

25<sup>th</sup>  
Anniversary  
Conference

14<sup>th</sup>  
Ottawa  
Conference

The assessment of competence

Miami  
2010 

# Assessment of Competence in Medicine and the Healthcare Professions

May 15-19

Hyatt Regency Miami, Florida, USA

## CONFERENCE PROGRAM

[www.ottawaconference.org](http://www.ottawaconference.org)

14<sup>th</sup> Ottawa Conference co-hosted by:



University of Miami  
Michael S Gordon Center  
for Research in  
Medical Education



UNIVERSITY OF MIAMI  
MILLER SCHOOL  
of MEDICINE



Association for Medical Education in Europe (AMEE)  
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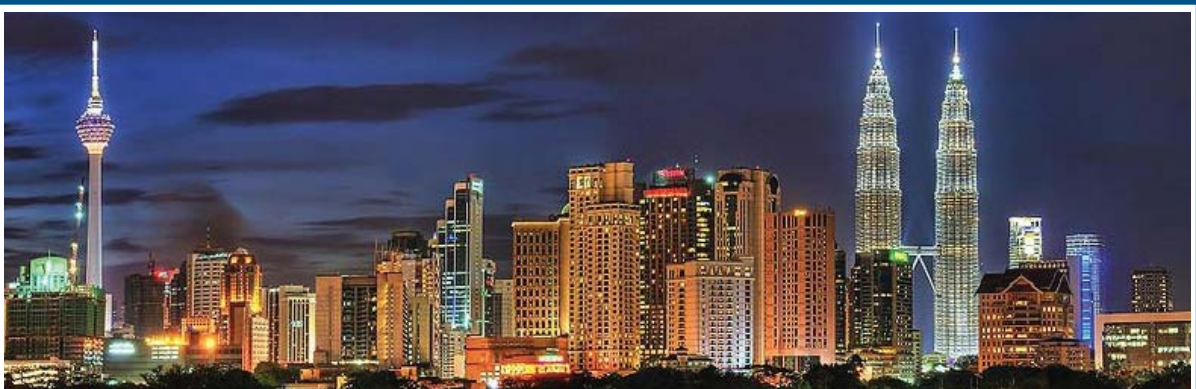
*“ An international forum for exchanging ideas and developments in the field of evaluating competence in the healthcare professions, with the aim of improving healthcare and healthcare delivery around the world ”*

**ottawa**  
CONFERENCE

[www.ottawaconference.org](http://www.ottawaconference.org)

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 1980. 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.

email: [ottawaconference@dundee.ac.uk](mailto:ottawaconference@dundee.ac.uk)



[www.ottawaconference.org](http://www.ottawaconference.org)



## Assessment of Competence in Medicine and the Healthcare Professions

9-13 March 2012

**KUALA LUMPUR, MALAYSIA**



Local host: International Medical University, Kuala Lumpur  
in collaboration with the Association for Medical Education in Europe



# Saturday, May 15<sup>th</sup> / Sunday, May 16<sup>th</sup>

## PRE-CONFERENCE ACTIVITIES

	KNIGHT	BRICKELL NORTH	BRICKELL SOUTH	BRICKELL CENTER	TUTTLE NORTH	TUTTLE SOUTH	ORCHID C	TUTTLE CENTER	ORCHID B	ORCHID D	BRICKELL PREFUNC	TUTTLE PREFUNC	MERRICK I	MERRICK II	ORCHID A	GARDENIA A/B	AZALEA A/B	
1900-2200 SUNDAY 16 <sup>TH</sup>	OPENING CEREMONY & RECEPTION																	
1330-1700 SUNDAY 16 <sup>TH</sup>		Why and how should we evaluate the curriculum	Learning and assessment in basic operating theatre	Virtual patients for assessment	Assessing professionalism	Use of generalizability theory	Assessing at station level	A simulated ward exercise	Setting performance standards	Theme Group 1: 0900-1700 hrs (Good Assessment)	Theme Group 2: 0900-1700 hrs (Technology-based)	Theme Group 3: 0900-1700 hrs (Performance)	Theme Group 4: 0900-1700 hrs (Professionalism)	Theme Group 5: 0900-1700 hrs (Selection)	Theme Group 6: 0900-1700 hrs (Research)	Speaker Ready		
0900-1230 SUNDAY 16 <sup>TH</sup>		PCW18 Selecting selection strategies	PCW19 Assessment in basic medical sciences	PCW20 Assessment of attitudes	PCW21 Assessing with standardized patients	PCW22 Script Concordance Tests	PCW23 Fundamentals of Assessment in Medical Education (FAME)	PCW24 Essential Skills in Medical Education (ESME)	FAME FAME Breakout	PCW25 Setting performance standards	THEME GROUPS - CLOSED MEETINGS							
1330-1700 SATURDAY 15 <sup>TH</sup>			Fundamentals of Assessment in Medical Education (FAME)	FAME Breakout			PCW6 Developing high quality multiple choice tests	PCW7 Calibrating workplace assessments	PCW5 Calibrating workplace assessments	PCW7 Improving team performance					ESME Essential Skills in Medical Education (ESME)		Executive / TG Leaders	
0900-1230 SATURDAY 15 <sup>TH</sup>							PCW1 Issues in progress testing		PCW2 Mini-CEX and DOPs	PCW4 Measuring teamwork					ESME Essential Skills in Technology (ESTME)			

GORDON CENTER (Transport provided from Hyatt Regency to Gordon Center and return)				
PCW14 Developing simulation-based stations for OSCEs	PCW17 Simulation-based Stations for OSCEs, Training & assessment (En Espanol)	PCW16 Simulation-based training and assessment		
PCW26 Using simulation to measure outcomes	PCW27 Use simulation to measure outcomes (En Espanol)			



# Tuesday, May 18<sup>th</sup>

SESSION 5 0800-0930	SESSION 6 1015-1215	SESSION 7 1330-1500	SESSION 8 1530-1700
<b>PLENARY 2</b> Plenary 2 <b>SYMPOSIUM</b> Work-based assessment	<b>SYMPOSIUM</b> Work-based assessment	<b>SYMPOSIUM</b> Accreditation and credentialing	<b>SYMPOSIUM</b> Progress testing
<b>ORAL PRESENTATIONS</b> Portfolio assessment in undergraduate education Assessment of teams Simulated patients Undergraduate assessment across the world Standard setting	<b>ORAL PRESENTATIONS</b> Faculty development Feedback The trainee in difficulty The trainee in difficulty Feedback Faculty development	<b>ORAL PRESENTATIONS</b> Work-based assessment 1 Technology 1 Training for self-assessment Assessment in undergraduate education Problem-based learning	<b>ORAL PRESENTATIONS</b> Work-based assessment 2 Technology 2 Other outcomes 1 Assessment for learning Assessment in undergraduate education Problem-based learning
<b>THEME GROUPS</b> High authenticity assessment Of Conan Doyle and Hummer: professionalism Building meaningful core competency assessment using simulation How can residents' evaluative sessions be prepared successfully? Uses of subjective data in assessment Unconventional SPs	<b>THEME GROUPS</b> Theme Group 1: (closed session) (Good Assessment) Theme Group 2: (closed session) Technology-based Theme Group 3: (closed session) (Performance)	<b>THEME GROUPS</b> Theme Group 4: (closed session) Professionalism Theme Group 5: (closed session) (Selection) Theme Group 6: (closed session) (Research)	<b>THEME GROUPS</b> Theme Group 4: (closed session) Professionalism Theme Group 5: (closed session) (Selection) Theme Group 6: (closed session) (Research)
<b>WORKSHOPS</b> Assessing written communication skills Improving quality of direct observation e-mentoring of learning environment Maximizing faculty-teacher feedback in OSCEs Using cultural competence to improve assessment	<b>WORKSHOPS</b> Assessing written communication skills Improving quality of direct observation e-mentoring of learning environment Maximizing faculty-teacher feedback in OSCEs Using cultural competence to improve assessment	<b>WORKSHOPS</b> Assessing written communication skills Improving quality of direct observation e-mentoring of learning environment Maximizing faculty-teacher feedback in OSCEs Using cultural competence to improve assessment	<b>WORKSHOPS</b> Assessing written communication skills Improving quality of direct observation e-mentoring of learning environment Maximizing faculty-teacher feedback in OSCEs Using cultural competence to improve assessment
<b>POSTERS</b> Competencies required of a doctor Curriculum evaluation 1 Postgraduate 1	<b>POSTERS</b> Competencies required of a doctor Curriculum evaluation 1 Postgraduate 1	<b>POSTERS</b> Faculty development Curriculum 2 Postgraduate 2	<b>POSTERS</b> Clinical competence The student as teacher/assessor Postgraduate 3
<b>ESTEME Lunch</b> FAME Lunch ESME Lunch	<b>ESTEME Lunch</b> FAME Lunch ESME Lunch	<b>ESTEME Lunch</b> FAME Lunch ESME Lunch	<b>ESTEME Lunch</b> FAME Lunch ESME Lunch
<b>KNIGHT LOBBY</b> U	<b>RIVERFRONT HALL</b> S T	<b>RIVERFRONT HALL</b> S T	<b>RIVERFRONT HALL</b> S T
<b>GARDENIA A &amp; B</b>	<b>GARDENIA A &amp; B</b>	<b>GARDENIA A &amp; B</b>	<b>GARDENIA A &amp; B</b>
<b>AZALEA A&amp;B</b>	<b>AZALEA A&amp;B</b>	<b>AZALEA A&amp;B</b>	<b>AZALEA A&amp;B</b>
<b>GARDENIA C</b>	<b>GARDENIA C</b>	<b>GARDENIA C</b>	<b>GARDENIA C</b>
<b>OTTAWA 2014 Lunch</b>	<b>OTTAWA 2014 Lunch</b>	<b>OTTAWA 2014 Lunch</b>	<b>OTTAWA 2014 Lunch</b>



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# WELCOME FROM MAYOR

---

## City of Miami, Florida

TOMAS P. REGALADO  
MAYOR



3500 PAN AMERICAN DRIVE  
MIAMI, FLORIDA 33133  
(305) 250-5300  
FAX (305) 854-4001

Dear Delegates and Participants,

On behalf of the citizens of the City of Miami and my colleagues on the City Commission, it gives me great pleasure to welcome the 14<sup>th</sup> Ottawa Conference to Miami. We are delighted and honored that the organizers have chosen to host this prestigious International Symposium and Congress in our vibrant city.

This year's conference will be in the midst of a tropical paradise, also known to many as the "Sophisticated Tropics." Miami is one of America's most dynamic global cities that is legendary for its burst of passion and creativity with an international flair, which contributes to a fascinating culturally diverse community.

You may have heard that Miami is also referred to as the "Gateway to the Americas" because of its accessibility from any part of the world. Miami's appeal can vary from the business of commerce, to its array of art and entertainment venues, world class restaurants, unique all-year sporting and recreational opportunities, and our vibrant nightlife—all to be found in this world class hub city.

Lastly, it is with great privilege that we will be able to share and demonstrate the warmth and inviting atmosphere for which we are famous and ensure the success of the 2010 Ottawa Conference while in the "Sophisticated Tropics."

Sincerely,

A handwritten signature in dark ink, reading "Tomas Regalado". The signature is written in a cursive style with a long, sweeping underline that extends to the left.

Tomas Regalado  
Mayor

# WELCOME TO OTTAWA 2010

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On behalf of the Local Organizing Committee, I want to warmly welcome everyone to the 2010 Ottawa Conference on the Assessment of Competence in Medicine and the Healthcare Professions. Together we celebrate the 25th Anniversary of the Ottawa Conference and we are so proud and honored to host this milestone event in Miami, Florida. To commemorate this special milestone, we will review progress made over the past 25 years, highlight current good practice and identify trends and developments over the next 25 years.

We believe that you will be the most important part of the meeting and that your active participation will be essential for the meeting to fulfill its mission. We received more than 1,000 abstracts and workshop submissions from a wide range of disciplines, professions and countries. The meeting will reflect an interprofessional and international perspective across all phases of training and practice.

A major product of the meeting will be a series of Consensus Statements and Recommendations relating to assessment in the healthcare professions. These will reflect what is seen to be good practice in this area from both a national and an international perspective. Six working groups, each addressing an important theme in assessment, will be finalizing their reports and presenting them during the meeting. You will have an opportunity to comment on and influence the further development of these statements. We see this as an exciting and important initiative.

Ottawa 2010 takes place in Miami, a dynamic, cosmopolitan, sub-tropical paradise. Miami's picturesque beaches, warm climate, numerous outdoor activities, wide diversity of cultures and easy accessibility nationally and internationally make it a perfect setting for the 25th Anniversary and we hope you will enjoy the many riches Miami has to offer.

We thank you again for joining us and participating in Ottawa 2010 in Miami. The Local Organizing Committee has drawn upon the international backgrounds and diversity of expertise of the Keynote Speakers and Planning Committee to put together a meeting that is broad in scope, rich in substance, ambitious in reach and grounded in relevance.



BARRY ISSENBERG  
Chair, Ottawa 2010

On behalf of the Ottawa 2010 Organizing Committee

# ENDORISING ORGANISATIONS, ACADEMIC AND ORGANISATIONAL SUPPORT

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## OTTAWA 2010 SPONSORS

The Local Organizing Committee of the Ottawa 2010 Conference would like to express its deepest thanks and sincerest gratitude in acknowledging the financial support of the following organizations:

Laerdal Medical (Major Sponsor)	<a href="http://www.laerdal.com">www.laerdal.com</a>
American Board of Internal Medicine Foundation	<a href="http://www.abim.org">www.abim.org</a>
Medical Council of Canada	<a href="http://www.mcc.ca">www.mcc.ca</a>
Royal College of Physicians and Surgeons of Canada	<a href="http://www.rcpsc.medical.org">www.rcpsc.medical.org</a>
Society for Simulation in Healthcare	<a href="http://www.ssih.org">www.ssih.org</a>

## LOCAL ORGANIZING COMMITTEE

Michael S Gordon (University of Miami, US)	Pat Lilley (AMEE)
Ronald Harden (AMEE)	William McGaghie (Northwestern University, US)
Ian Hart (Ottawa, Canada)	Alex Mechaber (University of Miami, US)
S Barry Issenberg (Chair – University of Miami, US)	Emil Petrusa (Vanderbilt University, US)
Diane Issenberg (University of Miami, US)	

## THEME GROUPS

### THEME GROUP 1: Criteria for a good assessment

John Norcini (US) – Group Leader	Robert Galbraith (US)
Brownie Anderson (US)	Richard Hays (Australia)
Valdes Bollela (Brazil)	Athol Kent (South Africa)
Vanessa Burch (South Africa)	Vanessa Perrott (South Africa)
Manuel João Costa (Portugal)	Trudie Roberts (UK)
Robbert Duvivier (Netherlands)	

### THEME GROUP 2: Technology and assessment

Zubair Amin (Singapore) – Group Leader	Maira Maley (Australia)
Jack Boulet (US)	Doris Ostergaard (Denmark)
David Cook (US)	Gominda Ponamperuma (Sri Lanka)
Rachel Ellaway (Canada)	Andrew Wearn (New Zealand)
Ahmad Fahal (Sudan)	Amitai Ziv (Israel)
Roger Kneebone (UK)	

### THEME GROUP 3: Performance assessment

Katharine Boursicot (UK) – Group Leader	Ahmed Fahal (Sudan)
Julian Archer (UK)	Jean Ker (UK)
Agnes Dodds (Australia)	Sydney Smee (Canada)
Peter Donkor (Ghana)	Alison Sturrock (UK)
Sambandam Elango (Malaysia)	

#### **THEME GROUP 4: Assessment of professionalism**

Brian Hodges (Canada) – Group Leader  
Olle ten Cate (Netherlands)  
Richard Cruess (Canada)  
Sylvia Cruess (Canada)  
Shiphra Ginsburg (Canada)  
Fred Hafferty (US)  
Eric Holmboe (US)  
Ming Ho (Taiwan)  
Matthew Holtman (US)

Sadayoshi Ohbu (Japan)  
Charlotte Rees (Australia)  
David Stern (US)  
Yusuke Tsugawa (Japan)  
Walther van Mook (Netherlands)  
Val Wass (UK)  
Winnie Wade (UK)  
Tim Wilkinson (New Zealand)

#### **THEME GROUP 5: Assessment for selection for the healthcare professions and speciality training**

David Prideaux (Australia) – Group Leader  
Angel Centeno (Argentina)  
Kevin Eva (Canada)  
Peter McCrorie (UK)  
Chris McManus (UK)

Fiona Patterson (UK)  
David Powis (Australia)  
Chris Roberts (Australia)  
Ara Tekian (US)  
David Wilkinson (Australia)

#### **THEME GROUP 6: Research in assessment**

Lambert Schuwirth (Netherlands) – Group Leader  
Jerry Colliver (US)  
Larry Gruppen (US)  
Clarence Kreiter (US)  
Steve Lurie (US)  
Stewart Mennin (Brazil)

Hiroataka Onishi (Japan)  
Louis Pangaro (US)  
Charlotte Ringsted (Denmark)  
David Swanson (US)  
Cees van der Vleuten (Netherlands)

### **PROGRAM COMMITTEE**

Zubair Amin (Singapore)  
Brownie Anderson (US)  
Hamid Baradaran (Iran)  
John Blich (UK)  
Katharine Boursicot (UK)  
Ian Bowmer (Canada)  
Angel Centeno (Argentina)  
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Eckhart Hahn (Germany)  
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Don Melnick (US)  
Stewart Mennin (Brazil)  
John Norcini (US)  
Geoff Norman (Canada)  
Hiroataka Onishi (Japan)

Niv Patil (Hong Kong)  
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Sari Ponzer (Sweden)  
David Prideaux (Australia)  
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Lambert Schuwirth (Netherlands)  
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Mark Swartz (US)  
Ara Tekian (US)  
Thomas Thomson (US)  
Cees van der Vleuten (New Zealand)  
Amitai Ziv (Israel)

## **ABSTRACT REVIEWERS**

We are very grateful to the many reviewers who gave up their time to help in the extensive review process of oral, poster and conference workshop abstracts.

## **AMEE SUPPORT**

Tracey Thomson

## **DESKTOP PUBLISHING**

Lynn Thomson

## **OTTAWA 2010 MEETING PLANNER**

Cathy Clifton, C2 & Company Meetings and Events

## **GORDON CENTER FACULTY SUPPORT**

Joseph Esterson

Hilit Mechaber (Univ of Miami)

Geoff Miller

Ivette Motola

Vivian Obeso

Hector Rivera

Jorge Ruiz (Univ of Miami)

Ross Scalese

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Oscar Rodriguez

Brian Stark

Stanley Stark

Joel Tarasiuk

Michael Ung

Rudy Valdez

Mario Zambrana

## TRAVEL FROM THE AIRPORT TO DOWNTOWN MIAMI

Miami International Airport is located 8 miles (13 km) from the Hyatt Regency with excellent transportation options to take you directly to downtown Miami.

- SUPER SHUTTLE SERVICE:** This is a 24-hour service to hotel located in downtown Miami. You should go to the Super Shuttle station located at the "Van/Limo" booth directly outside of the lower level baggage claim area near curbside pick-up. Blue vans with yellow lettering say "Super Shuttle". The cost is \$18 USD per person.
- MIAMI AIRPORT TAXI SERVICE:** There are always plenty of taxis waiting at Miami Airport. The cost is typically \$20-\$25 USD one-way. You should confirm this price before the leaving the airport.
- SELF DRIVING:** If you are renting\* a car at the airport and driving yourself to the conference, directions are below to the Hyatt Regency are:
  - Take 836 east, go through tolls and stay to right side.
  - Take I-95 South Exit – Downtown.
  - Once on I-95, stay in left hand lane and take Exit 2A/Biscayne Boulevard.
  - Stay in right hand lane at the end of the ramp, the Hyatt hotel will be on your immediate right side.
  - There are 2 parking options: Hyatt valet service \$30/day; Knight Center parking garage \$19/day

Hyatt Regency Miami  
400 SE Second Ave  
Miami, Florida 33131-2197, USA

Tel: +1-800-233-1234  
Fax: +1 305 358 0529  
Website: [www.miamiregency.hyatt.com](http://www.miamiregency.hyatt.com)

\* Please note, we have secured a 5% discount for any car rentals made through Enterprise Rent-A-Car. To make a reservation, please call 1-800-Rent-A-Car (1-800-593-0505) and use the following codes:  
**Rental account number: L41MW02; PIN# OTT**

## ACCOMMODATION

If you still need to reserve accommodation, please contact **Cathy Clifton at C2 & Company Meetings and Events** as soon as possible:

Ottawa Conference 2010  
C2 & Company Meetings and Events

Tel: +1-480-874-1851  
Fax: +1-866-858-5807  
Email: [Ottawa2010@C2andCo.com](mailto:Ottawa2010@C2andCo.com)

## USEFUL INFORMATION ABOUT MIAMI

**CREDIT CARDS AND CURRENCY EXCHANGE:** the currency in Miami is the US dollar (\$). At the time of going to press, the exchange rate is:

1USD = 0.65p (UK)      1USD = 1.00 CAD      1USD = 0.74 EURO      1USD = 1.08 AUD

Foreign currency exchange is normally done in banks. Some hotels will also change currency, although they generally charge more in commission than banks. There are a large number of banks in Miami, making the exchange of foreign currency easy and efficient. There are also numerous ATM machines, and they take all types of credit cards, making it very easy to have instant access to cash. Banks are open to the public from 9 a.m. to 4 p.m. Monday through Friday. Since many of you will arrive on Saturday and Sunday, it is recommended that you exchange some currency at your departure airport or upon arrival to Miami International Airport.

All major credit cards are accepted by most businesses. A photo identification is often requested.

**GRATUITIES:** Gratuities are often added to the restaurant check. Please confirm your bill before paying to avoid double tipping. The typical rate at restaurants is 15-20% of the bill.

**CLIMATE:** Miami's subtropical climate ensures plenty of sunshine. While May is a warm month (72-85° F, 22-29°C), virtually all buildings are air-conditioned. In fact, a light sweater or jacket is advisable to take the chill off the indoor climates. The powerful rays of the sun also make it a good idea to wear a hat and protective sunscreen when planning to be outdoors for long periods.

**HEALTH AND ACCIDENT INSURANCE:** Participants are reminded that they should make sure they have appropriate insurance cover for themselves and their possessions before leaving their home country.

**ELECTRICAL SUPPLY:** The electrical supply in Miami is 110V. Electrical sockets take Type A (2 parallel flat prongs) or Type B (Type A with a rounded earth ground) plugs.

**SMOKING POLICY:** Smoking is not permitted at the Conference venues. Most public places in Miami now ban smoking, except in very few designated areas.

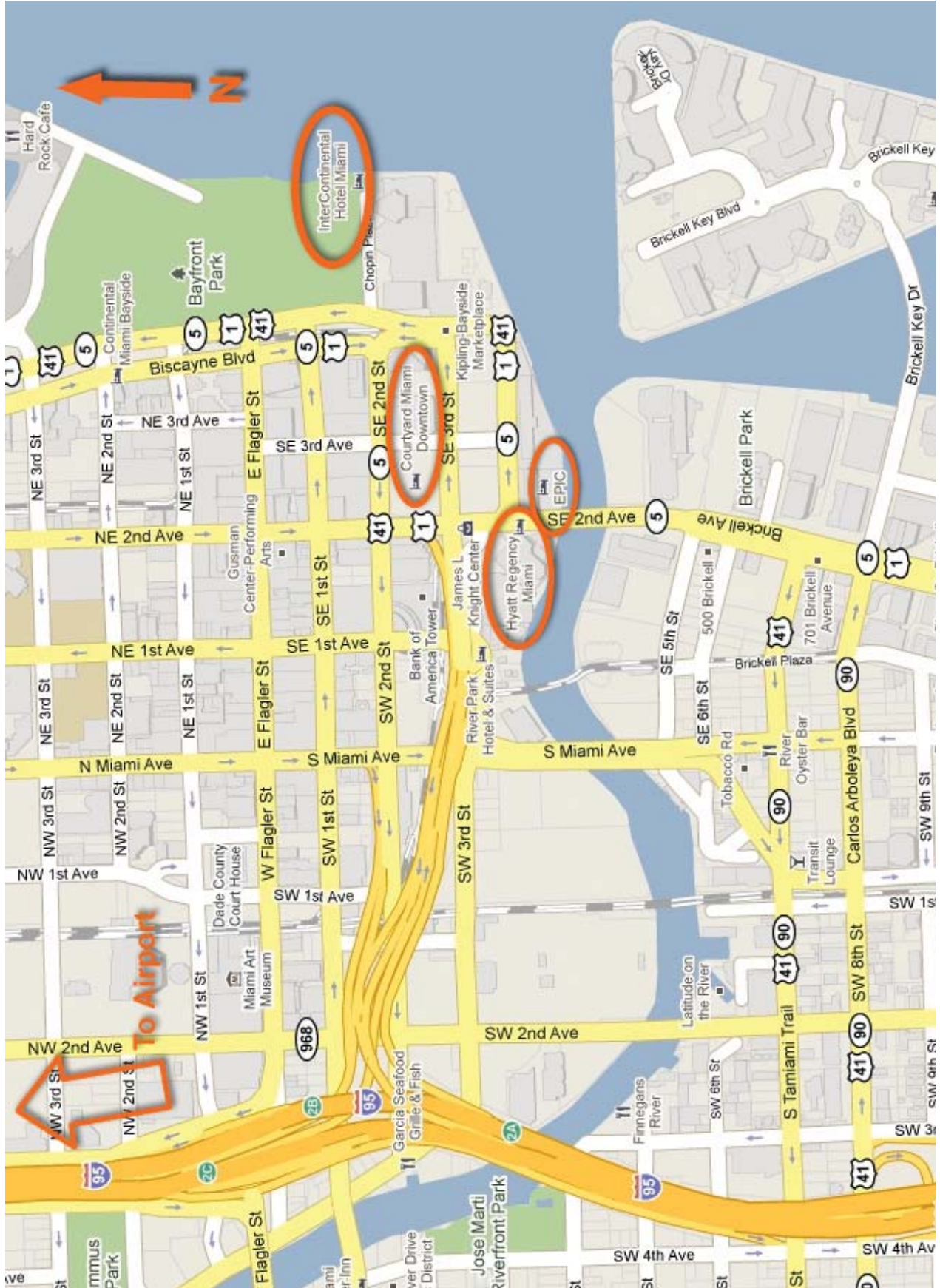
**WHERE TO EAT IN MIAMI:** A list of restaurant suggestions will be available at the registration desk.

**CHILDREN:** Please note that children are not permitted to attend any of the academic sessions and should not be left unaccompanied at any time in any of the conference areas.

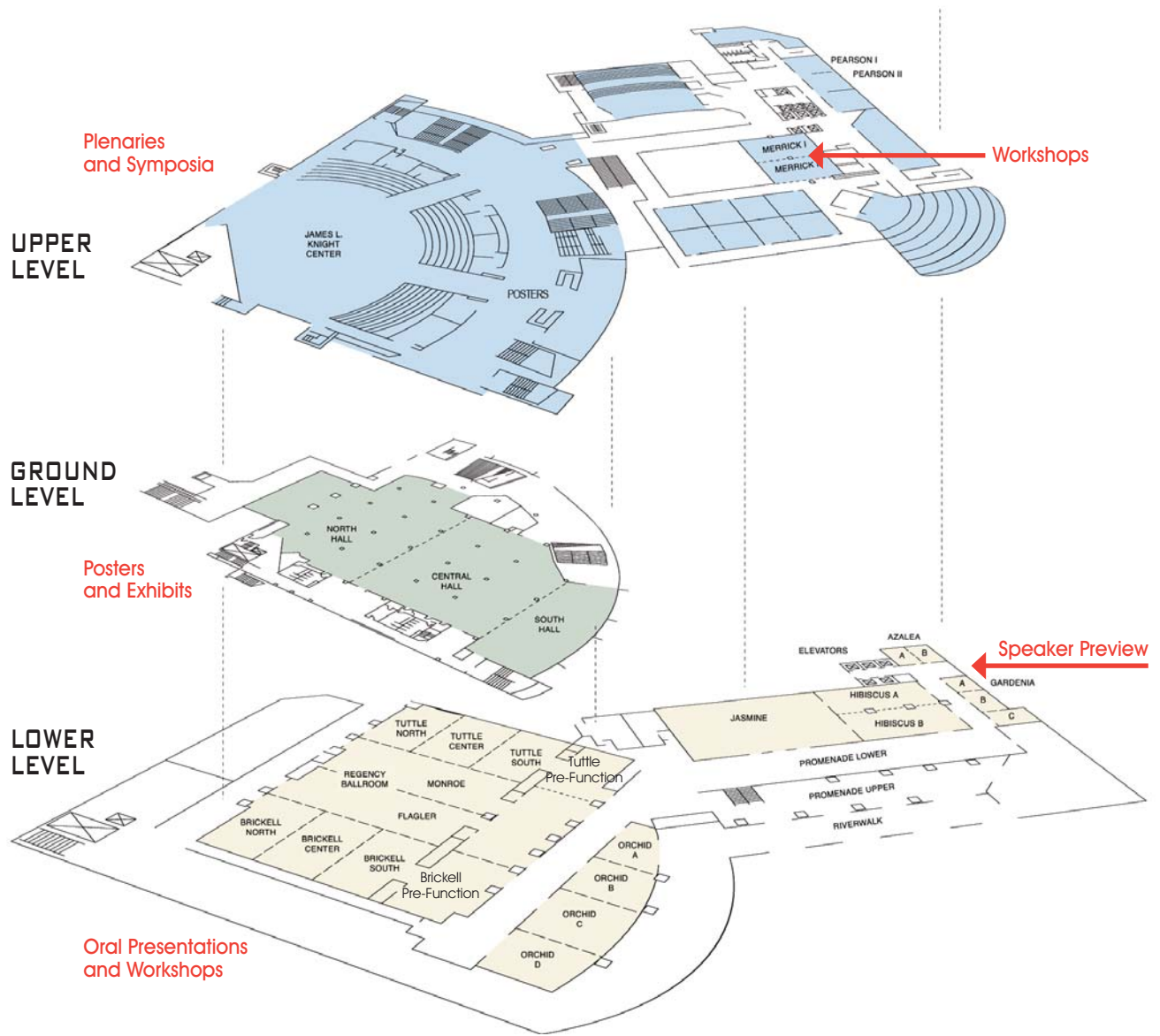
**PARTICIPANTS WITH SPECIAL NEEDS:** Participants with special needs are asked to contact the Ottawa Administration ([ottawa2010@dundee.ac.uk](mailto:ottawa2010@dundee.ac.uk)) in advance of the Conference so that we can do our best to make your conference participation as easy as possible.

**SAFETY TIPS:** Every effort is made to ensure you have a safe conference experience, nonetheless, we encourage you to follow these simple tips:

- For help in an emergency, dial 911 from any telephone.
- Valuables that you bring should be secured in your hotel safe.
- Always lock all doors while in your hotel room. Use the safety chain for extra security.
- Keep your room key in a safe place on your person when at a hotel swimming pool, bar or dining room.
- Use a map to plan your route before venturing away from the hotel - or consult your hotel's front desk for assistance and directions.
- Be alert when walking through parking lots. Avoid people who make you uncomfortable, as well as areas without sufficient lighting. Travel with a companion in the evening.



# FLOOR PLAN - HYATT REGENCY AND JAMES L KNIGHT CONVENTION CENTER



## CONFERENCE VENUE

All the main conference sessions and most of the pre-conference workshops take place at:

Hyatt Regency Miami 400 SE Second Ave Miami, Florida 33131-2197, USA	Tel: +1-800-233-1234 Fax: +1 305 358 0529 Website: <a href="http://www.miamiregency.hyatt.com">www.miamiregency.hyatt.com</a>
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The Hyatt Regency Hotel is in the heart of downtown Miami overlooking Biscayne Bay and providing effortless access to everything from Brickell Ave and the Financial District, to the shopping at Coral Gables and Coconut Grove, to world-famous white sandy beaches. The Hyatt is only 8 miles east of Miami International Airport. Travel by taxi or shuttle bus transportation from the airport will take around 15-20 minutes.

For further details and a map please see the website <http://miamiregency.hyatt.com/hyatt/hotels/index.jsp>

## HOW TO GET TO HYATT REGENCY

The Hyatt Regency is within walking distance to all Ottawa Conference hotels.

- The **Intercontinental Hotel** is about (0.3 miles / 0.5 km) walk to the Hyatt Regency. Alternatively, registrants may take the free Miami Metro Mover (an above ground monorail system – see map of routes in conference bag). Enter at the Bay Front Park Station (150 Biscayne Boulevard) and take it directly to the Hyatt / James L Knight Center station.
- The **Marriot Courtyard** is directly across the street (North) from the Hyatt.

**Taxis:** Taxis are inexpensive and readily available. Expect to pay between \$5-\$10 between most locations in downtown Miami.

## PRE-CONFERENCE WORKSHOPS AND COURSES AT UNIVERSITY OF MIAMI GORDON CENTER

Pre-conference workshops 3, 8, 14, 16, 17, 26, 27 and the ESTEME course take place at the University of Miami Gordon Center for Research in Medical Education (GCRME). Transport will be provided from the Hyatt to GCRME. Please note workshops 17 & 27 are in Spanish:

University of Miami Gordon Center for Research in Medical Education 1120 Northwest 14th Street Miami, Florida 33136, USA	<a href="http://www.gcrme.med.miami.edu">www.gcrme.med.miami.edu</a>
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There is no registration desk at the GCRME. Conference packs should be collected from the registration desk at the Hyatt Regency prior to getting on the bus for GCRME. Buses will embark 20 minutes prior to the scheduled start of your workshop or course.

## REGISTRATION DESK OPENING HOURS

All participants should register in the main lobby level of the Hyatt Regency at one of the following times:

Friday, May 14	1300-1700	Monday, May 17	0700-1800
Saturday, May 15	0800-1700	Tuesday, May 18	0700-1800
Sunday, May 16	0800-2000	Wednesday, May 19	0700-1500

(Please note that it will not be possible to mount posters and set up exhibits until 1400 hrs on Sunday, May 16)

**ONSITE PAYMENTS:** Participants who have made an arrangement to pay their registration fee at the desk are asked to present their invoice and pay by credit card or cash (US Dollars).

**CONFERENCE NOTICE BOARD AND MESSAGES:** Please check the boards near the registration desk for updates and for personal messages.

Between Wednesday May 12 and Monday May 24, messages for the Ottawa administration and for conference participants may be sent to: [Ottawa2010@C2andCo.com](mailto:Ottawa2010@C2andCo.com).

## INTERNET ACCESS

PCs for internet access are available in the Internet Café in front of the Riverfront Hall from 1400 hrs on Sunday May 16 to Wednesday May 19. Wireless Internet Access for registrants with their own PCs will be available Monday May 17 to Wednesday May 19 in the Riverfront Hall.

## AUDIO VISUAL ARRANGEMENTS

A computer with sound facilities and a data projector/beamer are provided in all presentation rooms for plenaries, symposia, oral presentations and workshops. No additional audiovisual aids are provided for poster presentations. Participants should not plan to use their own computer for symposia or oral presentations to avoid delay during changeover. Pre-conference and conference workshop facilitators may use their own laptops if they wish. If software other than PowerPoint is required for presentations, the Ottawa administration ([ottawa2010@dundee.ac.uk](mailto:ottawa2010@dundee.ac.uk)) should be contacted as soon as possible.

Presentations should be taken on CD or USB device to the technician in the Speaker Ready Room located in the Gardenia A/B on the Terrace level which is open from 0800 hrs on Sunday, and thereafter during registration times. If possible presentations should be handed in the day before, or a minimum of 4 hours before the start of the session. Name the file as follows: Session code and the family name, e.g. 2C6 Smith.

## TURNING POINT AUDIENCE RESPONSE SYSTEM

The 'Turning Point' Audience Response System will be used by some of the speakers and workshop facilitators to increase the interactivity of the sessions. The keypads are easy to use and we hope you will use them in the session they are available. Symposia and conference workshop presenters have been invited to use the Audience Response System and Hector Rivera ([HRivera@med.miami.edu](mailto:HRivera@med.miami.edu)) will be pleased to integrate questions into a presentation if presenters send a PowerPoint slide as a template, together with their questions. For further information and assistance please contact the Hector Rivera.

## CME ACCREDITATION AND CERTIFICATES OF ATTENDANCE

The Royal College of Physicians of London has awarded the Conference 22 CPD points. A register of attendance will be available to sign and certificates of participation will be provided for pre-registered participants at the end of the Conference.

## CONFERENCE EVALUATION

A conference evaluation form will be placed in each conference pack. We value your feedback, so please complete and leave it at the registration desk or hand it to one of the staff/student assistants.

Some sessions will be evaluated separately, including workshops. Evaluation forms will be handed out by workshop facilitators and should be returned to the staff/student assistant, or handed in to the registration desk.

## PROGRAM AND ABSTRACTS

A printed copy of the program, together with a thumb drive containing the abstracts and list of delegates will be available for collection from the Registration Desk.

**Language:** The language of the conference is English. Some pre-conference workshops (PCW 17 and 27) and one in-conference workshop (6P1) will be in Spanish.

## CONSENSUS STATEMENT AND RECOMMENDATIONS

The Conference aims, with the assistance of Conference participants, to produce a Consensus Statement and set of Recommendations relating to assessment of competence, to serve as a guide for all working in the healthcare professions. For several months, the theme groups listed below have been reviewing the literature in specific topic areas, and have produced draft reports:

- |  |                                  |
|--|----------------------------------|
| 1. Criteria for a good assessment                                  | Chairperson: John Norcini        |
| 2. Technology-based assessment                                     | Chairperson: Zubair Amin         |
| 3. Performance assessment  | Chairperson: Katharine Boursicot |
| 4. Assessment of professionalism                                   | Chairperson: Brian Hodges        |
| 5. Assessment for selection for healthcare and speciality training | Chairperson: David Prideaux      |
| 6. Research in assessment  | Chairperson: Lambert Schuwirth   |

These groups will meet before, and on each day during the Conference, and will take into account presentations delivered by participants that can refine and enhance their draft reports.

Conference participants can in advance of the conference look at the background papers on the website [www.ottawaconference.org](http://www.ottawaconference.org). On the afternoon of Tuesday May 18, draft working papers of the consensus statements and recommendations will be available for participants to collect from the registration desk. On the final morning of the Conference, participants will have the opportunity to attend two of the six Theme Group presentations, to express their views and to input to the final documents. Each Group will present a summary report in the final plenary session. The Consensus Statement and Recommendations will be published following the Conference.

## CONFERENCE SESSIONS

Please refer to the daily program schedule at the beginning of this program, to see the overall structure of the Conference.

**PLENARY SESSIONS:** A plenary session will take place on each day. There will be the opportunity to pose questions to speakers immediately after each presentation, and discussion time has been allocated at the end of each session.

**SYMPOSIA:** Eight symposia are included in the program, one in each simultaneous session. Following introductory presentations by one or more presenters, there will be plenty of time for questions and discussion.

**ORAL PRESENTATION SESSIONS:** Oral presentations are grouped into themes. Each presenter has been allocated 10 minutes followed by 5 minutes for questions. All sessions have a chairperson. In some sessions, there is time for a general discussion following all of the presentations.

### ***Information for presenters of oral presentations:***

- Note carefully the time and location of your session as indicated in the program;
- Hand in your PowerPoint presentation at the Speaker Ready Room (Gardenia, Terrace level) a minimum of two hours before the start of your session;
- Go to your presentation room at least 15 minutes before the scheduled start of the session and introduce yourself to the chairperson;
- Please speak slowly and clearly during your presentation, remembering that for many in your audience English may not be their first language;
- Ensure your PowerPoint slides are clear, that there is not too much text to read in the limited time available and that the type is large enough to be legible for those sitting at the back of the room;
- You may like to think about providing copies of a single page handout with the key messages from your presentation, for participants to take away with them;
- Keep strictly to the 10 minutes allocated for your presentation. The chairperson will ask you to stop when your time has expired and will then ask the audience for questions.

### ***Role of the chairpersons of oral presentation sessions:***

- Before the session starts, check that the presenters have arrived; any last minute changes to the program will be provided immediately before the session starts. You need not worry about loading the presentations since this should already have been done by the technicians. A person will be available to assist if required, and a technician can be called in case of technical problems;
- Introduce each speaker according to the program, and ask him/her to stop speaking when the allotted 10 minute presentation period is over (a timer will be provided);
- Allow 5 minutes for questions between presentations;
- If there is time for discussion following all presentations, lead off the discussion and invite questions from the audience;
- If a presenter does not arrive, arrange for the 15 minute period to be used for further discussion; the next presentation should not start until the scheduled time;
- Draw the session to a close and thank participants.

**POSTERS:** Posters are a good way of communicating ideas about new approaches to education and reports of research studies and other work in the area. Themed presentation sessions have been included in the program. Each session will have a chairperson.

### ***Poster mounting and specification***

- *When to erect the poster:* Participants should bring their poster with them – it is not necessary to send it in advance. Posters should be mounted on Sunday May 15 from 1400-1800 hrs or between 0800-1000 hrs on Monday May 17. Posters should be removed from 1330-1600 on Wednesday May 19.
- *Where to erect your poster:* Posters in Groups 'S' and 'T' will be mounted in the Riverfront Hall and those in Group 'U' will be mounted in Knight Center Lobby, outside the Knight Center. Posters are allocated to themed groups and will be available for viewing throughout the Conference. Please see the program for the location and time of your poster session. Each board will be labelled with the identification number, poster title and name of author(s). Fixing materials will be provided. It is helpful if participants bring some copies of a handout of the key messages of the poster.
- *Size of poster:* Posters should be a maximum of 4 feet wide and 4 feet high.

### ***Structure of poster sessions and role of the chairperson***

*The poster session:* Each themed group has been allocated a discussion session in the program which will take place around the posters. Presenters should meet the Chairperson by the poster boards for that group 15 minutes before the scheduled start of the session. The Chairperson will lead the group around the boards, each presenter giving a 2-3 minute introduction of his/her poster to the group. This will be followed by a short period for questions and discussion. The Chairperson will introduce each presenter and keep the session to time. Any time at the end of the session could be used for discussion or for individual viewing.

*Availability of poster presenters:* In addition to the formal poster presentation session, presenters are encouraged to be available by their poster at some time during lunch and/or coffee breaks. It is helpful if a note is fixed to your poster board indicating when the presenter will be available if anyone wishes to discuss the poster outside of the scheduled session.

**CONFERENCE WORKSHOPS:** There are over 60 conference workshops from which to choose, abstracts for which are included in the abstract book. Places in conference workshops may be reserved in advance by signing up on the sheets by the Registration Desk. In order to avoid overcrowding, please do not attend a workshop for which you have not signed up, unless places are available in the room when the workshop is about to start.

**CONFERENCE MINI-WORKSHOPS:** Some mini-workshops of one hour duration have been scheduled. They have been paired with another mini-workshop on a complementary theme. You may choose to attend one or both of the sequential one-hour sessions.

**COURSES:** The unique design of the AMEE-ESME Courses and the FAME Course allow attendance at a course and a major conference at the same time. The Conference presentations may be used as a practical framework to supplement the theoretical underpinning provided by the courses, and facilitators work with participants to identify potential conference sessions of particular interest for the individual's needs.

**AMEE ESSENTIAL SKILLS IN MEDICAL EDUCATION (ESME) COURSE:**

**Course faculty:** Stewart Mennin and Teri McCarty (University of New Mexico School of Medicine, US)

**Course schedule:** Saturday May 15: workshop 0900-1700  
 Sunday May 16: half day workshop 0900-1230  
 Monday May 17 / Tuesday May 18: lunch sessions with faculty  
 (Monday 1200-1300; Tuesday 1215-1315).  
 Wednesday May 19: workshop 1600-1800

All sessions take place at Hyatt Regency.

**AMEE ESSENTIAL SKILLS IN TECHNOLOGY ENHANCED MEDICAL EDUCATION (ESTEME) COURSE:**

**Course faculty:** Jorge Ruiz, Ross J Scalese (University of Miami Miller School of Medicine, Florida, USA);  
 David A Cook (Mayo Clinic Rochester, Minnesota, USA).

**Course schedule:** Saturday May 15: workshop 0900-1700  
 Monday May 17 / Tuesday May 18: lunch sessions with faculty  
 (Monday 1200-1300; Tuesday 1215-1315).  
 Wednesday May 19: workshop 1600-1800

Saturday session at UM Gordon Center (transport provided from Hyatt Regency). All other sessions at Hyatt Regency.

**NBME FUNDAMENTALS OF ASSESSMENT IN MEDICAL EDUCATION (FAME):**

**Course faculty:** Ann King and Jack Boulet (Course Co-Directors); Dale Dauphinée, Lesley Southgate,  
 David Swanson, Ingrid Philbert, André de Champlain and Tony LaDuca (Course Faculty).

**Course schedule:** Saturday May 15: workshop 0900-1700  
 Sunday May 16: half day workshop 0900-1230  
 Monday May 17/Tuesday May 18: lunch sessions with faculty  
 (Monday 1200-1300; Tuesday 1215-1315).

All sessions take place at Hyatt Regency.

# EXHIBITION

## EXHIBITION OPENING HOURS

To ensure maximum exposure for exhibitors, the exhibition is centrally located in the Riverfront Hall, where coffee and lunch is also served. It will be open throughout the Conference, except during the keynote sessions:

Sunday May 16:	1200-1800 build up – no access for participants
Monday May 17:	0930-1700
Tuesday May 18:	0930-1700
Wednesday May 19:	0930-1330
	1330-1600 tear down – no access for participants

## EXHIBITORS

### AAMC – Academic Medicine and MedEdPORTAL

Contact: Toni Gallo; 2450 N. ST NW, Washington, DC 20037, USA  
Phone: 202-828-0590  
Fax: 202-828-4798  
Email: [tgallo@aamc.org](mailto:tgallo@aamc.org)  
Website: [www.academicmedicine.org](http://www.academicmedicine.org)  
Booth No: 125

Academic Medicine, a peer-reviewed monthly journal, serves as an international forum for the exchange of ideas and information about policy, issues, and research concerning academic medicine. MedEdPORTAL ([www.mededportal.org](http://www.mededportal.org)) is a free peer-reviewed publication service and repository for medical and oral health teaching materials, assessment tools, and faculty development resources.



### AMEE – An International Association for Medical Education

Contact: Tracey Thomson; 484 Perth Road, Dundee, DD2 1LR, UK  
Phone: 44 (0) 1382 381953  
Fax: 44 (0) 1382 381987  
Email: [amee@dundee.ac.uk](mailto:amee@dundee.ac.uk)  
Website: [www.amee.org](http://www.amee.org)  
Booth No: 122

AMEE is a worldwide organisation of educators, researchers, administrators and students in medicine and the healthcare professions, with members in 90 countries. AMEE organises an annual conference, courses on teaching, produces the journal Medical Teacher, a series of education and Best Evidence Medical Education guides and has developed MedEdWorld, the online information resource and networking site ([www.mededworld.org](http://www.mededworld.org)).



### ASME – Association for the Study of Medical Education

Contact: Nicky Pender; 12 Queen Street, Edinburgh, EH2 1JE, UK  
Phone: 44 131 225 9133  
Fax: 44 131 225 9444  
Email: [nicky@asme.org.uk](mailto:nicky@asme.org.uk)  
Website: [www.asme.org.uk](http://www.asme.org.uk)  
Booth No: 129

The Association for the Study of Medical Education (ASME) is a membership organization which seeks to improve the quality of medical education by bringing together individuals and institutions with interests and responsibilities in medical and healthcare education. ASME's journals are Medical Education (monthly) and The Clinical Teacher (quarterly).



## ASPE – Association of Standardized Patient Educators

Contact: Roblynn Sliwinski; 1430 Tulane Ave TB51, New Orleans, LA 70112, USA  
 Phone: 504-988-6441  
 Fax: 504-988-1779  
 Email: admin@aspeducators.org  
 Website: www.aspeducators.org  
 Booth No: 128



Association of Standardized Patient Educators (ASPE) is the international organization for professionals in the field of standardized patient methodology. ASPE is dedicated to the professional growth and development of its members, advancement of SP research and related scholarly activities, setting standards of practice, and fostering patient centered care.

## Canadian Conference on Medical Education

Contact: Chriss Holloway; 265 Carling Avenue Suite 800, Ottawa, ON K1S 2E1, Canada  
 Phone: 613-730-0687  
 Fax: 613-730-1196  
 Email: cholloway@afmc.ca  
 Website: www.mededconference.ca  
 Booth No: 113



The Canadian Conference on Medical Education (CCME) is the premier medical education conference in Canada. It hosts the largest annual gathering of medical educators in the country. We also welcome our international colleagues and other partners including students, other health educators, health education researchers, administrators, licensing and credentialing organizations and governments.

## Clinical Skills Evaluation Collaboration (CSEC)

Contact: Ann Jobe, MD, MSN; 3750 Market Street, Philadelphia, PA 19104, USA  
 Phone: 215-590-9269  
 Fax: 215-386-5703  
 Email: AJobe@ECFMG.org  
 Website: www.ecfm.org  
 Booth No: 107



The Clinical Skills Evaluation Collaboration (CSEC) is a collaborative partnership between the National Board of Medical Examiners (NBME) and the Educational Commission for Foreign Medical Graduates (ECFMG). CSEC delivers the USMLE Step 2 Clinical Skills examination in the United States utilizing expertise in standardized operations for assessment of clinical skills.

## Custom Creations By Jay

Contact: Jay Hakerem by Jay; 14251 SW 74 St, Miami, FL 33183, USA  
 Phone: 305-610-3150  
 Fax: 305-385-0971  
 Email: Eagle43@Bellsouth.net  
 Website: www.customcreationsbyjay.com  
 Booth No: 105

Working in his Miami studio and using wood native to Florida, as well as from across the globe, the artist creates unique, hand crafted, lathe turned wood designs. Years of experience working with wood shine through in the beautiful craftsmanship of each piece.

## Education Management Solutions, Inc.

Contact: Gwen Wille; 440 Creamery Way Suite 100, Exton, PA 19341 USA  
 Phone: 610-701-7002  
 Fax: 484-653-1070  
 Email: gwen.wille@emsworks.com  
 Website: www.ems-works.com  
 Booth No: 118



Education Management Solutions (EMS) is the leader in skills assessment software, simulation-center management solutions, and digital audio-video systems for standardized patient and simulation-based training. Medical, nursing, and allied health schools and hospitals use EMS' web-based solutions to record, debrief, and assess learner performance and effectively manage skills and simulation centers worldwide. Stop by our booth #118. Visit [www.EMS-works.com](http://www.EMS-works.com).

## Electronic Virtual Patients (eViP)

Contact: Luke Woodham; St George's, University of London, Cranmer Terrace, London SW17 0RE, UK  
Phone: +44 2087250615  
Fax: +44 2087250806  
Email: lwoodham@sgul.ac.uk  
Website: www.virtualpatients.eu  
Booth No: 131



Electronic virtual patients (VPs) are now recognised by the medical education community as very effective tools for developing clinical reasoning. The aim of eViP is to share a bank of over 300 repurposed and enriched virtual patients with the wider medical and healthcare education community.

## ExamSoft Worldwide

Contact: Jason Gad; 350 Jim Moran Blvd. Suite 120, Deerfield Beach, FL 33442 USA  
Phone: 954-429-8889  
Fax: 954-429-0733  
Email: jgad@examsoft.com  
Website: www.examsoft.com  
Booth No: 102



ExamSoft offers a market-leading, turnkey solution for mid- and high-stakes computer based testing. Our software suite makes exam creation, delivery and analysis an easy and reliable process for everyone involved. ExamSoft has successfully administered millions of exams over 12 years, with a flexible product and unparalleled client support.

## History of Ottawa Conference

Contact: Barry Issenberg, Elizabeth Kachur; Tay Park House 484 Perth Road, Dundee, DD2 1LR, UK  
Phone: 44(0) 1382 381954  
Email: barryi@miami.edu  
Website: www.OttawaConference.org  
Booth No: 123



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.

## IAMSE – International Association of Medical Science Educators

Contact: Julie Hewett; 626 Main Street, Barboursville, WV 25504, USA  
Phone: 304-733-1270  
Fax: 304-733-6203  
Email: julie@iamse.org  
Website: www.iamse.org  
Booth No: 132



The International Association of Medical Science Educators was founded in 1997. IAMSE is a nonprofit professional development society organized and directed by medical faculty members. Together we provide opportunities to enhance excellence and innovations in teaching, student and program assessment, computer technology, human simulation, learner-centered education, and many other areas.

## Kyotokagaku Co., Ltd.

Contact: Yoko Endo; 15 Kitaneokoya-cho Fushimi-ku, Kyoto, 612-8388, Japan  
Phone: 81-75-605-2510  
Fax: 81-75-605-2519  
Email: endo@kyotokagaku.co.jp  
Website: www.kyotokagaku.com  
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## Laerdal Medical

Contact: Alina Harrington; 167 Myers Corners Rd, Wappingers Falls, NY 12590, USA  
 Phone: 845-297-7770  
 Fax: 845-298-4555  
 Email: [alina.harrington@laerdal.com](mailto:alina.harrington@laerdal.com)  
 Website: [www.Laerdal.com](http://www.Laerdal.com)  
 Booth No: 120



For more than 50 years, healthcare providers and educators have trusted Laerdal to offer products, services and solutions that help improve patient outcomes. By supporting the advancement of resuscitation science, improving medical education and strengthening the chain of survival in communities worldwide, we help healthcare professionals and lay responders save more lives.

## Lecat's Ventriloscope LLC

Contact: Ruth McGraw; 1098 Maple St, Tallmadge, OH 44278, USA  
 Phone: 330-671-5574  
 Fax: 234-542-1022  
 Email: [rmcgraw@ventriloscope.com](mailto:rmcgraw@ventriloscope.com)  
 Website: [www.ventriloscope.com](http://www.ventriloscope.com)  
 Booth No: 100



The Ventriloscope is a simulation device that will wirelessly transmit any normal or abnormal auscultatory findings wirelessly from the handheld transmitter to the receiver within the stethoscope. It can be used with Standardized Patient programs, mannequins, or with students teaching each other. It's simple to use, portable and realistic!

## Limbs & Things, Inc.

Contact: Karen Moore; PO Box 15669, Savannah, GA 31416, USA  
 Phone: 912-629-0357  
 Fax: 912-629-0358  
 Email: [karen@golimbs.com](mailto:karen@golimbs.com)  
 Website: [www.golimbs.com](http://www.golimbs.com)  
 Booth No: 104



Limbs & Things design, manufacture and promote clinical and surgical skills training products.

## Maastricht University

Contact: Veerle Ghesquiere; PO Box 616, Maastricht, 6200 MD, Netherlands  
 Phone: 0031 433885655  
 Fax: 31433885639  
 Email: [she@OIFDG.Unimaas.NL](mailto:she@OIFDG.Unimaas.NL)  
 Website: [www.SHE.Unimass.nl](http://www.SHE.Unimass.nl)  
 Booth No: 101



The Graduate School of Health Professions Education offers training in health professions education. A wide range of programmes in medical education are offered ranging from short courses, a Master course and a PhD programme. The short courses focus on problem-based learning (PBL) and PBL related topics. The degree programmes offer a scientific training in education theory and its application to the health sciences.

## MCAP-Medical Communication Assessment Project

Contact: Deidre Lake; G349A, Graduate Sciences Education, Health Sciences Bldg 3330 Hosp; Drive NW, Calgary, AL T2N 1N4, Canada  
 Phone: 403-220-5375  
 Fax: 403-210-6830  
 Email: [dmlake@ucalgary.ca](mailto:dmlake@ucalgary.ca)  
 Website: [www.m-cap.ca](http://www.m-cap.ca)  
 Booth No: 103



The Medical Communication Assessment Project advances the communication skills of internationally educated doctors for successful integration into the health care system in Canada. This unique program has a proven track record of increasing the success rates of IMGs seeking licensure. The International Medical Graduate Study is a 3-year longitudinal study of the professional, personal, psychological and educational challenges and opportunities of immigrant International Medical Graduates seeking licensure in Canada.

## National Board of Medical Examiners

Contact: Beth Fletcher; 3750 Market Street, Philadelphia, PA 19104, USA  
Phone: 215-590-9645  
Fax: 215-590-9456  
Email: [bfletcher@nbme.org](mailto:bfletcher@nbme.org)  
Website: [www.nbmc.org](http://www.nbmc.org)  
Booth No: 106



The National Board of Medical Examiners® (NBME) is an independent, not-for-profit organization that provides high-quality examinations for the health professions including assessment of physicians. Protection of the health of the public through state of the art assessment is part of the mission of the NBME along with a major commitment to research and development in evaluation and measurement.

## Ottawa Conference 2012

Contact: Shu Shian Low; International Medical University No. 126, Jalan 19/155B,  
Bukit Jalil, Kuala Lumpur, 57000, Malaysia  
Phone: 603-8656 7228 Fax: 603 8655 7229/1018  
Email: [shushian\\_low@imu.edu.my](mailto:shushian_low@imu.edu.my)  
Website: [www.imu.edu.my](http://www.imu.edu.my)  
Booth No: 124



We extend a warm welcome to the 15th Ottawa Conference on The Assessment of Competence in Medicine and the Health Care Professions in Kuala Lumpur, Malaysia, from 9-13 March 2012. Come to Booth 124 and find out why this is a Conference not to be missed, or see the website [www.ottawaconference.org](http://www.ottawaconference.org).

## Portraits of the Natural World

Contact: Richard Tiberius, PhD  
Email: [Tiberius@bellsouth.net](mailto:Tiberius@bellsouth.net)  
Website: [www.tiberiusart.com](http://www.tiberiusart.com)  
Booth No: 115



Richard Tiberius began to paint nature with oils by the time he was 10 years old. His passion for painting wild, pristine environments defines his work. Each piece is a startling portrait of the natural world rendered in knife work that invites the viewer to reach out and touch the canvas. In his parallel career as an educational psychologist, Tiberius has redefined approaches to teaching that have been employed worldwide. He continues to seek out images of nature that celebrate the complexity and wonder of unspoiled nature.

## Royal College of Physicians and Surgeons of Canada

Contact: Jennifer Gordon; 774 Echo Drive, Ottawa, ON K1S 5N8, Canada  
Phone: 613-730-6211  
Fax: 613-730-2410  
Email: [jgordon@royalcollege.ca](mailto:jgordon@royalcollege.ca)  
Website: [www.royalcollege.ca](http://www.royalcollege.ca)  
Booth No: 119



The Royal College of Physicians and Surgeons of Canada is the national professional association for specialty medicine in Canada. We are more than 42,000 specialists dedicated to setting the highest standards in postgraduate medical education, including lifelong learning, and to promoting sound health policy.

## Society for Simulation in Healthcare (SSH)

Contact: Robin Wootten; 5353 Wayzata Blvd. Suite #207, Minneapolis, MN 55416, USA  
Phone: 952.358.2440  
Fax: 866.897.6724  
Email: [wootten.ssh@gmail.com](mailto:wootten.ssh@gmail.com)  
Website: [www.ssih.org](http://www.ssih.org)  
Booth No: 117



The Society for Simulation in Healthcare (SSH), established in January 2004 represents the rapidly growing group of educators and researchers who utilize a variety of simulation techniques for education, testing, and research in health care. The more than 2,000 members are united by mutual desire to improve performance and reduce errors in patient care using all types of simulation including task trainers, human patient simulators, virtual reality, and standardized patients. We are a broad-based, multi-disciplinary, multi-specialty, international society with ties to all medical specialties, nursing, allied health, paramedical personnel, and industry. A major venue for advancing simulation in medicine is the annual International Meeting for Simulation in Healthcare. The 11th Annual Meeting on Simulation in Healthcare will be held in New Orleans, January 22-26, 2011. [www.ssih.org](http://www.ssih.org).

## SRG Technology

Contact: Candace Hartsell; 330 SW 2 Street Suite 215, Fort Lauderdale, FL 33312, USA  
 Phone: 954-766-4489  
 Email: [candace@srgtech.com](mailto:candace@srgtech.com)  
 Website: [www.srgtech.com](http://www.srgtech.com)  
 Booth No: 121



SRG Technology creates unique solutions for seamless delivery of informational content. Customized to an agency's needs, our secure, single sign-on portal allows instructors and students to collaborate, train and communicate effectively and efficiently through best-in-class technology in curriculum creation, delivery, and assessment.

## University of Miami BookStore

Address: Whitten University Center  
 Phone: 305-284-4101  
 Website: [www.miami.edu/bookstore](http://www.miami.edu/bookstore)  
 Booth No: 133

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[www.miami.edu/bookstore](http://www.miami.edu/bookstore)

The University of Miami Bookstore is operated by Follet, the largest operator of university bookstores in the USA. The bookstore will be displaying numerous textbook on the topics of assessment in the healthcare professions. These will be available to view and a limited quantity will be available for purchase.

## University of Miami Gordon Center for Research in Medical Education

Contact: Ross Scalese, MD; 1120 NW 14th St, Miami, FL 33136, USA  
 Phone: 305-243-6491  
 Fax: 305-243-6136  
 Email: [rscalse@med.miami.edu](mailto:rscalse@med.miami.edu)  
 Website: [www.gcrme.med.miami.edu](http://www.gcrme.med.miami.edu)  
 Booth No: 112



University of Miami Gordon Center for Research in Medical Education (GCRME) For more than 40 years, the GCRME has pioneered simulation technology and developed proven training systems that are used for multiprofessional healthcare education worldwide, including "Harvey," the Cardiopulmonary Patient Simulator, and the "UMedic" computer programs.

## University of Miami International Medicine Institute

Contact: Laz Gordon; 1400 N.W. 10th Avenue, Miami, FL 33136, USA  
 Phone: 305-243-2934  
 Email: [LGordon1@med.miami.edu](mailto:LGordon1@med.miami.edu)  
 Website: [www.med.miami.edu/imi](http://www.med.miami.edu/imi)  
 Booth No: 114



UNIVERSITY OF MIAMI  
MILLER SCHOOL  
of MEDICINE

The International Medicine Institute (IMI) is the international component of University of Miami Health System and the Miller School of Medicine. The IMI provides the global community with access to the highest quality healthcare, education and cutting-edge research. Patients from all corners of the world come to UHealth International for consultations with renowned physicians, advanced treatment technologies, leading-edge medical therapies, and state-of-the-art procedures. The Research Division partners with international research scientists and organizations to generate new knowledge through research projects and clinical trials. The Institute's Education and Training Division provides excellence in medical education and training to physicians and other healthcare professionals world-wide. The IMI is committed to service, education and scientific advancement.

## University of Toronto, The Wilson Centre

Contact: Helen Caraoulanis; 200 Elizabeth Street ES1-565, Toronto, ON M652C4, Canada  
 Phone: 416-340-3079  
 Fax: 416-340-3792  
 Email: [Helen.Caraoulanis@uhn.on.ca](mailto:Helen.Caraoulanis@uhn.on.ca)  
 Website: [www.thewilsoncentre.ca](http://www.thewilsoncentre.ca)  
 Booth No: 116



The Wilson Centre is dedicated to advancing healthcare education and practice through research – a unique, world-renowned centre for development of health professional education research and researchers. The Network of Excellence in Simulation for Clinical Teaching and Learning (NESCTL) is a joint venture of the Toronto Academic Health Science Network (University of Toronto Health Science Faculties and its 10 fully affiliated hospitals) and The Michener Institute for Applied Health Science. [www.simulation-network.ca](http://www.simulation-network.ca). The Centre for Faculty Development at St. Michael's Hospital, Faculty of Medicine, University of Toronto supports health professionals in their roles as teachers, education scholars and leaders, [Facultydevelopment@smh.toronto.ca](mailto:Facultydevelopment@smh.toronto.ca).

## WISE-MD, New York University School of Medicine

Contact: Heather Keane; 550 First Ave. Coles 202, New York, NY 10016, USA  
Phone: 212-263-6808  
Fax: 212-263-8542  
Email: heather.keane@nyumc.org  
Website: www.med-u.org  
Booth No: 127



The Web Initiative for Surgical Education of Medical Doctors (WISE-MD) is a project used to design, construct and implement a cutting-edge program based on the diagnosis and treatment of common surgically related diseases. Working in collaboration with iinTIME, these online learning modules utilize sound educational theory and the latest instructional technologies to produce a new standard in clinical medical education. Leaders from the New York University School of Medicine, the American College of Surgeons and the Association for Surgical Education are collaborating to develop 25 web-based modules for integration into the surgical clerkship curricula for third year medical students throughout North America and overseas.

## Medical Education Online



Editors:  
David J. Solomon, Michigan State University, USA  
Ann Frye, University of Texas Medical Branch, USA

Medical Education Online (MEO) is a peer-reviewed international Open Access journal for disseminating information on the education and training of physicians and other health care professionals. It was launched in 1996 as the first ever freely available online journal in the field of medical education and has since then grown to become a highly ranked source of information in this area, with indexing in PubMed/MEDLINE and inclusion in NIH's digital archive of biomedical and life sciences journal literature, PubMed Central.

**New from May 2010:**  
A Performance Assessment Section edited by Brian Mavis,  
Michigan State University, USA

[www.Med-Ed-Online.net](http://www.Med-Ed-Online.net)

**COACTION**  
PUBLISHING

## FRIDAY MAY 14

1300-1700 **Registration at Hyatt Convention Center**  
Location: Riverfront Hall Foyer (enter through Hotel lobby)

## SATURDAY MAY 15: PRE-CONFERENCE PROGRAM

0800-1700 **Registration at Hyatt Convention Center**  
Location: Riverfront Hall Foyer (enter through main Hotel lobby)

0815 **Buses depart for University of Miami Gordon Center**  
(depart from and return to front of Hyatt Regency Hotel)

0900-1700 **COURSES**  
(Pre-registration is required. Includes coffee and lunch)

**Essential Skills in Medical Education (ESME)**  
Location: Orchid A, Hyatt Regency Miami

**Essential Skills in Technology Enhanced Medical Education (ESTEME)**  
Location: Univ of Miami Gordon Center (transport provided)

**Fundamentals of Assessment in Medical Education (FAME)**  
Location: Brickell South, Hyatt Regency Miami

0900-1230 **PRE-CONFERENCE WORKSHOPS**  
(Pre-registration is required. Includes coffee)

### MORNING SESSIONS

**PCW1 Issues in Progress Testing**  
Organizer: Geoff Norman (McMaster University, Hamilton, Canada)  
Time: 0900-1230  
Location: Orchid C

**PCW2 MiniCEX and DOPS – How do they work? When do they not work? – How can we deal with problems? – How do we achieve sustained success?**  
Organizers: J Norcini (FAIMER, United States), R Westkaemper (University of Bern, Switzerland), L Fluit (Radboud University Hospital, Netherlands), O ten Cate (University Medical Center, Utrecht, Netherlands)  
Time: 0900-1230  
Location: Orchid B

**PCW3 Demonstration of simulation-based training and assessment in action**

Organizers: University of Miami Gordon Center Faculty  
Time: 0900-1230  
Location: University of Miami Gordon Center (transport provided)

**PCW4 Measuring Teamwork: Strategies and tools for assessment in simulation and on-the-job**

Organizers: E Salas, MA Rosen, SJ Weaver, EH Lazzara (Department of Psychology, and Institute for Simulation and Training, University of Central Florida, United States)  
Time: 0900-1230  
Location: Orchid D

1230 Buses return PCW3 participants to Hyatt Regency Hotel

1300 Buses depart with PCW 8 participants for University of Miami Gordon Center (depart from and return to front of Hyatt Regency Hotel)

**1330-1700 PRE-CONFERENCE WORKSHOPS**

(Pre-registration is required. Includes coffee)

**AFTERNOON SESSIONS**

**PCW5 Calibrating workplace assessments for learners on clinical rotations**

Organizers: L Pangaro (Uniformed Services University of the Health Sciences, Bethesda), R Rodriguez (San Antonio Military Medical Center), United States  
Time: 1330-1700  
Location: Orchid B

**PCW6 Developing high-quality multiple-choice tests to assess application of knowledge using patient vignettes**

Organizers: Kathleen Z Holtzman, David B Swanson (National Board of Medical Examiners, Philadelphia, United States)  
Time: 1330-1700  
Location: Orchid C

**PCW7 Improving team performance: debriefing in healthcare education**

Organizers: Walter Eppich, Mark Adler (Northwestern University and Children's Memorial Hospital, Chicago, United States)  
Time: 1330-1700  
Location: Orchid D

**PCW8 Demonstration of simulation-based training and assessment in action**

Organizers: University of Miami Gordon Center Faculty  
Time: 1330-1700  
Location: University of Miami Gordon Center (transport provided)

1700 Buses return ESTEME Course and PCW8 participants to Hyatt Regency Hotel



**PCW13 Script Concordance Tests: principles, item writing, practical issues**  
Organizers: B Charlin (University of Montreal, Canada), S Lubarsky (McGill University, Canada) and J G Ruiz (University of Miami, United States)  
Time: 0900-1230  
Location: Tuttle South

**PCW14 Developing simulation-based stations for use in OSCEs**  
Organizers: University of Miami Gordon Center Faculty  
Time: 0900-1230  
Location: University of Miami Gordon Center (transport provided)

**PCW16 Demonstration of simulation-based training and assessment in action**  
Organizers: University of Miami Gordon Center Faculty  
Time: 0900-1230  
Location: University of Miami Gordon Center (transport provided)

**PCW17 Developing simulation-based stations for use in OSCEs, and demonstration of simulation-based training and assessment in action (EN ESPAÑOL)**  
Organizers: University of Miami Gordon Center Faculty  
Time: 0900-1230  
Location: University of Miami Gordon Center (transport provided)

1230 Buses return PCW14-PCW17 participants to Hyatt Regency Hotel

1300 Buses depart with PCW26, PCW27 participants for University of Miami Gordon Center (depart from and return to front of Hyatt Regency Hotel)

1330-1700 **PRE-CONFERENCE WORKSHOPS**  
(Pre-registration is required. Includes coffee)

#### AFTERNOON SESSIONS

**PCW18 Why and how should we evaluate the curriculum?**  
Organizer: A Tekian (University of Illinois at Chicago, United States)  
Time: 1330-1700  
Location: Brickell North

**PCW19 Learning and assessment in the operating theatre: a multimodal perspective**  
Organizer: R Kneebone (Imperial College London, UK)  
Time: 1330-1700  
Location: Brickell South

**PCW20 Virtual Patients for assessment**  
Organizer: R Ellaway (Northern Ontario School of Medicine, Sudbury, Canada)  
Time: 1330-1700  
Location: Brickell Center

**PCW21 Assessing Professionalism: Linking evaluation with teaching**  
Organizers: S Cruess, R Cruess, Y Steinert (Centre for Medical Education, McGill University, Montreal, Canada)  
Time: 1330-1700  
Location: Tuttle North

**PCW22 Use of Generalizability Theory in designing and analyzing performance-based tests**

Organizers: D Swanson, B Clauser (National Board of Medical Examiners, Philadelphia, US)

Time: 1330-1700

Location: Tuttle South

**PCW23 Assessing assessment at the station level; an OSCE quality improvement workshop**

Organizer: G Pell (University of Leeds, UK)

Time: 1330-1700

Location: Orchid C

**PCW24 A simulated ward exercise to assess performance of doctors early in their postgraduate careers**

Organizers: J Ker, F Anderson, K Stirling (Clinical Skills Unit, Medical School, University of Dundee, UK)

Time: 1330-1700

Location: Tuttle Center

**PCW25 Setting performance standards for simulation-based exercises**

Organizers: J Boulet (Educational Commission for Foreign Medical Graduates, Philadelphia), D Murray (Washington University School of Medicine, St. Louis), United States

Time: 1330-1700

Location: Orchid B

**PCW26 Using simulation to measure outcomes with validity and reliability**

Organizers: WC McGaghie (Northwestern University, Chicago, USA), D Cook (Mayo Clinic, Rochester) United States

Time: 1330-1700

Location: University of Miami Gordon Center (transport provided)

**PCW27 Using simulation to measure outcomes with validity and reliability (EN ESPAÑOL)**

Organizers: University of Miami Gordon Center Faculty

Time: 1330-1700

Location: University of Miami Gordon Center (transport provided)

1400-1800 Exhibitor set up; mounting of posters

1700 Buses return PCW26 and PCW27 participants to Hyatt Regency Hotel

1900-2200 **OPENING CEREMONY AND RECEPTION**

**A special musical performance by the University of Miami Frost School of Music**

Location: James L. Knight Center

Cost: Included in registration fee for participants and registered accompanying persons

# MONDAY MAY 17: CONFERENCE DAY 1

0700-1800 Registration at Hyatt Convention Center  
Location: Riverfront Hall Foyer (enter through Hotel lobby)

## SESSION 1: PLENARY ASSESSMENT OF COMPETENCE IN THE HEALTHCARE PROFESSIONS: PAST, PRESENT AND FUTURE

- 0800-0930 1 **PLENARY**  
Chairperson: Barry Issenberg (United States)  
Location: James L Knight Center
- 0800-0810 Introduction to conference  
Barry Issenberg
- 0810-0840 1A The story so far: from village store to supermarket  
Ronald Harden (University of Dundee, UK)
- 0840-0850 Questions and Discussion
- 0850-0920 1B Assessment of competence in a post-psychometric era  
Brian Hodges (University of Toronto, Canada)
- 0920-0930 Questions and Discussion
- 0930-1000 Coffee and View Exhibition  
Location: Riverfront Hall

## SESSION 2: SIMULTANEOUS SESSIONS

- 1000-1200 2A **SYMPOSIUM: New challenges in simulation: putting assessment into context**  
Chairperson: [Roger Kneebone](#) (Imperial College London, United Kingdom)  
Panel: [Fernando Bello](#) (Imperial College London, United Kingdom); [Debra Nestel](#) (Monash University, Australia); [Ian Curran](#) (London Deanery, United Kingdom)  
Location: James L Knight Center
- 1000-1200 2B **ORAL PRESENTATIONS: Postgraduate Assessment 1**  
Chairperson: Saleem Razack (McGill University, Canada)  
Location: Jasmine
- 1000-1015 2B1 Surgeon or Assistant? Assessing trainee progress from logbook activity. A 15 year analysis  
[J Logan](#), T Sinnett, M Solan (Royal Surrey County Hospital NHS Trust, United Kingdom)
- 1015-1030 2B2 Postgraduate education: Training soft-skills in emergency medicine – a pilot course  
[S Sopka](#), J Brockmann, A Pirkli, S Rex, R Rossaint, S Beckers (Aachen University, Germany)

- 1030-1045 2B3 **Effects of residents' social background on their stereotypes and relational approaches to patients from different cultures**  
C Layat Burn, N V Vu, P R Dasen, A Baroffio (HECVSANTE, Lausanne, Switzerland)
- 1045-1100 2B4 **The new apprenticeship – an evolving training and triage model for doctors**  
M Rickenbach, S Scallan, C Leach, R Locke, G Langman (Winchester University and Wessex Deanery, Hampshire, United Kingdom)
- 1100-1115 2B5 **Trainee doctors' views on Work Based Assessments; are they just a tick box exercise?**  
T Bindal, D Wall, H. Goodyear (West Midlands Deanery, Birmingham, United Kingdom)
- 1115-1130 2B6 **Wayne State University University Graduate Medical Education Performance Measurement and Management System**  
W Wiese-Rometsch, I Guerra-Lopez, H Kromrei (Wayne State University School of Medicine, Detroit, United States)
- 1130-1145 2B7 **An Audit of Choice Week – An education tool to help junior trainees choose their career pathway**  
T Sinnett, L Fisk, H Wilson, M Solan (The Royal Surrey County Hospital, Surrey, United Kingdom)
- 1145-1200 Discussion
- 1000-1200 **2C ORAL PRESENTATIONS: Assessing Communication Skills**  
 Chairperson: Thomas Rebbecchi (ECFMG, United States)  
 Location: Hibiscus A
- 1000-1015 2C1 **The PIL-project: Teaching and assessing doctor/patient communication by designing Patient Information Leaflets**  
R Weiss (University of Cape Town, South Africa)
- 1015-1030 2C2 **Peer assessment of medical students' oral communications skills**  
B Maheux, A Gilbert (University of Montreal Faculty of Medicine, Canada)
- 1030-1045 2C3 **Teaching crisis intervention to medical students – when is the best timing?**  
ZH Perry, Z Boussiba, A Rosenblatt, A Biderman, G Meiri (The Moshe Prywes Center for Medical Education, Ben-Gurion University of the Negev, Beer-Sheva, Israel)
- 1045-1100 2C4 **A case-based instructional model and performance assessment of Osteopathic Resident competency**  
J Hamstra, B Arcos (Nova Southeastern University College of Osteopathic Medicine, Davie, United States)
- 1100-1115 2C5 **Improving efficiency of undergraduate student nursing psychomotor skill competency testing**  
MB Maguire, S Horn, C Brown (Kennesaw State University, WellStar School of Nursing, Kennesaw, United States)
- 1115-1130 2C6 **Do children get upset as patients in clinical examinations?**  
 A Davies Muir, T Lissauer, S Newell, G Muir (The Royal College of Paediatrics and Child Health, London, United Kingdom)

- 1130-1145 2C7 **Capturing the essence of developing endovascular expertise for the construction of a global assessment instrument**  
B Bech, L Lönn, TV Schroeder, C Ringsted (Center for Clinical Education, Copenhagen University Hospital, Denmark)
- 1145-1200 Discussion
- 1000-1200 **2D ORAL PRESENTATIONS: Setting up an OSCE**  
 Chairperson: Godfrey Pell (University of Leeds, United Kingdom)  
 Location: Hibiscus B
- 1000-1015 2D1 **A final clinical examination combining OSLER and OSCE formats with a sequential design**  
J Cookson, G Fagan, A Mohsen, J McKendree, J Crossley (Hull York Medical School and Sheffield Medical School, York, United Kingdom)
- 1015-1030 2D2 **A pilot assessment of oral case presentation skills in a high-stakes OSCE for fourth-year medical students**  
R Mangrulkar, J Lukela, M Hernandez, K Poszywak, L Gruppen (University of Michigan Medical School, Ann Arbor, United States)
- 1030-1045 2D3 **Standardisation of the case template and criteria for marking OSCE stations**  
H Jacobs, T SenGupta (James Cook University School of Medicine & Dentistry, North Queensland, Australia)
- 1045-1100 2D4 **Stability of standards in a high stakes OSCE**  
PH Harasym, F Munshi, TC Tsai (I-Shou University Medical College, Yanchau Sheng, Taiwan)
- 1100-1115 2D5 **Using difficulty indicators to create comparable Objective Structured Clinical Examinations (OSCE) test forms**  
S Smee, C St-Onge, I Bartman (Medical Council of Canada, Ottawa, Canada)
- 1115-1130 2D6 **Multiple assessments in Objective Structured Clinical Exams (OSCEs): differential utility for differential expertise?**  
 S Fanourgiakis, M Young, G Norman (Centre for Medical Education, McGill University, Montreal, Canada)
- 1130-1145 2D7 **The development of the interprofessional Objective Structured Clinical Examination (iOSCE) assessment tool**  
B Simmons, S Wagner, E Egan-Lee, M Esdaille, L Baker, S Reeves (University of Toronto & Sunnybrook Health Sciences Centre, Canada)
- 1145-1200 2D8 **Evaluating approaches to eliciting and grading the patient note: Implications for assessment of clinical reasoning**  
L Tewksbury, C Gillespie, T Ark, L Taffel, A Kalet (NYU School of Medicine, New York, United States)

No Discussion

- 1000-1200    **2E**    **ORAL PRESENTATIONS: Competency-based Assessment 1**  
 Chairperson:    Lou Pangaro (Uniformed Services, United States)  
 Location:        Brickell North
- 1000-1015    2E1    **A proposed technical framework for competence assessment and management**  
R Scott, TG Willett, V Smothers (Department of Veterans Affairs, VA Medical Center, Dayton, United States)
- 1015-1030    2E2    **A new vision of competency-based medical education and definition of competence**  
JR Frank for the International CBME Collaborators (Royal College of Physicians and Surgeons of Canada, Ottawa, Canada)
- 1030-1045    2E3    **Leadership training in the undergraduate medical curriculum - analysis and perceptions from five medical schools**  
J Ker, I Down, J Shaw, G Mires (University of Dundee, Institute of Health Skills and Education, Clinical Skills Centre, Ninewells Hospital, United Kingdom)
- 1045-1100    2E4    **Across and Down: Using a vertical and horizontal review process to complete a new competency-based objective crossword puzzle**  
L Boyd, C Nichols, D Turnbull, R Nesbit, A Albritton (Medical College of Georgia, Augusta, United States)
- 1100-1115    2E5    **Developing a national examination model for nurses: Indonesian National Nurses Association Initiative**  
Masfuri, H Aziz, Mustikasari (University of Indonesia, Respati Indonesia University, Jakarta, Indonesia)
- 1115-1130    2E6    **An experimental grading system by competences**  
W Navarrete, A Cecilia Wright (Pontificia Universidad Católica de Chile, Santiago, Chile)
- 1130-1145    2E7    **Using entrustable professional activities to guide curriculum development**  
P Boyce, M Davies, P McEvoy, C Spratt (University of Sydney, Department of Psychological Medicine, Westmead Hospital, Australia)
- 1145-1200    Discussion
- 1000-1200    **2F**    **ORAL PRESENTATIONS: Psychometrics of Assessment**  
 Chairperson:    Emil Petrusa (Vanderbilt School of Medicine, United States)  
 Location:        Brickell South
- 1000-1015    2F1    **Construct validity of students continuous assessment form used at Aga Khan University**  
S K Ali, S Sadaf, L Biag, H Zafar (Aga Khan University, Karachi, Pakistan)
- 1015-1030    2F2    **Validity in surgical simulation assessment literature: right idea, old framework**  
JR Korndorffer Jr, SJ Kasten, SM Downing (Tulane University School of Medicine, New Orleans, United States)
- 1030-1045    2F3    **Construct validity of humanistic clinical skills: a multitrait-multimethod matrix analysis using confirmatory factor analysis**  
W L Roberts, M Solomon, E Langenau (National Board of Osteopathic Medical Examiners, Inc., Conshohocken, United States)

- 1045-1100 2F4 **Construct validity of OSCE stations used for assessing International Medical Graduates at the Alberta International Medical Graduate Program**  
L Baig, C Violato (Alberta International Medical Graduate Program, Health Sciences Centre, The University of Calgary, Canada)
- 1100-1115 2F5 **Application of item analysis in medical education**  
MJ Chen, PY Pai, W Chen, B Huang (China Medical University, Taichung, Taiwan)
- 1115-1130 2F6 **More meaning for Script Concordance Test scores**  
B Charlin, R Gagnon, S Lubarsky, C Lambert, S Meterissian, C Chalk, J Goudreau, C van der Vleuten (University of Montreal, Canada)
- 1130-1145 2F7 **The analysis of the qualities of the assessment items used in the performance tests by using Item Response Theory**  
M Miyamoto, Y Mori, T Kubota, H Yoneda, K Suzuki (Education Center, Osaka Medical College, Takatsukisi, Japan)
- 1145-1200 Discussion
- 1000-1200 **2G ORAL PRESENTATIONS: Assessment of Progression Across the Professions**  
 Chairperson: Richard Hawkins (American Board of Medical Specialties, United States)  
 Location: Brickell Center
- 1000-1015 2G1 **The transfer of communication skills: From undergraduate medical training to post-qualification practice**  
J Hart, KL Howe, ML Forman, S Collins (University of Manchester, Manchester Medical School, Manchester, United Kingdom)
- 1015-1030 2G2 **Competencies in Australian medical education - integrating across the continuum**  
A Carmichael (University of Tasmania, Office of the Dean, Clinical School, Hobart, Australia)
- 1030-1045 2G3 **Results of the use of a competency tracking system to monitor student performance from day one**  
M Davison (Oklahoma State University Center for Health Sciences, Tulsa, United States)
- 1045-1100 2G4 **Typologies of exam performance across the medical degree course**  
P Lambe, K Mattick, J Archer, K Mattick, T Vallance, D Bristow (Peninsula College of Medicine and Dentistry, University of Plymouth, Plymouth, United Kingdom)
- 1100-1115 2G5 **Using repeated testing as a program evaluation method**  
L Hansen, E Simanton (Sanford School of Medicine of The University of South Dakota, Sioux Falls, United States)
- 1115-1130 2G6 **Retention knowledge tests for students of medical schools**  
J Mokry, S Franova, E Halasova, P Cingel, D Mistuna (Jessenius Faculty of Medicine, Comenius University, Martin, Slovakia)
- 1130-1145 2G7 **Using the Standard Error of Measurement (SEM) to change a pass-fail algorithm in an integrated MBBS programme**  
L Crane, F Schaeffer, Y Pannach, T Sen Gupta (James Cook University, School of Medicine and Dentistry, Townsville, Australia)
- 1145-1200 Discussion

- 1000-1200 2H **ORAL PRESENTATIONS: Assessing Professionalism 1**  
 Chairperson: Olle ten Cate (UMC Utrecht, Netherlands)  
 Location: Tuttle North
- 1000-1015 2H1 **General skill trainings contribute in causing erosion in student empathy**  
SB Rachmad, Hariyanto (Medical School of Brawijaya University, Malang, Indonesia)
- 1015-1030 2H2 **A regulator's view of medical student assessment**  
A Reid (New South Wales Medical Board, Gladesville, Australia)
- 1030-1045 2H3 **The 'knowledge gap' and the effects of the hidden curriculum on preclinical students' levels of empathy**  
B Michalec (University of Delaware, Department of Sociology, Newark, United States)
- 1045-1100 2H4 **The influence of medical education on the personal qualities and moral reasoning**  
KI Tsou, SL Cho, CS Lin, MT Tsai, HC Wu, MS Hsieh, CH Lin, D Powis, M Bore, D Munro (Fu Jen Catholic University; Taipei County, Taiwan)
- 1100-1115 2H5 **Assessment of professionalism in the context of small group teaching**  
S Coull, F Muir (University of Dundee, Tayside Centre for General Practice, Dundee, United Kingdom)
- 1115-1130 2H6 **Using peer and self assessment to develop professionalism**  
DCM Taylor (University of Liverpool, School of Medical Education, Liverpool, United Kingdom)
- 1130-1145 2H7 **Evaluation of empathy in third-year medical students by Standardized Patients during an Objective Structured Clinical Examination**  
B Pettitt, B Michal, W Branch, B Holton, S Santen (Emory University School of Medicine, Atlanta, United States)
- 1145-1200 2H8 **Standardized patient assessment of medical student professionalism during OSCE is predictive of professionalism during medical school**  
J Khan, J Schneider, J Geodken, K Kinlaw, E Brownfield, M Sohn, S Santen (Emory University School of Medicine, Atlanta, United States)

No Discussion

- 1000-1200 2I **ORAL PRESENTATIONS: Selection for Specialty Training**  
 Chairperson: Chris Roberts (University of Sydney, Australia)  
 Location: Tuttle South
- 1000-1015 2I1 **Selector training for interviews: development and evaluation of an e-learning tool**  
M Kerrin, F Patterson (Work Psychology Group, Nottingham, United Kingdom)
- 1015-1030 2I2 **Selection methods for Foundation Programme: A literature review**  
M Campbell, J Illing, C Kergon, N Thompson, B Burford, G Morrow, P Crampton, A Haig, J Spencer (Northern Deanery, Newcastle-upon-Tyne, United Kingdom)
- 1030-1045 2I3 **A predictive validity study to evaluate selection methods for training in General Practice**  
F Patterson, V Carr, B Irish, R Price (Work Psychology Group & GP National Recruitment Office, Nottingham, United Kingdom)

- 1045-1100 214 **UK Foundation Programme recruitment and selection: the evolution**  
D.Gallen, C.Moore (UK Foundation Programme Office, Cardiff, United Kingdom)
- 1100-1115 215 **Using situational judgements tests (SJTs) of non-cognitive skills in specialty selection; implications for policy in all medical specialties**  
A.Carr, B Irish, D Rowley, T Gale, F Patterson (Department of Health England, London, United Kingdom)
- 1115-1130 216 **Simulation for high stakes assessment; selection to anaesthesia training posts 2007-2009**  
T.Gale, P Sice, M Roberts, I Anderson (Directorate of Anaesthesia, Plymouth Hospitals NHS Trust, Plymouth, United Kingdom)
- 1130-1145 217 **Development of a situational judgement test for selecting surgeons in the UK**  
V Carr, F.Patterson, D Rowley, M Kerrin, L Faulkes (Work Psychology Group, Nottingham, United Kingdom)
- 1145-1200 Discussion
- 1000-1200 **2J WORKSHOP: Enhancing written exams – key features items**  
M.Nayer, S Glover Takahashi (University of Toronto, Canada)  
Location: Orchid C  
Intended Outcomes: Learners will be able to develop key feature items to use in their own assessments.
- 1000-1200 **2K WORKSHOP: Developmental and competency performance assessment: evaluation tools to assess competency and beyond throughout medical education training**  
A.Fornari, E Korin, M Duggan, M Polisar (Hofstra School of Medicine in partnership with NS-LIJ Health System, Great Neck, United States)  
Location: Tuttle Center  
Intended Outcomes: This workshop will present a framework for competency-based developmental assessment, which progresses through a defined training period in the continuum of medical education.
- 1000-1200 **2L WORKSHOP: Methodological, practical and ethical issues in conducting RCTs of interventions in undergraduate curricula**  
R.Jones, J Rymer (Dept of General Practice and Primary Care, King's College London, UK)  
Location: Orchid B  
Intended Outcomes: Participants will obtain an appreciation of the value and limitations of conducting RCTs in undergraduate educational settings, including issues such as educational equipoise, informed consent, equity and generalisability of findings.
- 1000-1200 **2M WORKSHOP: Designing and assessing Global Health Education (GHE)**  
CZ.Margolis, J Encandela, L Konopasek (Medical School for International Health in Collaboration (MSIH) with Columbia University Medical Center, Faculty of Health Sciences, Ben Gurion University, Beer Sheva, Israel)  
Location: Orchid D  
Intended Outcomes: Participants will use the Bellagio recommendations and the GH CDT to design or review critically GHE programs at their own institutions.

- 1000-1200    **2N**    **WORKSHOP: How much does clinical faculty teach? The use of indicators of educational effort**  
M Ipsen, B Eika, O Thorlacius-Ussing, P Charles (Aalborg Hospital and Center for Medical Education, Aarhus University, Denmark)  
 Location: Brickell Prefunction  
 Intended Outcomes: At the end of the workshop the participants will understand the use of indicators of educational effort, and be able to construct relevant indicators.
- 1000-1200    **2O**    **WORKSHOP: Using multimedia in faculty development in multicultural education**  
P Ross, M Lypson, A Kumagai (University of Michigan Medical School, Ann Arbor, United States)  
 Location: Tuttle Prefunction  
 Intended Outcomes: To broaden participants' critical awareness of challenges involved in teaching about issues of race, gender, class, and power in health care; to enhance skills in facilitating such discussions; To increase one's understanding of dynamics of small groups involving diverse learners, and improve skills in fostering learning environments which encourage critical reflection.
- 1000-1100    **2P1**    **MINI-WORKSHOP: Evaluating learning within the simulated environment – putting it into practice**  
 B Green, A Velinor, S Wilson, R Doel, A Green, A Ball, D Wycherley, A Halligan, M Whitten (UCL Elizabeth Garrett Anderson Institute for Women's Health, London, United Kingdom)  
 Location: Merrick I  
 Intended Outcomes: Understanding of key practical issues relating to development of online tools to support training needs analysis; Understanding of practical issues relating to implementation of a simulated training programme.
- 1100-1200    **2P2**    **MINI-WORKSHOP: External quality assuring assessments: experience and enhancements**  
 ML Denney, R Wakeford, S Williams (University of Cambridge, CRAMET - Centre for Research on Assessment in Medical Education and Training, Dept of Social and Developmental Psychology, Cambridge, United Kingdom)  
 Location: Merrick I  
 Intended Outcomes: This practical workshop will share and discuss how to enhance our approaches, using two main techniques—statistical analysis of assessment data and on-site visits—leading to reports combining the qualitative and quantitative.
- 1000-1100    **2Q1**    **MINI-WORKSHOP: Portfolio as an assessment tool**  
S Elango (International Medical University, Centre for Medical Education, Kuala Lumpur, Malaysia)  
 Location: Merrick II  
 Intended Outcomes: The intended outcomes of the workshop will be to show how portfolios can be used as an assessment tool and the various domains of competency which can be assessed.
- 1100-1200    **2Q2**    **MINI-WORKSHOP: Using Emotional Intelligence to increase self-awareness and support professional development**  
 A Tavabie, A Koczwara, (Kent Surrey & Sussex Deanery and Work Psychology Group, London, United Kingdom)  
 Location: Merrick II  
 Intended Outcomes: Participants will understand the concept of emotional intelligence (EI) and theory it is based on; Have the opportunity to complete their own personalised EI profile free of charge; Reflect upon their own emotions and the impact these have on self and others; Experience a number of interactive exercises to explore EI; Consider ways to apply EI at work.

- 1000-1100    **2R1**    **MINI-WORKSHOP: Assessing patient safety competencies during clerkship using standardized patient based OSCE**  
R Daud-Gallotti, L Zambom, ILC Tibério (University of São Paulo School of Medicine, Brazil)  
 Location: Orchid A  
 Intended Outcomes: Elaborate and simulate a Patient Safety OSCE, focusing on medical error recognition and disclosure, communication skills, team work and patient-centred care.
- 1100-1200    **2R2**    **MINI-WORKSHOP: Navigating the path toward pre-clerkship competency-based assessment**  
K Mack, S Masters, H Dan-Cohen, A Azzam (University of California San Francisco, United States)  
 Location: Orchid A  
 Intended Outcomes: Participants will be able to describe 3 factors that can affect the rate of change toward competency-based assessment and will construct a graphic representation of their own institutional readiness towards adoption of assessment of competencies.
- 1000-1200    **2S**    **POSTER PRESENTATIONS: Portfolios and Written Assessment**  
 Chairperson: Karen Beggs (NHS Education for Scotland, United Kingdom)  
 Location: Riverfront Hall
- 2S1    **Portfolio assessment: the early feedback from the resident's perspective**  
WP Ho, GS Lien (Taipei Medical University-Wan Fang Hospital, Taipei, Taiwan)
- 2S2    **Development of a portfolio of assessment for a multi-professional masters level musculoskeletal trauma module: a challenge in itself!**  
D Prescott, F Cowell, B Narayan (The University of Liverpool, United Kingdom)
- 2S3    **Reflexive portfolio with feedback: developing the competence of the medical student for reflecting on their performance in clinical practice**  
S Gannam, ML Bourroul, APS Ferrer, D Ballester (University Hospital, Department of Pediatrics, School of Medicine, University of São Paulo, Brazil)
- 2S4    **Evaluation in Mozambique of acquired competences in medicine**  
BA de F Manuel, M Ismail, TH Fernandes (FM-UEM, Maputo, Mozambique)
- 2S5    **Trainee doctors' views of the Annual Review of Competence Progression**  
H M Goodyear, T Bindal, D Wall (West Midlands Workforce Deanery, Birmingham, United Kingdom)
- 2S6    **Assessing Reflections—best practices**  
K Premkumar (College of Medicine, University of Saskatchewan, Saskatoon, Canada)
- 2S7    **Do scenario features, in test items designed to measure higher cognition, relate to undergraduate medical student performance? A retrospective analysis**  
A Owen, G Byrne on behalf of the UMAP Partners and University of Manchester (UMAP, University of Manchester, United Kingdom)

- 1000-1200 **2T POSTER PRESENTATIONS: Simulation and Simulated Patients**  
 Chairperson: Ross Scalese (University of Miami)  
 Location: Riverfront Hall
- 2T1 Use of human simulators and clinical trainers to measure student clinical competency in nurse practitioner programs**  
E Jones, L Kennedy-Malone (The University of North Carolina at Greensboro, School of Nursing Greensboro, United States)
- 2T2 Defining 'best practice' in the use of simulation (computer enhanced manikins) in assessment – a framework for future developments**  
K Khan, S Tolhurst-Cleaver, T Pattison, M Sherwood (Manchester Medical School, United Kingdom)
- 2T3 Construct validity of PROMPT birthing simulator**  
M Maagaard, M Johansen, CR Larsen, B Ottesen, C Ringsted, JL Soerensen (The Juliane Marie Centre for Children, Women and Reproduction, Copenhagen University Hospital, Rigshospitalet, Centre of Clinical Education, Denmark)
- 2T4 'Blowing up the barriers': Validation of a new simulation environment**  
E Kassab, D King, S Arora, N Sevdalis, F Bello, J KyawTun, K Ahmed, B Vadhvana (Imperial College, St Mary's Campus, Department of Biosurgery and Surgical Technology, London, United Kingdom)
- 2T5 Simulation and "Tomorrow's Doctors": mapping the undergraduate curriculum**  
S Tolhurst-Cleaver, AT Pattison, M Sherwood, K Khan (University of Manchester, United Kingdom)
- 2T6 The impact of simulator training in procedures on confidence levels and readiness to learn**  
LA Cooper, J Gravlee (University of Florida, College of Medicine, Chapman Education Center, Gainesville, United States)
- 2T7 More is better: enhanced training of medical students does increase student confidence**  
DM Schocken, F Stone, DD Schocken (University of South Florida College of Medicine, Center for Advanced Clinical Learning, Tampa, United States)
- 2T8 Simulation to train Residents in cognitive error and reflection**  
R Hemphill, S Santen, J Liebzeit (Emory University, Atlanta, United States)
- 2T9 Low cost, high yield: Simulation of obstetric emergencies for family medicine resident training**  
SR Magee, M Nothnagle (Brown University Family Medicine Residency, Pawtucket, United States)
- 2T10 The use of laywomen to teach breast history and examination**  
L Chappell, A Chase, J Marsden, J Rymer (Department of Women's Health, Guy's and St Thomas' Hospital, London, United Kingdom)
- 2T11 Junior medical students strongly support the use of simulated patients to teach female pelvic examinations: a report from a large UK medical school**  
K Barry, JV Parle, DJ Morley, MJ Calvert, S Irani (University of Birmingham, Interactive Studies Unit & Healthcare Development Unit, School of Health and Population Sciences, College of Medical and Dental Sciences, Birmingham, United Kingdom)

- 2T12 **Turn rehearsal into show: SP-resource management is beneficial for large cohort teaching and assessment**  
I Preusche, M Wagner-Menghin, M Schmidts (Medical University of Vienna, Austria)
- 1000-1200 **2U POSTER PRESENTATIONS: International Dimensions of Assessment; and International Medical Graduates (IMGs)**  
 Chairperson: Tejinder Singh (India)  
 Location: Knight Center Lobby
- 2U1 **Improving medical communication and clinical skills of International Medical Graduates: effectiveness of a clinically relevant educational program**  
D Watt, C Violato, D Lake, L Baig (University of Calgary, Department Community Health Sciences, Faculty of Medicine, Calgary, Canada)
- 2U2 **Relearning as a medical student: Outcome performance of International Medical Graduates**  
A-M MacLellan, C Brailovsky, S Leboeuf, F Miller, E Prigent (Collège des médecins du Québec, Montréal, Canada)
- 2U3 **A theory-based support model to help Australian PRIMGs to pass their AMC clinical exam: ROMBO**  
S Malek, J Chesters (Monash University Department of Rural and Indigenous Health, Moe, Australia)
- 2U4 **Global health perceptions – An opportunity gained or opportunity lost**  
M Surgenor, P Yeates, A Redmond, G Byrne (University Hospital of South Manchester NHS Foundation Trust, UHSM Education Academy, Manchester, United Kingdom)
- 2U5 **Introducing the UK Foundation Programme in Malta**  
C Moore, B Langham, S Carney (UK Foundation Programme Office, Cardiff, United Kingdom)
- 2U6 **German medical students in their final-year: Differences between clerkships in Germany and abroad**  
M Simon, H Stasch, S Sudmann, S Beckers, S Sopka, W Dott (Medical Faculty RWTH Aachen University, Aachen, Germany)
- 2U7 **The impact of clinical rotation in USA on specialty preferences of Indian medical students**  
RK Yalamanchili, M Brezenski, K Nalleballe, A Pakanati, M Jasti, P Bere (Osmania Medical College, Hyderabad, India)
- 2U8 **Improving medical literacy skills through simulation**  
C Smith<sup>1,3</sup>, L Russell<sup>3</sup>, S Rogal<sup>1,2,3</sup>, L Dobbie<sup>2,3</sup>, K Hobbs<sup>2,3</sup>, J Jacobs<sup>2,3</sup> (<sup>1</sup>Dept. of Family and Community Medicine, <sup>2</sup>Standardized Patient Program, <sup>3</sup>Faculty of Medicine, University of Toronto, Canada)
- 2U9 **International collaboration in curriculum design and delivery: the University of Sydney-King Saud Bin Abdulaziz University for Health Sciences experience**  
M Magzoub, Y Al Eissa, I Al Alwan, V Terry, C Roberts (Presenter: A Zawawi) (King Saud bin Abdulaziz University for Health Sciences, Riyadh, Saudi Arabia)
- 1200-1330 **LUNCH**  
 Location: Riverfront Hall

1215-1315 **MEET THE AUTHORS**  
Location: Bookstore Exhibit, Riverfront Hall

1200-1300 **PRIVATE MEETINGS**

- ESME Course (invitation only) Location: Orchid D
- ESTEME Course (invitation only) Location: Orchid A
- FAME Course (invitation only) Location: Orchid C

### SESSION 3: SIMULTANEOUS SESSIONS

- 1330-1500 **3A SYMPOSIUM: National examination at the end of undergraduate medical training: How do some European countries address and implement the concept of qualification of medical graduates for residency training?**  
Chairperson: [Nu V Vu](#) (University of Geneva, Switzerland)  
Panel: [Raphael Bonvin](#) (University of Lausanne, Switzerland), [Christian Schirlo](#) (University of Zurich, Switzerland), [Eckhart G. Hahn](#) (University of Witten-Herdecke, Germany), [Dominique Maillard](#) (University of Paris, France), [Dominique Pestiaux](#) (Catholic University of Louvain, Brussels, Belgium)  
Location: James L Knight Center
- 1330-1500 **3B ORAL PRESENTATIONS: Postgraduate Assessment 2**  
Chairperson: Susan Brien (RCPSC, Canada)  
Location: Jasmine
- 1330-1345 **3B1 Curriculum mapping to enhance assessments – can this be achieved? A route map from KSS Deanery, UK (for ACCS programme)**  
[S Mukherjee](#), [K Kelleher](#) (Kent, Surrey and Sussex Deanery, London, United Kingdom)
- 1345-1400 **3B2 Initial test of competency for new anaesthetic trainees - can this be achieved in a shorter period of time? "Targetted training" experience from a UK training unit**  
[K Mukherjee](#) (Medway NHS Foundation Trust, Kent, United Kingdom)
- 1400-1415 **3B3 Clinical skills training offers sustained benefits for foundation doctors - mixed methods analysis of knowledge and perceived competence**  
[G Tunnicliffe](#), [S Lambden](#) (Imperial College London, United Kingdom)
- 1415-1430 **3B4 Does performance on MCQ and free response written tests vary differentially by candidate gender and ethnicity? So can choice of 'test modality' be discriminatory?**  
[ML Denney](#) and [R Wakeford](#) (University of Cambridge, CRAMET: Centre for Research in Assessment for Medical Education and Training, Department of Social and Developmental Psychology, Cambridge, United Kingdom)
- 1430-1445 **3B5 Numbers of procedures needed for a cardiologist to reach proficiency in coronary angiography**  
[SBEW Räder](#), [E Jørgensen](#), [L Lönn](#), [C Ringsted](#) (Centre for Clinical Education, Faculty of Health Sciences, University of Copenhagen, Denmark)
- 1445-1500 **3B6 Physicians reentering the workforce: their retraining and assessment**  
[N Varjavand](#), [C Johnson](#) (Drexel University College of Medicine, Philadelphia, United States)

No Discussion

- 1330-1500    **3C**    **ORAL PRESENTATIONS: Mini-CEX**  
 Chairperson: Alex Mechaber (University of Miami, United States)  
 Location: Hibiscus A
- 1330-1345    3C1    **The implementation of a mobile problem specific electronic CEX for assessing directly observed student-patient encounters**  
G Ferenchick, J Foreback, B Towfiq, K Kavanaugh, D Solomon, A Mohmand (Michigan State University, Division of General Medicine, Department of Medicine, East Lansing, United States)
- 1345-1400    3C2    **Do faculty clinical skills correlate with their ratings of residents' clinical skills during standardized patient encounters?**  
J Kogan, L Conforti, B Hess, E Holmboe (University of Pennsylvania School of Medicine, Philadelphia, United States)
- 1400-1415    3C3    **Assessing clinical competence: Implementation of a Mini-CEX adaptation in a pediatric training program**  
J Urman, A Grosman, G Urman, S Folgueral, A Alves de Lima (Department of Maternal Child Health, Maimonides University, Buenos Aires Cardiovascular Institute, Buenos Aires, Argentina)
- 1415-1430    3C4    **Lack of association between emotional intelligence and faculty ratings**  
E Holmboe, B Hess, L Conforti, J Kogan (American Board of Internal Medicine, Philadelphia, United States)
- 1430-1445    3C5    **The use of Mini-CEX in a new nursing programme**  
L English, G Koutoukidis, D Kiegaldie, BC Jolly (Holmesglen Institute, Moorabbin Campus, Kingston, Australia)
- 1445-1500    Discussion
- 1330-1500    **3D**    **ORAL PRESENTATIONS: OSCE Case Studies 1**  
 Chairperson: Elizabeth Kachur (Medical Education Development, United States)  
 Location: Hibiscus B
- 1330-1345    3D1    **The OsceSIM – an online formative assessment tool to aid preparation for Objective Structured Clinical Examinations (OSCE)**  
 M S Rashid, D Gore, O Sobowale (Stockport NHS Foundation Trust, England, United Kingdom)
- 1345-1400    3D2    **Preparing for the OSCE: Evaluation of a stress management training intervention**  
J Butt, K Forrest, I Maynard, B Nicholson (Academic Unit of Anaesthesia, University of Leeds and Centre of Sport & Exercise Science, Sheffield Hallam University, Leeds, United Kingdom)
- 1400-1415    3D3    **Timely feedback and OSCE: possibilities and meanings**  
VR Bollela, C Rego, F Neman, E Dórea, JLM Machado (Universidade Cidade de São Paulo (UNICID), Sao Paulo, Brazil)
- 1415-1430    3D4    **The Australian College of Rural and Remote Medicine (ACRRM) Fellowship program: A new era in rural and remote medicine training**  
T Sen Gupta, S Margolis, D Prideaux, J Smith, M Cowie, T Wilkinson (Australian College of Rural and Remote Medicine, Brisbane, Australia)
- 1430-1445    3D5    **Assessment of prescribing skills in undergraduate medical students in fourth year of training**  
M Spooner, F Meagher, RT Brady, J Strawbridge, J Kelly, NG McElvaney (Department of Medicine Royal College of Surgeons in Ireland, Education and Research Centre, Beaumont Hospital, Dublin, Ireland)

- 1445-1500 3D6 **Checklists or global ratings, experts or standardized patients: Evidence from a BEME Systematic Review**  
 M Patrício<sup>1</sup>, M Julião<sup>1</sup>, F Fareleira<sup>1</sup>, M Young<sup>2</sup>, G Norman<sup>3</sup>, A Vaz Carneiro<sup>1</sup> (<sup>1</sup>Centre for Evidence Based Medicine, Faculty of Medicine University of Lisbon, Portugal; <sup>2</sup>Department of Psychology, Neuroscience and Behaviour, McMaster University, Canada; <sup>3</sup>Department of Clinical Epidemiology and Biostatistics, McMaster University, Canada)

No Discussion

- 1330-1500 **3E ORAL PRESENTATIONS: Competency-based Assessment 2**  
 Chairperson: Julian Archer (Peninsula College of Medicine & Dentistry, United Kingdom)  
 Location: Brickell North
- 1330-1345 3E1 **Real world assessment: a model using a common metric (ACGME Competencies) to assess curricular preparation for residency**  
 E CichoskiKelly, J Yu (University of Vermont College of Medicine, Burlington, United States)
- 1345-1400 3E2 **Professional Competences Accreditation Programme in the Public Health System of Andalusia**  
 A Almuedo, P Brea, A Rojas, M Ceballos, R Salguero, M Periañez, A Torres (Andalusian Agency for Healthcare Quality, Seville, Spain)
- 1400-1415 3E3 **Implementing the Competency-Based Achievement System (CBAS) for assessment in an Emergency Medicine-Family Medicine Residency Program**  
 D Nichols, K Peterson, S Ross, I Steiner, M Donoff, P Humphries (Emergency Medicine-Family Medicine Residency Program, Department of Family Medicine, University of Alberta, Canada)
- 1415-1430 3E4 **Competency assessment of resident physicians - 2 year experience**  
 WJ Cairney, JM Finley, S Garner, T Lynd (Western University/Opti – West Educational Consortium, Pomona, United States)
- 1430-1445 3E5 **Improving learner assessment: evaluating what we value**  
 M Ainsworth, G Asimakis, A Frye, J Rowen, S Lieberman (University of Texas Medical Branch School of Medicine, Galveston, United States)
- 1445-1500 3E6 **Exploring competencies Finnish physicians need in their work**  
 T Litmanen, K Patja (Pro Medico, Helsinki, Finland)

No Discussion

- 1330-1500 **3F ORAL PRESENTATIONS: Simulation-based Assessment 1**  
 Chairperson: Rachel Ellaway (Northern Ontario School of Medicine, Canada)  
 Location: Brickell South
- 1330-1345 3F1 **Does participating in the 'Harvey' (cardiac patient simulator) peer-assisted learning scheme benefit the attendees?**  
 MA Rodrigues, JCL Rodrigues, CA Parisinos, VG Lim, KAA Fox, M Denvir (Royal Infirmary of Edinburgh & University of Edinburgh, Scotland, United Kingdom)
- 1345-1400 3F2 **Enhancing the teaching and assessment of digital rectal examination using a novel simulator and task analysis**  
 N Low-Beer, T Kinnison, S Baillie, F Bello, A Di Marco, R Kneebone, J Higham (Centre for Medical Education Research, Imperial College, Faculty of Medicine, London, UK)

- 1400-1415 3F3 **Possibilities of assessment via the Mobile Clinical Skills Unit for Scotland**  
 J Ker, C Laird, D Rowney, D Sedgwick, N Maran, R McIntosh, P Nicoll, J Stevenson, J Morse, S Thompson (Clin Skills Managed Educ Network (Univ of Dundee/Ninewells Hosp); Paediatric Retrievals Service, Edinburgh Sick Kids, NHS Lothian/Highland; Scottish Clin Sim Centre Stirling, NHS Forth Valley; Borders Gen Hosp, NHS Borders; Remote & Rural Healthcare Educ Alliance; RRHEAL, Clin Skills Managed Educ. Network (Univ of Aberdeen); Mobile Unit. Clin Skills Managed Educ Network, United Kingdom)
- 1415-1430 3F4 **Feasibility of High Fidelity Video Assisted Real Time Simulation (VARS) in the undergraduate curriculum: measuring competence in acute pediatric emergencies**  
E Coolen, J Draaisma, M Hogeveen, T Antonius, C Lommen, J Loeffen (Radboud University Medical Centre Nijmegen, Department of Pediatrics, Nijmegen, Netherlands)
- 1430-1445 3F5 **Simulation based performance assessment in National Registration Exams for Nurse Specialists**  
O Eisenberg, H Fighel, A Ziv (National Institute for Testing and Evaluation (NITE), Jerusalem, Israel)
- 1445-1500 Discussion
- 1330-1500 **3G ORAL PRESENTATIONS: The Progress Test**  
 Chairperson: Adrian Freeman (Peninsula College of Medicine & Dentistry, United Kingdom)  
 Location: Brickell Center
- 1330-1345 3G1 **Dutch Radiology Progress Test: knowledge learning curve in radiology residents**  
CJ Ravesloot, ThJ ten Cate, FJA Beek, C Haaring, JPJ van Schaik (University Medical Center Utrecht, Netherlands)
- 1345-1400 3G2 **Using the cumulative deviation method for cross-institutional benchmarking in Berlin progress test**  
S Schaubert, S Hanfler, Z M Nouns (Charité - Universitätsmedizin Berlin, Germany)
- 1400-1415 3G3 **Better estimation of progress test scores: A new approach using Bayesian statistics**  
C Ricketts, R Moyeed (Peninsula College of Medicine & Dentistry, University of Plymouth, United Kingdom)
- 1415-1430 3G4 **Progress test: King Saud Bin Abdulaziz University for Health Sciences experience**  
I Al Alwan, M Al Moamary, A Al Kushi, H Tamim, A Hajeer, ME Magzoub (College of Medicine, King Saud Bin Abdulaziz University for Health Sciences, Riyadh, Saudi Arabia)
- 1430-1445 3G5 **Progress testing of basic science application during a clinical competency-based curriculum pilot**  
RB Stansfield, LD Gruppen, C Ricketts, R Mangrulkar (University of Michigan Department of Medical Education, Ann Arbor, United States)
- 1445-1500 Discussion

- 1330-1500    3H    **ORAL PRESENTATIONS: Assessing Professionalism 2**  
 Chairperson: Val Wass (Keele University, United Kingdom)  
 Location: Tuttle North
- 1330-1345    3H1    **Student assessment of faculty professionalism - from concept to reality**  
R Cruess, S Cruess, M Young, J Pickering, S Todhunter, Y Steinert (McGill University, Center for Medical Education, Montreal, Canada)
- 1345-1400    3H2    **Understanding how clinical preceptors assess and act upon medical students' professional attitudes and behaviour: difficulties, conflicts and inconsistencies**  
P Burns (University of Manchester, Manchester Medical School, United Kingdom)
- 1400-1415    3H3    **One size fits all? An institutional approach to tailor professionalism curriculum**  
M Ho, K Yu (National Taiwan University College of Medicine, Taipei, Taiwan)
- 1415-1430    3H4    **Assessment of Professionalism: What are we trying to assess?**  
A Kuper, S Sovran, J Maniate, P Karazivan, B Hodges (The Wilson Centre for Research in Education, University of Toronto, Canada)
- 1430-1445    3H5    **Defining specific outcomes within a charter for medical professionalism**  
R Delpont, M van Rooyen, C Krüger, RR du Preez, G Pickworth, I van Huyssteen, I Treadwell, M Kruger (University of Pretoria, School of Medicine, Skills Laboratory, Pretoria, South Africa)
- 1445-1500    3H6    **Teaching professionalism in medical education and health care – is there a need? How do we achieve? A pilot study undertaken at DAPM RV Dental College, Bangalore, India**  
G Bhagyalakshmi, K S Nagesh, Y N Rohini (DAPM RV Dental College, Bangalore, India)
- No Discussion
- 1330-1500    3I    **ORAL PRESENTATIONS: Selection using Mini-Interview**  
 Chairperson: Fiona Patterson (City University, Nottingham, United Kingdom)  
 Location: Tuttle South
- 1330-1345    3I1    **Introducing a writing station in a Multiple-Mini Interview (MMI) circuit: how do students perform who identify as disadvantaged?**  
S Uijtdehaage, L H Doyle (David Geffen School of Medicine, Los Angeles, United States)
- 1345-1400    3I2    **Selecting for Professionalism: Curricular outcome blueprinted multiple mini-interviews select different students than traditional interviews for medical school admission**  
S Razack, S Faremo, F Drolet, L Snell, J Wiseman, J Pickering (McGill University, Montreal, Canada)
- 1400-1415    3I3    **Is Multiple Mini Interviews (MMI) a better way to select interns?**  
S K Pinjani, T Chawla, K Siddiqui, M Umar, and the internship group (Aga Khan University, Karachi, Pakistan)
- 1415-1430    3I4    **Should candidates' scores be adjusted for the hawk or dovishness of interviewers in a Multiple-Mini-Interview?**  
C Roberts, I Rothnie, N Zoanetti (Sydney Medical School, University of Sydney, Australia)
- 1430-1500    Discussion

- 1330-1500    **3J**    **WORKSHOP: How to use a holistic (non-checklisted) scoring schedule in a high stakes assessment context**  
CM Wiskin (The University of Birmingham, School of Health and Population Sciences, Birmingham United Kingdom)  
 Location: Orchid C  
 Intended Outcomes: By the end of this workshop participants will: have been introduced to a holistic scoring schedule devised by medical linguists; understand (and have discussed) the rationale for holistic scoring; have developed/practiced skills in scoring a 'live' simulation; and have increased confidence in scoring and discussing non-clinical competencies (such as communication and professional behaviour).
- 1330-1500    **3K**    **WORKSHOP: Transformational leadership: Assessing to build competency**  
Diana Swihart (Bay Pines VA Healthcare System, Florida, United States)  
 Location: Orchid C  
 Intended Outcomes: Engage learners in assessing their own approaches to leadership; Discuss methods to build assessment and competency verification in transformational leadership into curriculum for interprofessional students for present and future healthcare settings.
- 1330-1500    **3L**    **WORKSHOP: Authoring Virtual Patients for assessing competency**  
J McGee, N Posel, M Triola, S Albright, D Fleiszer (University of Pittsburgh School of Medicine, Pittsburgh, United States)  
 Location: Orchid B  
 Intended Outcomes: Participants will: develop a clinical scenario that assesses one or more clinical competencies; integrate and publish a prototype VP using an on-line authoring application; and review and assess their case with other workshop participants.
- 1330-1500    **3M**    **WORKSHOP: Effectiveness and cost: how much should we spend on selection for specialty training?**  
C Brown, H Thomas, I Davison, J Grant, T Qiu (University of Birmingham, United Kingdom)  
 Location: Orchid D  
 Intended Outcomes: Understand the individual components of the selection utility model; Explore how selection utility is affected by the nature of the selection process employed; Take away a method for estimating the cost-effectiveness of a selection process.
- 1330-1500    **3N**    **WORKSHOP: Improve outcomes measurement in compliance with ACCME's Updated Accreditation Criteria**  
D Dietze (Improve CME, LLC, 21202 E. Excelsior Ave., United States)  
 Location: Brickell Prefunction  
 Intended Outcomes: Participants will have an increased awareness of ACCME definitions, measurement criteria, and examples of compliant measurement of competence, performance, and patient outcomes; identify areas for improvement in their current outcomes measurement based on completing an organizational self-assessment worksheet, and commit to an increased use of evidence-based compliant strategies for measuring CME outcomes.
- 1330-1500    **3O**    **WORKSHOP: Collegial Conflict: judgments, assumptions and professionalism**  
K Knickle, N McNaughton (Standardized Patient Program, University of Toronto, Canada)  
 Location: Tuttle Prefunction  
 Intended Outcomes: Participants will reflect on one's own response to conflict; examine the personal and professional issues that precipitate conflict; gain greater understanding of peer related judgments and assumptions; observe and debrief a simulated collegial conflict; and gain knowledge of the complex communication skills required in approaching, addressing and resolving challenging collegial conflict.

- 1330-1500    **3P**    **WORKSHOP: Academic and behavioral problems in trainees in academic medicine-preventive and remedial approaches**  
E Szumacher, K Mah, R Bradley, Elen Moyo (Sunnybrook Odette Cancer Centre, Sunnybrook Health Sciences Centre, University of Toronto, Canada)  
 Location: Merrick I  
 Intended Outcomes: Determine common causes of academic difficulty for students in academic programs (theory and evidence); differentiate between enablers and barriers to successful remedial education; identify benefits of a "student-centered" approach to the development of remediation plans; determine the effectiveness of remediation processes and strategies implemented based on the experiences of the MRS Program; discuss strategies applicable to non-remediable students.
- 1330-1500    **3Q**    **WORKSHOP: The value of multi-source feedback and reflection tools for learning within the simulation environment**  
M Bearman, L Molloy, D Nestel, B Jolly (CMHSE and GMS, Monash University, Melbourne Australia)  
 Location: Merrick II  
 Intended Outcomes: After completing this workshop, participants should be able to: locate commonly available multi-source feedback (MSF) tools; tailor a learning needs analysis form for use within a specific simulated environment; describe the benefit and challenges associated with using MSF and learning needs analysis; and practice using feedback and reflection principles.
- 1330-1500    **3R**    **WORKSHOP: "With all due diligence": measuring conscientiousness in complex settings**  
JC McLachlan, G Finn, M Sawdon (Durham University, School of Medicine and Health, United Kingdom)  
 Location: Orchid A  
 Intended Outcomes: To enable colleagues in other health care disciplines and in postgraduate settings to develop and implement a conscientiousness measure suitable to their particular environment, and demonstrate how to subsequently evaluate it for reliability and validity.
- 1330-1500    **3S**    **POSTER PRESENTATIONS: Technology-based Assessment and Learning**  
 Chairperson: Andrew Wearn (The University of Auckland, New Zealand)  
 Location: Riverfront Hall
- 3S1    **Blended practical e-assessment**  
H Grossman, V Grossman (The University of Melbourne, Pathology Department, Medical Centre, Parkville, Australia)
- 3S2    **Innovative assessment in a technology enhanced solution to acute pain management**  
P Kirk, J Benson, P Donnelly, D Gallen (Cardiff University School of Postgraduate Medical and Dental Education, Cardiff, United Kingdom)
- 3S3    **Emergency management: eLearning as immediate response to a West Nile virus outbreak in Italy**  
 B Alessandrini, S D'Albenzio, M Turrini, L Valerij, M Moretti, O Pediconi, M L Callegari, R Lelli (Istituto Zooprofilattico Sperimentale dell'Abruzzo e del Molise, Teramo, Italy)

- 3S4 **A machine marked test for recruitment and selection into core specialty training programmes in the acute specialties**  
A Carr, T Gale, I Anderson, F Patterson, M Roberts, V Carr, G Crossingham, P Davies, H Lam, P Sice, J Langton (Directorate of Anaesthesia, Theatres and Pain Management, Plymouth Hospitals NHS Trust, Derriford Hospital, United Kingdom)
- 3S5 **Assessment of usage of an online educational resource**  
 S Berry, K Warzecha, S Verma (Dept of Medical Oncology, Toronto Sunnybrook Odette Cancer Centre, Toronto, Canada)
- 3S6 **How do we assess learning within the high-fidelity simulated environment? Evaluation of an online training needs analysis tool for use within simulated obstetric emergency training**  
 B Green, A Velinor, S Wilson, R Doel, A Green, A Ball, D Wycherley, A Halligan, M Whitten (UCL Elizabeth Garrett Anderson Institute for Women's Health, London, United Kingdom)
- 3S7 **Experience with an audience response system in supporting clinical supervisor training**  
J Kirtley, A Stanley, R Powell, S Carr, G French (University Hospitals of Leicester, Education Support Unit, Clinical Education Centre, Leicester Royal Infirmary, Leicester, United Kingdom)
- 3S8 **Attitudes and behaviors of dental undergraduate students towards computer aided learning**  
R Alserour, M Seefeldt (King Saud bin Abdulaziz University for Health Sciences, College of Medicine, Riyadh, Saudi Arabia)
- 3S9 **Evaluation of e-learning: Using the AEIOU score**  
A Khaimook (Hatyai Medical Education Centre, Hatyai Hospital, Hatyai, Thailand)
- 3S10 **An analysis/assessment of the effectiveness of 'self study module' with the help of prerecorded video lecture in undergraduate medical education**  
A Basu (St Matthews University School of Medicine, Grand Cayman, Cayman Islands)
- 3S11 **A novel approach to auscultation for training and assessment**  
G Tunnicliffe, R Kneebone (St Mary's Hospital, London, United Kingdom)
- 3S12 **Use of self assessment to compare the impact of online educational technology (blogs and wikis) on learning among native and non-native English speakers**  
R Goldman, A Cohen (Harvard Medical School, Cambridge, United States)
- 3S13 **The practical application of on line educational tools to the Surgical Clerkship: a user's guide to WISE-MD**  
 MA Hopkins, H Keane (NYU School of Medicine, New York, United States)

1330-1500

**3T POSTER PRESENTATIONS: Feedback and Self-Assessment**

Chairperson: Walter Eppich (Northwestern University, United States)

Location: Riverfront Hall

**3T1 Effective feedback in clerkships**

J Bloomfield, C Benaglio, A Valenzuela (Clinica Alemana-Universidad del Desarrollo, Santiago, Chile)

**3T2 Giving feedback in clinical environment: what is going on in the real world?**

S Visioli, L Montagna, S Oldani, A Spinelli, L Zannini, M Roncalli, M Montorsi, M Albini, A Scherpier (Istituto Clinico Humanitas - University of Milan School of Medicine, Milan, Italy)

- 3T3 **Video review for neurology resident skills assessment**  
RS Laughlin, D Cook (Mayo Clinic, Rochester, United States)
- 3T4 **The role of student self-assessment in a formative assessment of students' clinical skills**  
C Bernat, J Christner (University of Michigan Medical School, Ann Arbor, United States)
- 3T5 **Early professional identity development through student self-assessment of core competency behaviors**  
C DiLullo, RM Kriebel (Philadelphia College of Osteopathic Medicine, Philadelphia, United States)
- 3T6 **Your medical school does care! An evaluation of academic appraisal for 3rd year medical students**  
A Grant, A Anstey, L Morris (PCAPH, Cardiff University, Cardiff, United Kingdom)
- 3T7 **Factors influencing self-assessment in multisource feedback**  
C Brown, P Stark, J Crossley (University of Sheffield, Sheffield Children's Hospital, Western Bank, Sheffield, United Kingdom)
- 3T8 **The miscalibration effect in self and peer assessment: the case of radiologists and pathologists/laboratory medicine physicians**  
C Violato, J Lockyer, H Fidler (University of Calgary, Medical Education and Research Unit, Department of Community Health Sciences, Faculty of Medicine, Calgary, Canada)
- 3T9 **Internal assessment a better predictor of success**  
U Gaur (The University of the West Indies, Cave Hill Campus, Barbados)
- 3T10 **Assessment of competence in medical students in Iran: a field intervention experiment**  
Y Aryazand, J Shajari (Islamic Azad University - Karaj Faculty of Veterinary Medicine, Fairan University of Medical Science, Tehran, Iran)
- 3T11 **Self assessment with visual analog scale (VAS) questionnaire by the first medical graduated students from medical education centre of Somdejphrajoataksinmaharaj Hospital**  
N Sriratanavut (Somdejphrajoataksinmaharaj Medical Education Center, Thailand)
- 3T12 **Student understanding of self-directed learning theory is key to success**  
B Amies, G Byrne, T Dorman (University of Manchester, University Hospital of South Manchester, Manchester, United Kingdom)
- 1330-1500 **3U POSTER PRESENTATIONS: Around the World**  
 Chairperson: Allan Carmichael (University of Tasmania, Australia)  
 Location: Knight Center Lobby
- 3U1 **Advantages of isolated distance learning and support in Australia**  
S Cooper, N Lamb (Northern Territory General Practice Education Ltd, Charles Darwin University, Australia)
- 3U2 **Developing a national curriculum for healthcare science: lessons from a complex professional environment**  
M Pearson, G Manning, S Heard, S Hill (Department of Health, Modernising Scientific Careers, London, United Kingdom)

- 3U3 Advances in curriculum: the National Consortium for Multicultural Education for Health Professionals**  
O Carter-Pokras (National Consortium for Multicultural Education for Health Professionals, United States)
- 3U4 Project ECHO: a partnership between academic specialists and community providers that works**  
 S Arora, S Kalishman, G Murata, K Thornton, M Komaromy, C Fassler, W Pak, J Brown (University of New Mexico School of Medicine, New Mexico, United States)
- 3U5 Evaluation of methods of assessment for Dubai Medical College students at different stages**  
MG El-Din Ahmed, DMC Faculty Members (Dubai Medical College for Girls, Dubai, United Arab Emirates)
- 3U6 Curriculum evaluation – before and after the Bologna reform of the study of General medicine at Faculty of Medicine, University of Maribor, Slovenia**  
I Krajnc, M Oroz Cresnar (Faculty of Medicine, University of Maribor, Slovenia)
- 3U7 From guinea pigs to professional medics**  
S Reddy (University of KwaZulu-Natal, Durban, South Africa)
- 3U8 Policy and program development of the national board examination for Indonesian medical doctors**  
S Wonodirekso, I Setiawan, D Agustian, M, Ghazali, SP Dewi, TH Achmad (Joint Committee of National Board Examination for Indonesian Medical Doctor, Jakarta, Indonesia)
- 3U9 Evolution of traditional Chinese medicine education in Taiwan**  
SC Liao, W Chen, MJ Chen, JG Lian (China Medical University, Taiwan)
- 3U10 Effect of PBL implementation: students' perspective**  
Q Wang, Y Lu (Medical Education Research Unit, Shanghai Medical College, Fudan University, Shanghai, China)
- 3U11 A study of various methodologies of teaching in the medical curriculum with reference to Rajah Muthiah Medical College, Annamalai University**  
 P Viswanathan, MS Zafar, AJW Felix, N Chidambaram, M Ramanathan, R Tippoo, V Anandhi (Annamalai University, Medical Education Unit, Faculty of Medicine; Distance Education; Department of Community Medicine, Tamilnadu, India)
- 3U12 Development of the quality assurance system at the Medical Faculty University of Nis, Serbia**  
D Pavlovic, V Milan, D Stankovic-Djordjevic, I Stojanovic (Faculty of Medicine, University of Nis, Serbia)
- 3U13 Toward social accountability of medical education in Iran**  
A Entezari, N Momtazmanesh, A Khojasteh, B Einollahi (EDC, Ministry Of Health & Medical Education, Educational Development Center, MOHME, Tehran, Iran)

1500-1530

**COFFEE**

Location: Riverfront Hall

## SESSION 4: SIMULTANEOUS SESSIONS

- 1530-1700 4A **SYMPOSIUM: New Opportunities in the Assessment of Continuing Medical Education (CME)**  
 Chairperson: [Derek T. Dietze](#) (Improve CME, Queen Creek, United States);  
 Panel: [Steve Singer](#) (Accreditation Council for Continuing Medical Education, Chicago, United States), [Jann T. Balmer](#) (University of Virginia School of Medicine, Charlottesville, United States), [Richard E. Hawkins](#) (American Board of Medical Specialties, Chicago, United States)  
 Location: James L Knight Center
- 1530-1700 4B **ORAL PRESENTATIONS: Portfolio Assessment in Postgraduate Education**  
 Chairperson: Elango Sambandam (International Medical University, Malaysia)  
 Location: Jasmine
- 1530-1545 4B1 **To what extent is engagement of junior doctors with ePortfolio influenced by the organisational guidance provided?**  
[K Beggs](#), T Brown, A Haig, C Tochel (NHS Education for Scotland, Edinburgh, United Kingdom)
- 1545-1600 4B2 **Variations in linking of assessments to training curriculum items is observed across geographical locations in a UK-wide medical ePortfolio system**  
[T.R.P. Brown](#), C Tochel, K Beggs, A Haig (NES ePortfolio, NHS Education for Scotland, Edinburgh, United Kingdom)
- 1600-1615 4B3 **What we have learned from an interim review of trainee ePortfolios in the Kent, Surrey and Sussex School of Surgery?**  
[J Joyce](#), [H Scott](#), P Shaw, E Sharp, M Solan, D Gerrard (School of Surgery, KSS Deanery, London, United Kingdom)
- 1615-1630 4B4 **A new approach to annual trainee reviews**  
[AG Dewhurst](#) (KSS Deanery, London, United Kingdom)
- 1630-1645 4B5 **Validity study of workplace-based portfolio-assessment via a Delphi procedure at Medical School, University of Antwerp (Belgium)**  
[N Michels](#), J Denekens, E Driessen, L Bossaert, L Van Gaal, B De Winter (University of Antwerp, Faculty of Medicine, Skills Lab, Antwerp, Belgium)
- 1645-1700 No Discussion
- 1530-1700 4C **ORAL PRESENTATIONS: Planning an Assessment**  
 Chairperson: John Shatzer (Vanderbilt School of Medicine, United States)  
 Location: Hibiscus A
- 1530-1545 4C1 **Design principles for programmes of assessment**  
[J Dijkstra](#), CPM van der Vleuten, LWT Schuwirth (Maastricht University, Faculty of Health, Medicine and Life Sciences, Department of Educational Development and Research, Maastricht, Netherlands)
- 1545-1600 4C2 **Expanding the role and remodeling the practice of pharmacy technicians in Canada: Impact on the development of a job analysis and certification examination**  
[J Pugsley](#), [C O Byrne](#), [L Quero-Munoz](#) (The Pharmacy Examining Board of Canada, Toronto, Canada)

- 1600-1615 4C3 **Technical challenges on the assesment of medical professional for the Andalusian Public Healthcare System**  
J Guerrero Garcia, R Cano Diaz, G Puerta Cardelles, J Escalona Rueda (Fundacion IAVANTE, Malaga, Spain)
- 1615-1630 4C4 **Assessment of medical crisis team leadership**  
V Kramer, A Friedenber, E Bonura, C Gillespie, R Smith, K Felner, B Kaufman (NYU School of Medicine, New York, United States)
- 1630-1645 4C5 **The practice analysis as the foundation for exam development**  
S Arbet (National Commission on Certification of Physician Assistants, Duluth, United States)
- 1645-1700 4C6 **Item reduction and test precision**  
L Shen, F Li (National Board of Osteopathic Medical Examiners, Chicago, United States)

No Discussion

- 1530-1700 **4D ORAL PRESENTATIONS: OSCE Case Studies 2**  
Chairperson: Vivian Obeso (University of Miami, United States)  
Location: Hibiscus B
- 1530-1545 4D1 **OSCE to evaluate clinical skills**  
A Gandhi (Clinical School, Johor Bahru, School of Medicine & Health Sciences, Monash University, Malaysia)
- 1545-1600 4D2 **The use of the post encounter SOAP note to assess clinical reasoning: survey by the Clinical Consortium of the Associated Medical Schools of New York (AMSNY)**  
J Brown, J Koestler, S Krackov, E Milan, H Pohl, L Tewksbury (Associated Medical Schools of New York, United States)
- 1600-1615 4D3 **Harnessing the impact of a natural disaster to improve clinical skills feedback and assessment**  
M Ainsworth, K Szauter, G Shokar, J Rowen, A Mercado (University of Texas Medical Branch, Galveston, United States)
- 1615-1630 4D4 **Assessment of moral reasoning skills by OSCE**  
K Kinlaw, E Brownfield, D Ander, A Webb, A Otsuki, S Santen (Emory University Center for Ethics and School of Medicine, Atlanta, United States)
- 1630-1645 4D5 **Clinical skills training in primary care settings improves perception of preparedness for clinical rotations without impacting on skills assessment**  
D Widyandana, G D Majoor, A J J A Scherpbier (Dept. of Medical Education & Skills Laboratory, Fac.of Medicine, Gadjah Mada University, Yogyakarta, Indonesia; Institute for Education, Medical Program, Faculty of Health, Medicine & Life Sciences, Maastricht University, The Netherlands)
- 1645-1700 4D6 **Communication may not be effectively assessed as a global skill**  
J Liebzeit, J Abramson, L Bernstein, D Ander, C Coralli, S Santen (Emory University School of Medicine, Atlanta, United States)

No Discussion

- 1530-1700    **4E**    **WORKSHOP: Developing test specifications for valid assessments**  
A M King, M Margolis, H Pohl, D P Wagner (National Board of Medical Examiners, Philadelphia, United States)  
 Location:    Brickell North  
 Intended Outcomes: Following the workshop, participants will: understand the importance and uses of test specifications; understand the relationship between curriculum objectives and test specifications; be able to identify key test specifications for tests of cognitive knowledge and assessments of clinical skills; and evaluate the quality of a test specification.
- 1530-1700    **4F**    **ORAL PRESENTATIONS: Simulation-based Assessment 2**  
 Chairperson:    Farhan Bhanji (McGill University, Canada)  
 Location:        Brickell South
- 1530-1545    **4F1**    **Improving assessment in interprofessional healthcare education using high fidelity simulation**  
M Traynor, J Murray, M Stewart (School of Nursing and Midwifery, Queen’s University, Belfast, United Kingdom)
- 1545-1600    **4F2**    **i-OSTE: “interprofessional Objective Structured Teaching Experience” integrating high-fidelity-simulation**  
SK Beckers, M Skorning, D Rörtgen, S Bergrath, JC Brokmann, B Gillmann (AIXTRA – Centre for Training in Medical Education, Medical Faculty RWTH Aachen University, Aachen, Germany)
- 1600-1615    **4F3**    **Integrated interprofessional clinical simulation in critical care: focusing on patient safety**  
 Peter Jaye, Elaine Gill, Libby Thomas, Bernadette O’Neill, Sally Richardson, Emily Crocker, Jayne Slonina, Carol Fordham Clark, Sam Bassett, Jane Sandall (King’s Partners: Academic Health and Science Centre (AHSC), King’s College London Medical School, Clinical Communication Unit, Shepherd’s House, Guy’s Hospital, London, United Kingdom)
- 1615-1630    **4F4**    **Analysis death disclosure skills in emergency medicine residents using hybrid simulation for mastery and self-reflection**  
D Salzman, M Gisondi, S Eller, J Vozenilek (Northwestern University, Feinberg School of Medicine, Chicago, United States)
- 1630-1645    **4F5**    **Simulation in Assessment: A Best Evidence Medical Education (BEME) Systematic Review**  
RJ Scalese, SB Issenberg, WC McGaghie, E Petrusa (University of Miami Gordon Center for Research in Medical Education, Miami, United States)
- 1645-1700    Discussion
- 1530-1700    **4G**    **ORAL PRESENTATIONS: The Student in Difficulty**  
 Chairperson:    Robert Hernandez (University of Miami, United States)  
 Location:        Brickell Center
- 1530-1545    **4G1**    **Enabling factors leading nurse mentors to the decision to fail their student**  
K Drew (NHS Tayside, Practice Education Facilitators, Ninewells Hospital, Dundee, United Kingdom)

- 1545-1600 4G2 **Remediating students with poor clinical skills performance: who are they and what can we do for them?**  
A. Kalet, L Tewksbury, C Gillespie, J Hyland-Bruno, L Taffel (New York University School of Medicine, New York, United States)
- 1600-1615 4G3 **A model to identify and characterize students at risk of failure at medical school**  
K Stegers-Jager, G Baars, T Splinter (Erasmus MC - Institute of Medical Education and Research, Rotterdam, Netherlands)
- 1615-1630 4G4 **Factors associated with dropping out of medical school: a literature review**  
L.D. O'Neill, B Wallstedt, B Eika, J Hartvigsen (University of Southern Denmark, Denmark)
- 1630-1645 4G5 **Perceived stress, sources and severity of stress among medical undergraduates in a Pakistani Medical School**  
M. Shah, S Hasan, S Malik, CT Sreeramareddy (CMH Lahore Medical College, Lahore, Pakistan)
- 1645-1700 Discussion
- 1530-1700 4H **ORAL PRESENTATIONS: Assessing Professionalism 3**  
 Chairperson: Matthew Holtman (NBME, United States)  
 Location: Tuttle North
- 1530-1545 4H1 **Exploring medical professionalism at undergraduate level: a generalisability analysis**  
L. Coombes, G Pagliuca, C Ricketts, (Peninsula College of Medicine and Dentistry, University of Plymouth, United Kingdom)
- 1545-1600 4H2 **Professionalism Mini-Evaluation Exercise (P-MEX) for evaluating medical residents: result of a two consecutive year survey in Japan**  
Y. Tsugawa, S. Ohbu, Y Tokuda, T Ohkubo, R Cruess, S Cruess, T Fukui (St. Luke's International Hospital, Tokyo, Japan)
- 1600-1615 4H3 **Creating a national resident policy on professionalism for residents in Canada**  
A. Toren, K Kanwal, H Gulati, J Maniate (The Canadian Association of Interns and Residents, Ottawa, Canada)
- 1615-1630 4H4 **Developmental performance assessment: a resident evaluation form assessing competency for professionalism**  
A. Fornari, E Korin, M Polisar, M Duggan (Hofstra School of Medicine in partnership with NS-LIJ Health System, Great Neck, United States)
- 1630-1645 4H5 **Assessing the ability of medical students to identify and reflect on end of life decision-making at the bedside**  
A. Rubinow (Hadassah Hebrew University Medical Center, Jerusalem, Israel)
- 1645-1700 Discussion

- 1530-1700 4I **ORAL PRESENTATIONS: Selection for Admission to Medicine**  
 Chairperson: Robert McKinley (Keele University School of Medicine, UK)  
 Location: Tuttle South
- 1530-1545 4I1 **Piloting film clips in undergraduate admissions procedures**  
 C Johnston (King's College London School of Medicine, London, United Kingdom)
- 1545-1600 4I2 **Improving uniformity in medical school admissions – an audit of the admissions process**  
 N Afonso, D Yargeau, S Norman, P Bridge (Wayne State University School of Medicine, Detroit, United States)
- 1600-1615 4I3 **Reliability of standardized essay for admissions**  
 K Hecker, C Violato (University of Calgary, Canada)
- 1615-1630 4I4 **The reliability of 17 behavioral stations used for medical school admissions, validated against derived generalizability estimates appearing in the literature**  
 N Gafni<sup>1</sup>, A Moshinsky<sup>1</sup>, O Eisenberg<sup>1</sup>, A Ziv<sup>2</sup>, David Zigler<sup>1</sup> (<sup>1</sup>National Institute for Testing and Evaluation (NITE), Jerusalem Israel; <sup>2</sup>The Israel Center for Medical Simulation, Jerusalem, Israel)
- 1630-1645 4I5 **Selecting rural background students for medicine: the Australian experience**  
 G Laven, I Chapman, J Newbury, R Faull, B Karaffa, S Baillie (The University of Adelaide, Discipline of Rural Health, Spencer Gulf Rural Health School, School of Population Health and Clinical Practice, Faculty of Health Sciences, Adelaide, Australia)
- 1645-1700 Discussion
- 1530-1700 4J **WORKSHOP: Clinical assessment in the health professions: facilitating learning through the assessment process**  
 M Dalton, B Jolly, E Molloy (Griffith University, School of Physiotherapy and Exercise Science, Gold Coast, Australia)  
 Location: Tuttle Center  
 Intended Outcomes: On completion of the workshop participants will appreciate: the role and language of clinical assessment; the strengths and weaknesses of current clinical assessment practices and instruments; the influence of cognitive and emotional biases in clinical assessment; how to achieve best practice in performance based assessments in health settings.
- 1530-1700 4K **WORKSHOP: Bioethics assessment modules**  
 S Brien, J Gordon, C Campbell (Royal College of Physicians and Surgeons of Canada, Ottawa)  
 Location: Tuttle Center  
 Intended Outcomes: On completion of the workshop participants will describe value of the RCPSC online bioethics resources; explain the role of the self administered assessment modules; discuss opportunities to integrate the on-line curriculum into the teaching of the CanMEDs competencies.

- 1530-1700    **4L**    **WORKSHOP: The social, economic, cultural and political dimensions of professionalism: Practical implications for health professional training**  
A Atkinson, S Bernstein, T Martimianakis (Department of Paediatrics, University of Toronto, Hospital for Sick Children, Toronto, Canada)  
Location: Orchid B  
Intended Outcomes: By the end of this workshop participants will be able to describe several theoretical approaches for understanding the social, economic, cultural and political dimensions of professionalism; apply these approaches to common clinical scenarios; and discuss the implications for teaching and assessing professionalism.
- 1530-1700    **4M**    **WORKSHOP: Maximizing Standardized Patient (SP) feedback in OSCEs**  
A Errichetti, E Kachur, S Parish, M van de Ridder, C Schwartz, S Zabar (New York College of Osteopathic Medicine, Old Westbury, United States)  
Location: Orchid D  
Intended Outcomes: Identify key characteristics of effective SP feedback and debriefing; create SP training plans; and express more confidence in preparing SPs for feedback tasks.
- 1530-1700    **4N**    **WORKSHOP: Assessment of the millennial trainee: How can we check our bias at the door?**  
J Mahoney, K Richardson-Nassif (University of Pittsburgh School of Medicine, Office of Medical Education, Pittsburgh, United States)  
Location: Brickell Prefunction  
Intended Outcomes: To help faculty: understand the unique characteristics of today's trainees; develop approaches to improve the relevance and effectiveness of student evaluation; and design strategies to prepare millennials to succeed as they work with colleagues who will be assessing them from a baby boomer perspective.
- 1530-1700    **4O**    **WORKSHOP: Teaching Professionalism and the Social Contract – an international perspective**  
S Cruess, R Cruess (McGill University, Center for Medical Education, Montréal, Canada)  
Location: Tuttle Prefunction  
Intended Outcomes: Participants should understand the concept of the social contract, its relationship to professionalism, and the advantages of teaching professionalism in this context. Each will be asked to outline societal and medical expectations for their country.
- 1530-1700    **4P**    **WORKSHOP: Occupational concerns in simulation**  
J M Sandella, E E Langenau, D Montrey, L Gallagher (NBOME, Conshohocken, United States)  
Location: Merrick I  
Intended Outcomes: Identify occupational hazards SPs may encounter; learn about existing programs which address SP safety; and develop strategies for addressing SP safety.
- 1530-1700    **4Q**    **WORKSHOP: Assessment of students and residents with performance problems**  
DL Klamen, N Roberts (Southern Illinois University School of Medicine, Springfield, United States)  
Location: Merrick II  
Intended Outcomes: Participants will be able to: name at least 3 reasons students and residents can be deficient in the clinical performance arena; use a diagnostic rubric to identify the nature of a clinical performance problem; and list at least 3 remediation methods for improving a clinical performance deficit.

- 1530-1700    **4R**    **WORKSHOP: Current concepts in validity and reliability: building the validity argument for educational assessments**  
DA Cook, TJ Beckman (Mayo Clinic College of Medicine, Div. of General Internal Medicine, Rochester, United States)  
 Location: Orchid A  
 Intended Outcomes: Learners will be able to: differentiate five sources of validity evidence; plan the development and evaluation of a hypothetical assessment instrument; critically appraise the validity of an existing instrument's scores; and contrast different methods for measuring reliability.
- 1530-1700    **4S**    **POSTER PRESENTATIONS: Improving the Quality of Assessment**  
 Chairperson: Ira Cohen (Children's National Medical Center, United States)  
 Location: Riverfront Hall
- 4S1    **The versatility of the Ebel Method for content validation**  
LMZ Lafave, MR Lafave (Mount Royal University, Calgary, Canada)
- 4S2    **Non content expert examiner in a clinical examination**  
 S Elango, KY Loh, RC Jutti, N Sivalingam (International Medical University, Malaysia)
- 4S3    **Selection and recruitment of evaluators in surgical assessment**  
J Oestergaard, CR Larsen, T Grantcharov, B Ottesen, JL Soerensen (Rigshospitalet, University Hospital of Copenhagen, Gynaecological Department, Copenhagen, Denmark)
- 4S4    **Application of the Angoff standard setting method to a colonoscopy performance checklist**  
L Bistriz (University of Alberta, Royal Alexandra Hospital, Community Service Centre, Edmonton, Canada)
- 4S5    **Setting a fair performance standard for competent care of hypertensive patients**  
BJ Hess, W Weng, LA Lynn, ES Holmboe, RS Lipner (American Board of Internal Medicine, Philadelphia, United States)
- 4S6    **A multidisciplinary comparison of musculoskeletal evaluation standards using established performance-based examinations: a question of validity!**  
MR Lafave, D Chan, N Mohtadi (Mount Royal University, Calgary, Canada)
- 4S7    **Differential Facet Functioning in COMLEX**  
F Li, L Shen (National Board of Osteopathic Medical Examiners, Chicago, United States)
- 4S8    **Use of the Rasch model in the development of an instrument to assess clinical performance**  
M Dalton, J Keating, M Davidson (Griffith University, School of Physiotherapy and Exercise Science, Queensland, Australia)
- 4S9    **Assessing participation in PBL using corpus analysis**  
C Haines, R Dennick (Medical Education Unit, Medical School, University of Nottingham, United Kingdom)
- 4S10    **Building professional competency of clinical teachers – A common understanding of how to apply academic theory in practice**  
H Diack, A Tavabie (Kent Surrey and Sussex General Practice Deanery, London, United Kingdom)

- 4S11 **Standard setting for script concordance tests using a modified Nedelsky approach**  
A Linn, A Tonkin, H Kildea (University of Adelaide, Medicine Learning and Teaching Unit, Adelaide, Australia)
- 4S12 **Survey guessing parameter in MCQ tests by IRT model in Mashad University of Medical Sciences in Iran 2009**  
H Gholami, F Mehran, E Ali, Moonaghi Hossein, E Ali, B Porya, Z Hossein (Mashhad University of Medical Sciences, Mashhad, Iran)
- 1530-1700 **4T POSTER PRESENTATIONS: The Student**  
Chairperson: Hilitt Frankel (University of Miami, United States)  
Location: Riverfront Hall
- 4T1 **A methodological proposal to strengthen students' social and performance support**  
MVL Vasconcelos, S Grosseman, RS Rodarte (College of Medicine at the Federal University of Alagoas, Brazil, Medicine Course at the State University of Londrina, Brazil, Biologic Science and Health Institute at UFAL, Alagoas, Brazil)
- 4T2 **Personality, non-cognitive factors and medical specialty preference among first-year Mexican medical students**  
A Alcorta-Garza, JF González-Guerrero, S Tavitias-Herrera, AM Salinas-Martínez, J Áncer-Rodríguez, M Hojat (Juan F. González-Guerrero, CUCC, Medicine School and "José E. González" University Hospital, Monterrey, Mexico)
- 4T3 **Using students' professional development plans as a basis for assessing reflective learning**  
L Naismith (McGill University, Montreal, Canada)
- 4T4 **Perception of psychosomatic harmonisation in medical and psychology students**  
A Zhirkov, A Subbota (Saint-Petersburg State University, Saint-Petersburg, Russia)
- 4T5 **Training medical students in motivational interviewing**  
A Gilbert, B Maheux, P Berthiaume (Chaire d'enseignement Lucie et André Chagnon, Faculty of Medicine, Université de Montréal, Canada)
- 4T6 **Keeping students' motivation during clinical clerkship: being fed up or shrewd?**  
M Yamawaki, Y Tanaka (Tokyo Medical & Dental University, Tokyo, Japan)
- 4T7 **Medical students' learning preferences**  
C Terán, D Gorena, J Arce, G Díaz-Véliz, S Mora, P Gargiulo, R Bianchi, JV Lafuente, JF Escanero (School of Medicine, San Francisco Xavier of Chuquisaca University & Health Area, Simon Bolivar Andean University, Sucre, Bolivia)
- 4T8 **Level of glycemia influences cognitive learning in medical students**  
E Tito Ortega (Universidad Peruana Los Andes, Huancayo, Perú)
- 4T9 **Nursing students' preferred learning style**  
S Salehi (Nursing School, Islamic Azad University, Khorasgan Branch, Iran)
- 4T10 **Studying the reasons of educational failing of medical students in Medical University of Kerman-Iran**  
F Rafieezadeh (Medical University of Kerman, Continuing Medical Education, Kerman, Iran)



## TUESDAY MAY 18: CONFERENCE DAY 2

0700-1800 Registration at Hyatt Convention Center  
Location: Riverfront Hall Foyer (enter through Hotel lobby)

### SESSION 5: PLENARY PERSPECTIVES ON ASSESSMENT OF COMPETENCE

- 0800-0930 **5 PLENARY**  
Chairperson: William McGaghie (United States)  
Location: James L Knight Center
- 0800-0835 **5A Careful what you wish for: resolving uncertainty in the assessment of competence**  
Sioban Nelson (University of Toronto, Canada)
- 0835-0845 Questions and Discussion
- 0845-0920 **5B Elephant in the dark: assessing lawyer competence**  
Michael Malloy, (University of the Pacific McGeorge School of Law, Sacramento, United States)
- 0920-0930 Questions and Discussion
- 0930-1015 **Coffee and View Exhibition**  
Location: Riverfront Hall

### SESSION 6: SIMULTANEOUS SESSIONS

- 1015-1215 **6A SYMPOSIUM: Work-based Assessment**  
Chairperson: Jonathan Beard (University of Sheffield, United Kingdom)  
Panel: Jim Crossley (University of Sheffield, United Kingdom), Kevin Eva (McMaster University, Ottawa, Canada), Brian Jolly (Monash University, Melbourne, Australia), John Norcini (FAIMER, Philadelphia, United States)  
Location: James L Knight Center
- 1015-1215 **6B ORAL PRESENTATIONS: Portfolio Assessment in Undergraduate Education**  
Chairperson: Jan Illing (North East Strategic Health Authority, United Kingdom)  
Location: Jasmine
- 1015-1030 **6B1 Faculty reflections on the implementation of Sociocultural ePortfolio Assessment Tool**  
RL Perlman, PT Ross, J Christner, ML Lypson (University of Michigan Health System, Ann Arbor, United States)
- 1030-1045 **6B2 Design, implementation and validation of the Royal College of Surgeons in Ireland E-Portfolio: a comprehensive educational aid**  
AM Collins, PF Ridgway, M Spooner, E Clarke, C Doody, ADK Hill (Department of Surgery, Royal College of Surgeons in Ireland, Beaumont Hospital, Dublin, Ireland)

- 1045-1100 6B3 **Portfolio as an assessment tool in biochemistry among first year medical students of UERMMMCI College of Medicine**  
MA Villamor, SM Mendoza, M Magat, A Alba, L Reyes, L Balcueva, M Mendoza (UERMMMCI College of Medicine, Quezon City, Philippines)
- 1100-1115 6B4 **Reflexive portfolio: a tool to identify learning needs and promote critical appraisal?**  
ML Bourroul, S Gannam, APS Ferrer, D Scaramuzzi, D Ballester (University Hospital, Department of Pediatrics, School of Medicine, University of São Paulo, Brazil)
- 1115-1130 6B5 **Developing an open source eportfolio in medical and healthcare education**  
N Ramluchumun, T Poulton, J Ibson (St George's University of London, Centre for Medical and Healthcare Education, London, United Kingdom)
- 1130-1215 Discussion
- 1015-1215 **6C ORAL PRESENTATIONS: Assessment of Teams**  
 Chairperson: Mark Adler (Northwestern University, United States)  
 Location: Hibiscus A
- 1015-1030 6C1 **Developing and evaluating an instrument to measure teamwork**  
J Weller, R Frengley, B Shulruf, B Jolly, J Torrie, K Henderson (University of Auckland, Centre for Medical and Health Sciences Education, Faculty of Medical and Health Sciences, Auckland, New Zealand)
- 1030-1045 6C2 **Assessing and improving team performance through in-situ simulation**  
J Holl, W Hamman, W Eppich, D Woods, R Rozenfeld, O Ross, A Torricelli (Northwestern University Institute for Healthcare Studies, Chicago, United States)
- 1045-1100 6C3 **Assessing teamwork and leadership skills of medical students using high-fidelity simulation**  
M Moneypenny, H O'Sullivan, A Guha, S Mercer (Centre of Excellence in Teaching & Learning, School of Medical Education, Faculty of Medicine, University of Liverpool, Liverpool, United Kingdom)
- 1100-1115 6C4 **Multidisciplinary theatre team simulation training to improve patient safety**  
 Indu Sockalingam, S Wilson (Lister Hospital, Department of Anaesthesia, Stevenage, United Kingdom)
- 1115-1130 6C5 **Designing and validating a toolkit of interprofessional education tools: the process, products; and possibilities**  
C MacDonald, D Archibald, L Casimiro, D Trumpower, B Craig, W Jelly (University of Ottawa, Ottawa, Canada)
- 1130-1145 6C6 **Studying different student categories' experiences of an interprofessional clinical course using contextual activity sampling system (CASS)**  
S Ponzer, H Lachmann, U-B Johansson, K Karlgren (Karolinska Institutet, Dept. of Clinical Science and Education, Södersjukhuset; Dept. of Clinical Science, Danderyd Hospital, Stockholm, Sweden)
- 1145-1200 6C7 **Relationships of power: implications for interprofessional education and practice**  
 L Baker, E Egan, I Martimianakis, S Reeves (Centre for Faculty Development, University of Toronto, St. Michael's Hospital, Toronto, Canada)
- 1200-1215 Discussion

- 1015-1215    **6D**    **ORAL PRESENTATIONS: Simulated Patients**  
 Chairperson: Debra Nestel (Gippsland Medical School, Australia)  
 Location: Hibiscus B
- 1015-1030    6D1    **Relationship between standardized patient checklist item accuracy and level of performing arts background experience**  
E Langenau, D Montrey, C Dyer, W Roberts, J Sandella (National Board of Osteopathic Medical Examiners, Conshohocken, United States)
- 1030-1045    6D2    **Baseline assessment of incoming medical students' communication skills: The NYU C21 Baseline OSCE**  
C Gillespie, K Hanley, J Adams, S Zabar, A Kalet (New York University School of Medicine, New York, United States)
- 1045-1100    6D3    **The value of actors to continuing professional development for GP trainers and appraisers**  
J Lyon-Maris, S Scallan, K Ball, P Burrows, E Gorrod (Wessex School of General Practice, Southampton University Hospital Trust, Southampton, United Kingdom)
- 1100-1115    6D4    **Knowledge acquisition of patient safety competences: evaluation using a standardised-patient based OSCE**  
IC Tibério, LS Zambon, MA Martins, IT Velasco, R Daud-Gallotti (University of São Paulo School of Medicine, São Paulo, Brazil)
- 1115-1130    6D5    **Effect of number of cases simulated by white standardized patients on total examination scores**  
J Shatzer, J Colliver, R Zaeske, MC Beach (Vanderbilt University School of Medicine, Nashville, United States)
- 1130-1145    6D6    **Defining expert-based performance for off-pump coronary artery bypass surgery**  
 S Cristancho, F Moussa, A Dubrowski (SickKids Learning Institute, Toronto, Canada)
- 1145-1200    6D7    **Assessing residents' competence in two contexts: Standardized patient exams and unannounced standardized patient visits**  
S Zabar, C Gillespie, K Hanley, A Burgess (New York University School of Medicine, Primary Care Internal Medicine Residency Training Program, New York, United States)
- 1200-1215    6D8    **Strategies for refining the process and improving the outcome of the standardization of standardized patient performance for a national pharmacy OSCE**  
C O'Byrne, C Smith, J Pugsley, L J Quero Muñoz (Pharmacy Examining Board of Canada, Toronto, Canada)

No Discussion

- 1015-1215    **6E**    **ORAL PRESENTATIONS: Undergraduate assessment across the world**  
 Chairperson: Robert Galbraith (NBME, United States)  
 Location: Brickell North
- 1015-1030    6E1    **Insights from the Future of Medical Education in Canada Project: challenges and opportunities for the assessment processes of Licensing Bodies**  
N Busing, J Rosenfield, J Rourke (The Association of Faculties of Medicine of Canada, Ottawa, Canada)

- 1030-1045 6E2 **Distributed curriculum does not impact student performance on NBME**  
D Blouin, G Dagnone (Queen's University, Kingston, Canada)
- 1045-1100 6E3 **Evaluation of a student-led USMLE Step 1 review course**  
 A Alcamo, A Davids, D Way, J Lynn, D Vandre (The Ohio State University College of Medicine, Columbus, United States)
- 1100-1115 6E4 **Do medical students taking USMLE Step 2CK later in the academic year do better or worse? It depends on how you look at it**  
S Haist, D Swanson, D Bucak, A Sawhill, K Holtzman, M Cuddy, G Dillon (National Board of Medical Examiners, Philadelphia, United States)
- 1115-1130 6E5 **Japanese medical license examination assesses broad but lower-order thinking**  
M Tagawa (Center for Innovation in Medical and Dental Education, Graduate School of Medical and Dental Sciences, Kagoshima University, Kagoshima, Japan)
- 1130-1145 6E6 **The quality of centralized assessment system at King Saud bin Abdulaziz University for Health Sciences, Saudi Arabia**  
I Al Alwan, ME Magzoub (King Saud bin Abdulaziz University for Health Sciences, College of Medicine, Riyadh, Saudi Arabia)
- 1145-1200 6E7 **National Board Examination for Medical Doctor downgraded the accreditation status of medical school in Indonesia**  
I Setiawan, SP Dewi, D Agustian, TH Achmad (Written Examination Division, Joint Committee for National Competence Examination of Medical Doctor, Sumedang, Indonesia)
- 1200-1215 6E8 **Comparison of Blue-print and Item-bank of National Examination of Medical Competency in Indonesia**  
S Dewi, Setiawan, D Agustian, TH Achmad, M Ghozali, S Wonodirekso, Yulherina, R Wikenigrum (Joint Committee for National Competence Examination of Medical Doctor, Jakarta, Indonesia)

No Discussion

- 1015-1215 **6F ORAL PRESENTATIONS: Standard Setting**  
 Chairperson: André de Champlain (NBME, United States)  
 Location: Brickell South
- 1015-1030 6F1 **Accuracy of and confidence in OSCE pass-fail decisions: the effect of number of station and anecdote**  
M Tweed, WM Hay, T Wilkinson, M Thompson-Fawcett (University of Otago Wellington, School of Medicine & Health Sciences, Wellington, New Zealand)
- 1030-1045 6F2 **Comparison of borderline and borderline regression methods in setting standard for an OSCE with small number of candidates**  
S Elango, KY Loh, RC Jutti, M Chandratilake, N Lee (International Medical University, Seremban, Malaysia)
- 1045-1100 6F3 **Using resistant-lines as a method of setting OSCE pass-scores**  
D Harley, M Sagle, M Dennett (University of Alberta, Edmonton, Canada)
- 1100-1115 6F4 **Standard setting methods for an Objective Structured Clinical Examination**  
X Triviño (Pontificia Universidad Católica de Chile, Escuela de Medicina, Centro de Educación Médica, Santiago, Chile)

- 1115-1130 6F5 **Assessing the precision of the judgements made by standard setting panels**  
M Stevenson, A Gilliland, M.Boohan (Queen's University Belfast, Centre for Medical Education, Belfast, United Kingdom)
- 1130-1145 6F6 **Conditional pass facilitates action on professionalism and aligns assessment to learning**  
T.J.Wilkinson, M J Tweed, J McKenzie, A Ali, J Rudland, A Egan (University of Otago, Princess Margaret Hospital, Christchurch, New Zealand)
- 1145-1200 6F7 **Comparison between absolute and relative standard setting methods - is there a happy medium?**  
JWM.Chow, G Levin, D Winterbourne (St George's, University of London, United Kingdom)
- 1200-1215 6F8 **Do standard setters predict accurately across all domains of knowledge?**  
A Sturrock, A Wilson, H Potts (Academic Centre for Medical Education, London, United Kingdom)

No Discussion

- 1015-1215 **6G ORAL PRESENTATIONS: The Trainee in Difficulty**  
Chairperson: Ewa Szumacher (Sunnybrook Health Sciences Center, Canada)  
Location: Brickell Center
- 1015-1030 6G1 **Three year outcome of trainees in difficulty in a UK Foundation School**  
DA Black, M Terry, J Welch (Kent, Surrey and Sussex Postgraduate Deanery for Medical and Dental Education, London, United Kingdom)
- 1030-1045 6G2 **Workplace based assessments (WPBA) and Foundation trainees in difficulty**  
S Bhat, C Mitchell, A Herbert, P Baker (North Western Deanery, Manchester, United Kingdom)
- 1045-1100 6G3 **The introduction of a managed approach to 'trainees in difficulty' in hospital based specialist training programmes in the Postgraduate Deanery for Kent, Surrey and Sussex (KSS)**  
K Kelleher, on behalf of KSS Deanery (Postgraduate Deanery for Kent, Surrey and Sussex (KSS), London, United Kingdom)
- 1100-1115 6G4 **Workplace based assessments (WPBA) – patterns of use by doctors with training difficulties**  
C Mitchell, S Bhat, A Herbert, P Baker (North Western Deanery, Manchester, United Kingdom)
- 1115-1130 6G5 **Does the Transfer of information (ToI) process identify Foundation Doctors (FD) with additional training needs?**  
M Parry, C Hutchings, M Terry, J Welch, D Black (South Thames Foundation School, Sherman Education Centre, London, United Kingdom)
- 1130-1145 6G6 **Illness in foundation trainees in difficulty: a need for early detection**  
D Ahearn, S Bhat, B Dalton, P Baker (North Western Deanery, Manchester, United Kingdom)
- 1145-1200 6G7 **Quantitative and qualitative aspects of burnout in medical residents: a 4-year longitudinal study**  
E Durante, S Carrió, A Eymann, F Augustovski, M Figari, O Blanco (Hospital Italiano de Buenos Aires, Argentina)

- 1200-1215 6G8 **The alarming prevalence of burnout: a false alarm?**  
JA Colliver, MJ Conlee (Southern Illinois University School of Medicine, Springfield, United States)
- No Discussion
- 1015-1215 6H **ORAL PRESENTATIONS: Feedback**  
 Chairperson: To be confirmed  
 Location: Tuttle North
- 1015-1030 6H1 **Medical students' perceptions and experiences of feedback: a mixed methods inquiry**  
J Tai, E Molloy, B Jolly (Centre for Medical and Health Sciences Education, Monash University, Notting Hill, Australia)
- 1030-1045 6H2 **Why students don't ask for feedback and why teachers don't give it**  
M Magzoub, M Moamary, I Alwan (Presenter: H Al Kadri) (College of Medicine, King Saud bin Abdulaziz University for Health Sciences, Riyadh, Saudi Arabia)
- 1045-1100 6H3 **Influence of feedback order on students' self-efficacy, satisfaction, performance and transfer**  
JMM van de Ridder, C Wieman, KM Stokking, ThJ ten Cate (Albert Schweitzer Hospital, Dordrecht, Netherlands)
- 1100-1115 6H4 **How effective is teacher observation using a structured feedback form in providing a formative assessment of trainee physicians' teaching skills in formal teaching sessions?**  
WB Wade, DW Parry, JR Booth, GJ Johnson (Royal College of Physicians, London, United Kingdom)
- 1115-1130 6H5 **Case of the month: Using personalised feedback via the virtual learning environment (VLE): medical students' perceptions**  
 S Rowett, D Gill, W Coppola (School of Life and Medical Sciences, UCL, London, United Kingdom)
- 1130-1145 6H6 **Assessment feedback: cracking the code**  
J MacDonald, L Allery, L Pugsley (Cardiff University, School of Postgraduate Medical & Dental Education, Cardiff, United Kingdom)
- 1145-1200 6H7 **Feedback: A perennial challenge**  
D Delva, J Sargeant, T Matheson (Dalhousie University, Clinical Research Centre, Halifax, Canada)
- 1200-1215 6H8 **Engineering innovations for assessment of procedural skills: the instrumented surgical instrument**  
SJ Hamstra, NC Perkins, RB Gillespie, TJ Armstrong, AC Frischknecht, SK Kasten, RM Minter (University of Ottawa, Academy for Innovation in Medical Education, Ottawa, Canada)
- No Discussion

- 1015-1215    **6I**    **ORAL PRESENTATIONS: Faculty Development**  
 Chairperson: Richard Tiberius (University of Miami, United States)  
 Location: Tuttle South
- 1015-1030    **6I1**    **Helping to develop the professional educator: Models of professionalism and reflection as part of the Professional Reflective Enrichment Tool (PRET)**  
K Ball, M Rickenbach (NHS Education South Central, Winchester, United Kingdom)
- 1030-1045    **6I2**    **The introduction of an interactive training for OSCE examiners: preliminary results**  
R Daud-Gallotti, Al Mitre, BHC Tess, CQ Grassiotto, HB Carvalho, L Lopes, LYS Yamakami, JL Sgroi, RS Poggetti, RPV Francisco, V Zamboni, VHK Koch, L Yu, IFC Tibério (University of São Paulo School of Medicine, São Paulo, Brazil)
- 1045-1100    **6I3**    **Experiences from a one-day certification of MSF facilitators**  
GV Eriksen, J Seeberg, B Malling, BB Nielsen (Aarhus University Hospital, Skejby, Section for Anthropology and Ethnography, Dept of Anthropology, Archaeology and Linguistics, University of Aarhus, Denmark)
- 1100-1115    **6I4**    **Assessing faculty development initiatives designed to promote leadership in medical education**  
Y Steiner, L Naismith, K Mann (McGill University, Montréal, Canada)
- 1115-1130    **6I5**    **A web-based tool to improve faculty assessment of trainees' clinical competency and quality of patient care**  
SG Reddy, ES Holmboe (American Board of Internal Medicine, Philadelphia, United States)
- 1130-1145    **6I6**    **Identification of difficulties and flaws in academic writing about assessment**  
A Del Rio, A Centeno (Faculty of Biomedical Sciences, Austral University, Pilar, Argentina)
- 1145-1200    **6I7**    **The College of Human Medicine Competence Committee: validation becomes value-added**  
D Wagner, B Mavis, R Henry (College of Human Medicine, Michigan State University, East Lansing, Michigan, United States)
- 1200-1215    Discussion
- 1015-1215    **6J**    **WORKSHOP: Assessing the written communication skills of medical school graduates**  
T Rebbecchi, J Boulet (Educational Commission for Foreign Medical Graduates/Clinical Skills Evaluation Collaboration, Philadelphia, United States)  
 Location: Orchid C  
 Intended Outcomes: Participants will have an understanding of how a holistic evaluation of written patient summaries can provide reliable and valid assessment scores. Participants will become familiar with the development of rating scales and associated scoring criteria.
- 1015-1215    **6K**    **WORKSHOP: Improving the quality of direct observation - new insights**  
ES Holmboe, JR Kogan (American Board of Internal Medicine, Philadelphia, United States)  
 Location: Tuttle Center  
 Intended Outcomes: Recognize key factors among faculty that affect the quality of their direct observation; Discuss and explore new models of faculty development based on recent research findings; and Improve participant skills in observation and evaluation of clinical skills.

- 1015-1215 **6L** **WORKSHOP: e-Mentoring of learning achievement in medical training**  
K Beggs, K Ho, P Nicoll, M Watson (NHS Education for Scotland, Edinburgh, United Kingdom)  
 Location: Orchid B  
 Intended Outcomes: At the end of the workshop participants will be able to: describe how innovative technologies can be applied by geographically dispersed trainees; identify potential changes to practice that could facilitate e-mentoring; and recommend organisational improvements that could increase effectiveness of e-mentoring for remote trainees.
- 1015-1215 **6M** **WORKSHOP: Maximizing faculty/teacher feedback in OSCEs**  
E Kachur, A Errichetti, S Parish, M van de Ridder, C Schwartz, S Zabar (Medical Education Development, New York, United States)  
 Location: Orchid D  
 Intended Outcomes: Identify key characteristics of effective feedback and debriefing; Express more confidence in own ability to provide feedback and debrief; Discuss how to prepare faculty/teachers for feedback tasks
- 1015-1215 **6N** **WORKSHOP: Using cultural competence to improve the assessment and supervision of international medical graduates**  
J Miralles, H T Nguyen, J Wenzel (JM&A, Melbourne, Australia)  
 Location: Brickell Prefunction  
 Intended Outcomes: After completing this workshop participants will know their cultural preferences; recognise behaviours indicating a cultural preferences, and apply a range of strategies to improve supervision and assessment.
- 1015-1215 **6O** **WORKSHOP: Assessment of difficult competencies**  
S A Santen, A Otsuki, L Boyd, K Kinlaw, A Albritton (Emory School of Medicine, Medical College of Georgia, Atlanta, United States)  
 Location: Tuttle Prefunction  
 Intended Outcomes: Participants will share their novel ideas and struggles regarding the measurement of difficult competencies and will be able to take home new strategies for assessment. They will understand some of the research evidence supporting assessment of difficult competencies.
- 1015-1115 **6P1** **MINI-WORKSHOP: How to make a rubric: workshop in Spanish**  
A C Wright (Pontificia Universidad Católica de Chile, Santiago, Chile)  
 Location: Merrick I  
 Intended Outcomes: At the end of the workshop participants will be able to: value the rubric as a valid assessing instrument; make a rubric in groups; and present the rubric to the large group.
- 1115-1215 **6P2** **MINI-WORKSHOP: Exam item-writing workshop**  
N Hammerbacher (National Commission on Certification of Physician Assistants, Duluth, United States)  
 Location: Merrick I  
 Intended Outcomes: Participants will gain an understanding of the process to write exam item questions.

- 1015-1115 **6Q1** **MINI-WORKSHOP: Novel use of hybrid Standardized Patient (SP)/high fidelity simulation in teaching critical care pediatric core competencies**  
DM Schocken, B Peckler, L Haubner (University of South Florida College of Medicine, Center for Advanced Clinical Learning, Tampa, United States)  
 Location: Merrick II  
 Intended Outcomes: This session was designed to review the use of the confederate and experienced standardized patient (SP) combined with the high-fidelity simulators in the critical care pediatric setting. The use of the SPs provides the essential mode of communications between the patient and the confederate that allows the students to enter into the simulation and demonstrate their knowledge, skills and attitudes as they would in the clinical setting.
- 1115-1215 **6Q2** **MINI-WORKSHOP: Authoring virtual patients for assessing competency**  
N Posej, JB McGee, D Fleiszer, M. Triola, S Albright (McGill University, The Lady Meredith House, Montreal, Canada)  
 Location: Merrick II  
 Intended Outcomes: This workshop will use a template-driven 'hands-on' approach to introduce healthcare educators to virtual patient case authoring.
- 1015-1115 **6R1** **MINI-WORKSHOP: Refresher programs to return to clinical practice: How old docs learn new tricks?**  
F Goulet, R Ladouceur, M Dupre, R Gagnon, S Martineau, P-O Gingras (College des Medecins du Quebec, Montreal, Canada)  
 Location: Orchid A  
 Intended Outcomes: Participants will be able to: describe different approaches to help physicians planning their return to clinical practice; discuss challenges and pitfalls for the physicians and their supervisors during the clinical educational program; discuss the clinical evaluation of physicians returning to clinical practice; and be informed about data presented by the CMQ.
- 1115-1215 **6R2** **MINI-WORKSHOP: Using structured assessment in return to work and induction programmes**  
B Lewis (Dept Postgraduate Medicine and Dentistry NW Deanery, Manchester, United Kingdom)  
 Location: Orchid A  
 Intended Outcomes: The workshop will discuss the processes in place, application of these processes for doctors in need of remediation of performance and facilitate discussion of systems in other health services.
- 1015-1215 **6S** **POSTER PRESENTATIONS: Competencies Required of a Doctor**  
 Chairperson: Trudie Roberts (University of Leeds, United Kingdom)  
 Location: Riverfront Hall
- 6S1** **Assessment of medical research competency in residence**  
S Saranrittichai (Khon Kaen Hospital, Khon Kaen Province, Thailand)
- 6S2** **Assessment of research projects in a medical curriculum**  
H Tamim, M Zamakhshary, M Magzoub (King Abdul Aziz University for Health Sciences, Riyadh, Saudi Arabia)
- 6S3** **Developing education in medical handover – How to define, improve and disseminate best practice**  
CF Macdougall, RE Klaber (Warwick Medical School, Coventry, United Kingdom; Imperial College Healthcare NHS London, United Kingdom)

- 6S4 **Assessment of public health skills: the PREPARE model**  
MBM Soethout (VU University medical center Amsterdam, Department of public and occupational health, Amsterdam, Netherlands)
- 6S5 **An Objective Structured Assessment of Technical and Interpretative Echocardiography Skills (OSATIES)**  
D.Guldbrand Nielsen, O Gøtzsche, B Eika (Center for Medical Education, University of Aarhus, INCUBA Science Park Skejby, Aarhus, Denmark)
- 6S6 **Impact of a new lifestyle counselling educational program on medical students' knowledge and lifestyle**  
MF Langlois, MP Marquis, MF Hivert, C Brown, F Langlois, AC Carpentier, M Xhignesse (Faculté de médecine et des sciences de la santé, Université de Sherbrooke, Division of Endocrinology, Sherbrooke, Canada)
- 6S7 **Does the way medical trainees justify medical knowledge matter for the concurrent validity of different tests of medical competence?**  
A.Roex, G Clarebout, J Degryse (K.U.Leuven, Belgium)
- 6S8 **Development of an instrument to assess knowledge in exercise tolerance testing**  
J Watts, J Furgerson (San Antonio Uniformed Services Health Education Consortium, Fort Sam Houston, United States)
- 6S9 **Education interventions improve medical students' attitudes toward screening patients for sexual assault**  
MC Duerson, LA Cooper, JM Milone, MA Burg, RR Pauly (University of Florida, Gainesville, United States)
- 6S10 **Experiences of a workplace-based Masters programme in delivery of non-clinical skills to registrars in geriatric medicine: a qualitative study**  
L Wileman, A Pattison, J Fox, A Abbas, S Bhat, P Baker (North Western Deanery, Manchester, United Kingdom)
- 6S11 **Comparison of critical thinking among first and last trimester postgraduate (MSc) midwifery students**  
ST Mirmolaei, H Shabani, GH Babaei, Z Abdehagh (Nursing and Midwifery Faculty of Tehran University of Medical Sciences, Tehran, Iran)
- 6S12 **Identification and measurement of research competences of professionals involved in healthcare quality and accreditation**  
B Sotillos-González, V.Reyes-Alcázar, A Torres-Olivera (Andalusian Agency for Healthcare Quality, Seville, Spain)
- 1015-1215 **6T POSTER PRESENTATIONS: Curriculum Evaluation 1**  
 Chairperson: Ara Tekian (University of Illinois at Chicago, United States)  
 Location: Riverfront Hall
- 6T1 **Medical students' perceptions of education in safeguarding children**  
Y Ioannou, J Richardson, D Gill, K Woolf, C Fertleman (The Whittington Hospital NHS Trust, London, United Kingdom) (Presenter: Lucy Etheridge)
- 6T2 **Program evaluation using student self-assessment**  
K Trinder, M D'Eon (University of Saskatchewan, College of Medicine, Saskatoon, Canada)

- 6T3 **Assessment of an evidence-based medicine course in medical students: a randomized controlled trial**  
M Sánchez-Mendiola, L Kieffer-Escobar, S Marín-Beltrán (National Autonomous University of Mexico Faculty of Medicine, Facultad de Medicina UNAM, Secretaría de Educación Médica, Mexico City, Mexico)
- 6T4 **Longitudinal assessment: What's the value added?**  
L Anderson, M Woods, E Mylong, L Perkowski (University of Minnesota Medical School, Minneapolis, United States)
- 6T5 **Doctors or technicians: assessing the quality of medical education**  
T Hassan (Cyberjaya University College of Medical Sciences, Cyberjaya, Malaysia)
- 6T6 **Evaluation of the effectiveness of The Village: an innovative teaching strategy**  
S Memmer, L Howe (Clemson University School of Nursing, College of Health, Education and Human Development, Clemson, United States)
- 6T7 **Clinical competency and productivity as a predictor of academic success in undergraduate pediatric dentistry**  
G Dahllöf, M Barr Agholme, B Wondimu, L Barman (Karolinska Institutet, Department of Dental Medicine, Division of Pediatric Dentistry, Huddinge, Sweden)
- 6T8 **Utilizing graphic mapping data to facilitate curricular evaluation**  
G Armayor, S Leonard (Nova Southeastern University, College of Pharmacy, Ft. Lauderdale, United States)
- 6T9 **The use of a multi-modal evaluation protocol for clerkship quality enhancement**  
A Jeger, L Goldstein, D Meinberg, B Friedman (New York College of Osteopathic Medicine, Office of Clinical Education, New York, United States)
- 6T10 **A new distributed undergraduate curriculum: Linking evaluation and research**  
J Sargeant, J Steeves, K Mann, D Delva (Dalhousie University, Halifax, Canada)
- 6T11 **Distributed learning for International Medical Graduates in rural Victoria, Australia**  
D Nestel, A Wright, C Haigh, M Regan, I Sunderji, P Vijayakumar, C Smith (Gippsland Medical School, Monash University, Churchill, Australia)
- 6T12 **Clinical teachers' views about barriers to communication skills training for medical students in Mashhad, Iran**  
M Yavari, A Emadzadeh, S Eric Krauss (Mashhad University of Medical Sciences, Education Development Center (EDC), Iran)
- 6T13 **A Study of the Nursing Education Efficiency from the Perspectives of the Isfahan Nursing School graduates'**  
S Salehi, F Taleghani (Isfahan Medical Sciences University, Nursing and Midwifery Research Center, Isfahan, Iran)

1015-1215 **6U POSTER PRESENTATIONS: Postgraduate Education 1**

Chairperson: Liesbeth Dirksen-de Tombe (Netherlands)

Location: Knight Center Lobby

6U1 **The New Faculty Pathway to ABIM Certification Pilot Program**

J Adiletto, W Iobst, S Hood, E Holmboe (American Board of Internal Medicine, Philadelphia, United States)

- 6U2 Assessment of intern competence in management of on-call scenarios**  
M Spooner, RT Brady, SJ O'Neill, NG McElvaney (Department of Medicine Royal College of Surgeons in Ireland, Education and Research Centre, Beaumont Hospital, Dublin, Ireland)
- 6U3 Preparing UK trainee psychiatrists for postgraduate examinations**  
CA Vassilas, G Berrisford (Birmingham and Solihull Mental Health Foundation Trust, Ashcroft Unit, Birmingham, United Kingdom)
- 6U4 Assessment outcomes for the first Postgraduate Psychiatry Training Program in the United Arab Emirates**  
O Osman, A AlRahoomi (Faculty of Medicine and Health Sciences, United Arab Emirates University, Abu Dhabi, United Arab Emirates)
- 6U5 An extra six months in primary care in the early years of training for general practice: the views of trainers and trainees on how to make the most of this post**  
E Gibbons, S Scallan, S Newton (Wessex School of General Practice, Primary Healthcare Education, The University of Winchester, Winchester, United Kingdom)
- 6U6 Confidence attitude and skills of family medicine residents in evidence-based medicine (EBM): Pilot test of instruments**  
C Bernard, E Shaw, M Howard, D Borts (McMaster University, Department of Family Medicine, Hamilton, Canada)
- 6U7 Mind mapping in general practice: exploring the development of learning with GP trainees**  
S Kibble, S Scallan, C Leach, J Lyon-Maris, S Wilson, R Odber (Wessex School of General Practice, Southampton University Hospital Trust, Southampton, United Kingdom)
- 6U8 Calling the usual suspects; the reasons surgeons become involved in postgraduate education**  
HJ Scott, E Sharp, M Solan, D Gerrard, P Shaw (School of Surgery, KSS Deanery, London, United Kingdom)
- 6U9 Experiences of family medicine residents in primary care obstetrics groups**  
S Koppula, JB Brown, JM Jordan (Department of Family Medicine, University of Alberta, Department of Family Medicine, University of Western Ontario, Canada)
- 6U10 Evaluation of out-patient experience in the early years of GP specialty training: preliminary findings**  
A Longley, C Wedderburn (Wessex School of General Practice, Bournemouth University, Bournemouth, United Kingdom)

**1215-1330 LUNCH**

Location: Riverfront Hall

**1215-1330 MEET THE AUTHORS**

Location: Bookstore Exhibit, Riverfront Hall

**1215-1315 PRIVATE MEETINGS**

- ESME Course (invitation only) Location: Orchid D
- ESTEME Course (invitation only) Location: Orchid A
- FAME Course (invitation only) Location: Orchid C
- Ottawa 2014 Local Organizing Committee (invitation only) Location: Gardenia C
- Harvard Macy Group Lunch (invitation only) Location: Pure Verde Lounge

## SESSION 7: SIMULTANEOUS SESSIONS

- 1330-1500    **7A**    **SYMPOSIUM: Accreditation and Credentialing**  
Chairperson: Mary E. Mancini (Chairperson, Certification, Accreditation, and Technology and Standards Committee, Society for Simulation in Healthcare (SSH))  
Panel: Mary Paterson, (President, SSH), Elizabeth Sinz (Past President, SSH), Walter Eppich (Chair, International Affiliations Committee, SSH)  
Location: James L Knight Center
- 1330-1500    **7B**    **ORAL PRESENTATIONS: Work-based Assessment 1**  
Chairperson: Jonathan Beard (University of Sheffield, UK)  
Location: Jasmine
- 1330-1345    **7B1**    **The case-based discussion: An effective assessment of physicians in medical specialist training in the UK**  
JR Booth, G.J. Johnson, J Crossley, WB Wade (Royal College of Physicians, London, United Kingdom)
- 1345-1400    **7B2**    **Comparison of workplace based assessment methods in anaesthesia**  
P Davies, T Gale, P Sice, M Roberts, G Crossingham, H Lam (South West School of Anaesthesia, Directorate of Anaesthesia, Plymouth Hospitals NHS Trust, Plymouth, United Kingdom)
- 1400-1415    **7B3**    **Assessing health systems' clinical supervision capacity: Provision of workplace based supervision, assessment and feedback for medical students and junior doctors**  
B Bird, B Sutton, B Jolly, B McGrath (Monash University, Centre for Medical and Health Sciences Education, Notting Hill, Australia)
- 1415-1430    **7B4**    **Assessing educational activity in the operating theatre**  
J Bezemer, A Cope, G Kress, R Kneebone (Imperial College London, St Mary's Hospital, London, United Kingdom)
- 1430-1445    **7B5**    **Non-Technical Operative Skills of Surgeons (NOTSS): A useful method which complements assessments of technical skills**  
J Marriott<sup>1</sup>, J Crossley<sup>2</sup>, H Purdie<sup>3</sup>, J Beard<sup>4</sup> (<sup>1</sup>Department of Reproductive and Developmental Medicine, Jessop Wing, University of Sheffield, <sup>2</sup>Academic Unit of Medical Education, University of Sheffield, <sup>3</sup>Clinical Research Facility, Royal Hallamshire Hospital, Sheffield, <sup>4</sup>Department of Surgery, United Kingdom)
- 1445-1500    **7B6**    **Getting the language right: judgement scales and workplace-based assessment**  
G.J. Johnson, JR Booth, J Crossley, WB Wade (Royal College of Physicians, London, United Kingdom)

No Discussion

- 1330-1500    **7C**    **ORAL PRESENTATIONS: Technology 1**  
 Chairperson: Jorge Ruiz (University of Miami, US)  
 Location: Hibiscus A
- 1330-1345    **7C1**    **Evaluation of a web-based tool to assess clinical teaching**  
N Gardiner, S Cotterill, S Corbett, K Cich, J Metcalf, K Griswold, D McGuigan, J Spencer, R Berger and J R Barton (Northumbria Healthcare NHS Foundation Trust, North Tyneside General Hospital, Tyne and Wear, United Kingdom)
- 1345-1400    **7C2**    **Delivery and assessment of a clinical presentation curriculum using an online educational delivery system**  
OT Wendel, R Pavlick, M Genuis (AT Still University School of Osteopathic Medicine in Arizona, Mesa, United States)
- 1400-1415    **7C3**    **Practising medicine in a virtual world**  
 E Conradi, S Kavia, L Woodham, T Bakrania, K Boardman, T Poulton (St George's University of London, United Kingdom)
- 1415-1430    **7C4**    **Assessment for e-learning: meta-planning shows that medical students value interactivity, assessment and feedback as key features of a web-based simulation technology for creating virtual patients**  
RS Patel, FT Wilson, J McKimm, S Bonas, S Petersen and SJ Carr (John Walls Renal Unit, University Hospitals of Leicester NHS Trust, Leicester General Hospital, Leicester, United Kingdom)
- 1430-1445    **7C5**    **The development of an electronic web-based folder to support competency-based assessment**  
 M Chiodo, M Donoff, S Ross, I Steiner, P Humphries (Department of Family Medicine, University of Alberta, Edmonton, Alberta, Canada)
- 1445-1500    **7C6**    **Assessing medical student professionalism and communication skills via responses to simulated electronic mail (Email)**  
J Christner, B Stansfield, J Schiller, A Madenci, P Keefer (University of Michigan, Department of Pediatrics, Ann Arbor, United States)

No Discussion

- 1330-1500    **7D**    **ORAL PRESENTATIONS: Training for Self-Assessment**  
 Chairperson: Sam Leinster (University of East Anglia, United Kingdom)  
 Location: Hibiscus B
- 1330-1345    **7D1**    **Videotape review of standardized patient interviews develops students self-assessment skills**  
K Hanley (NYU School of Medicine, New York, United States)
- 1345-1400    **7D2**    **Informing self-assessment in clinical learning: Sources of data and facilitation**  
J Sargeant, J Lockyer, K Mann, E Loney, H Armson, T Dornan, E Holmboe, C van der Vleuten, B Chesluk (Dalhousie University, Halifax, Canada)
- 1400-1415    **7D3**    **Effect of training on students' self assessment practice**  
H Al Kadri, M Al Moamary, C Roberts, M Magzoub, H Al Takroni, C van der Vleuten (King Saud Bin Abdulaziz University for Health Sciences, College of Medicine, Riyadh, Saudi Arabia)

- 1415-1430 7D4 **Formative assessment of clinical competence: scoring rubric as a tool for development of self-assessment skill**  
DQ Nguyen, JF Gobeil, M Mahone (University of Montreal, CHUM-St Luc, Montreal, Canada)
- 1430-1445 7D5 **The impact of feedback and personality upon students' ability to self-assess skills, attributes and aptitudes**  
GM Finn, MA Sawdon (Durham University, School of Medicine and Health, Queen's Campus, Thornaby-on-Tees, United Kingdom)
- 1445-1500 7D6 **Self-explanation to foster self-awareness?**  
C St-Onge, M Chamberland, J Setrakian, L Bergeron, L Lanthier, A Bourget (Université de Sherbrooke, Sherbrooke, Canada)

No Discussion

- 1330-1500 **7E ORAL PRESENTATIONS: Assessment in Undergraduate Education**  
 Chairperson: John Mahoney (University of Pittsburgh Medical School, United States)  
 Location: Brickell North
- 1330-1345 7E1 **When the teaching and the assessment are connected**  
A Sadik (Touro University Nevada, College of Osteopathic Medicine, Henderson, United States)
- 1345-1400 7E2 **Impact of disrupted clerkship experiences on clinical skills examination performance**  
K Szauter, M Ainsworth, A Frye, J Rowen, N Zhang (University of Texas Medical Branch, Galveston, United States)
- 1400-1415 7E3 **Design of an assessment program for an undergraduate veterinary master curriculum**  
GJ Bok, LFH Theyse, NJ Rietbroek, H Brommer, CPM van der Vleuten, P Van Beukelen, ADC Jaarsma (Faculty of Veterinary Medicine, Utrecht University, Utrecht, Netherlands)
- 1415-1430 7E4 **Paramedic graduate attributes: using exploratory factor analysis to professionalise paramedic curriculum**  
B Williams, A Onsman, T Brown (Monash University, Department of Community Emergency Health & Paramedic Practice, Frankston, Australia)
- 1430-1445 7E5 **The role of national medical competence examination in capacity building of Indonesian medical education**  
M Ghozali, PD Sari, Setiawan, D Agustian, TH Achmad (Joint Committee for National Competence Examination of Medical Doctor, Jakarta, Indonesia)
- 1445-1500 7E6 **Preparedness for prescribing. A study involving three UK medical schools**  
C Kergon, J Illing, G Morrow, B Burford, J Spencer, E Peile, C Davies, B Baldauf, M Allen, N Johnson, J Morrison (NHS North East, Northern Deanery, Newcastle upon Tyne, United Kingdom)

No Discussion

- 1330-1500    **7F**    **ORAL PRESENTATIONS: Assessing the Education Environment**  
 Chairperson: Hettie Till (University of Dundee, United Kingdom)  
 Location: Brickell South
- 1330-1345    **7F1**    **Assessing the learning environment in a distributed medical education program**  
 A Towle, S Rusticus, C Lovato (University of British Columbia, Gordon & Leslie Diamond Health Care Centre, Vancouver, Canada)
- 1345-1400    **7F2**    **Differences in student perception of education environment in traditional vs team-based learning approaches to basic science education**  
 S Cook, C Grochowski, D Engle, SH Goh (Duke-NUS Graduate Medical School, Singapore)
- 1400-1415    **7F3**    **Serial assessment of the undergraduate clinical learning environment shows educational climate changes and differences**  
 N Alviar (National Teacher Training Center for the Health Professions University of the Philippines Manila, Philippines)
- 1415-1430    **7F4**    **Perceptions of graduating medical students toward their educational environment in Riyadh, Saudi Arabia**  
 A Zawawi, M Elzubeir (King Saud bin Abdulaziz University for Health Sciences, Riyadh, Saudi Arabia)
- 1430-1445    **7F5**    **DREEMing for a better medical education environment in Pakistan**  
 JS Khan, S Tabasum, UK Yousafzai (University of Health Sciences, Lahore, Pakistan)
- 1445-1500    **7F6**    **The first step to making a teaching hospital teach better: establishing a benchmark for educational quality**  
 J Currie, C Koppel, S Singh, M Lupton (Chelsea and Westminster Hospital NHS Foundation Trust, London, United Kingdom)

No Discussion

- 1330-1500    **7G**    **THEME GROUP 1 MEETING (Invitation only)**  
 Location: Brickell Center
- 1330-1500    **7H**    **THEME GROUP 2 MEETING (Invitation only)**  
 Location: Tuttle North
- 1330-1500    **7I**    **THEME GROUP 3 MEETING (Invitation only)**  
 Location: Tuttle South
- 1330-1500    **7J**    **WORKSHOP: High authenticity assessment: unintended consequences and subversion of learning**  
 RK McKinley, L Pangaro, AM Hastings (Keele University School of Medicine, Keele, Staffordshire, United Kingdom)  
 Location: Orchid C  
 Intended Outcomes: To facilitate, for authentic clinical skills assessment, sharing of experience of its impact on learning, optimizing its impact on learning, and minimizing its unintended consequences.

- 1330-1500    **7K**    **WORKSHOP: Mirror, mirror on the wall ... self-assessment in the health professions**  
S Bernstein, M Forte (The Hospital for Sick Children, Mount Sinai Hospital, Toronto, Canada)  
 Location:    Tuttle Center  
 Intended Outcomes: To review the essential components of effective feedback; To define self-assessment and describe some of the current controversies in the literature surrounding its use; To become familiar with the relative ranking model as a tool that incorporates self-assessment in providing feedback.
- 1330-1500    **7L**    **WORKSHOP: Effective “Train the Raters” workshops - a crucial component of simulation-based testing and evaluation**  
O Eisenberg, H Berkenstadt, N Gafni, A Ziv (National Institute for Testing and Evaluation, Jerusalem, Israel)  
 Location:    Orchid B  
 Intended Outcomes: To introduce the concept and principles of a comprehensive raters’ training process, and to present a workshop protocol that can be adapted for different SBTE contexts. The session will demonstrate a mini raters’ training workshop and will include hands-on practice, enabling participants to experience the scoring and calibration processes firsthand.
- 1330-1500    **7M**    **WORKSHOP: Assessing the educational environment via organizational sciences**  
IT Cohen, K Smith, C Corriveau, S Yanofsky (Children’s National Medical Center, Washington, United States)  
 Location:    Orchid D  
 Intended Outcomes: Participants will be able to: describe educational environment as an open systems model; apply an organizational framework to diagnose and assess the educational environment; discuss barriers and opportunities that may be encountered when introducing change.
- 1330-1500    **7O**    **WORKSHOP: Academic counselling**  
I Singh (Christian Medical College, Ludhiana, India)  
 Location:    Tuttle Prefunction  
 Intended Outcomes: Equip participants with the basic skills required for a successful academic counseling session in addition to helping them develop desirable qualities of a counselor.
- 1330-1500    **7P**    **THEME GROUP 4 MEETING (Invitation only)**  
 Location:    Merrick I
- 1330-1500    **7Q**    **THEME GROUP 1 MEETING (Invitation only)**  
 Location:    Merrick II
- 1330-1500    **7R**    **THEME GROUP 1 MEETING (Invitation only)**  
 Location:    Orchid A

- 1330-1500    **7S    POSTER PRESENTATIONS: Faculty Development**  
 Chairperson: Peter de Jong (Leiden University Medical Center, Netherlands)  
 Location: Riverfront Hall
- 7S1    **Training needs analysis of senior faculty at the Severn Deanery**  
A Cook (NHS Education South West - Severn Deanery, Deanery House, Bristol, United Kingdom)
- 7S2    **Utilizing a Fellowship in Medical Education Program to create an educational community**  
E Mylon, C Messina, N Nardone (State University of New York Stony Brook Health Sciences Center, New York, United States)
- 7S3    **Outcomes of the ABIM Faculty Development Course on assessment and evaluation**  
 W Iobst, S Hood, J Adiletto, E Holmboe (American Board of Internal Medicine, Philadelphia, United States)
- 7S4    **Long-term mentoring of medical students: Assessing professional and personal impacts on clinical educators**  
K Chin, D Boudreau, Y Steinert (Centre for Medical Education, McGill University, Montreal, Canada)
- 7S5    **Faculty development in assessment of clinical competence: The American Board of Internal Medicine (ABIM) Visit Program**  
 S Hood, W Iobst, J Adiletto, E Holmboe (American Board of Internal Medicine, Philadelphia, United States)
- 7S6    **Decision-making practices for Professional Development (PD)**  
AJ Daniel (Tulane University School of Medicine, New Orleans, United States)
- 7S7    **Relationship between leadership skills of leaders of postgraduate medical education in clinical departments and educational climate**  
B Malling, LS Mortensen, AJJA Scherpbier, C Ringsted (Aarhus University Hospital, Skejby, Aarhus, Denmark)
- 7S8    **Engaging trainers in developing workplace-based assessments of clinical leadership**  
L Hadley, C Penlington, A Gisvold (Kent, Surrey and Sussex Deanery, London, United Kingdom)
- 7S9    **Enhancement of Primary Care Physicians' (PCPs) skills in the computerized setting: instruction and evaluation**  
S Reiss, H Cohen-Tamir, L Eger-Dreyfuss, A Shachak , A Ziv (Technion, Rappaport Faculty of Medicine, Division of Family Medicine, Israel)
- 1330-1500    **7T    POSTER PRESENTATIONS: Curriculum Evaluation 2**  
 Chairperson: Richard Wakeford (University of Cambridge, UK)  
 Location: Riverfront Hall
- 7T1    **AMC Clinical Teachers' Questionnaire**  
M Fabriek, B Goos, C Baane, A Verbeek, M J Heineman (Academic Medical Center, Amsterdam, Netherlands)

- 7T2 **Assessing the quality of training programmes by identifying components of the training map**  
S Ahmad, T Sensky, M Maier (London Deanery, London, United Kingdom)
- 7T3 **Development of a global evaluation model for an elective clerkship**  
I Leiva, M Sirhan, Ana Wright (Facultad de Medicina, Pontificia Universidad Católica de Chile, Santiago, Chile)
- 7T4 **Changing course: What tips the balance? A case study**  
S Kalishman, C Timm, P McGuire (University of New Mexico School of Medicine, Albuquerque, United States)
- 7T5 **How does medical faculty perceive the evaluation system?**  
EB Yang, E Hwang (Department of Medical Education, Yonsei University College of Medicine, Institute of Educational Research, Yonsei University, Seoul, Republic of South Korea)
- 7T6 **The active handout: a valuable tool in student learning and assessment**  
WT O'Connor (University of Limerick, Graduate Entry Medical School, Limerick, Ireland)
- 7T7 **Language skills and study performance: motives and results of an assessment among first year medical students**  
MEW Dankbaar, K Stegers-de Jager, APN Themnen, (Erasmus University Medical Centre, Rotterdam, Netherlands)
- 7T8 **Gathering stakeholders' opinion about student assessment in the pediatric internship: lessons to be learned**  
S Grosseman, DO Teixeira, V Bollela, JR Boulet, S Mennin (Universidade Federal de Santa Catarina, Campus Universitário sem número - Santa Catarina, Brazil)
- 7T9 **An exploration of the 2:1 and 1:1 models of clinical education in occupational therapy and physiotherapy**  
M Cahill, A O'Connor, E McKay (University of Limerick , Departments of Occupational Therapy and Physiotherapy, Faculty of Education and Health Sciences, Ireland)
- 7T10 **The education guidance method of clinical practice to make a learning effect in occupational therapist education in Japan**  
C Sasaki, K Satomura (Chihiro Sasaki, Tokyo, Japan)
- 7T11 **Development of a course evaluation tool with higher accuracy and usefulness in medical education**  
M Davison, M Vassar (Oklahoma State University Center for Health Sciences, Tulsa, United States)
- 7T12 **Does qualitative complexity correspond to the underlying factor structure of undergraduate medical progress tests, constructed to measure higher cognition?**  
K Sunger, F Ahmad, A Boles, A Owen, G Byrne (The University of Manchester, Education & Research Centre, University Hospital of South Manchester , Manchester, United Kingdom)
- 7T13 **Internal evaluation of Nursing and Midwifery School Program in East of Guilan, Iran**  
SAI Dadgaran, I Nikookar, F Firouzehchian, Gh Khaef, F Asgari, V Lahouti, and Internal Evaluation Group (Guilan University of Medical Sciences, Rasht, Iran)
- 7T14 **Review of clinical learning: challenges and solutions**  
F Asgari, SAI Dadgaran, H Mahjoob (Guilan University of Medical Sciences, School of Nursing Azad Islamic University, Astara Branch, Rasht, Iran)

- 1330-1500 **7U POSTER PRESENTATIONS: Postgraduate Education 2**  
 Chairperson: Ivette Motola (University of Miami, United States)  
 Location: Knight Center Lobby
- 7U1 Procedure based assessment: evidence to support its implementation**  
J Beard, J Marriott, H Purdie, J Crossley (University of Sheffield, United Kingdom)
- 7U2 The effects of changing work patterns on surgical training: dissecting the problem**  
NS Blencowe, BA Parsons, AD Hollowood (University Hospitals Bristol NHS Foundation Trust, Bristol Royal Infirmary, Bristol, United Kingdom)
- 7U3 Syncopated spinning plates – a solution to poor attendance at core teaching**  
 M Solan, J Simpson, E Sharp, D Gerrard, H Scott (KSS School of Surgery, Postgraduate Deanery, London, United Kingdom)
- 7U4 An Evaluation of surgical DOPS in the UK Intercollegiate Surgical Curriculum Programme**  
A Mathew, J Beard, D Rowley, A Woodthorpe, J Foulkes (on behalf of the ISCP) (Intercollegiate Surgical Curriculum Programme, The Royal College of Surgeons of England, London, United Kingdom)
- 7U5 Assessing the competence of junior doctors in fluid management of surgical patients**  
P Froggatt, P Gold, H Joshi, L Wong (University Hospital Coventry & Warwickshire, Coventry, United Kingdom)
- 7U6 Assessment of competence for cesarean section (CS) with rating scale (GRS)**  
RN Qureshi, SK Ali (Aga Khan University, Obstetrics and Gynecology Department, Karachi, Pakistan)
- 7U7 Long-term retention of laparoscopic skills: A superior training paradigm**  
 M Brunsvold, R Minter, P Gauger, A Frischknecht, J Jackson, L Hauge (University of Michigan, Ann Arbor, United States)
- 7U8 Focused operative training briefings: maximising opportunities for future surgeons**  
S Strong, R Griggs, N Blencowe, A Hollowood (Bristol Royal Infirmary, Bristol, United Kingdom)
- 7U9 Behavioral interviewing in a surgical residency program: how to assess a resident candidate in key competencies**  
 C Cheifetz, HD Reines, R Seneca, S Luangkhot (VCU School of Medicine, Falls Church, United States)
- 7U10 Improving assessments in a clinical situation**  
C Liyanage, H Scott (St Peter's Hospital, Chertsey, United Kingdom)
- 7U11 Assessment of internal consistency and inter-rater reliability of AHRQ disaster drill evaluation tool in Korea**  
H Chung, M Choa, J Cho, Y Park, T Chung, S Kim, M Kim, S Chung, I Park (Yonsei University College of Medicine, Yonsei University Gangnam Severance Hospital, Department of Emergency Medicine, Seoul, Republic of South Korea)
- 7U12 Assessment of progression – trainees in difficulty**  
S Bodgener, A Tavabie (Kent, Surrey and Sussex Deanery, London, United Kingdom)

7U13 Residents value the pre-test of a mock code program  
S Zavaloff, F Bhanji (Montreal Children's Hospital, Montreal, Canada)

1500-1530 Coffee and View Exhibition  
Location: Riverfront Hall

## SESSION 8: SIMULTANEOUS SESSIONS

- 1530-1700 **8A SYMPOSIUM: Progress Testing**  
Chairperson: Chris Ricketts (Peninsula Medical School, United Kingdom)  
Panel: Adrian Freeman (Peninsula Medical School, United Kingdom);  
Lambert Schuwirth (Maastricht University, Netherlands); Dave Swanson (National Board of Medical Examiners, Philadelphia, United States)  
Location: James L Knight Center
- 1530-1700 **8B ORAL PRESENTATIONS: Work-based Assessment 2**  
Chairperson: Sioban Nelson (Bloomberg Faculty of Nursing, University of Toronto, Canada)  
Location: Jasmine
- 1530-1545 **8B1 Workplace Based Assessments: What is happening in practice?**  
PN Nesargikar, A Hassell, J Wong, RK McKinley (Keele School of Medicine, Keele University, Keele, United Kingdom)
- 1545-1600 **8B2 Negotiated Work Based Learning (NWBL): bespoke education, training and assessment of competence for clinicians and allied health professionals at masters level**  
J Walton<sup>1</sup>, F Cowell<sup>2</sup>, Rebecca Hamm<sup>2</sup>, Jane Williams<sup>3</sup>, Mark Davies<sup>3</sup> (<sup>1</sup>The University of Liverpool, Faculty of Health and Life Sciences, <sup>2</sup>Royal Liverpool and Broadgreen University NHS Trust, <sup>3</sup>Southport and Ormskirk Hospitals NHS Trust, Liverpool, United Kingdom)
- 1600-1615 **8B3 Wearing two hats: trainees' perceptions of work based assessments**  
L Allery, L Pugsley, J Macdonald, S Brigley (Cardiff University, Medical Education at Cardiff, School of Postgraduate Medical and Dental Education, Cardiff, United Kingdom)
- 1615-1630 **8B4 Paediatric trainees' experience of work place based assessments**  
D Roland, C Brown, G Muir, A Long, A Davies-Muir, M McGraw (Royal College of Paediatrics and Child Health, London, United Kingdom)
- 1630-1645 **8B5 How do Foundation Doctors perceive the importance of "process control" within work-place based assessment (WPBA)?**  
P Yeates, R Price, S Jewsbury, G Byrne (University of Manchester, Education Research Centre, University Hospital of South Manchester, United Kingdom)
- 1645-1700 **8B6 Developing accreditation standards for implementing workplace-based assessment as a summative assessment**  
H Alexander, B McGrath, R Doherty, A Reid (Australian Medical Council, Kingston, Australia)  
(Other Contributing Committee members: J Gordon (Chair), E Long, E Flynn, I Frank, L Landau, S O'Dwyer, P O'Sullivan, G Page, T Shaw, T Walters)

No Discussion

- 1530-1700 **8C** **ORAL PRESENTATIONS: Technology 2**  
 Chairperson: James B McGee (University of Pittsburgh School of Medicine, US)  
 Location: Hibiscus A
- 1530-1545 **8C1** **Using audience response systems for large group testing and session evaluation**  
PGM de Jong, NR Bos, R Sijstermans (Leiden University Medical Center, Onderwijs Expertise Centrum, Leiden, Netherlands)
- 1545-1600 **8C2** **Smart phones, smarter doctors? Harnessing technology to assist learning**  
L Pugsley, M, Morgan, M Stacey, A Bullock (Cardiff University, Medical Education at Cardiff, School of Postgraduate medical and dental Education, Neuadd Meirionnydd, Heath Park, Cardiff, United Kingdom)
- 1600-1615 **8C3** **Study on the effectiveness of interactive response system applied in medical courses**  
CJ Peng, TR Hsiue, TY Wong, JC Lee, CL Hsu, RB Lu, BM Huang, CC Liu, JJ Yan, CL Huang, CH Lin (Medical College of National Cheng-Kung University, Center for Education, Tainan, Taiwan)
- 1615-1630 **8C4** **Do examinee characteristics influence the allocation of response times on a multiple-choice question examination?**  
TJ Wood, M Roy, M McConnell, Y Lafortune (Medical Council of Canada, Ottawa, Canada)
- 1630-1645 **8C5** **The challenge of tracking medical school graduates**  
 A Jotkowitz, S Rosen, C Margolis (Ben Gurion University of Negev, Center for Medical Education, Faculty of Health Sciences, Beer Sheva, Israel)
- 1645-1700 Discussion
- 1530-1700 **8D** **ORAL PRESENTATIONS: Other Outcomes 1**  
 Chairperson: Alice Fornari (North Shore LIJ Health System, United States)  
 Location: Hibiscus B
- 1530-1545 **8D1** **First-year medical students' perceptions about self-directed learning: are they really doing what PBL aims at?**  
SA Azer, Al-Nassar (Universiti Teknologi MARA, Medical Education Research and Development Unit, Shah Alam, Malaysia)
- 1545-1600 **8D2** **OSCE-based assessment of lifelong learning skills**  
J Otsuki, S Santen, D Ander, S Franklin, K Kinlaw (Emory University School of Medicine, Atlanta, United States)
- 1600-1615 **8D3** **Variation in medical information seeking habits among physician specialties**  
A Sanchez, M DesLauriers, L Casebeer (Outcomes, LLC., Birmingham, United States)
- 1615-1630 **8D4** **Assessment of clinical reasoning in early medical undergraduates: a script concordance approach**  
A Linn, A Tonkin, C Gannon, H Kildea (Medicine Learning and Teaching Unit, University of Adelaide, Adelaide, Australia)
- 1630-1645 **8D5** **Assessment of the relationship between basic science knowledge and clinical reasoning in beginning undergraduate medical students**  
 S Krasne, C Stevens (David Geffen School of Medicine, University of California, Los Angeles, United States)
- 1645-1700 Discussion

- 1530-1700 **8E** **ORAL PRESENTATIONS: Assessment for Learning**  
 Chairperson: André Jacques (Collège des Médecins du Québec, Canada)  
 Location: Brickell North
- 1530-1545 **8E1** **Formative assessment as a tool for learning: Does it matter how we do it?**  
M Weurlander<sup>1</sup>, M Söderberg<sup>2</sup>, M Scheja<sup>3</sup>, H Hult<sup>1</sup>, A Wernerson<sup>2</sup> (Karolinska Institutet and Stockholm University, <sup>1</sup>Department of Learning, Informatics, Management and Ethics (LIME), KI, <sup>2</sup>Department of Laboratory Medicine, Division of Pathology, KI, <sup>3</sup>Department of Education, Stockholm University, Stockholm, Sweden)
- 1545-1600 **8E2** **Can test-enhanced learning be explained by stress?**  
C Kromann, ML Jensen, C Ringsted (Centre for Clinical Education, Copenhagen University and Capital Region of Denmark, Rigshospitalet, Copenhagen E, Denmark)
- 1600-1615 **8E3** **Assessment for transformative learning in longitudinal community-based medical education**  
J Greenhill, D Prideaux, I Walters, I Lindermann (Flinders University, Renmark, Australia)
- 1615-1630 **8E4** **Brown University reflective writing curriculum, faculty feedback (BEGAN) and evaluation rubric (REFLECT)**  
S Reis, H Wald, J Borkan (Warren Alpert Medical School of Brown University, Department of Family Medicine, Pawtucket, United States)
- 1630-1645 **8E5** **Logbook: a tool for mapping the curriculum and promoting students learning at the Aga Khan University (AKU)**  
S Sadaf, T Jafri, R Mohsin, F Jahan, S Shah, N Yousuf, R Ahmed, RW Zuberi (Aga Khan University, Karachi, Pakistan)
- 1645-1700 **8E6** **Undergraduate nurses' experience of the family health assessment as a learning opportunity**  
JJ Willemse, W Kortebout (University of the Western Cape, Cape Town, South Africa)

No Discussion

- 1530-1700 **8F** **ORAL PRESENTATIONS: Problem-based Learning**  
 Chairperson: Geoff Norman (McMaster University, Canada)  
 Location: Brickell South
- 1530-1545 **8F1** **Evaluating problem-based learning transcripts using corpus analysis: do men and machines agree?**  
A Da Silva, R Dennick (Medical Education Unit, Medical School, University of Nottingham, United Kingdom)
- 1545-1600 **8F2** **Remediation program for academic failure**  
 N Lumbuum, N Suryadinata, D Fairholm (Presenter: Rhendy Wijayanto) (Universitas Pelita Harapan, Tangerang, Indonesia, and Canada)
- 1600-1615 **8F3** **Students' perception of anatomy teaching in a PBL curriculum**  
L Wentworth, Sarah Smithson (University of Manchester, United Kingdom)
- 1615-1630 **8F4** **Competence for internship: perceptions of final year medical students from the University of Cape Town**  
CE Draper, GJ Louw (University of Cape Town, Department of Human Biology, Faculty of Health Sciences, Cape Town, South Africa)

- 1630-1645    8F5    **An online assessment of medical students' problem-based learning competency**  
I Korin (David Geffen School of Medicine at UCLA, Los Angeles, United States)
- 1645-1700    Discussion
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- 1530-1700    **BG**    **THEME GROUP 1 MEETING (Invitation only)**  
 Location:    Brickell Center
- 1530-1700    **BH**    **THEME GROUP 2 MEETING (Invitation only)**  
 Location:    Tuttle North
- 1530-1700    **BI**    **THEME GROUP 3 MEETING (Invitation only)**  
 Location:    Tuttle South
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- 1530-1700    **BJ**    **WORKSHOP: The use of OSCE as an assessment tool for medical ethics**  
J Patel, P Patel (Mayday University Hospital, London, United Kingdom)  
 Location:    Orchid C  
 Intended Outcomes: To explore the feasibility and appropriateness of using OSCE as a method of assessing students' application of ethics in the clinical setting; To ascertain whether an ethics OSCE station can be standardized to assess the application of ethics; To discuss and develop a uniform marking criteria for use in OSCE examinations; To showcase and attain a bank of suitable scenarios for use in an ethics OSCE.
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- 1530-1700    **BK**    **WORKSHOP: Of Conan Doyle and Hume: a Scottish perspective of professionalism - lessons from medicine and law**  
M Scott, F Westwood (University of Dundee, Professional Development Academy, Tayside Centre for General Practice, Dundee, United Kingdom)  
 Location:    Tuttle Center  
 Intended Outcomes: The workshop will offer participants tried and tested models of assessment of professionalism from another discipline and jurisdiction and allow participants to identify what could be applied to their area of medical education.
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- 1530-1700    **BL**    **WORKSHOP: Building meaningful core competency assessment using simulation**  
F Bhanji, Y Steinert, R Gottesman, S Razack (Centre for Medical Education, McGill University, Montreal, Canada)  
 Location:    Orchid B  
 Intended Outcomes: Participants will be able to: describe approaches to the integration of simulation-based assessment into health professions' education; develop simulation-based evaluation strategies to assess core competencies; demonstrate a rational linkage between desired behavioral outcomes and curricular input.

- 1530-1700 **8M** **WORKSHOP: How can residents' evaluation sessions be prepared more successfully?**  
G.J.M. Dirksen-de Tombe, M.M.E. van der Meer (Erasmus Medical Center Rotterdam, Rotterdam, Netherlands)  
 Location: Orchid D  
 Intended Outcomes: Participants will learn more about the way they can use the evaluation forms. The staff members get more practice in communication and coaching skills and the residents learn a new way to get help with their self reflection. They will also gain more insight into the role of the other in the evaluation session - resident or staff member.
- 1530-1700 **8N** **WORKSHOP: Workshop on the uses of subjective data in assessment**  
MC Holtman, K Eva, SG Clyman, RM Galbraith, A King (National Board of Medical Examiners, Philadelphia, United States)  
 Location: Brickell Prefunction  
 Intended Outcomes: To disseminate current work and begin sketching a research agenda to define the role of subjectivity in assessment, its cognitive boundaries, and the social implications of its use.
- 1530-1700 **8O** **WORKSHOP: Unconventional Standardized Patients: similarities between Standardized Pets (SPets) and Standardized Pediatric Patients (SPPs)**  
E Langenau, T Scott, E Kachur, L Altshuler (National Board of Osteopathic Medical Examiners, Conshohocken, United States)  
 Location: Tuttle Prefunction  
 Intended Outcomes: Identify the challenges and opportunities shared by utilizing animals and children for formative clinical skills assessment.
- 1530-1700 **8P** **THEME GROUP 4 MEETING (Invitation only)**  
 Location: Merrick I
- 1530-1700 **8Q** **THEME GROUP 5 MEETING (Invitation only)**  
 Location: Merrick II
- 1530-1700 **8R** **THEME GROUP 6 MEETING (Invitation only)**  
 Location: Orchid A
- 1530-1700 **8S** **POSTER PRESENTATIONS: Clinical Competence**  
 Chairperson: Dujeepa Samarasekera (National University of Singapore, Singapore)  
 Location: Riverfront Hall
- 8S1** **Stages of competency for medical procedures: a four-step framework**  
D Manthey, M Fitch (Wake Forest University School of Medicine, Winston-Salem, United States)
- 8S2** **Pediatric H1N1 decision matrix**  
LB Smith, M Wright, D Summers (West Virginia University, WV Simulation Training & Education for Patient Safety (STEPS), Robert C Byrd Health Sciences Center, Morgantown, United States)
- 8S3** **Assessment of medical students' clinical encounter documentation in paediatric clerkship curriculum**  
M Rashid, S Shea (Department of Paediatrics, Undergraduate Medical Education, Faculty of Medicine, Dalhousie University, Halifax, Nova Scotia, Canada; IWK Health Center, Halifax, Canada)

- 8S4 **Universal precautions and needle stick injury incidents among clinical students in Jakarta**  
F Kurniawan, S Ali (School of Medicine, Atma Jaya Indonesia Catholic University, Jakarta, Indonesia)
- 8S5 **Enhancing cross cultural competencies: a multi-faceted approach**  
L Kennedy-Malone, E Jones (The University of North Carolina at Greensboro, School of Nursing, Greensboro, United States)
- 8S6 **Introduction of new observed clinical assessment: did it achieve the aim?**  
L.P.Green-Thompson (Centre for Health Science Education, University of the Witwatersrand, Johannesburg, South Africa)
- 8S7 **The development of a common assessment form for physiotherapy clinical education in Ireland**  
A O'Connor, S Coote, L Alpine, C Cassidy, M Loughnane, S McMahon, D Meldrum, M O'Mahoney (University of Limerick, Physiotherapy Department, Faculty of Education and Health Sciences, Limerick, Ireland)
- 8S8 **Development of an assessment tool for the use of personal protective equipment in healthcare**  
C Williams, Z Hirji, H Carnahan (The Wilson Centre, University of Toronto, Canada)
- 8S9 **Comprehensive assessment measuring student performance in a longitudinal clerkship**  
S Strasser, R Strasser, M Matte (Northern Ontario School of Medicine, Sudbury, Canada)
- 8S10 **Competence in medical performance**  
G duPreez-Wilkinson (University of Queensland, Herston, Australia)
- 8S11 **How best to assess Continuity of care in longitudinal integrated programs?**  
L Sweet (Flinders University, School of Medicine, Adelaide, Australia)
- 8S12 **Teaching and assessing students' communication and clinical decision-making during phone consultations with nurses**  
L Hauge, M Boehler, E Arble, C Schwind, A O'Reilly, M Brunsvold (University of Michigan, Ann Arbor, United States)
- 8S13 **The science and the art of video debriefing in formative assessments**  
K Khan, S Tolhurst-Cleaver, T Pattison, M Sherwood (Manchester Medical School, Lancashire Teaching Hospitals Foundation Trust, Manchester, United Kingdom)
- 8S14 **An analysis of factors which predict success on clinical skills exam**  
N Bray, R Cherner, H Lane, M Echols (Nova Southeastern University College of Osteopathic Medicine, Ft. Lauderdale, United States)
- 8S15 **Clinical grades versus pass/fail**  
M Olenick (The Commonwealth Medical College, Clinical Skills and Simulation Center, Scranton, United States)

- 1530-1700 **BT** **POSTER PRESENTATIONS: The Student as Teacher/Assessor**  
 Chairperson: Ahmet Murt (Cerrahpasa Medical School, Istanbul, Turkey)  
 Location: Riverfront Hall
- 8T1 **Evaluation of the use of peer assessment in formative long case clinical examinations**  
 A Burgess (University of Sydney, Central Clinical School, Royal Prince Alfred Campus, Camperdown, Australia)
- 8T2 **Assessing residents' readiness and attitudes towards teaching: results of factor analysis of two short scales**  
 N Caire Fon, F Marquis, S Ahern, R Gagnon, D Laudy, G Grégoire, A Boucher (Faculty of Medicine, Université de Montréal, Faculté de médecine-CPASS, Montreal, Canada)
- 8T3 **Junior doctor-led prescribing teaching for senior medical students – a sustainable model for South-East Scotland and beyond ...**  
 CA Parisinos, JCL Rodrigues, MA Rodrigues, JN Rodrigues, A Sengupta, C Kane, S Maxwell, H Cameron, M Ross, M Ford (Edinburgh University, The Medical Teaching Organisation, College of Medicine and Veterinary Medicine, Edinburgh, United Kingdom)
- 8T4 **When should medical students start to prepare as teacher?**  
 T Saiki, T Matsumoto, A Tanaka, N Ban (Nagoya University Hospital Department of General Medicine, Nagoya, Japan)
- 8T5 **Evaluation of a model of student-generated case-based learning**  
 R Ajjawi, A Harris, P Boyce (The University of Sydney, Sydney Medical School, Sydney, Australia)
- 8T6 **The student voice in quality enhancement: How to turn up the volume**  
 AJ Wilson, D Owen, A Berlin (Division of Medical Education, University College London Medical School, London, United Kingdom)
- 8T7 **Student grand rounds – teaching and assessment tool**  
 D A Kandiah (Royal Brisbane and Women's Hospital, Herston, Australia)
- 8T8 **Evaluating peer, self and tutor assessment of procedural skills utilising the Direct Observed Procedural Skills (DOPS) assessment tool in undergraduate medical teaching. Assessing the assessors!**  
 R Mcleod, J Ker, G Mires (University of Dundee Clinical Skills Centre, Ninewells Hospital and Medical School, Dundee, United Kingdom)
- 8T9 **The role of peer education in English learning during the general medical education**  
 M Alizadeh, R Mirnour, F Khorshidi, K Ghabili (Education Development Center (EDC), Tabriz University of Medical Sciences, Education Development Center, Tabriz, Iran)
- 1530-1700 **BU** **POSTER PRESENTATIONS: Postgraduate Education 3**  
 Chairperson: Barry Lewis (NHS North West, United Kingdom)  
 Location: Knight Center Lobby
- 8U1 **To what extent does the GP rotation in the Foundation Programme (FP) in the UK prepare future doctors?**  
 O Zolle, R Odbert, M Rickenbach (NHS Education South Central, Southern House, Otterbourne, Winchester, United Kingdom)

- 8U2 **Quality managing the delivery of the Foundation Curriculum to Foundation Year Doctors (FDs) in the London Foundation Schools**  
DM McGuinness, M Adel-Singh, R Lee, I Hastie, AH Frankel (London Deanery, London, United Kingdom)
- 8U3 **Foundation assessment project**  
S Quy (KSS Deanery, London, United Kingdom)
- 8U4 **Systematic review of assessments in the UK Foundation Programme**  
O Lord, S Carney (UK Foundation Programme Office, Cardiff, United Kingdom)
- 8U5 **Assessing research and teaching competences in the UK Foundation Programme**  
S Carney (UK Foundation Programme Office, Cardiff, United Kingdom)
- 8U6 **Social induction: an innovative induction programme for Foundation trainees - experience from a Hospital Trust in South East of England**  
R Subramaniam, S Mukherjee (East Kent Hospitals University NHS Foundation NHS Trust, Kent, United Kingdom)
- 8U7 **Does specialty training prepare new consultants for their role? A quantitative study**  
G Morrow, B Burford, J Illing, N Redfern, R Briel, C Kergon, P Crampton (NHS North East, Northern Deanery, Newcastle upon Tyne, United Kingdom)
- 8U8 **Improving quality of postgraduate medical education**  
S Gray, S Cook, A Etheridge, D Sandhu (Severn Deanery, Bristol, United Kingdom)
- 8U9 **5 years of assessing Foundation doctors: Foundation Programme Curriculum (3rd Edition)**  
E Neville, S Carney, D Gallen (The Academy of Medical Royal Colleges, London, United Kingdom)

# WEDNESDAY MAY 19: CONFERENCE DAY 3

0700-1500 Registration at Hyatt Convention Center  
Location: Riverfront Hall Foyer (enter through Hotel lobby)

## SESSION 9: SIMULTANEOUS SESSIONS

- 0800-0945    **9A**    **SYMPOSIUM: Assessment of Competencies**  
Chairperson: [Matthew CE Gwee](#) (National University of Singapore)  
Panel: [Dujeepa Samarasekera](#) (National University of Singapore); [Amitai Ziv](#) (The Israel Center for Medical Simulation, Tel Hashomer, Israel)  
Location: James L Knight Center
- 0800-0945    **9B**    **ORAL PRESENTATIONS: International Dimensions 1**  
Chairperson: Madalena Patricio (University of Lisbon, Portugal)  
Location: Jasmine
- 0800-0815    **9B1**    **How do Canadians Studying Abroad (CSAs) compare to other examinees on a high-stakes licensure examination?**  
[MI Bowmer](#), M Roy, TJ Wood (Medical Council of Canada, Ottawa, Canada)
- 0815-0830    **9B2**    **International Medical Graduates in Taiwan**  
[Tsuen-Chiuan Tsai](#), Peter H Harasym (Department of Pediatrics, E-Da Hospital, Kaohsiung County, Taiwan)
- 0830-0845    **9B3**    **Medical education accreditation in Mexico: Impact on student outcomes**  
[M van Zanten](#), DW McKinley, I Durante (Foundation for the Advancement of International Medical Education and Research (FAIMER), Philadelphia, United States)
- 0845-0900    **9B4**    **An international comparative study of medical licensing examinations: Overview**  
[X Yao](#), P Qing, XH Wan (West China School of Medicine, Sichuan University, Chengdu, People's Republic of China)
- 0900-0915    **9B5**    **International collaborative high stakes clinical skills examination project: Nova Southeastern University/Kazan State Medical University**  
[H Lane](#), [S Bulatov](#) (Nova Southeastern University COM/Kazan State Medical University, Ft. Lauderdale, United States)
- 0915-0930    **9B6**    **Clinical experiences and clinical skills examination performance**  
[D McKinley](#), A Opalek (Foundation for the Advancement of International Medical Education and Research (FAIMER), Philadelphia, United States)
- 0930-0945    **9B7**    **Stability of clinical reasoning assessment results across four different cultural environments**  
[C Brailovsky](#), E Pleguezuelos, B Charlin, E Hornos (Instituto Practicum de Investigación Aplicada a la Educación en Ciencias de la Salud, Madrid, Spain)

No Discussion

- 0800-0945    **9C**    **ORAL PRESENTATIONS: Student Self-Assessment**  
 Chairperson: Stacey Bernstein (Hospital for Sick Children, University of Toronto, Canada)  
 Location: Hibiscus A
- 0800-0815    9C1    **Clinical Skills Assessment: comparison of students' self-assessment and examiners assessment in an OSCE**  
F Jahan, S Sadaf, S Mohammad, NaNaeem, R Qureshi (Aga Khan University Hospital, Karachi, Pakistan)
- 0815-0830    9C2    **Students' perception of their communication and transition of care skills at the end of their Subinternship (SI)**  
MK Aiyer, GD Miller, G Kerolus, B Bostwick, JC Aldag (University of Illinois College of Medicine at Peoria, United States)
- 0830-0845    9C3    **Can medical students accurately self-assess interpersonal skills?**  
R Pauly, L Cooper, M Duerson (University of Florida, College of Medicine, Chapman Education Center, Gainesville, United States)
- 0845-0900    9C4    **Errors of judgement: can students recognise their own errors in written examinations?**  
C Hebbes, J Briggs, E Davidson, R Bell, H Crick (University of Leicester Medical School, Leicester, United Kingdom)
- 0900-0915    9C5    **Self-assessment in the evaluation of competencies: Any use at all?**  
G Fabry, S Biller, J Forster, M Giesler (Albert-Ludwigs-University, Medical School, Department of Medical Psychology, Freiburg, Germany)
- 0915-0930    9C6    **Final year medical students` self assessment of their capability in general competencies**  
Gh Khaef, E Matini, I Dadgaran, A Eivaz Zialee, R Taghavi (Islamic Azad University Tehran Medical Branch, Tehran, Iran)
- 0930-0945    Discussion
- 0800-0945    **9D**    **ORAL PRESENTATIONS: Other Outcomes 2**  
 Chairperson: To be confirmed  
 Location: Hibiscus B
- 0800-0815    9D1    **Discourses of emotion within medical education: "The ever present absence"**  
N McNaughton (University of Toronto, Standardized Patient Program, Wilson Centre for Research in Education, Toronto, Canada)
- 0815-0830    9D2    **Investigating the emotional resilience of medical students in the clinical workplace**  
E Pearson, T Dornan, C Bundy (The University of Manchester, Manchester Medical School, Manchester, United Kingdom)
- 0830-0845    9D3    **Associations between internal medicine resident well-being and both web-based and standardized assessments of medical knowledge**  
C West, T Shanafelt, D Cook (Mayo Clinic, Rochester, United States)

- 0845-0900 9D4 **Gathering validity evidence for SAGAT and SPAM, two measures of situation awareness, during crisis situations in medicine**  
G Chiniara, A Tekian, S Downing, C Brailovsky, M Lessard (Université Laval, Laval, Québec, Canada)
- 0900-0945 Discussion
- 0800-0945 **9E ORAL PRESENTATIONS: Case Studies in Continuing Education**  
 Chairperson: Lesley Southgate (St George's, University of London, United Kingdom)  
 Location: Brickell North
- 0800-0815 9E1 **CME: practical methods for meeting criterion 12**  
E Brady, M Johnson, D Dietze (Scientia Healthcare Education, Durham, United States)
- 0815-0830 9E2 **Enhancing clinical nursing practice in a comprehensive healthcare environment through application of Information and Communications Technology**  
EJ Ricks, V Benjamin (Nelson Mandela Metropolitan University, Port Elizabeth, South Africa)
- 0830-0845 9E3 **Innovation for CME activities improvement**  
A Murt, M Yildirim, G Eral, M Aydin (Cerrahpasa Tıp Fakültesi, Tıp Eğitimi Anabilim Dalı, Istanbul, Turkey)
- 0845-0900 9E4 **Developing consultation skills in the experienced family practitioner**  
H Murugasu, S Scallan, J Lyon-Maris (Wessex School of General Practice, NESG, UK, Southampton Patch, GP Education Unit, Southampton University Hospital Trust, Southampton, United Kingdom)
- 0900-0915 9E5 **Developing a Readiness for General Practice: learning needs appraisal – innovation in assessment**  
K Pandithage (Northern Territory General Practice Education (NTGPE), Charles Darwin University, Casuarina, Australia)
- 0915-0930 9E6 **Results of a Quality Improvement-CME activity to improve the management of joint pain patients**  
GC Bird, J Scotti, R Kennison (Peer Point Medical Education Institute, Evanston, United States)
- 0930-0945 9E7 **Peer assessment of medical performance: The NSPAR Medical Colleague Study**  
J Sargeant, T Hill, M Power, D Sinclair (Dalhousie University, Halifax, Canada)
- No Discussion
- 0800-0945 **9F ORAL PRESENTATIONS: Written Assessment**  
 Chairperson: David Swanson (NBME, United States)  
 Location: Brickell South
- 0800-0815 9F1 **Improving the reliability of high stakes MCQ examinations**  
H Till, D Ward, E Winton (Joint Committee on Intercollegiate Examinations, Edinburgh, United Kingdom)
- 0815-0830 9F2 **Protecting your assessment content: Cost-effective successful strategies and lessons learned at the Medical Council of Canada (MCC)**  
R S Lee (Medical Council of Canada, Ottawa, Canada)

- 0830-0845 9F3 **Evidence that key features problems assess higher-level cognitive processes than conventional multiple-choice items**  
RN Chinn, GM Hurtz, GC Barnhill, NR Hertz (Comira, Folsom, United States)
- 0845-0900 9F4 **Flawed multiple-choice questions and student discrimination**  
HI Shin, CJ Lyu, EB Yang (Yonsei University, College of Medicine, Seoul, Republic of South Korea)
- 0900-0915 9F5 **Question book analysis of national competence examination for Indonesian medical doctors**  
PD Sari, CP Novianti, M Ghozali, D Agustian, I Setiawan, TH Achmad (Joint Committee for National Competence Examination for Indonesian Medical Doctor, Jakarta, Indonesia)
- 0915-0945 Discussion
- 0800-0945 **9G ORAL PRESENTATIONS: Curriculum Evaluation 1**  
 Chairperson: Jennifer Weller (University of Auckland, New Zealand)  
 Location: Brickell Center
- 0800-0815 9G1 **Graduating Grant Recipient Program (PMG) on Clinical Pathology (CP): a successful pedagogical tool for improving learning and teaching abilities in the Medical School, UFMG, Brazil**  
TF Soares, EN Mendes, LG Viana, RMD Faria, SM Elói-Santos, PG Vidigal, LM Resende, B Resende, FFA Santos, FG Machado, MVF Floresta (School of Medicine, Universidade Federal de Minas Gerais, Belo Horizonte, Brazil)
- 0815-0830 9G2 **Integration of preclinical and clinical teaching in Singapore: the perception of medical students and educators 10 years later**  
 RM Seet, SM Saw, K Singh, P Gopalakrishnakone (YLL School of Medicine, National University of Singapore, Singapore)
- 0830-0845 9G3 **Defining excellence in a primary care learning environment**  
G Buckle, A Ewens, H Falcon, K Jones S Plint (Oxford Postgraduate Deanery and Oxford Brookes University, Oxford, United Kingdom)
- 0845-0900 9G4 **Perceptions of the learning and teaching environment in an Australian health service**  
N Roberts, K Leong, J Martin (Eastern Health Clinical School Medical Student Programs, Monash University and Deakin University, Box Hill, Australia)
- 0900-0915 9G5 **Assessment of recent graduate knowledge and practice to inform a national curriculum in rheumatology in Ireland**  
 N Jordan, S Donnelly (University College Dublin, Health Sciences Centre, Dublin, Ireland)
- 0915-0930 9G6 **The development of descriptors as an accreditation enhancement tool**  
M Kennedy, D Davis (The Royal College of Physicians & Surgeons of Canada, Ottawa, Canada)
- 0930-0945 Discussion

- 0800-0945    **9H**    **THEME GROUP 1 PRESENTATION: Criteria for Good Assessment**  
 Chairperson: John Norcini (United States)  
 Location: Tuttle North
- 0800-0945    **9I**    **THEME GROUP 1 PRESENTATION: Technology-based Assessment**  
 Chairperson: Zubair Amin (Singapore)  
 Location: Tuttle South
- 0800-0945    **9J**    **WORKSHOP: Validity of teacher and peer assessment of medical communication skills of 2nd year students**  
RL Hulsman, M Fabriek (Academic Medical Centre, Department Medical Psychology, Amsterdam, Netherlands)  
 Location: Orchid C  
 Intended Outcomes: Participants will: get acquainted with using a digital portfolio; learn to define expectation levels in summative assessments of communication skills; learn about the advantages and disadvantages of combining teacher and peer-assessments.
- 0800-0945    **9K**    **WORKSHOP: The introduction of work-place based assessment to UK Family Practice**  
J Edwards, S Street (Royal College of General Practitioners, London, United Kingdom)  
 Location: Tuttle Center  
 Intended Outcomes: Participants will gain an understanding and appreciation of the strengths and weaknesses of the WPBA tools used in GP specialty education. By examining real ePortfolios they will experience the training given to educational supervisors in the calibration of the benchmarks that constitutes sufficient evidence of competence in family practice.
- 0800-0945    **9L**    **WORKSHOP: Progress Testing. What flavour do you want? Formative? Summative?**  
A Freeman, S Schaubert, Z Nouns (Peninsula Medical School/Charité Medical School, St Luke's Campus, Exeter, United Kingdom)  
 Location: Orchid B  
 Intended Outcomes: At the end of the workshop participants will have an understanding of the potential of progress testing for both summative and formative assessments. They will have an understanding of some differences between longitudinal and single point assessments and of the basic methods of creating progress test systems.
- 0800-0945    **9M**    **WORKSHOP: Formative assessment in a summative world. Is formative assessment being lost in modern medical education?**  
P Bratuskins, G Zaharias (Monash University Department of General Practice, Melbourne, Australia)  
 Location: Orchid D  
 Intended Outcomes: Participants will be able to: compare the strengths and weaknesses of formative and summative assessment in meeting the different needs of educators and learners; reappraise the role of formative assessment in medical education; and reflect on the role of formative and summative assessment in their program(s).
- 0800-0945    **9N**    **WORKSHOP: Assessing the leadership needs of your organisation**  
D Sandhu, S Gray, A Cook (Severn Deanery, Deanery House, Vantage Office Park, Bristol, United Kingdom)  
 Location: Brickell Prefunction  
 Intended Outcomes: To summarise key research findings and concepts about leadership; To describe how effective leaders vary their styles and methods as needed; To outline how organisations grow, develop and change and the role of leaders in enabling this; To identify the personal qualities and skills that enable participants to lead effectively.

- 0800-0945 **9O** **THEME GROUP 3 PRESENTATION: Performance Assessment**  
 Chairperson: Katharine Boursicot (United Kingdom)  
 Location: Tuttle Prefunction
- 0800-0945 **9P** **THEME GROUP 4 PRESENTATION: Assessment of Professionalism**  
 Chairperson: Brian Hodges (Canada)  
 Location: Merrick I
- 0800-0945 **9Q** **THEME GROUP 5 PRESENTATION: Assessment for Selection**  
 Chairperson: David Prideaux (Australia)  
 Location: Merrick II
- 0800-0945 **9R** **THEME GROUP 6 PRESENTATION: Research in Assessment**  
 Chairperson: Lambert Schuwirth (Netherlands)  
 Location: Orchid A
- 0800-0945 **9S** **POSTER PRESENTATIONS: Teacher Evaluation**  
 Chairperson: Casey White (University of Michigan Medical School, US)  
 Location: Riverfront Hall
- 9S1** **Faculty assessment by medical students: Factors contributing to differences in assessment of a female professor**  
 R Levin-Epstein, [A Hirsch](#) (Boston University School of Medicine, Boston, United States)
- 9S2** **Trainee evaluation of consultant teaching at a District General Hospital**  
[A G Blundell](#), A L Gordon, G M Cox (Sherwood Forest Hospitals NHS Foundation Trust, Nottingham, United Kingdom)
- 9S3** **A national local faculty initiative in secondary care. The experience in Wales**  
[P Donnelly](#), S Lewis, D Gallen (Cardiff University, Postgraduate Deanery, Cardiff, United Kingdom)
- 9S4** **The qualities of a good facilitator in problem based learning: experiences from medical school in University Popular Autonomous of Puebla State (UPAEP)**  
[JA Alonso](#), S Martinez, F Morales (Universidad Popular Autónoma del Estado de Puebla, Mexico)
- 9S5** **Rewarding teaching excellence in the South-east Asian region**  
[HY Yee](#), JP Judson (The International Medical University, Kuala Lumpur, Malaysia)
- 9S6** **An assessment tool for the evaluation of medical faculty**  
[R Sarchami](#), M Hoseini, PF Abed, N Mohammadi, A Javadi (EDC, Qazvin University of Medical Sciences, Qazvin, Iran)
- 0800-0945 **9T** **POSTER PRESENTATIONS: Professionalism**  
 Chairperson: Tina Martimianakis (University of Toronto, Canada)  
 Location: Riverfront Hall
- 9T1** **Professionalism and psychometrics in the assessment of competence at the clinical workplace**  
[O ten Cate](#) (University Medical Center Utrecht, Utrecht, Netherlands)

- 9T2 **The Professionalism Portfolio**  
D Shaw, [J Hamstra](#), P Anderson-Worts (Nova Southeastern University College of Osteopathic Medicine, Davie, United States)
- 9T3 **Clinical competence and the hidden curriculum – an area of tension**  
[T Rotthoff](#), F Meyer, T Kosubek, A Nilges, M Wieg, H Barz, M Schneider (Heinrich-Heine University Duesseldorf, Germany, Deanery - Medical Faculty, Department of Educational Research and Management, Duesseldorf, Germany)
- 9T4 **Consensus or contestation? How medical schools in England construct and present a curriculum for personal and professional development (PPD): a qualitative evaluation**  
[D Gill](#) (UCL Medical School, Whittington Campus, Holborn Union Building, London, United Kingdom)
- 9T5 **Assessing and building professional character – the key role of Practitioner Tutors**  
[M Scott](#), [F Westwood](#) (Professional Development Academy, University of Dundee, United Kingdom)
- 9T6 **Tolerating uncertainty (an aspect of professionalism): Personal epistemology in a problem-based curriculum**  
[G Maudsley](#) (The University of Liverpool, Division of Public Health, Liverpool, United Kingdom)
- 9T7 **Program evaluation and the hidden curriculum: comparing student empathy and burnout between traditional block clerkships and a longitudinal third year curriculum**  
[E Simanton](#), [L Hansen](#) (Sanford School of Medicine of The University of South Dakota, Sioux Falls, United States)

0800-0945

- 9U POSTER PRESENTATIONS: The Basic and Paramedical Sciences**  
Chairperson: Geoff Miller (University of Miami, United States)  
Location: Knight Center Lobby
- 9U1 **How to write clinical problems integrated with basic sciences**  
[MVL Vasconcelos](#), RS Rodarte (College of Medicine at the Federal University of Alagoas, Biological Science and Health Institute at Federal University of Alagoas, Brazil)
- 9U2 **Knowledge preservation from basic level in clinical level students**  
[ME Ponce de León](#), A Ortiz, M Varela, J Reynaga, W Reyes (Universidad Nacional Autónoma de México, Facultad de Medicina, Ciudad Universitaria, Coordinación de Planes y Programas de Estudio, Mexico)
- 9U3 **Changing medical students' perceptions of their pharmacotherapeutic competencies: a 'before' and 'after' survey.**  
[EN Kwizera](#), NB Sathiakumar (Department of Pharmacology, Faculty of Health Sciences, Walter Sisulu University, Mthatha, South Africa)
- 9U4 **Analysis of ultrasound in teaching gross anatomy to medical students**  
[M Sadanandaswamy](#), R Searle (Anatomy and Clinical Skills, School of Medical Sciences Education Development, The Medical School, University of Newcastle upon Tyne, United Kingdom)
- 9U5 **Learning effectiveness of pathology in medical undergraduates in an integrated curriculum**  
[R R Panirselvam](#), [B Sengodan](#), [P K Rajesh](#) (Faculty of Medicine, Aimst University, Bedong, Malaysia)

9U6 **Providing continuity in a preclinical preceptorship to improve chronic care competency: A novel approach**  
S Wali, C Stevens, A Relan, L Wilkerson (David Geffen School of Medicine at UCLA, Los Angeles, United States)

0930-1015 **Coffee and View Exhibition**  
 Location: Riverfront Hall

## SESSION 10: SIMULTANEOUS SESSIONS

- 1015-1200 **10A SYMPOSIUM: Assessment for Selection for Healthcare Training**  
 Chairperson: Kevin Eva (McMaster University, Ottawa, Canada)  
 Panel: Marc Kroopnick (AAMC, United States), Chris Roberts (University of Sydney, Australia), Kelly Dore (McMaster University, Canada), Clarence Kreiter (University of Iowa, United States)  
 Location: James L Knight Center
- 1015-1200 **10B ORAL PRESENTATIONS: International Dimensions 2**  
 Chairperson: Johannes Wenzel (Miralles Associates, Australia)  
 Location: Jasmine
- 1015-1030 **10B1 Quality assessment of PGME: an international comparison**  
C de Burbure, J Piérard, I Vinck, R Remmen, D Paulus (Medical Faculty, Université catholique de Louvain UCL, Brussels, Belgium)
- 1030-1045 **10B2 The University of Queensland-Ochsner Health System International Medical Education Partnership allowing students to study medicine across two continents**  
PD Jones, D Wilkinson, W Pinsky, H Marshak (University of Queensland, Mayne School of Medicine, Brisbane, Australia)
- 1045-1100 **10B3 Trainees' perspectives on an international training program in Neonatal-Perinatal Medicine in Shanghai**  
A Jefferies, X Qiu, A Chiu, J Macartney, H Osioviich, B Simmons, S Lee (Dept. of Paediatrics, University of Toronto, Canada)
- 1100-1115 **10B4 Cultural determinants of early patient contact learning experience**  
DL Whifford, AR Hubail (RCSI Bahrain, Adliya, Bahrain)
- 1115-1130 **10B5 Factors that could help or hinder overseas doctors in making a successful transition to the UK workplace**  
J Illing, G Morrow, C Kergon, B Burford (Northern Deanery, Newcastle upon Tyne, United Kingdom)
- 1130-1145 **10B6 Assessing IMGs for suitability for General Practice**  
Anita Smith (Rural Workforce Agency, Victoria (RWAV), Australia)
- 1145-1200 **10B7 How do Ugandan interns perceive the doctor-patient relationship? A study of perceptions of professionalism by a UK Foundation Doctor working in Uganda**  
S Jewsbury, P Yeates, N Davies, L Othieno, M Surgenor, G Byrne, E Ovuga (University Hospital of South Manchester NHS Foundation Trust, Education Research Centre, University Hospital of South Manchester, United Kingdom)

No Discussion

- 1015-1200    **10C**    **ORAL PRESENTATIONS: Evaluation of Teachers**  
 Chairperson: Merete Ipsen (Aarhus University, Denmark)  
 Location: Hibiscus A
- 1015-1030    10C1    **Attributes of good surgical trainers: perspectives from trainee focus group discussions and narrative interviews**  
P Nisar, H Scott (Kent Surrey Sussex School of Surgery, London, United Kingdom)
- 1030-1045    10C2    **Student and teaching characteristics related to ratings of instruction in medical sciences graduate programs**  
 H Delver, T Beran, T Donnon (Medical Education and Research, Department of Community Health Sciences, University of Calgary, Canada)
- 1045-1100    10C3    **Utilizing teaching evaluations to promote faculty development in teaching**  
K Leslie, E Egan-Lee, R Pittini, S Cardoso, M Schreiber, A Dionne, L Baker, S Reeves (Centre for Faculty Development, Faculty of Medicine University of Toronto at St. Michael's Hospital, Toronto, Canada)
- 1100-1115    10C4    **'Harvey' (the cardiac patient simulator) peer-tutors' teaching ability – tutees' feedback versus tutors' self-appraisal**  
JCL Rodrigues, MA Rodrigues, CA Parisinos, VG Lim, KAA Fox, M Denvir (Department of Cardiology, The Royal Infirmary of Edinburgh, United Kingdom)
- 1115-1130    10C5    **The development of Ipsix: a psychometric test for the selection and development of high quality examiners**  
C Dewberry, A Davies Muir, S Newell (Royal College of Paediatrics and Child Health, London, United Kingdom)
- 1130-1145    10C6    **Medical students' perceptions of the best clinical teachers**  
 C H Tsai, C Y Chan, W Chen, S C Liao (China Medical University Hospital, Taichung, Taiwan)
- 1145-1200    Discussion
- 1015-1200    **10D**    **ORAL PRESENTATIONS: Other Outcomes 3**  
 Chairperson: Sally Santen (Emory School of Medicine, United States)  
 Location: Hibiscus B
- 1015-1030    10D1    **Using the UCLA Script-Concordance test of cross-cultural care at the University of Michigan**  
ML Lypson, JA Purkiss, PT Ross, CM Grum, (University of Michigan Medical School and the David Geffen School of Medicine, University of California, Los Angeles, United States)
- 1030-1045    10D2    **Conflict of interest in medical education: where do we currently stand in residency programs?**  
K Ross, W Lobst, B Hess (American Board of Internal Medicine, Philadelphia, United States)
- 1045-1100    10D3    **Construct validity of conflict management style profiles in medical students**  
P Wimmers, D Ogunyemi, M Stuber (David Geffen School of Medicine, UCLA, Center for Educational Development and Research, Los Angeles, United States)
- 1100-1115    10D4    **Building a framework for assessing leadership competencies in medical faculty**  
L Naismith, K Chin, Y Steinert (McGill University, Montréal, QC, Canada)

- 1115-1130 10D5 **Developing and testing tools for assessing leadership skills and competencies in emergency medicine trainees**  
J McKimm, [S Petersen](#) (University of Leicester, Department of Medical and Social Care Education, Maurice Shock Medical Sciences Building, Leicester, United Kingdom)
- 1130-1145 10D6 **Assessment of self-directed learning skills before and after a multifaceted intervention for family medicine residents**  
[M Nothnagle](#), P George, R Goldman, G Sullivan, S Reis (Brown University Family Medicine Residency, Pawtucket, United States)
- 1145-1200 10D7 **Determining the optimal mix of abnormal to normals for learning radiograph interpretation: a randomized controlled trial of residents**  
[M Pusic](#), J Andrews, G Kamdar, D Kessler, D Teng, M Pecaric, K Boutis (Columbia University College of Physicians and Surgeons, New York, United States)

No Discussion

- 1015-1200 10E **ORAL PRESENTATIONS: Addressing the underperforming professional**  
Chairperson: Debra Klamen (Southern Illinois University, United States)  
Location: Brickell North
- 1015-1030 10E1 **The role of cognitive function screening in physician competence assessment**  
L Korinek, L Thompson, C McRae, [E Korinek](#) (CPEP, Center for Personalized Education for Physicians, Denver, United States)
- 1030-1045 10E2 **The consideration of cognitive decline in assessed practitioners**  
[N Brown](#), P McAvoy, M Rhodes (National Clinical Assessment Service, Market Towers, London, United Kingdom)
- 1045-1100 10E3 **Identification, assessment and management of non-clinical 'poor performance' in qualified doctors in the UK**  
[JR Skelton](#), [CM Wiskin](#) (The University of Birmingham, School of Health and Population Sciences, Birmingham, United Kingdom)
- 1100-1115 10E4 **Characteristics of physicians referred for competence assessment: a report on 1000 competence assessments**  
[E Grace](#), E Korinek (CPEP, Center for Personalized Education for Physicians, Denver, United States)
- 1115-1130 10E5 **Using simulation of community pharmacy practice to assess practitioners whose performance has given cause for concern**  
M Rhodes, [N Brown](#), L Cowan, J Delic, H Dolan, R Marchant, P McAvoy, P Wooley, K Wyse (National Clinical Assessment Service (NCAS) & School of Pharmacy, University of Hertfordshire, London, United Kingdom)
- 1130-1145 10E6 **Design and evaluation of a development centre to strengthen medical appraiser skills**  
[A Koczwaro](#), [A Tavabie](#), [F Patterson](#) (Work Psychology Group and Kent, Surrey and Sussex Deanery, Nottingham, United Kingdom)
- 1145-1200 Discussion

- 1015-1200 10F **ORAL PRESENTATIONS: 360 Degree Evaluation**  
 Chairperson: Margaret Bearman (Monash University, Australia)  
 Location: Brickell South
- 1015-1030 10F1 **From scores to comments: What does the free text box add to assessor ratings in multi source feedback?**  
P.Vivekananda-Schmidt, L Mackillop, J Crossley, D Bee, W Wade, M Armitage (University of Sheffield, Academic Unit of Medical Education, Sheffield, United Kingdom)
- 1030-1045 10F2 **Getting the questions right: comparing compound questions and pure questions on matched multi-source feedback instruments**  
J.Crossley, L Mackillop, J Parker-Swift (University of Sheffield, Academic Unit of Medical Education, Sheffield, United Kingdom)
- 1045-1100 10F3 **Implementing multi-source feedback for scientist training in the UK**  
L.Southgate, V Davison, K Sidoli, S Heard, S Hill (Department of Health, Modernising Scientific Careers Programme, London, United Kingdom)
- 1100-1115 10F4 **Using multi-source feedback to assess medical students' learning on an interprofessional surgical healthcare team**  
J.White, N.Sharma (University of Alberta, Royal Alexandra Hospital, Edmonton, Canada)
- 1115-1130 10F5 **The evaluation of residents' competency in China: a 360-degree assessment**  
Q.Zhao, Y.Zhao, B Qu, B.Sun (China Medical University, Research Center for Medical Education, Shenyang, People's Republic of China)
- 1130-1145 10F6 **Does the resident of Pediatrics include the patient's perspective? Audio-video recording of the consultation as a tool for the assessment of clinical competences**  
D.Ballester, SMC Zuccolotto, S.Gannam, ML Bourroul, AMU Escobar (University Hospital, Department of Pediatrics, School of Medicine, University of São Paulo, Brazil)
- 1145-1200 Discussion
- 1015-1200 10G **ORAL PRESENTATIONS: Curriculum Evaluation 2**  
 Chairperson: Victor Lim (International Medical University, Malaysia)  
 Location: Brickell Center
- 1015-1030 10G1 **'Does my S3 look big in this?' Crafting invisible maps of the body**  
K.Fleming, G Finn, JC McLachlan (University of Ulster, Belfast, United Kingdom)
- 1030-1045 10G2 **A low-cost method for performing a curriculum gap-analysis in developing countries: medical school competencies in Ghana**  
S.Rominski, K Nkyekyer, K Danso, P Donkor, A Lawson, D Stern (University of Michigan, Ann Arbor, United States)
- 1045-1100 10G3 **Institutional self review using the WFME Standards**  
GR MacCarrick, CJ Kelly, CO Boyle (Royal College of Surgeons in Ireland, Dublin, Ireland)
- 1100-1115 10G4 **Medical students' perspectives of educational quality: a phenomenological study of the 'Student Voice'**  
AE Griffin (Academic Centre for Medical Education (ACME), Division of Medical Education (DoME), UCL Medical School, University College London, Whittington Campus, London, United Kingdom)

- 1115-1130 10G5 **Using CurrMIT for curriculum evaluation**  
M Echols (Nova Southeastern University College of Osteopathic Medicine, Ft. Lauderdale, United States)
- 1130-1145 10G6 **Curricular modification impact on 1st time USMLE Step 1 Examination passing rate at The American University of The Caribbean, School Of Medicine**  
Thackery S Gray (The American University of the Caribbean, St. Maarten, Netherland Antilles)
- 1145-1200 Discussion
- 1015-1200 10H **THEME GROUP 1 PRESENTATION: Criteria for Good Assessment**  
 (Repeat of Session 9H)  
 Chairperson: John Norcini (United States)  
 Location: Tuttle North
- 1015-1200 10I **THEME GROUP 2 PRESENTATION: Technology-based Assessment**  
 (Repeat of Session 9I)  
 Chairperson: Zubair Amin (Singapore)  
 Location: Tuttle South
- 1015-1200 10J **WORKSHOP: Creating an OSCE for assessing humanism, moral development, or cultural competency**  
D Hirsh, M Ho, S Tsai, E Gauferberg (Harvard Medical School and National Taiwan University, Cambridge Health Alliance, Department of Medicine, Cambridge, United States)  
 Location: Orchid C  
 Intended Outcomes: To advance the principles, actual structures, and applications of a "moral reasoning" or "humanism" OSCE. Participants should leave with actual preliminary OSCE cases they create to assess these core professional attributes within or across cultures.
- 1015-1200 10K **WORKSHOP: Navigating excellence and equity in performance-based assessment**  
S Razack, Y Steinert, F Bhanji, B Hodges (Centre for Medical Education, McGill University, Montreal, Canada)  
 Location: Tuttle Center  
 Intended Outcomes: At the end of this workshop participants will be able to: describe the common psychometric indicators used in interpreting the validity of performance-based assessment in specific contexts; identify the social dimensions inherent in assessment processes; analyze performance-based assessment scenarios with respect to psychometric and social concerns.
- 1015-1200 10L **WORKSHOP: A novel approach to enhancing realism in simulation-based training and assessment: introducing the VentriloScope**  
G Tunncliffe, R Kneebone (St Mary's Hospital, London, United Kingdom)  
 Location: Orchid B  
 Intended Outcomes: Participants will gain hands-on experience of this new technology and explore its potential for patient-focused assessment. The workshop will demonstrate planning a VS teaching/assessment session as well as evaluating the validity of its use within a clinical scenario.

- 1015-1200    **1 0M**    **WORKSHOP: Catch them while you can: systematic identification and remediation of unprofessional behavior in medical students**  
RL Hernandez, PE Méndez, AJ Mechaber, MT O'Connell (University of Miami Miller School of Medicine, Miami, United States)  
 Location:    Orchid D  
 Intended Outcomes: Participants will be able to: describe barriers in systematically identifying students who display unprofessional behaviour; appreciate the importance of using a systematic approach within the school to identify, label and review cases of unprofessional behaviour; describe a comprehensive program being utilized to evaluate, monitor remediate students displaying unprofessional behavior.
- 1015-1200    **1 0N**    **WORKSHOP: Faculty Development: formative feedback and creation of Individualized Learning Plans (ILPs)**  
C Bernat, J Christner (University of Michigan Medical School, Ann Arbor, United States)  
 Location:    Brickell Prefunction  
 Intended Outcomes: Participants will be able to: describe the tenets of successful formative feedback; utilize forms to organize the feedback discussion; understand what ILPs are and their purpose; create ILPs.
- 1015-1200    **1 0O**    **THEME GROUP 3 PRESENTATION: Performance Assessment**  
 (Repeat of Session 9O)  
 Chairperson: Katharine Boursicot (United Kingdom)  
 Location:    Tuttle Prefunction
- 1015-1200    **1 0P**    **THEME GROUP 4 PRESENTATION: Assessment of Professionalism**  
 (Repeat of Session 9P)  
 Chairperson: Brian Hodges (Canada)  
 Location:    Merrick I
- 1015-1200    **1 0R**    **THEME GROUP 6 PRESENTATION: Research in Assessment**  
 (Repeat of Session 9R)  
 Chairperson: Lambert Schuwirth (Netherlands)  
 Location:    Orchid A
- 1015-1200    **1 0S**    **POSTER PRESENTATIONS: Team-based and Workplace Assessment**  
 Chairperson: Lia Fluit (Radboud University Nijmegen Medical Centre, Netherlands)  
 Location:    Riverfront Hall
- 10S1    **Assessing needs of interdisciplinary teams: A case study in critical care**  
 M Dupuis, P Cardinal, M Ferland, F Leblanc, JM Baril, A Landriault, Michèle Gagnon, S Murray (AXDEV Group, Brossard, Canada) (S Hayes to present)
- 10S2    **Moving interprofessional (IP) learning beyond the classroom: Lessons learned from four student placement models**  
T Hatch, L Guirguis, M Hall, R Kahlke, S King, L McFarlane, S Mulholland, S Patterson, J Pimlott, S Sommerfeldt (University of Alberta, Edmonton, Canada)
- 10S3    **Implementation of Team-Based Learning in a Microbiology Course**  
J W Gibson, A Daniel, D Larimer, K Honer zu Bentrup (Tulane University School of Medicine, Office of Medical Education, New Orleans, United States)

- 10S4 **Evaluation of a collaborative clinical training experience for emergency medicine residents and emergency nurse practitioner students: Effects on management and clinical skill development**  
D Dowling Evans, R Seitz, M Mott, J Gordon, K Heilpern (Emory University, Atlanta, Georgia, United States)
- 10S5 **Prescribing competence is influenced by undergraduate professional background**  
M Spooner, J Strawbridge, RT Brady, R Mullen, SJ O'Neill, J Kelly, NG McElvaney (Departments of Medicine and Pharmacy, Royal College of Surgeons in Ireland, Beaumont Hospital, Dublin, Ireland)
- 10S6 **How does education fit within a modern health care commissioning model?**  
K Llewellyn-Date, D Sandhu (Severn Deanery, NHS Education SouthWest, Bristol, United Kingdom)
- 10S7 **The use of Mini-CEX in a new nursing programme (see oral presentation 3C5)**  
L English, G Koutoukidis, D Kiegaldie, BC Jolly (Holmesglen Institute, Moorabbin Campus, Kingston, Australia)
- 10S8 **Clinical assessment in Internal Medicine**  
D A Kandiah (Royal Brisbane and Women's Hospital, Herston, Australia)
- 10S9 **Developing workplace based performance assessments for established community pharmacists**  
M Rhodes, N Brown, P McAvoy, W Rial (National Clinical Assessment Service (NCAS), Market Towers, London, United Kingdom)
- 10S10 **Innovation in CPD: implementing a comprehensive teamskill competencies program integrating the best practices of the aviation world in simulation and e-training**  
RL Thivierge, JV Patenaude, P Drolet, M Aylward, M Powers, C Anderson, A Robitaille, A Boucher, G Herve (Université de Montréal, Canada)
- 10S11 **Multi-level outcomes assessment for team training: Using Kirkpatrick's Model to evaluate teamwork at Naval Medical Center Portsmouth**  
TR Turner, VA Parodi, MW Scerbo (Naval Medical Center Portsmouth, Chesapeake, United States)
- 1015-1200 **1 OT POSTER PRESENTATIONS: OSCEs in Undergraduate Education**  
Chairperson: Angel Centeno (Universidad Austral-Medicina, Buenos Aires, Argentina)  
Location: Riverfront Hall
- 10T1 **Medical students' communication skill outcomes after specific undergraduate training**  
C Chung, J Florido, M<sup>o</sup>C Chung, R Gómez, J.M Peinado (Departamento de Obstetricia y Ginecologia, Universidad de Granada, Spain)
- 10T2 **Does clinical performance on third year required clerkships reliably identify students with serious deficiencies in clinical skills?**  
CB White, ME Hernandez, J Purkiss, JC Fantone (University of Michigan Medical School, Ann Arbor, United States)

- 10T3 **Approach to communication and documentation in the end-of-life: an evaluation of medical students with OSCE methodology**  
A Lopes, R Daud-Gallotti, A Marruaz, M Marcela, B Tess, L Zambon, I Velasco, M Martins, I Tibério (University of São Paulo - Faculty of Medicine, Sao Paulo, Brazil)
- 10T4 **'Did you clean your hands?' – Revisiting hand cleaning behaviour in major summative OSCE examinations**  
H Magee, R Nicholas, A Feather (Barts and the London Medical School, Queen Mary's, University of London, London, United Kingdom) (Presenter: Elaine Gill)
- 10T5 **SCAss – Standardized Clinical Skills Assessment: A practical exam for a cohort of more than 700 2nd year medical students**  
M Wagner-Menghin, I Preusche, M Schmidts (Medical University of Vienna, Austria)
- 10T6 **Assessment of a patient safety program during clerkship with a standardised-patient based OSCE**  
R Daud-Gallotti, LS Zambon, A Scalabrini-Neto, MA Martins, IT Velasco, IC Tibério (University of São Paulo School of Medicine, São Paulo, Brazil)
- 10T7 **Identifying the clinical reasoning problems described by medical students who failed a comprehensive senior OSCE using a critical items standard**  
L Wilkerson, C Stevens, CC Fung, T Spector (David Geffen School of Medicine at the University of California, Los Angeles, United States)
- 10T8 **Summative assessment of clinical competence with an OSCE at UNAM Faculty Of Medicine in Mexico**  
A Trejo-Mejía, A Martínez-González, J Peña-Balderas, M Sánchez-Mendiola (Universidad Nacional Autónoma de México, Facultad de Medicina, Ciudad Universitaria, Mexico)
- 10T9 **Using OSCE as a comprehensive assessment method to evaluate strengths and weaknesses of a clinical training program for medical students**  
I Hammel, C Rohr (Synergy Medical Education Alliance, Michigan, United States)
- 10T10 **All that an OSCE can tell**  
A Valenzuela, J Bloomfield (Universidad del Desarrollo, Santiago, Chile)
- 10T11 **Students' opinions on the experience of the OSCE**  
YJ Ahn, KR Moon (Chosun University, Department of Medical Education and Pediatrics, College of Medicine, Republic of South Korea)

1015-1200 **10U POSTER PRESENTATIONS: Continuing Medical Education and the Assessment of the Doctor**

- Chairperson: Joan Sargeant (Dalhousie University, Canada)  
Location: Knight Center Lobby
- 10U1 **How to assess clinical performance of radiologists: the structured oral interview**  
F Goulet, M Dupre, R Ladouceur, L Samson, Y Drouin, G Merette, J-F Desjardins (College des Medecins du Quebec, Montreal, Canada)
- 10U2 **Assessment of physician performance change from CME using medical claims data**  
S Bender, A Paris, D Dietze (Improve CME, LLC, Queen Creek, United States)
- 10U3 **Patients' disclosure in health plan; quality of care and physician competence**  
AA Alsulaimani (Taif University, Medical College, Taif, Saudi Arabia)

- 10U4 **National CPD framework of physicians in Finland**  
K Patja, T Litmanen (The Association for Continuous Professional Medical Development in Finland (Pro Medico), Helsinki, Finland)
- 10U5 **Script Concordance Test as a new CME model focused on clinical reasoning: An international validation in Spanish speaking countries**  
E Pleguezuelos, C Brailovsky, E Hornos, M Martínez (Institute PRACTICUM of Applied Research in Health Sciences Education, Madrid, Argentina)
- 10U6 **Do ANTS CARE about workplace based assessments? Triangulating all-round professional competence in anaesthesia**  
K Rabenstein (East Sussex Hospitals NHS Trust, Conquest Hospital, St Leonards, United Kingdom)
- 10U7 **Continuing professional education in athletic training: Is knowledge acquired and retained?**  
J Doherty-Restrepo, A Perry, G Del Rossi, C Pheko, J Jordan (Florida International University, Miami, United States)
- 10U8 **Differences in competence at basic life support by speciality and grade**  
L Etheridge, A Sturrock, J Dacre (UCL Medical School, Academic Centre for Medical Education, London, United Kingdom)
- 10U9 **Designing a practical guideline for needs assessment in Continuing Medical Education**  
S Shahidi, T Changiz, H Salmanzadeh, A Yousefi (Medical University of Isfahan, Educational Development Center, Isfahan, Iran)

1200-1330 **LUNCH**  
Location: Riverfront Hall

**SESSION 11: PLENARY** OTTAWA CONSENSUS STATEMENTS AND RECOMMENDATIONS,  
AND MIRIAM FRIEDMAN MEMORIAL LECTURE

- 1330-1530 **11 PLENARY**  
Chairperson: Ronald Harden (UK)  
Location: James L Knight Center
- 1330-1430 **11A Presentation of draft consensus statements and recommendations**  
1330-1340 Theme 1: Criteria for good assessment  
1340-1350 Theme 2: Technology-based assessment  
1350-1400 Theme 3: Performance assessment  
1400-1410 Theme 4: Assessment of professionalism  
1410-1420 Theme 5: Assessment for selection for healthcare and specialty training  
1420-1430 Theme 6: Research in assessment
- 1430-1515 **11B Miriam Friedman Memorial Lecture: Culture, Pedagogy and Assessment: a view from the bridge**  
Stewart Mennin (Professor Emeritus, University of New Mexico School of Medicine, Albuquerque, United States)
- 1515-1530 Closing Remarks
- 1530 Close of Conference

**PRIVATE MEETINGS**

1600-1700	Ottawa 2012 Committee	Location: Orchid B
1700-1800	Ottawa 2010 Theme Group Leaders and Committee	Location: Orchid B

**PRIVATE MEETINGS**

1600-1800	ESME Course (invitation only)	Location: Orchid D
1600-1800	ESTEME Course (invitation only)	Location: Orchid A

Any remaining tickets for tours may be purchased onsite from representatives of Global Events Partners in Miami. Tour representatives will be available at the following times at the Tours Desk situated in the lobby area of the Hyatt Regency Hotel near the Ottawa 2010 Registration Desk.

Saturday May 15      0900-1700  
Sunday May 16      0900-1800

## TOUR OPTIONS

**SUNDAY MAY 16**      **EVERGLADES ADVENTURE**  
100 pm - 500 pm    \$9/person

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The Everglades Adventure from Miami takes you on a visit to the largest remaining Everglades swamp-land in the world. You'll experience the thrilling sensation of an airboat ride and you will witness the serene beauty of the untamed wilderness of the Everglades. You will see alligators, turtles, rare birds and all other sorts of plant and animal life. The Everglades is the largest remaining natural subtropical wilderness in North America. The vast variety of animals and vegetation of the Everglades is considered a safe haven from the encroaching human habitats. Guests will ride the airboat for 30 minutes, and then attend a presentation on the animal habitat.

**THURSDAY MAY 20**      **EVERGLADES ADVENTURE**  
900 am - 100 pm    \$9/person

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The Everglades Adventure from Miami takes you on a visit to the largest remaining Everglades swamp-land in the world. You'll experience the thrilling sensation of an airboat ride and you will witness the serene beauty of the untamed wilderness of the Everglades. You will see alligators, turtles, rare birds and all other sorts of plant and animal life. The Everglades is the largest remaining natural subtropical wilderness in North America. The vast variety of animals and vegetation of the Everglades is considered a safe haven from the encroaching human habitats. Guests will ride the airboat for 30 minutes, and then attend a presentation on the animal habitat.

## GREATER MIAMI CONVENTION AND VISITORS BUREAU

An information desk provided by the Greater Miami Convention and Visitors Bureau will be open in the hotel on Monday and Tuesday from 0800-1700 for information on Miami and the surrounding area



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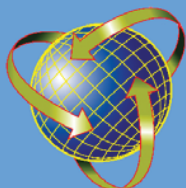


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