

13th ASIA PACIFIC MEDICAL EDUCATION CONFERENCE (APMEC)

13th - 17th January 2016, Singapore

Addendum to Conference Handbook

(Refer to pages 6, 7 and 8 in conference handbook)

Contents

FRIDAY 15 JANUARY 2016

Symposium 4 - Research in Medical Education in the Asia Pacific Region: Challenges and Possibilities

Gominda Ponnampereuma, Sri Lanka

Danai Wangsaturaka, Thailand

Ming-Jung Ho, Taiwan

Sun Kim, South Korea

Hiroshi Nishigori, Japan

SATURDAY 16 JANUARY 2016

Free Communications

Session 6 – Teaching & Learning 2

**Obstetrics Emergency Training for Midwives In Kampong Chhnang,
Cambodia**

Manisha Mathur, Singapore

Panel Discussion 3 – Professionalism in Challenging Environments

Managing Adverse Events in Medical Practice – The Challenge in Disclosure

T Thirumoorthy, Singapore

(Refer to pages 17, 18, 19, 20 and 21 in conference handbook)

Main Conference Program**Day 1: Friday 15th January 2016**

TIME	PROGRAM				VENUE
2.00pm-3.00pm	<p>Symposium 1 - Aligning Curriculum to Future Practice</p> <p>Clinical Skills of the Future Trudie Roberts, United Kingdom</p> <p>Back to The Basics: Education Ideas from Movies, Youtube and Books Lau Tang Ching, Singapore</p> <p>21st Century Skills and The Outcome-Based Curriculum Prasit Watanapa, Thailand</p> <p>Moderator: Trudie Roberts, United Kingdom</p>	<p>Symposium 2 - Social Responsibility and Accountability in HPE</p> <p>How Socially Accountable is NUS Medicine? Applying Training for Health Equity Network's (THEnet) Evaluation Framework Gerald Koh, Singapore</p> <p>Social Accountability of Medical Schools: From Learning to Practice James Rourke, Canada</p> <p>Social Responsibility and Accountability of Health Professional Schools to Meet Society's Healthcare Needs Lam Tai Pong, Hong Kong S.A.R.</p> <p>Moderator: James Rourke, Canada</p>	<p>Symposium 3 - Developing Conducive Learning Environment</p> <p>Developing Standards for Behavioural and Social Sciences Education in Medical Schools in India Y S Sivan, India</p> <p>Learning Medicine through Community Engagement in the Rural Context Roger Strasser, Canada</p> <p>Why a Well-Resourced Student Affairs Team is Critical for a Conducive Learning-Environment in Medical School? Marie-Veronique Clement, Singapore</p> <p>Moderator: Chen Fun Gee, Singapore</p>	<p>E-Poster Presentation – Session 2</p>	<p>Symposium 1-Hall</p> <p>Symposium 2-Theatre</p> <p>Symposium 3-Function Room 1, L1</p> <p>E-Poster Presentation Session 2 - Function Room 2, L2 and Foyer L2</p>

TIME	PROGRAM				VENUE
4.15pm-5.15pm	<p>Symposium 4 - Research in Medical Education in the Asia Pacific Region: Challenges and Possibilities</p> <p>Gominda Ponnampereuma, Sri Lanka</p> <p>Danai Wangsaturaka, Thailand</p> <p>Ming-Jung Ho, Taiwan</p> <p>Sun Kim, South Korea</p> <p>Hiroshi Nishigori, Japan</p> <p>Moderators: Hiroshi Nishigori and Gominda Ponnampereuma</p>	<p>Symposium 5 - Developing Learners for Future Inter-professional Collaborative Practice</p> <p>Developing Learners for Future Interprofessional Collaborative Practice</p> <p>Chow Yeow Leng, Singapore</p> <p>Approaches to Implement IPE – the NUS Experience</p> <p>Christine Teng Bee Choon, Singapore</p> <p>Credentialing Organizations for Interprofessional Education: Structure, Process and Outcomes</p> <p>Kathy Chappell, USA</p> <p>Moderator: Keith Lim, Singapore</p>	<p>Symposium 6 - Developing Scholarship in Using Technology to Enhance Teaching and Learning</p> <p>John E Sandars, United Kingdom</p> <p>Poh-Sun Goh, Singapore</p> <p><i>Refer to below for session resource link:</i> http://telat13apmec.blogspot.sg/</p> <p>Moderator: Poh-Sun Goh, Singapore</p>	<p>E-Poster Presentation – Session 3</p>	<p>Symposium 4-Hall</p> <p>Symposium 5-Theatre</p> <p>Symposium 6-Function Room 1, L1</p> <p>E-Poster Presentation Session 3 - Function Room 2, L2 and Foyer L2</p>
4.15pm-5.15pm	Inaugural Biomedical Sciences Educator Forum (by invitation only)				VIP Lounge, L2

Day 2: Saturday 16th January 2016

TIME	PROGRAM			VENUE
8.00am-8.30am	Special Interest Group (SIG)		Free Communications (FC)	SIG 1-Hall SIG 2-Theatre FC5-Function Room 1, L1 E-Poster Presentation Session 4 - Function Room 2, L2 and Foyer L2
	SIG 1 – Role of AMEWPR in Developing Accreditation Standards for the Western Pacific Region Ducksun Ahn, South Korea Theanne Walters, Australia	SIG 2 – Social Responsibility and Accountability in Health Professional Education James Rourke, Canada <i>Refer to below for session resource link: www.aspire-to-excellence.org</i>	FC 5 – Wellness of Students and Teachers Investigation of Mental Health Related Attitude among Nursing Students: Description and Influential Factors Geng Xiaowei, China Stress, Anxiety, Depression and their Associated Factors among Health Care Students Heethal Jaiprakash, Malaysia Self-Perceived Stress and its Association with Working Efficiency of Junior Doctors during Three Saudi Postgraduate Residency Training Programs Hamza Abdulghani, Saudi Arabia	
	APME-Net (the Asian Pacific Medical Education Network) Meeting (by invitation only) (8.00am-8.45am)			Celadon Room, Museum, L1

TIME	PROGRAM			VENUE
10.00am-11.45am	Free Communications (FC)			E-Poster Presentation – Session 5A & 5B FC 6-Hall FC 7-Theatre FC 8-Function Room 1, L1 E-Poster Presentation Session 5A & 5B - Function Room 2, L2 and Foyer L2
	FC 6 – Teaching & Learning 2 Obstetrics Emergency Training for Midwives In Kampong Chhnang, Cambodia Manisha Mathur, Singapore Taking Anatomy outside the Dissection Laboratory: Hand-Held Ultrasound Devices for Self-Directed Learning of Living Anatomy Anjali Bhagra, United States of	FC 7 – Curriculum Survey on Clinical Skills Phase Training Scheme of Chinese Innovative 8-Years Medical Doctor Degree Course Li Wei, China Accreditation of Medical Education: Perspectives of Stakeholders Marivic Amigable-Villamor, Philippines Adapting Western Communication Models to the Asian Context –	FC 8 – General Education 2 Utility of SBAR as an Interprofessional Communication Tool: Perception of Clinical and Administrative Healthcare Professionals Lee Sin Yi, Singapore Delivering on Social Accountability: Canada's Northern Ontario School of Medicine Roger Strasser, Canada Medical Interns of the Royal Thai Air Force and their Perspective	

	<p>America</p> <p>A Longitudinal Inter-Professional Education Community (LIPEC) Programme: A Preliminary Study to Explore Factors Influencing Nursing Students' Participation Lau Siew Tiang Lydia, Singapore</p> <p>Traditional Microscopy for Teaching-Learning in Histology Practical in Undergraduate Medical Education in Bangladesh- A Student and Teacher Perspective Rukshana Ahmed, Bangladesh</p> <p>Mandala Making for Assessing Medical Student Wellbeing Julie Chen, Hong Kong S.A.R.</p> <p>Adaptation of Flipped Classroom to Faculty Induction Program: Conducting A Mini CEX Koh Kwong Fah, Singapore</p> <p>"Just Tell me What I Need to Know to Pass the Exam!" Can Flipped Lectures Overcome Passivity? Diane Kenwright, New Zealand</p>	<p>Lessons for Transfer of Curricula across Continents John Ciaputa, United Kingdom</p> <p>Moral Competence Development of Medical Students: A Cross-Sectional Study in Two Countries Sunčana Kukulja Taradi, Croatia</p> <p>How to Review a Medical Curriculum Richard Hays, Australia</p> <p>What is the Role of Curriculum Committee on Simulation Program Development? SH Leung, Hong Kong S.A.R.</p> <p>A Practical Medical Curriculum for Under Resourced Situations: Experience of Nile College, Sudan Zainalabdin Abdelrahim Karrar, Sudan</p>	<p>Towards Future Medical Career: Staying or Leaving? Patawee Na Bangxang, Thailand</p> <p>The Complex Relationship between Case Complexity and Shared Decision-Making in Non-Acute Interprofessional Teams Ong Yu Han, Singapore</p> <p>Factors that Affect Students' Overall Ratings of Medical School Courses Su Jin Chae, South Korea</p> <p>The Academic Progress Portal: Catching Students Before They Fail Scott Helf, United States of America</p> <p>How Good is Good Enough? Nicola Ngiam, Singapore</p>		
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TIME	PROGRAM			VENUE
11.45am-1.15pm	<p>PD 2 – Aligning Assessment to the Needs of Professional Practice</p> <p>Experience of Phase III Medicine Programme, NUS Derrick Aw, Singapore</p> <p>Workplace Based Assessment for Undergraduates: What Do They Achieve? Katharine Boursicot, Singapore</p> <p>Workplace Based Assessment for International Medical Graduates in Australia Liz Farmer, Australia</p> <p>The Development of Advanced Practice Nurse OSCE as a Certification Requirement in Singapore Karen Koh, Singapore</p> <p>Moderator: John Norcini, USA</p>	<p>PD 3 - Professionalism in Challenging Environments</p> <p>Challenge of Hospital Accreditation to Professionalism Ming-Jung Ho, Taiwan</p> <p>Managing Adverse Events in Medical Practice – The Challenge in Disclosure T Thirumorthy, Singapore</p> <p>Professionalism: Philosophy Collides with Reality Alastair Campbell, Singapore</p> <p>How Can Altruism Survive in This Super-Capitalistic Era? Hiroshi Nishigori, Japan</p> <p>Moderator: Marion Aw, Singapore</p>	<p>PD 4 - Commodification of Medical Education</p> <p>Commodification of Medical Education - The Good, The Bad and The Ugly Tan Chay Hoon, Singapore</p> <p>A Case Study from Australia Ian Frank, Australia</p> <p>The Commodification of Medical Education: Rewards, Repercussions and Responsibilities Vishna Devi V Nadarajah, Malaysia</p> <p>Mitigating the Negative Impacts Ardi Findyartini, Indonesia</p> <p>Moderator: Kevin Eva, Canada</p>	<p>PD 2-Hall</p> <p>PD 3-Theatre</p> <p>PD4-Function Room 1, L1</p>

(Refer to page 24 in conference handbook)

Post – Conference Courses and Workshops

Sunday 17th January 2016

Venue:

Centre for Translational Medicine (CeTM), Block MD6, NUS Yong Loo Lin School of Medicine, 14 Medical Drive, Singapore 117599

(9.00am – 2.00pm)
APME-Net 2nd Niigata Meeting (by invitation only)
Venue: Learning Room 03-04, Level 3, MD6

(Refer to pages 148 and 149 in conference handbook)

Free Communication 6 – Teaching and Learning 2

Saturday 16th January 2016, 10.00am

Hall, Level 1, University Cultural Centre

FREE COMMUNICATION 6 – TEACHING AND LEARNING 2

Obstetrics Emergency Training for Midwives In Kampong Chhnang, Cambodia

Manisha Mathur, Singapore

Taking Anatomy outside the Dissection Laboratory: Hand-Held Ultrasound Devices for Self-Directed Learning of Living Anatomy

Anjali Bhagra, United States of America

A Longitudinal Inter-Professional Education Community (LIPEC) Programme: A Preliminary Study to Explore Factors Influencing Nursing Students' Participation

Lau Siew Tiang Lydia, Singapore

Traditional Microscopy for Teaching-Learning in Histology Practical in Undergraduate Medical Education in Bangladesh- A Student and Teacher Perspective

Rukshana Ahmed, Bangladesh

Mandala Making for Assessing Medical Student Well-being

Julie Chen, Hong Kong S.A.R.

Adaptation of Flipped Classroom to Faculty Induction Program: Conducting A Mini CEX

Koh Kwong Fah, Singapore

“Just Tell me What I Need to Know to Pass the Exam!” Can Flipped Lectures Overcome Passivity?

Diane Kenwright, New Zealand

OBSTETRICS EMERGENCY TRAINING FOR MIDWIVES IN KAMPONG CHHNANG, CAMBODIA

¹**Lek SM**, ²**Foo S**, ²**Mathur M**, ³**Tagore S**, ³**Kwek K**

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Aims

One of the eight Millennium Development Goals (MDG) for Cambodia is MDG 5: Improve maternal health, and on this front, Cambodia has made some progress, albeit slow. While official statistics suggest Cambodia achieved a 47% decrease in maternal mortality rate (MMR) from 432 per 100,000 in 2000 to 206 per 100,000 in 2010, it still has one of the highest MMR in the region. The leading causes of maternal morbidity are post-partum haemorrhage, severe pre-eclampsia, and sepsis. Therefore, we set out to train skilled health attendants, namely midwives, in obstetric emergencies with a focus on early recognition, rapid response, and effective management of common obstetric emergencies.

Methods

The training programme consists of didactic lectures and hands-on simulation stations adapted from the Combined Obstetrics Resuscitation and Emergency Training (CORE) conducted in KKH. Content of the lectures and drills was heavily modified to the needs of the population and existing medical facilities which we explored during our feasibility trips before the training. The team worked closely with local health centers and hospitals to streamline their clinical workflow and tailor standard operating protocols to the local system. Models and simulated scenarios were used to demonstrate important obstetrics emergencies and its management as well as the use of the preeclampsia and postpartum haemorrhage kits.

Results

Almost 200 midwives had been trained under this programme and many attest to how this training has impacted their practice. Trainers are chosen from past participants to ensure sustainability, continuity and replicability and many trainees teach their fellow midwives in the health centers. This has directly resulted in a decrease in maternal and neonatal mortality where number of deaths has been on a steady decline and percentage of maternal deaths per 100,000 live births has decreased to 58.64% in 2014 from 67.40% in 2012.

Conclusion

Since the inception of our training programme, there is a steady decline in maternal deaths. A combination of didactic lectures and simulation stations has proven to be effective training tools to improve clinical practices. In addition, identifying outstanding past participants to train as future trainers in a "train-the-trainers" manner ensures programme sustainability. Also, beyond skills training, helping to look into streamlining processes and putting in place systems such as quality assurance and proper documentation has far reaching impacts on ensuring good maternal care. The lessons learnt are invaluable in replicating the training even beyond the borders of Cambodia, to other developing countries in South East Asia.

(Refer to pages 182 and 184 in conference handbook)

PD 3 - Professionalism in Challenging Environments

Saturday 16th January 2016, 11.45am

Theatre, Level 1, University Cultural Centre

PANEL DISCUSSION 3 – PROFESSIONALISM IN CHALLENGING ENVIRONMENTS

Challenge of Hospital Accreditation to Professionalism

Ming-Jung Ho, Taiwan

Managing Adverse Events in Medical Practice – The Challenge in Disclosure

T Thirumoorthy, Singapore

Professionalism: Philosophy Collides with Reality

Alastair Campbell, Singapore

How Can Altruism Survive in This Super-Capitalistic Era?

Hiroshi Nishigori, Japan

PD3

Saturday 16th January 2016, 11.45am

Theatre, Level 1, University Cultural Centre

MANAGING ADVERSE EVENTS IN MEDICAL PRACTICE – THE CHALLENGE IN DISCLOSURE

T Thirumoorthy

Associate Professor, Education, Duke-NUS Medical School, Singapore

An Adverse Event (AE) is usually defined as an unintended injury or complication (resulting in prolonged hospital stay, disability at the time of discharge or death and) caused by healthcare management rather than by the patient's underlying disease process. It is estimated to affect 1 in 10 patients admitted to the hospital of which 50% of AE are judged to be preventable. Despite the best efforts of healthcare institutions and professionals, medical adverse events do happen. As humans are fallible even the best of clinicians can be subject to the worst of errors.

Both patients and clinicians agree on the value and need for full disclosure after an adverse event in the care of patients. Patients want and expect full disclosure of all information. Patients want to know what happened, why it happened, and that it will not happen again.

Physicians have difficulty in disclosure for various reasons and when in their professional view, the disclosure is not necessary. The challenges that make clinicians withhold full disclosure include: risk of litigation, experience of strong emotional impact of adverse events on clinicians, fear of strong emotional reaction from patients and families, lack or no experience and skills in disclosure of errors, fear of professional misconduct, loss of reputation and career advancement and lack of institutional support.

Most of the challenges point to a deficit in education in the professional development of the clinicians. Medical trainees are at risk for medical errors because of inexperience, often fatigued, and occasionally unsupervised, and often have to manage patients with complex medical problems. This paper will discuss how medical educationists can play an important role to help resolve this challenging professional, ethical and legal dilemma.

(Refer to page 278 in conference handbook)

E-Poster Session 1B

Friday 15th January 2016

Function Room 2 & Foyer, Level 2, University Cultural Centre

10.25am – 11.15am

E-POSTER PRESENTATION – SESSION 1B

STATION 1

- D1025** **OWSAT. A Design-Based Research Approach to the Creation of a Tool to Identify Station-Level Errors in OSCE**
Kathy Brotchie, Australia
- D1026** **The Effects of Role-Playing on Standardized Patients - A Systematic Literature Review**
Rathi Mahendran, Singapore
- D1027** **Are Internal Medicine Residents Ready to Transition to the Role of Senior Resident on Call**
Ho Quan Yao, Singapore
- D1028** **Perception of Sri Lankan Medical Students About Teaching Methods in Medical Schools**
Chamila Mettananda, Sri Lanka
- D1029** **Real Time Surgical Skills Evaluation Software for Orthopaedic Surgery Residents**
Chua *Weiliang, Singapore*
- D1030** **Evaluation of Learning Style Preferences Among Medical Students in Universiti Putra Malaysia**
Puteri Shanaz Jahn Kassim, Malaysia
- D1031** **Comparing Collaborative Inter-Professional Skills Through Clinical Simulation of IPE and Non IPE Students**
Endang Lestari, Indonesia
- D1117** **International GME Reform: Characteristics of Institutions and Perceptions of Institutional Leaders and Clinician Educators on Accreditation by the Accreditation Council for Graduate Medical Education – International**
Sophia Archuleta, Singapore

(Refer to page 540 in conference handbook)

Acknowledgements

The Organising Committee would like to thank the following for their generous contributions, support and participation:

Professor John Wong

Chief Executive, National University Health System and
Senior Vice-President (Health Affairs)
National University of Singapore

Assoc Professor Yeoh Khay Guan

Deputy Chief Executive (Academic Enterprise)
National University Health System and
Dean, Yong Loo Lin School of Medicine
National University of Singapore

Vice-Deans, Assistant Deans, Education Directors and Clinical Educator Leads

Yong Loo Lin School of Medicine
National University of Singapore
National University Health System

Lee Foundation, Singapore

Singapore Tourism Board

Health Professional Assessment Consultancy

Distinguished Speakers

Workshop Facilitators

Moderators

Judges for Oral and Best Abstract for Poster Presentations

Abstract Reviewers

Chairpersons (E-Poster Presentation)

Participants

Trade Exhibitors

Support Staff from Dean's Office, NUS Yong Loo Lin School of Medicine,

National University Health System

Medical Society, National University of Singapore

All those who have helped in one way or another

(Refer to pages 541-548 in conference handbook)

Directory of Participants

INDONESIA

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