



Assessment of Competence in Medicine and the Healthcare Professions

09-13 March 2012

Kuala Lumpur Convention Centre
Malaysia

Preliminary Programme and Call for Papers

Register online at
www.ottawaconference.org



15th Ottawa Conference
co-hosted by:



Welcome!

We're pleased to invite you to participate in this, the 15th Conference in the highly successful series of Ottawa Conferences. Held biennially, the Conferences address the important topic of assessment of competence in medicine and the healthcare professions. Participants come not only from medicine, but also from the other healthcare professions, and over 70 countries are represented. Topics to be addressed cover assessment across the continuum of education from undergraduate education, through postgraduate/specialist training to Continuing Professional Development.

We're delighted to be holding the 15th Ottawa Conference in Kuala Lumpur, a beautiful and exotic city in south-east Asia, where old meets new, steeped in history and culture, but with a well-developed infrastructure, good transport networks, modern hotels and good restaurants. The people are friendly and welcoming, the climate is warm and the scenery is spectacular. If you have time, a range of tours is offered, both locally round Kuala Lumpur and further afield.

We can promise some challenging, state-of-the-art presentations from internationally recognised plenary speakers, thought-provoking symposia on topics that need to be discussed and practical, hands-on preconference workshops from content experts. We invite you to share your own work by submitting oral presentations, posters and conference workshops.

Never has the topic of assessment been more important. Come to Kuala Lumpur to join in the discussions, to hear what is happening in the topic throughout the world and to share your own experiences with others.

Ottawa 2012 Local Organising Committee

Target audience

The Conference will be relevant to all interested in assessment across the different phases of education and across the healthcare professions. In particular it is aimed at deans, curriculum planners, teachers, researchers, assessors, education support staff and students and trainees.

Topics to be addressed

Broad topic areas include: the philosophy and underpinning theory of assessment; the learning outcomes assessed; new and established technologies and methods of assessment; the purpose and role of assessment; assessment, the curriculum and curriculum evaluation; management of the assessment process including selection processes; research on assessment; and international dimensions.

The Consensus Statements and Recommendations developed by participants at the 2010 Miami Ottawa Conference will be revisited in some of the symposia and updated as appropriate.



Preliminary Outline Programme

All conference sessions take place at Kuala Lumpur Convention Centre with the exception of the preconference visit and workshops at IMU on Saturday, for which return transport will be provided between Kuala Lumpur Convention Centre and IMU.

Friday 9 March

0900-1800	Registration
0900-1700	RESME and FAME Courses (page 4)
0900-1230	Morning pre-conference workshops (page 2)
1330-1700	Afternoon pre-conference workshops (page 2)

Saturday 10 March

0900-1800	Registration
0900-1230	Morning pre-conference workshop (page 3)
0800-1300	Morning visit and workshop at IMU (page 3)
1300-1700	Afternoon visit and workshop at IMU (page 4)
1330-1700	Afternoon pre-conference workshops (pages 3-4)
1400-1800	Poster and exhibit set-up
1900-2200	Opening ceremony and buffet reception

Sunday 11 March

0830-1030	Keynote Session 1: 1A Professor Brian Hodges, Toronto, Canada: The future of assessment: Learning to love the collective and the subjective 1B Professor Ron Berk, Baltimore, USA: Assessment of teaching performance: the state of the art
1100-1230	Symposium 1: Criteria for Good Assessment Oral presentations, posters, workshops, exhibition
1400-1530	Symposium 2: Technology and Assessment Oral presentations, posters, workshops, exhibition
1600-1730	Symposium 3: Performance Assessment Oral presentations, posters, workshops, exhibition

Monday 12 March

0830-1030	Keynote Session 2: 2A Professor Sharifah Hapsah Shahabudin, Malaysia: Learning for effective performance in practice 2B Professor Nicholas Glasgow, Australia: Medical student assessment and health system reform: Reflections of a Dean
1100-1230	Symposium 4: Assessment of Professionalism Oral presentations, posters, workshops, exhibition
1400-1530	Symposium 5: Assessment for Selection Oral presentations, posters, workshops, exhibition
1600-1730	Symposium 6: Research in Assessment Oral presentations, posters, workshops, exhibition

Tuesday 13 March

0830-1000	Symposium 7: Assessment in an interprofessional context Oral presentations, posters, workshops, exhibition
1030-1200	Symposium 8: Assessment: What students feel Oral presentations, posters, workshops, exhibition
1245-1430	Keynote Session 3: 3A Dr André De Champlain, USA: The top 10 myths on standard setting 3B Professor Cees van der Vleuten, Netherlands: Widening perspectives on assessment Presentation of IMU-RHIME Awards (page 11)
1430	Close of Conference

Titles and brief summaries are given here. More information is available on the Ottawa Conference website www.ottawaconference.org. All workshops take place at Kuala Lumpur Convention Centre, with the exception of half-day Workshops 15 and 22 on Saturday, which will be held at International Medical University (IMU). Transport is provided from Kuala Lumpur Convention Centre and return.

Cost of all Pre-conference workshops: MYR 360

Friday 9 March

(morning workshops 0900-1230 hrs – includes coffee break)

Workshop 1 Assessing group dynamics to foster small group learning

Are Holen (NTNU, Trondheim, Norway), Linda Olson (UND School of Medicine & Health Sciences, Grand Forks, USA), Devendra Singh Pant Olson (UND School of Medicine & Health Sciences, Grand Forks, USA)

How to use assessment tools in order to identify relevant dimensions of group dynamics for the improvement of the climate in student groups.

Workshop 2 Development of workplace-based assessment tools for graduate training programs: A 360° evaluation model

Thomas K Swoboda, Mary Ann Edens (Louisiana State University Health Sciences Center, Shreveport, USA)

A step-by-step method for developing a 360° workplace evaluation of trainees, taking into account factors of the specific training environment including speciality, institutional and other workplace variables.

Workshop 3 Assessment of indigenous health in medical education – what, how and why?

Shaun Ewen (University of Melbourne, Australia), Suzanne Pitama (University of Otago, New Zealand), David Paul (University of Western Australia), Rhys Jones (University of Auckland, New Zealand), Martina Kamaka (University of Hawaii), LeahMay Walker (University of British Columbia, Canada)

A background to the development of indigenous health specific frameworks in Australia, New Zealand, Hawaii and Canada, together with theoretical approaches to assessment and some case studies.

Friday 9 March

(afternoon workshops 1330-1700 hrs – includes coffee break)

Workshop 4 The use of (electronic) portfolios for learning and assessing in the workplace

Erik Driessen (Maastricht University, Netherlands), Karlijn Overeem (Maastricht University, Netherlands), Fedde Scheele (Sint Lucas Andreas Ziekenhuis, Amsterdam, Netherlands), Cees van der Vleuten (Maastricht University, Netherlands)

Opportunities and pitfalls of workplace assessment with an electronic portfolio, including the chance to practice with combining evidence from different assessment tools and encouraging reflection.

Workshop 5 Computer based assessment of clinical reasoning: How to develop effective questions

M Dankbaar (Erasmus MC, Rotterdam, Netherlands), M Manrique (UMC Utrecht, Netherlands), L van Bruggen (UMC Utrecht, Netherlands), M Witlowska (Erasmus MC, Rotterdam, Netherlands), N De Bruycker (Erasmus MC, Rotterdam, Netherlands), A Willemsen (AMC, Amsterdam, Netherlands)

A discussion of the preferred question types suitable for CBA in clinical reasoning, and guidelines and examples to develop patient vignettes and effective CBA question types.

Workshop 6 Igniting global creativity to propel competency assessment

Elizabeth Kachur (Medical Education Development, New York, USA), Thanakorn J Jirasevijinda (Weill Cornell Medical College, New York, USA), Chulathida Chomchai (Mahidol University, Bangkok, Thailand), Shakaib Rehman (University of South Carolina, Charleston, USA), Mark Quirk (University of Massachusetts, Worcester, USA)

Factors that can enhance or discourage creativity in competency assessment and some out-of-the-box thinking on new ways to assess.

Workshop 7 Assessment of non-technical skills in simulation learning environments

Henrique M G Martins (Universidade da Beira Interior, Portugal)

Assessment strategies for non-technical skills including leadership, teamwork, communication and situation awareness using simulation environments.

Workshop 8 Communication skills in human and animal health curricula: Where do we start?

Cindy L Adams, Kent G Hecker (University of Calgary, Veterinary Medicine, Canada)

A framework to select and use various methods for formative and summative assessment of communication skills including standard setting, case development and examiner training. The workshop is applicable to all the healthcare professions.

Pre-conference workshops and courses

Saturday 10 March

(morning workshops 0900-1230 hrs – includes coffee break)

Workshop 9 OSCE feedback and debriefing – enhancing the “formative” in formative assessments

Monica van de Ridder (Albert Schweitzer Hospital, Dordrecht, Netherlands), Elizabeth Kachur (Medical Education Development, New York, USA), Antony Errichetti (New York College of Osteopathic Medicine, USA), Sharon Parish (Albert Einstein College of Medicine/Montefiore Medical Center, USA), Charles Schwartz (Albert Einstein College of Medicine/Montefiore Medical Center, USA)

Theoretical and practical issues regarding debriefing and feedback and how to prepare clinical instructors and SPs to provide debriefing.

Workshop 10 Using simulation to promote interprofessional learning

Brian Jolly (Monash University, Australia), Debra Nestel (Monash University/Imperial College of Medicine UK), Debra Kiegaldie, Southern Health, Victoria, Australia), Leone English, Holmesglen Institute, Australia)

This workshop will address the need to develop more appropriate learning strategies and working practices between professions using simulation. The workshop will give guidance on types of activities, instructional design, optimum group size, use of simulated exercises and managing interprofessional groups, from both academic and practical perspectives.

Workshop 11 Evaluating the fairness of admissions processes: An introduction to differential prediction analysis

Celia Taylor (University of Birmingham, UK)

An understanding of differential prediction analysis and its role in helping ensure selection processes are free from bias and support widening participation.

Workshop 12 Assessing the professional behaviours of students and residents: From practical tools to organizational strategies

Yvonne Steinert, Linda Snell (McGill University, Montreal, Canada)

Common methods for assessing the professional behaviours of students and residents and general principles and organizational strategies to be considered for an assessment to be authentic, feasible and meaningful.

Workshop 13 Assessment of medical student and resident professionalism: From critical appraisal to program-wide implementation

T J Jirasevijinda (Weill Cornell Medical College, New York, USA), Janice L Hanson (USUHS, Bethesda, USA), Chulathida Chomchai (Mahidol University, Bangkok, Thailand), Ming-Jung Ho (National Taiwan University, Taipei, Taiwan)

A review of some approaches to assessing learner professionalism in undergraduate and postgraduate learners and the opportunity to design a portfolio or 360° evaluation plan.

Workshop 14 Workplace based assessments: Assessing the assessments

Adrian Simoes, Rags Subramaniam (East Kent Hospitals University NHS Foundation Trust, UK)

Strengths and weaknesses of various instruments used to measure WBA including reliability, validity, acceptability, cost-effectiveness and educational impact.

Workshop 15 Assessment of reflective learning of ethics

Sambandam Elango, Sivalingam Nalliah (International Medical University, Malaysia)

How the reflective learning of ethics using case studies can be introduced and how the assessment of reflective ability can be done using a six point rubric scoring scale. There will also be the chance to see IMU and to hear about some of its activities. At IMU - transport provided.

Saturday 10 March

(afternoon workshops 1330-1700 hrs – includes coffee break)

Workshop 16 Beyond student ratings: 13 others strategies to measure teaching (plus bonus topics)

Ron Berk (Johns Hopkins University School of Nursing, Baltimore, USA)

Student ratings are a necessary, but not sufficient, source of evidence to measure teaching effectiveness. This workshop will be a fun-filled, but critical, research-based, state-of-the-art romp through student ratings and 13 other potential sources of evidence described in the literature, including peers, self, administrators, outside experts, and mentors.

Workshop 17 How to create, implement and score the multiple mini interview

Stephen Manuel (University of Cincinnati, USA), David Harding (University of Western Sydney, Australia)

Learn how to create your own MMI scenarios including a rating system, strategies to train interviewers, an implementation strategy, logistics and best practices.

Workshop 18 Setting standards for performance-based assessments

André F De Champlain (National Board of Osteopathic Medical Examiners, Philadelphia, USA), John (Jack) R Boulet (Foundation for Advancement of International Medical Education and Research, Philadelphia, USA)

An understanding and evaluation of the process of setting standards for performance-based assessments that can reliably delimit the point(s) that separate adequate from inadequate performance.

Workshop 19 Assessing professionalism: developing peer and patient questionnaires

John Norcini (FAIMER, Philadelphia, USA)

Some methods used to assess professionalism focussing on patient and peer questionnaires and addressing issues such as questionnaire content, developing questions and which scales to use to produce reliable results.

Workshop 20 Quality assurance of standardized patient case portrayal

Mandana Shirazi, Roghieh Gandomkar, Claudie Schlegel, Sari Ponzer (Karolinska Institutet, Sweden, and Tehran University, Iran)

How to evaluate two domains of quality assurance – validity and reliability – in the context of an SP assessment exercise.

Workshop 21 Portfolio as a method of student assessment

Zubair Amin (National University of Singapore, Singapore)

An exploration of portfolio-based assessment in greater detail, including what is a portfolio, how its purpose

influences the content and organisation, and how can it be implemented in the participant's own setting.

Workshop 22 Formulating the best assessment tools for clinical competencies in medical practice

Sharifah Sulaiha Aznal, Ramesh Chandra Jutti (International Medical University, Malaysia)

How assessment of clinical competencies must be designed with respect to key issues including blueprinting, validity, reliability, and standard setting, as well as clarity about their formative or summative function. There will also be the chance to see IMU and to hear about some of its activities. At IMU - transport provided.

Courses

Two highly-rated courses have been included in this year's programme, providing participants with the unique experience of attending a specialised course which is integrated into the Ottawa Conference. In addition to attending a Course, participants have the opportunity to complete a post-course report, for which a Certificate is awarded. Both courses take place at Kuala Lumpur Convention Centre.

FAME Fundamentals of Assessment in Medical Education

Course faculty: Jack Boulet (FAIMER) (co-director), Ann King (NBME) (co-director), John Norcini (FAIMER) and Marc Gessaroli (NBME)

Sessions:

Friday 9 March – full day workshop

Saturday 10 March – participants select one or two preconference workshops (extra charge)

Sunday 11 and Monday 12 March – lunch meetings with facilitators

Tuesday 13 March – post-conference half-day workshop

This introductory assessment course is offered by the National Board of Medical Examiners (NBME) and the Foundation for Advancement of International Medical Education and Research (FAIMER). The course is led by internationally recognized faculty in the field of measurement and assessment including co-directors of the course, FAME is intended to be a basic-level course on educational assessment. We are targeting persons who have responsibility for assessing undergraduate medical students, graduate trainees and practicing doctors. Instruction will concentrate on the application of assessment principles, including test development, scoring, standard setting and validation of test scores.

Cost of FAME course: MYR 2625

RESME Research Essential Skills in Medical Education

Course faculty: Charlotte Ringsted (Copenhagen University, Denmark) (Director), Brian Hodges (Toronto University, Canada) and Albert Scherpbier (Maastricht University, Netherlands)

Sessions:

Friday 9 March – full day workshop

Saturday 10 March – participants select one or two preconference workshops (extra charge)

Sunday 11 March – lunch meeting with facilitators

Monday 12 March - lunch meeting with facilitators and 90 minute conference workshop

The RESME Course provides an introduction to the essential principles and methods of conducting research in medical education: formulating research questions, choosing a research approach, selecting an appropriate global methodology and constructing a research plan. Through a series of short presentations and small group work, this highly interactive course will introduce basic concepts and principles using a variety of examples relating to theory. After completing the course, participants will have acquired a framework for understanding and application of essential concepts and principles for research in medical education. Within six months of completion of the course, participants may choose to submit a short research proposal on a topic of their interest describing the application of concepts and principles covered in the course, leading to award of the RESME Certificate in Medical Education.

Cost of RESME course: MYR 2625

Keynote Presentations

Keynote 1:

Sunday 11 March

1A The future of assessment: Learning to love the collective and the subjective Professor Brian Hodges (University of Toronto, Canada)

Assessment in the health professions flourished in the twentieth century, giving us an incredible array of new tools, approaches and research. Gains in the quality and fairness of assessment processes resulted, from the deployment of high quality psychometric methods. Many challenges remain however. Whereas yesterday we struggled to find reliability tools to assess individual competence, today we are challenged to find approaches that can capture the collective competence of teams. Yesterday we struggled to render our assessment systems more objective and more standardized, today we seek ways of capturing diversity, complexity, ambiguity, and judgment. Getting to get to the next level in assessment requires attention to the collective and the subjective.

Brian David Hodges, MD, PhD, FRCPC graduated from Queen's University Medical School in 1989, completed psychiatry residency at the University of Toronto in 1994, a Master's of Higher Education in 1995 and a PhD in 2007. From 2003-2011 he was the Director of the University of Toronto Wilson Centre, one of the largest centres for health professional education research in the world. From 2004-2008 he was Chair of Evaluation for at the Royal College of Physicians and Surgeons, overseeing assessment in the 62 specialty programs in Canada. Internationally he has worked with medical schools and licensure organizations in New Zealand, Switzerland, Poland, Japan, Jordan, Israel, France, Sweden, China, Australia and Ethiopia. In 2003 he spent a year at the University of Paris, earning a diploma in Health Economics and Social Sciences and established collaborations with the University of Paris and the Ecole des Hautes Etudes en Santé Publique (EHESP) where he served from 2005-2011 as a member of the education board. He was named Full Professor and Richard and Elizabeth Currie Chair in Health Professions Education Research at University of Toronto in 2009. In 2010 he became Vice President Education at the University Health Network (Toronto General, Toronto Western and Princess Margaret Hospitals) one of Canada's largest teaching hospitals.



1B Assessment of teaching performance: The state of the art Professor Ron Berk (The Johns Hopkins University, Baltimore, USA)

After 80 years of research in higher education, how far have we progressed to comprehensively assess the job of teaching in medical education? Who cares? Why does this matter? Isn't the ubiquitous student rating scale adequate to assess teaching? These and other questions percolating in your mind on this topic will be addressed in this Broadway-type production. Psychometric standards, the 360 multisource

feedback model, formative and summative decisions, challenging technical issues, and the two most perplexing student-rating online administration problems will be covered at "twit" speed. If you teach, you don't want to miss this "assessment" session.

Ronald A. Berk, PhD, is Professor Emeritus, Biostatistics and Measurement, and former Assistant Dean for Teaching at The Johns Hopkins University. He served 30 years of a life term at JHU before leaving 6.7083 years ago to pursue speaking and writing full-time. He is an Oxford Society of Scholars fellow and has received several teaching awards. Ron has presented more than 400 keynotes and workshops on humor, multimedia, stress management, and teaching assessment in 40 states and 14 countries. He destroyed scores of trees and shrubbery by publishing 13 books, one of which is *Thirteen Strategies to Measure College Teaching*, plus 160 journal articles, and 300 blogs. For details, see www.ronberk.com, www.pptdoctor.net, or www.linkedin.com/in/ronberk.



Keynote 2:

Monday 12 March

2A Learning for effective performance in practice Professor Sharifah Hapsah Shahabudin (Universiti Kebangsaan Malaysia)

Medical education assumes that graduating doctors have the potential to maintain their competency throughout their practice careers through an ability to continue to learn effectively on their own. Is this assumption correct? Two issues are important: the learner and changes in practice. Information is usually not the problem because it is everywhere around us and easily accessible. For the learner, medical education methods such as problem based learning try to inculcate skills in identifying one's own learning needs, how to satisfy those needs independently, how to evaluate the effectiveness of the learning process, and how to critically appraise the quality of information acquired. These are competencies that students acquire and can be assessed under examination conditions. How well do they apply these skills in their practice? This comes under the realm of performance in practice, and change becomes an important factor. Changes in practice occur routinely. Some are small accommodations while others may be larger adjustments or even transformational. Some changes are forced upon the doctor and some are adopted willingly. Whatever the force, change is a prerequisite to competent medical practice. Learning is central to change. Learning occurs when the doctor is clear about why he has to change and the effects of the change. How well are we preparing students for the clarity that is required for the changes that are inevitable? Focusing on assessment of performance rather than just competencies may help students achieve better understanding and feeling about how to handle change.

Professor Sharifah Hapsah Shahabudin, is exemplary in the development of medical and higher education in Malaysia. She is credited for the development of the quality assurance framework for all qualifications in Malaysia. As Vice-Chancellor of Universiti Kebangsaan Malaysia (UKM), she has developed a transformation plan for UKM introduced the commercialization of research products and initiated innovative programmes for human capital development. She has admirably combined her social activist work as President of the National Council of Women's Organisation (NCWO) to strengthen community engagement projects at UKM. She is a prolific writer and a columnist in the mainstream newspapers focusing on education, health and gender issues. She has received numerous international and national recognitions, including the Fred Kartz Memorial Medal and the COL-ICDE Award of Excellence.



2B Medical student assessment and health system reform: Reflections of a Dean
Professor Nicholas Glasgow (College of Medicine Biology and Environment, the Australian National University, Canberra, Australia)

Health system reform continues to be to the fore of government agendas around the globe. In Australia, concerns about looming shortages in the health professional workforce including doctors, has resulted in health professional education being a central aspect of the reform agenda, and with that questions are being asked about assessment processes by new players. What are these questions? Do these players have a right to ask them? What are the challenges for established assessment practices medical school's face in responding to these questions? Professor Glasgow will consider some of the implications for medical schools and responses to date.

Nicholas Glasgow, BHB, MBChB, MD, GradCertHigherEd, FRNZGP, FRACGP, FACHPM, is Dean, Medicine and Health Sciences, College of Medicine Biology and Environment and Dean, Medical School at the Australian National University in Canberra, Australia. He is a GP and palliative medicine physician. His research interests include asthma and respiratory health, chronic disease care, health system research including health workforce and the scholarship of teaching and learning, particularly outcomes based educational approaches and CMBE.



Keynote 3:
Tuesday 13 March

3A The top 10 myths on standard setting
Dr André De Champlain
 (National Board of Osteopathic Medical Examiners, Philadelphia, USA)

Standard setting constitutes a critical activity for any organization or school involved in assessment. This is

especially true in medicine where there is a need to assure the public that graduates, as well as license and certificate holders, possess the skills and knowledge necessary for safe and effective patient care. Furthermore, research has suggested that performance on certain examinations is related to the likelihood of committing egregious acts in (future) practice. Therefore, standard setting impacts not only the "here & now" but also future quality of care. The goal of this presentation is to outline 10 common standard setting myths which will hopefully contribute to a more defensible use of methods and valid interpretation of results.

André De Champlain, PhD, is Director for Innovations in Testing at the National Board of Osteopathic Medical Examiners. He is chiefly responsible for overseeing developmental and psychometric research efforts aimed at supporting the inclusion of innovative item types and maintenance of licensure tools in COMLEX-USA, the licensing examination program for Osteopathic physicians in the United States. Dr De Champlain has published extensively over the past two decades on a broad range of topics, most of which relate to novel applications of psychometric models in medical education. His most recent publications have focused on the use of correspondence analysis and survival data analysis to gather validity evidence for high stakes medical licensing examination programs. He has been the recipient of several research awards, including best paper honors bestowed by the Association of American Medical Colleges (1998) and the American Educational Research Association (2001).



3B Widening perspectives on assessment
Professor Cees van der Vleuten
 (Maastricht University, Netherlands)

Assessment is area in medical education that has evolved enormously across the recent decades. The literature is dominated by studies on reliability and validity of assessment methods. However, this represents mainly one discourse or perspective on assessment: the psychometric perspective. Yet assessment can be approached from different perspectives, each providing interesting lessons from its discourse and its research. This plenary will review each of these perspectives and sketch the implications for the practice and the research of assessment.

Cees van der Vleuten, Ph.D., came to the University of Maastricht in 1982. He was appointed as a Professor of Education in 1996 at the Faculty of Health, Medicine and Life Sciences and chair of the Department of Educational Development and Research. In 2005 he was appointed as the Scientific Director of the School of Health Professions Education (www.she.unimaas.nl). His area of expertise lies in evaluation and assessment. He has published widely on these topics, holds numerous academic awards for his work, including several career awards. He has frequently served as a consultant internationally. He is and has been a mentor for many researchers in medical education. In 2010 he received a royal decoration for the societal impact of his work. A full curriculum vitae can be found at: <http://www.fdg.unimaas.nl/educ/cees/CVI/>.



Hotels

All requests for accommodation should be directed to:

AOS Conventions & Events Sdn Bhd
 (Member of AOS Tours & Travel)
 No. 39 & 40, Jalan Mamanda 9
 Ampang Point 68000
 Kuala Lumpur, Malaysia
 Tel: +603-425 29100
 Fax: +603-425 71133
 Email: ottawa2012@aosconventions.com
 Website: www.ottawaconference.org

Room blocks have been reserved at the hotels given below. For information on facilities see the website www.ottawaconference.org or click on the website links below. **Room cost includes all taxes and American breakfast.** Hotels have guaranteed that they will not sell equivalent rooms at a cheaper rate. Please book online by following the 'Accommodation' link from the Ottawa Conference website, or on the form that can be downloaded from the website.

Prices are quoted in Malaysian Ringgits. As an indication, the conversion rate as at June 2011 is:
 US\$ 1 = MYR 3; UK£ 1 = MYR 5.

HOTEL & ROOM CATEGORY	PRICE (includes all taxes and American breakfast)	DISTANCE FROM KLCC
CROWNE PLAZA (5 Star) www.crowneplazakl.com		
Deluxe - Single Room	MYR 538.00	Walking distance (4 minutes)
Deluxe - Double Room	MYR 586.00	
TRADERS HOTEL (5 Star) http://www.shangri-la.com/en/property/kualalumpur/traders		
Deluxe City View - Single Room	MYR 646.00	Attached to KLCC by covered walkway
Deluxe City View - Double Room	MYR 694.00	
Deluxe Twin Towers View - Single Room	MYR 741.00	
Deluxe Twin Towers View - Double Room	MYR 789.00	
MAYA HOTEL (5 Star) www.hotelmaya.com.my		
Studio Room - Single / Double	MYR 529.00	Walking distance (8 minutes)
Deluxe Suite - Single / Double	MYR 644.00	
IMPIANA HOTEL (4 Star) http://kualalumpurhotels.impiana.com		
Superior - Single room with ABF	MYR 493.00	Walking distance (3 minutes)
Superior - Double room with ABF	MYR 533.00	
Deluxe - Twin Room with ABF	MYR 560.00	
Deluxe - King Size Room with ABF	MYR 600.00	
RADIUS INTERNATIONAL (3 Star) www.radius-international.com		
Deluxe - Twin / Single Room	MYR 227.00	3 kilometres
CITITEL EXPRESS (3 Star) http://www.cititelexpress.com/KL/index.html		
Superior Room - Twin Room	MYR 175.00	Metro and short walk
Deluxe Room - Double Room	MYR 206.00	
HOTEL SENTRAL (3 Star) http://www.hotelsentral.com.my/		
Superior Room - Single / Double Room	MYR 149.00	Metro and short walk
Deluxe Room - Single / Double Room	MYR 184.00	

Terms and conditions

Payment Policy

1. Full payment is required to reserve a room.
2. Confirmation of receipt of your reservation will be sent to you within 24 hours by email or fax. An official confirmation statement will be forwarded to you within three weeks indicating the total amount paid.
3. Full payment is required no later than 9 January 2012.
4. For payments by credit card (Visa or Mastercard) please book and pay online. If you wish to pay by wire transfer, please complete the online form and email or fax it to AOS Conventions and Events. An invoice will be issued in US dollars and Malaysian Ringgits. Payment may be made in either currency.
5. Delegates are responsible for ensuring their official confirmation statements are not misplaced. Please be informed that verifying misplaced official statements may take time.
6. In the event that full pre-payment is not received by 15 January 2012, the Ottawa 2012 Conference Secretariat reserves the right to cancel your hotel/apartment reservation without prior notice.
7. 'No Show' on the first night will result in a complete cancellation of the reservation.

Accommodation Amendments Policy

1. A written request to AOS Conventions and Events must be made before 9 January 2012 for amendments to your reservation.
2. Amendments received after 15 January 2012 that result in a reduction in the number of nights at the hotel/apartment will not be refunded.
3. Additional room-night requests must be accompanied by the full additional pre-payment amount.
4. Amendments will not be entertained after 15 January 2012.

Cancellation Policy

1. Reservation cancellations are acceptable on or before 9 January 2012. One night deposit will be deducted from the refund. Cancellation requests received after this date will not be considered for refunds. Special considerations will be rendered to cases that arise due to medical or compassionate grounds only, on a case by case basis.
2. Notification of cancellations must be made in writing to AOS Conventions and Events. Approved refunds will be processed no later than 60 days after the conference.

Airport Transfers

AOS Conventions & Events are pleased to provide transfers from Kuala Lumpur International Airport (KLIA) to any of the official Ottawa 2012 Conference Hotels. Flight details are required if you purchase airport transfer. These details must be received no later than 9 February 2012 (kindly email us your date / time of arrival / departure and flight number to ottawa2012@aosconventions.com if you have not provided the details during online registration).

Cancellation and Refund Policy

1. All transfers are on seat-in-coach basis (non-private) or on private basis.
2. All amendments must be made in writing five (5) days prior to the transfer booked date.
3. No refund will be made after 9 February 2012 for transfers booked and paid.
4. No refund will be granted for no-show reservations.
5. All approved refunds will be processed and issued within 30 days after the Conference.
6. All transfers will only be operated with a minimum number of two (2) persons.
7. Delegates shall receive confirmation on the transfers booked 14 days prior to the Conference.

In-Conference Tours

AOS Conventions & Events Sdn Bhd are pleased to offer the following tours. For more details please see the website www.ottawaconference.org or contact ottawa2012@aosconventions.com

For payments by credit card (Visa or Mastercard) please book and pay online. If you wish to pay by wire transfer, complete the online form and email or fax it to AOS Conventions and Events. An invoice will be issued in US dollars and Malaysian Ringgits. Payment may be made in either currency.

Prices are quoted in Malaysian Ringgits. As an indication, the conversion rate as at June 2011 is: US\$ 1 = MYR 3; UK£ 1 = MYR 5.



Kuala Lumpur City Orientation Tour

Day: Friday, Saturday, Sunday, Monday, Tuesday
Time: half-day - morning or afternoon
Price: MYR 230 per person
Pick-up/Drop off: Main entrance of Kuala Lumpur Convention Centre

A must for the first time visitor. The tour will unveil the beauty and charm of Kuala Lumpur, both old and new, contrasting the charming buildings from the colonial days with the magnificent skyscrapers of today.



Historical Malacca

Day: Friday, Saturday, Sunday, Monday, Tuesday
Time: full-day (includes lunch)
Price: MYR 280 per person
Pick-up/Drop off: Main entrance of Kuala Lumpur Convention Centre

Melaka is Malaysia's historical state. Many local battles were fought against the colonial masters here. When they left, they left behind a treasure trove of what would become historical buildings and landmarks. The tour takes in many of these sites.



Countryside & Batu Caves

Day: Friday, Saturday, Sunday, Monday, Tuesday
Time: half-day - morning or afternoon
Price: MYR 200 per person
Pick-up/Drop off: Main entrance of Kuala Lumpur Convention Centre

The tour takes in the Royal Selangor Pewter and the Batik factories en route to the Batu Caves, filled with images of deities and murals depicting scenes from the Hindu scriptures.



Putrajaya and Agricultural Heritage Park Tour

Day: Friday, Saturday, Sunday, Monday, Tuesday
Time: full-day (includes lunch)
Price: MYR 250 per person
Pick-up/Drop off: Main entrance of Kuala Lumpur Convention Centre

Putrajaya is Malaysia's new federal administrative centre, with predominantly modern Arabic architecture. The tour includes a cruise on Putrajaya Lake, with breathtaking views.

How to book

Follow the link from the Ottawa Conference website www.ottawaconference.org or complete the form which can be downloaded from the website.

Cancellation and Refund Policy

1. All tours are in seat-in-coach basis (non-private).
2. All amendment must be made in writing on or before 9 February 2012.
3. No refund will be made after 9 February 2012 for tours booked and paid.
4. No refund will be granted for no-show reservations.
5. All approved refunds will be processed and issued within 30 days after the Conference.
6. Half Day and Full Day Tours will only be operated with minimum number of four (4) persons.
7. Delegates will receive confirmation of the tours booked 14 days prior to the Conference.
8. Tours will depart from the main entrance of the Kuala Lumpur Convention Centre.

Pre and Post-Conference Tours

AOS Conventions & Events are pleased to suggest personalized pre- and post-conference tours to exotic Malaysian locations such as Kota Kinabalu, Sarawak, Penang, Langkawi and Taman Negara. For more details please see the Ottawa Conference website www.ottawaconference.org



Call for Papers

Please submit abstracts online by selecting the 'Abstracts' link from the Ottawa Conference website www.ottawaconference.org

All abstracts should be received by 30 September 2011. Decisions will be sent by email to the submitter by 15 November 2011.

Abstracts should relate to one or more of the conference themes indicated below:

Written assessment
Assessment of clinical competence
OSCE
On-the-job assessment
Portfolio assessment
Technology-based assessment
Psychometrics
Standard setting
Feedback and assessment
Self-assessment
Assessment and the curriculum
Competence/outcome-based assessment
Assessment of professionalism/attitudes
Assessment of teams/groups
Assessment for the continuum/progression
Assessment for selection for healthcare/speciality training
International dimensions
Teacher evaluation
Curriculum evaluation
Planning for assessment
Support for assessment
Faculty/staff development
Research in assessment
Case studies – undergraduate
Case studies – postgraduate
Case studies – CME/CPD
Other assessment related

Call for Papers

Abstracts may be submitted for:

- **Oral or poster presentation:** All submissions in this category will be considered for either a 10 minute oral presentation with 5 minutes for questions, or a 3 minute poster presentation followed by a group discussion. Abstracts should be maximum 200 words (excluding title, names and affiliations), structured as follows: Background; Summary of Work; Summary of Results; Conclusions; Take-home Messages.
- **Poster presentation:** The submitter may check the 'Poster only' box, in which case the submission will be considered for poster presentation only (3 minute presentation followed by group discussion). Abstracts should be maximum 200 words (excluding title, names and affiliations), structured as follows: Background; Summary of Work; Summary of Results; Conclusions; Take-home Messages.
- **Conference workshop:** Workshops are 90 minutes' duration. Abstracts should be maximum 200 words (excluding title, names and affiliations), structured as follows: Background; Intended Outcomes; Structure; Intended Audience; Level of Workshop.

Guidelines for submission for IMU-RHIME Award:

1. Submissions for the IMU-RHIME Award should be sent by email to Sambandam Elango (sambandam_elango@imu.edu.my) by 30 September 2011. They should not be submitted through the main abstract submission site.
2. Abstracts should relate to one or more of the assessment themes listed on page 10.
3. The title and abstract should not reveal the name of the workplace, to ensure anonymity.
4. The abstract should not exceed 250 words.
5. In addition an extended abstract of not more than 500 words should be submitted for review purposes. The extended abstract must be structured containing (a) Background of why this innovation is necessary; (b) Description of the innovation; (c) Results of evaluation; (d) Applicability and potential educational impact; (e) Adaptability in other settings.
6. While tested innovations will have an advantage, innovative ideas will also be weighed based on their merits.

IMU-Ron Harden Innovation in Medical Education (IMU-RHIME AWARD)

The IMU-Ron Harden Innovation in Medical Education Award was introduced to fulfill two objectives:

- To encourage innovations in Medical Education (Medical & Health professions)
- To recognize innovations by academics which otherwise might go unnoticed

The award honours Professor Ronald Harden who played a crucial role in the inception of the International Medical University, Kuala Lumpur, Malaysia. Submissions are invited for the 15th Ottawa Conference.

Please see the box below for submissions for the IMU-RHIME Award.

Eligibility:

To be eligible for selection, at least ONE author should register for the Conference.

Review process:

1. All the submissions for the IMU-RHIME AWARD will be reviewed by an International panel based on the originality, innovation, potential educational impact, adaptability in other settings and acceptability to teachers and students.
2. Eight innovations will be short-listed. Authors of shortlisted innovations will present their papers in one of the two RHIME oral presentation sessions scheduled during the Conference.
3. A panel of judges will decide on the winner. The award carries a rolling trophy and a cash prize of US\$ 1000.
4. Abstracts which are not shortlisted for presentation in the RHIME sessions will be reviewed by the main Ottawa Committee to be considered for oral or poster presentation.

General Information

Conference Venue

The 15th Ottawa Conference will be held at the Kuala Lumpur Convention Centre, Kuala Lumpur City Centre, 50088 Kuala Lumpur, Malaysia. Designed to be a “city within a city”, this 100 acre site includes the KLCC Park and Petronas Twin Towers. The main Conference and most of the preconference workshops and courses will be held at Kuala Lumpur Convention Centre with 2 preconference workshops taking place at the International Medical University (IMU).

How to get to Kuala Lumpur

Kuala Lumpur International Airport (KLIA) is located 75 kilometres (35 miles) south of Kuala Lumpur City Centre (KLCC); an hour's drive by direct motorway link or 28 minutes on the KLIA Ekspres Rail Link (ERL).

KLIA is served by 47 airlines operating to over 100 scheduled destinations and this number is increasing. Direct mid to long haul access is provided to 5 Australian and 5 Middle East cities, 7 North American and African cities and 9 European cities plus the Asian regional and domestic network.

For more information, visit the Kuala Lumpur Convention Centre website and select 'attending an event' and then 'transport'.

Visa Information

Please visit www.ottawaconference.org for details.

Currency

The Ringgit, the Malaysian currency, is exchangeable at Money Changers and Banks. Traveller's cheques may be cashed at any of the banks located in the city. Major credit cards are accepted in most hotels and large shops, but beware of illegal surcharges. Banks will advance cash against major credit cards. With American Express, Visa and MasterCard as well as Cirrus, Plus and Maestrobank (debit) cards, you can withdraw money from automatic teller machines (ATMs) in big cities and many towns. Sterling and US dollar traveller's cheques can be cashed at Malaysian banks, licensed money changers and some hotels.

Banking hours are generally Mon-Fri 9.30am-4pm and Sat 9.30am-noon. Some banking facilities at Suria KLCC open on Sat and Sun till 4pm.

As a guide, the Ringgit is currently MYR 3 to \$1 USD, and MYR 5 to £1.

Weather

Malaysia has a typically tropical climate with temperatures ranging between 27 degrees C and 35 degrees C year round and with humidity around the 90% level year round.

The tropics can take some adjusting to and it is advisable to take it easy on arrival if travelling from non-tropical climates though plentiful air-conditioning makes this adjustment easier.

Language

The language of the Conference is English.

Exhibition

A commercial and academic exhibition will be held on the main Conference days. Exhibitors typically include:

- publishers of medical and basic science textbooks, and books and journals relevant to teachers in medicine and the healthcare professions;
- manufacturers and suppliers of teaching aids including simulators, computers, mobile technology and elearning packages;
- institutions offering a service in medical education, eg testing, data handling;
- pharmaceutical companies with involvement in undergraduate, postgraduate and continuing medical education, allowing them the opportunity to highlight and demonstrate educational resources that they have produced or supported;
- institutions and bodies offering courses for healthcare professionals across the continuum of education;
- institutions responsible for administration or regulation in medicine and the healthcare professions;
- professional bodies and medical schools.

Premium and standard booths are offered for commercial exhibitors, together with not-for-profit booths and table-top displays for academic organisations. In addition a range of other sponsorship opportunities are offered. Please see the Exhibit and Sponsorship Prospectus on the website www.ottawaconference.org and contact ottawa2012@aosconventions.com for more information or to reserve space.

How to register

Registration is managed by

AOS Conventions & Events Sdn Bhd

(Member of AOS Tours & Travel)

No. 39 & 40, Jalan Mamanda 9

Ampang Point 68000

Kuala Lumpur, Malaysia

Tel: +603-425 29100

Fax: +603-42571133

Email: ottawa2012@aosconventions.com

Website: www.ottawaconference.org

Please register online by following the Registration link from the website www.ottawaconference.org. Payment may be made by credit card (Visa or Mastercard), or by bank transfer. An invoice in US dollars and Malaysian Ringgits will be sent by email. Payment is accepted in either currency. Alternatively please download and complete the manual registration form on the website. Payment may be made by credit card or bank transfer.

Registration fees

Prices are quoted in Malaysian Ringgits. As an indication, the conversion rate as at June 2011 is:
US\$ 1 = MYR 3; UK£ 1 = MYR 5.

Earlybird registration (by 10 December 2011)

MYR 2430

Late registration (after 10 December 2011)

MYR 2730

Earlybird registration students¹ and qualifying countries²

MYR 1770

Late registration students¹ and qualifying countries²

MYR 2070

Opening ceremony and reception guest ticket

MYR 180

Half-day preconference workshop

MYR 360

FAME Course

MYR 2625

RESME Course

MYR 2625

¹ Student registration is for those undertaking a first degree or a graduate entry medical degree. It does not apply to those pursuing a higher degree or qualification.

² Qualifying countries:

Algeria
Armenia
Azerbaijan
Bangladesh
Belarus
Bosnia
Bulgaria
Central America
Croatia
Estonia
Georgia
India
Iraq
Kazakhstan
Latvia
Lithuania
Malaysia (host country)
Moldova
Montenegro
Morocco
Myanmar
Nepal
Pakistan
Romania
Serbia
Slovakia
Slovenia
South America
Sri Lanka
Sub-Saharan Africa
Tunisia
Ukraine

Cancellation and Refund Policy

All cancellations and refund requests must be in writing. Cancellations received by 9 December 2011 will incur a MYR 300 administrative fee. There is no refund for cancellations received after 9 December 2011.

About the Ottawa Conferences

The Ottawa Conferences on the Assessment of Competence in Medicine and the Healthcare Professions were set up by Professor Ian Hart (Ottawa, Canada) and Professor Ronald Harden (Dundee, UK) in 1985. Held biennially, they provide a forum for medical and other healthcare professions educators to network and share ideas on all aspects of the assessment of competence in both clinical and non-clinical domains, throughout the continuum of education. Conferences are held alternately in North America and elsewhere in the world.

Conferences are organized by a Local Organising Committee in collaboration with the Association for Medical Education in Europe (www.amee.org)

Deadline dates

1 July 2011	Registration, accommodation and tours booking starts
30 September 2011	Deadline for abstract submissions
15 November 2011	Notification of acceptance of abstracts
10 December 2011	Earlybird registration ends
15 December 2011	Deadline for registration of presenters
9 January 2012	Recommended date to reserve accommodation and tours
9-10 March 2012	Preconference workshops and courses
10 March 2012	Conference opening ceremony



If you would like more information about AMEE and its activities, please contact the AMEE Office:

Tay Park House, 484 Perth Road, Dundee DD2 1LR, UK.

Tel: +44 (0)1382 381953 Fax: +44 (0)1382 381987 Email: amee@dundee.ac.uk

Scottish Charity No. SC 031618



www.amee.org

