

13th

APMEC

Asia Pacific Medical Education Conference

13

**Education to Healthcare:
Contextualising Learning into Practice**
Trends · Issues · Priorities · Strategies

13-17 January 2016



Organised by:



NUS
National University
of Singapore

Centre for Medical Education
Yong Loo Lin School of Medicine

MESSAGE
 PROGRAM AT A GLANCE
 ORGANISING COMMITTEE
 INTERNATIONAL and LOCAL FACULTY
 ABSTRACT REVIEWERS
 JUDGES - ORAL COMMUNICATION SESSION
 - BEST ABSTRACT FOR POSTER PRESENTATION
 CHAIRPERSONS (E-POSTER PRESENTATION)

WEDNESDAY 13 JANUARY 2016

Pre-Conference Workshops

Essential Skills in Medical Education (ESME) Course

Ronald M Harden, Matthew C. E. Gwee, Dujeepea D. Samarasekera,
 Zubair Amin and Tan Chay Hoon

Fundamentals in Leadership and Management in Education (FLAME) Course

Paul Jones, Kirsty Forrest and Claire L Vogan

- W1A1 Assessing Teacher Performance**
 John Norcini
- W1A2 How to Prepare Your Students for Team-Based Learning and Support
 Them Through the Process**
 Preman Rajalingam, Claire Ann Canning, Wong Teck Yee, and
 Naomi Low-Ber
- W1A3 Tips and Tricks for Successfully Publishing Scholarly Work in an
 International Journal on Medical Education**
 Peter GM de Jong and Julie K Hewett
- W1A4 Mentoring for Success in Your Educational Programmes**
 Shirley Ooi, Marion Aw, Clement Tan and Raymond Goy
- W1A5 Interprofessional Education (IPE) - Bridging the Gap between Education
 and the Workplace**
 Wong Mun Loke, Calvin Ho, Chui Wai Keung and Nicola Ngiam
- W1P1 Workplace Based Assessment – Evidence Based Practices**
 John Norcini
- W1P2 Using Mind Maps as a Teaching and Learning Tool to Enhance Clinical
 Relevance and Promote Student Engagement**
 Indika Karunathilake
- W1P3 Healthcare in the 21st Century – Envisioning the Professional for
 Tomorrow's Healthcare (PTH)**
 Nicholas Chew, Yvonne Ng and Winnie Teo Li-lian

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 Goh Shu Wen
 Medical Undergraduate Year 5
 Yong Loo Lin School of Medicine
 National University of Singapore

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Alfaretta Reyes, Philippines
David Gordon, France

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Engagement, Psychological Safety and Burnout

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Jørgen Nystrup, Denmark

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Dear Colleagues,

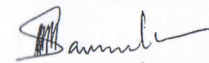
The Organising Committee of APMEC 2016 and the Centre for Medical Education Unit (CenMED) Yong Loo Lin School of Medicine, National University of Singapore, National University Health System warmly welcome you to the 13th Asia Pacific Medical Education Conference (APMEC) from 13-17th January 2016 at the National University of Singapore, Singapore.

We have specially chosen our theme as "Education to Healthcare: Contextualising Learning Practice – Trends • Issues • Priorities • Strategies (TIPS)". The aim of the conference is to share experiences as educators, and learn from experts in medical and healthcare professional education. We will discuss some of the latest ideas, and best practices adopted internationally.

The Asia Pacific Medical Education Conference has grown and strengthened over the years. It is in its 13th year attracting participants, not only from the Asia-Pacific region, but also from across the globe. For our 12th APMEC 2015, we had more than 1,100 medical and healthcare professionals from over 46 countries. We hope to see an even stronger participation in 2016. As with previous APMECs, we have invited distinguished medical and healthcare professional educators to share their experiences, expertise and wisdom at the 2016 conference.

On behalf of the Organising Committee, it gives me great pleasure to welcome you to the APMEC 2016.

With best wishes,



Dr Dujeeapa D. Samarasekera
Chairman, Organising Committee
13th APMEC 2016

Director, Centre for Medical Education (CenMED)
Yong Loo Lin School of Medicine
National University of Singapore
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POST-CONFERENCE COURSES AND WORKSHOPS

Venue : Tahir Foundation Building, Block MD1, NUS Yong Loo Lin School of Medicine,
12 Science Drive 2, Singapore 117549

Centre for Translational Medicine (CeTM), Block MD6, NUS Yong Loo Lin School of Medicine,
14 Medical Drive, Singapore 117599

Sunday 17th January 2016

AM (9.00am – 12.30pm)
Essential Skills in Medical Education (ESME) Course (Session 4) <i>Ronald M Harden, Matthew C. E. Gwee, Dujeeapa D. Samarasekera, Zubair Amin and Tan Chay Hoon</i> Venue: Learning Room 01-01A, Level 1, MD6
Fundamentals in Leadership and Management in Education (FLAME) Course (Session 4) <i>Paul Jones, Kirsty Forrest and Claire L Vogan</i> Venue: Multipurpose Room 1, Level 3, MD1
Change, Adaptability, Leadership and Management (CALM) Course (Session 4) <i>Judy McKimm and Paul K Jones</i> Venue: Multipurpose Room 2, Level 3, MD1
W3A1: IAMSE Symposium: Teaching of Sciences in Health Professional Education: Updating the Learning Strategies <ul style="list-style-type: none"> • Student Centred Learning in the Biomedical Sciences <i>Matthew C. E. Gwee, Singapore</i> • Technology Enhanced Learning to Change the Learning Experience of Students <i>Peter GM de Jong, USA</i> • Lessons Learned from Implementing Team Based Learning in Science Education <i>Sandy Cook, Singapore</i> • Formative and Summative Assessment in the Biomedical Sciences <i>Vaughan Kippers, Australia</i> General discussion <i>Moderator: Peter GM de Jong, USA</i> Venue: Smart Classroom, Level 4, MD6
W3A2: Applying Technology to Improve the Quality of Assessment in High Stakes Testing <i>Ian Frank and Liz Farmer</i> Venue: Learning Room 01-02, Level 1, MD6
W3A3: Communications Skills + Presentation Skills = Great Education <i>Lawrence Sherman and Kathy Chappell</i> Venue: Learning Room 01-01B, Level 1, MD6
W3A4: Developing and Assessing Resilience in Medical and Healthcare Professionals <i>Máire Kerrin and Amy Aitkenhead</i> Venue: Multipurpose Room 3, Level 3, MD1

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PLENARY SPEAKERS

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CORRELATION BETWEEN STUDENTS' LEARNING STYLE AND VIDEO PERCEPTION ON ACHIEVEMENT IN OBJECTIVE STRUCTURED CLINICAL EXAMINATION

¹Waty W, ¹Limyati Y, ²Paskaria C

Departments of ¹Basic Skills Training and ²Public Health, Faculty of Medicine, Maranatha Christian University, Indonesia

Aims

According to VARK learning styles, learning styles can be divided into Visual, Auditory, Read/Write, and Kinesthetic. Each learning styles models have different preferences in studying. Clinical skills training allows students to learn clinical skills by practice. Video is one of the tools we used to help students learn their new clinical skills. Until recently, just a few studies about the effect of student's learning styles in studying new clinical skills have been published. This study aims to assess the correlation between students' learning style and video perception on their achievement in Objective Structured Clinical Examination (OSCE).

Methods

Learning styles of 204 second year Maranatha University students were measured using VARK questionnaire. Students answered 5 questions regarding their perceptions about the video showed steps of baby delivering skills. Each student's OSCE marks in baby delivering station were compared with their perceptions about the video and their learning style. Data were analysed by Stata.

Results

Students with visual learning styles have better chance to pass the examination than those with non visual learning styles (OR = 2,32). At the same time, students with visual preferences multimodal learning styles have higher chance to pass the examination (OR = 2,51). Students with doubt perceptions about the video have better chance to pass the examination than those with bad perceptions (OR = 2,97). Students with good perceptions about the video have higher chance to pass the examination (OR = 3,69).

Conclusion

Video helped students with visual preferences multimodal learning styles in learning new clinical skills. Further study is required to see what other methods can be used to help different kinds of learning styles.

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