

IDEAS INSPIRING
DIALOGUES FOR
ADVANCEMENT
IN HEALTH PROFESSIONS EDUCATION

**TRANSFORMING MINDS,
LEADING THE FUTURE**

Conference Handbook

FRIDAY, 18 SEP 2026
NUSS KENT RIDGE GUILD HOUSE

Organised by:



Centre for Medical Education
Yong Loo Lin School of Medicine

Time	Della and Seng Ghee Guild Hall
9.00am	Welcome Remarks Dr Dujeeпа D Samarasekera Senior Director, Centre for Medical Education (GenMED) Yong Loo Lin School of Medicine National University of Singapore
9.05am	Opening Remarks Professor Chong Yap Seng Dean, Yong Loo Lin School of Medicine National University of Singapore
9.15am	Opening Plenary – Empowering the Next Generation of Leaders in Health Professions Education – Why, What, How Neil Osheroff, USA
9.45am	Symposium 1 – Augmenting Health Professions Education Through Technologies Blending of Virtual Reality with High-Fidelity Simulation for Interprofessional Team Training <i>Liaw Sok Ying, Singapore</i> Open Minds, Expand Possibilities, Tech Wisely <i>Chen Zhi Xiong, Singapore</i> Intelligent Technologies, Humanistic Care: Reframing Medical Education for the Future <i>Faith Chia, Singapore</i>
10.30am	Coffee Break
11.00am	Symposium 2 - Leadership and Interdisciplinary Collaborative Practice Providing Inclusive Leadership to Promote Interdisciplinarity in Health Professions Education <i>Lau Tang Ching, Singapore</i> Planting the Seeds for Interprofessional Education in the Early Stages of Healthcare Training <i>Andre Matthias Müller, Singapore</i> Supporting and Nurturing Faculty for Interdisciplinary Collaborative Education: Lessons from Implementing a Common Health Professions Curriculum <i>Paul J Gallagher, Singapore</i>
11.45am	Closing Remarks Dujeeпа D Samarasekera
12noon	Lunch
	Cluny & Dalvey Room
1.00pm	Workshop – The Long and Winding Road: Navigating Career Development in Medical Education Neil Osheroff, USA

INTERNATIONAL FACULTY



Neil Osheroff

Professor of Biochemistry and Medicine and the John G. Coniglio Chair in Biochemistry, Vanderbilt University School of Medicine, United States of America

Dr Neil Osheroff is Professor of Biochemistry and Medicine, Vanderbilt University School of Medicine, and the John G. Coniglio Chair in Biochemistry. Beyond his research laboratory, he has been a medical school course director since 1990, co-leads the pre-clerkship phase, and is a Past-Director of the Academy for Excellence in Education. He is a Past-President of the Association of Biochemistry Educators and the International Association of Medical Science Educators and is a member of the Steering Committee of the Asia-Pacific Biomedical Science Educators Association. Dr. Osheroff has received awards for mentoring, teaching, curricular design, educational leadership, scholarship, and service, and promoting diversity/inclusion. He is a Fellow of the American Association for the Advancement of Science, the Association for Medical Education in Europe, and the Australia and New Zealand Association for Health Professional Educators. He has published >300 papers and has presented ~500 scientific and educational talks in 46 different countries.

LOCAL FACULTY



Liaw Sok Ying

Head, Alice Lee Centre for Nursing Studies, Yong Loo Lin School of Medicine, National University of Singapore, Singapore

Sok Ying's PRIME research focuses on Patient safety with emphasis on: Recognising and responding to clinical deterioration; Interprofessional collaboration and education, Manpower nursing workforce and development and; Experiential learning using simulation. Currently, she is an Associate Editor of Clinical Simulation in Nursing.



Chen Zhi Xiong

Associate Professor, Department of Physiology and Assistant Dean (Education), Yong Loo Lin School of Medicine, National University of Singapore, Singapore

Zhi Xiong is an Associate Professor at the Department of Physiology and the Assistant Dean (Education) of NUS Medicine. He completed his fellowship with Ludwig Cancer Research at Karolinska Institutet and conducts research on paediatric solid tumours at NUS Centre for Cancer Research (N2CR) and KK Women's and Children's Hospital (KKH). Deeply interested in professional development, he obtained his Master of Health Professions Education from Maastricht University and founded Asia-Pacific Biomedical Science Educators Association (APBSEA). He is also an Associate of the Centre for Medical Education (CenMED) and an Affiliate Member of the National University Cancer Institute, Singapore. Involved in the education of various health professions, Zhi Xiong is passionate about transdisciplinary learning through faculty development, medical education technology and inter-faculty collaborations. As Master of NUS LightHouse, he believes that student development through human communities and connections is essential to a complete university experience that cannot be replaced digitally.



Faith Chia

Vice Dean, Education, Lee Kong Chian School of Medicine, Nanyang Technological University, and Cluster Education Director, National Healthcare Group, Singapore

Dr Faith Chia is a Senior Consultant in the Department of Rheumatology, Allergy and Immunology, Tan Tock Seng Hospital, Singapore. She is a fellow of the Royal College of Physicians, London, Royal College of Physicians and Surgeons (Glasgow) and the Academy of Medicine. She is the President of the College of Physicians and President of the College of Clinician Educators, Academy of Medicine Singapore. She has received peer reviewed research funding and continues to serve as deputy chair of the institutional research ethics board.

Faith actively teaches both undergraduates and post-graduates and has been recognised numerous teaching awards including the ACGME International award for Physician Leaders. She is Adjunct Associate Professor with the Lee Kong Chian School of Medicine where she is Vice Dean, Education. She is the Cluster Education Director for NHG Health and Education Director of Tan Tock Seng Hospital's Pre-Professional Education Office.



Lau Tang Ching

Vice-Dean (Education), Yong Loo Lin School of Medicine, National University of Singapore, Singapore

Adjunct Professor Lau Tang Ching is a Senior Consultant in the Division of Rheumatology and Allergy, Department of Medicine in the National University Hospital. He is the Vice-Dean (Education) at NUS Yong Loo Lin School of Medicine. He is also the Group Director (Education Office) at National University Health System. He graduated in 1991 from the National University of Singapore and obtained his Membership of the Royal College of Physician in United Kingdom and the Master of Medicine (internal medicine) degree in 1997. He is a fellow of the Academy of Medicine Singapore since 2001. He also holds both a Master of Medical Science degree in Clinical Epidemiology and a Doctor of Philosophy in School of Biomedical

Sciences and Pharmacy, Faculty of Health and Medicine (University of Newcastle, Australia), a fellow of the Royal College of Physicians (Edinburgh) and a Graduate Diploma in Acupuncture (Singapore).



Andre Matthias Müller

Senior Lecturer, Saw Swee Hock School of Public Health, National University of Singapore, Singapore

Dr Andre Matthias Müller, Senior Lecturer at the NUS Saw Swee Hock School of Public Health, holds a PhD in Sport and Exercise Psychology (University of Malaya, 2016). Despite a strong scientific background in behavioural sciences, Andre's first love is teaching. As such, much of his daily work revolves around teaching research, development, and enhancement. Andre leads pedagogy research, especially in healthcare education, with specific foci on interdisciplinary education, interprofessional learning, and empathy. He teaches students from various disciplines, including dentistry, medicine, nursing, and pharmacy. When he is not

working, you can find Andre in shorts and trainers sipping kopi like a local; can lah.



Paul J Gallagher

Professor, Department of Pharmacy and Pharmaceutical Sciences, National University of Singapore, Singapore

Paul J Gallagher is a Professor (Practice Track) in the Department of Pharmacy and Pharmaceutical Sciences at the National University of Singapore. With over three decades of experience across professional practice, academic leadership, and educational reform, his work focuses on advancing collaborative models of care and preparing health professionals for team-based practice in complex health systems.

A central strand of Professor Gallagher's academic leadership has been the design and implementation of interprofessional and integrated curricula. He was a key architect of the Common Curriculum for Healthcare Professional Education at NUS, embedding interprofessional practice, patient safety, ethics, and digital health across pharmacy, medicine, nursing, and dentistry. His work emphasises professional identity formation, role clarity, and the development of collaborative capabilities early in training.

Professor Gallagher's research spans pharmacist-led collaborative care models, medication safety, and health services research, with studies demonstrating improved outcomes for patients with long-term conditions such as diabetes and cardiovascular disease. He is also widely recognised for his contributions to pharmacy education reform internationally, including the accreditation and redesign of professional programmes and national training pathways.

Through his teaching, scholarship, and educational leadership, Professor Gallagher continues to champion interprofessional education as a cornerstone for transforming health professions education and leading the future of patient-centred care.

Friday, 18 September 2026, 9.15am – 9.45am

Empowering the Next Generation of Leaders in Health Professions Education – Why, What, How

Neil Osheroff

Professor of Biochemistry and Medicine and the John G. Coniglio Chair in Biochemistry, Vanderbilt University School of Medicine, United States of America

The future of health professions education depends on our ability to identify, develop, and support emerging leaders who can navigate increasingly complex educational, clinical, and organisational environments. As healthcare systems face rapid change, workforce challenges, technological disruption, and evolving learner needs, intentional leadership development has become a strategic imperative rather than an optional investment.

This plenary session will explore the rationale, competencies, and practical approaches needed to cultivate the next generation of leaders in health professions education. Drawing on current evidence, leadership frameworks, and experiences from academic and professional organisations, the presentation will examine why leadership development matters, what knowledge, skills, and attributes are most critical for future success, and how institutions can create environments that foster leadership growth across career stages.

Participants will gain insights into effective strategies for mentorship, sponsorship, succession planning, professional identity formation, and inclusive leadership development. By highlighting actionable approaches and successful models, this session will inspire educators, administrators, and organisational leaders to strengthen leadership pipelines and invest in the people who will shape the future of health professions education for generations to come.

Friday, 18 September 2026, 9.45am – 10.30am

SYMPOSIUM 1
AUGMENTING HEALTH PROFESSIONS EDUCATION THROUGH TECHNOLOGIES

Blending of Virtual Reality with High-Fidelity Simulation for Interprofessional Team Training

Liaw Sok Ying, Singapore

Open Minds, Expand Possibilities, Tech Wisely

Chen Zhi Xiong, Singapore

Intelligent Technologies, Humanistic Care: Reframing Medical Education for the Future

Faith Chia, Singapore

Blending of Virtual Reality with High-Fidelity Simulation for Interprofessional Team Training

Liaw Sok Ying

Head, Alice Lee Centre for Nursing Studies, Yong Loo Lin School of Medicine, National University of Singapore, Singapore

At the National University of Singapore, final-year medical and nursing students participate in simulation-based interprofessional training as part of an interprofessional education initiative, aimed at preparing them for collaborative practice in the healthcare workforce. In 2024, a blended learning approach was pilot-tested, combining multiuser virtual reality (VR) simulations with in-person team resuscitation scenarios. While the multi-user VR platform offers a flexible and practical solution for collaborative training, it also presents logistical challenges, such as the need for simultaneous logins, conflicting academic schedules, small cohort sizes, and limited faculty availability. Given that developing clinical and teamwork competencies requires repeated practice, the pilot study recommended incorporating Generative Artificial Intelligence (GenAI) into a single-user VR platform to enable scalable, sustainable, and remote team-based training.

Open Minds, Expand Possibilities, Tech Wisely

Chen Zhi Xiong

Associate Professor, Department of Physiology and Assistant Dean (Education), Yong Loo Lin School of Medicine, National University of Singapore, Singapore

As AI continues to develop, the question is not about what AI can do, but what AI should do... or not do. Even though the agentic intelligence in frontier AI systems still lags humans, especially in dynamic and unpredictable situations, it is a matter of when, not if, AI will catch up. In my talk, I will explore how learners' and educators' behaviours are changing in the context of AI-assisted teaching and learning. As we embrace AI more deeply, what should be anticipated regarding the relationship between learners and educators, as well as between patients and healthcare professionals? What positive outcomes can we expect? How do we mitigate unintended, undesirable consequences? What should human educators and healthcare professionals do more or less of? Are there areas where AI must not be involved? Do humans always innovate with the intent to make society better? If not, what drives them? How can we collectively prevent and correct this? AI is a creative product of human imperfection, shaped by our intelligence. It is through reflective wisdom that we can ensure we remain on the right path.

Intelligent Technologies, Humanistic Care: Reframing Medical Education for the Future

Faith Chia

Vice Dean, Education, Lee Kong Chian School of Medicine, Nanyang Technological University, and Cluster Education Director, National Healthcare Group, Singapore

As health professions education evolves, intelligent technologies are transforming how we teach, learn, and assess clinical competence. At the Lee Kong Chian School of Medicine, these tools are embedded across the continuum from foundational sciences to clinical training, enabling immersive learning, adaptive feedback, and enhanced clinical reasoning.

This talk will highlight practical applications of intelligent technologies in medical education, including simulation, practical skills and data-driven learning. It will also examine of AI in clinical judgment, with attention to issues of bias, over-reliance, and ethical responsibility.

Importantly, the growing presence of intelligent systems compels us to re-examine what it means to be a good doctor. Alongside technological fluency, there remains a critical need to cultivate empathy, professional identity, and the ability to engage patients with authenticity and care.

Ultimately, our goal is to produce clinicians who are not only technologically competent, but can navigate complexity with precision and humanity, ensuring that as we augment intelligence, we do not diminish compassion.

Friday, 18 September 2026, 11.00am – 11.45am

SYMPOSIUM 2

Leadership and Interdisciplinary Collaborative Practice

Providing Inclusive Leadership to Promote Interdisciplinarity in Health Professions Education

Lau Tang Ching, Singapore

Planting the Seeds for Interprofessional Education in the Early Stages of Healthcare Training

Andre Matthias Müller, Singapore

Supporting and Nurturing Faculty for Interdisciplinary Collaborative Education: Lessons from Implementing a Common Health Professions Curriculum

Paul J Gallagher, Singapore

Providing Inclusive Leadership to Promote Interdisciplinarity in Health Professions Education

Lau Tang Ching

Vice-Dean (Education), Yong Loo Lin School of Medicine, National University of Singapore, Singapore

In modern healthcare, specialised disciplines often operate as soloists, creating a fragmented approach to patient care. Transitioning from this traditional mindset to a cohesive "ensemble" requires more than just redesigning curricula; it demands a profound shift in institutional leadership.

Presented by Adj Prof Tang Ching Lau, this session explores the crucial role of inclusive leadership in driving interprofessional education. Sustainable interdisciplinarity cannot be merely managed; it must be actively orchestrated. This talk will delve into the "Many Notes, One Melody" philosophy, highlighting how leaders can break down entrenched faculty silos by distributing leadership responsibilities equally across diverse health disciplines, including medicine, nursing, pharmacy, and dentistry.

Attendees will learn how to move beyond top-down administration to actively model genuine collaboration at the highest levels of faculty leadership. The session emphasises grounding institutional culture in the "EnRICH" framework—Encouraging Respect, Integrity, Compassion, and Humility. By focusing on essential leadership lessons like trust-building, agility, and open communication, leaders can effectively overcome institutional barriers. Ultimately, by embodying these inclusive principles, educators can conduct a diverse symphony of students and faculty toward a unified vision: Inspiring Health for All.

Planting the Seeds for Interprofessional Education in the Early Stages of Healthcare Training

Andre Matthias Müller

Senior Lecturer, Saw Swee Hock School of Public Health, National University of Singapore, Singapore

It is widely accepted that effective collaboration among various healthcare professionals is a key ingredient of high-quality care, while also having benefits for the professionals themselves. As such, it is important to prepare future healthcare professionals for effective interprofessional practice. Building the required competencies should commence during healthcare training through interprofessional education (IPE) approaches such as communication training and problem-based learning.

However, many of these approaches, while effective, rely on students having gained some clinical knowledge and skills to collaboratively solve clinical problems. Since such knowledge and skills are often lacking during the early stages of healthcare training, it is imperative to find strategies that can plant the seeds for interprofessional learning from the very beginning. This pressing need is amplified by the fact that the aptitude for interprofessional learning during the early stages of training may be low due to the perception that hard clinical skills need to be built first.

In this session, I will explore teaching and learning strategies for the early phases of healthcare education to build a strong foundation for interprofessional learning.

Supporting and Nurturing Faculty for Interdisciplinary Collaborative Education: Lessons from Implementing a Common Health Professions Curriculum

Paul J Gallagher

Professor, Department of Pharmacy and Pharmaceutical Sciences, National University of Singapore, Singapore

Delivering interdisciplinary collaborative education at scale depends not on curriculum design alone, but on how faculty are supported, incentivised, and equipped to work across professional boundaries. This presentation focuses on the “how” of faculty enablement, drawing on the implementation of a common interprofessional curriculum across medicine, nursing, dentistry, and pharmacy at the National University of Singapore.

We present a structured model for nurturing faculty engagement built on three interdependent strategies. First, organisational alignment, including leadership-driven redefinition of faculty roles and performance expectations to prioritise education alongside research. Second, capability building, through scalable faculty development approaches such as train-the-tutor programmes, interdisciplinary co-teaching, and facilitation training in team-based and case-based learning. Third, collaborative infrastructure, including interdisciplinary governance structures and shared platforms that enable sustained cross-disciplinary curriculum design and delivery.

These strategies address common barriers to interdisciplinary education, including entrenched professional silos, variable teaching confidence, and competing workload demands. Early implementation has demonstrated increased faculty participation across disciplines and strengthened ownership of interprofessional learning.

This session offers a practical, transferable framework for institutions seeking to move beyond aspirational interdisciplinary education towards sustainable, faculty-enabled implementation.

Friday, 18 September 2026, 1.00pm – 5.00pm

THE LONG AND WINDING ROAD: NAVIGATING CAREER DEVELOPMENT IN MEDICAL EDUCATION

Neil Osheroff

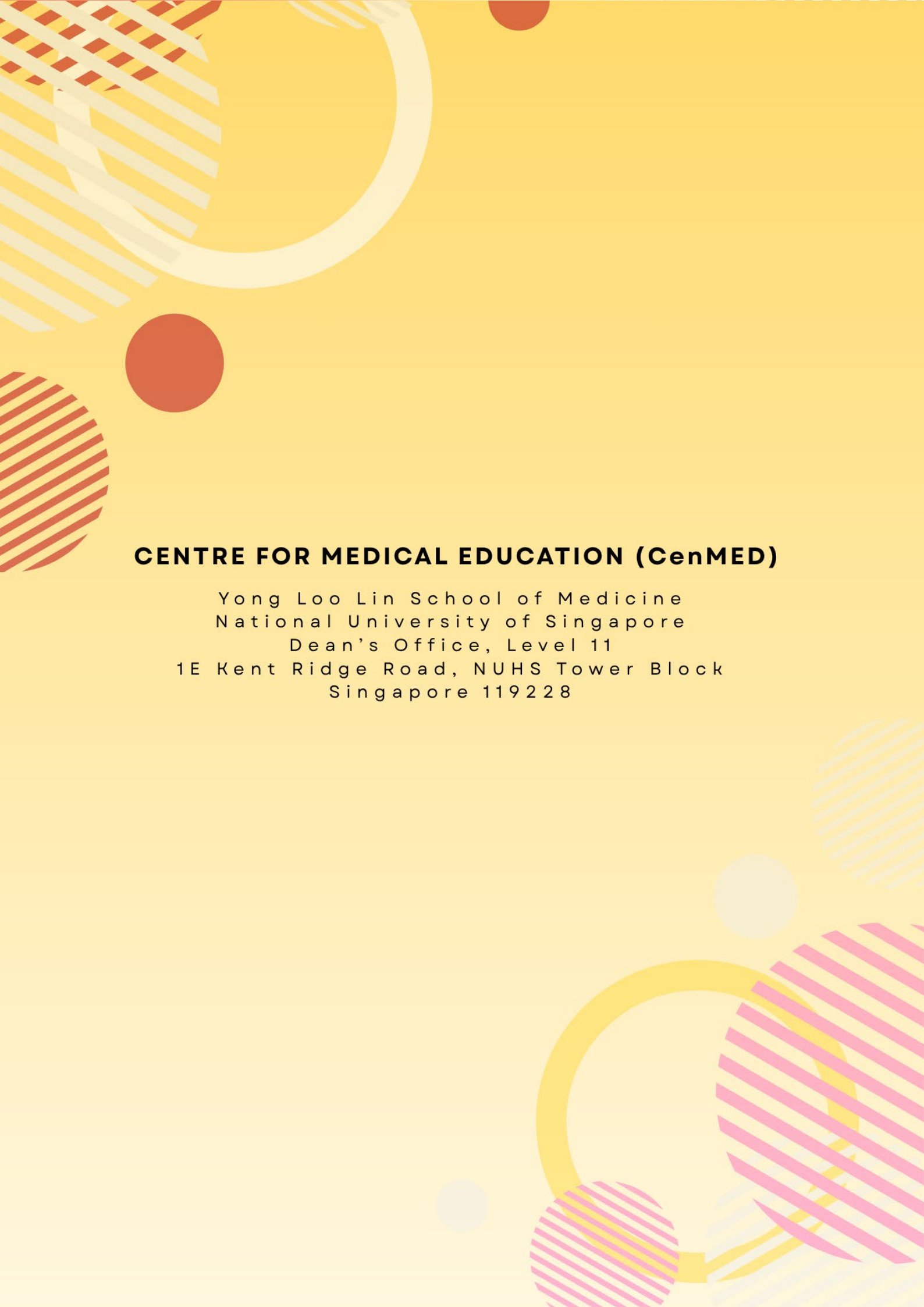
Professor of Biochemistry and Medicine and the John G. Coniglio Chair in Biochemistry, Vanderbilt University School of Medicine, United States of America

Career development in academic medicine is increasingly complex, requiring health professionals to balance teaching, scholarship, research, clinical care, leadership, and personal well-being while navigating evolving opportunities. This interactive four-hour workshop provides practical tools, evidence-informed strategies, and structured guidance to help participants intentionally shape their careers and achieve professional success.

Through presentations, self-assessments, small-group discussions, and facilitated networking activities, participants will explore key aspects of career development, including professional identity formation, networking and reputation building, mentoring and sponsorship, and strategic career planning. Attendees will examine common barriers to advancement, such as impostor phenomenon, and learn strategies to enhance visibility, increase impact, and foster resilience and adaptability during career transitions.

Emphasising active participation and reflection, the workshop will enable participants to apply concepts directly to their own goals and challenges. By the end of the session, attendees will have developed an individualised career development roadmap and identified actionable next steps to support their continued growth and advancement.

This workshop is designed for health professions trainees, faculty, and administrators seeking a practical and engaging approach to career planning, advancement, and long-term professional fulfilment.



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