

MEDICAL EDUCATION DISTINCTION TRACK (MEDT) FOR RESIDENTS

Information

The Medical Education Distinction Track for Residents is a 2-year track that aims to build a community of educators by developing young clinicians through a structured programme, under the mentorship of passionate educators from various clinical fields. This 2-year track runs in parallel with the various NUHS junior and senior residency programmes.

Co-Chairpersons

Dr Matthew Low
Consultant
Emergency Medicine

Adj Prof Malcolm Mahadevan
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Faculty

Adj Prof Shirley Ooi
Adj A/Prof Adrian Kee
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A/Prof Marion Aw
A/Prof Raymond Ngo
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Programme Coordinators

Ms Pearlene Sim
Ms Haziqah Hamdan

Interested?

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Key Strengths:

1. Mentorship

- Mentee-Mentor pairing to facilitate longitudinal relationships
- Exposure and opportunities through mentor's network
- Access to mentor's expertise, advice, and support

2. Structured Programme

- Small-group learning sessions every 3 months, covering the core knowledge and skills for aspiring educators
- Completion of a scholarly project with guidance and support from the MEDT community

3. Deliberate Practice

- Regular opportunities to apply knowledge and skills from the structured programme in authentic education tasks
- Feedback and reflection on the above, collated into an education portfolio

4. Resources

- Funding to support scholarly activities
- Support to attend the Asia Pacific Medical Education Conference (APMEC)
- Funding for workshops outside of quarterly MEDT learning sessions e.g. APMEC and NUS CenMED workshops

Resident Takeaways:

- ✓ A strong theoretical foundation and up to date understanding of concepts and language used in medical education
- ✓ An appreciation of evidence-based best practice in medical education
- ✓ Tools to create positive change, appreciate + critique + sustain + improve on what already exists
- ✓ At the end of this track, the resident will be prepared to lead education effectively in their local context

Resident Deliverables:

- Attendance and engagement at quarterly learning sessions
- Portfolio completion: Evidence demonstrating that resident has applied and reflected upon knowledge and skills learnt
- Scholarly project: Conference presentation / Journal Publication

Curriculum

The topics covered in our quarterly learning sessions include:

- Effective teaching behaviours
- Outcomes based medical education
- Kern's model of curriculum development
- Assessment in medical education
- Learning knowledge effectively
- Learning skills effectively
- Feedback, debriefing, and reflection
- Clinical reasoning
- Supervision, mentoring, and coaching
- Communities of practice, and professional identity formation
- Cognitive load theory, zone of proximal development, and social learning theory

