Registration Form

Name (Dr / Mr / Ms) __________________________________
Job Designation _____________________________________
Department _________________________________________
Institution __________________________________________
Address ___________________________________________
__________________________________________________
Tel ___________________ Fax _____________________
Hp ___________________ Pg ______________________
Email_____________________________________________
Medical specialty ____________________________________
Number of Years of Teaching Experience _________________
Profession: Medical / Nursing / Allied Health

Registration Details

Registration Fees

SGH ................. SGD100 Others .............. SGD200

Registration closes on 3 May 2005.

Cancellation

Any cancellation or replacement must be conveyed to the
Organiser in writing. A cancellation fee of 50% registration fee
will be charged if the cancellation is received on or after 26
April 2005. There will be no refund of registration fee if the
cancellation is made on or after 3 May 2005. The Organiser
reserves the right to cancel the programme and fully refund the
participants should unforeseen circumstances necessitate it.

Where to Send Your Registration Form

Please send your completed registration form and cheque/bank
draft payable to “Singapore General Hospital Pte Ltd” to:
The Secretariat “12th SGH-Stanford Joint Update”
SGH Postgraduate Medical Institute
Singapore General Hospital
Block 6 Level 1, Outram Road, Singapore 169608
Tel: 6326 6681, Fax: 6226 0356
Email: gtetsh@sgh.com.sg, Contact: Ms Tan Siew Hong

Registration will only be confirmed upon receipt of full payment.

Kelley Skeff

Prof Kelley Skeff is the George
DeForest Barnett Professor of
Medicine at Stanford University Medical Center and Associate
Chair for Educational Programs, Department of Medicine at
Stanford University School of Medicine. He is also the
department’s Housestaff Program Director. He obtained his
PhD from Stanford University School of Education. Since 1985,
Prof Skeff has been the Principal Investigator, Stanford Faculty
Development Center, a national dissemination centre for
training faculty as clinical teaching trainers for faculty
colleagues and housestaff in clinical teaching, medical decision
making and geriatrics. In recent years, some of the research
work in which he was Co-principal investigator includes A Grant
for Studying the Application of the Stanford Faculty
Development Program’s Seminars for Improving Teaching
Across Basic Science and Clinical Faculty, Stanford Faculty
Development Program in Medical Decision Making in
Contemporary Practice, and Stanford Faculty Development
Program in End-of-life Care. Prof Skeff has been invited to
speak at several meetings across North America. He has also
published widely on teaching and faculty development.

Georgette Stratos

Dr Georgette Stratos is a senior research scholar in the
Division of General Internal Medicine, Department of Medicine
at Stanford University School of Medicine. She holds a PhD in
Educational Psychology from the University of California,
Berkeley. As Co-director of “The Stanford Faculty Development
Program for Medical Teachers”, Dr Stratos conducts facilitator-
training programmes for national dissemination and local
teaching improvement programmes for the Stanford medical
faculty. She is also Director of the Stanford University Geriatric
Education Resource Center, a distribution centre for exportable
resources designed to strengthen geriatric education in
residency training programmes. In addition, she is Co-
investigator of “The Stanford Faculty Development Program for
Professionalism in Contemporary Practice”, where she uses the
train-the-trainer programme to disseminate a curriculum
designed to enhance physician and other healthcare
professionals’ competencies for leadership and teaching
regarding evidence-based medicine, patient-centred medicine,
system change and quality improvement. Dr Stratos is currently
collaborating with Dr Kelley Skeff on the book The Teacher’s
Mentor: A Diagnostic Guide to Improving Teaching.
**Message**

With better understanding of the educational process and the increasing complexity of the practice of Medicine, there is no longer a place in today’s medical education for faculty to teach the way they were taught, without questioning what or how they should teach.

Anyone with responsibility for educating students and trainees should be skilled at and well informed about clinical teaching, simply because preparing these learners to provide safe, humane, and effective care for our society is itself a heavy responsibility. Clinical teaching is arguably one of the most important and rewarding roles of the teacher-physician. As with any skill, reflection on the teaching process is crucial if teachers are to be as effective as possible. Implicitly, each teacher develops his own theory of the learning process. Reflecting on this theory can help him succeed as a teacher because his model of learning will influence the way he views the role of a teacher and his own definition of successful teaching.

This Workshop, presented by the Stanford Faculty Development Center, has been designed to provide you with an educational framework for an analysis of teaching and an introduction to the concept of a learning climate. Since effective clinical teaching requires good skills in communication, facilitation and feedback, we will focus on how your skills may be sharpened through small group learning, role plays, videotape reviews and feedback in this three-day Workshop.

The SGH-Stanford Joint Update is an outcome of the MOU signed between SGH and Stanford University Hospital to promote mutually beneficial exchanges of information. This year, PGMI will be commemorating its 10th Anniversary. A fitting way to commemorate PGMI’s contribution to medical education would be to have an evening talk on “Clinical Faculty Development” by Prof Kelley Skeff, Stanford Faculty Development Center. All Workshop participants will be invited to join in the 10th Anniversary celebrations.

We hope that the experiential learning that you will go through in this Workshop will assist you in transforming your pedagogical skills in your own educational environment.

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**Day 1 – Tues, 17 May**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00 am</td>
<td>Welcome / Introductions / Goals of Workshop</td>
</tr>
<tr>
<td>9:30 am</td>
<td>Introduction to an Educational Framework for Analysing Teaching</td>
</tr>
<tr>
<td>10:15 am</td>
<td>MINI-WORKSHOP: ESTABLISHING A POSITIVE LEARNING CLIMATE</td>
</tr>
<tr>
<td>10:15 am</td>
<td>Mini-lecture</td>
</tr>
<tr>
<td>10:45 am</td>
<td>Break</td>
</tr>
<tr>
<td>11:00 am</td>
<td>Small Groups: Tape Review, Role Play, Share Personal Goals</td>
</tr>
<tr>
<td>12:30 pm</td>
<td>Lunch</td>
</tr>
<tr>
<td>1:30 pm</td>
<td>MINI-WORKSHOP: CONTROL OF SESSION</td>
</tr>
<tr>
<td>1:30 pm</td>
<td>Mini-lecture</td>
</tr>
<tr>
<td>2:30 pm</td>
<td>Break</td>
</tr>
<tr>
<td>2:45 pm</td>
<td>Small Groups: Tape Review, Role Play, Share Personal Goals</td>
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<tr>
<td>4:00 pm</td>
<td>Adjourn</td>
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</tbody>
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**Day 2 – Wed, 18 May**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>9:00 am</td>
<td>MINI-WORKSHOP: COMMUNICATION OF GOALS</td>
</tr>
<tr>
<td>9:00 am</td>
<td>Mini-lecture</td>
</tr>
<tr>
<td>9:30 am</td>
<td>Tape Review (in large group)</td>
</tr>
<tr>
<td>9:45 am</td>
<td>Goal Writing Exercise, Share Personal Goals</td>
</tr>
<tr>
<td>10:45 am</td>
<td>Break</td>
</tr>
<tr>
<td>11:00 am</td>
<td>MINI-WORKSHOP: EVALUATION</td>
</tr>
<tr>
<td>11:00 am</td>
<td>Mini-lecture</td>
</tr>
<tr>
<td>11:45 am</td>
<td>Tape Review (in large group)</td>
</tr>
<tr>
<td>12:30 pm</td>
<td>Lunch</td>
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**PGMI 10TH ANNIVERSARY CELEBRATIONS**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>6:00 pm</td>
<td>Cocktails &amp; Opening Ceremony</td>
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<tr>
<td>6:45 pm</td>
<td>Talk on Clinical Faculty Development by Prof Kelley Skeff</td>
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<tr>
<td>7:30 pm</td>
<td>Dinner</td>
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</table>

**Day 3 – Thur, 19 May**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>9:00 am</td>
<td>Insights Gained from Workshop (facilitated group discussion)</td>
</tr>
<tr>
<td>9:45 am</td>
<td>MINI-WORKSHOP: PROMOTION OF UNDERSTANDING AND RETENTION</td>
</tr>
<tr>
<td>9:45 am</td>
<td>Mini-lecture</td>
</tr>
<tr>
<td>10:15 am</td>
<td>Break</td>
</tr>
<tr>
<td>10:30 am</td>
<td>Small Groups: Tape Review, Role Play, Share Personal Goals</td>
</tr>
<tr>
<td>12:00 pm</td>
<td>Lunch</td>
</tr>
<tr>
<td>1:30 pm</td>
<td>MINI-WORKSHOP: PROMOTION OF SELF-DIRECTED LEARNING</td>
</tr>
<tr>
<td>1:30 pm</td>
<td>Mini-lecture</td>
</tr>
<tr>
<td>2:00 pm</td>
<td>Break</td>
</tr>
<tr>
<td>2:15 pm</td>
<td>Small Groups: Tape Review, Role Play, Share Personal Goals</td>
</tr>
<tr>
<td>4:00 pm</td>
<td>END</td>
</tr>
</tbody>
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**Role Play and Video Recordings**

Your interaction with fellow “students” will be video-recorded and used for playback so that participants can learn from a visual review of each other’s performance. All video recordings made within the premises of the Workshop will remain the property of SGH Postgraduate Medical Institute who reserves the right to use them as future teaching tools.

**Medical Pedagogy Committee**

**Chairman**

Dr Peter Mack

**Members**

Dr Fatimah Lateef
Dr Mark Leong
Dr Peter Lim
Dr Ong Biauw Chi
Dr Tay Sook Muay

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**Venue:** SGH Postgraduate Medical Institute Lecture Room

**CME Accreditation:** Application for CME points is in process.