OTTAWA2016
ANZAHPE2016

19–23 March 2016
Perth Convention and Exhibition Centre
Western Australia

Program Handbook

OTTAWA
Conference 2016

ANZAHPE
Australian & New Zealand
Association for Health
Professional Educators

www.ottawa2016.com

amee
AN INTERNATIONAL ASSOCIATION FOR MEDICAL EDUCATION

SC031618

Contents

Download the Conference App

Contacts

An International Association for Medical Education (AMEE)

12 Airlie Place
Dundee DD1 4HJ United Kingdom
P: +44 1382 381953
F: +44 1382 381987
E: amee@dundee.ac.uk
W: www.amee.org

Australian and New Zealand Association for Health Professional Educators (ANZAHPE)

c/-Health Professional Education
Flinders University
PO Box 852
Renmark SA 5341
M: 0478 313 123
F: +61 8 8586 3668
E: executive@anzahpe.org
W: www.anzahpe.org

Conference Management

47 Hampden Road
Nedlands WA Australia 6009
P: +61 8 9389 1488

1 Queens Road
Melbourne, Victoria 3000
P: +61 424 408 799

E: info@eecw.com.au
W: www.eecw.com.au

Welcome

from Ottawa Conference Co-founder

I am delighted to welcome participants from around the world to the 17th Ottawa Conference on the Assessment of Competence in Medicine and the Healthcare Professions here in Perth, Western Australia. When Ian Hart and I organised the first Ottawa Conference back in 1985 in the city of Ottawa, we hadn't thought that there would even be a second conference, but it soon became obvious that there was a real need for an international forum to facilitate the sharing of ideas and experiences in the assessment of clinical competence. Held biennially since 1985, we have been impressed by the growing number of participants, the countries represented, the number of abstracts submitted for each conference, and the standard of contributions.

Sadly Ian passed away in 2012 but he would have been proud and pleased at the continuing success of the Ottawa Conferences. In his memory, the Hart Family and AMEE are pleased to launch the Ian Hart Award for Innovation in Medical Education, and I will be talking more about this during the Conference.

We are pleased this year to have as our conference partners the Australian and New Zealand Association for Health Professional Educators (ANZAHPE) and believe the Conference has been strengthened as a result, bringing greater interprofessional content and broadening the Conference beyond the clear assessment focus of Ottawa conferences. Participants may choose to follow the Ottawa assessment streams, or attend the broader ANZAHPE sessions, or mix and match as they wish.

The Program Committees have worked hard to put together a range of topical sessions in many formats, to encourage exchange of ideas and discussion. We hope you will find the sessions stimulating and thought-provoking and that you will go home with new ideas to implement and to share with colleagues.

We have had great support from our other conference partner, EECW, who have managed the conference logistics and we have been impressed by their efficiency and friendliness. They have also put together a range of social events to make the most of this beautiful region of Australia.

We would like to thank all our sponsors and exhibitors, and particularly our Platinum Sponsor, NHS Education for Scotland for their support. We also gratefully acknowledge input from University of Western Australia and University of Notre Dame.

We wish everyone an enjoyable Conference.

Ronald Harden
Ottawa Conference Co-Founder
General Secretary, AMEE

from ANZAHPE President

On behalf of the Committee of Management of the Australian and New Zealand Association for Health Professional Education (ANZAHPE) I would like to extend the warmest of welcomes to ANZAHPE members, AMEE members, old friends and new friends from across the globe who have travelled to the amazing city of Perth for this ground breaking meeting.

This is a time for doing the things we are passionate about, a time for connecting, exploring, challenging, learning and teaching, in a spirit of generosity and encouragement. The Scientific Committees have assembled an impressive program of keynote addresses, oral sessions, workshops, posters and PeArLS. Over the next few days you will hear from presenters representing many different professions, discussing many different approaches to health professional education and the philosophical and theoretical drivers that underpin their work. Be prepared to be impressed with the quality and diversity of presentations.

ANZAHPE is delighted to have been able to work closely with AMEE to bring this meeting to fruition and we hope that this collaboration will strengthen existing ties and drive new collaborations into the future. Like AMEE, ANZAHPE, is an association of individual health professional educators with wide professional representation. Our membership is spread across Australasia and the Asia-Pacific region.

Over the next few days you will find that we are a friendly, informal and collegial group, who love learning from colleagues from different professions and different settings. If you would like to learn more about our association, please drop by the ANZAHPE booth in the conference exhibition.

I hope you have a wonderful time in Perth and I look forward to meeting you in person sometime during the event.

Warmest regards,

Monica Moran
President of ANZAHPE

Ottawa Conferences and AMEE

Ottawa Conferences

The first Ottawa Conference was held in 1985 in Ottawa, and the conference has since taken place biennially in venues around the world. The focus is on the assessment of competence in medicine and the healthcare professions. Information on past conferences may be found on www.ottawaconference.org. The next Conference will be held in the United Arab Emirates in March 2018. The Ottawa 2018 Organisers look forward to meeting you at Booth 27.

The Ottawa Conference organisation invites bids to host Ottawa 2020. For further information on requirements and to receive the bid document please contact:
Pat Lilley, AMEE Operations Director
p.m.lilley@dundee.ac.uk

AMEE

The Association for Medical Education in Europe (AMEE) has for a number of years been a major supporter of Ottawa Conferences. AMEE is a membership organisation for teachers, researchers, administrators, students and organisations involved in medical/health professions education.

AMEE individual and student members receive the following benefits:

- access to Medical Teacher online;
- access to MedEdWorld, AMEE's online community;
- discount on AMEE conference attendance;
- discount on AMEE education guides;
- complimentary publication of papers in MedEdPublish, AMEE's new post-publication peer-reviewed e-journal;
- opportunity to apply to become an Associate Fellow or a Fellow of AMEE;
- opportunity to apply for AMEE awards and prizes;
- involvement in AMEE activities including committees and SIGs.

For more information and to join, please come to Booth 28/29 to meet the AMEE team.

www.amee.org
amee@dundee.ac.uk

Ottawa Program Committee

Ducksun Ahn, Korea
Ian Bowmer, Canada
Kevin Forsyth, Australia
Ronald Harden, UK (Chair)
Sean Hood, Australia
Barry Issenberg, USA
Brian Jolly, Australia
David Kandiah, Australia
Mary Lawson, Australia
Pat Lilley, UK
Victor Lim, Malaysia
Moira Maley, Australia
Geoff McColl, Australia
Hiroshi Nishigori, Japan
Nivritti Patil, Hong Kong
Trudie Roberts, UK
Gary Rogers, Australia
Dujeepa Samarasekera, Singapore
Chris Skinner, Australia
Theanne Walters, Australia

Reviewers

The organisers wish to express their thanks to all the reviewers for their assistance with selection of abstracts for the Conference.

5

ANZAHPE

About The Australian & New Zealand Association for Health Professional Educators (ANZAHPE)

- Aims to promote, support and advance education in the health professions.
- Aims to facilitate communication between educators in the health profession.
- Is about undergraduate and postgraduate training and continuing education.
- Aims to recognise, facilitate and disseminate high quality educational research in health professions education.
- Offers awards to encourage educators, researchers and students.
- Is the focal point for health professions education in the western Pacific region.
- Publishes a peer-reviewed journal, Focus on Health Professional Education, and a bi-monthly news bulletin.
- Holds an annual Conference.
- Is managed by an elected Committee of Management.
- Is governed by Objects and Rules of association and a privacy statement.

2016 ANZAHPE Annual General Meeting

The 2016 AGM will be held on **Monday 21 March** from 12.00 to 12.50 in BelleVue Ballroom 2, level 3 at the Perth Convention and Exhibition Centre.

For further information, please contact: Jill Romeo executive@anzahpe.org

The ANZAHPE Annual Awards

ANZAHPE invites nominations for their awards, which are presented yearly at the annual conference. Please refer to the ANZAHPE website for the submission criteria, conditions of Awards and nomination procedures at www.anzahpe.org

The ANZAHPE Conference Program Committee

Sandra Carr (Chair), The University of Western Australia
Tony Celenza ,The University of Western Australia
Rhonda Clifford, The University of Western Australia
Diana Jonas-Dwyer, The University of Western Australia
Susan Edgar, The University of Notre Dame, Australia
Catherine Fetherston, Murdoch University
Richard Hays, The University of Tasmania
Claire Langdon, Edith Cowan University
David Paul, The University of Notre Dame, Australia
Lorna Rosenwax, Curtin University
Carole Steketee, The University of Notre Dame, Australia
Liza Seubert, The University of Western Australia
Caroline Vafeas, Edith Cowan University
Dr Dale Sheehan, ANZAHPE Committee of Management
Prof Richard Hays, OTTAWA Liaison
Prof Gary Rogers, OTTAWA Liaison

The ANZAHPE Committee of Management

Monica Moran, President
Ben Canny, Vice President
Julie Ash, Secretary
Gary Rogers, Immediate Past President and Chair of Fellowship Committee
Emma Bartle, Membership Secretary
Anthony Ali, Treasurer
Robbert Duvivier, Assistant Treasurer and Student Liaison Officer
Dale Sheehan, Conference Liaison Officer
Carole Steketee, Digital Communications Officer
Amanda Henderson, e-Bulletin Editor and Journal Liaison Officer
Jill Romeo, Executive Officer

Scottish Medical Training

Scotland has a proud medical history.
Be part of its future.

NHS SCOTLAND

Choose Scotland: the training is second to none.

Scotland offers over 65 recognised medical training specialities, with curricula approved by the GMC and the Royal Colleges and overseen by NHS Education for Scotland (NES).

Our Scotland Deanery regions have been rated amongst the UK's top medical training centres in overall satisfaction by trainees in the GMC survey.

Scotland offers trainees an unrivalled diversity of experiences. We empower and value our workforce and will encourage you to achieve your individual goals and aims. Training takes place in a mix of city teaching and district general hospitals, whilst our General Practice programmes vary from urban practices to remote and rural settings.

Scotland - home of Medical excellence

You will be training in a healthcare system with a proud history of academic research and development, and an internationally recognised practice with a focus on quality.

Couple this with a strong record of high quality training, Scotland has a lot to offer.

Scotland's health system is constantly developing and improving and provides opportunities for clinicians at all stages to deliver high quality patient care.

And at the end of your shift?

Scotland offers a wonderful lifestyle. Stunning scenery, a host of outdoor adventure sports and activities, a thriving arts and culture scene, world renowned food and drink and excellent transport links across the UK. Scotland truly has something for everyone.
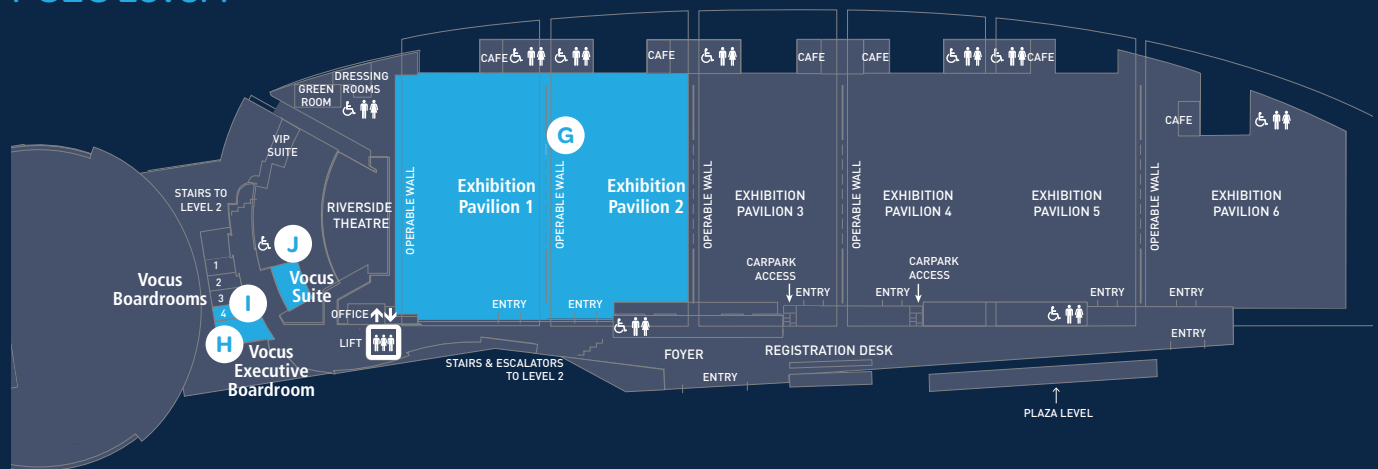

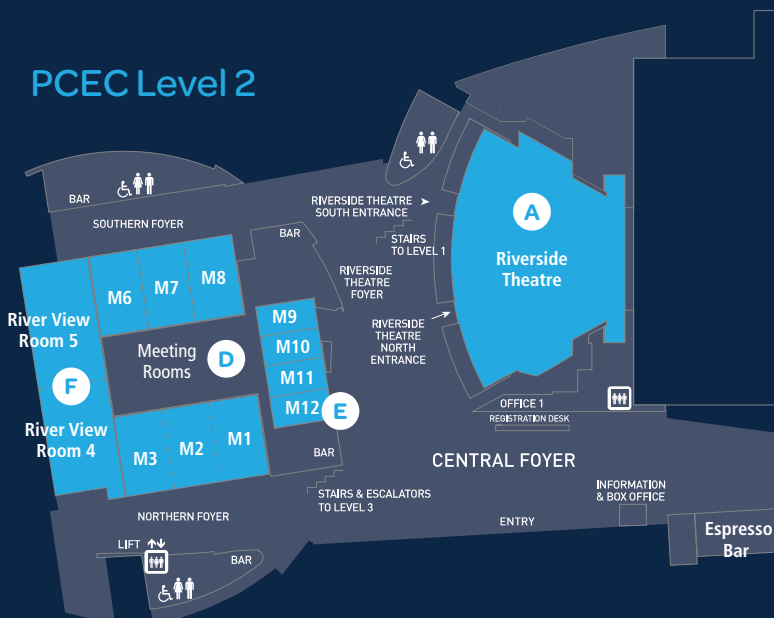**Visit the NHSScotland Stand today! (64/65)**

www.scotmt.scot.nhs.uk
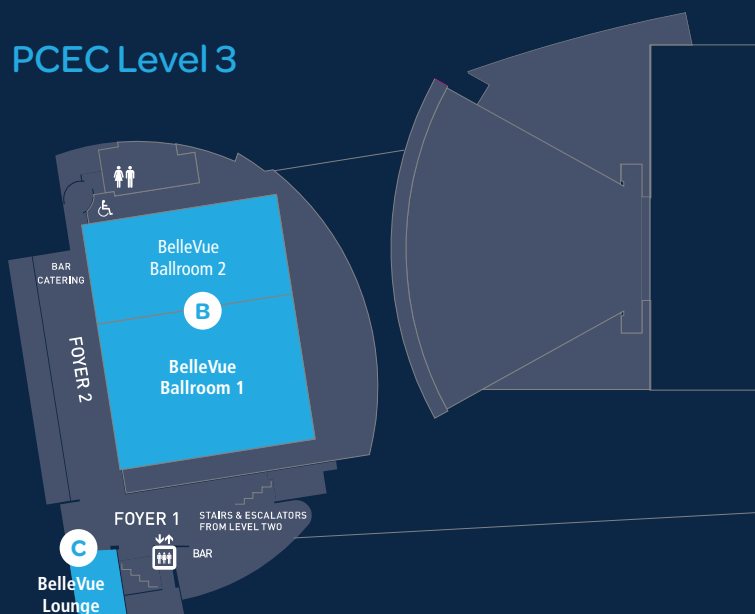
Venue Floorplan and Map

PCEC Level 1

DRESSING ROOMS
GREEN ROOM
VIP SUITE
STAIRS TO LEVEL 2
RIVERSIDE THEATRE

CAFE
CAFE
CAFE
CAFE
CAFE
CAFE

OPERABLE WALL

Exhibition Pavilion 1

G

Exhibition Pavilion 2

OPERABLE WALL

EXHIBITION PAVILION 3

OPERABLE WALL

EXHIBITION PAVILION 4

EXHIBITION PAVILION 5

OPERABLE WALL

EXHIBITION PAVILION 6

Vocus Boardrooms
1
2
3
4

J **Vocus Suite**

I

H **Vocus Executive Boardroom**

OFFICE
LIFT

ENTRY
ENTRY

STAIRS & ESCALATORS TO LEVEL 2

FOYER
ENTRY

CARPARK ACCESS
ENTRY

CARPARK ACCESS
ENTRY

ENTRY

ENTRY

ENTRY

REGISTRATION DESK

PLAZA LEVEL

PCEC Level 2

BAR
SOUTHERN FOYER
BAR
RIVERSIDE THEATRE SOUTH ENTRANCE
STAIRS TO LEVEL 1
RIVERSIDE THEATRE FOYER

A **Riverside Theatre**

M6
M7
M8

River View Room 5

Meeting Rooms

D

M9
M10
M11
M12

RIVERSIDE THEATRE NORTH ENTRANCE

F

River View Room 4

M3
M2
M1

E

OFFICE 1
REGISTRATION DESK

CENTRAL FOYER

NORTHERN FOYER

LIFT
BAR

BAR

STAIRS & ESCALATORS TO LEVEL 3

ENTRY

INFORMATION & BOX OFFICE

Espresso Bar

PCEC Level 3

BAR CATERING

BelleVue Ballroom 2

B

BelleVue Ballroom 1

FOYER 2

FOYER 1

STAIRS & ESCALATORS FROM LEVEL TWO

BAR

C

BelleVue Lounge

A Riverside Theatre
20 March: Opening Ceremony
21-23 March: Plenary Sessions
23 March: Closing Ceremony

B BelleVue Ballroom
21-23 March: Concurrent Sessions

C BelleVue Lounge
21-23 March: Concurrent Sessions

D Meeting Rooms 1-11
19-20 March: Pre-Conference Workshops
21-23 March: Concurrent Sessions

E Meeting Room 12
20-23 March: Speakers Preparation Room

F Riverview 4 & 5
20 March: Pre-Conference Workshop (Riverview 4)
21-23 March: Concurrent Sessions
22 March: ANZAHPE President's Dinner

G Exhibition Pavilion 1 & 2
21-23 March: Morning/ Afternoon Tea
21-23 March: Lunch
21-23 March: Exhibition
21-23 March: Poster Sessions
21-23 March: Internet Café
21-23 March: Chill Out Zone

H Vocus Executive Boardroom
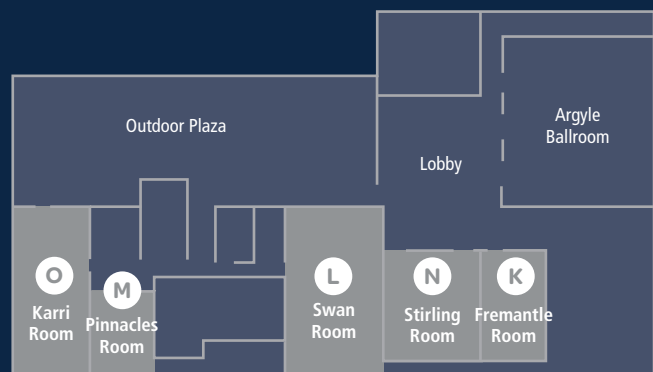**21-23 March:** AMEE Conference Secretariat

I Vocus Boardroom 4
21-23 March: ANZAHPE Conference Secretariat

J Vocus Suite
21-23 March: Concurrent Sessions

Parmelia Hilton

K **Fremantle Room**
21–22 March: Ottawa Concurrent Sessions

L **Swan Room**
21–22 March: Ottawa Concurrent Sessions

M **Pinnacles Room**
21–22 March: Ottawa Concurrent Sessions

N **Stirling Room**
21–22 March: ANZAHPE Concurrent Sessions

O **Karri Room**
21–22 March: ANZAHPE Concurrent Sessions

Adina Apartment Hotel

P **Avon Room**
19–20 March: Médecins francophones du Canada (CIMAM)
21–23 March: Ottawa Concurrent Sessions

Q **Canning Room**
21–23 March: Ottawa Concurrent Sessions

General Information

Download the Conference App

ATM

An automatic teller machine is located at the Perth Convention and Exhibition Centre on Level 2 adjacent to the Espresso Bar.

Banks

All Major banks are located within close proximity to the Perth Convention and Exhibition Centre on St Georges Terrace, Perth. Most banks are open from 9.30am – 4.30pm Monday to Friday. Some bank branches may be open on Saturday but best to check with your hotel Concierge.

Car Rental

Budget Rent a Car:	13 27 27
Hertz:	13 30 39
Avis:	13 63 33

Dress

Welcome Reception:	Smart Casual
Conference Sessions:	Smart Casual
Dinner on the Swan River:	Smart Casual
ANZAHPE Presidents Dinner Dance:	Cocktail

Indemnity

Should for any reason outside the control of the Conference Organisers, the venue or speakers change, or the event be cancelled, the Conference Organisers shall endeavour to reschedule, but the client hereby indemnifies and holds the Conference Organisers including but not limited to the Host, Organising Committee and EECW Pty Ltd harmless from and against any and all costs, damages and expenses.

Internet

To log onto the free Wifi at the Perth Convention and Exhibition Centre please use the following instructions

1. Select "PCEC Wireless" from the wifi options
2. An internet browser will open
3. Select "free wifi"
4. Enter the activation code perth2016

Map of Perth City

For visitors to Perth, a map of Perth City has been provided in your delegate bag.

Meals

NEW TEXT TO COME

Medical Assistance

Should you require medical assistance while onsite at the Perth Convention and Exhibition Centre please see staff at the Conference Registration Desk or visit the Security Office on Level 1 near the bottom of the escalators.

Mobile Devices

As a courtesy to other participants, please ensure that all your mobile devices are on 'silent' mode during presentations.

Name Badge & Tickets

Delegates must wear their name badge at all times during the Conference as this identifies them as eligible for catering and entry to Sessions.

Tickets for the Dinner on the River and ANZAHPE Presidents Dinner are in your registration pack (if required).

Parking

Perth Convention & Exhibition Centre

Parking within the Perth Convention and Exhibition Centre car park, which is operated by the City of Perth, is open to the public however spaces are often limited by 7.30am. We encourage delegates to arrive early each day of the Conference to avoid any potential parking problems.

Alternate Parking

Alternate parking is available within a short walk of the Perth Convention and Exhibition Centre.

- CPP car park at His Majesty's
- Westralia Square
- CPP car park Council House
- Wilson car park at the Parmelia Hilton, Mill Street

Poster Set up

Authors are asked to hang their posters between 1500 and 1700 on Sunday 20 March or before 0800 Monday 21 March at the latest. Posters should be hung next to their allotted poster number which will be clearly displayed on each poster board. Although there will be limited amount of fixing materials available, we advise that you do bring your own supplies e.g. Velcro dots or pins. Please do not fix posters to any place other than the board to which it has been allocated.

Master of Medical Sciences Degree in Medical Education

▷ Do you hold an MD, MBBS, PhD, or other doctoral degree in the nursing, pharmacy, public health, or other health professions–related field?

▷ Are you interested in advancing the field of medical education through research?

Learn more about our two-year, research-focused post-doctoral program:
hms.harvard.edu/masters_medical_education

HARVARD MEDICAL SCHOOL | **Master of Medical Sciences in Medical Education**

Poster Pack down

Authors must remove their posters by 10.00 Wednesday 23 March. Any posters remaining after this time will be considered rubbish and will be removed and destroyed by the venue.

Public Transport

Perth has an advanced public transport infrastructure system providing frequent train and bus services. Free Central Area Transit (CAT) buses operate within the central business district, allowing passengers to hop on and off with ease and any bus trip within the city is free. Please visit www.transperth.wa.gov.au or call 13 62 13 for more information.

Registration Desk

The Registration Desk is located on Level 2 Foyer of the Perth Convention and Exhibition Centre and will be open as follows:

Saturday 19 March	08.00 – 17.00
Sunday 20 March	08.00 – 18.30
Monday 21 March	07.30 – 18.00
Tuesday 22 March	07.30 – 17.00
Wednesday 23 March	08.00 – 12.00

Delegates must personally pick up their registration pack including delegate bag, social event tickets (if applicable) and name badge.

All enquiries in relation to social events, program information, accommodation and general information may be directed to the Registration Desk.

Smoking Policy

The Perth Convention and Exhibition Centre has a no smoking policy. This policy also applies to the majority of restaurants, bars and shopping centres in Perth.

Speakers' Preparation Room

New text.

Useful Local Telephone Numbers

Swan Taxis:	13 13 30
Ambulance:	000
Bus & Rail Information:	13 62 13
Police:	000

FAIMER Distance Learning

The Foundation for Advancement of International Medical Education and Research Distance Learning (FAIMER® DL) program offers health professions educators the opportunity to receive advanced training in all aspects of health professions education. Educators in medicine, nursing, dentistry, and other health professions can acquire the knowledge and skills to advance health professions education at their institutions to the highest international standards.

FAIMER DL courses are conducted in partnership with Keele University and the Centre for Medical Education in Context (CenMEDIC) in the United Kingdom. Courses are administered by CenMEDIC, follow the strict quality assurance guidelines and policies of Keele, and are overseen by Course Directors **Janet Grant, Ph.D.,** and **John Norcini, Ph.D.** The following courses are offered:

FAIMER-Keele **Certificate** in Health Professions Education: Accreditation and Assessment

FAIMER-Keele **Diploma** in Health Professions Education: Accreditation and Assessment

FAIMER-Keele **Master's Degree** in Health Professions Education: Accreditation and Assessment

The 2016 application for the FAIMER-Keele Distance Learning program is now open. The deadline for application is August 31, 2016, and course work will begin on September 26, 2016.

The Certificate and Diploma programs are conducted as fully supported distance learning using downloaded modules, podcasts, library work, and moderated discussion forums. The Master's Degree also includes a brief residential session and a dissertation.

FAIMER DL empowers health professions educators with the knowledge and skills to take educational standards and practice to a higher level—to develop their own practice, to improve health professions education at their institutions and in their communities, and ultimately to help bring about real and lasting advances in local health care. Program features include:

- Training and mentoring from international experts in health professions education

- A flexible learning format, which allows busy working professionals to learn new skills and advance their careers while continuing to practice in their current positions

- Evidence-based teaching with an emphasis on implementing real-world improvements in participants' own practice and at their institutions

- A focus on accreditation and assessment, in which international standards, accreditation processes, quality assurance, and monitoring are integrated into study

To learn more about FAIMER Distance Learning, please visit **http://www.faimer.org/distance-learning/**. Questions about the program may be sent to **distancelearning@faimer.org**.

A partnership with **Keele University** and **CenMEDIC**

Ottawa Keynote Speakers

The Changing Faces of Feedback: Challenges to our Practices

David Boud

Emeritus Professor, Faculty of Arts and Social Sciences, University of Technology, Sydney, Australia

Feedback is the single aspect of higher education courses most criticised by students across countries and across disciplines. There have been many institutional attempts to improve this situation, but with little effect. In recent years educational feedback has become a focus for study and more fruitful ways of formulating the challenge of feedback have been developed. The focus will be on changes in the way feedback is being conceptualised, and the implications of these for assessment practices. A key element of this is a renewed emphasis on design of educational activities as if feedback were expected to have an effect on students' learning.

David Boud is Director of the Centre for Research in Assessment and Digital Learning, Deakin University, Melbourne and Emeritus Professor at the University of Technology Sydney. He is an Australian Learning and Teaching Senior Fellow. He has published extensively on teaching, learning and assessment in higher and professional education. His current research focuses on assessment for learning in higher education, academic formation and workplace learning. He has been a pioneer in developing learning-centred approaches to assessment across the disciplines, particularly in student self-assessment, building assessment skills for long-term learning and new approaches to feedback (Feedback in Higher and Professional Education, Routledge, 2013).

Peering Through the Looking Glass: How Advances in Technology, Psychometrics and Philosophy are Altering the Assessment Landscape in Medical Education

André F. De Champlain, PhD

Director, Psychometrics and Assessment Services, Medical Council of Canada Ottawa, Ontario, Canada

The science of assessment has undergone a number of changes that potentially not only alter the ways in which practitioners might conceive of evaluation but also impact the strategies employed to measure the competencies of candidates, from undergraduate medical education through physician revalidation efforts. Advances in technology now permit the assessment of a broad range of competencies via computer as well as the automated marking of tasks. Bayesian networks capitalize on the strengths of several disciplines to model a host of outcomes, including assessment for learning and the impact of diagnostic feedback. Finally, programmatic assessment suggests a new paradigm which integrates both learning and assessment in a recursive fashion. This session will outline key activities in each of these areas.

André De Champlain, PhD, is Director of Psychometrics and Assessment Services at the Medical Council of Canada. He is involved in a number of projects at Council, including the review of current scoring and standard setting methodologies for MCC examinations in light of the new MCC Qualifying Examination blueprint, as well as several research studies aimed at better informing and supporting policy and current developments, both at the licensure and post-licensure levels. In addition, he is responsible for overseeing a number of innovative research areas at the MCC, including automated item generation as well as automated marking of constructed-response items. Finally, he is a chief contributor to efforts aimed at re-conceptualizing the LMCC program, in light of recent trends in medical education research and assessment more broadly. Dr. De Champlain previously spent nearly 15 years at the National Board of Medical Examiners, where he acted as lead research psychometrician for several USMLE examinations.

Assessment Drives Learning: How can Assessment Programmes be used to Stimulate Learning?
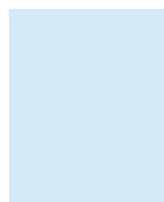
Prof. Dr. Janke Cohen-Schotanus

Emeritus Professor in Medical Education, Groningen University, The Netherlands

Faculties try to prevent student drop out and delay in study progress. Factors influencing study delay are diverse: student characteristics, curriculum characteristics but also the characteristics of assessment programmes. We all know that assessment drives student learning, however, little is known how assessment can be used to optimize student learning. Assessment programmes do not only determine what students study but also when students study. This presentation focusses on assessment programmes in undergraduate medicine. Several design principles of assessment programmes that influence graduation rates and drop out are discussed.

Janke Cohen-Schotanus has been a member and chairperson of various audit visit committees for medicine, human movement science and health science study programmes and has served on accreditation panels in the medical sector, both at university and professional master level. She owes her comprehensive grasp of educational matters to experience gained as curriculum developer and teacher trainer. In particular, Cohen's domain know-how centres on her understanding of educational development in the medical field. She is also an expert in the area of testing, effectiveness and quality control.

ANZHAPE Keynote Speakers

Where's Wally?
Finding the Place of Cultural Competency in a Medical Curriculum

Suzanne Pitama (Ngati Kahungunu) PhD

Associate Professor, Faculty of Medicine, University of Otago, Christchurch New Zealand

Cultural competency is documented within the literature as having the potential to be a vehicle that addresses health inequities within our communities. But is this an attainable mandate? The focus on this presentation will be to identify the complex interactions between variables that influence the design, implementation and evaluation of indigenous health curricula, as a case study to highlight the current challenges to implementing cultural competency within medical curricula.

Suzanne is the Associate Dean Maori at the University of Otago, Christchurch and the Director of the Maori/Indigenous Health Institute. With a background in educational psychology, Suzanne joined the University of Otago in 2001 developing a keen interest in medical education and subsequently completing her PhD (Otago) on examining the place of indigenous health within medical education.

Suzanne is the Hauora Māori Faculty Representative on the University of Otago Medicine School Curriculum Committee. In this role Suzanne chairs the Hauora Māori sub-committee, whilst also contributing to other areas within the medical education field including curriculum mapping, the culture, self and diversity working group and has a keen interest in measuring institutional responses to social accountability. Suzanne is a co-investigator on an international collaboration project (New Zealand, Australia and Canada) looking at the role of medical education in addressing health disparities (Educating for Equity).

Goal Directed Simulation:
Connecting Clinical Education with Health Service Outcomes

Victoria Brazil

Theme Lead – Doctor as Practitioner, Faculty of Health Sciences and Medicine, Bond University, Queensland Australia

Healthcare simulation offers many opportunities for the education and training of health professionals. But does it really make a difference to patient care? Are simulation educators disciplined in targeting patient outcomes as an end point for their activities? How can simulation of patient journeys help connect educational institutions with health services? This presentation will examine the role of technology and simulation in putting patients and patient outcomes at the centre of the educational process. Victoria Brazil is an emergency physician and medical educator.

She works at the Gold Coast, Australia – in the Emergency Department of the Gold Coast Health Service, and at Bond University Faculty of Health Sciences and Medicine where she leads the clinical skills and simulation program. Victoria's main interests are in connecting education with patient care – through healthcare simulation, technology enabled learning, faculty development activities, and talking at conferences. She is an enthusiast in the social media and Free Open Access Medical Education (FOAMed world @SocraticEM), and a keen runner.

Compassion and the Biomedical Gaze:
the Role of the Medical Humanities

Jane Macnaughton

Dean of Undergraduate Medicine of the School of Medicine, Pharmacy and Health, Durham University

Jane Macnaughton is Professor of Medical Humanities at Durham University in the UK and Co-Director of the University's Centre for Medical Humanities (CMH). The Centre was established in 2008 as a Wellcome Trust-Funded development from the Centre for Arts and Humanities in Health and Medicine (CAHHM) which she initiated in 2000. Having arrived at Durham from Glasgow University in 2000, she was also involved in establishing Durham's new undergraduate medical programme which started in 2001. She became Dean of Undergraduate Medicine at Durham in 2014.

She has published in the fields of medical education, medical humanities, literature and medicine, history of medicine and health care environments. Recently her work has focussed on somatic symptoms, especially the problem of chronic breathlessness, which is the subject of her Wellcome Trust Senior Investigator Award in Medical Humanities (2015) held jointly with Professor Havi Carel at Bristol.

Her books include, Clinical Judgement (OUP, 2000, with Robin Downie), Madness and Creativity in Literature and Culture (Palgrave, 2005, with Corinne Saunders), The Body and the Arts (Palgrave, 2009, with Corinne Saunders and Ulrika Maude) and The Recovery of Beauty (Palgrave 2015, with Corinne Saunders and David Fuller). She is co-editor of the Edinburgh Companion to Critical Medical Humanities which will be published in 2016. Jane was a founder member of the UK's Association for Medical Humanities (AMH) and was joint editor of the journal Medical Humanities until 2008. Jane's current clinical work is in gynaecology and she is an Honorary Consultant in Obstetrics and Gynaecology at the University Hospital of North Durham.

Pre-Conference Workshops

VENUE: ● PCEC ● Adina	SATURDAY 19 March 2016		SUNDAY 20 March 2016	
	08.30 - 12.30	13.30 - 17.30	08.30 - 12.30	13.30 - 17.00
Meeting Room 1 ●	**OTT.C1** Fundamentals of Assessment in Medical Education (FAME) Course		**OTT.PCW7** Assessment of Cross-Cultural Competence in Health Professional Clinical Settings	**OTT.PCW15** Developing Formative and Summative Workplace Based Assessment
Meeting Room 2 ●	**OTT.C2** ASME FLAME (Fundamentals of Leadership and Management in Education) Course		**OTT.PCW9** Validity and Your Assessments	**OTT.PCW16** Creating a Comprehensive Faculty Development Program in Assessment: What Do Faculty Need to Know?
Meeting Room 3 ●	**OTT.PCW1** Designing OSCE Scoring Instrument with Built-In Validity Features Based on Comprehensive Measurement Framework	**OTT.PCW5** Setting Standards for Progress Tests	**OTT.PCW10** Designing and Evaluating Situational Judgement Tests to Assess Non-Academic Attributes in Selection and Training	**OTT.PCW17** Better Judgement: Improving Assessors' Management of Factors Affecting Their Judgement
River View Room 4 ●			**OTT.PCW12** Targeting the Top of the Pyramid: a Staff Development Workshop on Work-Based Assessment	**OTT.PCW18** Designing Feedback to Influence Learning
Meeting Room 6 ●	**OTT.PCW2** Programmatic Assessment of Indigenous Health in Medical Education	**OTT.PCW6** Diagnostic Justification Exercise: Measuring the Clinical Decision-Making Ability of Learners	**OTT.PCW11** Academic Advocacy: Engaging with Colleagues around Controversial Scholarly Medical Education Findings and Innovations in Assessment	**OTT.PCW19** Practical Approaches to Using Narrative for Assessment in the Health Professions
Meeting Room 7 ●	**OTT.PCW3** Developing Socially Accountable Physicians	**OTT.PCW8** Achieving Effective Competency-Based Assessment by Incorporating Dangerous Ideas	**OTT.PCW13** Standard Setting: When and How to Use Cohen's Standard Setting Method	**OTT.PCW20** An Integrated Approach to the Assessment And Remediation of Doctors in Difficulty Across the Educational Continuum
Meeting Room 8 ●	**OTT.PCW4** Designing Contextual Assessment Strategies in the Basic Medical Sciences		**OTT.PCW14** An Overview of Generalisability Theory with Applications	**ANZ.PCW27** ANZAHPE and ASME Workshop on Change and Complexity
Meeting Room 9 ●			**ANZ.PCW22** Bringing Humanities to the Health Sciences Curriculum – Why, What and How	**ANZ.PCW21** Effective IPL Facilitators: Developing the Skills Required
Meeting Room 10 ●			**ANZ.PCW23** Design and Delivery of 'Goal Directed' Simulation – Targeting Patient Outcomes	**ANZ.PCW25** Creating Capacity For Peer Assisted Learning: Lessons from Across the Health Professions
Meeting Room 11 ●			**ANZ.PCW24** ePortfolios for Student Learning, Assessment and Professional Development: Across Discipline Applications	**ANZ.PCW26** How to Integrate Cultural Competency and Clinical Skills Learning Outcomes into a Groovy Learning Session
Adina Hotel ●	**Médecins Francophones du Canada**			

Social Program

Opening Ceremony & Welcome Reception

Date: Sunday 20 March

Opening Ceremony

Time: 17.30 – 18.30

Location: Riverside Theatre
Perth Convention and
Exhibition Centre

Welcome Reception

Time: 18.30 – 20.00

Location: Summer Garden,
Perth Convention and
Exhibition Centre

Cost: Inclusive for full conference
delegates and accompanying
partners. Admittance by
ticket only.

The Official Conference Opening
Ceremony will be held at the Perth
Convention and Exhibition Centre in the
Riverside Theatre. Following the Opening
Ceremony, please join us in the Summer
Garden to reconnect with colleagues and
enjoy some drinks and canapés while
overlooking Perth's city skyline. You will
also have the opportunity to get up
close and personal with some
native Australian animals.

Dinner on the Swan River

Date: Monday 21 March

Time: 19.00 – 22.00

Location: Departing from
Barrack Street Jetty, Perth WA

Cost: Admittance by ticket only

Dress: Smart Casual

Enjoy the warm weather with a dinner
cruise along Perth's iconic Swan River.
Departing from Barrack Street Jetty, a
short walk from the Perth Convention
and Exhibition Centre near the Bell
Tower. The cruise will take you from the
city down to Fremantle and back. Being
on the water is one of the best ways to
see one of Perth's amazing sunsets.

ANZAHPE President's Dinner Dance

Date: Tuesday 22 March

Time: 19.00 – 23.30

Location: River View Room
Perth Convention and
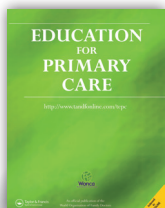Exhibition Centre

Cost: Admittance by ticket only

Dress: Cocktail

The President and Committee of
Management of ANZAHPE looks forward
to enjoying good Australian hospitality
whilst you kick up your heels on the last
night of the conference.

DANCE PHOTO

Morning Fitness Activities

Start your morning off by activating your body and mind. We are offering free fitness sessions run by a qualified trainer. If you would like to join one of the fitness groups please register your place with the staff at the Conference Registration desk. Classes will be run for approximately one hour and will be held at the Perth Convention and Exhibition Centre. Please bring a towel with you.

Yoga

Day:	Monday 21 March 2016
Time:	06.00 – 07.00
Location:	Ballroom 2 Foyer, Level 3 Perth Convention and Exhibition Centre.
Cost:	Free of charge, bookings are required as places are limited. Reserve your place with staff at the Conference Registration desk.

Boot Camp

Day:	Tuesday 22 March 2016
Time:	06.00 – 07.00
Location:	Summer Garden Perth Convention and Exhibition Centre
Cost:	Free of charge, bookings are required as places are limited. Reserve your place with staff at the Conference Registration desk.

Accompanying Partners Program

A range of activities have been organised for partners.

Day	Description	Venue	Departure Location	Time
Saturday 19 March	A Day in the Valley	Swan Valley	Pick up from PCEC Plaza Level	9:00am – 2:30pm
Sunday 20 March	Walking Tour Perth City & Lunch	Perth City	Accompanying Partner Lounge	11.00am – 2.00pm
Monday 21 March	Perth, Fremantle an Surrounds	Perth City	Pick up from PCEC Plaza Level	8.15am – 3.00pm

OET
OCCUPATIONAL ENGLISH TEST

MEETING THE NEEDS OF THE HEALTHCARE SECTOR

Government, healthcare boards and councils

Ensure healthcare professionals have the right level of English for visa and registration.

Educators

Ensure healthcare professionals are fit for clinical placement, post-graduate studies and work.

Employers

Ensure healthcare professionals can communicate effectively and safely.

FIND OUT MORE:

- Speak with us during the conference at the OET exhibition booth
- See our colleague Gad Lim, Principal Research Manager, Cambridge English Language Assessment, present on 'Writing and the Assessment of Writing Ability in the Medical Context', 21 March @ 3:20pm
- Visit **www.occupationalenglishtest.org/Ottawa2016** or email us at **stakeholders@oet.com.au**

Sponsor Profiles

Platinum Sponsor

NHS Education for Scotland

Contact: Jean Allan
Phone: +44 131 656 4364
Website: www.nes.scot.nhs.uk
Twitter: @nhs_education
Facebook: https://www.facebook.com/NHSEducationforScotland
Email: jean.allan@nes.scot.nhs.uk

NHS Education for Scotland (NES) is a special health board of the National Health Service in Scotland responsible for the delivery of high-quality training, education and workforce development for staff.

NES has a national role in undergraduate, postgraduate and continuing professional development, overseeing more than 65 recognised medical training specialities, with curricula approved by the GMC and Royal Colleges.

Our goal is to improve health and care through education and a significant proportion of our work focuses on the clinical workforce, with a large part of our funding used to pay for doctors and dentists in training. We also prepare professionals for practice in psychology, pharmacy, optometry and healthcare science and provide educational development for the nursing, midwifery and allied health professions, healthcare chaplains, healthcare support workers, and administrative and clerical staff.

We believe that education is a force for positive change, enabling new models of care which cross traditional public service boundaries. 2014-15 represented the first year of delivering our refreshed strategic framework for 2014-19 Quality Education for a Healthier Scotland to support the Scottish Government's 2020 Vision of people able to live longer healthier lives at home, or in a homely setting.

Find out more at: www.nes.scot.nhs.uk

Gold Sponsor

The OET Centre

Contact: Janeen Gardiner, Marketing Manager
Phone: +613 8656 4000
Fax: +613 8656 4020
Website: www.occupationalenglishtest.org
Email: stakeholders@oet.com.au

OET is an English language test designed for the healthcare sector. Majority-owned by Cambridge English, OET remains relevant through continuous research and validation. OET is available in 29 countries and results are accepted as proof of English language proficiency for visa applications, professional registration and entrance into selected healthcare courses.

Silver Sponsors

Association of American Medical Colleges (AAMC)

Contact: John Nash
Phone: +1 202 828 0400
Fax: +1 202 828 1123
Website: www.aamc.org
Twitter: @AAMCToday
Facebook: http://www.facebook.com/aamctoday
LinkedIn: https://www.linkedin.com/company/aamc
Email: jnash@aamc.org

The Association of American Medical Colleges (AAMC) helps advance global medical education, facilitate international mobility for medical students, and engage educators around the world, through publications, educational tools, and services. Our work supports the entire spectrum of education, research, and patient care activities conducted by our member medical schools and teaching hospitals.

Australian Medical Council

Contact: Mr Ian Frank AM, Chief Executive Officer
Phone: +612 6270 9725
Fax: +612 6270 9799
Website: http://www.amc.org.au/
Email: amc@amc.org.au

The Australian Medical Council is the national accreditation authority for the medical profession. It sets standards for medical programs, accredits programs that meet the standards and monitors accredited programs. It assesses international medical graduates seeking registration in Australia through written and clinical examinations, and a work-place based assessment program.

Flinders University

Contact: Lori Tietz
Phone: 0417 810 601
Fax: +618 8586 3668
Website: www.flinders.edu.au/clinical-ed
Email: lori.tietz@flinders.edu.au

Master of Clinical Education: This articulated suite of courses aims to provide health professionals with advanced knowledge and skills to deliver quality education in health service settings. Clinical Education is characterised by a symbiotic relationship between the learner, an experienced clinical education and the health service. The topics are totally online so if you are juggling a busy life you can work at your own pace.

Bronze Sponsors

Notre Dame Medical School

Contact: Administration: Sharon Bell; Academic: Chris Skinner
Phone: +618 9433 0947
Fax: +618 9433 0250
Website: www.nd.edu.au
Email: Sharon.bell@nd.edu.au

Notre Dame School of Medicine Fremantle, commenced in 2005 and delivers a suite of health professional programs. The medical program is a 4 year graduate entry degree and aims to create caring and competent doctors able to adapt to the challenges of modern day clinical practice. Through integrated and problem based learning methodologies the school encourages future doctors to work in areas of unmet need, particularly in regional and remote centres.

The University of Western Australia

Contact: Erica Yeh
Phone: +618 6488 6881
Fax: +618 6488 6879
Website: www.meddent.uwa.edu.au/healthedu
Email: erica.yeh@uwa.edu.au

The University of Western Australia's reputation for excellence in teaching, learning and research is continued with its suite of articulated postgraduate courses in Health Professions Education. Our advanced level educational programs attract current and future leaders from across the health professions with a strong focus on practical application and interdisciplinary research and collaboration.

Exhibitor Profiles

Altus Assessments Inc.	Booth 34

Contact: Darryl Kraemer
Phone: +1 519 574 1274
Website: http://altusassessments.com
Twitter: https://twitter.com/take_casper
LinkedIn: https://www.linkedin.com/company/altus-assessments-inc-
Email: sales@altusassessments.com

Our tool is the online CASPer™ SJT. With little cost, or administrative burden, our tool helps programs find holistically better students replacing ineffective tools like essays, reference letters and personal statements. For 2016 admissions, Altus assessed 20% of US Medical School applicants and 50% of Canadian Medical School Applicants

AMEE	Booths 27 & 28

Contact: Pat Lilley
Phone: +44 1382 381953
Fax: +44 1382 381987
Website: www.amee.org
Twitter: @AMEE_Online
Facebook: http://www.facebook.com/AMEE. InternationalAssociationforMedicalEducation/
LinkedIn: https://www.linkedin.com/company/amee---international-association-for-medical-education-
Email: amee@dundee.ac.uk

AMEE is an organisation for teachers, researchers and others with an interest in medical/healthcare professions education. With members throughout the world, AMEE organises an annual conference, courses for teachers, the ASPIRE initiative and the Best Evidence Medical Education Collaboration. AMEE publishes two journals and a series of education guides.

ANZAHPE	Booths 23 & 24

Contact: Jill Romeo
Phone: 0478 313 123
Fax: +618 8586 3668
Website: www.anzahpe.org
Twitter: @anzahpe
Facebook: https://www.facebook.com/ANZAHPE/
Email: executive@anzahpe.org

The Australian and New Zealand Association for Health Professional Educators (ANZAHPE) is the peak professional body for all those involved in health professional education – educators and students. It aims to promote, support and advance education in the health professions, and to facilitate communication between educators.

SILVER SPONSOR	Association of American Medical Colleges (AAMC)	Booth 66

Contact: John Nash
Phone: +1 202 828 0400
Fax: +1 202 828 1123
Website: www.aamc.org
Twitter: @AAMCToday
Facebook: http://www.facebook.com/aamctoday
LinkedIn: https://www.linkedin.com/company/aamc
Email: jnash@aamc.org

The Association of American Medical Colleges (AAMC) helps advance global medical education, facilitate international mobility for medical students, and engage educators around the world, through publications, educational tools, and services. Our work supports the entire spectrum of education, research, and patient care activities conducted by our member medical schools and teaching hospitals.

Australian Healthcare & Hospitals Association

Contact: Yasmin Birchall
Phone: +612 6162 0780
Website: www.ahha.asn.au
Twitter: @AusHealthcare
Facebook: https://www.facebook.com/Aushealthcare
LinkedIn: https://www.linkedin.com/company/australian-healthcare-&-hospitals-association?trk=tyah&trkInfo=clickedVertical%3Acompany%2CclickedEntityId%3A6391294%2Cidx%3A2-2-3%2CtarId%3A1454911298103%2Ctas%3AAustralian+Healthca
Email: admin@ahha.asn.au

The Australian Healthcare and Hospitals Association (AHHA) is the independent peak membership body and advocate for the Australian healthcare system and a national voice for universally accessible, high quality healthcare in Australia. The AHHA is uniquely positioned to facilitate collaboration between clinicians, academics, policy makers, administrators and politicians.

SILVER SPONSOR | Australian Medical Council

Contact: Mr Ian Frank AM, Chief Executive Officer
Phone: +612 6270 9725
Fax: +612 6270 9799
Website: http://www.amc.org.au/
Email: amc@amc.org.au

The Australian Medical Council is the national accreditation authority for the medical profession. It sets standards for medical programs, accredits programs that meet the standards and monitors accredited programs. It assesses international medical graduates seeking registration in Australia through written and clinical examinations, and a work-place based assessment program.

AV Media Systems

Contact: Craig Renshaw
Phone: +618 9444 1773
Fax: +618 9444 1774
Website: www.avsystems.com.au
Email: craig@avsystems.com.au

From system design, installation and training to service and support, we specialise in providing end-to-end audio visual solutions. Our eBoard is the leading Interactive Touch Panel in Western Australia. As a dedicated team of professionals, our customer focus, expertise and purchasing power result in substantial value for our customers.

Education Management Solutions

Contact: Arielle Hewczuk
Phone: +1 610 701 7002
Fax: +1 484 653 1070
Website: www.SIMULATIONiQ.com
Twitter: @SIMULATIONiQ
Facebook: https://www.facebook.com/SIMULATIONIQ
LinkedIn: https://www.linkedin.com/company/education-management-solutions
Email: info@SIMULATIONiQ.COM

As a pioneer of simulation-based solutions for clinical training environments, EMS' SIMULATIONiQ™, is the only intelligent clinical simulation management operating platform that delivers unmatched performance for standardized patient- and mannequin-based training, and brings all the programs, people, and processes into a single, simplified view that saves time, improves clinical outcomes, and provides peace of mind.

EECW

Contact: Alison Petrie
Phone: +618 9389 1488
Fax: +618 9389 1499
Website: www.eecw.com.au
Twitter: @eecwaus
Facebook: http://www.facebook.com/EECW-613878905351130
LinkedIn: https://www.linkedin.com/company/eecw-events-management
Email: info@eecw.com.au

A professional conference management company with offices in Melbourne and Perth. Specialising in Association conferences, exhibitions and scientific meetings, EECW has a strong client base in the Academic sector. Talk to us now about how we can assist in planning and managing your next international or national conference. We can also help you bid for an international conference at no charge.

ExamSoft Worldwide, Inc.

Contact: Jason Gad
Phone: +1 866 429 8889
Website: www.learn.examsoft.com
Twitter: @examsoft
Facebook: https://www.facebook.com/examsoft
LinkedIn: https://www.linkedin.com/company/examsoft-worldwide-inc-
Email: jgad@examsoft.com

ExamSoft is a one-stop assessment management platform that assists educators with item banking and categorization, as well as exam creation, distribution, scoring, and analysis. The actionable data our platform aggregates is used by over 650 health science education programs worldwide to make informed decisions on student remediation, question validity, as well as course and program curricular design.

Flinders University
SILVER SPONSOR

Contact: Lori Tietz
Phone: 0417 810 601
Fax: +618 8586 3668
Website: www.flinders.edu.au/clinical-ed
Email: lori.tietz@flinders.edu.au

Master of Clinical Education: This articulated suite of courses aims to provide health professionals with advanced knowledge and skills to deliver quality education in health service settings. Clinical Education is characterised by a symbiotic relationship between the learner, an experienced clinical education and the health service. The topics are totally online so if you are juggling a busy life you can work at your own pace.

Fry-It Ltd

Contact: Constant McColl
Phone: +44 709 8447 7644
Website: www.fry-it.com
Email: info@fry-it.com

At FRY-IT we aim to use the power of software to help people improve lives and save lives. Our products Practique exam software and Kaizen e-portfolio are used by: medical organisations around the globe, advancing the frontiers of medical knowledge and providing tools to ensure that the next generation of medical professionals are of the highest standards possible.

Health Peer - Monash University

Booth 5

Contact: Vicki Edouard
Phone: +613 9902 0378
Website: http://www.med.monash.edu.au/education/healthpeer/
Twitter: @HealthPEER
Email: healthpeer.courses@monash.edu

The Faculty of Medicine, Nursing and Health Sciences is the largest research faculty at Monash University. Within the Faculty's Education portfolio, HealthPEER – Health Professions Education and Educational Research – is an interprofessional team committed to excellence in education and educational research, offering coursework qualifications and research degrees.

IDEAL Consortium

Booth 16

Contact: Helen Crosswell
Phone: +613 6226 8506
Fax: +613 6226 4788
Website: www.Idealmed.org
Email: Helen.crosswell@utas.edu.au

The IDEAL Consortium is an international collaboration of Faculties of Medicine which administer their student assessments in English. The Consortium has developed an Item Bank software program, called the IDEAL program, which allows its members to share a high quality, voluminous assessment bank for medical education. The Consortium encourages communication among member schools concerning quality standards in assessment, and promotes research for developing international standards in assessment of medical competence.

International Medical University

Booth 25

Contact: Yew-Beng Kang
Phone: +603 8656 7228
Fax: +603 8656 7229
Website: http://www.imu.edu.my
Twitter: @IMUMalaysia
Facebook: http://www.facebook.com/InternationalMedicalUniversity/
Email: info@imu.edu.my

IMU is Malaysia's first and most established private medical and health Sciences University with 24 years of dedicated focus in healthcare education. Comprising of 5 schools in the Faculty of Medicine and Health, it offers areas in pre-university studies, undergraduate, postgraduate, and continuous learning programs in the field of healthcare.

Kaplan Medical

Booth 7

Contact: Inder Pahal
Phone: +1 856 571 5052
Website: www.kaplanmedical.com
Twitter: https://twitter.com/KaplanMedical
Facebook: https://www.facebook.com/KaplanMedical
Email: inder.pahal@kaplan.com

Kaplan Medical, the world leader in USMLE® preparation for more than 40 years, has helped tens of thousands of students and physicians pass their medical licensing exams with high scores. Our multiple programs in the USA and abroad include live and online curricula for maximum flexibility and convenience.

Koken Co., Ltd.

Booth 46

Contact: Kenji Maie
Phone: +813 3816 3562
Fax: +813 3816 3562
Website: http://www.kokenmpc.co.jp/english/index.html
Email: customer@kokenmpc.co.jp

In the half century since our founding in 1959, KOKEN has grown to become a world-class specialist in the development and manufacture of silicone materials. Our culmination of original polymer technology assures remarkably lifelike feel and appearance. These models support the education of medical, nursing and emergency care professionals worldwide.

Kyoto Kagaku Co., Ltd.

Contact: Amane Takano
Phone: +81 75 605 2510
Fax: +81 75 605 2519
Website: www.kyotokagaku.com
Facebook: http://www.facebook.com/kyotokagaku
Email: rw-kyoto@kyotokagaku.co.jp

Experience a new way of skill training and assessment at Kyoto Kagaku booth. Combining true-to-life non-virtual task-trainer and innovation in objective feed-back that will encourage trainees to hone their skills. Also, world's first neck palpation simulator is waiting for your examination, here at Kyoto Kagaku.

Laerdal Pty Ltd

Booth 42

Contact: Dean Henderson
Phone: +613 9569 4055
Fax: +613 9569 4028
Website: http://www.laerdal.com/au/
Twitter: http://twitter.com/LaerdalAus
Facebook: http://www.facebook.com/pages/Laerdal-Australia/219178174797955?sk=wall
LinkedIn: http://www.linkedin.com/company/laerdal-medical
Email: dean.henderson@laerdal.com

Laerdal Medical is dedicated to Helping Save Lives through the advancement of resuscitation, emergency care and patient safety. Our vision is that no one should die or be disabled unnecessarily during birth or from sudden illness or trauma.

Limbs & Things Australasia Pty Ltd

Booth 49

Contact: Debbie McKinstry
Phone: +613 9708 6511
Fax: +613 9708 6566
Website: https://www.limbsandthings.com/au/
Twitter: @limbsandthings1
Facebook: https://www.facebook.com/Limbs-Things-Australia-New-Zealand-551432294897204/
LinkedIn: https://www.linkedin.com/company/limbs-&-things
Email: info@limbsandthings.com.au

Limbs & Things is a leading healthcare simulation manufacturer committed to improving patient outcomes by facilitating realistic learning experiences. The company works in close collaboration with clinicians to research, design and create products that enable clinical educators to deliver curriculum requirements, bringing greater confidence and competence to healthcare professionals worldwide.

Mentone Educational

Booth 31

Contact: Joel Fleischmann
Phone: +613 9553 3234
Fax: +613 9553 4562
Website: www.mentone-educational.com.au
Email: sales@mentone-educational.com.au

Mentone Educational is one of Australia's leading suppliers of teaching aids in anatomy, medical training and health sciences. Our products include anatomical models, medical manikins/simulators, physiology equipment and educational charts. We provide personalised service to meet your teaching or learning needs with our comprehensive product range of the highest quality.

National Board of Medical Examiners

Booth 18

Contact: Elaine Cooper
Phone: +1 215 590 9892
Fax: +1 215 590 9440
Website: www.nbme.org
Email: ecooper@nbme.org

The NBME is an independent, not-for-profit organization that provides high-quality examinations for the health professions. Protection of the health of the public through state of the art assessment of health professionals is the mission of the NBME, along with a major commitment to research and development in evaluation and measurement.

NHS Education for Scotland

Booths 64 & 65

Contact: Jean Allan
Phone: +44 131 656 4364
Website: www.nes.scot.nhs.uk
Twitter: @nhs_education
Facebook: https://www.facebook.com/NHSEducationforScotland
Email: jean.allan@nes.scot.nhs.uk

NHS Education for Scotland (NES) is a special health board of the National Health Service in Scotland responsible for the delivery of high-quality training, education and workforce development for staff.

NES has a national role in undergraduate, postgraduate and continuing professional development, overseeing more than 65 recognised medical training specialities, with curricula approved by the GMC and Royal Colleges.

Our goal is to improve health and care through education and a significant proportion of our work focuses on the clinical workforce, with a large part of our funding used to pay for doctors and dentists in training. We also prepare professionals for practice in psychology, pharmacy, optometry and healthcare science and provide educational development for the nursing, midwifery and allied health professions, healthcare chaplains, healthcare support workers, and administrative and clerical staff.

We believe that education is a force for positive change, enabling new models of care which cross traditional public service boundaries. 2014-15 represented the first year of delivering our refreshed strategic framework for 2014-19 Quality Education for a Healthier Scotland to support the Scottish Government's 2020 Vision of people able to live longer healthier lives at home, or in a homely setting. Find out more at: www.nes.scot.nhs.uk

Ottawa 2018 Conference

Booth 29

Contact: Pat Lilley
Phone: +44 1382 381953
Fax: +44 1382 381987
Website: www.ottawaconference.org
Twitter: @Ottawa2016
Email: ottawaconference@dundee.ac.uk

The Ottawa Conference on the Assessment of Competence in Medicine and the Healthcare Professions is held biennially and highlights the latest developments in assessment throughout the world. The next Ottawa Conference will be held in spring 2018 in United Arab Emirates. Look out for more details and don't miss the opportunity to participate!

Pearson VUE

Booth 22

Contact: Helen Henley
Phone: +44 207 010 2586
Website: www.pearsonvue.com
Twitter: @PearsonVUE
LinkedIn: https://www.linkedin.com/company/pearson-vue
Email: vuemarketing@pearson.com

Helping to improve people's lives through professional certification and academic testing is Pearson VUE's mission. Our customers' credentials help people advance in healthcare, technology, government and professional careers, as well as attain educational growth. Visit PearsonVUE.com to learn how our testing experts can develop, manage, deliver and grow your testing program.

PebblePad

Booth 35

Contact: Alison Poot
Phone: 0400 899 820
Website: www.pebblepad.com.au
Twitter: @PebblePad
Facebook: https://www.facebook.com/pebblepad
LinkedIn: https://www.linkedin.com/company/pebblepad
Email: alison@pebblepad.com.au

Sick of large, cumbersome, paper-based clinical workbooks? PebblePad is revolutionising the management of clinical placements in healthcare though flexible, customisable, and portable online alternatives. And we do eportfolios too! Come and talk to us at Booth 35 to find out more. No technology – just real people.

Qpercom Ltd

Contact: Enda Griffin
Phone: +35391395416
Fax: +35391495512
Website: http://www.qpercom.ie
Twitter: @qpercom
LinkedIn: https://ie.linkedin.com/in/qpercom
Email: enda.griffin@qpercom.ie

Our mission is to move beyond basic testing to achieve quality assured assessments. To meet the needs of modern educators, a cloud based system compiles, analyses and distributes results electronically without technical difficulties or administration errors. Clients say: "they don't sell software, they sell expertise in assessment using OSCEs, MMIs and EPAs

The National Palliative Care Education and Training Collaborative

PALLIATIVE CARE EDUCATION & TRAINING COLLABORATIVE
PEPA Program of Experience in the Palliative Approach | PCC4U PALLIATIVE CARE CURRICULUM FOR UNDERGRADUATES
Funded by the Australian Government Department of Health

Contact: Kylie Ash
Phone: +617 3138 6128
Website: www.pcc4u.org www.pepaeducation.com
Email: pcc4u@qut.edu.au pepa@qut.edu.au

The National Palliative Care Education and Training Collaborative aims to build the capability and capacity of the health workforce to provide quality palliative care for all Australians through two key programs. PEPA provides experience-based learning opportunities and palliative care education for non-palliative care specialist health workers. The PCC4U project provides resources to encourage the integration of palliative care training within all entry-to-practice curricula.

Speedwell

Contact: Alex Holland
Phone: +44 1223 851 703
Fax: +44 1223 851732
Website: speedwellsoftware.com
Twitter: @yourspeedwell
LinkedIn: https://www.linkedin.com/company/speedwell
Email: info@speedwellsoftware.com

Speedwell's next generation exam management tool enables you to run world-class e-exams. Knitting together all your exam needs into one easy-to-use, integrated tool maximising flexibility and control. Some of the largest and most prestigious educational institutions in the world rely on our innovative systems every day.

GOLD SPONSOR — The OET Centre

Contact: Janeen Gardiner, Marketing Manager
Phone: +613 8656 4000
Fax: +613 8656 4020
Website: www.occupationalenglishtest.org
Email: stakeholders@oet.com.au

OET is an English language test designed for the healthcare sector. Majority-owned by Cambridge English, OET remains relevant through continuous research and validation. OET is available in 29 countries and results are accepted as proof of English language proficiency for visa applications, professional registration and entrance into selected healthcare courses.

The University of Melbourne

Contact: Erin Turner
Phone: +613 8344 2591
Website: http://excite.mdhs.unimelb.edu.au/
Twitter: @EXCITE_UOM
Email: excite-info@unimelb.edu.au

The University of Melbourne's award winning Excellence in Clinical Teaching Program offers a nested suite of award courses – Graduate Certificate in Clinical Teaching, Graduate Diploma in Clinical Education and Master of Clinical Education. We also offer tailored programs, which include seminars, half or full day workshops. For more information, see www.excite.mdhs.unimelb.edu.au.

BRONZE SPONSOR

The University of Western Australia

Contact: Erica Yeh
Phone: +618 6488 6881
Fax: +618 6488 6879
Website: www.meddent.uwa.edu.au/healthedu
Email: erica.yeh@uwa.edu.au

The University of Western Australia's reputation for excellence in teaching, learning and research is continued with its suite of articulated postgraduate courses in Health Professions Education. Our advanced level educational programs attract current and future leaders from across the health professions with a strong focus on practical application and interdisciplinary research and collaboration.

Umbrella Consortium for Assessment

Contact: Mr. Konstantin Brass
Phone: +49 6221-56-8469
Website: www.ucan-assess.org
Email: info@ucan-assess.org

The Umbrella Consortium for Assessment Networks (UCAN) is a not-for-profit umbrella organization comprising over 60 assessment institutions. As part of the competency-based movement we do collaborative research on medical assessment, jointly create assessment content and develop software tools for exam management, delivery and quality assurance together with our partners.

University of Bern - Institute of Medical Education

Contact: Dr. Philippe Zimmermann
Phone: +41 31 631 58 58
Websites: http://www.iml.unibe.ch
http://www.examic.ch
http://www.eosce.ch
Email: philippe.zimmermann@iml.unibe.ch

For over 35 years, the Institute of Medical Education (IML) has been a centre of competence in the field of medical education. As an innovative organization, our attention is directed at the needs of the present as well as the challenges of the future. As a university organization, our activities focus on research, teaching, service and development.

"The reason why our GP Registrars consistently do so well in their exams is not because of us, even though we'd like to think it is. It's because when they train towards their fellowship in the Northern Territory they are exposed to a breadth of medicine that develops skills vital to good General Practice."

Nigel Gray
Director of Training
Northern Territory General Practice Education

NORTHERN TERRITORY
General Practice Education
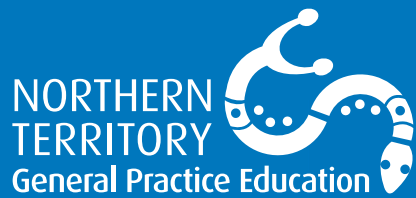
nigel.gray@ntgpe.org 0427003805

Exhibition Floor Plan

ANZAHPE Posters

Art Exhibition

Ottawa Posters

Internet Zone

Ottawa Posters

18		22	35		42	51
17						
16						
		23	34		43	50
		24	33		44	49
14						
13			Aussie Backyard Chillout Zone			
		25	32			
		26	31			
10						
7						
6		27	30	45	48	63	66
5		28	29	46	47	64	65

Entry

Booth/s	Exhibitor
5	Health Peer – Monash University
6	EECW
7	Kaplan Medical
10	Education Management Solutions
13	Umbrella Consortium for Assessment
14	Australian Healthcare & Hospitals Association
16	IDEAL Consortium
17	University of Bern – Institute of Medical Education
18	National Board of Medical Examiners
22	Pearson VUE
23 & 24	ANZAHPE
25	International Medical University
26	The University of Western Australia
27 & 28	AMEE
29	Ottawa 2018 Conference
30	Kyoto Kagaku Co., Ltd.
31	Mentone Educational
32	AV Media Systems

Booth/s	Exhibitor
33	ExamSoft Worldwide, Inc.
34	Altus Assessments Inc.
35	PebblePad
42	Laerdal Pty Ltd
43	The University of Melbourne
44	Fry-It Ltd
45	Qpercom Ltd
46	Koken Co., Ltd.
47	The OET Centre
48	Flinders University
49	Limbs & Things Australasia Pty Ltd
50	The National Palliative Care Education and Training Collaborative
51	Speedwell
63	Australian Medical Council
64 & 65	NHS Education for Scotland
66	Association of American Medical Colleges (AAMC)

Conference Program
Monday 21 March 2016

08.00 – 09.45

SESSION 1: PLENARY

RIVERSIDE THEATRE ●

Ottawa Keynote Address:
Assessment drives learning: How can assessment programmes be used to stimulate learning?
Prof. Janke Cohen-Schotanus, Emeritus Professor in Medical Education, Groningen University, The Netherlands

ANZAHPE Keynote Address:
Compassion and the biomedical gaze: the role of the medical humanities
Jane Macnaughton, Dean of Undergraduate Medicine of the School of Medicine, Pharmacy and Health, Durham University

ANZAHPE Fellowship Presentations

09.45 – 10.15 **MORNING TEA**

10.15 – 11.45 **SESSION 2: CONCURRENT SESSIONS**

OTTAWA Symposium	OTTAWA Oral						
Riverside Theatre ●	BelleVue Ballroom 1 ●	BelleVue Lounge ●	Meeting Room 1 ●	Meeting Room 2 ●	Meeting Room 3 ●	River View Room 4 ●	River View Room 5 ●
2A: Use of the OSCE and its further development as a tool to assess competency in the healthcare professions	**2B:** Postgraduate 1	**2C:** National & International Collaboration & Assessment	**2D:** Assessing Assessment	**2E:** Errors & Patient Safety	**2F:** Evaluating the Curriculum 1	**2G:** Work Based Assessment 1	**2H:** Selection 1

ANZAHPE Oral			
BelleVue Ballroom 2 ●	Meeting Room 6 ●	Meeting Room 7 ●	Meeting Room 8 ●
2T: Humanistic perspectives in health professions education 1	**2U:** Humanistic perspectives in health professions education 2	**2V:** Education for Practice 1	**2W:** Education for Practice 2

11.45 – 13.00 **LUNCH**

11.45 – 13.00 **ANZAHPE Annual General Meeting** (in allocated ANZAHPE room)

13.00 – 14.30 **SESSION 3: CONCURRENT SESSIONS**

OTTAWA Symposium	OTTAWA Oral						
Riverside Theatre ●	BelleVue Ballroom 1 ●	BelleVue Lounge ●	Meeting Room 1 ●	Meeting Room 2 ●	Meeting Room 3 ●	River View Room 4 ●	River View Room 5 ●
3A: National Exams	**3B:** Inter-professional Education	**3C:** Assessing the Teacher	**3D:** Clinical Skills	**3E:** Implementing an OSCE 1	**3F:** Evaluating the Curriculum 2	**3G:** Work Based Assessment 2	**3H:** The Student/ Trainee in Difficulty

ANZAHPE Oral			
BelleVue Ballroom 2 ●	Meeting Room 6 ●	Meeting Room 7 ●	Meeting Room 8 ●
3T: Humanistic perspectives in health professions education 3	**3U:** Capability for Interprofessional Practice 1	**3V:** Education for Practice 3	**3W:** Humanistic perspectives in health professions education 4

14.30 – 14.50 **AFTERNOON TEA**

*Organisers reserve the right to alter the program as circumstances dictate

SESSION 2: CONCURRENT SESSIONS

OTTAWA Workshop

Meeting Room 9 ●	Meeting Room 10 ●	Meeting Room 11 ●	Vocus Suite ●	Hilton Swan ●	Hilton Fremantle ●	Adina Avon ●	Adina Canning ●
2I: Student Reflection on Global Health Electives	**2J:** Designing Assessment Systems for Learning	**2K:** WPBA - ePortfolio	**2L:** Feeding Back on Assessment	**2M:** Assessing the Intangible	**2O:** Curiostiy and Complexity	**2P:** Learner Remediation	**2Q:** Student Role in Participatory Feedback

OTTAWA Poster

Pavilion ●	Pavilion ●
2R: Technology and Assessment	**2S:** Evaluation of the Under-graduate Teaching & Learning Program 1

ANZAHPE Workshop

Hilton Stirling ●	Hilton Karri ●
2X: Humanistic Perspectives in health professions education	**2Y:** Capability for IPL

ANZAHPE Poster

Pavilion ●
2Z: Humanistic Perspectives in health professions education

SESSION 3: CONCURRENT SESSIONS

OTTAWA Workshop

Meeting Room 9 ●	Meeting Room 10 ●	Meeting Room 11 ●	Vocus Suite ●	Hilton Swan ●	Hilton Pinnacles ●	Hilton Fremantle ●	Adina Avon ●
3I: Accreditation to Clarify Curriculum and Assessment of Prof in U/G	**3J:** OSCEs to Assess I/P Collaboration	**3K:** Selecting Medical Students with Disabilities	**3L:** Construct-aligned Entrustability Scales	**3M:** Using Technology for Programmatic Asst	**3N:** Assessing Design Decisions Framework	**3O:** Integrated Assessment	**3P:** Station Level Flaws

OTTAWA Poster

Pavilion ●	Pavilion ●
3R: Written Assessment/ Standard Setting	**3S:** Evaluation of the Under-graduate Teaching & Learning Program 2

ANZAHPE PeArLS

Hilton Stirling ●
3X:

ANZAHPE Workshop

Hilton Karri ●
3Y: Capability for IPL

ANZAHPE Poster

Pavilion ●
3X: Education for Practice

MONDAY 21 MARCH 2016 (continued)

14.50 – 16.20

SESSION 4: CONCURRENT SESSIONS

OTTAWA Symposium	OTTAWA Oral						
Riverside Theatre ●	BelleVue Ballroom 1 ●	BelleVue Lounge ●	Meeting Room 1 ●	Meeting Room 2 ●	Meeting Room 3 ●	River View Room 4 ●	River View Room 5 ●
4A: Improving selection into medicine and the health care professions	**4B:** Postgraduate 2	**4C:** Technology & Assessment	**4D:** Commun-ication Skills 1	**4E:** Implementing an OSCE 2	**4F:** Topics in the Curriculum	**4G:** Work Based Assessment 3	**4H:** Students & Assessment

ANZAHPE Oral			
BelleVue Ballroom 2 ●	Meeting Room 6 ●	Meeting Room 7 ●	Meeting Room 8 ●
4T: Education for Practice 4	**4U:** Capability for Interprofessional Practice 2	**4V:** Education for Practice 5	**4W:** Mixed presentations

16.20 – 16.30   **SHORT BREAK**

16.30 - 18.00

SESSION 5: CONCURRENT SESSIONS

OTTAWA Symposium	OTTAWA Oral						
Riverside Theatre ●	BelleVue Ballroom 1 ●	BelleVue Lounge	Meeting Room 1 ●	Meeting Room 2 ●	Meeting Room 3 ●	River View Room 4 ●	River View Room 5 ●
5A: Assessment in Rural and Remote Locations	**5B:** Fitness to Practice & Revalidation	**5C:** Undergraduate Assessment	**5D:** Communi-cation Skills 2	**5E:** Scoring an OSCE and Pass/Fail Decisions 1	**5F:** Portfolios 1	**5G:** Work Based Assessment - MiniCEX	**5H:** Selection - MMI

ANZAHPE Oral			
BelleVue Ballroom 2 ●	Meeting Room 6 ●	Meeting Room 7 ●	Meeting Room 8 ●
5T: Technology Enhanced Learning in the health professions 2	**5U:** Capability for Interprofessional Practice 2	**5V:** Education for Practice 6	**5W:** Technology Enhanced Learning in the health professions 3

   *Organisers reserve the right to alter the program as circumstances dictate

SESSION 4: CONCURRENT SESSIONS

OTTAWA Workshop

Meeting Room 9 ●	Meeting Room 10 ●	Meeting Room 11 ●	Vocus Suite ●	Hilton Swan ●	Hilton Pinnacles ●	Hilton Fremantle ●
4I: Facilitating Reflective H/C Practitioners through Portfolio Assessment	**4J:** Peer-Consultation Program for Clinical Teachers	**4K:** Students in Difficulty	**4L:** Effective Written Feedback	**4M:** Assessment & Educational Analytics	**4N:** Interprofess-ional Profess-ionalism	**4O:** Interprofess-ional Profess-ionalism

OTTAWA Poster

Pavilion ●	Pavilion ●
4R: Faculty Development/ Competency-Based Assessment	**4S:** Evaluation of the Undergraduate Teaching & Learning Program 3

ANZAHPE PeArLS	ANZAHPE Workshop	ANZAHPE Poster
Hilton Stirling ●	Hilton Karri ●	Pavilion ●
4X:	**4Y:** Education for Practice	**4Z:** Technology Enhanced Learning in the health professions

SESSION 5: CONCURRENT SESSIONS

OTTAWA Workshop

Meeting Room 9 ●	Meeting Room 10 ●	Meeting Room 11 ●	Vocus Suite ●	Hilton Swan ●	Hilton Pinnacles ●	Hilton Fremantle ●	Adina Avon ●	Adina Canning ●	OTTAWA Poster — Pavilion ●
5I: Assessment for Pre-Clerkship Incorporating Competency Domains	**5J:** Assessment in IPE	**5K:** Improving Formative Feedback	**5L:** ASPIRE - Excellence in Assessment	**5M:** Directory & Repository	**5N:** OSTEs	**5O:** Assessing Clinical Reasoning	**5P:** Setting Fair Pass Scores for OSCE	**5Q:** We all Want High Quality Education, Right?	**5R:** Assessment of Clinical Skills

ANZAHPE PeArLS	ANZAHPE Workshop	ANZAHPE Poster
Hilton Stirling ●	Hilton Karri ●	Pavilion ●
5X: Education for Practice	**5Y:** Technology Enhanced Learning in the health professions	**5Z:** Education for Practice

08.00 – 09.45

SESSION 6: PLENARY

RIVERSIDE THEATRE

ANZAHPE Keynote Address:
Goal directed simulation - connecting clinical education with health service outcomes

Victoria Brazil, Theme Lead - Doctor as Practitioner, Faculty of Health Sciences and Medicine, Bond University, Queensland Australia

Ottawa Keynote Address:
Miriam Friedman Ben David Lecture - Peering Through the Looking Glass: How advances in technology, psychometrics and philosophy are altering the assessment landscape in medical education

Dr Andre De Champlain, Medical Council Of Canada, Ottawa, Canada

09.45 – 10.15   **MORNING TEA**

10.15 – 11.45   **SESSION 7: CONCURRENT SESSIONS**

OTTAWA Symposium	OTTAWA Oral						
Riverside Theatre ●	BelleVue Ballroom 1 ●	BelleVue Lounge ●	Meeting Room 1 ●	Meeting Room 2 ●	Meeting Room 3 ●	River View Room 4 ●	River View Room 5 ●
7A: Benchmarking Assessment of Profession-alism	**7B:** Postgraduate 3	**7C:** Online Assessment	**7D:** Communi-cation Skills 3	**7E:** Scoring an OSCE and Pass/Fail Decisions 2	**7F:** Portfolios 2	**7G:** Assessment & EPAs	**7H:** Selection - Situational Judgement Test

ANZAHPE Oral			ANZAHPE PeArLS
BelleVue Ballroom 2 ●	Meeting Room 6 ●	Meeting Room 7 ●	Meeting Room 8 ●
7T: Simulation as Practice	**7U:** Capability for Interprofessional Practice	**7V:** Education for Practice 6	**7W:** Education for Practice

11.45 – 13.00   **LUNCH**

11.45 – 13.00   **ANZAHPE: Annual meeting for coordinators of postgraduate courses in health professions education (Grad Cert, Grad Dip, Masters)** (in allocated ANZAHPE room)

13.00 – 14.30   **SESSION 8: CONCURRENT SESSIONS**

OTTAWA Symposium	OTTAWA Oral						
Riverside Theatre ●	BelleVue Ballroom 1 ●	BelleVue Lounge ●	Meeting Room 1 ●	Meeting Room 2 ●	Meeting Room 3 ●	River View Room 4 ●	River View Room 5 ●
8A: Becoming Inter-professional: What questions do we need to ask?	**8B:** Assessing Professionalism 1	**8C:** Planning an Assessment	**8D:** Competency Based Education & Assessment 1	**8E:** Scoring an OSCE and Pass/ Fail Decisions 3	**8F:** Electives and Attachments	**8G:** Written Assessment	**8H:** Selection for Postgraduate Training

ANZAHPE Oral			ANZAHPE PeArLS
BelleVue Ballroom 2 ●	Meeting Room 6 ●	Meeting Room 7 ●	Meeting Room 8 ●
8T: Medical Education in China	**8U:** Education for Practice 7	**8V:** Humanistic perspectives in health professions education 5	**8W:** Humanistic perspectives in health professions education 6

14.30 – 14.50   **AFTERNOON TEA**

*Organisers reserve the right to alter the program as circumstances dictate

SESSION 7: CONCURRENT SESSIONS

OTTAWA Workshop | OTTAWA Poster

Meeting Room 9 ●	Meeting Room 10 ●	Meeting Room 11 ●	Vocus Suite ●	Hilton Swan ●	Hilton Pinnacles ●	Hilton Fremantle ●	Adina Avon ●	Adina Canning ●	Pavilion ●	Pavilion ●
7I: Managing Conflict when Providing Feedback	**7J:** SPs and IPE	**7K:** Global Health Teaching & Assessment	**7L:** Selection Criteria for Rural Workforce	**7M:** Using Item Answers & Respondents' Certainty Ratings in Written Assessment	**7N:** Assessing Case Based Learning Outcomes	**7O:** Setting Fair Pass Scores for OSCE	**7P:** Design and Assessment of Entrustment Tasks	**7Q:** Support and Formative Feedback to PG Trainees	**7R:** Under-graduate Assess-ment	**7S:** Work-Based Assessment / The OSCE

ANZAHPE Workshop | ANZAHPE Poster

Hilton Stirling ●	Hilton Karri ●	Pavilion ●
7X: Capability for IPL	**7Y:** Education for Practice	**7Z:** Education for practice

SESSION 8: CONCURRENT SESSIONS

OTTAWA Workshop | OTTAWA Poster

Meeting Room 9 ●	Meeting Room 10 ●	Meeting Room 11 ●	Vocus Suite ●	Hilton Swan ●	Hilton Pinnacles ●	Hilton Fremantle ●	Adina Avon ●	Adina Canning ●	Pavilion ●
8I: Ten Ways to Provide Feedback	**8J:** Interactive Video Asst Tools in IPE	**8K:** Item Analysis	**8L:** Selecting the Students you want	**8M:** Closing the Feedback Loop	**8N:** Organi-zational Accreditation for IP Cont Ed	**8O:** Objectively Measuring Conscientious-ness	**8P:** Rater Bias: Yours, Mine and Theirs	**8Q:** ePortfolios for WPBA - Global Perspective	**8R:** Evaluation of the Postgraduate Teaching & Learning Program

ANZAHPE Workshop | ANZAHPE Poster

Hilton Stirling ●	Hilton Karri ●	Pavilion ●
8X: Technology Enhanced Learning in the health professions	**8Y:** Education for Practice	**8X:** Mixed Themes

14.50 – 16.20   **SESSION 9: CONCURRENT SESSIONS**

OTTAWA Symposium / OTTAWA Oral

OTTAWA Symposium	OTTAWA Oral						
Riverside Theatre ●	BelleVue Ballroom 1 ●	BelleVue Lounge ●	Meeting Room 1 ●	Meeting Room 2 ●	Meeting Room 3 ●	River View Room 4 ●	River View Room 5 ●
9A: Programmatic Assessment for Learning as a Way to Support Competency-Based Education: Its opportunities, challenges and controversies	**9B:** Assessing Professionalism 2	**9C:** Research	**9D:** Competency Based Education & Assessment 2	**9E:** Clinical Assessment 1	**9F:** Educational Strategies	**9G:** Progress Test	**9H:** Selection 2

ANZAHPE Oral

BelleVue Ballroom 2 ●	Meeting Room 6 ●	Meeting Room 7 ●
9T: Capability for Interprofessional Practice	**9U:** Capability for Interprofessional Practice/ Education for Practice	**9V:** Mixed Themes

16.20 – 16.30   **SHORT BREAK**

16.30 – 18.00   **SESSION 10: CONCURRENT SESSIONS**

OTTAWA Symposium / OTTAWA Oral

OTTAWA Symposium	OTTAWA Oral						
Riverside Theatre ●	BelleVue Ballroom 1 ●	BelleVue Lounge ●	Meeting Room 1 ●	Meeting Room 2 ●	Meeting Room 3 ●	Meeting Room 6 ●	Meeting Room 7 ●
10A: Patient and Public Involvement in Assessing Competence Across The Medical Continuum	**10B:** Assessment of Empathy	**10C:** Assessment & Milestones	**10D:** Feedback 1	**10E:** Clinical Assessment 2	**10F:** Curriculum Organisation	**10G:** Validity	**10H:** Accreditation, QA and the Organisation

ANZAHPE Oral / ANZAHPE PeArLS

ANZAHPE Oral	ANZAHPE PeArLS		
BelleVue Ballroom 2 ●	Meeting Room 8 ●	Hilton Stirling ●	Hilton Karri ●
10T: ANZAHPE Post-Graduate Student Prize in Health Professional Education	**10W:** Designing 'Reasonable Adjustments' In The Curriculum And Assessments To Create Equity For Students With Temporary Or Permanent Disabilities	**10X:** Education for Practice	**10Y:** Capability for IPL

    *Organisers reserve the right to alter the program as circumstances dictate

SESSION 9: CONCURRENT SESSIONS

OTTAWA Workshop / OTTAWA Poster

Meeting Room 9 ●	Meeting Room 10 ●	Meeting Room 11 ●	Vocus Suite ●	Hilton Swan ●	Hilton Pinnacles ●	Hilton Fremantle ●	Adina Avon ●	Adina Canning ●	Pavilion ●	Pavilion ●
9I: G Theory	**9J:** SPs in High Stakes Assessment	**9K:** Interpreting Milestones Data	**9L:** Consensus Statement on IPE	**9M:** Combining Quant. & Qual Data	**9N:** Evaluating Education Innovations	**9O:** Evaluating Education Innovations	**9P:** Our Mark Sheet is Better than Yours	**9Q:** Quality of E-OSCES using Online Marking Tool	**9R:** Assessment in Post-graduate Education	**9S:** Accredi-tation/ Students/ Empathy

ANZAHPE PeArLS / ANZAHPE Workshop / ANZAHPE Poster

Meeting Room 8 ●	Hilton Stirling ●	Hilton Karri ●	Pavilion ●
9W: Technology Enhanced Learning	**9X:** Education for Practice	**9Y:** Technology Enhanced Learning in the health professions	**9X:** Simulation for Practice

SESSION 10: CONCURRENT SESSIONS

OTTAWA Workshop / OTTAWA Poster

Meeting Room 9 ●	Meeting Room 10 ●	Vocus Suite ●	Hilton Swan ●	Hilton Pinnacles ●	Hilton Fremantle ●	Adina Avon ●	Pavilion ●
10I: Behaviour Change Theories to Ass Courses	**10J:** Setting Standards for Progress Tests	**10L:** How is my Team Doing?	**10M:** Ass Prof Dev - Fitness to Practise	**10N:** Non-Cognitive Qualities for Selecting Students	**10O:** Inter-Institutional Cooperation in CB & QA	**10P:** Sequential testing methodologies	**10R:** Students/ Student Selection

ANZAHPE Poster

Pavilion ●
10Z: Interprofessional Learning

Conference Program
Wednesday 23 March 2016

08.00 – 09.30

SESSION 11: CONCURRENT SESSIONS

OTTAWA Symposium	OTTAWA Oral						
Riverside Theatre ●	BelleVue Ballroom 1 ●	BelleVue Lounge ●	Meeting Room 1 ●	Meeting Room 2 ●	Meeting Room 3 ●	River View Room 4 ●	River View Room 5 ●
11A: EPAs and WBA	**11B:** Peer Assessment	**11C:** Online Assessment	**11D:** Feedback 2	**11E:** PBL/Education Environment	**11F:** Standard Setting	**11G:** The Rural Community	**11H:** Health Promotion

ANZAHPE Oral			ANZAHPE PeArLS	ANZAHPE Workshop	
BelleVue Ballroom 2 ●	Meeting Room 6 ●	Meeting Room 7 ●	Meeting Room 8 ●	Meeting Room 9 ●	Meeting Room 10 ●
11T: Learning and Teaching of Indigenous Health	**11U:** Technology Enhanced Learning in the health professions	**11V:** Education as Practice	**11W:** Technology Enhanced Learning in the health professions	**11X:** Technology Enhanced Learning in the health professions	**11Y:** ANZAHPE Workshops Capability for Interprofessional Practice

09.30 – 10.00

MORNING TEA

10.00 – 12.00

SESSION 12: PLENARY

RIVERSIDE THEATRE ●

ANZAHPE 2017 and Ottawa 2018 Presentations

Ottawa Keynote Address:
The Changing Faces of Feedback: Challenges to our practices
David Boud, Emeritus Professor, Faculty of Arts and Social Sciences, University of Technology, Sydney, Australia

ANZAHPE Keynote Address:
Where's Wally? Finding the place of cultural competency in a medical curriculum
Suzanne Pitama (Ngati Kahungunu) PhD, Associate Professor, Faculty of Medicine, University of Otago, Christchurch New Zealand

Closing Remarks:
Ronald Harden and Monica Moran

Journal of Graduate Medical Education

The *Journal of Graduate Medical Education* (*JGME*) disseminates scholarship and promotes critical inquiry to inform and engage the graduate medical education community with the goal of improving the quality of graduate medical education. *JGME* is a peer-reviewed, editorially independent journal published by the Accreditation Council for Graduate Medical Education in the United States.

Yearly Subscriptions

Standard individual online rate: $160
Online rate for international subscribers: $125
DIO rate for institutional subscriptions: $85

Check us out!

@JournalofGME

Journal of Graduate Medical Education

/JournalofGME

FREE Online Access to *JGME*

JGME offers attendees of the Ottawa/ANZAHPE 2016 Conference 2 weeks of online access free of charge. Use the token below and the instructions that follow to gain access to all *JGME* content.

Token: Ottawa2016

Go to www.jgme.org. If you have not already registered, click on the link in the upper right corner of the page and follow the instructions.

If you have already registered, log in on the *Journal* site. When your name is shown at the top of the page, click on it to open your account. Go to the page for Access (to get to this page click on your hyperlinked name in the top right corner, then click the Access tab). Enter the token Ottawa2016 in the box and select submit to activate 2 free weeks of access to *JGME* articles.

On subsequent visits to the *JGME* website, you must log in by clicking the link at the top of the page.

Poster Program

	ANZAHPE Posters
Poster	**Speakers Paper Title**
1	Patient Focused Case Based Learning In Paramedicine Distance Education – Student's Qualitative Reflection for a De Novo Consolidation Course
2	Community Engagement Programs and Socially Accountable Medical Education
3	Does sex really matter? Investigating gender bias in laparoscopic surgical skills assessment.
4	Research knowledge and skills in Australian medical schools
5	I heard you had a bit of upset' : Junior doctors' emotion regulation as an individual and interpersonal phenomenon
6	Beyond 'Brain Drain' understanding the impact of international medical migration on health systems: a pilot study of British Doctors in New Zealand.
6	Enhancing Enrolled Nurse education through an innovative partnership framework
7	The hospital mortuary: a place for learning about death...and life
8	Bibliographic information evaluation of interventional medical education articles in 1980–2012
9	Getting Started with Setting Priorities: Developing the Agenda for Health Professions Education Research
10	The Use Of 'Master Science Teachers' To Help Integrate Foundational Sciences Into The Clinical Curriculum
11	Longitudinal Audio Diaries: A method to explore intersecting personal and professional identities in healthcare education research
12	The decline of moral judgement competence during medical school: can this be ameliorated by an ethical reasoning curriculum?
13	Intern Training – Intern Outcome Statements: Charting the Course
14	Learning to integrate practice between medicine and community: An overview of community based medical education placement programs
16	Is it time to introduce Longitudinal Integrated Clerkships (LICs) for ALL medical students?
17	When training is not enough
18	The effective use of oral exam in a remedial program to support students' learning and teachers' teaching strategy
19	Peer-led, student-centered interventions the key to student health care worker influenza vaccination
20	Reducing Surface Learning Approach of Medical Students Using Digital Media as an Intervention Tool
21	How to create video : shoot, edit, export.
22	A trainee-led student finals preparation programme – the first year
23	Student Response to Remote-Online Case Based Learning – A Qualitative Study
24	Blurring boundaries: radiation therapist perception of social media as a professional development tool
25	Evaluation Of Online Pathology Practical Team Based Self Directed Learning In Problem Based Learning Curriculum
26	I Just Don't Know Where to Start– The Journey of tmttopics
27	Listening to Learners Creates Reusable Refugee Health Educational Resources
28	To remember or not to remember': an analysis of the literature investigating the impact of Information Communication Technology affordances on active-learning pedagogies
29	What Makes a Good Doctor? Using Q Sort to Explore the Interpretations of Trainees in Different Specialties
30	Democratizing medical education research through stories New title: No tall tales: Using experience-sharing stories to promote medical education research
31	Developing an integrated General Practice educational framework
32	Can visiting the Thai's father of modern medicine museum inspire Thai medical students?
33	Online Multi-Professional Education About Lifestyle Behaviour Change Talk: Adaptation of a Teaching Session Based on Psychological Theory (Tent Pegs)
34	Female pelvic examination in medical curricula: opportunities and barriers

ANZAHPE Posters (continued)	
Poster	**Speakers Paper Title**
35	Transitioning from undergraduate to postgraduate studies for Oral Health Therapists
36	Study on Pharmacy Students' Preparedness for Clinical Learning: Supervisors and Students Perspective
37	Unexploited Opportunity to Reinforce the Practice of Family History Taking
38	The Student Experience of Learning Anatomy: A Comparative Study in Undergraduate Healthcare Education
39	What's in a name?
40	The experience of medical students learning intimate examinations
41	Anatomy Made Easy
42	The Decision Enhancement Tool
43	Evaluation of an interprofessional peer group mentoring program to improve the quality of student supervision on placement
44	Understanding the work of Public Health Medicine specialists and the implications for training
45	Hiding The P's Under The Carrots: Facilitating Student Engagement with Research Appraisal Tools and Techniques Through Their Integration With The Sciences
46	Evaluating Preparation and Practice Experiences of Adult Scope Dental Therapy Graduates In Victoria, Australia
47	Engaging and supporting resident medical officers through a peer-to-peer presentation program
48	Facilitating Connections: Developing a Network of Early-Career Medical Educators in Australasia
49	Training Surgical Decision Making – A Systematic Review
50	The Indigenous Health Stream – collaboration
51	Bringing specimens to life – Pots, QR codes, and Annotated video
52	Handing Over The Patient. Audio Enhancement Transforms A Paper-Based Role-Play Scenario Into A 'Real' Patient
53	WHY should students write a Global Health case report?
54	How to Effectively Entrust Trainees
55	Chronic Care Models used in HIV/AIDS Nursing: An Appraisal of Chronic Care Nursing Education in Zambia
56	The enhancing tertiary tutor's cultural safety project: Cultural Awareness Training for PBL (problem based learning) Tutors
57	A healthcare providers perspective of the successes of centrally coordinating and evaluating different models of undergraduate clinical placement across different disciplines from multiple education providers – why it works!
58	Teaching and learning health advocacy in Australian medical schools
59	A realist synthesis of the evidence linking education and training to patient benefit
60	Factors that Affect the Confidence Level of Nurses in an Inter-professional Team-based Simulation Crisis Training in a Singapore Acute Hospital
61	Making it real: learning medical English in simulation centres
62	BleepSim: On-call simulation to improve confidence in newly qualified junior doctors
63	Simulation of current sensitive health issues via community partnership
64	Cardiac Surgical Training Through Low-Fidelity Simulation
65	Medication Chart Training for the Prescribers: How It Helped
66	Can we measure the skills of clinical reasoning based on the findings from the physical examination in OSCE?
67	Family Medicine Clerkship Evaluations: OSCE or a mini-CEX? Student and faculty perceptions
68	Multisource Feedback for Review of Lectures in Medical Education: A Pilot Study
69	The Relationship between Case Complexity and Shared Decision-Making: Use of the Clinical Shared Leadership Framework
70	Interprofessional Education: A Reflexive Study

Ottawa Posters

Poster	Speakers Paper Title
71	Mobile Devices(Byod) Based Online Pre-Class Information Delivery And In-Class Assessment And Evaluation App In Medical Education: A Pilot Study
72	OATS – A web-based platform for Objective Assessment of Technical Skills
73	Crisis Checklist' mobile phone application – can it improve the treatment of an acutely unwell patient in a Pre-hospital setting?
74	Implementing Interactive Rubrics – A more effective method of assessing psychomotor skills
75	Aggregating Ambient Student Tracking Data for Assessment
76	Developing The Refelctive Writing Of First Year Medical Students Using Qm+, A New Virtual Learning Environment
77	Assessing The Diagnostic And Therapeutic Components Of Clinical Reasoning
78	Instructional Videos Inducing Process-Goals Increase Novices Lumbar Puncture Performance, Compared To Traditional Video Design, A Randomized Trial
79	SCRIPT eLearning: a multi-method evaluation
80	Knowledge Application of Basic Obstetrics Procedure: Suranaree University of Technology (SUT) Mobile Content in Preclinical Medical Students
81	Evaluating the effectiveness of an extended basic science curriculum in international medical students.
82	An Obstetrics And Gynaecology Simulation Program In Clinical Skills For Medical Students: A Pre-Test Post-Test Evaluation
83	Comparison of Academic Achievement in Clinical Phase between the Joint Medical Program (SWU – UoN) and the Regular Medical Program
84	To Study the Effectiveness of Small Group Teaching in a Medical Museum Session
85	Scenario-based Courses Utilizing Mannequins in Learning Outcome of Medical Students
86	Comparison of student research program and curriculum in Korean medical schools
87	Balance of life in clinical years of medical students : Vachira Phuket Medical Education Center
88	Evaluation of SOAP notes of Korean Medical Students
89	Cognitive Capacity Reserve (CCR), Practice Based Erudition (PBE) and FISH: A Learning-Centred Approach
90	The Right Time to Learn: Comparison of Scores Between Preclinical and Clinical Medical Students in a Forensic Medicine Course
91	Cumulative Grade Point Average Predicts Colleague Satisfactions to Medical Graduates
92	Evaluation Of A New Process Enlisting Volunteer Junior Academic Title Holders To Provide Qualitative Feedback On A Year 2 School Of Medicine Assessment Hurdle
93	Evaluation Of Student Preparedness During Early Clinical Phase: Effect Of Introducing Pre-Clinical Phase Hospital Rotation Postings
94	Influence of Open and Closed Book Examinations on Health Science Students' Learning Approach
95	Using Command Terms to Demand Higher Order Responses in Assessment in Medical Education
96	Difference in test scores between early and late finishers of the MCQs test. An observational study during medical school exit examination.
97	Applying a Situational Judgement Test (Sjt) in an Indonesian Culture and Context: A Case Study in Faculty of Medicine, Universitas Indonesia
98	The effect of hybrid development on the construct validity of an integrity Situational Judgment Test for medical school selection.
99	The experience of using the Scrip Concordance Test in educational research
100	Analyzing Curriculum Outcome Using Final Year Progress Test
101	Script: A Script Concordnce Test Runing With The Procedure Of Pbl And Tbl For Medical Training And Assessment
102	Does Pass-Fail Grading Affect Student Achievement in a Postgraduate Professional Psychology Course?
103	Setting New Standards in Assessment: From Angoff to Cohen
104	Rubric for Examiner Standardization in Portfolio Assessment
105	Influence of different scoring methods for MTF items on test fairness.
106	How do Senior Medical Clinicians use and Experience Non-Medical Literature and Reading?
107	Specialist Guided Improvement in Junior Doctor Competency
108	Evaluating the end of an educational era for an integrated 'whole-system' programme for medical students' active learning:--- Inaugural tutors on legacy and lament (The Sequel)

Ottawa Posters (continued)

Poster	Speakers Paper Title
109	Clinically Oriented Anatomy Teaching to Maximise Second Year Medical Students Learning Experience
110	Student's Performance in Early Clinical Phase Assessments: Effect of Introduction of Clinical Integration Block in Pre-Clinical Phase
111	Assessing students' participation and social interaction in Problem Based Inter-professional Learning
112	Art in Medical Education: Enhancing Clinical and Self-Care Skills
113	Exploring the development of reflective thinking in an undergraduate problem based learning healthcare course.
114	Peer-Review of Teaching for Rural Medical Educators: Evaluation of a Pilot Program
115	Geographic and Temporal Trend in the Distribution of Physicians Under the Government-Initiated Collaborative Project to Increase Production of Rural Doctors in Thailand
116	Effectiveness of the Integrated Faculty Development Program (IFDP) in The University of the Philippines College of Medicine (UPCM)
117	Students' Perception on Teaching Performances of Trained Teachers Focusing Undergraduate Tutorial Classes in Bangladesh
118	Essential Course for Medical Educator (ECME): An Integrated Faculty Development Program
119	Competence-based Examination to Strengthen Quality of Health Higher Education and Healthcare System in Indonesia
120	Validating a 'Fit-For-Purpose' Competency Screening Examination For International Graduating Optometrists (IGOS)
121	The Ultrasound Learning Pyramid: A Useful Tool for the Training and Competency Assessment of Ultrasound
122	Learning and Academic Emotions during Clinical Courses – A Longitudinal Study via Mobile Phones
123	Waiting is not an option! Examining the Uptake of New Assessment Concepts in Health Professions Education
124	Evaluation and Feedback for Effective Clinical Teaching (Effect): Experience at Lithuanian University of Health Sciences
125	A framework to orientate and develop the newly appointed health professions educator
126	Faculty' Skills and educational needs concerning clinical teaching methods in Qazvin medical School of Nursing and Midwifery
127	Innovative Model for Assessing the Quality of Undergraduate and Postgraduate Medical Education
128	Is the quality of teaching crucial for students' choice of their teaching hospital?
129	Assessment and Evaluation of Applied Collaborative Practice: Online Modules and Experiential Team Learning Events
130	A short Emotional stimulus is as effective as practical assessment strategy for learning Basic Life Support skills
131	The Impact of an Interprofessional Continuing Education Workshop on Faculty Knowledge, Skills, Attitudes and Practices
132	Leadership training for junior doctors supports better team performance
133	An assessment of educational program for undergraduate dental students with Japanese-English dual linguistic education system at Hiroshima University (the third and the fourth year)
134	Developing an Assessment Sheet for Analyzing Difficult and Complicated Problems In Health Professions Education
135	Questions about Questions: A Formative Study Assessing Medical Student Competency in Evidence-Based Medicine Practice
136	Quality Assurance of Early Clinical Experience GP Visits
137	Pack Check: A Resource forSafe Transfusion Practice
138	Five times is enough skill's practice in medial students: Case study in UVC skill
139	Assessing Technical Skills Using Multiple Sources
140	Development of a Procedure Specific Assessment Tool for Diagnostic Flexible Pharyngo-Laryngoscopy Using a Delphi Methodology
141	Mastery: the foundation of clinical competence
142	Developing an innovative digital tool to test competence in tumour assessement
143	Can a USMLE CS Note-Scoring Rubric Be Adapted Among Different Institutions?
144	Development of Hybrid Cinical Performance Examination Assessment in Gynecologic Case
145	Formative and Summative Evaluation tools during Clerkship: Which one, when and why?
146	Arts and Surgery: Does Drawing Skill Correlate with Surgical Skill?
147	Do subjective comments by examiners match the numerical scores in the long case component of the final professional MBBS examination?
148	Validation of 5-Item Doctor-Patient Communication Competency Instrument for Medical Clerks (Dpcc-Mc)
149	NBME-Comprehensive Basic Science Self-Assessment Exam (CBSE) Is a Strong Early Indicator for Performance in Clinical Clerkships and United States Medical Licencing Examinations (USMLE)

Poster	Speakers Paper Title
	Ottawa Posters (continued)
150	Evaluation of a Newly Introduced Integrated Final MD Examination
151	Dissecting Questions: The Effects of Demographic Differences in Medical School Anatomy Assessment Performance
152	Evaluation of Summative Assessment Pattern for Undergraduate Pharmacology Practical Examination
153	Development of Team-Based Learning as a Formative Assessment Tool during the First Consolidation Week at Peninsula School of Medicine, Plymouth, UK
154	Promoting non-technical skills in the simulated setting of the anatomy laboratory: Creating a culture for safe clinical practice
155	The Role of Assessment in Curriculum Renewal: A Case Study of a Constructive Alignment Approach
156	An Authentic Assessment – The Ipa!
157	Quiz after Problem Based Learning (PBL) tutorial session: Does it strengthen students' learning?
158	Students of Comenius University in Bratislava, the Jessenius Faculty of Medicine in Martin in a repeated feedback process
159	Innovation in Medical Education: Training and assessing undergraduate students in handoff performance – Findings from the EU-PATIENT Project
160	Creation and Implementation of a New Workplace-Based Assessment for International Medical Graduates: Challenges and Lessons Learned
161	Observing Medical Student Competence in Primary Care Settings
162	Multisource-Feedback in Medical Training: Development of a Questionnaire for German-Speaking Regions
163	Foundation Doctors' Assessment of Workplace Based Assessments
164	Objective Structured Clinical Examinations to Assess Clinical Skill Competencies for Trainee Psychologists
165	Medical Ethics and Communication Skill OSCE: Essential Formative Assessment for New Rural Doctor
166	Feasibility, effectiveness and satisfaction of student-led formative OSCEs: The Griffith University Model
167	The effect on internship clinical skills in different hospital levels evaluated by OSCE
168	Performance Comparison Between Art Students and Common People as Standardized Patients In OSCE
169	Global Rating in Objective Structured Clinical Examination of Medical Students
170	Implementation of Comprehensive Objective Structured Clinical Examination for Assessing the Clinical Competence of Medical Students: Lesson learnt
171	Enhance OSCE learning efficiency by exam scheduling electronic system
172	Exploring Why Healthcare Professionals Do or Don't Change Their Practice After Education and Training
173	Assessing Residents' Skills and Attitudes Towards Breast Exam and the Effect of Gender Differences, Training Level and Cultural Background
174	Post-Graduation Impacts of Notre Dame Medical School's Clinical Audit Program: Views of Junior Doctors
175	Evaluating A Tertiary Resident Teaching Program – Why Do People Not Attend?
176	Senior Doctors Development Course
177	Surgical Research Attitude of General Surgical Residents in Thailand
178	Does Hands-On Practical Upper Gastrointestinal Endoscopy Training Improve Hand-Eye Coordination Skills?
179	The Perception of Doctors towards End-of-life Care Decision-makings – focused on Palliative Sedation
180	Developing a technical and clinical skills framework to underpin assessment across the Healthcare Science Career Framework
181	5 Year Evaluation of Delivering Postgraduate Academic Programmes in the Gulf
182	Work Readiness: Self-Perception of Health Science Graduates Following an Internship Programme
183	The 21st Century Primary Care Physician Developing New Roles for GPs in the United Kingdom. The development and Evaluation of a new educational fellowship in Urgent primary Care
184	Comparison Between the New Hand Surgery Residency Program and the Old Hand Surgery Advanced Specialty Training Program
185	The Structured Guide to Curricular Achievment
186	Effectiveness Of Internal Medicine Residents In Training Assessment（IM- RITA）In A Singapore Institution
187	Quality Assurance of Hospital Specialty Training for General Practice VTS Trainees
188	Crew Resource Management: From Theory to Practice in a Patient Safety Curriculum for Residents
189	Are Faculty Good Role Models? Resident Evaluation Of The Learning Environment And Professionalism Behaviours
190	Predictors and Consequences of Presenteeism amongst Physicians and Nurses: A Systematic Literature Review

Ottawa Posters (continued)

Poster	Speakers Paper Title
191	A Longitudinal Community Placement In Under-Served, Deprived UK Areas
192	Toward an Understanding of the Role of Emotion in the Diagnostic Decision-Making of Anaesthetists
193	Simulation-based Assessment within the scope of a higher specialist registrar training programme
194	Predictors of Successful Employment of International Medical Students: Lessons from the First Four Years of Graduates of a New Irish Medical School
195	Registrars Who Will Require Future Educational Assistance - The Hallmarks of Education and Learning Progress (HELP) Project
196	Impact of Hospital Accreditation on Organizational Culture and In-Patient Satisfaction
197	Can an Education Quality Dashboard Drive Quality? Experience from a UK Teaching Hospital
198	Peer Assisted Learning Incorporating Peer Designed Assessments
199	Peer Learning in Medical Museum Session at International Medical University Malaysia
200	Evaluation of student understanding of role of healthcare professionals at entry level
201	Students Self-Assessment Of Their Learning During Research Project Course
202	Student Engagement in Curriculum Planning: the Mixed Methods Evaluation
203	Guided Self-Determination : A self-management intervention for young adults with type I diabetes
204	From Moral-Enhancement Activities to Professional Attitude Development for Preclinical Medical Students; Four Years Experience from Thammasat University
205	Assessing Empathy Among Year 4 Medical Students
206	The Relationships Between Empathy, Stress, and Social Support Among Medical Students
207	Stress in medical students in recently established rural Medical Education Center in Thailand.
208	How To Prepare For Oral Examinations: A Literature Review of Behavioural Techniques
209	Learning Style Preferences among medical undergraduates and postgraduates in Chachoengsao, Thailand
210	Self-Evaluation of Student Preparedness for the Clinical Phase of Medical Education: Effect of Introducing Pre-Clinial Phase Hospital Rotation Postings
211	Group Based Trajectory Modelling on Student Achievements
212	The influence of economic environments and residential areas of high school students on their choice of going on to medical schools: Recognition of the guidance counselors
213	Ethically Related Decisions in Different Situations by Medical School Applicants for Graduate-Entry Program
215	Innovation in Medical Education: Applying Self-monitoring Measure in High Stakes Testing and Medical Talent Selection
216	Social Work of Interprofessional Devotion (SOLID) 2015 : The role of health students in implementing interprofessional education and collaboration approach for society

www.ottawa2016.com

OTTAWA Pre-Conference Workshops

SATURDAY 19 MARCH 2016

VENUE: ● PCEC ● Adina

08.00 - 17.00	Meeting Room 1 ●	Meeting Room 2 ●	Meeting Room 3 ●	Meeting Room 6 ●	Meeting Room 7 ●	Meeting Room 8 ●	Adina Hotel ●
08.00							08.00 - 16.45 **Médecins francophones du Canada**
08.30	08.30 – 17.00 **OTT.C1** Fundamentals of Assessment in Medical Education (FAME)						
09.00		09.00 – 17.00 **OTT.C2** ASME FLAME (Fundamentals of Leadership and Management in Education) Course	09.00 – 12.30 **OTT.PCW1** Designing OSCE scoring instrument with built-in validity features based on comprehensive measurement framework	09.00 – 12.30 **OTT.PCW2** Programmatic assessment of indigenous health in medical education	09.00 – 12.30 **OTT.PCW3** Developing socially accountable physicians	09.00 – 12.30 **OTT.PCW4** Designing contextual assessment strategies in the basic medical strategies	
12.30							
13.30			13.30 – 17.00 **OTT.PCW5** Setting standards for progress tests	13.30 – 17.00 **OTT.PCW6** Diagnostic justification exercise: measuring the clinical decision-making ability of learners	13.30 – 17.00 **OTT.PCW8** Achieving effective competency-based assessment by incorporating dangerous ideas		
16.45							
17.00							

SUNDAY 20 MARCH 2016

VENUE: ● PCEC ● Adina

09.00 - 17.00	Meeting Room 1 ●	Meeting Room 2 ●	Meeting Room 3 ●	Meeting Room 4 ●	Meeting Room 6 ●	Meeting Room 7 ●	Meeting Room 8 ●
09.00	09.00 – 12.00 **OTT.PCW7** Assessment of cross-cultural competence in health professional clinical settings	09.00 – 12.00 **OTT.PCW9** Validity and your assessments	09.00 – 12.00 **OTT.PCW10** Designing and evaluating situational judgement tests to assess non-academic attributes in selection and training	09.00 – 12.00 **OTT.PCW12** Targeting the top of the pyramid: A staff development workshop on work based assessment	09.00 – 12.30 **OTT.PCW11** Academic Advocacy: Engaging with colleagues around controversial scholarly medical education findings and innovations in assessment	09.00 – 12.30 **OTT.PCW13** Standard setting: When and how to use Cohen's standard setting method	09.00 – 12.30 **OTT.PCW14** An overview of Generalisability Theory with applications
12.00							
12.30							
13.30	13.30 – 17.00 **OTT.PCW15** Developing formative and summative workplace based assessment	13.30 – 17.00 **OTT.PCW16** Creating a comprehensive faculty development program in assessment: What do faculty need to know?	13.30 – 17.00 **OTT.PCW17** Better judgement: improving assessors' management of factors affecting their judgement	13.30 – 17.00 **OTT.PCW18** Designing feedback to influence learning	13.30 – 17.00 **OTT.PCW19** Practical approaches to using narrative for assessment in the health professions	13.30 – 17.00 **OTT.PCW20** An integrated approach to the assessment and remediation of doctors in difficulty across the educational continuum	
17.00							

*Organisers reserve the right to alter the program as circumstances dictate

ANZAHPE Pre-Conference Workshops

SUNDAY 20 MARCH 2016

VENUE: ● PCEC   ● Adina

08.30 - 20.00	Meeting Room 8 ●	Meeting Room 9 ●	Meeting Room 10 ●	Meeting Room 11 ●	Adina Hotel ●	Riverside Theatre ●	Summer Garden ●
08.30					08.30 – 13.15 **Médecins francophones du Canada**		
09.00		09.00 – 12.30 **ANZ.PCW22** Bringing Humanities to the Health Sciences Curriculum – why, what and how	09.00 – 12.30 **ANZ.PCW23** Design and delivery of 'goal directed' simulation – targeting patient outcomes	09.00 – 12.30 **ANZ.PCW24** ePortfolios for student learning, assessment and professional development: Across discipline applications			
12.30							
13.15							
13.30	13.30 – 16.30 **ANZ.PCW27** ANZAHPE and ASME workshop on change and complexity	13.30 – 16.30 **ANZ.PCW21** Effective IPL Facilitators: Developing the skills required	13.30 – 16.30 **ANZ.PCW25** Creating Capacity for Peer Assisted Learning: Lessons from across the health professions	13.30 – 16.30 **ANZ.PCW26** How to integrate Cultural Competency and Clinical Skills learning outcomes into a groovy learning session			
16.30							
17.30						17.30 – 18.30 **Official Opening Ceremony**	
18.30							18.30 – 20.00 **Welcome Reception**
20.00							