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Assessment of Competence in Medicine and the Healthcare Professions

9-13 March 2012

Kuala Lumpur Convention Centre, Malaysia

PROGRAMME



Co-hosted by:  **amee**
AN INTERNATIONAL ASSOCIATION FOR MEDICAL EDUCATION

 **IMU**
INTERNATIONAL MEDICAL UNIVERSITY
KUALALUMPUR

Sponsored by:



OTTAWA 2014

We are pleased to announce that the 16th Ottawa Conference and the 12th Canadian Conference on Medical Education (CCME) will be held conjointly, in Ottawa, April 26-30, 2014. The program will be fully integrated with common plenary sessions and be relevant to medical education across the continuum including assessment. The symposia, workshops, oral presentations and posters will be labeled as either CCME 2014 or Ottawa Conference 2014. Abstracts with a focus on medical education, (medical student and resident training and continuing professional development) should be submitted to CCME. Abstracts with a focus on assessment (including selection for medical and postgraduate studies, and curriculum evaluation) should be submitted to the Ottawa Conference. We look forward to welcoming our colleagues in health professions education to our National Capital and the birth place of the Ottawa Conference!



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The Ottawa Conference on the Assessment of Competence in Medicine and the Healthcare Professions is the leading international forum for exchanging ideas and developments in the field, with the aim of improving healthcare and healthcare delivery around the world. The 16th Ottawa Conference will address what is recognised as good practice in the area of assessment. Themes highlighted will include: outcomes/competency-based assessment; assessment for learning rather than assessment of learning; progress testing; technology-enhanced assessment; assessment of professionalism and attitudes; and research on assessment. The Conference will also address methods of selection for admission to medicine and speciality training, and curriculum evaluation.



www.mededconference.ca/

The Canadian Conference on Medical Education (CCME) is the premier medical education conference in Canada. The Association of Faculties of Medicine, Canadian Association for Medical Education, Medical Council of Canada, Royal College of Physicians and Surgeons and The College of Family Physicians of Canada partner to host the largest annual gathering of medical educators in the country. We also welcome our international colleagues and other partners including students, other health educators, health education researchers, administrators, licensing and credentialing organizations and governments, to come and share their experiences in medical education across the learning continuum (from undergraduate to postgraduate to continuing professional development).

Ottawa Conference 2014 / CCME 2014

Ottawa, Ontario (Canada)

April 26-30, 2014

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WELCOME TO OTTAWA 2012



Dear Participant

The International Medical University (IMU) is honoured and proud to organize and co-host the 2012 Ottawa Conference in Kuala Lumpur. This is the very first time this conference is held in Asia and we are extremely happy that Kuala Lumpur has been chosen to be the venue. The Ottawa Conference is the leading international meeting on assessment in medical education and we are pleased to announce that to date, we have over 1,100 registered delegates from 50 countries. We are confident that this number will increase still further by the date of the Conference.

The IMU with its partner, the Association for Medical Education in Europe (AMEE), has worked very hard over the last 2 years to put together a scientific programme which we hope will be interesting and beneficial to all participants. I would like to thank our Hon Minister of Health, Dato Seri Liow Tiong Lai and the Ministry of Health for their tremendous support. I would also like to thank all members of the Local Organising Committee, Professor Ronald Harden and Pat Lilley from AMEE, and AOS Conventions and Events, our professional conference organizer, for all the hard work put in.

I welcome all delegates to Kuala Lumpur and hope you will have an enjoyable conference.

Sincerely,

VICTOR LIM
Chairman, Local Organising Committee

OTTAWA 2012 SPONSORS: The Local Organizing Committee of the Ottawa 2012 Conference would like to express its gratitude in acknowledging the support of the following organizations:

- Ministry of Health, Malaysia
- Malaysia Convention & Exhibition Bureau (MyCEB)

LOCAL ORGANIZING COMMITTEE:

Victor Lim (Chairman) (IMU)	Low Shu Shian (IMU)
Yasmin Malik (IMU)	Low Kai Li (IMU)
Sambandam Elango (IMU)	Katrina Azman (IMU)
Joachim Perera (IMU)	Sheba DMani (IMU)
Ramesh Chandra Jutti (IMU)	Wai Phyoo Win (IMU)
Hla Yee Yee (IMU)	Muneer Gohar Babar (IMU)
Vishna Nadarajah (IMU)	Liong Siao Lin (IMU)
Danielle Ho (IMU)	Ronald Harden (AMEE)
Catherine Arokiasamy (IMU)	Madalena Patricio (AMEE)
Yeo Mee Choo (IMU)	Pat Lilley (AMEE)

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

AMEE SUPPORT: Tracey Thomson

DESKTOP PUBLISHING: Lynn Thomson

OTTAWA 2012 MEETING SERVICES:
AOS Conventions & Events Sdn Bhd, No. 39 & 40, Jalan Mamanda 9, Ampang Point 68000, Kuala Lumpur, Malaysia
Tel: +603-425 29100; Fax: +603-42571133;
Email: ottawa2012@aosconventions.com

STUDENT SUPPORT:

The Organisers are grateful for the help provided by the Student Group.

OTTAWA THEME GROUPS

Prior to the 2010 Ottawa Conference, six Theme Groups were formed with the aim of preparing a Consensus Statement and Recommendations in the areas listed below. The Reports were published in *Medical Teacher*, references below. The Theme Groups are each organising a Symposium during the Conference during which the Reports will be discussed and updated as appropriate:

THEME GROUP 1:

Criteria for a good assessment

Group Leader – John Norcini (US)

John Norcini, Brownell Anderson, Valdes Bollela, Vanessa Burch, Manuel João Costa, Robbert Duvivier, Robert Galbraith, Richard Hays, Athol Kent, Vanessa Perrott, Trudie Roberts. 2011. Criteria for good assessment: Consensus statement and recommendations from the Ottawa 2010 Conference. *Medical Teacher*, 33(3): 206-214.

THEME GROUP 2:

Technology and assessment

Group Leader – Zubair Amin (Singapore)

Zubair Amin, John R. Boulet, David A. Cook, Rachel Ellaway, Ahmad Fahal, Roger Kneebone, Moira Maley, Doris Ostergaard, Gominda Ponnampereuma, Andy Wearn, Amitai Ziv. 2011. Technology-enabled assessment of health professions education: Consensus statement and recommendations from the Ottawa 2010 conference. *Medical Teacher*, 33(5): 364-369.

THEME GROUP 3:

Performance assessment

Group Leader – Katharine Boursicot (UK)

Katharine Boursicot, Luci Etheridge, Zeryab Setna, Alison Sturrock, Jean Ker, Sydney Smee, Elango Sambandam. 2011. Performance in assessment: Consensus statement and recommendations from the Ottawa conference. *Medical Teacher*, 33(5): 370-383.

THEME GROUP 4:

Assessment of professionalism

Group Leader – Brian Hodges (Canada)

Brian David Hodges, Shiphra Ginsburg, Richard Cruess, Sylvia Cruess, Rhena Delport, Fred Hafferty, Ming-Jung Ho, Eric Holmboe, Matthew Holtman, Sadayoshi Ohbu, Charlotte Rees, Olle Ten Cate, Yusuke Tsugawa, Walther Van Mook, Val Wass, Tim Wilkinson, Winnie Wade. 2011. Assessment of professionalism: Recommendations from the Ottawa 2010 Conference. *Medical Teacher*, 33(5): 354-363.

THEME GROUP 5:

Assessment for selection for the healthcare professions and speciality training

Group Leader – David Prideaux (Australia)

David Prideaux, Chris Roberts, Kevin Eva, Angel Centeno, Peter McCrorie, Chris McManus, Fiona Patterson, David Powis, Ara Tekian, David Wilkinson. 2011. Assessment for selection for the health care professions and specialty training: Consensus statement and recommendations from the Ottawa 2010 Conference. *Medical Teacher*, 33(3): 215-223.

THEME GROUP 6:

Research in assessment

Group Leader – Lambert Schuwirth (Australia)

Lambert Schuwirth, Jerry Colliver, Larry Gruppen, Clarence Kreiter, Stewart Mennin, Hirotaka Onishi, Louis Pangaro, Charlotte Ringsted, David Swanson, Cees Van Der Vleuten, Michaela Wagner-Menghin. 2011. Research in assessment: Consensus statement and recommendations from the Ottawa 2010 Conference. *Medical Teacher*, 33(3): 224-233.

GENERAL INFORMATION

ARRIVING AT KUALA LUMPUR INTERNATIONAL AIRPORT (KLIA)

The Airport website <http://www.klia.com.my/> has some useful information for visitors. There are various options to get from the Airport to the city centre, which takes about 45 minutes by road:

AOS Conventions & Events (AOSCE) (Ottawa 2012 Conference Secretariat) Meet and Greet Service: AOSCE operates its own fleet of vehicles and provides a wide range of ground services in Malaysia. This includes airport transfers, car rental services (self-driven or chauffeur-driven), hire of cars or coaches. Please contact the Ottawa 2012 Conference Secretariat for more information at ottawa2012@aosconventions.com

By Train/Rail: The Express Rail Link (ERL) is the fastest way of getting from KLIA to the city centre. It takes a mere 28 minutes compared to 45 minutes by car. Kuala Lumpur City Air Terminal (KLCAT) located at Stesen Kuala Lumpur (KL Sentral) serves as an extended airport terminal where check-in is available for selected airlines. The check-in and ticket counters are on Level 1 of the KL Sentral Station and also at Level 1 of KLIA.

By Taxi and Limo: Taxi and Limousine services are available from the airport to the city centre. To hire one please enquire at the taxi counters located right after the Customs Hall, at the Arrival Hall by Door 3 and the Domestic Baggage Reclaim area. Fares are charged according to zones, and may range from approximately Ringgits 100-200 depending on size of taxi or limousine.

By Bus: Please enquire at the appropriate bus counter in the airport for details of services to the city centre.

ACCOMMODATION

All conference hotels offered through AOSCE are either within walking distance of Kuala Lumpur Convention Centre, or easily reached by public transport. In addition, taxis are plentiful and cheap. If you still need to reserve accommodation, please contact AOSCE (ottawa2012@aosconventions.com) as soon as possible.

GENERAL INFORMATION ABOUT KUALA LUMPUR

Time zone: Malaysia is 8 hours ahead of UK GMT, and 13 hours ahead of US EST.

Credit cards and currency exchange: The currency in Malaysia is the Ringgit (MYR). At the time of going to press, the exchange rate is:

- 1 UK Pound = MYR 4.8
- 1 US Dollar = MYR 3.0

MasterCard and Visa are widely accepted. Banking hours are between 0930-1600 hrs. Bank are closed on Saturday, Sunday and Public Holidays, although some branches are open on Saturdays. ATM machines and a money changing counter are available on the Concourse Level of Kuala Lumpur Convention Centre. Gratuities are not necessary unless stated otherwise.

Climate: Kuala Lumpur is only 3° north of the Equator and is therefore very warm, with daytime temperatures between 29-35°C and night-time temperatures between 26-29°C. Mornings are usually sunny, but be prepared for short periods of heavy rain at some time in the afternoon or early evening. Humidity levels are high, and more than 90% humidity is common.

Dress code: Light, cotton clothes are recommended, and sunglasses and a hat are advisable when out walking. The dress code is casual during the day, and smart casual for the opening ceremony. Hotels, restaurants and shopping centres are air-conditioned.

Health and accident insurance: Participants are reminded that they should make sure they have appropriate insurance cover for themselves and their possessions before leaving their home country.

Electrical Supply: The electricity supply in Malaysia is 220-240V AC at 50 cycles per second. Electrical sockets take UK style square three pin plugs.

Smoking Policy: Smoking is not permitted at the Conference venue. Most public places in Malaysia now ban smoking, except in very few designated areas.

Where to eat: A list of restaurant suggestions will be available at the registration desk.

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

Participants with special needs: If you have any special needs please contact the Ottawa Conference Administration (ottawaconference@dundee.ac.uk) in advance of the Conference so that we can do our best to make your conference participation as easy as possible.

INFORMATION ABOUT CONFERENCE

CONFERENCE VENUE

All the main conference sessions and pre-conference workshops (except PCW15 and PCW22) take place at:

Kuala Lumpur Convention Centre, Kuala Lumpur City Centre, 50088 Kuala Lumpur, Malaysia

Tel: +60 3 2333 2888

Fax: +60 3 2333 2800

Email: info@klccconventioncentre.com

URL: <http://www.klccconventioncentre.com>

Kuala Lumpur Convention Centre is located in the centre of the city, near to the Petronas Towers. For the exact location and to access a Google map follow the link from <http://www.klccconventioncentre.com>.

REGISTRATION DESK OPENING HOURS

The registration desk on the 3rd floor of Kuala Lumpur Convention Centre is open at the following times. All participants should register on arrival to collect conference materials:

Friday 9 March	0800-1800 hrs
Saturday 10 March	0800-2100 hrs
Sunday 11 March	0730-1800 hrs
Monday 12 March	0730-1800 hrs
Tuesday 13 March	0800-1500 hrs

Onsite payments: Participants who have made an arrangement to pay their registration fee at the desk are asked to present their invoice and pay by credit card or cash (Malaysian Ringgits only).

Conference notice board and messages: Please check the boards near the registration desk for updates and for personal messages. Between Friday 9 and Tuesday 13 March, messages for the Ottawa administration and for conference participants may be sent to: ottawa2012@aosconventions.com.

INTERNET ACCESS

PCs for internet access are available at Parkview Terrace, Level 2 and Level 4. Wireless internet access is available on levels 3 and 4 of the Convention Centre.

AUDIO VISUAL ARRANGEMENTS

A computer with sound facilities and a data projector/ beamer are provided in all presentation rooms for plenaries, symposia, oral presentations and pre-conference and conference workshops.

If software other than PowerPoint is required for presentations, please contact the Ottawa administration as soon as possible (ottawaconference@dundee.ac.uk).

Symposia and oral presenters are requested to use the computer provided to avoid delay during changeover.

Pre-conference and conference workshop facilitators may use their own laptops if they wish. (Note: Apple Computer users should remember to bring an adapter to connect to the data projector.)

Presentations should be taken on CD or USB device to the technician in the Speaker Ready Room located in Room 302 (3rd floor) which is open from 0800 hrs on Saturday, and thereafter during registration times. If possible presentations should be delivered the day before, or a minimum of 2 hours before the start of the session. Name the file as follows: Session code and your family name, e.g. 2C6 Smith. Please use either PowerPoint 2007 or 2010.

No additional audiovisual aids are provided for poster presentations.

CME ACCREDITATION AND CERTIFICATES OF ATTENDANCE

The Conference has been granted 18 CME credits from The Royal College of Physicians of London. A register of attendance will be available to sign at the Registration Desk.

The Malaysian Medical Association, Board of Nursing, Malaysian Pharmaceutical Association, Malaysian Dental Council and Malaysian Dietitian Association have granted the Conference 20 CPD points.

Certificates of attendance will be provided for pre-registered participants at the end of the Conference.

CONFERENCE EVALUATION

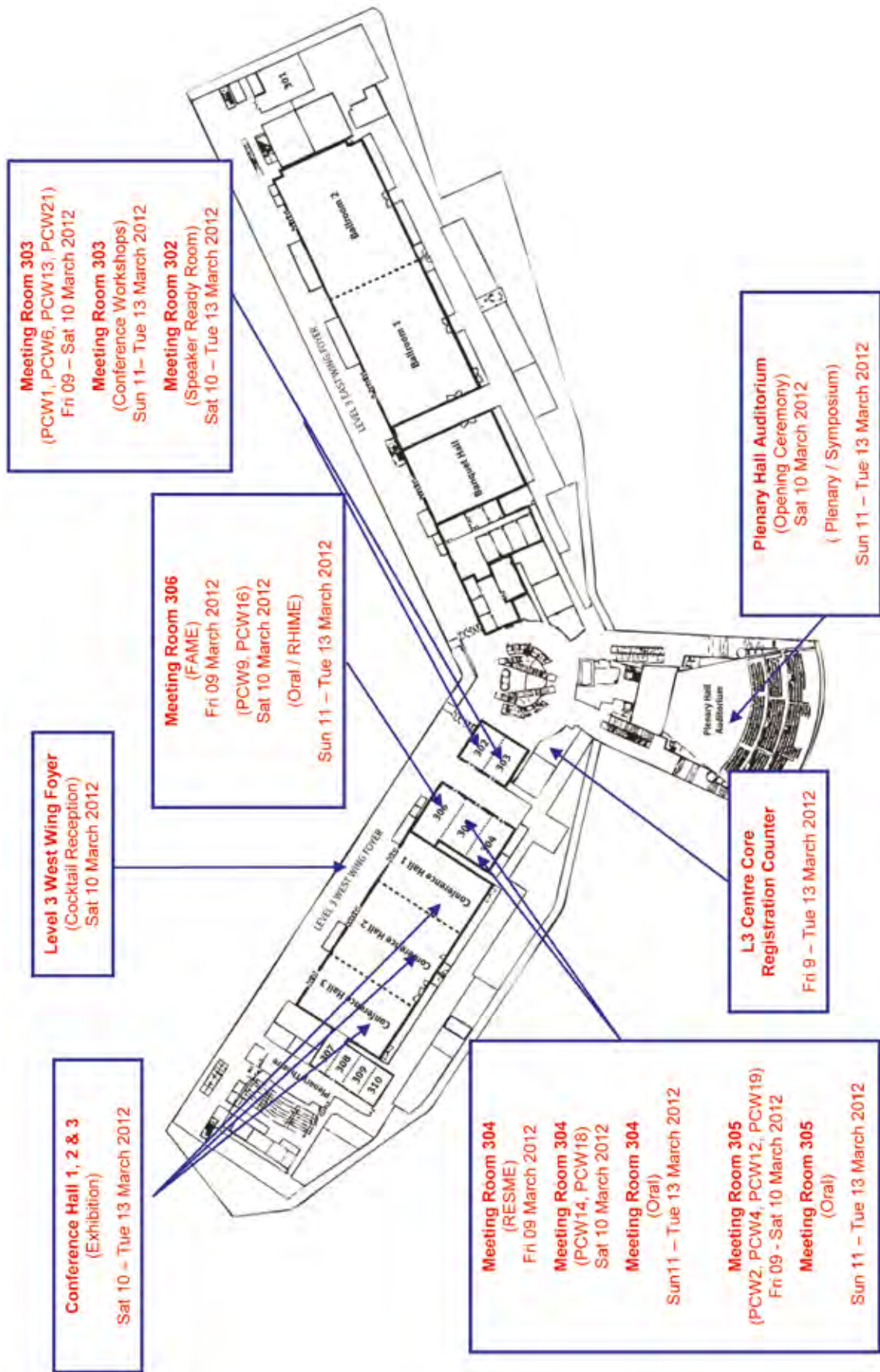
An online conference evaluation form will be available for completion immediately following the conference.

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

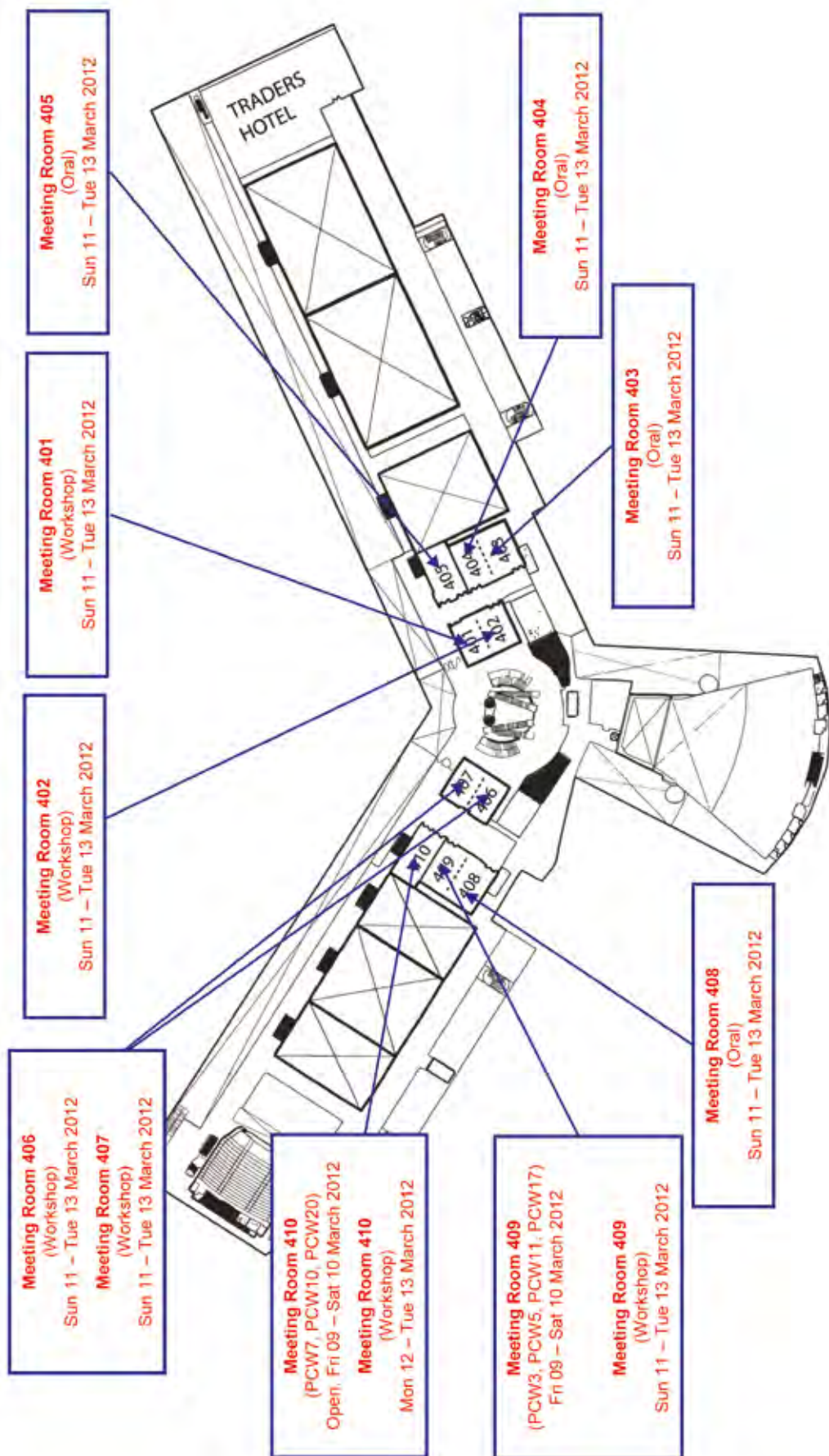
LANGUAGE

All Conference sessions will be conducted in English.

CONVENTION CENTRE: LEVEL 3



CONVENTION CENTRE: LEVEL 4



ACADEMIC PROGRAMME

PROGRAMME AND ABSTRACT BOOK

A printed copy of the programme, together with a USB drive containing the abstracts will be available for collection from the Registration Desk. The abstract book has undergone a number of changes and the final version is on the website.

PRECONFERENCE SESSIONS

Preconference Workshops: The programme contains 22 half-day workshops on a wide range of assessment-related topics, most of which are now full. Please ask at the registration desk on arrival if there are any spare places. Workshops PCW15 and PCW22 take place at International Medical University on the morning and afternoon of Saturday 10 March. Transport is provided as follows:

PCW15: 0815 hrs: Pick up from Main Entrance of Kuala Lumpur Convention Centre
Workshop will end with lunch
1240 hrs: Depart IMU. Arrive KLCC approximately 1315 hrs.

PCW22: 1240 hrs: Pick up from Main Entrance of Kuala Lumpur Convention Centre
Workshop will start with lunch
1715 hrs: Depart IMU. Arrive KLCC approximately 1745 hrs.

COURSES

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

AMEE Research Essential Skills in Medical Education (RESME) Course

Course faculty: Charlotte Ringsted (Course Director), Brian Hodges, Albert Scherpbier

Course schedule:

Friday 9th: workshop, 0900-1700
Sunday 11th: lunch meeting with facilitators, 1230-1330
Monday 12th: lunch meeting with facilitators, 1230-1330
Tuesday 13th: workshop, 0830-1000

Course full



NBME Fundamentals of Assessment in Medical Education (FAME)

Course faculty: Jack Boulet (FAIMER) & Ann King (NBME) (Course Co-Directors); John Norcini (FAIMER), Marc Gessaroli (NBME)

Course schedule:

Friday 9th: workshop, 0900-1700
Sunday 11th: lunch meeting with facilitators, 1230-1400
Monday 12th: lunch meeting with facilitators, 1230-1400

Course full

CONFERENCE SESSIONS

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

Plenaries: A plenary session will take place on each day, in the first session in the morning on Sunday and Monday, and in the final session on Tuesday afternoon. There will be the opportunity to pose questions to speakers immediately after each presentation, and discussion time has been allocated at the end of each session.

Symposia: Eight symposia are included in the programme. Following introductory presentations by one or more presenters, there will be plenty of time for questions and discussion. Six of the symposia relate to the Theme Groups set up prior to Ottawa 2010 in Miami. The Theme Groups published their Consensus Statements and Recommendations (see page 3 for references) and are organising follow-up symposia to discuss developments since the last Conference.

IMU RHIME Award 2012: Submissions for the award were received in the form of a 500 word abstract. The abstracts were sent to four international reviewers (Prof Ara Tekian, Prof Stewart Mennin, Prof Ian Wilson and Prof Ray Peterson) who were asked to mark all the abstracts based on the following criteria:

- Originality and innovation
- Potential educational impact
- Practicality and cost effectiveness
- Acceptability – to the learners and the teachers

The reviewers marked them on a scale of 0-100 and the mean score was calculated for all the abstracts. The eight abstracts with the highest mean scores were short-listed for oral presentations during the Ottawa conference.

RHIME presentations during the conference:

There will be two sessions for the oral presentation during the conference and four papers will be presented during each session. Each presenter will be given fifteen minutes for their presentation and five minutes for the Q & A session. There will be a chairperson for these sessions who will not be judging the presentations.

Four Judges will assess all the eight presentations using the following criteria:

- a. Originality and innovation
- b. Potential educational impact
- c. Practicality and cost effectiveness
- d. Acceptability – to the learners and the teachers

They will mark on a scale of 0-100 and the mean score of all the four judges will be taken into account to determine the winner of the award, which will be presented at the end of the final plenary session on Tuesday.

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

Information for presenters of oral presentations:

- Note carefully the time and location of your session as indicated in the programme;
- Hand in your PowerPoint presentation at the Speaker Ready Room (Room 302) a minimum of two hours before the start of your session;
- Go to your presentation room at least 15 minutes before the scheduled start of the session and introduce yourself to the chairperson;
- Please speak slowly and clearly during your presentation, remembering that for many in your audience English may not be their first language;
- Ensure your PowerPoint slides are clear, that there is not too much text to read in the limited time available and that the type is large enough to be legible for those sitting at the back of the room;
- You may like to think about providing copies of a single page handout with the key messages from your presentation, for participants to take away with them;

- Keep strictly to the 10 minutes allocated for your presentation. The chairperson will ask you to stop when your time has expired and will then ask the audience for questions.

Role of the chairpersons of oral presentation sessions:

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

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

Poster mounting and specification: All posters are on display in Conference Halls 1/2/3. Please see the program for the time of your poster session. Posters should be maximum 1.5 metres high and 1 metre wide. Please bring your poster with you – it should not be sent in advance.

Posters are mounted only on the day that the themed discussion session is scheduled as follows:

Poster mounting and specification				
Poster session	Day to be mounted	Discussion session time	Mount by	Remove by
2P, 2Q, 2R	Sunday	1100-1230 hrs	0830 hrs Sunday	1800 hrs Sunday
3P, 3Q, 3R	Sunday	1400-1530 hrs	0830 hrs Sunday	1800 hrs Sunday
4P, 4Q, 4R	Sunday	1600-1730 hrs	0830 hrs Sunday	1800 hrs Sunday
6P, 6Q, 6R	Monday	1100-1230 hrs	0830 hrs Monday	1800 hrs Monday
7P, 7Q, 7R	Monday	1400-1530 hrs	0830 hrs Monday	1800 hrs Monday
8P, 8Q	Monday	1600-1730 hrs	0830 hrs Monday	1800 hrs Monday
9P, 9Q	Tuesday	0830-1000 hrs	0800 hrs Tuesday	1500 hrs Tuesday
10P, 10Q	Tuesday	1030-1200 hrs	0800 hrs Tuesday	1500 hrs Tuesday

Each board will be labelled with the identification numbers, titles and names of author(s) of the posters to be placed on the board for each day. Fixing materials will be provided. It is helpful if participants bring some copies of a handout of the key messages of the poster.

Structure of poster sessions and role of the chairperson:

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

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

Please remember to remove your poster at the end of the day in which your presentation session is scheduled. Any posters left on the boards will be removed and stored at the registration desk for collection.

Conference Workshops: There are 46 conference workshops from which to choose, abstracts for which are included in the abstract book. Places in conference workshops may be reserved in advance by signing up on the sheets on the notice boards by the Registration Desk. In order to avoid overcrowding, please do not attend a workshop for which you have not signed up, unless places are available in the room when the workshop is about to start.

EXHIBITION

EXHIBITION OPENING HOURS

To ensure maximum exposure for exhibitors, the exhibition is centrally located in Conference Halls 1/2/3, where coffee and lunch is also served. It will be open during the Opening Reception and throughout the Conference, except during the plenary sessions:

Saturday 10 March:	1900-2200 hrs
Sunday 11 March:	1000-1800 hrs
Monday 12 March:	1000-1800 hrs
Tuesday 13 March:	0830-1300 hrs

PREMIUM COMMERCIAL EXHIBITORS

- BOOTH 1** **Laerdal Malaysia Sdn Bhd**
1st Floor Kompleks Penchala, No 50 Jalan Penchala, Section 51, 46050 Petaling Jaya, Selangor, Malaysia
Contact: En Mohd Azad B Mohd Suan
Tel: +603 7782 7002; Fax: +603 7782 7003;
Email: azad.suan@laerdal.com.my
- BOOTH 5** **Allianze University College on Medical Sciences**
Waziria Medical Square, Jalan Bertam 2, Mukim 6, 13200 Kepala Batas, Penang, Malaysia
Contact: Professor Dr Jogen Pramanik
Website: www.allianzeunicollege.edu.my
- BOOTH 12** **Limbs & Things Ltd**
Sussex Street, St Philips, Bristol BS2 0RA, UK
Contact: Ms Rachel Pagett;
Tel: +44 117 3110500; Fax: +44 117 3110501;
Email: rachel.pagett@limbsandthings.com

- BOOTH 15** **Pearson VUE**
80 Strand, London, WC2R 0RL, United Kingdom
Contact: Mr David Packman (Marketing Manager for Africa) Tel: 44 20 7010 2142; Fax: 44 20 7010 6686; Email: David.Packman@pearson.com
- BOOTH 16** **Koken Co. Ltd**
1-4-14 Koraku Bunkyo-ku, Tokyo 112-0004, Japan
Contact: Mr. Kazutoshi Toida;
Tel: 81 3 3816 3562; Fax: 81 3 3816 3582;
Email: ktoida@kokenmpc.co.jp
- BOOTH 17** **Sportstec South East Asia**
11-19-M Jalan Jalil Perkasa, Jalan 15/155B, Aked Esplanad, 57000 Bukit Jalil, Selangor, Malaysia
Contact: Ms Leeza Noordin
Tel: +603 8994 0025; Mobile: +6012 685 8680;
Email: leeza.noordin@sportstec.com

COMMERCIAL EXHIBITORS

- BOOTH 8** **Education Management Solutions, Inc.**
440 Creamery Way, Suite 100, Exton, Pennsylvania 19341, USA
Contact: Ms Gwen Wille;
Tel: +610 701 7002; Fax: +484 653 1070;
Email: gwen.wille@ems-works.com
- BOOTH 13** **DxR Development Group, Inc.**
148 E Pleasant Hill Road, Suite 112, Carbondale, Illinois 62903, USA
Contact: Ms. Diane Tennyson
Tel: +618 453 1140; Fax: +618 453 5309;
Email: diane.tennyson@dxrgroup.com;
Website: www.dxrgroup.com
- BOOTH 14** **John Wiley & Sons Ltd**
9600 Garsington Road, Oxford OX4 2DQ, UK
Contact: Mr Yasotha Ramasamy
DID: +65 6643 8273; Fax: +65 6643 8008;
Email: yramasamy@wiley.com

- BOOTH 18** **IDEAL Consortium**
Bond University, Faculty of Health Science and Medicine, Gold Coast, Queensland 4229, Australia
Contact: Prof. Richards Hays/ Carina Page
Tel: +61 7 5595 1761; Fax: +61 7 5595 1652;
Email: cpage@bond.edu.au
- BOOTH 19/20** **Kyoto Kagaku Co Ltd**
15 Kitanekeoya-cho, Fuishimi-ku, Kyoto, Japan 612-8388
Contact: Ms.Asahi Ishino
Tel: +81 75 605 2510; Fax: +81 75 605 2519
Email: a_ishino@kyotokagaku.co.jp
Website: www.kyotokagaku.com/

NON-PROFIT EXHIBITORS

BOOTH 2 Association for Medical Education in Europe (AMEE)

484 Perth Road, Dundee DD2 1LR, UK

Contact: Pat Lilley/Trevor Gibbs

Tel: +44 1382 381953; Fax: +44 1382 381987;

Email: amee@dundee.ac.uk;

Web: www.amee.org

BOOTH 3 Ottawa Conferences

484 Perth Road, Dundee DD2 1LR, UK

Contact: Pat Lilley/Trevor Gibbs

Tel: +44 1382 381953; Fax: +44 1382 381987;

Email: ottawaconference@dundee.ac.uk;

Web: www.ottawaconference.org

BOOTH 4 International Medical University

No. 126, Jalan 19/155B, Bukit Jalil, 57000, Kuala Lumpur

Tel: +603-8656 7228; Fax: +603-8656 7299

Email: enquiry@imu.edu.my;

Website: <http://www.imu.edu.my/>

BOOTH 21 Center of Excellence for Assessment in Medicine

Im Neuenheimer Feld 346, Heidelberg 69120, Germany

Contact: Ms. Kerstin Lubik

Tel: +0049 6221 56 6949; Fax: +0049 6221 56 5049;

Email: Kerstin.Lubik@med.uni-heidelberg.de

BOOTH 22 University of Dundee Centre for Medical Education

Tay Park House, 484 Perth Road, Dundee DD2 1LR, Scotland, United Kingdom

Contact: Ms. Susan Walker

Tel: +44 1382 381948; Fax: +44 1382 645748;

Email: s.e.z.walker@dundee.ac.uk

BOOTH 23 School of Health Professions Education, Maastricht University

Faculty of Health, Medicine and Life Sciences, P.O. Box 6200 MD, Universiteitssingel 60, Maastricht, The Netherlands

Contact: Ms. Danielle Vogt

Tel: 0031-43-3885714; Fax: 0031-43 3885639;

Email: She-oifdg@maastrichtuniversity.nl

d.vogt@maastrichtuniversity.nl

Website: www.maastrichtuniversity.nl/she

BOOTH 24 Cambridge Assessment – University Assessment Services

Cambridge Assessment, 1 Hills Road, Cambridge CB1 2EU, United Kingdom

Contact: Emma Warboys

Tel: +44 (0) 1223 553811; Fax: +44 (0) 1223 553042;

Email: Warboys.E@cambridgeesol.org

Website: www.cambridgeassessment.org.uk

FRIDAY 9 MARCH

PRE-CONFERENCE WORKSHOPS

0800-1800 **REGISTRATION OPEN**

Location: Level 3, Centre Core, Kuala Lumpur Convention Centre

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

- **AMEE Research Essential Skills in Medical Education (RESME) Course**
Location: Room 304
- **Fundamentals of Assessment in Medical Education (FAME) Course**
Location: Room 306

PRE-CONFERENCE WORKSHOPS

0900-1230 **MORNING SESSIONS** *(Pre-registration is required. Includes coffee)*

PCW 1: Assessing group dynamics to foster small group learning

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

Location: Room 303

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

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

Location: Room 305

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

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

Location: Room 409

1330-1700 **AFTERNOON SESSIONS** *(Pre-registration is required. Includes coffee)*

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

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

Location: Room 305

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

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

Location: Room 409

PCW 6: Igniting global creativity to propel competency assessment

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

Location: Room 303

PCW 7: Assessment of non-technical skills in simulation learning environments

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

Location: Room 410

SATURDAY 10 MARCH

PRE-CONFERENCE WORKSHOPS

0800-2100 **REGISTRATION OPEN**

Location: Level 3, Centre Core, Kuala Lumpur Convention Centre

PRE-CONFERENCE WORKSHOPS

0900-1230 **MORNING SESSIONS** *(Pre-registration is required. Includes coffee)*

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

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

Location: Room 306

PCW 10: Using simulation to promote interprofessional learning

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

Location: Room 410

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

Organiser: Celia Taylor (University of Birmingham, UK)

Location: Room 409

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

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

Location: Room 305

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

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

Location: Room 303

PCW 14: Workplace based assessments: Assessing the assessments

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

Location: Room 304

PCW 15: Assessment of reflective learning of ethics

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

Location: International Medical University

Transport provided: departs Kuala Lumpur Convention Centre 0815hrs, returns 1315 hrs

1330-1700 **AFTERNOON SESSIONS** *(Pre-registration is required. Includes coffee)*

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

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

Location: Room 306

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

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

Location: Room 409

PCW 18: Setting standards for performance based assessments

Organisers: André F De Champlain (Medical Council of Canada), John (Jack) R Boulet (Foundation for Advancement of International Medical Education and Research, Philadelphia, USA)

Location: Room 304

PCW 19: Assessing professionalism: developing peer and patient questionnaires

Organiser: John Norcini (FAIMER, Philadelphia, USA)

Location: Room 305

PCW 20: Quality assurance of standardized patient case portrayal

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

Location: Room 410

PCW 21: Portfolio as a method of student assessment

Organiser: Zubair Amin (National University of Singapore, Singapore)

Location: Room 303

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

Organisers: Sharifah Sulaiha Aznal, Kathiravan Chinniah (International Medical University, Malaysia)

Location: International Medical University

Transport provided: departs Kuala Lumpur Convention Centre 1240hrs, returns 1745 hrs

1400-1800 **POSTER AND EXHIBIT SET UP**

1845-2130 **OPENING CEREMONY AND BUFFET RECEPTION**

Location: Plenary Hall Auditorium followed by Level 3 West Wing Foyer

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

SUNDAY 11 MARCH

CONFERENCE DAY 1

0730-1800 **REGISTRATION OPEN**

Location: Level 3, Centre Core, Kuala Lumpur Convention Centre

SESSION 1: PLENARY

0830-1030 **PLENARY**

Chairperson: Ronald Harden (UK)

Location: Plenary Hall Auditorium

0830-0840 **INTRODUCTION TO CONFERENCE**

0840-0925 **1A: The future of assessment: Learning to love the collective and the subjective**

Brian Hodges (University of Toronto, Canada)

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



0925-0935 Questions and Discussion

0935-1020 **1B: Assessment of teaching performance: The state of the art**

Ron Berk (The Johns Hopkins University, Baltimore, USA)

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



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1020-1030 Questions and Discussion

1030-1100 **Coffee and view exhibition**

Location: Conference Halls 1, 2, 3

SESSION 2: SIMULTANEOUS SESSIONS

- 1100-1230 2A SYMPOSIUM: Good Assessment**
 Chairperson: John Norcini (FAIMER, Philadelphia, USA)
 Panel: Robert Galbraith (NBME, Philadelphia, USA), Richard Hays (Bond University, Australia),
 Trudie Roberts (University of Leeds, UK)
 Location: Plenary Hall Auditorium
- 1100-1230 2B ORAL PRESENTATIONS: Curriculum Evaluation 1**
 Chairperson: Duck-Sun Ahn (Korea)
 Location: Room 306
- 1100-1115 2B1 IMMERSe (Integrated Multidisciplinary Model of Education in Rural Settings):
 A case study of longitudinal interprofessional learning for undergraduates**
 Christine Nobes*, Jacqui Michalski, Julie Forgan, Marcy Lopriore, Lyn Gum, Janet Richards, Lucie Walters
 (Flinders University Rural Clinical School, Australia)
- 1115-1130 2B2 Define the words before attempting to evaluate: The case of Social Accountability**
 A Centeno*, A Del Rio (Faculty of Biomedical Sciences, Austral University, Buenos Aires, Argentina)
- 1130-1145 2B3 Quality in the Swedish undergraduate medical program – physicians’ perspective,
 two years after graduation**
 A Kiessling*¹, A Hoppe² (¹Department of Clinical Sciences, Danderyd Hospital, Karolinska Institutet, Stockholm,
 Sweden; ²The Educational Unit of the Medical Program at Uppsala University, Sweden)
- 1145-1200 2B4 Comparison of Performance of Students from Two Curricula on the Comprehensive
 Basic Science Self-Assessment Offered by the NBME**
 N Al Wardy*, M Al Moundhri (Sultan Qaboos University, College of Medicine & Health Sciences, Al Khod, Oman)
- 1200-1215 2B5 Curriculum and assessment mapping using a database**
 YB Kang (International Medical University, School of Pharmacy and Health Sciences, Kuala Lumpur, Malaysia)
- 1215-1230 2B6 Acceptable return rates for curriculum evaluations and decision making: estimations
 using reliability analysis simulations**
 Margaret W Gerbase*^{1,2}, Michèle Germond¹, Bernard Cerutti¹, Anne Baroffio¹, Nu V Vu¹ (¹Unit of Development
 and Research in Medical Education (UDREM), University of Geneva, Faculty of Medicine, Geneva, Switzerland;
²Department of Internal Medicine, University Hospitals, Geneva, Switzerland)
- No Discussion
- 1100-1245 2C ORAL PRESENTATIONS: Clinical Assessment 1**
 Chairperson: Nomar Alviar (Philippines)
 Location: Room 405
- 1100-1115 2C1 An OSCE or a traditional clinical bedside exam? An economical perspective**
 A Dermine*, K Bosselaers, A Goethuys, B Himpens (K.U.Leuven, Centre for High Stakes Assessment in Medical
 Education, Leuven, Belgium)
- 1115-1130 2C2 “Wise men put their trust in ideas and not circumstances”; Assessment of year 2 medical
 students in Northern Uganda**
 N A Lees*, M A Surgenor*, G J Byrne, Emmanuel Moro* (Undergraduate Medical Education, University Hospital of
 South Manchester NHS Foundation Trust, UHSM Academy, Manchester, UK)
- 1130-1145 2C3 Assessing undergraduate medical students’ capacity to integrate patient information:
 A novel OSCE**
 Margaret Hay*¹, Loretta Garvey¹, Parasakthi Navaratnam^{2,1} (¹Faculty of Medicine, Nursing & Health Sciences,
 Monash University, Clayton, Australia; ²Monash University, Malaysia)
- 1145-1200 2C4 A new collaborative peer evaluation of clinical skills (CPECS) model designed for end of clinical
 posting assessment of undergraduate medical students at workplace**
 Shahid Hassan (Universiti Sains Malaysia, Penang, Malaysia)
- 1200-1215 2C5 Direct Observation of medical students’ physical examination skills on commencement of first
 clinical year**
 TP Yeow*, LC Lee, S Easaw, WS Choo, AS Khir, LC Loh (Penang Medical College, Department of Medicine, Penang,
 Malaysia)

- 1215-1230 **2C6 Team-Based Learning: Assessing Team Emotional Awareness in an Internal Medicine Clerkship**
N J Borges*, K Kirkham, A S Deardorff, J A Moore (Wright State University Boonshoft School of Medicine, USA)
- 1230-1245 **2C7 The Long Case Examination is Still Relevant in Medical Education**
Hazian Hamzah*, Khairuddin Abdul Wahab, Mohamed Moussa Mohamed, Yong Rafidah Abdul Rahman (Faculty of Medicine, Cyberjaya University College of Medical Sciences (CUCMS), Selangor Darul Ehsan, Malaysia)

No discussion

- 1100-1230 2D ORAL PRESENTATIONS: Assessment of Leadership**
Chairperson: Henrique Martins (Portugal)
Location: Room 304
- 1100-1115 **2D1 Evidencing leadership learning**
L Hadley*, D Black (Kent Surrey and Sussex Deanery, London, UK)
- 1115-1130 **2D2 Assessing trainee leadership skills using Standardized Patient encounters in a cross-functioning team: a pilot study**
JM Sandella, EE Langenau*, A De Champlain, Jeanne M. Sandella (National Board of Osteopathic Medical Examiners, Center for Clinical Skills Testing, Conshohocken, USA)
- 1130-1145 **2D3 Developing clinical leaders and managers takes time and collaboration: but can be done**
J McKimm (Swansea University, College of Medicine, Swansea, UK)
- 1145-1200 **2D4 Metamorphosis through nosce te ipsum – knowing thyself**
Alena Chong (University College London, Department of Primary Care and Population Health, London, UK)
- 1200-1215 **2D5 Assessing Tomorrow's Leaders: Mapping the Competencies of Trainee Doctor Representatives**
S Quay*, S Kennedy* (KSS Deanery, University of London, London, UK)
- 1215-1230 **2D6 Academic Leadership competencies in Iranian Medical universities: A Nationwide Survey**
Ali Bikmoradi*, Mats Brommels, Alireza Shoghli, Davoud Khorasani zavareh, Italo Masiello (Hamadan University of Medical sciences, Hamadan, Iran)

No discussion

- 1100-1230 2E ORAL PRESENTATIONS: Patient Safety**
Chairperson: Sandy Cook (Australia)
Location: Room 305
- 1100-1115 **2E1 Generic online induction with integral assessment**
K Nathavitharana (NHS West Midlands Deanery, Edgbaston, Birmingham, UK)
- 1115-1130 **2E2 Psychometric evaluation of the nurses' attitudes toward eICU® scale (NATES)**
Y Kowitlawakul*, H Baghi, C Kopac (Alice Lee Centre for Nursing Studies/Yong Loo Lin School of Medicine, National University of Singapore)
- 1130-1145 **2E3 Assessing medical students' ability to calculate drug doses**
J Botha*, E Nicolosi, K Harries (Department of Therapeutics and Medicines Management, Nelson R Mandela School of Medicine, University of KwaZulu-Natal, South Africa)
- 1145-1200 **2E4 The impact of a medication administration competency tool**
R Chester*, J Winson, S Wood (Rufus Lodge, Tatchbury Mount, Calmore, Southampton, UK)
- 1200-1215 **2E5 Assessment of Safe Prescribing in Paediatric Practice**
A Long*, R Kainth, C Fertleman, R Hodgkinson, J Lillie, C Macaulay (London School of Paediatrics and Child Health, London Deanery, London, UK)
- 1215-1230 **2E6 'Lessons Learnt - Building a Safer Foundation': Patient Safety training for Junior Doctors**
Maria Ahmed*¹, Sonal Arora¹, Stephenie Tiew², Paul Baker², Charles Vincent¹, Nick Sevdalis¹ (Room 504 Medical School Building, Imperial College London, W2 1PG, UK; ¹Department of Surgery & Cancer, Imperial College London, UK; ²North Western Deanery, Manchester, UK)

No Discussion

- 1100-1230 2F ORAL PRESENTATIONS: Assessment Around the World**
Chairperson: Claire de Burbure (Belgium)
Location: Room 408
- 1100-1115 2F1 An investigation into the use of an authentic assessment rubric for nursing students**
V X Wu*¹, M A Heng*² (¹Nursing Department, School of Applied and Health Sciences, Institute of Technical Education, Singapore; ²National Institute of Education, Nanyang University of Technology, Singapore)
- 1115-1130 2F2 Subject-based formative assessment: improvement in performance in Physiology in Block Tests under an integrated medical curriculum**
S Ghosh*, S C Soon, H Aung (Faculty of Medicine, MAHSA University College, Kuala Lumpur, Malaysia)
- 1130-1145 2F3 Assessment: cart or horse?**
John Paul Judson*, Hla Yee Yee (The International Medical University, Kuala Lumpur, Malaysia)
- 1145-1200 2F4 Mentoring based on summative assessment and formative progress testing – Two evaluation systems combined in one mentoring system for medical students in the Aachen reformed curriculum**
J Arias*, A Schiffel, S Finsterer, W Dott, M Simon (RWTH Aachen University, Medical Faculty, Aachen, Germany)
- 1200-1215 2F5 Competence-based model of medical education in the Republic of Kazakhstan**
A A Akanov, S S Sarsenbayeva*, M A Abirova, A A Tabaeva (Kazakh National Medical University, named by S D Apendiyarov, Almaty, Kazakhstan)
- 1215-1230 2F6 The attitudes of students on examination methods and their performance in the examination at Oulu University Medical School Finland**
M Ryynanen*, R Salonen, T Ryynanen, I Ripatti (Oulu University Hospital, Department of Obstetrics and Gynecology, Finland)
- No discussion
- 1100-1230 2G ORAL PRESENTATIONS: Self-Assessment 1 / Multiple Choice Questions**
Chairperson: Graeme Horton (Australia)
Location: Room 403
- 1100-1115 2G1 Does self grading improve student assessment outcomes?**
D Schocken*¹, F Slone¹, S Charles*², A Monroe³ (¹University of South Florida College of Medicine, Center for Advanced Clinical Learning, Tampa, FL USA; ²The University of Kansas School of Medicine-Wichita, Wichita, KS USA; ³University of South Florida College of Medicine, Office of Education, USA)
- 1115-1130 2G2 E-log of clinical competencies: A guideline and assessment tool**
Sh Sulaiha Aznal*, Ramesh C Jutti, Chiu Chee Kid, Nazimah Idris (International Medical University, Clinical School, Seremban, Negeri Sembilan, Malaysia)
- 1130-1145 2G3 Self-Assessment by Students: A method for program evaluation & further training needs assessment**
Thomas Vengail Chacko*, Yegnanarayanaier Saraswati Sivan* (PSG Institute of Medical Sciences & Research, Department of Community Medicine, Coimbatore, India)
- 1145-1200 2G4 A confidence and safety matrix to determine insight and foresight from MCQ responses**
M Tweed*¹, T Wilkinson², S Stein, J Smith (¹University of Otago Wellington, Medical Education Unit, Wellington, New Zealand; ²University of Otago Christchurch, Medical Education Unit, Christchurch, New Zealand; ³University of Otago, Higher Education Development Centre, Dunedin, New Zealand)
- 1200-1215 2G5 The 31 Revised Taxonomy of Multiple-Choice Item Writing Guidelines: Can it be used as a Vetting Protocol?**
Majed Wadi*, Muhamad Saiful Bahri Yusoff, Ahmad Fuad Abdul Rahim (Medical Education Department, School of Medical Sciences, Universiti Sains Malaysia, Kelantan, Malaysia)
- 1215-1230 2G6 Psychometric Analysis of Multiple Choice Questions Tests In Qassim College of Medicine through the Past Ten Years: Venues for Improvement**
Abdullah AlGhasham*, Mohammed Saqr, Mohammed Nour El-Din (Qassim University College of Medicine, Saudi Arabia)

No discussion

- 1100-1230 2H ORAL PRESENTATIONS: Postgraduate Specialist Training**
Chairperson: Jan Illing (UK)
Location: Room 404
- 1100-1115 2H1 A method of assessment of clinical microsurgery skills**
WY Chan*¹, N Niranjana², V Ramakrishnan² (¹Institute of Clinical Education/Peninsula College of Medicine & Dentistry, Plymouth, UK; ²St Andrew's Centre for Plastic Surgery & Burns/Broomfield Hospital, Chelmsford, UK)
- 1115-1130 2H2 An Interim Review process supporting ARCP-the KSS experience**
K Kelleher (Kent, Surrey and Sussex Postgraduate Deanery, London, UK)
- 1130-1145 2H3 Measuring Non Technical Skills (NTS) during Residency**
EHAJ Coolen*, JMT Draaisma, JL Loeffen (Department of Paediatric Surgery, Radboud University Nijmegen Medical Centre, Nijmegen, The Netherlands)
- 1145-1200 2H4 Should we Introduce Real Life Biases into Speciality Trainee Assessment?**
Ehud Zamir*, Kaye Atkinson (Centre For Eye Research Australia, Melbourne, Australia; Health Workforce Education and Assessment Research Team, Faculty of Medicine, Nursing & Health Sciences, Monash University, Clayton, Victoria, Australia)
- 1200-1215 2H5 Prevalence of harassment and discrimination among residents in Saudi Hospitals "A Multi-Regional Study"**
N S Fnais¹, M Al-Nasser², M Zamakshari*^{3,5}, WAbonZadah⁴, M Saadeh⁵, S Al-Dhukair⁵, A Al-Qarni⁶, T Alshaeri⁴, B Bokhari⁴, A BinAhmed^{3,5} (¹King Saud University, Riyadh, Saudi Arabia; ²Arabian Gulf University, Manama, Bahrain; ³King Abdulaziz Medical City, Riyadh, Saudi Arabia; ⁴King Abdulaziz Medical City Jeddah, Saudi Arabia; ⁵King Abdullah International Medical Research, Saudi Arabia)
- 1215-1230 Discussion**
- 1100-1230 2I WORKSHOP: The Objective Structured Clinical Examination: Creating your own reliable and valid assessment tool**
M Ladhani*¹, H Writer*² (¹McMaster University, Department of Pediatrics, Canada; ²University of Ottawa, Department of Pediatrics, Canada)
Location: Room 401
- 1100-1230 2J WORKSHOP: The International Medical University Partnership: Lessons from a 20 year programme of international medical education and workforce development**
J Chow*¹, M Boohan*², A Carmichael*³, V Lim*⁴, S Peters*⁵ on behalf of Partner Medical Schools (¹St George's University of London, London, UK; ²Queen's University Belfast, Belfast, UK; ³University of Tasmania, Tasmania, Australia; ⁴International Medical University, Kuala Lumpur, Malaysia; ⁵Memorial University of Newfoundland, St John's, Canada)
Location: Room 402
- 1100-1230 2K WORKSHOP: Assessment of Medical Ethics – the use of "Goldfish Bowl" format for formative purposes**
Peter Houghton (School of Medicine, King's College London, UK)
Location: Room 303
- 1100-1230 2L WORKSHOP: Using Technology to Assess Simulation Performance of Active Participants, Transform Passive Observers into Activated Learners, and Evaluate Time-To Metrics**
Susan Eller, Paul Pribaz, Craig Adams, Lanty O'Connor (Simulation Technology and Immersive Learning, Feinberg School of Medicine, Northwestern University, Chicago, IL, USA)
Location: Room 406
- 1100-1230 2M WORKSHOP: Assessment of competency and performance across the continuum of Health Professional Education**
D A Kandiah (University of Western Australia, Faculty of Medicine, Dentistry and Health Sciences, Education Centre, Perth, Australia)
Location: Room 407

- 1100-1230 2P POSTERS: Subjects in the Curriculum 1**
 Chairperson: Jane Kidd (UK)
 Location: Conference Hall 1, 2, 3
- 2P1 Success Stories: Impact of Student Health Advocacy Projects on HKSAR Public Health**
 C Tam*, W Chan, DK Ip, AJ Hedley, TH Lam, JM Johnston (The University of Hong Kong, School of Public Health, Hong Kong)
- 2P2 Evaluation of the course work education employing Cognitive Behavior Therapy**
 M Shirakura*¹, H Oka², T Kamiya, F Suehiro, K Shirasuna¹, M Sugai¹, M Kobayashi¹ (¹Promoting Office for Postgraduate Program, Graduate School of Biomedical Sciences, Hiroshima University; ²Department of International Collaboration Development for Dentistry, Graduate School of Biomedical Sciences, Hiroshima University, Japan)
- 2P3 Independent Research Projects – A Useful Tool for Medical Students?**
 G Dovey*, J Montgomery*, K Walker-Bone, H Adlam, I Haq (Brighton and Sussex Medical School, Brighton, UK)
- 2P4 Surgical Skills for Students: A purpose designed course for all undergraduate students**
 D Alexander, F Alexander, WEG Thomas, R McCloy, M Larvin* (Royal College of Surgeons of England, London, UK)
- 2P5 Perspective of senior dental students of the achievement of educational objectives using the CIPP model of evaluation**
 A Pakdaman*, R Kaboosi, MJ Karrazifard (Community Oral Health Department, School of Dentistry, Tehran, Iran)
- 2P6 Evaluation of medical students' and students' awareness of the rights of the child**
 Davendralingam Sinniah*, Nurjahan M Ibrahim (Department of Paediatrics, IMU Clinical School Seremban, Jalan Rasah 70300 Seremban)
- 2P7 Evaluation of dental students' training in geriatric oral health programme (GOHP)**
 ZA Hasan*, OH Al-Bayati, SP Khoo, BS Tan, CG Toh (International Medical University, Dentistry Department, Bukit Jalil, Kuala Lumpur 57000, Malaysia)
- 2P8 The effect of education by the group of students as "safe community pioneers" on knowledge, attitude and practice about safe nutrition of secondary school students in Zabol**
 Hashemi Nayereh*, Hashemi Zohreh, Miri Abdolhosein, Hashemi Roya (Nutrition & Drug Institute, Zabol University of Medical Sciences, Iran)
- 2P9 Student Oral Case Analysis (SOCA) Examination as the tool to assess students' clinical reasoning skill**
 A Siddiqa*¹, Y Mimanda¹, R Auda¹, W Ardini¹, A Hapsari¹, E Suwarsono², F Ekayanti (¹Syarif Hidayatullah State Islamic University, Medical Study Program, Faculty of Medicine and Health Sciences, Tangerang Selatan, Indonesia; ²Syarif Hidayatullah State Islamic University, Medical Education Unit, Faculty of Medicine and Health, Indonesia)
- 2P10 Is it necessary to pass the practical educational course in the university dependent educational pharmacy?**
 Mohammad Ali Darbandi, Majid Zande Karimi* (Pharmaceutical Research Laboratory, School of Pharmacy, Zabol University of Medical Sciences, Zabol, Iran)
- 1100-1230 2Q POSTERS: Students and Learning Characteristics**
 Chairperson: Nicky Hudson (Australia)
 Location: Conference Halls 1, 2, 3
- 2Q1 To determine the cognitive style of first year medical students and evaluate relationship to academic performance in the first year examination**
 S Amirthalingam*¹, S Nalliah*², G Ponnudurai³ (¹Clinical Sciences, International Medical University, Bukit Jalil, Kuala Lumpur, Malaysia; ²Clinical School, Seremban, Malaysia; ³Human Biology, International Medical University, Kuala Lumpur, Malaysia)
- 2Q2 Medical students' personal epistemology (and learning approaches) related to assessment outcomes and thinking about wider health concepts**
 G Maudsley (Public Health & Policy, Whelan Building, Quadrangle, The University of Liverpool, Liverpool, UK)
- 2Q3 Restructuring the paradigm of learning approaches adopted by undergraduate medical students through psychometric evaluation of Revised Two Factor Study Process Questionnaire (R-SPQ-2F)**
 V Pallath*¹, A M Ciraj¹, K Ramnarayan², A Kamath³ (¹Department of Microbiology, Melaka Manipal Medical College (Manipal Campus), Manipal University, Manipal, India; ²Manipal University, Manipal, India; ³Department of Community Medicine, Kasturba Medical College, Manipal University, India)
- 2Q4 Learning styles and learning approaches influence scores in various assessment tools**
 SC Soon*, S Ghosh (MAHSA University College, Faculty of Medicine, Kuala Lumpur, Malaysia)

- 2Q5 Association between emotional intelligence and job satisfaction in dentists**
A Pau*¹, BA Sabri² (¹International Medical University, School of Dentistry, Bukit Jalil, Kuala Lumpur, Malaysia; ²Queen Mary University of London, School of Dentistry, London, UK)
- 2Q6 The relationship among personality traits, perceived emotional intelligence, and physician empathy in medical students**
M Hsieh*¹, YH Wang² (¹National Defense Medical Center, Center for General Education, Taipei, Taiwan; ²Taipei Municipal Jieshou Junior High School, Taipei, Taiwan)
- 2Q7 Medical student development for humanized health care**
N Pajaree*, M Sunisa, K Pitchaya, P Jarurin (Medical student affairs unit, Faculty of Medicine, Prince of Songkla University, Thailand)
- 2Q8 Discussion of Glasser's "Quality World" among Medical Students**
K Hwang*, F Huan (Inha University School of Medicine, Department of Plastic Surgery and Center for Advanced Medical Education by BK21 Project, Incheon, South Korea)
- 2Q9 Assessing the medical students' level of happiness in Tehran University of medical sciences**
E Rayzan*¹, Z Arvandi, F Keshmiri, N Kohan, Sh Bigdeli³, P Pasalar¹, H Baradaran², M khatami, M Shirazi²
(¹Tehran University of Medical Sciences (TUMS), Students' Scientific Research Center; ²Tehran University of Medical Sciences, Educational Development Center; ³Tehran University of Medical Sciences (TUMS), Medical Education Department, Iran)
- 2Q10 Promoting healthy behaviour choices: understanding patient challenges by undertaking a personal behaviour change task**
F Doyle¹, A Hickey¹, K Morgan², H McGee¹ (¹PU-RCSI School of Medicine, MARDI Complex, Jalan MAEPS Perdana, Selangor Darul Ehsan, Malaysia; ²Department of Psychology, Division of Population Health Sciences, Royal College of Surgeons, UK)
- 2Q11 Assessment of student's professional and personal attitudes: What do we know about our medical students from their undergraduate research?**
D Vackova*, J Johnston, J Wu (School of Public Health, The University of Hong Kong, 5/F William MW Mong Block, LKS Faculty of Medicine, Pokfulam, Hong Kong)

1100-1230 2R POSTERS: PBL/Community-based Education

Chairperson: Peter McCrorie (UK)
Location: Conference Halls 1, 2, 3

- 2R1 A study of Problem based learning (PBL) process evaluation as a predictive tool for student performance in examinations**
JP Judson, YY Hla, S Chakravarthy, PW Wai*, YS Chen* (International Medical University, School of Medical Sciences, 57000 Kuala Lumpur, Malaysia)
- 2R2 The results of the implementation of a new online interactive Problem Based Learning (PBL) Programme**
Ella Iskrenko*¹, Trupti Jivram¹, Rachel Ellaway² (¹St George's University of London, eLearning Centre, London, UK; ²Northern Ontario School of Medicine, Sudbury, Ontario, Canada)
- 2R3 New trend in manipulating of seminar in PBL**
M Salah Ahmed (Faculty of Medicine, King Fahad Medical City, Saudi Arabia)
- 2R4 Use of a learner's log for assessment of first year medical students' self-directed learning in PBL**
Amudha Kadirvelu*, Sivalal Sadasivan, Parasakthi Navaratnam, Shajahan Yasin (Jeffrey Cheah School of Medicine and Health Sciences, Monash University Sunway Campus, Jalan Lagoon Selatan, Selangor, Malaysia)
- 2R5 What Do Medical Students Learn from a Longitudinal Community Patient-Centered Module in the Family Medicine Clerkship?**
R Puvanendran*, FF Vasanwala, R Kamei, KH Lee, D Lie (Duke-NUS Graduate Medical School, Singapore)
- 2R6 Evaluation for a Pilot study of Community Participatory Medical Education – Possible New spectrum of Community Oriented Medical Education?**
A Takamura*, M Susaki, K Ohno (Kanazawa Jouhoku Hospital, Centre for Community Based Medical Education, Kanazawa, Japan)
- 2R7 Differences in Clinical Science Comprehensive Examination Scores (MEQ) between 6th-year students at Faculty of Medicine, Ramathibodi Hospital, and community-based medical school students**
C Ngarmukos*, S Liawwanich, N Plungpongpan, P Phuapradit, S Wanvarie (Faculty of Medicine, Ramathibodi Hospital, Mahidol University, Bangkok, Thailand)

2R8 Students' experiences in a geographically dispersed MBBS course: Learning from patients
J Lindley*¹, P Harvey¹, M Simmons¹, R Hill¹, T Dornan², D Nestel*¹ (¹Monash University, Faculty of Medicine, Nursing and Health Sciences, Building 15, Clayton, Vic, Australia 3800; ²Maastricht University, Netherlands)

2R9 Learning from a distance: The experience of offering a physical therapy program to students attending classes via video conferencing technology at a satellite campus
B Martin*, J Daniels, R Haennel, R Johnson (University of Alberta, Dept of Physical Therapy, Alberta, Canada)

2R10 Extending Clinical Training from Bedside to the Population: Reforms of the Problem-Based Public Health Advocacy Programme to Reinforce Public Health Leadership & Holistic Professional Development

YH Chan, C Tam*, DK Ip, AJ Hedley, TH Lam, JM Johnston (School of Public Health, The University of Hong Kong)

1230-1400 LUNCH

Location: Conference Halls 1, 2, 3

1230-1345 PRIVATE MEETINGS

- RESME Course (Invitation Only) Location: Room 304
- FAME Course (Invitation Only) Location: Room 306

SESSION 3: SIMULTANEOUS SESSIONS

1400-1530 3A SYMPOSIUM: Technology and Assessment

Zubair Amin (National University of Singapore), Jack Boulet (FAIMER, Philadelphia, USA), Moira Maley (University of Western Australia, Perth, Australia), Uno Fors (Stockholm University, Stockholm, Sweden)

Location: Plenary Hall Auditorium

1400-1545 3B ORAL PRESENTATIONS: Curriculum Evaluation 2

Chairperson: Sivalingam Nalliah (Malaysia)

Location: Room 306

1400-1415 3B1 21st Century Learning in Medicine: Traditional Teaching Versus Team-based Learning

R K Kamei, S Cook*, J Puthucheary, C F Starmer (Duke - NUS Graduate Medical School, Singapore)

1415-1430 3B2 Medical Students at Non-clinical Community Placements – An Evaluation Approach

J Goodall*, T Holt (Monash University, Faculty of Medicine, Nursing & Health Sciences, Clayton, Australia)

1430-1445 3B3 Does involvement in community-based projects improve medical students' research capability?

PL McLennan*, JR Mullan, KM Weston, KJ Mansfield, WC Rich (University of Wollongong, Graduate School of Medicine, Wollongong, NSW, Australia)

1445-1500 3B4 Feedback and repetition rapidly teaches students to distinguish innocent and pathological heart sounds but immediate assessment is insufficient

P Nicol*¹, H Wright¹, R Caissie², B Hoyt³, J Finley⁴ (¹Faculty of Medicine, Dentistry and Health Science, University of Western Australia, Australia; ²School of Human Communication Disorders, University of Dalhousie, Nova Scotia, Canada; ³Dept of Physiology and Biophysics, Dalhousie University, Nova Scotia, Canada; ⁴Faculty of Medicine, University of Dalhousie, Nova Scotia, Canada)

1500-1515 3B5 Feedback, cross comparison and official ranking increase the quality of clinical teaching at a University Hospital

Jakob Johansson¹*, Martin Wohlin² (¹Institution of Surgical Sciences, Department of Anaesthesia and Intensive Care, Uppsala University Hospital, Uppsala, Sweden; ²Institution of Medical Sciences, Uppsala University Hospital, Uppsala, Sweden)

1515-1530 3B6 Evaluating the implementation of a distributed medical program: Measuring beyond the checklist

P Smith*, P Alexiadis Brown, J Steeves, J Sargeant (Clinical Research Centre, Halifax, Nova Scotia, Canada)

1530-1545 3B7 Money aside.....What is e-learning costing academics?

L Delgaty (School of Medical Science Education Development, Newcastle University, Newcastle-upon-Tyne, UK)

No discussion

- 1400-1530 **3C ORAL PRESENTATIONS: Clinical Assessment 2**
Chairperson: Mark Swartz (USA)
Location: Room 405
- 1400-1415 **3C1 Challenges of Assessing the Reliability of the MOSLER Clinical Examination**
S Wright, B Lunn*, R Barton, A Myers (Newcastle University, School of Medical Sciences Education Development, Newcastle upon Tyne, UK)
- 1415-1430 **3C2 Contribution of examiner variation and patient heterogeneity in long case examination**
N Chierakul*, S Danchaiwijitr (Department of Medicine, Faculty of Medicine Siriraj Hospital, Mahidol University, Bangkok, Thailand)
- 1430-1445 **3C3 Assessment of competence in the operating theatre**
A C Cope*¹, S Mavroveli¹, J Bezemer², G B Hanna¹, R Kneebone¹ (¹Imperial College, London; ²Institute of Education, London, UK)
- 1445-1500 **3C4 Digital Video Documentation as Evidence of Clinical Skill Acquisition**
Vaikunthan Rajaratnam (Khoo Teck Puat Hospital, Singapore 768828)
- 1500-1515 **3C5 Validity and quality of assessment – patients’ perspectives**
JR Barton*¹, JA Spencer¹, BS Lunn¹, SC Jones^{1,2}, PM Bradley^{1,2} (¹Newcastle University, Medical Sciences Education Development, Newcastle, UK; ²Newcastle University Medicine Malaysia, Johor, Malaysia)
- 1515-1530 Discussion

- 1400-1530 **3D ORAL PRESENTATIONS: Postgraduate Education / Training for General Practice**
Chairperson: Taruna Bindal (UK)
Location: Room 304
- 1400-1415 **3D1 Benefit Analysis of mock-simulated surgery exam**
S Low*¹, Z Sheppard², S Tomkins¹ (¹Dorset GPVTS, School of Health and Social Care, Bournemouth University, Bournemouth, UK; ²Research Fellow in Research Methods, School of Health and Social Care, Bournemouth University, Bournemouth, UK)
- 1415-1430 **3D2 Assessing impediments to completion of GP training by a cohort of Indigenous Registrars**
T Cockayne*, M Wilson* (NTGPE - Northern Territory General Practice Education, Charles Darwin University, Darwin, Australia)
- 1430-1445 **3D3 Current assessment practices in General Practice Training don’t add up**
M Wilson*, T Cockayne*, C Lesnikowski* (NTGPE- Northern Territory GP Education, Charles Darwin University, Darwin, Australia)
- 1445-1500 **3D4 Developing a readiness for General Practice... Learning Needs Appraisal – Innovation in Assessment**
K Pandithage*, N Lamb*, N Andric (Northern Territory General Practice Education (NTGPE), Charles Darwin University, Casuarina, Australia)
- 1500-1515 **3D5 Significant variations in Clinical Postgraduate Examination Performance by Medical School of Graduation**
Mei Ling Denney*¹, Richard Wakeford² (¹Royal College of General Practitioners, London UK; ²University of Cambridge, UK)
- 1515-1530 **3D6 Facilitating Use of Assessment tools in General Practice e-Portfolio by Educators in the Workplace**
N de Kare-Silver*, M Free* (London Deanery, London, UK)

No Discussion

- 1400-1530 **3E ORAL PRESENTATIONS: Evaluation of the Teacher**
Chairperson: Narjahan Mohd Ibrahim (Malaysia)
Location: Room 305
- 1400-1415 **3E1 Qualitative analysis of student expectations and experience of their tutors**
D C M Taylor, E A Jump (University of Liverpool, School of Medicine, Liverpool, UK)
- 1415-1430 **3E2 Practical Teaching Behavior Inventory (PTBI): An Inventory as a Feedback Mechanism to Improve Competency of Physiotherapy Graduates**
Bhavani Veasualingam (School of Physiotherapy, AIMST University, Malaysia)

- 1430-1445 **3E3 The Discrepancy-Agreement Grade (DAG): A Novel Grading System to Provide Feedback and Quality Assurance on Rater Judgments**
Muhamad Saiful Bahri Yusoff*, Ahmad Fuad Abdul Rahim (Medical Education Department, Universiti Sains Malaysia, Kelantan, Malaysia)
- 1445-1500 **3E4 Assessment of specialty registrars as teachers**
S I Haider*¹, N Johnson¹, J Thistlethwaite² (¹The University of Warwick, Department of Clinical Education, Coventry, UK; ²The University of Queensland, School of Medicine, Brisbane, Australia)
- 1500-1515 **3E5 Setting and evaluating standards for clinical teachers**
N Dogra*, S Budd, K Wilson (Greenwood Institute of Child Health, University of Leicester, Westcotes House, Westcotes Drive, Leicester, UK)
- 1515-1530 **3E6 What do you learn from that? An exploration of scaffolded learning in clinical feedback encounters**
A Grant*¹, L Monrouxe¹, C Rees², M Hollifield¹, B Lumb (¹Cardiff University, School of Medicine, Neuadd Meirionnydd, Cardiff, UK; ²University of Dundee, College of Medicine, Dentistry & Nursing, Dundee, UK)
- No Discussion
- 1400-1530 3F ORAL PRESENTATIONS: Accreditation of Medical Schools**
Chairperson: John Hamilton (Australia)
Location: Room 408
- 1400-1415 **3F1 Impact of medical education accreditation on international medical graduates' USMLE performance**
M van Zanten*, J Boulet (FAIMER, Research and Data Resources, Philadelphia, PA, USA)
- 1415-1430 **3F2 Using Accreditation as a Driver for Curriculum Change**
D L Wiegman*, R B Greenberg (Abell Administration Center, University of Louisville School of Medicine, Louisville, Kentucky, USA)
- 1430-1445 **3F3 Accreditation as agent of positive change for students and society**
G Moineau*, N Busing* (Association of Faculties of Medicine of Canada, Ottawa ON, Canada)
- 1445-1500 **3F4 The Swiss Federal Examination in Human Medicine (FEHM): Necessary conditions and processes leading to the implementation of a new national qualifying examination**
N Vu*¹, R Bonvin², C Schirlo³, R Krebs, C Berendonk, S Feller, N Fachinetti, C Gasser, and the FEHM Project Group (¹University of Geneva Faculty of Medicine; Unit of Development and Research in Medical Education, Geneva, Switzerland; ²University of Lausanne Faculty of Biology and Medecine, Unit of Medical Pedagogy, Lausanne, Switzerland; ³University of Zurich, Switzerland)
- 1500-1530 Discussion
- 1400-1530 3G ORAL PRESENTATIONS: Self-Assessment 2**
Chairperson: Joy Rudland (New Zealand)
Location: Room 403
- 1400-1415 **3G1 Is students' confidence calibrated by knowing their competence?**
T P Yeow*, K C Tan*, L C Lee, J Blitz (Peang Medical College, Penang, Malaysia)
- 1415-1430 **3G2 Does completion of a self assessment questionnaire on confidence in managing certain medical problems drive learning in the problems identified as the weakest?**
Jan Illing*¹, Gill Morrow¹, Larry Gruppen², John Spencer³, Steve Ball³ (¹Durham University, Durham, UK; ²University of Michigan, USA; ³Newcastle University, UK)
- 1430-1445 **3G3 Student-determined learning objectives as a method of self-assessment on clinical placements**
E Bartle*¹, J Thistlethwaite¹, B Marsden-Smedley² (¹The University of Queensland, Centre for Medical Education Research and Scholarship, Brisbane, Australia; ²The University of Queensland, Discipline of Medical Education, Brisbane, Australia)
- 1445-1500 **3G4 The role of reflection in the assessment of consultation competence in clerkships**
H H M Hegge*^{1,2}, J Cohen-Schotanus³, JP Slaets² (¹University of Groningen and University Medical Center Groningen, Institute for Medical Education, Groningen, The Netherlands; ²University Medical Center Groningen, Internal Medicine/Geriatics, Groningen, The Netherlands; ³Center for Innovation and Research Medical Education, UMC Groningen, Netherlands)

- 1500-1515 **3G5** **Junior doctors' insight into their teaching skills – an innovative intervention to improve competence and self-assessment**
Sarah Bennett*, Rosie Belcher, Anita Berlin, Aroon Lal (University College London Medical School, London, UK)
- 1515-1530 **3G6** **Self-directed learning in post graduate and undergraduate students in Shiraz University of medical sciences**
Elahe Mohamadi, Rita Rezaei, Hajar Shee`E, Azade Amini, Roohollah Hoseini, Zahra Karimiyan, Somaye Delavari, Arezoo Farajpoor, Shokoofe Nikseresht (Shiraz University of Medical Sciences, Medicine Faculty, EDC Unit, Shiraz, Iran) Presenter: A Farajpour*
- No discussion
- 1400-1530 **3I** **WORKSHOP: Measurement and Improvement of the OSCE: Recognition and Remediation of Station Level Problems**
R Fuller*, G Pell* (University of Leeds, Institute of Medical Education, University of Leeds, UK)
Location: Room 401
- 1400-1530 **3J** **WORKSHOP: Serious Concern Reporting Cards – when and how should they be used?**
D Gilliland*, M Boohan*, G Gormley*, M Stevenson* (Queen's University Belfast, Centre for Medical Education, Belfast, UK)
Location: Room 402
- 1400-1530 **3K** **WORKSHOP: "Diligence is the mother of good fortune": Measuring conscientiousness in health care settings**
M Sawdon*, G Finn*, J C McLachlan (Durham University, School of Medicine & Health, Stockton-on-Tees, UK)
Location: Room 303
- 1400-1530 **3L** **WORKSHOP: Designing an assessment program: Moving from individual assessment instruments towards a coherent assessment program fit for purpose**
ADC Jaarsma*¹, GJ Bok*¹, J Dijkstra*², CPM van der Vleuten*² (¹Faculty of Veterinary Medicine, Quality Improvement Veterinary Education, Utrecht University, the Netherlands; ²Faculty of Health, Medicine and Life Sciences, Department Educational Development and Research, Maastricht University, the Netherlands)
Location: Room 406
- 1400-1530 **3M** **WORKSHOP: Assessment for re-accreditation of medical specialists**
F Scheele*¹, J Norcini*², E Driessen*³, C van der Vleuten*³, E ter Braak*⁴, V Schelfhout*⁵ (¹VUmc University Medical Centre, Amsterdam, Netherlands; ²Foundation for Advancement of International Medical Education and Research (FAIMER®), PA, USA; ³Maastricht University, Netherlands; ⁴University of Utrecht, Netherlands; ⁵Royal Society of Dutch Physicians, Netherlands)
Location: Room 407
- 1400-1530 **3N** **WORKSHOP: ASPIRE – International Recognition of Excellence in Medical Education**
Ronald Harden*¹, Trudie Roberts*² (¹AMEE, UK; ²University of Leeds, UK)
Location: Room 409
- 1400-1530 **3P** **POSTERS: Subjects in the Curriculum 2**
Chairperson: TBA
Location: Conference Halls 1, 2, 3
- 3P1** **Patient needs assessment: Communication between Iranian patients and health care team in hospital: a hermeneutic phenomenology study**
Hojatollah Yousefi (Faculty of Nursing and Midwifery, Isfahan University of Medical Sciences, Isfahan, Islamic Republic of Iran)
- 3P2** **BioDental education at Faculty of Dentistry Hiroshima University, Japan – To produce new generation of leaders in dentistry**
Y Mine*, T Uchida, F Nishimura, H Nikawa, K Kozai, T Kanematsu, T Takata (Hiroshima University, Faculty of Dentistry, BioDental Curriculum Center, Hiroshima-shi, Japan)

- 3P3 Innovation of educational program for undergraduate dental students at Hiroshima University**
H Oka*, Y Mine, U Tedjosongko, T Uchida, K Tanne, H Kurihara, T Takata (Department of Oral and Maxillofacial Pathobiology, Graduate School of Biomedical Sciences, Hiroshima University, Hiroshima, Japan)
- 3P4 Training evaluators for on the job assessment of clinical pharmacists**
N Jenkins, Y Allinson, N Keen, E Flynn* (The Society of Hospital Pharmacists of Australia (SHPA), Australia)
- 3P5 Students as patients – using role-play to teach psychiatry to medical students**
J King*^{1,2}, K Hill*³, A Gleason*⁴ (¹University of Melbourne, Department of Psychiatry, Melbourne, Australia; ²Austin Child and Adolescent Mental Health Service, Melbourne, Australia; ³University of Melbourne, Medical Education Unit, Melbourne Medical School, Melbourne, Australia)
- 3P6 A sound mind in a sound body: Early exposure of medical students to health promotion**
S Dussawan*, W Panu, S Jettawan (Medical Student Affairs, Faculty of Medicine, Prince of Songkla University, Thailand)
- 3P7 Medical Genetics curriculum in India**
Rahul Kamat (Vidyasagar Institute of Genetic Studies, 54, Mahalaxmi Niwas, Hindu Colony, Road 1, Dadar (E), India)
- 3P8 Time for change – exercise, sports and musculoskeletal medicine in UK medical school curricula**
F Oluwajana, C Rufford* (Department of Clinical Skills, Barts and the London School of Medicine and Dentistry, London, UK)
- 3P9 SCORPIO teaching of core skills to prevent the major causes of maternal and neonatal death**
HE Jeffery*¹, DA Hill², E Elliott¹, J Hirst¹, J Vaughan¹, K Black², J Lander¹ (¹University of Sydney, Sydney School of Public Health, Sydney, Australia; ²University of Sydney, Faculty of Medicine, Sydney, Australia)
- 3P10 Perceptions of University Educators and Students on the Teaching of Chinese Medicine in Healthcare Courses**
PN Yeoh*¹, CW Lim, EV Tan¹, Cho-Min Naing², JW Mak³, WL Koh¹, CY Koh¹ (¹School of Pharmacy & Health Sciences; ²Medical Sciences; ³Postgraduate Studies and Research, International Medical University, Kuala Lumpur, Malaysia)
- 3P11 Using social cognitive theory to develop a psychiatry education program for general practice**
Chun-Wei Chang (Department of Psychiatry, Bei-Tou Armed Forces Hospital, Taipei, Taiwan)
- 3P12 Assessing Malaysian Pharmacy Students' Understanding, Perceptions and Self-use of Complementary and Alternative Medicine (CAM)**
MG Babar*¹, SS Hasan², CS Yong¹, CM Naing¹, A Hameed, MR Baig, SM Iqbal¹, T Kairuz² (¹International Medical University, Kuala Lumpur, Malaysia; ²School of Pharmacy, University of Queensland, Brisbane, Australia)
- 3P13 What does 'quality improvement' look like in practice and what is the best way to teach it?**
C Mulder*, G Agarwal* G Ogrinc* (University of Liverpool, UK; McMaster University, Canada; Dartmouth Medical School, USA)
- 3P14 Do Future Pharmacy Practitioners understand the concept of Generic Medicines in Malaysia? An exploratory Insight**
Mohammad Jamshed Ahmad Siddiqui*, Shazia Jamshed (School of Pharmacy and Health Sciences, International Medical University, Kuala Lumpur, Malaysia)
- 1400-1530 3Q POSTERS: Competency-based Assessment of the Trainee and Practising Doctor/ Work-Based Assessment**
Chairperson: John Dent (UK)
Location: Conference Halls 1, 2, 3
- 3Q1 A national program for advancing Family Medicine Competency Based Assessment Processes – Canada's Story**
T Laughlin on behalf of The College of Family Physicians of Canada Working Group on the Certification Process (Department of Family Medicine Northumberland Residency Program, Dalhousie University, Moncton New Brunswick, Canada)
- 3Q2 How Interprofessional faculty can deliver training for novice trainees in Anaesthesia in Postoperative Care Unit for completing Initial Assessment of Competency**
K Mukherjee (Medway NHS Foundation Trust, Windmill Road, Department of Anaesthetics, Kent, UK)
- 3Q3 Competence Assessment for Pharmacist in Medication Therapy Adherence Clinic (MTAC) Warfarin Service**
Ee Vien Low*¹, Jacqueline Lai¹, Normah Talib¹, Sahimi Mohommad², Hougng Bang Liew³, Azmi Hassali⁴, Abida Haq⁵ (¹Department of Pharmacy, Hospital Queen Elizabeth, Sabah; ²Department of Pharmacy, Hospital Tengku Ampuan Afzan, Kuantan; ³Cardiology, Department of Medicine, Hospital Queen Elizabeth, Sabah; ⁴School of Pharmaceutical Sciences, University of Science, Malaysia; ⁵Pharmaceutical Services Division, Ministry of Health, Malaysia)

- 3Q4 The Need to Implement Ongoing Competency Assessment in HIV Care**
FR Asfour*¹, K McHarry², M Zolfo³, K Mack⁴ (¹International Public Health Consultant, Oakland, California, USA; ²Department of Rural Health, University of KwaZulu-Natal, Durban, South Africa; ³Institute of Tropical Medicine, Antwerp, Belgium; ⁴University of California Berkeley, USA)
- 3Q5 Developing confidence and competence in obstetric emergencies**
A Velinor (University College London Hospitals, Elizabeth Garrett Anderson Maternity Wing, London, UK)
- 3Q6 Sharing a Canadian experience: Redesigned web application supports physicians' lifelong learning and continuing professional development**
Jennifer Gordon*, Craig Campbell, Sandra Canniff (Royal College of Physicians and Surgeons of Canada, Ottawa, Ontario, Canada)
- 3Q7 Reliabilities of Mini-CEX, CbD, DOPS as performance assessments of practicing physicians**
YY Chen*¹, CC Wu², TS Chu², HS Lai³, TS Huang¹, PC Yang⁴ (¹Dept Social Medicine; ²Dept Primary Care Medicine; ³Dep Surgery; ⁴Dept Internal Medicine, National Taiwan University College of Medicine, Taiwan)
- 3Q8 Enquiry into the Primary-Secondary care interface of Work Place Based Assessments for ST1 and 2 General Practice Trainees in the UK**
E Neale*, S Newton, S Scallan (University of Winchester, Department of Primary Health Care Education, Winchester, UK)
- 3Q9 Local Training for Work Based Assessments for Foundation Doctors**
L Moran*, G Menon*, A Elliott (Frimley Park Hospital, Post Graduate Education Centre, Frimley, UK)
- 3Q10 Medical record audit of the final year medical students: a potential tool for work-based assessment**
S Vasanawathana, K Sriruksa*, T Pungtaharn, W Chandrakachorn (Pediatric Division, Medical Education Center, Khon Kaen Hospital, Tambol Naimuang, Amphur Muang, Khon Kaen Province, Thailand)
- 1400-1530 3R POSTERS: The OSCE**
Chairperson: TBA
Location: Conference Halls 1, 2, 3
- 3R1 Validity and Reliability of Pre-Internship Objective Structured Clinical Examination**
M Alizadeh Naini*, N Vaseghi (Shiraz University of Medical Sciences, Clinical Skill Lab Center, Shiraz, Iran)
- 3R2 Examiners' Bias: Objective Structured Practical Examination vs Traditional Clinical Examination in Physiology**
Pinaki Wani*, Shobha Kini, Vrinda Dalvi (Dept of Physiology, K J Somaiya Medical College, Sion Mumbai, India)
- 3R3 OSCE assessment for the Postgraduate first year resident Evidence Based Medicine training under Supplementary e-learning**
HC Ho*, CR Wu, JL Lan (Taichung Veterans General Hospital, Evidence-based Medicine Center, Taichung, Taiwan)
- 3R4 Setting up an OSCE: A simplified evidence based algorithm**
Sankaranarayanan Ramachandran*, Kamran Khan (Lancashire Teaching Hospitals NHS Trust, Medical Education & Simulation, Royal Preston Hospital, Preston, UK)
- 3R5 The methodology of objective structured clinical examination (OSCE) for interns**
SS Sarsenbayeva¹, AA Tabaeva*¹, SI Sadykova¹, Sh.Kh.Ramazanova¹, IV Brezhneva² (¹Kazakh National Medical University named by S D Apendiyarov; City Children's Hospital; ²Almaty, Kazakhstan)
- 3R6 Application of standard setting methods for comprehensive OSCE of third year medical students in Faculty of Medicine, Airlangga University**
F.S.I. Prihatanto*, N.M.Rehatta (Medical Education Research and Staff Development Unit, Faculty of Medicine, Airlangga University, Surabaya, Indonesia)
- 3R7 From arbitrary to Borderline Regression Method as standard setting in undergraduate OSCE: student and observer perception**
R Sylvia*, AP Fransiska, I Iis (Medical Faculty, Jenderal Achmad Yani University, Indonesia)
- 3R8 Has skill for blood culture improved after the implementation of OSCE in medical license examination?**
SJ Lee*, CW Kim, SE Kim, DH Lee (College of Medicine, Chung-Ang University, Dept of Emergency Medicine, Seoul, Korea)
- 1530-1600 COFFEE**
Location: Conference Halls 1, 2, 3

SESSION 4: SIMULTANEOUS SESSIONS

- 1600-1730 4A SYMPOSIUM: Performance Assessment**
Kathy Boursicot¹, Sydney Smee², Gail Furman³, Richard Fuller⁴, John Norcini⁵, Dave Swanson³
(¹St George's University of London, UK; ²Medical Council of Canada; ³National Board of Medical Examiners, USA; ⁴University of Leeds, UK; ⁵FAIMER, USA)
Location: Plenary Hall Auditorium
- 1600-1730 4B SYMPOSIUM: Interprofessional Learning, Working and Assessment: Can we really get there?**
Sari Ponzer (Karolinska Institute, Sweden), Brian Jolly (Monash University, Australia), Lindy D'Avray (St Georges Hospital Medical School, London, UK), Leone English, (Holmesglen Institute; Chair Victorian Simulation Network, Australia), Uffe Hylin (Karolinska Institute, Sweden), Jennifer Newton (Monash University, Australia)
Location: Room 306
- 1600-1730 4C ORAL PRESENTATIONS: International Dimensions 1**
Chairperson: Nu Vu (Switzerland)
Location: Room 405
- 1600-1615 4C1 Strategic and practical measures to ensure equivalence in assessment across international barriers: The Newcastle Experience in The UK and Malaysia**
S Jones*¹, P Bradley*¹, B Lunn², R Jordan¹ (¹Newcastle University Medicine Malaysia, Nusajaya, Malaysia; ²Newcastle University, Newcastle upon Tyne, UK)
- 1615-1630 4C2 International medical education in practice – Developing flexibility in clinical communication to meet the diverse needs of patients**
J Hamilton*, C Chung*, S Yasin (¹Victoria University, School of Nursing and Midwifery, Melbourne, Australia; ²Monash University, Jeffrey Cheah School of Medicine and Health Sciences, Kuala Lumpur, Malaysia)
- 1630-1645 4C3 The Contribution of International Medical Students to Taiwanese Medical School Classes**
AP Fan*, RO Kosik, GA Mandell, TC Tsai, CH Chen (Faculty of Medicine, National Yang-Ming, Taipei, Taiwan)
- 1645-1700 4C4 An Interprofessional course for developing students' global citizenship**
Jung-Yul Park*¹, Young-Mee Lee¹, Young-Hee Lee¹, Sung- Ock Suh² (¹Department of Medical Education, College of Medicine, Korea University; ²College of Medicine, Korea University, Seoul, Korea)
- 1700-1715 4C5 Exploring ethics and safety of global health experiential learning: what faculty need to know to prepare students**
E Dell, A Petrosioniak, L Varpio, C Jackson, J Levine, AE McCarthy* (Office of Global Health, Faculty of Medicine, University of Ottawa and Division of Infectious Disease, The Ottawa Hospital, Ottawa, Canada)
- 1715-1730 4C6 Using Simulated Patients across Countries in an International Clinical OSCE: enhancing consistency in the MRCGP (International) South Asia assessments**
Marie Andrades¹, Rukhsana Ansari¹, Garth Manning², Richard Wakeford³, Val Wass*² (¹MRCGP [International] S Asia, Karachi, Pakistan; ²Royal College of General Practitioners, London UK; ³University of Cambridge, UK)
- No Discussion
- 1600-1745 4D ORAL PRESENTATIONS: Computer-based Assessment/Script Concordance Test**
Chairperson: Yew-Beng Kang (Malaysia)
Location: Room 304
- 1600-1615 4D1 Students' perception towards the first Saudi experience of Computer Based Summative Assessment in King Abdulaziz University**
A Almazrooa¹, A Al-Hayani*², M Hassanien³ (¹King Abdulaziz University; ²King Abdulaziz University, College of Medicine; ³King Abdulaziz University, College of Medicine, Medical Education Department, Jeddah, Saudi Arabia)
- 1615-1630 4D2 Using CIP and EMQ to assess clinical reasoning in a Computer Based Assessment**
JME van Bruggen*¹, EJ Spierenburg², M Manrique-van Woudenberg¹, JA Vos³, MEW Dankbaar², M Doets² (¹University Medical Center Utrecht, Center for Research and Development of Education, Utrecht, Netherlands; ²Erasmus University Medical Center, Desiderius School, Rotterdam, Netherlands; ³Academic Medical Center, Educational and Student services, Amsterdam, Netherlands)
- 1630-1645 4D3 Assuring the quality of an applied knowledge assessment for licensing purposes (Membership of the Royal College of General Practitioners, MRCGP) in UK general practice**
P Milne¹, H Dixon¹, C Blow¹, AN Siriwardena*^{1,2} (¹Royal College of General Practitioners, London, UK; ²Lincoln School of Health and Social Care, University of Lincoln, Lincoln, UK)

- 1645-1700 **4D4 A Systematic Process for Generating Items on Medical Licensure Exams in Canada**
H Lai*¹, M Gierl¹, S Turner*² (¹Department of Educational Psychology, University of Alberta;
²Department of Surgery, University of Alberta, Canada)
- 1700-1715 **4D5 The script concordance test (SCT) as a measure of clinical reasoning skills for residents in Internal Medicine**
A Lekhakula*, P Viboonjuntra (Department of Internal Medicine, Faculty of Medicine, Prince of Songkla University, Hat Yai, Songkhla, Thailand)
- 1715-1730 **4D6 The psychometric properties of the ethical script concordance test**
Tsuen-Chiuan Tsai (Department of Pediatrics, E-Da Hospital, Kaohsiung City, Taiwan; ²Department of Chinese Medicine, I-Shou University College of Medicine, Kaohsiung City, Taiwan)
- 1730-1745 **4D7 Neuroscience, medical education and assessment**
Derek Soon*¹, Reg Dennick² (¹National University of Singapore, National University of Singapore;
²Nottingham University, Nottingham, UK)

No Discussion

- 1600-1730 4E ORAL PRESENTATIONS: Postgraduate Foundation Programme**
Chairperson: Ed Peile (UK)
Location: Room 305
- 1600-1615 **4E1 Improving assessments within the Foundation Programme**
S Govinda Rajoo*¹, E Neville*² (¹Barts & The London School of Medicine, Queen Mary University of London, Whitechapel, London E1 1BB; ²Academy of Medical Royal Colleges, 10 Dallington Street, London, UK)
- 1615-1630 **4E2 Competency of gaining consent: a Foundation trainee's perspective in the North Western Deanery**
K Hiew*¹, G Eyres*¹, S Chauhan², P Ekta³, C Haddock⁴, R Heath⁵, L Jawaheer, E Looi, C Rai, A Thampy, P Baker (¹Blackpool Teaching Hospitals NHS Foundation Trust; ²Salford Royal NHS Foundation Trust; ³Pennine Acute Hospitals NHS Trust; ⁴East Lancashire Hospitals NHS Foundation Trust; ⁵University Hospitals of South Manchester NHS Foundation Trust, UK)
- 1630-1645 **4E3 The Foundation Programme Curriculum Resource: a toolkit for learning and assessment**
M Mak*¹, S Carney² (¹London Deanery, London, UK; ²UK Foundation Programme Office, Cardiff, UK)
- 1645-1700 **4E4 Exploring career decision-making in medicine: a focus group study of foundation doctors in the Wessex Deanery, UK**
S Scallan*, J Lake, R Odbert (Wessex School of General Practice, Wessex Deanery, GP Education Unit, Southampton University Hospital Trust, Southampton, UK)
- 1700-1715 **4E5 Aims and attitudinal impacts of Foundation Programme General Practice placements for Wessex doctors – Perspectives from secondary care specialty trainees and GP Foundation Programme supervisors**
T Walford*¹, J Lyon-Maris², S Scallan (¹Wessex School of General Practice, Southampton Patch, GP Education Unit, Mailpoint 10, Southampton University Hospitals Trust, Tremona Road, Southampton, UK; ²Wessex School of General Practice, Southampton Patch, Southampton, UK)
- 1715-1730 **4E6 A pilot metric for quality assessment of Core Medical Training in London**
J Soong*, V Bravis, D Smith, JB Levy* London School of Medicine, London Deanery, London, UK)

No Discussion

- 1600-1730 4F ORAL PRESENTATIONS: Selection for Postgraduate Training**
Chairperson: TBA
Location: Room 408
- 1600-1615 **4F1 Matching applicants to programmes – adopting national scores**
K Walker*¹, R Irving², D Manlove² (¹NHS Education for Scotland, Forest Grove House, Foresterhill Road, Aberdeen;
²School of Computing Science, University of Glasgow, UK)
- 1615-1630 **4F2 How should communication skills be assessed in selection for entry into postgraduate medical specialty training at ST1/CT1 level?**
Alison Carr*^{1,2}, Ronny Chung¹, Toni Ardolino¹ (¹Medical Education & Training Programme, Department of Health, London, UK; ²Peninsula College of Medicine and Dentistry, UK)

- 1630-1645 **4F3 The utility of the MMI in a National Selection Process for GP Training**
C Roberts*, F Patterson, M Grant M Frommer T Clark A Burgess (The University of Sydney, Sydney Medical School – Northern, Hornsby Ku-ring-gai Hospital, Palmerston Road, Hornsby, NSW, Australia)
- 1645-1700 **4F4 A job analysis to define new selection criteria for UK General Practice**
F Patterson¹, A Tavabie², A Koczwara¹, M Denney³, M Kerrin*¹, L Faulkes¹ (¹Work Psychology Group, UK; ²Kent Surrey & Sussex Deanery, UK; ³Royal College of General Practitioners, UK)
- 1700-1715 **4F5 Targetting commencing medical students for streamed educational experiences**
D O'Mara (Assessment Unit, Office of Medical Education, Sydney Medical School, University of Sydney, NSW, Australia)
- 1715-1730 Discussion
- 1600-1730 4G ORAL PRESENTATIONS: The Student and the OSCE**
Chairperson: Albert Scherpbier (Netherlands)
Location: Room 403
- 1600-1615 **4G1 Integrated Case Scenarios: Preparing Students for OSCE Assessment**
R Rasalam*, A Forde, T Woolley (James Cook University, School of Medicine, Townsville, Queensland, Australia)
- 1615-1630 **4G2 An effective approach in providing information on the objective structured clinical examination (OSCE) to first year medical students**
WM Lau (Monash University Sunway Campus, Jeffrey Cheah School of Medicine and Health Sciences, Jalan Lagoon Selatan, 46150 Petaling Jaya, Selangor, Malaysia)
- 1630-1645 **4G3 Providing holistic integrated OSCE feedback to students**
Bunmi Malau Aduli*, Craig Zimitat* (Medical Education, School of Medicine, University of Tasmania, Australia)
- 1645-1700 **4G4 The exam skills workshop: A formative tool to improve medical student performance in summative assessment**
Z Hashim*¹, A Miller*¹, N Fahim*², V Jones*¹, H Brewer*¹, P Dunning¹ (¹United Lincolnshire Hospitals NHS Trust, Lincoln County Hospital, Undergraduate Medical Education Centre, Lincoln, UK; ²Northern Lincolnshire & Goole NHS Foundation Trust, Scunthorpe General Hospital, Respiratory medicine, Scunthorpe, UK)
- 1700-1715 **4G5 Introducing an OSCE examination as a formative feedback tool into a clinical skills preparation course for final year medical students. Do the OSCE results give any additional value to students?**
M Simon*¹, S Beckers², S Sopka² (¹RWTH Aachen University, Dean's office for Study affairs, Aachen, Germany; ²RWTH Aachen University, University Hospital, Department of Intensive Care & Training Centre AIXTRA, Skillslab of Medical Faculty of RWTH Aachen University, Aachen, Germany)
- 1715-1730 Discussion
- 1600-1745 4H ORAL PRESENTATIONS: Portfolios**
Chairperson: Erik Driessen (Netherlands)
Location: Room 404
- 1600-1615 **4H1 Faculty experiences of changing the philosophy and format of the undergraduate medical portfolio**
M Hens, W Scott-Smith*, I Haq (Brighton & Sussex Medical School, Medical Education Unit, Falmer, Brighton, UK)
- 1615-1630 **4H2 'Taking your baby online': Evaluation of the transition from paper-based to an online data-recording and assessment process for a longitudinal learning experience in 'Human Early Life Development**
A Wearn*, R Booth, B Shulruf, S Hawken, B O'Connor, C Mitchell (Clinical Skills Centre, Faculty of Medical & Health Sciences, The University of Auckland, Auckland, New Zealand)
- 1630-1645 **4H3 Assessment of trainees' reflective logs in Electronic Portfolio**
H M Goodyear*, T Bindal, D Wall (West Midlands Workforce Deanery, Birmingham, UK)
- 1645-1700 **4H4 Quality management of portfolio assessment and its positive influence on training standards**
J Foulkes*, J Edwards*, S Street* (RCGP, 1 Bow Churchyard, London, UK)
- 1700-1715 **4H5 Development of a portfolio-based assessment for postgraduate Family Medicine training in South Africa**
L Jenkins*, B Mash, A Derese (University of Stellenbosch, Division of Family Medicine and Primary Care, George Training Complex, South Africa)

- 1715-1730 **4H6** **Summative portfolio assessment in a community engaged primary care curriculum: an eLearning platform**
N Shadbolt*, C Roberts* (University of Sydney, Sydney Medical School, Sydney, Australia)
- 1730-1745 **4H7** **Study of portfolio related factors as a clinical teaching strategy in nursing education**
Shayesteh Salehi*¹, Tahereh Rezaee¹, Parastoo Afghari² (¹Islamic Azad University, Khorasgan (Isfahan) Branch, Faculty of Nursing and Midwifery, Isfahan, Iran; ²Isfahan Medical Sciences University)
- No Discussion
- 1600-1730 **4I** **WORKSHOP: Producing a health workforce to meet the needs of underserved populations: Can assessment in an undergraduate medical program reflect social accountability?**
S McKenzie*, S Larkins*, T Sen Gupta*, R Murray (School of Medicine and Dentistry, James Cook University, Australia)
Location: Room 401
- 1600-1730 **4J** **WORKSHOP: Curriculum renewal: A Tale of Two Cities**
S Peters*¹, M Wells¹, P Hansen¹, J Barrett*¹, S Pennell¹, D Davies*², J Kidd*², P Stylianoudaki*² (¹Memorial University of Newfoundland, Faculty of Medicine, St John's, Canada; ²University of Warwick, Warwick Medical School, Coventry, UK)
Location: Room 402
- 1600-1730 **4M** **WORKSHOP: Revalidation of Doctors in Practice: an International Perspective**
J McLachlan*, J Mason, J Illing (Durham University, School of Medicine and Health, Thornaby, UK)
Location: Room 407
- 1600-1730 **4N** **WORKSHOP: Classical Item Analysis Made Simple**
Patricia A Revest (Barts and The London School of Medicine and Dentistry, Centre for Medical Education, London, UK)
Location: Room 409
- 1600-1730 **4P** **POSTERS: Professionalism/Patient Safety**
Chairperson: Patsy Stark (UK)
Location: Conference Halls 1, 2, 3
- 4P1** **Pediatric Residents' Perception of Professionalism**
A Alrumayyan (College of Medicine, King Saud bin Abdulaziz University for Health Sciences, Saudi Arabia)
- 4P2** **Teaching professionalism to medical student by applying appreciative inquiry in social media**
YW Wang*^{1,2}, JG Hsieh¹, LC Koh² (¹Department of Family Medicine, Tzu chi Hospital; ²Department of Medical Humanities, Tzu chi University, Taiwan)
- 4P3** **Assessment of Outcomes Relating to Medical Professionalism**
R Delpont*¹, M van Rooyen¹, C Krüger², G Pickworth (¹University of Pretoria, Department of Family Medicine, School of Medicine, Faculty of Health Sciences, Pretoria, South Africa; ²University of Pretoria, Department of Psychiatry, School of Medicine, Faculty of Health Sciences, Pretoria, South Africa)
- 4P4** **A survey to assess professionalism education development in Australia Medical Schools and Specialist Colleges**
T Lee*, R Ruffins (Underdale, Australia)
- 4P5** **Assessing Empathy scores among clinical students using the Jefferson Scale of Physician Empathy Health Professionals version (JSPE)**
N Sivalingam*, WF Tam, D Akmal (Clinical School, International Medical School, Jalan Rasah, Malaysia)
- 4P6** **Evaluating Observation of Nursing Professional Ethics in Iranian Nurses**
Mohsen Shahriari*, Elahe Baloochestani (Nursing & Midwifery Faculty, Isfahan University of Medical Sciences, Isfahan, Iran)
- 4P7** **Resident Work Hours at McMaster Children's Hospital: Are We There Yet?**
J DellaVedova*, M Ladhani (McMaster University Medical Centre, Postgraduate Education – Pediatrics, Canada)

- 4P8 E-Handover – a new tool to improve patient safety!**
T Rourke*, J White* (Milton Keynes NHS Trust, UK)
- 4P9 Dedicated Patient Safety training – can it pay for itself?**
L Morgan (Winchester and Eastleigh Healthcare Trust, Royal Hampshire County Hospital, Education Centre, Winchester, UK)
- 4P10 Evaluating Patient Safety Climate in University Medical Centers of Kashan: An Assessment to Establish Clinical Governance**
Mohammad Sabahi Bidgoli*, Jafar Asgari Arani*, Hamid Reza Seyyedi, Somayeh Shahri (Faculty of Health, Kashan University of Medical Sciences, Kashan, Iran)
- 4P11 Pilot study of the prospective identification and classification of prescribing error in consultations**
Lucy Ambrose, Robert K McKinley* (Keele University School of Medicine, Keele, UK)
- 4P12 Panel review of nurses' competence**
Sue MacDonald (Nursing Council of New Zealand, New Zealand)
- 1600-1730 4Q POSTERS: Pot Pourri**
Chairperson: Trevor Gibbs (UK)
Location: Conference Halls 1, 2, 3
- 4Q1 Video Recordings of Lectures in an International Branch Campus of a US Medical School: Beneficial or only Desirable?**
A Sultan*, A Khidir, M Mian, R Koshi, C Triggles, B Uthman, T Arayssi, MA, Baker (Weill Cornell Medical College in Qatar - NY Office, New York, USA)
- 4Q2 The Effectiveness of the Mentor-Mentee Program: Perceptions of the students of University of Kuala Lumpur-Royal College of Medicine Perak (UniKL-RCMP)**
ATM Emdadul Haque*, Nadiah Bt. Kamal Paramasivam, Nur Hanisah Bt. Mohamad Kani, Nur Zatil Aqmar Bt. Abdul Wahid, Saiful Islam Bin Abu Bakar (UniKL-Royal College of Medicine Perak, Jalan Greentown, Malaysia)
- 4Q3 Modality of contribution of medical students in education in Jahrom University of Medical Science**
A Rasekh Jahromi*, F Mehrabipour, M Hossinpoor, M A Nasser (Jahrom University of Medical Science, Iran)
- 4Q4 How lecturers perceive reflective learning: a preliminary study**
Mala-Maung*¹, Zoraini Abas², A Abdullah³ (¹International Medical University (IMU), Kuala Lumpur, Malaysia; ²Open University Malaysia, Kuala Lumpur, Malaysia; ³University of Nizwa, Oman)
- 4Q5 Focus Group Discussion with Pharmacy Students on Generic Medicines: An Exploratory Insight**
SQ Jamsheed*¹, MA Hassali², MJ Siddiqui¹, MIM Ibrahim, Z U D Babar (¹Pharmacy Practice, School of Pharmacy and Health Sciences, International Medical University, Kuala Lumpur, Malaysia; ²Discipline of Social and Administrative Pharmacy, School of Pharmaceutical Sciences, Universiti Sains Malaysia)
- 4Q6 Case-based discussion and presentation as an assessment tool for foundation medical trainees**
M Mohidin*, DSNA Pengiran Tengah*, YP Liew*, ESF Chong, AML Yong, JCS Tan (RIPAS Hospital, Medical Education Centre, Bandar Seri Begawan, Brunei Darussalam)
- 4Q7 'Case Method' in the teaching of basic medical sciences in a medical curriculum: a preliminary result**
M Naznin*, A Zamzila, YM Yi, O Pakeer, J Abdul Wahab, S Shahrin, N Fatnoon (Department of Basic Medical Sciences, Faculty of Medicine, International Islamic University, Kuantan Campus, Bandar Indera Mahkota, Kuantan, Pahang, Malaysia)
- 4Q8 Anatomy laboratory performance: a good predictor of academic performance within a graduate entry medical program?**
R Tedman*¹, H Alexander², J Thacker¹ (¹School of Medicine; ²Griffith Institute for Higher Education, Griffith University, Gold Coast Campus, Australia)
- 4Q9 Class ability levels vary with course of study?**
Manavika Punnann (Medical Education Center (MEC) of Queen Savang Vadhana Memorial Hospital, Sriracha, Chonburi, Thailand)
- 4Q10 Continuous Assessment – Can it be relied upon?**
Roland Sirisinghe*, S Gurumadhva Rao (RAK Medical & Health Sciences University, United Arab Emirates)

- 1600-1730 4R POSTERS: Clinical and Work-based Assessment**
 Chairperson: John Mahoney (USA)
 Location: Conference Halls 1, 2, 3
- 4R1 The fostering of competence through an authentic integrated assessment strategy for wound care in nursing**
 J de Villiers*, Y Botma, I Seale (School of Nursing, University of the Free State, Bloemfontein, South Africa)
- 4R2 Patient perceptions of medical students' involvement in their obstetrics and gynaecology health care**
 D Carmody¹, A Tregonning*¹, E Nathan², J Newnham¹ (¹School of Women's and Infants' Health, The University of Western Australia; ²Women and Infants Research Foundation, King Edward Memorial Hospital, Subiaco, Western Australia)
- 4R3 Making Clinical Evaluation Meaningful: Using the RIME Framework in Qatar**
 D Stadler*¹, Z Mahfoud², M Mahmoud¹ (¹Weill Cornell Medical College-Qatar, Medical Education, Doha, Qatar; ²Weill Cornell Medical College-Qatar, Doha, Qatar)
- 4R4 Assessment of Clinical Competence: A Systems Approach to Training and Assessing Healthcare Scientists in the UK**
 S Hill, S Heard, V Davison, L Southgate* (Department of Health, London, UK)
- 4R5 Validity evidence for an oral examination to assess application of knowledge of biomedical sciences in clinical practice**
 G Velan, PD Jones*, R Kumar (Faculty of Medicine, UNSW, Sydney, Australia 2052)
- 4R6 Clinical assessment method used by faculty member on medical students in Qazvin University of Medical Science**
 Afsaneh Yakhforoshha*, Sonia Oveisi, Ramin Sarchami, Zohreh Yazdi (Qazvin University of Medical Science, Iran)
- 4R7 Assessment of Gender aspects in learning Basic Life Support**
 S Sopka*, H Biermann, A Jäger, S Rex, R Rossaint, S Beckers (AIXTRA – Aix-la-Chapelle Center for Training in Medical Education, Medical Faculty, RWTH Aachen University, Germany)
- 4R8 Using patient-practitioner orientation scale to measure medical students' attitude toward doctor-patient communication skills lab activity**
 E Rukmini*, F Natasya, R Linarto, E Suwangto (Atma Jaya Catholic University Indonesia, School of Medicine, Pluit Raya #2, Jakarta, Indonesia)
- 4R9 Medical students' contact with patients: How much is enough?**
 A Dodds*, K Reid, G McColl (The University of Melbourne, Medical Education Unit, Australia)
- 4R10 Residents' perceptions of assessment and feedback in a Surgical Department: supervisors must do better!**
 RJ Oostenbroek^{1,2}, PW Plaisier*¹, JMM van de Ridder² (Albert Schweitzer Hospital, ¹Department of Surgery; ²Department of Education, Dordrecht, the Netherlands)
- 4R11 Peer-Assisted Feedback (PAF) in Case-Based Tutorials**
 I Siddiq, D Day, H Wiemer, K Blake* (Dalhousie University, General Pediatrics, Halifax, Canada)
- 4R12 The Assessment of Excellence in the workplace**
 Simon Street*, Jill Edwards (Royal College of General Practitioners, London, UK)
- 4R13 Development and validation of learner-adjusted endotracheal intubation assessment tools for medical students and residents**
 S-J Kim*¹, S W Lee¹, T H Lim², C W Kim³, C H Chang⁴, H-J Choi² (¹Department of Emergency Medicine, Korea University College of Medicine; ²Department of Emergency Medicine, Hanyang University College of Medicine; ³Department of Emergency Medicine, Chungang University College of Medicine; ⁴Anesthesiology and Pain Medicine, Yonsei University College of Medicine, Seoul, Korea)

MONDAY 12 MARCH

CONFERENCE DAY 2

0730-1800 **REGISTRATION OPEN**

Location: Level 3, Centre Core, Kuala Lumpur Convention Centre

SESSION 5: PLENARY

0830-1030 **PLENARY**

Chairperson: Victor Lim (Malaysia)

Location: Plenary Hall Auditorium

0830-0920 **5A Learning for effective performance in practice**

Professor Sharifah Hapsah Shahabudin (Universiti Kebangsaan Malaysia, Kuala Lumpur, Malaysia)

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



0920-0930 Questions and Discussion

0930-1020 **5B Medical student assessment and health system reform: Reflections of a Dean**

Professor Nicholas Glasgow (College of Medicine Biology and Environment, the Australian National University, Canberra, Australia)

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



1020-1030 Questions and Discussion

1030-1100 **Coffee and view exhibition**

Location: Conference Halls 1, 2, 3

SESSION 6: SIMULTANEOUS SESSIONS

1100-1230 **6A SYMPOSIUM: Assessment of Professionalism**

Brian Hodges¹, Richard Cruess², Sylvia Cruess², Fred Hafferty³, Ming-Jung Ho⁴, Eric Holmboe⁵, Val Wass⁶, Tim Wilkinson⁷ (¹University of Toronto, Canada; ²McGill University, Canada; ³Mayo Clinic, USA; ⁴National Taiwan University, Taiwan; ⁵ABIM, USA; ⁶Keele University, UK; ⁷University of Otago, New Zealand)

Location: Plenary Hall Auditorium

- 1100-1230 6B ORAL PRESENTATIONS: Postgraduate Training**
 Chairperson: Reinhard Westkaemper (Switzerland)
 Location: Room 306
- 1100-1115 **6B1 Postgraduate medical summative assessment: blueprinting in action**
 S Ahmad*, S Carney, J Warner (Royal College of Psychiatrists, UK)
- 1115-1130 **6B2 Which components of training should we be assessing? A Delphi consensus study**
 I McMullen*¹, S Ahmad², T Sensky², M Maier² (¹South London & Maudsley NHS Foundation Trust, London, UK;
²School of Psychiatry, London Deanery, London, UK)
- 1130-1145 **6B3 Annual Face to Face Planning Meetings: enhancing learning through formative assessment**
 T Bindal*¹, D Wall², H Goodyear² (¹Alexandra Hospital, Department of Paediatrics, Redditch, Worcestershire, UK;
²West Midlands Deanery, Birmingham, UK)
- 1145-1200 **6B4 Is the way trainees justify their knowing related to their scores on a series of tests of medical competence?**
 A Roex*, J Degryse, G Clarebout (Department of General Practice, Leuven, Belgium)
- 1200-1215 **6B5 Do they match up? Reliability of the assessment of junior doctors' clinical competence**
 D Patel, S Child* (Clinical Education & Training Unit, Auckland District Health Board, Auckland, New Zealand)
- 1215-1230 **6B6 Implementation of a system of comparable generic metrics between Local Education Providers**
 D Black (KSS Postgraduate Medical and Dental Deanery, London, UK)

No Discussion

- 1100-1230 6C ORAL PRESENTATIONS: International Dimensions 2**
 Chairperson: Sari Ponzer (Sweden)
 Location: Room 405
- 1100-1115 **6C1 MRCGP International: Development of an Accreditation Process for Family Medicine Examinations in Differing Countries and Health Care Systems**
 A Howitt*, J Howard (Royal College of General Practitioners, MRCGP International Board, London, UK)
- 1115-1130 **6C2 Communication skills assessment for non-English-speaking doctors wishing to practice in the UK**
 Annie M Cushing*¹, Jean S Ker², Paul Kinnersley³, Anthony N Warrens¹, Olwyn M R Westwood*¹
 (¹Barts and the London School of Medicine and Dentistry, Queen Mary University of London, UK;
²School of Medicine, The University of Dundee, UK; ³School of Medicine, Cardiff University, UK)
- 1130-1145 **6C3 Collaboration between Japan and Vietnam for postgraduate clinical education**
 Pham Nnu Vinh Tuyen*¹, Nguyen My Chau², Minoru Akiyama^{3,4}, Hideki Nomura, Akira Muraoka, Miwa Sonoda^{3,4},
 Kinuko Saito³, Phi Thi Nguyet Thanh, Pham Duc Muc, Luong Ngoc Khue, Nobutaro Ban (¹Hue Central Hospital, Hue,
 Vietnam; ²Bach Mai Hospital, Hanoi, Vietnam; ³JICA Project for Improvement of the Quality of Human; Resources
 in Medical Services System, Vietnam; ⁴Department of International Cooperation, National Center for Global)
- 1145-1200 **6C4 The practice ready assessment of international medical graduates: factors predictive of success**
 C Brailovsky*^{1,2}, A-M MacLellan¹, F Miller¹, S Leboeuf¹, E Drouin¹, E Prigent¹ (¹Collège des médecins du Québec,
 Montréal, PQ, Canada; ²College of Family Physicians of Canada, Toronto, ON, Canada)
- 1200-1215 **6C5 Evaluation of a three-week inter-cultural enrichment program**
 SH Ng (Monash University Sunway campus, Education Quality and Innovation Unit, Jalan Lagoon Selatan, Bandar
 Sunway, Selangor Darul Ehsan, Malaysia)
- 1215-1230 Discussion
- 1100-1230 6D ORAL PRESENTATIONS: Communication Skills 1**
 Chairperson: John Paul Judson (Malaysia)
 Location: Room 304
- 1100-1115 **6D1 The use of simulated patients and telephone calls to improve interprofessional communication on hospital wards**
 S Ramamoorthy*, B Armstrong (Emergency Department, Southampton University Hospitals NHS Trust,
 Southampton, UK)
- 1115-1130 **6D2 Adapt collaborative learning to a flexible and interactive (computer based) learning environment through the use of 'Belbin roles'**
 M Lauwers (University college Arteveldehogeschool, Gent, Belgium)

- 1130-1145 **6D3 360-degree evaluation of residents on communication & Interpersonal skills; Inter-rater variation in judgment**
M Tariq*¹, J Boulet², A Motiwala*³, SK Ali⁴ (¹Aga Khan University, Department of Medicine, Karachi, Pakistan and FAIMER Fellow, Philadelphia, USA; ²FAIMER, Philadelphia, USA; ³Aga Khan University, Department of Medicine, Karachi, Pakistan; ⁴Aga Khan University, Department for Education, Karachi, Pakistan)
- 1145-1200 **6D4 Patient Assessment of Resident Patient-Centered Care through a Structured Interview**
T Wen, B Huang, V Mosley, N Afsar-manesh, S Baillie*, N Parker* (David Geffen School of Medicine, University of California, Los Angeles, California, USA)
- 1200-1215 **6D5 Through the Looking Glass – Clinical Communication in the Clinical Workplace**
J Brown (St George's, University of London, Centre for Medical & Healthcare Education, London, UK)
- 1215-1230 **6D6 Peer assessment of Communication Skills for formative assessment**
CF Sow*¹, J Porter², JK Sidhu¹, SD Amirthalingam¹ (¹International Medical University, Clinical Sciences Division, Kuala Lumpur, Malaysia; ²St George's Medical School, Clinical Skills, London, UK)

No Discussion

- 1100-1230 6E ORAL PRESENTATIONS: Work-based Assessment**
Chairperson: Julian Archer (UK)
Location: Room 305
- 1100-1115 **6E1 The assessor, the student, the patient and the extras: a video ethnographic study of assessment in clinical environments**
WCY Hu*¹, S Rosenkranz¹, Y Salamonson², L Zakrzewski³, A Bialocerkowski³, J Reath¹ (¹School of Medicine, ²School of Nursing and Midwifery, ³School of Health and Biomedical Sciences, University of Western Sydney, Australia)
- 1115-1130 **6E2 Joining the dots on workplace-based assessment**
W Wade*, T Wilkinson* (Royal College of Physicians, London, UK)
- 1130-1145 **6E3 WPBA and its dependability**
M Davies*, A Rughani (Royal College of General Practitioners, London, UK)
- 1145-1200 **6E4 Beyond the educational scope: effects of workplace based assessment on its users in postgraduate medical education**
Joanne PI Fokkema*¹, Pim W Teunissen^{2,3}, Michiel Westerman¹, Nadine van der Lee¹, Cees PM van der Vleuten², Albert JJA Scherpbier, P Joep Dörr, Fedde Scheele^{1,3} (¹Department of Education, St. Lucas Andreas Hospital, Amsterdam, the Netherlands; ²Department of Educational Development and Research, Faculty of Health, Medicine and Life Sciences, Maastricht University, Maastricht, the Netherlands; ³VU University, Netherlands)
- 1200-1215 **6E5 Misunderstandings around workplace based assessment. Are trainers and foundation doctors devaluing the workplace as a space for learning?**
L Pearmain*, C Parker* (Interdepartment Division of Critical Care Medicine, Toronto General Hospital, Toronto, Ontario, Canada)
- 1215-1230 **6E6 Do assessors completing workplace-based assessments on the Acute Assessment Area (AAU) feel that they are a true reflection of the trainees' competence in that area?**
C I Ward (Leeds Teaching Hospitals NHS Trust, St James' Hospital AAU, Leeds, UK)

No Discussion

- 1100-1230 6F ORAL PRESENTATIONS: Situational Judgment Test/Selection for Postgraduate Training**
Chairperson: David Kandiah (Australia)
Location: Room 408
- 1100-1115 **6F1 How does a situational judgment test designed for selection into specialty training in the acute specialties on a national basis perform for selection into other specialties?**
Alison Carr*¹, Thomas Gale², Ian Anderson², Jane Dacre³, Fiona Patterson⁴ (¹Department of Health, England, London SE1 6LH, UK; ²Directorate of Anaesthetics, Plymouth Hospitals NHS Trust; ³University College London, London; ⁴Work Psychology Group)
- 1115-1130 **6F2 Design and validation of a new Situational Judgement Test (SJT) to assess the professional attributes of all UK junior doctors**
V Ashworth*¹, F Patterson¹, P O'Neill², D Good³ (¹Work Psychology Group, Compton Offices, Ashbourne, Derbyshire, UK; ²University of Manchester, UK; ³University of Cambridge, UK)

- 1130-1145 **6F3 Design of a Situational Judgement Test of Professional Attributes for Selection into Dental Foundation Training**
H Falcon*, F Patterson, V Ashworth, S Mehra (Oxford & Wessex Deanery, NHS South Central PGMDE, Headington, Oxford, UK)
- 1145-1200 **6F4 New machine-marked tests for selection into core medical training: Evidence from a longitudinal validation study**
B Burr*¹, F Patterson², L Berkin¹, B Irish³, S Lazell¹, A Carr⁴, S Harding¹ (¹Joint Royal College of Physicians Training Board, ⁵St Andrews Place, Regent's Park, London, UK; ²Work Psychology Group; ³General Practice National Recruitment Office; ⁴Department of Health)
- 1200-1215 **6F5 Candidates' reactions towards a new selection procedure for postgraduate GP-training**
MI Vermeulen*¹, F Tromp², F Patterson, MM Kuyvenhoven¹, BJAM Bottem*² (¹University of Utrecht, Postgraduate Training for General Practice Julius Centre, Utrecht, Netherlands; ²University Medical Centre St. Radboud, Department of Postgraduate Training for General Practice, Nijmegen, The Netherlands)
- 1215-1230 **6F6 Using situational judgements tests (SJTs) of non-cognitive skills in postgraduate selection; validation evidence from seven independent studies**
F Patterson*, T Gale, D Rowley, L McKnight, K Hinshaw, D Williams, A MacGregor, A Carr (University of Cambridge & Work Psychology Group, UK)

No Discussion

- 1100-1230 6G ORAL PRESENTATIONS: Issues Relating to the OSCE**
Chairperson: Elizabeth Kachur (USA)
Location: Room 403
- 1100-1115 **6G1 10 years of OSCE security issues: is there a problem?**
K Boursicot*¹, S Smee², D Swanson³, J Patterson⁴ (¹Medical Education, London, UK; ²Medical Council of Canada, Ottawa, Canada; ³National Board of Medical Examiners, Philadelphia, USA; ⁴Barts & The London, UK)
- 1115-1130 **6G2 Significantly better OSCE performance in the morning compared to the afternoon: what does it mean? An analysis of 32,006 candidate-cases in the MRCGP Clinical Skills Assessment (CSA) 2009**
Richard Wakeford (University of Cambridge, Cambridge, UK; Royal College of General Practitioners, London, UK)
- 1130-1145 **6G3 Assessing the Quality of Objective Structured Clinical Examinations – The Aga Khan University (AKU) Experience**
N Yousuf*, R W Zuberi (Aga Khan University, Department for Educational Development, Karachi, Pakistan)
- 1145-1200 **6G4 Examiner Selection and Training for a Regional Assessment of Clinical Competence: the MRCGP (International) South Asia Clinical OSCE**
Marie Andrades¹, Rukhsana Ansari*¹, Garth Manning², Richard Wakeford³, Val Wass² (¹MRCGP [International] S Asia, Karachi, Pakistan; ²Royal College of General Practitioners, London UK; ³University of Cambridge, UK)
- 1200-1215 **6G5 Whole of school involvement in review of OSCE station wording to improve quality of assessment**
K Brotchie*, G Somers, S Bullock, B Chapman (Monash University, Gippsland Medical School, Churchill, Australia)
- 1215-1230 **6G6 Multi-dimensional, Multi-Modal Objective Structured Performance Examination (OSPE): development, results and future directions**
C O'Byrne*, R Pugsley, L Quero-Munoz (Pharmacy Examining Board of Canada, Toronto, Canada)

No Discussion

- 1100-1245 6H ORAL PRESENTATIONS: Problem-based Learning 1**
Chairperson: Danai Wangsaturaka (Thailand)
Location: Room 404
- 1100-1115 **6H1 A Novel Embedded Assessment of Student Performance in Problem Based Learning, a Real-Time Approach**
Colin John Greengrass (Department of Pharmacology, College of Medicine, Imam Mohammed ibn Saud University, Riyadh, Saudi Arabia)
- 1115-1130 **6H2 Assessing participation in Problem Based Learning using corpus analysis**
Catherine Haines*, Matthew Tokode, Reg Dennick (Medical Education Unit, Medical School, Queen's Medical Centre, University of Nottingham, Nottingham, UK)

- 1130-1145 **6H3 Subjectivity: A Concern in the Continuous Assessment of Students in a Hybrid PBL Based Curriculum**
Akef Obeidat*, Salahuddin Khan, Imran Siddiqui (Al Imam Muhammad Ibn Saud Islamic University, College of Medicine, Riyadh, Kingdom of Saudi Arabia)
- 1145-1200 **6H4 Novel and Integrated Clinical Examination Systems (NOV.I.C.E.S) – An integrated clinical skills curriculum in the early phase of the medical course**
The Clinical Skills Group, Barts and the London School of Medicine and Dentistry (BLSMD) (Presenter: Dr Adam Feather, St Bartholomew's Hospital, West Smithfield, London)
- 1200-1215 **6H5 Fostering professionalism and attitudes through PBL process assessment**
SR Ghimire*, S Bhandary, R Gongal, A Karki (Patan Academy of Health Sciences, School of Medicine, Medical Education Unit, Kathmandu, Nepal)
- 1215-1230 **6H6 Are Problem-Based Learning Tutorials Places to Learn Clinical Reasoning? Perspectives from University of Melbourne and University of Indonesia**
Ardi Findyartini*¹, Lesleyanne Hawthorne², Geoff McColl², Neville Chiavaroli² (¹Department of Medical Education, Faculty of Medicine University of Indonesia, Jakarta, Indonesia; ²Medical Education Unit, Faculty of Medicine Dentistry and Health Sciences, University of Melbourne, Victoria, Australia)
- 1230-1245 **6H7 An evaluation of a shift from a 1 to 2 day MBBS Problem Based Learning (PBL) model**
L Garvey, M Hay* (Monash University, Faculty Medicine Nursing and Health Sciences (MBBS), Clayton, Australia)
- No Discussion
- 1100-1230 **6I WORKSHOP: Training standardized patients for high stakes examinations: strategies and tools to achieve "exam readiness"**
Cathy Smith*^{1,2}, Carol O'Byrne*², Debra Nestel*³ (¹University of Toronto, Faculty of Medicine, Toronto, Canada; ²Pharmacy Examining Board of Canada, Toronto, Canada; ³Monash University, Gippsland Medical School, Victoria, Australia)
Location: Room 401
- 1100-1230 **6J WORKSHOP: Program Evaluation—Learning to determine whether your educational course, clerkship, or residency/registrar training program is "successful"**
SJ Durning (Uniformed Services University of the Health Sciences, Bethesda, USA)
Location: Room 402
- 1100-1230 **6K WORKSHOP: Constructing Tests to Support Valid Inferences**
Melissa J Margolis*, Brian E Clauser* (National Board of Medical Examiners, Philadelphia, PA, USA)
Location: Room 303
- 1100-1230 **6L WORKSHOP: Portfolio Assessment**
M Davies*, J Edwards*, J Foulkes*, S Street* (Royal College of General Practitioners, London, UK)
Location: Room 406
- 1100-1230 **6M ASME FLAME WORKSHOP: Fundamentals in Leadership and Management for Educators: Assessing Leadership**
Association for the Study of Medical Education (ASME) (ASME, 12 Queen Street, Edinburgh, UK)
Location: Room 407
- 1100-1230 **6N WORKSHOP: Progress Testing: Understanding and implementing the principles and processes**
Adrian Freeman*¹, Bill Wrigley*², Lee Coombes*¹ (¹Peninsula Medical School, University of Plymouth, UK; ²Faculty of Health, Medicine and Life Sciences, Maastricht University, Netherlands)
Location: Room 409

- 1100-1230 6P POSTERS: Staff Development**
 Chairperson: TBA
 Location: Conference Halls 1, 2, 3
- 6P1 How do doctors develop as teachers?**
 E Bate*, DCM Taylor (University of Liverpool, School of Medical Education, Liverpool, UK)
- 6P2 BOKITO: customized e-learning modules for teacher professionalism within medical education**
 UM Remer*, CA Willemsen, NR Bos, K de Crom, TA Sijstermans (Academisch Medisch Centrum, Faculty of Medicine, Amsterdam, Netherlands)
- 6P3 A Six Steps Approach for Standardized Student Assessment**
 M Hassaniien (King Abdulaziz University, Faculty of Medicine, Medical Education Department, Jeddah, Saudi Arabia) Presenter: A Al-Hayani
- 6P4 Medical students' perceptions of junior doctors as bedside clinical teachers**
 S Palazzo*, K Massey*, S Mallappa, N Patani, A Mahmoud, A Jethwa, J Pitkin, R Soobrah (Undergraduate Department, Northwick Park Hospital, Watford Road, Harrow, London, UK)
- 6P5 Faculty development for Staff and Associate specialists (SAS grade) in delivering Associate Educational Supervisor (ES) role- project outline from a District General Hospital in United Kingdom**
 R Subramaniam*, S Mukherjee*, A Simoes (Directorate of Medical Education, East Kent University Hospitals NHS Foundation Trust, QEQM Hospital, Margate, Kent, UK)
- 6P6 Webinars and Discussion: A Well Perceived Module of International Faculty Development**
 A Khidir*, M Baker* (Weill Cornell Medical College in Qatar, Doha, Qatar)
- 6P7 FAIMER Regional Institutes in India: Expectations of local stakeholders**
 Anshu*, Stacey Friedman, Danette McKinley (Mahatma Gandhi Institute of Medical Sciences, Sevagram, India AND Foundation for Advancement of International Medical Education and Research (FAIMER), Philadelphia, USA)
- 6P8 Learner evaluations of teaching from near-peer tutors – how do these compare with a theoretical understanding of peer teaching?**
 J Currie*, C Russell*, N Salooja (Faculty Education Office, Imperial College London, London, UK)
- 6P9 Assessing the validation of supportive leadership behavior (SLB) tool for Iranian medical education leaders: Factor analysis**
 J Mirmoosavi¹, M Alavinia², M Shirazi³ (¹Sabzevar University of Medical Sciences, Educational Development Center, Sabzevar, Iran; ²Bojnourd University of Medical Sciences, Faculty of Medicine, Bojnourd, Iran; ³Tehran University of Medical Sciences, Educational Development Centre, Tehran, Iran)
- 1100-1230 6Q POSTERS: Simulation**
 Chairperson: Kamran Khan (UK)
 Location: Conference Halls 1, 2, 3
- 6Q1 Shadow Housemanship Oncall Emergency Simulation – Experience With High Fidelity Simulation**
 J Md Noor*, M Mamat, NF Yasin, MF Shukery (University Teknologi MARA) (43, Jalan Sepah Puteri 5/6, Kota Damansara, 47 810 Petaling Jaya, Selangor, Malaysia)
- 6Q2 Authentic assessment of clinical competence of nursing students at the University of the Free State, South Africa**
 A Joubert*, J de Villiers (School of Nursing, University of the Free State, Bloemfontein, South Africa)
- 6Q3 Virtually perfect: An action research project to evaluate the effects of a computer software package upon standards of care**
 Bernie Keenan*, Cathy Kitchen*, Katrina Wright*, Nigel Wynne (Faculty of Health & Community Care, Birmingham City University, Edgbaston, Birmingham, UK)
- 6Q4 The value of actors to teambuilding and development of the primary healthcare team**
 J Lyon-Maris*, S Scallan*, C Hamilton, S Wilding (Wessex School of General Practice, Wessex Deanery, GP Education Unit, Southampton University Hospital Trust, Southampton, UK)
- 6Q5 Cost: The Missing Outcome in Simulation-Based Education Research: A Systematic Review**
 AT Wang¹, B Zendejas², R Brdyges³, SJ Hamstra, DA Cook¹ (¹Division of General Internal Medicine, Mayo Clinic College of Medicine, Rochester, MN, USA; ²Department of Surgery, Mayo Clinic College of Medicine, Rochester, Minnesota, USA; ³Department of Medicine, University of Toronto, Toronto, ON, Canada)

6Q6 Design and Evaluation of a Simulation-Based Clinical Correlation Pedagogy in an Anatomy Curriculum for First Year Medical Students

C Coombs¹, Y Lum², P Sosnay³, N Shilkofski³ (¹Children's Hospital of Pittsburgh of UPMC, Division of Pediatric Emergency Medicine, Pittsburgh, USA; ²Johns Hopkins University School of Medicine, Division of Vascular Surgery and Endovascular Therapy, Baltimore, USA, ³Perdana University)

6Q7 Fostering students' clinical skills confidence using OB/GYN hybrid simulation

K Sole^{*1}, L Sawan^{*2} (¹Weill Cornell Medical College in Qatar, Department of Medical Education, Qatar Foundation--Education City, Doha, Qatar; ²Weill Cornell Medical College in Qatar, Clinical Skills Center, Doha, Qatar)

6Q8 Comparison clinical examination training and student satisfaction of learning with using manikins in skill lab with trained on the client's bedside

ZS Hashemi^{*}, H Shahdadi, M Heydari, N Masinaei, Sareh Vaymandy (Zabol University of Medical Sciences, Nursing & Midwifery Faculty, Zabol, Iran)

6Q9 The use of dry bone and cadavers in orthopaedic surgical training: which is more effective?

A Malik^{*1}, B Mann², M Solan³ (¹Buckinghamshire Healthcare NHS Trust, Wycombe Hospital, UK; ²Avon Orthopaedic Centre, Bristol, UK; ³Royal Surrey County Hospital, Guildford, UK)

6Q10 Experiences with simulated patients (SPs) in teaching of medical students in the faculty of medicine, University of Colombo, Sri Lanka

C A Gnanathan^{*}, M W Gunathunga, K D K Gunathillka, K Maddumabandara (Department of Clinical Medicine, Faculty of Medicine, Colombo, Sri Lanka)

6Q11 Exploring Standardized Patients' Assessment of Students in an OSCE Context

A Jones^{*}, A Shah, R Hatala, J Fletcher, A Busse, M Van Oeveren, G Pachev (University of British Columbia, Faculty of Medicine, Vancouver, BC, Canada)

6Q12 Transfer of urethral catheterization skills from simulation training to performance on real clinical patients: a randomized controlled trial of the additional effect of video instruction

T Todsen^{*1}, M Henriksen¹, C Kromann¹, L Konge¹, J Eldrup², C Ringsted¹ (¹Centre for Clinical Education, University of Copenhagen and Capital Region of Denmark, Rigshospitalet; ²Urology Department, Frederiksberg Hospital, University of Copenhagen)

6Q13 How to evaluate the role-play of simulated patients: development und validation of a new questionnaire

S Kujumdshiev^{*1}, Ch Conrad¹, M Zupanic², TOF Wagner¹, M Fischer³ (¹Johann Wolfgang Goethe-University Frankfurt, Department of Internal Medicine, Theodor-Stern-Kai 7, 60590 Frankfurt; ²Private University Witten/Herdecke gGmbH, Alfred-Herrhausen-Straße 50, 58448 Witten, Germany)

1100-1230 6R POSTERS: Curriculum Evaluation

Chairperson: Ara Tekian (USA)

Location: Conference Halls 1, 2, 3

6R1 The outcome of graduates from the United States Naval Hospital Okinawa Japanese National Physician Internship Program

Norimitsu Kuwabara^{*1}, Tadao Okada², Matthew A Broom³, Noa C Hammer⁴ (¹Kishiwada Tokushukai Hospital, Osaka, Japan; ²Kameda Family Clinic Tateyama, Chiba, Japan; ³St. Louis University School of Medicine and Cardinal Glennon Children's Medical Center, St. Louis, MO, US; ⁴United States Naval Hospital Bremert)

6R2 The relevance of certain key topics and their delivery pattern in the 1st year of MBChB program at Walter Sisulu University

E.Umapathy^{*1}, J Iputo¹, B Umapathy² (¹Department of Physiology; ²Department of Medical biology, Faculty of Health Sciences, Walter Sisulu University, Mthatha, RSA)

6R3 Issues and challenges in bringing reform in UGME in developing countries

Rahila Yasmeen (Riphah Academy of Research Education, Riphah International University, Islamabad, Pakistan)

6R4 Getting the (Assessment) Balance Right

S Miller^{*}, S Carr (The University of Western Australia, Education Centre, Faculty of Medicine, Dentistry and Health Sciences, Crawley, WA)

6R5 A Study of Nursing Education Efficiency from the Perspectives of the Nursing School graduates

Shayesteh Salehi^{*1}, Parastoo Afghari², Fariba Taleghani³ (¹Islamic Azad University, Khorasgan (Isfahan) Branch, Faculty of nursing and Midwifery, Isfahan, Iran; ²Isfahan Medical Sciences University, School of Dentistry, Isfahan, Iran; ³Isfahan Medical Sciences University, Nursing and Midwifery Research Centre, Isfahan, Iran)

- 6R6 What aspects do students evaluate favorably or not in clinical training? An analysis of students' comments using the natural language processing technology**
S Ishii*, F Takahashi*, K Kameoka, Y Arata, H Kanatsuka (Tohoku University School of Medicine, Office of Medical Education, Sendai, Japan)
- 6R7 Internal Evaluation of Department of Science Faculty, Shahid Bahonar University of Kerman, Iran**
F Rafieezadeh*, B Shabiani (Medical University for Medical Education (CME), Kerman, Iran)
- 6R8 Reflection and mentoring amongst foundation medical trainees**
YP Liew, AML Yong, ESF Chong, JCS Tan, M Mohidin, DSNA Pengiran Tengah* (RIPAS Hospital, Medical Education Centre, Bandar Seri Begawan, Brunei Darussalam)
- 6R9 Evaluation of the workshop on social accountability in medical education by the Central Committee of the Medical Education Development Center in the fourth summer school students in Shiraz**
P Neamatollahi, A Khaledi*, M Bahrami, M Ghorbani Nezhad, N Nasimi (Education Development Center, Shiraz University of Medical Sciences, Shiraz, Iran)
- 6R10 Evaluation of an Evidence-Based Medicine Curriculum among the 4th Year Students at the Faculty of Medicine, Suez Canal University**
N Hassan*¹, W Talaat¹, S Hosny², A Ekram³ (Suez Canal University, Faculty of Medicine, ¹Medical Education Department; ²Department of Histology; ³Department of Occupational Health, Isamilia, Egypt)
- 6R11 Pathology for Pharmacy Students: Practical measures that enhance the learning experience**
Tan Kong Bing¹, Nga Min En¹, Chui Wai Keung², Teh Ming¹ (¹Department of Pathology, Yong Loo Lin School of Medicine, National University Health System; ²Department of Pharmacy, Faculty of Science, National University of Singapore)

1230-1400 LUNCH

Location: Conference Halls 1, 2, 3

1230-1345 PRIVATE MEETINGS

- RESME Course (Invitation Only) Location: Room 304
- FAME Course (Invitation Only) Location: Room 306

SESSION 7: SIMULTANEOUS SESSIONS

- 1400-1530 7A SYMPOSIUM: Assessment for Selection**
David Prideaux*¹, Fiona Patterson*², Chris Roberts*³, Ruth Sladek*¹ (¹Flinders University, Adelaide, South Australia; ²Work Psychology Group, UK; ³University of Sydney, NSW, Australia)
Location: Plenary Hall Auditorium
- 1400-1530 7B RHIME: (Ron Harden Award for Innovation in Medical Education) Presentations 1**
Chairperson: Elango Sambandam (Malaysia)
Location: Room 306
- 1400-1420 7B1 Assessing social accountability in health professional education: development and piloting of an evaluation framework across four continents**
Sarah Larkins*, Robyn Preston, Rex Samson, Filedito D Tandinco, Iris C Lindemann, David Buso, Marie C Matte, Simone J Ross, Bjorg Palsdottir, Andre-Jacques Neusy (James Cook University, Australia)
- 1420-1440 7B2 National Assessment of Core Surgical Trainees in England & Wales**
H J Scott*, V Ridley Pearson (KSS Deanery, London, UK)
- 1440-1500 7B3 Workplace based assessment – a project for assessing international medical graduates**
Kichu Nair*, Kathy Ingham* (Hunter New England Local Health District, Australia)
- 1500-1520 7B4 An Innovation in Continuing Professional Development to Improve Doctors' Clinical Practice in Managing Depression by the Use of Unannounced Standardized Patients**
M Shirazi*, K Lonka, SV Parikh, R Wahlstrom (Tehran University of Medical Sciences/Karolinska Institute, Stockholm, Sweden)
- 1520-1530 Discussion**

- 1400-1530 7C ORAL PRESENTATIONS: Competency-based Assessment 1**
 Chairperson: Gary Cole (Canada)
 Location: Room 405
- 1400-1415 7C1 Setting the standards for Australian and New Zealand medical graduates: From Novice to Proficient for diagnostic and procedural competencies**
 M Hourn*¹, R Hays² (¹Secretariat, Medical Deans Australia and New Zealand, c/- University of Sydney, Australia, Sydney, NSW, Australia; ²Bond University, Queensland, Australia)
- 1415-1430 7C2 Performance variation of osteopathic students at different educational levels in two essential areas**
 L Shen*, F Li, J Goudreau, J Rectein, K Snider, R Wattleworth (National Board of Osteopathic Medical Examiners, Chicago, US; National Board of Osteopathic Medical Examiners, Chicago, US; Michigan State University, Department of Neurology, East Lansing, US; Michigan State University, Department, USA)
- 1430-1445 7C3 Competency Mapping – The Future of Curriculum Assessment**
 L Wentworth*, J Ruddlesdin*, K Wardle*, P Baker, S Bhat, O Corrado, N Roberts (North Western Deanery UK, STAC Geriatric Medicine UK)
- 1445-1500 7C4 Using concept mapping to derive graduate attributes for an entry to practice medical program**
 G McColl*, N Chiavarioli, A Dodds, S Trumble (University of Melbourne, Medical Education Unit, Melbourne Medical School, Faculty of Medicine, Dentistry and Health Sciences, Melbourne, Australia)
- 1500-1515 7C5 Using Competency Based marking in the Objective Structured Clinical Examination (OSCE) for clinical year medical students**
 SH Wan*, R Canalese (Medical Education Unit, School of Medicine, University of Notre Dame, Sydney, Australia)
- 1515-1530 7C6 Traditional large group teaching to small group learning strategies – A paradigm shift**
 Jogenananda Pramanik*, Tanu Pramanik (Alliance University College of Medical Sciences, Penang, Malaysia)
- No Discussion
- 1400-1530 7D ORAL PRESENTATIONS: Communication Skills 2 / Team Skills**
 Chairperson: TBA
 Location: Room 304
- 1400-1415 7D1 Expert consensus on gender criteria for assessment in medical communication education**
 P Dielesen*¹, P Verdonk², B Bottema¹, A Kramer¹, T Lagro-Janssen³ (¹Radboud University Medical Center, Department Primary and community Care Nijmegen The Netherlands; ²Department of Medical Humanities, VU Medical Center, Amsterdam, The Netherlands; ³Radboud University Medical Center, Women's studies Medicine, The Netherlands)
- 1415-1430 7D2 The efficacy of a communication skills training program in a medical school in Taiwan**
 M Hsieh*¹, Y-H Wang² (¹National Defense Medical Center, Taipei, Taiwan; ²National Taipei University of Education, Taipei, Taiwan)
- 1430-1445 7D3 Validity of simulation for assessing teamwork**
 J Weller¹, R Henderson², B Shulruf*¹, Jane Torrie¹, K Henderson¹, E Davies¹, C Webster¹ (¹University of Auckland, Centre for Medical and Health Sciences Education, Faculty of Medical and Health Sciences, Grafton Campus, Auckland, New Zealand; ²Air New Zealand, Auckland, New Zealand; ³University of Auckland, New Zealand)
- 1445-1500 7D4 Promoting interprofessional learning in community based health care for undergraduate students: a case study in Syarif Hidayatullah Jakarta Islamic State University in Indonesia**
 D Tyastuti*¹, F Ekayanti¹, H Onishi² (¹Syarif Hidayatullah Jakarta State Islamic University, Center for Education Development on Medicine and Health Sciences, Jakarta, Indonesia; ²The University of Tokyo, International Research Center for Medical Education, Tokyo, Japan)
- 1500-1515 7D5 Assessing Psychometric Properties of Inter professional Collaborative Competencies tool among Physician and Nursing Students in Iranian context**
 F Keshmiri*¹, M Shirazi*^{2,3}, K Soltani Arabshahi³ (¹Tehran University of Medical Sciences (TUMS), Students' Scientific Research Center; ²Tehran University of Medical Sciences.Educational Development Center; ³Tehran University of Medical Sciences (TUMS), Medical Education Department of TUMS, Iran)
- 1515-1530 7D6 Developing and Assessing the Validity of Dentistry Interprofessional/Interpersonal Communication Skills (IPCS) Rubric in Iranian Context**
 M Namdari*¹, B Amini, M Shirazi², Sh Bigdeli³, A Dehnad, P Pasalar, A Khatami, H Baradaran (¹Tehran University of Medical Sciences (TUMS), Students' Scientific Research Center; ²Tehran University of Medical Sciences, Educational Development Center; ³Tehran University of Medical Sciences (TUMS), Medical Education Dept of TUMS, Iran)

No Discussion

- 1400-1530 7E ORAL PRESENTATIONS: Education Environment**
 Chairperson: Hla Yee Yee (Malaysia)
 Location: Room 305
- 1400-1415 **7E1 Assessing Learning Environments: Development of a Trainee Survey to Quality Assure Postgraduate Paediatric Training**
 R Kainth*¹, P Prentice¹, D Smith², M Cummins¹, J Dhaliwal¹, S Hart¹, P Hirons¹, H Jones¹, K Robinson¹, A Long¹
 (¹School of Paediatrics and Child Health, London Deanery, Russell Square, London WC1B 5DN, UK; ²London Deanery, London, UK)
- 1415-1430 **7E2 The Education Environment of TUMS Pharmacy School: A DREEM (Dundee Ready Education Environment Measure Questionnaire) Study**
 Z Faghihi*¹, N Kohan, Sh Bigdeli³, M Shirazi², P Pasala¹, H Baradaran, A Khatami, M Alavinia* (¹Tehran University of Medical Sciences (TUMS), Students' Scientific Research Center; ²Tehran University of Medical Sciences, Educational Development Center; ³Tehran University of Medical Sciences (TUMS), Medical Education Dept of TUMS, Iran)
- 1430-1445 **7E3 A measure of the professional culture of training institutions: a validated, theory-based, online tool with self-generated analysis and feedback**
 M Chandratilake*¹, S McAleer¹, J Gibson² (¹Centre for Medical Education; ²Dental School, University of Dundee, Scotland, UK)
- 1445-1500 **7E4 Students' perception of educational environment at UKM medical centre**
 A Salam*¹, A Akram² (¹Medical Education Department, Faculty of Medicine, Universiti Kebangsaan Malaysia (UKM) Medical Centre, Jalan Yaakob Latif, Bandar Tun Razak, Kuala Lumpur, Malaysia; ²Faculty of Medicine, Allianze University College of Medical Sciences, Kepala Batas, Penang, Malaysia)
- 1500-1515 **7E5 Piloting THEnet's socially accountable educational environment assessment framework at JCU**
 S Ross*, R Preston*, S Larkins, R Murray (James Cook University, School of Medicine and Dentistry, Townsville, Australia)
- 1515-1530 Discussion
- 1400-1530 7F ORAL PRESENTATIONS: The Student and Trainee in Difficulty**
 Chairperson: TBA
 Location: Room 408
- 1400-1415 **7F1 A schema for successful remediation within allied health programs: practice points based on existing literature**
 E Szumacher*¹, L Makhani², R Bradley³, E Krynski (¹Sunnybrook Health Science Centre, Odette Cancer Centre, Department of Radiation Oncology; University of Toronto, Canada; ²University of Warwick Medical School, Summer Student, Coventry, UK; ³University of Toronto, Medical Radiation, Canada)
- 1415-1430 **7F2 Early Detection of Academic Difficulty: the value of dip and decline**
 L Graves*, E Hogard, J Dabous (Northern Ontario School of Medicine, Undergraduate Medical Education, Canada)
- 1430-1445 **7F3 Longitudinal Analysis of the Relationship between Academic Failure Tolerance and Academic Achievement in Medical School Students and Graduate Medical School Students**
 SJ Chae*, YS Chung (Ajou University School of Medicine, Office of Medical Education, South Korea)
- 1445-1500 **7F4 Does the Transfer of Information (ToI) process from medical school to foundation school identify foundation doctors (FDs) with additional support needs?**
 K Várnai*, M Terry, J Welch (South Thames Foundation School, Southwark Wing, Guy's Hospital, London, UK)
- 1500-1515 **7F5 Trainees in Difficulty – assessment and successful intervention**
 Maggie Patching (Western Sussex Hospitals NHS Trust, Worthing Postgraduate Medical Centre, Worthing, UK)
- 1515-1530 **7F6 Does medical school encourage innovative thinking in students?**
 AA Wahid*, K Mahmoud-Tawfik, AS Sood, J Kossabati, BM Cox (Imperial College Business School, London, UK)
- No Discussion

- 1400-1530 7G ORAL PRESENTATIONS: Psychometrics and the OSCE**
Chairperson: Godfrey Pell (UK)
Location: Room 403
- 1400-1415 7G1 The Utility of the Multi-Facet Rasch Model (MFRM) to evaluate construct validity and examiner effects in a medical school OSCE**
I Rothnie (University of Sydney, Office of Medical Education, Sydney, Australia)
- 1415-1430 7G2 Skill subsets: an alternative to stations as the standard unit of measurement in OSCE assessments**
G Somers*, K Brotchie, S Bullock (Monash University, Gippsland Medical School, Churchill, Australia)
- 1430-1445 7G3 Travelling examiners in an OSCE – quality improvement?**
Tim Wilkinson*¹, Mike Tweed², Mark Thompson-Fawcett³, Sarah Jutel³ (University of Otago, ¹Christchurch; ²Wellington; ³Dunedin, New Zealand)
- 1445-1500 7G4 Validity evidence for integrating a component of two high-stakes Objective Structured Clinical Examinations (OSCE)**
S Smee*¹, M Roy¹, C Brailovsky² (¹Medical Council of Canada, 2283 St. Laurent Blvd, Ottawa ON, Canada; ²College of Family Physicians of Canada, Toronto, Canada)
- 1500-1515 7G5 Score variance heterogeneity among examiners in equivalent OSCE stations in different streams**
H Onishi*, C Kreiter (The University of Tokyo, International Research Center for Medical Education, Tokyo, Japan)
- 1515-1530 7G6 Advanced Psychometrics: Moving the OSCE into the 21st Century**
I Coutinho*¹, D Predau² (¹Pearson VUE, London, UK; ²AMC)
- No Discussion
- 1400-1530 7I: WORKSHOP: Case studies in the assessment of professionalism**
Brian D Hodges (University of Toronto, Wilson Centre for Research in Education, Toronto, Canada and Members of the International Ottawa Conference Working Group on the Assessment of Professionalism)
Location: Room 401
- 1400-1530 7J WORKSHOP: International perspectives on assessing professionalism and the extent to which cultural influences play a part**
R Hays*, R Worthington* (Bond University, Faculty of Health Sciences and Medicine, Queensland, Australia)
Location: Room 402
- 1400-1530 7K WORKSHOP: Using film vignettes to teach and assess ethics and professionalism**
C Johnston (King's College London, School of Medicine, London, UK)
Location: Room 303
- 1400-1530 7L WORKSHOP: Simulation for high stakes assessment in the selection centre setting**
Thomas Gale*^{1,2}, Ian Anderson*¹, Paul Sice¹, Kate Holmes*¹, Alison Carr*³ (¹Directorate of Anaesthesia, Critical Care and Pain Management, Plymouth Hospitals NHS Trust, UK; ²Institute of Clinical Education, Peninsula College of Medicine and Dentistry, UK; ³Dept of Health, England, UK)
Location: Room 406
- 1400-1530 7M WORKSHOP: Resident Remediation: Tools and Tips for Success**
D Cosco*¹, J Schneider*¹, A Zaas*² (¹Emory University School of Medicine, Atlanta, GA, USA; ²Duke University School of Medicine, Durham, NC, USA)
Location: Room 407
- 1400-1530 7N WORKSHOP: Incorporating elements of cultural and ethnic diversity into OSCEs and SP-based clinical encounters**
E Langenau*¹, E Kachur*², D Ahn*³ (¹National Board of Osteopathic Medical Examiners, National Center for Clinical Skills Testing, Conshohocken, Pennsylvania, US; ²Maimonides Medical Center, Department of Pediatrics, Brooklyn, New York, US; ³Korea University Anam Hospital, Seoul)
Location: Room 409

- 1400-1530 7O WORKSHOP: Applying ‘good assessment principles’ in certifying exams under limited resources: How can e.g. small societies or countries accomplish this?**
R Westkaemper*¹, J Norcini*² (¹University of Bern, Faculty of Medicine, Bern, Switzerland; ²FAIMER, Philadelphia, USA)
Location: Room 410
- 1400-1530 7P POSTERS: Technology/Computer-based Learning**
Chairperson: TBA
Location: Conference Halls 1, 2, 3
- 7P1 Experience from a “Bridging Course” for Malaysian Pre-medical students – Using In-house Video as a Trigger and Assessment of Interprofessional learning attributes**
SH Majmin*¹, R Jaafar², MNM Pa², MSB Yusoff², AFA Rahim², NA Yaacob³ (¹Family Medicine Department, Universiti Kebangsaan Malaysia Medical Centre; ²Medical Education Department, School of Medical Sciences, Universiti Sains Malaysia; ³Community Medicine Department, School of Medical Sciences, Universiti Sains Malaysia)
- 7P2 Blended E-learning in Problem based environment: Qassim Medical College Experience**
Mohammed Saqr (Qassim University, College of Medicine, Saudi Arabia)
- 7P3 Blended learning using an e-blog and social media in a medical curriculum: experience from Faculty of Medicine, Colombo**
G M Jayasena*, P N Weerathunge, K R Atukorala, R M G M Ratnayake, S Jayasinghe (Department of Clinical Medicine, Faculty of Medicine, University of Colombo, Sri Lanka)
- 7P4 Multi-modal key feature task with tree structure for medical assessment**
M Karami*, M Baumann, Thomas Schmitz-Rode (RWTH Aachen University & Hospital, Institute of Applied Medical Engineering, Aachen, Germany)
- 7P5 The Effects of E-learning – to Psychiatric nurses at Shiraz Psychiatric Hospital, using Mobile (SMS)**
SH Kavari*, M Asadi (University of Social Welfare & Rehabilitation (USWR), Tehran, Iran)
- 7P6 Copyright, consent and policy tools to facilitate sharing learning resources**
M Quentin-Baxter*, S Hardy, L Wood, G Brown (School of Medical Sciences Education Development, Faculty of Medical Sciences, Newcastle University, Newcastle upon Tyne, UK)
- 7P7 Assessment of medical curriculum with regard to information and communication technology at Isfahan University of Medical Science and Healthcare, Isfahan, Iran**
A Houshyari*¹, P Adibi², M Bahadorani², M Tootoonchi² (¹Seattle University, School of Education, Seattle, Washington, USA; ²Isfahan University of Medical Science and Healthcare, Isfahan, Iran)
- 7P8 Instructional videos: The need for a preceding analysis to optimize the pedagogical potential**
M Henriksen*¹, Y Subhi², H Thagesen², C Ringsted¹ (¹University of Copenhagen, Centre for Medical Education, Copenhagen, Denmark; ²Department of Neurology, Roskilde Hospital, Region Zealand, Denmark)
- 7P9 Estimating the recipient’s verbal skill for an adaptive e-learning environment**
M Proietti*, E Toscano*, S Basili, F Consorti, A Lenzi (“Sapienza” University of Rome, Department of Experimental Medicine, Rome, Italy)
- 7P10 Annotated video player (AVP) for teaching, learning and assessment**
K Premkumar (Community Health & Epidemiology, College of Medicine, University of Saskatchewan, Canada)
- 7P11 Perceptual and adaptive learning technology in medical education: the efficacy of pattern recognition in teaching dermatology to medical students**
L Rimoïn¹, T Burke², N Craft³, S Krasne*, P Kellman (¹David Geffen School of Medicine, UCLA, Los Angeles, CA, USA; ²Department of Psychology, UCLA, Los Angeles, CA, USA; ³Divisions of Dermatology & Adult Infectious Diseases, Los Angeles Biomedical Research Institute at Harbor-UCLA Medical School, USA)
- 1400-1530 7Q POSTERS: The Curriculum and International Dimensions**
Chairperson: Steven Durning (USA)
Location: Conference Halls 1, 2, 3
- 7Q1 Perceived Impact of Clinical Placements on Students Preparedness to Provide Patient-Centered Care in Malaysia**
SI Ahmed*, SS Hasan, Wong Pei Se, D Chong, Mai Chun Wai (Department of Pharmacy Practice, School of Pharmacy & Health Sciences, International Medical University (IMU), Kuala Lumpur, Malaysia)

- 7Q2 Medical and Non Medical Electives: Perspective from International Medical University, Malaysia**
S Poovaneswaran, W H Ahmad, T Subramaniam*, S T Kew (International Medical University, Seremban Clinical School, Jalan Rasah, 70300 Seremban, Negeri Sembilan, Malaysia)
- 7Q3 Assessing the views of Medical, Pharmacist and Nursing students regarding “Shared Learning” in Tehran University of Medical Sciences**
Z Jafar Gholi*, M Dargahi, N Kohan, M Shirazi (¹Tehran University of Medical Sciences (TUMS), Students’ Scientific Research Center, Tehran, Iran; ²Tehran University of Medical Sciences, Educational Development Center; ³Tehran University of Medical Sciences (TUMS), Medical Education Department of TUMS, Iran)
- 7Q4 Exporting medical education – The experience of the first graduates of Monash University in Malaysia**
Paul Fullerton (Monash University, Clinical School Johor Bahru, Malaysia & Clayton, Australia)
- 7Q5 How much do they retain? The level of retention of Physiology knowledge in medical students of the Faculty of Medical Sciences, University of Sri Jayewardenepura**
DMS Fernando*, AT Ellawala, DLU Kumarasena (Faculty of Medical Sciences, University of Sri Jayewardenepura, Department of Medical Education and Health Sciences, Nugegoda, Sri Lanka)
- 7Q6 Intercultural continuing professional education - the importance of formative assessment**
J Wee*, P Finny, O’Connell C, D Poenaru (P.O. Box 29009, RPO Portsmouth, Kingston, ON, K7M 8W6 Canada)
- 7Q7 Using Global Health to teach the principles of medical education and assessment**
S Biswas*¹, A Allen² (¹onExamination from BMJ Learning, UK; ²Cardiff University School of Medicine, UK)
- 7Q8 Developing proactive and timely alignment of education to future service needs**
M Free*, N de Kare-Silver* (London Deanery, Stewart House, London, UK)
- 7Q9 Students’ perception on the first implemented Objective Structured Clinical Examination (OSCE) in Public Health**
S Lavinia Brair*, U Rashad (Al Neelain University, Faculty of Medicine & Health Sciences, Khartoum, Sudan)
- 1400-1530 7R POSTERS: Interprofessional Education / Integration of the Basic Medical Sciences**
Chairperson: TBA
Location: Conference Halls 1, 2, 3
- 7R1 Assessment of Validity and Reliability of Team STEPPS Teamwork Attitudes Questionnaire (T-TAQ) in Iran**
M Najafi*¹, N Kohan, F Keshmiri, H Baradaran², M Shirazi², M Khatami, P Pasalar¹, A Dehnad, Sh Bigdeli, M Safarnavadeh (¹Tehran University of Medical Sciences (TUMS), Students’ Scientific Research Center; ²Tehran University of Medical Sciences, Educational Development Center; ³Tehran University of Medical Sciences (TUMS), Medical Education Department of TUMS, Iran)
- 7R2 How to develop and run an effective workshop for an interprofessional audience**
D Kljenak*, S Parikh, S Castel (University of Toronto, Canada)
- 7R3 Interprofessional training in the operating theatre**
U Hylin*, C Olivecrona, S Kärrlander, C Jonsson, H Törnkvist, C Svensén (Department of Clinical Science and Education, Karolinska Institutet, Södersjukhuset, Stockholm, Sweden)
- 7R4 Busting out of the Silos: Integrating Interprofessional Competencies Early in Health Science Programs**
M Hall*¹, T Hatch², S King², B Norton¹, L McFarlane³, E Taylor, T Paswalski³, R Kahlke², L Guirguis, S Sommerfeldt, K Peterson, C Schmitz, A McLaughlin (¹University of Alberta, Department of Physical Therapy, Edmonton, Canada; ²University of Alberta, Health Sciences Education and Research Commons, Edmonton, Canada; ³University of Alberta, Department of Speech Therapy, Edmonton, Canada)
- 7R5 Validity and reliability of the “Readiness for Inter professional Learning Scale (RIPLS)” in an Iranian context**
M Mirshahvalad*¹, B Amini, M Shirazi², R Gandomkar, A Dehnad, P Pasalar, A khatami, H Baradaran, Sh Bigdeli³ (¹Tehran University of Medical Sciences (TUMS), Students’ Scientific Research Center; ²Tehran University of Medical Sciences, Educational Development Center; ³Tehran University of Medical Sciences (TUMS), Medical Education Department of TUMS, Iran)
- 7R6 Investigating the Role of individuals in Development of interprofessional Education: A Qualitative Study**
Alireza Irajpour*, Hugh Barr (Faculty of Nursing & Midwifery, Nursing & Midwifery Care Research Centre, Isfahan University of Medical Sciences, Isfahan, I.R. Iran)

- 7R7 Medical Basic sciences Teachers: Assessment of integration curriculum in Babol medical School**
S Alinejad, Z Rastgar, F Tashakkori, A Khani* (Student Committee of Education Development Center, Babol University of Medical Sciences, Babol, Iran)
- 7R8 Perception towards anatomy teaching with the cadaver: Students' perspective**
M Kumari*, Cho Min Naing, Khin Ma Ma, JP Judson (International Medical University, Kuala Lumpur, Malaysia)
- 7R9 Some Assessment Tools That Promote Student Centered Education In Medical Physiology**
M Gliga*, M Sabau (Physiology Department, University of Medicine and Pharmacy from Tirgu-Mures, Romania)
- 7R10 Capturing students' learning experiences and academic emotions in interprofessional clinical settings by using the Contextual Activity Sampling System (CASS)**
Hanna Lachmann¹, Sari Ponzer¹, Unn-Britt Johansson^{2,3}, Lina Benson¹, Klas Karlgren⁴ (¹Karolinska Institutet, Department of Clinical Science and Education, Södersjukhuset, Stockholm, Sweden; ²Karolinska Institutet, Department of Clinical Science, Danderyd Hospital, Division of Medicine, Stockholm, Sweden; ³Sophiahemmet University; ⁴LIME, Karolinska Institute, Stockholm, Sweden)
- 7R11 Case Based Integrated Teaching for undergraduate medical students**
Siddharth Pramod Dubhashi*, K B Powar (Department of Surgery, Padmashree Dr. D.Y. Patil Medical College, Dr D Y Patil Vidyapeeth, A/2 103, Shivranjan Towers, Someshwarwadi, Pashan, Pune – 411008, India)

1530-1600 **COFFEE**
Location: Conference Halls 1, 2, 3

SESSION 8: SIMULTANEOUS SESSIONS

- 1600-1730 8A SYMPOSIUM: Research in assessment: consensus statements of the Ottawa conference**
Lambert Schuwirth¹, David Swanson², Hirotaka Onishi³ on behalf of the Ottawa 2010 Consensus Group (¹Flinders University, Australia; ²National Board of Medical Examiners, USA; ³University of Tokyo, Japan)
Location: Plenary Hall Auditorium
- 1600-1730 8B RHIME: (Ron Harden Award for Innovation in Medical Education) Presentations 2**
Chairperson: Visha Devi Nadarajah (Malaysia)
Location: Room 306
- 1600-1620 8B1 AppMaster: the Application that Facilitates Educators to move towards Mobile Education**
S M Kumta*, JYC Leung, ALK Yung, LAH Critchley, Yan Jin (The Chinese University of Hong Kong, Prince of Wales Hospital, Shatin, NT Hong Kong, SAR)
- 1620-1640 8B2 Using on-line examiner training to improve inter-rater reliability**
BS Malau-Aduli*, S Mulcahy, E Warnecke, R Turner (University of Tasmania, Australia)
- 1640-1700 8B3 Operation Debrief: A SHARP intervention to improve performance feedback in the OR**
M Ahmed*, S Arora, S Russ, A Darzi, C Vincent, N Sevdalis (Imperial College, London, UK)
- 1700-1720 8B4 Computerized adaptive test delivery for progress testing: a pilot study**
CF Collares*, VR Bollela, WL Parizoto Grec, JL Martins Machado (Universidade Cidade De Sao Paulo, Brazil)
- 1720-1730 Discussion
- 1600-1730 8C ORAL PRESENTATIONS: Competency-based Assessment 2**
Chairperson: Nicole Shilkofski (Malaysia)
Location: Room 405
- 1600-1615 8C1 The Challenges of Introducing a Competency Based Assessment for Optometrists**
Jackie Martin*, Ruth Brough* (College of Optometrists, London, UK)
- 1615-1630 8C2 Competence-Based Teaching in the Undergraduate Medical School Results in Significant and Constructed Learning in Students**
M Secchi¹, C de Burbure², R Turiela¹, W Bordino¹, N Rodriguez León¹ (¹Medical School, Instituto Universitario Italiano De Rosario, Iunir, Argentina; ²Catholic University of Louvain, Belgium)

- 1630-1645 **8C3 The factors underlying a CanMEDS in-training assessment**
G Cole (Educational Research Unit, Office of Education, Royal College of Physicians and Surgeons of Canada, Ottawa, Canada)
- 1645-1700 **8C4 Supporting Nurses through a competence review process**
Pauline Cook (New Zealand Nurses Organisation, Wellington, New Zealand)
- 1700-1715 **8C5 Birth of a New Profession: Developing written and performance-based examinations for an emerging profession**
J Pugsley, C O'Byrne* (The Pharmacy Examining Board of Canada, Toronto, Canada)
- 1715-1730 Discussion
- 1600-1730 8D ORAL PRESENTATIONS: Standard Setting**
Chairperson: André de Champlain (Canada)
Location: Room 304
- 1600-1615 **8D1 The practical value of the standard error of measurement in borderline pass/fail decisions – case study in clinical anatomy**
Milton Severo*^{1,2}, Ana Povo³, Maria Amélia Ferreira^{1,3} (¹Center for Medical Education, Faculty of Medicine; ²Department Epidemiology, Predictive Medicine and Public Health, Faculty of Medicine; ³Institute of Anatomy, University of Porto, Portugal)
- 1615-1630 **8D2 Changing standard setting mechanisms in high stakes, licensing examinations**
Adrian Freeman*^{1,3}, Richard Wakeford^{2,3}, Lee Coombes¹ (¹Peninsula Medical School, University of Plymouth UK; ²University of Cambridge, Cambridge UK; ³Royal College of General Practitioners, London UK)
- 1630-1645 **8D3 Are Angoff Values Accurately Reflected by Item Performance?**
Margaret Dennett*, Dwight Harley, Ronald Damant (Vancouver Community College, Dental Health Sciences, Vancouver, Canada)
- 1645-1700 **8D4 Nedelsky Standard Setting for MCQs: Panelists' Perceptions of Usefulness**
G Horton*, N Paterson, B Walker, A Worthington (University of Newcastle, School of Medicine and Public Health, Callaghan, Australia)
- 1700-1715 **8D5 A Comparison of the Borderline Regression and Borderline Group Methods in Setting OSCE Standards**
K Reid, A Dodds* (The University of Melbourne, Medical Education Unit, Melbourne Medical School, Melbourne, Australia)
- 1715-1730 **8D6 Monitoring possible effects of examiner leniency/stringency in OSCE with simple statistics**
E Tor*, J Macnish*, A Wright, C Steketee (The University of Notre Dame Australia, School of Medicine (Fremantle), Western Australia)
- No Discussion
- 1600-1730 8E ORAL PRESENTATIONS: Professionalism 1**
Chairperson: Judy McKimm (UK)
Location: Room 305
- 1600-1615 **8E1 What influences attitudes to professionalism in the early years of medical school (a social network approach)?**
J McAleer*¹, R Isba¹, G Vince¹, K Eames², A Garden¹ (¹Lancaster Medical School, Faraday Building, Lancaster University, Lancaster, UK; ²London School of Hygiene and Tropical Medicine, Keppel Street, London, UK)
- 1615-1630 **8E2 Does punctuality predict academic performance in General Medicine in final year medical students?**
M R Mohideen (University of Ruhuna, Department of Medicine, Galle, Sri Lanka)
- 1630-1645 **8E3 Do we need to raise a red flag for plagiarism assessment?**
Ni Ni Win*, Purushotham Krishnappa, Michael Thomas Haneline (International Medical University Malaysia, No.126, Jalan Jalil Perkasa 19, Bukit Jalil, 57000 Kuala Lumpur, Malaysia)
- 1645-1700 **8E4 Using Social Network Analysis (SNA) as a Conceptual and Methodological Device for Studying Medical Education: A Professionalism Case Example**
F W Hafferty*¹, R E Hofer², W Pawlina³ (¹Program on Professionalism and Ethics; ²Mayo Medical School; ³Department of Anatomy, College of Medicine, Mayo Clinic, Rochester, USA)

- 1700-1715 **8E5 Unprofessional behaviours relating to academic integrity in which students propose no sanction**
GR Rahayu (Universitas Gadjah Mada, Faculty of Medicine, Department of Medical Education, Jogjakarta, Indonesia)
- 1715-1730 **8E6 Educational culture change: The reflective portfolio as a process**
C Koppel¹, J Currie*¹, A Hemani², M Toro-Troconis², A Vallance² (¹Chelsea and Westminster Hospital; ²Imperial College School of Medicine, Undergraduate Medical Office, Chelsea and Westminster Hospital, London, UK)
- No Discussion
- 1600-1730 8F ORAL PRESENTATIONS: Undergraduate Selection 1**
Chairperson: Stephen Manuel (USA)
Location: Room 408
- 1600-1615 **8F1 Multiple Mini Interviews (MMI) & SKYPE**
D J Tiller, I Rothnie, D O'Mara*, Lily Lee, C Roberts, S Dunn (Assessment Unit, Office of Medical Education, Sydney Medical School, University of Sydney, NSW Australia)
- 1615-1630 **8F2 UCLA PRIME-developing leaders in healthcare for disadvantaged communities**
L H Doyle*, E Ledesma (David Geffen School of Medicine, UCLA PRIME, Los Angeles, CA, USA)
- 1630-1645 **8F3 Potential influence of selection criteria on the demographic composition of students in an Australian medical school**
IB Puddey*¹, A Mercer¹, SE Carr¹, B Loudon² (¹Faculty of Medicine, Dentistry and Health Sciences, University of Western Australia, Crawley, Australia; ²Vice-Chancellor, University of Western Australia)
- 1645-1700 **8F4 Choosing medical students: Talent vs. proven success**
B Shulruf*¹, P Poole¹, T Wilkinson², J Rudland² (¹Faculty of Medical and Health Sciences, The University of Auckland, Private Bag 92019, Auckland Mail Centre, Auckland 1142, New Zealand; ²Faculty of Medicine, University of Otago, Dunedin, New Zealand)
- 1700-1715 **8F5 MMI interviewers – do they bring biases to the scoring?**
B Griffin¹, I Wilson*² (¹Macquarie University; ²School of Medicine, University of Western Sydney, Penrith, Australia)
- 1715-1730 **8F6 The student selection interview in faculty of Medicine, Prince of Songkla University**
Waraporn Niyomdecha, Juthaorn Sukthamrong, Sakchai Saeheng* (Department of Surgery, Faculty of Medicine, Prince of Songkla University, Thailand)
- No Discussion
- 1600-1730 8G ORAL PRESENTATIONS: Revalidation of the Practising Professional**
Chairperson: John McLachlan (UK)
Location: Room 403
- 1600-1615 **8G1 An exploration of the feasibility of the proposed revalidation (re-licensure) process for UK general practitioners (GPs)**
J Thistlethwaite*¹, R Charlton², J Coomber³ (¹University of Queensland, Centre for Medical Education Research and Scholarship, Brisbane, Australia; ²University of Swansea, College of Medicine, Swansea, UK; ³University of Warwick, Warwick Medical School, Coventry, UK)
- 1615-1630 **8G2 What happens to UK doctors who have been directed to undergo a performance assessment?**
Alison Sturrock*¹, Hilary Spencer¹, Liam Conlon², Jane Dacre¹ (¹University College London Medical School, London, UK; ²General Medical Council, Manchester, UK)
- 1630-1645 **8G3 Too old to practice? Too old to learn?**
R Ladouceur*, F Goulet, Francois Goulet, M Dupré, J Thiffault (Practice Enhancement Division, College des medecins du Quebec, 2170 boul. Rene-Levesque O, Montreal, QC, H3H 2T8, Canada)
- 1645-1700 **8G4 “My Practice”: A starting point for understanding performance and improvement”**
D Price, R Galbraith* (¹Colorado Permanente Medical Group/The Permanente Federation, Denver, CO, USA; ²National Board of Medical Examiners, Philadelphia, PA, USA)
- 1700-1715 **8G5 Formative Feedback of Consultant’s Performance and Revalidation by Professionals who are not Doctors**
G Caldwell (PGMC, Worthing Hospital, Worthing, West Sussex, UK)

- 1715-1730 **8G6** **Is registered nurses' clinical competence good enough for the complex care needs of older clients in nursing homes?**
E Finnbakk*, K Skovdahl, L Fagerström (School of Health and Medical Sciences, Örebro University, Örebro, Sweden/ Lovisenberg Diaconal University College, Norway)

No Discussion
- 1600-1745 **8H** **ORAL PRESENTATIONS: Problem based Learning 2**
Chairperson: Are Holen (Norway)
Location: Room 404
- 1600-1615 **8H1** **Self-assessment scenarios using m-learning**
S Kavia*, S Krishnan, L Woodham, T Jivram, N Ramluchumun, T Poulton (St George's, University of London, e-Learning Unit, London, UK)
- 1615-1630 **8H2** **Using the interactive clinical images tool for self-assessment**
L Woodham*, S Kavia*, T Jivram, T Poulton (St George's, University of London, e-Learning Unit, London, UK)
- 1630-1645 **8H3** **Social networks and achievement: how social divisions impact on medical students' success**
S Vaughan*, T Sanders, N Crossley, V Wass (¹University of Manchester, Education and Research Centre, Wythenshawe Hospital, Manchester, UK; ²Keele University, Arthritis Research UK Primary Care Centre, Primary Care and Health Sciences, Keele, UK; ³University of Manchester, UK)
- 1645-1700 **8H4** **Systematically Measuring What Students Learned (Rather than What Was Taught) Across an Entire Pre-clinical Medical Curriculum**
A Azzam*^{1,2}, D Wooten³, J Randolph², A Smith, R Kunitake, K Mack^{1,2} (¹University of California Berkeley, School of Public Health, Joint Medical Program, Berkeley, California, USA; ²University of California San Francisco, School of Medicine, San Francisco, California, USA; ³University of California San Francisco, California, USA)
- 1700-1715 **8H5** **PBL Process Assessment in Malaysian medical schools**
Hla Yee Yee*¹, Wai Phyoo Win¹, Katrina Azman, Htin Aung² (¹The International Medical University, Kuala Lumpur; ²MAHSA University College, Kuala Lumpur)
- 1715-1730 **8H6** **Practice Based Small Group Learning for Continuing Medical Education in Wessex**
J Rial*¹, S Scallan², Heidi Penrose¹, S Newton¹ (¹Wessex School of General Practice, Mid-Wessex Patch, Primary Healthcare Education, The University of Winchester, Winchester, Hampshire, UK; ²Wessex School of General Practice, Southampton Patch, GP Education Unit, Southampton University, UK)
- 1730-1745 **8H7** **Validation of Tutor Assessment of Student (TAS)-Tool for PBL process assessment**
S Bhandary*, S Upadhyay, SR Ghimire (Patan Academy of Health Sciences, School of Medicine, Examination Committee, Kathmandu, Nepal)

No Discussion
- 1600-1730 **8I** **WORKSHOP: OSCE Question Writing and Development of Marking Schemes with Scoring Rubrics**
Kamran Khan*¹, Sankarnarayanan Ramachandran², Kathryn Gaunt² (¹Manchester Medical School & LTHTR, Preston, Stopford Building, Oxford Road Manchester, UK; ²LTHTR Preston)
Location: Room 401
- 1400-1530 **8J** **WORKSHOP: Is your curriculum working for you? Applying the client-centered approach to health professions curriculum evaluation**
C Cordova*¹, N Alviar*² (¹College of Nursing, University of Santo Tomas, Manila, Philippines; ²National Teacher Training Center for the Health Professions, University of Philippines, Manila, Philippines)
Location: Room 402
- 1600-1730 **8K** **WORKSHOP: Utilising ICT in assessment data management, standardisation, implementation and feedback in a geographically dispersed undergraduate medical education programme**
Margaret Hay*¹, Loretta Garvey¹, Parasakthi Navaratnam*², Shajahan Mohamed Yasin*², Benedict Canny*¹ (¹Faculty of Medicine, Nursing & Health Sciences, Monash University, Wellington Road, Clayton, Victoria 3800, Australia; ²Faculty of Medicine and Health Sciences, Monash University, Jalan Lagoon Selatan, Bandar Sunway, 46150, Selangor Darul E)
Location: Room 303

- 1600-1730 8L WORKSHOP: ‘Excellent’ student performance in undergraduate medical education: can we describe it, should we record it and how can we set the standard?**
JN Hudson*¹, M Tweed*², TJ Wilkinson*³, JA Bushnell*¹ (¹University of New England, NSW, Australia; ²University of Otago, Medical Education Unit, Wellington, NZ; ³University of Otago, Medical Education Unit, Christchurch, NZ)
Location: Room 406
- 1600-1730 8M WORKSHOP: No SIM Center? No Problem! Authentic Assessment Using In Situ Simulation**
Norbert Werner (Northern Alberta Institute of Technology (NAIT), School of Health Sciences, Alberta, Canada)
Location: Room 407
- 1600-1730 8N WORKSHOP: Using simulation to meaningfully assess core competencies**
R Gottesman*, F Bhanji*, S Razack*, Y Steinert* (McGill University, Centre for Medical Education, Montreal, Quebec, Canada)
Location: Room 409
- 1600-1730 8O WORKSHOP: How to use interactive audience response systems in large group sessions as a tool for increasing teaching quality. Interaction, feedback and formative assessment**
M Simon¹, S Beckers², S Sopka² (¹RWTH Aachen University, Dean’s office for Study affairs, Aachen, Germany; ²RWTH Aachen University, University Hospital, Department of Intensive Care & Training Centre AIXTRA, Skillslab of Medical Faculty of RWTH Aachen University, Aachen, Germany)
Location: Room 410
- 1600-1730 8P POSTERS: Communication and Clinical Skills**
Chairperson: David Taylor (UK)
Location: Conference Halls 1, 2, 3
- 8P1 Does a patient questionnaire enhance the students’ reflective evaluation of their communication skills**
S Alexander-White*, P Leftwick (University of Liverpool, Cedar House, Community Studies, Liverpool, UK)
- 8P2 Education in writing English manuscripts for Japanese medical students**
M Inamori¹, S Inoue*², N Kittkawa², Y Mori², S Nishii², A Aoki³, S Maeda, A Nakajima, E Gotoh² (¹Yokohama City University Hospital, Office of Postgraduate Medical Education, Yokohama, Japan; ²Yokohama City University School of Medicine, Department of Medical Education, Yokohama, Japan; ³Tokyo Medical University Hachioji Medical Center, Japan)
- 8P3 Assessing the interprofessional communication skills of nurses, from nursing students’ point of view in Tehran University of Medical Sciences**
N Yazdani¹, A Hashemi, H Baradaran², Sh Bigdeli, M Shirazi², A Khatami, P Pasalar¹, K Soltani Arabshahi³, F Keshmiri (¹Tehran University of Medical Sciences (TUMS), Students’ Scientific Research Center; ²Tehran University of Medical Sciences.Educational Development Center; ³Tehran University of Medical Sciences (TUMS), Medical Education Department of TUMS, Iran) Presenter: M Najafi*
- 8P4 Assessing accuracy of medical communication among first responders and medical command operators**
LB Smith*, J Knight, D Kappel, T Avtgis, EP Polack (West Virginia University, Morgantown, WV, USA)
- 8P5 Assessment of Residents’ Communication Skills by Direct Observation in Shiraz University of Medical Sciences**
L Bazrafkan*, Seyed Ziaeddin Tabei Armin Atar (Shiraz University of Medical Sciences, Education Development Center, Iran)
- 8P6 Development of a tool for assessment of medical student and junior doctor’s patient-centred capabilities and integration of consulting skills**
Kathryn Ogden*¹, Jennifer Barr¹, Adam Hill^{1,2}, Beth Mulligan³ (¹Launceston Clinical School, School of Medicine, University of Tasmania, Tasmania, Australia; ²Advanced Design Online; ³Launceston General Hospital, Charles St, Launceston, Australia)
- 8P7 A Qualitative Study of Faculty Members’ Lived Experiences In Ward Round Teaching In Isfahan University of Medical Sciences**
A Omid*¹, K Soltaniarabshahi¹, F Haghani², S Bigdeli, M Alavi (¹School of Medicine, Isfahan University of Med. Sciences, Isfahan, Iran; ²Department of Internal Medicine, School of Medicine, and Education Development Center, Iran University, Iran)

8P8 Observation of patient-pharmacist role-plays revealing unspoken feelings: a new educational method for patient education for undergraduate students
M Utsumi*¹, H Onishi² (¹Kobe Gakuin University, Faculty of Pharmaceutical Sciences, Kobe, Japan; ²The University of Tokyo, International Research Center for Medical Education, Tokyo, Japan)

8P9 Short, time bound outpatient case summary discussions
K L Karanth*, S Kanagasabai (Melaka Manipal Medical College, Department of Obstetrics and Gynaecology, Melaka, Malaysia)

1600-1730 8Q POSTERS: Postgraduate Education

Chairperson: Andy Long (UK)
Location: Conference Halls 1, 2, 3

8Q1 Small group work and curriculum coverage for the Royal College of GPs' assessment
A C R Butcher*, C Wedderburn (Dorset GP Centre, Royal London House, Christchurch Road, Bournemouth, UK)

8Q2 How to.... never miss any teaching session – confirming attendance
A Garg, G Caldwell*, P Curtis, A Alucko (Worthing Hospital, Western Sussex Hospitals NHS Trust, Worthing, West Sussex, UK)

8Q3 Impact of a mentoring program using coaching skills on junior level medical residents
Tomohiro Taguchi*^{1,2}, Takuya Saiki³, Nobutaro Ban¹ (¹Nagoya University Graduate School of Medicine, Department of General Medicine, Nagoya, Japan; ²Department of General Medicine, Mie University Hospital, Mie, Japan; ³Gifu University, Medical Education Development Center, Gifu, Japan)

8Q4 School induction programme for Acute Care Common Stem - how it can support work based assessments for trainees. KSS Deanery experience from United Kingdom
S Mukherjee*, K Mukherjee*, P Ransom, M Grocutt (KSS Deanery, London, UK)

8Q5 Performance in knowledge assessment in Intensive Care Medicine: A global experience
Reinhard Westkaemper*¹, Marie-Denise Schaller², Marco Maggiorini³, Swiss and European Examination Committee, on behalf of the Swiss Society and the European Society of Intensive Care Medicine (¹University Bern, Switzerland; ²University Lausanne, Switzerland; ³University Zürich, Switzerland)

8Q6 Implementation of a consulting continuity clinic for senior pediatric residents: an educational model for professionalism, transition to practice, and assessment
R MacNay, A Hunter, M Ladhani* (Division of General Pediatrics, McMaster Children's Hospital, Hamilton, Canada)

8Q7 Postgraduate surgical examinations drive alternative learning approaches in surgical trainees
Brian J Stewart*¹, Angela Bryce² (¹Institute of Cancer Science, College of Medicine, Veterinary Medicine & Life Sciences, University of Glasgow, Western Infirmary, Glasgow, UK; ²Aberdeenshire Council, Department of Educational Psychology, Aberdeen, UK)

8Q8 Neonatal Mock Code: Reviewing Trainees' Performance
N Ben Fadel*, N Rouvinez-Bouali, GP Moore, E Ferretti, T Daboval, SL Lawrence (University of Ottawa, Children Hospital of Eastern Ontario, Department of Pediatrics, Division of Neonatology, Ottawa, Ontario, Canada)

8Q9 A qualitative research using 'very simple question' for dental clinical training
T Obayashi*¹, H Nishi¹, Y Tanaka¹, M Ohara¹, T Sasaki¹, K Kajitani², Y Nagatani², N Taguchi³, T Ogawa¹ (¹Department of Advanced General Dentistry, Hiroshima University Hospital; ²Dental Hygiene Section, Clinical Support Department, Hiroshima University Hospital; ³Department of Dental Education, Kagoshima University Graduate School of Medicine, Japan)

8Q10 Education and Training in New and Innovative settings
Ali Bokhari*, Elizabeth Roberts, Kevin Kelleher (South London Health Care NHS Trust, London, UK)

8Q11 Postgraduate medical students' self perceived assessment of their competencies in relation to their level of confidence and learning methods
Ye Phyo Aung*, Tun Tun Win, Kaeithi Phone Naing, Marlar Than (Medical Education Committee members, Defence Services Medical Academy, Yangon, Myanmar)

8Q12 Selecting examiners for a national family medicine examination
ML Denney*, P Foreman, A Rughani* (Royal College of General Practitioners, London UK)

TUESDAY 13 MARCH

CONFERENCE DAY 3

0800-1500 **REGISTRATION OPEN**

Location: Level 3, Centre Core, Kuala Lumpur Convention Centre

SESSION 9: SIMULTANEOUS SESSIONS

0830-1000 9B ORAL PRESENTATIONS: Feedback 1

Chairperson: Ng Siew Hua (Australia)

Location: Room 306

0830-0845 9B1 Simple provision of feedback is no guarantee that it is being used

CJ Harrison*¹, KD Könings*², VJ Wass*¹, CPM van der Vleuten*² (¹Keele University School of Medicine, UK; ²Maastricht University, Netherlands)

0845-0900 9B2 The development of an instrument to measure students' non-verbal behaviour in feedback situations

JMM van de Ridder*¹, HEC Collast-van Dijk², L Govers³, KM Stokking², TJ ten Cate (Albert Schweitzer hospital, Department of Education, Dordrecht, The Netherlands; ¹Utrecht University, Faculty of Social and Behavioural Sciences, Utrecht, The Netherlands; ²SBK, Training and Advice, Helmond, The Netherlands; ³University Medical Centre, Netherlands)

0900-0915 9B3 Combining assessment for learning and assessment of learning in one Assessment Program: is it possible?

A D C Jaarsma*, G J Bok, L F H Theyse, N J Rietbroek, H Brommer, C P M van der Vleuten (Academic Medical Centre, University of Amsterdam, Meiburgdreef 9, 1100 DD Amsterdam, The Netherlands)

0915-0930 9B4 Helping students help themselves using an SMS (student-initiated moderated self-reflection) system

S Sarraf-Yazdi^{1,2}, HN Koong*² (¹Duke-NUS Graduate Medical School, Medical Education, Research, & Evaluation Department, Singapore; ²National Cancer Centre, Department of Surgical Oncology, Singapore)

0930-0945 9B5 Students' feedback-seeking behaviour in a competency-based clinical clerkship

G J Bok*¹, P W Teunissen², P van Beukelen¹, A D C Jaarsma³, C P M van der Vleuten² (¹University of Utrecht, Faculty of Veterinary Medicine, Utrecht, the Netherlands; ²University of Maastricht, Faculty of Health, Medicine and Life Sciences, Maastricht, the Netherlands; ³University of Amsterdam, AMC, Amsterdam, the Netherlands)

0945-1000 9B6 Web-based video and feedback in the teaching of cardio-pulmonary resuscitation

A Rowlands*¹, T Bowden*², M Buckwell¹, S Abbott² (¹Barts and The London School of Medicine and Dentistry, Queen University London, Center for Medical Education, London UK; ²City University, School of Community and Health Sciences, London, UK)

No Discussion

0830-1000 9C ORAL PRESENTATIONS: Simulation 1

Chairperson: Susan Eller (USA)

Location: Room 405

0830-0845 9C1 Assessment by Simulation – Is It Fair?

D Brooke*, G Coakley (Emergency Department, Queen Elizabeth Hospital, South London Healthcare NHS Trust, Woolwich, London, UK)

0845-0900 9C2 A theoretical framework for assessing transfer of learning from simulation to practice

T Gale¹, A Koczwara², M Kerrin*², F Patterson² (¹Peninsula College of Medicine and Dentistry, UK; ²Work Psychology Group, UK)

0900-0915 9C3 A national program for simulation education and technical training – The AusSETT program

P Brooks², D Campher³, K Freeman⁴, J Greenhill⁵, B Jolly¹, D Nestel*¹, H Owen⁵, L Rogers⁵, C Rudd⁴, C Sprick⁵, B Sutton¹, M Watson³, M Bearman¹ (¹Monash University, Victoria, Australia; ²University of Melbourne, Victoria, Australia; ³Queensland Health & Queensland University, Queensland, Australia; ⁴Edith Cowan University, Western Australia, Australia; ⁵Flinders University, South Australia)

- 0915-0930 **9C4 Assessment in Simulation Formative Feedback to Summative Sign-off**
S Quay*, M Parry*, A Gisvold (KSS Deanery (University of London), London, UK)
- 0930-0945 **9C5 Assessment of stress level using Cortisol and Alpha-amylase: repetitive testing in scenarios with high-fidelity-simulation and standardized patients**
SK Beckers*^{1,2}, B Siegers¹, M Skorning¹, S Bergrath¹, D Rörtgen¹, C Fitzner³, M Müller, C Kirschbaum, R Rossaint¹
(¹Department of Anesthesiology, University Hospital Aachen, RWTH Aachen University, Aachen, Germany; ²AIXTRA – Aix-la-Chapelle Interdisciplinary Centre for Medical Education, Skillslab of the Medical Faculty; ³Department of Medical Statistics)
- 0945-1000 **9C6 Patient outcomes in simulation-based medical education: results of a systematic review**
D Cook¹, R Brydges², S Hamstra³, R Hatala⁴, J Szostek*¹, A Wang¹, B Zendejas¹ (¹College of Medicine, Mayo Clinic, Rochester, MN, USA; ²University of Toronto, Toronto, ON, Canada; ³University of Ottawa, Ottawa, ON, Canada; ⁴University of British Columbia, Vancouver, BC, Canada)
- No Discussion
- 0830-1000 9D ORAL PRESENTATIONS: Mini-CEX in Undergraduate Education**
Chairperson: Lambert Schuwirth (Australia)
Location: Room 304
- 0830-0845 **9D1 Validity and reliability of the mini clinical evaluation exercise (mini CEX) for assessing clinical performance of undergraduate medical students in community practice**
S McKenzie*, T Sen Gupta (James Cook University, School of Medicine and Dentistry, Townsville, Australia)
- 0845-0900 **9D2 The Utility of Mini-CEX**
S Jones*¹, J MacLachlan² (¹Newcastle University Medicine Malaysia, 1 Jalan Sarjana 1 Kota Ilmu, Educuity@Iskandar, Nusajaya, Malaysia; ²Durham University, Stockton on Tees, UK)
- 0900-0915 **9D3 Indonesian undergraduate students' perceptions of the Mini-Clinical Evaluation Exercise (Mini-CEX)**
Y Suhoyo*¹, Jan M Kuks², Janke Cohen-Schotanus² (¹Universitas Gadjah Mada, Faculty of Medicine, Department of Medical Education, Yogyakarta, Indonesia; ²Center for Research and Innovation in Medical Education, University of Groningen, Netherlands)
- 0915-0930 **9D4 Assessment in Longitudinal Integrated Clerkship: mCEX results from The Rural Clinical School of Western Australia**
D Playford*, A Kirke (The University of Western Australia and The Rural Clinical School of Western Australia)
- 0930-1000 Discussion
- 0830-1000 9E ORAL PRESENTATIONS: Professionalism 2**
Chairperson: Richard Cruess (Canada)
Location: Room 305
- 0830-0845 **9E1 Teaching medical professionalism: How can attitudes be assessed?**
J Vollmann*, T Peters (Ruhr-University Bochum, Institute for Medical Ethics and History of Medicine, Markstr. 258a, 44799 Bochum, Germany)
- 0845-0900 **9E2 Empathy Skills come off the hidden curriculum**
Helen Moriarty*¹, Mark Huthwaite², Lesley Gray¹, Peter Gallagher, Sue Pullon (¹Department of Primary Care and General Practice, Wellington School of Medicine, University of Otago, New Zealand; ²Department of Psychological Medicine, Wellington School of Medicine, University of Otago, New Zealand)
- 0900-0915 **9E3 Assessing Professionalism in PBL: what are the indicators?**
YS Chen*, Gnanajothe Ponnudurai, Daw Khin Win, Wai Phyo Win, Hla Yee Yee (International Medical University, Kuala Lumpur, Malaysia)
- 0915-0930 **9E4 Medical Decision in Adolescence: An Empirical Ethical Research**
HS Shiu*¹, TC Tsai^{2,3}, YC Lee (¹E-Da Hospital/I-Shou University, Department of Physical Medicine and Rehabilitation, Kaohsiung, Taiwan; ²I-Shou University College of Medicine, Associate Dean of Medical Education, Kaohsiung, Taiwan; ³E-Da Hospital/I-Shou University, Taiwan)
- 0930-0945 **9E5 Exploring Physician Responses to Typically Challenging Professional Situations**
EC Bernabeo¹, B Chesluk¹, R Guille², E Holmboe*¹, S Reddy¹, K Ross¹, S Ginsburg³ (¹American Board of Internal Medicine, Quality Research, Philadelphia, USA; ²American Board of Internal Medicine, Psychometrics, Philadelphia, USA; ³University of Toronto, Ontario, Canada)
- 0945-1000 Discussion

- 0830-1000 9F ORAL PRESENTATIONS: Undergraduate Selection 2**
Chairperson: Sandra Carr (Australia)
Location: Room 408
- 0830-0845 9F1 Selection and retention of medical students: an international comparison**
C de Burbure*¹, M Secchi², N Dessambre¹, G Boudrenghien¹, V Godin¹, F Zech¹, R Correia³, A Murt⁴, G Musigazi¹, D Vanpee¹, E Hahn (¹Université catholique de Louvain, Brussels, Belgium; ²Instituto Universitario Italiano de Rosario, Argentina; ³Faculdade de Medicina da Universidade de Lisboa, Portugal; ⁴Cerrahpasa Faculty of Medicine, Istanbul, Turkey)
- 0845-0900 9F2 Medical student selection process and its pre-admission scores association with the new students' academic performance in Universiti Sains Malaysia**
Muhamad Saiful Bahri Yusoff¹, Ahmad Fuad Abdul Rahim*¹, Abdul Aziz Baba², Ab Rahman Esa¹ (¹Medical Education Department; ²Dean's Office, School of Medical Sciences, Universiti Sains Malaysia)
- 0900-0915 9F3 Predictive values of admission criteria on first year medical students psychological health**
MSB Yusoff¹, MNM Pa*¹, AR Esa², CM See³, RA Aziz¹, AFA Rahim¹ (¹Medical Education Department, School of Medical Sciences, Universiti Sains Malaysia, Malaysia; ²Faculty of Medical and Health Sciences, Universiti Sultan Zainal Abidin, Malaysia; ³School of Educational Study, Universiti Sains Malaysia, Malaysia)
- 0915-0930 9F4 Predicting outcomes in an Australian graduate entry medical programme**
A Mercer*, IB Puddey* (Faculty of Medicine, Dentistry and Health Sciences, University of Western Australia, Crawley, WA, Australia)
- 0930-0945 9F5 JCU MBBS graduates: Where have they gone over the first 5 years?**
Torres Woolley*¹, Tarun Sen Gupta¹, Richard Murray¹, Richard Hays² (¹James Cook University, School of Medicine & Dentistry, Townsville, Australia; ²Bond University, Faculty of Health Sciences & Medicine, Gold Coast, Australia)
- 0945-1000 9F6 A Predictive Validity Study of the Aga Khan University Medical College Admission Test and Other Admission Criteria Employing Latent Variable Path Analysis**
S K Ali*¹, C Violato², L A Baig³, T Donnon², T Beran² (¹Aga, Khan University, Department for Educational Development, Faculty of Health Sciences, Karachi, Pakistan; ²University of Calgary, Department of Medical Sciences, Alberta, Canada; ³University of Calgary, Department of Community Health, Alberta, Canada)

No Discussion

- 0830-1000 9G ORAL PRESENTATIONS: Technology-based Assessment**
Chairperson: Andrew Wearn (New Zealand)
Location: Room 403
- 0830-0845 9G1 Can Virtual Patients Be Used to Assess Clinical Reasoning? The Affect of Different Grading Metrics**
U Fors*¹, E Forsberg², W T Gunning³ (¹Dept. of Computer and Systems Sciences, Stockholm University, Sweden; ²School of Social and Health Sciences, Halmstad University, Sweden; ³Department of Pathology, University of Toledo, Ohio, USA)
- 0845-0900 9G2 Using VPs for assessment of clinical competence in postgraduate Paediatric Nurse Education**
Elenita Forsberg*^{1,2}, Kristina Ziegert¹, Hakan Hult², Uno GH Fors³ (¹School of Social and Health Sciences, Halmstad University, Sweden; ²Department of Clinical Sciences, Intervention and Technology (CLINTEC), Karolinska Institutet, Stockholm, Sweden; ³Department of Computer and Systems Sciences (DSV), Stockholm University, Sweden)
- 0900-0915 9G3 Assessment of functional and clinical anatomy using an on-line image based examination**
C A Molyneux*, L G Robson, O M R Westwood (Barts and the London School of Medicine and Dentistry, Queen Mary University of London, UK)
- 0915-0930 9G4 A formative evaluation of user experience of a unique technology based junior doctor's induction**
T Latham*, A Fox-Hiley*, M Ward, S Kaufmann, C Dickinson (Medical Education Leeds, St James's University Hospital, Leeds, UK)
- 0930-0945 9G5 New web-tool for Finnish physicians to manage CPD**
K Patja*, T Litmanen (Pro Medico, Association for Medical Continuous Professional Development in Finland)
- 0945-1000 9G6 Teaching Pattern Recognition in Medical Education: A perceptual and adaptive learning approach**
S Krasne*¹, T Burke², S Kim³, PJ Kellman² (¹Department of Physiology, David Geffen School of Medicine, UCLA, Los Angeles, CA 90095-1751; ²Department of Psychology, UCLA, Los Angeles; ³Instructional Design & Technology Unit, UCLA, Los Angeles, USA)

No Discussion

- 0830-1000 9H ORAL PRESENTATIONS: Standardized Patients**
Chairperson: Carol Capello (USA)
Location: Room 404
- 0830-0845 9H1 Are real patients necessary for a 4th Year Clinical Performance Exam?**
M McAdams, SH Goh, S Cook* (Duke-NUS Graduate Medical School Singapore, Duke-NUS, Singapore)
- 0845-0900 9H2 Design and implementation of a standardized patient- based Clinical Skills exam in the new Swiss Federal Examination in Human Medicine (FEHM)**
R Bonvin*¹, S Feller², C Berendonk², K Schnabel², C Schirlo³, N Fachinetti, C Gasser, N Vu, and the Clinical Skills Working Group (¹University of Lausanne Faculty of Biology and Medecine, Unité of Medical Pedagogy, Rue du Bugnon 21, 1011 Lausanne, Switzerland; ²Institute of Medical Education, University of Bern Faculty of Medicine, Bern, Switzerland; ³University of Zurich Faculty of Medicine, Switzerland)
- 0900-0915 9H3 Accuracy of portrayal by standardized patients for a high stakes OSCE exam**
L Baig*, A Velleland, C Violato (Medical Education and Research Unit, University of Calgary, Canada)
- 0915-0930 9H4 Clinical Teaching Associates: the developing wave of teaching and competence assessment support for sensitive examinations in medical education**
N Sefton*, R Turner, C Zimitat (University of Tasmania, School of Medicine, Tasmania, Australia)
- 0930-0945 9H5 What is the impact of a Certificate Program for Standardized Patients on the end of year assessments?**
S Charles*, D Schocken* (¹University of Kansas College of Medicine, Department of Medical Sciences, Wichita, KS; ²University of South Florida College of Medicine, Center for Advanced Clinical Learning, Tampa, USA)
- 0945-1000 Discussion
- 0830-1000 9I WORKSHOP: How to write a medical interview OSCE that rewards purposeful questioning**
A Dodds*, R Sutherland*, J Conn*, D Smallwood (The University of Melbourne, Medical Education Unit, North Wing Medical Building, Grattan Street, Parkville, The University of Melbourne, Australia)
Location: Room 401
- 0830-1000 9J WORKSHOP: Curriculum design: adapt an existing curriculum or start with a clean slate?**
G Hamlin*, R Hays* (Faculty of Health Sciences & Medicine, Bond University, Australia)
Location: Room 402
- 0830-1000 9K WORKSHOP: How to integrate and measure the ACGME core competencies at the undergraduate medical education level: An international perspective**
A Tekian*¹, J Norcini*² (¹University of Illinois at Chicago, Department of Medical Education, Dept of Med Educ, Chicago, USA; ²FAIMER, Philadelphia, USA)
Location: Room 303
- 0830-1000 9L WORKSHOP: The Clinical Competency Committee: a critical component in the assessment of Internal Medicine trainees**
R Edson*, D Dupras*, U Thanarajasingam* (Mayo Clinic College of Medicine, Internal Medicine Residency Program, Rochester, USA)
Location: Room 406
- 0830-1000 9M WORKSHOP: RESME Course (closed workshop)**
Location: Room 407
- 0830-1000 9P POSTERS: The Student and the Student in Difficulty**
Chairperson: Jonathan Seigel (UK)
Location: Conference Halls 1, 2, 3
- 9P1 A remediation programme using formative OSCE for students who fail in the early clinical years**
Douglas Lothian*, Adrienne Kirk, Angela Rowlands, Annie M Cushing, Olwyn M. R Westwood (Barts and the London School of Medicine and Dentistry, Queen Mary University of London, London, UK)

- 9P2 Evaluation of a weighted scoring method in grading of underperforming medical students on a medical neuroscience course**
P Dharmasaroja (Mahidol University, Department of Anatomy, Faculty of Science, Bangkok, Thailand)
- 9P3 Cause and outcome of medical students' delayed graduation in Tohoku University School of Medicine for the past 33 years**
J Kameoka*, Y Arata¹, F Takahashi¹, M Ono², K Igarashi³, S Ishii¹, H Kanatsuka¹ (¹Tohoku University Graduate School of Medicine, Office of Medical Education; ²Tohoku University Graduate School of Medicine, Department of Pathology; ³Tohoku University Graduate School of Medicine, Department of Biochemistry, Sendai, Japan)
- 9P4 Does student revision style affect outcome of written and practical examinations?**
D MCGowan, B Davies, I Haq* (Brighton and Sussex Medical School, University of Brighton, Falmer, Sussex, UK)
- 9P5 Can the shock of resits turn a tortoise into a hare?**
C Taylor*, K Miller (School of Clinical & Experimental Medicine, Medical School, University of Birmingham, UK)
- 9P6 Predictors of Stress, Anxiety and Depression among Preclinical Medical Students**
M Nor Firdous*, AM Nor Hafizah, MA Muhd Najib (Psychiatry & Mental Health Department, Main Campus, Faculty of Medicine, 3410, Jalan Teknokrat 3, Cyber 4, 63000, Cyberjaya, Malaysia)
- 9P7 Evaluation of stress and coping strategies in first year medical student in a new medical school – a pilot study**
Nurjahan Mohd. Ibrahim (School of Medicine, Taylor's University Lakeside Campus, No 1, Jalan Taylor's, 47500 Subang Jaya, Selangor DE, Malaysia)
- 9P8 What influences medical student performance? A natural experiment at a small medical school**
R Isba*, W S Costigan, T Keegan, G Vince, A Garden (Lancaster Medical School, Faraday Building, Lancaster University, Lancaster, UK)
- 9P9 Identification of factors affecting the career preferences of undergraduate medical students**
Khin Ma Ma*, Daw-Khin Win, Cho Naing, Chun Kai Yew (International Medical University (IMU), Kuala Lumpur 57000, Malaysia)
- 9P10 Profile and career preferences of IMU medical students in Australia: a snapshot from the Medical Schools Outcomes Database & Longitudinal Tracking (MSOD) Project**
L Landau, B Kaur, N Kominos, N Glasgow* (MSOD Project, Sydney, Australia)
- 9P11 Assessing influences on residents' career path decisions: homogeneity among a multinational cohort**
J Mahoney*, M Magone, R Schuh, F Kroboth, R Patel, S Kanter (University of Pittsburgh School of Medicine, Office of Medical Education, Pittsburgh, PA, USA)
- 9P12 Does undergraduate performance in medical sciences predict overall performance in first year medical school examinations?**
KJ Mansfield*, TM Treweek, DJ McAndrew, TA Larkin, PL McLennan, U-A Bommer, A Lethbridge (University of Wollongong, Graduate School of Medicine, Wollongong, Australia)
- 9P13 Impact of an attendance policy on the academic performance of first year medical students at the University of the West Indies (UWI), Barbados**
D Cohall*, D Skeete* (University of the West Indies, Faculty of Medical Sciences, St. Michael, Barbados)

0830-1000 9Q POSTERS: Written/Self-Assessment

Chairperson: TBA
Location: Conference Halls 1, 2, 3

- 9Q1 Reliability of Summative Assessments using Multiple Choice Typed Questions in a Pharmacy Curriculum**
HM Er*, S Ramamurthy, P Pook (International Medical University, 126 Jalan Jalil Perkasa 19, Bukit Jalil, 57000 Kuala Lumpur, Malaysia)
- 9Q2 Assessment of Cognitive Competence by Using Modified Essay Questions**
AS Malik*, RH Malik (Quest International University Perak, Faculty of Medicine, Plaza Teh Teng Seng (Level 2), Jalan Raja Permaisuri Bainon, 30250 Ipoh, Perak Darul Ridzuan, Malaysia)
- 9Q3 Pharmacy and Health Science Students' perceptions on open book examination: A preliminary study in IMU, Malaysia**
S Ramamurthy*, Hui Meng Er, Yew Beng Kang, Keng Pei Sin (School of Pharmacy and Health Sciences, International Medical University, No 126, Jalan Jalil Perkasa 19/155B, Bukit Jalil, 57000 Kuala Lumpur, Malaysia)

- 9Q4 Quality analysis of the 2,200 MCQs used in the exit examinations at a medical school in Japan**
S Ishii*, H Kanatsuka, J Kameoka (Tohoku University School of Medicine, Office of Medical Education, Sendai Japan)
- 9Q5 An analysis of multiple choice questions feedback for improving their quality**
A Farajpour*, M Sarafraz yazdi, F Lotfi, M Amini, L Bazrafkan, E Mohammadi6, S Nikseresh, S Delavari (Shiraz University of Medical Science, Shiraz, Iran)
- 9Q6 Evidence-based medicine learning in undergraduate education: a final-year written assessment**
Li Ching Lee¹, Toh Peng Yeow*¹, Samuel Easaw¹, Wai Sun Choo¹, Amir Khir¹, Jacqueline J Ho², Richard Li-Cher Loh¹
(¹Medicine Department, Penang Medical College, Malaysia; ²Paediatric Department, Penang Medical College, Malaysia)
- 9Q7 Guidelines for Developing High Quality Multiple-Choice Assessments**
M Tarrant*¹, J Ware² (¹University of Hong Kong, School of Nursing, 4/F, William M. W. Mong Block, Li Ka Shing Faculty of Medicine, Hong Kong; ²Kuwait University, Centre of Medical Education, Safat, Kuwait)
- 9Q8 Analysis of Reliability in Portfolio Assessments in a Medical School**
Jaejin Han¹, Dong-Mi Yoo*¹, Mi Hye Park², Lee Hee-Seung³, Eun Kyung Eo¹, Ivo Kwon¹, Soonnam Lee⁴ (¹Dept. of Medical Education; ²Dept. of Obstetrics and Gynecology; ³Dept. of Anesthesiology and Pain management; ⁴Dept. of Internal Medicine, Ewha Womans University, School of Medicine, Seoul, Korea)
- 9Q9 Formative feedback for Psychiatry in undergraduate medicine**
A Chur-Hansen*¹, P Devitt*², L Koopowitz¹ (¹University of Adelaide, Discipline of Psychiatry, School of Medicine, Adelaide, South Australia; ²University of Adelaide, Discipline of Surgery, School of Medicine, Adelaide, South Australia)
- 9Q10 Undergraduate nursing students' self-assessment of midwifery competence**
M Ganga-Limando, H Boltman* (University of the Western Cape, School of Nursing, Cape Town, South Africa)
- 9Q11 A qualitative exploration of students' approaches to self-assessment of exam performance**
Gabrielle M Finn*, Marina A Sawdon, Thabo W Miller (Durham University, School of Medicine and Health, C143, Holliday Building, School of Medicine and Health, Durham University (Queen's Campus), University Boulevard, Thornaby-on-Tees, UK)
- 9Q12 "Recurrent workshop days for professional development" – a mentoring program for undergraduate medical students**
S Kalén*, S Ponzer, A Seeberger, A Kiessling, C Silén (Department of Clinical Science and Education, Södersjukhuset, Karolinska Institutet, Stockholm, Sweden)

1000-1030 **COFFEE**
Location: Conference Halls 1, 2, 3

SESSION 10: SIMULTANEOUS SESSIONS

- 1030-1200 10A SYMPOSIUM: What Students Feel**
Chair: Elango Sambandam (International Medical University, Malaysia)
Panel: Justin Lee Zon-Ern (Malaysia), Zia Shah (Malaysia), Gemma Dovey (Brighton & Sussex Medical School, UK), Abdul Wahid (Imperial College, UK)
Location: Plenary Hall Auditorium
- 1030-1200 10B ORAL PRESENTATIONS: Feedback to the Learner 2**
Chairperson: Shahid Hassan (Malaysia)
Location: Room 306
- 1030-1045 10B1 Criteria for feedback facilitator performance in multi-source feedback in specialist training**
B Malling*, G Eriksen, G Bjørg, H Ehlert (Center of Medical Education, Aarhus University, Department of Human Resources, Aarhus University Hospital, Denmark)
- 1045-1100 10B2 A student-centred feedback model for health professional educators**
JR Rudland*¹, T Wilkinson¹, A Wearn², P Nicol³, T Tunny, C Owen, M O'Keefe (¹Faculty of Medicine, University of Otago, Dunedin, New Zealand; ²Faculty of Medical & Health Sciences, University of Auckland, New Zealand; ³School of Paediatrics and Child Health, University of Western Australia, Perth, Australia)
- 1100-1115 10B3 How are Junior Doctors performing? What the Assessors are saying!**
S E Carr*, T Celenza, F Lake (University of Western Australia, Faculty of Medicine, Dentistry and Health Sciences, Perth, Western Australia)

- 1115-1130 **10B4 Personality traits and susceptibility to feedback during assessment**
R A Tio*, M E Stegmann, J Koerts, J T W D P van Os, J Cohen-Schotanus (University Medical Center Groningen, University of Groningen, Groningen, The Netherlands)
- 1130-1145 **10B5 Capturing core concepts through face to face feedback following formative assessment: utility of user-friendly high impact learning-assessing tool in a small group setting**
Nyunt Wai (International Medical University, School of Medical Sciences, Kuala Lumpur, Malaysia)
- 1145-1200 **10B6 Multi-Source Feedback as summative assessment: An international comparison**
L Young*¹, M Greco², D Prideaux³, R Murray^{1,4} (¹School of Medicine and Dentistry, James Cook University, Townsville, Queensland 4811, Australia; ²CFEP, PO Box 588, Everton Park, QLD 4053, Australia; ³School of Medicine, Flinders University, Adelaide, SA 5042 Australia; ⁴ACRRM President)
- No Discussion
- 1030-1200 10C ORAL PRESENTATIONS: Simulation 2**
Chairperson: Ronald Gottesman (Canada)
Location: Room 405
- 1030-1045 **10C1 A simulation-based evaluation tool for assessing nurses' clinical competence**
Sok Ying Liaw*¹, Albert Scherpbier², Piyanee Yobas¹, Jan-Joost Rethans³ (¹Alice Lee Centre for Nursing Studies, National University of Singapore, Singapore; ²Institute for Education, Faculty of Health, Medicine and Life Sciences, Maastricht University, The Netherlands; ³Jan-Joost, Rethans, Institute for Education, Faculty of Health, Medicine and Life Sciences, Maastricht University, The Netherlands)
- 1045-1100 **10C2 Authentic Assessment for Active Learning in Simulation – a multidisciplinary reflection**
J Smithson*¹, R Sealey*² (¹School of Pharmacy and Molecular Sciences, James Cook University, Townsville Australia; ²School of Public Health, Tropical Medicine and Rehabilitation Sciences, James Cook University, Townsville, Australia)
- 1100-1115 **10C3 Interrater agreement of specialist assessors and nurses embedded within simulation scenarios for high stakes assessment**
Kate Holmes*¹, Thomas Gale^{1,2}, Martin Roberts^{1,2}, Ian Anderson¹ (¹Directorate of Anaesthesia, Critical Care and Pain, Plymouth Hospitals NHS Trust, UK; ²Institute of Clinical Education, Peninsula College of Medicine and Dentistry, UK)
- 1115-1130 **10C4 Development and psychometrics testing of a Simulation-based Assessment Tool (SAT)**
T Khoon Kiat*, L Sok Ying*, I Jeanette, P Sabrina, MD Rabian, M Sandra (Alice Lee Centre for Nursing Studies, Yong Loo Lin School of Medicine, National University of Singapore)
- 1130-1145 **10C5 Agreeing which endoscopy trainer attributes to include in an evaluation toolkit: a Delphi study**
L Macdougall *¹, S Corbett¹, M Welfare¹, C Wells², J R Barton¹ (¹North Tyneside General Hospital, Education Centre, North Tyneside General Hospital, Rake Lane, North Shields, UK; ²University Hospital of Harlepool, Cleveland UK)
- 1145-1200 Discussion
- 1030-1200 10D ORAL PRESENTATIONS: Mini-CEX in Postgraduate Education**
Chairperson: TBA
Location: Room 304
- 1030-1045 **10D1 Associations between personal characteristics and assessment using mini-CEX**
A F Norbart*, C C Vink, I.L. Maas, T M P A van Kempen (Leiden University Medical Center, Postbus 9600, 2300 RC Leiden, The Netherlands)
- 1045-1100 **10D2 MiniCEX assessments: the patient perspective**
A Amaladoss (University Department of Psychiatry, Academic Centre, College Keep, Southampton, UK)
- 1100-1115 **10D3 Mini Clinical Evaluation Exercise (Mini-CEX) as a learning tool: the provision of reflective feedback**
Diantha Soemantri*¹, Agnes Dodds², Geoff McColl² (¹Department of Medical Education, Faculty of Medicine, Universitas Indonesia, Salemba Raya 6, Jakarta, Indonesia; ²Medical Education Unit, Melbourne Medical School, University of Melbourne, Melbourne, Australia)
- 1115-1130 **10D4 Is the formative assessment process for surgical residents reliable?**
RJ Oostenbroek^{1,2}, PW Plaisier¹, JMM van de Ridder² (Albert Schweitzer Hospital, ¹Department of Surgery; ²Department of Education, Dordrecht, the Netherlands)
- 1130-1200 Discussion

- 1030-1200 10E ORAL PRESENTATIONS: Professionalism 3**
Chairperson: Sean Hilton (UK)
Location: Room 305
- 1030-1045 **10E1 Positive Expectations of Professional Behaviour as an Academic Assessment**
E Flynn (Medical Education Unit, Melbourne Medical School, University of Melbourne, Melbourne, Australia)
- 1045-1100 **10E2 Dealing with Medical Incompetence: Identifying and Intervening with “At Risk” Students**
C Stenberg (Student Affairs and Admissions, Duke-NUS Graduate Medical School Singapore, Singapore)
- 1100-1115 **10E3 Medical students’ self-reports of professional misconducts for the application of the National License Examination (NLE)**
N Sirisup*, A Lekhakul (Center for Medical Competency Assessment and Accreditation, The Medical Council of Thailand, Ministry of Public Health, Tiwanont road, Nontaburi 11000, Thailand)
- 1115-1130 **10E4 Professionalism evaluation in first year medical students**
F Shersad (Dubai Medical College, Dubai, UAE)
- 1130-1200 Discussion
- 1030-1200 10G ORAL PRESENTATIONS: Programme of Assessment**
Chairperson: Kathy Boursicot (UK)
Location: Room 403
- 1030-1045 **10G1 Sequential testing: theory into practice**
G Pell*, R Fuller, M Homer (University of Leeds, Medical Education Unit, Leeds, UK)
- 1045-1100 **10G2 Students’ perceptions of the impact of assessment on approaches to learning: a comparison between two medical schools with similar curricula**
H M Al Kadri*¹, M S Al-Moamary¹, M E Magzoub¹, C Roberts², C P M Vleuten³ (¹College of Medicine, King Saud bin Abdulaziz University for Health Sciences, Riyadh, Saudi Arabia; ²Sydney Medical School-Northern, University of Sydney, Australia; ³Department of Educational Development and Research, University of Maastricht, Netherlands)
- 1100-1115 **10G3 Alignment of learning with assessment: using educational research to set the agenda**
S Ahmad*, I McMullen*, M Maier (London Deanery, UK)
- 1115-1130 **10G4 Assessment to support preparation for practice in final year medical students: a case study**
A Berlin¹, A Lal¹, A Sturrock¹, P McGovern¹, J Dooley², A Chong¹, R Belcher*¹ (¹University College London Medical School; ²North Central London Foundation School, London, UK)
- 1130-1145 **10G5 Are we grading our students fairly?**
Dwight Harley*, Margaret Dennett, Ronald Damant (0-001 Katz Centre, University of Alberta, Edmonton, Canada)
- 1145-1200 **10G6 Continuous assessment: A way of improving students’ performance**
Htin Aung*, Aung Ko Ko Min, Mohd Azhar Mohd Noor, S Ghosh (MAHSA University College, Faculty of Medicine, Jalan Elmu off Jalan University, 59100, Kuala Lumpur, Malaysia)
- No Discussion
- 1030-1200 10H ORAL PRESENTATIONS: Progress Test**
Chairperson: Mike Tweed (New Zealand)
Location: Room 404
- 1030-1045 **10H1 Relationship between the perceived relevance of questions and student results in a progress testing setting**
C Krommenhoek-van Es*¹, A C G Wenink¹, E H van der Lisdonk², L M J M Gijbbers², P G M de Jong¹ (¹Leiden University Medical Center, Building 3, Center of Innovation in Medical Education, Leiden, The Netherlands; ²Radboud Medical Center Nijmegen, The Netherlands)
- 1045-1100 **10H2 Progress test as driving force for reforms in medical education**
R S Dosmagambetova, A Z Muratova, I M Riklifs, V P Riklifs, E M Laryushina, G S Kemelova* (Karaganda State Medical University, Karaganda, Kazakhstan)
- 1100-1115 **10H3 Comparison of Progress Test and Cumulative Acquisition Testing in the Early Stages of a Graduate Entry Medical Course**
Steve Capey (Swansea University, College of Medicine, Grove Building, Singleton Park, Swansea, UK)

- 1115-1130 **10H4 Predictive and concurrent validity of progress testing**
CF Collares*^{1,3}, JLM Machado¹, VR Bollela², WLP Grec¹, CMM Vendramini³ (¹Universidade Cidade de São Paulo, Curso de Medicina, São Paulo, Brazil; ²Universidade de São Paulo, Faculdade de Medicina de Ribeirão Preto, Ribeirão Preto, Brazil; ³Universidade São Francisco, Curso de Pós-Graduação em Psicologia, Brazil)
- 1130-1145 **10H5 Progress testing in the early postgraduate period**
C Woffindale, L Coombes, E Kay, E Heffernan, J Bennett* (Derriford Dental Education Facility, Peninsula College of Medicine and Dentistry, Tamar Science Park, Plymouth, UK)
- 1145-1200 **10H6 Gender and guessing on a negatively marked progress test**
L Coombes*¹, B Yee¹, E Heffernan¹, A Freeman² (¹Peninsula Medical School, Institute of Clinical Education, University of Plymouth, UK; ²Peninsula Medical School, Institute of Clinical Education, University of Exeter, UK)
- No Discussion
- 1030-1200 **10I WORKSHOP: Generalised yet Personalised: Mind Mapping to Enhance OSCE Feedback**
Sankaranarayanan Ramachandran*¹, Kamran Khan² (¹Department of Undergraduate Medical Education, LTHTR, Preston, UK; ²Manchester Medical School & LTHTR Preston, UK)
Location: Room 401
- 1030-1200 **10J WORKSHOP: Measuring the Canadian Interprofessional Health Collaborative (CIHC) National Competency Framework for Interprofessional Collaboration**
L Bainbridge*¹, C Orchard², M Moran*³ (¹University of British Columbia, College of Health Disciplines and Faculty of Medicine, Vancouver, B.C., Canada; ²University of Western Ontario, Office of Interprofessional Health Education & Research, London, Ontario, Canada; ³Central Queensland University/University of Queensland, Australia)
Location: Room 402
- 1030-1200 **10K WORKSHOP: Essentials of Values-based Practice**
EB Peile*, KWM Fulford* (Warwick Medical School, University of Warwick, Coventry, UK)
Location: Room 303
- 1030-1200 **10L WORKSHOP: Educating & assessing residents: the tension between passion, professionalism and rules in resident training**
GA Blok*¹, G Dirksen-Detombe*², F Scheele*³, JA Baane⁴, BJA de Leede⁵, SJ van Luijk⁶, AK Meininger⁷, H Mulder⁸, HE Sluiter⁹ (¹Reinier de Graaf Teaching Hospital, Delft; ²Erasmus University Medical Centre, Rotterdam; ³Sint-Lucas Andreas Teaching Hospital and Free University Medical Centre, Amsterdam; ⁴Amsterdam University Medical Centre, Amsterdam; ⁵Leiden University Medical Centre, Leiden; ⁶Free University Medical Centre, Amsterdam; ⁷University Medical Centre Groningen; ⁸University Medical Centre Utrecht; ⁹Deventer Teaching Hospitals, Deventer, The Netherlands)
Location: Room 406
- 1030-1200 **10M WORKSHOP: The role of open-book tests in medical curricula**
JBM Kuks, J Cohen-Schotanus*, EA van Akkeren, M Heijne-Penninga, J Borleffs* (Dept of Neurology, University Medical Centre Groningen, Groningen, The Netherlands)
Location: Room 407
- 1030-1200 **10N WORKSHOP: The use of games and exercises in education groups; Let your fringe down!**
JF "Shake" Seigel*, EJ "Bitty" Muller, M Denney (Alrewas, Staffs, UK)
Location: Room 409
- 1030-1200 **10P POSTERS: Selection/Management**
Chairperson: Celia Taylor (UK)
Location: Conference Halls 1, 2, 3
- 10P1 Graduate Entry Medicine in Malaysia: A new model**
K Rampal*, N Shilkofski, C Wiener (Perdana University Graduate School of Medicine, MAEPS Building, MARDI Complex, Serdang, Malaysia)

10P2 Student Selection Interview: is it valid and reliable?

Wai Phyto Win*¹, Sow Chew Fei*², Meenakshi Akhilesh³, Katrina Azman⁴ (^{1,3}Centre for Medical Education, International Medical University; ²Department of Clinical Science, International Medical University; ⁴Department of Pathology, Faculty of Medicine, International Medical University)

10P3 Factors influencing applicant choice of osteopathic and allopathic medical schools

J Meron, T Levitan* (American Association of Colleges of Osteopathic Medicine, Chevy Chase, MD, USA)

10P4 Can entry qualifications predict future academic performance of IMU medical students?

Lai Ming Leong (International Medical University, No.126, Jalan Jalil Perkasa 19, Bukit Jalil, Kuala Lumpur, Malaysia)

10P5 Invigilation of Examination in Faculty of Medicine, Universiti Teknologi MARA

RH Malik*, AS Malik (Level 20, Menara 1, Faculty of Medicine, Universiti Teknologi MARA, Shah Alam, Selangor, Malaysia)

10P6 Certification of ICD 10 Coders Malaysia

S A Khadzir*, MS Ismat, AAA Wahab (Health Informatics Centre, Planning and Development Division, Ministry of Health Malaysia)

10P7 Ethics and global health policy: A distinctive student exchange

Roger Worthington¹, Robert Rohrbaugh² (¹Keele University School of Medicine, UK; ²Office of Global Medical Student Education, Yale University School of Medicine, USA)

1030-1200 10Q POSTERS: Quality Assurance/Teacher Evaluation

Chairperson: Jorgen Nystrup (Denmark)

Location: Conference Halls 1, 2, 3

10Q1 Problems with the use of the GMC trainee survey in quality assessment of higher medical training

V Bravis, J Soong*, D Smith, K Le Ball, JB Levy (London School of Medicine, London Deanery, London, UK)

10Q2 Driving up departmental quality standards in medical documentation

A Chinoy*, Z Refai, A Mathew* (Department of Paediatrics, Worthing Hospital, Worthing, West Sussex, UK)

10Q3 Happy Sheet 2.0? – beyond student/teacher evaluation

K Sundberg*¹, J Nordquist¹, L Kihlström² (¹Karolinska Institutet, Medical Case Centre, Huddinge, Sweden/Karolinska University Hospital, Residency Training Program, Solna, Sweden; ²Karolinska University Hospital, Residency Training Program, Solna, Sweden)

10Q4 Effectiveness in Individual Teacher Performance Evaluation in Competence Based Curriculum

Soegianto Ali (School of Medicine, Atma Jaya Indonesia Catholic University, Pluit Raya No. 2, Jakarta, Indonesia)

10Q5 Assessing the correlation between readiness to change and burnout among faculty members of clinical sciences in Tehran University of Medical Sciences (TUMS)

Zeinab Arvandi*¹, Mandana Shirazi^{2,3}, Amir Hossein Emami (¹Tehran University of Medical Sciences (TUMS), Students' Scientific Research Center; ²Tehran University of Medical Sciences, Educational Development Center; ³Tehran University of Medical Sciences (TUMS), Medical Education Department of TUMS, Iran)

10Q6 Attitudes and perceptions of medical students regarding teaching carried out by postgraduate trainees

D G Chathumini¹, A Abayadeera*¹, G Ponnampereuma², A de Abrew² (¹Department of Surgery, Faculty of Medicine, University of Colombo, Sri Lanka; ²Medical Education and Research Centre, Faculty of Medicine, University of Colombo, Sri Lanka)

10Q7 Developing the abilities of Medical School teachers of Kazakhstan

G Kemelova*, R S Dosmagambetova (Karaganda State Medical University, Director of Center of Medical Education, Karaganda, Kazakhstan)

10Q8 Medical student and academic staff perceptions of role models: an analytical cross-sectional study

Leila Bazrafkan, Seyed ziaeddin Tabei*, Leila Amirjalali (Shiraz University of Medical Sciences, Shiraz, Iran)

10Q9 The relationship between medical faculty members' spiritual intelligence and teaching competency in Iran

Karimi moonaghi Hossein, Akbari Lakeh Maryam*, Makarem Abbas, Esmaili Habib Allah, Ebrahimi Mahdi, Ashoori Ahmad (University of Mashhad Medical Sciences, Faculty of Medicine, Mashhad, Iran)

1200-1245 LUNCH

Location: Conference Halls 1, 2, 3

SESSION 11: PLENARY

1245-1430 PLENARY

Chairperson: Ian Bowmer (Canada)
Location: Plenary Hall Auditorium

1245-1325 11A The top 10 myths on standard setting

Dr André De Champlain (Medical Council of Canada, Ottawa, Canada)

André De Champlain, PhD is Chief Research Psychometrician at the Medical Council of Canada. He is involved in a number of new initiatives at Council, including the review of current scoring and standard setting methodologies for MCC examinations, as well as several research studies aimed at better informing and supporting policy and current developments.

Dr. De Champlain previously held the position of Director for Innovations in Testing at the National Board of Osteopathic Medical Examiners, where he was chiefly responsible for overseeing developmental and psychometric research efforts aimed at supporting the inclusion of innovative item types and maintenance of licensure tools in COMLEX-USA, the licensing examination program for Osteopathic physicians in the United States. Prior to this position, he spent nearly 15 years at the National Board of Medical Examiners, where he acted as research psychometrician for several USMLE examinations, as well as international testing programs.

Dr. De Champlain has published extensively over the past two decades on a broad range of topics, most of which relate to novel applications of psychometric models in medical education.



1325-1335 Questions and Discussion

1335-1415 11B Widening perspectives on assessment

Professor Cees van der Vleuten (Maastricht University, Netherlands)

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



1415-1425 Questions and Discussion

1425 Presentation of RHIME Award

A look ahead to Ottawa 2014 – back home in Ottawa!

1430 Close of conference

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