Welcome to the 2019 issue of the BIMHSE Bulletin, presented by the Bau Institute of Medical and Health Sciences Education to inform and update colleagues about Medical Faculty news related to education.

Highlights in this issue include:

- Frontiers in the Medical and Health Sciences Education Conference 2018, “Learning in Alliance: Inter-professional Health Education and Practice”, December 18–19, 2018
- Pre-launch Ceremony of the Master of Education (MEd) programme in Health Professions Education (HPE), December 18, 2018
- New BIMHSE Structure
- Spotlight on Dr Brian Chung Hon Yin and Dr Esther Chan Wai Yin, recipients of the Faculty Teaching Medal
- Welcome to new BIMHSE members
Dr Brian Chung Hon Yin (Department of Paediatrics and Adolescent Medicine, LKS Faculty of Medicine)

Brief profile
Dr Brian Chung is a graduate of HKU MBBS Class ’99. He joined the Department of Paediatrics and Adolescent Medicine as Clinical Assistant Professor in 2000. Currently he is a Clinical Associate Professor and the MBBS Curriculum Coordinator for the department. Dr Chung provides care to children admitted to the General Ward in Queen Mary Hospital and serves as the clinical geneticist for Queen Mary Hospital, Tsan Yuk Hospital and the Duchess of Kent Children’s Hospital. He is the Secretary of the Subspecialty Board of Genetics & Genomics under the Hong Kong College of Paediatricians.

Teaching philosophy
Teaching Medicine is a difficult task. Of all the disciplines, paediatrics is certainly one of the most difficult to teach. Many medical students choose to keep a distance from sick children simply because it is more demanding to interact with and take care of these lovely, fragile little angels. However, it is my belief that paediatrics provides good learning material for all students to acquire a broad spectrum of knowledge, the skills of clinical reasoning and a good foundation to practise medicine in the most humane manner, even if they will not choose to become paediatricians in the future.

As a teacher, my goal is to go beyond teaching content knowledge and foster critical thinking and problem-solving skills, which are essential for a good clinician. I believe that outcome is the most crucial element for curriculum design, implementation of teaching and its evaluation/assessment. I always make it clear to students that their ultimate aim is not to be a good student but to be a good doctor and a team player that I will entrust with important responsibilities in patient care. Only by setting clear goals early in the learner’s journey will our future doctors be able to acquire the knowledge, skills and competence to guarantee lifelong learning and a successful career.