

# NUS-Priority Research In Medical Education

## Perceptions of Leaders and Clinician Educators on Impact of Accreditation by the Accreditation Council for Graduate Medical Education- International



Graduate Medical Education (GME) is responding to calls for reform by adopting competency-based frameworks and, in some countries, by rapidly implementing external accreditation systems. In 2009, the Accreditation Council for Graduate Medical Education-International (ACGME-I) began accrediting institutions outside the United States. Singapore was the first country to transition to the ACGME-I model in 2010, followed by Qatar and the United Arab Emirates. The Study on Perspectives of International Clinician Educators (SPICE) team conducted two cross-sectional surveys of all ACGME-I accredited institutions' leaders and clinician educators (CEs) from June 2013 to June 2014. The study aimed to describe ACGME-I accredited institutions and explore perceptions of their leaders and clinician-educators (CEs) regarding preparedness, challenges and initial impact of accreditation.

### Dr Sophia ARCHULETA

Program Director, Infectious Diseases Senior Residency Program, National University Health System

Dr. Sophia Archuleta is Program Director of the Infectious Diseases Senior Residency Program at the National University Health System. She has been actively involved in Singapore's transition to ACGME-International accreditation since 2009 – a transition that has become a focus of Dr. Archuleta's non-clinical research interests. She is active in teaching learners across the medical education continuum, especially residents-as-teachers.

## Exam Smartness of Post Graduates: Predicting Academic Success



Post graduate academic success bejewels a resident's path towards specialist qualification. There are attributes that young post graduates need to exuberate beyond the academic predictors such as GPA and IQ. The study was a mixed methods research study on anaesthesia post graduates who appeared for the Primary MMed examination. Through a pre-exam questionnaire (quantitative), we explored metacognition, self-efficacy, conscientiousness and self-regulation. We conducted focus group discussions (FGD) post-exam from selective cohort of 'passers'. The study showed there were 'patterns' in how 'passers' approached the ordeal of exams and FGDs affirmed the existence of the non-academic predictors.

### Dr Ashokka BALAKRISHNAN

Clinical Lecturer, Department of Anaesthesia, National University Health System

Dr Ashokka is an anaesthesiologist with special interest in simulation-based post graduate training, critical incidents and acute care teaching. He has a Fellowship of the Australia New Zealand College of Anaesthesiologists and Masters in education from Maastricht, Netherlands. He is a scenario coordinator for undergraduate and post graduate simulation based teaching, an educator for TEAM-STEPPS, inter-professional education & procedural sedation.

**Date : 14 September 2015 (Monday)**

**Time : 1.00pm– 1.30pm (Dr Archuleta), 1.30pm-2.00pm (Dr Balakrishnan)**

**Venue : #01-02, Level 1, Centre for Translational Medicine, Block MD6, 14 Medical Drive, Singapore 117599**

Lunch will be provided from 12.30pm to 1.00pm. Please RSVP at <https://www.surveymonkey.com/r/NUS-PRIME14September2015>\* by 7 September for catering purposes.

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