

Hello Everyone

Welcome to the very first issue of NHG Education's e-newsletter, Learn-iNHG! Here at NHG Education, we are always looking for new communication avenues to keep you in touch with news and developments from the education community. And we thought that an e-newsletter would be perfect to share exciting profiles, events, announcements and many other stories. You are also invited to be part of this e-newsletter by submitting in ideas, topics, write-ups or even recommending someone whom you would like us to feature. Simply email us at nhg_education@nhg.com.sg

Thank you and enjoy reading!



**Associate Professor
Nicholas Chew**
NHG Group Chief
Education Officer

HAPPENINHGS



Walking Among the Flowers

The combination and intermingling beauty of the flowers, picturesque Marina Bay, staff members, patients and the special time spent together made this a memorable event.

- A/Prof Sim Kang, Programme Director of the National Healthcare Group (NHG) Psychiatry Residency Programme

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IN FOCUS



Call it Passion

The thought of being a doctor has always appealed as a noble profession to Adjunct Associate Professor Lim Wee Shiong. To him it is not just another job, but a calling and a vocation ('天职' in Chinese). And it is this calling that led him to his passion.

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Even though I embarked on a different journey from my peers, I am still a doctor, and that's my primary role and identity.

- Dr Lim Wee Shiong

FACE-TO-FACE

Learning to Teach and Teaching to Learn

Pursuing a Master's Degree can be considered a 'feat' for many, but to Ms Jamie Lim, Assistant Director of Nursing, the decision to pursue a second Master's Degree is due to her belief in life-long learning, and her passion in nursing, teaching and education pedagogy.

"I am interested in the art and science of teaching, the pedagogical aspect, and to determine what works for the learner," said Ms Lim, who is an Advanced Practice Nurse (APN), has been involved in teaching nurses for many years. She is constantly looking out for evidence-based or best practices to adopt, modify and apply to her teaching.

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- Ms Jamie Lim



VOICES

Re-Thinking Health Professions Education

Healthcare systems worldwide face unprecedented challenges in the 21st century. Many of these problems stem from changes in the population demographics of nations, changes in the predominant types of disease, and of course, the relentless march of technology that becomes increasingly integrated into healthcare systems.

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Dr Winnie Teo



NHG Clinches Two of Four Clinical Training Excellence Awards [read more](#)



CALL IT PASSION

by Eugene Seng

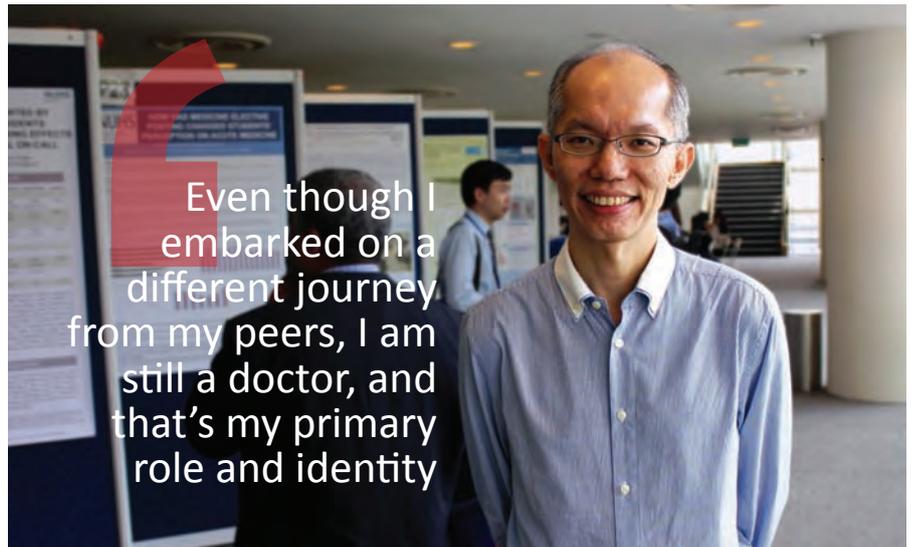
The thought of being a doctor has always appealed as a noble profession to Associate Adjunct Prof Lim Wee Shiong. To him it is not just another job, but a calling and a vocation (‘天职’ in Chinese). And it is this calling that led him to his passion.

It was a dream come true for A/Prof Lim, faculty advisor to HOMER (Health Outcomes & Medical Education Research), who was fortunate to be able to ‘marry’ his two loves: medical education and research. However, his two loves were not deliberate career choices, but the result of his ‘calling’ that led to his serendipitous discovery.

For A/Prof Lim, who is also a Senior Consultant at the Department of Geriatric Medicine at Tan Tock Seng Hospital (TTSH); his budding interest in medical education sprouted during his specialist training in the early 2000s.

He attributed his interest to the “inspiring giants of medicine” who taught him during his clinical training and left an “indelible impression about the importance of education”. He added that Associate Professor Tham Kum Ying was one of the “giants” who was instrumental in sparking his interest in medical education, and paving the way for NHG educators such as himself to further their knowledge and skills through formal training programmes such as the Masters in Health Professions Education with the Massachusetts General Hospital Institute of Health Professions.

A firm believer of research and its integral role in education, A/Prof Lim feels that “research is the vital cog that helps links the past, present and future of innovations and phenomena”. He credits his biomedical research mentors in



Geriatric Medicine for fuelling his interest in research, which has provided him with the tools to advance his study on medical education.

However, A/Prof Lim saw his strong biomedical research track record as a double-edged sword. The “positivist tradition of ‘black-versus-white absolutes’ that characterised the bioscience approach, may limit the researcher’s ability to analyse ‘chaotic’ complex phenomena such as education research,” he explained.

Rather than asking justifying questions to address a phenomena i.e. ‘does something work?’, A/Prof Lim seeks to understand the complexity and richness of phenomena through clarification questions i.e. ‘how, why, when and for whom it works?’. The challenge of embracing the complex and often chaotic systems in education research involving humans, human interactions, the environment and prevailing norms, was what captured his attention. The maxim by Voltaire, the French philosopher: “Uncertainty is an uncomfortable position. But certainty is an absurd one,” eloquently describes the complexity of education research, said A/Prof Lim.

And it is through research that A/Prof Lim became acquainted with different learning theories and pedagogies from the fields of education, psychology and

the social sciences. He conscientiously attempts to apply the appropriate pedagogy(ies) that best suits his teaching environment, as he believes that “good teachers incorporate pedagogy to improve their teaching, and their students’ learning experience”.

A/Prof Lim’s years of dedication and contributions towards health professions education were recognised as he was conferred the appointment of Associate Fellow, Association for Medical Education in Europe (AMEE) at the 2015 AMEE conference held in Glasgow, Scotland.

On taking the road less travelled, “Even though I embarked on a different journey from my peers, I am still a doctor, and that’s my primary role and identity,” he concluded with a smile.

A/Prof Lim Wee Shiong is Senior Consultant at the Department of Geriatric Medicine, at Tan Tock Seng Hospital (TTSH), Faculty Advisor to HOMER (Health Outcomes Medical Education Research), Adjunct Associate Professor of Yong Loo Lin School of Medicine, Fellow of the American Geriatric Society, and Associate Fellow of the Association for Medical Education in Europe (AMEE).

LEARNING TO TEACH & TEACHING TO LEARN

by Eugene Seng

Pursuing a master degree can be considered a 'feat' for many, but to Ms Jamie Lim, Assistant Director of Nursing at Tan Tock Seng Hospital, the decision to pursue a second master degree is due to her belief in life-long learning, and her passion in nursing, teaching and education pedagogy.

"I am interested in the art and science of teaching, the pedagogical aspect, and to determine what works for the learner," said Ms Lim, an Advanced Practice Nurse (APN) who has been involved in teaching nurses for many years. She is constantly on the look out for evidence-based or best practices to adopt, modify and apply to her teachings.

The didactic method of teaching is not always effective in this digital age, she said. "You (the teacher) cannot assume that 'what is taught is caught', it is also important to assess their level of understanding and what are applicable in the learners' settings." She added: "As a teacher, you cannot become too comfortable in a group, because you lose that 'sensitivity' to sense your students and look beyond their puzzled looks, not realising that you are losing your students or vice versa."

To Ms Lim, teaching is fun and can be fun-filled. It is a continuous process where the teacher, like their learners, continues to learn, unlearn and relearn. There is a constant need to find new ways to engage and interact with the students, she emphasised. "Even though I teach the same subject every year, my lecture



As a teacher, you cannot become too comfortable in a group, because you lose that 'sensitivity' to sense your students.

slides are different all the time; the style and content changes based on my surroundings, students and of course, the clinical evidence."

She stressed that even though teaching methods have evolved to adapt to the new generation of learners, a student's own 'battery' (individual motivation) needs to be 'chargeable'. A teachable spirit, being sociable and 'kay poh' ('busybody' in Hokkien), are some of the traits that are essential for effective learning to occur.

She explained that 'kay poh' in this instance does not mean being nosy or gossip-mongering, but having an inquisitive mind. "The clinical environment is like a big 'playground', have fun and enjoy your learning," Ms Lim said. "Buay hiao ('Don't know' in Hokkien), just ask! No one will decline your request," she laughed.

Her years of dedication and efforts towards education were recognised at the 2015 NHG Teachers' Day celebrations, where she received the NHG Education Leaders Award. "It was an honour and I felt 'accepted'," Ms Lim said. She was

quick to provide a caveat and explained that the 'acceptance' that she yearned for was not of individual recognition or social acceptance, but rather the acceptance that nurses who chose to pursue the clinical tracks, like the APNs and Nurse-Clinicians, can be recognised as essential partners to their Nurse Educators-colleagues in healthcare education.

Ms Jamie Lim is an Advanced Practice Nurse, with the Department of Cardiology, and the Assistant Director of Nursing at Tan Tock Seng Hospital. She is an adjunct lecturer with the National University of Singapore, and is currently pursuing her second Master's Degree with the Massachusetts General Hospital. Ms Lim will be celebrating her 20th anniversary in nursing this year.

RE-THINKING HEALTH PROFESSIONS EDUCATION

by Dr Winnie Teo

Healthcare systems worldwide face unprecedented challenges in the 21st century. Many of these problems stem from changes in the population demographics of nations, changes in the predominant types of disease, and of course, the relentless march of technology that has become increasingly integrated into healthcare systems.

Addressing these problems requires an entirely different way of delivering healthcare. A radical reform in how we deliver healthcare also calls for a new way of educating our healthcare workforce in many instances, our current ways of educating healthcare professionals run contrary to how we envision healthcare to be in the 21st century.

So how do we want to educate our healthcare workers for tomorrow? What capabilities are important in the way we deliver healthcare in the future? NHG is in a privileged position to ensure that the students (be they medical students, nursing students, or students preparing to be allied health professionals) that pass through our portals, are prepared adequately for the healthcare landscape of the future; after all, we function both as a training ground and as an employer of healthcare professionals. The PTH (Professional for Tomorrow's Healthcare) model that was developed by the Education Office has been shared with people in healthcare, both within and outside of NHG, locally and abroad, and most recently, with a group of international researchers in workplace learning from various other industries. In all our sharing sessions, most people remarked that the model made sense intuitively, and agreed that these



attributes were indeed important for the way healthcare is evolving.

Packaging it as an equation also meant it was easy to remember, and could be operationalised as a tool either for self-assessment, or for evaluation of our curricula and other training programmes. The application of the PTH model to everybody who works in healthcare, means that everybody not just the frontline workers who are directly involved in patient care - has a part to play in this effort to redesign healthcare for the future.

Dr Winnie Teo, a molecular biologist by training, has always had a keen interest in education, and is currently a manager in the NHG Education Development Office.



Dr Winnie Teo conducting a pre-conference workshop at the 13th APMEC

WALKING AMONG THE FLOWERS

by Mr Eugene Seng



Photo credit : IMH

The combination and intermingling beauty of the flowers, picturesque Marina Bay, staff members, patients and the special time spent together made this a memorable event.

- A/Prof Sim Kang, Programme Director of the National Healthcare Group (NHG) Psychiatry Residency Programme

31 patients from the Institute of Mental Health (IMH) decked in their brightly coloured caps, gathered at the lobby of IMH for their trip to Gardens by the Bay on 30 January 2016. Joined by 25 doctors from the National Psychiatry Residency Programme and nine nurses, this special day marked the launch of the inaugural Psychiatry Residency Day.

The result of a joint effort between the National Psychiatry Residency Programme and the Singapore Young Psychiatrists and Trainees (SYPT), Adjunct Associate Professor Sim Kang, Programme Director of the National Healthcare Group (NHG) Psychiatry Residency Programme, felt that the inaugural Psychiatry Residency Day was meaningful in several aspects.

"There is an emphasis on social outreach to the community, the greater bonding forged amongst the junior and senior residents during the activities and interactions, and most notably that the

event was completely organised by the Psychiatry residents," explained A/Prof Sim, who is also a Senior Consultant Psychiatrist at IMH. "The combination and intermingling beauty of the flowers, picturesque Marina Bay, staff members, patients and the special time spent together made this a memorable event."

As each Psychiatry resident was paired with a patient, they had the opportunity to discover a different side of them which they may not see in the wards. Dr Zheng Shu Shan, a Year Three Psychiatry resident noticed an interesting quirk that her buddy exhibited i.e. the persistent need to make her way to the front of the line during the entire trip. Although her mannerisms puzzled Dr Zheng, she was humbled upon learning the reason for her actions. "My buddy shared that she must 'follow the leader because she let me go on this outing.' She was very thankful to be on this trip, and tried to convey her appreciation by showing her utmost



Dr Zheng and her buddy

attention and cooperation. It wasn't about her. It was about what she was trying to do for others. I felt surprised and touched," said Dr Zheng.

The organizing committee of the Inaugural Annual Psychiatry Residency Day 2016 would like to give special thanks to Programme Director A/Prof Sim Kang, Associate Program Directors, IMH CEO A/Prof Chua Hong Choon, IMH CMB A/Prof Daniel Fung and Sister Catherine Chua for their support.

NHG CLINCHES TWO OF FOUR CLINICAL TRAINING EXCELLENCE AWARDS

by Eugene Seng



A/Prof Yeoh Khay Guan addressing the NHG clinicians.

The departments of Anaesthesia, Intensive Care and Pain Medicine, and Psychological medicine from Tan Tock Seng Hospital (TTSH) received the prestigious Clinical Training Excellence Award at the 2015 National University of Singapore (NUS) Medicine Dean's Appreciation Awards.

Every year only four of such awards are presented to departments across the different healthcare clusters in Singapore. These departments must fulfil the criteria of maintaining high posting and teaching effectiveness scores for two consecutive years, revealed Associate Professor Yeoh Khay Guan, Dean of Yong Loo Lin School of Medicine (YLLSoM), NUS.

It is one of many awards presented by YLLSoM to acknowledge the efforts and contributions of healthcare faculty

members who provide teaching and mentoring excellence to YLLSoM medical students. The other awards presented include the Dean's Award for Teaching Excellence, the Junior Doctor Teaching Award and the Special Recognition Award.

In a survey conducted by YLLSoM, 90 per cent of the medical students indicated that they were satisfied with the quality of medical education across the different



A/Prof Yeoh Khay Guan presenting the Dean's Award for Teaching Excellence.

healthcare clusters. A/Prof Yeoh said that both the national teaching effectiveness scores and the posting scores were high across the specialties, ranging between 4.2 to 4.6 (out of 5) and 3.4 to 3.8 (out of 4) respectively.

NHG and its institutions scored well in both areas, spotting an average score of 4.3 in teaching effectiveness and 3.65 in posting scores; with NHG Polyclinics garnering the highest scores of 4.6 and 3.8 respectively.

"I would like to thank Associate Professor Chia Chung King for all his contributions as Associate Dean (of TTSH) for three years. I think he did a fantastic job. The great teachings our students are receiving are due to his contributions and the collective efforts of NHG's teachers," said A/Prof Yeoh. "I would also like to thank the National Healthcare Group and its institutions for being such strong partners in education."