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# NUS-Priority Research In Medical Education

## Perceptions of the Utility of Direct Observation via the Mini-CEX and its Implementation Barriers



Workplace-based assessments (WBAs) are used to assess the clinical competence of doctors and hinges on directly observing learners while assessing them with tools (e.g. mini-CEX). Residents however cite low frequencies of direct observation at work and have also expressed reluctance in being observed for the sake of preserving autonomy and clinical efficiency. Little is known about the perspective of faculty members.

This qualitative study seeks to explore how clinical assessors perceive the utility of direct observation in the mini-CEX and the barriers encountered in its adoption. Via individual semi-structured interviews, their experiences and perceptions were iteratively analysed and thematically presented.

### Dr MOK Shao Feng

Division of Endocrinology, National University Hospital

Dr Mok Shao Feng is a Consultant from the Division of Endocrinology in National University Hospital. He serves as the Associate Program Director in the Internal Medicine Residency Program and coordinates undergraduate education for his specialty. Dr Mok is interested in developing clinical reasoning skills and improving assessments in medical education. He completed the Master in Healthcare Professional Education (MHPE) in 2019.

## Benefits of a Near-Peer-Led Practice Objective Structured Clinical Examination (OSCE) in Teaching Physical Examination (PE) Skills



Acquiring physical examination (PE) skills can be challenging for junior medical students. While the benefits of near-peer teaching, active learning and practice examinations are individually well-established, few have explored their combined use in the setting of teaching PEs. We conducted a near-peer-led Practice Objective Structured Clinical Examination (OSCE) to explore its effectiveness in helping junior medical students hone PE skills. The students were examined on their PE skills, and also had a chance to be standardised patients. The tutors included senior medical students, and one junior doctor. We found that near-peer-led mock OSCEs can serve as an effective learning tool.

### Mr CHUA Yee Shuen Darren & Mr FOO Qi Xuan Joel

NUS Yong Loo Lin School of Medicine

Darren is a fourth year medical student at the National University of Singapore. As a member of the NUS Medical Society Academic Directorate, he has participated in initiatives for near-peer education, including the Clinical Skills Foundation Programme Workshop. He also has an interest in using technology in education and has contributed to NUS Pathweb, an online resource created by the NUS Department of Pathology.

Joel is currently a fourth year medical student from NUS. He is a member of the NUS Medical Society's Academic Directorate and enjoys aiding junior students in their learning of medical content. Joel has been involved with the Clinical Skills Foundation Programme

**Date** : 4 May 2020 (Monday)  
**Time** : 12.30pm - 1.30pm (30mins each)



*This session will be conducted via Zoom*

**Each Speaker:**  
**20mins pre-recorded presentation +**  
**10mins 'Live' Q&A**

**Registration closes on 29 April 2020.**

Register at:  
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