APMEC 2019

ASIA PACIFIC MEDICAL EDUCATION CONFERENCE

EDUCATION FOR HEALTH

TRENDS • ISSUES • PRIORITIES • STRATEGIES

9th (WED) - 13th (SUN) JANUARY 2019 SINGAPORE

CONFERENCE HANDBOOK



Organised By:

Participating Partners:



















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SUNDAY, 13 JANUARY 2019

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MESSAGE

Dear Colleagues,

The Organising Committee of APMEC 2019 and the Centre for Medical Education (CenMED), Yong Loo Lin School of Medicine, National University of Singapore, National University Health System, warmly welcome you to the Asia Pacific Medical Education Conference (APMEC) 2019 from 9 to 13 January 2019 in Singapore.

We have specially chosen our theme "Education for Health – Trends • Issues • Priorities • Strategies (TIPS)". The aim of the conference is to share our experiences as educators, and learn from experts in medical and healthcare professional education some of the latest ideas, and best practices adopted internationally. This is also an opportunity for participants to stimulate discussions in medical and health professional education with the experts.

The Asia Pacific Medical Education Conference has grown and strengthened over the years. It is now in its 16th year attracting participants, not only from the Asia-Pacific region, but also from around the globe.

As with previous APMECs, we have invited distinguished medical and healthcare professional educators to share their experiences, expertise and wisdom. APMEC 2019 will be centred around several themes anchoring undergraduate, residency to Continuous Professional Development in Medical, Nursing and Allied Health Professions.

On behalf of the Organising Committee, it gives me great pleasure to once again welcome you to APMEC 2019.

With best wishes,

Dr Dujeepa D Samarasekera

MBBS(Col), MHPE(Maast), FAMS(Sing), FAcadMEd(UK), FAMEE Chairman, Organising Committee APMEC 2019

Director, Centre for Medical Education (CenMED) Yong Loo Lin School of Medicine National University of Singapore National University Health System Singapore

VENUE: MD1 - Tahir Foundation Building, Block MD1, NUS Yong Loo Lin School of Medicine, 12 Science Drive 2,

Singapore 117549

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

Singapore 117599

MD11 - Clinical Research Centre, Block MD11, NUS Yong Loo Lin School of Medicine, 10 Medical Drive,

Singapore 117597

Wednesday, 9 January 2019

Full Day: 8.30am - 5.00pm

Essential Skills in Medical Education Assessment (ESMEA) Course (Session 1)

Katharine Boursicot, Claire Ann Canning, Richard Fuller, Ian Curran, Sandra Kemp, Charlotte Leanderson and Trudie Roberts

Venue: MD1, MPH 1

Full Day: 8.30am - 5.30pm

EPA: Ins and Outs of Entrustable Professional Activities - An International Course (Session 1)

Olle ten Cate, David Taylor, Fremen Chihchen Chou, Dujeepa D Samarasekera, Mabel Yap and Bernissa Chia

Venue: MD6, 01-01B

Full Day: 8.30am - 5.30pm

W1F1: Achieving the Goals of Outcomes-Based Education: How Competencies, Milestones and EPAs can Guide Professional Development to Expertise

Eric Holmboe

Venue: MD6, 01-02

Full Day: 9.00am - 5.00pm

W1F2: Using SPSS for Data Analysis

Chan Yiong Huak

Venue: MD1, Computer Lab 1, Level 8

AM (8.30am – 12.30pm)	PM (1.30pm - 5.30pm)
W1A1: Best Evidence Practices in Developing Medical School Standards and Audit Processes David Gordon, Pete Ellis and Tran Diep Tuan	W1P1: Developing and Sustaining Emotional Well-Being and Resilience in Yourself and Others: Key Leadership Skills Judy McKimm, Paul Kneath Jones, Greg Radu and Kirsty Forrest
Venue: MD6, 03-04	Venue: MD1, MPH 3
W1A2: Developing Fair and Holistic Approaches to Evaluate Biomedical Science Educators Celestial Yap Suen Mei, Inthrani Raja Indran, Neil Osheroff and Nicole M Deming	W1P2: Qualitative Data Analysis: Delving into Coding Lee Shuh Shing, Yanika Kowitlawakul and Calvin Ho
Venue: MD6, 03-06	Venue: MD6, 03-04
W1A3: A Global Curriculum in CPD: The A to Z of What All CPD Professionals Should Know and Learn Lisa Sullivan and Dale R Kummerle	W1P3: Finding the Right Mode for Medical Education Digital Scholarship Poh-Sun Goh and Min-Yen Kan
Venue: MD6, 03-07	Venue: MD6, 03-01N
W1A4: Less is More: The Basis, Value and Practicality of Focused Workplace Placement Assessments in Busy Disciplines Yip Chee Chew, Foo Fong Yee and Clement Woon-Teck Tan	W1P4: Values-Based Interprofessional Collaborative Practice - From Education to Practice Chng Hui Ting, Chui Wai Keung, Sophia Ang Bee Leng, Lim Teik Chung Michael, Tai Yuen Ling Esther and Kee Li Leng Janice
Venue: MD6, 03-01N	Venue: MD6, 03-05
W1A5: Ownership Cycle: Empowering Learners to Cross High Stake Examinations Ashokka Balakrishnan, Soh Jian Yi, Chen Fun Gee and Daniëlle Verstegen	W1P5: Using Script Concordance Test to Assess Clinical Reasoning, Ethics and Professionalism in the Health Care Profession Michael Wan, Kevin Tan, Gominda G Ponnamperuma and See Kay Choong
Venue: MD1, MPH 3	Venue: MD6, 03-07

VENUE: MD1 - Tahir Foundation Building, Block MD1, NUS Yong Loo Lin School of Medicine, 12 Science Drive 2,

Singapore 117549

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

Singapore 117599

MD11 - Clinical Research Centre, Block MD11, NUS Yong Loo Lin School of Medicine, 10 Medical Drive,

Singapore 117597

AM (8.30am – 12.30pm)	PM (1.30pm - 5.30pm)
W1A6: An Introduction to Human Simulation - Case Development and Simulated Patient Training Nicola Ngiam and Sheng-Po Kao	W1P6: The BMJ or Instructional Science: How to Get Your Papers Published in Different Types of Journals? Erik Driessen
Venue: MD6, 03-05	Venue: MD1, 05-03K
W1A7: Not Everyone is Perfect - Challenging Learners, Remediation and Role of Educators Kavitha Garuna Murthee, Kang Mei Ling and Krithikaa Nadarajan	W1P8: Blueprint for Studying Cultural Competence in the Clinical Setting: Identification of Cultural Issues, Teaching and Assessment Diantha Soemantri, Rita Mustika and Estivana Felaza
Venue: MD1, MPH 2	Venue: MD6, 03-06
W1A8: Think Globally, Act Locally and Innovate: Curriculum Design for Future Medical and Health Professions Ardi Findyartini and Diantha Soemantri	W1P9: Designing Assessments That Drive Learning Susie Schofield and Stella Howden
Venue: MD1, 05-03K	Venue: MD1, MPH 2
W1A10: Developing Leadership Skills for Medical Students - Why, What and How Elizabeth Nelson	W1P10: Design-Thinking for Medical Education (Session 1) (1.30pm - 5.00pm) David Game, Ivana Uzelac and Louise Moran
Venue: MD11, CRC Symposium Rooms 2 & 3	Venue: MD6, SMART Classroom, Level 4
	5.45pm - 7.00pm
	APME-Net 9th Niigata Meeting (By Invitation Only)
	Venue: MD11, Conference Room, 02-01

VENUE: MD1 - Tahir Foundation Building, Block MD1, NUS Yong Loo Lin School of Medicine, 12 Science Drive 2,

Singapore 117549

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

Singapore 117599

MD11 - Clinical Research Centre, Block MD11, NUS Yong Loo Lin School of Medicine, 10 Medical Drive,

Singapore 117597

Thursday, 10 January 2019

Full Day: 8.00am - 4.30pm

Essential Skills in Medical Education (ESME) Course (Session 1)

Ronald M Harden, Matthew C E Gwee, Dujeepa D Samarasekera, Poh-Sun Goh and Tan Chay Hoon

Venue: MD1, MPH 1

Full Day: 8.30am - 5.00pm

EPA: Ins and Outs of Entrustable Professional Activities – An International Course (Session 2)

Olle ten Cate, David Taylor, Fremen Chihchen Chou, Dujeepa D Samarasekera, Mabel Yap and Bernissa Chia

Venue: MD6, 01-01B

Full Day: 9.00am - 4.00pm

Health Professions' Education Leaders' Toolkit: 'Leadership in Threes' (Session 1)

Judy McKimm, Paul Kneath Jones, Kirsty Forrest and Greg Radu

Venue: MD6, 01-02

AM (8.30am – 12.30pm)	PM (1.30pm - 5.00pm)
W2A1:Conducting the Self-Study in Residency Programmes: Integrating People, Process and Structure Winnie Teo, Nicholas Chew Wuen Ming, Yvonne Ng and Faith L Chia	W2P1: From Continuing Medical Education to Contemporary Stakeholder Learning: A Future-Focused Methodology for Outcomes-Based Learning in Complex Health Ecosystems Thomas Kellner, Jo Varney and Leigh van Wyk
Venue: MD1, 05-03K	Venue: MD6, 03-06
W2A2: The Impact of Interprofessional CPD on Practice and Patient Outcomes - An Accreditor Perspective Kathy Chappell and Kate Regnier	W2P2: Evidence-Based Deep Learning Methods for Everyday Teaching Encounters Derek Heng Jiun Yi, Shirley Ooi Beng Suat, See Kay Choong and Chong Choon Seng
Venue: MD6, 03-06	Venue: MD1, MPH 2
W2A3: An Experiential Introduction to Mind-Body Medicine Skills: Tools to Reduce Stress and Foster Resilience and Well-being Aviad Haramati	W2P3: Constructing Clinical Decision Making Questions Kalyani Premkumar and Rani Kanthan
Venue: MD11, CRC Symposium Rooms 2 & 3	Venue: MD6, SMART Classroom, Level 4
W2A4: Using Social Media to Disseminate Your Scholarly Work Julie K Hewett and Peter GM de Jong	W2P4: Tips and Tricks for Successfully Publishing Scholarly Work in an International Journal on Medical Education Peter GM de Jong and Julie K Hewett
Venue: MD6, 03-01N	Venue: MD1, 05-03K
W2A5: Managing Trainees in Difficulty Maleena Suppiah Cavert, Seow Choon Sheong, Alok Tiwari and Tan Rou An	W2P5: Learning from Experience: The Power of Critical Reflection in Healthcare Leadership Development Poh Chee Lien, Lim Wee Shiong, Wong Teck Yee, Lawrence Lim, Lee Sin Yi and Dong Lijuan
Venue: MD6, 03-07	Venue: MD11, CRC Symposium Rooms 2 & 3
W2A6: The Role and Skills of the Learning Coach (LC): Coaching Students to Become Professional Self-Regulated Learners Johanna Jordaan and Anna Vnuk	W2P6: Creative Approaches in Health Professions Education Zarrin Seema Siddiqui
Venue: MD1, MPH 2	Venue: MD6, 03-05

VENUE: MD1 - Tahir Foundation Building, Block MD1, NUS Yong Loo Lin School of Medicine, 12 Science Drive 2,

Singapore 117549

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

Singapore 117599

MD11 - Clinical Research Centre, Block MD11, NUS Yong Loo Lin School of Medicine, 10 Medical Drive,

Singapore 117597

AM (8.30am – 12.30pm)	PM (1.30pm - 5.00pm)
W2A7: Motivational Design to Navigate the Hidden Curriculum and Wellness: Innovative Approach for Preclinical Students Mai Mahmoud, Sa'ad Laws and Amal Khidir	W2P7: Promoting Interprofessional Education in Healthcare Setting Ahmed Alhammadi, Manasik Kamil Hassan, Magda Ahmed Wagdy, Eman A Rahman Senan Al Maslamani and Hatim Abdulrahman
Venue: MD6, 03-05	Venue: MD6, 03-07
W2A8: "Dealing With the Tall Poppy" and Other Team Issues: Exploring Cultural Dimensions to Prepare Health Professions Students for Working in Healthcare Teams Indika Karunathilake, Asela Olupeliyawa and Chinthaka Balasooriya	W2P8: I am on a Shoe-String Budget - How Can I Implement Simulation? Indika Karunathilake and Ashwini de Abrew
Venue: MD1, LT37	Venue: MD6, 03-01N
W2A9: Assessing Communication and Professionalism with Multiple-Choice Questions (MCQs) Krista Allbee and Kathleen Holtzman	W2P9: Best Practices in Faculty Development Yvonne Steinert
Venue: MD1, MPH 3	Venue: MD1, MPH 3
W2A10: Designing Programmatic Assessment - Trends and Tips Lambert Schuwirth Venue: MD6, SMART Classroom, Level 4	

Venue: University Cultural Centre (UCC), National University of Singapore, 50 Kent Ridge Crescent, Singapore 119279 Yong Siew Toh Conservatory of Music (YSTCM), National University of Singapore, 3 Conservatory Drive, Singapore 117376

UCC Level 1
Registration & Help Desk
Trade Exhibition

Lunch & Teabreaks

VIP Lounge, UCC Level 2 Speakers' Slide Upload Speakers' MoM e-Notification

UCC Level 2
Trade Exhibition
Lunch & Teabreaks

Celadon RoomDiscussion Room

Yong Siew Toh Conservatory of Music Parallel Sessions

Day 1: Thursday 10 January 2019

Time	Hall, University Cultural Centre
6.30pm	Opening Ceremony
	Welcome Address Dr Dujeepa D Samarasekera Chairman, Organising Committee APMEC 2019
	Opening Address by Guest of Honour Professor Chong Yap Seng Dean, Yong Loo Lin School of Medicine National University of Singapore, Singapore
7.00pm	Opening Keynote Address Fostering Well-Being in the Learning Environment: The Imperative for Medical Educators Aviad Haramati, USA
8.00pm - 9.00pm	Opening Ceremony Reception - UCC Foyer, L1 and L2

Day 2: Friday 11 January 2019

Time	Į.	University Cultural Centre	Yong Siew Toh Conservatory of Music		
	Hall	Theatre	Atrium	Steven Baxter Recital Studio	Orchestra Hall
8.00am - 8.45am					
9.00am - 10.00am	Plenary 1 Trust or Not to Trust - Are EPAs the Way Forward?	Plenary 2 Preparing the Future Healthcare Professionals - The Role of Professional Bodies	Plenary 3 Interprofessional Education: A Global Perspective	Plenary 4 Accreditation and Quality Assurance	Plenary 5 Preparing the Future Healthcare Professionals - The Role of Biomedical Sciences
	Ins and Outs of Entrustable Professional Activities - Some Things You May or May Not Know Olle ten Cate, The Netherlands Trust - Longsuffering Wisdom Finds Newfound Value David Taylor, Canada	Making Specialist Training Relevant: Meeting Singapore's Needs Beyond Healthcare 2020 Kenneth Mak, Singapore Past, Present and Future - Academy of Medicine, Singapore Commitment to High Standards and Quality S R E Sayampanathan, Singapore	How Should CPD Programme Support and Develop Effective Patient Care Dale R Kummerle, USA Team Competence in Healthcare: What is It, and Can We Assess It? Tan Choon Kiat Nigel, Singapore	Quality Assurance and Quality Improvement in Medical Education: What is Old, What is New, and What May Happen Next? David Gordon, France Accreditation and Quality Assurance from a Dean's Perspective: Strengths and Challenges Ravindran Jegasothy, Malaysia	Bridging the Preclinical- Clinical Divide in Medical Education: Socialising and Embedding a Culture of Change Hooi Shing Chuan, Singapore Embracing Curricular Revision: Integrating Foundational and Clinical Sciences to Create Better Future Health Professionals Neil Osheroff, USA
	Chairperson: Mabel Yap, Singapore	Chairperson: Abhilash Balakrishnan, Singapore	Chairperson: Marion Aw, Singapore	Chairperson: Michael Field, Australia	Chairperson: Tan Chay Hoon, Singapore
10.00am - 10.30am	Morning (Coffee Break - UCC Foyer,	L1 and L2		

Plenary & Roundtable Discussion
Panel Discussion
Symposium
Special Interest Group (SIG)
Free Communication
Short Communication
Business Meetings (by invitation only)

Key

	Yong Siew Toh Conservatory of Music						
Seminar Room 1	Seminar Room 3	Seminar Room 4	Seminar Room 6	Seminar Room 8	University Cultural Centre Celadon Room		
					TAPS Editorial Board Meeting (by invitation only)		

Time		University Cultural Centre	Yong Siew Toh Cor	nservatory of Music	
	Hall	Theatre	Atrium	Steven Baxter Recital Studio	Orchestra Hall
10.30am - 12noon	Panel Discussion 1 The Impact of the Patient Voice Novel Approaches That Include the Patient in Educational Programming Patients As Faculty - What Do We Need to Consider? Lisa Sullivan, Australia How Patients Can Inform the Content of a Professional CME Programme Laura Muttini, USA The Patient Voice: The	Panel Discussion 2 Transforming Graduate Medical Education Globally to Meet Pressing 21st Century Health and Healthcare Needs Transforming Graduate Medical Education Globally to Meet Pressing 21st Century Health and Healthcare Needs Eric Holmboe, USA Experience and Lessons Learned in Implementing CBME in Taiwan for the Specialty	Atrium Panel Discussion 3 How Has Accreditation Assisted Countries to Improve Their Medical Education Processes - Current Gaps and Challenges Current Status and Challenges in Japanese Medical Education Accreditation Yasuhiko Konishi, Japan Accreditation of Health Professions Education in Australia: A Personal Reflection Wayne Hodgson, Australia	Panel Discussion 4 Teaching Complex and Infrequent Surgical Procedures Developing an Effective Simulation-Based Surgical Training Programme Amitabha Lahiri, Singapore Challenges in Training for Infrequent but Complex Surgical Procedures Alphonsus Chong,	Panel Discussion 5 Supporting Biomedical Science Educators: A Matter of Self-Esteem, Identity and Promotion Opportunities Medical Science Educators' Perspectives on Recognition, Reward, and Promotion Bonny L Dickinson and Nicole M Deming, USA Is the Medical Science Educator a Housewife, Punch Clock Employee or Talk Show Host?
	Pharmaceutical Industry Perspective Dale R Kummerle, USA	of Emergency Medicine Fremen Chihchen Chou, Taiwan Experience and Lessons Learned: The Competency-Based Medical Education Journey in an Internal Medicine Programme in Singapore Faith L Chia, Singapore	Accreditation of Medical Education in Taiwan: A Personal Reflections Chi-Wan Lai, Taiwan Towards Medical School Accreditation in Singapore: Developing Medical School Standards and a Quality Improvement Framework Koh Dow Rhoon, Singapore	Singapore The Use of 3D Printing Technology and Other Technologies in Surgical Education for Developing Countries Lam Wee Leon, United Kingdom Managing Hand Infections Without Antibiotics? Duncan Angus McGrouther, Singapore	Chen Zhi Xiong, Singapore CENTILE: An Institutional Mandate to Nurture, Recognise and Reward Medical Educators Aviad Haramati, USA
11.00am - 11.15am	Moderator: Lisa Sullivan, Australia Sharing Sessi	Moderator: Shirley Ooi, Singapore ion by Participating Partner	Moderator: David Gordon, France rs - ACGME-I	Moderator: Alphonsus Chong, Singapore	Moderator: Peter GM de Jong, The Netherlands
40 45-		UCC, Function Room 2, L2			
12noon - 1.30pm	Lu	unch - UCC Foyer, L1 and L	2		
12.15pm - 1.15pm	Health Professions' Educat	Feedback with Faculty: tion Leaders' Toolkit: 'Leade UCC, Atrium, L1			
12.30pm - 1.30pm	Visit to N	IUS Imaginarium (by invitat	ion only)		

Yong Siew Toh Conservatory of Music University Cultural Centr							
Seminar Room 1	Seminar Room 3	Seminar Room 4	Seminar Room 6	Seminar Room 8	Celadon Room		
Free Communication 1 Assessment	Free Communication 2 Faculty Development	Free Communication 3 General Education	Free Communication 4 Interprofessional Education (IPE)	Free Communication 5 Teaching and Learning I	ASPIRE Board meeting (by invitation only)		
Perils Pitfalls and Positives of a Sequential OSCE Programme with Small Cohort Size. Outcomes of a Review of the Bond University OSCE Programme Anne Spooner, Australia Assessment of Current Practice of the Written Handover Among Paediatric Residents in ACGME-I Residency Programme in Qatar Manasik Kamil Hassan, Qatar Feasibility of SP as Examiner in an OSCE of Medical Students Sheng-Po Kao, Taiwan Using Learning Management Systems to Augment Early Warning Systems in a Face to Face Medicine Foundation Year Declan Gaynor, Bahrain What Time Will Tell: How the Chronology of Predictive Validity Can Shape Your Admissions Decisions Harold Reiter, Canada Don't Touch My Exam - A Mutual Strive Towards Evidence-Based Practice in Assessment Charlotte Leanderson, Sweden Early Clinical Exposure and Professionalism: Results of Automated Formative Assessment by Community Doctors Carmen Wong, Hong Kong S.A.R. Standard-Setting in Undergraduate Medical Education: Comparing Three Methods for Summative MCQ Tests Tan Choon Kiat Nigel, Singapore	A Model of International Faculty Development Strategies for Developing Clinical Teaching That Meets Both Global Standards and Local Needs: A Participatory Action Research Takuya Saiki, Japan Exploring Nephrology Faculty Active Learning Adoption in Teaching Difficult Topics During Residency Nephrology Education Claude Renaud, Singapore Factors Affecting Educational Identity Formation of Healthcare Professionals Ahsan Sethi, Pakistan The Effect of Staff Development Activities on Student-Centred Teaching Strategies in a Medical Science College in KSA Heba Mohtady, Saudi Arabia A identification of a Model of Good Clinical Teachers by Structured Equation Modeling - A Pilot Study Takeshi Kanazawa, Japan The Association Between Emotional Intelligence and the Risk of Burnout Amongst Clinical Educators: A Pilot Zulkarnain AB Hamid, Singapore Realignment of an Established Faculty Development Programme for New Teachers: A Systematic Approach Viola Antao, Canada Functions of Medical Education Units and Strategies for their Success: Lessons Learnt from the Sri Lankan Context Asela Olupeliyawa, Sri Lanka	Educational Scholarship for the Health Professions: Enhancing our Engagement with the HPE Literature Svetlana King, Australia Training Members of 'Self Help Groups' from the Local Community as 'Standardised Patients' Mahalakshmi Venkatesan Natarajan, India Enhancing Mentoring in Medicine – Combining Novice Mentoring with Peer and Near-Peer Mentoring: A Thematic Analysis of Mentoring Programmes Between 2000 and 2017 Samuel Lim Yong Siang, Singapore Study on Empathy of Medical Interview Training in Japan Yoshimi Harada, Japan Use of Standardised Patient in Patient Education: A Mixed Method Study Siriwan Lim, Singapore Selection of Students for Health Professions Education in Sri Lankan State Universities Ashwini de Abrew, Sri Lanka Factors Influencing the Acceptance of Medical Students' Participation in Pelvic Examination of Out-Patients from Department of Obstetrics and Gynecology Nisakorn Deesaen, Thailand Achievement of Educational Outcomes from Graduates' and Clinical Supervisors' Perspectives: A Qualitative Study of Curriculum Evaluation Mia Kusmiati, Indonesia	Learning Over Professional Borders in an Acute Medical Ward not Dedicated to Interprofessional Education - An Ethnographic Study Anna Kiessling, Sweden TriGenerational Homecare: A Case Series on the Qualitative Benefits of Student-Initiated Home Visits to Frequently Readmitted Patients Chew Sher Mein, Singapore Perceptions and Attitudes of Medical, Nursing and Pharmacy Students Towards Inter-Professional Education (IPE): A Project on Patient Safety at Prince of Songkla University Arnuparp Lekhakula, Thailand Facilitating Staff Learning and Engagement in Palliative Care Provision in Dementia: A Participatory Action Research Tan Lay Ling, Singapore Breastfeeding Training Workshops for Polyclinic (Primary Health Care) Nurses to Improve Community Support for Breastfeeding Yvonne Ng Peng Mei, Singapore Changing Interprofessional Hierarchies? A Comparative Linguistic Analysis of Pharmacy Student Politeness between 1995 and 2016 Elise Paradis, Canada Empowered Living: A Self- Management Education Programme for People Living with HIV in Singapore Action Research to Facilitate the Learning of Psychiatry through Movies in a Community Mental Health Programme David Teo Choon Liang, Singapore	Empathy Training for Medical Students through a Blended Learning Communication Skills Training Programme: A Mixed-Methods Study Jacqueline Yuen, Hong Kong S.A.R. A Comparison of Jigsaw Collaborative Learning with Didactic Lectures in the Teaching of Clinical Pharmacokinetics in Special Populations Chng Hui Ting, Singapore Implementing Integrated Teaching for the Delivery of an Undergraduate Specialties Curriculum: The E.N.T.E.R (Ent, Eyes, Radiology) Pilot Ruth Chen, United Kingdom Effectiveness of Peer Feedback to Enhance Learning in Problem-Based Tutorial Groups Desi Isnayanti, Indonesia Which Degree Structure Prepares Medical Students for Research? Richard Hays, Australia The Effects of an Intensive Orientation Course on Stress, Perceived Difficulties, and Confidence Levels in Postgraduate Year 1 Doctors Starting a Paediatric Posting in a Tertiary Hospital Tan Mae Yue, Singapore Students' Appraisal of their Emotional Experiences with Cadaver Dissection and their Views Upon the Use of Cadavers to Learn Anatomy Sann Lin Ko, Myanmar Re-designing Clinical Patient Safety Orientation for New Doctors at an Academic Medical Centre in Singapore Nokuthula Kitikiti, Singapore			
Chief Judge: Katharine Boursicot, Singapore Judge: Anurag Saxena, Canada	Chief Judge: Chan Lap Ki, Hong Kong S.A.R. Judge: Olwyn Westwood, United Kingdom	Chief Judge: Kirsty Forrest, Australia Judge: Henry Yang, Taiwan	Chief Judge: Janie Dade Smith, Australia Judge: Daniëlle Verstegen, The Netherlands	Chief Judge: Diantha Soemantri, Indonesia Judge: Peter Henriksson, Sweden			
Judge: Zarrin Seema Siddiqui, Australia	Judge: Erik Driessen, The Netherlands	Judge: Greg Radu, Canada	Judge: Yanika Kowitlawakul, Singapore	Judge: Tay Sook Muay, Singapore			

MAIN CONFERENCE

	Yong S	Siew Toh Conservatory of	Music		University Cultural Centre
Seminar Room 1	Seminar Room 3	Seminar Room 4	Seminar Room 6	Seminar Room 8	Celadon Room
Free Communication 6 Postgraduate Education	Free Communication 7 Programme Evaluation	Free Communication 8 Leadership	Free Communication 9 Teaching & Learning II	Free Communication 10 Technology Enhanced Learning	Western Pacific Association for Medical Education Board Meeting (by
Prevalence of Burnout in Medical Versus Surgical Residents Globally: A Meta-Analysis Low Zhi Xuan, Singapore The Use of Standardised Patients and Mock Consultations to Teach Communications Skills in Primary Care Singhealth Polyclinics in Singapore Hilda Hee Pei Ru, Singapore An Evaluation Analysis of 12 Months of EPA Assessments in Australian General Practice Trainees Stephanie Clota, Australia Development of Entrustable Professional Activities for Infectious Diseases Specialty Training in Singapore Jolene Oon Ee Ling, Singapore Tracheostomy Training for Speech Therapists in an Acute Hospital: A Pilot Study Using Simulation- Based Learning and Structured Tutorials Flora Poon, Singapore The Grieving Doctor: How UERM Resident Physicians Handle Death of Patients Edward Santos, Philippines Safe to Prescribe Soon? Providing a Dedicated Medication Safety Workshop for Internal Medicine Internship Students in a Teaching Hospital in Singapore Francis Albert Lo, Singapore Comparison of the Night- Float Versus On-Call System in Residents: A Review on the Short and Long Term Impact on Patient Care and Residents Yeo Wee Song, Singapore	Medical School Elective Programmes in Singapore: An Analysis of the Factors Associated with Effectiveness Rebecca Lee, Singapore Assessing Effect of an Empathy Education Programme Using Psychometric Instruments and Brain FMRI Kangmoon Kim, South Korea Quality Improvement: A Blind Spot in our Medical Training? Agnihotri Biswas, Singapore The Development of the Emergency Medicine Milestones in Taiwan: A Validation Study Hsiao Cheng-Ting, Taiwan Community Diagnosis, Programme Evaluation, and Quality Assurance as an Assessment for Healthcare Management Competency in Undergraduate Medical School Faculty of Medicine Universitas Indonesia Research Outreach and Project Matching (ROPM) Programme to Support Undergraduate Research among Medical Students at the National University of Singapore (NUS) Ren Yi Ping, Singapore How Does Altering Curriculum 'Flexibility' Impact on Student Experience and Educational Outcomes: A Case Study of a Distance Learning Medical Education Programme Stella Howden, United Kingdom Recognition of Full Online Master's Degree Programmes are Rapidly Growing Among Mongolian Healthcare Professionals Ryenchindorj Erkhembayar, Mongolia Chief Judge: Ravindran	Rolling Out the Carpet: Preparing a Health-Literate Ready Workforce Predeebha Kannan, Singapore A System Approach to Embed Best Practice Motivational Interviewing in Health Care: A Wicked Problem? David Lim, Australia Medical Leader Identity: A New Model Judy McKimm, United Kingdom The Contribution of Short- Term Clinical Experience in Countries of the Asia-Pacific Region to the Leadership Competency of Health Professionals Mikio Hayashi, Japan Measuring Patient Satisfaction Outcomes of a Longitudinal Student- Initiated Homecare Programme by Healthcare Students on Frequently Re- admitted Elderly Patients Prachi Simran Vig, Singapore Knowledge Creation in Health: Reflections of Academic Health Practitioners Lauren Coetzee, South Africa Study in the Influence of Hierarchical and Superiority Attitudes of Medical Teachers on the Communication Between Students and Teachers in Sri Lankan Cultural Context Yasith Rodrigo, Sri Lanka	The Effectiveness of Online Teaching vs Group- Based Personal Teaching in Songkha Hospital for Three-Year Clinical Medical Students Rujira Leetanapon, Thailand Learning About Guidelines for Community Health Screening: A Peer Learning Workshop Caitlin O'hara, Singapore Training Enhancement and Accreditation for Community and Home Eye Screening (TEACHES) for Opticians Yip Chee Chew, Singapore Integrating Pass into the Smart Curriculum- Student and Faculty Benefits from a Two-Year Study Isabel Hwang, Hong Kong S.A.R. Active Learning in a Culture Where "Silence is Golden" Haruko Akatsu, Japan Colaborative, Case- Based Learning in Histopathology James Fishback, USA Surgical Competence Training Using Project- Based Learning Method with the Most Recent Advanced Educational Techniques Ngo Thi Dong, Vietnam PlayMed - Bridging the Gap Between Student and Doctor with Serious Games Michael Coffey, Australia	Enhancing Spatial Abilities and Learning Outcomes through 3D Interactive Technology: A Randomised Controlled Trial in Dental Education Fu Jia Hui, Singapore Virtual Reality Simulation in Paediatric Training Janaya Elizabeth Perron, Australia Effects of Simulation- Based Education Compared with Those of Lecture Style Education on First-Year Junior Residents Led by Second-Year Junior Residents Akira Yamamoto, Japan A Novel Application of Augmented Reality Technology in Anatomy Teaching Florence Mei Kuen Tang, Hong Kong S.A.R. Effects of Simulation- Based Education for 1st Year Medical Residents During Their Emergency Department Duties Taku Murakami, Japan Incorporating E-Mentoring into Medical Education: Thematic Analysis of E-mentoring Programme to Develop Framework Toh Ying Pin, Singapore New Innovation using Artificial Intelligence (A.I.) to Improve Surgical Timings and Operating Room Efficiency in Orthopaedics Residency Trainees Chee Yu Han, Singapore Learning Analytics on the Go Susie Schofield, United Kingdom	invitation only)
Chief Judge: Nicholas Chew Wuen Ming, Singapore Judge: Jane Smith, Australia Judge: Hyun Bae Yoon, South Korea	Jegasothy, Malaysia Judge: Ardi Findyartini, Indonesia Judge: Bettina Lieske, Singapore	Chief Judge: Vishna Devi V Nadarajah, Malaysia Judge: Abhilash Balakrishnan, Singapore Judge: Anthony Buzzard, Australia	Chief Judge: Cécile Badoual, France Judge: Wong Teck Yee, Singapore Judge: Rita Mustika, Indonesia	Chief Judge: Harumi Gomi, Japan Judge: Chinthaka Balasooriya, Australia Judge: Chen Fun Gee, Singapore	

Time		University Cultural Centre		Yong Siew Toh Cor	nservatory of Music
	Hall	Theatre	Atrium	Steven Baxter Recital Studio	Orchestra Hall
3.30pm - 5.00pm	Symposium 4 Excellence in Medical Education	Symposium 5 The Essential Role of Patient Safety and Health Care Quality Sciences in Postgraduate Education	Symposium 6 Student Wellbeing: The Role of The Medical School in Ensuring The Psychological, Social and Physical Wellbeing of Medical Students	Symposium 7 Evidence-Supported Broad-Based Postgraduate Examination: The Family Medicine Experience	Symposium 8 The Art of Medicine: The Need for Humanism in Education
	"It's Hard to be a Diamond in a Rhinestone World": In Search of Excellence in Medical Education Trudie Roberts, United Kingdom The Role of Faculty Development in Promoting Excellence: From Individual to Organisational Change Yvonne Steinert, Canada Excellence and Accreditation Pete Ellis, New Zealand Achieving Excellence from Non-Public Sector Enterprise Vishna Devi V Nadarajah, Malaysia Moderator: Gérard	Recent Trends and Innovations in Patient Safety and Health Care Quality Sciences in Graduate Medical Education within The United States Kevin B Weiss, USA SingHealth Patient Safety and Quality for Graduate Medical Education Lim Boon Leng, Singapore Improving Resident Education in Patient Safety and Health Care Quality at the National University Health System Sophia Ang Bee Leng, Singapore	Learning, Teaching and Assessment: Promoting Wellbeing Sandra Kemp, Australia Creating Safe Environments for Learning and Personal Growth Jo Bishop, Australia What Should Medical School Staff and Students Do to Promote Student Wellbeing? Wendy Hu, Australia	Testing Clinical Reasoning-Successes and Challenges Lambert Schuwirth, Australia From Theory to Practice, Putting Hand to Plough Ruth Lim, Singapore Some Order Out of Chaos Gominda G Ponnamperuma, Singapore Maintaining Continuity in Family Medicine Assessment: From Undergraduate to Postgraduate Learners Doris Young, Singapore	Searching and Nurturing the Heart of Being Human in Medical Education Danai Wangsaturaka, Thailand "Booster Shots" of Humanism at Bedside Teaching Chi-Wan Lai, Taiwan Practice of Humanistic Medicine: Role of Healthcare Leadership T Thirumoorthy, Singapore Educating for More Broadly Humane Health Care: Cultivating Practical Wisdom? Vikki Ann Entwistle, Singapore Moderator: Matthew C E
	Friedlander, France	Koon, Singapore	Moderator: Jo Bishop, Australia	Gee, Singapore	Gwee, Singapore
3.45pm - 4.00pm		sion by Participating Partn UCC, Function Room 2, L2			
5.00pm - 6.00pm	Plenary 6 Relevance, The Future Medical School and Diffendoofer Day Ronald M Harden, United Kingdom Chairperson: Erle Lim, Singapore				

Day 3: Saturday 12 January 2019

Time		University Cultural Centre	Yong Siew Toh Cor	servatory of Music	
	Hall	Theatre	Atrium	Steven Baxter Recital Studio	Orchestra Hall
9.00am - 9.45am	Special Interest Group (SIG) 1	Special Interest Group (SIG) 2	Special Interest Group (SIG) 3	Special Interest Group (SIG) 4	Special Interest Group (SIG) 5
	Implementing Competency-Based Medical Education - Success through Strategic Planning David Taylor, Canada	Beyond Geographic Borders: Perspectives on Global Trends and Approaches to Improving the Quality of Postgraduate Medical Education John Ogunkeye, USA	Faculty Development: Beyond Science Fiction Yvonne Steinert, Canada	The Impact of Interprofessionalism in CPD for Good Patient Outcomes Kathy Chappell and Kate Regnier, USA	Workplace-Based Assessment Erik Driessen, The Netherlands

	University Cultural Centre				
Seminar Room 1	Seminar Room 3	Seminar Room 4	Seminar Room 6	Seminar Room 8	Celadon Room
Short Communication 1 & 2	Short Communication 3 & 4	Short Communication 5 & 6	Short Communication 7 & 8	Short Communication 9 & 10	3.30pm to 4.30pm
					Judges' Meeting (by invitation only)
					4.45pm to 6.00pm
					APBSEA Members Meeting (by invitation only)
	See Pa	age 177 - 181 for info	rmation		
SC1 Judge: Pamela Craig, Australia	SC3 Judge: Chen Zhi Xiong, Singapore	SC5 Judge: Lakshmi Nagappa Naik, Malaysia	SC7 Judge: Ma. Cristina Zulueta, Philippines	SC9 Judge: Jacqueline Yuen, Hong Kong	
SC2 Judge: Anna Kiessling, Sweden	SC4 Judge: Yoshimi Harada, Japan	SC6 Judge: Catherine Green, Australia	SC8 Judge: Low Seow Ping , Singapore	S.A.R. SC10 Judge: Chay Oh Moh , Singapore	
	1				

Yong Siew Toh Conservatory of Music					University Cultural Centre	
Seminar Room 1	Seminar Room 3	Seminar Room 4	Seminar Room 6	Seminar Room 8		Celadon Room
Short Communication 11	Short Communication 12	Short Communication 13	Short Communication 14	Short Communication 15		Asia Pacific Medical Education Network
						(APME-Net) Meeting (by invitation only)
See Page 182 - 184 for information						
Judge: Johanna Jordaan, Australia	, , ,		Judge: Ruth Lim, Singapore	Judge: Michael Australia	l Wan,	

Time		Jniversity Cultural Centre	Yong Siew Toh Conservatory of Music		
	Hall	Theatre	Atrium	Steven Baxter Recital Studio	Orchestra Hall
9.45am - 10.45am	Plenary 7	Plenary 8	Plenary 9	Symposium 9	Plenary 10
	Enhancing Residency Training	Impact of Culture on Decision Making in Medical Education	The Trainees' Perspective of Future Practice - Challenges and Strengths	Finding the Right Mode for Medical Education Digital Scholarship	Leadership for Effective Healthcare Practice
	Physician Wellbeing: Deepening Our Commitment to Faculty, Residents and Patients	Cultural Perspectives and Leadership Judy McKimm, United Kingdom	How I Saved My Grades - A Medical Student's Perspective Teo Jun Hao, Singapore	Poh-Sun Goh, Singapore Min-Yen Kan, Singapore	Leadership - Unique Skills or Part of Being a Physician? Elizabeth Nelson, USA
	Timothy P Brigham, USA Physician Education Designed for the Needs of the 21st Century Kevin B Weiss, USA	How Does Japanese Culture Influence Medical Education? - Sharing Gender Issues and Career Development Harumi Gomi, Japan	The Resident: Learner or Educator? Lenard Cheng, Singapore		How to Build the Future Physician as a Leader - The French Experience Gérard Friedlander, France
	Chairperson: Timothy P Brigham, USA	Chairperson: Henry Yang, Taiwan	Chairperson: Malcolm Mahadevan, Singapore	Moderator: Koh Sei Keng, Singapore	Chairperson: Lau Tang Ching, Singapore
10.45am -11.15am	Morning (Coffee Break - UCC Foyer,	L1 and L2		
11.15am -11.30am	Sharing Session by Participating Partners - AMEE UCC, Function Room 2, L2				
11.15am -12.45pm	Symposium 10	Symposium 11	Panel Discussion 8	Symposium 12	Symposium 13
	The Business Case for Ethics in CPD: Applying Standards in an Unregulated Environment	Portfolios of the Future: Enhancing Education for Health	Developing a Culturally Relevant Quality and Innovation Distinction Track for Residents in Training	Competency-Based Medical Education: Assessment Models	Rural Community Engaged Medical Education: From Asia to Australia
	CPD in Asia and Australia: How Do the Rules Differ and Who Does It Well Lisa Sullivan, Australia Navigating a Complicated Regulatory Environment: Creating Opportunities for Your MEC Jenny Anawati, Canada The ABCs of CPD in the USA: Why and How to Bring Valid and Bias-Free CPD to Your Environment Lynn Heywood-McLean, Canada A New National CPD Standard: Turning Challenges into Opportunities in Canada Vivianne Vinet, Canada	Portfolios: The Evidence from the Literature Katharine Boursicot, Singapore Portfolios: Connecting Understandings of Learning and Teaching Sandra Kemp, Australia Portfolios: Co-designing with Students Trudie Roberts, United Kingdom Portfolios: Enabled by Tomorrow's Technology Richard Fuller, United Kingdom	Programme Development, Branding and Faculty Recruitment Manjari Lahiri, Singapore Mentorship Lim Tow Keang, Singapore The Ins and Outs of Quality and Safety Scholarship Arpana Vidyarthi, Singapore The Soft Skills Needed in Residency and Beyond Andre Cheah, Singapore	Use of the Coaching Model to Facilitate Learning Anurag Saxena, Canada Elements of Competency-Based Assessment and Best Practices for Workplace-Based Assessment Rani Kanthan, Canada The Role of E-Portfolio in Competency-Based Medical Education (CBME) Kalyani Premkumar, Canada	Rural Community Engaged Medical Education: An Overview of the Research and the Symbiosis Model Koshila Kumar, Australia Rural Community Engaged Medical Education: The Thai Perspective Praphun Somporn, Thailand Rural Community Engaged Medical Education: The Indonesian Experience Nicholas E Handoyo, Indonesia Rural Community Engaged Medical Education: From Asia to Australia Lucie Walters, Australia
	Moderator: Lisa Sullivan, Australia	Sweden	Moderator: Manjari Lahiri, Singapore	Saxena, Canada	Moderator: Doris Young, Singapore

Yong Siew Toh Conservatory of Music					
Seminar Room 1	Seminar Room 3	Seminar Room 4	Seminar Room 6	Seminar Room 8	Celadon Room
Short Communication 26	Short Communication 27				
(9.45am-10.30am)	(9.45am-10.30am)				
,	,				
See 189 - 190 fo	Page r information				
100 100 10					
Judge: Viola Antao,	Judge: Cheng Hsien-An,				
Canada	Taiwan				
Short Communication 16 & 17	Short Communication 18 & 19	Short Communication 20 & 21	Short Communication 22 & 23	Short Communication 24 & 25	
	Con Dr	 			
	See Pa	nge 184 - 189 for info	rmation		
SC16 Judge: Jennifer	SC18 Judge: Derrick Aw	SC20 Judge: Danai Wangsaturaka, Thailand	SC22 Judge: Carmen Wong, Hong Kong S.A.R.	SC24 Judge: Svetlana King, Australia	
Nailes, Philippines	Crien wee amoznore				
Nailes, Philippines SC17 Judge: Ashwini	Chen Wee,Singapore SC19 Judge: Junichi	SC21 Judge: Wendy Hu,	SC23 Judge: Liaw Sok	SC25 Judge: Kyung Hye	

Time	Į	Jniversity Cultural Centre	Yong Siew Toh Conservatory of Music		
	Hall	Theatre	Atrium	Steven Baxter Recital Studio	Orchestra Hall
12.45pm - 2.15pm	Lu	unch - UCC Foyer, L1 and L2	!		
1.00pm - 2.00pm		Feedback with Faculty:			
	Health Professions' Educat	ion Leaders' Toolkit: 'Leaders			
		UCC, Atrium, L1			
1.00pm - 2.00pm	ŀ	lealthcare Team Challenge			
	l	UCC, Function Room 2, L2			
1.00pm - 2.00pm	EPA Im	plementation (by invitation	only)		
		David Taylor, Canada			
		UCC, Theatre, L1			
2.15pm - 3.15pm	Plenary 11				
	Medical Education 5-10				
	Years From Now, Will It Still Be In Universities?				
	Lambert Schuwirth, Australia				
	Chairperson: Ian Curran,				
	Singapore				
3.15pm - 4.45pm	Roundtable Discussion				
	Chen Zhi Xiong, Singapore				
	Faith L Chia, Singapore				
	Lisa Sullivan, Australia				
	Lambert Schuwirth, Australia				
	David Gordon, France				
	Trudie Roberts, United Kingdom				
	Harumi Gomi, Japan				
	Moderators: Poh-Sun Goh, Singapore, and Lawrence Sherman, USA				
4.45pm - 5.00pm	Award Presentation				
5.00pm - 5.15pm	Closing Ceremony				
5.15pm	End of Conference				

VENUE: MD1 - Tahir Foundation Building, Block MD1, NUS Yong Loo Lin School of Medicine, 12 Science Drive 2,

Singapore 117549

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

Singapore 117599

MD11 - Clinical Research Centre (CRC), Block MD11, NUS Yong Loo Lin School of Medicine, 10 Medical Drive,

Singapore 117597

Sunday, 13 January 2019

AM (8.30am - 12.30pm)

Essential Skills in Medical Education (ESME) Course (Session 2)

Ronald M Harden, Matthew C E Gwee, Dujeepa D Samarasekera, Poh-Sun Goh and Tan Chay Hoon

Venue: MD1, MPH 1

AM (9.00am - 12.30pm)

Essential Skills in Medical Education Assessment (ESMEA) Course (Session 2)

Katharine Boursicot, Claire Ann Canning, Richard Fuller, Ian Curran, Sandra Kemp, Charlotte Leanderson and Trudie Roberts

Venue: MD1, MPH 2

Health Professions' Education Leaders' Toolkit: 'Leadership in Threes' (Session 4)

Judy McKimm, Paul Kneath Jones, Kirsty Forrest and Greg Radu

Venue: MD6, 01-02

W3A1: The Zen of Conflict

Timothy P Brigham

Venue: MD1, MPH 3

W3A2: Enabling Educators to Deliver the Authentic Curriculum for 21st Century Learning

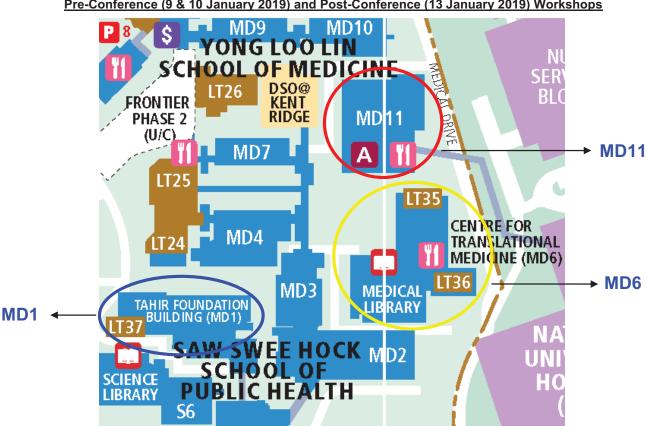
Mahalakshmi Venkatesan Natarajan, Ganesh Babu and Shivasakthy Manivasakan

Venue: MD6, 03-04

W3A4: It's Never Too Early to Introduce Clinical Reasoning: Strategies for Teaching Clinical Reasoning to Pre-Clinical and Early Clinical Medical Students

Suzanne Goh, Sonali Chonkar, Shan Koh Bundgaard and Courtney Davis

Venue: MD6, 01-01B



Pre-Conference (9 & 10 January 2019) and Post-Conference (13 January 2019) Workshops

Main Conference (10, 11 & 12 January 2019)

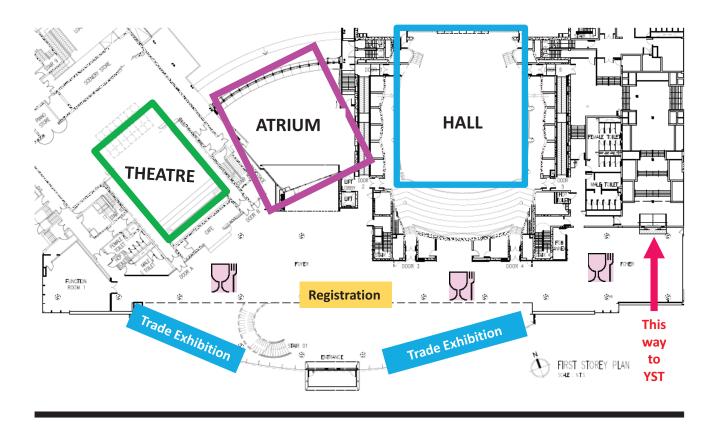


Please note that University Cultural Centre (UCC) and Yong Siew Toh Conservatory of Music (YST) is 3mins walk away.

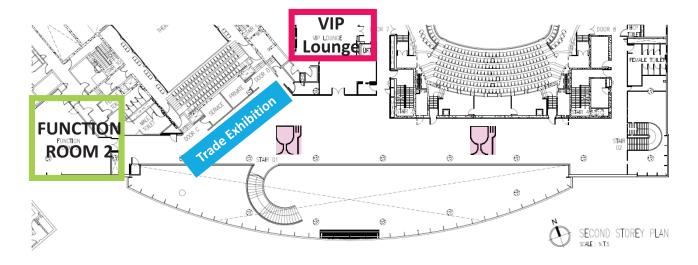
Participants can use the exit next to the UCC museum to walk to YST.

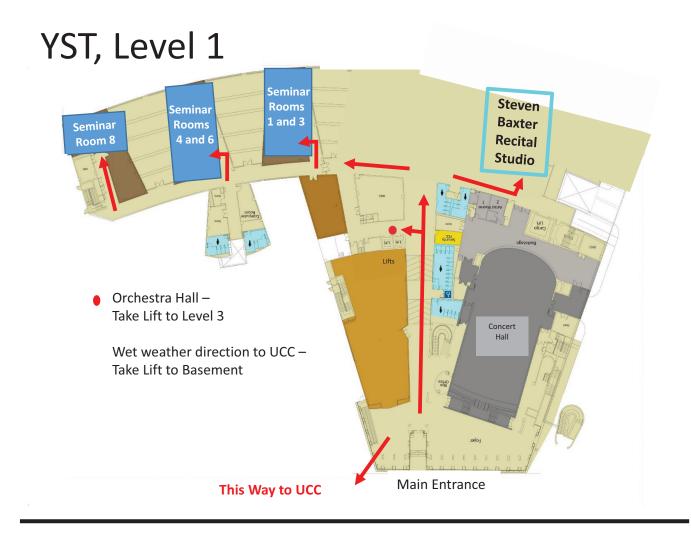
Wet weather direction: Use the exit next to the UCC museum, walk through the carpark and look for Conservatory Building, use the lift to access to YST levels 1 and 3.

UCC, Level 1



UCC, Level 2







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ORGANISING COMMITTEE INTERNATIONAL ADVISORY PANEL

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Prof Ardi Findyartini, Indonesia

Members Prof Ronald M Harden, United Kingdom

Prof Matthew C E Gwee Prof Eric Holmboe, USA

Prof Emily Ang
Prof Indika Karunathilake, Sri Lanka
A/Prof Erle Lim
Prof Young-Mee Lee, South Korea
A/Prof Lau Tang Ching
Prof Judy McKimm, United Kingdom
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Prof Vishna Devi V Nadarajah, Malaysia

A/Prof Tan Chay Hoon Prof Hiroshi Nishigori, Japan

A/Prof Poh-Sun Goh Prof Lambert Schuwirth, Australia
A/Prof Mabel Yap Prof Lawrence Sherman, USA
Ms Koh Sei Keng Prof Yvonne Steinert, Canada

Prof Danai Wangsaturaka, Thailand

Prof Henry Yang, Taiwan

SECRETARIAT Centre for Medical Education (CenMED)

Ms Lee Su Mei Dean's Office

Dr Gominda G Ponnamperuma NUS Yong Loo Lin School of Medicine

Dr Lee Shuh Shing 1E Kent Ridge Road

Ms Emily Loo National University Health System (NUHS)

Ms Lee Ai Lian NUHS Tower Block, Level 11

 Mr Yeo Su Ping
 Singapore 119228

 Ms Neo Hao Zhao
 Tel: 65 6516 2332

 Ms Beatrice Li
 Fax: 65 6872 1454

Ms Kyna Liu Email: apmec@nuhs.edu.sg

Ms Liew Xiao Hui http://medicine.nus.edu.sg/cenmed/apmec16



AMEE - Association for Medical Education in Europe



ACGME-I - Accreditation Council for Graduate Medical Education - International



IAMSE - International Association of Medical Science Educators



WPAME - Western Pacific Association for Medical Education



GAME - Global Alliance for Medical Education



College of Clinician Educators, Academy of Medicine, Singapore

PLENARY SPEAKERS

Timothy P Brigham, USA Lenard Cheng, Singapore Gérard Friedlander, France Harumi Gomi, Japan David Gordon, France Aviad Haramati, USA Ronald M Harden, United Kingdom Hooi Shing Chuan, Singapore Ravindran Jegasothy, Malaysia Dale R Kummerle, USA Kenneth Mak, Singapore Judy McKimm, United Kingdom Elizabeth Nelson, USA Neil Osheroff, USA S R E Sayampanathan, Singapore Lambert Schuwirth, Australia

Tan Choon Kiat Nigel, Singapore

Olle ten Cate. The Netherlands

David Taylor, Canada

Teo Jun Hao, Singapore

Kevin B Weiss, USA

INTERNATIONAL FACULTY

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Kathy Lawrence, Canada

Sa'ad Laws. Qatar

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Mai Mahmoud. Qatar

Shivasakthy Manivasakan, India

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Rita Mustika, Indonesia

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Lisa Sullivan, Australia

Alok **Tiwari**, United Kingdom

Alok Tiwari, Orited Kingdom

Tran Diep Tuan, Vietnam

Ivana **Uzelac**, Australia

Leigh ${\bf van} \ {\bf Wyk},$ United Kingdom

Jo Varney, United Kingdom

Mahalakshmi **Venkatesan Natarajan**, India

Daniëlle Verstegen, The Netherlands

Vivianne Vinet, Canada

Anna Vnuk, Australia

Magda Ahmed Wagdy, Qatar

Lucie Walters, Australia

Michael Wan, Australia

Danai Wangsaturaka, Thailand

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Claire Ann Canning

Chan Yiong Huak

Andre Cheah
Chen Fun Gee

Chen Zhi Xiong

Nicholas Chew Wuen Ming

Microias Chew Wden Willig

Bernissa Chia
Faith L Chia
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Chong Choon Seng

Sonali Chonkar

Chui Wai Keung Ian Curran

Courtney **Davis**

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Poh-Sun **Goh**

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Calvin **Ho**

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Shan **Koh Bundgaard** Yanika **Kowitlawakul**

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Lee Sin Yi

Lim Boon Leng

Lawrence Lim

Ruth Lim

Lim Teik Chung Michael

Lim Tow Keang

Lim Wee Shiong

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Nicola Ngiam

Shirley Ooi Beng Suat

Poh Chee Lien

Gominda G Ponnamperuma

Dujeepa D Samarasekera

See Kay Choong

Seow Choon Sheong

Soh Jian Yi

Maleena Suppiah Cavert

Tai Yuen Ling Esther

Tan Chay Hoon

Clement Woon-Teck Tan

Kevin **Tan**

Tan Rou An

Winnie Teo

Teoh Chia Meng

⊤ Thirumoorthy

Arpana Vidyarthi

Wong Teck Yee

Celestial Yap Suen Mei

Mabel Yap

Yip Chee Chew

Doris Young

PLENARY SPEAKERS



Timothy P **Brigham**Chief of Staff and Senior Vice President, ACGME, USA

Timothy P. Brigham, MDiv, PhD, is the Chief of Staff and Senior Vice-President, Department of Education at the ACGME. Dr. Brigham's responsibilities, as Head of the Department of Education, include the ACGME's Annual Educational Conference and the development of new educational programmes for the ACGME. Prior to joining the ACGME in 2008, Dr. Brigham served since 1989 in several capacities at Jefferson Medical College, including Associate Dean for Graduate Medical Education and continuing medical education and, most recently, as Senior Associate Dean for Organisational Development and Chief of Staff and

Associate Professor of medicine. Dr. Brigham has been involved in physician faculty development, resident education and chief resident and programme director development. He is widely sought after as a teacher, speaker, group facilitator, and consultant in a variety of areas including resident stress and well-being; chief resident, programme director and chairperson leadership development; medical student, resident and faculty teaching development; and group and team organisational development. Dr. Brigham holds a PhD in psychological studies in education from Temple University, a master's degree in counselling and human relations from Villanova University, and a master's of divinity from Palmer Theological Seminary.



Lenard **Cheng**Chief Resident, Emergency Medicine Residency, National University Hospital, National University Health System, Singapore

Dr. Lenard Cheng is the Chief Resident of the National University Health System's Emergency Medicine Residency. He has a personal interest in education, facilitating the learning of postgraduates in the department in case discussions and procedures, as well as mentoring undergraduate students from Yong Loo Lin School of Medicine and overseas partnering institutions. As Senior Resident, he is part of the

department's Residents-As-Teachers programme. Outside the department, he invests his time in education with the Centre for Healthcare Simulation as an instructor for the Advanced Cardiac Life Support course.



Gérard **Friedlander** Dean, Paris Descartes University Medical School, France

Professor of Physiology at Paris Descartes University School of Medicine, Head of the Department of Physiology at Georges Pompidou Hospital, and Team Leader of the lab "Cellular homeostasis and signaling in liver and kidney pathophysiology" at Institut Necker Enfants Malades, Paris, France. He is Dean of Paris Descartes University School of Medicine. He focused his experimental and clinical research on renal physiology and pathophysiology, water and mineral metabolism, calcium and phosphate homeostasis,

chronic kidney diseases, and on the links between ageing, metabolism and homeostasis. The links between clinical practice, clinical investigation, experimental and translational research and medical education is a field of his interest and expertise.



Harumi **Gomi**Professor, Office of Medical Education, International University of Health and Welfare, School of Medicine, Japan

Dr. Harumi Gomi graduated from Okayama University Medical School, Japan. She completed her residency in internal medicine at Beth Israel Medical Center in New York, and fellowship in infectious diseases at the University of Texas-Houston. She obtained her master's degree in public health (MPH) from Johns Hopkins Bloomberg School of Public Health, and master's degree in health professions education (MHPE)

from Maastricht University. She served as Assistant Professor at Southern Illinois University School of Medicine in the United States, Associate Professor of Medicine at Jichi Medical University, and Professor of Medicine, University of Tsukuba in Japan.



David **Gordon**President, World Federation for Medical Education, France

Professor David Gordon has been President of the World Federation for Medical Education (WFME) since 2015. After qualifying from the University of Cambridge, Professor Gordon held research, academic and clinical appointments in Leicester, Cambridge and London. He was on the staff of the Wellcome Trust, then Dean of the medical faculty in Manchester, President of the Association of Medical Schools in Europe and Chair of the Council of Heads of Medical Schools in the UK. He left Manchester in 2007

to join WFME, then based in Copenhagen, Denmark and now in Ferney-Voltaire, France, near Geneva.

INTERNATIONAL AND LOCAL FACULTY



Aviad **Haramati** Professor, Georgetown University School of Medicine, USA

Aviad "Adi" Haramati, PhD, is an award-winning physiologist and medical educator. He is Professor of Integrative Physiology, Founding Director of the Center for Innovation and Leadership in Education (CENTILE), and co-director of the CAM Graduate Programme at Georgetown University Medical Center. He received a PhD in Physiology (University of Cincinnati) and came to Georgetown after 5 years at Mayo Clinic. His research interests addressed renal and electrolyte homeostasis, but now focus on medical

education. Dr. Haramati has advocated that mindful practices be integrated into the medical curriculum. He has been a visiting professor at over 100 medical schools worldwide.



Ronald M Harden

Professor of Medical Education (Emeritus), University of Dundee; and General Secretary and Treasurer Association for Medical Education in Europe (AMEE), United Kingdom

Professor Ronald Harden graduated from medical school in Glasgow, UK. He completed training and practised as an endocrinologist before moving to full time medical education. He is Professor of Medical Education (Emeritus) University of Dundee, Editor of Medical Teacher and General Secretary and Treasurer of the Association for Medical Education in Europe (AMEE). Professor Harden was formerly Teaching

Dean and Director of the Centre for Medical Education at the University of Dundee.

He is committed to developing new approaches to curriculum planning, assessment and to teaching and learning. Ideas which he has pioneered include the Objective Structured Clinical Examination (OSCE) which has been universally adopted as a standard approach to assessment of clinical competence, the spiral curriculum and the SPICES model for curriculum planning and models for outcome-based education. He has published more than 400 papers in leading journals. He is co-editor of A Practical Guide for Medical Teachers and the Routledge International Handbook of Medical Education and author of Essential Skills for a Medical Teacher and The Definitive Guide to the OSCE. His contributions to excellence in medical education have attracted numerous awards including the Karolinska Institutet Prize for Research in Medical Education. He was awarded by the Queen the OBE for his services to medical education.



Hooi Shing Chuan

Professor, Chair, Medical Sciences Cluster, Yong Loo Lin School of Medicine, National University of Singapore, National University Health System, Singapore

Professor Hooi Shing Chuan graduated with MBBS degrees from the National University of Singapore in 1983 and obtained his PhD from Harvard University in 1992. He joined the Department of Physiology, National University of Singapore in 1985 and was Head of Department from 2000-2008. He was the Vice Dean (Education) in the Yong Loo Lin School of Medicine from 2010-2017. He is inaugural Chair of the

Medical Sciences Cluster, Yong Loo Lin School of Medicine, formed in 2018. He has been teaching Physiology to Medical and Allied Health students over the past 25 years. He has received many teaching awards at Faculty and University levels, including the NUS Outstanding Educator Award in 2012.



Ravindran Jegasothy

Dean, Faculty of Medicine & Biomedical Sciences, MAHSA University, Malaysia

Professor Dato' Dr Ravindran Jegasothy graduated with the MBBS from the University of Malaya and is a Fellow of the Royal College of O&G, London. He has the Masters in O&G from the National University of Singapore and is a Fellow of the Academy of Medicine of Malaysia as well as the Indian Academy of Medical Sciences. He was awarded the Fellowship of the Academy of Science, Malaysia recently. He received the Distinguished Community Service Award by the International Federation of Gynaecology

and Obstetrics (FIGO) for his work in the reduction of maternal mortality. He has served as a WHO consultant in reproductive health on many occasions.



Dale R Kummerle

President, Global Alliance for Medical Education (GAME), Director, Global Medical Education, Bristol-Myers Squibb (BMS) Company, USA

Dr. Dale Kummerle, a Pharmacist, currently leads the Independent Medical Education Department for Bristol-Myers Squibb (BMS). He has been involved in education his entire career, starting as a University Assistant Professor, to his 14 years in educating healthcare professionals and patients as a BMS Medical Science Liaison, working in the US and Europe. Dale has lectured internationally, including North America,

Europe, China, and Japan, speaking at the EU CME Forum, Association of Medical Education in Europe (AMEE), the Alliance for Continuing Education of Healthcare Professionals and the Global Alliance for Medical Education (GAME). He is the current President for GAME.



Kenneth Mak

Deputy Director, Medical Services (Health Services Group), Ministry of Health, Singapore

Associate Professor Kenneth Mak is Deputy Director Medical Services (Health Services Group), Ministry of Health, Singapore. He oversees the provision of health services in the primary care, community care and hospital settings, including mental health services. He co-led the Corporate Planning Team within MOH in 2015, looking at transforming the models of healthcare in Singapore, which provided the key themes which have been subsumed into Singapore's long-term healthcare care model transformation strategy. Dr Mak

works closely with the Regional Health Systems and the Agency for Integrated Care on care integration initiatives in Singapore. Dr Mak also leads the Diabetes Programme Office within MOH, which supports Singapore's national efforts to control diabetes.



Judy McKimm

Director of Strategic Educational Development and Professor of Medical Education, Swansea University Medical School, Wales, United Kingdom

Judy initially trained as a nurse, with an academic background in social and health sciences, education and management. She has led curriculum development, implementation and accreditation of undergraduate medical and postgraduate programmes. She has worked on over sixty international health workforce, reconstruction and education reform projects, is Programme Director for the Leadership Masters at

Swansea and Director of ASME's and AMEE's international Educational Leadership programmes. She publishes widely on medical education and leadership and runs health professions' leadership and education courses and workshops internationally. Her most recent book is Medical Education at a Glance (with Jill Thistlethwaite and Kirsty Forrest).



Elizabeth Nelson

Associate Dean of Undergraduate Medical Education, Dell Medical School, The University of Texas, Austin, USA

Dr. Nelson is an internist and the Associate Dean of Undergraduate Medical Education at Dell Medical School (DMS). DMS is a new medical school with a strong focus on innovation and leadership. In her role, Dr. Nelson is developing and implementing a new four-year curriculum to educate leaders who can transform healthcare. Dr. Nelson graduated from Rice University. Baylor College of Medicine and completed

her internal medicine residency at the University of California San Francisco. She is extremely active within the AAMC and the AMA. She is the Principle Investigator for an AMA Change MedEd consortium grant.

INTERNATIONAL AND LOCAL FACULTY



Neil Osheroff

Professor of Biochemistry and Medicine, John G. Coniglio Chair in Biochemistry, Director, Academy for Excellence in Education, Vanderbilt University School of Medicine; Treasurer, International Association of Medical Science Educators, USA

Neil Osheroff, PhD, received his doctoral degree in Biochemistry and Molecular Biology from Northwestern University and was a Helen Hay Whitney Foundation Fellow at the Stanford University School of Medicine. He currently is Professor of Biochemistry and Medicine at the Vanderbilt University School of Medicine and

holds the John G. Coniglio Chair in Biochemistry. In addition to directing his research laboratory, he is committed to educating the next generation of health professionals and is very interested in curricular design and integration, assessment, and the professional development of medical science educators. He has been a course director in the School of Medicine since 1990 and was one of four faculty members who were tasked with developing and implementing the highly integrated pre-clerkship phase of the medical curriculum as part of a major revision in 2013. He currently serves as one of the two co-leaders of the pre-clerkship phase and chairs the phase's teaching team. As part of his curricular leadership responsibilities, he helped to implement a successful competency-based assessment programme. Beyond his roles in the pre-clerkship phase, he directs the School of Medicine Academy for Excellence in Education. He also chairs the School of Medicine Master Science Teachers and is leading them in their efforts to incorporate foundational sciences into the clinical years.

At the international level, he is a Past-President of the Association of Biochemistry Educators and currently serves as the Treasurer and Executive member of the Board of Directors of the International Association of Medical Science Educators. He has received awards for mentoring, teaching, curricular design, educational service and leadership, and for promoting affirmative action and diversity. He has published over 250 scientific and educational papers.



S R E **Sayampanathan** Master, Academy of Medicine, Singapore

Selan SAYAMPANATHAN, MB,BS 1982, FRCS 1990. He is an orthopaedic surgeon with previous training in UK and Germany. He has been active with professional bodies since 2004. He served as President of the College of Surgeons, Singapore from 2011-2013 and was elected as Master, Academy of Medicine, Singapore from 2016-2020. He is active with grassroots and was awarded the "PBM" by the President of Singapore in 2009. He has been active with the St John Singapore for 45 years, and he is presently

Director of the St John Association Singapore. He was awarded the 'Serving Brother of St John' in 2011 and the 'Officer of St John' in 2015 by Queen Elizabeth II. In his free time, he enjoys being with his wife and 3 children.



Lambert Schuwirth

Director, Prideaux Centre for Research in Health Professions Education, Flinders University College of Medicine and Public Health, Adelaide, Australia, Professor, Innovative Assessment Maastricht University, The Netherlands, Professor of Medical Education, Chang Gung University, Taiwan, Professor of Medicine (education), Uniformed Services University for the Health Sciences, Bethesda, Australia

Lambert Schuwirth obtained his MD from Maastricht University. In 1991, he joined the Department of Educational Development and Research there, taking up various roles in student assessment: Chairman of the Inter-university and the Local Progress Test Review Committee, the OSCE Review Committee and the Case-based Testing Committee. Since the early 2000s, he has been Chair of the overall Taskforce on Assessment. He has been advisor on assessment to medical colleges in the Netherlands and the UK. In 2010, he chaired an international consensus group on educational research, the results of which were published in Medical Teacher. Since 2007, he has been a full-professor for Innovative Assessment at Maastricht University – currently as Adjunct. In 2011, he was made a Strategic Professor for Medical Education at Flinders University in Adelaide, Australia and is also the Director of the Flinders University Prideaux Centre for Research in Health Professions Education.



Tan Choon Kiat Nigel Senior Consultant, Department of Neurology; Deputy Group Director Education (Undergraduate), Singapore Health Services, Singapore

Dr Nigel Tan is currently a senior consultant with the Department of Neurology at the National Neuroscience Institute (NNI), Singapore. Dr Tan received his MBBS from the National University of Singapore, Faculty of Medicine, in 1993. His basic training in Internal Medicine was done in Singapore, and his advanced training in Neurology at NNI-TTSH. His fellowship training in epilepsy was with Prof Samuel Berkovic in

Melbourne, Australia. In the clinical arena, Dr Tan is a neurologist with an interest in epilepsy and epilepsy genetics.

In the area of health professions education, Dr Tan was previously Education Director, NNI, and Vice Chair (Education) of the Neuroscience Academic Clinical Programme, overseeing health professions education within NNI. He graduated with a Masters

in Health Professions Education (MHPEd) from the MGH Institute of Health Professions in 2013. He is currently Deputy Group Director Education (Undergraduate) for Singapore Health Services (Singhealth), overseeing pre-professional education across medical, nursing and allied health across Singhealth. He is also directly involved in undergraduate and postgraduate teaching with all 3 medical schools in Singapore, and with internal medicine and neurology residency programmes. At the national level, he also serves on the Neurology Residency Advisory Committee as the Chair of the Examination Committee.

Internationally, Dr Tan is a member of the Genetics Literacy and also the Epilepsiome Task Forces of the International League Against Epilepsy. His research interests cover both neurology and education. His current neurology research interests focus on improving Genetic Literacy in epileptologists and neurologists, co-editing the Genetic Literacy series in Epileptic Disorders with Dr Daniel Lowenstein. In education, his research focuses on the use of team-based learning for neurology, assessing clinical reasoning, and the use of test-enhanced learning.



David Taylor

Associate Professor of Medicine, Associate Head of Medicine, Academic Internal Medicine Residency Programme Director Queen's University Kingston, Ontario, Canada

David Taylor is a general internist who trained at Columbia University College of Physicians and Surgeons and UCLA Medical Centre prior to joining the Department of Medicine at Queen's University in Canada. He serves in various education roles including Internal Medicine residency programme director. He completed the Master's in Health Professions Education programme at the University of Illinois, Chicago focusing on developing and

implementing entrustable professional activities in residency training. He helped develop the EPAs for undergraduate medical education in Canada. Additionally, he helped lead EPA development for Internal Medicine at the Royal College of Physicians and Surgeons of Canada.



Olle ten Cate

Senior Scientist in Health Professions Education, University Medical Center Utrecht, The Netherlands

Olle ten Cate, PhD attended medical school at the University of Amsterdam and has served medical education since 1980. In 1986 he completed a PhD dissertation on peer teaching in medical education. Until 1999 he was closely involved with all of the UVA's major preclinical and clinical curriculum reforms, education research, programme evaluation and educational development. In 1999 he was appointed full Professor of Medical Education at Utrecht University, the Netherlands, and UME programme director of at University Medical Center

Utrecht. He was founder and director of the Center for Research and Development of Education at UMCU (2005-2017). His interests include curriculum development, peer teaching, competency-based medical education, and many other HPE topics. 2006-2012 he chaired the Netherlands Association for Medical Education (NVMO). In 2012 was appointed adjunct professor of medicine at the University of California, San Francisco, next to his work in Utrecht. He publishes extensively in the HPE literature, supervises many doctoral students in HPE research and received numerous international invitations to speak. He serves on HPE editorial boards and is a Fellow of AMEE. He received the NBME John P. Hubbard Award (2017), the NVMO Han Moll Penning life-time award for services to HPE development and research (2017), and the lan R. Hart Award for innovation in medical education (2018).



Teo Jun Hao President, 70th NUS Medical Society, Singapore

Jun Hao is a fourth-year NUS Medical student, and President of the 70th NUS Medical Society. As a student himself, he is well-acquainted with the challenges medical students today face, and firmly believes in the impact our pedagogies have on our future doctors-to-be. He is immensely thankful to have been part of NUS Medicine's newest educational methodologies, and has actively given back to his juniors through a range of mentorship initiatives. Last year, he also served as the Medical Society's Community

Service Director, where he spearheaded our first ever Motivational Interviewing Workshop for preclinical students involved in health screening projects.



Kevin B **Weiss** Senior Vice President, Institutional Accreditation, ACGME, USA

Dr. Weiss is the Senior Vice President, Institutional Accreditation at the Accreditation Council for Graduate Medical Education (ACGME). In his role he is responsible for the Clinical Learning Environment Review (CLER) Programme, including serving as Co-Chair for the CLER Evaluation Committee, and he oversees the institutional accreditation review process. Dr. Weiss came to the ACGME from the American Board of Medical Specialties (ABMS), where from 2007 to 2012 he served as President and CEO. Under Dr. Weiss'

leadership, ABMS-International was established, with its first international collaboration in Singapore.

Dr. Weiss has devoted his medical career to issues of health care quality, equity and access to care, and enhancing training experiences for physicians and other providers in health care improvement. Since the 1990s, Dr. Weiss has conducted US and

international epidemiological and health services research projects related to guideline implementation, chronic care management, outcomes measurement, quality improvement, and health care equity. Dr. Weiss served as a member of the Board of Regents for the American College of Physicians, and as a member of the Board of Directors for both ABMS and the Educational Commission for Foreign Medical Graduates. Dr. Weiss completed his clinical training in internal medicine at Cook County Hospital in Chicago. He has a Master's degree in public health from the University of Illinois School of Public Health and a Master's degree in health services administration from Harvard University School of Public Health. He completed his post-doctoral fellowship in epidemiology at the Centers for Disease Control's National Center for Health Statistics. Dr. Weiss is certified in internal medicine by the American Board of Internal Medicine (ABIM). He also serves as a Professor of Medicine at the Feinberg School of Medicine at Northwestern University.

INTERNATIONAL FACULTY



Hatim **Abdulrahman** Senior Consultant Pediatrician, Hamad Medical Corporation, Qatar

I am a Senior Paediatric Gastroenterologist, holding a Master in Medical Education and I am interested in the field of postgraduate medical education together with my clinical commitments. I have special interest in the area of research in medical education. I graduated from Khartoum University, Sudan, got the Arab Board of Paediatrics, MRCP and FRCPCH, UK and the JMHPE.



Eman A Rahman Senan **Al Maslamani**Paediatric Infectious Diseases Senior Attending, SIDRA Medicine/HMC, Qatar

Dr. Eman A.Rahman Senan Al Maslamani is a Paediatric Infectious Diseases Senior Attending Physician at SIDRA Medicine, Doha, State of Qatar. She is an Assistant Professor of Clinical Paediatrics at Weill Cornell Medical College-Qatar and the Programme Director both for the Transitional Year Residency and Paediatric Infectious Diseases Fellowship Programme. She has been appointed as an Assistant Programme Director of Paediatric Residency Programme and Chairs its Assessment Committee, represents Qatar and an examiner of the Arab

Board of Health Specialisations. In 1995, Dr. Eman obtained her medical degree from Arabian Gulf University, Bahrain. She completed her Paediatric Residency Training in 2001 and Paediatric Infectious Diseases Fellowship Training at Hamad Medical Corporation. As a practitioner, Dr. Eman enhances health of infants, children, and adolescents by promoting excellence in the diagnosis, management, and prevention of infectious diseases through clinical care, education, research, and advocacy. She has been also a recipient of various awards and citations, published and presented several researches and other scholarly activities both locally and internationally.



Ahmed **Alhammadi**Attending Paediatrician, Associate Programme Director of Paediatrics Residency Training Programme, Sidra Medicine – Qatar, Qatar

Chief, Division of General Academic Paediatric at Hamad Medical Corporation – Qatar and Sidra Medicine – Qatar. Associate Programme Director of Paediatric Residency Programme, Assistant Professor of Paediatrics – Weill-Cornell Medical College – Qatar (WCM-Q). Dr. Alhammadi completed his Paediatrics Residency Training at British Colombia Children Hospital (BCCH) Vancouver – Canada, and a General Academic

Paediatrics fellowship at the Hospital for Sick Children-Toronto – Canada; Dr. Alhammadi areas of interest are medical education, faculty and professional development and cultural competency. He is the co-founder of the Professionalism Course and Workshops conducted at HMC-Qatar. He is involved and has led several medical education workshops locally, nationally and internationally. Dr. Alhammadi, Director of the new multidisciplinary programme in Qatar caring for children with technology-dependent and medically complex conditions (Paediatrics Complex Care Programme) which offer coordinated care that spans the inpatient and outpatient divide. Dr. Alhammadi was appointed to the examination board of the paediatrics Arab Board in 2011; He is a member of American Academy of Pediatrics and Canadian Pediatrics Society. Dr. Alhammadi has published over 25 articles in peer reviewed journals.



Krista **Allbee**Vice President, International Programmes, American Board of Medical Specialties, USA

Krista Allbee is Vice President, International Programmes. In this position, she provides leadership and guidance to ABMS and the ABMS Member Boards in supporting growth and building international certification programmes and enhancing domestic certification services. Ms. Allbee's previous experience includes 10 years with the National Board of Medical Examiners (NBME), where she most recently served as Director of Test Development for Client Programmes. She was also Managing Editor of the United

States Medical Licensing Exam Step 2. Ms. Allbee has co-authored articles that have appeared in medical journals including Academic Medicine and the American Journal of Gynaecology and Obstetrics. She received her Bachelor of Arts degree in Sociology and Political Science from the University of Vermont.



Jenny **Anawati**

Vice President, International Centre for Professional Development in Health and Medicine, Canada

Jenny Anawati has more than 30 years of experience managing operational teams and building client relationships in the field of medical education. She specialises in strategising multifaceted, complex projects on a global scale that involve multiple stakeholders and the alignment of various accreditation standards in Europe, USA, and Canada. Jenny guides the development of professional education programmes to ensure useful and valuable outcomes for both healthcare professionals and patients.



Ganesh Babu

Professor, Mahatma Gandhi Medical College and Research Institute, India

General Surgeon by training, educator by passion describes me. My journey into medical education began with basic medical education. As Curriculum Coordinator, I am into Curricular Planning and scheduling for effective engagement of 250 students. My special areas of interest include OSCEs as a learning tool and Development of competency based medical education. I have completed Postgraduate Diploma in Medical Education and perusing MPhil in Medical Education



Chinthaka Balasooriya

Director of Medical Education Development, School of Public Health and Community Medicine, University of New South Wales, Australia

Dr. Chinthaka Balasooriya is an inspirational medical educator who has excelled in educational practice and research. He has a background in Medicine and a PhD in Medical Education. Chinthaka's expertise has been recognised at the highest levels in Australia. He has received the UNSW Medicine Teaching Excellence Award, the UNSW Vice-Chancellors Award for Teaching Excellence and an Australian

Learning and Teaching Council Citation. He is a Fellow of the prestigious Scientia Education Academy and a Fellow of the Australian and New Zealand Association for Health Professional Education (ANZAHPE). He has a wide range of international experience. Dr. Balasooriya is the President of the Australian and New Zealand Association for Health Professional Educators (ANZAHPE).



Jo **Bishop**

Associate Dean, Student Affairs and Service Quality, Faculty of Health Sciences and Medicine, Bond University, Australia

I am one of the four named Associate Deans for the Faculty of Health Sciences and Medicine (HSM). The area that I look after is Student Affairs and Service Quality (SASQ), which means I have the privilege of meeting potential students before they arrive at Bond, again during orientation, during times of success at awards evenings/graduation and as alumni when they return to mentor and give

advice. Unfortunately, sometimes life events can come and disrupt our harmony; however, the SASQ team and I work with all Heads of Programme to ensure that all students are supported where needed and encouraged to reach their potential. At SASQ, we provide a confidential, personalised support service to ensure students feel safe and listened to. Offering support to students is our number one priority. The current stats around mental health are daunting but together we can support our own wellbeing and those around us to live fulfilled lives. I am also the curriculum lead for the Bond University Medical Programme, we offer students opportunities to bring to life their ambitions to become outstanding practitioners, thinkers and leaders, well equipped to deliver evidenced-based, patient centred health care that meets the needs of a diverse community.



Kathy Chappell Senior Vice President, American Nurses Credentialing Center, USA

Dr. Chappell is SVP, Accreditation, Certification, Measurement, Quality, and the Institute for Credentialing Research. She is responsible for certification of registered nurses and advanced practice registered nurses; accreditation of organisations that provide continuing nursing education and interprofessional continuing education; and accreditation of residency and fellowship programmes for nurses. She directs the Institute for Credentialing Research and the quality management department. She holds a Baccalaureate in Nursing with distinction, a Masters of Science in Advanced Clinical Nursing, and a Doctorate in Nursing. She is

a Fellow in the American Academy of Nursing and a Distinguished Scholar and Fellow in the National Academies of Practice.



Fremen Chihchen Chou Director, Center for Faculty Development, China Medical University Hospital, Taiwan

Dr. Fremen Chihchen Chou is a clinician-educator focusing on e-learning, medical simulation, interprofessional education and Competency-Based Medical Education (CBME). He is Assistant Professor of Medical Education at China Medical University (CMU) and also Director of Center for Faculty Development in the University Hospital. Dr. Chou received his M.D. in 2001 from CMU and is currently a PhD candidate in e-learning and science education, National Taiwan University of Science and Technology. As the founder and chair of the Task Force of CBME at Taiwan Society of Emergency Medicine (TSEM), he

has initiated a series of works based on the concept and strategy of "glocalisation" to carry out CBME for emergency physician training in Taiwan since 2011. Through introduction, validation, pilot and implementation stage in the past 7 years, CBME in TSEM has become a role model in the national movement of medical education reform.



Ashwini de Abrew Lecturer, Department of Medical Education, Faculty of Medicine, University of Colombo, Sri Lanka

Ashwini de Abrew is a Lecturer at the Department of Medical Education, Faculty of Medicine, University of Colombo, Sri Lanka. She is keenly interested in curriculum development, staff development, technologybased learning and student mentorship. She has been involved in developing strategies to incorporate simulation at different stages of the medical curriculum. As a young researcher, she has been recognised by the Asia Pacific Academic Consortium for Public Health (APACPH) for the young researcher travel award, and by the National Institute of Health, USA as a trainee of the ASCEND programme.



Peter GM de Jong Editor-in-Chief, International Association of Medical Science Educators (IAMSE), The Netherlands

Peter de Jong is a staff adviser and Assistant Professor in the field of Technology Enhanced Learning at the Leiden University Medical Center in the Netherlands. In this position at the Center for Innovation in Medical Education, he has been managing several major programmes within Medical School in the field of development, application and evaluation of educational technologies. He is also involved in the educational research programme of LUMC. Peter has a Master degree in Medical Technology from Eindhoven University and a PhD in Biophysics/Physiology from Maastricht University. He has been a

member of the Board of Directors and Executive Committee of the Netherlands Association for Medical Education (NVMO), he has been Chair of their national Special Interest Group on E-learning in Medicine and he chaired the 2000 NVMO Annual Meeting. Since 2007, Peter is involved in the International Association of Medical Science Educators (IAMSE), an international organisation with a focus on advancing medical education through faculty development while ensuring that the teaching and learning of medicine continues to be firmly grounded in science. He has served the organisation as Board member and Vice President and in 2009 as Programme Chair and Site Host for the first IAMSE Annual Meeting outside North America. Currently he holds the position of Editor-in-Chief of Medical Science Educator, the online journal of IAMSE.



Nicole M **Deming** Assistant Dean for Faculty Affairs and Human Resources, Assistant Professor of Bioethics, Case Western Reserve University School of Medicine, USA

Nicole Marie Deming is faculty in the Department of Bioethics and serves as Assistant Dean for Faculty Affairs and Human Resources at Case Western Reserve University School of Medicine. She received her BA in Biology and Philosophy, with honors, at St. Mary's College of Maryland, her MA in Medical History and Ethics from the University of Washington School of Medicine in Seattle, and her JD, with honors, from Case Western Reserve University School of Law and earned concentrations in both International Law and Health Law. Nicole's current research focuses on research ethics and medical education.



Bonny L **Dickinson**

Professor and Vice Chair Biomedical Sciences, Western Michigan University School of Medicine, USA

Dr. Dickinson is Professor and Vice-Chair of Biomedical Sciences at the Western Michigan University School of Medicine (WMed). Prior to her employment at WMed she served as Associate Professor at the West Virginia School of Osteopathic Medicine (2010-2013) and as Assistant Professor at the Louisiana State University Health Sciences Center (2004-2010). Dr. Dickinson is a Harvard-Macy Fellow and is currently completing a Master of Science programme in health professions education at the Massachusetts General Hospital Institute of Health Professions.



Erik Driessen

Department Chair/Editor in Chief, Department of Educational Development and Research, Faculty of Health, Medicine and Life Sciences, Maastricht University, The Netherlands

Erik Driessen is Professor in Medical Education and Chair of the Department of Educational in topics such as learning and assessment in the workplace and education across different cultures. At the Faculty of Health, Medicine and Life Sciences of Maastricht University is where he development and research. He is the Editor in Chief for the Journal Perspectives on Medical Education. Driessen's interest has published more than 100 peer-reviewed manuscripts and book chapters. In 2016, he was appointed an Honorary

Fellow of the Academy of Medical Educators in the United Kingdom. And since 2017 he is an Adjunct Professor of Medicine at the School of Medicine of the Uniformed Services, United States of America.



Pete Filis

Emeritus Professor, University of Otago, Wellington, New Zealand

Pete Ellis retired as Professor of Psychological Medicine and Associate Dean, Medical Education from the University of Otago, Wellington, and Associate Dean, Advanced Learning in Medicine, University of Otago, in 2018. During his career he was closely involved with postgraduate training in psychiatry, and with undergraduate medical education, serving on the Education Committee of the Medical Council of New Zealand and the Medical School Accreditation Committee of the Australian Medical Council. He is

currently Vice President of the Western Pacific Association for Medical Education.



Estivana **Felaza**University of Indonesia, Indonesia

Estivana graduated from Faculty of Medicine, Universitas Indonesia (UI) in 2004. After 2 years of working as a Medical Doctor in a Rural Community Health Centre, she returned to UI and was introduced to Medical Education Department. Later, she studied medical education and earned her master degree from UI in 2011. She is now responsible for teaching undergraduate and postgraduate students, and involves in faculty development programmes



Ardi **Findyartini**

Senior Lecturer in Medical Education, Department of Medical Education, Faculty of Medicine, Universitas Indonesia, Indonesia

Ardi Findyartini is a Medical Doctor graduated from Faculty of Medicine Universitas Indonesia (FMUI) in 2002. Her interest in high quality medical education process encouraged her to complete a doctoral programme in Melbourne Medical School Faculty of Medicine, Dentistry and Health Sciences, The University of Melbourne in 2012. The highlight of her thesis on how clinical reasoning is taught and

learned in Australia and Indonesia motivates her to learn further on how best practices in medical education can be implemented contextually. She is currently the Head of Department of Medical Education, Head of Medical Education Unit at the Faculty of Medicine Universitas Indonesia. She has been teaching in undergraduate and postgraduate programme in medical education and mentoring students and graduates interested in medical education. With her team, she's been very active in conducting workshops for faculty development in undergraduate and postgraduate medical education within the FMUI and in other institutions in Indonesia for the past 10 years, and is a nominated panel member for ASPIRE excellence in faculty development since 2014. She authored and co-authored several international publications in peer reviewed journals and conferences. She's also been involved as the reviewer of national and international medical education journals. Her research area of interest includes clinical reasoning and clinical teaching, curriculum development in undergraduate and postgraduate medical education, assessment, interprofessional education and socio-cultural factors underpinning approaches in medical and health professions education.



Kirsty **Forrest**Dean of Medicine, Professor of Medical Education, Faculty of Health Sciences and Medicine, Bond University, Australia

Kirsty moved to Bond University in August 2016 to be Deputy Dean of Medicine and was appointed Dean of Medicine in January 2018. Prior to this Kirsty was Director of Medical Education and Associate Dean, Learning and Teaching at Macquarie University. She works clinically as a consultant Anaesthetist at Gold Coast University Hospital. Kirsty has been involved in medical educational research for 15 years. She is co-author and editor of a number of best-selling medical textbooks including 'Understanding Medical

Education: evidence, Theory and Practice', 'Medical Education at a Glance' and 'Essential Simulation in Clinical Education'.



Richard **Fuller**Director, Medical Education Programmes, Leeds Institute of Medical Education, University of Leeds, United Kingdom

Richard Fuller is a Consultant Geriatrician/Stroke Physician and Director of Medical Education Programmes at Leeds Institute of Medical Education. He is responsible for directing the MBChB degree programme, generating exciting new initiatives in curriculum design, mobile technology, assessment and personalised learning.

His main research interests focus on assessment, and he leads the Institute's Assessment Research Group. His current research focuses on the 'personalisation' of assessment, to support individual learner journeys. This is underpinned by work from the group focusing on the application of intelligent assessment design in campus and workplace-based assessment formats, assessor behaviours, mobile technology delivered assessment and the impact of sequential testing methodologies.

He publishes and speaks regularly at leading international medical education conferences and is a faculty member at a number of leading global assessment courses. He holds a number of national/UK advisory roles, including acting as an assessment expert for the General Medical Council - and undertakes a range of advisory and developmental work in relation to curriculum, senior faculty development and assessment for a number of international institutions.



David **Game**Digital Product Director, Education, Elsevier, Elsevier Ltd, United Kingdom

David has spent the last sixteen years in digital product development and management in the higher education sector. Prior to working at Elsevier, David managed the Mastering platform, an innovative adaptive higher education science learning and assessment platform. He also took part in Elsevier Hacks hackathon and subsequent 12-week incubation programme as a product development mentor, guiding the participants and helping them to refine and develop their ideas.



Nicholas E **Handoyo** Senior Lecturer, University of Nusa Cendana Medical School, Curtin University, Indonesia

Nicholas is a Senior Lecturer and former Vice Dean for academic affairs at the University of Nusa Cendana Medical School in Kupang, Nusa Tenggara Timur Province, one of the most underserved rural areas in Indonesia and on the border to Timor Leste and Australia. Nicholas is also a General Practitioner and has a Masters in Medical Education. He is currently enrolled in a PhD in Medical Education at Gadjah Mada University Indonesia in collaboration with Flinders University South Australia. His research interest is

finding a way of educating future generation of doctors to resiliently serve the underserved people with a compassionate heart.



Manasik Kamil **Hassan** Senior fellow of Academic General Paediatric, Hamad Medical Corporation (HMC), Qatar

Dr. Manasik Hassan is a senior general paediatric fellow at HMC and a Clinical Lecturer in General Paediatrics, College of Medicine, Qatar University. Dr. Manasik received her medical training at Gezira University in Sudan. She has worked as a general paediatrician at Hamad Medical Corporation since 2015.

Dr. Manasik's areas of practice and interest include: inpatient medicine, participating in designing and conducting clinical research, teaching, and supervising residents during their residency, putting great

effort in clinical and academic researchers and quality improvement projects in paediatric programmes. She has a wide variety of accepted abstracts and has presented workshops in multiple international conferences. She is an instructor of different educational committee including: communication, simulation, quality and safety.



Julie K **Hewett** Journal Management Support, IAMSE, USA

Julie Hewett, owner of JulNet Solutions, is a graduate of Rochester Institute of Technology with a Bachelors Degree in Entrepreneurial Management. She has over 25 years of office management experience working with small organizations in the services and manufacturing industries. This broad work experience allowed Julie to develop JulNet Solutions, offering management support services to small businesses, entrepreneurs, and eventually professional non-profit associations.

Since 1998 Julie has been involved in IAMSE for Association Management and Meeting Planning. In 2010 JulNet Solutions got involved in the production of IAMSE's online journal Medical Science Educator, and her office now offers Editorial Manager Support for the Editor-in-Chief.



Lynn Heywood-McLean

Executive Division Director, International Centre for Professional Development in Health and Medicine, Canada

Lynn Heywood-McLean has more than 15 years of experience in healthcare education and has directed the development and delivery of accredited Continuing Professional Development (CPD) programmes for multiple audiences. Lynn's focus is strategic business development in the USA, including comprehensive, ACCME-compliant educational programmes that unite the needs of healthcare professionals, patients,

and healthcare systems. Lynn's overarching goal is to ensure that knowledge transfer and practice change outcomes are measurable and statistically relevant.



Wayne **Hodgson**

Professor and Deputy Dean (Education), Faculty of Medicine, Nursing and Health Sciences, Monash University, Australia

Professor Wayne Hodgson is Deputy Dean of the Faculty of Medicine, Nursing & Health Sciences at Monash University in Australia. Professor Hodgson is responsible for overseeing the Education Portfolio of the Faculty. This includes approximately 14,000 students studying Medicine, Nursing, Radiography, Physiotherapy, Occupational Therapy, Psychology, Paramedicine, Biomedical Science, and Social Work

delivered at campuses in Australia and Malaysia. Professor Hodgson is a long-standing member and Chair of medical course assessment teams for the Australian Medical Council. Professor Hodgson is also Chair of the UMAT (Undergraduate Medicine and Health Sciences Admission Test) Board and a member of the VCAA (Victorian Curriculum and Assessment Authority) Board.



Eric Holmboe

Senior Vice President, Milestones Development and Evaluation, ACGME, USA

Dr. Holmboe is Senior Vice President, Milestones Development and Evaluation at the Accreditation Council for Graduate Medical Education (ACGME). He is also Professor Adjunct of Medicine at Yale University, and Adjunct Professor of Medicine at the Uniformed Services University of the Health Sciences and Feinberg School of Medicine at Northwestern University. He also served as the Associate Programme Director, Yale Primary Care Internal Medicine Residency Programme, Director of Student Clinical Assessment, Yale School of Medicine and Assistant Director of the Yale Robert Wood Johnson Clinical Scholars programme.

Before joining Yale in 2000, he served as Division Chief of General Internal Medicine at the National Naval Medical Center. Dr. Holmboe retired from the US Naval Reserves in 2005.

His research interests include interventions to improve quality of care and methods in the assessment of clinical competence. His professional memberships include the American College of Physicians, where he is a Master of the College, Society of General Internal Medicine and Association of Medical Education in Europe. He is an honorary Fellow of the Royal College of Physicians in London and the Academy of Medical Educators. Dr. Holmboe is a graduate of Franklin and Marshall College and the University of Rochester School of Medicine. He completed his residency and chief residency at Yale-New Haven Hospital, and was a Robert Wood Johnson Clinical Scholar at Yale University.



Kathleen Holtzman

Director of Assessment and International Operations, American Board of Medical Specialties, USA

Kathy Holtzman is Director of Assessment and International Operations for the ABMS. She provides leadership and project management for international examinations. Ms. Holtzman has extensive experience with assessment of medical decision-making skills with multiple-choice tests and simulation formats; methods for development and review of test material; design and introduction of computer-based and web-based tests; and development of new assessment formats, some utilising multimedia. In addition, she has conducted item-writing workshops at dozens of medical schools, specialty boards, and professional

conferences nationally and internationally. Prior to joining the ABMS, Ms. Holtzman worked for 35 years at the National Board of Medical Examiners, most recently as Assistant Vice President in the Assessment Programmes unit.



Mari K Hopper

Associate Professor, Cellular and Integrative Physiology, Indiana University School of Medicine, Stone Family Center for Health Sciences, USA

Dr Hopper is an Associate Professor tenured with excellence in education. She teaches physiology in many systems based courses, and has been instrumental in curricular redesign at the largest medical school in the United States. Her research focuses on learning methods and activities, and current projects investigate student engagement and its relationship to understanding of course concepts and development of cognitive and personal skills. Dr Hopper also serves as Director of Student Research and Scholarly

work, and is an active member of numerous organisations including the International Associate of Medical Science Educators and the American Physiological Society.



Stella Howden

Associate Dean (Quality and Academic Standards), School of Medicine, University of Dundee, United Kingdom

Stella is Associate Dean (Quality and Academic Standards) for the School of Medicine and Senior Lecturer in Medical Education (Centre for Medical Education (CME)). Stella's career started in physiotherapy, working in the public and private sector, mainly in the musculoskeletal field. In 2000-2004 she undertook doctoral studies related to the experience and management of pain in rheumatoid arthritis. Following these studies, Stella moved into academia and at the Centre for Medical Education leads teaching on

Curriculum Planning and Evaluation as well as supervising Masters, MD and PhD students.



Wendy **Hu**

Professor, Western Sydney University, Australia

Wendy graduated from medicine at Sydney University, working in family medicine and child health. She was the Director of Education at the Children's Hospital at Westmead before being appointed Chair of Medical Education and Associate Dean Learning and Innovation at the School of Medicine Western Sydney University. She is an accreditor for the Australian Medical Council and on the editorial boards of BMC Medical Education, Perspectives on Medical Education and Health Expectations. Wendy's research interests include faculty development, research capacity building and writing for publication.



Paul Kneath Jones

Associate Professor, Programme Director, Graduate Entry Medicine (GEM) programme, Swansea University Medical School, Wales, United Kingdom

Paul was Deputy Director of Clinical Teaching prior to taking up the Programme Director role for the GEM course in June 2011. He has a background in clinical examination and consultation skills teaching. Paul jointly leads and teaches on the Swansea Masters' course in leadership and teaches on a joint Masters in Education programme. His research interests lie predominantly, but not exclusively, in simulation, assessment and innovative teaching methods. Publications include mental workload measurement during student

consultations, social learning theory, the predictive value of self-assessed clinical skills in medical students and an evaluation of the use of experiential learning in teaching clinical skills to trainee physicians. More recently he has co-authored a chapter on future visioning for health leadership in Curtis' "Leadership and Change for the Health Professional" book as well as a case study in "The International Handbook of Medical Education" book edited by Ron Harden et al. Paul has a strong background in training, hospital management and leadership, gained from working in senior clinical, advanced practice roles and more recently from running leadership workshops in international conferences in Canada, Ireland, Singapore, Mexico, the UK and Saudi Arabia as well as presenting posters related to medical education in conferences both in Britain and internationally.



Johanna **Jordaan** Learning Coach Coordinator, Flinders University, Australia

Dr. Johanna Jordaan has been a clinical skills lecturer at Flinders university since 2012 teaching clinical communication skills. Since 2017, she has been in the role of Learning Coach coordinator in the MD programme. Her areas of interest are providing individualised coaching to medical students to assist them in developing as independent self-regulated learners to equip them for lifelong learning. She also provides support to and development of the role of the learning coach in health professions education.



Rani **Kanthan**Professor, University of Saskatchewan, Canada

Dr. Rani Kanthan is a full-time tenured Professor in the College of Medicine at the University of Saskatchewan. As a medical educator she participates in the scholarship of teaching for the undergraduates, graduates and postgraduates. As a consultant Anatomical pathologist she pursues an active academic career buttressed by the three pillars of teaching, clinical and research portfolios through the scholarship of teaching, discovery, integration and application. She has published more than 120 peer-reviewed manuscripts as

indexed in PubMed /Google scholar, serves on the editorial board for various journals and continues to participate and present at various national and international meetings.



Sheng-Po **Kao** Director, Tzu Chi General Hospital, Taiwan

Sheng-Po Kao is a Lecturer at the School of Medicine at Tzu Chi University in Taiwan. He is also the Director of Standardised Patient Center at Hualien Tzu Chi General Hospital. He has worked in standardised patient methodology for over 12 years including development of case writing, SP recruitment, SP trainer training and OSCE protocols. He has a keen interest in fostering the simulated patient methodology. He published a Chinese book entitled "Mastering Standardized Patient" in 2013. He is the current Supervisor of Taiwan Standardised Patient Association. And his Standardised Patient Programme was currently

awarded "Symbol of National Quality" in Taiwan.



Indika **Karunathilake**Professor in Medical Education, Faculty of Medicine, University of Colombo, Sri Lanka

Indika Mahesh Karunathilake, is the first ever Professor in Medical Education in the University of Colombo, Sri Lanka. He is currently the Head of the Department of Medical Education, Faculty of Medicine, University of Colombo and the WHO Collaborating Centre for Medical Education, Faculty of Medicine. Prof Indika Karunathilake has conducted extensive research and authored over 50 publications in peer reviewed international journals and over 150 research presentations at international and national level. He also serves as the editor-in-Chief of the South East Asian Journal of Medical Education (SEAJME). Prof Karunathilake

is the founder President of the College of Medical Educationists. He has made significant contribution towards at the regional and global level through several leading international organisation such as the World Health Organization (WHO), Asia Pacific Academic Consortium for Public Health (APACPH), Asia Pacific Action Alliance on Human Resources (AAAH) and South East Regional Association for Medical Education (SEARAME).



Thomas **Kellner** Board of Directors, Global Alliance for Medical Education (GAME), Germany

Thomas Kellner holds a medical degree from the University of Munich. After his internship at the University of Munich, he has held various national and international positions at MSD including the management of a major portal for healthcare professionals, today known as Univadis®, and leading the global medical education strategy. Kellner served as General Manager at an education consultancy, led the global medical education and internal training department at a smaller biopharma company. He is currently

heading global medical learning at UCB, serves as a board member of the European Journal of CME, the Global Alliance for Medical Education, is an active member of the international Pharmaceutical Alliance for CME (iPACME) and co-chair of the EFPIA medical education working group. He authored multiple publications related to CME/CPD and contributes to expert conferences as facilitator and speaker such as the European CME Forum or the Annual Conference of the Global Alliance for Medical Education and associated organisations.



Sandra **Kemp**Director of Learning and Teaching, Curtin Medical School, Curtin University, Australia

Associate Professor Sandra Kemp is Director of Learning and Teaching at Curtin Medical School. She is an Education Scientist and completed her PhD in Educational Studies at the University of Sheffield, United Kingdom. Prior to joining Curtin Medical School in 2016, she was Assistant Dean at a new medical school in Singapore and she has held senior leadership positions in education in Australia and Singapore. Her primary expertise lies in curriculum, assessment and evaluation, and learning. She has worked extensively with medical educators both locally and internationally to develop and implement initiatives to ensure

quality teaching, learning and assessment practices.



Amal **Khidir**Associate Professor of Paediatrics, Qatar

Dr. Khidir is the paediatric clerkship director and vice chair of the Institutional Review Board at Weill Cornell Medicine - Qatar (WCM-Q). She graduated from Faculty of Medicine, Khartoum University, Sudan, completed residency training at Howard University Hospital, Washington, D.C. and joined Howard University as faculty. She completed Harvard Macy Institute faculty Development programme. She received several teaching awards. Her areas of interest are medical education, professional development,

and cultural competency. She is the co-founder of the Professionalism Course and Workshops conducted at Hamad Medical Corporation. She has led several medical education workshops locally, nationally and internationally.



Yasuhiko **Konishi**Director and Professor, Kyoto University, Center for Medical Education, Japan

Professor Konishi graduated from Faculty of Medicine at Kyoto University in 1982 and obtained PhD (Medicine) at Graduate School of Medicine at Kyoto University in 1993. He is the Director of Center for Medical Education at Kyoto University from 2011 till present. He is also the Vice President of Japan Association for Medical Education from 2017 till present, Executive Member of National board on Medical Licensure from 2012 till present, Member of Medical Council for Ministry of Health Labour and Welfare

from 2012 till present, President of Post-graduate Clinical Training Conference from 2011 till present and Chairman of the Clinical Education Committee from 2014 till present at National Medical College Hospitals, Surveyor at Japan Accreditation Council on Medical Education (JACME) from 2016 till present and Member of Investigation/Analysis Committee at JACME from 2016 till present and Surveyor at Japan Council for the Evaluation of Postgraduate Clinical Training from 2010 till present.



Koshila Kumar

Coordinator-Clinical Education Programmes, Prideaux Centre for Research in Health Professions Education, College of Medicine and Public Health, Flinders University, Australia

Koshila is a Senior Lecturer in the Prideaux Centre for Research in Health Professions Education at Flinders University where she coordinates the postgraduate programmes in clinical education (comprising the Master of Clinical Education, Graduate Diploma, and Graduate Certificate). In this role, she provides academic and strategic leadership, engages in topic coordination and teaching, and supervises Higher

Degree by Research students. Koshila is an experienced qualitative researcher and has published on a range of topics in health professions education including: community-engaged medical education; student selection; career pathways; interprofessional education; faculty development/capacity building and complexity.



Chi-Wan **Lai**Chair Professor, Andrew T. Huang's Medical Education Promotion Foundation; and Attending Neurologist, Koo's Foundation Cancer Center, Taipei, Taiwan

Dr. Chi-Wan Lai graduated from the National Taiwan University College of Medicine in 1969, received Neurology and Psychiatry residency training (National Taiwan University Hospital, 1970-1974) and Neurology residency and fellowship in epilepsy (University of Minnesota, 1975-1979). He was professor of Neurology, University of Kansas before returning to Taiwan in 1998. He was the Dean of College of Medicine, Tzu Chi University (1998-2001) and Chairman of Medical Education Committee of the Ministry

of Education and Taiwan Medical Accreditation Council (TMAC). He has been interested in promoting medical humanities in medical education and initiated the Medical Educators for Humanities group in Taiwan.



Lam Wee Leon Honorary Clinical Senior Lecturer, University of Edinburgh, United Kingdom

Dr. Lam Wee Leon is a Consultant Plastic, Reconstructive and Hand Surgeon in Edinburgh, United Kingdom, and an Honorary Clinical Senior Lecturer of the University of Edinburgh. He is the current President of the British Foundation of International Reconstructive Surgery and Training (BFIRST), which is the official charitable and outreach arm of the British Association of Plastic, Reconstructive and Aesthetic Surgeons (BAPRAS). The aim of BFIRST is to teach Plastic and Reconstructive Surgery to local surgeons in developing countries, so that one day they can teach their own. The strategy is to utilise pedagogical methods within

the local context and limited resources, with a constant emphasis on the use of affordable technologies.



Kathy **Lawrence**Associate Professor, University of Saskatchewan, Canada

Dr. Lawrence became a faculty member with the University of Saskatchewan since 1996 after completing her family medicine residency training. For the previous 13 years she was the Department of Academic Family Medicine's Postgraduate Director, responsible for leading all aspects of residency training in the Province. In 2017 she was appointed as the Provincial Head of Family Medicine. Dr. Lawrence was Chair of the Board of the College of Family Physicians of Canada (CFPC) in 2012/13 and President in 2013/14. Currently, she is Chair of the CFPC Postgraduate Committee and serves on a number of national academic

family medicine committees.



Sa'ad **Laws** Information Services Librarian, Weil Cornell Medicine-Qatar, Qatar

Sa'ad Laws has worked in libraries for over a decade and in medical libraries for eight years. He has earned Bachelor degrees in Anthropology and Geography in addition to a Masters in Anthropology from George Mason University, his MLIS from San Jose State University, and a graduate certificate in Instructional Design from the University of Florida. Mr Laws' passion for instruction extended to an array of fields, including pedagogy, eLearning, instructional design and gamification.



Charlotte **Leanderson** Karolinska Institutet, Stockholm, Sweden

Charlotte Leanderson MD, spec in Family medicine, PhD in Sportsmedicine is educated at Karolinska Institutet (KI), Stockholm, Sweden. Her work at the medical programme at KI includes initialisation of early clinical skills training and development of Integrated Final examination for the medical programme-course director since 2015. She is lead for the assessment group at the medical programme at KI. Leanderson has worked for the National Board of Health and Welfare with development of postgraduate virtual patients programme, and has been the lead of the Digital Examination Project at Karolinska Institutet. Her scientific

interest is directed towards assessment with emphasis on OSCE's, WBA's, interprofessional clinical training and patients as an educational resource in medical education.



Mai **Mahmoud**

Assistant Professor of Medicine, Director, Medicine Clerkship, Director for Students Advising, Weil Cornell Medicine-Qatar, Qatar

Dr. Mahmoud received her M.B.B.S. degree from the Faculty of Medicine University of Khartoum in Khartoum, Sudan. Subsequently, she completed a residency at State University of New York (SUNY) in Brooklyn, New York and a fellowship in Geriatric Medicine at St. Lukes-Roosevelt Hospital Center (University Hospital of Columbia University College of Physicians and Surgeons). In 2017, Dr. Mahmoud completed a Master of Education in the Health Professions (MEHP) from John Hopkins University, USA.

Dr. Mahmoud joined WCMC-Q in 2006, and currently, she is the director for Medicine Clerkship and students academic advising and involved in educational research particularly, the areas of assessment of clinical competencies and academic integrity.



Shivasakthy **Manivasakan**Deputy Director, Centre for Health Professions Education, Sri Balaji Vidyapeeth, India

Dr. Manivasakan Shivasakthy MDS., PGDHPE., Graduated Bachelor of Dental Surgery in 2004 and Masters of Dental Surgery (Prosthodontics) in 2009 from Annamalai University, India. Completed Postgraduate Diploma in Health Professions Education at Sri Balaji Vidyapeeth in 2015. The author is currently working as Professor, Department of Prosthodontics, Indira Gandhi Institute of Dental Sciences and Deputy Director, Centre for Health Professions Education, Sri Balaji Vidyapeeth, India. She has copyrights publications in the field of dentistry and dental education. Noteworthy to mention, "The Proposal of a BDS syllabus

framework to suit Choice Based Credit System" the first proposal for India without violating the norms of Dental Council of India. She is currently working on the strategies to improve the academic performance of Students Needing Additional Curricular Support (SNACS) as a part of her Doctor of Philosophy (PhD) project. She is a member of Academy of Health Professions Educators (AHPE, India), Indian Dental Association and Indian Prosthodontics Society.



Louise **Moran**Digital Manager, Education, Elsevier, United Kingdom

Louise Moran is a Digital Manager in education working with medical education associations and medical students globally. She led Elsevier's participation in the AMEE Hacks medical education hackathon in Glasgow in 2015, organised the subsequent 2017 Elsevier Hacks hackathon in Helsinki in 2017 and this year managed the incubation programme that further developed three teams from the 2017 event.



Rita **Mustika**University of Indonesia, Indonesia

Rita Mustika was born in Yogyakarta, renowned as a centre of education and culture. She graduated from Faculty of Medicine, Gadjah Mada University and also Clinical epidemiology, Universitas Indonesia (UI). She spent five years in dermatology division of Kobe university graduate school of medicine in research and clinical training. After moving to UI, working as lecturer she gain interest in medical education. She received some training in medical education to develop knowledge and skill. In addition to teaching

undergraduate and postgraduate, she was responsible for fostering the development of new medical schools, and faculty development programme. She was also involved in some of ministry of research and higher education national project. She currently coordinator of collaboration in education IMERI UI and coordinator of public service. She has been doing research in clinical teaching, faculty development, cultural competency, professionalism, and humanism. Alongside, she is pursuing doctoral degree in medical education.



Laura **Muttini** Member, Global Alliance for Medical Education (GAME), USA

Laura has been working with ProPatient since 2013 in business development, strategy, operations, project management and client relations roles. She spent 16 years at AbbVie/Abbott in Director roles in Global Grant Management departments. She is a member of ACEHP, GAME and SPM. Laura holds a BS in pharmacy (Univ of IL), an MBA in marketing (Keller Graduate School of Management) and a CHCP certification.



Vishna Devi V **Nadarajah**Pro Vice Chancellor, Education, Professor, Human Biology, International Medical University, Malaysia

Vishna Devi V Nadarajah is currently, Professor in the School of Medicine and Pro-Vice Chancellor, Education at the International Medical University in Kuala Lumpur, Malaysia. She graduated with a First Class Honours degree in Biochemistry from the University of Malaya (1994) and obtained her PhD at the University of Cambridge in biochemistry (2000). She is also a graduate of the Masters in Health Professions Education from Maastricht University (2014).

She has over 20 years of teaching experience in the medical, dentistry and pharmacy education. She has published and presented research papers in both biomedical sciences and medical education, supervises research students and reviews for indexed and international journals. She is a member of the international editorial board of the journal Medical Education. She was awarded the Malaysian Women's Weekly (2012), Great Women of Our Time award for her contribution in Science and Technology in Malaysia. Her areas of research for health professions education is in Faculty development, Assessment and

Innovative Teaching Learning methods. Vishna has shared her experience and expertise in health professions education via invitations to speak at conferences, conducting faculty development workshops, consultancies and collaborative research, appreciating that she has also learnt very much from these collaborative sessions with other educators.



John **Ogunkeye**Chief Financial Officer and Senior Vice President, Operations, ACGME, Executive Vice President, ACGME-International, USA

Mr. Ogunkeye joined the ACGME in August 2013 as its Chief Financial Officer and Senior Vice President of Operations, and as Executive Vice President for ACGME International. For nearly three decades, Mr. Ogunkeye held a variety of management positions within academic medical centres. He started his career in 1985 as a division administrator at the University of Texas Health Sciences in Houston. Since then, he assumed expanding scope and responsibilities, culminating in his most recent position at Johns Hopkins

Medicine, where he served as Vice President and Chief Administrative Officer for the Office of Johns Hopkins Physicians. He also served as the Associate Dean and Executive Director for the Clinical Practice Association and Clinical Research Operations and Finance for the Johns Hopkins School of Medicine. Prior to joining Johns Hopkins University, Mr. Ogunkeye served as the Chief Operating Officer of Jefferson Medical College, and as the Executive Director and Vice President for Jefferson University Physicians (JUP), a large, multi-specialty physician group practice based in Philadelphia. Before JUP, Mr. Ogunkeye was the Executive Director and Chief Executive Officer of Morehouse Medical Associates in Atlanta, Georgia. Mr. Ogunkeye has broad management experience with medical school departments, having served as a Department Administrator at a number of medical schools. He was an Administrator in Surgery Department at West Virginia University, the University of Colorado, and at the University of Chicago. Mr. Ogunkeye has served on a number of non-profit boards which include physician practices, a governmental authority, an international agency, and an insurance captive. He holds Master's of Science Degrees in Biology and HealthCare Administration.



Asela **Olupeliyawa** Senior Lecturer in Medical Education, University of Colombo, Sri Lanka

Asela has been working as a medical educationist in Sri Lanka and Australia for over 10 years, and has published in leading journals including Academic Medicine and Medical Education. He completed his medical degree at University of Colombo, Sri Lanka and his PhD in medical education at University of New South Wales, Australia. He teaches at the MD programme in Medical Education at the Postgraduate Institute of Medicine, Sri Lanka and has facilitated faculty development workshops in Sri Lanka, Australia

and Singapore. His research interests include healthcare teamwork and interprofessional education, assessment for learning and feedback, and clinical decision-making.



María Guadalupe **Piña Navarro** Associate Professor, ITESM, Mexico

Associate Professor Maria Guadalupe Piña Navarro graduated from UDEM. Postgraduated from UANL as a Family physician with a fellowship in family practice in New Jersey USA. Obtained a Master's degree in MHPE in the Netherlands. I have been a teacher at ITESM Medical school for 28 years, and had participated in committees of curriculum design, competencies evaluation, assessment elaboration etc. Other current activities include actively researching innovative educational strategies in Medicine such as

Challenge, Flipped classroom, Mastery learning. Trained teachers in PBL at medicine schools in San Salvador and Dominican Republic. Also participated in the organisation committee for the 9th Congress of IAMSE.



Kalyani **Premkumar**Professor, Department of Community Health and Epidemiology, College of Medicine, University of Saskatchewan, Canada

Kalyani Premkumar MBBS, MD, MSc (Med Ed) PhD MBA is a medical educator with over three decades of experience in teaching. Trained as a physician, with a specialisation in physiology, medical education and educational technology, she is currently a Professor, in the Department of Community Health and Epidemiology and Associate Member of the College of Education. Academically, she is the Lead of the

new Masters in Health Professions Education Programme, College of Medicine. As a member of the Faculty Development team, she helps with faculty training across the medical education continuum. Her research focus includes development and use of technology in medical education, self-directed learning, simulation, complementary and alternative medicine.



Greg **Radu**Associate Dean of Student Affairs, Associate Professor of Psychiatry, Faculty of Medicine, Memorial University, Canada

Greg Radu is Associate Dean of Student Affairs and Associate Professor of Psychiatry at Memorial University. He works clinically as a Consultant Psychiatrist at St. Clare's Mercy Hospital in St. John's, Canada. He is a member of the Psychiatry Examination Board with the Royal College of Physicians and Surgeons of Canada and an Associate Editor of the Canadian Medical Education Journal. He is a past Chair of the Psychotherapy section of the Canadian Psychiatric Association and current Chair of the

European Psychiatric Association' Section of Psychotherapy. Greg works with government and academic partners in Canada and in Europe to design and implement mental health and social policies and services. He is senior advisor to the Ministry of Health in Newfoundland and Labrador, senior researcher with the Lithuanian University of Health Sciences and honorary Associate Professor at Swansea University in the United Kingdom.



Kate **Regnier**Executive Vice President, Accreditation Council for Continuing Medical Education (ACCME), USA

Kate Regnier, MA, MBA, is the Executive Vice President of the Accreditation Council for Continuing Medical Education (ACCME), based in the United States. Ms. Regnier oversees the processes of Accreditation and Reaccreditation for national and international providers of continuing medical education (CME), the Recognition of the US-based State/Territory Medical Societies as accreditors within their states according to the Markers of Equivalency, and the Joint Accreditation of Providers of Interprofessional Continuing Medical Education with colleague accreditors, the Accreditation Council for Pharmacy Accreditation

and the American Nurses Credentialing Center. Ms. Regnier is also responsible for the review of non-US accreditors for their Substantial Equivalency with the ACCME's system. Ms. Regnier also oversees the education, communications, monitoring, and business functions of the ACCME.



Harold **Reiter**Professor, McMaster University, Canada

Dr. Harold Reiter is a professor in the Department of Oncology at McMaster University, where he partnered with colleagues to create both the multiple mini-interview (MMI) and an online constructed-response situational judgment test, CASPer, while serving nine years as Chair of Admissions to the medical school. Both MMI and CASPer are now used at different schools around the world for the assessment of test-taker personal competencies, particularly but not exclusively for selection to undergraduate and postgraduate

educational programme in the health sciences and beyond.



Trudie **Roberts**Director, Leeds Institute of Medical Education, University of Leeds, England and President, AMEE - Association of Medical Education in Europe, United Kingdom

Professor Roberts graduated from Manchester with a degree in Medicine and a BSc in Anatomy. She undertook her early medical training in Manchester and research in Manchester and the Karolinska Institute, Sweden. In 1995 she was appointed Senior Lecturer in Transplant Immunology at the University of Manchester.

In 2000 she was appointed Professor of Medical Education at the University of Leeds. She was awarded a National Teaching Fellowship in 2006. In 2009 she was appointed Director of the Leeds Institute of Medical Education. She was a council member of the General Medical Council (2009 – 2012) and Chair of the Association for the Study of Medical Education until July 2013. She was a council member for the Royal College of Physicians of London (2010 – 2013) and is currently a Censor for the College. In September 2013 she became President of AMEE (*).

Professor Roberts's main interests and expertise are in the areas of assessment of competence, professionalism, and transitions in training and education. In 2013 she was awarded a Fellowship of the Academy of Medical Educators. In January 2017 she received the MILES award (**) at the Asia Pacific Medical Education Conference. She is married to a surgeon, has two children and dreams of owning a Subaru WRX.

^{*} Association for Medical Education in Europe.

^{**}Mentoring, Innovation and Leadership in Educational Scholarship.



Anurag **Saxena**Associate Dean, Postgraduate Medical Education, College of Medicine, University of Saskatchewan, Canada

Dr. Anurag Saxena is the Associate Dean, Postgraduate Medical Education at the University of Saskatchewan and in this role is responsible for the oversight of all residency training programmes in Saskatchewan. He is Professor of Pathology and a practicing pathologist in Saskatoon Health Region. Dr. Saxena completed his M.Ed. from the University of Saskatchewan and MBA from the University of Wales. He has leadership certification from the Canadian College of Health Leaders and the Canadian Society of Physician Executives.

A recipient of the Master Teacher Award of the University of Saskatchewan, he is passionate about teaching and is involved in undergraduate and postgraduate teaching and external teaching through workshops on various aspects leadership and change. His current research interest is in leadership in medical education and health services and in the medical education systems. One of his current projects is on assessment and changes to the learning environment in medical education.



Susie **Schofield**Reader, Medical Education, Centre for Medical Education, University of Dundee, United Kingdom

Susie is Reader in Medical Education and Academic Lead for Distance and Blended Learning at the University of Dundee. She comes from an educational and technology background, completing her teacher training at Cambridge University. She moved into medical education over a decade ago to focus on faculty development. She has published more than 30 peer-reviewed articles and chapters, and has delivered numerous workshops and keynotes locally, nationally and internationally. In addition to her role

as deputy director of the globally-renowned Masters in Medical Education at Dundee she leads their PhD programme.



Thilanka **Seneviratne**Consultant Paediatrician, Senior Lecturer, Faculty of Medicine, University of Peradeniya, Sri Lanka

Graduated from faculty of medicine University of Peradeniya, Sri Lanka. Continued postgraduate studies in Paediatrics and child health. Received Doctor of Medicine in Paediatrics from University of Colombo, Sri Lanka. Had further training in Paediatrics in the United Kingdom. Received membership of the Royal College of Paediatrics and Child Health of UK. Currently serving as a consultant Paediatrician and senior Lecturer attached to the Department of Pharmacology, Faculty of Medicine, University of Peradeniya.

Special research interests in Paediatric Asthma, Allergy and simulation based medical education. Conducting simulation based teaching for undergraduates. Vice president of the Sri Lanka Association of simulation in health care. Currently conducting studies in formal introduction of simulation in the teaching of Pharmacology.



Zarrin Seema **Siddiqui** Associate Professor, University of Western Australia, Australia

Professor Zarrin Siddiqui, PhD in Medical Education leads the assessment and faculty development at the University of Western Australia. Zarrin obtained her MBBS and MCPS (Psychiatry) from Pakistan, before receiving British Council Fellowship in 2000 to study contemporary trends in medical education. A two-year AusAID fellowship at the Adelaide University followed, after which Zarrin returned to Pakistan and joined the newly established Higher Education Commission Pakistan as the Director General, Learning Innovation.

Later she joined the University of Western Australia as the assessment lead and teaching/supervision of postgraduate students in HPE. With the advent of the redesigned MD curriculum in 2014, Zarrin has been leading the longitudinal MD Portfolio. She has consistently received nominations for excellence in teaching. Zarrin is also involved in the Athena SWAN project at UWA to address gender equity and is a visiting faculty to several institutions beside on the Management Committee of ANZAHPE. She maintains an active research and teaching profile, focusing on creativity, assessment and mental health.



Diantha **Soemantri** Senior Lecturer in Medical Education, University of Indonesia, Indonesia

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 in the same field from University of Melbourne in 2013. She is now the head of Master in Medical Education Programme in Universitas Indonesia and also responsible for the multi- and interprofessional curriculum of Health Sciences Cluster. She has published several journal articles both nationally and internationally and participated as invited speakers

in international conferences on medical education. Her research interests are student assessment, reflection and feedback, interprofessional education and collaborative practice, and professionalism development.



Praphun **Somporn** Clinical Educator, Hatyai Hospital, Thailand

Dr. Praphun Somporn is a neurosurgeon consultant working for Hatyai Medical Education Centre, Hatyai Hospital, the Southern Region of Thailand. Praphun completed his Masters' thesis in Rural Community-based Medical Education (RCBME) from Flinders University, Adelaide, South Australia. He has also worked for the Collaborative Project to Increase Production of Rural Doctors (CPIRD), the Ministry of Public Health, Thailand, to support a RCBME initiative and enhance a research capacity for Thai clinical educators.



Yvonne Steinert

Professor of Family Medicine, Director, Centre for Medical Education, Richard and Sylvia Cruess Chair in Medical Education, Faculty of Medicine, McGill University, Canada

Yvonne Steinert, Ph.D., a Clinical Psychologist and Professor of Family Medicine, is the Director of the Centre for Medical Education and the Richard and Sylvia Cruess Chair in Medical Education in the Faculty of Medicine at McGill University. She is actively involved in undergraduate and postgraduate medical education, educational research, and the design and delivery of faculty development programmes and

activities. Her research interests focus on teaching and learning in the health professions, the impact of faculty development on the individual and the organisation, professional identity formation, and the interplay between culture and health professions education. She has written extensively on topics related to faculty development and medical education and has edited a book on Faculty Development in the Health Professions: A Focus on Research and Practice. A former Associate Dean for Faculty Development at McGill University and Past-President of the Canadian Association for Medical Education, Dr. Steinert frequently addresses medical educators in both national and international venues.



Lisa Sullivan

Immediate Past President, Global Alliance for Medical Education (GAME), Founder and Managing Director, In Vivo Academy Limited, Australia

Lisa Sullivan has been an educator of healthcare practitioners for more than 30 years with particular focus on developing outcomes based continuing professional development programmes for primary care. In Vivo Academy, a not-for-profit company registered in Australia, is accredited by the Royal Australian College of GPs and develops and delivers high quality, needs and evidence-based outcomes education, both face-to-

face and online across the Asian and Australian regions. Lisa is also the immediate past president of the Global Alliance for Medical Education (GAME) and regularly lectures at many of the international medical education congresses in the US, Europe and Asia.



Alok **Tiwari** Vascular Surgeon, University Hospitals Birmingham, United Kingdom

Alok Tiwari is a Consultant Vascular Surgeon and Honorary Senior Clinical Lecturer working in the United Kingdom. He is also the lead for accrediting consultant to be recognised as clinical or educational supervisor of junior doctors in his hospital. He runs a successful 'Teach the Teachers' course attended by more than 100 consultants every year. He has more than 90 publications.



Tran Diep Tuan
President, University of Medicine and Pharmacy, Ho Chi Minh City, Vietnam

Associate Professor Tran, Diep Tuan is the President of the University of Medicine and Pharmacy at Ho Chi Minh City (UMP). Associate Professor Tran received his M.D. training at UMP with excellent qualification (1989), and then specialised in Paediatrics (1990-1993) and later in Paediatric Neurology. He got his Ph.D. training at Tokyo University (1998-2003) and post-doctoral training at National Institutes for Physiological Sciences of Japan (2003) and at University of Michigan (2003-2005). He was a fellow of

Asian Youth Fellowship (1997), Monbusho Fellowship (1998), John J. Bonica Award (2002), Japan Society for the Promotion of Science (2003), International Brain Research Organization (2003), WHO/NINDS International Neurological Science Fellowship (2003), International Dean's Course in South East Asia (2010), Programme for Leading Innovation with Harvard Macy Institute (2013), and Leadership Development Programme (2016). His research interest is pain imaging, paediatric neurology, and children quality of life. He has published more than 30 articles in international peer review journals. As a President, his main agenda is to make UMP a leading health profession university in Vietnam and an internationally recognised institution in the region.



Ivana **Uzelac**Product Development Manager, Education Elsevier, Australia

Ivana Uzelac is Elsevier's Product Development Manager for Australia and New Zealand in the higher education sector and focuses on localising global education products for the ANZ region. She spends time in the market gathering insights and validating product concepts with medical academics and students.



Leigh **van Wyk**Ogilvy Healthworld, Director of Learning, Brain Sciences, United Kingdom

Leigh has spent the last 12 years working in London-based, award-winning network agencies. In her role as Director of Learning she works closely with clients to deliver outcomes-based education and training programmes designed to improve performance and facilitate behaviour change. Leigh started her career in Medical Education as a medical writer, building a strong scientific foundation, before moving into a more strategic role. Her therapy area experience includes pain, oncology, HIV and AIDS, respiratory, chronic

inflammatory diseases and cardiovascular disease.

She has worked across the full spectrum of healthcare communication activities. Leigh's experience includes strategic consultancy, internal and external training and capability building (including train-the trainer events and speaker-training), key message development, publication planning and tactics, marketing materials, workshops, digital tools, advisory boards, standalone events, symposia, booth activities, competitor analysis, patient materials, nurse education programmes and faculty development. Leigh leads an internal initiative, Learning for Health, that is exploring innovative ways to apply the science of learning to enhance traditional educational activities, collaborating closely with experts in the fields of educational, educational psychology and behavioural science.



Jo **Varney** Ogilvy Healthworld, Partner, Brain Sciences, United Kingdom

I am a medical education and communications professional with more than 15 years' experience working for agencies in the creative and healthcare industries in London. I design and deliver evidence-based learning and behaviour-change programmes on behalf of clients in the pharmaceutical industry. My career to date has encompassed a wide spectrum of healthcare-related work including medical education, public relations, stakeholder engagement, patient support solutions and corporate communications.

I am an ardent believer in life-long learning. My first degree was in a science-based subject but twelve years on from graduation I rekindled a love of drawing and took a degree in the History of Art and followed this with a Masters. My six years of part-time studying and working was an experience that substantially broadened my world-view and honed my critical-thinking and writing skills. This experience also opened my eyes to the benefits of cross-disciplinary thinking and practice; it heightened my awareness of how working life can often be siloed, with the knowledge of one discipline segregated from another. In my role, I am keenly aware of the importance of leveraging evidence bases from disciplines such as health psychology, cognitive neurosciences, behavioural sciences and graphic design as well as those from adult learning.



Mahalakshmi Venkatesan Natarajan

Vice Principal (Curriculum) and Professor of Paediatric Surgery, Mahatma Gandhi Medical College and Research Institute Campus, Pillaiyarkuppam, Pondicherry, India

Paediatric Surgeon by training, Administrator by profession and educator by passion describes me. My journey into medical education began with assessment - including Introduction of Item Marking, Objectification of Examinations, critical analysis of performance by doing post validation and sharing evaluation outcomes to all stakeholders. As Vice Principal Curriculum, I'm into Curricular Planning,

implementation, monitoring and review of the new curriculum for effective engagement of 250 students. My special areas of interest include Formative OSCEs as a learning tool and Development of Personalised Competency Maps. I am a Harvard Macy scholar and have won the prestigious prize for oral presentations at 5th SEARAME conference and the Pedstar simeducon. I'm currently pursuing my PhD in medical education.



Daniëlle Verstegen

Programme Director Master of Health Professions Education, Maastricht University, The Netherlands

Daniëlle M L Verstegen is Programme Director of the Master of Health Professions Education (MHPE) programme and project leader of the university-wide PBL MOOC project. She is also involved in national and international research projects on, for example on integrating palliative care in undergraduate curriculum and developing education for (cross-border) patient handover. She studied Cognitive Science (Radboud University Nijmegen, 1992) and holds a PhD in Instructional Science (Utrecht University, 2004) entitled 'Iteration in instructional design'. Her area of expertise lies in instructional design, the use of

e-learning and online learning in the context of Problem-Based Learning.



Vivianne Vinet

Chief Executive Officer, International Centre for Professional Development in Health and Medicine, Canada

Vivianne Vinet has more than 40 years of experience in the pharmaceutical industry, leading three medical education agencies prior to accepting the role of CEO at the International Centre for Professional Development in Health and Medicine. She is an expert in knowledge transfer, educational design, and accreditation requirements for countries around the globe. Vivianne's expertise drives the company's

innovative solutions that meet learners' needs and accreditation standards, with the overarching goal to improve individual health outcomes.



Anna Vnuk

Deputy Director Medical Programme, Flinders University, Australia

Anna is Deputy Director of the MD Programme at Flinders University. She has a passion for teaching and innovation that improves outcomes of medical students and for their patients. Her research focusses on the experience of medical students.



Magda Ahmed Wagdy

Senior Consultant Paediatrician, Hamad Medical Corporation; and Assistant Professor of Clinical Paediatrics, Weill-Cornell Medical College, Qatar

Dr. Magda received her medical training at Cairo University -Egypt; she has worked as a general paediatrician at Hamad Medical Corporation since 2006. Dr. Magda's areas of practice include: inpatient medicine, patient safety and detection of adverse events; and she was appointed to chair the paediatrics quality and patient safety Committee. Dr. Magda has strong interests in medical education and supervises residents in clinical

setting. She is an instructor and in charges of different workshops including; communication, APLS, quality and professionalism.



Lucie Walters

Professor, Rural Medical Education, Flinders University, Australia

Lucie Walters, PhD, is a rural generalist working in a busy maternity unit in Mount Gambier SA. She is Professor of Rural Postgraduate Medical Education at Flinders University where she leads the new Limestone/Riverland hub. Previously she lead the Parallel Rural Community Curriculum (PRCC) where medical students learn from rural doctors based in general practice. Lucie is immediate past President of ACRRM. Her research interests include medical education and rural workforce. When Lucie is home

with her husband Phil she enjoys walking on the beach, sea kayaking, and cooking for friends.



Michael Wan

Head of Basic and Clinical Science Domain, School of Medicine, University of Notre Dame, Australia

A/Prof Michael Wan (MBChB, FRCP, FHKCP, FHKAM, GCUT) is the Head of Basic Clinical Sciences Domain and the former Head of Assessment in the School of Medicine Sydney at the University of Notre Dame, Australia. He focuses in teaching clinical reasoning (CR) and assessment of CR using Script Concordance Testing questions. He has published more than 100 abstracts and articles in peer reviewed journals, many of them were on medical education and assessment. He also received the Vice Chancellor's Award for excellence in teaching from the University and the Australian Office of Leaning

and Teaching National Citation Award.



Danai Wangsaturaka

Assistant Dean for Academic Affairs, Faculty of Medicine, Chulalongkorn University, Thailand

Danai Wangsaturaka is currently an Assistant Dean for Academic Affairs at the Faculty of Medicine, Chulalongkorn University, Thailand. After obtaining his MD degree, he furthered his study in Masters and PhD at Center for Medical Education, University of Dundee, Scotland.

He has been a key person in curriculum planning, curriculum evaluation, faculty development and student engagement at his institution. His long-standing contribution in student engagement has resulted in Faculty

of Medicine, Chulalongkorn University achieving ASPIRE-to-Excellence Award in Student Engagement in 2015 and him being awarded the National Role Model Teacher in Student Engagement in 2017.

LOCAL FACULTY



Sophia Ang Bee Leng

Associate Professor and Senior Consultant, Department of Anaesthesia, Vice Chairman, Medical Board (Patient Safety and Operations), National University Hospital, National University Health System, Singapore

Sophia is a Cardiac Anaesthesiologist by training and the Chair of the Risk Management and Patient Safety Committee and the Patient Safety Officer in NUH. She has been involved in training medical students, medical officers, consultants and faculty in patient safety. Sophia has had grants and participated in a

number of patient safety projects including communication of critical results, rapid escalation for deteriorating patients and information dashboard system in the operating theatre for patient safety. Her work has gained recognition at the national level and she was awarded a Public Service Administration Gold Award for her role as an Activist in Patient Safety in 2011. Her current interests include patient safety performance measures, accreditation of ward procedures, team training and improving the curriculum and education of patient safety in medical school.



Ashokka Balakrishnan

Associate Consultant, Department of Anaesthesia, National University Hospital, National University Health System, Singapore

Dr. Ashokka Balakrishnan is an anaesthesiologist and a medical educationalist. He has a Fellowship of the Australia New Zealand College of Anaesthesiologists (FANZCA) and a Masters in Health professions educations (MHPE) from Maastricht, Netherlands. His special interests are in simulation based postgraduate and undergraduate education, high stakes exam support, Inter professional education through acute

care simulation and multidisciplinary team training. He has conducted international workshops at AMEE in medical education; simulation, airway and crisis management for acute care practitioners, trauma teams, anaesthesiologists and nursing delegates in USA, Taiwan, India and Malaysia.



Katharine Boursicot

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

Katharine Boursicot BSc MBBS MRCOG MAHPE NTF SFHEA FRSM, graduated from the University of London with an Honours BSc in Anatomy and MBBS from the Medical College of St Bartholomew's Hospital. She went onto train in Obstetrics and Gynaecology in London, Dublin and Hong Kong then worked as a Consultant Obstetrician and Gynaecologist at St Thomas', St Bartholomew's and Homerton Hospitals in London, with an Honorary Reader position at Barts and The London School of Medicine and Dentistry.

With an increasing interest in medical education, Katharine studied at the Institute of Education in London and was awarded a distinction in her Masters in Higher and Professional Education. As a full time medical educationalist, she has gained experience and expertise in medical education and has led the reform of curriculum and assessment at the undergraduate medical schools at Barts and the London, Cambridge University and St George's University of London. In 2014, she moved to Singapore to work as Assistant Dean for Medical Education Research and Assessment at the Lee Kong Chian School of Medicine. Since 2015, she worked independently, to lead a consortium of health professional educationalists (Health Professional Assessment Consultancy: HPAC http://www.hpac.sg/index.html) to conduct internationally acclaimed assessment courses in London (http://www.hpac.sg/facourse) and Singapore (http://www.hpac.sg/siaac), as well as advise internationally on assessment, quality assurance, faculty development and reviews of assessment programmes. She started at Duke-NUS in September 2018.

She has published her research in the leading medical education journals and is an Associate Editor for the journals Advances in Health Sciences Education, BioMedCentral and is a regular reviewer for Medical Education, Medical Teacher, the BMJ, the Clinical Teacher, Higher Education Quarterly and Assessment and Evaluation in Higher Education. She is the Series Editor for the Oxford University Press companion volumes to their Handbooks of Medicine series, with six volumes published and another three in press (Oxford Assess and Progress series).

Katharine has been invited to advise on numerous national and international initiatives including several of the Royal Medical Colleges in the UK, the Colleges of Medicine of South Africa, the Association of Veterinary Schools in the UK, the General Medical Council, the General Dental Council, the Osteopathic Council, the Lawyers Regulatory Council, the Arab Board of Postgraduate Examinations, the National Assessment Group of Switzerland, the IDEAL Consortium, and has held visiting Professorships at the Universities of Cyberjaya (Malaysia), Hong Kong, Amman (Jordan) and Tromsø (Norway).

She is consultant to the Singapore Ministry of Health, Curtin Medical School (Australia), the Karolinska Institute Medical Programme, University College Dublin School of Veterinary Medicine (Ireland), the Colleges of Medicine of South Africa, and the University of Helsinki.



Claire Ann **Canning**Senior Lecturer, Medical Education, Lee Kong Chian School of Medicine, Nanyang Technological University, Singapore

Dr. Claire Ann Canning, is a Senior Lecturer, Medical Education at the Lee Kong Chian School of Medicine. She is also Lead for Written Assessment, Years 1 and 2, Lead for Introduction to Medical Sciences, a TBL facilitator and House Tutor. Dr. Claire Ann Canning graduated from the National University of Ireland with a BSc. (Hons) degree in Biochemistry in 1998. After gaining a MSc. in Medical Genetics and Immunology,

she was awarded her PhD in 2002 in the field of Sex Determination (Developmental Genetics) from the National Institute of Medical Research, UK. Claire relocated to Singapore in 2004, where until 2012, she was a senior research fellow at A*STAR. Her research interests were primarily in the field of embryology and genetics, studying signalling pathways and their involvement in normal development and disease.

Research Focus

In 2013, she joined LKCMedicine to pursue a career in Medical Education. Her research interests are in the areas of Assessment in Medical Education, Curriculum Development, Curriculum Mapping and Admissions.



Chan Yiong Huak Head, Biostatistics Unit, Yong Loo Lin School of Medicine, National University of Singapore, National University Health System, Singapore

Yiong Huak received his PhD in Mathematics from the University of Newcastle, Australia (1993). Prior to his current appointment (May 2004) as the head of the Biostatistics Unit in the Yong Loo Lin School of Medicine, he was the head of Biostatistics and Data Management (1997 – 2004). In the Clinical Trials and Epidemiological Research Unit (CTERU), National Medical Research Council (NMRC). Actively involved in

conducting research and statistical courses to help researchers in their aims of publication and to enhance their understanding of statistical knowledge. Authored/co-authored more than 500 publications, he also serves as the Specialty (Biostatistics) editor for the Singapore Medical Journal, a committee member of both the Product Vigilance Advisory Committee (PVAC) and the Medicines Advisory Committee (MAC), Health Science Authority (HSA) of Singapore



Andre **Cheah**Senior Consultant, National University Hospital, National University Health System, Singapore

Dr Andre Cheah is in full-time clinical practice as a Senior Consultant and Fellowship Programme Director at the Department of Hand and Reconstructive Microsurgery, National University Hospital. He contributes in the academic realm as an Assistant Professor at the Department of Orthopaedic Surgery, Yong Loo Lin School of Medicine, National University of Singapore and has administrative duties as the Director of Medical Manpower and Human Resource Analytics, National University Health System. He graduated from the National University of Singapore and has a Master of Business Administration from INSEAD.



Chen Fun Gee

Director, Division of Graduate Medical Studies, Yong Loo Lin School of Medicine, National University of Singapore; and Director, Division of Critical Care, National University Hospital, National University Health System, Singapore

Dr. Chen Fun Gee graduated from the Faculty of Medicine National University of Singapore on April 1981. He completed his postgraduate training in Anaesthesia in Singapore in 1987. He underwent subspecialty training in Critical Care Medicine at St Vincent's Hospital Sydney in 1990. With an interest in medical education, Dr.

Chen underwent a 2-year Masters Health Professions Education course at Maastricht University Holland and graduated in 2016.

Dr. Chen joined the Department of Anaesthesia National University Hospital in 1986 and became an academic staff of the Faculty of Medicine, National University of Singapore in 1989. He subsequently held positions as Director of Surgical Intensive Care Unit, Clinical Director Anaesthesia, Vice Chairman Medical Board (Quality Assurance) and Head of Department of Anaesthesia (NUS and NUH). He completed his term as head and started his current position as Director Division of Graduate Medical Studies, Yong Loo Lin School of Medicine in 2010.

Dr. Chen is a member of the Singapore Medical Council, the Singapore Specialist Accreditation Board and the Family Medicine Accreditation Board. He is the Co-Chair, Joint Committee of Specialist Training and Chair, Joint Committee of Family Medicine Training. He sits in advisory panels in licensing assessments in Advance Practice Nursing and Pharmacy Residencies. For his contributions in education, he was awarded a Public Administration Medical (Bronze) during the Singapore National Day Awards 2016.

Dr. Chen's research interest has been in the area of outcomes in critical care, airway devices, medical simulation as well as assessments in medical education, in particular residency training outcomes. He has been invited as a faculty internationally to talk on critical care management, use of airway devices as well as medical simulation in medical education. Dr. Chen has also served as an anaesthesia examiner in postgraduate anaesthesia examinations in Singapore, Hong Kong and Malaysia.

Dr. Chen's extracurricular interest is in Jazz music. He is a student of the saxophone and electric guitar and has performed publicly in D&Ds and celebratory events.



Chen Zhi Xiong

Assistant Dean of Students (NUS), Senior Lecturer and Integration Lead Educator, Yong Loo Lin School of Medicine, National University of Singapore, National University Health System, Singapore

Dr. Chen Zhi Xiong is the Deputy Education Director at the Department of Physiology, Yong Loo Lin School of Medicine and Chairperson of the Asia-Pacific Biomedical Science Educators Association (APBSEA). He is also Principal Investigator of the Neurodevelopment and Cancer Laboratory and Joint Scientist at KK Women's and Children's Hospital. In addition, he is a Resident Fellow of King Edward VII Hall where he lives among students including those from healthcare and life sciences disciplines. Sitting at the

crossroads between biomedical sciences and health professions, Zhi Xiong is exploring ways to enhance education in both areas with specific interests in biomedical sciences graduate education, the role of biomedical sciences in medical education and faculty development.



Nicholas **Chew** Wuen Ming Group Chief Education Officer, National Healthcare Group, Chairman Medical Board, Woodlands Health Campus, Singapore

A/Prof Nicholas Chew graduated from the Faculty of Medicine, National University of Singapore (NUS) in 1995, holds a Masters of Medicine in Psychiatry (NUS, 2001), and a Masters of Science in Health Professions Education from Massachusetts General Hospital, Institute of Health Professions (2013). He has worked in Tan Tock Seng Hospital Department of Psychological Medicine for the last 16 years.

During this time he served as the Deputy Head of Department, from 2006 to 2010 where he started the HIV Psychiatry and the Post-Stroke Depression Programmes. In 2013 he also served as the Assistant Chairman Medical Board (Medical Manpower Development) in Tan Tock Seng Hospital. A/Prof Nicholas Chew started the NHG Transitional Year Residency Programme in 2009

and took on the role of the Designated Institutional Official for NHG Residency from 2011 to 2018. He currently serves as the Group Chief Education Officer for the National Healthcare Group and has been the Chairman Medical Board of the upcoming Woodlands Health Campus since 2017.



Bernissa **Chia**Senior Manager, Professional Training and Assessment Standards Division (PTAS), Ministry of Health, Singapore

Bernissa's work largely revolves around implementing competency-based education into specialist training, EPAs, Training standards and faculty development. She has been working closely with all medical specialties in Singapore to develop their specialty-specific EPAs, as well as with the nursing and allied health fraternities. Her background is in education as she was formerly with the Ministry of Education

Singapore for 9 years. She taught Social Studies and History at the secondary school level, delved into teacher professional development and was involved in curriculum development in Social Studies at the headquarters. Bernissa possesses a Master's degree in Social Studies education.



Faith L **Chia**Designated Institutional Official, 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 has served as the Vice-Chair of the Chapter of Rheumatologists and also contributes as the deputy chair for Natinoal Healthcare Group (NHG) DSRB E. Faith actively teaches both undergraduates and post-graduates and has been recognised numerous teaching awards. She is Adjunct Assistant Professor with the Lee Kong Chian School of Medicine and senior lecturer at the Yong Loo Lin School of Medicine. She was previously the Programme Director for the NHG Internal Medicine

Residency Programme and is currently the Designated Institutional Official.



Chng Hui Ting Instructor, Department of Pharmacy, Faculty of Science, National University of Singapore, Singapore

Hui Ting received her BSc (Hons) (Pharmacy) in 2008 and PhD in 2013 from the Department of Pharmacy, NUS. She is a registered pharmacist with the Singapore Pharmacy Council since 2009. She was a clinical editor with the National Healthcare Group Pharmacy and Therapeutics Office before joining the university in Dec 2014 to pursue her interest and passion in education. She aims to marry her training and experiences in the pharmaceutical sciences and pharmacy practice to answer pertinent research questions in the areas of pharmacy and interprofessional education, drug interactions, and medication adherence.



Alphonsus **Chong**Assistant Professor, Department of Orthopaedic Surgery, National University of Singapore, Head, Department of Hand and Reconstructive Microsurgery, National University Hospital, Singapore

Dr. Alphonsus Chong is a Hand Surgeon at the National University Hospital, National University Healthcare System, Singapore. Beyond clinical work, research activities and administrative duties as Head of the Department of Hand and Reconstructive Microsurgery, he is active in undergraduate medical education as well as postgraduate training of Surgeons. As Chairman of the Residency Advisory Committee for

Hand Surgery, he oversees the training of Hand Surgeons in Singapore. In Education Research, he is particularly interested in the acquisition and maintenance of technical skills in Surgery.



Chong Choon Seng Consultant, Division of Colorectal Surgery, National University Cancer Institute, Singapore

Dr Chong Choon Seng graduated from the National University of Singapore (MBBS) in 2004 and obtained his Fellowship diploma from Royal College of Surgeons of Edinburgh in 2013. Being awarded the Human Manpower Development Programme Scholarship in 2013 and he proceeded on to perform minimal invasive colorectal surgery with one of the most prestigious cancer centres in South Korea, Samsung Medical Center. During this fellowship, he had the opportunity to be involved with advanced colorectal cancer

treatment like robotic surgery and natural orifice surgery like Transanal Total Mesorectum Excision (taTME) and appointed as the representative for robotic surgery in the Division of Colorectal Surgery in NUH. He is appointed Assistant Professor in Surgery in 2014. He is currently a leading instructor in many colorectal cancer courses like taTME for rectal cancer, colonic stenting for

malignant colonic obstruction and minimally invasive surgery for benign and malignant colorectal conditions. Appointed as the Director of Undergraduate Studies in Surgery, Dr Chong is significantly involved in both the undergraduate and postgraduate medical education. He has obtained numerous awards including Best teacher award, NUH Excellence teaching award and nominated role model for students over several years. Dr Chong has published numerous publications namely in the field of colorectal cancers. He is also part of the editorial board and an invited speaker for local and overseas conferences. He is a faculty member of the several societies namely, ASEAN Society of Colorectal Surgeons (ASCS), Asian-Pacific Study Group for Gastrointestinal Surgery (APGIS), Singapore Colorectal Cancer Society (SCRS) and International Digestive Workshop.



Sonali **Chonkar** Staff Physician, KK Women's and Children's Hospital, Singapore

Dr. Sonali Chonkar is Staff Physician at KK Women's and Children's Hospital, Singapore. She is Adjunct Assistant Professor, Duke-NUS School of Medicine, Adjunct Instructor, NUS YLL School of Medicine, Clinical Lecturer, LKC School of Medicine. She is Deputy Clerkship coordinator, Duke-NUS (OG Clerkship). She was awarded the AMEI-GOLDEN APPLE AWARD in 2014 for excellence in Medical Education and KK People Developer (KKPD) Outstanding Clinical Teacher Award. She is the Chief Editor for the book "A Practical Handbook in Obstetrics and Gynaecology for OBGYN Clinicians and the General Practitioner,"

that was awarded the Highly Commended Certificate by British Medical Association in 2015.



Chui Wai Keung Associate Professor, Department of Pharmacy, Faculty of Science, National University of Singapore, Singapore

A/Prof Chui received his professional pharmacy degree, B.Sc. (Pharmacy) Honours, from NUS. His PhD degree was conferred by Aston University (UK). He was the Head of the NUS Pharmacy Department between 2013 and 2015. He was one of the five founding co-chairpersons of the NUS Interprofessional Education Steering Committee. He has been invited to speak at conferences as well as conduct training for academics and pharmacists in several countries of the Western Pacific Region. He was awarded the

Ishidate Award for Pharmaceutical Education at the Federation of Asian Pharmaceutical Association Congress in 2012. He was a past president of the Pharmaceutical Society of Singapore and a proud recipient of the Professor Lucy Wan Outstanding Pharmacist Award.



lan **Curran**

Vice Dean, Education and Co-Director of Academic Medicine Education Institute (AM.EI), Duke-NUS Medical School, Singapore

Prof Ian Curran is the Vice Dean of Education at Duke-NUS Medical School. Previously, he was Assistant Director of Education and Professional Standards at the UK General Medical Council where he led education policy, regulatory and quality assurance work in postgraduate medical education and training across the UK. His achievements at GMC include the development of the innovative Generic Professional Capabilities Framework, revision of the GMC Curriculum Standards and Assessment Systems "Excellence"

by Design", and development of the "Promoting Excellence" Education Standards for Undergraduate and Postgraduate Medical Education and Training for the UK.

Prof Curran trained as an Anaesthetist with an interest in chronic pain management and was appointed Consultant at St Bartholomew's Hospital in 2003 where he was make Professor of Innovation and Excellence in Healthcare Education in 2014. Prof Curran developed and led London's multi-award winning Simulation and Technology Enhanced Learning Initiative. This initiative was awarded the BMJ Award for "Excellence in Healthcare Education" in 2011 and HSJ Award for Patient Safety in 2009. He is a Visiting Professor at King's College London.



Courtney **Davis**Adjunct Assistant Professor, DUKE-NUS Medical School, Singapore

Dr. Davis is a staff physician in the Adolescent Medicine service at KK Hospital and an Adjunct Assistant Professor at Duke-NUS. Dr. Davis is also a clinical educator focusing on clinical reasoning as well as global and public health. She is the Course Director for Practice Course 3, faculty for the CARE curriculum and the faculty advisor for DOVE, an international service learning programme. Previously, she was a paediatrician at Boston Children's Hospital and was an Instructor at Harvard Medical School. She received

her training at Stanford University Hospital and Boston Children's Hospital. Dr. Davis completed an MPH at the University of North Carolina at Chapel Hill.



Dong Lijuan Assistant Director, National Healthcare Group Polyclinics, Singapore

Dr. Dong Lijuan is the Assistant Director of Nursing (Education and Research) and the Clinical Educator Lead (nursing) of Family Medicine Development Division at National Healthcare Group Polyclinics. She was appointed as the Education Specialist (Health Profession Education and Development) with the college of National Healthcare Group Singapore since 2014. She is the appointed member of Education Committee of Singapore Nursing Board, Ministry of Health since 2015. She holds a doctorate in education (curriculum teaching and learning) from National Institute of Education-Nanyang Technological University.

Singapore; an MBA in Health Services Management from University of Ballarat, Australia; and a bachelor degree in Clinical Medicine from Beihua University, PRC.



Vikki Ann **Entwistle**Professor and Director, Centre for Biomedical Ethics (CBmE), Yong Loo Lin School of Medicine,
National University of Singapore, National University Health System, Singapore

Professor Vikki Entwistle is Director of the Centre for Biomedical Ethics (CBmE) at the Yong Loo Lin School of Medicine, National University of Singapore. She was previously (through May 2018) Professor of Health Services Research and Ethics at the University of Aberdeen in Scotland. In broad terms, Vikkikl's research aims to develop practically useful thinking about ethical aspects of healthcare policy and practice. Vikki

is particularly interested in ideas about the quality of healthcare and in the pursuit of fairness in health service provision.



Foo Fong Yee Senior Consultant, National Healthcare Group Eye Institute, Tan Tock Seng Hospital, Singapore

Dr. Foo is a Senior Consultant and Head of the Paediatric Ophthalmology and Strabismus Service with the Ophthalmology Department of Tan Tock Seng Hospital. She is Visiting Consultant at the Eye Centre of Kandang Kerbau Women's and Children's Hospital. She is a Core Clinical Faculty Member of the Ophthalmology Residency Programme and has received Best Teacher Awards in recognition of her teaching efforts. Additionally, as Senior Clinical Lecturer with Yong Loo Lin School of Medicine, Singapore, she is

also actively involved in undergraduate medical education.



Kavitha **Garuna Murthee**Associate Consultant, Singhealth, Singapore General Hospital, Singapore

Kavitha Garuna received her undergraduate medical training from Monash University, Australia. She subsequently trained in Advanced Internal Medicine with Singhealth Residency Programme. Currently she is an Associate Consultant in the Dept of Internal Medicine, Singapore General Hospital. Her special interest includes Allergy and Medical Education/Faculty Development. In collaboration between AMEI, Duke-Durham and Internal Medicine, she has organized and conducted multiple workshops targeting at

remediation and improving learning experience within the department.



Poh-Sun **Goh**Associate Professor and Senior Consultant, Department of Diagnostic Radiology, National University of Singapore and National University Hospital and Associate Member, Centre for Medical Education, National University of Singapore, Singapore

Poh-Sun (MBBS(Melb) 1987, FRCR 1993, FAMS 1998, MHPE(Maastricht) 2012 and FAMEE 2017) practices on the clinician educator tract (80/20 time allocation clinical/education) augmenting his education and training time allocation with technology, and regular early morning focused scholarly efforts, spent developing and evaluating the use of open access online digital repositories in clinical training, and medical

education faculty development, under a mastery training and deliberate practice framework.

More here https://medicaleducationelearning.blogspot.com/2017/09/sotl-in-meded.html.



Suzanne **Goh**Assistant Professor, DUKE-NUS Medical School, Singapore

Dr. Suzanne Goh is the Assistant Dean for Clinical Integration in Duke-NUS Medical School. She also practices in the field of Paediatric Endocrinology. She is primarily involved in teaching Clinical Reasoning starting from the pre-clinical setting, right through the MD programme, and has introduced concept mapping combined with clinical case-based application exercises as a means to introduce the basics of clinical reasoning to pre-clinical students. She is also involved in the development of a scaffolded Clinical Reasoning curriculum spiraling through the clinical clerkships. She is also keen about driving integration

of Basic Science learning with Clinical Science education.



Matthew C E **Gwee**Professorial Fellow and Chairman, International and Education Programmes, Centre for Medical Education, Yong Loo Lin School of Medicine, National University of Singapore, National University Health System, Singapore

Professor Gwee is currently a Professorial Fellow in the Centre for Medical Education, Yong Loo Lin School of Medicine, National University of Singapore.

He joined the medical school in 1965 and has served in it in several capacities, including: Head, Dept. of Pharmacology, Vice-Dean of the then faculty of medicine, Chairman, PBL Committee and several Committees responsible for the disbursement of funds to needy students and educational scholarships to students. He has served in external organisations like WHO, Ministry of Health and CASE. He was also appointed to the NUS Teaching Academy by the then Provost of NUS. Professor Gwee also served as a Member of the University Committee on Educational Policy; the Institutional Animal Care and Use Committee; inaugural Co-Chairman of the Nursing Curriculum Committee, Alice Lee Centre for Nursing Studies; and Associate Director of the Centre for Development of Teaching and Learning.

Professor Gwee is a pioneer in the field of medical education in Singapore. In 1978 he pursued a **Master** of **Health Personnel Education** degree from the University of NSW on the award of Scholarship. He received the prestigious: MILES Award in the 3rd Asia Pacific Medical Education Conference in 2006 in recognition of his many contributions to **Mentoring**, Innovation and **Leadership** in **Educational Scholarship**; the **Lifetime Achievement** Award from APMEC 2015 and, the **Lifetime Achievement** Award from the **Association** of **Medical Education** for **Europe** presented in **Helsinki** at the opening ceremony of the AMEE 2017 Conference.

Professor Gwee served in numerous local, regional and international committees, Advisory Boards as well as Editorial Boards, including Medical Teacher, Medical Education and the International Journal of Medical Education. Professor Gwee has been invited as speaker/panelist for several gold standard meetings in medical education in the Asia-Pacific region and beyond. Professor Gwee has served as a Member of the **Management Committee** of the **A**ssociation for **Medical Education** in **A**sia, and also as a Member of the **Board of Directors** of the **I**nternational **A**ssociation of **Medical Science Educators**.

He has published several chapters in books, including: "Globalisation of Medical Education: An Asian Perspective" (together with D Samarasekera and Tan Chay Hoon). He has also contributed to other book chapters, the most recent (2018) is a chapter ("Large Group Teaching") in the International Textbook "Understanding Medical Education". Professor Gwee also published two key papers in **Special Issues** to **commemorate the centenary year (2010) of the Flexner Report** in the Journal of Medical Education ("Medical and Health Care Professional Education in the 21st Century: Institutional, National and Global Perspectives") and the Journal of the International Association of Medical Science Educators ("Role of Basic Medical Sciences in 21st Century Medical Education.").



Derek **Heng** Jiun Yi Consultant, National University Hospital, National University Health System, Singapore

Derek is an Emergency Physician with a passion for teaching. This passion led him to many teaching engagements with nurses, students, doctors and other allied healthcare staff. He was an invited speaker for the Society of Emergency Medicine conference 2018. He is currently serves as the Deputy Undergraduate Education Director in NUH Emergency Medicine Department and also in various Emergency Medicine postgraduate examination committees.



Calvin **Ho**Assistant Professor, Centre for Biomedical Ethics, Yong Loo Lin School of Medicine, National University of Singapore, National University Health System, Singapore

Calvin WL Ho is Assistant Professor at the Centre for Biomedical Ethics in the Yong Loo Lin School of Medicine, National University of Singapore (NUS). He is also Co-Head of the Collaborating Centre for Bioethics of the World Health Organisation, and a Research Associate with The Ethox Centre, University of Oxford. In addition, he serves as a member of the Singapore Nursing Board, an Assistant Director with the Legal Aid Bureau (Ministry of Law), a member of the National Transplant Ethics Panel (Ministry of

Health), a member of the Bioethics Committee of Alexandria Hospital, a member of the Paediatric Ethics and Advocacy Centre, National University Hospital and a member of NUS Inter-professional Education Steering Committee.



Inthrani Raja **Indran**Lecturer, Department of Pharmacology, Yong Loo Lin School of Medicine, National University of Singapore, National University Health System, Singapore

Dr Inthrani is a lecturer at the Department of Pharmacology. She holds a joint appointment with the Department of Obstetrics and Gynaecology. Her research interests revolves around women's health. She is also interested in understanding how organisational cultures and behaviours can shape staff motivation and development.



Min-Yen **Kan**Associate Professor, School of Computing and Institute for Application of Learning Science and Educational Technology, National University of Singapore, Singapore

Min-Yen Kan (BS;MS;PhD Columbia Univ.; SACM, SIEEE) is an Associate Professor at the National University of Singapore. He serves the School of Computing as an Assistant Dean of Undergraduate Studies; and the University as a Deputy Director (Research) in the NUS Institute for Application of Learning Science and Educational Technology (ALSET). His research interests include digital libraries and applied natural language

processing and information retrieval. He is recognised as a distinguished speaker by the ACM for natural language processing and digital libraries research. Specific projects include work in the areas of scientific discourse analysis, full-text literature mining, machine translation, lexical semantics and applied text summarisation.



Kang Mei Ling Senior Consultant, Singapore General Hospital, Singapore

Dr. Kang Mei Ling was trained in internal medicine and infectious diseases; and is a senior consultant in the Departments of Internal Medicine and Infectious Disease, Singapore General Hospital. She is also actively involved in medical education of undergraduate and postgraduate students; and is presently clinical faculty for 3 local medical schools, core faculty for SingHealth Internal Medicine Residency Programme; and Programme Director for SingHealth Advanced Internal Medicine Residency Programme. She is a

strong believer of work-based teaching and assessment; but also has interests in innovative teaching and evaluation methods such as through simulation and gaming.



Kee Li Leng Janice Senior Nurse Educator, National University Hospital, National University Health System, Singapore

Janice is a Senior Nurse Educator in the cardiac cluster at the National University Hospital (NUH) specialising in coronary and general intensive nursing care. She is actively involved in clinical teaching in NUH in-house nursing programmes: Critical Care and Cardiac nursing programmes. Her main interest is in interprofessional simulation training. She conducts clinical simulation training and train-the-trainers workshops for nurses. She also supports clinical instructors in cardiac cluster Trigger Code Blue and

conducts Cardiac Rehabilitation Outpatient Code Blue drill clinical simulation training.



Koh Dow Rhoor

Associate Professor, Department of Physiology, Director, International Relations, and CenMED Associate, Centre for Medical Education (CenMED) Yong Loo Lin School of Medicine, National University of Singapore, and Visiting Senior Consultant, Division of Rheumatology, Department of Medicine, National University Health System, and Senior consultant, Professional, Training, Assessment and Standards (PTAS) Division, Ministry of Health, Singapore

Dr Koh Dow Rhoon is an alumni of the Yong Loo Lin School of Medicine and completed his undergraduate training in medicine in 1981. He then went on to complete his postgraduate training in Internal Medicine,

Rheumatology and Immunology. He has been active in medical education for almost two decades and has been the Vice-Dean (Education) from 2001 to 2010, driving medical education reforms in the school. He is currently Associate Professor in the Department of Physiology and Visiting Senior Consultant in the Division of Rheumatology, Department of Medicine, National University Health System (NUHS). With PTAS, Ministry of Health, he is leading the development of a common medical school standards as well as a quality improvement framework for undergraduate medical education in Singapore. His current interests are in curricular reforms, quality assurance and student learning.



Shan Koh Bundgaard

Assistant Professor (Education), Director of Student Academic, Development (Student Affairs), Duke-NUS Medical School, Singapore

Shan is an assistant professor with the Office of Education and Director of Student Academic Development for Student Affairs at Duke-NUS Medical School, Singapore. She is a trained medical doctor, and an alumnus of Duke-NUS. Her work focuses primarily on developing clinical reasoning skills in medical students at all levels of training within medical school, as well as remediation of the struggling medical student. Before this, Shan worked for the Departments of Paediatrics and Emergency Medicine at KK

Women's and Children's Hospital, Singapore. She is still in active general practice. Shan earned her BA in Biology from Pomona College, California.



Yanika Kowitlawakul

Associate Professor, Alice Lee Centre for Nursing Studies, Yong Loo Lin School of Medicine, National University of Singapore, National University Health System, Singapore

Dr. Kowitlawakul received her PhD in Nursing in 2008, from George Mason University, Virginia, USA. Her professional experiences have included critical care nursing and clinical teaching. Dr. Kowitlawakul has been working as an Assistant Professor at Alice Lee Centre for Nursing Studies, Yong Loo Lin School of Medicine, National University of Singapore, since July 2011. She has been involved in teaching

undergraduate and graduate nursing programme. Her research areas of interest are patient safety and quality and educational technology.



Amitabha **Lahiri**

Senior Consultant, National University Hospital, National University Health System, Singapore

Dr. Amitabha Lahiri is a senior consultant at the Department of Hand and Reconstructive Microsurgery, National University Hospital, Singapore, and the current director of the microsurgery training lab. He is involved in both, undergraduate and postgraduate training programmes. His interest lies in development of simulation models for microsurgery and simulation based training programmes. He has made original contributions in the field and has presented his work in national and international forums.



Manjari Lahiri

Programme Director, Quality and Innovation Distinction Programme, and Senior Consultant in Rheumatology and Advanced Internal Medicine, National University Hospital, National University Health System, Singapore

Dr. Lahiri is a full time clinician, and a Senior Consultant Rheumatologist and General Internist at the National University Hospital, a 1300-bedded teaching hospital. She is the Programme Director of the Rheumatology Senior Residency training programme. Dr. Lahiri is especially interested in rheumatic

disease epidemiology, and health care quality and services research. She leads the "High Value care" initiative for the department of Medicine, looking at the outcomes and cost of healthcare delivery, and coordinating departmental efforts towards quality improvement and value driven outcomes. Since 2016, she also developed, and is the director of, the distinction track in quality and innovation, which aims to mentor residents hospital-wide, in quality initiatives.



Lee Shuh Shing Medical Educationalist, Centre for Medical Education (CenMED), Yong Loo Lin School of Medicine, National University of Singapore, National University Health System, Singapore

Dr. Lee Shuh Shing is a medical educationalist in the Centre for Medical Education (CenMED), Yong Loo Lin School of Medicine. Prior to joining NUS, she was a Medical Educationalist attached to the Medical Education Research and Development Unit (MERDU) in University of Malaya, Malaysia. After obtaining her PhD in education, she has been actively involved in MBBS curriculum planning and provide staff training in University of Malaya. Her main research interests are in teaching and learning approaches, technology

in teaching and learning, student learning and qualitative research.



Lee Sin Yi Senior Physiotherapist, Tan Tock Seng Hospital, Singapore

Besides enjoying working with the geriatric population, Sin Yi is passionate about education and professional development. Grooming younger mentors and students has always been a fulfilling and rewarding journey for her. She is actively involved in research that aims to promote exercise and physical activity for older adults. Sin Yi's other research interests include areas of interprofessional collaboration, reflective practice and professional identity. As part of the curriculum development team for the National

Healthcare Group Interprofessional Leadership Programme, Sin Yi began to develop greater interest in the field of education and leadership. She strongly believes that being an educator at heart is the core of being an effective leader.



Lim Boon Leng Deputy Group Director, Education (Graduate), SingHealth, Chief Risk Officer, Singapore General Hospital, Singapore

Assoc Professor Lim Boon Leng is the Deputy Group Director, Education (Graduate), SingHealth from 2015 and SGH Chief Risk Officer from 2018. He is also Associate Professor of Duke-NUS Medical School, Clinical Associate Professor of YLL School of Medicine, NUS, Co-Chair of the Professional Development Committee of Academic Medicine Education Institute (AM.EI).

A/Prof Lim's portfolio includes - Director, Surgical ICU (1996-2002); Head, Department of Anaesthesia and Surgical Intensive Care (2004-2009); Chairman, Sub-Division of Anaesthesiology (2009-2011); President, Society of Intensive Care Medicine (1999-2001); President, Singapore Society of Anaesthesiology (2002-2003). He was member of the Specialist Training Committee (Anaesthesiology) from 2006-2011 and Subspecialty Training Committee (Intensive Care Medicine) from 2006-2014. His other works are in Bioethics and Transplant Ethics where he serves as member of SGH Transplant and Bioethics Committee Member since 2005 and MOH National Transplant Ethics Panel since 2009. He was ADIO SGH from 2010-2012 and DIO SingHealth Residency from 2012 to 2018.



Lawrence **Lim**Principal Medical Social Worker, Tan Tock Seng Hospital, Singapore

Mr Lim is a Principal Medical Social Worker and Chief Education Lead of Department of Care and Counselling, in Tan Tock Seng Hospital. He overseeing the department's education strategising and development. His clinical interests are healthcare education and supervision, systemic psychotherapy, geriatrics care and gerontology, palliative and end-of-life care. He is also the core member of Education Taskforce under Allied Health Services Division, Adjunct Faculty with National Healthcare Group College and

designated Health Professions Educator with National Healthcare Group Education. He was one of the curriculum development team members and faculty for Inter-Professional Leadership Programme (IPLP) under National Healthcare Group. He was also recognised for excellence in education and was recipient of Tan Tock Seng Hospital (TTSH) Allied Health Services Clinical Educator Outstanding Award for three consecutive years from 2012 to 2014 and National Healthcare Group (NHG) Teaching Award for Allied Health Educators in 2014 and Education Leaders Award in 2017. He received Allied Health Clinical Educator Honour Roll in 2015 in recognition of sustained outstanding performance and passion to Allied Health Education. He was also recipient for National Healthcare Group (NHG) Education Leaders Award, 2017.



Ruth **Lim**Director Education, SingHealth Polyclinics, Singapore

Dr. Ruth Lim a Family Physician is a senior consultant with SingHealth Polyclinics (SHP). As Director Education at SingHealth polyclinics, and Academic Vice-Chair of Education in the SingHealth Duke-NUS Family Medicine Academic Clinical programme (ACP), she plays a key role in educating the next generation of healthcare staff. On the National level, she is the Chief Examiner for both the Family Medicine Examination (ABMS) and the Masters of Medicine (Family Medicine). Ruth is also the secretary for the Family Physician Accreditation Board (FPAB) and a member of the Joint Committee of Family Medicine

Singapore (JCFMS).



Lim Teik Chung Michael Senior Consultant, Department of Paediatrics, National University Hospital, National University Health System, Singapore

Dr. Lim is a Senior Consultant at the Khoo Teck Puat-National University Children's Medical Institute, NUHS. He graduated from Imperial College School of Medicine, London, in 2000. Dr. Lim is dually-accredited in Paediatrics and Paediatric Respiratory Medicine in the UK, and gained specialist accreditation in Paediatric Medicine in Singapore in 2012. He is active in undergraduate medical education, and is a core faculty member in the postgraduate residency programme for paediatrics at National University Hospital. He is

a member of the NUS IPE Committee and a core member of the NUH IPE Committee.



Lim Tow Keang Professor, Department of Medicine, National University Hospital, National University Health System, Singapore

Professor Lim was Head of Respiratory Critical Care Medicine, NUHS from 1999-2012. He implemented the Severe Community Acquired Pneumonia and Non-Invasive Ventilation for life-threatening COPD Programmes for which he received National Medical Excellence awards in 2010 and 2014. He received the Master Clinician Award from the NUHS in 2011. As Chair of the Singapore National Asthma Programme he has won international recognition from the World Health Organization's GINA (2015). He also chaired the Ministry of Health workgroup on COPD integrated care and clinical practice guidelines (pub 2018).



Lim Wee Shiong Senior Consultant, Department of Geriatric Medicine, Institute of Geriatrics and Active Aging, Tan Tock Seng Hospital, Singapore

A/Prof. Lim is Senior Consultant at Department of Geriatric Medicine, Institute of Geriatrics and Active Ageing, Tan Tock Seng Hospital. He is faculty advisor to National Healthcare Group Health Outcomes Medical Education Research (NHG-HOMER); Adjunct Associate Professor of Yong Loo Lin School of Medicine, NUS; Fellow of the American Geriatric Society; and Associate Fellow of the Association for Medical Education in Europe. He was co-course lead for the Atelier Wilson Centre@HOMER Course in

Qualitative Research Methods. Awarded the outstanding alumni award 2016 from the MGH Institute of Health Professions, Boston, USA, his enthusiasm in his role as "Geriatrician Educator Researcher" is evidenced by his comprehensive track record of scholarly work, including close to 100 peer-reviewed publications, reviewer for major grants and international journals, and research and teaching awards in the fields of Geriatric Medicine and Health Professions Education. His research interests in health professions education include interprofessional teams and leadership; outcomes-based programme evaluation; and mixed methods research.



Duncan Angus **McGrouther** Senior Consultant, Department of Hand Surgery, Singapore General Hospital, Singapore

Professor McGrouther graduated from the University of Glasgow in Medicine in 1969, the University of Strathclyde in Bioengineering 1975, and gained his MD (honours) Glasgow 1988. In 1989 he was appointed to the first established United Kingdom Chair in Plastic and Reconstructive Surgery at University College London (UCL). Professor McGrouther moved to the University of Manchester in 2001 to focus his research on wound healing, tissue repair and tissue engineering, with laboratory programmes in tendon repair,

peripheral nerve repair and scar formation. Since 2014, he has been Senior Consultant Hand Surgeon at Singapore General Hospital and Adjunct Professor at Duke-NUS Medical School.

For his research he was awarded a Wolfson Royal Society merit award, and has been elected a Fellow of the Academy of Medical Sciences, United Kingdom. Elected to the Royal College of Surgeons of England Council (2010-2014), Professor McGrouther chaired numerous committees concerned with Surgical education and standards. He has delivered many public lectures (on 3 occasions attended by His Royal Highness Prince Phillip) communicating the surgeon's art to a wider audience.



Krithikaa **Nadarajan**Consultant, Department of Internal Medicine, Singapore General Hospital, Singapore

Krithikaa Nadarajan graduated from the Yong Loo Lin School of Medicine in 2010. She subsequently trained in Internal Medicine and Advanced Internal Medicine in Singhealth. She is currently a Consultant in Internal Medicine at Singapore General Hospital. Her special interests include medical education and perioperative medicine. She is the Associate Programme Director for the PGY1 Programme in Singhealth. She received the Inspiring Educator Award in 2015 and Outstanding Faculty Award in 2016.



Yvonne **Ng**Senior Director, Group Education, National Healthcare Group, Singapore

Ms Yvonne Ng is the Senior Director (Education) of the National Healthcare Group (NHG) and Executive Director of NHG College. She oversees residency training, pre-employment health profession education, and education development in NHG, as well as the group's training arm - NHG College. Working closely with the Group Chief Education Officer and NHG educators, Yvonne plays a pivotal role in setting up and growing the quality health professions education system in NHG.



Ngiam Kee Yuan

Group Chief Technology Officer, National University Health System, Deputy Chief Medical Informatics Officer, National University Hospital of Singapore, Consultant Thyroid and Endocrine Surgeon, Department of Surgery, National University Hospital of Singapore, Assistant Professor, Department of Surgery, Yong Loo Lin School of Medicine, National University of Singapore, National University Health System, Singapore

Dr Ngiam Kee Yuan is the Group Chief Technology Officer of the National University Health System (NUHS) Singapore overseeing technology deployment in Western Healthcare Cluster of Singapore. The cluster incorporates one large academic medical centre, 3 national centres of excellence, 2 acute hospitals, one community hospital, 6 polyclinics and 4 schools under the National University of Singapore. In this role, he assists the Chief Executive to implement new technologies throughout NUHS and serves as the Chief Advisor to the Centre for Innovation in Healthcare in NUHS. Dr Ngiam is concurrently the Deputy Chief Medical Informatics Officer at the National University Hospital of Singapore with a special focus on artificial intelligence research and implementation in healthcare. He has certification training by the American Medical Informatics Association and has published in computing and medical journals on topics related to healthcare Al applications and technology.

Dr Ngiam is a Consultant Thyroid and Endocrine Surgeon at the Department of Surgery, National University Hospital, Singapore specialising in thyroid oncology and minimally invasive endoscopic and robotic thyroid surgery. Dr Ngiam obtained his undergraduate degree from the Royal Free and University College Medical School, London (now University College London). He entered Advanced Surgical Training in General Surgery and was awarded a fellowship from the Royal College of Surgeons of Edinburgh upon completion of his training. He is accredited a General Surgery Specialist by the Specialist Accreditation Board, Singapore and received the Higher Manpower Development Award to complete a fellowship in Metabolic Surgery in Taiwan. He received further training in robotic thyroid surgery at the Seoul National University Hospital, South Korea.

In his capacity as Assistant Professor, Department of Surgery, Yong Loo Lin School of Medicine, National University of Singapore, Dr Ngiam engages in research into endocrine and metabolic surgery as well as artificial intelligence applications in healthcare. He promotes interdisciplinary collaboration throughout the NUS campus, particularly between the schools of medicine, engineering and computer science for various healthcare applications. He was awarded the ExxonMobil-NUS Research Fellowship for Clinicians and numerous teaching awards for his work in research and education.

Dr Ngiam is also active in volunteerism and is the Mission Chief for a number of ground up surgical missions to regional countries such as Myanmar and Indonesia; under the auspices of the Surgical Outreach to Underserved Localities (SOUL) programme with the NUH Department of Surgery.



Nicola **Ngiam**Senior Consultant Paediatrician, National University Hospital, National University Health System, Singapore

Dr. Nicola Ngiam graduated from the National University of Singapore and subsequently attained higher academic qualifications in the Masters of Medicine in Paediatrics (NUS) and MRCPCH (UK). She received postgraduate training in the field of Paediatric Critical Care at the Hospital for Sick Children in Toronto, Canada. She is currently the Director of the Standardized Patient Programme, Yong Loo Lin School of Medicine, National University of Singapore as well as a senior consultant in the Paediatric Intensive

Care Unit, Khoo Teck Puat – National University Children's Medical Institute, National University Health System. She is actively involved in undergraduate paediatric education as well as programmes for paediatric postgraduate students and nurses in the field of paediatric acute care. She has a special interest in the field of standardised patient training, communication skills and the use of simulation-based teaching methods.



Shirley Ooi Beng Suat

Senior Consultant and Associate Professor, Emergency Medicine Department (EMD), National University Hospital (NUH), Designated Institutional Official (DIO), Residency Programme, National University Health System, Singapore

Associate Professor Shirley Ooi is the former Head of NUH EMD. She is currently co-chairing the annual Asia-Pacific Evidence-based Medicine and Nursing workshop and Residency Medical Education distinction track. She is currently serving in the Specialist Accreditation Board, National Postgraduate

Year 1 committee, Medical Education Coordinating Committee, Singapore Specialist Training Standards Standing Committee and Workplace-based Assessment Committee. Her passion and educational research interest is in teaching and mentoring. She believes in lifelong learning and has just obtained her Masters of Health Professions Education (Maastricht-Singapore) in 2017. She has won multiple teaching awards, the most prestigious being the 2013 National Outstanding Clinician Educator award. She has written 3 books entitled "Guide to the Essentials in Emergency Medicine 1st and 2nd eds" and "Medicolegal Issues in Emergency Medicine and Family Practice: Case Scenarios".



Poh Chee Lien Assistant Director of Nursing, National Healthcare Group, Singapore

Ms Poh Chee Lien is the Assistant Director of Nursing at the National Healthcare Group Education Office, Singapore. Before her appointment at NHG Education Office, she was the Assistant Director, Nursing (Education) and Head of Nursing Training Department at the Institute of Mental Health (IMH), Singapore. Chee Lien holds a Master of Health Science (Education) from the University of Sydney, Australia; a Bachelor of Nursing from the University of Sydney, Australia; Advanced Diploma in Nursing (Gerontology)

from Nanyang Polytechnic, Singapore; and a Diploma in Nursing from Nanyang Polytechnic, Singapore. Chee Lien has a strong passion for education, research, evidence-based practice, gerontology and mental health nursing. She has been the Principal Investigator of several research studies, published and presented in local and international arena.



Gominda G **Ponnamperuma**

Assistant Director, Centre for Medical Education (CenMED), Yong Loo Lin School of Medicine, National University of Singapore, National University Health System, Singapore

Dr. Ponnamperuma has served as an invited speaker cum resource person in many international symposia and conferences. Author of several journal articles and books, he sits on the editorial boards of two international medical education journals. He is a postgraduate tutor, examiner, and resource material developer for national and international medical education courses. Gominda has served as an advisor, visiting professor, consultant and fellow in several academic institutes and educational projects. He is a

founder co-chair of the Asia Pacific Medical Education Network (APME-Net). His research interests are on assessment (including selection for training), and curriculum development and evaluation.



Dujeepa D Samarasekera

Director, Centre for Medical Education (CenMED), Yong Loo Lin School of Medicine, National University of Singapore, National University Health System; and Senior Consultant (Health Professions Education), Ministry of Health, Singapore

Dujeepa Samarasekera is the Director, Centre for Medical Education (CenMED), Yong Loo Lin School of Medicine and Senior Consultant (Health Professions Education) at the Ministry of Health Singapore. Dujeepa has been involved in curriculum development, quality assurance and accreditation and faculty development at both undergraduate and postgraduate level health professional courses. He is the Course

Director of the Masters in Health Professions Education - Singapore which is a collaboration with the University of Maastricht, Netherlands. He is the Chair Faculty Teaching Excellence Committee (FTEC) for Yong Loo Lin School of Medicine and Saw Swee Hock School of Public Health. In addition Dujeepa leads the School of Medicine Continuous Quality Improvement team at the deanery and is the co-chair for faculty development in the residency programme. He is also a member of the Undergraduate Curriculum Committee and Graduate Medical Education Committee, Faculty Assessment Committee and Curriculum Steering Committee at the School of Medicine and NUHS.

At the MoH level, Dujeepa is part of the Professional Training Assessments and Standards (PTAS) division and provides expertise in the following areas - Undergraduate Medical Schools and Postgraduate speciality training accreditation; development of Postgraduate Year 1 training and assessment framework; Nursing curriculum framework (Nursing Executive Education Committee); Pharmacy and Allied Health programmes to refine their training and evaluation programmes.

At the regional and international level Dujeepa is a member of the ASPIRE for Excellence panel at the European Association for Medical Education to evaluate medical schools that have achieved excellence in specific areas of faculty development, assessment etc and Co-chair the Asia Pacific Scholar Network (APMENet) in medical education. He is the present President of the College of Clinician Educators at Academy of Medicine Singapore and also the President of the Western Pacific Association of Medical Education which is the regional branch organisation of the World Federation of Medical Education in charge of global medical school standards and accreditation. Dujeepa is the Editor-in-Chief of The Asia Pacific Scholar (TAPS) journal and serves on the editorial advisory boards of Annals of Academic Medicine Singapore, South East Asian Journal of Medical Education (SEAJME), Korean Journal of Medical Education, BLDE Medical Journal and AMEE online journal MedEd Publish. He serves in many international medical education organisations and has published widely in peer-reviewed medical education journals as well as authored book chapters relating to Medical and Health Professional Education. Dujeepa holds the fellowships of Academy of Medicine Singapore, Academy of Medicine Educators in the United Kingdom and the fellowship of Medical Educators Europe.



See Kay Choong

Consultant and Head, Division of Respiratory and Critical Care Medicine, National University Hospital, National University Health System, Singapore

Dr. See Kay Choong is Consultant and Head, Division of Respiratory and Critical Care Medicine, National University Hospital, Singapore. He is also Director, Research Residency Programme, National University Health System. Dr. See graduated from the National University of Singapore and completed Advanced Specialty Training in both Respiratory Medicine and Intensive Care Medicine. He obtained the European

Diploma in Intensive Care and Masters of Public Health from Harvard University with a focus on Quantitative Methods. His recent medical education work revolves around physician well-being, evidence-based medicine assessment, clinical reasoning, pleural ultrasound training and critical care ultrasonography.



Seow Choon Sheong

Senior Consultant Surgeon, Ng Teng Fong General Hospital, Singapore

Dr Seow graduated from Aberdeen University and undertook research and specialist training in general surgery in Glasgow. After his fellowship training in Singapore, he has worked in England (Manchester and Bristol) prior to return to Singapore. He holds the Director of Colorectal Service in Ng Teng Fong General Hospital, NUHS. He is an adjunct assistant professor with the Yong Loo Ling School of Medicine, NUS. He is the associate programme director of the NUHS General Surgery Residency Programme. He teaches

anatomy to the first year medical student in NUS and ATLS (Advanced Trauma Life Support) at a national level.



Soh Jian Yi Consultant, National University Health System, Singapore

Dr. Soh Jian Yi completed his Paediatric training as well as Allergy and Immunology subspecialty training in Singapore. His clinical work encompasses general paediatrics as well as various aspects of allergy, such as the immunotherapy treatment programme for food allergies in children in Singapore. His research interests span education as well as allergy and immunology. He is heavily involved in postgraduate and undergraduate medical education. On the side, he is a volunteer with TOUCH community services. He also writes for the Straits Times on doctor-patient issues, and is the author of The Ownership Cycle.



Maleena **Suppiah Cavert**Senior Assistant Director, Clinical Education Office, Ng Teng Fong Hospital, National University Health System, Singapore

Maleena's career spans four domains: food science, aviation, education, and healthcare. In her current role, she oversees Education and Training in an academic healthcare system. Undergraduate, postgraduate and Residency, continuing medical education, and inter-professional programmes are run concurrently. One of her interests lies in the well-being and welfare of healthcare professionals. To that end, fostering the development of individual coping mechanisms, building resilience, and engaging institutional and

system leaders to help reduce stressors in the workplace is key.



Tai Yuen Ling Esther
Principal Occupational Therapist, National University Hospital, Singapore

Esther graduated from the Hong Kong Polytechnic University in 2001 and obtained her Masters in Health Science from the University of Sydney in 2007. She has worked as an occupational therapist in Hong Kong, United Kingdom and Singapore. She is a training leader and expert level "Developmental, Individual difference and Relationship based" (DIR) floortime provider under the Interdisciplinary Council on Development and Learning (ICDL). She has taught DIR floortime professional courses in Singapore and overseas. Esther has been actively involved in clinical teaching, as well as promoting Interprofessional

Education (IPE) and Interprofessional Collaboration (IPC) at National University Hospital. She is currently pursuing a Masters in Clinical Education at the University of Edinburgh.



Tan Chay Hoon

Associate Professor, Department of Pharmacology, Member, Centre for Medical Education (CenMED), Yong Loo Lin School of Medicine, National University of Singapore; and Consultant Psychiatrist, National University Health System, Singapore

Professor Tan serves as a Consultant Psychiatrist at National University Hospital and an Associate Professor in Pharmacology of the National University of Singapore.

She is a member of Centre for Medical Education and is actively involved in faculty training in Curriculum Review, Problem-Based Learning and Feedback. She worked closely with other medical educators in Educational Task Force, Professional Development, Mentoring Programme, and Longitudinal Patient Programme in the School of Medicine, National University of Singapore.

Dr. Tan has received multiple University teaching awards from 2002 to 2017. She has been named the National University of Singapore Faculty Outstanding Educator in 2016.



Clement Woon-Teck **Tan**Senior Consultant and Head, National University Hospital, National University Health System, Singapore

Clement Tan is Associate Professor and Consultant Ophthalmologist at the National University Hospital, Singapore. His particular clinical interests are Neuro-ophthalmology and cataract surgery. He is presently Head of the Department of Ophthalmology, National University Health System. Dr Tan's other abiding interest is in Medical Education. Besides completing a Masters programme in medical education, he

was till recently, Programme Director of the Ophthalmology Residency Programme and is still active in postgraduate medical education as the Associate Designated Institution Official for the National University Hospital. He is also Chief Examiner for the Masters of Medicine (Ophthalmology).



Kevin **Tan**Senior Consultant Neurologist and Education Director, National Neuroscience Institute, Singapore

Dr. Kevin Tan is a Senior Consultant Neurologist at the National Neuroscience Institute (NNI) and Associate Professor at Yong Loo Lin School of Medicine, National University of Singapore and Duke-NUS Medical School. He completed his Fellowship in Neuroinfectious Disease and Neuroimmunology at Johns Hopkins University (2008) and Master of Science in Health Professions Education at MGH Institute of Health Professions (2016). His clinical expertise is in neuroinflammatory diseases and neurological infections. He is currently Education Director, NNI. His medical education interests are team-based learning, innovations

in teaching and assessment, clinical reasoning and nudge theory.



Tan Rou An Associate Consultant, General Medicine & Intensive Care Medicine, Ng Teng Fong Hospital, National University Health System, Singapore

Dr. Tan graduated with an MBBS from the National University of Singapore in 2010 and was part of Singapore's inaugural batch of National University Hospital's Internal Medicine residents. Graduating from three different training programmes (Internal Medicine, Advanced Internal Medicine, and Intensive Care Medicine) has conferred her with a keen appreciation of the utility of "non-technical skills", an active

interest in medical education for learners from all walks of life, & the realisation that as medical professionals, we will always be students in some form.



Winnie **Teo**Manager, National Healthcare Group, Singapore

Ms Winnie Teo graduated from the School of Biological Sciences, National University of Singapore with a Ph.D. in Molecular Biology. After her post-doctoral research stint, she joined an educational consultancy group, helping Singapore schools set up and implement molecular biology education programmes. A keen educator, she also lectured part-time in the School of Chemical and Life Sciences, Nanyang Polytechnic. Winnie is excited about being in health professions education and research, and much of

her current work at the National Healthcare Group revolves around developing capabilities for grooming the Professionals for Tomorrow's Healthcare.



Teoh Chia Meng Senior Consultant, National University Health System, Singapore

Dr. Teoh is a graduate of the Faculty of Medicine at the University of Edinburgh. He underwent postgraduate training in the United Kingdom before joining the National University Hospital in Singapore as a consultant physician. He was a Programme Director for Core Medical Training in the UK and is currently a Core Faculty member for the Internal Medicine Residency Programme and the Phase V medicine posting director for undergraduates at the National University Hospital.



T **Thirumoorthy**Group Chief Medical Officer, IHH Healthcare Berhad, Singapore

Dr Thiru is a dermatologist by clinical training and was the Founding Director of the Singapore General Hospital, Department of Dermatology (2002). He has spent more than 20 years of his medical career learning and teaching in the areas of professionalism, professional governance and development, clinical ethics, clinical communications, health law, patient safety, risk management, and clinical governance. He is privileged to be the Founding Director of the Singapore Medical Association Centre for Medical Ethics and Professionalism. He currently holds a position as Adjunct Associate Professor at Duke-NUS Medical

School Singapore where he was a Pioneer Founding Faculty (2007).



Arpana Vidyarthi

Senior Consultant and Head, Division of Advanced Internal Medicine, National University Hospital, National University Health System, Singapore

Arpana Vidyarthi is a Senior Consultant and Head of the Division of Advanced Internal Medicine, National University Hospital, Singapore and an Associate Professor of Education and Health Systems and Services Research at Duke-NUS Medical School. Her Quality and Safety background includes scholarship, operational expertise, and education. She is an Associate Editor for the British Medical Journal (BMJ) Quality and Safety and has published numerous articles in the arenas of transitions of care and quality

and safety education. She has spoken widely within these arenas, testifying before the United States Institute of Medicine on the role of duty hour reduction in improving patient safety, and has been quoted in the New York Times, SF Business Times, Today's Hospitalist, and Health Business Blog. She has substantial operational experience which she gained during her tenure as Director of Quality and Safety for UCSF's Division of Hospital Medicine, through her national role in the United States based Society of Hospital Medicine's BOOST programme to improve the discharge process, and as the Head (Chief) of the Division of Advanced Internal Medicine at the National University Hospital in Singapore. Dr. Vidyarthi has extensive experience in clinical teaching and GME programme administration. She is the Director of the Ministry of Health Singapore Chief Residency Programme. Previously at UCSF, she was the Director of the Health Systems and Leadership residency track, and the Director of Quality and Safety Programmes for Graduate Medical Education.



Wong Teck Yee

Family Physician, Senior Consultant, Department of Continuing and Community Care, Tan Tock Seng Hospital; and Associate Professor and Assistant Dean (Year 4 and Family Medicine), Lee Kong Chian School of Medicine (LKCMedicine), Nanyang Technological University, Singapore

Teck Yee is a Family Physician, Senior Consultant, in TTSH and Associate Professor and Assistant Dean (Year 4 and Family Medicine) in LKCMedicine. He also holds the appointment of Education Director for NHG Pre-Professional Education Office and Academic Director for NHG College. He obtained his MBBS

(1995), Masters in Family Medicine (2001), MPH (2009) and Masters in Health Professions Education (2013).

After completing his Family Medicine residency training, he worked in Choa Chu Kang Polyclinic as a Family Physician and later as Head/Senior Family Physician. He was awarded the Human Manpower Development Programme (HMDP) scholarship to the Department of General Practice in Monash University, Melbourne and later joined Yong Loo Lin School of Medicine as an Assistant Professor, holding the post of FM Undergraduate Education Director. He is an examiner for the Graduate Diploma of FM and the MMed (FM) in Singapore. He was a member of the National Undergraduate Curriculum Committee and is currently on the FM Residency Advisory Committee. He remains active in clinical practice and has contributed articles in numerous peer-reviewed journals. He also actively participates in both local and international conferences, with numerous oral and poster presentations.



Celestial Yap Suen Mei

Associate Professor and Programme Director, Department of Physiology, Yong Loo Lin School of Medicine, National University of Singapore, National University Health System, Singapore

Celestial Yap is Associate Professor and Physiology Programme Director at the Yong Loo Lin School of Medicine, National University of Singapore (NUS). Graduating with an MBBS degree from NUS, she was engaged in hospital and primary healthcare practice, and subsequently awarded the NUS Overseas Graduate Scholarship to pursue a PhD degree in biomedical research at the University of Edinburgh, United Kingdom. As Physiology Programme Director, she is actively involved in medical and dental

education, where she services in committees overseeing examinations as well as curriculum revision and implementation. She co-leads the Respiratory System-Based Workgroup which aims to foster the integration between basic science education and clinical practice in respiratory medicine. She also set up the Cytoskeleton and Tumour Biology laboratory at NUS in 2006, which focuses on cytoskeletal derangements and signaling pathways that promote tumour invasion and recurrence. The laboratory is committed to education in research, having trained clinician-researchers, postgraduate and undergraduate research students.

Her experience in clinical medicine as well as biomedical research has sparked her interests in integrative approaches to medical and research-related education. Working closely with clinicians and scientists, she hopes to contribute to a culture of holistic professionalism.



Mabel **Yap**Director, Professional Training and Assessment Standards Division, Ministry of Health, Singapore

A/Prof Mabel Yap is currently Director, Professional Training and Assessment Standards Division, MOH, where she oversees development and implementation of assessments for doctors/specialists and accreditation of healthcare professionals. She is also Adjunct Associate Professor at the Duke–NUS Graduate Medical School, Centre for Health Services and Systems Research (HSSR). She received her PhD (Nutrition) from Wageningen University in Netherlands and her Postgraduate Diploma (Human Nutrition) from Deakin University, Australia. A/Prof Yap also has a Master's degree in Science (Public Health) and

medical degree from the National University of Singapore.



Yip Chee Chew Head and Senior Consultant, Ophthalmology and Visual Sciences Department, Khoo Teck Puat Hospital, Singapore

Adj. A/Prof Yip is the Education Director, Education Development Office; Head and Senior Consultant at the Ophthalmology and Visual Sciences Department of Khoo Teck Puat Hospital; and Clinical Director at Admiralty Medical Centre. He is also an Adjunct Associate Professor at Yong Loo Lin School of Medicine, National University of Singapore as well as Lee Kong Chian School of Medicine, Nanyang Technological

University. His received numerous accolades from for excellence in teaching: Best Teacher Award (2014), Special Recognition Award (2016) and Dean's Award for Teaching Excellence (2017) from the Yong Loo Lin School of Medicine, National University of Singapore. He received the American Academy of Ophthalmology Achievement Award (2008), the American Academy of Ophthalmology International Ophthalmologist Education Award (2011) and the Eye and Visionary Award (2012) for his contributions in ophthalmic education. He has an educational research interest in effective teaching and learning.



Doris Young

Professor, Division of Family Medicine, Yong Loo Lin School of Medicine, National University of Singapore, National University Health System, Singapore

Doris Young graduated from Faculty of Medicine, University of Melbourne and completed Family Medicine training in Australia. Over the last 35 years, Doris has been involved extensively in educating and training medical students, registrars, general practitioners and other health professionals in adolescent medicine, general practice and primary care research. Over the last 10 years, she has been actively building General Practice /Family Medicine education and research capacity in Hong Kong and in China. Doris Young

has published widely in the area of General Practice integration models with the wider health care system and her research focussed on trialling innovative models of care in the primary care setting to improve health outcomes for people with chronic diseases in culturally and linguistically diverse and disadvantaged communities. Doris moved to Singapore in January 2015 and in 2016 took up a part time role as research advisor to National Healthcare Group Polyclinics. She joined National University of Singapore January 2017 as Professor in the Division of Family Medicine.

ABSTRACT REVIEWERS

Hamza Mohammad Abdulghani, Saudi Arabia

Mohamed M. Al-Eraky, Saudi Arabia Sophia Ang Bee Leng, Singapore

Ruri Ashida, Japan

Ashokka Balakrishnan, Singapore Chinthaka Balasooriya, Australia

Kathy Brotchie, Australia

Chan Lap Ki, Hong Kong S.A.R Julie Chen, Hong Kong S.A.R.

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Sandy Cook, Singapore

Ashwini de Abrew, Sri Lanka

Peter GM de Jong, The Netherlands Vishna Devi V Nadarajah, Malaysia

Coralie Dimacali, Philippines Ardi Findyartini, Indonesia Harumi Gomi, Japan

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Indika Karunathilake, Sri Lanka

Rehan Khan, Pakistan Makoto Kikukawa, Japan Chi-Wan Lai, Taiwan Young-Mee Lee, South Korea Kosala Marambe, Sri Lanka Judy McKimm, United Kingdom

Don Moore, USA

Rita Mustika, Indonesia Hiroshi Nishigori, Japan Jørgen Nystrup, Denmark Asela Olupeliyawa, Sri Lanka

Hirotaka Onishi, Japan Wojciech Pawlina, USA Joachim Perera, Malaysia

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Lambert Schuwirth, Australia Zarrin Seema Siddiqui, Australia

Ivan Silver, Canada

Diantha Soemantri, Indonesia Yvonne Steinert, Canada Kevin Tan, Singapore

Tan Choon Kiat Nigel, Singapore

T Thirumoorthy, Singapore Michael Wan, Australia Henry Yang, Taiwan Mabel Yap, Singapore

OVERALL CHIEF JUDGE

Koh Dow Rhoon, Singapore

JUDGES - FREE COMMUNICATIONS

Friday 11 January 2019

10.30am - 12noon

Free Communication Session 1

Katharine Boursicot, Singapore* Anurag Saxena, Canada Zarrin Seema Siddiqui, Australia

Free Communication Session 2

Chan Lap Ki, Hong Kong S. A. R.* Olwyn Westwood, United Kingdom Erik Driessen, The Netherlands

Free Communication Session 3

Kirsty Forrest, Australia* Henry Yang, Taiwan Greg Radu, Canada

Free Communication Session 4

Janie Dade Smith, Australia* Daniëlle Verstegen, The Netherlands Yanika Kowitlawakul, Singapore

Free Communication Session 5

Diantha Soemantri, Indonesia* Peter Henriksson, Sweden Tay Sook Muay, Singapore 1.30pm- 3.00pm

Free Communication Session 6

Nicholas Chew Wuen Ming, Singapore* Jane Smith, Australia Hyun Bae Yoon, South Korea

Free Communication Session 7

Ravindran Jegasothy, Malaysia* Ardi Findyartini, Indonesia Bettina Lieske, Singapore

Free Communication Session 8

Vishna Devi V Nadarajah, Malaysia* Abhilash Balakrishnan, Singapore Anthony Buzzard, Australia

Free Communication Session 9

Cécile Badoual, France* Wong Teck Yee, Singapore Rita Mustika, Indonesia

Free Communication Session 10

Harumi Gomi, Japan* Chinthaka Balasooriya, Australia Chen Fun Gee, Singapore

*Chief Judge for the respective sessions

JUDGES - SHORT COMMUNICATIONS

Friday 11 January 2019

3.30pm - 4.15pm

Session 1 – Pamela Craig, Australia Session 3 – Chen Zhi Xiong, Singapore Session 5 – Lakshmi Nagappa Naik, Malaysia Session 7 – Ma. Cristina Zulueta, Philippines Session 9 – Jacqueline Yuen, Hong Kong S.A.R.

4.15pm - 5.00pm

Session 2 – Anna Kiessling, Sweden Session 4 – Yoshimi Harada, Japan Session 6 – Catherine Green, Australia Session 8 – Low Seow Ping, Singapore Session 10 – Chay Oh Moh, Singapore

Saturday 12 January 2019

9.00am - 9.45am

Session 11 – Johanna Jordaan, Australia Session 12 – Atiporn Surawongsin, Thailand Session 13 – Yip Chee Chew, Singapore Session 14 – Ruth Lim, Singapore Session 15 – Michael Wan, Australia

9.45am - 10.30am

Session 26 – Viola Antao, Canada Session 27 – Cheng Hsien-An, Taiwan

11.15am - 12noon

Session 16 – Jennifer Nailes, Philippines Session 18 – Derrick Aw Chen Wee, Singapore Session 20 – Danai Wangsaturaka, Thailand Session 22 – Carmen Wong, Hong Kong S.A.R. Session 24 – Svetlana King, Australia

12noon - 12.45pm

Session 17 – Ashwini de Abrew, Sri Lanka Session 19 – Junichi Tanaka, Japan Session 21 – Wendy Hu, Australia Session 23 – Liaw Sok Ying, Singapore Session 25 – Kyung Hye Park, South Korea

ESSENTIAL SKILLS IN MEDICAL EDUCATION (ESME) COURSE ESSENTIAL SKILLS IN MEDICAL EDUCATION ASSESSMENT (ESMEA) COURSE

ESME COURSE

Thursday, 10 January 2019 (8.00am)	Multipurpose Hall 1, Level 3, Tahir Foundation Building, Block MD1, NUS Yong Loo Lin School of Medicine
Sunday, 13 January 2019 (8.30am)	Multipurpose Hall 1, Level 3, Tahir Foundation Building, Block MD1, NUS Yong Loo Lin School of Medicine

ESMEA COURSE

Wednesday, 9 January 2019 (8.30am)	Multipurpose Hall 1, Level 3, Tahir Foundation Building, Block MD1, NUS Yong Loo Lin School of Medicine
Sunday, 13 January 2019 (9.00am)	Multipurpose Hall 2, Level 3, Tahir Foundation Building, Block MD1, NUS Yong Loo Lin School of Medicine

With the increasing professionalisation of medical education, the need for doctors and other healthcare professionals to have training in teaching is widely recognised. Whilst many institutions worldwide offer Diploma and Masters courses in medical education, there is a lack of accredited basic level courses. The ESME Programme has been designed to meet the need for an entry level teaching qualification and will be of particular interest to teachers who are engaging with medical education for the first time. It will also be valuable for more experienced teachers who have been given some new responsibilities or assignment relating to teaching or assessment, or who wish to have an introduction to the theory underpinning the practice of teaching. It has been designed in the context that all doctors in any branch of medicine or field of practice are likely to have some teaching responsibilities for undergraduates, postgraduates, peers, other healthcare workers or patients. ESME's novel course structure combines a purpose-built course on teaching with an international medical education Conference.

ESME is accredited by AMEE and approved by an International Advisory Board.

Since the introduction of the original ESME course in 2005, several other courses have been developed to meet specific needs:

- Essential Skills in Medical Education Assessment (ESMEA)
- · Research Essential Skills in Medical Education (RESME)
- Essential Skills in Medical Education Simulation (ESMESim)
- Essential Skills in Computer-Enhanced Learning (ESCEL)
- Essential Skills in Continuing Education and Professional Development (ESCEPD)
- Essential Skills in Medical Education Online (ESME Online)
- Essential Skills in Medical Education Leadership
- ESME Skills in Action for the Teacher and Trainer Online
- ESMEA Online
- RESME Online (from 2019)

ESME at APMEC 2019

Two ESME Courses are offered at this Conference: (1) the original Essential Skills in Medical Education, (2) Essential Skills in Medical Education Assessment. Please note: it is not possible to attend more than one course at APMEC due to timing conflicts.

1. ESSENTIAL SKILLS IN MEDICAL EDUCATION

This broad-based course has been designed around a set of competencies that all practising teachers should possess. These include: Effective Teaching, Skilled Educational Planning and Informed Assessment and Evaluation.

ESME Course schedule

Wednesday 9 January: Attend other Pre-conference Workshops (cost not included)

Thursday 10 January 0800-1630 - ESME Pre-conference Session:

- The Skilled Educational Planner: specifying and using learning outcomes and how the learning can be organised in a curriculum;
- The Effective Teacher: including some helpful basic principles relating to large and small group teaching; independent learning; the new learning technologies;

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Sunday 13 January 0830-1230 - ESME Post-conference Session:

- The Informed Assessor/Evaluator: the key assessment principles and the tools available to the teacher;
- The Scholarly Educator, including Professionalism in medical education; Roles of the teacher; Best Evidence Medical Education (BEME);
- A look at the requirements for completion of the ESME Certificate in Medical Education.

ESME Course Faculty

Course Director: Professor Ronald Harden, formerly Director of the Centre for Medical Education, University of Dundee, UK, and currently General Secretary/Treasurer of AMEE and Editor of Medical Teacher;

Faculty members:

Professor Matthew C. E. Gwee, Professorial Fellow and Chairman, International & Education Programmes, Centre for Medical Education, Dean's Office, Yong Loo Lin School of Medicine, National University of Singapore

Dr Dujeepa Samarasekera, Director, Centre for Medical Education, NUS Yong Loo Lin School of Medicine, National University Health System

Associate Professor Tan Chay Hoon, Department of Pharmacology, Member, Centre for Medical Education, Yong Loo Lin School of Medicine, National University of Singapore and Consultant Psychiatrist, National University Hospital, National University Health System

Associate Professor Poh-Sun Goh, Member, Centre for Medical Education, Associate Professor, Diagnostic Radiology, Yong Loo Lin School of Medicine, National University of Singapore, National University Health System

ESME Course Fee: SGD825

Included in the course fee is:

- One full-day pre-conference session
- One half-day post-conference session
- Printed course programme
- Set of resource materials provided on USB memory stick
- Certificate of participation
- Optional submission and assessment of a post-course report, details of which will be given during the Course
- Award of ESME Certificate in Medical Education if the post-course report is assessed as meeting the requirements of the Certificate.

Please note: In addition to the ESME course fee, participants are required to register for APMEC 2019 and pay the registration fee, and pay to attend one or two pre-conference workshops of their choice.

2. ESSENTIAL SKILLS IN MEDICAL EDUCATION ASSESSMENT (ESMEA)

The purpose of this course is to introduce participants to the principles of good assessment practice, and give them a good grasp of the essential skills which are critical in designing valid, fair and robust assessment programmes. The course is aimed at participants new to assessment who wish to gain basic understanding and skills in assessment. It is a broad based course, giving a general overview, and participants can expect to gain understanding of the underlying principles of assessment and hands-on experience in designing assessments, writing test material and standard setting.

Activities during the course will include interactive lectures, presentations and group work.

ESMEA Course Schedule

Wednesday 9 January 0830-1700 ESMEA Pre-conference Session:

- Contemporary principles of assessment: the evidence from the literature
- Blueprinting: mapping your assessment to curriculum outcomes
- · Designing tests of knowledge: best practice in design
- Designing tests of clinical skills: OSCE principles

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ESME & ESMEA COURSES

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Thursday 10 January: Attend other Pre-conference Workshops (cost not included)

Sunday 13 January 0900-1230 ESMEA Post-conference Session:

- · Feedback: a critical component in assessment
- Introduction to standard setting: how to make pass/fail decisions fair and defensible
- · Quality assurance issues in assessment

ESMEA Course Faculty

Course Director: Professor Katharine Boursicot, Director, Health Professional Assessment Consultancy, Singapore

Faculty members:

Dr Claire Canning, Senior Lecturer in Medical Education, Lee Kong Chian School of Medicine, Nanyang Technological University, Singapore

Professor Ian Curran, Dean for Education, Duke-NUS, Singapore

Professor Richard Fuller, Director of the MBChB programme, University of Leeds, UK

Professor Sandra Kemp, Director of Learning and Teaching, Curtin University Medical School, Australia

Dr Charlotte Leanderson, Division of Family Medicine and Primary Care, Lead for Assessment, Karolinska Institute, Sweden

Professor Trudie Roberts, Director of Leeds Institute of Medical Education, University of Leeds, UK and currently AMEE President

Course Administrator: Mrs Pat Lilley, AMEE

ESMEA Course Fee: SGD825

Included in the course fee is:

- One full-day pre-conference session
- One half-day post-conference session
- Printed course programme
- Set of resource materials provided on USB memory stick
- · Certificate of participation
- Optional submission and assessment of a post-course report, details of which will be given during the Course
- Award of ESMEA Certificate in Medical Education if the post-course report is assessed as meeting the requirements of the Certificate.

Please note: In addition to the ESMEA course fee, participants are required to register for APMEC 2019, pay the registration fee, and pay to attend one or two other pre-conference workshops of their choice.

HOW TO REGISTER FOR ESME OR ESMEA

Participants should register for either ESME or ESMEA by selecting the appropriate option on the APMEC 2019 registration form. It is not possible to attend more than one course due to scheduling conflicts.

Questions about the Courses

For queries specifically about ESME or ESMEA course content please contact AMEE:

AMEE, 12 Airlie Place, Dundee DD1 4HJ, UK



Wednesday 9th January 2019, 8.30am – 5.30pm Thursday 10th January 2019, 8.30am – 5.00pm Learning Room 01-01B, Level 1, MD6 Yong Loo Lin School of Medicine National University of Singapore

INS AND OUTS OF ENTRUSTABLE PROFESSIONAL ACTIVITIES - AN INTERNATIONAL COURSE

¹Olle ten Cate, ²David Taylor, ³Fremen Chihchen Chou, ⁴Dujeepa D Samarasekera, ⁴Mabel Yap and ⁴Bernissa Chia

¹The Netherlands, ²Canada, ³Taiwan and ⁴Singapore

Workshop Description

Entrustable Professional Activities or "EPAs" as they are commonly known have become a significant component of the design of competency-based education in health professions education. Many postgraduate medical programmes and increasingly undergraduate medical programmes worldwide are redesigning education and assessment procedures to incorporate EPAs in clinical training. Other health professions have explored the possibilities to use EPAs in their programmes, such as nursing, physician assistant, veterinary medicine, midwifery, pharmacy, physical therapy and dentistry training.

Identifying suitable EPAs and finding consensus, adapting the objectives and programmes of training, implementing new routines for education in the workplace, using entrustment decision making as an assessment approach, and faculty development to get everyone on board all require a deep understanding of the EPA concepts and skills and a toolkit of workshops and presentations, to be used at local schools and institutions.

Who Should Attend

The Ins and Outs of EPAs course is designed to provide experienced educators and individuals having roles in curriculum development, coordination, and faculty development with hands-on experience to conduct workshops and courses focused on EPAs. It is at an advanced level and NOT for beginners, in developing or incorporating EPAs.



Wednesday 9th January 2019, 8.30am – 5.30pm Learning Room 01-02, Level 1, MD6 Yong Loo Lin School of Medicine National University of Singapore

ACHIEVING THE GOALS OF OUTCOMES-BASED EDUCATION: HOW COMPETENCIES, MILESTONES AND EPAS CAN GUIDE PROFESSIONAL DEVELOPMENT TO EXPERTISE

Eric Holmboe USA

Workshop Description

A major shift in health professions education over the last 25 years has been the increased focus on educational and clinical care outcomes, including how educational programmes can improve the quality and safety of clinical care delivered by programme graduates. Most systems are implementing a Competency-Based Medical Education (CBME) approach to achieve desired outcomes. This major shift has forced educators to rethink approaches to curriculum and assessment. Many countries are using competency frameworks such as CanMEDS and the ACGME General Competencies as part of their CBME efforts.

Incorporating competencies and implementing CBME is a challenging and complex process. Greater attention to the developmental process of a learner is necessary in a CBME-based programme. This more explicit focus on the developmental process is leading to innovative and much needed new approaches to assessment such as Milestones and Entrustable Professional Activities (EPAs). In addition, learners increasingly need to co-produce their learning and assessment with other faculty, health professionals, families and patients. This 4-hour pre-course will first focus on the key theories, principles and components of a CBME approach to achieve better educational and clinical outcomes. The second half of the pre-course will focus developmental assessment methods and tools using competencies, milestones and EPAs. This pre-course will close by exploring how co-production can facilitate learner professional development and enhance the effectiveness of programmatic assessment.

This pre-course will involve substantial interactive, small group exercises and discussions, video review to highlight key principles, and creation of an action plan for each participant.

Workshop Objective

- 1. Discuss the link between educational and clinical outcomes to meet societal needs;
- 2. Discuss and apply the key theories underpinning outcomes and Competency-Based Education;
- 3. Discuss and apply the core principles and components of CBME to the participant's own programme;
- 4. Apply the concepts of competencies, milestones and Entrustable Professional Activities (EPAs) in designing an assessment programme using systems thinking, including strengths and weaknesses of each concept;
- 5. Describe how co-production principles can facilitate learner engagement in their own assessment and professional development.

Who Should Attend

Leaders of Health Professions Education, Programme Directors, Associate Programme Directors, Clerkship Directors, Chairs of Clinical Competency Committees, any faculty with responsibility for assessment in their training programme.

W1F2

Wednesday 9th January 2019, 9.00am – 5.00pm Computer Lab 1, Level 8, MD1 Yong Loo Lin School of Medicine National University of Singapore

USING SPSS FOR DATA ANALYSIS

Chan Yiong Huak Singapore

Workshop Description

In this workshop, SPSS software will be introduced in the use of data analysis. A short discussion on proper form design and data collection will be highlighted. Participants will be informed of how to present the relevant descriptive statistics, the statistical techniques for quantitative and qualitative outcomes using Univariate and Multivariate analyses.

W1A1

Wednesday 9th January 2019, 8.30am – 12.30pm Learning Room 03-04, Level 3, MD6 Yong Loo Lin School of Medicine National University of Singapore

BEST EVIDENCE PRACTICES IN DEVELOPING MEDICAL SCHOOL STANDARDS AND AUDIT PROCESSES

¹David Gordon, ²Pete Ellis and ³Tran Diep Tuan

¹France, ²New Zealand and ³Vietnam

Workshop Description

The workshop will highlight best evidence practices in developing medical school standards and appropriate audit processes, taking into account the World Federation Medical Education (WFME) standards. The workshop will also focus on the challenges faced in operationalising standards and discuss ways forward.

Who Should Attend

This workshop is for educators, administrators and accreditors involved in standard setting.

W1A2

Wednesday 9th January 2019, 8.30am – 12.30pm Learning Room 03-06, Level 3, MD6 Yong Loo Lin School of Medicine National University of Singapore

DEVELOPING FAIR AND HOLISTIC APPROACHES TO EVALUATE BIOMEDICAL SCIENCE EDUCATORS

¹Celestial Yap Suen Mei, ¹Inthrani Raja Indran, ²Neil Osheroff and ²Nicole M Deming

¹Singapore and ²USA

Workshop Description

Currently, evaluation of biomedical science teachers is largely determined by quantitative and qualitative feedback from students and peer reviews. While important, these parameters do not always accurately or sufficiently assess or reflect the teacher's educational intentions, capabilities and repertoire of pedagogical innovations. This workshop will seek to address this issue by tackling the criteria, methods and approaches that are needed for a more holistic, comprehensive evaluation, reflective of the teacher's true effectiveness. We hope the workshop will lead to more effective ways of evaluating teachers that may improve personal motivation, career advancement and quality assurance in teaching and learning.

Workshop Objective

- To showcase various strategies and frameworks to evaluate BMS educators
- To generate open discussion on the need for sound evaluation of BMS educators
- To create awareness on the importance of sound evaluation of BMS educators
- To brainstorm for various novel ideas and considerations to evaluate BMS educators

Who Should Attend

Biomedical science educators and university administrators should attend the workshop.

W1A3

Wednesday, 9th January 2019, 8.30am – 12.30pm Learning Room 03-07, Level 3, MD6 Yong Loo Lin School of Medicine National University of Singapore

A GLOBAL CURRICULUM IN CPD: THE A TO Z OF WHAT ALL CPD PROFESSIONALS SHOULD KNOW AND LEARN

¹Lisa Sullivan and ²Dale R Kummerle

¹Australia and ²USA

Workshop Description

Few organisations have established and delivered ongoing training education for CME/CPD Professionals. While many parts of the world have rules and regulations that direct the course of CPD programmes, there is a need for educators to have access to CPD best practice lifelong learning, much as we expect all healthcare practitioners to pursue.

At this workshop, the Global Alliance for Medical Education (GAME), a not-for-profit organisation that represents CE/CME/CPD professionals globally, will present a core curriculum covering the essentials of planning, assessing and deploying best practice CPD from the perspective of what we, the CPD professionals need to know and learn in this rapidly changing health education space.

Through the presentation of a basic curriculum, this workshop will challenge our participants through tasks and group discussions while eliciting thoughts and inclusions on how best to improve, distribute and assess educational content from the global perspective. If you are a CPD educator then this workshop will challenge your existing thinking, provide new avenues of thought and experience for future CPD programme development.

Workshop Objective

To present a core curriculum covering the essentials of planning, assessing and deploying best practice CPD from the perspective of what we, the CPD professionals need to know and learn in this rapidly changing health education space.

Who Should Attend

All those working in and responsible for CE/CME/CPD programme development, delivery and assessment. This workshop will be essential teaching and learning for both seasoned professionals and new comers to the field.



Wednesday, 9th January 2019, 8.30am – 12.30pm Room 03-01N, Level 3, MD6 Yong Loo Lin School of Medicine National University of Singapore

LESS IS MORE: THE BASIS, VALUE AND PRACTICALITY OF FOCUSED WORKPLACE PLACEMENT ASSESSMENTS IN BUSY DISCIPLINES

Yip Chee Chew, Foo Fong Yee and Clement Woon-Teck Tan Singapore

Workshop Description

Direct observation to assess a student's performance is common in medical education. Well-known validated assessment tools such as mini-CEX and DOPS have been used in many disciplines. However, in a busy surgical discipline like Ophthalmology, the application of these tools is often challenging and not well received by the faculty. Also, increasing the complexity of the judgments increases fallibility and reduces reliability. The long assessment rubrics of some assessment tools pose significant cognitive and multi-task overload to the student and teacher. This workshop provides an insight into the principles and challenges to develop shorter and feasible assessment tools (micro-CEX, OCEX and ODOPS) to evaluate undergraduate and post-graduate students of a surgical discipline (Ophthalmology).

The workshop will commence with an account of how educational concepts such as the cognitive load theory, "less is more", "assessment drives learning" and outcome-based medical education can be applied in the formation of an assessment tool. Practical tips on the implementation of the assessment tools in a time-constrained surgical discipline will be shared. The participants will engage in small group, table exercises to design an assessment tool for their surgical specialty applying the principles taught to them under the guidance of the faculty. A brief account on how to incorporate the relevant EPAs into the curriculum and assessment strategy in an undergraduate teaching programme will also be shared.

After the workshop, the participant will be expected to achieve the following outcomes:

- 1. Advances the knowledge and skills in the design of a focused WPA.
- 2. Applies relevant educational concepts to develop an effective WPA.
- 3. Understands the challenges in the implementation of a WPA.
- 4. Learns practical tips to overcome some of these challenges.

Workshop Objective

- To apply the cognitive load theory in workplace based assessment (WPA).
- To appreciate the value of re-designing instruction and assessments to reduce extraneous cognitive load in high element interactivity clinical tasks and procedures.
- To understand the concept of "less is more": the use of "'frequent minimal observations" approach is better than more comprehensive, longer assessment tools.
- To learn the principles in the development of the entrusted professional activities (EPA) for the curriculum of a surgical discipline.
- To understand the principles in the development of focused, EPA-based WPAs such as the micro-CEX, Ophthalmic CEX (OCEX) and Ophthalmic Directly Observed Procedural Skills (ODOPS) for surgical procedures.

Who Should Attend

The target audience will be faculty or educators of undergraduate and post-graduate training programmes.

W1A5

Wednesday, 9th January 2019, 8.30am – 12.30pm Multipurpose Hall (MPH) 3, Level 3, MD1 Yong Loo Lin School of Medicine National University of Singapore

OWNERSHIP CYCLE: EMPOWERING LEARNERS TO CROSS HIGH STAKE EXAMINATIONS

¹Ashokka Balakrishnan, ¹Soh Jian Yi, ¹Chen Fun Gee and ²Daniëlle Verstegen

¹Singapore and ²The Netherlands

Workshop Description

Success is often well celebrated and every academic unit is quick to declare affiliations when learners excel. This workshop is aimed at the addressing the "dirty" job of getting the trailing learners to cross the hurdle.

Through this workshop, we hope to equip the teachers with necessary skills to understand difficult learners and to identify those who actually need help but seldom seek it. The main theme of the workshop would be on familiarising the teachers to the concept of "ownership cycle" (giving the onus of learning to the learners) and guiding them in using it to support learners to make a road map of their self regulatory process to succeed in the high stakes examination.

It will be conducted in four steps. First: a small-group based discussion of identifying common "patterns" and "traits" of candidates "with difficulty" will be outlined. Second: the concept of ownership cycle would be introduced with reference to the type and level of learners. Third: specific strategies for helping the learners in identifying their key milestones and stumbling blocks in their learning journey would be outlined. This includes training the faculty to help the learners in creating a road map of learning. Final step: key aspects of actionable goals to be met and principles of monitoring their learning journey with brief inputs on rules of engagement and 'no-fly zones' will be discussed. One portion of workshop would focus on group activity on existing areas of faculty burnout when supporting "struggling learners" followed by tips to help the faculty from 'burnouts' and negative effects of the strain of coaching will be highlighted.

By enabling the ownership cycle, we believe, both faculty and learners' time could be effectively used to provide optimal results minimising burnouts and dropouts and better faculty comfort & satisfaction.

Workshop Objective

- Introduce the concept of ownership cycle
- Understanding learners that are struggling to succeed
- · Grooming learners to take complete ownership of what is at stake
- Monitoring the learner- the one year cycle
- Saving faculty from burnouts sharing the load of difficult learners.

Who Should Attend

Undergraduate Post graduate teachers in health professions education, residency coordinators, clinical and academic supervisors, educational heads, remediation committee faculty and every other teacher who has reached his/her wits end having exhausted all ideas and are still stuck with a learner who is yet to see the horizon.

W1A6

Wednesday, 9th January 2019, 8.30am – 12.30pm Learning Room 03-05, Level 3, MD6 Yong Loo Lin School of Medicine National University of Singapore

AN INTRODUCTION TO HUMAN SIMULATION - CASE DEVELOPMENT AND SIMULATED PATIENT TRAINING

¹Nicola Ngiam and ²Sheng-Po Kao

¹Singapore and ²Taiwan

Workshop Description

Human simulation is a valuable tool in medical education. Simulated or standardised patients (SPs) are individuals trained to mimic the signs and symptoms experienced by real patients. This creates an opportunity for learners to practice interacting with the SP in a safe environment. This workshop aims to introduce human simulation as a teaching pedagogy as well as introducing SP case writing and training. There will be an opportunity to write an SP case that will meet your educational objectives and provide a realistic encounter for your student. Case templates and case writing techniques from 2 different educational institutions will be used.

After a good SP case is written, the SP must be trained to portray the role of the desired patient. There are many different techniques available for training SPs. Some of these are developed with experience of the trainer. Training techniques need to be tailored to suit the SPs in one's institution. Cultural differences should be respected. SP training techniques from 2 different institutions will be demonstrated.

Workshop Objective

At the end of the workshop, the participants should have experienced:

- Writing a case for a simulated patient (SP) to use in a teaching activity
- Observing SP training techniques that facilitate a realistic performance from an SP

Who Should Attend

Healthcare educators interested in using SPs in their curriculum.

W1A7

Wednesday, 9th January 2019, 8.30am – 12.30pm Multipurpose Hall (MPH) 2, Level 3, MD1 Yong Loo Lin School of Medicine National University of Singapore

NOT EVERYONE IS PERFECT - CHALLENGING LEARNERS, REMEDIATION AND ROLE OF EDUCATORS

Kavitha Garuna Murthee, Kang Mei Ling and Krithikaa Nadarajan Singapore

Workshop Description

About 10% of medical students/residents are identified as 'problem' or 'challenging' learners. Early identification of these learners along with appropriate remediation leads to better outcome in these individuals. The workshop will start off with a brief lecture on some of the key components involved in identifying challenging learners and the steps of remediation.

This will be followed by small group breakout sessions with case scenarios, during which participants will learn how to identify challenging learners, assess contributing factors and be able to characterise the common deficiencies in these learners. Participants will then work together in a same small groups to develop individualised remediation plans and discuss ways to successfully implement these for the struggling learners.

Workshop Objective

- Understanding the various types of challenging learners
- Defining remediation and understanding its key components
- Creating a successful remediation plan for a challenging learner
- Understanding the various roles of educators

Who Should Attend

All health care professionals involved in medical education.

W1A8

Wednesday, 9th January 2019, 8.30am – 12.30pm Room 05-03K, Level 5, MD1 Yong Loo Lin School of Medicine National University of Singapore

THINK GLOBALLY, ACT LOCALLY AND INNOVATE: CURRICULUM DESIGN FOR FUTURE MEDICAL AND HEALTH PROFESSIONS

Ardi Findyartini and Diantha Soemantri Indonesia

Workshop Description

Transformation of healthcare requires dynamic improvements in medical and health professions education. In a globalised and 'flat world' nowadays, medical and health professions' education has been facing great challenges in producing graduate who are able to work in the 21st century and beyond. Competencies of the future for medical and health professions' education graduates need to be nurtured and assessed well in the curriculum. Given various level of resource availability within a school, innovations in curriculum implementation, teaching and learning, assessment, faculty development, space and infrastructure and in other aspects are necessary.

Any curriculum approaches and teaching-learning and assessment methods, including those utilising technology, should consider the characteristics of the users, i.e. students, teachers, course organisers, etc., and the available resources. For example, it can be more important to enable students to appraise information critically than to provide information itself given their capacity as current generation. The design thinking process which has been widely used in areas such as business, commerce and engineering, can be used to guide such innovations. The approach highlights the need to empathise the users, define the problem to be solved, ideate the broadest range of solution possibilities, build the prototype, and test the innovation. Therefore, medical and health professions educators can challenge themselves to innovate and find the best solutions for their practices.

This interactive workshop will include individual and collaborative activities in exploring the competencies of the future for medical and health professions students and key principles of curriculum innovations. Using design thinking process, participants will be invited to actively participate in developing innovations in one/more aspects of the curriculum. The lessons learned identified during the workshop and also the innovation blueprint can be applied by the participants in their own educational settings.

Workshop Objective

At the end of the workshop, participants will be able to identify competencies of the future for medical and health professions while considering local and global needs, and to explore curriculum innovations using design thinking process approach. This workshop will also encourage participants to consider their local wisdom and resources in developing cost effective and sustainable curriculum innovations.

Who Should Attend

Medical and health professional educators with interest in curriculum, technology enhanced learning and assessment, and innovations.

W1A10

Wednesday 9th January 2019, 8.30am – 12.30pm CRC Symposium Rooms 2 & 3, Level 1, MD1 Yong Loo Lin School of Medicine National University of Singapore

DEVELOPING LEADERSHIP SKILLS FOR MEDICAL STUDENTS - WHY, WHAT AND HOW

Elizabeth Nelson USA

Workshop Description

In this workshop, participants will explore the differing perspectives on the value of teaching leadership skills in medical schools. A review of recent literature will ground this discussion and generate prompts for tabletop discussions around the differing perspectives. The workshop will also explore the attributes of an effective leader across different cultures and health systems. What leadership styles work best in what environments? Finally, classroom based and experiential approaches to teaching leadership will be explored. The workshop will be very interactive and the participants will leave with a framework for moving forward in their home institutions.

W1P1

Wednesday 9th January 2019, 1.30pm – 5.30pm Multipurpose Hall (MPH) 3, Level 3, MD1 Yong Loo Lin School of Medicine National University of Singapore

DEVELOPING AND SUSTAINING EMOTIONAL WELL-BEING AND RESILIENCE IN YOURSELF AND OTHERS: KEY LEADERSHIP SKILLS

¹Judy McKimm, ¹Paul Kneath Jones, ²Greg Radu and ³Kirsty Forrest

¹United Kingdom, ²Canada and ³Australia

Workshop Description

In rapidly changing, fluid and complex environments, leaders need to be able to self-care and care for others with whom they work. A key component of this is being able to develop and sustain emotional and psychological wellbeing on yourself and others. Part of this is being able to demonstrate their resilience (the ability to bounce back); their emotional intelligence (so they can control their own and others' emotions) and 'grit': a mix of passion, focus, determination and long term goals that is the subject of recent research and discussion.

This workshop aims to provide an introduction to contemporary theories and practices in leadership, management and followership in health professions' education and healthcare through a consideration of three key personal qualities found in successful and effective leaders. In the workshop we will explore these inter-related qualities, introduce some models relating to emotional wellbeing and work with you on strategies to help you be more effective in leadership situations.

Workshop Objective

As a result of participating in this workshop, delegates will be able to:

- · Define some key concepts in leadership, management and followership
- Identify specific skills, behaviours and activities in relation to emotional wellbeing, resilience and emotional intelligence that promote effective leadership and management
- Apply theories and models to your own practice and that of others
- Construct a leadership development plan

Who Should Attend

All involved in health professions' education, management and clinical practice will benefit from this workshop, designed to be applicable to people at different levels working within organisations, to students and professionals in training. The course has been designed by a highly experienced, international faculty to meet the needs of those who are in leadership or management positions, however junior or senior, who would like to develop their personal leadership qualities and improve their practice. All our courses are theory informed; practice driven; context specific, interactive, supportive and fun!

The workshop can be taken alongside our course: 'Leadership in threes'.

W1P2

Wednesday, 9th January 2019, 1.30pm – 5.30pm Learning Room 03-04, Level 3, MD6 Yong Loo Lin School of Medicine National University of Singapore

QUALITATIVE DATA ANALYSIS: DELVING INTO CODING

Lee Shuh Shing, Yanika Kowitlawakul and Calvin Ho Singapore

Workshop Description

Qualitative research methods have becoming widely accepted in health professions education and many researchers in health professions education are increasingly using this method themselves. However, wider acceptance does not necessarily mean that the qualitative methods are well understood particularly the practical aspect in qualitative studies. There are some researchers still struggling with analysing qualitative data even though the theoretical part is well-understood. This workshop aims at offering a practical experience in qualitative research to participants focusing on practicing coding and analysing qualitative by hand.

Workshop Objective

At the end of this workshop, participants will be able to:

Code and thematically analyse the qualitative

Who Should Attend

This workshop is suitable for anyone with/without experience in qualitative research - this would include Doctors, Nurses, Allied Health workers, Dentists and administrative staff.

W1P3

Wednesday 9th January 2019, 1.30pm – 5.30pm Room 03-01N, Level 3, MD6 Yong Loo Lin School of Medicine National University of Singapore

FINDING THE RIGHT MODE FOR MEDICAL EDUCATION DIGITAL SCHOLARSHIP

Poh-Sun Goh and Min-Yen Kan Singapore

Workshop Description

Digital teaching to promote learning, showcases "what we teach with, and assess on". As educational scholars, we can use Digital Scholarship to demonstrate not only the variety, breadth and depth of our educational activities; but also actively engage in educational scholarship, by making full use of digital tools, platforms, data and analytics.

The pre-conference workshop will review basic ideas underpinning traditional educational scholarship, and explore how this translates and transfers to our eLearning and Technology Enhanced Learning efforts. Widely used mobile, and online platforms (for example Instagram, WhatsApp, and Blogger) will be used during workshop activities to allow participants to develop a hands on feel of not only flexible, off the shelf, widely available tools and platforms that can assist us as eTeachers, but also as eScholars, to develop an ePortfolio. With so many different technology platforms at our disposal, it can be difficult to navigate which a scholar should leverage for eScholarship and eTeaching. We will unpack the key considerations that a scholar can consider for support of scholarship, teaching and reflection, and illustrate these throughout the workshop. The workshop (and symposium) will be supported by a dedicated session blog, with material for pre-workshop review and preparation (requiring around 2-hour preparation time before the workshop).

The main conference symposium will develop these ideas further, by highlighting the literature (in Digital Scholarship), exploring lessons and practice points from other fields, and engage the audience in a discussion of how we can transfer and translate these ideas into our educational and training practice, to develop as Digital Scholars. Material for pre-symposium review, and further reading will be provided on the session blog.

Session Resource Link

https://medicaleducationelearning.blogspot.com/2018/09/digital-scholarship.html

W1P4

Wednesday 9th January 2019, 1.30pm - 5.30pm Learning Room 03-05, Level 3, MD6 Yong Loo Lin School of Medicine National University of Singapore

VALUES-BASED INTERPROFESSIONAL COLLABORATIVE PRACTICE - FROM EDUCATION TO PRACTICE

Chng Hui Ting, Chui Wai Keung, Sophia Ang Bee Leng, Lim Teik Chung Michael, Tai Yuen Ling Esther and Kee Li Leng Janice

Singapore

Workshop Description

The World Health Organisation has launched a global campaign "Medication Without Harm" to engage key stakeholders in the development and implementation of strategies for medication safety. Today, patients are attended to by multi-disciplinary professionals, therefore collegial interprofessional relationship and effective communication are essential elements to ensure safety in care provision. Clinical decision making by the care team should be shared and balanced; this is where the values-based approach will strengthen the final clinical decision, reduce potential conflict and maximize patient outcome and safety. Incorporating collaborative learning activities in interprofessional education (IPE), contextualised in patient safety scenarios, will help students acquire the necessary interprofessional competency. In addition, introducing the principles of values-based approach will enable patients to benefit consistently from clinicians working respectfully and collaboratively in a highly functioning team-based environment.

This workshop examines how collaborative learning and a values-based approach form the bedrock for effective team care. The programme includes a sharing of the NUS IPE experience in facilitating collaborative learning in a Patient Safety Workshop for undergraduate students; and the NUH experience in designing effective values-based practice training sessions.

Workshop Objective

Participants at the workshop will learn about

- How collaborative learning cultivate interprofessional relationship building through the acquisition of interprofessional competency.
- The design of an IPE patient safety workshop that involves medical, nursing, pharmacy and dental undergraduates in NUS.
- Principles of values-based practice.
- Challenges and learnings in setting up values-based practice training.

Who Should Attend

Educators, faculty, instructors, practitioners, students and administrators.

<u>W</u>1P5

Wednesday, 9th January 2019, 1.30am – 5.30pm Learning Room 03-07, Level 3, MD6 Yong Loo Lin School of Medicine National University of Singapore

USING SCRIPT CONCORDANCE TEST TO ASSESS CLINICAL REASONING, ETHICS AND PROFESSIONALISM IN THE HEALTH CARE PROFESSION

¹Michael Wan, ²Kevin Tan, ²Gominda G Ponnamperuma and ²See Kay Choong

¹Australia and ²Singapore

Workshop Description

Script concordance test (SCT) is a relatively new format of written assessment to assess the higher order clinical reasoning (CR) and data interpretation skills in medicine. Candidates are presented with a clinical scenario, followed by the reveal of a new piece of information. The candidates are then asked to assess whether this additional information increases or decreases the probability or likelihood of a particular diagnostic, investigative or management decision. SCT has been proven to be both valid and reliable as an assessment tool for CR. Compared to modified essay or OSCEs, SCT is a much more cost-effective and efficient way of assessing CR. The SCT format of questions has also been shown to be useful in the field of medical ethics and professionalism.

The 3.5-hour interactive workshop will be chaired by A/Prof Michael Wan (experience in implementing SCT in graduate entry medical course since 2010) and co-facilitated by Dr Kevin Tan, Dr See Kay Choong and Dr Gominda G. Ponnamperuma (experts in SCT development in NUS). The aim of the workshop is to guide the participants in the approaches to develop quality SCT items, moderation of expert panel scoring, perform post-hoc quality assurance measures and optimisation of scoring scale for formative and summative examination purposes. The workshop format will be very interactive in ways where participants could develop new SCT items, immerse themselves as panellists followed by discussions on the pitfalls of using SCT as an assessment tool.

Workshop Objective

By attending the 3.5-hour workshop, the attendees will be able to:

- explain the educational theories underpinning the use of Script Concordance Test (SCT) to assess clinical reasoning
- · explore the use SCT to assess medical ethics and professionalism
- develop high quality SCT items in their relevant health disciplines
- facilitate in the reference panel to score the SCT items
- discuss the pitfalls in the use of SCT in the formative and summative assessments
- · collaborate with other institutions in sharing, benchmarking and researching of SCT..

Who Should Attend

Basic science and clinical educators in medical education who are interested in using Script Concordance Test (in the written exam format) to assess higher order clinical reasoning skills, medical ethics and professionalism in the health profession (medicine, dentistry, nursing, physiotherapy, pharmacy, etc.).

W1P6

Wednesday 9th January 2019, 1.30pm - 5.30pm Room 05-03K, Level 5, MD1 Yong Loo Lin School of Medicine National University of Singapore

THE BMJ OR INSTRUCTIONAL SCIENCE: HOW TO GET YOUR PAPERS PUBLISHED IN DIFFERENT TYPES OF JOURNALS?

Erik Driessen The Netherlands

Workshop Description

As a researcher it is wise to think about your publication strategy: in which journals do you choose to present your work? The one with the highest impact factor? Or the journal that is read most by teachers and policy makers? Or the journal in which the theory you strive to advance is often discussed? The decisions made in this regard will have an effect on your scientific career. In this workshop, we will explore what reasons researchers have to choose for a target journal. Subsequently, we focus on how to get published in your target journal. Four articles on the same topic published in four different types of journals are discussed. We will look at writing style, structure, the composition of the introduction and discussion sections of the papers. Next to the technical aspects, we will also discuss the ethical side of publishing in different types of journals: how far are you prepared to go to get your paper published in that high impact journal? For example: to what extent will you follow up requirements of the editors for modification of your paper?

After a short introduction, we will interactively explore arguments for different publishing strategies. Next, we will discuss four articles on the same topic published in four different types of journals. Take home messages will be summarised in a plenary wrap-up. The workshop finishes with tips and pitfalls for getting your paper accepted by a journal.

Workshop Objective

More insight on how to plan a personal publication strategy. Awareness of the differences between journals and the impact that it has on reviewing of your paper. Tips for getting your papers accepted by a journal.

Who Should Attend

People who publish or want to publish research about medical education.

W1P8

Wednesday, 9th January 2019, 1.30pm – 5.30pm Learning Room 03-06, Level 3, MD6 Yong Loo Lin School of Medicine National University of Singapore

BLUEPRINT FOR STUDYING CULTURAL COMPETENCE IN THE CLINICAL SETTING: IDENTIFICATION OF CULTURAL ISSUES, TEACHING AND ASSESSMENT

Diantha Soemantri, Rita Mustika and Estivana Felaza Indonesia

Workshop Description

Patient-centered care in the globalised world requires doctor to understand and taken into consideration on patients' diverse values, belief of the self and health to provide optimum care. This specific skills translates into cultural competence which is the ability to establish effective relationships with patients, health professionals and others with different background. As with other competencies, cultural competence needs to be taught, starting from knowledge domain, in the early year of education continuum. In clinical setting, cultural competence teaching may focus on the attitude and behaviour changes towards diversity. Therefore, a curriculum of cultural competence education is important to map the learning process from learning objectives to assessment.

Clinical teacher plays significant roles in facilitating cultural competence teaching, including as role models for students. In order to perform this role, clinical teacher needs to be well informed on the conceptual aspect of cultural competence, able to identify cultural issues pertaining to various clinical encounters and design the appropriate curriculum.

In this workshop, participants will be introduced to the basic concepts of culture, cultural competence and how to foster cultural competence especially in the clinical setting. Furthermore, participants will also be discussing cultural aspects influencing doctor-patient encounters and developing strategies to facilitate and assess students to be culturally competent.

The workshop will employ participants-centered active learning strategies, first by involving participants to identify cultural issues in clinical encounters. Afterwards, participants will develop a blueprint of cultural competence teaching, consists of learning objectives, teaching methods and assessment system. Together, participants will also prepare examples of teaching or assessment materials to support learning.

Workshop Objective

At the end of this workshop, participants will be able to:

- identify cultural issues in different doctor-patient encounters in the clinical setting
- develop learning objectives based on the issues
- · design teaching and assessment methods appropriate for the achievement of learning objectives

Who Should Attend

Teachers with interest in teaching cultural competence in clinical setting

W1P9

Wednesday, 9th January 2019, 1.30pm – 5.30pm Multipurpose Hall (MPH) 2, Level 3, MD1 Yong Loo Lin School of Medicine National University of Singapore

DESIGNING ASSESSMENTS THAT DRIVE LEARNING

Susie Schofield and Stella HowdenUnited Kingdom

Workshop Description

There is little doubt assessment drives learning, but how we design our assessment massively impacts the type of learning (deep, surface or strategic), student engagement and ownership of feedback, and development of self-evaluation skills. In this workshop we explore how assessment design can encourage deeper learning. We explore the roles of formative, diagnostic and summative assessment, and discuss how feedback can be efficiently and effectively incorporated. We look at assessment culture, and how our own and others' attitudes can impact assessment. We look forward to a lively workshop with participants sharing their own experiences, challenges and successes in assessment-design, whether as student, as tutor or as curriculum designer.

Workshop Objective

By the end of this workshop participants will be able to:

- Define formative, diagnostic and summative assessment
- Identify how different elements of assessment design impact learning
- Describe own attitudes to assessment and the institutional culture
- · Identify strengths, challenges and some potential solutions to own assessment
- Formulate next steps

Who Should Attend

Those with an interest in assessment, whether as student, assessor or curriculum designer

W1P10

Session 1

Wednesday, 9th January 2019, 1.30pm – 5.00pm SMART Classroom, Level 4, MD6 Yong Loo Lin School of Medicine National University of Singapore Session 2
Friday, 11th January 2019, 1.30pm – 3.00pm
Function Room 2, Level 2,
University Cultural Centre,
National University of Singapore

DESIGN-THINKING FOR MEDICAL EDUCATION

¹David Game, ²Ivana Uzelac and ¹Louise Moran

¹United Kingdom, ²Australia

Workshop Description

An interactive workshop to investigate and prototype a design-based solution to the challenge of student engagement. Attendees will receive an introduction to design-thinking methodologies, build realistic persona and work together with delegates from schools across the Asia Pacific region to design a preliminary solution for a challenge that underpins the entire learning process for students.

There will be a follow up session at the Main Conference (11 Jan 2019) where Mr. Game will discuss the emergence of design-thinking, a methodology used by designers to solve complex problems by engaging the insights of all the stakeholders, share insights and disseminate the output from the pre-conference Design-Thinking workshop.

Workshop Objective

- Work through an abbreviated design-thinking process to identify a potential solution to the specific problem of student engagement.
- Create a preliminary solution presentation that participants can take away and apply if they choose to, within their institution.

Who Should Attend

Faculty with an interest in design-thinking and collaborative group work.

Note: Participants who have not attended Session 1 are welcome to attend Session 2.

HEALTH PROFESSIONS' EDUCATION LEADERS' TOOLKIT: 'LEADERSHIP IN THREES'

Thursday, 10 January 2019 (9.00am)	Learning Room 01-02, Level 1, MD6, NUS Yong Loo Lin School of Medicine
Friday, 11 January 2019 (12.15pm) and Saturday 12 January 2019 (1.00pm)	Atrium, Level 1 University Cultural Centre
Sunday, 13 January 2019 (9.00am)	Learning Room 01-02, Level 1, MD6, NUS Yong Loo Lin School of Medicine

Health professions' educators, whether they work in academic or clinical environments, have some level of management or leadership responsibility. These range from overseeing a project, leading a team or running a module to managing a programme, department or school. A variety of courses and programmes exist that teach management and leadership but these do not always focus on the specific needs of health professions' educators and the contexts in which they work.

The Leaders' Toolkit has been designed by a highly experienced, international faculty to meet the needs of those who are in leadership or management positions, however junior or senior, and who feel they would like to learn some theory, skills and approaches to improve their practice. The Toolkit comprises courses run in a highly interactive, supportive, workshop-style sessions on different topics, models and approaches to leadership, management and followership relevant to contemporary health professions' education. Course design means that, if they choose, delegates can take one or two courses at any one conference with very little overlap between the individual courses or prior knowledge needed. All our courses are:

- Theory informed
- Practice driven
- Context specific
- Interactive, supportive and fun!

'LEADERSHIP IN THREES'

This course aims to provide an introduction to contemporary theories and practices in leadership, management and followership in health professions' education and healthcare. 'Leadership in threes' is a developmental model we have presented which brings together key elements from leadership literature and research and applies them to practical, real life situations. For 2019, we introduce two new dimensions to the original model which acknowledge and build on the roles and expectations of doctors and other health professionals in education and leadership.

We all live and work in a VUCA world: a Volatile, Uncertain, Complex and Ambiguous environment – where part of the complexity arises from our cultural and social diversity. We need therefore to have leadership approaches that are flexible, inclusive and person-centred. In healthcare and health professions' education, we have to work directly with and in two complex systems (that of education and health) each of which are made up of many, often competing, elements. This can be challenging for leaders grappling with uncertainty and rapid change but an understanding of the theories and related approaches can help us be more effective. Topics include:

- Leadership, management and followership: exploring the differences and interrelationships between each of these
 approaches;
- Theory in practice: how an understanding of key theories, models and concepts help us to be more effective;
- Leaders as change agents: an introduction to change models and their approaches;
- Adaptive leadership for complex systems: VUCA and RUPT; how to use these approaches in leadership and management;
- Change and complexity: models and frameworks that help stimulate and generate change in a complex world;
- Inclusive and person-centered leadership; putting people at the heart of what we do; working with diversity and how to recognise and address unconscious bias;
- Identifying and developing personal qualities for effective leadership: the Immunity to Change model;
- Developing and communicating the vision: creative ways of setting a vision for change and communicating this to others;
- Post-course report: Participants may choose to submit, within six months of completion of the course, a short report
 describing the application of the concepts and principles to their own practice

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Course schedule at APMEC:

Thurs 10 Jan 2019 – 0900 – 1600 Fri 11 Jan & Sat 12 Jan 2019 – facilitated session during lunch Sunday 13 Jan 2019 – 0900 – 1230

Course Faculty:

Professor Judy McKimm, UK Associate Professor Paul Kneath Jones, UK Professor Kirsty Forrest, Australia Associate Professor Greg Radu, Canada

Course fee: SGD825

Includes:

- One full-day pre-conference session (10 January 2019)
- Printed course programme;
- Workbook
- Set of additional resource materials accessed electronically
- Certificate of participation
- Two facilitated lunchtime meetings during the main conference (11 and 12 January 2019)
- A half day post conference workshop (13 January 2019)

Please note: In addition to the Leaders' Toolkit 'Leadership in Threes' course fee, participants are required to register and pay the registration fees for APMEC 2019 main conference.

W2A1

Thursday, 10 January 2019, 8.30am – 12.30pm Room 05-03K, Level 5, MD1 Yong Loo Lin School of Medicine National University of Singapore

CONDUCTING THE SELF-STUDY IN RESIDENCY PROGRAMMES: INTEGRATING PEOPLE, PROCESS AND STRUCTURE

Winnie Teo, Nicholas Chew Wuen Ming, Yvonne Ng and Faith L Chia Singapore

Workshop Description

A major goal of the ACGME-I Next Accreditation System (NAS) is for residency programme accreditation to be a continuous process of programme quality improvement. A meaningful self-study process that aids in gathering knowledge from diverse stakeholders about the programme to identify areas of improvement is critical to this goal; however, self-study is new to ACGME-I accredited programmes in Singapore.

In this session, participants will learn about tools for engaging key stakeholders in productive conversations, and integrated frameworks to help identify levers for change and improvement. Participants will also discuss strategies to help plan a logical and unified self-study process.

It is hoped that a broad engagement by those with diverse experiences in various residency programmes across Singapore and elsewhere, will result in a richer, more holistic approach to planning self-study.

Workshop Objective

This workshop is a platform for leaders in residency programmes to discuss approaches to conducting the self-study assessment. It will introduce frameworks for identifying drivers of organisational performance, as well as suggest tools for engaging and aligning stakeholders in examining programme vision and aims, and identifying areas for improvement in the context of residency programme self-study in Singapore.

Who should attend

Leaders in residency programmes in Singapore and elsewhere who are interested in learning about conducting self-study for their programmes.

W2A2

Thursday, 10 January 2019, 8.30am – 12.30pm Learning Room 03-06, Level 3, MD6 Yong Loo Lin School of Medicine National University of Singapore

THE IMPACT OF INTERPROFESSIONAL CPD ON PRACTICE AND PATIENT OUTCOMES - AN ACCREDITOR PERSPECTIVE

Kathy Chappell and Kate Regnier USA

Workshop Description

In 2010, the Accreditation Council for Continuing Medical Education (ACCME), the Accreditation Council for Pharmacy Education (ACPE), and the American Nurses Credentialing Center (ANCC) began accrediting organisations that develop interprofessional continuing education (IPCE) designed to improve healthcare team competence, performance, and/or patient outcomes. To date, more than 60 organisations representing medical education companies, universities, health care systems, specialty associations, and governmental agencies have achieved Joint Accreditation for the healthcare team. The programme has grown to include additional professions (Physician Assistants and Optometrists) and talks with more professions' accreditors are underway. The accreditors have also developed an innovative credit mark to identify activities that have been planned by and for the healthcare team. Through IPCE, jointly accredited providers have demonstrated a positive impact on clinical practice and patient outcomes.

Using interactive presentation and small group discussion, this session will provide an overview of a unique and innovative accreditation programme. Participants will learn how to identify characteristics of continuing education that is developed by and for the team (in contrast to single profession education), and is designed to improve team competence, practice, and patient outcomes. Presenters will share strategies and programme outcomes from jointly accredited providers using specific examples from case study submissions.

Implementing a framework for team based education can be described in the Donabedian model of structure, process and outcomes. This presentation will review different models of successful organisational structures; processes that have been implemented to promote IPCE and breakdown silos; and outcomes that include improvements in team competence, performance, and patient outcomes.

Traditional models of single profession health care education will no longer serve the needs of today's health care practitioner. Health care is delivered by interprofessional teams, and education will need to support clinicians to develop the knowledge, skills, attitudes and behaviours related to being members of interprofessional teams. This accreditation programme is just one strategy to incentivise organisations to develop team-based education, and continues to provide a successful framework for the future of health care education and health care delivery.

W2A3

Thursday, 10 January 2019, 8.30am – 12.30pm CRC Symposium Rooms 2 & 3, Level 1, MD11 Yong Loo Lin School of Medicine National University of Singapore

AN EXPERIENTIAL INTRODUCTION TO MIND-BODY MEDICINE SKILLS: TOOLS TO REDUCE STRESS AND FOSTER RESILIENCE AND WELL-BEING

Aviad Haramati USA

Workshop Description

The goal of this 3 hour workshop is to introduce participants to the reality of stress and burnout, to gain insight from the physiology of stress on mechanisms that link chronic stress and burnout and then give participants an opportunity to *experience* several mind-body medicine skills (such as autogenic training and mindfulness meditation) as experiential exercises and thereby gain insight to their impact and utility.

Workshop Objective

Upon completion of this session, participants will be able:

- To explain the physiology and pathophysiology of stress and the scientific basis for mind-body therapies (such as meditation, breathing and imagery) used to reduce stress and improve well-being (medical knowledge)
- To reflect on the "experiential learning" exercises used to teach faculty and students Mind-Body Medicine skills for self-awareness and resilience (professionalism).
- To discuss the interventional models currently being utilised for students, faculty and practitioners to build resiliency and prevent, limit or reverse burnout (practice-based learning and improvement).

W2A4

Thursday, 10th January 2019, 8.30am – 12.30pm Room 03-01N, Level 3, MD6 Yong Loo Lin School of Medicine National University of Singapore

USING SOCIAL MEDIA TO DISSEMINATE YOUR SCHOLARLY WORK

¹Julie K Hewett and ²Peter GM de Jong

¹USA and ²The Netherlands

Workshop Description

When publishing scholarly work in a journal, in general a lot of time and effort is being invested on writing and revising the manuscript until it is being accepted for publication. However, that milestone should not be the end of the endeavour but is in fact just the beginning. From that moment on, most authors rely on passive dissemination of the article: researchers who perform a literature search might find the work through library systems. But why should the author not actively promote the work as well? Social media offer a wealth of opportunities to actively increase the visibility of the article, indirectly leading to more academic usage of and more citations to the work.

The goal of the workshop is to introduce the participants to the possibilities of social media for disseminating scholarly work, and to practice with several of these options to promote their own article(s) and themselves as a researcher/author. First an overview of several social media will be presented containing communication tools as well as social media research platforms. Different communication techniques such as Twitter and Facebook will be addresses in more detail. The participants will practice hands-on and learn how to formulate effective social media expressions for a specific sample article. Next social media research platforms such as LinkedIn and ResearchGate will be introduced and the participants will review several examples of researcher profiles and discuss the quality of them. At the end of the workshops the participants have learned how to actively promote their own article(s) and themselves as a researcher/author.

Workshop Objective

Social media offer a range of opportunities to actively increase the visibility of articles. This workshop will introduce the participants to the possibilities of social media for disseminating scholarly work, and will offer practice with several of these options to promote their own article(s) and themselves as a researcher/author.

Who Should Attend

The workshop is designed for faculty with already one or more articles published, or those who expect to have an article being accepted within the upcoming year.

W2A5

Thursday, 10th January 2019, 8.30am – 12.30pm Learning Room 03-07, Level 3, MD6 Yong Loo Lin School of Medicine National University of Singapore

MANAGING TRAINEES IN DIFFICULTY

¹Maleena Suppiah Cavert, ¹Seow Choon Sheong, ²Alok Tiwari and ¹Tan Rou An

¹Singapore and ²United Kingdom

Workshop Description

Programme - the workshop will be conducted along the following sequence:

Warm up: what experiences (personal or through colleagues) do participants h

Warm up: what experiences (personal or through colleagues) do participants have of the issue at hand A discussion on the common signs to look out for suggesting that a trainee may be in difficulty Short didactic session on what factors contribute to the problem

Case study 1 (15-20 minute Break)

- The essentials of effective communication
- · Getting all the stakeholders on board to work towards a common goal: helping the trainee succeed

Case study 2 & Face-to-face interview for 2 volunteer participants

- Remediation & Support
- Summary

Workshop Objective

- · Identify the common symptoms and situations that lead to trainee difficulties
- · Recognise the common signs of trainees experiencing difficulty
- Manage and support a trainee in difficulty.

Who Should Attend

Anyone who supervises or trains junior doctors, nurses, pharmacists and allied health professionals.

W2A6

Thursday, 10th January 2019, 8.30am – 12.30pm Multipurpose Hall (MPH) 2, Level 3, MD1 Yong Loo Lin School of Medicine National University of Singapore

THE ROLE AND SKILLS OF THE LEARNING COACH (LC): COACHING STUDENTS TO BECOME PROFESSIONAL SELF-REGULATED LEARNERS

Johanna Jordaan and Anna Vnuk Australia

Workshop Description

Health professions education recognises the importance of ensuring graduates are agents of their own learning in preparing them for academic success; and a lifetime of learning within professional work. However, if left on their own to manage learning, students may have a limited ability to optimally utilise their self-regulated learning capabilities. Adjustments to the teaching and learning culture in health professions education can put students in the educational driver's seat. Programmatic Assessment for Learning is such a programme which recognises the importance of students developing process skills, including self-regulated learning and professionalism. This shift in medical education pedagogy encourages students to "make meaning" of their learning and develop sustainable learning strategies for their future practice. The Learning Coach (LC) plays a critical role in this process.

In this workshop attendees will be introduced to the concept and role of the LC and how they can coach students towards (i) taking responsibility for their learning [professionalism], (ii) identifying and responding to feedback in a way that leads to improved outcomes [self-regulated learning] and (iii) better engagement with their learning [meaningful learning].

Through the use of videos and exercises participants will actively learn skills to coach learners to develop sustainable long-term learning strategies.

Workshop Objective

This workshop describes the strategies that help to develop students as professional and self-regulated learners with a particular focus on the role of the Learning Coach (LC).

Who Should Attend

This workshop is aimed at all levels from students to programme co-ordinators.



Thursday, 10th January 2019, 8.30am – 12.30pm Learning Room 03-05, Level 3, MD6 Yong Loo Lin School of Medicine National University of Singapore

MOTIVATIONAL DESIGN TO NAVIGATE THE HIDDEN CURRICULUM AND WELLNESS: INNOVATIVE APPROACH FOR PRECLINICAL STUDENTS

Mai Mahmoud, Sa'ad Laws, and Amal Khidir Qatar

Workshop Description

The goal of the workshop is to share an innovative approach to teaching the hidden curriculum and wellness to preclinical students. We will share our experience in exploring critical and sensitive topics that are germane to medical students before their clinical rotations. Our session objectives were to:

- Identify and analyse professional challenges that learners may encounter in clerkships
- Recognise cultural differences and incorporate cultural sensitivity in patients' care
- Describe the learning environment and its impact on teaching and learning.
- Recognise resources to maintain values and promote wellness.

Students face difficulty when transitioning to clinical years, particularly when encounter differences in the formal and the hidden curriculum. Teaching students how to recognise and manage these challenges can be especially difficult in a didactic setting. To drive engagement and critical thinking, facilitators employ both motivational design and gamification. In this example, a Jeopardy-like game was designed using eLearning software Adobe Captivate. The authors developed difficult and ambiguous scenarios similar to those that students will likely face in the clinical learning environment, such as plagiarism and professionalism, wellness and cultural sensitivities using a jeopardy-like gaming. Other examples of instructional technology will be demonstrated to exemplify how technology can be effectively leveraged to increase learning. Students' engagement were high, and most of the students felt it was useful, appreciate the practical and real scenarios and the best practices from the facilitators.

Workshop Objective

By the end of the workshop participants will be able to:

- Identify core concepts and definitions of motivational design based on the ARCS model of motivational design.
- Understand these concepts and illustrate the application to gamification for teaching instruction.
- Demonstrate how these concepts drive critical thinking and reflections that are paramount in the clinical environment.

Who Should Attend

Healthcare educators, clerkship directors, trainees

W2A8

Thursday, 10th January 2019, 8.30am – 12.30pm LT37, Level 3, MD1 Yong Loo Lin School of Medicine National University of Singapore

"DEALING WITH THE TALL POPPY" AND OTHER TEAM ISSUES: EXPLORING CULTURAL DIMENSIONS TO PREPARE HEALTH PROFESSIONS STUDENTS FOR WORKING IN HEALTHCARE TEAMS

¹Indika Karunathilake, ¹Asela Olupeliyawa and ²Chinthaka Balasooriya

¹Sri Lanka and ²Australia

Workshop Description

Many Interprofessional Education and other (e.g. Crisis Resource Management based team training) initiatives aim to prepare health professions graduates for working in healthcare teams. By definition the goal of any healthcare team is better patient outcomes. However, teamwork is a culturally-based concept and health professional teachers need to consider the national, organisational and learning cultures in developing educational initiatives for preparing graduates to work in these teams.

In this workshop participants will explore their own cultures with regard to healthcare teamwork. This will include identifying their national cultures using Hofstede's (1983) cultural dimensions theory, exploring their organisational cultures (e.g. Schein's levels of culture, 1984), and discussing their workplace learning cultures (e.g. in clinical supervision) and the educational environment. Based on this understanding of their own cultures, participants will then prioritise teamwork behaviours necessary for medical graduates (Olupeliyawa et al, 2013). Finally, they will engage in designing educational initiatives to support the development of priority areas, which are feasible and are of educational impact in their own cultures.

References

Hofstede, G. (1983). National Cultures in Four Dimensions: A Research-Based Theory of Cultural Differences among Nations, International Studies of Management & Organization, 13(1-2), 46-74.

Schein, E. H. (1984). Coming to a new awareness of organizational culture. Sloan Management Review, 25(2), 3-16. Olupeliyawa, A., Balasooriya, C. D., Hughes, C., & O'Sullivan, A. J. (2013). Transition to clinical practice as a medical graduate: What collaborative competencies and behaviours are critical? Focus on Health Professional Education: A Multi-disciplinary Journal, 14(2), 57-70.

Workshop Objective

At the end of the workshop, the participants will be able to;

- Explore their own national, educational and organisational cultures with regard to healthcare teamwork.
- Analyse their workplace learning cultures and the educational environment.
- Prioritise teamwork behaviours necessary for medical graduates
- Identify educational initiatives to support the development of interprofessional education appropriate for their own settings

Who Should Attend

Medical and Health Professional Educators, Administrators, Medical and Health Professions' teachers

W2A9

Thursday, 10 January 2019, 8.30am – 12.30pm Multipurpose Hall (MPH) 3, Level 3, MD1 Yong Loo Lin School of Medicine National University of Singapore

ASSESSING COMMUNICATION AND PROFESSIONALISM WITH MULTIPLE-CHOICE QUESTIONS (MCQS)

Krista Allbee and Kathleen Holtzman USA

Workshop Description

Although medical educators agree on the importance of assessing physician professionalism and related ethical topics throughout the continuum, they often find it challenging to develop realistic MCQs that assess whether examinees can apply their knowledge in these areas to decisions related to patient care. This highly interactive workshop will allow medical educators to consider appropriate content for assessment from global and cultural perspectives and share/generate ideas for development of realistic scenarios/dilemmas that can be used as stimulus in traditional MCQ format or with more innovative formats that include video/multimedia; attendees will have the opportunity to practice writing/reviewing scenarios and option lists in order to gain skills and ideas for writing effective MCQs at their home institutions.

Workshop Objective

Attendees will leave the session with ideas for how to develop and use vignettes as stimulus for use in formative and summative assessment of professionalism at their home institutions. They will be also able to write and review well-structured MCQs that test application of knowledge. A tool box that includes guidelines for video development and sample scenarios for use locally will also be provided.

Who Should Attend

Faculty involved in writing exams, including directors of basic science courses, clinical clerkships, and postgraduate training, members of Royal Colleges and specialty boards, and others involved in assessment in the health professions.

W2A10

Thursday 10 January 2019, 8.30am - 12.30pm SMART Classroom, Level 4, MD6 Yong Loo Lin School of Medicine National University of Singapore

DESIGNING PROGRAMMATIC ASSESSMENT - TRENDS AND TIPS

Lambert Schuwirth Australia

Workshop Description

The most critical issue in programmatic assessment is NOT the framework, the choice of methods or even the way assessment results are collated. The critical issue is how to ensure that staff and students are on board. Perceptions and conceptualisations about assessment, the so-called naïve epistemologies about education, organisational and national culture and existing infrastructure need to be understood and managed to successfully develop programmatic assessment. In this workshop I want to explore with you what these issues are in your specific context and what approaches and narratives will most likely work for you.

W2P1

Thursday 10th January 2019, 1.30pm – 5.00pm Learning Room 03-06, Level 3, MD6 Yong Loo Lin School of Medicine National University of Singapore

FROM CONTINUING MEDICAL EDUCATION TO CONTEMPORARY STAKEHOLDER LEARNING: A FUTURE-FOCUSED METHODOLOGY FOR OUTCOMES-BASED LEARNING IN COMPLEX HEALTH ECOSYSTEMS

¹Thomas Kellner, ²Jo Varney and ²Leigh van Wyk

¹Germany and ²United Kingdom

Workshop Description

What do we need to unlearn from past practice – which aspects of our educational models have become outmoded, particularly considering the seamless digital age in which we live where knowledge is instantly available? What do we need to learn anew to ensure healthcare professionals have appropriate learning resources and experiences to remain capable of delivering the best possible outcomes for their patients? These are some of the questions we will discuss during our session.

The science of learning in combination with a robust understanding of the evolving healthcare ecosystem paves the way for driving a new approach towards outcomes-based planning of learning strategies recognising multiple stakeholders in the healthcare ecosystem. Learning and performance gap analyses within the context of health ecosystems remain a foundational step before any educational strategy should be defined. Typical pitfalls, challenges within and outside of organisations, sources of bias need to be identified before they can be addressed through effective learning strategies. This session will start with a vision of the future healthcare ecosystem followed by identifying critical elements for planning and articulating potential executions of global learning strategies. This discussion will look at the latest evidence from the fields of behavioural and decision science and seek to describe how evidence from these spheres of academia can be deployed in educational settings, to shift beyond knowledge gain to support optimisation of clinical behaviour and in so doing improve patient outcomes. Importantly, the valid role that industry partners contribute to the continuing professional development of healthcare professionals will be critiqued and discussed.

Workshop Objective

Learning objective #1: Critique out-mode models of educational practices

Learning objective #2: Describe how health psychology / behaviour change models are being deployed in education

Who Should Attend

Medical and healthcare educators who are already involved in the planning and execution of CME/CPD programme.

W2P2

Thursday 10th January 2019, 1.30pm – 5.00pm Multipurpose Hall (MPH) 2, Level 3, MD1 Yong Loo Lin School of Medicine National University of Singapore

EVIDENCE-BASED DEEP LEARNING METHODS FOR EVERYDAY TEACHING ENCOUNTERS

Derek Heng Jiun Yi, Shirley Ooi Beng Suat, See Kay Choong and Chong Choon Seng Singapore

Workshop Description

Learning and retention of knowledge are vital in our role as healthcare professionals. And with the exponential growth of medical knowledge, it becomes increasingly crucial that we ask ourselves: How do we learn better? How do we teach in a manner that is effective and lasting? Can such methods be used in large-group settings?

Superficial thought processing produces shallow learning. Higher-order thought processing like critical thinking produces deep, long-term learning which will help us maintain currency and deliver high-quality care.

Through this workshop, we hope to inform and encourage educators to integrate deep-learning methods in their teaching encounters and encourage their learners to adopt such methods. There will be 3 segments to the workshop and participants will be required to prepare two 5-minute teaching session on any two topics (medical and non-medical) prior to attending the workshop.

The first segment will be on the learning of skills where we will introduce concepts like deliberate learning and "whole task learning"--- teaching a skill in its global context. The second segment will be teaching in small group settings where teaching techniques that facilitate encoding like peer learning, elaboration and the Socratic method with its unpinning constructivist will be introduced. The facilitators will also share examples and experiences on how they weave deep-learning methods in similar teaching encounters. Instead of practising individual techniques, the participants will be challenged to conduct a short teaching session, leveraging on the "whole task learning" principle.

Lastly, we will tackle how to teach and facilitate effective learning during lectures. We will share techniques on how to engage and retain the attention of our listeners during lectures when to give the brain a break and methods to facilitate learning during lectures. The participants will then be given the opportunity to give a lecture on a topic of their choice—medical or non-medical—with feedback given to them by their peers and the workshop facilitators.

We believe that the techniques and tips shared during this workshop to be both immediately useful and easy to apply during the educator's next teaching encounter.

W2P3

Thursday 10th January 2019, 1.30pm – 5.00pm SMART Classroom, Level 4, MD6 Yong Loo Lin School of Medicine National University of Singapore

CONSTRUCTING CLINICAL DECISION MAKING QUESTIONS

Kalyani Premkumar and Rani Kanthan Canada

Workshop Description

Given that each clinical presentation has unique challenges, clinical performance on one problem is not a good predictor of performance in other problems. Therefore, it is important to assess clinical decision-making (CDM) skills of students by using a wide spectrum of clinical problems. CDM questions using the key feature approach has high validity and reliability. In this session, the development of clinical decision making questions using the key feature approach will be discussed with a focus on sound principles of test development. Participants will be guided through the process of CDM question development.

Workshop Objective

- Describe the rationale of using a key feature approach to create clinical decision making questions
- Develop high quality clinical decision making questions based on contextual competencies

Who Should Attend

Involved in the assessment of students in Undergraduate and Postgraduate medical education.

W2P4

Thursday, 10th January 2019, 1.30pm – 5.00pm Room 05-03K, Level 5, MD1 Yong Loo Lin School of Medicine National University of Singapore

TIPS AND TRICKS FOR SUCCESSFULLY PUBLISHING SCHOLARLY WORK IN AN INTERNATIONAL JOURNAL ON MEDICAL EDUCATION

¹Peter GM de Jong and ²Julie K Hewett

¹The Netherlands and ²USA

Workshop Description

In publishing scholarly work, not only the writing skills of the author are important. At least as important is choosing the right strategy in submitting the work to the most appropriate journal. It is also useful to know how the Editorial Office and Editorial Board of a journal handle the manuscripts received. Knowledge of these last two aspects can significantly increase the chances for acceptance of the manuscript.

The workshop will give the attendees more insight in the editorial processes of a journal and several concrete strategies to increase the chances of acceptance of their work. First an overview of several journals for Medical Education will be presented and the differences in focuses will be discussed. As an example, the presenters will showcase the internal procedures of one of those journals to explain the attendees what is happening behind the scenes of a journal. Characteristics of several manuscript types available will be discussed and some general advice will be given in order to make the process of submission as successful as possible.

During the session the participants will get a few think-pair-share assignments in order to help clarify the several steps in submitting and the organisation of a journal. Based on several brainstorm exercises and actual experiences from the audience, the presenters will provide tips and recommendations.

At the end of the workshop the participants will have a better understanding of scientific publishing and the way in how a manuscript should be submitted.

Workshop Objective

In publishing scholarly work it is important choosing the right strategy in submitting the work to the most appropriate journal. The session will give the attendees more insight in the editorial processes of a journal and several concrete strategies to increase the chances of acceptance of their work.

Who Should Attend

The workshop is intended for those with no or little experience in submitting manuscripts to international journals for Medical Education.

W2P5

Thursday, 10th January 2019, 1.30pm – 5.00pm CRC Symposium Rooms 2 & 3, Level 1, MD11 Yong Loo Lin School of Medicine National University of Singapore

LEARNING FROM EXPERIENCE: THE POWER OF CRITICAL REFLECTION IN HEALTHCARE LEADERSHIP DEVELOPMENT

Poh Chee Lien, Lim Wee Shiong, Wong Teck Yee, Lawrence Lim, Lee Sin Yi and Dong Lijuan Singapore

Workshop Description

Reflection plays a pivotal role in healthcare leadership development. In particular, critical reflection, a deeper, more intense and probing form of reflection, encourages leaders to think, act, share and question assumptions and practices, while considering the underlying power dynamics within the system. Critical reflection encourages leaders to pause, filter and integrate experiences with new learning (Densten & Gray, 2001). It is through this iterative reflective process that leaders gain insight and better understanding, which enable them to make better judgment in ambiguous and complex situations. Given the importance of critical reflection in leadership development, this workshop is designed to move beyond the mere introduction of the principles and conceptual framework underpinned reflection. It will be an interactive workshop that provides ample opportunities for participants to explore various creative use of reflection as a learning tool in leadership development, and experience the reflective process of critical reflection through a series of experiential activities.

Workshop Objective

This workshop will be conducted by an inter-professional team. Participants will learn about the conceptual framework underpinned critical reflection, explore various creative use of critical reflection as a learning tool in leadership development, and experience the reflective process of critical reflection.

Who Should Attend

All who are interested in incorporating reflective practices in healthcare leadership and/or faculty development programmes.

W2P6

Thursday 10th January 2019, 1.30pm – 5.00pm Learning Room 03-05, Level 3, MD6 Yong Loo Lin School of Medicine National University of Singapore

CREATIVE APPROACHES IN HEALTH PROFESSIONS EDUCATION

Zarrin Seema Siddiqui Australia

Workshop Description

Creativity been highly emphasised in higher education and identified as one of the essential graduate outcomes (2003). It refers to the skills and attitudes needed in generating ideas and products that are relatively novel, high in quality and appropriate to the task in hand (Amabile 1996). In the field of medicine, creativity might include the development of an entirely new operation, the discovery of the cause of disease, or the description and understanding of anatomy, physiology, biochemistry, pathogenesis, or disease (Pulec 1992). It is important to know if an adequate place for developing creativity exists in medical and health curricula. The purpose of this workshop will be to promote discussion about creativity in health education. It is proposed that understanding gained from the workshop will be transferable to other subjects.

Workshop Structure

A short introduction followed by the discussion focused on;

- 1. What is creativity within a professional course?
- 2. Are we helping/enabling our students to be creative?
- 3. What approaches are we using currently in our teaching to foster creativity?
- 4. How do we evaluate students' creativity?

Pedagogical Principles

Using principles of active learning the main part of the workshop will focus on participants reflecting and sharing their views on the place of creativity in health disciplines.

Workshop Objective

- To reflect on what is creativity within a professional course.
- To share and discuss use of creativity and its assessment in improving the quality of students learning in health professions.

Who Should Attend

Academics involved in teaching health professions.

W2P7

Thursday, 10th January 2019, 1.30pm – 5.00pm Learning Room 03-07, Level 3, MD6 Yong Loo Lin School of Medicine National University of Singapore

PROMOTING INTERPROFESSIONAL EDUCATION IN HEALTHCARE SETTING

Ahmed Alhammadi, Manasik Kamil Hassan, Magda Ahmed Wagdy, Eman A Rahman Senan Al Maslamani and Hatim Abdulrahman

Qatar

Workshop Description

Collaborative practice occurs when multiple health professionals from different disciplines backgrounds provide comprehensive services by working with patients, families and communities to deliver the highest quality of care across clinical settings. Evidence suggests that interprofessional teams achieve better outcomes and that team-based care should become the normative clinical practice. Our workshops will emphasise the importance of Interprofessional education (IPE) through collaboration with various healthcare providers to enhance the quality and safety of patient care.

Workshop Objective

At the end of this workshop, participants will be able to:

- Highlight the importance of interprofessional education (IPE) in clinical practice
- Identify barriers for promoting interprofessional education (IPE)
- Apply some (IPE) skills and implement Interdisciplinary clinical round to promotes interprofessional collaboration

The didactics will address the different aspects of interprofessional education (IPE) e.g.; definition, characteristics and advantages. Afterwards, through analysing interactive video clips and using role-play, participants will identify different barriers to promote interprofessional collaboration in different healthcare environment. In small groups, participants will apply some IPE skills and use practical tool to support IPE in clinical setting.

Who Should Attend

The workshop welcomes all stakeholders in medical education, physicians, nurses and other allied health working in any healthcare clinical environment, and other educators interested in faculty development.

PRE-CONFERENCE WORKSHOPS

W2P8

Thursday, 10th January 2019, 1.30pm – 5.00pm Room 03-01N, Level 3, MD6 Yong Loo Lin School of Medicine National University of Singapore

I AM ON A SHOE-STRING BUDGET- HOW CAN I IMPLEMENT SIMULATION?

Indika Karunathilak and Ashwini de Abrew Sri Lanka

Workshop Description

Simulation Based Medical Education can be defined as any educational activity that uses simulative aids to replicate a clinical scenario. These can range from role playing and simple task trainers to sophisticated computerised virtual learning environments. High fidelity simulation is costly and in current practice the use of simulation in resource poor settings are limited. This workshop is aimed at introducing and contextualising the application of SBME in a low resource setting.

This participant driven workshop will comprise of lecture discussions, demonstrations and hands on activities, providing the practical tools and the know-how in simulation methods and technologies. Hands on activities will include creating simulated effects and scenarios using low-cost, readily available material such as household items and basic make-up.

The workshop will provide different approaches in achieving a wide range of competencies including clinical skills, procedure-based skills, communication skills, leadership, team work, decision-making, interpersonal skills and professionalism though SBME within a resource setting. Techniques such as simulated patients, virtual patients, static and interactive manikins, hybrid patients and moulage will be discussed.

The workshop will encourage participants to build on current knowledge and promoted sharing of experience and best practices.

Workshop Objective

At the end of the workshop, the participants would be able to;

- · Identify the applications of simulation in medical education
- Apply principles of simulation in low-resource settings
- Plan integration of simulation technique into existing system
- Simulate common clinical conditions using readily available household material

Who Should Attend

Medical Educators, Administrators, Clinical teachers, Simulated Patients, Medical Students

W2P9

Thursday, 10th January 2019, 1.30pm – 5.00pm Multipurpose Hall (MPH) 3, Level 3, MD1 Yong Loo Lin School of Medicine National University of Singapore

BEST PRACTICES IN FACULTY DEVELOPMENT

Yvonne Steinert

Canada

Workshop Description

Faculty development, or staff development as it is often called, has become an increasingly important component of medical education, and most medical schools now offer formal faculty development programmes and activities, consisting of workshops and seminars, short courses, or longitudinal programmes and fellowships. However, faculty development can occur in a variety of contexts and settings, and often begins with informal learning in the workplace. The latter can include learning from experience (which often occurs through observation and reflection), learning from students, peers and mentors, and learning by belonging to a community of practice. The goal of this workshop is to examine how health professionals develop expertise, review best practices based on several systematic reviews of faculty development, and provide participants with an opportunity to design or refine a faculty development initiative, with input from their colleagues and the literature. We will also discuss how workplace learning can play a critical role in the development of faculty members and how we can help our colleagues value the community of which they are a part.

Opening Keynote Address

Thursday 10th January 2019, 7.00pm

Hall, Level 1, University Cultural Centre

FOSTERING WELL-BEING IN THE LEARNING ENVIRONMENT: THE IMPERATIVE FOR MEDICAL EDUCATORS

Aviad Haramati

Professor, Georgetown University School of Medicine, USA

It is now widely recognised that more than half of practicing physicians exhibit characteristics of chronic stress and burnout. Similar patterns are seen in residents and fellows across medical specialties. This trend may begin earlier with the observed decline in empathy during medical student training and the alarming rates of burnout in medical and other students in the health professions. Research findings suggest that there is an important link between the culture and state of the learning environment and the health of learners and teachers. In this presentation, Dr. Haramati will focus on the learning environment and review the key elements that impact on the well-being and resilience of students and faculty in the health professions. Aspects of the environment include personal, social, curricular and other institutional components. The role and impact of faculty well-being will be considered and the implications discussed. The presentation will also highlight interventions that are being implemented to help learners manage stress, foster empathy and build resilience, with a particular emphasis on the critical role that medical science educators can play.

PLENARY 1 - TRUST OR NOT TO TRUST - ARE EPAS THE WAY FORWARD?

Ins and Outs of Entrustable Professional Activities - Some Things You May or May Not Know Olle ten Cate, The Netherlands

Trust – Longsuffering Wisdom Finds Newfound Value David Taylor, Canada

INS AND OUTS OF ENTRUSTABLE PROFESSIONAL ACTIVITIES - SOME THINGS YOU MAY OR MAY NOT KNOW

Olle ten Cate

Senior Scientist in Health Professions Education, University Medical Center Utrecht, The Netherlands

Entrustable Professional Activities (EPAs), a new concept in medical education, has attracted much attention among medical educators. Introduced in 2005, a little over 10 years later hundreds of publications have appeared that refer to them and in many countries programmes of undergraduate and postgraduate medical education have started incorporating EPAs.

The concept was created with the purpose to fill a gap between the elaborate competency-frameworks that were designed and introduced around the turn of the century in several countries, and the everyday practice of clinical health care, i.e. the context of clinical training. In health care settings, EPAs are the units of professional practise that constitute what clinicians do as daily work. They can be conceived of the responsibilities or tasks that must be done in patient care. These tasks can be small or big. An attending or resident on a clinical ward, called by a nurse in the night, must be able to evaluate a deteriorating patient and take action to stabilise the patient's condition. This could typically be an EPA for resident in intensive care. A junior resident in obstetrics may be entrusted with the care for a delivery if there are no signs that point at complications. A senior medical student may be asked to examine and evaluate a patient with a known chronic condition, order diagnostic tests if needed, prepare follow-up medication and do all the work that only needs to be completed and signed by a clinical staff member. That can be an EPA. Even a junior medical student can contribute to health care with small but significant tasks that do not have to be checked if the student has been trained well to do them.

EPAs, while conceived for medical training, have been proposed for training of physicians assistants, nurses, veterinarians, physical therapists, dentists and even teachers.

While the EPA concept has attracted so much attention and interest, the concept is not always well understood. This brief lecture will address key concepts related to EPAs and entrustment decision making.

TRUST - LONGSUFFERING WISDOM FINDS NEWFOUND VALUE

David Taylor

Associate Professor of Medicine, Associate Head of Medicine, Academic Internal Medicine Residency Programme Director Queen's University Kingston, Ontario, Canada

Entrustable Professional Activities (EPAs) have emerged as a central construct for assessment in Competency-Based medical education (CBME). This has brought the key concept of trust, and how we apply it to learners in medical training, to the forefront. This session will describe current understanding of trust and how it operates in our clinical teaching settings. From there, traditional approaches to assessing ability will be compared to newer approaches grounded in trust. Finally, some successes and on-going challenges with trust and entrustment will be highlighted.

PLENARY 2 - PREPARING THE FUTURE HEALTHCARE PROFESSIONALS THE ROLE OF PROFESSIONAL BODIES

Making Specialist Training Relevant: Meeting Singapore's Needs Beyond Healthcare 2020 Kenneth Mak, Singapore

Past, Present and Future - Academy of Medicine, Singapore Commitment to High Standards and Quality S R E Sayampanathan, Singapore

MAKING SPECIALIST TRAINING RELEVANT: MEETING SINGAPORE'S NEEDS BEYOND HEALTHCARE 2020

Kenneth Mak

Deputy Director, Medical Services (Health Services Group), Ministry of Health, Singapore

The rapidly aging population in Singapore has led to growing demands on our Healthcare System. The Ministry of Health Singapore has adopted a Beyond Healthcare 2020 global strategy which positions three major thrusts to deal with these challenges. Beyond Healthcare to Health emphasises the need to help and support Singaporeans to lead healthier lifestyles and to reduce their risks to developing illness. Beyond Hospital to Community seeks to ensure that Singaporeans receive appropriate care in the community and closer to home, and to reduce their reliance on hospital based acute care. Beyond Quality to Value seeks to affirm that appropriate, value-based care is provided to Singaporeans, so as to ensure that our public healthcare services remain sustainable in the long-term.

The emerging healthcare challenges and national strategies have significant impact on specialist training. This talk highlights the changes needed to ensure that our specialists remain relevant to Singapore's global healthcare needs and to empower them to lead in providing appropriate, cost-effective care to their patients.

PAST, PRESENT AND FUTURE - ACADEMY OF MEDICINE, SINGAPORE COMMITMENT TO HIGH STANDARDS AND QUALITY

S R E Sayampanathan

Master, Academy of Medicine, Singapore

Prior to World War II (WWII), specialists were provided by the British.

After WWII, local doctors travelled to Britain on a scholarship of 1-2 years to sit for examinations with the Royal Colleges.

In 1957, the Academy of Medicine, Singapore (AMS) was formed, and one of its aims was to be the leading institution for post graduate medical education.

In 1969, the School of Post Graduate Medical Studies was formed. The first MMed exams were held in 1970.

In 2010, American style Residency Programmes were launched in many specialties.

For the future, we need to learn from our past and constantly evolve to improve the post graduate medical education programmes. We must:

- a. ensure that the country's needs are met.
- b. utilise the most advanced methods of training and instruction
- c. keep pace with new techniques in health care delivery
- d. improve safety and reliability of health care delivery

We must develop good crisis management, simulator training, cross-checking mechanisms and whistle blowing mechanisms. Ultimately, we must always aim for the highest standards of competency, quality and safety for the people we serve ... our patients.

PLENARY 3 - INTERPROFESSIONAL EDUCATION: A GLOBAL PERSPECTIVE

How Should CPD Programmes Support and Develop Effective Patient Care Dale R Kummerle, USA

Team Competence in Healthcare: What is it, and Can We Assess it? Tan Choon Kiat Nigel, Singapore

HOW SHOULD CPD PROGRAMMES SUPPORT AND DEVELOP EFFECTIVE PATIENT CARE

Dale R Kummerle

President, Global Alliance for Medical Education (GAME), Director, Global Medical Education, Bristol-Myers Squibb (BMS) Company, USA

Many pharmaceutical companies discover, develop and deliver innovative medicines that help patients prevail over serious diseases. A part of this mission is the responsibility to educate healthcare professionals to ensure patients receive the best possible outcomes from these new therapeutic regimens.

Over the last decade, many healthcare professionals and patient advocacy organisations have been embracing the concept of Shared Decision Making (SDM). SDM is a collaborative process that allows healthcare professional and their patients to make health care decisions together, taking into account the best medical evidence available, as well as the patient's values and preferences. Making the patient the center of their own care is new to many areas of medicine as well as HCP's in different countries from around the world. As such, there is a need to provide education to patients and healthcare professionals alike, to provide the best medical evidence, discuss different values and cultures, and improve communication for the benefit of patient care.

I will provide concrete examples of how SDM and the patient voice has been incorporated into various CPD programmes. There are programmes that discuss the patient's point of view and ask they be considered when making treatment decisions. Clinicians are also waking up to the fact that most of the patients time is spent outside of medical facilities, and thus having access to collected "big data" can oftentimes help patients in unexpected ways. Using increasingly ubiquitous mobile technology, patient data is routinely collected and can be shared with care providers for use in decision making.

The BMS Global Independent Medical Education team has supported many initiatives that leverage IBM Watson technology with Cloud-Based learning and augmented intelligence to provide extraordinary results. These results will also be discussed.

TEAM COMPETENCE IN HEALTHCARE: WHAT IS IT, AND CAN WE ASSESS IT?

Tan Choon Kiat Nigel

Senior Consultant, Department of Neurology; Deputy Group Director Education (Undergraduate), Singapore Health Services, Singapore

Health professions education has so far focused on individual competence, though much of our work involves teams. Team competence is thus important. Defining team competence, and assessing it, is however complex. I will attempt to take the audience through a brief review of team competence, including assessment. I hope to have a lively discussion during the panel and audience discussion segment to align mental models and provoke discussion so we can collectively learn.

Steven Baxter Recital Studio, Level 1, Yong Siew Toh Conservatory of Music

PLENARY 4 - ACCREDITATION AND QUALITY ASSURANCE

Quality Assurance and Quality Improvement in Medical Education: What is Old, What is New, and What May Happen Next? David Gordon, France

Accreditation and Quality Assurance from a Dean's Perspective: Strengths and Challenges Ravindran Jegasothy, Malaysia

QUALITY ASSURANCE AND QUALITY IMPROVEMENT IN MEDICAL EDUCATION: WHAT IS OLD, WHAT IS NEW, AND WHAT MAY HAPPEN NEXT?

David Gordon

President, World Federation for Medical Education, France

The World Federation for Medical Education is concerned with quality improvement in medical education world-wide, at all stages from entry to medical school and throughout the professional career.

Accreditation of basic medical education programmes is potentially a powerful tool for the improvement of quality but every link in the chain, from the medical programme, through the medical school and the accrediting authority, to the evaluation of the accrediting authority must be directed to the quality improvement of education of the kind of doctor we need now, and will need in the future.

There will always be a large body of factual knowledge: some of this (but not all) may in future be supported by artificial intelligence. Competency-Based models of education are in favour, but measures of competence at the completion of the medical programme are not enough. The important point is that the doctor must be <u>educated</u> so that he or she continues to learn and maintain competence throughout the professional career, and not simply <u>trained</u> to function at the moment of qualification, without the ability to accept and apply new knowledge and skills.

Factual knowledge and competence are not enough. To function in society, the doctor must have understanding and practical wisdom about the social, ethical, legal and anthropological setting of the physician. This is much more than the currently fashionable interest in social accountability. It is an area of developing importance, and in which we may be deficient.

It is not difficult to create a programme of medical education that meets the need to know and understand the relevant factual knowledge and competencies. These can be measured, and the fitness of the medical programme in delivering them assessed in an accreditation process. It is more complex to devise the curriculum for the social sciences in medicine, and for the accreditation process to verify that this curriculum and its delivery are appropriate for the doctor we need in the future.

ACCREDITATION AND QUALITY ASSURANCE FROM A DEAN'S PERSPECTIVE: STRENGTHS AND CHALLENGES

Ravindran Jegasothy

Dean, Faculty of Medicine & Biomedical Sciences, MAHSA University, Malaysia

Accreditation is a process by which an educational institution is assessed against a predetermined set of standards by an external agency. The Dean is appointed by an educational institution to take on a leadership role in a faculty. The Dean should be the embodiment of the vision of that faculty. He should demonstrate the vital characteristics of a good leader. These include transparency, honesty, good communication skills, fortitude, humility and determination. One should not be conceited and be always willing to listen to an alternative point of view.

The Dean should have a clarity of purpose and be always willing to make a decision when any situation demands it. The decision should always be based on the principles of adherence to rules, regulations, precedents, institutional memory, justice and fair play.

The Dean will face challenges almost on a daily basis. As the faculty is an amalgamation of students and staff members, one may face student issues, faculty discontent, staff changes and conflicts. The Dean will have to manage the varying expectations of the top management which in a private institution may include corporate demands and other financial challenges. One will have to balance the academic programme needs against financial rules.

Whilst the Dean remains the central source of leadership influence, a key part of being a leader is cultivating leadership in others and succession planning. The Dean has to share his burdens while distributing credit for the achievements. The Dean has to manage people, data and processes to foster school improvement.

I have learnt that one has to avoid shortcuts in achieving a goal, benchmark against a high standard, emphasise checklists, document all that is done and practice evidence based educational philosophies. One has also to be frank in admitting shortfalls in order to correct it. So being a Dean could be as simple as A to F! A Dean has to have a philosophical approach to his task. With credit to Ken Blanchard, one cannot take on too many monkeys on to your shoulder but to pass it back to the person who brought it into your room with your fatherly advice!

Orchestra Hall, Level 3, Yong Siew Toh Conservatory of Music

PLENARY 5 - PREPARING THE FUTURE HEALTHCARE PROFESSIONALS - THE ROLE OF BIOMEDICAL SCIENCES

Bridging the Preclinical-Clinical Divide in Medical Education: Socialising and Embedding a Culture of Change Hooi Shing Chuan, Singapore

Embracing Curricular Revision: Integrating Foundational and Clinical Sciences to Create Better Future Health Professionals

Neil Osheroff, USA

BRIDGING THE PRECLINICAL-CLINICAL DIVIDE IN MEDICAL EDUCATION: SOCIALISING AND EMBEDDING A CULTURE OF CHANGE

Hooi Shing Chuan

Professor, Chair, Medical Sciences Cluster, Yong Loo Lin School of Medicine, National University of Singapore, National University Health System, Singapore

Basic science education has been a substantive part of medical curriculum since Flexner (1910). Recent evidence shows that basic science knowledge not only facilitates retention of diagnostic skills (*Woods et al, 2006*), but also develops adaptive expertise in learners, preparing students for future learning (*Mylopoulos et al, 2018; Castillo et al, 2018*). Interestingly, how basic science teaching is integrated into the curriculum is critical to achieving the positive outcomes. Effective pedagogical approaches make explicit the connection between basic science and clinical application to support cognitive integration in the student and provide students opportunities to learn through discovery and meaningful variation. How can we implement these Evidence-Based approaches at a system-wide level and embed changes in a way that is sustainable? This talk will discuss what one medical school is doing to reform the medical science curriculum, challenges along the way and lessons learnt. It will highlight the importance of "starting with the end", socialising and building a community of educators to spearhead and embed a culture of change, as well as incorporating discovery and meaningful variation into existing learning opportunities. We will also share briefly plans to monitor and assess efficacy of the reform at a system level.

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EMBRACING CURRICULAR REVISION: INTEGRATING FOUNDATIONAL AND CLINICAL SCIENCES TO CREATE BETTER FUTURE HEALTH PROFESSIONALS

Neil Osheroff

Professor of Biochemistry and Medicine, John G. Coniglio Chair in Biochemistry, Director, Academy for Excellence in Education, Vanderbilt University School of Medicine; Treasurer, International Association of Medical Science Educators, USA

It is important for health professionals to have a strong understanding of the biosciences that underlie clinical practice. To address this critical issue, many medical and health professional schools have transitioned from stand-alone Discipline-Based courses to integrated blocks that combine foundational and clinical sciences. Although most modern curricula have successfully integrated clinical materials into the pre-clerkship phase (to at least some extent), the overt integration of foundational sciences into clinical courses has proven to be challenging.

This talk will describe the importance of curricular integration, the cognitive science behind integration, and the successes and unique challenges that accompany curricular integration in the pre-clerkship and clinical phases of health professional education. It will also discuss the effects of curricular integration on the career paths of science educators and how these individuals play an increasing valuable role in modern health professional education.

PANEL DISCUSSION 1 - THE IMPACT OF THE PATIENT VOICE.... NOVEL APPROACHES THAT INCLUDE THE PATIENT IN EDUCATIONAL PROGRAMMING

Patients As Faculty - What Do We Need to Consider?

Lisa Sullivan, Australia

How Patients Can Inform the Content of a Professional CME Programme

Laura Muttini, USA

The Patient Voice: The Pharmaceutical Industry Perspective

Dale R Kummerle, USA

THE IMPACT OF THE PATIENT VOICE....NOVEL APPROACHES THAT INCLUDE THE PATIENT IN EDUCATIONAL PROGRAMMING

As CPD professionals, we believe we are change-makers when it comes to improving patient outcomes through our education of healthcare professionals (HCPs). Yet, is that really the case? If we create programme that do not include patients, how do we know we are representing the true patient voice, thoughts and insights, fears and barriers? How can we educate HCPs to improve their communication and shared decision-making skills when we only know one side of the story? Well, the reality is, we can't.

This session will discuss the many ways patients can be involved in programming, from informing content to being participants in the programme itself. Panellists will provide examples of programming they have created or supported that have included patients.

Patients As Faculty - What Do We Need To Consider?

Lisa Sullivan

Immediate Past President, Global Alliance for Medical Education (GAME), Founder and Managing Director, In Vivo Academy Limited, Australia

While Asia struggles to feel comfortable with the inclusion of patients as CPD faculty, there are some examples of patients playing a key role which enlighten and direct CPD content. Australia on the other hand has more experience, both good and bad, of how and where patients and their voice can and should impact the education we create for HCPs across the spectrum of conditions. This presentation will provide examples of where patients have worked closely with therapeutic content experts to develop and deliver CPD while also covering some of the issues that need to be considered when including their involvement.

How Patients Can Inform the Content of a Professional CME Programme

Laura Muttini

Member, Global Alliance for Medical Education (GAME), USA

CPD has traditionally focused on healthcare professionals (HCPs), and while our educational charter is improving patient outcomes, we often overlook the critical role of the patient voice when assessing those outcomes. Many times, insights gained from patient education programmes and patient populations have little influence on CPD programmes.

This discussion will describe a Simulation-Based, 360-degree Overactive Bladder programme, designed for patients and professionals, where insights and outcomes from the patient education module informed the content of the HCP module to improve the shared decision making process. These outcomes then created a comparative analysis, from the correlative questions and topics, identifying gaps that exist between patient and HCP perspectives and knowledge levels.

The Patient Voice: The Pharmaceutical Industry Perspective

Dale R Kummerle

President, Global Alliance for Medical Education (GAME), Director, Global Medical Education, Bristol-Myers Squibb (BMS) Company, USA

Increasingly, the pharmaceutical industry seeks out and supports educational initiatives that include the patient voice. Attendees will learn why there is increased interest in such education, from the pharmaceutical industry point of view. Ultimately, patient care is enhanced when there is an open and honest dialogue between the patient and their healthcare professionals. Physicians and other HCP's need to be able to communicate increasingly complex and critical knowledge to their patients, to ensure the safe and appropriate use of innovative medicines. With good communication and trust from their physicians, patients are more likely to adhere to their medication regimens, and have a better health outcome.

Theatre, Level 1, University Cultural Centre

PANEL DISCUSSION 2 - TRANSFORMING GRADUATE MEDICAL EDUCATION GLOBALLY TO MEET PRESSING 21ST CENTURY HEALTH AND HEALTHCARE NEEDS

Transforming Graduate Medical Education Globally to Meet Pressing 21st Century Health and Healthcare Needs Eric Holmboe, USA

Experience and Lessons Learned in Implementing CBME in Taiwan for the Specialty of Emergency Medicine Fremen Chihchen Chou, Taiwan

Experience and Lessons Learned: The Competency-Based Medical Education Journey in an Internal Medicine Programme in Singapore

Faith L Chia, Singapore

TRANSFORMING GRADUATE MEDICAL EDUCATION GLOBALLY TO MEET PRESSING 21ST CENTURY HEALTH AND HEALTHCARE NEEDS

This will be a panel discussion with educational change agents from three countries sharing their experience working to transform their GME programmes and systems. The panel discussion will be framed by the 2010 Lancet Commission report and explore what progress has been made against the Commission goals and in the speaker's own country using the principles of Competency-Based Medical Education (CBME) to achieve better health and healthcare for the populations GME programmes serve. The three panellists will discuss how change and innovations in their Graduate Medical Education programme is impacting and influencing both educational and healthcare outcomes in their setting. This panel discussion will also focus on how their specialty is using the newer developmental frameworks of Competency-Based milestones and Entrustable Professional Activities (EPAs). There will be ample time reserved for large group conversation and questions.

Transforming Graduate Medical Education Globally to Meet Pressing 21st Century Health and Healthcare Needs

Eric Holmboe

Senior Vice President, Milestones Development and Evaluation, ACGME, USA

Over the last twenty-five years Graduate Medical Education (GME) systems across the globe have worked to implement competency frameworks (e.g. ACGME/ABMS general competencies, CanMEDS roles, others) as part of multi-faceted efforts to improve both healthcare and educational outcomes. Implementing an Outcomes-Based approach represents a major shift in educational approach and implementation has been challenging. In the opening overview for the session, we will briefly review the history and key societal drivers behind the focus on outcomes and competency frameworks. Examples of key strategies in GME transformation will be discussed, such as Competency-Based milestones, Entrustable Professional Activities and clinical competency committees. This session will end with lessons learned, including validity research conducted to date, in the national use of milestones and clinical competency committees in the United States.

Experience and Lessons Learned in Implementing CBME in Taiwan for the Specialty of Emergency Medicine

Fremen Chihchen Chou

Director of Center for Faculty Development, China Medical University Hospital, Taiwan

Emergency Medicine (EM) residency training in Taiwan has been working to implement CBME nationally using the ACGME/ABMS six general competencies as the guiding framework. More recently, the EM community has begun work on using both Competency-Based Milestones and Entrustable Professional Activities (EPAs) using a "glocalisation" strategy. This strategy enables adaptation and revision of Milestones and EPAs to be both culturally sensitive and ensure these tools and approaches meet local and regional needs for the Taiwanese healthcare system. This discussion will focus on the glocalisation process used by the EM community in Taiwan to adapt and revise useful global education and frameworks to meet local needs as outlined in the Frenk Lancet article. Dr. Chou will provide examples of key strategies used in Taiwan for GME transformation, including lessons learned and next steps for GME in Taiwan.

Experience and Lessons Learned: The Competency-Based Medical Education Journey in an Internal Medicine Programme in Singapore

Faith L Chia

Designated Institutional Official, National Healthcare Group, Singapore

The internal medicine residency at Tan Tock Seng Hospital (TTSH; National Healthcare Group) in Singapore has been implementing Competency-Based Medical Education (CBME) in conjunction with an internationally based accreditation process. This change journey has involved the use of two different versions of Milestones, the implementation of a clinical competency committee and more recently the introduction of Entrustable Professional Activities (EPAs). The TTHS/NHG team is designing a multi-disciplinary model of faculty development in assessment focused on Evidence-Based practices for Work-Based assessment. Dr. Chia will discuss the impact of the evolving nature of a national CBME initiative and its local impact on an internal medicine residency programme. Dr. Chia will also discuss the implementation of their new multi-disciplinary faculty development programme to help educational leaders and front-line clinician educators provide more accurate and meaningful assessment information about learner performance. Dr. Chia end by discussing lessons learned to date and next steps for GME and internal medicine training in Singapore.

PANEL DISCUSSION 3 - HOW HAS ACCREDITATION ASSISTED COUNTRIES TO IMPROVE THEIR MEDICAL EDUCATION PROCESSES - CURRENT GAPS AND CHALLENGES

Current Status and Challenges in Japanese Medical Education Accreditation

Yasuhiko Konishi, Japan

Accreditation of Health Professions Education in Australia: A Personal Reflection

Wayne Hodgson, Australia

Accreditation of Medical Education in Taiwan: A Personal Reflections

Chi-Wan Lai, Taiwan

Towards Medical School Accreditation in Singapore: Developing Medical School Standards and a Quality Improvement Framework

Koh Dow Rhoon, Singapore

CURRENT STATUS AND CHALLENGES IN JAPANESE MEDICAL EDUCATION ACCREDITATION

Yasuhiko Konishi

Director and Professor, Kyoto University, Center for Medical Education, Japan

In every country, medical education is on its way of reforming. Japan has been aiming at its remodelling since early 21st century. Committee on Japanese medical education research published its final report in 1987, 4 years after GPEP report by AAMC (Association of American Medical Colleges). But, it took another 10+ years for commencement.

Medical education in Japan consists of four chronological stages;

- 1. Undergraduate 6-year education in 82 medical schools
- 2. Postgraduate 2-year clinical rotation conducted by Ministry of Health, Labour and Welfare (MHLW) at 1,018 teaching hospitals nationwide
- 3. Specialty training conducted mainly by each Society (as Japanese Society of Internal Medicine)
- 4. Continuous professional development (CPD) mainly by Japan Medical Association (AMA)

In context of accreditation on Japanese medical education, little had been done in every stage. In 2007, Japan Council for the Evaluation of Postgraduate Clinical Training (JCEP) started accreditation of post-graduate clinical rotation (as correspond to stage 2, above). However, only 244 (out of appx. 1,000) teaching hospitals has been accredited so far.

In 2013, a pioneer organisation started undergraduate accreditations (as of stage 1) on pilot study. After recognised by WFME in 2017, it turned into Japan Accreditation Council for Medical Education (JACME), which has begun its energetic activities on medical schools. It has accredited 24 out of 82 colleges, aiming all of them by 2023.

Accreditation on specialty training (as of stage 3, above) should have started by Japanese Medical Specialty Board (JMSB). There had been nearly 2-year consensus meeting under MHLW leadership before forming JMSB in 2014. But, the productive movement of JMSB collapsed in 2016 for some political reasons, and has virtually been in the air. To date, CPD accreditation has not been well handled yet. (stage 4, above)

JACME activities, in which accreditation process is most successful, have revealed that Japanese medical schools scored lower in "Assessment of students" and "Programme Evaluation". Japanese colleges feel like labour pain to bear a child in the global standards. It is my best guess that people in the other stages seem to wait and see. Our nation may have found itself in trouble and embarrassment as it faced cultural differences.

ACCREDITATION OF HEALTH PROFESSIONS EDUCATION IN AUSTRALIA: A PERSONAL REFLECTION

Wayne Hodgson

Professor and Deputy Dean (Education), Faculty of Medicine, Nursing and Health Sciences, Monash University, Australia

The majority of health professions in Australia are regulated by the Australian Health Practitioner Regulation Agency (AHPRA). The approved accreditation authority who work with the National Boards oversee the important accreditation process. e.g. the Australian Medical Council (AMC) on behalf of the Medical Board of Australia, the Australian Nursing and Midwifery Accreditation Council (ANMAC) on behalf of the Nursing and Midwifery Board of Australia. This brief presentation will focus on personal experiences of being on both sides of the accreditation process across a range of health care professions (including medicine, nursing, physiotherapy, radiography and psychology). Mention will be made about the similarities and differences between the approaches of the accrediting bodies, and how these processes have improved the education experience for students and staff in these programmes as well as some of the challenges that remain.

ACCREDITATION OF MEDICAL EDUCATION IN TAIWAN: A PERSONAL REFLECTIONS

Chi-Wan Lai

Chair Professor, Andrew T. Huang's Medical Education Promotion Foundation; and Attending Neurologist, Koo's Foundation Cancer Center, Taipei, Taiwan

The establishment of the accreditation system for Taiwan's medical education programmes was triggered by an incident in 1998, when these programmes were deemed "non-comparable to the U.S." by the National Committee on Foreign Medical Education and Accreditation (NCFMEA). The critiques indicated the lack of an independent medical accreditation body, regular accreditation cycles, and documentation of accreditation standards. Taiwan subsequently formed an Organising Committee in 1999 to draft the criteria and process for selecting council members, the process and schedule of accreditation, the makeup of the accreditation team (surveyors), and the accreditation criteria (standards). Afterwards the Taiwan Medical Accreditation Council (TMAC) was formally established in 2000, and regular accreditation of medical schools started in 2001. So far, we have gone through 3 cycles of accreditation of a total of 13 medical schools.

I would like to share my personal reflections on the medical education accreditation system in Taiwan through the following topics:

- 1. In the process of the globalisation of accreditation, "transplantation" (the wholesale importation of one country's system to another country) does not work.
- 2. In moving from globalisation to localisation, we have progressed a long way and learned a great deal through the help of the Liaison Committee on Medical Education (LCME) in the USA. But if we were to start an accreditation system from scratch now, we probably would use the WFME Global Standards for Quality Improvement as a template, making careful modifications to fit our local culture.
- 3. The accreditation of medical schools helps to enhance the quality of medical education in the following areas:
 - a. Assessment of the quality of medical education in all medical schools in Taiwan
 - b. Strengthening of faculty development through establishing a Center for Faculty Development in each medical school
 - c. Promoting professionalism and medical humanities in faculty development (recruitment and retention) as well as curriculum development
 - d. Building a better system to improve the relationship between medical schools and teaching hospitals
 - e. Monitoring the new medical schools

TOWARDS MEDICAL SCHOOL ACCREDITATION IN SINGAPORE: DEVELOPING MEDICAL SCHOOL STANDARDS AND A QUALITY IMPROVEMENT FRAMEWORK

Koh Dow Rhoon

Associate Professor, Department of Physiology, Director, International Relations, and CenMED Associate, Centre for Medical Education (CenMED) Yong Loo Lin School of Medicine, National University of Singapore, and Visiting Senior Consultant, Division of Rheumatology, Department of Medicine, National University Health System, and Senior consultant, Professional, Training, Assessment and Standards (PTAS) Division, Ministry of Health, Singapore

Singapore has now three medical schools to cope with the increasing demands for training doctors for the future. These schools provide diversity in training and have unique strengths. Best practices have been put in place to facilitate a more outcome focused, student-centric learning, foster a culture of excellence and establish life-long learning. Students expect as high a quality of education possible and the public demands the development of high quality doctors and specialists for their healthcare and health promotion needs. Globally, there is a growing movement to apply accrediting standards in medical education to ensure quality in medical education. These standards provide a benchmark for an internal and external review process to quality assure and improve the training of future doctors.

The Ministry of Health in Singapore with the three medical schools embarked on a process to develop a set of medical education standards based on the WFME standards for basic medical education contextualised to local needs and cultural norms. The standards have been completed and reviewed by an external accrediting body for refinement and alignment to global best practice. As medical education becomes more global and interdependent, the use of the standards in an accrediting process has taken on a more "light-touch" and quality improvement ethos across the world. The current Singapore standards are being trialled in an internal review process to help setup a quality improvement culture in the three schools and develop a quality improvement framework for the schools to share and learn from one another. A balance need to be struck between a strict public accountability, compliance and punitive response to that of a more nurturing education ecosystem capable of sustaining a continual quality improvement in medical education. This will ensure that not only quality achievement will be bottom-up, built on trust and constantly able to maintain standards but also the ability to go beyond and excel.

Steven Baxter Recital Studio, Level 1, Yong Siew Toh Conservatory of Music

PANEL DISCUSSION 4 - TEACHING COMPLEX AND INFREQUENT SURGICAL PROCEDURES

Developing an Effective Simulation-Based Surgical Training ProgrammeAmitabha Lahiri, Singapore

Challenges in Training for Infrequent but Complex Surgical Procedures Alphonsus Chong, Singapore

The Use of 3D Printing Technology and Other Technologies in Surgical Education for Developing Countries Lam Wee Leon, United Kingdom

Managing Hand Infections Without Antibiotics?

Duncan Angus McGrouther, Singapore

TEACHING COMPLEX AND INFREQUENT SURGICAL PROCEDURES

Achieving technical proficiency is a central goal in the training of surgeons. Patient expectations, pressures in healthcare delivery, and changes in the training system have negatively affected the opportunities to learn surgical skills. These challenges are amplified in uncommon complex procedures. Conversely, better understanding of the skill acquisition process and technology have driven education innovation. However, many of the assessment methods used are subjective and lack validity and reliability. This panel will cover:

- 1. Challenges in training for infrequent and complex surgical procedures
- Technology and innovations in creating teaching aids for surgeons in developing countries
- 3. Developing an effective Simulation-Based surgical training programme
- 4. Evolution and the future of training and certification for complex surgeries.

Developing an Effective Simulation-Based Surgical Training Programme

Amitabha Lahiri

Senior Consultant, National University Hospital, National University Health System, Singapore

Surgeons today are required to perform complex procedures while ensuring patient safety. These procedures demand a high level of technical skill. The conundrum lies in the fact that several conditions that require complex procedures are also infrequent, resulting in an inadequate exposure and skill development.

In such situations, SIMULATORs play a crucial role in providing opportunities for skills training and skill maintenance. Although a variety of surgical simulators are available for every specialty and provide an opportunity for training, there are no guidelines as to how to align them in order to create a comprehensive training programme.

This lecture aims to discuss the fundamental characteristics of simulators and provides basic concepts needed to create a well-aligned and effective Simulation-Based surgical training programme.

Challenges in Training for Infrequent but Complex Surgical Procedures

Alphonsus Chong

Assistant Professor, Department of Orthopaedic Surgery, National University of Singapore, Head, Department of Hand and Reconstructive Microsurgery, National University Hospital, Singapore

All surgical specialties have procedures that are uncommon and highly complex. Ideally, such cases should be concentrated in one place to enable best care and training. However, even in tertiary centres, some procedures are so uncommon that even "experts" rarely perform them. A review of "essential" procedures from a General Surgery residency curriculum showed many are rarely performed in practice and experienced during training. Geographical and other constraints (like time or patient factors in trauma) may dictate that these procedures be done in a place and by a person who does not do it routinely. This presentation will discuss some of the challenges of training and preparing for such procedures and discuss strategies to overcome them.

The Use of 3D Printing Technology and Other Technologies in Surgical Education for Developing Countries

Lam Wee Leon

Honorary Clinical Senior Lecturer, University of Edinburgh, United Kingdom

Anatomy is the keystone of surgical education. While cadaveric dissections and demonstrations remain the gold standard for training, access to human cadavers within the settings of a controlled environment continues to be challenging. In certain developing countries, such teaching facilities are prohibitively expensive while in others, cultural and religious beliefs prevent the use of any such teaching materials. In light of this, the search for high-fidelity surgical simulation methods had included computer programmes, models to improve psychomotor skills and virtual reality toolkits. Three-dimensional (3D) printing is a relatively recent introduction to surgical education. The presentation aims to present the process, limitations and potential benefits of using 3D printing technology in surgical education, especially in the context of developing countries. We also examine the use of GoPro cameras to record and study operations as a form of online mentoring and continued education.

Managing Hand Infections Without Antibiotics?

Duncan Angus McGrouther

Senior Consultant, Department of Hand Surgery, Singapore General Hospital, Singapore

When a patient presents with the cardinal signs of infection-heat, erythema, pain and loss of function the immediate reaction of a doctor is to prescribe an antibiotic. Yet antibiotics did not exist until 70 years ago and now that there is a panic about the rise of antibiotic-resistant organisms. It is interesting to reconsider the means of treatment in earlier times which were successful in most cases. The emphasis in treatment was surgical rather than pharmacological and this is well illustrated in infections of the hand. Apart from the topical application of heat to increase blood supply the mainstay was incision and release of pus or oedema fluid. These procedures remain as the central and necessary interventions in hand infections and are all too often delayed while waiting for an antibiotic to work. Acute localised pain indicates the need for surgical drainage without which there will be progressive tissue damage and abscess formation. Allen Kanavel (1912) demonstrated how infection spread from a minor nail bed infection (paronychia) to the finger pulp and from there to flexor tendon sheaths, reaching palmar spaces and then to the forearm. All this can be prevented by surgical decompression at an early stage. Better understanding of this mechanism and earlier treatment can lessen the current reliance on antibiotics and point towards new treatment techniques.

Orchestra Hall, Level 3, Yong Siew Toh Conservatory of Music

PANEL DISCUSSION 5 - SUPPORTING BIOMEDICAL SCIENCE EDUCATORS: A MATTER OF SELF-ESTEEM, IDENTITY AND PROMOTION OPPORTUNITIES

Medical Science Educators' Perspectives on Recognition, Reward, and PromotionBonny L Dickinson and Nicole M Deming, USA

Is the Medical Science Educator a Housewife, Punch Clock Employee or Talk Show Host? Chen Zhi Xiong, Singapore

CENTILE: An Institutional Mandate to Nurture, Recognise and Reward Medical EducatorsAviad Haramati, USA

SUPPORTING BIOMEDICAL SCIENCE EDUCATORS: A MATTER OF SELF-ESTEEM, IDENTITY AND PROMOTION OPPORTUNITIES

At most medical schools, biomedical science educators are basic science researchers or sometimes clinicians primarily recruited for their excellence in research or clinical expertise rather than in medical education. 'Perceived' expertise in medical education is usually developed through 'learning on the job' or some form of apprenticeship. To make matters worse, biomedical science educators are often besieged with heavy research, administrative or other loads, with medical education taking a backseat. This is further aggravated by the fact that biomedical science education is often perceived by medical students as boring, irrelevant or a hoop to jump through, especially given that integration of biomedical and clinical sciences is far from being perfected. Taken together, this affects the overall motivation and sense of purpose in biomedical science educators, which will in turn, affects their performance as educators and the quality of education delivered. Therefore, this session addresses these issues and identifies ways to enhance self-esteem, strengthen identity, and recognise and reward the efforts of biomedical educators through promotion opportunities.

Medical Science Educators' Perspectives on Recognition, Reward, and Promotion

¹Bonny L Dickinson and ²Nicole M Deming

¹Professor and Vice Chair Biomedical Sciences, Western Michigan University School of Medicine, USA and ²Assistant Dean for Faculty Affairs and Human Resources, Assistant Professor of Bioethics, Case Western Reserve University School of Medicine, USA

Medical schools have a long history of using well-established guidelines for granting promotion and tenure to faculty based largely on the number and quality of peer-reviewed publications and a track record of grant support for biomedical research. The recognition that these standards do not translate to the evaluation of faculty with predominant roles in teaching (both in the classroom and the clinic) and medical education research launched a now decades-long conversation about how to evaluate MSE for the purposes of promotion and tenure. To address the issue as to whether published guidelines for the recognition, reward, and promotion of MSE have been widely adopted by institutions and whether faculty are aware of them, we surveyed the international membership of IAMSE to collect the following data: (1) perceptions and understanding of institutional promotion and tenure practices, institutional metrics for evaluating MSE, and methods of institutional recognition and reward of MSE. (2) perceptions of the adequacy of these processes, and (3) awareness of published guidelines for the evaluation and promotion of MSE. While the results of this survey identified a need for more time to pursue scholarship and innovation in medical education, greater recognition of MSE and their contributions, and increased institutional support of and resources for MSE activities, the results also showed that some MSE do feel recognised and rewarded for their work and that over half (57%) of respondents indicated that MSE can be promoted at their institutions based on their work as educators. We anticipate that the outcomes of this study will be used to inform institutional development and implementation of promotion and tenure guidelines, facilitate the development of initiatives to help institutions better support the professional development and recognition of MSE, and to help MSE better advocate for these initiatives.

Is the Medical Science Educator a Housewife, Punch Clock Employee or Talk Show Host?

Chen Zhi Xiong

Assistant Dean of Students (NUS), Senior Lecturer and Integration Lead Educator, Yong Loo Lin School of Medicine, National University of Singapore, National University Health System, Singapore

As universities sprint towards acquiring a research-intensive image, education appears like an out-of-place, awkward sibling that seems to get in the way of this quest but yet all-too-important to get rid of. As a result, universities experiment with various models to motivate, develop and retain academic staff through different tracks that focus on research, education or both. This creates an identity crisis among academic staff and confusion on what exactly their roles and responsibilities are. From the health professions' perspective, is research and clinical work really in conflict with education? What is the role of education in research and clinical practice? Is education about clocking hours and 'counting beans'? Is the evaluation of education endeavours a vanity exercise? Should the educator juggle multiple roles? In this panel discussion, we will explore these questions and hopefully, be able to better define the role(s) of the educator, so as to better recognise and chart career advancement.

CENTILE: An Institutional Mandate to Nurture, Recognise and Reward Medical Educators

Aviad Haramati

Professor, Georgetown University School of Medicine, USA

Medical education is undergoing rapid changes in many fundamental ways. Curricula are becoming more integrated, both horizontally across science disciplines and vertically with the incorporation of earlier clinical experiences. Teaching sessions are being shifted to more active learning formats, and assessment is now a strategy for learning, as much as it has been a measurement of learning. At the same time, the role of the teacher is moving dramatically from deliverer of information to facilitator of learning. These changes require core teaching faculty that possess specific skills gained through additional training. As institutions grapple with the challenges of helping content experts become educators, profound changes are happening to faculty members themselves. There are real changes in terms of faculty members' identity and how they view their role at the institution. For the institutions, there are key challenges in how to nurture, develop and reward these educators and insure that they have a career path for promotion and advancement. In this presentation, outcomes from one institution will demonstrate how the creation of a centre for innovation and leadership in education serves to change the institutional culture regarding the role of faculty in advancing the educational mission. Specifically, the case will be made for how school-wide investments in faculty development in education have enabled the formation of an inter-professional community of educators that drive innovation and scholarship. An important element has been the establishment of a Teaching Academy in the Health Sciences, that provides opportunities for faculty development and peer-recognition of accomplishments in education.

SYMPOSIUM 1 - IS EPA-BASED TRAINING A PRACTICAL APPROACH TO IMPROVE PATIENT SAFETY AND WORK PERFORMANCE?

How Can Entrustable Professional Activities Serve to Improve Quality and Safety in Health Care Within and Beyond Training?

Olle ten Cate, The Netherlands

The Local Perspective: Why and How EPAs are Incorporated in Training in Singapore Mabel Yap, Singapore

Cultural Perspective of Incorporating EPA in an Asian Setting

Fremen Chihchen Chou, Taiwan

The Challenges of Adopting and Implementing EPAs and Linking Them to Workplace Performance Eric Holmboe. USA

HOW CAN ENTRUSTABLE PROFESSIONAL ACTIVITIES SERVE TO IMPROVE QUALITY AND SAFETY IN HEALTH CARE WITHIN AND BEYOND TRAINING?

Olle ten Cate

Senior Scientist in Health Professions Education, University Medical Center Utrecht, The Netherlands

Physician education has historically developed with stacked diplomas, degrees and certifications, progressively longer training durations, and much-debated models for maintenance of competence of practitioners. There are reasons to doubt the efficacy of this model for the quality and safety in health care. A new vision on education, training and practice across the continuum is needed.

One way to envision this is to see Competency-Based medical education merging into Competency-Based medical practice. A model in which primary training is supplemented with an individual, dynamic portfolio of Entrustable Professional Activities (EPAs) for which a medical professional is certified, and which certifications maintain as long as they are adequately practiced. These EPAs may be certified during a general or specialised training period or during professional practice. This model accounts for the rapid changes in expectations of competence over time, and de-emphasises the strict divides between the compartments of training and practice and views the medical continuum from undergraduate school until retirement as a whole. Key components in this model include the regular reception and provision of supervision following changes in practice and documented entrustment decisions, as a natural component of professional practice across the continuum until retirement.

THE LOCAL PERSPECTIVE: WHY AND HOW EPAS ARE INCORPORATED IN TRAINING IN SINGAPORE

Mabel Yap

Director, Professional Training and Assessment Standards Division, Ministry of Health, Singapore

In recent years, the move to adopt Competency-Based Education (CBE) and Entrustable Professional Activities (EPAs) in medical education and training has gained significant momentum in Singapore. This movement has not been limited to medical specialist training but has also made inroads to training programmes for Postgraduate Year 1 (PGY1) doctors, nurses, pharmacists and allied health professionals. This also exemplifies the Ministry of Health's steadfast goal of ensuring that our learners are safe and competent to practice, and fit-for-purpose upon completion of training.

The aim of this presentation is to share how Singapore has incorporated EPAs into training from PGY1 to post-grad medical education as well as in the other healthcare professions, the challenges faced and the considerations undertaken.

CULTURAL PERSPECTIVE OF INCORPORATING EPA IN AN ASIAN SETTING

Fremen Chihchen Chou

Director of Center for Faculty Development, China Medical University Hospital, Taiwan

Competency-Based medical education aims to cultivate healthcare professionals to practice medicine at a defined level of proficiency in the local context, to meet local society's need. While this promising vision gradually globalised, the medical educators worldwide are facing the challenges of implementation within their local context, especially for the non-western societies with the caution of westernisation. These challenges vary through the different stages of implementation from buy-in of the new model of education, establishing competency outcomes fitting with societal needs to redesigning the educational systems and delivery of clinical care. Entrustable Professional Activities (EPAs) are the units of professional practice which are created to connect the competency-framework with daily practice of clinical healthcare. Comparing to general competency, a descriptor of a professional's common character, EPAs tend to be more context-sensitive and neutral to cultural belief. This talk will address the challenges of implementing CBME in an Asian setting from cultural perspective especially with a focus on incorporating EPAs based on Taiwanese experience.

THE CHALLENGES OF ADOPTING AND IMPLEMENTING EPAS AND LINKING THEM TO WORKPLACE PERFORMANCE

Eric Holmboe

Senior Vice President, Milestones Development and Evaluation, ACGME, USA

Entrustable Professional Activities (EPAs), and especially the concept of entrustment, has gained substantial traction around the globe. Early studies have found promising results with Entrustment-Based scales. A number of countries are adopting EPAs as part of a national frameworks for training and assessment. However, like most changes, adopting and implementing EPAs come with a number of challenges and caveats. First, EPAs depend heavily on the defining the right "components" (i.e. competencies) and ensuring clarity on the purpose(s) of the EPAs in the training programme. Early experience in the United States have found that EPA matrices can still have major gaps in core competencies needed for unsupervised practise. Second, EPAs do not necessarily "fix" the frame of reference or shared mental model problem among medical education faculty. In addition, several studies have demonstrated that faculty use different thresholds for making entrustment decisions and approach supervision with substantial variability. Third, tension remains around how granular or holistic EPAs should be; the more holistic and broad the EPA, the greater the number of abilities (i.e. competencies) needed to execute the task. A good example is the internal medicine EPA in the U.S., "Manage care of patients with chronic diseases across multiple care settings." This EPA essentially involves almost all of the 22 subcompetencies currently in use by internal medicine programmes. Fourth, context remains an important issue that must be accounted for and addressed. For example, a growing body of research shows that the quality and safety performance of the institution where a resident (i.e. house officer) trains is associated with future practice performance. Finally, many EPAs, such as the chronic disease EPA noted above, require a multi-faceted approach to assessment. In this section of the symposium, we will explore each of these issues with current examples.

PANEL DISCUSSION 6 - TECHNOLOGY ENHANCED LEARNING

Technology is Just a Lens, Disruption is a Change

Lambert Schuwirth, Australia

Technology Enhanced Learning with Limited Resources - Transforming Limitations into Advantages

Indika Karunathilake, Sri Lanka

Patient Avatar

María Guadalupe Piña Navarro, Mexico

Medical Education in the Age of Al

Ngiam Kee Yuan, Singapore

TECHNOLOGY IS JUST A LENS, DISRUPTION IS A CHANGE

Lambert Schuwirth

Director, Prideaux Centre for Research in Health Professions Education, Flinders University College of Medicine and Public Health, Adelaide, Australia, Professor, Innovative Assessment Maastricht University, The Netherlands, Professor of Medical Education, Chang Gung University, Taiwan, Professor of Medicine (education), Uniformed Services University for the Health Sciences, Bethesda, Australia

When I studied medicine our medical school was very forward thinking and we had lectures on videotapes – yes I am that old. They started off as being innovative but soon they were not used any more- a lecture on a videotape is just a lecture but without the interaction. Ten years later we had lectures on CD-roms and the same happened. Now we have online lectures and we again think they are innovative. Chances are they are not. Changing the technological platform is not the disruption in education, but understanding how technology may change affordances and effectivities creates innovation.

TECHNOLOGY ENHANCED LEARNING WITH LIMITED RESOURCES - TRANSFORMING LIMITATIONS INTO ADVANTAGES

Indika Karunathilake

Professor in Medical Education, Faculty of Medicine, University of Colombo, Sri Lanka

Medical education is rapidly changing, influenced by many factors including the changing healthcare environment, the changing role of the physician, altered societal expectations, rapidly changing medical science, and the diversity of pedagogical techniques. What would medicine be like in 20 years' time? Today's students will be practicing beyond the next 20 years and are expected and required to function effectively within ever changing health systems. What are the future challenges for medical education and how can we prepare our students to face them effectively?

These challenges will become even more pronounced for countries and institutions with limited by lack of financial, human and infrastructural resources. It is perceived that technological advances that have led to many changes in health systems and medical education are beyond the reach of countries with limited resources, thus, the current situation will lead to and aggravate a vicious cycle.

However, many countries perceived as "low resourced" have rich traditions in culture, healthcare and medical education. For example in the south Asian region, availability of teaching materials such as patients and cadavers is much higher compared to other regions in the world. The high IT literacy, high accessibility to the Internet, high connectivity due to widespread usage of mobile phones and social media is notable. Therefore, the term "Differently Resourced" may be more appropriate and positive in this context.

Can we use affordable and available technology to address and prepare for future challenges in medical education? There are many technologies currently being used in medical education including Simulation, E learning/M-learning Virtual Patients/ Virtual communities, Virtual and Augmented Reality, Artificial Intelligence, and tools for sharing information and networking In conclusion, technology offers many opportunities to overcome future challenges in medical education. Ignoring technology by citing it as unaffordable is no longer an option. Low-cost technology can be as effective as high cost options in achieving the desired educational outcomes. If you look in the right places, tomorrow's technology, at an affordable cost, is already there.

PATIENT AVATAR

María Guadalupe Piña Navarro

Associate Professor, ITESM, Mexico

"Patient Avatar" is a project aimed at developing an educational technology resource that enhances the teaching-learning process on health science education, especially where patient safety and well-being must be ensured.

The model integrates a telepresence solution through the use of holograms to provide an experience with the patient on a simulated and controlled environments on early stage of their career. This technological resource allows virtual interaction of students with patients from a diversity of contexts.

This project addresses these problems through the integration of a cost-effective telepresence solution that enables systematic training in realistic settings. The solution allows consistent trainee exposure to a variety of clinical presentations and procedural contexts, including frequent and atypical patterns.

Patient Avatar integrates the projection of a patient's hologram. The student interacts with the patient through asking questions that guide the medical interview, and the Avatar gives specific answers establishing a dynamical interaction, without bias. These answers are presented by an assistant that helps the student navigate the different signs and symptoms of the pathology. The student then listens to the patient and identifies the information needed to continue the interview, come up with a diagnosis, identify bad news etc. This design promotes the development of soft skills (communication) in all levels. After the process, the student is handed his recorded interview in order to make a self-evaluation, and propose ways to improve his performance, also a peer evaluation and a teacher evaluation with constructive feedback is done. This process is repeated during the complete course until student gets the level of competency establish.

Upon applying Patient Avatar to a pilot group, there was improvement of students when performing their communication skills, resilience, and critical thinking.

MEDICAL EDUCATION IN THE AGE OF AI

Ngiam Kee Yuan

Group Chief Technology Officer, National University Health System, Deputy Chief Medical Informatics Officer, National University Hospital, Singapore, Consultant Thyroid and Endocrine Surgeon, Department of Surgery, National University Hospital, Singapore, Assistant Professor, Department of Surgery, Yong Loo Lin School of Medicine, National University of Singapore, National University Health System, Singapore

'Artificial intelligence' clinical decision support systems are set to change the way doctors approach history taking, diagnosis and investigations. These algorithms would improve the efficacy and accuracy of doctors and transform healthcare workflows in the future. As these systems become ubiquitous and doctors start to incorporate them into clinical processes, it would certainly impact medical education, as students would now need to understand how these tools are built in order to correctly interpret the outcomes of these decision support tools. This talk would elucidate the inner workings of these Al tools and how it could be adapted to advance medical education.

SYMPOSIUM 2 - IMPROVING MEDICAL ADMISSIONS FOR THE 21ST CENTURY

The Value of the Holistic Admissions Process to Select Medical Students

Kalyani Premkumar, Canada

Seven Practical Hints for Medical Trainee Selection

Harold Reiter, Canada

Determining the Selection Criteria for Postgraduate Residency

Kathy Lawrence, Canada

Integrating Assessments of Non-Cognitive Abilities in the Admissions Process

Anurag Saxena, Canada

IMPROVING MEDICAL ADMISSIONS FOR THE 21ST CENTURY

The quality of healthcare is strongly influenced by the quality of physicians. While medical education has put a strong focus in ensuring that medical students are proper trained prior to clinical practice, there has been less of an emphasis on the proper selection of future doctors at the time of medical admissions. Medical schools typically receive far more applicants than they can admit and are challenged with the task of selecting the students with the highest potential for success in medical school and further down the line as practicing physicians. This involves not only ensuring that students are entering with a strong foundation of knowledge and superior cognitive abilities, but they must also possess the personal and professional characteristics that are also necessary to become a successful physician. The series of talks in this symposium will outline the challenges of medical admissions at both the level of undergraduate and postgraduate medical programmes and discuss several unique ways in which various institutions have dealt with these challenges.

The Value of the Holistic Admissions Process to Select Medical Students

Kalyani Premkumar

Professor, Department of Community Health and Epidemiology, College of Medicine, University of Saskatchewan, Canada

In order to provide high quality patient care, it is vital for every health professional College and University to use the right strategies not only in the process of training, but beginning at the admissions process to ensure that the future healthcare workforce possess the right background, qualities and skills. Selection in health professions is a very competitive, multi-stage process that looks at both cognitive and non-cognitive domains of individuals.

In this presentation, the holistic admissions process used in each of the health professions colleges at the University of Saskatchewan, Canada, will be discussed along with the predictive validity and reliability of the tools utilised.

Seven Practical Hints for Medical Trainee Selection

Harold Reiter

Professor, McMaster University, Canada

Based upon twenty years involved with medical trainee selection at undergraduate or postgraduate levels at McMaster University, during which multiple mini interviews and online constructed response situational judgment tests were created, several practical hints for medical trainee selection have emerged, and will be shared, together with real life examples of each. The practical hints include:

- 1. Get agreement on only one or two goals mission specific to your programme.
- 2. Avoid useless work.
- 3. Don't allow the applicants any control over the process.
- 4. Backload any resource intensive steps in the process.
- 5. Assess nationally for commonly desired student skills, locally for programme specific desired skills.
- 6. Don't avoid bias, dilute it.
- 7. Be as transparent as circumstances allow.

Determining the Selection Criteria for Postgraduate Residency

Kathy Lawrence

Associate Professor, University of Saskatchewan, Canada

The selection in postgraduate residency training programmes has become a high-stakes issue with an increasing number of applicants. Using multiple methods for assessing attributes and abilities across a variety of domains is likely to provide discriminatory information in identifying applicants more suited to a programme. Assessment of cognitive abilities, academic performance and experience related to the specialty is a central component of the admissions process. In addition, personal and professional characteristics are considered essential for the development of a holistic physician. In this presentation, a comprehensive approach to determining selection criteria and processes across multiple domains at the University of Saskatchewan, Canada, will be discussed.

Integrating Assessments of Non-Cognitive Abilities in the Admissions Process

Anurag Saxena

Associate Dean, Postgraduate Medical Education, College of Medicine, University of Saskatchewan, Canada

The selections in the postgraduate residency programmes involve standard interviews, reference letters, and personal letters for evaluation and discernment of personal and professional characteristics - considered essential for the development of a holistic physicians; these are heavily resource intensive and have a high degree of subjectivity. The likelihood of missing high quality applicants is higher. Further, lapses in behaviours spanning the intrinsic CanMEDS domain are usually tied to non-cognitive attributes. Increased objectivity in these assessments would be helpful if the process is scrutinised and challenged. This session is focused on integrating assessment of non-cognitive abilities through behavioural interviewing (BI) and situational judgment tests (SJT) and exploration of values into the repertoire of selection process.

Steven Baxter Recital Studio, Level 1, Yong Siew Toh Conservatory of Music

PANEL DISCUSSION 7 - PREDICTIVE BRAINS FOR BETTER DIAGNOSIS

The Evidential and Theoretical Basis for a Novel Approach to Learning Clinical Diagnosis

Lim Tow Keang, Singapore

Common and Real Pitfalls in Diagnostic Reasoning

Soh Jian Yi, Singapore

The Predictive Brain and Predictive Error Management by Residents During Bedside Rounds

Teoh Chia Meng, Singapore

PREDICTIVE BRAINS FOR BETTER DIAGNOSIS

We will discuss the need for and the application of a novel approach to improve training in clinical diagnosis based on the predictive brain model of cognition. We will present and discuss: (1) the theory and evidential basis for this new strategy, (2) the pitfalls in learning diagnosis during clinical clerkship plus, (3) new empirical, controlled data from an intervention which we have implemented during bedside rounds.

The Evidential and Theoretical Basis for a Novel Approach to Learning Clinical Diagnosis

Lim Tow Keang

Professor, Department of Medicine, National University Hospital, National University Health System, Singapore

A review of the reasons why studies which have applied the popular dual process model of cognition to improve diagnosis by "de-biasing" have yielded disappointing results. A proposal to consider alternative models of cognition based on advances in neuroscience such as the predictive brain. The predictive brain learns by processing predictive errors (PE). This system is regulated and fine-tuned by varying the gains on the weightage of the reliability (or precision) of the PE themselves. This capacity to effectively manipulate and re-calibrate the precision of PE (i.e. level of confidence Vs uncertainty) may be a critical aspect of clinical problem solving and learning.

Common and Real Pitfalls in Diagnostic Reasoning

Soh Jian Yi

Consultant, National University Health System, Singapore

Presentation of common mistakes, issues during diagnostic reasoning, and how these were addressed.

The Predictive Brain and Predictive Error Management by Residents During Bedside Rounds

Teoh Chia Meng

Senior Consultant, National University Health System, Singapore

It is widely acknowledged that concerted efforts are required to improve the practice of clinical reasoning in diagnosis. Many interventions designed clinical reasoning have either been performed in artificial environments or are resource intensive. Here we present new empirical controlled data from an intervention which we have implemented during bedside rounds that exploits the predictive brain to improve clinical reasoning.

Orchestra Hall, Level 3, Yong Siew Toh Conservatory of Music

SYMPOSIUM 3 - INTEGRATION OF BIOMEDICAL SCIENCE AND CLINICAL EDUCATION: HOW TO MAKE IT WORK?

Cultivating a Heart for Learning the Medical Sciences

Hooi Shing Chuan, Singapore

Integration of Basic and Clinical Sciences Across the Undergraduate Medical Curriculum Neil Osheroff, USA

Integration of Undergraduate Pharmacology Teaching with Clinical Teaching: The Way Forward Thilanka Seneviratne, Sri Lanka

Pulmonary Teaching Module Utilises an Interdisciplinary, Case-Based, Guided Inquiry, Grand Rounds Approach Mari K Hopper, USA

Physiology in an Integrated Medical Curriculum: Challenges and Opportunities Aviad Haramati, USA

INTEGRATION OF BIOMEDICAL SCIENCE AND CLINICAL EDUCATION: HOW TO MAKE IT WORK?

Traditional medical curricula have typically consisted of 1-2 preclinical years on biomedical science education followed by 2-3 years of clinical education. These two phases are quite distinct in the sense that biomedical science is often taught in the absence of clinical context whereas clinical education often lacks touch points that reinforce biomedical science knowledge. This resulted in students lacking interest and being unable to appreciate the full relevance of biomedical science application during clinical years. Their weak biomedical science foundations may negatively impact future clinical practice and reasoning, a common complaint among clinical teachers. Moreover, the lack of integration leads to a growing disconnect between biomedical science educators and clinical educators in deciding what is truly important to be taught to medical students. This symposium aims to share with the educator community the various tips and tricks that has been successfully implemented to promote the integration of biomedical science and clinical education.

Cultivating a Heart for Learning the Medical Sciences

Hooi Shing Chuan

Professor, Chair, Medical Sciences Cluster, Yong Loo Lin School of Medicine, National University of Singapore, National University Health System. Singapore

Despite efforts to integrate preclinical and clinical education, many healthcare students still perceive learning the medical sciences as a "necessary evil", or even worse, a waste of their time. For many students, the medical sciences are merely facts and concepts which they must regurgitate during examinations, so that they may proceed to the "real thing", the clinical clerkships. Connecting the medical sciences with patient care during the clinical years remains a challenge for students. How can we, as medical science educators, help our students appreciate the medical sciences as foundational and an integral part of clinical practice? This talk will discuss several practical suggestions for educators to cultivate among the students, a heart for learning the medical sciences, based on my experience first as a student and then a teacher in Physiology. I hope this will spur further discussion and ideas, so that collectively, we can help one another set our students on the right path to build a strong foundation and framework for their careers as healthcare professionals.

Integration of Basic and Clinical Sciences Across the Undergraduate Medical Curriculum

Neil Osheroff

Professor of Biochemistry and Medicine, John G. Coniglio Chair in Biochemistry, Director, Academy for Excellence in Education, Vanderbilt University School of Medicine, Treasurer, International Association of Medical Science Educators, USA

It is important for physicians to have a strong understanding of the biosciences that underlie clinical practice. Although most modern undergraduate medical curricula have successfully integrated clinical materials into the pre-clerkship curriculum, the overt integration of foundational sciences into clinical courses has proven to be challenging. Effective incorporation of foundational sciences across the curriculum requires a commitment to integration at the programme, course, and session levels. This talk will discuss curricular revisions at the Vanderbilt University School of Medicine that have allowed us to teach biomedical sciences in a manner that better prepares our students for their clerkship experience. It will also describe how we have introduced foundational sciences into the post-clerkship years through the development of "Integrated Science Courses" that combine training in the foundational sciences with meaningful clinical experiences. Challenges and successes of these courses will be discussed.

Integration of Undergraduate Pharmacology Teaching with Clinical Teaching: The Way Forward

Thilanka Seneviratne

Consultant Paediatrician, Senior Lecturer, Faculty of Medicine, University of Peradeniya, Sri Lanka

Teaching of pharmacology mainly done in the third year of undergraduate medical education with didactic lectures and small group discussions. Pharmacology is a subject having important implications on clinical practice. Yet the clinical teaching is done mainly in the fourth and fifth year of undergraduate medical curriculum and it is temporally separated from teaching of pharmacology. This causes problems of interrelation of these two important aspects of medical education within the minds of medical students. Thus retaining of knowledge of pharmacology as an integral part of clinical practice is retarded. To bridge the gap, the integration of traditional pharmacology teaching with clinical teaching is essential. However, moving third year medical students to clinical wards to teach 'pharmacology' is impractical. Hence the importance of patient simulators. The context-based learning refers to acquisition of knowledge in an environment similar to the ultimate setting where the knowledge will be put into practice. This method of learning carries better knowledge acquisition with increased practical applicability of the concerned knowledge. This can be accomplished by either using exact clinical ward setting or the use of patient simulators. Simulating the real clinical environment with doctor-patient role-play sessions, use of high fidelity patient simulators, simulated patients, or simulated ward rounds are suggested and practiced as successful options. High fidelity simulations provide safe and controlled realistic learning environment in which students can gain hands on experience and integrate pharmacotherapy knowledge and skills learned in the classroom into practice. A unique feature of high fidelity simulation is that disease states can be replicated to allow standardization of student learning experience. With simulated patients students can practice and improve their therapeutic skills at no risk to real patients. Doctor patient role-play session, using carefully written case scenarios, is also an effective way to improve their therapeutic knowledge. In this presentation I will be discussing further the integration of pharmacology and therapeutic teaching with clinical teaching, its success and the way forward.

Pulmonary Teaching Module Utilises an Interdisciplinary, Case-Based, Guided Inquiry, Grand Rounds Approach

Mari K Hopper

Associate Professor, Cellular and Integrative Physiology, Indiana University School of Medicine, Stone Family Center for Health Sciences, USA

Introduction: In response to calls for reform, our large, nine-campus medical school implemented a "renewed" curriculum. Goals for the new curriculum included embracing an active learning approach, achieving a comparable learning experience for all medical students, and integrating basic and clinical sciences. A pulmonary course for second-year medical students was particularly effective in achieving these goals by utilising an interdisciplinary, Case-Based, guided inquiry "Grand Rounds" approach never before employed at IUSM or reported in the literature.

Methods: The pulmonary course included nine three-hour active learning sessions. Topics varied and materials were entirely Case-Based. A moderator led large group discussion incorporating a variety of active learning methods including student interaction with an interdisciplinary, a panel of experts and student response to open ended and multiple choice questions using an audience response system.

Results: For evaluative purposes, four questions were delivered at the end of each session. Student responses informed timely modifications for future sessions and provided evidence that students were highly engaged, focused, and utilising higher order cognitive skills. Students participating in the course outperformed students nationally on National Board of Medical Examiners customised pulmonary exam. Student comments on end of course evaluations were highly positive.

Discussion: Although an immense amount of communication and collaboration was necessary, the pulmonary Grand Rounds approach was effective in achieving its aims. It is hoped that sharing this resource will encourage and assist others in utilising the Grand Rounds teaching method.

Physiology in an Integrated Medical Curriculum: Challenges and Opportunities

Aviad Haramati

Professor, Georgetown University School of Medicine, USA

As the volume of scientific information increases exponentially each year, the task of determining what material to include and emphasise becomes ever more challenging. Furthermore, this task is made more complicated by the mandate of linking the teaching of scientific principles to the clinical setting. Medical and other health professions schools around the world are increasingly demanding that the foundational sciences be taught with more clinical relevance. To address this need, science educators are partnering with their clinical colleagues in many institutions. Reports and outcomes from a number of schools suggest that this team approach to develop appropriate content has been very effective across the undergraduate medical curriculum. Moreover, with the move away from passive lectures and to using more engaging problem-oriented cases and learning formats, the challenge is even more daunting. But then, so are the opportunities. In this presentation, both the challenges and opportunities to optimise the learning of science through integration will be addressed and strategies will also be offered that have been effective in creating an environment that fosters curiosity and creativity. In particular, the discipline of physiology, with its system-based, regulatory control of human biology, is uniquely positioned to adapt to the curricular call for integration and those teaching physiology can lead by example. In addition, insights from cognitive psychology regarding how expertise is learned can provide important guidance to developing the types of effective teaching tools such as the use of mixed problem sets and the importance of deliberate practice. With appropriate planning and creativity, we can make integration work!

SYMPOSIUM 4 - EXCELLENCE IN MEDICAL EDUCATION

"It's Hard to be a Diamond in a Rhinestone World": In Search of Excellence in Medical Education Trudie Roberts, United Kingdom

The Role of Faculty Development in Promoting Excellence: From Individual to Organisational Change Yvonne Steinert, Canada

Excellence and Accreditation

Pete Ellis, New Zealand

Achieving Excellence from Non-Public Sector Enterprise

Vishna Devi V Nadarajah, Malaysia

"IT'S HARD TO BE A DIAMOND IN A RHINESTONE WORLD": IN SEARCH OF EXCELLENCE IN MEDICAL EDUCATION

Trudie Roberts

Director, Leeds Institute of Medical Education, University of Leeds, England and President, AMEE - Association of Medical Education in Europe, United Kingdom

How we describe excellence? Is it possible or desirable? Or is there too much excellence around which devalues the concept. In this short presentation, I will explore the concept of excellence and argue that in some cases it isn't always a positive aspiration. I will also discuss the how excellence is enacted in medical education using the 7S model.

THE ROLE OF FACULTY DEVELOPMENT IN PROMOTING EXCELLENCE: FROM INDIVIDUAL TO ORGANISATIONAL CHANGE

Yvonne Steinert

Professor of Family Medicine, Director, Centre for Medical Education, Richard and Sylvia Cruess Chair in Medical Education, Faculty of Medicine, McGill University, Canada

Faculty development traditionally focuses on individual development and renewal, helping faculty members to excel in their roles as teachers and educators, leaders and managers, and researchers and scholars. However, does this suffice in the pursuit of excellence in medical education? Is there a role for faculty development to promote excellence at an organisational level, building on the accomplishments of individuals as change agents and targeting the organisation as a "client"? Following a brief review of common approaches to stimulating individual growth and vitality through faculty development, we will examine ways in which faculty development can function as an instrument of organisational change. This exploration will include strategies that can help to *support* organisational priorities and *drive* change. Practical applications to help produce or reinforce organisational development will also be highlighted, demonstrating the role of faculty development in helping to achieve excellence in medical education.

EXCELLENCE AND ACCREDITATION

Pete Ellis

Emeritus Professor, University of Otago, Wellington, New Zealand

Early regulation of medical practice relied on proof of satisfactory performance in an external final examination. However, Flexner in 1910 identified the importance of an appropriate training experience for effective medical education.

It is now widely recognised that training effective medical practitioners requires high quality supervised training experiences integrated with learning appropriate medical sciences. There are multiple ways in which this can be achieved so quality assurance of the process requires accreditation against outcome-focused standards.

The World Federation for Medical Education (WFME) has taken a leading role, alongside the WHO, in developing internationally supported standards for medical education. These underpin the requirements of the leading medical training regulators to meet the legal requirements of their own countries. Reliance on the WFME standards ensures internationally comparability of different medical training programmes.

These standards are regularly reviewed and updated to reflect the changing nature of medical practice. Such changes serve as drivers for improving the quality and the focus of medical education. In addition, the process of regular reaccreditation of every medical programme in a country provides an excellent focus for collegial peer review against external standards, leading to recognition of excellence in some areas, and encouragement (and at times a requirement) for improvement in others. Such transparent review and the associated institutional self-reflection in preparation for this have been, and continue to be, critical drivers for development of excellence in medical education, and through this, excellence in health care delivery for our societies.

ACHIEVING EXCELLENCE FROM NON-PUBLIC SECTOR ENTERPRISE

Vishna Devi V Nadarajah

Pro Vice Chancellor, Education, Professor, Human Biology, International Medical University, Malaysia

Are non-public institutions similar or different to the rest when it comes to excellence in health professions education? What would be the priority areas for achieving excellence and will it be based on stakeholder needs? Who are the drivers of excellence and how does a non-public sector enterprise overcome the barriers to excellence?

To address the questions stated above, the experience and perspective from a non-public health focused academic institution will be shared. The discourse will also include the need for non-public institutions to meet healthcare and societal needs, the key differentiating factors between public and non-public institutions, the drive and agility to stay ahead of competitors and the meaning of excellence. Example includes initiatives for excellence in curriculum design, student engagement and social responsibility.

Theatre, Level 1, University Cultural Centre

SYMPOSIUM 5 - THE ESSENTIAL ROLE OF PATIENT SAFETY AND HEALTH CARE QUALITY SCIENCES IN POSTGRADUATE EDUCATION

Recent Trends and Innovations in Patient Safety and Health Care Quality Sciences in Graduate Medical Education within the United States

Kevin B Weiss, USA

SingHealth Patient Safety and Quality for Graduate Medical Education

Lim Boon Leng, Singapore

Improving Resident Education in Patient Safety and Health Care Quality at the National University Health System Sophia Ang Bee Leng, Singapore

THE ESSENTIAL ROLE OF PATIENT SAFETY AND HEALTH CARE QUALITY SCIENCES IN POSTGRADUATE EDUCATION.

This symposium will explore the role of patient safety (PS) and health care quality (HQS) sciences in physician training. It will include reports on innovations in postgraduate training in PS and HQS both in Singapore and the US. The Symposium will include presentations of how PS and HQS are being implemented in physician training in postgraduate training programmes at SingHealth and the National Health University System. The Symposium will also examine the current state of PS and HCQ Sciences in post graduate education in the United States describing the findings of the US Accreditation Council for Graduate Medical Education (ACGME)'s Clinical Learning Environment Review (CLER) programme, as well as how PS and HCQ is included in ACGME's accreditation standards. The Panellist will discuss some of the successful practices for improving postgraduate education in this area.

Recent Trends and Innovations in Patient Safety and Health Care Quality Sciences in Graduate Medical Education within the United States

Kevin B Weiss

Senior Vice President, Institutional Accreditation, ACGME, USA

The presentation will include a discussion of the report of the findings from the recently released findings of its ACGME's Clinical Learning Environment Review (CLER) programme. The presentation will also include an introduction to ACGME's new common programme requirements in PS and HCQ, and early observations from ACGME's Pursuing Excellence Initiative in which nine sponsoring institutions are seeking ways to improve the quality of patient safety education.

SingHealth Patient Safety and Quality for Graduate Medical Education

Lim Boon Leng

Deputy Group Director, Education (Graduate), SingHealth, Chief Risk Officer, Singapore General Hospital, Singapore

The Clinical Learning Environment Review (CLER) is one of the key components under the ACGME New Accreditation System (NAS), designed to provide clinical training sites with periodic feedback on 6 focus areas: (1) Patient Safety, (2) Care Transition, (3) Supervision, (4) Healthcare Quality, (5) Professionalism, and (6) Resident Wellness. When the accreditation system in Singapore by ACGME-International (ACGME-I) moved towards the NAS in July 2017, ACGME recommends that Singapore leverage on existing expertise in the country to build a team of similar capabilities as CLER, rather than to have a US CLER team to make visits to Singapore given the different culture and national health system.

Recognizing the need to focus and improve the resident learning experience in patient care, the SingHealth Graduate Medical Education Committee (GMEC) designed the SingHealth Residency CLER, adopting concepts of ACGME CLER, as one of the steward groups under the SingHealth Duke-NUS Institute for Patient Safety and Quality (IPSQ). IPSQ was established in June 2017 to facilitate an integrated approach to patient safety and quality for clinical services, research & education. It serves as an enabler for better coordination of patient safety and quality improvements by building upon programmes that are already in place and strengthen the core pillars of Targeting Zero Harm, translating research to clinical practice and patient safety education.

The presentation will focus on the framework of the set up and review structures under the SingHealth Residency-CLER, as well as on how Residency works closely with the IPSQ and the Academic Clinical Programmes (ACP) within the SingHealth Duke-NUS Academic Medical Centre (AMC), to ensure that the clinical sites are effectively engaged.

Improving Resident Education in Patient Safety and Health Care Quality at the National University Health System

Sophia Ang Bee Leng

Associate Professor and Senior Consultant, Department of Anaesthesia, Vice Chairman, Medical Board (Patient Safety and Operations), National University Hospital, National University Health System, Singapore

In the National University Health Systems we have a compulsory patient safety workshop that all new doctors attend this is run 4 times a year. In this workshop which is half a day, human factors and root cause analysis is taught, medicolegal issues are emphasised and a senior nurse also brings up aspects of patient safety. NUHS has also developed a bite size quality improvement programme and a distinction track for patient safety and quality for residents who are interested to deep dive into this area. This runs over 3 years and a certification in this area is achieved at the end on completion of adequate course credits. This together with other departmental and patient safety and quality activities in the hospital has helped to engage the residents in patient safety and quality at a young age.

SYMPOSIUM 6 - STUDENT WELLBEING: THE ROLE OF THE MEDICAL SCHOOL IN ENSURING THE PSYCHOLOGICAL, SOCIAL AND PHYSICAL WELLBEING OF MEDICAL STUDENTS

Learning, Teaching and Assessment: Promoting WellbeingSandra Kemp, Australia

Creating Safe Environments for Learning and Personal GrowthJo Bishop, Australia

What Should Medical School Staff and Students Do to Promote Student Wellbeing? Wendy Hu, Australia

STUDENT WELLBEING: THE ROLE OF THE MEDICAL SCHOOL IN ENSURING THE PSYCHOLOGICAL, SOCIAL AND PHYSICAL WELLBEING OF MEDICAL STUDENTS

We will discuss the impact of stress on learning during training and its impact on the practice. As educators we must promote and integrate approaches to wellbeing, to improve current practices we will need to review the needs of the individual, the institution and be aware of system levels discussions around change.

Students during training will encounter complex environments within the healthcare system; as educators we must prepare and equip them with the skills for the demands of an inherently stressful environment.

We must promote psychological, social and physical wellbeing within medical school and evidence-base preventive approaches to ensure students have the acquired skills and professional behaviour to seek support. This will benefit the patient, the student and the profession.

Learning, Teaching and Assessment: Promoting Wellbeing

Sandra Kemp

Director of Learning and Teaching, Curtin Medical School, Curtin University, Australia

The presentation will highlight:

- curricula design that promote peer support and establish communities of practice.
- the need for progressive levels of challenge during training.
- stress management strategies that should be promoted
- the need for separate student support mechanisms from decisions around progression
- building skills through assessment tasks that foster resilience and support wellbeing

Creating Safe Environments for Learning and Personal Growth

Jo Bishop

Associate Dean, Student Affairs and Service Quality, Faculty of Health Sciences and Medicine, Bond University, Australia

The presentation will highlight:

- Stigma to seeking support, what are the barriers and how role models and discussions around accessing confidential support whilst busting myths that exist can alleviate student concerns
- The students as key stakeholders and the need for faculty engagement with the student societies and the wellbeing officer in health promotion activities and open discussion during distressing events
- The need of a learning environment that promotes a safe culture through communication of available support, education around consent and key faculty that are trained to respond to disclosures of harassment and bullying

What Should Medical School Staff and Students do to Promote Student Wellbeing?

Wendy Hu

Professor, Western Sydney University, Australia

Medical schools and staff are responsible for optimising student learning environments, and as a result, have become increasingly responsible for student wellbeing. These expectations are enshrined worldwide in community values and laws, in accreditation standards – and in staff and students themselves. This presentation will outline international research on staff development in student support from the perspective of professional and academic staff, and students, and pose challenges and priorities for research and innovations.

Steven Baxter Recital Studio, Level 1, Yong Siew Toh Conservatory of Music

SYMPOSIUM 7 - EVIDENCE-SUPPORTED BROAD-BASED POSTGRADUATE EXAMINATION: THE FAMILY MEDICINE EXPERIENCE

Testing Clinical Reasoning - Successes and Challenges Lambert Schuwirth, Australia

From Theory to Practice, Putting Hand to Plough Ruth Lim, Singapore

Some Order Out of Chaos

Gominda G Ponnamperuma, Singapore

Maintaining Continuity in Family Medicine Assessment: From Undergraduate to Postgraduate Learners Doris Young, Singapore

EVIDENCE-SUPPORTED BROAD-BASED POSTGRADUATE EXAMINATION: THE FAMILY MEDICINE EXPERIENCE

Assessing broad-based clinical competencies in postgraduate examination requires assessment of the ability to integrate findings across multiple skills domains. This symposium will share challenges and experiences of the Singapore Family Medicine Examination Committee in developing valid and reliable examination, using evidence supported assessment methodologies and psychometric analyses, starting with our needs assessment, development implementation and continuing quality improvement processes that have shaped postgraduate Family Medicine examination since 2015. We will discuss the impetus for change that considers contextual realities. We will share our process of selecting assessment components and strategic support development like multi-dimensional blueprinting, criterion-referencing methodologies, skills domains assessment, examiner training and selection, and post-examination analysis. Finally, we will present assessment continuum from undergraduate through postgraduate levels at NUS.

Testing Clinical Reasoning - Successes and Challenges

Lambert Schuwirth

Director, Prideaux Centre for Research in Health Professions Education, Flinders University College of Medicine and Public Health, Adelaide, Australia, Professor, Innovative Assessment Maastricht University, The Netherlands, Professor of Medical Education, Chang Gung University, Taiwan, Professor of Medicine (education), Uniformed Services University for the Health Sciences, Bethesda, Australia

In medical education the teaching and assessment of clinical reasoning has always been a holy grail. Unfortunately, there is still no unified definition of what clinical reasoning actually is, which makes designing education and assessment of clinical reasoning difficult. Yet some lessons have been learned in the recent decades. For example, making the distinction between clinical decision making as straightforward diagnostic categorisation process and clinical reasoning as a more complex and agile narrative process has been helpful. The fact that medical education research has embraced a complexity perspective in its research into clinical reasoning has created better explanatory models leading to better guidelines for educating and assessing it. What this means for education and assessment at the proverbial coal face is what I will discuss in my short contribution.

From Theory to Practice, Putting Hand to Plough

Ruth Lim

Director Education, SingHealth Polyclinics, Singapore

The changing landscape of Family Medicine in Singapore and recent year changes to postgraduate Family Medicine training will be described. These changes have resulted in new expectations with regards to assessing the graduate of this training. There is need for domains of assessment to match to the competencies required of a Family Physician practicing in Singapore.

We will describe the rationale for development and changes to the Family Medicine Master of Medicine assessment framework and discuss the quality assurance measures we introduced. We will describe the refinements to our blueprinting process, resulting in a document that maps across multiple dimensions. We will describe the development and refinement of a customised mark sheet that is domain based and not checklisted.

Some Order Out of Chaos

Gominda G Ponnamperuma

Assistant Director, Centre for Medical Education (CenMED), Yong Loo Lin School of Medicine, National University of Singapore, National University Health System, Singapore

Assessment involves many decisions. The most obvious of these are the decisions made on the ability of the candidate. However, in order to take these 'ability' decisions well, there are a myriad of other decisions that should have been taken beforehand. These latter decisions mainly relate to how best the assessment should be organised and implemented.

Validity and reliability of assessment provide the guiding principles for organising and implementing an assessment. Since reliability is a pre-requisite for validity and is unknown until the assessment has been completed, it is often trickier to put together an assessment that achieves high reliability. This is especially so in clinical assessment. However, once the reliability is known, a careful analysis of the contributors and non-contributors to reliability could provide important information as to how best the future diets of the assessment should be organised and implemented. Similarly, although the crude item-level validity measures are often useful and sufficient to take many decisions related to an examination, if one needs more detailed individualised information, then deeper analysis of the assessment results is needed.

This presentation takes the participants through a journey that the Family Medicine Master of Medicine examination in Singapore has embarked on to improve its validity and reliability through assessment results analysis.

Maintaining Continuity in Family Medicine Assessment: From Undergraduate to Postgraduate Learners

Doris Young

Professor, Division of Family Medicine, Yong Loo Lin School of Medicine, National University of Singapore, National University Health System, Singapore

Assessment tools used in undergraduate General Practice / Family Medicine curricula vary and range from checklist format in assessing communication skills, physical examination, diagnostic and management skills to the recent use of domain based competencies such as Mini Clinical Evaluation Exercises (CEXs). Assessing basic to higher level FM trainees require another level of assessment framework incorporating advanced consultation skills as well as submitting practice based case studies. All these assessments use a different set of higher order competency/deficiency criteria involving Attitudes Knowledge and Skills. This presentation will highlight a personal experience as an assessor/examiner in undergraduate general practice / family medicine curricula and Masters of Medicine and Fellowships in Family Medicine in various countries. The question of whether assessment across the various stages of learner have maintained continuity has yet to be determined.

SYMPOSIUM 8 - THE ART OF MEDICINE: THE NEED FOR HUMANISM IN EDUCATION

Searching and Nurturing the Heart of Being Human in Medical Education Danai Wangsaturaka, Thailand

"Booster Shots" of Humanism at Bedside Teaching Chi-Wan Lai, Taiwan

Practice of Humanistic Medicine: Role of Healthcare Leadership

T Thirumoorthy, Singapore

Educating For More Broadly Humane Health Care: Cultivating Practical Wisdom?

Vikki Ann Entwistle, Singapore

SEARCHING AND NURTURING THE HEART OF BEING HUMAN IN MEDICAL EDUCATION

Danai Wangsaturaka

Assistant Dean for Academic Affairs, Faculty of Medicine, Chulalongkorn University, Thailand

The accelerating pace of technological development has, again, raised the question of how human beings are different from machines. More specifically, what and how should medical education teach students and transform them to be future doctors in the current era of disruptive technology? The attention has been paid on the affective domain as it is the most distinct value of human beings from robots and artificial intelligence. Various educational strategies and methods should then be employed, with significant time allocation, to facilitate students to understand the essence of being human; to understand and embrace themselves; to be empathic and caring; and to be ready to care for other people wholeheartedly.

"BOOSTER SHOTS" OF HUMANISM AT BEDSIDE TEACHING

Chi-Wan Lai

Chair Professor, Andrew T. Huang's Medical Education Promotion Foundation; and Attending Neurologist, Koo's Foundation Cancer Center, Taipei, Taiwan

Studies have shown that medical students tend to show declining empathy as they advance in medical school. Part of the reasons could be less emphasis on medical humanities after entering clinical years. Observations of the medical education programmes in Taiwan discover that most schools offer medical humanities courses in the first two years only (the "pre-med" phase) but from their third year onwards, students rarely have exposure to subjects related to humanism. It is of interest that a recent graduate questionnaire by a local medical school revealed that while medical students are in general interested in bedside teaching during their clinical years, they, however, expressed dissatisfaction for the lack of integration between clinical medicine and humanities in their medical education programme.

For nearly fifteen years, I have been conducting bedside teaching in three teaching hospitals, including the National Taiwan University Hospital, the National Cheng-Kung University Hospital, and the Koo Foundation Sun Yat-Sen Cancer Center (one of the teaching hospitals for the National Yang Ming Medical University) for sixth year medical students rotating through the neurology service. I try to include not only teaching medical knowledge and skills, but also emphasising bedside manners, sympathetic listening, and empathetic communication.

I would like to present some cases to illustrate how I enhance the students' sensitivity to the suffering of others (patients and their family), in addition to teaching neurological examination techniques, differential diagnoses, and management. At the end of the teaching round, I always try to elicit the students' feedback on what they have learned. Interestingly, they tend to recall cognitive learning, i.e. knowledge and skills first, but under prompting, they begin to share their observations in behavioural/affective aspects, and express their empathy towards the suffering of patients and their families. Some of them voice their appreciation of the bedside manners and the communication skills demonstrated by the medical team.

Attention to humanistic issues at the bedside demonstrates to students the relevance and application of humanities in individual cases and leads to a deeper appreciation of what they have learned about medical humanities during their pre-med years.

Conclusions and Recommendations:

Such bedside teaching can serve as "booster shots" during clinical years to enhance the humanism medical students have learned in early years. However, it is difficult to expect lasting effects on the attitudes and behaviours of medical trainees unless such teaching can be frequently and widely practiced throughout clinical rotations.

Consequently, more attending physicians in teaching hospitals should be encouraged to teach humanism at the bedside. Therefore, I would like to make a plea that medical schools set a high priority for the clinical faculty to help students enhance their sensitivity "to see the suffering" of and develop empathy towards the patients. If possible, such efforts can be incorporated into faculty development programmes for teaching attending of various clinical departments.

PRACTICE OF HUMANISTIC MEDICINE: ROLE OF HEALTHCARE LEADERSHIP

T Thirumoorthy

Group Chief Medical Officer, IHH Healthcare Berhad, Singapore

Humanistic medicine is often defined at the clinical level as "Whole person medicine" where respect, compassion and caring are central features in the clinician patient relationship. Viewing from the goals of medicine perspective Humanistic medicine aims to go beyond curing, rehabilitating and palliating to whole person healing and transcending the human suffering from disease and illness.

At the organisational or healthcare systems point of view Humanistic medicine provides for Value based medicine which is safe, effective, efficient, equitable, timely, appropriate and patient centered care. Humanistic medicine must give good outcomes, if not the best outcome.

To ensure sustainability of Humanistic medicine it must be firmly planted throughout the medical school and healthcare organisation where clinicians learn, teach and carry out their clinical work. First, there must be alignment and congruence between the organisation, its leadership and that of the professions and clinicians in the purpose, vision, mission and values. Organisational factors that are important for sustainability of Humanistic Medicine are Leadership, Organisational Culture, effective Governance and availability of appropriate Resources.

Engaged and committed leadership is the crucial element that can create, sustain and even change the culture and provide for good governance and resources.

EDUCATING FOR MORE BROADLY HUMANE HEALTH CARE: CULTIVATING PRACTICAL WISDOM?

Vikki Ann Entwistle

Professor and Director, Centre for Biomedical Ethics (CBmE), Yong Loo Lin School of Medicine, National University of Singapore, National University Health System, Singapore

Health care, when done well, is both expressive and supportive of the best of our humanity. It is responsive to our diverse human vulnerabilities, and it reflects and fosters a wide range of valued human capabilities, including for experiencing and enacting respect and compassion, and for participating in meaningfully supportive social relationships.

The value of those human aspects of health care that lie beyond biomedical understandings of health has been obscured in recent decades, particularly where there has been a strong emphasis on the promise of science and technology, on demonstrable evidence of measurable and directly attributable health benefit, and on the pursuit of standardised ideals of quality and efficiency in health systems. Concerns to preserve or restore more humane, humanistic or person-centred approaches in health care have rightly recognised the importance of professional education serving (among other things) to foster sensitive understandings of the human condition, to cultivate respectful and caring attitudes, and to hone professional communication skills with a view to ensuring patients can experience good treatment in the broadest senses of that term.

In this talk I will suggest that these important goals of professional education need to be considered in the light of the perhaps unsettling recognition that a commitment to more broadly humane healthcare renders the nature of 'good' professional practice both more plural and more contested than it is usually considered to be. I will illustrate how such a commitment generates a need for health professionals to able to navigate well through practical and ethical tensions and uncertainties that are often neglected (or even denied) when good practice is specified in terms of particular actions or assessed with checklists of standardised behaviours. Finally, I will suggest that the concept of 'practical wisdom' has potential to serve as a sufficiently flexible overarching aspirational goal for professional education and continuing professional development, and I will outline an approach to developing health service sensitive illustrations and accounts of how practical wisdom might be recognised and fostered in professional education and healthcare settings.

Hall, Level 1, University Cultural Centre

PLENARY 6 - RELEVANCE, THE FUTURE MEDICAL SCHOOL AND DIFFENDOOFER DAY

Ronald M Harden

Professor of Medical Education (Emeritus), University of Dundee; and General Secretary and Treasurer Association for Medical Education in Europe (AMEE), United Kingdom

Will your school's education programme still be relevant in 10 years time? Is your school planning for the future and innovating in medical education? This paper highlights the key features of the medical school of the future as identified by six international experts in medical education.

Looking into the crystal ball and predicting the future is notoriously difficult and unreliable. Ken Olson, Chairman and Founder Digital Equipment Lab, predicted "There is no reason anyone would want a computer in their home". Decca Recoding Company in rejecting the Beatles in 1962 said "We don't like their sound and guitar music is on the way out".

The views presented about the future of medical education, however, do merit consideration. As noted by David Geurin (2017) "The best solutions aren't microwave friendly. They came through deeper thinking. They come by shifting perspective. Do the hard work of challenging the status quo. Ponder the deeper questions and look at the world in new and interesting ways". In this presentation you are invited to "dream the impossible dream".

SPECIAL INTEREST GROUP (SIG) SESSION

SIG 1 - Implementing Competency-Based Medical Education – Success through Strategic Planning David Taylor, Canada

SIG 2 - Beyond Geographic Borders: Perspectives on Global Trends and Approaches to Improving the Quality of Postgraduate Medical Education

John Ogunkeye, USA

SIG 3 - Faculty Development: Beyond Science Fiction

Yvonne Steinert, Canada

SIG 4 - The Impact of Interprofessionalism in CPD for Good Patient Outcomes

Kathy Chappell and Kate Regnier, USA

SIG 5 - Workplace-Based Assessment

Erik Driessen, The Netherlands

Hall, Level 1, University Cultural Centre

SIG 1 - IMPLEMENTING COMPETENCY-BASED MEDICAL EDUCATION - SUCCESS THROUGH STRATEGIC PLANNING

David Taylor

Associate Professor of Medicine, Associate Head of Medicine, Academic Internal Medicine Residency Programme Director Queen's University Kingston, Ontario, Canada

Shifting from traditional models of medical education to outcome-based approaches is more than simple curricular change. It requires overcoming political, cultural, structural, and human resources challenges. Achieving this level of change requires careful strategic planning, flexibility, and resources. In this session we will discuss approaches to understanding the challenges expected and to developing a local strategic approach for implementing CBME.

Theatre, Level 1, University Cultural Centre

SIG 2 - BEYOND GEOGRAPHIC BORDERS: PERSPECTIVES ON GLOBAL TRENDS AND APPROACHES TO IMPROVING THE QUALITY OF POSTGRADUATE MEDICAL EDUCATION

John Ogunkeye

Chief Financial Officer and Senior Vice President, Operations, ACGME, Executive Vice President, ACGME-International, USA

The role of advancing health care quality and safety through postgraduate medical education is well-documented; especially as it relates to expanding healthcare capacity. Increasingly, countries are investing in the education and training of their healthcare workforce as a means to improve the quality of care in healthcare systems and to advance medical workforce capacity building. These efforts have yielded varied results, influenced mainly by the approach deployed to transform medical education. The Accreditation Council for Graduate Medical Education, International (ACGME-I) has accredited postgraduate medical education (PGME) programmes outside of the United States since 2009. The results of the ACGME's activities in helping accredited organisations and their programmes advance their missions is encouraging, as is the opportunity for the ACGME-I to sharpen its accreditation framework, informed by learnings from its global presence. This presentation will describe the ACGME's lessons learned from its global/international experience and its deliberations with international organisations to improve public healthcare across the globe through PGME. The presentation will also address national, regional and international efforts to develop global standards for implementation locally, nationally and regionally.

Atrium, Level 1, University Cultural Centre

SIG 3 - FACULTY DEVELOPMENT: BEYOND SCIENCE FICTION

Yvonne Steinert

Professor of Family Medicine, Director, Centre for Medical Education, Richard and Sylvia Cruess Chair in Medical Education, Faculty of Medicine, McGill University, Canada

There is widespread agreement that faculty development (FD) is a critical component in helping faculty members prepare the next generation of health care professionals. And yet, educational leaders and faculty developers often grapple with the challenge of delivering innovative, practical and relevant FD programming with limited human and financial resources. They also worry that "those who need faculty development the most attend the least". How can some of these challenges by overcome? How can we ensure active participation and engagement by our colleagues? The goal of this discussion is to examine some of the ways in which our FD goals can be achieved in a realistic fashion that does not resemble "science fiction". Teachers in the health professions consistently report a desire to excel in what they do. Faculty development can help to achieve this objective.

Steven Baxter Recital Studio, Level 1, Yong Siew Toh Conservatory of Music

SIG 4 - THE IMPACT OF INTERPROFESSIONALISM IN CPD FOR GOOD PATIENT OUTCOMES

¹Kathy Chappell and ²Kate Regnier

¹Senior Vice President, American Nurses Credentialing Center, USA and ²Executive Vice President, Accreditation Council for Continuing Medical Education (ACCME), USA

Background

In 2010, the Accreditation Council for Continuing Medical Education (ACCME), the Accreditation Council for Pharmacy Education (ACPE), and the American Nurses Credentialing Center (ANCC) began accrediting organisations that develop interprofessional continuing education (IPCE) designed to improve healthcare team competence, performance, and/or patient outcomes. To date, more than 80 organisations representing medical education companies, universities, health care systems, specialty associations, and governmental agencies have achieved Joint Accreditation for the healthcare team. The programme has grown to include additional professions (Physician Assistants, Optometrists, and Social Workers) and talks with more professions' accreditors are underway. The accreditors have also developed an innovative credit mark to identify activities that have been planned by and for the healthcare team. Through IPCE, jointly accredited providers have demonstrated a positive impact on clinical practice and patient outcomes.

Discussion

This Special Interest Group (SIG) discussion provides interested stakeholder with the opportunity to share best practices, lessons learned, and identify opportunities for future collaboration. Moderated by executive leaders from the American Nurses Credentialing Center and the Accreditation Council for Continuing Medical Education, participants will be expected to actively engage in shared dialogue. Moderators will provide examples of success and areas for improvement from their accredited organisations.

Orchestra Hall, Level 3, Yong Siew Toh Conservatory of Music

SIG 5 - WORKPLACE-BASED ASSESSMENT

Erik Driessen

Department Chair/Editor in Chief, Department of Educational Development and Research, Faculty of Health, Medicine and Life Sciences, Maastricht University, The Netherlands

The number of tools for Workplace-Based Assessment (WBA) in under- and postgraduate medical education have steadily increased over the past decade and with it conceptual models for their use have evolved. Research findings, however, indicate a mismatch between assessment theory and practice. WBA procedures can become tickbox exercises, merely being perceived as summative assessment rather than assessment for learning. This session will focus on these challenges by asking what practitioners and educationalists can do to make WBA work for learning.

PLENARY 7 - ENHANCING RESIDENCY TRAINING

Physician Wellbeing: Deepening Our Commitment to Faculty, Residents and Patients Timothy P Brigham, USA

Physician Education Designed for the Needs of the 21st Century Kevin B Weiss, USA

PHYSICIAN WELLBEING: DEEPENING OUR COMMITMENT TO FACULTY, RESIDENTS AND PATIENTS

Timothy P Brigham

Chief of Staff and Senior Vice President, ACGME, USA

In this plenary, we will explore the complex issues surrounding resident/house officer and practicing physician well-being. We will examine and reflect on current trends affecting resident and practicing physician well-being as well as stressors that can lead to burnout, depression and suicide. We will share work being done through the ACGME's and ACGME-I's efforts to address the need for prevention and action and discuss the need for the global medical education community to join together to create a future that promotes and supports the well-being of learners, faculty and patients.

PHYSICIAN EDUCATION DESIGNED FOR THE NEEDS OF THE 21ST CENTURY

Kevin B Weiss

Senior Vice President, Institutional Accreditation, ACGME, USA

The practice of medicine is rapidly changing to meet the evolving expectations of our patients, other members of the health care team, and public needs. These changes are forcing a redesign of the types of skills that physicians needs to master. To meet the needs of rapidly changing practice environment medical educators will need to rethink and redesign how we prepare physicians. This plenary will present some of the key findings that outline what may be expected of the 21st physicians from reports by organisations such as the World Health Organization (WHO) and the U.S. Accreditation Council for Graduate Medical Education (ACGME). Based on the findings of these reports there will be a presentation and discussion on who medical education may need to evolve to best prepare the future physician workforce.

PLENARY 8 - IMPACT OF CULTURE ON DECISION MAKING IN MEDICAL EDUCATION

Cultural Perspectives and Leadership

Judy McKimm, United Kingdom

How Does Japanese Culture Influence Medical Education? - Sharing Gender Issues and Career Development Harumi Gomi, Japan

CULTURAL PERSPECTIVES AND LEADERSHIP

Judy McKimm

Director of Strategic Educational Development and Professor of Medical Education, Swansea University Medical School, Wales, United Kingdom

Leaders and leadership are both highly influenced by and contingent on a range of cultural factors: the prevailing cultural 'zeitgeist', mood or trends; organisational and professional cultures and subcultures, and the social cultures to which different individuals or groups belong. Effective leadership needs to align with different cultural perspectives which often requires deft navigation, a high level of emotional and cultural intelligence and a willingness to adapt and change. In this presentation, I will use case examples to describe some of the challenges leaders in medical education face when addressing cultural factors and suggest some strategies and leadership approaches that might be taken in various situations.

HOW DOES JAPANESE CULTURE INFLUENCE IN MEDICAL EDUCATION? - SHARING GENDER ISSUES AND CAREER DEVELOPMENT

Harumi Gomi

Professor, Office of Medical Education, International University of Health and Welfare, School of Medicine, Japan

It was a surprise for all of us in the field of medical education that one of the Japanese medical universities manipulated the decision-making in admitting medical students by reducing the number of female students. The proportion of female medical students and medical doctors have increased over the past few decades in Japan. However, there have still been a lot of issues to balance work and personal life in Japan.

In this talk, current issues and status among female workers in Japan will be shared. For cultural aspects in decision making, two milestone books or reports will be introduced. One is by Chie Nakane, Ph.D, who herself is the very first female professor at the University of Tokyo, currently Professor Emeritus, and one of the most famous social anthropologists. She wrote books entitled "Japanese Society" and "Human relations in Japan" to introduce how Japanese behave and make decisions. Another is a recent report by the Fukushima Nuclear Accident Investigation Commission chaired by Dr. Kiyoshi Kurokawa, Professor Emeritus at the University of Tokyo, Faculty of Medicine. The report concluded that "Groupthink can kill Japan." These two milestone books and report clearly illustrate issues observed in decision making in medical education in Japan. Hopefully this information will lead to an interesting discussion to improve the quality of medical education.

References:

"Groupthink can kill." by the Fukushima Nuclear Accident Investigation Commission

https://www.eurotechnology.com/2014/03/09/kiyoshi-kurokawa-groupthink-can-kill/

PLENARY 9 - THE TRAINEES' PERSPECTIVE OF FUTURE PRACTICE - CHALLENGES AND STRENGTHS

How I Saved My Grades – A Medical Student's Perspective Teo Jun Hao, Singapore

The Resident: Learner or Educator?

Lenard Cheng, Singapore

HOW I SAVED MY GRADES - A MEDICAL STUDENT'S PERSPECTIVE

Teo Jun Hao

President, 70th NUS Medical Society, Singapore

Educational technologies and innovative pedagogies have taken the front seat for medical educators all over the world, and many institutions have already began exploring and adapting new initiatives like virtual reality games, simulations, case-based scenarios, and even peer-teaching methods. But given the dynamic needs and learning styles of medical students, how effective have these initiatives truly been and what do our students really think? How can we refine our educational strategies to effectively and impactfully impart our knowledge and experiences to our protégé, and keep up with the changing demands of our healthcare landscape? Hear from Jun Hao as he shares about the challenges he has faced as a medical student, and the creative pedagogies in NUS Medicine and the Medical Society that have helped him become a more competent and ready doctor-to-be.

THE RESIDENT: LEARNER OR EDUCATOR?

Lenard Cheng

Chief Resident, Emergency Medicine Residency, National University Hospital, National University Health System, Singapore

Residency is the training phase towards Specialisation. The traditional view of training is receptive; the trainee assumes the role of the Learner instead of the Educator. In reality, the Resident often has an assumed responsibility not just to learn but to teach, an undertaking proven to be effective for both student and teacher. Despite this, the teaching role continues to evade emphasis in Residency training, compounded by perceived conflict with the patient-service role.

This talk discusses the local institutional perspective and attempts to unravel the multi-faceted identity of the Resident.

Steven Baxter Recital Studio, Level 1, Yong Siew Toh Conservatory of Music

SYMPOSIUM 9 - FINDING THE RIGHT MODE FOR MEDICAL EDUCATION DIGITAL SCHOLARSHIP

¹Poh-Sun Goh and ²Min-Yen Kan

¹Associate Professor and Senior Consultant, Department of Diagnostic Radiology, National University of Singapore and National University Hospital and Associate Member, Centre for Medical Education, National University of Singapore, Singapore and ²Associate Professor, School of Computing and Institute for Application of Learning Science and Educational Technology, National University of Singapore, Singapore

Digital teaching to promote learning, showcases "what we teach with, and assess on". As educational scholars, we can use Digital Scholarship to demonstrate not only the variety, breadth and depth of our educational activities; but also actively engage in educational scholarship, by making full use of digital tools, platforms, data and analytics.

The pre-conference workshop will review basic ideas underpinning traditional educational scholarship, and explore how this translates and transfers to our eLearning and Technology Enhanced Learning efforts. Widely used mobile, and online platforms (for example Instagram, WhatsApp, and Blogger) will be used during workshop activities to allow participants to develop a hands on feel of not only flexible, off the shelf, widely available tools and platforms that can assist us as eTeachers, but also as eScholars, to develop an ePortfolio. With so many different technology platforms at our disposal, it can be difficult to navigate which a scholar should leverage for eScholarship and eTeaching. We will unpack the key considerations that a scholar can consider for support of scholarship, teaching and reflection, and illustrate these throughout the workshop. The workshop (and symposium) will be supported by a dedicated session blog (https://medicaleducationelearning.blogspot.com/2018/09/digital-scholarship.html), with material for pre-workshop review and preparation (requiring around 2-hour preparation time before the workshop).

The main conference symposium will develop these ideas further, by highlighting the literature (in Digital Scholarship), exploring lessons and practice points from other fields, and engage the audience in a discussion of how we can transfer and translate these ideas into our educational and training practice, to develop as Digital Scholars. Material for pre-symposium review, and further reading will be provided on the session blog.

Orchestra Hall, Level 3, Yong Siew Toh Conservatory of Music

PLENARY 10 - LEADERSHIP FOR EFFECTIVE HEALTHCARE PRACTICE

Leadership - Unique Skills or Part of Being a Physician? Elizabeth Nelson, USA

How to Build the Future Physician as a Leader - The French Experience Gérard Friedlander, France

LEADERSHIP - UNIQUE SKILLS OR PART OF BEING A PHYSICIAN?

Elizabeth Nelson

Associate Dean of Undergraduate Medical Education, Dell Medical School, the University of Texas, Austin, USA

As we work to breakdown silos and deliver team based care, what defines a physician leader? Just like teaching communication skills has become part of medical education, so should leadership skills. What these skills are and how best to teach them is still in discussion. This mini-lecture will summarise the themes and share the experiences at Dell Medical School.

HOW TO BUILD THE FUTURE PHYSICIAN AS A LEADER - THE FRENCH EXPERIENCE

Gérard Friedlander

Dean, Paris Descartes University Medical School, France

The French model for medical curriculum differs from others by the mode of selection of medical students and an early immersion in hospital care. Evolution of sociologic features and medical needs have prompted the French Government to initiate important changes in the mode of recruitment/selection of medical students and in the process of evaluation of their knowledge and skills.

The purpose of this overview is to discuss the pros and cons of the French existing system and of its planned evolution, in order to anticipate skill needs to integrate new technologies and new specializations, and in the light of expected place of future physicians in the French society and in the health network.

SYMPOSIUM 10 - THE BUSINESS CASE FOR ETHICS IN CPD: APPLYING STANDARDS IN AN UNREGU-LATED ENVIRONMENT

CPD in Asia and Australia: How Do the Rules Differ and Who Does It Well Lisa Sullivan, Australia

Navigating a Complicated Regulatory Environment: Creating Opportunities for Your MEC Jenny Anawati, Canada

The ABCs of CPD in the USA: Why and How to Bring Valid and Bias-Free CPD to Your Environment Lynn Heywood-McLean, Canada

A New National CPD Standard: Turning Challenges into Opportunities in Canada Vivianne Vinet, Canada

THE BUSINESS CASE FOR ETHICS IN CPD: APPLYING STANDARDS IN AN UNREGULATED ENVIRONMENT

In many parts of the world, regulatory bodies have established rules governing the funding, development, and implementation of accredited continuing professional development (CPD) for medical professionals. These rules were established to ensure bias-free educational opportunities that meet the needs of learners without the undue influence of industry. At this symposium – a collaboration between the Global Alliance of Medical Education (GAME) and the International Centre for Professional Development in Health and Medicine, a not-for-profit physician organisation – attendees will have the opportunity to learn about regulatory codes and criteria and evaluate best practices and potential pitfalls for developing and implementing fair balance, unbiased CPD from expert perspectives.

CPD in Asia and Australia: How Do the Rules Differ and Who Does It Well

Lisa Sullivan

Immediate Past President, Global Alliance for Medical Education (GAME), Founder and Managing Director, In Vivo Academy Limited, Australia

While many Asian countries struggle with CPD rules and processes, Australia has been improving its requirements and expectations continually over the past decade. Several structures within the Australian system are easy to understand and provide enhanced outcomes and thus improved patient care so what does Asia need to do to truly raise the bar to meet the world's expectations of healthcare professions lifelong learning with enhanced patient outcomes? This presentation will focus on the Australasian rules and regulations, show those that are working and why and provide some insights as to how other countries could consider modifying their systems to enhance their CPD processes and outcomes.

Navigating a Complicated Regulatory Environment: Creating Opportunities for Your MEC

Jenny Anawati

Vice President, International Centre for Professional Development in Health and Medicine, Canada

Although nations in the European Union (EU) have a shared drug regulatory authority, accreditation standards for development and implementation of CPD for medical professionals diverge between member states. The European Union of Medical Specialists (Union Européenne des Médecins Spécialistes [UEMS]) has created accreditation standards for specialists in the EU and associated countries, but national associations often use their own standards. The CME-European Accreditors Association (CME-EA) was recently formed to develop international principles and rules that would be acceptable to both European accreditors and national regulators. With this complicated environment as a backdrop, participants will learn the value to various stakeholders – including their business, healthcare systems, physicians, and patients – when ethical standards are used to guide CPD development and implementation.

The ABCs of CPD in the USA: Why and How to Bring Valid and Bias-Free CPD to Your Environment

Lynn Heywood-McLean

Executive Division Director, International Centre for Professional Development in Health and Medicine, Canada

In the USA, physicians and other healthcare professionals rely on accredited continuing professional development (CPD) for help to continuously improve their practice and care of their patients. The CPD system in the USA is arguably the world's most robust and most highly regulated. With a clear separation between funders and medical education companies, content developers/faculty, and accreditors, healthcare professionals and the public are assured that CPD is free of commercial bias and based on valid content. But how did they get here – and why? In this presentation, participants will learn the guiding principles of accredited CPD in the US and how and why they were developed so that, ultimately, participants might apply similar principles to their own environment.

A New National CPD Standard: Turning Challenges into Opportunities in Canada

Vivianne Vinet

Chief Executive Officer, International Centre for Professional Development in Health and Medicine, Canada

In January 2018, a coalition of Canadian CPD accrediting bodies instituted the National Standard for Support of Accredited CPD Activities. The goal of the Standard is to safeguard the integrity of accredited CPD activities from the influence of sponsoring organisations that could lead to bias. The new Standard, which represents a significant change to previous regulations, has required that medical education companies fundamentally change their business model; many have ceased to operate. In this presentation, participants will learn about the framework of Canada's new national CPD Standard, why and how medical education companies are adapting to the new regulations, and the key steps to developing and implementing bias-free CPD programmes in Canada.

SYMPOSIUM 11 - PORTFOLIOS OF THE FUTURE: ENHANCING EDUCATION FOR HEALTH

Portfolios: The Evidence from the Literature

Katharine Boursicot, Singapore

Portfolios: Connecting Understandings of Learning and Teaching

Sandra Kemp, Australia

Portfolios: Co-Designing with Students

Trudie Roberts, United Kingdom

Portfolios: Enabled by Tomorrow's Technology

Richard Fuller, United Kingdom

PORTFOLIOS OF THE FUTURE: ENHANCING EDUCATION FOR HEALTH

Portfolios have existed in many forms for decades, and their use remains confused, conflicting and sometimes a cause of frustration for learners and teachers. We want to use this session to review the literature on the best ways of using portfolios to enhance education for healthcare learners and providers of the future. The speakers will explore the available evidence from the international literature and offer suggestions for the more effective deployment of portfolios based on scientific substantiation. Cutting edge examples of specific uses in various aspects of the development of professional practice will be presented.

Portfolios: The Evidence from the Literature

Katharine Boursicot

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

Portfolios have been much deployed in healthcare education, with somewhat varying reactions and outcomes. There is now clear evidence from the literature that the manner in which portfolios are used, rather than the documentation itself, is the key aspect of the successful use of this often disputed and challenging tool. The evidence from the recent literature will be reviewed and presented, with some suggestions for the most effective use of portfolios in the enhancement and development of professional healthcare practice.

Portfolios: Connecting Understandings of Learning and Teaching

Sandra Kemp

Director of Learning and Teaching, Curtin Medical School, Curtin University, Australia

Effective use of portfolios and enhancing learning through portfolios is underpinned by what we know about learning and teaching. Learning theory, practical knowledge and empirical work will be drawn upon during the presentation to highlight varying impact on how students/trainees learn with portfolios.

The discussion will include how critical aspects such as the learning purpose, types of feedback and the educator support connected with the portfolio are mapped and designed into a portfolio. Consideration of these critical aspects will facilitate effective use of a portfolio and will support important learning from healthcare student/trainee perspectives.

Portfolios: Co-Designing with Students

Trudie Roberts

Director, Leeds Institute of Medical Education, University of Leeds, England and President, AMEE - Association of Medical Education in Europe, United Kingdom

Students are valued members of the higher education community, and it is important that this value is demonstrated by welcoming student participation in all aspects their own education.

Institutions benefit when students are actively engaged in institutional decision-making in terms of the three domains of governance and management, teaching and learning, and quality assurance. Student engagement can be defined as:

The investment of time, effort and other relevant resources by both students and their institutions intended to optimise the student experience and enhance the learning outcomes and development of students, and the performance and reputation of the institution. (*Trowler and Trowler, 2011*).

Using the MyPAL@leeds project to illustrate how students can be involved as major players in their own medical education, the principles of co-design will be explored and principles to help the development good design will be shared.

Portfolios: Enabled by Tomorrow's Technology

Richard Fuller

Director, Medical Education Programmes, Leeds Institute of Medical Education, University of Leeds, United Kingdom

There is an increasing consensus across general education and HPE disciplines that effective portfolios must be dynamic platforms that support learning through the interaction of learners, faculty and the learning environment. Learning technology allows portfolios to benefit from connectivity of faculty and students and the use of 'big data' to begin to understand learner journeys and individualise approaches to learning.

Can learning technology further benefit the learner-teacher relationship? Rethinking portfolios as dynamic 'visualiser-recommender' systems, this final presentation in the symposium will draw together earlier themes and focus on the benefits of technology enhancement. By using 'big data' in portfolios to better understand learner behaviours, the introduction of behavioural interventions within portfolios to help learners and teachers will be illustrated.

PANEL DISCUSSION 8 - DEVELOPING A CULTURALLY RELEVANT QUALITY AND INNOVATION DISTINCTION TRACK FOR RESIDENTS IN TRAINING

Programme Development, Branding and Faculty Recruitment

Manjari Lahiri, Singapore

Mentorship

Lim Tow Keang, Singapore

The Ins and Outs of Quality and Safety Scholarship

Arpana Vidyarthi, Singapore

The Soft Skills Needed in Residency and Beyond

Andre Cheah, Singapore

DEVELOPING A CULTURALLY RELEVANT QUALITY AND INNOVATION DISTINCTION TRACK FOR RESIDENTS IN TRAINING

Doctors need to work in health systems which constantly adapt; however, junior doctors in Asia are not currently taught skills to navigate and improve these systems. A culturally relevant, structured training programme to accelerate doctors' capacities to lead these efforts is therefore timely. Participants will hear how we developed a distinction track in quality and innovation for residents in training at our hospital. They will learn about module and curriculum development, faculty and resident recruitment, engagement of senior leaders, branding, time-management, resident and programme evaluation, mentoring and faculty development. We will share our experience, learning, early successes and failures, and serve as a contact point for participants who wish to develop a similar track at their institutions.

Programme Development, Branding and Faculty Recruitment

Maniari Lahiri

Programme Director, Quality and Innovation Distinction Programme, and Senior Consultant in Rheumatology and Advanced Internal Medicine, National University Hospital, National University Health System, Singapore

A distinction programme in quality and healthcare innovation was set up for residents at our hospital in 2016. A literature review of existing programmes and structures was done, and a modular curriculum was designed, incorporating lecture material on the science of improvement as well as practical, experiential learning. The programme was designed as a 3-year, semi-structured, modular certificate programme, consisting of online learning, classroom sessions, group discussions, and "on-the-job" mentorship, which runs in parallel with the various clinical training programmes. Existing "bite-sized" QI modules on root cause analysis, patient feedback management, and patient shadowing experiences were incorporated. Most modules are optional, allowing flexibility according to the residents' schedules; however residents need to accumulate enough credits per year, to progress.

Mentorship

Lim Tow Keang

Professor, Department of Medicine, National University Hospital, National University Health System, Singapore

I will describe 3 models of mentor-mentee relationships in a quality-innovations training programme with relevant case-studies:

- 1. A formal relationship where generic systems improvement skills are emphasised,
- 2. Informal interactions where mentors' medical domain specific skills are engaged, and
- 3. A blended process when both features are presented.

The Ins and Outs of Quality and Safety Scholarship

Arpana Vidyarthi

Senior Consultant and Head, Division of Advanced Internal Medicine, National University Hospital, National University Health System, Singapore

As an Associate Editor at BMJ Quality and Safety, I will bring my expertise into a presentation on the changes in QI-Safety scholarship over the last decade and discuss the steps and evaluation process for publication.

The Soft Skills Needed in Residency and Beyond

Andre Cheah

Senior Consultant, National University Hospital, National University Health System, Singapore

As doctors keenly focussed on getting the job done in our clinical practice, we often neglect the skills that allow us to multiply our impact in providing top-class care to our patients. In fact, skills of good communication, win-win negotiation and positive culture go a long way in making residency a fulfilling and life-changing experience that benefit the individual and all his or her future patients.

SYMPOSIUM 12 - COMPETENCY-BASED MEDICAL EDUCATION: ASSESSMENT MODELS

Use of the Coaching Model to Facilitate Learning

Anurag Saxena, Canada

Elements of Competency-Based Assessment and Best Practices for Workplace-Based Assessment Rani Kanthan, Canada

The Role of E-Portfolio in Competency-Based Medical Education (CBME)

Kalyani Premkumar, Canada

COMPETENCY-BASED MEDICAL EDUCATION: ASSESSMENT MODELS

The Royal College of Physicians and Surgeons of Canada, Competence by Design (CBD) initiative highlights outcomes, learner-centeredness and sustained evidence of professional competency as an approach to medical education. CBD transitions the focus of learning from 'looking competent' as defined by learners who have successfully completed high stakes assessments, to 'being competent' as demonstrated by repeated assessment measures. CBD aims to restructure assessment by integrating a programmatic model of assessment into post-graduate and under-graduate medical education. Programmatic assessment is a purposeful mix of assessment activities that is "an integral approach to the design of an assessment program with the intent to optimise its learning, decision making and quality assurance function." In this symposium, various programmatic assessment models will be discussed.

At the end of the symposium, participants will be able to:

- 1. Describe the elements of Competency-Based assessments
- 2. Apply best practices for Workplace-Based Assessment in CBD
- 3. Use the Coaching Model to facilitate learning
- 4. Implement E-Portfolio as a tool in Competence-Based medical education

Use of the Coaching Model to Facilitate Learning

Anurag Saxena

Associate Dean, Postgraduate Medical Education, College of Medicine, University of Saskatchewan, Canada

One of the changes in Competency-Based Medical Education (CBME) is the shift in the role teachers to that of coaches. Coaching interactions focus on helping others understand how their practises could evolve to achieve meaningful goals and what needs to be learned to achieve these. Two somewhat overlapping but distinct coaching roles are clinical coach (clinical supervision and feedback) and competency coach (facilitating planning and career development). This session will focus on effective coaching practices and evaluation of effective coaching.

Elements of Competency-Based Assessment and Best Practices for Workplace-Based Assessment

Rani Kanthan

Professor, University of Saskatchewan, Canada

Competency-Based assessment is a vital part of Competency-Based education as it provides its Evidence-Based validation. The key characteristic of this assessment is that it is learner-centric in contrast to being programme-specific. Thus CBE learning is Outcomes-Based that adjusts to meet the needs of individual learners and is therefore differentiated with varied flexible learning opportunities to produce competent and proficient graduates thus focusing on capabilities rather than traditional time bound credentials. In addition to deliberating on these elements of CBE assessment, best practices for Workplace-Based assessments will also be discussed through a variety of examples showcasing the spectrum of achieving competency in varied situations.

The Role of E-Portfolio in Competency-Based Medical Education (CBME)

Kalyani Premkumar

Professor, Department of Community Health and Epidemiology, College of Medicine, University of Saskatchewan, Canada

E-Portfolio is considered as the backbone for Competency-Based Medical Education (CBME). It is an important tool for not only the trainee but also for all stakeholders. It is used for individual and programme learning plans, electronic capture of performance observation, learning analytics and benchmarks, among others, with private and shared permission layers. In this presentation, the features of E-Portfolio will be discussed and demonstrated, with a focus on its role in the implementation of CBME.

SYMPOSIUM 13 - RURAL COMMUNITY ENGAGED MEDICAL EDUCATION: FROM ASIA TO AUSTRALIA

Rural Community Engaged Medical Education: An Overview of the Research and the Symbiosis Model Koshila Kumar, Australia

Rural Community Engaged Medical Education: The Thai Perspective

Praphun Somporn, Thailand

Rural Community Engaged Medical Education: The Indonesian Experience

Nicholas E Handoyo, Indonesia

Rural Community Engaged Medical Education: From Asia to Australia

Lucie Walters, Australia

RURAL COMMUNITY ENGAGED MEDICAL EDUCATION: FROM ASIA TO AUSTRALIA

Rural Community Engaged Medical Education is an emerging strategy for training for rural practice and developing a quality and sustainable rural health workforce. While RCEME has a strong theoretical and empirical evidence base, much of it originates in the West. In this symposium, presenters from two Asian nations and Australia will discuss their perspectives and experiences and identify the cultural and contextual considerations required in RCEME. The symposium will highlight how the diversity of sociocultural factors (e.g. personal, professional, organisational, cultural, geographic, social, economic and political) across rural contexts can affect how RCEME is conceptualised, planned, implemented and evaluated in a meaningful and purpose-driven manner. The presentations will be followed by a discussion with the audience.

Rural Community Engaged Medical Education: An Overview of the Research and the Symbiosis Model

Koshila Kumar

Coordinator-Clinical Education Programmes, Prideaux Centre for Research in Health Professions Education, College of Medicine and Public Health, Flinders University, Australia

This presentation will summarise the recent research and current debates in the RCEME literature, and identify some of the opportunities and challenges for the theory and practice of RCEME. The presentation will also outline the Symbiotic Clinical Education model developed by Worley which depicts four key relationships which are vital to ensure that clinical education adds value to and occurs in the context of clinical practice, health service delivery, community and government engagement and personal and professional development.

Rural Community Engaged Medical Education: The Thai Perspective

Praphun Somporn

Clinical Educator, Hatyai Hospital, Thailand

Thailand has sought to remedy rural medical workforce shortage. Since 1994, Ministry of Public Health has collaborated with Ministry of Education Faculty of Medicine across regions to co-produce medical students from rural background in the Collaborative Project to Increase Production of Rural Doctor (CPIRD). One-third of all production of general practitioners graduated from this project, and also distributed to rural and remote areas. However, challenges in rural retention rates still persist. This presentation outlines a situation analysis of Thai rural community engaged medical education programme, which particularly focuses on stakeholder expectations on an educational initiative from the past to the future, with the aim of increasing students' interest in rural careers.

Rural Community Engaged Medical Education: The Indonesian Experience

Nicholas E Handoyo

Senior Lecturer, University of Nusa Cendana Medical School, Curtin University, Indonesia

Maldistribution of health professionals is a global challenge faced by developed and developing countries, including Indonesia. We share similar problems and solutions but in different geographical and cultural contexts. This presentation outlines the challenges in Indonesian context and argues that developing students' resilience during clinical training as one possible alternative solution. Personal resilience has been known to contribute to well-being and job satisfaction, and can be acquired during clinical education. However, before planning and implementing an effective intervention programme, the faculties need to understand the process of how resilience develops as a result of rural experience and be able to mirror and measure the process in the educational setting.

Rural Community Engaged Medical Education: From Asia to Australia

Lucie Walters

Professor, Rural Medical Education, Flinders University, Australia

Australia has over 80% of its land mass, 20% of its population and 40% of the Aboriginal peoples outside urban areas. People living in these expansive remote and rural areas have poorer health status than their city cousins. Travel distances and maldistribution of doctors, particularly discipline specialists increased the needs for a well-trained and supported rural generalist workforce. For over a decade the Australia Government has invested in rural clinical schools which provide 25% of domestic medical students with at least one year of clinical training in rural areas. Many, but not all of these programmes are rural community-engaged medical education (RCEME) programmes. This presentation will explore what is known of RCEME in the Australian context.

PLENARY 11 - MEDICAL EDUCATION 5-10 YEARS FROM NOW, WILL IT STILL BE IN UNIVERSITIES?

Lambert Schuwirth

Director, Prideaux Centre for Research in Health Professions Education, Flinders University College of Medicine and Public Health, Adelaide, Australia, Professor, Innovative Assessment Maastricht University, The Netherlands, Professor of Medical Education, Chang Gung University, Taiwan, Professor of Medicine (education), Uniformed Services University for the Health Sciences, Bethesda, Australia

When we talk about innovations in medical education we often turn our gaze towards Artificial Intelligence. And rightfully so; the developments in AI are happening fast and its accomplishments are impressive. But, AI is not the only 'disruption' that is taking place and others may be less obvious and yet more fundamental. Where AI is likely to impact predominantly on what we educate our students about, other disruptions may have a huge impact on how we educate or capacity-build our students.

For example, the notion that knowledge is co-constructed has been around for a while and Wikipedia has been a symptom of this change. Still, however, many medical schools use lecturing as the backbone in their curricula – an educational 'technology' that was invented even before book printing was established.

Another massive innovation - cognitive surplus - is being used all over the world, and yet medical schools still try to copyright their course content.

Yet another example is the change in the way we manage trust in transactions. This has been shaken up massively by the peer-to-peer industries, and open ledger systems provide new ways to ensure the veracity of information in systems.

These disruptions occur at a time where the modern doctor-patient relationship is changing as well. Especially the decrease of expertise asymmetry between patient and doctor is remarkable – sometimes the patient may know more about their disease than the doctor. They also have an impact on the expertise asymmetry between the learner and the educator – for any lecture there is a better on in the internet. This poses a challenge to (medical) education to become 'productively paranoid' – expecting innovations from left field and non-traditional and for-profit organisations - to avoid medical schools from becoming the next encyclopaedia or taxi-industry.

Hall, Level 1, University Cultural Centre

ROUNDTABLE DISCUSSION

Chen Zhi Xiong, Singapore
Faith L Chia, Singapore
Lisa Sullivan, Australia
Lambert Schuwirth, Australia
David Gordon, France
Trudie Roberts, United Kingdom
Harumi Gomi, Japan

The panel members will summarise and share key messages and recommendations from their respective session/s followed by a moderated panel discussion.

POST-CONFERENCE WORKSHOPS

W3A1

Sunday, 13th January 2019, 9.00am – 12.30pm Multipurpose Hall (MPH) 3, Level 3, MD1 Yong Loo Lin School of Medicine National University of Singapore

THE ZEN OF CONFLICT

Timothy P Brigham USA

Workshop Description

Those who embrace conflict can build understanding and better relationships and experience greater personal and professional success. But managing conflict is not easy. This workshop will help you discover your own personal strengths and limitations relating to managing conflict and learn how to more effectively deal with others. The format of this workshop will be highly interactive and experiential, utilising both small and large groups.

Workshop Objective

At the end of this workshop, attendees will be able to

- Understand personal strengths and weaknesses regarding conflict;
- · Identify different approaches that can be used to manage conflict;
- Prepare for and conduct conversations that parties may find difficult;
- · Identify when it is appropriate to use various approaches to manage conflict;
- Understand how to handle difficult conversations.

Who Should Attend

All attendees

W3A2

Sunday, 13th January 2019, 9.00am – 12.30pm Learning Room 03-04, Level 3, MD6 Yong Loo Lin School of Medicine National University of Singapore

ENABLING EDUCATORS TO DELIVER THE AUTHENTIC CURRICULUM FOR 21ST CENTURY LEARNING

Mahalakshmi Venkatesan Natarajan, Ganesh Babu and Shivasakthy Manivasakan India

Workshop Description

Format - Workshop limited to a minimum of 20 to a maximum of 30 participants.

Session Plan:

The participants of the workshop will be able to discuss the following issues and adopt them in their own professional practice as Medical Educators

- i Characteristics of Millennial students and how these affect the teaching and learning process.
- ii The five R's of engaging today's students and how to use them in your classroom.
- iii What the ideal professor looks like to Millennials and how to get as close as possible to that ideal.
- iv How to structure your class to accommodate the growing diversity of learners in terms of preparedness and abilities.
- v How to improve student achievement by creating a learning environment that is better suited to the expectations of today's students.
- vi The changing methods of assessing the knowledge and abilities of these students.
- vii How to engage and motivate the modern learner.
- viii Mapping a plan to lead changes in learning
- ix Engaging learners in 4C's (Critical Thinking, Communications, Collaborations and Creativity)
- x Teaching and Assessment of complex and Threshold concepts and Leveraging 'Teachable Moments'
- xi Assessment practices in the classroom to guide instruction
- xii Fostering Higher order thinking skills among your students
- xiii How to build in Critical Appraisal of electronic resources for the digital natives

We will be merging these outcomes into 4 sub-sessions (session 1 will address the outcomes 1, 2, 3 &7 as listed above; session 2 will address the outcomes 8&13 and session 4 will address the outcomes 9,10,11&12)

The sessions would feature interactive strategies such as Buzz Groups, Group works, discussion of specific challenges and strategies along with debriefing and plenary sessions.

Workshop Objective

- Situation analysis what is new in 21st century learning?
- Mapping a plan to lead changes in learning
- Engaging learners in 4C's (Critical Thinking, Communications, Collaborations and Creativity)
- Teaching and Assessment of complex and Threshold concepts and Leveraging 'Teachable Moments'
- · Assessment practices in the classroom to guide instruction
- · Fostering higher order thinking skills
- · Build in Critical Appraisal of electronic resources for the digital natives

Who Should Attend

Teaching faculty from medical colleges, Heads of Departments, Medical Educators, Educational Administrators and other members involved in teaching and training of Health Professionals.

POST-CONFERENCE WORKSHOPS

W3A4

Sunday, 13th January 2019, 9.00am – 12.30pm Learning Room 01-01B, Level 1, MD6 Yong Loo Lin School of Medicine National University of Singapore

IT'S NEVER TOO EARLY TO INTRODUCE CLINICAL REASONING: STRATEGIES FOR TEACHING CLINICAL REASONING TO PRE-CLINICAL AND EARLY CLINICAL MEDICAL STUDENTS

Suzanne Goh, Sonali Chonkar, Shan Koh Bundgaard, Courtney Davis Singapore

Workshop Description

Effective clinical reasoning is necessary for optimal application of knowledge in everyday clinical practice, and is what sets the expert clinician apart from the novice. Medical schools seek to foster the development of reflective and adaptable physicians who can engage with and apply core knowledge in patient care. Yet effective methods of teaching clinical reasoning are poorly established. The optimal time to begin the process is also debated, with an overall sense favouring an early start to contextualise information and promote understanding, retention and ultimately application.

Conventionally, clinical reasoning has been taught to more experienced medical students and residents, with the assumption that a certain amount of clinical exposure is pre-requisite. The gap between pre-clinical and clinical learning is very wide, and more effective strategies to equip the student transitioning to clinical clerkships would be greatly beneficial. Clinical reasoning for pre-clinical students however, requires a different approach from teaching clinical students and has not been well-described so far. We use concept maps to provide a strategy for students to link basic science to clinical practice in an organised and practical manner to enable them to reason clinically despite the lack of real experience.

In this workshop, we will demonstrate how to use concept maps to develop clinical reasoning in preclinical students, especially helping them generate broad differentials to common presenting complaints. Participants will be asked to derive a concept map on a given topic and present how it could enhance clinical reasoning or critical thinking relevant to the given topic. They will then learn to create a scaffolded case-based activity aimed at focused, hypothesis-driven history-taking and physical examination, generating differential diagnoses, and formulating basic management plans, appropriate to early clinical students.

Workshop Objective

- Describe the role of clinical reasoning in early medical education
- Describe the advantages of using concept mapping to drive clinical reasoning in the pre-clinical student
- Create a concept map for a given topic and discuss how the map enhances learning for the given topic.
- Describe techniques for scaffolding the development of clinical reasoning in early clinical students using case-based

Who Should Attend

Medical school teaching faculty

SHARING SESSIONS BY PARTICIPATING PARTNERS

ACGME-I - Accreditation Council for Graduate Medical Education - International John Ogunkeye, USA

GAME - Global Alliance for Medical EducationDale R Kummerle, USA

AMEE - Association for Medical Education in Europe

Ronald M Harden, United Kingdom

Friday 11th January 2019, 11.00am - 11.15am

ACGME-I - ACCREDITATION COUNCIL FOR GRADUATE MEDICAL EDUCATION - INTERNATIONAL

John Ogunkeye

Chief Financial Officer and Senior Vice President, Operations, ACGME, Executive Vice President, ACGME-International, USA

The Accreditation Council for Graduate Medical Education International LLC (ACGME-I) is a wholly-owned subsidiary of the Accreditation Council for Graduate Medical Education (ACGME). The mission of both organizations is to improve health care and population health by assessing and advancing the quality of resident physicians' education through accreditation. Both organizations are in headquartered Chicago, Illinois, U.S.A.

ACGME-I was established in 2009, when Singapore's Ministry of Health (MOH) selected the ACGME for assistance in creating a robust system of education, specifically for the provision of post-graduate medical education accreditation services. Given that the scope of ACGME was limited to the United States, the ACGME-I was formed as an independent but affiliated organization exclusively for educational and scientific purposes outside the U.S.

The ACGME-I accreditation model is based on established International standards and guidelines that are similar, but not identical to US standards. These standards are structured to provide the flexibility needed to reflect individual country needs. A peer review system undergirds the ACGME-I's approach through physician representation from appropriate specialty disciplines the international educational community. These peers make up an international panel that serves as the organization's Review Committee and are supported by a team of experts who have the breadth and knowledge around essential accredited related topics such as educational rigor, standardization of standards, assessments and development, clinical learning and environment review.

The functions of the ACGME-I includes accrediting post-graduate medical education, promoting the quality of post-graduate medical education (PGME), and addressing other matters related to post-graduate medical education training. Since the initial agreement with the MOH in Singapore 2009, ACGME-I has expanded its activities to six other countries. Notably, ACGME-I services are provided at the request of either MOH/government entities or individual institutions.

Friday 11th January 2019, 3.45pm - 4.00pm

GAME - GLOBAL ALLIANCE FOR MEDICAL EDUCATION

Dale R Kummerle

President, Global Alliance for Medical Education (GAME), Director, Global Medical Education, Bristol-Myers Squibb (BMS) Company, USA

Established in 1995, GAME is an international organization with over 200 members spanning 6 continents. We have a Vision of being a global leader in facilitating best practices and collaboration in life-long learning translation into improved healthcare.

GAME achieves its vision by:

- Engaging global leaders of all stakeholder groups that benefit from lifelong learning in healthcare,
- Providing opportunities and resources to share evidence-based best practice translation,
- Addressing barriers and developing solutions for collaboration in lifelong learning,
- · Following our core values of inclusivity, credibility, integrity and transparency.

We represent Academia, Industry, Professional Societies and Medical Education Companies, meeting regularly at our annual conference or at regional meetings where information and best practice are showcased and shared. We also have close collaborative relationships with societies including AMEE where we have an academic stand and least one workshop or symposium presentation each year plus the US based Alliance for Continuing Education in the Health Professions (ACEhp) where, at their annual meeting in late January 2019, GAME will lead their first international/global CPD track.

Q4 2019 in Eastern Europe, will see us host the GAME Futurst Forum, an invitation only forum designed to bring together leaders, influencers and visionary stakeholders from the fields of learning sciences and medical/health education, to engage in a dialogue and exploration process that could bring forward lifelong learning translation into healthcare.

Saturday 12th January 2019, 11.15am -11.30am

AMEE - ASSOCIATION FOR MEDICAL EDUCATION IN EUROPE

Ronald M Harden

Professor of Medical Education (Emeritus) University of Dundee; and General Secretary and Treasurer Association for Medical Education in Europe (AMEE), United Kingdom

Who we are

The Association for Medical Education in Europe (AMEE) is the leading worldwide organisation with members in 100 countries on five continents. Members include teachers, educators, researchers, administrators, curriculum developers, deans, assessors, students and trainees in medicine and the healthcare professions.

What AMEE offers

AMEE promotes excellence in education in medicine and the healthcare professions across the continuum of undergraduate, postgraduate and continuing education. Working with individuals and organisations internationally, AMEE supports teachers and institutions in their current educational activities by:

- Sharing and disseminating best practice and offering networking opportunities through conferences, publications and online
 activities
- Supporting innovation in curriculum planning, teaching and learning, assessment and education management
- Encouraging and disseminating research in the field of healthcare professions education
- Promoting the use of evidence-informed education
- Setting standards for excellence in healthcare professions education
- · Promoting scholarship and acknowledging achievement both at an individual and an institutional level
- Recognising the global nature of healthcare professions education

Session 1: Student Briefing and Formation of Teams Wednesday, 9th January 2019, 6.00pm – 7.00pm	Learning Room 01-02, Level 1, MD6, NUS Yong Loo Lin School of Medicine
Session 2: Challenge Event	Function Room 2, Level 2,
Saturday, 12th January 2019,	University Cultural Centre,
1.00pm – 2.00pm	National University of Singapore

HEALTHCARE TEAM CHALLENGE

Designed to be a patient-centred inter-professional learning experience, the Healthcare Team Challenge provides teams with client information and scenarios, with the goal of developing a collaborative inter-professional care management plan

All teams will be provided the same case scenario of a real patient on Wednesday, 9th January. Teams will meet, discuss the case, prepare a care management plan, and present it on the challenge date - Saturday, 12th January. Additional information will be then given during the challenge event, encouraging on-the-spot solving, collaboration, decision making, and a healthy dose of improvisation.

Teams are allowed to research their cases and consultation provided by faculty mentor.

Free Communications 1 – Seminar Room 1, Level 1, Yong Siew Toh Conservatory of Music Free Communications 2 – Seminar Room 3, Level 1, Yong Siew Toh Conservatory of Music

FREE COMMUNICATIONS 1 - ASSESSMENT

Perils Pitfalls and Positives of a Sequential OSCE Programme with Small Cohort Size. Outcomes of a Review of the Bond University OSCE Programme

Anne Spooner, Australia

Assessment of Current Practice of the Written Handover Among Paediatric Residents in ACGME-I Residency Programme in Qatar

Manasik Kamil Hassan, Qatar

Feasibility of SP as Examiner in an OSCE of Medical Students

Sheng-Po Kao, Taiwan

Using Learning Management Systems to Augment Early Warning Systems in a Face to Face Medicine Foundation Year Declan Gaynor, Bahrain

What Time Will Tell: How the Chronology of Predictive Validity Can Shape Your Admissions Decisions Harold Reiter, Canada

Don't Touch My Exam - A Mutual Strive Towards Evidence-Based Practice in Assessment Charlotte Leanderson, Sweden

Early Clinical Exposure and Professionalism: Results of Automated Formative Assessment by Community Doctors Carmen Wong, Hong Kong S.A.R.

Standard-Setting in Undergraduate Medical Education: Comparing Three Methods for Summative MCQ Tests Tan Choon Kiat Nigel, Singapore

FREE COMMUNICATIONS 2 - FACULTY DEVELOPMENT

A Model of International Faculty Development Strategies for Developing Clinical Teaching That Meets Both Global Standards and Local Needs: A Participatory Action Research

Takuya Saiki, Japan

Exploring Nephrology Faculty Active Learning Adoption in Teaching Difficult Topics During Residency Nephrology Education

Claude Renaud, Singapore

Factors Affecting Educational Identity Formation of Healthcare Professionals

Ahsan Sethi, Pakistan

The Effect of Staff Development Activities on Student-Centred Teaching Strategies in a Medical Science College in KSA Heba Mohtady, Saudi Arabia

A Identification of a Model of Good Clinical Teachers by Structured Equation Modeling - A Pilot Study Takeshi Kanazawa, Japan

The Association Between Emotional Intelligence and the Risk of Burnout Amongst Clinical Educators: A Pilot Zulkarnain AB Hamid, Singapore

Realignment of an Established Faculty Development Programme for New Teachers: A Systematic Approach Viola Antao, Canada

Functions of Medical Education Units and Strategies for their Success: Lessons Learnt from the Sri Lankan Context Asela Olupeliyawa, Sri Lanka

Free Communications 3 – Seminar Room 4, Level 1, Yong Siew Toh Conservatory of Music Free Communications 4 – Seminar Room 6, Level 1, Yong Siew Toh Conservatory of Music

FREE COMMUNICATIONS 3 - GENERAL EDUCATION

Educational Scholarship for the Health Professions: Enhancing our Engagement with the HPE Literature Svetlana King, Australia

Training Members of 'Self Help Groups' from the Local Community as 'Standardised Patients' Mahalakshmi Venkatesan Natarajan, India

Enhancing Mentoring in Medicine – Combining Novice Mentoring with Peer and Near-Peer Mentoring: A Thematic Analysis of Mentoring Programmes Between 2000 and 2017

Samuel Lim Yong Siang, Singapore

Study on Empathy of Medical Students during Medical Interview Training in Japan Yoshimi Harada, Japan

Use of Standardised Patient in Patient Education: A Mixed Method Study Siriwan Lim, Singapore

Selection of Students for Health Professions Education in Sri Lankan State Universities Ashwini de Abrew, Sri Lanka

Factors Influencing the Acceptance of Medical Students' Participation in Pelvic Examination of Out-Patients from Department of Obstetrics and Gynecology

Nisakorn Deesaen, Thailand

Achievement of Educational Outcomes from Graduates' and Clinical Supervisors' Perspectives: A Qualitative Study of Curriculum Evaluation

Mia Kusmiati, Indonesia

FREE COMMUNICATIONS 4 - INTERPROFESSIONAL EDUCATION

Learning Over Professional Borders in an Acute Medical Ward not Dedicated to Interprofessional Education – An Ethnographic Study

Anna Kiessling, Sweden

TriGenerational Homecare: A Case Series on the Qualitative Benefits of Student-Initiated Home Visits to Frequently Readmitted Patients

Chew Sher Mein, Singapore

Perceptions and Attitudes of Medical, Nursing and Pharmacy Students Towards Inter-Professional Education (IPE): A Project on Patient Safety at Prince of Songkla University

Arnuparp Lekhakula, Thailand

Facilitating Staff Learning and Engagement in Palliative Care Provision in Dementia: A Participatory Action Research Tan Lay Ling, Singapore

Breastfeeding Training Workshops for Polyclinic (Primary Health Care) Nurses to Improve Community Support for Breastfeeding

Yvonne Ng Peng Mei, Singapore

Changing Interprofessional Hierarchies? A Comparative Linguistic Analysis of Pharmacy Student Politeness between 1995 and 2016

Elise Paradis, Canada

Empowered Living: A Self-Management Education Programme for People Living with HIV in Singapore Nicole Wong, Singapore

Action Research to Facilitate the Learning of Psychiatry through Movies in a Community Mental Health Programme David Teo Choon Liang, Singapore

Free Communications 5 – Seminar Room 8, Level 1, Yong Siew Toh Conservatory of Music – 10.30am Free Communications 6 – Seminar Room 1, Level 1, Yong Siew Toh Conservatory of Music – 1.30pm

FREE COMMUNICATIONS 5 - TEACHING AND LEARNING I

Empathy Training for Medical Students through a Blended Learning Communication Skills Training Programme: A Mixed-Methods Study

Jacqueline Yuen, Hong Kong S.A.R.

A Comparison of Jigsaw Collaborative Learning with Didactic Lectures in the Teaching of Clinical Pharmacokinetics in Special Populations

Chng Hui Ting, Singapore

Implementing Integrated Teaching for the Delivery of an Undergraduate Specialties Curriculum: The E.N.T.E.R (Ent, Eyes, Radiology) Pilot

Ruth Chen, United Kingdom

Effectiveness of Peer Feedback to Enhance Learning in Problem-Based Tutorial Groups

Desi Isnayanti, Indonesia

Which Degree Structure Prepares Medical Students for Research?

Richard Hays, Australia

The Effects of an Intensive Orientation Course on Stress, Perceived Difficulties, and Confidence Levels in Postgraduate Year 1 Doctors Starting a Paediatric Posting in a Tertiary Hospital

Tan Mae Yue, Singapore

Students' Appraisal of their Emotional Experiences with Cadaver Dissection and their Views Upon the Use of Cadavers to Learn Anatomy

Sann Lin Ko, Myanmar

Re-designing Clinical Patient Safety Orientation for New Doctors at an Academic Medical Centre in Singapore Nokuthula Kitikiti, Singapore

FREE COMMUNICATIONS 6 - POSTGRADUATE EDUCATION

Prevalence of Burnout in Medical Versus Surgical Residents Globally: A Meta-Analysis Low Zhi Xuan, Singapore

The Use of Standardised Patients and Mock Consultations to Teach Communications Skills in Primary Care Singhealth Polyclinics in Singapore

Hilda Hee Pei Ru, Singapore

An Evaluation Analysis of 12 Months of EPA Assessments in Australian General Practice Trainees Stephanie Clota, Australia

Development of Entrustable Professional Activities for Infectious Diseases Specialty Training in SingaporeJolene Oon Ee Ling, Singapore

Tracheostomy Training for Speech Therapists in an Acute Hospital: A Pilot Study Using Simulation-Based Learning and Structured Tutorials

Flora Poon, Singapore

The Grieving Doctor: How UERM Resident Physicians Handle Death of Patients

Edward Santos, Philippines

Safe to Prescribe Soon? Providing a Dedicated Medication Safety Workshop for Internal Medicine Internship Students in a Teaching Hospital in Singapore

Francis Albert Lo, Singapore

Comparison of the Night-Float Versus On-Call System in Residents: A Review on the Short and Long Term Impact on Patient Care and Residents

Yeo Wee Song, Singapore

Free Communications 7 – Seminar Room 3, Level 1, Yong Siew Toh Conservatory of Music Free Communications 8 – Seminar Room 4, Level 1, Yong Siew Toh Conservatory of Music

FREE COMMUNICATIONS 7 – PROGRAMME EVALUATION

Medical School Elective Programmes in Singapore: An Analysis of the Factors Associated with Effectiveness Rebecca Lee, Singapore

Assessing Effect of an Empathy Education Programme Using Psychometric Instruments and Brain FMRI Kangmoon Kim, South Korea

Quality Improvement: A Blind Spot in our Medical Training?

Agnihotri Biswas, Singapore

The Development of the Emergency Medicine Milestones in Taiwan: A Validation Study Hsiao Cheng-Ting, Taiwan

Community Diagnosis, Programme Evaluation, and Quality Assurance as an Assessment for Healthcare Management Competency in Undergraduate Medical School Faculty of Medicine Universitas Indonesia (FMUI)
Retno Asti Werdhani, Indonesia

Research Outreach and Project Matching (ROPM) Programme to Support Undergraduate Research among Medical Students at the National University of Singapore (NUS)

Ren Yi Ping, Singapore

How Does Altering Curriculum 'Flexibility' Impact on Student Experience and Educational Outcomes: A Case Study of a Distance Learning Medical Education Programme

Stella Howden, United Kingdom

Recognition of Full Online Master's Degree Programmes are Rapidly Growing Among Mongolian Healthcare Professionals Ryenchindorj Erkhembayar, Mongolia

FREE COMMUNICATIONS 8 - LEADERSHIP

Rolling Out the Carpet: Preparing a Health-Literate Ready Workforce Predeebha Kannan, Singapore

A System Approach to Embed Best Practice Motivational Interviewing in Health Care: A Wicked Problem? David Lim, Australia

Medical Leader Identity: A New Model

Judy Mckimm, United Kingdom

The Contribution of Short-Term Clinical Experience in Countries of the Asia-Pacific Region to the Leadership Competency of Health Professionals

Mikio Hayashi, Japan

Measuring Patient Satisfaction Outcomes of a Longitudinal Student-Initiated Homecare Programme by Healthcare Students on Frequently Re-admitted Elderly Patients

Prachi Simran Vig, Singapore

Knowledge Creation in Health: Reflections of Academic Health Practitioners

Lauren Coetzee, South Africa

Study in the Influence of Hierarchical and Superiority Attitudes of Medical Teachers on the Communication Between Students and Teachers in Sri Lankan Cultural Context

Yasith Rodrigo, Sri Lanka

Free Communications 9 – Seminar Room 6, Level 1, Yong Siew Toh Conservatory of Music Free Communications 10 – Seminar Room 8, Level 1, Yong Siew Toh Conservatory of Music

FREE COMMUNICATIONS 9 - TEACHING AND LEARNING II

The Effectiveness of Online Teaching vs Group-Based Personal Teaching in Songkha Hospital for Three-Year Clinical Medical Students

Rujira Leetanapon, Thailand

Learning About Guidelines for Community Health Screening: A Peer Learning Workshop Caitlin O'hara, Singapore

Training Enhancement and Accreditation for Community and Home Eye Screening (TEACHES) for Opticians Yip Chee Chew, Singapore

Integrating Pass into the Smart Curriculum- Student and Faculty Benefits from a Two-Year Study Isabel Hwang, Hong Kong S.A.R.

Active Learning in a Culture Where "Silence is Golden"

Haruko Akatsu, Japan

Colaborative, Case-Based Learning in Histopathology

James Fishback, USA

Surgical Competence Training Using Project-Based Learning Method with the Most Recent Advanced Educational Techniques

Ngo Thi Dong, Vietnam

PlayMed - Bridging the Gap Between Student and Doctor with Serious Games Michael Coffey, Australia

FREE COMMUNICATIONS 10 - TECHNOLOGY ENHANCED LEARNING

Enhancing Spatial Abilities and Learning Outcomes through 3D Interactive Technology: A Randomised Controlled Trial in Dental Education

Fu Jia Hui, Singapore

Virtual Reality Simulation in Paediatric Training

Janaya Elizabeth Perron, Australia

Effects of Simulation-Based Education Compared with Those of Lecture Style Education on First-Year Junior Residents Led by Second-Year Junior Residents

Akira Yamamoto, Japan

A Novel Application of Augmented Reality Technology in Anatomy Teaching

Florence Mei Kuen Tang, Hong Kong S.A.R.

Effects of Simulation-Based Education for 1st Year Medical Residents During Their Emergency Department Duties Taku Murakami, Japan

Incorporating E-Mentoring into Medical Education: Thematic Analysis of E-mentoring Programme to Develop Framework Toh Ying Pin, Singapore

New Innovation using Artificial Intelligence (A.I.) to Improve Surgical Timings and Operating Room Efficiency in Orthopaedics Residency Trainees

Chee Yu Han, Singapore

Learning Analytics on the Go

Susie Schofield, United Kingdom

Short Communications 1 – Seminar Room 1, Level 1, Yong Siew Toh Conservatory of Music – 3.30pm Short Communications 2 – Seminar Room 1, Level 1, Yong Siew Toh Conservatory of Music – 4.15pm

SHORT COMMUNICATIONS 1

D1001	Perception of House Officers on Wellbeing During their Internship in Myanmar Wunna Tun, Myanmar
D1002	Faculty Perspectives of Teaching in National Dental Centre Singapore (NDCS) Marianne Ong, Singapore
D1003	A Strategy for Internal Auditing and Quality Assurance System in a Private College in Saudi Arabia Heba Mohtady, Saudi Arabia
D1004	Regional Implementation of a New International Facial Trauma Course in Asia Pacific Lim Thiam-Chye, Singapore
D1005	Social Media Use During Residency Training Moza Mubarak AL Kalbani, Oman
D1006	Different Ways of Knowing: Questioning the Evidence Behind IPE and IPC Elise Paradis, Canada
D1007	Medical Humanities: A Truly Interdisciplinary Pedagogical Initiative in Asia's Universities? Harry Yi-Jui Wu, Hong Kong

D1008	A Framework to Enhance the Research Culture of a Higher Education Health Sciences Faculty Lauren Coetzee, South Africa
D1009	Impacts of All-English Medical Education on Chinese Students When Entering Clinical Clerkship in a Non- English Speaking Hospital Zhuang Weitao, China
D1010	The Role of Peer Review in Continued Competency, Professional Development and Improving Clinical Practice Dinah Djong, Singapore
D1011	Cost Analysis of Accreditation Reporting Elizabeth Smith-Trigg, USA
D1012	Systematic Procedural Skill Teaching Towards Patient Safety Adisak Tantiworawit, Thailand
D1013	Evaluation of the First Curriculum Year of the New Integrated and Interactive Curriculum at the University of Medicine and Pharmacy at Ho Chi Minh City (UMP), Vietnam Bao Le, Vietnam
D1014	Applying Interactive and Explorable 360° Video Environments to Create Engaging Content for Postgraduate Medical Students Fung Fun Man, Singapore
D1197	Impact of E-learning in Medical Education - An Insight on Learning Methodology Rohini Karunakaran, Malaysia

Short Communications 3 - Seminar Room 3, Level 1, Yong Siew Toh Conservatory of Music - 3.30pm Short Communications 4 - Seminar Room 3, Level 1, Yong Siew Toh Conservatory of Music - 4.15pm

SHORT COMMUNICATIONS 3

D1015	Using Team-Based Learning to Engage Nursing Students in Learning Legal and Ethical Issues in Psychiatry Wandee Suttharangsee, Thailand
D1016	Medical Students' Experience Based on MMPI-2 Profile Change; A Mixed-Method Sequential Explanatory Study Kyung Hye Park, South Korea
D1017	Redesigning Feedback for Improved Learner Reflection and Response Jason Chan, Singapore
D1018	Learning Assessment of Conducting Standardise Medication Dispensing Procedure by E-learning Courses Hung-Mei Chen, Taiwan
D1019	Written Reflection for Residents- Yay or Nay? Understanding the Perceptions of Residents and Faculty Towards Written Reflections Nicholas Ng Beng Hui, Singapore
D1020	Readiness of Pre-Service Teachers in Preparing Potential Future Medical Students for Technology-Based Medical Education Tushani Ranawaka, Sri Lanka
D1021	The Utility of Video-Recording and a Competency Checklist for Off-site Assessment During Ultrasound-Guided Regional Anaesthesia Training Wong Ming Hiu, Singapore

D1022	How Medical Students Begin to Solve Clinical Problems Adrian Kee, Singapore
D1023	Strategies to Enhance Consolidation of Practice for Graduating Nursing Students Zhao Wanzhen, Singapore
D1024	Reflection on Early Clinical Exposure-Report from One Medical Student Ding-Chun Tseng, Taiwan
D1025	Can Attention to Diagnostic Pitfalls Improve Clinical Problem Solving? Andrew Li, Singapore
D1026	Student Academic Performance Factors Affecting Matching into First-Choice Residency and Competitive Specialties Scott Helf, USA
D1027	The Significance of Abdominal Diagnosis with Kampo Medicine Techniques for Undergraduate Medical Education in Japan Mosaburo Kainuma, Japan
D1028	MD Portfolio: Transition and Challenges Zarrin Siddiqui, Australia
D1198	What are the Influencing Factors for Adopting Technology Enhanced Learning in the Medical Schools of Punjab, Pakistan? Shazia Iqbal, Saudi Arabia

Short Communications 5 – Seminar Room 4, Level 1, Yong Siew Toh Conservatory of Music – 3.30pm Short Communications 6 – Seminar Room 4, Level 1, Yong Siew Toh Conservatory of Music – 4.15pm

SHORT COMMUNICATIONS 5

D1029	Factors Influencing Students' Interest in Surgery as a Career Option and the Impact of Mentorship: A Prospective National Cohort Study Nicholas Syn, Singapore
D1030	Impact of Reflective Writing on the Learning of ACGME Core Competencies Among Medical Residents Tan Chi Hsien, Singapore
D1031	Innovative Curriculum Change – Moving from an MBBS to a Doctor of Medicine Program in an Australian Medical School While Maintaining Undergraduate Entry – How Can You Do it? Janie Dade Smith, Australia
D1032	Mistakes are Ok! - Error Management Training for Flexible Bronchoscopy Assisted Intubation Training Tan Li Hoon, Singapore
D1033	The Academic Stress and Coping Strategies of Students Who are Highly Satisfied in Their Academics Kangmoon Kim, South Korea
D1034	The Differences of Educational Environment Between PGY-1 and PGY-2 at a Rural Teaching Hospital in Japan Evaluated by PHEEM Kazuki Tokumasu, Japan
D1035	Integrating Surgical Skills Training into Anatomy Education Using Embalmed Wet Lab Specimens with Traditional Herbal Conservation and Novel Fixation Method Nguyen Huu Ta, Vietnam

D1036	Resumed Tutors: A Resident-Led Near-Peer Teaching Programme for Undergraduate Medical Students Benjamin Nah Kai Yi, Singapore
D1037	Demystifying the Roles of Advanced Practice Nurse (APN) Through Pre-Master-Nursing-Mentorship (MNM) Programme Jamie Lim, Singapore
D1038	Using an Innovative App-Integrated Online Tool to Enhance Experiential Learning and Reflection Christine Cook, Australia
D1039	Best Practices in Rubric Design for Ethics Education for the Health Professions: A Literature Review Tamra Lysaght, Singapore
D1040	A 2 Year Pilot Study Results of a Longitudinal Integrated Clerkship Programme Hyun Bae Yoon, South Korea
D1041	An Innovative Curriculum for Pre-Clinical Medical Students— 'Experiential Learning in Human and Technology' Chi-Chuan Yeh, Taiwan
D1042	Evaluation of Learning Motivation of At-Risk Medical Students in Aichi Medical University Ruri Aoki, Japan

Short Communications 7 – Seminar Room 6, Level 1, Yong Siew Toh Conservatory of Music – 3.30pm Short Communications 8 – Seminar Room 6, Level 1, Yong Siew Toh Conservatory of Music – 4.15pm

SHORT COMMUNICATIONS 7

D1043	Changing the Anaesthesiology Licensing Examination in Singapore Tay Kwang Hui, Singapore
D1044	Harnessing Technology for Medical Education: What's in Store for the Next Generation? Li Xinyi, Singapore
D1045	A Student-led Transdisciplinary Team Project (TTP) in Biomedical Research: Development, Implementation and Evaluation Khong Mei Li, Hong Kong S.A.R.
D1046	Assessment of the Flipped Classroom of Teacher Education with IRS in Dental Postgraduate Year Training Min Fen Wang, Taiwan
D1047	Applying Mixed Methods for Needs Assessment of Fellowship Training Programme for Mongolian Health Professionals Nomin Amgalan, South Korea
D1048	Evaluation for E-learning Based on Medical Near-Miss/Adverse Event Information Machiko Saeki, Japan
D1049	Introducing Inter-Professional Simulation-Enhanced Training for Team-Based Major Trauma Resuscitation in Singapore Udayan Joseph Philip, Singapore

D1050	Effectiveness of a Teaching Culture Initiative – The 'Star Teacher Award' Tan Ying Hua Grace, Singapore
D1051	Improving Communication Skills Among Doctors and Nurses in the Children Emergency Department (ED), KK Women's and Children's Hospital (KKH) Khoo Su Ann, Singapore
D1052	Impact of Structured Training Programme in Basic Surgical Skills for First Year Residents of Surgical Specialities Tejaswini Vallabha, India
D1053	Challenges Limiting Use Self-Directed Learning in Postgraduate ACGMEI Programme; Residents and Physicians Perspective Manasik Hassan, Qatar
D1054	Educational Effect of the Multi-Occupational Collaborative "Healthcare Hackathon in Marumori" Involving Non-Medical Experts Junichi Tanaka, Japan
D1055	Evaluation of Students' Clinical History Taking: An Experience in a Medical Teaching Centre in Taiwan Hsien An Cheng, Taiwan
D1056	Self-Directed Learning Readiness and its Impact on PBL Performance Tayyaba Azhar, Pakistan

Short Communications 9 – Seminar Room 8, Level 1, Yong Siew Toh Conservatory of Music – 3.30pm Short Communications 10 – Seminar Room 8, Level 1, Yong Siew Toh Conservatory of Music – 4.15pm

SHORT COMMUNICATIONS 9

D1057	Embodied Spatial Practices and the Power to Care in the Intensive Care Unit Warren Liew, Singapore
D1058	Japanese Nurse-Midwifery Students' Perception of Flipped Learning about Assessment Phase of the Nursing Process about the Delivery Stage Akiko Uehara, Japan
D1059	Holistic Primary Care Programme for Intern in Paediatric Word - An Exploratory Pilot Study Shao-Yin Chu, Taiwan
D1060	A Critical Evaluation of the Admission Tools Used in the Asia-Pacific Context Christopher Zou, Canada
D1061	Impact of Physical Examination Teaching Associates on Postgraduate Nursing Students Nicola Ngiam, Singapore
D1062	Core Competency Development Elevation System of Students in Shantou University Medical College (SUMC): A Cross-Sectional Survey Based on the Ask-Seat Evaluation System Xu Haijie, China
D1063	A Medical Education Approach to Improve Bone Marrow Biopsy Procedure by Medical Oncology Residents Lee Kim Hua, Singapore

D1064	Using Pharmacists' Baseline Perceptions and Knowledge to Guide the Implementation of Pharmacist Preceptor Training at an Acute Care Hospital Goh Zhining, Singapore
D1065	Establishing Specific and Assessable Learning Outcomes for MBBS Medical Humanities Teaching Lucinda Richards, Singapore
D1066	Active Integrated Learning Followed by Effective Feedback Impact on Embryology Learning Mohamed Ahmed Eladl, United Arab Emirates
D1067	Use of Social Media Among Doctors Working in a Tertiary Hospital in Singapore Tan Mae Yue, Singapore
D1068	The Current Usage of Moodle and the Future Task at Jichi Medical University Yoshikazu Asada, Japan
D1069	Assessment on the Quality of Education and Training at Vietnam Military Medical University Based on Feedback to Questionnaires from Employing Affiliations Nguyen Viet Hung, Vietnam
D1070	Experiences in Simulation Based Education and Problem Based Learning in Emergency Medical Care Training Johan Bezuidenhout, South Africa

Short Communications 11 – Seminar Room 1, Level 1, Yong Siew Toh Conservatory of Music – 9.00am Short Communications 12 – Seminar Room 3, Level 1, Yong Siew Toh Conservatory of Music – 9.00am

SHORT COMMUNICATIONS 11

D1071	Using Peer Evaluation to Promote Faculty Professional Development and Competencies Dinah Djong, Singapore
D1072	Should Selectivity Indices of Undergraduate Institutions be Used as a Criteria for Medical School Admissions? Scott Helf, USA
D1073	Attitudes and Practices of Doctors Towards Social Media Activity in the Context of Professional Medical Practice in a Tertiary Institution Low Jia Ming, Singapore
D1074	Application of Hyperthemia Animal Model on Labor Physiology Teaching Van Manh Phan, Vietnam
D1075	Cognitive Difference Between Examiners and SP Trainers on SP's Performance in a Nationwide High-Stakes OSCE Sheng-Po Kao, Taiwan
D1076	Academic Careers in Medical Education: Lessons Learnt from the Sri Lankan Context Asela Olupeliyawa, Sri Lanka
D1077	Phenomenon of Burnout and Clinical Correlates Amongst Psychiatry Residents: A Systematic Review Sim Kang, Singapore

D1078	Inter-Professional Education in Action: From Design to Delivery Dong Lijuan, Singapore
D1079	Evaluation of the Readiness and Confidence of Junior Doctors and Student Interns Prior to a Surgical Rotation Darren Chua, Singapore
D1080	Bridging the Gap in Health Professionals from Novice to Advanced Practitioner: A Practical Framework Roy Rasalam, Australia
D1081	Enhanced Laboratorial Competence of Medical Students by Using Computer-Based Learning Method with Labtutor System Nguyen Thi Hoa, Vietnam
D1082	Establishing a Database to Understand Learning Styles, the Risk Attitude, and the Performance of Laparoscopic Skills of Medical Students Chi-Chuan Yeh, Taiwan
D1083	Evaluating the Outcomes of an Undergraduate Internal Medicine Elective Program at an Academic Tertiary Healthcare Institution Sim Meng Ying, Singapore
D1084	Relationship between Academic Record and Self-Assessment of Competencies through 6-Year Medical Education Programme Katsuhisa Waseda, Japan

Short Communications 13 – Seminar Room 4, Level 1, Yong Siew Toh Conservatory of Music – 9.00am Short Communications 14 – Seminar Room 6, Level 1, Yong Siew Toh Conservatory of Music – 9.00am

SHORT COMMUNICATIONS 13

D1085	The Use of Mini CEX in TTSH Occupational Therapy Department, Physiotherapy Department and Rehab Department, 3 Years Following its Introduction: Trainees' Perception Tay Yi Chin, Singapore
D1086	Utility of 3D Printed Models of Acetabular Fractures in Improving the Teaching for Orthopaedic Residents: A Randomised Trial Saumitra Goyal, Singapore
D1087	A Study on the Use of High Fidelity Patient Simulation to Teach Clinical Pharmacology and Therapeutics of Status Epilepticus in Paediatrics to Final Year Medical Students Thilanka Seneviratne, Sri Lanka
D1088	OSATS (Objective Structured Assessment of Technical Skills) as a Tool to Teach and Then Evaluate Learning of Airway Management of New Entrant Clinical Specialty Postgraduate Students Vidya Patil, India
D1089	Getting to Grips with 'Handi' Jo Bishop, Australia
D1090	"I Didn't Sign Up for This" the Experience of Disillusionment in Medical Education Victor Loh, Singapore
D1091	Teaching Bioethics to Preclinical Medical Students Olivia Ngan, Hong Kong S.A.R.

D1092	Eliciting Positive Behaviour Change Through Motivational Interviewing: A Peer Skills-Teaching Workshop Teo Jun Hao, Singapore
D1093	Prevalence of Nomophobia and its Effect on Psychological Well-Being in Smartphone Using Undergraduates of a Selected Medical Faculty in Sri Lanka Jithmal Meegoda, Sri Lanka
D1094	Implementing a Longitudinal Integrated Assessment Program in Family Medicine- from Theory to Practice Stephanie Clota, Australia
D1095	Applicant Acceptability of Non-Cognitive Admissions Tools Christopher Zou, Canada
D1096	Addressing Medical Students' Needs Using Maslow's Hierarchy of Needs During Their Ophthalmology Placement in a Tertiary Hospital Ruth Chen, United Kingdom
D1097	Experience Based Simulation Training is Advantageous Compared to an Observer Centric Approach in First-Year Residents Mattheaus Lim Sheng Jie, Singapore
D1098	Cross Specialty Education. A Singapore Experience Chong Yaw Khian, Singapore

Short Communications 15 – Seminar Room 8, Level 1, Yong Siew Toh Conservatory of Music – 9.00am Short Communications 16 – Seminar Room 1, Level 1, Yong Siew Toh Conservatory of Music – 11.15am

SHORT COMMUNICATIONS 15

D1099	Paediatrics Preparatory Bootcamp for Student Internship Programme in Singapore – Does it Improve Confidence and Clinical Knowledge? Gabriel Low Wei Ting, Singapore	
D1100	Admission Criteria as Early Predictor for Academic Performance of Medical Students (In the Implementation of a New Curriculum in UNISBA-Indonesia) Siska Nia Irasanti, Indonesia	
D1101	Place of Edutainment in Medical School Jennifer Nailes, Philippines	
D1102	Re-analysis for the Reliability of VSOP Method: Work-Based Assessment Tool for Clinical Reasoning by Listening to Case Presentations Hirotaka Onishi, Japan	
D1103	A Comparative Assessment of Perception and Learning by Traditional, Smart Board and Interactive Teaching Lata Mullur, India	
D1104	Senior Residents' Ratings of Radiology Residency Training Components Tang Phua Hwee, Singapore	
D1105	Quality Improvement Programme on the "Over-Use" of Transthoracic Echocardiography- Rationale and Design Punitha Arasaratnam, Singapore	

D1106	First Year Medical Student's Perception on Medium of Instruction in the Medical Curriculum in the Faculty of Medicine, Peradeniya, Sri Lanka Thilanka Seneviratne, Sri Lanka	
D1107	Teaching the Clinical Topic Review from Concept to Manuscript as a Family Medicine Elective Goh Lee Gan, Singapore	
D1108	Guided Creation of Case Studies by Dental Students to Augment Integrated Self-Directed Learning Inthrani Indran, Singapore	
D1109	Community-Service Experience During Preclinical Year can Build Confidence in Urine Analysis Skill of Thammasat Medical Student Pholasit Chamod, Thailand	
D1110	Innovative Curriculum on Inquiry-Based & Collaborative Learning Sa'ad Laws, Qatar	
D1111	Flipped Classroom Teaching for Clinical Year Medical Students: From Basic Science to Informed Consent Wai-Tat Wong, Hong Kong S.A.R.	
D1112	The Impact of Using Interactive Real Case Scenarios with a Live Audience Response System in a Large Classroom Teaching Lian Xia, Singapore	

Short Communications 17 – Seminar Room 1, Level 1, Yong Siew Toh Conservatory of Music – 12.00pm Short Communications 18 – Seminar Room 3, Level 1, Yong Siew Toh Conservatory of Music – 11.15am

SHORT COMMUNICATIONS 17

D1113 Learning Patterns with the Teaching Development of Physical Medicine and Rehabilitation Subject for Learners in the 21st Century Duangnapa Sirisopon, Thailand D1114 Two-Year Experience of Team-Based Learning in Nursing Education in Japan Harumi Gomi, Japan D1115 The Changing Role of the Medical Supervisor Lambert Schuwirth, Australia Anxiety Level of Medical Students Dealing with Objective Structured Clinical Examination (OSCE) D1116 Uswatun Khasanah, Indonesia D1117 Planes of Reference for Orbital Fractures (PROF): Reducing Inter-Observer Variability and Improving Learning Gains Using Peyton's Four-Step Approach Elijah Cai Zhengyang, Singapore D1118 A Brief Evidence-Based Education Intervention for Enhancing Clinical Reasoning Using the Pain and Movement Reasoning Model: Development, Delivery and Feedback Lester Jones, Singapore D1119 Use of Standardised Patients in Medical School Education: A Review of Current Literature 2008-2017 Katherine Nay Yaung, Singapore

D1120	Current State of Practice in Communication Skills Teaching and Assessment in Undergraduate Medical Education Sari Dewi, Australia
D1121	Kindled or Burnt Out? Wellness Amongst Postgraduate Year 1 Doctors Starting Work Faith L Chia, Singapore
D1122	Promoting Patient Safety Skill of Postgrad Medical Student by Using Students' Transformative Theaters Based Wannida Danphithaktrakoon, Thailand
D1123	Trends, Issues, Priorities and Strategies to Identify and Support 21st Century Health Professions Students Needing Additional Curricular Support – A Mixed Method Study in South India Shivasakthy Manivasakan, India
D1124	5X5 Approach Reduces a Bias for 5 Organs or 5 Systems in Diagnostic Reasoning Hisashi Shimozono, Japan
D1125	Telemedicine in a Pharmacy Setting In Singapore Beow Qi Zhao, Singapore
D1126	'Doctor for an Hour' Validation of an Effective Orthopaedic Learning Platform for Medical Students Chee Yu Han, Singapore

Short Communications 19 – Seminar Room 3, Level 1, Yong Siew Toh Conservatory of Music – 12.00pm Short Communications 20 – Seminar Room 4, Level 1, Yong Siew Toh Conservatory of Music – 11.15am

SHORT COMMUNICATIONS 19

D1127	The Development and Implementation of an Integrated Spiraled Clinical Skills Programme Across the Bond University Medical School Curriculum Anne Spooner, Australia	
D1128	Structured Teaching of Geriatric Medicine for Final Year Medical Students in a Student Internship Program in Singapore: Results of a 3-Year Qualitative Self-Assessment Questionnaires on the Competency Levels Before and After Undergoing the Teaching Programme Aditi Jalali, Singapore	
D1129	Effect of Learning Approach and Anxiety in End-of-Block Test Grade in the Medical Faculty of Universitas Swadaya Gunung Jati Tissa Octavira P., Indonesia	
D1130	Focusing the Content – Threshold Concept as a Strategy to Support Education and Learning in the Clinical Workplace Peter Henriksson, Sweden	
D1131	Flipped-Learning in Korean Medical Education: Feasibility and Effectiveness in Practice of Epidemiology Course Sohn Sangho, South Korea	
D1132	Understanding Mentoring Culture Through Thematic Analysis of Learning Culture in Medicine Tay Kuang Teck, Singapore	
D1133	Resident-Led Reflective Learning Practice as an Alternative to Mortality and Morbidity Conferences in Obstetrics and Gynaecology Residency Education Joella Ang, Singapore	

D1134	Ambiguity: What's Your Tolerance? Michelle Lazarus, Australia	
D1135	Different Teaching Activities in the Integrated Curriculum of Clinical Communications Skills: 5-Year Experience Yip Ping-Keung, Taiwan	
D1136	Preparing Liberal Arts and Sciences Students from Yale-NUS College for Entry to Medical School Khoo Hoon Eng, Singapore	
D1137	Study of Rumination Thoughts in Medical Students Duddy Fachrudin, Indonesia	
D1138	Factors Affecting the Medical Board Performance of Students: A Matched Case-Control Study Chiara Marie Dimla, Philippines	
D1139	Recall of Pharmacology Knowledge by Graduates of Some Medical Schools in Saudi Arabia Ali Mustafa, Saudi Arabia	
D1140	Dynamics of the Interprofessional Team: Can Education Address the Current Issues? Sherman Tan, Singapore	

Short Communications 21 – Seminar Room 4, Level 1, Yong Siew Toh Conservatory of Music – 12.00pm Short Communications 22 – Seminar Room 6, Level 1, Yong Siew Toh Conservatory of Music – 11.15am

SHORT COMMUNICATIONS 21

D1141	The Journey of Knowledge for the Multidisciplinary Team with Kahoot Programme Rujapa Pechjaroen, Thailand
D1142	A Study on how Sri Lankan Medical Students and Junior Doctors Deal with Cultural Issues in Doctor Patient Communication Kaumudee Kodikara, Sri Lanka
D1143	Measuring Graduate Competencies & Creation of Personalised Competency Maps Mahalakshmi Venkatesan Natarajan, India
D1144	Effective Way on Improvement of Assessment Items in CUHK Yan Jin, Hong Kong S.A.R.
D1145	A Novel Application of Augmented Reality (AR) for Gamified Health Education to Facilitate Early Detection of Glaucoma, The "Silent Thief of Sight" Rebecca Low, Singapore
D1146	To Assess the Effectiveness of a 6 Months' Structured Cardiac Pacing Training Programme Pearlie Leong, Singapore

D1148	Evaluation of the Student-Engaged Study Skills Course for Facilitating Year 2 Medical Students Through their Transitional Period: A Questionnaire-Based Study Thodsawit Tiyarattanachai, Thailand	
D1149	The Hidden Strengths of Simulation: Developing a Simulation Curriculum That Promotes Resilience, Grit and a Sense Of Purpose Amanda Chichester, USA	
D1150	Extended Length of Study of Neurology Residency Programme at Universitas Indonesia Ni Nengah Ariarini, Indonesia	
D1151	Gamifying Through the Anatomy Museum Ang Eng Tat, Singapore	
D1152	OSCE as a Formative Assessment as Well as a Learning Method in Undergraduate Programme: The Satisfaction from Students and Instructors Ratih Yulistika Utami, Indonesia	
D1153	12 Tips to Enhance the Clinical and Educational Experience of Medical Students in General Practice(GP) Jane Smith, Australia	
D1154	LKCMedicine Students' Perceptions of Preparedness for Practice: Qualitative Interview Findings Lucy Victoria Rosby, Singapore	

Short Communications 23 – Seminar Room 6, Level 1, Yong Siew Toh Conservatory of Music – 12.00pm Short Communications 24 – Seminar Room 8, Level 1, Yong Siew Toh Conservatory of Music – 11.15am

SHORT COMMUNICATIONS 23

D1155	Extended Length of Rotation Time in Neurology Residency Programme at Universitas Indonesia and Associated Factors Fitri Octaviana, Indonesia	
D1156	How Thai Preclinical Medical Students Do Self Learning in Small Group Seminar and Effect on Performances Waravudh Naothavorn, Thailand	
D1157	Career Sample of Different Physicians- Early Clinical Experiential Learning from Medical Students Yu-Ting Huang, Taiwan	
D1158	Developing Korean Geriatric Competencies for Family Practitioners Yonchul Park, South Korea	
D1159	Internet Usage Among Medical Students in Faculty of Medicine and Allied Sciences, Rajarata University of Sri Lanka Mohomed Risly, Sri Lanka	
D1160	Ten Years of Experience, Zero to Success of Medical Education Centre in Rural Areas of Northeastern of Thailand Atiporn Surawongsin, Thailand	
D1161	A Pilot Investigation of the Learning Environment of an Internal Medicine Residency Training Programme Sia Ching-Hui, Singapore	

D1162	Is Neurology Difficult? A Medical Students Experience Survey in Indonesia Dyah Tunjungsari, Indonesia	
D1163	Teaching Medical Professionalism Using Manga Takeshi Kondo, Japan	
D1164	Comparison of the Efficacy of Didactic Teaching and Experiential Learning in Communication Skills Teaching for Medical Students U.G. Apeksha C. Kariyawasam, Sri Lanka	
D1165	Working Together-Learning Together- A Study on Willingness in Interprofessional Education Ganesh Babu, India	
D1166	Qualities of PBL Leader: The Students' Perspective Tayyaba Azhar, Pakistan	
D1167	Utilisation of Digital 'Clickers' System to Teach Cancer Screening to Medical Students Tan Hon Lyn, Singapore	
D1168	Effectiveness of Interactive Teaching Platforms in Enhancing Learning of Human Anatomy - A Pilot Study Satish R Lakshminarasappa, Singapore	

Short Communications 25 – Seminar Room 8, Level 1, Yong Siew Toh Conservatory of Music – 12.00pm Short Communications 26 – Seminar Room 1, Level 1, Yong Siew Toh Conservatory of Music – 9.45am

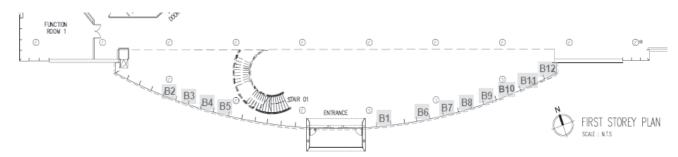
SHORT COMMUNICATIONS 25

D1169 Development of Adolescent Health Module in Undergraduate Medical Education Curriculum: Exploration of Stakeholders' Views Vini Jamarin, Indonesia D1170 A Survey of Cases in Emergency Rooms to Create Educational Scenarios for Developing Cultural Humility Ruri Ashida, Japan D1171 **COPD Interprofessional Learning for the Real World Practice** Chalalai Klaipim, Thailand D1172 Comparison Between the Real and Potential Dropout Rates Among Medical Students at King Saud University, Riyadh, Saudi Arabia Khulud Alanazi, Saudi Arabia D1173 A Novel, Multi-Modality Near Peer Teaching Programme: Integration of Lectures, OSCE and Simulated Ward Rounds with Standardised Patients for Final Year Medical Student Koh Teng Kiat, Singapore D1174 Use of Local Language in Summative Examinations Held in English Medium Medical Education Sarah Chan So Ching, Hong Kong S.A.R. D1175 Utilisation of the Theory of Planned Behaviour to Characterise Medical Students' Sleep Intentions Scott Compton, Singapore

D1176	Teaching Primary Care Approach in a Patient with Multisystem Problems - Beyond the Clinical Diagnosis Rajeev Ramachandran, Singapore	
D1177	Effects of Lifestyle on Learning Motivation in Medical Students in Japan Maki Sato, Japan	
D1178	The Witness to the Power of Narrative Medicine - An Action Research for Adaptive Clinical Learning Experiences by a Final-Year Medical Student Jo Hsin Chao, Taiwan	
D1179	Empowering Non-Geneticist Health Professionals to Initiate Cancer Genetic Counseling and Testing Using a Tailored Education Program Samuel Ow Guan Wei, Singapore	
D1180	What Factors are Critical to Attracting NHS Foundation Doctors into Speciality or Core Training: A Discrete Choice Experiment Kim Walker, United Kingdom	
D1181	Usage of Cognitive Task Analysis on Development of Outcome Based Curriculum Battamir Ulanbayar, Mongolia	
D1182	The Use of Video in Prosection Practical Classes Lap Ki Chan, Hong Kong S.A.R.	

D1183	Reliability Study of an Assessment Tool for Diagnostic Reasoning Using Case Presentations in a Daily Practice Setting Shinya Takeuchi, Japan	
D1184	Item Analysis of Graduates Exit Examinations and Medical Licensing Examination of Graduates in Mongolia Oyungoo Badamdorj, Mongolia	
D1185	Differences Between Professors and Students' Perception About Doctors Working in Other Fields Other Than Physician Sojung Yune, South Korea	
D1186	A Basic Optometry Screening Short Course for Interprofessional Healthcare Providers Rene Botha, South Africa	
D1187	Stress at the First Year Medical Students: Stressors and Coping Methods Based on Students' Perception Ratih Yulistika Utami, Indonesia	
D1188	Modified Essay Question as an Instrument Assessing Improvement of Cognitive Competencies in the Courses of Health and Disease of Adults and Elderly for the 4th Year and 5th Year Medical Students at Prince of Songkla University Pornpen Sangthawan, Thailand	
D1189	Perceptions of Characteristics of Effective Clinical Teachers Among Medical Students and Residents in an Asian Healthcare Setting Shirley Ooi, Singapore	

UCC, Level 1



B1: Association for the Study of Medical Education (ASME)

B2 & B3: Elsevier

B4: IDEAL Consortium

B5: AMEE - An International Association for Medical Education

B6: ProgressIQ

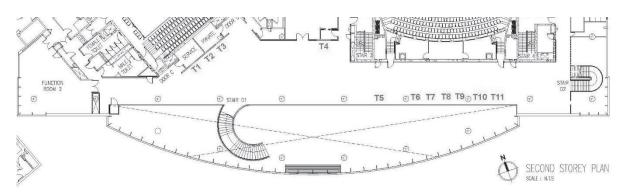
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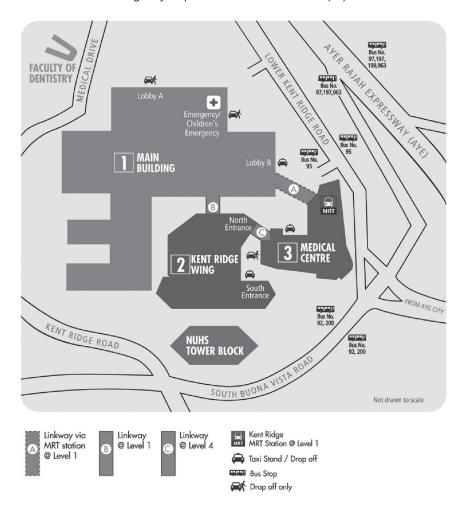
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