

NUS-PRIME

Priority Research in Medical Education

NOVEMBER SESSION



16 NOV 2026



12.30PM -
1.30PM (SGT)

SPEAKER 01



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**VIRTUAL INTERPROFESSIONAL PATIENT SAFETY
HAVE WE SUCCEEDED IN SHIFTING THE MINDSET?**

The evidence of the impact of education on patient safety and healthcare quality has led to the introduction of undergraduate curricula in medicine, nursing, pharmacy, and dentistry schools. As error in health care often results from system (latent) errors, interprofessional (IPE) patient safety teaching becomes an essential component to highlight the concept of system error and emphasize every individual role in an organization. The World Health Organization (WHO) Framework for Action on Interprofessional Education and Collaborative Practice defines IPE as occasions when two or more professions learn with, from, and about each other to improve collaboration and the quality of care. There are, however, challenges with organization and designing IPE sessions. Recruitment for faculty members, scheduling for large groups and students from different schools, sourcing for venue, and disruptions of sessions because of social isolation and sickness, especially during the peak of coronavirus (COVID-19) infection, are complex tasks. To address the pressing need for enhanced patient safety education during the COVID-19 pandemic, we implemented a comprehensive re-design of the Inter-Professional Education (IPE) Patient Safety Workshop (PSW), converting it to a virtual format. This initiative not only introduced a revised syllabus but also restructured the program to effectively integrate virtual IPE PSW components into the curricula of our three healthcare schools: medicine, nursing, and pharmacy.



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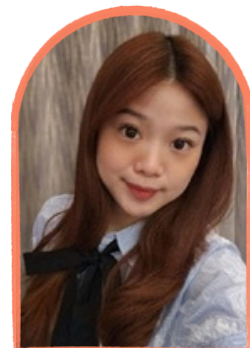
Jesslyn Halim



**Faculty of Medicine,
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**A QUALITATIVE STUDY ON MEDICAL STUDENTS'
AND LECTURERS' PERCEPTIONS OF THE
'ANALGESIC GAME' MOBILE GAME PROTOTYPE
AS A PAIN LEARNING MEDIUM**



SPEAKER 02

Pain is a core competency for general practitioners, yet medical students have limited skills in assessing and managing it, partly due to conventional teaching and limited time. We developed 'Analgesic Game', a mobile game prototype built on Game-Based Learning and Cognitive Theory of Multimedia Learning, in which students work through clinical pain cases and answer management questions. Through in-depth interviews with five lecturers and five students, we found the content matched students' competencies, the design encouraged active learning, and the game bridged theory with simulated clinical experience. This presentation shares the findings and lessons for designing game-based pain education.