

Professional training after graduation: Current status and Future development



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Alexandra Hospital



National University
Cancer Institute, Singapore

Yong Loo Lin School of Medicine
Faculty of Dentistry
Saw Swee Hock School of Public Health

National University
Heart Centre, Singapore



Ng Teng Fong
General Hospital



Jurong
Community
Hospital

National University
Centre for Oral Health, Singapore



Jurong
Medical
Centre

National University Polyclinics

National University Health System (NUHS)

National Healthcare Group (NHG)
Singapore Health Services (SingHealth)

Kent Ridge Campus

- National University Hospital

Alexandra Campus

JurongHealth Campus

- Ng Teng Fong General Hospital
- Jurong Community Hospital
- Jurong Medical Centre

National University Polyclinics

- Bukit Batok
- Choa Chu Kang
- Clementi
- Jurong
- Queenstown
- *Bukit Panjang*
- *Pioneer*

Community



National Centres

- National University Cancer Institute, Singapore
- National University Heart Centre, Singapore
- National University Centre for Oral Health, Singapore

Themes

Schools

- Yong Loo Lin School of Medicine
- Alice Lee Centre for Nursing Studies
- Faculty of Dentistry
- Saw Swee Hock School of Public Health

National University of Singapore

Other Academic & Research Institutes in Singapore

Academic Medical Centre with tripartite mission:

Students learning alongside healthcare professionals, developing their skills under mentorship.

Education



Clinical care

Scientists partner their clinician colleagues to develop solutions to problems that doctors wrestle with on a daily basis.

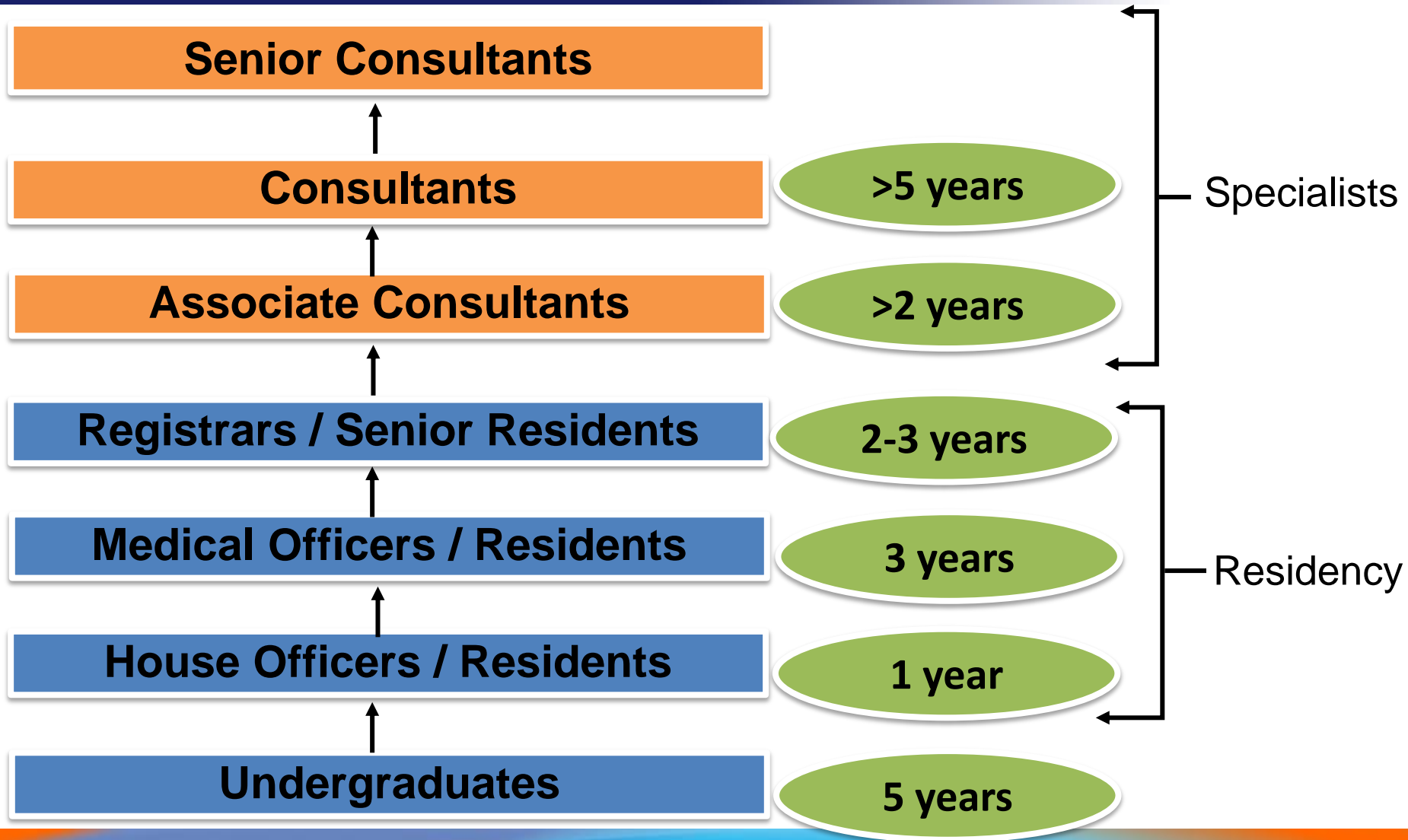
NUHS
National University
Health System

Research

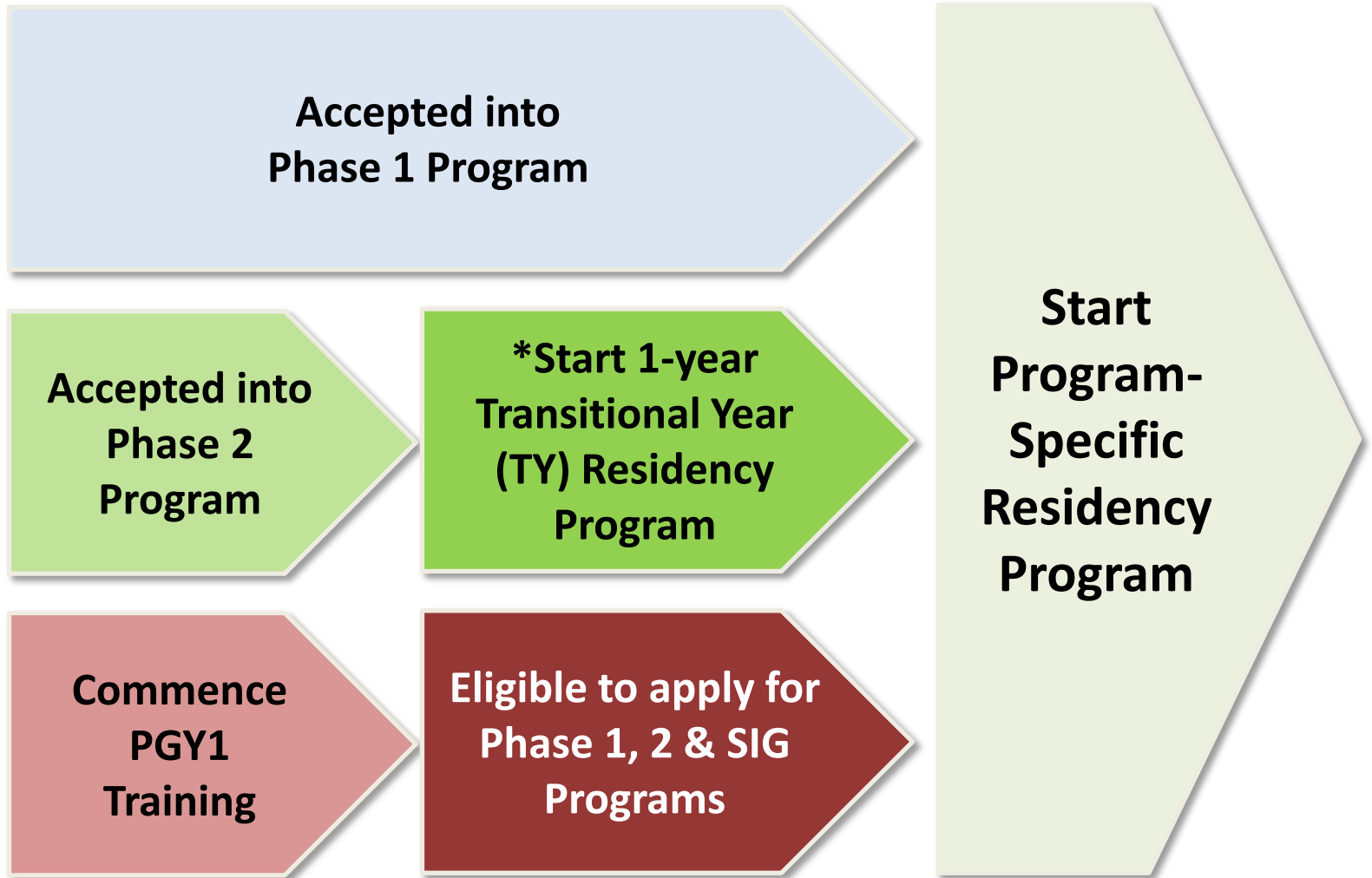


A dynamic environment actively encouraging clinicians, basic science & clinical researchers to work together.

Progression of Medical Staff in Singapore



Pathway from Medical School



*Will be accepting M5s till 2018

Accreditation Council of Graduate Medical Education - International

- Demonstrates that graduate medical education programs outside the United States meet established standards for Institutional, Foundational, and Advanced specialty education.
- A comprehensive, peer-review process

Benefits of ACGME-I accreditation

- Professionalism
- Experiential Learning
- Graded or Progressive Responsibility
- Meaningful Patient Responsibility Coupled with Expert Supervision
- Extensive Formative Evaluation to Improve Resident Practice
- Balance between Clinical Service and Clinical Education
- Team-based Education and Patient Care
- Learning through Responsibility for Subordinates
- Structured “Learning Environment”
- Patient Safety

Residency Training at NUHS

Accredited by Accreditation Council of Graduate Medical Education – International (ACGME-I)

NUHS Residency Vision: Shaping future medical leaders



Mission: Providing holistic medical training to develop evidence-based and compassionate clinicians, in a vibrant academic environment and a culture of continual improvement.

Our Partners for Residency Training

NUHS

National University
Health System



National University
Centre for Oral Health, Singapore

National University Polyclinics

Alexandra Hospital

Ng Teng Fong General Hospital
Jurong Community Hospital
Jurong Medical Centre



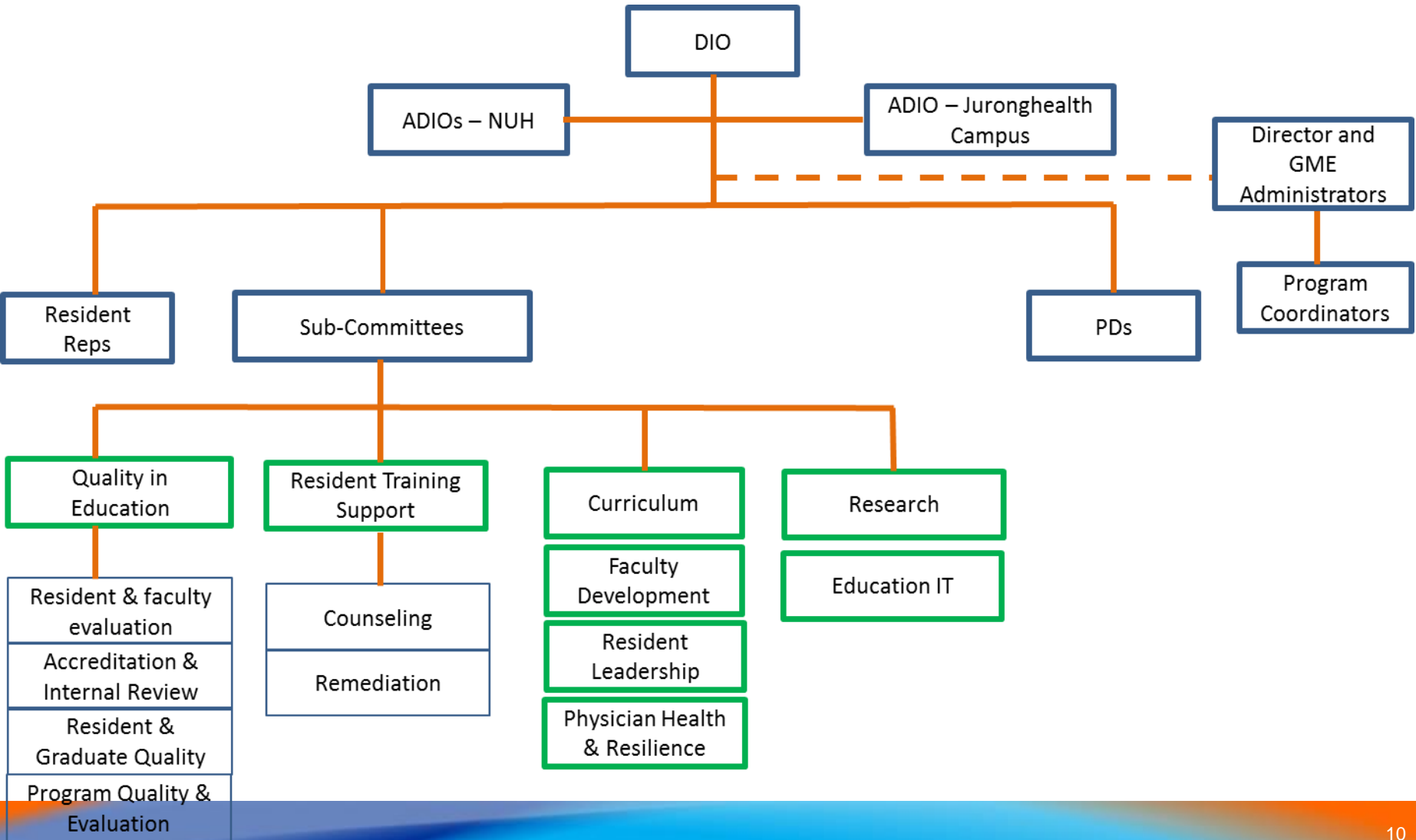
St Luke's
HOSPITAL

RafflesMedical

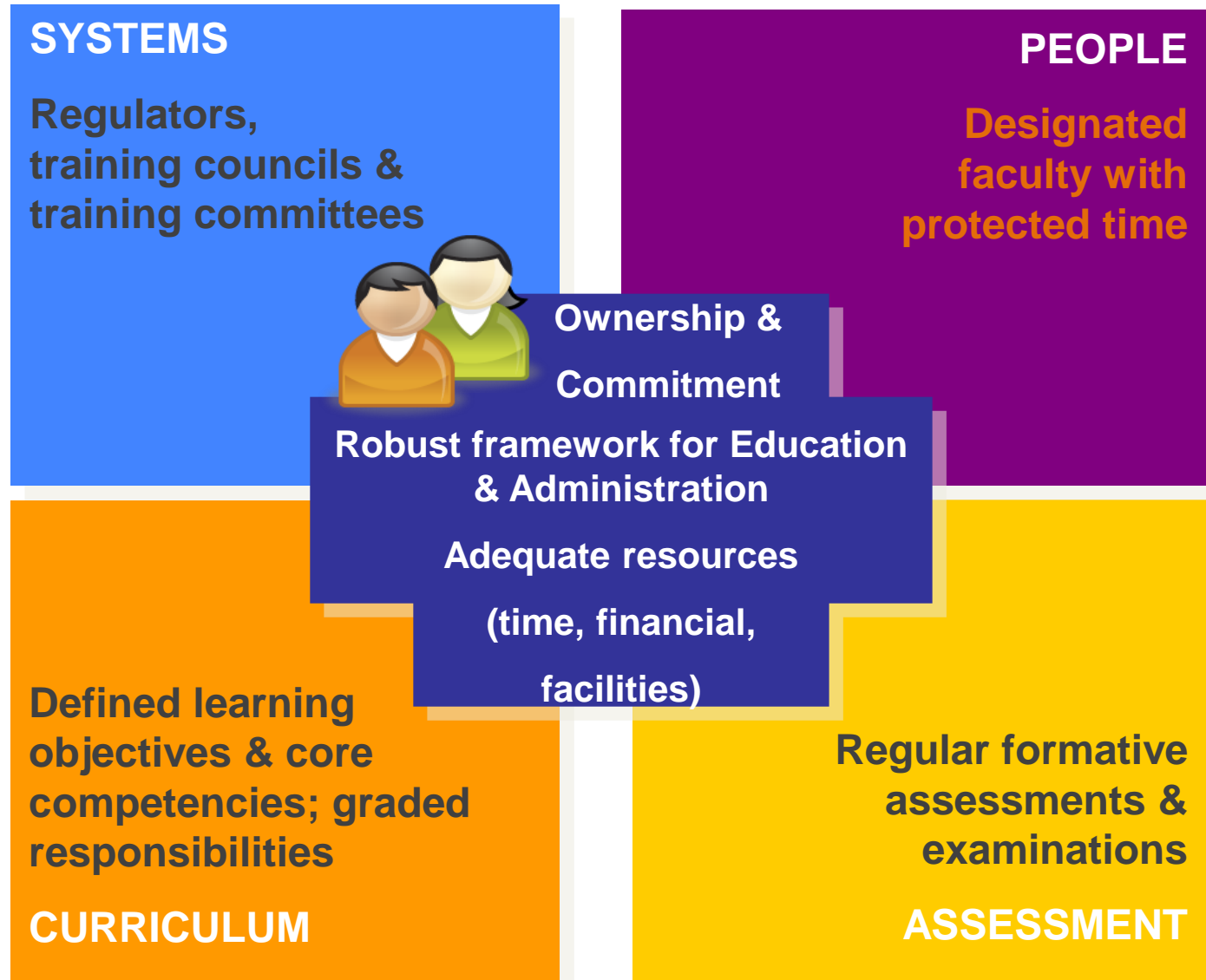
FRONTIER
HEALTHCARE

GMEC Organization Chart

NUHS GMEC has **8 Sub-Committees** overseeing specific areas of medical education



Enhanced Structured & Formative Training with ACGME-I Residency Program



KPIs Tracking of 32 Programs' Performance via Dashboard

6 Areas, 32 KPIs in Total

1. Program process
2. Program Quality
3. Learning support and outcomes
4. Resident performance
5. Funding and funding KPIs
6. Graduate performance

Key Measures	Prog 1	Prog 2	Prog3	Prog 4	Prog 5
PROGRAM PROCESSES					
Last Site Visit Date	15-Oct-14	18/09/2013	12-Dec-13	May-12	Nov-13
Length of Accreditation Cycle	3 years	4yrs	4 Years	4 years	4 yrs
Scheduled Internal Review Date	Apr-16	Sep-15	Sep-15	Oct-15	Sep-15
Next Site Visit Date	Oct-17	01/11/2017	01-Nov-17	May-16	Nov-17
Total Number of Residents	17	11	12	19	10
- R1	5	3	3	6	2
- R2	5	2	3	6	2
- R3	3	4	3	7	3
- R4	4	2	3	N.A.	3
- R5	0	N.A.	N.A.	N.A.	N.A.
- R6	NA	N.A.	N.A.	N.A.	N.A.

Table goes on this way

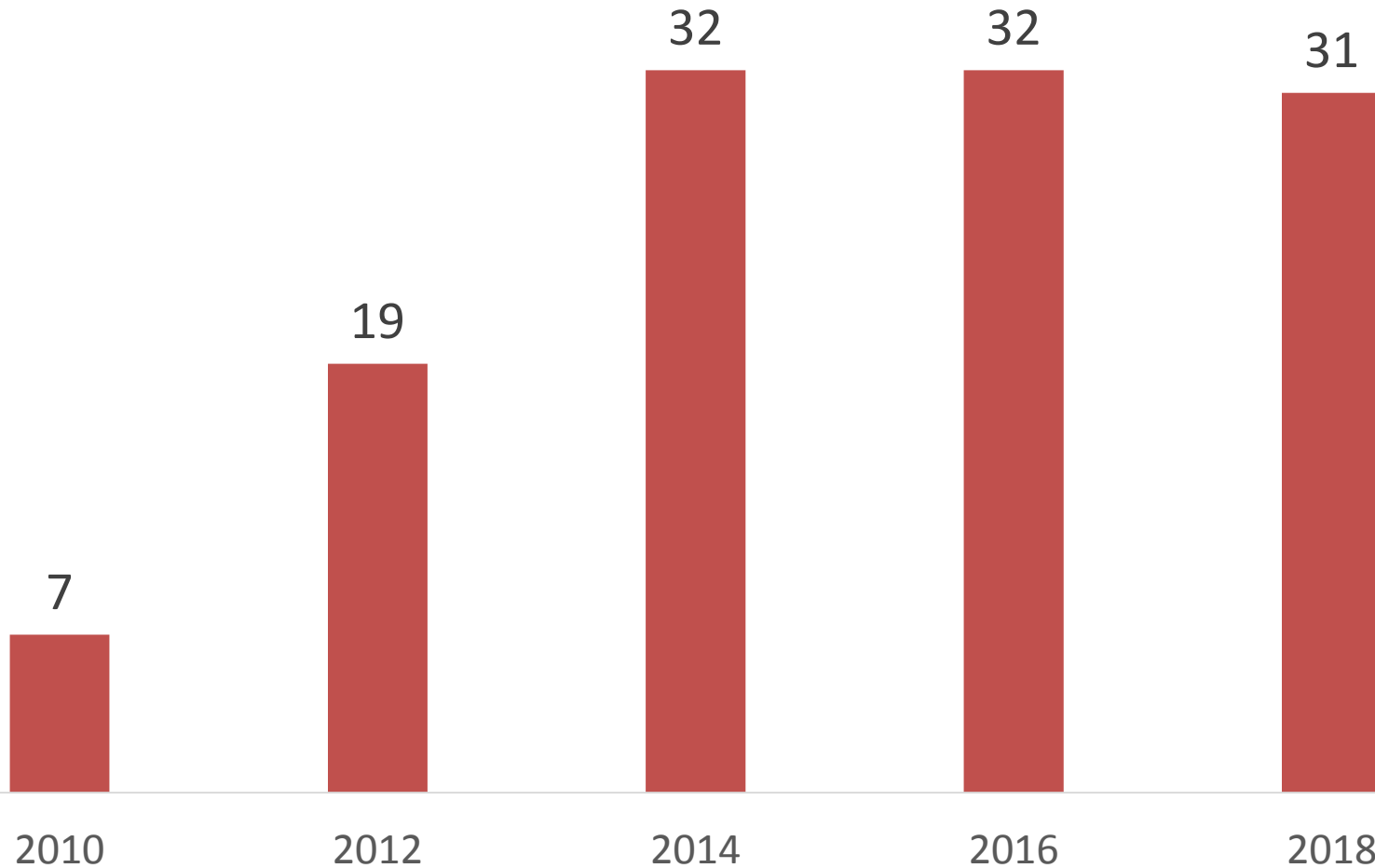


And this way...

KPIs Tracking of 32 Programs' Performance via Dashboard

Program process	Program Quality	Learning Support & Outcomes	Resident Performance	Funding & KPIs	Graduate Performance
Last & Next Site Visit Date	Resident's overall opinion - from ACGME-I resident survey	No. of Resignations (Current Academic Year & Total Cumulative)	ITE Performance	% of faculty meeting edu FTE	Total no. of residents graduating
Length of Accreditation Cycle	Average Teaching Score - from NI	Academic non-progression (current year)	No. of Residents who Progress to next year of training (annual)	% of faculty being backfilled	Total no. of residents offered employment with NUHS
Scheduled Internal Review Date	% of Core Faculty involved in Scholarly Activities	% Resident meeting PTT (16hr/mth) – Mar, Jun, Sep, Dec	Intermediate Exam Pass Rate (1st attempt)	% Resident (PGY2 & above) meeting PTT (16hr/mth)	Total no. of residents offered employment with JHS
Total Number of Residents & Current Intake/positions	No. of Education-related Publications		Exit Exam Pass Rate (1st attempt)	Funding Quantum received (every quarter)	Total no. of residents offered employment with other institutions
% of top match achieved (current year) for M5 & HOMO matches			% of Residents involved in Scholarly Activities (definition)		Total no. of residents who opt for alternative arrangements
No. of top YLL SoM graduates matched			% of Residents involved in Patient Safety/QA Initiatives		
Sample Duty Hours Violation/resident - Jan, Apr, Jul, Oct					
Core Faculty Perception of Program - from ACGME-I faculty survey					

No. of NUHS Residency Programs (2010 – current)



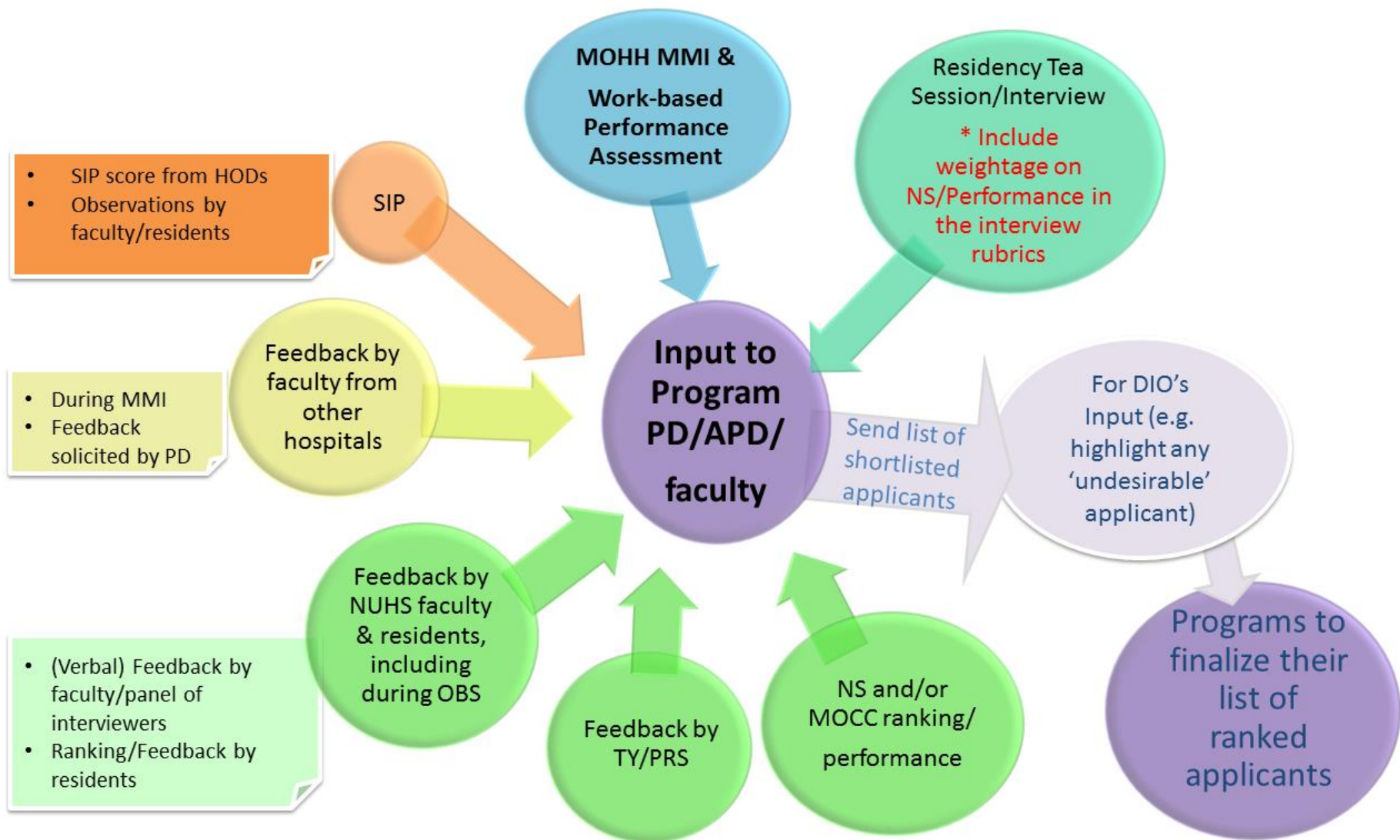
Note: Transitional Year was replaced with national PGY1 from AY2018, thus the total no. of programs are reduced to 23.

Qualities We Look for in Applicants

Teamwork,
Respect,
Integrity,
Compassion,
Excellence,
Patient-Centered

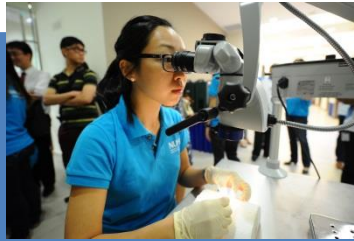


Sources of Information on Prospective Residents



Uniqueness of NUHS Residency

Clinical
Excellence



Teaching
Excellence



Case Load

Distinction
Tracks

Value-Added
Programs



Research
Excellence

Clinical & Teaching Excellence



- Experienced team of passionate and nurturing teachers.
- Immersion in a culture of excellence that inspires you to reach your maximum potential.



- Excellent clinical outcomes. We strive to achieve the highest quality standards. This is monitored by the tracking of clinical quality indicators across the different departments.

Research Excellence



- **Junior Pitch for Fund** was set up to encourage budding clinician researchers/ scientists to kick start their research projects.



- Structured research training opportunities such as **Clinician Leadership in Research** program and **Master of Clinical Investigation** program.
- All programs in NUHS offer a Clinical Scientist (CS) track.

Case Load

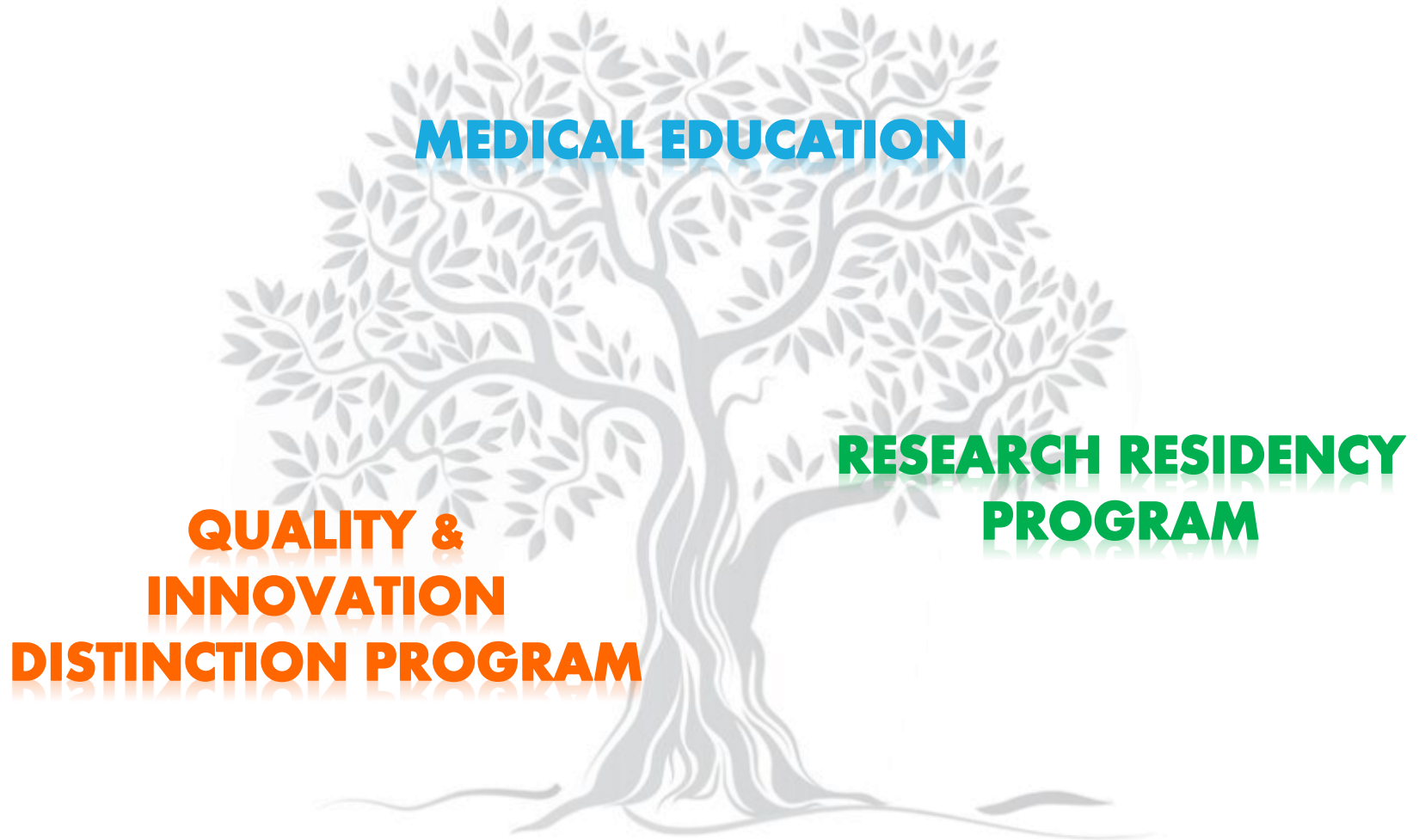


- Academic Medical Centre and a tertiary specialist hospital.
- A rich and diverse casemix both in adult and paediatric conditions.



- Residents have sufficient numbers of the right type of casemix for training.

NUHS Residency Distinction Tracks



Medical Education Track



- To build a community of passionate & nurturing educators to **empower, educate and engage** our next generation of doctors in NUHS
- 2-year program with optional Masters program in between or thereafter
- Intake of 6 senior residents per year
- Eligibility: Resident-initiated & endorsed by PD

Research Track

DREAM • DISCOVER • DEVELOP



- Robust research structure and enabling platforms
- Dedicated faculty and mentors
- Flexible research opportunities for residents
- Optimize grant success for residents during residency and beyond
- Fostering an inclusive research community & vibrant research culture in NUHS

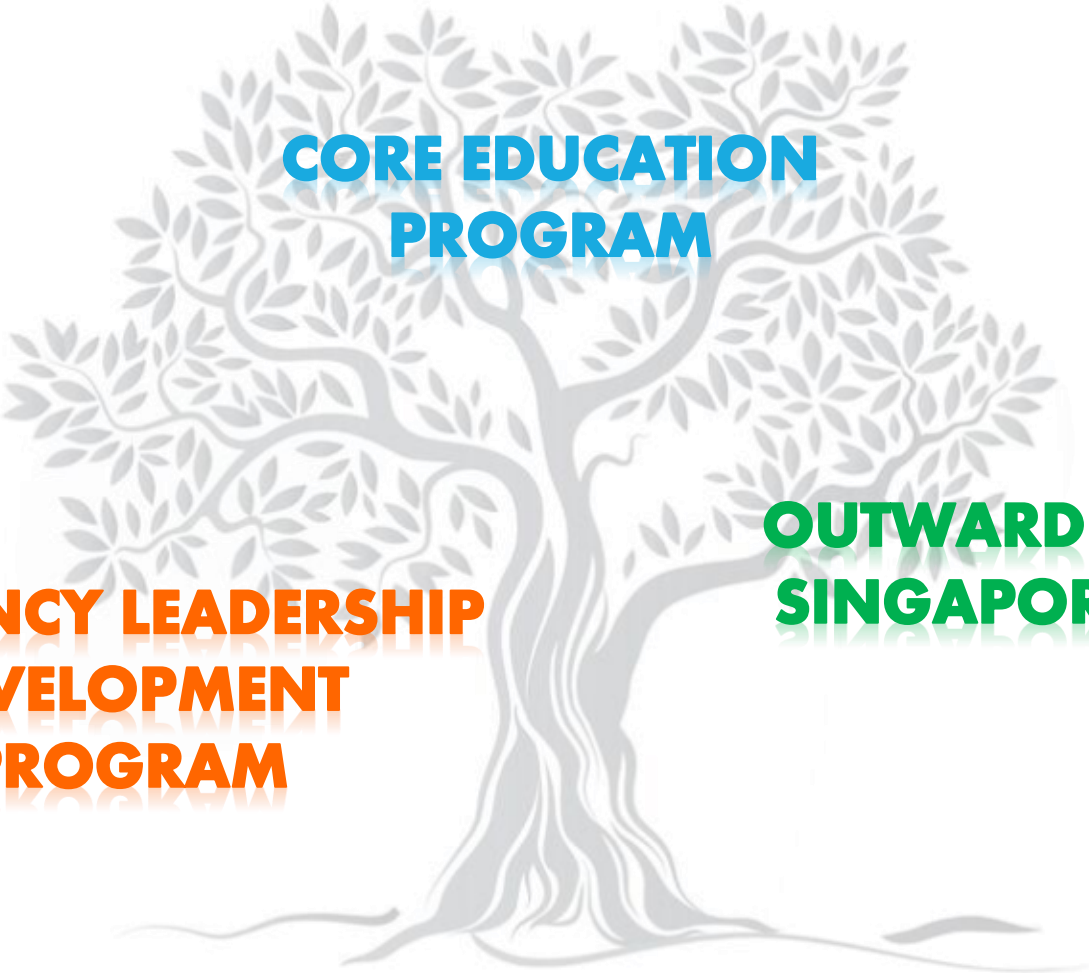
Quality & Innovation Track (IQuonIC)

QUALITY . INNOVATION . EMPOWERMENT . COLLABORATION . VALUE



- Mission: To build a culture of safety and continuous improvement in the NUHS doctors of tomorrow
 - Provides individual resident the opportunity to develop skills in quality improvement and empower them as agents of change.
-
- 3-year certificate program
 - Intake: 10 residents per year
 - Eligibility: Junior and senior residents (R2/R3 and above) enrolled in any of the NUHS residency programs

NUHS Residency Value-Added Programs



**CORE EDUCATION
PROGRAM**

**RESIDENCY LEADERSHIP
DEVELOPMENT
PROGRAM**

**OUTWARD BOUND
SINGAPORE (OBS)**

Core Education Program (CEP) – PGY1 Modules



Core Education Program (CEP) – Post-PGY1 Modules



Residency Leadership Development Program (RLDP)

Fearless and
Tenacious

Thinkers and
Change Makers



Renewal of Mind
and Behavior

Nurturing

- In-house leadership training for our Residents/Chief Residents
- Curriculum domains are modelled after Singapore Chief Residency Program (SCRIP)
- A few modules on leadership competency skills are included in our Core Education Program (CEP) for all year 1 residents

Outward Bound Singapore (OBS) since 2010

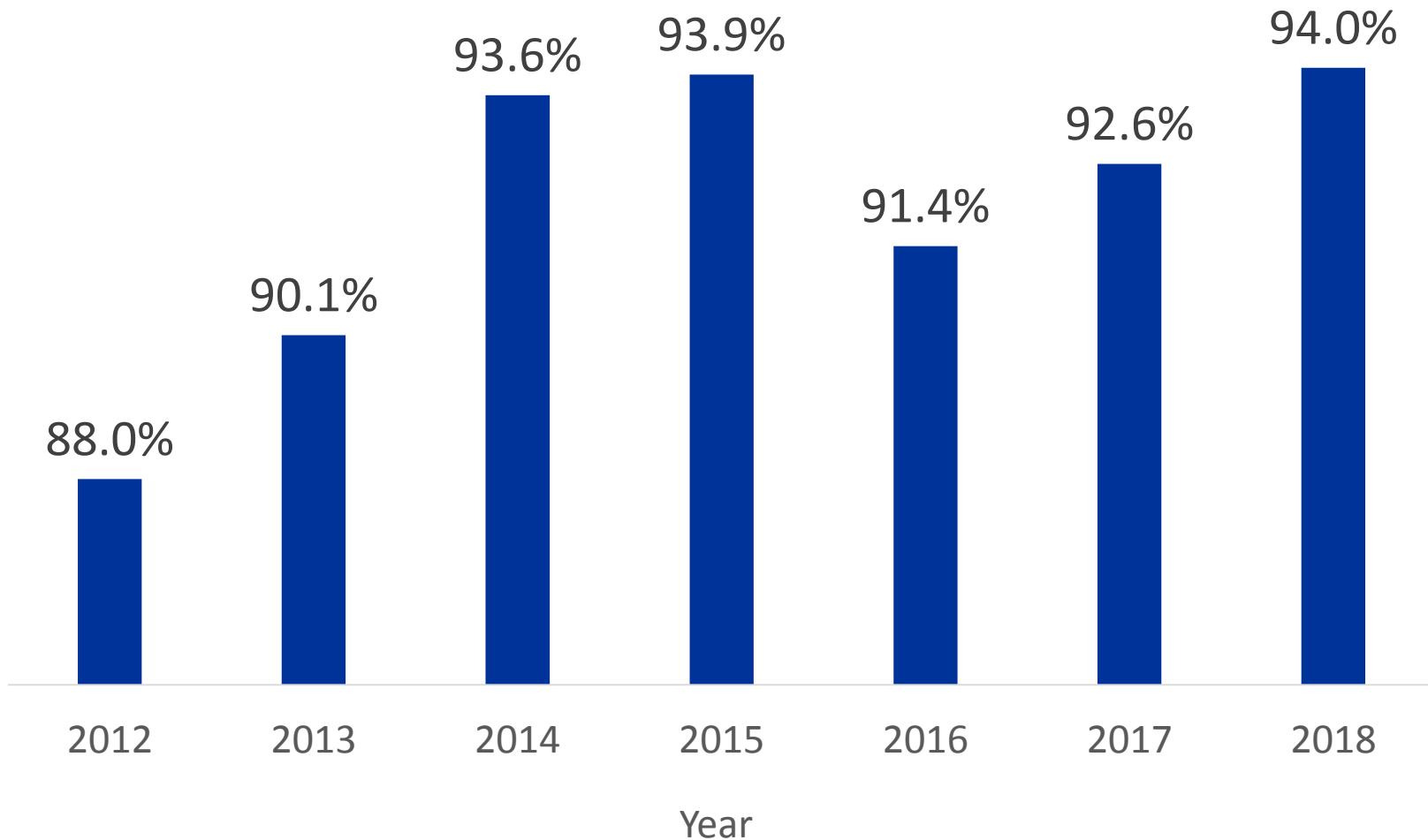
“Senior leaders (CEO, CMB etc) and consultants went through the same experience as the juniors. We get to know the senior management well.”



Values can all be translated to the work place, such as having good teamwork which also includes effective communication, respect for fellow peer.

Rating on Education via ACGME-I Annual Resident's Survey

94% of our residents have rated our training as good/excellent in 2018.



Continuous Education & Training (CET)

Future Development

Framework

CET Goal: Healthcare Education to inspire health for all

Healthcare

- DGMS degree courses (modularised to be stackable)
- Medicine, Nursing, Allied Health courses (NUH, NTFGH, NUP, AH)
- Community Care (AH, RHS, ALCNS)

Future-Ready

- Data Analytics
- System Design Thinking & collaboration with technology
- Healthcare education
- Global Health
- Healthcare research
- Values and Leadership
- Certificate course for health administrators

Public

- Healthcare Literacy (Pharmacology)
- Financial Literacy
- Simulation Training

HR/Manpower

- CET courses compulsory for specific role functions

Business Model

- ALCNS to lead & engage SCALE for Skillsfuture funding
- ALCNS to form a business development team for CET efforts in NUS Med

Learning Management System

- CenMed Scholar

Thank You

