

## Integrating Knowledge and Practice — Dr Alice Tso

After finishing her secondary education, Dr Alice Tso chose to study nursing programme at the School of General Nursing of Queen Elizabeth Hospital, and then began her career in the nursing profession for more than 40 years. Dr Tso advanced her career at different fronts and overcame many challenges. After accumulating years of valuable experience from being a frontline nurse at public hospitals, Dr Tso later lectured at nursing schools and served various senior executive and managerial positions at the Hospital Authority. To fulfil her dream to pursue university education, Dr Tso engaged herself in further studies amid her busy schedule, and applied what she learned in the workplace.

As the demand for quality health care services rises with the progression of time, Dr Tso is deeply aware of the importance of health care training. Her decision to join CPCE as the Deputy Head of Cluster (Science, Technology and Health Studies) after retiring from the Hospital Authority truly reflects her commitment to the profession.

Dr Tso views that clinical practice plays a key role in the training of nursing staff. It is essential for a nursing student to accumulate sufficient clinical experience aside from gaining theoretical knowledge. “In my days, part of our clinical knowledge might come from the word-of-mouth training by other senior students. However, this is not a systematic way of learning,” Dr Tso says.

To provide students with more comprehensive training, Dr Tso invited retired ward managers to demonstrate clinical skills when she served as the General Manager (Nursing) of Queen Elizabeth Hospital. She suggests that nursing schools could model on the existing practicum arrangements for medical students, and offer clinical training for nursing students through networking with hospitals. “For example, the nursing school may collaborate with the public hospital in nearby districts to provide practicum opportunities for its students. By centralising all practicum sessions in one teaching hospital, we can provide clinical training more systematically,” says Dr Tso.

Dr Tso realises the importance of training for junior staff, and considers associate degree programme on nursing studies as an entry point for the profession. Her initial thoughts are that students would be eligible to apply as an enrolled nurse after graduating from the associate degree programme. After accumulating relevant working experience, they may progress to top-up bachelor's degree and master's degree programmes for achieving higher academic and professional qualifications.

Ever eager to contribute her wealth of knowledge and practical experience to society, Dr Tso is now undertaking a challenging but meaningful task – to sketch a continuing education roadmap for the nursing profession.

Thinking innovatively with a “why not?” spirit and working in a pragmatic manner, Dr Tso is undoubtedly a model of putting knowledge into practice.



“ Dr Tso is deeply aware of the importance of health care training

曹博士深深體會到護理專業培訓工作的重要 ”

### 知行合一 —— 曹聖玉博士

中學畢業後，曹聖玉博士選修伊利沙伯醫院護士學校的護士課程，從此展開了她40多年的專業護理生涯。曹博士勇於接受挑戰，她在公營醫療機構服務的期間，嘗試在不同方向發展，除了早期擔任前線護理工作外，其後更在護士學校任教，並於醫院管理局擔任重要的行政及管理職務。為了完成大學夢想，曹博士工餘不斷進修，將求學所得的知識充分運用在工作上。

時代不斷進步，社會各階層對醫療服務質素的要求也越來越高。作為資深的護理專業人員，曹博士深深體會到護理專業培訓工作的重要，故此在榮休之後，決定加入專業及持續教育學院擔任副學術總監（科技及健康學部）。

對於護理專業的培訓課程，曹博士有獨到的見解。她指出，護理工作以實務為主，護理人員除了具備專業護理知識外，累積臨床經驗亦非常重要。「在我任職護士的年代，醫院教授臨床技巧，部分是靠師兄、師姐口述，但這樣的臨床學習較為欠缺系統。」因

此，在擔任伊利沙伯醫院護理總經理時，她曾邀請退休護士長協助護士教師向護士學生教授臨床技巧。同時她認為，護理學院可參考醫學院的實習安排，設立更完善的實習聯網機制。她舉例說：「在同一地區的護理學院及公立醫院可建立聯繫制度，讓學員集中在同一組教學醫院實習，以便能更有系統地提供臨床訓練。」

曹博士非常重視基層員工的培訓工作，她認為護理學副學士課程可成為有志投身護理專業人士的入門階梯。當完成副學士課程後，學員可申請成為登記護士，待累積相當的醫護工作經驗後，亦可修讀學士學位銜接課程及碩士課程，以獲取更高學歷和專業護理人員的資格。曹博士目前的挑戰，便是將自己40多年的知與行相結合，為香港的護理專業編製一份結合專業知識與實踐訓練的進修藍圖。

曹博士既有西方思想「有何不可」(why not?)的創新精神，又有中國人實事求是、敬業樂業的熱忱，這也許是知行合一的另一寫照。