

An aerial photograph of the Changhua Christian Hospital complex. The central building is a large, multi-story structure with a grid-like facade. To the left is a building labeled '兒童醫療大樓' (Children's Medical Building). To the right is a taller building labeled '教學研究大樓' (Teaching and Research Building). A vertical banner on the right side of the image reads 'YOUR HOSPITAL 卓越彰基 品質國際' (Your Hospital, Excellent Changhua Christian Hospital, Quality International). The sky is blue with scattered white clouds. The text '自我覺察' is written in large, golden, stylized Chinese characters across the top center of the image.

自我覺察

Self-awareness

陳祖裕

自我覺察

- 透過反思和自省，清晰客觀地檢視自己的能力
- 雖然每個人都有自我覺察的基本想法，但卻未必能充分掌握



What Is Self-Awareness and Why Is It Important? [+5 Ways to Increase It]

Courtney E. Ackerman

- ❑ 什麼是自我覺察理論？
- ❑ 四項自我覺察得到證明的益處
- ❑ 提高自我覺察的五種方法

自我覺察理論

- 透過反思和自省，清晰客觀地檢視自己的能力
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四項自我覺察得到證明的益處

- ❑ 使我們更加積極主動，提升對事物的接受度，並鼓勵積極的自我發展（Sutton，2016）
- ❑ 使我們能夠從他人的角度看待事物、實踐自我控制、創造性地及富有成效地工作、對自己和工作感到自豪（Silvia & O'Brien，2004）
- ❑ 有更好的決策（Ridley, Schutz, Glanz, & Weinstein，1992）
- ❑ 使我們的工作和工作場所的溝通更好，並提高我們的自信和工作的獲益（Sutton, Williams, & Allinson，2015）

提高自我覺察的五種方法

- ❑ 練習正念和冥想
- ❑ 練習瑜伽
- ❑ 花時間進行反思
- ❑ 日記
- ❑ 問問你愛的人

5 Ways to Cultivate Self-Awareness



CREATE SPACE AND TIME

- Connect with yourself daily
- Avoid digital distractions
- Carve out solitude



PRACTISE MINDFULNESS

- Pay attention to your inner state as it arises
- Try mindful walking, eating, listening



JOURNAL YOUR AWARENESS

- Process your thoughts through writing
- Record your inner states



PRACTISE LISTENING

- Pay attention to speaker
- Observe emotions and body language
- Don't judge or evaluate



GAIN A DIFFERENT PERSPECTIVE

- Ask for feedback

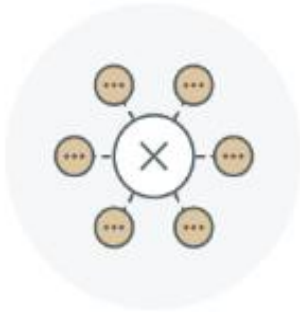
Barriers to Self-Awareness



Lack of
mindfulness



Cognitive
bias



Unwillingness to
seek feedback



Confirmation
bias



Remembering Self v
Experiencing Self

自我覺察的核心能力

- 審慎反思 (critical reflection)

審慎反思Critical Reflection

Critical reflection是自我覺察的基本能力

- ❑ 什麼是critical reflection
- ❑ 如何養成這種能力

什麼是Reflection？

- Reflection—物理學名詞：反射、反映、鏡子

什麼是Reflection？

- Reflection：反射、反映、鏡子
- Reflectivity：反射品質
- Reflectance：反射比率

什麼是Reflection？

- Reflection：反射、反映、鏡子
- 引申到行為：人對於自己要像照鏡子般察看有沒有問題
- 也就是主動地、有企圖地、有深度地檢視自己的經歷（尤指自己在經歷中的言行）來從中學習

Reflection似乎就是反省



什麼是Reflection？

- 有人以為：反省 = reflection
- 有人認為：反省 \neq reflection，「反思」和「反省」不是同義詞
反思 = reflection
反省 = self-reflection

Reflection不是只有反省
Reflection必須包含反省

什麼是Reflection？

- ❑ Reflection（鏡子）不單反映自己，也反映別人和環境 ⇒ 「反省」+「思考其他的人和事」
- ❑ Reflection：檢視自己的經驗中有關自身、周圍，甚至是聽聞及歷史事件，然後從中學習



這是……最低級的反思……

什麼是Reflection？

- 針對自己的經驗加以「明辨思維、反複審視、再三考量」，以期從經驗中可以獲得更廣更深的學習成效

什麼是Critical Reflection？

~~批判~~ ~~反思~~ 不可胡來？

明辨性反思

審慎反思

結構式反思

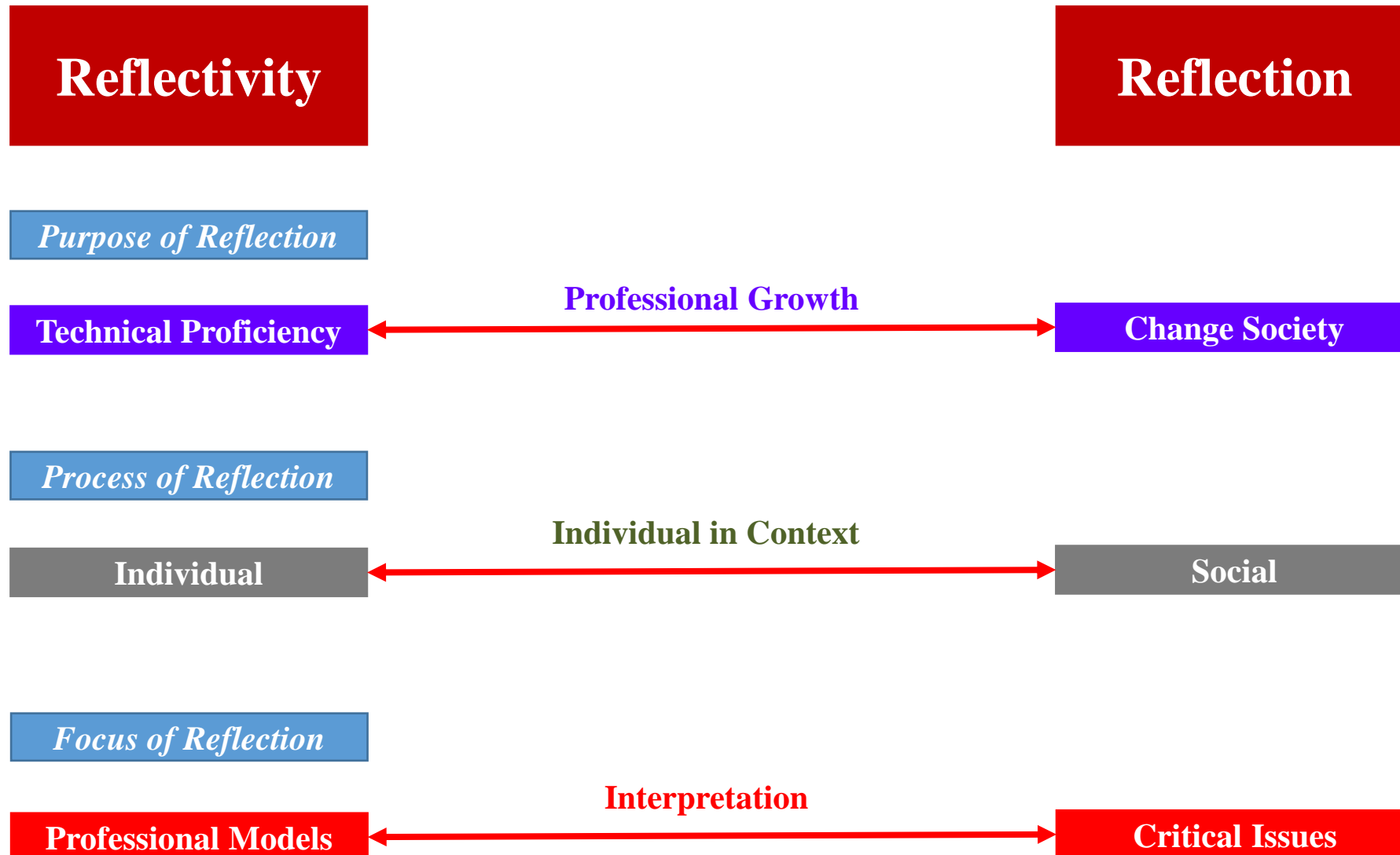
Critical Reflection = 批判性反思？

- Jürgen Habermas（德國社會學家，1978）：Critical reflective knowing既不是行為也不是技術，不是真理的建立，也不受限於某一領域。它**批判**所有其他形式的知識，且超越了將事物再度呈現。
- Alan Bleakley（美國教育學家，1999）：學生應對學習的反思教學或反思能力作更全面的**批判**。



*此處的「批判」是強調不要對已知的事就此滿足，必須抱持好學的精神作進一步的思考。

Procee's Dimensions of Reflection Model



Chan's Dimensions of Reflection Model



兩者，沒有必然的對應關係

Content vs. Process

亞基米德原理



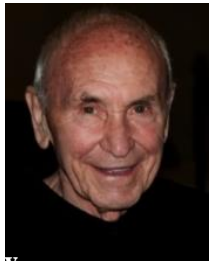
兩者，沒有必然的對應關係

Content vs. Process

Critical Reflection...

是指反思的内容？

Content ?

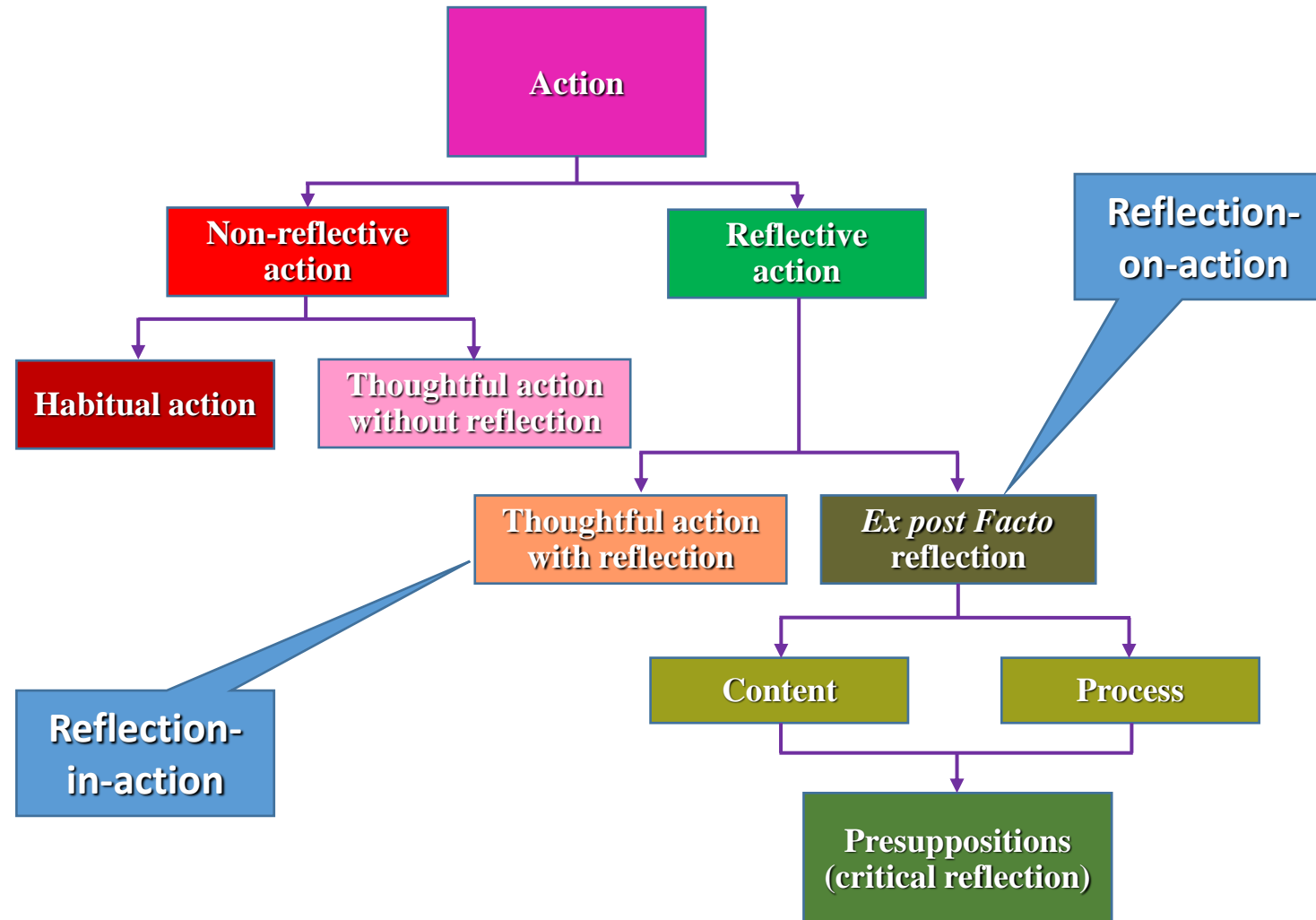


什麼是Critical Reflection ?

- ❑ *Critical reflection* occurs when we analyze and challenge the validity of our presuppositions and assess the appropriateness of our knowledge, understanding and beliefs given our present contexts (Mezirow, 1990).
- ❑ 當我們分析和挑戰我們所作假設的確實性、以及評估我們現有的知識、理解和信仰的恰當性時，便會有critical reflection

沒正面陳述，靠自己揣摩

Mezirow's Critical Reflection (1990)



事後反思 = critical reflection

Critical Reflection...

還是反思的程序？

Process ?

什麼是Critical Reflection？

□ Brookfield（1990）認為關鍵性反思分三階段：

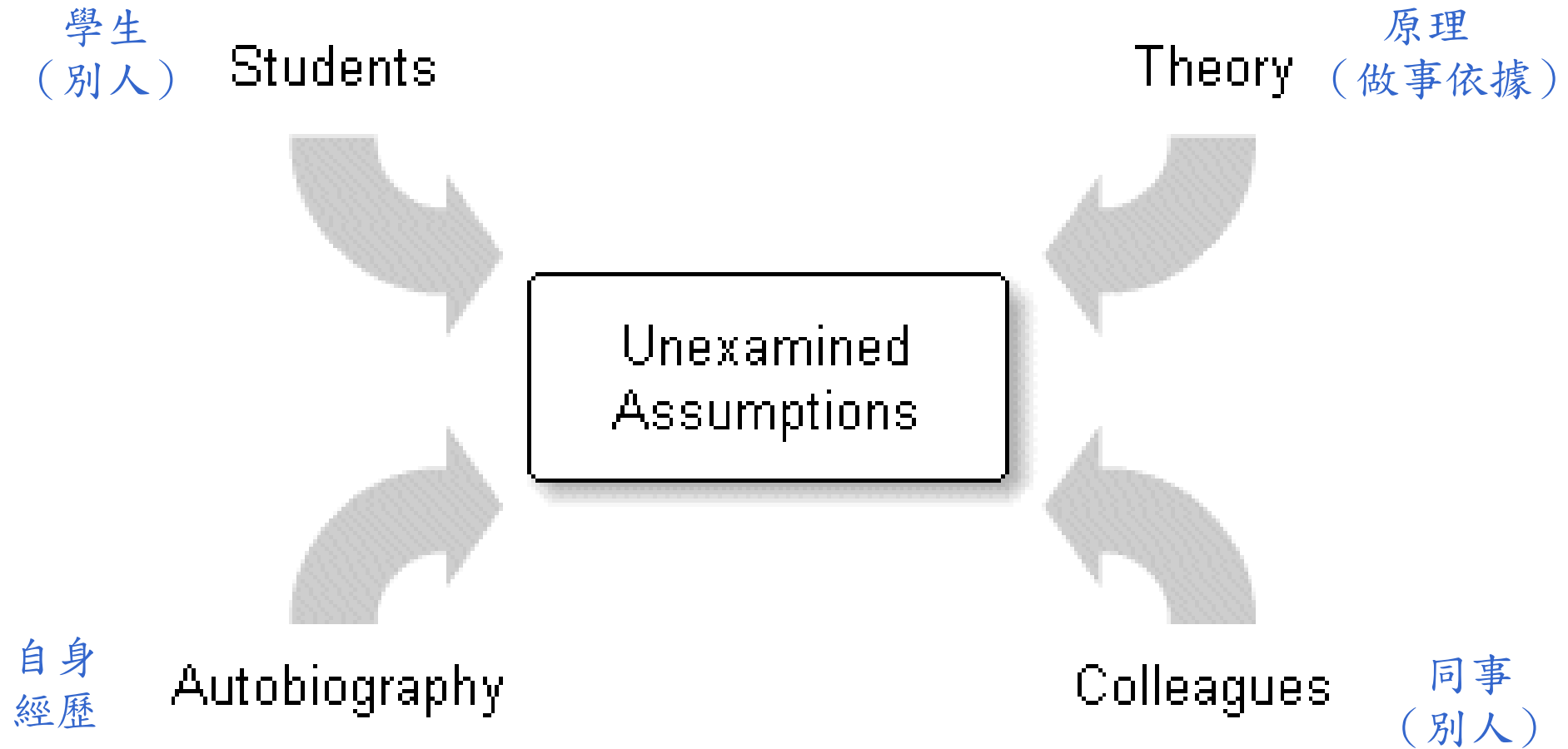
1. 界定假設：這些假設存在於我們的思想 and 行動，包括那些已認為理所當然的想法、深信不疑的常識和不言而喻的規則。
2. 評估和審議這些假設的真偽。
3. 使假設變得更具包容性和綜合性，以及使用這種新形成的知識，更恰當地引領我們今後的行動和實踐。

挑戰信念、仔細分析、提升境界



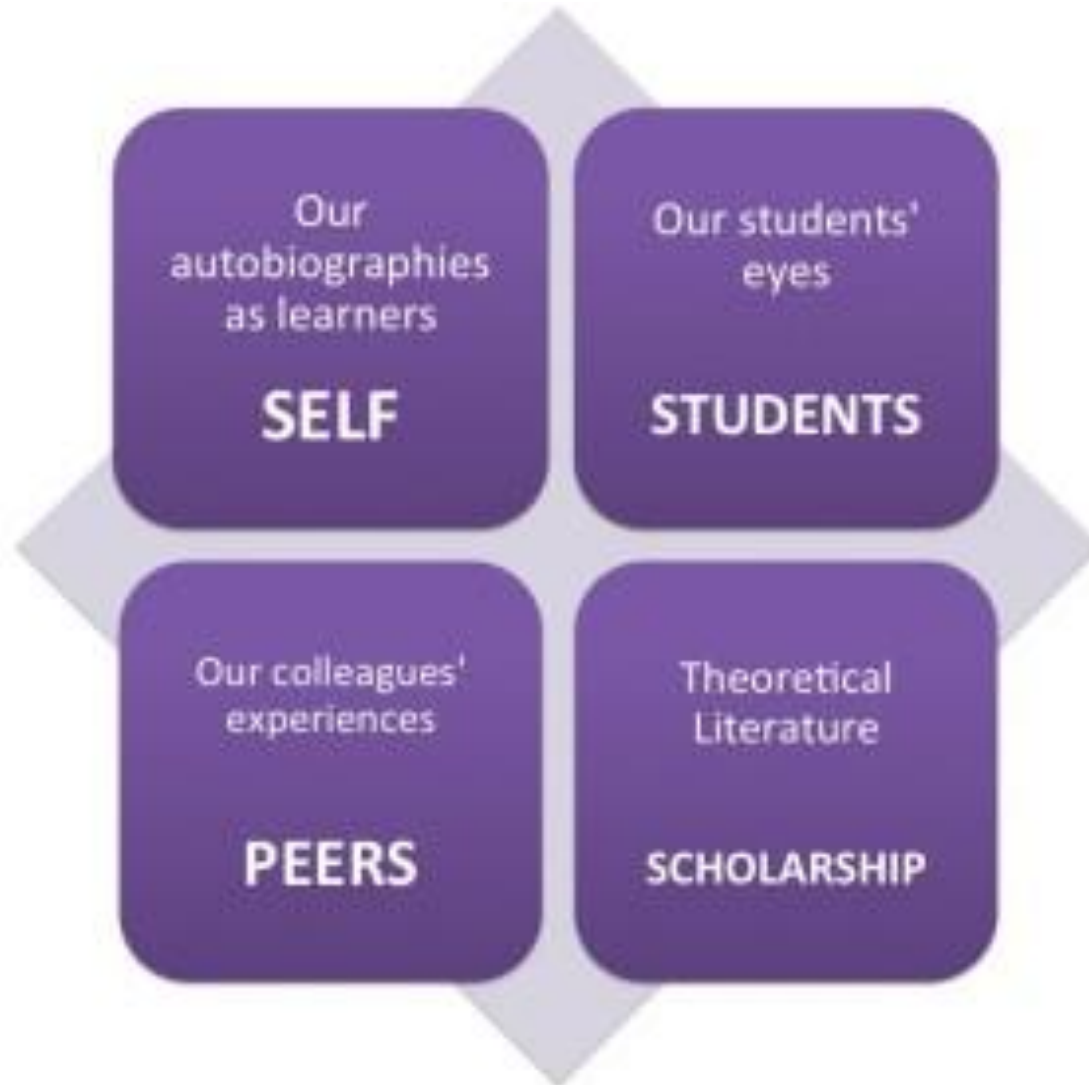
Stephen D. Brookfield

Brookfield's Model



Critical reflection perspectives
Adapted from Brookfield, (1995)

Brookfield's Model



子曰：三人行必有我師焉，擇其善者而從之，其不善者而改之。《論語述而》

Three models of critical reflection identifying two frameworks that provides guidance for reflecting within each model.

Model of critical reflection	Framework	General comments
Dewey's model of reflective learning		Knowledge can be constructed through active reflection on past and present experiences. Pragmatic approach.
	Gibb's model	A cyclic generic framework. A general and nonspecific approach to reflection. Novices may find it too vague requiring further guidance.
	Stephenson's framework	A detailed set of cue questions. Focuses on consequences of actions and examines practice knowledge.
Habermas's model of critical reflection		Based on 3 areas of knowledge: technical, practical and emancipatory. Critical theory approach.
	Taylor's framework	Describes activities associated with 3 types of reflection: technical, practical and emancipatory. Highly structured.
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Kolb's model of reflexive learning		Attempts to integrate thinking and practice. Experiential learning approach.
	Borton's framework	Simplified model using 3 questions: What? So what? Now what? Very easy to remember.
	Rolfe's framework	Expanded Borton's framework. Added questions to each step. Turned the last step back to form reflexive cycle.
		Generic, easily adapted to suit most situations.

* Adapted from Rolfe et al (2011).

Dewey's Model of Reflective Learning

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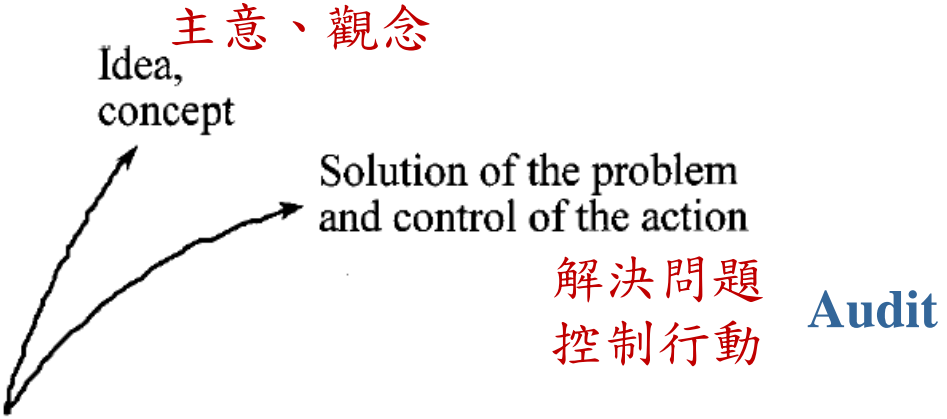
Dewey's Model of Reflective Learning

- Dewey's model
 - 透過對過去和現在的經驗作積極的反思可達成知識的建構
 - 是務實的做法
- Gibb's model
 - 是一個循環框架
 - 一般的和非特異性的方法來反思
 - 新手可能會發現它太模糊而需要進一步指引
- Stephenson's framework
 - 一套詳細的提示問題
 - 著重於行動的後果，並檢視實務知識

透過對過去和現在的經驗作積極的反思可達成知識的建構。



Model of critical reflection	Framework
Dewey's model of reflective learning	
	Gibb's model
	Stephenson's framework



Dewey's model of reflective thought and action.

Dewey's Model of Reflective Learning

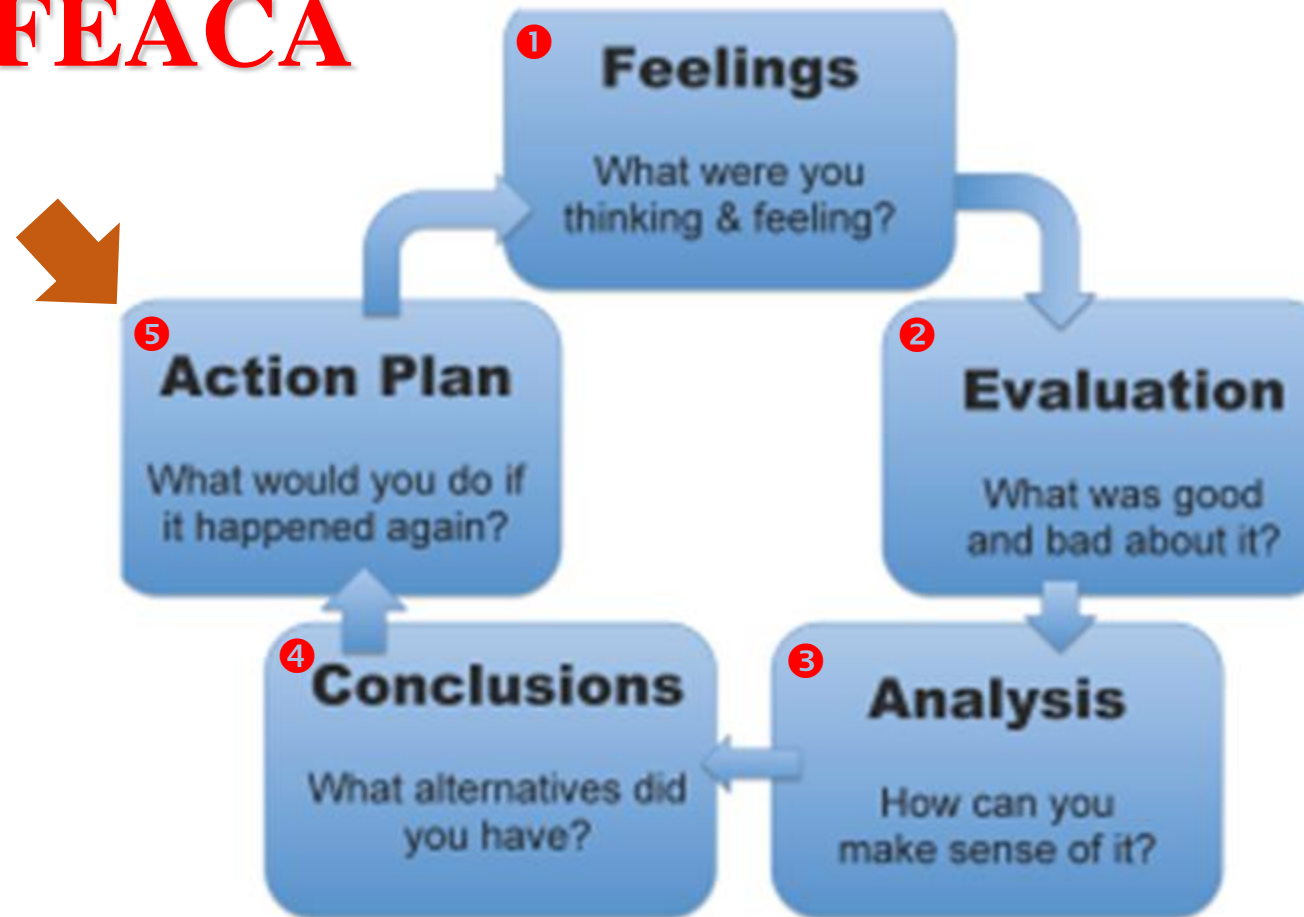
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Gibb's Cycle Model

FEACA



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About 'A student's own framework for reflection' (Holm and Stephenson 1995)

Choose a situation


Ask yourself

- What was my role in this situation?
- Did I feel comfortable or uncomfortable? Why?
- What actions did I take?
- How did I, and others, act?
- Was it appropriate?
- How could I have improved the situation for myself, the patient, my mentor?
- What can I change in the future?
- Do I feel as if I have learnt anything new about myself?
- Did I expect anything different to happen? What and why?
- Has it changed my way of thinking in any way?
- What knowledge from theory and research can I apply to this situation?
- What broader issues, for example, ethical, political or social, arise from this situation?
- What do I think about these broader issues?

Holm D and Stephenson S (1994) Reflection – A Student's Perspective. In Palmer A, Burns S and Bulman C (eds) *Reflective Practice in Nursing: the growth of the professional practitioner*.

Blackwell Scientific Publications: Oxford 53-62

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Habermas's Model of Critical Reflection

- 基於知識的三個方面：技術、實用和解放。關鍵性理論方法。
- Taylor's framework：描述了三種類型與反思有關的活動：技術、實用和解放。高度結構化。
- Kim's framework：稱為關鍵反思探究。三個階段反思：描述性、反思、關鍵/解放。應用程序和產品到每一期。

Taylor：技巧、實務、解放

Kim：描述、反思、關鍵/解放

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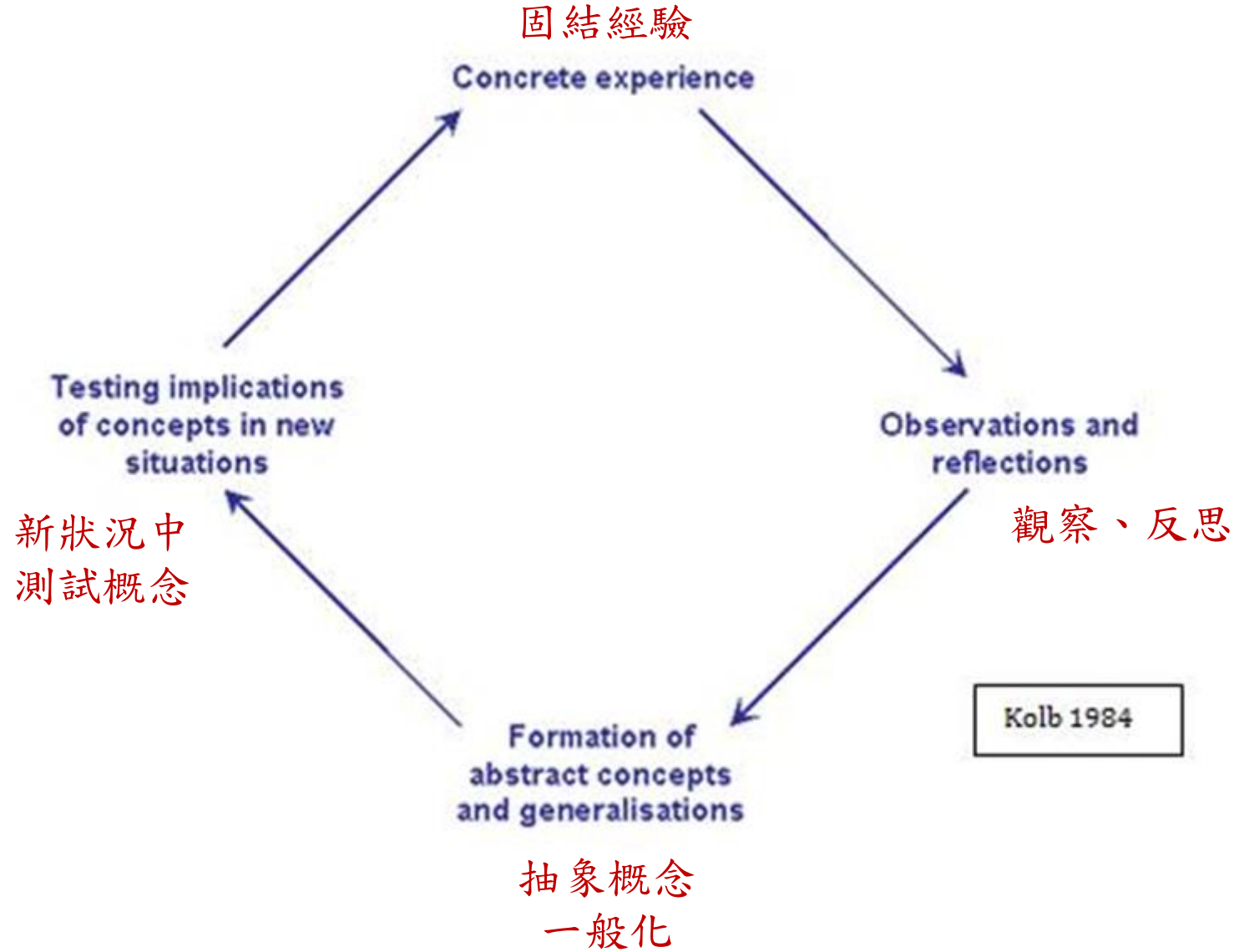
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Kolb's Model of Reflexive Learning

- Kolb's model
 - 整合思維和實踐的企圖
 - 體驗式學習方法
- Borton's framework
 - 使用三個問題的簡化模型：什麼？所以呢？怎麼辦？
 - 很容易記住
- Rolfe's framework
 - 擴大Borton的框架
 - 加入問題到每一個步驟，最後一步回轉，形成反思循環



Kolb's model of reflexive learning	
	Borton's framework
	Rolfe's framework



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Borton's Framework

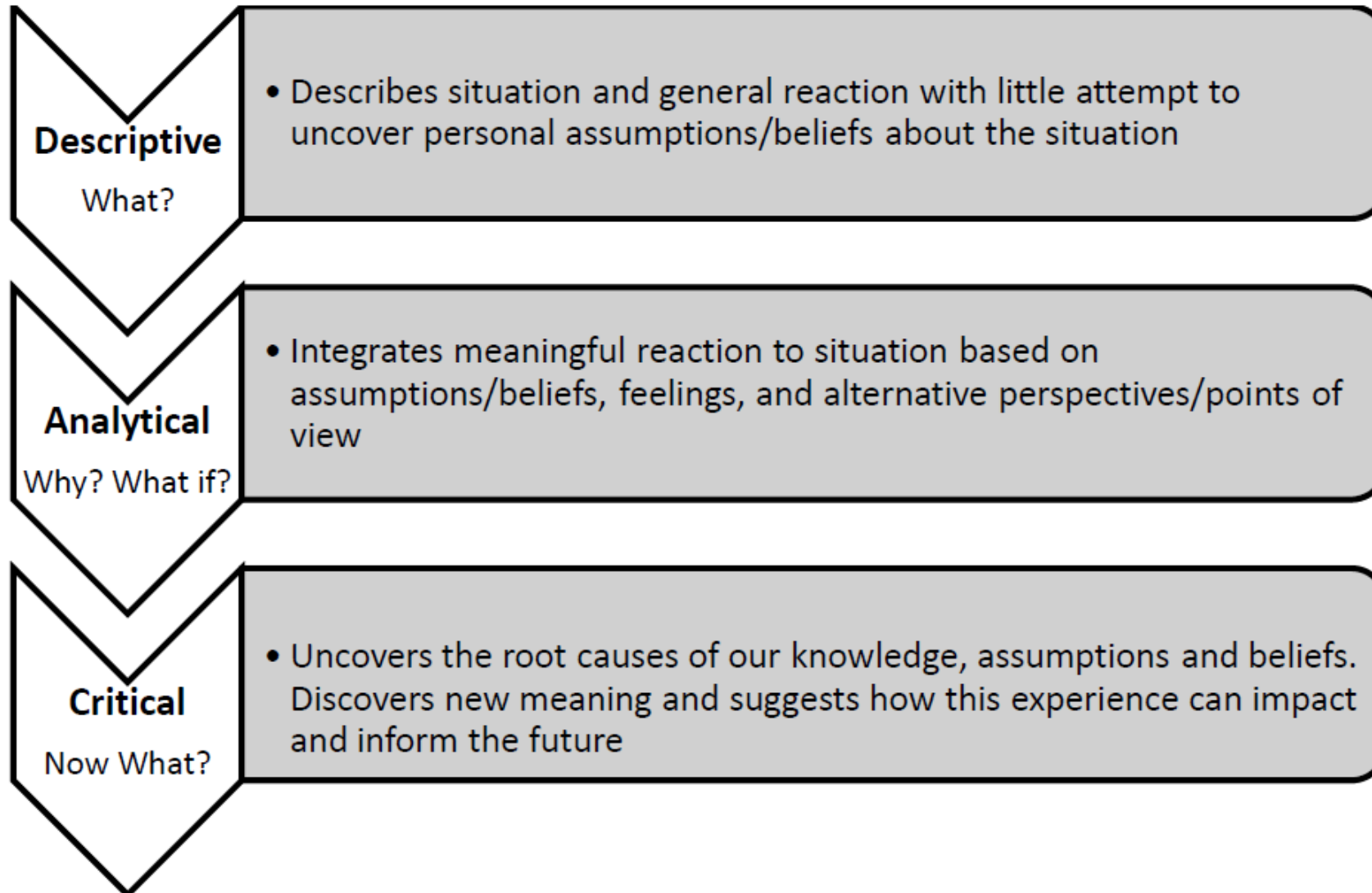
Kolb's model of reflexive learning	
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Kolb's model of reflexive learning	
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Borton's Framework

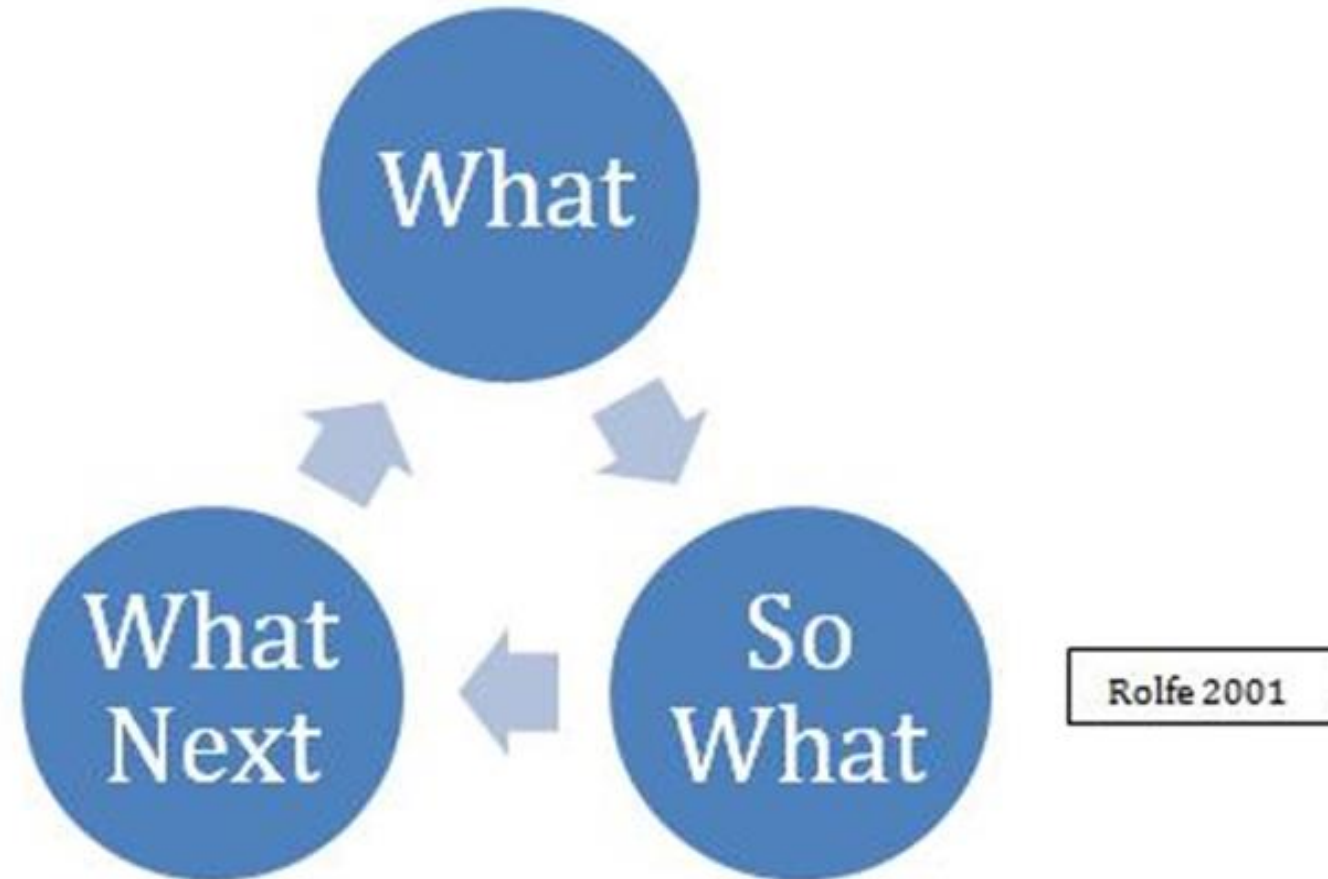


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Rolfe's Framework

Kolb's model of reflexive learning	
	Borton's framework
	Rolfe's framework



Schön's Reflection

REFLECTION IN ACTION

- thinking ahead
- analysing
- experiencing
- critically responding

Schön's Reflection

REFLECTION ON ACTION

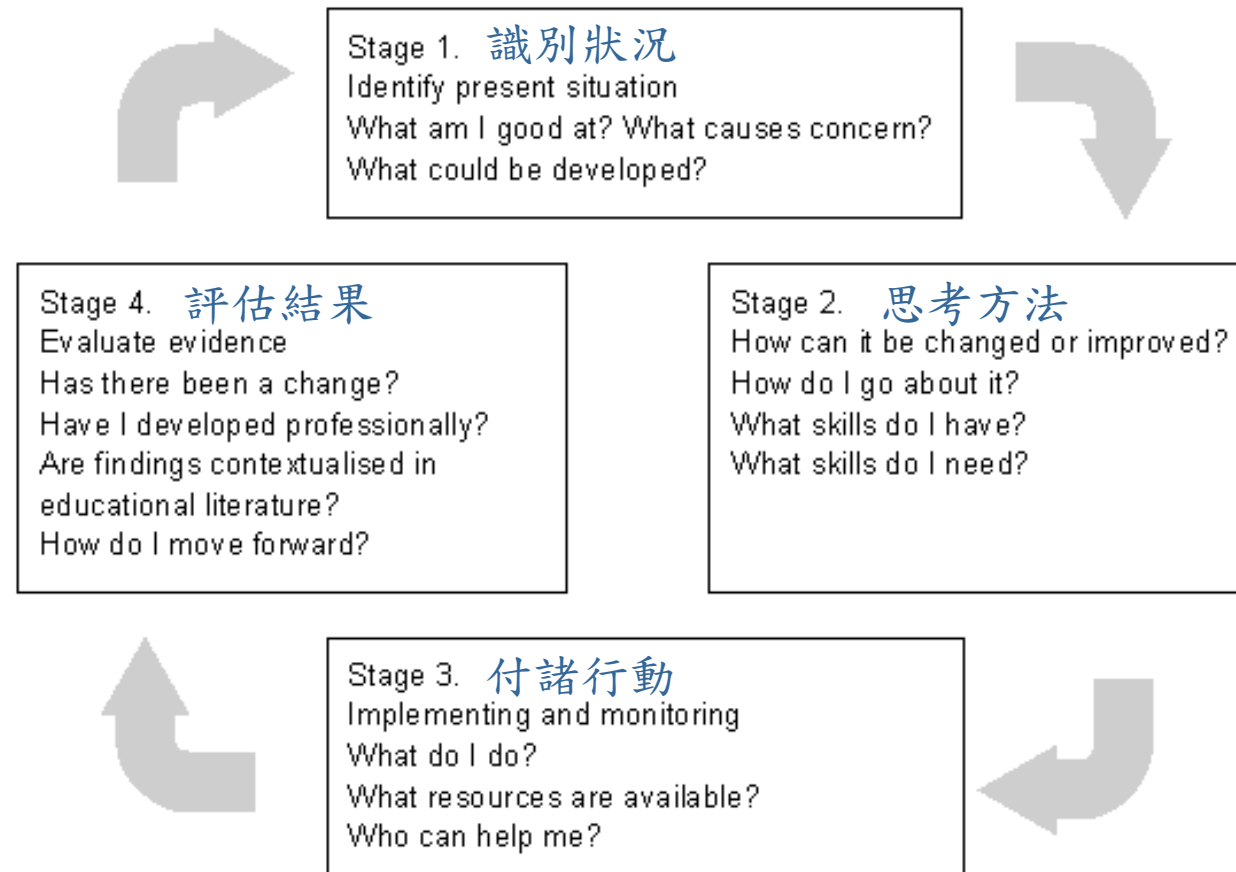
- thinking through subsequent to situation
- discussing
- reflective journal

Cowan's Model



Mentoring and Coaching — Reflective Model

Rhodes, Stokes and Hampton (1994)



Atkins & Murphy's Model of Reflective Practice (1993)

Stage 1 感到不適

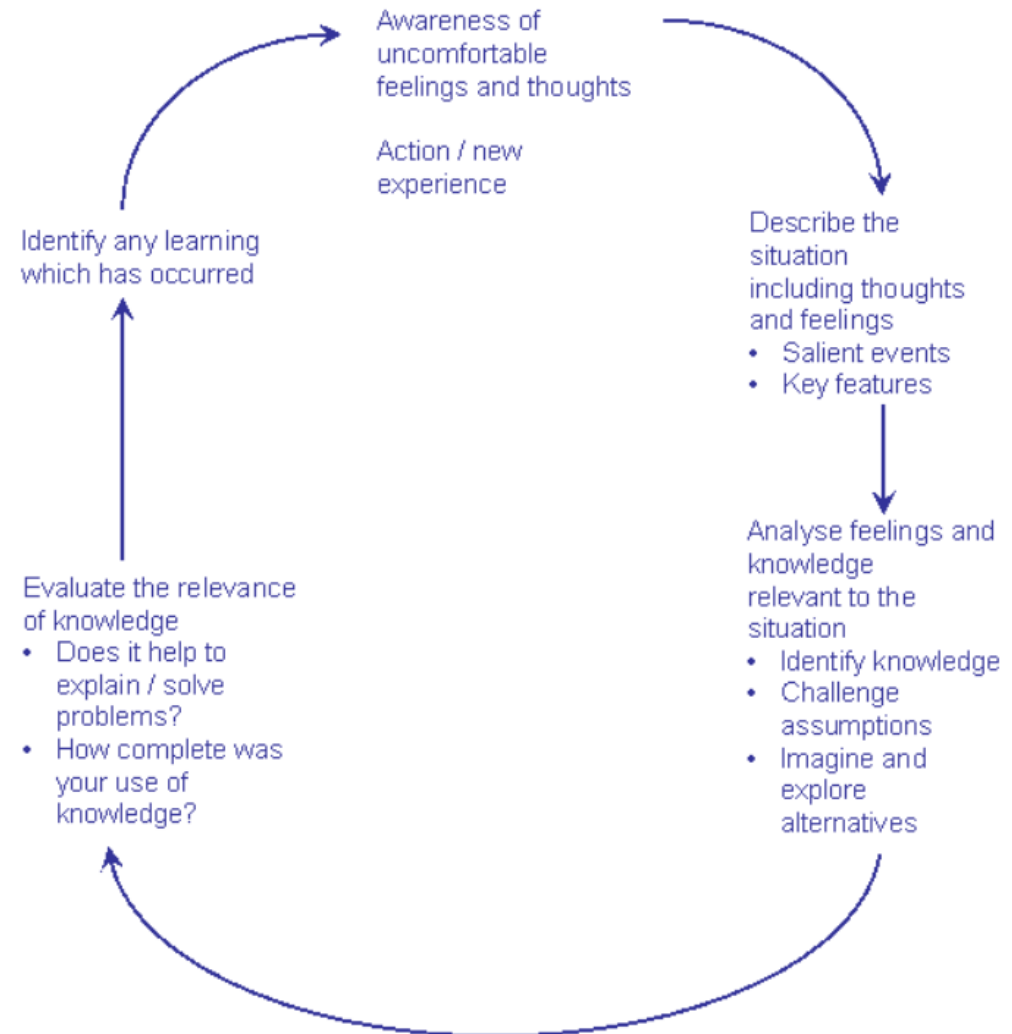
This is triggered by an awareness of uncomfortable feelings and thoughts.

Stage 2 明辨分析

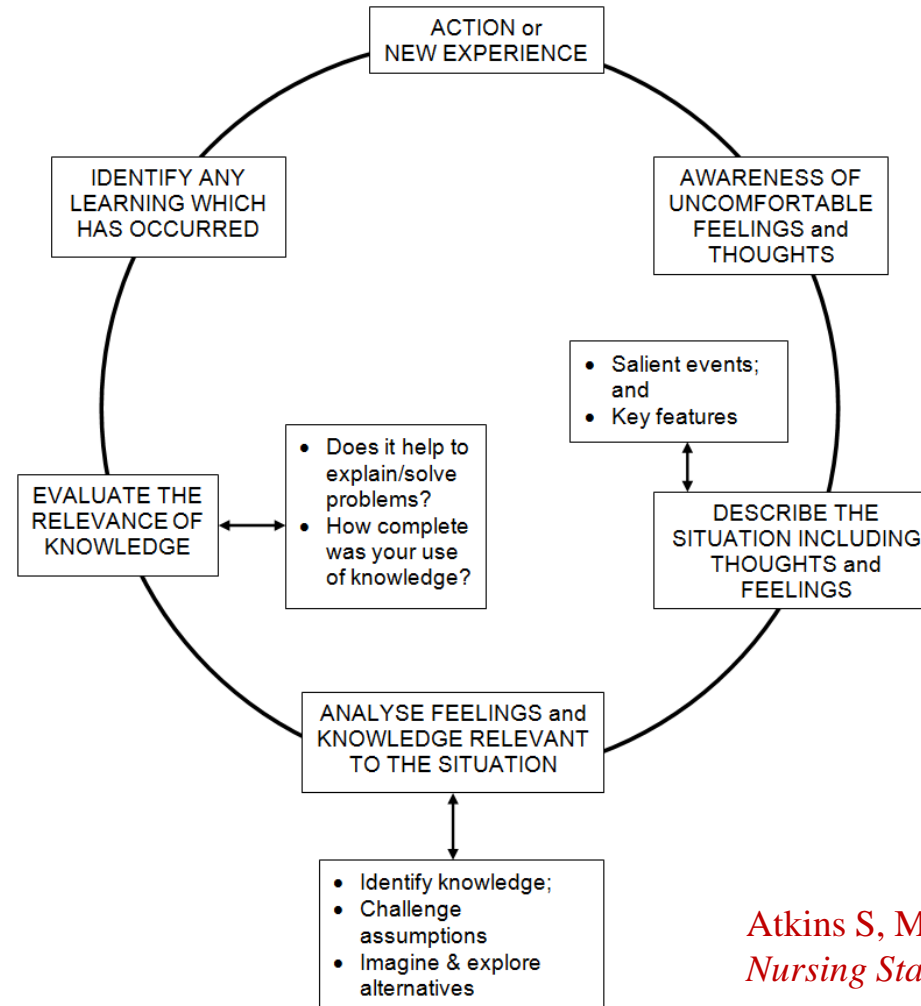
This involves a critical analysis of the situation, which is constructive and involves an examination of feelings and knowledge.

Stage 3 發展新貌

This involves the development of a new perspective on the situation.



Atkins and Murphy's Cycle of Reflection



Atkins S, Murphy K (1994) Reflective Practice. *Nursing Standard* 8(39)49-56.

Critical Reflection :

- ❑ Critical reflection = 能掌握要領*的反思
- ❑ 既有效能又有品質的反思
- ❑ 利用易學易用的方法（工具）來達成高品質的反思

審慎反思

Good Reflection

*要領：重要議題 + 高效程序

審慎反思Critical Reflection

Critical reflection是自我覺察的基本能力

- 什麼是critical reflection
- 如何養成這種能力

The 4Rs Model of Reflective Thinking



Reflective Writing & The 5Rs Framework for Reflection

5R Framework	What is it?	Critical Questions to Ask
Reporting	A brief descriptive account of a situation / issue (ie.the reflective trigger)	What happened, what the situation / issue involved
Responding	Your emotional / personal response to the situation / issue etc	Your observations, feelings, questions about the situation / issue
Relating	Personal and/or theoretical understandings relevant to the situation / issue	Making connections between the situation / issue and your experience, skills, knowledge and understanding
Reasoning	Your explanation of the situation / issue	Explaining the situation/issue in terms of the significant factors, relevant theory and/or experience
Reconstructing	Drawing conclusions and developing a future action plan	Your deeper level of understanding about the situation / issue that is used to reframe / reconstruct your future practice and further develop your understanding of professional practice

Critical Reflection :

- ❑ 能掌握要領、兼顧效率與深度的反思
- ❑ 既有效能又有品質的反思
- ❑ 利用易學易用的方法（工具）來達成高品質的反思

有什麼前提？
有什麼方法？

Critical Reflection的前提

- ❑ 能力（能與不能）
- ❑ 態度（為與不為）

Critical Reflection的前提—能力

- 思考能力：要能critical thinking

Critical Reflection的前提—態度

- 回應
- 認同
- 願意
- 喜歡
- 難捨
- 自然

Critical Reflection的方法（工具）

- ❑ Reflective writing
- ❑ Reflective summaries
- ❑ Diagrammatic representation
- ❑ Creative representation
- ❑ Perspective taking
- ❑ Interaction

Morrow (2009): Teaching critical reflection in healthcare professional education

Reflective Writing

- ❑ Learning journals/diaries (Wall et al., 2004)
- ❑ Memos (Dowling, 2006)
- ❑ Reflective notes (Smith, 2008)
- ❑ Critical Incident Technique (Flanagan, 1954)
- ❑ Critical Portfolio (Brockbank and McGill, 1998)

Morrow (2009): Teaching critical reflection in healthcare professional education

Reflective Summaries

- ❑ Tabulation or lists of reflective themes (Alversson and Sköldbery, 2009)
- ❑ Feedback/self-evaluation forms (Boud et al., 1995)

Morrow (2009): Teaching critical reflection in healthcare professional education

Feedback & Self-Evaluation Form

Coach: Coachee: Date: Session: 6
 Programme Leader: Observer: Workshop:

Indicate the degree to which the following qualities or skills were present and demonstrated in the session. You can refer to the Skills, Qualities & Competencies of Coaching.

Skills & Qualities	Low	Moderate	Clear	Significant
1.				
2.				
3.				
4.				
5.				
6.				

General Review

1. What worked well in the session?

2. What did not work?

3. What does the coach need to do more or less of?

Feedback & Self-Evaluation Form



Coachee **Observer** **Programme Leader** **Self-evaluation** (Please tick appropriate box)

Coach: Coachee: Date: Session: of 6

Programme Leader: Observer: Workshop:

Indicate the degree to which the following qualities or skills were present and demonstrated in the session. You can refer to the Skills, Qualities & Competencies of Coaching.

Skills & Qualities	Low	Moderate	Clear	Significant
1.				
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General Review

1. What worked well in the session?

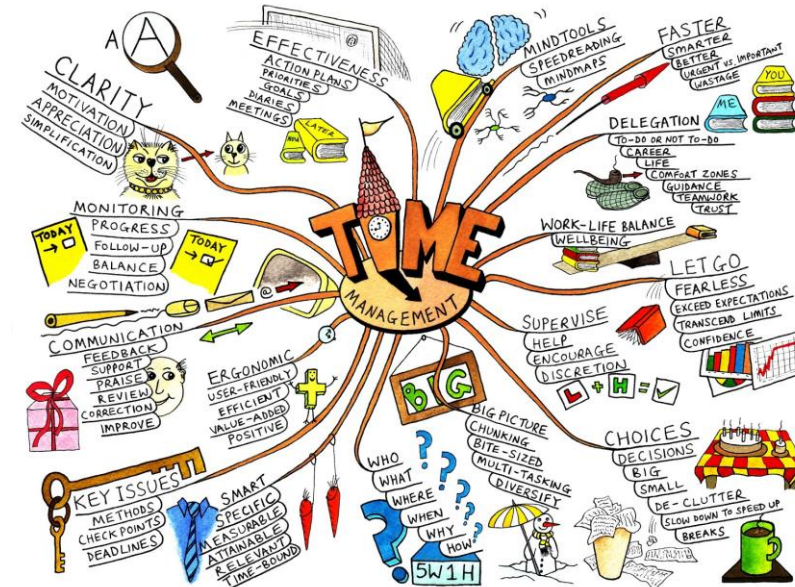
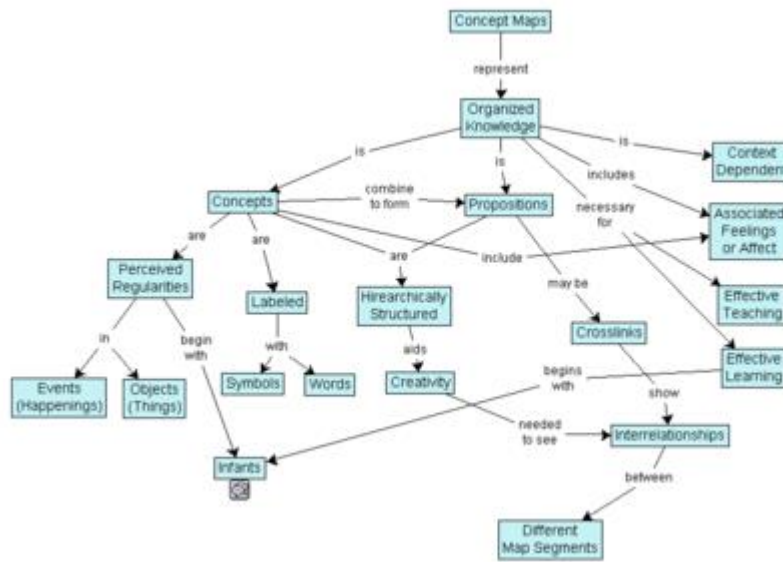
2. What did not work?

3. What does the coach need to do more or less of?

Portfolio

Diagrammatic representation

- Concept maps, mind maps and conceptual diagrams (Eppler, 2006)



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Creative Representation

- ❑ Pictures/images (Stronach et al., 2007)
- ❑ Story writing (Plummer, 2001), polyvocality (Riley et al., 2003)
- ❑ Videoing/film-making (Pauwels, 2006)

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Perspective Taking

- ❑ Stakeholder/service user views (Roth and Tobin, 2002)
- ❑ Reflective interview (Bolam et al., 2003)

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Interaction

- ❑ Peer- or group-discussion (Brookfield, 1987)
- ❑ Problem-based learning (Fyrenius et al., 2007)
- ❑ Service user involvement in teaching (Felton and Stickley, 2004)

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Critical Reflection的方法（工具）

- 利用指引和表格帶領思路（效率）
- 經由製作文字紀錄、繪圖、拍攝影片來助長思維（深度）
- 反思過程加入討論和互動（深度）

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A “Critical” Reflection Framework

The what?

A description of the incident/experience with just enough detail to support doing your “So what?” section. For example, description about who, what, why, when, where.

So what?

This is the sense-making section that asks you to surface general meaning, significance, your position / view point; actions; emotions (pre-during-post).

Now what?

This section makes connections from the experience / incident to further actions. For example, what would you do differently / the same next time? How come? What are key points, lessons learnt to share with your colleagues, network and/or group outside the network? (eg. idea, product, process, concept)? How will you do this?

The DEAL Model for Critical Reflection

- ❑ Describe
- ❑ Examine
- ❑ Articulate Learning

Clayton P., North Carolina State University

The DEAL Model for Critical Reflection – Describe, Examine, and Articulate Learning

Describe

Describe Experience(s) Objectively

Part I: Overview of “big picture” – what have I done since the last reflection session?

Part II: Home in on 2 or 3 key experiences to focus the reflection on - What were the most significant or reflection-worthy experiences?

- ❑ Where was I?
- ❑ Who else was there?
- ❑ When did this experience take place?
- ❑ What was said?
- ❑ What did I/others do?
- ❑ Why were we there? (NOTE: Be careful here. “Why” can be an objective question, as in “we were having this conversation because the Director had scheduled a meeting of the entire group and had invited both me and Mr. Smith” but it can also open the door to interpretation, as in “we were having this conversation because the Director wanted me and Mr. Smith to advise her”)

Assess Progress Since Last Reflection

- ❑ What were my goals as articulated at the end of the previous reflection session and/or in my articulated learnings from the previous reflection session? What specific conclusions did I intend to enact or test based on my previous articulated learnings?
- ❑ What specific steps did I take in order to attain these goals?
- ❑ What obstacles—internal and external—hindered me? What factors made me more effective?
- ❑ In what ways did my attempts to attain goals or to enact or test conclusions proceed as expected, based on my earlier understanding, and in what ways was I surprised?
- ❑ What do my attempts to enact or test previous conclusions tell me about the validity of those conclusions? In what specific ways is my understanding of those conclusions changing yet again?
- ❑ How can I change my behavior or mentality in order to make better progress toward my goals? What specific steps do I need to take in order to continue refining my understanding?

Examine Experience from a Personal Perspective

- ❑ How did this experience make me *feel* (positively and/or negatively)? How did I handle my emotional reactions? Do I believe I should have felt differently than I did?
- ❑ What *assumptions or expectations* did I bring to the situation (including my assumptions about other persons involved) and how did they affect my actions? To what extent did they prove true? If they did not prove true, why was there a discrepancy?
- ❑ How have *past experiences* influenced the manner in which I acted or responded to this situation? Am I comfortable with the influence past experiences has on me?
- ❑ What personal *strengths / weaknesses* of mine did the situation reveal? In what ways did they affect the situation, positively and negatively? What might I do to build on strengths/ overcome weaknesses?
- ❑ Why did I, or did I not, experience *difficulty working/interacting with other people*? What might I do differently next time to minimize such difficulties?
- ❑ What personal *skills* did I draw on in handling this situation? What personal skills would I like to have had in order to have handled it better and how might I develop them?
- ❑ How did this situation reveal my own *attitudes or biases*, toward other people, toward the organization in question, etc.? Do I need to make any changes?

Examine

Examine Experience from a Civic Perspective

- ❑ What was I / someone else *trying to accomplish*? In taking the actions I / they did, was the focus on *symptoms* of problems or *causes* of problems? Was the focus (symptom or cause) appropriate to the situation? How might I / they focus more on underlying causes in the future?
- ❑ What *roles* did each person / group / organization involved in the situation play and why? What alternative roles could each have played?
- ❑ Did I / other individuals act *unilaterally or collaboratively* and why? Should I / they have worked with others in a different way?
- ❑ Did I *reinforce or challenge* an assumption or social system by the way I acted? How does this experience highlight the relationship between and larger systems?
- ❑ How else could I have handled the situation? Identify both *the paths of least resistance and the paths of greater resistance*. Why did I / others follow the path I / they did?
- ❑ What *agendas* did I and others bring to the situation? Are these agendas appropriate? Are they understandable? Are they shared? How are these agendas related to larger social or cultural issues?
- ❑ In what ways did *power differentials* emerge in this experience? What are the sources of power in this situation and who benefits and is harmed? In what ways might any dependencies be eliminated?
- ❑ What *privilege* did I/others bring to this situation? What are the sources of such privilege? How am I, or others, disempowered by lack of privilege?
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- ❑ What is in the interest of the *common good* in this situation? In what ways is the *individual good* (mine or that of other people) linked to and/or contrary to the common good? What tradeoffs between them are involved?
- ❑ In what way did any other *tradeoffs* (long-term / short-term; justice / efficiency; etc.) emerge in this situation? Were the trade-offs made appropriate or inappropriate and why?
- ❑ What *changes* does this experience suggest are needed: within my group, within the organization, within our society more generally? How can these changes be accomplished: with individual action or collective action / working within the system or challenging the system / etc.?
- ❑ How does this experience help me to better understand the *organization's vision, mission, and goals*? What does it reveal to me about the relationship between the organization and those it serves? What does it suggest about how this relationship might be improved?

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- ❑ What specific *elements of our course materials* relate to this experience?
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- ❑ Instructor's specific course-related questions.

Articulate Learning

- 1) What did I learn?
- 2) How, specifically, did I learn it?
- 3) Why does this learning matter, why is it important?

Articulate

In what ways will I use this learning, what goals shall I set in accordance with what I have learned in order to improve myself and / or the quality of my learning and / or the quality of my future?

The DEAL model was developed by Dr. Patti Clayton of North Carolina State University http://www.ncsu.edu/cece/resources/deal_model.php. Dr. Clayton references Kiser's Integrative Processing Model in the original document.

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Introduction to Critical Reflection

Louise Aronson, MD MFA
Marieke Kruidering, PhD
Patricia O' Sullivan, PhD

University of California, San Francisco

Effective Critical Reflection

- 4 part format based on clinical note structure

- 4 parts = S.O.A.P.
 - Subjective
 - Objective
 - Assessment
 - Plan

Subjective

- Discusses the experience
 - What happened? (content)
 - How did it happen? (process)
 - Why did it happen? (premise/
assumptions)

 - Considers emotion as well as intellect
-

Objective

- Includes data
 - Feedback, multiple perspectives
 - Peer, patient, other professional, faculty
 - Scholarly/journal articles
 - Expert consultation
 - Open-minded, open-ended queries to others involved about their interpretations of events
 - Web-based resources
-

Assessment

- Draws parallels to past experience
 - Go beyond the particular experience
 - How is this a larger challenge or opportunity for you?

- Explicitly identifies learning issues
 - Those selected must stem clearly from the information in S and O

Plan

- Should be SMART
 - Specific
 - Measurable
 - Attainable
 - Relevant
 - Timely

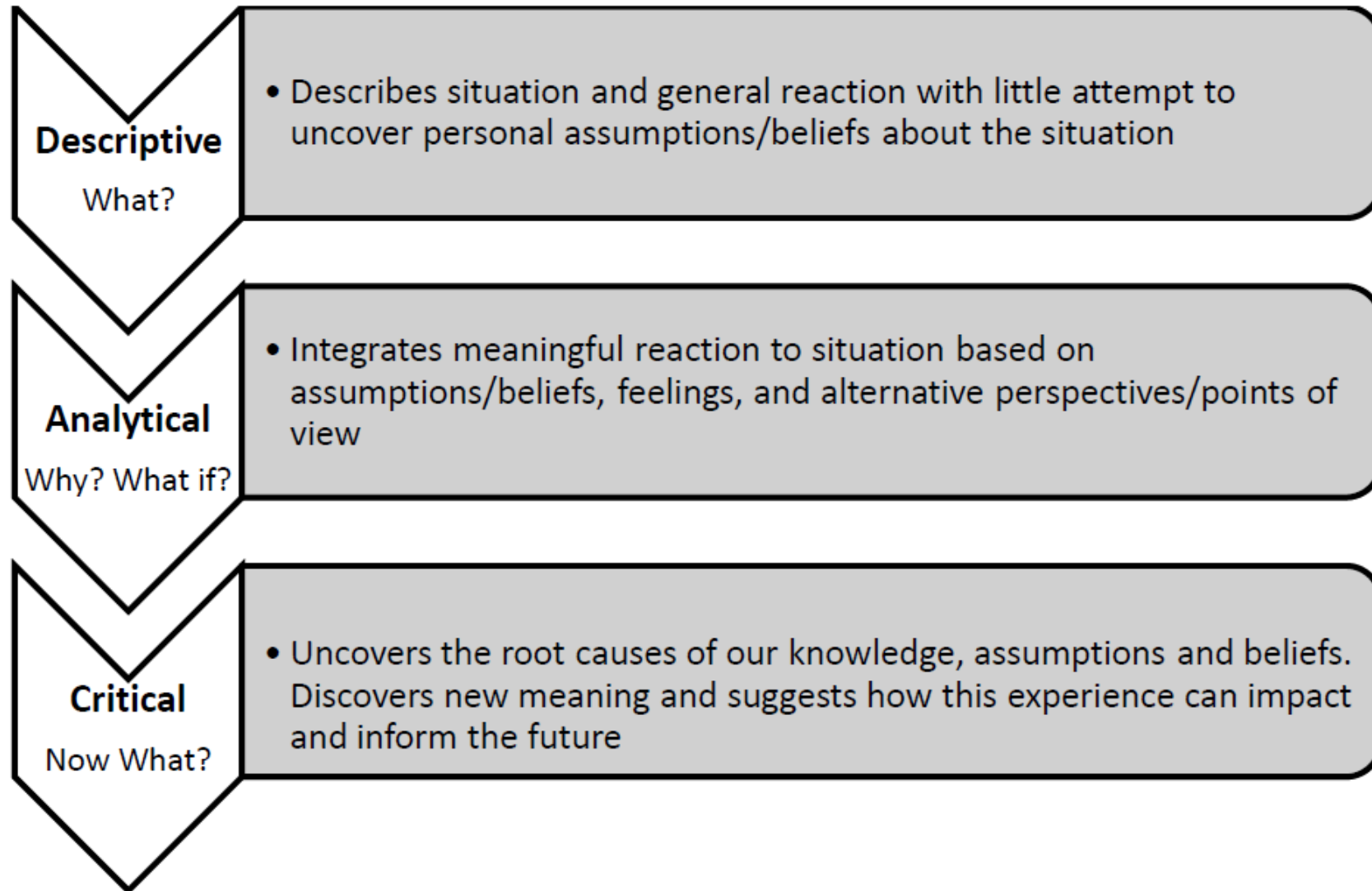
 - Note when and how you will assess the plan's effectiveness
-

Healthcare Matrix

Competencies \ Aims	Safe	Timely	Effective	Efficient	Equitable	Patient-Centered
Assessment of Care						
Patient Care (Overall Assessment) Yes/No						
Medical Knowledge & Skills (What must we know?)						
Interpersonal & Communication Skills (What must we say?)						
Professionalism (How must we behave?)						
System-Based Practice (On whom do we depend and who depends on us?)						
Improvement						
Practice-Based Learning & Improvement (What have we learned? What will we improve?)						
Information Technology						
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Kolb's model of reflexive learning	
	Borton's framework
	Rolfe's framework

Borton's Framework



Healthcare Matrix

原來也是一種critical reflection的架構

Assessment of Care							
Competencies	Aims	Safe	Timely	Effective	Efficient	Equitable	Patient-Centered
Patient Care (Overall Assessment) Yes/No							
Medical Knowledge & Skills (What must we know?)			Descriptive What?	<ul style="list-style-type: none"> Describes situation and general reaction with little attempt to uncover personal assumptions/beliefs about the situation 			
Interpersonal & Communication Skills (What must we say?)			Analytical Why? What if?	<ul style="list-style-type: none"> Integrates meaningful reaction to situation based on assumptions/beliefs, feelings, and alternative perspectives/points of view 			
Professionalism (How must we behave?)			Critical Now What?	<ul style="list-style-type: none"> Uncovers the root causes of our knowledge, assumptions and beliefs. Discovers new meaning and suggests how this experience can impact and inform the future 			
System-Based Practice (On whom do we depend and who depends on us?)							
Improvement							
Practice-Based Learning & Improvement (What have we learned? What will we improve?)							
Information Technology							

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討論大綱

- ❑ Critical Reflection是什麼
- ❑ Critical Reflection怎樣學得到/做得到
- ❑ 結語

結語

- ❑ Reflection是Critical thinking：能力 + 態度
- ❑ Critical Reflection仍是Critical thinking
 - ❑ 是追求深度、有架構/程序的good reflection
 - ❑ 要使用一些技巧和工具
- ❑ 重點：keep it simple, stupid (**KISS**) ，甚至...make it simple, stupid (**MISS**)
- ❑ 事實毫不困難



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兒童醫療大樓

教學研究大樓

YOUR HOSPITAL

CHANGHUA CHRISTIAN HOSPITAL
卓越彰基
品質國際

彰基第四停車場

停車場