



Medical Education Round

Specially brought to you by
Medical Education Round Sub-Committee
Medical Education Unit, Yong Loo Lin School of Medicine, NUS

27 July 2007 (Friday), 7.30am - 8.30am
Auditorium, National University Hospital,
Level 3, Kent Ridge Wing

“Medical Professional Development”

Speaker: Prof Daniel Lowenstein
Professor & Vice-Chairman, Dept of Neurology, UCSF, USA
Director, Physician-Scientist and Education Training Programs, UCSF, USA

Chairman: Prof Low Poh Sim
Deputy Director, Division of Graduate Medical Studies,
Yong Loo Lin School of Medicine, NUS

Professional medical education in the 21st century faces a long-standing and ever-growing problem: How to provide basic training in the fundamentals of biomedical science and clinical skills, while at the same time accommodating the diversity of talents and interests of students and the many career paths within medicine. Solving this dilemma within the complex environment of a medical school will require creative, and sometimes radical, shifts in traditional approaches to admissions, curricula, faculty support for teaching, and the link between pre-doctoral and post-doctoral training.

Dr Daniel H. Lowenstein is Professor and Vice Chairman in the Department of Neurology at the University of California, San Francisco (UCSF), Director of the UCSF Epilepsy Center, and Director of Physician-Scientist and Education Training Programs for the UCSF School of Medicine. He was also a recent president of the American Epilepsy Society.

All academic staff, medical, dental, allied health professionals, nurses and medical students are invited.

1 CME point will be accredited by SMC

For registration / enquiries, please contact Nicholas Wong at
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Please visit our website for more exciting details
http://medicine.nus.edu.sg/meu/med_edu_rd.shtml

“The Central Mission of medical education is to improve the quality of health care delivered by doctors and we must never fail to remember the central role played by patients as the ultimate recipients of our skills—what doctors do, and how and when they do it, depends on the quality of medical education. We need to get it right”
(Bligh & Parsell 2000)
