

# NUS-Priority Research In Medical Education

## Tele-Practice Based Tele-Clinical Supervision - Perceptions and Experiences of Speech and Language Therapy Undergraduates



The traditional face-to-face clinical supervision model in health education was replaced with tele clinical supervision (e-supervision) during the COVID pandemic. Supervisee feedback provides a critical understanding of this novel learning experience. 128 speech and language therapy students rated 23 attributes across three primary subsections: pedagogical/learning environment (LE), supervisory relationship (SA) and telehealth teaching practices (TTP). Quantitative and qualitative data analysed here suggest that attributes that students' perceived as important in a virtual clinical training program was not always addressed in the program. The development of tele-practice-based clinical training programs requires an all-inclusive and synchronous consideration of PE, LE and TTP for better student learning.

### Dr Dinushee Atapattu-BAKMEEWEWA

Department of Disability Studies, Faculty of Medicine, University of Kelaniya, Sri Lanka

I am a Speech and Language Therapist with 12 years of experience in academia. My primary clinical, teaching and research interests are in acquired communication and swallowing disorders in adults, primarily in those post-stroke. I am currently the Head, Department of Disability Studies, Faculty of Medicine, University of Kelaniya and serve in several national level roles and national/international research collaborations.

## A Study to Determine the Effectiveness of Flipped Classroom Method Over Traditional Tutorial Method in Teaching to Third Year Medical Students



The flipped classroom method is an innovative teaching approach. Study aimed to determine the effectiveness of the flipped classroom method over traditional tutorial methods by comparing student performance and perceptions. A case control study was conducted among third-year MBBS students in the 6th semester, with one group taught by the flipped method and the other by traditional lecture. Post-tests and assessments were conducted to assess retention of the topic. The results showed that the flipped classroom method was effective in improving students' understanding, communication, and critical thinking skills, and should be incorporated into the medical curriculum.

### Dr Pravin PISUDDE

Department of Community and Family Medicine, AIIMS Bathinda Punjab India

I am an additional Professor at AIIMS Bathinda Punjab having over 13 years of experience in public health and medical education, working across India. Expertise in medical education, programmatic strategy development, monitoring, evaluation, and systematic review. I have worked with various government officials, multilateral organisations, and NGOs, and possess excellent data management, analysis, and presentation skills. I am good communicator and effective networker.

**Date : 2 September 2024 (Monday)**  
**Time : 12.30pm - 1.30pm Singapore Time (30mins each)**

**Registration closes on 29 August 2024**

Register [here](#) or scan the QR code



*This session will be conducted online*

**Each Speaker:**

**20mins pre-recorded presentation +**

**10mins 'Live' Q&A**



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