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W@W National Day Amazing Race:
Breathe, Meet and Re-Discover

FACE TO FACE



Inter-Professional Education Journal Club -
Learning and Thriving Together

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Shaping and Leading the Future:
NHG Teachers' Day 2022



Residency Leadership Talk Part 1 - Dealing
with Failures and Influencing Cultures

TECH TOOL SERIES
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Editorial: Michelle Teo, Eugene Seng
Visual Comm Design: Chiara Lim
For enquiries, please email: nhg_education@nhg.com.sg

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INSPIRING Professionals
IMAGINING Tomorrow
ReINVENTING Healthcare

NHG EDUCATION

W@W National Day Amazing Race: Breathe, Meet and Re-Discover

It was a breath of fresh air, in every sense of the phrase for some 40 NHG Education admin staff, who were physically out and about for the first time in two years for the Wellness at Work (W@W) National Day Amazing Race.

The three hour team-bonding session on 5 Aug 2022 had staff members racing around the Padang-Esplanade civic district, attempting various challenges such as solving quizzes, photo challenges, and participating in a mini marching drill.

"I do hope that after two years of virtual 'bonding' and being 'cooped' up behind zoom screens, the activities would allow our colleagues to physically interact with one another again. And for our colleagues who joined during the pandemic, to finally meet everyone in person," said Mr Eugene Seng, Assistant Manager (NHG Education), who leads the W@W team.

"We felt that since this is our first massive team-bonding activity after a two-year hiatus, and that we are also celebrating our nation's 57th birthday, the activities planned should be meaningful. Hence, the team decided to incorporate history-related quizzes, landmark pit stops, and the experience of participating in a mini marching drill as part of the activities," he added.

Becoming a Local Tourist for the Day

Ms Cheryl Lim, management associate, who rotated to Group Education this April commended the W@W team for designing the National-Day themed activities.



The teams went around the Padang-Esplanade vicinity to solve quizzes and complete challenges

"It was comforting to know that the workplace places value on the nation's birthday!" she said. "The marching activity... it was serious and fun at the same time!"

"I learnt to march to the commands that I hear at every parade, take pictures of the Merlion by 'drinking' from it and 'washing' my hair under it!" laughed Ms Serene Goh, Director, NHG Education.

Ms Feng Huiqi, who joined the NHG Cluster Pre-professional Education team last year, shared that she rarely visits those places or takes notice of the surrounding landmarks, even though she is a Singaporean.

"I was totally clueless where each of the missions was located at, fortunately, my teammates were able to figure it out," she said. "Being able to solve the missions with my fellow colleagues, and roaming around Singapore was very enjoyable!"

For Ms Sharlene Loh, who joined NHG Residency as a programme coordinator (PC) in Dec last year, it was the change of scenery that

she appreciated. "It's nice to be under some sun, to get some vitamin D and looking at some proper green trees, instead of being in front of the computer where everyone just keeps silent," she said.

"My team members were so competitive! So it was very enjoyable to participate in the games while working on a common goal together," she added.

"It was such an enjoyable pre-National Day activity in the civic district. A big thank you to the W@W team for organising it," said Ms Goh.



Creativity never stops even though the Merlion stopped sprouting water

Putting a Face to a Name

Fun and games aside, many new staff expressed their appreciation for the opportunity to meet and interact with their colleagues face-to-face, for the very first time.

"It was a good way to meet, and gather with my colleagues in a different setting other than work, (and) see the other side of them," said Ms Yee Kai Wei, who joined the Special Events team in May.

"Surprisingly, I was paired with another PC whom I've only liaised with via email," said Ms Loh. "It was nice to have met her in person."

Dr Paul Victor S/O Patinadan shared that the games allowed him to "pair some names and faces together", as someone new to the department.

"I also got some 'airtime' so that people sort of know that I exist," quipped Dr Paul, who joined Group Education earlier in the year.

"Some of my teammates work in the same office as me, but we were puzzled why we didn't see each other before," laughed Ms Feng.

"The W@W activities create a great opportunity to get all colleagues together! It instils a sense of togetherness among our fellow colleagues," said Ms Loh. "Although I might not be able to get to know my colleagues in depth during the amazing race, but I got to see them, and this helps me better recognise them when in office!"

Sharing the same sentiment, Ms Lim said: "Through the activities, I got to interact with colleagues from other teams, and will definitely greet them along the corridor when I see them."



A we-fie (by Mr Eugene Seng) to signal the end of the Amazing Race

Inter-Professional Education Journal Club - Learning and Thriving Together

"How do we ensure that learning objectives are met, or enhanced, when we integrate technology into our learning curriculum?" Ms Chan Lay Lin, Principal Medical Social Worker, Institute of Mental Health (IMH), asked the attendees at the fifth virtual Inter-Professional Education Journal Club (IPE JC) session, held on 16 Aug 2022.

Her attendees, who are health professionals from various family groups, got to learn about the application of technology in teaching, pedagogy, and ways to harness technology for better delivery of educational content.

A/Prof Sim Kang, Assistant Chairman Medical Board (Education) and Education Director, IMH, who initiated IPE JC shared that clinical educators (CE) like Ms Chan are now able to use IPE JC as a platform to share and learn health professions education (HPE) related knowledge and best practices within and outside of their respective family groups.

Since its debut in November 2021, these two-monthly sessions have had CEs from different family groups take turns to share their knowledge on evidence-based pedagogies, technology, and educational theories. Some of the topics covered included learner and faculty wellness, effective virtual learning tools, simulation and pedagogies designed to enhance critical thinking, teaching frameworks for teachers.

Learning through simulation

- **Simulation education** is a bridge between classroom learning and real life clinical experience
- **Simulation based assessment** has the capability to evaluate individual/team competence if real tasks are accurately simulated
- **Simulation** is able to **teach cognitive, psychomotor and affective skills** to individual and teams



Mr Edwin Tan's sharing on mental health education pedagogies during the April 22 IPE JC session

collaborative learning format allows for a diversity of ideas and perspectives to flow freely amongst the CEs and attendees, and how it also creates an ideal space for them to share "personal experiences in teaching, learning and practical points", which he believes would enhance HPE for IMH's learners.

Reflecting on her sharing at IPE JC, Ms Chan said: "The experience enhanced our understanding of the need for purposeful application of technology-enabled learning in education.

As a team, we discussed its challenges and were excited as we explored ways to reap its full potential in our institutional context."

Mr Edwin Tan, Assistant Director (Nursing Training) and Clinical Educator Lead (Nursing), IMH, shared that since the inception of IPE JC, the Nursing educators have benefitted from the updates in HPE practices, teaching concepts and learning theories shared at the sessions.

inter-disciplinary relationships, and build a "strong network for cross-sharing collaborations".

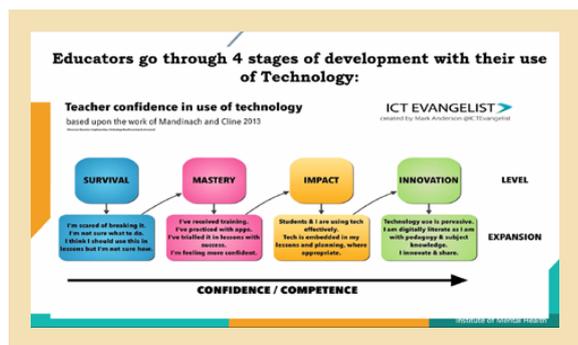
Echoing the same sentiment, Mr Desmond Ang, a senior clinical psychologist at IMH, and a regular IPE JC attendee shared that he appreciated the opportunity to share and learn from peers from inter-professional groups.

"More specifically, I was able to learn to take a more holistic and multi-faceted view of topics that were discussed... and better appreciate the importance of diversity in perspectives, and be more open to differences and feedback," he said.

Mr Ang noticed that despite the difference in training and foci across the disciplines, "the sharing and rapport across fellow educators felt natural" due to shared core values.

"One of our educational missions at IMH is to foster better inter-professional collaboration in learning and teaching, and clearly the IPE JC embodies this spirit," said A/Prof Sim.

"We hope that these sessions can also translate to better inter-professional collaborations in clinical practice which will ultimately benefit the patients under our daily care."



Ms Chan Lay Lin addressing the attendees during her IPE JC session, "Use of Technology in Teaching: Framework for Teachers."

"Not only does iron sharpen iron, the process also raises awareness that we are a community of practice in HPE, and we can strive to improve our training of the learners together," said A/Prof Sim.

"Educating and training our learners is akin to delivering best patient outcomes with a multi-disciplinary team's coordinated care services, it is not a function to be done in silos."

He drew attention to how IPE JC's

Mr Tan who conducted a session on mental health education pedagogies earlier in the year, feels that the sessions create "positive networking opportunities" within different family groups with shared goals and learning resources, whilst also improving "education standards". He firmly believes that IPE JC will strengthen

ENGAGEMENT ONLINE

Key points	Examples
Engage as many as possible	Call on all students using their names (even if video is "fuzzy", use chat-box)
Mini-discussions or questions	Breaking the monotonous flow of online teaching, discussions/questions every 1.5mins
Using Poll function	To stimulate engagement
Flipped classroom	For students to prepare before class and to lead discussions and gather feedback
Interactive activities	Videos, survey monkey, kahoot, Applied Exercises (AE)
Summary and feedback	Engage students to provide summary or feedback

Mr Desmond Ang discussing the merits of online engagement tools

Residency Leadership Talk: Part 1 –

Dealing with Failures and 'Influencing' Cultures

Thirty-four chief residents (CR) were inducted into their new leadership role during the National Healthcare Group (NHG) Residency Chief Resident Induction Programme, held on 15 July 2022.

Annually, new CRs are nominated by their peers and juniors to represent them as their voice (to the faculty, department and organisation), to oversee resident welfare, and facilitate teaching activities.

Three distinguished speakers, Professors Christopher Cheng, Paul Tambyah, and Adjunct Associate Professor Mabel Yap, were invited to share their leadership experiences and perspectives with these budding young leaders as they kick-start their leadership journeys.

In the first of this two-part series, the invited speakers shared how they handle failures, the challenges of 'influencing' culture, and the importance of listening to different viewpoints.

Handling Failures

"Failure is inevitable in our lives... as a leader, how do you perceive it and face it?" asked a CR during the Q&A session. "And if you suffer failure as a team, what do you do to revive the morale as a team?"

"What is the first thought that you say to yourself? I am the failure? Or do you say this thing has happened?" asked Adjunct Associate Professor Mabel Yap who is Director (Professional Training and Assessment Standards) at the Ministry of Health.

She explained that the former imposes a label on the individual e.g. "I am a failure in life", and the latter acknowledges that something bad has happened, giving the individual opportunities to see it as a learning moment and think about possible solutions.



Guest speakers engaging in a Q&A session with the chief residents

"We are not perfect, failure is something we need to accept," she said.

Echoing the same sentiment, Professor Christopher Cheng, who is the Chief Executive Officer of Sengkang General Hospital, shared a leadership lesson on "celebrating mistakes" which he learnt from Mr Benjamin Zander, a conductor and musical director of the Boston Philharmonic Orchestra.



"He (Mr Zander) takes these young budding musicians through interpretations of Mozart, Bach... but infused with life lessons, (and the) meaning of the music," he said.

"It is not about technical abilities, but it was his take on mistakes that are wonderful. He said instead of going 'oops, I made a mistake, I played a wrong note'... it should be 'hurray! I made a mistake! The music is still there.'"

Prof Cheng explained that one learns nothing when being "awarded a medal" and being praised for having "done something well", but learns the most from mistakes.

"Celebrate the mistakes... if you really objectively, mindfully, analyse them honestly... because that's how you progress, we are humans... biological sciences are not perfect," he added. "What you thought was a mistake, may actually turn out to be the most brilliant thing."

Professor Paul Tambyah who is the Assistant Designated Institutional Official at National University Health System Residency, shared his "failed" experience of revising teaching allowances for clinical faculty, during his stint as an Assistant Dean of National University of Singapore Yong Loo Lin School of Medicine.

He recounted how the school wanted to make fair and equitable adjustments to clinical faculty teaching allowance, and thought it was a good idea to adjust the allowance based on the clinical faculty's teaching ratings and the number of hours taught. However, upon implementation, the school realised that only a small and specific group of faculty benefitted from this change, which resulted in a lot of unhappiness.

"It shows that in theory, some things can sound very good, but not so much in practice," he said.

Learning from this experience, Prof Tambyah has since started conducting pilot exercises and actively seeks opinions and suggestions when introducing new initiatives.

'Influencing' Culture

"How do you bring culture/change that you believe in, down to the last man on the ground?" asked a CR.

"The moment you said you wanted to change culture... it becomes almost an impossible task," A/Prof Yap said without hesitation.

Prof Cheng shared that the "mistake" leaders make is that they are not aware of the "developmental stages" of the people whom they are trying to convince.

"If the person is in the independent-dependent stage - where it's my way or the highway, and this is my survival instinct... and you (leader) are telling them about global theory, climate change, etc.... you are not in-sync," he said.

Prof Cheng used dance to illustrate the doctor-patient relationship. "Before you can convince your patient to be in-sync with you (for their treatment), you must be dancing with that person in his/her steps until you are in-sync, so that they will be comfortable with you, and happy to give you the authority to lead (their treatment)," he said.

Agreeing, A/Prof Yap stressed that being patient and "listening" are very important. Listening intently to what the person or group - whom you are trying to convince - is "saying or not saying", and trying to ascertain and understand what their true concerns or hesitations are, she said.

To illustrate her point, she shared her anecdote of being rejected multiple times when proposing for the revision of the international BMI cut-off point for obesity among Asians to be implemented.

"I was rejected six times in three years," A/Prof Yap said. "But I never push my points across very strongly... if I push too hard, the wall will come, and then I can never have a chance.

"So, it was patience and listening to their (senior management) concerns... going back

and review to see what else do we need to do. Go back again (to revisit it) at the right time, right place... and (eventually) it went through."

Accepting Different Viewpoints

In the same breath, A/Prof Yap also highlighted the importance of being open and receptive when listening to different viewpoints.

"Do not be too attached to 'I must change culture', 'This must happen', 'This is my KPI,'" she said, proposing to adopt a "let's work (together) to do well every step of the way" approach, and accept that there will be different views, as long as everyone is moving towards the same direction.

Prof Cheng concurred and added: "If our true north remains the same... then it's ok... how can I be so certain that my way is the way?"

"I (need to be) willing to listen... so that I'm at peace with the dichotomy."

Sharing the same sentiment, A/Prof Yap reaffirmed the importance of being in peace with the issue or the situation. "If you keep fighting against it, it will cause yourself pain and agony. And when you are in pain, you are no good to anybody," she said.

"Once we accept that there are things we cannot change, and see the situation as it is, the question to ask is 'how am I going to respond to it in a skilful way?'"



Prof Paul Tambyah



Prof Christopher Cheng



Adj Assoc Professor Mabel Yap

COMING SOON

STAY TUNED

In part 2:

The three guest speakers share more about being a mindful leader, and balancing work, life and now the additional duties of a new young leader.

Shaping and Leading the Future: NHG Teachers' Day 2022



This year's NHG Education Leader Award recipients (from left):
A/Prof Sanghvi Kaushal Amit, Dr Ivan Woo Mun Hong, Dr David Ng Wei Liang, Ms Goo Lay Kian, and A/Prof Toh Hong Chuen

Two hundred and fifty outstanding educators from different healthcare professions across National Healthcare Group (NHG) were recognised for their contributions in nurturing and mentoring their learners and colleagues at this year's NHG Teachers' Day. The event was held virtually and live-streamed on Facebook on 1 Sep 2022.

During the lead-up to the celebration, students and clinicians across NHG penned their thank you messages on a specially created Padlet board, and some uploaded videos, poems and a piano recital to express their appreciation to the teachers.

Professor Benjamin Seet, Deputy Group Chief Executive Officer (Education and Research), NHG, who gave the opening address commended the educators for their efforts in exploring innovative ways to teach and train their learners over the past two years. He also thanked the awardees



who have contributed selflessly over the past year.

"This year's theme, 'Our Heroes – Shaping and Leading the Future' is truly fitting," he said. "This is not just relevant, but critical to the future of NHG and the Singapore healthcare system."

Prof Seet shared that healthcare in Singapore

is "on the cusp of a number of major disruptions", namely technological disruptions, organisational disruptions, and the introduction of an integrated care and accountable care framework. He urged NHG's educators to take the lead, to prepare its workforce to be "knowledgeable and competent to deal with these changes".

Technological Disruption

With the increasing shift towards digitisation and adoption of new technological



Prof Benjamin Seet giving his address

innovations, current medical and healthcare practices need to be updated for NHG's workforce to stay relevant, said Prof Seet.

"What I learnt in medical school will not prepare me for tomorrow's medicine," he shared. "While medicine was traditionally grounded in the biological and clinical sciences, its practice today requires competencies in digital technology, data analytics and interpretation... as well as the application of social and behavioural sciences, and an appreciation of health economics."

A recent example of the evolution in healthcare practice, is UK's approval to use Moderna's bivalent COVID-19 vaccine.

"Doctors and other healthcare practitioners will not only need to understand what this (vaccine) is, whether and why it is better than the first generation of vaccines, and advise their patients what to do," said Prof Seet. "This requires them to have access to the latest information, and the competency to apply this in a rapidly developing field."

In his speech, Prof Seet spotlighted three of this year's TEA awardees for leading initiatives and leveraging on technology to augment their learners' clinical learning experience.

One of them is Dr Clement Chia, a general surgeon from Khoo Teck Puat Hospital, who introduced digital technology and gamification into transdisciplinary clinical education to supplement his learners' limited clinical exposure at the height of the pandemic.

Another individual he singled out is Mr Steve Paye, a nurse clinician from Institute of Mental Health. Mr Paye utilised virtual platforms such as zoom and webinars to constantly reach out to nurses, render support, and gather feedback for clinical improvement initiatives.

Prof Seet also noted Woodlands Health (WH) pharmacist, Ms Stephanie Lim's continuous efforts in curating pharmacy training curriculum, training programmes and competency assessment tools for WH's pharmacists nested across NHG, in preparation for WH's opening in 2023.

Organisational Disruption

Coincidentally, 2023 also marks the end of NHG and Nanyang Technological University (NTU) Lee Kong Chian School of Medicine's (LKCMedicine) 10-year agreement, said Prof Seet.

He shared that NHG is in "the process of developing a new partnership" that will take the organisation "further for the next 10 years and beyond". This new partnership will chart NHG's path towards becoming an Academic Health System, "where education, research and innovation play central roles in preparing and developing NHG's workforce to better care for its patients and the health of the population", he elaborated.

Prof Seet added that the current partnership will also extend its collaborations "beyond LKCMedicine to the wider NTU, with increasing contributions from Engineering, Computer and Data Sciences; Social and Behavioural Sciences; and Health Economics" that could be incorporated into the curriculum.



Emcee Dr Daniel Lim unveiling this year's award recipients

Introduction of Integrated Care and Accountable Care Framework

The introduction of Integrated Care and Accountable Care framework will not only affect NHG but also healthcare across Singapore, said Prof Seet.

He explained that the framework changes the provision of and reimbursement for healthcare from a transactional one, where the responsibility of the patient's health rests entirely on the healthcare provider, to one that is a long-term social contract between patient and healthcare provider – which empowers the patient to take greater ownership of his/her health and well-being.

And this massive undertaking requires rebalancing "tertiary care provided in acute hospitals and specialist centres, with primary and community-based care," and an increasing emphasis on disease prevention and population health, Prof Seet said.

"This will change how we teach our healthcare workers to manage disease, their relationships with patients and with other healthcare professionals, and how care is integrated across the care continuum," he added.

Using the analogy of NHG's river of life, Prof Seet said, "We (NHG) now not only provide the boat that sails down this river, but the boatman, the navigator who plans the journey, as well as the team that looks after different needs along the way."



- Go to NHG Education's Youtube channel to watch the celebrations:
https://youtu.be/fGwkgR_vTIO

- Visit the NHG Education website for this year's list of awardees:
<https://www.nhgeducation.nhg.com.sg/our-educators/awards-and-accolades>

Tech Tool Series Spotlight

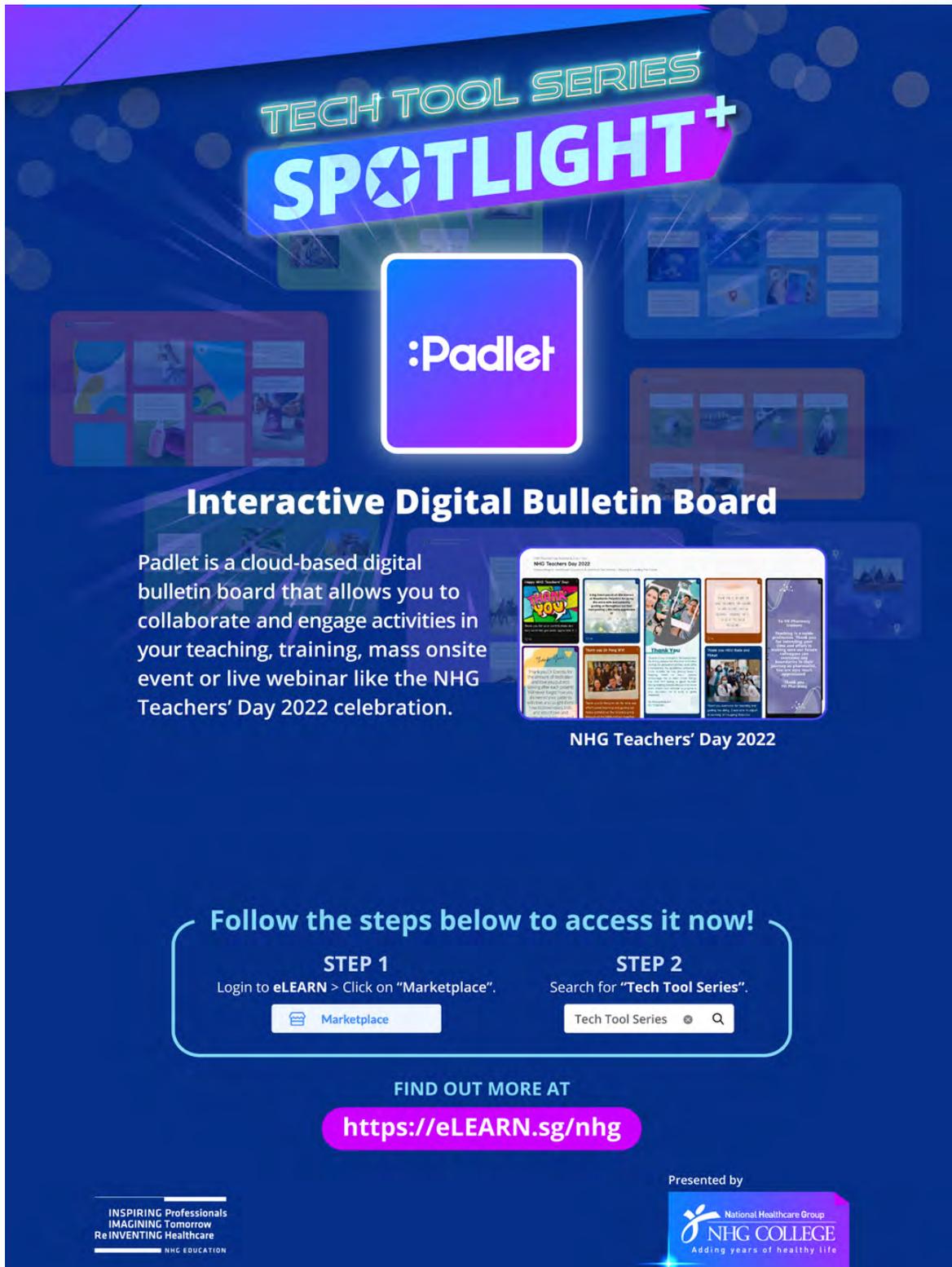
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