

IN FOCUS

NHG @ NUS APMEC 2019: Sharing, Collaborating and Learning



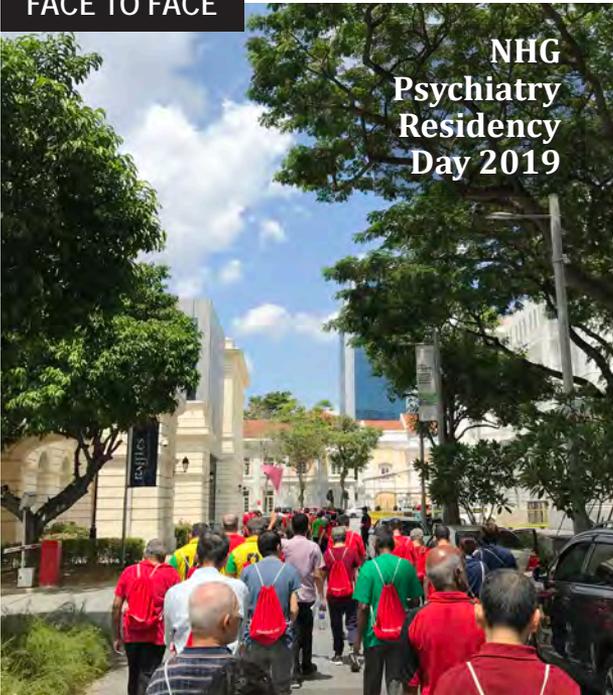
VOICES

What Dance Taught A Psychiatry Trainee



FACE TO FACE

NHG Psychiatry Residency Day 2019



HAPPENINGS



Team from TTSH Pre-Professional Education Office Wins Audience Award at Hong Kong Conference

UPCOMING EVENT

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14 - 17 MAY 2019

f NHG Education

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NHG @ NUS APMEC 2019: Sharing, Collaborating and Learning



Medical faculty and administrative staff from various National Healthcare Group (NHG) institutions were commended for their oral presentations and workshops at the 16th Asia Pacific Medical Education Conference (APMEC) held from 9 to 13 January 2019, at the National University of Singapore (NUS).

Sharing Expertise and Lesson

Dr Faith Chia, Designated Institutional Official (NHG Residency), shared her experience and lessons learned when developing a competency-based Internal Medicine residency programme in Singapore, during a panel discussion “Transforming Graduate Medical Education Globally to Meeting Pressing 21st Century Health and Healthcare Needs”.

Dr Chia recounted the process of adapting and redesigning curriculum, assessments and processes, where she highlighted that “our assessments are only as good as the people filling them out”. Hence, a strong emphasis on faculty development to ensure that faculty across all professional groups equipped with the appropriate skills to teach and support learners well, is in place.

In concluding her talk, Dr Chia stressed the importance of not “losing sight of the purpose (delivering patient care)” to the “nitty-gritty” of developing a training programme.



Dr Faith Chia (right), with fellow panellists: Drs Fremee Chihchen Chou, and Eric Holmboe.

“Not everything that matters can be measured... can we trust them (our residents) to care for our patients? Can we measure that?”

“As an educator, we should remember, I’m not just teaching someone clinical techniques, I’m teaching them values (as a physician), and hopefully they can learn from that as well.”

Sharing Expertise

The workshop “Conducting the Self-Study in Residency Programmes: Integrating People, Process and Structure” by Dr Winnie Teo (Assistant Director, NHG Education); Ms Yvonne Ng (Senior Director, NHG Education); Dr Faith Chia (Designated Institutional Official, NHG); and Associate Professor Nicholas Chew (Group Chief Education Officer, NHG), won much praise from the participants for their introduction to various frameworks for conducting self-study assessments, identifying drivers for organisational performance, and stakeholder engagement.

Japanese participants Drs Kazuya Nagasaki and Takeshi Kondo expressed their eagerness to apply and share what they have learnt with their colleagues back home.

Fellow participant, Associate Professor Darren Koh, Programme Director (SingHealth Anaesthesiology Residency) quipped that he found something close to a “magic formula” for conducting self-study assessments.

A/Prof Koh shared that he was particularly impressed by the manner the workshop was conducted, complimenting the facilitators for the quality of content delivered and its interactivity.

“It’s a world-class workshop,” he added.



[Standing: From right] Dr Winnie Teo speaking to the workshop participant as Ms Yvonne Ng watches.

Inter-professional Collective Expertise



Participants holding a discussion in their roles as “senior” and “middle” management

Leveraging on the diverse expertise of an inter-professional team comprised of nurses, doctors, a physiotherapist, and a medical social worker, the experiential workshop “Learning from Experience: The Power of Critical Reflection in Healthcare Leadership Development” brought the participants through various critical reflection conceptual frameworks, reflective process, and explored the creative use of critical reflection as a learning tool in leadership development.



Workshop facilitators (from left): Mr Lawrence Lim, Chief Education Lead (Department of Care and Counselling, TTSH); Associate Professor Lim Wee Shiong, Faculty Advisor (NHG HOMER); Ms Poh Chee Lien, Assistant Director (NHG Education); Ms Dong Lijuan, Assistant Director (Nursing Services, NHG Polyclinics); Ms Lee Sin Yi, Senior Physiotherapist (TTSH); and Associate Professor Wong Teck Yee, Cluster Education Director (NHG Pre-Professional Education).

Inter-institutional Collaborative Expertise

The combined expertise of Associate Professor Yip Chee Chew, Education Director (Khoo Teck Puat Hospital) together with Dr Foo Fong Yee, Core Clinical Faculty Member (NHG Ophthalmology Residency), and Associate Professor Clement Tan, Head (Department of Ophthalmology, National University Health System)

offered the participants key insights into developing assessment tools for evaluating medical students in surgical disciplines, during their workshop “Less is More: The Basis, Value and Practicality of Focused Workplace Placement Assessments in Busy Disciplines”.



Dr Foo (standing) sharing some background of Ophthalmology residency in Singapore.



[From left, standing] A/Prof Yip looks on as A/Prof Tan gives an introduction to the workshop

CONGRATULATIONS!

Short Communications Merit Award Recipients

Dr Jason Chan
'Redesigning Feedback for Improved Learner Reflection and Response'

Dr Faith Chia
'Kindled or Burnt Out? Wellness Amongst Postgraduate Year 1 Doctors Starting Work'

Assoc Prof Sim Kang
'Phenomenon of Burnout and Clinical Correlates Amongst Psychiatry Residents: A Systematic Review'

Free Communications Merit Award Recipient

Assoc Prof Yip Chee Chew
'Training Enhancement and Accreditation for Community and Home Eye Screening (TEACHES) for Opticians'

Free Communications Winner

Assoc Prof Nigel Tan Choon Kiat
'Standard-Setting in Undergraduate Medical Education: Comparing Three Methods for Summative MCQ Tests'

A Throwback to Yesteryears

BY DR TANG CHAO TIAN

It was a lively scene at the Institute of Mental Health (IMH) lobby on Saturday, 16 February 2019, as 32 long-stay patients were all dressed up and excited about their trip to the Asian Civilisations Museum (ACM) with 42 psychiatry residents, faculty, staff nurses and administrative staff.

The annual day trip, co-organised by National Healthcare Group (NHG) Psychiatry Residency Programme and the Singapore Young Psychiatrists and Trainees, was held in conjunction with NHG's Psychiatry Residency Day. It was designed as part of the programme's efforts to give back to the patients and the community.

This year, the participants were given a rare opportunity to embark on a personalised guided tour of the ACM, courtesy of its volunteers and management; allowing the participants to immerse themselves into the museum's rich cultural history.



The NHG Psychiatry Residency team and staff from the Asian Civilisation Museum.

Many patients were able to relate to the stories shared by the guides, evoking heart-warming and meaningful memories about their own life experiences.

One patient related fond memories he had of his grandparents, which surfaced after a tour of the museum's beautiful ceramics collection. And for another patient, the traditional ornaments on display brought back memories of festivals that she used to celebrate with her family as she recalled with a glint in her eyes.

This was the side of the patients which residents (trainees) did not often get to see.

The visit to the ACM was a good reminder to us (residents) that learning is really a two-way process. Opportunities abound to strengthen the relationship with our patients simply by understanding more about their life experiences, and taking it into account when tailoring their care plans.

Dr Tang Chao Tian is a third year Psychiatry Resident. He is currently practising in the Institute of Mental Health.

This article is penned on behalf of the annual Residency Day Organising Committee, comprising of Drs Ganesh Kundadak Kudva, Sanjiv Nair, John Ying, Tan Ho Teck, Sanjana Santharan, Wen Bixue, Kenny Lim and Vincent Lu.



A volunteer guide from the Asian Civilisation Museum giving the participants some background of the exhibit

What Dance Taught A Psychiatry Trainee

BY DR DEVA PRIYA APPAN



As I progressed in my psychiatry training, I could see my passion wane and my empathy gradually erode. It is at this juncture that an opportunity came by. I became involved in a project that integrated psychiatry with Bharatanatyam (an Indian classical dance form), two of my passions.

I was approached to play the role of a young woman with schizophrenia. The dance production was to portray her journey and her mother's struggle to cope with it. What started out as a project to create awareness and reduce stigma towards mental illness became a personally fulfilling and enriching experience as a psychiatry trainee.

I saw myself spending more time with my regular patients. It dawned on me that while fulfilling the duty to treat patients, I had overlooked listening to their stories, an essential part of their recovery.

An important scene that portrayed stigma had the other dancers encircling me while pointing at me and bringing their palms to block my face, a confrontational experience indeed. The musical accompaniment with the repetitive chanting (அவள் பைத்தியம் 'Aval paithiyam' meaning 'She's mad' in Tamil) made it more unsettling; I wondered if this could be what being stigmatised feels like.

This is an abbreviated and revised version of the original article that was published in a journal, MedEdPublish.

DOI: <https://doi.org/10.15694/mep.2018.0000185.1>

This project helped me empathise better with my patients and their caregivers. It also helped me assess my own emotions and become more self-aware. The dance acted as a stress relief for me. It helped me to work in a team and take on ideas from others while working towards a common goal.

Recently, there has been a growing awareness to include humanities in medical education as it is thought to bring back the humanistic aspect of medicine. Adding humanities to a packed medical curricula may seem impractical. However, dance was an enriching and an educational experience for me, one that could not have been obtained in an institution or hospital.

Where feasible, every trainee should be given a chance to choose humanities of their interest, so as to be able to incorporate it into their learning. This could help promote the learner's empathic skills, create a more holistic understanding of mental illnesses and help to reduce burnout in the future, ultimately creating more caring and compassionate medical practitioners.



Photo credit : Dr Lijesh Karunakaran

Dr Deva Priya Appan is currently a fifth-year Psychiatry Resident. She is an aspiring medical educator, who enjoys teaching medical students and what she learns in the process. Dr Priya continues to pursue dance (especially Bharatanatyam) in her leisure time, a passion she has followed since her childhood.

ACKNOWLEDGEMENT

I would like to thank Ms. Lalitha Venketasubramaniam, who conceptualised and scripted the dance production for having given me the opportunity to participate in the dance production, 'Finding Dignity'.



Team from TTSH Pre-Professional Education Office Wins Audience Award at Hong Kong Conference

BY MS RACHEL LAU

Ms Shalimar R. Dormitorio, Ms Rachel Chong and Ms Rachel Lau from the Tan Tock Seng Hospital (TTSH) Pre-Professional Education Office (PPEO) won the “Audience Award” for their abstract “Student-Led Inter-professional Rounds (SIPR): An Initiative to Promote Collaboration” at the Frontiers in Medical and Health Sciences Education 2018, held in Hong Kong from 18 to 19 Dec 2018.

Their e-poster presentation shared the results of PPEO’s efforts in introducing SIPR as a platform for students across the different healthcare professions (medical, nursing, physiotherapy, nutrition & dietetics,



From left: Ms Rachel Chong, Ms Rachel Lau and Ms Shalimar R. Dormitorio receiving the “Audience” Award

and pharmacy) to convene together; spearhead the discussion, and learn how holistic patient care and management can be delivered from a multi-disciplinary approach.

Ms Lau shared that the two-day conference also helped the team glean deeper insights into current practices, methodologies as well as practical constraints in implementing inter-professional teaching, which they intend to apply to future multi-disciplinary educational activities.