Programme Catalogue

FY 2015/2016
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Overview

The desire to enhance the healthcare teaching environment and raise standards in healthcare education has led Duke-NUS and SingHealth to establish the Academic Medicine Education Institute (AM•EI). As a joint institute, AM•EI brings together educational expertise from Duke-NUS and SingHealth as a community of excellent educators and leaders in education committed to excellence in teaching and learning.

AM•EI aims to build a pool of clinician educators who are passionate in developing and nurturing the next generation of healthcare professionals. Tailored to the needs of clinician educators of all levels, it offers faculty development programmes to sharpen teaching skills including bedside teaching approaches; spur innovation in pedagogical methods and curriculum; promote and support educational research to improve teaching methodologies and improve learning outcomes. The AM•EI recognizes and supports the academic advancement of outstanding clinician educators by providing resources and opportunities for them to increase their competency and academic impact. Essentially, it is positioned as the healthcare teachers' training college - inspiring clinician educators of all levels.

The AM•EI is an inclusive organization catering to inter-profession learning and welcomes all doctors, nurses, allied health professionals and all who are contributing to education. With multi-disciplinary and inter-profession learning, the AM•EI encourages exchange and cross-fertilization of ideas and facilitate the development of innovative methods of teaching to advance healthcare education as a whole.

In the spirit of generativity, the ultimate goal of the AM•EI is to develop excellent healthcare educators who can contribute to building other healthcare professionals in a vibrant learning environment that promotes care innovation and improved outcomes. The AM•EI represents the heart of excellence in teaching and learning within SingHealth and Duke-NUS.

Mission

- Support the educational activities of the Academic Clinical Programmes
- Facilitate synergy and efficiency in the educational programmes in SingHealth and Duke-NUS
- Develop, mentor and retain the best educators for our students, residents, other trainees and faculty.
- Stimulate and support the development of innovative educational programmes
The primary purpose of the AM•EI courses is to enhance the skills of health professions educators. We believe that there are a core set of values that all educators must have and a varying degree of competencies that fall within five key domains:

i. Designing and Planning Learning
ii. Teaching and Facilitating Learning
iii. Assessment of Learning
iv. Educational Research and Scholarship
v. Educational Management and Leadership

The courses described in this catalogue represent a series of courses within each of these domains and at varying levels. As the AM•EI programme expands, we will continue to identify and include additional modules and courses. In addition, we will be exploring ways to develop and train faculty to give these courses — so that we can deliver them more frequently.

All AM•EI workshops have a course fee and are subject to GST*.
An acknowledgement email with workshop details (including course fee) will be sent to registrants within 5 working days of registration.

*AM•EI Members will enjoy a 10% discount for all AM•EI workshops. Fulltime staff of SingHealth and Duke-NUS course fees are funded through their departments or internal staff development mechanisms.
Health Professions Education Grand Rounds

The Health Professions Education Grand Rounds is a series of seminars, designed to be an avenue for our educator to share their experiences, development, and successes in education; as well as showcase special visitors or to present new ideas and concepts within education.

Educational Research Journal Club

The Educational Research Journal Club is a monthly event initiated by the Medical Education, Research and Evaluation (MERE) department of Duke-NUS Graduate Medical School, Singapore.

Aims and objectives:

The objective of the Journal Club is to provide a platform for informal discussions over specific topics related to medical education scholarship.

These discussions will promote awareness of the current practices in medical education and generate ideas for improvement. The discussions will familiarize participants with the best practices in education research and also provide opportunities for collaboration.

The journal club will be led by a facilitator who will select a journal article prior to the session. The journal article and the questions posted related to the articles will set the basis for discussion in the session.
Special Intensive Programmes

The AM•EI Special Intensive Programmes are unique, customized workshops developed to instill a specialized set of skills onto educators. Registrants are accepted via invitation and/or nomination only.

There are essentially three AM•EI Special Intensive Programmes:

- AM•EI Fellows programme
- Fellowship in Team-Based Learning (FTBL)
- AM•EI Education Leadership programme (AMLead)

**AM•EI Fellows Programme**

**Description:**

The AM•EI Fellows Programme is an educational fellowship initiative that brings together an inter-professional community of passionate educators to further develop their teaching skills. Held over a 12-month period, the train-the-trainer programme taps on the principle of Generativity, namely, sharing knowledge to nurture the next generation and stretch the academic impact.

Taught in groups of inter-professional teams by AM•EI educators, visiting Faculty from Duke University, and past Fellows, the participants will be developed as competent and well trained health professions educators who can develop their own area of interest in education, and deliver courses on the basic principles and train others to be future faculty in the AM•EI.

The programme uses the Academy of Medical Education Health Professions Competencies (AoME, 2014. [www.aome.org](http://www.aome.org)) as a guide to frame the expectations.

**Objectives:**

By the end of this course, the participants will be able to:

- Prepare and Measure their own education contributions objectively for their own Education Portfolio
- Develop (or refine) and commit to deliver at least one module for AM•EI from the competency domain of their choice
- Commit to share knowledge to nurture the next generation of educators
- Develop, conduct, evaluate, and prepare poster on an education related scholarly project

**Target Audience:**

Educators in SingHealth and Duke-NUS, nominated by their respective Department Directors and/or Academic Clinical Programme (ACP) Vice-Chairs of Education

**Faculty:**

- Prof Robert Kamei
- A/Prof Sandy Cook
- A/Prof Arpana R. Vidyarthi
- AM•EI Pioneer Fellows

**Course Duration:**

A 12-month structured programme beginning in May 2015
**Fellowship in Team-Based Learning (FTBL)**

**Description:**

The Fellowship in Team-Based Learning (FTBL) promotes a high degree of learners’ engagement, understanding and application of knowledge and skills using TBL. The programme is developed and taught by leading faculty from the Duke-NUS Graduate Medical School Singapore with a high level of TBL experience and expertise.

FTBL aims to provide educators with the necessary tools and skills to learn innovative TBL approaches and techniques at the beginning and intermediate levels to enhance their teaching. Educators will also learn to develop TBL modules and evaluate the success of TBL courses, modules and curricula.

The programme consists of three unique developmental series within the span of two years.

**Objectives:**

By the end of this programme, participants will be able to:
- Appreciate the fundamentals of TBL
- Design and implement TBL modules
- Practice effective facilitation skills in TBL
- Learn and refine the development of multiple choice questions (MCQs)
- Design and implement an effective evaluation strategy

**Target Audience:**

Medical educators, prospective faculty or professionals from any discipline who plan to incorporate TBL teaching methodology into their curriculum.

**Faculty:**

- A/Prof Sandy Cook
- Asst Prof Ha Tam Cam
- Prof Savithiri Puthucheary
- A/Prof Janil Puthucheary
- A/Prof Arpana R. Vidyarthi
- Asst Prof Suzanne Goh

**Course Duration:**

3 developmental week-long series over 2 years
AM•El Education Leadership Programme (AMLead)

Description:

Education is a pillar of Academic Medicine. Although we have all been teachers at SingHealth, in this new era, some will need to effectively lead new and existing educational programmes. This will entail not only understanding education, but importantly, building leadership capacity.

AMLead-Education aims to equip individuals in key educational positions at SingHealth with leadership skills enabling them to be effective and efficient in their roles. Over 9 months, participants attend seminars, and progress an initiative that is part of their current portfolio/KPI. With the support and mentoring of programme faculty, participants enhance their abilities to do their current and future work better and faster.

Pre-requisites:

Participant must:
• Demonstrate prior experience and expertise in teaching and assessing learners, evidence-based educational practice, and designing, implementing & evaluating learning activities
• Hold current or future educational leadership role at SingHealth

Objectives:

By the end of this programme, participants will be able to:
• Enhance their leadership capacity through skill development
• Accomplish measurable progress in a key initiative aligned with their KPI

Potential Initiatives:

Potential initiatives are aligned with participants’ KPI. Programme faculty will meet with participants prior to the programme to discuss topics. Potential topics include:
• Introduce educational system changes
• Implement new frameworks and learner assessments/curricula
• Create a strategic plan for the educational organization
• Determine quality assessment for educational programmes

Target Audience:

Individuals who hold an educational leadership position at SingHealth, and are charged to manage or create educational initiatives within their Division/ACP

Faculty:

• A/Prof Arpana R. Vidyarthi
• Dr Edwin Low

Course Duration:

A 9-month structured programme beginning in Jan 2015
## Online Essentials in Clinical Education

**Description:**

The programme consists of four concise online modules to provide interprofessional healthcare educators with foundational knowledge of teaching and learning practice in clinical education. To enhance learning, you can also take part in an online discussion with other educators to reflect on what you have learnt and exchange ideas for application. Upon completion of each online module, a Certificate of Participation will be awarded.

**Objectives:**

This course aims to equip educators with the competencies to become an effective educator and role model. Educators will also gain an appreciation for teaching and learning processes through the completion of the whole course.

The course is in alignment with AM•EI’s goal to raise the standards of healthcare education by inspiring educators to effectively impart their medical knowledge and clinical skills, improve learning environments and maximise their teaching opportunities.

## Face-to-Face Essentials in Clinical Education

**Description:**

This face-to-face workshop serves as a follow-up to the online modules in the Online Essentials in Clinical Education programme, and aims to demonstrate the core competencies of the educator. Upon completion of this workshop, the Certificate of Achievement (Level 1) will be awarded.

**Pre-requisites:**

Participant must have completed all of the four online modules in the Online Essentials in Clinical Education programme.

**Objectives:**

As per above
# Creating E-Learning Content With Articulate Studio Software

**Description:**
Articulate Studio is a user-friendly, powerful and flexible suite of tools which you can use to create engaging multimedia content. It integrates with MS PowerPoint and allows you to incorporate voice, video, Flash interactions and versatile quizzes into visually appealing packages to be delivered online via Blackboard on CD-ROMs.

Participants will be introduced to: Articulate Presenter, Articulate Quizmaker and Articulate Engage.

An overview of the features in each of these tools will be covered along with examples of use. Participants will have time to explore each of the tools themselves with guided activities throughout the workshop.

**Objectives:**
By the end of this programme, participants will be able to:
- Create a PowerPoint presentation file and convert it to Articulate Studio format
- Add media files (such as flash video, audio file, image, etc) and publish to a flash-based e-learning resource using Articulate Studio software
- Apply Articulate Studio tool in PowerPoint
- Create a SCORM (Sharable Content Object Reference Model) package and upload it to Blackboard for tracking learner’s result

## The “Flipped” Classroom: Using Team-Based Learning to Enhance the Learning Within Your Course

**Description:**
Team-Based Learning (TBL) is a method of engaging learners that puts the responsibility of learning content on the students and uses the classroom time for active, engaging learning. This workshop will introduce participants to the concepts and principles behind TBL.

**Objectives:**
By the end of this programme, participants will be able to:
- Describe the fundamental principles that foster active learning in small groups
- Identify the key elements of TBL sessions
- Appreciate the value of the backward design
- Define the 4 – “S”s of effective applications
- Identify barriers to implementation and strategize solutions

**Target Audience:**
Educators in SingHealth and Duke-NUS, as well as healthcare professionals interested to adopt online learning to complement their face to face learning strategies

**Faculty:**
Ms Daphne Chan

**Course Duration:**
1 Day
Designing Effective Objectives and Quality Multiple Choice Questions

Description:
This workshop is designed to introduce participants to the basics of writing higher order behavioral objectives and Multiple Choice Questions (MCQs) following the National Board of Medical Examiners (NBME) guidelines. The participants can learn to outline a module using effective objectives and MCQs.

Objectives:
By the end of this programme, participants will be able to:
• Write an accurate behavioral objective that follows the essential components of a well written objective
• Critique a series of MCQs according to the NBME guidelines
• Write a series of appropriate objectives, MCQ, and application questions for an example module

Target Audience:
Educators in SingHealth and Duke-NUS, as well as healthcare professionals interested to explore strategies for writing objectives and MCQs

Faculty:
Asst Prof Ha Tam Cam

Course Duration:
½ Day

Be the Master of your Multiple Choice Questions

Description:
This workshop will give participants the opportunity to receive direct feedback on their own multiple choice questions (according to the NMBE guidelines), to improve the quality of their MCQs. This workshop is limited to 5 people in order to provide more in-depth feedback on their work.

This workshop is targeted at participants who have attended the AM•EI workshop “Designing Effective Objectives and Quality Multiple Choice Questions”. As part of the course requirement, applicants will be requested to send 10 of their own MCQs, and corresponding learning objectives, in which they want feedback 2 weeks prior to this workshop. Your MCQs will be shared and critiqued by other participants.

Objectives:
By the end of this programme, participants will be able to:
• Identify the common problems of MCQ construction through the sharing of fellow participants’ MCQs
• Critique and re-write their own and fellow participants MCQs according to the NBME guidelines
• Evaluate whether their revised MCQs have achieved the set of learning objectives originally intended

Target Audience:
Educators in SingHealth and Duke-NUS, as well as healthcare professionals who are interested in the opportunity in receiving feedback to refine their own multiple choice questions so they are of higher quality

Faculty:
Asst Prof Ha Tam Cam

Course Duration:
½ Day
# Teaching and Facilitating Learning

## Bedside Teaching – Focus on Micro-skills

### Description:
Creating a positive learning environment for trainees/students, within local clinical settings, might be a challenge for Faculty or teaching staff. The workshop aims to equip educators with the experience and skills needed to create an engaging learning environment.

### Objectives:
By the end of this programme, participants will be able to:
- Appreciate your role as an educator and be a change agent for creating positive learning environments
- Demonstrate elements of microteaching skills in role-play
- Give feedback to colleagues in their use of microteaching skills in either role-play or real life setting
- Identify barriers in implementing strategies suggested by the Irby article and trigger tapes
- Create a sense of commitment in using the microteaching strategies in wards, and identify challenges and solutions to applying these strategies

### Target Audience:
Educators in SingHealth and Duke-NUS, as well as healthcare professionals interested in the effective use of the microskills model for clinical teaching

### Faculty:
AM•EI Fellows

### Course Duration:
½ Day

## Enhancing and Enriching Learning Through Effective Facilitation

### Description:
Effective facilitation skills are able to enhance any student learning experience. This workshop, run in a Team-based Learning (TBL) fashion, will review the important elements of facilitation and how higher learning levels of Bloom’s taxonomy can be achieved through effective facilitation. Pre-work assignments will be given to the participants to help them prepare for the activities.

### Objectives:
By the end of this programme, participants will be able to:
- Define facilitation and identify scenarios which are suitable for facilitation
- Describe what constitutes effective and ineffective facilitation
- Identify how effective facilitation can contribute to achieving a deeper and richer level of learning
- Evaluate some of the facilitation best practices that can be learnt

### Target Audience:
Educators in SingHealth and Duke-NUS, as well as healthcare professionals interested in enhancing their facilitation skills

### Faculty:
Asst Prof Ha Tam Cam

### Course Duration:
½ Day
**Issues and Challenges with Assessment and Evaluation**

**Description:**

This workshop will discuss the purpose of assessment and how it is linked to learning activities as well as related issues and concerns. Participants will go through an exercise involving an education case-based scenario.

**Objectives:**

By the end of this programme, participants will be able to:

- Describe the link between curriculum, teaching, assessment and evaluation
- Describe the types and define the goals of assessment (formative versus summative)
- Compare and contrast the fundamental concepts of reliability and validity
- Develop an assessment tool
- Determine how to establish the validity of an instrument

**Target Audience:**

Educators in SingHealth and Duke-NUS, as well as healthcare professionals interested in enhancing their learning activities via existing assessment tools

**Faculty:**

AM•EI Fellows

**Course Duration:**

½ Day
## Assessment of Learning

### Strategies for Giving Feedback

**Description:**
This workshop will offer two strategies for giving feedback to challenging individuals and provide the participants an opportunity to practice these strategies.

**Objectives:**
By the end of this programme, participants will be able to:
- Describe purpose of feedback
- List the elements of the DESC model for feedback
- Practice providing feedback using the DESC model
- Practice giving feedback to challenging individuals
- Identify barriers to utilize these skills and plan strategies to overcome these barriers thereby improving their feedback skills

**Target Audience:**
Educators in SingHealth and Duke-NUS, as well as healthcare professionals interested in enhancing their feedback skills

**Faculty:**
AM•EI Fellows

**Course Duration:**
½ Day

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### Using Logic Model as a Road Map to Your Assessment Strategies

**Description:**
This workshop is designed to introduce the Logic Model as a way to bring clarity to objectives to be achieved in any project and help define the assessment tools and resources needed. Common barriers to achieving your goals will also be discussed.

**Objectives:**
By the end of this programme, participants will be able to:
- Accurately define the 3 basic components of the logic model (on a MCQ test)
- Identify the elements that comprise the inputs, outputs (activities/participants), outcomes (short-term/medium/long), assumptions and external factors
- Describe the relationship between backward design, objectives and outcomes
- Develop a logic model map for a sample project
- Begin to develop a logic model evaluation for their own programme

**Target Audience:**
Educators in SingHealth and Duke-NUS, as well as healthcare professionals interested in learning a structured way to bring clarity to an evaluation process

**Faculty:**
- A/Prof Sandy Cook
- Prof Savithiri Puthucheary
- Asst Prof Ha Tam Cam

**Course Duration:**
½ Day
Basic Abstract Writing: How do I Get My Research Message Out?

**Description:**

This workshop aims to provide participants with an overview of the steps in abstract writing and ways to develop a plan to get your paper published.

This is a hands-on workshop and as part of the course requirement, applicants are required to submit and share an existing, draft abstract of their own – which will be further refined during the workshop.

**Objectives:**

- List reasons for publication
- Describe steps for successful manuscript writing
- Identify challenges and solutions
- Begin the journey in getting the paper published

**Target Audience:**

Educators in SingHealth and Duke-NUS, as well as healthcare professionals interested in getting their medical education research published

**Faculty:**

- Prof Desiree Lie
- Ms Taara Madhavan

**Course Duration:**

½ Day

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Advanced Manuscript Writing: How do I Get My Research Message Out?

**Description:**

This workshop focuses on publishing your medical research. Experienced faculty members will provide participants with in-depth assistance and mentoring to further bolster their pre-existing draft manuscripts and getting them published.

**Pre-requisites:**

- Applicants are required to provide an existing, draft manuscript of their own
- Existing manuscript(s) must have all the following sections completed: Intro, Methods, Results, Discussion and Conclusion
- Applicant are expected to bring their individual laptop/notebooks to the workshop

**Objectives:**

- Define core principles of excellent writing for the Methods, Results and Discussion sections of a manuscript
- Apply elements of good manuscript writing to own manuscript draft
- Critically review and edit own manuscript for submission

**Target Audience:**

Educators in SingHealth and Duke-NUS, as well as healthcare professionals who have attended the Basic Abstract Writing workshop and have already developed existing draft manuscripts meant for publishing

**Faculty:**

- Prof Desiree Lie
- Ms Taara Madhavan

**Course Duration:**

1 Day
**Qualitative Research – “Why, When, How”?**

**Description:**
This workshop focuses on the use of qualitative research methods in medical education. Participants will gain an overview of the kinds of research questions that can be pursued using qualitative methods and the use of focus groups for future research projects.

**Objectives:**
By the end of this programme, participants will be able to:
- Identify research questions best answered using qualitative methods
- Review, observe and critically assess the methodology for conducting focus groups
- Recognize pros and cons of using the focus group method as compared to other qualitative methods
- Consider using the focus group method for future research projects

**Target Audience:**
Educators in SingHealth and Duke-NUS, as well as healthcare professionals interested in learning more about qualitative research methods

**Faculty:**
- Prof Desiree Lie
- Asst Prof Sharon Sung

**Course Duration:**
½ Day

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**From Design to Publication: Qualitative Research Step by Step**

**Description:**
This Advanced workshop aims to equip qualitative researchers with the necessary skills to effectively utilize the data they have collected for a research question and formulate it into a manuscript.

**Pre-requisites:**
Preference will be given to applicants who have attended the introductory workshop “Qualitative Research Workshop - Why, When, How?”

**Objectives:**
By the end of this programme, participants will be able to:
- Write a focused research question and design an appropriate study
- Conduct an effective in-depth interview
- Critically appraise qualitative papers using COREQ criteria
- Construct the outline of a qualitative manuscript

**Target Audience:**
Qualitative researchers in SingHealth and Duke-NUS, as well as healthcare professionals interested in learning how to convert their data into a manuscript

**Faculty:**
- Prof Desiree Lie
- Asst Prof Sharon Sung

**Course Duration:**
½ Day
<table>
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<tr>
<th><strong>What Is The Best Instrument for My Research Outcomes?</strong></th>
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<tr>
<td><strong>Description:</strong></td>
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<tr>
<td>This Introductory workshop examines properties of survey instruments and will guide participants to select the best instrument for their research study. Participants who attend this workshop who wish to explore in-depth application of revalidation methods can then participate in the Advanced workshop “Validating an Instrument for My Research”.</td>
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<tr>
<td><strong>Objectives:</strong></td>
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<tr>
<td>By the end of this programme, participants will be able to:</td>
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<td>• Articulate criteria for selecting instruments for subjective (self-reported) outcomes</td>
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<td>• Critically appraise and select instruments</td>
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<td>• Understand the process of a systematic search and selection of instrument</td>
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<tr>
<td>• Review survey design principles</td>
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<tr>
<td><strong>Target Audience:</strong></td>
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<tr>
<td>Educators in SingHealth and Duke-NUS, as well as healthcare professionals interested in learning about the various research instruments, and which is best for their research outcomes</td>
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<tr>
<td><strong>Faculty:</strong></td>
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<tr>
<td>• Prof Desiree Lie</td>
</tr>
<tr>
<td>• Asst Prof Diane Carrol Tan Bautista</td>
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<tr>
<td>• Asst Prof Sharon Sung</td>
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<tr>
<td><strong>Course Duration:</strong></td>
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<td>½ Day</td>
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<table>
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<tr>
<th><strong>Validating an Instrument for My Research</strong></th>
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<tr>
<td><strong>Description:</strong></td>
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<tr>
<td>This Advanced workshop is targeted at researchers who need to consider validation of an existing instrument for their research.</td>
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<tr>
<td><strong>Pre-requisites:</strong></td>
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<tr>
<td>Applicants are expected to have attended the introductory workshop “What is the Best Instrument for my Research Outcomes?”</td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
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<tr>
<td>By the end of this programme, participants will be able to:</td>
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<tr>
<td>• Review core definitions on measurement properties of instruments (reliability, validity, responsiveness and interpretability)</td>
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<td>• Determine the level of validation needed for my instrument</td>
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<td>• Distinguish among methods of validation</td>
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<tr>
<td>• Apply cognitive debriefing and psychometric validation to an instrument</td>
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<tr>
<td><strong>Target Audience:</strong></td>
</tr>
<tr>
<td>Educators in SingHealth and Duke-NUS, as well as healthcare professionals interested in learning more about validating their instruments for research</td>
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<td><strong>Faculty:</strong></td>
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Educational Management and Leadership

**Becoming a Leader in Academic Medicine: Honing and Developing your Skills**

**Description:**
Academic Medicine will require leaders from all realms: research, education, and clinical. This workshop will assist participants define leadership in academia and understand themselves as leaders through the use of the MBTI (Myers-Briggs Type Indicator).

**Objectives:**
By the end of this programme, participants will be able to:
- Identify the characteristics of an Academic Leader
- Understand the structure and utility of the MBTI
- Gain insight into one’s preferences/natural inclinations and other’s experiences with your type
- Utilize newly acquired self-awareness to drive improved individual leadership
- Assist in driving toward the vision of Academic Medicine through enhancing individual leadership capacity

**Target Audience:**
Educators in SingHealth and Duke-NUS, as well as healthcare professionals who aspire to improve their leadership capacity

**Faculty:**
A/Prof Arpana R. Vidyarthi

**Course Duration:**
½ Day

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**Advancing Your Career as an Educator: Building Your Education Portfolio**

**Description:**
Recognizing the academic achievements and tracking of education contributions are important to the academic advancement of healthcare educators. This workshop will review the strategies for building an education portfolio. An education portfolio documents the educator’s educational contributions and teaching achievements, to support his academic career advancement.

**Objectives:**
By the end of this programme, participants will be able to:
- Describe the purpose of a portfolio and how the five faculty core competency domains are associated with it
- Identify achievements within each of the five domains, reinforced with appropriate data
- Start building a portfolio in at least one domain and identify documents and materials needed to support the portfolio
- Brainstorm with other participants on other possible supporting documents and materials that can help strengthen the portfolio

**Target Audience:**
Educators in SingHealth and Duke-NUS, as well as healthcare professionals interested to develop an education portfolio

**Faculty:**
- A/Prof Sandy Cook
- A/Prof Abhilash Balakrishnan
- Asst Prof Evelyn Wong

**Course Duration:**
½ Day

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-- End --