Professional Misconduct and the Medical Council of Hong Kong

Speaker: Dr Philip SL Beh, Medical Ethics & Humanities Unit

Date: January 9, 2021 (Saturday)

Time: 10:30 am to 11:30 am

Format: Live Zoom

Learning Outcomes:

- (a) Understand the Medical Council's Code of Conduct in more detail - relating content to real life cases, to enable understanding of the non-legal regulation and the maintenance of medical professional standards.
- (b) Understand expectations and recognize the norms in professional conduct expected by peers as promoted by the Hong Kong Medical Council
- (c) Recognize the role of medical protection societies.

MEL Seminar 3b: What happens when someone makes a complaint about me?

Speaker: Dr David Kan, Partner from Howse & Bowers

Date: January 9, 2021 (Saturday)

Time: 11:30 am to 12:30pm

Format: Live Zoom

Learning Outcomes:

- (a) Understand the Medical Council's Code of Conduct in more detail - relating content to real life cases, to enable understanding of the non-legal regulation and the maintenance of medical professional standards.
- (b) Understand expectations and recognize the norms in professional conduct expected by peers as promoted by the Hong Kong Medical Council
- (c) Recognize the role of medical protection society

MEL Seminar 4: Patient Safety and Risk Management

Speaker: Kennedys (A law firm)

Date: January 23, 2021 (Saturday)

Time: 10:30 am to 12:30 pm

Format: Live Zoom

Learning Outcomes:

- (a) Develop an overview of the legal concepts of negligence.
- (b) Understand the meaning of concepts such as: - duty of care, breach of duty, causation and damages.
- (c) Awareness of the legal parameters that may affect the outcome of a negligent act such as contributory negligence, vicarious liability and statute limitations.

MEL Seminar 5a: End of Life Decision and Advance Care Planning

Speaker: Dr Bryan CW Li, Associate Consultant, Grantham Hospital Palliative Medical Unit

Date: February 6, 2021 (Saturday)

Time: 10:30 am to 11:30 noon

Format: Live Zoom

Learning Outcomes:

- (a) Recognising end of life
- (b) Awareness of ethical issues that can arise at the end of life (e.g. withdrawing and withholding treatment, patient choices around where they wish to die and the current legal position in HK)
- (c) Navigating discussions about CPR, DNAR decisions and withdrawing and withholding life sustaining treatment

MEL Seminar 5b: Advance Directives

Speaker: Dr Jacqueline Yuen, Clinical Assistant professor of Geriatric Medicine, HKU (By Invitation)

Date: February 6, 2021 (Saturday)

Time: 11:30 am to 12:30 pm

Venue: Underground Lecture Theatre I, LG/F, New Clinical Building, QMH

Learning Outcomes:

- (a) Introduction to Health Authority guidelines on Advance Directives
- (b) Understand the ethical challenges of advance care planning, including Advance Directives
- (c) Understand the current legal position on Advance directives
- (d) What to do when you come across a patient with an AD

4.2 Assessment

- (a) A Medical Ethics & Law Test will be held on **March 6, 2021 (Saturday)** and the test will be conducted in an online test format. Details of the test will be announced via e-mail in due course.
- (b) **100% attendance is REQUIRED. Students are REQUIRED to present their student ID cards for recording their attendance.**
 - Students who are absent from a session on medical ground are required to submit the relevant proof (i.e. medical certificate) to the Faculty Office **within 7 days of that session.**
 - For cases of absence on other personal or urgent reasons, **students are required to seek PRIOR APPROVAL from the Faculty Office in writing,** and these cases will be considered individually.
- (c) If you fail in the assessment, you will be REQUIRED to undertake remedial assignments under the supervision of Dr Abigail Wright.

MBBS VI Specialty Clerkship **MEDICAL ETHICS AND LAW**

3.1 Overview

One session in each specialty block (one per rotation) will be devoted to the discussion of ethical/medical dilemmas.

3.2 Learning Outcomes

- Form a bridge between ethical theories and clinical practice; and
- Strengthen students' awareness that ethical dilemmas are common in daily clinical practice.

3.3 Session Format

- Each session will be based on real clinical situations, either involving a case or a controversial issue e.g. based on recent news items, related to the specialty;
- Students will be involved in the identification and presentation of the ethical dilemmas that they have encountered during the specific clerkship;
- There will be active interaction and discussion between students; and
- The discussion will stick to ethical considerations made by clinicians.

3.4 Coordinator

Professor Godfrey CF Chan (gcfchan@hku.hk), Department of Paediatrics & Adolescent Medicine

THE CHINESE UNIVERSITY OF HONG KONG Faculty of Medicine

Code of Conduct for Medical Students

Professionalism starts on the very first day of medical study. To be a future ethical doctor, all medical students are expected to develop and maintain their professional attitudes, communication skills, ethical stances, and general behaviour to the highest standards throughout the medical studies. The Code of Conduct serves as a guide to shape the proper professional attitude and behaviour of all medical students.

(I) Professional Attire - Appearance and Dress Standards

As a medical student and future doctor, your professional attire means more than dress. Proper attire creates an identity and is a symbol of the profession, and demonstrates a measure of respect for the medical profession and patients. Thus, all students visiting clinical/patient-contact and teaching areas must be appropriately dressed, and always conform to the standards of the hospital or practice setting.

Your appearance and presentation should always be modest and reasonably conventional with reference to the professional standard.

- Generally, neat business or smart casual wear is indicated in clinical and faculty-based teaching settings. Collared shirts and trousers for men, and one-piece dresses or blouses and skirts/trousers for ladies are generally recommended. T-shirts, shorts, vests, and slippers are definitely NOT allowed in any clinical related teaching areas, while vests and slippers are also not advised in any faculty-based teaching settings.
- More stringent requirements are necessary for particular areas or activities (e.g. operating theatres, laboratories, etc.). “Scrub” clothing should be regarded as a hospital uniform and students are not allowed to wear “scrubs” outside the designated clinical areas. Operating theatre “scrubs” may only be worn in designated operating areas within the hospital.
- Revealing attire is considered inappropriate in the working environment (e.g. revealing necklines and miniskirts).
- An identification badge must always be worn in clinical areas so that you can be recognized by patients, teachers, and staff.
- Good personal hygiene standards must be maintained at all times. Hair should be clean and neat. Fingernails should be kept short and clean. All hand and wrist accessories are better avoided during patient contact. Other personal items (e.g. earrings, necklaces) should be restricted to the minimum because of infection control and safety concerns.

Inappropriately attired students may be excluded from the clinical and teaching areas. Serious and/or repeated violations of professional attire standards will be regarded as disrespectful to patients and your profession and will constitute disciplinary misconduct.

(II) Professional Relationships with Patients

General attitude and manner

- It should always be made clear to patients that you are a medical student, and not yet a qualified doctor.
- You should always be polite, empathic, considerate, and truthful.
- You should always recognize the limitations of being a student. You should seek assistance from a qualified person whenever doubt exists regarding a patient's management or when being asked questions which you are not qualified to answer.

Clinical behavior

- You should always obtain the patients' informed consent before conducting history taking or physical examination.
- You should always respect a patient's privacy and dignity.
- You should always respect the patients' right to decline to take part in teaching.
- You should only perform intimate examinations (e.g. per rectal or per vaginal examinations) under a qualified doctor's supervision with the patient's consent.
- You should always invite a chaperone to be present for physical examination, or in any case that the need for chaperone shall arise.

Patient confidentiality and records

- Students are authorised to access the case notes or the electronic records (using the Clinical Management System of the Hospital Authority) of patients they have seen or discussed on the ward or treatment area in which they are working. Students are not authorised to view the records of other patients unless they have been appropriately authorised for a specific purpose.
- Any clinical notes made by students must be kept in a secure place and destroyed when they are no longer needed.
- Any personal information about any patient is strictly confidential. Students must not remove the patients' record from the ward/clinic. Photo-taking of patient records or clinical material without prior informed consent and agreement by the Faculty and relevant Health Authority is prohibited. This prohibition includes all documents with identifiable patient information (e.g. case notes, operation records, X-rays) and identifiable body parts.
- You should not use mobile electronic devices – cameras, cell phones, memory sticks etc. to record and store identifiable patient images or information.
- You should never use e-mail or social networking sites (e.g. Facebook) to share and discuss identifiable patient information.
- You should never discuss patient information in public areas.

(III) Professional Behaviour

General attitude and manner

- You should comport yourself with honesty, integrity, and courtesy in your academic and personal life.
- You should always respect your classmates, teachers, staff and patients, and treat them in a professional and fair manner.
- You should never discriminate against classmates, teachers, staffs and patients.

At classrooms and other teaching-related areas/activities

- Be punctual for all teaching activities.
- Behave properly and actively participate during teaching activities
- Prior approval should be sought from the Faculty before taking any leave of absence from any class or examinations. For sick leave applications, the leave form and a medical certificate must be submitted within seven days of the leave of absence.
- You SHOULD NOT sign attendance records for another student – this forgery of a signature and identity, is considered serious misconduct.

Use of electronic social media

- The rapid evolution of electronic social media has great impact on both public and private life of a student.
- You should be aware of the limitations of privacy online.
- You should not bully, harass or make unsubstantiated comments about any individual online.

Some general guidelines on the proper use and limitations of electronic social media have been published, for example,

http://www.gmc-uk.org/static/documents/content/Doctors_use_of_social_media.pdf

Personal wellbeing and behavior

- Students must be aware that their personal behaviour outside the clinical environment, including their personal lives (e.g. alcohol or drug misuse, violent or threatening behaviour, criminal acts) may have a significant impact on their fitness to practice.
- The University and Faculty have an established process and system in place to assist students who are in need of medical and professional help.

(IV) Honesty in Academic Work

The Faculty places very high importance on honesty in academic work submitted by students, and adopts a zero tolerance policy on plagiarism and cheating. Any related offence will lead to disciplinary action up to and including possible termination of studies at the University.

- You should always quote the reference and acknowledge the original source properly.
- Any excessive copying of whole articles, sections, paragraphs, or whole sentences from other publications without acknowledgement is prohibited.
- Students sometimes unintentionally commit plagiarism because they are not aware of the very stringent rules that apply. Students must read the University guidelines on the related issues thoroughly.

A student who violates any rule or regulation and/or commits any misconduct, including but not limited to plagiarism in written assignments or cheating in tests or examinations shall be referred to a disciplinary committee, in accordance with the nature and gravity of the offence.

[http://www.cuhk.edu.hk/policy/academichonesty/Eng_hm_files_\(2013-14\)/index_page2.htm](http://www.cuhk.edu.hk/policy/academichonesty/Eng_hm_files_(2013-14)/index_page2.htm)
http://www.cuhk.edu.hk/clear/tnl/acad_honesty.html

(V) Fitness to Practice

The Fitness To Practice (FTP) Committee has been established within the Faculty of Medicine on the recommendation of the Medical Council of Hong Kong. This is against a background of the establishment of such committees in medical schools in the United Kingdom, Australia and other countries with similar training and standards to Hong Kong. A medical student's fitness to practice medicine may be impaired for many reasons. However, the following examples cover common conditions and circumstances that may call into question his or her fitness to practice:

- Attitudes and behaviour that call into question of the student's integrity and personality.
- Conviction or charge imposed by a court of law which may lead to civil or criminal proceedings.
- Health problems that may be detrimental to the student's fitness to practice.
- Academic performance.

Other relevant links:

www.med.cuhk.edu.hk/eng/students/Code_of_Conduct/Code_of_Conduct.jsp
http://www.gmc-uk.org/guidance/good_medical_practice/good_doctors.asp
http://www.gmc-uk.org/education/undergraduate/professional_behaviour.asp
http://www.gmc-uk.org/education/undergraduate/tomorrows_doctors_2009.asp

Version 1.3, July 2015