# Developing a Digital-Ready Workforce using Experiential Learning Principles to Innovate Education Admin Processes in SGH Division of Medicine (DOM)

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## A. Introduction & Problem Statement

Education admin in DOM is diverse, ranging from Undergraduate, Residency, Exams, Faculty Development and Academic Appointment.

The admin processes are generally routine but voluminous, requiring significant amounts of time to coordinate, collate, compute and consolidate reports. Furthermore, the documentation-heavy nature resulted in substantial paper printing and files for storage purposes.

## **B. Objectives**

The DOM Education Admin Leadership (DEAL) Team acknowledges the current inefficiencies in the admin processes and is committed to initiate a change programme, based on these 2 key thrusts:

These posed tremendous pressures on the team's limited inventory space, rising consumables costs and need for quick turnround time.

## C. Methodology

The team scanned through the existing workflows, identified and prioritised admin processes with high impact and low effort:

- 1. Faculty Development Dashboard;
- 2. Residency 360 Evaluation Process;
- 3. Residency Protected Teaching Time (PTT); and
- 4. Bedside Tutor Allocation for Medical Students Posting.

The 5 Why's tool was used to find the key root causes, which were the lack of (1) Productivity Tools (aka Technology) Knowledge and (2) Quality Improvement Mindset. Driver Diagram tool was then employed to develop potential change ideas to address challenges:

- To Implement an Educational Programme for SGH DOM Administrators Focusing on Quality Improvement (QI) and Technology to Improve Work Productivity; and
- 2. To Improve Turnaround Time (TAT) for Education Admin Processes by 50% in 12 months' time in DOM.

## **D. Results**

- 1. DOM Digital Skills Sharing Programme
- <u>13</u> sessions conducted from
  Jul 2020 to Mar 2022, focused
  on tech & digitalisation topics.
- <u>382</u> attendances in total.

**68%** 

**Reduction in** 

**Turnaround Time** 

- Satisfaction score of <u>4.32/5</u>.
- Videos were uploaded into intranet and clocked a total of <u>239</u> website visits.

## 2. DOM EDU Team Gamified Learning Programme

- QI and best practices themes injected into curriculum.
  - Formed 3 rotating teams to present journal findings and share best work practices, with quizzing component. Highest scoring team is rewarded.
- <u>24</u> sessions completed between Jan 2020 to Mar 2022.



To ensure implementation effectiveness, the DEAL team anchored on the Kolb's Experiential Learning Cycle, where optimal learning involves Concrete Experience, Reflective Observation, Abstract Conceptualisation & Active Experimentation (aka learning by doing).





558 h

TAT Reduced

Annually

Kolb, D. A. (2014). Experiential learning: Experience as the source of learning and development. FT press.

#### **Action Plans:**

- 1. 2 curriculum planning workgroups formed DOM and Team levels.
- Formalised 4 teams to leverage QI and digital technologies like R<sup>[1]</sup>, FormSG<sup>[2]</sup>, Zoom<sup>[3]</sup>, Python<sup>[4]</sup> to transform work processes.
- 3. Quantitative and qualitative measures on programme outcomes and staff feedback were collected.





Exceeded

Target!

Better exposure through sharing platform at DOM Digital Skills Programme and appreciation of digital tools to improve productivity.





Video recordings are uploaded to intranet and e-learning system for asynchronous learning and spread, to benefit other departments.

Better staff morale with better productivity at work, acquire deeper domain knowledge and improve opportunities for staff development.



Work with team to discover, learn and spread innovative ways of working. The next identified area will be Robotic Process Automation (RPA).



