



Yong Loo Lin School of Medicine

Medical Education Round

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

**26 March 2010 (Friday), 7.30am - 8.30am
Clinical Research Centre (CRC) Auditorium,
Block MD11, Yong Loo Lin School of Medicine
National University of Singapore**

**“Making The Grade - Evaluating Prospective Surgeons
Now And In The Future”**

**Speaker: Clinical Associate Professor Kenneth Mak Seck Wai
Department of General Surgery, Alexandra Hospital**

**Chairman: Associate Professor Roy Joseph
Department of Paediatrics, NUS Yong Loo Lin School of Medicine, NUHS**

Surgical specialty training in Singapore is on the verge of being transformed radically, with the adoption of a stream-lined residency system following the USA ACGME model. Elsewhere in the world, radical changes have also been made, both in the adoption of new teaching methodologies as well as using new assessment tools and metrics to evaluate the specialist trainee. In this talk, an overview of the recent developments taking place internationally is presented, including an update on the recent changes implemented for the Intercollegiate MRCS postgraduate examination in the UK. The benefits and challenges of using the new generation evaluation tools to assess procedurists in training is debated and the specific relevance of such tools to a surgical residency programme is discussed.

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

1 CME point will be accredited by SMC

*For enquiries, please contact Ms Lee Ai Lian 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)*
