

## **W2A1: SHIFTING PARADIGMS IN STUDENT REMEDIATION: EMPOWERING COMPETENCE THROUGH ACTION LEARNING SETS**

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**Speakers:** Prof Susie Schofield, Dr Qabirul Abdullah

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### **Workshop Description**

The traditional concept of student remediation, often linked to addressing underperformance, has undergone a transformative shift. It is now recognized as a comprehensive strategy to foster competence among all learners, irrespective of their stage. This workshop explores the intricacies of this evolved perspective on remediation by drawing on insights from organizational systems theories and research. It aims to propose practical remedies for effectively assisting growing healthcare student cohorts facing diverse educational challenges that frequently exhibit collective rather than individual characteristics.

With a focus on fostering competency acquisition, the session offers a range of strategies and methodologies. Particular emphasis is placed on leveraging student peer group support to augment tutor intervention, thereby forming an integral part of effective remediation programs.

At the core of the workshop lies the principle of Action Learning Sets, a time-honoured technique renowned for resolving complex challenges within healthcare organizations. This method not only enhances reflective practice and collaborative skills within small groups but also acts as a potent catalyst for student-led peer learning. Integrating Action Learning Sets into institutional remediation systems allows for decreased tutor intervention with the added bonus of nurturing student-driven approaches to problem solving.

Participants are invited to contribute instances where their remediation systems have been examined and potential gaps identified. Through these real-world illustrations, in conjunction with guidance from expert facilitators, attendees will examine strategies for crafting student-oriented Action Learning Sets. A focal point of this exploration is nurturing "exploratory insight" (Revens, 1998) through refining skills in effective questioning and reflective practice.

As educational paradigms continue to evolve, this workshop aims to arm educators with a transformative approach to reshape the landscape of student remediation. By harnessing the potent potential of Action Learning Sets, participants will depart equipped to enhance self-directed learning and dynamic problem-solving capabilities among their students.

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### **Workshop Objectives**

The aim of this workshop is to allow participants to increase their capability to;

- Articulate the contextual and individual factors contributing to underperformance.
  - Analyse the efficacy of employing Action Learning Sets to elevate peer group learning and reflective practice.
  - Investigate techniques for cultivating and nurturing Action Learning Sets to promote student-driven peer group engagement, bolstered by increased proficiency in reflective practice.
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### **Who Should Attend**

Medical Educators (particularly but not exclusively from the clinical teaching environment) who are involved in teaching undergraduates, postgraduate specialty trainees and established professionals undertaking CPD activities and who are particularly involved in teaching/tutoring small groups of students and who may or may not also have a leadership role. The workshop will benefit both new and experienced small group tutors as the format of the workshop will allow individual participants to focus on the workshop activities and processes most relevant to their own current practice and their own future development.

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## Speaker Bios

Name	Department	Faculty	Institution	Country
Prof Susie Schofield				United Kingdom

Name	Department	Faculty	Institution	Country
Dr Qabirul Abdullah	Centre for Medical Education	School of Medicine	University of Dundee	United Kingdom

Qabirul Karan Abdullah, faculty member at the Centre for Medical Education (CME), Dundee has over 15 years of teaching experience supporting under and post graduate healthcare professions students. A medical practitioner, before specialising in laboratory science (Molecular and Cellular Pathology, Cancer Genetics) and Medical Education. He is a Fellow with the Higher Education Academy, UK. Currently, Deputy Lead for online distance learning programme, Masters in Medical Education (MMEd); module lead for Clinical Teaching Suite of Speciality Modules and Linking Theory to Practice. Qabirul is also the convener of the Distance Learning Forum for the University of Dundee using his extensive experience in learning design. Main areas of research interest are related to technology enhanced learning, learning analytics and self-directed learning. He is currently co-authoring, 'Jump first understand later: a scoping review exploring discourses of effective and efficient asynchronous discussion boards in online learning for medicine and healthcare'.

## W2A2: Integrating Assessment in Basic Sciences Education

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**Speakers:** Prof Neil Osheroff, Dr. Kimberly B. Dahlman

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### Workshop Description

Successful practicing clinicians require skills and attitudes beyond medical knowledge, and pre-clerkship faculty play an early role in developing these attributes in students. However, because of the heavy focus on medical knowledge during pre-clerkship training, programs often struggle to design experiences and assessments that prepare students for all aspects of clinical work. One approach to addressing this important issue is to incorporate competency-based assessment schemes into the pre-clerkship curriculum. While maintaining the importance of medical knowledge, competency-based strategies allow a more holistic view of student development and can be used to provide additional information and coaching for students in a variety of domains such as practice-based learning and improvement, systems-based practice, interpersonal skills and communication, and professionalism. They also provide students with rich and timely feedback across all aspects of their performance, establish a roadmap that encourages student development, and have the potential to identify students with challenges in domains other than medical knowledge that often go undetected during pre-clerkship training.

The workshop will begin with an interactive large group session that explores the use of qualitative milestone-based competency assessments in the pre-clerkship phase. The session will discuss the difference between “competencies” and “competence” and will explore the advantages of this assessment strategy over quantitative knowledge-based assessments alone. Two small group activities will follow.

1. Attendees will break into small groups and discuss approaches for integrating novel activities into their curricula that could be used as settings to observe specific student behaviors and apply milestone-based assessments. Participants will share strategies and activities that they identified.
  2. Participants will develop milestone language for specific competency domains and report back to the large group.
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## **Workshop Objectives**

This interactive workshop will provide practical information and a framework that participants can use to implement milestone-based assessment strategies that include multiple competency domains in the basic sciences at their institutions. After completing this workshop, participants will be able to:

1. Describe qualitative formats of assessment and how they can be used to equip students with a diverse set of competencies during pre-clerkship medical education.
  2. Design different small group learning environments that can be used to capture student behavior.
  3. Discuss how feedback from these sessions can be used to identify previously undetected competency challenges and allow opportunities for coaching and remediation before students enter the clinical workplace.
  4. Develop standardized milestone-based competency language for assessing student performance.
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## **Who Should Attend**

This workshop will benefit curricular leaders, course directors, administrators, and interested faculty members who are involved in student health professional education and assessment in the pre-clerkship curriculum. We believe that educators who teach in the clinical workplace will benefit greatly as well. We expect that attendees will leave the workshop with practical strategies and a framework for implementing milestone-based assessments of students at their institutions.

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## Speaker Bios

Name	Department	Faculty	Institution	Country
Prof Neil Osheroff	Biochemistry	Medicine	Vanderbilt University School of Medicine	USA

Dr. Neil Osheroff is Professor of Biochemistry and Medicine, Vanderbilt University School of Medicine, and the John G. Coniglio Chair in Biochemistry. Beyond his research laboratory, he has been a medical school course director since 1990, co-leads the pre-clerkship phase, and is a Past-Director of the Academy for Excellence in Education. He is a Past-President of the Association of Biochemistry Educators and the International Association of Medical Science Educators. Dr. Osheroff has received awards for mentoring, teaching, curricular design, educational leadership and service, and promoting diversity and inclusion. He is also a Fellow of the American Association for the Advancement of Science and the Association for Medical Education in Europe. He has published >280 papers and has presented ~400 scientific and educational talks in 39 different countries.

Name	Department	Faculty	Institution	Country
Dr. Kimberly B. Dahlman	Medicine (Hematology/ Oncology)	Medicine	Vanderbilt University Medical Center	USA

Dr. Dahlman is an educator and cancer biologist who has demonstrated educational leadership in curriculum and faculty development, foundational science integration, student assessment, and program evaluation. She earned her PhD in Cancer Biology from Vanderbilt University and completed her postdoctoral training at Memorial Sloan-Kettering Cancer Center. Currently, Dr. Dahlman is Co-Director of the 3rd and 4th year medical school curriculum (Immersion Phase) at Vanderbilt University School of Medicine. She has been recognized for her outstanding educational contributions by election to the Vanderbilt Academy for Excellence in Education and as President to the Association of Biochemistry Educators. She was awarded the Denis M. O'Day award for Team Implemented Curriculum from Vanderbilt and the Early Career Award for Excellence in Teaching and Innovation from the International Association of Medical Science Educators.

## **W2A3: ACTIVE ENGAGEMENT WITH LEARNERS IN CO-CREATING AND COLLABORATIVE KNOWLEDGE BUILDING USING DIGITAL AND AI TECHNOLOGIES: PEERWISE, PHARMACOLOGY TUTORIALS, AND CHAT GPT**

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**Speaker:** Assoc Prof Judy Sng, Assoc Prof Gavin Dawe, Dr Inthrani Raja Indran, Dr Tharindunee Jayakody, Dr Priya Paranthaman

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### **Workshop Description**

During the COVID-19 pandemic, many universities are using blended or hybrid learning. Inevitably, our students, either undergraduate or postgraduate, new or existing students, will feel a bit lost in this new learning environment. From adapting to digital coursework to staying disciplined with minimal face-to-face interactions, getting used to this new type of education may cause them to struggle — especially if their learning style isn't being addressed.

As 21st century teacher, we become co-designers with our learners and treating our students as equal partners in the realms of education. The impact of co-creation addresses an important element of psychosocial learning environment: enhanced learner-teacher relationships, a stronger sense of identity, and an increased sense of belongingness and cohesion. Using three publicly available digital technologies, PeerWise, Pharmacology Tutorials and ChatGPT, we used them to innovate and complement our teaching and co-design content with our students.

### Structure Of Workshop

- 1) The 21<sup>st</sup> Century Educator: Teachers as Co-Designers
- 2) Introduction and Interactive Presentation on Peerwise, Pharmacology Tutorials and ChatGPT
- 3) Hands-on exercises to learn how to use the different functions of PeerWise, Pharmacology Tutorials and ChatGPT
- 4) Digital and AI Tools Pros and Cons: Small group discussion on benefits and risks of technologies in education
- 5) Impact of AI on HPE: Facilitated large group discussion

5) Rethinking Education in the age Gen AI: Small group presentations of new or modified educational methodologies integrating Gen AI to HPE

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### **Workshop Objectives**

#### Intended Outcomes

- Understand features of publicly available digital tools and their design features.
  - Examine their design, functions, and operation.
  - Analyze the potential threats of digital technology and AI to educational programs.
  - Evaluate the potential applications of ChatGPT to education.
  - Discuss future directions of Health Professions Education in the face of a changing technological environment
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### **Who Should Attend**

This workshop is aimed at health professions educators interested in gaining a more in-depth understanding digital tools used in HPE teaching. In this half-day workshop, we discuss our role as educators in the 21<sup>st</sup> century. We will let our participants have hands-on experience with PeerWise, Pharmacology Tutorials and ChatGPT and their functions. We will also discuss the future of medical education in the realm of AI.

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## Speaker Bios

Name	Department	Faculty	Institution	Country
Assoc Prof Judy Sng	Pharmacology	Yong Loo Lin School of Medicine	National University of Singapore	Singapore

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Judy Sng, PhD, is an Associate Professor (Educator Track) and Education Director (Nursing Curriculum, Digital Transformation & Extramural Courses) of Pharmacology at Yong Loo Lin School of Medicine, National University of Singapore. Judy has a doctoral degree in Neuropharmacology from Kanazawa University, Japan, where she received the *Monbukasho* (Japanese government) scholarship and a Bachelor of Science (Honors) from the National University of Singapore. Judy is a medical educator with strengths in innovative pedagogies. Her passion for neuroscience links brain circuitry to artificial intelligence and medical education. She is the co-developer and co-creator of the [Virtual Integrated Patient](#) and a series of [educational tools](#) related to Pharmacology.

Name	Department	Faculty	Institution	Country
Assoc Prof Gavin Dawe	Pharmacology	Yong Loo Lin School of Medicine	National University of Singapore	Singapore

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Gavin Dawe is Head of Department and Associate Professor in the Department of Pharmacology, Yong Loo Lin School of Medicine, National University of Singapore (NUS Medicine), Singapore. He received his BSc (Hons) in Neuroscience from the University of Edinburgh (UK), his PhD in Pharmacology from King's College London (UK), and his Master's in Medical and Health Professions Education from Eastern Virginia Medical School, Norfolk, VA (USA). At NUS Medicine, he currently serves as Director of the second year undergraduate medical curriculum and as a member of the Curriculum Implementation Taskforce, Undergraduate Curriculum Committee, Faculty Assessment Committee, Medical Education Technology Enterprise Committee, Collaborative Learning Cases Committee, Continuing Education Training Workgroup, and Taskforce for Future Enhancement to the Curriculum. He teaches Pharmacology to Medicine, Dentistry, Nursing, Pharmacy and Life Science students and is an advocate for innovative technology used in teaching.

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<b>Name</b>	<b>Department</b>	<b>Faculty</b>	<b>Institution</b>	<b>Country</b>
Dr Inthrani Raja INDRAN	Pharmacology	Yong Loo Lin School of Medicine	National University of Singapore	Singapore

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Dr Inthrani Raja Indran is a Senior Lecturer and Education Director in the Department of Pharmacology. She also serves as the director for the NUS Medicine Office of Postdoctoral Affairs. She was recently accredited as a Newfield/Yong Loo Lin School of Medicine Associate Coach. Dr Indran has been leading a study focused on disruptive behavior (DB) in our healthcare system, the findings of which have raised awareness at the national level on the need for effective measures to mitigate the causes and impact of DB. She has been serving in the Student Affairs team as the Assistant Dean. She also has been working on ChatGPT and PeerWise in medical education.

<b>Name</b>	<b>Department</b>	<b>Faculty</b>	<b>Institution</b>	<b>Country</b>
Dr Priya Paranthaman	Pharmacology	Yong Loo Lin School of Medicine	National University of Singapore	Singapore

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Dr Priya Paranthaman is an instructor in the Department of Pharmacology. She is a trained medical doctor specialising in Pharmacology. She has been working on ChatGPT in medical education and exploring the use of ChatGPT to create assessment questions and validating them. She has also been teaching various disciplines in healthcare professions.

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<b>Name</b>	<b>Department</b>	<b>Faculty</b>	<b>Institution</b>	<b>Country</b>
Dr. Tharindunee Jayakody	Chemistry	Faculty of Science	University of Colombo	Sri Lanka

Tharindunee Jayakody is a lecturer in the Department of Chemistry, University of Colombo. She has been coordinating and developing curriculum for a new MSc in Pharmaceutical Sciences and Technology in her new position. She graduated from National University of Singapore specializing in Neuropharmacology and continues to use the innovative tools created in Pharmacology, where she did her PhD studies in and extending to her teaching in University of Colombo.

## **W2A4: REVERSE ROLE PLAY WITH PARTIAL SIMULATION – INNOVATIVE CLINICAL TEACHING IN PAEDIATRICS FOR FAMILY MEDICINE RESIDENTS**

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**Speakers:** Assoc Prof Lee Gan Goh, Dr Rajeev Ramachandran

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### **Workshop Description**

We will introduce an innovative method of small group clinical teaching for post graduate trainees. The method is reverse roleplay (RRP) with partial simulation (PS).

The principles of didactics, description of teaching method and learning will be conducted in the first 2 hours. In the remaining 2 hours, we will do a live demonstration of the teaching method using appropriate clinical cases.

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### **Workshop Objectives**

Objectives (Following this session participants will be able to:)

- Know about an innovative method of small group clinical teaching.
  - Strategize a clinical teaching method suitable for their students by relevant modification of the method learned.
  - Identify ways the concepts of teaching and learning can be manipulated for more effective clinical education.
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**Who Should Attend**

Participants will be provided opportunities to express their own personal experiences. Structured discussion on relevant questions will be integrated throughout the session. Workgroups will encourage participants to take part in the practice sessions to have hands-on experience.

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## Speaker Bios

Name	Department	Faculty	Institution	Country
Assoc Prof. Lee Gan Goh	Family Medicine	National University of Singapore	National University of Singapore	Singapore

Associate Professor Goh Lee Gan graduated from the Faculty of Medicine, University of Singapore, in 1971. He obtained his Master of Medicine in Internal Medicine, Singapore in 1976. Associate Professor Goh Lee Gan is currently a retired Professor in the Department of Family Medicine, National University Health System. He is also an Honorary Fellow and Senior Consultant in the Medicine Cluster, Department of Medicine National University Health System. He is a Past President, College of Family Physicians, Singapore, 2007 to 2011; Past President, Singapore Medical Association, 1999 to 2001; and a Past Regional President, Asia Pacific Region, World Organisation of Family Doctors, 2001 to 2007 He was awarded the Public Service Star (BBM) Singapore in 2005 – for work done as Chairman of AIDS Task Force, MOH, Singapore 2001-2006. He is also the Wes Fabb Orator, Wonca Asia Pacific Region, 2009, and Screenivasan Orator, College of Family Physicians, Singapore, 2000. He has to-date published 78 papers that are indexed in PubMed. Two of these are on Child Health.

Name	Department	Faculty	Institution	Country
Dr Rajeev Ramachandran	Dept. of Paediatrics,	Yong Loo Lin School of Medicine	National University of Singapore	Singapore

Dr. Rajeev graduated from the University of Calicut, India in 1996. He obtained his pediatric postgraduate qualifications from the same university in 1999. He completed pediatric residency training at the University of Texas Medical Branch (UTMB) and is certified by the American Board of Pediatrics. He has received several academic awards during his training in India and USA. He has attended several national and international conferences and has presented various topics. He has published many articles and has reviewed manuscripts for peer-reviewed articles in international journals.

Dr. Rajeev has completed the required advanced specialist training and received his pediatric specialist accreditation in Singapore. Adolescent medicine is the sub-specialty of interest, and he has a very special interest in adolescent eating disorders. He did clinical attachment at the Maudsley Centre for Child and Adolescent Eating Disorders as part of the Human Manpower Development Program (Team) sponsorship awarded

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by National University Hospital and Ministry Of Health, Singapore in 2019. He and his team members were attached to South London & Maudsley and King's College Hospitals, London, UK. He is currently practicing as a Senior Consultant in the Department of Paediatrics, National University Hospital (NUH). He is Assistant Professor at the Yong Loo Lin School of Medicine, National University of Singapore (NUS). He is also Faculty at NUHS Paediatric residency program and core faculty for NUHS Family Medicine residency program. Dr. Rajeev is the Site Director at NUH for the NHG-Family Medicine residency program. He is also Associate Programme Director of the NUS Graduate Diploma in Child and Adolescent Health (GDCAH).

## **W2A5: TIPS AND STRATEGIES TO MAKE MANUSCRIPT SUBMISSION TO AN INTERNATIONAL JOURNAL AND DISSEMINATION OF YOUR PUBLISHED ARTICLES MORE SUCCESSFUL**

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**Speakers:** Dr Peter GM de Jong, Ms Julie Hewett

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### **Workshop Description**

Scholarly work is of great importance in health professions education for developing new teaching methods, program evaluation, accreditation, and promotion and tenure. Scholarship results in products that are subject to feedback from peers and are being shared with others around the world. Especially novice scholars often struggle with the process of writing and submitting a manuscript to a journal. Having appropriate background knowledge about the process can help in becoming more successful. Beyond good academic writing skills, attention needs to be paid to intended audience, appropriate article type, educational rigor, journal selection and common practices in different parts of the world. Knowledge of typical procedures within Editorial Boards might also help to optimally prepare the manuscript. And once the article has been published, the authors can proactively promote their achievements instead of relying on passive dissemination of the article through library systems. Many online platforms like Twitter, Facebook, Instagram, LinkedIn, and ResearchGate make sharing results easy. Social media and social networks offer a wealth of opportunities to actively increase the visibility of the article, indirectly leading to more impact and citations.

The workshop will give the attendees practical strategies to improve the quality of their submission and more insight in the editorial processes of a journal, in order to increase the chances of acceptance of their work. Suggestions to handle reviewer bias and to avoid rejection caused by regional and cultural differences will be provided. During the session the participants will get small group assignments in order to help clarify the several steps in submitting a manuscript. Secondly, the participants will learn how to formulate effective social media expressions for a specific sample article. Based on the brainstorm exercises and actual experiences from the audience, the presenters will provide further tips and recommendations.

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## **Workshop Objectives**

At the end of the workshop the participants will feel much more familiar with the entire process of publishing and will have a better understanding of the way in which a manuscript should be submitted. Participants will know more about how to actively promote their own article(s) and themselves as a researcher/author by using social media and social networks.

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## **Who Should Attend**

The workshop is intended for those with no or little experience in submitting manuscripts to international medical education journals and/or with little experience with social media promotion of published articles. Any educational scholar with a focus on health profession education who wants to get some guidance and support is welcome to join, regardless their professional background or training.

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## Speaker Bios

Name	Department	Faculty	Institution	Country
Dr Peter de Jong	TEL	Center for Innovation in Medical Education	IAMSE & Leiden University Medical Center	Netherlands

Peter de Jong is a strategic advisor and senior researcher in the field of Technology Enhanced Learning at Leiden University Medical Center in The Netherlands. His research interest is in the field of Online and Blended Learning in medical education, and the use of Mixed and Virtual Reality applications. He authored several articles on the topic of the use of computers in education and online learning, and presented numeral oral, poster and workshop presentations. Peter is an active member of IAMSE (International Association of Medical Science Educators), and has been Editor-in-Chief of the association's journal Medical Science Educator since 2010. He conducted numerous publishing and review workshops for authors and reviewers to improve their scholarly skills. He currently serves as the President-Elect of the organization, and will take office as President in January 2024.

Name	Department	Faculty	Institution	Country
Ms Julie Hewett	IAMSE	N/A	N/A	United States

Julie Hewett is a graduate of Rochester Institute of Technology with a Bachelor Degree in Entrepreneurial Management. She has over 25 years of office management experience working with small organizations in the services and manufacturing industries. This broad work experience allowed Julie to develop JulNet Solutions, offering management support services to small businesses, entrepreneurs, and eventually professional non-profit associations. Since 1998 Julie has been involved in IAMSE for Association Management and Meeting Planning. In 2010 JulNet Solutions got involved in the production of IAMSE's online journal Medical Science Educator, and her office now offers Editorial Manager Support for the Editor-in-Chief. In her role within IAMSE she is also responsible for the social media strategy and outreach. Julie has led numerous workshops and presentations on the topic of the use of social media within Medical Education and as a tool for community building.

## **W2A6: Faculty Development to Nurture Professional Identity of Educators in the Health Professions**

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**Speaker:** Prof Yvonne Steinart

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### **Workshop Description**

Clinicians' and other health professionals' identities as educators help to determine their career trajectories, involvement in teaching, participation in faculty development, and satisfaction with their educational roles and responsibilities. It is therefore important to understand the professional identity formation of clinicians and health professions educators, how faculty development programs and activities can support or nurture these roles, and what formats and strategies can be most effective. It has been said that "faculty development can nurture, support, or awaken a teaching identity." This workshop will explore this assertion as well as the organizational and systems factors that can influence the process of educator identity formation.

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### **Workshop Objectives**

By the completion of this workshop, participants will be able to: describe clinicians' and other health professionals' identities as educators; discuss the process of becoming an educator in the health professions; explain how educators' identities can be nurtured, supported or awakened through faculty development; identify faculty development programs and strategies that can help to address identity formation; and propose an action plan to support health professionals' identities in their own setting.

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### **Who Should Attend**

This workshop is intended for educational leaders, faculty developers, and all educators in the health professions interested in the professional identity formation of educators in the health professions.

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## Speaker Bio

Name	Department	Faculty	Institution	Country
Prof Yvonne Steinart			McGill University	Canada

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Yvonne Steinert, Ph.D. a clinical psychologist and Professor of Family Medicine and Health Sciences Education, is the Richard and Sylvia Cruess Chair in Medical Education and the former Director of the Institute of Health Sciences Education in the Faculty of Medicine at McGill University. She is actively involved in undergraduate and postgraduate medical education, educational research, and the design and delivery of faculty development programs and activities. Her research interests focus on teaching and learning in the health professions, the impact of faculty development on the individual and the organization, professionalism and professional identity formation, and the interplay between culture and health professions education. She has written and presented extensively on topics related to faculty development and medical education and was named to the Order of Canada in recognition of her contributions to the advancement of pedagogical principles, faculty development, and new training approaches in Canadian medical education.

## W2A7: CLIMATE ACTION: WHAT'S MY ROLE?

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**Speakers:** Dr. Fathima Rizka Ihsan, Prof Lynn Monrouxe, Assoc Prof Jacqueline Bloomfield

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### Workshop Description

As a sustainable development goal adopted by the United Nations, climate action encompasses 'any effort taken to combat change and its impact.' Participating in this workshop provides an opportunity to reflect on your sustainability practices and attitudes, gain knowledge on climate change with a specific focus on the role of healthcare in this: discussing barriers and facilitators to planetary health in your workplace with global counterparts that will help generate innovative local solutions.

The workshop will begin with a presentation on the current consensus on climate change, its implications on human health and ecosystems, and the role of healthcare in it. Participants will then be asked to sort 20-30 cards containing a statement of belief/value on climate change/action to their preferences to explore their own viewpoints toward climate change, education and action as health professional educators (HPE). Small group discussions (SGD) facilitated by the resource persons will follow this activity: defining climate action focusing on HPEs' sustainability practices within workplace settings, workshop participants will be encouraged to share personal experiences of witnessing or participating in workplace sustainability practices, exploring enablers and barriers to success. During these discussions we will explore curricular integration and teaching strategies in planetary health, cultural influences on climate education and action, and supporting students experiencing climate anxiety.

As a PhD student exploring professional identities in the field of planetary, I wish to leverage this unique platform to explore a range of HPEs' viewpoints. To broaden participation, all APMEC registrants will be sent an invitation to participate in the study via email, although the workshop will not be restricted to those agreeing to participate. Care will be taken to ensure that attendees not wishing to participate in the study will be grouped together during the SGD and their discussion will not be recorded.

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## **Workshop Objectives**

- To explore the viewpoints of health professions educators toward climate change, education, and action;
  - To increase awareness among health professions educators about climate change, its implications, and the role of healthcare in planetary health;
  - To discuss the integration of planetary health in health professions education, barriers and enablers for climate education and action for healthcare professions educators
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## **Who Should Attend**

Health profession educators from diverse backgrounds; professions, demographic and geographic locations are welcome to explore their views, and discuss barriers and enablers for climate education and action in their local settings that would facilitate the generation of innovative local solutions. Additionally, aspects of the integration of planetary health in health professions education will be discussed.

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## Speaker Bios

Name	Department	Faculty	Institution	Country
Dr. Fathima Rizka Ihsan	N/A	Sydney School of Health Sciences	University of Sydney	Australia

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Rizka is a medical practitioner, pursuing a PhD at the Faculty of Medicine and Health, University of Sydney, Australia. Her research titled 'Climate Action and Professional Identities in Healthcare' will examine factors influencing health professionals' willingness to engage in climate action. This evaluation will consider the influence of climate anxiety, perceived barriers, and contextual and cultural factors among demographically and geographically diverse healthcare professionals. She holds a Master of Medical Education from the University of Colombo, Sri Lanka, and a Master's in Medical Administration from the Aisa e University, Malaysia.

Name	Department	Faculty	Institution	Country
Professor Lynn Monrouxe	The University of Sydney School of Health Sciences	The Faculty of Medicine and Health	The University of Sydney	Australia

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Prof. Lynn Monrouxe: Lynn is Professor and Academic Lead of Health Professions Education Research (HPER) at the University of Sydney. Previously the inaugural director of the country-wide Chang-Gung Medical Education Research Centre, Taiwan, she has a background in psychology and cognitive linguistics. Lynn has an international reputation for high-quality research in HPE with 130+ peer-reviewed articles and books.

<b>Name</b>	<b>Department</b>	<b>Faculty</b>	<b>Institution</b>	<b>Country</b>
Associate Professor Jacqueline Bloomfield		The Faculty of Medicine and Health	The University of Sydney	Australia

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Associate Professor Bloomfield is a registered nurse with expertise in haemato-oncology and palliative care. She is also a qualified midwife. She has extensive senior academic leadership experience, and has worked at universities in Australia, Singapore and the UK. Jacqueline was awarded a PhD from the University of London in 2008. Her current role as Director of International Programs at the University of Sydney Susan Wakil School of Nursing and Midwifery encompasses the management of degree programs in Singapore. She is an academic lead for interprofessional education within the Faculty of Medicine and Health. Jacqueline's research interests focus on 1. Interprofessional education and 2. Supportive care for patients with cancer and she has a substantive publication record in national and international journals and textbooks. She is co-Chief Specialty Editor of Frontiers in Medicine Health Professions Education.



## W2A8: A FRAMEWORK TO SUPPORT SUCCESS AND WELL-BEING IN HEALTH SCIENCES

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**Speakers:** Dr Michael Wilkes, Dr Margaret Rea, Dr Karl Jandrey

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### Workshop Description

High rates of burnout, anxiety and depression have been documented among health professions students (HPS), including veterinary, medical and nursing students. In response, health science schools need to look at both pre-matriculation and learning environmental factors that can work to either support or be barriers to the well-being and academic success of students. To this effort, an interdisciplinary team has developed a model of resilience that describes the role of intrapersonal, interpersonal, and systemic factors in student wellness and success. This model is being evaluated in a longitudinal study of medical, veterinary and nursing students with the goal of identifying student support and systems interventions that improve student well-being. This workshop will explore the sources of burnout, present the model, report preliminary findings, and provide participants the opportunity in small break-out groups to use the model as a roadmap to improve the chances for student success, addressing both admissions and the learning environment.

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### Workshop Objectives

1. Evaluate a multi-dimensional model of resilience that describes the role of intrapersonal, interpersonal, and systemic determinants of student wellness and success.
2. Define resilience and validated resilience-related measurement tools.
3. Describe barriers and challenges in *admissions* to health science schools and explore interventions that could improve the process making it more inclusive.
4. Describe barriers and challenges in the *learning environment* that limit students' academic success and diminish student well-being.

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**Who Should Attend**

Health Professional Faculty interested in student well-being and understanding predictors of student academic success.

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## Speaker Bios

Name	Department	Faculty	Institution	Country
Dr. Michael Wilkes				USA

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A physician and social epidemiologist - is widely known for his creative efforts in medical education. He has enormously impacted teaching the humanistic side of being a physician and working tirelessly to include the public health and social sciences as a core part of physician's training. He has led the way toward innovative changes in medical education across the University of California system, and in nations worldwide. He has been Vice Dean of Education at UC Davis for many years and in his current capacity as Director of Global Health, he works collaboratively across the University of California Davis's health sciences schools (medicine, nursing, veterinary medicine, agriculture, and others) to focus on enormous global One Health problems at the intersection of human, animal, and environmental health. He has been involved in the creation of new medical schools in the US, Africa, and Asia to address the world's crucial health needs.

Name	Department	Faculty	Institution	Country
Dr. Margaret Rea			School of Medicine and Nursing, University of California, Davis	USA

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Margaret Rea, Ph.D. is a clinical psychologist, clinical professor in Emergency Medicine and is the Director of Student and Resident Wellness at the UC Davis School of Medicine, School of Nursing, and Office of Graduate (postgraduate) Medical Education, UC Davis Health. She oversees wellness programs and services for medical students, nursing students, residents and fellows. She is engaged in developing and providing mental health services and wellness prevention programs for students, trainees and faculty providing her with in-depth experience into the many personal and system factors that impact clinician and physician well-being

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Name	Department	Faculty	Institution	Country
Dr. Karl Jandrey			School of Veterinary Medicine, University of California, Davis	USA

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Dr. Jandrey is a board-certified small animal emergency and critical care specialist as well as the Associate Dean of Admissions and Student Programs at the UC Davis School of Veterinary Medicine. Besides his Doctor of Veterinary Medicine degree from The Ohio State University, he completed a Master of Advanced Studies in Clinical Research at UC Davis in 2009. He studies disorders of coagulation and hemostasis in clinical dog and cat patients as well as extracurricular scholar success focused on wellbeing and resilience.

## **W2P2: A BEGINNER'S GUIDE TO SETTING STANDARDS**

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**Speaker:** Prof John Norcini

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### **Workshop Description**

The goal of this session is to familiarize the participants with the major methods for setting standards (i.e., selecting the pass-fail points) on written and clinical examinations. The session will start with a very brief overview of standards, how they differ from scores, the two types of standards, and the characteristics of a credible standard. The second part of the session will focus on specific methods of setting standards, including Angoff's method and the contrasting group method. Steps in the implementation of each will be described. Active engagement will be encouraged throughout, and participants are encouraged to bring their standard-setting problems to the workshop.

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### **Workshop Objectives**

After attending this workshop, the learner will be able to:

1. Understand the difference between standards and score, as well as the two types of standards.
  2. Understand the characteristics of a credible standard.
  3. Become familiar with several different methods of setting standards.
  4. Know the steps in implementing a standard-setting process.
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### **Who Should Attend**

Anyone interested in a general introduction to setting standards on written and clinical examinations.

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## Speaker Bio

Name	Department	Faculty	Institution	Country
Prof. John Norcini			SUNY Upstate Medical University	USA

John Norcini, PhD is Research Professor in the Department of Psychiatry at Upstate Medical University and a Fellow of Presence (a Center at Stanford Medical School). Previously, he held positions at FAIMER and the American Board of Internal Medicine. He has more than 200 publications, lectured and taught in more than 45 countries, and is on the editorial boards of several peer-reviewed journals. He is an honorary Fellow of the Royal College of General Practitioners (UK) and the Academy of Medical Educators and has received numerous awards including the Karolinska Prize for Research in Medical Education and the Hubbard Award.

## **W2P3: EFFECTIVE USE OF DISCUSSION BOARDS - EVIDENCE BASED APPROACHES TO FACULTY DEVELOPMENT FOR ONLINE TEACHING**

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**Speakers:** Dr Qabirul Karan Abdullah, Prof Susie Schofield

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### **Workshop Description**

This workshop draws on research funded through an ASME, Excellence in Medical Education Award 2020. The mixed-method study has included a scoping review, documentary, discourse analysis and semi-structured interviews of stakeholders in both post graduate medical education and Dundee's undergraduate medical programme. The work began before the pandemic, but as we see significant increases of online and blended learning in the mainstream of health care education, our findings may be of value to a wider audience. We believe discussion boards (DBs) are where students develop a sense-of-belonging, engagement with course content and peers. Our outcomes identify, not only how to design activities which optimize peer interactivity but also frameworks which can enable faculty development and help transfer medical educator skills from face-to-face teaching to online environments. Key frameworks underpinning our study include Community of Inquiry (Garrison et al., 2001) and the 'Worker, Lurker and Shirker model (Taylor, 2002). Our findings seem to echo the literature by suggesting it is teacher 's presence that optimizes the value of the discussion boards/ forum.

Whilst some skills are transferable, we believe there are particular knowledge, skills and attitudes needing development to enhance online learning environments in medical education. These may require evidence-based faculty development, precluded by the urgency of changes related to Covid. The workshop will begin by encouraging participants to exchange experiences of asynchronous discussion boards/ forums and using both small and large group conversations to consider how evidence, long available to distance learning experts, may help us to understand, explain and develop effective online learning in the medical education context.

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## **Workshop Objectives**

To have;

- Provided space for participants to share their experiences of online teaching and dilemmas faced, strategies developed and obstacles overcome
  - Disseminated evidence-based pedagogic knowledge, skills and attitudes, key terms and concepts from the online world for application in health professions education
  - Worked collaboratively to integrate online educational frameworks with participants' own experiences of online pedagogy
  - Provided space for participants to recognise and articulate issues and faculty development needs with international peers
  - Enabled participants to articulate their own learning needs and ideas for meeting them locally
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## **Who Should Attend**

Anyone wishing to enhance the use of asynchronous discussion boards and develop ideas for transferring knowledge and skills from face-to-face pedagogy to online environments. This workshop is available to staff with all levels of experience and expertise. Please consider attending if you would welcome an opportunity to discuss your experiences of moving online; of hearing about evidence based understandings of online pedagogy; gathering hints and tips from peers and workshop facilitators before setting personal development goals to enhance your own performance as a stakeholder in online teaching.

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## Speaker Bios

Name	Department	Faculty	Institution	Country
Dr Qabirul Karan Abdullah	Center for Medical Education	School of Medicine	University of Dundee	United Kingdom

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Qabirul Karan Abdullah, faculty member at the Centre for Medical Education (CME), Dundee has over 15 years of teaching experience supporting under and postgraduate healthcare professions students. A medical practitioner, before specializing in laboratory science (Molecular and Cellular Pathology, Cancer Genetics) and Medical Education. He is a Fellow with the Higher Education Academy, UK. Currently, Deputy Lead for online distance learning programme, Masters in Medical Education (MMEd); module lead for Clinical Teaching Suite of Specialty Modules and Linking Theory to Practice. Qabirul is also the convener of the Distance Learning Forum for the University of Dundee using his extensive experience in learning design. Main areas of research interest are related to technology enhanced learning, learning analytics and self-directed learning. He is currently co-authoring, 'Jump first understand later: a scoping review exploring discourses of effective and efficient asynchronous discussion boards in online learning for medicine and healthcare'.

Name	Department	Faculty	Institution	Country
Prof Susie Schofield				United Kingdom

## **W2P4: LET'S SHAKE HANDS- MAN-MACHINE COLLABORATION FOR THE TRAINING OF MEDICAL GRADUATES IN THE VUCA WORLD.**

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**Speaker:** Prof. Sarmishtha Ghosh

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### **Workshop Description**

The foundation of health sciences education can be found in the rational inquiry method of the ancient Greeks, which popularized the practice of disease observation and reasoning and involved knowledge transfer from the more experienced teacher to the tutee. Over the centuries, this underwent numerous modifications that eventually led to a variety of theories and, in the twenty-first century, involved technology and artificial intelligence.

To ensure effective care for people, theoretical and scientific knowledge must be thoroughly merged with practical clinical experience and responsibilities. Human educators have started to feel uneasy as AI has entered the field, though, because they worry about being replaced by machines. However, human interaction is still necessary in the classroom to promote students' critical thinking and logical thinking. The COVID-19 crisis highlighted the complexity of the global digital divide, and there is still much discussion about how the use of AI can be expanded in developing countries.

The workshop will address issues and offer hands on exercises related to the teaching learning activities and assessment systems with regards to utilizing technology and simultaneously humanizing the teaching processes to ensure production of humane doctors and researchers in the current and upcoming centuries. Participants will also be exposed to proper drafting of lesson plans and content generation for a volatile and complex world with / without AI tools and subsequent blueprinting to ensure authentic assessment.

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### **Workshop Objectives**

The objectives of this workshop are to:

1. Provide participants with necessary information to be able to discuss the pros and cons of using AI in education.

2. Assist participants in understanding the overlap between human intelligence and artificial intelligence in creating a humane doctor.
  3. Expose participants to different AI tools to draft lesson plan, develop content for microlearning, create a classroom engagement and implement authentic assessment.
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### **Who Should Attend**

The workshop is intended for instructors in the medical, biomedical, nursing, physiotherapy, and other health professions at all stages of their professional careers. The attendance of postgraduate students from various disciplines is also encouraged in order to foster fruitful interactions. Program directors and content managers of various programs may find the workshop to be helpful.

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## Speaker Bios

Name	Department	Faculty	Institution	Country
Prof. Sarmishtha Ghosh	Health Professions Education	Department of Health Professions Education	Bhaikaka University	India

Sarmishtha Ghosh, PhD (physiology), has 29 years of experience in teaching & research on student stress and autonomic reactions. She has wide experience in working in three different countries, namely Nepal, India, and Malaysia, in various capacities, both academic and administrative. With MHPE from the UK, she is currently serving as a Professor in Health Professions Education, Bhaikaka University, India, and is involved in the improvement of faculty development programs. She has conducted numerous workshops both nationally and internationally. She has published original research papers in esteemed journals. Three times nominated for the Ron Harden Innovation in Medical Education, she is a reviewer for many esteemed journals. Her area of specialization is human physiology and medical / health professions education. She is a reviewer for many esteemed journals. Her area of specialization is human physiology and medical / health professions education.

## **W2P5: INTEGRATING ARTIFICIAL INTELLIGENCE INTO MEDICAL EDUCATION: A PATH TO FUTURE-READY HEALTHCARE PROFESSIONALS**

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**Speakers:** Dr Alison Ledger, Assoc Prof Bernadette Richards, Prof Nalini Pather

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### **Workshop Description**

The rapid advancement of technologies in healthcare has made integration of AI into medical curricula a crucial endeavor for preparedness for practice. Medical students are already applying AI in their learning, while educators are exploring how AI can bring efficiencies to their work. In the clinical context, AI has the potential to transform almost every aspect of patient interaction and management, and health service delivery, but there remain concerns about the protection of patients' information, the risks of perpetuating biases, and the potential to make clinical decisions based on incorrect data (Cooper & Rodman, 2023). While we grapple with what the future might hold, it is also critical to question what AI means for medical education.

Recent attention has focused on the need to rethink assessment practice (e.g. Pearce & Chiavaroli, 2023), but what do medical students need to learn for a world where AI will be commonplace? How can we support students to understand the capabilities and limitations of AI and to share these understandings with patients? How can we ensure that students develop and exercise critical thinking, creativity, and problem-solving skills, when processes are becoming increasingly automated?

This workshop, led by a multidisciplinary team of medical educators, aims to: a. explore the transformative potential of AI and its significance for the curriculum of the future health workforce, and b. identify core concepts to include in a health technology curriculum framework. We will offer an overview of emerging AI applications in healthcare, before inviting discussion about the impact on transdisciplinary curriculum domains such as ethics and patient privacy, the AI augmented healthcare ecosystem, and the evolving role of the healthcare professional in patient care and advocacy. We will also explore strategies for faculty development, to enable educators to effectively prepare health professional students for this emerging future.

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## Workshop Objectives

For workshop participants to:

- Share experiences of teaching medical students about AI and related technologies
- Consider potential challenges and pitfalls in developing students for an uncertain future.
- Identify concepts and develop ideas for supporting learners to prepare for the future workplace.

References:

Cooper, A. and Rodman, A. 2023. AI and medical education – a 21<sup>st</sup> Century Pandora’s Box. *New England Journal of Medicine*, **389**. pp. 385-387.

Pearce, J. and Chiavaroli, N. 2023. Rethinking assessment in response to generative artificial intelligence. *Medical Education*, *early view*.

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## Who Should Attend

This workshop is for anyone who wishes to contribute to a discussion about developing learners to practice in a clinical workplace that includes AI. This audience may include medical curriculum developers, medical educators, and learning designers, but especially those with interests in technology, ethics, and supporting students to manage uncertainty, complexity, and risk.

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## Speaker Bios

Name	Department	Faculty	Institution	Country
Dr. Alison Ledger	Academy for Medical Education	Medical School	University of Queensland	Australia

Dr Alison Ledger has 2 roles at UQ Medical School in Australia, Academic Lead for Staff Development and lead for the Dynamic Learner and Educator theme in the MD program. Her relevant experience lies in developing learners who can adapt to changes in the clinical workplace, and in supporting educators to continually develop their practice. Alison is also known internationally for supporting researchers who are new to health professions education research, as a previous chair of the UK Association for the Study of Medical Education (ASME) Education Research Committee and editor of the text *Starting Research in Clinical Education*, released in 2023.

Name	Department	Faculty	Institution	Country
Assoc Prof Bernadette Richards	Academy for Medical Education	Medicine	University of Queensland	Australia

Dr Bernadette Richards is Associate Professor of Ethics and Professionalism in the Academy for Medical Education, UQ Medical School. Prior to that she was working on the Future Health Technologies Project at the Singapore ETH Centre, Campus for Research Excellence and Technological Enterprise (CREATE), Singapore, exploring trustworthy data governance. Bernadette is the President of the Australasian Association of Bioethics and Health Law (AABHL), and is an active researcher, having completed major projects on organ donation, consent to treatment and legal issues around innovative surgery. She is chief investigator on three current major grants, including the NHMRC Ideas Grant, 'The algorithm will see you now: ethical, legal and social implications of adopting machine learning systems for diagnosis and screening'. Her co-authored book, 'Technology, Innovation and Healthcare: An evolving relationship' was published in February 2022 and she has published over 90 journal articles, book chapters and books.

<b>Name</b>	<b>Department</b>	<b>Faculty</b>	<b>Institution</b>	<b>Country</b>
Prof Nalini Pather	Academy for Medical Education	Medicine	University of Queensland	Australia

Dr Nalini Pather is the Mayne Professor of Medical Education, the Director of the Academy for Medical Education, and the Academic Lead for the MD Design at UQ Medical School. Prior to this appointment, she was the Associate Dean Education Innovation for Medicine and Health, and Director of the Scientia Education Academy at UNSW (remaining an Adjunct Professor), where she led the MD Curriculum Redesign, technology innovation portfolio and several university-wide education projects including co-founder of the Health Universities Initiative. Nalini is an active researcher in medical education, and in image analysis and predictive diagnostics. Nalini is a Fellow and Board Member of ANZAHPE, HERDSA Fellow, Chair of the IFAA International Program, and Editor of Anatomical Sciences Education.



## **W2P6: COMPETENCY DEVELOPMENT FOR SELF-DIRECTED LEARNING IN THE DIGITAL ERA**

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**Speakers:** Dr Jyotsna Sriranga, Ms Pushpanjali Krishnappa, Dr Girija Sivakumar

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### **Workshop Description**

Life-long learning as a competency requires self-directed learning skills. It requires learners to identify their existing level of knowledge/ skill and gaps. Subsequent to this, learners should be able to identify the resources and experiences required to plug those gaps and thus improve their ability to foster learning. The shift in the role of a teacher from a traditional “sage” to the modern facilitator requires a change in attitude and skills. Facilitation skills requires teachers to identify learning process, extent of scaffolding and support required for individualized student-centred learning. This workshop is aimed at supporting the facilitators to encourage self-directed learning skills amongst their learners.

During the workshop, the introductory focus will be on identifying the participants understanding of self-directed learning and how it is being practiced in their local context. With this background, the participants will then be introduced to the theoretical constructs supporting self -directed learning to co-construct and expand their understanding of SDL.

The next focus will be on exploring the different dimensions of self-directed learning such as establishing learning goals, locating resources, adopting activities, monitoring and evaluating growth. The facilitator’s role in scaffolding the learning process will be discussed in detail. Participants will relate to their existing context and look at rephrasing their understanding in the background of their new understanding.

The final phase will focus on the benefits and challenges of supporting self-directed learning in a digital era, with its extensive availability of resources and rapid pace of change. This section will focus on shared experiences to develop strategies to support self-directed learning and meaningful facilitation by the teacher.

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## **Workshop Objectives**

The workshop guides the participants to;

1. Construct a shared understanding of Self-directed learning based on existing theoretical frameworks.
  2. Appreciate the role of facilitator in scaffolding the self-directed learning journey of students.
  3. Develop strategies to support self-directed learning in the digital era with particular emphasis on evolving roles of the teacher for a meaningful facilitation.
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## **Who Should Attend**

Educationists who are involved in course design, program evaluation, designing of assessment strategies etc

Teachers from different disciplines who are required to develop self-directed learning skills amongst their learners

Members involved in faculty development initiatives particularly focusing on facilitation roles

Educationists involved in quality assurance processes, where self-directed learning is a requirement for accreditation

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## Speaker Bios

Name	Department	Faculty	Institution	Country
Dr. Jyotsna Sriranga	Health Professions Education	Health Professions Education	Urja Catalysts for Transformation	India

Jyotsna Sriranga is a transformation strategist supporting students, faculty and health professions education organizations to bridge the skill and knowledge gap in education domain. She holds a Masters in Health Professions Education from Maastricht University and is also a FAIMER Fellow from the PSG Regional Centre in India. She is embarking on her journey for a PhD in health professions education. She has trained several faculty and students in digital education, outcome based education, leadership, mentoring etc.

Name	Department	Faculty	Institution	Country
Ms Pushpanjali Krishnappa	Public Health Dentistry	Dental Sciences	Ramaiah University of Applied Sciences	India

Pushpanjali Krishnappa is an academician with more than thirty years experience as an educator. She is FAIMER Fellow from Philadelphia and has a Masters in Health Professions Education from Keele University. She heads the department of Health Professions Education, Faculty of Dental Sciences at Ramaiah University of Applied Sciences, Bengaluru, India. She has explored the changing roles of a teacher in depth and has developed several faculty development initiatives to support the teachers in their role transformation.

<b>Name</b>	<b>Department</b>	<b>Faculty</b>	<b>Institution</b>	<b>Country</b>
Dr. Girija Sivakumar			Anna Medical College	Mauritius

Dr. Girija Sivakumar is basically an anatomist with 25 years of teaching and research experience in the subject concerned. Being passionate towards medical education, she has undergone various medical education technologies trainings mandated by NMC and she is a FAIMERFELLOW as well. She is the founder person of Medical Education Unit in her institution and has organized various MET programs since 2011. She has trained more than 150 faculties in her previous institution and nearly 80 faculties in the current institution. Her field of interest is innovative teaching-learning technologies and improving rural health awareness through medical and dental students.

## **W2P7: CLINICAL ETHICS CAPACITY DEVELOPMENT IN THE ASIA-PACIFIC REGION: CLINICAL ETHICS ROUND FOR CLINICIANS, ETHICISTS AND RESEARCHERS INTERESTED IN EDUCATION**

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**Speaker:** Dr Olivia Ngan, Dr Wai-tat Wong, Dr Pacifico Eric Calderon

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### **Workshop Description**

Clinical ethics capacity means healthcare professionals' knowledge and skills in making ethical decisions essential for healthcare workers to deal with the everyday complex and challenging ethical issues to guarantee high-quality patient care. However, it is necessary to acknowledge that healthcare professionals respond differently to ethically problematic scenarios in different clinical contexts in the Asian-Pacific region, where there are other cultural contexts, social attitudes, ethical guidelines, legal frameworks and resource availability. Cultural context and social attitudes shape health professionals' beliefs and the public's expectations around obligation and rights in healthcare. Moreover, ethical guidelines and frameworks drafted by different professional organisations advise healthcare professionals on their ethical decisions around specific areas of clinical practice. Legal systems safeguard the public's fundamental human right to receive healthcare, while resource availability affects healthcare professionals' allocation of expensive and scarce services within the community. Understanding these differences is crucial for fostering a comprehensive and inclusive approach to clinical ethics.

There is a growing recognition of the importance of capacity development and, therefore, education in clinical ethics to address this need. Clinical ethics education helps healthcare professionals grasp the underlying ethical principles relevant to clinical practice, including but not limited to autonomy, beneficence, non-maleficence, and justice. It also enables them to identify and analyse ethical issues, effectively communicate with patients, families, colleagues, and other healthcare professionals, and recognise and manage their biases and values that may impact ethical decision-making. Additionally, it equips them with the tools to navigate complex situations like end-of-life care, resource allocation, and conflicts between patients and healthcare providers. However, healthcare professionals have limited opportunities to receive clinical ethics education training, and the teaching resources are often inadequate in the Asian Pacific region.

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## **Workshop Objectives**

This proposed workshop, facilitated by members of the Asia Pacific Bioethics Education Network (APBEN), aims to start a conversation about exploring the clinical ethics capacity training needs in the Asia-Pacific region. The workshop will involve interactive discussions and analysis of case studies to explore the needs, fundamental principles, and resources necessary to develop clinical ethics capacity in the region.

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## **Who Should Attend**

Clinicians, medical educators, ethicists and researchers with or without prior experience in clinical ethics are encouraged to attend the workshop. Participants are expected to present cases they have encountered to initiate an ethics discussion during the workshop. The discussion will involve an in-depth analysis of decision-making and implementation to manage ethical dilemmas.

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## Speaker Bios

Name	Department	Faculty	Institution	Country
Dr. Olivia Ngan	Medical Ethics and Humanities Unit	Faculty of Medicine	University of Hong Kong	Hong Kong (Special administrative regions of China)

Dr. Olivia Ngan has a multidisciplinary background in neuroscience, bioethics, and public health. She co-ordinator lead of the medical ethics and law curriculum at the University of Hong Kong. In addition to her primary research interest in reproductive health, public health genomics, rare diseases, and empirical bioethics, she is passionate about cultivating ethical sensitivity among medical students. She awarded teaching development grants in the capacity of PI, leading bioethics learning activities outside the classroom. She also supervises undergraduate and postgraduate student projects related to medical ethics and medical education, such as moral distress.

Name	Department	Faculty	Institution	Country
Dr. Wai-tat Wong	Department of Anesthesia and Intensive Care	Faculty of Medicine	The Chinese University of Hong Kong	Hong Kong (Special administrative regions of China)

Dr Wai-Tat WONG is a specialist in internal medicine and critical care medicine. He works in the Department of Anaesthesia and Intensive Care and the Centre for Bioethics at the Chinese University of Hong Kong (CUHK). He provides clinical service as a consultant in the intensive care unit (ICU) of the Prince of Wales Hospital. He is responsible for undergraduate teaching in acute medicine, anaesthesia, communication skills, professionalism and medical ethics in the Faculty of Medicine at CUHK. He has been working on research projects on medical education, clinical ethics, end-of-life care in ICU, mechanical ventilation and infectious diseases. Dr Wong has been serving the Asian Pacific Bioethics Education Network (APBEN) as the chairperson since 2023.

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<b>Name</b>	<b>Department</b>	<b>Faculty</b>	<b>Institution</b>	<b>Country</b>
Dr. Pacifico Eric Calderon	Clinical Ethics Services,	St. Luke	Metro Manila	Philippines

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Dr. Pacifico Eric Eusebio Calderon is an Associate Professor at St. Luke's Medical Center College of Medicine-William H. Quasha Memorial, Philippines, where he is Chair of the Department of Professionalism, Medical Ethics, and Humanities. He is also Head of Clinical Ethics Services at St. Luke's Medical Center. Dr. Calderon has relevant backgrounds in medicine, bioethics, and medical education. He is interested in the moral aspects of doctors' health, particularly the ethics of self-care.

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## **W2P8: TRAINING OF HIGH PERFORMING INDIVIDUAL MEMBERS (TEAMS): SOLUTIONS TO REAL WORLD CHALLENGES?**

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**Speakers:** Dr. Predeebha Kannan, Ms Cindy Ching Siang Lee, Dr Richard Lee

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### **Workshop Description**

Inter-professional collaborative practice (IPCP) is an important component of the dual “patient-centred and healthcare professional friendly’ delivery of healthcare. We use a novel, facilitated, experiential workshop, incorporating a cognitive design thinking approach, utilising case-scenarios of patients in life/health transitions, for the purposes of cross-cultural service-oriented inter-professional healthcare team training. It enables diverse primary healthcare team members, to apply their individual and team members’ collective expertise, to optimally manage patients presenting with complex bio-psycho-social challenges in the simulated settings.

After identifying the contextualised patient healthcare dilemma, team members are invited to co-create suitable solutions for managing such complex patients. The co-creation process is facilitated through adult learning principles, reflections, interactive activities including constructive learning using cognitive design-thinking approaches. This educational process capitalises on interprofessional competencies (role clarity, shared responsibilities, interprofessional cross-cultural communications and teamwork) with patient needs being prioritised in the simulated shared decision-making, between patient and healthcare teams.

Structure of workshop includes:

1. Check-in activity
2. Mini-lecture on Inter-professional Education (IPE) and Inter-professional Collaborative Practice (IPCP), adapted cognitive design thinking and Co-creation frameworks.
3. Simulated Patient Scenarios/ Narratives
4. Activity on Applying Cognitive Design Thinking approach
5. Interactive session applying facilitated fishbowl techniques, design thinking, peer observation and reflections in-action
6. Reflections on-action and Feedback (using a technology enabled tool -mentimeter)

The teaching strategies utilised in this, interactive design- thinking, constructivist, interprofessional, patient-oriented training, is aimed at optimising teamwork and performance of diverse healthcare teams. This approach is deemed applicable across different models of healthcare delivery, team compositions, and practice sites.

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### **Workshop Objectives**

1. Experience interprofessional team learning, using a patient's 'healthcare lived-experience' case-scenario/narrative.
  2. Participate in applying an adapted cognitive design-thinking learning approach to manage patients' biopsychosocial healthcare-transition dilemmas.
  3. Immerse in an interactive activity to co-create solutions for a simulated patient's 'life-journey healthcare transition' challenge.
  4. Reflect on the application of hybrid, inter professional learning and collaborative practice competencies and design-thinking principles, to improve team cohesiveness and collectively co-create solutions to healthcare challenges.
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### **Who Should Attend**

This workshop would be ideal for:

- Senior pre-professional students from medicine, nursing and allied health faculties
  - Healthcare professionals (Drs, Nurses, Allied Health and Administrators) who work with patients with multiple bio-psychosocial issues and multiple morbidities
  - Healthcare professional educators and professionals involved in or who are passionate to improve on interprofessional education and collaborative practice in both institutional and community healthcare settings.
  - Healthcare professional educators, clinicians and administrators who work in teams, and/or are involved in planning, training of teams consisting of diverse healthcare professionals who have diverse personalities, agendas, goals and priorities for their patients and healthcare services delivered.
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## Speaker Bios

Name	Department	Faculty	Institution	Country
Dr. Predeebha Kannan	Primary Care Academy	N/A	National Healthcare Group Polyclinic	Singapore

Dr Predeebha is a Deputy Director of the Primary Care Academy (PCA), National Healthcare Group Polyclinics (NHGP) in Singapore. She obtained her MBBS (NUS), 1988; Master's in Public Health (NUS), 1996; a Postgraduate Diploma in Higher Education (PGDHE, NTU, 2006) and a Masters in Health Professionals Education (MHPE, 2006) from SHE, Maastricht University. Her areas of teaching include health and wellness coaching, mentoring, Health literacy, interprofessional learning and collaborative practice, healthcare/inter-personal communications and health professional's education. She has a vast experience as a clinician in hospitals and primary care, a public-health practitioner and administrator in MOH and an educator in primary healthcare. She received the NHG Education leaders award in 2014. Besides teaching in PCA, she has appointments as an adjunct faculty at Singapore's University of Social Sciences, a teaching appointment at LKC School of Medicine (2023-2025) and is the campus 1-coordinator and coach of the MHPE-Singapore programme.

Name	Department	Faculty	Institution	Country
Cindy Ching Siang Lee	Nursing Services	N/A	National Healthcare Group Polyclinics	Singapore

Ms Cindy is a Senior Nurse Educator who graduated with a Bachelor of Nursing (1997), University of La Trobe, Australia and obtained her Masters in Health Science (Education) in 2000 from the Faculty of Health Science (Cumberland Campus), Univ. of Sydney. She is a recipient of NHG Team Recognition award 2023- Silver (EMBRACE+), NHG Interprofessional Teaching Award, 2023, Merit Award 2022 and NHG Outstanding Nurse Teacher Award. Cindy has collaborated with peers on clinical service delivery, education and research on quality primary care. This included design and training implementation of workshop to upskill nurses to deliver Enhanced Maternal Baby Toddler and Child Surveillance (EMBRACE+) initiative. She delivered workplacebased learning and nursing practice skills towards strengthening primary care nurse workforce. She was one of the core facilitators for an Interprofessional workshop at WONCA 2023.

<b>Name</b>	<b>Department</b>	<b>Faculty</b>	<b>Institution</b>	<b>Country</b>
Dr Richard Meng Kam Lee		N/A	National Healthcare Group Polyclinics	Singapore

Dr Richard Lee is a Senior Consultant Family Physician at the National Healthcare Group Polyclinic. He graduated from National University of Singapore in 1997 and was awarded Master of Medicine in Family Medicine (2009) and then Fellowship from College of Family Physician Singapore (CFPS) in 2011. Dr Lee became a Fellow of Academy of Medicine Singapore in 2014. He has an interest in reflection and collaborative learning in undergraduate learners and workplace setting. He completed his Master of Health Professional Education from Maastricht University (2017). Dr Lee has a passion in

teaching, was awarded the NHG Teaching Award for Senior Doctor in 2018, NUS Dean's Award for Teaching Excellence for AY18/19 and also the CFPS Distinguished Educator's Award 2019. He is an adjunct Associate Professor with the Lee Kong Chian School of Medicine, Nanyang Technological University where he is the Principal Lead of Family Medicine Year 4.