

Service learning for whole person education in Traditional Chinese Medicine

HQ Zhang

Hong Kong Baptist University, Hong Kong
hqzhang@hkbu.edu.hk

Kevin KM Yue

Hong Kong Baptist University, Hong Kong
kkmyue@hkbu.edu.hk

Feng Tu

School of Chinese Medicine, Hong Kong Baptist University
tufeng@hkbu.edu.hk

Chun Hoi Cheung

Hong Kong Baptist University, Hong Kong
cchunhoi@hkbu.edu.hk

Lan O

Hong Kong Baptist University, Hong Kong
karano@hkbu.edu.hk

Theresa FN Kwong

Hong Kong Baptist University, Hong Kong
theresa@hkbu.edu.hk

Whole Person Education (WPE) is the cornerstone of Hong Kong Baptist University, and is particularly emphasized in the Traditional Chinese Medicine (TCM) program as it represents an ideal model in cultivating our students in TCM to fulfil professional, social and community expectations. Since 2013, we have been carrying out a Community of Practice project on WPE in Medical Services. The project aims to enhance professionalism and generic skills for the world of work with a particular focus on four Graduate Attributes of the University, namely Citizenship, Creativity, Communication and Teamwork, through integrating relevant courses and units, a series of enriched and contextualized intelligence co-curricular activities, capstone experiences, and a service learning trip to serve remote community in Mainland China for the elderly and orphans. The project involved direct and indirect evidence collection from both faculties and students. For faculties, direct evidence pertained to the changes in teaching practices while indirect evidence related to self-reported changes through a questionnaire-based survey adapted from Beach and Cox (2009) used in US universities. For students, their reflective journals/reports and performance in representative work constituted direct evidence whereas learning surveys were used as indirect evidence to gauge students' perceived achievements. The survey results and observations suggest that faculties have been revamping teaching practices and they believed there were changes in student learning engendered through the project. With stronger service spirit, students became more motivated and were progressing in achieving the four Graduate Attributes. Overall, this Community of Practice project attained encouraging and meaningful outcomes, which is of great importance in enriching teaching and learning experience in TCM education.