



**HKU
Med**

School of Clinical Medicine
Medical Ethics & Humanities Unit
香港大學醫學倫理及人文學部

Engaging Students as Partners in Gamifying the Medical Humanities Curriculum for Empathy and Community Engagement

Mr Alan Lim MBBS IV, Miss Michele Lam MBBS IV

Dr Pauline Luk, MEHU



What's the challenges of engaging students?

What interests students?

How to get them
committed/engaged?



Important topic



Interesting
Meaningful
Impactful



Relatedness



Achievable

A photograph of a severely overcrowded tenement room. The space is filled with people, including children, and is cluttered with various items like bags, boxes, and furniture. The room has a low ceiling and narrow aisles, illustrating the concept of health inequality.

Health Inequality



Self-determination Theory

Motivation is drive by

- **C**ompetence
- **A**utonomy
- **R**elatedness

Deci, E. L., & Ryan, R. M. (2012)





What did we do? Our board game - EQUAL




- similar form of “monopoly”
- student participants assume the roles of underprivileged citizens
- challenges related to healthcare, finance, and social issues

- Codesigners: eight MBBS year 2-4 students
- Participants: 20 MBBS year 2 students



Addressing Healthcare Inequality and Fostering Empathy



- Without empathy ⇒  patient-centred care
- Taking on the roles of **vulnerable patients**
- Making decisions on their behalf
- ⇒ bridging **the GAP** between future doctors and vulnerable populations
- ⇒ very **relevant** to our future practice



Active Student Engagement and Curriculum Co-Creation



- more **interactive** and **engaging** medical humanities curriculum
- Students taking **ownership** of their learning
- Co designers contribute their insights⇒ a more **inclusive and diverse** medical education landscape.

Why **Gamification**?

- Effective in **fostering empathy** in medical education (Kollar, 2020)



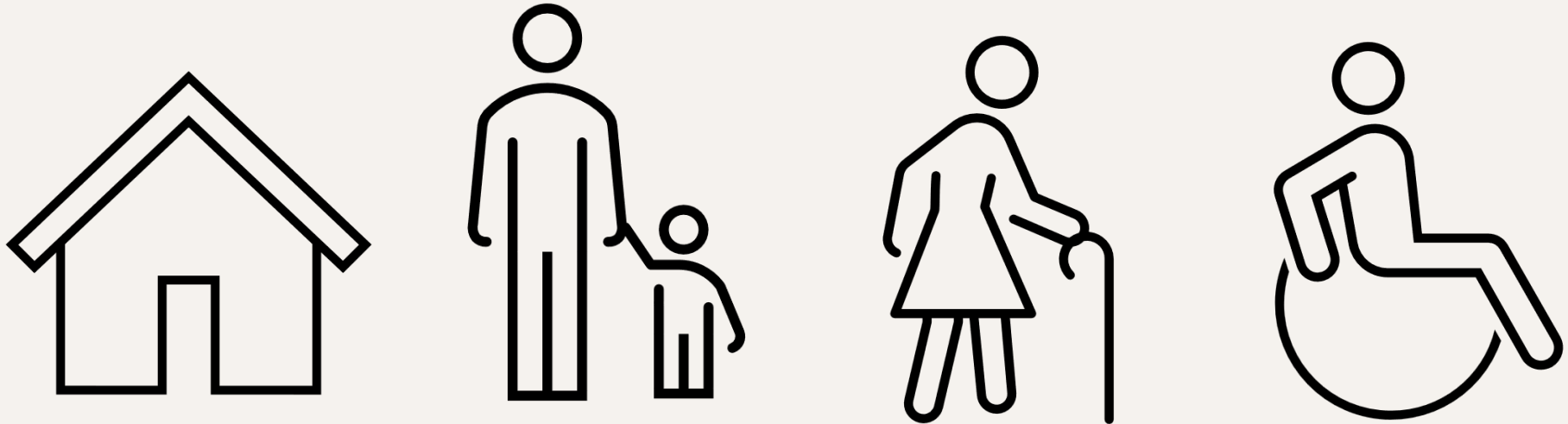


Community Engagement





Community Engagement & NGO Partnership

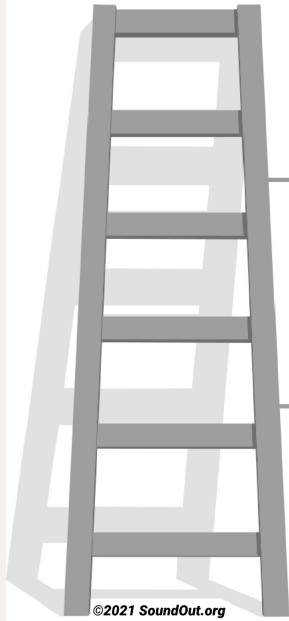


Caritas Community Development Service, Health in Action, Society for Community Organization



Why did I, as a student, get involved?

Ladder of Meaningful Student Involvement



Student / Adult Equity

Completely Student-Driven

Student / Adult Equality

Student Consulted

Student Informed

Student Centered

Student Tokenism

Student Decoration

Student Manipulation

©2021 SoundOut.org

<https://soundout.org/2015/02/02/ladder-of-student-involvement>

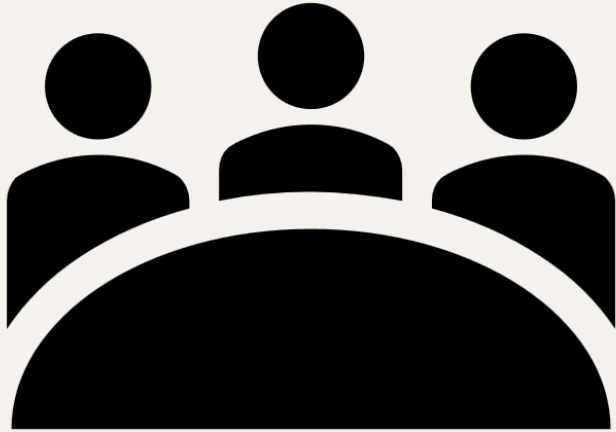




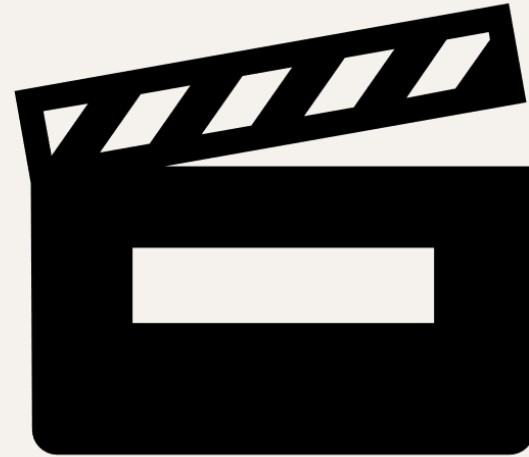
**HKU
Med**

School of Clinical Medicine
Medical Ethics & Humanities Unit
香港大學醫學倫理及人文學部

Moving Forward with the Community: Their Voice



Qualitative Interview



Documentary

Recognition



HKU
Med

School of Clinical Medicine
Medical Ethics & Humanities Unit
香港大學醫學倫理及人文學部



HERDSA
Hong Kong Education Research Society

香港教育研究學會
UNIVERSITY OF SCIENCE
AND TECHNOLOGY

香港科技大學
EDUCATION DEPARTMENT

香港中文大學
THE UNIVERSITY OF CHINA

Students
in Partners

Co-Creating the Future of Education

The 4th Symposium on Redesigning Student Learning Experience in Higher Education (RSLEIHE)

📅 24 February 2024 (Saturday)
🕒 1:30 - 5:35 pm
📍 Dr Hari Harilela Lecture Theatre (WLB103),
The Wing Lung Bank Building for Business Studies,
Shaw Campus, HKBU

Enquiry: cht1@hkbu.edu.hk
herdsa.hk@gmail.com
Website: <https://eap.hkust.edu.hk/>
<https://herdsahk.edublogs.org/>

Register Now

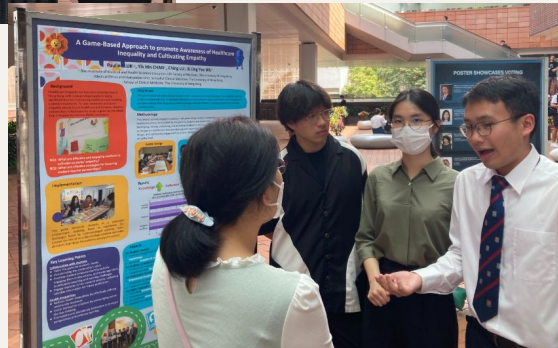
Scan to Register

RSLEIHE 2023 Pitching Videos
Scan to View

In this symposium, 16 shortlisted student project teams from 7 local institutions will present their projects on the following four sub-themes:

- Curriculum Design/Development
- Generic Skills/Holistic Competences
- Technology-Assisted Learning
- Community Engagement

Research



A Game-Based Approach to promote Awareness of Healthcare Inequality and Cultivating Empathy

Pauline LUK^{1,2}, Yik Hin CHAN¹, Ching LU¹, & Ling Yee WU¹
¹ Bas Institute of Medical and Health Sciences Education, LKS Faculty of Medicine, The University of Hong Kong
² Medical Ethics and Humanities Unit, School of Clinical Medicine, The University of Hong Kong

Background

Healthcare inequality has become a growing issue in Hong Kong, with underprivileged patients facing significant barriers in accessing healthcare and receiving essential treatments. To raise awareness and foster empathy among future healthcare professionals, students and teachers collaborated to design a game for the HKU2 Year 2 Medical Humanities (MH22) curriculum.

Objectives

The game aims to provide medical students with a comprehensive understanding of the challenges faced by underprivileged patients, to highlight inefficiencies in the healthcare system, and foster critical thinking and decision-making skills. By guiding students through impactful choices, it cultivates empathy and develops essential skills.

Methodology

This project actively engaged students in the game design process, conducting research on social issues and healthcare access, and promoting the game to students and stakeholders. Students played a crucial role in developing, testing, evaluating, and providing feedback on the game. Their involvement not only contributed to the game's success but also provided valuable experience in researching, healthcare design, game design, and community engagement as a team. Additionally, a survey was conducted to assess students' empathy level.

Key Learning Points

Collaboration with students

- Tailor the game to students' needs
- Incorporating the community's voice
- Promote student empowerment by actively engaging them in discussing and overcoming their on-site learning and learning challenges
- Engage students in the research process, collecting valuable information for future practice.

Health Inequality

- Foster awareness recognition by effectively utilizing community resources
- Foster innovative solutions by encouraging out-of-the-box thinking
- Promoted cross-disciplinary interaction to broaden perspectives and enhance learning.

Results

The game increases students in a simulated environment, leading them to experience the challenge. Faced by underprivileged patients, they assess the role of an underprivileged patient and make decisions that shape the patient's subsequent status.

Impacts

For Student Learning

- Fostered engagement through dynamic & interactive learning
- Motivated empathy & compassion in helping healthcare professionals

For Student Development

- Focused on critical enhancement for on-going content
- Equipped students to engage for curriculum development for Community Practice

For Community Practice

- Encouraged meaningful commitment to actively participate in meaningful community commitment
- Fostered meaningful engagement with community partners

For Other Stakeholders

- Established inter-departmental collaboration among students & faculty
- Developed digital-based professional portfolios
- Accomplished community goals and objectives
- Catalyzed the adoption of effective teaching and learning strategies

Game Design

Game Life

Community Engagement

Voices from students

Learning the game helps students to understand the challenges that underprivileged patients face, and how they can help them. It also helps them to develop empathy and decision-making skills.

The hospital visit to the community health center was a very meaningful experience. It allowed us to see the real-life challenges that underprivileged patients face, and how we can help them.

Results

Knowledge ↑ Reflection ↑ Empathy ↑

Moving Forward

More resources

- Assessed a Teaching Development Grant
- Apply for other grants

Community Engagement

- Fostered community collaboration through a game with vulnerable populations, and other departments, faculty, institutions, and schools
- Produced video documentaries on the real-life stories of vulnerable populations and made them available online
- Expanded knowledge exchange activities, including the game talk, to further engage the community

Academic outputs

- Conduct more educational research on game facilitation and empathy
- Publish in medical education and in educational journals

This project is a collaboration with Dr. Wan Li-shan, Chan Tin, Leung Ho, Mak Ho-lan, Chiu Yee-ling, Man-Fan Wong, Liang Chung & all students in HKU2022.
Special gratitude to Dr. Wan Ming from Health Action, Mr. Wan Hon from Society for Community Organization (SOCI) & Dr. Michael Ho.



Self-determination Theory

Motivation is drive by

- **C**ompetence
- **A**utonomy
- **R**elatedness

Deci, E. L., & Ryan, R. M. (2012)





Special Thanks to everyone participated in this project.

2021-22

MH4

Dr Abigail **Wright**
Miss Karina **Chan**

NGOs

- Dr Charlotte **Beckett** (Rebuild Unite Nurture)
- Mr Tommy **Lee**, Mr Erin **Yuen**, Miss Janet, Miss Lilian (Health in Action)
- Dr Brenda **Alegre** (Society of Transsexual women of the Philippines/ILGA Asia)
- Mr Ivan **Lin** (Society for Community Organization (SoCO))
- Dr Maxine **Cheung** (Pro Bono Psychiatrist)
- Miss Cherry **Chan** (Branches of Hope/Refugee Opportunity and Development)
- Miss Kara **Tam** (Stop Trafficking of People)
- Mr Adrian **Ng**, Mr Eric **Tam** (Impact HK)
- Mrs Caroline **Simick**, Ms Dickey B (Inner City Ministries)
- Father John **Wotherspoon** (MercyHK)
- Ms Christina **Tang** (Changing Young Lives Foundation)

2023-24

HERDSA → TDG

Dr **Khong** Mei Li
Miss **Kwong** Tsz Yan
Chan Yik Hin Justin
Lam Michelle Che Yan
Lim Yat Chun
Lu Ching
Ng Hei Yue
Wong Kar Yiu Odelle
Wong Sik Yu Merilyn
Wu Ling Yee
James **Bishop** (Koru Consulting)
Dr **Chui** Cheryl Hiu-kwan
Dr **Chen** Julie Yun

NGOs

- Mr Ivan **Lin** (Society for Community Organization (SoCO))
- Ms **Yu** Mei Kwai (SoCO)
- Dr Michael **Manio**
- Ms Jocelyn **Aquino**
- Ms Tenette S **Olaes**
- Dr **Fan** Ning (Health in Action)

MH2

Au Yeung Yeung Yan Noel
Chan Chun Hin
Chen Eric Shu-Zhou
Chen Yingqiao
Chow King Weh Isaac
Lam San Ho Owen
Leung Chun Kiu Jeff
Leung Ka Hei Katherine
Lo Yeuk Hin
Siu Ho Yin
Tong King Sum
Wong Lok Ni Ronny
Wong Yui Chit
Wu Zhuo Yin Jamie
Xu Jiaying
Ye Haoxin Gary
Yeung Leland

Thank you!

pluk@hku.hk