

# Tuesday 22 March Session 9

## 9A: Ottawa Symposium: Programmatic Assessment for Learning as a Way to Support Competency-Based Education: Its opportunities, challenges and controversies 1450 - 1620

**Venue:** Riverside Theatre, PCEC

1450 - *Debbie Jaarsma, University Medical Center Groningen, NETHERLANDS*

1620 *Lambert Schuwirth, Flinders University, AUSTRALIA*  
*Philip Jones, UNSW, AUSTRALIA*

Programmatic approaches to assessment for learning seek to align assessment with competency-based education (CBE) and support learners' competency development. A few years ago, Van der Vleuten et al. (2012) proposed a theoretical model for programmatic assessment in action with the purpose of simultaneously optimising assessment for learning and for decision making. The model specified cycles of training, assessment and learner-support activities, complemented by intermediate and final moments of judgement on aggregated data points. Since the introduction of the model, various educational institutes have incorporated it in their competency-based (undergraduate and/or postgraduate) curricula. Some of these institutes have also studied the feasibility and value of the theoretical model in educational practice. This research identified opportunities to enhance the potential of the model in supporting both assessment *for* and assessment *of* learning but also raised some concerns.

About

Three of the dilemmas emerging from this research will direct this symposium:

1. Combining formative and summative functions of assessment in one single program. Under which circumstances can formative assessments be used as individual low-stakes data points in an assessment programme without negatively influencing the exchanges of performance-relevant information?
2. Assessing aggregated information. How can individual low-stakes data points be optimally used for holistic judgments of learners' performance?
3. Organising the learning environment. What aspects of the learning environment (i.e. learner-teacher relationship, hospital organisation) support or hamper programmatic assessment?

## 9B: Ottawa Oral: Assessing Professionalism 2 1450 - 1620

**Venue:** BelleVue Ballroom 1, PCEC

**Chair:** David Ellwood, Australian Medical Council, AUSTRALIA

1450 - **CONSCIENTIOUSNESS: A SCALAR AND OBJECTIVE MEASURE OF A COMPONENT OF PROFESSIONALISM**

1505 *John McLachlan, Durham University, UNITED KINGDOM*

1505 - **MEETING THE CHALLENGE OF PROFESSIONAL EDUCATION WITHIN MEDICAL UNDERGRADUATE PROGRAMS**

1520 *Kim Rooney, University of Tasmania, AUSTRALIA*

1520 - **'WE CARE'.....BUT DO OUR DOCTORS - ASSESSING APPLICATION IN PRACTICE?**

1535 *Rags Subramaniam, East Kent Hospitals University Foundation NHS Trust, UNITED KINGDOM*

1535 - **IMPROVING PROFESSIONALISM BEHAVIORS IN OURSELVES AND OUR MENTORS: WHAT DO SURGEONS THINK?**

1550 *David Hillis, Royal Australasian College of Surgeons, AUSTRALIA*

1550 - **THE PREVALENCE OF ITEM SHARING IN CLINICAL ANATOMY - APPLICATION OF GATED ITEM RESPONSE THEORY MODEL**

1605 *Milton Severo, Faculdade De Medicina Da Universidade Do Porto, PORTUGAL*

1605 - **DISCUSSION**

1620

## 9C: Ottawa Oral: Research 1450 - 1620

**Venue:** BelleVue Lounge

**Chair:** Cornelia Fluit, Radboud University Medical Center Health Academy, NETHERLANDS

1450 - **EVALUATION OF EFFECTIVENESS OF TRAINING PROGRAMME ON HEALTH RELATED RESEARCH FOR MEDICAL STUDENTS**

1505 *Dana Vackova, The University of Hong Kong, HONG KONG*

1505 - **SETTING THE AGENDA FOR DENTAL EDUCATION RESEARCH IN SCOTLAND: A PRIORITY SETTING EXERCISE INCLUDING MULTIPLE STAKEHOLDERS**

1520 *Rola Ajjawi, Deakin University, AUSTRALIA*

1520 - **THE RESEARCH ASSESSMENT CHALLENGE IN MEDICAL EDUCATION**

1535 *Kathryn Hird, University of Notre Dame Fremantle, AUSTRALIA*

1535 - **ENCOURAGING FUTURE MEDICAL SCIENTISTS: 10-YEAR IMPACT EVALUATION OF A SUMMER RESEARCH SCHOLARSHIP PROGRAM**

1550 *Christine Anderson, University of Sydney, AUSTRALIA*

1550 - **ASSESSMENT OF RURAL AND REMOTE PERCEPTIONS IN FIRST YEAR MEDICAL STUDENTS**

1605 *Louise Young, James Cook University, AUSTRALIA*

1605 - **DISCUSSION**

1620

## 9D: Ottawa Oral: Competency Based Education & Assessment 2 1450 - 1620

**Venue:** Meeting Room 1, PCEC

**Chair:** Geneviève Moineau, Association of Faculties of Medicine of Canada, CANADA

1450 - **IMPACT OF INTRODUCTION OF COMPETENCY-BASED ORTHOPAEDIC TRAINING ON THE LEARNING CLIMATE OVER A SIX-YEAR PERIOD**

1505 *Stefan Van Vendeloo, Isala Hospital, NETHERLANDS*

1505 - **COMPETENCE BY DESIGN: LIFTUPP, THE FIRST E-PLATFORM TO FULLY TRACK AND DEVELOP CLINICAL COMPETENCE**

1520 *Luke Dawson, University of Liverpool, School of Dentistry, UNITED KINGDOM*

1520 - **UPENDING MILLER'S PYRAMID: THE IMPORTANCE OF CAPABILITY IN PREPARING MEDICAL AND DENTAL STUDENTS FOR THE COMPLEXITIES OF PRACTICE**

1535 *Sally Hanks, Plymouth University Peninsula Schools of Medicine And Dentistry, UNITED KINGDOM*

1535 - **ASSESSMENT OF LEARNING OUTCOMES IN MASTERS IN HEALTH PROFESSIONS EDUCATION - COMPARISON IN UK AND PAKISTAN**

1550 *Rehan Ahmed Khan, Riphah International University, PAKISTAN*

1550 - **REALIZING COMPETENCY BASED RESIDENCY EDUCATION AT QUEEN'S UNIVERSITY: BEGINNING WITH THE FOCUS OF ASSESSMENT**

1605 *Ulemu Luhanga, Emory University, UNITED STATES OF AMERICA*

1605 - **EXAMINING CHANGES IN ASSESSMENT INFORMATION FOLLOWING IMPLEMENTATION OF THE COMPETENCY-BASED ACHIEVEMENT SYSTEM (CBAS)**

1620 *Shelley Ross, University of Alberta, CANADA*

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## 9E: Ottawa Oral: Clinical Assessment 1 1450 - 1620

- Venue:** Meeting Room 2, PCEC
- Chair:** Donald Melnick, National Board of Medical Examiners, UNITED STATES OF AMERICA
- 1450 - 1505 **PLANNING FOR ASSESSMENT: CLINICAL TEACHING ASSOCIATES EVALUATING STUDENTS' SENSITIVE EXAMINATION SKILLS - WHAT DO WE NEED TO KNOW?**  
*Neil Sefton, University of Tasmania, School of Medicine, Hobart Clinical School, AUSTRALIA*
- 1505 - 1520 **CHANGES IN STUDENT EVALUATIONS OF CLINICAL SKILLS WITH INCREASING STUDENT NUMBERS: A 10 YEAR COHORT STUDY**  
*Clare Heal, JCU, AUSTRALIA*
- 1520 - 1535 **LARGE-SCALE END-OF-YEAR KEY FEATURE EXAM USING AN AUDIENCE RESPONSE SYSTEM (ARS)**  
*Philipp Pavelka, Medical University of Vienna, AUSTRIA*
- 1535 - 1550 **MAINTAINING ACADEMIC HONESTY IN DENTAL PRACTICAL ASSESSMENTS**  
*Susie Dracopoulos, The University of Sydney, AUSTRALIA*
- 1550 - 1605 **MAKING SUMMATIVE ASSESSMENT MANDATORY IN SIMULATION-BASED TECHNICAL SKILLS TRAINING**  
*Torben Schroeder, Center For Clinical Education, DENMARK*
- 1605 - 1620 **DEVELOPING A KEY FEATURES APPROACH TO STATION SCORING IN A HIGH STAKES CLINICAL EXAMINATION**  
*David Prideaux, Flinders University, AUSTRALIA*

## 9F: Ottawa Oral: Educational Strategies 1450 - 1620

- Venue:** Meeting Room 3, PCEC
- Chair:** Michelle McLean, Bond University, AUSTRALIA
- 1450 - 1505 **LISTENING TO THE STUDENTS VOICE: USING EVALUATIONS OF ASSESSMENT TO IMPROVE STUDENT LEARNING**  
*Anthony Barrett, University of Otago, NEW ZEALAND*
- 1505 - 1520 **IMPROVING HEALTH PROFESSIONAL COMPETENCE AND PATIENT HEALTH OUTCOMES: THE CONTINUUM MODEL**  
*Gabriela Berger, Darling Downs Hospital And Health Service, AUSTRALIA*
- 1520 - 1535 **EXPERIENCE WITHOUT THEORY IS BLIND, BUT THEORY WITHOUT EXPERIENCE IS MERE INTELLECTUAL PLAY : THE INTERPLAY BETWEEN THEORY AND PRACTICE IN THE REFORM AND DEVELOPMENT OF A CONTESTED CURRICULUM**  
*Vicki Langendyk, University of Western Sydney, AUSTRALIA*
- 1535 - 1550 **ASSESSING RESILIENCE AND TOLERANCE OF AMBIGUITY IN MEDICAL STUDENTS: IMPLICATIONS FOR RURAL TRAINING PROGRAMS**  
*Diann Eley, The University of Queensland, AUSTRALIA*
- 1550 - 1620 **DISCUSSION**

## 9G: Ottawa Oral: Progress Test 1450 - 1620

- Venue:** River View Room 4, PCEC
- Chair:** Boaz Shulruf, University of New South Wales, AUSTRALIA
- 1450 - 1505 **INTRODUCTION OF PROGRESS TESTING TO ENHANCE APPLIED MEDICAL KNOWLEDGE ACQUISITION IN PHYSICIAN ASSOCIATE STUDENTS**  
*Daniel Zahra, Plymouth University Peninsula Schools of Medicine And Dentistry, UNITED KINGDOM*
- 1505 - 1520 **EVALUATION AND THE CONSEQUENCES FOR THE STUDENT SELF-EVALUATION TOOL 'HIP ('HOW I PERFORM')' - DO PROGRESS TESTING RESULTS SUPPORT STUDENTS SELF-EVALUATION?**  
*Johann Arias, RWTH Aachen University, GERMANY*
- 1520 - 1535 **USING PROGRESS TEST FEEDBACK IMPROVES PERFORMANCE**  
*Catharina Krommenhoek-van Es, Leiden University Medical Center, NETHERLANDS*
- 1535 - 1550 **THE IMPACT OF A REVISED MEDICAL CURRICULUM ON ACADEMIC MOTIVATION, BURNOUT, AND QUALITY OF LIFE AMONG MEDICAL STUDENTS**  
*Mataroria Lyndon, The University of Auckland Ko Awatea - Counties Manukau District Health Board, NEW ZEALAND*
- 1550 - 1620 **DISCUSSION**

## 9H: Ottawa Oral: Selection 2 1450 - 1620

- Venue:** River View Room 5, PCEC
- Chair:** Ian Bowmer, Medical Council of Canada, CANADA
- 1450 - 1505 **BEHAVIOURAL ASSESSMENT IN MEDICAL SCHOOL ADMISSIONS: A LARGE-SCALE NATIONAL STUDY TO DETERMINE THE PREDICTIVE VALIDITY OF THE UKCAT FOR THEORY AND SKILLS PERFORMANCE ACROSS YEARS 1-5**  
*Gabrielle Finn, Hull York Medical School, UNITED KINGDOM*
- 1505 - 1520 **THE ASSOCIATION OF UKCAT BEHAVIOURAL SCALES WITH UKCAT COGNITIVE TESTS: RESULTS FROM A LARGE-SCALE NATIONAL STUDY**  
*Gabrielle Finn, Hull York Medical School, UNITED KINGDOM*
- 1520 - 1535 **PREDICTING USMLE STEP 1, 2, AND 3 EXAM PERFORMANCE FROM PRE-ADMISSION DATA AND MEDICAL SCHOOL ACHIEVEMENT IN PRE-CLINICAL YEARS: A LONGITUDINAL STUDY**  
*Hong Gao, Wake Forest School of Medicine, UNITED STATES OF AMERICA*
- 1535 - 1550 **KNOWLEDGE ASSESSMENT OF BASIC AREAS TO ENTER THE GRADUATE MEDICAL AND PERFORMANCE IN MEDICAL RESIDENCY SELECTION**  
*Glauca Moreira, Campinas State University, BRAZIL*
- 1550 - 1605 **THE EFFECT OF SELECTION BASED ON COGNITIVE ACHIEVEMENT IN CONTEXT OF MEDICAL SCHOOL**  
*Marieke De Visser, Radboud University Medical Center, NETHERLANDS*
- 1605 - 1620 **DISCUSSION**

## 9I: Ottawa Workshop: G Theory 1450 - 1620

- Venue:** Meeting Room 9, PCEC
- 1450 - 1620 **USE OF GENERALIZABILITY THEORY IN DESIGNING AND ANALYZING PERFORMANCE-BASED ASSESSMENTS**  
*David Swanson, American Board of Medical Specialties, USA*

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## 9J: Ottawa Workshop: SPs in High Stakes Assessment 1450 - 1620

**Venue:** Meeting Room 10, PCEC  
1450 - **STRATEGIES AND TOOLS TO PREPARE SIMULATED/  
1620 STANDARDIZED PATIENTS FOR ROLE PORTRAYAL IN HIGH  
STAKES ASSESSMENTS**  
*Cathy Smith, University of Toronto; Pharmacy Examining  
Board of Canada, CANADA*

## 9K: Ottawa Workshop: Interpreting Milestones Data 1450 - 1620

**Venue:** Meeting Room 11, PCEC  
1450 - **INTERPRETING MILESTONES DATA: ENABLING RESIDENCY  
1620 PROGRAMS TO IMPLEMENT CHANGE**  
*Stanley Hamstra, Accreditation Council For Graduate Medical  
Education, UNITED STATES OF AMERICA*

## 9L: Ottawa Workshop: International Consensus Workshop on the assessment of interprofessional learning 1450 - 1620

**Venue:** Vocus Suite, PCEC  
1450 - **INTERNATIONAL CONSENSUS WORKSHOP ON THE  
1620 ASSESSMENT OF INTERPROFESSIONAL LEARNING**  
*Gary Rogers, Griffith University, AUSTRALIA*

## 9M: Ottawa Workshop: Combining Quant. & Qual Data 1450 - 1620

**Venue:** Swan Room, Parmelia Hilton  
1450 - **'WHEN 1 + 1 = 3' FROM AGGREGATION TO INTEGRATION:  
1620 COMBINING QUANTITATIVE AND QUALITATIVE ASSESSMENT  
DATA**  
*Wendy Hu, University of Western Sydney, AUSTRALIA*

## 9N: Ottawa Workshop: Evaluating Education Innovations 1450 - 1620

**Venue:** Pinnacles Room, Parmelia Hilton  
1450 - **USING A LOGIC MODEL TO EVALUATE EDUCATIONAL  
1620 INNOVATIONS**  
*Elaine Van Melle, Royal College of Physicians and Surgeons of  
Canada, CANADA*

## 9O: Ottawa Workshop: ACEM WPBA Progression System 1450 - 1620

**Venue:** Fremantle Room, Parmelia Hilton  
1450 - **THE AUSTRALASIAN COLLEGE FOR EMERGENCY MEDICINE'S  
1620 CENTRAL AND REGIONAL PANELS: CHALLENGES FACED AND  
LESSONS LEARNT IN THE IMPLEMENTATION OF A BI-  
NATIONAL WORKPLACE-BASED ASSESSMENT PROGRESSION  
SYSTEM**  
*Ruth Hew, Sunshine Hospital, AUSTRALIA*

## 9P: Ottawa Workshop: Our Mark Sheet is Better than Yours 1450 - 1620

**Venue:** Avon Room, Adina Hotel  
1450 - **'OUR MARK SHEET IS BETTER THAN YOURS...': TO WHAT  
1620 EXTENT DO DIFFERENT OSCE MARK SHEETS AFFECT THE  
OUTCOME FOR THE CANDIDATE?**  
*Peta-Ann Teague, James Cook University, AUSTRALIA*

## 9Q: Ottawa Workshop: Quality of E-OSCES using Online Marking Tool 1450 - 1620

**Venue:** Canning Room, Adina Hotel  
1450 - **IMPROVE THE QUALITY OF E-OSCES USING AN ONLINE  
1620 MARKING TOOL, INSTANT PSYCHOMETRIC ANALYSIS AND  
BORDERLINE REGRESSION ANALYSIS**  
*Thomas Kropmans, College of Medicine, Nursing & Health  
Sciences, IRELAND*

## 9R: Ottawa Poster: Assessment in Postgraduate Education 1450 - 1620

**Venue:** Exhibition Pavilion, PCEC  
**Chair:** Robert McKinley, Keele University, UNITED KINGDOM  
1450 - **THE STRUCTURED GUIDE TO CURRICULAR ACHIEVEMENT**  
1455 *Anna Freyschuss, Karolinska Institutet And Karolinska  
University Hospital, SWEDEN*  
1455 - **EFFECTIVENESS OF INTERNAL MEDICINE RESIDENTS IN  
1500 TRAINING ASSESSMENT ( IM- RITA ) IN A SINGAPORE  
INSTITUTION**  
*Santhosh Kumar Seetharaman, National University Hospital,  
SINGAPORE*  
1500 - **QUALITY ASSURANCE OF HOSPITAL SPECIALTY TRAINING  
1505 FOR GENERAL PRACTICE VTS TRAINEES**  
*William Bowditch, Bournemouth University, UNITED  
KINGDOM*  
1505 - **CREW RESOURCE MANAGEMENT: FROM THEORY TO  
1510 PRACTICE IN A PATIENT SAFETY CURRICULUM FOR  
RESIDENTS**  
*Robin Hemphill, Veterans Health Administration, UNITED  
STATES OF AMERICA*  
1510 - **ARE FACULTY GOOD ROLE MODELS? RESIDENT EVALUATION  
1515 OF THE LEARNING ENVIRONMENT AND PROFESSIONALISM  
BEHAVIOURS**  
*Anna Byszewski, University of Ottawa, CANADA*  
1515 - **A LONGITUDINAL COMMUNITY PLACEMENT IN UNDER-  
1520 SERVED, DEPRIVED UK AREAS**  
*Paul Crampton, Newcastle University, UNITED KINGDOM*  
1520 - **TOWARD AN UNDERSTANDING OF THE ROLE OF EMOTION  
1525 IN THE DIAGNOSTIC DECISION-MAKING OF ANAESTHETISTS**  
*Kirsty Forrest, Macquarie University, AUSTRALIA*  
1525 - **SIMULATION-BASED ASSESSMENT WITHIN THE SCOPE OF A  
1530 HIGHER SPECIALIST REGISTRAR TRAINING PROGRAMME**  
*Chi-Chuan Yeh, National Taiwan University Hospital, TAIWAN*  
1530 - **PREDICTORS OF SUCCESSFUL EMPLOYMENT OF  
1535 INTERNATIONAL MEDICAL STUDENTS: LESSONS FROM THE  
FIRST FOUR YEARS OF GRADUATES OF A NEW IRISH  
MEDICAL SCHOOL**  
*Michael Larvin, Graduate Entry Medical School, University Of  
Limerick, IRELAND*  
1535 - **REGISTRARS WHO WILL REQUIRE FUTURE EDUCATIONAL  
1540 ASSISTANCE- THE HALLMARKS OF EDUCATION AND  
LEARNING PROGRESS (HELP) PROJECT**  
*Allison Turnock, Tropical Medical Training, AUSTRALIA*

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## 9S: Ottawa Poster: Accreditation/Students/Empathy 1450 - 1620

- Venue:** Exhibition Pavilion, PCEC
- Chair:** Sari Ponzer, Karolinska Institutet, SWEDEN
- 1450 - **IMPACT OF HOSPITAL ACCREDITATION ON ORGANIZATIONAL CULTURE AND IN-PATIENT SATISFACTION**  
1455  
*Wei Song, The University of Hong Kong, HONG KONG*
- 1455 - **CAN AN EDUCATION QUALITY DASHBOARD DRIVE QUALITY? EXPERIENCE FROM A UK TEACHING HOSPITAL**  
1500  
*Susan Carr, University Hospitals of Leicester NHS Trust, UNITED KINGDOM*
- 1500 - **PEER ASSISTED LEARNING INCORPORATING PEER DESIGNED ASSESSMENTS**  
1505  
*Lucy Gilkes, University of Western Australia, AUSTRALIA*
- 1505 - **PEER LEARNING IN MEDICAL MUSEUM SESSION AT INTERNATIONAL MEDICAL UNIVERSITY MALAYSIA**  
1510  
*Htar Htar Aung, International Medical University Malaysia, MALAYSIA*
- 1510 - **EVALUATION OF STUDENT UNDERSTANDING OF ROLE OF HEALTHCARE PROFESSIONALS AT ENTRY LEVEL**  
1515  
*Yu Sui Chen, International Medical University, MALAYSIA*
- 1515 - **STUDENTS SELF-ASSESSMENT OF THEIR LEARNING DURING RESEARCH PROJECT COURSE**  
1520  
*Riitta Moller, Karolinska Institutet, SWEDEN*
- 1520 - **STUDENT ENGAGEMENT IN CURRICULUM PLANNING: THE MIXED METHODS EVALUATION**  
1525  
*Tanat Lertussavivat, Faculty of Medicine, Chulalongkorn University, THAILAND*
- 1525 - **GUIDED SELF-DETERMINATION : A SELF-MANAGEMENT INTERVENTION FOR YOUNG ADULTS WITH TYPE I DIABETES**  
1530  
*William M Haigh, Monash University, School of Rural Health, Latrobe Valley And West Gippsland, AUSTRALIA*
- 1530 - **FROM MORAL-ENHANCEMENT ACTIVITIES TO PROFESSIONAL ATTITUDE DEVELOPMENT FOR PRECLINICAL MEDICAL STUDENTS; FOUR YEARS EXPERIENCE FROM THAMMASAT UNIVERSITY**  
1535  
*Panadda Rojpibulstii, Thammasat University, THAILAND*
- 1535 - **ASSESSING EMPATHY AMONG YEAR 4 MEDICAL STUDENTS**  
1540  
*Wai Ching Lee, National University Hospital of Singapore, SINGAPORE*
- 1540 - **THE RELATIONSHIPS BETWEEN EMPATHY, STRESS, AND SOCIAL SUPPORT AMONG MEDICAL STUDENTS**  
1545  
*Kyung Hye Park, Inje University Haeundae Paik Hospital, SOUTH KOREA*

## 9T: ANZAHPE Oral Presentation Capability for Interprofessional Practice 1450 - 1620

- Venue:** BelleVue Ballroom 2, PCEC
- Chair:** Lyndal Parker-Newlyn, University of Wollongong, AUSTRALIA
- 1450 - **EVALUATING THE IMPACT OF A SHORT-TERM PUBLIC HEALTH RESEARCH INTERNSHIP ON STUDENT SELF-EFFICACY**  
1505  
*Dragan Ilic, Monash University, AUSTRALIA*
- 1505 - **INTERPROFESSIONAL LEARNING (IPL) ENHANCES CLINICAL LEARNING VIA PROBLEM-BASED LEARNING (PBL) AND OUTCOME-BASED LEARNING (OBL)**  
1520  
*Fremen Chihchen Chou, Center For Faculty Development, Department of Education, China Medical University, TAIWAN*
- 1520 - **PREPARING OT AND SP STUDENTS TO WORK TOGETHER IN PAEDIATRIC DISABILITY**  
1535  
*Abigail Lewis, Edith Cowan University, AUSTRALIA*
- 1535 - **PROMOTING INTERPROFESSIONAL PRACTICE FOR HEALTH PROFESSIONALS INVOLVED IN DISASTER RESPONSE AND MANAGEMENT**  
1550  
*Lee Skinner, American Nurses Association, UNITED STATES OF AMERICA*

## 9U: ANZAHPE Oral Presentation Capability for Interprofessional Practice/Education for Practice 1450 - 1620

- Venue:** Meeting Room 6, PCEC
- Chair:** Kylie Mansfield, University of Wollongong, AUSTRALIA
- 1450 - **EVALUATION OF CALAMITIES AND MAJOR COMPLICATIONS IN A TEACHING HOSPITAL ACROSS THE CONTINUUM OF HEALTH PROFESSIONAL EDUCATION: ADVANTAGES AND CHALLENGES.**  
1505  
*Robert Oostenbroek, Albert Schweitzer Hospital, NETHERLANDS*
- 1505 - **THERE IS NO MAGIC PILL - IT JUST TAKES HARD WORK K**  
1520  
*Kylie Mansfield, University of Wollongong, AUSTRALIA*
- 1520 - **THE POSITIVE IMPACT OF COMMUNICATION SKILLS PEER ASSISTED LEARNING (PAL) ON MEDICAL STUDENT OSCE PERFORMANCE - A COLLABORATIVE EDUCATIONAL INITIATE BETWEEN STUDENTS AND STAFF.**  
1535  
*James Nightingale, Griffith University, AUSTRALIA*
- 1535 - **CONCEPTUALISING PATIENT-CENTRED CARE TO INFORM PATIENT-CENTRED MEDICAL EDUCATION**  
1550  
*Jenny Barr, University of Tasmania, AUSTRALIA*
- 1550 - **SCREENING AS A TEACHING TOOL**  
1605  
*Erik Martin, Deakin University, AUSTRALIA*

## 9V: ANZAHPE Oral presentations- mixed themes 1450 - 1620

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**Venue:** Meeting Room 7, PCEC

**Chair:** Claire Langdon, Edith Cowan University, AUSTRALIA

1450 - 1505 **TOWARDS COMMON AGREED STANDARDS FOR ABORIGINAL AND TORRES STRAIT ISLANDER HEALTH CURRICULUM ACROSS THE ALLIED HEALTH PROFESSIONS AT MONASH UNIVERSITY**

*Alison Francis-Cracknell, Monash University, AUSTRALIA*

1505 - 1520 **PROMOTING AUTONOMOUS LEARNING THROUGH AN INDEPENDENT STUDY MODULE IN AN UNDERGRADUATE PODIATRY COURSE**

*Maria Birch, University of Brighton, UNITED KINGDOM*

1520 - 1535 **IMPLEMENTATION AND EVALUATION OF A 'CUSTOMISABLE' AND ENGAGING MULTIMEDIA MODULE FOR BIOCHEMISTRY TEACHING IN GRADUATE MEDICINE AND UNDERGRADUATE BIOLOGICAL SCIENCES**

*Teresa Treweek, University of Wollongong, AUSTRALIA*

1535 - 1550 **LOVE IS IN THE AIR - REMOTE BALINT GROUPS**

*Jennifer Presser, University of Tasmania, AUSTRALIA*

1550 - 1605 **VIDEO SELFIES OF CLINICAL INTERACTIONS: FEEDBACK, REFLECTION & SELF-EVALUATION**

*Anna Ryan, University of Melbourne, AUSTRALIA*

1605 - 1620 **USING THE MYSTUDYMATE APP TO UNDERSTAND HOW CONTEMPORARY MEDICAL STUDENTS LEARN**

*Karen Scott, Discipline of Paediatrics And Child Health, The University of Sydney, AUSTRALIA*

## 9W: ANZAHPE PeArLs: Technology Enhanced Learning 1450 - 1620

**Venue:** Meeting Room 8, PCEC

**Chair:** Kelly Dore, McMaster University, CANADA

1450 - 1535 **ACTIVITY METRICS - WHAT ACTIVITIES SHOULD WE TRACK IN OUR LEARNERS?**

*David Topps, University of Calgary, CANADA*

1535 - 1620 **MARRYING PROCESS AND CONTENT: PUTTING THE ADVICE INTO PRACTICE**

*Conor Gilligan, University of Newcastle, AUSTRALIA*

## 9X: ANZAHPE PeArLs: Education for Practice 1450 - 1620

**Venue:** Stirling Room, Parmelia Hilton

**Chair:** Amanda Henderson, Princess Alexandra Hospital, AUSTRALIA

1450 - 1535 **STOP 'PASS THE PARCEL' WITH PRACTICE-BASED STUDENT LEARNING: ESTABLISHING EDUCATION GOVERNANCE FRAMEWORKS BETWEEN STUDENTS, ACADEMIC STAFF AND INDUSTRY PARTNERS.**

*Amanda Henderson, Princess Alexandra Hospital, AUSTRALIA*

1535 - 1620 **CLINICAL SUPERVISOR REPORTS: WHAT IS THEIR UTILITY?**

*Sharyn Esteves, Faculty of Medical And Health Sciences, University of Auckland, NEW ZEALAND*

## 1450 - 1620

**Venue:** Karri Room, Parmelia Hilton

**Chair:** Pippa Craig, The University of Notre Dame Australia, AUSTRALIA

1450 - 1535 **USING ITEM ANALYSIS TO IMPROVE THE QUALITY OF MULTIPLE CHOICE QUESTIONS**

*Neville Chiavaroli, Melbourne Medical School, AUSTRALIA*

1535 - 1620 **EASY TO IMPLEMENT TECHNOLOGY ENHANCED LEARNING COMBINING DIGITAL REPOSITORIES WITH BLOGS**

*Poh Sun Goh, National University Hospital and National University of Singapore, SINGAPORE*

## 9Z: ANZAHPE Poster Presentations Simulation for Practice 1450 - 1620

**Venue:** Exhibition Pavilion, PCEC

**Chair:** Andy Wearn, The University of Auckland, NEW ZEALAND

1450 - 1455 **A REALIST SYNTHESIS OF THE EVIDENCE LINKING EDUCATION AND TRAINING TO PATIENT BENEFIT**

*Jan Illing, Newcastle University, UNITED KINGDOM*

1455 - 1500 **FACTORS THAT AFFECT THE CONFIDENCE LEVEL OF NURSES IN AN INTER-PROFESSIONAL TEAM-BASED SIMULATION CRISIS TRAINING IN A SINGAPORE ACUTE HOSPITAL**

*Yew Hiang Tan, Tan Tock Seng Hospital, SINGAPORE*

1500 - 1505 **MAKING IT REAL: LEARNING MEDICAL ENGLISH IN SIMULATION CENTRES**

*Megan Phelps, The Children's Hospital At Westmead, AUSTRALIA*

1505 - 1510 **BLEEPSIM: ON-CALL SIMULATION TO IMPROVE CONFIDENCE IN NEWLY QUALIFIED JUNIOR DOCTORS**

*Reetu Sinha, Brighton And Sussex University Hospital Trust, UK, UNITED KINGDOM*

1510 - 1515 **SIMULATION OF CURRENT SENSITIVE HEALTH ISSUES VIA COMMUNITY PARTNERSHIP**

*Rosemary Brander, Queen's University, CANADA*

1515 - 1520 **CARDIAC SURGICAL TRAINING THROUGH LOW-FIDELITY SIMULATION**

*Daniel Holloway, University of Calgary, CANADA*

## 9Y: ANZAHPE Workshops: Technology Enhanced Learning in the health professions