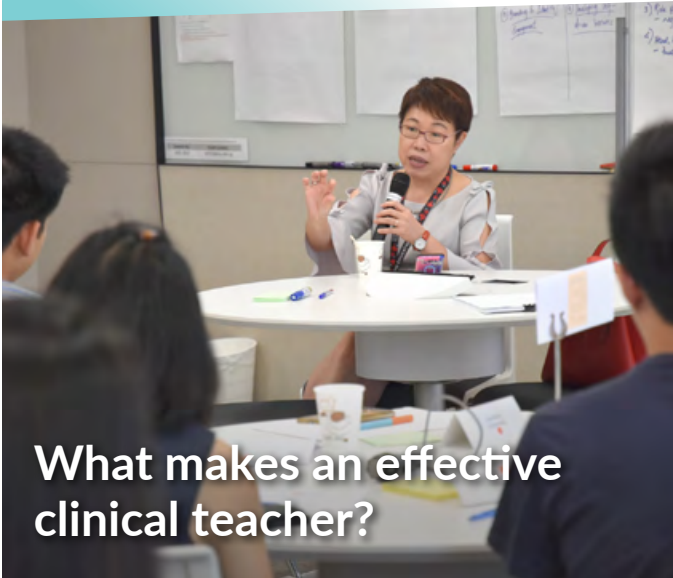


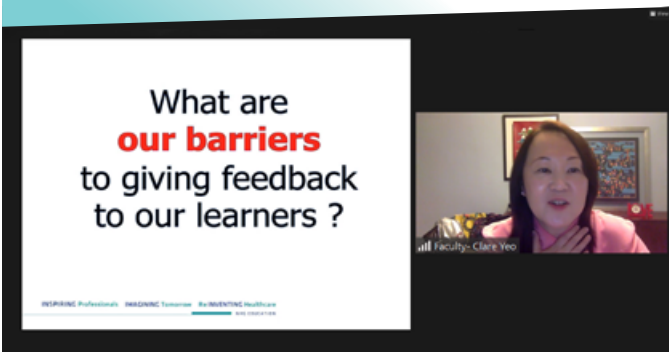
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HAPPENINGS



Redesigning a HaPEE Experience



FACE TO FACE



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A/Prof Michelle Jong Appointed New Group Chief Education Officer



A/Prof Michelle Jong (right) took over the role of NHG Group Chief Education Officer from A/Prof Nicholas Chew on 1 Feb 2021.

National Healthcare Group (NHG) Education is pleased to welcome Associate Professor Michelle Jong as the new Group Chief Education Officer (NHG), who assumed the position on 1 Feb 2021.

A/Prof Jong, Assistant Chairman, Medical Board (Education), and Senior Consultant in the Department of Endocrinology at Tan Tock Seng Hospital, took over the role from Associate Professor Nicholas Chew.

A/Prof Chew who has held the position of Group Chief Education Officer (NHG) since 2014, will focus on his role as Chairman Medical Board, Woodlands Health Campus (WHC), in preparation for WHC's opening in 2023.

During the past 10 years in NHG Education, A/Prof Chew held various leadership positions: Programme Director, NHG Transitional Year Residency Programme (2009-2011); Designated Institutional Official of NHG Residency (2011-2018); and Group Chief Education Officer (2014-2020), and was one of the key architects of NHG Education's Professional for Tomorrow's Healthcare (PTH) framework and vision Inspiring Professionals, Imagining Tomorrow, and Re-Inventing Healthcare.

"I am thrilled to have Michelle take over the role of Group Chief Education Officer. Michelle is no stranger to health professions education. The rich experience which she

acquired over the years through various academic positions and advisory committee roles will help bring NHG Education's efforts in health professions education to greater heights, and continue our mission to train the professionals for tomorrow's healthcare," said A/Prof Chew.

"It is a privilege to take on the role as the new Group Chief Education Officer at NHG. I agreed to do this knowing I will not be alone in this journey, and that educators and the education team are singular in our mind-set - that we are here to journey with the Healthcare Professionals of tomorrow for the betterment of our patients whom NHG serves," said A/Prof Jong.

"I look forward to the coming months, to soak up the wisdom and knowledge of all those who will be willing to share their insights with me, so that we can build on the strong foundations of NHG Education going forward."

"If he (A/Prof Chew) is thinking that NHG Education will leave him alone now, I am afraid we will have to disappoint. His contribution to education cannot end with the relinquishing of his appointment as we will continue to need his guidance for the next lap," she quipped.

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- A/Prof Michelle
Jong**

Reflections and Aspirations: My journey with NHG Education

By Associate Professor Nicholas Chew



A/Prof Chew during the 2017 NHG Residency Community Day

2020 was supposed to be an eventful year for NHG (National Healthcare Group) Education, as it marked its 10th year in educating, training and developing NHG's learners, faculty and healthcare workforce. Initial plans to have a boisterous year-long campaign to celebrate our pioneer educators, faculty, education community and a huge celebration to commemorate this milestone, were thwarted by the pandemic, resulting in a modified edu10 campaign – albeit a quieter and scaled-down one.

COVID-19 has disrupted the majority of our lives, and we in healthcare are in the eye of the storm. Our entire healthcare system responded rapidly to deal with the ongoing pandemic and in the early months, many of our young learners were challenged by the fast changing learning environment.

In response to this disruption, our colleagues and educators moved swiftly to adapt curriculum to ensure that learning continued despite the situation. Working with schools and partners, our educators developed workarounds and made great advances in shifting learning to the digital environment. All this, while still at the frontlines attending to our patients.

As I reflect on how NHG Education has grown over the years, I am grateful to our educators for the dedication and care they have shown to our patients and learners.

From NHG Residency to NHG Education

In 2008, MOH (Ministry of Health) forecasted an increase need in the public healthcare capacity due to the demographic shifts in Singapore's ageing population. A comprehensive review of the specialist education recommended a series of improvements that resulted in the present day Residency system.

The implementation of Residency-styled specialist education introduced challenges to the healthcare institutions. Through MOH's engagement of the associate deans in the public hospitals, Associate Professor Tham Kum Ying represented NHG to determine how residency training could best be implemented.

As a visionary leader, A/Prof Tham rapidly identified a core group of educators to lead the implementation effort. The first group of programme directors (PD) included Associate Professor Koh Nien Yue, Dr Kenneth Heng, Dr Chuah Khoo Leong, Associate Professor Chiam Peak Chiang, the late Associate Professor Vijayan Appasamy, and myself. Professor Lim Tock Han served as our first Designated Institutional Official, as A/Prof Tham helped spearhead another NHG collaboration with NTU and Imperial College London in setting up Singapore's third medical school – Lee Kong Chian School of Medicine.

It was an unnerving yet memorable moment to be part of the core team who started a new Residency education system in NHG. I had the privilege of setting up the Transitional Year (TY) Residency Programme with fellow former PDs, Professor Lim Swee Han (Singapore Health Services) and Dr Sophia Archuleta (National University Hospital System). As PD for the TY Residency Programme, I welcomed our first six residents: Drs Bryan Tan, Michael Yam, Kumaran Rasappan, Donald Foo, Chen Jian Ping and Lim Mei Chin, who have since continued on with their own medical careers.

"I am most proud of our learners and residents who have since grown to become my colleagues; to whom I now turn to for opinion and advice in caring for our patients."

- A/Prof Nicholas Chew

I recall our first residency intake and rotation planning exercise organised by Dr Adrian Liew. It was a massive manpower planning exercise (which felt like a military operation) to ensure that each resident in the different programmes were matched to the correct clinical departments in their rotations.

However, none of this would be possible without Dr Liew Li Lian and the admin team, as there were many things happening at the same time in such a short timeframe. And everything fell into place when Yvonne (current Senior Director, NHG Education) came onboard. She expanded the team, set up the structures, sorted out the policies and agreements, etc., and we were very thankful for that.

Developing our Faculty, Inter-professionally



A/Prof Chew (second from right) at the 2016 Education Overseas Expert Programme

As NHG Education started to take shape, our pool of faculty started to expand beyond medical faculty, and we needed to elevate the education capabilities of our cluster and raise the education bar across the board.

I was very fortunate to be involved in setting up a faculty development framework in NHG. It gave my colleagues and I the opportunity to learn from many overseas partners and experts like Professor John Norcini, Dr Eric Holmboe, Dr Elizabeth Armstrong and Dr Tom Aretz. And it was through the multiple interactions with them, that we recognised the importance of adopting an inter-professional approach to faculty development.

While these may be small beginnings, over the years, each line of work has now grown to be a bigger and better part of NHG Education.

I am grateful to have been part of the journey to grow a team of faculty and administrators dedicated to the development of our learners. But perhaps I am most proud of our learners and residents who have since grown to become my colleagues; to whom I now turn to for opinion and advice in caring for our patients. I am honoured to have been part of NHG Education's journey, and our learners' journey.

What's Next?

While NHG Education reached a significant milestone in 2020, its work is not done. In the words of Prof Lim Tock Han, "Education is a journey that will never end."

The next leg of this journey will require us to explore new skills for our healthcare workforce. Our educators will need to sense future healthcare needs in order to prepare our workforce to meet these challenges.

We need to codify these into skills that we can systematically formalise into training systems and structures. This would enable pathways of continued learning and development in order to keep our workforce relevant in newer job roles. This will enable us to create a dynamic education ecosystem that is agile and forward looking and help our people remain industry-ready, whilst bringing us a step closer to nurturing the healthcare professionals of tomorrow.



Celebrating 10 years of NHG Education

Learn more about our year-long campaign:

<https://www.nhgeducation.nhg.com.sg/news-and-events/our-10th-anniversary/overview>

What Makes an Effective Clinical Teacher?

By Ms Vera Sim and Ms Loh Jia Hui

You would have encountered many teachers in your life, be it in school, at a workshop, or even at work. However, only a handful of these teachers (or mentors) captivated you, brought out the best in you, and in some cases inspired you. While it may be difficult to pin-point and replicate the traits that these effective teachers possess, certain attributes and qualities can be honed to help teachers become more effective in their teachings.

Associate Professor Tham Kum Ying, Education Director (Pre-Professional Education Office), and Senior Consultant (Emergency Department) at Tan Tock Seng Hospital, shared with some 50 National Healthcare Group (NHG) residents – during a talk held last July, what she feels are essential attributes for effective clinical teachers to possess in order to adapt, teach and lead well in an evolving learning environment.



A/Prof Tham giving a talk at Asia Pacific Medical Education Conference 2018



Core Knowledge & Skills

The first attribute is having the core knowledge and competency of the profession, and it comprises of three aspects.

The first aspect refers to the expertise (clinical skills) needed to do their job well as healthcare professionals. “It ensures that you remain in touch with reality and you are authentic in the things you teach and say,” said A/Prof Tham.

The second aspect is about being learner-centred and relating to the learner as an individual, by constructively meeting their professional needs, creating psychological safety and support for them to develop deep learning.

A/Prof Tham highlighted the need for clinical teachers to be cognisant of the differences in personality types of their learners, learning styles, and also the cause of their learner’s performance gap(s) – which may be due to non-clinical knowledge or skills related i.e. health and personal issues.

“It is about the ability for us (teachers) to use those differences (e.g. personality types, learning styles, etc.) constructively to support the learners better and that’s what learner centeredness is all about. It creates psychological safety,” said A/Prof Tham.

The last aspect is about having the knowledge and skills required for education leadership, which leads to the next attribute – system and cross-cutting capabilities.

System and Cross-Cutting Capabilities

The working environment (current and future) of the learners is likely to be multi-disciplinary. Being competent in profession-specific core knowledge and skills alone is insufficient for the learners to navigate through, and work well in inter-professional teams.

Hence, the need for clinical teachers to have system and cross-cutting capabilities – a “dynamic” perspective, so that he/she can identify what the learners’ non-clinical needs are in relation to their working environment, said A/Prof Tham.

“System and cross-cutting capabilities is contextual... In the 2000s, communication skills fell under that... today, it is about burnout knowledge and talent management,” said A/Prof Tham.

“So how does a clinical teacher know what system and cross-cutting capabilities are needed? This is where being future orientated and readiness comes in.”

Future-Orientation / Future Readiness

Being future-oriented is to have the “vision” to reflect and learn from the past, have insights into possible futures, define and shape a better tomorrow with the team, and outline possible solutions.

“There is never such a thing as only one possible future. The future hasn’t arrived, what we do today will determine tomorrow, and ‘tomorrow’ has got a few possibilities,” said A/Prof Tham.

“When tomorrow comes, it may not always be the version that we’ve chosen,” she said, reiterating that having an “outline” plan instead of one that is “designed”, provides the flexibility needed when dealing with uncertainties.

And future readiness is about equipping the learners with the appropriate skills and mindset to “survive the ever-changing scenarios (in their learning environment)” such as building resilience, adopting a lifelong learning mindset, and being responsive and resourceful, shared A/Prof Tham.

Leadership

In order to influence others to share and implement the vision that would bring a better future state, clinical teachers need to have humility and servant-hood in the practice of leadership.

A/Prof Tham shared that by adopting this mindset, clinical teachers will be able to better understand their learners, work together (with them), and have the motivation to serve a purpose larger than themselves.

Ethos and Ethics

Whilst the aforementioned attributes are essential, A/Prof Tham stressed that the clinical teachers’ actions and examples should always be guided and motivated by ethos and ethics.

This means having the courage to uphold the values that protect the interests of the institute, society or the weak and vulnerable through role modelling good behaviour at all times.

► ‘Effective Clinical Teacher’ Framework

The ‘Effective Clinical Teacher’ framework was modelled after NHG Education’s Professionals for Tomorrow’s Healthcare (PTH) framework, which also uses a similar equation – $E [K1 + K2 + F + L]$ – to describe a set of attributes that an effective clinical teacher should encompass.

Effective Clinical Teacher = E[K1 + K2 + F +L]	
E	Ethos and Ethics
K1	Core (professional) Knowledge and Skills
K2	System and Cross-Cutting Capabilities
F	Future Orientation and Future Readiness
L	Leadership


Professionals for Tomorrow’s Healthcare (PTH) Framework

The PTH framework is the brainchild of Associate Professor Tham Kum Ying, Education Director (Tan Tock Seng Hospital), Associate Professor Nicholas Chew, Chairman Medical Board (Woodlands Health Campus), and Associate Professor Lim Wee Shiong, Director (Institute of Geriatrics and Active Ageing). It was conceptualised together with various senior education leaders for NHG Education’s fifth anniversary, to highlight NHG Education’s goal of developing inspiring professionals for tomorrow’s healthcare, and the attributes current and future healthcare workers should possess.

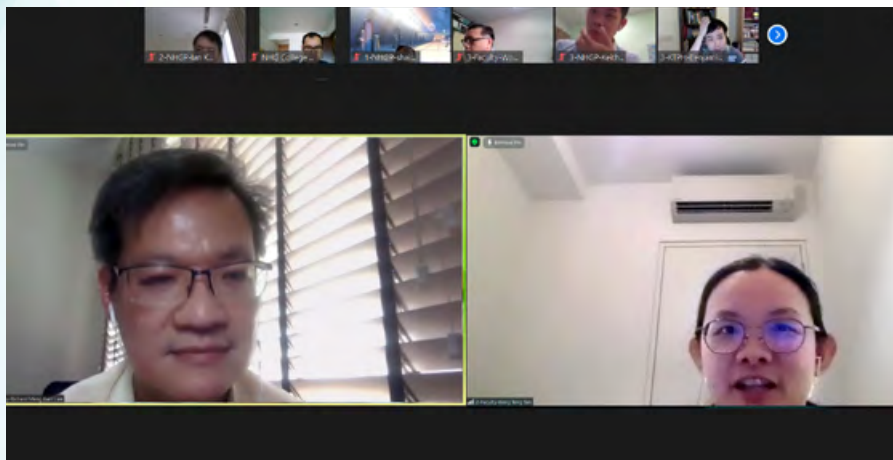
PTH is an adaptation of Sir Michael Barber, Ms Katelyn Donnelly and Mr Saad Rizvi’s education transformation equation, Well-educated = $E (K + T + L)$. With ‘K’, ‘T’, ‘L’ and ‘E’, representing knowledge, thinking, leadership and ethical underpinnings, respectively.



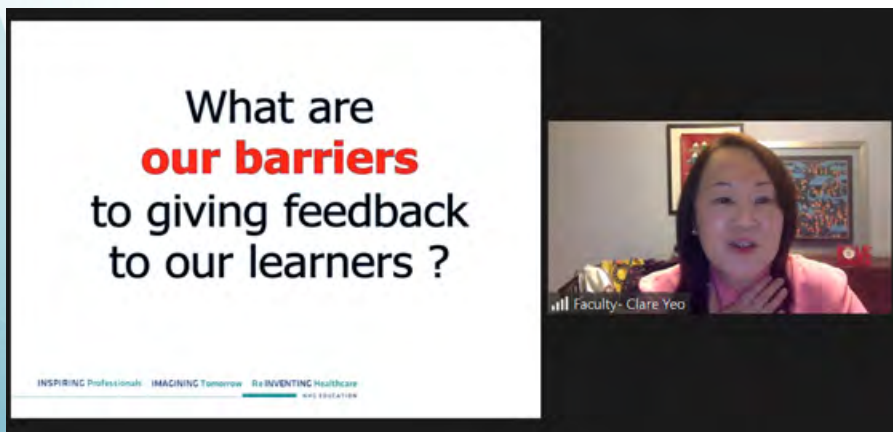
* This topic was first shared during the first session of NHG Resident Engagement and Leadership (REAL) series, titled ‘Clinical Teachers for Today’s and Tomorrow’s Learners’ which was conducted on 8 July 2020 via Zoom. Follow the link for photos from the talk

 https://www.instagram.com/p/CC95Aahpl4J/?utm_source=ig_web_copy_link

Redesigning a HaPEE Experience



Dr Richard Lee (left) and Ms Tan Keng Teng leading the Assessments and Evaluation module



Prof Claire Yeo leading the Teaching and Designing a Teaching Plan module

While COVID-19 safe management measures prevented face-to-face training activities, it did not stop 44 National Healthcare Group (NHG) health professions educators from attending the pilot online edition of Health Professions Educators' Essentials-Singapore (HaPEE-SG) programme, organised by NHG College, held last September and October.

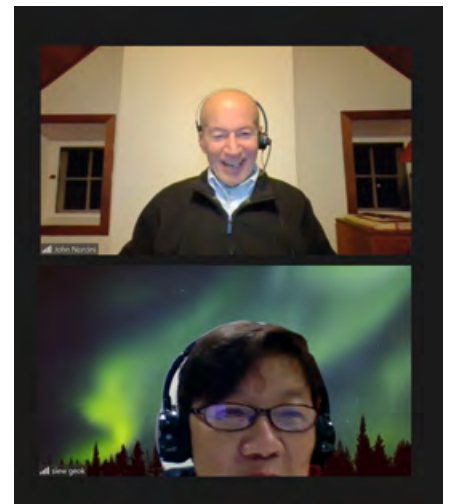
The online edition of HaPEE-SG was one of many professional and faculty development programmes that NHG College redesigned during the pandemic to incorporate blended learning and new technologies, such as creating e-learning content to be delivered effectively on virtual platforms.

Conducted in two parts – the first module, held in September last year, focused on teaching and designing a teaching plan, and the second, held in October, focused on assessments and evaluations.

The “Teaching and Designing a Teaching Plan” module led by Adjunct Associate Professor Clare Yeo, Senior Principal Clinical Psychologist (Institute of Mental Health), along with a team of multi-disciplinary clinician educators, brought the participants through principles of curriculum design, learning theories, and instructional strategies for teaching and learning with an inter-professional focus.

Participants also had the opportunity to practice clinical teaching skills using micro-teaching exercises, and giving feedback for continuous learner and teacher improvement, during the two-day session in a virtual environment.

The “Assessments and Evaluation” module co-led by Assistant Professor Richard Lee, Family Physician Consultant (NHG Polyclinics), and Ms Tan Keng Teng, Principal Pharmacist



Prof John Norcini and Ms Lim Siew Geok shared principles and strategies on assessing workplace-based clinical competences

(Specialist), Tan Tock Seng Hospital (TTSH), introduced contemporary principles of assessment and evaluation, using a systems approach to inter-professional education.

With HaPEE-SG being conducted virtually, participants had the privilege of attending sessions facilitated by both local and overseas experts.

Associate Professor Nicholas Chew, Chairman Medical Board (WHC), shared how to use the outcome logic model as a guide for programme assessments, while Dr John Norcini, President Emeritus of the Foundation for Advancement of International Medical Education and Research (FAIMER®), joined remotely from the United States.

Dr Norcini co-facilitated with Ms Lim Siew Geok, Principal Nurse Educator (TTSH), to share principles and strategies on assessing workplace-based clinical competences; and also partnered Associate Professor Tham Kum Ying, Education Director (TTSH), to share their insights and experience in using portfolios for both formative and summative assessments.

Despite the absence and familiarity of face-to-face and physical interactions, both faculty and participants felt that the pilot online HaPEE-SG programme was well structured, and found the sessions useful in helping them deliver training and conducting assessments in the new normal.

Interested parties can email nhgcollege@nhg.com.sg to find out more about the next run of the Health Professions Educators' Essentials-Singapore (HaPEE-SG) programme.

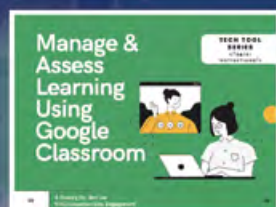
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Upcoming Workshops

Tech Tool Series Workshop

23 & 24 Apr 2021, and Sept 2021 (TBC)

Mobile Video & Photography for
Enhancing Teaching and Learning

25 Mar 2021, 9 Apr 2021, and Nov 2021 (TBC)

Instructional Design for Healthcare Professionals
- The Science of Effective Teaching

Nov 2021 (TBC)

Contact nhg_college@nhg.com.sg to learn more about the workshops.



INSPIRING Professionals
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