

NUS-Priority Research In Medical Education

The Effect of High-Fidelity Human Patient Simulation and An Active Learning Strategy on Entry-level Physiotherapists' Knowledge Gain, Motivation and Self-Efficacy for Learning



Didactic teaching with an emphasis on disseminating knowledge and skills is the most conventional teaching approach used in medical education. With increased complexities in medical conditions, active learning has been a widely validated approach to train practitioners in areas of critical thinking, clinical reasoning and decision-making. However, till date, there have been no studies that have investigated the use of specific learning strategies in combination with high-fidelity human patient simulation. This study aims to investigate if the use of high-fidelity HPS, paired with an active, team-based learning strategy, can facilitate greater knowledge gain, and if the difference in teaching strategies can translate into improvements in motivation and self-efficacy for learning.

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Ms Koh obtained her Honours in Bachelors of Science (Physiotherapy), Curtin University of Technology. With keen interest in Physiotherapy Management in Acute Care Setting and clinical education, Ms Koh has gained experience in running simulation lab sessions over the last 4 years and has been conducting preceptorship for entry-level physiotherapists to prepare them in the acute care setting including medical and surgical intensive care units.

Admission Policies and Methods at Crossroads: A Review of Medical School Admission Policies and Methods in Seven Asian Countries



Together with medical education experts from seven Asian countries (Indonesia, Sri Lanka, Taiwan, Singapore, Malaysia, Philippines, Japan), we explored various medical student selection policies and methods in different countries. The process of comparing the policies and methods resulted in identified tensions between many of the policies and methods used for admission. Finding the right balance requires careful consideration of country's and school's variables. This presentation will start with why the study was conducted, followed by a detail elaboration of the admission policies and methods in the seven Asian countries and will wrap up with a list of policy-method conflicts.

A/Prof Diantha SOEMANTRI

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Diantha graduated as a medical doctor from Faculty of Medicine Universitas Indonesia in 2005, acquired MMedEd title from University of Dundee in 2007 and PhD from University of Melbourne in 2013. She is now the vice director of medical education of the Indonesian Medical Education and Research Institute (IMERI). She is also responsible for the interprofessional education in the university.

Date : 1 March 2021 (Monday)
Time : 12.30pm - 1.30pm (30mins each)



This session will be conducted online

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

Registration closes on 25 February 2021.

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