

NUS Medicine CHS Connect

Connecting Minds, Advancing Health Across Asia-Pacific

A MESSAGE FROM THE DIRECTOR

Welcome Note

Hello again.

Welcome to the third issue of our Centre for Healthcare Simulation (CHS) newsletter.

Over the past few months, one theme kept surfacing in almost everything we did: Connection.

This year's Standardised Patients Appreciation Day was, by all accounts, a reminder of something we should never take for granted – the sheer generosity of our Standardised Patients (SPs). Many have been with us for years, since the beginning, returning again and again to help a new cohort of students find their footing – patiently repeating the same difficult conversation a dozen times, each time as if it were the first. It is easy to think of simulation as being about manikins and technology, but days like this remind us that our SPs are the true heart of the programme.

Over the period from May to Sept, we welcomed a new cohort of SPs through our Standardised Patients Foundational Workshop, hosted students from Japan and visitors from Seoul and St Tomas who came to learn alongside us and, in turn, taught us something too.

Members from our team also travelled to Davao City for the 2nd AsiaSPEC International Conference, themed “Building Human Connections in the Digital Age” – a fitting reminder that even as our tools grow more advanced, the heart of simulation remains deeply human.

This issue also brings updates from our inaugural Design for Healthcare and 3D printing course, Simulation Faculty Development Workshop on working with Standardised Patients, and highlights from the 11th Singapore Humanitarian Conference at Marina Bay Sands.

As always, none of this happens without the people who show up – our SPs, faculty, sim techs, partners and learners near and far.

This newsletter marks our final issue for 2026. As the year draws to a close, we are grateful for everything this community has built together, and we look forward to picking up where we left off when we return in the new year.



Dr Gene Chan

*Director, CHS, and Senior
Consultant, Emergency
Medicine, NUHS*

//  Thank you for joining
us on this journey.

Together, we continue to
explore, learn, and advance
healthcare simulation in 2026. 

Unmasking Our Everyday Heroes: Celebrating SP Appreciation Day 2026

Honouring the Hearts and Minds Behind Healthcare Education



IN PICTURES

On 18 July 2026, the Centre for Healthcare Simulation (CHS) welcomed 87 Standardised Patients (SPs) to LT35, MD6 at the NUS Yong Loo Lin School of Medicine (NUS Medicine) for the inaugural SP Appreciation Day. Decked out in creative attire embracing this year's "Heroes & Villains" dress theme, the venue vibrated with energy, laughter, and camaraderie.

The primary aim of SP Appreciation Day is to pause and extend our deepest gratitude to our incredible SP community. Beyond their crucial role in simulations, SPs are at the core of humanising medical education—helping NUS Medicine students develop clinical competence, empathy, and communication skills. The event also provided an invaluable platform for the SP Educator (SPE) team to deepen connections and foster community with the SPs, and bridge relationships across the broader NUS Medicine family.



A Packed Day of Laughter, Legacy, and Talent

The morning kicked off with an energetic Improvisation Workshop by Improver Conduct, breaking the ice and flexing everyone's creative muscle. This was followed by a nostalgic trip down memory lane during the NUSSP History Trivia and an inspiring sharing session by Adj Assoc Prof Nicola Ngiam, highlighting the remarkable journey, legacy, and growth of the SP programme over the years.

The energy reached a high during Medical Charades, where participants put their acting skills and medical jargon knowledge to the test. Laughter echoed across the auditorium as teams silently acted out medical conditions under time pressure!

The highlight of the morning was undoubtedly the SP Talent Show. Our multi-talented SPs took centre stage, showcasing incredible musical and dance performances.





Recognising Dedication and Impact

A heartwarming Photo Montage brought back fond memories from the past year before moving into the anticipated Award Ceremony.

Light-hearted community voted awards celebrated unique personalities—from the “Happy Pill” and “Most Dramatic” to the “Snack Master”—bringing widespread smiles.

Most significantly, CHS proudly presented 62 Long Service Awards to SPs who have dedicated 10 or more years of service to NUS Medicine. Their unwavering commitment, resilience, and passion over the decade represent the bedrock of our simulation-based training success.



The SP Educator Team led by Adj Assoc Prof Nicola Ngiam



Strengthening Our Shared Mission

Every interaction at SP Appreciation Day served as a powerful reminder that every role—big or small—shapes the future of healthcare education.

CHS and the SP Educator team extend our heartfelt thanks to the 87 SPs who attended and made the day an unforgettable success. They are truly the heroes (and heroines) of our clinical teaching community!

Bringing Cases to Life: Shaping the Next Generation of Standardised Patients at NUS Medicine

Simulation-based education lies at the very heart of modern medical training, bridging theoretical medical knowledge with empathetic, patient-centred clinical practice. Crucial to this educational ecosystem are Standardised Patients (SPs)—specially trained individuals who portray realistic patient scenarios to evaluate and hone medical students' communication, diagnostic, and procedural skills.

On 2nd and 3rd July 2026, the Centre for Healthcare Simulation (CHS) at the NUS Yong Loo Lin School of Medicine successfully hosted its Standardised Patient Foundation Course 2026. Spearheaded by A/Prof Nicola Ngiam (Programme Director of the NUS Medicine SP Programme) together with SP Educators Sylvia Wijaya and Roziyana Binte Abdul Manan (supported by team member Sumaiyah Binte Azmy), the intensive two-day workshop welcomed 15 newly recruited SPs into the NUS Medicine community.



Setting the Standard: Course Aims & Objectives

The primary vision of the Foundation Course is to equip new SP recruits with the foundational knowledge, standardised practices, and ethics required for high-stakes clinical exams and teaching sessions. The workshop focused on four main objectives:

1 Fostering Belonging & Ethics

Building a shared identity within NUS Medicine while reinforcing policy standards such as confidentiality, conflict of interest, and professionalism.

2 Developing Self-Awareness

Helping recruits recognise their personal physical and emotional boundaries across complex scenarios.

3 Mastering Emotional Standardisation

Training SPs to accurately and repeatedly project specified emotional states across examination stations to ensure fair student evaluations.

4 Delivering Constructive Feedback

Enabling SPs to articulate constructive, actionable feedback from the patient's perspective.



Interactive Training Modules: From Emotion to Moulage

To transform recruits into skilled standardised patients, the workshop combined conceptual frameworks with experiential, hands-on practice. For example, participants learned to calibrate emotional intensity—spanning anger, anxiety, grief, and joy—using verbal tone, facial expressions, and posture.

Participants also received hands-on training in exogeneous, complimentary, and direct moulage techniques—including realistic wound creation, bruising, and IV cannulation setups—while upholding physical safety standards.

To protect emotional well-being after portraying intense cases (such as terminal diagnoses or pregnancy complications), SPs were guided through de-roling and debriefing exercises to step cleanly out of character.



Creating Quality and Effective Training Experiences

The dedication of these 15 new SPs ensures that NUS medical, nursing, pharmacy and dentistry students receive standard, realistic, and compassionate training experiences for years to come.



Reflections from AsiaSPEC 2026: Innovation, Learning and Human Connection

By Roziyana Binte Abdul Manan

 Davao, Philippines |  September 2026



Theme: **"Building Human Connection in the Digital Age"**

In September 2026, I was given the valuable opportunity to attend the 2026 AsiaSPEC 2nd International Conference in Davao, Philippines. The conference theme, *"Building Human Connection in the Digital Age,"* could not have been more fitting for the era of digital transformation and artificial intelligence that we find ourselves in today. Over two enriching days, the conference brought together Standardised Patient (SP) educators, clinicians and researchers from across the Asian region to exchange ideas on advancing medical education and healthcare.



Demonstrating moulage techniques at the pre-conference workshop.



Leading a Pre-Conference Moulage Workshop

Ahead of the main programme, I had the privilege of co-facilitating a pre-conference Moulage workshop alongside Dr Giselle G. Nobleza from Davao Medical School Foundation Inc., Philippines. During this hands-on session, I demonstrated the techniques and materials needed to create realistic bruises, wound lacerations and burns moulages.

Participants were introduced to a range of everyday household items as well as commercial ingredients that they could use to recreate these effects. It was heartening to see how eager the participants were to put their newly learned techniques into practice.



Preserving What Makes Us Human

The first day opened with a thought-provoking plenary lecture by Dr Nina Powell, Associate Professor of Psychology, NUS, titled "Training Compassionate Clinicians in the Age of Intelligent Systems." Although she was not able to be physically with us at the conference, she successfully delivered a lecture for all of us to carefully consider the role of AI in medical education. She reflected that while AI allows students to practise history-taking, communication skills, and even comes up with a diagnosis, a deeper question now emerges. As she put it, we spent decades asking whether machines can *think like us*; now we must ask whether we can still recognise what makes us human.

Dr Powell outlined the essential components of caring for patients, attentiveness, interpretation, judgement and responsibility. While AI can simplify some of these components, she emphasised that judgement, agency and care develop precisely through struggle. One meaningful way to preserve that struggle is to continue engaging students with real human standardised patients. Through these interactions, students grapple with ambiguity because patients always exceed representation, with values because care involves competing goods, and with responsibility because clinicians must answer for their actions.



Dr Nina Powell delivering the opening plenary lecture.



A Treasured Opportunity: Presenting on the International Stage

One of the highlights of the first day was the opportunity to present my project, titled “Developing a Large Language Model-powered Feedback Chatbot to Enhance Feedback-Giving Structure in Simulated Patients.” Sharing the journey of developing a chatbot, going through its testing phase and overcoming challenges was both a privilege and a treasured experience to present before an international audience. Alongside fellow presenters from India, Vietnam and Malaysia, each showcasing their own research, I was honoured to be awarded the first runner-up position for my project.



Presenting my LLM-powered feedback chatbot project to the international audience.



Prize and award presentation for the oral presentation.

In the coming months, we will be launching the chatbot to an initial group of about 50 NUS SPs and studying its effectiveness. Our vision is to develop a novel, thoughtful and scalable application of generative AI, as well as a replicable framework for integrating AI tools into SP training.



Learning and Sharing Across Borders

The two-day conference proved to be an invaluable platform to learn from participants and speakers from other countries and institutions, including Japan, Malaysia, Thailand, India and Vietnam. Exchanging experiences as a Standardized Patient Educator allowed us to consider practices that could be adopted to strengthen our individual SP programmes. Sharing insights on how to start and manage an SP programme with other institutions in the Asian region was equally rewarding, all in the shared spirit of improving the quality of medical education and healthcare across our region.



Behind the Project: Developing the Feedback Chatbot

The motivation behind the chatbot was to help Standardised Patients (SPs) at NUS Medicine refine the feedback they give to students, based on the NUS communication skills assessment rubric. SPs feedback is uniquely authentic because it is offered from the patient's perspective. However, as our SPs come from a wide variety of backgrounds, training feedback-giving skills can be time-consuming, and with only limited opportunities available for training with SP educators, we recognised the need for a training system that SPs could use at their own time and pace.

With this in mind, we developed a chatbot for SPs to practise giving feedback. The development process involved setting clear learning objectives, selecting the feedback items, writing both the chatbot prompts and the standard assessment prompts, choosing appropriate large language models, and conducting several rounds of testing to refine and improve the experience.



Key Takeaways

1

As AI reshapes medical education, we must intentionally preserve the human "struggle" that builds genuine care, judgement and responsibility in our future clinicians.

2

Real human standardized patients remain irreplaceable in helping students navigate ambiguity, competing values and accountability.

3

Regional collaboration among SP educators offers rich opportunities to benchmark, refine and elevate our NUSSP programme.

4

Representing NUS on an International stage and achieving the first runner-up position, was a proud milestone that reflects the strength of our work in simulation-based education.



Attending AsiaSPEC 2026 was a journey of learning, sharing and connection. In an age increasingly shaped by intelligent systems, it reaffirmed for me that the heart of healthcare education remains profoundly human.



CHS Showcases Simulation Innovation for Global Healthcare Capacity Building



15 August 2026



Marina Bay Sands Expo & Convention



11th Singapore Humanitarian Conference



Dr Gene Chan (centre), Director of the NUS Medicine Centre for Healthcare Simulation, demonstrates mixed-reality remote training and low-cost simulation solutions to Mdm Halimah Yacob at the 11th Singapore Humanitarian Conference.

NUS Medicine's Centre for Healthcare Simulation (CHS) participated in the 11th Singapore Humanitarian Conference, organised by the Singapore Red Cross as the flagship event of Humanitarian Week 2026. Held under the theme *"Humanity Beyond Today"*, the conference, held at Marina Bay Sands Expo & Convention on 15th August 2026, brought together humanitarian practitioners, policymakers, academics, volunteers and partners to consider the future of humanitarian action and the role of innovation in strengthening communities.



Showcasing Technology-Enabled Solutions

Representing CHS at the event, Dr Gene Chan, Director, CHS, joined collaborators from the NUS Smart Systems Institute and NUHS Global Surgery at a shared booth showcasing technology-enabled approaches to healthcare capacity building. During a visit by the conference's Guest of Honour, Mdm Halimah Yacob, former President of Singapore, Dr Chan demonstrated how mixed reality can support remote healthcare training, alongside low-cost, high-impact simulation solutions designed to make skills training more accessible and scalable in low resource settings. The showcase reflected the conference's emphasis on interactive experiences and forward-looking approaches to humanitarian action.



Extending Healthcare Education Beyond Borders

Through CHS's involvement, the collaboration highlighted how simulation, digital technology and thoughtful training design can help extend healthcare education beyond traditional training environments—supporting the development of healthcare capabilities where resources may be limited.

Fostering Global & Local Connections: Highlights from Recent Visits to CHS

The Centre for Healthcare Simulation (CHS), continues to serve as a vibrant hub for simulation-based healthcare education, collaborative learning, and international engagement. Over the past few months, CHS has had the privilege of hosting a diverse array of esteemed academic leaders, international medical students, and inspiring young minds.

Here is a look back at some of the impactful visits that highlight our commitment to advancing healthcare simulation locally and globally.



Empowering Future Healthcare Leaders: Inspiring Local High School Students

16 July 2026

In mid-July, CHS opened its doors to a vibrant group of around 30 high school students from Singapore-based international schools. Designed as an immersive exposure to the healthcare sector, the learning journey offered these aspiring students a hands-on look into the world of clinical education. Through interactive demonstrations and direct engagement with simulation technologies, the young visitors gained valuable insights into the dynamic, high-stakes environment of healthcare—igniting curiosity and inspiring the next generation of medical professionals.



CHS Simulation Technologist, Kulver Singh, doing a demonstration to high school students of an airway management procedure.



CHS Simulation Technologist, Ong Yan Hong, doing a demonstration of bag-valve-mask ventilation.



Cross-Cultural Clinical Immersion: Yokohama City University Student Postings

3 - 14 August 2026 & 14 - 25 September 2026

As part of our ongoing educational partnerships, CHS hosted medical students from Yokohama City University (YCU), Japan, for the NUSMed CHS Experiential Simulation Programme. Joining the Phase V Advanced Simulation Programme, the students immersed themselves in rigorous, high-fidelity clinical scenarios designed to hone critical decision-making and practical skills.



YCU students (Miss Wakana, 3rd from left and Mr Soichi, extreme right) with Assoc Prof Suresh Pillai.



YCU students (Miss Kiho and Mr Kiko) during an ultrasound simulation session under the direction of Assoc Prof Suresh Pillai.

“I really enjoyed communicating with NUS students and attending the classes. I had many valuable experiences that I could never have had in Japan. The classes and the way NUS students approached their studies were very inspiring to me, and they motivated me to study harder when I return to Japan.

Mr Soichi

“I am very grateful for the wonderful experience I had in Singapore. I truly enjoyed learning together with the NUS students, and I especially appreciated how warmly everyone welcomed me and supported me throughout the programme. I learned a great deal not only from the simulations and training, but also from interacting with the NUS students and faculty. The two weeks at NUS were a very meaningful and memorable experience for me.

Miss Wakana

The Japanese students demonstrated remarkable dedication, adaptability, and enthusiasm. Their time at CHS not only enhanced their clinical capabilities but also fostered meaningful cultural and academic exchange between Singapore and Japan.



Strengthening Regional Academic Ties: Korea University College of Medicine

17 July 2026

CHS was honoured to host distinguished faculty from Korea University's College of Medicine, who visited as guests of Associate Professor Chen Zhixiong, Assistant Dean (Education) at NUS Medicine.

The visit provided an excellent platform to share best practices in medical pedagogy, tour CHS's simulation facilities, and explore potential avenues for future collaboration in healthcare education between our institutions.



Faculty and staff from Korea University College of Medicine with CHS' manager, Edwin Lim.



Academic Exchange & Benchmarking: University of Santo Tomas Delegation

23 – 24 September 2026

To round off a fruitful season of engagement, CHS hosted a distinguished 9-member leadership delegation from the University of Santo Tomas (UST), Philippines, for a comprehensive two-day learning journey.



Dr Gene Chan, CHS Director, with Edwin Lim and University of St Tomas delegation led by Prof Ma Lourdes Maglinao - Dean of UST Faculty of Medicine and Surgery (in blue jeans).

The delegation was led by Prof Ma Lourdes Maglinao (Dean, UST Faculty of Medicine and Surgery), along with key academic and simulation leaders including:

- Prof Irene Maglonzo (*Head, Curriculum Committee*)
- Asst Prof Leonid Zamora (*Asst Director, UST Simulation Center*)
- Assoc Prof Ma Antonia Moral Valencia (*Chair, Dept of Pediatrics*)
- Assoc Prof Anita Sangalang (*Chair, Dept of Medical Education*)
- Assoc Prof Joseree-Ann Catindig (*Assistant Director, St Cosmas and Damian Simulation and Research Center*)
- Essential technical and administrative support staff



Over the two days, the UST leaders engaged in deep-dive discussions on CHS's Standardised Patient Programme, simulation curriculum integration, and emerging pedagogical developments across NUS Medicine. The visit reinforced mutual commitments to excellence in medical education and paved the way for future regional synergies.

Innovation in Simulation & Beyond: Designing Solutions for Healthcare

How CHS is introducing design thinking and 3D printing to clinicians and educators, bringing them together with designers to transform healthcare and medical education needs into tangible solutions.

On 15 and 22 August 2026, CHS, NUS Yong Loo Lin School of Medicine, and the NUS Centre for Additive Manufacturing brought healthcare professionals into the world of design and 3D printing through the two-day Design for Healthcare & 3D Printing Course. Participants were introduced not only to 3D printing but also to the broader process of applying design thinking and translating identified clinical and educational needs into functional, user-centred solutions.



From Identified Need to Prototype

Rather than learning 3D printing as a standalone technical skill, participants were given an outline of the end-to-end innovation journey of bringing an idea to life.



1

Day One

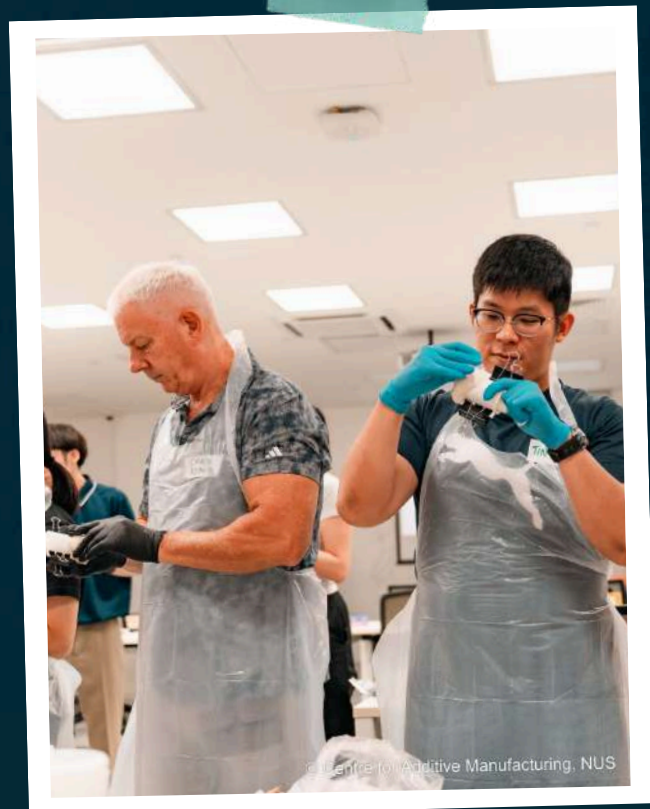
Day One began by introducing participants to the role of designers, how to approach and identify unmet educational and clinical needs, and the basics of additive manufacturing technologies, materials, 3D modeling and AI-assisted model generation. Participants were given the opportunity to develop their own needs assessments, generate concepts and designs using AI, and perform post-processing using CAD software to prepare their models for printing.

2

Day Two

The second day guided participants through further prototype development. Using their own models, participants explored post-processing and prototype testing, and were shown common 3D printing failures before considering how an idea progresses from recognition to implementation.

Key members of the NUHS Partnership and Innovation Office then gave a brief overview of intellectual property concepts, locally available research support, and considerations for situating projects within the wider healthcare innovation ecosystem. The day ended with a glimpse into the local 3D printing scene, with vendors showcasing common 3D printer models and explaining the intricacies of owning and operating a 3D printer.



© Centre for Additive Manufacturing, NUS



This breadth was reflected in participants' feedback. Among the 20 participants from hospitals and tertiary institutions, the hands-on components supporting learning, including 3D modelling, AI-enabled workflows, slicing, and silicone casting, were very well received.

Facilitation, practical feedback during prototyping, and participants' willingness to recommend the course to their peers received similarly positive feedback.

Participants highlighted the hands-on experience, exposure to CAD and AI-assisted design, silicone moulding, access to knowledgeable facilitators, and a better understanding of the considerations needed to move a healthcare idea forward. One particularly telling reflection was that 3D printing was "not about the printer or tools", but about having the right team, including designers, to create a useful end product.



CHS as a Connector

That observation captures an increasingly important role for CHS.

Healthcare simulation remains central to what the Centre does, but the capabilities surrounding simulation, including needs identification, human-centred design, prototyping, technology evaluation, interdisciplinary collaboration, and iterative testing, have relevance beyond the creation of simulation models.

The course and curriculum were helmed by Dr Alexander Ng, Director (Developing Technologies & Innovation), CHS, and Consultant (Emergency Medicine) at National University Hospital; A/Prof Yen Ching-Chiuan, Director of the NUS Centre for Additive Manufacturing (AM.NUS); Mr Chong Zi En and Mr Huang Kai Xing, both Research Engineers; and a team of students from the NUS Department of Design.



The course was more than an introduction to 3D printing. It was an opportunity for healthcare professionals to experience a different way of approaching problems: identify the need, understand the user, design, prototype, test, learn, and iterate. It also emphasised the importance of building a team and network.



For CHS, this represents a natural extension of simulation and innovation. By creating spaces where healthcare professionals can experiment safely, work across disciplines, and turn ideas into tangible prototypes, the Centre can help bridge the distance between a problem encountered in practice and a solution worth pursuing.

The course reflects the overall vision and theme of CHS-DTI in helping healthcare providers and medical educators bring their ideas from Seed to Solution.



I am Sylvia Wijaya, a Standardised Patient Educator (SPE) at the Centre for Healthcare Simulation (CHS).

When I first discovered the Standardised Patient Educator role, I was fascinated to learn that there was a profession dedicated to creating realistic patient experiences for healthcare education. Today, I work with a passionate team to design and deliver meaningful simulation experiences that help shape future healthcare professionals.

1 WHAT FIRST DREW YOU TO THE WORLD OF STANDARDISED PATIENTS (SP) AND SIMULATION EDUCATION, AND WHAT KEPT YOU HERE?

When I first discovered the SPE role, I honestly didn't expect that a job like this existed, and I was fascinated to learn that a profession dedicated to creating realistic patient experiences for healthcare education even existed. As I delved deeper, I realised that our work extends far beyond education simulations and training SPs; we play an active, vital role in shaping how future doctors communicate, empathise, and care for their patients. Knowing that my contributions meaningfully impact a learner's journey toward becoming a compassionate healthcare professional—gives me the feeling that what I do has a purpose beyond the simulation itself.

“Knowing that my work helps shape future doctors gives me a sense of purpose beyond the simulation itself.”

2 WHAT ARE THE "INVISIBLE" BEHIND-THE-SCENES TASKS THAT MAKE A SESSION FEEL SEAMLESS FOR LEARNERS AND FACULTY?

There are many small details that people may never see: recruiting and scheduling the right SPs, reviewing cases, checking scripts, preparing training materials, coordinating with faculty, confirming rooms and timings, tracking attendance, ensuring SPs are properly trained and there is consistency in patient portrayal across multiple encounters so that every learner has a fair and meaningful learning experience, and following up on faculty's feedback.

There is also a lot of communication involved: emails, messages, reminders and sometimes last-minute changes. We need to constantly coordinate between the different moving parts and anticipate potential issues before they affect the session.

“It's the small details behind the scenes that help create a smooth and meaningful learning experience for everyone.”

3 IN A SESSION WHERE EVERYTHING IS TIME-SENSITIVE, WHAT'S YOUR PERSONAL CHECKLIST FOR SUCCESS?

My checklist is essentially: people, preparation and contingency.

First, people. We need to select and allocate the right SPs for each case — not just based on their availability, but also on whether they are suitable and able to deliver the required portrayal. To do this well, we need to understand the strengths of each SP. This is where building connections and getting to know our SPs as individuals really matters. The better we know our SPs, the better we can match their strengths to the needs of each session.

Then comes preparation. Good preparation is essential, from ensuring that the SPs are properly trained and briefed to checking the logistics, timings and other details before the session.

At the same time, even the best preparation cannot account for everything. That is where contingency comes in. There will be times when something unexpected happens, such as a last-minute SP withdrawal, a change in the roster, a room change or an unforeseen issue during the session. As an SPE, we need to stay on our toes and be ready to find a practical solution quickly.

4 HOW DO YOU JUGGLE WORK AND FAMILY RESPONSIBILITIES AND ARE THE SKILLS ASSOCIATED WITH AN SPE TRANSFERABLE TO THE "HOME-FRONT"?

Interestingly, being in a role that emphasises communication has also made me realise that many of the skills we teach and practise in school can be applied to our everyday lives. Learning about empathy, active listening and how we communicate with others has influenced the way I interact with people outside of work too. I find myself being more conscious about listening, understanding where someone is coming from and responding with empathy, especially with the people closest to me.

Juggling work and home has never been easy, and I think finding that balance is something we continue to learn along the way. I am very blessed to have a supportive family and support system at home. They help remind me that while my work is an important part of who I am, it is not all of who I am.

“ Learning about empathy, active listening and communication at work has influenced the way I interact with my family and those closest to me. ”

5 WHAT'S ONE MOMENT AT CHS THAT REMINDED YOU, "THIS WORK MATTERS"?

For me, it is often not one big moment. It is usually the small moments that remind me why this work matters. Sometimes, it is seeing a new SP who was initially nervous and unsure gradually become more confident and comfortable handling a challenging case. Hearing SPs share that they felt supported by the SPEs and that the training helped them develop the skills they needed for their assignments is also incredibly fulfilling.

Another experience that has stayed with me is working with Persons with Disabilities (PWDs) who participate as SPs, particularly through our Family Medicine tutorial sessions. Working closely with them has reminded me to be more mindful and empathetic in the way I approach people.

“ It is often the small moments — seeing an SP grow in confidence, hearing their appreciation for the support, and working with PWD participants — that remind me why this work matters. ”

6 WHEN YOU'RE NOT AT CHS, WHAT HELPS YOU RESET AND FEEL LIKE YOURSELF AGAIN?

Recently, I've been trying to pay more attention to my health and make exercise a more regular part of my life. I enjoy reformer Pilates, Piloxing and high-intensity workouts. Exercise gives me some time for myself, a chance to connect with my body, clear my mind and take a break from thinking about work.

Spending time with my family also helps me recharge. We enjoy travelling and exploring new places together. Sometimes, I really enjoy having some quiet time at home, especially when the kids are in school. There are days when I simply want to do nothing, relax and watch a drama on Netflix.

“ Exercise gives me time for myself, and spending time with my family helps me recharge. ”



Simulation Faculty Development Workshop

Working with Standardised Patients (SPs)

 **11 NOVEMBER 2026 (WEDNESDAY)**

 **CENTRE FOR HEALTHCARE SIMULATION, LEVEL 3, MD3 & MD6 NUS**

Looking to inject more fun & realism into your lessons or tutorials while meeting your learning objectives?

We have the solution for you! Come experience how a simulated patient can fully engage a student in a safe & realistic environment

MORNING SESSION (9AM-12.30PM)

Case Development - How to prepare an SP case

- Develop realistic Standardised Patient (SP) case scenarios to support meaningful teaching & assessment
- Learn key elements of effective case writing to ensure authentic & consistent SP portrayals

AFTERNOON SESSION (1.30PM-5PM)

SP methodology to meet your curriculum needs

- Discover the role of Standardised Patients (SPs) - SP feedback & complex clinical scenarios
- Experience live demonstrations, hands-on interactions, moulage, high-fidelity, & hybrid simulation, while exploring common challenges encountered with SP methodology.

This workshop is open to any healthcare professional involved in teaching. The workshop will be divided into 2 half days. Participants may choose either one or both sessions!



**CLOSING DATE FOR REGISTRATION:
30 OCTOBER 2026**

Sessions	Fees (incl.GST)
AM Session	\$272.50
PM Session	\$381.50
Both Sessions	\$545.00

**CME & CNE POINTS
WILL BE
ACCREDITED BY
SMC & SNB**



**For enquiries, please email:
medbx227@nus.edu.sg**

Any cancellation or replacement must be conveyed in writing to the organiser. Refunds are allowed if cancellation is received on or before closing date. There will be no refund for any cancellation made after closing date. Registration can be only confirmed upon full payment

NON-SWDA FUNDED

Fundamentals & Debriefing in Simulation-Based Healthcare Education

Programme Code: OPEN-SOM-CHSFDSBHE



Date / Time

22 – 24 Feb 2027
8:00 am – 5:00 pm
(3 days)



Venue

NUS, Centre for
Healthcare Simulation,
14 Medical Drive, Level 3



Mode of Delivery

On-Campus



For enquiries

nusmedcet@nus.edu.sg



Interactive

Learning Experience

Short didactic sessions and hands-on practice of essential skills for simulation-based healthcare education.



Develop

Practical Skills

Design and develop effective lesson plans and case scenarios, with opportunities to run simulation scenarios in groups.



Learn Debriefing

Techniques

Explore different debriefing models and strategies through discussion, role-play and feedback.



Apply to Your

Practice

Gain skills that are applicable in your daily job, especially in training the healthcare professionals.



Who Should Attend

Doctors, Nurses and Healthcare Educators.



Applications close:

31 Jan 2027



Fellowship in Health Professions Education

The Fellowship in Health Professions Education (FHPE), offered by the Centre for Medical Education (CenMED), NUS Medicine, is a comprehensive professional development programme for medical and health professions educators, administrators and leaders seeking to strengthen their expertise in health professions education.

For educators with an interest in simulation-based education, the Fellowship offers a **Simulation specialty track at CHS**, providing an opportunity to deepen knowledge and capabilities in the use of simulation for healthcare education alongside the core FHPE programme.

With its combination of online learning and face-to-face workshops, the Fellowship provides a structured pathway for educators to further develop their educational practice.



For more information, visit:

<https://medicine.nus.edu.sg/cenmed/subpages/fhpe.html#fhpeSpecial>

That's a wrap for this issue!

Thank you for being part of our journey this year.

We hope you enjoyed reading about the people, projects and partnerships that make CHS possible.

Stay connected with CHS for the latest in healthcare simulation and innovation:



<https://medicine.nus.edu.sg/chs/>

