

Wednesday 23 March Session 11

11A: Ottawa Symposium: EPA/WBAs: How to make them work 0800 - 0930

Venue: Riverside Theatre, PCEC

Chair: Sean Hood, School Of Psychiatry & Clinical Neurosciences, AUSTRALIA

Sean Hood, School Of Psychiatry & Clinical Neurosciences, AUSTRALIA

0800 - *Lisa Lampe, University of Sydney, AUSTRALIA*
0930 *Niv Patil, The University of Hong Kong, HONG KONG*
Elizabeth Molloy, Monash University, AUSTRALIA
Katharine Boursicot, SINGAPORE
John Norcini, FAIMER, UNITED STATES OF AMERICA

Workplace Based Assessments (WBAs) and Entrustable Professional Activities (EPAs) have become embedded in modern clinical evaluation of students and trainees. How well does this actually work in practice? Are the results measurable, reproducible and defensible? This Symposium charts the journey of WBAs from theory to implementation, evaluation and on to consider future directions with the help of a broad international expert group of health science educationalists.

Experiences of the implementation of WBAs in a range of settings will be discussed. Members of the Education Committee of the RANZCP will present on their experience following the formal introduction of WBAs and EPAs into postgraduate training in 2012, including discussion of problems and pitfalls with strategies to overcome the weaknesses of WBAs in practice. Niv Patil will complement this with insights into the implementation of WBAs from a surgical training perspective in Hong Kong. Liz Molloy will draw on research from the higher education and health professions education domains to highlight the role of formative assessment in building learners' capacity to self-evaluate. The design of WBAs within a program (macro), along with the design of individual feedback conversations (micro) will be discussed.

Following these brief presentations there will be an extended expert panel discussion with the audience, facilitated by Symposium Chair John Norcini.

0800: Welcome and Introduction to the Symposium [Sean Hood]
0805: The RANZCP WBA/EPA Experience (Aus/NZ) [Lisa Lampe]
0815: Work Based Assessment: Strengths and Weaknesses (Hong Kong) [Niv Patil]
0825: Formative Assessment & feedback in the clinical workplace (Aus) [Elizabeth Molloy]
0840: Synopsis and Introduction to Panel [John Norcini]
0845: Panel Discussion with John Norcini as Chair / Discussant]
0930: End

About

11B: Ottawa Oral: Reflection & Clinical Reasoning 0800 - 0930

Venue: BelleVue Ballroom 1, PCEC

Chair: Ewa Szumacher, Department of Radiation Oncology, CANADA

0800 - **ENCOURAGING AND ASSESSING STUDENTS' REFLECTIVE THINKING: ARE ONLINE DISCUSSIONS EFFECTIVE?**
0815 *Mary Furnari, University of Otago, NEW ZEALAND*

0815 - **REFLECTIVE ESSAY WRITING IN PSYCHIATRY: DO THE STUDENTS REFLECT?**
0830 *Allys Guerandel, University College Dublin, IRELAND*

0830 - **STANDARDISED CASE BASED DISCUSSIONS: A METHOD FOR EXPLORING STUDENT CLINICAL REASONING**
0845 *David Smallwood, University Of Melbourne, AUSTRALIA*

0845 - **NEURAL AREAS OF ACTIVATION DURING CLINICAL REASONING AND DECISION MAKING**
0900 *Pamela Hruska, University Of Calgary, CANADA*

0900 - **METACOGNITIVE AWARENESS AS A PREDICTOR FOR CLINICAL REASONING SKILLS IN MEDICAL UNDERGRADUATES**
0915 *Paul Welch, James Cook University, AUSTRALIA*

0915 - **BIAS AND DECISION-MAKING IN MEDICINE: ASSESSING BIAS AND ITS EFFECT ON CLINICAL DECISION MAKING**
0930 *Elana Curtis, University Of Auckland, NEW ZEALAND*

11C: Ottawa Oral: Peer Assessment 0800 - 0930

Venue: BelleVue Lounge, PCEC

Chair: Mabelle Linsenmeyer, West Virginia School of Osteopathic Medicine, UNITED STATES OF AMERICA

0800 - **PEER ASSESSMENT IN A LARGE SCALE INTERPROFESSIONAL LEARNING ACTIVITY**
0815 *Gillian Nisbet, The University Of Sydney, AUSTRALIA*

0815 - **UTILIZATION OF PEER REVIEW IN PORTFOLIO ASSESSMENT COMPETENCY**
0830 *Lee Skinner, American Nurses Association, UNITED STATES OF AMERICA*

0830 - **UNDERSTANDING PEER NOMINATIONS AMONG MEDICAL STUDENTS USING A SOCIAL NETWORK APPROACH**
0845 *Frederic Hafferty, Mayo Clinic, UNITED STATES OF AMERICA*

0845 - **THE ROLE OF PEER LEARNING IN THE DEVELOPMENT OF MEDICAL STUDENTS' EVALUATIVE JUDGEMENT**
0900 *Joanna Tai, HealthPEER, Monash University, AUSTRALIA*

0900 - **CAN FEEDBACK ENHANCE THE RELIABILITY OF STUDENTS' ASSESSMENT OF THE PROFESSIONAL BEHAVIOURS OF THEIR PEERS IN PBL?**
0915 *Chris Roberts, University of Sydney, AUSTRALIA*

0915 - **DISCUSSION**
0930

Wednesday 23 March Session 11

11D: Ottawa Oral: Feedback 2 0800 - 0930

- Venue:** Meeting Room 1, PCEC
- Chair:** Shian Chao Tay, Singapore General Hospital, SINGAPORE
- 0800 - **GAINING A NEW PERSPECTIVE: USING POINT OF VIEW GLASSES TO PROVIDE FEEDBACK TO PARAMEDIC STUDENTS UNDERTAKING CLINICAL SIMULATION**
0815
Linda Ross, Monash University, AUSTRALIA
- 0815 - **PROVIDING DETAILED FEEDBACK TO CANDIDATES FOLLOWING HIGH-STAKES POSTGRADUATE OSCE EXAMINATIONS: VIRTUOUS AND PRINCIPLED OR MISLEADING AND FOOLHARDY?**
0830
Richard Wakeford, Hughes Hall, University Of Cambridge, UNITED KINGDOM
- 0830 - **USING ANNOTATION TOOLS TO ENSURE CONSISTENT FEEDBACK AND SUPPORT TEACHING**
0845
Nalini Pather, School Of Medical Science, UNSW Australia, AUSTRALIA
- 0845 - **STUDENTS EXPERIENCES OF MASTERS DISSERTATION SUPERVISION & FORMATIVE ASSESSMENT**
900
John Anderson, Brighton & Sussex Medical School, UNITED KINGDOM
- 0900 - **SEVEN YEARS OF EXPERIENCE WITH SUMMATIVE WORKPLACE BASED ASSESSMENT: METHODS, RESULTS AND THE IMPORTANCE OF CONTINUOUS FEEDBACK**
0915
Elizabeth Ann Farmer, Australian Medical Council, AUSTRALIA
- 0915 - **DISCUSSION**
0930

11E: Ottawa Oral: PBL/Education Environment 0800 - 0930

- Venue:** Meeting Room 2, PCEC
- Chair:** Nadia Al Wardy, Sultan Qaboos University, OMAN
- 0800 - **IS IT TIME TO REINTERPRET OUR DREEMS?**
0815
Noel Roberts, Monash University and Deakin University, AUSTRALIA
- 0815 - **ASSESSING WORKPLACE READINESS USING A MULTI-COMPONENT ASSESSMENT MODEL IN A CANADIAN BRIDGING PROGRAM FOR INTERNATIONALLY EDUCATED PHYSIOTHERAPISTS**
0830
Bernadette Martin, University Of Alberta, CANADA
- 0830 - **ONLINE ASSESSMENT OF PROBLEM-BASED LEARNING**
0845
Anju Relan, David Geffen School Of Medicine, UCLA, UNITED STATES OF AMERICA
- 0845 - **EVALUATION OF ONLINE PATHOLOGY PRACTICAL TEAM BASED SELF DIRECTED LEARNING IN PROBLEM BASED LEARNING CURRICULUM**
0900
M Fayez Al Homsí, University of Sharjah, UNITED ARAB EMIRATES
- 0900 - **DISCUSSION**
0930

11F: Ottawa Oral: Standard Setting 0800 - 0930

- Venue:** Meeting Room 3, PCEC
- Chair:** Deborah O'Mara, Sydney Medical School, AUSTRALIA
- 0800 - **A COMPARISON OF ANGOFF AND COHEN STANDARD SETTING ACROSS AUSTRALIAN MEDICAL SCHOOLS**
0815
Kylie Mansfield, University Of Wollongong, AUSTRALIA
- 0815 - **STANDARD SETTING AS A CATALYST FOR QUALITY IN HEALTH PROFESSIONS' EDUCATION: A CONCEPTUAL APPROACH**
0830
Sekelani Banda, University of Zambia, ZAMBIA
- 0830 - **CREATING A ROBUST CRITERION REFERENCED ASSESSMENT FRAMEWORK FOR DISCURSIVE WRITING**
0845
Christine Fessey, St George's Hospital, UNITED KINGDOM
- 0845 - **ARE STUDENTS ABLE TO SET STANDARDS FOR YEAR ONE ASSESSMENTS?**
0900
Martin Veysey, University Of Newcastle, AUSTRALIA
- 0900 - **SENSITIVITY AND SPECIFICITY OF VARIOUS STANDARD SETTING METHODS IN PREDICTING STEP 1 NATIONAL LICENSING EXAMINATION RESULTS**
0915
Danai Wangsaturaka, Faculty Of Medicine, Chulalongkorn University, THAILAND
- 0915 - **DISCUSSION**
0930

11H: Ottawa Oral: Health Promotion 0800 - 0930

- Venue:** River Room 5, PCEC
- Chair:** Gillian Maudsley, The University of Liverpool, UNITED KINGDOM
- 0800 - **OVERCOMING BARRIERS TO MEN'S HEALTH EXAMINATIONS**
0815
Christine Fairbank, The University of Melbourne, AUSTRALIA
- 0815 - **THE IMPACT OF HEALTH PROMOTION PROJECTS FOR SENIOR MEDICAL STUDENTS AND THEIR GP PRACTICES: A QUALITATIVE STUDY OF THREE YEARS OF CORE CURRICULUM ACTIVITY**
0830
Ann Wylie, King's College London School Of Medicine, UNITED KINGDOM
- 0830 - **WHAT ARE WE TEACHING OUR WOMEN? A STATE-WIDE SURVEY OF ANTENATAL EDUCATION IN WESTERN AUSTRALIA**
0845
Paul McGurgan, UWA, AUSTRALIA
- 0845 - **DISCUSSION**
0930

Wednesday 23 March Session 11

11T: ANZAHPE Oral Presentations: Learning and Teaching of Indigenous Health 0800 - 0930

- Venue:** BelleVue Ballroom 2, PCEC
- Chair:** David Paul, The University of Notre Dame, AUSTRALIA
- 0800 - 0815 **WAX ON WAX OFF: NOVICE INDIGENOUS HEALTH CURRICULUM FOR MEDICAL STUDENTS**
Karen Adams, Monash University, AUSTRALIA
- 0815 - 0830 **ARE OUR MEDICAL STUDENTS ACHIEVING CULTURAL COMPETENCY IN BOTH COMMUNICATION AND PRACTICE? IF THEY CAN TALK THE TALK CAN THEY WALK THE WALK?**
Teresa TrewEEK, University Of Wollongong, AUSTRALIA
- 0830 - 0845 **ABORIGINAL AND TORRES STRAIT ISLANDER HEALTH WORKERS: THE SKILLS RECOGNITION AND UPSKILLING PROJECT**
Nichole Harvey, James Cook University, AUSTRALIA
- 0845 - 0900 **REFLECTIONS ON A MĀ ORI HEALTH CURRICULUM FOR EARLY LEARNERS IN MEDICINE-PROVIDING A FOUNDATION FOR LIFE-LONG LEARNING AND FUTURE PRACTICE.**
Anna Tiatia Fa'otoese Latu, University Of Otago, Dunedin, NEW ZEALAND
- 0900 - 0915 **COMPLETENESS AND INTERCULTURALISM IN THE CONTEXT OF THE HEALTH EDUCATION**
GlauCIA Moreira, Campinas State University, BRAZIL
- 0915 - 0930 **FEATHERING MEDICINE: THE PROSPECTS AND PERILS IN THE ENGAGEMENT WITH TRADITIONAL ABORIGINAL MEDICINE**
Shelley Ross, University Of Alberta, CANADA

11U: ANZAHPE Oral Presentations: Technology Enhanced Learning in the health professions 0800 - 0930

- Venue:** Meeting Room 6, PCEC
- Chair:** Margaret Bearman, HealthPEER, Monash University, AUSTRALIA
- 0800 - 0815 **TEACHING COMPASSIONATE CARE IN PRIMARY CARE USING ENHANCED ONLINE DELIVERY METHODS**
Rosemary Brander, Queen's University, CANADA
- 0815 - 0830 **'JUST TELL ME WHAT I NEED TO KNOW TO PASS THE EXAM!' CAN FLIPPED LECTURES OVERCOME PASSIVITY?**
Wei Dai, University Of Otago, NEW ZEALAND
- 0830 - 0845 **A MODIFIED TEAM-BASED LEARNING APPROACH FOR TEACHING INFECTIOUS DISEASES TO MEDICAL STUDENTS**
Bronwen Dalziel, University Of Western Sydney, AUSTRALIA
- 0845 - 0900 **ONLINE SITUATIONAL JUDGEMENT TESTS: IMPLICATION AND PERSPECTIVES OF GROUP TEST TAKING IN CASPER**
Kelly Dore, McMaster University, CANADA
- 0900 - 0915 **BUILDING BRIDGES WITH ONLINE CLINICAL WORKBOOKS FOR MEDICAL IMAGING STUDENTS**
Ruth Druva, Monash University, AUSTRALIA
- 0915 - 0930 **DISCUSSION**

11V: ANZAHPE Oral Presentations: Education as Practice 0800 - 0930

- Venue:** Meeting Room 7, PCEC
- Chair:** Annette Mercer, The University of Western Australia, AUSTRALIA
- 0800 - 0815 **WHAT ARE THE CHALLENGES OF BEING A MEDICAL EDUCATOR AND CLINICIAN AND WHAT HELPS?**
Alison Bullock, Cardiff University, UNITED KINGDOM
- 0815 - 0830 **UTILISING ENTHUSIASM FOR TEACHING TO PROMOTE RESEARCH AS A TOOL FOR IMPROVING TEACHING PRACTICE: A TARGETED SURVEY**
Pippa Craig, University Of Notre Dame Australia, AUSTRALIA
- 0830 - 0845 **DEVELOPING ONLINE TRAINING FOR MEDICAL EDUCATORS TO DELIVER CULTURALLY APPROPRIATE TEACHING**
Nisha Dagra, University Of Leicester, UNITED KINGDOM
- 0845 - 0900 **HOW DO PARTICIPANTS OF FORMAL EDUCATIONALLY-FOCUSED PROFESSIONAL DEVELOPMENT PROGRAMS CONCEPTUALISE AND ENACT THEIR LEARNING?**
Adrian Schoo, Flinders University Rural Clinical School, AUSTRALIA
- 0900 - 0915 **COACHING SKILLS FOR HEALTHCARE EDUCATION**
Julie Gustavs, The Royal Australasian College Of Physicians, AUSTRALIA
- 0915 - 0930 **EXPLORING A SHAREABLE APPROACH TO THE DESIGN AND DELIVERY OF DIGITAL RESOURCES.**
Frank Bate, University Of Notre Dame Australia, AUSTRALIA

11W: ANZAHPE PeArIs Technology Enhanced Learning in the health professions 0800 - 0930

- Venue:** Meeting Room 8, PCEC
- Chair:** Franziska Trede, Charles Sturt University, AUSTRALIA
- 0800 - 0845 **SOCIAL LEARNING AND E-LEARNING: CAN THEY SYNERGISE?**
Diane Kenwright, University of Otago, NEW ZEALAND
- 0845 - 0930 **ENHANCING THE STUDENT EXPERIENCE VIA COLLABORATIVE LEARNING**
Betty Leung, University of New South Wales, AUSTRALIA

11X: ANZAHPE Workshops: Technology Enhanced Learning in the health professions 0800 - 0930

- Venue:** Meeting Room 9, PCEC
- Chair:** Kathy Chappell, American Nurses Credentialing Center, UNITED STATES OF AMERICA
- 0800 - 0845 **HOW INNOVATIVE TECHNOLOGIES AND SOCIAL MEDIA CAN PROMOTE INTERPROFESSIONAL LEARNING, COLLABORATION AND IMPROVED PRACTICE**
Kathy Chappell, American Nurses Credentialing Center, USA