



# Ottawa 2020

## Detailed Programme

### 29 Feb 2020 – 4 March 2020

#### SATURDAY, 29 FEBRUARY 2020

##### Meetings:

##### Consensus Group on Programmatic Assessment

0900 – 1100, Room 306 (by invitation)

##### Consensus Group on Performance Assessment

0900 – 1100, Room 409 (by invitation)

##### Ottawa 2020 International Programme Committee

1100 – 1300, Room 407 (by invitation)

#### Pre-Conference Workshops

(Additional fee required - pre-registration essential)

##### PCW2:

##### Five workshops those are essential for training your faculty in assessment

1. Ara Tekian, University of Illinois at Chicago, USA
2. John Norcini, FAIMER and Upstate Medical University, USA  
0930 – 1230, Room 410

##### PCW3:

##### Effective feedback on assessment

1. Abdul Jamal, Dhaka Medical College, Bangladesh and UniKL RCMP, Malaysia
2. A T M Emdadul Haque, Dhaka Medical College, Bangladesh and UniKL RCMP, Malaysia
3. Tahmina Begum, Dhaka Medical College, Bangladesh and UniKL RCMP, Malaysia  
0930 – 1230, Room 304

##### PCW5:

##### Exploring the challenges of assessing professionalism

1. Bryan Burford, Newcastle University, UK
2. Gillian Vance, Newcastle University, UK
3. Charlotte Rothwell, Newcastle University, UK  
0930 – 1230, Room 305

##### PCW6:

##### Script concordance items for reflective clinician reasoning skills: A construction primer

1. Azam Saeed Afzal, The Aga Khan University, Pakistan
2. Shazia Babar Matin, The Aga Khan University, Pakistan  
0930 – 1230, Room 303

##### PCW7:

##### Assessing those with clinical performance deficiencies. Figuring out what is wrong and fixing it!

1. Debra Klamen, SIU School of Medicine, USA
2. Anna Cianciolo, SIU School of Medicine, USA  
1330 – 1630, Room 410

##### PCW8:

##### Faculty development for introducing programmatic assessment into your healthcare curriculum: Making the switch to assessment for learning

1. Andrew Lane, The University of Sydney, Australia
2. Priya Khana, The University of Sydney, Australia
3. Annette Burgess, The University of Sydney, Australia
4. Eszter Kalman, The University of Sydney, Australia  
1330 – 1630, Room 409

##### PCW9:

##### Assessment of clinical reasoning: From 'shows how' to 'does'

1. Subha Ramani, Harvard Medical School and Brigham & Women's Hospital, USA
2. Trevor Gibbs, AMEE, UK
3. Harish Thampy, University of Manchester, UK  
1330 – 1630, Room 304

##### PCW10:

##### Just because we can does it mean we should? Using technology to determine assessment and progression decisions

1. Richard Fuller, University of Liverpool, UK
2. Viktoria Joynes, University of Liverpool, UK
3. Vishna Devi Nadarajah, IMU, Malaysia  
1330 – 1630, Room 305

##### PCW11:

##### Assessment of professionalism using reflective writing in medical education

1. Diantha Soemantri, Universitas Indonesia, Indonesia
2. Rita Mustika, Universitas Indonesia, Indonesia  
1330 – 1630, Room 303

##### PCW12:

##### Giving and receiving feedback – the hardest part of assessment

1. David Taylor, Gulf Medical University, UAE  
1330 – 1630, Room 302

#### Course

(Additional fee required - pre-registration essential)

##### ESMEA - Essential Skills for Medical Educators – Assessment

1. Katharine Boursicot, Associate Dean for Assessment, Duke-NUS Medical School, Singapore
2. Sandra Kemp, Director of Learning and Teaching, Curtin University School of Medicine, Perth, Australia
3. Trudie Roberts, Professor of Medical Education, School of Medicine, University of Leeds, UK

1330 – 1630, Room 306 (ESMEA breakout, Room 408)

Continues:

1 Mar 2020, Sunday, 0930 – 1630, Room 306

3 Mar 2020, Tuesday, 1315 – 1400, Room 302



# Ottawa 2020 Detailed Programme 29 Feb 2020 – 4 March 2020

## SUNDAY, 1 MARCH 2020

### Courses

(Additional fee required - pre-registration essential)

#### ESMEA - Essential Skills for Medical Educators – Assessment (continued)

0930 – 1630, Room 306 (ESMEA breakout, Room 407)

Continues:

3 Mar 2020, Tuesday, 1315 – 1400, Room 302

#### ESMELead - Essential Skills in Educational Leadership & Management

1. Judy McKimm, Swansea University Medical School, UK
2. Paul Jones, Swansea University Medical School, UK
3. Jo Bishop, Bond University, Australia
4. Greg Radu, Memorial University, Canada

0930 – 1630, Room 302

Continues:

2 Mar 2020, Monday, 1315 – 1400, Room 303

3 Mar 2020, Tuesday, 1315 – 1400, Room 303

4 Mar 2020, Wednesday, 1300 – 1600, Room 306

### Pre-Conference Workshops

(Additional fee required - pre-registration essential)

#### PCW14:

##### Overcoming issues in assessing CPD and ensuring CPD transfers to practice and benefits patients

1. Charlotte Rothwell, Newcastle University, UK
2. Jan Illing, Newcastle University, UK

0930 – 1230, Room 409

#### PCW15:

##### Designing situational judgement tests for assessment of personal and professional competence in health professions education

1. Heather Davidson, Altus Assessments, Canada
2. Kelly Dore, Altus Assessments, Canada

0930 – 1230, Room 305

#### PCW17:

##### Understanding, calculating and utilizing item analysis to develop high-quality multiple-choice questions

1. Joshua Lloyd, University of Saskatchewan, Canada
2. Susanna Martin, University of Saskatchewan, Canada

0930 – 1230, Room 304

#### PCW18:

##### 'OSCE Station 201'- Developing, reviewing and implementing OSCE stations on ethical, professional, public and cultural health competencies – Advanced level

1. Karen D'Souza, Deakin University, Australia
2. Clare Heal, Deakin University, Australia
3. Bunmi Malau-Aduli, Deakin University, Australia

0930 – 1230, Room 410

#### PCW19:

##### Using technology to assess non-academic attributes in multiple mini interviews in selection: Best practice evidence and emerging practice

1. Deborah O'Mara, University of Sydney, Australia
2. Maire Kerrin, Work Psychology Group, UK

1330 – 1630, Room 303

#### PCW20:

##### A framework for designing and assessing interprofessional continuing education: A practical approach

1. Lawrence Sherman, AMEE
2. Kathy Chappell, American Nurses Credentialing Center, USA

1330 – 1630, Room 304

#### PCW21:

##### Use of generalizability theory in designing and analyzing OSCEs and performance-based tests

1. David Swanson, American Board of Medical Specialties, USA
2. Shahid Hassan, IMU, Malaysia

1330 – 1630, Room 410

#### PCW22:

##### Not just the facts: Developing MCQs that test higher-order thinking skills

1. Bonnie Lynch, University of Dundee, UK

1330 – 1630, Room 408



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#### SUNDAY, 1 MARCH 2020

##### PCW23:

##### Creating new OSCE formats to meet new assessment needs

1. Elizabeth Kachur, Medical Education Development, USA
2. Chaoyan Dong, Sengkang General Hospital, Singapore
3. Thanakorn Jirasevijinda, Weill Cornell Medical College, USA
4. Nobutaro Ban, Aichi Medical University School of Medicine, Japan
5. Ming-Jung Ho, Georgetown University, USA  
1330 – 1630, Room 409

##### PCW24:

##### Making entrustment decisions explicit: Preparing “front-line” teachers for performance assessment based on a learner’s need for supervision

1. Maryellen Gusic, University of Virginia, USA
2. Harm Peters, Charité – Universitätsmedizin Berlin, Germany
3. Carrie Chen, Georgetown University, USA
4. Olle ten Cate, University Medical Center Utrecht, the Netherlands
5. Mabelle Linsenmeyer, West Virginia School of Osteopathic Medicine, USA  
1330 – 1630, Room 305

#### Opening of Ottawa 2020

##### 1740 – 1805, Plenary Hall

1740 – 1750

Welcome from Ronald Harden, Co-Founder of the Ottawa Conferences and Vishna Devi Nadarajah, International Medical University

1750 – 1800

Welcome Speech from Yang Berhormat Datuk Dr Noor Hisham Abdullah, Director General of Health, Ministry of Health Malaysia

1800 – 1805

Presentation of the Ian Hart Award for Innovation in Medical Education

#### Session 1: Plenary 1

##### 1805 – 1920, Plenary Hall

##### #1A

Moderator: Lyndal Parker-Newlyn, Australia

##### #1A1

##### The Five Horsemen of the Assessment Apocalypse: How can we save assessment?

Jason R Frank, Royal College of Physicians and Surgeons of Canada/University of Ottawa, Canada  
1805 – 1835

##### #1A2

##### Evolving professional practice with assessment

Graham McMahon, Accreditation Council for Continuing Medical Education, USA  
1835 – 1905

1905 – 1920

Malaysian cultural performance

##### EXHIBITION

1920 – 2100, Conference Hall 1 - 3

#### Welcome Reception

##### 1920 – 2100, Conference Hall 1 – 3

Network with colleagues over a buffet dinner, wander around the cultural showcase and visit the exhibition stands



# Ottawa 2020 Detailed Programme 29 Feb 2020 – 4 March 2020

## MONDAY, 2 MARCH 2020

### Meetings

#### 'Ask the Panel' group

0700 – 0815, Room 407 (by invitation)

#### Elsevier Meeting

0930 – 1015, Room 407 (by invitation)

#### MedEdPublish Board

1630 – 1800, Room 407 (by invitation)

### EXHIBITION

0800 – 1700, Conference Hall 1 – 3

## Session 2: Plenary 2

0830 – 0930, Plenary Hall

Moderator: Aviad Haramati, USA

### #2A

#### The Miriam Friedman Ben David Lecture

#### Assessment to serve entrustment: Working with entrustable professional activities

Olle ten Cate, University Medical Center Utrecht, the Netherlands

0830 – 0930, Plenary Hall

### COFFEE BREAK

0930 – 1000, Conference Hall 1 – 3

## Session 3: Simultaneous Sessions

1000 – 1130

### #3A Symposium: Managing the Cultural Fit (or Misfit) of Assessment Tools

1. Elizabeth Kachur, Medical Education Development, USA
  2. Nobutaro Ban, Aichi Medical University School of Medicine, Japan
  3. Chaoyan Dong, Sengkang General Hospital, Singapore
  4. Thanakorn Jirasevijinda, Weill Cornell Medical College, USA
  5. Ming-Jung Ho, Georgetown University, USA
- 1000 – 1130, Plenary Hall

### #3B Symposium:

#### It's Not Your Mother's CPD – Assessment of Learning by Practicing Healthcare Professionals in the Modern World!

1. Lawrence Sherman, AMEE, UK
  2. Graham McMahon, Accreditation Council for Continuing Medical Education, USA
  3. John Ruggiero, Global Medical Education, Daiichi Sankyo, USA
  4. Kandasami Palayan, International Medical University, Malaysia
- 1000 – 1130, Room 306

### #3C Oral Presentation:

#### Assessing assessment 1

Moderator: Jan Illing, UK

1000 – 1130, Room 307 – 309

### 3C1

#### Two experts never agree – or do they? What do the assessments of students' research reports show?

Riitta Moller, Karolinska Institutet, Sweden

1000 – 1015

### 3C2

#### Do we assess what we set out to teach in obstetrics: An action research study

Sumaiya Adam, University of Pretoria, South Africa

1015 – 1030

### 3C3

#### Assessment renewal of a graduate entry medical program using systems thinking approach

Andrew Lane, The University of Sydney, Australia

1030 – 1045

### 3C4

#### Students' perception of assessment: the experience from a new medical school at Mohammed Bin Rashid University of Medicine and Health Sciences (MBRU)

Ritu Lakhtakia, College of Medicine Mohammed Bin Rashid University, UAE

1045 – 1100

### 3C5

#### Collaborative Multi Phase Exam – Assessing Assessment Development

Beta Ahlam Gizela Majid, Universitas Gadjah Mada, Indonesia

1100 – 1115

### 3C6

#### Discussion

1115 – 1130



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## MONDAY, 2 MARCH 2020

### #3D Oral Presentation:

#### **Patient & student as partners in the education programme**

Moderator: David Kandiah, Australia  
1000 – 1130, Room 401

#### **3D1**

##### **How patient feedback can inform and improve patient-centred health professional education**

Jenepher Martin, Monash University, Australia  
1000 – 1015

#### **3D2**

##### **Partnership in teaching and learning: students creating questions**

Joong Hiong Sim, University of Malaya, Malaysia  
1015 – 1030

#### **3D3**

##### **Students as partners: Co-creation of professionalism education**

Muneer Gohar Babar, International Medical University, Malaysia  
1030 – 1045

#### **3D4**

##### **Beyond 46 chromosomes: Medical student-generated questions in learning clinical and molecular cytogenetics/ genomics**

Fabiola Quintero-Rivera, University of California Los Angeles, USA  
1045 – 1100 (*to be confirmed*)

#### **3D5**

##### **Objectivity of standardized Patients' Assessment: do SP assessments correlate with expert examiners' assessment in Communication Skills OSCE Station (CSOS)?**

Omer Eladil Hamid, International University of Africa, Sudan  
(*to be presented by Khabab Elhag Sudan Medical Specialization Board*)  
1100 – 1115

#### **3D6**

##### **Discussion**

1115 – 1130

### #3E Oral Presentation:

#### **Postgraduate assessment case studies**

Moderator: Gillian Aitken, UK  
1000 – 1130, Room 402

#### **3E1**

##### **Preparing for implementing work-based assessment based on EPAs: Early experience within the internship programme in Ireland**

Gozie Offiah, Health Service Executive, Ireland  
1000 – 1015

#### **3E2**

##### **Using quality criteria to improve the preparation of UK Core Medical Trainees for assessment**

Miriam Armstrong, Joint Royal Colleges of Physicians Training Board, UK  
1015 – 1030

#### **3E3**

##### **Five-year experience of using a Formative OSCE for Plastic Surgery Specialty Trainees in the North West Deanery in the United Kingdom**

Sakiinah Mungroo, University of Manchester, UK  
1030 – 1045 (*via video presentation*)

#### **3E4**

##### **Incorporating questions with a still image or a video clip in a computer-delivered MCQ examination to postgraduate doctors training in cardiology across Europe 2016-2019. How much time do candidates spend on answering items containing text only, text + image, and text + video clip?**

Chris Plummer, European Society of Cardiology, France  
1045 – 1100 (*via video presentation*)

#### **3E5**

##### **A process for implementing and embedding UK equivalent core medical training on an international basis**

David Black, Federation of the Royal Colleges of Physicians of the United Kingdom, UK  
1100 – 1115

#### **3E6**

##### **The state of physicianly training in the United Kingdom, 2019**

Mumtaz Patel, Joint Royal Colleges of Physicians Training Board, UK  
1115 – 1130



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#### MONDAY, 2 MARCH 2020

##### #3F Oral Presentation:

###### Failure to fail

Moderator: Claire Canning, Singapore  
1000 – 1130, Room 403

###### 3F1

###### “Fail my student at Workplace Based Assessment? Don’t ask me to do it!”

Helen Rienits, Graduate Medicine, University of Wollongong, Australia  
1000 – 1015

###### 3F2

###### Exploring examiner expertise: A Hermeneutic literature review

Svetlana King, Flinders University, Australia  
1015 – 1030

###### 3F3

###### Failing finals - the emotional roller coaster

Dominic Johnson, Newcastle University, UK  
1030 – 1045

###### 3F4

###### Remediating doctors’ performance to restore patient safety: A realist review

Tristan Price, Plymouth University, UK  
1045 – 1100

###### 3F5/6

###### Discussion

1100 – 1130

##### #3G

###### Oral Presentation: Self-assessment

Moderator: Jenny Weller, New Zealand  
1000 – 1130, Room 404

###### 3G1

###### The accuracy of self-efficacy of clinical skills in Medical Imaging students

Brooke Osborne, University of South Australia, Australia  
1000 – 1015

###### 3G2

###### Introducing Self-Assessment Tools on Canvas to first year medical students: Our experience at Weill-Cornell Medical College-Qatar

Ameed Raof, Weill Cornell Medicine Qatar, Qatar  
1015 – 1030

###### 3G3

###### Self-assessment based on a leadership style inventory: A strategy for customized leadership development in academic medicine

Sookyung Suh, Southern Illinois University School of Medicine, USA  
1030 – 1045

###### 3G4

###### How do students of health sciences perceive generic skills?

Mahbub Sarkar, Monash University, Australia  
1045 – 1100 [ia video presentation](#))

###### 3G5

###### From big fish to little fish: Academic Self Concept (ASC), social interaction, and academic bullying in medical students

Judith Barbaro-Brown, School of Medicine, Sunderland University, UK [\(via video presentation\)](#)  
1100 – 1115

###### 3G6

###### Discussion

1115 – 1130



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#### MONDAY, 2 MARCH 2020

##### #3H Oral Presentation:

##### Assessment of clinical teaching 1

Moderator: Subha Ramani, USA  
1000 – 1130, Room 405

##### 3H1

##### A Meta-Analysis for comparing effective teaching in clinical education: What should be assessed?

Pin-Hsiang Huang, University of New South Wales, Australia  
1000 – 1015

##### 3H2

##### Quality assurance of clinical placements for a UK medical programme: The impact of minimum standard guidance for clinical teachers and key performance indicator monitoring

Philippa Tostevin, St. George's University of London, UK  
1015 – 1030 *(via video presentation)*

##### 3H3

##### Medical students and clinical psychiatry attachments: attitudes, experiences, teaching and learning

Narayani Nair, School of Medicine and Public Health, University of Newcastle, Australia  
1030 – 1045 *(via video presentation)*

##### 3H4

##### How often are students excluded from clinical encounters and what factors contribute to this? Does this cause medical students to miss out on curriculum during clinical placements?

Jane Smith, Bond University, Australia  
1045 – 1100

##### 3H5

##### Exit level assessment of medical graduates for the Sub-Saharan African Context: What does it mean in terms of their required clinical competence?

Christina Tan, University of Malaya, Malaysia  
1100 – 1115

##### 3H6

##### Discussion

1100 – 1115

##### #3I Oral Presentation:

##### Approaches to curriculum evaluation 1

Moderator: Victor Riklefs, Kazakhstan  
1000 – 1130, Room 406

##### 3I1

##### Using a scripted search function in a database to establish constructive alignment in curriculum

Yew-Beng Kang, International Medical University, Malaysia  
1000 – 1015

##### 3I2

##### Evaluation of a short-duration supervision training program for health and human services supervisors: A realist approach

Van Nguyen, Monash University, Australia  
1015 – 1030

##### 3I3

##### Lecturer's versus student's perspective in medical curriculum evaluation

Mia Kusmiati, Medical School of Bandung Islamic University, Indonesia  
1030 – 1045

##### 3I4

##### Side by side: do students identify patient centred care through the lens of the Patient Partner Program?

Leonie Griffiths, University of Melbourne, Australia  
1045 – 1100

##### 3I5

##### A new curriculum evaluation framework: Determining curriculum effectiveness using assessment and evaluation data

David Rojas, Women's College Hospital, Canada  
1100 – 1115

##### 3H6

##### Discussion

1115 – 1130





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#### MONDAY, 2 MARCH 2020

##### #3L Workshop:

##### Ensure your content! Using the Delphi method to develop assessment instruments

1. Leizl Nayahangan, Copenhagen Academy for Medical Education and Simulation, Denmark
2. Lars Konge, Region Hovedstaden, Denmark  
1000 – 1130, Room 304

##### #3N Workshop:

##### Training assessors: Assessments that drive behaviour and facilitate improvement

Shehla Jamil, Wessex Appraisal Service, UK  
1000 – 1130, Room 408

##### #3P Workshop:

##### Development of institutional assessment framework for improving assessment quality and efficiency

1. Er Hui Meng, International Medical University, Malaysia
2. Noraidah Yusoff, International Medical University, Malaysia  
1000 – 1130, Room 410

##### #3Q Posters:

##### Assessment of teaching and learning 1

Moderator: Richard Hays, Australia  
1000 – 1130, Conference Hall 1 – 3

##### 3Q1

##### A case-based interactive lecture on pathological sonographic findings

Philip Bintaro, Hannover Medical School, Germany

##### 3Q2

##### “Cinemeducation” as a teaching-learning module in Microbiology for undergraduate medical students and its impact on professionalism and reflective thinking: An Oman experience

Chitra Rajalakshmi, National University of Science & Technology, Sultanate of Oman *(to be confirmed)*

##### 3Q3

##### Measuring Cognitive Load in Health Professions Education: Piloting and validation

Shazia Babar Matin, The Aga Khan University, Pakistan

##### 3Q4

##### The use of digital media and text messaging as tools for revision amongst medical students

Pramodh Vallabhaneni, Department of Paediatrics, Morrilton Hospital, SBU, UK

##### 3Q5

##### Understanding smartphone usage patterns in medical students to integrate into curriculum development

Napattamon Manorat, Roi Et Hospital, Thailand *(via e-Poster)*

##### 3Q6

##### Usage of GoogleForm as a guided pre-lecture preparation tool in pre-clinical pharmacology lectures in Faculty of Medicine, Universiti Teknologi MARA

Nurul Alimah Abdul Nasir, Universiti Teknologi MARA (UiTM), Malaysia

##### 3Q7

##### Considerations for utilising Massive Open Online Courses (MOOC) to deliver and assess undergraduate medical ethics curriculum in Malaysia

Mark Tan Kiak Min, Universiti Teknologi MARA (UiTM) Faculty of Medicine, Malaysia

##### 3Q8

##### The development and evaluation of the Diabetic Wound Assessment Learning Tool (DiWALT): A competence assessment in diabetic wound management

Omar Selim, University of Toronto, Canada *(via e-Poster)*

##### 3Q9

##### Flipped classroom for teaching ‘child health supervision’: Satisfaction and learning

Nawarat Aroonyadech, Sappasitthiprasong Hospital, Thailand *(via e-Poster)*

##### 3Q10

##### Integrating augmented reality and choose your own e-learning adventure in undergraduate chemistry’s ethics and laboratory safety module

May Lee Low, International Medical University, Malaysia

##### 3Q11

##### Teaching Technology Toolkit (3T): An online interactive guide for educators to design online learning strategy, activity, assessment and selecting appropriate tools for an engagement learning environment

Fareeza Marican Abu Backer Maricar, International Medical University, Malaysia





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### #3R Posters:

#### Assessing the teacher, the curriculum, the education environment and faculty development

Moderator: Raphael Bonvin, Switzerland

1000 – 1130, Conference Hall 1 - 3

#### 3R1

##### Funding level and trends of health professions education institutions in China: A time-series analysis from 1998 – 2017

Wenzhuo Li, Peking University, China ([via e-Poster](#))

#### 3R2

##### Do educational environment, motivation and life quality affect medical students in a newly established medical school for multicultural society?

Taksin Ukkahad, Faculty of Medicine, Princess of Naradhiwas University, Thailand

#### 3R3

##### Undergraduate medical students' perception of their assessment experience in Universiti Putra Malaysia

Siti Khadijah Adam, Universiti Putra Malaysia, Malaysia

#### 3R4

##### Begin with the end in mind: a holistic model for quality assurance and quality improvement in Clinical Audit Project within an MD curriculum

Elina Tor, The University of Notre Dame, Australia

#### 3R5

##### An evaluation of the grading standards and practices of the College of Medicine, University of the Philippines Manila

Armando Crisostomo, University of the Philippines Manila, Philippines

#### 3R6

##### Rural community-engaged medical education program development: A national case-study from Thailand

Praphun Somporn, Hatyai Medical Education Centre, Thailand

#### 3R7

##### Ethics in medical education research: Challenges and worked examples

1. Michal Tombs, Cardiff University, UK ([via e-Poster](#))
2. Helen Pugsley, Cardiff University, UK
3. Lynne Allery, Cardiff University, UK

#### 3R8

##### Self-accreditation – a motivation to shift from externally to internally-driven programme quality assurance

Wong Ann Nee, International Medical University, Malaysia

#### 3R9

##### Implementing blended mentoring in the medical program: Lessons learnt

Anudeep Singh, International Medical University, Malaysia

Comfort Break 1130 – 1140

## Session 4: Simultaneous Sessions

1140 - 1310

### #4A Symposium:

#### Taking the Pulse of Multisource Feedback – Perspectives and Lessons Learned Across the Globe

Facilitator:

Madawa Chandratilake, Faculty of Medicine, University of Kelaniya, Sri Lanka

1. André De Champlain, Medical Council of Canada, Canada
  2. Olle ten Cate, University Medical Center Utrecht, the Netherlands
  3. Kichu Nair, University of Newcastle, Australia
- 1140 - 1310, Plenary Hall

### #4B Symposium:

#### The Unintended Consequences of Assessments: From selection to retirement

1. Kelly Dore, McMaster University, Canada
  2. Lyndal Parker-Newlyn, University of Wollongong, Australia
  3. John McLachlan, University of Central Lancashire, UK
  4. Anouk Wouters, Amsterdam UMC, VUmc School of Medical Sciences, the Netherlands
  5. Julia Blitz, Stellenbosch University, South Africa
- 1140 – 1310, Room 306



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##### #4C Oral Presentation:

##### Assessing assessment 2

Moderator: Sandra Kemp, Australia  
1140 – 1310, Room 307-309

##### 4C1

##### Improving question design using a program-wide exam review process

Daniel Rainkie, Qatar University, Qatar  
1140 – 1155

##### 4C2

##### Ottawa 2010 consensus statement on assessment: reflections from an African medical student halfway through his journey

Marubini Funanani Tshivhase, Sefako Makgatho Health Sciences University, South Africa  
1155 – 1210

##### 4C3

##### A novel framework to assess the impact of Capstone projects: Preliminary validity evidence

Samiah Haque, University of Michigan, USA  
1210 – 1225 ([via video presentation](#))

##### 4C4

##### Association between knowledge and practical test after VR learning

Aslak Steinsbekk, Norwegian University of Science and Technology, Norway  
1225 – 1240

##### 4C5

##### Effectiveness of OSAT forms for training in maternal-fetal medicine

Ayesha Malik, Aga Khan University Hospital, Malaysia  
1240 – 1255 ([via video presentation](#))

##### 4C6

##### Discussion

1255 – 1310

##### #4D Oral Presentation:

##### Patient safety

Moderator: Gerard Flaherty, Ireland  
1140 – 1310, Room 401

##### 4D1

##### Assessing final year medical students' perceptions of patient safety

Munandy Alagar, MAHSA University, Malaysia  
1140 – 1155

##### 4D2

##### Assessing patient-related outcomes of handover checklists: The SafeScope study

Martin Klasen, AIXTRA, RWTH Aachen University, Germany  
1155 – 1210

##### 4D3

##### Significant failure rate following a Canadian National Anesthesiology Simulation Curriculum (CanNASC) Assessment scenario: Investigating causes and providing remedial education

Leonida Mihai Georgescu, Université de Montréal, Canada  
1210 – 1225 ([via video presentation](#))

##### 4D4

##### Using safety criteria to develop insight in undergraduate medical students to perfect procedural skills performance

Patricia Green, Bond University, Australia  
1225 – 1240

##### 4D5/4D6

##### Discussion

1240 – 1310



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##### #4E Oral Presentation:

##### Work based assessment in postgraduate training

Moderator: John Jenkins, UK  
1140 – 1310, Room 402

##### 4E1

##### An effect-driven approach to developing a program of assessment for a readiness for residency program

Carlos Gomez-Garibello, McGill University, Canada  
1140 – 1155

##### 4E2

##### Using structured progress to measure competence in flexible bronchoscopy

Kristoffer Cold, Copenhagen Academy for Medical Education and Simulation, Denmark  
1155 – 1210

##### 4E3

##### Informed Consent Observation Tool (ICOT): Development and validation of a learning tool for surgical training

Jodie Atkin, Nikta Projects, Australia  
1210 – 1225

##### 4E4

##### A case study of WBA assessments using technology in an Australian local health district

Kanwal Hussein, Jam Web Services, Australia  
1225 – 1240

##### 4E5

##### The new general practice prescribing assessment

Jonathan Rial, GPEU, UK  
1240 – 1255 ([via video presentation](#))

##### 4E6

##### Composite score validity in a high stakes simulation based assessment in emergency medicine

Quang Ngo, McMaster University, Canada  
1255 – 1310 ([via video presentation](#))

##### #4F Oral Presentation:

##### CPD and Revalidation 1

Moderator: Ranjan Dass, UK  
1140 – 1310, Room 403

##### 4F1

##### Reflections in a deep, dark pool - enhancing the assessment of reflective practice among doctors in the UK

Susanne (Susi) Caesar, Health Education England, Wessex Appraisal Service, UK  
1140 – 1155 ([via video presentation](#))

##### 4F2

##### Good professional development plans driving CPD to improve patient care

Karen Gregory, Health Education England, Wessex Appraisal Service, UK  
1155 – 1210 ([via video presentation](#))

##### 4F3

##### Development and implementation of a CPD coaching system for physicians at a university hospital in the Netherlands

Elisa Bindels, Academic Medical Center Amsterdam, the Netherlands  
1210 – 1225 ([via video presentation](#))

##### 4F4

##### What are the essential quality improvement program criteria for physicians? An environmental scan

Nicole Kain, College of Physicians & Surgeons of Alberta, Canada  
1225 – 1240

##### 4F5

##### Patient perceptions on physician performance evaluation - a qualitative study

Carolin Sehlbach, Maastricht University, the Netherlands  
1240 – 1255

##### 4F6

##### Discussion

1255 – 1310



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#### MONDAY, 2 MARCH 2020

##### #4G Oral Presentation:

##### Assessment of professionalism in the undergraduate curriculum 1

Moderator: Daniel Salcado, Taiwan

1140 – 1310, Room 404

##### 4G1

##### Simplified Thematic Engagement of Professionalism Scale – STEPS 3600: Validity evidence, reliability issues and lessons learnt

Nurhanis Syazni Roslan, Universiti Sains Malaysia, Malaysia

1140 – 1155

##### 4G2

##### Assessment of professionalism in the medical programme

Gnanajothe Ponnudurai, International Medical University, Malaysia

1155 – 1210

##### 4G3

##### The relationship between Academic Self Concept and the Conscientiousness Index in Year 1 medical students: A pilot study

Judith Barbaro-Brown, University of Sunderland, UK

[\(via video presentation\)](#)

1210 – 1225

##### 4G4

##### Assessing Professionalism: Priority, position and peers

Keith Wilson, Dalhousie University, Canada

1225 – 1240

##### 4G5

##### The predictive validity of the Conscientiousness Index in preclinical medical education for later clinical performance: A pilot study

Marina Sawdon, University of Sunderland, UK

1240 – 1255 [\(via video presentation\)](#)

##### 4G6

##### Discussion

1255 – 1310

##### #4H Oral Presentation:

##### Assessment of clinical teaching 2

Moderator: Julie Ash, Australia

1140 – 1310, Room 405

##### 4H1

##### Intravenous cannulation credentialing of final year medical students aligned to hospital patient safety standards

Penny McCarthy, Central Clinical School, Monash University, Australia

1140 – 1155

##### 4H2

##### An evaluation of an assessment system developed for an introductory clerkship in medicine and surgery for year 4 medical students in the Middle East

Alison Carr, College of Medicine, Qatar

1155 – 1210

##### 4H3

##### Development, validation, and reliability testing of a tool for assessing physical therapist competence in patient management

Glenda Sangalang, Emilio Aguinaldo College – Cavite, Philippines

1210 – 1225

##### 4H4

##### A picture speaks a thousand words: Using Run Charts to improve the quality of clinical teaching

Mairead Boohan, Queen's University Belfast, UK

1225 – 1240

##### 4H5/6

##### Discussion

1240 – 1310



# Ottawa 2020

## Detailed Programme

### 29 Feb 2020 – 4 March 2020

#### MONDAY, 2 MARCH 2020

##### **#4I Oral Presentation: Assessment of the teacher**

Moderator: Alisdair Smithies, UK  
1140 – 1310, Room 406

##### **4I1**

##### **Reconceptualising assessment of teaching**

Derek Jones, University of Edinburgh Medical School, UK  
1140 – 1155

##### **4I2**

##### **Development of Behavior Anchored Rating Scales and rater training for assessment of faculty's teaching skills**

J.M.Monica van de Ridder, Michigan State University, USA  
1155 – 1210

##### **4I3**

##### **Peer observation of teaching as a tool for quality assurance through collaborative reflection on practice**

Alyson Quinn, University of Warwick, UK  
1210 – 1225

##### **4I4**

##### **Evidence-based methods of diagnosis of classroom instructions survey for improving teacher-centered instruction in physical therapy higher education – a pilot study**

Rogan Slavko, Vrije Universiteit Brussel, Belgium  
1225 – 1240

##### **4I5**

##### **Frameworks for recognising medical students' contributions to teaching**

Russell Hearn, King's College London, UK  
1240 – 1255

##### **4I6**

##### **Evaluating teaching competence through peer feedback: What do teachers think?**

Muhammad Zafar Iqbal, Imam Abdulrahman Bin Faisal University, Pakistan  
1255 – 1310

##### **#4J Workshop:**

##### **Cultural Challenges in Clinical Teaching, Learning and Assessment**

1. Magda Wagdy, Sidra Medical and Research Center, Qatar
2. Amal Khidir, Weill Cornell Medicine in Qatar, Qatar
3. Sa'ad Laws, Weill Cornell Medicine Qatar, Qatar

1140 – 1310, Room 302

##### **#4K Workshop:**

##### **The educational toolkit revised: Incorporating games and gaming into health professions education**

1. Jamie Gray, Weill Cornell Medicine – Qatar, Qatar
  2. Douglas Bovell, Weill Cornell Medicine – Qatar, Qatar
- 1140 – 1310, Room 303

##### **#4M Workshop:**

##### **The ABC's of assessing leadership development**

1. Lyn Sonnenberg, University of Alberta, Canada
- 1140 – 1310, Room 305

##### **#4P Workshop:**

##### **Clinical reasoning assessment in the workplace: What tools are in your toolbox?**

1. Michelle Daniel, University of Michigan Medical School, USA
  2. Larry Gruppen, University of Michigan Medical School, USA
- 1140 – 1310, Room 410



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### 29 Feb 2020 – 4 March 2020

#### MONDAY, 2 MARCH 2020

##### #4Q Posters:

##### Assessment of teaching & learning 2

Moderator: Ara Tekian, USA  
1140 – 1310, Conference Hall 1 – 3

##### 4Q1

##### Implementation of a pilot Ophthalmic-focused undergraduate microsurgical skills training programme

Daniel Wheeler, Guy's, King's and St. Thomas' School of Medical Education, UK

##### 4Q2

##### Second year medical student emergency medicine rotation: "It's not like on TV"

Colleen Bush, Michigan State University College of Human Medicine, USA

##### 4Q3

##### Applying SOLO taxonomy for self-assessment of medical teachers: a proposal

Pernphan Dharmasaroja, Mahidol University, Thailand

##### 4Q4

##### Using a rubric to assess medical students' research skills in course-based research experience

Jihyun Si, Dong-A University, South Korea ([via e-Poster](#))

##### 4Q5

##### Assessment of pre-clinical learning through demonstration of functional 3-D models

Maimoona Nasreen, University of Lahore, Pakistan

##### 4Q6

##### Development of Socio-Clinical Medical Resources for Pre-clinical Learning – MEDHAX: By students for students

Jessie Zhou, Monash University, Australia

##### 4Q7

##### A study on application of anatomical knowledge among undergraduate chiropractic students: A comparative study between preclinical semester 3 and intern students

Htar Htar Aung, International Medical University, Malaysia

##### 4Q8

##### A study in the comparison of using simulated patients, students role-play, and combination method of simulated patient plus student role-play during clinical skills teaching

Wei Min Lim, International Medical University, Malaysia

##### 4Q9

##### Virtual Innovations via. Simulations Training and Assessment (VISTA): Adapting IR 4.0 competencies to foster new medicine development skills among IMU School of Pharmacy graduates

Vasudeva Rao Avupati, International Medical University, Malaysia

##### #4R Posters:

##### Assessment of the Curriculum

Moderator: Neil Osherooff, USA  
1140 – 1310, Conference Hall 1 – 3

##### 4R1

##### Evaluation of the International Institute for Medical Education Leadership (IIMEL) 2019

Amy Gausvik, University of Calgary, Canada

##### 4R2

##### Preparing graduate doctors for practice - A review on the impact of resilience training

Anusia Sivaratnam, Newcastle University Medicine Malaysia, Malaysia

##### 4R3

##### Evaluation of premedical module at Duke-NUS Medical School

Sarada Bulchand, Duke-NUS Medical School, Singapore  
([via e-Poster](#))

##### 4R4

##### Alfaisal student and faculty perspectives toward the role and value of the hidden curriculum in undergraduate medical education

Sana Om Albachar Almairi, Alfaisal University, Saudi Arabia

##### 4R5

##### Medical education in Malaysia, challenges and transformation: A review

Mohd Rahman Omar, Universiti Sains Islam Malaysia, Malaysia

##### 4R6

##### Changes in students' impressions due to differences in short-term study abroad in international exchange program between Takasaki University and Fresenius University

Kazumasa Nakagawa, Takasaki University of Health and Welfare, Japan

##### 4R7

##### Longitudinal contribution of international electives for medical students to professional identity formation: A qualitative study

Mikio Hayashi, The University of Tokyo, Japan





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### 29 Feb 2020 – 4 March 2020

#### MONDAY, 2 MARCH 2020

##### 4R8

#### Patient safety and quality healthcare status among Middle-Eastern and Asian countries

Amal Saadallah, King Faisal Specialist Hospital & Research Centre, Malaysia ([via e-Poster](#))

##### 4R9

#### Evaluation of geriatric educational interventions (Scoping Review)

En Ye Ong, Eastern Health, Australia ([via e-Poster](#))

#### LUNCH

1310 – 1430, Conference Hall 1 – 3

1315 – 1400, Room 303, ESMELead Lunch and group activities (registered ESMELead course participants only)

#### Session 5: Simultaneous Sessions 1430 – 1600

##### #5A Symposium:

#### Medical school accreditation around the world: past, present, and future

1. Sean Tackett, Johns Hopkins Bayview Medical Center, USA
2. Ming-Jung Ho, Georgetown University Medical Center, MedStar Heal, USA
3. Marta van Zanten, Foundation for Advancement of International Medical Education and Research, USA
4. Cynthia Whitehead, University of Toronto, CanadaRhime

1430 – 1600, Plenary Hall

##### #5B RHIME Session:

#### IMU-RHIME Award

Moderator: Victor Lim, Malaysia

1430 – 1600, Room 306

##### 5B1

#### A shorter Mini-CEX

Thun How Ong, Singhealth, Singapore

1430 – 1445 ([via video presentation](#))

##### 5B2

#### Using an improvement-oriented program evaluation approach to create a cycle of national curriculum reform: Family medicine's CBME story

Ivy Oandasan, College of Family Physicians of Canada (CFPC), Canada

1445 – 1500

##### 5B3

#### Using computer scoring to assess written diagnostic communication: Preliminary validity evidence

Anna Cianciolo, Southern Illinois University School of Medicine, USA

1500 – 1515

##### 5B4

#### The Rural Physician Peer Review Program (RPPR®): Innovation and success in rural Texas

Elizabeth Wenghofer, Laurentian University, Canada

1515 – 1530 ([via video presentation](#))

##### 5B5

#### Reconceiving the summative OSCE: How self-reflection and feedback can enrich an assessment of learning

Mary Donovan, Georgetown University School of Medicine, USA ([via video presentation](#))

1530 – 1545

##### 5B6

#### Opportunities and challenges of using simulation technology and wearables for skill assessment

Marleen Groenier, University of Twente, TechMedCentre, the Netherlands

1545 – 1600



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### 29 Feb 2020 – 4 March 2020

#### MONDAY, 2 MARCH 2020

##### #5C Oral Presentation:

###### Career

Moderator: Eeva Pyörälä, Finland  
1430 – 1600, Room 307 - 309

###### 5C1

**Are there differences between those doctors who apply for a training post in FY2 and those who take time out of training?**

Jennifer Cleland, AMEE, UK  
1430 – 1445

###### 5C2

**Relationship between sociodemographic factors and specialty destination of UK trainee doctors: a national cohort study**

Ben Kumwenda, University of Dundee, UK  
1445 – 1500

###### 5C3

**An assessment of factors that motivated students to choose a career in health sciences. A comparison of rural and urban-origin students**

Langalibalele Honey Mabuza, Sefako Makgatho Health Sciences University, South Africa  
1500 – 1515

###### 5C4

**The under-representation of women at senior roles in medical academia - A Woman's perspective**

Vasanthapriya Subramaniam, Newcastle University Medicine Malaysia, Malaysia  
1515 – 1530

###### 5C5/5C6

###### Discussion

1530 – 1600

##### #5D Oral Presentation:

###### Simulation

Moderator: Isobel Braidman, UK  
1430 – 1600, Room 401

###### 5D1

**Simulation to augment self-directed practice and assessment in surgery residents: A 7-year experience**

Parvathi Balachandran, Mayo Clinic, USA  
1430 – 1445 ([via video presentation](#))

###### 5D2

**Virtual patients for learning and assessment from the learner's point of view**

Carina Georg, Karolinska Institutet, Sweden  
1445 – 1500

###### 5D3

**Teaching and assessing anatomy and practical scanning skills using ultrasound imaging and the problem of incidental findings**

Paul Lombardo, Monash University, Australia  
1500 – 1515

###### 5D4

**Automatic assessment of motor skills performance in flexible bronchoscopy using an objective and automatic Motor Bronchoscopy Skills Score (MoBSS)**

Kristoffer Cold, Copenhagen Academy for Medical Education and Simulation, Denmark  
1515 – 1530

###### 5D5

**Application of novel high-fidelity simulation-based tools for the training and assessment of digital rectal examination**

Louise Hufton, Croydon University Hospital NHS Trust, UK  
1530 – 1545

###### 5D6

**Objective assessment of surgical dexterity in Plastic Surgery trainees using simulated models - a New Zealand Waikato experience**

Maria Duignan, Waikato Hospital, Hamilton, New Zealand  
1545 – 1600



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### 29 Feb 2020 – 4 March 2020

#### MONDAY, 2 MARCH 2020

##### #5E Oral Presentation:

###### Assessing assessment in postgraduate training

Moderator: Gul Shaikh, Pakistan  
1430 – 1600, Room 402

##### 5E1

###### Triangulating rich information in specialty examinations: Accumulating and reviewing categorical data across formats

Jacob Pearce, Australian Council for Educational Research, Australia  
1430 – 1445

##### 5E2

###### Postgraduate student perceptions of what is effective assessment and useful feedback

Debbi Marais, The University of Warwick, UK  
1445 – 1500

##### 5E3

###### Would you trust your loved ones to them? Certification decisions in European postgraduate anaesthesia training

Gersten Jonker, University Medical Center Utrecht, the Netherlands  
1500 – 1515

##### 5E4

###### Design consideration in online postgraduate health professions education (PG HPE) assessment

Gillian Aitken, University of Edinburgh, UK  
1515 – 1530

##### 5E5

###### Postgraduate assessment in the globalised world: Summative assessment of foreign physicians to prepare for the local labour market

Fabian Jacobs, LMU, Germany  
1530 – 1545

##### 5E6

###### Discussion

1545 – 1600

##### #5F Oral Presentation:

###### CPD and revalidation 2

Moderator: David Black, UK  
1430 – 1600, Room 403

##### 5F1

###### Interventions to change perceptions leading to improved experience of appraisal process for international medical graduates

Majid Jalil, National Health Service England, UK  
1430 – 1445 ([via video presentation](#))

##### 5F2

###### The impact of GP, pre-appraisal, Work-life Balance (WLB) assessment on Continuing Professional Development

Jeremy Ferguson, Southampton University Hospital, UK  
1445 – 1500

##### 5F3

###### Using physician factors to stream physicians to targeted assessments directed at quality improvement

Rhonda Kirkwood, College of Physicians and Surgeons, Canada  
1500 – 1515 ([via video presentation](#))

##### 5F4

###### Coalition for Physician Enhancement (CPE) criteria for personalized competence, performance assessment and education programs

1. Mark Staz, Federation of State Medical Boards, USA
  2. Nicole Kain, College of Physicians & Surgeons of Alberta, Canada
- 1515 – 1530 ([via video presentation](#))

##### 5F5/6

###### Discussion

1530 – 1600



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### 29 Feb 2020 – 4 March 2020

#### MONDAY, 2 MARCH 2020

##### #5G Oral Presentation:

##### Assessment of professionalism in the undergraduate curriculum 2

Moderator: Susannah Brockbank, UK  
1430 – 1600, Room 404

##### 5G1

##### A comparison of four models of professionalism in medical education

Maria Isabel Atienza, San Beda College of Medicine, Philippines  
1430 – 1445

##### 5G2

##### Evaluation of professional identity formation of medical doctors

Masami Tagawa, Kagoshima University, Japan  
1455 – 1500

##### 5G3

##### Development of a professional identity and professionalism assessment in physician assistant education

Nina Multak, University of Florida, USA  
1500 – 1515 ([via video presentation](#))

##### 5G4

##### The iceberg of professional identity: Hidden roles of culture and undergraduate education

Hanaa Elhoshy, Alexandria Faculty of Medicine, Egypt  
1515 – 1530

##### 5G5

##### Development of a tool for assessing pharmacists' professional behaviours

Huda Dubai, The University of New South Wales (UNSW), Australia  
1530 – 1545 ([via video presentation](#))

##### 5G6

##### Discussion

1545 - 1800

##### 5H Oral Presentation:

##### Assessment of communication skills

Moderator: Diane Kenwright, New Zealand  
1430 – 1600, Room 405

##### 5H1

##### Residents' oral patient presentation skills of a surgical consult

Heeyoung Han, Southern Illinois University School of Medicine, USA  
1430 – 1445

##### 5H2

##### What are we really assessing in early 'history-taking' OSCEs?

Conor Gilligan, University of Newcastle, Australia  
1445 – 1500 ([via video presentation](#))

##### 5H3

##### Standardized communication skills assessment: Assessing doctor/patient communication skills

Gretta Gross, National Board of Osteopathic Medical Examiners, USA  
1500 – 1515

##### 5H4

##### Do teaching, practice and assessment of clinical communication skills align?

Sari Dewi, School of Medicine and Public Health University of Newcastle, Australia  
1515 – 1530 ([via video presentation](#))

##### 5H5

##### Current practices of the verbal handover among pediatric residents using SBAR modality in ACGME-I residency program in Qatar

Manasik Hassan, Hamad Medical Corporation, Qatar  
1530 – 1545

##### 5H6

##### Can an emotional recognition test predict applied communication ability in resident trainees?

Sarah Luber, Tower Health/Reading Hospital, USA  
1545 – 1600 ([via video presentation](#))



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### 29 Feb 2020 – 4 March 2020

#### MONDAY, 2 MARCH 2020

##### #5I Oral Presentation:

##### Approaches to Curriculum Evaluation 2

Moderator: Muhamad Saiful Bahri Yusoff, Malaysia  
1430 – 1600, Room 406

##### 511

##### Factors contributing to online response rates in online student evaluation of teaching and learning activities among students in a Health Science University

Norul Hidayah Binti Mamat, International Medical University, Malaysia  
1430 – 1445

##### 512

##### A qualitative study to investigate undergraduate pharmacy students' experience of an integrated curriculum

Wing Man Lau, Newcastle University, UK  
1445 – 1500 ([via video presentation](#))

##### 513

##### Using academic motivation to evaluate the curriculum: The MUSIC Inventory for medical students

Tehmina Gladman, University of Otago, New Zealand  
1500 – 1515 ([via video presentation](#))

##### 514 Alternating blocks for evaluation: Does 33% represent 100%

Syed Latifi, Weill Cornell Medicine- Qatar, Qatar  
1515-1530

##### 515

##### Development and validation of Integrated Curriculum Implementation Challenges (ICIC) tool

Kinza Aslam, The University of Lahore, Pakistan  
1530 – 1545

##### 516

##### Discussion

1545 – 1600

##### #5J Workshop:

##### How to write and implement a standardised case base discussion (SCBD) to assess diagnostic reasoning

David Smallwood, University of Melbourne, Australia  
1430 – 1600, Room 302

##### #5K Workshop:

##### Developing a community of practice for quality assurance of healthcare assessment: an Australian experience in the OSCE space

1. Shannon Saad, Notre Dame University, Australia
  2. Cassandra Richmond, Notre Dame University, Australia
  3. Karen D'Souza, Deakin University, Australia
  4. Helen Rienits, Graduate Medicine, University of Wollongong, Australia
  5. Bunmi Malau-Aduli, James Cook University (College of Medicine and Dentistry), Australia
- 1430 – 1600, Room 303

##### #5L Workshop:

##### Automatic assessment of technical skills

Lars Konge, Region Hovedstaden, Denmark  
1430 – 1600, Room 304

##### #5M Workshop:

##### From precision medicine to precision medical education – Shifting gears in CBME

1. Adi Marty, University Hospital Zurich, Switzerland
  2. Gersten Marty, University Medical Center Utrecht, the Netherlands
- 1430 – 1600, Room 305

##### #5N Workshop:

##### Medical student peer marking – use of technology to improve feasibility, quality assurance and reliability of marks

1. Russell Hearn, King's College London, UK
  2. Dominic Main, UK
  3. Keith Wilson, Dalhousie University, Canada
- 1430 – 1600, Room 408



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### 29 Feb 2020 – 4 March 2020

#### MONDAY, 2 MARCH 2020

##### #5Q Posters:

##### Competency based education/ Assessment of clinical competence/ Formative assessment

Moderator: Bonnie Lynch, UK

1140 – 1310, Conference Hall 1 – 3

##### 5Q1

##### Formative assessment and coaching for 4 core EPAs in an internal medicine sub-internship

Eric Hsieh, Keck School of Medicine of USC, USA

##### 5Q2

##### An innovative evaluation system for the Swiss PROFILES framework at Université de Lausanne

Daniel Turpin, Université de Lausanne, Switzerland

##### 5Q3

##### Pre-clinical medical students' perception on the usage of Kahoot! Quiz challenge as post-PBL assessment

Siti Norashikin Mohd Tambeh, Universiti Teknologi MARA (UiTM), Malaysia

##### 5Q4

##### How do assessment of learning, assessment for learning, and assessment as learning facilitate learning? A scoping review on definitions and their empirical support

Lonneke Schellekens, Utrecht University, the Netherlands

##### 5Q5

##### Implementation of pediatric OSCE in clinical education: A program evaluation. Is it a reliable assessment?

Yeny Dyah Cahyaningrum, Universitas Islam Indonesia, Malaysia

##### 5Q6

##### Modified mini-CEX as a formative assessment of clinical competence in undergraduate dietetics students

Shu Hwa Ong, IMU Education Sdn Bhd, Malaysia

##### 5Q7

##### Assessment of pre-clinical medical students' physical examination skills by general practitioners during patient consultations

Jennifer Williams, Griffith University, Australia

##### 5Q8

##### Final-year undergraduate medical students' perceptions on feedback seeking behaviour: A phenomenology study

Anyta Pinasthika, Department of Medical Education, Faculty of Medicine Universitas Indonesia, Indonesia

##### 5Q9

##### Value of Online formative Assessments: A Qualitative analysis

Kavitha Nagandla, IMU Education Sdn Bhd, Malaysia

##### 5Q10

##### Learning from Direct Observational Procedural Skills (DOPS) assessment: A Longitudinal Qualitative Study

1. Jacintha Anita Aroksamy, IMU Education Sdn Bhd, Malaysia
2. Pek Sam Chong, IMU Education Sdn Bhd, Malaysia

##### #5R Posters:

##### Assessment of clinical teaching

Moderator: Mike Tweed, New Zealand

1430-1600, Conference Hall 1-3

##### 5R1

##### A pilot exploration of occupational therapy and physiotherapy students' experiences in a 2:1 (student: educator) format of clinical supervision in an acute hospital.

Rachel Wei Shih Chong, Tan Tock Seng Hospital, Singapore

##### 5R2

##### The difference in clerkship development between Brazilian public and private medical schools

Mauricio Zanolli, Marilia Medical School, Brazil

##### 5R3

##### Evaluation of formative assessment for medical interview at Primary care center. The difference between student, resident doctor and nurse practitioner

Sayuri Yamamoto, Aichi Medical University, Japan

##### 5R4

##### Assessing medical students' progress using pre and post tests

Bophal Chuop, Angkor Hospital for Children, Cambodia

##### 5R5

##### The outcome of simulatory teaching assessment in otological examination in children by fifth-year medical students: Prospective study

Watcharapol Poonual, Uttaradit Hospital, Thailand

##### 5R6

##### Multimedia item development based on Smart device Based Test (SBT) for disability awareness education and evaluation

Bomyee Lee, Department of Medical Education and Humanities, South Korea





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##### 5R7

##### Evaluating the use of photography to facilitate reflective learning for GP trainees

1. Nicola O'Shaughnessy, GP Education Unit Southampton, UK
2. Samantha Scallan, GP Education Unit, UK  
*(via e-Poster)*

##### 5R8

##### Evaluation of the curriculum for Primary Health Care clinical placements in the early years of the medical undergraduate program at Qatar University

Alison Carr, Qatar University, College of Medicine, Qatar

##### 5R9

##### Simulated patients' perception on comprehensive OSCE

Diani Puspa Wijaya, Faculty of Medicine Universitas Islam Indonesia, Indonesia

##### 5R10

##### Contextualization of accreditation standards in Sudan, bridged for quality improvement in postgraduate health professions education

Khabab Elhag, Sudan Medical Specialization Board, Sudan

##### 5R11

##### Clinical audit training: An essential contraption in dental curriculum

Abhishek Parolia, IMU Education Sdn Bhd, Malaysia

##### 5R12

##### S-U-R-G-E-R-Y: A New Zealand Waikato medical education experience in developing a guidance for doctors on management of acute complaints

Gemma Tierney, Waikato Hospital, Hamilton, New Zealand

##### 5R13

##### Which spots are the best for assessing clinical hidden curriculum?

Fatemeh Zoubin, Isfahan University of Medical Sciences, Iran

##### COFFEE

1600 – 1630, Conference Hall 1 – 3

#### Session 6: Simultaneous Sessions

1630 – 1800

##### #6A Symposium:

##### Assessment of learners in the early years of the curriculum

1. Dujeepa D Samarasekera, National University of Singapore, Singapore
2. Shuh Shing Lee, National University of Singapore, Singapore
3. Gominda G Ponnampereuma, Faculty of Medicine, University of Colombo, Sri Lanka
4. Chen Zhi Xiong, National University of Singapore, Singapore

1630 – 1800, Plenary Hall

##### #6B Oral Presentation:

##### Collaborating in the delivery of assessment

Moderator: Nicholas Glasgow, Australia

1630 – 1800, Room 306

##### 6B1

##### How to provide technical support to curriculum planners using the Item-Management-System

Henning Schenkat, Uniklinik RWTH Aachen, Germany

1630 – 1645

##### 6B2

##### The Crowdsourcing Authoring Assessment Tool (CAAT): An innovative approach to collaborative competency assessment tool development

Daniel Salcedo, Taipei Medical University, Taiwan

1645 – 1700

##### 6B3

##### Development of design of Assessment Practice Survey in Medical Education (APSME) in Malaysian context

Shahid Hassan, IMU, Malaysia

1700 – 1715

##### 6B4

##### Cross-institutional OSCE quality assurance to improve EU assessment strategies: are we equipped for it?

Thomas Kropmans, National University of Ireland Galway, Ireland

1715 – 1730

##### 6B5

##### 15 Years' experience in collaborative assessment: The umbrella consortium for assessment networks (UCAN)

Konstantin Brass, Institute for Communication and Assessment Research, Germany

*(to be presented by Henning Schenkat, Uniklinik RWTH Aachen, Germany)*

1730 – 1745

6B6 Discussion 1745 – 1800



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### 29 Feb 2020 – 4 March 2020

#### MONDAY, 2 MARCH 2020

##### #6C Oral Presentation:

##### **Assessment of clinical reasoning 1/ Interprofessional Education**

Moderator: Nancy Nagel, US  
1630 – 1800, Room 307 – Room 309

##### 6C1

**“Involve me and I will learn” - Developing clinical reasoning (CR) among Chinese pre-clinical students through modelling and discovery learning in an early clinical experience (ECE) program**

Patrick Tan, Shantou University Medical College, Philippines  
1630 – 1645

##### 6C2

**Development of an Online Structured Professional Reasoning Exercise (E-OSPRES) to assess clinical reasoning of unseen cases by postgraduate orthodontic students**

Richard Cure, University of Warwick, UK  
[\(via video presentation\)](#)  
1645 – 1700

##### 6C3

**What do you mean by that? Analysis of the use of “Best Management” in written examination of clinical knowledge and judgement**

Maryam Wagner, McGill University, Canada  
1700 – 1715

##### 6C4

**Evaluating the impact of supervision training for health and human services workers and how learnings are translated into practice**

Jennifer Lindley, Monash University, Australia  
1715 – 1730

##### 6C5

**‘Groupwork was fun!’ – Using object-based and interdisciplinary peer-assisted learning to promote ethics and professionalism in optometry**

Kwang Cham, The University of Melbourne, Australia  
1730 – 1745

##### 6C6

**Methods for achieving consensus on values and activities of healthcare educators**

Julie Browne, Cardiff University, UK  
1745 – 1800

##### #6D Oral Presentation:

##### **Games and Virtual Reality**

Moderator: Elmuntasir Salah, US  
1630 – 1800, Room 401

##### 6D1

**Games in Medical Education: Continuous improvement for continuous engagement**

Douglas Bovell, Weill Cornell Medicine in Qatar, Qatar  
1630 – 1645

##### 6D2

**Choice of outcomes and measurement instruments in randomised trials on virtual reality, augmented reality and mixed reality based education for medical students: a systematic mapping review by the Digital Health Education Collaboration**

Lorraine Tudor Car, Lee Kong Chian School of Medicine, Nanyang Technological University, Singapore  
1645 – 1700 [\(via video presentation\)](#)

##### 6D3

**CLASSIE learning - Assessing the impact of using virtual reality to reinforce clinical teaching and allow personalised learning in medical ethics during clinical placements**

Adrienne Torda, UNSW Sydney, Australia  
1700 – 1715 [\(via video presentation\)](#)

##### 6D4

**Inexpensive virtual escape room for teaching mathematics**

Li Qian Tung, International Medical University, Malaysia  
1715 – 1730

##### 6D5/6D6

##### **Discussion**

1730 – 1800



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### 29 Feb 2020 – 4 March 2020

#### MONDAY, 2 MARCH 2020

##### #6E Oral Presentation:

##### Evaluating postgraduate training

Moderator: Fabian Jacobs, Germany  
1630 – 1800, Room 402

##### 6E1

##### Warning signs for departments in difficulty in postgraduate medical education

Peter Johnston, University of Aberdeen, UK  
1630 – 1645

##### 6E2

##### Individual Supervision: The experience of Psychiatry Residents in an ACGMEI accredited program in Qatar

Suhaila Ghuloum, Hamad Medical Corporation, Qatar  
1645 – 1700

##### 6E3

##### Assessing the therapeutic relationship competence of the mental health professionals: An innovating intensive training in Taiwan

Faith Ruofan Liao, University of Nottingham, UK  
1700 – 1715 *(via video presentation)*

##### 6E4

##### Evaluating exam revision course for the GP AKT assessment

Nicola O'Shaughnessy, GP Education Unit Southampton, UK  
1715 – 1730 *(to be confirmed)*

##### 6E5

##### Use of PHEEM in a large university hospital for assessment and enhancement of postgraduate medical education

Thomas Hertel, Odense University Hospital, Denmark  
1730 – 1745

##### 6E6

##### Discussion

1745 – 1800

##### #6F Oral Presentation:

##### Culture and assessment

Moderator: Alam Sher Malik, Malaysia  
1630 – 1800, Room 403

##### 6F1

##### The educational value of personalized OSCE stations

Elizabeth Kachur, Medical Education Development, USA  
1630 – 1645

##### 6F2

##### Measure of cultural competence among medical students in the Malaysian context

Rosdara Masayuni Mohd Sani, IMU Education Sdn Bhd, Malaysia  
1645 – 1700

##### 6F3

##### Do cross-cultural differences really matter in adapting an empathy instrument?

Young-Mee Lee, Korea University College of Medicine, South Korea  
1700 – 1715 *(to be confirmed)*

##### 6F4

##### A realist review on the influence of cultural factors on understanding the nature and value of feedback

Paul Fullerton, Jeffrey Cheah School Medicine & Health Science, Malaysia  
1715 – 1730

##### 6F5

##### Underperformance of BAME students in medical school assessment: The attainment gap

Olanrewaju Sorinola, University of Warwick, UK  
1730 – 1745

##### 6F6

##### Discussion

1745 – 1800



# Ottawa 2020

## Detailed Programme

### 29 Feb 2020 – 4 March 2020

#### MONDAY, 2 MARCH 2020

##### #6G Oral Presentation:

##### Assessment of professionalism in medical practice

Moderator: Anouk Wouters, Netherlands  
1630 – 1800, Room 404

##### 6G1

##### Assessment of Medical Professionalism among Students & Faculty of Shalamar Medical & Dental College (SMDC), Lahore, Pakistan

Shazia Rasul, SMDC, Pakistan  
1630 – 1645

##### 6G2

##### Assessment of professionalism using digital logbook

Yu Sui Chen, IMU Education Sdn Bhd, Malaysia  
1645 – 1700

##### 6G3

##### Development of (un) Professional Behavior Assessment (uPROBES) Instrument

Dian Puspita Sari, The Faculty Of Medicine Universitas Mataram, Indonesia  
1700 – 1715

##### 6G4

##### The University of Western Australia (UWA) MD Professionalism Assessment: The capacity for the early identification and intervention of students requiring additional support

Joanne Somerville, University of Western Australia, Australia  
1715 – 1730

##### 6G5

##### Enhancing Second Year Medical Students' Understanding of Professionalism as part of Personal and Professional Development

Maria Regan, University of Manchester, UK  
1730 – 1745

##### 6G6

##### Discussion

1745 – 1800

##### #6H Oral Presentation:

##### Faculty Development 1

Moderator: Adrian Freeman, UK  
1630 – 1800, Room 405

##### 6H1

##### Rx for enhancing program assessment: A two-year case study of faculty professional development efforts

Catherine Golden, The George Washington University, USA  
1630 – 1645

##### 6H2

##### Online Team-Based Learning ("TBL") for active and collaborative faculty development workshops

Brian O'Dwyer, CognaLearn and Embry-Riddle Aeronautical University, Singapore  
1645 – 1700 ([via video presentation](#))

##### 6H3

##### Assessing and providing feedback: Increasing access to high quality faculty development through a massive open online course

Veena Rodrigues, Norwich Medical School, UK  
1700 – 1715 ([to be confirmed](#))

##### 6H4

##### Faculty development to improve the quality of educational assessment and evaluation

Nancy Moreno, Baylor College of Medicine, USA  
1715 – 1730

##### 6H5/6H6

##### Discussion

1730 – 1800

##### #6J Workshop:

##### Consensus Group on Performance Assessment

1. Katharine Boursicot, Duke-National University of Singapore, Singapore
2. Sandra Kemp, Curtin Medical School, Australia
3. Claire Canning, Duke-NUS Medical School, Singapore
4. Andrew Sparrow, University of Otago, New Zealand
5. Ardi Findyartini, Faculty of Medicine Universitas Indonesia, Indonesia
6. Cees van der Vleuten, Maastricht University, the Netherlands
7. John Norcini, FAIMER and Upstate Medical University, USA
8. Trudie Roberts, University of Leeds, UK  
1630 – 1800, Room 302



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### 29 Feb 2020 – 4 March 2020

#### MONDAY, 2 MARCH 2020

##### #6K Meet the Expert:

**Graham McMahon, President & CEO of the Accreditation Council for Continuing Medical Education (ACCME)**

1630 – 1800, Room 303

##### #6L Workshop:

**Assessment and management of unprofessional behaviour – a blended and individualised approach**

1. Susannah Brockbank, University of Liverpool, UK
2. Mumtaz Patel, Joint Royal Colleges of Physicians Training Board, UK

1630 – 1800, Room 304

##### #6N Workshop:

**Using Canvas to introduce self-assessment tools for millennial learners**

1. Ameer Raouf, Weill Cornell Medicine Qatar, Qatar
2. Syed Latifi, Weill Cornell Medicine-Qatar, Qatar

1630 – 1800, Room 408

##### #6O Workshop:

**Remediating struggling doctors: what works?**

1. Tristan Price, Plymouth University, UK
2. Jennifer Cleland, AMEE, UK

1630 – 1800, Room 409

##### #6P Workshop:

**Applying a framework for systems of assessment**

1. M Brownell Anderson, NBME, USA
2. John Norcini, FAIMER and Upstate Medical University, USA

1630 – 1800, Room 410

##### #6Q Posters:

###### Written and online assessment

Moderator: Neil Osherooff, USA  
1630 – 1800, Conference Hall 1 – 3

###### 6Q1

**Evaluating the effectiveness of ‘MCQ Development using cognitive model framework’ workshop. A pre-post study**

Rahila Ali, Aga Khan University, Pakistan (*via e-poster*)

###### 6Q2

**Evaluation of multiple choice questions by item analysis in an outcome-based integrated hybrid curriculum: Faculty perceptions**

Mohammed Almansour, Majmmah University, Saudi Arabia

###### 6Q3

**A holistic approach to evaluating quality of Multiple Choice Question (MCQ)-based summative assessments in pharmacy education: Findings from an integrative review**

Thao Vu, Faculty of Pharmacy and Pharmaceutical Sciences, Monash University, Australia

###### 6Q4

**Assessing dyads’ collaborative clinical reasoning – more than just the better students’ knowledge**

Jan Kiesewetter, Ludwig-Maximilians-University of Munich, Germany

###### 6Q5

**Comparison of the Long-Menu and Type A formats using the same question stems in computer-based summative assessments**

Bernard Cerutti, University of Geneva, Switzerland

###### 6Q6

**Multidisciplinary progress tests anchoring integrated system based learning in the early years across international campuses**

Priya Pusparajah, Monash University Malaysia, Malaysia

###### 6Q7

**The use of portfolios in teaching and assessing medical ethics and law among undergraduate medical students**

Mark Tan Kiak Min, Universiti Teknologi MARA (UiTM) Faculty of Medicine, Malaysia

###### 6Q8

**Exploring situational judgment tests in medical school admissions**

Alison Whelan, Association of American Medical Colleges, USA



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### 29 Feb 2020 – 4 March 2020

#### 6Q9

##### **Connecting clinicians engaged in university teaching from across various geographical sites via the strategic use of Google Forms**

Amy Laslett, Central Clinical School, Monash University, Australia

#### 6Q11

##### **Does re-use of test items change their psychometric indices? - A short study in Nervous System module in International Medical University**

Nilesh Kumar Mitra, International Medical University, Malaysia

#### 6Q12

##### **Bringing open and distance learning to health professions programmes: Assessment concerns, improvements and advantages**

Eng Lai Tan, IMU Education Sdn Bhd, Malaysia ([via e-Poster](#))

## MALAYSIA NIGHT

1830 – 2200 | Sky Bar, Level 33, Traders Hotel | Malaysia Night networking dinner (Optional extra - entrance by ticket)





# Ottawa 2020 Detailed Programme 29 Feb 2020 – 4 March 2020

## TUESDAY, 3 MARCH 2020

### Meeting:

#### International Editors Breakfast Meeting

0700 – 0815, Room 407 (by invitation)

### EXHIBITION

0800 – 1700, Conference Hall 1 – 3

## Session 7: Plenary 3

0830 – 0930, Plenary Hall

### #7A:

#### Ask the Panel

A panel representing all phases of education will address questions invited in advance from participants, and engage in a lively discussion with the audience

**Moderator:** Ara Tekian, University of Illinois Chicago, USA

#### Panel

1. Kathy Chappell, American Nurses Credentialing Center, USA
2. John Norcini, SUNY Upstate Medical University, USA
3. Mary Lawson, Deakin University, Australia.
4. Felicity Mishan Ng Yiwey, International Medical University, Malaysia
5. Cees van der Vleuten, Maastricht University, the Netherlands

0830 – 0930, Plenary Hall

### COFFEE BREAK

0930 – 1000, Conference Hall 1 – 3

## Session 8: Simultaneous Sessions

1000 – 1130

### #8A Symposium:

#### Portfolios of the future: Enhancing education for health professionals

1. Katharine Boursicot, Duke-National University of Singapore, Singapore
  2. Sandra Kemp, Curtin Medical School, Australia
  3. Trudie Roberts, University of Leeds, UK
  4. Richard Fuller, The University of Liverpool, UK
- 1000 – 1130, Plenary Hall

### #8B Symposium:

#### An exploration of the use of contribution analysis to evaluate health sciences and health professional curricula

1. Wee-Ming Lau, Monash University, Malaysia
  2. Jennifer Lindley, Monash School of Medicine, Australia
  3. Margaret Simmons, Monash Rural Health Churchill, Australia
  4. Tina Brock, Monash University, Australia
- 1000 – 1130, Room 306

### #8C Oral Presentation:

#### Assessment of clinical reasoning 2

Moderator: Shazia Rasul, Pakistan

1000 – 1130, Room 307 – 309

#### 8C1

#### Medical educators' perceptions on reflective writing exercise among first year medical students: A qualitative study in one public university

Puteri Shanaz Jahn Kassim, Universiti Putra Malaysia, Malaysia

1000 – 1015

#### 8C2

#### The uses of virtual patients in the assessment of clinical reasoning: a nationwide contest

Tsuen-Chiuan Tsai, Kaohsiung Medical University, Taiwan

1015 – 1030

#### 8C3

#### A reflection grading rubric that both assesses and supports lifelong learning through reflective practice

1. Claire Stewart, University of Buckingham, UK
2. Claire Stocker, University of Buckingham, UK

1030 – 1045

#### 8C4

#### Development and assessment of clinical diagnostic reasoning in medical students

Lucy Gilkes, University of Western Australia, Australia

1045 – 1100

#### 8C5/8C6

#### Discussion

1100 – 1130



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### 29 Feb 2020 – 4 March 2020

#### TUESDAY, 3 MARCH 2020

##### #8D Oral Presentation:

###### National Licensing Exam

Moderator: Brian Jolly, Australia  
1000 – 1130, Room 401

###### 8D1

###### The impact of learning outcomes achievement report on the performance of medical students in Mock Saudi Licensing Exam

Mona AlSheikh, Imam AbdulRahman Bin Faisal University, Saudi Arabia  
1000 – 1015

###### 8D2

###### Lessons learned from Indonesia on internet-based National Competence Examination for Medical Students' exit exam

Fika Ekayanti, Faculty of Medicine Universitas Islam Negeri Syarif Hidayatullah Jakarta, Indonesia  
1015 – 1030

###### 8D3

###### Licensing Examination Information Portal – How Much to Include?

So Ching Sarah Chan, Li Ka Shing Faculty of Medicine, The University of Hong Kong, Hong Kong  
1030 – 1045

###### 8D4

###### Surviving the national examination: Developing distinct curriculum to meet the need of community

Rachmadya Nur Hidayah, Faculty of Medicine Gadjah Mada University, Indonesia ([via video presentation](#))  
1045 – 1100

###### 8D5/6

###### Discussion

1100 – 1130

##### #8E Oral Presentation:

###### Work based assessment in undergraduate training

Moderator: Dujeepa D Samarasekera, Singapore  
1000 – 1130, Room 402

###### 8E1

###### Work-based assessor insights into programmatic assessment

Janica Jamieson, Edith Cowan University, Australia  
1000 – 1015 ([via video presentation](#))

###### 8E2

###### An application of Kane's framework to develop a validity argument for a clinical placement assessment tool

Jacqueline Raymond, The University of Sydney, Australia  
1015 – 1030

###### 8E3

###### The socioformative rubrics in the OSCE to assess the level of achievement of the competencies that comprise the egress profile of the doctor

Haydee Parra Acosta, Universidad Autónoma de Chihuahua, Mexico  
1030 – 1045

###### 8E4

###### Development of EPAs for physical therapy: Towards a holistic approach to assessment in the workplace

Maria Elizabeth Grageda, University of the Philippines Manila, Philippines  
1045 – 1100

###### 8E5/8E6

###### Discussion

1100 – 1130



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### 29 Feb 2020 – 4 March 2020

#### TUESDAY, 3 MARCH 2020

##### #8F Oral Presentation:

###### Feedback

Moderator: David Taylor, UAE  
1000 – 1130, Room 403

###### 8F1

###### Dialogic feedback in Formative Assessment

Mohd Nasri Awang Besar, National University of Malaysia, Malaysia  
1000 – 1015

###### 8F2

###### Providing helpful and effective feedback to post-graduate vocational OSCE candidates

Lyn Johnson, Australasian College of Emergency Medicine (ACEM), Australia  
1015 – 1030 (*via video presentation*)

###### 8F3

###### A digital assessment and feedback tool to enhance student learning at Melbourne Dental School

Rebecca Wong, University of Melbourne, Australia  
1030 – 1045

###### 8F4

###### Evaluating the quality of feedback in simulated clinical skills formative assessment using deliberate practice

Veena Singaram, University of KwaZulu-Natal, South Africa  
1045 – 1100

###### 8F5/8F6

###### Discussion

1100 – 1130

##### #8G Oral Presentation:

###### Programmatic assessment

Moderator: Cees van der Vleuten, the Netherlands  
1000 – 1130, Room 404

###### 8G1

###### Do we have a full picture? Exploring saturation of information in high-stakes programmatic decision-making

Lubberta de Jong, Utrecht University, the Netherlands  
1000 – 1015

###### 8G2

###### How programmatic assessment influences teachers' assessment conceptualisations: An international qualitative study

Suzanne Schut, Maastricht University, the Netherlands  
1015 – 1030

###### 8G3

###### The development of medical students as Self-Regulated Learners in a course using Programmatic Assessment for Learning: Learning coach perspectives

Anna Vnuk, Prideaux Centre, Flinders University, Australia  
1030 – 1045 (*via video presentation*)

###### 8G4

###### Promotions committee within a Programmatic Assessment System: 10-years of expert judgement at one medical school

Beth Bierer, Cleveland Clinic Lerner College of Medicine of Case Western Reserve University, USA  
1045 – 1100, Room 404

###### 8G5

###### Competency-based Programmatic Assessment in Canadian Family Medicine Postgraduate Residency Education: Trends in Resident Perspectives from the Family Medicine Longitudinal Survey (FMLS) 2015 – 2018

Ivy Oandasan, The College of Family Physicians of Canada, Canada  
1100 – 1115

###### 8G6

###### Discussion

1115 – 1130



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## Detailed Programme

### 29 Feb 2020 – 4 March 2020

#### TUESDAY, 3 MARCH 2020

##### #8H Oral Presentation:

##### Faculty Development 2

Moderator: Eliot Rees, UK  
1000-1130, Room 405

##### 8H1

##### Experts at the start: Evaluating experiential faculty development programs

Hanaa Elhoshy, Alexandria Faculty of Medicine, Egypt  
1000 – 1015, Room 405

##### 8H2

##### Implementation of City-wide Faculty Development of Developers and Raters for Quality Assurance of End-of-Residency Clinical Skill Examinations

Li Li, Guangzhou First People's Hospital, China  
1015 – 1030 (*via video presentation*)

##### 8H3

##### Culture eats strategy for breakfast: The challenges of implementing medical school assessment change in China

Ahmed Rashid, University College London, UK  
1030 – 1045

##### 8H4

##### Faculty development in the Middle East

Susannah Hart, Qatar University, Qatar  
1045 – 1100

##### 8H5/8H6

##### Discussion

1100 – 1130

##### #8I Oral Presentation:

##### Evaluation of a curriculum 1

Moderator: Allan Pau, Malaysia  
1000 – 1130, Room 406

##### 8I1

##### Development of statistical literacy and scientific reasoning & argumentation skills in medical doctors

Markus Berndt, University Hospital of LMU Munich, Germany  
1000 – 1015

##### 8I2

##### Outcome of a curriculum. Has the program structure influence on the number of graduates?

Johann Arias, RWTH Aachen University, Medical Faculty, Germany  
1015 – 1030

##### 8I3

##### The Organ System Integrated (Osi) Medical Curriculum of UP College Of Medicine: An Internal Evaluation

Stella Marie Jose, University of the Philippines College of Medicine, Philippines  
1030 – 1045

##### 8I4

##### Changes required in the contemporary dental curriculum

Shaikh Gul Muhammad, SIMDC LODHRAN, Pakistan  
1045 – 1100, Room 406

##### 8I5/6

##### Discussion

1100 – 1130



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### 29 Feb 2020 – 4 March 2020

#### TUESDAY, 3 MARCH 2020

##### #8J Workshop:

###### **Integrity in Health Professional Assessments: How can we minimise cheating and corrupt behaviours?**

David Kandiah, University of Western Australia/Northern Beaches Rheumatology, Australia  
1000 – 1130, Room 302

##### #8L Workshop:

###### **Differential Attainment – programmatic cross-specialty approach with focus on earlier identification and interventions to improve educational outcomes**

1. Mumtaz Patel, Joint Royal Colleges of Physicians Training Board, UK
2. Jane Mamelok, Health Education England, UK  
1000 – 1130, Room 304

##### #8N Workshop:

###### **Life's not fair, but exams can be: Reinforcing exam fairness through an appeals process**

1. Neesha Gaiind, Royal College of Physicians and Surgeons, Canada
2. Viren Naik, The Royal College of Physicians of Surgeons of Canada, Canada
3. Emily Joyce, Royal College of Physicians and Surgeons of Canada, Canada  
1000 – 1130, Room 408

##### #8O Workshop:

###### **Effective use of technology to capture and report entrustable professional activities**

1. Machelie Linsenmeyer, West Virginia School of Osteopathic Medicine, USA
2. Carrie Chen, Georgetown University School of Medicine, USA ([via online presentation](#))
3. Olle ten Cate, University Medical Center Utrecht, the Netherlands
4. Adi Marty, University Hospital Zurich, Switzerland  
1000 – 1130, Room 409

##### #8Q Posters:

###### **Assessment in Postgraduate Education**

Moderator: Ingrid Philibert, US  
1000-1130, Conference Hall 1 – 3

##### 8Q1

###### **Predictors of student performance and retention in the postgraduate online learning environment**

Md Nazmul Karim, Monash University, Australia

##### 8Q2

###### **Enhancing learning and clinical performance. An evaluation of the clinicians' journey from novice to expert, and the impact of using a 'self-regulated learning' approach to enhance learning and clinical performance in post graduate GP registrars**

Andrew Cook, Leicester University, UK

##### 8Q3

###### **Predicting organizational factors impacting systems-based practice learning curves: a U.S. longitudinal study of residents training in Family Medicine and Internal Medicine**

Jung G Kim, University of California, Berkeley, USA  
([via e-Poster](#))

##### 8Q4

###### **The predictive value of the National Anaesthesiology Entrance Examination on academic performance in the National Conjoint Primary Examination**

Noorjahan Haneem Md Hashim, Faculty of Medicine, Universiti Malaya, Malaysia

##### 8Q5

###### **In at the deep end: A longitudinal qualitative study of transitions during early postgraduate medical training**

Alisdair Smithies, Imperial College London, UK

##### 8Q6

###### **Assessing effectiveness of an introductory workshop on systematic review for healthcare professionals**

Sohaila Cheema, Weill Cornell Medicine-Qatar, Qatar

##### 8Q7

###### **InSPIRing ALL: designing, assessing and implementing an interactive leadership toolkit**

Jo Szram, Health Education England, UK

##### 8Q8

###### **Developing and evaluating a curriculum for out-of-sync GP trainees**

Laura Sheldrake, GP Education Unit Southampton, UK



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### 29 Feb 2020 – 4 March 2020

#### TUESDAY, 3 MARCH 2020

##### 8Q9

##### **Developing an educational support programme for international medical graduates in a large UK hospital**

Aleem Ahmed, University Hospitals of Leicester, UK

##### 8Q10

##### **Self-perception of clinical skills and procedural confidence after completing internship**

Chestsada Tonusin, Sunprasitthiprasong Hospital, Thailand

##### 8Q11

##### **The impact of item-writing flaws on the overall quality of test: A study on Oman Medical Specialty Board 2017 Pediatrics End of Year examination**

Iman Al Lawati, Oman Medical Specialty Board, Oman

#### Session 9: Simultaneous Sessions

1140 - 1310

##### #9A Forum:

##### **Coronavirus (Covid-19): Implications for Clinical Teaching and Assessment**

Moderator: Trevor Gibbs, UK

1. Prof Datuk Dr Lokman Hakim bin Sulaiman, International Medical University, Malaysia
  2. Gerard Flaherty, National University of Ireland, Galway, Ireland
  3. Jennifer Cleland, Nanyang Technological University, Singapore
  4. Richard Hays, James Cook University, Australia
  5. David Prideaux, Australian Medical Council, Australia
- 1140 – 1310, Plenary Hall

##### #9B Symposium:

##### **Beautiful ideas, messy realities, and emergent opportunities – On the issue of implementing programmatic assessment**

1. Suzanne Schut, Maastricht University, the Netherlands
  2. Erik Driessen, Maastricht University, the Netherlands
  3. Deborah O'Mara, University of Sydney, Australia
  4. Beth Bierer, Cleveland Clinic Lerner College of Medicine of Case Western Reserve University, USA
  5. Timothy Wood, University of Ottawa, Canada
- 1140 – 1310, Room 306

##### #9C Oral Presentation:

##### **Script Concordance Test**

Moderator: Azam Saeed Afzal, Pakistan

1140 – 1310, Room 307 – 309

##### 9C1

##### **Lessons learned from using a script concordance test to evaluate the differences in medical clinical reasoning skills at different levels of junior doctor training**

Anne Powell, Central Clinical School, Monash University, Australia

1140 – 1155

##### 9C2

##### **The Impact of Surgeon Experience on Script Concordance Test Scoring**

Nada Gawad, University of Ottawa, Canada

1155 – 1210

##### 9C3

##### **The Challenges of Incorporating Uncertainty into Clinical Decision-Making Assessment**

Nada Gawad, University of Ottawa, Canada

1210 – 1225

##### 9C4

##### **Students' perception of the think-aloud approach in Script Concordance Test (SCT) to assess clinical reasoning**

Michael Siu Hong Wan, University of Notre Dame, Australia

1225 – 1240 (*via video presentation*)

##### 9C5/9C6

##### **Discussion**

1240 – 1310



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### 29 Feb 2020 – 4 March 2020

#### TUESDAY, 3 MARCH 2020

##### #9D Oral Presentation:

##### Technology and the OSCE

Moderator: Daniel Salcedo, Taiwan  
1140 – 1310, Room 401

##### 9D1

##### The Royal College of Physicians and Surgeons of Canada's Journey to Computer Based Exams

Sean Gehring, The Royal College of Physicians and Surgeons of Canada, Canada  
1140 – 1155

##### 9D2

##### Feasibility of video recordings in veterinary medicine OSCEs

Jean-Yin Tan, University of Calgary, Canada  
1155 – 1210 ([via video presentation](#))

##### 9D3

##### Exploring how video-use influences perceptions, behaviour and judgement of performance assessments in medical education

Alice Moulton, University of Keele, UK  
1210 – 1225

##### 9D4

##### Video-based examiner score comparison and adjustment (VESCA): measuring the influence of different examiner-cohorts in fully-nested OSCEs

Peter Yeates, Keele University, UK  
1225 – 1240

##### 9D5

##### Improving OSCE rest stations: A more colourful experience

Lazar Krstić, University of Nottingham, UK  
1240 – 1255

##### 9D6

##### What made the difference? Moving from failure to success in the specialist emergency medicine clinical examination

Lois Lowe, Australasian College for Emergency Medicine (ACEM), Australia  
1255 – 1310 ([via video presentation](#))

##### #9E Oral Presentation:

##### Written assessment

Moderator: Kathy Chappell, USA  
1140 – 1310, Room 402

##### 9E1

##### Learning from uncertainty - implementing very short answer (VSA) items with computer-aided immediate feedback in collaborative learning

Claire Ann Canning, Duke-NUS Medical School, Singapore  
1140 – 1155

##### 9E2

##### Using electronic logs to explore exam-taker behaviour during MCQ exams: Is there a correlation with results?

Tammy Smith, The University of Queensland, Australia  
1155 – 1210 ([via video presentation](#))

##### 9E3

##### Incorporation of question item analysis and automatic interpretation to improve item quality on a health professions education online platform

Maddison Caterine, Osmosis, USA  
1210 – 1225

##### 9E4

##### Assessment of student research in postgraduate professional students: time to revisit the traditional Dissertation

Lucy Hammond, Warwick Medical School, UK  
1225 – 1240

##### 9E5

##### Self-monitoring of examination responses: following a student cohort over 4 years

Mike Tweed, Otago Medical School, New Zealand  
1240 – 1255 ([via video presentation](#))

##### 9E6

##### Discussion

1255 – 1310





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### 29 Feb 2020 – 4 March 2020

#### TUESDAY, 3 MARCH 2020

##### #9F Oral Presentation:

##### Competency based assessment

Moderator: Jason R Frank, Canada  
1140 – 1310, Room 403

##### 9F1

##### Assessment & EPAs in the Student Run Dental Clinic

Elske Hissink, Radboud University Medical Centre, the Netherlands ([via video presentation](#))  
1140 – 1155

##### 9F2

##### Providing feedback on professionalism and non-technical skills in anaesthesia: results of the piloting of workplace based assessment based on Entrustable Professional Activities

Josephine Boland, College of Anaesthesiologists, Ireland  
1155 – 1210

##### 9F3

##### Continuing Professional Development learning objectives: Is affective domain underutilized?

Khalid Al Busaidi, Royal Hospital, Oman  
1210 – 1225

##### 9F4

##### Identifying competencies that require assessment to promote primary healthcare practice: multiple stakeholder perspectives

Deshini Naidoo, University of Kwa-Zulu Natal, South Africa  
1225 – 1240 ([via video presentation](#))

##### 9F5/9F6

##### Discussion

1240 – 1310

##### #9G Oral Presentation:

##### Progress test

Moderator: Isobel Braidman, UK  
1140 – 1310, Room 404

##### 9G1

##### Crossing borders in applied medical knowledge assessment: Developing an online international adaptive progress test

Neil Rice, University of Exeter, UK  
1140 – 1155

##### 9G2

##### Incorporating cohort specific content into a progress testing framework

John Jenkins, Royal College of Surgeons in Ireland, UK  
1155 – 1210

##### 9G3

##### Exploring the relationship between progress tests and clinical attachment performance

Andy Wearn, The University of Auckland, New Zealand  
1210 – 1225

##### 9G4

##### Team-based learning with virtual patient scenarios: on sensitivity of progress testing to detect thresholds and evaluate efficiency of small-scale educational interventions

Viktor Riklefs, Karaganda Medical University, Kazakhstan  
1225 – 1240

##### 9G5

##### Introducing Progress Testing in the University of Toronto's New Foundations Curriculum: an Examination of Facts of Validity for the First Three Years of Assessments

Richard Pittini, MD Program, University of Toronto, Canada  
([to be presented by Yuxin Tu](#))  
1240 – 1255

##### 9G6

##### Initial validation of a Modified Hofstee standard setting methodology for progress testing in a graduate entry medicine program

Steve Capey, Swansea University, UK  
1255 – 1310



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### 29 Feb 2020 – 4 March 2020

#### TUESDAY, 3 MARCH 2020

##### #9H Oral Presentation:

##### Assessment of clinical skills

Moderator: Alison Carr, Qatar  
1140 – 1310, Room 405

##### 9H1

##### Clinicians' epistemic beliefs about assessment of clinical competence

Julie Ash, Flinders University, Australia  
1140 – 1155

##### 9H2

##### The long case: an educational impact study

Corinne Tey, The University of Melbourne, Australia  
1155 – 1210

##### 9H3

##### The impact of Electronic Medical Record on the contribution of medical students to patient documentation - a tertiary teaching hospital experience

Melissa FitzGerald, Monash University Medical School / The Alfred Hospital, Australia  
1210 – 1225

##### 9H4

##### Can narrative analysis go where rating scales cannot? Comparisons of ratings and narratives on communication assessment in residents

Sarah Luber, Tower Health Reading Hospital, USA  
Present by Anthony Donato  
1225 – 1240 ([via video presentation](#))

##### 9H5

##### Current situation of assessment methods of clinical competence in Sudanese Medical Schools

Elmuntasir Salah, National Ribat University, Sudan  
1240 – 1255

##### 9H6

##### Discussion

1255 – 1310

##### #9I Oral Presentation:

##### Evaluation of a curriculum 2

Moderator: Cathleen Pettepher, US  
1140 – 1310, Room 406

##### 9I1

##### Assessment of medical student experiences and perceptions of practical surgical teaching throughout UK undergraduate medical education

Daniel Wheeler, Guy's, King's and St. Thomas' School of Medical Education, UK  
1140 – 1155

##### 9I2

##### Evaluation of a pilot programme to engage medical students in an adolescent health promotion community project

Sasikala Devi Amirthalingam, IMU Education Sdn Bhd, Malaysia  
1155 – 1210

##### 9I3

##### Post-structural analysis of a competency framework

Mohammed Alqarni, Leeds Institute of Medical Education, UK  
1210 – 1225

##### 9I4/5/6

##### Discussion

1240 – 1310



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## Detailed Programme

### 29 Feb 2020 – 4 March 2020

#### TUESDAY, 3 MARCH 2020

##### #9K Workshop:

###### **Psychometric Boot-Camps: Diagnosing Quality and Fairness in Assessments**

1. Syed Latifi, Weill Cornell Medicine-Qatar, Qatar
  2. Padraig Mark Healy, Weill Cornell Medicine-Qatar, Qatar
- 1140 – 1310, Room 303

##### #9L Workshop:

###### **Developing an electronic examination management system: the road to success**

1. Mary Lawson, University of Newcastle & University of New England, Australia
  2. Kate Dennis, University of Newcastle & University of New England, Australia
- 1140 – 1310, Room 304

##### #9M Workshop:

###### **Utilizing Curriculum Mapping to Support Assessment for Learning**

1. David Rojas, University of Toronto – WCH, Canada
  2. Yew-Beng Kang, IMU, Malaysia
- 1140 – 1310, Room 305

##### #9N Workshop:

###### **Assessing clinical courage: Search for the holy grail**

1. Ivy Oandasan, The College of Family Physicians of Canada, Canada
  2. Brent Kvern, College of Family Physicians of Canada, Canada
- 1140 – 1310, Room 408

##### #9O Workshop:

###### **Global rating scales for OSCEs and orals: Applying best practices and generating candidate feedback**

- Jonathan Dupre, Royal College of Physicians and Surgeons of Canada, Canada
- 1140 – 1310, Room 409

##### #9P Workshop:

###### **Fact or fiction: Addressing common perceptions and misperceptions about the use of entrustable professional activities to assess learners**

1. Maryellen Gusic, University of Virginia, USA  
([via online presentation](#))
  2. Machel Linsenmeyer, West Virginia School of Osteopathic Medicine, USA
  3. Carrie Chen, Georgetown University School of Medicine, USA ([via online presentation](#))
  4. Olle ten Cate, University Medical Center Utrecht, the Netherlands
- 1140 – 1310, Room 410

##### #9Q Posters:

###### **Students and assessment/ Feedback**

Moderator: Jo Bishop, Australia  
1140 – 1310, Conference Hall 1-3

##### 9Q1

###### **The role of multiple intelligences on medical students' performance**

Kevin Anggakusuma Hendrawan, Widya Mandala Catholic University of Surabaya, Indonesia ([via e-Poster](#))

##### 9Q2

###### **Learning Approach, prior academic achievement and Intelligence Quotient as predictors of academic performance in Faculty of Medicine Unisma**

Marindra Firmansyah, Faculty of Medicine Universitas Islam Malang, Indonesia

##### 9Q3

###### **Burnout among first-year health professional trainees across three programs**

John Encandela, Yale School of Medicine, USA ([via e-Poster](#))

##### 9Q4

###### **Using a classification approach to identify at-risk students**

Padraig Mark Healy, Weill Cornell Medicine-Qatar, Qatar

##### 9Q5

###### **The transition from high school to university: How students navigate their first semester in a historically disadvantaged university**

Nokwanda Khanyile, University of KwaZulu Natal, South Africa  
([via e-Poster](#))

##### 9Q6

###### **Predictive validity of the admissions profile of freshmen medical students at the San Beda University College of Medicine during academic year 2017-2018**

Maria Isabel Atienza, San Beda College of Medicine, Philippines  
([via e-Poster](#))

##### 9Q7

###### **Assessment of medical students' engagement in online learning on a social media platform**

Francis Tsoi, The University of Hong Kong, Hong Kong

##### 9Q8

###### **QR feedback form in Simulation-based Education**

Mohd Hafidzul Jasman, Department of Medical Education, Malaysia



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### 29 Feb 2020 – 4 March 2020

#### 9Q9

**Benefits of involving doctors in training in design, delivery and assessment of a curriculum to aid transition of final year medical students to foundation doctors**

Ragupathy Subramaniam, East Kent Hospitals University Foundation Trust, UK

#### 9Q10

**Perception of stress due to academic studies and its introspection by first-year medical students**

Galina Kukharchik, Almazov National Medical Research Centre, Russian Federation ([via e-Poster](#))

#### LUNCH

1310 –1430, Conference Hall 1 – 3

**ESMEA - Essential Skills for Medical Educators – Assessment (registered ESMEA course participants only)**

1315 – 1400, Room 302

**ESMELead - Essential Skills in Educational Leadership & Management Course lunch (registered ESMELead course participants only)**

1315 –1400, Room 303

#### Session 10: Simultaneous Sessions

1430 – 1600

#### #10A Symposium:

**Assessment of wellbeing – opportunities and challenges**

Aviad Haramati, Georgetown University School Of Medicine, US  
1430 – 1600, Plenary Hall

#### #10B Oral Presentation:

##### EPA 1

Moderator: David Taylor, United Arab Emirates  
1430 – 1600, Room 306

##### 10B1

**Implementing the Association of American Medical Colleges (AAMC) Core Entrustable Professional Activities (EPAs) for Entering Residency framework in undergraduate medical education (UME): the student perspective on the role of workplace-based assessments (WBAs)**

Alison Whelan, Association of American Medical Colleges, USA  
1430 – 1445 ([via video presentation](#))

##### 10B2

**Graduating US students' self-assessed preparedness to perform the Association of American Medical Colleges (AAMC) Core Entrustable Professional Activities for entering residency (Core EPAs): Analysis of the national AAMC 2019 Graduation Questionnaire (GQ)**

Jonathan Amiel, Association of American Medical Colleges, USA  
1445 – 1500 ([via video presentation](#))

##### 10B3

**Pharmacy students use guided reflection and entrustment (EPA) assessments to appraise 'secret' patient/pharmacist encounters in the self-care community workplace**

Debra Sibbald, Leslie Dan Faculty of Pharmacy University of Toronto, Canada  
1500 – 1515 ([via video presentation](#))

##### 10B4

**Development of Core Entrustable Professional Activities (EPAs) for An Undergraduate Primary Care Curriculum in Malaysia. A Delphi Study**

Haymond Prasad Narayanan, MAHSA University, Malaysia  
1515 – 1530

##### 10B5

**Entrustable professional activities for dental education – A framework establishment and validation**

Sivakumar Arunachalam, IMU Education Sdn Bhd, Malaysia  
1530 – 1545

##### 10B6

**Entrustable professional activities in a dental curriculum: Students' view**

Wietske Fokkinga, Radboud University Medical Center, the Netherlands  
1545 – 1600 ([via video presentation](#))



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### 29 Feb 2020 – 4 March 2020

#### TUESDAY, 3 MARCH 2020

##### #10C Oral Presentation: Accreditation/QA

Moderator: Harm Peters, Germany  
1430 – 1600, Room 307 – 309

##### 10C1

##### Evaluating the World's Medical Schools

John (Jack) R. Boulet, ECFMG, USA  
1430 – 1445

##### 10C2

##### Associations between Educational Commission for Foreign Medical Graduates (ECFMG) applicants' medical school accreditation status and ECFMG certification

Sean Tackett, Johns Hopkins Bayview Medical Center, USA  
1445 – 1500

##### 10C3

##### Assessment of Competency in Health Systems Science

Kimberly Lomis, American Medical Association, USA  
1500 – 1515 (*via video presentation*)

##### 10C4

##### Developing an indicator for annual reporting on the inclusion of health and climate change within medical curricula in Australia for the MJA-Lancet Countdown

Lynne Madden, School of Medicine, Sydney, University of Notre Dame, Australia  
1515 – 1530

##### 10C5/10C6

##### Discussion

1530 – 1600

##### #10D Oral Presentation:

##### Case studies in use of the OSCE

Moderator: Harumi Gomi, Japan  
1430 – 1600, Room 401

##### 10D1

##### From zero to OSCE STAT: How one international medical school succeeded in implementing formative OSCEs across 24 geographically distributed clinical sites

Joy Checa, American University of the Caribbean School of Med, USA  
1430 – 1445 (*via video presentation*)

##### 10D2

##### Feasibility of Objective Structured Clinical Examination (OSCE) in Assessing Students' Competence in Dietetics

Seong Ting Chen, IMU Education Sdn Bhd, Malaysia  
1445 – 1500

##### 10D3

##### Objective structured clinical examinations (OSCEs) for assessing public health knowledge and skills in undergraduate medical students - feasibility, validity and reliability

1. Bharathy Kumaravel, University of Buckingham Medical School, UK
  2. Claire Stewart, University of Buckingham, UK
- 1500 – 1515 (*to be presented by Claire Stewart*)

##### 10D4

##### OSCE as an Examination Tool - Perception of Undergraduate Students of University College of Medicine & Dentistry

Tayyaba Azhar, University College of Medicine & Dentistry, Pakistan  
1515 – 1530

##### 10D5

##### Shadow versus Fixed OSCE examiners: a correlation over a 4 year experience

Iolanda de Fátima Lopes Calvo Tibério, Faculdade de Medicina da Universidade de São Paulo, Brazil  
1545 – 1600

##### 10D6

##### Discussion

1545 – 1600



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### 29 Feb 2020 – 4 March 2020

#### TUESDAY, 3 MARCH 2020

##### #10E Oral Presentation:

##### Approaches to selection 1

Moderator: Kay Mohanna, UK  
1430 – 1600, Room 402

##### 10E1

##### The Ability of Attributes in Multiple Mini Interview to Predict Medical Students' Performance

Nurul Husna Ahmad Rahman, Universiti Kebangsaan Malaysia, Malaysia ([via video presentation](#))  
1430 – 1445

##### 10E2

##### Using selection tools to forecast future clinical performance: understanding the value of admissions MMI in predicting OSCE performance in senior medical students

Lyndal Parker-Newlyn, University Of Wollongong, Australia  
1445 – 1500

##### 10E3

##### Medical Student Selection in UKM: Comparison Between Panel Interview and Multiple Mini Interview Selected Students

Mohamad Nurman Yaman, UKM, Malaysia  
1500 – 1515

##### 10E4

##### Is AI the future for selection?

Deborah O'Mara, University of Sydney, Australia  
1515 – 1530

##### 10E5/6

##### Discussion

1530 – 1600

##### #10F Oral Presentation:

##### Team assessment

Moderator: Ian Curran, Singapore  
1430 – 1600, Room 403

##### 10F1

##### An observational and action-based tool for non-technical skills monitoring in simulation-based training

Elizabete Loureiro, Faculty of Medicine of the University of Porto, Portugal  
1430 – 1445

##### 10F2

##### Improving the credibility of peer ratings in teamwork assessment: a comparison of absolute and relative scales

Madawa Chandratilake, Faculty of Medicine, University of Kelaniya, Sri Lanka  
1445 – 1500

##### 10F3

##### Why Assessment of Student Performance in Problem-Based Learning Tutorials Should Be Individualised. The Use and Validation of an Embedded Individualised Assessment Instrument

Colin Greengrass, Royal College of Surgeons in Ireland - Medical University of Bahrain, Bahrain  
1500 – 1515 ([via video presentation](#))

##### 10F4/5/10F6

##### Discussion

1515 – 1600



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### 29 Feb 2020 – 4 March 2020

#### TUESDAY, 3 MARCH 2020

##### #10G Oral Presentation:

###### Portfolio 1

Moderator: Erik Driessen, the Netherlands  
1430 – 1600, Room 404

###### 10G1

###### "Why didn't I get an A?": The development of a reflective portfolio in the Middle East

Tanya Kane, College of Medicine, Qatar University, Qatar  
1430 – 1445

###### 10G2

###### Experiential learning e-Portfolio: a formative assessment during a community-based medical education program

Anisa Ahmad, Department of Medical Education, Malaysia  
1445 – 1500

###### 10G3

###### Effective assessment and training of undergraduate medical student portfolio use is achieved through an Annual Review of Portfolio Progression

1. Claire Stewart, University of Buckingham Medical School, UK
  2. Claire Stocker, University of Buckingham Medical School, UK
- 1500 – 1515

###### 10G4

###### Developmental portfolios in the first year of an undergraduate medical programme and the benefits of simplified assessment

Geraldine Kershaw, College of Medicine and Health Sciences, United Arab Emirates University, UAE  
1515 – 1530

###### 10G5

###### Can wellbeing be assessed? (Using an electronic Portfolio for Personal and Professional Development)

1. Julia Humphreys, University of Manchester Medical School, UK
  2. Maria Regan, University of Manchester, UK
- 1530 – 1545

###### 10G6

###### Discussion

1545 – 1600

##### #10H Oral Presentation:

###### Assessment of empathy

Moderator: Ardi Findyartini, Indonesia  
1430 – 1600, Room 405

###### 10H1

###### Can Emotional Intelligence be measured as a distinct construct?

Wasana Jayarathne, Rajarata University of Sri Lanka, Sri Lanka  
1430 – 1445

###### 10H2

###### The empathic medical student: lost or found?

Anna Byszewski, The Ottawa Hospital, Canada  
1445 – 1500

###### 10H3

###### Measuring emotions in medical students: Validation of the Japanese Version of the Medical Emotion Scale

Osamu Nomura, Hirosaki University, Japan  
1500 – 1515 (*via video presentation*)

###### 10H4

###### Balint groups for medical students: Do they work in the Asian context?

Aloysius Amaladoss, Newcastle University Medicine Malaysia, Malaysia  
1515 – 1530

###### 10H5

###### Multicenter evaluation of a didactic to improve emergency physician empathy

Jeffrey Kline, Indiana University School of Medicine, USA  
1530 – 1545

###### 10H6

###### Discussion

1545 – 1600





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### 29 Feb 2020 – 4 March 2020

#### TUESDAY, 3 MARCH 2020

##### #10I Oral Presentation:

##### Teaching and learning

Moderator: Madawa Chandratilake, Sri Lanka  
1430 – 1600, Room 406

##### 10I1

##### Bringing education to the modern age: the use of technology in education

Adrian Chee, Alfred Health, Australia  
1430 – 1445

##### 10I2

##### MyDispense – A virtual pharmacy simulation for teaching safe medication practice

1. Pui San Saw, Monash University Malaysia, Malaysia
  2. Vivienne Mak, Monash University, Australia
- 1445 – 1500

##### 10I3

##### Correlation between Student Performance in Problem-Based Tutorial and Student Notebook Score

Francisca Tjakradidjaja, Faculty of Medicine, Syarif Hidayatullah State Islamic University, Indonesia  
1500 – 1515

##### 10I4

##### Learning style preferences of Japanese first and second year medical students

Haruko Akatsu, International University of Health and Welfare, Japan  
1515 – 1530

##### 10I5

##### Near-peer supervisors as promoters of professionalism in undergraduate medical education

Rohini Karunakaran, AIMST University, Malaysia  
1530 – 1545

##### 10I6

##### Discussion

1545 – 1600

##### #10J Workshop:

##### Consensus Group on Technology in Assessment

1. Richard Fuller, The University of Liverpool, UK
  2. Vishna Devi Nadarajah, International Medical University, Malaysia
  3. Eeva Pyörälä, University of Helsinki, Finland
  4. Mary Lawson, Deakin University, Australia
- 1430 – 1600, Room 302

##### #10K Workshop:

##### Why using video to enhance assessment is difficult. And how to get it right

1. Peter Yeates, Keele University, UK
  2. Alice Moul, Keele University, UK
  3. Jean-Yin Tan, University of Calgary, Canada  
(via video presentation)
  4. Kelly Dore, McMaster University, Canada
- 1430 – 1600, Room 303

##### #10M Workshop:

##### Incorporating programmatic thinking into specialty training assessment

1. Jacob Pearce, Australian Council for Educational Research, Australia
- 1430 – 1600, Room 305

##### #10N Workshop:

##### Motivational design to discuss and assess professionalism dilemmas for pre-clerkships students. Innovative approach

1. Amal Khidir, Weill Cornell Medicine Qatar, Qatar (via video presentation)
  2. Sa'ad Laws, Weill Cornell Medicine Qatar, Qatar
- 1430 – 1600, Room 408

##### #10O Workshop:

##### 360° feedback for healthcare leaders – vital for informed growth

Ric Taylor, IntegrationQA, Australia  
1430 – 1600, Room 409

##### #10P Workshop:

##### Psychological Safety in Formative and Summative OSCEs

1. Elizabeth Kachur, Medical Education Development, USA
  2. Chaoyan Dong, Sengkang General Hospital, Singapore
  3. Sheng-Po Kao, Buddhist Tzu Chi University, Taiwan
- 1430 – 1600, Room 410



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## TUESDAY, 3 MARCH 2020

### #10Q Posters:

#### Continuing Professional Development/ Interprofessional Education

Moderator: Lawrence Sherman, USA

1430 – 1600, Conference Hall 1 – 3

#### 10Q1

##### Lifelong Learning Orientation among Pharmacy Graduates

Pei Sin Keng, IMU Education Sdn Bhd, Malaysia

#### 10Q2

##### Best Practices in Medicine Project: Using a Personalized Audit and Feedback Methodology to Improve Clinician Resource Utilization in a Hospital Setting

Rishie Seth, University of Toronto, Canada

#### 10Q3

##### How does an appraisal drive change? Revealing the skill of the appraiser

1. Samantha Scallan, GP Education Unit, UK (*via e-poster*)
2. Karen Arney, Health Education England, Wessex Appraisal Service, UK

#### 10Q4

##### Helping the good to get better - using the principles of appreciative enquiry to drive quality improvements and organisational change

Susanne (Susi) Caesar, Health Education England Wessex Appraisal Service, UK (*via e-poster*)

#### 10Q5

##### It take a village to raise a team: A successful model for interprofessional education across nine disciplines

Nancy Nagel, Oregon Health Science University, USA

#### 10Q6

##### Collaboration and communication among physicians and nurses in pediatrics inpatient setting: Do years of experience make a difference?

Manasik Hassan, Hamad Medical Corporation, Qatar

#### 10Q7

##### A systematic review to investigate the forms and outcomes of assessments employed in Interprofessional Education

1. Hailah Almoghirah, Newcastle University, UK
2. Jan Illing, Newcastle University, UK
3. Hamde Nazar, Newcastle University, Malaysia

#### 10Q8

##### Effectiveness of Team-Based Inter-Professional Simulated (TIPS) Training Course on Improving the Attitudes of teamwork

Chao Yen Huang, Chung Shan Medical University Hospital, Taiwan

#### 10Q9

##### Interprofessional Collaboration Strategy in a Newly Established Teaching Hospital under Universal Health Coverage Era of Indonesia

Tonang Dwi Ardyanto, Sebelas Mare

#### COFFEE BREAK

1600 – 1630, Conference Hall 1 – 3

## Session 11: Simultaneous Sessions

1630 – 1800

### #11A Symposium:

#### Assessment of Medical Science Educators for Promotion

1. Maria Sheakley, Western Michigan University, USA
2. Neil Osherooff, Vanderbilt University, USA
3. Richard Vari, Virginia Tech Carilion School of Medicine, USA
4. Sandy Cook, Duke-NUS Graduate Medical School, Singapore
5. Peter de Jong, Leiden University Medical Center, the Netherlands

1630 – 1800, Plenary Hall



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### 29 Feb 2020 – 4 March 2020

#### TUESDAY, 3 MARCH 2020

##### #11B Oral Presentation:

###### EPA 2

Moderator: Harm Peters, Germany  
1630 – 1800, Room 306

###### 11B1

###### Prepared a user-centered and meaningful assessment system

Adi Marty, University Hospital Zurich, Switzerland  
1630 – 1645

###### 11B2

###### Elucidating Entrustable Professional Activities and Milestones in Dietetics Education

Andrea Begley, Curtin University, Australia  
1645 – 1700

###### 11B3

###### Who can do this procedure? Using entrusted professional activities to determine curriculum and entrustment in anesthesiology

Christoph Simon Burkhart, Kantonsspital Graubunden, Switzerland  
1700 – 1715

###### 11B4

###### Assessing self-efficacy in an EPA-based clerkship: an explorative mixed-methods study

Severin Pinilla, Institute for Medical Education, University of Bern, Switzerland  
1715 – 1730

###### 11B5

###### Identification of EPAs for graduate clinical Endodontic instruction

Alia Ahmed, Riphah International University, Pakistan  
1730 – 1745

###### 11B6

###### Discussion

1745 – 1800

##### #11C Oral Presentation:

###### Standard setting

Moderator: Keith Wilson, Canada  
1630 – 1800, Room 307 – 309

###### 11C1

###### How Pass Marks Differ: The Effect of Method on the Standard Set for Written Exams Within a Medical School

Natalie Cope, Keele University School of Medicine, UK  
1630 – 1645

###### 11C2

###### Did I pass? Determining the final pass/fail decision for the Australian Dental Council (ADC) practical examination for overseas qualified dentists (OQD)

Denise Bailey, ADC, Australia  
1645 – 1700 ([via video presentation](#))

###### 11C3

###### Who passes and who fails - The first steps at standard setting for a high stakes clinical examination

Aung Ko Ko Min, Malaysia/MAHSA University, Malaysia  
1700 – 1715

###### 11C4

###### Can borderline-regression method be used to standard set OSCEs in small cohorts?

Rosa Moreno Lopez, University of Aberdeen, UK  
1715 – 1730

###### 11C5

###### Domain weighting for undergraduate medicine OSCEs: is it worthwhile?

Courtney O'Beirne, University of Nottingham, UK  
1730 – 1745

###### 11C6

###### Discussion

1745 – 1800



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29 Feb 2020 – 4 March 2020

### TUESDAY, 3 MARCH 2020

#### #11E Oral Presentation:

##### Approaches to selection 2

Moderator: Katie Petty-Saphon, UK  
1630 – 1800, Room 402

##### 11E1

##### Development and implementation of an evidence-based selection framework for ophthalmology specialty training in Australia and New Zealand

Catherine Green, Monash Institute for Health and Clinical Education, Australia  
1630 – 1645 (*via video presentation*)

##### 11E2

##### The predictive validity of selection scores on workplace based clinical assessment in physiotherapy students

Sophie Paynter, Monash University, Australia  
1645 – 1700

##### 11E3

##### The effectiveness of CASPer for Residency Selection

Kelly Dore, Altus Assessments, Canada  
1700 – 1715

##### 11E4

##### Promoting Diversity in Medical School with a Situational Judgement Test (CASPer)

Kelly Dore, Altus Assessments, Canada  
1715 – 1730

##### 11E5/6

##### Discussion

1730 – 1800

#### #11F Oral Presentation:

##### Case studies and assessment

Moderator: Julia Blitz, South Africa  
1630 – 1800, Room 403

##### 11F1

##### Pan-domain Assessment Model: A distinct amalgam for under-graduate clinical modules

Prabal Bhargava, Taylor's University (School Of Medicine), Malaysia  
1630 – 1645

##### 11F2

##### Evaluating resource utilization and exam validity: a high stakes balancing act

Jonathan Dupre, Royal College of Physicians and Surgeons of Canada, Canada  
1645 – 1700

##### 11F3

##### Medicine, assessment and the community: Reflecting the arts

Margaret Simmons, Monash Rural Health Churchill, Australia  
1700 – 1715

##### 11F4

##### Assessment of Difficulty Index (DIFI), Discrimination Index (DI) And Distractor Efficiency (DE) In Single Best Answer (SBA) Questions In Certification Examination

Mohd Rahman Omar, Universiti Sains Islam Malaysia, Malaysia  
1715 – 1730

##### 11F5/6

##### Discussion

1730 – 1800



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### 29 Feb 2020 – 4 March 2020

#### TUESDAY, 3 MARCH 2020

##### #11G Oral Presentation:

###### Portfolio 2

Moderator: Raphael Bonvin, Switzerland  
1630 – 1800, Room 404

###### 11G1

###### Longitudinal assessment for learning basic science in an oral health therapy program

Delyse Leadbeatter, University of Sydney, Australia  
1630 – 1645 ([via video presentation](#))

###### 11G2

###### Expectations, challenges and outcomes of implementing an ePortfolio to capture workplace-based assessments and identify at risk students

Helen Wozniak, Office of Medical Education, Faculty of Medicine, Australia  
1645 – 1700 ([via video presentation](#))

###### 11G3/4/5/6

###### Discussion

1715 – 1800

##### #11H Oral Presentation:

###### Student and trainee in difficulty

Moderator: Monica van de Ridder, USA  
1630-1815, Room 405

###### 11H1

###### How can we assess burnout in medical students? A comparison of two negative and two positively framed assessments

Jan Kiesewetter, Institute for Medical Education, Germany  
1630 – 1645

###### 11H2

###### Academic Remediation of Undergraduate Medical Students for Exit Examination: Sharing Experience

Alam Sher Malik, International Medical School, Management and Science University, Malaysia  
1645 – 1700

###### 11H3

###### Placement supervision group feedback tool – a useful tool to identify trainees needing additional support and increase assessment robustness?

Kata Várnai, Health Education England, UK  
1700 – 1715

###### 11H4

###### Stress and Stressors among female medical undergraduate students: A Cross-sectional study in a private medical college in Pakistan

Saba Tariq, University Medical and Dental College, The University of Faisalabad, Pakistan  
1715 – 1730

###### 11H5

###### Differential Attainment: a study of Trainees Requiring Extra Support

Emily Gray, Health Education England, UK  
1730 – 1745

###### 11H6

###### “At first I didn’t want to accept it....” The final year medical student experience of remediation.

Mary Lawson, Deakin University, Australia  
1745 – 1800

###### 11H7

###### Identifying and Supporting Students at Risk of Struggling in a Large and Diverse Medical School

Isobel Braidman, University of Manchester, UK  
1800 - 1815



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### 29 Feb 2020 – 4 March 2020

#### TUESDAY, 3 MARCH 2020

##### #11I Oral Presentation:

##### Learning analytics/ Evaluation of a curriculum 3

Moderator: Trudie Roberts, UK  
1630-1800, Room 406

##### 1111

##### Formative assessments, is there any point?

Helen Pugsley, Cardiff University, UK  
1630 – 1645

##### 1112

##### The benefits and pitfalls of using learning analytics to assess students' engagement

Michal Tombs, Cardiff University, UK  
1645 – 1700

##### 1113

##### The Medical School as Multiple Communities of Practice: analysis of a longitudinal GP clerkship

Anne Stephenson, King's College London, UK  
1700 – 1715 (*via video presentation*)

##### 1114

##### Co-creating a CBME evaluation plan by capturing the interests of program directors across specialties

Deena Hamza, University of Alberta, Canada  
1715 – 1730

##### 1115/6

##### Discussion

1730 – 1800

##### #11J Workshop:

##### Consensus Group on Programmatic Assessment

1. Adrian Freeman, University of Exeter Medical School, UK
2. Lubberta de Jong, Utrecht University, the Netherlands
3. Beth Bierer, Cleveland Clinic Lerner College of Medicine of Case Western Reserve University School of Medicine, USA
4. Kent Hecker, University of Calgary, Canada
5. Sylvia Heeneman, Maastricht University/ Dept Of Pathology, the Netherlands
6. Neil Rice, University of Exeter, UK
7. Suzanne Schut, Maastricht University, the Netherlands
8. Kiran Veerapen, University of British Columbia, Canada
9. Cees van der Vleuten, Maastricht University, the Netherlands

1630 – 1800, Room 302

##### #11K Workshop:

##### Reviewing manuscripts in medical education: enhancing scholarship

1. Richard Hays, James Cook University, Australia
2. Trevor Gibbs, AMEE, UK

1630 – 1800, Room 303

##### #11L Workshop:

##### Designing and implementing online assessment in the clinical workplace

1. Eeva Pyörälä, University of Helsinki, Finland
2. Karen Scott, University of Sydney Children's Hospital at Westmead, Australia
3. Richard Cooke, University of the Witwatersrand, South Africa

1630 – 1800, Room 304

##### #11M Workshop:

##### MCQs for conceptual understanding: testing more than memory

1. Anna Ryan, The University of Melbourne, Australia
2. Simone Elliott, University of Melbourne, Australia

1630 – 1800, Room 305

##### #11N Workshop:

##### Assessment in Competency-Based Education from the Learner and Assessor Perspective

1. Robin Ohkagawa, New England Donor Services, USA
2. Anne Messman, Wayne State University School of Medicine, USA
3. Dawn Harris, University of Michigan Medical School, USA
4. Louito Catherina Edge, University of Michigan Medical School, US

1630 – 1800, Room 408

##### #11O Workshop:

##### Validation and validity arguments: Contemporary concepts and strategies

David Cook, Mayo Clinic College of Medicine, USA  
1630 – 1800, Room 409

##### #11P Workshop:

##### Cheating at medical school: What is it and what should be done about it?

Gil Myers, Alison Sturrock, University College London Medical School, UK

1630 – 1800, Room 410



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### 29 Feb 2020 – 4 March 2020

#### TUESDAY, 3 MARCH 2020

##### #11Q Posters:

##### **Assessment of professionalism, decision-making and related competences**

Moderator: Bryan Burford, UK  
1630-1800, Conference Hall 1 – 3

##### 11Q1

##### **Shaping professionalism in the psychiatry fellowship program in Hamad Medical Corporation, Qatar**

Nur-Runnazhah Hussein, Hamad Medical Corporation, Qatar

##### 11Q2

##### **What do medical experts think of new medical graduates' professional attitude & competence in Basrah?**

Nazar Haddad, Basrah Medical College, Iraq

##### 11Q3

##### **The Leicester Clinical Empathy Programme: Evaluating an 'empathy-focused' curriculum for Foundation Year medical students**

Rachel Winter, University of Leicester, UK

##### 11Q4

##### **Increasing empathy and understanding of a terminal illness using virtual reality**

Carrie Elzie, Eastern Virginia Medical School, USA

##### 11Q5

##### **Communication Skills of Fresh Medical Graduates in a Malaysian Private University**

Abdus Salam, Widad University College, Malaysia

##### 11Q6

##### **Examining differences in live-interaction and videotaped observations**

Yoon Soo Park, University of Illinois – College of Medicine, USA

##### 11Q7

##### **Reflecting and Assessing: when and how should we assess medical students' self-reflections?**

Annika Wallberg, Karolinska Institutet, Sweden

##### 11Q8

##### **Views, Attitudes and Barriers to Written Reflection**

Bruce McManus, Wessex Appraisal Service, UK

##### 11Q9

##### **Examining aptitude and barriers to Evidence-Based Medicine among trainees at an international multi-culture ACGME-I accredited program**

Sa'ad Laws, Weill Cornell Medicine – Qatar, Qatar

##### 11Q10

##### **Developing a Competency Module of Social Determinants of Health (SDH) for Medical College Students**

Blossom Yen-Ju Lin, Chang Gung University, Taiwan

##### 11Q11

##### **What are students' priority areas for communication skills? Findings from a pre-course survey**

Anne Zinski, University of Alabama at Birmingham, USA  
*(via e-poster)*

##### 11Q12

##### **Learning outcome after video recording of communication skill in Pediatric residency training**

Sumonmaln Klamchuen, Sunpasitthiprasong Hospital, Thailand

##### **11Q13 Information-seeking behaviour among hospital doctors during clinical decision-making**

Aravind Ponnuswamy, Countess of Chester Hospital/University of Liverpool, UK





# Ottawa 2020

## Detailed Programme

### 29 Feb 2020 – 4 March 2020

#### WEDNESDAY, 4 MARCH 2020

##### EXHIBITION

0800 – 1100, Conference Hall 1 – 3

##### Session 12: Simultaneous Sessions

0830 – 1000

##### #12A Symposium:

###### Assessment of struggling residents: the influence of the learning environment and feedback culture

1. J.M.Monica van de Ridder, Michigan State University, USA
2. Lisa Lowery, Spectrum Health Medical Group, USA
3. Larry Gruppen, University of Michigan, USA
4. TaLawnda Bragg, Spectrum Health/ Michigan State University, USA

0830 – 1000, Plenary Hall

##### #12B Symposium:

###### Resits, Remediation and Regulations: A revisit and redefinition of assessment practices using systems of assessment

1. Vishna Devi Nadarajah, International Medical University, Malaysia
2. Ardi Findyartini, University of Indonesia, Indonesia
3. Muhamad Saiful Bahri Yusoff, Universiti Sains Malaysia, Malaysia
4. Cees van der Vleuten, Maastricht University, the Netherlands

0830 – 1000, Room 306

##### #12C Oral Presentation:

###### Online Assessment

Moderator: Jo Bishop, Australia

0830 – 1000, Room 307 – 309

##### 12C1

###### From paper to paperless: a review of the transition of a clinical skills logbook from paper to an online platform

Jean Martyn, Monash University, Australia

0830 – 0845

##### 12C2

###### Changes in student perceptions to electronic exams: Results from a longitudinal study

1. Kate Drinkwater, University of Queensland, Australia  
*(via video presentation)*
2. Tammy Smith, University of Queensland, Australia  
*(via video presentation)*

0845 – 0900

##### 12C3

###### Experiences on Five Years of Summative Assessment on iPads

Jörn Heid, Institute for Communication and Assessment Research, Germany

*(to be presented by Henning Schenkat, Uniklinik RWTH Aachen, Germany)*

0900 – 0915

##### 12C4

###### Smartphone-enabled capture of feedback, workplace-based assessments and procedure logbooks – The Australian Orthopaedic Association Training App

Ian Incoll, Australian Orthopaedic Association, Australia

0915 – 0930

##### 12C5

###### Implementing electronically supported assessments: the road to success

Mary Lawson, Australasian College for Emergency Medicine, Australia

0930 – 0945

##### 12C6

###### Discussion

0945 – 1000



# Ottawa 2020

## Detailed Programme

### 29 Feb 2020 – 4 March 2020

#### WEDNESDAY, 4 MARCH 2020

##### #12E Oral Presentation:

##### Approaches to selection 3/Portfolios

Moderator: Jennifer Cleland, Singapore  
0830 – 1000, Room 302

##### 12E1

##### The incremental validity of the BioMedical Admissions Test (BMAT) in predicting on-course performance

Safiatu Lopes, Cambridge Assessment Admissions Testing, UK  
0830 – 0845 ([via video presentation](#))

##### 12E2

##### Predicting Student Performance in the MBBS Final Professional Examination – Are Current Predictors Effective?

Ganesh Ramachandran, Deanery Faculty of Medicine and BioMedical Science, Malaysia  
0845 – 0900

##### 12E3

##### Development of e-portfolio in undergraduate clinical dentistry: an action research study

Nadia Greviana, Faculty of Medicine Universitas Indonesia, Indonesia  
0900 – 0915

##### 12E4

##### There's No 'Eye' in Team: Transforming clinical teams through education and assessment to equip the workforce with the skills to operate at advanced levels of practice

Geeta Menon, Health Education England, UK  
0915 – 0930

##### 12E5

##### Knowledge of Portfolio Assessment among Indonesian Ophthalmologist Educators

Irawati Irfani, Ophthalmology Dept. Medical Faculty, Universitas P, Indonesia  
0930 – 0945 ([via video presentation](#))

##### 12E6

##### Discussion

0945 – 1000

##### #12F Oral Presentation:

##### Assessment of teaching and learning

Moderator: Jade Chow, Malaysia  
0830 – 1000, Room 303

##### 12F1

##### A formal case-based peer assisted learning session in undergraduate medical curriculum: Malaysian medical students' thoughts and beliefs

Alice Kuriem, Newcastle University Medicine Malaysia, Malaysia  
0830 – 0845

##### 12F2

##### From Jigsaw to Kahoot and beyond: Innovative medical education at Perdana University

Anthony Gabriel Cummins, Royal College of Surgeons in Ireland-Perdana University of Medicine & Health Sciences, Malaysia  
0845 – 0900

##### 12F3

##### Open to debate: Exploring a modified debate format to facilitate critical thinking and communication skills in large-group settings

Raihan Jumat, Duke-NUS Medical School, Singapore  
0900 – 0915

##### 12F4

##### No time, no reflection?

Li Hoon Sng, Singapore Institute of Technology, Singapore  
0915 – 0930 ([via video presentation](#))

##### 12F5/12F6

##### Discussion

0930 – 1000



# Ottawa 2020

## Detailed Programme

### 29 Feb 2020 – 4 March 2020

#### WEDNESDAY, 4 MARCH 2020

##### #12H Oral Presentation:

##### Problems with students

Moderator: Mona AlSheikh, Saudi Arabia  
0830 – 1000, Room 304

##### 12H1

##### Students and assessment: the UCL experience

Alison Sturrock, UCL Medical School, UK  
0830 – 0845

##### 12H2

##### Assessment of Plagiarism among Medical Students Attending the Course of Humanities in Medicine

Maria Amélia Ferreira, Faculty of Medicine University Porto, Portugal  
0845 – 0900

##### 12H3

##### Acute effect of low glycaemic index breakfast versus no breakfast on knowledge recall among adult learners – a randomized controlled trial

Nicholas Ravindrasingam, International Medical University, Malaysia  
0900 – 0915

##### 12H4

##### Emotional Intelligence, a predictor of undergraduate students' academic achievement in different social conditions

Sundus Tariq, University Medical and Dental College, Pakistan  
0915 – 0930

##### 12H5

##### Infusing resilience into the assessment system: insights from a resilience model

Majed Wadi, School of Medical Sciences, Universiti Sains Malaysia, Malaysia (*via video presentation*)  
0930 – 0945

##### 12H6

##### Discussion

0945 – 1000

##### #120 Workshop:

##### VSA vs SBAs - using a bespoke electronic platform to deliver and mark innovative assessments

1. Katie Petty-Saphon, Medical Schools Council, UK
2. David Kluth, University of Edinburgh, UK  
(*via video presentation*)
3. Gareth Booth, Medical Schools Council, UK  
0830 – 1000, Room

##### COFFEE BREAK

1000 – 1030, Conference Hall 1 – 3

##### Close of Exhibition

1100, Conference Hall

#### Session 13: Plenary 4

1030 – 1230

##### #13:

##### Consensus Statement Reports

Moderator: Ronald Harden, UK  
1030 – 1200, Plenary Hall

##### 13A1

##### Performance Assessment

Katharine Boursicot, Duke-National University of Singapore, Singapore  
1030 – 1100

##### 13A2

##### Technology in Assessment

Vishna Devi Nadarajah, IMU, Malaysia  
1100 – 1130

##### 13A3

##### Programmatic Assessment

Adrian Freeman, University of Exeter Medical School, UK  
1130 – 1200

##### Closing Ceremony and Award of Prizes

1200 – 1230, Plenary Hall

##### ESMELead - Essential Skills in Educational Leadership & Management Course (continued)

1300 – 1600, Room 302