

APMEC 2020

ASIA PACIFIC MEDICAL EDUCATION CONFERENCE



NURTURING VALUES FOR EFFECTIVE PRACTICE

TRENDS • ISSUES • PRIORITIES • STRATEGIES

8th (Wed) – 12th (Sun) January 2020
Singapore

CONFERENCE HANDBOOK

Organised By:



Centre for Medical Education
Yong Loo Lin School of Medicine

Participating Partners:



NUSMedCenMED

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Essential Skills in Medical Education - Clinical Teaching (ESME-CT) Course (Session 2)	See also page 86
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Dear Colleagues,

The Organising Committee of APMEC 2020 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) 2020 from 8 to 12 January 2020 in Singapore.

We have specially chosen our theme “Nurturing Values for Effective Practice – Trends • Issues • Priorities • Strategies (TIPS)”. The practice of medicine throughout history has been characterised by dedicated physicians who went beyond their call of duty. These practitioners have been valued by patients, their families and also by the trainees whom they supervised. However, the practice of medicine has seen rapid changes not only to the way we treat diseases but also the way we engage with our patients and their relatives. This has been further complicated with the use of technology such as AI in the delivery of care and treatment. These rapid changes may have contributed to challenges in developing medical professionals with the right attributes to serve the community. The focus of the conference this year is to share and discuss how best to face these challenges and develop ways to mitigate shortcomings in educating and training the next generation of healthcare professionals.

We believe that the APMEC will offer a platform to share our experiences as educators and learn from experts in medical and healthcare professional practice and education the latest ideas, and best practices adopted internationally. This is also an opportunity for participants to discuss innovative ideas and concepts 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 17th year attracting participants, not only from the Asia-Pacific region, but also from around the globe. For our APMEC 2020, we have more than 1,200 medical and healthcare professionals from over 38 countries. As with previous APMECs, we have invited distinguished medical and healthcare professional educators to share their experiences, expertise and wisdom.

On behalf of the Organising Committee, it gives me great pleasure to welcome you to APMEC 2020.

With best wishes,

Dr Dujeepa D Samarasekera

MBBS(Col), MHPE(Maast), FAMS(Sing), FAcadMEd(UK), FAMEE
Chairman, Organising Committee
APMEC 2020

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, 8 January 2020

Full Day: 8.30am – 5.30pm

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

Ronald M Harden, Matthew C E Gwee, Dujeeva D Samarasekera and Tan Chay Hoon

Venue: MD1, MPH 1

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 - 5.30pm)
<p>W1A1: Research Paradigms and Methods: An Interactive and Applied Workshop Across The Methodological Spectrum, from Positivism to Constructivism Craig Webster and Marcus Henning Venue: MD1, MPH 3</p>	<p>W1P1: Evidence-based Principles to Facilitate Deep Learning in Everyday Teaching Encounters Derek Heng Jiun Yi, Shirley Ooi, See Kay Choong and Chong Choon Seng Venue: MD1, MPH 3</p>
<p>W1A2: Use of Technology to Nurture Values for Effective Practice Joshua Jacobs Venue: MD6, #01-01B</p>	<p>W1P2: A Global CPD Curriculum: What are the Essentials? Lisa Sullivan and Shilpa Mudgal Venue: MD6, #03-06</p>
<p>W1A3: Leadership for Inclusivity and Cultural Appropriateness Anurag Saxena and Rani Kanthan Venue: MD6, #03-06</p>	<p>W1P3: Summative Assessment for Postgraduate Training Programme: From Development to Continuous Improvement Hirotaka Onishi, Osamu Nomura and Gominda G Ponnampereuma Venue: MD6, #01-01B</p>
<p>W1A4: Bioethics and Professionalism in Medical Education - Experience from the Asia Pacific Bioethics Education Network Shekhar Kumta, Dominique Martin, Ng Ho Keung and Olivia Ngan Venue: MD6, #03-05</p>	<p>W1P4: Curriculum as Driver - Creating a Strategic Operational Framework for Translating 'Organisational Values into Practice' Mahalakshmi Venkatesan Natarajan and Jagan Mohan Rajaram Venue: MD6, #03-05</p>
<p>W1A5: Educating for Collaboration Beyond IPE: Concepts, Claims, Culture, and System Change Kevin Tan, Tan Choon Kiat Nigel and Jai Rao Venue: MD6, #03-07</p>	<p>W1P5: Translation of Interprofessional Education into Collaborative Clinical Practice Ahmed Alhammedi, Manasik Hassan, Eman Almaslamani, Magda Wagdy and Hatim Abdelrahman Venue: MD11, CRC Symposium Rooms 2 & 3</p>
<p>W1A6: The Medical Humanities as a Tool in Medical Education Ong Eng Koon, Devanand Anantham, Victor Loh Weng Keong, Toh Ying Pin and Vivian Wong Venue: MD11, CRC Symposium Rooms 2 & 3</p>	<p>W1P6: Where Heart and Head Collide: The Notion of Learning Climate for Nurturing Values of Humanistic Physicians Rita Mustika, Diantha Soemantri and Ardi Findyartini Venue: MD6, #03-07</p>

PRE-CONFERENCE WORKSHOPS AND SPECIAL COURSES

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)
<p>W1A7: Contemporary Medical Learning: A Future-Focused Methodology for Outcomes-Driven Active Learning Design Dean Jenkins, Diana Reeks and Leigh van Wyk <i>Venue: MD6, SMART Classroom</i></p>	<p>W1P7: A Roadmap to Improve Gender Equity in International Academic Medicine Sophia Archuleta, Halah Ibrahim and Dora J Stadler <i>Venue: MD6, SMART Classroom</i></p>
<p>W1A8: Team-Based Training For Collaborative Patient-Centred Healthcare Delivery Sabrina Wong Kay Wye, David Ng Wei Liang, Lim Ziliang, Predeebha Kannan and Yeo Loo See <i>Venue: MD1, MPH 2</i></p>	<p>W1P8: Mindfulness for Educators: Self-Care to Prevent Burnout Mabel Yap, Tanya Tierney and Angie Chew <i>Venue: MD1, MPH 2</i></p>
<p>W1A9: Less is More: The Basis, Value and Practicality of Focused Workplace Placement Assessments (WPA) in Busy Disciplines Yip Chee Chew, Clement Woon-Teck Tan, Wong Teck Yee, Foo Fong Yee and Chew Pei Kiang <i>Venue: MD6, #03-04</i></p>	<p>W1P10: Professional Development: Resilience Through Peer Group Reflection Mairi Scott and Susie Schofield <i>Venue: MD6, #03-04</i></p>

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, 9 January 2020

Full Day: 8.30am – 5.30pm	
Essential Skills in Medical Education - Clinical Teaching (ESME-CT) Course (Session 1) Subha Ramani, Trevor Gibbs, James Kwan, Harish Thampy, Mini Singh and Jean E Klig <i>Venue: MD1, MPH 1</i>	
Full Day: 9.00am - 5.00pm	
W2F1: Using SPSS for Data Analysis Chan Yiong Huak <i>Venue: MD1, Computer Lab 1, Level 8</i>	
AM (8.30am – 12.30pm)	PM (1.30pm - 5.30pm)
W2A1: Promoting Value-based Leadership Through Finding Your ‘Why’ and Addressing Unconscious Bias Judy McKimm, Paul Kneath Jones, Kirsty Forrest and Greg Radu <i>Venue: MD6, #01-01B</i>	W2P1: Communication Skills + Presentation Skills = Great Education Lawrence Sherman and Kathy Chappell <i>Venue: MD1, MPH 3</i>
W2A2: Disruptive Behaviour by Healthcare Professionals - Recognising its Impact on Healthcare Workers and Patients, and Establishing an Action Plan Against DB Inthrani Raja Indran and Tan Chay Hoon <i>Venue: MD6, #03-07</i>	W2P2: Ensuring Quality in Education in Low Resource Settings Nakapi Tefuarani, Alec Ekeroma, Pete Ellis, Dujeepta D Samarasekera, Michael Field and David Gordon <i>Venue: MD6, #01-01B</i>
W2A3: Tips and Tricks for Successfully Publishing Scholarly Work in an International Journal on Medical Education Peter GM de Jong and Julie K Hewett <i>Venue: MD6, #01-02</i>	W2P3: Using Social Media to Disseminate Your Scholarly Work Julie K Hewett <i>Venue: MD6, #03-05</i>
W2A4: Professionalism: How to Develop Surveys for Peers and Patients John Norcini <i>Venue: MD1, MPH 2</i>	W2P4: The World Federation for Medical Education (WFME) Recognition Programme for Accrediting Agencies: Purpose, Processes, and Criteria John (Jack) R Boulet and Marta van Zanten <i>Venue: MD6, #03-06</i>
W2A5: WE PASS with A: A Comprehensive Approach for Designing Competency-Based Assessment Gandes Retno Rahayu and Yoyo Suhoyo <i>Venue: MD1, #05-03K</i>	W2P5: Aligning Medical Education and Health Systems Sawsan Abdel-Razig and Hatem Alameri <i>Venue: MD1, MPH 2</i>
W2A6: Flipped Classroom Teaching: Enhancing Experiential Learning From Laboratory Medicine To Clinical Skills Wai-Tat Wong, Kaori Futaba and Mamie Hui <i>Venue: MD6, #03-06</i>	W2P6: How Technology, Applied Storytelling, and Theatre can Humanise Values for Effective Practice Poh-Sun Goh, Ian Mathews and Edmund Chow <i>Venue: MD1, #05-03K</i>
W2A7: Introduction to Mind-Body Medicine Skills to Foster Student and Faculty Well-being Aviad Haramati <i>Venue: MD11, CRC Symposium Rooms 2 & 3</i>	W2P7: Knock Knock Who’s There? Supporting Well-being and Success for All Jo Bishop, Aviad Haramati and Greg Radu <i>Venue: MD11, CRC Symposium Rooms 2 & 3</i>

PRE-CONFERENCE WORKSHOPS AND SPECIAL COURSES

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)
W2A8: Changing Mindsets: Moving Beyond “Business as Usual” Yvonne Steinert <i>Venue: MD1, MPH 3</i>	W2P9: The Road Less Travelled: Programmatic Assessment as Continuous Quality Improvement Eric Holmboe <i>Venue: MD6, #01-02</i>
W2A9: Strategies on How Pre-Clinical Teaching Can Impart Values in Clinical Practice Chiara Marie Dimla, Thilanka Seneviratne, Chen Zhi Xiong and Neil Osheroff <i>Venue: MD6, #03-05</i>	

MAIN CONFERENCE

Time	Basement 2				
	Central Ballroom	West Ballroom 1	West Ballroom 2	West Ballroom 3	Aquarius 1
11.45am - 1.15pm	<p>Symposium 1</p> <p>The Assessment of Non-Cognitive Skills in Medical School Admissions</p> <p>Testing of Personality Domains for Admission into Medical School Lyn Li Lean, Singapore</p> <p>Structured Interviews / Approach to Hiring Based Upon Values-Fit and Non-Cognitive Attributes Anurag Saxena, Canada</p> <p>Multiple Mini-Interview for Postgraduate Medical Admissions Toru Yamada, Japan</p> <p>The Utility of CASPer, A Situational Judgement Test, in Medical School Admissions Anurag Saxena, Canada</p> <p>Undergraduate Medical Programme Admissions - Portfolio Review and Semi-Structured Interviews. Are They Better Than Nothing At All? Declan Gaynor, Bahrain</p> <p><i>Chairperson:</i> Kirsty Forrest, Australia</p>	<p>Symposium 2</p> <p>Readying Healthcare Professionals for a Lifetime of Learning</p> <p>Establishing a Culture of Lifelong Learning in Medical School: Lessons Learned from Medical Schools about Reimagining the Curriculum and Educational Experience Kimberly Lomis, USA</p> <p>Evolving from a Training to a Learning Culture: Experiences with Interprofessional Continuing Education Kathy Chappell, USA</p> <p>Are Healthcare Professionals as Good as They Think They Are? Cultivating Curiosity and Humility among Busy and Sophisticated Learners Graham McMahon, USA</p> <p><i>Chairperson:</i> Graham McMahon, USA</p>	<p>Symposium 3</p> <p>How Medical Sciences Teaching Can Be Used to Impart Values?</p> <p>Using Competencies to Coach The Professional Growth and Development of Pre-Clerkship Health Professional Trainees Neil Osheroff, USA</p> <p>To Be Or Not to Be – Navigating The Windswept Changing of Times Celestial Yap Suen Mei, Singapore</p> <p>Professionalism, Interpersonal Skills and Teamwork - Hidden Curriculum in the Preclinical Phase of the MD Programme at Duke-NUS Medical School Lai Siang Hui, Singapore</p> <p>Cultivating Compassion and Empathy through the Teaching of Physiology Aviad Haramati, USA</p> <p><i>Chairperson:</i> Neil Osheroff, USA</p>	<p>Panel Discussion 1</p> <p>Takeaways from Singapore's EPA Pilot</p> <p>Victor Ong, Singapore Andrew Tan, Singapore Tan Choon Kiat Nigel, Singapore Zhou Wentao, Singapore</p> <p><i>Moderator:</i> Mabel Yap, Singapore</p>	<p>Panel Discussion 2</p> <p>How Technology, Applied Storytelling, and Theatre can Humanise Values for Effective Practice</p> <p>Poh-Sun Goh, Singapore Ian Mathews, Singapore Edmund Chow, Singapore</p> <p><i>Moderator:</i> Malcolm Mahadevan, Singapore</p>

Time	Level 1					Basement 2	
	Aquarius 2	Aquarius 3	Aquarius 4	Gemini 1	Gemini 2	Capricorn	
11.45am - 1.15pm	<p>Free Communication 1</p> <p>Young Scholar 1</p> <p>Beyond Knowledge and Skills: Utilising a Social Theory of Learning to Explain the Diverse Impacts of Continuing Professional Development Louise Allen, Australia</p> <p>A Call for an Advanced Practice Nurse-Specific Residency Programme for Pre-Masters Registered Nurses: A Nationwide Study on Registered Nurses' Perceptions Towards Advanced Practice Nursing Brigitte Woo, Singapore</p> <p>A Systematic Review on Assessment Methods of Medical Ethics for Medical Students and Doctors from 1990-2018 Daniel Zhihao Hong, Singapore</p> <p>A Multidisciplinary Workshop on Neonatal End of Life Care - A Challenging But Rewarding Experience Nicholas Beng Hui Ng, Singapore</p> <p>Nurturing the Motivation of Medical Students in DLSMHSI Towards Supporting the Underprivileged Communities Ma Roxanne Dumlaog, Philippines</p>	<p>Free Communication 2</p> <p>Young Scholar 2</p> <p>Twelve Tips for Student Representatives in an Undergraduate Curriculum Committee Kasidis Phongkhun, Thailand</p> <p>Impact of 'Called-To-See-Patient' Objective Structured Practical Exam (OSPE) in Incoming Post-Graduate Year 1 (PGY-1) Doctors in a Teaching Hospital in Singapore Emmett Tsz Yeung Wong, Singapore</p> <p>The Effects of Practising Empathy on the Personhood of Medical Students – A Scoping Review Yihan Khoo, Singapore</p> <p>Medical Students' Perception of a New, Low-Cost and Low-Fidelity Simulation – Clinical Application of Medical Sciences (GAMS) Introduced into the Curriculum Joey Kiat Ying Tay, Singapore</p> <p>A Systematic Scoping Review and Thematic Analysis of Interprofessional Mentoring in Medicine From 2000 to 2018 Kuang Teck Tay, Singapore</p> <p>Development of a New Scale for Assessing Professionalism Among Medical Students – Professionalism Assessment Tool (PAT-MS) Jin Yang Ho, Singapore</p> <p>The Creation of a Self-Sustaining and Expanding Medical Student Question Bank Andrew Kroger, Australia</p>	<p>Free Communication 3</p> <p>Teaching and Learning</p> <p>Evaluation of Pharmacy Undergraduate Metacognition Using Reflection Writing in an Aging Simulation Workshop Hui Ting Chng, Singapore</p> <p>Visual Fixation and Diagnostic Performance of Undergraduate Dental Students Reading and Interpreting Intra-Oral X-Rays With and Without Formative Feedback Sarah Koh Mun Yee, Singapore</p> <p>A Critical Review of Dual Process Theory in Teaching Clinical Diagnosis Tow Keang Lim, Singapore</p> <p>Exploring the Online Learning Interactions Among Medical Students During a Self-Initiated Enrichment Year Pauline Luk, Hong Kong S.A.R.</p> <p>Innovation and Best Practices: An Evidence-Based Call for Clinical Teachers to Integrate Medical Device Designing Anbarasi K, India</p> <p>Using 3-Phase Video-Assisted Debriefing to Enhance Nursing Students' Learning Experience and Facilitators' Debriefing Practice Following High-Fidelity Simulation: A Mixed Methods Study Hui Zhang, Singapore</p> <p>The Enrichment Year at the University of Hong Kong – An Evaluation of Student Learning Experience Gilberto Leung, Hong Kong S.A.R.</p>	<p>Free Communication 4</p> <p>General Education 1</p> <p>Changing Students' Professional Values: Countering Discrimination Associated with Mental Distress and Promoting Recovery and Respect for Human Rights Pete Ellis, New Zealand</p> <p>'Battlefield', 'Bottom of the Social Safety Net', 'Gatekeepers', 'Bridge of Communication', 'Sports': What Narratives do Emergency Physicians Use to Make Sense of Their Profession Yu-Che Chang, Taiwan</p> <p>Accreditation of Medical Education in China Ana Xie, China</p> <p>Psychiatry Teaching Amongst Medical Undergraduates: Stories that Matter and Mediators of Better Learning Outcome Kang Sim, Singapore</p> <p>We Should Teach Bayesian Thinking as Heuristics Chia Meng Teoh, Singapore</p> <p>Preparation for Medical School Through Clinical Shadowing Experiences: Expectations of Admissions Committee Members Carol Elam, United States of America</p> <p>Evaluation of the Effectiveness of Tips Educational Programme in Medical and Nursing Students Chaoyen Huang, Taiwan</p>	<p>Free Communication 5</p> <p>General Education 2</p> <p>Effectiveness of a Team Building Workshop to Improve Teamlet Functioning in Polyclinics Wei Liang David Ng, Singapore</p> <p>Standardised Patient Trainer Milestone Project on Taiwan Sheng-Po Kao, Taiwan</p> <p>A Novel Approach to the Delivery of Video-Based Education, Continuing Education and Assessment of Health Workers in the Remotest Locations Christopher O'Callaghan, United Kingdom</p> <p>A Scoping Review of Adaptive Expertise in Education Joanne Kua, Singapore</p> <p>Teaching Professionalism to Medical Students – Challenges and Future Directions Nghia Nguyen An, Vietnam</p> <p>The Relationships Between Medical Students' Conceptions of Learning, Strategies to Learning, and Learning Outcomes in Learning Medical Humanities Yen-Yuan Chen, Taiwan</p> <p>Entrustable Professional Activities in Dental Education – The Development of a Conceptual Framework Sivakumar Arunachalam, Malaysia</p>		

MAIN CONFERENCE

Time	Basement 2				Aquarius 1
	Central Ballroom	West Ballroom 1	West Ballroom 2	West Ballroom 3	
11.45am - 1.15pm					
1.15pm - 2.15pm	Lunch (B2)				Feedback with Faculty: Health Professions' Education Leaders' Toolkit: 'Leadership in Threes' (Session 2)
1.30pm - 1.55pm					

MAIN CONFERENCE

Level 1					Basement 2
Aquarius 2	Aquarius 3	Aquarius 4	Gemini 1	Gemini 2	Capricorn
Free Communication 1 Young Scholar 1	Free Communication 2 Young Scholar 2	Free Communication 3 Teaching and Learning	Free Communication 4 General Education 1	Free Communication 5 General Education 2	
An Evaluation of the Changes in Reactions, Attitudes and Perceptions Towards Interprofessional Collaboration Among NUS Nursing and Pharmacy Undergraduates After Their Participation in Interprofessional Education Activities Chi Bu, Singapore	Existing Pedagogies of Multidisciplinary Communication Education for Paediatrics Residents: A Scoping Systematic Review Haziratul Zakirah Binte Ghazali, Singapore	Use Real Case-Based Learning (RCBL) in Teaching Capillary Blood Glucose Measurement for Undergraduate Medical Students Xia Lian, Singapore	High Fidelity Simulation for Teaching Therapeutics: Use of Performance Assessment Scale and Video Play Back in Debriefing Thilanka Seneviratne, Sri Lanka	Using Art of Medicine and Human Life Span Courses to Teach Empathy Among Medical Students Ma. Cristina Zulueta, Philippines	
Otolaryngology Catastrophic Events Simulation Training E' Ching Shih, Singapore	How Many Doctors Should a Country Need? A Study of Doctors Globally Jiayi Weng, Singapore				
A Scoping Review of Mentor Training Programmes in Medicine Between 1990 and 2017 Krish Sheri, Singapore					
Does Order of Postings Affect Year 3 Academic Scores? Weixian Lee, Singapore					
<i>Judges:</i> Tay Sook Muay, Singapore Mono Marlina, Indonesia Hirota Onishi, Japan	<i>Judges:</i> Oh Moh Chay, Singapore Craig Webster, Australia Bettina Liseke, Singapore	<i>Judges:</i> Lambert Schuwirth, Australia Diantha Soemantri, Indonesia Abhilash Balakrishnan, Singapore	<i>Judges:</i> Katharine Boursicot, Singapore Wayne Hodgson, Australia Yip Chee Chew, Singapore	<i>Judges:</i> Trevor Gibbs, UK Rita Mustika, Indonesia Anthony Buzzard, Australia	
					WPAME Meeting (By Invitation) (1.45pm-3.45pm)
Soapbox Session 1 - Association for the Study of Medical Education (1.30pm-1.40pm)	Soapbox Session 3 - Cambridge Assessment Admissions Testing (1.30pm-1.40pm)	Soapbox Session 5 - MedHub (1.30pm-1.40pm)	Soapbox Session 7 - ACGME Global Services (1.30pm-1.40pm)	Soapbox Session 9 - Kyalio (Funique) (1.30pm-1.40pm)	
Soapbox Session 2 - Elsevier (1.45pm-1.55pm)	Soapbox Session 4 - Lectorio Medical Education (1.45pm-1.55pm)	Soapbox Session 6 - Elenia Consortium (1.45pm-1.55pm)	Soapbox Session 8 - www.intedashboard.com (1.45pm-1.55pm)	Soapbox Session 10 - VIP (Virtual Integrated Patient) (1.45pm-1.55pm)	

Time	Basement 2				
	Central Ballroom	West Ballroom 1	West Ballroom 2	West Ballroom 3	Aquarius 1
2.15pm - 3.45pm	<p>Symposium 4</p> <p>Exploring How Emotional Intelligence, Cultural Intelligence and Unconscious Bias Awareness Are Integrated Into Professional Values: From Theory To Action</p> <p>What Do We Mean By Emotional Intelligence, Cultural Intelligence and Unconscious Bias? Judy McKimm, United Kingdom</p> <p>Exploring the Implications of Gender Bias in Medical School Selection and Assessment, and Students' Specialty Choice Harumi Gomi, Japan</p> <p>Emotional Intelligence Testing and Medical School Selection Kirsty Forrest, Australia</p> <p>Developing Students for Multicultural Transitions Vishna Devi V Nadarajah, Malaysia</p> <p>Cross-Cultural Competence in Taiwanese Medical Programmes Henry Yang, Taiwan</p> <p><i>Chairperson: Henry Yang, Taiwan</i></p>	<p>Panel Discussion 3</p> <p>RESPECT – Could This Be The Key to Develop A Rigorous Yet Nurturing Environment for A Value Based Medical Education?</p> <p>Cécile Badoual, France Marion Aw, Singapore Marcus Henning, New Zealand Tan Chay Hoon, Singapore</p> <p><i>Moderator: Marie-Veronique Clement, Singapore</i></p>	<p>Symposium 5</p> <p>Impact of New Technologies in Medical Practice - The Changing Role of the Healthcare Professional Educators</p> <p>Kathy Chappell, USA Ian Curran, Singapore Lawrence Sherman, USA Joshua Jacobs, USA Lambert Schuwirth, Australia</p> <p><i>Chairperson: Lambert Schuwirth, Australia</i></p>	<p>Panel Discussion 4</p> <p>Gathering Evidence on Student Learning</p> <p>Siriwan Suebnukarn, Thailand Kelvin Foong, Singapore Fung Fun Man, Singapore Intekhab Islam, Singapore</p> <p><i>Moderator: Intekhab Islam, Singapore</i></p>	<p>Panel Discussion 5</p> <p>Teaching Core Surgical Procedures - More Than Meets the Eye</p> <p>Alphonsus Chong, Singapore Fareed Kagda, Singapore Clement Woon-Teck Tan, Singapore Amitabha Lahiri, Singapore</p> <p><i>Moderator: Alphonsus Chong, Singapore</i></p>

Time	Level 1					Basement 2
	Aquarius 2	Aquarius 3	Aquarius 4	Gemini 1	Gemini 2	Capricorn
2.15pm - 3.45pm	<p>Free Communication 6</p> <p>Young Scholar 3</p> <p>Teaching and Assessing Communication in the Intensive Care Unit: A Systematic Review Wan Ying Elisha Chia, Singapore</p> <p>Medical Student Reflections: Silent Mentors Teach Students Soft Skills as Well as Human Anatomy Sara Kashkoui Rahmanzadeh, Singapore</p> <p>Redefining the Nursing Physical Assessment: Exploring Perceived Barriers to Practice Among Undergraduate Students Mavis Weiting Tan, Singapore</p> <p>Student Ratings In Clinical Teaching (STRICT): Development of a New Questionnaire Based on a Systematic Meta-Analysis Pin-Hsiang Huang, Australia</p> <p>Improving Simulation Pre-Briefing Through a Near-Peer Role-Modelling Video: An Interventional Study Meng Ying Sim, Singapore</p> <p>Visualisation Ability and Physicality: How They Interplay When Learning Functional Anatomy with 3D Anatomical Models Jieying Lee, Singapore</p> <p>Mentoring Malpractice – What are the Checks and Balances? A Systematic Scoping Review of Mentoring Guidelines in Novice Mentoring in Medicine Clarissa Wei Shuen Cheong, Singapore</p>	<p>Free Communication 7</p> <p>Assessment</p> <p>Understanding the Relationship of the Assessor and Assessee in Undertaking Workplace-Based Assessments in General Practice Emily Kirkpatrick, Australia</p> <p>Workplace-Based Formative Assessment of Clinical Reasoning Skills by Visualising Learners' Clinical Reasoning Process Kazuki Takada, Japan</p> <p>Implementing the Modified Angoff Method of Standard Setting for Graduation Exam 2018 in UMP HCMC - Vietnam Hoa Doan Thi Thu, Vietnam</p> <p>Construct Validity of Script Concordance Testing Scores: A Six Year Follow-Up of Progression of Scores in Senior Medical Students Siu Hong Michael Wan, Australia</p> <p>Examining the Validity of the Rubric for Evaluating Postgraduate Students' Performance Shuhao Wu, Taiwan</p> <p>A Hermeneutic Literature Review of Workplace-Based Assessments in Postgraduate Medical Education Jill Benson, Australia</p>	<p>Free Communication 8</p> <p>Postgraduate Education</p> <p>The Utility of CASPer For Residency Selection Anurag Saxena, Canada</p> <p>Which Factors Predict Success in the Intercollegiate Membership of The Royal College of Surgeons (MRCS)? Jennifer Cleland, United Kingdom</p> <p>Long-Term Effect of a Medical English Course on Communication Abilities of Graduate Medical Students Olga Amengual, Japan</p> <p>Curriculum Mapping in Post Graduate Medical Education Rani Kanthan, Canada</p> <p>Mileage for Pre-test as a Tool for Accelerating Learning for Anaesthesiology Posting Nian Chih Hwang, Singapore</p> <p>Practical Simulation - New Training Method for Anaesthesia Trainees in Vietnam Military Medical University: A Pilot Study Dang Thu Nguyen, Vietnam</p> <p>Developing a Toolkit for Tutors to Promote a Sense of Belonging for Online, Distance and Rural Learners at the Module and Programme Levels Susie Schofield, United Kingdom</p> <p>Nurturing Humanism in Family Medicine Residents: NUH Family Medicine Nursing Home Module Marie Stella P Cruz, Singapore</p>	<p>Free Communication 9</p> <p>Interprofessional Education/ Values</p> <p>Undergraduate Nursing Students' Perception of Empathy Towards Patients: A Qualitative Study Qing Xia, Melissa Chan, Singapore</p> <p>Interprofessional Education in a Simulation Session With Medical Students: Nursing Students' Perspective Siew Tiang Lau, Singapore</p> <p>A Teaching Model of Blended Learning on Social Accountability – Maximise Learning with EADR Model (E-learning, Attachment, Debrief and Reflection) Carmen Wong, Hong Kong S.A.R.</p> <p>Medical Student Perceptions of Online Professionalism and Identification of Areas for Educational Interventions Aileen Patterson, Ireland</p> <p>Learning Professionalism and Ethics in a Large Class Using Team-Based Learning Emmanuel Tan, Singapore</p> <p>Burnout Among Paediatric Trainees in Indonesia: A National Survey Annang Giri Moelyo, Indonesia</p> <p>Development of a Tool for Assessing Pharmacists' Professional Behaviours Huda Dubbai, Australia</p>	<p>Free Communication 10</p> <p>General Education 3</p> <p>Student-Facilitated Mentee Training Programme Wei Qiang Lim, Singapore</p> <p>Online Team-Based Learning ("TBL") for Active and Collaborative Faculty Development Workshops Brian O'dwyer, Singapore</p> <p>Survey on Undergraduates Attitudes Towards Bilingual Teaching of Traditional Chinese Medicine at Peking Union Medical College Yuanlin Piao, China</p> <p>Dental Students' Learning Attitudes and Perceptions of YouTube as a Lecture Video Hosting Platform in a Flipped Classroom in Korea A Ra Cho, South Korea</p> <p>Beyond Academic Excellence in Medicine: The Impact of Ability-Based Emotional Intelligence Testing on Academic and Clinical Performance Cindy Jones, Australia</p> <p>Accreditation's Role in Supporting Student/ Trainee Well-being and a Supportive Learning Environment Theanne Walters, Australia</p> <p>Preparing the Medical Educators of Today for the Medical Schools of Tomorrow Mairi Scott, United Kingdom</p>	<p>WPAME Meeting (By Invitation) (1.45pm-3.45pm)</p>

Time	Basement 2				Aquarius 1
	Central Ballroom	West Ballroom 1	West Ballroom 2	West Ballroom 3	
2.15pm - 3.45pm					
3.45pm - 4.15pm	Teabreak (B2)				
4.15pm - 4.45pm	Plenary 5 Yes We Can: Things Can Only Get Better - Aspiration and Actuality in Medical Education David Gordon, France <i>Chairperson: Pete Ellis, New Zealand</i>	Plenary 6 How to Nurture Values in a Fast-Changing and Evolving Healthcare Landscape Adeeba Kamarulzaman, Malaysia <i>Chairperson: Lau Chak-sing, Hong Kong S.A.R.</i>	Plenary 7 Professional Identity Formation: Early Head Start in Anatomy Wojciech Pawlina, USA <i>Chairperson: Hooi Shing Chuan, Singapore</i>	Plenary 8 Nurturing Values for Effective Practice: Residents as Co-producers Eric Holmboe, USA <i>Chairperson: Shirley Ooi, Singapore</i>	
6.00pm - 8.30pm	Conference Dinner at Faber Peak				

Level 1					Basement 2
Aquarius 2	Aquarius 3	Aquarius 4	Gemini 1	Gemini 2	Capricorn
Free Communication 6 Young Scholar 3	Free Communication 7 Assessment	Free Communication 8 Postgraduate Education	Free Communication 9 Interprofessional Education/Values	Free Communication 10 General Education 3	WPAME Meeting (By Invitation) (1.45pm-3.45pm)
Protecting and Respecting Individual Dignity at End-of-Life (PResIDE) – A Resuscitation Status Discussions Audit, and Barriers to Their Occurrence Norshima Binte Nashi, Singapore Do Faculty Development, Tutorial and Teaching Experiences Influence Teachers' Perspectives on Teaching Approach? A Study on PBL Implementation in FMMU Reghina Kusumawardhani, Indonesia	Exploring Clinical Assessors' Perceptions of the Utility of Direct Observation Using the Mini-CEX and its Implementation Barriers Shao Feng Mok, Singapore Developing an Assessment Tool in Achieving Competencies of Inter-Professional Education Fatikhu Yatuni Asmara, Indonesia		Assessment of Medical Professionalism: Qualitative and Delphi Study Warren Fong, Singapore	Correlation Between Work Attitude and Burn-Out Syndrome Among Paediatric Residency Training at M. Djamil Teaching Hospital Finny Fitry Yani, Indonesia	
<i>Judges:</i> Kevin Tan, Singapore Do-Hwan Kim, South Korea C Rajasoorya, Singapore	<i>Judges:</i> Gominda Ponnamparuma, Sri Lanka Chen Fun Gee, Singapore Danielle Verstegen, The Netherlands	<i>Judges:</i> Yasushi Matsuyama, Japan Indika Karunathilake, Sri Lanka Wayne de Beer, New Zealand	<i>Judges:</i> Tan Choon Kiat Nigel, Singapore Yanika Kowitlawakul, Singapore Jo Bishop, Australia	<i>Judges:</i> Ardi Findyartini, Indonesia Kang Yew-Beng, Malaysia Sophia Archuleta, Singapore	
					Judges' Meeting (By Invitation) (4.00pm-5.00pm)

Day 2: Saturday 11 January 2020

Time	Basement 2				
	Central Ballroom	West Ballroom 1	West Ballroom 2	West Ballroom 3	Aquarius 1
8.15am - 9.45am	Symposium 6 What Values and Whose Values? Define the Values in Healthcare T Thirumoorthy, Singapore Can Values be Taught or Caught in Training? Jeanette Mladenovic, USA Can and Should Values Be Tested? Kirsty Forrest, Australia Are the Values Valued in Healthcare? Annushkha Sharanya Sinnathamby, Singapore Chairperson: Alfred Kow, Singapore	Symposium 7 Voices from Students and Junior Doctors Student-Led Advocacy in Medical Education: Experience from the NUS Medical Society Tseng Fan Shuen, Singapore Nurturing Nurses of Tomorrow Cheryl Chan Jia Wen, Singapore 21st Century Learning for 21st Century Medical Professionals Mathew Chow, Hong Kong S.A.R. A Psychologically Safe Environment for Learning Begins with Kindness Nicholas Ng, Singapore Chairperson: Chen Zhi Xiong, Singapore	Symposium 8 Bioethics in Medical Education in Asia-Pacific Region: Where Are We Now? Cultural Diversity in the Bioethics Curriculum, Views from APBEN Olivia Ngan, Hong Kong S.A.R. Ethics & Morality - A Behaviourist Paradigm Shekhar Kumta, Hong Kong S.A.R. Challenges in Teaching and Assessing Bioethics: The Experience of Singapore Tamra Lysaght, Singapore Ethics in Medical Education: From Consent and Controversy to Critical Reasoning for The Management of Conflict and Uncertainty Dominique Martin, Australia Emerging Needs of Ethics Education in Medical Schools in the Asia-Pacific Region Robert Klitzman, USA Chairperson: Ng Ho Keung, Hong Kong S.A.R.	Symposium 9 Fixing the Leaky Pipeline: Tips to Promote Gender Equity in Academic Medicine The Case of the Leaky Pipeline Sophia Archuleta, Singapore Tips to Promote Gender Equity – Recruitment & Retention Dora J Stadler, Qatar Tips to Promote Gender Equity – Scholarship, Promotion & Leadership Halah Ibrahim, UAE Chairperson: Sophia Archuleta, Singapore	Symposium 10 Social Media in Health Professions Education: 'Winter is Coming' The Impact of Social Media on Health Professions Education Kang Yew Beng, Malaysia Institutional Preparedness for Social Media: Value and Implementation of Policies and Guidelines Vishna Devi V Nadarajah, Malaysia Place of Social Media in Formal Curriculum Ardi Findyartini, Indonesia Contextual and Cultural Perspectives of E-Professionalism Diantha Soemantri, Indonesia Chairperson: Vishna Devi V Nadarajah, Malaysia
	8.30am - 11.30am				
9.45am - 10.15am	Keynote 2 What We Choose to Do is a Measure of Our Values Ronald M Harden, United Kingdom Chairperson: Erle Lim, Singapore				
	10.15am - 10.45am	Teabreak (B2)			

Level 1					Basement 2
Aquarius 2	Aquarius 3	Aquarius 4	Gemini 1	Gemini 2	Capricorn
Short Communication 1 & 2	Short Communication 3 & 4	Short Communication 5 & 6	Short Communication 7 & 8	Short Communication 9 & 10	TAPS Editorial Board Meeting (By Invitation) (8.30am - 9.30am)
SC1 Judge: Michael Wan, Australia SC2 Judge: Tow Keang Lim, Singapore	SC3 Judge: Greg Radu, Canada SC4 Judge: Mahesh Babu Ramamurthy, Singapore	SC5 Judge: Gilberto Leung, Hong Kong SC6 Judge: Tan Kong Bing, Singapore	SC7 Judge: Ma. Cristina Zulueta Philippines SC8 Judge: Sim Kang, Singapore	SC9 Judge: Lei Xuan, China SC10 Judge: Low Seow Ping, Singapore	
QI Forum (By Invitation) (8.30am-11.30am) Leo 1 & 2, Level 1					

Time	Basement 2				
	Central Ballroom	West Ballroom 1	West Ballroom 2	West Ballroom 3	Aquarius 1
10.45am - 12.15pm	<p>Symposium 11 Is Medical Education Too Costly? Role of Doctors in The Western Pacific Region</p> <p>The Costs of Medical Education in Australia: Challenges and Opportunities Wayne Hodgson, Australia</p> <p>Japanese Medical Education, Is It Costly? Konishi Yasuhiko, Japan</p> <p>The Value of Medical Education in the Philippines: Its Cost and Outcomes Alfareta Luisa Reyes, Philippines</p> <p>Cutting The Cost of Medical Education May Do More Harm Than Good David Gordon, France</p> <p><i>Chairperson: Michael Field, Australia</i></p>	<p>Symposium 12 Impact of Assessment and Curricular Design on Values</p> <p>Designing the Curriculum- Making the Invisible Visible Subha Ramani, USA</p> <p>Cultivating Social and Cultural Values in Pre-Clerkship Science Blocks in a US Medical School Neil Osheroff, USA</p> <p>Mapping Value Contexts in Assessment and Curricular Design in India K Anbarasi, India.</p> <p>Assessing Professionalism: Strengths and Challenges Denise Goh, Singapore</p> <p><i>Chairperson: Cindy Jones, Australia</i></p>	<p>Symposium 13 Dead or Living?: How Anatomy Education can Impact Psychosocial Skills of Future Doctors</p> <p>An Ethical Dilemma? How Donor Dissection Influences Medical Students' Perceptions of Ethics Michelle Lazarus, Australia</p> <p>Flipping The Switch: In The Simulated Environment of an Authentic Anatomy Curriculum, Can Reflective Practice Be Used As An Educational Tool to Turn The Millennial Learner Towards The Patient? Wojciech Pawlina, USA</p> <p>The Anatomy of Ambiguity: An Exploration of How Anatomy Education Influences Medical Student Tolerance of Ambiguity (ToA) Georgina Stephens, Australia</p> <p>Learning to Think, Act, and Feel Like a Health Care Professional in The Anatomy Course: Spotlight on Professional Identity Formation Wojciech Pawlina, USA</p> <p><i>Chairperson: Michelle Lazarus, Australia</i></p>	<p>Panel Discussion 6 The Value of Shared Standards for Accredited CPD in a Global Community</p> <p>Graham McMahon, USA Craig Campbell, Canada Lau Chak-sing, Hong Kong S.A.R.</p> <p><i>Moderator: Graham McMahon, USA</i></p>	<p>Symposium 14 Seeking and Receiving Mentorship: How to Foster Successful Mentorship?</p> <p>Inspired to Mentor: Paying It Forward Lalit Kumar Radha Krishna, Singapore</p> <p>Seeking and Finding Mentorship Hee Jia Min, Singapore</p> <p>Contributing to Mentorship's Success: What Should Mentees Do? Elisha Chia Wan Ying, Singapore</p> <p>Meeting Mentorship Challenges: Overcoming Speed Bumps in The Journey Tay Kuang Teck, Singapore</p> <p>Mentorship and Women Ong Chooi Peng, Singapore</p> <p><i>Chairperson: Toh Ying Pin, Singapore</i></p>
12.15pm - 1.15pm	Lunch (B2)			<p>Finding Meaning and Putting Joy Back in Our Work</p>	<p>Feedback with Faculty: Health Professions' Education Leaders' Toolkit: 'Leadership in Threes' (Session 3)</p>

Level 1					Basement 1
Aquarius 2	Aquarius 3	Aquarius 4	Gemini 1	Gemini 2	Capricorn
<p>Short Communication 11 & 12</p> <p><i>SC11 Judge: Mok Shao Feng, Singapore SC12 Judge: Marcus Henning, New Zealand</i></p>	<p>Short Communication 13 & 14</p> <p><i>SC13 Judge: Manasik Hassan, Qatar SC14 Judge: Chen Zhi Xiong, Singapore</i></p>	<p>Short Communication 15 & 16</p> <p><i>SC15 Judge: Predeebha Kannan, Singapore SC16 Judge: Anurag Saxena, Canada</i></p>	<p>Short Communication 17 & 18</p> <p><i>SC17 Judge: Susie Schofield, United Kingdom SC18 Judge: Marie-Veronique Clement, Singapore</i></p>	<p>Short Communication 19 & 20</p> <p><i>SC19 Judge: Rani Kanthan, Canada SC20 Judge: Ashokka Balakrishnan, Singapore</i></p>	<p>APME-Net Business Meeting (By Invitation) (10.45am-11.45am)</p> <p>APBSEA Business Meeting (By Invitation) (12.30pm-2.30pm)</p>

POST-CONFERENCE WORKSHOPS AND SPECIAL COURSES

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

Sunday, 12 January 2020

AM (9.00am – 12.30pm)

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

Ronald M Harden, Matthew C E Gwee, Dujeepea D Samarasekera and Tan Chay Hoon

Venue: MD1, MPH 1

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

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

Venue: MD6, #01-02

Essential Skills in Medical Education - Clinical Teaching (ESME-CT) Course (Session 2)

Subha Ramani, Trevor Gibbs, James Kwan, Harish Thamby, Mini Singh and Jean E Klig

Venue: MD1, MPH 2

W3A1: Use of Virtual Reality Simulation & Complementary Technology to Enhance Medical Competency

Suresh Pillai and Antoine Tesniere

Venue: MD6, #01-01B

AM (8.30am – 12.30pm)

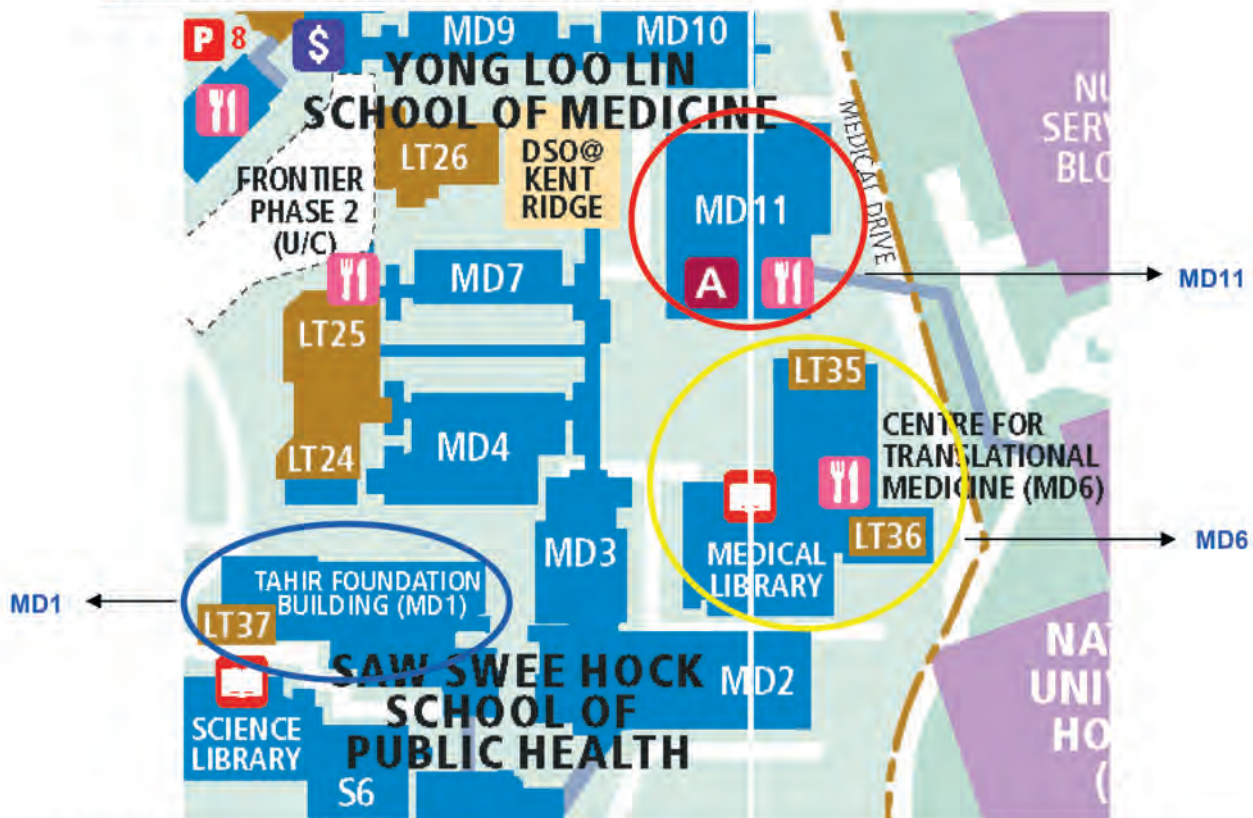
W3A2: Resident Leadership Development: The Use of Self and Conflict Management (By Invitation Only)

Timothy P Brigham

Venue: MD1, MPH 3

VENUE INFORMATION

Pre-Conference and Post-Conference Workshops



8 and 9 January 2020

MD1
Level 3
 Pre-Conference Courses/Workshops
 ESME, W1A1, W1A8, W1P1, W1P8
 ESME-CT, W2A4, W2A8, W2P1, W2P5
Level 5
 Pre-Conference Workshops
 W2A5, W2P6
Level 8
 Pre-Conference Workshop
 W2F1

MD11
Level 1 Foyer
 Registration and collection of conference bag and lanyard
Level 1
 Pre-Conference Workshops
 W1A6, W1P5, W2A7, W2P7

MD6
Level 1
 Pre-Conference Workshops
 HPEL, W1A2, W1P3
 W2A1, W2A3, W2P2, W2P9
Level 3
 Pre-Conference Workshops
 W1A3, W1A4, W1A5, W1A9, W1P2, W1P4, W1P6, W1P10
 W2A2, W2A6, W2A9, W2P3, W2P4
Level 4
 Pre-Conference Workshops
 W1A7, W1P7

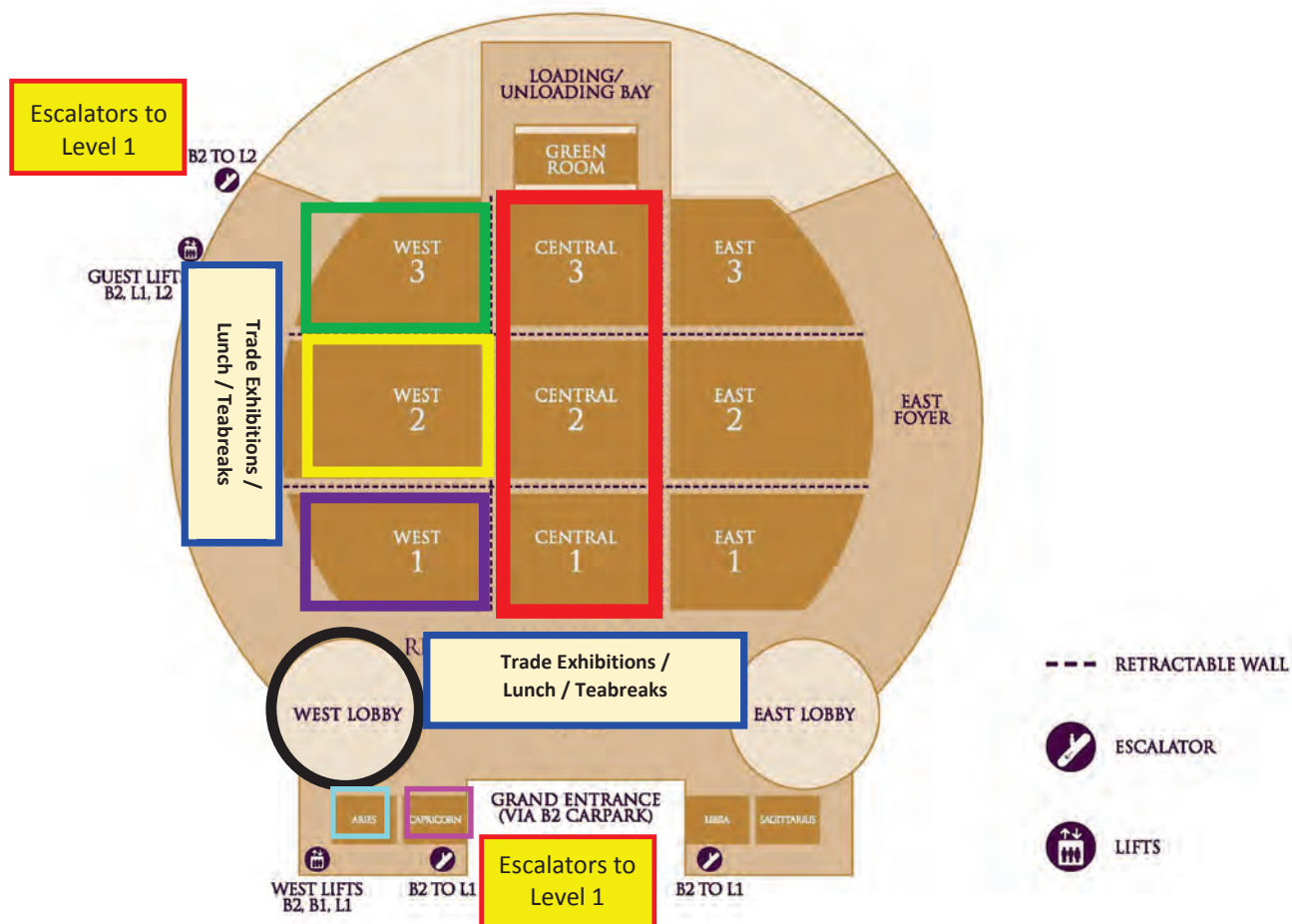
12 January 2020

MD1
Level 3
 Post-Conference Courses
 ESME, ESME-CT, W3A2

MD6
Level 1
 Post-Conference Workshops
 HPEL, W3A1

Main Conference 10 – 11 January 2020

Basement 2



West Ballroom 1
 Plenary 2 and 6
 Symposium 2, 7, 12 and 16
 Panel Discussion 3

West Ballroom 2
 Plenary 3 and 7
 Symposium 3, 5, 8 and 13
 Panel Discussion 7

West Ballroom 3
 Plenary 4 and 8
 Symposium 9 and 17
 Panel Discussion 1, 4 and 6

Aries
 Slides Upload Counter for Presentations at Basement 2
 MoM e-Notification

Central Ballroom
 Opening Ceremony
 Opening and Closing Keynote and Keynote 2
 Plenary 1 and 5
 Symposium 1, 4, 6, 11 and 15

West Lobby
 Registration & Help Desk

Central and West Foyer
 Trade Exhibitions / Lunch / Teabreaks

Capricorn
 By Invitation Only for the Below:
 ASPIRE Board Meeting, WPAME Meeting
 TAPS Editorial Board Meeting
 APME-Net Business Meeting
 APBSEA Business Meeting

Level 1



Aquarius 4
Free Communication 3 and 8
Short Communication 5, 6, 15, 16, 25 and 26

Gemini 1
Free Communication 4 and 9
Short Communication 7, 8, 17, 18, 27 and 28

Gemini 2
Free Communication 5 and 10
Short Communication 9, 10, 19, 20 and 29

Aquarius 3
Free Communication 2 and 7
Short Communication 3, 4, 13, 14, 23 and 24

Leo 1 & 2
QI Forum (By Invitation Only)

Aquarius 2
Free Communication 1 and 6
Short Communication 1, 2, 11, 12, 21 and 22

Aquarius 1
Panel Discussion 2 and 5
Symposium 10, 14 and 18

SU
Slides Upload Counter for Presentations at Level 1

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AMEE – Association for Medical Education in Europe



ECFMG – Educational Commission for Foreign Medical Graduates
FAIMER – Foundation for Advancement of International Medical Education and Research



IAMSE – International Association of Medical Science Educators



WPAME – Western Pacific Association for Medical Education



GAME – Global Alliance for Medical Education



Faculty of Dentistry, National University of Singapore, Singapore



College of Clinician Educators, Academy of Medicine, Singapore



ACGME – Accreditation Council for Graduate Medical Education

KEYNOTE SPEAKERS

Ronald M **Harden**, United Kingdom
 John **Norcini**, USA
 Yvonne **Steinert**, Canada

PLENARY SPEAKERS

David **Gordon**, France
 Eric **Holmboe**, USA
 Adeeba **Kamarulzaman**, Malaysia
 Graham **McMahon**, USA
 Wojciech **Pawlina**, USA
 William W **Pinsky**, USA
 Yayi Suryo **Prabandari**, Indonesia
 Siritwan **Suebunukarn**, Thailand

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 Sawsan **Abdel-Razig**, United Arab Emirates
 Eman A Rahman Senan **Al Maslamani**, Qatar
 Hatem **Alameri**, United Arab Emirates
 Ahmed **Alhammadi**, Qatar
 K **Anbarasi**, India
 Cécile **Badoual**, France
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 Craig **Campbell**, Canada
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 Hirotaka **Onishi**, Japan
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 Yoyo **Suhoyo**, Indonesia
 Lisa **Sullivan**, Australia
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 Harish **Thampy**, United Kingdom
 Marianne Mak-**van der Vossen**, The Netherlands
 Leigh **van Wyk**, United Kingdom
 Marta **van Zanten**, USA
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Ong Eng Koon
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 Shirley **Ooi** Beng Suat

Suresh **Pillai**
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 Annushkha Sharanya **Sinnathamby**
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Tan Chay Hoon
Tan Choon Kiat Nigel
 Clement Woon-Teck **Tan**
 Kevin **Tan**
Tay Kuang Teck
 T **Thirumoorthy**
 Tanya **Tierney**
 Toh Ying Pin
Tseng Fan Shuen
 Anantharaman **Venkataraman**
 Sabrina **Wong** Kay Wye
Wong Teck Yee
 Vivian **Wong**
 Celestial **Yap** Suen Mei
 Mabel **Yap**
Yeo Loo See
Yip Chee Chew
Zhou Wentao

KEYNOTE SPEAKERS



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 & General Secretary and Treasurer of the Association for Medical Education in Europe (AMEE). Professor Harden was formerly

Teaching Dean & 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 co-author of *Essential Skills for a Medical Teacher*, *The Definitive Guide to the OSCE* and *Eight Roles of the Medical Teacher*.

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. He was recently awarded the Gusi Peace Prize for services to medical education at a ceremony in Manila.



John Norcini

President Emeritus, Foundation for Advancement of International Medical Education and Research (FAIMER), USA

John Norcini, PhD is President Emeritus of the Foundation for Advancement of International Medical Education and Research (FAIMER®). Prior to FAIMER, Dr Norcini held a number of positions at the American Board of Internal Medicine. He has more than 200 publications, lectured and taught in more than 45 countries, and is on the editorial boards of several peer-reviewed journals. He is an honorary

Fellow of the Royal College of General Practitioners and the Academy of Medical Educators and has received numerous awards including the Karolinska Prize for Research in Medical Education.



Yvonne Steinert

Professor of Family Medicine and Health Sciences Education, Director, Institute of Health Sciences Education, and 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 and Health Sciences Education, is the Director of the Institute of Health Sciences 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 chairs the AMEE Faculty Development Committee and frequently addresses medical educators in both national and international venues. In addition, she has recently been named to the Order of Canada in recognition of her contributions to the advancement of pedagogical principles, faculty development and new training approaches in Canadian medical education.

PLENARY SPEAKERS



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.



Eric Holmboe
Senior Vice President, Milestones Development and Evaluation, Accreditation Council for Graduate Medical Education (ACGME), USA

Dr. Holmboe is Senior Vice President, Milestones Development and Evaluation at the Accreditation Council for Graduate Medical Education (ACGME). He is also Adjunct Professor of Medicine at Yale University, 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, honorary Fellow of the Royal College of Physicians and Surgeons of Canada, and honorary fellow of 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.



Adeeba Kamarulzaman
Dean, University of Malaya, Malaysia

Professor Kamarulzaman trained as an Infectious Diseases physician in Melbourne Australia and is presently the Dean of the Faculty of Medicine, University of Malaya and an Adjunct Associate Professor at Yale University. She has played a leading role in the response to the HIV epidemic in Malaysia and globally and has been a member of many international HIV committees including as Co-Chair of the WHO Strategic and Technical Advisory Committee on HIV and the UNAIDS Scientific Expert Panel on HIV, and is currently the President-elect of the International AIDS Society. Her achievements have been recognised through several national and international awards including a Doctor of Laws from her alma mater, Monash University for her contributions to medicine and as a health advocate.



Graham McMahon
President and Chief Executive Officer, Accreditation Council for Continuing Medical Education, USA

Graham McMahon, MD, MMSc, is the President and Chief Executive Officer of the Accreditation Council for Continuing Medical Education (ACCME®), and Adjunct Professor of Medicine and Medical Education at Northwestern University. The ACCME assures and advances quality learning for healthcare professionals that drives improvements in patient care. Dr McMahon leads efforts to strengthen the role of accredited CME as a strategic resource to public health initiatives on the national and international level.



Wojciech Pawlina
Professor, Mayo Clinic, USA

Wojciech Pawlina, M.D., is a Professor of Anatomy and Medical Education at Mayo Clinic College of Medicine and Science in Rochester, Minnesota, USA. He teaches gross anatomy, histology, and embryology to undergraduate and medical students, as well as residents and fellows. His research interest in medical education is directed towards strategies of implementing innovative teaching methodologies, teaching professionalism, leadership, teamwork and professional identity formation process in early medical curriculum. He is Editor-in-Chief of the Anatomical Sciences Education.



William W Pinsky
President and Chief Executive Officer, Educational Commission for Foreign Medical Graduates (ECFMG), USA

William W. Pinsky is President and Chief Executive Officer of the Educational Commission for Foreign Medical Graduates (ECFMG) and Board Chair of the Foundation for Advancement of International Medical Education and Research (FAIMER), ECFMG's non-profit foundation. Dr Pinsky graduated from Saint Louis University School of Medicine, and trained at Baylor College of Medicine and at Texas Children's Hospital. He is a Fellow of the American Academy of Paediatrics, the American College of Cardiology, and the American College of Chest Physicians. Dr Pinsky holds an Honorary Professor title from the University of Queensland.



Yayi Suryo Prabandari
Professor, Department of Health Behaviour, Environment and Social Medicine (HBES), Faculty of Medicine, Public Health and Nursing, Universitas Gadjah Mada, Indonesia

Professor Prabandari is the chair of Professional Behaviour Committee and co-chair of the Department of Health Behaviour, Environment and Social Medicine at FM PHN UGM. Prof. Prabandari graduated from Faculty of Psychology and master in clinical psychology at UGM. She finished her PhD in community medicine from the Faculty of Medicine and Health Sciences, Newcastle University, Australia in 2006. Prof. Prabandari has presented papers in several medical education workshops and conferences. She also published medical education and professionalism articles in national and international journals. Prof. Prabandari used to be consultant in medical education and professionalism in several universities in Indonesia.



Siriwan Suebnukarn
Vice Rector, Research and Innovation, Thammasat University, Thailand

Professor Siriwan Suebnukarn serves as Vice Rector for Research and Innovation at Thammasat University, Thailand. Prof. Suebnukarn's combined background in Dentistry and Computer Science gives her a rather unique set of skills to tackle some important outstanding problems in Medical Informatics and Education. Her research work has included intelligent clinical training systems, virtual reality surgical simulation and clinical decision support systems. She developed an Intelligent Virtual Reality Dental Simulator for which she won the prestigious International Federation of Inventor Association's (IFIA) Lady Prize for the Best Women's Invention. Prof. Suebnukarn has over 60 scholarly publications in the fields of Dentistry, Medical Informatics, Intelligent User Interfaces, and User Modelling. She seeks to understand how expert and novice clinicians perform decision-making and provide interventions. She has explored strategies for optimal control and accuracy to carry out the surgical procedure which has, in turn, become a model for development of automated surgical training systems.

INTERNATIONAL FACULTY



Hatim **Abdelrahman**
Senior Consultant Paediatrician, Hamad Medical Corporation, Qatar

Dr Abdelrahman is a Senior Paediatric Gastroenterologist, holding a Master in Medical Education and he is interested in the field of postgraduate medical education together with his clinical commitments. He has special interest in the area of research in medical education. He graduated from Khartoum University, Sudan, got the Arab Board of Paediatrics, MRCP and FRCPCH, UK and the JMHPE.



Sawsan **Abdel-Razig**
Director of Medical Education, Cleveland Clinic Abu Dhabi, United Arab Emirates

Dr Abdel-Razig is a clinician educator with expertise in educational policy development, health systems regulations, and graduate medical education. She received her M.D. from the University of Connecticut, completed her internal medicine training at New York University, and holds a master's in education of health professionals from Johns Hopkins University. She served as the founding internal medicine programme director at Mafraq Hospital, UAE, from 2007-2010. She served as the head of medical education at the Health Authority Abu Dhabi from 2010-2015. She currently serves as a hospitalist and the Director of Medical Education at the Cleveland Clinic Abu Dhabi.



Eman A Rahman Senan **Al Maslamani**
Senior Consultant, Paediatric Infectious Disease, Sidra Medicine, Qatar

Dr Eman A. Rahman Senan Al Maslamani is a Senior Consultant of the Paediatric Infectious Disease at Sidra Medicine. She is an Assistant Professor of Clinical Paediatrics at Weill Cornell Medical College-Qatar and the Programme Director for the Transitional Year Residency Programme and Paediatric Infectious Disease Fellowship Programme. Administratively, she is the chairman of Infection Prevention & Control Committee of Hamad General Hospital, Chairman of the Exam Committee ACGME-I and assistant Programme Director of Paediatric Residency Programme. She also represents Qatar in the Arab Board of Health Specialization (Paediatric). Dr Eman obtained her medical degree from Arabian Gulf University, Bahrain. She had her Paediatric Residency Training and Paediatric Infectious Disease 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. Dr Eman had a role in the establishment and implementation of Antimicrobial Stewardship Programme in Hamad Medical Corporation and Sidra Medicine. She also contributed in the development and implementation of Paediatric Sepsis Programme at Hamad Medical Corporation and Sidra Medicine.



Hatem **Alameri**
Manager of Medical Education and Assessment, Department of Health Abu Dhabi, United Arab Emirates

Dr Hatem Faraj Al Ameri is the Manager of the of Medical Education and Assessment at Department of Health Abu Dhabi, and an Associate Professor of Medicine at the United Arab Emirates University. Through his work at the Department of Health, Dr Al Ameri has overseen the development of multiple regulatory standards in Graduate Medical Education (GME) and he leads the Abu Dhabi Medical Education Strategy 2019-2022. He is a board member of several national medical education and workforce planning taskforce including accreditation, certification and licensing committees. Dr Al Ameri completed his Pulmonary Medicine fellowship training and Internal Medicine residency training in Canada from McGill University in 2002 and 2000 respectively. He has received several academic awards and has authored multiple publications in the field of both clinical medicine and in Medical Education.



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 Columbia 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.



K Anbarasi

Associate Professor & Member Secretary, Department of Dental Education, Faculty of Dental Sciences, Member, Sri Ramachandra Center for Health Profession Education, Sri Ramachandra Institute of Higher Education and Research, Chennai, India

Anbarasi is an accomplished teacher with 13 years of teaching experience in Dentistry and awarded the first PhD in India in Dental Education field for her thesis titled “Competency-based Clinical Dental Education”. She focuses on ensuring the best possible educational outcome of dental students. As taken teaching as her passionate profession, she was awarded “Teaching Excellence award” in 2019 by her institution. Her research interest includes designing innovative curriculum, teaching-learning practices and workplace-based assessments.



Cécile Badoual

Professor, Paris Descartes University, France

Prof Cécile Badoual is Full Professor (PU-PH) at Paris Descartes School of Medicine Paris Descartes Faculty of Medicine. She is the head of the Department of Pathology at the Georges Pompidou European Hospital (HEGP), Assistance Publique-Hôpitaux de Paris (AP-HP) and the director of the tissue biobanking in the HEGP hospital. She is currently Vice Dean (Education) of the Paris Descartes University of Medicine and is mostly involved in the fusion between Paris Descartes and Paris Diderot health universities (Paris University). Her research is mostly focus on head and neck pathology and most specifically about immune microenvironment modification due to HPV infection in squamous cell carcinoma.



Jo Bishop

Associate Dean, Student Affairs Service Quality (SASQ), Bond University, Australia

As the Associate Dean, Student Affairs Service Quality (SASQ), A/Prof Bishop ensures that all students reach their potential and are supported when required. What does support mean to her? It all too often encompasses an array of complexity for the individual and as SASQ they provide a confidential, personalised triage opportunity to ensure students feel safe and listened to. The current stats around mental health are daunting but together we can support our own well-being and those around us to live fulfilled lives.



John (Jack) R Boulet

Vice President, Research and Data Resources, Educational Commission for Foreign Medical Graduates (ECFMG) and the Foundation for Advancement of International Medical Education and Research (FAIMER®), USA

Dr Boulet is Vice President, Research and Data Resources, for both the Educational Commission for Foreign Medical Graduates (ECFMG®) and the Foundation for Advancement of International Medical Education and Research (FAIMER®). Dr Boulet holds a B.Sc. in Mathematics from the University of Western Ontario and both a M.A. and Ph.D. in Education from the University of Ottawa. He is an Adjunct Professor of Medicine at the F. Edward Hebert School of Medicine and a Fellow of the Society for Simulation in Healthcare. He is currently a site visitor for the World Federation for Medical Education (WFME) Accreditation Agency Recognition Programme.



Timothy P Brigham

Chief of Staff and Chief Education and Organisational Development Officer, ACGME, USA

Timothy P. Brigham, MDiv, PhD, is the Chief of Staff and Chief Education and Organisational Development Officer 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.



Craig Campbell

Principal Senior Advisor, Competency-based Continuing Professional Development, Office of Specialty Education, Royal College of Physicians and Surgeons of Canada, Canada

Dr Campbell is a specialist in Internal Medicine, Associate Professor of Medicine, University of Ottawa and Principal Senior Advisor, Competency-based Continuing Professional Development in the Office of Specialty Education, Royal College of Physicians and Surgeons of Canada. Dr Campbell's research interests focus on developing and implementing tools and strategies to promote the use of external data and feedback to enhance competence and performance of individual physicians, groups or health care teams. Dr Campbell is a Fellow of the Society for Academic Continuing Medical Education (SACME) and member of the editorial board for the Journal of Continuing Education in the Health Professions.



Kathy Chappell

Senior Vice President, American Nurses Credentialing Center, USA

Dr Chappell is SVP, Accreditation, Certification, Measurement, and the Institute for Credentialing Research and Quality Management. She is responsible for certification of registered nurses and advanced practice registered nurses; accreditation of organisations that provide continuing nursing education and inter-professional continuing education; and accreditation of residency and fellowship programs for nurses. She directs the Institute for Credentialing Research and the quality management department. She holds a baccalaureate in nursing with distinction, a Master's 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 & Fellow in the National Academies of Practice.



Mathew Chow

General Assistant for the Asia-Pacific International Federation for Medical Students' Associations (IFMSA), Hong Kong S.A.R

Mathew Chow is a third-year medical student studying at the University of Hong Kong. He is currently undertaking an MSc Public Health at the London School of Hygiene and Tropical Medicine. Mathew also serves as the General Assistant for the Asia-Pacific Region for the International Federation for Medical Students' Associations, which is one of the world's oldest and largest student-run organisations representing 1.3 million medical students from across the globe. He strongly believes in a student-centric approach in developing a robust medical curriculum, and the challenge of implementing the "good" medical education in a heterogenous landscape both within and across regions.



Lisa Cover

Senior Vice President for Business Development and Operations, Educational Commission for Foreign Medical Graduates (ECFMG), USA

Lisa Cover is Senior Vice President for Business Development and Operations at ECFMG. Ms. Cover's expertise and experience focus on institutional strategy, new business development and operations management. Before joining ECFMG in 2015, she held a number of leadership roles over more than a decade at The Children's Hospital of Philadelphia (CHOP), including Senior Director of International Medicine and Assistant Vice President of Planning and New Business Development. Prior to her time at CHOP, Ms. Cover held management positions at a number of academic medical centres, including Columbia University in New York and BJC Health System in St. Louis.



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 (LUMC) in The Netherlands. Peter has a Master degree in Medical Technology from Eindhoven University and a PhD in Biophysics/Physiology from Maastricht University. At LUMC he leads a team for the development, implementation and support of learning materials and he provides strategic advice in the field of technology enhanced learning. His scientific research interest is in the field of Blended Learning in medical education, especially the integration of Massive Open Online Courses into regular classroom teaching. 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. Peter is past chair of the AMEE Committee on Technology Enhanced Learning. Since 2007 Peter is involved in the International Association of Medical Science Educators (IAMSE).

He has served the organisation as Board member and Vice President, and as the 2009 Programme Chair and Site Host for the first IAMSE Annual Meeting outside of North America. Since 2010 he holds the position of Editor-in-Chief of Medical Science Educator, the online journal of IAMSE. From that position he also oversees the review process of oral and poster presentation abstracts submitted for the IAMSE Annual Meetings.



Chiara Marie Dimla

Associate Professor, College of Medicine, UERMMMCI, Director for Quality and Patient Services, UERMMMCI, University of the East Ramon Magsaysay Memorial Medical Center (UERMMMCI), Philippines

Associate Professor Dr. Dimla has been teaching Pharmacology and Research Methods for more than ten years in the College of Medicine, UERMMMCI, Philippines. Drawing from her experience as a general paediatrician, she integrates values-formation and tips on patient-doctor relationship when interacting with students. She is currently serving in the Admissions Committee of the College of Medicine. A staunch believer of contextualising quality standards, patient-centred care and evidence-based medicine through proper staff orientation, engagement and empowerment and as Director for Quality and Patient Services in the UERM Memorial Medical Center, she would like to help strengthen collaborations between the administration, academia and the hospital staff to promote both meaningful client care and student experience.



Pete Ellis
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.



Michael Field
Emeritus Professor, University of Sydney, Australia

Michael Field is a retired academic nephrologist. He was formerly the Associate Dean (Curriculum) at the Sydney Medical School, and was active in the reform of medical education in Australia through the introduction of graduate-entry programmes based on PBL and IT infrastructure. He has had a long interest in quality assurance in medical education and was the Chair of the Medical School Accreditation Committee of the Australian Medical Council from 2004-2010. He has been a member of the Advisory Board of AMEWPR/WPAME since 2006, was elected President in 2014, and is now Past President.



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. She completed the 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, the Head of Medical Education Unit and the Coordinator of Medical Education Cluster at Indonesia Medical Education and Research Institute (IMERI) at the Faculty of Medicine Universitas Indonesia. She has been teaching in undergraduate and postgraduate programme in medical education and mentoring students and graduates in conducting research in medical education. With her team, she's been very active in conducting workshops for faculty development in undergraduate and postgraduate medical education in the FMUI and in other institutions in Indonesia for the past 12 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, inter-professional education, faculty development, curriculum development, 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'.



Kaori Futaba

Assistant Professor, The Chinese University of Hong Kong, Hong Kong S.A.R.

Dr Futaba graduated from Medical School at University of Birmingham, United Kingdom. She completed her training in General, Colorectal and Minimally Invasive Surgery in the West Midlands and obtained Master's degree in Clinical Education from the University of Nottingham, UK. Dr Futaba has an interest in medical education and is always looking for new ways to make learning fun for students. She is currently developing new, interactive on-line learning tools for Chinese University of Hong Kong

Medical students in General Surgery, in order to maximise their learning experience during their clinical attachment.



Declan Gaynor

Academic Director of Admissions, Royal College of Surgeons in Ireland Medical University of Bahrain, Bahrain

Dr Gaynor is the Academic Director of Admissions and Senior Lecturer in the Foundation Year at the School of Medicine, RCSI Bahrain. After completing his degree in University College Dublin and PhD at the Royal College of Surgeons in Ireland, he took up a faculty position at the new medical school of RCSI Bahrain in 2004. His research interests include approaches to learning of science subjects,

medical school admissions and physical activity & student well-being.



Trevor Gibbs

Professor of Medical Education at Sun Yat-sen University Medical School, Independent Consultant in Medical Education and Primary Care, Guangzhou, People's Republic of China, President, Association for Medical Education in Europe (AMEE), United Kingdom

An Oncologist and General Practitioner by specialty, Trevor is now President of AMEE and Director of the AMEE Networking Centres in China, Russia and Georgia. He is also Associate Editor of the journals *Medical Teacher* and *MedEdPublish*. He has been responsible for re-designing several medical and

health professional curricula and has been involved with many innovations in Primary Care, in the UK and overseas. His main areas of interest are faculty development (particularly in resource-constrained countries), primary care development, equity and equality in education and the Social Accountability of Health Professional Schools.



Harumi Gomi

Professor, Office of Medical Education, School of Medicine, International University of Health and Welfare, 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.



Dyxon Hansell

Head of School, National University of Samoa, Samoa

Dr Hansell is a consultant surgeon and Head of School of the School of Medicine at the National University of Samoa. He received his undergraduate degree - MBBS from the Fiji School of Medicine in 2002, Masters of Medicine in Surgery - Jan 2013. He worked in New Zealand as a registrar in Christchurch and Lower Hutt as a Pacific Island Fellow before returning to Samoa as a Consultant Surgeon. He has worked in the Pacific as a surgeon providing locum cover in Niue, Vanuatu and the

Cook Islands to name a few. Dr Hansell has a passion for teaching and in 2016 joined the newly formed School of Medicine of the National University of Samoa as a senior lecturer in anatomy and clinical surgery. In between teaching and surgery, he enjoys fishing, hiking, planting yams and drinking kava.



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.



Manasik Kamil Hassan

General Paediatric Consultant, Hamad Medical Corporation (HMC), Qatar

Dr Manasik Hassan is general paediatric consultant 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 includes 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.



Marcus Henning

Associate Professor, University of Auckland, New Zealand

A/Prof Henning is an associate professor and post-graduate academic advisor at the Centre for Medical and Health Sciences Education at the University of Auckland. The Centre provides a suite of post graduate clinical education courses. He has facilitated numerous workshops to clinical teachers in New Zealand in relation to developing pragmatic clinical teaching skills. He is actively engaged in research and his specific interests include: quality of life, the motivation to teach and learn, assessment, organisational behaviour, conflict management, and professional integrity. His background is in psychology, education and mathematics teaching. His PhD was in the area of educational psychology.



Julie K Hewett

Association Manager, International Association of Medical Science Educators (IAMSE), USA

Julie Hewett is a graduate of Rochester Institute of Technology with a Bachelor’s Degree in Entrepreneurial Management. She has over 25 years of office management experience working with small organisations 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. In her role within IAMSE she is also responsible for the social media strategy and outreach. Julie has led numerous workshops and presentations on the topic of the use of social media within Medical Education and Publishing, and for the purpose of professional community building.



Wayne Hodgson

Professor and Deputy Dean, Faculty of Medicine, Nursing & 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.



Mamie Hui

Professor (Clinical), The Chinese University of Hong Kong, Hong Kong S.A.R.

Dr Hui is a Clinical Microbiologist and is involved in undergraduate and postgraduate teaching. Dr Hui believes that a good medical doctor should also be a good teacher. A good teacher explains, demonstrates, and inspires. A good doctor not only possesses the best skills and knowledge, but also understands human suffering and believes in humanity and ethics. She is both a supportive, and a demanding teacher. Dr Hui received the Vice-Chancellor's Exemplary Teaching Award from the Chinese University in Hong Kong in 2016. She is also the recipient of multiple 'Teacher of the Year' awards in the Faculty of Medicine.



Halal Ibrahim

Internal Medicine, Sheikh Khalifa Medical City, United Arab Emirates

Dr Halal Ibrahim has served in many residency programme leadership roles in Abu Dhabi, UAE, including core faculty, Program Director, Designated Institutional Official and Chair of Academic Affairs. She was actively involved in the transition to competency-based medical education and ACGME-I accreditation. Prior to moving to Abu Dhabi in 2008, Dr Ibrahim was a clinician-educator in NYC. She is a graduate of the Mount Sinai School of Medicine and completed her residency training at The New York Hospital-Cornell Medical Center. Her research interests include international GME reform and gender issues in international academic medicine.



Joshua Jacobs

Professor and Chair, Department of Medical Education and Clinical Sciences, Elson S. Floyd College of Medicine, Washington State University, USA

Professor Jacobs is the inaugural Head of the Department of Medical Education and Clinical Sciences at Washington State University (WSU). His department provides the entire programme leading to the MD degree and includes roughly 600 faculty members from multiple disciplines and specialties (physicians (all specialties), scientists, nurses, etc). Medical student teaching is distributed across the state of Washington (pop 7.54M, land mass 184,830 km²) in collaboration with over 75 affiliate clinical sites. Previous positions include Senior Director at the Association of American Medical Colleges (AAMC), Assistant Dean, Education, at the Yong Loo Lin School of Medicine, and others.



Dean Jenkins

Learning Partner, Union Chimique Belge (UCB), United Kingdom

Dean Jenkins is a physician and an innovator in medical education. He is the founder of onexamination.com, the founding editor of BMJ Case Reports, the course director for the launch of University of South Wales's MSc in Medical Education, and a member of GAME. At UCB he is part of the global medical affairs team developing learning strategy, has worked on quality in lifelong learning for EFPIA and iPACME, and is a member of UCB's future thinkers network that advises corporate strategy. He is an enthusiast for social learning, active learning design, and digital habitats.



Paul Kneath Jones

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



Kang Yew Beng

Associate Dean of E-Learning, International Medical University, Malaysia

Kang Yew Beng is currently the International Medical University Associate Dean Technology Enhanced Learning, the Director of Learning Resources and is an Associate Professor in the Department of Pharmaceutical Chemistry. He is interested in synthetic preparative chemistry, He had been involved in catalytic, organometallic, and surfactant chemistry dealing with highly ring-strained molecules.

The past 18 years was spent in education and technology-related areas in enhancing education. Of current interest is how information in the curriculum can be mapped and used to derive data-informed decision making for academic administration.



Rani Kanthan

Professor, Department of Pathology and Laboratory Medicine, University of Saskatchewan, Canada

Dr Rani Kanthan is a consultant Anatomical pathologist, with a focused interest in surgical oncology including breast and gastrointestinal tract in the Department of Pathology and Laboratory Medicine at the University of Saskatchewan. She has published more than 125 peer reviewed manuscripts that are indexed in PubMed/Google scholar and serves as an editorial board member in various journals. She is an active medical educator with a passion for teaching and continues to participate and present at various national and international meetings with more than 140 conference abstract presentations to her credit.



Jean E Klig

Assistant Professor of Emergency Medicine and Paediatrics, Harvard Medical School, USA

Dr. Jean Klig is a Paediatric Emergency Medicine specialist and the Director of Undergraduate Education in the Division of Paediatric Emergency Medicine, Department of Emergency Medicine at the Massachusetts General Hospital. She has been actively involved for years in medical education focused on clinical skills development, and faculty development in clinical teaching. Dr. Klig currently leads the Clinical Skills Coaching Faculty at Harvard Medical School. She is a longstanding faculty member in the Harvard-Macy International Program for Educators in the Health Professions.



Robert Klitzman

Director of the Masters of Bioethics Programme, Columbia University, USA

Robert Klitzman, MD, is a Professor of Psychiatry in the College of Physicians and Surgeons and the Mailman School of Public Health, and the Director of the Masters of Bioethics Programme at Columbia University. He is the author or co-author of over 140 academic articles, and has written 9 books, including *Designing Babies: How Technology Is Changing the Ways We Create Children*, *Am I My Genes?: Confronting Fate and Family Secrets in the Age of Genetic Testing*, *The Ethics Police?: The Struggle to Make Human Research Safe*, and *When Doctors Become Patients*. He has received several awards for his work, including fellowships from the John Simon Guggenheim Foundation and the Russell Sage Foundation, and is a gubernatorial appointee to the Empire State Stem Cell Board and a Distinguished Fellow of the American Psychiatric Association.



Yasuhiko Konishi

Director and Professor, Center for Medical Education, Kyoto University, 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 President-elect of Japan Association for Medical Education from 2020, 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.



Shekhar Kumta

Assistant Dean (Medical Education), Faculty of Medicine, The Chinese University of Hong Kong, Hong Kong S.A.R.

Shekhar Kumta is an orthopaedic surgeon and the Assistant Dean (Medical Education), Faculty of Medicine, the Chinese University of Hong Kong. He is also the Director of the Education Resources at the Faculty. He is a member of the Central Internship Committee that looks after Intern placement, intern training and intern support. He is involved with the supervision of intern education and provide mentorship, counselling and guidance so that interns are able to make the best of their training and in-service opportunity. He also actively engages in delivering workshop and teaching of ethics and professionalism in clinical settings to local medical students/practitioners and international medical educators. He received multiple teaching awards in recognition of his outstanding devotion in the field.



Lau Chak-sing

President, Hong Kong Academy of Medicine, Hong Kong S.A.R.

Professor Lau Chak-sing is President of the Hong Kong Academy of Medicine, having previously served as Vice-President (Education and Examinations). He is Head of Department of Medicine and Chair and Daniel CK Yu Professor in Rheumatology and Clinical Immunology of the Li Ka Shing Faculty of Medicine at The University of Hong Kong. He also serves as Honorary Chief of Service of the Department of Medicine at Queen Mary Hospital. Lau has been at the forefront of undergraduate and postgraduate medical training. Prior to his current positions, he was Associate Dean (Teaching & Learning) of the Li Ka Shing Faculty of Medicine, Chairman of the Examinations Committee and Chairman of the Specialty Board in Rheumatology/Immunology & Allergy of the Hong Kong College of Physicians, and President of the Asia Pacific League of Associations for Rheumatology.



Michelle D Lazarus
Associate Professor, Monash University, Australia

A/Prof Michelle Lazarus is a member of the Monash Centres for Human Anatomy Education (CHAE) and Scholarship in Health Education (MCSHE). She is a Monash Education Academy Fellow and anatomy education discipline lead within the medical curriculum. Her research group explores ways of improving basic science teaching to enhance students' professional identity development and knowledge competency. A/Prof Lazarus also runs a monthly science literacy podcast accessible through www.AskAnatomist.com which focuses on the anatomy underpinning medically interesting topics.



Dominique Martin
Associate Professor of Health Ethics and Professionalism, Deakin University, Australia

Dominique is Associate Professor in Bioethics and Professionalism in the School of Medicine at Deakin University. She studied Medicine and Arts and completed a PhD in Applied Ethics at the University of Melbourne in 2011. Dominique has extensive teaching experience in the areas of health ethics and professionalism at the undergraduate and postgraduate level including in online learning environments. Her current research explores ethical issues in nephrology, organ and tissue donation and transplantation, and a range of professionalism issues relating to healthcare practice.



Judy McKimm
Director of Strategic Educational Development and Professor of Medical Education, Swansea University Medical School, 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).



Jeanette Mladenovic
President, Foundation for Advancement of International Medical Education and Research, FAIMER, USA

Dr. Mladenovic is President, FAIMER. She has spent her 38-year career in various academic administrative roles, most recently serving as Executive Vice-President and Provost at Oregon Health & Science University (OHSU), an academic health centre with five schools, 120 degree-granting programmes, several research institutes, and an integrated health system. During this time, she founded a campus in Thailand in partnership with Mahidol University. An internist and haematologist, she has held leadership roles in several national medical organisations. She also founded The Center for Women in Academic Medicine and Science (CWAMS).



Jagan Mohan Rajaram
Head of Medical Informatics, Sri Balaji Vidyapeeth, India

Dr. Jagan Mohan Rajaram is a Pharmaceutical Physician, Pharmacologist and a Medical Informatician with interests in Medical Education. He was part of India's first competency-based postgraduate medical education programme implemented using EPA-based structured ePortfolios at Sri Balaji Vidyapeeth in 2017. Dr. Jagan Mohan is a proponent of Adaptive Agile methodology for curriculum planning and delivery that adopts agile principles for measurable, outcomes-oriented teaching-learning-assessment processes. He contributes to OpenEHR and consults on implementation planning and support. Dr. Jagan Mohan heads the department of Medical Informatics at Sri Balaji Vidyapeeth, Pondicherry, India.



Rita Mustika

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

Rita Mustika, senior lecturer of medical education Universitas Indonesia, serving as head of medical education collaboration cluster (MECC IMERI-UI). Under her leadership, MECC has piloting the collaboration model. Her other responsibilities include faculty development and professional formation curriculum. She's also involved in national mentoring-coaching programme. Recently, she explores humanistic climate in medical education for her PhD project. The establishment of several new medical schools in Indonesia has been assisted under her coordination as head of partnership unit. She earned medical degree from Gadjah Mada University, master of clinical epidemiology from UI and received training in dermatology at Kobe University.



Vishna Devi V Nadarajah

Pro Vice Chancellor (Education), Professor of 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 obtained her PhD at the University of Cambridge in the field of biochemistry (2000) and 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. Her areas of research in health professions education is in Faculty development, Assessment and Innovative Teaching Learning methods.



Ng Ho Keung

Associate Dean (Education), Faculty of Medicine, The Chinese University of Hong Kong, Hong Kong S.A.R.

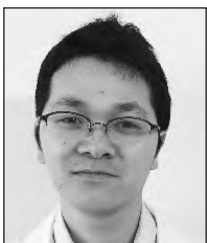
Prof Ng is a medical educationalist with an interest in bioethics. At the Chinese University of Hong Kong, they delivered a comprehensive bioethics course for medical students in conjunction with Columbia University, USA. He is the convenor of the Asia Pacific Bioethics Education Network (APBEN) (<http://www.ome.cuhk.edu.hk/apben/>). He was also the past Chair of the Examination Committee of Hong Kong Medical Council. Prof Ng make his living mostly as a pathologist/neuropathologist and was part of the WHO classification consensus group of 2007 and 2016. Last but not least, he is an Associate Editor of Laboratory Investigation and Neuro-oncology Advances.



Olivia Ngan

Lecturer and Programme Coordinator of Bioethics Curriculum (Pre-clinical), The Chinese University of Hong Kong, Hong Kong S.A.R.

Olivia Ngan is Lecturer, Course Co-coordinator of Bioethics Curriculum (Pre-clinical) and a Fellow at the CUHK Centre for Bioethics at the Chinese University of Hong Kong. She has interdisciplinary training in neuroscience, public health, and bioethics. Her primary work focuses on bioethics curriculum planning and development, as well as ethical issues in emerging technologies. She is co-leading an initiative with students in developing a student-centred newsletter hoping to seed some bioethics interests among the future doctors.



Osamu Nomura

Assistant Professor, Emergency and Disaster Medicine, Core Member, Centre for Medical Education, Hirosaki University, Japan

Osamu Nomura is a paediatric emergency physician/clinician educator in Japan. He works as an assistant professor of Emergency and Disaster Medicine and a core member of Centre for Medical Education at Hirosaki University. He is interested in measuring emotions of medical trainees and completed the Master's degree of Health Professions Education at McGill University in Canada.



Hirotaka Onishi
Lecturer, The University of Tokyo, Japan

Hirotaka Onishi, MD, MHPE, PhD, graduated Nara Medical University in 1992 and was trained as a general internist in Tenri General Hospital and Saga Medical School Hospital. After taking master of health professions education in University of Illinois at Chicago in 2002, I worked for International Medical University in Malaysia for two years and moved to the current work place. My research strengths are clinical reasoning, learner assessment especially psychometric analysis, curriculum development and evaluation, international cooperation for developing countries, etc. In Japan, I am working for family medicine specialist programme.



Neil Osheroff
Professor, Vanderbilt University School of Medicine, USA

Dr. Neil Osheroff is Professor of Biochemistry and Medicine, Vanderbilt University School of Medicine, and currently holds the John G. Coniglio Chair in Biochemistry. He has been a medical school course director since 1990 and co-leads the pre-clerkship phase. He also directs the Academy for Excellence in Education. He is a Past-President of the Association of Biochemistry Educators and currently is the Treasurer of the International Association of Medical Science Educators. Dr. Osheroff has received a number of educational awards and is a fellow of the American Association for the Advancement of Science. He has published >250 papers and has presented >300 scientific and educational talks in 32 different countries.



Gominda G Ponnampereuma
Professor, Department of Medical Education, Faculty of Medicine, University of Colombo, Sri Lanka

Prof. Gominda Ponnampereuma 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. He 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.



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

Greg Radu is Student Affairs Dean 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 Chair of the European Psychiatric Association's Section of Psychotherapy.



Subha Ramani
AMEE Executive Committee Member, Chair AMEE Fellowship Committee; Director of Evaluation and Scholars in Medical Education Pathway, Internal Medicine Residency Programme, Brigham and Women's Hospital; Leader of Research and Scholarship, Harvard Macy Institute; and Associate Professor of Medicine, Harvard Medical School, Boston, MA, USA

Subha Ramani, MBBS, MMed, PhD, FAMEE, a general internist and educationalist, is Associate Professor of Medicine at Harvard Medical School (HMS), and a faculty member in the Department of Medicine at Brigham and Women's Hospital (BWH) in Boston, MA, USA. She completed a Master's in Medical Education at the University of Dundee in 2005 and a PhD in Health Professions Education at Maastricht University in the Netherlands in 2018. The focus of her doctoral research was to explore institutional feedback culture and enhance the learning culture to support feedback aimed at professional growth. She is a seasoned clinical teacher, has led several faculty development initiatives and actively engages in educational scholarship.



Gandes **Retno Rahayu**

Vice Dean for Academic and Student Affairs, Faculty of Medicine, Public Health and Nursing, Universitas Gadjah Mada, Indonesia

Prof Gandes currently serves as the Vice Dean for Academic and Student Affairs at Universitas Gadjah Mada (UGM) Faculty of Medicine in Indonesia. Before her appointment as Vice Dean, she was Head of the Department of Medical Education and Director of the Master Programme in Medical Education. From 2010 until 2016, she was selected to serve as an executive committee member for the LINQED international educational network, based in Belgium. She is also ambassador for the Indonesian region for the Association of Medical Education in Europe (AMEE). After completing her Medical Doctor degree at UGM in 1997, Prof Gandes earned her Master degree in 2001, graduating with distinction from the Centre for Medical Education, University of Dundee, Scotland, UK. She later earned her PhD in Medical Education from the same institution. Prof Gandes began her career in Medical Education as a lecturer and went on to become the head of the Committee of Student Assessment at the UGM Faculty of Medicine. She also served as Chair in the division of Examination Development, National Committee of Competency Examination for Indonesian Medical Students. Prof Gandes is a speaker at hundreds of national seminars, workshops, and conferences. In 2008, she was awarded an Endeavour Executive Fellowship from the Government of Australia. She is a 2013 Fellow of the FAIMER Institute and a member of the editorial board of the Indonesian Journal of Medical Education. She has supervised and served as examiner for numerous Master and PhD theses.



Alfaretta Luisa T **Reyes**

Emeritus Professor and Past Dean, College of Medicine, University of the East Ramon Magsaysay Memorial Medical Center, Inc., Philippines

Dr. Reyes is an Emeritus Professor in Pharmacology from the University of the East Ramon Magsaysay Memorial Medical Center, Inc. where she also earned her medical degree. She served as Chairman of the Department of Pharmacology for 15 years and as Dean of the College of Medicine from 2007 to 2016. She was a visiting fellow in Clinical Pharmacology at Northwestern University Memorial Hospital in Chicago, Illinois and was a Josiah Macy – Harvard Scholar on Programme for Leaders in Medical Education at the Harvard Macy Institute, Harvard Medical School, Boston, Massachusetts. For over the past 25 years she has been involved in reforms in undergraduate and postgraduate internship medical education programme in the Philippines. She was the President of the Association of Philippine Medical Colleges, Inc. and a member of the Commission on Basic Medical Education of the Philippine Accrediting Association of Schools, Colleges and Universities. She has been a speaker on medical education and accreditation, and has written and published articles.

She is currently engaged in quality assurance of the medical education programme offered by Philippine medical schools as an evaluator and accreditor. She is the incumbent Chair of the Technical Committee for Medical Education, Philippine Commission on Higher Education. They conduct monitoring and evaluation visits to medical schools together with the Professional Regulatory Board of Medicine, Professional Regulation Commission to ensure that the basic standards of quality of the medical programme set by the Philippine regulatory authority are met by medical higher education institutions.

She is currently a member of the Advisory Board and the country representative to the Western Pacific Association for Medical Education.



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. His current projects are on leader developmental readiness, leader identity, resilience and well-being.



Susie **Schofield**

Reader (Medical Education), Centre for Medical Education, University of Dundee, Scotland, UK

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 and her PhD at Dundee. 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. She is deputy director of the globally-renowned Masters in Medical Education at Dundee and lead for the PhD programme.



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.



Mairi **Scott**

Director, Centre for Medical Education, University of Dundee, Scotland, UK

Professor Mairi Scott is Professor of General Practice and Medical Education and Associate Dean (International) at the School of Medicine, University of Dundee. She is the Director of the Centre for Medical Education which offers consultancy support and post-graduate development programmes on all aspects educational governance, management and leadership.

In addition, she is the Director of the Kuwait Scotland Health Innovation Network which has, since 2011, supported a transformational change programme in Kuwait through the delivery of a Masters level programme in Diabetes Care, Education and Management. She continues her clinical practice as an Honorary Consultant and General Practitioner with NHS Tayside. In recognition of her significant contribution to the development and promotion of excellence in teaching she was awarded the Chancellor's Medal in 2016. Mairi is also a Founding Fellow of the Faculty of Medical Leadership and Management, former Chair of RCGP Scotland and a former GMC Council member.



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, clinical pharmacology and simulation-based medical education. Conducting simulation-based teaching for undergraduates. Vice president of the Sri Lanka Association of simulation in health care and the social secretary of the Sri Lanka Association of Clinical Pharmacology and Therapeutics. Currently conducting studies in formal introduction of simulation in the teaching of Pharmacology and integrating pharmacology and therapeutics with clinical teaching.



Lawrence **Sherman**

International Development, Association for Medical Education in Europe (AMEE) and Principal, Meducate Global LLC, USA

Lawrence Sherman FACEHP, CHCP holds an International Development position with the Association for Medical Education in Europe. Lawrence is also Principal, Meducate Global, LLC, a US-based organisation involved in the assessment of global healthcare education systems worldwide, faculty development for educators of healthcare professionals, and support of continuing professional development in healthcare worldwide. Lawrence has been involved in medical and interprofessional education, with a concentration in continuing education, for over 25 years, and has authored numerous scholarly publications and delivered hundreds of presentations worldwide on topics related to medical education. Lawrence is active in the continuing education profession worldwide, with key involvement and participation in organisations, societies, and academic institutions globally. Some of the organisations include Asia Pacific Medical Education Conference and Alliance for Continuing Education in the Health Professions. Lawrence is the Social Media Editor for the Journal for Continuing Education in the Health Professions, and is a reviewer for the following journals: Journal of European CME, Medical Teacher and The Asia Pacific Scholar. He often moderates consensus panels and curriculum development meetings and also leads the podium skills training sessions and faculty development workshops. He has also hosted an internet radio show focusing on key topics in medical education that is broadcast on the ReachMD platform.

Lawrence has also been an Educator in Emergency Medicine for the Emergency Medical Institute and Center for Learning and Innovation of the Northwell Health System in Long Island, New York, and has lectured in the Healthcare Communications programme at the Center for Communicating Science at Stony Brook University, also in New York.



Mini **Singh**

Associate Director, Manchester MBChB Programme, University of Manchester, United Kingdom

Dr Mini Singh is a Senior Lecturer and Dermatologist at the University of Manchester. As Principal Fellow of the Higher Education Academy she has a passion for medical education. She is Associate Director for Teaching and Learning for University of Manchester Medical School supporting over 2000 students a year. Dr Singh is responsible for curriculum development strategy, design and implementation across the programme. Her national work includes Chair of the Undergraduate Workstream for the British Association of Dermatology and committee membership of the UK Clinical Reasoning in Medical Education Group (UK CReME). She is regularly invited to deliver talks and workshops in Clinical Reasoning and broader areas of education across the UK and abroad.



Susan **Skochelak**

Group Vice President for Medical Education, American Medical Association, USA

Dr Susan Skochelak serves as the Group Vice President for Medical Education at the American Medical Association (AMA). She leads the AMA's Accelerating Change in Medical Education initiative to align physician training with the changing needs of our health care system. Since 2013, the AMA has awarded more than \$12.5 million dollars to 32 medical schools to transform medical education through bold, rigorously evaluated projects to create the medical school of the future. More information is available at www.changemed.org. She is the lead author on a new textbook, "Health Systems Science", the first on this important topic written for medical and health professions students. In 2015 Dr Skochelak was elected to the National Academy of Medicine.



Diantha **Soemantri**

Senior Lecturer in Medical Education, Faculty of Medicine, 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. Since 2018, she is appointed as the vice director of medical education of the Indonesian Medical Education and Research Institute (IMERI). Her research interests are student assessment, reflection and feedback, interprofessional education and collaborative practice, and professionalism development.



Dora J Stadler

Clinical Assistant Professor of Medicine, Weill Cornell Medicine, Qatar

Dr Stadler is a Clinical Assistant Professor of Medicine at Weill Cornell Medicine in Qatar (WCM-Q) and a staff physician at the US Embassy in Vienna, Austria. She has served as Assistant Dean for Continuing Professional Development and the Medicine Clerkship Co-Director at WCM-Q. Dr Stadler is active in curriculum and simulation programme development on the undergraduate and postgraduate level, and has presented her work at numerous national and international conferences. Dr Stadler received her MD from WCM-Q and completed her residency in the Internal Medicine - Primary Care Track at New York Presbyterian Hospital. Her clinical interests include preventive and travel medicine.



Georgina Stephens

PhD student, Department of Anatomy and Developmental Biology, Monash University, Australia

Georgina C Stephens is a PhD student in the Department of Anatomy and Developmental Biology, Monash University. She completed her MBBS at Monash University in 2011 and worked in hospitals in Australia and New Zealand, before returning to Monash to work as an Assistant Lecturer in the Centre for Human Anatomy Education in 2017. Her PhD research is exploring how Australian medical students experience tolerance of ambiguity.



Yoyo Suhoyo

Department of Medical Education and Bioethics, Faculty of Medicine, Public Health, and Nursing, Universitas Gadjah Mada, Indonesia

Dr Suhoyo graduated as medical doctor on 2005 and Master of Medical Education on 2008 from UGM, Indonesia. On 2018, he finished his PhD in Medical Education in Groningen University, the Netherlands. He was also 2014 Fellow of the FAIMER Institute, USA. In his medical school, he is the chairman of students' assessment committee of medical school, and coordinator of educational development for clerkship programme. In national level, from 2014-2019, he was the chairman of division for examination management in National Committee for Exit Exam of Indonesian Medical Students. His works has been published in national and international journal.



Lisa Sullivan

Past President, Global Alliance for Medical Education (GAME), Australia

Lisa Sullivan is the founder and Managing Director of In Vivo Academy Limited, an Australian registered not-for-profit education charity dedicated to the development and deployment of independent, accredited continuing education across the Australasian region and beyond. Lisa has a Masters from the University of Queensland, Australia, evaluating the effectiveness of online, face-to-face and blended learning in the delivery of CME/CPD to health care professionals, she is accredited by the Royal Australian College of General Practitioners as a provider of Quality Improvement and Continuing Professional Development (QI&CPD), and is a recent past president of the Global Alliance for Medical Education (GAME).



Nakapi Tefuarani

Executive Dean, School of Medicine and Health Sciences, University of Papua New Guinea, Papua New Guinea

Professor Nakapi Tefuarani is currently the Executive Dean, School of Medicine and Health Sciences (SMHS), University of Papua New Guinea (UPNG). He is the Academic Head and Professor of Child Health Discipline, Clinical Sciences Division, SMHS and UPNG. He is an Honorary Paediatric Consultant, Paediatric Cardiologist at Port Moresby General Hospital (PMGH). He is the President of the Medical Society of Papua New Guinea (MSPNG), Chairman of the Medical Board of Papua New Guinea (MBPNG), Member of the PNG Research Science and Technology Council and a Member of the PNG Medical Research and Advisory Council. He has done research and published in the field of infectious diseases and other areas such as malnutrition and congenital heart diseases.

He was awarded the Order of Logohu (OL) in 2010, the Latter Day Saint in 2011, the PNG 30th Independence Anniversary Medal in 2005 and the Queens Silver Jubilee Medal in 2012 for his services to Education and Health to the people of Papua New Guinea.



Antoine Tesniere

Professor of Medicine, Healthcare Advisor for Higher Education and Research Minister, Co-founder and Director of iLumens, France

Antoine Tesniere is a full professor specialized in Anesthesiology and Intensive Care at European Georges Pompidou Hospital, APHP, the most recent hospital group in Paris and Vice President of Université de Paris.

He is the co-founder and director of iLumens, a university-based simulation center at Université de Paris. iLumens is an innovative simulation department that develops new training and research programs using all simulation modalities and virtual environments (serious games) for every healthcare professional. iLumens is expanding internationally through a wide variety of training and research programs.

Antoine is also Advisor for the French Ministry of Higher Education, Research and Innovation and is in charge of leading the Education aspects of the Healthcare reform “MaSanté2022” in France.

He has been Vice dean for Medical Education at Paris Descartes, the largest French medical school and Vice Director of the Doctoral Program « Frontiers in Life Sciences » at the Center for Interdisciplinary Research, University Paris Descartes, one of the most innovative PhD programs based on interdisciplinarity and was trained at University Paris Descartes and Harvard Medical School. He holds an MD, from University Paris Descartes, and a PhD in tumor immunology, from University Paris Sud.



Harish Thampy

GP, Senior Clinical Lecturer and Academic Lead for Assessment, MBChB Programme, Division of Medical Education, School of Medical Sciences, Faculty of Biology Medicine and Health, The University of Manchester, Manchester, United Kingdom

Dr Harish Thampy, PFHEA is a GP and Clinical Senior Lecturer at the University of Manchester Medical School. He is the Academic Lead for Assessment on the MB ChB Programme and leads on the Assessment and Feedback unit on the Manchester postgraduate diploma in Medical and Healthcare Education. He also chairs a UK-wide special interest group in near-peer teaching in primary care. He has particular interests in OSCE assessments and how they can be best designed and delivered to assess learners' clinical reasoning abilities.



Tran Diep Tuan

President, University of Medicine and Pharmacy, 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 Organisation (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. He actively involves in medical education reform in Vietnam.



Marianne Mak-van der Vossen

General practitioner, Medical Educator and Educational Scientist, Faculty of Medicine, Vrije Universiteit Amsterdam, The Netherlands

Marianne Mak is a medical educator and educational scientist at the Faculty of Medicine VU Amsterdam, the Netherlands. She has a background in general practice. Marianne established a longitudinal educational theme 'Professional Behaviour' at her school. Since the evidence on how to remediate unprofessional behaviour among medical students was not yet concrete, she chose to generate such evidence through conducting PhD research. In March 2019, Marianne defended her thesis 'Learning from lapses: How to identify, classify and respond to unprofessional behaviour in medical students', for which she received her PhD with distinction.



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, which 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.



Marta van Zanten

Research Scientist, Foundation for Advancement of International Medical Education and Research (FAIMER), USA

As Research Scientist for FAIMER, Marta van Zanten is involved in various research projects related to international medical graduate issues, including accreditation processes of international medical schools and impact of accreditation on student outcomes. Additionally, Dr van Zanten assists in the advancement of research activities related to the FAIMER goal of better understanding the educational experiences and migration patterns of international physicians and their impact on world health. Dr van Zanten holds a B.A. from the University of Waterloo, Ontario, Canada, and a M.Ed. and a Ph.D. in Health Studies from Temple University in Philadelphia, Pennsylvania.



Jo Varney
Associate Director, Ogilvy Health, United Kingdom

Jo is a medical learning and communications professional with more than 15 years' experience working for agencies in the creative and healthcare industries in London. An ardent believer in lifelong learning, Jo graduated from the University of Oxford in 1995 with a degree in Biological Sciences before going on to obtain a degree in the History of Art, followed by a master's. Jo has experience in designing and delivering evidence-based learning and behaviour-change programmes. Her career to date has encompassed a wide spectrum of healthcare-related work including medical learning, public relations, stakeholder engagement, patient support solutions and corporate communications.



Mahalakshmi Venkatesan Natarajan
Dean, Health Professions Education, Aarupadai Veedu Medical College, Pondicherry, India

Paediatric surgeon by training, administrator by profession and educator by passion describes Prof Venkatesan Natarajan. Her journey into medical education began with assessment - including Introduction of Item Marking, Objectification of Examinations, and critical analysis of performance by doing post validation and sharing evaluation outcomes to all stakeholders. Her special areas of interest include Formative OSCEs as a learning tool and Development of Personalised Competency Maps. She is a Harvard Macy scholar and Course faculty. She has won the prestigious prize for oral presentation at 5th SEARAME conference, Indonesia and the International Bioethicon Conference 2019. A repeat visitor to APMEC, she had conducted a post conference workshop at APMEC 2019 also.



Magda Ahmed Wagdy
Senior Attending Paediatrician, Sidra Medicine Hospital; and Assistant Professor of Clinical Paediatrics, Weill-Cornell Medical College, Qatar

Dr. Magda Wagdy received her medical training at Cairo University–Egypt and she has worked as a senior general paediatrician at Hamad Medical Corporation since 2006 till 2017, then moved to Sidra medicine. 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 author and co-author of different workshops including; communication, and professionalism.



Theanne Walters
Deputy Chief Executive Officer, Australian Medical Council, Australia

Theanne Walters is Deputy Chief Executive Officer of the Australian Medical Council, Australia's accreditation and standards body for medical education and training. Since 1993, she has been responsible for the accreditation of medical programmes, and the AMC's national and international collaborations on standards setting and accreditation. Theanne is a senior adviser for the World Federation for Medical Education, and a founder and member of Australia's Health Professions Accreditation Collaborative Forum. In June 2019, Theanne was made a Member of the Order of Australia, for her services to medical education and accreditation.



Craig Webster
Associate Professor, University of Auckland, New Zealand

Dr Craig Webster is with the Centre for Medical and Health Sciences Education and the Department of Anaesthesiology at the University of Auckland, and has degrees in psychology and a PhD in medical human factors. He has extensive experience in clinical and human factors research projects, including work on the redesign and ergonomic evaluation of medical equipment, compliance with safety initiatives, patient safety and the better understanding of the patient experience. He has taught many workshops on various clinical education topics to postgraduate and healthcare audiences, and has a particular interest in the methodology of study design.



Wai-Tat Wong

Clinical Professional Consultant, The Chinese University of Hong Kong, Hong Kong S.A.R

Dr. Wai-Tat Wong is a specialist in internal medicine and critical care medicine. He is now working in the Department of Anaesthesia and Intensive Care, the Chinese University of Hong Kong (CUHK). Dr. Wong is responsible for undergraduate teaching in acute care, anaesthesia, communication skills, professionalism and medical ethics in the Faculty of Medicine, CUHK. Most of his courses are in flipped classroom format combining pre-class e-learning and face to face teaching. One step further

he has been flipping classes in other specialties in clinical medicine in the past two years. He is also teaching post-graduate intensive care courses.



Toru Yamada

Senior Lecturer, Department of Family Medicine, Tokyo Medical and Dental University, Japan

Toru Yamada M.D., Ph.D. graduated from Toyama University school of medicine in 2003 and Nagoya University Graduate School of Medicine in 2019. He trained at department of internal medicine and gastroenterology in Iizuka hospital. He worked as a programme director of internal medicine and gastroenterology from 2010 to 2013 in Iizuka hospital and from 2013 to 2019 in Tokyo-bay Urayasu Ichikawa Medical centre. Then he moved to current work place. His research area is interview method,

resident selection and simulation training.



Jen-Hung (Henry) Yang

Chief Director and Chair Professor of Medical Education Centre, Changhua Christian Hospital (CCH), Professor of Department of Dermatology, Chung Shan Medical University (CSMU), Taiwan

Dr. Jen-Hung Yang graduated from National Yang-Ming University (NYU) School of Medicine (MD) in 1985 and Institute of Clinical Medicine (PhD) of NYU in 1994. He completed his dermatology residency training at Veterans General Hospital Taipei (1985-1991). He was the Chairman of Department of Dermatology at China Medical University and Hospital in Taichung, Taiwan (1991-1995). Then he served

as Director of Centre for Faculty Development (2006-2009), Vice-Director of School of Medicine (2006-2008), and Director of School of Medicine (2009-2010), and the Dean of College of Medicine of Chung Shan Medical University (CSMU), and the vice-Superintendent of CSMU Hospital (2010-2011). Subsequently, he was invited as the Dean of Tzu Chi University College of Medicine for 8 years (2011-2019), and as the vice-Superintendent of Tzu Chi General Hospital in Hualien Taiwan (2011-13). Therefore, he is a senior consultant dermatologist, and has extensive experiences in medical education in aspects of curriculum innovation, medical professionalism, identity formation, faculty development, and medical programme accreditation. He has been recruited as the Member of Taiwan Medical Accreditation Council (TMAC) since 2012 and the senior Member of Joint Commission of Taiwan (TJC) since 2010.

He is currently the Chief Education Director of Changhua Christian Hospital (CCH), one of the leading medical centre of central Taiwan (2019). His research interests are focused mainly on medical education in the areas of curriculum design, work-based assessments (mini-CEX, OSCE, EPA/Milestone), faculty development, professionalism and humanities. In addition, his research interests on dermatological science are to investigate the effects of mitochondrial mutations on human skin aging, and to study the inflammatory mechanism of α -hydroxy acids (AHAs) and other herbal-derived compounds on human skin cells. He has published more than 100 peer-reviewed journal articles in areas of dermatological science and medical education.

LOCAL FACULTY**Devanand Anantham**

Director of Medical Humanities, Singhealth Duke-NUS Lung Centre, Singapore

Dr Devanand is the head of the Singhealth Duke-NUS Lung Centre and director of interventional pulmonology at Singapore General Hospital. He was trained in therapeutic bronchoscopy at Thoraxklinik, Heidelberg University and in pleural diseases at Beth Israel Deaconess Hospital, Harvard Medical School. His research interests include the utility of navigational bronchoscopy, management of lung nodules and diagnostic innovations in pleural disease. His other interests include medical ethics and humanities. He is currently serving as the deputy head of the Singapore Medical Association Centre of Medical Ethics and Professionalism, director of the SingHealth Medicine ACP Office of Medical Humanities, and Associate Programme Director of the SingHealth Internal Medicine Residency.

**Emily Ang**

Head, Alice Lee Centre for Nursing Studies (ALCNS), Yong Loo Lin School of Medicine, National University of Singapore, National University Health System, Singapore

Emily is the Professor and Head of Alice Lee Centre for Nursing Studies (ALCNS), Yong Loo Lin School of Medicine, National University of Singapore. As Head of Department, Emily has transformed ALCNS from an unstable department to one we can be extremely proud of. Dr Emily Ang is the Deputy Director at the National University Cancer Institute Singapore (NCIS), National University Health System. She collaborates with the multi-disciplinary team and plays a lead role in coordinating the development of Psychosocial Oncology. She is internationally recognised for her work in evidence-based practice. She received several national awards including the President Nurse Award.

**Sophia Archuleta**

Head & Senior Consultant, Division of Infectious Diseases, University Medicine Cluster, National University Hospital, National University Health System, Singapore

Dr Sophia Archuleta is an associate professor and clinician educator in the Department of Medicine, Yong Loo Lin School of Medicine of the National University of Singapore, and Head of the Division of Infectious Diseases at the National University Hospital. She received her Bachelor of Science from Yale University in 1994 and her M.D. from Albert Einstein College of Medicine in 1998. She completed her internal medicine and infectious disease training at Mount Sinai Medical Center in New York and is board certified in both specialties. In 2003, she joined the faculty at Weill Medical College of Cornell University where her educational activities focused on fellow supervision and teaching basic clinical skills. Dr Archuleta joined the Division of Infectious Diseases of Singapore's National University Hospital in 2008 and has since served in various educational leadership roles and national committees. She is currently serving as Vice Chair of the ACGME-International Medicine-based Review Committee.

**Marion Aw**

Associate Professor, Department of Paediatrics, Yong Loo Lin School of Medicine, National University of Singapore, Singapore

Dr Aw is an Associate Professor in the Department of Paediatrics, Yong Loo Lin School of Medicine (NUS Medicine), National University of Singapore and a Consultant Paediatrician in the Department of Paediatrics, National University Hospital (NUH). Her area of clinical expertise is in paediatric gastrointestinal disease, hepatology and liver transplantation. She is a member of the National Liver Transplant Programme. After completing paediatric training in Singapore, she spent 2 years with the Paediatric Liver Unit at King's College Hospital, London, United Kingdom. Her MD thesis (University of London) is based on clinical and research work done whilst she was there. Her interest in feeding difficulties in children led her to start the Feeding and Nutrition Multi-disciplinary clinic at NUHkids in 2012. Dr Aw is actively involved in both undergraduate and postgraduate medical education. She has served on the Assessment Committee, YLL SoM, and was Chair of the Final MBBS OSCE committee for a number of years. She is currently an Assistant Dean (Education) for the Medical School, as well as the Education Director at NUH, overseeing all pre-employment placements and training (medical, nursing, allied health). She currently serves on the Graduate Medical Education Committee as Chair of the Physician Health and Resilience Subcommittee.



Cheryl **Chan** Jia Wen

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

Having been through three years of studies at NUS Alice Lee Centre for Nursing Studies, Cheryl has experienced first-hand the challenges faced by young students who have chosen to take on this path at varying stages in this journey. Given the different learning environment that current students are placed in, learners' expectations and learning styles have changed drastically. She will be sharing her perspective on her learning experience, the gaps between theoretical knowledge and clinical experience, and how educators can come in to address the changing needs of nursing students.



Chan Yiong Huak

Advisor, 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 University of Newcastle, Australia and is currently the advisor of the Biostatistics Unit in the Yong Loo Lin School of Medicine. He is actively involved in conducting research and statistical courses to help researchers in their aims of publication and to enhance their understanding of reading published articles. He serves as the Specialty (Biostatistics) editor for the Singapore Medical Journal.



Chen Zhi Xiong

Senior Lecturer and Integration Lead Educator, Yong Loo Lin School of Medicine, National University of Singapore, National University Health System and Assistant Dean of Students, Office of Student Affairs, National University of Singapore, Singapore

Dr. Chen Zhi Xiong is the Deputy Education Director (Health Professions) and Principal Investigator of the Neurodevelopment and Cancer Laboratory at the Department of Physiology, and an Associate at the Centre for Medical Education. He is also Chairperson of the Asia-Pacific Biomedical Science Educators Association (APBSEA), Joint Scientist at KK Women's and Children's Hospital and an Affiliate Member of the National University Cancer Institute, Singapore. In addition, he is a Resident Fellow of King Edward VII Hall where he lives among students including those from health professions 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 health professions education, medical education technology and faculty development.



Angie **Chew**

Chief Executive Officer, Mindfulness Principal, Brahm Centre, Singapore

Adj. A/Prof Angie Chew is the principal mindfulness teacher at Brahm Centre, a charity dedicated to promoting happier and healthier living. She is a qualified Mindfulness Based Stress Reduction teacher who has conducted mindfulness courses and workshops for more than 10,000 people. The corporate clients include Institute of Mental Health, Singhealth, Tan Tock Seng Hospital, Agency for Integrated Care, Goldman Sachs, DBS Bank and GIC. She teaches mindfulness in the course "An Undefeated Mind" offered at the National University of Singapore. She is also a certified teacher for dot.b and paws-b courses for children. Prior to this new career, she held senior positions in Singapore Airlines, Visa International and Accenture.



Chew Pei Kiang
Senior Nurse Educator, Khoo Teck Puat Hospital, Singapore

Pei Kiang was an Endocrine Nurse specialised in Children and Adolescent Diabetes before she joined Alexandra Health in year 2003. She came on board as a Nursing Officer in the Health-For-Life Clinic and assisted in the management of Preventive Healthcare. In year 2006, she embarked on the teaching journey with passion, and through engaging training activities using elements of art and science nurses will be able to deploy knowledge and skills to deliver a high level of comfort and safe care for patients.

Asides her role as a Senior Nurse Educator, she was appointed as the Clinical Educator Lead for Nursing in planning training and create innovative curriculum for pre-registered nurses when the Education Development Office was officially commissioned in year 2013. Since 2014, she has shown great interest in nursing research work and had guided a group of junior nurses embarking on research projects focusing on student nurses' perception on their learning in the clinical environment and student nurses' perception on feedback provided to them in the clinical area, etc. She was reappointed in 2017 as teaching faculty by National Healthcare College involving teaching and curriculum review in Clinical Instructor course. She serves in Singapore Nursing Board and Singapore Resuscitation and First Aid Council as an active member in curriculum development and audit activities.



Chia Wan Ying Elisha
Medical Student, Yong Loo Lin School of Medicine, National University of Singapore, Singapore

Chia Wan Ying, Elisha is a final year medical student at Yong Loo Lin School of Medicine, Singapore. Since 2017, she has been involved in an undergraduate research mentoring programme helmed by A/ Prof Lalit Krishna and Dr Toh Ying Pin. Research projects that she has undertaken include topics on mentoring culture, how to implement effective mentoring programs, communication, and professionalism. Aside from being a mentee herself, she is currently guiding other students in the

programme as a near-peer mentor.



Alphonsus Chong
Associate Professor, Department of Orthopaedic Surgery, National University of Singapore, and Head, Department of Hand and Reconstructive Microsurgery, National University Hospital, National University Health System, Singapore

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 post-graduate 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. Dr Chong has also just been appointed as Assistant Dean (Enterprise) at the NUS Yong Loo Lin School of Medicine with effect from 1 November 2019.



Edmund Chow

Programme Leader, MA Arts Pedagogy and Practice, LASALLE College of the Arts, Singapore

Dr Edmund Chow is an applied theatre practitioner who was instrumental in establishing Prison Theatre at Kaki Bukit Centre in Singapore, volunteered in arts rehabilitation programmes in New York, worked in psychiatric hospitals, and managed a national radio drama in Afghanistan for women's empowerment. He received his M.A. from New York University and a Ph.D from the University of Manchester. He completed his Postdoctoral Research Fellowship at INSEAD where he used storytelling for leadership training in MBA. Dr Chow has been featured on TV, newspapers and radio. A prolific scholar, he now heads MA Arts Pedagogy and Practice at LASALLE.



Ian 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 post graduate 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 made 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.



M Kamala Devi

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

Associate Professor M Kamala Devi has extensive experience as a registered nurse, trained oncology clinician and nursing educator. She obtained her basic nursing education and post-basic Oncology training in Singapore and completed her Bachelor of Health Sciences (Nursing) with University of Sydney in 1996. Kamala obtained a post-graduate Diploma in Higher Education, holds a Master of Science degree in Advanced Practice (Cancer Care) and completed her PhD with National University of Singapore.

Kamala Devi has over 20 years of teaching experience in nursing. She is actively involved in both undergraduate and post-graduate nursing programmes offered by Alice Lee Centre for Nursing Studies. Her research involvement lies in guiding and supervision of Honours students research projects as well as her own interest in educational pedagogy, ethics and professionalism, women's health and quality of life, cancer and palliative care and psychosocial issues. Since 2018, as the Director of Education (Continuing Education and Training) (CET), Kamala Devi has been playing a significant role in the development and offer of CET programmes in the endeavour to support life-long learning.

Kamala Devi is a reviewer in local, regional and international journals. She also holds the position as the Editor-in Chief of the Singapore Nursing Journal and is a Board Director of the Singapore Nurses Association. As a member in the Education Committee of the Singapore Nursing Board, she is actively involved in the accreditation of nursing programmes offered in Singapore as well as the accreditation of clinical areas that support students' clinical learning.



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 Kangang 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.



Kelvin Foong

Associate Professor, Faculty of Dentistry, National University of Singapore, National University Health System, Singapore

Assoc Prof Kelvin Foong is the Discipline Director of Orthodontics and Paediatric Dentistry at the Faculty of Dentistry, NUS. He is also the Director of the Orthodontics Residency Programme and is a Fellow of the NUS Teaching Academy. His educational research interests focus on understanding (i) the novice to expert progression in learning and (ii) how technology contributes to this progression.



Fung Fun Man

Assistant Director (Education), National University of Singapore, Singapore

Fun Man graduated from NUS and Technical University of Munich. He is a recipient of the YSEALI Fellowship in 2019. Fun Man is passionate about making an impact on youth around the world through education and mentorship. He is a beneficiary of inspiring mentors who have helped him along the way in his academic and professional career. He sees himself as a global citizen in today's increasingly connected world and aspires to be a champion for education and youth empowerment. He was conferred important education accolades in 2018, including the D2L Innovation Award in Teaching and Learning (T&L) by the Canada Society of T&L.



Goh Li Meng, Denise

Senior Consultant, National University Hospital, Associate Professor, National University of Singapore, Singapore

Associate Professor Denise Goh is a paediatrician who is a teacher, module leader as well as the chair of the Faculty Assessment committee at the National University of Singapore. She is the co-editor of the textbook Paediatric Differential Diagnosis – Top 50 problems. When she is not teaching, she practises as a senior consultant who provides dedicated and holistic care to children and adults with, or at risk of, genetic disorders. She is involved in committees that help patients who are in need of financial assistance. She also provides genetic expertise to other organisations such as the Ministry of Health.



Poh-Sun Goh

Associate Professor, Department of Diagnostic Radiology, Yong Loo Lin School of Medicine, National University of Singapore, Senior Consultant, Department of Diagnostic Radiology, National University Hospital and Associate Member, Centre for Medical Education, Yong Loo Lin School of Medicine, 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 cumulative 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. He focuses his efforts on the challenge of transfer to practice, in the widest possible settings, through use of reusable comprehensive digital content, iterative low cost proof of concept implementation combined with collaborations and partnerships to scale, all anchored on a solid foundation of theory and evidence. More here <https://medicaleducationlearning.blogspot.com/2017/09/sotl-in-meded.html>



Matthew C E **Gwee**

Emeritus Professor 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 an Emeritus Professor 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 as well as 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 a 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**.

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/panellist 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 **Association for Medical Education in Asia**, and also as a Member of the **Board of Directors** of the **International Association 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.”*).



Hee Jia Min

House Officer, Ng Teng Fong General Hospital, Singapore

Jia Min graduated from NUS Yong Loo Lin School of Medicine in 2019 and is now a House Officer. She has a deep interest in medical education and is passionate about mentoring to nurture medical students. She has engaged in education research on the topic and is continuing to explore the subject under the guidance of her mentors.



Derek **Heng** Jiun Yi

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

Derek is an Emergency Physician with a passion for teaching, which led him to many teaching engagements with nurses, students, doctors and other allied healthcare staff. He currently serves as the Undergraduate Education Director in NUH Emergency Medicine Department and in various Emergency Medicine postgraduate examination committees.



Intekhab Islam

Senior Lecturer, National University of Singapore, Consultant, National University Hospital, Singapore

Dr Intekhab Islam is a Senior Lecturer in the Dept. of Oral and Maxillofacial Surgery, Faculty of Dentistry NUS. He is also a Consultant Oral and Maxillofacial Surgeon at NUH. He graduated with B.D.S. from India in 2001. He pursued specialty training in Oral and Maxillofacial surgery from NUS in 2008. He went on to complete a PhD in Bone Tissue Engineering from NUS in 2017. Dr. Intekhab has been the recipient of the NUS Annual Teaching excellence award in 2016 and has won the award numerous

times at the Faculty Level in Dentistry. His research interests include using Virtual and Augmented reality for Simulation Training and for Undergraduate Dental Education.



Fareed Kagda

Head, Department of Orthopaedics, Ng Teng Fong General Hospital, Singapore

Adj A/Prof Fareed graduated from NUS in 1995, completed his orthopaedic training in 2002. Further subspecialty clinical fellowship training was obtained in Leeds, UK; in Hannover, Germany and in Lucerne, Switzerland. Surgery for complex injuries and fractures including multiply injured patients is his major area of interest. He performs reconstruction surgery for infections, non-union, malunion of the bone, as well as limb lengthening. Additionally, he practices general adult orthopaedics which includes joint replacements and knee arthroscopic surgery. One of Fareed's passions is teaching and training as exemplified by his teaching awards. He currently holds/has held various leadership positions in postgraduate orthopaedic training. This includes the Residency Advisory Committee (RAC) for orthopaedics, the Staff Registrar Scheme (SRS) Diploma in Orthopaedic Surgery, Masters in Medicine Orthopaedics (MMed Orth) Committee with the Division of Graduate Medical Studies (DGMS), NUS and the Orthopaedic Surgery Exit Examinations Committee, JCST. He is involved in setting standards and curriculum; and regularly organises multiple post-graduate examinations in orthopaedics. AOTrauma is the leading international nonprofit foundation for the improvement of orthopaedic trauma care in the world.

As chair for the Singapore Council of AOTrauma, he coordinates AOTrauma teaching activities in Singapore. He lectures and teaches at AOTrauma workshops for postgraduates regularly in the region. While he was Chair of the Chapter of Orthopaedic Surgery, College of Surgeons Singapore (CSS), he focused on expanding and coordinating regular standardised low cost cadaveric training workshops for orthopaedic residents nationally.



Predeebha Kannan

Deputy Director, Primary Care Academy, National Healthcare Group Polyclinics, Singapore

Predeebha [MBBS, NUS), MMed(Public Health, NUS), PGDHE(NTU), MHPE(Maastricht) is currently an Educator/Trainer at the Primary Care Academy, NHGP. Her teaching interests include Communication in Healthcare including Health Literacy, Workplace-based and Interprofessional Education/Collaborative Practice. She had previously conducted a study exploring interprofessional collaboration amongst members in teamlets and currently involved in teamlet training in NHGP.



Lalit Kumar Radha Krishna

Professor, Duke-NUS Medical School, Senior Consultant, National Cancer Centre Singapore, Singapore

Dr Lalit Krishna is a Senior Consultant at the Division of Palliative Medicine, National Cancer Centre. He holds a Masters in Medical Ethics and Masters in Medical Education as well as a PhD in Medical Ethics. Dr Lalit Krishna also holds the appointments of Professor at Duke-NUS Graduate Medical School Singapore, and Clinical Senior Lecturer at Yong Loo Lin School of Medicine, National University of Singapore. He actively mentors both in the undergraduate, postgraduate and interdisciplinary setting and has won multiple education awards including the WHB Society-SMA Outstanding Mentor Award in 2013 and 2019. He is actively involved in teaching and presently undertaking a PhD in Medical Education.



James Kwan

Senior Consultant, Department of Emergency Medicine, Tan Tock Seng Hospital, Singapore

James is Senior Consultant in the Department of Emergency Medicine at Tan Tock Seng Hospital in Singapore. He holds academic appointments at the Lee Kong Chian School of Medicine and Yong Loo Lin School of Medicine. He is Chair of the Core Curriculum and Education Committee at International Federation for Emergency Medicine. He was the Academic Lead in Emergency Medicine and Assessment at the School of Medicine at Western Sydney University, Australia, prior to his move to

Singapore. James is passionate about medical education and has led curricular development in undergraduate medical and postgraduate training programmes at national and international levels.



Amitabha Lahiri

Assistant Professor, Department of Orthopaedic Surgery, Yong Loo Lin School of Medicine, National University of Singapore, National University Health System, Singapore

Dr Amitabha Lahiri is involved in undergraduate as well as postgraduate education. His areas of interest are development of simulation tools and integration of simulation in surgical training. He is the co-inventor of a computer assisted microsurgery training system, and holds a patent for the same.



Lai Siang Hui

Associate Professor and Assistant Dean, Duke-NUS Graduate Medical School, Singapore, Academic Vice Chair (Education), Pathology Academic Clinical Programme, SingHealth Duke-NUS Academic Medical Centre, Singapore, Editor, Proceedings of Singapore Healthcare, SingHealth, Singapore, Senior Consultant, Department of Anatomical Pathology, Singapore General Hospital, Singapore

Dr Lai is Associate Professor and Assistant Dean at Duke-NUS Graduate Medical School. He is also Senior Consultant at the Department of Anatomical Pathology, Singapore General Hospital, and served as pioneering Residency Director for Anatomic Pathology at SingHealth. He is currently Academic Vice-Chair for Education for Pathology at SingHealth. Outside of the institution, he is President of the Medico-Legal Society of Singapore, and Board Member and faculty of the Centre of Medical Ethics and Professionalism, Singapore Medical Association.



Lau Siew Tiang Lydia

Senior Lecturer, National University of Singapore, Singapore

Dr Lydia Lau Siew Tiang (RN, MHS, PhD), is a Senior Lecturer and Director of Education (Clinical) at the Alice Lee Centre for Nursing Studies, Yong Loo Lin School of Medicine, National University of Singapore. She oversees the clinical education programme for the undergraduate nursing students. Her areas of interest are in clinical education and optimizing students' clinical learning experience. She has implemented the Entrustable Professional Activities framework in Singapore for the undergraduate

nursing students focusing on person-centric care management. Her teaching contributions have been recognised through receiving research grants and teaching excellence awards from NUS.



Lau Tang Ching

Senior Consultant, Division of Rheumatology, National University Hospital, National University Health System, Associate Professor, Department of Medicine and Vice Dean (Education), Yong Loo Lin School of Medicine, National University of Singapore, Singapore

Dr Lau Tang Ching is a Senior Consultant Rheumatologist in the Division of Rheumatology, University Medicine Cluster in the National University Health System. He has been appointed as the Vice-Dean (Education) of NUS Yong Loo Lin School of Medicine in June 2017 and Group Director of the National University Health System Education Office in February 2018. He graduated in 1991 from the National University of Singapore and obtained his Membership of the Royal College of Physician in United Kingdom and the Master of Medicine (internal medicine) degree in 1997. He is a fellow of the Academy of Medicine Singapore since 2001. He also holds a Master of Medical Science degree in Clinical Epidemiology (University of Newcastle, Australia), a fellow of the Royal College of Physicians (Edinburgh) and a graduate diploma in acupuncture (Singapore). His main research interests are in Osteoporosis, Pharmacoeconomic Evaluation, Medical Education and Evidence Based Medicine. He has helped to coordinate the Health Service Development Programme for osteoporosis (HSDP) in 2003 to 2007 in the NHG cluster, which was successful in improving adherence and reducing the recurrent fracture rates of patients who were at high risk of recurrent fractures. He is helping to coordinate the Osteoporosis Disease Management Programme (OPTIMAL), which is an extension of the previous HSDP osteoporosis programme. He is currently the chairman of the National Arthritis Foundation. His hobbies include photography, singing, cooking, jogging and taichi.



Lyn Li Lean

Anaesthesiologist, Department of Anaesthesia, National University Health System, Singapore

Dr Lyn Li Lean is an Anaesthesiologist at National University Health System (NUHS). She has an interest in undergraduate medical education research that stems from a background of an Advanced Diploma in Medical Education. She won the NUS Teaching Enhancement Grant in 2013, which facilitated recent medical education publications in journals such as *Advances in Health Sciences Education* and *Singapore Medical Journal*.



Liaw Sok Ying

Associate Professor, National University of Singapore, Singapore

A/Prof Liaw Sok Ying is Associate Professor and Director of Education at the Alice Lee Centre for Nursing Studies (ALCNS), National University of Singapore (NUS). Her research interests focus on improving quality and safety in healthcare and could be summed up using the acronym TRICE: (1) Technology-enhanced education; (2) Rescuing a patient in deteriorating situations; (3) Inter-professional education; (4) Career in nursing; (5) Educational research. She uses simulation training to build competencies in the healthcare workforce. Her research methodology expertise includes intervention study design and mixed methods designs.



Lim Ziliang

Family Physician, Associate Consultant, National Healthcare Group Polyclinics, Singapore

Ziliang completed his Basic Specialty Training in Family Medicine in 2013 and was awarded as Fellow of the College of Family Physicians in 2017. He was the lead for the first teamlet in Yishun Polyclinic in 2016, and also facilitated the expansion of the teamlet model of care delivery in the clinic. With a keen interest in collaborative and patient-centred care, he continues to explore ways to improve primary healthcare delivery in the polyclinic setting and guide new teamlets in NHGP to become high-performing teams to achieve better patient outcomes.



Victor **Loh** Weng Keong

Assistant Director and Education Director, Undergraduate Family Medicine, Yong Loo Lin School of Medicine, National University of Singapore, National University Health System, Singapore

Dr Victor Loh is Assistant Professor and Education Director of Family Medicine at the Yong Loo Lin School of Medicine, National University of Singapore, and a Senior Consultant in the Department of Family Medicine, National University Health System. As member of the YoC (Year of Care) accredited training team, he trains care and support planning (CSP) practitioners for PACE-D (Patient Activation and Care Empowerment for Diabetes) at the National University Polyclinics (NUP). He is intrigued by how doctor-patient interactions may both empower or disable patient self-care, thinks about how family physicians can do better to support the health of adolescents and young adults, and is concerned about how medical training may lead to the formation of more humane medical practitioners.



Naomi **Low-Beer**

Vice-Dean Education, Lee Kong Chian School of Medicine, Nanyang Technological University, Singapore

Naomi Low-Beer is Vice-Dean for Education at the Lee Kong Chian School of Medicine (LKCMedicine), a partnership between Nanyang Technological University, Singapore (NTU) and Imperial College London. LKCMedicine was established in 2010 and Professor Low-Beer led the development of the School's innovative curriculum, co-ordinating collaboration between teams in London and Singapore. Since the first cohort of students was admitted in 2013, Professor Low-Beer has had responsibility for the ongoing development, delivery and quality assurance of the MBBS programme. Prior to relocating to Singapore, Professor Low-Beer combined a career as a Consultant Gynaecologist with medical education at Imperial College.



Tamra **Lysaght**

Assistant Professor, Centre for Biomedical Ethics, Yong Loo Lin School of Medicine, National University of Singapore, Singapore

Dr Lysaght is Phase Director for the Health ethics, Law and Professionalism (HeLP) programme at the Centre for Biomedical Ethics, Yong Loo Lin School of Medicine (NUS Medicine), National University of Singapore. She is responsible for curriculum development, teaching and assessment for the Phase III HeLP programme. She also co-ordinates graduate level course-work at NUS Medicine on bioethics research methods and supervises research students in the area of emergent health and biomedical technologies.



Ian **Mathews**

Assistant Group Chief Technology Officer, National University Health System, Singapore

As an Emergency Physician, Ian sees many patients at their most vulnerable and fearful moments. This is understandably a very emotional time for patients and their families, and with limited time for the patient-doctor interaction to build rapport. Healthcare systems are often overwhelmed with heavy patient loads, limited consult times, and long wait times. It is even more imperative, then, that as part of training of the next generation of doctors, we get them to experience empathy. One non-didactic pedagogy that can be utilised is that film and theatre to inspire empathy in the learner.



Shilpa Mudgal
Asia Medical Lead, In Vivo Academy, Singapore

Shilpa is an experienced medical communicator, with a medical degree, good publication record and therapy area knowledge, an ability to form trusted relationships with key opinion leaders and provide strategic insight, and over 12 years of experience in medical communications. Shilpa has worked across a range of therapy areas in developing and delivering not only pure medical communication initiatives, but also 'independent medical education' programmes supported by global continuing medical education grants. Shilpa holds a bachelor's in Medicine and Surgery from India and dual master's degrees in Health Administration and Health Informatics from the USA.



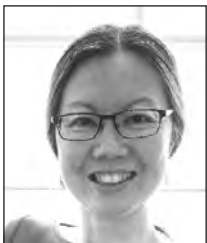
David Ng Wei Liang
Family Physician, Consultant, National Healthcare Group Polyclinics, Singapore

David is a Consultant Family Physician and Clinic Head of Toa Payoh Polyclinic. He was conferred Fellow of the College of Family Physicians in 2014. He was the lead for the first teamlet in Toa Payoh Polyclinic in 2014, and continues to use the knowledge and experience in managing a teamlet and the clinic to coach newly formed teamlets in NHGP to work better as a team.



Nicholas Ng
Senior Resident, Department of Paediatrics, National University Hospital, Singapore

Dr Nicholas did his undergraduate medical training at Imperial College London, where he obtained his BSc and MBBS honours degrees, and was awarded the University of London Gold Medal (*proxime accessit*). He subsequently joined the Department of Paediatrics at National University Hospital Singapore and obtained his MMed (Paediatrics)/MRCPCH. Nicholas is actively involved in undergraduate and postgraduate teaching and has a strong interest in medical education research. He is particularly passionate about the use of critical reflection in professional development and cultivating resilience among junior doctors through the art of reflective practice. He has won numerous teaching awards, including the NUHS Young Clinician Mentor Award (2018, 2019), YLLSOM Dean's Award for Teaching Excellence (2018), Dean's Special Recognition Award (2019), NUS MedSoc Outstanding Tutor Award (2017, 2019) and various departmental teaching awards.



Ong Chooi Peng
Senior Consultant, National University Health System, Singapore

Chooi Peng practices in a community hospital and a polyclinic. Over the course of the past thirty years, she has been fortunate to have been influenced by a few wise men who have made her a better physician. She has been even more privileged to have met others who have shown her how to be a richer person.



Ong Eng Koon
Consultant Palliative Care Physician, Division of Supportive and Palliative Care, National Cancer Centre Singapore, Singapore

Dr Ong Eng Koon is a consultant palliative care physician at the Division of Supportive and Palliative Care, National Cancer Centre Singapore. His interests are in medical education and research, particularly in the field of medical humanities to promote humanistic and patient-centred care. He teaches doctors and allied health professionals at both undergraduate and postgraduate level and is adjunct tutor at the 3 local medical schools, module leader and tutor for the Specialist Diploma in Palliative Care Nursing and the Graduate Diploma in Palliative Medicine.



Ong Yeok Kein Victor

Senior Consultant, Emergency Medicine Department, National University Hospital, Singapore

Dr Ong is the Programme Director, Post Graduate Year 1 Programme, National University Hospital, for the past 3 years. He headed the Transitional Year Residency for 5 years prior. He leads a team of committed core faculty members across 5 PGY1 disciplines who advocates for and supervises the training of the PGY1s in NUH. As an Emergency Physician with a strong interest in trauma and medical education, he contributes actively as part of the Advanced Trauma Life Support fraternity in Singapore and teaches on the Emergency Airway Management Course. He is a core faculty member of the Emergency Medicine Residency NUHS. His other passions include safety and quality in healthcare, particularly the interprofessional interactions between doctors and nurses. He also tries to impart the practices of ethical medical care to undergraduate students in Yong Loo Lin School of Medicine.



Shirley Ooi Beng Suat

Associate Professor and Senior Consultant, National University Hospital, National University Health System, Singapore

Associate Professor Shirley Ooi has been the Designated Institutional Official of the National University Health System (NUHS) Residency programme since 2009. She was the former Chief of the Emergency Medicine Department (EMD) National University Hospital (NUH). She is co-chairing the annual Asia-Pacific Evidence-based Medicine and Nursing workshop and the NUHS Residency Medical Education Distinction track and was formerly chairing the Emergency Medicine Specialist Training Committee. She is a member of the Specialist Accreditation Board in Singapore, National Postgraduate Year 1 committee and Medical Education Coordinating Committee. A/Prof Ooi's passion is in teaching and mentoring. 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".



Suresh Pillai

Associate Professor/ Senior Consultant, Emergency Medicine Department, National University Hospital, and Director, Centre for Healthcare Simulation, Yong Loo Lin School of Medicine, National University of Singapore, National University Health System, Singapore

Associate Professor Pillai is a specialist Senior Consultant Emergency Physician in the National University Hospital and is also the Director of the Centre for Healthcare Simulation at the Yong Loo Lin School of Medicine (YLLSoM). He has been instrumental in reviewing medical simulation training in YLLSoM by developing new simulation programmes that integrate into existing curricula. Over the past few years, he has developed and introduced simulation training as an integral part of medical undergraduate training in YLLSoM. He has also developed international award-winning Virtual Reality Simulation training modules for medical undergraduates and runs the Virtual Reality Simulation Laboratory in the Centre for Healthcare Simulation, NUS. He is also actively involved in undergraduate medical education at several other levels and formulated the first Undergraduate Emergency Medicine Programme. His pet interests are in competency and procedural skills training, crisis resource management, patient safety simulation, Professionalism training and Life Support training for which he serves as the Basic Cardiac Life Support Director. He is also a Core Faculty of the Emergency Medicine Residency Programme in the National University Hospital, Singapore. His clinical interests are in Toxicology and Management of Poisoning and he provides consultations in various aspects of management of a poisoned patient. He is also a consultant to the Ministry of Health (MOH) and is involved in planning and policy making in Emergency Preparedness and Mass Casualty Incident Management. He has formulated national protocols for the medical management of radiation casualties and serves as an expert advisor on radiation injuries to MOH. He has also been actively involved in several overseas humanitarian disaster relief missions.



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 NUS Yong Loo Lin School of Medicine. Her interests revolve around understanding how organisational cultures and behaviours can shape staff motivation and development, and how policies and programmes can be developed to augment staff and student support.



Jai Prashanth **Rao**

Consultant, National Neuroscience Institute, Singapore

Dr Jai Prashanth Rao is a Consultant Neurosurgeon in the National Neuroscience Institute (NNI) and the Head, Division of Neurosurgery in Changi General Hospital. He was awarded his FRCSEd (SN) in 2013 and a Master of Science (Health Professions Education) from the MGH Institute of Health Professions in 2015. Dr Rao is the Programme Director of the Singhealth Neurosurgery Residency Programme and the Co-Course Director of the Brain and Behaviour programme in Duke-NUS Medical

School. His education interests are in online learning, simulation and interprofessional collaboration.



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 and 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. He is the co-chair for faculty development in the residency programme and a member of the Undergraduate Curriculum Committee, Graduate Medical Education Committee, Faculty Assessment Committee and Curriculum Steering Committee at the School of Medicine and National University Health System.

At 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 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, Journal of Educational Evaluation for Health Professions, 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 the Academy of Medicine Singapore, Academy of Medicine Malaysia, Academy of Medical Educators in the United Kingdom, Royal College of Physicians Edinburgh and the fellowship of Medical Educators Europe.



See Kay Choong

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

Dr See completed Advanced Specialty Training in both Respiratory Medicine and Intensive Care Medicine in Singapore. He is competent in bronchoscopy, endobronchial ultrasound, ultrasound-guided pleural procedures and thoracoscopy (pleuroscopy). His medical education-related interests include clinical reasoning, teaching of complex tasks and physician wellness.



Annushkha Sharanya Sinnathamby

Senior Resident, National University Hospital, Singapore

Annushkha is a Paediatrics Senior Resident working at the National University Hospital, Singapore. She has had an interest in medical education since she was a student, and is currently in the National University Health System's Medical Education Residency Programme. She has a personal interest in inter-professional education as well as mentoring undergraduate students from the Yong Loo Lin School of Medicine.



Andrew Tan

Chief Risk Officer, Changi General Hospital, Singapore

Adj Assoc Prof Andrew Tan is Chief Risk Officer at Changi General Hospital (CGH) and a Senior Consultant in the Department of Radiology.

He is an experienced clinical radiologist whose sub speciality interests are in body imaging as well as interventional radiology. Besides clinical and administrative duties, he is heavily involved in radiology education, and is now the current chair of Radiology Advisory Committee for Radiology Residency Training in Singapore and a Clinical Faculty in the SingHealth Residency Program. He is a regular examiner in Radiology's intermediate and exit examinations. As a clinical teacher, he won the Outstanding Faculty Award in 2013 and CGH Best Teacher Award in 2009.

He is the current vice-president at the College of Radiologists, Singapore and was the immediate past Deputy Chairman Medical Board for Ambulatory Disciplines and immediate past Chief of Radiology at CGH.



Tan Chay Hoon

Associate Professor, Department of Pharmacology, Member, Centre for Medical Education (GenMED), Yong Loo Lin School of Medicine, National University of Singapore and Consultant Psychiatrist, National University Hospital, 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.



Tan Choon Kiat Nigel

Senior Consultant, Department of Neurology, National Neuroscience Institute; 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.



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 & 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 interprofessional education.



Tay Kuang Teck

Final Year Medical Student, Yong Loo Lin School of Medicine, National University of Singapore, Singapore

Tay Kuang Teck is a final year medical student from the Yong Loo Lin School of Medicine, Singapore. He has been involved in an undergraduate research mentoring programme since 2017, under the guidance of his mentors, A/Prof Lalit Krishna and Dr Ann Toh. Within the programme, he has contributed to research projects on mentoring, communication, professionalism and ethics in Medicine.

Apart from this, he also supports and guides other students in the programme as a near-peer mentor. Grateful for all that he has received, he strives to serve others whenever possible, in his best capacity.



T Thirumoorthy

Adjunct Associate Professor, Duke-NUS Medical School, 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, clinical governance and healthcare leadership. 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 (since 2007). He has retired from the position of Group Chief Medical Officer of IHH healthcare in December 2019.

He currently holds a position as Adjunct Associate Professor at Duke-NUS Medical School Singapore where he was a pioneer founding Faculty (since 2007). He has retired from the position of Group Chief Medical Officer of IHH healthcare in December 2019.



Tanya Tierney

Assistant Dean, Student Well-being, Lee Kong Chian School of Medicine, Nanyang Technological University, Singapore

Through her various roles at LKCmedicine (Student well-being, clinical communication teaching and medical humanities teaching) Dr Tierney encourages students to practice with their hearts as well as their heads, be passionate about their work and aware of their own well-being. As head of student well-being, she was instrumental in the design and implementation of the LKCmedicine House system,

which provides holistic pastoral care and student support. She is an advocate for mindfulness practice as a way to attend to one's own well-being and demonstrate mindful presence when interacting with others (patients, learners or colleagues).



Toh Ying Pin

Resident, National University Health System, Singapore

Ying Pin is a family medicine resident with an interest medical humanities and humanism. She is passionate about mentoring and nurturing medical students under the supervision of her mentors and has also published education research pertaining to this area. With the help of the NUHS Junior Pitch For Funds and the Medical Education programme for residents, Ying Pin has conducted a qualitative study pertaining to the use of humanities in local medical training. Poetry and creative art have been a

means for her to process her experiences as a doctor and she hopes that others might find these modalities useful too.



Tseng Fan Shuen

President, 71st Executive Committee, NUS Medical Society, Yong Loo Lin School of Medicine, National University of Singapore, Singapore

Fan Shuen is a fourth-year NUS medical student, and President of the 71st NUS Medical Society Executive Committee. As the Head of the Education and Training Cluster, he has a keen interest in medical education and firmly believes in the importance of imparting both hard skills and soft skills to ensure the holistic development of future doctors. His philosophy in medical education follows NUS Medical Society's motto: "Not Pride of Knowledge, But Humility of Wisdom". He is also a Public Service Commission (PSC) Medicine Scholarship recipient, and has chaired flagship community service projects in NUS Medicine such as Neighbourhood Health Service and Project NamJai.



Anantharaman Venkataraman

Senior Consultant, Department of Emergency Medicine, Singapore General Hospital, Singapore

Prof V. Anantharaman is Senior Consultant, Department of Emergency Medicine at the Singapore General Hospital. He is also Adjunct Professor at the Duke-NUS Medical School. He concurrently chairs the Examinations Committee for the M Med (Emergency Medicine) at NUS. He is also an elected member of the Singapore Medical Council, which he represents at the MSS Workgroup. Professor Anantha was previously Head, Emergency Medicine, SGH. He has held many other appointments at SGH and MOH and was previous President of the College of Emergency Physicians, Academy of Medicine, Singapore. He was also the previous Chairman, National Resuscitation Council, Singapore.



Sabrina Wong Kay Wye

Family Physician, Consultant, National Healthcare Group Polyclinics, Singapore

Dr Sabrina Wong works as a Family Physician – Consultant and Assistant Director of Clinical Services Division at the National Healthcare Group Polyclinics. She has accumulated more than a decade of experience in the field of Family Medicine, having worked in both the community and primary care settings. More recently, she led a team in developing the NHGP Teamlet care model, a team-based, relationship-focused model of care for managing the chronic conditions in the local population. To strengthen team dynamics within Teamlets, the team developed a team-based training course that has trained more than 20 teamlets. She is currently pursuing a doctorate in Philosophy to further her interests in chronic disease care.



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), 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) 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 Training 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.



Vivian Wong
Art Therapist, Assisi Hospice, Singapore

Vivian is a registered (AThR) art therapist with a master's degree in Art Therapy from LASALLE College of the Arts, Singapore/Goldsmiths University, London. Currently a full-time art therapist in Assisi Hospice, her main role is journeying with adults in the last stages of life and supporting children who are losing/have lost their parents through illness. She stands by a person-centred approach that is flexible and integrative and upholds dignity-conserving care for patients up to the end of life. Vivian believes in the far-reaching power of art and is interested to explore deeper the role of art in medical education.



Celestial T. Suen Mei Yap
Associate Professor and Programme Director, Department of Physiology, Yong Loo Lin School of Medicine, National University of Singapore and 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, dental and pharmacy education, where she services in committees overseeing examinations as well as curriculum revision and implementation. She co-leads the Respiratory System-Block 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, which focuses on cytoskeletal derangements and signalling pathways that promote tumour invasion and recurrence. The laboratory is committed to education in research, having trained clinician-researchers, postgraduate and undergraduate research students.

Celestial loves the wonder of the teaching-learning experiences that unfolds at each class. Her encounters with fellow educators, researchers, students and patients have been instrumental in bringing to life her interests in contributing 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 Office for Education, Duke-NUS Graduate Medical School. 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. She has completed the MBSR teachers' training in Oct 2019.



Yeo Loo See
Deputy Director, Nursing, National Healthcare Group Polyclinics, Singapore

Loo See graduated as a registered nurse in 1985 and attained her Bachelor of Health Science (Nursing) in University of Sydney and Master in Public Health in University of New South Wales respectively. She is a Deputy Director (Nursing) working with the nurses and care coordinators in chronic care. She oversees their professional development and the nursing service areas related to chronic care. She is involved in the development and implementation of the teamlet model in NHGP.



Yip Chee Chew

Head and Senior Consultant at the Ophthalmology & Visual Sciences Department, Khoo Teck Puat Hospital, Singapore, Clinical Director, Admiralty Medical Centre, Singapore

Adj. A/Prof Yip is the Education Director, Education Development Office, Head and Senior Consultant at the Ophthalmology & 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. He has received numerous accolades from for excellence in teaching: Best Teacher Award (2014), Special Recognition Award (2016), Dean's Award for Teaching Excellence (2017) from the Yong Loo Lin School of Medicine, National University of Singapore and National Healthcare Group Education Leadership Award (2019). 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.



Zhou Wentao

Senior Lecturer, Alice Lee Centre for Nursing Studies, National University of Singapore, Singapore

Wentao is an Advanced Practice Nurse (APN) who is currently working as the programme director for Master of Nursing programme at Alice Lee Centre for Nursing Studies (ALCNS). She has a joint appointment with the National Neuroscience Institute (NNI) to provide care to Parkinson patients in the community. She is actively involved in APN development and education in Singapore, and she also involves in the International Council of Nurses (ICN) Nurse Practitioner/Advanced Practice Nurse research group to better understand the APN development internationally.

ABSTRACT REVIEWERS

Hamza Mohammad Abdulghani, Saudi Arabia
Mohamed M. Al-Eraky, Saudi Arabia
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Diantha Soemantri, Indonesia
Yvonne Steinert, Canada
Kevin Tan, Singapore
Tan Choon Kiat Nigel, Singapore
T Thirumoorthy, Singapore
Michael Wan, Australia
Danai Wangsaturaka, Thailand
Henry Yang, Taiwan
Mabel Yap, Singapore

OVERALL CHIEF JUDGE
Koh Dow Rhoun, Singapore

JUDGES – FREE COMMUNICATIONS

Friday 10 January 2020

11.45am - 1.15pm

Free Communication Session 1

Tay Sook Muay, Singapore*
Mono Marlina, Indonesia
Hirotaka Onishi, Japan

Free Communication Session 2

Oh Moh Chay, Singapore*
Craig Webster, Australia
Bettina Lieske, Singapore

Free Communication Session 3

Lambert Schuwirth, Australia*
Diantha Soemantri, Indonesia
Abhilash Balakrishnan, Singapore

Free Communication Session 4

Katharine Boursicot, Singapore*
Wayne Hodgson, Australia
Yip Chee Chew, Singapore

Free Communication Session 5

Trevor Gibbs, UK*
Rita Mustika, Indonesia
Anthony Buzzard, Australia

2.15pm - 3.45pm

Free Communication Session 6

Kevin Tan, Singapore*
Do-Hwan Kim, South Korea
C Rajasoorya, Singapore

Free Communication Session 7

Gominda Ponnampereuma, Sri Lanka*
Chen Fun Gee, Singapore
Danielle Verstegen, The Netherlands

Free Communication Session 8

Yasushi Matsuyama, Japan*
Indika Karunathilake, Sri Lanka
Wayne de Beer, New Zealand

Free Communication Session 9

Tan Choon Kiat Nigel, Singapore*
Yanika Kowitlawakul, Singapore
Jo Bishop, Australia

Free Communication Session 10

Ardi Findyartini, Indonesia*
Kang Yew-Beng, Malaysia
Sophia Archuleta, Singapore

*Chief Judge for the respective sessions

JUDGES – SHORT COMMUNICATIONS**Saturday 11 January 2020****8.15am - 9.00am**

Session 1 – Michael Wan, Australia
Session 3 – Greg Radu, Canada
Session 5 – Gilberto Leung, Hong Kong
Session 7 – Ma. Cristina Zulueta Philippines
Session 9 – Lei Xuan, China

10.45am - 11.30am

Session 11 – Mok Shao Feng, Singapore
Session 13 – Manasik Hassan, Qatar
Session 15 – Predeebha Kannan, Singapore
Session 17 – Susie Schofield, United Kingdom
Session 19 – Rani Kanthan, Canada

1.15pm - 2.00pm

Session 21 – Derrick Lian, Singapore
Session 23 – Fraide Ganotice, Hong Kong
Session 25 – Alec Ekeroma, Samoa
Session 27 – Maleena Suppiah Cavert, Singapore
Session 29 – Rajeev Ramachandran, Singapore

9.00am - 9.45am

Session 2 – Tow Keang Lim, Singapore
Session 4 – Mahesh Babu Ramamurthy, Singapore
Session 6 – Tan Kong Bing, Singapore
Session 8 – Sim Kang, Singapore
Session 10 – Low Seow Ping, Singapore

11.30am - 12.15pm

Session 12 – Marcus Henning, New Zealand
Session 14 – Chen Zhi Xiong, Singapore
Session 16 – Anurag Saxena, Canada
Session 18 – Marie-Veronique Clement, Singapore
Session 20 – Ashokka Balakrishnan, Singapore

2.00pm - 2.45pm

Session 22 – Koh Sei Keng, Singapore
Session 24 – Inthrani Raja Indran, Singapore
Session 26 – Janie Smith, Australia
Session 28 – Shirley Schipper, Canada

ESSENTIAL SKILLS IN MEDICAL EDUCATION (ESME) COURSE

ESSENTIAL SKILLS IN MEDICAL EDUCATION - CLINICAL TEACHING (ESME-CT) COURSE

ESME COURSE

Wednesday, 8 January 2020 (8.30am)	<i>Multipurpose Hall 1, Level 3, Tahir Foundation Building, Block MD1, NUS Yong Loo Lin School of Medicine</i>
Sunday, 12 January 2020 (9.00am)	<i>Multipurpose Hall 1, Level 3, Tahir Foundation Building, Block MD1, NUS Yong Loo Lin School of Medicine</i>

ESME-CT COURSE

Thursday, 9 January 2020 (8.30am)	<i>Multipurpose Hall 1, Level 3, Tahir Foundation Building, Block MD1, NUS Yong Loo Lin School of Medicine</i>
Sunday, 12 January 2020 (9.00am)	<i>Multipurpose Hall 2, Level 3, Tahir Foundation Building, Block MD1, NUS Yong Loo Lin School of Medicine</i>

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 (ESME) – Face-to-face and Online
- Essential Skills in Medical Education Assessment (ESMEA) - Face-to-face and Online
- Research Essential Skills in Medical Education (RESME) - Face-to-face and Online
- Essential Skills in Clinical Teaching (ESME-CT) – Face-to-face
- 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 Leadership (ESMELead)
- ESME Skills in Action – Online
- ESME Student - Online

ESME at APMEC 2020

Two ESME Courses are offered at this Conference: (1) the original Essential Skills in Medical Education (ESME), (2) Essential Skills in Medical Education – Clinical Teaching (ESME-CT). 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 8 January: 0830-1730 - 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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Thursday 9 January: Attend other Pre-conference Workshops (cost not included)

Friday 10 January: Attend APMEC Conference

Saturday 11 January: Attend APMEC Conference

Sunday 12 January 0900-1230 - 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, Emeritus Professor and Chairman, International & Education Programmes, Centre for Medical Education, Yong Loo Lin School of Medicine, National University of Singapore, National University Health System

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

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

ESME Course Fee: SGD882.75 (SGD825 + 7% GST)

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 online
- 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 2020, pay the registration fee, and pay to attend one or two pre-conference workshops of their choice.

2. ESSENTIAL SKILLS IN MEDICAL EDUCATION - CLINICAL TEACHING (ESME-CT)

Teaching in the clinical environment is a demanding and complex task, a task many health professions educators assume without adequate preparation or orientation. The various settings (ward, ambulatory, urban or community) have their own distinct challenges. The ESME-CT is a 1.5-day face-to-face course that aims to provide participants with a solid foundation of fundamental skills needed to teach effectively in clinical settings, informed by educational theories and available evidence. In acknowledgment of the complexity of clinical teaching, the educational strategies will employ a non-prescriptive and reflective approach for improving teaching. Participants will learn to select effective teaching strategies while considering many variables such as the content, the learners, and the context. The course also reflects the belief that teachers at all levels of experience and expertise can benefit from an organised review of their teaching. We will use several interactive exercises to enhance application of new strategies to own teaching. Finally, participants will be encouraged to be the agents of change in enhancing clinical teaching at their own institutions.

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Who Should Participate in This Course:

This course will focus on core topics in clinical teaching and is intended for clinicians who teach pre-registration students (medical/nursing etc.) and post-registration trainees (physician, nursing etc.) in ward, outpatient as well as simulation and conference settings. In addition, educators who organise staff development for clinical teachers will benefit from participation.

Mode of Delivery:

The course will be conducted face-to face and run over one full-day and one half-day sessions. The course language is English, but the pace will be suitable for participants whose first language is not English. The topic will feature short didactic presentations, review and debriefing of videotaped teaching scenarios, group brainstorming, individual reflections and skills practice.

Topics Covered:

The course aims to cover the following areas of clinical teaching:

- Application of select educational theories that directly inform effective clinical teaching behaviours
- The micro-skills of teaching aimed at time-efficient teaching (the one-minute preceptor)
- Specific clinical skills
 - o Teaching communication skills
 - o Teaching physical exam skills
 - o Teaching clinical reasoning
- Teach in the presence of patients (bedside teaching)
- Identify performance gaps in the clinical workplace and providing performance-based feedback
- Reflective practice of own teaching

Post-course Report:

We encourage participants to submit, within six months of completion of the course, a short report describing the application of the concepts and principles covered in the ESME-CT Course to their own teaching settings, leading to award of the AMEE ESME-CT Certificate in Clinical Teaching.

ESME-CT Course Schedule

Wednesday 8 January: Attend other Pre-Conference Workshops (cost not included)

Thursday 9 January: 0830-1730 - ESME-CT Pre-Conference Session

Friday 10 January: Attend APMEC Conference

Saturday 11 January: Attend APMEC Conference

Sunday 12 January: 0900-1230 - ESME-CT Post-Conference Session

ESME-CT Course Faculty

Course Director: Dr Subha Ramani, AMEE Executive Committee Member, Chair AMEE Fellowship Committee; Director of Evaluation and Scholars in Medical Education Pathway, Internal Medicine Residency Programme, Brigham and Women's Hospital; Leader of Research and Scholarship, Harvard Macy Institute; and Associate Professor of Medicine, Harvard Medical School, Boston, MA, USA

Faculty members:

Dr James Kwan, Senior Consultant, Department of Emergency Medicine, Tan Tock Seng Hospital; Chair, Core Curriculum and Education Committee, International Federation for Emergency Medicine; and Adjunct Asst. Professor, Emergency Medicine, Lee Kong Chian School of Medicine, Singapore

Dr Harish Thampy, GP & Senior Clinical Lecturer; and Academic Lead for Assessment, MBChB Programme, Division of Medical Education, School of Medical Sciences, Faculty of Biology Medicine and Health, The University of Manchester, Manchester, United Kingdom

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Dr Mini Singh, Senior Lecturer and Honorary Consultant Dermatologist; Associate Programme Director for Teaching and Learning, MBChB Programme; Lead Manchester Clinical Reasoning Group, Division of Medical Education, Faculty of Biology, Medicine and Health, The University of Manchester, Manchester, United Kingdom; and Chair, Undergraduate Education Committee, British Association of Dermatologists

Dr Jean E Klig, Director of Undergraduate Education, Paediatric EM Division, Department of Emergency Medicine, Massachusetts General Hospital; Assistant Professor of Emergency Medicine and Paediatrics, Harvard Medical School, Boston, USA; and Educator Course Faculty, Harvard Macy Institute, Boston, USA

Professor Trevor Gibbs, AMEE President; AMEE International Development Officer; Independent Consultant and Professor of Medical Education & Primary Care; and Professor of Medical Education, First Affiliated Hospital, Sun Yat-sen University, Guangzhou, China

ESME-CT Course Fee: SGD882.75 (SGD825 + 7% GST)

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 online
- Certificate of participation
- Optional submission and assessment of a post-course report, details of which will be given during the Course
- Award of ESME-CT 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-CT course fee, participants are required to register for APMEC 2020, pay the registration fee, and pay to attend one or two other pre-conference workshops of their choice.

HOW TO REGISTER FOR ESME OR ESME-CT

Participants should register for either ESME or ESME-CT by selecting the appropriate option on the APMEC 2020 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 ESME-CT course content please contact AMEE:

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

Tel: +44 (0)1382 381953; Fax: +44 (0)1382 381987; www.amee.org Email: amee@dundee.ac.uk

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

Wednesday, 8 January 2020 (9.00am)	<i>Learning Room 01-02, Level 1, MD6, NUS Yong Loo Lin School of Medicine</i>
Friday, 10 January 2020 (1.15pm) and Saturday 11 January 2020 (12.15pm)	<i>Aquarius 1, Level 1, Resorts World Convention Centre</i>
Sunday, 12 January 2020 (9.00am)	<i>Learning Room 01-02, Level 1, MD6, NUS Yong Loo Lin School of Medicine</i>

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!

LEADING WITH VALUES FOR AN INCLUSIVE CULTURE

This course aims to provide an introduction to contemporary theories and practices in leadership, management and followership in health professions' education and healthcare. For 2020, we are reflecting the conference theme and focusing on models of leadership that emphasise values, people, inclusivity and courage.

We all live and work in a world with aims to encompass cultural and social diversity. We need, therefore, to have leadership approaches that are flexible, inclusive and person-centred. In this course we, therefore, provide an introduction to leadership, management and followership and then focus on the way leaders can develop their understanding of self and others; can recognise and address unconscious bias, power and privilege; can develop their emotional, cultural and social intelligence, and can develop a positive culture and climate at work. 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;
- Inclusive and person-centred leadership; putting people at the heart of what we do; working with diversity;
- How to recognise and address implicit leadership and unconscious bias;
- Identifying and developing personal qualities for effective leadership and strategies for achieving goals: The Immunity to Change model;
- The importance of culture: culturally intelligent leadership, leading cultural change;
- The impact of power and privilege and imposter syndrome;
- 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:

Wednesday 8 January: 0900-1600 - HPEL Pre-Conference Session

Friday 10 January & Saturday 11 January: Facilitated Session during Lunch

Sunday 12 January: 0900-1230 - HPEL Post-Conference Session

Course Faculty:

Professor Judy McKimm, United Kingdom

Associate Professor Paul Kneath Jones, United Kingdom

Professor Kirsty Forrest, Australia

Associate Professor Greg Radu, Canada

Course fee: SGD882.75 (SGD825 + 7% GST)

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 2020 main conference.

W1A1

Wednesday 8th January 2020, 8.30am – 12.30pm

Multipurpose Room 3, Level 3, MD1
Yong Loo Lin School of Medicine
National University of Singapore

RESEARCH PARADIGMS AND METHODS: AN INTERACTIVE AND APPLIED WORKSHOP ACROSS THE METHODOLOGICAL SPECTRUM, FROM POSITIVISM TO CONSTRUCTIVISM

Craig Webster and Marcus Henning
New Zealand

Workshop Description

In medical and health sciences education, it is important to consider the diverse set of research approaches required to answer multi-layered and often complex research questions. As senior academics who have interests in teaching research methods and in applying various paradigms and methods in their own research, we believe it is imperative for educational researchers to have an appreciation of the full breadth of the methodological spectrum, including quantitative, qualitative and mixed-methods approaches. We also believe it is important to consider the theoretical world views which frame the various research paradigms and which are then operationalised in the specific type of methods considered and selected, and which in turn determine the type of data collection and analysis.

The workshop will cover the below:

1. An introductory session will focus on the historical background of key research paradigms and their application in medical and health sciences educational research.
2. Group activities and discussions will consider methods of data collection that can be used in various contexts, and which best suit the research paradigm being employed.
3. An interactive discussion will cover exemplars of research, followed by teams working together to develop mini-research proposals dependent upon their own area of interest.

Workshop Objective

The specific learning objective is to allow participants to identify and deliberate on the various research paradigms that can be applied in medical and health sciences educational research.

Activities and examples will allow the exploration and discussion of the following:

1. How can we determine that the most appropriate research paradigms are being applied in reference to the research questions being asked?
2. How can we apply appropriate methods of gathering data dependent upon the research paradigm being employed?
3. What are the most appropriate research paradigms in different contexts, and in reference to research exemplars given, to ensure more rigorous and suitable research planning is conducted?

Who Should Attend

Anyone engaged in medical or health sciences research would benefit from this workshop. The workshop aims to develop participants' conceptual understanding of the breath of educational research methods available.

W1A2

Wednesday 8th January 2020, 8.30am – 12.30pm

Learning Room 01-01B, Level 1, MD6

Yong Loo Lin School of Medicine

National University of Singapore

USE OF TECHNOLOGY TO NURTURE VALUES FOR EFFECTIVE PRACTICE

Joshua Jacobs

USA

Workshop Description

Leveraging technology to enhance patient care and health professions education is an exciting proposition in the current burgeoning environment of new tools like artificial intelligence and new platforms like virtual reality and others. Given resource constraints, pursuit of one technology incurs an opportunity cost of forgoing other technologies or interventions. This active learning session will engage participants in both large and small group work using cases and scenarios to apply a stage-gate decision-making framework to consider new innovations involving technology in healthcare and in health professions education in service of achieving the desired end goal: Excellent equitable patient care at sustainable societal costs while preserving joy and purpose in the healthcare workforce.

The 'state of the science' of new technologies will be reviewed. Existing and emerging technologies in healthcare and health professions education will be discussed, along with benefits and drawbacks for each. Some ethical considerations will be explored. Technologies to be covered include artificial intelligence, virtual reality, electronic health records, precision medicine, telehealth, smartphone apps for clinicians and for patients, and others.

Workshop Objective

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

1. Apply a stage-gate decision-making paradigm to consider new innovations in healthcare and health professions education;
2. Characterise current and emerging technologies in healthcare and in health professions education;
3. Describe exemplar technology pitfalls and unintended consequences, including ethical dilemmas.

Who Should Attend

Healthcare system leadership and health professional educators involved in decision-making around technology purchasing and contracts, and those interested in innovation.

W1A3

Wednesday 8th January 2020, 8.30am – 12.30pm

Learning Room 03-06, Level 3, MD6
Yong Loo Lin School of Medicine
National University of Singapore

LEADERSHIP FOR INCLUSIVITY AND CULTURAL APPROPRIATENESS

Anurag Saxena and Rani Kanthan
Canada

Workshop Description

Diversity of thought and talent is shown to underlie better workplace performance and higher engagement in many industries and sectors. The changing context in higher education (emerging markets, shifting customer attitudes and demographics and emphasis on diversity and inclusion; each of which are further affected by technology such as dissemination of ideas via hyper-connectivity) challenges the traditional leadership notions.

This workshop will explore the tenets and utility of inclusive leadership. Hofstede's cultural dimensions, Deloitte's inclusive leadership framework, the GLOBE study and evidence in peer-reviewed literature inform this session. Multiple perspectives on "inclusive" leadership have in common certain attributes such as awareness, belonging, respect and openness for diverse viewpoints, curiosity, cultural intelligence, facilitation of dialogue, empathy, diplomacy, healing and serving traditionally under-represented constituents.

The goal of this workshop is to enhance the abilities of health professions education leaders for inclusive leadership. This session is built upon the foundations of multiple relevant concepts such as equity/equality, bias, identity, cultural competencies, power, privilege, and currently relevant leadership perspectives.

The instructional methods rooted in constructivism learning theory include an alternating mix of brief didactic sessions and active and experiential learning. Following a brief overview of key concepts the participants will engage in sequential individual, paired, small group and large group exercises (including some elements of debate) on personal comfort with the knowledge and application of the behaviours conceptualised in inclusive leadership. The last section will have a brief didactic session on stretching one's abilities to be more inclusive followed by group discussion and critique. The session will end with personal reflection for consciously applying inclusive leadership abilities.

Workshop Objective

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

1. Explore the concept and leader behaviours of inclusive leadership with respect to its underpinnings;
2. Discern challenges, opportunities and impact of inclusive leadership;
3. Formulate and apply effective strategies to practice and create a culture of inclusive leadership in clinical and academic leadership roles.

Who Should Attend

Educational administrators, educational leaders, chief residents and leadership educators.

W1A4

8th January 2020, 8.30am – 12.30pm

Learning Room 03-05, Level 3, MD6

Yong Loo Lin School of Medicine

National University of Singapore

BIOETHICS AND PROFESSIONALISM IN MEDICAL EDUCATION - EXPERIENCE FROM THE ASIA PACIFIC BIOETHICS EDUCATION NETWORK

¹Shekhar Kumta, ²Dominique Martin, ¹Ng Ho Keung and ¹Olivia Ngan

¹Hong Kong S.A.R. and ²Australia

Workshop Description

Bioethics and professionalism are distinct but interrelated disciplines. Bioethics explore ethical issues of emerging technology and bioscience, striving to provide guidance for policy and practice. Professionalism instead encompasses the skills, attitudes, values and behaviours that physicians are expected to develop during their practice, as well as the standards to which they are held by their peers and society. In medical education bioethics and professionalism may be taught concurrently. However, bioethics is often emphasised during pre-clinical training and professionalism during the clerkship. It may be difficult to define where ethics ends, and professionalism begins, and also to design curricula that balance training and assessment of both domains and provide a suitable progression of skills that will best prepare students for their professional practice.

To successfully develop a holistic programme bridging pre-clinical and clinical training requires careful curriculum design that aligns with relevant institutional and professional governance systems. It also depends on judicious management of teaching resources, in particular, clinical staff who play a vital role in fostering professionalism.

This workshop features medical educators involved in bioethics and professionalism teaching from medical schools in the Asia Pacific region who have formed an Asia Pacific Bioethics Education Network (APBEN) (<http://www.ome.cuhk.edu.hk/apben/>). We will discuss the professional attributes and values associated with medical practice in the culturally diverse and ethically complex world of contemporary medicine. Pedagogical approaches and curriculum content contextualised to institutional and regional needs will also be explored. We will share practical tips from our experience explicating the importance of multiculturalism in the curriculum design and incorporating professionalism into workplace-based assessment.

This will be a lively and interactive workshop with participants sharing their own experiences, challenges and successes in curriculum-design and implementation. Case-scenarios relating to common challenges in bioethics and professionalism teaching will be used as a framework for discussions.

Workshop Objective

- To showcase various strategies and frameworks to teach bioethics and professionalism from a network of bioethics medical educators in the Asia Pacific;
- To generate open discussion on the need for defining a set of “standard” values and attributes in bioethics and professionalism.

Who Should Attend

This workshop is aimed at all those who are involved in ethics or professionalism training or education of medical students and professionals, regardless of the level or primary professional role. Medical educators, programme coordinators, clerkship or clinical school directors or clinical rotation leads, and those responsible for the oversight and accreditation of postgraduate medical trainees may all benefit from the opportunity to contribute to discussions and learn about different approaches to the development of ethical and professional practitioners.

W1A5

Wednesday 8th January 2020, 8.30am – 12.30pm

Learning Room 03-07, Level 3, MD6
Yong Loo Lin School of Medicine
National University of Singapore

EDUCATING FOR COLLABORATION BEYOND IPE: CONCEPTS, CLAIMS, CULTURE, AND SYSTEM CHANGE

Kevin Tan, Tan Choon Kiat Nigel and Jai Rao
Singapore

Workshop Description

Interprofessional education (IPE) is an increasingly popular education model that aims to educate healthcare professionals to be better collaborators by enabling them to learn with, from and about each other, in order to deliver improved team-based collaborative patient care. However, historical “waves” of IPE have fallen short of meeting this goal. IPE alone is a necessary but insufficient solution for system change. We must look “beyond the lamppost” (Paradis and Whitehead 2018) and embrace an education for collaboration model that is more rigorously supported by evidence that addresses workplace system and structures. The most efficacious models will combine undergraduate and uniprofessional education for collaboration with practice-based interventions.

The 4-hour interactive workshop will be facilitated by Drs Kevin Tan, Nigel Tan and Jai Rao (clinician educators). Through a short lecture, participants will first learn cutting-edge thinking about education for collaboration and the history of IPE. They will then be invited to reconsider the key concepts that underpin most IPE through interactive sessions. Finally, with support from the facilitators, they will workshop a research proposal on their area of specialty, and clearly define the core concepts – teams, teamwork, and educational intervention – that frame their proposal.

The aim of the workshop is to engage learners in critical thinking about what they mean when they talk about teams, teamwork, and education for collaboration, so that they can: (1) more accurately select the concepts that reflect the reality they are trying to study; (2) more diligently select evidence that supports the claims they are making; (3) more rigorously interpret what their research tells them about clinicians, the organisation of their work, and how they can learn to work effectively together.

Workshop Objective

By attending the workshop, the attendees will be able to

- Summarise the history and context of interprofessional education, in global perspective;
- Explain the key conceptual frameworks and misunderstood assumptions used when discussing interprofessionalism and education for collaboration;
- Explain why interprofessional education may not automatically lead to interprofessional collaborative practice;
- Identify how implementation of interprofessional collaborative practice may be influenced by factors such as power, hierarchy, trust, systems and structures;
- Apply conceptual frameworks in the design of a research study for interprofessional education and collaborative practice.

Who Should Attend

Health professionals and health professions educators who are interested in designing interprofessional educational activities or develop and implement interprofessional clinical programmes whose members practice collaboratively. Those who are sceptical about how most IPE is conducted at present are particularly welcome.

W1A6

Wednesday 8th January 2020, 8.30am – 12.30pm

CRC Symposium Rooms 2 & 3, Level 1, MD11

Yong Loo Lin School of Medicine

National University of Singapore

THE MEDICAL HUMANITIES AS A TOOL IN MEDICAL EDUCATION

Ong Eng Koon, Devanand Anantham, Victor Loh Weng Keong, Toh Ying Pin and Vivian Wong
Singapore

Workshop Description

The medical humanities can be used to foster humanistic attitudes. This is based on the values that care is as important as cure; and that patients are unique individuals rather than a collection of diseases. The humanities help healthcare professionals reflect on their identity as care providers and provide a deterrence to burnout. The humanities also train clinical skills in observation and communication; and facilitate the training of complex medical encounters in a safe environment.

Following an introduction and overview of the role that the humanities play in clinical medicine, case studies will be used to illustrate the application in medical education. This will provide an illustration on how curriculum guided by the medical humanities can be designed.

Dr. Victor Loh will share how students created films based on the experiences of family physicians, highlighting the concept of professional identity formation and how the learner's sense of self evolves through medical training. Dr Ong EK will describe the "HAPPE" project, where residents learn about empathy and patient-centred care using literature through readings of "The Death of Ivan Ilyich." Dr. Toh YP will use art-experiential sessions to develop self-awareness, reflexive skills and a person-centred approach to care. Reflexive skills allow a practitioner to appreciate the situation that is unfolding and respond in real time to the situation. Its value is paramount in counselling, breaking bad news, holding family conferences and open disclosure.

Participants will breakout in small groups to rotate around various stations to participate in a hands-on experience of how the different modalities are used to promote learning in empathy, compassion, humanistic care through deep reflection, perspective taking and imagery.

The session will conclude with a discussion of ongoing and potential local endeavours to forward the medical humanities.

Workshop Objective

- Appreciate the importance of the medical humanities and its role in medicine;
- Understand the application of various modalities of humanities in medical training;
- Hands-on experience of the application of medical humanities as a tool to facilitate reflection, perspective taking, empathy development, professional identity formation and a better understanding of self (mindfulness);
- Network with ongoing endeavours in the local medical education scene that promote the use of medical humanities in medical training collaborative practice.

Who Should Attend

All educators or learners who are involved in the teaching of professionalism, person-centred care, empathy and self-care through medical humanities. Educators who are concerned for how burnout and compassion fatigue could be mitigated; and learners who would like to develop skills to improve their own empathy and humanistic attitudes. All who would like to experience the facilitation of medical humanities first hand. No prior experience in the humanities is required, only a sense of curiosity and an open mind to explore innovative teaching methods.

W1A7

Wednesday 8th January 2020, 8.30am – 12.30pm

SMART Classroom, Level 4, MD6
Yong Loo Lin School of Medicine
National University of Singapore

CONTEMPORARY MEDICAL LEARNING: A FUTURE-FOCUSED METHODOLOGY FOR OUTCOMES-DRIVEN ACTIVE LEARNING DESIGN

¹Dean Jenkins, ²Diana Reeks and ¹Leigh van Wyk
¹United Kingdom and ²Australia

Workshop Description

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? 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? These are some of the questions we will discuss during our session.

Shift from time-based to competency-based undergrad and post-grad medical curricula has exerted a significant pressure on faculty: across the board (from undergraduate to continuing professional development) faculty now need to be capable of selecting appropriate instructional design and delivering effective outcomes-focused learning experiences. It is a paradox that as education gets more sophisticated – from grad school to university – fewer requirements apply for teaching skills: so, what do we as medical educators require as a bare minimum? This workshop will specifically focus on the fundamental processes of instructional design models and outcomes evaluation for medical education.

Workshop Objective

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

1. Critique outmoded models of educational practices;
2. Describe key criteria for designing medical learning for impact;
3. Describe key evidence-based contemporary instructional models.

Who Should Attend

Medical and healthcare educators already involved in the planning and execution of CME/CPD programs.

W1A8

Wednesday 8th January 2020, 8.30am – 12.30pm

Multipurpose Room 2, Level 3, MD1
Yong Loo Lin School of Medicine
National University of Singapore

TEAM-BASED TRAINING FOR COLLABORATIVE PATIENT-CENTRED HEALTHCARE DELIVERY

Sabrina Wong Kay Wye, David Ng Wei Liang, Lim Ziliang, Predeebha Kannan and Yeo Loo See
Singapore

Workshop Description

This workshop aims to showcase how healthcare professionals implementing team-based care can be equipped with pre-requisite interprofessional and cross-cutting skills through structured training outside of their clinic-setting. Although primarily designed for teamlets managing complex patients in primary care based on Bodenheimer's (2014) Ten Building Blocks of High Performing Primary Care, the competencies covered in the workshop are useful to train healthcare professionals working in any setting. The ten building blocks (Bodenheimer, 2014) includes engaged leadership, data-driven improvement, empanelment, team-based care, patient-team partnership, population management, continuity of care, prompt access to care, comprehensiveness and care coordination.

By participating in this workshop, educators who are healthcare professionals themselves are able to experience some of the pragmatic and fun approaches used to equip healthcare professionals to be members of effective healthcare-teams. This will be done through a series of interactive activities, hands-on session, role-plays, games and mini-lectures.

At the end of the session participants would be able to appreciate the importance of communication, self-awareness, team dynamics, team huddles, role clarity whilst embracing diversity, collaborative leadership, conflict resolution towards building effective healthcare teams. Such high performing cohesive teams can provide patients and care-givers with holistic, patient-centred, comprehensive and coordinated healthcare delivery. These so-called principles of high performing primary care teams are cross-transferable competencies that can be adopted by any team of healthcare professionals in any setting with similar objectives of holistic healthcare delivery.

The training of healthcare professionals serve only as an initial important preparatory phase of teamlet development. Apart from team-based training, the long term sustainability of newer models of healthcare delivery requires a strategic alignment of systems designs, supportive processes and policies within healthcare systems including communication platforms, regulatory and national policies.

Workshop Objective

The workshop aims to equip healthcare professionals with the knowledge and key competencies to work effectively in teamlets. This includes:

1. Understanding interprofessional competencies and contextualising the competencies to your workplace;
2. Developing team cohesiveness and clarifying roles: the role of interactive games;
3. The role of personality in team building- experience with the colours personality test;
4. Communication in teams- training strategies for interprofessional communication and conflict management;
5. Evaluating team dynamics using the Team Development Measure.

Who Should Attend

Doctors, nurses, educators, care coordinators, allied healthcare professionals involved in training of healthcare professionals and team care.

W1A9

Wednesday 8th January 2020, 8.30am – 12.30pm

Learning Room 03-04, 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 (WPA) IN BUSY DISCIPLINES

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

Workshop Description

Direct observation at the workplace to assess a student's performance is common in medical education. Well-known validated WPA tools such as mini-CEX and DOPS have been used in many disciplines. However, in busy disciplines like Family Medicine, Ophthalmology and Nursing, 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 WPA tools pose significant cognitive overload to the student and teacher. This workshop provides an insight into the principles and challenges of WPA, and the strategies to adapt and contextualise WPA tools in the evaluation of undergraduate and post-graduate students.

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 carrying out WPA. Practical tips on the implementation of the WPA tools in a time-constrained learning environment will be shared. The participants will be engaged in table exercises in small groups to design an assessment tool applying the principles being taught under the guidance of the faculty.

After the workshop, the participant will be expected to:

1. Advance the knowledge and skills in the design of a focused WPA
2. Apply relevant educational concepts to develop an effective WPA
3. Understand the challenges in the implementation of a WPA
4. Learn practical tips to overcome some of these challenges

Workshop Objectives

- To apply the cognitive load theory in workplace based assessments (WPA);
- To appreciate the value of re-designing instructions and assessments to reduce extraneous cognitive load in high element interactivity clinical tasks and procedures;
- To understand that 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 involved in the development of the entrusted professional activities (EPA) for the curriculum of a surgical discipline;
- To understand the principles involved in the development of focused EPA-based WPAs such as the mini-CEX, Multi-Source Feedback (MSF) and Direct Observed Procedural Skills (DOPS).

Who Should Attend

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

W1P1

Wednesday 8th January 2020, 1.30pm – 5.30pm

Multipurpose Room 3, Level 3, MD1
Yong Loo Lin School of Medicine
National University of Singapore

EVIDENCE-BASED PRINCIPLES TO FACILITATE DEEP LEARNING IN EVERYDAY TEACHING ENCOUNTERS

Derek Heng Jiun Yi, Shirley Ooi, See Kay Choong and Chong Choon Seng
Singapore

Workshop Description

Learning and retention of knowledge are vital in our role as healthcare professionals. With the exponential growth of medical knowledge, it becomes increasingly crucial that we ask ourselves: How do we teach better, in a manner that promotes retention and application? Can such teaching methods be transferable and used in various settings from lectures to bedside tutorials?

Through this workshop, we hope to inform and encourage educators to integrate evidence-based teaching principles in their teaching encounters to facilitate deep learning in their learners. There will be 2 segments to the workshop. Prior to attending the workshop, participants will be asked to prepare a 5-minute teaching session on any topic of their choice (medical and non-medical). During the first segment, evidence-based teaching principles like knowledge structures and whole-task learning will be introduced to the participants with emphasis on their relevance in facilitating retention, recall and application in learners. The second segment will be held in small groups where the participants will discover how the teaching principles can be easily applicable across the various teaching settings. The participants will then go deeper into how to apply the principles in the setting of their choice. During the discussion, the participants can also tap on each other's and the facilitator's experiences on how to weave the principles into the teaching setting of their choice.

The workshop will wrap up with opportunities for participants to teach a topic of their choice—medical or non-medical—integrating the teaching principles and received feedback from their peers and the workshop facilitators. We believe that the principles and tips shared during this workshop to be both immediately useful and easy to apply during the educator's next teaching encounter.

Participants will be required to prepare two 5-minute teaching session on any two topics (medical and non-medical) prior to attending the workshop.

Workshop Objective

1. Participants will be introduced to evidence-based teaching principles which facilitates deep learning;
2. Participants will understand how to apply the principles in various teaching settings like lectures and small-group teaching;
3. Participants will get an opportunity to try out the principles and obtain feedback from their peers and the facilitators.

Who Should Attend

Healthcare teachers who would like know and integrate evidence-based teaching methods to improve retention, recall and application in their learners.

W1P2

Wednesday 8th January 2020, 1.30pm – 5.30pm

Learning Room 03-06, Level 3, MD6
Yong Loo Lin School of Medicine
National University of Singapore

A GLOBAL CPD CURRICULUM: WHAT ARE THE ESSENTIALS?

¹Lisa Sullivan and ²Shilpa Mudgal

¹Australia and ²Singapore

Workshop Description

Few organisations have established and delivered ongoing training education for CME/CE/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. In January 2017, the GAME organisation received recommendations from its global members that creating and providing a global CPD curriculum was needed. Working closely with our partners, including the Alliance for Continuing Education in the Health Professions, GAME has designed a CE/CME/CPD curriculum for all CPD educators to provide basic skills for learning and assessment.

In this workshop, we will present the concepts around this basic curriculum, 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 and provide new avenues of thought and experience for future CPD programme development.

Workshop Objective

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.

Who Should Attend

Educators working in the CPD/CE/CME space, wishing to improve their ability to develop, distribute and assess educational content for life-long learners in healthcare.

W1P3

Wednesday 8th January 2020, 1.30pm – 5.30pm

Learning Room 01-01B, Level 1, MD6

Yong Loo Lin School of Medicine

National University of Singapore

SUMMATIVE ASSESSMENT FOR POSTGRADUATE TRAINING PROGRAMME: FROM DEVELOPMENT TO CONTINUOUS IMPROVEMENT

¹Hirota Onishi, ²Osamu Nomura and ³Gominda G Ponnampereuma

¹Japan, ²Canada and ³Sri Lanka

Workshop Description

Have you had any chance to review and evaluate the assessment tools for postgraduate training? This workshop is designed for trainers in postgraduate training programmes. Firstly, the participants will have a group discussion to share their current assessment tools and then moderators will conduct a discussion on the meaning of the assessment, relationship between objectives (outcomes, core-clinical problems and/or entrustable professional activities) and assessment, and strengths and weaknesses of popular assessment tools. Secondly, the participants will discuss how-to and then try to analyse simulated assessment data using spreadsheet software. In this part, participants will understand the concept of reliability and validity by calculating parameters such as Cronbach alpha coefficient, intra-class correlation, and Pearson's correlation coefficient. Lastly, participants will have a short discussion with the facilitators about the meaning of different coefficients and discuss how to improve the assessment tools for the next season. Participants have to bring a lap-top computer with spreadsheet software such as Microsoft Excel.

Workshop Objective

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

1. Select multiple assessment tools to maximise postgraduate training;
2. Evaluate reliability and validity of assessment tools for continuous quality improvement.

Who Should Attend

Those who are responsible for assessment in the postgraduate training should attend (from beginners to advanced trainers).

W1P4

Wednesday 8th January 2020, 1.30pm – 5.30pm

Learning Room 03-05, Level 3, MD6

Yong Loo Lin School of Medicine

National University of Singapore

CURRICULUM AS DRIVER – CREATING A STRATEGIC OPERATIONAL FRAMEWORK FOR TRANSLATING ‘ORGANISATIONAL VALUES INTO PRACTICE’

Mahalakshmi Venkatesan Natarajan and Jagan Mohan Rajaram

India

Workshop Description

The workshop will cover:

1. Pre-reading and reflecting on resource material
2. Setting stage - self introduction, participants expressing their expectation from the workshop and resource persons sharing workshop objectives.
3. Introductory Lecture
4. Group task and Buzz sessions
5. Anchoring plenary
6. Sharing the best practices and examples
7. Creating and sharing plans for individual organisations
8. Networking to continue to share ideas and progress

Workshop Objective

After reading and reflecting on the pre-reading materials and the deliberations in the workshop, the participants shall be able to demonstrate an understanding of:

1. The need to explicitly state the organisational values as clearly articulated Vision & Mission statements;
2. How the curriculum is used to address the needs of various stakeholders in the organisation - Relevance, content, infrastructure, faculty, students and societal needs;
3. The role of curriculum as a dynamic tool to translate what is desirable into ‘what is feasible and doable’ to address the organisational change;
4. The role of different stakeholders in creating an operational plan for this process;
5. Strategies for quality enhancement by converting value statement into guidelines for everyday practice.

Who Should Attend

Health professions administrators, deans, directors of institutions, heads of departments, team leaders, curriculum planners and teaching faculty from medical, nursing, and allied health professions.

W1P5

Wednesday 8th January 2020, 1.30pm – 5.30pm

CRC Symposium Rooms 2 & 3, Level 1, MD11

Yong Loo Lin School of Medicine

National University of Singapore

TRANSLATION OF INTERPROFESSIONAL EDUCATION INTO COLLABORATIVE CLINICAL PRACTICE

Ahmed Alhammadi, Manasik Hassan, Eman Almaslamani, Magda Wagdy and Hatim Abdelrahman

Qatar

Workshop Description

Interprofessional collaboration approach involving interprofessional teams of health care providers offering comprehensive and coordinated health care services is essential to the clinical learning environments of the future. Effective interprofessional collaboration associated with better patient care, less medical errors, increase teamwork & job satisfaction.

Our workshop will emphasise the importance of interprofessional education and collaboration with various healthcare providers and will equip the participants with some strategies and practical tool to implement IPEC concept in a different clinical setting to enhance the quality and safety of patient care. Finally, we will summarise some indicators to measure the success of IPEC. The didactics will address the different aspects of IPEC e.g.; definition, background, advantages. Afterwards, through analysing interactive video clips and using role-play, participants will be introduced to the main concept of high-functioning teams to reach a level of synergy that enhances their efficiency and effectiveness. In small groups, participants will practice using some of these skills and tools to enhance implementation of IPEC in a different clinical setting and at the end we will share some indicators of effective interprofessional collaboration.

Workshop Objective

- Highlight the benefits of IPEC and key concepts of high functioning interprofessional team;
- Implement some strategy and practical tools to apply IPEC in the clinical learning environment;
- Identify indicators of effective IPEC in the clinical practice.

Who Should Attend

The workshop welcomes all stakeholders in healthcare clinical environment; physicians, nurses, clinical pharmacist, social worker and other allied health providers and educators interested in faculty and professional development.

W1P6

Wednesday 8th January 2020, 1.30pm – 5.30pm

Learning Room 03-07, Level 3, MD6

Yong Loo Lin School of Medicine

National University of Singapore

WHERE HEART AND HEAD COLLIDE: THE NOTION OF LEARNING CLIMATE FOR NURTURING VALUES OF HUMANISTIC PHYSICIANS

Rita Mustika, Diantha Soemantri and Ardi Findyartini

Indonesia

Workshop Description

Humanistic physicians demonstrate respect for patients and fully attend to patients' problems and concerns (Branch et al, 2015). During interaction with patients, physicians should demonstrate integrity, compassion, altruism, empathy and respect (Lee et al, 2016). Some studies showed that humanistic behaviour of physicians correlates with improved patients' satisfaction and treatment success (Hojat et al, 2015). However, according to Pellegrino (2015), deprofessionalisation of physicians has happened. This deprofessionalisation of physicians, or the loss of some characters or attributes that define a profession, is suspected to be one of the most important causes of increased patients' complaints.

Teaching humanism is a part of professional identity formation and considered to be important in developing physicians' professionalism (Boudreau et al, 2014; Passi et al, 2010). Several strategies for teaching humanism have been explored. One of which is through role modelling of humanistic physicians. Teachers should be aware of teaching moments that can be used as opportunities to discuss humanism, encourage students to do self-reflection, and provide feedback. Despite all of these strategies, the importance of creating humanistic climate within students learning environment cannot be taken for granted (Branch et al, 2015).

Considering the importance of nurturing humanistic values starting from the beginning of medical study by providing a learning environment supportive of humanism, our workshop is intended to discuss the concept of humanistic physicians and learning environment. Through active participation and reflection on own experiences, participants will be engaged in the discussions regarding the attributes of humanistic physicians, their relevant application in practice and components of learning environment that supports humanistic values. Towards the end of the workshop, participants will be asked to discuss and formulate workable ways to create such humanistic learning environment for medical students.

Workshop Objective

At the end of the workshop, participants are expected to be able:

1. To identify attributes and importance of humanistic physicians;
2. To explain the definition and components of learning environment;
3. To identify the components of learning environment that supports humanistic values;
4. To discuss ways to create such environment.

Who Should Attend

Medical and health professions teachers with interest in teaching humanism.

W1P7

Wednesday 8th January 2020, 1.30pm – 5.30pm

SMART Classroom, Level 4, MD6
Yong Loo Lin School of Medicine
National University of Singapore

A ROADMAP TO IMPROVE GENDER EQUITY IN INTERNATIONAL ACADEMIC MEDICINE

¹*Sophia Archuleta*, ²*Halah Ibrahim* and ³*Dora J Stadler*

¹Singapore, ²United Arab Emirates and ³Qatar

Workshop Description

This will be an active learning session. After a brief review and discussion of the current status of gender equity in international academic medicine, evidence-based interventions to improve gender equity, highlighting successful initiatives, will be presented, and feasibility discussed by all attendees. Attendees will participate in World Café to describe barriers in their institutions and brainstorm interventions to improve recruitment, retention and promotion of women faculty. Both institutional and individual strategies will be discussed. Instructional strategies will include (brief) presentation, active reflection, case study with small group discussion, World Café, and development of an Individual Action Plan.

Workshop Objective

At the end of this session, learners would be able to:

1. Describe current issues of gender inequity in international academic medicine;
2. List 3 existing strategies, programs or tools to foster gender equity;
3. Develop a “roadmap” of strategies that can be incorporated at home institutions.

Who Should Attend

Clinician educator faculty, trainees considering careers in academic medicine, training programme leaders (residency PDs), academic health centre leaders (CEOs, CMBs), medical school leaders (deans, department heads).

W1P8

Wednesday 8th January 2020, 1.30pm – 5.30pm

Multipurpose Room 2, Level 3, MD1
Yong Loo Lin School of Medicine
National University of Singapore

MINDFULNESS FOR EDUCATORS: SELF-CARE TO PREVENT BURNOUT

Mabel Yap, Tanya Tierney and Angie Chew
Singapore

Workshop Description

There has been increasing interest in the benefits of mindfulness practice in medicine and in education. Concern over the high rates of stress and burnout in practicing doctors and medical students has driven the recent focus on well-being in clinical settings and medical schools. However, those involved in teaching are also at risk of burnout; medical educators are often juggling many competing responsibilities that may include clinical, research, administrative and leadership responsibilities. Educators who are burnt out may experience difficulties in concentrating and completing their work, difficulty empathising with the learners (as well as patients and colleagues), poor health, increased absenteeism, mental health issues such as depression or anxiety and increased suicidal ideation. Indeed, there are reports that the rate of suicide in academic staff is rising.

In this workshop we will explore the impact of stress on well-being and consider ways to recognise and manage our response to stress. Whilst the main focus is on self-care, the benefits to the learners are also tangible as the learning experience will be enhanced if the educator is more present. In addition, educators can recognise stress and burnout in their learners and pass on suggestions for self-care.

This is a practical workshop in which we will be practicing mindfulness. Participants are encouraged to dress in comfortable clothing and come with a beginner's mind.

Workshop Objective

- Understand the relationship between stress and burnout;
- Recognise the signs of stress in yourself and your learners;
- Understand the benefits of self-care to prevent burnout;
- Experience mindfulness practice.

Who Should Attend

Staff involved in medical education at any level and anyone interested in self-care, well-being and mindfulness.

W1P10

Wednesday 8th January 2020, 1.30pm – 5.30pm

Learning Room 03-04, Level 3, MD6

Yong Loo Lin School of Medicine

National University of Singapore

PROFESSIONAL DEVELOPMENT: RESILIENCE THROUGH PEER GROUP REFLECTION

Mairi Scott and Susie Schofield

United Kingdom

Workshop Description

Nowadays, increasing complexity of healthcare delivery is a cause of significant uncertainty in clinical decision making. Whilst healthcare professionals are trained to cope with uncertainty and its associated risk, evidence shows many groups of healthcare professionals are subject to work-related stress, sickness absences and burn-out. Medical educators can make a difference here by focusing on offering educational solutions that are integrated into practitioners daily practice and shift healthcare culture towards one of learning rather than one of overwhelm. Case-based discussion with peers is a way to enhance resilience by enabling practitioners to critically reflect on their experiences and so gain new understandings about themselves and the care they give to patients.

This workshop has been designed to allow medical educators to develop additional skills in enabling their learners to undertake critical reflection and analysis on the care they give to patients in a creative and interactive way and so become more resilient. Delegates will be introduced to effective methods of small group learning with peers using a 'values-based' Balint style approach to reflection, analysis and understanding of their own clinical experiences. The facilitation and teaching skills needed to achieve deep learning through this type of critical reflection will be made explicit along with hands-on experience of some of the necessary techniques required to create a safe place for personal development and so enable resilience.

The workshop will be delivered in phases:

1. Explanation and exploration of the technique known as Balint-type case-based learning
2. Review of participants needs assessments and tips for immediate improvement
3. Small group work 1 & 2 plus de-brief on process and facilitation
4. Whole group review of learning and address (with tips) remaining gaps in participant needs with agreed plans for further self-development.

Workshop Objective

The aim is for participants to experience themselves and so gain skills in teaching others to:

- Develop an approach to optimising resilience in self and others and so enhance professional practice and development;
- Gain high level teaching skills in reflective practice-based on enabling group discussion and critical analysis of the uniqueness of the clinician-patient interaction;
- Develop small group leadership skills in using awareness raising questions (ARQ's) to enable in-depth critical analysis and reflection-in-action and reflection-on-action.

Who Should Attend

Medical Educators (particularly but not exclusively from the clinical teaching environment) who are involved in teaching undergraduates, postgraduate specialty trainees and established professionals undertaking CPD activities.

W2F1

Thursday 9th January 2020, 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.

W2A1

Thursday 9th January 2020, 8.30am – 12.30pm

Learning Room 01-01B, Level 1, MD6

Yong Loo Lin School of Medicine

National University of Singapore

PROMOTING VALUE-BASED LEADERSHIP THROUGH FINDING YOUR ‘WHY’ AND ADDRESSING UNCONSCIOUS BIAS

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

¹United Kingdom, ²Australia and ³Canada

Workshop Description

Contemporary medical and health professions’ leadership requires a focus on value-based, ‘moral’, inclusive and person-centred leadership approaches. This is often difficult when we are pressurised by targets, increasing student numbers and service demands, however, people are both central and essential to the work we do and leaders who forget this do so at their peril. We often assume that everyone has the same values about the way we should work, the priorities and the purpose of what we are doing. However, many conflicts and issues arise simply because people don’t have the same values and ‘moral purpose’ and effective leaders need to surface and discuss this, as Simon Sinek says, organisations and groups need to ‘find their why’ (Sinek, 2009).

Research in health and medical leadership focusses on compassionate and caring leadership (de Zulueta 2016; Gabriel 2015), this is not just about patients, carers and communities, but also involves learners, students and colleagues (West and Chowla 2017). Much evidence exists from industry that a person-centred and inclusive leadership approach which proactively values and nurtures diversity contributes to increased productivity and innovation (Grissom 2019). However, we all have unconscious biases which can undermine a person-centred, inclusive and value-based leadership approach. Health education organisations comprise diverse groups and individuals and prepare learners to work in diverse populations, leaders therefore need to ensure that they are addressing any unconscious/implicit biases as far as possible, and that colleagues and learners are supported to surface their own biases and to challenge behaviours that run against core values.

References:

1. de Zulueta, P. C. (2016). Developing compassionate leadership in health care: an integrative review. *Journal of healthcare leadership*, 8, 1.
2. Gabriel, Y. (2015). The caring leader –What followers expect of their leaders and why? *Leadership*, 11(3), 316-334.
3. Grissom, A. (2019). *Inclusive leadership*. Catalyst.
4. Sinek, S. (2009). *Start with why: How great leaders inspire everyone to take action*. Penguin.
5. West, M. S., & Chowla, R. (2017). *Compassionate leadership for compassionate health care*. *Compassion: concepts, research and applications*. London: Routledge, 237-57.

Workshop Objective

This workshop aims to raise awareness of how a value-based, inclusive leadership approach can empower and stimulate people and innovation and how ‘finding your why’ and addressing unconscious biases help develop more inclusive and value-based leadership.

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

1. Identify key aspects of value-based, inclusive and person-centred leadership;
2. Work with their teams to identify core values and purpose and ‘find their why’
3. Gain understanding of their own and others’ unconscious biases and be familiar with ways to address and challenge inappropriate behaviours;
4. Identify areas for further leadership development.

Who Should Attend

Anyone in a leadership role or aspiring to a leadership position at any level.

W2A2

Thursday 9th January 2020, 8.30am – 12.30pm

Learning Room 03-07, Level 3, MD6
Yong Loo Lin School of Medicine
National University of Singapore

DISRUPTIVE BEHAVIOUR BY HEALTHCARE PROFESSIONALS - RECOGNISING ITS IMPACT ON HEALTHCARE WORKERS AND PATIENTS, AND ESTABLISHING AN ACTION PLAN AGAINST DB

Inthrani Raja Indran and Tan Chay Hoon
Singapore

Workshop Description

Disruptive Behaviour (DB), in healthcare, can be defined as any form of inappropriate conduct which interferes with or has the potential to interfere with, quality health care delivery. They include both verbal and nonverbal behaviours including yelling, demeaning remarks, harassment, and bullying. Studies have demonstrated that DB can contribute to a hostile working and learning environment, impair communication between healthcare workers, increase the risk of anxiety and depression, and negatively influence patient safety. Overall, these factors can affect the perspectives, attitude and emotional responses of healthcare professionals in various situations. Moreover, many studies have also shown that cultural barriers such as hierarchy and power distance that are widely embedded in the health care system further impedes resolution of these problems.

While research on DB has gained much traction over the years, issues surrounding a lack of policies and guidelines to address DB, reporting systems, internal organisational dynamics, leadership, and confidentiality, has largely hampered progress, and it remains as an ongoing problem. These factors have raised the need to review workplace practices and introduce agents of change to systematically improve the working environment of healthcare workers and address the root factors underpinning DB.

This workshop will provide a brief look at the different types of DB, possible factors underlying DB, the impact it can have on healthcare professionals and patients, and importantly focus on agents of change that could help reduce DB, and challenges in instilling these agents at an organisational level. Through our discussions, and resources provided we hope that the participant would be able to return back to their respective organisations and initiate an action plan that could eventually help to curb DB, and improve the lives of the healthcare professionals and the patients we care for.

Workshop Objective

This workshop will provide a brief look at the different types of DB, possible factors underlying DB, the impact it can have on healthcare professionals and patients, and importantly focus on three key areas that can help address DB. These include:

1. Awareness, training and education;
2. Promoting culture change active action by leadership;
3. Promoting trust and facilitating complaints processes/mechanisms, and responding to them in a timely and unbiased manner.

Through our discussions, and resources provided we hope that the participant would be able to return back to their respective organisations and initiate an action plan that could eventually help to curb DB, and improve the lives of the healthcare professionals and the patients we care for.

Who Should Attend

Any healthcare professional with an interest in facilitating change from where you are. We hope that this workshop will help to raise discussion and awareness that is useful to all healthcare professionals, especially doctors and nurses, regardless of ranks to help manage DB more effectively. Professionals in leadership positions may find this session useful in helping you reflect on current practices, the challenges and institutional safeguards that may need to be instilled to provide a safe working environment for your colleagues and improve patient outcomes.

W2A3

Thursday 9th January 2020, 8.30am – 12.30pm

Learning Room 01-02, Level 1, MD6
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 to choose 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.

W2A4

Thursday 9th January 2020, 8.30am – 12.30pm

Multipurpose Room 2, Level 3, MD1

Yong Loo Lin School of Medicine

National University of Singapore

PROFESSIONALISM: HOW TO DEVELOP SURVEYS FOR PEERS AND PATIENTS

John Norcini

USA

Workshop Description

There is a growing awareness of the importance of professionalism and great interest in methods for assessing it. The goal of this workshop is to familiarise participants with the range of methods currently available. In addition, it will focus on one of those methods, patient and peer questionnaires, and address the issues of deciding on content for the questionnaire, determining the scale and scoring procedures, specifying ways of developing reliable scores, and estimating the bias introduced by settings and patients. Active involvement will be encouraged throughout and small group exercises will focus on defining behaviours associated with professionalism and developing items to capture those behaviours.

Workshop Objective

By the end of the workshop, the participants will:

1. Be familiar with three discourses of professionalism;
2. Learn about a variety of methods for assessing it;
3. Have the knowledge necessary to develop a survey form for peers, patients, and others, and
4. Will have practised the steps in questionnaire construction.

Who Should Attend

Beginners with an interest in professionalism and/or survey development.

W2A5

Thursday 9th January 2020, 8.30am – 12.30pm

Room 05-03K, Level 5, MD1

Yong Loo Lin School of Medicine

National University of Singapore

WE PASS WITH A: A COMPREHENSIVE APPROACH FOR DESIGNING COMPETENCY-BASED ASSESSMENT

Gandes Retno Rahayu and Yoyo Suhoyo

Indonesia

Workshop Description

Student assessment is a crucial aspect for successful teaching and learning. When designing an assessment system, we have to base on assessment principles: 1) validity; 2) reliability; 3) transparency; 4) fairness; 5) comparability; 6) fitness for reflection; 7) educational impact; 8) feasibility and acceptability

To assist in designing good assessment, we have developed a comprehensive approach, named as **WE PASS** with **A**. **WE PASS** with **A** consists of 6 basic steps and 1 step for quality assurance: **W**riting, **E**ditting, **P**reparing assessment, **A**ssessment process, **S**tandard setting, **S**pecific feedback and **A**ssessing the assessment.

Workshop Objective

After this workshop it is expected that the participants will be able to apply the **WE PASS** with **A** approach in their own contexts. Interactive approach will be applied throughout the workshop. There will be individual, in pairs and small-group working, as well as brief interactive lecture. A handout about **WE PASS** with **A**, short power point and video will be used to support the interactivity of the workshop.

Who Should Attend

Medical and health professional educators, who are interested to learn about designing a comprehensive assessment.

W2A6

Thursday 9th January 2020, 8.30am – 12.30pm

Learning Room 03-06, Level 3, MD6
Yong Loo Lin School of Medicine
National University of Singapore

FLIPPED CLASSROOM TEACHING: ENHANCING EXPERIENTIAL LEARNING FROM LABORATORY MEDICINE TO CLINICAL SKILLS

Wai-Tat Wong, Kaori Futaba and Mamie Hui
Hong Kong S.A.R.

Workshop Description

Experiential learning is the key to success for medical students to learning clinical medicine. However, didactic lectures and bedside teaching, traditional teaching methods commonly used in clinical medicine, can provide only limited chance for the students to experience clinical challenges. Some clinical skills/knowledge are particularly difficult to be experienced by the students: team work in crisis, delivering bad news, examining the breast and the groin of surgical patients and conducting informed consent conversation, and making decision based on the clinical findings and microbiology result.

A series of flipped classroom teaching using e-learning platform have been developed for the clinical year medicine students based on the above topics identified by a group of clinical teachers from different specialties (surgery, microbiology, anaesthesia and intensive care) in the Faculty of Medicine, the Chinese University of Hong Kong. We will explain the key concept and expected difficulties in flipping the classroom using the production of our work as examples.

Overview of the workshop:

- Flipped classroom: Choose the right topics
- Flipped classroom: From didactic lectures to e-tutorial
- E-learning: Animation and annotated video.
- Subsequent face to face teaching: matching the e-learning with the small group teaching
- Subsequent face to face teaching: matching the e-learning with the large group teaching
- Demonstration (using material provided by participants)

We understand teaching topics in different specialties in different institutions can be variable and there is no universal formula to flip a classroom in clinical medicine. We will demonstrate some possible flipping methods at the end of the workshop using material provided by the participants.

Workshop Objective

- Use e-learning platform effectively to simulate clinical work (not just recording e-lectures);
- Enhancing matching the intra-class small group bedside teaching or tutorial to the pre-class e-learning in teaching clinical skills;
- Engage students by simulating clinical decisions in large group teaching.

Who Should Attend

Educators in medical schools, clinicians with interest in undergraduate or postgraduate teaching, and nurses/allied health practitioners with interest in undergraduate or post-graduate teaching.

W2A7

Thursday 9th January 2020, 8.30am – 12.30pm

CRC Symposium Rooms 2 & 3, Level 1, MD11

Yong Loo Lin School of Medicine

National University of Singapore

INTRODUCTION TO MIND-BODY MEDICINE SKILLS TO FOSTER STUDENT AND FACULTY WELL-BEING

Aviad Haramati

USA

Workshop Description

The goal of the 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).

W2A8

Thursday 9th January 2020, 8.30am – 12.30pm

Multipurpose Room 3, Level 3, MD1

Yong Loo Lin School of Medicine

National University of Singapore

CHANGING MINDSETS: MOVING BEYOND “BUSINESS AS USUAL”

Yvonne Steinert

Canada

Workshop Description

It has been said that the mindset we adopt can shape future possibilities. A mindset refers to a set of assumptions, beliefs and values held by an individual or a group. It can also refer to people’s views of “where ability comes from” (Dweck, 2016). The goal of this workshop is to describe the notion of mindsets, their key characteristics, and the process of how mindsets can change. Through a series of individual and group exercises, participants will have an opportunity to analyse their own mindsets and how their assumptions and beliefs can influence them personally and professionally. We will also explore different strategies that can be used to change mindsets at the individual and organisational level, and we will give participants an opportunity to apply these strategies to medical education, using case studies and personal examples. Although the concept of changing mindsets has frequently been discussed in the management literature, its application to opportunities and challenges in medical education are yet to be fully explored.

W2A9

Thursday 9th January 2020, 8.30am – 12.30pm

Learning Room 03-05, Level 3, MD6
Yong Loo Lin School of Medicine
National University of Singapore

STRATEGIES ON HOW PRE-CLINICAL TEACHING CAN IMPART VALUES IN CLINICAL PRACTICE

¹Chen Zhi Xiong, ²Chiara Marie Dimla, ³Thilanka Seneviratne and ⁴Neil Osheroff

¹Singapore, ²Phillippines, ³Sri Lanka, and ⁴USA

Workshop Description

The workshop will kick-start by examining the professional behavioural gaps in three different institutions and countries. This will be followed by a discussion to narrow down the deficient values that are responsible for these gaps. In the second part, speakers will share the strategies or practices that they employed to overcome these issues, followed by a sharing of other proposals from the participants. Finally, participants will practice applying one of the strategies using one of their teaching-learning events.

Workshop Objective

- Determine essential values for clinical practice and ascertain gaps in your students;
- Learn strategies to impart clinically-relevant values during pre-clinical years;
- Apply these strategies in your respective teaching-learning contexts.

Who Should Attend

Medical science-and clinician educators involved in teaching pre-clinical years for medical and allied health students.

W2P1

Thursday 9th January 2020, 1.30pm – 5.30pm

Multipurpose Room 3, Level 3, MD1

Yong Loo Lin School of Medicine

National University of Singapore

COMMUNICATION SKILLS + PRESENTATION SKILLS = GREAT EDUCATION

Lawrence Sherman and Kathy Chappell

USA

Workshop Description

This workshop is designed to be completely interactive, and to share and enhance best practices in presentation styles and skills. The target audience for this workshop is novice and experienced medical educators seeking to enhance and embellish their presentation techniques, while also helping their peers to do the same.

The workshop will be facilitated by Lawrence Sherman, FACEHP, CHCP, and Kathy Chappell, PhD, RN and will be geared towards identifying the best practices in each participant, and encouraging group discussion. Lists of skills and techniques will be developed, and groups will work to prioritise the skills into need to have versus nice to have, and individualised differences will be highlighted and addressed.

Some of the topics that will be addressed include:

- Real-time needs assessment
- Reading an audience
- Use of visual aids
- Positioning/posture/voice/hands
- Moving from passive to active teaching
- Meeting interprofessional and multidisciplinary needs

Participants will be encouraged to be open and active during the session!

Workshop Objective

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

- List the qualities of effective communication and presentation;
- Demonstrate effective communication skills;
- Outline the effective use of eyes, hands, voice, posture, connectors and visuals;
- Describe the skills involved in effective presentations.

Who Should Attend

All medical educators with an interest in improving their presentation and communications skills.

W2P2

Thursday 9th January 2020, 1.30pm – 5.30pm

Learning Room 01-01B, Level 1, MD6

Yong Loo Lin School of Medicine

National University of Singapore

ENSURING QUALITY IN EDUCATION IN LOW RESOURCE SETTINGS

¹Tran Diep Tuan, ²Pete Ellis, ³Dujeepa D Samarasekera, ⁴Michael Field, ⁵Nakapi Tefuarani, ⁶Alec Ekeroma and ⁷David Gordon

¹Vietnam, ²New Zealand, ³Singapore, ⁴Australia, ⁵Papua New Guinea, ⁶Samoa and ⁷France

Workshop Description

The workshop will highlight the best evidence practices in ensuring medical school standards and appropriate audit processes in countries with limited resources, taking into account the World Federation Medical Education (WFME) standards. Through sharing of experience in different countries, the workshop will also focus on the challenges faced in operationalising standards and discuss ways forward.

Workshop Objective

- Discuss the medical school standards and appropriate audit processes in countries with limited resources;
- Compare and contrast the medical school standards and audit processes in various countries;
- Discuss challenges faced and ways to overcome those challenges.

Who Should Attend

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

W2P3

Thursday 9th January 2020, 1.30pm – 5.30pm

Learning Room 03-05, Level 3, MD6

Yong Loo Lin School of Medicine

National University of Singapore

USING SOCIAL MEDIA TO DISSEMINATE YOUR SCHOLARLY WORK

¹Peter GM de Jong and ²Julie K Hewett

¹The Netherlands and ²USA

Workshop Description

When publishing scholarly work in a journal in general, a lot of time and effort is being invested in writing and revising the manuscript until it is being accepted for publication. However, that milestone should not be the end of the endeavour; it 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 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 addressed 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 will learn 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.

W2P4

Thursday 9th January 2020, 1.30pm – 5.30pm

Learning Room 03-06, Level 3, MD6

Yong Loo Lin School of Medicine

National University of Singapore

THE WORLD FEDERATION FOR MEDICAL EDUCATION (WFME) RECOGNITION PROGRAMME FOR ACCREDITING AGENCIES: PURPOSE, PROCESSES, AND CRITERIA

John (Jack) R Boulet and Marta van Zanten

USA

Workshop Description

While the purposes of accreditation of basic medical education are to evaluate and ensure the quality of medical education programmes and encourage improvement, accreditation practices vary considerably worldwide. As a result, the quality of medical education can vary considerably both within and across countries. Low-quality educational programmes are more likely to yield graduates with some knowledge and skill deficiencies, including questionable values for effective practice. With this in mind, the World Federation for Medical Education (WFME) has developed and implemented a global programme aimed at recognising agencies that accredit medical schools at an international standard. This workshop will provide an overview of the WFME recognition programme and an in-depth understanding of its purpose, processes, and criteria.

The workshop will include presentations on the WFME Recognition Programme, followed by group activities aimed at increasing participants' overall understanding of the programme, including potential strategies for setting up an accreditation system and enhancing current systems to better comply with WFME criteria. Associated challenges and how an agency can move towards fulfilment of the elements will also be addressed. The workshop will conclude with a discussion of the important themes that have emerged.

Workshop Objective

At the conclusion of this workshop, participants will have gained an in-depth understanding of the WFME Recognition Programme, the process of recognition, and the specific criteria used in evaluating accrediting agencies. This information will be useful for individuals to help ensure that medical education, and specifically the accreditation of medical programmes, in their home settings is operating at a global level.

Who Should Attend

Anyone with an interest in the accreditation of basic medical education is invited to participate. Individuals involved with accreditation agencies or regulatory organisations are especially encouraged to attend.

W2P5

Thursday 9th January 2020, 1.30pm – 5.30pm

Multipurpose Hall 2, Level 3, MD1
Yong Loo Lin School of Medicine
National University of Singapore

ALIGNING MEDICAL EDUCATION AND HEALTH SYSTEMS

Sawsan Abdel-Razig and Hatem Alameri
United Arab Emirates

Workshop Description

There is a significant misalignment of the global health care workforce skills and competencies with the health care needs of populations. At the core of this challenge are the often-isolated spheres of operation between health systems regulators/policy makers and educational stakeholders including accreditors, academic institutions, and physician educators. This session provides a “macro-level” framework for addressing specific health systems challenges through transformative medical education policy and structure. Participants will then work in groups using three country cases applying the framework towards specific health systems challenges identified. Topics covered during this session include an overview of health systems’ universal components and structure, overview of medical education systems’ components and structure, and a transformative approach towards aligning both systems

The session will include both lecture and case-based discussion. In the lecture, presenters will provide an overview of universal health systems’ factors determining health delivery, educational systems’ structure and stakeholders, and a model to align the two. Then, using a case-based approach, participants will engage in group activities to study specific health and educational systems from around the world, identify challenges and suggest specific systematic interventions to address them using the model proposed. The following are the session topics that will be covered:

1. Overview of global health systems indicators and performance metrics
2. Educational systems components and performance metrics
3. Introduction of specific models to improve alignment of health and medical education systems; and
4. Country specific case-based challenges

Workshop Objective

- Identify the salient features of global health systems’ structure and stakeholders and, their contributions and challenges as they relate to population needs;
- Understand current approaches to medical education systems development and the principles of transformative medical education policy;
- Demonstrate practical skills in applying a systematic approach towards impactful medical education reform/intervention to address specified health systems’ challenges.

Who Should Attend

DIOs, program directors, faculty, hospital administration/C-Suite/leadership, residents/fellows and health policy makers.

W2P6

Thursday 9th January 2020, 1.30pm – 5.30pm

Room 05-03K, Level 5, MD1
Yong Loo Lin School of Medicine
National University of Singapore

HOW TECHNOLOGY, APPLIED STORYTELLING, AND THEATRE CAN HUMANISE VALUES FOR EFFECTIVE PRACTICE

Poh-Sun Goh, Ian Mathews and Edmund Chow
Singapore

Workshop Description

The pre-conference workshop will explore, illustrate and demonstrate how technology, applied storytelling, and theatre can nurture values for effective practice. The workshop will be highly interactive and experiential. From the use of simple storytelling techniques to more complex role plays, participants will experience moments that promote reflection, and improve empathy, communication skills, teamwork, and professionalism.

A follow-up main conference panel discussion will go deeper into the literature and evidence underpinning the use of technology, applied storytelling, and theatre to humanise our values for effective practice. It will also involve the audience in interactive discussions, and a theatrical experience. Our aims for both the pre-conference workshop and main conference panel discussion are for participants to understand the pedagogical implications of applied storytelling and theatre in medical education, to immediately use and apply practical techniques in clinical setting, and to evoke feelings and convictions related to the session theme – to know, do, and feel.

W2P7

Thursday 9th January 2020, 1.30pm – 5.30pm

CRC Symposium Rooms 2 & 3, Level 1, MD11

Yong Loo Lin School of Medicine

National University of Singapore

KNOCK KNOCK WHO'S THERE? SUPPORTING WELL-BEING AND SUCCESS FOR ALL

¹Jo Bishop, ²Aviad Haramati and ³Greg Radu

¹Australia, ²USA and ³Canada

Workshop Description

The facilitators will introduce the need for supporting learner well-being and why it must be a focus. Challenges to learner well-being includes personal and environmental factors. These domains explore the learner's journey and transitions, length and challenges of programmers respectively

The role of the education providers in promoting well-being will be explored along with evidence-based support framework that can be utilised in the learning environment, such as:

- General support that is easily accessible, transparent and timely;
- Preventative support such as activities that help with resilience and personal and professional support sessions and,
- Extra support for the specific needs of the individual that is personalised and offered early.

The facilitators will particularly focus on the roles of faculty and peers in student support; the evidence-based staff development framework will explore difficult conversations and provide sufficient tools for delegates to feel confident in the strategies discussed. The likely student concerns will be reviewed with activities and role-play including study, relationships, financial, physical illness, mental health. Case-based scenarios will explore how delegates have responded previously and how best to triage with local guidelines and policies in mind.

Whilst supporting staff who support students, we can explore:

- Why staff need training and support too;
- Who should be recruited and selected to these roles;
- How they should be suitably inducted;
- The role clarification and expectations;
- Ongoing professional development and,
- How to deal with emergency situations.

The session will conclude with how the delegates are currently focusing on their own well-being, with increased stressors and demands of the higher education and work environment. Practical advice will be shared and delegates will be armed with a sense of purpose, meaning and connection.

Workshop Objective

The objective of the workshop is to briefly review the current literature on supporting learner well-being and discuss frameworks and practical approaches for those who educate and may be confronted with and are required to respond to distressed learners whilst maintain their own well-being.

Who Should Attend

Educators (teachers and clinicians), fellow learners, professional staff and those who manage others who are frontline for student support.

W2P9

Thursday 9th January 2020, 1.30pm – 5.30pm

Learning Room 01-02, Level 1, MD6

Yong Loo Lin School of Medicine

National University of Singapore

THE ROAD LESS TRAVELLED: PROGRAMMATIC ASSESSMENT AS CONTINUOUS QUALITY IMPROVEMENT

Eric Holmboe

USA

Workshop Description

For over a century, medical education has relied mostly on a rigid structure and process approach to designing and implementing curriculum and assessment. However, growing research has surfaced major issues in the quality and safety of health care, leading policy makers to push the medical education enterprise to focus more on outcomes and continual improvement to meet societal needs. Yet focusing educational programmes on outcomes has proved elusive and challenging. Assessment has been heavily focused on knowledge through high stakes multiple choice tests. At the end of the 20th century, simulation and standardised patients became common methods of assessment for clinical skills.

Regrettably, these traditional assessment approaches have failed to substantially improve educational outcomes. Multiple studies continue to document persistent and important competency deficiencies of graduates. Programmes are struggling to implement assessment processes that effectively prepare health care professionals for 21st century practice. With the important push to outcomes, medical education must shift to a continuous quality improvement mind-set in programmatic assessment. It is also clear work-based assessment must play a larger role in outcomes-based education. This highly interactive pre-course will provide participants an opportunity to apply key lessons and principles from quality improvement and implementation science in designing and running a programme of assessment. The pre-course will utilise small group work, reflective practice and video review exercises. Participants will learn how to create feedback loops from their programmes of assessment for learners, programmes and institutions. Participants will have an opportunity to develop a plan on how they can use learning analytics (LA) in their own programmes.

Finally, participants will learn how to apply co-production strategies with learners, faculty and institutional leaders to facilitate better educational and clinical outcomes. Participants will be provided a number of resources they can take back to their home institutions. They will also develop an action plan for improving their own programmes of assessment.

Workshop Objective

- Discuss and apply key quality improvement and implementation science principles and strategies in designing, implementing, and continually improving programmes of assessment;
- Explore how learning analytics can provide meaningful feedback data for multiple stakeholders in programmatic assessment;
- Apply key principles and strategies of coproduction in implementing programmatic assessment.

Who Should Attend

Anyone interested in assessment, especially programmatic assessment.

Friday 10th January 2020, 9.30am

Central Ballroom, Basement 2, Resorts World Convention Centre

OPENING KEYNOTE ADDRESS - FROM TEACHING PROFESSIONALISM TO SUPPORTING PROFESSIONAL IDENTITY: NURTURING VALUES FOR EFFECTIVE PRACTICE

Yvonne Steinert

Professor of Family Medicine and Health Sciences Education, Director, Institute of Health Sciences Education, and Richard and Sylvia Cruess Chair in Medical Education, Faculty of Medicine, McGill University, Canada

The theme of this year's conference is "Nurturing Values for Effective Practice". To achieve this objective, we must have a clear vision and strategy for teaching professionalism and supporting professional identity formation. There is a growing international consensus that professionalism is fundamental to the practice of medicine. It is also believed that a central function of medical education and practice is for students and practicing physicians to have "a professional identity so that they can come to think, act, and feel like a physician" (Merton, 1957). The goals of this session are to link the notion of professionalism to professional identity formation, discuss the role of socialisation in becoming a physician, and provide an example of how educational programmes can support students in their journey from layperson to professional, with a clear focus on the acquisition and demonstration of values that underpin effective practice. Principles and strategies that can help us nurture values for effective practice, by supporting professionalism and professional identity among practicing physicians, will also be explored.

PLENARY 1 – HOW CAN WE IMPROVE MEDICAL EDUCATION?

William W Pinsky

President and Chief Executive Officer, Educational Commission for Foreign Medical Graduates (ECFMG), USA

For physicians, effective practice is dependent on a number of factors including their knowledge, skills, and attitudes. These individual attributes can be taught and learned as part of an educational programme. Unfortunately, with the rapid expansion of the number of medical schools around the world, the variability in the quality of educational programmes has increased. As a result, stakeholders, including prospective students and regulators, often have little knowledge about the quality of some programmes, or the attributes and abilities of their graduates.

In 2010, the Educational Commission for Foreign Medical Graduates (ECFMG) put forth an accreditation requirement to stimulate international accreditation efforts and enhance the quality of medical education worldwide. Starting in 2023, individuals applying for ECFMG certification must be a student or a graduate of a medical school that is appropriately accredited. This requirement is intended to encourage the development and implementation of standards for evaluating undergraduate medical education and to provide greater assurance to both medical students and the public that they will be appropriately trained.

The 2023 accreditation requirement has put ECFMG in the unique role as both a certification body and an active promoter of quality medical education. As a certifying body, ECFMG ensures that international medical graduates (IMGs) are ready to enter graduate medical education programmes in the United States. With its foundation (Foundation for Advancement of International Medical Education and Research – FAIMER) and collaborations with organizations such as the World Federation for Medical Education (WFME), ECFMG has supported efforts to improve medical education directly, by funding fellowships and student exchanges, and indirectly, by spurring international accreditation efforts.

This session will review the strategies that ECFMG has employed to improve medical education throughout the world. By identifying the relevant trends, issues, and challenges, strategies leading to more effective practice can be implemented.

Friday 10th January 2020, 11.00am

West Ballroom 1, Basement 2, Resorts World Convention Centre

PLENARY 2 – PROMOTION OF BEST PRACTICES IN EDUCATION THAT DRIVES CURIOSITY

Graham McMahon

President and Chief Executive Officer, Accreditation Council for Continuing Medical Education, USA

Curiosity fuels imagination, creative work and innovation; it makes learning more enjoyable and effective. Curiosity prepares the brain for learning, gets healthcare professionals and students to ask questions, stimulates them to seek out the answers, and rewards that experience. Research has even shown that curiosity is as important as intellect in determining how well learners absorb material. Entertaining our learners doesn't create curiosity; rather, curiosity is internally driven and rewarded when the urge to seek to understand is met by achieved learning. While many of us educators focus on creating engagement, it's curiosity that gets an empowered thinker to explore new ideas with an open mind and with deliberative questions. Inspiring curiosity and acculturating humility can together create both a self-aware clinician, and a functioning learning organisation. Instructional design and the learning environment can be formulated to create the type of learning experiences that nurture and reward curiosity, and create the nimble, self-aware, and empowered clinicians that we need in our workforce now and for decades to come.

PLENARY 3 – ARTIFICIAL INTELLIGENCE AND ITS INFLUENCE ON DENTAL EDUCATION AND STUDENT LEARNING

Siriwan Suebnukarn

Vice Rector, Research and Innovation, Thammasat University, Thailand

Dentistry is one of the most challenging areas for education. The development of clinical competence requires the assimilation of large amounts of knowledge combined with acquisition of clinical skills and clinical problem-solving ability. The traditional methods of skill training and assessment, however, have limitations such as the lack of challenging dental cases, limited availability of expert supervision, and limited level of detail in human expert assessments. Practice on live patients poses ethical concerns. With recent advantages in virtual reality (VR) technology and artificial intelligence (AI), training in dentistry is entering a time of change towards more realistic and interactive environments. Virtual reality refers to a human-computer interface that facilitates highly interactive visualisation and control of computer-generated three-dimensional scenes and their related components with sufficient detail and speed so as to evoke a sensorial experience similar to that of a real experience. The strength of using a VR system for clinical skill assessment is the ability to automatically record associated kinematic data on how experts or novices perform each step of the clinical task, e.g. position, angulations, and force used, which are not available in the conventional skill training environments. The ability of those process variables that can clearly distinguish between novices and experts' skill performance is important for the development of objective assessment criteria. Such variables are needed to build AI algorithms for the new generation of intelligent clinical skill training system that may allow more effective training experience with real-time feedback of skill performance.

Friday 10th January 2020, 11.00am

West Ballroom 3, Basement 2, Resorts World Convention Centre

PLENARY 4 – AN EFFORT TO NUDGE MEDICAL STUDENTS TO DEVELOP THE RIGHT BEHAVIOURAL ATTRIBUTES

Yayi Suryo Prabandari

Professor, Department of Health Behaviour, Environment and Social Medicine (HBES), Faculty of Medicine, Public Health and Nursing, Universitas Gadjah Mada, Indonesia

Professionalism is one of the Indonesian medical doctor competencies and the assessment of professionalism is needed to affirm that the students achieve the competency. The Faculty of Medicine, Public Health and Nursing, Universitas Gadjah Mada (FM-PHN UGM) formed a professional behaviour committee (PBC) to develop professional education. This session will give a description on how the PBC developed professional behaviour curriculum and assessment in the undergraduate level as the effort to train students for developing right and appropriate behaviour. The PBC also established a particular program for un-professional students and this session will give more understanding on how the PBC handling un-professional students.

SYMPOSIUM 1 – THE ASSESSMENT OF NON-COGNITIVE SKILLS IN MEDICAL SCHOOL ADMISSIONS

Testing of Personality Domains for Admission into Medical School

Lyn Li Lean, Singapore

Structured Interviews/Approach to Hiring Based Upon Values-Fit and Non-Cognitive Attributes

Anurag Saxena, Canada

Multiple Mini-Interview for Postgraduate Medical Admissions

Toru Yamada, Japan

The Utility of CASPer, A Situational Judgement Test, in Medical School Admissions

Anurag Saxena, Canada

Undergraduate Medical Programme Admissions – Portfolio Review and Semi-Structured Interviews. Are They Better Than Nothing at All?

Declan Gaynor, Bahrain

THE ASSESSMENT OF NON-COGNITIVE SKILLS IN MEDICAL SCHOOL ADMISSIONS

The admissions process into medical school has traditionally placed a larger emphasis on cognitive metrics such as academic performance and standardised test scores over non-cognitive assessments. However, a successful physician needs to possess both a strong foundation of medical knowledge and exceptional personal qualities, such as empathy, collaboration, and communication skills. In fact, widespread evidence has shown time and time again that the most common causes of physician complaints are related to lapses in professionalism, and not due to deficiencies in medical knowledge or clinical skills. Despite these findings, medical schools continue to rely on ineffective non-cognitive assessment tools, such as reference letters and personal statements, which often provide information that is too unreliable to make high-stakes decisions. Recently, advancements in the past two decades have introduced new non-cognitive assessment tools for medical school admissions with far more promising empirical evidence validating their utility. The series of talks in this symposium will highlight a number of these recent innovations in non-cognitive assessments from around the world (i.e., personality assessments, structured interviews, situational judgement tests) to demonstrate how they can be used to gather a more holistic assessment of medical school candidates.

Testing of Personality Domains for Admission into Medical School

Lyn Li Lean

Anaesthesiologist, Department of Anaesthesia, National University Health System, Singapore

While university admission to most courses other than Medicine is based primarily on their academic grades, medical school admissions internationally are progressively departing from purely cognitive abilities. Personality characteristics are important contributors to how successful someone will be as a physician, because aspects like good decision-making and strong interpersonal skills are essential qualities for a good doctor.

This presentation will review the different personality tests that have been used in medical education in recent years. It will explore the main affective domains tested in personality tests that could be applicable in medical school and clinical practice, as well as the advantages and disadvantages of personality testing as an adjunctive method in the medical school admissions process.

Structured Interviews/Approach to Hiring Based Upon Values-Fit and Non-Cognitive Attributes

Anurag Saxena

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

A values-fit between the employee and the organisation is associated with better performance, higher quality meaningful relationships, higher personal well-being, higher engagement and overall job satisfaction. In addition, non-cognitive attributes have been demonstrated across industries and sectors to be linked to better personal and organisational outcomes. Further, there are attributes desired by the society in a successful physician. Further, lapses in behaviours spanning the intrinsic CanMEDS domain are usually tied to non-cognitive attributes. Increased objectivity in the assessments for desired values-fit and non-cognitive abilities is highly desirable. This session will first explore separate components and then integration of values-based and non-cognitive attributes-based assessments in selections in postgraduate medical education. Identification of core values and desired non-cognitive attributes, determining behaviours linked to these values and attributes and application of structured evaluations (structured interviews – behavioural interviewing and situational judgment tests including technology-assisted assessments) will be discussed. Closed-ended questions elicit limited responses and open-ended questions elicit too broad a response for these to be useful in differentiating between applicants. Behavioural interviewing (with the underlying premise that past behaviour is a predictor of future behaviour) and situational judgment tests (assessing applicant responses to their behaviour in situations they are likely to encounter) are better at predicting future behaviours and performance outcomes. This session will also explore advantages and limitations of each approach. Specific examples of some attributes/values-behaviours will be used e.g., coachability, reflective approach to learning, integrity, social responsiveness, accountability, problem-solving, and team-work etc. Advantages and limitations of each approach will be discussed.

Multiple Mini-Interview for Postgraduate Medical Admissions

Toru Yamada

Senior Lecturer, Department of Family Medicine, Tokyo Medical and Dental University, Japan

There are two typical interview methods for medical admission. One is Single station personal interviews (SSPIs) and the other is Multiple mini-interviews (MMIs). As for SSPIs, one or more examiners interview one candidate about some questions (i.e., reasons for application, or their own selling points) in one station. SSPIs is widely used for medical and non-medical admission interviews. However, the SSPIs has two significant problems: context specificity and interviewer bias (i.e., the halo, or 'similar-to-me' effect). The MMIs, first used in 2004, is an interview method designed to overcome these problems. As for MMIs, one examiner asks a candidate about one question in a station. The question is previously decided based on what they want to assess in the station. Each station has each original question, and the candidate rotates all stations. Reliability, acceptability and validity of MMIs tends to be better than SSPIs. Therefore, the MMIs is increasingly used for postgraduate medical admissions and in undergraduate settings. However, MMIs has several problems. Feasibility is one of typical problems because it needs around ten stations and training of examiners to keep reliability. Additionally, the best question format is unclear. SSPIs and MMIs either utilise situational questions (SQs) or past-behavioural questions (PBQs). SQs ask candidates what they would do in a certain hypothetical situation, whereas PBQs ask about the candidate's actual experience. These question formats have major effects on reliability or validity. In this session, we will discuss about advantages and disadvantages of MMI and how to improve them, especially in postgraduate medical admissions.

The Utility of CASPer, A Situational Judgement Test, in Medical School Admissions

Anurag Saxena

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

Typically, only a minority of applicants to health professional training are invited to interview. However, pre-interview measures of cognitive skills predict for national licensure scores (Gauer et al. in *Med Educ Online* 21 2016) and subsequently licensure scores predict for performance in practice (Tamblyn et al. in *JAMA* 288(23): 3019-3026, 2002; Tamblyn et al. in *JAMA* 298(9):993-1001, 2007). Assessment of personal and professional characteristics, with the same psychometric rigour of measures of cognitive abilities, are needed upstream in the selection to health profession training programs. To fill that need, CASPer -an on-line, video-based screening test- was created. In this study, we examine the correlation between CASPer and Canadian national licensure examination outcomes in 109 doctors who took CASPer at the time of selection to medical school. Specifically, CASPer scores were correlated against performance on cognitive and 'non-cognitive' subsections of both the Medical Council of Canada Qualifying Examination (MCCQE) Part I (end of medical school) and Part II (18 months into specialty training). Unlike most national licensure exams, MCCQE has specific subcomponents examining personal/professional qualities, providing a unique opportunity for comparison. The results demonstrated moderate predictive validity of CASPer to national licensure outcomes of personal/professional characteristics three to six years after admission to medical school. These types of disattenuated correlations ($r = 0.3-0.5$) are not otherwise predicted by traditional screening measures. These data support the ability of a computer-based strategy to screen applicants in a feasible, reliable test, which has now demonstrated predictive validity, lending evidence of its validation for medical school applicant selection.

Undergraduate Medical Programme Admissions – Portfolio Review and Semi-Structured Interviews. Are They Better Than Nothing at All?

Declan Gaynor

Academic Director of Admissions, Royal College of Surgeons in Ireland Medical University of Bahrain, Bahrain

New medical schools can have a challenging time managing admissions processes in the early years of their operations. Academic standards are generally set at levels which ensure candidates have the appropriate cognitive abilities to successfully navigate the programme. However, the limited applicant pool due to possessing a developing reputation can mean additional aspects in the selection process do not have a significant level of weighting when assessing candidates.

Medical school admissions generally undertake reviews of applicant files, which include references and personal statements in addition to academic transcripts. MMIs (multiple mini interviews), situational judgement tests and aptitude & skills tests are commonly used as key parts of admission decisions in many medical schools while some medical schools integrate more traditional face-to-face semi-structured interviews into their admissions process. Evidence suggests there is limited correlation between student performance in a medical programme and the outcome of either portfolio review or semi-structured interviews. However, despite the evidence, the question remains: are these approaches better than nothing at all?

SYMPOSIUM 2 – READYING HEALTHCARE PROFESSIONALS FOR A LIFETIME OF LEARNING

Establishing a Culture of Lifelong Learning in Medical School: Lessons learned from Medical Schools About Reimagining the Curriculum and Educational Experience

Kimberly Lomis, USA

Evolving from a Training to a Learning Culture: Experiences with Interprofessional Continuing Education

Kathy Chappell, USA

Are Healthcare Professionals as Good as They Think They Are? Cultivating Curiosity and Humility Among Busy and Sophisticated Learners

Graham McMahon, USA

READYING HEALTHCARE PROFESSIONALS FOR A LIFETIME OF LEARNING

Culture is easy to talk about but hard to implement. Healthcare organisations increasingly realise that they need knowledgeable and skilled healthcare professionals who are creative and innovative, continuously learning, and thinking collaboratively about how to deliver the most effective care. These attributes won't develop unless those skills are nurtured at every stage of the career progression – from training into practice. In this symposium, three system leaders will describe efforts made and lessons learned that inform the future construction of learning experiences for healthcare professionals. We will share what we have learned from recent collaborations between our organisations, from work with our community of educators, and from the literature on strategies and tactics to evolve healthcare education and the culture of the learning environment for our students, through training and into established practice. We will explore and discuss how these efforts help prepare trainees for practice, make a more meaningful connection across the continuum of health professions education, support resilience, and facilitate better patient care.

Below are links to some pre-reading resources:

1. <https://www.ipecollaborative.org/resources.html>
2. <https://nexusipe.org/>
3. <https://www.journals.elsevier.com/journal-of-interprofessional-education-and-practice/open-access-articles/>
4. https://www.jointaccreditation.org//sites/default/files/2016_Joint_Accreditation_Leadership_Summit_Report_0.pdf
5. https://www.ama-assn.org/sites/ama-assn.org/files/corp/media-browser/public/about-ama/ace-monograph-interactive_0.pdf
6. <https://edhub.ama-assn.org/health-systems-science>

Establishing a Culture of Lifelong Learning in Medical School: Lessons learned from Medical Schools About Reimagining the Curriculum and Educational Experience

Kimberly Lomis

Vice President, Undergraduate Medical Education Innovations, American Medical Association, USA

Creating healthcare professionals who are ready to practice in the 21st century takes real effort. We will begin the symposium by examining the innovation that medical schools are undertaking to develop life-long learners. These efforts have focused on (1) competency based medical education to “right size” education and offer more flexible pathways and (2) health system science to promote “system citizens” as a way to help education bring value to the health systems. We will share lessons learned and results from major funding of innovation and change in medical schools in the United States, exploring the challenges of implementation navigating regulatory and other constraints. I will share what we have learned about creating and facilitating active and interprofessional learning experiences in small groups in the clinical environment, and how we've worked to understand and address the factors leading to learner burnout. Together, these efforts are evolving the culture of the learning environment in tangible ways, helping to create a learner professional who is ready for practice in the future.

Evolving from a Training to a Learning Culture: Experiences with Interprofessional Continuing Education

Kathy Chappell

Senior Vice President, American Nurses Credentialing Center, USA

The workplace has changed, and clinicians have to be smarter, more agile, and more innovative than ever. Learning professionals need to evolve from a training culture to a learning culture. In a training culture, responsibility for clinical learning resides with instructors and managers. In contrast, in a learning culture, responsibility for learning resides with clinicians and teams. In that kind of culture, healthcare professionals are expected to seek knowledge and skills and apply that learning when and where it is needed. In a learning culture, it's assumed that learning happens all the time, at events but also on the job, socially, through colleagues and mentors, from active-learning. In a learning culture, the entire organisation is engaged in facilitating and supporting learning, in and outside the workplace with knowledge and skills shared freely among units. Everyone is working to help everyone else learn from the successes and failures across the organisation, thus creating a more sustainable and adaptable organisation. This section describes experiences working with regulators, healthcare systems, and educators to create a positive, supportive and collaborative learning culture, and a workplace environment characterised by trust, mutual reliance, and mutual care.

Are Healthcare Professionals as Good as They Think They Are? Cultivating Curiosity and Humility Among Busy and Sophisticated Learners

Graham McMahon

President and Chief Executive Officer, Accreditation Council for Continuing Medical Education, USA

When organisations realise that they need knowledgeable and skilled healthcare professionals who are creative and innovative, continuously learning, and thinking about how to deliver the most effective care will they truly become 21st-century organisations. High impact learning organisations make continuous learning part of the organisation's strategic success, make a belief in learning a part of the organisation's culture of leadership, make effective use of training opportunities so they are worthwhile, use embedded learning to maximise experiential learning in the workplace, make knowledge-sharing an organisational habit, and make performance management a driver of development. In this session, we will explore effective models for professional development that emanate from a collaborative learning culture and build on self-awareness and lifelong learning skills built during training. We will discuss strategies to nurture curiosity and humility that clear the pathway to understanding and self-awareness, piercing the overconfidence and complacency that can impede professional development. Finally, we will look at new information about engineering effective learning experiences that move beyond information transfer to address cognitive development, psychomotor skills and attitude. Leveraging these strategies will help today's educators embrace learning approaches that meet the rapidly evolving needs of our sophisticated learning community.

SYMPOSIUM 3 – HOW MEDICAL SCIENCES TEACHING CAN BE USED TO IMPART VALUES?

Using Competencies to Coach the Professional Growth and Development of Pre-Clerkship Health Professional Trainees

Neil Osheroff, USA

To Be or Not to Be – Navigating The Windswept Changing of Times

Celestial Yap Suen Mei, Singapore

Professionalism, Interpersonal Skills and Teamwork – Hidden Curriculum in the Preclinical Phase of the MD Programme at Duke-NUS Medical School

Lai Siang Hui, Singapore

Cultivating Compassion and Empathy through the Teaching of Physiology

Aviad Haramati, USA

HOW MEDICAL SCIENCES TEACHING CAN BE USED TO IMPART VALUES?

To successfully provide comprehensive care, future health professionals must be able to combine compassion, understanding, and communication skills with a readily accessible scientific knowledge base. Health science educators have an obligation to their students, their profession, and to themselves to model the highest standards of professionalism and values. These attitudes, values and behaviours are shaped by the curriculum offered to our students. So how can educators successfully teach these values in a rapidly changing world with new responsibilities to the profession, the public and to society? Which engaging learning activities can be applied to impart values? In this symposium, we will present a few examples on how to meet this challenge and how to deliver an effective learning environment to train the next generation of healthcare professionals. After the presentations, there will be opportunity for discussion with the audience.

Using Competencies to Coach the Professional Growth and Development of Pre-Clerkship Health Professional Trainees

Neil Osheroff

Professor, Vanderbilt University School of Medicine, USA

Health professionals require skills and attitudes beyond medical knowledge. However, because of the heavy focus on medical knowledge during pre-clerkship health professional training, programs often struggle to design experiences and assessments that prepare students for all aspects of the clinical workplace. One approach to addressing this issue is the incorporation of competencies into the pre-clerkship curriculum. While maintaining the importance of medical knowledge, competencies allow a more holistic view of student development and can be used to provide coaching for learners in a variety of domains. They also provide students with rich feedback across all aspects of their performance and establish a roadmap that encourages learner development and sustainability.

The talk will describe the use of competencies in the pre-clerkship curriculum at the Vanderbilt University School of Medicine. It will also discuss how the use of competencies encourages learners to shift their focus from course grades to their preparation for the profession, and fosters habits of self-reflection and self-regulated life-long learning.

To Be or Not to Be – Navigating The Windswept Changing of Times

Celestial Yap Suen Mei

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

In the fast-paced climate of social and technological changes in our present day, the expectations of deliverable outcomes from educators are constantly in evolution. How much of these expected deliverables are perceived to be 'values-driven' by faculty could influence the quality of student engagement. Whilst developing a framework for building values into medical sciences education, there will be questions that we could reflect on as a community.

Some of these questions might include - What do educators and healthcare practitioners identify as 'values' to be upheld and cultivated in the training of healthcare professionals? What constitute 'value-learning' activities? At what stage should these 'value-learning' activities be introduced? What insights can we gain from patients' perspectives regarding 'values'?

In my talk, I will endeavour to share some reflections from my experiences as a medical educator in an academic environment, and as a receiver of health care.

Professionalism, Interpersonal Skills and Teamwork – Hidden Curriculum in the Preclinical Phase of the MD Programme at Duke-NUS Medical School

Lai Siang Hui

Associate Professor and Assistant Dean, Duke-NUS Graduate Medical School, Singapore, Academic Vice Chair (Education), Pathology Academic Clinical Programme, SingHealth Duke-NUS Academic Medical Centre, Singapore, Editor, Proceedings of Singapore Healthcare, SingHealth, Singapore, Senior Consultant, Department of Anatomical Pathology, Singapore General Hospital, Singapore

Effective patient care in modern day clinical practice is highly reliant on an integrated multidisciplinary approach. Doctors of the future must be able to work with other members of the healthcare team. Duke-NUS applies the pedagogical principles of TeamLEAD, an adaptation of Team Based Learning, in the MD programme. This lecture will highlight how the soft skills and professionalism are subtly included in the preclinical phase of the MD curriculum.

Cultivating Compassion and Empathy through the Teaching of Physiology

Aviad Haramati

Professor, Georgetown University School of Medicine, USA

As medical schools move increasingly to outcomes-based education, which focuses on competencies and skills that students attain in their training, educators need to explicitly plan on addressing multiple goals in each faculty-student teaching session. For medical science educators, this means targeting not only knowledge and skills objectives, but also finding ways to advance students' attitudes and values. In this presentation, we will consider practical ways that compassion and empathy can be specifically cultivated in students. For example, clinical cases that are developed for case-based teaching and TBL exercises can include aspects of care for the underserved and psychosocial elements. The use of patients and their family members in panels is another opportunity to highlight both the scientific and human aspects of medicine. With appropriate planning and creativity, the foundational sciences can play a profound role in shaping the emotional, as well as cognitive dimensions of the developing physician.

PANEL DISCUSSION 1 – TAKEAWAYS FROM SINGAPORE'S EPA PILOT

¹Victor Ong, ²Andrew Tan, ³Tan Choon Kiat Nigel, and ⁴Zhou Wentao

¹Senior Consultant, Emergency Medicine Department, National University Hospital, Singapore, ²Chief Risk Officer, Changi General Hospital, Singapore, ³Senior Consultant, Department of Neurology, National Neuroscience Institute, Deputy Group Director Education (Undergraduate), Singapore Health Services, Singapore, and ⁴Senior Lecturer, Alice Lee Centre for Nursing Studies, National University of Singapore, Singapore

MOH's Professional Training and Assessment Standards Division (PTAS) is working with a few selected medical specialties and healthcare professionals to launch an EPA pilot from July 2019 to January 2020 on a national scale. Diagnostic Radiology, Emergency Medicine, Ophthalmology, Paediatric Medicine, Neurology, PGY1s in NUHS, Pharmacy and Advanced Practice Nurses will be involved in this pilot. There are about 400 faculty members and 300 trainees who will be participating, which will involve trialling harmonised workplace-based assessment forms as well as an IT system and mobile app designed to track and document training and assessment data.

The purpose of this pilot is to implement and evaluate EPAs as an assessment tool for postgraduate medical and healthcare professional training. It will explore the usefulness of EPAs in terms of both curriculum and workplace application. Through this pilot, we hope to make the following changes:

- Streamline postgraduate medical and healthcare professional training to focus on core activities that trainees need to be able to carry out by the end of their training period;
- Streamline workplace-based learning and assessment practices across clusters in light of cross-cluster rotation of trainees;
- Improve the collection of training and assessment data so as to help Clinical Competency Committees or its equivalent to make more informed decisions regarding the progression of trainees and remediation plans;
- Reduce the administration burden of collecting, uploading and storing training and assessment data.

The panellists, representing the various groups participating in this pilot, will share valuable takeaways from this experience. They will shed light on the challenges that they faced prior to and during the pilot, and how they worked innovatively and collaboratively with their faculty, trainees and administrative staff to overcome them. They will also share how the IT system and mobile app made assessment more meaningful and less burdensome and how it helped their trainees to better track their progress and take ownership of their own learning. We hope that through this panel discussion, faculty and administrators who are contemplating the possibility of implementing EPAs in their training programmes will be able to take back valuable learning points to facilitate their implementation.

Friday 10th January 2020, 11.45am

Aquarius 1, Level 1, Resorts World Convention Centre

PANEL DISCUSSION 2 – HOW TECHNOLOGY, APPLIED STORYTELLING AND THEATRE CAN HUMANISE VALUES FOR EFFECTIVE PRACTICE

¹Poh-Sun Goh, ²Ian Mathews, and ³Edmund Chow

¹Associate Professor, Department of Diagnostic Radiology, Yong Loo Lin School of Medicine, National University of Singapore, Senior Consultant, Department of Diagnostic Radiology, National University Hospital and Associate Member, Centre for Medical Education, Yong Loo Lin School of Medicine, National University of Singapore, Singapore, ²Assistant Group Chief Technology Officer, National University Health System, Singapore, and ³Programme Leader, MA Arts Pedagogy and Practice, LASALLE College of the Arts, Singapore

The pre-conference workshop will explore, illustrate and demonstrate how technology, applied storytelling, and theatre can nurture values for effective practice. The workshop will be highly interactive and experiential. From the use of simple storytelling techniques to more complex role plays, participants will experience moments that promote reflection, and improve empathy, communication skills, teamwork, and professionalism.

A follow-up main conference panel discussion will go deeper into the literature and evidence underpinning the use of technology, applied storytelling, and theatre to humanise our values for effective practice. It will also involve the audience in interactive discussions, and a theatrical experience. Our aims for both the pre-conference workshop and main conference panel discussion are for participants to understand the pedagogical implications of applied storytelling and theatre in medical education, to immediately use and apply practical techniques in clinical setting, and to evoke feelings and convictions related to the session theme – to know, do, and feel.

SYMPOSIUM 4 – EXPLORING HOW EMOTIONAL INTELLIGENCE, CULTURAL INTELLIGENCE AND UNCONSCIOUS BIAS AWARENESS ARE INTEGRATED INTO PROFESSIONAL VALUES: FROM THEORY TO ACTION

What Do We Mean by Emotional intelligence, Cultural Intelligence and Unconscious Bias?

Judy McKimm, United Kingdom

Exploring The Implications of Gender Bias in Medical School Selection and Assessment, and Students' Specialty Choice

Harumi Gomi, Japan

Emotional Intelligence Testing and Medical School Selection

Kirsty Forrest, Australia

Developing Students for Multicultural Transitions

Vishna Devi V Nadarajah, Malaysia

Cross-Cultural Competence in Taiwanese Medical Programmes

Henry Yang, Taiwan

EXPLORING HOW EMOTIONAL INTELLIGENCE, CULTURAL INTELLIGENCE AND UNCONSCIOUS BIAS AWARENESS ARE INTEGRATED INTO PROFESSIONAL VALUES: FROM THEORY TO ACTION

Health professionals live and work in an increasingly complex and multi-cultural world in which a progressively nuanced set of skills and competencies is needed. Many organisations are recognising that different types of 'intelligences', including social, emotional and cultural intelligence, are needed to help individuals navigate through this complexity. These intelligences are also linked to core values and are a key component of becoming and being a 'professional'. Increasingly schools are (either explicitly or implicitly) selecting for these intelligences, purposefully developing them and educating their students about them. This should help learners improve their interactions with patients, colleagues and others, and make more meaningful contributions towards improving health services and patient care.

Alongside these developments, more attention is being paid to providing unconscious bias training for individuals and teams in industry and the public sector. Everyone has unconscious (or implicit) cognitive biases but with training we can become more aware of and accept that we have biases and then learn strategies to behave differently. Behind this movement lies a drive to better utilise the diverse backgrounds and experiences of all those involved in organisations and teams, to bring fresh and different perspectives, ideas, skills and talents to all our activities.

This symposium will provide opportunities for delegates to learn more about these topical issues and strategies around developing these professional values, capabilities and skills in themselves, their learners, curricula and organisations. We will discuss some theories and concepts that underpin these developments and take various case examples of how these aspects are being implemented in various contexts and explore some of the implications for practice. This will include introducing emotional intelligence testing in selection, nurturing social and cultural intelligence at a multicultural university and learning more about the impact of gender biases on medical school selection and subsequent actions.

What Do We Mean by Emotional Intelligence, Cultural Intelligence and Unconscious Bias?

Judy McKimm

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

In this presentation, Judy will introduce the concepts of emotional and social intelligence, cultural intelligence and unconscious bias and the underpinning psychological theories. Emotional Intelligence (EI) is the capacity to become aware of and recognise our own feelings and those of others, and to manage emotions effectively in ourselves and our relationships. Goleman and Boyzatis (2017) suggest that emotionally intelligent leaders have developed (or have the capacity to develop) high EI across four domains: self-awareness, self-management, social awareness and relationship management. Other research suggests that developing EI in healthcare professionals may improve patient care (e.g. Nightingale et al 2018).

Cultural intelligence (CI) or cultural quotient (CQ) is the capability to work effectively across cultures. It has three components: the head, the body and the heart (Earley and Mosakowski, 2004). People with a highly developed CI demonstrate the ability to suspend judgement, observe closely (take an ‘anthropological’ perspective) and think before acting, very much akin to the situational awareness we train our doctors and health professionals to acquire. Both EI and CE/CQ therefore involve cognitive processes, retaining our brains and identifying helpful/appropriate and unhelpful/inappropriate feelings, beliefs and values and unconscious (implicit) bias training can help people become more aware of these and the possible implications for individuals, teams and organisations involved in education and healthcare. She will give everyday and organisational examples of these biases in action and how they can impact on people’s lives and team and organisational performance and discuss how we can develop skills to challenge these behaviours and become active bystanders.

Exploring The Implications of Gender Bias in Medical School Selection and Assessment, and Students’ Specialty Choice

Harumi Gomi

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

Women’s empowerment has been a significant challenge in Japan. For example, the proportion of women in decision making positions has been one of the lowest in the world. A medical field is not an exception. Given this sociocultural background, some of the Japanese medical schools were found to preferentially select more men than women in 2018. After the investigation of the Japanese Ministry of Education, it was found that nine medical schools carried out this type of preferential student selection, with one medical school still debating with the government. Subsequently, the medical schools that carried out the preferential selection without any notification to the medical school candidates have offered the remedied admission for female candidates who failed in the entrance selection. In 2019, even after the remedied admissions were offered, a total of 33 female candidates who “failed” took a legal action to sue the medical school, thus indicating that they would like to change the gender bias in Japan for younger women in the future.

In this talk, not only the medical school selection and assessment, but also female students’ career path will be discussed. Due to long-standing gender bias, the career choice among female students has been skewed. For example, in Japan, female students tend to choose dermatology, ophthalmology, or anaesthesiology for better work-life balance. Working conditions such as long working hours among medical doctors in Japan has been one of the most urgent issues to solve. The inter-connected sociocultural norms in Japan have been impacting on medical education and practice.

A case of a final year female student who would like to become a cardiac surgeon will be presented and her struggles and possible solutions will be discussed.

Emotional Intelligence Testing and Medical School Selection

Kirsty Forrest

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

Medicine overemphasises general intelligence and underemphasises emotional intelligence (EI). EI is associated with improved empathy in medical consultations, enhanced doctor-patient relationships, increased academic achievement in medical education and greater patient satisfaction. Predictive links between previous academic achievement and academic progression in medical school have been established. However, data has revealed that academic performance only accounts for 6% of the variance in progress beyond medical school, and non-cognitive qualities are better at predicting students’ performance later in their medical studies. To date, consideration of EI when selecting medical students has been largely absent from admission criteria.

In response, Bond University decided to include an explicit measure of emotional intelligence as a standalone step in the selection process from the 2018 cohort. There are well-validated and long running tests for EI which examine skills, as opposed to self-assessment. In consultation with an external recruitment company, tests were selected, delivered and analysed. Early research has been encouraging and will be presented. Anecdotally, feedback from our stakeholders has been mixed. Some have expressed disagreement and scepticism with the decision to value a “different” intelligence, possibly highlighting stereotypes and prejudicial beliefs about EI. Other stakeholders have embraced and supported the decision. For example, a student from our 2018 cohort stated: *“It’s refreshing to know the university not only values our high grades but our ability to connect with people too.”* One concern is that often selection does not reflect the values of an institution, and that students feel they are only valued for their IQ and not their EI. This is the not-so-hidden curriculum, what message does this give students at the start of their medical journey - when the most valued (and often only) competence is intellectual ability.

Developing Students for Multicultural Transitions

Vishna Devi V Nadarajah

Pro Vice Chancellor (Education), Professor of Human Biology, International Medical University, Malaysia

The global mobility of doctors raises interesting questions about their preparedness for transition into healthcare services and systems that are markedly different from their medical training. In the era of “internationalised” medical students and medical programs, the learning opportunities afforded when students transition into clinical environments become even more complex due to the cultural difference between countries. The challenges faced during multicultural clinical transitions can have a significant impact on the individual, donor and recipient institutions, healthcare services and patient care. Identifying factors for increased preparedness and successful transition for medical students into 25 partner schools in UK, Australia, Ireland, New Zealand and Canada has been a priority for the International Medical University in Kuala Lumpur. The University that was founded 28 years ago, continuously engages with various stakeholders within and external to the institution to ensure that its model of multicultural transition is both sustainable and improving. This engagement has led to a network of partner medical and dental school deans who connect face-to-face at least once a year to evaluate student experience and performances post-transition in the diverse clinical environments.

Similarly, curriculum design and delivery incorporates clinical competencies needed for multicultural transitions while assessments are benchmarked to best practices found at partner schools. Students who select to transfer internationally have additional opportunities cultural enrichment or bridging course jointly developed by IMU and its partners to enhance cultural intelligence. Extracurricular activities also help prepare for multicultural transitions as ECA at IMU focuses on community engagement and partnerships via the award winning IMU Cares programme.

These initiatives and lessons learnt in developing student for multicultural transitions will be shared during the session.

Cross-Cultural Competence in Taiwanese Medical Programmes

Henry Yang

Chief Director and Chair Professor of Medical Education Centre, Changhua Christian Hospital (CCH), Professor of Department of Dermatology, Chung Shan Medical University (CSMU), Taiwan

The world is changing even faster than ever, and Asian countries inevitably face challenges brought about by their changing societies and the consequent need for healthcare providers to recognise, negotiate with and respect people with different health beliefs. Cross-cultural competence (CCC) has been accepted as an essential component of medical education worldwide, but CCC has not yet been esteemed and reflected adequately in the medical programmes. The Taiwan Medical Accreditation Council (TMAC) has included guidelines that address cultural competency-related issues in its accreditation standards, and our medical students are expected to address ethnic, gender and other cultural biases in themselves and others, and apply the consequent insights in the daily practice of healthcare. However, CCC remains an alien concept to many Taiwanese medical educators, with the result that the development of curricula to deliver CCC has been unsystematic and patchy, and the rigorous integration of CCC training in the medical education curriculum remains a challenge.

In Taiwan, CCC training is most commonly implemented in the initial, general education stage of the medical programmes, and at the later, clinical stage, CCC training becomes more diffuse and non-structured. To date, there is little research on how CCC training might be explicitly or implicitly included in the curriculum, nor on the identification or assessment of relevant learning outcomes in Taiwan. I will present the current status of teaching and learning of CCC and perceptions by the medical students, and to share our research findings on CCC (in which we used a modified survey instrument) in representative medical programmes of Taiwan.

PANEL DISCUSSION 3 – RESPECT – COULD THIS BE THE KEY TO DEVELOP A RIGOROUS YET NURTURING ENVIRONMENT FOR A VALUE-BASED MEDICAL EDUCATION?

¹Cécile Badoual, ²Marion Aw, ³Marcus Henning, ⁴Tran Diep Tuan, and ⁵Tan Chay Hoon

¹Professor, Paris Descartes University, France, ²Associate Professor, Department of Paediatrics, Yong Loo Lin School of Medicine, National University of Singapore, Singapore, ³Associate Professor, University of Auckland, New Zealand, ⁴President, University of Medicine and Pharmacy, Vietnam, and ⁵Associate 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 Hospital, National University Health System, Singapore

Treating another person with respect ought to be a minimum standard for any interpersonal relationship being in personal life or working environment. Yet, this seemingly simple standard appears to be sometimes forgotten when it comes to healthcare professional training. Bullying in the medical profession is common, particularly of student or trainee physicians. It is thought that this is at least in part an outcome of conservative traditional hierarchical structures and teaching methods in the medical profession which may result in a bullying cycle. Although the rampant problem of medical student bullying was systematically studied and reported as early as 1990's and despite increased awareness of the problem, attempts at ameliorating disrespectful behaviours towards healthcare trainees have been largely unsuccessful. It is still not unheard of that healthcare trainees being medical students or residents are exposed to disrespect from their supervisor in particular during hospital rotations. Stress, personality, time constraints can push supervisors to adopt disrespectful behaviours. Witnessing or being victims of disrespect during training might inadvertently erode trainees' values and emotional well-being, affect the construction of professional identity, and they could also grow to show greater acceptance of disrespectful behaviour. Worse still, they could later on model after such behaviour.

This panel aims to discuss how disrespectful behaviour during healthcare professional training should be addressed. On the other hand, if disrespectful behaviour towards healthcare trainees is too ingrained and difficult to address from the tutors' perspective, then how could we enable learners to act regardless of the situation they are caught in? Could such training help foster greater resilience and help learners stay true to their values and professional identity? Would empowering learners to be more aware of their own shortcomings in verbal or written communications skills and body language help learners strike a more amenable and respectful chord regardless of the situation they are faced with? Should we teach how to react to a disrespectful individual without mirroring the same behaviour?

SYMPOSIUM 5 – IMPACT OF NEW TECHNOLOGIES IN MEDICAL PRACTICE – THE CHANGING ROLE OF THE HEALTHCARE PROFESSIONAL EDUCATORS

¹Kathy Chappell, ²Ian Curran, ³Lawrence Sherman, ⁴Joshua Jacobs, and ⁵Lambert Schuwirth

¹Senior Vice President, American Nurses Credentialing Center, USA, ²Vice Dean, Education and Co-Director of Academic Medicine Education Institute (AM.EI), Duke-NUS Medical School, Singapore, ³International Development, Association for Medical Education in Europe (AMEE) and Principal, Meducate Global LLC, USA, ⁴Professor and Chair, Department of Medical Education and Clinical Sciences, Elson S. Floyd College of Medicine, Washington State University, USA and ⁵Director, 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

Technology is often likened to a lens on society. New technological affordances may magnify the 'good' in society but also the 'bad'. Internet can bring people together better than before, but it can also alienate people more from each other, for example through the emergence of bubbles. However, whether we like it or not, technological changes – disruptions – are impacting health professions education. It is our role as modern educators to embrace them strategically and see how they can stimulate the 'good' in education and minimise the 'bad'. In this symposium there will be five contributions from various points of view.

- Kathy Chappell with the perspective of interprofessional education and collaborative practice:

Technology can play a critical role in engaging members of health care teams across traditional silos, though it may also have the unintended consequence of furthering or magnifying separation between professions. Faculty teaching in interprofessional continuing education must develop new competencies to successfully navigate these changing roles.

- Ian Curran with the organisational and systemic perspective:

Ian consider the regulatory, systemic and operational considerations in relation to Technology-enhanced Learning and the digitalisation of learning. explore how these liberating technologies and approaches can be humanised, optimised and systematised for healthcare and education.

- Lawrence Sherman from a medical education perspective:

Often those who insist on using the latest technologies in clinical practice are the most reluctant to incorporate them into health professions education. The role of technology across the continuum of education, from undergraduate through CPD is essential to growth and improvement. Examples from CPD can demonstrate improvements in self-assessment, personalised learning, microlearning, and assessment.

- Joshua Jacobs from a medical healthcare perspective:

The central question to be pondered: In the face of technology disruption of current care models, how to prepare the next generation of providers while uncertain of the future of healthcare practice? Technology use in healthcare delivery is often in the news as advances offer glimpses of possible future marvels, yet the 'downside' of technology in healthcare is already manifest as typified by the common (mis)use of the electronic health record. Where is healthcare practice headed?

- Lambert Schuwirth from combined patient-learner-educator perspective:

The disruptions will most likely happen at many levels and they are likely to interact and accelerate each other. One short 2-minute video of what technology may mean for the modern learner will be introduced and played during the symposium. Two other videos – the modern patient and the modern educator – will be made available online before and during the conference.

The Modern Teacher

<https://www.youtube.com/watch?v=f6mzTWZS-iU>

The Modern Patient

https://www.youtube.com/watch?v=LddaBAEjw_8

The Modern Learner

<https://www.youtube.com/watch?v=pwx6T-4kBrl>

PANEL DISCUSSION 4 – GATHERING EVIDENCE ON STUDENT LEARNING

¹Siriwan Suebnukarn, ²Kelvin Foong, ³Fung Fun Man and ⁴Intekhab Islam

¹Vice Rector for Research and Innovation, Thammasat University, Thailand, ²Associate Professor, Faculty of Dentistry, National University of Singapore, National University Health System, Singapore, ³Assistant Director (Education), National University of Singapore, Singapore, and ⁴Senior Lecturer, National University of Singapore, Consultant, National University Hospital, Singapore

How do educators know if students have either learnt or not learnt from a course of study?

One intuitive way is to gather evidence of student learning through formative and summative assessments. A single assessment episode is a snapshot and offers limited perspectives of how students have learned. On the other hand, multiple perspectives of assessments are more likely to reveal useful patterns and insights on student learning.

Another way to answer the leading question is to regard teaching as a form of inquiry as advocated by Bernstein (2002). Central to the concept of teaching as an inquiry is the quantitative measure of the results from the teaching process, i.e., to what extent have students learnt or not learnt. The value and essence of teaching inquiry therefore lies within such data.

The Panel Discussion develops this notion of teaching as an inquiry and examines four data-driven approaches:

1. How Artificial Intelligence could be used to reveal student learning;
2. Eye-tracking as a technology to understand students' performance in reading X-rays in response to feedback;
3. Understanding student learning from mining and analysing students' performance data;
4. Finding patterns of student learning from the longitudinal tracking of dental students' performance.

The Panel Discussants will articulate the importance of gathering useful data from teaching and share how such data make student learning visible.

Reference:

Bernstein, D. (2002). Representing the intellectual work in teaching through peer-reviewed course portfolios. In S. Davis & W. Buskist, (Eds.), *The teaching of psychology: Essays in honor of Wilbert J. McKeachie and Charles L. Brewer* (215-229). Mahwah, New Jersey: Lawrence Erlbaum Associates.

PANEL DISCUSSION 5 – TEACHING CORE SURGICAL PROCEDURES – MORE THAN MEETS THE EYE

¹Alphonsus Chong, ²Fareed Kagda, ³Clement Woon-Teck Tan and ⁴Amitabha Lahiri

¹Associate Professor, Department of Orthopaedic Surgery, National University of Singapore, Head, Department of Hand and Reconstructive Microsurgery, National University Hospital, National University Health System, Singapore, ²Head, Department of Orthopaedics, Ng Teng Fong General Hospital, Singapore, ³Senior Consultant and Head, National University Hospital, National University Health System, Singapore, and ⁴Assistant Professor, Department of Orthopaedic Surgery, Yong Loo Lin School of Medicine, National University of Singapore, National University Health System, Singapore

Core surgical skills and procedures form a key pillar of the surgeon's clinical practice. With medical and technological advances, the variety of technical skills that trainees need to acquire during surgical training has increased. In addition, surgical practice has also become much more multi-disciplinary, and there is greater awareness for the need for the aspiring surgeon to develop non-technical skills such as situational awareness, decision making, communication and teamwork, and leadership.

This panel will discuss the following perspectives:

1. Failing to plan is planning to fail. Having the right mindset and developing the right skills for surgical planning;
2. Developing stepwise cognitive and technical skills in surgery – How a simulation program can help;
3. Assessment and Feedback – scoring systems, verbatim feedback, logbook reviews, remediation;
4. Learning to pay it forward: Supervision in surgery as both a privilege and a duty.

Friday 10th January 2020, 4.15pm

Central Ballroom, Basement 2, Resorts World Convention Centre

PLENARY 5 – YES WE CAN: THINGS CAN ONLY GET BETTER - ASPIRATION AND ACTUALITY IN MEDICAL EDUCATION

David Gordon

President, World Federation for Medical Education, France

The theme for APMEC 2020 is “Nurturing Values for Effective Practice”, and when we state such a theme we must be clear on what it means, and what is intended. “Values” may mean general improvement, but also implies consideration of the ideals and beliefs of medical education.

Teachers of medicine have always worked to make education better: a system of classification of disease dating back 2,400 years helps the understanding of students today just as much as it did then. A good textbook may be useful for many years; it is believed that the record is held by an encyclopedia of medicine that was used for 700 years. Faced with such examples of the durability of really worthwhile quality improvements in medical education, we must be cautious when we claim that any new process for enhancement of teaching and learning will be of enduring benefit. This is of increasing difficulty when the art and practice of medicine are changing faster than ever before.

This breakneck pace of change in medicine requires that education is both nimble in its response, but stable in its ethos. This unwavering obligation to the attitudes and aspirations of medicine must rest on three foundations: education not only in the fundamentals of medicine today but with education to learn how to learn as medicine changes; an understanding of the nature of the society (ethical, legal, ethnographical and so on) in which medicine is practiced; and commitment to continuing improvement.

Yes we do: things must only get better.

PLENARY 6 – HOW TO NURTURE VALUES IN A FAST-CHANGING AND EVOLVING HEALTHCARE LANDSCAPE

Adeeba Kamarulzaman

Dean, University of Malaya, Malaysia

The practice of medicine has evolved dramatically over the last several decades as a result of incredible advances in scientific knowledge, changing demographics and disease pattern and most recently the integration of technology into healthcare. Dramatic changes in the delivery of healthcare has also seen the transformation from a private independent practitioner model to groups of practitioners employed by hospitals and or systems. A profession that prides itself on altruism and concerns for social good and human benefit has now to grapple with profit-making and commercialisation.

The challenge to medical education then is how to instill traditional values of medical professionalism and ethics in the face of these changes. In recent years, many schools have introduced formal curriculum on professionalism. However what students learn and retain can come as much from their daily experiences working in the clinical environment i.e. the hidden curriculum as from the formal curricula. A comprehensive, longitudinal professionalism curriculum, with emphasis on clinical ethics, humanism, reflective practice, empathetic communication skills, compassionate responsiveness and commitment to accountability must form the basis of the core curriculum on professional values and ethics. Additionally within the clinical settings and hospital systems, an organised approach to support professional accountability including having clear processes and people must be in place.

Ultimately, the special place that the medical profession has in society is built upon the trust that medical practitioners continue to adhere to high ethical and moral standards, and a set of medical professional values. It is therefore incumbent upon us as medical teachers and educators to instill these values to our students and trainees in the face of a rapidly changing healthcare system through both informal and formal avenues and channels.

PLENARY 7 – PROFESSIONAL IDENTITY FORMATION: EARLY HEAD START IN ANATOMY

Wojciech Pawlina

Professor, Mayo Clinic, USA

Professional identity formation (PIF) in medical education is a continuous process of integrating the knowledge, skills, values and behaviors of a competent physician with the learner's own unique identity and core values. Educators now believe that health care professionals in training should consistently demonstrate the attitudes, values and behaviors expected of one who has come to 'think, act, and feel like a physician.' Recent literature puts emphasis on the development of professional identity, elevating this effort into a new principal goal for medical education. Therefore, medical curriculum should provide opportunities for PIF and for socialisation into roles that would benefit the modern health care delivery system. There are several reflective tools designed to measure PIF, which are now used to examine PIF in medical students. In one study (Kalet et al., 2018), reflective essays were administered during orientation to incoming first year medical students to assess and establish a baseline PIF. Essays were repeated 15 months later, prior to their clinical clerkships. This study found that 46% of the students remained at the same stage in their professional development and 15% of the students scored lower than at the time of matriculation to medical school. This study revealed that more than half of the students may have remained stagnant or regressed in their PIF during the first two years of basic science training. Anatomy courses, not only by their early positioning in the medical curriculum, but by their unique environment and intense study are a prime venue to initiate the PIF process. In this setting, students can work towards fulfilling their own expectations of the "ideal doctor" they hope to become. For example, anatomy can foster the growth of collegiality and teamwork, especially during dissections, when teams unite over common goals and respect one another's diversity. From this stage onward, helping students to remain emotionally adapted to this change is necessary to ensure that students successfully navigate the first phase of their continued identity formation as professionals. The early aspects of PIF involve directing students to follow social roles and norms of the profession, as well as the instructions specified by the teaching faculty. These social orientations should subsequently guide development of students' own sets of ethics, expectations and codes of conduct among themselves. Anatomy professors have an opportunity to be counselors and mentors to students who are eager to learn not only the core subject material or how they need to act, but who they are and who they may become. Anatomists and other basic scientists are integral to the PIF of first year medical students. Basic science courses clearly can and should provide more emphasis on the development of professional values, actions and aspirations through professional socialisation of incoming students from diverse, often non-medical backgrounds in a new medical environment.

Friday 10th January 2020, 4.15pm

West Ballroom 3, Basement 2, Resorts World Convention Centre

PLENARY 8 – NURTURING VALUES FOR EFFECTIVE PRACTICE: RESIDENTS AS CO-PRODUCERS

Eric Holmboe

Senior Vice President, Milestones Development and Evaluation, Accreditation Council for Graduate Medical Education (ACGME), USA

Healthcare outcomes are the result of the intricate interaction of healthcare professionals, patients, and families in concert with the healthcare delivery system, community, and ultimately society. Recognising these interactions leads to the logical observation the patient is as much an expert in determining outcomes as the provider, but with different expertise. Patients come to the table with expertise in their lived experiences and the context of their lives. In other words, patients and families co-produce outcomes in partnership with healthcare professionals and teams. Most importantly, co-production emphasises healthcare as a service.

Like the relationship between patients and healthcare professionals, the relationship between learners and teachers requires the integrated expertise and lived experience of each nested in the context of their system, community and society, to optimise outcomes. Currently, our traditional models of health professions education too often position learners as passive recipients of faculty and programme expertise and assessment, and may not prepare learners for reflective practice, self-directed learning, and engaging with patients to enable effective co-production of health outcomes. Adapting the healthcare services co-production model to health professions education is an opportunity to rekindle and reinforce interprofessional values and accelerate the transformation of medical education to meet 21st century needs.

This session will explore how implementing co-production as a strategy with learners can leverage the core values of professionalism to simultaneously improve clinical care and education. This plenary will discuss a conceptual framework and practical implementation ideas to move our educational model closer to the co-production services model as we strive globally for improved learning and health outcomes for all.

SYMPOSIUM 6 – WHAT VALUES AND WHOSE VALUES?

Define the Values in Healthcare

T Thirumoorthy, Singapore

Can Values Be Taught or Caught in training?

Jeanette Mladenovic, USA

Can and Should Values Be Tested?

Kirsty Forrest, Australia

Are the Values Valued in Healthcare?

Annushkha Sharanya Sinnathamby, Singapore

Define the Values in Healthcare

T Thirumoorthy

Adjunct Associate Professor, Duke-NUS Medical School, Singapore

Values can be defined as convictions, principles or standards that are considered good and desirable. Values influence and guide the thoughts, motivations, words, actions, behaviour and judgement of what is important in life.

Personal and professional values of healthcare practitioners and organisations are important as they influence and guide the process of decision making, choice of actions and outcomes. Healthcare is a complex scientific, social, ethical, business and political enterprise and filled with ethical dilemmas and disagreements. Virtue in healthcare on the other hand can be defined as a character trait that is professionally and morally desirable.

One could discover the important Values and Virtues in healthcare by examining the Goals of Healthcare; the Origins (the core philosophy) of healthcare or the important Activities in Healthcare.

This presentation will examine the Goals of Healthcare in the 21 century and justify the important values in Healthcare as Compassion, Wisdom, Integrity, Conscientious and Respect for nature.

Can Values Be Taught or Caught in training?

Jeanette Mladenovic

President, Foundation for Advancement of International Medical Education and Research, FAIMER, USA

Acceptance to medical school includes consideration of those personal characteristics that underlie the profession of medicine. In addition, medical school curricula and post-graduate training formalises and often assesses those values that are important in the practice of medicine. This session will consider forces that may influence whether these values can be taught or caught during the education and training of a physician.

Can and Should Values Be Tested?

Kirsty Forrest

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

The terms 'values', 'personality' and 'emotions' are commonly used, commonly misunderstood and inextricably linked. For decades, psychologists have been studying these constructs and industry has been selecting and recruiting for value alignment, personality traits and emotional intelligence.

Unfortunately, health care in general lags in realising the application of selecting and recruiting based on those traits. I will discuss, how our Faculty and Medicine programme 'values' have influenced our student selection process; the introduction of different testing methodologies and; how we are achieving change. As part of that discussion will be the acknowledgement that there are limitations and consequences, both unintended and intended, of diversifying (there's another value!) testing methodologies.

Are the Values Valued in Healthcare?

Annushkha Sharanya Sinnathamby

Senior Resident, National University Hospital, Singapore

Studies have shown that good communication centred around core values such as trust, respect and honesty, improve healthcare outcomes as well as clinician satisfaction at work. Despite this, both clinicians and patients globally have reflected the healthcare experience to be increasingly de-humanized, especially with technological advances. Based on existing literature reviews as well as her own experiences as a Paediatric Senior Resident in a teaching hospital in Singapore, Annushkha will share about the need to respect and hone core values at the core of every patient-doctor relationship, and at a higher, institutional level.

SYMPOSIUM 7 – VOICES FROM STUDENTS AND JUNIOR DOCTORS

Student-Led Advocacy in Medical Education: Experience from the NUS Medical Society

Tseng Fan Shuen, Singapore

Nurturing Nurses of Tomorrow

Cheryl Chan Jia Wen, Singapore

21st Century Learning for 21st Century Medical Professionals

Mathew Chow, Hong Kong S.A.R.

A Psychologically Safe Environment for Learning begins with Kindness

Nicholas Ng, Singapore

Student-Led Advocacy in Medical Education: Experience from the NUS Medical Society

Tseng Fan Shuen

President, 71st Executive Committee, NUS Medical Society, Yong Loo Lin School of Medicine, National University of Singapore, Singapore

The perspectives of students are becoming increasingly important and valued in medical education. Students' attitudes, preferences and learning styles are undergoing major shifts and pedagogical strategies need to keep up with these changes by gathering the opinions of the "consumers". Although this is traditionally done through surveys and questionnaires, the questions are often directed and answers pre-scoped by survey administrators, thus limiting the quality and accuracy of the information collected.

Student-led advocacy in medical education refers to efforts championed by student bodies to rally their peers in identifying potential areas of improvement in medical education. The NUS Medical Society* is one such student entity and does so via the "Needs Assessment and Curriculum Review" (NACR) workgroup. NACR operates by a five-point framework:

1. Accurate and timely assessment of problems in Medical Education, comprising identification, prioritisation and proposing solutions to issues;
2. Effective communication of problems to faculty teams, including impact-feasibility considerations;
3. Establishment of a bi-directional partnership with the faculty to review issues and implement solutions;
4. Accountability and clear communications with the rest of the student population (stewardship and closing the feedback cycle);
5. Periodical re-evaluation of methodology, team processes, and goals.

In this symposium presentation, we will share our experience in conceptualising NACR and the preliminary outcomes of this programme.

* The NUS Medical Society (est. 1949) is the representative body of medical students in the National University of Singapore (NUS). For more information, please visit www.nusmedsoc.com.

Nurturing Nurses of Tomorrow

Cheryl Chan Jia Wen

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

In the 21st century, students are expected to adapt their learning styles to match the needs of this changing healthcare landscape. Beyond content knowledge, predictors of being a competent professional includes critical thinking, clinical reasoning and most importantly, the human touch. I will be sharing my learning experiences, the challenges in transiting from school to clinical settings, and how educators can bridge this gap.

Through my three years of studies at NUS Alice Lee Centre for Nursing Studies, I have been through a few different methods of lesson delivery. With the increasing use of technology, a flipped classroom method of teaching is more widely employed. Online lectures and tutorials are becoming increasingly common, and the potential of virtual reality in practical lessons has also been increasingly explored. While reference materials are still available for students to refer to, these often come in the form of online documents instead of the hardcopy versions that have lived through the ages. Students are also given access to a wider range of resources depending on their institutions.

A common cause of concern highlighted across healthcare professions is the transition from school to hospital settings. Students are constantly encouraged to explore and experiment in school, in hopes that they will be safer as professionals in the wards upon graduation. However, there is more than meets the eye in this transition. Apart from the shift in setting, there is also a shift in profile of the learner as they shift from being sheltered to being fully autonomous, save for a few months of probation.

Educators play a pivotal role in moulding the health practitioners of the future, and can be the difference between life and death through the works of their students. Beyond the theoretical and clinical knowledge that they teach in their lessons, educators inspire their students to become better health professionals. To students, a good educator embodies the characteristics of the healthcare professional that they strive to become. It is thus important for educators to support this transition through the use of innovative delivery methods and content. Hopefully, in this way, educators can nurture better healthcare professionals for the world of tomorrow.

21st Century Learning for 21st Century Medical Professionals

Mathew Chow

General Assistant for the Asia-Pacific International Federation for Medical Students' Associations (IFMSA), Hong Kong S.A.R

In a rapidly changing era, we have been blessed with advancements in the medical sciences and improvements in clinical service that gives us the opportunity to provide better care. However, more often than not, medical schools haven't been able to keep up with the associated technological and social transformations. This ranges from learning styles and pedagogies to how medical students should be able to harness these changes in providing quality health care as competent medical professionals.

Founded in 1951, International Federation of Medical Students' Associations (IFMSA) represents over 1 million medical students from more than 123 countries. IFMSA has been a strong advocate of the public health and human rights issues, and believe that medical students worldwide should have the capacity and literacy to understand these diverse cultures, and sometimes uncomfortable issues and values. As a result, these themes should be included in medical education systems in addition to the required basic and clinical medical knowledge.

- Social Accreditation of medical students;
- Climate Actions and Health;
- Human Rights and Health;
- Gender and Health;
- Meaningful Youth Participation as future doctors.

Moreover, patient safety is no longer limited to the prevention of in-hospital infections and iatrogenic harms; it also encompasses the safety of their personal data. With the development of Artificial Intelligence (AI), how will future medical services be affected? How does, and will, the current generation become caring, compassionate and effective practitioners in the face of unprecedented change? How can we, as medical professionals, work and learn with these changes to safeguard morality and integrity in clinical service and research?

A Psychologically Safe Environment for Learning Begins with Kindness

Nicholas Ng

Senior Resident, Department of Paediatrics, National University Hospital, Singapore

The focus of this symposium is “Developing a Caring, Compassionate and Effective Practitioner: Challenges as a Learner”. One of the major challenges young doctors may face while manoeuvring their way through clinical practice is the ability to learn in a psychologically safe environment. This concept refers to a climate whereby the learner can feel valued and comfortable while at the same time feel able to speak up and take risks without fear of retribution, embarrassment, judgment or consequences either to themselves or others, thereby promoting learning and innovation.

The challenge comes in that a significant proportion of our teachers were trained in the culture of “tough love”, where they had “learnt the hard way” through “the good old way of shaming”. This transgenerational legacy and culture is frequently perpetuated and has become a phenomenon in the teaching of medicine. It is not uncommon that we read about the new generation of junior doctors bemoaning the culture of peer or senior bullying at work, while senior clinicians lament the poverty of resilience among the “strawberry” or “snowflake” generation.

That said, evidence looking into the teaching practices associated with humiliation of junior doctors and medical students have showed clearly that these negatively affect learning, mental health and are dissonant with formal professional education. Learners have been shown to learn and develop best in a psychologically safe environment. This has to start with kindness from the teacher to the learner. It is prudent that we do not misinterpret kindness and psychological safety in learning as one where learners are allowed to make mistakes without repercussions, allowed to be sloppy without discipline or where teachers compromise their standards. No, in fact, a psychologically safe environment of learning can and must continue to uphold the highest expectations for the learners, but in a way that promotes confidence, drives motivation and builds resilience. With kindness as the fundamental principle driving the teaching, even in firmness and discipline, the intention will shine through to the learner.

The talk aims to discuss the importance of learning in a psychologically safe environment and how a culture of kindness (with compassion, tolerance and respect) should replace (if not already) traditional ingrained practices of teaching through shaming.

SYMPOSIUM 8 – BIOETHICS IN MEDICAL EDUCATION IN ASIA-PACIFIC REGION: WHERE ARE WE NOW?

Cultural Diversity in The Bioethics Curriculum, Views from APBEN

Olivia Ngan, Hong Kong S.A.R

Ethics & Morality – A Behaviourist Paradigm

Shekhar Kumta, Hong Kong S.A.R

Challenges in Teaching and Assessing Bioethics: The Experience in Singapore

Tamra Lysaght, Singapore

Ethics in Medical Education: From Consent and Controversy to Critical Reasoning for the Management of Conflict and Uncertainty

Dominique Martin, Australia

Emerging Needs of Ethics Education in Medical Schools in the Asia-Pacific Region

Robert Klitzman, USA

BIOETHICS IN MEDICAL EDUCATION IN ASIA-PACIFIC REGION: WHERE ARE WE NOW?

Bioethics, inclusive of medical and clinical ethics, is the study of moral principles and its implications to the questions that arise in the practice and research of medicine, biomedical sciences, and public health. A major role of bioethics is to provide healthcare professionals with conceptual guidance when they deal with everyday ethical dilemmas. Ethical reasoning also enhances decision making with regards to patient safety and quality care. Bioethics is increasingly recognised as a core component of medical school curricula globally but regrettably is only sparingly included in medical education conferences or literature. In the Asia-Pacific region, a group of interested medical teachers have come together to form the Asia Pacific Bioethics Education Network (APBEN) (<http://www.ome.cuhk.edu.hk/apben/>).

The symposium features experienced bioethics educators from leading medical schools and they will discuss challenges of bioethics in the context of regional and local experiences, including the difficulties of building capacity in a bioethics educational workforce, the importance of explicating bioethics in the context of local sociocultural values and experiences, and the implications of rapid legal or political changes for bioethics curriculum design.

Cultural Diversity in The Bioethics Curriculum, Views from APBEN

Olivia Ngan

Lecturer and Programme Coordinator of Bioethics Curriculum (Pre-clinical), The Chinese University of Hong Kong, Hong Kong S.A.R.

Contemporary bioethics education has been developed predominately within Euro-American contexts, and other regions across the globe are joining the field and leading to a richer global understanding. Many standard bioethics materials retain a narrow geographic focus, with examples that are mainly drawn from experiences and also conceptual debates in North America and Europe, a tendency that raises concerns about applicability to other world regions. This presentation illustrates some examples that some topics using standard case studies may not be suitable to elsewhere, such as Hong Kong, Malaysia, and Philippines that has a history, culture, and medical system with many unique features. The cultural diversity in the community should be acknowledged when designing and executing the bioethics curriculum and examples will also be used from the Asia Pacific Bioethics Education Network (APBEN) (<http://www.ome.cuhk.edu.hk/apben/>). The bioethics curriculum should be consistent with global standards and also relevant to the local communities. Our experience suggests that success in cultivating lasting bioethical awareness among medical students is greatly enhanced by incorporating cases and examples that are drawn from the real world.

Ethics & Morality – A Behaviourist Paradigm

Shekhar Kumta

Assistant Dean (Medical Education), Faculty of Medicine, The Chinese University of Hong Kong, Hong Kong S.A.R

The teaching of Ethics in Medicine (and much of healthcare) has traditionally been delivered through an instructional approach. We tell students and doctors in training, how they are expected to behave and what principles underpin important decisions. We showcase examples of good and bad behaviour and expect that our future healthcare professionals will become ethically-minded practitioners capable of making the correct decisions and practising their profession most ethically and with integrity.

Sadly, this does not seem to work the way we expect – unethical professional behaviours amongst healthcare workers and students have no relation to the quality and depth of ethics teaching.

Why do “Good People” do bad things?

The answer lies in understanding under what conditions professionals behave badly.

The behavioural approach helps us understand important human, environmental and organisational factors that enable unethical practices to flourish.

A careful study of organisational practices and environmental situations at the workplace can largely reduce unethical practices and greatly influence human behaviours in a positive direction.

In this presentation and symposium, we shall discuss the following:

- Structural and dysfunctional organisational weaknesses that allow unethical practices in the workplace;
- Individual and Collective Human Behaviours that promote the unethical practice;
- Simple and Effective Measures to counter human tendencies to be unethical;
- How should we manage and reform individuals who demonstrate unethical behaviours?

We shall summarise with our 15 years of experience of managing unethical practices and the restorative approach that has been used to rehabilitate offenders in the workplace.

Challenges in Teaching and Assessing Bioethics: The Experience of Singapore

Tamra Lysaght

Assistant Professor, Centre for Biomedical Ethics, Yong Loo Lin School of Medicine, National University of Singapore, Singapore

Teaching bioethics in large undergraduate medical programmes presents many challenges. The Centre for Biomedical Ethics (CBmE) has been responsible for teaching the Health ethics, Law and Professionalism (HeLP) programme to MBBS students at the Yong Loo Lin School of Medicine, National University of Singapore, since 2006. HeLP has now evolved into a five-year longitudinal programme with a spiralling curriculum that spans across the medical degree and maps onto Expected Professional Activities (EPAs) set by the National Outcomes Framework for Medical Graduates. In this presentation, I discuss some of the challenges that arise in teaching bioethics to large cohorts of medical students, particularly with respect to assessment.

Ethics in Medical Education: From Consent and Controversy to Critical Reasoning for the Management of Conflict and Uncertainty

Dominique Martin

Associate Professor of Health Ethics and Professionalism, School of Medicine, Deakin University, Australia

Ethics in medical education is sometimes regarded by students, if not clinicians, as a diversion from their study of core skills and knowledge in medicine. At worst, ethics may be viewed as a tedious repetition of the obvious with an emphasis on procedural requirements for informed consent and protection of patient confidentiality. At best, it may engage students in fascinating discussions of “hot topics” in the form of emerging ethical controversies in the biosciences of limited relevance to their clinical practice. Less well-recognised is the role that the ethics curriculum may play in the development of core clinical skills in critical reasoning, preparing students to manage the conflicts and disagreements that may arise in the context of decision-making by patients and their families, professional peers, policymakers and the public. Such disagreements may prove particularly challenging in the setting of clinical uncertainty, when diagnosis, prognosis or the potential risks and benefits of particular treatment pathways for specific patients may be unclear. In such contexts, decision-making becomes ethically significant although this is not always readily acknowledged by stakeholders. Consequently, enabling medical students to develop and apply their knowledge and skills in ethical reasoning should be a core goal of any clinical curriculum.

In this presentation, I argue that ethics should be carefully integrated into the core preclinical and clinical curricula and propose strategies to facilitate this, noting potential barriers and mechanisms to address these in the context of potential resource limitations.

Emerging Needs of Ethics Education in Medical Schools in the Asia-Pacific Region

Robert Klitzman

Director of the Masters of Bioethics Programme, Columbia University, USA

The ever-faster rate of technological change in health care poses critical challenges for bioethics education in medical schools through the Asia-Pacific region and elsewhere. Emerging technologies in areas such as genomic testing, big data, artificial intelligence (AI), telemedicine and use of electronic health records can improve the quality and efficiency of many treatments, but also present ethical dilemmas with which medical students will have to grapple both during their training and as physicians. Social, cultural and institutional factors will no doubt affect how these technological advances are viewed and used, and how these ethical questions will be addressed. Medical educators, thus face crucial questions of how best to equip students to be aware of, and address these issues. Many of these new technologies are relatively expensive, for instance, raising questions of resource allocation, and of when to use them. Genomic testing, for instance, is increasingly conducted in many countries on adults (initiated both by patients themselves, through direct-to-consumer tests such as 23andme, and by physicians), adolescents, children, infants, foetuses, and embryos. Yet, in each of these cases, ethical questions emerge concerning whether to order such tests, who should decide and how, whether patients can afford these, which genes should be assayed (whether to perform whole genome or whole exome sequencing), what these may say about ethnic and racial categories and identities, and how to interpret variants of uncertain significance. Medical students and physicians will increasingly have to obtain informed consent for the collection and use such data, and address patients' questions and concerns -- e.g., regarding what the tests might reveal, and whether patients' data will be shared, bought or sold. Increasingly in the future, physicians will also rely on machine learning and AI in making decisions, but challenges emerge, given that data may contain biases (e.g., over- or under- representations of certain racial/ethnic groups). Bioethics education can aid students in addressing these issues, enhancing students' understandings and applications of key fundamental principles. This talk will explore how medical educators can best achieve these goals.

SYMPOSIUM 9 – FIXING THE LEAKY PIPELINE: TIPS TO PROMOTE GENDER EQUITY IN ACADEMIC MEDICINE

The Case of the Leaky Pipeline

Sophia Archuleta, Singapore

Tips to Promote Gender Equity – Recruitment & Retention

Dora J Stadler, Qatar

Tips to Promote Gender Equity – Scholarship, Promotion & Leadership

Halah Ibrahim, United Arab Emirates

FIXING THE LEAKY PIPELINE: TIPS TO PROMOTE GENDER EQUITY IN ACADEMIC MEDICINE

Gender inequity in academic medicine remains an important issue worldwide, with more female faculty entering academic medicine internationally. Some academic institutions have initiated programmes and created policies to promote gender equity, but disparities remain in faculty numbers, promotions rates, research productivity and access to funding and resources. In this symposium, we offer tips for best practices in the broad domains of faculty recruitment, retention and scholarship, promotion and leadership that institutions and individual faculty can adopt to promote gender equity. While the tips form a comprehensive approach, each tip can be implemented individually depending on institutional needs and culture, and includes practical advice for implementation supported by successful examples from the literature.

The Case of the Leaky Pipeline

Sophia Archuleta

Head & Senior Consultant, Division of Infectious Diseases, University Medicine Cluster, National University Hospital, National University Health System, Singapore

In this segment, we will examine the state of women in academic medicine and reasons why the pipeline is leaking.

Equity Tips to Promote Gender – Recruitment & Retention

Dora J Stadler

Clinical Assistant Professor of Medicine, Weill Cornell Medicine Qatar, Qatar

In this segment, we will offer tips for best practices in the broad domains of faculty recruitment and retention.

Tips to Promote Gender Equity – Scholarship, Promotion & Leadership

Halah Ibrahim

Internal Medicine, Sheikh Khalifa Medical City, United Arab Emirates

In this segment, we will offer tips for best practices in the broad domains of scholarship, promotion and leadership.

SYMPOSIUM 10 – SOCIAL MEDIA IN HEALTH PROFESSIONS EDUCATION: ‘WINTER IS COMING’

The Impact of Social Media on Health Professions Education

Kang Yew Beng, Malaysia

Institutional Preparedness for Social Media: Value and Implementation of Policies and Guidelines

Vishna Devi V Nadarajah, Malaysia

Place of Social Media in Formal Curriculum

Ardi Findyartini, Indonesia

Contextual and Cultural Perspectives of E-Professionalism

Diantha Soemantri, Indonesia

SOCIAL MEDIA IN HEALTH PROFESSIONS EDUCATION: ‘WINTER IS COMING’

Social media, Web 2.0 tools which allow the creation and exchange of user-generated content, have penetrated all spheres of society, blurring personal and professional boundaries of individuals. The role of social media in healthcare and health professions education has created a particular sensitivity: they have provided immense opportunities to both fields while posing unique challenges. In this context, this symposium attempt to generate a discussion on the impact of social media in health professions education in multiple perspectives.

The focus of the first presentation is laying the foundation for a common understanding of social media, how they have impacted a paradigm change in education, their educational benefits and challenges. It will also discuss the concept cyber-civility, which describes professionalism in social media use.

The second presentation focuses on policies adopted by the educational institutions to embrace the rather powerful change made to the workplace and educational environments created by social media, and the associated challenges. The policies may not work effectively at ground level.

In the penultimate presentation, the formalisation of social media as a strategy of enhancing learning experience and as a mode of learning professionalism will be discussed. The speaker will also argue that educating on the proper use of social media should be a part of the formal curriculum.

The final presentation focuses on the contextual and cultural issues, which have influenced the use of social media and the interpretation of one’s behaviour in social media. Contextual differences observed in social media behaviour and societal response can be explainable by cultural theories.

The symposium intends to generate a fruitful discussion among the audience of healthcare professions educators in these aspects with many examples, as they have already embraced social media advertently or inadvertently; it is ‘winter is coming’ but ‘winter has come’ for many.

The Impact of Social Media on Health Professions Education

Kang Yew Beng

Associate Dean of E-Learning, International Medical University, Malaysia

‘Social media’ are Web 2.0 tools, which allowed the creation and exchange of user-generated content.¹ Examples of such tools include: social networking sites (e.g. Facebook); media sharing sites (e.g. YouTube); creation and publishing tools (e.g. wikis); aggregation and republishing through RSS feeds; and remixing of content and republishing tools (e.g. LinkedIn publisher).² Social media are used for individual, professional, and/or entertainment purposes. As implied by the social portion of the term it exists in a social space and the media portion of the term suggests that the social interactions are mediated through social networks, digital networks, and digital devices.²

The penetration of social media to educational sphere has caused a paradigm shift in education from ‘constructivist model’, where knowledge is constructed by the learner, to a ‘connectivist model’, where knowledge is generated by information exchange across the connections between learners.³ These tools have improved the interaction and collaboration among students and with their teachers, while promoting personal choice and customisation in learning.⁴ When creating knowledge with these tools, students are better able to create their own understanding of content.

The increased use of social media, however, has created issues of cyber incivility, i.e. disrespectful, insensitive, or disruptive behaviour of an individual in the cyber space that interferes with another person’s personal, professional, or social well-being, as well as student learning.⁵ Cyber incivilities can not only cause deep emotional, physical, and social implications for everyone involved but also cause adverse repercussions to educational institutions.⁵

In the current context, social media in health professions education is not a choice but a norm. However, unlike many of the traditional methods, social media cannot be used for health professions education in isolation or in separations; they are fundamental to how health professionals relate to, and with, society, as they have blurred the personal and professional boundaries.⁶

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Institutional Preparedness for Social Media: Value and Implementation of Policies and Guidelines

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Professional communication of health professionals with patient/clients, peers and the community they serve have taken evolved from personal, face-to-face engagement to traditional media and now via social media. Given the speed, reach, forms and digital trails that social media leaves, the impact of social media is both beneficial yet of concern to stakeholders in both healthcare and health professionals education. To address this dilemma, policies and guidelines related to social media are drafted and usually appended in either staff or student handbooks of educational institutions. What exactly is there in these policies, how useful are they as guide for staff and students, does it highlight differences of societal expectations for health professionals and are these policies role modelled by the institution and the staff? These questions are not rhetorical but instead reflects situations whereby institutions may not be as prepared in managing the impact of social media, which now moves issues from within an institution to the public or even global sphere within minutes. Winter is not coming but it is here, it's time to re-examine institutional policies and guidelines to ensure that it aligns with reality and will be of value.

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Place of Social Media in Formal Curriculum

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Curriculum is defined as the whole learning experiences provided for students to achieve the expected competencies through various interactions with teachers, peer students and environments. Current medical and health profession students learn by constructing knowledge and by connecting with other learners or experts across different platforms.^{1,2} Current learners are digital native and use social media on a daily basis or as their primary source of information.³ In addition, considering future expected competencies in dealing with big data and technology while still preserving professionalism as human in practicing medicine and providing healthcare,⁴ the role of social media in formal curriculum should be more seriously considered. It is time to use social media as resources in formal medical and health professions' curricula. Social media allows for faster feedback between students and faculty members,^{5,6} increases the speed of access to information and communication,³ transcends geographical barriers⁵ and creates personal learning platforms.⁷ On the other hand, some negative impacts of social media on medical professionalism should also be anticipated. It is argued that possible unprofessional behaviours in using social media can be further discussed and become areas of learning for students.⁸

This talk will elaborate these critical issues by first exploring the use of social media in formal curriculum with relevant learning theories and competencies both in undergraduate and postgraduate contexts. That the optimisation of social media in formal curriculum requires sufficient training of both faculty and students, as well as development of digital literacy, critical appraisal skills and awareness of wider health issues in society will also be discussed.⁸

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Contextual and Cultural perspectives of E-Professionalism

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Professionalism is a social construct; thus it is laden with cultural values of a country in which the health professionals work.¹ Whilst e-professionalism, as defined by Cain and Romanelli,² is “the attitudes and behaviours reflecting traditional professionalism paradigms but manifested through social media.” It includes online persona and online behaviour.³ In the digital age nowadays, e-professionalism is getting more and more attention, with some studies reporting concerns over medical and health profession students' behaviour and/or persona online.^{4,5} It is safe to assume that e-professionalism also has some contextual and cultural perspectives pertaining to it. However, research regarding e-professionalism in different cultural contexts is still scanty.

One contextual perspective emerged in many discourses regarding e-professionalism is generation gap. Understanding the generation gap is important to properly address this issue, since current medical and health profession students are growing up with social media on their side. Thus, role modelling by teachers may not be sufficient for teaching e-professionalism because there may be different engagement with social media between older generation of teachers and current students.⁴

This presentation will first highlight the concept of e-professionalism, also its relation with professionalism in a broader sense. Using the cultural dimensions from Hofstede,⁶ domains of e-professionalism and examples of lapses will be discussed. Generational differences will become one of the highlights of this presentation. Understanding the generation gap will be useful to develop ways to prevent and manage e-professionalism lapses.

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KEYNOTE 2 - WHAT WE CHOOSE TO DO IS A MEASURE OF OUR VALUES

Ronald M Harden

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Values are basic beliefs that underpin the way a doctor thinks, feels, and responds to things happening in their practice. Values motivate, define, and colour all a doctor's activities.

The development of values should be the backbone of medical education. With new technologies and changes in medical practice values will become even more important.

Values need to be nurtured and should be embedded in the curriculum just as the chia seeds need to be nurtured in a chia pet. Without nurturing, values may decline as the student progresses through the curriculum. There may be "hardening of the heart" and a decline in empathy has been demonstrated in medical students.

Values are nurtured through imitation, emulation, intention, instruction, and guided learning.

Teachers have a responsibility to nurture values

1. As an information provider communicating the values and with, formal courses on values and stress coping strategies.
2. As a facilitator through supporting the sharing of values in small group work and "positive visualisation".
3. As a curriculum planner with students engaged with a community of practice, with an appropriate learning environment and learning opportunities provided including virtual patients.
4. As an assessor with formative and summative assessment of values, peer assessment, and selection of students for admission to medical studies.
5. As a role model.

What we choose to do is a measure of our values. This should underpin our responsibility to nurture values in the education programme. Action needs to be taken to embed values in the curriculum – not an easy but a necessary task.

SYMPOSIUM 11 – IS MEDICAL EDUCATION TOO COSTLY? ROLE OF DOCTORS IN THE WESTERN PACIFIC REGION

The Costs of Medical Education in Australia: Challenges and Opportunities

Wayne Hodgson, Australia

Japanese Medical Education, Is It Costly?

Yasuhiko Konishi, Japan

The Value of Medical Education in the Philippines: Its Cost and Outcomes

Alfaretta Luisa T Reyes

Cutting The Cost of Medical Education May Do More Harm Than Good

David Gordon, France

The Costs of Medical Education in Australia: Challenges and Opportunities

Wayne Hodgson

Professor and Deputy Dean, Faculty of Medicine, Nursing & Health Sciences, Monash University, Australia

The cost of training doctors and other health care providers (e.g. nurses, physiotherapists, occupational therapists, paramedics, radiographers) continues to rise as new technologies and teaching approaches are introduced into pre-clinical and clinical training. This has been exacerbated by external (i.e. professional body) and internal (i.e. university) accreditation requirements becoming more onerous and prescriptive. The source of funding tertiary education in Australia has changed over recent years with a steady reduction in government support and an increasing reliance on international fee-paying students. For example, the government funding of domestic students in Australia (Commonwealth Supported Places) has been capped since late 2017 while costs have continued to rise. At the same time, there is increasing competition for the limited research funds meaning that education income is increasingly underwriting research rather than being re-invested in education. Therefore, challenges exist regarding identifying efficiencies in teaching approaches while at the same time delivering a high-quality student learning experience. In this presentation I will discuss the costs of pre-intern training in Australia and the funding of medical education. This will include a discussion on the existing sources of revenue which include government, university, and domestic and international students 'fees' as well as how the costs have shifted over recent years. I will also discuss pedagogical changes in the delivery of medical education which provide an opportunity to deliver a better learning experience for our students.

Japanese Medical Education, Is It Costly?

Yasuhiko Konishi

Director and Professor, Center for Medical Education, Kyoto University, Japan

Japan has a total population of around 127 million, which is getting into rapid ageing society. Bureaucrats in Ministry of Health, Labor and Welfare (MHLW) always sound the alarm bell that our country spends 42 trillion Yen (US\$ 388 billion) a year on medical and health expenditure. So, overall trends for our healthcare policy focus on how we can reduce the medical fee and health insurance burden.

For 20+ years, Japan had 80 medical schools, approximately 8,500 graduates into physicians every year. MHLW started 2-year-rotation system of post-graduate clinical rotation in 2004, which is mandatory for every MD. The new rotation brought in result to maldistribution of doctors in urban/rural settings and also in specialties. Finally, we have right now 82 schools, producing almost 10,000 doctors a year.

There is no precise data how much money is necessary to raise a doctor at colleges. An unofficial explanation is sometimes made that it cost almost ¥100 million; nearly \$1 million for 6-year undergraduate programme, but has no evidence. Tuition of students at national and public college is around \$5,000 a year, whereas 6-14 times more in private colleges. On 2-year clinical rotation, residents are paid by their teaching hospitals, which was supported in part by government budget. MHLV spends US\$100 million every year, which is equivalent to 1/3 of resident's expected salary. On postgraduate specialty training, doctors are fully paid by their teaching hospitals, with no official budget support for teaching institutions.

The Value of Medical Education in the Philippines: Its Cost and Outcomes

Alfaretta Luisa T Reyes

Emeritus Professor and Past Dean, College of Medicine, University of the East Ramon Magsaysay Memorial Medical Center, Inc., Philippines

Why does one pursue to become a medical doctor? Are you ready for medical school? There are many factors to consider in choosing which medical schools to apply for—school reputation, quality of education, facilities, public versus private, ranking, curriculum, location, tuition fee, and cost of living. The WHO designed the 5-star physician profile – a doctor should be a care provider, decision-maker, communicator, community leader and manager/team member which should be the target of medical schools. These attributes are desirable for those who really aspire to become a medical doctor; but, how much does it cost to become a medical doctor in the Philippines and is it worth it?

A study conducted by ALTReyes and CPJBagain shows a comparative cost of medical education based on tuition fees across Philippine regions. Aims of this study: (1) To identify factors determining the cost of medical education (2) To describe options on how to pay for medical school. A survey was conducted online with questions obtaining the estimated value of tuition fees in different medical schools in the Philippines and the various factors that would establish these values. Apart from the cost, we also asked for strategies or options on how students could pay for their tuition fees. The study shows that the cost based on tuition fees varies ranging from ~\$1,300-\$3,000 per semester. If we compare it to medical school costs in the US, which ranges from ~\$25,000-\$60,000, pursuing Medicine in the Philippines may seem inexpensive hence there is also a surge of foreign students applying and studying in our country. For locals however, with the erratic cost of living in the Philippines, these numbers are quite costly. Another contributing factor to this cost is due to the mandate from the Philippine Regulatory Authority that all schools must comply with the minimum standards to operate a medical program to meet the desirable educational outcomes considering the carrying capacity such as facilities and human resources.

Existing and growing medical schools in the Philippines should now consider and focus how to develop and produce “their” envisioned physician for an outstanding healthcare delivery to the people in which one might say that the cost of medical education is worth it.

Cutting The Cost of Medical Education May Do More Harm Than Good

David Gordon

President, World Federation for Medical Education, France

The provision of health care relies on a team, not just on individuals, and doctors are but one of the members of that team. However, there are three powerful arguments that they are an essential member of the team.

First, who the doctor is, how he or she is educated, and what the doctor does are understood universally. The doctor is the person that you see when you are ill and do not know what is the matter, the doctor asks questions, examines you, does tests and prescribes treatment. The range and nature of the doctor’s work is understood everywhere, and that role has evolved over thousands of years. Because evolution has created the right person for the job, we should not try artificially to say that doctors are not needed because they are too expensive.

Second, it is discriminatory to deny the provision of adequate numbers of doctors on grounds that they are too difficult to educate, or too expensive. Why should any society that can reasonably expect an appropriate health-care system be denied it? It is the duty of governments and society to educate and fund the proper health-care professionals to care for the sick, and the balance of those health-care professionals must include the right number of doctors. Of course, there are valuable roles for health-care assistants of many kinds, and there are excellent examples in many countries, from the USA to Iran to China, but it is possible to give the wrong functions to non-medical members of the health-care team.

This is the third point: if physicians’ assistants, nurses, pharmacists and others are given work that can only reasonably be undertaken by a properly educated doctor, then patients may suffer, and work for fully-qualified doctors may increase. An attempt to save resources may in the end cost more.

SYMPOSIUM 12 – IMPACT OF ASSESSMENT AND CURRICULAR DESIGN ON VALUES

Designing the Curriculum – Making the Invisible Visible

Subha Ramani, USA

Cultivating Social and Cultural Values in Pre-Clerkship Science Blocks in a US Medical School

Neil Osheroff, USA

Mapping Value Contexts in Assessment and Curricular Design in India

K Anbarasi, India

Assessing Professionalism: Strengths and Challenges

Denise Goh, Singapore

Designing the Curriculum – Making the Invisible Visible

Subha Ramani

AMEE Executive Committee Member, Chair AMEE Fellowship Committee; Director of Evaluation and Scholars in Medical Education Pathway, Internal Medicine Residency Programme, Brigham and Women's Hospital; Leader of Research and Scholarship, Harvard Macy Institute; and Associate Professor of Medicine, Harvard Medical School, Boston, MA, USA

Health Professions Educators who design curricula mostly focus on formal aspects of the curriculum and effective educational strategies to teach these. Collateral learning is a concept coined by John Dewey which refers to learning that happens when learners engage in activities other than formal classroom learning including interactions outside the classroom. Fred Hafferty emphasised the importance of a multidimensional learning environment influenced by at least three types of curricula: (1) the formal curriculum which is stated and taught; (2) the informal curriculum that features interpersonal interactions among teachers and learners; and (3) the hidden curriculum that refers a set of influences at the level of the organisational structure and culture (Hafferty 1998). He argues that much of what is learned in health professions education fits within the informal and hidden curricula. In designing curricula that could positively impact humanistic values and promote a learning culture that is psychologically safe, it is imperative that educators pay attention to informal and hidden curricula, encourage teachers and learners to embrace uncertainty, provide opportunities to engage in informal interactions with peers as well as their teachers, practise patient-centredness and focus on a growth rather than fixed mindset. Role modelling takes precedence over lecturing, attitudinal objectives are as important as cognitive and psychomotor objectives. Finally, it is critical that assessment methods are aligned with the curricular outcomes with a focus on a formative assessment for learning.

Cultivating Social and Cultural Values in Pre-Clerkship Science Blocks in a US Medical School

Neil Osheroff

Professor, Vanderbilt University School of Medicine, USA

It is important for health professionals to incorporate social and cultural values into their practices. However, programmes often struggle to integrate sessions that deal with these subjects into the pre-clerkship curriculum. Too often, medical humanities or ethics are taught in isolation of other parts of the curriculum, making discussions and assessments of values appear to be separate from (and secondary to) the learning of foundational sciences and doctoring skills.

Just as it is important to integrate foundational sciences with each other and with clinical sciences, the learning of social and cultural values is most relevant when it is integrated into the curriculum and assessments. This talk will describe how social and cultural values are cultivated in pre-clerkship foundational science blocks in the Vanderbilt University School of Medicine. Issues that trigger discussions of values are incorporated into case-based learning and team-based learning sessions where they are taught side-by-side with foundational and medical sciences. Once values are introduced in these sessions, they can be further discussed during medical humanities or system science sessions using the original scenarios as a frame of reference. Questions on social and cultural values are then incorporated into integrated end-of-block essay assessments. Using this approach, learners display a greater appreciation for social and cultural values and see them as an important and intrinsic part of their profession. This has led to a steady rise in the number of graduates who strongly agree that they have a fundamental understanding of the issues in social sciences of medicine as well as the ethical and professional values that are expected of the profession.

Mapping Value Contexts in Assessment and Curricular Design in India

K Anbarasi

Associate Professor & Member Secretary, Department of Dental Education, Faculty of Dental Sciences, Member, Sri Ramachandra Center for Health Profession Education, Sri Ramachandra Institute of Higher Education and Research, Chennai, India

Integrating values in both education and practice is the national educational policy in India. As the societal expectation on a medical professional is high, the Health Ministry of India emphasises on ethics, public perspectives, and professionalism in health professional education. The cognitive and behavioural dimension of attitude, ethical component in attitude towards a genuine practice, and communication skills relevant to health needs of the society are the thrust areas that will map the outcome values. Different governing bodies implement this policy in their respective curriculum by designing their prototype. AETCOM model (attitude, ethics, and communication) is one such new initiative of the Medical Council of India to integrate the Conative domain in the curriculum. Dental Council of India also emphasises attitude and values in the teaching and assessment templates to ensure high standards. Quality, commitment and accountability in education are the archetype of Indian Nursing Council to generate committed, compassionate, and competitive nurses. In this presentation, the participants will learn about how to map the local values in different health professional curriculum and how to design curricular to reinforce the values as an outcome with India as an example.

Assessing Professionalism: Strengths and Challenges

Denise Goh

Senior Consultant, National University Hospital, Associate Professor, National University of Singapore, Singapore

It is generally accepted that professionalism should be assessed. However, opinions vary with regards to many aspects on this matter. Different professionals have different opinions on what constitutes professionalism. Finding a common definition can prove to be challenging. Should the assessment be formative or summative? What is the best tool to assess professionalism? Does the assessment of professionalism drive the development of better professionalism standards in the assessed? What does the implementation of professionalism related assessment have on the organizations' efficiency, the assessor and the administrators? The presenter will attempt to present views on such strengths and challenges related to assessing professionalism.

SYMPOSIUM 13 – DEAD OR LIVING? HOW ANATOMY EDUCATION CAN IMPACT PSYCHOSOCIAL SKILLS OF FUTURE DOCTORS

An Ethical Dilemma? How Donor Dissection Influences Medical Students' Perceptions of Ethics

Michelle Lazarus, Australia

Flipping the Switch: In the Simulated Environment of an Authentic Anatomy Curriculum, Can Reflective Practice Be Used as an Educational Tool to Turn the Millennial Learner Toward the Patient?

Wojciech Pawlina, USA

The Anatomy of Ambiguity: An Exploration of How Anatomy Education Influences Medical Student Tolerance of Ambiguity (ToA)

Georgina Stephens, Australia

Learning to Think, Act, and Feel Like a Health Care Professional in the Anatomy Course: Spotlight on Professional Identity Formation

Wojciech Pawlina, USA

DEAD OR LIVING? HOW ANATOMY EDUCATION CAN IMPACT PSYCHOSOCIAL SKILLS OF FUTURE DOCTORS

Debate remains regarding division of pre-clinical curriculum between medical science teaching and preparedness for future practice. While Flexner models of medical curriculum focus on pre-clinical education being entirely science focused, more modern curricula suggest vertical integration is best. This latter curricular approach supports integrating clinical behavioural and psychosocial skills within pre-clinical education, and also extending medical science education across the entirety of the medical schooling. Fundamental to both curricular proposals (Flexner and Flexner-revisited) is the belief that medical science and medical practice are dichotomous, as opposed to synergistic paradigms. This session will challenge the long-held belief that teaching one (i.e. medical science) is at the expense of the other (healthcare preparedness for practice). In this session, we will focus on how medical science teaching, using anatomy as an archetype, can impart both discipline knowledge acquisition and values for effective practice.

These talks will focus on evidence-based outcomes illustrating how anatomy pedagogy (1) is shown to foster knowledge of the discipline as well as medical ethics (Lazarus); (2) support reflective practice (Lachman); (3) can impart effective tolerance of ambiguity (Stephens) and (4) fosters teamwork skills (Pawlina).

Together, this symposium will help those in medical science education explore opportunities for creating synergy and pedagogical integration between science teaching and clinical preparedness of our future doctor population.

An Ethical Dilemma? How Donor Dissection Influences Medical Students' Perceptions of Ethics

Michelle Lazarus

Associate Professor, Monash University, Australia

A longitudinal qualitative study revealed five major themes related to ethics in anatomical education: 1. Dignity, 2. Beneficence, 3. Consent, 4. Justification for versus the necessity of dissection and 5. Dichotomy of objectification and personification. The dominant themes of students' ethical perceptions changed with time, with a shift from a focus on aspects of the donor as a person (i.e. dignity, beneficence and consent), toward the utility of the donor in anatomy education. Key differences by demographic variables included variable focus on consent, which was more frequently identified in female students. Beneficence was more frequently discussed by participants of Asian ancestry, while the sub-theme of dignity and bodily integrity was more frequently identified in religious students.

The impact of donor dissection on students' perception of ethics is complex. This research suggests that donor dissection may have broader impacts on students than simply anatomical knowledge acquisition and that anatomy can play a vital role in early professional identity developmental of medical students. Furthermore, these results suggest further advocacy for formal, and purposeful integration of medical ethics with anatomy education which will be discussed.

Flipping the Switch: In the Simulated Environment of an Authentic Anatomy Curriculum, Can Reflective Practice Be Used as an Educational Tool to Turn the Millennial Learner Toward the Patient?

Wojciech Pawlina

Professor, Mayo Clinic, USA

Reflection in clinical practice is being increasingly recognised as a tool with the potential to transform archetypical thinking amongst residents within the training domains of health care systems. In the authentic anatomy curriculum, emphasis is placed on teaching and learning practices that resonate with goals of future health care delivery so as to (1) reduce the learning curve as medical student transitions into the clinical setting and (2) inform professional identity and a sense of responsibility toward future patients. Anatomy curricula have evolved significantly to incorporate as a standard, non-technical discipline independent skills. However, delivery of the anatomy curriculum has been incongruously skewed toward facilitating and promoting the needs of the millennial learner. This prolonged attention toward keeping the learner at the center of the academic stage ironically increases the learning curve when the medical student shifts into a disconnected clinical learning platform that is built on apprenticeship, reasoning, uncertainty and the expectation of proficiency. Despite their many strengths, concern still exists as to whether the millennial generation is being adequately prepared to meet the needs and expectations of the patient.

In this presentation, use of reflection as a framework for promoting critical thinking and self-evaluation skills is explored in an anatomy curriculum. Qualitative results from a series of de-identified student reflections (13 weeks/3-year student cohorts) will be discussed. Theoretical frameworks of psychology will be applied to describe and predict movement of growth through stages of reflection using processes of experiential and behavioural change. In the journey of becoming a physician, subordination of self-interest is a well-known pillar of professional development, one that redirects attention to serving the needs of the patient first. Reflective exercises offer a valuable tool with the potential to impact learning, professional identity formation, self-evaluation, empathy, critical thinking and reassurance of complexity and uncertainty.

The Anatomy of Ambiguity: An Exploration of How Anatomy Education Influences Medical Student Tolerance of Ambiguity (ToA)

Georgina Stephens

PhD student, Department of Anatomy and Developmental Biology, Monash University, Australia

The science of anatomy has been perceived by medical students as being known by experts with completeness and certainty. Yet the reality of anatomy, as with all biomedical sciences and the field healthcare, is that unknowns and ambiguities abound and are inherent to the practice of scientists and clinicians. ToA is a construct describing an individual's response to ambiguous stimuli and is increasingly being recognised as influencing healthcare outcomes, with low levels of ToA (sometimes "intolerance" of ambiguity) being linked to negative outcomes such as increased health expenditure and clinician burnout. Although studies are limited, evidence suggests that education may be able to foster improved ToA in medical students. To further explore medical student ToA and the influence of education, we conducted a longitudinal qualitative study with two successive cohorts of medical students undertaking anatomy at Monash University. Data was collected from online discussion forums during semester and interviews at the end of semesters. The anatomy curriculum was designed to incorporate ambiguities in clinical anatomy into student learning, especially as these relate to patient care. Preliminary data analysis suggests that although some students struggled with the concept of ambiguity early in their anatomy studies, over time, awareness of the role of ambiguity in anatomy and healthcare did improve. This research suggests that anatomy education may have the potential to foster medical student ToA, and thus aid student preparedness for practice.

Learning to Think, Act, and Feel Like a Health Care Professional in the Anatomy Course: Spotlight on Professional Identity Formation

Wojciech Pawlina

Professor, Mayo Clinic, USA

During medical training, students acquire not only knowledge and skills to practice medicine, but also undergo multifaceted personal, interpersonal, socio-cultural, and professional developmental process to think and act according to the values of a profession in complex education and health care environments. In this process known also as professional identity formation (PIF), medical curriculum should provide opportunities for the development of professional values, actions, aspirations, and for socialisation into roles that would benefit modern health care structure. Anatomy courses by their position at the beginning of the road to becoming physician can provide a venue to initiate PIF process. Professional socialisation of incoming students (from diverse background) in anatomy laboratory allows them to transform and develop identity of a medical student as a member of a health care professional team. To achieve this transformation, often, repression of existing identities acquired before entering to medical school would be required. Anatomy courses allow for development of professional values, actions and aspiration by emphasising professionalism, ethics, role modelling and mentoring. They focus on teamwork, collaborative learning and leadership in the dissection laboratory, and provide opportunity for students' self-assessment and reflection. Development of collegiality in gross anatomy laboratory by having dissection team members be united in common goals and at the same time respecting each other's diversity, approaches, and ability to work towards common goals are essential in the PIF. Also, introduction of humanity and rituals (such as ceremonies for body donors) is an integral part of many anatomy curricula.

This presentation on an example of anatomy will summarise diverse approaches that can be introduced in basic science course to promote development of PIF in early stages of medical education.

PANEL DISCUSSION 6 – THE VALUE OF SHARED STANDARDS FOR ACCREDITED CPD IN A GLOBAL COMMUNITY

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Continuing Professional development (CPD) is in the midst of transformative change, as systems around the world evolve from an information transfer model to skill development. Social and team learning, interprofessionalism, self-awareness, quality improvement, micro-learning, and measured competency are all dynamic themes for CPD educators.

The International Academy for CPD Accreditation is a network of colleagues, dedicated to promoting and enhancing CPD accreditation systems throughout the world to anticipate and facilitate this evolution while protecting the integrity of CPD. Established in 2013, the Academy serves as a platform that facilitates peer-to-peer support for leaders of CPD/CME accreditation systems and encourages networking, mentoring and interactions about common issues.

The panel of accreditors will present a newly developed construct of shared standards for accredited CPD that will serve to evolve CPD and assess and recognise substantial equivalency across CPD systems.

Domains of the shared standards include:

- Accreditor Eligibility and Administrative Responsibilities
- Independence and Transparency
- Needs Assessment
- Content Development
- Educational Quality
- Outcomes Measurement/Evaluation

Through these shared standards, the regulators that depend on accreditation, along with the healthcare professionals that engage in CPD, will be assured that the education is independent, relevant, based on valid content, and evaluated for learner change. As healthcare professionals and patients experience a more global and accessible world, it is critically important that educational standards support learners and promote healthcare quality in a substantially equivalent way regardless of border.

SYMPOSIUM 14 – SEEKING AND RECEIVING MENTORSHIP: HOW TO FOSTER SUCCESSFUL MENTORSHIP?

Inspired to Mentor: Paying it Forward

Lalit Kumar Radha Krishna, Singapore

Seeking and Finding Mentorship

Hee Jia Min, Singapore

Contributing to Mentorship's Success: What Should Mentees Do?

Elisha Chia Wan Ying, Singapore

Meeting Mentorship Challenges: Overcoming Speed Bumps in the Journey

Tay Kuang Teck, Singapore

Mentorship and Women

Ong Chooi Peng, Singapore

SEEKING AND RECEIVING MENTORSHIP: HOW TO FOSTER SUCCESSFUL MENTORSHIP?

Extant literature shows that an active mentee-driven approach to mentoring is a factor which contributes significantly to mentoring's success. Whilst much literature expounds the benefits of mentoring and its pivotal role in the development of physicians, literature on the role of the mentee and how a mentee can contribute to mentoring's success is limited. Moreover, though it is the desire of most physicians at various time points of their career to receive mentorship, many experience difficulties in seeking out a mentor and sustaining a mentoring relationship. Through the wisdom distilled from scoping and systematic reviews of current literature, the experience and anecdotes from senior faculty mentors, as well as the lived experiences recounted by the students and resident in medical training, the panel of speakers endeavour to bring the audience through the journey of seeking for mentorship, measures mentees can take to work towards a successful mentoring experience and relationship, and advice for mentees facing challenges in the mentoring process.

Inspired to Mentor: Paying it Forward

Lalit Kumar Radha Krishna

Senior Consultant, Division of Palliative Medicine, National Cancer Centre Singapore, Singapore

A/Prof Lalit Krishna will present a broad overview of mentoring in medicine, presenting the latest evidence on mentoring processes and relationships. This will cover matching, an evidence based framework for the development of mentoring programmes, ethical issues in mentoring, oversight of mentoring processes and the role of the host organization. Having been both a mentee and a mentor, he will also share anecdotes from his experiences in receiving mentorship and guidance from seniors who shaped his professional development and career, and how his mentors inspired him to pay it forward through investing time and effort mentoring and nurturing medical students and junior doctors.

Seeking and Finding Mentorship

Hee Jia Min

House Officer, Ng Teng Fong General Hospital, Singapore

Dr Hee's presentation will be based on a scoping review carried out by her research team on mentoring in medicine, nursing and social work. She will share recommendations from current literature on how mentees should assess their own mentoring needs and goals, and how to seek out mentorship from appropriate mentors. Her presentation will cover informal and formal mentoring processes, how a mentoring relationship may be initiated and sustained, and important factors that should be considered during the commencement of a new mentoring process.

Contributing to Mentorship's Success: What Should Mentees Do?

Elisha Chia Wan Ying

Medical Student, Yong Loo Lin School of Medicine, National University of Singapore, Singapore

Based on literature reviews done by the speakers' research team, Elisha will share about how mentees should conduct themselves during the mentoring process, attributes of mentees that may facilitate or hinder mentoring, and behaviours that work towards mentoring's success. Elisha will also present an overview of a suggested code of conduct framework for mentees based on evidence drawn from current literature. This framework may serve as a guide for students and trainees looking to present themselves in a way that enhances the success of their mentoring experience and mentoring relationship.

Meeting Mentorship Challenges: Overcoming Speed Bumps in the Journey

Tay Kuang Teck

Final Year Medical Student, Yong Loo Lin School of Medicine, National University of Singapore, Singapore

Based on existing literature reviews done by the speakers, Kuang Teck will share about common challenges faced by mentees throughout the mentoring process and factors contributing to these challenges, and put forth evidence-based solutions. He will also share how mentees may equip themselves with skills to anticipate and mitigate potential difficulties and pitfalls faced in mentoring so that they can work with their mentors to overcome problems that arise. This will help mentees to build a sustainable relationship with their mentors despite the challenges faced.

Mentorship and Women

Ong Chooi Peng

Senior Consultant, Department of Family Medicine, National University Hospital System, Singapore

Women are often highlighted in literature as a group often lacking but yet needing mentorship. Dr. Ong will share about her own experience in mentoring generations of female doctors and receiving mentoring herself. This presentation will put forth the unique areas in which women need mentoring support, features that may be unique to mentoring women, and advice for male mentors who are guiding female mentees.

SYMPOSIUM 15 – QUALITY ASSURANCE IN MEDICAL EDUCATION

Verifying Credentials and Identifying Spurious Medical School Practices

Lisa Cover, USA

The Growth and Variability of Medical School Accreditation

Marta van Zanten, USA

Quality Indicators for Medical Schools and Medical School Graduates

John (Jack) Boulet, USA

Medical Regulation: Past, Present and Future

William W Pinsky, USA

QUALITY ASSURANCE IN MEDICAL EDUCATION

Improving healthcare delivery is not possible without quality medical education. The quality of medical education programmes, including value for money, institutional teaching, and the fulfilment of mission and vision, may have different meanings for various stakeholders, including medical school leaders, students, certifying and licensure bodies, and the public. The intense globalisation of medical education demands that systems to review both educational processes and outcomes are needed. Quality improvement initiatives that lead to effective practice cannot be implemented unless the problems are identified first.

The Educational Commission for Foreign Medical Graduates (ECFMG) is the certifying body for all international medical graduates (IMGs) who wish to enter accredited postgraduate training positions in the United States. From a quality assurance perspective, ECFMG is concerned with both the attributes and competence of the individual medical student/graduate and the characteristics of the medical school that he/she attended. To be eligible for ECFMG certification, the individual must have their medical school diploma verified and pass the first two steps of the United States Medical Licensing Examination (USMLE). In addition, the prospective physician's medical school must meet the requirements established by ECFMG. Beginning in 2023, ECFMG will require that applicants graduate from a medical school that has been appropriately accredited. To satisfy this requirement, medical schools must be accredited by an agency that has been recognised by the World Federation for Medical Education (WFME).

The purpose of the symposium is to outline efforts made by ECFMG and its partners to improve the quality of medical education. ECFMG certification, including the processes used to identify falsified records and spurious medical school practices will be outlined. The growth and variation in accreditation systems will be described. Potential metrics that can be used to quantify the impact of certification and accreditation will be discussed. Finally, the future of ECFMG certification and medical licensure, including medical school accreditation requirements, will be considered.

Verifying Credentials and Identifying Spurious Medical School Practices

Lisa Cover

Senior Vice President for Business Development and Operations, Educational Commission for Foreign Medical Graduates (ECFMG), USA

ECFMG promotes quality health care for the public by evaluating the qualifications of international medical graduates (IMGs) entering the U.S. health care system. Since its inception in 1956, requirements for ECFMG certification have included the provision that an IMG must have graduated from a recognised medical school. Today, this requires notification from the responsible agency of the country where the medical school is located that the school is recognised by the government for the award of the Doctor of Medicine (or equivalent) degree.

Primary source verification is a rigorous, multi-step process that ECFMG employs to ensure the integrity and authenticity of a physician's medical education credentials. When ECFMG receives a credential issued by a medical school, it first reviews the credential and compares it to sample primary source verified documents from its credential library to confirm that it is consistent with the format of credentials issued by the medical school. If the credential is determined to be consistent with verified samples, ECFMG communicates directly with the issuing institution to request verification of the credential's authenticity. Once ECFMG receives this verification, another review is conducted to confirm that the verification meets ECFMG's standards.

ECFMG also registers IMGs for licensure examinations. To be eligible for Step 1, Step 2 CK, and Step 2 CS of the United States Medical Licensing Examination, a medical school graduate must have graduated from a medical school located outside the United States and Canada that is listed in the *World Directory* as meeting eligibility requirements for its students and graduates to apply to ECFMG for ECFMG certification.

In this session, we will outline the processes employed by ECFMG to verify medical school credentials and to identify spurious medical school practices.

The Growth and Variability of Medical School Accreditation

Marta van Zanten

Research Scientist, Foundation for Advancement of International Medical Education and Research (FAIMER), USA

The purpose of accreditation systems is to enhance the quality of medical education and training and ensure that graduates are ready to begin postgraduate training or practice effectively as physicians. Accrediting bodies can be governmental entities or independent organisations, and their responsibilities may extend to all higher education institutions or be specific to only medical education. The Foundation for Advancement of International Medical Education and Research (FAIMER) Directory of Organizations that Recognize/Accredit (DORA) medical schools contains information on accreditation authorities around the world. A variety of accreditation systems are used globally, and the incidence, governance, and scope of authority of agencies varies widely. Overall trends show an increase in external quality assurance systems in number and in jurisdiction coverage over the past several decades. Differences in outcomes or effectiveness of accreditation based on various models of governance and scope requires further investigation, and can inform recommendations for best practices.

In this session, we will review the growth of medical school accreditation and provide a summary of how systems differ around the world. A brief review of research conducted to evaluate the effectiveness of accreditation will also be provided.

Quality Indicators for Medical Schools and Medical School Graduates

John (Jack) Boulet

Vice President, Research and Data Resources, Educational Commission for Foreign Medical Graduates (ECFMG) and the Foundation for Advancement of International Medical Education and Research (FAIMER®), USA

Physician licensure/registration, certification, and revalidation are deemed critical processes for safeguarding patients and improving the quality of care. Likewise, the accreditation of undergraduate, graduate, and continuing medical education programmes is expected to support quality improvement. The process by which physicians become licensed, and maintain licenses, is quite heterogeneous and subject to different quality standards. For educational programmes, there has been a recent push to expand accreditation activities. Here too, the quality standards on which medical schools are evaluated can vary from one area of the world to another. Unfortunately, the links between regulation and accreditation are poorly understood.

While it is essential to examine the characteristics and qualities of regulatory and accreditation practices employed throughout the world, establishing valid metrics is a challenge. For medical school, graduates, certification and licensure exams, depending on their quality, may, or may not, be good predictors of future practice. Likewise, the link between individual practitioners and patient outcomes is confounded by a number of factors, including, amongst others, physician specialty and the characteristics of site of care. With respect to education, unaccredited medical schools may graduate capable practitioners. More important, accreditation does not necessarily assure the quality of every graduate.

Well-designed studies can yield important information to support the validity of regulatory and accreditation activities, including, for individual practitioners, any associated determinations of competence, or continued competence. To guide improvement efforts, accreditation and regulatory bodies need to collect quality assurance data during the initial accreditation of educational programmes and the preliminary licensing/certification of individuals.

In this session, we will review some of the challenges associated with conducting research to support the value of regulatory activities. We will highlight the need for establishing quality metrics and consider potential problems with their use.

Medical Regulation: Past, Present and Future

William W Pinsky

President and Chief Executive Officer, Educational Commission for Foreign Medical Graduates (ECFMG), USA

Regulation in medicine helps to assure stakeholders, including the public, that practitioners are safe and can provide quality care. Accreditation provides a framework for investigating the quality of educational programmes. Together, assessing the competence of individuals and evaluating the characteristics and qualities of educational programmes can help spur quality improvement initiatives. This, in turn, can lead to improved patient care.

Over the past 60 years, ECFMG has certified over 400,000 international medical graduates (IMGs). ECFMG certification is required for entry into postgraduate medical education (PGME) programmes in the United States. The requirements for ECFMG certification have changed over the years and now include, amongst other criteria, primary source verification of medical school diploma and successful completion of Basic Science (USMLE Step 1), Clinical Knowledge (USMLE Step 2CK) and Clinical Skills (USMLE Step 2CS) examinations. These requirements help to ensure that individuals who are educated outside of the US or Canada are ready to enter residency programmes in the United States. Going forward, ECFMG has mandated that, as of 2023, medical students and graduates will only be eligible for certification if they graduated from a recognised, accredited, medical school.

ECFMG, while concerned about the knowledge and skills of medical school graduates, also seeks to improve the quality of medical education worldwide. Through its foundation (Foundation for Advancement of International Medical Education and Research – FAIMER) and partnership with the World Federation for Medical Education, ECFMG has spurred medical school accreditation efforts around the world.

In this session, we will provide a broad review of medical regulation in the US and how it applies to IMGs. Given the upcoming changes in ECFMG certification eligibility requirements, combined with the evolving practice of medicine, potential changes to the medical regulation framework, including both licensure and accreditation requirements, will be discussed.

SYMPOSIUM 16 – GLOCALISATION OF MEDICAL EDUCATION

Glocalisation of Medical Education: Erosion or Preservation of Local Values?

Yvonne Steinert, Canada

Glocalisation of Medical Education: Structured, purposeful creativity

Trevor Gibbs, United Kingdom

Accreditation and Quality Assurance: The Tension Between Local and Global Standards for Medical Education and Training

Theanne Walters, Australia

How Can We Optimise Our Education? -Wine vs. Sake-

Harumi Gomi, Japan

Glocalisation of Medical Education: Erosion or Preservation of Local Values?

Yvonne Steinert

Professor of Family Medicine and Health Sciences Education, Director, Institute of Health Sciences Education, and Richard and Sylvia Cruess Chair in Medical Education, Faculty of Medicine, McGill University, Canada

Educational discourse in recent years has increasingly centred on the 'twenty-first century skills' that aim to prepare students to meet the challenges and demands of society. To meet this objective, there is a growing tendency to adopt and adapt curricula, teaching and learning methods, and assessment formats conceptualised and operationalised in different countries/settings to one's own. At times, educational philosophies, cultural values, and contextual issues have been ignored when operationalising these educational activities. How can this tendency be avoided? How can we maintain and reinforce local values in the transfer of educational frameworks and initiatives from one culture or context to another? The goal of this symposium is to address these questions and begin to identify opportunities and best practices in incorporating and contextualising educational activities with different philosophies in order for health professionals to acquire skills required for the 21st century.

Glocalisation of Medical Education: Structured, purposeful creativity

Trevor Gibbs

Professor of Medical Education at Sun Yat-sen University Medical School, Independent Consultant in Medical Education and Primary Care, Guangzhou, People's Republic of China, President, Association for Medical Education in Europe (AMEE), United Kingdom

Given that travel around the world is becoming easier (the world is becoming flatter) and effective communication between countries becoming standard, it is inevitable that comparative healthcare remains high on both political and non-political agendas. With effective healthcare relating directly to effective and purposeful health professionals' education, it should be equally inevitable that education maintains a high level of importance, politically and non-politically. Anecdotal and researched evidence suggest that this is far from reality - the world of health professions education is far from operating through a level playing field!

This talk, within the symposium, explores the various ways that equality and equity can exist within health professions education through a structured approach to faculty development, which provides a diversity of opportunities and an approach that recognises the concept of social accountability in health professions educational institutions.

Accreditation and Quality Assurance: The Tension Between Local and Global Standards for Medical Education and Training

Theanne Walters

Deputy Chief Executive Officer, Australian Medical Council, Australia

The Australian Medical Council has been the accreditation authority for medical programmes in Australia since 1985. It began its accreditation role by customising to local conditions the accreditation processes used in the USA, the standards for medical education and training from the United Kingdom, and Australian government recommendations for the future development of medical education and the medical workforce. In 1992, the AMC accreditation process was extended by agreement with the Medical Council of New Zealand to cover the New Zealand medical schools, and the standards were revised to ensure relevance to New Zealand.

These forces, international developments, developments in New Zealand, and Australian state and national government policy relating to the development of Australia's medical workforce, have continued to shape the development of Australia's accreditation standards. They are considered as they occur and in the AMC's five yearly reviews of standards.

While the World Federation for Medical Education's development of global standards for medical education in 2003 profoundly changed the AMC's standards, the AMC has chosen to retain distinctive standards rather than customising the WFME standards. This presentation will address:

- The rationale for the AMC's approach;
- How the AMC uses international standards to inform the development of local standards;
- The strengths of local distinctive standards;
- The challenges of local distinctive standards and the tensions that arise between local and international approaches.

How Can We Optimise Our Education? -Wine vs. Sake-

Harumi Gomi

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

Historically, Japanese medical practice and education has been influenced first by Chinese medicine in the ancient era, followed by Dutch, German, and American medicine since the 16th, 19th, and 20th century, respectively. In the late 19th century, the Japanese government intentionally implemented German systems rather than British systems when there was a choice. Since then Japanese medical education has been rather research-oriented, not clinical practice underscored. In the early 1990's, one of the major turning points came when problem-based learning was introduced. In 2004, postgraduate training systems were reformed drastically by implementing match systems for more free choices among the graduates. In 2010, International accreditation started to be required and in 2017, Japan Accreditation Council for Medical Education (JACME) was founded. Currently, 34 medical schools in Japan are accredited by JACME. There is a big challenge for us to optimise our education by implementing and blending cutting edge educational models/theories while preserving our own cultural aspects in medical education. In this talk, our experiences at a brand new international medical school will be shared, what works and what doesn't.

Saturday 11th January 2020, 1.15pm

West Ballroom 2, Basement 2, Resorts World Convention Centre

PANEL DISCUSSION 7 – TOWARDS IMPLEMENTING STANDARDS AND A QUALITY IMPROVEMENT FRAMEWORK FOR THE MEDICAL SCHOOLS IN SINGAPORE: THE VARIOUS PERSPECTIVES

¹Anantharaman Venkataraman, ²Lau Tang Ching, ³Ian Curran, ⁴Naomi Low-Ber, and ⁵David Gordon

¹Senior Consultant, Department of Emergency Medicine, Singapore General Hospital, Singapore, ²Senior Consultant, Division of Rheumatology, National University Hospital, National University Health System, Associate Professor, Department of Medicine and Vice Dean (Education), Yong Loo Lin School of Medicine, National University of Singapore, Singapore, ³Vice Dean, Education and Co-Director of Academic Medicine Education Institute (AM.EI), Duke-NUS Medical School, Singapore, ⁴Vice-Dean Education, Lee Kong Chian School of Medicine, Nanyang Technological University, Singapore, and ⁵President, World Federation for Medical Education, France

With the recent implementation of standards and a quality improvement framework for the medical schools in Singapore to quality improve and assure basic medical education in the country, a panel will share their perspectives on the following:

- How do standards for medical schools improve medical education and healthcare in the country?
- What are the important elements of a good set of standards?
- What are the key success factors and challenges when implementing standards for medical schools?
- What were some of the lessons learnt?

SYMPOSIUM 17 – ADVANCING NURSING PRACTICE IN SINGAPORE THRU EDUCATION: PERSPECTIVES FROM THE ALICE LEE CENTRE FOR NURSING STUDIES

Overview of Nursing Education in Singapore

Emily Ang, Singapore

Blended Simulation-based Nursing Education: That's the Way to go

Liaw Sok Ying, Singapore

The Use of Entrustable Professional Activities (EPA) for Evaluating Clinical Education

Lau Siew Tiang Lydia, Singapore

Continuing Education & Training: Preparing Today for Tomorrow

M Kamala Devi, Singapore

Deliver Fit-for-purpose Advanced Practice Nurses

Zhou Wentao, Singapore

ADVANCING NURSING PRACTICE IN SINGAPORE THRU EDUCATION: PERSPECTIVES FROM THE ALICE LEE CENTRE FOR NURSING STUDIES

Nursing education in Singapore has progressed through a series of changes and has paralleled the development of the nursing profession and healthcare delivery in the country. Changes in the healthcare system and practice environment require equally profound changes in the education of nurses, both before and after they receive their practice license.

In this symposium, participants will be introduced to an overview of nursing education in Singapore. In recent years, innovative technologies have become a part of the educational systems. A blended learning approach adopted in the teaching of a module in the undergraduate program will be shared. Clinical education is a critical component of nursing education. In the clinical environment, it is recommended that students need to show evidence that they have acquired desired professional competencies by independently performing a given set of tasks. The use of Entrustable Professional Activities (EPA) for evaluating clinical education for nursing student will be showcased.

With a changing paradigm of healthcare needs, due in part to the changing demographics as well as disease patterns, nurses are required to acquire higher and broader levels of competencies. Continuing education and training is therefore the central tenet to building capabilities and lifelong learning. How learning is achieved through the continuing education programmes provided by Alice Lee Centre for Nursing Studies (ALCNS) will be elaborated upon. Graduate education has provided a vehicle for advanced practice nursing. The last segment of the symposium will be sharing on the Master of Nursing programme offered by Alice Lee Centre for Nursing Studies.

Overview of Nursing Education in Singapore

Emily Ang

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

The presentation will be divided into the pre-registration and post-registration education. It will briefly explain the development of pre-registration courses from certificate to degree level and outline the post registration courses available for nurses. In addition, the presentation will briefly cover the Singapore Nursing Board standards for Nursing Education including the quality assurance process.

Blended Simulation-based Nursing Education: That's the Way to go

Liaw Sok Ying

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

With the availability of varied technologically-enhanced learning activities, the blended learning approach has become increasingly popular in nursing education. The presentation will share how blending virtual and physical simulation can optimise learning effectiveness.

The Use of Entrustable Professional Activities (EPA) for Evaluating Clinical Education

Lydia Lau Siew Tiang

Senior Lecturer, Alice Lee Centre for Nursing Studies, National University of Singapore, Singapore

EPAs can bridge boundaries across competency domains in the curriculum, and translate to professional activities in clinical practice. By determining the level of supervision required by students at different years of study, it aligns the expected performance of students by academic and clinical staff. The use of EPA for evaluating clinical education provided a new nursing framework focusing on person-centric care management.

Continuing Education & Training: Preparing Today for Tomorrow

M Kamala Devi

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

A workforce of knowledgeable healthcare professionals is critical to the application of healthcare practices to prevent diseases and promote well-being. To be more effective, healthcare professionals must continue with learning at every stage of their career in order to obtain and maintain up-to-date knowledge and skills when caring for their patients. Methods of providing continuing education and training for nurses will be discussed in this segment of the symposium.

Deliver Fit-for-purpose Advanced Practice Nurses

Zhou Wentao

Senior Lecturer, Alice Lee Centre for Nursing Studies, National University of Singapore, Singapore

Nothing is more fundamental to transforming health care than the way professionals are educated.

Transferable knowledge and skills are powerful tools for the transformation. Curriculum development and implementation are crucial to ensure the knowledge and skills are transferable. Being the only clinical master of nursing (MN) programme in Singapore, the design and delivery of the MN curriculum are based on the thoughtful understanding of the clinical needs as well as students learning needs. The MN curriculum has been evolved tremendously for the past 10 years, the aim is to prepare our graduates to be competent to fit for the role as clinical nursing leaders to lead the care in the coming healthcare system evolution.

**SYMPOSIUM 18 – LAPSES OF PROFESSIONAL BEHAVIOURS AMONG MEDICAL STUDENTS:
CHALLENGES FOR REMEDIATION IN DIFFERENT CULTURAL CONTEXTS**

A Road Map for Attending to Medical Students' Professionalism Lapses

Marianne Mak-van der Vossen, The Netherlands

Student Professional Identity Formation and Assessment

Devanand Anantham, Singapore

Remediating Unprofessional Behaviours Among Medical Students

Ardi Findyartini, Indonesia

LAPSES OF PROFESSIONAL BEHAVIOURS AMONG MEDICAL STUDENTS: CHALLENGES FOR REMEDIATION IN DIFFERENT CULTURAL CONTEXTS

This symposium will discuss professional development in medical education with realisation of multiple concepts of professionalism and that professionalism can be conceptualised differently in distinct culture. Given the importance of professional development for medical students and the necessary attempts to remediate any unprofessional behaviours during medical education, the symposium will highlight the road map for attending the medical students' professionalism lapses. Failure to identify the unprofessional behaviours and to remediate them properly may lead to failure of a medical school to graduate professional physician in the future. Exploration of these issues in this symposium will be completed by the highlight of frameworks for remediation of unprofessional behaviours which can be implemented contextually in different medical schools.

A Road Map for Attending to Medical Students' Professionalism Lapses

Marianne Mak-van der Vossen

General practitioner, Medical Educator and Educational Scientist, Faculty of Medicine, Vrije Universiteit Amsterdam, The Netherlands

Attending to unprofessional behaviours of undergraduate medical students is a demanding task. Despite its acknowledged importance, there is no evidence indicating which behaviours should be remediated, nor which behaviours are not amenable to change. Knowledge about managing professionalism lapses will provide institutions with evidence-based tools to make decisions about their students. This study aimed to develop an empirically-derived model that can guide medical educators to make these decisions.¹ *Method:* Between October 2016 and January 2018, 23 in-depth interviews with 19 expert faculty responsible for remediation from 13 US medical schools were conducted. Three researchers independently completed primary, secondary and tertiary coding. Data collection, coding and analysis were performed in a constant comparative process. A constructivist-grounded theory approach was used to develop an explanatory model for attending to professionalism lapses of medical students. *Results:* Based on participants' descriptions, a 3-phased approach for attending to professionalism lapses was developed. In phase 1, experts take up the role of a concerned teacher, aiming to explore the professionalism lapse from the student's perspective. In phase 2, they function as a supportive coach providing feedback on professionalism values, improving skills, creating reflectiveness, and offering support. Ultimately, in phase 3, if the student does not demonstrate reflectiveness and improvement, and especially if patient care is potentially compromised, participants take up a complete other role, that of gatekeeper of the profession. *Conclusions:* An explanatory model for attending to professionalism lapses that fits in the overarching 'Communities of Practice' framework was created.² Whereas phase 1 and 2 aim at keeping students in the medical community, phase 3 aims at guiding students out. These results provide empirical support to earlier proposed models, which were mainly descriptive and opinion-based, and may offer medical educators an empirical base for attending to students who display professionalism lapses.

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1. Mak-van der Vossen MC, De la Croix A, Teherani A, Van Mook WNKA, Croiset G & Kusrkar RA (2018). A road map for attending to medical students' professionalism lapses. *Academic Medicine*. 94 (4): 570-578.
2. Wenger E (2008). *Communities of Practice: Learning, Meaning and Identity*. Cambridge University Press.

Student Professional Identity Formation and Assessment

Devanand Anantham

Director of Medical Humanities, Singhealth Duke-NUS Lung Centre, Singapore

The first part of this talk will explain how the medical humanities can be used to define and develop professional identity. The medical humanities are an inter-disciplinary field where the methods, concepts and content from literature, philosophy and history are used to investigate the experience of illness and understand the professional identity of healthcare providers. The humanities or 'human sciences' aim to increase self-awareness and improve humanistic care. Through the literature of doctor-writers, we can use their combination of experience and sensibility to create narratives about professional values and doctor-patient relationships. The tools of philosophy help ask and answer the big meta-questions about medicine. This includes "What is a good doctor?" and "Who decides, what a good doctor is – fellow professionals or patients?" The reinforcement of these values needs exemplars for which we turn to senior physicians who can provide oral histories, as well as biographies of successful practitioners.

The assessment of professionalism is complex because it requires both assessors to remove personal biases and to have a shared understanding what the range of norms should be. Most assessments are done of "practice in action" and a thorough evaluation of context is necessary. Assessors must be aware that in complex clinical scenarios there is often a clash of ethical values and pressures of time. The hope that professionalism is about selecting the right people to enter our schools and we will get the right doctors is unhelpful. Professionalism needs to be viewed as a collection of knowledge, skills and attitudes that can be cultivated. This is necessary for evaluators to provide useful formative feedback to help our students develop.

Remediating Unprofessional Behaviours Among Medical Students

Ardi Findyartini

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

A clear association of unprofessional behaviours in medical schools and those in practice¹ and different perspectives of professionalism² lead to challenges in the remediation of the lapses of professional behaviours. A comprehensive framework focusing professionalism as behaviours, attitudes, values and professional identity formation and their interrelationships should guide the remediation process.³ The multilevel professionalism framework encourages reflection of medical students and teachers on the professional behaviours and the potential lapses at the environment, behaviour, competency, beliefs and values, identity and mission levels.³ This comprehensive framework is also in line with attempts to categorise medical students' unprofessional behaviours.⁴ Following a comprehensive and multilevel identification of unprofessional behaviours, an effective remediation is warranted. Highlighting challenges in the remediation of unprofessional behaviours among medical students, this talk will also discuss a case study proposing a multimodal approach in such remediation which considers internalisation of professional values through cognitive understanding and intensive self-reflections and experiential learning through role-modelling and fieldwork.⁵

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3. Barnhoorn PC, Houtlosser M, Ottenhoff-de Jonge MW, Essers GTJM, Numans ME & Kramer AVM (2019). A practical framework for remediating unprofessional behavior and for developing professionalism competencies and a professional identity. *Med Teach*. 41:3, 303-308.
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Saturday 11th January 2020, 3.30pm

Central Ballroom, Basement 2, Resorts World Convention Centre

CLOSING KEYNOTE - PROFESSIONALISM, PROFESSIONAL IDENTITY FORMATION AND ASSESSMENT

John Norcini

President Emeritus, Foundation for Advancement of International Medical Education and Research (FAIMER), USA

The past twenty years have seen a growing emphasis on professionalism. According to the Royal College of Physicians, it is a “set of values, behaviours, and relationships that underpins the trust the public has in doctors.” More recently, there have been calls to incorporate the notion of professionalism into the broader concept of professional identity. Specifically, the teaching of professionalism is aimed at the development of an identity, which includes the values, behaviours, and relationships that underpin the trust of patients.

Assessment plays an important role both in the formation of professional identity and in ensuring patients that their doctors possess a level of professionalism consistent with safe, effective, and patient-centred care. This talk will explore some of the challenges inherent in the assessment of professionalism and who has a stake in it. It will also describe ways of enhancing learning through formative assessment, enabling and sustaining change by assessing different aspects of professionalism, and ensuring the quality of providers in an ongoing fashion. Methods will briefly be presented and the need for a system of assessment will be emphasised.

W3A1

Sunday 12th January 2020, 9.00am – 12.30pm

Learning Room 01-01B, Level 1, MD6
Yong Loo Lin School of Medicine
National University of Singapore

USE OF VIRTUAL REALITY SIMULATION & COMPLEMENTARY TECHNOLOGY TO ENHANCE MEDICAL COMPETENCY

¹Suresh Pillai and ²Antoine Tesniere

¹Singapore and ²France

Workshop Description

The workshop is intended to highlight the use of new technologies like Virtual and Augmented Reality simulation in Medicine and medical training & education. Participants will be given an overview of the different types of technology-modified reality simulations available and the facilitators will explore their potential applications in Medicine. Workshop participants will also discuss how such technology can be used in their own respective field of work, discipline or area of expertise. The facilitators will demonstrate some of their own work using Virtual Reality simulation and have the participants experience, in real-time, how to use such modalities.

Workshop Objective

1. Provide an overview of the different types of technology-modified reality simulations;
2. Explore potential applications of virtual reality and other types of reality simulations in Medicine;
3. Demonstrate some applications of Virtual Reality Simulation in medical training;
4. Enable participants to have hands-on practice of using Virtual Reality simulators developed by the facilitators.

Who Should Attend

Participants who are keen to explore newer technologies in medical training and education should attend. This can include doctors, nurses, allied health professionals, medical educators and IT personnel with an interest in Virtual Reality and associated technology-modified reality simulations.

W3A2

Sunday 12th January 2020, 8.30am – 12.30pm

Multipurpose Room 3, Level 3, MD1
Yong Loo Lin School of Medicine
National University of Singapore

RESIDENT LEADERSHIP DEVELOPMENT: THE USE OF SELF AND CONFLICT MANAGEMENT (BY INVITATION ONLY)

Timothy P Brigham
USA

Workshop Description

The development of effective leadership skills is becoming increasingly recognised as an essential part of the education and training of residents as they become leaders and members of a variety of groups and teams.

Effective leadership demands an understanding of and the ability to manage and use the self and an understanding of conflict and its management.

In this workshop, participants will work to develop the skills necessary to understand and manage their personal strengths and weaknesses related to their roles as leaders and members of teams.

Additionally, participants will have the opportunity to begin learning how to manage, and even embrace, inevitable conflicts that arise in order to build more effective teams and better relationships and experience greater professional and personal satisfaction and success.

Through highly interactive small and large group exercises and instruments, the participants will begin to develop the tools necessary to work as leaders and members of diverse groups and teams in their home and future practice environments.

Workshop Objective

1. Discover personal leadership strengths and weaknesses;
2. Develop and use your personal leadership style effectively as you lead diverse groups and teams;
3. Understand personal strengths and weaknesses regarding conflict;
4. Identify different approaches that can be used to manage conflict;
5. Prepare for and conduct conversations that participants may find difficult;
6. Identify when it is appropriate to use various approaches to manage conflict;
7. Apply the knowledge and skills gained to more effectively work in and lead teams.

Friday 10 January 2020, 11.45am

Free Communications 1 – Aquarius 2, Level 1, Resorts World Convention Centre
Free Communications 2 – Aquarius 3, Level 1, Resorts World Convention Centre

FREE COMMUNICATIONS 1 – YOUNG SCHOLAR 1

Beyond Knowledge and Skills: Utilising a Social Theory of Learning to Explain the Diverse Impacts of Continuing Professional Development

Louise Allen, Australia

A Call for an Advanced Practice Nurse-Specific Residency Programme for Pre-Masters Registered Nurses: A Nationwide Study on Registered Nurses' Perceptions Towards Advanced Practice Nursing

Brigitte Woo, Singapore

A Systematic Review on Assessment Methods of Medical Ethics for Medical Students and Doctors from 1990-2018

Daniel Zhihao Hong, Singapore

A Multidisciplinary Workshop on Neonatal End of Life Care - A Challenging But Rewarding Experience

Nicholas Beng Hui Ng, Singapore

Nurturing the Motivation of Medical Students in DLSMHSI Towards Supporting the Underprivileged Communities

Ma Roxanne Dumlao, Philippines

An Evaluation of the Changes in Reactions, Attitudes and Perceptions Towards Interprofessional Collaboration Among NUS Nursing and Pharmacy Undergraduates After Their Participation in Interprofessional Education Activities

Chi Bu, Singapore

Otolaryngology Catastrophic Events Simulation Training

E' Ching Shih, Singapore

A Scoping Review of Mentor Training Programmes in Medicine Between 1990 and 2017

Krish Sheri, Singapore

Does Order of Postings Affect Year 3 Academic Scores?

Weixian Lee, Singapore

FREE COMMUNICATIONS 2 – YOUNG SCHOLAR 2

Twelve Tips for Student Representatives in an Undergraduate Curriculum Committee

Kasidis Phongkhun, Thailand

Impact of 'Called-To-See-Patient' Objective Structured Practical Exam (OSPE) in Incoming Post-Graduate Year 1 (PGY-1) Doctors in a Teaching Hospital in Singapore

Emmett Tsz Yeung Wong, Singapore

The Effects of Practising Empathy on the Personhood of Medical Students – A Scoping Review

Yihan Khoo, Singapore

Medical Students' Perception of a New, Low-Cost and Low-Fidelity Simulation – Clinical Application of Medical Sciences (CAMS) Introduced into the Curriculum

Joey Kiat Ying Tay, Singapore

A Systematic Scoping Review and Thematic Analysis of Interprofessional Mentoring in Medicine From 2000 to 2018

Kuang Teck Tay, Singapore

Development of a New Scale for Assessing Professionalism Among Medical Students – Professionalism Assessment Tool (PAT-MS)

Jin Yang Ho, Singapore

The Creation of a Self-Sustaining and Expanding Medical Student Question Bank

Andrew Kroger, Australia

Existing Pedagogies of Multidisciplinary Communication Education for Paediatrics Residents: A Scoping Systematic Review

Haziratul Zakirah Binte Ghazali, Singapore

How Many Doctors Should a Country Need? A Study of Doctors Globally

Jiayi Weng, Singapore

Friday 10 January 2020, 11.45am

Free Communications 3 – Aquarius 4, Level 1, Resorts World Convention Centre
Free Communications 4 – Gemini 1, Level 1, Resorts World Convention Centre

FREE COMMUNICATIONS 3 – TEACHING & LEARNING

Evaluation of Pharmacy Undergraduate Metacognition Using Reflection Writing in an Aging Simulation Workshop
Hui Ting Chng, Singapore

Visual Fixation and Diagnostic Performance of Undergraduate Dental Students Reading and Interpreting Intra-Oral X-Rays With and Without Formative Feedback
Sarah Koh Mun Yee, Singapore

A Critical Review of Dual Process Theory in Teaching Clinical Diagnosis
Tow Keang Lim, Singapore

Exploring the Online Learning Interactions Among Medical Students During a Self-Initiated Enrichment Year
Pauline Luk, Hong Kong S.A.R.

Innovation and Best Practices: An Evidence-Based Call for Clinical Teachers to Integrate Medical Device Designing
Anbarasi K, India

Using 3-Phase Video-Assisted Debriefing to Enhance Nursing Students' Learning Experience and Facilitators' Debriefing Practice Following High-Fidelity Simulation: A Mixed Methods Study
Hui Zhang, Singapore

The Enrichment Year at the University of Hong Kong – An Evaluation of Student Learning Experience
Gilberto Leung, Hong Kong S.A.R.

Use Real Case-Based Learning (RCBL) in Teaching Capillary Blood Glucose Measurement for Undergraduate Medical Students
Xia Lian, Singapore

FREE COMMUNICATIONS 4 – GENERAL EDUCATION 1

Changing Students' Professional Values: Countering Discrimination Associated with Mental Distress and Promoting Recovery and Respect for Human Rights
Pete Ellis, New Zealand

'Battlefield', 'Bottom of the Social Safety Net', 'Gatekeepers', 'Bridge of Communication', 'Sports': What Narratives do Emergency Physicians Use to Make Sense of Their Profession
Yu-Che Chang, Taiwan

Accreditation of Medical Education in China
Ana Xie, China

Psychiatry Teaching Amongst Medical Undergraduates: Stories that Matter and Mediators of Better Learning Outcome
Kang Sim, Singapore

We Should Teach Bayesian Thinking as Heuristics
Chia Meng Teoh, Singapore

Preparation for Medical School Through Clinical Shadowing Experiences: Expectations of Admissions Committee Members
Carol Elam, United States of America

Evaluation of the Effectiveness of Tips Educational Programme in Medical and Nursing Students
Chaoyen Huang, Taiwan

High Fidelity Simulation for Teaching Therapeutics: Use of Performance Assessment Scale and Video Play Back in Debriefing
Thilanka Seneviratne, Sri Lanka

Friday 10 January 2020

Free Communications 5 – Gemini 2, Level 1, Resorts World Convention Centre – 11.45am
Free Communications 6 – Aquarius 2, Level 1, Resorts World Convention Centre – 2.15pm

FREE COMMUNICATIONS 5 – GENERAL EDUCATION 2

Effectiveness of a Team Building Workshop to Improve Teamlet Functioning in Polyclinics

Wei Liang David Ng, Singapore

Standardised Patient Trainer Milestone Project on Taiwan

Sheng-Po Kao, Taiwan

A Novel Approach to the Delivery of Video-Based Education, Continuing Education and Assessment of Health Workers in the Remotest Locations

Christopher O'Callaghan, United Kingdom

A Scoping Review of Adaptive Expertise in Education

Joanne Kua, Singapore

Teaching Professionalism to Medical Students – Challenges and Future Directions

Nghia Nguyen An, Vietnam

The Relationships Between Medical Students' Conceptions of Learning, Strategies to Learning, and Learning Outcomes in Learning Medical Humanities

Yen-Yuan Chen, Taiwan

Entrustable Professional Activities in Dental Education – The Development of a Conceptual Framework

Sivakumar Arunachalam, Malaysia

Using Art of Medicine and Human Life Span Courses to Teach Empathy Among Medical Students

Ma. Cristina Zulueta, Philippines

FREE COMMUNICATIONS 6 – YOUNG SCHOLAR 3

Teaching and Assessing Communication in the Intensive Care Unit: A Systematic Review

Wan Ying Elisha Chia, Singapore

Medical Student Reflections: Silent Mentors Teach Students Soft Skills as Well as Human Anatomy

Sara Kashkouli Rahmanzadeh, Singapore

Redefining the Nursing Physical Assessment: Exploring Perceived Barriers to Practice Among Undergraduate Students

Mavis Weiting Tan, Singapore

Student Ratings In Clinical Teaching (STRICT): Development of a New Questionnaire Based on a Systematic Meta-Analysis

Pin-Hsiang Huang, Australia

Improving Simulation Pre-Briefing Through a Near-Peer Role-Modelling Video: An Interventional Study

Meng Ying Sim, Singapore

Visualisation Ability and Physicality: How They Interplay When Learning Functional Anatomy with 3D Anatomical Models

Jieying Lee, Singapore

Mentoring Malpractice – What are the Checks and Balances? A Systematic Scoping Review of Mentoring Guidelines in Novice Mentoring in Medicine

Clarissa Wei Shuen Cheong, Singapore

Protecting and Respecting Individual Dignity at End-of-Life (PResIDE) – A Resuscitation Status Discussions Audit, and Barriers to Their Occurrence

Norshima Binte Nashi, Singapore

Do Faculty Development, Tutorial and Teaching Experiences Influence Teachers' Perspectives on Teaching Approach? A Study on PBL Implementation in FMMU

Reghina Kusumawardhani, Indonesia

Friday 10 January 2020, 2.15pm

Free Communications 7 – Aquarius 3, Level 1, Resorts World Convention Centre
Free Communications 8 – Aquarius 4, Level 1, Resorts World Convention Centre

FREE COMMUNICATIONS 7 – ASSESSMENT

Understanding the Relationship of the Assessor and Assessee in Undertaking Workplace-Based Assessments in General Practice

Emily Kirkpatrick, Australia

Workplace-Based Formative Assessment of Clinical Reasoning Skills by Visualising Learners' Clinical Reasoning Process

Kazuki Takada, Japan

Implementing the Modified Angoff Method of Standard Setting for Graduation Exam 2018 in UMP HCMC - Vietnam

Hoa Doan Thi Thu, Vietnam

Construct Validity of Script Concordance Testing Scores: A Six Year Follow-Up of Progression of Scores in Senior Medical Students

Siu Hong Michael Wan, Australia

Examining the Validity of the Rubric for Evaluating Postgraduate Students' Performance

Shuhao Wu, Taiwan

A Hermeneutic Literature Review of Workplace-Based Assessments in Postgraduate Medical Education

Jill Benson, Australia

Exploring Clinical Assessors' Perceptions of the Utility of Direct Observation Using the Mini-CEX and its Implementation Barriers

Shao Feng Mok, Singapore

Developing an Assessment Tool in Achieving Competencies of Inter-Professional Education

Fatikhu Yatuni Asmara, Indonesia

FREE COMMUNICATIONS 8 – POSTGRADUATE EDUCATION

The Utility of CASPer For Residency Selection

Anurag Saxena, Canada

Which Factors Predict Success in the Intercollegiate Membership of The Royal College of Surgeons (MRCS)?

Jennifer Cleland, United Kingdom

Long-Term Effect of a Medical English Course on Communication Abilities of Graduate Medical Students

Olga Amengual, Japan

Curriculum Mapping in Post Graduate Medical Education

Rani Kanthan, Canada

Mileage for Pre-test as a Tool for Accelerating Learning for Anaesthesiology Posting

Nian Chih Hwang, Singapore

Practical Simulation - New Training Method for Anaesthesia Trainees in Vietnam Military Medical University: A Pilot Study

Dang Thu Nguyen, Vietnam

Developing a Toolkit for Tutors to Promote a Sense of Belonging for Online, Distance and Rural Learners at the Module and Programme Levels

Susie Schofield, United Kingdom

Nurturing Humanism in Family Medicine Residents: NUH Family Medicine Nursing Home Module

Marie Stella P Cruz, Singapore

Friday 10 January 2020, 2.15pm

Free Communications 9 – Gemini 1, Level 1, Resorts World Convention Centre
Free Communications 10 – Gemini 2, Level 1, Resorts World Convention Centre

FREE COMMUNICATIONS 9 – INTERPROFESSIONAL EDUCATION/ VALUES

Undergraduate Nursing Students' Perception of Empathy Towards Patients: A Qualitative Study

Qing Xia, Melissa Chan, Singapore

Interprofessional Education in a Simulation Session With Medical Students: Nursing Students' Perspective

Siew Tiang Lau, Singapore

A Teaching Model of Blended Learning on Social Accountability – Maximise Learning with EADR Model (E-learning, Attachment, Debrief and Reflection)

Carmen Wong, Hong Kong S.A.R.

Medical Student Perceptions of Online Professionalism and Identification of Areas for Educational Interventions

Aileen Patterson, Ireland

Learning Professionalism and Ethics in a Large Class Using Team-Based Learning

Emmanuel Tan, Singapore

Burnout Among Paediatric Trainees in Indonesia: A National Survey

Annang Giri Moelyo, Indonesia

Development of a Tool for Assessing Pharmacists' Professional Behaviours

Huda Dubbai, Australia

Assessment of Medical Professionalism: Qualitative and Delphi Study

Warren Fong, Singapore

FREE COMMUNICATIONS 10 – GENERAL EDUCATION 3

Student-Facilitated Mentee Training Programme

Wei Qiang Lim, Singapore

Online Team-Based Learning ("TBL") for Active and Collaborative Faculty Development Workshops

Brian O'dwyer, Singapore

Survey on Undergraduates Attitudes Towards Bilingual Teaching of Traditional Chinese Medicine at Peking Union Medical College

Yuanlin Piao, China

Dental Students' Learning Attitudes and Perceptions of YouTube as a Lecture Video Hosting Platform in a Flipped Classroom in Korea

A Ra Cho, South Korea

Beyond Academic Excellence in Medicine: The Impact of Ability-Based Emotional Intelligence Testing on Academic and Clinical Performance

Cindy Jones, Australia

Accreditation's Role in Supporting Student/Trainee Well-being and a Supportive Learning Environment

Theanne Walters, Australia

Preparing the Medical Educators of Today for the Medical Schools of Tomorrow

Mairi Scott, United Kingdom

Correlation Between Work Attitude and Burn-Out Syndrome Among Paediatric Residency Training at M. Djamil Teaching Hospital

Finny Fitry Yani, Indonesia

Saturday 11 January 2020

Short Communications 1 – Aquarius 2, Level 1, Resorts World Convention Centre – 8.15am
Short Communications 2 – Aquarius 2, Level 1, Resorts World Convention Centre – 9.00am

SHORT COMMUNICATIONS 1

Does the MRCS Predict Success at FRCS?

Jennifer Cleland, United Kingdom

Quality Improvement Education in Obstetrics and Gynaecology Residency in Singapore

Joella Ang, Singapore

From Faculty to Peers: A Student-Centred Approach to Sustainable, Well-Rounded Mental Health Support

Sophie Yau, Hong Kong S.A.R.

Understanding Underperformance in Medical Students and Effective Strategies for Remediation

Mao-Meng Tiao, Taiwan

An Initiative to Revamp Traditional Didactic Orientation During Clinical Postings

Zhen Ming Ong, Singapore

Strategies for Teaching and Learning Clinical Reasoning for Medical Students: A Systematic Review

Hongyun Xu, Singapore

SHORT COMMUNICATIONS 2

A Meta-Analysis for Comparing Effective Teaching in Clinical Education

Pin-Hsiang Huang, Australia

Enhancing the Delivery of Caregiver Training Through Workplace Learning in Allied Health Professionals

Lee Yin Goh, Singapore

A Study of Clinical Educators' Perception of Radiology Students in Clinical Placement at Khoo Teck Puat Hospital

Chew Khim Thng, Singapore

The Educational Adequacy of Public Health Component in the Medical Curriculum at Eastern University, Sri Lanka

Youhasan Punithalingam, Sri Lanka

What Worked for Us: Using Evidence-Based Learning Strategies to Enhance Learning and Performance

Fun Man Fung, Singapore

Who are Ready to Collaborate? Differential Students' Readiness for Interprofessional Learning in the Philippines

Fraide Ganotice, Hong Kong S.A.R.

Saturday 11 January 2020

Short Communications 3 – Aquarius 3, Level 1, Resorts World Convention Centre – 8.15am

Short Communications 4 – Aquarius 3, Level 1, Resorts World Convention Centre – 9.00am

SHORT COMMUNICATIONS 3

The 20-Hour BFHI Course Training Enhances Supportive Breastfeeding Practices, Knowledge and Attitude of Nurses

Yvonne Peng Mei Ng, Singapore

The Growth and Sustenance of Empathy in Healthcare Professionals: The Role of Beliefs and Values in an Asian Context

Mai Khanh Le, Singapore

Medical Students' Utilisation of Online Information Sources for Academic Information Searching

Yen-Lin Chiu, Taiwan

Perceptions of Dental Residents Toward Their Clinical Education Learning Environment in National Dental Centre Singapore (NDCS)

Marianne Ong, Singapore

Increasing the Capacity of the NUHS Family Medicine Residency Programme and Revamping the Programme Curriculum

David Hsien Yung Tan, Singapore

Impact of University Examination Stress on Diet, Sleep and Perceived Body Weight Among Undergraduate Medical Students in Trichy, India: A Cross-Sectional Study.

Prethi Rajendran, India

SHORT COMMUNICATIONS 4

How Practising Empathy Impacts a Physician's Professional Identity Formation: A Scoping Review

Laura Tan, Singapore

Course Development Combining Team-Based Learning, Virtual Software and Laboratory Demonstration to Deepen the Teaching and Learning of Electrophysiology

Ke-Li Tsai, Taiwan

Team-Based Learning Workshop on the New Classification of Periodontal Diseases 2017

Lean Heong Foo, Singapore

An Experiential Outcome-Based Education Model to Train Nurses for Triage Nebulization in the Emergency Department

Annur Ain Faraliza Binte Razali, Singapore

Redesign Case-Based Discussion in Coaching Clinical Skill for the Novice and in-Difficult Medical Students

Saowapha Srisai, Thailand

What is Learned Through Teaching? - Qualitative Study About Learning of the Second Year Residents Who Teach the First Year Residents

Takeshi Kondo, Japan

Saturday 11 January 2020

Short Communications 5 – Aquarius 4, Level 1, Resorts World Convention Centre – 8.15am

Short Communications 6 – Aquarius 4, Level 1, Resorts World Convention Centre – 9.00am

SHORT COMMUNICATIONS 5

Strategies Employed to Evaluate Training Programmes for Communications Among Healthcare Professionals in the Intensive Care Unit: A Systematic Review

Sherill Goh, Singapore

Exploring Year 2 Nursing Students' Perceptions Towards Critical Thinking and Clinical Reasoning: A Qualitative Study

Valynn Wong, Singapore

Correlation Between Cumulative GPA Score With National Board Examination in Faculty of Medicine, Pelita Harapan University

Andree Kurniawan, Indonesia

The PGY1 Monthly Performance Review Meeting: An Effective Platform for Supervision and Evaluation of PGY1 Within the Department of Internal Medicine in Singapore General Hospital

Shaikh Abdul Matin Mattar, Singapore

Examining the Knowledge and Attitude of Undergraduate Nursing Students Regarding Acute Pain Management

May Leng Kong, Singapore

Introducing Antibiotic Stewardship to Medical Undergraduates Using Scenario Based Interactive Teaching Method

Thilanka Seneviratne, Sri Lanka

SHORT COMMUNICATIONS 6

Systematic Scoping Review of Tools That Measure the Quality of Communication Skills Training for Healthcare Professionals

Yun Ting Ong, Singapore

“Tag-On-Call” - A Tool to Prepare and Assess House Officers Going for the First Night Call

Lourdes Galang, Singapore

Developing Standardised Patients (SP) to Shape Healthcare Professionals

Kia Ying Sandy Tan, Singapore

Using Interactive E-Teaching System in the Post-Graduate Training in Laboratory Medicine

Shiao-Ni Yan, Taiwan

Australian General Practice Training Workplace-Based Assessment Framework

Emily Kirkpatrick, Australia

Primary Health Care in the Age of Advanced Technology and Modern Medicine

Ramon Jason Javier, Philippines

Saturday 11 January 2020

Short Communications 7 – Gemini 1, Level 1, Resorts World Convention Centre – 8.15am

Short Communications 8 – Gemini 1, Level 1, Resorts World Convention Centre – 9.00am

SHORT COMMUNICATIONS 7

Integration of Virtual Patient Simulations to Effectively Nurture and Prepare Medical Professionals

Juanita, Shu Min Kong, Singapore

The Perceived Educational Value of Digital Model Treatment Simulation in Undergraduate Orthodontics Teaching

Shean Han Soh, Singapore

Diced: A Framework for Managing Residents in Difficulty

Faith Chia, Singapore

Technology Associated Communication Education for Physicians. A Scoping Systematic Review

Haziratul Zakirah Ghazali, Singapore

Using Films to Improve Students' Understanding of Psychosocial Aspects of Medicine

Mahboobeh Khabaz Mafinejad, Iran

Quality of Applying Entrustable Professional Activities (EPAs) in Ad-Hoc Assessment in Radiation Therapist Training

Chih-Wei Yang, Taiwan

SHORT COMMUNICATIONS 8

Insights into Communication Deficiencies in Medical Oncology Training Via a Simulated Patient-Family Workshop

Guan Wei Samuel Ow, Singapore

Identifying the Ideal Features of the Gifted Programme for the Undergraduate Medical Education: A Student Perspective

Siwat Techavoranant, Thailand

Improving Rheumatologists' Confidence and Knowledge of Musculoskeletal Anatomy Through Combined Ultrasound and Cadaveric Dissection

Mona Manghani, Singapore

Inter-Professional Education on National Institute Health Stroke Scale (NIHSS) Training Using Off-Site Simulation Approach

Il Fan Tan, Singapore

Senior Residents Orientation Workshop: An Opening Eye to the New Seniority Life in an ACGME- I Paediatric Residency Programme, Qatar

Manasik Hassan, Qatar

MRI-Based Reconstruction Models of Human Brain Intrigue Learning

Chien Nguyen Le, Vietnam

Saturday 11 January 2020

Short Communications 9 – Gemini 2, Level 1, Resorts World Convention Centre – 8.15am
Short Communications 10 – Gemini 2, Level 1, Resorts World Convention Centre – 9.00am

SHORT COMMUNICATIONS 9

EQUIPPing an Academic Medical Centre With a Sustainable Clinician Qi Capability. Developed for the Clinicians. By the Clinicians

Keah How Poon, Singapore

How Does Mongolian Traditional Medicine Bachelor Degree Curriculum Fare With Standards of National Certification Commission for Acupuncture and Oriental Medicine Requirements in the United States of America: A Comparative Study

Regzedmaa Dalanbayar, Mongolia

Effects of Transplant Awareness Talk on Knowledge and Attitude of SingHealth's Staffs on Organ Donation

Shuan Yong Teo, Singapore

Effectiveness of the 3 Good Things Exercise in Reducing Stress and Burnout Among Speech Therapists

Sarah Ying Min Ko, Singapore

The Faculty Development Programme of Ethical Sensitivity Teaching in Medical School

Hou-Chang Chiu, Taiwan

Enhancing Students' Soft-Skills Through Community and Family Health Care - Interprofessional Education (CFHC-IPE)

Lastdes Cristiany Friday Sihombing, Indonesia

SHORT COMMUNICATIONS 10

Exploring the Use of Robotic Process Automation in Deanery Audit Procedures

Canny Chow, Singapore

Medical Students Encountering Death and Dying – A Scoping Review

Joshua Chin Howe Chia, Singapore

Ties That Bind-Communities of Learning in Family Medicine Residency

Chooi Peng Ong, Singapore

A Novel Educational Tool for Teaching Person-Centred Care

Lalit Krishna, Singapore

Comparing Residents of Internal and External Employment With Multi-Source Feedback (MSF): The Experience from Cathay General Hospital

Shu Chen Chen, Taiwan

Adventures in Portfolioland: A Filipino Medical School's Experience With Reflective Learning

Maria Lilia Reyes, Philippines

Saturday 11 January 2020

Short Communications 11 – Aquarius 2, Level 1, Resorts World Convention Centre – 10.45am
Short Communications 12 – Aquarius 2, Level 1, Resorts World Convention Centre – 11.30am

SHORT COMMUNICATIONS 11

The Learning from Balint Group in Family Medicine Residents

Yen Tze Liu, Taiwan

Project Hope – Simulation-Based Workshop for House Officers On-Call to Improve Confidence and Competence

Joel Xianguang Yee, Singapore

RIPLE Effects: Reverberating Educational Outcomes from an Overseas Community Involvement Programme

Jamie Lim, Singapore

Training Students to be Near-Peer Mentors

Yun Ting Ong, Singapore

Bridging Teaching and Research Through a Biomedical Transdisciplinary Team Project Common Core Course

Mei Li Khong, Hong Kong S.A.R.

Reducing Duration of In-House Calls for Junior Residents to Improve Mental Well-Being – A Pilot Study in the Haematology – Oncology Department of a Teaching Hospital

Winnie Teo, Singapore

SHORT COMMUNICATIONS 12

Comparisons of Educational Factors and Stress Level Between Students who Changed and Did Not Change Their Vark Learning Style from the First to the Second Preclinical Year

Vasu Lertsiripatarajit, Thailand

Lessons on Resilience - Learning from Paediatric Critical Care Nurses

Michelle Khoo, Singapore

Residents as Educators in the Basic Suturing Skills Training: Impact and Challenges

Zaw Lwin, Singapore

Application of the Mini-CEX in Clerkship Formative Assessment At 5 UMPs in Vietnam

Van Tran Thong, Vietnam

How Students Experience Integration and Perceive Development of the Ability to Integrate Learning

Shalote Rudo Chipamaunga, Zimbabwe

Empowering Blended Learning by Real-Time Data Visualisation and Timely Feedback

Eugenie Phyu Aye Thwin, Singapore

Saturday 11 January 2020

Short Communications 13 – Aquarius 3, Level 1, Resorts World Convention Centre – 10.45am
Short Communications 14 – Aquarius 3, Level 1, Resorts World Convention Centre – 11.30am

SHORT COMMUNICATIONS 13

Teaching Ethics in Medical Schools: A Systematic Review from 2000 to 2018

Jiaxuan Wu, Singapore

First Year Medical Student Nutrition Forum and its Impact on the Hidden Curriculum

Maria Lilia Reyes, Philippines

Teaching for Multilevel Learners: The Introduction of Small Group Interactive Sessions to Junior Residents and Medical Officers

Lourdes Galang, Singapore

Does Gender Play a Role in Residency Attrition?

Win Nie Seek, Singapore

An Overview of Stress Domain Using Medical Student Stressor Questionnaire (MSSQ) as a Preliminary Study in Faculty of Medicine Pelita Harapan University

Mona Marlina, Indonesia

Development of Statistical Literacy and Scientific Reasoning & Argumentation Skills in Medical Doctors

Markus Berndt, Germany

SHORT COMMUNICATIONS 14

Enhanced Medical Student Placements: A Model Using University-Employed Clinicians in Australia

Mark Morgan, Australia

Integrating Near-Peer, Peer- and Electronic Mentoring Approaches With Novice Mentoring in Medicine: A Systematic Scoping Review

Kylie Ho, Singapore

Application of COPUS as a Tool to Support Ongoing Curriculum Improvement in Pre-Clerkship Courses in 4 Medical and Pharmacy Universities in Vietnam

Pham Xuan Truong, Vietnam

Practice Using a Latex Simulation Model Results in Skill Transference to Performing Vascular Anastomosis in Rat Vessels in Laboratory-Based Microsurgery Training

Jin Xi Lim, Singapore

Through a Glass, Qualitatively: Examining Enablers and Barriers to Interprofessional Collaboration Using Institutional Ethnography

Kevin Tan, Singapore

Training Medical Students to Obtain Valid Informed Consent: A Single Centre Medical School Study

Tony Mak, Hong Kong S.A.R

Saturday 11 January 2020

Short Communications 15 – Aquarius 4, Level 1, Resorts World Convention Centre – 10.45am
Short Communications 16 – Aquarius 4, Level 1, Resorts World Convention Centre – 11.30am

SHORT COMMUNICATIONS 15

Using Psychometrics to Inform Entrustable Professional Activities: Experiences in Taiwan

Tzu-Hung Liu, Taiwan

Use of E-Learning in Peyton's Four-Steps-Approach: Locating the Posterior Ledge on Facial Computed Tomographic Scans

Celine Yoong Shuen Yin, Singapore

Implementing Portfolio-Based Self-Directed Development in a Preventive Medicine Residency (or, Converting A 747 into an A380 With Passengers in Mid-flight in a Thunderstorm)

Jason CH Yap, Singapore

Assessing the Factors Influencing Medical Students' Career Choices: A National Survey

Reza Hosseini Dolama, Iran

Empower: A Pilot Near-Peer Leadership Development Programme for Internal Medicine Residents

Kennedy Ng, Singapore

Identifying the Critical View of Safety During Cholecystectomy: Results of a Didactic Training Module

Danson Yeo, Singapore

SHORT COMMUNICATIONS 16

The Impact of Continuing Education for Pharmacists in Optimising Glycemic Control of Hospitalised Patients

Nicholas Xiang Xuan Chan, Singapore

Cadaveric Dissection Show the Ropes Beyond Anatomy

Chandrika Muthukrishnan, Singapore

Mongolian Traditional Medical Curriculum in Inner Mongolia, China and Mongolia: A Comparative Study

Regzedmaa Dalanbayar, Mongolia

Enhancing Personal and Clinical Values through Overseas Placement Experiences

Lester Jones, Singapore

Embed Teaching: End-Of-The-Multiple -Bedogram Teaching in the Emergency Department

Wayne Hazell, Australia

The Perceived of Students and Teacher of Formative Assessment in Undergraduate Medical Education: A Qualitative Study

Sylvia Sari, Indonesia

Saturday 11 January 2020

Short Communications 17 – Gemini 1, Level 1, Resorts World Convention Centre – 10.45am
Short Communications 18 – Gemini 1, Level 1, Resorts World Convention Centre – 11.30am

SHORT COMMUNICATIONS 17

The Effectiveness of Interprofessional Practice Activities at a Medical Centre in Taiwan

Yung-Sung Wen, Taiwan

Application of the Mini-CEX And Quick Feedback for Medical Student in Hue UMP

Van Chi Le, Vietnam

Utilising Virtual Reality Pelvic Simulator for Training of Insertion of the Levonorgestrel Intrauterine System is Equally Beneficial for Specialists and Non-Specialists Regardless of Years of Experience

Zhongwei Huang, Singapore

The Perceptions of Interns Regarding Their Preparedness for Their Roles in Clinical Pharmacology/Prescribing

Shane Bullock, Australia

Palliative Care Training: Beyond Hospital to Community; Beyond Specialist to Generalist

Yi Xu, Singapore

Cooperative Learning in Occupational Therapy and Physiotherapy Students in a 2:1 (Student: Educator) Format of Clinical Supervision in an Acute Hospital

May Eng Loo, Singapore

SHORT COMMUNICATIONS 18

Computer-Based Learning of Renal Function in Measuring Quantitative Urine Excretion

Hoa Nguyen Thi, Vietnam

A Case Report Curriculum to Improve Scholarly Activities for Medical Students

Desmond Teo, Singapore

Existing Pedagogies of Multidisciplinary Communication Education for Undergraduate Medical Students: A Scoping Review

Chermaine Bok, Singapore

Attitudes of Health Professions Students Towards Interprofessional Education

Anna Karenina Causapin, Philippines

Improving the Acquisition of Clinical Examination Skills With Guided Mental Rehearsal in E-Learning (IMAGINE)

Jianbin Ding, Singapore

Effectiveness of Video-Assisted E-Learning Module for Intrauterine Contraceptive Device Insertion Training Amongst Primary Care Doctors

Lai Peng Ng, Singapore

Saturday 11 January 2020

Short Communications 19 – Gemini 2, Level 1, Resorts World Convention Centre – 10.45am
Short Communications 20 – Gemini 2, Level 1, Resorts World Convention Centre – 11.30am

SHORT COMMUNICATIONS 19

Nurturing Students Communication Skills Within a General Practice Consult - A Case Report

Wei Mon Wong, Singapore

Student Perceptions on the Effectiveness of Different Teaching Learning Methods Used in General Pathology

Zahara Mansoor, Sri Lanka

Development and Use of 3-Dimensional Printed Tube Thoracostomy Task Trainer

Wen Hao Chen, Singapore

Mode and Timing of Feedback Preferred By Radiology Residents

Phua Hwee Tang, Singapore

Pharmacology Quiz As an Effective Tool to Induce a Paradigm Shift and Motivate Students to Study

Muslim Abbas, Pakistan

Modalities of Blended and Online Learning in the Medical Curriculum – What Works? A Survey of Students and Course Coordinators

Carmen Wong, Hong Kong S.A.R.

SHORT COMMUNICATIONS 20

The Use of Simulation to Teach Specialty-Specific Skills

Khang Chiang Pang, Singapore

Effectiveness of Team-Based Learning Compared to the Traditional - Lecture Method Delivered to Surgical Case Management Conference of Medical Clerks of De La Salle Medical and Health Sciences Institute: A Randomized Controlled Trial

David Angelo Diamante, Philippines

Comparing Angoff and Borderline Regression Standard-Setting Methods in a Small Cohort OSCE

Bee Ling Xanthe Chua, Singapore

Evaluation of a Mobile Anatomy Application For Learning External Cardiac Anatomy

Han Jie Koh, Singapore

Effects of Using Audience Response Systems (Kahoot and Google Form and Sheets) on Learning of Medical Students in a Large Class

Vasu Lertsiripatarajit, Thailand

Rubric to Assess the Performances of First- and Second-Year Japanese Medical Students Taking Patient Histories in English

Takahiko Yamamori, Japan

Saturday 11 January 2020

Short Communications 21 – Aquarius 2, Level 1, Resorts World Convention Centre – 1.15pm
Short Communications 22 – Aquarius 2, Level 1, Resorts World Convention Centre – 2.00pm

SHORT COMMUNICATIONS 21

Sengstaken-Blakemore Tube Insertion: An Innovative Approach to Simulation-Based Training

James Kah Hann Ho, Singapore

Barriers to Academic-Practice Collaboration in the Preceptorship of Pre-Registration Nursing Students

Manisha Dev, Singapore

A Pilot Course of Learning to Learn Effectively in the Postgraduate Exam Setting

Wayne Hazell, Australia

Trends and Factors Associated with the Confidence and Knowledge Levels of Occupational Therapists in Providing Basic Low Vision Services

Yi Hui Lim, Singapore

The Association of Distance and Travelling Time to Campus of Medical Students of Atma Jaya Catholic University with Lateness Frequency and GPA

Soegianto Ali, Indonesia

Knowledge, Attitudes and Perceptions of Psychiatrists and Psychiatry Residents Working in Public Hospitals in Singapore Toward Spirituality in Psychiatry

David Choon Liang Teo, Singapore

SHORT COMMUNICATIONS 22

How Do International Students Learn Japanese Medical Vocabulary in Medical School?

Tomoaki Inada, Japan

The Big Effects of Introducing the Mini Clinical Evaluation Exercise (Mini-CEX) on the Physiotherapy Preceptorship Programme in National University Hospital (NUH)

Yijun Loy, Singapore

Altruistic Behaviour Sustainability Among Medical Students of the De La Salle Medical and Health Sciences Institute (DLMHSI): An Explanatory Sequential Mixed-Method Study

Loiue Stihl Balanquit, Philippines

Flagging Registrars: A Meta-Analysis and Meta-Synthesis of Flagging and Exam Performance in General Practice Training

Jill Benson, Australia

Beyond CME – Moving Towards Value Creation in CPD

Lay Ling Tan, Singapore

Effects of Introducing “Code of Conduct for Cadavers” on Medical Students’ Attitudes

Mahboobeh Khabaz Mafinejad, Iran

Saturday 11 January 2020

Short Communications 23 – Aquarius 3, Level 1, Resorts World Convention Centre – 1.15pm

Short Communications 24 – Aquarius 3, Level 1, Resorts World Convention Centre – 2.00pm

SHORT COMMUNICATIONS 23

Introducing Health Informatics into the Medical Curriculum: A Pilot Study

Kenneth Ban, Singapore

The Effectiveness of Team-Based Learning with Gamification for Teaching Basic Pathology to Medical Students

Zahara Mansoor, Sri Lanka

Comparative Study in the Results of Faculty Evaluation

Uzmee Mendsaikhan, Mongolia

The Impact of Using Mixed Methods Pedagogy in Hyperacute Stroke Management Nursing Workshop: Didactic and Simulation Workshop

Liqing Fu, Singapore

Assessing the Factors Influencing Electives in Undergraduate Medical Curriculum

Reza Hosseini Dolama, Iran

Nursing Students' Perception of Evaluation of Teaching in Measuring Teaching Effectiveness – A Qualitative Study

Sara Baladram, Singapore

SHORT COMMUNICATIONS 24

From Professional Silos to Interprofessional Education: A Pathway for Patient Safety

Keah How Poon, Singapore

E-Learning Wishlist from Medical Students

Cheuk Sin Bernice Cheung, Hong Kong S.A.R.

Artificial Intelligence in Healthcare: Role of Machine Learning Algorithms in Predicting Diseases and Implications for Educating Future Doctors

Mark Wong, United Kingdom

ICU Nurses' Attitude Towards Organ Donation and Their Knowledge on the Supporting Personnel Involved in the Donation

Shuan Yong Teo, Singapore

Gaming for Learning – Is it Still Useful for Medical Education?

Ying Xian Chua, Singapore

Process of Developing and Implementing Appropriately Integrated Clinical Cases in Pre-Clerkship Curriculum at Thai Nguyen University of Medicine and Pharmacy, Vietnam

Thai Nguyen Thi Thu, Vietnam

Saturday 11 January 2020,

Short Communications 25 – Aquarius 4, Level 1, Resorts World Convention Centre – 1.15pm

Short Communications 26 – Aquarius 4, Level 1, Resorts World Convention Centre – 2.00pm

SHORT COMMUNICATIONS 25

The Effectiveness of Mobile Learning in Junior Medical Clerkship Training

Mei Kuen Florence Tang, Hong Kong S.A.R.

Optimising in-situ Simulation Learning Amongst Rotating Residents in an Emergency Department

Jing Jing Chan, Singapore

Promotion of Knowledge Transfer and Retention in Year 2 Medical Students Using an Online Training Exercise

Lucy Victoria Rosby, Singapore

Development and Evaluation of an Introductory Online Radiology Session for Master of Nursing Students

Ching Hui Sia, Singapore

The Effectiveness of Formative OSCE in Second Year Medical Student of University of Medicine and Pharmacy at Ho Chi Minh City, Vietnam

Quoc Bao Le, Vietnam

Evaluating the Community-Based Medical Education Programme in a Rural District Hospital: The Students' Perspectives

Matthew Benedict, South Africa

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Role of Learning Centre Operators at Aso Iizuka Hospital

Shinya Komatsu, Japan

Trainees' Engagement Day At Yishun Health Campus – An Inter-Professional, Informative and Interactive Session

Farah Analeigh Leong, Singapore

Comparing Standard Setting Methods for Mid-Module and End-Module Tests

Hoa Doan Thi Thu, Vietnam

Personality Traits of First Year Students and Final Year Medical Students: Actual Difference or Perceived Difference? A Cross-Sectional Study at the Colombo Medical Faculty

Fazliya Hassan, Sri Lanka

Examining Microsurgical Skills in Simulated Training Platform Versus Vascular Anastomosis in Rat Vessels in a Laboratory Setting

Wendy Teo, Singapore

Effective Pharmacokinetic-Pharmacodynamic (PKPD) Visualisers to Guide Future Clinicians' Values in Hands-on Practices

Yueh Jia Lee, Singapore

Saturday 11 January 2020

Short Communications 27 – Gemini 1, Level 1, Resorts World Convention Centre – 1.15pm
Short Communications 28 – Gemini 1, Level 1, Resorts World Convention Centre – 2.00pm

SHORT COMMUNICATIONS 27

What are They Saying? Experience Using of Simulated Patients in Faculty of Medicine Swadaya Gunung Jati University

Vivi Meidianawaty, Indonesia

Mentees' Perspectives on the Mentor-Mentee Relationship in a Medical School

Alexandria Bayaoa, Philippines

Simple Questionnaires and Curriculum Development

Methas Arunnart, Thailand

Is Peyton's Approach More Effective Than Halsted's Approach?: A Study on Teaching the Use of a Vein Visualizer

Nur 'Alya Rosdi, Singapore

Lessons the Living Learnt from the Dead: Journey of Elective Dissections at National University of Singapore - Medical School

Satish R.L., Singapore

Learning and Skill Transfer Using an Ex-Vivo Learning Tool for Microsurgical Skill Training: Time to Task is a Useful Assessment Metric

Alphonsus KS Chong, Singapore

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A Road to Professionals – Lesson Learned from Academic Integrity Cases

Yayi Prabandari, Indonesia

The Learning Preferences of Generation Z Indian Dental Students and Course Design – A Mixed Analysis

Anbarasi K, India

Patient-Centred Medical Home - A Platform for Professional Identity Formation of Family Physicians in the Resident's Continuity Clinic

Ying Pin Toh, Singapore

Gamification of Medical Education Via a Maze? Issues and Implications

Eng Tat Ang, Singapore

Clinical Audit Training: An Essential Contraption in Dental Curriculum

Abhishek Parolia, Malaysia

I'm Stressed, But I Think I'm Okay: Help - Seeking Behaviour in Singaporean Medical Students

Reuven Cheng, Singapore

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Gemini 2, Level 1, Resorts World Convention Centre

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Simulation-Based Inter-Professional Operating Room Education (SPORE)

Ling Te Terry Pan, Singapore

Do Gamified Virtual Laboratory Simulations Lead to an Increase in Student Knowledge and Intrinsic Motivation to Learn in an Introductory Biology Course?

Heng Wai Yuen, Singapore

Application of Medical Simulation in Training of Nerve Agent Poisoning Management – An Initial Works With iStan System

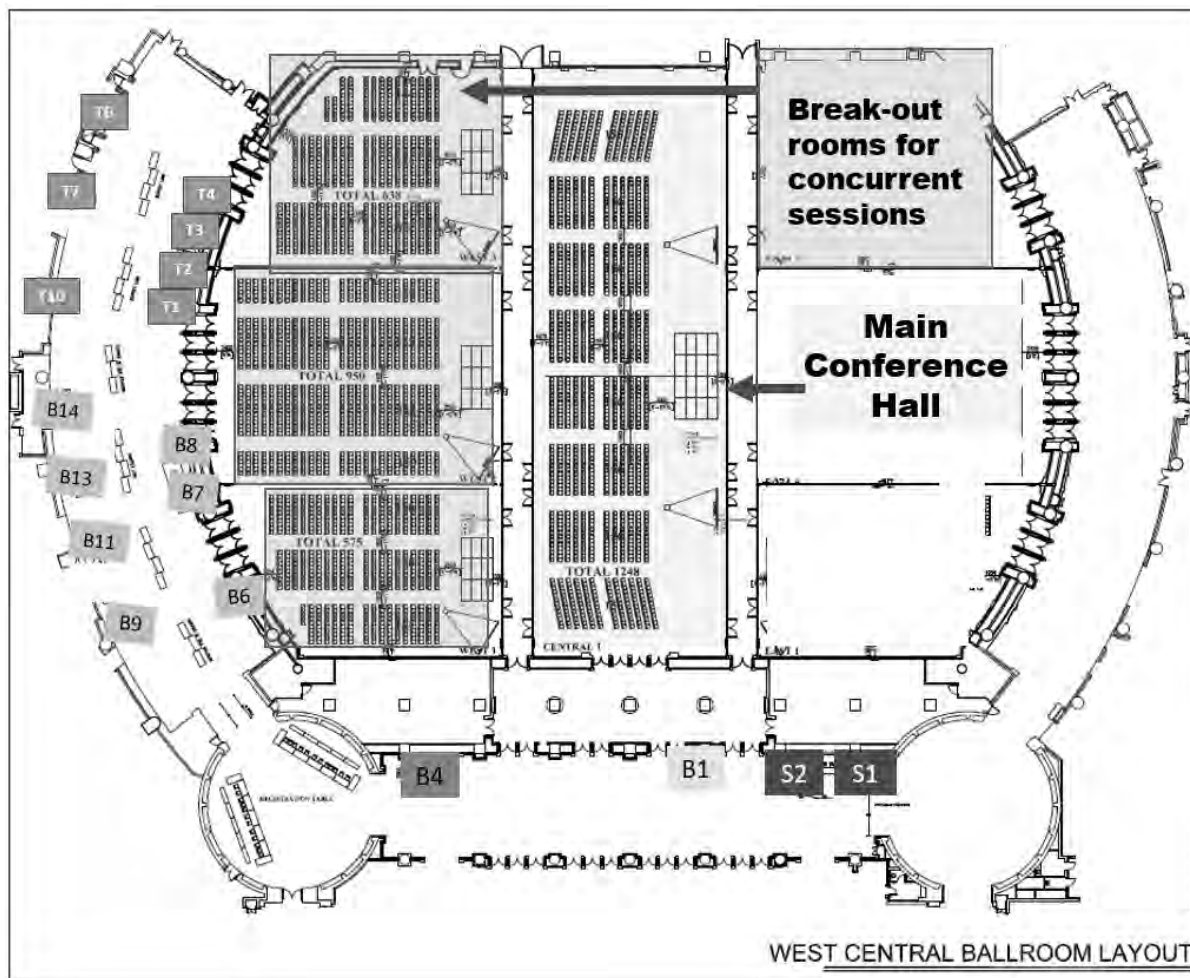
Quang Ha Van, Vietnam

Transition to Active Learning for the Basic Sciences in a Large Transnational Medical Student Cohort

Michelle Leech, Malaysia

Clinical Reasoning - Results of Teaching it in the Preclinical Year of Medical School

Valencia Long, Singapore



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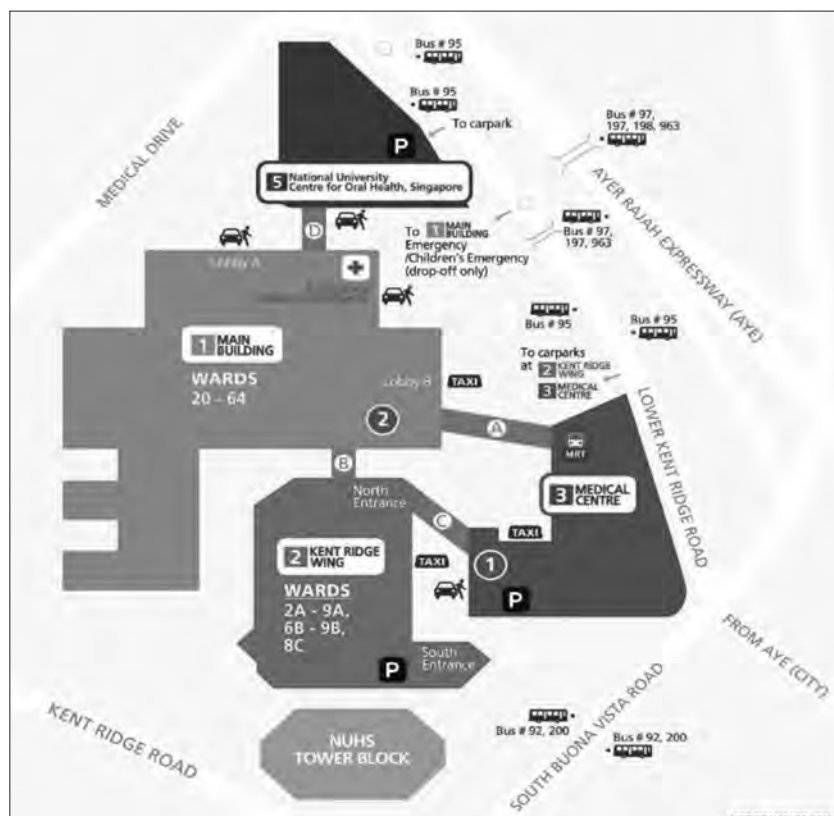
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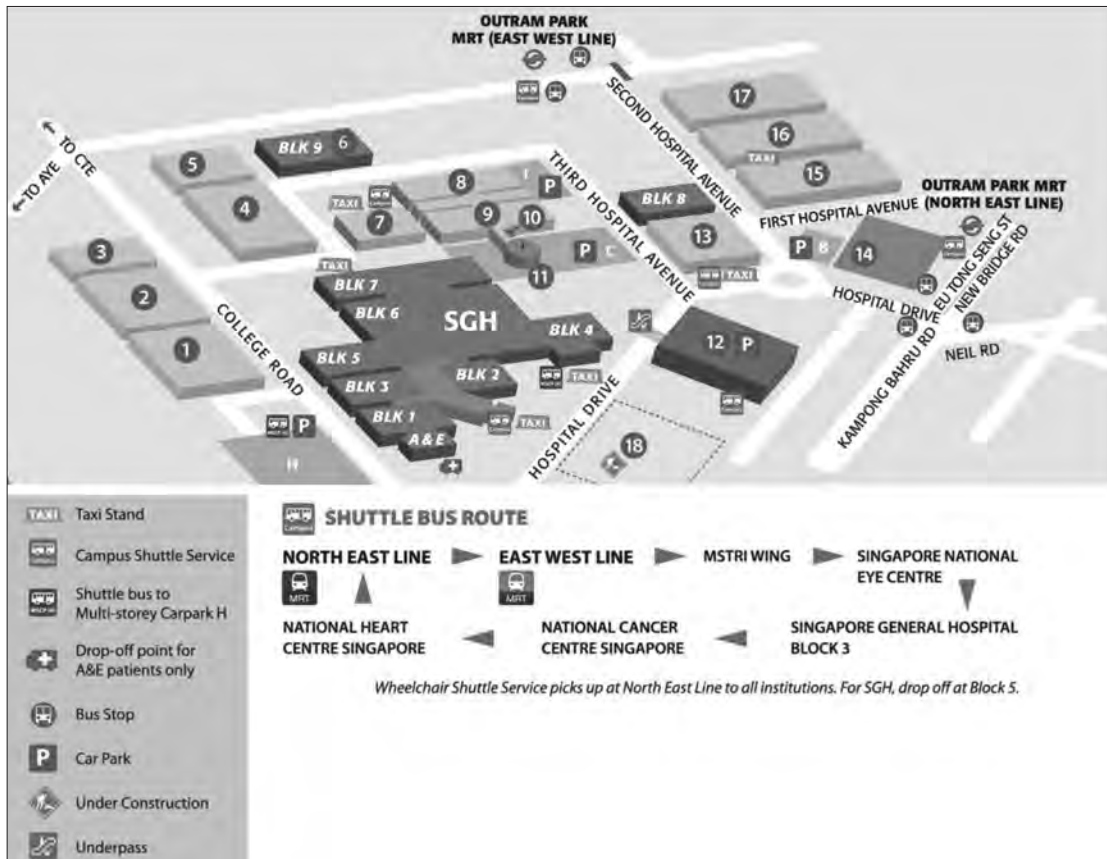
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