

Tuesday 22 March Session 10

10A: Ottawa Symposium: Patient and Public Involvement in Assessing Competence Across The Medical Continuum 1630 - 1800

Venue: Riverside Theatre, PCEC

Julian Archer, Plymouth University Peninsula Schools of Medicine & Dentistry, UNITED KINGDOM

1630 - *Marie Bismark, University of Melbourne, AUSTRALIA*

1800 *Jen Morris, Patient Advocate, AHPRA's consumer committee*

Suzanne Nunn, Plymouth University Peninsula Schools of Medicine and Dentistry, UNITED KINGDOM

Patient and public involvement (PPI) is well established in clinical research. Initiatives, such as INVOLVE in the United Kingdom¹, support the public's active engagement in clinical research throughout the development as well as the recruitment and implementation stages.

However while patients have been actively involved in the teaching and training of medical students and doctors since the creation of the profession, this has been ad hoc and often subservient; patients 'used' by doctors for their learning. There has been overtime a 'professionalization' of patient groups such as ASPE: the International Organization for Professionals in the Field of Simulated and Standardized Patient (SP) Methodology providing a voice for patients/lay people in medical training and assessment.²

Increasingly patients and the public are being asked to assess and feedback to doctors at all stages of medical careers including most recently as part of relicensing / revalidation. Yet these developments often involve the public more broadly using patient feedback questionnaires; who are neither trained nor supported and mainly appear unwittingly involved in the assessment of their doctors.³

With these latest developments in mind, including the plans for medical revalidation in Australia, we will provide a series of short presentations exploring a typology for PPI in medical education across the continuum, an exploration of the advantages and challenges of PPI and how it can be done in partnership in medical education.

Primarily this symposium will provide a forum for debate and discussion around the central role of PPI in medical education across the continuum.

1 <http://www.invo.org.uk/>

2 <http://www.aspeducators.org/>

3 https://www.plymouth.ac.uk/uploads/production/document/path/1/1909/PPI_Report_FINAL_20.2.14.pdf

About

10B: Ottawa Oral: Assessment of Empathy 1630 - 1800

Venue: BelleVue Ballroom 1, PCEC

Chair: Hiroshi Nishigori, Center For Medical Education, Kyoto University, JAPAN

1630 - **EMPATHY AND DENTAL STUDENTS: A STUDY OF SELF AND PATIENT ASSESSMENTS**

1645 *Kellie Bennett, University of WA, AUSTRALIA*

1645 - **DO GENDER AND ETHNICITY INFLUENCE STANDARDIZED PATIENTS' ASSESSMENT OF STUDENTS' EMPATHY?**

1700 *Benjamin Blatt, George Washington University, UNITED STATES OF AMERICA*

1700 - **EVALUATION OF THE PSYCHOMETRIC PROPERTIES OF THE CONSULTATION AND RELATIONAL EMPATHY (CARE) MEASURE IN FINAL YEAR FAMILY MEDICINE STUDENTS**

1715 *Weng Yee Chin, The University of Hong Kong, HONG KONG*

1715 - **WHAT DIFFERENCE DOES GENERAL PRACTICE EXPOSURE MAKE TO EMPATHY AND COPING SKILLS IN FINAL YEAR MEDICAL STUDENTS? AN EVALUATION OF PROGRAM**

1730 *Natasha Yates, Bond University, AUSTRALIA*

1730 - **DISCUSSION**

1800

10C: Ottawa Oral: Assessment & Milestones 1630 - 1800

Venue: BelleVue Lounge, PCEC

Chair: Niv Patil, The University of Hong Kong, HONG KONG

1630 - **TRANSFORMING ASSESSMENT IN INTERPROFESSIONAL EDUCATION: CREATING MILESTONES AND ENTRUSTABLE PROFESSIONAL ACTIVITIES**

1645 *Susan J. Wagner, University of Toronto, CANADA*

1645 - **MILESTONES TO INFORM PROFESSIONAL DEVELOPMENT IN GRADUATE MEDICAL EDUCATION**

1700 *Eric Holmboe, ACGME, UNITED STATES OF AMERICA*

1700 - **THE MINI MILESTONES ASSESSMENT (MINI MAS) ,A DIRECT OBSERVATIONAL TOOL TO ASSESS CLINICAL MILESTONES IN THE ERA OF COMPETENCY BASED EDUCATION**

1745 *Moyez Ladhani, McMaster University, CANADA*

1715 - **ANALYSIS OF INITIAL MILESTONES DATA FROM THE ACGME NEXT ACCREDITATION SYSTEM: WHEN DO RESIDENTS ACHIEVE ENTRUSTMENT TARGETS?**

1730 *Stanley Hamstra, Accreditation Council For Graduate Medical Education, UNITED STATES OF AMERICA*

1730 - **OPERATIONALIZING IMPROVEMENT: A COMPETENCY-DRIVEN PROMOTIONS PROCESS**

1745 *Kimberly Lomis, Vanderbilt University School of Medicine, UNITED STATES OF AMERICA*

1745 - **INTEGRATING CLINICAL FACULTY EVALUATIONS ACROSS THE MEDICAL EDUCATION CONTINUUM**

1800 *Gerona McGrath, Memorial University, CANADA*

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10D: Ottawa Oral: Feedback 1 1630 - 1800

- Venue:** Meeting Room 1, PCEC
- Chair:** Ann Wylie, King's College London School of Medicine, UNITED KINGDOM
- 1630 - **PERCEPTIONS VERSUS PRACTICES: EXPLORING THE NATURE OF FEEDBACK IN CLINICAL SETTINGS**
1645
Ulemu Luhanga, Emory University, UNITED STATES OF AMERICA
- 1645 - **WRITTEN PATIENT FEEDBACK FOR MEDICAL STUDENTS: IDENTIFICATION OF KEY FEATURES AND SYSTEMATIC REVIEW OF CURRENT INSTRUMENTS**
1700
Jenepher Martin, Monash University and Deakin University, AUSTRALIA
- 1700 - **THE INFLUENCE OF FEEDBACK CHARACTERISTICS ON ITS PERCEIVED LEARNING VALUE DURING CLERKSHIPS: AN INDONESIAN VALIDATION STUDY**
1715
Yoyo Suhoyo, Department of Medical Education, Faculty of Medicine, Universitas Gadjah Mada, INDONESIA
- 1715 - **DEVELOPMENT OF AN INSTRUMENT FOR WRITTEN PATIENT FEEDBACK FOR MEDICAL STUDENTS: CONTENT VALIDATION OF THE MSISQ**
1730
Chee Koh, Monash University and Deakin University, AUSTRALIA
- 1730 - **THE ROLE OF CLINICAL PROCESS, COMMUNICATION AND LANGUAGE IN THE LONG CASE EXAM - AN INTEGRATED FEEDBACK TOOL FOR PRACTICE FROM PAEDIATRICS**
1745
Helen Enright, Dept of Paediatrics University of Melbourne, AUSTRALIA
- 1745 - **HOW PATIENTS PERCEIVE THEIR CONTRIBUTION TO MEDICAL STUDENTS' LEARNING IN PRIMARY HEALTHCARE**
1800
Helena Salminen, Karolinska Institutet, SWEDEN

10E: Ottawa Oral: Clinical Assessment 2 1630 - 1800

- Venue:** Meeting Room 2, PCEC
- Chair:** Dimitri Parra, The Hospital for Sick Children, CANADA
- 1630 - **IMPROVEMENTS IN DIAGNOSTIC PERFORMANCE ASSOCIATED WITH THE USE OF A DUAL PROCESSING THEORY BASED APPROACH TO DIAGNOSTIC TRAINING AND ASSESSMENT**
1645
Frank Papa, University of North Texas Health Science Center, UNITED STATES OF AMERICA
- 1645 - **THE USE OF SAGAT AS AN EDUCATIONAL TOOL IN MULTIDISCIPLINARY TEAM TRAINING: TEACHING SITUATIONAL AWARENESS IN CLINICAL SIMULATION**
1700
Jos Draaisma, Radboudumc Amalia Children's Hospital, NETHERLANDS
- 1700 - **THE SUBJECTIVE PRECISION INTERVAL (SPI) - IT'S USE IN CLINICAL PERFORMANCE ASSESSMENT OF MEDICAL STUDENTS**
1715
Rob Selzer, Monash University, AUSTRALIA
- 1715 - **AUSTRALIAN MIDWIFERY STANDARDS ASSESSMENT TOOL: DEVELOPING AND VALIDATING A MIDWIFERY CLINICAL PRACTICE ASSESSMENT TOOL.**
1730
Linda Sweet, Flinders University, AUSTRALIA
- 1730 - **SELF-PERCEPTION AND MANIFEST - COMPETENCE OF FINAL YEAR MEDICAL STUDENTS OF THE UNIVERSITY OF ZAMBIA**
1745
Sekelani Banda, University of Zambia, ZAMBIA
- 1745 - **DISCUSSION**
1800

10F: Ottawa Oral: Curriculum Organisation 1630 - 1800

- Venue:** Meeting Room 3, PCEC
- Chair:** Neel Sharma, National University Hospital, SINGAPORE
- 1630 - **PREFERRED PRACTICE LOCATION AT MEDICAL SCHOOL COMMENCEMENT STRONGLY DETERMINES GRADUATES' RURAL PREFERENCES AND WORK LOCATIONS**
1645
Marie Herd, University of Notre Dame, AUSTRALIA
- 1645 - **BETTER PERFORMANCE FOR THOSE WHO START CLINICAL YEARS IN INTERNAL MEDICINE? ANOTHER LOOK AT CLERKSHIP TIMING IN CLINICAL YEARS**
1700
Hong Gao, Wake Forest School of Medicine, USA
- 1700 - **THE JOURNEY TO FLIPPING A LARGE (N=500) CLASS**
1715
Peter Strelan, University of Adelaide, AUSTRALIA
- 1715 - **ASSESSING AND DEVELOPING A SUSTAINABLE MENTORSHIP PROGRAM FOR MEDICAL INTERNS**
1730
Greg Sweetman, Fiona Stanley Hospital, AUSTRALIA
- 1730 - **THE PROFESSIONAL FOR TOMORROW'S HEALTHCARE (PTH) - A NEW MODEL FOR ALIGNING HEALTH PROFESSIONS EDUCATION, TRAINING AND EVALUATION**
1745
Winnie Teo, National Healthcare Group, SINGAPORE

10G: Ottawa Oral: Validity 1630 - 1800

- Venue:** Meeting Room 6, PCEC
- Chair:** Sydney Smee, Medical Council of Canada, CANADA
- 1630 - **DEVELOPING A VALIDATED MARKING TOOL FROM EXPERT CLINICIAN CONSENSUS**
1645
Amy Seymour-Walsh, Flinders University, AUSTRALIA
- 1645 - **ASSESSMENT AS EVALUATION**
1700
Agnes Dodds, Melbourne Medical School, AUSTRALIA
- 1700 - **A STRUCTURED METHODOLOGY FOR INNOVATIVE ITEM DESIGN IN COMPLEX DISCIPLINES**
1715
Kathleen Gialluca, Pearson VUE, UNITED STATES OF AMERICA
- 1715 - **EVALUATION OF SURGICAL SKILLS IN PLASTIC SURGERY: VALIDITY AND RELIABILITY OF ASSESSMENT USING THE O-SCORE**
1730
Curtis Budden, University of Alberta, CANADA
- 1730 - **BEST-WORST SCALING AS AN ALTERNATIVE METHOD IN EXAMINING CONTENT VALIDITY**
1745
Yong Hao Lim, National Healthcare Group Pte Ltd, SINGAPORE

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10H: Ottawa Oral: Accreditation & QA 1630 - 1800

- Venue:** Meeting Room 7, PCEC
- Chair:** Elizabeth Farmer, Australian Medical Council, AUSTRALIA
- 1630 - **COMPARISON BETWEEN THE WORLD FEDERATION FOR MEDICAL EDUCATION (WFME) AND THE EUROPEAN QUALITY ASSURANCE REGISTER FOR HIGHER EDUCATION (EQAR) STANDARDS FOR EVALUATING AGENCIES THAT ACCREDIT MEDICAL SCHOOLS**
Marta Van Zanten, FAIMER, USA
- 1645 - **A ROD FOR OUR OWN BACK? IMPACT OF NEW ACCREDITATION FRAMEWORKS ON ASSESSMENT OF HEALTH EDUCATION PROVIDERS IN AUSTRALIA**
Brian Jolly, University of Newcastle, AUSTRALIA
- 1700 - **DOING MANY THINGS BUT DID NOT INFLUENCING: A CASE STUDY OF EVALUATING MEDICAL SCHOOL SOCIAL ACCOUNTABILITY FOR PUBLIC HEALTH CARE**
Rachmad Sarwo Bekti, Faculty of Medicine Brawijaya University, INDONESIA
- 1715 - **EXPLORING THE TIES THAT BIND: MAPPING THE MISSIONS OF U.S. LCME ACCREDITED MEDICAL SCHOOLS: AN EXERCISE IN ORGANIZATIONAL ASSESSMENT**
Frederic Hafferty, Mayo Clinic, UNITED STATES OF AMERICA
- 1730 - **A NEW ASSESSMENT TOOL FOR INNOVATION POTENTIAL**
Fiona Patterson, Work Psychology Group, UNITED KINGDOM
- 1745 - **EVALUATING A RURAL MEDICAL EDUCATORS' ACCREDITATION PROGRAM**
Mia Peardon, The University of Melbourne, AUSTRALIA

10I: Ottawa Workshop: Behaviour Change Theories to Ass Courses 1630 - 1800

- Venue:** Meeting Room 9, PCEC
- 1630 - **HOW TO USE BEHAVIOUR CHANGE THEORIES AND METHODS TO ASSESS TRAINING COURSES**
Jo Hart, University of Manchester, UNITED KINGDOM

10J: Ottawa Workshop: Setting Standards for Progress Tests 1630 - 1800

- Venue:** Meeting Room 10, PCEC
- 1630 - **SETTING STANDARDS FOR PROGRESS TESTS**
Boaz Shulruf, University of New South Wales, AUSTRALIA

10L: Ottawa Workshop: How is my Team Doing? 1630 - 1800

- Venue:** Vocus Suite, PCEC
- 1630 - **HOW IS MY TEAM DOING - HOW DO YOU ASSESS TEAM PERFORMANCE**
Robin Hemphill, Veterans Health Administration, UNITED STATES OF AMERICA

10M: Ottawa Workshop: Ass Prof Dev - Fitness to Practise 1630 - 1800

- Venue:** Swan Room, Parmelia Hilton
- 1630 - **ROLE OF ASSESSING PROFESSIONAL DEVELOPMENT CONDUCT AND BEHAVIOUR IN ASCERTAINING FITNESS TO PRACTICE**
Isobel Braidman, University of Manchester, UNITED KINGDOM

10N: Ottawa Workshop: Non-Cognitive Qualities for Selecting Students 1630 - 1800

- Venue:** Pinnacles Room, Parmelia Hilton
- 1630 - **NON-COGNITIVE QUALITIES ASSESSMENT FOR SELECTING STUDENTS FOR HEALTH CARE PROFESSIONS**
David Powis, The University of Newcastle, AUSTRALIA

10P: Ottawa Workshop: Sequential testing methodologies 1630 - 1800

- Venue:** Avon Room, Adina Hotel
- 1630 - **SEQUENTIAL TESTING METHODOLOGIES - A PRACTICAL GUIDE TO IMPLEMENTATION AND MEASURING BENEFITS**
Richard Fuller, University of Leeds, UNITED KINGDOM

10R: Ottawa Poster: Students/ Student Selection 1630 - 1800

- Venue:** Exhibition Pavilion, PCEC
- Chair:** Kelly Dore, McMaster University, CANADA
- 1630 - **STRESS IN MEDICAL STUDENTS IN RECENTLY ESTABLISHED RURAL MEDICAL EDUCATION CENTER IN THAILAND.**
Pisrapa Noiming, Si Sa Ket Hospital Medical Education Center, THAILAND
- 1635 - **HOW TO PREPARE FOR ORAL EXAMINATIONS: A LITERATURE REVIEW OF BEHAVIOURAL TECHNIQUES**
Hilde Kleiven, ACT Health, AUSTRALIA
- 1640 - **LEARNING STYLE PREFERENCES AMONG MEDICAL UNDERGRADUATES AND POSTGRADUATES IN CHACHOENGSAO, THAILAND**
Siriluk Pongchitsiri, Buddhasothorn Medical Center, THAILAND
- 1645 - **SELF-EVALUATION OF STUDENT PREPAREDNESS FOR THE CLINICAL PHASE OF MEDICAL EDUCATION: EFFECT OF INTRODUCING PRE-CLINICAL PHASE HOSPITAL ROTATION POSTINGS**
Chuah Chih Hwei, International Medical University, MALAYSIA
- 1650 - **GROUP BASED TRAJECTORY MODELLING ON STUDENT ACHIEVEMENTS**
Dimitra Lekkas, The University of Adelaide, AUSTRALIA
- 1655 - **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**
Junji Otaki, Hokkaido University, JAPAN
- 1700 - **ETHICALLY RELATED DECISIONS IN DIFFERENT SITUATIONS BY MEDICAL SCHOOL APPLICANTS FOR GRADUATE-ENTRY PROGRAM**
Dohwan Kim, Seoul National University College of Medicine, SOUTH KOREA
- 1705 - **INNOVATION IN MEDICAL EDUCATION: APPLYING SELF-MONITORING MEASURE IN HIGH STAKES TESTING AND MEDICAL TALENT SELECTION**
Kathleen Gialluca, Pearson VUE, UNITED STATES OF AMERICA
- 1710 - **SOCIAL WORK OF INTERPROFESSIONAL DEVOTION (SOLID) 2015 : THE ROLE OF HEALTH STUDENTS IN IMPLEMENTING INTERPROFESSIONAL EDUCATION AND COLLABORATION APPROACH FOR SOCIETY**
Daniel Richard Kambey, Indonesian Young Health Professionals' Society, INDONESIA

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10W: ANZAHPE Workshops: How to maximise your online presence through social media 1630 - 1800

Venue: Meeting Room 8, PCEC

Chair: Susan Miller, The University of Western Australia, AUSTRALIA

1630 -
1715 **DESIGNING 'REASONABLE ADJUSTMENTS' IN THE CURRICULUM AND ASSESSMENTS TO CREATE EQUITY FOR STUDENTS WITH TEMPORARY OR PERMANENT DISABILITIES**

Liz Fitzmaurice, Griffith University School of Medicine, AUSTRALIA

1715 -
1800 **HOW TO MAXIMISE YOUR ONLINE PRESENCE THROUGH SOCIAL MEDIA**

May Wong, SLHD, AUSTRALIA

10X: ANZAHPE PeArL: Education for Practice 1630 - 1800

Venue: Stirling Room, Parmelia Hilton

Chair: Sarah Hyde, Charles Sturt University, AUSTRALIA

1630 -
1715 **THRESHOLD CONCEPTS AND REFLECTIVE PRACTICE AS A FRAMEWORK TO INVIGORATE LEARNING AND TEACHING IN THE HEALTH PROFESSIONS**

Sarah Hyde, Charles Sturt University, AUSTRALIA

1715 -
1800 **WEAVING ASSESSMENT INTO THE FABRIC OF PROJECT-BASED LEARNING IN A MEDICAL EDUCATION COURSE: WHY AND HOW**

Elina Tor, The University of Notre Dame Fremantle, AUSTRALIA

10Y: ANZAHPE PeArLs Capability for IPL 1630 - 1800

Venue: Karri Room, Parmelia Hilton

Chair: Theanne Walters, Australian Medical Council, AUSTRALIA

1630 -
1715 **INTERPROFESSIONAL EDUCATION IN A PRIMARY CARE SETTING - DOING IT BETTER**

Lou Sanderson, Kardinia Health, AUSTRALIA

1715 -
1800 **SUPPORTING CAPABILITY FOR INTERPROFESSIONAL PRACTICE THROUGH ACCREDITATION**

Theanne Walters, Australian Medical Council, AUSTRALIA

10Z: ANZAHPE Poster Presentations Interprofessional Learning 1630 - 1800

Venue: Exhibition Pavilion, PCEC

Chair: Gabrielle Brand, The University of Western Australia, AUSTRALIA

1630 -
1635 **MEDICATION CHART TRAINING FOR THE PRESCRIBERS: HOW IT HELPED**

Nabeelah Mukadam, King Edward Memorial Hospital, AUSTRALIA

1635 -
1640 **CAN WE MEASURE THE SKILLS OF CLINICAL REASONING BASED ON THE FINDINGS FROM THE PHYSICAL EXAMINATION IN OSCE?**

Junichi Kameoka, office of Medical Education Tohoku University Graduate School of Medicine, JAPAN

1640 -
1645 **FAMILY MEDICINE CLERKSHIP EVALUATIONS: OSCE OR A MINI-CEX? STUDENT AND FACULTY PERCEPTIONS**

Melissa Nutik, Department of Family and Community Medicine, University of Toronto, CANADA

1645 -
1650 **MULTISOURCE FEEDBACK FOR REVIEW OF LECTURES IN MEDICAL EDUCATION: A PILOT STUDY**

Marie-Louise Dick, School of Medicine, The University of Queensland, AUSTRALIA

1650 -
1655 **THE RELATIONSHIP BETWEEN CASE COMPLEXITY AND SHARED DECISION-MAKING: USE OF THE CLINICAL SHARED LEADERSHIP FRAMEWORK**

Yu Han Ong, National Healthcare Group, SINGAPORE

1655 -
1700 **INTERPROFESSIONAL EDUCATION: A REFLEXIVE STUDY**

Emma Bartle, The University of Queensland, AUSTRALIA