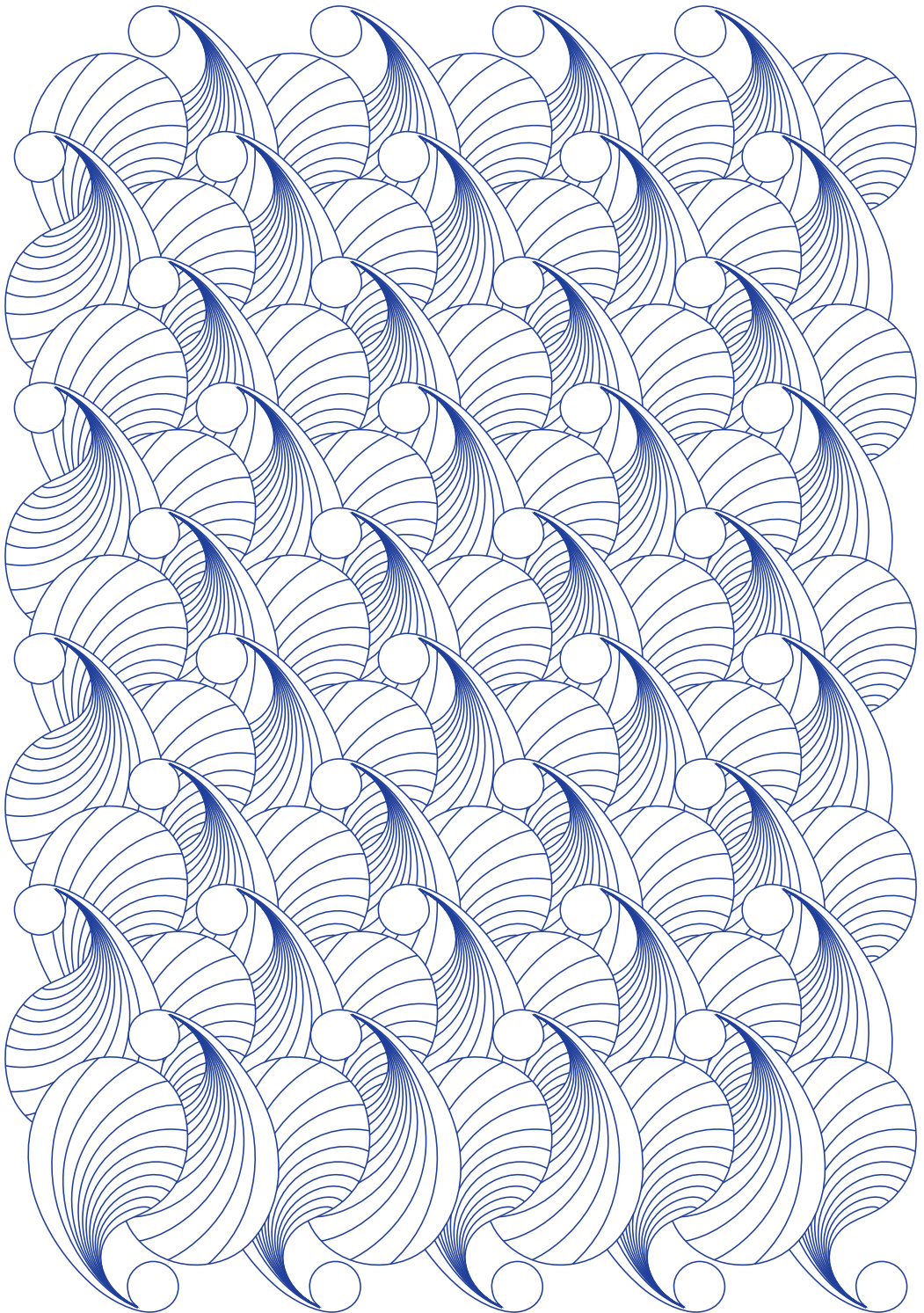


# HOMER'S ODYSSEY

HEALTH OUTCOMES & MEDICAL EDUCATION RESEARCH  
2011-2015



“  
Telemachus, you'll lack neither  
courage nor sense from this day on,  
not if your father's spirit courses through  
your veins – now there was a man,  
I'd say, in words and action both!

”  
**ATHENA**  
BOOK II

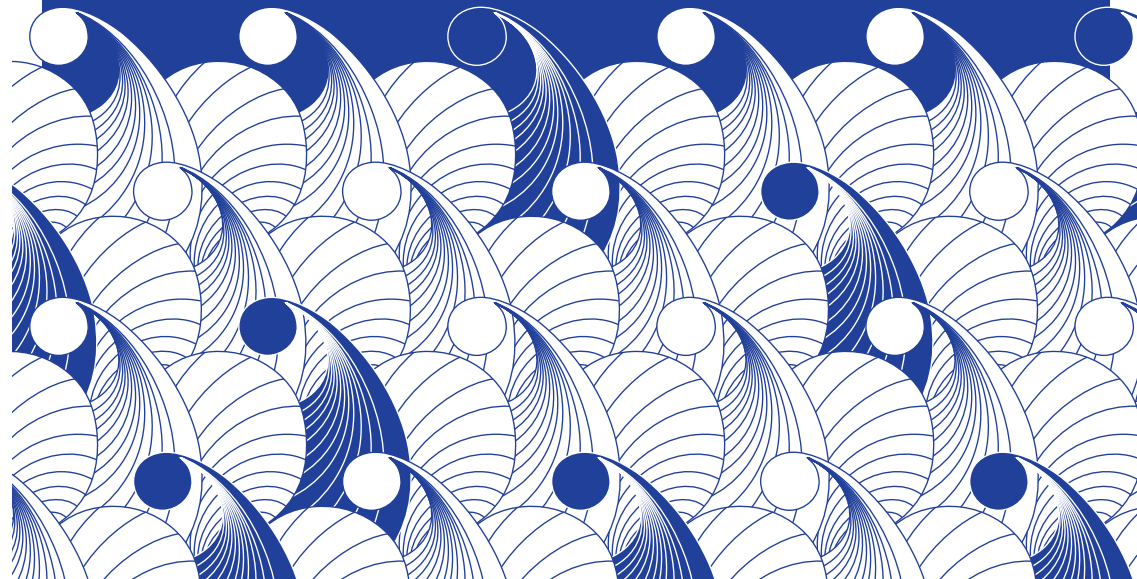


TABLE of  
CONTENTS

**HOMER'S ODYSSEY**  
HEALTH OUTCOMES & MEDICAL EDUCATION RESEARCH  
NHG-HOMER HALF-DECADE REPORT  
2011-2015



**BOOK I**  
**WHO WE ARE  
OUR GOALS  
& STRATEGIES**  
*page 2-13*



**BOOK II**  
**OUR ALLIES  
& THEIR STORIES**  
*page 14-37*



**BOOK III**  
**OUR TRIUMPHS  
in the LAST 5 YEARS**  
*page 38-53*



**EPILOGUE**  
*The CHALLENGES AHEAD  
& OUR STRATEGIES  
MOVING FORWARD*  
*page 54-56*



**CONTRIBUTORS &  
ACKNOWLEDGEMENTS**  
*page 57*

“  
Nevertheless I long –  
I pine, all my days – to travel home  
and see the dawn of my return.  
And if a god will wreck me yet  
again on the wine-dark sea,  
I can bear that too, with a spirit  
tempered to endure. Much have  
I suffered, laboured long and hard  
by now in the waves and wars.  
Add this to the total –  
bring the trial on!

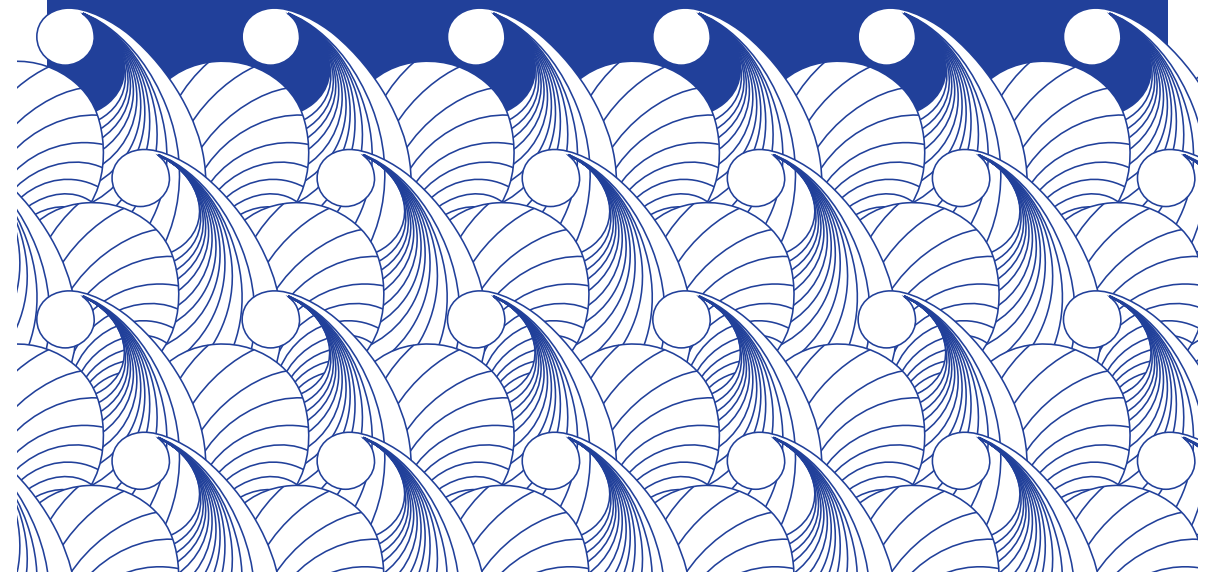
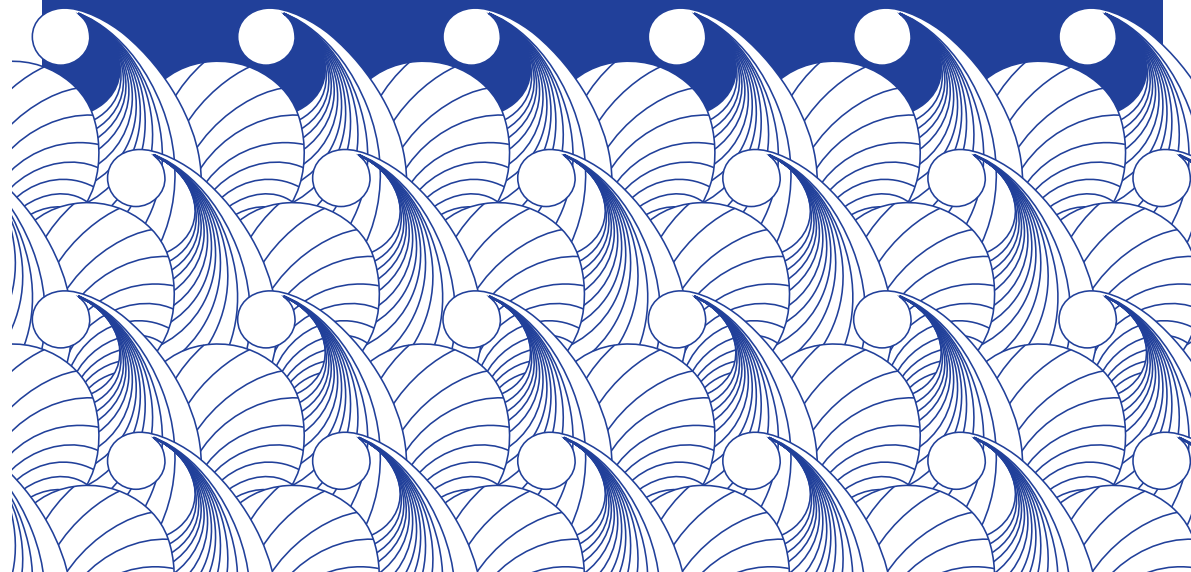
”  
**ODYSSEUS**  
BOOK V



BOOK I  
WHO WE ARE  
OUR GOALS  
& STRATEGIES

“  
*If it is* SOMETHING  
THAT YOU THINK ABOUT  
**EVEN IF THERE IS  
NO MONEY INVOLVED**  
*and it is*  
BUGGING YOU ENOUGH  
*to* KEEP YOU UP AT NIGHT,  
THEN **DEVELOP IT.**  
*If it is of* INTEREST TO YOU,  
**PURSUE IT!**

”  
**A/PROF WONG TECK YEE**  
FAMILY PHYSICIAN-SENIOR CONSULTANT,  
DEPARTMENT OF CONTINUING AND COMMUNITY CARE,  
TAN TOCK SENG HOSPITAL,  
ASSISTANT DEAN,  
LEE KONG CHIAN SCHOOL OF MEDICINE



ABOUT US

HOMER, which stands for Health Outcomes & Medical Education Research, is a unit within National Healthcare Group's Education Office.

NATIONAL HEALTHCARE GROUP (EDUCATION)

VISION

Inspiring Professionals, Imagining Tomorrow, re-Inventing Healthcare.

MISSION

We are responsible for improving the health of our patients and the community through the education of our present and future healthcare workforce, healthcare partners, patients and caregivers.

HOMER

VISION

Pushing the frontiers of Health Professions Education

MISSION

To inform and transform Health Professions Education by providing the strongest evidence for educational practices;

– and –

To build the research capacity of NHG's community of Health Professions Education practitioners by enabling clinical educators to conduct rigorous health professions education research, and providing avenues to communicate these findings.

PHILOSOPHY

Two fundamental assumptions undergird HOMER's operations.

FIRST

Health Professions Education (HPE) activities are embedded within and intricately intertwined with a surrounding institutional environment.

The institutional environment imposes a structure that affords and constrains the set of possible behaviours available for individuals. Therefore, it is necessary for HOMER to work collaboratively with relevant individuals in the HPE ecosystem, including clinicians, nurses, allied health professionals, medical students, healthcare administrators, and policy makers to effect change.

SECOND

The *raison d'être* of HPE is the betterment of health outcomes for the population.

HPE, therefore, should be conducted with health outcomes as an endpoint. HOMER conducts research that falls into Pasteur's Quadrant<sup>1</sup> or what is known as "use-inspired basic research"; research that improves fundamental understanding as well as solves practical problems.

HEALTH OUTCOMES, IMPLEMENTATION, & METHODOLOGICAL PLURALISM

The ability to draw a clear connection between a HPE initiative and patient outcomes is the holy grail of HPE research.

This connection, however, is extremely difficult to establish because the influence of education is often not instant, and patient outcomes depend on the system in which the patient is receiving care rather than the individual doctor alone. The other connection that requires attention is between knowledge derived from research and the translation to educational initiatives.

The complexity of the tasks of measurement and implementation will most likely require researchers to amalgamate and embrace the best methodological approaches from a variety of disciplines and epistemological origins. To contribute to the body of knowledge and move the field forward, it would also be necessary to anchor the research to a conceptual theoretical framework,<sup>2,3</sup> and to elevate the research purpose beyond description ("what was done") and justification ("did it work?") to clarification ("why or how did it work?").<sup>4</sup>

1 – Stokes DE. Pasteur's Quadrant. Washington, D.C.: Brookings Institution Press; 1997.

2 – Ringsted C, Hodges B, Scherpbier A. "The research compass": An introduction to research in medical education: AMEE Guide No. 56. Medical Teacher. 2011;33:695-709.

3 – Bordage G. Conceptual frameworks to illuminate and magnify. Medical Education. 2009;43(4):312-319.

4 – Cook DA, Bordage G, Schmidt HG. Description, justification and clarification:

A framework for classifying the purposes of research in medical education. Medical Education. 2008;42(2):128-133.



HOMER has grown from strength to strength since its inception in 2011, when the unit assumed the vital role of developing Health Professions Education (HPE) research in NHG. As one of the three key pillars of NHG, Education forms an essential part of the healthcare landscape, laying the foundation towards the facilitation of learning, and acquisition of knowledge that is paramount to the personal and professional growth of our healthcare providers. Having established itself as a focus of excellence in HPE research, recognised in both local and international communities, HOMER's educational research directives will continue to guide us in building the competencies of our core pool of talent. In providing this bridge to excellence, HOMER has aligned its work with NHG's vision of a vibrant Regional Healthcare System to meet the future needs of healthcare.



**PROF PHILLIP CHOO**  
GROUP CHIEF EXECUTIVE OFFICER,  
NATIONAL HEALTHCARE GROUP

HOMER plays a critical role in developing our voice in HPE, and was set up to help us understand the impact of the rapid progress in HPE research, and how we may harness this knowledge effectively in our learning, teaching, and delivering of patient care. From partnering healthcare professionals in our institutions, to engaging overseas researchers and colleagues in important discussions, HOMER provided the impetus for us to adapt to system changes and develop our own research in education. This allows us to be an active contributor to the HPE research of the future.



**A/PROF LIM TOCK HAN**  
DEPUTY GROUP CHIEF EXECUTIVE OFFICER  
(EDUCATION AND RESEARCH),  
GROUP CHIEF RESEARCH OFFICER,  
NATIONAL HEALTHCARE GROUP

HOMER was conceived when a few like-minded educators got together to ask questions about how they could make teaching and learning better in NHG. While these conversations seeded the creation of HOMER, leadership from A/Prof Lim Tock Han, Adj A/Prof Lim Wee Shiong, Ms Yvonne Ng and Mr Issac Lim served to grow and develop the team greatly. HOMER has since become the education research nidus in NHG stimulating interest, driving collaboration and developing greater capabilities. Nonetheless, the heart of HOMER's work still lies in answering these ground up questions about ideas that change practice.



**A/PROF NICHOLAS CHEW**  
GROUP CHIEF EDUCATION OFFICER,  
DESIGNATED INSTITUTIONAL OFFICIAL (DIO),  
NATIONAL HEALTHCARE GROUP

We are fortunate to be the first institution in Singapore to have a dedicated unit to look into HPE research. HOMER has developed a comprehensive set of competencies that provided a robust foundation for undertaking the challenge in pushing new frontiers in HPE, and we have seen good results in the culture HOMER was able to create in HPE research. As HOMER continues to contribute to institutional and national efforts in HPE through the harmonisation of research and practice, I believe that HOMER will make a huge impact in the field of HPE. This is in line with our mission of improving the health of our patients and the community through the education of our present and future healthcare workforce, healthcare partners, patients, and caregivers.



**MS YVONNE NG POH LING**  
SENIOR DIRECTOR,  
GROUP EDUCATION;  
EXECUTIVE DIRECTOR,  
NHG COLLEGE  
NATIONAL HEALTHCARE GROUP

It has been my immense privilege to walk along this amazing journey with HOMER from our conception and inception through to the forward projection. HOMER was born out of a deep conviction about the fundamental strategic importance of scholarship in developing HPE. Today, that conviction is being lived out in Pasteur's Quadrant use-inspired research that clarifies, illuminates and ultimately transforms the practice of HPE through collaborative efforts within the local and international community of practice.

When we started HOMER five years ago, we were determined that HOMER will operate in a way that keenly reflects the realities in HPE. We contended that teaching and learning activities would always be embedded in a complex and dynamic institutional environment with multiple, and often competing demands, and that the *raison d'être* of health professionals was for the betterment of health outcomes for the Singapore population. With these two fundamental ideas weaved into our DNA from inception, it was clear for us that the research at HOMER would not only have to push the frontiers of knowledge; it would also have to improve practices at the coalface. In other words, we sought to do research that falls into Pasteur's Quadrant. Balancing these sometimes competing priorities was difficult, but critical for us to remain relevant now and for the future.



**MR ISSAC LIM**  
HEAD,  
HOMER,  
NATIONAL HEALTHCARE GROUP



**ADJ A/PROF LIM WEE SHIONG**  
FACULTY ADVISOR,  
HOMER;  
SENIOR CONSULTANT,  
DEPARTMENT OF GERIATRIC MEDICINE,  
TAN TOCK SENG HOSPITAL



**DR KHOO HWEE SING**  
RESEARCH ANALYST  
BBA, MCOMM,  
PHD (MANAGEMENT & ORGANISATION)

Hwee Sing adopts a multi-disciplinary approach in her work, and believes it is essential to bridge research and practice for better sharing, integration, and application of knowledge. This motivates her to view research through different theoretical lenses, and incorporate phenomena into research for educational and practical applications. At HOMER, she is involved in projects related to the development and improvement of curriculum and clinical rotations in undergraduate and graduate medical education. This involves analysing data from all stakeholders in the healthcare process to provide valuable inputs for curriculum design, and for the improvement of the patient-doctor communication process.

Hwee Sing holds a PhD in Management and Organisation from the National University of Singapore, and brings to HOMER experience in conducting research on primary healthcare, leadership, as well as consulting on organisational change. She serves on the National Transplant Ethics Panel of Laypersons, and is a member of the NUH Bioethics Committee.



**DR CHARMINE KRISHNASAMY**  
SENIOR RESEARCH ANALYST  
BOT (HONS),  
PHD (OCCUPATIONAL THERAPY)

Charmaine enjoys conducting research on topics pertaining to the measurement of and improvement of patient, health and education outcomes. At HOMER, she is involved in various research projects with local clinicians and overseas academics, on research and evaluation projects pertaining to the teaching and learning environments of medical and allied health students and educators. Charmaine works on the development and improvement of assessment processes and tools, and conducts qualitative research to better understand the research interests, learning needs and feedback from students, clinicians and educators for the improvement of work and learning environments.

Charmaine has practised as an occupational therapist and taught and supervised undergraduate occupational therapy students in Singapore and Australia. She has also completed a series of research projects concerned with the occupations and community mobility needs of older persons in both countries, and standardisation of an aspect of a driver assessment tool. Charmaine's research interests are in clinicians' research capacity, students' learning environments and rehabilitation and outcomes research using both quantitative and qualitative methods.



**DR MARY LEE**  
SENIOR RESEARCH ANALYST  
BA, MA (ENGLISH LANGUAGE),  
PHD (COMMUNICATIONS)

Mary is a communication scholar who takes an interpretivist stance in her research. As a researcher in Health Professions Education (HPE), she has a special interest in investigating the role of communication in advancing or impeding interprofessional collaboration and learning. Consonant with healthcare professionals who endeavour to be collaborative in their work, Mary works to performing interdisciplinarity through her research and in the process, expanding her knowledge of qualitative research perspectives and methods. Her current projects include a phenomenological study on what doing leadership means for emerging leaders in healthcare settings and an analysis of the discourses occurring at interprofessional team meetings.

She values communication as a vehicle for change and reflexivity in one's research, and takes a critical culture perspective to communication practice and scholarship, drawing on the Culture-Centered Approach to communication as well as the work of the Frankfurt School thinkers, Michel Foucault and scholars in Critical Discourse Analysis. Her publications can be found in Public Relations Inquiry and Public Relations Review. She has taught public relations writing and theory at the Department of Communications & New Media, National University of Singapore.



**MR ISSAC LIM**

HEAD  
BBA (HONS), MSC (MANAGEMENT),  
MA (SOCIOLOGY), MS (MANAGEMENT  
SCIENCE & ENGINEERING)

Issac is a social scientist with training in education, organisational behaviour, and sociology. He established HOMER in 2011, which he has led since. He adopts an eclectic approach to research, frequently combining conceptual and methodological tools with diverse epistemologies to solve practical and theoretical puzzles.

His research seeks to answer the question of how healthcare institutions can prepare healthcare professionals to care for future populations, and straddles the fields of HPE, health services delivery, interprofessional teams, and workplace learning. To date, his research work has been showcased at numerous international conferences, in which he received several best poster and oral presentation awards. Additionally, he reviews for journals such as *BMC Nursing*, *Medical Education*, *Journal of Mixed Methods Research*, and *Journal of Interprofessional Care*.

He is a member of NHG's Interprofessional Leadership Programme's Working Committee and a board member of UK's Centre for the Advancement of Interprofessional Education. Previously, he completed graduate work at the National University of Singapore and Stanford University where he received the Stanford School of Engineering Fellowship. He is currently reading a Doctor of Philosophy at the University of Oxford, where he is a member of the Oxford Centre for Sociocultural and Activity Theory research group.



**ADJ A/PROF LIM WEE SHIONG**

FACULTY ADVISOR  
MBBS, MRCP (UK),  
MMED (INTERNAL MEDICINE),  
FAMS, MHPED

A/Prof Lim Wee Shiong is Senior Consultant in the Department of Geriatric Medicine, Tan Tock Seng Hospital. He is also Faculty Advisor for medical education research to HOMER; Adjunct A/Prof of Yong Loo Lin School of Medicine, National University of Singapore; Fellow of the American Geriatric Society; and Associate Fellow of the Association for Medical Education in Europe.

He is a teaching faculty of the Massachusetts General Hospital Institute of Health Professions as well as the Maastricht-Singapore Masters of Health Professions Education Programme.

He strives to conduct Pasteur's Quadrant research that balances rigour and relevance in his research interests in interprofessional teams and leadership; outcomes-based programme evaluation; evidence-based medicine; and mixed-methods research. A firm believer in asking questions to understand the complexity and richness of phenomena, A/Prof Lim takes on an eclectic approach to research underpinned in the philosophy that "the best method is the method which best answers the research question."



**MR LIM YONG HAO**

SENIOR RESEARCH ANALYST  
BSOCSC (PSYCHOLOGY),  
MSOCSC (PSYCHOLOGY)

Yong Hao adopts a pragmatic approach in his research on HPE. This renders a variety of research methods for answering different research questions, and for drawing out the practical implications of completed research projects. In HOMER, he is involved in research and evaluation projects related to undergraduate and graduate medical education. These projects include analysing assessment data collected by the various residency programmes to better understand residency training; developing faculty evaluation tools; and evaluating the impact of training programmes.

He completed his Master of Social Sciences (Psychology) with a concentration in Quantitative Methods at National University of Singapore. Prior to that, he worked on research and evaluation in health promotion as well as taught psychology undergraduates research methods and statistics. His research interests include evaluating statistical methods when data is suboptimal (e.g. non-normality, small sample sizes, missing data, etc); applying structural equation modelling; the feedback process in teaching and learning; educational assessments in HPE; and increasingly, interprofessional collaboration and education from different levels of analysis.



**MS ONG SIK YIN**

RESEARCH ANALYST  
BASC (FOOD SCIENCE & TECHNOLOGY),  
MNUTRDIET

Sik Yin is passionate about enhancing quality of patient care through improving the processes and outcomes of health care professionals' training. Her dual portfolio as researcher and clinician places her in a unique position to realise this commitment. Sik Yin recognises and values the complementarity between different research approaches to gain a better understanding of some of the challenging issues in the complex healthcare environment. Her educational research interests relate to professionalism of healthcare professionals and interprofessional collaborative practices. She has presented on educators' attitudes towards interprofessional education and collaborative practice at local and international medical conferences. Her other projects include investigating the formation of professional identities in medical students and allied health professional educators, and conducting a BEME systematic review on the influence of informal and hidden curriculum on the development of empathy in medical students.

She is also a senior dietitian with Tan Tock Seng Hospital. She was awarded the HMDP (Health Manpower Development Plan) in 2012 to undergo in-depth training in renal nutrition in Massachusetts, United States. She holds a Master of Nutrition and Dietetics from the Flinders University.



**MS ONG YU HAN**

RESEARCH ANALYST  
BSC (EDUCATION),  
MA (EDUCATION)

Yu Han's research interests are leadership in healthcare teams and collaborative healthcare practices, with a focus on complexity in shared leadership and team dynamics in interprofessional teams. In 2014, she developed and validated a shared leadership scale that assesses the level of shared leadership in interprofessional teams in non-acute settings. This contribution to research on team communication in clinical settings is recognised regionally and internationally. In 2015, she won two poster prizes for her presentation, *Validation of the clinical shared leadership scale for interprofessional team meetings in geriatrics care* – one at the Asia Pacific Medical Education Conference; and the other, at the International Conference on Faculty Development in the Health Professions.

Her other current research work includes team communication for collaborative decision making and evaluation of residency communication courses where she uses a range of methods in her research, from survey design to interviews and focus groups to draw out the various aspects of communication and learning in clinical contexts.

Before joining HOMER, Yu Han received her Master of Arts in Mathematics Education from the King's College London in the United Kingdom, where she was awarded an International Postgraduate Taught Scholarship.



**MS YVONNE YOCK**

RESEARCH ANALYST  
BA (PSYCHOLOGY),  
MA (ED PSY & QUANTITATIVE METHODS)

Yvonne is concerned with the evaluation aspects of HPE. She believes that researching assessment in HPE is important because the findings can inform residency programmes about best practices in teaching and learning. She seeks to provide the stakeholders in National Healthcare Group with the best evidence for identifying gaps and possible conceptual linkages using methods and techniques such as analytical statistics and systematic reviews. These efforts at continuous improvements help fine-tune training programmes as they occur, resulting in more engaged teaching and learning. Yvonne completed her Masters in Educational Psychology and Quantitative Methods from the State University of New York at Buffalo where she researched on education policies and issues.



*One critical divine intervention  
Odysseus received for his journey home  
was good wind conditions.  
Indeed, Aeolus, the keeper of winds  
bestowed him a bag of winds,  
out of which only the West Wind,  
Zephyros, would bring him  
and his crew back to his kingdom in Ithaca.  
All other winds in the bag  
would actually pull him farther  
from his kingdom in Ithaca.*

In HOMER,  
our West Wind is  
our core research areas:  
interprofessional education and  
collaborative practice,  
work-based learning and  
faculty development.  
They lead us to the frontiers  
of HPE and beyond; ultimately,  
to better patient care.

The modern developed world, and especially Singapore, is experiencing a massive change in healthcare. With our population ageing, people are also suffering more from chronic diseases than acute episodes of illness. This means that while people may be living longer, they also bear the burden of living with diseases that cannot be cured, only managed. Singapore is said to have one of the best healthcare systems in the world. However, NHG's Group CEO, Prof Philip Choo is more circumspect. To him, the current system is a 'failed system', because it is more about treating illnesses than promoting good health. A systemic change is needed – one that is patient-centric rather than facilities-centric; one that is integrated and involves different people working hand-in-hand with one another.

The ingredient in making this change work is what the World Health Organisation terms as **Interprofessional Education and Collaborative Practice (IPECP)**. The idea is for the different health professions to put away differences and work together to better patient care. HOMER has done much work in improving the understanding of interprofessional team communications and leadership. However, much more needs to be done.

Our understandings of important issues like assessing team competence, the complex interplay in teamwork and the organisational factors that affect collaborative practices are still nascent. Even less known is how we can translate and actualise our knowledge into education and collaboration that really works. We endeavour to grow scholarship and application in IPECP.

We also recognise the need for healthcare professionals to keep their skills and knowledge on par with the pace and scale of change. A large part of **learning happens through work and in the workplace**. While formal, structured training is still important, the impetus to harness learning in authentic work settings is becoming more urgent than ever. Correspondingly, we need to examine how our clinical teachers and faculty members teach and guide learning. We need to prepare clinical teachers and faculty members to take on expanded roles as educators and faculty developers.

We want to **develop educators**. Whether it is classroom learning or informal and **work-based learning**, we want to create and build a base of knowledge that is empirically grounded so that our educators and faculty developers' pedagogy is informed, and they grow professionally and personally in the best possible manner.

In short, our focus areas are grounded in current and future healthcare realities. They are our Zephyros, which we trust will steer us to the frontiers of health professions education, responsive patient care and a healthy population.



“  
How could I drive you  
from my ship?  
Come sail with us,  
we'll tend you at home,  
with all we can provide.

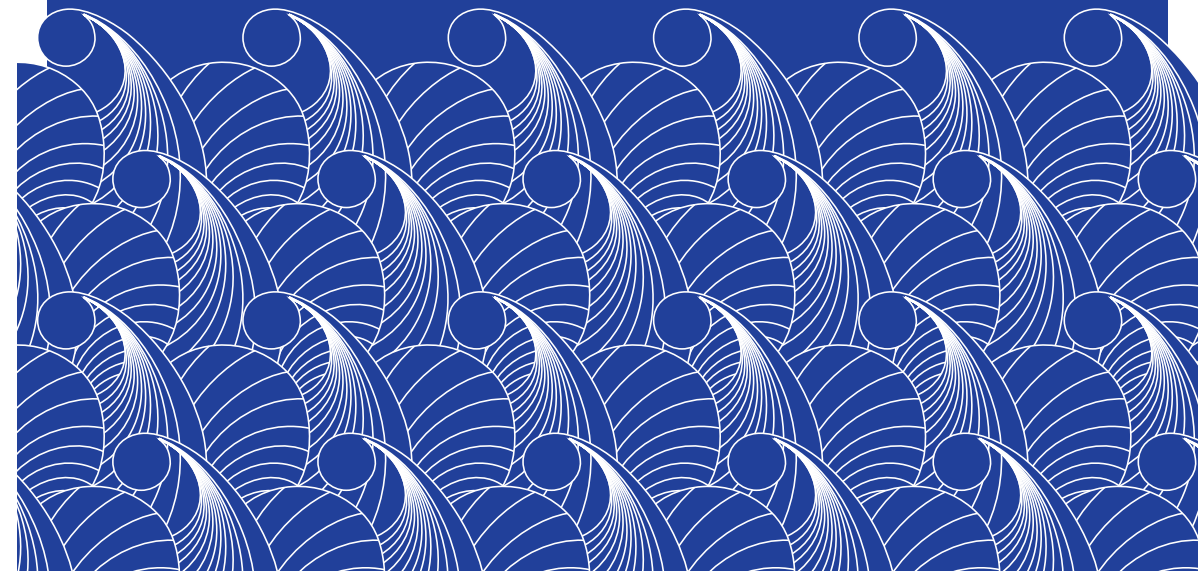
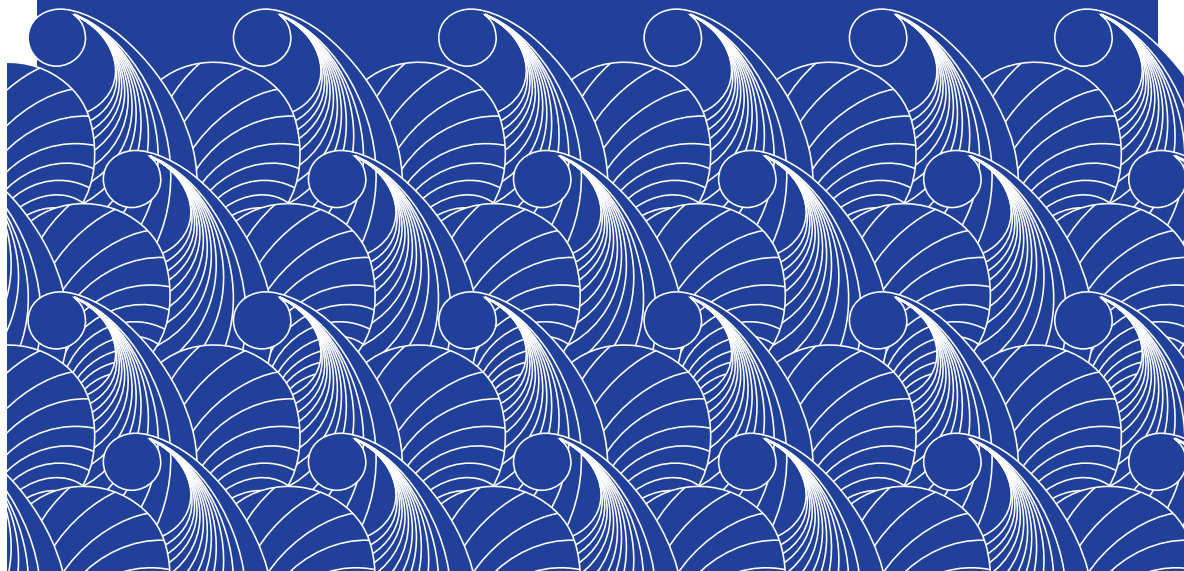
”  
**TELEMACHUS**  
BOOK XV



BOOK II  
OUR ALLIES  
& THEIR STORIES

“  
*When we started*  
In 2010, **WE WERE**  
**AGAINST ALL ODDS.**  
*But* BECAUSE  
OUR FACULTY *always*  
**POURED THEIR HEARTS**  
*into* EDUCATION,  
*we have*  
**OVERCOME THOSE**  
**DIFFICULTIES.**

”  
**ADJ A/PROF KOH NIEN YUE**  
SENIOR CONSULTANT,  
DEPARTMENT OF GENERAL MEDICINE,  
TAN TOCK SENG HOSPITAL;  
LEAD FOR MEDICINE,  
LEE KONG CHIAN SCHOOL OF MEDICINE





**ADJ A/PROF KOH NIEN YUE**  
SENIOR CONSULTANT,  
DEPARTMENT OF GENERAL MEDICINE,  
TAN TOCK SENG HOSPITAL;  
LEAD FOR MEDICINE,  
LEE KONG CHIAN SCHOOL OF MEDICINE

## UNDERSTANDING AS A KEY *to* **SUCCESSFUL COLLABORATION** *in* **HPE RESEARCH**

**A**djunct Associate Professor Koh Nien Yue has been playing an active role in shaping the education landscape since the beginning. She recalls that when residency programmes were established, education research was considered an anomaly amid clinical and biomedical research. Soon enough, people realised that it was necessary to have research behind education



“**Clinicians and researchers have to take some time to understand each other, and this does not occur overnight. We need to find common ground, understand each other’s working styles and be sensitive to needs.**”

initiatives in order to bring these initiatives forward. Said Adj A/Prof Koh, “Our residency programmes took off on a shaky start. When we began, we were not sure how the research arm and education arm can come together. We have evolved since. Over the years, there are more people presenting at the AMEE (The Association for Medical Education in Europe) annual conferences. Many projects started not just at the Programme Director (PD) or Faculty level, but also by Programme Coordinators (PC). This is a huge milestone given that education research was

never a consideration then. Now, everyone is also aware that there is HOMER.”

Adj A/Prof Koh explains that for collaborations to be fruitful, having a shared understanding must happen first: “Clinicians and researchers have to take some time to understand each other, and this does not occur overnight. We need to find common ground, understand each other’s working styles and be sensitive to needs.” HOMER’s engaging approach worked well to bridge gaps in understanding.

What helped tremendously, was having onboard Wee Shiong (Adj A/Prof Lim Wee Shiong, Faculty Advisor, HOMER), and Issac (Mr Issac Lim, Head, HOMER).

Adj A/Prof Koh also speaks of how HOMER researchers lend a fresh look at the clinical community’s data, projects and ideas. She recalls that with the Internal Medicine Residency Programme, HOMER’s visualisation of data collected on residents’ performances prompted Programme Directors and Programme Coordinators to scrutinise their data collection procedures and reduce redundancy. “HOMER’s representation of data enabled us to see how our residents have progressed annually. The comparisons in the data showed us straightaway whether we had achieved what we had set out to do.”

Adj A/Prof Koh says HOMER’s endeavour to keep the light on education should continue: “Teaching has always been part of the NHG culture, and research in education is a natural and necessary progression of our residency journey. When we started in 2010, we were against all odds. But because our faculty always poured their hearts into education, we have overcome those difficulties.”



**A/PROF NIGEL TAN**  
SENIOR CONSULTANT;  
ACADEMIC VICE-CHAIR (EDUCATION),  
NEUROSCIENCE ACADEMIC CLINIC PROGRAM;  
EDUCATION DIRECTOR,  
NATIONAL NEUROSCIENCE INSTITUTE (NNI);  
ASSISTANT DEAN FOR YEAR 3,  
LEE KONG CHIAN SCHOOL OF MEDICINE

## TRUST: THE BUILDING BLOCK *for* **RESEARCH COLLABORATIONS**

**T**o Associate Professor Nigel Tan, the key to high quality HPE research lies in fruitful collaborative partnerships. For those relationships to occur, there needs to be trust.

A/Prof Tan advises novice researchers looking for collaborative opportunities to seek out people they can trust. He explains, “Trust lays the foundation of collaboration. It is the glue that binds together every piece of the work process and relationship within the process.” Under trustful partnerships, researchers will find it easier to overcome obstacles and avoid misunderstandings.

His own collaborative efforts bear this out, even though he modestly attributes his success to luck when he recounts his foray into medical education research. His trustworthy investigative partner was A/Prof Kevin Tan, Senior Consultant at NNI. In 2006, their joint project resulted in an article published in the highly reputable Medical Education journal. The publication spurred the senior neurologists to strive for further excellence as they embarked on another project, *Team-based Learning in Undergraduate Neurology Education*. This second project led to even bigger wins: the Programme Innovation Award at the SingHealth Academy Duke-NUS Golden Apple Awards in 2012; and another journal article, this time, in BMC Medical Education.

A pioneer contributor to the establishment of HOMER in 2011, A/Prof Tan has watched it grow over the years, and gladly notes that the culture of collaboration is palpable in the research unit: “This culture of good things being done together has formed HOMER.” He has faith that it will continue to lead in HPE research.



**Here are A/Prof Tan’s seven principles to having successful collaborations (BEST-HPE):**

**PRINCIPLE 1**

A good **B**uddy is helpful.

**PRINCIPLE 2**

Trial and **E**rror.  
Pilot your study and don’t be afraid to fail.

**PRINCIPLE 3**

**S**tart with something small and build on it.

**PRINCIPLE 4**

Work with people you **T**rust.

**PRINCIPLE 5**

Don’t be afraid to ask. Be **H**umble to learn.

**PRINCIPLE 6**

**P**eople are very important.

**PRINCIPLE 7**

Go beyond your centre.  
Reach out to **E**xternal collaborators.



**A/PROF KEVIN TAN**  
SENIOR CONSULTANT;  
HEAD,  
OFFICE OF NEUROLOGICAL EDUCATION,  
DEPARTMENT OF NEUROLOGY,  
NATIONAL NEUROSCIENCE INSTITUTE

## BUILDING A HPE COMMUNITY of PRACTICE THROUGH HOMER

**H**OMER's influence on Associate Professor Kevin Tan's development as a researcher in medical education evolved from being a sounding board for research ideas to being an architect of a community of practice. In the early years, he would turn to HOMER whenever he needed to run his ideas by an expert third party. Each discussion left him with more than a handful of plausible solutions to the issues he had raised.



Over time and through multiple brainstorming sessions with different clinicians and budding education researchers, he noticed HOMER gradually seeding a Community Of Practice – a space where HPE researchers were nurtured and supported.

As time went on, HOMER's advisory role morphed into an incubatory one. Over time and through multiple brainstorming sessions with different clinicians and budding education researchers, he noticed HOMER seeding a Community of Practice (COP) – a space where HPE researchers were nurtured and supported. Being part of this COP is important to him in two ways. First, he now has his 'own gang' and was surrounded by equally passionate people who would excite, encourage and support one another in long research journeys. The motivation generated from this support group leads to a second pay-off: the publications and presentations of research projects.

And all that it took was for a couple of members in the COP to get their work published. Their success would trigger subsequent successes as other members begin to work on turning their ideas into proposals, research designs, data, discussions, and finally, recommendations and interventions. Researchers congregate to share and discuss their ideas throughout the community, and in the process foster mentor-mentee relationships. In other words, short-term wins within a COP generate multiple successes.

A/Prof Tan cites the HOMER Grant and HOMER Meeting as instrumental in HOMER's role as an architect of this community of practice. The grant increases the visibility of HPE researchers, an importance which surpasses the actual monetary value. "The HOMER Grant is not just about the money... The fact that someone is willing to fund a research shows that its value is being recognised... This is more powerful than the actual money itself." HOMER Meeting provides a platform for sharing about the research projects funded by HOMER Grant. Together, they lay the foundation for building a COP of HPE researchers which can be a valuable resource for budding educators.

A/Prof Tan envisions more clinicians becoming educators as education gets increasingly seen as an attractive career option. Traditionally, health professions educators enter education because of their passion. This meant having to dedicate time, effort and other resources for teaching in addition to one's clinical duties. A/Prof Tan explains how having a community of practice will change this. "We want to create an environment that will encourage younger clinicians to be educators as well." This environment should foster training in education theory, and encourage clinicians to acquire conceptual frameworks that can be applied in teaching and curriculum design.



**A/PROF THAM KUM YING**  
ASSISTANT CHAIRMAN MEDICAL BOARD (EDUCATION);  
SENIOR CONSULTANT,  
DEPARTMENT OF EMERGENCY MEDICINE,  
TAN TOCK SENG HOSPITAL;  
ASSISTANT DEAN FOR YEAR 5,  
LEE KONG CHIAN SCHOOL OF MEDICINE

## TRANSLATING RESEARCH FINDINGS into PRACTICAL SOLUTIONS

**F**or Associate Professor Tham Kum Ying, evaluating learning in terms of numbers tells only part of the story. "There is a need to search out the narratives and put the findings in the context where people learn and interact with one another. People's perceptions are socially situated and if we can factor this in, we would understand so much better the learning or issue at hand."

There was a need to set up a team with expertise in post-positivist and interpretivist research. Getting Issac (Mr Issac Lim, Head, HOMER) on board jump-started the formation of such a team, as did obtaining the endorsement of senior management such as A/Prof Lim Tock Han, Deputy Group CEO



"We need to be even more forward-looking. We are good at seeing current and immediate-future problems. For NHG to go forward, the (NHG) Education Group and HOMER should anticipate medium-to long-term problems at organisational and even cluster and system levels, and demonstrate how education and education research can produce recommendations that would prepare the whole cluster to deal with these issues. That would make for an exciting future."

(Education and Research). Wee Shiong (Adj A/Prof Lim Wee Shiong, Faculty Advisor, HOMER), with his expertise in quantitative research, penchant for qualitative research and practitioner's perspective, became the perfect faculty advisor for the team of social scientists. Today, that team, HOMER conducts quantitative and qualitative research on HPE across NHG, and its contributions are palpable.

"The initiative from HOMER that blew my mind and opened the eyes of management was the social network analysis that Issac did of the general medicine and general surgery ICUs. Those analyses revealed that doctors in the wards were spending more time with the computers than with the patients. That study gave the rest of NHG an understanding of what research and HOMER can do." Another eye-opening project was the study on student feedback at the Diagnostic Radiography Department. Led by Charmaine (Dr Charmaine Krishnasamy, Senior Research Analyst, HOMER) and Nasloon (Ms Nasloon Ali, former Research Analyst, HOMER), the study informed Diagnostic Radiography how it could conduct their training better. "The feedback from the students provided new understanding about how we were perceived. What started as a project about education became an endeavour about changing the culture."

Her advice is for HOMER "to be even more forward-looking. We are good at solving current and immediate-future problems. For NHG to go forward, the (NHG) Education Group and HOMER should anticipate medium- to long-term problems at organisational and even cluster and system levels, and demonstrate how education and education research can produce recommendations that would prepare the whole cluster to deal with these issues. That would make for an exciting future."





**ADJ A/PROF SIM KANG**  
SENIOR CONSULTANT,  
DEPARTMENT OF GENERAL PSYCHIATRY,  
INSTITUTE OF MENTAL HEALTH

## HOMER'S PERSONAL TOUCH *to* HEALTH PROFESSIONS EDUCATION RESEARCH

**A**djunct Associate Professor Sim Kang has been HOMER's collaborator since 2010. Recalling his first encounter with HOMER, he talked about how its outreach efforts to the various healthcare professionals helped many colleagues to kick-start their own HPE research projects. Today, he notes how HOMER has grown not only in size, but also in prominence as its work is shared over different podiums. To him, "HOMER has really projected to the learning community in NHG the importance of education research. People are becoming more aware of HOMER and also the work done to support the learners and the community."



HOMER can add value by creating communities of practice in HPE research and hence, increase the personal touch in NHG's education and research endeavours.

Adj A/Prof Sim Kang is well acquainted with HOMER activities. He attends HOMER Meetings, reviews grant applications, and has several colleagues at IMH who have been awarded

the HOMER Grant. "There is wholesomeness in the approach that HOMER is taking, which should be encouraged. In the process of applying for the HOMER Grant, there is a lot of homework to be done, such as the review of literature. That is one opportunity for growth. In the process of setting up the study, arrangements have to be made within and across teams. Investigators also have to manage their projects within a time frame.

When the study is completed, researchers have to manage the data and disseminate information. There is growth in knowledge, interpersonal and collaborative relationships."

When asked to project trends in HPE research, Adj A/Prof Sim Kang spoke of technological advances in education but cautioned educators not to neglect understanding the specific needs of learners. When the pedagogy resonates with learners, they become more engaged with the learning process. The faculty should always "motivate, mentor and evaluate" their students in ways that strengthen teacher-student relationships. It is a learning journey for both parties and HOMER can add value by creating communities of practice in HPE research and hence, increase the personal touch in NHG's education and research endeavours. During the process, Adj A/Prof Sim Kang reminds us to have fun, "If we enjoy what we do, we will do better and want to do more. We must not forget that it can be fun working together."



**A/PROF WONG TECK YEE**  
FAMILY PHYSICIAN- SENIOR CONSULTANT,  
DEPARTMENT OF CONTINUING AND COMMUNITY CARE,  
TAN TOCK SENG HOSPITAL;  
ASSISTANT DEAN,  
LEE KONG CHIAN SCHOOL OF MEDICINE

## LETTING INTEREST LEAD ONE *into* EDUCATION RESEARCH

**A**ssociate Professor Wong Teck Yee is constantly looking for ways to foster innovations in HPE. At the same time, he sees clinicians struggling to pursue their research interests. "In our clinical environment, we are practitioners first and researchers second. Having a unit like HOMER is important. HOMER provides the scaffold we need to pursue our research interests amid our core clinical responsibilities."

But how does one know which interest to pursue? He offers a tip: "If it is something that you think about even if there is no money involved and it is bugging you enough to keep you up at night, then develop it. If it is of interest to you, pursue it!"

A HOMER Grant awardee, A/Prof Wong also helps HOMER review proposals from other clinicians. He urges "young researchers to take advantage of this resource (HOMER Grant). My grant might have been a few thousand dollars but it was enough for me to get materials and employ somebody to do the data entry. This is extremely crucial for a new researcher to pave his way into doing more research. The HPE research field is very competitive. But entering it sets you up for future work and you learn from the experience."



### A/Prof Wong's advice for clinicians venturing into medical education research:

#### YOUR IDEA IS KEY - GO AFTER WHAT INTERESTS YOU

If you are doing a particular type of research because you think it is a soup of the day and everybody is doing it, then it is not going to work.

#### REMINDE YOURSELF THAT YOU WILL BE DEDICATING TIME TO IT

At a certain time in your career, you need to decide where you want to place your energy. The research you do has to be worth the investment of your time and energy.

#### WHEN YOU LOSE PASSION, DON'T FEAR

You may start out extremely passionate. Along the way you may lose steam. That's when you have to realise that your research may serve as a springboard to something else.

#### MANAGE EXPECTATIONS

You may want to go into something and do a complete overhaul. But always manage your own expectations. What you are intending to do for the study and who you are going to approach will align your expectations.



**ADJ ASST PROF MERVYN KOH**  
HEAD, SENIOR CONSULTANT,  
DEPARTMENT OF PALLIATIVE MEDICINE,  
TAN TOCK SENG HOSPITAL

## MENTORING JUNIOR DOCTORS and CONTRIBUTING to HPE RESEARCH with HOMER

**B**urnout and psychological morbidity can reduce job satisfaction, psychological and physical well-being, all of which in turn, may compromise patient care. These findings were published in *Palliative Medicine* (2015) after Adjunct Assistant Professor Mervyn Koh and Dr Allyn Hum, decided to study the prevalence of burnout and psychological morbidity in the palliative care community in Singapore.

They concluded their paper with a call for better support in the home hospice care fraternity in terms of greater staffing, institutional or ministry support.

Their research was awarded the HOMER Grant in 2013. Adj Asst Prof Koh explained how the grant “helped us pay for the licensing of the Maslach Burnout Inventory upon which the study was developed. The grant also paid for the statistician’s time and effort. Every cent of it helped to pay for the things that we needed.”

HPE research is so important to Adj Asst Prof Koh that he dedicates a portion of his busy schedule to guide junior practitioners in HPE research. For instance, he worked with Dr Janine Kee (Associate Consultant, Psychological Medicine), and HOMER to identify lapses in communication skills among junior doctors.

“Janine strongly believed in teaching good communication skills and took the initiative to do most of the work herself. My role as a mentor was to encourage her when we met with difficulties. In addition, I linked her up with HOMER and together, we fine-tuned the project. It was a really good collaboration between us, Issac (Mr Issac Lim, Head, HOMER) and Hwee Sing (Dr Khoo Hwee Sing, Research Analyst, HOMER).” The preliminary results of the study were presented at the 13th Asia Pacific Medical Education Conference in 2016.



### The investigators found that:

Married practitioners and those who attached spiritual meaning to their work were at lower risk of burnout.

Those working in home hospice care were at higher risk of psychological morbidity compared to their colleagues working in acute care or inpatient care settings.

In whichever setting, working beyond 60 hours per week caused significantly higher risk of burnout and psychological morbidity.

Practitioners who adopted a combination of strategies were shown to cope better with the psychological stress from caring for seriously ill patients.



**DR LIM WEN PHEI**  
ASSOCIATE CONSULTANT,  
DEPARTMENT OF PSYCHOLOGICAL MEDICINE,  
TAN TOCK SENG HOSPITAL

## HOMER as a RESOURCE for YOUNG MEDICAL EDUCATION RESEARCHERS

**I**n 2013, Dr Lim Wen Phei got to work with HOMER when she embarked on her first medical education research project, *The doctor as a psychotherapist: The impact of psychotherapy in psychiatry residency*. In her study, she found that the introduction of psychodynamic psychotherapy and cognitive behavioural therapy enhanced the knowledge, skills and attitudes of third year psychiatry residents. She rounded off her data collection and analysis with presentations to the hospital’s psychiatry programme directors, the psychotherapy network at National University Hospital and the Association for Medical Education in Europe Conference in 2014 to positive reception. Encouraged by the outcome of her first study, Dr Lim proceeded with the second and third phases of the project where she investigated the longitudinal changes in skills, knowledge and attitudes of practitioners who underwent psychotherapy training.

She made these first steps into HPE research when her mentor, Associate Professor Nicholas Chew

(Designated Institutional Official, NHG) urged her to develop the question that was playing in her mind, into an insightful project and introduced her to Yong Hao (Mr Lim Yong Hao, Senior Research Analyst, HOMER), who has been instrumental in the success of the project.

While it is tempting to take the easy way out and get HOMER research analysts to handle the mundane aspects of a research project, Dr Lim advises clinicians against doing so. “It would be naive for clinicians to think that they can relegate the HOMER team to simply take care of the numbers. If you want the working relationship to be productive, there has to be transference of learning within your partnership.”

The success of her first medical education research project has led to new ideas such as the development of a new mentorship model for residents and medical students. She advocates that all young medical educators take on education research, for research both stimulates reflections on pedagogy, and enhances the learning process for their personal development.



### As a relatively seasoned researcher now, her advice is for young medical educators to make good use of two HOMER initiatives:

HOMER Grant – for providing the means to resources like journals and research assistants to support new research ideas.

HOMER Meetings – for serving as a convivial platform for clinicians of different backgrounds but similar interests to come together and exchange project and research ideas.



**MS HEIDI TAN**

SENIOR PRINCIPAL OCCUPATIONAL THERAPIST,  
DEPARTMENT OF OCCUPATIONAL THERAPY;  
EDUCATION ASSISTANT DIRECTOR (ALLIED HEALTH SERVICES),  
DIVISION OF ALLIED HEALTH SERVICES & PHARMACY;  
CLINICAL EDUCATOR LEAD (THERAPY),  
PRE-PROFESSIONAL EDUCATION OFFICE,  
TAN TOCK SENG HOSPITAL

## ENCOURAGING ALLIED HEALTH PROFESSIONALS to do HPE RESEARCH

**M**s Heidi Tan believes that her personal goal of building a strong team of Allied Health Professional Educators (AHPEs) would contribute to the hospital's goal of becoming the hospital of choice in Singapore. In 2013, the TTSH Education Lead (AHS) initiated the Allied Health Education Taskforce (AHET) to facilitate the planning of learning and educator development activities for allied health students and professionals. Since then, teaching and assessment activities have become the two most prominent concentrations of the taskforce's efforts in developing the hospital's AHPEs.



I see Charmaine as our bridge to HOMER's resources and expertise. Her presence in the taskforce has reduced the level of inertia for AHPEs to venture into education research as they know where or whom to turn to immediately should they require assistance in designing research studies and analysing research data.



Ms Tan now has plans to encourage more AHPEs to take on HPE research in spite of being cognisant of the educators' apprehension to grapple with complex education pedagogies and theories. She cites Entrustable Professional Activities (EPAs) as an example. Supervisors in clinical settings want to know accurately, the type and size of tasks they should entrust their trainees with once they think they have acquired a sufficient level of competence. "However, the process of translating competencies into practice is very complex for us. We need materials that we can read easily and understand quickly," explains Ms Tan.

To expose AHET members to HPE, she invited Charmaine (Dr Charmaine Krishnasamy, Senior Research Analyst, HOMER) to participate in AHET meetings. "When we discuss EPAs, Charmaine would pass us easy-to-read articles on EPAs. I see Charmaine as our bridge to HOMER's resources and expertise. Her presence in the taskforce has reduced the level of inertia for AHPEs to venture into education research as they know where or whom to turn to immediately should they require assistance in designing research studies and analysing research data."

Charmaine is now a regular at AHET meetings and is often involved in brainstorming potential research ideas with the AHPEs. To Ms Tan, "Collectively conceptualising research ideas is the first step to producing quality education research work and growing the body of knowledge in HPE research."



**MS CHEN WEI TING**

SENIOR NURSE CLINICIAN,  
ADVANCED PRACTICE NURSE (PALLIATIVE CARE),  
TAN TOCK SENG HOSPITAL

## EMBARKING on QUALITATIVE RESEARCH for REWARDING DISCOVERIES

**G**irthed with a HOMER Grant, Ms Chen Wei Ting, embarked on a project that was premised on the idea that discharge planning for terminally ill patients was a stressful period not only for patients, but also for doctors and nurses. She wanted to learn more about the views of health professionals, and the gaps in education in dealing with terminal discharge. She described her experience with that project as extremely encouraging. First of all, her participants were forthcoming and warm. Secondly and perhaps



The trends are changing. We always used to employ pre/post type of methodologies. Over time, however, I realise that there are more productive methods and that pre/post methodologies might not reveal the complete information I want to know.



most importantly, unexpected findings emerged from the research. "We tried to put aside pre-conceived notions on what was happening. That helped us to find unexpected things. For example, we always thought that a checklist was important but participants talked about how during a rush (to get things done), it didn't really help." She also had the opportunity to present her findings at an oral presentation of the 11th Asia Pacific Hospice Conference 2015 in Taiwan and generated great interest amongst the conference participants.

The investigation also provided Ms Chen a chance to learn computer-assisted qualitative data analysis. And she was grateful to have HOMER's help in setting up that opportunity for her. HOMER helped with finding the appropriate software for her to do analysis. The HOMER Grant enabled her to hire research assistants, who were necessary for time-pressed clinicians.

Ms Chen notes that education research in nursing is changing. Awareness of HPE research is increasing and its initiatives are leading nursing research. "The trends are changing. We always used to employ pre/post type of methodologies. Over time, however, I realised that there are more productive methods and that pre/post methodologies might not reveal the complete information that I want to know."





**DR SANDRA KEMP**  
ASSISTANT DEAN FOR COURSE EVALUATION,  
LEE KONG CHIAN SCHOOL OF MEDICINE

## GROWING HPE RESEARCH with INNOVATIVE RESEARCH METHODS

**D**r Sandra Kemp was another partner who got to know HOMER at one of its HOMER meetings. This acquaintance soon developed into a collaboration when Nanyang Technological University announced a grant call for research related to enhancing teaching and learning.

LKCmedicine thought that a project to study the university's first cohort of medical students'



“

As expertise grows, different qualitative research methods for data gathering and analysis will become more common. These methods provide us with different ways of looking at a problem and different ways of trying to understand it.

”

transition from classroom-based learning to learning mainly in clinical settings would be valuable. “We also thought this project would be an excellent opportunity to collaborate with HOMER. So, we prepared a joint application between LKC-Medicine, Tan Tock Seng Hospital, and HOMER.” “This joint project is a complex research project. Part of the complexity comes from using different

research methods such as photo elicitation and social network analysis. That is why it is great to be working with HOMER. HOMER's skillset complemented our skills and experience. We learnt from one another, exchanging ideas and perspectives. Our combined expertise was pivotal to the success of this project,” she adds.

In the photo elicitation component of the project, the student-participants became co-researchers as they recorded their experiences as the first cohort of medical undergraduates at LKCmedicine. Photography as a research modality allowed the students to express what they could not describe in words alone. HOMER also helped with the social network analysis of the students' interactions to reveal the types of interpersonal relationships students experience in their learning journey and how these support their adjustment to learning in clinical settings. The situational information provided a broader understanding of what the students are experiencing in transition.

To Dr Kemp, pooling together diverse expertise when doing research is key for HPE research. “As expertise grows, different qualitative research methods for data gathering and analysis will become more common. These methods provide us with different ways of looking at a problem and different ways of trying to understand it. I hope people will see that collaborative research using qualitative research methods has its own value which is different from research methods commonly used in biomedical research. Research in HPE using qualitative research methods is growing and, I believe, will continue to grow.”



**DR XIE HUITING**  
NURSE EDUCATOR,  
DEPARTMENT OF NURSING,  
INSTITUTE OF MENTAL HEALTH

## HOMER GRANT as A KICKSTARTER for HPE RESEARCH

**I**n 2008, 25 year-old Dr Xie Huiting became the youngest nurse in Singapore to pursue a Ph.D. Back then, she had aspired to conduct evidence-based research in her discipline, as well as mentor novice researchers. Today, with three HOMER Grants under her belt, the nurse educator at the Institute of Mental Health (IMH) has fulfilled that aspiration, and is recognised as a role model for HPE research among clinicians at IMH. Like many clinicians in NHG, she got to know of HOMER at one of the HOMER Meetings. The symposium sparked her desire to produce research within the purview of HOMER Grant. She applied for the grant the next chance she got and had not looked back since. For the first application led to the first partnership and that partnership led to the second application, etc. All of which resulted in a series of successful studies and outcomes.

Dr Xie is grateful for the much needed seed money that the grant provides. Without it, a research endeavour could be stalled or even aborted. The money is instrumental in keeping many clinicians motivated about doing research. “Thanks to HOMER Grant, what might have taken me years to do, can now be done in a couple of months. In fact right now, we just submitted a report to Joanna Briggs Institute; which means we have gone through the entire system and finished the review process. The grant helped us to get the final report out!”



“

...with HOMER's support, the synergy between our nursing and educator roles comes closer to fruition. As educators, we should always ask ourselves, ‘How sure are we that what we are teaching is based on the best evidence?’

”

Dr Xie believes that HOMER is a resource a budding research community should have. “Having a team like HOMER is very helpful. Just knowing that there is somebody there to support us is a very important source of encouragement for people like me.” Like other committed educators, she appreciates the importance of taking a step back from their usual educational practices in order to innovate, integrate and improve. However, with her current clinical workload, reflection becomes almost a luxury. “However, with HOMER's support, the synergy between our nursing and educator roles comes closer to fruition. As educators, we should always ask ourselves, ‘How sure are we that what we are teaching is based on the best evidence?’”



**DR RAYMOND NG**  
CONSULTANT,  
DEPARTMENT OF PALLIATIVE MEDICINE,  
TAN TOCK SENG HOSPITAL

## MOTIVATING ADVANCE CARE PLANNING RESEARCH *through* HOMER GRANT

**D**r Raymond Ng and his team won a HOMER Grant in 2015 for their proposal on explicating the role of Advance Care Planning (ACP) Facilitators. Their project ties in nicely with two themes stipulated in the Grant: Professional Identity Formation and Inter-Professional Collaboration and Education. Dr Ng explains that ACP is the “process of planning for your future health and personal care. It includes discussing one’s personal beliefs and goals for care with loved ones and healthcare providers.” Professionals from different vocations are involved in ACP facilitation and people of different professional vocations are likewise grouped together in role play



Dr Ng says that the grant is a demonstration that people are the most valuable agents of change and worth developing. He believes there will be a direct and positive impact on patient care.

training. The funding would give research in ACP facilitation a boost and consequently, bring about increased collaboration among different healthcare disciplines and professions.

Clarifying the role of the ACP facilitator is what spurred Dr Ng and his team to apply for HOMER Grant. The facilitator for ACP can be a doctor, nurse or a social worker. To Dr Ng, the role potentially belongs to every healthcare professional. Research was necessary to explore all possible facets of the role, as well as the barriers to ACP facilitation. The team would speak with practitioners from the various fields in healthcare to find out how to enhance the professional identity of ACP facilitators.

He believes that HOMER Grant plays a crucial role in getting HPE research off the ground. “I think that while people are interested in teaching, they don’t take education seriously enough to want to do research in it. The HOMER Grant may not be a huge sum. Nonetheless, it is enough to get new researchers in HPE started. I find this very encouraging.” He said that the grant is a demonstration that people are the most valuable agents of change and worth developing. He believes there will be a direct and positive impact on patient care.



**MR CHONG CHUN MENG**  
SENIOR RADIOGRAPHER,  
DEPARTMENT OF DIAGNOSTIC RADIOLOGY;  
CLINICAL EDUCATOR LEAD (DR/RT)  
PRE-PROFESSIONAL EDUCATION OFFICE,  
TAN TOCK SENG HOSPITAL

## ALIGNING TEACHER-STUDENT EXPECTATIONS *through* RESEARCH

**U**pon the advice of Associate Professor Tham Kum Ying (Assistant Chairman of the Medical Board (Education), TTSH), Mr Chong Chun Meng, approached the HOMER team for an assessment of the placements at the Radiography Department which had been facing falling feedback scores from students. Issac (Mr Issac Lim, Head, HOMER), Nasloon (Ms Nasloon Ali, former Research Analyst, HOMER) and Charmaine (Dr Charmaine Krishnasamy, Senior Research Analyst, HOMER) got on board and they were superb. We ended up with spin-offs from the study, garnering us good publicity,” says Mr Chong. He had thought that the radiographers didn’t know what to teach but



With the findings, Mr Chong and his fellow radiographers worked on improving their communication with the students. They crafted faculty development sessions, a six-part series during lunch time, and learnt to articulate their teaching in a more explicit and accountable manner.

the problem was actually a misalignment between students and preceptors. The radiographers wanted to teach skills which they deemed as valuable but the students were not ready to receive such training. With the findings, Mr Chong and his fellow radiographers worked on improving their communication with the students. They crafted faculty development sessions, a six-part series during lunch time, and learnt to articulate their teaching in a more explicit and accountable manner.

The research team also spoke to the teachers and the directors of the school for other improvements. The project was presented at the Singapore Health & Biomedical Congress 2015 and 12th Asia Pacific Medical Education Conference 2015. “Colleagues, radiographers from other hospitals saw our posters and approached me thereafter. They extracted the findings to shape practice on their side. I am glad that whatever we have done is helping,” Mr Chong says.

Mr Chong is grateful for HOMER’s involvement in education research. He finds the accessibility, the knowledge and expertise available have allowed for a seamless collaboration. “I’m very proud of the fact that we have HOMER. When I mention my work with HOMER, people are impressed that HOMER is not a research unit that is only accessible to medical doctors, but one that collaborates with all professional groups including nursing and allied health professionals.”



**MS LAW HWA LIN**  
PRINCIPAL PHARMACIST (CLINICAL),  
DEPARTMENT OF PHARMACY;  
EDUCATION ASSISTANT DIRECTOR (PHARMACY),  
DIVISION OF ALLIED HEALTH SERVICES & PHARMACY;  
CLINICAL EDUCATOR LEAD (PHARMACY),  
PRE-PROFESSIONAL EDUCATION OFFICE,  
TAN TOCK SENG HOSPITAL

## USING RESEARCH *to* ELUCIDATE STUDENT EVALUATIONS *and* EDUCATOR RATINGS

**M**s Law Hwa Lin had been observing HOMER research analysts interacting with other departments in allied health and radiography for a while. Each time she learnt about a HOMER collaboration with other health professions, she would wonder how the pharmacy professional group could work with HOMER too. The chance finally came when the NHG Education Development Office's Pre-Professional Education team introduced her to HOMER.

Ms Law and her team were interested in deciphering NUS pharmacy student evaluations, and to understand how to improve their educator ratings.



“  
Now, I don't take results literally.  
Instead, I'd think about  
why the results have occurred.  
”

The calibre of pharmacy educators was good, but the educators needed to prepare for what to expect before their rotations began. Together with HOMER, Ms Law and her team addressed the issue by having clinician educators articulate and explain their expectations and lesson objectives to their students during orientation. Students were also surveyed pre, mid, and at the end of postings to allow the department to capture and address student preferences and concerns earlier. As it turned out, students indicated that they preferred certain rotational structures over others.

The results of the project have since been presented at the 13th Asia Pacific Medical Education Conference in 2016.

That foray into research led Ms Law not to accept figures at face value. “Now, I don't take results literally. Instead, I'd think about why the results have occurred. I also try and see what other institutions are doing.”

For Ms Law, every clinician ought also be an educator. “We need more committed and competent preceptors especially with the introduction of the pharmacy residency programme, and postgraduate education.”



**DR ALVIN LUM**  
FAMILY PHYSICIAN AND GP,  
SHENTON FAMILY MEDICAL CLINIC;  
DEPUTY DIRECTOR,  
MENTAL HEALTH – GP PARTNERSHIP PROGRAMME AND RESIDENT PHYSICIAN,  
INSTITUTE OF MENTAL HEALTH

## BRIDGING PRIMARY *and* TERTIARY CARE *with* HPE RESEARCH

**D**r Alvin Lum has always been interested in education, believing that senior clinicians should impart the good that they have learnt to junior staff. This motivation for paying things forward through education and research stems from the beneficiaries he has had in his development as a doctor. “I was blessed with good mentors, motivated by their dedication and treasure their guidance. Hence, I believe that we should do likewise.”

Today, he is a model educator himself, having won the 2015 NHG Teaching Excellence Awards. He hopes that the award will “encourage more family physicians to be involved in Health Professions Education (HPE).” Dr Lum is on the teaching faculty of Graduate Diploma Mental Health and a tutor at the Yong Loo Lin School of Medicine in National University of Singapore.

His interest in HPE as well as his passion in research led him to design a research study, *The General Practitioner (GP) partnership programme – A model of successful interprofessional collaboration and possible lessons for interprofessional education.*

He and his collaborators wanted to evaluate if the successes of interprofessional collaboration in the GP-Partnership Programme could be used to develop a new interprofessional education (IPE) training programme, or to enhance current training programmes with the inclusion of IPE modules. The team applied and won a Homer Grant in 2013. The funding got them started on their research, which resulted in the identification of some components that contributed to interprofessional collaboration as well as the creation of possibilities for IPE in existing education programmes. They were recognised for their efforts. A team member won a Bronze Award in the 2014 Singapore Biomedical & Health Congress category for HPE research investigators. In the following year, their abstract was shortlisted for Best Abstract for Poster Presentation at the 12th Asia Pacific Medical Education Conference as well as the 3rd International Conference on Faculty Development in the Health Professions.

Success inspires further effort and the team went on to apply for a second HOMER Grant in 2015. They got the funding and embarked on



a second project *Evaluation of a structured GP training program: Possible lessons on how multi-dimensional training can impact training effectiveness.* The focus in this study was on the effectiveness of a structured GP training programme. The team wanted to examine GPs' perception of the components in a multi-dimensional training approach with a view to improving training programmes for GPs.

"Our experience with HOMER has been meaningful and instructive. The support provided, including the briefings and addressing of queries post-award (of HOMER Grant) was good. However, as we were first-time applicants, there was a learning curve on what was needed to be done after getting the award (e.g. getting ethics approval from research ethics committee and institutional review board). Some guidance specifically for first timers would have been good."

The benefits from the HOMER Grant went beyond the monetary. According to Dr Lum, HOMER Grant, "allowed team members who were not clinicians an opportunity to be exposed to healthcare research and to better appreciate the process of developing studies within a healthcare setting. Post-study, the opportunity to present and talk about our project was also a very beneficial platform for learning."

In 2015, this learning journey culminated in the NHG Outstanding Education Partners Award. His tireless efforts in connecting institutional healthcare to primary care and in customising course curricula to better suit the needs of GPs, have reaped some dividends in HPE and research. To Dr Lum, however, this bridging work has only just begun. "HPE should not only be 'silo-ed' in institutions and hospitals. We should continue to reach out to the primary care sector. There are many capable doctors whom we can tap, and it is a loss if we do not do so."



**Dr Lum offers the following strategies to encourage more faculty physicians to get involved in HPE research:**

Increased outreach and awareness to the primary care sector through publicity, word-of-mouth.

More involvement: His study involves GP partners in focus groups. This is a small step. More such studies and involvement should be considered.

Invitation to partner as joint principal investigators.

HOMER as a catalyst for bringing about partnerships and activities with primary care.



**DR DARREN SEAH**  
FAMILY PHYSICIAN,  
CONSULTANT,  
HEAD, FAMILY MEDICINE DEVELOPMENT DEPARTMENT,  
NATIONAL HEALTHCARE GROUP POLYCLINICS;  
PROGRAMME DIRECTOR,  
NHG-AHPL FAMILY MEDICINE RESIDENCY PROGRAMME

## EXPLORING *the* USES of MEDICAL EDUCATION RESEARCH *to* IMPROVE FAMILY MEDICINE RESIDENCY

To Dr Darren Seah, the expansion of primary care service to meet the healthcare needs of an ageing population has made medical education research essential for developing a strong evidence-based curriculum targeted at grooming doctors to meet these needs. He himself had gone into medical education research with a specific aim: To explore the ways to improve the processes and outcomes of his residency programme.

In 2014, he introduced the 360 Degree Feedback as part of the formative assessment framework for his residents. Cognizant of the need to adapt to contextual influences, Dr Seah and his research team went through a process of first modifying, and then validating the modified 360 Degree Feedback forms for use in primary care.

However, the process of revising this crucial component of the formative assessment framework was not easy. In fact, medical education research was a relatively new area among primary care physicians and conducting this sort of exploratory research was a steep learning curve for him. But Dr Seah knew he could count on the support of his research team comprising Dr Ong Chin Fung (Consultant at Khoo Teck Puat Hospital and Associate Designated Institutional Official Designate of NHG/AHPL Residency Programme) and Nasloon (Ms Nasloon Ali, former Research Analyst, HOMER). He described the partnership with HOMER: "Nasloon played a critical role. As family medicine physicians, we have little experience with social sciences research. It was a good fit: Nasloon had the technical abilities while we were in the field. She did a substantial part of literature review and advised on the methodology."

The trio went on to work on another project together. Dr Ong introduced the sensory encounter, 'Dialogue in the Dark' (DID) into the residency programme to promote experiential learning among the residents. The doctors enlisted Nasloon's help and designed a qualitative study to find out more about their students' learning process during the session.



...medical education research was a relatively new area among primary care physicians and conducting this sort of exploratory research was a steep learning curve for him. But Dr Seah knew he could count on the support of his research team...

They got the DID participants to reflect on their experiences of disabilities and vulnerability. All came away with a heightened appreciation of the difficulties of coping with visual impairment. Dr Seah quotes an example of the participants' reflections: "Can a visually impaired patient actualise a referral? Does he/she know where the place is and how to get there? And if you change the medication, does he/she know what has changed? These are the things we may fail to consider sometimes."

The findings from the 360 Degree Feedback project and DID project were shared at the 12th Asia Pacific Medical Education Conference 2015 and Innovations in Medical Education 2015 in Los Angeles.



**MS TAN KENG TENG**  
PRINCIPAL PHARMACIST (CLINICAL),  
DEPARTMENT OF PHARMACY,  
TAN TOCK SENG HOSPITAL

## TAPPING *into* MULTIDISCIPLINARY KNOWLEDGE SYSTEMS *for* OPTIMAL TEAMWORK

**W**orking with HOMER is valuable for Ms Tan Keng Teng, because of the different perspectives HOMER analysts bring to an inquiry. “Its analysts’ diverse training enriched the research process as a learning experience for all involved,” recalls Ms Tan.

In 2011, Ms Tan worked with HOMER on a project funded by HOMER Grant. The project was presented at the Singapore Health and Biomedical Congress 2012. Ms Tan, as principal investigator, presented the study and won second prize in the Health Professions Education Research Investigator category. Subsequently, the research was published in the *Journal of Interprofessional Care*.

She came to know of HOMER Grant at the Essentials for Clinician Teacher Course when Issac (Mr Issac Lim, Head, HOMER) spoke about the funding for HPE researchers. His talk piqued her interest as well as that of Dr Mark Chan’s (Head, Department of Geriatric Medicine, TTSH). “We got excited when Issac invited us to carry out research in



“

In carrying out the research, writing it up for conference presentation, for a journal, going back and forth with one another, splicing disparate pieces of information from one another – we were enacting the notion of transactive memory system ourselves.

”

interprofessional collaboration and learning. We hold weekly multidisciplinary rounds at the Centre for Geriatric Medicine and a detailed inquiry into improving the interprofessional collaboration would help not just the clinical team, but most of all, the patient.”

“We took our idea to HOMER. They introduced us the conceptual framework and helped shape the design of the study. They also conducted the focus group discussions, interviews, and analysed the data with us.” The experience was eye-opening for the clinicians. “We were hard sciences folk. HOMER brought in qualitative research which we found fascinating and essential for fleshing out the object of our study.”

The conceptual framework hinged on the notion of transactive memory system (TMS). Issac had introduced this notion because of the intensive collaborative work the team undertakes. “With TMS, no one person is overly taxed when it comes to acquiring and using knowledge or information needed to care for a patient. Each member of the multidisciplinary team learns to retrieve information that is stored in another member’s cognitive bank,” explains Ms Tan. All members in the multidisciplinary team then come to a collective decision about the care required. Ms Tan found that the more often a member attended the weekly discussions, the higher their TMS scores and work satisfaction.

As Ms Tan and her colleagues delved deeper into their study, there was a striking realisation that “in carrying out the research, writing it up for conference presentation, for a journal, going back and forth with one another, splicing disparate pieces of information from one another – we were enacting the notion of transactive memory system ourselves.”



**MR YONG KENG KWANG**  
CHIEF NURSE,  
NURSING SERVICE,  
TAN TOCK SENG HOSPITAL

## DEVELOPING AN EVALUATION FRAMEWORK *as* PART *of* RESEARCH *on* INTERPROFESSIONAL DEVELOPMENT

**M**r Yong Keng Kwang got acquainted with HOMER through the InterProfessional Leadership Programme (IPLP), a leadership development initiative aimed at equipping junior managers with the skills for interprofessional collaboration and organisational improvement. When the collaboration started, he had regarded HOMER as an auditor for putting measures in place for outcome evaluations. Over time, he saw HOMER evolving into a partner in this project. As Chair of the IPLP Steering Committee, his team is responsible for delivering IPLP training over the next three years to 1,500 junior managers across NHG. During the conceptualisation of the



“

Intuitively we know certain things, but we need data to verify these intuitions.” HOMER assumed a more involved role when it started to examine the processes and to collect formative data that would inform the committee on ways to improve the programme.

”

training programme, the committee quickly realised that there had to be a robust framework to evaluate the outcomes of the programme. Mr Yong recalls, “We wanted to know if we were doing well. Because you can’t run a programme and assume that you are delivering results. Associate Professor Nicholas Chew (Group Chief Education Officer, NHG), suggested that HOMER would be a good help.”

Conducting outcome evaluation was not merely to account to senior management for the resources spent. “We also needed to account to the learners and trainers. We needed to establish the value of the IPLP Programme vis-à-vis other leadership programmes in NHG.” He noted how when HOMER started to frame IPLP’s evaluation work-stream in a more robust manner, it strengthened the committee’s ability to demonstrate that they were achieving their objectives. “Intuitively we know certain things, but we need data to verify these intuitions.” HOMER assumed a more involved role when it started to examine the processes and to collect formative data that would inform the committee on ways to improve the programme.

When asked about his view on the future of HPE research, he talks of the need to explore opportunities for interprofessional learning amid the norm of developing only within one’s own professional group. He also hopes for more research on peer-to-peer learning, and on fostering dialogues across the research communities.

01

Congratulations to HOMER on its fifth anniversary year! Begun with a brilliant vision in 2011 under the direction and guidance of A/Prof Lim Tock Han, A/Prof Nicholas Chew, Ms Yvonne Ng, Adj A/Prof Lim Wee Shiong and Mr Issac Lim, the distinguished inter-disciplinary HOMER team now assembled has produced extraordinary results. It is impressive to read their research reports, experience their presence at international healthcare education meetings, and review their live activities sponsored in Singapore. The output of this team of dedicated scholars is most definitely advancing the field of HPE nationally and internationally. BRAVO!

**PROF ELIZABETH ARMSTRONG**

CLINICAL PROFESSOR IN PEDIATRICS, DIRECTOR OF HARVARD MACY INSTITUTE, HARVARD MEDICAL SCHOOL



01



02



03

02

We had a wonderful audience for our talk hosted by HOMER, which got us to think about next steps for some of our research. Clinical research is important but in medical education, you ask different questions. The good work you are doing at HOMER builds towards what we all strive to do in HPE research, which is to have healthier patients, and better health outcomes across the populations.

**PROF NICOLE BORGES**

ASSISTANT DEAN, MEDICAL EDUCATION RESEARCH AND SCHOLARSHIP; PROFESSOR, DEPARTMENT OF PEDIATRICS, OFFICE OF ACADEMIC AFFAIRS; UNIVERSITY OF MISSISSIPPI SCHOOL OF MEDICINE

03

I had the opportunity to interact with HOMER through in-depth discussions about research methodologies, theories, and writing. These sessions allowed us to share our research philosophies and understand how we can better harness our interests and beliefs to advance the field of HPE. Congratulations to HOMER on reaching the five-year milestone. I am glad to be part of the HOMER journey, and I believe that HOMER will continue to forge ahead in HPE research.

**PROF LORELEI LINGARD**

DIRECTOR, CENTRE FOR EDUCATION RESEARCH & INNOVATION PROFESSOR, DEPARTMENT OF MEDICINE, SCHULICH SCHOOL OF MEDICINE & DENTISTRY, UNIVERSITY OF WESTERN ONTARIO

04

Healthcare and education are evolving rapidly – the ways we learn and the professions we identify with will change significantly in this century. Finding ways to incorporate new technologies while retaining the compassion that makes us caring health professionals is a huge challenge. For this reason, the work of centres like HOMER are needed more than ever to push the frontiers of HPE.

**PROF BRIAN HODGES**

EXECUTIVE VICE-PRESIDENT EDUCATION, UNIVERSITY HEALTH NETWORK; PROFESSOR, DEPARTMENT OF PSYCHIATRY, FACULTY OF MEDICINE, UNIVERSITY OF TORONTO; SCIENTIST, RICHARD AND ELIZABETH CURRIE CHAIR IN HEALTH PROFESSIONS EDUCATION RESEARCH, WILSON CENTRE FOR RESEARCH IN EDUCATION; SENIOR FELLOW, MASSEY COLLEGE; PROJECT LEAD, THE AMS PHOENIX PROJECT



04



05



06

05

Quality healthcare is supported by scholarly approaches to HPE and training. HOMER is perfectly placed to contribute to ongoing developments in strengthening Singapore's health network. Embedded in one of the leading regional health systems to fulfill the academic missions of clinical care, education and research, HOMER members are inspired by real problems and work to conduct high quality rigorous education research to inform clinical educational processes.

**ASST PROF TINA MARTIMIANAKIS**

DIRECTOR, SCHOLARSHIP & EDUCATION RESEARCHER, ASSISTANT PROFESSOR, DEPARTMENT OF PAEDIATRICS SCIENTIST, WILSON CENTRE FOR RESEARCH IN EDUCATION; ACADEMIC EDUCATOR, CENTRE FOR FACULTY DEVELOPMENT FACULTY OF MEDICINE, UNIVERSITY OF TORONTO HOSPITAL FOR SICK CHILDREN

06

I am pleased to see HOMER and CenMED collaborating on education research activities proactively to further medical education in Singapore and internationally. Collaboration is the key to development of and building sustainable, mutually beneficial and meaningful future frameworks to further knowledge, as well as to enable impactful outcomes. The need for collective cooperation is a critical element in the area of Education in Singapore, where the medical education ecosystem is small and there are current concerns of the excessive and unnecessary 'commodification' of education. On this note, I look forward to greater collaboration within the medical education community in Singapore to further advance and push the frontiers of medical education research.

**DR DUJEEPA D. SAMARASEKERA**

DIRECTOR, CENTRE FOR MEDICAL EDUCATION (CENMED), NUS YONG LOO LIN SCHOOL OF MEDICINE, NATIONAL UNIVERSITY HEALTH SYSTEM



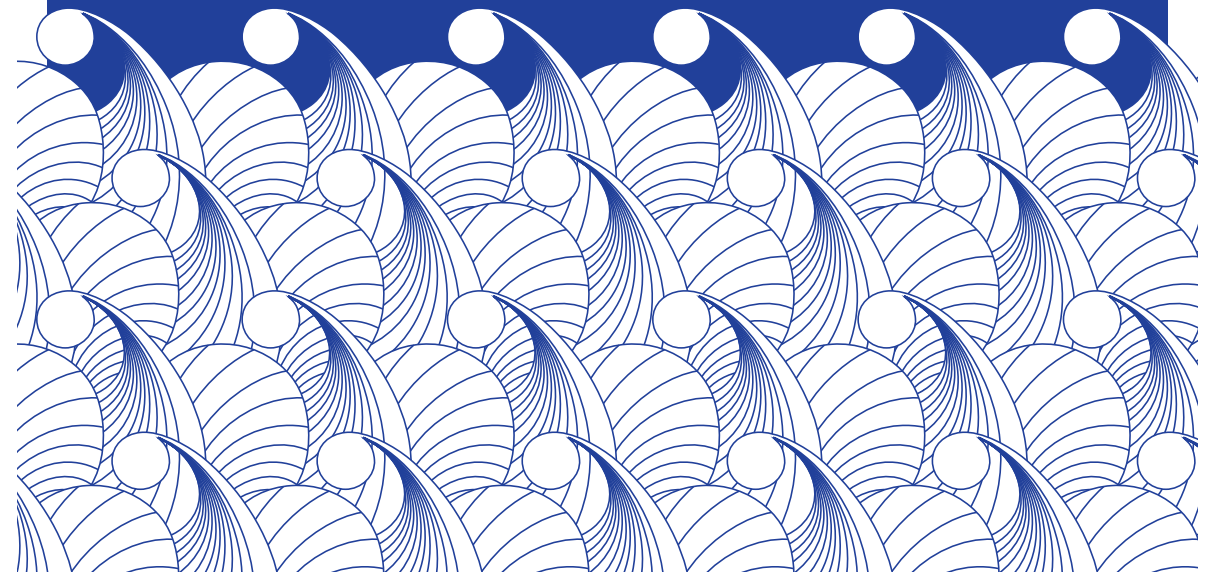
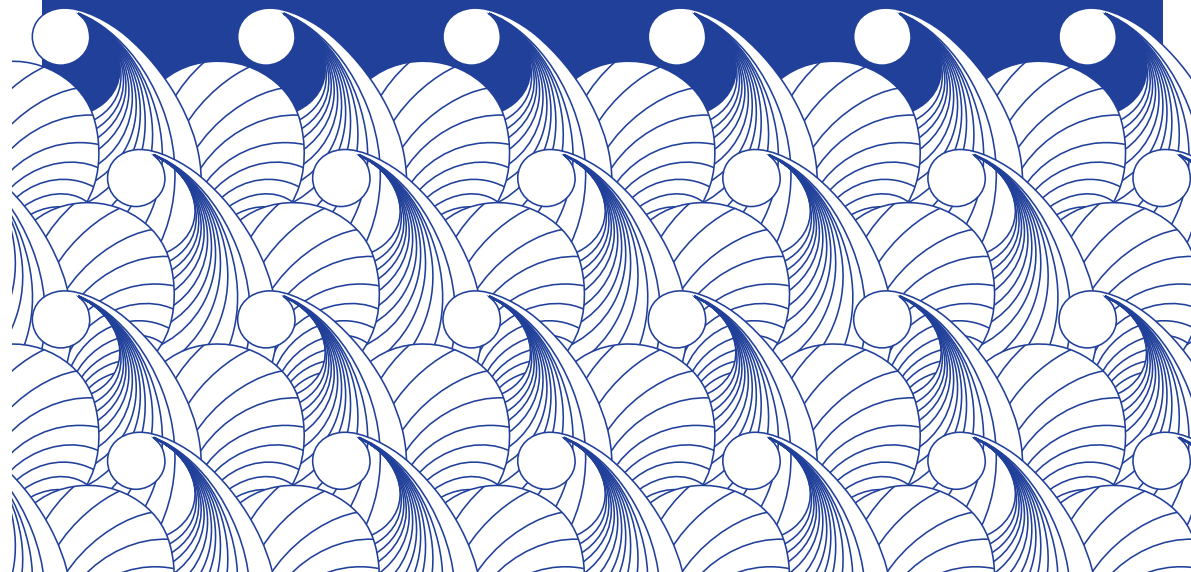
“  
As long as I  
and great Odysseus soldiered there,  
never once did we speak out at odds,  
neither in open muster nor in royal council:  
forever one in mind,  
in judgment balanced,  
shrewd, we mapped our armies' plans  
so things might turn out best.  
”

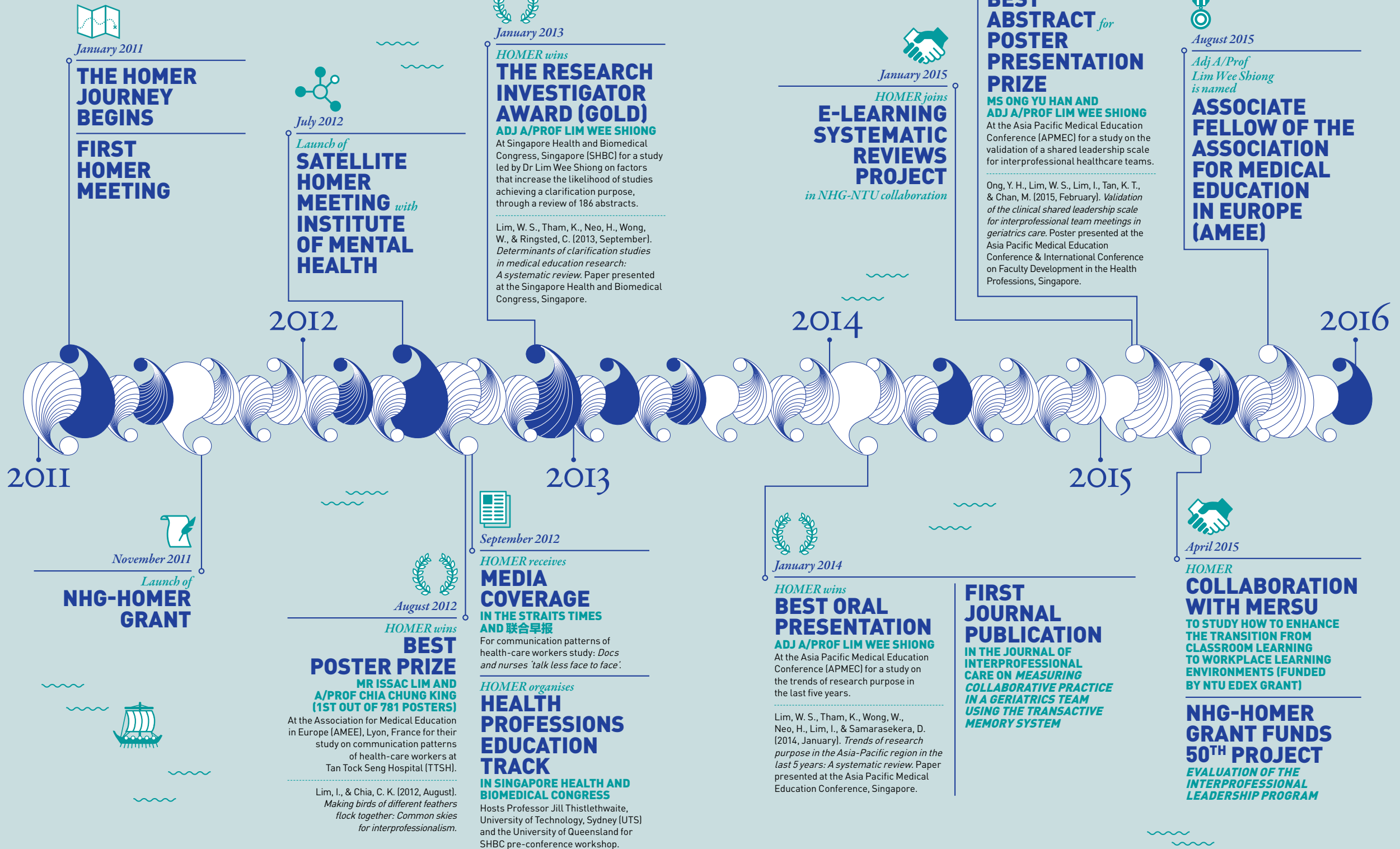
NESTOR  
BOOK III

  
BOOK III  
OUR TRIUMPHS  
in the LAST 5 YEARS

“  
**TRUST** LAYS  
THE FOUNDATION  
of **COLLABORATION.**  
*It is* **THE GLUE THAT BINDS**  
**TOGETHER EVERY PIECE**  
of *the* **WORK PROCESS**  
and **RELATIONSHIP** WITHIN  
THE PROCESS.  
”

**A/PROF NIGEL TAN**  
SENIOR CONSULTANT;  
ACADEMIC VICE-CHAIR (EDUCATION),  
NEUROSCIENCE ACADEMIC CLINIC PROGRAM;  
EDUCATION DIRECTOR,  
NATIONAL NEUROSCIENCE INSTITUTE (NNI);  
ASSISTANT DEAN FOR YEAR 3,  
LEE KONG CHIAN SCHOOL OF MEDICINE





**2**  
PRESENTATIONS  
in **CANADA**

**VANCOUVER**  
Canadian Conference on  
Medical Education (CCME)

**TORONTO**  
AMS Phoenix Annual  
Conference

**7**  
PRESENTATIONS  
in the **USA**

**DENVER, CO**  
Association of American  
Medical Colleges (AAMC)

**GRAPEVINE, TX**  
American Geriatrics  
Society Annual  
Scientific Conference  
(AGS Annual Scientific  
Meeting)

**LOS ANGELES, CA**  
Innovations in  
Medical Education  
Conference (IME)

**MIAMI, FL**  
American Geriatrics  
Society Annual  
Scientific Conference  
(AGS Annual  
Scientific Meeting)

**NEWPORT, RI**  
Association for the  
Behavioural Sciences  
and Medical Education  
(ABSAME)

**PORTLAND, OR**  
Association for the  
Behavioural Sciences  
and Medical Education  
(ABSAME)

**SAN DIEGO, CA**  
Accreditation Council  
for Graduate Medical  
Education Annual  
Educational Conference  
(ACGME conference)

**3**  
PRESENTATIONS  
in the **CZECH  
REPUBLIC**

**PRAGUE**  
Association for Medical  
Education in Europe (AMEE)

**1**  
PRESENTATION  
in **AUSTRIA**

**VIENNA**  
Association for Medical  
Education in Europe (AMEE)

**3**  
PRESENTATIONS  
in **FRANCE**

**LYON**  
Association for Medical  
Education in Europe (AMEE)

**8**  
PRESENTATIONS  
in **ITALY**

**MILAN**  
Association for  
Medical Education  
in Europe (AMEE)

**2**  
PRESENTATIONS  
in **TAIWAN**

**TAIPEI**  
Asia Pacific Hospice  
Conference (APHC)  
  
International Conference  
on Education, Psychology  
and Social Sciences (ICEPSS)

**39**  
PRESENTATIONS  
in **SINGAPORE**

2nd Singapore Australian  
and New Zealand Intensive  
Care Society (SG-ANZICS  
Intensive Care Forum)

Asia Pacific Medical  
Education Conference  
(APMEC)

International Conference  
on Researching on Work and  
Learning (RWL conferences)

National Occupational  
Therapy Conference (NOTC)

Singapore Health and  
Biomedical Congress (SHBC)

**CONFERENCE  
PRESENTATIONS**

**Ali, N., Krishnasamy, C., Lim, I., & Chong, C. M. (2015, February).**  
*Aligning the expectations of diagnostic radiography staff and students about clinical placement in a pre-professional learning environment in Singapore.* Poster presented at the Asia Pacific Medical Education Conference & International Conference on Faculty Development in the Health Professions, Singapore.

**Ali, N., Ong, C. F., & Seah, D. (2015, February).**  
*Exploring the Kolb's cycle using Dialogue in the Dark.* Poster presented at the Innovations in Medical Education Conference, Los Angeles, CA.

**Ali, N., Ong, C. F., & Seah, D. (2015, February).**  
*Understanding the consequences of using negatively worded questions in a MSF tool.* Poster presented at the Asia Pacific Medical Education Conference & International Conference on Faculty Development in the Health Professions, Singapore.

**Baharom, F., Lim, I., Hong, L., Chen, A., Ding, B., & Tan, K. (2012, September).**  
*"Being thick skinned": The habitus of third-year medical students.* Paper presented at the Singapore Health and Biomedical Congress, Singapore.

**Baharom, F., Lim, I., Hong, L., Chen, A., Ding, B., & Tan, K. (2013, January).**  
*Good medical students are "thick-skinned": Resolving the conflicting expectations of healthcare workers with students' self-expectations in the hospital.* Poster presented at the Asia Pacific Medical Education Conference, Singapore.

**Baharom, F., Tan, K. T., Lim, I., Chan, P. C. M., & Lim, W. S. (2012, September).**  
*Decoding the transactive memory system (TMS) within a multidisciplinary geriatrics team.* Poster presented at the Singapore Health and Biomedical Congress, Singapore.

**BEST POSTER - 3RD PRIZE**

**Baharom, F., Tan, K. T., Lim, I., Chan, P. C. M., & Lim, W. S. (2013, January).**  
*Decoding the transactive memory system (TMS) within a multidisciplinary geriatrics team.* Poster presented at the Asia Pacific Medical Education Conference, Singapore.

**Batra, K., & Thistlethwaite, J. (2013, August).**  
*Exploring stereotypes in healthcare professions.* Poster presented at the Association for Medical Education in Europe, Prague, Czech Republic.

**Bowen, J., Frankel, R., Hafferty, F. W., Hirsh, D., Lim, I., & O'Donnell, J. (2011, November).**  
*Development of teams in medical education: Transdisciplinary integration.* Paper presented at the Association of American Medical Colleges Annual Meeting, Denver, CO.

**Chan, M. L., Krishnasamy, C., Lim, S. M., May, & Tan, B. L. (2013, October).**  
*The PhD Journey - Sharing by Singapore OTs.* Paper presented at the National Occupational Therapy Conference, Singapore.

**Cheong, S., Chia, C. K., & Lim, W. S. (2013, September).**  
*National Healthcare Group clinical educators reflection on Web2.0's application in enhancing teaching and lifelong learning in medical education.* Paper presented at the Singapore Health and Biomedical Congress, Singapore.

**RESEARCH INVESTIGATOR AWARD - BRONZE**

**Chia, F., Tay, J. Y., & Chiam, Z. Y. (2012, September).**  
*Confidence levels of internal medicine trainees in rheumatological skills and diagnosis. A Singapore perspective.* Paper presented at the Association of Medical Education in Europe, Lyon, France.

**Chia, F., Tay, J. Y., & Chiam, Z. Y. (2012, September).**  
*Confidence levels of internal medicine trainees in rheumatological skills and diagnosis. A Singapore perspective.* Paper presented at the Singapore Health and Biomedical Congress, Singapore.

**George, J., Lim, I., Lim, Y. H., Lin, C., & Ong, S. Y. (2015, February).**  
*Mortality and morbidity workshop for medical fellows.* Poster presented at the ACGME Annual Educational Conference, San Diego, CA.

**George, J., Lim, I., Lim, Y. H., Lin, C., & Ong, S. Y. (2015, October).**  
*Mortality and morbidity workshop for medical fellows.* Poster presented at the Singapore Health and Biomedical Congress, Singapore.

**Hafferty, F. W., & Lim, I. (2011, October).**  
*Connecting interprofessional training and transdisciplinary teamwork: A hidden curriculum perspective.* Paper presented at the Association for the Behavioral Sciences and Medical Education, Portland, OR.

**Hafferty, F. W., & Lim, I. (2012, January).**  
*Transdisciplinary teamwork and the hidden curriculum.* Paper presented at the MASG Members and FCFG Small Group Facilitators, Iowa City, IA.

**Hong, L., Chen, A., Ding, B., Tan, K., Lim, I., & Tham, K. Y. (2012, January).**  
*Who is a good medical student? A qualitative study.* Paper presented at the Asia Pacific Medical Education Conference, Singapore.

**Kannan, P., Yan, C. C., Ng, M. Y., Sim, Y. F., Toh, C. S., & Chng, L. C. (2013, September).**  
*Educational "Engineering" to improve readiness for interprofessional learning in a primary care setting.* Paper presented at the Singapore Health and Biomedical Congress, Singapore.

**Khoo, H. S., & Lim, Y. W. (2015, February).**  
*Understanding healthcare quality from the patient's perspective.* Poster presented at the Asia Pacific Medical Education Conference & International Conference on Faculty Development in the Health Professions, Singapore.

**Koh, G., Merchant, R., Lim, W. S., & Amin, Z. (2011, January).**  
*The effect of a new geriatric medicine module on geriatric knowledge and attitudes of medical students: A controlled interventional study.* Poster presented at the Asia Pacific Medical Education Conference, Singapore.

**Koh, G., Merchant, R., Lim, W. S., & Amin, Z. (2013, August).**  
*Geriatric education: Didactic teaching improves knowledge but clinical exposure improves attitudes.* Poster presented at the Association for Medical Education in Europe, Prague, Czech Republic.

**Kosim, S., Lim, Y. H., Chia, F., & Kuan, M. L. (2015, September).**  
*Improving the feedback to internal medicine residents following Clinical Competency Committee performance evaluation: A pilot study.* Poster presented at the Association for Medical Education in Europe, Glasgow, UK.

**Krishnasamy, C., Lim, I., & Lim, W. S. (2014, September).**  
*Towards a translational paradigm for outcomes-based medical education research.* Poster presented at the Association for Medical Education in Europe, Milan, Italy.

**Krishnasamy, C., Lim, I., & Lim, W. S. (2015, February).**  
*Classification of outcomes-based medical education research using a translational paradigm.* Poster presented at the Asia Pacific Medical Education Conference & International Conference on Faculty Development in the Health Professions, Singapore.

**Krishnasamy, C., Lim, Y. P., Sok, C., Chin, L. F., & Lim, I. (2015, September).**  
*Exploring the barriers and enablers to research among allied health professionals.* Poster presented at the Association for Medical Education in Europe, Glasgow, UK.

**Krishnasamy, C., Lim, Y. P., Teng, C., Chin, L. F., & Lim, I. (2015, October).**  
*Interest, confidence, experience, barriers and enablers in research activities of allied health professionals (AHPs) in a hospital setting.* Poster presented at the Singapore Health and Biomedical Congress, Singapore.

**BEST POSTER - BRONZE**

**Krishnasamy, C., Ong, Y. H., Wong, W., Neo, H., & Lim, W. S. (2014, September).**  
*Research quality of the various abstract categories at Association for Medical Education in Europe: Is there a difference?* Poster presented at the Association for Medical Education in Europe Conference, Milan, Italy.

**Lim, I. (2011, November).**  
*The nuts and bolts of medical education research.* Paper presented at the Singapore Health and Biomedical Congress, Singapore.

**Lim, I. (2012, September).**  
*Social network analysis of interprofessional communication patterns in three clinical settings.* Workshop conducted at the Singapore Health and Biomedical Congress, Singapore.



## CONFERENCE PRESENTATIONS

**Lim, I. (2013, October).**

*Reducing disparities within interprofessional teams. Division of labor versus Division of expertise: A conceptual reformulation.* Paper presented at the Association for the Behavioral Sciences and Medical Education, Newport, RI.

**Lim, I. (2014, September).**

*Temporal logics in healthcare work and their implications on interprofessional collaborative practice.* Paper presented at the Association for Medical Education in Europe Conference, Milan, Italy.

**Lim, I., & Chia, C. K. (2012, August).**

*Making birds of different feathers flock together: Common skies for interprofessionalism.* Poster presented at the Association for Medical Education in Europe, Lyon, France.

 **MEDICAL TEACHER BEST POSTER PRIZE – 1ST PRIZE**

**Lim, I., Chia, C. K., Wong, M. P., Kwek, P. E., & Choo, P. (2011, August).**

*A social network approach to studying inter-professional communication: Implications for interprofessional education.* Paper presented at the Association for Medical Education in Europe, Vienna, Austria.

**Lim, I., Daniels, H., & Thompson, I. (2015, December).**

*Preparing the healthcare workforce for the ageing population in the age of globalisation: A Cultural Historical Activity Theory (CHAT) perspective.* Paper presented at the International Conference on Researching on Work and Learning, Singapore.

**Lim, I., Lai, A., Hong, L., & Tham, K. Y. (2015, September).**

*Tensions in the learning environment of medical students in clinical settings: An Activity Theory analysis.* Poster presented at the Association for Medical Education in Europe, Glasgow, UK.

**Lim, W. P., & Lim, Y. H. (2014, September).**

*The doctor as a psychotherapist: The impact of psychotherapy in psychiatry residency.* Poster presented at the Association for Medical Education in Europe, Milan, Italy.

**Lim, W. P., Lim, Y. H., Lim, I., & Chew, N. (2015, September).**

*Teaching therapy to young psychiatrists: A survey on competencies and the learning experience.* Poster presented at the Association for Medical Education in Europe, Glasgow, UK.

**Lim, W. S. (2014, September).**

*Symposium: AMEE-ESME course- What have I gained? ESME 10th anniversary celebration.* Paper presented at the Association for Medical Education in Europe, Milan, Italy.

**Lim, W. S., Aaron, N., Natesan, S., Wong, W. C., & Tham, K. Y. (2012, September).**

*Situated learning enhances authenticity of learning experience of geriatric assessment skills among junior medical students.* Poster presented at the Association for Medical Education in Europe, Lyon, France.

**Lim, W. S., Aaron, N., Natesan, S., Wong, W. C., & Tham, K. Y. (2012, September).**

*Situated learning enhances authenticity of learning experience of geriatric assessment skills among junior medical students.* Poster presented at the Singapore Health and Biomedical Congress, Singapore.

 **BEST POSTER – 2ND PRIZE**

**Lim, W. S., Krishnasamy, C., Ong, Y. H., Wong, W. C., Neo, H. Y., & Ringsted, C. (2015, February).**

*Comparison of research purpose between AMEE and Asia Pacific Medical Education Conference (APMEC): A systematic review.* Poster presented at the Asia Pacific Medical Education Conference & International Conference on Faculty Development in the Health Professions, Singapore.

**Lim, W. S., Lee, M., Poi, C. H., Krishnasamy, C., Ong, S. Y., Yock, Y., Tan, K. T., Thistlethwaite, J. (2015, November).**

*Improving the delivery of compassionate care through health professions education research.* Video presented at the 2015 AMS Phoenix Annual Conference, Toronto, Canada.

**Lim, W. S., Natesan, S., Wong, W., Ding, Y., Tan, T., & Tham, K. Y. (2011, January).**

*Teaching geriatric assessment skills to pre-clinical students: Does it make a difference?* Poster presented at the Asia Pacific Medical Education Conference, Singapore.

**Lim, W. S., Ong, Y. H., Tan, K. T., Lim, I., & Chan, M. (2015, January).**

*Interprofessional collaboration: What matters more – shared leadership or shared memory system?* Poster presented at the Asia Pacific Medical Education Conference, Singapore.

 **BEST POSTER – FINALIST**

**Lim, W. S., Ong, Y. H., Tan, K. T., Lim, I., & Chan, M. (2015, September).**


*Interprofessional collaboration: What matters more – shared leadership or shared memory system?* Poster presented at the Association for Medical Education in Europe, Glasgow, UK.

**Lim, W. S., Tham, K., Neo, H., Wong, W., & Ringsted, C. (2013, August).**

*Determinants of clarification studies in medical education research: A systematic review.* Poster presented at the Association for Medical Education in Europe, Prague, Czech Republic.

**Lim, W. S., Tham, K., Neo, H., Wong, W., & Ringsted, C. (2013, September).**

*Determinants of clarification studies in medical education research: A systematic review.* Paper presented at the Singapore Health and Biomedical Congress, Singapore.

 **RESEARCH INVESTIGATOR AWARD – GOLD**

**Lim, W. S., Tham, K., Neo, H., Wong, W., Samarasekera, D., & Ringsted, C. (2014, January).**

*Determinants of clarification studies in medical education research: A systematic review.* Poster presented at the Asia Pacific Medical Education Conference, Singapore.

**Lim, W. S., Tham, K., Wong, W., Neo, H., Lim, I., & Samarasekera, D. (2013, August).**

*Trends of research purpose in the Asia-Pacific region in the last 5 years: A systematic review.* Poster presented at the Association for Medical Education in Europe, Prague, Czech Republic.

**Lim, W. S., Tham, K., Wong, W., Neo, H., Lim, I., & Samarasekera, D. (2014, January).**

*Trends of research purpose in the Asia-Pacific region in the last 5 years: A systematic review.* Paper presented at the Asia Pacific Medical Education Conference, Singapore.

 **BEST ORAL PRESENTATION**

**Lim, W. S., Wong, W., & Tham, K. Y. (2012, January).**

*The “real” difference: The impact of patient contact on teaching geriatric assessment skills.* Poster presented at the Asia Pacific Medical Education Conference, Singapore.

**Lim, Y. H., & Ali, N. (2014, September).**

*Data analytic practices in published articles: A methodological review of health professions education journals.* Poster presented at the Association for Medical Education in Europe, Milan, Italy.

**Lo, F. A., Lai, A., Lim, I., & Archarya, R. (2014, September).**

*“Do you see what I see?” Using a teamwork evaluation tool to determine differences in perception of team performance in an Integrated Resuscitation Drill Exercise (IRDE).* Poster presented at the Association for Medical Education in Europe, Milan, Italy.

**Ng, D., Lim, W. S., Chan, M., See, J., & Kua, J. (2014, May).**

*Characteristics of internal medicine residents interested in geriatric medicine: An Asian perspective.* Poster presented at the American Geriatrics Society Annual Scientific Conference, Florida, USA.

**Ng, D., Lim, W. S., Chan, M., See, J., & Kua, J. (2014, September).**

*Characteristics of internal medicine residents interested in geriatric medicine: An Asian perspective.* Poster presented at the Singapore Health and Biomedical Congress, Singapore.

**Ng, K., Yan C. C., Sim, Y. F., Kannan, P., Poh, A., & Ng, F. (2013, September).**

*Does a blended interprofessional learning workshop improve infection control knowledge among primary care healthcare teams?* Paper presented at the Singapore Health and Biomedical Congress, Singapore.

**Ong, S. Y., Krishnasamy, C., & Yock, Y. (2015, October).**

*Learning about empathy from the hidden and informal curriculum – A literature review.* Poster presented at the Singapore Health and Biomedical Congress, Singapore.

**Ong, S. Y., Lim, W. S., Tan, N., Knab, M., & Farrell, S. (2015, September).**

*Striking a balance – Managing team efficiency and applicability to enhance interprofessional learning (IPL).* Poster presented at the Association for Medical Education in Europe, Glasgow, UK.

**Ong, Y. H., Lim, I., Lim, W. S., Tan, K. T., & Chan, M. (2014, February).**

*The perceived educational utility of mdrs among healthcare professionals in an acute geriatrics ward.* Poster presented at the Asia Pacific Medical Education Conference, Singapore.

 **BEST POSTER – FINALIST**

**Ong, Y. H., Lim, W. S., Lim, I., Tan, K. T., & Chan, M. (2013, September).**

*“I have taught, but have you learnt?” The perceived misalignment of clinical and educational utility of mdrs.* Poster presented at the Singapore Health and Biomedical Congress, Singapore.

**Ong, Y. H., Lim, W. S., Lim, I., Tan, K. T., & Chan, M. (2015, February).**

*Validation of the clinical shared leadership scale for interprofessional team meetings in geriatrics care.* Poster presented at the Asia Pacific Medical Education Conference & International Conference on Faculty Development in the Health Professions, Singapore.

 **BEST POSTER**

**Ong, Y. H., Lim, W. S., Lim, I., Tan, K. T., & Chan, M. (2015, April).**

*Assessing shared leadership in inter-professional team meetings: A validation study.* Paper presented at the Canadian Conference on Medical Education, Vancouver, Canada.

**Poi, C. H., Wu, H. Y., Koh, M., Ng, R., Wu, C., Khoo, H. S., & Hum, A. (2015, April).**

*An exploratory study of the impact of informal curriculum on junior doctors working in a palliative care unit.* Poster presented at the Asia Pacific Hospice Conference, Taipei, Taiwan.

**Poi, C. H., Wu, H. Y., Koh, M., Ng, R., Wu, C., Khoo, H. S., & Hum, A. (2015, October).**

*An exploratory study of the impact of informal curriculum on junior doctors working in a palliative care unit.* Paper and poster presented at the Singapore Health and Biomedical Congress, Singapore.

 **BEST POSTER – SILVER**

**Rao, J., Tan, K., Lim, T. C., Koh, N. Y., & Tan, N. C. (2013, January).**

*Using web-based approach in teaching basic neuroradiology interpretation to junior residents and medical students – A pilot study.* Paper presented at the Asia Pacific Medical Education Conference, Singapore.

**Seah, D., & Ong, C. F. (2015, February).**

*Multi source feedback for family medicine residents.* Poster presented at the Asia Pacific Medical Education Conference & International Conference on Faculty Development in the Health Professions, Singapore.

**Soh, W. J., Goh, T. J., Lai, W. W., Foo, M., Kua, C., Jang, J., & Sung, M. (2014, August).**

*Effectiveness of a multi-professional training module focusing on autism spectrum disorders.* Paper presented at the International Conference on Education, Psychology and Social Sciences, Taiwan.

**Tan, B. H., Tun, N., Chua, M., & Chan, M. (2013, April).**

*Improving clinical coding through appropriate clinical documentation via interprofessional collaboration and education with the clinicians.* Poster presented at the International Forum on Quality & Safety in Health Care, London, UK.

**Tan, K. T., Baharom, F., Lim, I., Chan, M., & Lim, W. S. (2013, May).**

*Transactive memory system as a measure of interprofessional collaboration in a multidisciplinary geriatric team.* Poster presented at the Annual Scientific Meeting of the American Geriatrics Society, Grapevine, TX.

**Tan, K. T., Chan, M., Lim, I., Baharom, F., & Lim, W. S. (2012, September).**

*Transactive memory system as a measure of interprofessional collaborative practice and work satisfaction in a multidisciplinary team.* Paper presented at the Singapore Health and Biomedical Congress, Singapore.

 **RESEARCH INVESTIGATOR AWARD – SILVER**

**Vadassery, S., Cheong, S., Lui, W. L., Chia, B., & Tjan, S. Y. (2014, September).**

*Guided E-Self study for learning musculo skeletal examination (GUEST-5): A pre intervention analysis.* Poster presented at the Association for Medical Education in Europe, Milan, Italy.

**Wong, Y. L., & Chua, M. (2013, July).**

*Evaluating the impact of scenario-based high fidelity patient simulation in the intensive care setting for residents.* Poster presented at the 2nd Singapore Australian and New Zealand Intensive Care Society, Intensive Care Forum, Singapore.

**Yock, Y., Lim, I., Lim, Y. H., Chew, N., & Archuleta, S. (2015, September).**

*When I say sometimes, I mean... What do residents mean when they talk about duty hours.* Poster presented at the Association for Medical Education in Europe, Glasgow, UK.

**Zheng, R. M., Tang, W. E., & Kannanpiran, P. (2013, September).**

*A study of attitudes of polyclinic physicians and nurses towards interprofessional collaboration.* Poster presented at the Singapore Health and Biomedical Congress, Singapore.

## PUBLICATIONS

**Cheong, C. Y., Merchant, R., Ngiam, N. S., & Lim, W. S. (2015).**

*Facilitated simulated patient sessions in mental-state examination teaching. Medical Education, 49(11), 1147-1148. <http://doi.org/10.1111/medu.12846>*

**Khoo, H. S., Lim, Y. W., & Vrijhoef, H. J. (2014).**

*Primary healthcare system and practice characteristics in Singapore. Asia Pacific Family Medicine, 13(1), 1-8. <http://doi.org/10.1186/s12930-014-0008-x>*

**Koh, G., Ling, C., Ma, B., Chen, C., Lim, W. S., Scherer, S., Amin, Z., & Merchant, R. (2015).**

*Effect of a new longitudinal interprofessional geriatric medicine educational track on knowledge and attitude of medical students: a controlled cohort study. Journal of the American Geriatrics Society, 63(3), 558-564. <http://doi.org/10.1111/jgs.13295>*

**Koh, G., Merchant, R., Lim, W. S., & Amin, Z. (2012).**

*The knowledge-attitude dissociation in geriatric education: Can it be overcome? Annals of the Academy of Medicine-Singapore, 41(9), 384-389.*

**Koh, M., Chong, P. H., Neo, P., Ong, Y. J., Yong, W. C., Ong, W. Y., Shen, M., & Hum, A. (2015).**

*Burnout, psychological morbidity and use of coping mechanisms among palliative care practitioners: A multi-centre cross-sectional study. Palliative medicine, 29(7), 633-642. <http://doi.org/10.1177/0269216315575850>*

**Lim, W. S. (2013).**

*Outcome-based, outcomes-biased and outcomes-balanced research in medical education. Comment on: Reconsidering the focus on “outcomes research” in medical education: A cautionary note. Academic Medicine, 88(8), 1052. <http://doi.org/10.1097/ACM.0b013e3182992648>*

**Tan, K. T., Baharom, F., Lim, I., Chan, M., & Lim, W. S. (2014).**

*Transactive memory system as a measure of collaborative practice in a geriatrics team: Implications for continuing interprofessional education. Journal of Interprofessional Care, 28(3), 239-245. <http://doi.org/10.3109/13561820.2014.901938>*

**Teoh, E., Pua, L. H., & Chan, M. F. (2013).**

*Lost in transition—a review of qualitative literature of newly qualified Registered Nurses’ experiences in their transition to practice journey. Nurse Education Today, 33(2), 143-147. <http://doi.org/10.1016/j.nedt.2012.08.016>*

**Xie, H., Liu, L., Wang, J., Joon, K. E., Parasuram, R., Gunasekaran, J., & Poh, C. L. (2014).**

*The effectiveness of using non-traditional teaching methods to prepare student health care professionals for the delivery of mental state examination: A systematic review. JBI Database of Systematic Reviews and Implementation Reports, 13(7), 177-212. <http://doi.org/10.11124/ibisrir-2015-2263>*

## MEDIA COVERAGE

**Lifewise (2012, November/December).**

*Better communication = Better patient.* Retrieved from <https://corp.nhg.com.sg/Lists/Lifewise/Attachments/25/Lifewise%20NovDec%2012%20Lowres.pdf>

**Ong, J. Q. (2012, September, 18).**

*本地研究显示医生护士用电脑时间远超过同病人通. 联合早报.* Retrieved from [https://www.ttsh.com.sg/uploaded-Files/TTSH/About\\_Us/Newsroom/News/180912%20ZB%20Pg%2010.pdf](https://www.ttsh.com.sg/uploaded-Files/TTSH/About_Us/Newsroom/News/180912%20ZB%20Pg%2010.pdf)

**Poon, C. H. (2012, September, 18).**

*Docs and nurses ‘talk less face to face’. The Straits Times.* Retrieved from [https://www.ttsh.com.sg/uploadedFiles/TTSH/About\\_Us/Newsroom/News/180912%20ST%20Docs%20and%20nurses%20talk%20less%20face%20to%20face.pdf](https://www.ttsh.com.sg/uploadedFiles/TTSH/About_Us/Newsroom/News/180912%20ST%20Docs%20and%20nurses%20talk%20less%20face%20to%20face.pdf)





**H**OMER Meeting was launched in 2011 as a quarterly platform for health professionals of different specialties and backgrounds to come together and share their research. Over the past five years, it has facilitated interprofessional dialogues among more than 450 participants including physicians, nurses, allied healthcare professionals and administrators.

The research presented at each session provides the healthcare professionals with opportunities for discussion, collaboration, learning, and the exchange of valuable comments and inputs about current research projects and future studies. Through these conversations, we hope to encourage our attendees to pursue their research interests and recognise the relevance and application of research in their administrative, clinical and educator roles.

In addition to communicating findings of completed projects, and obtaining feedback for ongoing research studies, HOMER Meetings facilitated sharing of specific research methodologies, as well as innovative ideas and latest trends in Health Professions Education (HPE). In order to reach a wider audience, we utilised video-conferencing facilities to enable interested participants from other locations to join the discussion. We also hosted overseas speakers who generously shared their research expertise on fundamental issues in HPE.

Our team is appreciative of the support that HOMER Meeting has garnered from the HPE community over the years. We are dedicated to continuous attunement to ensure that HOMER Meeting will be at the forefront of the emerging trends in HPE.



DATE	TOPIC	PRESENTER(S)
5 JAN 11	Sharing of medical education research for NHG by TTSH/NNI clinical teachers/HSOR	<b>MR ISSAC LIM</b> Manager, HOMER, Education Development Office, National Healthcare Group <b>A/PROF THAM KUM YING</b> Assistant Chairman Medical Board (Education); Senior Consultant, Emergency Department, Tan Tock Seng Hospital
5 APR 11	The ward round: Patterns of interprofessional communication in an acute hospital	<b>MR ISSAC LIM</b> Manager, HOMER, Education Development Office, National Healthcare Group
	The good medical student project: Who is a good student and what do they really do?	<b>DR LOIS HONG</b> Medical Student, Yong Loo Lin School of Medicine
	Burnout in Physicians	<b>A/PROF NICHOLAS CHEW</b> Designated Institutional Official, National Healthcare Group; Senior Consultant, Psychological Medicine, Tan Tock Seng Hospital
	Mini CEX as formative assessment: How meaningful are the scores?	<b>ADJ A/PROF KOH NIEN YUE</b> Senior Consultant, General Medicine, Tan Tock Seng Hospital
	HOMER Portal	<b>MR ISSAC LIM</b> Manager, HOMER, Education Development Office, National Healthcare Group
19 JUL 11	Educational scholarships and residential scholars program	<b>A/PROF THAM KUM YING</b> Assistant Chairman Medical Board (Education); Senior Consultant, Emergency Department, Tan Tock Seng Hospital
	DSRB Talk regarding the ethics approval submissions to new domain "F" for education research	<b>MS SIM EE LING</b> Coordinator, Research & Development Office, National Healthcare Group
6 OCT 11	Preview of NHG-HOMER Grant	<b>MR ISSAC LIM</b> Manager, HOMER, Education Development Office, National Healthcare Group
	Sharing: Neurophobia	<b>A/PROF NIGEL TAN</b> Senior Consultant, Department of Neurology, Education Director, Senior Consultant, National Neuroscience Institute
	Workshop: "Endnote is so yesterday – Essential skills in referencing, organising, and finding research materials"	<b>MR ISSAC LIM</b> Manager, HOMER, Education Development Office, National Healthcare Group
18 JAN 12	Introduction to validity and reliability: The twin cannons of ensuring data quality	<b>MR FADZLI BAHAROM ADAZHAR</b> Research Analyst, HOMER, Education Development Office, National Healthcare Group (with HOMER until 2013)
	Study of polyclinic staff perception of interprofessional collaboration	<b>DR RUTH ZHENG MINGLI</b> Associate Consultant, Family Medicine, National Healthcare Group Polyclinics
	Use of blended interprofessional learning in an infection control workshop in primary care	<b>DR PREDEEBHA KANNAN</b> Deputy Director, Primary Care Academy, National Healthcare Group Polyclinics

To the best of our knowledge, the designations reflected are true at the time of presentation.

DATE	TOPIC	PRESENTER(S)
12 APR 12	How do web 2.0 tools enhance teaching and lifelong learning in medical education	<b>MR BENEDICT CHIA</b> Human Resources Development Consultant, Human Resource Development, Tan Tock Seng Hospital
	Reliability and validity part 2: Scale construction and validation	<b>MR FADZLI BAHAROM ADAZHAR</b> Research Analyst, HOMER, Education Development Office, National Healthcare Group (with HOMER until 2013)
12 JUL 12	Let's talk about assessments: Where we are & where we are going	<b>DR LIM WEE SHIONG</b> Senior Consultant, Department of Geriatric Medicine, Tan Tock Seng Hospital; Faculty Advisor, HOMER  <b>MR ISSAC LIM</b> Manager, HOMER, Education Development Office, National Healthcare Group
	Reliability and validity part 3: Evaluating the quality of qualitative research	<b>MR FADZLI BAHAROM ADAZHAR</b> Research Analyst, HOMER, Education Development Office, National Healthcare Group (with HOMER until 2013)
	Teaching intravenous cannulation to medical students in emergency department: A prospective study	<b>DR NORAZLINA RAHMAN</b> Registrar, Emergency Department, Tan Tock Seng Hospital (with TTSH until 2013)
16 OCT 12	The effects of problem-based learning on clinical reasoning ability in mental health nursing	<b>MS POH CHEE LIEN</b> Assistant Director, Nursing (Education), Institute of Mental Health
	Transactive Memory System as a measure of interprofessional collaborative practice and work satisfaction in a multidisciplinary geriatrics team	<b>MS TAN KENG TENG</b> Senior Clinical Pharmacist, Department of Pharmacy, Tan Tock Seng Hospital
	Reliability and validity part 4: The design and conduct of mixed methods research	<b>MR FADZLI BAHAROM ADAZHAR</b> Research Analyst, HOMER, Education Development Office, National Healthcare Group (with HOMER until 2013)
31 JAN 13	A web-based approach in teaching basic neuroradiology interpretation to junior residents	<b>DR JAI RAO</b> Registrar, Consultant, Division of Neurosurgery, National Neuroscience Institute
	Assessment of surgical trainees' quality of knot tying	<b>DR CHING SIOK SIONG</b> Registrar, Department of General Surgery, Changi General Hospital
25 APR 13	Innovations in clinical reasoning through nursing education	<b>MS POH CHEE LIEN</b> Assistant Director, Nursing (Education), Institute of Mental Health
	Does a rectal examination trainer improve accuracy in clinical examination of the prostate in experienced family physicians	<b>DR DAVID NG WEI LIANG</b> Deputy Head, Family Medicine, National Healthcare Group Polyclinics
	Stereotypes in healthcare professions	<b>MS KANIKA BATRA</b> Research Analyst, HOMER, Education Development Office, National Healthcare Group (with HOMER until 2014)

To the best of our knowledge, the designations reflected are true at the time of presentation.

DATE	TOPIC	PRESENTER(S)
16 JUL 13	Introduction to the principles of program evaluation	<b>DR CHARMAINE KRISHNASAMY</b> Research Analyst, HOMER, Education Development Office, National Healthcare Group
	Using learning theories to diagnose learner-related problems	<b>MS ONG YU HAN</b> Research Analyst, HOMER, Education Development Office, National Healthcare Group
	Interprofessional practice of allied health professionals in Tan Tock Seng Hospital: A 'dipstick' exploratory survey	<b>MS FLORENCE CHEONG</b> Senior Manager, Senior Principal Occupational Therapist, Department of Occupational Therapy, Tan Tock Seng Hospital
22 OCT 13	Lost in transition – Newly qualified registered nurses and their transition to practice journey in the first six months: A qualitative descriptive study	<b>MR EUGENE TEOH YEN TJUIN</b> Nurse Educator, Nursing Service, National Healthcare Group
	Getting started with Zotero	<b>MR LIM YONG HAO</b> Research Analyst, HOMER, Education Development Office, National Healthcare Group
23 JAN 14	GP Partnership Programme	<b>DR ALVIN LUM</b> Deputy Director, IMH-GP Partnership Programme, Institute of Mental Health
	Determinants of research purpose	<b>DR LIM WEE SHIONG</b> Senior Consultant, Department of Geriatric Medicine, Tan Tock Seng Hospital; Faculty Advisor, HOMER
	Formulating a search strategy for a literature review	<b>DR CHARMAINE KRISHNASAMY</b> Research Analyst, HOMER, Education Development Office, National Healthcare Group  <b>MR LIM YONG HAO</b> Research Analyst, HOMER, Education Development Office, National Healthcare Group
10 APR 14	Senior residency – What should I choose?	<b>DR JOANNE KUA</b> Consultant, Department of Geriatric Medicine, Tan Tock Seng Hospital
	Effectiveness of a multi-professional training module focusing on Autism Spectrum Disorders	<b>MS GOH TZE JUI</b> Senior Psychologist, Department of Child & Adolescent Psychiatry, Institute of Mental Health
	A study on the antecedents of shared leadership in multidisciplinary teams in a sub-acute geriatrics ward	<b>MS ONG YU HAN</b> Research Analyst, HOMER, Education Development Office, National Healthcare Group
17 JUL 14	Guided E-Self sTudy (GUEST-5) the challenge of e-teaching musculoskeletal (MSK) examination to trainees	<b>ADJ A/PROF TJAN SOON YIN</b> Head of Department, Senior Consultant, Department of Rehabilitation Medicine, National Healthcare Group
	Incorporation of iPad into the NHG anaesthesiology residency program in Singapore (A pilot study)	<b>MS RUBI ISMAIL</b> Programme Coordinator (Anaesthesiology), Graduate Medical Education Office, National Healthcare Group (with NHG until 2014)

To the best of our knowledge, the designations reflected are true at the time of presentation.

DATE	TOPIC	PRESENTER(S)
9 OCT 14	Multi-method evaluation of an ENT educational course	<b>DR HO EU CHIN</b> Consultant, Otorhinolaryngology Department, Tan Tock Seng Hospital
	A survey of knowledge, skills and attitudes of psychiatry trainees towards clinical care	<b>DR LIM WEN PHEI</b> Associate Consultant, Psychological Medicine Department, Tan Tock Seng Hospital
	Induction program for Interprofessional Collaboration (IPC) in TTSH Rehab Centre	<b>MR LEE WING KUEN</b> Senior Physiotherapist, Department of Rehabilitation Medicine, Tan Tock Seng Hospital
22 JAN 15	Core acute medicine series-A structured, comprehensive, teaching programme to better equip new house officers	<b>DR HUANG WENHUI</b> Senior Resident, Internal Medicine, Ministry of Health Holdings
	Evaluation of an orientation programme on readiness of transition to practice and organisational commitment for newly recruited nurses	<b>DR XIE HUITING</b> Senior Staff Nurse, Nursing Training, Institute of Mental Health
9 APR 15	Mentoring and supervision – Is there a difference?	<b>A/PROF THAM KUM YING</b> Assistant Chairman Medical Board (Education); Senior Consultant, Emergency Department, Tan Tock Seng Hospital; Assistant Dean, Lee Kong Chian School of Medicine, Nanyang Technological University
	Effective communication and teaching skills training equips physiotherapy mentors for their educator roles	<b>MS SOH TZER SHIANG RACHEL</b> Principal Physiotherapist, Department of Physiotherapy, Tan Tock Seng Hospital
23 JUL 15	Transitioning from a learner to practitioner – The case for lawyers	<b>MR BENJAMIN GAW</b> Director of Healthcare & Life Sciences, Drew & Napier <b>MS CHARMIAN AW</b> Director of Telecommunications, Media & Technology, and Corporate & Finance, Drew & Napier
8 OCT 15	An exploratory study of the impact of informal curriculum on junior doctors working in a palliative care unit	<b>ADJ ASST PROF POI CHOO HWEE</b> Consultant, Palliative Medicine Department, Tan Tock Seng Hospital
	The conscientiousness index	<b>DR FAITH CHIA</b> Consultant, Rheumatology, Allergy and Immunology Department, Tan Tock Seng Hospital <b>MS SELVIA KOSIM</b> Program Coordinator (Internal Medicine), Graduate Medical Education Office, National Healthcare Group

To the best of our knowledge, the designations reflected are true at the time of presentation.

Health professions education (HPE) is a wide field, covering a spectrum of educational activities that prepare healthcare workers and ancillary staff for practice and continuous professional development. We want to promote scholarship in the field because this scientific endeavour, as operationalised in the user-inspired research that we do with our stakeholders, fosters ideas and conceptual and interpersonal connections; all of which serve to promote discovery, advance teaching, enhance clinical practices, and marry theory with practice. The NHG-HOMER Grant is an expression of this enabling role. Established in 2011, HOMER has been providing this short-term funding to fledgling researchers with promising ideas and a commitment to contributing to the field for five years now. We strove to be inclusive in our grant framework in concordance with the interdisciplinary and interprofessional nature of HPE. Grant-seekers are encouraged to work with counterparts in other institutions, disciplines and professions. We also facilitated collaboration between senior and junior researchers across disciplines and professions on the premise that the interactions enrich the HPE research community.

The grant also has a developmental function. We hand-picked our reviewers for their track record in HPE research as well as their propensity for mentoring. Our reviewers did not only evaluate proposals, they also educated the writers of the proposals. As experienced and passionate researchers themselves, they affirmed and instructed fledgling clinician-researchers at the same time through their thoughtful and practical reviews. HOMER also nurtured emerging research teams by connecting them to necessary resources for the conduct of research, such as working with the NHG Research & Development Office to facilitate the Institutional Review Board (IRB) application of the study team. In addition, we worked alongside with grantees, guiding them through the nitty-gritty of research – from conceptualisation and design of study through data collection and analysis to writing, presentation and publication.

To date, 55 HPE research teams have been awarded the NHG-HOMER Grant. These teams and their projects have added to the richness of the field as characterised by the diversity of theoretical perspectives and methodologies encapsulated in abstracts, posters and research papers, and experienced in the interventions taking place in our wards and clinics.

**FY2011  
CATEGORY A  
(UP TO \$5,000)**

**A01**  
Teaching intravenous annulation to medical students in the emergency department setting: A prospective study

**DR NORAZLINA RAHMAN**  
Registrar, Emergency Department, TTSH

**A02**  
Improving clinical coding through appropriate clinical documentation via interprofessional collaboration and education with the clinicians

**MS NILAR TUN**  
Clinical Coder, Clinical Coding Unit, TTSH

**MS LAKSHMI RAMANUJAM**  
Clinical Coder, Clinical Coding Unit, TTSH

**A03**  
Study on undergraduate medical students' attitudes towards family medicine in Singapore and factors affecting future career choice in medicine

**ASST PROF WONG TECK YEE**  
Consultant Family Physician, Continuing and Community Care, TTSH

**A/PROF JOSHUA JACOBS**  
Assistant Dean, Dean's Office, NUS

**A04**  
A web-based approach in teaching basic Neuroradiology interpretation to junior residents

**DR JAI PRASHANTH RAO**  
Registrar, Neurosurgery, NNI

**A/PROF KOH NIEN YUE**  
Senior Consultant, General Medicine, TTSH; Program Director, Internal Medicine Program, NHG

**A05**  
Study of polyclinic staff perception of interprofessional collaboration

**DR RUTH ZHENG MINGLI**  
Family Physician, Bukit Batok Polyclinic, NHGP; Core Clinical Faculty Member, Family Medicine Program, NHG

**DR PREDEEBHA D/O PN KANNAN**  
Deputy Director, Clinical Services, Primary Care Academy

**A06**  
Use of blended interprofessional learning in an infection control workshop in primary care

**DR PREDEEBHA D/O P N KANNAN**  
Deputy Director, Clinical Services, Primary Care Academy

**MS YAN CHAU CHAIN**  
Nurse Manager and Infection Control Nurse, Nursing Services, NHGP

**A07**  
Like the desert needs the rain: Do clinical medical educators need a syllabus

**DR HABEEBUL RAHMAN**  
Consultant, Psychological Medicine, TTSH

**A08**  
Systematic review of the trends in research purpose and approach of medical education research in the Asia-Pacific region in the last 5 years

**DR LIM WEE SHIONG**  
Senior Consultant, Geriatric Medicine, TTSH

**CATEGORY B  
(\$5,000 TO \$10,000)**

**B01**  
How do web 2.0 tools enhance teaching and lifelong learning in medical education?

**MR BENEDICT CHIA**  
Human Resources Development Consultant, Human Resource Development, E-learning; TTSH

**FY2012  
CATEGORY A  
(UP TO \$5,000)**

**A01**  
Yield of organic diagnosis assessment (YODA)

**DR PHUA DONG HAUR**  
Consultant, Emergency Department, TTSH

**A02**  
Evaluating the impact of scenario-based high fidelity patient simulation in the intensive care setting for residents

**DR WONG YU-LIN**  
Consultant, Anaesthesiology, Intensive Care & Pain Medicine, TTSH

**DR CHONG CHIN TED**  
Consultant, Anaesthesiology, Intensive Care & Pain Medicine, TTSH



**FY2012  
CATEGORY A  
(UP TO \$5,000)**

**A03**  
**Health literacy and the primary care healthcare professional**

**DR TANG WERN EE**  
Consultant Family Physician,  
Bukit Batok Polyclinic, NHGP

**DR TAN SIOK LING AUDREY**  
Senior Consultant, Corporate  
Development (Health Promotion),  
NHG

**A04**  
**Interprofessional practice and learning interest of allied health professionals in TTSH: A “dipstick” exploratory survey**

**MR SIMON LEONG**  
Senior Occupational Therapist,  
Department of Rehab  
Therapy Services, TTSH

**MS FLORENCE CHEONG**  
Senior Manager, Department  
of Occupational Therapy, TTSH

**A05**  
**Enhancing ward-based continuing nursing education through the use of problem-based learning: A randomised controlled trial**

**MS POH CHEE LIEN**  
Senior Nurse Educator,  
Nursing Training Department,  
IMH

**MS HELEN JOON KUM ENG**  
Nurse Educator,  
Nursing Training Department,  
IMH

**A06**  
**Confidence levels of internal medicine trainees in rheumatological skills and diagnosis**

**DR FAITH CHIA LI-ANN**  
Consultant, Rheumatology,  
Allergy & Immunology, TTSH

**MR TAY JUN YANG**  
Medical student, Yong Loo Lin  
School of Medicine, NUS

**A07**  
**Study of the perceptions of medical trainees in Singapore towards Internal Medicine as their final career choice**

**DR VEERENDRA CHADACHAN**  
Consultant,  
General Medicine, TTSH

**A08**  
**A mixed method study of the quality of interprofessional education and collaboration amongst team members of Geriatric multidisciplinary rounds in the acute care setting**

**DR MARK CHAN PENG CHEW**  
Consultant,  
Geriatric Medicine, TTSH

**MS TAN KENG TENG**  
Senior Pharmacist (Clinical),  
Department of Pharmacy, TTSH

**CATEGORY B  
(\$5,001 TO \$10,000)**  
**B01**  
**Lost in transition: A phenomenological study on the lived experiences of newly qualified registered nurses in their transition to practice journey**

**MR EUGENE TEOH**  
Nurse Educator,  
Nursing Service, TTSH

**MS PUA LAY HOON**  
Principal Nurse Educator,  
Nursing Service, TTSH

**A/PROF CHAN MOON FAI**  
Associate Professor, Alice Lee  
Centre for Nursing Studies, NUS

**B02**  
**How do participants in simulation-based education activities learn?**

**MR ISSAC LIM**  
Manager, HOMER, NHG (HQ)

**DR MICHAEL CHIA**  
Associate Consultant,  
Emergency Department, TTSH

**DR CHRISTOPHER HAN**  
Visiting Scholar, Centre for  
Design Research, Stanford  
University

**FY2013  
CATEGORY A  
(UP TO \$5,000)**

**A01**  
**Teaching physicians to learn musculoskeletal examinations and diagnosis – (GUEST) a 5 steps Guided internet based E-Self study method for busy clinicians**

**A/PROF TJAN SOON YIN**  
Consultant, Rehab Medicine,  
TTSH

**DR VADASSERY SHAJI JOSE**  
Associate Consultant, General  
Medicine, TTSH

**A02**  
**An exploratory study of the impact of informal curriculum on junior doctors working in a palliative care unit**

**DR POI CHOO HWEE**  
Associate Consultant,  
Palliative Medicine, TTSH

**DR ALLYN HUM YIN MEI**  
Consultant,  
Palliative Medicine, TTSH

**A03**  
**Understanding health care professionals’ difficulties and support in performing terminal discharge for dying patients: A qualitative study**

**MS CHEN WEI TING**  
Advanced Practice Nurse,  
Nursing Service, TTSH

**A04**  
**The prevalence of burnout and use of coping mechanisms among palliative care practitioners in Singapore**

**DR MERVYN KOH YONG HWANG**  
Consultant,  
Palliative Medicine, TTSH

**DR ALLYN HUM YIN MEI**  
Consultant,  
Palliative Medicine, TTSH

**A05**  
**To employ direct patient surveys to identify deficiencies in communications skills of the NHG GS residents, design and implement educational interventions and measure the improvement in communications skills after the interventions**

**DR APPASAMY VIJAYAN**  
Senior Consultant Surgeon,  
General Surgery, TTSH

**A06**  
**GP partnership programme – A model of successful interprofessional collaboration and possible lessons for interprofessional education**

**DR ALVIN LUM WAI MUN**  
Deputy Director, IMH-GP  
Partnership Programme, IMH

**DR GOH YEN LI**  
Consultant,  
General Psychiatry 2, IMH

**A07**  
**Interprofessional clinical induction programme for new staff in a national rehabilitation centre: An action research approach**

**MR LEE WING KUEN**  
Senior Physiotherapist,  
Rehabilitation Centre, TTSH

**MS GOO LAY KIAN**  
Nurse Educator,  
Nursing Service, TTSH

**A08**  
**Effectiveness of an educational program “Painless Evidence Based Practice” on nurses working in psychiatric settings**

**MR ZHOU ZHENYU**  
Advanced Practice Nurse,  
Nursing, IMH

**MS XIE HUITING**  
Senior Staff Nurse,  
Nursing Training, IMH

**A09**  
**Effectiveness of a multi-professionals’ difficulties and support in performing terminal discharge for dying patients: A qualitative study**

**MS GOH TZE JUI**  
Senior Psychologist, Child and  
Adolescent Psychiatry, IMH

**DR SUNG MIN**  
Senior Consultant, Child and  
Adolescent Psychiatry, IMH

**A10**  
**Specialised training and skills in psychiatry of intellectual disability: Perceptions of psychiatric medical officers and trainees**

**DR SAJITH  
SREEDHARAN GEETHA**  
Consultant,  
General Psychiatry, IMH

**A11**  
**Web-based teaching module to improve residents knowledge in diabetic emergencies**

**DR RANJANA ACHARYA**  
Consultant,  
General Medicine, TTSH

**DR VEERENDRA CHADACHAN**  
Consultant,  
General Medicine, TTSH

**A12**  
**A novel Neurosurgical Simulator to train junior neurosurgeons in the insertion of external ventricular drains**

**DR JUSTIN KER**  
Resident, Neurosurgery, NNI

**DR DEANNA KHOO**  
Registrar, Cardiology, TTSH

**A13**  
**Exploring implicit stereotypes among doctors and nurses using implicit association test (IAT)**

**MS KANIKA BATRA**  
Research Analyst, HOMER,  
NHGHQ

**A14**  
**Research purpose and approach of medical education research: comparison of 2 international conferences**

**DR LIM WEE SHIONG**  
Senior Consultant,  
Geriatric Medicine, TTSH

**PROF CHARLOTTE  
RINGSTED**  
Director and Scientist,  
Department of Anesthesia,  
University of Toronto and  
University Health Network

**A15**  
**An insight of shared leadership in a hospital setting: Internal team conditions, task complexity and factors that inhibit shared leadership implementation**

**MS ONG YU HAN**  
Research Analyst,  
HOMER, NHGHQ

**CATEGORY B  
(UP TO \$10,000)**

**B01**  
**The R2D2 (residents’ resilience in different disciplines) study**

**DR TIMOTHY TEOH**  
Registrar, Department of  
Psychological Medicine, TTSH

**A/PROF NICHOLAS CHEW**  
Senior Consultant, DIO Office,  
TTSH

**B02**  
**StarDom Study: Applying Systems Theory framework for internal medicine senior residency career Development in a Singapore ACGMEI residency programme**

**DR KUA EE CHIA JOANNE**  
Associate Consultant,  
Geriatric Medicine, TTSH

**DR SEE SU CHEN JOLENE**  
Service Registrar,  
Geriatric Medicine, TTSH

**FY2014  
CATEGORY A  
(UP TO \$5,000)**

**A01**  
**Evaluation of an orientation program on readiness of transition to practice and organisational commitment for newly recruited nurses**

**DR XIE HUITING**  
Senior Staff Nurse,  
Nursing Training, IMH

**A02**  
**Effectiveness of non-traditional teaching methods used to prepare health care students in the delivery of the mental state examination: A systematic review**

**MS RAJNI PARASURAM**  
Nurse Educator,  
Nursing Training, IMH

**DR XIE HUITING**  
Senior Staff Nurse,  
Nursing Training, IMH

**A03**  
**Exploring the research interests and experience; and barriers and enablers to allied health professionals’ participation in research and educational activities in TTSH**

**DR CHARMAINE  
KRISHNASAMY**  
Research Analyst, HOMER,  
NHGHQ

**DR LIM YEN PENG**  
Head of Department,  
Nutrition and Dietetics, TTSH

**A04**  
**Diagnostic reasoning in medical students and junior residents using a basic e-learning neuroradiology module**

**DR JAI PRASHANTH RAO**  
Associate Consultant,  
Neurosurgery, NNI

**DR KOH NIEN YUE**  
Senior Consultant,  
General Medicine, TTSH

**A05**  
**Teaching and initiating end of life communication in Intensive Care Unit (ICU) among registered nurses**

**DR POI CHOO HWEE**  
Associate Consultant,  
Palliative Medicine, TTSH

**A06**  
**Use of team based learning and simulation in a hospital nursing program to enhance nurses’ communication, confidence, and competency to manage deteriorating patients: A program evaluation**

**MS TAN YEW HIANG**  
Nurse Educator,  
Nursing Service, TTSH

**MS ISABEL NG HUI LENG**  
Nurse Researcher,  
Nursing Service, TTSH

**A07**  
**Multi source feedback for Family Medicine residents**

**DR DARREN SEAH**  
Consultant Family Physician,  
Hougang Polyclinic, NHGP

**DR ONG CHIN FUNG**  
Consultant, Family and  
Community Medicine, KTPH

**A08**  
**Exploring the Kolb’s cycle using a session of Dialogue in the Dark (DID)**

**DR ONG CHIN FUNG**  
Consultant, Family and  
Community Medicine, KTPH

**DR DARREN SEAH**  
Consultant Family Physician,  
Hougang Polyclinic, NHGP

**MS NASLOON ALI**  
Research Analyst, HOMER,  
NHGHQ

**CATEGORY B  
(UP TO \$10,000)**

**B01**  
**Facilitated narrative-based assessment for PGY-1: Development, implementation and impact**

**DR CHIA CHUNG KING**  
Consultant, Gastroenterology &  
Hepatology, TTSH

**B02**  
**Pepton’s four stage approach in teaching procedural skills: One size fits all?**

**DR 001 CHEE KHEONG**  
Consultant,  
Emergency Medicine, TTSH

**DR STEPHEN CHAN  
YUNG-WEI**  
Consultant, Anaesthesiology,  
Intensive Care & Pain Medicine,  
TTSH

**B03**  
**The doctor as psychotherapist: The impact of psychotherapy in psychiatry residency**

**DR LIM WEN PHEI**  
Senior Resident, NHG  
Residency (Psychiatry), NHG

**MR LIM YONG HAO**  
Research Analyst,  
HOMER, NHGHQ

**FY2015  
CATEGORY A  
(UP TO \$5,000)**

**A01**  
**Evaluation of a structured GP training program: Possible lessons on how multi-dimensional training can impact training effectiveness**

**DR ALVIN LUM WAI MUN**  
Deputy Director, IMH-GP  
Partnership Programme, IMH

**A02**  
**To develop a pilot tool to assess nurses’ competency in counselling patients with atopic dermatitis or psoriasis**

**DR MABEL LEOW QI HE**  
Staff Nurse, Nursing, NSC

**A03**  
**Learning about engaging leadership in inter-professional teams: A phenomenological study**

**MR LIM YONG HAO**  
Senior Research Analyst,  
HOMER, NHGHQ

**DR MARY LEE**  
Senior Research Analyst,  
HOMER, NHGHQ

**A04**  
**Conscientiousness as a component of professionalism: The conscientiousness index in a Singapore residency programme**

**DR FAITH CHIA LI-ANN**  
Consultant, Rheumatology,  
Allergy & Immunology, TTSH

**A05**  
**An exploratory study of attitudes, perceptions and practices of trained facilitators in advance care planning in a tertiary hospital in Singapore**

**DR RAYMOND NG**  
Consultant,  
Palliative Medicine, TTSH

**CATEGORY B  
(UP TO \$10,000)**  
**B01**  
**Effectiveness of communication courses and challenges in communication skills faced by residents working in a tertiary hospital**

**DR POI CHOO HWEE**  
Consultant,  
Palliative Medicine, TTSH

**A/PROF NICHOLAS CHEW**  
Designated Institutional  
Official, Senior Consultant,  
Psychological Medicine, TTSH

**B02**  
**Understanding moral distress amongst trainees in a Singapore tertiary hospital residency programme**

**DR NEO HAN YEE**  
Consultant,  
Palliative Medicine, TTSH

**DR SHAUN GERALD NATHAN**  
Medical Officer, MOHH

**B03**  
**Effectiveness of a research mentorship program on junior nurses’ knowledge, attitude and practice as evidence-based practitioners**

**DR CHAN EE YUEE**  
Senior Nurse Researcher,  
Nursing Research, TTSH



“  
Stones and blows  
and I are hardly strangers.  
My heart is steeled by now,  
I've had my share of pain  
in the waves and wars.  
Add this to the total.  
Bring the trial on.

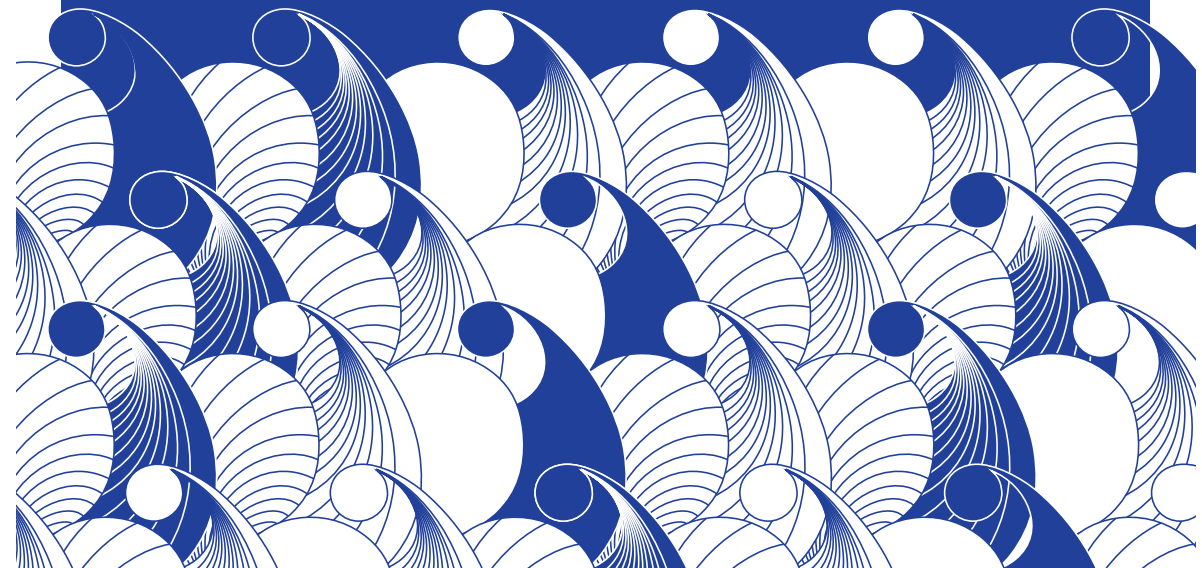
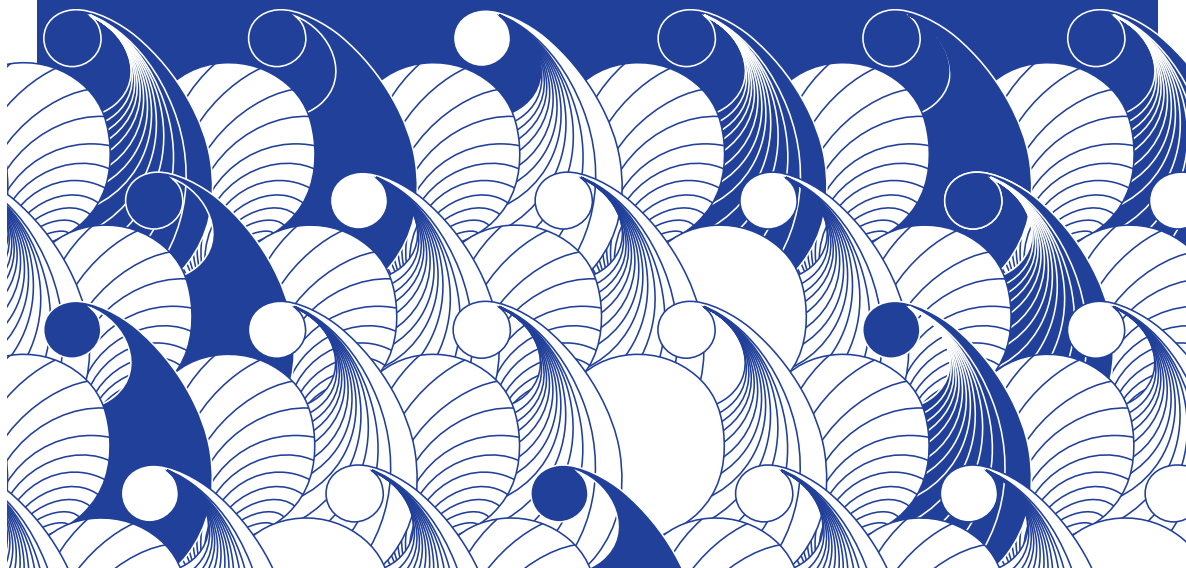
”  
**ODYSSEUS**  
BOOK XVII



EPILOGUE  
*The CHALLENGES AHEAD  
& OUR STRATEGIES  
MOVING FORWARD*

“  
WE STAND *at the* CUSP  
*of a* **MAJOR**  
**TRANSFORMATION**  
*in the* LANDSCAPE  
*of* HEALTH PROFESSIONS  
EDUCATION.

”  
**ADJ A/PROF LIM WEE SHIONG**  
FACULTY ADVISOR,  
HOMER;  
SENIOR CONSULTANT,  
DEPARTMENT OF GERIATRIC MEDICINE,  
TAN TOCK SENG HOSPITAL



In the next five years, there will be unprecedented opportunities for collaborative research that involves partners from different disciplines, nationalities and cultural backgrounds. The evolution of advances in technology will bring new opportunities. Yet in this brave new world, there is an even greater need for thoughtful sense-making of the new, the old and the link between the two. HOMER's role in pushing the frontiers of HPE will be even more critical in helping to link the past, present and future of innovations and phenomena.

**ADJA/PROF LIM WEE SHIONG**

FACULTY ADVISOR,  
HOMER,  
SENIOR CONSULTANT,  
DEPARTMENT OF GERIATRIC MEDICINE,  
TAN TOCK SENG HOSPITAL

One of our proudest achievements was the diversity of our partners. Our view was that HOMER was only one component of an ecosystem that consisted of administrators, clinicians, policy makers, researchers, students, and of course, patients and their caregivers. HOMER would not be flourishing if not for the unstinting support from its partners. An old African adage said it well, "If you want to go fast, go alone. If you want to go far, go together." This report documents the collective journey HOMER embarked with our partners since we started. We all joined the journey with the noble intention to serve our fellow citizens, friends, and family. Let us not lose sight of our respective roles in making healthcare better through the improvement of teaching and learning, especially for the future generations of healthcare professionals. They will be the individuals who will take care of us, our families and loved ones when we fall ill.

We press on.

**MR ISSAC LIM**

HEAD,  
HOMER,  
NATIONAL HEALTHCARE GROUP



**CONTRIBUTORS**

Nasloon Ali  
Khoo Hwee Sing  
Charmaine Krishnasamy  
Alden Lai  
Mary Lee  
Issac Lim  
Lim Wee Shiong  
Lim Yong Hao  
Loo May Eng  
Ong Sik Yin  
Ong Yu Han  
Yvonne Yock

**ACKNOWLEDGEMENTS**

We thank all our collaborators who have given their time to help us with the report, the many more collaborators we were unable to feature, and the senior management of NHG for their unstinting support in our continuing HPE research journey.

# HOMER'S ODYSSEY

HEALTH OUTCOMES & MEDICAL EDUCATION RESEARCH  
NHG-HOMER HALF-DECADE REPORT  
2011-2015



Homer is a name given to one of the earliest scribes in Western civilisation. According to Western literary tradition, Homer was best known for writing the epic poem, the *Odyssey*. Originally recounted and performed orally, the poem tells of the adventures of the Greek king, Odysseus during his journey home to Ithaca after sacking the city of Troy.

Odysseus' voyage was long and arduous, chequered with many twists and turns that the listener may be led to think that he would never make it home. He did finally reach home, however, aided by gods, especially Athena, the goddess of wisdom and war, who took on various roles as protectress and mentor.

Today, the word *odyssey* has come to mean a long and eventful journey or experience. The American Heritage Dictionary even calls an *odyssey* “an intellectual or spiritual quest”. We have chosen the theme of an *odyssey* for this half-decade report because we think an *odyssey* is what might properly describe the endeavours of the clinicians who ventured into Health Professions Education (HPE) research with us.

The bulk of this report recounts their stories and how each of them overcame their mental, physical and emotional hurdles to embark on what had been an unknown realm for many of them when they started on their research. Each of the clinician-researchers here has had the gumption to venture into unfamiliar ontologies and epistemologies in order to resolve a practical problem or satiate an intellectual curiosity. In the process, each of them has reached another peak in their professional development and contributed to the growth of HPE. In the quest to discover causes, effects and interventions in the learning and working of HPE, each clinician-researcher can be likened to an *Odysseus*. *HOMER* does not claim to be Athena or Mentor in these voyages. But how happy and privileged are we, to have played an integral role in accompanying *Odysseus* in this report!

