

NHG Health Professions Educators' Essentials - Singapore (HaPEE-SG)

Description

Singapore's healthcare system is recognised today as being one of the best in the world. Despite the coveted position, it continues to adapt to the changing healthcare environment and an ageing population to be accessible, affordable and a system of good quality- the triple aims of a sustainable healthcare enterprise. A critical element that drives Singapore's healthcare standards and achievement is its development of healthcare professionals and their education. NHG believes that well-equipped faculty for health professions education, to guide and train our health professions workforce remains an important success factor.

The Health Professions Educators' Essentials - Singapore (HaPEE-SG) programme is customised for current and up-and-coming health professions educators. It seeks to promote the development of clinicians as teachers, educators, and change-agents in a healthcare delivery system that values inter-professional approach to learning and patient care. Participants of HaPEE-SG will learn, develop and implement strategies to teach and facilitate learning at their workplaces, which in turn advances the work of the healthcare workforce for improvement of health of individuals and communities.

The two modules (of two-day duration each) are constructed around the themes necessary to support learning, inter-professional education, and provide both a scholarly approach and a practical approach to health professions education.

Duration

4 days, comprising Module 1 of 2 days and Module 2 of 2 days

Target Audience

Health professions educators and faculty, including doctors, nurses, allied health professionals and pharmacists

About the Organiser

Officially established on 19 July 2002, the National Healthcare Group (NHG) College plays an instrumental role in facilitating the continuous learning and development of our workforce, as well as, promoting systems improvement and driving leadership development in NHG. NHG College collaborates with renowned institutions and industry partners to build the pipeline and collective capacities of our leaders, educators, healthcare professionals and staff to support NHG in serving and managing the health of our patients and the population.

Learning Outcomes

At the end of the programme, participants will be able to:

1. Create networks of inter-professional teams: as teachers, learners, and care providers;
2. Understand the principles and theories underpinned curriculum design and describe the approaches to curriculum design;
3. Employ theories of learning and instructional strategies to support and engage learners in individual and team learning;
4. Appreciate inter-generational differences between teachers and learners and apply teaching strategies to engage a diverse group of learners to facilitate a positive learning atmosphere;
5. Understand the implications of the four learning styles (accommodating, diverging, converging, and assimilating) on curriculum design, and apply strategies to promote effective and reflective learning;
6. Appreciate the barriers, importance and principles of constructive feedback;
7. Utilise feedback models and actively providing effective feedback while facilitating reflective practice for formative learning;
8. Understand learners' learning challenges and advise on remedial actions;
9. Practice clinical teaching skills using micro-teaching exercises with an inter-professional focus;
10. Understand and develop strategies to assess workplace-based clinical competencies;
11. Apply the principles of assessment and evaluation in a systems approach to inter-professional education;
12. Use the Outcome Logic Model (or equivalent) to guide programme assessment and evaluation.

Programme Content

This programme comprises the following two modules:

Module 1: Teaching and Designing a Teaching Plan

Module 2: Assessment and Evaluation

Methodology

Adopting the 70:20:10 model, the development, implementation, and evaluation of projects or 'test of concept' are the core foundations for the course. The projects are the vehicles through which teaching and new learning will occur, and are intended to be approached in a scholarly manner.

Each module incorporates multiple learning formats, including large group presentations, interactive case discussions, small group brainstorming and problem-solving break-outs and journal clubs. The journal clubs are small group discussions of relevant papers that frame the discussion for the day's work, and should prompt shared 'take home' ideas and new questions. Micro-teaching exercises provide taped practice, self-review, and peer feedback of individual teaching methods and principles, and are built into each module. Most sessions have required readings and/or slides that are reproduced in the syllabus and made available in NHG e-learning management system.

This programme is thus designed to be an interactive learning experience for participants. Methodologies used will include:

1. Facilitate small group learning;
2. Group presentations;
3. Interactive exercises, e.g. discussions in small and large groups
4. Case scenarios;
5. Problem-based learning;
6. Reflective use of journals; and
7. Individual projects.

Each module will require pre-class assignments to be accomplished, which may include:

1. Pre-reading materials – lecture slides, journals and other articles
2. Other pre-class preparations – written assignments

Training Capacity

25 participants per run