



Education in Focus



Greetings from ACP Chair, Ruban Poopalalingam

Dear all,

In May, our ACP successfully conducted a 2-day workshop on Qualitative Research, done in collaboration with HOMER (Health Outcomes and Medical Education Research) from NHG and Academic Medicine Education Institute (AM.EI). The workshop was held over 2 Saturdays with the aim to upskill our faculty and build a community of practice focusing on research in medical education. At the recent competitive ACP programme funding grant call, 3 of our education projects were supported. We continue to achieve success rate of 67% for all our education projects while our overall success rate (inclusive of research and clinical innovation categories) is 55%. The high success rate is the culmination of our admin staff, internal reviewers and vice chairs working with the investigators towards producing a credible proposal. Congratulations to Raymond, Evangeline, May and Yee Yian on their success with their education projects proposals.

Heartiest congratulations to Shariq for being awarded the Nurturing Clinician Scientist Scheme (Clinician Innovator track). This grant supports clinicians who approach unmet clinical needs

with meaningful, lasting solutions derived from innovation, technology and / or bio design. I would also like to congratulate Ban Leong for his NHIC I2I grant, Eileen Sim for her successful PULSES grant, Wan Ling and Suneel for their AM Research Grant and Sook Muay for securing the SingHealth Medical Student Talent Development Award.

Our Annual Academic Day is on 29 June and we will be showcasing some of our academic achievements at that platform. We will also be welcoming the new batch of residents at their induction ceremony and celebrate the promotion of our residents to senior residents. The biennial SingHealth Duke-NUS gala dinner will be held on 14 September. The ACP has purchased 6 dinner tables through the generous donations from Boon Leng, Li-Ming, Women's Anaesthesia and Paediatric Anaesthesia. These donations will be matched by SingHealth Fund and the combined quantum will be eligible for subsequent government matching. Choon Looi and Kian Hian have also donated items for the dinner auction.

We are collaborating with our colleagues from Surgery and Musculoskeletal Sciences ACPs to organize the second run of the SingHealth Duke-NUS Surgical and Anaesthesia Congress 2019 which is from 19 - 21 September, with focus on interprofessional collaboration. We are organizing the Peri-operative Simulation Challenge (SIM Challenge) and the Point of Care Ultrasound (POCUS) workshop during the congress. Thank you.



Words from ACP Vice Chair (Education), Hwang Nian Chih

Dear colleagues,

I am pleased to report that there have been several advances made in medical education in Anaesthesiology for 2018 - 2019. Thanks to Drs Lim Suan Ling and Jerry Tan, medical students are now able to enjoy cross-institutional learning experiences when they select Anaesthesiology elective with our ACP. We have made headway in research in education, with two publications in the first half of 2019. Dr Raymond Goy has also completed the Masters of Health Professions Education (MHPE) programme. With freshly

acquired knowledge about human learning and psychology, he will be in a better position to drive faculty development and medical education in ACP, and mentor more colleagues in qualitative research. Dr Wong Loong Tat attained the prestigious status of Healthcare Simulation Educator from the Society of Simulation in Healthcare. This award is a feather in the cap for Dr Wong, who has been a strong supporter for in-situ simulation training. The inaugural Qualitative Research workshop was conducted over two weekends in May 2019 for our busy clinicians. The aim of the programme is to create a community of practice of qualitative researchers within the Anaesthesiology ACP. Please register and participate in our ACP Academic Day. This will be on 29 June. Meanwhile, I look forward to our collective effort in pushing the envelope for interprofessional education. The best is yet to be.

Re-inventing The Wheel

An interview with Raymond Goy

“Medical education research is akin to cycling. You rely on your established skills while responding to the rapidly changing worldviews.”



Can you describe your learning experience in MedEd Research under the Masters of Health Professions Education (MHPE) program?

A Bicycle Deconstructed. Health education research forms a major component of the two-year MHPE program. There are MedEd research components in each of the 11 modules, and a student will have to produce a thesis in order to graduate. There are regular video-conferencing discussions with a dedicated thesis supervisor from the Maastricht University. My thesis subject was the socialisation of learning and teaching, and cognitive load in the operating theatre as an educational environment. I would strongly encourage those who are passionate about medical education to pursue this program. The MHPE exposed me to the study of human learning. The progressive learning in academic inquiry opened my mind, broadened my horizons, and deepened my understanding of the pursuit of evidence in social constructive research.

What was your greatest challenge at the start of the MedEd research program?

Relearning How to Cycle. You mean besides ploughing through tons of academic papers, meeting assignment deadlines, missing out on social activities, video-conferencing at midnight, taking tests, typing furiously on your laptop in between cases (!). I shared a joke with a fellow student (who was also an anaesthesiologist in Singapore), that our assignments were completed, partly due to the inefficiencies

in the operating theatre and slow surgeons!

I think the greatest challenge is a change in worldview and mindset. Having been a quantitative clinical researcher, I was tuned to search for statistical significance amongst the ‘p’ values and confidence intervals, and examine ‘hard, discrete’ outcomes like acute pain scores and patient outcomes. Like a frog in the well, I was looking telescopically at the constant view of evidence from the bottom. Like the hard brick walls lining the well, my understanding of scientific evidence was limited to the application of quantitative research. Initially, I had to struggle to free myself from the (biased) misgivings I had about qualitative research, and that took some time to learn.

Can clinical educators be good MedEd researchers?

The First Few Paddles Can Be Daunting. Certainly! As clinician educators, we are poised in a very favourable position to bridge the knowledge divide between the theorists and the ‘real world’ situation we encounter daily. I was very excited when May and Evangeline decided to start a “Qualitative Research 101” program for our ACP.

But at the same time, we have to be mindful of ‘reflexivity’, which is akin to ‘bias’ in quantitative research. As we are often a part of the social ecosystem that the research is based on, there are methodological strategies to manage individual and systemic reflexivity.



What advice would you give to our educators who are keen on qualitative research?

Conquering Mounts and Overcoming Hills. I have 3 key advice, which will be shared in greater detail during the 101. Firstly, the identification of the research problem and hook is a vital start of a health education research (Lingard, 2015). We can and we should harness our experience as clinician educators to identify the areas in need of constructivism (Ringsted, Hodges, & Scherpbier, 2011). Secondly, there must be a clear alignment between the research problem, purpose, and questions (Creswell, 2014). Thirdly, it helps to have an open mind and to speak to the stakeholders about your research. Fresh insights, ideas and suggestions are always available.

What are the likely obstacles?

Through Bumpy and Smooth Roads. We are likely to encounter local issues in Singapore that may constrain the development of good MedEd education research at present (Majumder, 2004) - intra-structure, expertise, funding, and resources. But SingHealth and our ACP have been very supportive of MedEd research. There are various workshops and grants one can tap into for MedEd research.

In my view, the greatest challenge to the validity and reliability of MedEd research is that of 'culture' – sociocultural influences and hierarchical barriers. There are tendencies for the research participants to 'bury' their perceptions or emotions, where in Asia, it could be perceived as weakness. Do read our latest publication (Loh, Lee & Goy, 2019) to appreciate these sociocultural influences. As an encouragement, the stimulus for meaningful MedEd research has been planted in Singapore, but it could be 5-10 years before we could see the fruits.

Is the lack of theoretical training a handicap in MedEd research?

Share a Bicycle. No. Initially I viewed the lack of formal training in human psychology as my Achilles' heel. Day after

day, I struggled with the identification of a theoretical underpinning for my thesis. After all, it is stated "there is a need for theoretical underpinning in support of the research" (Nimmon, 2016). I brought my predicament to my thesis supervisor, who gave me a sound piece of advice which I am keen to share till today - "Articulate and research your situation, and not the theory. Theories need not stand the rigours of context and time!". You can also involve collaborators in their fields of expertise.

How can our ACP support MedEd research?

Biking Companions. Besides funding, it was noteworthy that behind every academic project, lies a strong professional and collaborative bond between the researchers. Willing mentors in our ACP made the paddle up-hill manageable. They can help clear the obstacles in the way of the novice investigators. At the end of the day, what truly counts as a success in MedEd research in our ACP are not the number of academic publications or citations, but the meaningful relationships we build as a community of practice.

Thank you for the interview! Any parting comments?

At Journey's End. Just a parting encouragement:
"The joys of adding new knowledge to health education is akin to the exhilaration of the view from the top of the hill."

References

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3. Loh, L., Lee, J., & Goy, R. (2019). Exploring the impact of overnight call stress on anaesthesiology senior residents' perceived ability to learn and teach in an Asian healthcare system: A qualitative study. *Trends In Anaesthesia And Critical Care*.
4. Majumder, M. (2004). Issues and priorities of medical education research in Asia. *Ann Acad Med Singapore*, 33, 257-63.
5. Nimmon, L., Paradis, E., Schrewe, B., & Mylopoulos, M. (2016). Integrating Theory Into Qualitative Medical Education Research. *Journal Of Graduate Medical Education*, 8(3), 437-438.
6. Ringsted, C., Hodges, B., & Scherpbier, A. (2011). 'The research compass': An introduction to research in medical education: AMEE Guide No. 56. *Medical Teacher*, 33(9), 695-709.

What we've been up to in the past year

FACULTY DEVELOPMENT

11

Faculty development topics done over the year, across 3 institutions

38%

of faculty have completed **Online Essentials** to-date; target is for all faculty to complete it

88%

of Core faculty are competent in at least **3 AoME Level 1 competency domains** while

94%

are competent in at least 1 domain

Academic Clinicians Development Program (ACDP) by Duke-NUS

for new Associate Consultants (AC) / Consultants (C) – **1st module launched on 23 Aug 18**



AC Readiness 10 Nov 18

Part 2 of Associate Consultant Readiness Program, conducted by ACP

for new ACs / Cs, was held on **10 Nov 18** with **23 participants**

RESIDENCY

13

senior residents graduated from SHARP between May 2018—Apr 2019

4-mth rotation blocks to SKH started in March 2019 with 2 SRs each time

Rotation blocks to SKH

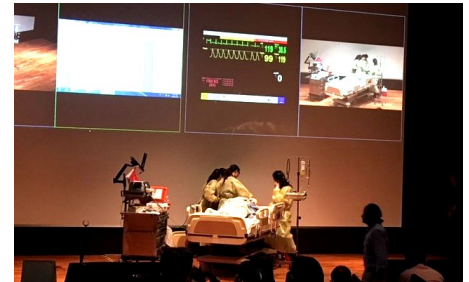
SR Talent Development Fund

Senior Resident Talent Development Fund
1st awardee
Leong Xin Fang

SIMULATION

Tong Qian Jun

Completed Fellowship in Simulation for Medical Education, Center for Medical Simulation, Boston, USA



SIM Challenge for Residents 29 Sept 18

SIMS SET held on 27 – 28

April 2018 for

16 residents/faculty/nurses

16

simulation courses held over the year, involving medical students, residents, medical officers, nurses, foreign doctors

29

AM.EI EDUCATION GRANTS

2018

May Mok (PI) - "Using in situ simulation to identify learning needs of multi-professional community palliative care team" (SGH)

Co-Investigators: Dr Jane Mary George, Dr Chong Shin Yuet, Dr Wong Loong Tat, Dr Adeline Leong Xin Yu, Ms Angela Tan, Dr Alethea Yea, Dr Peh Tan Ying, Dr Chong Poh Heng

Raymond Goy (Co-Investigator), Dr Chia Yen Yen (PI) - "Building Resilience amongst new healthcare professionals" (KKH)

Co-Investigators: Ms Sylvia Mun, Dr Toh Han Wei Luke Michael, Dr Thowfique Ibrahim, Ms Lim Beng Keow, Ms Chua Ying Jie, Ms Toh Zhi Qi

What's coming up next

- ◆ Faculty development: upcoming faculty development workshop on coaching in second half of the year
- ◆ Medical students: Year 3 Lee Kong Chian School of Medicine students will be rotated to SGH Anaesthesiology in AY2019 with the first rotations in Oct 2019. All ACs and above will be appointed as Clinical Teachers with LKC SOM

Education Achievements in the Past Year



DR LEONARD LOH ET AL -

**BEST ORAL PAPER (EDUCATION RESEARCH)
AT SINGHEALTH DUKE-NUS SCIENTIFIC
CONGRESS 2018**

“Stressors encountered during overnight duties by Anaesthesiology Senior Residents impedes their roles as teachers & learners” (see page 9 for Leonard’s reflections on qualitative research)



A/PROF LIM BOON LENG

**NATIONAL
OUTSTANDING
CLINICIAN EDUCATOR
AWARD 2018**



DR WONG LOONG TAT

**CERTIFIED HEALTHCARE
SIMULATION
EDUCATOR**

NUS YLL TEACHING AWARDS



DR LIM SUAN LING

**DEAN’S AWARD FOR TEACHING
EXCELLENCE**



**DR KOTHANDAN
HARIKRISHNAN**

**CLINICAL TRAINING EXCELLENCE
AWARD (DEPARTMENT AWARD)**



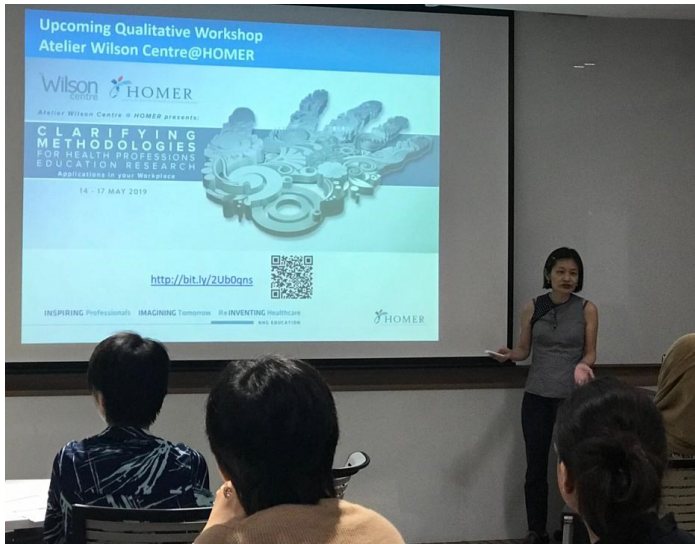
**A/PROF SOPHIA
CHEW**

**SPECIAL RECOGNITION
AWARD**

**KKH WOMEN’S ANAESTHESIA
KKH PAEDIATRIC ANAESTHESIA
CGH ANAESTHESIA**

Qualitative Research 101

by Evangeline Lim / May Mok



Qualitative Research 101 (QR 101) was born out of a dream, a desire and a need recognized by May Mok and Evangeline Lim. For Evangeline, a foray into medical education research 3 years ago, despite some assistance by AM.EI, made her realize just how ill-equipped she was in the basics of qualitative research. For May, having done some amateur education research as part of her MSc thesis, she realized that she had not even scratched the surface of qualitative research.

A quick field survey done 2 years ago informed us that we were not alone in our interest. While postgraduate training had exposed us to quantitative research and we had experience conducting such research, very few amongst us had any formal training or been involved in a properly conducted qualitative research project. We had a desire to equip ourselves but the question was where to get that help. We had a dream of conducting proper qualitative research in medical education and to nurture a community of practice where people who shared the same desire could come together, support each other and collaborate with each other, and in so doing develop medical education research within our ANAES ACP. The fact was that no such community existed within SingHealth, and even if we had the opportunity to get involved in some qualitative research project, we were not sure if it were done right. There was a need to find our way out of the darkness but there was nothing within SingHealth and AM.EI to point the way.

We saw the light when we attended the Clarifying Methodologies for Health Professions Medical Education Research course conducted by Atelier Wilson Centre@Health Outcome and Medical Education Research (HOMER) of the National Health Group (NHG) in May 2018. It was an intense 4-day course that took us through the theories and practical aspects of conducting qualitative research that even seasoned medical education researchers who attended found useful and beneficial. We had entered the course knowing we knew little and we came out knowing what we did not know that we did not know before. But as with all courses and workshops, true benefits materialize only when the knowledge and skills learnt are practised. We decided that despite knowing little, it was time to start something for the rest of the ANAES ACP and it had to be something beyond a workshop for people to really learn and apply the basics of qualitative research.

Thus QR 101 was conceived. This is a longitudinal program that will initially involve 20 participants. The program's aim is to induct a group of people into the basics of qualitative research who will form a community of practice of qualitative researchers within the ANAES ACP. It includes attending a workshop helmed by content experts from HOMER (Dr Mary Lee and Ms Ong Sik Yin) in collaboration with ANAES ACP faculty (Raymond Goy, May Mok and Evangeline Lim) and the medical education qualitative researcher from AM.EI Dr Foo Yang Yann on 4th and 11th May, and working in groups of 5 on a research question. The basics (hence the 101) covered in the workshop will include the theories, methodology, methods, data analysis and tools that will aid in answering the qualitative research question. In the course of working together on a research question, we hope that the group will grow together in knowledge and support of each other in qualitative research through regular meet ups, thus forming a community of practice. Through this, anaesthesiologists amongst us will be able to engage in high standard qualitative research that will drive the medical education research culture and improve patient care health services through greater understanding of patients' and health care providers' experiences.

Congratulations!

ACP PROGRAMME FUNDING

SHARIQ ALI KHAN

Nurturing Clinician Scientist Scheme
"Development of the Epidural navigation system (EPINAV)"

RAYMOND GOY

Education Support
"The design of a daily work-based performance feedback framework in clinical anaesthesia training"

EVANGELINE LIM & MAY MOK

Education Support
"Developing qualitative research capabilities within the Anaesthesiology community"

ONG YEE YIAN

Education Support
"Using cognitive aids to improve inter-profession crisis resource management through simulation-based training"

AM RESEARCH GRANT

SUNEEL RAMESH

"Smartphone app versus physician based preoperative assessment: a comparative observational study"

LEONG WAN LING

"Development of Variable Volume Automated Mandatory Boluses (VVAMB) for patient-controlled epidural analgesia during labour and delivery"

SINGHEALTH MEDICAL STUDENT TALENT DEVELOPMENT AWARD

TAY SOOK MUAY & TSENG FAN SHUEN

"Correlation of the Structure, Function and Presence of Disease in the Corpus Callosum using a Novel Software"

PULSES GRANT

EILEEN SIM

"Correlation of the Structure, Function and Presence of Disease in the Corpus Callosum using a Novel Software"

NHIC I2I

SNG BAN LEONG

"Vital Signs-Integrated Patient-Assisted Intravenous Opioid Analgesia for Post Surgical Pain"

ACP Pilot Research Grant 2019



First launched in 2017, the ANAES ACP Pilot Research Grant (ANAES ACP PRG) aims to encourage and provide opportunities for young clinicians in the ACP and SHARP to embark on worthy Anaesthesiology, Intensive Care and Pain medicine projects in research to improve patient care. ANAES ACP PRG provides a nurturing and accessible platform for our budding clinician scientists mentored by our faculty researchers, to secure seed funding for their project. As of 2019, there have been 12

projects funded by the ANAES ACP PRG, given to 10 clinicians.

We would like to congratulate the following awardees of the ANAES ACP Pilot Research Grant 2019:

Dr John Lee Song En, Women's Anaesthesia, KKH

Dr Lim Ming Jian, SHARP

Dr Lim Wan Yen, Anaesthesiology, SGH

Dr Ong Ee Teng, Anaesthesia and Surgical Intensive Care, CGH

For clinicians who are keen to apply for the grant, do look out for the annual grant call in December. The grant result will be announced in March. The funded duration is 12 months, following SingHealth financial year calendar, ie. 1 April to 31 March.

Cross-institution Rotations for Medical Students -

Lim Suan Ling & Jerry Tan



The current focus of the ANAES ACP Medical Student Education is to enhance the elective clinical posting for medical students. Medical students apply to a single institution for an elective posting of 1 to 4 week duration. This elective programme enhances the limited anaesthesia experience gained during the short 2 weeks of core clinical posting.

The initiative was to provide students with opportunities to cross over to various SingHealth anaesthesia departments for clinical exposure in anaesthesia and critical care medicine. We tailored their electives to what they deem as beneficial. Formal administrative support was necessary and sought from the Campus directors, administrative staff of Singapore General Hospital (SGH) and KK Women's and Children's Hospital (KKH) Clinical Education Lead (CEL) Medicine Education Offices and the various anaesthesia departments. With their support, students could then seamlessly spend time at different institutions and teaching hours collated.

The first cohort comprised Yong Loo Lin (YLL) School of Medicine medical students doing anaesthesia clinical elective posting between March to June 2017. To ensure that students spent sufficient time at the individual programme of the

parent hospital, the intent was for a 2-day rotation at KKH Paediatrics Anaesthesia department for students doing a 4-week elective. Interested students who did 2-week electives were offered the opportunity to participate as well. The feedback received was very positive with students finding the rotation to KKH Paediatrics Anaesthesia both beneficial and interesting.

This initiative has continued from 2017 to date with the SGH Anaesthesia Department being the parent hospital for the majority of YLL students. Students doing anaesthesia electives at SGH, KKH Department of Women's Anaesthesia (WAN) and Department of Paediatric Anaesthesia (PAN) and now Changi General Hospital (CGH) can now participate if they deem it useful. Duke-NUS medical students doing clinical electives with SGH have been rotated to KKH PAN in a pre-existing arrangement.

Based on the feedback received, the experience of the medical students have been favourable with students recommending the posting to their juniors. The programme has allowed them to gain valuable insight into the perioperative management of surgical patients. It has also helped them to understand the job scope of anaesthesiologists and to consider it as a possible career option. Their feedback also allows us to better improve and deliver a better structured programme for the benefit of medical students.

Education Research as an Agent for Change by Leonard Loh



At AMEE 2018 in Basel, Switzerland

Mention the words educational qualitative research to a friend and one is likely to be met with a quizzical stare. For most of us, quantitative research with its clinical trials and numerical measurement of the impact of interventions remains the most familiar form of research. However, not everything that can be counted is important, and many important answers to questions (such as motivations, the reasoning process and emotions) are not quantifiable. Where qualitative research comes into its own is in answering the 'why' and 'how' questions to everyday issues faced in education and patient care. The senior residency elective in obstetric anaesthesia with research opportunities provided a stepping stone to embark on educational research and the world of qualitative research.

During residency training, night duties present stressful dynamic situations but the literature was limited on how these situations affect performance, learning and teaching. It was eye-opening to adopt a qualitative approach to describe and understand how the stressors faced by our Anaesthesiology senior residents (SRs) during overnight duties affected their roles as both teachers and learners. The use of focus groups and thematic analysis provided a rich store of information into the stressors during night duties, their impact on the SR's cognitive processes and performance as well as how it shaped their learning and teaching. An intriguing finding was of the barriers to consulting a faculty senior for advice when

our SRs faced doubts, which highlighted how hierarchy can sometimes shape learning interactions and represented a missed learning touch point for SRs on call.



Receiving the Best Oral Paper (Education Research) award at SingHealth Duke-NUS Scientific Congress 2018

Sharing our findings at the AMEE (Association of Medical Educators in Europe) conference was an invaluable opportunity to learn from passionate educators and connect to the world-wide community of medical educators. Locally, at the SingHealth Duke-NUS Scientific Congress, we were gratified that the project was awarded the best educational research oral paper. This learning journey has also showed that educational research can serve as an agency for change, as the lessons learnt were harnessed to engage in faculty development to lower the impediments to faculty consults.

ACGME 2019 by Deepak Mathur



The Accreditation Council for Graduate Medical Education (ACGME) 2019 Annual Educational Conference at Rosen Shingle Creek, Orlando delivered on the publicity and hype, with almost 4000 delegates this year gathering to network and seek updates on graduate education matters around the central theme of 'Engaging Each Other: Rediscovering Meaning in Medicine', in the sunshine state of Florida. The conference theme was apt for the current climate, allowing for meaningful conversations around the often challenging but genuine issues of

bullying, discrimination, harassment and burnout amongst trainees and clinicians. The lectures and workshops also brought into focus newer approaches to better prepare the trainees in tackling the opioid crisis in the USA, as well as to learn from the educational experiences of others and be guided by the ACGME in topics relating to residency accreditation, milestones in training and the Clinical Learning Environment Review (CLER) program.

Dr Vivek Murthy, the former Surgeon General of the United States, delivered the keynote address, highlighting, through personal experiences, isolation and discrimination and the growing importance of emotional health of clinicians. However, more meaningful than the educational updates, my takeaway from this conference was that in this increasingly rigid framework of graduate medical

education, with an ever-pressing need to meet training goals and achieve specified outcomes within narrow time-frames, we can easily overlook the emotional and physical well-being of our trainees and their faculty, until such time that it takes its toll on the mental and physical health of these otherwise competent and well-meaning clinicians, and eventually affecting the safety and health of the patients they serve. We owe it to ourselves and to our charges to introspect and do all we can to prevent this through continually seeking feedback. By tweaking our workplace policies on service and education, and by better managing our interactions with our colleagues and trainees, we can minimise the workplace stress and burnout of our trainees and colleagues.

UPCOMING FACULTY DEVELOPMENT TALKS

June - August 2019

Month	Date	Venue	Topic	Speaker
June / July	6 June (Thurs) 7.15am	Anaesthesia Conference Room, SGH	Updates on blood management	Dr Louis Ng (CGH)
	12 June (Wed) 7.15am	Lecture Theatre, Women's Tower, Level 1 (next to KKH Auditorium)		
	8 July (Mon) 7.30am	OT Tutorial Room, Main Building, Level 3, CGH		
August	2 August (Fri) 7.30am	OT Tutorial Room, Main Building, Level 3, CGH	Human Learning: How we learn and consideration for training doctors	A/Prof Ian Yeo (SNEC)
	23 August (Fri) 7.15am	OT Seminar Room, Women's Tower, Level 2, KKH		
	30 August (Fri) 7.15am	Anaesthesia Conference Room, SGH		

Slides and videos of previous talks are available on Infopedia at: <http://infopedia/SingHealth/Departments/Anaesthesiology%20and%20Perioperative%20Sciences%20ACP/Pages/Faculty-Development-Talks.aspx>

FYI

What you need to know about Online Essentials :

You will be required to do Online Essentials if you are :

- ⇒ Residency Core Faculty (to be completed before being appointed as Core Faculty)
- ⇒ Nominated judges for abstracts eg. Academic Day abstracts
- ⇒ Faculty applying for education-related academic grants or faculty development funds
- ⇒ Senior Residents who are nominated as Associate Medical Educators or applying for grants
- ⇒ Newly appointed Associate Consultants

YOU'RE INVITED TO ANAES ACP

Academic Day 2019

QR code to the registration link



DATE: 29 JUNE 2019
TIME: 8 AM - 1 PM
VENUE: GRAND SALON 2,
GRAND HYATT

Registration via Infopedia [here](#) and via internet [here](#) before 7 June 2019.