

From Assistant to Architect: My Journey as Dental Corps Captain in Alishan

115.01.17~01.20

SDG
3 (Good Health and Well-being)
4 (Quality Education)
10 (Reduced Inequalities)



This was not the first dental mission I had participated in, but it was the first one I truly orchestrated.

Upon becoming the Captain of the CMU Dental Outreach Team in my junior year, my role shifted from a team member to a leader responsible for the entire operation. As I looked at the map of Alishan, it was no longer a scenic destination—it became a location demanding medical supplies and healthcare services.

What does a Dental Outreach Captain do?

- **Tribal Communication:** Personally coordinate with village chiefs to secure venues and administrative resources.
- **Budgeting & Sponsorship:** Manage financial planning, draft project proposals, and liaise sponsors for resources.
- **Inventory Management:** Oversee the allocation of dental consumables and medications.
- **Site Surveying:** Conduct on-site evaluations of electrical capacity, lighting, and spatial layout for each medical outpost.
- **Volunteer Training:** Organize and lead training courses to prepare junior team members for the mission.
- **Cross-Team Mediation:** Act as the primary liaison between attending dentists, student volunteers, and tribal residents.



During the dental mission...



I served as the primary clinical assistant, working directly alongside the dentists. In the challenging environment of a remote mountain clinic, I translated my classroom knowledge into real-world action.

Precision in Limited Spaces: In the confined space of our portable setup, I managed suction, instrument transfer, and precisely mix medications and resins. My role was to ensure every procedure ran smoothly.

Case-Based Clinical Learning: Throughout the treatments, dentists explained diagnostic reasoning for caries or periodontal issues. By observing how doctors adapted techniques to the limited tools available in the field, I gained practical experience in flexibility, which cannot be learned from ordinary class.



To make oral health knowledge more accessible, I led the junior team members in creating interactive educational boards. Instead of waiting in the clinic, we proactively walked into the community to promote our mission and share healthcare tips.

Learning Through Play: We designed simple interactive games that allowed residents to earn small prizes, like toothbrushes and toothpaste. This approach transformed rigid dental concepts into fun, memorable lessons.

Direct Community Engagement: By sitting down and chatting with the locals in their own neighborhoods, we broke down barriers. These interactions didn't just spread knowledge; they built a foundation of trust before the patients even stepped into the dental chair.

Reflection & insight



As a team member in previous years, my only focus was completing the specific tasks in front of me. This time, I had to look at the operation as a whole, which completely reshaped my understanding of healthcare and responsibility.

I realized that leadership isn't about "commanding"—it's about managing the logistics, from village coordination to power stability. Every small chore was a silent commitment to the trust the community placed in us. This mission proved that success is never a solo effort. From the dentists' precision to the juniors' outreach, every member was a vital gear. I learned that a leader's job is to trust each partner's expertise and connect our diverse efforts toward one shared goal.

Assisting in a resource-limited environment taught me more than any lab manual. Seeing dentists adapt their techniques with calm and creativity reminded me that real medicine is about being flexible to provide the best care, no matter the setting. Leadership is the privilege of shouldering weight for others. Fighting side-by-side with my team and taking responsibility for the community's well-being has been the most valuable growth of my medical education.

By Kai Yun

Healing the Body, Embracing the Soul

A Guardian of Health for Homeless Women

Min Chun Chuang

Service Overview

 Dates: 2024/12/15, 2025/04/12, 04/26, 05/03, 05/27, 09/27
 Location: Samaritan Women's Care Association(慈善撒瑪黎雅婦女關懷協會)

Homeless women often find themselves in the most precarious of positions, struggling with a heavy burden of physical and mental health issues—ranging from gynecological concerns and mental illness to the crushing weight of stress and a loss of self-belief. To help them overcome these hurdles, our mission goes beyond regular medical clinics. We've created 'Mobile Classrooms' centered on education and companionship. By providing practical life skills and psychological support, we aim to soothe their physical pain while helping them rediscover their confidence and a sense of purpose.

Traditional Chinese Medicine (TCM) Free Clinic

In our medical outreach for the homeless, we primarily use acupuncture and Tuina to alleviate common physical ailments. Beyond treatment, we listen deeply to their stories and feelings. By addressing their most urgent needs first, we help them build a foundation of essential knowledge for self-care through Traditional Chinese Medicine.



Mobile Classrooms

Beyond our medical clinics, we reach out through 'Mobile Classrooms' designed specifically for women on the streets. We believe that health starts with self-care. From mental well-being and women's health to practical survival tips like staying warm and warding off insects, these classes offer more than just knowledge. By making herbal tea bags together and learning simple exercises, these women find the strength to care for themselves again. It's about more than just physical health; it's about restoring dignity, rebuilding confidence, and finding a new sense of purpose in life.



Reflection

Participating in the Samaritan medical missions has profoundly reshaped my perspective on the 'homeless.' I've come to realize that homelessness is not a fixed identity, but a state of life shaped by specific life struggles. Before ending up on the streets, these women were no different from anyone else. It was only after facing major life upheavals and the collapse of social support that they were redefined by society as 'homeless.'

I used to instinctively keep my distance, never considering the stories behind them. However, through this service, I've learned that what they need most is understanding. The greatest reward has been building genuine friendships with these women. Seeing their positive response to our Mobile Classrooms and TCM clinics made me realize that even as a medical student, I have the power to make a real difference. This experience has not only changed my views but also clarified my path. I am now more committed than ever to pursuing public service and medical outreach for those in need.



- SDG 3 | Good Health: Providing TCM & acupuncture for pain and mental relief.
- SDG 4 | Quality Education: Empowering women with self-care skills in Mobile Classrooms.
- SDG 5 | Gender Equality: Dedicated medical support tailored for homeless women.
- SDG 10 | Reduced Inequalities: Bridging the healthcare gap for vulnerable communities.

BRIDGING THE GAP, IMPOWERING EQUALITY!

Delivering Education, Health Awareness, and Joy to Rural Children.

Author: KAI-MIN CHANG, PIN-LIANG LIN

Date: 2025/02/05~2025/02/09

Location: Feng-Chiu Elementary School, Nantou County

PUBLIC HEALTH SERVICE TEAM (PHST)

Our service team is composed of students and faculty from the College of Public Health at China Medical University, along with members from various departments. With knowledge in preventive healthcare, environmental health, and epidemiology, we are committed to serving the community with passion and dedication.

We apply our professional knowledge to promote correct public health concepts and support those in need. Through these activities, students also develop a positive, proactive, and caring attitude toward society.



SDG 3 | GOOD HEALTH AND WELL-BEING

- Organize daily morning exercise to help students build regular physical activity habits and establish basic healthy behaviors.
- Design health education dramas on topics such as injury prevention, balanced diet, traffic safety, and sexual harassment prevention, using interactive scenarios to enhance understanding.
- Conduct basic health screenings to assess students' physical conditions and provide health education.
- Carry out home visits to understand individual health conditions and living environments, improving the comprehensiveness of care.
- Incorporated Traditional Chinese Medicine practitioners and massage therapists into health check-up services, providing diversified health assessments and consultations to enhance accessibility and comprehensiveness of healthcare.



SDG 4 | QUALITY EDUCATION

- Organize "Science and Creative Activity Time," combining scientific knowledge with hands-on activities (such as science toys and simple cooking) to enhance learning interest.
- Use shared picture book reading to develop students' reading comprehension and emotional expression.
- Apply interactive teaching and gamified activities to increase engagement and improve learning outcomes.
- Designed interactive field games and RPG-style activities to integrate health and science education into engaging learning experiences, enhancing participation, motivation, and knowledge retention among students.

SDG 10 | REDUCED INEQUALITIES

- Serve in rural and underserved areas, providing educational and health resources to reduce the urban-rural gap.
- Use health education dramas on topics such as domestic violence, cyberbullying, and media literacy to ensure students from diverse backgrounds can access important social issues.
- Conduct home visits to better understand family environments and resource distribution as a reference for future services.
- During health check-up activities, second-hand supplies were distributed to families in need, providing access to basic living and health-related resources, reducing financial burden, and improving resource accessibility.

SERVICE REFLECTION

What truly made me start rethinking the meaning of public health was my observation after entering the rural community. The difference between urban and rural areas is not only about the physical environment, but more importantly about access to resources. When healthcare and education are no longer taken for granted, it becomes clear that health and learning are not solely the result of individual effort, but are strongly shaped by one's environment.

We cannot solve every problem, nor can we grow up on behalf of the people we serve. However, within a limited period of time, we can still create moments of change. Only when you step into a different social structure do you realize that what you once considered "basic" is not universally guaranteed. Meaning, in the end, is something that gradually emerges through action.

From Play to Purpose

Empowering Children Through Nutrition Education and Service-Learning

Learning together. Growing together. Building a healthier future. 🌱

Author: Mah Wai Yee

Department of Nutrition,
China Medical University



Service Information:

Date:

March 14–15, 2026 (08:00–17:00)



Location:

Chenping Elementary School, Taichung



Role:

Team Facilitator (Group Leader for Children Activities)

SDGs Alignment:



SDG 3: Promoted basic nutrition knowledge and healthy lifestyle awareness among children.



SDG 4: Delivered interactive and engaging educational activities to enhance learning outcomes.



SDG 10: Reduced educational inequality by providing accessible health knowledge to all children regardless of background.



Introduction

Service-learning bridges academic knowledge with real-world impact. As a nutrition student, I participated in a two day nutrition education camp designed for elementary school children. Our goal was to translate professional nutrition knowledge into engaging, child-friendly learning experiences that cultivate curiosity, teamwork, and health awareness.



TARGET POPULATION

The participants were elementary school children (9–12 years old).

Key Characteristics:

- Short attention span
- High energy and responsiveness
- Limited prior nutrition knowledge
- Learn best through interaction and play

Our Approach:



Simplify complex concepts into concrete ideas



Use games, stories, and visuals to increase engagement



Build a supportive group identity to enhance participation

LEARNING PROCESS :



Engagement:
Team building, chants, ice-breaker games.



Exploration: Interactive nutrition education, question & answer.



Experience: Game-based activities, hands-on practice.



Reinforcement: Note-taking, review, reflection.



Outcome: Knowledge retention, positive attitude change.

SERVICE CONTENT & METHODOLOGY:

1 Pre-service Preparation:

- Designed a team identity board (team sign) to foster group belonging.
- Developed interactive learning strategies suitable for children.
- Planned call-and-response slogans to boost energy and participation.



2 On-site Implementation:



Group Facilitation:

Guided children in team-building activities and led team chants to increase confidence and unity.



Nutrition Education Engagement:

Encouraged children to actively answer questions and express ideas. Presented nutrition concepts in simple, relatable language to spark curiosity.



Game-Based Learning Approach:

Designed activities that integrate cooperation, problem-solving, and knowledge application. Children transitioned from unfamiliar individuals to supportive teammates.

3 Learning Reinforcement:

- Guided children to take notes during activities.
- Reinforced memory through repetition, interaction, and participation.



4 Reflection & Closing :

- Encouraged students to share what they learned.
- Concluded with a sense of achievement and appreciation.



OUTCOMES & IMPACT



For Children

- Increased interest in nutrition and health topics
- Developed teamwork and social interaction skills
- Enhanced learning engagement through play-based education
- Improved confidence in expressing ideas and answering questions



For Myself

- Improved ability to translate professional knowledge into accessible language
- Strengthened leadership and communication skills
- Gained real-world experience in health education delivery



REFLECTION

This experience challenged my initial belief that teaching is simply delivering knowledge. In reality, effective education requires adaptation, empathy, and strategy.

I also realized that:

- Service is not a one-way act of giving, but a mutual process of growth.
- Through guiding the children, I was equally learning patience, flexibility, and responsibility.
- Small actions, when delivered with intention, can create lasting impact.

Challenges & Improvements

Challenges: Some activities lacked pacing control; variation in children's learning speed created engagement gaps.

Improvements: Implement tiered activity difficulty levels; enhance time management strategies; incorporate visual learning tools (charts, props, models); continue reflection and feedback to optimize future service-learning projects.

WAVE.GLOW.DREAM

P O L A N G # 8

SHETOU TOWNSHIP & DACHENG TOWNSHIP, CHANGHUA COUNTY
LIUQIU TOWNSHIP, PINGTUNG COUNTY

NOV 2025 - JAN 2026

In this recreation camp, we designed a variety of engaging activities to create a more relaxed and lively learning environment compared to regular school settings. Starting with team songs and morning exercises, children gradually became familiar with one another, built a sense of belonging, and felt more comfortable expressing themselves.

The DIY workshop provided hands-on opportunities, allowing children to develop patience and concentration while creating their own memorable keepsakes, which also gave them a strong sense of achievement.

The health education drama used relatable, real-life scenarios to present important health concepts in a fun and interactive way, making the learning process more enjoyable and easier to remember.

In the science workshop, simple and engaging experiments encouraged children to observe carefully, think critically, and spark their natural curiosity toward the world around them.

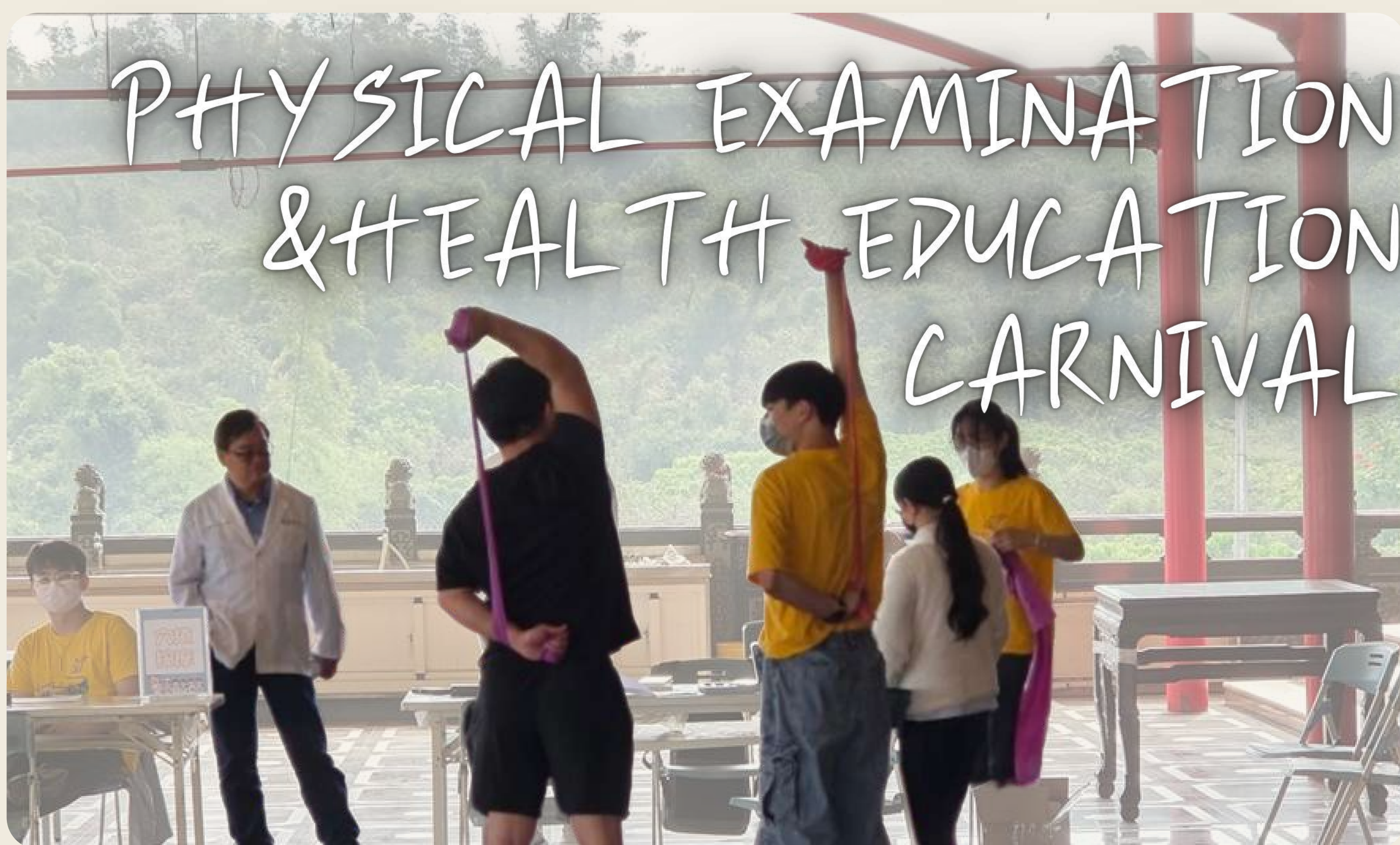
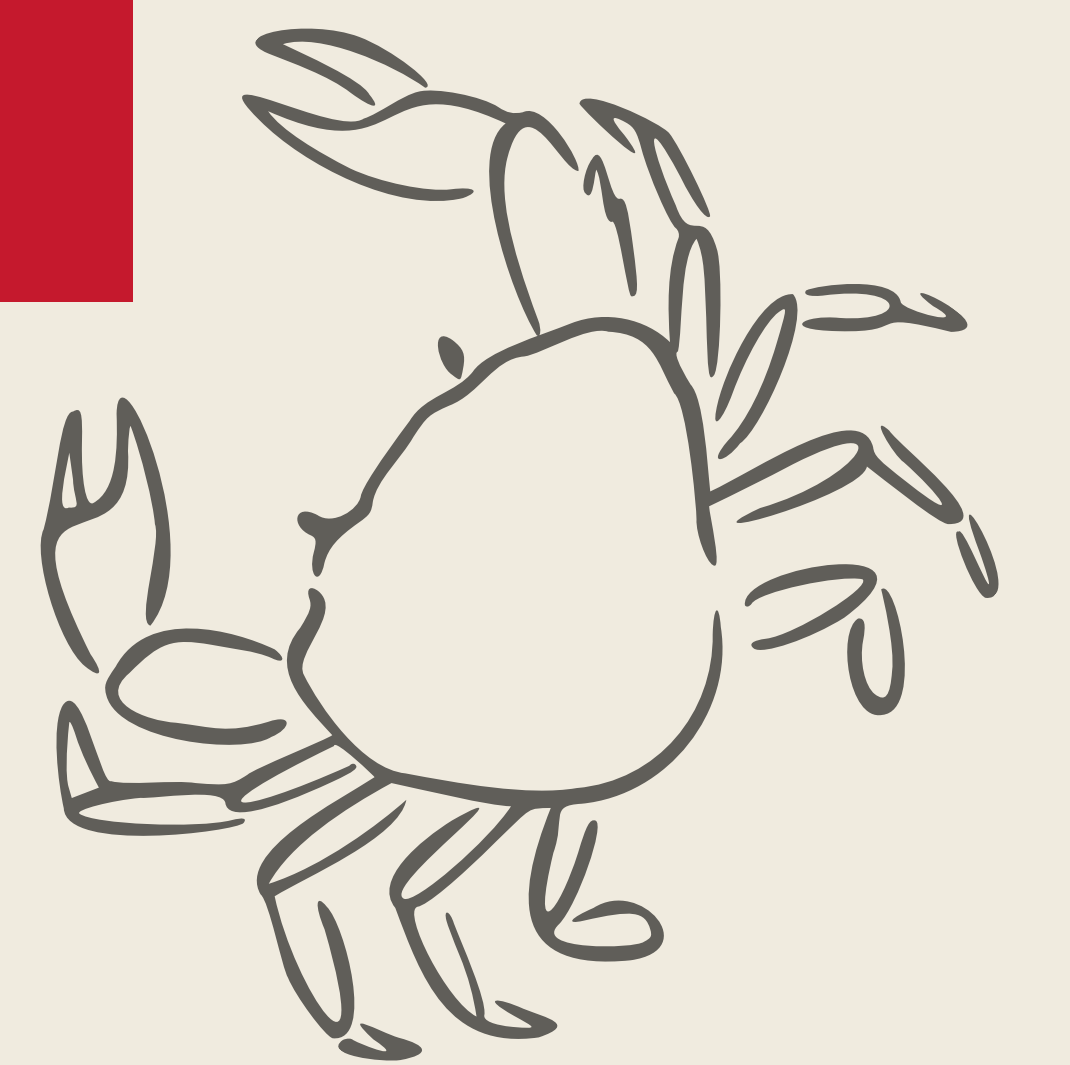
In addition, the traditional Chinese medicine session introduced common herbs found in everyday life, helping children connect knowledge with real-life applications and gain practical understanding through our academic background.

Finally, the challenge-based games highlighted the importance of teamwork, as children worked together to complete tasks, communicate effectively, and solve problems as a group. Through these activities, they not only strengthened their collaboration skills but also learned to support and encourage one another.

Overall, the camp was more than just a fun experience—it provided children with opportunities to build confidence, develop interpersonal skills, broaden their perspectives, and gain meaningful and lasting learning experiences through active participation.



PROPOSE



During the process, we measured the height, body fat, blood pressure, and waistline of the elders, recording each value in detail with the children from the recreation camp. We weren't just filling in data; more importantly, we were listening to their daily lives to understand if they faced any challenges with sleep, digestion, or joint mobility. To encourage participation, we employed a few small techniques, such as distributing exquisite small gifts and thoughtfully reminding the elders that they could bring their daily medication or health supplements for a chat with the pharmacist we cooperated.

The "Health Education Carnival" was also a very lively interactive segment. I was responsible for the sarcopenia group, where I engaged with the elders using simple, easy-to-understand methods and guided them to the resistance band instruction area to get moving. Seeing everyone transition from taking a glance to a willingness to stretch, ask about acupressure massage, and seek knowledge on eye protection, the "Health Carnival" atmosphere truly closed the distance between us and the island residents. It gave me the opportunity to step into the community and put social service into practice.



During the beach cleanup activity, we worked together with the children from the recreation camp to clean the shoreline near their village. The event took place right after a typhoon, and everyone on site faced strong winds while digging through piles of branches and debris. To our surprise, what started as simple cleaning soon turned into bags and bags of collected trash. As we worked side by side with the children, we realized that the people we came to serve were also serving alongside us, and that beach cleanup is more than just a formality—it is a shared action and responsibility.

The ocean is where growth begins.
From every direction we set sail—
with you beside us,
together we can rise and create powerful waves.

Authors—Chu, sin-ying Wu, Cheng-Hsien Chen, Ching-Chi Qiu, Yu-Qi Wang, huai-sheng Tsai, shou-jun

Getting Seniors Moving: Rediscovering the Vitality of Life

SENIOR HEALTH AND COMPANION CARE SERVICES

"Health is more than just the body; it's a life with companionship."
— Zhao Wen-Hsuan, Senior, Department of Sports Medicine



A LIGHTHEARTED & JOYFUL ATMOSPHERE

Create a happy, stress-free environment. Help seniors naturally relax through laughter, making them eagerly want to participate in every activity.



ENCOURAGING PARTICIPATION & INTERACTION

Guide seniors to share their stories and experiences. Open their hearts and build sincere, warm interpersonal connections.



BUILDING COMMUNITY CONNECTIONS

Move from individual to group. Strengthen community cohesion and turn care into a collective act of warmth within the whole community.

SERVICE IS ABOUT 'COMPANIONSHIP', NOT 'INSTRUCTION'

Put aside the 'expert' persona. Stay beside seniors with a heart of equality and respect, letting them feel sincere care rather than being lectured.

EMPATHY IS THE MOST IMPORTANT TOOL

Learn to listen to the feelings and needs of the elderly. Feel their world with your heart to provide support that truly touches the soul.

PHYSICAL & MENTAL SUPPORT ARE EQUALLY VITAL

Physical activity is important, but making seniors feel valued and loved is the deepest path to health.

REFLECTION AND LEARNING

This service journey has taught us a profound lesson: true care is not a one-way gift, but a two-way journey of companionship and understanding. We grow with every interaction, learning to approach each senior with a gentler heart.

TRUE SERVICE IS MAKING SOMEONE FEEL CARED FOR.
LET'S GET SENIORS MOVING, AND LET THE WARMTH FLOW.

