

# PGAHI Training Calendar

## April 2021 – March 2022

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Some courses are listed under Multidisciplinary section. Please look under profession "AHP" to view the list of courses.

*Courses featured below are categorised by Training mode, e.g. e-Learning, Blended Learning and Classroom-based Learning*

## e-Learning Courses

Legend:

<b>AHP</b>	Allied Health Professionals	<b>DIET</b>	Dietitian	<b>MSW</b>	Medical Social Worker	<b>OT</b>	Occupational Therapist
<b>PATH</b>	Pathologists' Assistant	<b>PHARM</b>	Pharmacist	<b>PT</b>	Physiotherapist	<b>POD</b>	Podiatrist
<b>PSY</b>	Psychologist	<b>RAD</b>	Radiographer	<b>ST</b>	Speech Therapist		

Professions	Course/Lecture Title	Course Objectives	Course Outline	Pre-Requisites	Fee (SingHealth Staff)	Fee (Regular)	Category	Mode of Training	Duration	Date(s)	Month(s)	Course in-charge
<b>DIET</b>	<b>Medical Nutrition Therapy for Diabetes (For Dietitians)</b>	1) Equip dietitians with essential nutrition knowledge on diabetes. 2) Update dietitians with the latest and current principles and nutrition recommendations for people with diabetes, type 1, type 2 and other forms of diabetes. 3) Update dietitians the principles of advanced carbohydrate counting. 4) Understand the role of dietitians in the management of physical activity, exercise and pregnancy.	1) Nutrition in diabetes 2) Applying nutritional guidelines – An 'ideal diet' for diabetes? 3) Blood glucose lowering medications – implications for diet 4) Carbohydrate counting principles 5) Understanding hypoglycaemia and its treatment 6) Advanced CHO counting 1 and 2 7) Physical activity/ exercise 8) Meeting the demands of pregnancy and diabetes 9) Managing patients with poor intake – Considerations for patients on enteral feeding	Current Practising Dietitians working in local hospitals only	\$330	\$370	Skills & Knowledge-based	e-learning	3 half days	2, 7, 9	Dec 2021	<a href="mailto:jayaraj.bala.krishnan@sgh.com.sg">jayaraj.bala.krishnan@sgh.com.sg</a>
<b>MSW</b>	<b>Essential Medical Terminology and Symptomatology</b>	1) Increase knowledge in human body structure and functioning 2) Understand the common symptomatology and diagnostic investigations carried out 3) Comprehend & decipher the entries made by doctors in patient records 4) Enhance understanding of the impact of physiology on psycho-social-emotional health essential to holistic case management.	1) Basic anatomy of the human body 2) How body structure relates to function 3) How dysfunction relates to social handicaps & psychological stress 4) Medical symptomatology & what brings patients to hospital 5) Common investigations – when & why some tests are chosen over others	Nil	\$630	\$700	Skills & Knowledge-based	e-learning	4 half days	26 - 27 & 30 - 31	Aug 2021	<a href="mailto:jayaraj.bala.krishnan@sgh.com.sg">jayaraj.bala.krishnan@sgh.com.sg</a>
<b>OT</b>	<b>The Science of Resistance Bands for Strength, Balance and Stability</b>	1) Understand the scientific basis for the use of elastic resistance 2) Describe the therapeutic goals which can be achieved with elastic resistance (strength training, stability training and flexibility) 3) Learn and demonstrate a variety of ways to appropriately use elastic resistance to achieve therapeutic goals 4) Understand the scientific basis for balance and stability devices 5) Describe the use of balance and stability devices 6) Plan a sequence of exercises with appropriate dosing for relevant patient populations	1) Scientific principles of elastic resistance training 2) Set-up and positioning for resistance band training 3) Dosing and intensity of resistance band exercises 4) Training balance and stability with resistance bands and balance and stability devices 5) Designing an exercise program for different patient populations	Nil	\$320	\$350	Skills & Knowledge-based	e-learning	1 day	11	Feb 2022	<a href="mailto:joyce.lee.g.l@sgh.com.sg">joyce.lee.g.l@sgh.com.sg</a>
<b>PHARM</b>	<b>Clinical Reasoning Approach to Pharmacotherapy (Renal) (NEW)</b>	1) Understand and apply clinical reasoning and decision making skills in the management of chronic kidney disease (CKD) related diseases and conditions; and 2) Critically evaluate current evidences and integrate findings into daily clinical pharmacy practice	1) Clinical reasoning skills of practising pharmacists in managing common renal disease and conditions in Singapore. 2) Integrate clinical reasoning processes using case-based discussions.	Pharmacists and All Healthcare Professionals	\$100	\$110	Skills & Knowledge-based	e-learning	1 day	4	Sept 2021	<a href="mailto:chua.sok.hong@sgh.com.sg">chua.sok.hong@sgh.com.sg</a>
<b>PHARM</b>	<b><a href="#">Continuing Professional Education (CPE)</a></b>	The Pharmacy Lecture Series consists of short seminars conducted regularly throughout the year. It serves as a platform for pharmacists to update, develop and acquire new knowledge and skills, to ensure continuing competence as professionals throughout their careers.		Nil	Complimentary	Complimentary	Skills & Knowledge-based	e-learning (via Zoom Cloud Meetings)	1 hour	Look out for monthly email alerts on lectures.	Lecture available monthly	<a href="mailto:pgahi@sgh.com.sg">pgahi@sgh.com.sg</a>
<b>PT</b>	<b>Advanced Respiratory Care and Exercise Prescription in Onco-Surgical Population</b>	1) Describe the current state of science and practice in preoperative rehabilitation and prescribe an appropriate prehabilitation exercise programme 2) Ability to gather, interpret and synthesize information to evaluate the impact of surgery and its associated medical management on the patient's pulmonary function 3) Advanced understanding of the pathogenesis, diagnosis and management approach of patients with postoperative pulmonary complications (PPC) 3) Advanced skills to assess and provide holistic physiotherapy management for patients undergoing complex surgery such as transplant, head and neck surgery and bariatric surgery	1)Preoperative Assessment 2) Postoperative Considerations 3) Thoracic Surgeries 4) Major Abdominal Surgeries and Solid organ Transplant 5) Special Surgery – Head & Neck and Bariatric	Nil	\$630	\$700	Skills & Knowledge-based	e-learning	5 half days	1 - 2 & 8 - 10	Nov 2021	<a href="mailto:joyce.lee.g.l@sgh.com.sg">joyce.lee.g.l@sgh.com.sg</a>

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<b>AHP</b>	Allied Health Professionals	<b>DIET</b>	Dietitian	<b>MSW</b>	Medical Social Worker	<b>OT</b>	Occupational Therapist
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<b>PSY</b>	Psychologist	<b>RAD</b>	Radiographer	<b>ST</b>	Speech Therapist		

Professions	Course/Lecture Title	Course Objectives	Course Outline	Pre-Requisites	Fee (SingHealth Staff)	Fee (Regular)	Category	Mode of Training	Duration	Date(s)	Month(s)	Course in-charge
<b>PT</b>	<b>Clinical Reasoning Approach to Musculoskeletal Physiotherapy</b>	1) Outline contemporary biopsychosocial approaches for management of musculoskeletal disorders. 2) Formulate differential diagnoses of musculoskeletal disorders and evaluate the most likely diagnosis. 3) Rationalise and prioritise treatment selections for effective management of musculoskeletal disorders.	1) Introduction to Clinical Reasoning Frameworks for Musculoskeletal Physiotherapy 2) Understanding Pain 3) Pain Pharmacology and Management 4) Clinical Reasoning: Subjective Interview 5) Musculoskeletal Clinical Translation Framework 7) Tissue and Fracture Healing 8) Case studies	Nil	\$490	\$540	Skills & Knowledge-based	e-learning	4 half days	16-19	Aug 2021	<a href="mailto:tessa.koh.m.h@sgh.com.sg">tessa.koh.m.h@sgh.com.sg</a>
<b>PT</b>	<b>Clinical Reasoning for Physiotherapy Management in Stroke</b>	1) Describe medical management for stroke across the continuum of care (i.e., acute, subacute and chronic phase). 2) Use the International Classification of Functioning, Disability and Health (ICF) model as a framework to guide clinical management for stroke. 3) Explain the mechanisms underlying motor impairments after stroke. 4) Analyse motor performance, and link impairments to missing essential components of motor performance of people after stroke. 5) Select and interpret appropriate outcome measures to measure improvement of motor performance in people after stroke. 6) Create assessment and treatment plans for people after stroke and justify the plans using evidence-based practice. 7) Use functional electrical stimulation and other low-cost/affordable equipment to increase intensity of practice. 8) Implement strategies to manage behavioural and mood disorders after stroke.	1) Medical management of stroke 2) Movement analysis and treatment 3) Set-up for semi-supervised practice 4) Management of behavioural and mood disorders after stroke 5) Implementation and interpretation of outcome measures in stroke	Nil	\$530	\$590	Skills & Knowledge-based	e-learning	4 half days	1 – 4	Mar 2022	<a href="mailto:joyce.lee.g.l@sgh.com.sg">joyce.lee.g.l@sgh.com.sg</a>
<b>PT</b>	<b>Evidence-based Practice in Physiotherapy</b>	At the end of the course, participants should be able to: 1) Conduct efficient and systematic search of medical literature that relates to a clinical question 2) Appraise the quality of a clinical research based on its methodology 3) Interpret the results of common types of clinical research: Observation studies, quasi-experimental studies, experimental studies and review studies 4) Assess the external validity and generalisability of a research study	1) Processes of evidence-based medicine (EBM) and study design 2) Question formulation PICO 3) Pragmatic literature search 4) Descriptive statistics & Statistical inferences 5) Binary data & Continuous data 6) Correlation 7) Regression 8) RCT appraisal 9) Systematic reviews & Meta-analysis	Nil	\$490	\$540	Skills & Knowledge-based	e-learning	4 half days	4, 11, 18, 25	May 2021	<a href="mailto:joyce.lee.g.l@sgh.com.sg">joyce.lee.g.l@sgh.com.sg</a>
<b>PT</b>	<b>Geriatric Rehabilitation</b>	1) Describe the role of different specialists in Geriatric care 2) Recognise frailty in the older person and discuss appropriate management 3) Conduct a comprehensive assessment for falls, interpret results and discuss appropriate interventions 4) Identify the signs and symptoms, and the common types of cognitive changes and outline strategies to manage challenging behaviours in older persons that are evidence-based 5) Understand the pharmacokinetic changes in elderly and the issues related to polypharmacy 6) Consider the impact of some common cardiac, chronic disease issues in the older person when designing a rehabilitation programme. 7) Identify the primary functional problems, associated impairments in the older persons with total joint arthroplasties, hip and spinal fractures and understand their management 8) Incorporate knowledge of pathology and biomechanics of osteoporosis in effective prevention and intervention. 9) Understand the management of foot problems in the older person 10) Consider and suggest appropriate resources for continuation of care for the older person and respite support for caregivers in the community	1) Normal and abnormal changes in ageing 2) Assessment and management of frailty 3) Falls risk factors, assessment and management 4) Cognitive changes and other mental health conditions in the older person 5) Rehabilitation in older persons non-surgically managed, acute cardiac conditions and chronic diseases 6) Demonstration of various spinal and hip orthosis used to support rehabilitation post hip and spinal fractures 7) Physiotherapy management for osteoporosis 8) Consideration of the geriatric foot conditions in rehabilitation 9) Current available resources for continuation of care and respite support in community	Nil	\$500	\$550	Skills & Knowledge-based	e-learning	4 half days	24 – 27	Jan 2022	<a href="mailto:joyce.lee.g.l@sgh.com.sg">joyce.lee.g.l@sgh.com.sg</a>

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<b>PT</b>	<b>Physiotherapy Assessment and Management of Lumbopelvic Disorders</b>	1) Plan, prioritise and perform a competent assessment of patients with lumbopelvic pain 2) Formulate effective physiotherapy management plans for patients with lumbopelvic pain, using an evidence-informed approach. 3) Design and implement physiotherapy management plans for patients post-lumbar spinal surgery	1) Lumbar Spine assessment and management 2) Clinical Reasoning Framework 3) Spondyloarthropathy and Back Pain 4) Thoracic spine and SIJ Assessment and Management 5) Medical Imaging of the Lumbar Spine 6) Surgical Management of the Lumbar Spine 7) Post-Operative physiotherapy management following lumbar spinal surgery	Physiotherapists with 2 - 5 years of working experience in the Musculoskeletal field	\$650	\$720	Skills & Knowledge-based	e-learning	4 half days	21 - 24	Feb 2022	<a href="mailto:tessa.koh.m.h@sgh.com.sg">tessa.koh.m.h@sgh.com.sg</a>
<b>PT</b>	<b>Physiotherapy Management of Parkinson's Disease</b>	1) Discuss the pathophysiology of Parkinson's disease (PD). 2) Differentiate between PD and other atypical parkinsonian syndromes. 3) Discuss the medical management of people with PD. 4) List the criteria for deep brain stimulation. 5) Discuss the non-motor symptoms of PD and their impact on patients and caregivers. 6) Perform a competent physiotherapy assessment of the patient with PD. 7) Discuss the rationale underlying various treatment approaches in people with PD. These include resistance training, cognitive movement strategies and use of cues. 8) Design and implement treatment programmes for people with PD using an evidence-based approach. This includes identifying individuals who are at risks of falls	1) Mobility and gait problems, and falls in PD 2) Atypical parkinsonism syndromes 3) Current trends in medical and surgical management 4) Mobility and balance outcomes: Post Deep Brain Stimulation 5) Non-motor symptoms and their management 6) Managing behavioural and cognitive changes in PD 7) Incorporating music in rehabilitation 8) Palliative issues in Advanced stage PD	Nil	\$520	\$580	Skills & Knowledge-based	e-learning (via SingHealth e-learning Portal & Zoom Cloud Meetings)	2 weeks asynchronous self-paced e-learning & 3 half-days of live zoom sessions	Self-paced e-learning: 1 - 14 Feb 2022 & Live Zoom: 16, 16, 18 Feb 2022	Feb 2022	<a href="mailto:joyce.lee.g.l@sgh.com.sg">joyce.lee.g.l@sgh.com.sg</a>
<b>PT</b>	<b>Physiotherapy in Polytrauma (NEW)</b>	Increase competence and confidence in treating patients with a variety of trauma presentations in the acute hospital setting.	1) Role of physiotherapy in patients with the following injuries: a. Chest trauma, including fractured ribs, pulmonary contusion and haemo-pneumo-thoraces b. Abdominal trauma including solid organ injuries (i.e. liver, spleen, kidneys) c. Spinal Cord injury, with a particular focus on cervical spine injuries d. Patients with multiple orthopaedic injuries including pelvic fractures and lower limb injuries e. Traumatic brain injuries f) Burns (introduction) 2) Management of the intubated and Ventilated patient in ICU 3) The use of manual hyperinflation and other ventilator intervention during the acute phase of care 4) The use of positive pressure and airway clearance devices including Cough Assist, Metaneb etc 5) The role of early mobilisation 6) Acute burns management from a physiotherapy perspective	Nil	\$1400	\$1550	Skills & Knowledge-based	e-learning	4 half days	22, 24, 29 6	Nov 2021 Dec 2021	<a href="mailto:joyce.lee.g.l@sgh.com.sg">joyce.lee.g.l@sgh.com.sg</a>
<b>PT</b>	<b>SENSE MAKING: Advance X-Ray and CT Imaging of the Chest for Physiotherapists</b>	1) Understand the common terms used in CXR and Chest CT. 2) Understand the relevant technical parameters and scanning protocols used for CXR and Chest CT. 3) Recognise core radiologica lanatomy of CXR and Chest CT. 4) Distinguish between normal and abnormal radiological appearances of chest and lung pathologies. 5) Apply the acquired knowledge in their routine clinical practice for better patient management and outcome.	1) Normal anatomy and normal variant in CXR and chest CT. 2) Radiological appearances of chest pathologies in CXR and chest CT. 3) Learn to navigate the image viewer in chest CT.	Physiotherapists and radiographers who are interested in advanced interpretation of chest imaging.	\$340	\$380	Skills & Knowledge-based	e-learning	2 half days	1 - 2	Nov 2021	<a href="mailto:chua.sok.hong@sgh.com.sg">chua.sok.hong@sgh.com.sg</a>

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<b>PT</b>	<b>Stroke Guidelines Translation (NEW)</b>	1) Appraise literature on stroke management guidelines 2) Describe and compare theoretical approaches that are commonly used 3) Select appropriate theoretical approaches in accordance to the context of the project being designed	1) Updates on clinical guidelines for stroke management and how these guidelines are prioritised and implemented in the clinical setting 2) Addressing the issues and gap in the research translation pipeline 3) Introducing implementation science and what it entails: theoretical approaches and how they are used in practice 4) Sharing of successful implementation of evidence-based practices in the clinical setting 5) The role of implementation science in the emergence of telehealth during the COVID-19 pandemic	Nil	\$1430	\$1590	Skills & Knowledge-based	e-learning	4 half days	17, 18, 24, 25	Mar 2022	<a href="mailto:joyce.lee.g.l@sgh.com.sg">joyce.lee.g.l@sgh.com.sg</a>
<b>PT</b>	<b>The Science of Resistance Bands for Strength, Balance and Stability</b>	1) Understand the scientific basis for the use of elastic resistance 2) Describe the therapeutic goals which can be achieved with elastic resistance (strength training, stability training and flexibility) 3) Learn and demonstrate a variety of ways to appropriately use elastic resistance to achieve therapeutic goals 4) Understand the scientific basis for balance and stability devices 5) Describe the use of balance and stability devices 6) Plan a sequence of exercises with appropriate dosing for relevant patient populations	1) Scientific principles of elastic resistance training 2) Set-up and positioning for resistance band training 3) Dosing and intensity of resistance band exercises 4) Training balance and stability with resistance bands and balance and stability devices 5) Designing an exercise program for different patient populations	Nil	\$320	\$350	Skills & Knowledge-based	e-learning	1 day	11	Feb 2022	<a href="mailto:joyce.lee.g.l@sgh.com.sg">joyce.lee.g.l@sgh.com.sg</a>
<b>PT</b>	<b>Vestibular Rehabilitation</b>	1) Outline the anatomy and physiology of the vestibular system. 2) Describe the possible causes of dizziness/vertigo and imbalance 3) Differentiate between central, peripheral and other causes of dizziness/vertigo, including benign paroxysmal positional vertigo (BPPV), vestibular neuritis and cervicogenic dizziness. 4) Describe typical laboratory-based tests of vestibular and hearing function and interpret common findings. These include calorics and hearing tests. 5) Perform a basic bedside evaluation of a patient with dizziness/vertigo. These include oculomotor and positional tests, with and without the use of frenzel lenses. 6) Form a basic evaluation of balance under varying sensory conditions and interpret the findings. 7) Develop an evidence-based treatment program for balance and dizziness, including BPPV, with measurable, functional outcomes from assessment findings	1) Anatomy and physiology of the vestibular system 2) Common vestibular disorders and differential diagnosis 3) Vestibular Function Tests 4) Elements of a vestibular assessment including in acute settings Oculomotor examination 5) Benign paroxysmal positional vertigo management (Cupulolithiasis and canalithiasis ) 6) Assessment of gait and balance 7) Exercises used in vestibular rehabilitation	Nil	\$450	\$500	Skills & Knowledge-based	e-learning	5 half days	23, 26, 30 & 1, 14	Nov 2021 & Dec 2021	<a href="mailto:joyce.lee.g.l@sgh.com.sg">joyce.lee.g.l@sgh.com.sg</a>
<b>POD</b>	<b>Sports Podiatry (NEW)</b>	This course enables participants to : 1) Understand key considerations when treating an athlete 2) Describe the etiology of lower limb injuries in the context of specific sports. 3) Apply appropriate assessment strategies using technology such as video analyses 4) Review short, mid and long term management techniques with focus on orthotic therapy for specific sports	1) Differences between an athlete and a 'regular' patient - managing expectations of athlete and clinician 2) Apply biomechanical and physiological theories in managing sports injuries 3) Video analyses – what am I looking for? 4) Review therapeutic management strategies e.g. shockwave, ultrasound, orthoses 5) Case studies and discussions	Podiatrists or Physiotherapists/Occupational Therapists with an interest in treating patients with lower limb sports condition or routinely treating patients with lower limb sports conditions	\$360	\$400	Skills & Knowledge-based	e-learning	2 half-days (AM)	7-8	Feb 2022	<a href="mailto:tessa.koh.m.h@sgh.com.sg">tessa.koh.m.h@sgh.com.sg</a>

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<b>ST</b>	<b>Speech Therapy with Trans and Gender Diverse People (NEW)</b>	1) Describe the Speech Therapist's role in working with the trans and gender diverse population. 2) Demonstrate understanding and competency in the specific skills and knowledge required in the assessment and management of a trans and gender diverse individual.	1) Role of the ST in working with trans and gender diverse individuals. 2) Detailed assessment of the trans and gender diverse client as well as self-assessment of the therapist providing the support. 3) Types of support for the trans and gender diverse individual including collaborative goal-setting, voice and communication training for enhancement of self-presentation and working with the singing voice. 4) Types of service delivery and populations eg children & adolescents versus adults, individual versus group therapy, laryngeal surgery versus speech therapy.	Speech Therapists	\$1000	\$1110	Skills & Knowledge-based	e-learning	4 half days	13 - 16	Dec 2021	<a href="mailto:matthew.lu.e.y@sgh.com.sg">matthew.lu.e.y@sgh.com.sg</a>
<b>RAD</b>	<b>SENSE MAKING: Advance X-Ray and CT Imaging of the Chest for Physiotherapists</b>	1) Understand the common terms used in CXR and Chest CT. 2) Understand the relevant technical parameters and scanning protocols used for CXR and Chest CT. 3. Recognise core radiological anatomy of CXR and Chest CT. 4. Distinguish between normal and abnormal radiological appearances of chest and lung pathologies. 5. Apply the acquired knowledge in their routine clinical practice for better patient management and outcome.	1) Normal anatomy and normal variant in CXR and chest CT. 2) Radiological appearances of chest pathologies in CXR and chest CT. 3) Learn to navigate the image viewer in chest CT.	Physiotherapists and radiographers who are interested in advanced interpretation of chest imaging.	\$340	\$380	Skills & Knowledge-based	e-learning	2 half days	1 - 2	Nov 2021	<a href="mailto:chua.sok.hong@sgh.com.sg">chua.sok.hong@sgh.com.sg</a>
<b>RAD</b>	<b>Ultrasound Elastography (Cancelled)</b>	1) Describe the principles of strain and shear-wave elastography 2) Differentiate between strain and shear-wave elastography 3) Discuss the clinical application of strain and shear-wave elastography in the evaluation of liver fibrosis & cirrhosis, musculo-tendinous pathologies and breast lesions 4) Recognize the normal and abnormal features of liver, musculo-tendinous and breast tissues evaluated using ultrasound elastography	1) Musculo-tendinous elastography: principle, technique, applications, potential pitfalls and diagnostic performance 2) Liver elastography: principle, technique, applications, potential pitfalls and diagnostic performance 3) Breast elastography: principle, technique, applications, potential pitfalls and diagnostic performance 4) Practical demonstration	Radiographers practicing in ultrasound Healthcare professionals involved in ultrasound work	\$320 (GP) \$260 (AHP)	\$360 (GP) \$290 (AHP)	Skills & Knowledge-based	e-learning	1 half day	23	Oct 2021	<a href="mailto:chua.sok.hong@sgh.com.sg">chua.sok.hong@sgh.com.sg</a>
<b>RAD</b>	<b>The Missing Link: Appreciate Radiographic Projections through Image Interpretation (Cancelled)</b>	1) Identify and describe acute abnormality in the upper and lower extremities. 2) Recognise normal variants that mimic acute abnormalities in the upper and lower extremities. 3) Apply image interpretation knowledge to upper and lower extremities during radiographic positioning.	1) Upper Extremity: image interpretation, common pitfalls and normal variants. 2) Lower Extremity: image interpretation, common pitfalls and normal variants. 3) Radiographic projection modifications to demonstrate upper and lower extremities abnormalities. 4) Additional radiographic projections: technique, criteria and decision making.		\$360	\$400	Skills & Knowledge-based	e-learning	2 days	7 - 8	Oct 2021	<a href="mailto:joyce.lee.g.l@sgh.com.sg">joyce.lee.g.l@sgh.com.sg</a>
<b>AHP</b>	<b>Basics of Group Psychotherapy: Theory and Experiential Learning (NEW)</b>	1) Identify stages of group development 2) Identify group dynamics and resistance 3) Process the here-and-now 4) Gain direct experience of group theories through experiential learning	1) The effectiveness and value of group psychotherapy 2) A group leader's tasks at each stage of group development 3) Essential components of pregroup meetings 4) Overview of group process and its utility 5) Examples of group resistance and how to address them 6) Adaptations for local population and moving groups online	Nil	\$120	\$130	Skills & Knowledge-based	e-learning	3 hours	23	June	<a href="mailto:tessa.koh.m.h@sgh.com.sg">tessa.koh.m.h@sgh.com.sg</a>

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## e-Learning Courses

Legend:

<b>AHP</b>	Allied Health Professionals	<b>DIET</b>	Dietitian	<b>MSW</b>	Medical Social Worker	<b>OT</b>	Occupational Therapist
<b>PATH</b>	Pathologists' Assistant	<b>PHARM</b>	Pharmacist	<b>PT</b>	Physiotherapist	<b>POD</b>	Podiatrist
<b>PSY</b>	Psychologist	<b>RAD</b>	Radiographer	<b>ST</b>	Speech Therapist		

Professions	Course/Lecture Title	Course Objectives	Course Outline	Pre-Requisites	Fee (SingHealth Staff)	Fee (Regular)	Category	Mode of Training	Duration	Date(s)	Month(s)	Course in-charge
<b>AHP</b>	<b>Beyond Measures in Psychotherapy*</b> <b>(NEW)</b> <b>Will not be offered in FY21</b>	The aims of the workshop are focused on the tangibles. This workshop builds on the previous introductory workshop, Feedback Informed Treatment (FIT): Three Steps to Becoming Your Personal Best in Psychotherapy.	1) "One Client at a Time": Participants will learn to use, implement, and guide service deliveries based on routine outcome monitoring (ROM) information 2) "One Therapist at a Time": Participants will learn how to employ feedback information to guide their own professional development using a deliberate practice framework 3) "One Agency at a Time": Building upon the first two objectives, participants will learn to interpret outcome and engagement data to improve service provision as a whole.	Participants must have completed the course on "Feedback Informed Treatment (FIT): Three Steps to Becoming Your Personal Best in Psychotherapy", or have received prior training approved by the International Center of Clinical Excellence (ICCE) (e.g., FIT intensive workshops)	TBC	TBC	Skills & Knowledge-based	e-learning (via SingHealth e-learning Portal & Zoom Cloud Meetings)	1 month asynchronous self-paced e-learning & 1.5 hour follow-up session	Asynchronous e-learning (WizLeasrn); 24 Jan to 21 Feb 2022 & Follow-up session (Zoom): 2 Mar 2022, 9.30am to 11am	Jan & Feb 2022	<a href="mailto:tessa.koh.m.h@sgh.com.sg">tessa.koh.m.h@sgh.com.sg</a>
<b>AHP</b>	<b>Biostatistics for Research (SPSS) - Advance*</b>	To enhance the participants with the knowledge and skills of common Advance biostatistical analyses necessary for journal publications.	1) Numerical outcomes - Linear Regression - General Linear Models (GLM) - Mixed Linear Models 2) Categorical outcomes - Multinomial Regression - Ordinal Regression 3) Matched Case Control - Conditional Logistic Regression - Direct vs Propensity matching 4) Generalised Linear Models - Odds Ratios (OR) vs Relative Risk (RR) - Modified Cox - Poisson Regression 5) Generalised Linear Mixed Models (GLMM) 6) Repeated measures analysis - General Linear Model - Mixed Model - Generalised Estimating Equations 7) Count data : Poisson regression 8) Weighted regression 9) Principal Component analysis 10) Factor analysis 11) Reliability analysis	This course is recommended for participants who have previously completed the Biostatistics for Research (Basic/Intermediate) Course.  Participants should have statistical knowledge and have computer skills (Microsoft Windows and Excel).	\$510	\$570	Pedagogy & Research	e-learning	4 half days	17 – 20 15 – 18	May 2021 Nov 2021	<a href="mailto:jayaraj.bala.krishnan@sgh.com.sg">jayaraj.bala.krishnan@sgh.com.sg</a> <a href="mailto:tessa.koh.m.h@sgh.com.sg">tessa.koh.m.h@sgh.com.sg</a>
<b>AHP</b>	<b>Biostatistics for Research (SPSS) - Basic/ Intermediate*</b>	Equip participants with the knowledge and skills to design a database and perform basic data processing and analysis.	1) Setting up a database in SPSS 2) Importing Excel into SPSS 3) Basic descriptive 4) Graphs 5) Computing and Recoding 6) Randomised Controlled Trials : - Parallel vs Crossover, Randomisation & Blinding 7) Epidemiological Studies 8) Sample size calculations 9) Univariate analysis: a) Quantitative Data analysis - Parametric vs Non-Parametric tests b) Qualitative Data analysis - Chi-square & Fisher's exact tests - McNemar test c) Correlation - Pearson's vs Spearman's 10) Multivariate regression: a) Linear regression b) Logistic regression c) Survival analysis : Kaplan Meier & Cox regression	Participants should have statistical knowledge and have computer skills (Microsoft Windows and Excel).  This course is not suitable for beginners in statistics	\$460	\$510	Pedagogy & Research	e-learning	4 half days	19 – 22 14 – 17 26 – 29 23 – 26 <del>20 – 23</del> 18 – 21	Apr 2021 Jun 2021 Jul 2021 Aug 2021 <del>Sep 2021</del> Oct 2021	<a href="mailto:jayaraj.bala.krishnan@sgh.com.sg">jayaraj.bala.krishnan@sgh.com.sg</a> <a href="mailto:tessa.koh.m.h@sgh.com.sg">tessa.koh.m.h@sgh.com.sg</a>

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**AHP**

Allied Health  
Professionals

**DIET**

Dietitian

**MSW**

Medical Social Worker

**OT**

Occupational  
Therapist

**PATH**

Pathologists'  
Assistant

**PHARM**

Pharmacist

**PT**

Physiotherapist

**POD**

Podiatrist

**PSY**

Psychologist

**RAD**

Radiographer

**ST**

Speech Therapist

## e-Learning Courses

Professions	Course/Lecture Title	Course Objectives	Course Outline	Pre-Requisites	Fee (SingHealth Staff)	Fee (Regular)	Category	Mode of Training	Duration	Date(s)	Month(s)	Course in-charge
AHP	<b>Biostatistics for Research (STATA) - Basic/Intermediate*</b>	Equip participants with the knowledge and skills to design a database and perform basic data processing and analysis.	1) Setting up a database in STATA 2) Importing Excel into STATA 3) Merging files 4) Basic descriptive 5) Graphs 6) Computing and Recoding 7) Randomised Controlled Trials : - Parallel vs Crossover, Randomisation & Blinding 8) Epidemiological Studies 9) Sample size calculations 10) Univariate analysis - Quantitative Data analysis. - Parametric vs Non-Parametric tests - Qualitative Data analysis - Chi-square & Fisher's exact tests - McNemar test - Correlation - Pearson's vs Spearman's 11) Multivariate regression - Linear regression - Logistic regression - Survival analysis : Kaplan Meier & Cox regression	Participants should have statistical knowledge and have computer skills (Microsoft Windows and Excel).  This course is not suitable for beginners in statistics	\$460	\$510	Pedagogy & Research	e-learning	4 half days	10 – 13	Jan 2022	<a href="mailto:matthew.lu.e.y@sgh.com.sg">matthew.lu.e.y@sgh.com.sg</a>
AHP	<b>Clinical Reasoning Approach to Pharmacotherapy (Renal) (NEW)</b>	1) Understand and apply clinical reasoning and decision making skills in the management of chronic kidney disease (CKD) related diseases and conditions; and 2) Critically evaluate current evidences and integrate findings into daily clinical pharmacy practice	1) Clinical reasoning skills of practising pharmacists in managing common renal disease and conditions in Singapore. 2) Integrate clinical reasoning processes using case-based discussions.	Pharmacists and All Healthcare Professionals	\$100	\$110	Skills & Knowledge-based	e-learning	1 day	4	Sept 2021	<a href="mailto:chua.sok.hong@sgh.com.sg">chua.sok.hong@sgh.com.sg</a>
AHP	<b>Compassion Focused Therapy (CFT)* (NEW)</b>	1) Understand the flows of compassion: compassion to others, being open to compassion from others, and compassion to self. 2) Understand how CFT may be applied to clients with different problems in which there is a non-affiliative relationship with self and/or others (e.g anxiety, depression, shame, etc.)	1) Evolutionary functional analysis advances our understanding of mental health difficulties, and in particular the importance of the evolution of attachment, caring and affiliation as part of the human affect motivation and regulation system. 2) Three system affect regulation model (threat, drive and affiliative-soothing) which informs compassion-focused interventions. 3) Key compassion-focused skills including the use of the breath and body postures, the practice of compassion focused imagery, the use of compassionate mind training to build the "compassionate self", employing the "compassionate self" to engage with areas of personal difficulty, and building supportive social relationships.	Nil	\$770	\$850	Skills & Knowledge-based	e-learning	3 days	1 - 3 9 - 11	Nov 2021 Feb 2022	<a href="mailto:tessa.koh.m.h@sgh.com.sg">tessa.koh.m.h@sgh.com.sg</a>
AHP	<b>Complications in Grief and Quest for Meaning* (NEW)</b>	1) Develop an understanding of an integrative model for grief and loss based on contemporary theories; 2) Differentiate complications in grief from adaptive grief reactions 3) Facilitate the reconstruction of the bereaved-deceased bond through meaning-oriented interventions.	1) Grief and loss in terminal illness 2) Grief and its complications in bereavement 3) An attachment-informed meaning reconstruction approach to grief and loss 4) Grief and loss in bereaved families	Nil	\$620	\$690	Skills & Knowledge-based	e-learning	3 days	26-28	Jul 2021	<a href="mailto:tessa.koh.m.h@sgh.com.sg">tessa.koh.m.h@sgh.com.sg</a>

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Professions	Course/Lecture Title	Course Objectives	Course Outline	Pre-Requisites	Fee (SingHealth Staff)	Fee (Regular)	Category	Mode of Training	Duration	Date(s)	Month(s)	Course in-charge
AHP	<a href="#">Continuing Professional Development (CPD)*</a>	The CPD Lecture Series consists of short seminars conducted regularly throughout the year. It serves primarily as a platform to discuss the latest developments within various aspects of the allied health profession. Specialists from various healthcare professions are invited to share their expertise, thus providing alternative views on topics and offering allied health professionals with a holistic view of their role in healthcare.		Nil	Complimentary	Complimentary	Skills & Knowledge-based	e-learning (via Zoom Cloud Meetings)	1 hour	Look out for monthly email alerts on lectures.	Once every month	<a href="mailto:pgahi@sgh.com.sg">pgahi@sgh.com.sg</a>
AHP	<b>Developing Leadership Capabilities &amp; Effectiveness*</b>	1) Understand principles and insights into leadership 2) Apply knowledge and skills learnt 3) Develop into not merely good, but an extraordinary and effective leader	1) Great Leaders Make a Great Difference 2) Character is the Essence of Leadership 3) Leadership Principles and Skills 4) Leadership Styles: Using the Right One 5) Leadership and Teams 6) Legacy of Leadership: Develop Your People	Nil	\$410	\$460	Leadership & Communications	e-learning (via Zoom Cloud Meetings)	2 days	7 & 14 22 & 1	Oct 2021 Feb & Mar 2022	<a href="mailto:chua.sok.hong@sgh.com.sg">chua.sok.hong@sgh.com.sg</a>
AHP	<b>Diabetes Nutrition Course*</b>	1) Educate the multidisciplinary diabetes healthcare providers with basic yet essential nutrition knowledge on diabetes. 2) Debunk misconceptions surrounding diet and diabetes. 3) Enhance the importance of using self-blood glucose monitoring as a tool to better achieve the control of blood glucose level and to see how different food affect blood glucose level	1) Nutrition – in diabetes management 2) Diabetes nutrition recommendations – current updates 3) Eating with Diabetes 4) Meal Planning with Diabetes 5) Armchair supermarket tour	Nil	\$130	\$140	Skills & Knowledge-based	e-learning	Half day	7	Sep 2021	<a href="mailto:jayaraj.bala.krishnan@sgh.com.sg">jayaraj.bala.krishnan@sgh.com.sg</a>
AHP	<b>Ergonomics*</b>	1) Understand the principles of Ergonomics 2) Understand anthropometry and its application in workplace design 3) Understand and apply tools and methodologies to assess risk factors in office and industrial settings 4) Understand and apply methodologies in evaluating manual handling. 5) Understand and apply the Singapore Standard SS514 Code of Practice for Office Ergonomics	1) Introduction to ergonomics 2) Musculoskeletal Systems and Disorders 3) Ergonomics Risk Assessment 4) Anthropometry 5) Ergonomic programme development 6) Office Ergonomics 7) Manual Handling 8) Stretching exercises  There will be a 1/2 day follow up session for participants who are Occupational Therapists. The session will cover case discussions and applications.	Nil	\$450 (Main session only) \$510 (Main session + follow-up session)	\$500 (Main session only) \$570 (Main session + follow-up session)	Skills & Knowledge-based	e-learning	2 days + 0.5 day follow-up session	21 - 22 (Main session) 25 (follow-up)	Feb 2022 Mar 2022	<a href="mailto:joyce.lee.g.l@sgh.com.sg">joyce.lee.g.l@sgh.com.sg</a>
AHP	<b>Essential Counselling Skills Course*</b>	1) Understanding what counselling is 2) Acquire effective counselling skills 3) Application of a problem-solving structure to facilitate positive intervention.	1) Introduction to Counseling 2) Person of a helper: Building self-awareness 3) Seven Principles of Casework 4) Basic Attending Behaviours 5) Basic listening skills 6) The Problem-Solving Approach (PADI)	Nil	\$260	\$280	Skills & Knowledge-based	e-learning	2 half days	9 – 10 24 – 25	Nov 2021 Feb 2022	<a href="mailto:jayaraj.bala.krishnan@sgh.com.sg">jayaraj.bala.krishnan@sgh.com.sg</a>
AHP	<b>Feedback Informed Treatment (FIT): Three Steps to Becoming Your Personal Best in Psychotherapy* (NEW)</b>	1) Adopt three systematic steps to improving outcomes of their intervention work. 2) Identify cases at risk of dropping out of treatment or experiencing a negative or null outcome. 3) Identify and improve areas of weakness in their clinical work.	1) Knowing Your Baseline ("So, how effective am I really?") 2) Formal, Routine, Ongoing Feedback ("How each of my client is doing?") 3) Engaging in Deliberate Practice ("How do I get better?")	Nil	\$360	\$400	Skills & Knowledge-based	e-learning (via SingHealth e-learning Portal & Zoom Cloud Meetings)	1 month asynchronous self-paced e-learning & 1 .5hour follow-up session	Asynchronous e-learning (WizLearn) : 11 Oct to 8 Nov & Follow-up session (Zoom): 23 Nov 2021 , 9.30am to 11am	Oct & Nov 2021	<a href="mailto:tessa.koh.m.h@sgh.com.sg">tessa.koh.m.h@sgh.com.sg</a>



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<b>AHP</b>	<b>Influencing Behaviour in Dementia Care Through Person-Centred Approach (Part 1)*</b>	1) Define what it means to be person-centred in a care setting. 2) Adopt the person-centred approach to address responsive behaviours of persons with dementia. 3) Apply the Enriched Model of Dementia to influence behaviour so as to promote dignity and respect for people with dementia	1) Experiential Activity 2) Unpacking Person-centred Care (PCC) Principles a. Definition=VIPS b. Barriers to VIPS in care setting 3) Using the Enriched Model of Dementia to address responsive behaviours a. Defining responsive behaviours b. Adopt the Enriched Model of Dementia to explain the responsive behaviours c. Formulate PCC interventions to address the responsive behaviours	Nil	\$630	\$700	Skills & Knowledge-based	e-learning	3 half days	12 - 13, 16 - 19, 18	Aug 2021, Sep 2021 Oct, Nov 2021	<a href="mailto:joyce.lee.g.l@sgh.com.sg">joyce.lee.g.l@sgh.com.sg</a>
<b>AHP</b>	<b>Influencing Behaviour Through Person-centred Approach (Part 2): Promoting a Person-centred Care Culture to Support the Needs of Persons with Dementia*</b>	1) Review the Person-centred approach (PCA) using the Enriched Model of Dementia Care to influence responsive behaviours of persons with dementia. 2) Explain the case for Person-centred Care to promote culture change 3) Consider person-centred care principles to influence care practices 4) Apply strategies to promote adoption of person-centred care culture and/or practices	1) Reflections and Experiential Activity 2) Review of Enriched Model of Dementia Plans 3) The need for Person-centred Care a) Explaining the case for a person-centred care b) Defining the person-centred care principles and culture c) Applying person-centred care principles into care practices 4) Apply strategies to promote a person-centred care culture a) Fundamentals of culture change to promote person-centred care b) Select and prioritise care practices for quick wins c) Develop action plans and strategies to promote person-centred care practices 5) Assessment: Case studies in Person-centred Care	Participants must have completed the Influencing Behaviour in Dementia Care Through Person-centred Approach (Part 1) course	\$860	\$960	Skills & Knowledge-based	e-learning	4 half days	17 - 19, 17	Jan 2022, Feb 2022	<a href="mailto:joyce.lee.g.l@sgh.com.sg">joyce.lee.g.l@sgh.com.sg</a>
<b>AHP</b>	<b>Introduction to Art Therapy: Art Therapy in Patient Care* (Cancelled)</b>	1) Gain appreciation on art therapy and the various methods used in art therapy 2) Gain appreciation on the benefits of art therapy in the clinical setting 3) Understand the impact of various art materials on patients 4) Learn different art therapy strategies that could enhance the therapeutic relationship between clinicians and patients or for your professional development.	1) An overview of the different styles and schools of art therapy 2) Understanding the uses of various art materials and their possible benefits. 3) Art therapy evaluation tools and its usage in the clinical setting 4) Group experiential 5) Role play on how to engage a new client in art making	Nil (No previous experience of art making is required but it is important that participant be prepared to take part in art making.)	TBC	TBC	Skills & Knowledge-based	e-learning	1 day	TBC	Oct 2021	<a href="mailto:pgahi@sgh.com.sg">pgahi@sgh.com.sg</a>
<b>AHP</b>	<b>Introduction to Solution Focused Brief Therapy (Part 1)*</b>	1) Learn a therapeutic approach that is pragmatic, collaborative and respectful 2) Learn to use an elegant set of therapeutic tools with powerful questions that facilitates client's sense of self-efficacy and empowerment 3) Learn how to do a first session process using solution focused brief therapy 4) Enhance confidence and competence in how to engage meaningfully with clients 5) Become more effective and efficient in how you work with clients, leading to less burnout and stress	1) Objectives and expectations 2) History, development and mindset of SFBT 3) Problem Focused and Solution Focused Exercise 4) Exploration of Key Assumptions in SFBT 5) Building rapport and collaboration 6) Goal Formulation 7) SF Tools - Miracle Question 8) SF Tools – Scaling, Relationship Questions, Exceptions, Compliments 9) Wrapping up 10) Demo and Practice	Nil	\$410	\$450	Pedagogy & Research	e-learning	4 half days	5 - 8	Jul 2021	<a href="mailto:jayaraj.bala.krishnan@sgh.com.sg">jayaraj.bala.krishnan@sgh.com.sg</a>
<b>AHP</b>	<b>Introduction to Solution Focused Brief Therapy (Part 2)* (Cancelled)</b>	1) Learn the process and be able to conduct a second and subsequent solution building session 2) Be able to use the format and key questioning techniques 3) Be able to identify different client patterns of change and be ready with SF tools 4) Be able to deal with setbacks and relapses and follow up sessions effectively 5) Develop confidence and competence in doing solution focused brief therapy	1) Review First Session Process in Solution Focused Brief Therapy 2) Objectives and Expectations 3) Demo and practice of first session process 4) Solution Building for Follow up Sessions: EARS 5) Common Client Patterns of Change 6) Dealing with Setbacks, relapses 7) Relapse Prevention Plan 8) Demo and Practice	Participants must have completed the Introduction to Solution Focused Brief Therapy (Part 1) course	\$490	\$540	Pedagogy & Research	e-learning	4 half days	4 - 7	Oct 2021	<a href="mailto:jayaraj.bala.krishnan@sgh.com.sg">jayaraj.bala.krishnan@sgh.com.sg</a>

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Professions	Course/Lecture Title	Course Objectives	Course Outline	Pre-Requisites	Fee (SingHealth Staff)	Fee (Regular)	Category	Mode of Training	Duration	Date(s)	Month(s)	Course in-charge
<b>AHP</b>	<b>Introduction to Somatic Experiencing* (NEW) (Cancelled)</b>	1) Describe the physiological basis of trauma and identify how maladaptive physiological responses to threat, and their lack of resolution, may contribute to the formation of PTSD symptoms. 2) Understand the beginning introduction to tracking sensory and sensory-motor experience in clients. 3) Demonstrate working through disorganized sensory and sensory-motor experience using the concepts of orienting, stabilization, containment, resourcing, and self-regulation to help return to homeostasis. 4) Learn the basic stabilization skills. 5) Form a basic understanding of animals and human beings exposed to threat and its aftermath, such as incomplete orienting and defensive responses of fight, flight, and freeze can lead to and help resolve trauma symptoms.	1) SE approach of how to release traumatic shock 2) Basics theory of SE 3) clinical tools from Somatic Experiencing 4) Therapeutic interventions that create a vibrant experience of resilience and wholeness	Nil	\$320	\$360	Skills & Knowledge-based	e-learning	2 half days	22 - 23	Jun 2021	<a href="mailto:tessa.koh.m.h@sgh.com.sg">tessa.koh.m.h@sgh.com.sg</a>
<b>AHP</b>	<b>Managing Behavioural and Psychological Symptoms of Dementia (BPSD) in the Acute Setting</b>	1) Be able to recognize and use appropriate terminology in documentation and when addressing BPSD. 2) Classify and describe the various types of BPSD. 3) Identify possible physical (biological), psychological and social factors which trigger BPSD. 4) Apply individualised person-centred strategies in addressing behaviour of concerns for persons with dementia.	1) Introduction on common appropriate terminology used when addressing BPSD to reduce stigmatization and labelling of persons with dementia. 2) Use of various models (Newcastle Model, Enriched Model of Care) to identify possible triggering situations resulting in various behaviors of concerns. 3) Sharing by Speech Therapist to provide insight on managing food refusal and poor oral intake. 4) Sharing by Psychogeriatric Doctor to provide insight on pharmacological treatment for BPSD. 5) Use of person-centered care approach in providing individualized strategies in coping with behaviors of concern. 6) Use of suitable assessment and outcome measures for individuals presenting with BPSD.	Nil	\$300	\$330	Skills & Knowledge-based	e-learning	3 half days	7 - 9	Jul 2021	<a href="mailto:joyce.lee.g.l@sgh.com.sg">joyce.lee.g.l@sgh.com.sg</a>
<b>AHP</b>	<b>Motivational Interviewing (Building Skills)*</b>	1) At the conclusion of this training, participants will: • identify areas for continued development • complete an accurate assessment of their own MI skills and ability • articulate reasons for self-efficacy in the treatment process • describe one area that is interpersonally tricky for them as a practitioner and practise a method for addressing this area • identify ideas from areas that have an influence in their work with clients • describe one new technique related to a deeper understanding of the four MI processes • identify strengths as a practitioner and area for growth in MI • produce a plan of action for practicing MI skills	1) Importance of MI Spirit 2) Four Processes of MI 3) Emphasis on Change Talk 4) Working with Sustain Talk and Discard 5) Search for the Mechanisms Of Action in MI 6) Motivational Interviewing Treatment Integrity code (MITI) 4.2.1 7) How to increase proficiency in MI	Healthcare professionals who completed the Motivational Interviewing: Foundational Skills course.	\$300	\$330	Pedagogy & Research	e-learning	2 half days	2 - 3	Mar 2022	<a href="mailto:jayaraj.bala.krishnan@sgh.com.sg">jayaraj.bala.krishnan@sgh.com.sg</a>
<b>AHP</b>	<b>Motivational Interviewing (Foundational Skills)*</b>	Healthcare professionals will be acquainted with key MI topics namely, evoking motivation to change. At the end of the course, participants will be able to: 1) understand the framework of MI 2) apply MI strategies and techniques on clients to evoke change	1) Motivational Interviewing: 30 Years of asking questions about change 2) The underlying assumptions, ideas and theories of MI 3) What is MI and is not MI 4) The Spirit of MI 5) The Foundational Skills 6) Interacting with Change & Sustain Talk 7) Working with Discard 8) Planning for Change 9) Exploring cultural considerations for MI 10) Live demonstrations, learning exercise and role play, questions and discussions	Nil	\$500	\$560	Pedagogy & Research	e-learning	4 half days	<b>1st run</b> 28 - 30 & 1  <b>2nd run</b> 13 - 16  <b>3rd run</b> 17 - 20	<b>1st run</b> June 2021 July 2021  <b>2nd run</b> Sept 2021  <b>3rd run</b> Jan 2022	<a href="mailto:jayaraj.bala.krishnan@sgh.com.sg">jayaraj.bala.krishnan@sgh.com.sg</a>

# PGAHI Training Calendar

## April 2021 – March 2022

Legend:

<b>AHP</b>	Allied Health Professionals	<b>DIET</b>	Dietitian	<b>MSW</b>	Medical Social Worker	<b>OT</b>	Occupational Therapist
<b>PATH</b>	Pathologists' Assistant	<b>PHARM</b>	Pharmacist	<b>PT</b>	Physiotherapist	<b>POD</b>	Podiatrist
<b>PSY</b>	Psychologist	<b>RAD</b>	Radiographer	<b>ST</b>	Speech Therapist		

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## e-Learning Courses

Professions	Course/Lecture Title	Course Objectives	Course Outline	Pre-Requisites	Fee (SingHealth Staff)	Fee (Regular)	Category	Mode of Training	Duration	Date(s)	Month(s)	Course in-charge
<b>AHP</b>	<b>PEERS Program for Adolescents (Cancelled)</b>	1) To present the social deficits and consequences of peer rejection and social rejection experienced by youth with ASD. 2) To describe effective, evidence-based methods for teaching social skills to teens with ASD. 3) To provide an overview of the PEERS® for Adolescents curriculum and a summary of research findings. 4) To provide detailed instruction on effective use of the PEERS® for Adolescents curriculum. 5) To provide opportunities for practice of the skills and instruction methods in accordance with the PEERS® for Adolescents curriculum. 6) To demonstrate the best methods of delivering the PEERS® for Adolescents curriculum.	1) evidence-based conversation skills 2) electronic communication 3) good sportsmanship skills 4) appropriate use of humor 5) choosing appropriate friendships 6) bringing up and handling disagreements 7) hosting get-togethers 8) handling bullying, teasing, and rumors.	Medical Social Workers, Psychologists, Speech Therapists, Occupational Therapists, Doctors and Nurses.	\$1030	\$1140	Skills & Knowledge-based	e-learning	3 days	TBC	TBC	<a href="mailto:jayaraj.bala.krishnan@sgh.com.sg">jayaraj.bala.krishnan@sgh.com.sg</a>
<b>AHP</b>	<b>Positive Leadership</b>	Upon completion of the course, participants will be able to explain: 1) The case for positive leadership 2) How to imbue positive meaning into work and leadership 3) The importance of empathy and psychological safety in healthcare 4) The importance of positive emotions, energy management and positive energy 5) How to give and receive growth-promoting feedback	1) The Case for Positive Leadership 2) Positive Meaning in Work 3) Positive Relationships, including Team 4) Psychological Safety and Empathy 5) Cultivating Supportive Feedback Culture 6) Leading with Emotional and Energy Awareness	Healthcare professionals with leadership position only	\$610	\$680	Skills & Knowledge-based	e-learning	2 days	9 & 23	Mar 2022	<a href="mailto:jayaraj.bala.krishnan@sgh.com.sg">jayaraj.bala.krishnan@sgh.com.sg</a>
<b>AHP</b>	<b>Starting the Conversation on Advance Healthcare Directives (Cancelled)</b>	1) To explore your own personal values and beliefs on advance care planning, gain greater awareness on how this will influence your conversations on advance care planning with others through various activities. 2) To develop communication skills to talk about the different types of advance healthcare directives – Advance Medical Directive, Lasting Power of Attorney, Advance Care Planning and Will.	1) Identify the types of advance healthcare directives 2) Reflect on personal values and beliefs towards conversations on advance care planning 3) Develop communication skills to initiate a conversation on advance healthcare directives	Healthcare professionals	\$310	\$340	Skills & Knowledge-based	e-learning	2 half days	22 - 23	Sep 2021	<a href="mailto:jayaraj.bala.krishnan@sgh.com.sg">jayaraj.bala.krishnan@sgh.com.sg</a>
<b>AHP</b>	<b>Trans-Disciplinary Management of Complex Chronic Non-Cancer Pain (NEW)</b>	1) Outline contemporary concepts of pain and review pain taxonomy 2) Gain an overview of the assessment, measurement and diagnosis of complex chronic pain disorders 3) Understand the complexity of chronic pain and its contributing factors 4) Manage complex chronic non-cancer pain to meet the bio-psycho-social needs of patients from a multi-disciplinary perspective	1) Pain Concepts 2) Assessment, Measurement and Diagnosis of Complex Chronic Non-Cancer Pain 3) Treatment and Management Principles for Complex Chronic Non-Cancer Pain 4) Pharmacological Management of Complex Chronic Non-Cancer Pain 5) Interventional Procedures in Pain Management 6) Non-Pharmacological Management of Complex Chronic Non-Cancer Pain 7) Putting It Together: Complex Chronic Non-Cancer Pain Management in Practice	Healthcare professionals	\$650	\$720	Skills & Knowledge-based	e-learning	6 half days (PM)	3 - 5 & 17- 19	Jan 2022	<a href="mailto:tessa.koh.m.h@sgh.com.sg">tessa.koh.m.h@sgh.com.sg</a>

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### e-Learning Courses

Professions	Course/Lecture Title	Course Objectives	Course Outline	Pre-Requisites	Fee (SingHealth Staff)	Fee (Regular)	Category	Mode of Training	Duration	Date(s)	Month(s)	Course in-charge
AHP	<b>Ultrasound Elastography</b> (Cancelled)	1) Describe the principles of strain and shear-wave elastography 2) Differentiate between strain and shear-wave elastography 3) Discuss the clinical application of strain and shear-wave elastography in the evaluation of live fibrosis & cirrhosis, musculo-tendinous pathologies and breast lesions 4) Recognise the normal and abnormal features of liver, musculo-tendinous and breast tissues evaluated using ultrasound elastography	1) Musculo-tendinous elastography: principle, technique, applications, potential pitfalls and diagnostic performance 2) Liver elastography: principle, technique, applications, potential pitfalls and diagnostic performance 3) Breast elastography: principle, technique, applications, potential pitfalls and diagnostic performance 4) Practical demonstration	Radiographers practicing in ultrasound Healthcare professionals involved in ultrasound work	\$320 (GP) \$260 (AHP)	\$360 (GP) \$290 (AHP)	Skills & Knowledge-based	e-learning	1 half day	23	Oct 2021	<a href="mailto:chua.sok.hong@sgh.com.sg">chua.sok.hong@sgh.com.sg</a>
AHP	<b>Understanding Mental Illnesses Series – Going Beyond the Surface; Understanding Insomnia</b> (NEW)	1) Define and identify types of insomnia 2) Know the classifications – DSM V & Sleep Association classifications 3) Understand the Etiology and Symptomology 4) Recognise the effects of insomnia in daily life 5) Appreciate an overview of brief treatment strategies	1) What is insomnia? 2) What are the symptoms of insomnia? 3) What is insomnia’s impact on the individual’s functioning? 4) What are the consequences of chronic insomnia? 5) What therapy approaches are used in dealing with insomnia (Behavioural, CBT-I)?	Nil	\$90	\$100	Skills & Knowledge-based	e-learning	2 hours	30	Jul 2021	<a href="mailto:tessa.koh.m.h@sgh.com.sg">tessa.koh.m.h@sgh.com.sg</a>

Legend:
 

AHP

Allied Health Professionals

DIET

Dietitian

MSW

Medical Social Worker

OT

Occupational Therapist

PATH

Pathologists' Assistant

PHARM

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PT

Physiotherapist

POD

Podiatrist

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RAD

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\* This course may be applicable to doctors or nurses.

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## Blended Learning<sup>1</sup> Courses

<sup>1</sup> e-learning conducted via Zoom Cloud Meetings and/or Wizlearn portal with face-to-face classroom teaching

Professions	Course/Lecture Title	Course Objectives	Course Outline	Pre-Requisites	Fee (SingHealth Staff)	Fee (Regular)	Category	Mode of Training	Duration	Date(s)	Month(s)	Course in-charge
OT	<b>Management of Clients with Upper Limbs Conditions</b> (Cancelled)	1) Apply knowledge in managing Rheumatoid and RSI conditions 2) Master skills in fabricating splints appropriate for such conditions 3) Able to conduct assesment and intervention for the following client group: a) CTS , b) Golfer elbow	1) Common rheumatoid conditions (OA, RA) and RSI conditions (trigger, DeQ, tennis elbow, golfer elbow, CTS) 2) Overview on the impact of rheumatoid and RSI conditions 3) Population commonly affected 4) Progression of conditions 5) Role of Occupational Therapist 6) Evidence Based Management 7) Splinting Principles 8) Splints fabricated for common rhemutoid conditions and RSI conditions 9) Introduction of off-the shelf supplies for RSI Management for community use	Nil	\$550	\$610	Skills & Knowledge-based	Blended Learning	2 days	TBC	Jan - Mar 2022	<a href="mailto:joyce.lee.g.l@sgh.com.sg">joyce.lee.g.l@sgh.com.sg</a>
OT	<b>Prescription of Powered Mobility Aids</b>	1) Gain the knowledge and skills on the range and features of powered mobility aids 2) Competent in identifying clients’ capacities and abilities in powered mobility aids usage. 3) Able to prescribe powered mobility aids to clients according to their needs.	1) Comparing the different common types of powered mobility aids 2) Evaluating the suitability of clients needing powered mobility aids 3) Understanding practical considerations of using powered mobility aids 4) Improving clinical skills in assessing and training clients who would benefit from powered mobility aids 5) Understanding possible customisation for powered mobility aids 6) Understanding the consideration of funding schemes for purchasing powered mobility aids. 7) Hands-on practice on driving powered mobility aids in the community.	Nil	\$550	\$610	Skills & Knowledge-based	Blended Learning	2 days	TBC	Jan - Mar 2022	<a href="mailto:joyce.lee.g.l@sgh.com.sg">joyce.lee.g.l@sgh.com.sg</a>

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## Classroom-based Learning<sup>2</sup> Courses

<sup>2</sup> *face-to-face classroom teaching subjected to safe management measures guidelines and advice*

Professions	Course/Lecture Title	Course Objectives	Course Outline	Pre-Requisites	Fee (SingHealth Staff)	Fee (Regular)	Category	Mode of Training	Duration	Date(s)	Month(s)	Course in-charge
OT	<b>A Safer Home: Risks Identifications and Home Modifications</b> (Cancelled)	1) Learn the importance of home evaluation in falls preventions. 2) Be equipped with the knowledge and skills in providing home evaluation and be able to make appropriate recommendations for people with chronic diseases, progressive illness leading to physical , cognitive disabilities and vision impairment.	1) Overview of fall risks factors and fall risks assessment 2) Selection of home assessment tools for various client groups (clients with physical, cognitive and vision impairment) 3) Home assessment and home modifications for various clients group 4) Home assessment report writing	Nil	\$570	\$630	Skills & Knowledge-based	Classroom	2 days	TBC	Jan 2022	<a href="mailto:joyce.lee.g.l@sgh.com.sg">joyce.lee.g.l@sgh.com.sg</a>
OT	<b>Clinical Application in Proprioceptive Neuromuscular Facilitation (PNF): Introductory Course</b> (Cancelled)	1) Gain an understanding of the philosophy and principles of PNF 2) Be skilled in the performance of the basic patterns of PNF including: (a) Scapular patterns, (b) Pelvic patterns, (c) Upper limb patterns, (d) Lower limb patterns 3) Acquire the ability to apply the techniques of PNF in a variety of both musculoskeletal and neurological conditions requiring movement re-education. 4) Be able to utilise PNF techniques as an efficient, effective method of increasing range of movement. 5) Develop an understanding of how to incorporate PNF with other treatment approaches in musculoskeletal and neurological conditions. 6) Have an ability to utilise PNF techniques in functional activities such as bed mobility, gait and sporting actions. 7) Develop an understanding of the current literature supporting the wide range of clinical uses of PNF	1) Pelvic Patterns 2) Upper Limb Patterns 3) Lower Limb Patterns 3) Scapula Patterns 4) PNF & Stretching 5) Functional Application of PNF 6) Integration of Clinical Approaches. 7) Patient demonstration	Nil	\$1490	\$1660	Skills & Knowledge-based	Classroom	3 days	29 Sep - 1 Oct 4 - 6	Sep & Oct 2021 Oct 2021	<a href="mailto:joyce.lee.g.l@sgh.com.sg">joyce.lee.g.l@sgh.com.sg</a>
OT	<b>Cognitive Rehabilitation : An Overview of Evaluations and Interventions for Adult Population</b> (Cancelled)	1) Define cognition and differentiate between cognition, functional cognition and applied cognition. 2) Critically appraise cognitive assessments used by occupational therapists. 3) Describe elements of an information processing model of applied cognition. 4) Observe task performances and identify major issues with 'applied' cognition. 5) Interpret and report relevant findings from assessments. 6) Establish and prioritise therapy goals. 7) Use best practice guidelines and models of intervention to structure a therapy plan. 8) Measure the outcome of therapy.	1) Cognition and occupational therapy 2) Task analysis as a basis for assessment 3) Disorders of attention and perception (Perceive) 4) Disorders of learning and memory (Recall) 5) Disorders of higher cognition and insight (Plan) 6) Disorders of initiation and follow through (Perform) 7) Contemporary issues in intervention 8) Principles of Intervention 9) Systematic use of cues and prompts to enhance cognitive strategy application	Nil	\$1480	\$1640	Skills & Knowledge-based	Classroom	3 days	15 - 17	Sep 2021	<a href="mailto:joyce.lee.g.l@sgh.com.sg">joyce.lee.g.l@sgh.com.sg</a>

Legend:

<b>AHP</b>	Allied Health Professionals	<b>DIET</b>	Dietitian	<b>MSW</b>	Medical Social Worker	<b>OT</b>	Occupational Therapist
<b>PATH</b>	Pathologists' Assistant	<b>PHARM</b>	Pharmacist	<b>PT</b>	Physiotherapist	<b>POD</b>	Podiatrist
<b>PSY</b>	Psychologist	<b>RAD</b>	Radiographer	<b>ST</b>	Speech Therapist		



# PGAHI Training Calendar

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## Classroom-based Learning<sup>2</sup> Courses

<sup>2</sup> *face-to-face classroom teaching subjected to safe management measures guidelines and advice*

Professions	Course/Lecture Title	Course Objectives	Course Outline	Pre-Requisites	Fee (SingHealth Staff)	Fee (Regular)	Category	Mode of Training	Duration	Date(s)	Month(s)	Course in-charge
<b>PATH</b>	<b>Pathologists' Assistant Training Programme</b> (Cancelled)	At the end of the course, participants should be able to: 1) Demonstrate and apply general knowledge and theory of pathologic disease processes, as they relate to gross and microscopic anatomy, anatomic pathology techniques, laboratory procedural skills, and medical photography. 2) Effectively perform surgical pathology gross examination and prosection of specimens, apply knowledge and judgment to identify and select the appropriate tissues correlated with the clinical history and general medical information available. 3) Effectively communicate the findings to pathologists, fellows and residents, including preparation of final pathology reports. When necessary participants should seek appropriate supervision. Though the course is comprehensive and current, participants must anticipate advances in medical knowledge and thus pursue continuing education. 4) Have or develop an understanding of administrative functions in the anatomic pathology department. This is accomplished through the lab management and safety module.	1) Gross Human Anatomy 2) Basic Histology 3) Histology of the Systems 4) General Pathology 5) Pathology of the Systems 6) Molecular Pathology 7) Basic Grossing Techniques 8) Advanced Grossing Techniques 9) Medical Terminology, Medical Photography and Laboratory Management and Safety	Participants should possess a Bachelor's degree in biological, life sciences or equivalent. Prior work experience in Anatomic Pathology Laboratories is preferred but not essential.	Available upon request	Available upon request	Certification	Classroom	12 months	5	July 2021	<a href="mailto:javaraj.bala.krishnan@sgh.com.sg">javaraj.bala.krishnan@sgh.com.sg</a>
<b>PT</b>	<b>Clinical Application in Proprioceptive Neuromuscular Facilitation (PNF): Introductory Course</b> (Cancelled)	1) Gain an understanding of the philosophy and principles of PNF 2) Be skilled in the performance of the basic patterns of PNF including: (a) Scapular patterns, (b) Pelvic patterns, (c) Upper limb patterns, (d) Lower limb patterns 3) Acquire the ability to apply the techniques of PNF in a variety of both musculoskeletal and neurological conditions requiring movement re-education. 4) Be able to utilise PNF techniques as an efficient, effective method of increasing range of movement. 5) Develop an understanding of how to incorporate PNF with other treatment approaches in musculoskeletal and neurological conditions. 6) Have an ability to utilise PNF techniques in functional activities such as bed mobility, gait and sporting actions. 7) Develop an understanding of the current literature supporting the wide range of clinical uses of PNF	1) Pelvic Patterns 2) Upper Limb Patterns 3) Lower Limb Patterns 3) Scapula Patterns 4) PNF & Stretching 5) Functional Application of PNF 6) Integration of Clinical Approaches. 7) Patient demonstration	Nil	\$1490	\$1660	Skills & Knowledge-based	Classroom	3 days	29 Sep - 1 Oct 4 - 6	Sep & Oct 2021 Oct 2021	<a href="mailto:joyce.lee.g.l@sgh.com.sg">joyce.lee.g.l@sgh.com.sg</a>

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Professions	Course/Lecture Title	Course Objectives	Course Outline	Pre-Requisites	Fee (SingHealth Staff)	Fee (Regular)	Category	Mode of Training	Duration	Date(s)	Month(s)	Course in-charge
<b>POD</b>	<b>Podiatry Clinical Assistant Training (NEW)</b> <b>(Cancelled)</b>	At the end of the course, participants must be able to: 1) Conduct Diabetic foot screening 2) Set up and use clinical assessment tools such as toe pressure machine 3) Apply simple dressing and assist podiatrists in advanced wound therapies such as NPWT 4) Conduct stretching and strengthening exercises 5) Assist in orthotic modifications	All sessions will include both theory and practical sessions Part I: Diabetic Foot Screening 1) Overview and understanding of diabetic foot diseases 2) Identify risks factors for diabetic foot ulceration 3) Conducting a diabetic foot screening 4) Patient Education  Part II: Toe pressure 1) Set up of toe pressure 2) Conduct toe pressure assessment  Part III: Assisting in wound therapies 1) Simple dressing techniques such as cutting of dressing materials and application on wound 2) Assisting in NPWT application  Part IV: Musculoskeletal 1) Anatomy of lower limb and overview of basic lower limb biomechanics 2) Types of stretching and strengthening of lower limb exercises 3) Provide footwear education  Part V: Orthotic modifications 1) Basic knowledge of orthotic materials 2) Cutting techniques, and techniques reduce wastage of orthotic materials 3) Glueing techniques	Nil	\$1330	\$1480	Skills & Knowledge-based	Classroom	3 days	TBC	TBC	<a href="mailto:tessa.koh.m.h@sgh.com.sg">tessa.koh.m.h@sgh.com.sg</a>

<b>AHP</b>	<b>Applied Suicide Intervention Skills Training (ASIST)*</b> <b>(Cancelled)</b>	1) Acquire knowledge and skills to deal with person at risk of suicide with greater confidence and competence. 2) Recognise and assist persons at risk of suicide using an effective suicide intervention model.	1) Introduction Module - Sets the tone, norms & expectations of the learning experience. 2) Attitudes Module - Sensitises participants to their own attitudes towards suicide. Creates an understanding of the impact that attitudes have on their intervention process. 3) Knowledge Module - Provides participants with the knowledge & skills to recognize & assess the risk of suicide. 4) Intervention Module - Presents a model for effective suicide intervention. Participants develop their skills through observation, supervised simulation experiences & role-plays. 5) Resources Module - Generates information about resources in the local community. Promotes a commitment by participants to build local resources into helping networks.	Nil	\$720	\$800	Skills & Knowledge-based	Classroom	2 days	25 - 26 10 - 11	Nov 2021 Mar 2022	<a href="mailto:javaraj.bala.krishnan@sgh.com.sg">javaraj.bala.krishnan@sgh.com.sg</a>
<b>AHP</b>	<b>Enteral Nutrition Course*</b>	1) Equip healthcare providers with skills in handling patients requiring enteral nutrition feeding. 2) Promote evidence-based practice for enteral nutrition management. 3) Perform nutrition screening and identify patients requiring enteral nutrition 4) Understand the causes and problems of malnutrition, and the importance of providing appropriate enteral nutrition 5) Identify feeding problems/complications in tube fed patients 6) Understand the various commonly used enteral feeds 7) Understand the various feeding tubes/devices and its management	1) Nutrition screening and assessment 2) Enteral feeding rationale and monitoring 3) Enteral feeds selection 4) Enteral feeds taste testing session 5) Identifying enteral feeding complications 6) Enteral feeding trouble shooting 7) Medication administration via feeding tube 8) Feeding tube selection	Nil	\$370	\$410	Skills & Knowledge-based	Classroom	1 day	TBC	Feb 2022	<a href="mailto:javaraj.bala.krishnan@sgh.com.sg">javaraj.bala.krishnan@sgh.com.sg</a>

\* This course may be applicable to doctors or nurses.

All information stated is correct as of **21 December 2021** and subjected to change without notice.

Fees are in Singapore Dollars (*inclusive of 7% GST*) unless otherwise indicated.

SingHealth staff and selected Professional Association bodies will be entitled to 10% off regular rate.

PGAHI reserves the right to update, change or replace any information.

We strongly encourage you to check this page periodically for changes.

Besides the following programmes, PGAHI also offers Clinical Attachments for AHPs. For more information, please visit:

<https://www.sgh.com.sg/pgahi/programmes/Pages/programmeoverview.aspx#>

Some courses are listed under Multidisciplinary section. Please look under profession "AHP" to view the list of courses.

*Courses featured below are categorised by Training mode, e.g. e-Learning, Blended Learning and Classroom-based Learning*

*Status of courses conducted with element of classroom-based learning is subject to change. Please check this website for updates.*

## Classroom-based Learning<sup>2</sup> Courses

<sup>2</sup> *face-to-face classroom teaching subjected to safe management measures guidelines and advice*

Professions	Course/Lecture Title	Course Objectives	Course Outline	Pre-Requisites	Fee (SingHealth Staff)	Fee (Regular)	Category	Mode of Training	Duration	Date(s)	Month(s)	Course in-charge
AHP	<b>Management of Aggressive Behaviour*(NEW)</b> <b>(Cancelled)</b>	1) Apply the techniques and skills for recognising, reducing, and managing violent and aggressive behaviour. 2) Know the methods of dealing with aggressive people.	1) Strategies for Preventing and Diffusing Aggressive Behavior (Part I) 2) Strategies for Controlling and Restraining Aggressive Individuals (Part II) 3) Strategies for Managing Physical Confrontations (Part III)	Nil	\$980	\$1090	Skills & Knowledge-based	Classroom	2 days	TBC	TBC	<a href="mailto:tessa.koh.m.h@sgh.com.sg">tessa.koh.m.h@sgh.com.sg</a>
AHP	<b>Transfer Techniques (Train-the-Trainer)</b>	1) Demonstrate good ergonomics during transfer 2) Know how to use the various types of assistive transfer devices 3) Demonstrate various patient transfer techniques 4) Share knowledge on good ergonomics for transfer 5) Develop problem solving skills to select appropriate patient transfer techniques to aid staff teaching	1) Work-related Musculoskeletal Disorders 2) Principles in Safe Handling of Load 3) Proper body mechanics in manual lifting and patient handling 4) Techniques in manual handling and transferring ( including practical ) 5) Skills to train in techniques of lifting and manual handling and transfers of patients	Nil	\$750	\$830	Skills & Knowledge-based	Classroom	2 days	21 - 22	Mar 2022	<a href="mailto:joyce.lee.g.l@sgh.com.sg">joyce.lee.g.l@sgh.com.sg</a>

Legend:			
AHP	Allied Health Professionals	DIET	Dietitian
MSW	Medical Social Worker	OT	Occupational Therapist
PATH	Pathologists' Assistant	PHARM	Pharmacist
PT	Physiotherapist	POD	Podiatrist
PSY	Psychologist	RAD	Radiographer
ST	Speech Therapist		

\* This course may be applicable to doctors or nurses.