Ottawa, Ontario, Canada
April 25-29, 2014

Transforming Healthcare through Excellence in Assessment and Evaluation

Download our MOBILE APP to view the program

www.ottawaconference.org  www.med edconference.ca
I am very pleased to extend warm greetings to everyone attending the opening ceremony of the 16th biannual Ottawa Conference and the 12th annual Canadian Conference on Medical Education, under the theme of “Transforming Healthcare through Excellence in Assessment and Evaluation.”

High-quality standards and specialized knowledge help medical professionals to fulfil their responsibility of serving the common good.

So I am especially pleased to see that the medical profession has set continuing professional development and succession planning as its priorities.

Thanks to the dedication and commitment to excellence of Canadian medical educators, leading-edge techniques can be developed in such fields as cardiology, which benefit all Canadians and which are shared with all specialized faculties. I am sure that sharing best practices and expertise will be front and centre at this conference, helping to strengthen the professional ties that already unite all the participants.

I wish everyone a most productive conference.

DAVID JOHNSTON

March 2014
Dear friends and colleagues,

It is my pleasure to welcome you to the heart of the nation’s capital on behalf of the University of Ottawa’s Faculty of Medicine as we host you for the 2014 Canadian Conference on Medical Education.

This year’s format is unique as we combine the Canadian Conference on Medical Education with the Ottawa Conference, co-founded by the late Dr. Ian Hart, Emeritus Professor at the Faculty, in 1985. Held biennially, the Ottawa Conference is a forum for leaders in healthcare to exchange ideas on the assessment of competence in clinical and non-clinical domains of medical education.

The theme of the 2014 conference, “Transforming Healthcare Through Excellence in Assessment and Evaluation”, will benefit greatly from the partnership between both conferences.

During your time in Ottawa, I hope you will have the chance to experience firsthand what makes us a national leader in medical education by visiting our health sciences pavilion and centres of excellence which include the University of Ottawa Heart Institute, Canada’s first and largest cardiovascular health centre and the University of Ottawa Skills and Simulation Centre, the largest centre of its kind in the country. Our affiliated hospitals and research institutes, including The Ottawa Hospital, North America’s largest teaching hospital, are at the forefront of health care and research and are a pivotal part of our success.

I am certain you will be captivated by Ottawa: it is the home of many national treasures, including Parliament Hill and the historic Rideau Canal, a designated UNESCO World Heritage Site. Located near the provincial border of Quebec and Ontario, the city is enriched by its bilingual environment – a suitable location for the Faculty as Canada’s only bilingual medical school.

On behalf of the Faculty of Medicine at the University of Ottawa, I enthusiastically welcome you, colleagues and friends from faculties of medicine across Canada and around the world to the 2014 Canadian Conference on Medical Education. I am looking forward to sharing this experience with you.

JACQUES BRADWEJN, MD
Letter of Welcome from the Ottawa Conference Committee

The Organising Committee of the 16th Ottawa Conference extends a warm welcome to participants from around the world who have come to celebrate 30 years of Ottawa Conferences “back home in Ottawa” where it all began in 1985. Over the years the Ottawa Conference has become synonymous with the state of the art in the assessment of competence in medicine and the healthcare professions, bringing together both experts and those new to the area, facilitating networking and international collaboration. The 16th Ottawa Conference will be no different, with a range of keynote speakers to challenge our thinking, symposia for debate and discussion, oral and poster presentations to share and test out our ideas, and preconference activities and conference workshops to learn in more detail how to implement new methods of assessment based on the experience of others.

We are pleased to be sharing this Conjoint Conference with the 12th Canadian Conference on Medical Education. All registered participants may choose to follow the Ottawa Assessment Track, or the CCME Track, or a combination of both. The Conference Program and the Conference App will help you to make the best choices of sessions to attend based on your individual needs. If you need any assistance please ask at the information desk and we will be pleased to help.

If you are a regular Ottawa Conference attendee, welcome back! If this is your first Ottawa Conference, we hope you will enjoy the friendly and collegiate atmosphere and that you will return time after time.

We wish you a stimulating and enjoyable Conference in the beautiful city of Ottawa.

RONALD M HARDEN

On behalf of Ottawa Conference Committee
On behalf of Members of Ottawa City Council, it is my distinct pleasure to welcome those taking part in the Joint 2014 Ottawa Conference and Canadian Conference on Medical Education, in the heart of our nation’s capital from April 25 - 29, 2014.

I would also like to congratulate the organizers of the 2014 Ottawa Conference and Canadian Conference on Medical Education for providing a valuable forum for medical education professionals to share knowledge and information.

As Mayor of the host city, I invite you to explore the Barbara Ann Scott Gallery and the Ottawa Sports Hall of Fame at City Hall, in addition to the Ottawa Art Gallery at Arts Court, which houses works by members of the Group of Seven.

Our UNESCO World Heritage Site Rideau Canal offers a great opportunity for sightseeing and cycling. The bustling ByWard Market heritage district, along with the trendy Elgin Street, Glebe and Westboro quarters, as well as the vibrant Chinatown and Little Italy neighbourhoods, offer a truly panoramic venue for your enjoyment.

Allow me to convey my best wishes to the participants for a very productive and rewarding conference, and a most enjoyable stay in Ottawa.

Sincerely,

Jim Watson
Mayor
City of Ottawa
We would like to pay special thanks to our sponsor.

COLLÈGE DES MÉDECINS DU QUÉBEC

The mission of the Collège des médecins du Québec is to promote quality medicine so as to protect the public.
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The meetings and events are listed in chronological order by day.

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- Floor Plans
- Exhibitors

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- Newer Principles of Teaching, Learning and Assessment
- Making Teaching and Assessment Relevant
- Miriam Friedman Ben-David Lecture
- AFMC Hot Topic: Bringing Home the Accreditation of our Medical Schools - Help us Shape our Future!

### Forums
- CaRMS
- AFMC Learner

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- Education Research Symposium – Assessing Clinical Teachers’ Professional Behaviours

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- OTT SB-2, SC-1, SC-2
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- OTT SF-2, SG-1, SG-2

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### Partner Special Events
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- CAME – Awards Luncheon and AGM, Certificate of Merit Awards
### Other Special Events

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### Consent to Use of Photographic Images

Registration and attendance at or participation in, the 2014 Ottawa Conference and 2014 Canadian Conference on Medical Education (CCME) constitutes an agreement by the registrant to The Ottawa Conference’s and CCME’s use and distribution (both now and in the future) of the registration or attendee’s image or voice in photographs, videotapes, electronic reproductions and audiotapes of such events and activities.
**2014 Conference Overview**

We are thrilled that the 16th Ottawa Conference and the 12th Canadian Conference on Medical Education (CCME) is being held conjointly in The Ottawa Conference’s birthplace city and the headquarters of the CCME secretariat; **Ottawa Ontario**! The conference planning committees have worked hard to ensure that the program is fully integrated with common plenary sessions and is relevant to medical education across the continuum including assessment.

**SOME HISTORY ABOUT THE OTTAWA CONFERENCE**

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

**SOME HISTORY ABOUT THE CANADIAN CONFERENCE ON MEDICAL EDUCATION**

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

**THE OTTAWA CONFERENCE AND CCME VALUE YOUR TIME AND ENCOURAGE YOUR PARTICIPATION**

- All workshops and oral presentations have limited seating space – first come, first served.
- CCME orals and posters are categorized as “completed research” or “educational innovation”. Within these categories, many are streamed.
- Each poster will be part of a facilitated poster session, which is organized by theme (e.g., PG Research and UG Clerkship).
- All abstracts for the workshops, oral presentations, and posters are available online on the CCME website: [www.mededconference.ca](http://www.mededconference.ca).
- Ottawa orals and posters are presented in themed sessions, each with a Moderator.
- This joint conference offers 600+ orals, 460+ posters and 95+ workshops. Be sure to adjust your schedule to participate in more educational sessions than ever before!
- The CCME abstracts for the workshops and oral presentations have been published as an online supplement to the *Medical Education Journal*.
- Some plenary sessions will use audiences’ smartphones, tablets, and laptops to enhance dialogue.
- Plenary session PowerPoint presentations will be displayed in both French and English.
- The Ottawa abstract book will be available on [www.ottawaconference.org](http://www.ottawaconference.org) after the Conference.

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The Final Program will be provided on site to meeting registrants as well as posted on the Conference websites ([www.mededconference.ca](http://www.mededconference.ca) or [www.ottawaconference.org](http://www.ottawaconference.org)) by April 2014.
OTTAWA/CCME OVERSIGHT COMMITTEE
Dr. Ronald Harden, AMEE, Dundee, UK
Dr. S Barry Issenberg, University of Miami Miller School of Medicine, USA
Pat Lilley, AMEE, Dundee, UK
Dr. Madalena Patricio, Faculty of Medicine, University of Lisbon, Portugal
Professor Trevor Gibbs, AMEE, Dundee, UK
Dr. Ian Bowmer, Ottawa
Dr. Claire Touchie, Ottawa
Dr. Susan Humphrey-Murto, Ottawa
Dr. Genevieve Moineau, Ottawa

CCME SCIENTIFIC PROGRAM COMMITTEE:
Dr. Ian Bowmer, Chair, Ottawa (MCC)
Dr. Joyce Pickering, Past Chair, Montreal (RCPSC)
Dr. Gisèle Bourgeois-Law, Victoria (AFMC)
Dr. Paul Hendry, Ottawa (AFMC)
Dr. Claire Touchie, Ottawa, (MCC)
Dr. Susan Humphrey-Murto, Ottawa (CAME)
Dr. Tim Wood, Ottawa (CAME)
Dr. Ian Casson, Kingston (CFPC)
Dr. Teresa Cavett, Winnipeg (CFPC)
Dr. Wade Gofton, Ottawa (RCPSC)

CCME CONFERENCE SECRETARIAT (AFMC):
Dr. Constance LeBlanc, Vice President, Education
Chrriss Holloway, Conference Manager
Karen Norris, Conference Coordinator
Michaël Bergeron, Conference Assistant
Amelia Keene, Conference Assistant

CCME ABSTRACT SELECTION COMMITTEE:
Dr. Derek Puddester, Chair (CAME)
Dr. Stephen Aaron (AFMC)
Dr. Marguerite Roy (MCC)
Dr. Margaret Tromp (CFPC)
Dr. Lara Varpio (CAME)
Dr. Ken Kontio (RCPSC)

CCME COMMITTEE ON EXPERIENCE DISSEMINATION:
Dr. Rachel Ellaway, Northern Ontario School of Medicine
Dr. Alireza Jalali, University of Ottawa
Dr. Marcus Law, University of Toronto
Catherine Peirce, The Association of Faculties of Medicine of Canada
Chi-Ming Chow, University of Toronto
David Lampron, University of British Columbia
Anne Marie Cunningham, Cardiff University, UK
Deirdre Bonnycastle, University of Saskatchewan

LIST OF ACRONYMS
AFMC Association of Faculties of Medicine of Canada
AMS Associated Medical Services Inc.
CACME Committee on Accreditation of Continuing Medical Education
CACMS Committee on Accreditation of Canadian Medical Schools
CAME Canadian Association for Medical Education
CAPER Canadian Association for Post-M.D. Education
CaRMS Canadian Resident Matching Service
CFMS Canadian Federation of Medical Students
CFPC College of Family Physicians of Canada
CHEC Canadian Healthcare Education Commons
CPD Continuing Professional Development
COFM Council of Ontario Faculties of Medicine
CVDFMQ Québec PGME Deans
CVDPCFMQ Québec UGME Deans
DME Distributed Medical Education
EDG Equity, Diversity and Gender Committee of AFMC
FMEC Future of Medical Education in Canada
FMEQ Fédération médicale étudiante du Québec
IPAC Indigenous Physicians Association of Canada
MAC-COFM Medical Admissions Committee – Council of Ontario Faculties of Medicine
MCC Medical Council of Canada
NACCFM National Association of Canadian Chairs of Family Medicine
PGME Postgraduate Medical Education
RCPSC Royal College of Physicians and Surgeons of Canada
SHARC-FM Shared Curriculum in Family Medicine
UGME Undergraduate Medical Education
HOW TO USE THIS PROGRAM

The Ottawa Conference (OC) and the Canadian Conference on Medical Education (CCME) organizers have designed this program to make it easier for delegates to navigate through the meetings, social events, and daily activities that make up the OC/CCME. Please take note of the following:

- All official conference program, educational sessions, business meetings, and social events are organized by tab first, then chronologically by day and hour.
- Overviews take a snapshot of all events happening on one particular day.
- Sessions that are closed are by invitation only and are indicated with this symbol. Open sessions (meaning they are open to all OC/CCME delegates) will not have a symbol.
- Plenary sessions that include speakers presenting in English and French (using simultaneous interpretation) are indicated with this symbol.

It is highly recommended that delegates obtain the headsets being handed out by conference staff at the beginning of each plenary.

In the general information section of the program, OC/CCME organizers and Tourism Ottawa have created a list of activities for delegates while staying in beautiful Ottawa.

MEETINGS ON THE RUN:

Looking to connect with colleagues in Ottawa this year? Once again, the OC/CCME is pleased to offer you a solution.

We have reserved limited space daily for those wishing to convene on site with colleagues for an impromptu meeting. Space will be reserved in one-hour increments and on a first come, first served basis. Please ask one of the conference staff located at the registration desk area at the Ottawa Convention Center for more information.

CONTINUING THIS YEAR

- The Conference will officially start on the Saturday afternoon with the AFMC-AMS J. Wendell Macleod Lecture followed by the official OC/CCME Welcome Reception. The plenary sessions will take place on Sunday and Monday mornings and a final plenary will occur late Tuesday morning with the conference closing at noon on Tuesday.
- Breakfast will be offered on Sunday, Monday, and Tuesday mornings. A hot buffet lunch will be provided on Sunday with a cold buffet lunch on Monday and a grab-and-go snack on Tuesday.
- OC/CCME 2014 has a Networking Cafe. Delegates are welcome to enjoy a coffee, work on their mobile devices, and connect with fellow delegates in the Ottawa Convention Centre, Second floor, inside and outside Canada Hall 2 and 3 between 7am on Saturday, April 26, and 12pm on Tuesday, April 29.
- The CCME 2014 is now on Wordpress, Facebook, and Twitter. Please read the section on Social Media to find out how you can connect with CCME 2014 online.
- Yoga classes and guided runs are offered Sunday, Monday, and Tuesday mornings to allow delegates to decompress and stay healthy while away from home. Please read the section on “health breaks” to find out the location and schedule.

REGISTRATION INFORMATION

All participants at any of the scheduled meetings and abstract presenters must register. Messages for registrants will be posted on a message board in the registration area as well as sent out via the OC/CCME 2014 mobile app.

ON-SITE REGISTRATION HOURS:

<table>
<thead>
<tr>
<th>Date</th>
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<tr>
<td>Friday, April 25</td>
<td>8:00am – 6:00pm</td>
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<td>Saturday, April 26</td>
<td>7:00am – 5:00pm</td>
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<tr>
<td>Sunday, April 27</td>
<td>7:00am – 5:00pm</td>
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<tr>
<td>Monday, April 28</td>
<td>7:00am – 5:00pm</td>
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<tr>
<td>Tuesday, April 29</td>
<td>7:00am – 12:00pm</td>
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Payment Information: All major credit cards, cheques, and cash are accepted on site for registration fees.
GENERAL INFORMATION

REGISTRATION FEES:

Online registration is available on the conference website. Please check the site for regular updates at www.mededconference.ca.

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<tr>
<td></td>
<td>Sat., March 15, 2014</td>
<td>Sun., March 16, 2014 and onwards</td>
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<tr>
<td>Full Conference</td>
<td>$895.00</td>
<td>$950.00</td>
</tr>
<tr>
<td>Daily (Sat. –Tue.)</td>
<td>$300.00</td>
<td>$300.00</td>
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<tr>
<td>Residents</td>
<td>$200.00</td>
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</table>

Registration confirmations and receipts will be sent via email from ProReg Registration Solutions.

Pre-registration is necessary for the CAME Awards Luncheon, the AFMC Awards Reception and President’s Address and also for the Monday evening social event. Tickets are limited and guests aged 18 and over are welcome.

Please note that children are not permitted to attend any of the academic sessions, awards ceremonies or meal breaks during the conference.

HEALTH BREAKS

The OC/CCME is committed to providing health-conscious opportunities to delegates. CCME 2014 is bringing back yoga classes.

The yoga classes will take place from 6am to 7am on Sunday, April 27, through to Tuesday, April 29. Yoga classes will take place in the Confederation 1 room, 4th floor, Westin Hotel on Sunday. On Monday and Tuesday, it will be in Governor General 2, 4th floor, Westin Hotel. Please sign up for these classes at the registration desk located on the 2nd floor of the Convention Center. There is no payment to participate and all fitness levels are welcome. We simply ask delegates to wear comfortable workout attire.

Please meet in the lobby of the Westin Hotel at 6:25am and you will be led by a Running Concierge on a medium paced 5km run along the scenic Rideau Canal. Enjoy a warm up session with stretching tips, as well as cool down towels and water. Walks can be added to the program if you would prefer a more leisurely pace.

Morning Runs will be held on Monday April 28 and Tuesday April 29 via the RunWESTIN® program at the host hotel, The Westin Ottawa.

BUSINESS OFFICE

The OC/CCME is offering a business centre equipped with computers, printers, a photocopier, and various business supplies to all conference delegates. It is located in the Ottawa Convention Centre, on the 2nd level in the Business Centre. It will be open Friday, April 25, to Monday, April 28, from 7am to 5pm and on Tuesday, April 29, from 7am to noon.

FOOD AND COFFEE BREAKS

Breakfast will be served from 7:15am to 8:30am on Sunday, Monday, and Tuesday in the Ottawa Convention Centre on the third floor, Canada Hall 2 and 3 (Exhibit Hall).

Lunch will be served from 12:00pm to 1:30pm on Sunday and Monday in the Ottawa Convention Centre on the third floor, Canada Hall 2 and 3 (Exhibit Hall).

Coffee breaks will be served from 10:00am to 10:30am on Sunday, Monday, and Tuesday and from 3 – 3:30pm on Sunday and Monday. Breaks will also be served in the Ottawa Convention Center, third floor, Canada Hall 2 and 3 (Exhibit Hall).

On Friday and Saturday, the Ottawa Convention Center and Westin Hotel will offer light refreshments from 9:45 – 10:45am and 1:45 – 2:45pm. The Westin Hotel will serve breaks in the Grand Foyer, on the 4th floor. The Ottawa Convention Center will serve breaks in the Colonel By Foyer one the first floor.

A grab-and-go snack will be offered to delegates at 12pm Tuesday at the Ottawa Convention Center on the third floor foyer outside Canada Hall 1, 2 and 3.

EXHIBITS

OC/CCME delegates are encouraged to visit our exhibitors at the Ottawa Convention Centre on the third floor, in Canada Hall 2 and 3. Exhibit hours begin at 4pm on Saturday, April 26, and end at 3pm on Monday, April 28.

ORALS

Ottawa Oral presentations

Orals are scheduled in themed sessions, each containing between 4-6 presentations. A Moderator has been appointed for each session. Each presenter has 10 minutes followed by 5 minutes for questions. Time remaining at the end of the session will be used for group discussion. If you are a presenter your Powerpoint should be loaded through the Speaker Ready Room.
POSTERS

There will be no dedicated poster session during the Welcome Reception. Poster presenters are asked to stand by their poster during general conference breaks if presenters have time to do so. All OC/CCME delegates are encouraged to attend the facilitated poster session and interact with the poster presenters.

Poster presenters are asked to set up their posters in the Ottawa Convention Centre on the third floor, in Canada Hall 2 and 3 between 11am and 5pm on Friday April 25 and between 7am and 2pm on Saturday, April 26. Facilitated poster sessions will occur at the following dates/times:

**Sunday April 27 and Monday April 28:**
- 10:30am – 12:00pm
- 1:30pm – 3:00pm
- 3:30pm – 5:00pm

**Tuesday April 29:**
- 8:30am – 10:00am

Poster presenters are asked to remove their posters between 12pm and 3pm on Tuesday April 29.

Posters are mounted throughout the Conference in themed sessions. If you are a presenter please bring your poster to the Conference and do not send it in advance. 3-5 minutes has been allowed for each presenter. The appointed Moderator will invite questions after each poster has been presented. Any time remaining at the end of the session will be used for group discussion. Poster presenters are asked to be available during a lunch or coffee break for one-to-one discussions.

The Ottawa Conference and CCME is proud to be partnering with ePosters.net an open-access journal (ISSN 1754-1417) where the posters from the 2014 conference can be viewed online provided the authors have uploaded them.

Poster submission is easy. Simply visit eposters.net

Select Submit Poster and follow the onscreen instructions. To ensure that your poster appears on the CCME 2014 page, indicate that the submission is part of a conference and highlight CCME 2014 from the dropdown menu.

CONFERENCE EVALUATION

An online (overall) conference evaluation form will be available to all delegates via email immediately following the conference. Once the delegate has completed the evaluation form, a OC/CCME letter of accreditation will be provided.

Conference workshops and plenary sessions will be evaluated separately. Delegates will receive evaluation forms listing all the workshops that occurred earlier that day. Delegates are encouraged to complete the evaluation form for every workshop they attend.

SOCIAL MEDIA:

**FACEBOOK**

Check out CCME's Facebook profile at http://www.facebook.com/CanadianConferenceOnMedicalEducation.

Keep up to date with all the Ottawa2014 news by 'liking' the AMEE Facebook page: https://www.facebook.com/pages/Association-for-Medical-Education-in-Europe-AMEE/116187641769758

**TWITTER**

Follow @MedEdConference and use #ccme14 to tweet about what you see and hear during the conference.

Follow @AMEE_Online and use hashtag #ottawa2014 to tweet about sessions in the programme, and to start networking with others.

A live Twitter wall, set up in the Exhibit Hall on level 3 in Canada Hall 2 & 3 of the Ottawa Convention Centre, will showcase popular discussions relating to the CCME 2014.

Plenary speakers will also be accepting questions via text messaging during their session.

*If you are having difficulty understanding the social media portion of our conference or how to properly use hashtags while at the conference, please find one of our social-media volunteers, who will be happy to assist you.*

*New this year, there will also be a technology helpdesk on the 2nd floor of the Ottawa Convention Center.*

**WORDPRESS BLOG**

Again this year, CCME has asked a number of conference attendees to blog about their conference experience. To follow their journey, please go to www.mededconference.wordpress.com

**STUDENT VOLUNTEERS**

Look for our student volunteers, who will be pleased to help you navigate the conference. Volunteers will be available in the following capacities: Information Officer and Room Greeter, Business Centre Associate, Fitness and Well-Being Assistant, Registration Set-up Attendant, Poster Presenter Support, Social-Media Guru, and much more.
OTTAWA CONFERENCE REVIEWERS

We are very grateful to our abstract reviewers for their contributions to the program:
Nigel Bax
Katharine Boursicot
Angel Centeno
David Cook
Sonia Crandall
Peter de Jong
Joke Denekens
John Dent
Holly Donaldson
Richard Fuller
Trevor Gibbs
Anita Glicken
Lindsay Glynn
Chivaung Gordon
Scott Graziano
Gregory Gruener
Larry Gruppen
Kati Hakkarainen
Barry Issenberg
Ming-Jung Ho
Susan Jamieson
Elizabeth Kachur
Mary Lawson
Victor Lim
Richard Maerz
Herve Maisonneuve
Bill McGaghie
Michelle McLean
Jadwiga Mirecka
Deborah Murdoch-Eaton
Vishna Nadarajah
Debra Nestel
Peter Nippert
Jorgen Nystrup
Anna O'Neill
Rob Oostenbroek
Shruti Patel
Madalena Patricio
Godfrey Pell
Joachim Perera
Trent Reed
Trudie Roberts
Muhammad Saeed
Dujeepa Samarasekara
Ewa Szumacher
Celia Taylor
Alistair Thomson
Monika van de Ridder
Bas Verhoeven
David Wiegman
Nabil Zary

OTTAWA CONFERENCE COMMITTEE

Dr. Ronald Harden, AMEE, Dundee, UK
Dr. S Barry Issenberg, University of Miami Miller School of Medicine, USA
Pat Lilley, AMEE, Dundee, UK
Dr. Madalena Patricio, Faculty of Medicine, University of Lisbon, Portugal
Professor Trevor Gibbs, AMEE, Dundee, UK

OTTAWA CONFERENCE SECRETARIAT

Pat Lilley, AMEE Operations Director
Tracey Thomson, AMEE Administration Executive

MEETING FACILITIES

All Ottawa Conference and CCME 2014 events will be taking place at the following venues:

Ottawa Convention Centre
55 Colonel By Drive
Ottawa, Ontario
K1N 9J2

The Fairmont Chateau Laurier
1 Rideau St.
Ottawa, ON
K1N 8S7

The Westin Ottawa Hotel
11 Colonel By Drive
Ottawa, ON
K1N 9H4

ACCREDITATION

CCME 2014: This event is an Accredited Group Learning Activity (Section 1) as defined by the Maintenance of Certification program of the Royal College of Physicians and Surgeons of Canada for 16 credits. This program has also been accredited for up to 16 Mainpro-M1 credits.

This program has been reviewed and approved by the University of Ottawa, Continuing Professional Development.

The Ottawa Conference: ‘16th Ottawa Conference/12th Canadian Conference on Medical Education’ has been approved by the Federation of the Royal Colleges of Physicians of the United Kingdom for 18 category 1 (external) CPD credit(s) (code 88355).
Ottawa Convention Center – Floor Plan
Westin Hotel – Floor Plan
Chateau Laurier Hotel – Floor Plan
### Poster Floor Plan

**SECTION E**
- **Leadership/Mentorship**
  - **PE17 1-7**
  - **Tuesday, April 29**
- **Interprof. Education**
  - **PE16 1-11**
  - **Monday, April 28**
- **Continuing Med. Ed.**
  - **PE15 1-11**
  - **Sunday, April 27**
- **Int’l Edu/Diversity**
  - **PE14 1-14**
  - **Monday, April 28**
- **Undergraduate**
  - **PE12 1-13**
  - **Tuesday, April 29**
- **Patient Safety**
  - **PE11 1-14**
  - **Sunday, April 27**
- **Postgraduate/Surgical**
  - **PE10 1-12**
  - **Monday, April 28**
- **Postgraduate**
  - **PE9 1-12**
  - **Tuesday, April 29**
- **Teaching**
  - **PE8 1-6**
  - **Monday, April 28**

**SECTION D**
- **Admissions**
  - **PD17 1-6**
  - **Tuesday, April 29**
- **Undergraduate**
  - **PD16 1-12**
  - **Monday, April 28**
- **Faculty Dev.**
  - **PD15 1-11**
  - **Sunday, April 27**
- **Distributed Med. Ed.**
  - **PD14 1-12**
  - **Monday, April 28**
- **Undergraduate**
  - **PD12 1-12**
  - **Saturday, April 26**
- **Health & Well-Being**
  - **PD11 1-12**
  - **Saturday, April 26**
- **Postgraduate**
  - **PD10 1-11**
  - **Monday, April 28**
- **Undergraduate**
  - **PD9 1-11**
  - **Saturday, April 26**
- **Teaching**
  - **PD8 1-11**
  - **Saturday, April 26**

**SECTION C**
- **Admissions**
  - **PC17 1-12**
  - **Wednesday, April 30**
- **Student Affairs**
  - **PC16 1-9**
  - **Wednesday, April 30**
- **Health & Well-Being**
  - **PC15 1-10**
  - **Wednesday, April 30**
- **Simulation**
  - **PC13 1-8**
  - **Wednesday, April 30**
- **UG/PG Curric. Dev.**
  - **PC12 1-10**
  - **Wednesday, April 30**
- **Postgraduate**
  - **PC11 1-10**
  - **Wednesday, April 30**
- **Professionalism**
  - **PC9 1-10**
  - **Wednesday, April 30**
- **Professionalism**
  - **PC8 1-11**
  - **Wednesday, April 30**

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**POSTER SESSION FLOOR PLAN**

**PLAN DE SALLE DE LA SESSION D’AFFICHE**

**SECTION B**
- **Selection**
  - **PB8 1-9**
  - **Saturday, April 26**
- **Postgrad & Cont./Revalidation**
  - **PB7 1-12**
  - **Saturday, April 26**
- **The Student/The Teacher**
  - **PB6 1-15**
  - **Saturday, April 26**
- **Comm Skills/Wk-Based Assess’1**
  - **PB5 1-15**
  - **Saturday, April 26**
- **Pod Pourri**
  - **PB3 1-15**
  - **Saturday, April 26**
- **Clinical Assessment**
  - **PB2 1-15**
  - **Saturday, April 26**
- **Written Assessment**
  - **PB1 1-15**
  - **Saturday, April 26**

**SECTION A**
- **Selection**
  - **PA8 1-9**
  - **Saturday, April 26**
- **Portfolios**
  - **PA7 1-12**
  - **Saturday, April 26**
- **Comp-Based Assess’ / Inter’ Dim**
  - **PA6 1-13**
  - **Saturday, April 26**
- **Technology**
  - **PA5 1-15**
  - **Saturday, April 26**
- **Curriculum Evaluation 2**
  - **PA4 1-15**
  - **Saturday, April 26**
- **OSCE/Standard Setting**
  - **PA3 1-14**
  - **Saturday, April 26**
- **Written Assessment**
  - **PA1 1-14**
  - **Saturday, April 26**

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*Exhibitors / Exposants*
Parliament Hill

No visit to Ottawa is complete without a visit to the Hill, the seat of Canada’s national government and the setting for year-round celebration and ceremony. Beautiful heritage buildings, landmarks and exciting events highlight Ottawa’s city centre, telling stories of its past, while directing Ottawa’s present and future. While you explore Ottawa you’ll quickly notice that there are many prominent buildings that serve not only as directional landmarks for you, but also as important markers of history. Parliament of Canada, for example, acts as the centrepiece of Ottawa while representing the heart of the country’s democratic government. Likewise, the Rideau Canal is a brilliant waterway that cuts through Ottawa’s downtown, and has nearly two centuries of stories to share. And major events that include Canada Day celebrations on July 1st and the nightly free Sound and Light Show capsulize Canada’s history and look to its future.

Aboriginal Experiences

Begin where it all began, with Canada’s first people, in a dramatic and moving showcase on Victoria Island, located in the middle of the Ottawa River.

BeaverTails Canada

Hand-made BeaverTail pastries are served up with a variety of toppings.

Canada Day Celebrations

Ottawa throws the biggest July 1st party in the country. You haven't done Canada Day until you've done it in Ottawa.
Changing the Guard
This summertime ceremony takes place on Parliament Hill and is a sheer spectacle of pomp and pageantry.

Fulton's Pancake House and Sugar Bush
Fulton's four-season destination near Ottawa specializes in group tours, conference and banquet facilities and the Spring Maple Syrup Season.

Laurier House
This victorian mansion served as the home for two of Canada's most renowned Prime Ministers, and is a preserved showcase to their lifestyles.

Mackenzie King Estate
In the heart of Gatineau Park, discover the magic of the Mackenzie King Estate, with its romantic gardens and picturesque ruins.

Parliament Hill
The seat of Canada's federal government and the setting for national celebrations the year round, Parliament Hill is the most visited Ottawa attraction. Truly a must-see!

Parliament of Canada Tours
All tours and programs are free and offered in English and French.

Rideau Canal
Ontario's first UNESCO World Heritage Site winds its way through the city, starting from the beautiful and historic locks at the Ottawa River.

Rideau Canal Skateway
An historic waterway spring through fall, the Ottawa portion of the Rideau Canal freezes over in winter to become the world's largest naturally frozen skating rink.

Rideau Hall
The stately home and gardens of the Governor General, the Queen's representative in Canada are located in picturesque Rockcliffe Park.

Sound and Light Show
The dramatic Sound and Light Show is a sight to behold, a dramatic and eye-popping experience telling Canada's history through the ages.

Stanley's Olde Maple Lane Farm
Modern facilities available for wedding receptions, corporate retreats and company functions.

Supreme Court of Canada
The highest judicial court in the country, and the setting for some of the country's most landmark cases welcomes visitors to tour its hallowed halls and chambers.

Upper Canada Village
See first-hand the life of 19th century pioneers in an authentically recreated historic village setting.
White Coat Warm heART
Art Exhibit 2014
Sunday 27th (afternoon) to noon on Tuesday 29th
British Columbia and Manitoba Rooms
in Westin Hotel

A celebration of
cost to coast creativity
in Medical Education.

Tetralogy of Fallot
By Michiko Maruyama
OVERVIEWS
## Schedule Overview - Thursday, April 24, 2014

| Venue         | Room | 7:00  | 7:30 | 8:00  | 8:30 | 9:00  | 9:30 | 10:00 | 10:30 | 11:00 | 11:30 | 12:00 | 12:30 | 13:00 | 13:30 | 14:00 | 14:30 | 15:00 | 15:30 | 16:00 | 16:30 | 17:00 | 17:30 | 18:00 | 18:30 | 19:00 | 19:30 | 20:00 | 20:30 | 21:00 | 21:30 | 22:00 | 22:30 | 23:00 |
|---------------|------|-------|------|-------|------|-------|------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| Governor General 1 |      |       |      |       |      |       |      |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |      |
| Governor General 2 |      |       |      |       |      |       |      |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |      |
| Governor General 3 |      |       |      |       |      |       |      |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |      |
| Grand Foyer     |      |       |      |       |      |       |      |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |      |
| Les Saisons     |      |       |      |       |      |       |      |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |      |
| Newfoundland   |      |       |      |       |      |       |      |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |      |
| Nova Scotia     |      |       |      |       |      |       |      |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |      |
| Oak             |      |       |      |       |      |       |      |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |      |
| Provinces 1     |      |       |      |       |      |       |      |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |      |
| Provinces 2     |      |       |      |       |      |       |      |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |      |
| Quebec          |      |       |      |       |      |       |      |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |      |
| Saskatchewan    |      |       |      |       |      |       |      |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |      |

This information is accurate as of April 4, 2014

Although most meetings are confirmed as listed, all are subject to change at any time.
### Schedule Overview - Friday, April 25, 2014

| Venue       | Room | 7:00 | 7:30 | 8:00 | 8:30 | 9:00 | 9:30 | 10:00 | 10:30 | 11:00 | 11:30 | 12:00 | 12:30 | 13:00 | 13:30 | 14:00 | 14:30 | 15:00 | 15:30 | 16:00 | 16:30 | 17:00 | 17:30 | 18:00 | 18:30 | 19:00 | 19:30 | 20:00 | 20:30 | 21:00 | 21:30 | 22:00 | 22:30 | 23:00 |
|-------------|------|------|------|------|------|------|------|-------|-------|-------|-------|-------|-------|------|------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| Ottawa      |      |      |      |      |      |      |      |       |       |       |       |       |       |      |      |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| Convention  |      |      |      |      |      |      |      |       |       |       |       |       |       |      |      |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| Center      |      |      |      |      |      |      |      |       |       |       |       |       |       |      |      |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
|             |      |      |      |      |      |      |      |       |       |       |       |       |       |      |      |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
This information is accurate as of April 4, 2014

Although most meetings are confirmed as listed, all are subject to change at any time.
| Venue                        | Room     | 7:00  | 7:30 | 8:00  | 8:30 | 9:00  | 9:30 | 10:00 | 10:30 | 11:00 | 11:30 | 12:00 | 12:30 | 13:00 | 13:30 | 14:00 | 14:30 | 15:00 | 15:30 | 16:00 | 16:30 | 17:00 | 17:30 | 18:00 | 18:30 | 19:00 | 19:30 | 20:00 | 20:30 | 21:00 | 21:30 | 22:00 | 22:30 | 23:00 |
|------------------------------|----------|-------|------|-------|------|-------|------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| Alberta                      |          |       |      |       |      |       |      |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| British Columbia/Manitoba    |          |       |      |       |      |       |      |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| Cedar                        |          |       |      |       |      |       |      |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| Confederation 1              |          |       |      |       |      |       |      |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| Confederation 2              |          |       |      |       |      |       |      |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| Confederation 3              |          |       |      |       |      |       |      |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| Governor General 1           |          |       |      |       |      |       |      |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| Governor General 2           |          |       |      |       |      |       |      |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| Governor General 3           |          |       |      |       |      |       |      |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| Les Saisons                  |          |       |      |       |      |       |      |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| Maple                       |          |       |      |       |      |       |      |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| Newfoundland                |          |       |      |       |      |       |      |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| Nova Scotia                  |          |       |      |       |      |       |      |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| Oak                         |          |       |      |       |      |       |      |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| Ontario                     |          |       |      |       |      |       |      |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| Provinces 1                 |          |       |      |       |      |       |      |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| Provinces 2                 |          |       |      |       |      |       |      |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| Quebec                      |          |       |      |       |      |       |      |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| Saskatchewan                |          |       |      |       |      |       |      |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| Fairmont Chateau Laurier    |          |       |      |       |      |       |      |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| Burgundy                    |          |       |      |       |      |       |      |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| Canadian                    |          |       |      |       |      |       |      |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| Champlain                   |          |       |      |       |      |       |      |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| Gatineau                    |          |       |      |       |      |       |      |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| L’Orangerie                 |          |       |      |       |      |       |      |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| MacDonald                   |          |       |      |       |      |       |      |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| Quebec Suite + Foyer        |          |       |      |       |      |       |      |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| Tudor                       |          |       |      |       |      |       |      |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |

This information is accurate as of April 4, 2014

Although most meetings are confirmed as listed, all are subject to change at any time.
## Schedule Overview - Sunday, April 27, 2014

| Venue | Room | 7:00 | 7:30 | 8:00 | 8:30 | 9:00 | 9:30 | 10:00 | 10:30 | 11:00 | 11:30 | 12:00 | 12:30 | 13:00 | 13:30 | 14:00 | 14:30 | 15:00 | 15:30 | 16:00 | 16:30 | 17:00 | 17:30 | 18:00 | 18:30 | 19:00 | 20:00 | 20:30 | 21:00 | 21:30 | 22:00 | 22:30 | 23:00 |
|-------|------|------|------|------|------|------|------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| 101   | OTT-WA-1 | OTT-WB-1 | OTT-WC-1 |
| 102   | OTT-OA-9 | OTT-OB-9 | OTT-OC-9 |
| 103   | OTT-WA-2 | OTT-WB-2 | OTT-WC-2 |
| 104   | OTT-WA-3 | OTT-WB-3 | OTT-WC-3 |
| 105   | OTT-WA-4 | OTT-WB-4 | OTT-WC-4 |
| 106   | AHSM | CAME Learner Lunch in AHSM | OTT-WB-5 | OTT-WC-5 |
| 107   | OTT-WA-5 | OTT-WB-6 | OTT-WC-6 |
| 108   | OTT-WA-7 | OTT-WB-7 | OTT-WC-7 |
| 201   | OTT-OA-3 | OTT-OB-1 | OTT-OC-1 |
| 202   | OTT-OA-2 | OTT-OB-2 | OTT-OC-2 |
| 203   | OTT-OA-3 | OTT-OB-3 | OTT-OC-3 |
| 204   | OTT-OA-4 | OTT-OB-4 | OTT-OC-4 |
| 205   | OTT-OA-5 | OTT-OB-5 | OTT-OC-5 |
| 206   | OTT-OA-6 | OTT-OB-6 | OTT-OC-6 |
| 207   | OTT-OA-7 | OTT-OB-7 | OTT-OC-7 |
| 208   | OTT-OA-8 | OTT-OB-8 | OTT-OC-8 |
| 209   | CCME-OA-1 | CCME-OB-1 | CCME-OC-1 |
| 210   | CCME-OA-2 | CCME-OB-2 | CCME-OC-2 |
| 211   | CCME-OA-3 | CCME-OB-3 | CCME-OC-3 |
| 212   | CCME-OA-4 | CCME-OB-4 | CCME-OC-4 |
| 213   | CCME-OA-5 | CCME-OB-5 | CCME-OC-5 |
| 214   | CCME-OA-6 | CCME-OB-6 | CCME-OC-6 |
| 215   | CCME-OA-7 | CCME-OB-7 | CCME-OC-7 |

### Ottawa Convention Center

- **Senior Ed. Deans**
- **UGME Laval**
- **APAC Social Accountability Group**
- **CDM**

This information is accurate as of April 4, 2014. Although most meetings are confirmed as listed, all are subject to change at any time.
### Schedule Overview - Sunday, April 27, 2014

| Venue                                    | Room | 7:00 | 7:30 | 8:00 | 8:30 | 9:00 | 9:30 | 10:00 | 10:30 | 11:00 | 11:30 | 12:00 | 12:30 | 13:00 | 13:30 | 14:00 | 14:30 | 15:00 | 15:30 | 16:00 | 16:30 | 17:00 | 17:30 | 18:00 | 18:30 | 19:00 | 19:30 | 20:00 | 20:30 | 21:00 | 21:30 | 22:00 | 22:30 | 23:00 |
|------------------------------------------|------|------|------|------|------|------|------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| Alberta                                  |      |      |      |      |      |      |      |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| British Columbia/Manitoba                |      |      |      |      |      |      |      |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| Cedar                                    |      |      |      |      |      |      |      |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| Confederation 1                          |      |      |      |      |      |      |      |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| Confederation 2                          |      |      |      |      |      |      |      |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| Confederation 3                          |      |      |      |      |      |      |      |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| Governor General 1                       |      |      |      |      |      |      |      |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| Governor General 2                       |      |      |      |      |      |      |      |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| Governor General 3                       |      |      |      |      |      |      |      |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| Les Saisons                              |      |      |      |      |      |      |      |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| Maple                                    |      |      |      |      |      |      |      |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| New Brunswick                            |      |      |      |      |      |      |      |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| Newfoundland/Nova Scotia                |      |      |      |      |      |      |      |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| Nunavut                                  |      |      |      |      |      |      |      |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| Ontario                                  |      |      |      |      |      |      |      |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| Provinces 1                              |      |      |      |      |      |      |      |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| Provinces 2                              |      |      |      |      |      |      |      |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| Quebec                                   |      |      |      |      |      |      |      |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| Saskatchewan                             |      |      |      |      |      |      |      |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| Westin                                   |      |      |      |      |      |      |      |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| Burgundy                                 |      |      |      |      |      |      |      |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| Canadian                                 |      |      |      |      |      |      |      |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| Champlain                                |      |      |      |      |      |      |      |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| Gatteau                                  |      |      |      |      |      |      |      |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| Laurier                                  |      |      |      |      |      |      |      |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| L’Orangerie                              |      |      |      |      |      |      |      |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| MacDonald                                |      |      |      |      |      |      |      |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| Palladian                                |      |      |      |      |      |      |      |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| Quebec Suite + Foyer                    |      |      |      |      |      |      |      |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| Renaissance                              |      |      |      |      |      |      |      |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| Tudor                                    |      |      |      |      |      |      |      |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| Fairmont Chateau Laurier                |      |      |      |      |      |      |      |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| Elgin                                    |      |      |      |      |      |      |      |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |

This information is accurate as of April 4, 2014

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### Schedule Overview - Monday, April 28, 2014

<table>
<thead>
<tr>
<th>Time</th>
<th>Venue</th>
<th>Room</th>
<th>Event Description</th>
</tr>
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<tbody>
<tr>
<td>7:00</td>
<td>Business Centre</td>
<td>101</td>
<td>Plenary</td>
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<tr>
<td>7:30</td>
<td>Business Centre</td>
<td>102</td>
<td>AFMC Inter-professional Education Group</td>
</tr>
<tr>
<td>8:00</td>
<td>Ballroom</td>
<td>201</td>
<td>AFMC Inter-professional Education Group</td>
</tr>
<tr>
<td>8:30</td>
<td>Ballroom</td>
<td>202</td>
<td>Hot Topic</td>
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<tr>
<td>9:00</td>
<td>Execu/g415ve Boardroom</td>
<td>203</td>
<td>AFMC Inter-professional Education Group</td>
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<tr>
<td>9:30</td>
<td>Governor General 1</td>
<td>204</td>
<td>AFMC Inter-professional Education Group</td>
</tr>
<tr>
<td>10:00</td>
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<td>205</td>
<td>AFMC Inter-professional Education Group</td>
</tr>
<tr>
<td>10:30</td>
<td>Governor General 3</td>
<td>206</td>
<td>AFMC Inter-professional Education Group</td>
</tr>
<tr>
<td>11:00</td>
<td>Les Saisons</td>
<td>207</td>
<td>AFMC Inter-professional Education Group</td>
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<tr>
<td>11:30</td>
<td>Maple</td>
<td>208</td>
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<tr>
<td>12:00</td>
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<td>209</td>
<td>AFMC Inter-professional Education Group</td>
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<tr>
<td>12:30</td>
<td>Newfoundland/Nova Sco/g415a</td>
<td>210</td>
<td>AFMC Inter-professional Education Group</td>
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<tr>
<td>13:00</td>
<td>Oak</td>
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<td>14:00</td>
<td>Provinces 1</td>
<td>213</td>
<td>AFMC Inter-professional Education Group</td>
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<tr>
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<tr>
<td>15:00</td>
<td>Quebec</td>
<td>215</td>
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<tr>
<td>15:30</td>
<td>Saskatchewan</td>
<td>216</td>
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<tr>
<td>16:00</td>
<td>Burgundy</td>
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<td>16:30</td>
<td>Canadian Champlain</td>
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<tr>
<td>17:00</td>
<td>Frobisher</td>
<td>219</td>
<td>AFMC Inter-professional Education Group</td>
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<tr>
<td>17:30</td>
<td>Laurier</td>
<td>220</td>
<td>AFMC Inter-professional Education Group</td>
</tr>
<tr>
<td>18:00</td>
<td>Les Saisons</td>
<td>221</td>
<td>AFMC Inter-professional Education Group</td>
</tr>
<tr>
<td>18:30</td>
<td>Live Music</td>
<td>222</td>
<td>AFMC Inter-professional Education Group</td>
</tr>
</tbody>
</table>

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This information is accurate as of April 4, 2014

Although most meetings are confirmed as listed, all are subject to change at any time.
Schedule Overview - Tuesday, April 29, 2014
### OTTAWA, ON

**APRIL 25 – 29, 2014**

**OVERVIEWS**

**Schedule Overview - Tuesday, April 29, 2014**

| Venue                  | Room                  | 7:00 | 7:30 | 8:00 | 8:30 | 9:00 | 9:30 | 10:00 | 10:30 | 11:00 | 11:30 | 12:00 | 12:30 | 13:00 | 13:30 | 14:00 | 14:30 | 15:00 | 15:30 | 16:00 | 16:30 | 17:00 | 17:30 | 18:00 | 18:30 | 19:00 | 19:30 | 20:00 | 20:30 | 21:00 | 21:30 | 22:00 | 22:30 | 23:00 |
|------------------------|-----------------------|------|------|------|------|------|------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| British Columbia/Manitoba | White Coat Warm Art - Art Exhibit | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Cedar                  |                       | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Governor General 1     |                       | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Governor General 2     | YOGA                  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Governor General 3     |                       | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Les Saisons            |                       | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Maple                  |                       | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Newfoundland/Nova Scotia |                    | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Oak                    |                       | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Ontario                |                       | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Provinces 1            |                       | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Provinces 2            |                       | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Quebec                 |                       | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Saskatchewan           |                       | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

__Venue Room 7:00 7:30 8:00 8:30 9:00 9:30 10:00 10:30 11:00 11:30 12:00 12:30 13:00 13:30 14:00 14:30 15:00 15:30 16:00 16:30 17:00 17:30 18:00 18:30 19:00 19:30 20:00 20:30 21:00 21:30 22:00 22:30 23:00__

- **Westin**
- **Fairmont Chateau Laurier**

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## Ottawa Conference Pre-Conference Courses

### OC-23

**FUNDAMENTALS OF ASSESSMENT IN MEDICAL EDUCATION (FAME)**

**Course co-directors:** Jack Boulet (FAIMER, USA), Ann King (NBME, USA)

**Course faculty:** Steven Haist (NBME, USA), André De Champlain (MCC, Canada), Ingrid Philibert (ACGME, USA), Danette McKinley (FAIMER, USA), and Marc Gessaroli (NBME, USA)

**Schedule:**
- **Friday, April 25, 8:30-5:00:** full-day workshop
  - Ottawa Convention Centre, Level 1 room 108
- **Sunday, April 27, 12:00-1:30:** lunch meeting with facilitators
  - Fairmont Chateau Laurier, First floor, Gatineau Room
- **Monday, April 28, 12:00-1:30:** lunch meeting with facilitators
  - Fairmont Chateau Laurier, First floor, Gatineau Room

This introductory assessment course is offered by the National Board of Medical Examiners (NBME) and the Foundation for Advancement of International Medical Education and Research (FAIMER). The course is led by internationally recognized faculty. FAME is intended to be a basic-level course on educational assessment. We are targeting persons who have responsibility for assessing undergraduate medical students, graduate trainees and practicing doctors. Instruction will concentrate on the application of assessment principles, including test development, scoring, standard setting and validation of test scores.

### OC-24

**RESEARCH ESSENTIAL SKILLS IN MEDICAL EDUCATION (RESME) COURSE**

**Course faculty:** Charlotte Ringsted (Wilson Centre/University of Toronto, Canada) (Course Leader), Brian Hodges (Wilson Centre/University of Toronto, Canada), Albert Scherpbier (Maastricht University, Netherlands)

**Schedule:**
- **Friday April 25, 8:30-4:30:** full-day workshop
  - Ottawa Convention Centre, Level 2, Room 203
- **Sunday April 27, 12:00-1:30:** lunch meeting
  - Fairmont Chateau Laurier, First floor, Tudor Room
- **Monday April 28, 12:00-3:00:** lunch meeting and 90 minute conference workshop
  - Fairmont Chateau Laurier, First floor, Tudor Room

The RESME Course provides an introduction to the essential principles and methods of conducting research in medical education: formulating research questions, choosing a research approach, selecting an appropriate global methodology and constructing a research plan. Through a series of short presentations and small group work, this highly interactive course will introduce basic concepts and principles using a variety of examples relating to theory. After completing the course, participants will have acquired a framework for understanding and application of essential concepts and principles for research in medical education. Within six months of completion of the course, participants may choose to submit a short research proposal on a topic of their interest describing the application of concepts and principles covered in the course, leading to award of the RESME Certificate in Medical Education.
Pre-Conference Workshops and Courses

**OC = OTTAWA CONFERENCE**
**CCME = CANADIAN CONFERENCE ON MEDICAL EDUCATION**

**All workshops are half-day workshops unless otherwise specified**

Full day conference: 8:30am-4:15pm (except on Saturday, where all workshops end at 4pm)
Half Day conference: 8:30am-12pm OR 12:45pm-4:15pm (except on Saturday where all workshops end at 4pm)

**THURSDAY APRIL 24**

**CCME-01**

**AFMC Leadership Inspiration For Faculty Executives (LIFE) Course**

Westin Ottawa, fourth floor, Governor General Ballroom II & III
Full day workshop – 8:00am-4:30pm
Geneviève Moineau, The Association of Faculties of Medicine of Canada

**Rationale/Background:**
Most often Faculty members are appointed to leadership roles within the Deanery, Departments or Institutes without any formal training or orientation to the position. New leaders are often in these new role due to demonstrated abilities in their previous positions. But the new role may require a different skill set or knowledge base. The LIFE Course will help new or not so new leaders gain some core knowledge, skills and insights to be more effective in their new environment.

**Learning Objectives:**
1. Apply new knowledge to increase effectiveness in a new leadership role
2. Develop new skills that will be put into action
3. Find resources available to respond to ongoing needs moving forward
4. Connect with colleagues from across the country with ongoing community building

**FRIDAY APRIL 25**

**8:30AM – 12PM**

**OC-0**

**FLAME – Fundamentals in Leadership and Management for Educators: Assessing Leadership and Professionalism**

Ottawa Convention Centre, Level 2, Room 211
Full day workshop – 8:30am-4:15pm
Judy McKimm and Paul Jones, College of Medicine, Swansea University, Wales, UK

**Introduction:**
It is widely recognised that non-technical skills, including leadership, are vital for effective and safe professional practice. Educators internationally are focussing on establishing robust ways of assessing professional practice. Regulatory and professional bodies increasingly
require learners to demonstrate competence in
leadership, yet many educators are struggling to teach
and assess leadership competence. Many tools exist to
assess leadership, but with crowded curricula and large
numbers of students/trainees, how can educators
implement effective leadership development programmes
and assess leadership skills and behaviours? This
workshop explores how leadership theory, practice and
assessment can help inform our understanding of both
assessing professionalism and embedding leadership
development.

Intended outcomes:

By the end of the workshop participants will (1)
demonstrate understanding of leadership theory in
relation to assessing leadership and (2) how leadership
theory and practice can be used in assessing
professionalism; (3) become familiar with methods for
teaching and assessing leadership; (4) have shared
practice on challenges and solutions and (5) identified
strategies for introducing/developing leadership
programmes.

Content and Structure:

Interactive small and large group activities and short
presentations designed to facilitate discussion and
participation and meet individual and group needs.

Who should attend:

Undergraduate and postgraduate medical and health
professions’ educators who run leadership and
management courses or plan to do so or have an interest
in assessing professional behaviours and practice.

Level: Intermediate/advanced

OC-1

Implementing Large-Scale Assessments of Clinical
Teachers’ Professional Behaviors

Ottawa Convention Centre, Level 1, Room 103

Dr Richard L. Cruess, Dr Sylvia R. Cruess, Dr Meredith
Young, and Dr Yvonne Steinert, Centre for Medical
Education, McGill University

Dr Kiki Lombarts, University of Amsterdam

Dr Darcy Reed, Mayo Clinic School of Medicine

Introduction:

An obstacle to transmitting the beliefs and values of the
medical profession to future generations is unprofessional
behavior of faculty members that can lead to a corrosive
learning environment antithetical to the teaching and
learning of professionalism. Valid and reliable student
and resident assessment of the professional behaviors of
clinical teachers, including their performance as
clinicians, teachers and role models, can be an important
part of a “fit for purpose” assessment program that can
serve as the basis for feedback and action and can
include rewards, remediation, or removal from teaching
duties. Modern information technology linked to
relatively uncomplicated assessment tools can contribute
essential data to such a program.

Content and Structure:

Brief presentations will be made on the principles of
assessing professional behaviors, the experience of two
centers (McGill & Amsterdam) with large scale web-based
student and resident assessment of faculty professional
behaviors, and the experience of a third center (Mayo)
reporting on the systematic use of such data. Each
presentation will be followed by small group activities in
which participants will be encouraged to reflect upon the
issues and their applicability to their own settings. Finally,
each participant will be given an opportunity to develop
an action plan for their own institution.

Intended outcomes:

By the end of the workshop, participants will be able to:
arbite the general principles of the assessment of
professional behaviors; recommend strategies for student
and resident assessment of faculty professional behaviors;
recommend strategies for the use of such data; and
develop an implementation plan for student and resident
assessment of faculty professional behaviors in their own
settings.

Who should attend:

Teachers, educators and administrators involved at all
levels of the educational continuum.

Level: Intermediate

OC-2

Organizing OSCEs and other SP Programs for
Interprofessional Learner Groups

Ottawa Convention Centre, Level 1, Room 104

Elizabeth Kachur, PhD, Medical Education Development,
National and International Consulting

Lisa Altshuler, PhD, New York University School of
Medicine

Karen Adamo Henry, MA, The Sophie Davis School of
Biomedical Education/CUNY

Angelika Hofhansl, PhD, Vienna University Medical
School
Introduction:
Interprofessional education (IPE) is gaining popularity because it has become clear that educating for a multi-professional work environment and teamwork has to start early, and has to continue throughout work life. Standardized patients (SPs) and OSCEs are well established educational methods in just about all health professions, and they can also work in IPE programs. However, special considerations are needed: participants may have different roles, skills sets and performance standards. They may vary regarding professional culture and vocabulary. Building on theoretical considerations and using a variety of IPE programs as examples, this workshop will extrapolate strategies that can set the foundation for successful programs.

Content and Structure:
• Welcome/introduction – 10 min
• Best/worst training experiences with different professionals (think-pair-share, discussion) – 20 min
• Theories and literature behind IPE, OSCEs and SPs (mini-presentation, Q&A’s) – 15 min
• Knowledge and attitudes about different professions (exercise using flip charts & post-its, discussion) – 20 min
• Sample programs (mini-presentations) – 20 min
• Break – 15 min
• IPE station development (small group exercise, large group presentations) – 20 min
• IPE rating form development (small group exercise, large group presentations) – 20 min
• IPE SP training/faculty development (small group exercise, large group presentations) – 20 min
• Summary discussion – Do’s and Don’ts – 20 min

Intended outcomes:
1. List 3 opportunities and 3 challenges inherent in IPE OSCE/SP exercises
2. Discuss faculty development issues related to IPE OSCE/SP exercises
3. Identify 3 issues to consider when implementing an IPE SP-based program at your own institution

Who should attend:
Administrators, education professionals, faculty from all health professions

Level: introductory/intermediate
Intended outcomes:
By the end of this workshop participants will be able to:
1. Describe why evaluation should be threaded through all phases of design and implementation of an educational innovation.
2. Apply a framework which will lead to a meaningful evaluation.
3. Build organizational capacity for evaluation and education scholarship.

Who should attend:
Educators interested in evaluating educational innovations, educational leaders responsible for curriculum and program evaluation.

Level: Beginner/Intermediate

OC-4

Understanding and creating advanced items – a faculty development approach to writing multiple choice items

Ottawa Convention Centre, Level 1, Room 106

Douglass Wooster MD, FRCSC, FACS, RVT, RPVI, University of Toronto, Toronto, Canada

Elizabeth Wooster, PhD (Candidate) OISE/University of Toronto, Canada

Introduction:
Multiple choice format (MC) testing remains a prominent testing strategy for in-training and registration evaluation of students and postgraduate trainees. Creating items can be challenging but well-crafted tests show good reliability in these settings. Efforts to create a more ‘real world’ simulation has led to innovative testing strategies, such as script concordance (SC), and advanced MC items that allow for assessing higher level activities, such as ‘analysis’ and ‘synthesis’.

Content and structure:
This activity will include interactive discussion of the theory and preparation of such items. All participants will engage in hands-on preparation of advanced MC and SC items with the guidance of an expert leader. Discussion of strategies to transfer and teach these techniques to faculty at home institutions will occur. Participants will engage in the development of a skill transfer plan. A handout summarizing the steps for both preparation of transfer of these skills will be provided.

Intended outcomes:
At the end of this workshop, participants will be able to:
1. Discuss the theory related to MC and SC items
2. Describe and apply the steps related to the preparation of such items
3. Aware of strategies to transfer the skills to others.

Who should attend:
Anyone involved in the preparation of testing items or with an interest in the construction of advanced items.

Level: Intermediate/Advanced

CCME-02

Team Based Learning: a hands-on introduction

Ottawa Convention Centre, Level 2, Room 202

Full day Workshop – 8:30am-4:30pm

Lindsay Davidson, Sheila Pinchin, Theresa Suart, Eleni Katsoulas, Anthony Sanfilippo, Queen’s University, Canada

Rationale/Background:
Team Based Learning (TBL) is an emerging instructional method in medical education. Originally developed by Larry Michaelsen for use in business school, this structured, case-based active learning paradigm has been adapted to a wide variety of settings, including many in healthcare education. This full-day workshop will introduce participants to the techniques and theoretical underpinnings of TBL, preparing them to implement this method in their own educational context.

Learning Objectives:
By the end of the workshop, participants will be able to:
1. Describe the components and sequence of a TBL module;
2. Develop items for use in a readiness assessment test;
3. Create an application exercise;
4. Anticipate implementation pitfalls when introducing TBL as a new educational method.
CCME-03

Mettre en œuvre l’apprentissage fondé sur le travail d’équipe dans le cadre de la formation médicale prédoctorale préclinique

Ottawa Convention Centre, Level 2, Room 209

Atelier d’une demi-journée – 8h30 à 12h

Stéphanie Raymond-Carrier, Nicolas Fernandez, Eric Drouin, Université de Montréal

Justification/Contexte :

Les étudiants qui suivent une formation prédoctorale préclinique sont confrontés au défi que présente la nécessité d’acquérir une quantité considérable de connaissances en un court laps de temps. L’apprentissage fondé sur la résolution de problèmes (AFRP) a été la méthode de choix pour y parvenir. Cependant, cette méthode ne répond pas aux besoins de tous les apprenants. On envisage donc l’apprentissage fondé sur le travail d’équipe (AFTE) comme solution de rechange.

À l’automne 2012, 40 étudiants d’une cohorte de 280 étudiants en médecine ont volontairement accepté de participer à une expérience d’apprentissage fondé sur le travail d’équipe (AFTE) à l’Université de Montréal. Avant le début de la séance, on a assigné des lectures sur le sujet et testé les connaissances en groupe et individuellement et on a répondu aux questions dans le cadre de discussions avec un instructeur. Les résultats de l’évaluation de l’enseignement indiquent un degré de satisfaction élevé des étudiants soumis à l’AFTE, principalement en ce qui a trait à l’orientation accrue fournie par l’enseignant et aux outils d’apprentissage plus utiles comme le travail préparatoire et les tests préalables. Les résultats obtenus à l’examen final étaient comparables entre les deux groupes. On a tenu compte des compétences en matière de collaboration et de communication dans l’évaluation globale et ces deux éléments ont été le point central d’un exercice d’évaluation au sein de l’équipe.

Objectifs d’apprentissage :

Au terme de l’atelier, les participants seront en mesure de déterminer l’avantage comparatif de l’AFTE par rapport à l’AFRP. Ils seront en mesure de développer une scène complète d’AFTE basée sur des énoncés de problèmes typiquement propres à l’AFRP. Ils seront en mesure de favoriser l’apprentissage en équipe en posant des questions plutôt qu’en donnant des réponses et en adaptant leur enseignement aux questions de leurs étudiants.

CCME-04

Crucial Conversations for Health Professionals

Ottawa Convention Centre, Level 2, Room 209

Full Day Workshop – 8:30am-4:30pm

Dorota Szczepanik, University of Ottawa, Vitalsmarts Certified Trainer, Canada

Rationale/Background:

Whenever you’re not getting the results you’re looking for, it’s likely a crucial conversation is keeping you stuck. Whether it’s a problem with poor quality, slow time-to-market, declining customer satisfaction, or a strained relationship—whatever the issue—if you can’t talk honestly with nearly anybody about almost anything, you can expect poor results.

Crucial Conversations is a course that teaches skills for creating alignment and agreement by fostering open dialogue around high-stakes, emotional, or risky topics—at all levels of your organization. By learning how to speak and be heard (and encouraging others to do the same), you’ll surface the best ideas, make the highest-quality decisions, and then act on your decisions with unity and commitment.

Learning Objectives:

At the end of this one day program, participants will be able to:

- describe the evidence behind the crucial conversations framework including the links to patient safety, learner engagement, and professional satisfaction
- apply the skills taught in the course to a number of hypothetical and real scenarios facing them in their professional and personal lives
- consider what further skills may be required to promote accountability in the learning and practice environments

Instructional Methods:

Mini-lecture, Workbook, Pair/Share, Small group, Case discussion, Role plays, Video analysis
CCME-05

Creating Space IV- Exploring Different Paradigms: Arts, Humanities and the Social Sciences in the Education of Health Professionals

Fairmont Chateau Laurier, Lower Level, Canadian Room

1.5 day Workshop

Pippa Hall, Jean Roy, University of Ottawa, Rachel Ellaway, Siobhan Farrell, Northern Ontario School of Medicine, Jacalyn Duffin, Queen’s University, Abe Fuks, McGill University, Canada

Rationale/Background:
The AFMC AHSSM (Art, Humanities, and Social Sciences in Medicine) Educational Interest Group has hosted the Creating Space 1.5 day symposium for the past three years in conjunction with the Canadian Conference on Medical Education. The 2013 Creating Space meeting had more than 100 participants from Europe, Australia, United States as well as from across Canada. A call for abstracts is made in the fall, which are reviewed by the organizing committee and selected according to established objectives for the symposium. The final program for the symposium is confirmed in January. The symposium has attracted a growing community of scholars, educators and practitioners whose work in medical/health humanities has accelerated through their engagement with this meeting. Feedback has been extremely positive (rating 4.67/5), with comments supporting the excellent critical analysis and high quality of the papers, the diversity of perspectives and the opportunity for networking. The fourth Creating Space symposium plans to build on work of previous symposia to nurture a growing medical/health humanities academic community in Canada and beyond.

Learning Objectives:
At the end of this medical/health humanities symposium, participants will be able to:

1. Discuss the different conceptual and theoretical frameworks that inform different forms of scholarship in the use of the arts, humanities and social sciences (AHSS) as an integral part of health professional education.
2. Appreciate the importance of diversity and community engagement in health professional education through the lens of AHSS
3. Discuss the challenges of collaborating across the disciplines of AHSS and medicine in health professional education
4. Apply techniques and worldviews of AHSS to better prepare health professional students for clinical and academic careers.

FRIDAY APRIL 25

FRIDAY APRIL 25

12:45PM – 4:15PM

OC-5

Optimal implementation of progress testing consortia: recent developments

Ottawa Convention Centre, Level 1, Room 103

On behalf of the Committee of Interuniversity Progress Test Medicine, the Netherlands.

Dr EA Dubois, Leiden University Medical Center, Leiden, the Netherlands
Dr C Krommenhoek, Leiden University Medical Center, Leiden, the Netherlands
Dr CF Collares, Maastricht University, Maastricht, the Netherlands
Dr A Freeman, University of Exeter Medical School, Exeter, UK
Dr AA Meiboom, VU University Medical Center Amsterdam, Amsterdam, the Netherlands
Dr AJA Bremers, University Medical Center St Radboud, Nijmegen, the Netherlands
Dr B Schutte, Maastricht University, Maastricht, the Netherlands
Dr AEJ Dubois, University Medical Center Groningen, Groningen, the Netherlands
DR RA Tio, University Medical Center Groningen, Groningen, the Netherlands

Introduction:
The initiatives for national and international large-scale progress testing consortia are increasing. In this workshop we will address the most recent developments on important aspects for the appropriate development and execution of collaborative projects on progress testing.

Content and structure:
The workshop starts with a short introduction on the structure of the progress testing consortium in the Netherlands and the first steps towards international collaboration. The participants will be split up into groups to elaborate on specific topics. Each participant can join two of the following groups:

1. Score comparisons and standard settings between different populations: how to ensure test fairness and validity?
2. Translation and review process: how to deal with test adaptation, an international blueprint and review panel?
3. Logistics and test safety, how to ensure test safety in large-scale consortia?
4. Collaboration, how to tackle legal issues, contract, and organisational structure?
5. Giving feedback, how to use progress testing to enhance learning within a collaborative project?
6. Production of questions, how to deal with relevance, aims/objectives?

After discussion in small groups, the participants will get together for a plenary feedback of all topics where some take-home messages will be addressed.

**Intended outcomes:**
Make the participants benefit from existing experiences in progress testing, raising awareness to issues which need to be accounted for before starting up collaboration in progress testing. Enable participants to tackle possible pitfalls in collaborative progress testing efforts.

**Who should attend:**
Participants having ideas for setting up an initiative for international progress testing should benefit from this workshop. It does not matter whether the participants are already involved in a national collaborative project for progress testing or not. This workshop is also meant for participants from countries who have doubts about international collaboration on progress testing because of differences in ethnic groups.

**Level:** Introductory, intermediate

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**OC-6**

*Are our assessments really valid? Using validity paradigms to design and evaluate programmes of assessment*

Ottawa Convention Centre, Level 1, Room 104

Prof Trudie Roberts and Dr Richard Fuller, Leeds Institute of Medical Education, School of Medicine, University of Leeds, UK

Dr Kathy Boursicot, St George’s, University of London, UK

**Introduction:**
The shifting emphasis of validity to a more argument and inferential based approach provides a new lens with which to review how we design and evaluate programmes of assessment. Validity is increasingly recognised as a continuum rather than an absolute, with consensus on the importance of the construct validity of assessment and the value laden nature of validity evidence. This workshop overviews the challenges between ‘traditional’ (psychometric) and more ‘contemporary’ interpretivist views of validity and how they can assist in selection and design of test formats and target further scholarship opportunities.

**Content and Structure:**
The workshop will explore how the concept of validity has shaped the development of assessments over that last three decades. Participants will work through a typical programme of assessments covering knowledge, skills and attitudes, identifying the strengths and weaknesses of the individual components. The participants will be introduced to the joint publication from the American Education Research Association (AERA), the American Psychological Association (APA) and the National Council on Measurement in Education (NCME) – ‘The Standards for Educational and Psychological Testing’ as a way of analyzing the utility of common types of assessment.

**Intended outcomes:**
At the end of the workshop, participants will

- Be better informed about the changing face of validity evidence and assumptions
- Have developed and improved their skills in the analysis of assessment formats against a validity framework
- Be able to identify sources of evidence used to generate validity inferences

Participants will also be encouraged to generate ‘take home lessons’ to implement in their own institutions

**Level:** Intermediate

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**OC-7**

*Preparing simulated/standardized patients for high stakes assessments*

Ottawa Convention Centre, Level 1, Room 105

Cathy Smith, PhD, National SP Training Consultant, Pharmacy Examining Board of Canada; Lecturer, Faculty of Medicine, University of Toronto, Canada

Carol O’Byrne, BSP, RPEBC, RPh, OSCE Manager, Associate Registrar, Pharmacy Examining Board of Canada

Debra Nestel, PhD, Professor of Simulation Education in Healthcare, School of Rural Health, Faculty of Medicine, Nursing and Health Sciences, Monash University, Victoria, Australia

**Introduction:**
The shifting emphasis of validity to a more argument and inferential based approach provides a new lens with which to review how we design and evaluate programmes of assessment. Validity is increasingly recognised as a continuum rather than an absolute, with consensus on the importance of the construct validity of assessment and the value laden nature of validity evidence. This workshop overviews the challenges between ‘traditional’ (psychometric) and more ‘contemporary’ interpretivist views of validity and how they can assist in selection and design of test formats and target further scholarship opportunities.
Introduction:

Simulated/standardized patients (SPs) are, in large part, the exam question for high stakes assessments, in particular for the Objective Structured Clinical Examination (OSCE). SPs need to present the question, or patient portrayal, in a standardized manner to provide the opportunity for reliable assessment inferences, ensuring the defensibility of the OSCE. Standardization refers to the consistency and accuracy of SP performance over time and between learners. (Adamo, 2003; Wallace, 2002) This is a complex, nuanced and demanding task, compounded by the diverse characteristics of SPs, SP trainers, and high stakes assessment contexts. There is a lack of detailed information regarding the training and support that SPs and SP trainers receive before, during and after they carry out this job. (Cleland, 2009; Watson, 2006) However, many of sources of variance can be remedied with improved training and ongoing monitoring for quality assurance. (Beaulieu, 2003; Cleland; Tamblyn, 1991; Watson)

Content:

In this workshop, we share our experiences of preparing SPs for high stakes assessments in Australia, Canada and the United Kingdom in medicine and pharmacy. We provide a rigorous and systematic experiential approach to train and support SPs, based on the concept of deliberate practice (Ericsson, 1993). Participants will work with tools that support standardization of SP performance including an explicit training protocol, case training DVDs, and an exam readiness evaluation form.

Structure:

Interactive exercises including large group discussions, training simulations using a 'fish bowl' approach, small group conversation circles and opportunities for individual reflection.

Intended outcomes:

By the end of this session, participants will be able to:

- discuss key considerations for standardizing SP performance for high stakes assessments;
- identify specific training strategies and tools to standardize SP performance;
- apply these strategies and tools through interactive role-play; reflect on applications to their own practice.

Who should attend:

Clinical educators and others responsible for training SPs for high stakes assessments

Level: Intermediate

OC-8

The ‘What’ as well as the ‘How’: Towards more effective feedback in formative assessment of clinical skills for patient encounters

Ottawa Convention Centre, Level 1, Room 106

Dr. J Lefroy, Dr. SP Gay, Dr. MH Bartlett, Professor RK McKinley, Keele University School of Medicine, UK

Introduction:

Specific and timely feedback from a trusted assessor is one of the most effective interventions for improving skills (1). To be effective feedback must be tailored to the learner’s needs and be sufficiently specific to scaffold learning. This is challenging for busy clinical supervisors but support materials may make this task simpler and more effective. We will explore the expectations of formative workplace based assessment and the challenges assessors face in meeting them. Participants will discuss and share best practice in giving bespoke feedback.

Content and structure:

1. Introductory Plenary – to orientate delegates to formative assessment of clinical skills used in patient encounters.

2. Constructing feedback – delegates will observe videos of student-patient encounters and individually decide on the feedback they would give. This will stimulate small group discussions of the content of feedback.

3. A suite of generic clinical encounter skills assessment and feedback tools will be introduced and used to construct feedback for the same observed encounters

4. The closing discussion will bring together the reflections of the attendees and focus on on the practicalities of formative assessment in real-time clinical practice.

Intended outcomes:

Participants will be able to:

- Identify the aims of formative assessment
- Share best practice on developing the content of feedback
- Construct effective tailored feedback a) freestyle and b) using a purpose-built system
- Reflect on personal experience of what has and has not worked in giving feedback

Who should attend:

Clinicians wanting to develop their skills of conducting formative assessment of skills for patient encounters.

Level: Introductory to intermediate
**CCME-06**

**Reach for the Top: Leadership Development in Our Learners**

Ottawa Convention Centre, Level 2, Room 201

Ming-Ka Chan, University of Manitoba, Wade Watson, Dalhousie University, Canada

**Rationale/Background:**

Leadership development for trainees is rapidly emerging. It is one of the key mandates of the Future for Medical Education in Canada (FMEC) at the undergraduate and postgraduate levels as well as a key theme for the development of health professionals in the 21st century. Learners are increasingly becoming active stakeholders in the future of medical and health professions education. This workshop will provide a toolkit for the development of a leadership curriculum for learners at a local and potentially national to international level. It is aimed at learners and faculty alike.

**Learning Objectives:**

By the end of this workshop, participants will:

1. Use a curriculum framework to develop an educational program for student/resident leaders
2. Develop two goals for enhancing student/resident leadership in their own institution
3. Develop an action plan with respect to above goals and assess success in implementation

**Instructional Methods:**

A brief didactic session will introduce/review curriculum development principles. The workshop will be structured around Kern et al’s ‘Six Steps to Curriculum Development’ to guide participants through the steps to develop a resident leadership curriculum that can be modified and adapted for implementation back home. This model will be mapped to the Knowledge to Action Model for improved knowledge translation. Other modalities will include self-reflection, paired and small group exercises, development of goals and completion of an action plan. An electronic survey 6 months post workshop will be part of the activities to assess the success of action plan implementation. Participants for this workshop and/or the conference will be asked to complete an electronic needs assessment apriori to assist with content development around leadership curricula as viewed through the lens of the Royal College CanMEDS competency framework.

**CCME-07**

**When the Going Gets Tough, the Tough Get Talking: Using Multimedia to Teach Effective Communication and Conflict Management**

Ottawa Convention Centre, Level 2, Room 209

Nicolette Caccia, Filomena Meffe, Amy Nakajima, University of Toronto, Canada

**Rationale/Background:**

Communication, both with patients and other healthcare providers, is instrumental in the provision of good patient care. Conflict is a natural part of interpersonal relations, especially in a collaborative care framework that involves providers (and patients) with differing agendas, values, beliefs and approaches to care. The development of competence in conflict management is fundamental to optimizing patient care.

**Learning Objectives:**

At the end of this session, participants will be able to:

- understand the basics of conflict styles and conflict resolution;
- describe the elements of successful conflict analysis and management, including conflict prevention/reduction;
- use tools to manage conflict in the acute and non-acute situation;
- use e-learning to teach communication and conflict resolution skills/strategies;
- incorporate popular culture to provide relevant frameworks to teach and assess CCM.

**Instructional Methods:**

This session will first present an overview of communication and conflict management (CCM) that can be effectively taught in an e-learning framework, including tools for dealing with conflict in both acute and non-acute settings. Participants will then learn how to incorporate popular media to provide a platform on which to build basic CCM skills and to demonstrate techniques of coaching and mentoring, and the processes of modeling, scaffolding and fading. Participants in facilitated small groups will analyze a video example of poor communication and its remediation and then discuss their own conflict styles.

The session will then highlight the use of popular culture to engage learners. Case-Based Learning and role-play with immediate active feedback will be discussed as methods to enhance CCM skills by providing clinical relevance and an opportunity to explore and practice skills needed to effectively manage conflict. The need for a safe and supportive learning environment and approaches that enable faculty to promote and maintain such an environment, will be explored.
Video scenarios demonstrating inter-professional conflict will be used to stimulate participant development of role plays to resolve the conflicts presented. Finally, participants working in small groups will develop an inter-professional or intra-professional conflict teaching encounter with an appropriate method of assessment, and then share their encounters and receive feedback.

CCME-09

Involving Patients in Interprofessional Collaborative Practice Education for Health Sciences Students

Ottawa Convention Centre, Level 2, Room 212

Éric Drouin, Vincent Dumez, Marie-Claude Vanier, Isabelle Brault, Université de Montréal, Canada

Rationale/Background:

Every patient will become his own caregiver at some point of his disease. As clinicians, it is our responsibility to ensure they become proficient caregivers. As educators, we must train future health professionals to integrate patients in their own care process, adapt to the different patients and create a real partnership with them. Patient involvement is crucial to better meet their needs and cope with growing burden of chronic diseases. University de Montréal (UdeM) envisioned a patient partner-in-care who feels part of the healthcare team and progressively assumes, at his own rhythm, his caregiver role, according to his abilities, values and life project.

Patients became key partners in our IPE curriculum and were involved in all steps of courses planning. We believe participation of patients in education must go beyond simulation or role play. Properly selected and trained patients can be paired with teachers and become co-trainers, helping students to understand their world and experiences. We have successfully run 2 pilot projects and are now expanding patient participation in our IPE curriculum. Over the last two years, our selected patients have co-trained more than 3000 health sciences students from 10 different disciplines on the concepts of partnership in care and collaborative practice.

Learning Objectives:

2. Reflect on ways to involve patients in IPE training programs.
3. Share tips with presenters to ensure success of patient involvement in teaching.

CCME-12

Social Media Bootcamp: Everything you wanted to know about social media but were afraid to ask your students

Ottawa Convention Centre, Level 1, Room 102

Dr. Anne Marie Cunningham (UK), Dr. Alireza Jalali (Canada), Mrs. Natalie Lafferty (UK), Dr. Neil Mehta (USA), and Ms. Catherine Peirce (Canada)

Rationale/Background:

The progressive and rapidly-changing social media landscape can make it difficult to keep up with the latest tools and trends. Whether you are an early adopter or a tentative observer, this workshop will have something for you. It is designed to introduce new tools and explore best practices for using social media in medical education.

This workshop will focus on evaluating and enhancing your presence online, personal and professional. It will also identify best practices for integrating social media as pedagogical tools. A leading expert and early adopter will open the workshop with examples of what’s new, what works, and what to avoid. In a small group session, participants will use an audit tool to evaluate their personal and professional “digital footprint”. There will be a discussion on issues of privacy and confidentiality and tips on using privacy settings in different tools. Participants will compare their digital footprint with examples of existing policies and codes for professional online conduct set out in medicine and medical education. Participants will also engage in an interactive presentation using social media tools for teaching and learning including how to be a curator and how to use social media to promote learner engagement, collaboration, and feedback. The final segment of the workshop will focus on how to measure your online reach and influence.

Learning Objectives:

During the workshop, participants will:

- Assess and evaluate their digital footprint
- Identify new social media tools to optimize formal and informal learning
- Discuss the interconnections between their personal, professional, and corporate voice online
- Explore the professional code of conduct and institutional policies on social media
- Determine means to ensure patient safety, privacy, and confidentiality when using social media in practice
**Instructional Methods:**
Opening session, small group session with digital evaluation tool, and interactive presentation

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**SATURDAY APRIL 26**

**8:30AM – 12PM**

**OC-9**

**Setting Standards for Performance-Based Assessments**

Ottawa Convention Centre, Level 1, Room 103

John (Jack) R. Boulet Ph.D., Foundation for Advancement of International Medical Education and Research

André F. De Champlain, Ph.D., Medical Council of Canada

**Introduction:**

For most traditional assessments, including multiple-choice examinations and other selected-response formats, standard setting techniques are well-developed and widely used. With the recent adoption of high-stakes performance-based assessments in medicine and other healthcare professions, including those used for credentialing, there has been a need to modify existing standard setting methodologies, including developing new techniques that can reliably delimit the point, or points, that separate adequate from inadequate performance.

**Content:**

The workshop will consist of the following parts:

1. Introduction to standard setting techniques. The participants will be provided with a brief synopsis of the main issues, including the need for standard setting, the methods and processes that are currently used, and the techniques that can be employed to evaluate the adequacy of the standards.

2. Standard setting activities. As part of this workshop, the participants will act as a large standard-setting panel.

3. Deriving the standard/discussion. The summary judgments from the panelists (audience) will be analyzed to yield performance standards.

**Intended outcomes:**

After attending this workshop, the learner will be able to:

1. Choose an appropriate standard setting methodology for his/her particular needs,
2. Design a basic standard setting study,
3. Understand and evaluate the process of setting standards for performance-based assessments.

**Who should attend:**

Individuals who are responsible for developing, administering, scoring performance-based assessments.

**Level:** Intermediate

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**OC-10**

**Defining, assessing and predicting professionalism of medical students and doctors**

Ottawa Convention Centre, Level 1, Room 104

Professor David Powis, Associate Professor Don Munro, Professor Brian Kelly, University of Newcastle, New South Wales, Australia

**Content:**

The workshop will comprise three distinct components, each initiated by a short presentation by one of the facilitators followed by focused discussion involving all participants. The workshop will be informed by the findings of ongoing research conducted by the facilitators and others. A short reading list (annotated, or with abstracts attached) will be prepared for intended participants in advance of the workshop. The aim is to find ways to improve professionalism of doctors by:

- Identifying the essential competencies (knowledge, skills and personal qualities) that comprise professionalism;
- Determining how these could be taught, encouraged and assessed in medical schools, and
- Specifying the core personal qualities underpinning professionalism, the presence or absence of which should be identified at the point of selection for medical school

**Desired outcome:**

To achieve a consensus of the essential components of professionalism in the context of medical education and practice. The workshop will attempt to devise practical strategies for educators for how these components may be taught, fostered and assessed within the medical curriculum, and how they may be measured by admissions personnel at the point of student selection and used to inform the admissions decision.
Who should attend:

Medical educators concerned with delivering the curriculum and with its associated summative assessment procedures, and those involved with selecting the students for health professional programs.

Level: Intermediate

OC-11

From OSCE to OSTE: Using Objective Structured Teaching Encounters for Educators’ Deliberate Practice

Ottawa Convention Centre, Level 1, Room 105

Alice Fornari, EdD, Barrett Fromme, MD, Krista Johnson, MD, Don Scott, MD MHS, Deborah Simpson, PhD, North Shore LIJ Health System, Great Neck, NY, USA

Introduction:

The best learning occurs in the context of good teaching, yet most teachers receive neither teaching skills training nor observation-based feedback, despite the ACGME and LCME mandates for teacher development. A key component in improving any complex skill like teaching is deliberate practice: sequenced task repetition with timely and behavior specific feedback. OSTEs are performance-based teaching exercises, which, like OSCE’s, use scripted “actors” to portray common/difficult educational scenarios. OSTEs provide teachers an opportunity to “deliberately practice” skills in a low-threat simulation environment. In addition, formative feedback focused on teaching skills can provide education leaders with outcome measures for program evaluation. Faculty developers must use strategies that go beyond knowledge interventions to provide deliberate practice opportunities with feedback – like OSTEs – to advance the skills we value as educators.

Content and Structure:

1. Presenters will describe OSTE methodology, relevant literature, and analyze short OSTEs videos from teacher development programs.
2. Participants will (a) develop OSTEs in facilitated small groups using OSTE worksheets and (b) enact and debrief their OSTEs using a volunteer from another small group as teacher.
3. Session concludes by discussing OSTE assessment checklists to support learning outcomes/program evaluation, and opportunities for resource sharing (OSTE cases), possible collaboration and scholarship.

Intended outcomes:

This session will advance OSTEs as a strategy to meet today’s pressing needs for efficient, effective, and observation-based teacher development. Participants will: (1) receive an OSTE case set; (2) be prepared to use OSTEs; (3) appreciate OSTEs benefits and challenges, including value added benefits to trainees who serve as “standardized learners”.

Who should attend:

Faculty/administrators involved in faculty development efforts to improve teaching and learning; Clinical teachers/supervisors.

Level: Intermediate

OC-12

Good Questions, Good Answers – Construct Alignment in Judgement-Based Assessment

Ottawa Convention Centre, Level 1, Room 106

Dr Jim Crossley, University of Sheffield School of Medicine, Sheffield, UK

Professor Brian Jolly, University of Newcastle, NSW, Australia

Professor Robert McKinley, Keele University School of Medicine, Keele, UK

Professor Shiphra Ginsburg, Mt Sinai Hospital, Toronto, Canada

Introduction:

Many of the most important components of clinical performance cannot be reduced to their component parts for ‘objective’ assessment; they depend instead on judgements made by appropriately experienced assessors. New evidence makes it clear that such assessors produce much more reliable judgements if the response format or scale that they are working with is well aligned to the way they inherently understand progression or merit. For example, surgeons are both discriminating and consistent in their independent views of how ready a trainee is to operate independently; the inherent construct is readiness for independence or ‘entrustability’.

This observation has a profound impact on how we should design the response scales of all judgement-based assessment instruments.
**Content and structure:**

Keynote: evidence for the value of construct aligned scales (JC)

Q&A: exploring the implications as a large group (all facilitators)

Small group work: designing aligned scales for different contexts (undergraduate/postgraduate, medical/nursing/allied professions, craft specialities/non-craft specialities) (facilitated groups)

Group presentations and mutual critique

Plenary: a summary of findings and planning for implementation and investigation (RM)

**Intended outcomes:**

Attendees will:

- be able to describe the concept of construct alignment as applied to assessment scales
- have the opportunity to design such a scale in their own context and to receive feedback on that scale
- be encouraged to formulate an implementation plan including a plan for evaluation

**Who should attend:**

Assessment leads or those interested in developing assessments (undergraduate or postgraduate, medical or non-medical)

**Level:** Intermediate

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**OC-13**

**Using Classical Test Theory with Excel® to quality assure assessments**

Ottawa Convention Centre, Level 2, Room 201

John Patterson, PhD, Barts and The London, Queen Mary University of London, UK

**Introduction:**

Although more complex theories, such as item response theory, Rasch modelling and generalizability theory are now available, classical test theory (CTT) provides the simplest approach for analysing the performance of assessments. CTT gives measures of item facility, item discrimination and inter-item correlation, as well as estimates of overall assessment reliability and the contribution of each test item to that reliability. Such information is valuable in making examination decisions, in reviewing test and item performance and in question bank management.

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**OC-14**

**Practical and trustworthy competency-based assessment in residency: Lessons learned from four years of implementation of the Competency-Based Achievement System (CBAS)**

Ottawa Convention Centre, Level 2, Room 202

Dr Shelley Ross, Dr Mike Donoff and Dr Shirley Schipper, University of Alberta, Edmonton, Canada

**Introduction:**

As medical education moves globally towards competency-based assessment, programs need good strategies to track progress towards competency. Our approach was to develop the Competency-Based Achievement System (CBAS), a competency-based assessment framework that uses formative feedback to inform summative evaluation. For learners, we wanted a system that offered a way to guide their learning using formative feedback. And for advisors and preceptors, we
wanted a system that would be learner driven, so that learners would a) recognize when they were being given feedback, b) be able to act upon that feedback, and c) progress towards competence by soliciting feedback in areas where they needed it. Family Medicine has been using CBAS since July 2008. Since implementation, an average of 5000 FieldNotes (documentation of formative feedback from workplace-based observations) have been entered annually into eCBAS, the electronic workbook used to track progress.

Content and Structure:
This session will offer participants some experience in using CBAS tools through demonstration and group discussion; particular emphasis will be placed on applying the tools of CBAS to unique cases within participants’ programs. This interactive workshop is for anyone with questions about how to implement workable competency-based assessment, and those who are already carrying out competency-based assessment and would like to share their experiences – positive and negative – with others. Input and sharing of experiences from all participants is strongly encouraged.

Intended outcomes:
By the end of this session, participants will be able to: 1) Describe how workable competency-based assessment can be done; 2) Identify the ways in which CBAS tools allow for more effective use and recording of feedback in Residency training; and 3) Evaluate how the CBAS system may work in their own programs.

Who should attend:
Members of programs at any stage of competency-based assessment implementation.

Level: All levels

OC-15
Assessment for and of learning: a framework for implementing student patient portfolios
Ottawa Convention Centre, Level 2, Room 204
A/Prof Susan van Schalkwyk, Centre for Health Professions Education; A/Prof Julia Blitz
Division of Family Medicine; Faculty of Medicine and Health Sciences, Stellenbosch University, South Africa

Introduction:
There is a growing body of evidence that attests to the value inherent in adopting portfolios as an integral part of student’s learning in health professions education. This includes the use of student patient portfolios as part of the formative and summative assessment practice in the clinical domain. However, introducing such portfolios into a traditional and established curriculum at undergraduate level can present significant challenges for programme coordinators as well as the faculty themselves. Drawing on our experience in implementing student patient portfolios for final-year medical students at a rural clinical school, this interactive workshop will give participants the opportunity to engage with a model for implementation that they can tailor to fit their own contexts.

Content and Structure:
After definitional clarity has been achieved by eliciting participant inputs and aligning these with the prevailing literature on portfolios in support of student learning, specifically in the clinical domain, the benefits and challenges associated with this approach will be explored in groups. This will be followed by a focus on the role and function of the patient portfolio where participants will have the opportunity to debate its potential to promote assessment for and of learning. Using structured templates, participants will then engage with the process of curriculum design to identify suitable ‘spaces’ where patient portfolios might make a meaningful contribution to student learning. Finally the implementation framework will be introduced. Participants will experience some of the practical components of the framework through role play. The workshop will end with a synthesis of the key concepts that have emerged during the session.

Intended outcomes:
By the end of this workshop participants will be able to:
- Define what a student patient portfolio is
- Describe the potential role and function of these portfolios in student learning and assessment
- Map out how patient portfolios can be included in students’ current curricula – effectively and seamlessly
- Apply a framework to guide the implementation of patient portfolios in their context.

Who should attend:
Faculty involved in curriculum planning; clinician educators, faculty development practitioners

Level: Introductory – intermediate
CCME-10
COMMOTION: The Collision of Emotion & Communication in Health Professional Practice
Ottawa Convention Centre, Level 1, Room 107
Nancy McNaughton, Kerry Knickle, University of Toronto, Canada

Rationale/Background:
Emotion is an integral, and often under-appreciated, component of competency in the health professions education. It is widely acknowledged as a core element of professional values, attitudes, beliefs and in humanistic approaches to professional activities—counselling, patient management, and communication. It is also recognized as an essential aspect of professional well-being and patient satisfaction. It is however, only peripherally embedded in learning related to the acquisition of knowledge and skills.

As health professionals and educators it is crucial to develop communication strategies that incorporate and address how we feel into daily practice. How do we communicate when we are angry or upset? How do we respond when others are angry or upset? This is a dance, not a march.

Acknowledging the ties between emotion, cognition and communication offers the health professional opportunities to question taken for granted ideas about “irrationality” of emotion and “rationality” of cognition.

Learning Objectives:
• Analyze challenging emotional triggers.
• Understand the role of power and emotion in communication
• Gain new insights about the affective processes that underpin effective communication.
• Learn about the connections between emotion, cognition and communication.
• Explore and practice effective communication techniques

CCME-11
Reducing Medical-Legal Risks in Team Communication: Tools and Techniques
Ottawa Convention Centre, Level 1, Room 108
Ellen Tsai, Tunde Gondocz, Canadian Medical Protective Association

Rationale/Background:
Well-functioning teams deliver better care. Poor team communication is associated with a higher incidence of adverse events. In an era in which healthcare professionals depend on each other, successful team communication is paramount. The healthcare teams providing care to patients are even larger today, as a result of many systemic changes including resident work-hour limitations. This expansion in the patient’s care team increases the potential for communication breakdown. Poor team functioning may additionally hinder the ability to create a safe climate for team members to share patient safety concerns.

Learning Objectives:
• Describe the importance of communication in the healthcare team.
• List several methods of structured communication instruction.
• Demonstrate technique(s) to train others in using gradual assertiveness in voicing patient safety concerns.
• Discuss methods to provide feedback and evaluate learners in team communication.

CCME-13
Cultivating a Professional Environment in the Academic Health Centre: A Primer for Faculty and Administrators
Ottawa Convention Centre, Level 2, Room 209
Full day Workshop – 8:30am-4:00pm
Heather Lochnan, University of Ottawa, Pier Bryden, University of Toronto, Anna Byszewski, University of Ottawa, David McKnight, Leslie Nickell, Monica Branigan, University of Toronto, Gurdeep Parhar, Anita Parhar, Susan Murphy, Lesley Bainbridge, University of British Columbia, Canada

Rationale/Background:
Accreditation standards demand that academic health centres provide a professional learning environment for teachers and learners. Institutional leaders struggle to identify methods to survey the learning environment, as doing so often creates an atmosphere of anxiety and mistrust. Nevertheless, all stakeholders recognize that evaluation of the professional environment is a first step to improving and cultivating a positive culture. Ensuring adequate policies are in place and well understood, formal teaching of professionalism, role modeling professional behaviours, satisfactory assessment tools, and
reporting mechanisms for transgressions are all key elements to be implemented. Faculty leaders recognize the value of taking an interprofessional approach at each step. Further, an interprofessional strategy can reframe professionalism as a common goal that ultimately improves patient care. Given concerns that professionalism may actually diminish during training, understanding the stages of identity formation as a professional is key to the development of a relevant health professional curriculum that can change behaviour.

Learning Objectives:
Morning: Understanding the Learner and Learning Environment
Participants will:
1. Learn how to evaluate the professional culture in their environment
2. Understand the importance of professional identity formation
3. Understand the role of every individual, administrator, faculty member and trainee, in maintaining the social contract.
4. Understand the benefits of an interprofessional approach that promotes positive behaviours, discourages bullying, and encourages collaboration and cooperation amongst health team members.

Afternoon: Reporting and Remediation
Participants will:
1. Establish appropriate reporting mechanisms with regards to transgression of professional behaviours.
2. Understand key elements of professionalism remediation models to ensure feedback is formative, fair and appropriate to the concern.

CCME-15

Management of an Adverse Event: Approaches to Teach, Train, Assess and Support Trainees and Healthcare Professionals
Ottawa Convention Centre, Level 2, Room 211
Full day Workshop – 8:00am-4:00pm
Amy Nakajima, Jocelyne McKenna, University of Ottawa, Nicolette Caccia, University of Toronto, Canada

Rationale/Background:
In Canada, an estimated 7.5% of hospitalized patients experience a serious adverse event (AE) each year, and these rates are likely higher in teaching hospitals. We as clinician teachers and educators struggle to teach our trainees about patient safety principles in practical and meaningful ways, and often find teaching disclosure to be especially challenging. Trainees may receive formal teaching, but often do not observe or participate in disclosure meetings in daily clinical practice: these informal and incidental opportunities for learning through observation and role modeling are missed.

And yet, trainees need to become competent to manage the sequelae of an AE, including the ability to perform a disclosure, and to appropriately document the encounter. The Canadian Patient Safety Institute (CPSI) recommends that guidance and instruction on disclosure be integrated into undergraduate and graduate curricula for all healthcare providers. The CPSI also developed The Safety Competencies framework which defines the knowledge, skills and attitudes required among health professionals related to six domains of patient safety, of which one relates specifically to adverse events.

Competencies needed in the management of AEs include those situated in the Professional Role, such as recognizing human fallibility in the context of systems, and need for humility and compassion in our professional lives. Teaching the need for a fair and supportive attitude towards those involved in AEs, to each other and to our trainees, is critical to a culture of safety and to reducing the potential deleterious impact of AEs on the wellness of the professionals involved in an AE, a.k.a. the “second victim.”

The first portion of this session will review Canadian disclosure guidelines. Strategies for teaching and assessing disclosure principles and skills, such as formal rounds, role-play, and SP encounters, including OSCE’s and simulation sessions will be presented. Participants will then work in small groups to develop a teaching encounter incorporating disclosure to a patient, and to consider how to assess performance of those competencies needed for a successful disclosure meeting.

Learning Objectives:
This workshop is designed for faculty who are interested in incorporating patient safety into undergraduate and postgraduate curricula and CPD, and is specifically designed for those with a beginner and intermediate level of familiarity with The Safety Competencies framework, the principles of disclosure, and adverse event management. At the end of this session, participants will be able to: describe how to manage an AE; appreciate the impact of the occurrence of an AE on the healthcare professional; plan an educational session on AE management; construct a teaching encounter involving an AE; and consider an appropriate method of assessment for this teaching encounter.
CCME-16

MedEdPORTAL: Opportunities to Advance Educational Scholarship, Share Innovations, and Promote Continuing Education

Ottawa Convention Centre, Level 2, Room 212

Emily Cahill, Robby Reynolds, Christopher Candler, AAMC-MedEdPORTAL, USA

Rationale/Background:

MedEdPORTAL (www.mededportal.org) is a free, online service provided by the Association of American Medical Colleges in partnership with the American Dental Education Association. Through its three services; Publications, iCollaborative and the CE Directory, MedEdPORTAL strives to succeed as the most utilized, cited and influential destination for health education. This informational session will focus on sharing the purpose and tools made available in each of its three services; peer reviewed, scholarly teaching and learning modules within Publications, health education innovations within iCollaborative and credited, faculty-developed online continuing education courses within the CE Directory. A portion of the workshop will be dedicated to identifying areas for collaboration including the promotion of content and platforms accessible through the Canadian Healthcare Education Commons (http://chec-cesc.afmc.ca/).

Learning Objectives:

1. To understand the purpose, offerings, submission standards, processing policies of each of the MedEdPORTAL services.
2. To discuss material ready for submission, maximize the educational scholarship that can be awarded for high-quality tools and plan for next steps.
3. To demo the live MedEdPORTAL website and identify areas for future collaboration.

SATURDAY APRIL 26

12:00PM – 4:00PM

CCME-14

Growth Curves: A Mentoring Event for Early Career Medical Educators

Fairmont Chateau Laurier, First Floor, Quebec Suite & Foyer

Lara Varpio, PhD
Chair, Early Career Medical Educators (ECME) of CAME
Assistant Professor, Uniformed Services University of the Health Sciences, Canada

Meredith Young, PhD
ECME member and ECME representative on CAME membership committee
Assistant Professor, McGill University, Canada

Introduction:

Early Career Medical Educators (ECMEs) are MDs and PhDs who are within the first 7 years of their professional Medical Education careers. This event is tailored to support ECME members by providing intensive career mentoring, and networking opportunities with senior Medical Educators.

The session format is highly interactive. It will include fireside-style chats with two highly accomplished scholars:

- Kevin Eva, PhD (UBC)
- Shiphra Ginsburg, MD (UofT)

The session will also include multiple opportunities for small group interactions with a wealth of Medical Education's senior scholars from both Canada and the US. Among the participating mentors will be:

- Glenn Regehr, PhD (UBC)
- Carol Aschenbrener, MD (AAMC)
- Stan Hamstra, PhD (UofO)
- Claire Touchie, MD (MCC)
- Steven Durning, MD, PhD (USUHS)

There will also be opportunities for ECME members to present research ideas in order to receive developmental feedback from mentors and ECME peers. Participants will also be able to meet with fellow ECME members to discuss collaborations and inter-institution scholarly initiatives.

Learning Objectives:

By participating in this session, participants will be able to:
i) Describe strategies for managing the complexities of “early” career development (for both MDs and PhDs) in the field of Medical Education;

ii) Have mentoring conversations with senior medical educators (both MD and PhD), and develop closer ties with peers;

iii) Describe some career development techniques, principles, and philosophies used by a sample of senior medical educators to achieve success in the field.

**Instructional Methods:**

This event will consist of a series of different “sessions” including:

a) Mentoring-oriented, fireside chats from senior medical educators (both an MD and a PhD scholar) about their career trajectories in medical education, lessons learned, etc.;

b) Interactive panel conversations, where senior medical educators will respond to career development questions from participants;

c) “In progress” short presentations of ECME member programs of research (to solicit feedback from other ECME members and from senior medical educators) in concurrent small group sessions. The presenter will describe: (1) area of academic interest; (2) progress to date; and (3) future plans / obstacles / points requiring input / etc. Small group discussion will provide the presenter with feedback and potential collaborative link suggestions; and

d) Networking opportunities at coffee breaks, where ECME members and senior medical educators will participate in building community ties.

**Who should attend:** MDs and PhDs in the first 7 years of their careers in Medical Education

**12:30PM – 4:00PM**

**CCME-08**

**Conflict of Interest, Influence and Obligation: “Moving from Best Intentions to Effective Action”**

Ottawa Convention Centre, Level 2, Room 212

The Association of Faculties of Medicine of Canada

Dr. Constance LeBlanc, AFMC (facilitator)
Lisa Farrell, Health Technology Consultant CADTH,
Dr. Paul Hendry, Associate Dean CPD, University of Ottawa

Dr. Merrill Pauls, Medical Ethicist, University of Manitoba
Dr. Jamie Meuser, CFPC
Dr. Craig Campbell, RCPSC

*Although this session will be provided in English, the facilitator will respond to questions in both languages. The discussion exercises will be available in both languages. Questions will be translated if requested into English and French.*

*Cet exercice se déroulera en anglais mais il y aura possibilité de poser des questions en français ou en anglais et les sujets de discussion seront aussi disponibles en français.*

**Rationale/Background:**

On November 14, 2008, Canada’s medical schools voted unanimously to endorse the principles set out in the Association of American Medical Colleges’ (AAMC) report titled Industry Funding of Medical Education. Following this important milestone, faculties of medicine embarked on the process of examining their existing codes and making the necessary modifications to ensure alignment with the principles they had endorsed. In addition, while the initial focus was on Conflicts related to medical education, the scope of many faculty and/or institutional policies also extends to conflicts in research and clinical care. In this workshop we will examine challenges Faculties of Medicine in Canada face in the development, implementation and enforcement of policies relating to conflicts of interest, commitment, and loyalty.

**Who should attend:** Leaders in the UGME, PGME and CME/CPD environments, Deans of Medicine, members of the Deanery, COI leadership, CADTH and faculty members.

**Learning Objectives:**

During the workshop, participants will:

- Explore the impact of COI in medical education across the continuum
- Discuss/ debate involvement with industry across the continuum
- Develop research foci to expand knowledge in the development and application of COI management

**Instructional Methods:**

The workshop will open with three short high-level presentations on influence and obligation

Following this, discussion/debates in small groups on “hot topics in COI” with subsequent open large group discussion, and panelists’ input providing their perspectives on each of the discussion topics.

Small groups will then discuss potential research topics and approaches to managing COI and hopefully leave this session with new collaborations to create momentum in this important aspect of medical education.
A report of the proceedings from this workshop will be made available on the AFMC website in addition to opportunities to share progress in research or management of COI.

**OC-16**

*Using Modern Test Theory for standard setting in Medical Education*

Ottawa Convention Centre, Level 1, Room 103
A/Prof Boaz Shulruf and Prof Philip Jones, University of New South Wales, Sydney, Australia

**Introduction:**
The decision to pass or fail a medical student is a ‘high stakes’ one. The literature offers a range of quality standard setting methods, yet all have major limitations. Among those limitations or challenges might be the need to recruit a panel of experts to set up the standards, the need to employ a statistician or psychometrician who is able to undertake complex statistical analysis, the need to communicate the results to the affected students in a simplified way and the need to provide robust justification for the pass/fail decisions should such decisions are legally challenged. This workshop will introduce the Objective Borderline Method (OBM), which is a new standard setting method derived from the principles of Modern Test Theory. The OBM is a probability base model, that can be applied for most types of examinations and yet is mathematically simple, which applicable for users with no statistical background.

**Content and Structure:**
1. Introduction to standard setting methods, what purposes they serve and a brief overview of the most commonly used methods
2. Introduction of Modern Test Theory and its relevance to standard setting
3. Introduction of the Objective Borderline Method (OBM), its theoretical foundation and application, using examples from different types of examinations.
4. Applying the OBM: setting standards for OSCE and MCQ (guided self-practice)
5. In-depth critical appraisal and comparison of the OBM with other methods

**Intended outcomes:**
Participants will be able to use the Objective Borderline Method (RBM) for setting objective Pass/Fail standards for clinical and other examinations within their own clinical and educational context. Hand-outs with guidelines and illustrations will be provided to the participants

**Who should attend:**
Medical educators who have strong interest in assessment and standard setting.

**Level:** Intermediate & advanced

**OC-17**

*Designing and Evaluating Situational Judgement Tests to Assess Non-Academic Attributes in Postgraduate Selection*

Ottawa Convention Centre, Level 1, Room 104
Fiona Patterson, University of Cambridge & Work Psychology Group, Máire Kerrin, Work Psychology Group, Chris Roberts, University of Sydney, Australia, Marcia Reid & Robert Hale Australian General Practice Education & Training (AGPET)

**Introduction:**
Research shows that an array of non-cognitive professional attributes, such as integrity, empathy, resilience and team awareness are critically important predictors of job performance and training outcomes. Until recently, international selection practices have tended to focus primarily on assessing academic ability. A key challenge for recruiters is how best to assess a broad range of non-academic attributes reliably, since large scale interviewing is costly and there is limited research evidence to support the use of personality tests for example, especially in high stakes settings. Building on international research and the Ottawa consensus statement regarding selection practices, Prideaux et al (2011) asked whether situational judgement tests (SJTs) may be a valid method for assessing a broad range of non-academic attributes for high volume selection. This workshop explores the research evidence underpinning the reliability and validity of SJTs in selection in medicine and how best to develop SJT items for selection purposes.

**Intended outcomes:**
By the end of the session, participants will: (1) Understand the research evidence on the reliability and validity of SJTs for medical selection (2) Understand the features important in developing a SJT (eg, designing items and response formats); (3) Recognise the advantages and limitations of using an SJT for selection into medical education and training;

**Content and Structure:**
Presenters will share their experience of developing and evaluating SJTs as a selection methodology. They will illustrate how they are delivered in combination other methods (eg., interviews, knowledge tests) for
postgraduate selection across various specialties/settings. We will draw upon work conducted on GP selection in Australia using an SJT and MMIs and selection into specialty selection in the UK. Participants will be invited to practice item development and have the opportunity of reviewing SJT items. The session will consist of several short presentations on aspects of using the SJT, with a taster session on item writing with lively discussion and some interactive small group work.

Who should attend:
All those interested in selection into medical training, undergraduate or postgraduate.

Level of workshop: Introductory

OC-18
Research in Medical Education: Making Strange with Culture(s)

Ottawa Convention Centre, Level 1, Room 105
Dr Brian Hodges, Wilson Centre for Research in Education, University Health Network & Department of Psychiatry, University of Toronto, Toronto General Hospital, Toronto, Canada
Dr Ming-Jung Ho, Department of Social Medicine, National Taiwan University, College of Medicine, Taipei, Taiwan
Dr Ayelet Kuper, Wilson Centre for Research in Education, Sunnybrook Health Sciences Centre & Department of Medicine, University of Toronto, Toronto General Hospital, Toronto, Canada
Dr Cynthia Whitehead, Wilson Centre for Research in Education, Women’s College Hospital & Department of Family & Community Medicine, University of Toronto, Toronto, Canada

Introduction:
There is growing awareness that practices in medical education around the world are “constructed” – that is they can be very different across historical time periods and in different cultural settings. Far from there being a universal concept of what medical education is or should be, there are fascinating debates and divergences. This workshop will focus on the dimension of culture in medical education, examining specific examples of research that take up culture(s) using anthropological, sociological and discursive lenses. The purpose is shed light on things that might appear to be “true” or “natural” about medical education and show rather that some of our practices are in fact rather strange.

Structure:
Introductory presentation, small group work/case study, discussion.

Intended Outcomes:
Greater awareness of the constructed nature of medical education practices. Introduction to research methods from the social sciences that explore culture and medical education.

Who should attend:
Anyone with a curiosity to understand medical education in its diversity and variations and an appreciation for social science research methods. No research experience is necessary.

Level: Introductory / Intermediate

OC-19
Improving your OSCE: Measurement, Recognition and Remediation of Station Level Problems

Ottawa Convention Centre, Level 1, Room 106
Dr Richard Fuller, Dr Godfrey Pell, Dr Matthew Homer and Prof Trudie Roberts, Leeds Institute of Medical Education, School of Medicine, University of Leeds, UK

Introduction:
OSCEs are one of the major performance test formats in healthcare education, but are complex to design and deliver, and methods of assessment and standard setting must be defensible when subjected to detailed scrutiny. This workshop overviews how psychometric indicators at ‘whole exam’ and ‘station level’ can be used to test assumptions about quality, identify problems and model solutions within an overall framework of quality improvement.

Content and Structure:
The workshop will begin with an overview of the use of borderline methods of standard setting in OSCEs, and discusses the generation, use and interpretation of a variety of ‘whole exam’ and ‘station level’ psychometric indicators. A range of ‘diagnostic’ exercises will allow participants to gain confidence in interpreting station level metrics and identifying problems that range across station/checklist design issues, errors that arise during the delivery of the OSCE and the impact of aberrant assessor behaviour. Participants will then focus on ‘treatments’ – proposing solutions and carrying out subsequent monitoring that can be applied to their own OSCE assessments.
Intended outcomes:
At the end of the workshop, participants will
• Be better informed about the use of borderline methods to generate quality metrics
• Have developed and improved their skills in the analysis of performance tests
• Be able to recognise common ‘station level’ problems and propose remedial action
Participants will also be encouraged to generate ‘take home lessons’ to implement in their own institutions
Level: Intermediate

OC-20

Effecting Effective Feedback

Ottawa Convention Centre, Level 2, Room 201

Dr Janet MacDonald, Dr Lynne Allery and Dr Lesley Pugsley, School of Postgraduate Medical and Dental Education. Cardiff University, Wales, UK.

Introduction:
Formative assessment plays an integral part in facilitating learning; however the ways in which feedback is given, received and interpreted is multifaceted. A number of studies have explored the quality of feedback provided to students, to determine principles for formative assessment; whilst others have explored how feedback seeking behaviors can be encouraged. Since the educational value of feedback can be highly variable, developing coding systems in order to analyse the nature of the feedback that is provided can be a useful way for tutors to explore the nature of the feedback given and reflect on how these comments might enhance or impede learning.

Content and Structure:
In this highly interactive workshop, participants will be provided with the opportunity to engage with some of the coding frames that have been developed and to apply them to feedback transcripts in order to analyse the depth of feedback provided. The group will explore the educational value of this feedback for learners and reflect on the ways in which this approach might be usefully applied to peer review as a staff development tool in their own settings.

OC-21

Improving MCQs: Response and scoring systems

Ottawa Convention Centre, Level 2, Room 202

Dr Mike Tweed and Dr Tim Wilkinson, University of Otago, New Zealand

Introduction:
MCQs are used in many health-professional assessments. A common response system is choosing one from a list of n possibilities, usually 2 (true/false), 5 (best of five) or more. Common scoring systems have +1 for a correct response, with any incorrect responses scoring 0 (number correct) or -1/n-1 (formula scoring). Although easy to implement and understand these are limited when extrapolating to clinical practice. Issues include: partial knowledge; misinformation; constrained responses; differential incorrect responses; clinical uncertainty; scope of practice; self-awareness; and unrealistic responses to practice.

Content and Structure:
Using content provided by and therefore relevant to participants, small groups will consider benefits and limitations of commonly used response and scoring systems. The benefits and limitations of other response and scoring systems in use by the participants will also be considered. Following this, means proposed by the participants to overcome the limitations will be linked to methods available.

Intended outcomes:
Participants will be able to return to their place of work and:
• Consider how MCQ response and scoring may be developed to better meet the purpose of their assessments
• Discuss benefits and limitations of commonly used and currently used response and scoring systems
• Discuss how these limitations might be overcome
• Increase awareness of response and scoring systems including: script concordance; subset selection; confidence/certainty response; weighted response; respond until correct; ranking responses; and safe responding.

Who should attend:
Anyone interested in exploring alternatives and developing MCQ formats.
Level: Beginner

OC-22

Use of Short Film Vignettes in OSCEs to Assess Medical Ethics and Law

Ottawa Convention Centre, Level 2, Room 204

Dr Carolyn Johnston and Dr Tushar Vince, King’s College London School of Medicine, London, UK

Introduction:
Medical ethics and law (MEL) is part of the core curriculum in UK medical schools. MEL at King’s College London School of Medicine (KCLSM) is integrated across all years of teaching and assessed by short written examination and OSCE. The use of film vignettes in OSCE stations aims to provide an effective method to assess applied medical ethics – students are faced with realistic scenarios and required to demonstrate knowledge and an ability to identify and balance competing ethical issues. Four film vignettes have been made and used in OSCE stations for years 2 and 4:

• The role of the family in decision-making for an elderly man who lacks capacity
• Informing the relevant authority about a patient with epilepsy who is continuing to drive against medical advice
• Dealing with an aggressive and racist patient who needs treatment in hospital
• A seventeen year old refuses on-going chemotherapy which has a predicted even chance of remission

Content and Structure:
Demonstration of process and discussion cost of making short film vignettes for assessment of MEL; Sharing experience of drafting questions and standardised mark sheets; Films already used in assessment at KCLSM will be demonstrated and those attending the workshop can ‘trial’ the OSCE stations; Sharing data on performance to show that use of film vignettes does work as a valid tool for assessment; Ideas for other film vignettes for assessment will be discussed.

Intended outcomes:
Enthusiasm to try novel methods of assessing MEL; Increased knowledge of use of technology in OSCE; Confidence in approaching making of short films for assessment (or teaching) of MEL.

Who should attend: those who are interested in:
• adopting a novel approach to assessment
• assessing medical ethics and law
• technology based assessment
Level: All

CCME-17

How can Faculty Support Learning Portfolios? Building a Community of Skilled Mentors for Facilitation of Reflective Practice

Ottawa Convention Centre, Level 1, Room 102

Kenneth Locke, University of Toronto, Anna Byszewski, University of Ottawa, Margaret McKenzie, Anthony Donato, Hedy Wald, Canada

Rationale/Background:
Competency based portfolios for learning and assessment are increasingly common in undergraduate and postgraduate medical training. The literature cites the need for competent portfolio mentors to support the development and assessment of learner competence using portfolios.(1) However, the facilitation of students’ skills in self-monitoring and self-assessment, required for successful portfolios, often falls to faculty who are untrained for this type of oversight and inexperienced in personal reflection. The presenters have created faculty development strategically to support mentors of both low and high stakes learner portfolios at their respective institutions, which over time produced substantial expertise amongst faculty for championing the process and coaching of reflective practice. In each location, a community of practice(2) now mentors students on skills of reflection on professional identity, current performance, and learning plan development. The mentors are themselves mentored, by more experienced faculty, in best practices for supporting professional identity formation, including meaningful discussion between mentor and learner about life as a doctor, professionalism, and career aspirations. The presenters advocate focused training and informal peer mentoring.

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to support new portfolio mentors, and continued refinement of skills for experienced faculty, through a community of practice model.

**Learning Objectives:**
Attendees will be able to: (1) Strategically select and develop a community of advisors to support a competency based portfolio program; (2) Train new faculty on skills needed to successfully demonstrate competence using a portfolio; (3) Mentor faculty on serving as reflection coaches and apply a rubric introducing faculty to levels of reflection in a portfolio; (4) Plan to activate and maintain a community of practice at their own institution.

**CCME-19**


Ottawa Convention Centre, Level 1, Room 108

Terri Cameron, Robby Reynolds, Association of American Medical Colleges, Washington, DC, USA

**Rationale/Background:**
In preparing for replacement of AAMC’s national curriculum database, it was apparent that more comprehensive resources were necessary to enhance continuous quality improvement (CQI) of academic program effectiveness and accreditation efforts. Focus groups of representatives of Canadian and US medical schools were conducted to develop conceptual functionality for new benchmarking tools. These discussions resulted in development of a new Curriculum Inventory, a Curriculum Reports website with open access to aggregate curriculum information, a Dashboard that will allow more comprehensive and detailed benchmarking, and Accreditation Standards Self Evaluation Tool (ASSET). These tools will assist with continuous quality improvement and accreditation efforts by monitoring school data against aggregate data, highlighting potential areas of concern, and offering possible solutions from MedEdPORTAL and other sources.

This session will provide an overview of the new benchmarking tools available to Canadian and US medical schools, and how those tools can enhance continuous quality improvement and educational research efforts in medical education.

**Learning Objectives:**
By the end of this workshop, participants will be able to:

1. Describe benchmarking resources available to Canadian and US medical schools
2. Provide examples of how medical schools are using benchmarking data to enhance CQI and educational research
3. Discuss data sources that should be considered in comprehensively documenting curricula
4. Explain how use of standardized instructional and assessment method vocabulary and universal health care competencies affects curriculum documentation and mapping
5. Document and perform the process for submitting and verifying Curriculum Inventory data
Instructional Methods:

- Presentations (interspersed with other activities – total 90 minutes)
- Small group discussions of the following questions (30 minutes)
  - What types of benchmarking reports are most useful to medical school faculty, administrators, and students?
  - How can schools use benchmarking reports to facilitate CQI and educational research?
  - How should innovative curricula be documented in an aggregate reporting environment?
  - What are the data sources necessary to provide comprehensive curriculum data for benchmarking?
  - How will the use of standardized instructional and assessment method vocabulary and universal health care competencies affect curriculum documentation and mapping?
- Reports back to the larger group (30 minutes)
- Large group discussion (30 minutes)
- Questions/Wrap-up/summary (30 minutes).

Learning Objectives:

By the end of the workshop, participants will be able to translate the approach to their own discipline if they wish to move to competency based educational model. Through an interactive mix of presentations and small group discussions, participants will:

- Identify and use the three basic building blocks needed for transitioning to competency based curriculum
- Identify the key enabling factors for successful implementation at a program specific/site specific level
- Plan a program evaluation in the context of continuous quality improvement
- Review and clarify the policies (e.g. accreditation, assessment) that need to be aligned for successful implementation
- Understand the importance of a national coordinating hub in advancing change, and be able to start building such a hub by seeing how the College of Family Physicians of Canada has fulfilled this role

Anticipated outcome:

By doing all of the above, participants will be prepared to plan and initiate a transition to a competency-based approach to learning and curriculum for their institution and discipline.

Instructional Methods:

Interactive presentations
Small group discussions on assigned exercises
Small group discussions on developed themes
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Business Meetings and Social Events

THURSDAY, APRIL 24, 2014

3:00PM – 5:00PM
- AFMC Student Portal Data Analysis Working Group Meeting
  Westin Ottawa, 4th floor, Nova Scotia room
  Chair: Steve Slade, Vice President Research and Analysis, AFMC - Association of Faculties of Medicine of Canada

3:00PM – 8:00PM
- Medical Council of Canada Meeting Research & Development Committee Meeting
  Westin Ottawa, 4th floor, Governor General 1 room
  Chair: Bruce Wright, Chair, MCC Research & Development Committee, and Associate Dean, UGME, University of Calgary

9:00PM – 11:00PM
- Canadian Federation of Medical Students (CFMS) Executive Meeting
  Westin Ottawa, 4th floor, Quebec room
  Chair: Bryce Durafourt, Vice President, CFMS - Canadian Federation of Medical Students

9:00PM – 11:00PM
- CFMS Global Health National Officers Meeting
  Westin Ottawa, 3rd floor, Saskatchewan room
  Chair: Andrew Bresnahan, Vice President Global Health, CFMS - Canadian Federation of Medical Students

FRIDAY, APRIL 25, 2014

7:00AM – 11:00AM
- CFMS President’s Roundtable
  Westin Ottawa, 4th floor, Provinces 2 room
  Chair: Jesse Kancir, President, CFMS - Canadian Federation of Medical Students

8:00AM – 6:00PM
- CFMS Global Health Spring General Meeting
  Westin Ottawa, 4th floor, Confederation 2 room
  Chair: Andrew Bresnahan, Vice President Global Health, CFMS - Canadian Federation of Medical Students

8:00AM – 6:00PM
- CFMS Spring General Meeting - General Assembly
  Westin Ottawa, 4th floor, Confederation 3 room
  Chair: Bryce Durafourt, Vice President and Chair, CFMS - Canadian Federation of Medical Students

8:30AM – 4:00PM
- AFMC Committee on Undergraduate Medical Education (UGME) Retreat
  Westin Ottawa, 3rd floor, Ontario room
  Co-Chairs: Kent Stobart, Associate Dean, Undergraduate Medical Education, University of Alberta and Gary Tithecott, Associate Dean, Undergraduate Medical Education, Schulich School of Medicine & Dentistry, Western University
8:30AM – 4:00PM
AFMC Committee on Postgraduate Medical Education (PGME) Retreat
Ottawa University Civic Campus, AIME/Sim Centre
Chair: Anurag Saxena, Chair of AFMC Committee on PGME, AFMC - Association of Faculties of Medicine of Canada

8:30AM – 5:00PM
The Future of Continuing Professional Development in Canada Summit
Ottawa Convention Centre, Level 2, rooms 206 & 208
Chair: Constance LeBlanc, Vice President Education, AFMC - Association of Faculties of Medicine of Canada

9:00AM – 5:00PM
AFMC Committee on Student Affairs
Westin Ottawa, 4th floor, Governor General 2-3 room
Chair: Leslie Nickell, Associate Dean, Health Professions Student Affairs, University of Toronto

9:00AM – 3:00PM
AFMC Electives Group
Westin Ottawa, 4th floor, Confederation 1 room
Co-Chairs: Kelly Jacobs, Program Manager, Visiting Student Electives, University of British Columbia and John Lee, Director of Clerkship Electives, Faculty of Medicine, University of Manitoba

9:45AM – 10:45AM
Conference Refreshment Break
Ottawa Convention Centre, Level 1, Colonel By Foyer, and
Westin Ottawa, 4th floor, Grande Foyer

12:00PM – 5:00PM
AFMC Libraries Group
Westin Ottawa, 4th floor, Nova Scotia room
Co-Chairs: Sandra Langlands, Director, Gerstein Science Information Centre, University of Toronto and Susan Murphy, Director, Leslie & Irene Dube Health Sciences Library, University of Saskatchewan

12:30PM – 5:30PM
CRRME - Collaborative for Research in Medical Education: Meeting
Westin Ottawa, 3rd floor, Les Saisons room
Chair: Geoffrey Payne, Assistant Dean Education and Research, University of British Columbia

1:45PM – 2:45PM
Conference Refreshment Break
Ottawa Convention Centre, Level 1, Colonel By Foyer, and
Westin Ottawa, 4th floor, Grande Foyer

4:00PM – 6:00PM
Academic Fellowship and Graduate Studies Program Reception
3rd floor, Saskatchewan Room
Host: Helen P. Batty, Program Director, Academic Fellowship and Graduate Studies Program, DFCM, University of Toronto

5:00PM – 6:30PM
AFMC Student Portal Steering Committee Meeting
Westin Ottawa, Executive / Lower Level, Cedar room
Chair: Dr Robert Whyte, Assistant Dean, Undergraduate Medical Education Program, McMaster University
SATURDAY, APRIL 26, 2014

5:30PM – 7:00PM

CRRME - Collaborative for Research in Medical Education: Reception
Westin Ottawa, 3rd floor, Les Saisons room
Chair: Geoff Payne, Assistant Dean, Education Research, Northern Medical Program, University of British Columbia

8:00AM – 6:00PM

CFMS Global Health Spring General Meeting
Westin Ottawa, 4th floor, Confederation 2 room
Chair: Andrew Bresnahan, VP Global Health, CFMS - Canadian Federation of Medical Students

8:00AM – 6:00PM

CFMS Spring General Meeting - General Assembly
Westin Ottawa, 4th floor, Confederation 3 room
Chair: Bryce Durafourt, Vice President and Chair, CFMS - Canadian Federation of Medical Students

7:30AM – 3:00PM

AFMC Council of Deans Advisory Committee
Westin Ottawa, 4th floor, Governor General 2-3 room
Chair: Jacques Bradwejn, Chair, AFMC Board of Directors

8:00AM – 12:00PM

CAME Board of Directors Meeting
Westin Ottawa, 4th floor, Quebec room
Chair: Jocelyn Lockyer, President Elect, University of Calgary

8:00AM – 4:00PM

AFMC Committee on Continuing Professional Development (CPD)
Westin Ottawa, 4th floor, Confederation 1 room
Chair: Constance LeBlanc, Associate Dean for Continuing Professional Development, Dalhousie University

8:00AM – 12:00PM

AFMC Distributed Medical Education Group
Fairmont Chateau Laurier, Mezzanine, MacDonald room
Chair: Jill Konkin, Associate Dean, Community Engagement, University of Alberta

8:00AM – 4:00PM

White Coat Warm Art Exhibit
Westin Ottawa, 2nd floor, British Columbia & Manitoba rooms
Co-Chairs: Carol Ann Cournya, Assistant Dean Office of Student Affairs, Department Cellular and Physiological Sciences, University of British Columbia and Pamela Brett-MacLean, Director, Arts & Humanities in Health & Medicine Program

8:30AM – 4:30PM

AFMC Committee on Admissions
Ottawa Convention Centre, Level 2, room 207
Chair: Hugh MacDonald, Director of Admissions, Queen’s University
8:30AM – 6:30PM
AFMC Committee on Postgraduate Medical Education (PGME)
Westin Ottawa, 4th floor, Alberta room
Chair: Anurag Saxena, Chair of AFMC Committee on PGME, AFMC - Association of Faculties of Medicine of Canada

8:30AM – 4:00PM
AFMC Committee on Undergraduate Medical Education (UGME)
Westin Ottawa, 4th floor, Governor General 1 room
Co-Chairs: Kent Stobart, Associate Dean, Undergraduate Medical Education, University of Alberta and Gary Tithecott, Associate Dean, Undergraduate Medical Education, Schulich School of Medicine & Dentistry, Western University

8:30AM – 12:00PM
Groupe des francophones minoritaires de l’AFMC
Westin Ottawa, Executive / Lower Level, Cedar room
Co-Chairs: Aurel Schofield, Associate Dean, University of Sherbrooke and José François, Head, Department of Family Medicine, Faculty of Medicine, University of Manitoba

8:30AM – 11:30AM
AFMC Interim Review Coordinators Meeting
Fairmont Chateau Laurier, First Floor, Tudor room
Chair: Linda Peterson, CACMS Assistant Secretary, University of British Columbia

8:30AM – 12:00PM
Undergraduate Administrator Group
Westin Ottawa, 4th floor, Provinces 1 room
Chair: Linda Chenard, Operations Manager, MD Program, University of Ottawa

9:00AM – 3:30PM
AFMC Committee on Faculty Development
Fairmont Chateau Laurier, Mezzanine, Burgundy room
Chair: Kalyani Premkumar, Associate Professor, Department of Community Health and Epidemiology, University of Saskatchewan

9:00AM – 2:00PM
AFMC Libraries Group
Westin Ottawa, 4th floor, Nova Scotia room
Co-Chairs: Sandra Langlands, Director, Gerstein Science Information Centre, University of Toronto and Susan Murphy, Director, Leslie & Irene Dube Health Sciences Library, University of Saskatchewan

9:00AM – 12:30PM
AFMC Informatics Group - Unconference & Networking Lunch
Westin Ottawa, 3rd floor, Les Saisons room
Co-Chairs: Wes Robertson, Director of IT, University of Toronto and Dave Lampron, Director, Technology Enabled Learning, Faculty of Medicine, University of British Columbia

10:00AM – 10:30AM
Conference Refreshment Break
Ottawa Convention Centre, Level 1, Colonel By Foyer, and Westin Ottawa, 4th floor, Grande Foyer
10:00AM – 1:00PM
Postgraduate Manager’s Group
Westin Ottawa, 4th floor, Newfoundland room
Chair: Francine Brisebois, Manager, PGME, University of Ottawa

10:30AM – 12:45PM
AFMC Research Subcommittee for the Committee on CPD
Westin Ottawa, 4th floor, Confederation 1 room
Chair: Brenna Lynn, CPD Executive Director, University of British Columbia

10:30AM – 12:00PM
CaRMS Forum - Interactive
Ottawa Convention Centre, Level 2, room 214
Chair: Sandra Banner, Executive Director/CEO, CaRMS - Canadian Resident Matching Service
CaRMS Forum is now interactive! In addition to preliminary summary and analysis of the R1 first iteration results, come learn more about CaRMS’ services and departments (including admissions, client and corporate services; research and data; and IT) as well as some of the people behind the scenes who make it all happen.

12:00PM – 12:30PM
Canadian Healthcare Education Commons Speed Session: New Opportunities on CHEC-CESC for Online Collaboration
Westin Ottawa, 3rd floor, Saskatchewan room

12:00PM – 1:00PM
The 2014 Ottawa Conference and CCME Orientation Session: Navigating the OC/CCME Joint Conference
Ottawa Convention Centre, Level 2, room 214
Join conference organizers from The Ottawa Conference and The CCME as they will help delegates learn to navigate this joint conference on foot as well as virtually. A suitable session for new attendees and/or seasoned delegates who want to maximize their conference experience.

12:30PM – 2:00PM
AFMC Informatics Group - Concurrent Session 1: Educational Technology
Westin Ottawa, 3rd floor, Les Saisons room
Co-Chairs: Wes Robertson, Director of IT, University of Toronto and Dave Lampron, Director, Technology Enabled Learning, Faculty of Medicine, University of British Columbia

12:30PM – 2:00PM
AFMC Informatics Group - Concurrent Session 2: Information Technology
Westin Ottawa, 3rd floor, Ontario room
Co-Chairs: Wes Robertson, Director of IT, University of Toronto and Dave Lampron, Director, Technology Enabled Learning, Faculty of Medicine, University of British Columbia

1:00PM – 4:00PM
AFMC Clinical Skills Group Workshop
Fairmont Chateau Laurier, Mezzanine, L’Orangerie room
Chair: Alan Neville, Associate Dean, Education, McMaster University
<table>
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<tr>
<th>Time</th>
<th>Session</th>
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<tbody>
<tr>
<td>1:00PM – 4:00PM</td>
<td>AFMC Physician Health and Well-being Group</td>
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<td></td>
<td>Westin Ottawa, Executive / Lower Level, Oak room</td>
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<td>Chair: Susan Edwards, Director, Resident Wellness, PGME Office, University of Toronto</td>
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<tr>
<td>1:00PM – 3:45PM</td>
<td>CACMS - Preparation for Surveys, New Standards, and Future Directions</td>
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<td>Westin Ottawa, Executive / Lower Level, Maple room</td>
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<td>Chair: Linda Peterson, CACMS Assistant Secretary, University of British Columbia</td>
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<tr>
<td>1:00PM – 4:00PM</td>
<td>Program Evaluation Network - Annual Meeting</td>
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<td>Fairmont Chateau Laurier, First Floor, Tudor room</td>
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<td>Co-Chairs: Derek Wilson, Associate Director, Evaluation Studies Unit, University of British Columbia and Richard Pittini, Clinician Educator, Sunnybrook Health Sciences Centre</td>
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<tr>
<td>1:45PM – 2:45PM</td>
<td>Conference Refreshment Break</td>
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<td>Ottawa Convention Centre, Level 1, Colonel By Foyer</td>
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<td>Westin Ottawa, 4th floor, Grande Foyer PM</td>
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<tr>
<td>2:00PM – 3:30PM</td>
<td>AFMC Clerkship Group</td>
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<td>Fairmont Chateau Laurier, First Floor, Gatineau room</td>
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<td>Co-Chairs: Lee Toner, Clerkship Director, NOSM - Northern Ontario School of Medicine and Angela Bennett, Program Manger, Year 3, Faculty of Medicine, University of British Columbia</td>
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<td>2:00PM – 3:00PM</td>
<td>CaRMS Consultation Session – Referee Portal</td>
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<td>Westin Ottawa, 4th floor, Provinces 1 room</td>
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<td>Chair: Sandra Banner, Executive Director/CEO, CaRMS - Canadian Resident Matching Service</td>
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<tr>
<td>2:30PM – 4:00PM</td>
<td>Joint Symposium: Canadian Federation of Medical Students, Informatics Group, and Library Group - Does Curriculum Matter? The Fate of Traditional Education in the Age of Google.</td>
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<td>Westin Ottawa, 4th floor, Provinces 2 room</td>
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<td>Co-Chairs: Wes Robertson, Director of IT, University of Toronto and Dave Lampron, Director, Technology Enabled Learning, Faculty of Medicine, University of British Columbia</td>
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<tr>
<td>4:00PM – 5:30PM</td>
<td>Welcome Ceremony &amp; Plenary - AMS J. Wendell Macleod Memorial Lecture: Assessment Transformation Of Health Care</td>
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<td>Ottawa Convention Centre, Level 3, Canada Hall 1</td>
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<td>Refer to page: 61</td>
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<tr>
<td>5:30PM – 7:00PM</td>
<td>Conference Opening Reception</td>
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<td>Ottawa Convention Centre, Level 3, Canada Hall 2 &amp; 3</td>
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<td>Join us for the official opening of the conference’s exhibit hall. Enjoy some food and drink with your colleagues, visit with poster presenters and view the exhibit booths.</td>
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<tr>
<td>5:30PM – 7:30PM</td>
<td>University of Manitoba - Reception for Faculty, Staff, Students &amp; Alumni</td>
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<td>Westin Ottawa, 4th floor, Ontario room</td>
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<td>Host: Brian Postl, Dean of Medicine, University of Manitoba</td>
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SUNDAY, APRIL 27

6:00AM – 7:00AM
Yoga
Westin Hotel, 4th floor, Confederation 1 Room

7:00AM – 8:30AM
AHSSM - Arts, Humanities and Social Sciences in Medicine Educational & CAME Education IG
Ottawa Convention Centre, Level 1, room 106
Co-Chairs: Pamela Brett-MacLean, Director, Arts and Humanities in Health and Medicine Program, University of Alberta and Carol Ann Courneya, CAME - Canadian Association for Medical Education, Department Cellular and Physiological Sciences, University of British Columbia

7:00AM – 8:30AM
AFMC Senior Education Deans
Ottawa Convention Centre, Level 1, room 100 - Executive Boardroom
Chair: Alan Neville, Associate Dean, Education, McMaster University

7:15AM – 8:30AM
Conference Breakfast
Ottawa Convention Centre, Level 3, Canada Hall 2 & 3 - Exhibit Hall

8:00AM – 4:00PM
AFMC Equity, Diversity, and Gender Equality Group
Fairmont Chateau Laurier, Mezzanine, L’Orangerie room
Chair: Saleem Razack, Assistant Dean of Admissions, Equity, and Diversity, McGill University

8:00AM – 4:00PM
White Coat Warm Art Exhibit
Westin Ottawa, 2nd floor, British Columbia & Manitoba rooms
Co-Chairs: Carol Ann Courneya, Assistant Dean Office of Student Affairs, Department Cellular and Physiological Sciences, University of British Columbia and Pamela Brett-MacLean, Director, Arts & Humanities in Health & Medicine Program, Faculty of Medicine and Dentistry, University of Alberta

8:30AM – 10:00AM
Plenary - Newer Principles of Teaching, Learning and Assessment
Ottawa Convention Centre, Level 3, Canada Hall 1
Refer to page: 62

10:00AM – 3:30PM
AFMC Board of Directors
Westin Ottawa, 4th floor, Governor General 2-3 room
Chair: Jacques Bradwejn, Chair, AFMC Board of Directors

10:00AM – 12:00PM
AFMC Committee on Admissions
Fairmont Chateau Laurier, Mezzanine, Palladian room
Chair: Rebecca Jozsa, Admissions Officer, Queen’s University

10:00AM – 12:00PM
Joint Meeting of PGME Deans and Managers
Westin Ottawa, 4th floor, Governor General 1 room
Chair: Anurag Saxena, Chair of AFMC Committee on PGME, AFMC - Association of Faculties of Medicine of Canada
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<th>Time</th>
<th>Event</th>
<th>Location</th>
<th>Chair/Co-Chairs</th>
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<tbody>
<tr>
<td>10:00AM – 2:00PM</td>
<td>AFMC Global Health Group</td>
<td>Fairmont Chateau Laurier, Mezzanine, Burgundy room</td>
<td>Co-Chairs: Lynda Redwood-Campbell, Global health coordinator, Department of Family Medicine, McMaster University and Katherine Rouleau, Director, Global health Department of Family and Community Medicine, Faculty of Medicine, University of Toronto</td>
</tr>
<tr>
<td>10:00AM – 11:30AM</td>
<td>AFMC Student Portal Data Exchange Working Group</td>
<td>Fairmont Chateau Laurier, First Floor, Quebec Suite</td>
<td>Chair: Sam Chan, Associate Director, Applications, University of Toronto</td>
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<tr>
<td>10:00AM – 10:30AM</td>
<td>Conference Refreshment Break</td>
<td>Ottawa Convention Centre, Level 3, Canada Hall 2 &amp; 3 - Exhibit Hall</td>
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<tr>
<td>10:30AM – 12:00PM</td>
<td>Education Innovation Symposium</td>
<td>Ottawa Convention Centre, Level 3, Canada Hall 1</td>
<td>Refer to page: 67</td>
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<tr>
<td>10:30AM – 4:00PM</td>
<td>AFMC Clerkship Group - Professional Development</td>
<td>Fairmont Chateau Laurier, Mezzanine, Renaissance room</td>
<td>Co-Chairs: Lee Toner, Clerkship Director, NOSM - Northern Ontario School of Medicine and Angela Bennett, Program Manger, Year 3, Faculty of Medicine, University of British Columbia</td>
</tr>
<tr>
<td>10:30AM – 11:30AM</td>
<td>AFMC Public Health Educators’ Network</td>
<td>Westin Ottawa, 4th floor, Alberta room</td>
<td>Chair: Denise Donovan, Chair of Public Health Educators’ Network, University of Sherbrooke</td>
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<td>10:30AM – 4:30PM</td>
<td>National Association of Canadian Chairs of Family Medicine (NACCFM) Business Meeting</td>
<td>Westin Ottawa, 4th floor, Les Saisons room</td>
<td>Chair: Marie Giroux, Director, Department of Family Medicine and Emergency Medicine, University of Sherbrooke</td>
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<tr>
<td>12:00PM – 2:00PM</td>
<td>Joint Meeting of PGME and UGME Deans</td>
<td>Westin Ottawa, 4th floor, Governor General 1 room</td>
<td>Chair: Anurag Saxena, Chair of AFMC Committee on PGME, AFMC - Association of Faculties of Medicine of Canada</td>
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<tr>
<td>12:00PM – 1:00PM</td>
<td>CAME Learner Lunch’n Learn</td>
<td>Ottawa Convention Centre, Level 1, 106 room</td>
<td>Chair: Karen Leslie, Director, Centre for Faculty Development at St. Michael’s Hospital, and Associate Professor of Paediatrics, Faculty of Medicine, University of Toronto</td>
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<tr>
<td>12:00PM – 1:30PM</td>
<td>Conference Lunch</td>
<td>Ottawa Convention Centre, Level 3, Canada Hall 2 &amp; 3 - Exhibit Hall</td>
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SUNDAY, APRIL 27, 2014

12:00PM – 12:30PM
Collaboration pour l’éducation en santé au Canada. Séance éclair: Nouvelles occasions de collaboration en ligne sur la CHEC-CESC
Westin Ottawa, 3rd floor, Saskatchewan room

1:00PM – 2:30PM
AFMC Social Accountability Group
Ottawa Convention Centre, Level 1, room 100 - Executive Boardroom
Chair: Ryan Melili, Chair, AFMC Social Accountability Group

1:00PM – 3:00PM
Accreditation Coordinators Network Group
Fairmont Chateau Laurier, Mezzanine, Palladian room
Co-Chairs: Cathy Powell, Accreditation Officer, NOSM - Northern Ontario School of Medicine and Anne Weeden, Assistant Dean, Operations, Faculty of Medicine, Dalhousie University

1:00PM – 3:30PM
CACME Workshop
Fairmont Chateau Laurier, Mezzanine, MacDonald room
Chair: José François, Chair of CACME, University of Manitoba

1:00PM – 5:00PM
CAME Special Interest Group on Aboriginal Health Education
Lord Elgin Hotel, Lower Lobby, Ontario Room
Chair: James Andrew, Aboriginal Coordinator, University of British Columbia

1:00PM – 4:00PM
PG Manager’s Group and Observers
Lord Elgin Hotel, Lower Lobby, Quebec room
Chair: Francine Brisebois, Manager, PGME, University of Ottawa

1:30PM – 3:00PM
Education Research Symposium
Ottawa Convention Centre, Level 3, Canada Hall 1
Refer to page: 67

2:00PM – 3:00PM
Joint Meeting of PGME Deans and RCPSC
Westin Ottawa, 4th floor, Governor General 1 room
Chair: Anurag Saxena, Chair of AFMC Committee on PGME, AFMC - Association of Faculties of Medicine of Canada

2:30PM – 4:30PM
Canadian Post-M.D. Education Registry (CAPER) Colloquium and Policy Committee Meeting
Lord Elgin Hotel, Upper Lobby, Pearson Room
Chair: Salvatore Spadafora, Chair of CaPER, CAPER - Canadian Post-M.D. Education Registry

3:00PM – 4:00PM
Joint Meeting of PGME Deans and CFPC
Westin Ottawa, 4th floor, Governor General 1 room
Chair: Anurag Saxena, Chair of AFMC Committee on PGME, AFMC - Association of Faculties of Medicine of Canada

3:00PM – 3:30PM
Conference Refreshment Break
Ottawa Convention Centre, Level 3, Canada Hall 2 & 3 - Exhibit Hall
3:30PM – 5:00PM
Learner Forum
Ottawa Convention Centre, Level 3, Canada Hall 1
Refer to page: 68

3:30PM – 5:00PM
BEME Board Meeting
Westin Ottawa, 4th floor, New Brunswick room
Chair: Albert Scherpbier, BEME Board Chair

3:30PM – 5:30PM
Réunion de la Conférence des doyens des facultés de médecine du Québec (CDFM)
Ottawa Convention Centre, Level 1, room 100 - Executive Boardroom
Chair: Hélène Boisjoly, Dean, University of Montréal

4:00PM – 6:00PM
FMEC Co-Chair, Transitions Sub-Committee
Westin Ottawa, Executive / Lower Level, Cedar room
Co-Chairs: Jay Rosenfield, Vice Dean, Undergraduate Medical Education, University of Toronto and Kam Rungta, Senior Advisor to Executive Associate Dean, Faculty of Medicine, University of British Columbia

5:00PM – 6:00PM
AFMC Presidential Address and Awards Ceremony
Westin Ottawa, 4th floor, Confederation 1 & 2 rooms
Chair: Geneviève Moineau, President, AFMC - Association of Faculties of Medicine of Canada
Join us for Dr. Genevieve Moineau’s first address as the President & CEO of the AFMC. Also, come and celebrate excellence in medical education by supporting our AFMC award winners from our Canadian faculties of medicine. A reception will follow. This event is complimentary but preregistration is required.

5:30PM – 8:00PM
CAME Foundation AGM/CAME AGM and Certificate of Merit Award Presentations
Westin Ottawa, 4th floor, Confederation 3 room
CAME Chair: Jocelyn Lockyer, President Elect, University of Calgary and
CAME Foundation Chair: Glen Bandiera, Acting President, Chief of Emergency Medicine Associate Dean, PGME (Admissions and Evaluation)

6:00PM – 7:30PM
Ottawa Best Practices in Selection Reception
Westin Ottawa, 3rd floor, Saskatchewan room
Host: Jennifer Cleland, Chair of the Division of Medical and Dental Education (DMDE) at the University of Aberdeen

6:00PM – 7:30PM
Ottawa Conference Reunion
Westin Ottawa, 4th floor, Nunavut room
Host: Ronald Harden, Joint Founder, Ottawa Conferences

6:00PM – 8:00PM
McMaster University - Faculty of Medicine
Fairmont Chateau Laurier, Mezzanine, Renaissance room
Hosts: Alan Neville, Associate Dean, Education, McMaster University and Rob Whyte, Assistant Dean, Undergraduate Medical Program, Faculty of Health Sciences, McMaster University Mark Walton, Assistant Dean, Postgraduate Medical Program, Faculty of Health Sciences, McMaster University

6:00PM – 8:00PM
Memorial University Alumni Reception
Fairmont Chateau Laurier, Mezzanine, Burgundy room
Host: James Rourke, Dean, Memorial University
6:00PM – 8:00PM
Queen’s University Reception for Faculty, Staff and Alumni
Westin Ottawa, 3rd floor, Les Saisons room
Host: Leslie Flynn, Vice Dean, Education, Queen’s University

6:00PM – 10:00PM
Université Laval - Réception du Doyen
Fairmont Chateau Laurier, Mezzanine, Tudor room
Host: Rénald Bergeron, Dean, Laval University

6:00PM – 7:30PM
Université de Montréal - Lancement “Pour un cursus d’études médicales axé sur les compétences”
Westin Ottawa, 4th floor, Quebec room
Host: Hélène Boisjoly, Dean, University of Montréal

6:00PM – 8:00PM
University of Alberta Faculty and Friends Reception
Westin Ottawa, 4th floor, Governor General 3 room
Host: Douglas Miller, Dean, University of Alberta

6:00PM – 8:00PM
University of Ottawa Reception
Fairmont Chateau Laurier, Mezzanine Level, MacDonald Room
Host: Jacques Bradwejn, Dean, University of Ottawa

6:00PM – 7:30PM
Schulich School of Medicine & Dentistry Reception for Faculty, Staff and Alumni
Fairmont Chateau Laurier, First Floor, Quebec Suite
Host: Michael J. Strong, Dean, Distinguished University Professor Arthur J. Hudson Chair in ALS Research, Western University

MONDAY, APRIL 28, 2014

6:00AM – 7:00AM
Yoga
Westin Hotel, 4th floor, Governor General 2 Room

6:25AM
Morning Run
Meet in the lobby of the Westin Hotel for a light, guided 5k run.

7:15AM – 8:15AM
CAME CLIME/ICLEM Reunion
Westin Ottawa, 3rd floor, Les Saisons room
Chair: Susan Lieff, Director of New and Emerging Academic Leaders Program, Centre for Faculty Development, Professor, Department of Psychiatry Vice Chair of Education Faculty of Medicine, University of Toronto

8:00AM – 8:30AM
Canadian Healthcare Education Commons Speed Session: New Opportunities on CHEC-CESC for Online Collaboration
Westin Ottawa, 3rd floor, Saskatchewan room
8:00AM – 4:00PM

White Coat Warm Art Exhibit
Westin Ottawa, 2nd floor, British Columbia & Manitoba rooms
Co-Chairs: Carol Ann Courneya, Assistant Dean Office of Student Affairs, Department Cellular and Physiological Sciences, University of British Columbia and Pamela Brett-MacLean, Director, Arts & Humanities in Health & Medicine Program, Faculty of Medicine and Dentistry, University of Alberta

8:30AM – 10:00AM
Plenary - Making Teaching and Assessment Relevant
Ottawa Convention Centre, Level 3, Canada Hall 1
Refer to page: 63

10:00AM – 4:00PM

AFMC Institutional Advancement Group
Westin Ottawa, 4th floor, Governor General 3 room
Co-Chairs: Susan Maroun, Manager of Marketing and Communications, University of Ottawa and Geneviève Bhérer, Directrice facultaire des communications et de la philanthropie, Faculty of Medicine, University of Laval

10:00AM – 11:30AM
AFMC Student Portal Privacy and Confidentiality of Information Group
Fairmont Chateau Laurier, Mezzanine, Palladian room
Chair: Catherine Peirce, Project Manager, eLearning, AFMC - Association of Faculties of Medicine of Canada

10:00AM – 12:00PM
CaRMS Finance and Audit Committee Business Meeting
Westin Ottawa, Executive / Lower Level, Cedar room
Chair: Dr. Anurag Saxena, Chair, CaRMS Finance and Audit Committee, CaRMS - Canadian Resident Matching Service

10:00AM – 10:30AM
Conference Refreshment Break
Ottawa Convention Centre, Level 3, Canada Hall 2 & 3 - Exhibit Hall

10:00AM – 5:00PM
Réunion de la Conférence des vice-doyens aux études médicales postdoctorales des facultés de médecine québécoises (CVDFM)
Ottawa Convention Centre, Level 1, room 100 - Executive Boardroom
Chair: Serge Langevin, Vice-Dean, Postgraduate Medical Education, University of Sherbrooke

10:00AM – 12:00PM
Faculty Affairs Group
Westin Ottawa, 4th floor, Alberta room
Chair: Margaret Steele, Chair, “Faculty Affairs Committee”, AFMC - Association of Faculties of Medicine of Canada

10:00AM – 3:00PM
MAC-COFM
Fairmont Chateau Laurier, Mezzanine, l’Orangerie room
Chair: Mark Hanson, Associate Dean, Undergraduate Admissions and Student Finances, University of Toronto
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<th>Time</th>
<th>Event</th>
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| 10:00AM – 12:00PM | **Undergraduate Administrator Group**  
Westin Ottawa, 4th floor, Governor General 1 room  
Chair: Linda Chenard, Operations Manager, MD Program, University of Ottawa |
| 10:30AM – 12:30PM | **AFMC Professionalism Group**  
Westin Ottawa, 3rd floor, Les Saisons room  
Co-Chairs: Heather Lochnan, Associate Professor of Medicine, University of Ottawa and Gurdeep Parhar, Associate Dean Equity and Professionalism, Faculty of Medicine, University of British Columbia |
| 10:30AM – 12:00PM | **AFMC Hot Topic: Bringing Home the Accreditation of our Medical Schools - Help us Shape our Future!**  
Ottawa Convention Centre, Level 3, Canada Hall 1  
Refer to page: 65 |
| 12:00PM – 1:30PM | **Conference Lunch**  
Ottawa Convention Centre, Level 3, Canada Hall 2 & 3 - Exhibit Hall |
| 12:00PM – 1:30PM | **CAME Annual Awards Luncheon**  
Westin Ottawa, 4th floor, Confederation 3 room  
Chair: Jocelyn Lockyer, President Elect, University of Calgary |
| 12:00PM – 1:30PM | **CaRMS Luncheon for Undergraduate and Postgraduate Administrators**  
Fairmont Chateau Laurier, Mezzanine, Renaissance room  
Chair: Ryan Kelly, Manager, Client Services, CaRMS - Canadian Resident Matching Service |
| 1:00PM – 4:30PM | **AFMC Assessment in Interprofessional Education**  
Fairmont Chateau Laurier, Mezzanine, Burgundy room  
Co-Chairs: Lesley Bainbridge, Director, Interprofessional Education, University of British Columbia and Rosemary Brander, Senior Researcher & Program Evaluator Centre for Studies in Aging & Health, Providence Care Kingston, ON |
| 1:00PM – 3:30PM | **CHEC-CESC Business Meeting**  
Westin Ottawa, 3rd floor, Saskatchewan room  
Co-Chairs: Geneviève Moineau, President & CEO, AFMC - Association of Faculties of Medicine of Canada and Catherine Peirce, Project Manager, e-Learning, AFMC - Association of Faculties of Medicine of Canada |
| 1:30PM – 3:00PM | **ASPIRE Board Meeting**  
Westin Ottawa, 4th floor, New Brunswick room  
Chair: David Wilkinson, ASPIRE Board Chair |
| 2:00PM – 4:00PM | **BEME in Canada Interest Group**  
Westin Ottawa, 4th floor, Governor General 1 room  
Chair: Yvonne Steinert, Director, Centre for Medical Education, McGill University |
| 3:00PM – 3:30PM | **Conference Refreshment Break**  
Ottawa Convention Centre, Level 3, Canada Hall 2 & 3 - Exhibit Hall |
4:00PM – 6:00PM

FMEC PG Clinical Teachers Working Group

Fairmont Chateau Laurier, Mezzanine, Palladian room

Chair: Constance Leblanc, VP Education, The Association of Faculties of Medicine of Canada (AFMC)

4:30PM – 6:30PM

CAME PACCC Follow Up

Westin Ottawa, Executive / Lower Level, Cedar room

Chair: Claire Touchie, Chief Medical Education Advisor, Medical Council of Canada

6:30PM – 11:30PM

Official Conference Social Event

Ottawa Convention Centre, Level 4, Trillium Ballroom

Celebrate the un-boring in our nation’s capital.

Ottawa has long been considered a conservative sleepy government town wedged between two of Canada’s most popular cities; in fact, we boast two boring awards. Always willing to support our city, the University of Ottawa Faculty of Medicine is redefining social soirees in the Nation’s Capital through the creation of charismatic and entertaining events that not only leave a lasting impression for guests but also defy expectations...even if they were low to being with.

With entertainment led by internationally recognized Canadian comedian and impersonator André-Philippe Gagnon and surprising twists throughout the evening we look forward to showing you what Ottawa is all about. So get prepared to dine on authentic Canadian specialties that best represent our culinary accomplishments and, if you are brave enough, bite a beaver tail!

So join us for the Monday night soirée. It really won’t be boring. We swear.

Pre-registration is required and tickets will be collected at the door.

TUESDAY, APRIL 29, 2014

6:00AM – 7:00AM

Yoga

Westin Hotel, 4th floor, Governor General 2 Room

6:25AM

Morning Run

Meet in the lobby of the Westin Hotel for a light, guided 5k run.

7:00AM – 8:30AM

CCME SPC 2014/2015 Planning Committee

Fairmont Chateau Laurier, First Floor, Quebec Suite

7:15AM – 8:30AM

Conference Breakfast

Ottawa Convention Centre, Level 3, Canada Hall 2 & 3 - Exhibit Hall

7:30AM – 9:00AM

CUFMED - Networking Breakfast

Fairmont Chateau Laurier, Mezzanine, MacDonald room

Chair: Amy Tan, Undergraduate Director, University of Alberta, representing the College of Family Physicians of Canada
### 8:00AM – 4:00PM
**White Coat Warm Art Exhibit**
*Westin Ottawa, 2nd floor, British Columbia & Manitoba rooms*

Co-Chairs: Carol Ann Courneya, Assistant Dean Office of Student Affairs, Department Cellular and Physiological Sciences, University of British Columbia and Pamela Brett-MacLean, Director, Arts & Humanities in Health & Medicine Program, Faculty of Medicine and Dentistry, University of Alberta

### 8:30AM – 4:30PM
**AFMC Institutional Advancement Group**
*Ottawa Convention Centre, level 1, room 107*

Co-Chairs: Susan Maroun, Manager of Marketing and Communications, University of Ottawa and Geneviève Bhérer, Directrice facultaire des communications et de la philanthropie, Faculty of Medicine, University of Laval

### 8:30AM – 10:00AM
**Business Meeting, Canadian Centres for Research in Health Professions Education**
*Ottawa Convention Centre, Level 1, room 100 - Executive Boardroom*

Chair: Lorelei Lingard, Director, Centre for Education Research & Innovation, Western University

### 10:00AM – 10:30AM
**Conference Refreshment Break**
*Ottawa Convention Centre, Level 3, Canada Hall 2 & 3 - Exhibit Hall*

### 10:30AM – 12:00PM
**Plenary - Miriam Friedman Ben-David Lecture: Selecting for Personal Suitability**
*Ottawa Convention Centre, Level 3, Canada Hall 1*

Refer to page: 64

### 11:30AM – 1:00PM
**Conference ‘Grab and Go’ snack.**
*Ottawa Convention Centre, Level 3, Parliament Foyer*

### 1:00PM – 5:00PM
**AFMC Invitational Symposium - Made in Canada Medical School Admissions: The Way Forward**
*Westin Ottawa, 4th floor, Governor General 1 room*

Chair: Geneviève Moineau, President, AFMC - Association of Faculties of Medicine of Canada
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Plenary Speakers

Saturday April 26

4:00PM – 5:30PM

Ottawa Convention Centre, Level 3, Canada Hall 1

AFMC-AMS J. WENDELL MACLEOD MEMORIAL LECTURE: ASSESSMENT TRANSFORMATION OF HEALTH CARE

Changes to health professions education across the continuum hold the promise of improving population health outcomes and the quality of patient care while reducing costs. Assessment can play a central role in achieving this promise. It offers the ability to ensure, direct, motivate and create learning. This session will explore how assessment can support the transformation of health care in terms of protecting patients and improving the health of communities, while at the same time creating and supporting the learning of health care providers throughout their careers.

Learning Objectives

After attending this session, the participants will:

1. Understand the transformative possibilities for assessment in terms of improving population health outcomes and the quality of patient care while reducing costs
2. Be exposed to some of the assessment methods available to support reform
3. Understand the resources required to support learning and create change
4. Understand the limitations of assessment in supporting learning and creating change

Speaker: Dr. John Norcini, President and Chief Executive Officer, Foundation of Advancement for Medical Education and Research

John J. Norcini, PhD, is President and CEO of the Foundation for Advancement of International Medical Education and Research (FAIMER®). FAIMER has an active research program on international health professions education and physician migration, global fellowship programs for faculty from health professions schools, and databases of recognized medical schools around the world. For the 25 years before joining the Foundation, Dr. Norcini held a number of senior positions at the American Board of Internal Medicine. His principal academic interest is in the assessment of physician performance. Dr. Norcini has published extensively, lectured and taught in many countries, and is on the editorial boards of several peer-reviewed journals in educational measurement and medical education.
Sunday April 27

8:30AM – 10:00AM

Ottawa Convention Centre, Level 3, Canada Hall 1

**NEWER PRINCIPLES OF TEACHING, LEARNING AND ASSESSMENT**

**Speaker: Professor Des Gorman MD PhD, Professor of Medicine and Associate Dean, Faculty of Medical and Health Sciences, the University of Auckland (Head of the School of Medicine 2005-2010)**

Member, Board of Directors, the New Zealand Accident Compensation and Rehabilitation Corporation (ACC)

Executive Chairman, Health Workforce New Zealand, Ministry of Health

Member, National Health Board, Ministry of Health

Member, Capital Investment Committee, Ministry of Health

Member, New Zealand Government Welfare Working Group, Ministry of Social Development

Member, Expert Panel on Veterans’ Health, Department of Veterans’ Affairs

Former Naval officer (submarine officer and mine warfare and clearance diving officer).

**Planning the disposition and training of healthcare workers for an uncertain future**

The future health care milieu is uncertain. Predictably, conventional approaches to planning future health care systems, necessary health care workforces and their underpinning training is frequently “wrong”. The participation of some elements of the health care workforce in work is more dependent on general economic conditions than it is on either health need or plans. As such, the health care workforce often transitions quickly from “feast to famine” and back. A different approach to planning the necessary future health care workforce has been successfully implemented in New Zealand. This is based on addressing as many as is possible of scenarios of how health care might be delivered. The scenarios are generated by groups of subject matter experts and professional opinion leaders, are aggregated into services and solutions are integrated capital, IT and workforce projections.

**Speaker: Brian D. Hodges, MD, PhD, FRCPC**

Vice-President Education, University Health Network

Professor, Department of Psychiatry, University of Toronto

Brian D. Hodges is Professor in the Faculty of Medicine and Faculty of Education (OISE/UT) at the University of Toronto, the Richard and Elizabeth Currie Chair in Health Professions Education Research at the Wilson Centre for Research in Education and Vice President Education at the University Health Network (Toronto General, Toronto Western Princess Margaret and Toronto Rehab Hospitals). He leads the AMS Phoenix Project: A Call to Caring, an initiative to rebalance the technical and compassionate dimensions of healthcare.

**Scylla and Charybdis: Caught between examination and reflection in medical education**

A peculiar disjunction is apparent in the assessment of the health professionals. On one hand there has been an explosion of testing technologies such that health professionals undergo an almost endless series of written and performance examinations during training and practice. They live in what Michel Foucault called the ‘examined society’ in which constant surveillance and testing locates the responsibility for competence externally to individuals. Simultaneously a different discourse about assessment is gaining adherents, one that is tethered to a ‘trinity’ of reflective technologies: self-assessment, self-direction and self-regulation. This approach places the locus for control of competence internally, requiring portfolios and reflective diaries. Both conceptions of assessment have significant advantages but also limitations and even adverse effects. How does the health professional educator navigate between the Scylla of excessive external examination and the Charybdis of naïve reliance on self-assessment?
Monday April 28

8:30AM – 10:00AM

Ottawa Convention Centre, Level 3, Canada Hall 1

PLENARY SPEAKERS

MAKING TEACHING AND ASSESSMENT RELEVANT

Speaker: Professor Trudie E. Roberts BSc., MB.ChB, PhD, FRCP, FHEA
Director – Leeds Institute of Medical Education, University of Leeds, England

Professor Roberts graduated from Manchester with a degree in Medicine and a BSc in Anatomy. She undertook her early medical training in Manchester and her research in Manchester and the Karolinska Institute in Sweden. In 1995 she was appointed Senior Lecturer in Transplant Immunology at the University of Manchester. In 2000 she was appointed Professor of Medical Education at the University of Leeds. She was awarded a National Teaching Fellowship in 2006. In 2009 she was appointed Director of the Leeds Institute of Medical Education. She was a council member of the General Medical Council from 2009 until 2012 and Chair of the Association for the Study of Medical Education until July 2013. She is a council member and Censor for the Royal College of Physicians of London. In September 2013 she takes over as President of the Association for Medical Education in Europe. Professor Roberts’s main interests and expertise are in the areas of assessment of competence, professionalism, and transitions in training and education. She is married to a surgeon, has two children and dreams of owning a Subaru WRX.

Cheating in Assessments: Doing, Detecting and Deterring

Cheating is commonly defined as breaking the rules to gain advantage. How common is cheating in medical school examinations? It probably occurs more frequently than we would like to think. Why do students do it and how do they justify it when found out? Is cheating more morally wrong in would-be doctors than in other students? Are some types of cheating worse than others? How can we expose this type of deception and how can we deter students from deciding to cheat in assessments. In this presentation I will explore these issues and look at the dilemma posed by medical students and trainee doctors who are academically dishonest.

Speaker: Glenn Regehr, PhD
Professor, Department of Surgery
Associate Director (Research), Centre for Health Education Scholarship, University of British Columbia

Glenn Regehr completed his PhD in cognitive science from McMaster University in 1993. During his subsequent 20 years in medical education, Dr. Regehr has held positions as: Research Associate in Medical Education at the Program for Education Research and Development, McMaster University; Professor, Senior Scientist, Associate Director and Currie Chair in Health Professions Education Research at the Wilson Centre, University of Toronto; Acting Assistant Dean and Director of the Academy for Innovation in Medical Education, University of Ottawa; and, since 2009, Professor and Associate Director (Research) at the Centre for Health Education Scholarship at the University of British Columbia.

What if they aren’t playing our game? : Education theories, curriculum intent and learner goals re-examined

As education theorists and innovators we carefully construct curricular strategies and practices based on our goals regarding what we want students to acquire and on our understanding of what will maximize that acquisition. Most of these strategies and practices are designed with the assumption that students appreciate our goals and adopt them as their own ... that students are willing participants in our plans for them and play along. It is likely, however, that several social and environmental factors of our own making lead our students to a different set of goals that are focused around efficiently and effectively accomplishing the tasks they perceive as necessary to succeed in the system. If we are trying to make teaching and assessment more relevant to our goals for the students, therefore, perhaps the question we should be challenging ourselves with is not what educational strategies would ideally maximize the acquisition of these goals, but rather how do we create willing partners in our students, and what do our grand educational strategies reduce to if they don’t play along?
Tuesday April 29

10:30AM – 12:00PM

Ottawa Convention Centre, Level 3, Canada Hall 1

**MIRIAM FRIEDMAN BEN-DAVID LECTURE**

**Selecting for Personal Suitability**

Medical school training can give a future doctor the basic knowledge required, and foster their skills for updating that knowledge to ensure continued academic competence. It can also teach or nurture the development of some of the other skills and attitudes in the competency list. But it is unrealistic to expect that medical education can do it all, particularly if the student is attitudinally unsuited or otherwise ill-equipped in their psychological makeup to meet the expectations of the profession and the community outlined above. Acceptance of this line of thought must lead us to acknowledge that we should take particular care in selecting medical students – future medical practitioners – basing our choice on a range of criteria that reflect the picture of the generic good doctor. In my presentation I will describe techniques and methods that have been used to measure some non-academic and non-cognitive qualities and provide empirical data on their reliability, construct validity and, most important, their predictive validity that supports their adoption for the purpose of selecting suitable future health professionals.

**Speaker: Dr. David Powis, Professor, School of Medicine and Public Health, Faculty of Health, University of Newcastle, Australia**

David Powis graduated BSc PhD from the University of London and has been a university teacher of, and researcher in, physiology and medical education since 1972. At the University of Newcastle, Australia from 1978, he developed a professional interest and worked extensively in the area of medical student selection with the aim of establishing fair principles and appropriate strategy for selecting students for health professional courses. Since 1997 he has worked with Miles Bore and Don Munro to develop and evaluate the Personal Qualities Assessment (www.pqa.net.au) as an instrument for this strategy.

Currently David Powis is a professor in the School of Medicine and Public Health and a conjoint professor in the School of Psychology at the University of Newcastle, an Adjunct Professor in the Faculty of Medicine at the University of Western Sydney, and a Visiting Professor at the University of Glasgow, Scotland.
AFMC Hot Topic

Monday, April 28

10:30 A.M. – 12:00 P.M.

Ottawa Convention Centre, Third floor, Canada Hall 1

BRINGING HOME THE ACCREDITATION OF OUR MEDICAL SCHOOLS - HELP US SHAPE OUR FUTURE!

The Association of Faculties of Medicine of Canada and the Canadian Medical Association, as co-sponsors of the accreditation of Canadian medical schools, invite you to learn about how we are bringing home the standards and processes for the accreditation of our medical schools. This public presentation of the standards and processes by the leading members of the Committee on Accreditation of Canadian Medical Schools will be the final opportunity for you to provide your input and help us shape our future!

Speakers:

Dr. Geneviève Moineau

Dr. Geneviève Moineau, MD, FRCPC, is President and CEO of the Association of Faculties of Medicine of Canada (AFMC). AFMC represents the 17 faculties of medicine in Canada and promotes excellence in health education and research to optimize the health of Canadians. Since June 2011, Dr. Moineau served as VP Education at the AFMC and the Secretary to CACMS and CACME. In these roles she has led the Canadian Conference on Medical Education team, supported the Future of Medical Education in Canada MD and PG projects, been a member of the negotiation team for UG accreditation and has been the Canadian liaison to the AAMC Committee on Student Questionnaires in support of the Canadian Graduation Questionnaire. Dr. Moineau brings a wealth of expertise and experience to these important portfolios and is fluently bilingual.

Dr. Moineau is a MD graduate of the University of Ottawa and completed her Pediatric Residency at University of Toronto Hospital for Sick Children. She has served as Associate Dean, Undergraduate Medical Education, as well as Pediatric Clerkship Director and Paediatric Emergency Medicine Program Director at the University of Ottawa. She was nominated as the Honorary Class President by the graduating class on seven occasions. A Faculty of Medicine Leadership Award had been established in her name. She is the recipient of the Faculty of Medicine 2010 Award of Distinction.

Dr. Moineau continues to practice Pediatric Emergency Medicine at the Children’s Hospital of Eastern Ontario, and hold the rank of Associate Professor, Department of Paediatrics at the University of Ottawa.

Dr. Martin Vogel

Martin Vogel received his Bachelor of Medicine & Bachelor of Surgery from the University of Cape Town, South Africa were he also worked Registrar in General Surgery, Surgical Specialties and Orthopedics. He has worked in Saskatchewan where he also served as the Senior Physician Executive of the Cypress Health Region and currently maintains active clinical practice at the MacArthur Family Medicine Centre in Ottawa. Dr Vogel has been an active physician advocate serving in a number of positions in the Saskatchewan Medical Association including the office of President and has been a Board member of both the SMA and the CMA. From 2004 to 2011 served as the CEO of the Saskatchewan Medical Association. Since 2011 he became the Vice-President of Community Building and represented the CMA on the Canadian/ American Accreditation Task Force.
Dr. Roger Strasser

Since September 2002, Dr Strasser has been Dean of the Northern Ontario School of Medicine (NOSM), a joint initiative of Lakehead University in Thunder Bay and Laurentian University in Sudbury. Dr Strasser came to Canada from Australia where he was Head of the Monash University School of Rural Health. Between 1992 and 2004, Dr Strasser also had an international role as Chair of the Working Party on Rural Practice of Wonca, the World Organization of Family Doctors. He has received many prestigious awards including: Honorary Fellowship of the Royal College of General Practitioners (UK); the Louis Ariotti Award for excellence and innovation in rural and remote health in Australia; Fellow of Wonca; the inaugural Small, Rural and Northern Award of Excellence by the Ontario Hospital Association; and, the Australian College of Rural and Remote Medicine Life Fellowship Award. In 2011, Professor Strasser was appointed a Member in the General Division Order of Australia (AM) and a Fellow of Monash University. At the Prince Mahidol Award Conference on Transformative Learning for Health Equity in January 2014, Professor Strasser received a Special Award for Outstanding Health Professional Educators recognizing educational innovation that has led to the production of quality health professionals for rural and remote areas, and his visionary leadership that has changed paradigms of learning.

Donald McKay PhD

Dr. Donald McKay is Professor of Physiology in the Faculty of Medicine of Memorial University of Newfoundland. He was appointed Associate Dean, Undergraduate Medical Education in November 2011 following appointments as Assistant Dean of Graduate Studies and Associate Dean of Research and Graduate Studies. Dr. McKay is a current member of the AFMC Undergraduate Medical Education Committee, the AFMC Equity, Diversity and Gender (EDG) Group and a past member of the AFMC Faculty Development Committee. Dr. McKay is active in the Canadian Hypertension Education Program (CHEP), a national organization that annually produces evidence-based practice guidelines and translates current scientific evidence into practical tools for physicians and the general public. Since 2013, Dr. McKay has served CACMS as one of the AFMC representatives. Currently he chairs the CACMS Subcommittee on Standards. He has served CACMS and the LCME five times as a survey team member and three of those times as team secretary.
Education Innovation Symposium and Education Research Symposium

SUNDAY APRIL 27

10:30AM – 12:00PM

EDUCATIONAL INNOVATION SYMPOSIUM: PUTTING EPAS INTO ACTION IN THE COMPETENCY-BASED EDUCATIONAL ENVIRONMENT

Ottawa Convention Centre, Level 3, Canada Hall 1

Entrustable Professional Activities (EPAs) are recognized as a novel and innovative approach to competency-based assessment (CBA). The literature on EPAs is rapidly expanding. The next step, that of taking the theory of EPAs and practically applying them within a CBA assessment is still relatively novel. This symposium will feature speakers who will explain why EPAs fit well with CBA and discuss 2 examples where EPAs are actively being used as a foundation for CBA in undergraduate and postgraduate training programs situated in two different countries.

Objectives:
By the end of this symposium participants will have (1) become familiar with how EPAs support competency based assessment; (2) heard about two different approaches to implementing EPAs in two different training environments (3) had an opportunity to discuss with the speakers the considerations, pitfalls, and successes of using EPAs for CBA.

Moderator: Ian Casson, MD, MSc, CCFP, FCFP; Scientific Program Committee, CCME, Department of Family Medicine, Queen's University

Speakers:
Dr. Jane Griffiths, Assistant Professor, Department of Family Medicine, Queen’s University in Kingston, Ontario, Canada
Dr. Karen Schultz, Associate Professor and Program Director, Department of Family Medicine, Queen’s University in Kingston, Ontario Canada
Th.J. (Olle) ten Cate, PhD, Professor of medical education, Director of the Center for Research and Development of Education, University Medical Center Utrecht
Dr. Harm Peters, Professor and Head of the Dieter Scheffner Center for Medical Education, Charité – Universitätsmedizin Berlin, Germany

1:30PM – 3:00PM

EDUCATION RESEARCH SYMPOSIUM: ASSESSING CLINICAL TEACHERS’ PROFESSIONAL BEHAVIORS

Ottawa Convention Centre, Level 3, Canada Hall 1

"COLLECTIVE COMPETENCE": SHARING INSIGHTS FROM EMPIRICAL RESEARCH & DEVELOPING STRATEGIES FOR FURTHER EXPLORATION

Competence is a cherished idea in medical education. The concept of "collective competence" has recently been proposed as a way to account for aspects of competence not reducible to the individual but emerging from social or organizational systems. The goal of this research symposium is to refine the concept of collective competence, consider its implications for medical education, and share strategies for developing a research agenda. The moderator will introduce the session and facilitate audience engagement. Each of the three speakers will draw on their research program to illustrate particular dimensions of collective competence and to demonstrate how different methodologies and theoretical orientations offer unique insights. Following these presentations, the audience and panelists will engage in discussion regarding 1) the affordances and limitations of collective competence as a concept, and 2) the development of a research agenda to refine our understanding of what it is and how it works in medical education.

Moderator: Lorelei Lingard, PhD, Professor and Director, Department of Medicine and Centre for Education Research & Innovation, Schulich School of Medicine & Dentistry, Western University

Speakers:
Speaker 1: Mark Goldszmidt, Associate Professor and Director, Department of Medicine and Centre for Education Research & Innovation, Schulich School of Medicine & Dentistry, Western University
Speaker 2: Stella Ng, Assistant Professor, Centre for Faculty Development & Centre for Ambulatory Care Education, University of Toronto
Speaker 3: Wael Haddara, Associate Professor, Department of Medicine and Centre for Education Research & Innovation, Schulich School of Medicine & Dentistry, Western University
AFMC Learner Forum

SUNDAY APRIL 27, 2014
3:30PM – 5:00PM

OPTIMIZING OUR HUMAN HEALTH RESOURCE UTILIZATION: VOICE OF THE FUTURE!

Ottawa Convention Centre, Level 3, Canada Hall 1

Chair: Constance LeBlanc, VP Education, AFMC
Presenters: Jesse Kancir, President, Canadian Federation of Medical Students Valérie Martel, Président, Fédération médicale étudiante du Québec, Jennifer Meloche, Joseph Dahine, President, Fédération des médecins résidents du Québec.

Medical students and resident physicians from across Canada have selected Human Health Resources as the focus for this years’ Learner Forum. Presentations by all four national student and resident organizations will document the magnitude of this issue nationally, ask questions and propose solutions setting the stage for lively discussion. Come hear our learners’ topic of the year Human Health Resources and foster partnerships to address this important issue.
The Ottawa Conference Symposia

**SUNDAY APRIL 27**

10:30AM – 12:00PM

**OTT SA-1**

**NBME Stemmler Grants: Demonstrating Excellence in Assessment and Evaluation**

*Fairmont Chateau Laurier, Ground floor, Laurier Room*

Organised by National Board of Medical Examiners (NBME)

**Presenters:**
Dr Kevin Eva, University of British Columbia, Canada
Dr Larry Gruppen, University of Michigan, USA
Dr Maxine Papadakis, UCSF School of Medicine, USA
Dr David B Swanson, NBME (Moderator)

2015 marks the 100th anniversary of the NBME. The mission of the NBME is improving healthcare around the world through assessment and that mission supports directly the theme of the 2014 Ottawa Conference, “Transforming Healthcare through Excellence in Assessment and Evaluation”.

One mechanism the NBME uses to transform healthcare through excellence in assessment is the awarding of grant funds to support research in assessment through the Stemmler Fund. The goal of the Stemmler Fund is to provide support for research or development of innovative assessment approaches that will enhance the evaluation of those preparing to, or continuing to, practice medicine. The symposium will highlight the work of three Stemmler recipients and consider the impact their work has had on assessment and evaluation of medical professionals and suggestions for continued research in assessment and evaluation.

1:30PM – 3:00PM

**OTT SB-1**

**Validity Issues in Medical Education Assessment**

*Fairmont Chateau Laurier, Ground floor, Laurier Room*

**Presenters:**
Katharine Boursicot, Lee Kong Chian School of Medicine, Singapore
Richard Fuller, University of Leeds, UK
Marjan Govaerts, Maastricht University, Netherlands
Saskia Wools, CITO, Netherlands
Trudie Roberts, University of Leeds, UK (Chair)

The symposium brings medical education testing under scrutiny in relation to more modern argument-based approaches to validity. While the traditional psychometric discourse has been, and is still, dominant in medical education assessment, there are growing concerns that there are limitations to this view, especially in the context of newer assessment tools, such as workplace-based assessments. It is our intention to highlight the wider outlook provided by the unitary concept of validity, with its requirement to consider a range of different factors/evidence when making interpretations of test results, especially in high-stakes situations. The presenters will provide an international perspective of how far the modern views of validity have impacted on medical education testing.
OTT SB-2

The Non-Medical Expert Roles: Methodological Challenges to Assessment and Evaluation

Fairmont Chateau Laurier, Lower level, Canadian Room

Presenters:
Ayelet Kuper (Wilson Centre, Toronto, Canada), Cynthia Whitehead (University of Toronto, Canada), Rachel Ellaway (Northern Ontario School of Medicine, Canada)

Discussant: Brian Hodges (University of Toronto/Wilson Centre, Canada)

The widespread adoption of role-based competency frameworks, such as CanMEDS, has highlighted the importance of assessing physician roles (often called “non-Medical Expert” or “Intrinsic” roles) that go beyond the performance of medical knowledge and technical skills. This symposium will provide a range of contrasting theoretically-grounded non-psychometric perspectives that challenge concepts such as authenticity and identity that are bound up with the non-Medical Expert roles. We will explore novel approaches to the assessment of these roles and the evaluation of the curricula that support them. Our aim is to draw the audience into a robust and constructive conversation about the assessment of the non-Medical Expert roles in order to explore theoretical, methodological and practical directions for medical educators and researchers to employ in their own practices.

3:30PM – 5:00PM

OTT SC-2

Exploring Rater Cognition in Workplace-Based Assessment from Three Different Research Perspectives

Fairmont Chateau Laurier, Lower level, Canadian Room

Presenters:
Eric Holmboe, American Board of Internal Medicine, Pennsylvania, USA
Andrea Gingerich, Northern Medical Program (UBC Medicine), BC, Canada
Jennifer Kogan, Perelman School of Medicine, University of Pennsylvania, USA
Peter Yeates, University of Manchester, United Kingdom
Marjan Govaerts, Maastricht University, Netherlands

Workplace-based assessments are an integral part of our assessment systems. In efforts to improve the defensibility of assessment decisions and our accountability to patient safety, researchers have begun investigating raters’ cognitive processes. Although a relatively new domain of inquiry, there appear to be three distinct (though not exclusive) perspectives on rater cognition. One considers raters’ cognitive processing to be conscious and controllable, and seeks tangible training solutions. A second acknowledges the automatic and unavoidable limitations of human cognition and will ultimately seek to provide design solutions to minimize such weaknesses. The third casts the rater as a valuable source of information whose expertise is squandered in current practices but could be harnessed in radically different assessment approaches. This symposium features a group of international rater cognition researchers representing the current understanding of rater cognition. We see this symposium as an important tool for stimulating a discussion about prevailing assumptions and conceptual gaps as well as potential implications for improving assessment.

OTT SC-1

What is best practice in the selection of medical students?

Fairmont Chateau Laurier, Ground floor, Laurier Room

Presenters:
Professor Jennifer Cleland, University of Aberdeen, UK
Dr Sandra Nicholson, Barts and the London, UK
Prof Fiona Patterson, Cambridge University, UK
Dr Jonathan Dowell, University of Dundee, UK

Selection can be seen as the first assessment in the medical education and training pathway. Admission to medical school has traditionally used educational attainment as a primarily hurdle, increasingly in conjunction with aptitude test of some sort. Non-academic abilities are then usually considered by interview and/or other sources such as personal statements or even personality tests. However, these approaches have been criticised heavily on the basis of poor reliability as well as dubious validity and it is also clear they are not infallible: with regulators concerned about some of those entering medicine. And rarely is the major influence of self-selection considered. This symposium will explore the question “What is best practice in the selection of medical students?” from a number of angles including “evidential weight” and supporting Widening Participation. Emerging selection tools and their evidence-base will be reviewed, including Situational Judgement tests and Multiple Mini Interviews. Finally, the view of the regulator will be considered.
MONDAY APRIL 28

10:30AM – 12:00PM

OTT SD-1

Faculty Development and Learner Assessment: The Missing Link

*Fairmont Chateau Laurier, Ground floor, Laurier Room*

**Presenters:**
Yvonne Steinert, PhD, Centre for Medical Education, Faculty of Medicine, McGill University, Montreal, Canada
Beth-Ann M. Cummings, MD FRCPC MSc (Health Professions Education), Assistant Professor, Department of Medicine & Member, Centre for Medical Education
Robert Sternszus, MDCM FRCPC, Academic Pediatric Fellow, Department of Pediatrics and Member, Centre for Medical Education

The assessment of learners at all levels of the educational continuum is the focus of much debate and research, as are specific aspects of assessment including standard setting, psychometric properties of assessment methods, and the value of an assessment program. However, the role of clinical teachers in assessing students and residents, and the need to prepare faculty members to observe critically, question effectively, and judge appropriately, is often neglected. The goal of this symposium is to highlight the role that faculty development can play in promoting reliable, valid, and fair learner assessments. The symposium will highlight common approaches to preparing faculty for their role as assessors as well as the proposed content of a faculty development curriculum that includes the goals and principles of learner assessment, an overview of diverse assessment methods (including their strengths and limitations), standard setting and ‘inter-rater’ reliability, and the role of contextual factors in assessment. It has been said that the lack of agreement among faculty members – and the difficulty of assessing learners in a meaningful way – is a threat to the reliability and validity of decisions made about learner competence. The goal of this symposium is to address how faculty development can help to overcome this challenge.

OTT SD-2

What is Excellence in Assessment?

*Fairmont Chateau Laurier, Lower level, Canadian Room*

**Presenters:**
Trudie Roberts, MBChB, PhD, University of Leeds, UK
David Wilkinson, MD, PhD, Macquarie University, Australia
Ronald Harden, OBE, MD, AMEE, UK

There is increasing acceptance of the need to recognise, alongside excellence in research in medical schools, international excellence in education. The symposium examines the concept of excellence in education, in particular excellence in assessment. The ASPIRE programme was established to go beyond the traditional accreditation process and to recognise that the education programme in a medical school can be subjected to peer review against an agreed set of standards or benchmarks that identify world-class excellence in education. The criteria for excellence in assessment established by an international panel as part of the ASPIRE initiative will be explored. The ASPIRE initiative encourages and promotes outstanding performance and excellence in education and recognises that the characteristics of excellence will vary according to local contexts.

1:30PM – 3:00PM

OTT SE-1

Bridging the Gap: How Medical Education and Measurement Science can Better Collaborate to Meet Growing and Broadening Assessment Needs

*Fairmont Chateau Laurier, Ground floor, Laurier Room*

**Presenters:**
André F. De Champlain, PhD, Medical Council of Canada
Kevin Eva, PhD, University of British Columbia, Canada
Brownell Anderson, MEd, National Board of Medical Examiners, USA
Professor Dame Lesley Southgate, DBE, FRCP, FRCGP, St George's Hospital Medical School, UK
Ian Bowmer, MD, FRCPC, Medical Council of Canada (Discussant)

A widened perspective on assessment has been advocated to better meet the systemic nature of medical education. The aim of this symposium is to outline how measurement scientists and medical educators can better collaborate to
meet this desire. The symposium will start with a focus on past successful collaborative models between measurement science and medical education that might serve as a platform for moving forward. Issues that will then be addressed are: (1) Overcoming the Unintended Consequences of Competency-based Assessment – A Medical School Perspective; (2) Integrating Assessment Data and Educational Experiences Across the Continuum; (3) Workplace Assessment: Has Measurement Killed Judgement?

OTT SE-2

Medical Schools Council (MSC) assessment initiatives

*Fairmont Chateau Laurier, Lower level, Canadian Room*

**Presenters:**
- Prof Val Wass, Keele University, UK (Chair)
- Dr Katie Petty-Saphon, Medical Schools Council, UK
- Prof Simon Maxwell, University of Edinburgh, UK
- Siobhan Fitzpatrick, UK
- Prof Fiona Patterson, Work Psychology Group, UK

All 33 UK Medical Schools have formed an Assessment Alliance, working together to share good practice and resources and address issues of clinical competency standards. Individual medical school examinations are maintained, monitored by their regulator the General Medical Council. This symposium opens for discussion the challenges of shared test formats and compatibility of standards across this National initiative. The symposium includes: (1) Scene setting for those not familiar with UK processes; Role of the MSC/MSC-AA and its relation to the regulator; Academic freedom of medical schools vs. external accountability to stakeholders; Pros and cons of a national examination/need for comparability between schools. (2) The development and utility of a shared question bank: History and buy-in by schools; Development of good practice in assessment; IT issues; Practical issues

Comparison of passing standards using Rasch modeling: Conceptual issues; Application and initial results. (3) The development and utility of a national prescribing skills assessment: The problem of prescribing errors; Prescribing in relation to pharmacology and therapeutics; Experience with pilot online national assessments. (4) The place of Situational Judgements Tests for entry into residency (UK Foundation Programme): Lessons from industry and selection into general practice; Identification of the key roles of F1 doctors; Applicability to F1 selection; Experience with the SJT in selection.

3:30PM – 5:00PM

OTT SF-1

Multisource Feedback: Its controversies and challenges in providing feedback to practicing physicians

*Fairmont Chateau Laurier, Ground floor, Laurier Room*

**Presenters:**
- Jocelyn Lockyer PhD, University of Calgary, Canada
- Joan Sargeant PhD, Dalhousie University, Halifax, Nova Scotia, Canada
- John Campbell MBBS, University of Exeter Medical School, Exeter, UK
- Marianne Xhignesse MD, University of Sherbrooke, Sherbrooke, PQ, Canada
- Karen Mann PhD, Dalhousie University, Halifax, Nova Scotia, Canada

Multisource feedback (MSF) is increasingly being used as part of revalidation to assess physician performance across a range of competencies with particular emphasis on collaboration, communication, and professionalism. Both quantitative and qualitative data maybe collected. Feedback from medical colleagues, co-workers (e.g., nurses, pharmacists, technicians), and patients are aggregated and form the basis of the data. MSF approaches have been extensively examined for evidence of validity, reliability, feasibility, acceptability, equivalence, and educational/catalytic effect. This research has identified areas of concern and opportunities to enhance the potential of MSF to support physician learning and change. Four questions emerging from the literature will direct this symposia: (1) Rater selection. What is the optimal approach to selecting raters? Should the physician select the professionals who assess his/her competence? (2) Data presentation. How are MSF data optimally presented to participating physicians? What is the value in collecting qualitative data? (3) Feedback delivery and action plan development. What are the optimal approaches to feedback delivery? (4) Coaching and mentoring. What potential benefits would ‘coaching’ with a certified coach offer to the MSF process?
OTT SF-2

Some Promise and Pitfalls of Clinical Reasoning Assessment: A Critical Examination of the Script Concordance Test

*Fairmont Chateau Laurier, Lower level, Canadian Room*

Presenters:

Dr. Matthew Lineberry, Assistant Professor of Medical Education, University of Illinois at Chicago

Dr. Clare Kreiter, Professor of Family Medicine, University of Iowa

Dr. Georges Bordage, Professor of Medical Education, University of Illinois at Chicago

Dr. Jack Boulet, Associate Vice President, Foundation for Advancement of International Medical Education and Research (FAIMER) (Discussant)

Sound diagnostic reasoning during clinical encounters is a key competency of the effective clinician. However, the inherent complexity of such reasoning makes it challenging to assess, either for formative or summative purposes. In this session, we discuss one type of clinical reasoning assessment, the Script Concordance Test (SCTs). Two recently-published reviews on SCTs’ psychometric properties have claimed that the methodology generally produces reliable and valid assessments of clinical reasoning, and that such tests may soon be suitable for high-stakes testing. Through a review of published SCT reports and a re-analysis of a previously-published SCT report, we have identified three critical threats to the valid interpretation and use of SCT scores which were not identified in previous reviews. These threats consist of logical inconsistencies in the scoring procedures, unexamined sources of measurement error, and construct confounding with examinees’ response tendencies on Likert-type assessment items. This third issue risks bias against racial or ethnic groups with certain response tendencies; it also makes the test susceptible to score inflation due to coached test-taking strategies. Our research shows that examinees could drastically inflate their scores by never endorsing the two extreme scale points on the tests’ 5-point scale. Even examinees that simply endorse “0” for every item could still outperform most examinees that responded as the test intended. In this symposium, we present our research on these validity threats and seek to stimulate discussion of alternative methodologies for assessment of clinical reasoning moving forward.

OTT SG-1

Issues and Controversies in the Use of Portfolios for Assessment in Undergraduate and Graduate Medical Education

*Fairmont Chateau Laurier, Ground floor, Laurier Room*

Presenters:

Dr. Kenneth Locke, Faculty of Medicine, University of Toronto, Toronto, ON, Canada

Dr. Anthony Donato, Reading Health System, Reading, PA, USA

Dr. Pippa Hall, Faculty of Medicine, University of Ottawa, Ottawa, ON, Canada

Dr. Margaret McKenzie, Cleveland Clinic Lerner College of Medicine, Cleveland, OH, USA

Dr. Hedy Wald, Warren Alpert Medical School of Brown University, Providence, RI, USA

Portfolios are increasingly used in health professional education to complement, or in some cases replace, other forms of competency assessment. In many cases, they are used solely to promote reflective practice skill development in learners; in others, portfolios play a significant role in progress decisions. In this symposium, we will examine underlying theoretical principles, and explore issues and dilemmas that can arise, when using portfolios for formative and/or summative assessment. In doing so, we will discuss assessment strategies in light of Schuwirth and Van der Vleuten’s conceptual framework of assessment tools as instruments of learning, with emphasis on systems of assessment for learning, rather than reliance on individual assessments of learning. We aim to clarify and justify common elements of successful portfolio assessment systems. Portfolio implementation strategies and assessment systems within presenters’ undergraduate and graduate medical education programs, with associated practical and institutional issues, will serve as exemplars.
OTT SG-2

Narrative description as evaluation data in health professional education

Fairmont Chateau Laurier, Lower level, Canadian Room

Presenters:
Janice L. Hanson, PhD, EdS, University of Colorado School of Medicine, Aurora, Colorado USA
Lindsey Lane, BM BCh, University of Colorado School of Medicine, Aurora, Colorado, USA
TJ Jirasevijinda, MD, Weill Cornell Medical College, New York, New York, USA
Paul Hemmer, MD, Uniformed Services University of the Health Sciences, Bethesda, MD, USA
Marjan Govaerts, PhD, Maastricht University, Netherlands

This symposium will confront the implicit assumption that “measurement” is preferable to “description” when assessing and evaluating learners in medical education. Symposium presenters will discuss why written narrative descriptions of learners’ performance provide a more useful and valid foundation for assessment and evaluation than ratings and scores from scales, checklists and examinations. Presentations will address challenges of changing a culture of evaluation that has relied on numbers for most evaluation data; methods for building shared understanding among faculty and learners; challenges of relying on narrative data when faculty come from different cultural backgrounds. The symposium will close with a summary of the group’s conversation about changing a program’s culture of evaluation toward narrative description of learner performance.
ORALS, POSTERS AND WORKSHOPS
SATURDAY, APRIL 26, 2014

12:00PM – 1:00PM
The 2014 Ottawa Conference and CCME Orientation Session
Ottawa Convention Centre, Level 2, room 215
Refer to page: 47

4:00PM – 5:30PM
Welcome Ceremony & Plenary -
Ams J. Wendell Macleod Memorial Lecture: Assessment Transformation Of Health Care
Ottawa Convention Centre, Level 3, Canada Hall 1
Refer to page: 61

SUNDAY, APRIL 27, 2014

7:15AM – 8:30AM
Conference Breakfast
Ottawa Convention Centre, Level 3, Canada Hall 2 & 3
- Exhibit Hall

8:30AM – 10:00AM
Plenary - Newer Principles of Teaching, Learning and Assessment
Ottawa Convention Centre, Level 3, Canada Hall 1
Refer to page: 62

10:00AM – 10:30AM
Conference Refreshment Break
Ottawa Convention Centre, Level 3, Canada Hall 2 & 3
- Exhibit Hall

SYMPOSIA

10:30AM – 12:00PM (Block A)

OTT-SA1 - NBME Stemmler Grants: Demonstrating Excellence in Assessment and Evaluation
Fairmont Chateau Laurier, Ground Floor, Laurier room
Refer to page: 69

OTT-SA2 - Work Place Based Assessment in UK General Practice
Fairmont Chateau Laurier, Lower Level, Canadian room
Refer to page: 69

Education Innovation Symposium
Ottawa Convention Centre, Level 3, Canada Hall 1
Refer to page: 67
WORKSHOPS
10:30AM - 12:00PM (Block A)

OTT-WA-1
Critical Perspectives on Assessment through Socially Accountable Lenses
Ottawa Convention Centre, Level 1, Room 101
Jeff Bachiu, Rachel Ellaway, Stacey Ritz, Kathleen Beatty, Northern Ontario School of Medicine

OTT-WA-2
Principles of Survey Design in Health Professions Education
Ottawa Convention Centre, Level 1, Room 103
Anthony R. Artino, Jr., Uniformed Services University of the Health Sciences; Ingrid Philibert, Journal of Graduate Medical Education

OTT-WA-3
Learn to love the validity argument: How to plan, collect and organize validity evidence
Ottawa Convention Centre, Level 1, Room 104
Rose Hatala, University of British Columbia; Ryan Brydges, University of Toronto; David A Cook, Mayo Clinic

OTT-WA-4
Introducing a practical guide to sequential testing: Educational & economic benefits
Ottawa Convention Centre, Level 1, Room 105
Richard Fuller, Godfrey Pell, Leeds Institute of Medical Education, University of Leeds

OTT-WA-6
Applying an evidence-based rubric to assess the performance of educators: You be the judge!
Ottawa Convention Centre, Level 1, Room 107
Maryellen Gusic, Indiana University School of Medicine; Brian Mavis, Michigan State University College of Human Medicine; Thomas Viggiano, Mayo Medical School

OTT-WA-7
How best to respond where doctors in training face problems with professionalism
Ottawa Convention Centre, Level 1, Room 108
Richard B Hays, Bond University; Roger P Worthington, Yale University

CCME-WA-1
Curious George MD: Promoting curiosity in medical education
Westin Ottawa, Executive / Lower Level, Maple Room
Yvonne Steinert, Robert Sternszus, McGill University

CCME-WA-2
Est-ce qu’aller trop vite finit par vous ralentir ? Les promesses décevantes du «multi-tâche».
Westin Ottawa, 4th floor, Newfoundland Nova Scotia Rooms
Frédéric Bernier, Daniel Gladu, Université de Sherbrooke

CCME-WA-3
Indigenous health values and principles: their implications for medical education
Westin Ottawa, Executive / Lower Level, Oak Room
Barry Lavallée, University of Manitoba; Carrie Bourassa, University of Saskatchewan; Thomas Dignan, Danielle Fréchette, The Royal College of Physicians and Surgeons of Canada

CCME-WA-4
Medical Students with Lapses in Professionalism: Developing Effective Approaches to Remediation
Westin Ottawa, 3rd Floor, Ontario Room
Deborah Danoff, Deborah Ziring, Anna Byszewski, University of Ottawa

CCME-WA-5
Winter is Coming: The Unmatched Student - Challenges and Opportunities
Westin Ottawa, 4th floor, Provinces 1 Room
Michael Rieder, Gary Tithecott, Robert Stein, University of Western Ontario, Sal Spadafora, University of Toronto, Cornelia VanIneveld, University of Manitoba

CCME-WA-6
The Power of words: Assessing the depth of reflection in learner narratives and creating a culture of reflective practice
Westin Ottawa, 4th floor, Provinces 2 Room
TJ Jirasevijinda, Weill Cornell Medical College; Janice Hanson, Univeristy of Colorado School of Medicine

CCME-WA-7
Revisions Recommended: Best Practices for Writing Effective Reviews
Westin Ottawa, 4th floor, Quebec Room
David Sklar, University of New Mexico; Mary Beth DeVilbiss, Jennifer Campi, Association of American Medical Colleges
ORALS
10:30AM - 12:00PM (Block A)

PLANNING ASSESSMENT (BLOCK A1)
Moderator: John Patterson
Ottawa Convention Centre, Level 2, Room 201

OTT-OA1-1
Towards nationwide, collaborative assessment of medical student learning outcomes in Australia
David Wilkinson, Macquarie University

OTT-OA1-2
Programmatic longitudinal integrated assessment in a Longitudinal Integrated Clerkship
Denese Playford, The University of Western Australia

OTT-OA1-4
Blueprinting assessment to enhance constructive alignment
Josephine Boland, Yvonne Finn, Rosemary Geoghegan, National University of Ireland Galway

OTT-OA1-5
Putting the pieces together to create a defensible blueprint: A subject matter expert-based process
Claire Touchie, Andrea Gotzmann, Cindy Streefkerk, Andre De Champlain, Medical Council of Canada

THE EXAMINER (BLOCK A2)
Moderator: Joel Lanphear
Ottawa Convention Centre, Level 2, Room 202

OTT-OA2-1
Recognising the responsibility of senior clinicians in assessment
David CM Taylor, University of Liverpool

OTT-OA2-2
Is there consistency of judgement between examiners in performance-based assessment? A case study in medical education
Amy (Wai Yee) Wong, The University of Queensland

OTT-OA2-3
Trainers’ Understanding and Application of Assessment in Training Programmes
Helen M Goodyear, Health Education West Midlands; Taruna Bindal, Alexandra Hospital; David Wall, University of Dundee

OTT-OA2-4
Theatrical dove or hawkish wassock? The consistency of examiner behaviour in a national postgraduate clinical examination
Richard Wakeford, University of Cambridge

OTT-OA2-5
Rating Demands and the Impact on Rater Performance and Behavior: A Mixed Methods Study
Walter Tavares, Shiphra Ginsburg, University of Toronto; Kevin Eva, University of British Columbia

OTT-OA2-6
Complexities in multidisciplinary assessment: Whose variance matters?
Rachel Fisher, Lily HP Nguyen, Ilana Bank, Meredith Young, McGill University

PROGRESS TESTING (BLOCK A3)
Moderator: TBD
Ottawa Convention Centre, Level 2, Room 203

OTT-OA3-1
Development of guidelines for implementation of an international progress test collaboration
CF Collares, Maastricht University, Faculty of Medicine, Health and Life Scien; LWT Schuwirth, Flinders University School of Medicine; ZM Nouns, Charité–Universitätsmedizin Berlin; A Freeman, University of Exeter Medical School; L Coombes, Plymouth University Peninsula Schools of Medicine and Dentistry.; J Jünger, Medizinischen Fakultät Heidelberg

OTT-OA3-2
Moving mountains in medical curriculum: Two-years’ experience with progress test
Viktor Riklefs, Raushan Dosmagambetova, Karaganda State Medical University
OTT-OA3-3
Growth models and progress tests: A happy marriage?
Chris Ricketts, Lee Coombes, Plymouth University; Adrian Freeman, University of Exeter

OTT-OA3-4
Progress Testing: An innovative approach to assessment of competency-based milestones in clinical skills
Lauren Block, R. Ellen Pearlman, Judith Brenner, Joseph Weiner, Alice Fornari, Marie Barilla-Labarca, Hofstra North Shore-LIJ School of Medicine

OTT-OA3-5
Can an OSCE be used as a progress test?
Debra Pugh, Claire Touchie, Susan Humphrey-Murto, Timothy J. Wood, University of Ottawa

OTT-OA3-6
Progress Testing and Rasch Modelling
Vernon Mogol, Steven Lillis, Warwick Bagg, University of Auckland; Lee Coombes, University of Plymouth; Adrian Freeman, University of Exeter

TECHNOLOGY AND ASSESSMENT (BLOCK A4)
Moderator: TBD
Ottawa Convention Centre, Level 2, Room 204

OTT-OA4-1
Point-of-view High Definition Video Assessment: The Future of Technical Skills Training
D Leslie, Morriston Hospital; M Oliver, M R Stacey, University Hospital of Wales

OTT-OA4-2
The Use of Student Response System in High Stakes Examinations - A Feasibility Study
Kalyani Premkumar, Cyril Coupal, University of Saskatchewan

OTT-OA4-3
Using Tablets for Written and OSCE Exams: Principles and Experiences
Jörn Heid, Konstantin Brass, Achim Hochlehnert, Andreas Möltner, Jobst-Hendrik Schulz, Jana Jünger, Heidelberg University

OTT-OA4-4
Contrasting three automated scoring approaches for Bilingual Medical Licensing Examination
Syed Muhammad F Latifi, Mark J. Gierl, University of Alberta; André-Philippe Boulais, André De Champlain, Medical Council of Canada

OTT-OA4-5
Going paperless? Issues in converting a surgical assessment tool to an electronic version
Nancy Dudek, Steven Papp, Wade Gofton, University of Ottawa

OTT-OA4-6
Incorporating an external assessment program into the educational continuum: The ARDMS/WINFOCUS cardiac ultrasound pilot
Elizabeth Langston, Ellen Julian, ARDMS; R. Eugene Zieler, University of Washington; Gabriele Via, Enrico Storti, WINFOCUS

SIMULATED/STANDARDIZED PATIENTS (BLOCK A5)
Moderator: John Shatzer
Ottawa Convention Centre, Level 2, Room 205

OTT-OA5-1
Capturing Communication Skills: Creating an online self-guided module for teaching communication skills to Standardized Patients
Carrie K Bernat, Stacie L Buckler, University of Michigan Medical School

OTT-OA5-2
How to Evaluate the Role-play of Simulated Patients: Development and Validation of a New Questionnaire
S Kujumdshieff, University of Zurich; Ch Conrad, TOF Wagner, University of Frankfurt; M Zupanic, University Witten-Herdecke, M Fischer, University of Munich

OTT-OA5-3
Use of an “exam readiness tool” to ensure quality of standardized/simulated patient performance in high stakes objective structured clinical exams (OSCEs)
Carol OByrne, Cathy Smith, John Pugsley, Pharmacy Examining Board of Canada
OTT-OA5-4
Is it possible to train standardized patients for high stake OSCE in an hour?
Rachmadya Nur Hidayah, Gandes Retno Rahayu, Yoyo Suhoyo, Mohammad Adrian Hasdianda, Faculty of Medicine, Universitas Gadjah Mada

OTT-OA5-5
An RCT comparing simulated patients to usual learning in the acquisition by medical students of musculoskeletal examination skills
James Parle, Jacqueline Beavan, Celia Taylor, University of Birmingham, Edward Davis, Royal Orthopaedic Hospital

OSCE 1 (BLOCK A6)
Moderator: TBD
Ottawa Convention Centre, Level 2, Room 206

OTT-OA6-1
“Give us the OSCE” – attitudes and perceptions of year 1 and 2 medical students towards a new integrated formative OSCE
DS Furmedge, University College London Medical School; LJ Smith, V Balakrishnan, A Sturrock, UCL Medical School

OTT-OA6-2
A Palliative Care OSCE for Medical Student Assessment
Andrew Putnam, Michael Green, Margaret Bia, Matthew Ellman, Yale University School of Medicine, Carol Pfeiffer, University of Connecticut School of Medicine

OTT-OA6-3
Feasibility and validity evidence using a simulation-based OSCE to assess readiness for independent practice in Pediatric Critical Care trainees
Briseida Mema, Afrothite Kotsakis, Hospital for Sick Children; Yoon Soo Park, University of Illinois at Chicago; Anna Theresa Lobos, Hilary Writer, University of Ottawa

OTT-OA6-4
Continued Validation of the O-SCORE (Ottawa Surgical Competency Operating Room Evaluation): Use in the simulated environment
Matt MacEwan, Wade Gofton, Dudek Nancy, Tim Wood, University of Ottawa

OTT-OA6-5
An indigneous OSCE: Do we need it?
Suzanne Pitama, Tania Huria, Cameron Lacey, University of Otago

STUDENT CHARACTERISTICS AND SELECTION (BLOCK A7)
Moderator: TBD
Ottawa Convention Centre, Level 2, Room 207

OTT-OA7-1
Hot or Not: The Effects of Physical Attractiveness on Rater Decisions in Admissions
Kulamakan Kulasegaram, Lindsay Jackowetz, Mark Hanson, Nicole Woods, University of Toronto, Lisa DeBruine, University of Glasgow; Daniel Krupp, Queen’s University

OTT-OA7-2
Ethnicity and social background as predictors of successful application for medical school
Karen M Stegers-Jager, Erasmus MC; Susanna M Lucieer, Erasmus MC; Axel PN Themmen, Erasmus MC

OTT-OA7-3
Characters of medical school applicants: What do they report and does it influence selection?
Steven Churchill, Ben Holden, Sam Meadows, Kathryn Graves, Isabelle Pierry, Philip Chan, University of Sheffield

OTT-OA7-4
The Development of the Cambridge Personal Styles Questionnaire (CPSQ)
Lyn Dale, Cambridge Assessment

OTT-OA7-5
Academic performance of cognitive versus non-cognitive selected students
Susanna M. Lucieer, Karen M. Stegers-Jager, Erasmus MC, Axel P.N. Themmen, Remy M.J.P. Rikers, Erasmus University Rotterdam
OTT-OA7-6
Assessing selection for healthcare training: Finding the best starting point
Elana Curtis, Erena Wikaire, Papaarangi Reid, Robert Loto, Yannan Jiang, Louise McMillan, University of Auckland

FEEDBACK UNDERGRADUATE 1 (BLOCK A8)

OTT-OA8-1
Why do students not make more use of feedback after summative assessment?
Christopher Harrison, Val Wass, Keele University; Karen Könings, Cees van der Vleuten, Maastricht University; Lambert Schuwirth, Flinders University

OTT-OA8-2
Student responsibility for seeking feedback
JR Rudland, TJ Wilkinson, M Meeks, P Blyth, J Swan, University of Otago

OTT-OA8-3
Feedback in the OSCE, do examinees remember?
Marika Mihok, Debra Pugh, Claire Touchie, Timothy J Wood, Samantha Halman, Susan Humphrey-Murto, University of Ottawa

OTT-OA8-4
The Competency-Based Achievement System (CBAS): Trustworthy assessment of resident progress to competency
Michel Donoff, Shelley Ross, Paul Humphries, Shirley Schipper, University of Alberta

OTT-OA9-1
Pan-Canadian Practice Ready Assessment for International Medical Graduate Physicians: A competency-based assessment for provisional licensure in family medicine
Cindy Streefkerk, Lauren Copp, Sydney Smee, André De Champlain, Medical Council of Canada; Timothy Allen, Dan Faulkner, College of Family Physicians of Canada

OTT-OA9-2
Delivering the leadership curriculum using a mandatory assessment for learning
Lindsay Hadley, David Black, Clare Penlington, Patrick Marshall, Health Education Kent Surrey and Sussex

OTT-OA9-3
Health Advocate: The impact of our underlying assumptions on assessment of this role
Maria M Hubinette, Sarah Dobson, Angela Towle, University of British Columbia; Cynthia Whitehead, University of Toronto

OTT-OA9-4
What Knowledge, Skills, and Attitudes Do Physicians Judge to Be Important for Entry Into Supervised and Unsupervised Practice?
Andrea Gotzmann, André F. De Champlain, Claire Touchie, Medical Council of Canada; John R. Boulet, Educational Commission for Foreign Medical Graduates
EDUCATION INNOVATION - ADMISSIONS (BLOCK A1)
Moderator: TBD
Ottawa Convention Centre, Level 2, Room 209

CCME-OA1-1
Greater Inclusiveness in Medical School Admissions: A Local Data Driven, Evidence-Informed, Diversity-Related Model for Program Development
Katharine Fischer, Meredith Young, Saleem Razack, McGill University; Mark Hanson, David McKnight, University of Toronto; Lara Varpio, Uniformed Services University; Steve Slade, The Association of Faculties of Medicine of Canada;

CCME-OA1-2
Asclepius Medical Camp for Youth: Addressing Socioeconomic Disparities in Medical School Admissions
Kerry Wong, Phillip Quon, Sonya Englert, Suqing Li, Sheny Khera, University of Alberta

CCME-OA1-3
Five Years Later: Indigenous Medical Curricula, Student Admissions and Support in Canada
Darlene Kitty, Indigenous Physicians Association of Canada

CCME-OA1-4
Decolonizing the Academy: Reflections on the Creation of an Office of Indigenous Medical Education
Lisa Richardson, Lisa Richardson, Rochelle Allan, Jason Pennington, Mark Hanson, University of Toronto

CCME-OA1-5
Community Partnership: Developing Virtual Cases to Improve Health Outcomes of Indigenous Peoples
Joseph Anthony, Gurdeep Parhar, Anita Parhar, Michael Lee, Sue Murphy, Sarah de Leeuw, University of Northern British Columbia

EDUCATION INNOVATION - IPE (BLOCK A2)
Moderator: TBD
Ottawa Convention Centre, Level 2, Room 210

CCME-OA2-1
Perceptions of Interprofessionalism in Health Professional Students Participating in Cardiovascular Risk Reduction Initiative
Erica Tsang, Christopher Cheung, Todd Sakakibara, University of British Columbia

CCME-OA2-2
Training Together to Care Together: The Design and Implementation of an Interprofessional Education (IPE) Ward for Medical, Nursing and Allied Health Learners
Karl Stobbe, Allison Brown, Bonny Jung, McMaster University; Dawn Prentice, Karyn Taplay, Brock University - Department of Nursing; Carolyn Triemstra, Niagara College - School of Allied Health, Andrea Delrue, McMaster University

CCME-OA2-3
Developing an interprofessional curriculum across 16 health-related programs
Judith Scott, Conor Gilligan, Wayne Jeffree, University of Newcastle

CCME-OA2-4
The Perfect Match: The Pairing of a Medical and Pharmacy Student
Patricia Gerber, Anita Parhar, Gurdeep Parhar, University of British Columbia

CCME-OA2-5
A Novel Health Care Professional-Shadowing Initiative for Senior Medical Students
Daniel Shafran, Mark Bonta, Lisa Richardson, University of Toronto

CCME-OA2-6
Shared competencies: adding complementary and alternative medicine (CAM) learning objectives to an undergraduate Interprofessional education (IPE) course
Sunita Vohra, Anastasia Kutt, University of Alberta
EDUCATION INNOVATION - CME (BLOCK A3)

Moderator: TBD
Ottawa Convention Centre, Level 2, Room 211

CCME-OA3-1
Teaching senior medical students and general practitioner teachers on the topic of obesity: evaluation of a specific training event
John KF Wong, Kathleen Leedham-Green, Yuko Takeda, Janice Rymer, Ann Wylie, King’s College London School of Medicine

CCME-OA3-2
Construction of experiential knowledge on healthy lifestyles for the development of doctors’ well-being
Marie-Françoise Mégie, Luc Laurin, Martin Juneau, Johanne Blais, Robert Béliveau, François Croteau, Lyne Champoux, Médecins francophones du Canada

CCME-OA3-3
Managing third trimester patients in rural communities: A novel ultrasound training program
Andrea Keesey, Stephanie Ameyaw, Alexandra Hatry, Brenna Lynn, Tandi Wilkinson, University of British Columbia

CCME-OA3-4
The Pallium Learning Essential Approach in Palliative and End-of-Life Care (LEAP) Courses: Standardized Courseware for different settings, specialties and disciplines.
Dr. Srini Chary, University of Calgary; Dr. Jose Pereira, University of Ottawa; Dr. Kathryn Downer EdD, Dr. Gordon Giddings, Nathalie Gravelle, Pallium Canada

CCME-OA3-5
“Not Quite Right” (NQR) Learning Videos: When Mediocrity may be Better Than Perfection
Dr. Jose Pereira, Dr. Michael Hartwick, Dr. Paul Wheatley-Price, Edgar Hernandez, University of Ottawa; Christine Welch RN, Dr. Tom Foreman, The Ottawa Hospital

CCME-OA3-6
Multi-faceted approach to Developing and Delivering Family Physician Education on an Unperceived Learning Need: A Case Example from Clinical Genomics
Tunde Olatunbosun, Stephanie Ameyaw, Bob Bluman, Brenna Lynn, University of British Columbia

RESEARCH - FACULTY DEVELOPMENT (BLOCK A4)

Moderator: TBD
Ottawa Convention Centre, Level 2, Room 212

CCME-OA4-1
Twitter and Medical Education Conference: Educational tool or a white noise background channel?
Alireza Jalali, Timothy Wood, University of Ottawa

CCME-OA4-2
Defining competence for faculty developers
Karen Leslie, Maria Mylopoulos, Lindsay Baker, Danny Panisko, Barbara Stubbs, Betty Onyura, Stella Ng, University of Toronto, Allyn Walsh, Anne Wong, McMaster University

CCME-OA4-3
Faculty Development Strategies for Improving Presentation Skills. Documenting impact of interventions.
Elizabeth Wooster, OISE/University of Toronto; Douglas Wooster, University of Toronto

CCME-OA4-4
What the Teachers Told Us – Results of a Faculty Development Needs Assessment Survey
Sudha Koppula, Shelley Ross, University of Alberta

CCME-OA4-5
Accessing professional development activities: a survey of health sciences clinicians in their teaching role
Julia Blitz, Susan van Schalkwyk, Stellenbosch University

CCME-OA4-6
How can clinician-educator training programs be optimized to match clinician motivations and concerns?
Brendan McCullough, Gregory Marton, Christopher Ramnanan, University of Ottawa
RESEARCH - PATIENT SAFETY (BLOCK A5)

Moderator: TBD
Ottawa Convention Centre, Level 2, Room 213

CCME-OA5-1
Sources of Medical Errors: A Comparison Between the 24-hour and 16-hour Duty Limitation Systems
Sébastien Lachance, Carole Suzanne Richard, Jean-François Latulippe, Luc Valiquette, Université de Montréal; Gaétan Langlois, Université de Sherbrooke; Yvan Douville, Université Laval; Gerald M Fried, McGill University

CCME-OA5-2
Harnessing the Hidden Curriculum in Patient Safety
Cheryl Holmes, Glenn Regehr, University of British Columbia

CCME-OA5-3
Patient narratives to promote patient safety awareness amongst junior doctors: Results from a randomised controlled trial to test a patient-led intervention
VIKRAM JHA, Hannah Buckley, Rhian Gabe, Mona Kannan, Melville Colin, Naomi Quinton, Jools Symons, Zoe Thompson, John Wright, Ian Watt, University of Liverpool;

CCME-OA5-4
Student-led Development of Patient Safety and Quality Improvement Medical Curriculum
Aishwarya Sundaram, Tracey Hillier, Sandra Campbell, University of Alberta

CCME-OA5-5
Case Review and Supervision on the Clinical Teaching Unit: Understanding Attending Physicians’ Practices and the Underlying Assumptions
Lisa Faden, Mark Goldszmidt, Lorelei Lingard, University of Western Ontario, Tim Dornan, Jeroen van Merrienboer, Maastricht University;

CCME-OA5-6
Family medicine preceptors’ ways of conceptualizing patient counseling
Terese Stenfors-Hayes, Karolinska Institutet; Ian Scott, Isabeau iqbal, Joanna Bates, University of British Columbia

RESEARCH - PROFESSIONALISM (BLOCK A6)

Moderator: TBD
Ottawa Convention Centre, Level 2, Room 214

CCME-OA6-1
Do medical students exhibiting unprofessional behaviour have structurally different social networks? A pilot study.
Rachel Isba, Joseph McAleer, Rachel Howarth, Lancaster Medical School

CCME-OA6-2
Understanding nursing students’ professionalism dilemmas through their narratives of most memorable experiences
Charlotte Rees, Laura McDonald, University of Dundee; Lynn Monrouxe, Cardiff University

CCME-OA6-3
Learning to Balance Privacy and Patient Care
Stella Ng, University of Toronto; Lorelei Lingard, University of Western Ontario

CCME-OA6-4
Professionalism in Medicine and Physical Therapy: Brought or Taught?
Sue Murphy, Gurdeep Parhar, Anita Parhar, University of British Columbia

CCME-OA6-5
Teaching MD-Pharmaceutical interactions: Just say No?
Jeannette Goguen, Elisa Hollenberg, Nancy McNaughton, Neil Shear, University of Toronto

CCME-OA6-6
Cultural Reproduction Impedes Social Accountability
Iain Robbe, Memorial University of Newfoundland

RESEARCH - UNDERGRADUATE (BLOCK A7)

Moderator: TBD
Ottawa Convention Centre, Level 2, Room 215

CCME-OA7-1
The influence of individual differences, expertise, and years in practice on diagnostic accuracy
Meredith Young, McGill University; Jonathan Sherbino, Scott Watter, Geoffrey Norman, McMaster University; Brian Rowe, University of Alberta
CCME-OA7-2
ComPsych: An educational program to improve clinician competency in communication about schizophrenia.
Brian Kelly, Carmel Loughland, Harsimrat Sandhu, Hunter New England Health; Marina Vamos, Hunter New England Health; Sue Outram, University of Newcastle / Hunter New England Health

CCME-OA7-3
Comparing Medical Student Summer Research Programs in Medical Education and ‘Traditional’ Research
Christopher Ramnanan, Youjin Chang, Gregory Marton, Brendan McCullough, University of Ottawa

CCME-OA7-4
Teaching and Learning Geriatric Medicine: How is the “Older CTU Patient” Discussed by Geriatric and Non-Geriatric Specialist Clinical Teachers During Case Presentation?
Laura Diachun, Yin Hui, Mark Goldszmidt, Lorelei Lingard, University of Western Ontario

CCME-OA7-5
Fostering Social Advocacy Through Clinical Experience - An Evaluation of Medical Student Attitudes Towards Homeless Populations
Nasreen Ramji, Danielle Baribeau, Weyman Karen, University of Toronto

POSTERS

All facilitated poster sessions will be held in the Ottawa Convention Centre, Level 3, Canada Hall 2 and 3.

10:30AM - 12:00PM

POT POURRI (SECTION B3)
Facilitator: Trevor Gibbs

OTT-PB3-01
Validation of a novel Problem Based Learning assessment tool
Eoghan McCarthy, Paula Heaphy, Annette Liston, Pat Murray, Suzanne Donnelly, University College Dublin

OTT-PB3-02
Assessment of Problem Based Learning using a ‘criterion referenced system’ for year-1 medical students at RAK Medical & Health Sciences, a multicultural university in U.A.E.
Anand Srinivasan, Saidunnisa Begum, RAK Medical & Health Sciences University

OTT-PB3-04
Using QI Tools to Demonstrate QI Design, Selection and Implementation in a Community
Joanne Laine-Gossin, Kimberly Lazare, Alan Monavvari, Harvey Blankenstein, North York General Hospital and University of Toronto

OTT-PB3-05
An Assessment Model to Ensure Doctorateness in a Ph.D. Health Professions Education Qualification
M.M. Nel, Faculty of Health Sciences, University of the Free State

OTT-PB3-06
Time frame as substitute for the perceived quality of oral assessments
Jos M T Draaisma, Edith Janssen, Harry van Goor, Radboud University Medical Centre
OTT-PB3-07
Assessment in Paediatrics: the status quo and options for change
Hannah Jacob, Caroline Fertleman, Institute of Child Health, University College London

OTT-PB3-08
Breastfeeding knowledge, confidence, beliefs and attitudes of Canadian Physicians
Catherine M Pound, Kathryn Williams, Renee Grenon, Mary Aplipay, Amy C Plint, Children’s Hospital of Eastern Ontario

OTT-PB3-09
The awareness of Baby Friendly Hospital Initiative by semester-10 students, prior to internship training
Kyin Win, Ankur Barua, Davendralingam Sinniah, International Medical University, Malaysia

OTT-PB3-10
Knowledge and Attitude of Medical Students towards Inter-professional Collaboration
S M Tajdit Rahman, Md Sazid Rezwan, Sir Salimullah Medical College

OTT-PB3-11
A comprehensive evaluation framework for an interprofessional program: systematically getting to student assessment
Sharla King, Mary Roduta Roberts, Ken Cor, Hollis Lai, University of Alberta

OTT-PB3-12
Measuring Measures: Assessing outcomes used in program evaluations for patient education on mental health problems and addiction
David Wiljer, Andrew Johnson, Michael-Jane Levitan, Sandra Cunning, Ivan Silver, Karen MacCon, Centre for Addiction and Mental Health

OTT-PB3-13
Measurement of the clinical learning environment in anaesthesia
NA Smith, Wollongong Hospital; Damian Castanelli, Monash Medical Centre

POSTGRADUATE AND CONTINUING/EDUCATION/REVALIDATION (SECTION B7)
Facilitator: Lesley Southgate

OTT-PB7-01
Quality management systems in Postgraduate Medical Education (PGME) – an Associate Dean’s role
Kevin Kelleher, Health Education Kent Surrey & Sussex

OTT-PB7-02
Development of a Tool to Guide Consistency and Rigor in Resident Scholarship
Rebecca Blanchard, Baystate Health/Tufts University School of Medicine; Kevin Hinchey, Baystate Health/Tufts University School of Medicine; Jeffrey LaRochelle, WRNMMC/Uniformal Services University of the Health Sciences

OTT-PB7-03
Indicators of those trainee doctors who require extended periods of training following annual assessments
Charlotte Rothwell, Durham University; John McLachlan, Durham University; Jan Illing, Durham University; Simon Forrest, Durham University

OTT-PB7-04
Large-scale assessment of visual diagnostic expertise with volumetric datasets in postgraduate radiology training
A. van der Gijp, C.J. Ravesloot, Th. J. ten Cate, M.F. van der Schaaf, J.P.J. van Schaik, University Medical Center Utrecht, M. Maas, Academic Medical Center Amsterdam

OTT-PB7-05
Does a review course improve performance on structured oral examinations?
Yvonne Ying, Timothy Wood, University of Ottawa

OTT-PB7-06
Foundation doctors working at night: risks and benefits?
Ross Coomber, Ipswich Hospital; Daniel Smith, Research and Analytics Manager; Daniel McGuinness, Royal Free Hospital; Emily Shao, West Middlesex Hospital; Ramawad Soobrah, Ealing Hospital; Andrew Frankel, London Deanery
OTT-PB7-07
Assessment of Immediate Reaction to Institutional Goal-Oriented Leadership Training for Chief Residents
Anuradha Lele Mookerjee, Vijay Rajput, Susan Cavanaugh, Cooper Medical School of Rowan University, Rajani Sharma, New York Presbyterian Hospital - Columbia Medical Center; Shamit Desai, Albert Einstein Medical Center

OTT-PB7-08
Value Added General Practice Training Course
Kelly Thresher, Jonathan Rial, Wessex School of General Practice

OTT-PB7-09
Evaluating Innovative Electronic CME for Physicians: Actionable Nuggets™ on SkillScribe
Karen M. Smith, Mary Ann McColl, Alice Aiken, Jay Joseph, Laura McDiarmid, Danielle Naumann, Queen’s University

OTT-PB7-10
Written or Typed Note-Taking and the Effect on Memory Retention: Implications for Electronic Continuing Medical Education
Danielle N. Naumann, Karen M. Smith, Laura McDiarmid, Queen’s University

OTT-PB7-11
Assessing physicians’ performance in Quebec
Monique Robert, Marc Billard, Thiffault Johanne, François Goulet, Collège des médecins du Québec

OTT-PB7-12
Self Assessment items linked to journal articles: A survey of rationale, structure and impact in practice
Douglas L Wooster, University of Toronto; Elizabeth M Wooster, OISE/University of Toronto

ADMISSIONS (SECTION C17 & D17)
Facilitator: TBD

CCME-PD17-2
Difference Between IMG and CMG interest in Rural Practice in Canada
Stephen Rimac, Sandra Banner, Canadian Resident Matching Service

CCME-PD17-3
Learners and Locations Update: Memorial Medical Student Backgrounds, Graduating Classes 2011-2016
Wanda Parsons, Janet McHugh, Janelle Hippe, James Rourke, Memorial University of Newfoundland

CCME-PD17-4
What’s your motivation? An examination of medical students’ enjoyment levels and motivations behind the extracurricular activities entered on their medical school application
Charlene Belozer, Shelley Ross, Sarah Forgie, University of Alberta

CCME-PD17-5
Does a relationship with a mentor have an impact on First Choice disciplines?
Stephen Rimac, Sandra Banner, Canadian Resident Matching Service

CCME-PD17-6
Factors Predicting IMG Success in Matching to Residency Programs in Canada
Stephen Rimac, Sandra Banner, Canadian Resident Matching Service

CCME-PD17-7
Factors Predicting CMG Success in Matching to Residency Programs in Canada
Stephen Rimac, Sandra Banner, Canadian Resident Matching Service

CCME-PC17-7
Indigenous Student Matriculation at Schulich Medicine
Kathy Sadler, MaryAnn Kennard, Johnson Marjorie, Charland David, Pamela Bere, Matthew Wannan, Monica Bishop, Teresa Van Deven, Lorne Gula, Michael Rieder, University of Western Ontario

CCME-PC17-9
A Student-Initiated MD/MBA Program at the University of Saskatchewan
Alexander Dyck, Corey Bacher, Adam McInnes, Barry Ziola, Greg Malin, University of Saskatchewan
CCME-PC17-10
From Pipeline to Practise: Promoting Health Equity Values through Summer Institutes for Students at the Faculty of Medicine, Memorial University of Newfoundland
Carolyn Sturge Sparkes, Jill Allison, Michael Jong, Shree Mulay, Catherine Donovan, Memorial University of Newfoundland

CCME-PC17-11
Collaborative Physician Human Resource Planning in Nova Scotia: Modern Social Accountability and Education Lessons Learned
Andrew Warren, Dalhousie University, Preston Smith, David Gass, Lynda Campbell, Nova Scotia Department of Health and Wellness

UNDERGRADUATE (SECTION D9)
Facilitator: TBD

CCME-PD9-1
The University of Alberta Global Health Program (GHP) – A platform for global health training in medical school
Rabia Bana, Riley Davidson, Irfan Kherani, University of Alberta

CCME-PD9-3
Evaluating the potential impact of global health teaching in undergraduate medical education: what are we teaching, what are students learning?
Yuko Takeda, Ann Wylie, King’s College London School of Medicine

CCME-PD9-4
Surgery 101 Studios: Teaching a Global Online Audience Using Operative and Procedural Video
Shivani Upadhyaya, Shannon Erichsen, Jonathan White, University of Alberta; Justine McKinnon, Northern Alberta Institute of Technology; Matthew Villeneuve, Northern Alberta Institute of Technology

CCME-PD9-5
Learning around drug addicts in jail: an advocacy program for medical students
Chi-Wei Lin, Tsuen-Chiuan Tsai, Cheuk-Kwan Sun, E-Da Hospital, I-Shou University

CCME-PD9-6
The Internal Medicine Longitudinal Educational Experience (IMLEE)
Tamryn K. Law, Tenneille T. Loo, Vera Dounaevskaia, University of Toronto

CCME-PD9-7
Anatomy and Point of Care Ultrasound (POCUS) In Undergraduate Medical Education
Tenneille T. Loo, Catherine Nix, Josh Gleicher, S Arora, A Sarmah, R McVeigh, Michael Wiley, Jonathan Ailon, Rajesh Gupta, University of Toronto

CCME-PD9-8
Promoting Primary Care at U.S. Medical Schools: American Medical Student Association- Student Osteopathic Medical Association Primary Care Leadership Institute
Aliye Runyan, American Medical Student Association; Elizabeth Wiley, University of Maryland; Alice Chen, A.T. Still College of Osteopathic Medicine; Alison Case, Michigan State University College of Human Medicine

CCME-PD9-9
A modified Delphi approach to develop program level objectives for an Undergraduate Medical Education Program.
Andrea Davila-Cervantes, Hollis Lai, Tracey Hillier, University of Alberta

CCME-PD9-10
The Professional Medical French Program
Jose Francois, Keleigh James, Ginette Poulin, University of Manitoba

CCME-PD9-11
How to get gender into medical universities
Margarethe Hochleitner, Heidi Siller, Angelika Bader, Innsbruck Medical University

DISTRIBUTED MEDICAL EDUCATION (SECTION D14)
Facilitator: TBD

CCME-PD14-1
Vertical and Horizontal Integration of Community-Based Education (CBE) in a Medical Programme
Pieter Nel, University of the Free State
CCME-PD14-2
Pediatric trauma, advocacy skills and medical students
Carol Wang, Ioana Bratu, Melanie Lewis, Donald Voaklander, Catherine Gladwin, University of Alberta

CCME-PD14-3
Impact of a regional distributed campus on medical workforce development
Paul Grand’Maison, Eve Reine Gagné, Mauril Gaudreault, Université de Sherbrooke

CCME-PD14-4
How is rural defined and used in Canada?
Janelle Hippe, James Rourke, Memorial University of Newfoundland

CCME-PD14-5
Learners and Locations Update: Memorial Medical Student Backgrounds and Educational Placements, graduating classes 2011-2012
James Rourke, Janelle Hippe, Memorial University of Newfoundland

CCME-PD14-6
Standardizing Education Administrative Data to Promote Longitudinal Studies in Distributed Medical Education Programs
Peggy Alexiadis Brown, Tim Fedak, Kathleen MacPherson, Silvane Paixao, Gregory Power, Preston Smith, John Steeves, Evelyn Sutton, Dalhousie University

CCME-PD14-7
Using GIS technology for research and program evaluation at Dalhousie and Memorial: Lessons Learned
Silvane Paixao, John Steeves, Dalhousie University, Janelle Hippe, Memorial University of Newfoundland; James Rourke, Memorial University of Newfoundland

CCME-PD14-8
Effect of improving the usability of an e-learning resource: a randomized trial
M Razeen Davids, Usuf ME Chikte, Stellenbosch University and Tygerberg Hospital; Mitchell L Halperin, University of Toronto

CCME-PD14-10
Online learning preferences for pediatric undergraduate medical education: a pilot survey of Canadian clerkship students
Laura Vogels, Aishwarya Sundaram, Sandra Campbell, Peter Gill, Karen Forbes, Melanie Lewis, University of Alberta

CCME-PD14-11
Evaluation of an eLearning module for an effective well-baby visit using the Rourke Baby Record
Leslie Rourke, Anne Drover, Sarah Hann, David Stokes, Katrin Zipperlen, Jacinta Reddigan, Norah Duggan, Denise Hickey, Memorial University of Newfoundland

CCME-PD14-12
Do Students Need to be Instructed by Specialists vs. Generalists in a Distributed Medical Program to Achieve Clinical Competence?
M. Clifford Fabian, George Pachev, Amil Shah, University of British Columbia

PATIENT SAFETY (SECTION E11)
Facilitator: TBD

CCME-PE11-7
Exploring University of Ottawa medical students’ perceptions and experiences of patient safety and the culture of clinical learning environments in third year clerkship
Amy Nakajima, Marina Straszak-Suri, Kim Pyra, Anika Suri, Morgan Jaffrelot, University of Ottawa

CCME-PE11-2
Impact of a Course in Managing the Occurrence of Harm on Healthcare Workers and their Workplace
Nishan Sharma, University of Calgary; Margot Harvie, Health Quality Council of Alberta

CCME-PE11-3
Development of a Parent Portal for the Rourke Baby Record Website
Laura Butler, Dr. Leslie Rourke, Todd Pardy, Memorial University of Newfoundland

CCME-PE11-4
What does best practice look like when redeveloping quality guidelines? A case study in radiation medicine
Holly Donaldson, Australasian College for Emergency Medicine; John French, Jeff Cao, British Columbia Cancer Agency, Caitlin Gillan, Michael Milosevic, University of Toronto; Catarina Lam, Princess Margaret Cancer Centre, Peter Dunscombe, University of Calgary
CCME-PE11-5
Patients en Éducation Médicale : Une Profession Mal Nommée
Claudine Davidson, Isabelle Burnier, University of Ottawa

CCME-PE11-1
The Edmonton Healthcare Improvement Network: Empowering Future Healthcare Professionals to Lead Quality Improvement and Patient Safety Initiatives
Rachel Flynn, Aishwarya Sundaram, Jeremiah Bolstad, Elliot Pittman, Jenny Shi, University of Alberta

CCME-PE11-8
The role of Universal Language in Patient Communication and Instruction for the use of the Burn Survival Kit: A High-Tech Algorithm for Low-Income Countries
M. Michiko Maruyama, Dr. Robin Evans, Sam Gilchrist, University of British Columbia

CCME-PE11-9
Hospital survey on factors contributing to patient safety culture
Shazia Babar, Iram Khursheed, Aga Khan University; Babar Matin, Civil Hospital Karachi; Lubna Baig, King Saud Bin Abdul-Aziz University of Health Sciences; Syed Moin Aly, Director, Medical Education Department, Taif University

CCME-PE11-11
Clinical Care Pathways as Building Blocks for Integrated Patient-Centred Care Plan: A Scoping Review
Leora Rabatach, Dr. Maria Santana, Dr. Kent Hecker, Dr. Peter Sargious, University of Calgary

CCME-PE11-12
Integration of Quality Improvement and Patient Safety Education Into Applied Evidence Based Medicine Undergraduate Curriculum: A Student Perspective
Amanda Schouten, Fiona Clarke, Nishan Sharma, Ward Flemons, University of Calgary

CCME-PE11-13
Investigating coping strategies and social support among Canadian melanoma patients: A survey approach
Melanie Kalbfleisch, Joyce Nyhof-Young, University of Toronto Annette Cyr, Melanoma Network of Canada; Nancy Gregorio, Princess Margaret Cancer Centre Ambulatory Clinics;

CCME-PE11-14
What does patient-centredness mean to patients?
Laura-Jane Smith, Alison Sturrock, UCL Medical School

12:00PM – 1:30PM
Conference Lunch
Ottawa Convention Centre, Level 3, Canada Hall 2 & 3 - Exhibit Hall

SYMPOSIA

1:30PM – 3:00PM (Block B)

OTT-SB1 - Validity Issues in Medical Education Assessment
Fairmont Chateau Laurier, Ground Floor, Laurier room
Refer to page: 69

OTT-SB2 - The Non-Medical Expert Roles: Methodological Challenges to Assessment and Evaluation
Fairmont Chateau Laurier, Lower Level, Canadian room
Refer to page: 70

Education Innovation Symposium
Ottawa Convention Centre, Level 3, Canada Hall 1
Refer to page: 67
**WORKSHOPS**

1:30PM - 3:00PM (Block B)

**OTT-WB-1**  
**Faculty Development Strategies Focused on Assessment: Not Boring!!**  
Ottawa Convention Centre, Level 1, Room 101  
Deborah Simpson, Aurora Health Care; LuAnn A. Wilkerson, David Geffen School of Medicine at UCLA; Janet P. Hafler, Yale School of Medicine

**OTT-WB-2**  
**Assessing why trainees are struggling or failing**  
Ottawa Convention Centre, Level 1, Room 103  
Alan Cook, Health Education South West; Davinder Sandhu, Health Education South West

**OTT-WB-3**  
**SP assessment in a competency-based world**  
Ottawa Convention Centre, Level 1, Room 104  
John Shatzer, Vanderbilt University School of Medicine; Sally Santen, University of Michigan; Gail Furman, National Board of Medical Examiners; Tony Errichetti, New York Institute of Technology

**OTT-WB-4**  
**Social Accountability: a logical approach to its assessment**  
Ottawa Convention Centre, Level 1, Room 105  
Trevor Gibbs, AMEE; Charles Boelen, Independent Consultant; Robert Woollard, University of British Columbia

**OTT-WB-5**  
**Overcoming geographic barriers in performance-based assessment: Remote standardized patients (RSPs)**  
Ottawa Convention Centre, Level 1, Room 106  
Elizabeth Kachur, Medical Education Development; Erik Langenau, Philadelphia College of Osteopathic Medicine; Jeanne Sandella, National Board of Osteopathic Medical Examiners; Chaoyan Dong, National University of Singapore

**OTT-WB-6**  
**Strategic Formative Feedback and Reflection as the Foundation for Effective Learning in a Competency-based Curriculum**  
Ottawa Convention Centre, Level 1, Room 107  
Sharon Krackov, Albany Medical College; Antoinette Peters, Harvard Medical School; Henry Pohl, Albany Medical College; Joan Sargeant, Dalhousie University

**OTT-WB-7**  
**Contextualising assessment in the basic medical sciences: Designing appropriate assessment strategies**  
Ottawa Convention Centre, Level 1, Room 108  
Dujeepa D. Samarasekera, Matthew C.E. Gwee, Chay Hoon Tan, National University of Singapore

**CCME-WB-1**  
**Yes we want transformation, but do we really have to change? Essential change management skills for medical educators**  
Westin Ottawa, Executive / Lower Level, Maple Room  
Diane Gorsky, Marie Matte, Anne Weeden, Dalhousie University

**CCME-WB-2**  
**Faculty Development to Support Application to Residency: What is an Effective Reference Letter for CaRMs and Who should be writing them?**  
Westin Ottawa, 4th floor, Newfoundland Nova Scotia Rooms  
Leslie Nickell, Glen Bandiera, Jana Bajcar, Pamela Coates, University of Toronto

**CCME-WB-3**  
**Scenario Based Learning: blending feedback modalities**  
Westin Ottawa, Executive / Lower Level, Oak Room  
David Topps, Sonya Lee, Nishan Sharma, University of Calgary, Rachel Ellaway, Northern Ontario School of Medicine; Luke Woodham, St George’s University, London
CCME-WB-4  
L’implication de vrais patients en éducation médicale, au-delà des recettes et des avantages pour les étudiants et l’institution : une question de responsabilité sociale? 
Regard sur la perspective du patient, les bénéfices et les implications concrètes pour lui.
Westin Ottawa, 3rd Floor, Ontario Room
Marie-Paule Morin, Vincent Dumez, Philippe Karazivan, Université de Montréal

CCME-WB-5  
Using Grounded Theory in Medical Education Research
Westin Ottawa, 4th floor, Provinces 1 Room
Chris Watling, University of Western Ontario

CCME-WB-6  
Making the Most of Orientation: Transitioning New Medical Students and Managing the Risks Associated With Traditional Orientation Approaches
Westin Ottawa, 4th floor, Quebec Room
Gerry Cooper, Gary Tithecott, Pam Bere, University of Western Ontario; Rachel Ellaway, Laura Piccinin, Northern Ontario School of Medicine

OTT-OB1-2  
Impact of a change in assessment rubric on the academic performance of first year medical students at the University of the West Indies (UWI), Barbados
D Cohall, D Skeete, The University of the West Indies

OTT-OB1-3  
Knows how, shows how, does? Assessing the impact of facilitated small-group learning on GP trainees’ consultation skills
Selina Sawhney, Duncan Platt, Alice Mavrogordato, Samantha Scallan, Kelly Thresher, Johnny Lyon-Maris, Wessex School of General Practice, Wessex Deanery, UK

OTT-OB1-4  
Fostering Transformative Learning in a Social Pediatrics Research Summer Studentship Through Empowerment and Assessment
Susanna Talarico, Denis Daneman, Angela Punnet, Tina Martimianakis, Hospital for Sick Children, University of Toronto, Mohammed Zubairi, University of Toronto; Tony Barozzino, St Michael’s Hospital, University of Toronto; The Wilson Centre, University of Toronto

OTT-OB1-5  
Why educators should be evaluating using behaviour-change models: A example in global health
Lucie M T Byrne-Davis, Jo Hart, Chris Armitage, Ged J Byrne, University of Manchester

ORALS  
1:30PM - 3:00PM (Block B)

ASSESSMENT AND LEARNING (BLOCK B1)
Moderator: Ewa Szumacher
Ottawa Convention Centre, Level 2, Room 201

OTT-OB1-1  
Testing to change practice: Does testing facilitate learning and practice change in continuing medical education communities of learning?
Kevin Eva, University of British Columbia; Heather Armson, University of Calgary; Stefanie Roder, Foundation for Medical Practice Education; Jacqueline Wakefield, McMaster University
OTT-OB2-2
Links between the faculty undergraduate assessment and the new licensing Swiss Federal Examination in Human Medicine (FEHM): A retrospective cohort study
Bernard Cerutti, Elisabeth van Gessel, Mauro Serafin, Nu Vu, University of Geneva

OTT-OB2-3
Assessing Diversity Teaching in Medicine – Leave it to the Students!
Pete Leftwick, Sian Alexander-White, University of Liverpool

OTT-OB2-4
Crossing boundaries: The potential for innovative medical education models to challenge traditional assessment practices
Susan Van Schalkwyk, Juanita Bezuidenhout, Hoffie Conradie, Norma Kok, Ben Van Heerden, Marietjie De Villiers, Stellenbosch University

OTT-OB2-5
Cumulative Assessment Programme: A new formative assessment for undergraduates at Dundee Medical School
Vanessa J. Kay, Dundee Medical School

OTT-OB3-1
Written assessments using key features cases to assess clinical decision-making, CanMEDS roles and competence
Susan Glover Takahashi, University of Toronto; Jodi Herold, University of Toronto; Tracy Dignum, College of Physical Therapists of British Columbia; Mary Clark, College of Occupational Therapists of British Columbia; Chris Corbett, CSCW Systems Inc; Marla Nayer, University of Toronto

OTT-OB3-2
Short answer questions based on Key Features have higher discrimination indices on a certification examination in family medicine
Carlos Brailovsky, College of Family Physicians of Canada; Tim Allen, College of Family Physicians of Canada; Kathy Lawrence, University of Saskatchewan; Tom Crichton, Northern Ontario School of Medicine; Tom Laughlin, Dalhousie University; Theresa Van der Goes, University of British Columbia

OTT-OB3-3
Validity evidence for a key features examination to assess clinical decision making in the internal medicine clerkship
Valerie J Lang, University of Rochester School of Medicine and Dentistry; Kirk Bronander, University of Nevada; Heather Harrell, University of Florida; Regina Kovach, Southern Illinois University; Sandra Monteiro, McMaster University; Georges Bordage, University of Illinois at Chicago

OTT-OB3-4
Creating plausible distractors in an item generation framework
Hollis Lai, Mark Gierl, University of Alberta

OTT-OB3-5
What matters: item-writing flaws or test content area? – A case study in clinical anatomy
Milton Severo, João Pais, Bruno Guimarães, Ana Povo, Artur Silva, Maria Amélia Ferreira, University of Porto Medical School

INTERNATIONAL DIMENSIONS 1 (BLOCK B4)

OTT-OB4-1
Reforming the high stakes assessment of international medical graduates in Australia
OTT-OB4-2
The Impact of a Transition Program for International Medical Graduates on Communication and Clinical Skills
Marie Rocchi, Eric Wong, Shobhan Vachhrajani, Arthur Rothman, Murray Urowitz, Fok-Han Leung, Centre for the Evaluation of Health Professionals Educated Abroad

OTT-OB4-3
Development and implementation of a Canadian pre-bridging competency based assessment for internationally educated physical therapists
Sharon Switzer-McIntyre, University of Toronto; Barbara Norton, Bernadette Martin, University of Alberta; Dianne Millette, Physiotherapy Alberta

OTT-OB4-5
National Assessment Collaboration Practice Ready Assessment – Predictive Validity Study
André De Champlain, Fang Tian, Sirius Qin, Marguerite Roy, Medical Council of Canada

CLINICAL ASSESSMENT 1 (BLOCK B5)

Moderator: Sydney Smee
Ottawa Convention Centre, Level 2, Room 205

OTT-OB5-1
A clarification study of internal scales clinicians use to assess undergraduate medical students
Catherine Hyde, Janet Lefroy, Simon Gay, Sarah Yardley, Robert McKinley, Keele University

OTT-OB5-2
Clinical assessment of health professional students – what are the systemic and individual factors that influence assessment in healthcare settings?
Verona du Toit, Wendy Hu, Peter Zelas, University of Western Sydney; Lambert Schuwirth, Flinders University; Andrea Bialocerkowski, Griffith University

OTT-OB5-3
Assessing medical students’ sensitive examination skills: What’s working - results of a Clinical Teaching Associate program
Neil Sefton, Prof Richard Tuner, Dr Mona Loofs-Samorzewski, University of Tasmania

OTT-OB5-4
Structured Long Interview and Clinical Examination (SLICE) as a teaching tool in clinical clerkship by providing instant feedback
Rehan Ahmed Khan, Madiha Sajjad, Masood Anwar, Islamic International Medical College

OTT-OB5-5
The perceptions of final year students on Observed Long Case (OLC)
Yokeleong Cheong, Hungloong Yip, Osman Ali, Royal College of Medicine Perak, Univ. Kuala Lumpur

OSCE 2 (BLOCK B6)

Moderator: Kathy Brotchie
Ottawa Convention Centre, Level 2, Room 206

OTT-OB6-1
Why do the sexes perform differently in a high stakes postgraduate examination?
Lindsey Pope, University of Glasgow; Anne Hawkridge, Stonehill Medical Centre; Robin Simpson, Defence Medical Services; Richard Wakeford, University of Cambridge

OTT-OB6-2
Enhancing the catalytic educational effect of summative assessments: use of skill-domain scoring and feedback for an M4 objective structured clinical examination
Joel Purkiss, Carrie Bernat, Sally Santen, Caren Stalburg, Mary Ellen Hernandez, University of Michigan Medical School
OTT-OB6-3
Benchmarking the attainment of clinical competence
Bunmi Malau-Aduli, James Cook University; Peta-Ann Teague, James Cook University; Richard Turner, University of Tasmania; Karen D’Souza, Deakin University; David Garne, Ian Wilson, University of Wollongong

OTT-OB6-4
The impact of OSCE case information length on examiner markup behavior
Marguerite Roy, Caroline Marshall, Medical Council of Canada

OTT-OB6-5
Does rubric improve inter-raters’ agreement in a national OSCE?
Gandes Retno Rahayu, Yoyo Suhoyo, Rachmadya Nur Hidayah, Mohammad Adrian Hasdianda, Datu Respatika, Faculty of Medicine, Universitas Gadjah Mada

OTT-OB6-6
Innovation in evaluation: Transdisciplinary OSCE during clerkship at the University of Sherbrooke
Nathalie Gagnon, Carolle Bernier, Caroline Osborne, Marick Beauchamp, Sylvie Bourque, Daniel Gladu, Université de Sherbrooke

SITUATIONAL JUDGEMENT TEST (BLOCK B7)
Moderator: TBD
Ottawa Convention Centre, Level 2, Room 207

OTT-OB7-1
Validating an Integrity-focused Situational Judgement Test for Pre-Interview Selection into Medical School
Adrian Husbands, Jonathan Dowell, University of Dundee; Fiona Patterson, Work Psychology Group

OTT-OB7-2
Evaluation of a Situational Judgement Test (SJT) to assess the professional attributes of UK junior doctors
Siobhan Fitzpatrick, Medical Schools Council; Fiona Patterson, Work Psychology Group & University of Cambridge; Helena Murray, Work Psychology Group; Katie Petty-Saphon, Medical Schools Council; Paul O’Neil, University of Manchester

OTT-OB7-3
Medical and dental school admissions: Evidence from a Situational Judgement Test to assess non-academic attributes in UK
Stuart Martin, Saffatu Lopes, Máire Kerrin, Work Psychology Group; Fiona Patterson, Work Psychology Group & University of Cambridge; Rachel Greatrix, Sandra Nicholson, UKCAT Consortium

OTT-OB7-4
Admissions into Veterinary Medicine in the UK: Evaluation of a pilot to assess professional attributes using a situational judgement test
Máire Kerrin, Emma Rowett, Helena Murray, Work Psychology Group; Liz Mossop, Michelle Dickson, University of Nottingham

OTT-OB7-5
Exploring the use of situational judgement tests for selection into anaesthesia training
NA Smith, David Ware, Wollongong Hospital

OTT-OB7-6
Prediction of video-based situational judgment tests for National Licensure scores
K.L. Dore, S. Kreuger, H.I. Reiter, McMaster University

WORK BASED ASSESSMENT 1 (BLOCK B8)
Moderator: John Norcini
Ottawa Convention Centre, Level 2, Room 208

OTT-OB8-1
Specialty Specific DOPs -Tailoring the Associated Assessment System to the specialty curriculum: required practical procedures
Eleana Ntatsaki, University College London; Gavin Clunie, Cambridge University NHS Hospitals Foundation Trust, Addenbrooke’s Hospital

OTT-OB8-2
The assessment of procedural skill using a modified Direct Observation of Procedural Skills (mDOPS) among medicine residents: a pilot study
Saeed Hamid, Azam Afzal, Tabassum Zehra, Muhammad Tariq, Aga Khan University
OTT-OB8-3
Assessor training to support a bi-national workplace-based assessment initiative
Mary Lawson, Claire Spooner, Claire Byrne, ACEM

OTT-OB8-4
Survey of conducting direct observation of clinical skills on last year medical students of Islamic Azad University of Mashhad
Seyed Mohamad A Raisolsadat, Hamidreza Arshadi, Ali Reza Alehashemi, Islamic Azad University; Arezou Farajpour, Shahid Beheshti University of Medical Sciences, Mitra Amini, Education Development and Research Center, Shiraz University of Medical Sciences; Elahe Mohamadi, Shiraz University of Medical Sciences

COMPETENCY BASED ASSESSMENT 2 (BLOCK B9)

OTT-OB9-1
CanMEDS 2015: The environmental scan on directions for the future
Elizabeth Wooster, Jason Frank, Royal College of Physicians and Surgeons of Canada; Elaine Van Melle, Queens University; Linda Snell, McGill University; Jonathan Sherbino, McMaster University; Ming-Ka Chan, University of Manitoba

OTT-OB9-2
Priority topics for the assessment of competence in family medicine
Tim Allen, College of Family Physicians of Canada; Carlos Brailovsky, Tom Crichton, Northern Ontario School of Medicine; Kathy Lawrence, University of Saskatchewan; Cheri Bethune, Memorial University; Michel Donoff, University of Alberta

OTT-OB9-3
A multicenter validation study of a Gastrointestinal Endoscopy Competency Assessment Tool for pediatric colonoscopy (GiECAT-KIDS)
Catharine M Walsh, Jeffrey Yu, The Wilson Centre and The Hospital for Sick Children, University; Simon C Ling, The Hospital for Sick Children, University of Toronto; Petar Mamula, The Children’s Hospital of Philadelphia; Jenifer R Lightdale, Boston Children’s Hospital; Heather Carnahan, The Wilson Centre and Centre for Ambulatory Care Education

OTT-OB9-4
Evaluation of an innovative learner-centred assessment program for family medicine residency training
Maria Palacios, Keith Wycliffe-Jones, Tyrone Donnon, Vishal Bhella, University of Calgary

OTT-OB9-5
Is it time to validate the National Competency Profile for Physician Assistants?
Maureen Gottesman, University of Toronto

EDUCATION INNOVATION - DME (BLOCK B1)

CCME-OB1-2
Distributed Medical Education at Dalhousie University: Sociomaterial Considerations
Anna MacLeod, Olga Kits, Cathy Fournier, Jonathan Tummons, Karen Mann, Joan Sargeant, Dalhousie University

CCME-OB1-3
Doodles, Snippets, Mindmaps and Apps: Just-In-Time Online Learning Options For Palliative and End-Of-Life Care (EOL)
Brady Riordan, Pallium Canada; Dr. Gordon Giddings, Dr. Kathryn Downer EdD Pallium Canada; Dr. Srini Chary, University of Calgary, Dr. Jose Pereira, University of Ottawa

CCME-OB1-4
Scholarship in Distributed Post-Graduate Family Medicine
Carrie Bernard, Matthew Greenway, Lawrence Grierson, Michelle Howard, Dorothy Emslie, McMaster University
CCME-OB1-5
Rockin’ Docs Camps: Educating medical students about working with youth from low socioeconomic backgrounds
Aishwarya Sundaram, Amy Smith, University of Alberta

CCME-OB1-6
DFCM Open: Powering the Future of Primary Care Innovation & Collaboration with the Open Source Movement
Pieter Jugovic, Danielle Simpson, University of Toronto

EDUCATION INNOVATION - FACULTY DEVELOPMENT (BLOCK B2)
Moderator: TBD
Ottawa Convention Centre, Level 2, Room 210

CCME-OB2-1
A novel orientation topic for new faculty: wellness
Garielle Brown, Kamala Patel, Jane Lemaire, University of Calgary

CCME-OB2-2
Learning About Guidelines Can Be Fun: Transforming Faculty Education with New Technology
Tommy Chan, Brenna Lynn, Alexandra Hatry, Gisele Bourgeois-Law, University of British Columbia

CCME-OB2-3
Academic Leadership as a Community of Practice
Anne Wong, Colleen McKey, McMaster University

CCME-OB2-4
Fostering Continuing Professional Development in the Workplace: TESCoP (Teaching and Education Scholarship Community of Practice)
Denyse Richardson, University Health Network; Debbie Kwan, Mandy Lowe, Jerry Maniate, Latika Nirula, Lakshmi Matmari, Stella Ng, University of Toronto

CCME-OB2-5
The Thistle and the Maple Leaf: International Collaboration to enhance CPD
Ronald MacVicar, NHS Education for Scotland; Heather Armson, University of Calgary; Tom Elmslie, University of Ottawa

CCME-OB2-6
Support for MRS radiation therapy preceptors: A needs assessment analysis
Marnie Peacock, Karen Moline, Sunnybrook Health Science Centre; Kieng Tan, Carina Feuz, University Health Network

EDUCATION INNOVATION - STUDENT AFFAIRS (BLOCK B3)
Moderator: TBD
Ottawa Convention Centre, Level 2, Room 211

CCME-OB3-1
Personality Types of Canadian Medical Students
June Harris, Donald McKay, Memorial University of Newfoundland

CCME-OB3-2
Goûter à sa propre médecine : l’approche par les pairs, une voie d’avenir pour le développement du raisonnement clinique et des qualités de communication pour les futurs médecins
Emilie Alain, Jacob Courtemanche, Hugo De Larochellière, Vincent Gauvin, Cédrick Adam, Audrey Perreault, Université Laval

CCME-OB3-3
Petit Guide des Habiletés Cliniques : l’implication étudiante et l’approche collaborative comme moteurs pour le développement de matériel pédagogique adapté au doctorat en médecine
Jacob Courtemanche, Emilie Alain, Audrey Perreault, Cédrick Adam, Hugo De Larochellière, Vincent Gauvin, Université Laval

CCME-OB3-4
Unclogging Medical Student Inboxes: a novel eCommunications Strategy
Irfan Kherani, Danielle Gabert, Lyswarya Mani Bhaskar, Shauna Geerts, University of Alberta; Akua Gyambibi

CCME-OB3-5
FIFE S.T.A.R.S (Students Taking Academic Review Sessions): A Novel Way to Enhance Clinical Skills
Jennifer Ortyński, Jesse Basnak, Meghan Chow, Emeka Nzekwu, Laurie Mereu, University of Alberta
CCME-OB3-6
Mathitopoli - A City of Student Learning!
Vass Vassiliou, Royal Brompton Hospital and Imperial College London; Eleana Ntatsaki, University College London; Linda Jones, University of Bedfordshire

RESEARCH - ADMISSIONS (BLOCK B4)
Moderator: TBD
Ottawa Convention Centre, Level 2, Room 212

CCME-OB4-1
A Proposed New Standard for Sustainable Success Regarding Social Responsibility
Mark Hanson, Justin Hall, Maria Mylopoulos, Nicole Woods, University of Toronto

CCME-OB4-2
Prevalence of Non-Prescription Stimulant Medication Use Among Canadian Medical School and Undergraduate Students.
Suneeta Monga, Brittany Rosenbloom, Leslie Nickell, Chris Perumalla, Sally Walker, Mark Hanson, University of Toronto, Kevin Eva, University of British Columbia

CCME-OB4-3
Best Practices in Application and Selection: An Institutional Approach to Resident Selection
Glen Bandiera, Mark Hanson, Mariela Ruetalo, Caroline Abrahams, University of Toronto

CCME-OB4-4
Performing Privilege: Analyzing the Discourses of Multiple Mini Interviews for Selection to Medical School
Saleem Razack, David Lessard, Mary Maguire, Yvonne Steinert, McGill University, Brian Hodges, University of Toronto

RESEARCH -CME (BLOCK B5)
Moderator: TBD
Ottawa Convention Centre, Level 2, Room 213

CCME-OB5-1
The Hidden Curriculum: Using depictions in medical television programs to advance awareness
Agatha Stanek, Chantalle Clarkin, Hilary Writer, Dylan Bould, Katherine Moreau, Asif Doja, University of Ottawa

CCME-OB5-2
When is it ok to tell patients they are overweight? A study of public views to inform medical educators regarding obesity management training.
Jo Hart, Sarah Peters, Sophie Yelland, Alice Mallinson, University of Manchester

CCME-OB5-3
Understanding Physician Learning Needs from CPSO Individualized Education Plans
Craig Nathanson, William McCauley, Jennifer Fillingham, The College of Physicians and Surgeons of Ontario

CCME-OB5-4
An Evaluation of the Getting a Grip on Arthritis Pilot Online Continuing Professional Development (CPD) Program
Mary Bell, Elizabeth Badley, University of Toronto; Lisa Fleet, Vernon Curran, Fran Kirby, Memorial University of Newfoundland; Sydney Brooks, Lynn Moore, The Arthritis Society, Marlene Del Pino, Health Canada; Anne Lyddiatt, Patient Partners in Arthritis, Peter Tugwell, University of Ottawa

CCME-OB5-5
Creativity and Innovation in General Practice: The Perspectives of Trainers
Hannah Hesselgreaves, University of Durham; Murray Lough, Scottish Medical Education Research Consortium

CCME-OB5-6
Perceived vs. Unperceived CE Needs: Vertical and horizontal misalignments?
Suzan Schneeweiss, Eman Leung, Simon Kitto, University of Toronto

RESEARCH -HEALTH & WELL-BEING (BLOCK B6)
Moderator: TBD
Ottawa Convention Centre, Level 2, Room 214

CCME-OB6-1
Prevalence of and risk factors for burnout symptoms among medical interns
Floor Tilmans, Vivianne de Croon-Koevoets, Jacqueline Busraan, Aarnout Jan de Beaufort, Jill Mentink, Danielle Eindhoven, Jan van Lith, Erik Giltay, Leiden University Medical Centre
CCME-OB6-2

**Healthy Students: Healthy Doctors – Medical Students Perspectives on Factors That Impact Their Wellbeing During Training**
Debbie Cohen, Sarah Winstanley, Jo Allen, Melody Rhydderch, Paula Palmer, Cardiff University

CCME-OB6-3

**Does Medical Student Financial Need Impact Academic Performance?**
Mark Hanson, Bill Gregg, Leslie Nickell, Nicole N. Woods, University of Toronto

CCME-OB6-4

**A Comparison of Resident and Faculty Physicians’ Sleep and Attention While On-Call**
Jacqueline Luhoway, Kathryn Wood, Liam Rouke, Jeffrey Jirsch, Penelope Smyth, University of Alberta

CCME-OB6-5

**If They’re Stressed, They’re Not Burnt-out: Chronic Stress, Burnout and Coping Styles in Medical Students**
Vicki LeBlanc, Leslie Nickell, Kevin Brophy, Jay Rosenfield, University of Toronto

**RESEARCH -IPE (BLOCK B7)**

Moderator: TBD
Ottawa Convention Centre, Level 2, Room 215

CCME-OB7-1

**On the origin of miscommunication: differences and similarities in residents’ and nurses’ assessment of pre-eclampsia.**
Pim W. Teunissen, VU University Medical Center Amsterdam & Maastricht University; Inge Verbeek-van Noord, Karlien van Binsbergen, Martine de Bruijne, Christianne de Groot, VU University Medical Center; Arno Muijtjens, Jeroen Donkers, Maastricht University; Fedde Scheele, St. Lucas Andreas Hospital

CCME-OB7-2

**Intended and Unintended Effects of Specialist Facilitation of Continuing Interprofessional Education (CIPE) in Primary Care**
Rene Wong, Henry Halapy, Catherine Yu, University of Toronto

**CCME-OB7-3**

**In Concert: Translating Musical Collaboration into Healthcare Team Settings**
Clare Whitehead, University of Ottawa; Ayelet Kuper, Zubin Austin, University of Toronto

**CCME-OB7-4**

Heather Stenerson, Stacey Lovo Grona, Brenna Bath, University of Saskatchewan

**CCME-OB7-5**

**Using a sociologically informed examination of discharge in general internal medicine to design continuing interprofessional education**
Joanne Goldman, Simon Kitto, University of Toronto; Scott Reeves, University of California, San Francisco; Robert Wu; ; Ivan Silver; ; Kathleen MacMillan, Dalhousie University

**CCME-OB7-6**

**A qualitative analysis of instructor vs within-team led inter-professional debriefings**
Sylvain Boet, Dylan Bould, University of Ottawa; Ashlee-Ann Pigford, The Ottawa Hospital Research Institute; Amber Fitzsimmons, University of California San Francisco; Scott Reeves, Center for Innovation in Interprofessional Education, University; Emmanuel Triby, Faculty of Education, University of Strasbourg

**POSTERS**

All facilitated poster sessions will be held in the Ottawa Convention Centre, Level 3, Canada Hall 2 and 3.

**1:30PM to 3:00PM**

**SELECTION (SECTION B8)**

Facilitator: Philip Chan

OTT-PAB8-01

**Personality Assessment: Can It Help to Select the Medical Student?**
Anupong Suthammirand, Nattinee Shinajitpun, Chonburi Medical Education Center
OTT-PAB8-02  
Removing the selection interview leads to gender bias amongst enrolled medical students  
Mavourneen Casey, Diann Eley, The University of Queensland; David Wilkinson, Macquarie University

OTT-PAB8-03  
Assessment of academic preparation and motivation to create a standard of entry behavior for International Dental Course program at Faculty of Dentistry Hiroshima University  
Ketut Suardita, Hiroko Oka, Takashi Takata, Motoyuki Sugai, Institute of Biomedical & Health Sciences, Hiroshima University, Darmawan Setijanto, Faculty of Dentistry, Airlangga University

OTT-PAB8-04  
Evaluation of machine-marked tests for selection into core medical training: Evidence from a longitudinal validation study  
Safiatu Lopes, Work Psychology Group; Fiona Patterson, Work Psychology Group & University of Cambridge; Liz Berkin, Bill Burr, Stephen Harding, Royal College of Physicians

OTT-PAB8-05  
Reliability of Standardized Interviews at Schulich Medicine  
Lorne Gula, MaryAnn Kennard, Kathy Sadler, Elana Whelan, Francis Chan, Bertha Garcia, University of Western Ontario

OTT-PAB8-06  
If At First You Don’t Succeed. . . Try MCAT Again!  
Sarah Wright, Lindsay Jackowetz, Kulamakan Kulasegaram, Mark Hanson, University of Toronto

OTT-PAB8-07  
The Cost of MCAT Preparation: Findings from a Medical Student Survey  
Jesse Kancir, Sarah Wight, Lindsay Jackowetz, Kulamakan Kulasegaram, Mark Hanson, University of Toronto

OTT-PAB8-08  
Selection into specialty training: assessing behaviour and values based recruitment to improve quality of patient care  
Alison Carr, Health Education England; Fiona Patterson, Work Psychology Group & University of Cambridge; S Lopes, Work Psychology Group; Bill Irish, Selena Gray, Health Education South West

OTT-PAB8-09  
Is Performance at GP training selection related to Myers Briggs personality type?  
Richard Elliott, Sandy Miles, Wessex School of General Practice, Wessex Deanery, UK

COMMUNICATION SKILLS/WORK-BASED ASSESSMENT (SECTION B5)

Facilitator: TBD

OTT-PBS-01  
Evaluation of Communication Skills Training in the Undergraduate Dental Curriculum  
Dixuan Zhang, Laura Dempster, University of Toronto

OTT-PBS-02  
The Audio-COT (Clinically Observed Tool) – a friend or foe? Assessment of GP trainers’ interest in and use of this clinical assessment tool  
Bryony Sales, Samantha Scallan, Sue Crane, Johnny Lyon-Maris, Wessex School of General Practice

OTT-PBS-03  
What do patients and caregivers say about how clinicians communicate a diagnosis of schizophrenia?  
Carmel Loughland, Brian Kelly University of Newcastle / Hunter New England Health Service; Sue Outram, University of Newcastle; Harsimrat Sandhu, Marina Vamos, Hunter New England Health Service; Tomer Levin, Memorial Sloan Kettering Cancer Center

OTT-PBS-04  
What are the barriers to good practitioner-patient communication in psychiatry: A qualitative study  
Sue Outram, University of Newcastle

OTT-PBS-06  
Assessment of physicians’ communication skills through a physician-patient questionnaire  
François Goulet, Johanne Thiffault, Collège des médecins du Québec
OTT-PB5-07
Evaluating the baseline communication skills of Family Medicine residents through a benchmark evaluation
Alim Nagji, Doug Klein, University of Alberta

OTT-PB5-08
Mail from the Heart: Simulated E-mail to Assess Knowledge and Communication Skill in Medical Students
Wasana Hongkan, Chonburi Medical Education Center

OTT-PB5-09
Re-evaluating educational assessment: Using ethnography to assess the learning of community health workers in Ecuador
Peter Nugus, Alison Doucet, Juana Morales, Helene Rousseau, Andrea Evans, Alexander Caudarella, Kirsten Johnson, Jasmine Chatelain, Carolyn Beukeboom, Ann MacCaulay

OTT-PB5-10
Mini-MAS, a workbased assessment tool to assess milestone stages
Moyez Ladhani, McMaster University

OTT-PB5-11
Needs assessment of teachers conducting workplace based assessments of professional behavior
Hester Daelmans, Rashmi Kusurkar, Jean Bronzwaer, Martina Cornel, Ariadne Meiboom, Gerda Croiset, VU University medical center

OTT-PB5-12
Residents’ competency assessment by Direct Observation of Procedural Skills and Global Rating Scale: Its Correlation and Agreement
Maysam Asadilari, Amir Nejati, Mohammad Jalili, Mahvash, Ali Ardalan, Tehran University of Medical Sciences, Alizadeh Naini, Shiraz University of Medical Sciences

OTT-PB5-13
Use of Shift Card as a Learning Tool in the Emergency Department
BYG Leong, GG Sim, Changi General Hospital

OTT-PB5-14
The development and training of mini-CEX central assessors to evaluate students in undergraduate medical school
Wyn Harris, Steven Capey, Jess Murtagh, Swansea University

OTT-PB5-15
Queen’s Ob/Gyn clerkship ambulatory clinic rubric: making the focus of assessment and standard for performance explicit
Susan Chamberlain, Laura McEwen, Ulemu Luhanga, Richard Thomas, Queen’s University

PROFESSIONALISM (SECTION C9 & C8)

CCME-PC9-1
E-professionalism among young doctors: A survey of residents’ Facebook content
Jolanta Karpinski, University of Ottawa; Susan Bragg, University of Toronto

CCME-PC9-2
Social Media Use by Medical Students and Residency Program Directors
Eve Purdy, Robert Connelly, Michael Leveridge, Queen’s University

CCME-PC9-3
A Comparison of Seven Psychometric Properties Between Generations: Implications for Medical Schools
Tia Renouf, Katrin Zipperlen, Vernon Curran, Memorial University of Newfoundland

CCME-PC9-4
Is Awareness of Self-regulated Learning Strategies in Medical Students Promoted by Problem-Based Learning?
Jean McKendree, Janine Henderson, Hull York Medical School

CCME-PC9-5
Professionalism in the 21st Century: Social Media and Online Presence in the Medical Student Population
Brittany Harrison, Alireza Jalali, University of Ottawa

CCME-PC9-6
Developing initiatives in LGBTQ health education: Needs assessment and strategic approaches
Cara Collins, Stacey Ritz, Jennifer Dumond, Kathleen Beatty, Northern Ontario School of Medicine
CCME-PC9-7
Interactions between physicians and the pharmaceutical industry: A study into the perceptions of the early career psychiatrist
Thomas Stark, Lockyer Jocelyn, Brager Nancy, Brownell Keith, Balderston Rhea, Berg Amanda, University of Calgary

CCME-PC9-8
Virtue Lost? The Decline of Altruism in Codes of Ethics
Wael Haddara, Lorelei Lingard, University of Western Ontario

CCME-PC9-9
Peer-to-peer mentoring is an effective way to teach professionalism to medical students
Daniel Ting, Maria Cusimano, Ted Ashbury, Susan MacDonald, Queen’s University, Nate Charach, University of Toronto

CCME-PC9-10
Family Medicine Clerkship Students’ Reflections on Clinical Practice in Primary Care Centers in the United Arab Emirates-Commonest key domains of “Good Medical Practice”.
Stella Major, Weill Cornell Medical College in Doha; Engela Prinsloo, Jawad Hashim, United Arab Emirates University

CCME-PD13-1
Use of information sources by medical students in a problem-based learning program.
George Rakovich, chantal lafond, jean-pierre messier, serge dube, Université de Montréal

CCME-PD13-2
Evaluating Impacts of Family Medicine Interest Group Pre-Clerkship Activities
Christopher Earle, Carolyn Arbanas, Stephen Lee, Memorial University of Newfoundland

CCME-PD13-3
Comprehensive Review of and Development of a Best Practices Model for Anatomy Training in Undergraduate Medical Education
Poyen Chang, Shivani Upadhyaya, Irfan Kherani, Bethany Ostrowerka, Anil Walji, Daniel Livy, University of Alberta

CCME-PD13-4
An Evaluation of Student Assistantships: the Peninsula Medical School Experience
Hisham Khalil, Kate Ellis, Rosalind Mole, Plymouth University Peninsula School of Medicine

CCME-PD13-5
Basic science and the interpretation of the respiratory exam: A needs assessment
Andrea Cowan, Mark Goldszmidt, Paul Minda, University of Western Ontario

CCME-PD13-6
The Impact of Massed versus Spaced Instruction on Learning and Self-efficacy in Pediatric Resuscitation 12 month follow-up
Catherine Patocka, University of Calgary; Bhanji Farhan, McGill University

CCME-PD13-7
Virtual- vs. In-presence- Collaborative Learning Settings: Participants’ Clinical Knowledge and Satisfaction
Linda Bergeron, Christina St-Onge, Robert Sabbagh, Waddell Guy, Daniel Gladu, Sandeep Mayer, Université de Sherbrooke

CCME-PD13-8
Medical Students’ Oral Case Presentation Skills: A Survey of Medical Students, Residents and Attending Physicians
Peter MacPherson, Anne Drover, Memorial University of Newfoundland
CCME-PD13-10

Baby steps: Third year medical students’ knowledge of child development
Michelle Bischoff, Debra Andrews, University of Alberta; Peter MacPherson, Memorial University of Newfoundland; C. Rebecca North, Eastern Health; Shirley Leew, Suzanne Tough, University of Calgary

CCME-PD13-11

Introducing Global and Refugee Health competencies through an e-learning program: A mixed methods study
Doug Gruner, Kevin Pottie, Doug Archibald, Lana Augustin–Polec, Anne McMarthy, Vicki Sabourin, University of Ottawa; Jill Allison, Pauline Duke, Memorial University of Newfoundland, Mahlie Brindamour, University of Saskatchewan

POSTGRADUATE (SECTION E09)

Facilitator: TBD

CCME-PE9-1

The utility of instant messaging applications on mobile phones in surgical residency training.
Osaree Akaraborworn, Prince of Songkla University; Tichakorn Petnarong

CCME-PE9-2

Use of CanMEDS Situational Encounter Forms in Physical Medicine and Rehabilitation Residency Training
Michael Payne, Ricardo Viana, Tom Miller, Keith Sequeira, University of Western Ontario

CCME-PE9-3

Evaluating a Pediatric Online Orientation Webinar for Interns
Heather Bhan, Moyez Ladhani, McMaster University

CCME-PE9-4

Effectiveness of an Individualized Academic Advising Program for International Medical Graduates
Eric Wong, Shobhan Vachhrjani, Marie Rocchi, Fok-Han Leung, Centre for the Evaluation of Health Professionals Educated Abroad

CCME-PE9-5

CanMEDS in context: Engaging residents in a transition to residency program
Joan Binnendyk, Joan Binnendyk, Donald Farquhar, Chris Watling, University of Western Ontario

CCME-PE9-6

The Spiral Autism Case: A Novel Teaching Intervention for Residents
Kim Smyth, Jean-Francois Lemay, Fras Mary, University of Calgary

CCME-PE9-7

Novice to July-Ready in 20 days: Implementation & Assessment of an Intensive Anesthesiology Clinical Introductory Program
Michael Richardson, Vanderbilt University School of Medicine

CCME-PE9-8

The McMaster at Night Pediatric Curriculum
Jonathan DellaVedova, Northern Ontario School of Medicine; Moyez Ladhani, McMaster University

CCME-PE9-9

Teaching Orthopaedic Residents Effective Communication Skills using a Videotaped Analysis Approach
April Armstrong, Penn State Milton S. Hershey Medical Center; Sandra Jarvis-Selinger, University of British Columbia

CCME-PE9-10

The Evolution of General Internal Medicine as a Distinct Subspecialty in Canada
Sharon Card, University of Saskatchewan; Narmin Kassam, University of Alberta; Michelle Elizov, McGill University; Heather Clark, University of Ottawa

CCME-PE9-11

Anesthesia Post-Graduate Education: Curriculum Renewal & Mapping
Janice Chisholm, Patricia Livingston, Anna MacLeod, Shannon Bradley, Ruth Covert, Catherine Delbridge, Tristan Dumbarton, Rochelle MacLellan, David Quinn, Cyndi Lushman, Dalhousie University
CCME-PE9-12
Development, Implementation, and Outcomes of a new Resident-as-Teacher collaboration initiative between the Family Medicine Residency Program and the Undergraduate Medical Education Program at the University of Alberta
Amy Tan, Tracey Hillier, Sudha Koppula, Anthony Seto, Jacqueline Lee, Vijay Daniels, Paul Humphries, Gary Hnatko, A. Sheny Khera, University of Alberta

3:00PM – 3:30PM
Conference Refreshment Break
Ottawa Convention Centre, Level 3, Canada Hall 2 & 3 - Exhibit Hall

SYMPOSIA
3:30PM – 5:00PM (Block C)

OTT-SC1 - What is best practice in the selection of medical students?
Fairmont Chateau Laurier, Ground Floor, Laurier room
Refer to page: 70

OTT-SC2 - Exploring rater cognition in workplace-based assessment from three different research perspectives
Fairmont Chateau Laurier, Lower Level, Canadian room
Refer to page: 70

 Learner Forum
Ottawa Convention Centre, Level 3, Canada Hall 1
Refer to page: 68

WORKSHOPS
3:30PM - 5:00PM (Block C)

OTT-WC-1
Using Rubrics to Increase Reliability and Decrease Anxiety for Trainees and Faculty
Ottawa Convention Centre, Level 1, Room 101
Susanna Talarico, Hospital for Sick Children; Shirley Yee, Mount Sinai Hospital, University of Toronto; Helen Batty, Women’s College Hospital, University of Toronto

OTT-WC-2
Validating entrustable professional activities for the assessment of early medical students
Ottawa Convention Centre, Level 1, Room 103
H. Carrie Chen, Margaret McNamara, University of California San Francisco

OTT-WC-3
The Uses and Misuses of Cronbach’s Alpha with OSCEs: How to Estimate Reliability Appropriately with Generalizability Theory
Ottawa Convention Centre, Level 1, Room 104
Andre De Champlain, Andrea Gotzmann, Medical Council of Canada

OTT-WC-4
Implementing best practices for in training assessment - establishing and implementing institution wide improvements
Ottawa Convention Centre, Level 1, Room 105
Susan Glover Takahashi, Marla Nayer, University of Toronto

OTT-WC-5
Learning to train SPs to simulate acute life-threatening medical problems for teaching and assessment
Ottawa Convention Centre, Level 1, Room 106
James Parle, University of Birmingham

OTT-WC-6
“RIME-stones”: How the Reporter-Interpreter-Manager/Educator framework can be used to enhance the implementation of milestones
Ottawa Convention Centre, Level 1, Room 107
Paul Hemmer, Steven Durning, Uniformed Services University
OTT-WC-7

“What we hope ever to do with ease, we must learn first to do with diligence”: measuring conscientiousness in health care settings

Ottawa Convention Centre, Level 1, Room 108
Marina Sawdon, Andrew Chaytor, Gabrielle Finn, John McLachlan, Durham University

CCME-WC-1

Developing Accessible Distributed Community-Based Learning

Westin Ottawa, Executive / Lower Level, Maple Room
Kathleen Beatty, Lisa Graves, Sherry Mongeau, Danielle Barbeau-Rodrigue, Laura Piccinin, Cathy Schroeder, Peter Istvan, Tim Dube, Steve Daniel, John Friesen, Northern Ontario School of Medicine

CCME-WC-2

A workshop for teachers and students in undergraduate medical education: Spiraling towards competency as partners in feedback

Westin Ottawa, 4th floor, Newfoundland Nova Scotia Rooms
Ariel Liu, Teresa Rodriguez, Kiran Veerapen, University of British Columbia

CCME-WC-3

Promoting evidence-based competencies for effectively involving clients and families in education activities

Westin Ottawa, Executive / Lower Level, Oak Room
David Wiljer, Sacha Agrawal, Sean Kidd, Ivan Silver, Michael-Jane Levitan, Andrew Johnson, Centre for Addiction and Mental Health

CCME-WC-4

Un outil facilitant l’apprentissage de la médecine factuelle (EBM)

Westin Ottawa, 3rd Floor, Ontario Room
Guylene Theriault, Gilles Brousseau, McGill University

CCME-WC-5

The Faculty Member Did What? Using Educational Theory to Address Challenging Faculty Professionalism Issues

Westin Ottawa, 4th floor, Provinces 1 Room
Gurdeep Parhar, Anita Parhar, Gisele Bourgeois-Law, Dawn DeWitt, Roger Wong, David Snadden, University of British Columbia

CCME-WC-6

Optimizing Resilience & Wellness in Undergraduate Medical Students

Westin Ottawa, 4th floor, Provinces 2 Room
Melanie Lewis, University of Alberta; Leslie Nickell, University of Toronto

CCME-WC-7

Developing Virtual Patient Case Simulations that Support Competency-based Curricula

Westin Ottawa, 4th floor, Quebec Room
Nancy Posel, David Fleiszer, McGee James Barry, McGill University

ORALS

3:30PM - 5:00PM (Block C)

PEER AND SELF ASSESSMENT (BLOCK C1)

Moderator: Johnny Lyon-Maris
Ottawa Convention Centre, Level 2, Room 201

OTT-OC1-1

Redesigning peer assessment with experienced physician assessors
Rhoda Reardon, Craig Nathanson, Nanci Harris, College of Physicians and Surgeons of Ontario

OTT-OC1-2

Validity of Peer Assessment in Team Based Learning
Asty Amalia, Irwin Aras, Alfian Zainuddin, Faculty of Medicine Hasanuddin University

OTT-OC1-4

Culturally competent healthcare in Emergency Medicine: An Australasian approach
Holly Donaldson, Alyssa Vass, Natalie Johnson, Mary Lawson, ACEM

OTT-OC1-5

Queen’s multisource feedback rubric: Frames of reference to enhance self-assessment
Jane Griffiths, Karen Schultz, Laura McEwen, Ulemu Luhanga, Queen’s University
SIMULATORS AND VIRTUAL PATIENTS (BLOCK C2)

Moderator: Rene Tio
Ottawa Convention Centre, Level 2, Room 202

OTT-OC2-1
Establishing validity from multiple evidence sources for a simulation-based assessment of procedural skills
Rodrigo B. Cavalcanti, Ryan Brydges, Graham Slaughter, Khalil Sivjee, Lynfa Stroud, University of Toronto; Laura Naismith, Toronto Western Hospital

OTT-OC2-2
The Development and Validation of Simulation-Based Resuscitation OSCE Stations for Emergency Medicine Trainees
Andrew K. Hall, J. Damon Dagnone, Lauren Lacroix, William Pickett, Queen’s University

OTT-OC2-3
Development of a new tool to assess clinical performance of anesthesiologists: The structured oral interview with high definition simulator
Pierre Champagne, Marguerite Dupré, François Goulet, Johanne Thiffault, Collège des médecins du Québec

OTT-OC2-4
Integrated assessment of basic science knowledge and clinical skills: CardioSim
Robin DeMuth, Dianne Wagner, Michigan State University College of Human Medicine

OTT-OC2-5
High fidelity and virtual patient simulation as mixed method needs assessment tools
Aimee Sarti, John Kim, Pierre Cardinal, The Ottawa Hospital; Angele Landriault, Susan Brien, Royal College of Physicians and Surgeons of Canada; Stephanie Sutherland, University of Ottawa

OTT-OC2-6
Assessing progression of clinical reasoning through Virtual Patients
Elenita Forsberg, Kristina Ziegert, Halmstad University, Susan Brien, Håkan Hult, Karolinska Institutet; Uno Fors, Stockholm University

WRITTEN ASSESSMENT 2 (BLOCK C3)

Moderator: David Swanson
Ottawa Convention Centre, Level 2, Room 203

OTT-OC3-1
Insight, foresight and risk-taking: response analysis from an MCQ
Mike Tweed, Tim Wilkinson, Sarah Stein, Jeff Smith, University of Otago

OTT-OC3-2
Negatively-worded MCQs – what does the evidence tell us?
Neville Chiavaroli, University of Melbourne

OTT-OC3-3
Use of Candidate Feedback for Improving Examinations
Gary Cole, Farhan Bhanji, Jonathan Dupre, Stacey Brzeżna, Royal College of Physicians and Surgeons of Canada

OTT-OC3-4
Application of Item Response Theory for Analysing the Psychometrics of Multiple Choice Questions Used in MD Certifying Exams at the University of Calgary
Mona Nasir, Claudio Violato, University of Calgary

OTT-OC3-5
Don’t know option in progress testing
Cecile J Ravesloot, Marieke F Van der Schaaf, Jan P J Van Schaik, Cas LLJ Kruitwagen, Olle ThJ Ten Cate, UMC Utrecht

INTERNATIONAL DIMENSIONS 2 (BLOCK C4)

Moderator: Aviad Haramati
Ottawa Convention Centre, Level 2, Room 204

OTT-OC4-1
Assessing the preparedness of clinical facilities in Kazakhstan to participate in US-style medical student education
John Mahoney, Steven Kanter, Margaret McDonald, University of Pittsburgh School of Medicine; Nurgul Khamzina, Marat Tavassov, Arman Saporov, Nazarbayev University School of Medicine
OTT-OC4-2

**Competence Assessments of Internationally Educated Nurses (IENs) Successfully Evaluate Eligibility for Canadian Licensure Examination**
Debra Sibbald, Arthur Rothman, Tammie McParland; Heather Scott, Murray Urowitz, Centre for the Evaluation of Health Professionals Educated Abroad

OTT-OC4-3

**International Consortium for Assessment Networks (ICAN): facing the challenges of competency-based assessment**
Jana Jünger, Konstantin Brass, Andreas Möltner, Achim Hochlehnert, Jörn Heid, ICAN-International Consortium for Assessment Networks

OTT-OC4-4

**A global medical education challenge: keeping cultural values while developing international assessment standards**
Cynthia Whitehead, Maria Athina, T Martinianakis, Brian Hodges, University of Toronto, Faculty of Medicine; Ming Ho, Jessie Norris, National Taiwan University College of Medicine

OTT-OC4-5

**Reforming the criteria used to assess the spoken English clinical communication skills of international medical graduates**
Tim McNamara, John Pill, The University of Melbourne

CLINICAL ASSESSMENT 2 (BLOCK C5)

Moderator: David Prideaux
Ottawa Convention Centre, Level 2, Room 205

OTT-OC5-1

**Clinical audit as a component of MBBS curriculum and assessment modality: a critical evaluation of validity and reliability**
Elina Tor, Fremantle; Donna Mak, Fremantle; Carole Steketee, The University of Notre Dame Australia, Fremantle

OTT-OC5-2

**Problematizing the assessment of simulated patient cases**
Geneviève Gauthier, University of Alberta; Jeannine Conway, University of Minnesota

OTT-OC5-3

**Assessing the learning of medical students after spending time in general practice**
Heidi Penrose, Samantha Scallan, Simon Newton, Wessex School of General Practice, Wessex Deanery, UK; Sharon Kibble

OTT-OC5-4

**Disrupting diagnostic reasoning: The effect of interruptions on the diagnostic performance of residents and emergency physicians**
Sandra Monteiro, Jonathan Sherbino, Kelly Dore, McMaster University; Timothy Wood, University of Ottawa; Meredith Young, McGill University, Jonathan Ilgen, University of Washington

OTT-OC5-5

**Do peer tutors perform better in examinations? An analysis of medical school finals**
Kazuya Iwata, Daniel Furmedge, Alison Sturrock, Deborah Gill, University College London Medical School

OSCE 3 (BLOCK C6)

Moderator: Peter Pook
Ottawa Convention Centre, Level 2, Room 206

OTT-OC6-1

**Comparing OSCE global rating scores to candidate performance**
Dwight Harley, University of Alberta; Margaret Dennett, Vancouver Community College

OTT-OC6-2

**Understanding assessor judgements in OSCEs: can item weighting reconcile assessor mismatch between global and checklist ratings?**
Godfrey Pell, Richard Fuller Matthew Homer, Leeds Institute of Medical Education

OTT-OC6-3

**Assessing rater quality using a simple descriptive approach**
Ilona Bartman, Fang Tian, Medical Council of Canada
OTT-OC6-4
A Novel Approach for Developing Rating Scales for a Practice Ready OSCE
Bruce Holmes, Dalhousie University; Saad Chahine, Mount Saint Vincent University

OTT-OC6-6
The reliability of domain based assessment in a high stakes OSCE examination
Robert McKinley, K Hartley, Keele University; Mark Cowling, Keele University, Jim Crossley, Sheffield University

PROGRAMME EVALUATION 1: ACCREDITATION AND CURRICULUM (BLOCK C7)
Moderator: Janke Cohen-Schotanus
Ottawa Convention Centre, Level 2, Room 207

OTT-OC7-1
Understanding the Severe Action Decisions of the Liaison Committee on Medical Education over an Eight Year Period
Dan Hunt, Association of American Medical Colleges; Barbara Barzansky, American Medical Association

OTT-OC7-3
Assessing cultural immersion experiences at the John Burns School of Medicine in Hawaii
Martina Kamaka, University of Hawaii John A. Burns School of Medicine

OTT-OC7-5
Alignment of Readiness for Clerkship and Residency Surveys for comprehensive evaluation of undergraduate medical education programs
Linda Peterson, Shayna Rusticus, Kevin Eva, Derek Wilson, Chris Lovato, University of British Columbia

FEEDBACK UNDERGRADUATE 2 (BLOCK C8)
Moderator: TBD
Ottawa Convention Centre, Level 2, Room 208

OTT-OC8-2
Custom Software Facilitates Individualised Test Feedback
Anna T Ryan, Terry Judd, The University of Melbourne

OTT-OC8-3
Understanding pre-clinical medical student choices in the use of formative assessment
Ancil Abney, Jonathan Kibble, University of Central Florida

OTT-OC8-4
A Paradox explained? A cautionary tale concerning student satisfaction with teaching
Janet Lefroy, Ashley Hawarden, Maggie Bartlett, Simon Gay, Robert McKinley, Keele University

COMPETENCY BASED ASSESSMENT UNDERGRADUATE (BLOCK C9)
Moderator: Debbie Jaarsma
Ottawa Convention Centre, Level 1, Room 102

OTT-OC9-1
Basic science instruction: Preparing medical students for future learning
Maria Mylopoulos, Nikki Woods, University of Toronto

OTT-OC9-2
Clinical assessment in Australian and New Zealand medical schools: An overview and the development of a suite of national assessment blueprints
Monique Hourn, Medical Deans Australia and New Zealand; Richard Hays, Bond University
OTT-OC9-3
Validity study of workplace portfolios using a recently developed validated inventory (VIP-A)
Nele R.M. Michels, Marijke Avonts, Griet Peeraer, Kris Ulenaers, Benedicte Y De Winter, University of Antwerp, Erik W. Driessen, Maastricht University

OTT-OC9-4
Designing Competency-Based Learning Objectives to Ensure Uniform Evaluations of Clinical Rotations Delivered at Multiple Off-Campus Institutions
Carmen Fuentalba, Ross University School of Veterinary Medicine

OTT-OC9-5
Comparison of a novel CanMEDS-based assessment tool to a traditional approach for formative assessment of clinical clerks
Siddhartha Srivastava, David Taylor, Queen’s University, Wilma Hopman, Kingston General Hospital;

OTT-OC9-6
Assessing Competencies and Combating Grade Inflation Through a New Evaluation Form
Machelle Linsenmeyer, Johnathan Franklin, Oklahoma State University Center for Health Sciences

CCME-OC9-1-3
An evaluation of initiatives to support resilience among Family Practice residents at UBC
Christie Newton, Anne Worthington, Maria Hubinette, Steve Beerman, Terri Aldred, John Alvarez de Lorenzana, Jennifer Baxter, Douglas Cave, Lys Fonger, Willa Henry, University of British Columbia

CCME-OC9-4
Alberta Medical School Conference and Retreat (AMSCAR): A unique weekend addressing the multidimensional aspects of medical student wellness
Isabelle Colmers, Bethany Ostrowerka, Mara Tietzen, Cypriana Koziai, Melanie Lewis, University of Alberta; Nadine Lam, University of Calgary

CCME-OC9-5
Stories at Work: Writing to Learn, Care, and Collaborate in Radiation Therapy
Kari Osmar, Ariella Damelin, Marnie Peacock, Gail Williams, Odette Cancer Centre, Sarah Whyte, University of Waterloo

CCME-OC9-6
First Patient Program - Students’ First Encounter with Losing a Patient
Leslie Flynn, Sheila Pinchin, Queen’s University

EDUCATION INNOVATION - HEALTH & WELL-BEING (BLOCK C1)
Moderator: TBD
Ottawa Convention Centre, Level 2, Room 209

CCME-OC1-1
An Analysis of Referrals to a Medical Student Support Service at Cardiff University: The Importance of Effective Triage
Melody Rhydderch, Debbie Cohen, Naomi Marfell, Harry Ahmed, Cardiff University

CCME-OC1-2
“The Right Time and Place for This to Happen”: Improving Well-being and Performance through an Innovative Wellness Curriculum
Christopher Hurst, Susan Edwards, University of Toronto

CCME-OC1-3
An evaluation of initiatives to support resilience among Family Practice residents at UBC
Christie Newton, Anne Worthington, Maria Hubinette, Steve Beerman, Terri Aldred, John Alvarez de Lorenzana, Jennifer Baxter, Douglas Cave, Lys Fonger, Willa Henry, University of British Columbia

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CCME-OC1-6
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Leslie Flynn, Sheila Pinchin, Queen’s University

EDUCATION INNOVATION - UNDERGRADUATE (BLOCK C2)
Moderator: TBD
Ottawa Convention Centre, Level 2, Room 210

CCME-OC2-1
Consensus on Global Health Core Competencies for Canadian Medical Students
Stephanie Brown, University of Calgary; Rabia Bana, Irfan Kherani, University of Alberta; David Mathews, University of Toronto; Mary Halpine, Dalhousie University; Gareth Mercer, Videsh Kapoor, University of British Columbia

CCME-OC2-2
Geriatrics, Twitter, and Flipping the Distraction: Use of social media in a geriatric psychiatry unit in undergraduate medical education.
Michelle Gibson, Eve Purdy, Melissa Andrew, Queen’s University
CCME-OC2-3
A study of the effectiveness of a self-study online imaging courseware for first year medical students
Neil Kalra, Brent Burbridge, Greg Malin, Krista Trinder, David Pinelle, University of Saskatchewan

CCME-OC2-4
Peer Bedside Rounds: A pilot program of peer-assisted bedside clinical teaching for medical students
Aristithes Doumouras, McMaster University; Raphael Rush, University of Toronto; Anthony Campbell, David Taylor, Queen’s University

CCME-OC2-5
The NOSM Curriculum Map: linking assessment, learning objectives and events
Jeff Bachiu, Michael Martyn, Rachel Ellaway, Lisa Graves, Tim Dube, John Dabous, Northern Ontario School of Medicine

CCME-OC2-6
Research in Medicine – A First in Canadian Undergraduate Education!
Simon Field, Dalhousie University

EDUCATION INNOVATION - FACULTY DEVELOPMENT (BLOCK C3)
Moderator: TBD
Ottawa Convention Centre, Level 2, Room 211

CCME-OC3-1
Using scripted filmed dramas to enhance psychiatry residents teaching capacity.
Catherine Hickie, Hunter New England Local Health District; Brian Kelly, University of Newcastle; Nash Louise, Royal Australian and New Zealand College of Psychiatrist, NSW Bra

CCME-OC3-2
Développement d’une application web innovatrice visant à favoriser la qualité de la rétroaction offerte aux étudiants en médecine en contexte de stage.
Lynn Pitre, Mélanie Desmarais, Hôpital Montfort; Antoine Gagnon, Jean Roy, Jennifer Smith, University of Ottawa

CCME-OC3-3
Supporting Our Most Valuable Asset: Our Clinical Teachers
Geneviève Moineau, The Association of Faculties of Medicine of Canada; Charmaine Roye, Nick Busing

CCME-OC3-4
Supporting Master Teachers across Distributed Medical Education Sites: A Blended Faculty Development Program for Clinicians
Sandra Jarvis-Selinger, Diana Parks, Gisele Bourgeois-Law, Leslie Sadownik, University of British Columbia

CCME-OC3-5
La communauté de tuteurs en APP : l’apprentissage par le partage des savoirs d’expérience
Ann Graillon, Frédéric Bernier, Ghislaine Houde, Véronique Lisée, Université de Sherbrooke

CCME-OC3-6
Students and faculty partnering in innovation: the development of the Accessible Resource for Teaching (ART) program
Marcus Law, Karen Leslie, Adil Shamji, Evan Tannenbaum, Euson Yeung, Lindsay Baker, University of Toronto

RESEARCH -INDIGENOUS HEALTH (BLOCK C4)
Moderator: TBD
Ottawa Convention Centre, Level 2, Room 212

CCME-OC4-1
Anti-Racism training and Indigenous Health: Creating spaces to challenge assumptions
Leah May Walker, Ruth Martin, Lyana Patrick, University of British Columbia; Cheryl Ward,

CCME-OC4-2
Indigenous Health in Medical Education: Defining the Space
Rhys Jones, University of Auckland

CCME-OC4-3
Community Needs Assessment Study for Planning the Indigenous Health Curriculum in Undergraduate Medical Education at the University of Manitoba
Barry Lavallee, Linda Diffey, Marcia Anderson DeCoteau, University of Manitoba

CCME-OC4-4
Common Ground: Graduate Outcomes in Indigenous Health Across the Oceans
David Paul, University of Western Australia / University of Notre Dame; Shaun Ewen, Rhys Jones, Martina Kamaka, Elana Curtis, Michael Green, Queen’s University
CCME-OC4-5

What helps and hinders indigenous student success in higher education health programmes: a qualitative study using the Critical Incident Technique
Elana Curtis, Erena Wikaire, Bridget Kool, Michelle Honey, Phillipa Poole, Mark Barrow, Papaarangi Reid, University of Auckland; Shaun Ewen, University of Melbourne, Fiona Kelly, Griffith University

RESEARCH -UNDERGRADUATE (BLOCK C5)
Moderator: TBD
Ottawa Convention Centre, Level 2, Room 213

CCME-OC5-1

Using critical discourse analysis to explore expressions of ideology, identity, and privilege in medical learners
Stacey Ritz, Northern Ontario School of Medicine

CCME-OC5-2

The impact of positive and negative moods on knowledge acquisition and transfer
Meghan McConnell, Sandra Monteiro, Molly Pottruff, Geoff Norman, McMaster University, Kulamakan Kulasegaram, University of Toronto, Kevin Eva, University of British Columbia

CCME-OC5-3

Foundation Doctors in Northern Ireland Endorse the F0 Assistantship
Conor Braniff, Peter Watson, Mairead Boohan, Roy Spence, Mike Stevenson, Queens University Belfast

CCME-OC5-4

Early clinical skills near-peer teaching: an effective learning tool?
Nicholas Tollemache, Stefan Klimach, Inam Haq, Brighton and Sussex Medical School

CCME-OC5-5

Improving the Emergency Medicine Clerkship with Structured Teaching Shifts
Lisa Shepherd, Allison Meiwald, Elaine Zibrowski, Michelle Klingel, Lorelei Lingard, University of Western Ontario

CCME-OC5-6

Review of Programs Designed to Develop Teaching Skills in Medical Students
Gregory Marton, Brendan McCullough, Christopher Ramnanan, University of Ottawa

RESEARCH -GLOBAL HEALTH (BLOCK C6)
Moderator: TBD
Ottawa Convention Centre, Level 2, Room 214

CCME-OC6-1

Evaluating the impact of a global health project: The SSHARE program in South Sudan
Rod Crutcher, Allie Dennis, Scott Shannon, Ruth Parent, University of Calgary; Shelley Ross, University of Alberta

CCME-OC6-2

Faculty experiences of a north-south partnership for postgraduate anesthesia training in Zambia
Ashlee-Ann Pigford, The Ottawa Hospital Research Institute; M. Dylan Bould, University of Ottawa; Chantalle Clarkin, The Children’s Hospital of Eastern Ontario Research Institute; Anne McCarthy, University of Ottawa; Feruza Ismailova, Department of Anaesthesia, University Teaching Hospital, Lusaka; Emily Measures, Tropical Health and Education Trust; John Kinnear, Southend University Hospital NHS Foundation Trust

CCME-OC6-3

Building a Framework for Global Health Learning – An Analysis of Global Health Concentrations in Canadian Medical Schools
David Mathews, University of Toronto; Rita Watterson, University of Calgary; Paxton Bach, University of British Columbia; Mary Halpime, Dalhousie University; Irfan Kherani, University of Alberta; Ryan Meili, University of Saskatchewan

CCME-OC6-4

Meta-ethnography of student and patient perspectives of undergraduate medical education in the UK general practice setting
Sophie Park, Nada Khan, University College London, Alice Malpass, University of Bristol

CCME-OC6-5

Identifying priorities for medical education research in Scotland: involving stakeholders to set the national research agenda
Charlotte Rees, Ashley Dennis, Graham Leese, University of Dundee; Murray Lough, NHS Education for Scotland; Jean Ker, Jennifer Cleland, Peter Johnston, University of Aberdeen
CCME-OC6-6
Positive impacts on rural and regional workforce from the first eight cohorts of James Cook University medical graduates
Tarun Sen Gupta, Torres Woolley, Richard Murray, Harold Jacobs, James Cook University, Richard Hays, Bond University

RESEARCH -TECHNOLOGY & SOCIAL MEDIA (BLOCK C7)

Moderator: TBD
Ottawa Convention Centre, Level 2, Room 215

CCME-OC7-2
Learning from Patients via Social Media: A Pilot Study Exploring What Patients with Chronic Illness Wish Their Healthcare Providers Knew
Holly Witteman, Selma Chipenda-Dansokho, Kerri Sparling, Jacqueline Bender, Kim Vlasnik, Michelle Litchman, Patrick Archambault, Université Laval; Joyce Lee

CCME-OC7-3
How do students’ social networks evolve during their first and second years at medical school?
Rachel Howarth, Lancaster University, UK, Joseph McAleer, Rachel Isba

CCME-OC7-4
Un outil novateur de pratique réflexive en anesthésiologie
Anne Marie Pinard, Isabelle Savard, Université Laval

CCME-OC7-5
iDoc: evaluation of a point-of-care mobile information tool
Mark Stacey, Wales Deanery, UK; Alison Bullock, Rebecca Dimond, Wendy Hardyman, Joseph Lovatt, Cardiff University; Elaine Russ, Wales Deanery, UK

POSTERS

All facilitated poster sessions will be held in the Ottawa Convention Centre, Level 3, Canada Hall 2 and 3.

3:30PM - 5:00PM
ASSESSMENT FOR LEARNING (SECTION A2)
Facilitator: Val Wass

OTT-PA2-01
Collecting patient feedback to assess resident and staff physician patient care at a family medicine teaching unit: The Feedback From Patients on Physician Care (FFPPC) tool
John Brewer, Eric Wooltorton, Madeleine Montpetit, Farhad Motamedi, Peter Brewer, Erica Battram, University of Ottawa

OTT-PA2-02
Final clerkship grades: do they relate to written feedback in earlier clerkships?
Franciska Koen, Floor Mulder, Hester Daelmans, Gerda Croiset, VUmc School of Medical Sciences

OTT-PA2-03
Is feedback getting S.M.A.R.T.er?
Bridget Langham, Heidi Breed, Health Education East Midlands

OTT-PA2-04
Encouraging residents' feedback seeking behavior
Janine van der Rijt, Susanna M. Lucieer, Matthijs de Hoog, Erasmus MC; Wim H. Gijselaers, Maastricht University

OTT-PA2-06
Learning in clinical practice: what is the influence of fellow peer students?
Jan L Loeffen, Nicole C Huijbregts, Jos M Th Draaijsma, Radboud University Medical Center
OTT-PA2-07  
Self-directed learning readiness among undergraduate physiotherapy students at University of Ghana  
Jonathan Quartey, School of Allied Health Sciences, College of Health Sciences, Uni; Carina Eksteen, University of Pretoria; Glynis Pickworth, University of Pretoria

OTT-PA2-08  
The impact of curriculum rearrangement in the lead-up to barrier exams  
Teresa M Treweek, Jessica R Hughes, Kylie J Mansfield, Alistair Lethbridge, University of Wollongong

OTT-PA2-09  
Assessment of competencies in medical students: The challenges of large-scale diagnostic assessment in Mexico  
Melchor Sánchez-Mendiola, Adrián Martínez-González, Andrés Trejo-Mejía, Fernando Flores-Hernández, Iwin Leenen, Teresa Fortoul van der Goes, UNAM Faculty of Medicine

OTT-PA2-12  
Pictorial representation of assessments used at exit level of a medical training programme: What does this tell us?  
Christina Tan, Susan van Schalkwyk, Juanita Bezuidenhout, Stellenbosch University, Francois Cilliers, University of Cape Town

OTT-PA2-14  
Reflective Diary and Dialogue: Critical Reflection Tools for Transformative Learning  
Nipon Uppamanoraset, Manavika Punnan, Queen Sawang Vadhana Memorial Hospital, Thai Red Cross affiliated

OTT-PA2-15  
The viewpoints of medical graduates toward their achievement of expected competencies at Kerman Medical School, Iran, 2013  
Habibeh Ahmadipour, Kerman University of Medical Science; Ameneh Mozafari, Kerman University of Medical Science

THE STUDENT/THE TEACHER (SECTION B6)  
Facilitator: Peter McCrorie

OTT-PB6-02  
Comparison of clinical science comprehensive examination performance in different groups of medical students based on their cumulative GPA at 3rd year  
C Ngarmukos, S Liawwanich, N Plungpongpan, P Phuapradit, S Wanvarie, Faculty of medicine, Ramathibodi hospital, Mahidol university

OTT-PB6-03  
Emotional Intelligence and correlation to anxiety and stress in Medical students studying in an All-English Curriculum in China  
Sima Sarvari, Shantou University Medical College

OTT-PB6-05  
Aligning assessment structures and support systems: A method for early flagging of struggling students  
Claire L. Vogan, Ana L. Da Silva, Judy McKimm, Alice Hoon, Steve Capey, Swansea University

OTT-PB6-06  
Meeting community needs: career paths of the first James Cook University medical school graduates  
Aileen Traves, Sarah Larkins, Tarun Sen Gupta, James Cook University; Richard Hays, Bond University

OTT-PB6-07  
Australian Medical Schools Outcomes Database and Longitudinal Tracking (MSOD) Project  
Angela Carberry, Don Roberton, Medical Deans Australia and New Zealand Inc.

OTT-PB6-08  
Right task, wrong time. Influences on prescribing in an undergraduate OSCE  
Jennifer Illingworth, Royal Brompton Hospital; Stephanie Strachan, King’s College London
OTT-PB6-09
An evaluation of senior medical students as problem based learning (PBL) facilitators: Are they as good as experienced faculty?
Ashley W Newton, Jennifer L Whiteley, David C M Taylor, University of Liverpool

OTT-PB6-11
Developing a tool to measure and inform changes in clinical faculty engagement in a Canadian medical school
Tanya Matheson, Anne Weeden, Thomas Marrie, Diane Gorsky, Dalhousie University, Diane LeBlanc, Kate Calnan, Saint Mary’s University

OTT-PB6-12
Factors Affecting Resident Evaluation of Faculty Entrustment of Autonomy
M Wolff, University of Michigan Medical School, B Bassin, L Hopson, K Saxon, N Juneja, W Brent Stansfield

OTT-PB6-13
Building Learning Communities in a Changing Curriculum
Dana Sayre-Stanhope, M Mayfield, Emory University School of Medicine

UNDERGRADUATE (SECTION C11)
Facilitator: TBD

CCME-PC11-1
Introducing Research Ethics Curriculum and Tools in Undergraduate Medical Clinical Research Education: An Innovative Approach
Heather Sampson, Joyce Nyhof-Young, Fran Scott, University of Toronto

CCME-PC11-2
Social Pediatrics in the Pre-Clerkship Years: Providing Early Exposure to Conditions Affecting Children in the Community
Laura Stymiest, Dalhousie University; Cecil Ojah, Saint John Regional Hospital

CCME-PC11-3
Medical Student Near-Peer Facilitation for Small Group Learning
Sheila Pinchin, Michelle Gibson, Graydon Simmons, Rene Allard, Queen’s University

CCME-PC11-4
Mini Docs: Collaboration in Learning
Phillip Quon, Kerry Wong, JoAnn Paul, Laurie Mereu, May Choi, Reji Thomas, University of Alberta

CCME-PC11-5
Incorporation of musculoskeletal ultrasound into the 2nd year of medical student training
Kiley Toder, Hofstra North Shore LIJ School of Medicine; Maria-Louise Barilla-LaBarca, William Rennie

CCME-PC11-6
How Tempus project “Establishment of the Supra-Regional Network of the National Centers in medical education, focused on PBL and Virtual Patients” influence on sustainable development
Gulmira Abakassova, Raushan Dosmagambetova, Alma Muratova, Sholpan Kaliyeva, Viktor Riklefs, Assel Nurgaliyeva, Karaganda State Medical University; Ella Iskrenko, Terry Poulton, St. George’s University of London

CCME-PC11-7
Formalizing and inspiring student-initiated educational innovation in a medical school curriculum
Greg Malin, University of Saskatchewan
CCME-PC11-8
Addressing stereotypes in Indigenous health education: Human Books at the University of Manitoba
Linda Diffey, Barry Lavallee, University of Manitoba

CCME-PC11-9
Reviving Out-of-Copyright Medical Illustrations for use in Medical Curricula
Adam Dmytriw, Paul Neumann, Dalhousie University; Meredith Sadler, Ontario College of Art and Design University

CCME-PC11-10
Miming actions speak louder than words when teaching the cranial nerves
Kerry Dickson, College of Health & Biomedicine, Victoria University; Bruce Stephens, Department of Econometrics & Business Statistics, Monash University

HEALTH & WELL-BEING (SECTION C15)
Facilitator: TBD

CCME-PC15-1
Mindful Medical Practice: Can modified mindfulness education improve student resiliency, coping and stress management?
Tanya Rac, Marilyn Baetz, Marcel DEon, Anita Chakravarti, Shirley Maltman, University of Saskatchewan

CCME-PC15-2
Feasibility and impact of 3-weeks of mindfulness meditation training for medical students: a description of 3 reflective case studies
Amy Spatz, St George's, University of London; Gary Coulton

CCME-PC15-3
Assessment of MedLINKS, an innovative peer-support program at University of Toronto.
Jessica Shih, Leslie Nickell, University of Toronto; Raymond Ko, University of Saskatchewan

CCME-PC15-4
Allies Live Here: A school-based anti-bullying intervention promoting positive LGBTQ attitudes and behaviours among middle school students in a priority Toronto neighbourhood
Harry Chang, Joyce Nyhof-Young, University of Toronto; Angela Pumpiris

CCME-PC15-5
Visual Arts and Medicine Seminar Series – an Academic and Interdisciplinary Approach towards the Incorporation of Visual Arts into Undergraduate Medical Education
Jessica Truong, Amy Creighton-Power, Joshua Tober, Thomas Fear, University of Western Ontario; Thomas Forbes, The Royal College of Physicians and Surgeons of Canada

CCME-PC15-6
Improving teaching/learning process teaching removable partial prosthodontics, using modern educational theory
Leyla Sadighpour, Tehran University of Medical sciences; Leyla Sadighpour, Maryam Memrarian, Sue Roff, Centre for Medical Education, Dundee University Medical School

CCME-PC15-7
International Medical Graduate (IMG) Postgraduate Training Adaptation: Longitudinal Effects of a Psychiatry IMG Orientation Program
Sanjeev Sockalingam, Raed Hawa, Ari Zaretsky, Susan Abbey, University of Toronto

CCME-PC15-8
Teacher-student partnerships in faculty development: developing new synergies in undergraduate medical education
Teresa Rodriguez, Ariel Liu, Kiran Veerapen, University of British Columbia

CCME-PC15-9
McMaster University Wellness Week
Margo Mountjoy, Andrew Costa, McMaster University

CCME-PC15-10
Helping Physicians Maintain Health, Knowledge, & Skills as they Age and Transition to Retirement
Lisa Fleet, Memorial University of Newfoundland; Heather Stenerson, University of Saskatchewan
CONTINUING MEDICAL EDUCATION  (SECTION E13)

Facilitator: TBD

CCME-PE13-1  
**Facilitating Reflection Through Peer-Assisted Debriefing**  
Jose Francois, Carmen Hurd, Jeff Sisler, Marilyn Singer, Jeff Toews, Stephanie Armstrong, University of Manitoba

CCME-PE13-2  
**A study of the impact of continuing professional development (CPD) activities on physicians’ knowledge, motivation and ability to address challenges with exclusive breastfeeding practices**  
Catherine Pound, Elizabeth Lindsay, Amy Plint, Katherine Moreau, University of Ottawa

CCME-PE13-3  
**How to acheive the development of a continuing interprofessional development strategy for community social pediatrics ?**  
Francine Borduas, Francine Borduas, Céline Monette, Médecins francophones du Canada; Gilles Julien, Hélène Sioui Trudel, Fondation du Dr Julien

CCME-PE13-4  
**Assessing the Continuing Medical Education Needs in a Community Academic Hospital**  
Julia Galbraith, York University; Nathan Bugden, University of Ontario Institute of Technology; Jerry Maniate, The Royal College of Physicians and Surgeons of Canada

CCME-PE13-5  
**Rural CME/CPD: Videoconference plays its role in local community of practice**  
Claire Mills, Mairi Babey, Linda Shorting, Diane Simpson, Chloe Wu, Lara Cooke, University of Calgary

CCME-PE13-6  
**A Good Death Certificate: Developing and Evaluating an E-learning Intervention to Improve the Accuracy of Death Certification**  
John Abrahamson, Toronto East General Hospital; Marcus Law, University of Toronto; David Eden, Supervising Coroner- Toronto West; Kumar Gupta, Heather Sampson, Audra Vair

CCME-PE13-7  
**Lessons Learned from the Alberta Physician Learning Program – Using administrative data to guide physician learning**  
Lara Cooke, Jocelyn Lockyer, Elaine Chow Baker, Christopher De Gara, University of Calgary

CCME-PE13-8  
**Use of an Audience Response System (ARS) to facilitate physician feedback group discussion**  
Ingrid Vicas, Robin Cox, Alaa Aboulhoda, Jocelyn Lockyer, University of Calgary

CCME-PE13-9  
**Prenatal Diagnosis of the lethality of skeletal dysplasia using 3D ultrasound**  
Megan Lim, Dr. Ian Suchet, June Zimmer, Erwin Karreman, University of Saskatchewan

CCME-PE13-10  
**Best of Web EM: an online referral mechanism to cut the wheat from the chaff**  
Holly Donaldson, Jenelle Whittaker, Mary Lawson, Australasian College for Emergency Medicine

CCME-PE13-11  
**Patient handover: Use of a handover mnemonic to standardize and improve the process**  
Praveen Rayar, Madhavi Moharir, Moyez Ladhani, McMaster University

CCME-PE13-12  
**Preceptorship in HIV Management: Modular Training Program for Family Physicians and Nurse Practitioners (NPs) Provided by the British Columbia Centre for Excellence (BC-CfE)**  
Silvia Guillemi, Helen Kang, Benita Yip, Francesca Fung, AIDS Research Program (St. Paul’s Hospital); Rolando Barrios, Julio Montaner, BC Centre for Excellence in HIV/AIDS, AIDS Research Program, David Hall, Vancouver Coastal Health Authority
MONDAY, APRIL 28, 2014

7:15AM – 8:30AM
Conference Breakfast
Ottawa Convention Centre, Level 3, Canada Hall 2 & 3
- Exhibit Hall

8:30AM – 10:00AM
Plenary - Making Teaching and Assessment Relevant
Ottawa Convention Centre, Level 3, Canada Hall 1
Refer to page: 63

10:00AM – 10:30AM
Conference Refreshment Break
Ottawa Convention Centre, Level 3, Canada Hall 2 & 3
- Exhibit Hall

SYMPOSIA
10:30AM – 12:00PM (Block D)

OTT-SD1 - Faculty Development and Learner Assessment: The Missing Link
Fairmont Chateau Laurier, Ground Floor, Laurier room
Refer to page: 71

OTT-SD2 - What is Excellence in Assessment?
Fairmont Chateau Laurier, Lower Level, Canadian room
Refer to page: 71

AFMC Hot Topic: Bringing Home the Accreditation of our Medical Schools - Help us Shape our Future!
Ottawa Convention Centre, Level 3, Canada Hall 1
Refer to page: 65

WORKSHOPS
10:30AM - 12:00PM (Block D)

OTT-WD-1
Simulation based assessments of competency & performance to provide a capable healthcare workforce
Ottawa Convention Centre, Level 1, Room 101
Thomas Gale, Martin Roberts, Plymouth University Peninsula Schools of Medicine and Dentistry; Ian Anderson, Plymouth Hospitals NHS Trust

OTT-WD-2
Using a TOSCE (or Team OSCE) to Evaluate Interprofessional Education
Ottawa Convention Centre, Level 1, Room 103
Dawn Schocken, University of South Florida Health

OTT-WD-3
How might TQM enhance your workplace-based assessment?
Ottawa Convention Centre, Level 1, Room 104
Simon Gay, Maggie Bartlett, Janet Lefroy, Robert McKinley, Keele University School of Medicine

OTT-WD-4
Reflection, Integration and Assessment (RIA) week in an integrated competency-based curriculum model
Ottawa Convention Centre, Level 1, Room 105
Alice Fornari, Judith Brenner, Maria Barilla-LaBarca, Lauren Block, Hofstra North Shore-LIJ SOM

OTT-WD-5
Uniform diversity: How to achieve standardization in live clinical assessments while still retaining local autonomy
Ottawa Convention Centre, Level 1, Room 106
Richard C Turner, University of Tasmania; Peta-Ann Teague, James Cook University; Bunmi Malau-Aduli, Karen D’Souza, Deakin University
OTT-WD-6

Combining formative and summative functions of assessment in a coherent assessment program: Lessons from clinical practice and educational research
Ottawa Convention Centre, Level 1, Room 107
Harold G.J. Bok, Faculty of Veterinary Medicine, Utrecht University; Debbie A.D.C. Jaarsma, Academic Medical Centre, University of Amsterdam; Pim W. Teunissen, Faculty of Health, Medicine, and Life Sciences, Maastricht University

OTT-WD-7

Learner-Centered Remediation for Clinical Skills: Diagnosing, Reflecting and Monitoring
Ottawa Convention Centre, Level 1, Room 108
TJ Jirasevijinda, Weill Cornell Medical College; Norma Saks, Rutgers Robert Wood Johnson Medical School; Carol Capello, Weill Cornell Medical College; Felise Milan, Albert Einstein College of Medicine of Yeshiva University; Elizabeth Kachur; Medical Education Development

CCME-WD-1

Towards a Pan-Canadian Consensus on Resident Duty Hours: Final Report and Recommendations
Westin Ottawa, Executive / Lower Level, Maple Room
Kevin Imrie, University of Toronto; Jason R. Frank, Sarah Taber, Lisa Gorman, Ashley Ronson, The Royal College of Physicians and Surgeons of Canada

CCME-WD-2

Favoriser la réflexion et l’engagement collectifs dans le cadre d’un dispositif innovateur d’amélioration continue
Westin Ottawa, 4th floor, Newfoundland Nova Scotia Rooms
Isabelle Moreau, Sylvie Houde, Diane Clavet, Richard Boulé, Daniel J. Côté, Université de Sherbrooke

CCME-WD-3

Reflection as a verb not a noun: appraising the context of reflection in medical education
Westin Ottawa, Executive / Lower Level, Oak Room
Martina Kelly, Nixon Lara, University of Calgary; Marie Cave, University of Alberta; Chris Skinner, University of Notre Dame

CCME-WD-4

Communication Skills Training for Psychiatry (ComPsych). Methods, modules and measurement.
Westin Ottawa, 3rd Floor, Ontario Room
Brian Kelly, Carmel Loughland, University of Newcastle / Hunter New England Health Service; Sue Outram, University of Newcastle

CCME-WD-5

Curriculum innovation: What medical educators need to know to improve remediation
Westin Ottawa, 4th floor, Provinces 1 Room
Adrian Yee, Dawn Dewitt, Glenn Regehr, University of British Columbia

CCME-WD-6

Transforming curriculum design to educational scholarship
Westin Ottawa, 4th floor, Provinces 2 Room
Kalyani Premkumar, University of Saskatchewan

CCME-WD-7

Developing Critical Reflection Skills using Critical Incident Reporting
Westin Ottawa, 4th floor, Quebec Room
Sheila Renton, Kathleen Beatty, Marion Briggs, Tim Dubé, Rachel Ellaway, Siobhan Farrell, Patrick Legault, Northern Ontario School of Medicine

ORALS

10:30AM – 12:00PM (Block D)

POSTGRADUATE ASSESSMENT (BLOCK D1)

Moderator: Lynne Allery
Ottawa Convention Centre, Level 2, Room 201

OTT-OD1-1

General Practice Out of Programme Study Sessions
Aurelia Butcher, Jonathan Rial, Wessex School of General Practice; Johnny Lyon-Maris, Southampton GPEU

OTT-OD1-2

Implementing best practices for in-training evaluation reports (ITERS)
Marla Nayer, Susan Glover Takahashi, Khushnoor Adatia, Caroline Abrams, Glen Bandiera, University of Toronto
OTT-OD1-3
‘Telemedicine’ video-links for supervised learning events with junior doctors in the clinical environment
Jim Price, Brighton and Sussex Medical School; Susie Calderbank, Lyndsey Forbes, Richard Venn, Chris Smith, Western Sussex Hospitals NHS Foundation Trust

OTT-OD1-4
Towards development and validation of an intraoperative objective assessment tool for evaluation of robot-assisted laparoscopic radical prostatectomy
Jen Hoogenes, Christopher Morris, Bobby Shayegan, Ranil Sonnadara, Edward D. Matsumoto, McMaster University

OTT-OD1-5
Specialty-Specific Clinical Performance Milestones Evaluation in an Introductory Anesthesiology Program: Correlation between Composite Independence Scores & Recommended Supervisory Levels
Michael G. Richardson, Vanderbilt University School of Medicine

OTT-OD1-6
New school, new assessments: A psychometric analysis of the assessment programme at the National School of Healthcare Science, England
Suzanne Chamberlain, Jennie Bell, Chris Gibson, Val Davison, Sue Hill, National Health Service

OTT-OD2-3
Latent variables are dead, long live latent variables! On the relation between case specificity and psychometric models
Stefan K Schauber, Zineb M Nouns, Sebastian Schubert, Susanne Dettmer, Charité - Universitätsmedizin Berlin

OTT-OD2-4
Validity and Validation of Assessment: A survey of researchers in health sciences education
Christina St-Onge, Université de Sherbrooke; Meredith Young, McGill University

OTT-OD2-5
One measurement approach, two functions: applying the Rasch model for program evaluation and learner assessment for a simulation-based lumbar puncture training program
Deborah Rooney, Shawna Shafer, Joseph House, University of Michigan

POT POURRI (BLOCK D3)
Moderator: Agnes Dodds
Ottawa Convention Centre, Level 2, Room 203

OTT-OD3-1
How hard are you thinking? Objective measures of cognitive load in experts and novices during test taking
Adam Szulewski, Nathan Roth, Daniel Howes, Queen’s University

OTT-OD3-2
Addressing Filter Failure in Medical Education: Finding the Right Filter
Marcel D’Eon, Krista Trinder, University of Saskatchewan

OTT-OD3-3
Assessment on the highest Bloom-levels in a discipline-based integration program challenges students and teachers
Herman J.M. van Rossum, Nele R.M. Michels, Guy Hubens, University of Antwerp
OTT-OD3-4
The influence of spaced testing on test preparation time: a randomized controlled experiment
Rene Tio, Wouter Kerdijk, Janke Cohen-Schotanus, University Medical Center Groningen

OTT-OD3-5
Home and learning environment effects on assessment performance
Tim Wilkinson, Joy Rudland, Anthony Ali, Jan McKenzie, Caroline Bell, Frances Carter, University of Otago, Christchurch

PROFESSIONALISM 1 (BLOCK D4)
Moderator: Judy McKimm
Ottawa Convention Centre, Level 2, Room 204

OTT-OD4-1
A Simple Behavioral Measure of Professionalism
Betsy Williams, Rush University Medical Center; Michael Williams, Wales Behavioral Assessment

OTT-OD4-2
Relationship between Medical Students’ Performance of Routine Tasks and their Performance
S. Beth Bierer, Cleveland Clinic; Elaine F. Dannefer, Cleveland Clinic

OTT-OD4-3
Correlates of a behavioural measure of conscientiousness in medical school
Don Munro, David Powis, Bore Miles, University of Newcastle, Australia, Gabrielle Finn, University of Durham, UK

OTT-OD4-4
Assessing adherence to principles of patient confidentiality in a clinical skills laboratory
Varun Shahi, Alice Fornari, Judy Brenner, Lauren Bloch, Ellen Pearlman, Joseph Weiner, Hofstra North Shore LIJ School of Medicine

OTT-OD4-5
Student opinion toward First Code of Conduct for Thai Medical Students: Preclinical vs. Clinical years
Amnuayporn Apiraksakorn, Khon Kaen Medical Education Center

SCRIPT CONCORDANCE TEST (BLOCK D5)
Moderator: Matthew Lineberry
Ottawa Convention Centre, Level 2, Room 205

OTT-OD5-1
A SCT on cardiovascular disease in an undergraduate curriculum: who should be member of the expert panel?
Annick Dermine, KU Leuven; Lisa De Jonghe, KU Leuven; Katrien Bosselaers, KU Leuven; Geraldine Clarebout, KU Leuven, Inge Fourneau, UZ Leuven

OTT-OD5-2
Dynia – combining of script concordance testing, virtual patients, webinars and forums to assess knowledge translation in chronic pain
David Topps, Heather Armson, Cathlin Mutch, Eloise Carr, Paul Taenzer, Ashi Mehta, University of Calgary

OTT-OD5-3
CROSSBAR – combining script concordance testing, virtual patients and scenario based assessment of learner suitability for residency training
Jean Rawling, David Topps, Heather Armson, Robert Gagnon, University of Montreal; Paul Duggan, University of Adelaide; Maureen Topps, University of Calgary

OTT-OD5-4
Implementation and evaluation of the Script Concordance Test in osteopathy
Jorge E Esteves, Oliver P Thomson, British School of Osteopathy; Marianne Bennison, Oxford Brookes University

OTT-OD5-5
Comparison of geographically separated expert panels for a modified script concordance test
Edward Simanton, University of South Dakota, Sanford School of Medicine; Denese Playford, The Rural Clinical School of WA
OSCE 4 (BLOCK D6)

Moderator: Katharine Boursicot
Ottawa Convention Centre, Level 2, Room 206

OTT-OD6-1
Neurology examination on video as an OSCE
Peter Watson, Michael Stevenson, Stanley Hawkins, Queen’s University Belfast

OTT-OD6-2
Innovative assessment using an automated OSCE system
Alia Zawawi, Muneera Baraja, King Saud Ben Abdulaziz University for Health Sciences

OTT-OD6-3
The UCLMS experience of using integrated professional skills OSCE stations during a final year examination
Alison Sturrock, Sarah Bennett, Laura-Jane Smith, Jayne Kavanagh, Lorraine Noble, Aroon Lal, UCL Medical School

OTT-OD6-4
Identification of Students with Clinical Skills Deficiencies: The IOSCE
Rajesh Gupta, Mahan Kulasegaram, Richard Pittini, University of Toronto

OTT-OD6-5
Can a Likert-type scale integrated into an OSCE station be useful for detection of clinical skill improvement?
Diem Quyen Nguyen, Benoit Deligne, Jean Victor Patenaude, Robert Gagnon, University of Montreal

PROGRAMME EVALUATION 2: CURRICULUM 1 (BLOCK D7)

Moderator: Joy Rudland
Ottawa Convention Centre, Level 2, Room 207

OTT-OD7-1
Then vs now: ‘So what?’: Evaluating the aftermath of whole-programme change in a medical curriculum. (16-year follow-up interviews with inaugural problem-based learning tutors still involved)
Gillian Maudsley, The University of Liverpool

OTT-OD7-2
Assessment of training programmes: is there concordance between tools?
Taruna Bindal, Alexandra Hospital, Worcestershire Acute Hospitals NHS Trust; David Wall, Helen Goodyear, Health Education West Midlands

OTT-OD7-4
Evaluating meaningful outcomes to enhance healthcare provider competencies
Sean Hayes, AXDEV Group; Mila Kostic, University of Pennsylvania; Laura Young, University of North Carolina

OTT-OD7-5
Use of a developmental evaluation model to assess curriculum change
Matt Vassar, Machelle Linsenmeyer, Johnathan Franklin, Oklahoma State University Center for Health Sciences

WORK BASED ASSESSMENT 2 (BLOCK D8)

Moderator: Mary Lawson
Ottawa Convention Centre, Level 2, Room 208

OTT-OD8-1
Using Unannounced Standardized Patient visits to assess OSCE practice effects on clinical performance
Colleen Gillespie, Angela Burgess, Sondra Zabar, New York University School of Medicine

OTT-OD8-2
Using Unannounced Standardized Patients (USP) to Assess Quality of Care: Charting and Outpatient Safety
Sondra Zabar, Angela Burgess, Kathleen Hanley, Adina Kalet, Colleen Gillespie, NYU School of Medicine, David Stevens, New York City Health and Hospitals Corporation

OTT-OD8-3
Assessing Clinical Competence Through a Patient Safety Lens
Beverley Bird, Monash University; Tangerine Holt, Australian-American Fulbright Commission; Brian Jolly, University of Newcastle

OTT-OD8-4
Workplace-based Assessments: Using an e-Portfolio system to improve learner feedback
Luke Woodham, Trupti Jivram, Terry Poulton, St. George’s, University of London, Megan Wilkins, Kingston University and St George’s, University of London
OTT-OD8-5
Improving the quality of written feedback from workplace based assessments: The utility index in action
M.H. Bartlett, R.K. McKinley, Keele University School of Medicine

FEEDBACK POSTGRADUATE 1 (BLOCK D9)
Moderator: Jan Illing
Ottawa Convention Centre, Level 1, Room 102

OTT-OD9-1
Trainees’ perceptions of the feedback they receive during case based discussions
Lucy Flanders, Aruchuna Mohanaruban, North Middlesex University Hospital

OTT-OD9-2
Exploring experienced feedback facilitators’ performance in multi-source feedback in specialist training
Gitte Eriksen, Center of Medical Education, Aarhus University & Aarhus University; Gitte Bjørg, PeoplePartner; Hans Ehlert, Business Psychology; Bente Malling, Center of Medical Education, Aarhus University & Aarhus University

OTT-OD9-3
How surgeon teachers use feedback to assess residents in the Operating Room
Deepak Dath, Jennifer Hoogenes, Edward Matsumoto, David Szalay, McMaster University

OTT-OD9-4
Theory, evidence and testing: Development of a model for facilitating performance feedback
Joan Sargeant, Dalhousie University; Heather Armson, Jocelyn Lockyer, University of Calgary, Eric Holmboe, ABIM; Karen Mann, Dalhousie University; Ivan Silver, CAMH

OTT-OD9-5
Moving from numbers to words: assessing the quality of a written narrative leadership feedback tool
Susan Kennedy, Bohaira Geyoushi, Rags Subramaniam, East Kent Hospital University NHS Foundation Trust

EDUCATION INNOVATION - FACULTY DEVELOPMENT (BLOCK D1)
Moderator: TBD
Ottawa Convention Centre, Level 2, Room 209

CCME-OD1-1
Building Ethics Capacity for New Faculty
Robert Boyko, Jana Bajcar, Diane Godkin, University of Toronto

CCME-OD1-2
Oral Health in Primary Care: Creating Interprofessional Faculty Leadership
Anita Glicken, nccPA Health Foundation

CCME-OD1-3
The Family Medicine Academic Project Website (FMAP): A new resource for collaborative online learning.
Fiona Webster, Marcus Law, Paul Krueger, Risa Freeman, Morag Paton, Karl Iglar, Phil Ellison, Cynthia Whitehead, University of Toronto

CCME-OD1-4
Steps to Surviving and Thriving Accreditation
Susan Glover Takahashi, Laura Leigh Murgaski, Linda Probyn, Glen Bandiera, Salvatore Spadafora, University of Toronto

CCME-OD1-5
The Development of a Canadian Competency Based Educational Curriculum for Postgraduate Obstetrics and Gynecology Using the Dutch Model (BOEG) as Framework
Nicolette Caccia, University of Toronto; Amy Nakajima, University of Ottawa; Sharon Dore, McMaster University; Corry den Rooyen, The Royal Dutch Medical Association; Fedde Scheele, VU University Medical Centre Amsterdam Department of Obstetrics a; Nancy Kent, University of British Columbia

CCME-OD1-6
Gaming – A Novel Innovation in Interprofessional Education
Kevin Fung, Carole Orchard, University of Western Ontario
EDUCATION INNOVATION - TECHNOLOGY/E-LEARNING (BLOCK D2)

Moderator: TBD
Ottawa Convention Centre, Level 2, Room 210

CCME-OD2-1
Professionalism revisited in the context of social media
Aditi Khandelwal, Mohamed Elkoushy, Richard L. Cruess, Sylvia R. Cruess, Mark Smilovitch, Sero Andonian, McGill University

CCME-OD2-2
Development of an educational information technology (EIT) summer student program to promote e-learning projects development among faculty members and students
Chi-Ming Chow, Jodie Jenkinson, Marcus Law, Wendy Kubasik, Sarita Verma, University of Toronto

CCME-OD2-3
What difference is “iTunes U” course making to anatomy learners?
Akram Jaffar, Ayad Al-Moslih, University of Sharjh

CCME-OD2-4
OnlineTED.com – a novel smartphone-based audience response system for higher education
Felizian Kuehbeck, Felizian Kuebeck, Stefan Engelhardt, Antonio Sarikas, Technische Universität München (TUM)

CCME-OD2-5
Questions d’urgence: A web based multimedia tool used to teach learners in the Emergency Department (ED)
Isabelle Savard, Daniel Brouillard, Julie Ouellet-Pelletier, Pierre Léger, Université Laval

CCME-OD2-6
The potential of peer-teaching to create high quality e-Learning content - lessons learned from the Pharmacases.de project.
Antonio Sarikas, Antonio Sarikas, Technische Universität München (TUM)

EDUCATION INNOVATION - GLOBAL HEALTH (BLOCK D3)

Moderator: TBD
Ottawa Convention Centre, Level 2, Room 211

CCME-OD3-1
An innovative postgraduate global health curriculum in a family medicine teaching unit
Eileen Nicolle, Jennifer Kane, Jane Philpott, Katherine Rouleau, University of Toronto

CCME-OD3-2
Student Developed Online Modules for Global Health Pre-Departure Training
Jillian Fairley, Elizabeth Hendren, Videsh Kapoor, Amanda Bradley, Clare Newlands, University of British Columbia

CCME-OD3-3
Rethinking Global Health Education: Integrating Global Health Awareness into Undergraduate Medical Education through Curricular and Experiential Learning
Javeed Sukhera, Leah Mawhinney, Melanie Katsivo, University of Western Ontario

CCME-OD3-4
Culturally competent healthcare in Emergency Medicine: An Australasian approach
Holly Donaldson, Alyssa Vass, Natalie Johnson, Mary Lawson, Australasian College for Emergency Medicine

CCME-OD3-5
New standards for undergraduate and postgraduate trainers in the UK
Derek Gallen, Julie Browne, Wales Deanery, UK; Alison Bullock, Cardiff University, UK; Winnie Wade, Royal College of Physicians

CCME-OD3-6
Internationally Educated Health Professionals: Trapped in limbo by a Canadian policy regime?
Robert Paul, Tina Martimiankakis, Nancy McNaughton, Zubin Austin, University of Toronto
RESEARCH - DME (BLOCK D4)

Moderator: TBD
Ottawa Convention Centre, Level 2, Room 212

CCME-OD4-1
How Distributed is Distributed? Modeling Program Data to Determine Differences in the Duration of Community-Based Programs
Tim Fedak, Preston Smith, Dalhousie University

CCME-OD4-2
Technical Challenges for Longitudinal Data Integration
Raafey Ahmed Mohammed, Janet Light, University of New Brunswick, Stephen Morley, Ron Soper, Gregory Power, Silvane Paixao, John Steeves, Dalhousie University

CCME-OD4-3
Opportunity across the Continuum of Medical Education: a tracking initiative framework
John Steeves, Silvane Paixao, Peggy Alexiadis Brown, Tim Fedak, Gregory Power, Preston Smith, Evelyn Sutton, Kathleen MacPherson, Dalhousie University

CCME-OD4-4
Interviewing third-year medical students in situ: Employing guided walks during a longitudinal integrated clerkship
Tim Dubé, Northern Ontario School of Medicine

CCME-OD4-5
Tracking residency program outcomes in Family Medicine: An Innovative Application of the Theory of Planned Behavior
Nancy Fowler, Matthew Kwan, Lawrence Grierson, McMaster University

CCME-OD4-6
Who I am and who I am becoming: challenges in adjustment to residency training in northern settings
Joanna Bates, Vindy Attanayake, Heather Frost, University of British Columbia

RESEARCH - IPE (BLOCK D5)

Moderator: TBD
Ottawa Convention Centre, Level 2, Room 213

CCME-OD5-1
Leadership Training for Healthcare Practitioners: A Systematic Review
Elizabeth Rosenman, Rosemarie Fernandez, Jamie Shandro, Jonathan Ilgen, Amy Harper, University of Washington

CCME-OD5-2
Dissecting Through Barriers: A Study on the Effect of Interprofessional Education in a Dissection Course with Health Care Professional Students
Alisha Fernandes, Bruce Wainman, Andrew Palombella, Stefan Iacob, Jennifer Salfi, McMaster University

CCME-OD5-3
‘Being Cordial’ and ‘Being Competent’: Interplay of Theatrical Masks in the Operating Room
Carween Mui, Maria Athina Martimianakis, Sherry Espin, Lisa Robinson, Ryerson University; Gianni Lorello, Tobias Everett, M. Lucas Murmaghan, Carol-Anne Moulton, University of Toronto

CCME-OD5-4
How can we reconcile negotiated learning with content expertise? Participatory action research in the training of community health workers in Ecuador
Peter Nugus, Alison Doucet, Juana Morales, Helene Rousseau, Andrea Evans, Alexander Caudarella, Kirsten Johnson, Jasmine Chatelain, Carolyn Beukeboom, Ann MacCaulay

CCME-OD5-5
Perspectives on formal community engagement in medical education
Angela Towle, Cathy Kline, William Godolphin, Wafa Asadian, University of British Columbia; Cheryl Hewitt, Scott Graham
RESEARCH - PROFESSIONALISM (BLOCK D6)
Moderator: TBD
Ottawa Convention Centre, Level 2, Room 214

CCME-OD6-1
Medical professionalism across cultures: Using case studies to challenge traditional Western notions of professionalism
Trevor Gibbs, Association of Medical Education in Europe (AMEE); Vikram Jha; Michelle McLean, John Sandars

CCME-OD6-2
Medical Students with Lapses in Professionalism: Approaches to Remediation in Canadian and US Medical Schools
Deborah Ziring, Amanda Esposito, Rosenzweig, Dennis Novack, Kouresch Jan, Drexel University COM, Suely Grossman, Universidade Federal de Santa Catarina; Deborah Danoff, University of Ottawa

CCME-OD6-3
“You learn through shock and trauma”: Residents’ unwillingness to challenge negative hierarchy in the operating room
M. Dylan Bould, Viren Naik, Stephanie Sutherland, University of Ottawa; Zeev Friedman, University of Toronto; Devin Sydor, Queen’s University

CCME-OD6-4
“Redrawing the Line on Professionalism”: views of professionalism along the health care continuum
Penelope Smyth, University of Alberta; Kristen Schiller, Kelty Hawley, Carol Hodgson, University of Alberta

CCME-OD6-5
Beyond the Living: Using Cadavers to Teach Professionalism
Claudia Krebs, Anita Parhar, Gurdeep Parhar, University of British Columbia

CCME-OD6-6
Is there a relationship between surgeon’s self-efficacy, listening skills and self-reported feedback skills?
Maarten Molenkamp, Robert Oostenbroek, Peter Plaisier, Monica van de Ridder, Albert Schweitzer Hospital

RESEARCH - POSTGRADUATE (BLOCK D7)
Moderator: TBD
Ottawa Convention Centre, Level 2, Room 215

CCME-OD7-1
Learning Crisis Resource Management: Practicing versus Observational Role in Simulation Training
Alexis Haligua, Sylvain Boet, M. Dylan Bould, Viren Naik, University of Ottawa; Anita Lai, University of Calgary; Tobias Everett, University of Toronto; Mark Gale, University of Calgary; Ashlee-Ann Pigford, The Ottawa Hospital Research Institute

CCME-OD7-2
Expert’s Thinking in situ: Implications of a Theoretical Model of Intraoperative Decision-Making for Surgical Education
Sayra Cristancho, Tavis Apramian, Meredith Vanstone, McMaster University; Lorelei Lingard, Richard Novick, Michael Ott, University of Western Ontario

CCME-OD7-3
The impact of a novel mentorship program on the integration of International Medical Graduates (IMGs) into their residency training program
Umberin Najeeb, Ayelet Kuper, Paula Veinot, Lisa Richardson, Brian Wong, Heather McDonald Blumer, Lynfa Stroud, University of Toronto

CCME-OD7-4
Exploring Professional Identity formation in Family Medicine Maternity Care Training
Milena Forte, Anne Biringer, Anastasia Tobin, David Tannenbaum, University of Toronto; Elizabeth Shaw, McMaster University

CCME-OD7-5
“Who’s Teaching What?” How CanMEDs is operationalized in real-world surgical residency programs
Alexandra Preston, Erin Wright, Valerie Masson, Shannon Erichsen, Jonathan White, University of Alberta

CCME-OD7-6
Teaching and learning communication in residency – a needs assessment
Amanda Roze des Ordons, University of Calgary; Michael Hartwick, John Macdonald, Aimee Sarti, University of Ottawa; Rola Ajjawi, University of Dundee
POSTERS

All facilitated poster sessions will be held in the Ottawa Convention Centre, Level 3, Canada Hall 2 and 3.

10:30AM - 12:00PM

WRITTEN ASSESSMENT (SECTION AB1)

Facilitator: Michael Tweed

OTT-PAB1-01
Do gender and candidate instructions impact self-confidence of candidates sitting a multiple-choice assessment?
Danny Mathysen, Antwerp University Hospital;
Christina Grupcheva, Specialized Eye Hospital

OTT-PAB1-02
Formative MEQ: Can it be the challenging tool for preclinical medical students in encouraging their own self-directed learning and improving their own scores?
Panadda Rojpibulsthit, Nuchanart Suealek, Faculty of Medicine, Thammasat University

OTT-PAB1-03
Investigating item parameter drift in a multiple-choice based clerkship examination: a multiple case study
Meredith Young, Beth-Ann Cummings, McGill University, Christina St-Onge, Universite de Sherbrooke

OTT-PAB1-04
Using a multiple choice examination to assess and enhance Internal Medicine residents’ knowledge of evidence-based clinical examination
Rebecca Jarvis, Elaine Zibrowski, Kathryn Myers, University of Western Ontario

OTT-PAB1-05
The development and piloting of a key features exam based on a national clerkship curriculum
Kirk Bronander, University of Nevada School of Medicine; Valerie Lang, University of Rochester School of Medicine and Dentistry; James Nixon, University of Minnesota School of Medicine; Norman Berman, Geisel School of Medicine

OTT-PAB1-06
Development of applicable knowledge assessed by confidence-based testing
Daniela Kampmeyer, Jan Matthes, University of Cologne

OTT-PAB1-07
What is the technical quality of the written assessment used to qualify medical education in Brazil?
Fábio Antonio Perecim Volpe, Dr. Paulo Prata, Dr. Paulo Prata – FACISB, José Henrique Benedetti P, Céline Pinheiro, Lucas Tadeu Bidinotto, Anselmo Garcia, Maurício Gomes Meirelles, Barretos School of Health Sciences

OTT-PAB1-08
Is MEQ better than MCQ to assess problem-solving skill in preclinical medical students?
Nampet Ngodngamtheweesuk, Panadda Rojpibulsthit, Thammasat university

OTT-PAB1-09
The effect of asking for explanation for choosing an option on an MCQ test on students’ scores in a Biochemistry module test
Nadia Al Wardy, Marit Delghandi, Syed Rizvi, Sultan Qaboos University

OTT-PAB1-10
Pharmacy students’ perceptions and performance in open and closed book examinations
Srinivasan Ramamurthy, Hui Meng Er, Vishna Devi Nadarajah, Peter CK Pook, International Medical University

OTT-PAB1-11
Standard-setting: Retrospective validation of item difficulty and importance judgments
George Pachev, Cicely Bryce, Andrea Busse, Niyati Kasana, University of British Columbia

OTT-PAB1-12
Using progress tests for cross-institutional comparisons of growth of knowledge: making the context count
Sebastian Schubert, Zineb M Nouns, Stefan K Schauer, Charité - Universitätsmedizin Berlin

OTT-PAB1-13
Progress testing: two countries divided by a common language
Barbara O’Connor, Steven Lillis, Kimberley Buckley, Warwick Bagg, University of Auckland, Adrian Freeman, University of Exeter

OTT-PAB1-14
A growing literature on key feature questions for assessment of clinical reasoning
Patricia Hrynchak, University of Waterloo; Susan Glover Takahashi, Marla Nayer, University of Toronto
TECHNOLOGY (SECTION A5)

Facilitator: Monica van de Ridder

OTT-PA5-01

Enhancement of formative assessment in blended learning of histology
Arnaud Van Hecke, Marie-Christine Many, Boucquey Marie, Jean-François Denef, Université Catholique de Louvain

OTT-PA5-02

A continuous assessment tool for teaching and assessing clinical pattern recognition
Sally Krasne, Carl Stevens, David Geffen School of Medicine, UCLA; Philip Kellman, University of California, Los Angeles

OTT-PA5-04

DISECKT – cutting edge data-informed self-evaluation
Alaa Aboulhoda, David Topps, Heather Armson, Elaine Chow-Baker, Lara Cooke, University of Calgary

OTT-PA5-05

Medical students’ self-assessments and reflections on their learning from a new Virtual Patient model for primary care
Helena Salminen, Björklund Karin, Eva Toth-Pal, Nabil Zary, Leanderson Charlotte, Karolinska Institutet

OTT-PA5-06

Examining systematic training and assessment strategies for robotic surgery skill acquisition
Alex Jiang, Karen Siroen, Ana Luisa Trejos, Rajni Patel, Christopher Schlachta, Sayra Cristancho, Western University

OTT-PA5-07

Learning of simulated cardiac arrests in hospital environments to support performance of the multidisciplinary team
Dr Kristina Ziegert, Ms Anne-Marie Schjettelein, Halmstad County Hospital

OTT-PA5-08

A randomized controlled trial: ‘In situ simulation’ versus ‘off site simulation’ in obstetric emergencies and their effect on knowledge, safety attitudes, team performance, stress, and motivation
Jette Led Sorensen, Kim Ekelund, Bent Ottesen, Rigshospitalet, Copenhagen University Hospital; Cees Van der Vleuten, Maastricht University, Netherlands; Doris Østergaard, Herlev Hospital, Capital Region of Denmark and Copenhagen Univers; Vicki Vicki LeBlanc, University of Toronto

OTT-PA5-09

A study to investigate the role of SimMan in teaching clinical skills to preclinical medical students
Meenakshi Swamy, Marina Sawdon, Andrew Chaytor, David Cox, Judith Barbaro-Brown, John McLachlan, Durham University

OTT-PA5-10

Hurdles in Simulation Training
Thomas Thomas Kersey, Geeta Menon, Frimley Park Hospital

OTT-PA5-11

Validation of a new bronchoscopy assessment tool in a clinical setting
Nha Voduc, Nancy Dudek, Timothy Wood, AIME-University of Ottawa

OTT-PA5-12

eField Notes: A collaborative online tool to document teaching, learning, and performance
Gary Viner, Eric Wooltorton, Alison Eyre, Doug Archibald, Emma Stodel, University of Ottawa

OTT-PA5-13

Reliability of an assessment checklist for medical education websites
Diane Poirier, Marie-Françoise Mégie, Christine Lamoureux, Johanne Blais, Médecins francophones du Canada

OTT-PA5-14

Development of a Peer-Teaching Review Instrument for use with Self-Guided e-Learning Modules
Christopher R Pierson, Nationwide Children’s Hospital, Eric Fox, Doug Danforth, Susan Mauck, David Way, The Ohio State University
OTT-PA5-15
Improving the usability of e-learning resources: a randomized trial
M Razeen Davids, Stellenbosch University and Tygerberg Hospital; Usuf ME Chikte, Stellenbosch University; Mitchell L Halperin, University of Toronto

SIMULATION (SECTION C13)
Facilitator: TBD

CCME-PC13-1
Creating a Virtual Patient to Teach Evidence Based Practice
Alison Greig, Jem Arnold, Lara Brady, Connie Lee, Heather Leslie, Leo Willing, Joseph Anthony, Diana Dawes, University of British Columbia

CCME-PC13-2
Developing a national syllabus for undergraduate child health: a scoping exercise
Hannah Jacob, Caroline Fertleman, Institute of Child Health, University College London

CCME-PC13-3
Learning basic pharmacology with guided inquiry - based computer simulations
Christian Ezeala, Arnold Ram, Napolioni Vulakouvak, Fiji National University

CCME-PC13-4
Use of Point of Care Ultrasound in Undergraduate Medical Education:
Siobhan Farrell, Lisa Graves, Jacques Abourbih, Rachel Ellaway, Northern Ontario School of Medicine

CCME-PC13-5
Palpation of the neck - Assessment of a novel high fidelity simulator
Shanmugappiriya Sivarajah, Kevin Fung, University of Western Ontario; Gordon Campbell

CCME-PC13-6
How Warm-up Simulation May Help Trainees in Practicing Communication Skills For Difficult In The NICU
Anita Cheng, Doris Yuen, Gail Fernandes, Sheeva Woznuk, Lorelei Lingard, Sayra Cristancho, University of Western Ontario

CCME-PC13-7
Building a simulation : A tool to teach communication skills to professionals caring for children with cerebral palsy in a culturally sensitive context
M Zubairi, University of Toronto/Holland Bloorview Kids Rehabilitation Hosp; S Lindsay, K Parker, A Kawamura, University of Toronto

STUDENT AFFAIRS (SECTION C16)
Facilitator: TBD

CCME-PC16-1
Enhancing Medical Student Engagement Through Social Media Communications
Chris Novak, Madura Sundareswaren, University of Alberta

CCME-PC16-2
The University of Ottawa Faculty of Medicine Student Peer-Mentoring Program: Design and Implementation
Natasha Larocque, Nischal Ranganath, Mélissa Barton, Louise Laramée, University of Ottawa

CCME-PC16-3
MD Ambassadors: cultivating Health Advocates through community engagement.
Tania Pannu, Danielle Gabert, Irfan Kherani, Chris Novak, University of Alberta

CCME-PC16-4
Career planning by Objectives – Why not?
Alexandra Scott, Louise Laramée, University of Ottawa

CCME-PC16-5
Student Wellness at Schulich Medicine: Student Support Team
Pamela Berc, Jessica Blom, Jennifer Koichopolous, Michael Rieder, Terri Paul, Bill McAuley, Francis Chan, Bertha Garcia, Robert Hammond, University of Western Ontario
CCME-PC16-6

**Student Wellness at Schulich Medicine: Mentorship**
Pamela Bere, Bill McCauley, Fraser Fellows, University of Western Ontario; James Silcox, Terri Paul, Bertha Garcia, Robert Hammond, University of Western Ontario

CCME-PC16-7

**Provision of quality clinical placements for increasing numbers of medical students: evaluation of a regional multi-site model of clinical training schools**
Mavourneen Casey, Diann Eley, The University of Queensland

CCME-PC16-8

**Assessing mentorship needs of female medical trainees and evaluating models of mentorship**
Jennifer Y. Y. Kwan, Anastasia Prokubovskaya, Wilma Hopman, Jennifer Carpenter, Queen’s University

CCME-PC16-9

**Un service d’aide aux étudiants offert par un groupe de professeurs experts**
Sophie Laflamme, Université de Sherbrooke

**HEALTH & WELL-BEING (SECTION D11)**
Facilitator: TBD

CCME-PD11-2

**The Feasibility of a Peer-Led Mindfulness Intervention for Medical Students: Pilot Study**
Marlon Danilewitz, Diana Koszycki, Jacques Bradwejn, University of Ottawa

CCME-PD11-5

**Physicians Perceived Effects of a Mind-Body Medicine Program: Exploratory Study**
Josée Lachance, Pierre Paillé, Jean-François Desbiens, Marianne Xhignesse, Université de Sherbrooke

CME-PD11-7

**Resident recognition of fatigue and their fatigue risk management strategies: A qualitative study**
Maureen Topps, Aliya Kassam, University of Calgary

CCME-PD11-8

**Addressing the regression of empathy and moral reasoning amongst medical students.**
Zale Apramian, Northern Ontario School of Medicine

CCME-PD11-10

**Evaluating social determinants of health and health promotion teaching in undergraduate medical senior clinical years: sustainability and acceptability**
Ann Wylie, Yuko Takeda, Kay Leedham-Green, Kay Leedham, Green - King’s College London

CCME-PD11-11

**The impact of a three-hour mandatory mindfulness workshop for third-year medical students**
Millaray Sanchez-Campos, Carol Gonsalves, Doug Archibald, Veronique Duchesne, Diana Kozycki, University of Ottawa

CCME-PD11-12

**Do What I Say vs Do What I Do: a survey of lifestyle behaviors among medical trainees and faculty**
Doug Klein, Shelley Ross, University of Alberta, Carmen Guenther, University of Calgary

**CONTINUING MEDICAL EDUCATION (SECTION E15)**
Facilitator: TBD

CCME-PE15-1

**Evaluating the effectiveness of the Annual Refresher Course for Family Physicians Beyond Satisfaction**
Francesca Luconi, Francesca Luconi, Ivan Rohan, Alix Zerbo, McGill University

CCME-PE15-2

**Academic Detailing Intervention for Rational Antipsychotic Polypharmacy**
Jatinder Takhar, Kamini Vasudev, Joel Lamoure, Michael Beyaert, Varinder Dua, David Dixon, Jason Edie, Larissa Husarewych, Ragu Dhir, University of Western Ontario
CCME-PE15-3
Breaking Bad News: Current practices of doctors in Tertiary Care Hospital
Iram Khusheed, Shazia Babar, Aga Khan University, Babar Matin, Civil Hospital Karachi; Lubna Baig, King Saud Bin Abdul-Aziz University of Health Sciences; Syed Motn Aly, Director, Medical Education Department, Taif University

CCME-PE15-4
Self Assessment strategies linked to CEPD activities: Is there added value to practice-based learning?
Douglas Wooster, University of Toronto; Elizabeth Wooster, OISE/University of Toronto

CCME-PE15-5
Educational Recommendations for Physicians in Practice with Identified Learning Needs in the Professional Role
Bill McCauley, Craig Nathanson, Jennifer Fillingham, College of Physicians and Surgeons of Ontario (CPSO)

CCME-PE15-6
Effective Communication with Patients, Families & Colleagues: Evaluation of an Online Program for International Medical Graduates (IMGs) in Newfoundland and Labrador (NL), Canada
Lisa Fleet, Elizabeth Bannister, Robert Glynn, Anuj Charan, Memorial University of Newfoundland

CCME-PE15-7
Gaining the insiders perspective: Primary care approaches to cervical cancer re-screening
Tanuja Barker, Tunde Olatunbosun, Gurveen Grewal, Alexandra Hatry, Tommy Chan, Brenna Lynn, University of British Columbia

CCME-PE15-8
ADEPT Impact Evaluation of Provincial Academic Detailing Programs on Physician Prescribing Practices
Malcolm Maclure, University of British Columbia, Michael Allen, Tanya MacLeod, Dalhousie University; David Blackburn, University of Saskatchewan; Loren Regier, Nancy Blythe, Analyst on contract with University of Victoria

CCME-PE15-9
Innovative Electronic CME for Physicians: Actionable Nuggets™ on SkillScribe
Karen M. Smith, Mary Ann McColl, Alice Aiken, Jay Joseph, Laura McDiarmid, Danielle Naumann, Queen’s University

CCME-PE15-10
Written or Typed Note-Taking and the Effect on Memory Retention: Implications for Electronic Continuing Medical Education
Danielle Naumann, Karen Smith, Laura McDiarmid, Queen’s University

CCME-PE15-11
Promoting Awareness of Best Practices for Fetal Alcohol Spectrum Disorder (FASD) in Primary Care throughout the Lifespan: The Actionable Nuggets™ Strategy
Mary Ann McColl, Danielle Naumann, James Reynolds, Michael Green, Paola Durando, Alice Aiken, Queen’s University; Ana Hanlon-Dearman, Manitoba Institute of Child Health Child Development Clinic; Paul Masotti, University of Manitoba

12:00PM – 1:30PM
Conference Lunch
Ottawa Convention Centre, Level 3, Canada Hall 2 & 3 - Exhibit Hall

SYMPOSIA
1:30PM - 3:00PM (Block E)

OTT-SE1
Bridging the Gap: How Medical Education and measurement Science Can Better Collaborate to Meet Growing and Broadening Assessment Needs
Fairmont Chateau Laurier, Ground Floor, Laurier room
Refer to page: 71

OTT-SE2
Medical Schools Council Assessment Initiatives
Fairmont Chateau Laurier, Lower Level, Canadian room
Refer to page: 72
WORKSHOPS

1:30PM - 3:00PM (Block E)

OTT-WE-1
The Cohen method of standard setting - WHY and HOW
Ottawa Convention Centre, Level 1, Room 101
Scarpa Schoeman, University of the Free State; Janke Cohen-Schotanus, University Medical Centre Groningen
A message from the facilitators: If you intend to come to this workshop, please bring along the following to enable you to participate effectively: 1) a charged laptop with MS Excel 2) a written assessment results data spreadsheet of at least 75 students, with results in % We want to enable you to apply the method to your own data - much more meaningful and exciting!

OTT-WE-2
Moving from point-in-time assessment of learning to programmatic assessment for learning – implementing an assessment system for competency-based post-graduate medical education
Ottawa Convention Centre, Level 1, Room 103
Farhan Bhanji, Linda Snell, McGill University; Jonathan Sherbino, McMaster University; Jason Frank, The Royal College of Physicians and Surgeons of Canada

OTT-WE-3
An annual leadership assessment – raising awareness of the clinical leadership agenda
Ottawa Convention Centre, Level 1, Room 104
Lindsay Hadley, Patrick Marshall, David Black, Health Education Kent Surrey and Sussex

OTT-WE-4
Assessing Students in Interprofessional Education (IPE) Activities: Developing Assessment Skills in Tutors
Ottawa Convention Centre, Level 1, Room 105
Linlea Armstrong, Lesley Bainbridge, University of British Columbia

OTT-WE-5
Reasonable adjustments in assessment – when and how should they be used?
Ottawa Convention Centre, Level 1, Room 106
Dr Drew Gilliland, Dr Gerry Gormley, Ms Mairead Boohan, Queen’s University Belfast

OTT-WE-6
Standardized Patient Cases: All Scenarios Do Not Equally Assess Communication Skills
Ottawa Convention Centre, Level 1, Room 107
Colette Scott, Ann King, Gail Furman, National Board of Medical Examiners; Ruth Hoppe, Michigan State University

OTT-WE-7
RESME end of course workshop
Fairmont Chateau Laurier, Level 1, Tudor room
Charlotte Ringsted, Brian Hodges, University of Toronto; Albert Scherpbier, University of Maastricht

CCME-WE-1
Don’t Reinvent the Wheel: Repurposing Open Education Resources for Custom Lesson Plans
Westin Ottawa, Executive / Lower Level, Maple Room
Neil Mehta, Cleveland Clinic Lerner College of Medicine of CWRU; Anne Marie Cunningham, School of Medicine at Cardiff University; Natalie Lafferty, College of Medicine, Dentistry and Nursing, University of Dundee; Alireza Jalali, University of Ottawa

CCME-WE-2
Assessing and addressing individual and community CME/CPD needs: Translating lessons into practice
Westin Ottawa, 4th floor, Newfoundland Nova Scotia Rooms
Alexandra Hatry, Jennifer Barrows, Andrea Keese, Tanuja Barker, Tunde Olatunbosun, UNerissa Tai, Ashra Kolhatkar, Brenna Lynn, University of British Columbia

CCME-WE-3
Systematic Reviews (for Medical Education Research) 101
Westin Ottawa, Executive / Lower Level, Oak Room
Tanya Horsley, The Royal College of Physicians and Surgeons of Canada; Lee-Anne Ufholz, University of Ottawa

CCME-WE-4
Developing an integrated, learner-centered CanMEDS curriculum for sub-specialty training programs
Westin Ottawa, 3rd Floor, Ontario Room
Marta Wilejto, Angela Punnett, University of Toronto
CCME-WE-5
Integrating Lesbian, Gay, Bisexual, and Transgender (LGBT) Health Topics into the Medical Curriculum
Westin Ottawa, 4th floor, Provinces 1 Room
Louie Chan, University of Toronto; Stacey Ritz, Northern Ontario School of Medicine; Trevor Corneil, Julius Elefante, University of British Columbia

CCME-WE-6
Instructional design enhancing transfer of learning.
Westin Ottawa, 4th floor, Provinces 2 Room
Ann Roex, Clarebout Geraldine, KU Leuven; Dolmans Diana, van Merrienboer Jeroen, Maastricht University

CCME-WE-7
Competency based teaching: enabling learners to take an active role
Westin Ottawa, 4th floor, Quebec Room
Allyn Walsh, McMaster University; Danielle Saucier, Université Laval

ORALS
1:30PM - 3:00PM (Block E)

PORTFOLIO ASSESSMENT (BLOCK E1)
Moderator: Susan van Schalkwyk
Ottawa Convention Centre, Level 2, Room 201

OTT-OE1-1
The utility of an integrated portfolio to assess a primary and community care clinical placement
Chris Roberts, Shadbolt Narelle, Tyler Clark, University of Sydney

OTT-OE1-2
Portfolio as summative assessment in an undergraduate orthopedic course
Yosef Tyson, Institution for Surgical Science; Martin Wohlin, Institution for Medical Science

OTT-OE1-3
Portfolio as reflection instrument for undergraduate students in community medicine
Erike Anggraini Suwarsono, Fika Ekayanti, Faculty of Medicine and Health Sciences Islamic State University

OTT-OE1-4
A tablet PC-web based e-portfolio system for clinical rotation to support reflective learning and alliance among teachers
Kazunobu Ishikawa, Gen Kobayashi, Akiko Sugawara, Yoko Moroi, Tatsu Suzuki, Tetsuhito Fukushima, Fukushima Medical University

ASSESSING THE PRACTISING DOCTOR 1 (BLOCK E2)
Moderator: TBD
Ottawa Convention Centre, Level 2, Room 202

OTT-OE2-1
Implementation of revalidation for trainees in the UK
David Black, Health Education Kent, Surrey and Sussex

OTT-OE2-2
Assessment of senior physicians (70+) in Quebec
Marc Billard, Johanne Thiffault, Francois Goulet, Monique Robert, College des medecins du Quebec

OTT-OE2-3
The Value of a General Medical Science Examination in a Comprehensive Competence Assessment for Practicing Physicians
Elizabeth Wenghofer, Laurentian University; Tom Henzel, National Board of Medical Examiners; Peter Boal, Steve Miller, University of California, San Diego Physician Assessment and Clin; William Norcross, University of California, San Diego Physician Assessment and Clin

OTT-OE2-4
PROGRESS: assessing the quality of the appraisal discussion
Susi Caesar, Karen Bentley, Sue Bowen, Steve Scott, Wessex School of General Practice, Wessex Deanery, UK
EVALUATION OF THE TEACHER/TRAINER (BLOCK E3)

Moderator: Sean Hilton
Ottawa Convention Centre, Level 2, Room 203

OTT-OE3-1
Can student assessments of faculty’s professional behaviours support positive behavioural change? A case study in catalytic validity
Meredith Young, Sylvia Cruess, Richard Cruess, Yvonne Steinert, McGill University

OTT-OE3-2
Aligning Clinical Teaching Evaluation Forms with Physician Competencies
Deborah Simpson, Danish Siddiqui, Jacob Bidwell, Richard Battiola, Danielle Greer, Aurora Health Care

OTT-OE3-3
An Instrument to Assess the Competencies of Residency Program Directors in a Multi-Source Feedback System
Jodi Herold, Susan Lieff, Ari Zaretsky, Glen Bandiera, Sal Spadafora, Melissa Hynes, University of Toronto

OTT-OE3-4
Location Of Clinicians And Trainee Education at Dalhousie (LOCATED) Project: a health human resource tracking initiative
Peggy Alexiadis Brown, John Steeves, Kathleen MacPherson, Dalhousie University Tim Fedak, Silvane Paixao, Dalhousie Medicine New Brunswick; Preston Smith, Dalhousie

OTT-OE3-5
Moneyball: The art of statistical analysis in health-related professions
Brad Marcum, Margaret Sidle, University of Pikeville/Kentucky College of Osteopathic Medicine

PROFESSIONALISM 2 (BLOCK E4)

Moderator: Richard Cruess
Ottawa Convention Centre, Level 2, Room 204

OTT-OE4-1
Building a GME-wide Initiative on Assessing Professionalism
P. Preston Reynolds, Jim Martindale, Linda Waggoner-Fountain, John Gazewood, Mike Moxley, Casey White, University of Virginia

OTT-OE4-2
Measuring professionalism in paramedics
Madeline Carter, Gill Morrow, Charlotte Rothwell, John McLachlan, Jan Illing, Durham University, Bryan Burford, Newcastle University

OTT-OE4-3
Understanding the Social Network of Professionalism in the Medical School Environment
Maria-Louise Barilla-LaBarca, Trey Mullikin, Frederic Hafferty, Wojciech Pawlina, Mayo Clinic, Douglas Grbic, Association of American Medical Colleges

OTT-OE4-4
How professionalism themes in the medical school curriculum are perceived and assessed among faculty members: a qualitative research
Rulliana Agustin, David Mahns, School of Medicine University of Western Sydney; Ian Wilson, University of Wollongong

OTT-OE4-5
Development of professionalism in clerkship with an on-line concordance-of-judgment educational activity: a pilot study
Amelie Foucault, Serge Dube, Nicholas Fernandez, Robert Gagnon, Bernard Charlin, University of Montreal

MULTI SOURCE FEEDBACK (BLOCK E5)

Moderator: Jocelyn Lockyer
Ottawa Convention Centre, Level 2, Room 205

OTT-OE5-1
Co-workers and Physician Multisource Feedback
Gregg Trueman, Jocelyn Lockyer, Kent Hecker, Tanya Beran, University of Calgary, Pam Nordstrom, Mount Royal University
OTT-OE5-2

Perspectives on the outcome from MSF in specialist training – influence of feedback facilitator experience
Bente Malling, Center of Medical Education, Aarhus University; Christina Hjøllund, PeoplePartner; Hans Ehlert, Business Psychology; Gitte Eriksen, Center of Medical Education, Aarhus University

OTT-OE5-3

Measuring CanMEDs Roles in Internal Medicine Residents Using Multi-Source Feedback (MSF): The Development and Pilot of an Online Instrument
Aliya Kassam, Aleem M. Bharwani, University of Calgary

OTT-OE5-4

Multisource feedback in post-graduate medical education: Residency and beyond
April J Kam, Kelly Dore, Christina Grant, Moyez Ladhani, McMaster University

OTT-OE5-5

Ward round assessment of performance (WRAP) – A 360 degree assessment tool for ward round leadership skill
Indumathy Lakshminarayana, Birmingham Community Trust; David Wall, Retired Deputy Post Graduate Dean, West Midlands Deanery; Helen Goodyear, Consultant Paediatrician and Associate Postgraduate Dean for less; Taruna Bindal, Consultant Paediatrician at the Alexandra Hospital, Redditch, West Midlands, United Kingdom. -Paediatrics-Redditch

OTT-OE6-1

It’s all in a word - use of language in global rating scales in OSCEs
Paul Jones, Steve Capey, Sharon Hartwell, Owen Bodger, Judy McKimm, Swansea College of Medicine

OTT-OE6-2

Relationship of Individual Competency and Overall Global Ratings in Practice Readiness OSCEs
Saad Chahine, Mount Saint Vincent University; Bruce Holmes, Dalhousie University

OTT-OE6-3

Two-Point OSCE Checklist Items: Do they better capture examiner judgments?
Sydney Smee, Ilona Bartman, Medical Council of Canada; Stefanie Sebok, Queen's University

OTT-OE6-4

Do individual roleplayers systematically bias the outcome of a high-stakes postgraduate OSCE, in terms of candidate ethnicity?
MeiLing Denney, Royal College of General Practitioners; Richard Wakeford, University of Cambridge

OTT-OE6-5

Validity evidence for the OSATS (objective structured assessment of technical skill): a systematic review
David A Cook, Benjamin Zendejas, Mayo Clinic College of Medicine; Ryan Brydges, University of Toronto; Rose Hatala, University of British Columbia

SELECTION FOR POSTGRADUATE TRAINING (BLOCK E7)

Moderator: Samantha Scallan
Ottawa Convention Centre, Level 2, Room 207

OTT-OE7-1

The pros and cons of combining the MMI and the SJT in postgraduate selection
Roberts Chris, Tyler Clark, Annette Burgess, Karyn Mossman, University of Sydney, Fiona Patterson, Work Psychology Group; Marcia Grant, General Practice Education and Training Ltd

OTT-OE7-2

What information is provided in transcripts and medical student performance records (MSPR) from Canadian medical schools?
Jason Robins, Matthew McInnes, Kaisra Esmail, University of Ottawa - The Ottawa Hospital

OTT-OE7-3

Evaluation of a new selection process for selection into for Trauma & Orthopaedics in UK
Alison Carr, Health Education England; Máire Kerrin, Emma Rowett, Work Psychology Group; Mark Goodwin, Chair SAC Trauma & Orthopaedics UK and Ireland; David Wilkinson, Julie Honsberger, Health Education Yorkshire and the Humber
OTT-OE7-4
Does UK Foundation training prepare a trainee for a surgical career?
Dhanya Mullassery, Alder Hey Childrens NHS Foundation Trust; Graham Lamont, David Bowen-Jones, HENW(Mersey Deanery)

OTT-OE7-5
Selection for Family Medicine Residency training: is it time to sharpen our tools? A study of the consistency of selection processes across Programs in Canada
Keith Wycliffe-Jones, Maureen Topps, Jeanine Robinson, Kent Hecker, Alianu Kingsly Akawung, University of Calgary, Shirley Schipper, University of Alberta

OTT-OE7-6
Implementation of a national programme for assessing and selecting trainee clinical scientists across multiple specialisms
C J Gibson, L Lindsay, S Chamberlain, E V Davison, National School of Healthcare Science; S Hill, NHS England

WORK BASED ASSESSMENT 3 (BLOCK E8)
Moderator: Pim Teunissen
Ottawa Convention Centre, Level 2, Room 208

OTT-OE8-1
Re-thinking workplace-based assessment: Trainees’ and supervisors’ perceptions of a revised system
Winnie Wade, David Parry, Royal College of Physicians

OTT-OE8-2
In Training Evaluations: Developing a quick and easy automated screening tool for measuring completed report quality
Ramprasad Bismil, Nancy Dudek, Timothy Wood, University of Ottawa

OTT-OE8-3
Understanding trainees’ and trainers’ experiences of supervised learning events in the UK Foundation Programme
Charlotte E. Rees, Ashley Dennis, University of Dundee; Karen Mattick, Nancie Kelly, University of Exeter; Jennifer Cleland, University of Aberdeen; Lynn V. Monrouxe, Cardiff University

OTT-OE8-4
Rising to the challenge: stress appraisals and performance in a high stakes assessment
Martin Roberts, Tom Gale, Plymouth University Peninsula Schools of Medicine and Dentistry; John McGrath, Mark Wilson, University of Exeter

OTT-OE8-5
Work-place based assessment of Internal Medicine resident diagnostic accuracy
Michael D. Jain, Allan S. Detsky, Luke A. Devine, University of Toronto; George A. Tomlinson, University Health Network

FEEDBACK POSTGRADUATE 2 (BLOCK E9)
Moderator: TBD
Ottawa Convention Centre, Level 1, Room 102

OTT-OE9-1
Numbers or Narratives: Do scores affect residents’ recall of examiner feedback in a formative OSCE?
Lynfa Stroud, Matthew Sibbald, Ryan Brydges, Heather McDonald-Blumer, Rodrigo Cavalcanti, University of Toronto; Kevin Eva, University of British Columbia

OTT-OE9-2
Evaluation of written feedback given to doctors in the first post graduate year
Sandra Carr, The University of Western Australia

OTT-OE9-3
Improving written feedback to resident physicians: are Field Notes facilitating change?
Eric Wooltorton, Gary Viner, Douglas Archibald, Alison Eyre, Madeleine Montpetit, Julie Sutton, University of Ottawa

OTT-OE9-4
Quality of Written Comments on Clinical Performance in a Four-Week Introductory Anesthesiology Program: Directed Content Analysis
Michael G. Richardson, Vanderbilt University School of Medicine; Nancy K. Richardson

OTT-OE9-5
Exploring documented formative feedback within a competency-based residency program
Rosslyn Zulla, Shelley Ross, Michel Donoff, Paul Humphries, Shirley Schipper, University of Alberta
OTT-OE9-6
**Implicit and explicit communication of feedback affects students’ retention of the feedback message**
J.M. Monica van de Ridder, Albert Schweitzer hospital; Janneke van Meteren, Academic Medical Center; Ernst-Jan van Unen, Hogeschool NCOI

EDUCATION INNOVATION - CME (BLOCK E1)

CCME-OE1-1
**Generalism and Generalists Defined: Implications for Medical Education, the Health System, and Health Human Resources**
Jason R. Frank, Sarah Taber, Ashley Ronson, The Royal College of Physicians and Surgeons of Canada, Paul Dagg, University of British Columbia; James Rourke, Memorial University of Newfoundland

CCME-OE1-2
**From where the clinical teaching unit: A critical historical perspective upon a major learning environment**
Brett Schrewe, University of British Columbia

CCME-OE1-3
**Teaching Clinics: something different and more efficient?**
Vass Vassiliou, Royal Brompton Hospital and Imperial College London; Eleana Ntatsaki, UCL, London

CCME-OE1-4
**A centralized platform for the consumption of current medical literature**
Andrew Cheung, University of Toronto; Adrienne Cheung, University of British Columbia; Aimee Li, University of Ottawa; Marc Succi, Harvard Medical School

CCME-OE1-5
**Mentoring Champions: an intensive program to kick-start mentoring formally in emergency medicine**
Holly Donaldson, Shavaun Petrie, Mary Lawson, Australasian College for Emergency Medicine

CCME-OE1-6
**Aligning accreditation along the medical education continuum for excellence in residency training.**
Nick Busing, Consultant- FMEC PG; Genèvieve Moineau, The Association of Faculties of Medicine of Canada; Jason Frank, The Royal College of Physicians and Surgeons of Canada; Anne Marie Maclellan, CMQ; Louise Nasmith, University of British Columbia; Maryanne Xhignesse, Université de Sherbrooke

EDUCATION INNOVATION - UG / CURRICULUM DEV (BLOCK E2)

CCME-OE2-3
**Deep Curriculum Diving and finding ‘PERL’ (Professionalism, Ethics, Research and Law Module) for undergraduate medical students**
Rehan Ahmed Khan, Madiha Sajjad, Masood Anwar, IIMCT, Riphah International University

CCME-OE2-4
**Innovative Pedagogy for Integrating Behavioral and Social Science Foundations across the LifeStages using a “Multi-racial and Multigenerational Family” in Active Learning Group Sessions.**
Anuradha Mookerjee, MD MPH, William Graessle, MD, Consuelo Cagande, MD, Bradford Fischer, PhD, Rao Gogenini, MD, Robert Brown, MD, Vijaykumar Rajput, MD FACP, Cooper Medical School of Rowan University

CCME-OE2-5
**An Observational Descriptive Study of Formal Patient Safety Curriculum in Canadian Undergraduate Medical Education**
Amy Nakajima, Hoang Pham, Sherissa Microys, University of Ottawa

CCME-OE2-6
**Instructional Designers’ Perspective of Curriculum Development and Review**
John Dabous, Tim Dubé, Jeff Bachiu, Northern Ontario School of Medicine
EDUCATION INNOVATION - PROFESSIONALISM (BLOCK E3)

Moderator: TBD
Ottawa Convention Centre, Level 2, Room 211

CCME-OE3-1
Linking Curricular Elements of Communicator and Professional Roles to Develop Reflective Capacity
Sharona Kanofsky, University of Toronto

CCME-OE3-2
The Resident Experience and the hidden curriculum: The Learning Environment for Professionalism (LEP) survey
Anna Byszewski, Heather Lochnan, Tim Wood, Johnson Donna, University of Ottawa

CCME-OE3-3
No time to learn: An innovation to address the limitations of rapid patient transit on medical student clinical learning.
Jenepher Martin, Noel Roberts, Michelle Lai, Monash University

CCME-OE3-4
Using the Knowledge-to-Action Framework to Engage Faculty and Trainees in Improving Inpatient Communication Practices: On the Road to Developing a New Entrustable Professional Activity
Noureen Huda, Mark Goldszmidt, Lorelei Lingard, University of Western Ontario

CCME-OE3-5
Professionalism Representative: A Student-Designed Role to Enhance the Culture of Professionalism and Self-Regulation Among Medical Students
Jennifer Duncan, Shaina Archer, Claire Allen, Sheila Wang, University of Alberta

RESEARCH - HEALTH & WELL-BEING (BLOCK E4)

Moderator: TBD
Ottawa Convention Centre, Level 2, Room 212

CCME-OE4-1
On the precipice: a prospective exploration of medical students’ expectation of the transition from pre-clinical to clinical training
Jason Soo, Anna Oswald, Marie Cave, Pamela Brett-MacLean, University of Alberta

CCME-OE4-2
Post-Return Debriefing in Canadian Medical Programs and Students’ Opinions of Them
Scott Hodgson, University of Manitoba; Irfan Kherani, University of Alberta; Ratika Srivastava, University of Calgary

CCME-OE4-3
So… what is wrong with a bit of stress?
Joy Rudland, Tim Wilkinson, University of Otago

RESEARCH - CONTINUUM OF EDUCATION (BLOCK E5)

Moderator: TBD
Ottawa Convention Centre, Level 2, Room 213

CCME-OE5-1
The Role of Continuity in Facilitating Residents’ Readiness to Practice
Elaine Van Melle, Karen Schultz, Queen’s University

CCME-OE5-2
Teaching Primary Care Obstetrics: Insights and Recruitment Recommendations of Family Physicians
Sudha Koppula, University of Alberta; Judith B. Brown, John M. Jordan, University of Western Ontario

CCME-OE5-3
MD Graduate Retention: A Case Study of Canada’s Maritime Provinces
Lynda Buske, Canadian Medical Association; Tim Fedak, Dalhousie University; Steve Slade, Canadian Post-M.D. Education Registry; Silvane Paixao, Peggy Alexiadis Brown, Dalhousie University

CCME-OE5-4
Active engagement of adolescents with chronic diseases in medical education: exploring their perceptions about potential contributions
Marie-Paule Morin, François Bowen, Université de Montréal; Tina Martimianakis, Rayfel Schneider, Maria Mylopoulos, University of Toronto
CCME-OE5-5
Practice-based small group learning: the perceptions and experiences of a pharmacy pilot in NHS Scotland
David Cunningham, Leon Zlotos, NHS Education For Scotland

CCME-OE5-6
Resident as Educator Program in a Developing Country: Is there a need?
Shazia Sadaf, Syeda Ali, Aga Khan University; Susie Schofield, University of Dundee

CCME-OE6-1
The feasibility and utility of of a multi-source feedback process for the leadership of postgraduate medical education directors
Susan Lieff, Ari Zaretsky, Glen Bandiera, Salvatore Spadafora, Jodi Herold, Melissa Hynes, Susan Glover Takahashi, University of Toronto

CCME-OE6-2
Managing Knowledge in the Dalhousie Faculty of Medicine
Duane Jones, Dalhousie University

CCME-OE6-3
Impact of a rotation in medical education on the development of a teacher identity in senior residents of Université de Montréal
Geneviève Grégoire, Marie-Claude Audétat, Suzanne Laurin, Université de Montréal

CCME-OE6-4
Canadian Medical Education Research and Innovation Units: Director Descriptions of Success
Erin Bidlake, Susan Humphrey-Murto, Stephanie Sutherland, Stanley J Hamstra, University of Ottawa; Lara Varpio, Uniformed Services University of the Health Sciences

CCME-OE6-5
The Use of Consensus Group Methods in Medical Education Research
Susan Humphrey-Murto, Lee-Anne Ufholz, Carol Gonsalves, Sarah Lynch, Timothy J. Wood, University of Ottawa; Lara Varpio, Uniformed Services University of Health Sciences

CCME-OE6-6
From Narratives to Data Points: How Electronic Health Record Use Impacts Clinical Thinking
Lara Varpio, Uniformed Services University for the Health Sciences; Judy Rashotte, Jim King, Tyson Roffey, Pat Elliot-Miller, Children’s Hospital of Eastern Ontario; Kathy Day, Craig Kuziemsky, University of Ottawa; Avi Parush, Carleton University

POSTERS
All facilitated poster sessions will be held in the Ottawa Convention Centre, Level 3, Canada Hall 2 and 3.

1:30PM - 3:00PM

CURRICULUM EVALUATION 1 (SECTION A4)
Facilitator: Gillian Maudsley

OTT-PA4-01
The two-year study of a teaching model in family medicine for undergraduate medical students at Comenius University in Bratislava, Jessenius Faculty of Medicine in Martin, Slovakia
Renata Pecova, Oto Osina, Jurina Sadlonova, Lubica Jakusova, Jan Danko, Comenius University in Bratislava, Jessenius Faculty of Medicine

OTT-PA4-02
Qualitative evaluation of theory-practice integration in morphologic courses at the Faculty of Medicine, National Autonomous University of Mexico
Margarita Varela-Ruiz, Alicia Hamui-Sutton, Tania Vives-Varela, National Autonomous University of Mexico

OTT-PA4-03
Fourth year medical students’ perceptions of their learning in the Health Practice Day (HPD) in the Clinical skills programme (CSP) at Wits
Amina Cassim, Detlef Prozesky, University of the Witwatersrand (Wits)
OTT-PA4-04  
First Patient Program: Program Renewal through Program Evaluation  
Leslie Flynn, Sheila Pinchin, Anthony Sanfilippo, Kathy Bowes, Queen’s University

OTT-PA4-05  
Assessment item mapping to inform curricular evaluation of a neurosciences course  
B Ostrowerka, H Lai, T Hillier, University of Alberta

OTT-PA4-06  
A Biomedical Informatics course at UNAM Faculty of Medicine in Mexico: Program evaluation using a mixed methods approach  
Tania Vives-Varela, Israel Martínez-Franco, Marlette Lobato-Valverde, Melchor Sánchez-Mendiola, UNAM

OTT-PA4-07  
Synopsis of evaluation criteria as a tool for curricular development in the Aachen medicine curriculum  
Johann Arias, Alexander Schiffel, Stephan Erdtmann, Sonja Finsterer, Melanie Simon, RWTH Aachen Medical Faculty

OTT-PA4-08  
PG ethics and professionalism: Practical issues based on how they interact  
Roger P Worthington, Yale University; Richard B Hays, Bond University

OTT-PA4-09  
The impact of the clinical practical year at the Medical University of Vienna: Are there differences in clinical reasoning skills between students instructed either locally or remotely?  
Philipp Pavelka, Philip Anner, Andrea Praschinger, Franz Kainberger, Medical University of Vienna

OTT-PA4-11  
Academic medicine elective at Laval University: program description and curriculum evaluation preliminary results  
Miriam Lacasse, Marie-Hélène Dufour, Josette Castel, Université Laval

OTT-PA4-12  
A survey of evaluation systems for educational programs at Tehran University of Medical Sciences (TUMS)  
Roghayeh Gandomkar, Leyla Sadighpour, Tehran University of Medical Sciences; Azim Mirzazadeh, Batool Amini, Hamid Khanjani, Mojgan Safari

CLINICAL ASSESSMENT (SECTION B2)
Facilitator: Elizabeth Kachur

OTT-PB2-01  
Incorporating a test-enhanced learning component to clinical rotations  
David Sanford, Elaine Zibrowski, Michelle Zeller, Joy Mangel, Mark Goldszmidt, University of Western Ontario

OTT-PB2-02  
A new type of oral assessment at the end of a rotation in intensive care medicine: The “fictitious patient” set up by the resident  
António Pais de Lacerda, Hospital de Santa Maria, Faculty of Medicine of Lisbon

OTT-PB2-04  
Patient evaluation of clinical interaction with medical students  
James Simpson, Andrea Winthrop, Cherie Jones, Nina Ramic, Josie Xu, John Presvelos, Queen’s University

OTT-PB2-05  
Medical students’ perceptions upon student-based care followed by supervision: a potential formative student assessment with patient’s eyes  
Ernesto A. Figueiró-Filho, Faculty of Medicine - Federal University of Mato Grosso do Sul; Eliana Amaral, UNICAMP
OTT-PB2-06
A survey on ability of 4th year medical students in EBM skills
Mahvash Alizadeh Naini, Mohammad Hossie Dabaghmanesh, Narges Vaseghi, Shiraz University of Medical Sciences

OTT-PB2-07
Survey of teaching methods and assessment tools for Patient Safety competencies in Thai medical education centers: a nationwide survey
Usa Siriboonrit, Chonburi Medical Education center

OTT-PB2-08
Safety Audit Assessment in Medical Students for prevention of accidental blood and bodily fluid contact
Dr Jutatip Nirutterug, Queen Savang Vadhana Memorial Hospital, Thai Red Cross Society

OTT-PB2-09
Assessment of Emergency Medicine junior doctors using a RIME-Dreyfus hybrid model
GG Sim, Changi General Hospital; Byg Leong, Changi General Hospital

OTT-PB2-10
Assessing social determinants of health in undergraduate medical curricula: pragmatic options
Yuko Takeda, Ann Wylie, King’s College London School of Medicine

OTT-PB2-11
Logbook: Mapping the Clerkship Experience through the EPITOMISE Framework
Shazia Sadaf, Naveed Yousuf, Rukhsana Zuberi, Aga Khan University

OTT-PB2-12
The utility and reliability of the mini-CEX as a summative tool in undergraduate medical students
Steve Capey, Wyn Harris, Swansea University

OTT-PB2-13
“I’m no teacher”: Understanding radiation therapists’ perception and approach to clinical competence assessment of medical radiation sciences students within an academic clinical setting
Kieng Tan, Princess Margaret Cancer Centre; Krista Dawdy, Lisa Di Prospero, Odette Cancer Centre

OTT-PB2-14
The Fundamental Basic Clinical Skills of the Intern. How can we improve them?
Onanong Noomcharoen, Queen Savang Vadhana Memorial Hospital, Thai Red Cross

OTT-PB2-15
Assessing readiness for re-entry of residents returning from prolonged leaves of absences
Jose Francois, Cliff Yaffe, Jillian Horton, Bruce Martin, University of Manitoba

DISTRIBUTED MEDICAL EDUCATION (SECTION C10)
Facilitator: TBD

CCME-PC10-1
Regional Campus Mobile Orientation
Antonia Everding, Cathy Morris, Kevin Chen, Sean Meister, Andrew Costa, McMaster University

CCME-PC10-2
Human Sexuality Presentation Program: Developing medical student knowledge, professionalism and sensitivity through community engagement in Edmonton Public Schools.
Pearl Tan, Charlene Belozer, University of Alberta Medical Students’ Association

CCME-PC10-3
Preparing our Pioneers: Transitioning the First Class of Expansion Students into Clerkship
Pamela Coates, Jana Bajcar, University of Toronto

CCME-PC10-4
Students: Agents of change in the clinical setting?
Robin Roots, Sue Murphy, University of British Columbia

CCME-PC10-5
Innovative development team for an eLearning module
David Stokes, Leslie Rourke, Anne Drover, Sarah Hann, Katrin Zipperlen, Jacinta Reddigan, Norah Duggan, Denise Hickey, Memorial University of Newfoundland

CCME-PC10-6
Senior Medical Student Elective in Native Hawaiian Health—the Second Look
Dee-Ann Carpenter, John A. Burns School of Medicine
CCME-PC10-7
The International Medical Graduate Multi-stakeholder Group: An Innovation in IMG Access
Constance LeBlanc, Jan Sheppard Kutcher, Sepideh Brooznan, Dalhousie University, William Lowe, CPSNS; Moja Alia, ISISNS

CCME-PC10-8
Physician Mobility and the need for an assessment - The Québec-France Agreement
Ernest Prégent, Collège des médecins du Québec; Anne-Marie MacLellan, Louise Samson

CCME-PC10-9
A Model for Research Education in a Distributed Medical Campus: Practical Approaches Toward a Culture of Scholarship at McMaster’s Waterloo Regional Campus
Andrew Costa, Cathy Morris, McMaster University

FACULTY DEVELOPMENT (SECTION C14)
Facilitator: TBD

CCME-PC14-1
Are the faculty and professional development needs of physicians similar to health professional staff at a community teaching hospital?
Rick Penciner, University of Toronto; Voula Christofilos

CCME-PC14-2
Being a medical educator: motivation, socialization and navigation
Emma Bartle, The University of Queensland; Jill Thistlethwaite

CCME-PC14-3
Practice-based Small Group Learning for Faculty Development
Ronald MacVicar, NHS Education for Scotland

CCME-PC14-5
Survey of the use of Medical Education theory and evidence by anaesthetists in Australia and New Zealand
Damian Castanelli, Monash University; Natalie Smith, Craig Noonan

CCME-PC14-6
Are faster docs better teachers? A comparison of teaching versus productivity in the emergency department.
Omer Yusuf, Mathieu Gatien, Aseem Bishnoi, Jason Frank, University of Ottawa

CCME-PC14-7
Ideological Backgrounds of Participants in E-learning and Impact on Peer Relationships
Zareen Zaidi, University of Florida; Timothy Dornan, Danielle Verstegen, Maastricht University, Page Morahan, Drexel University College of Medicine; Rahat Naqvi, University of Calgary

CCME-PC14-8
Significantly transformed vs simply more competent: most valuable outcome of major Faculty Development programs
Helen Batty, Curtis Handford, Abbas Ghavam-Rassoul, Shirley Lee, University of Toronto

UNDERGRADUATE (SECTION D12)
Facilitator: TBD

CCME-PD12-1
Cognitive load imposed by knobology may adversely affect learners’ ability to learn physical examination skills using ultrasonography
Heather Jamniczky, Kevin McLaughlin, Marilyn Taylor, Lauren Sharp, Kerri Martin, Mike Paget, Raman, Ranjani Somayaji, Bruce Wright, Irene Ma, University of Calgary

CCME-PD12-2
Factors Affecting Engagement in Medical Education: Perspectives from Undergraduate Medical Students
Melissa Andersen, Kylie Riou, Loni Desanghere, Anurag Saxena, University of Saskatchewan

CCME-PD12-4
Telling stories out of school: an analysis of physicians’ narratives of practice
Wendy Cui, Christopher Watling, University of Western Ontario
CCME-PD12-5
CanMEDS Professional Competencies: Coverage in a First Year Medical Curriculum
Sheila Wang, Hollis Lai, Tracey Hillier, University of Alberta

CCME-PD12-6
MD Teacher vs. PhD Teacher: Does it Really Matter to Students?
Dawn Cooper, Anita Parhar, Gurdeep Parhar, University of British Columbia

CCME-PD12-7
L’apport du modèle à crédit partiel de Rasch pour l’étude métrique d’un test de concordance de script
Eric Dionne, Marie-Ève Latreille, University of Ottawa

CCME-PD12-8
Exploring student and preceptor perceptions of a Rural Health Program during the first year of medical school
Preston Smith, Peggy Alexiadis Brown, Dalhousie University

CCME-PD12-9
Professionalization path: an innovative curriculum approach to prepare students for future challenging practice
Melanie Couture, Louisette Mercier, Carmen Moliner, Annick Bourget, Université de Sherbrooke

CCME-PD12-10
Identifying Core Curricular Content for the Health Advocate Role in Neurology
Ahmad Abuzinadah, King Abdulaziz University; Claudio Violato, Lubna Baig, Mauricio Monroy-Cuadros, Lara Cooke, University of Calgary

CCME-PD12-11
Health of Special Populations in a First Year Medical Curriculum
Hoorsheed Heydarimanesh, Nanki Longowal, University of Alberta

CCME-PD12-12
Pre-Departure Training (PDT) Policy Update: Where are we now?
Alexandra Manning, Dalhousie University; Irfan Nizarali, University of Alberta

INTERPROFESSIONAL EDUCATION
(SECTION E16)
Facilitator: TBD

CCME-PE16-1
Impact of Peer Pressure on Accuracy of Reporting Vital Signs: Empirical Evidence of Reporting Errors among Medical and Nursing Students during a Simulated Clinical Performance Exercise
Alyshah Kaba, Tanya Beran, University of Calgary

CCME-PE16-3
Patient Centered Medical Home and Interprofessional Education: Teaching Family Medicine Residents
Eron Manusov, Duke SR-AHEC

CCME-PE16-4
Developing an undergraduate Interprofessional Education Program in Pain
Daniel Rosenbaum, Dr. Andrew Costa, Dr. Cathy Morris, Dr. Norm Buckley, McMaster University; Barbara Coulston, Julian Ellis

CCME-PE16-5
Developing Community Partnerships for Simulation-Based Education in Northern Ontario
Susan Morhart, Siobhan Farrell, Northern Ontario School of Medicine

CCME-PE16-6
My First Death: End of life experiences as interprofessional healthcare learners
Pamela Newman, Mary Dodge Bovaird, Julie Wilding, Lynne Benjamin, Sarah Rauth, Jean Hudson, University of Toronto

CCME-PE16-7
“Expert” Patient teaching expertly
Vass Vassiliou, Royal Brompton and Imperial College London; Eleana Ntatsaki, UCL, London

CCME-PE16-8
Multidisciplinary teamwork in the face of disaster: a large in-situ simulation as a means for whole hospital learning
Ilana Bank, Elene Khalil, Meredith Young, Margaret Ruddy, McGill University, Lara Varpio, Uniformed Services University for the Health Sciences in Bethesda
CCME-PE16-9
The Extreme Cross-disciplinary team: The Orangutan, the Keeper, the Veterinarian, the Gynaecologist, the Colo-rectal surgeon, the Anaesthetist and the Nurse.
Yee Leung, Nic Tsokos, University of Western Australia, Kah-Lim Tay, Glengarry Hospital; Craig Smith, Sir Charles Gairdner Hospital; Clare Campbell, Kylie Bullo, Simone Vitali, Perth Zoo

CCME-PE16-10
A Practical Neurology Course based on the health reality of Haiti: an innovative and successful teaching intervention.
Jean-Francois Lemay, University of Calgary; Albert Lamontagne, Lucie Brazeau-Lamontagne, Université de Sherbrooke; Genevieve Poitevien, Quisqueya University

CCME-PE16-11
Integrated Medical Education Interventions in Haiti.
Lucie Brazeau-Lamontagne, Université de Sherbrooke; Jean-Francois Lemay, University of Calgary; Genevieve Poitevien, Quisqueya University, Haiti

CCME-PE16-12
How much is efficacy of hand hygiene of the 4th year medical student before VS after teaching hand washing at Uttaradit Hospital, Thailand?
apinya fakthongyoo, Boonruang Saisesub, Uttaradit hospital

CCME-PE16-13
Community-Based Education and Service Learning put into practice in undergraduate Health Sciences Programmes
Sonet Kruger, Gert Van Zyl, Marietjie Nel, University of the Free State

3:00PM – 3:30PM
Conference Refreshment Break
Ottawa Convention Centre, Level 3, Canada Hall 2 & 3 - Exhibit Hall

SYMPOSIA
3:30PM – 5:00PM (Block F)

OTT-SF1 - Multisource Feedback: Its controversies and challenges in providing feedback to practicing physicians
Fairmont Chateau Laurier, Ground Floor, Laurier room
Refer to page: 72

OTT-SF2 - Some Promise and Pitfalls of Clinical Reasoning Assessment: A Critical Examination of the Script Concordance Test
Fairmont Chateau Laurier, Lower Level, Canadian room
Refer to page: 73

WORKSHOPS
3:30PM - 5:00PM (Block F)

OTT-WF-1
International cooperation for professional medical education and assessment: How can it work? Who benefits?
Ottawa Convention Centre, Level 1, Room 101
Reinhard Westkaemper, University of Bern; John Norcini, FAIMER

OTT-WF-2
Use of Generalizability Theory in Designing and Analyzing Performance-Based Tests
Ottawa Convention Centre, Level 1, Room 103
David Swanson, National Board of Medical Examiners

OTT-WF-3
Competency-based assessment on a shoestring
Ottawa Convention Centre, Level 1, Room 104
Tom Laughlin, Jennifer Hall, Karlyne Dufour, Katherine Quackenbush, Dalhousie Medical School/Dalhousie University

OTT-WF-4
Leadership as a competency: Entrustable professional activities for learning and assessment
Ottawa Convention Centre, Level 1, Room 105
Larry Gruppen, J. Thomas Fitzgerald, Patricia Mullan, University of Michigan Medical School
OTT-WF-5
The Objective Structured Clinical Examination (OSCE) – Identification of stations level flaws through the use of an OSCE item writing error detection tool
Ottawa Convention Centre, Level 1, Room 106
Kathy Brotchie, Monash University; Linda Sweet, Flinders University

OTT-WF-6
Developing Situational Judgement Tests (SJTs) to assess professionalism in medical students
Ottawa Convention Centre, Level 1, Room 107
Richard Knox, Rodger Charlton, University of Nottingham Medical School; Pirashanthie Vivekananda-Schmidt, University of Sheffield Medical School; Ryan Prince, Health Education England, West Midlands

OTT-WF-7
Assessing patient-centred clinical encounters and providing effective feedback – using video for clinical supervisor training and calibration
Ottawa Convention Centre, Level 1, Room 108
Jenepher Martin, Noel Roberts, Monash University; Kathryn Ogden, Jennifer Barr, University of Tasmania

CCME-WF-4
Practical Tips for Teaching Residents to Teach in Busy Ambulatory Care Settings
Westin Ottawa, 3rd Floor, Ontario Room
Judy Baird, Allyn Walsh, Heather Waters, McMaster University

CCME-WF-5
Identifying and Promoting Social Accountability in Your Medical School
Westin Ottawa, 4th floor, Provinces 1 Room
Iain Robbe, James Rourke, Memorial University of Newfoundland

CCME-WF-6
Sharing the Light, Overcoming the Challenges of Teaching Different Levels of Learners in Busy Clinical Settings
Westin Ottawa, 4th floor, Provinces 2 Room
Ahmed Alhammadi, Hamad Medical Corporation; Amal Khidir, Magda Wagdy, Hamad Medical Corporation - Qatar; Marcellina Mian, Weill Cornell Medical College

CCME-WF-7
Head over Heels: Flipping Your Classroom
Westin Ottawa, 4th floor, Quebec Room
Deirdre Bonnycastle, Greg Malin, University of Saskatchewan

ORALS
3:30PM – 5:00PM (Block F)

STANDARD SETTING (BLOCK F1)
Moderator: André De Champlain
Ottawa Convention Centre, Level 2, Room 201

OTT-OF1-1
Setting a Performance Standard for the National Assessment Collaboration Examination: Application of Generalizability Theory
Andrea Gotzmann, André F. De Champlain, Sirius Qin, Fang Tian, Medical Council of Canada
OTT-OF1-2
Standard setting: a review of the literature and mathematical models on the impact of the number of re-sits on the diagnostic accuracy of professional assessments
John McLachlan, Jan Illing, Charlotte Rothwell, Durham University; Julian Archer, Plymouth University

OTT-OF1-3
Standard Setting: A Comparison of Modified Angoff Method and Borderline Method
Chew Fei Sow, International Medical University

OTT-OF1-4
Inflationary effect of unmasking numerical rating scale values in a clinical clerkship oral examination
Daniel M Panisko, Lynfa Stroud, Edmund Lorenz, Sumitra Robertson, Rajesh Gupta, Luke Devine, University of Toronto

OTT-OF2-1
Examinations for MOC and Certification: Where are the differences?
Linjun Shen, Dorthea Juul, American Board of Psychiatry and Neurology

OTT-OF2-2
Assuring fitness to practice and fitness for purpose of UK doctors
Mike Bewick, Jenny Simpson, Kim Hoyland, NHS England

OTT-OF2-3
A comprehensive approach to workplace based assessment
Marilyn Singer, Brenda Stutsky, University of Manitoba

OTT-OF2-4
Identifying transitions, supports and feedback to support continued competence
Mary Clark, Kathy Corbett, College of Occupational Therapists of BC; Jodi Herold, Susan Glover Takahashi, University of Toronto; Christopher Corbett, CSCW Systems Corporation

OTT-OF2-5
Accredited Scientific Practice (ASP): an approach to formal continuing professional development (CPD) in healthcare science reflecting patient and service needs
Richard Billings, Gillian Manning, Maxine Foster, Shelley Heard, Sue Hill, Health Education England and NHS England

OTT-OF3-1
Effects of a test-taking strategies course in reducing test anxiety related to medical students’ licensure exams
John Encandela, Nancy Angoff, Gary Leydon, Michael Green, Yale University

OTT-OF3-2
Clerkship-failing students: what indicators are predictive?

OTT-OF3-3
Innovative Approach to Remediation: Give Students Responsibility
Elaine Dannefer, Beth Bierer, John Tetzlaff, Cleveland Clinic Lerner College of Medicine of CWRU

OTT-OF3-4
Psychometric and Validity Study of Emotional Intelligence in Undergraduate Medical Students Employing Confirmatory Factor Analysis
Naghma Naeem, Batterjee Medical College

OTT-OF3-5
Impact of Changes in Mindfulness on Perceived Stress and Empathic Concern in Medical Students
Aviad Haramati, Neha Harwani, Kevin Motz, Kristi Graves, Hakima Amri, Nancy Harazduk, Georgetown University

OTT-OF3-6
ASSESSMENT AND INTERPROFESSIONAL EDUCATION 1 (BLOCK F4)

Moderator: TBD
Ottawa Convention Centre, Level 2, Room 204

OTT-OF4-1
Evaluation of an Interprofessional Training Ward Experience for Final Year Medical Students
Jean McKendree, Hull York Medical School; Patricia McGettigan, Barts and the London School of Medicine and Dentistry

OTT-OF4-2
Toward a common framework for IPE: lessons regarding assessment, evaluation, and implementation, from a multi-method study of IPE programs
Amy V Blue, University of Florida; Benjamin J Chesluk, Lisa N Conforti, Eric S Holmboe, American Board of Internal Medicine

OTT-OF4-3
An interprofessional theme assessment instrument (KidSIM) translated and evaluated in HiFi Simulations in medical and nursing undergraduate programs
Martin Wohlin, Jan Larsson, Maria Magnusson, Uppsala University

OTT-OF4-4
Contextual activity sampling system impacts on clinical interprofessional learning
Hanna Lachmann, Bjöörn Fossum, Unn-Britt Johansson, Klas Karlgren, Sari Ponzer, Karolinska Institutet

OTT-OF4-5
A functional framework for development and assessment of inter-professional collaboration as a professional competency
John Pugsley, Carol O’Byrne, The Pharmacy Examining Board of Canada

MINI-CEX (BLOCK F5)

Moderator: TBD
Ottawa Convention Centre, Level 2, Room 205

OTT-OF5-1
A comprehensive evaluation of a workplace-based assessment task
Catherine Haigh, David Birks, Monash University

OTT-OF5-2
Development of a set of milestone-anchored direct observation tools (MADOT)
Marielena DiBartolo, Glenda Bendiak, University of Calgary

OTT-OF5-3
Finding consensus within the noise: Shared idiosyncrasy helps explain rating variance
Andrea Gingerich, University of Northern British Columbia (UBC Medicine); Glenn Regehr, Kevin Eva, University of British Columbia

OTT-OF5-4
Enhancing Mini-CEX reliability in anesthesia training using an intuitive scoring system based on trainee independence
Jennifer Weller, University of Auckland; Brian Jolly, Newcastle University; James Crossley, University of Sheffield

OTT-OF5-5
Implementation of mini-CEX assessments in an outpatient clinic-oriented specialty
Joanne Alfieri, Khalil Sultanem, McGill University

OTT-OF5-6
Tangerine Holt, Australian-American Fulbright Commission; Beverley Bird, Monash University; Brian Jolly, University of Newcastle

ONLINE ASSESSMENT (BLOCK F6)

Moderator: Danette McKinley
Ottawa Convention Centre, Level 2, Room 206

OTT-OF6-1
What a great piece of e-learning...Or is it?
Henry Fuller, Andrea Fox-Hiley, Clare Donnellan, Alison Cracknell, Leeds Teaching Hospitals NHS Trust; Rebecca Brown, Nottingham University Hospitals NHS Trust; Claire Burnell-Hornby, NHS
OTT-OF6-2

The web-based computer system that enhances medical students’ skill and knowledge in progress notes reporting
Wansa Paoin, Faculty of Medicine, Thammasat University

OTT-OF6-3

Upgrading usability in eLearning – Case ePortfolio for CPD in Finland
Topi Litmanen, Kristiina Patja, Pro Medico

OTT-OF6-4

Cloud-based mobile technology for assessing medical student competencies
Gary Ferenchick, David Solomon, Michigan State University

OTT-OF6-5

Developing and evaluating an e-Learning resource as an example of Assessment of learning
David Kandiah, Diana Jonas-Dwyer, University of Western Australia

OTT-OF7-1

Admission interview and academic entry scores are associated with different aspects of student performance in an Australian Physiotherapy programme
Susan Edgar, Peter Hamer, The University of Notre Dame Australia; Annette Mercer, University of Western Australia

OTT-OF7-2

A new approach to selecting medical students – National University of Singapore, School of Medicine Experience
Dujeepa D. Samarasekera, Sin Chuan Tay, Shing Chuan Hooi, Yong Loo Lin School of Medicine, National University of Singapore

OTT-OF7-3

Selecting MD/PhD Applicants Using a Modified Personal Interview (MPI)
Lindsey Fechtig, Kulamakanam Kulasegaram, Nicole Woods, Norman Rosenblum, Mark Hanson, University of Toronto

OTT-OF7-4

Portfolio in a program of selection for a rurally focussed medical school
Ian Wilson, Lyndal Parker-Newlyn, University of Wollongong

OTT-OF7-5

The BioMedical Admissions Test (BMAT) for medical student selection: overview of research evidence
Joanne Emery, Sarah McElwee, Cambridge Assessment

OTT-OF7-6

Lottery as selection procedure: how (un)fair is it?
Janke Cohen-Schotanus, Nienke Schripsema, University Medical Center Groningen; Axel Themmen, Suzanne Lucier, Erasmus Medical Center; Anouk Wouters, Gerda Croiset, Free University Medical Center

OTT-OF8-1

Monitoring and evaluation of the problem based learning process assessment scores for minimizing bias and errors
Shital Bhandary, Satish Raj Ghimire, Ira Shrestha, Patan Academy of Health Sciences

OTT-OF8-2

Assessment of PBL performance using both checklist and global ratings: Comparisons between two blocks across two classes
Ming Lee, Paul Wimmers, David Geffen School of Medicine at University of California, Los Angeles

OTT-OF8-3

Development And Pilot Of A Novel, Descriptive Student Assessment For The PBL Component Of A Therapeutics Course
Suzanne Donnelly, Paula Heaphy, Annette Liston, Eoghan McCarthy, Patrick Murray, University College Dublin

ASSESSMENT OF STUDENTS AND PBL (BLOCK F8)
Moderator: David Taylor
Ottawa Convention Centre, Level 2, Room 208

OTT-OF8-1

Monitoring and evaluation of the problem based learning process assessment scores for minimizing bias and errors
Shital Bhandary, Satish Raj Ghimire, Ira Shrestha, Patan Academy of Health Sciences

OTT-OF8-2

Assessment of PBL performance using both checklist and global ratings: Comparisons between two blocks across two classes
Ming Lee, Paul Wimmers, David Geffen School of Medicine at University of California, Los Angeles

OTT-OF8-3

Development And Pilot Of A Novel, Descriptive Student Assessment For The PBL Component Of A Therapeutics Course
Suzanne Donnelly, Paula Heaphy, Annette Liston, Eoghan McCarthy, Patrick Murray, University College Dublin
ASSESSMENT OF MILESTONES IN TRAINING
(BLOCK F9)

Moderator: Paul Hemmer
Ottawa Convention Centre, Level 1, Room 102

OTT-OF9-1
A faculty observed OSCE to measure milestones in first year pediatric residents
Joseph Lopreiato, Steve Durning, Paul Hemmer, David Cruess, Uniformed Services University of the Health Sciences

OTT-OF9-2
Testing Construct Validity of the McMaster Modular Assessment Program (McMAP)
Meghan McConnell, Teresa Chan, Jonathan Sherbino, McMaster University

OTT-OF9-3
The McMaster Modular Assessment Program (McMAP) improves quality of in-training evaluation reports via aggregated work-based assessments and guided narrative global assessment
Teresa Chan, Jonathan Sherbino, McMaster University

OTT-OF9-4
Assessment of level 1 EM milestones in incoming interns
Laura Hopson, Samantha Hauff, Marcia Perry, Eve Losman, Monica Lypson, Sally Santen, University of Michigan

OTT-OF9-5
Alignment of undergraduate and postgraduate accreditation standards in Canada
Susan Andrew, Anna Oswald, Kent Stobart, University of Alberta

RESEARCH - POSTGRADUATE (BLOCK F1)

Moderator: TBD
Ottawa Convention Centre, Level 2, Room 209

CCME-OF1-1
Does targeted training improve residents’ teaching skills?
Sean Polreis, Marcel D’Eon, Kalyani Premkumar, Krista Trinder, Deirdre Bonnycastle, University of Saskatchewan

RESEARCH - UNDERGRADUATE (BLOCK F2)

Moderator: TBD
Ottawa Convention Centre, Level 2, Room 210

CCME-OF2-1
Using Portfolios to Approach Competency-based Medical Education: Exploring the Vulnerability of the Student Learning Cycle during Mentor Facilitated Reflective Writing
Brittney Parlett, Christine Meston, Tavis Apramian, Shannon Arntfield, University of Western Ontario
CCME-OF2-2
An introductory medical school course structured around core competencies and based on principles of self-regulated learning and play prepares students well for Problem-Based Learning (PBL)
Amy Garlin, Melissa Myo, Amin Azzam, University of California

CCME-OF2-3
Cartographie d’un curriculum : mobilisation « monstre » pour gérer efficacement le curriculum d’un programme MD
Ève-Reine Gagné, Gilles Martel, Ghislaine Houde, Ann Graillon, Marie-Josée Fortier, Daniel Gladu, Sébastien Chicoine, Bobby Rodrigue, Université de Sherbrooke

CCME-OF2-4
Tutor Understanding of Case-Based Learning
Alexandra Manning, Kim Blake, Deb Day, Dalhousie University

CCME-OF2-5
Students’ and Educators’ Opinions Differ on Which Procedures Must be Mastered by Medical School Graduates
Irene Wai Yan Ma, Ian Wishart, Marilyn Taylor, Heather Baxter, Bruce Wright, Irene Wai Yan Ma, University of Calgary; Albert Woo, University of Alberta; Jillian Walsh, University of British Columbia

CCME-OF2-6
Workplace immersion model for the final year of an undergraduate medicine course.
Torres Woolley, Tarun Sen Gupta, Harry Jacobs, James Cook University

EDUCATION INNOVATION - LEADERSHIP/IPE (BLOCK F3)
Moderator: TBD
Ottawa Convention Centre, Level 2, Room 211

CCME-OF3-1
Student-led Learning: A Novel Teaching and Learning Paradigm
Sydney McQueen, Ranil Sonnadara, McMaster University; Oleg Safir, Polina Mironova, Markku Nousiainen, Peter Ferguson, William Kraemer, Benjamin Alman, University of Toronto; Richard Reznick, Queen’s University

CCME-OF3-2
Trainee led education in ambulatory care
Emma Dugdale, Chris Fosker, Vani Ramasamy, Ee Siang Choong, Ganesh Radhakrishna, St James’s Institute of Oncology, Leeds, UK

CCME-OF3-3
Scaling the silos: Interdisciplinary learning to reflect interdisciplinary practice
Rachel Fisher, Ilana Bank, Lily H.P. Nguyen, Meredith Young, McGill University

CCME-OF3-4
Fostering Leadership Development: Shaping our Future Medical Leaders
Erin Gallagher, McMaster University; Geneviève Moineau, The Association of Faculties of Medicine of Canada; Anurag Saxena, Canadian Association for Medical Education

CCME-OF3-5
Virtual Residents – enhancing preceptor skills in addressing the learner in difficulty
Doug Myhre, Maureen Topps, David Topps, University of Calgary

CCME-OF3-6
Physician as Leader: Design through four lenses
Dr. Murray Bryant, Dr. Gary Thithecott, Dr. Teresa Van Deven, University of Western Ontario

EDUCATION INNOVATION - UNDERGRADUATE (BLOCK F4)
Moderator: TBD
Ottawa Convention Centre, Level 2, Room 212

CCME-OF4-1
Do they dig it? A qualitative analysis of medical student feedback from a simulated clinical encounter involving people living with HIV/AIDS as Patient-Instructors in HIV counselling and testing
Derek Chew, University of Calgary; Denise Jaworsky, University of British Columbia; Julie Thorne, Nancy McNaughton, Malika Sharma, University of Toronto; Rick Lees, Mount Carmel Clinic; Tutsirai Makuwaza, Toronto People Living With AIDS Foundation; Suzanne Paddock, Toronto People Living With AIDS Foundation; Anita Rachlis, Sunnybrook Health Sciences Centre; On Behalf of the CHIME Investigators, Toronto People Living With AIDS Foundation
CCME-OF4-2
A new focus for early clinical experiences; the patient’s point of view
Joel Lanphear, Central Michigan University

CCME-OF4-3
The Calgary Guide to Understanding Disease: Concise pathophysiology facilitating understanding instead of memorization
Matthew Harding, Alexander Arnold, Amogh Agrawal, Yan Yu, Sean Spence, University of Calgary

CCME-OF4-4
How To Invent $5 US Umbilical Vein Catheterization model (Phuket UVC model)
With Discarded Umbilical Cord
Noppol Thadakul, Vachiraphuket Hospital Medical School; Anchisa Kitiyankul, Vachiraphuket Hospital Medical School

CCME-OF4-5
Impact of New Limits on Resident Duty Hour on the Professional Learning Environment: Concept Mapping Compares the Major Concerns of Residents and Faculty
Heather Lochnan, Anna Byszewski, Kenneth Viers, Kathy Day, University of Ottawa

CCME-OF4-6
Professionalism in medicine: evaluating publication misrepresentation among Otolaryngology residency applicants in Canada
Lara Sater, Joseph Schwartz, Meredith Young, Xun Zhang, Lily Nguyen, McGill University; Sarah Coupland, New York University

CCME-OF5-1
“Living Lab” Research Grants: transformative curriculum needs transformative research funding
Diane Gorsky, Joan Sargeant, Marie Matte, Constance LeBlanc, Andrew Warren, Tom Marrie, Dalhousie University

CCME-OF5-2
Developing in-depth learning, integrative competencies and creativity for life-long learning: A theory-based ‘literacy’ framework
Michael Clemente, University of Western Ontario; Douglas Wooster, University of Toronto; Elizabeth Wooster, OISE/University of Toronto

CCME-OF5-3
The Diversity Case Conference: Improving Teaching and Learning in Clinical Communication, Cognitive Bias and Self-Reflection During the Psychiatry Clerkship
Javeed Sukhera, University of Western Ontario; David Garrison, University of Rochester

CCME-OF5-4
Improving preparedness before starting work – improving preparedness before starting work
Sarah Bennett, Basildon and Thurrock University Hospitals NHS Foundation Trust; Aroon Lal, Basildon and Thurrock University Hospitals NHS Foundation Trust

CCME-OF5-5
L’utilisation de mini-tests en anatomie pour favoriser et prédire une meilleure performance des étudiants en médecine
Alain Azzi, Jennifer Smith, Alireza Jalali, University of Ottawa

CCME-OF5-6
Nouvelle application de l’apprentissage par équipe : l’interprétation des ECG
Louise Laramee, Diane Bouchard-Lamothe, Jennifer Smith, University of Ottawa

EDUCATION INNOVATION - UNDERGRADUATE (BLOCK F5)
Moderator: TBD
Ottawa Convention Centre, Level 2, Room 213

RESEARCH - POSTGRADUATE SURGICAL TRAINING (BLOCK F6)
Moderator: TBD
Ottawa Convention Centre, Level 2, Room 214

CCME-OF6-1
Time to move beyond a ‘trial-and-error’ approach to clinical documentation
Dani Cadieux, Centre for Education Research & Innovation, Schulich School of Medicine; Mark Goldszmidt, Centre for Education Research & Innovation, Schulich School of Me; Natasha Aziz, Centre for Education Research & Innovation, Schulich School of Me
CCME-OF6-2
The mind’s eye: A place for surgical trainees to practice?
Tulin Cil, H. Alyx Holden, Nicole Roberts, ; Carol-anne Moulton, University of Toronto

CCME-OF6-3
The learning curve in arthroplasty planning
Hussain Kazi, Wael Rahman, Veronica Wadey, University of Toronto

CCME-OF6-4
Competing Messages: Residents’ Perceptions of Simulation as a Clinical Learning Approach
Catharine M Walsh, The Wilson Centre, and the Hospital for Sick Children, Department; Ankit Garg, St. Michael’s Hospital, University of Toronto; Stella Ng, Centre for Ambulatory Care Education, Women’s College Hospital an; Fenny Goyal, St. Michael’s Hospital, University of Toronto; Samir C Grover, St. Michael’s Hospital, Department of Medicine, University of Tor

CCME-OF6-5
The Development of a Novel Tool for Teaching Relevant Anatomy to Improve Performance on Clinical Procedures in Internal Medicine
Michelle Zeller, Mark Goldszmidt, Joy Mangel, Sayra Cristancho, University of Western Ontario

CCME-OF6-6
What Transfers? The Effects of Goal Orientation on Medical Students’ Self Regulated Learning of Suturing Skills Using Simulation
Ryan Brydges, Julian Manzone, Shawn Garbedian, University of Toronto; Glenn Regehr, University of British Columbia

POSTERS
All facilitated poster sessions will be held in the Ottawa Convention Centre, Level 3, Canada Hall 2 and 3.

3:30PM - 5:00PM
PORTFOLIOS (SECTION A7)
Facilitator: TBD

OTT-PA7-02
Assessment of an Educational Portfolio Program for Medical Students
Jack Kopechek, Cynthia Ledford, Rollin Nagel, Curt Walker, Carmine Alexand Grieco, The Ohio State University College of Medicine

OTT-PA7-03
Portfolio Assessment of a Four Year Skilled Clinician Program
Susan Love, Marie Matte, Dalhousie University

OTT-PA7-04
The impact of a Portfolio Assessment and Support System (PASS) on faculty views of assessment. Are we changing culture?
Jane Griffiths, Elaine van Melle, Nancy Craig, Queen’s University

OTT-PA7-05
Evaluation Based on Community Experience Report by Medical Students
Srimuang Palangrit, Faculty of Medicine, Thammasat University

OTT-PA7-06
Use of Placement Supervision Groups in formative assessments
Heidi Davina Breed, Bridget Langham, Health Education East Midlands

OTT-PA7-07
Clinical portfolio (log book) for undergraduate medical students
Muhammad Abid Bashir, Nawaz Sharif Medical College, University of Gujrat

OTT-PA7-08
The comparison of the depth of reflection: Dental trainees reflect more critically by failure experience
Taiji Obayashi, Takayuki Oto, Yukiko Nagatani, Hiroshima University; Kayo Kajitani, Tetsuji Ogawa, Hiroshima University Hospital
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<tr>
<th>Session</th>
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<td>OTT-PA7-09</td>
<td>The Finnish mPortfolio Taitoni.fi for continuous professional development</td>
<td>Kristiina Patja, Pro Medico</td>
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<tr>
<td>OTT-PA7-10</td>
<td>An innovative reflective practice model for paramedicine students to direct and self-assess their learning during on-road clinical placements</td>
<td>Adam Rolley, Emma Bartle, The University of Queensland</td>
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<td>OTT-PA7-11</td>
<td>Assessment of medical students’ professional identity formation: follow-up of reflective descriptions during preclinical courses</td>
<td>Masami Tagawa, Kazunori Ganjitsuda, Saori Kijima, Kagoshima University Graduate School of Medical and Dental Science</td>
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<tr>
<td>OTT-PA7-12</td>
<td>Lessons learned in the implementation of a competency-based portfolio-supported assessment system for UME</td>
<td>Kimberly Lomis, Vanderbilt University School of Medicine</td>
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<tr>
<td>OTT-PB4-01</td>
<td>Evaluation of the educational quality of the residency training programmes at the Karolinska University Hospital — a stakeholder discrepancy?</td>
<td>Kristina Sundberg, Karolinska Institutet/Karolinska University Hospital; Eva Johansson, Lars Kihlström, Karolinska University Hospital</td>
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<tr>
<td>OTT-PB4-02</td>
<td>Evaluation of Educating for Equity (E4E) Intervention: How Health Professional Education Can Reduce Disparities in Diabetes Care and Improve Outcomes for Indigenous Populations</td>
<td>Michael Green, Han Han, Queen’s University; Lynden Crowshoe, University of Calgary; Kristen Jacklin, Laurentian University; Betty Calam, Leah Walker, University of British Columbia</td>
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<td>OTT-PB4-04</td>
<td>Assessment of changes in teaching physiology and pharmacology courses</td>
<td>Juraj Mokry, Daniela Mokry, Jessenius School of Medicine, Comenius University</td>
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<td>OTT-PB4-05</td>
<td>Development and Initial Evaluation of a Bedside Teaching Service: Impact on Resident, Faculty and Patient Outcomes</td>
<td>Danise Schiliro, Douglas Bails, Patrick Cocks, Michael Janjigian, Lisa Altshuler, New York University School of Medicine</td>
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<td>OTT-PB4-06</td>
<td>The first stage questionnaire analysis of reform test on Medical Ethics course teaching of undergraduates in Sichuan University</td>
<td>Yan Li, Youping Li, The Chinese Cochrane Center; Liji Lan, Shangwei Zheng, West China Hospital, Sichuan University; Yixin He, Political Science College of Sichuan University</td>
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<td>OTT-PB4-07</td>
<td>Effective and efficient one-week teaching of integrated endocrine system</td>
<td>Nuanthip Kamolvarin, Chulalongkorn University</td>
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<td>OTT-PB4-08</td>
<td>Evaluation apprenticeship and internship curriculum of medical education base on CIPP model</td>
<td>Afsaneh Yakhforooshha, Tehran University of Sciences; Kamran Soltany Arabshahi, TUMS; Mohamad Reaza Modaber, Manochehr Mahram</td>
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OTT-PB4-12
Assessment of a current didactic format for a subspecialty academic half-day curriculum
Christopher Hillis, P Wasi, W Lim, McMaster University

OTT-PB4-13
Evaluation of Procedural Skills Training in Undergraduate Students: A qualitative study
Suchada Anotayanonth, Chonburi Medical Education Center; Taweesak Nopkesorn

OTT-PB4-14
Creation of an Institutional Assessment Plan that Drives Medical Education Research
Robynn L. Tolles, Gwen S. Shonkwiler, N. Nicole Jacobs, Ramona Houmanfar, University of Nevada, Reno; Daniel Reimer, University of Nevada, Reno; Melissa Piagecki, University of Nevada School of Medicine

OTT-PB4-15
Student’s perspective on patient advocacy training in an undergraduate medical curriculum
Michelle Huie, Lucy Ma, Tracey Hillier, Hollis Lai, University of Alberta Faculty of Medicine & Dentistry

TEACHING INNOVATIONS (SECTION E8)
Facilitator: TBD

CCME-PE8-1
Interactive telelearning in medical rounds – increasing the scope while maintaining the level of quality
Philip Anner, Philipp Pavelka, Andrea Praschinger, Franz Kainberger, Medical University of Vienna

CCME-PE8-2
Z to A approach, an Innovative Technique for Teaching Radiology Residents
Balakrishna Shetty, Sri Siddhartha University; Disha Shetty, ISHA Diagnostics, Bangalore

CCME-PE8-3
Use of joint teaching sessions with medical and pharmacy students in practical prescribing to improve prescribing knowledge and inter-disciplinary relationships
Kathleen Birley, John Moreiras, Caroline Fertleman, Maxine Phelps, The Whittington Hospital; Ian Bates, UCL School of Pharmacy

CCME-PE8-4
Active strategies for teaching and learning: the search for greater student participation in the construction of knowledge
Taciana Figueiredo-Soares, Edilberto N. Mendes Federal University of Minas Gerais (UFMG); Edna Pereira, Federal University of Goiás (UFG); Luís Tófoli, UNICAMP; Silvana M Elói Santos, Federal University

CCME-PE8-5
The use of peer-assisted learning in teaching clinical examination
Anthony Campbell, David Taylor, Queen’s University; Aristethes Doumouras, McMaster University; Raphael Rush, University of Toronto

CCME-PE8-6
A Survey of Canadian Medical schools on the Utilization of Patient Resources in the teaching of Clinical skills to preclerkship students
Barbara Power, University of Ottawa; Jean Hudson, Savithiri Ratnapalan, Bochra Kurabi, University of Toronto

TEACHING INNOVATIONS (SECTION D8)
Facilitator: TBD

CCME-PD8-7
Exploring Teaching About Medications in Geriatrics Patient on CTUs: Are We Preparing our Trainees to Prescribe for Older Patients?
Yin Hui, Lorelei Lingard, Laura Diachun, University of Western Ontario

CCME-PD8-8
The effect of a revised approach to teaching Evidence Based Medicine on medical student performance
Fariba Aghajafari, Eddy Lang, Caitlin McClurg, Steven Edworthy, University of Calgary

CCME-PD8-9
Leave them laughing or crying? Debating effective approaches to teaching
Sarah Forgie, Shelley Ross, University of Alberta

CCME-PD8-10
Technology & Innovations in Pathology Education in Rural Medical School - “One man army”
Shashidhar Venkatesh Murthy, James Cook University
CCME-PD8-11
Evidence synthesis on interventions to reduce bullying (mobbing) behaviours in the healthcare setting
Jan Illing, Madeline Carter, Paul Crampton, Durham University, UK

CCME-PD16-1
Streamlining the transition to clinical clerkship with mobile orientation modules
Joshua Piticaru, Pamela Coates, Janet Koecher, University of Toronto

PG/SURGICAL (SECTION E10)
Facilitator: TBD

CCME-PE10-1
Relative Importance of the Components of the CaRMS Application: Perspectives from Faculty and Medical Students
Amaka Eneh, Lisa Jagan, Stephanie Baxter, Queen’s University

CCME-PE10-2
A Descriptive Analysis to Identify Investigation Ordering Opinions and Behaviours Among Pediatric Residents.
Willa Liao, Christopher Hillis, Moyez Ladhani, McMaster University

CCME-PE10-3
Remediation Patterns Among Family Medicine Residents Pre- and Post-Implementation of the Competency-Based Achievement System (CBAS)
Orysya Svystun, Shelley Ross, University of Alberta

CCME-PE10-4
An Investigation of Educator Needs to support the Implementation and Development of the Non-Medical Expert Australian and New Zealand College of Anaesthetists ‘Roles in Practice’
Kerryn Bunbury, The Alfred Hospital, Australia; Damian Castanelli, Monash Medical Centre, Australia

CCME-PE10-5
Evaluation of Pediatric Residents’ Knowledge of Patient Education Resources
Greg Harvey, Moyez Ladhani, Andrea Hunter, Bojana Babic, McMaster University

CCME-PE10-6
The multidimensionality of surgical practice: A Diagrammatic View of Intra-Operative work
Georges Nassrallah, Sayra Cristancho, University of Western Ontario

CCME-PE10-7
Mind the Gap: Using EBL as a platform for transition in General Practice training
Rachel Owes, Samantha Scallan, Kelly Thresher, Sou Johnny Lyon-Maris, Southampton GP Education Unit, Wessex Deanery

CCME-PE10-8
What links the hospital work organization with postgraduate workplace learning? A pilot case study of a university hospital paediatric department in Denmark
Mads Skipper, Aalborg University Hospital; Susanne B Nøhr, ; Peter Musaeus

CCME-PE10-9
What Surgical Procedure That Medical Student Can Be Trained under Supervision of Nurse
Anurak Amornpetchsathaporn, Sawanpracharak Hospital

CCME-PE10-10
Validation of a Measure to determine the Trainee’s perception of the key attributes of an authenticated surgical teacher.
Yee Leung, University of Western Australia

CCME-PE10-11
Emergencies in Otolaryngology Bootcamp: A Novel Canadian Experience in Surgical Training
Kevin Fung, Kathryn Roth, Brian Rotenberg, Christopher Chin, University of Western Ontario

UNIVERSITY (SECTION D16)
Facilitator: TBD

CCME-PD16-2
The utility of peer feedback program for preclerkship medical students at the University of Toronto: A pilot project
Martin Rotenberg, Sabrina Nursmohamed, Udi Blankstein, Jean Hudson, Rajesh Gupta, University of Toronto
CCME-PD16-3
Prompts improve student reflective writing
Sarah Buhler, Marcel D’Eon, Krista Trinder, Stan Yu, University of Saskatchewan

CCME-PD16-4
Script-Theory Virtual Patients: A Novel Tool for Education and Research
Jake Hayward, Amandy Cheung, Matthew Weiss, Jenny Alterejos, Alkarim Velji, Tietzen Mara, Peter Gill, Andrew Scarfe, Melanie Lewis, University of Alberta

CCME-PD16-5
An Integrated Online Learning Community in Medical Education - Creating a Digital Study Space
Melissa Wood, Sarah Forgie, Patrick von Hauff, Kerry Crawford, University of Alberta

CCME-PD16-6
The Ontario Medical Students’ Weekend (OMSW) Career Fair: A response to the uOttawa Faculty of Medicine Industry Relations Policy
Elisabeth Antoniak, Kendra Barrick, Nahid Punjani, Stephanie Kenny, University of Ottawa

CCME-PD16-7
Understanding Pre-Clinical Medical Students’ Attitudes Towards Career Planning
Cian Hackett, Lisa Steblecki, University of Alberta

CCME-PD16-8
Improving Surgical Skills Teaching to Haitian Medical Students
Jean-Francois Lemay, University of Calgary; Lucie Brazeau-Lamontagne, Université de Sherbrooke; Genevieve Poitevien, Quisqueya University, Haiti

CCME-PD16-9
Community Engagement in Action: Developing and Sustaining Distributed Clinical Placements in Undergraduate Medical Education
Sherry Mongeau, Dr. Lisa Graves, Dr. Rachel Ellaway, Mr. Jeff Bachiu, Northern Ontario School of Medicine

CCME-PD16-10
Learning about population health services: Development of an interactive online module.
Denise Donovan, Université de Sherbrooke; Jacinthe Beauchamp, Centre de formation médicale du Nouveau-Brunswick

CCME-PD16-11
The Accelerated DO/Family Medicine Residency Continuum: A Model of Innovation in Family Medicine Education
John Kappenberg, NYIT College of Osteopathic Medicine; William Blazey, NYIT College of Osteopathic Medicine

CCME-PD16-12
Integrating Research Skills into the Undergraduate Medical Program at the University of Saskatchewan
Barry Robin Bushell, Greg Malin, Vivian Ramsden, University of Saskatchewan

INTERNATIONAL EDUCATION / DIVERSITY (SECTION E14)
Facilitator: TBD

CCME-PE14-1
Diversity of learning styles in undergraduate medical students from Australia and Malaysia
Loretta Garvey, Margaret Hay, Monash University

CCME-PE14-2
Educational environment perception in University of Valparaíso Medical School, Chile
Eva Madrid, Ana María Julio, Manuel Barros, Alejandro Fernández, Sebastián Martinez, Consuelo Urrejola, Jesús Manuel Escanero, José Vicente Lafuente, University of Valparaíso

CCME-PE14-3
4C/ID in medical education: Designing a course for general practitioners
Mieke Vandewaetere, Dominique Manhaeve, Geraldine Clarebout, Bert Aertgeerts, Ann Roex, University of Leuven; Jeroen van Merriënboer, Maastricht University;

CCME-PE14-4
Community - University Partnership: Key elements for improving field teaching in medical schools in Vietnam
Hoat Luu, Hanoi Medical University; Pamela Wright, Medical Committee Netherlands Vietnam (MCNV)
CCME-PE14-6
The attitudes of Australian medical students to the incorporation of health impacts of climate change in the medical school curriculum: survey results from three universities
Graeme Horton, Parker Magin, Dimity Pond, University of Newcastle; Grant Blashki, University of Melbourne

CCME-PE14-7
Systematic review of undergraduate medical education in the UK general practice setting
Nada Khan, Sophie Park, University College London

CCME-PE14-8
Faculty development in Indian medical education
Rita Sood, All India Institute of Medical Sciences; BV Adkoli

CCME-PE14-9
Medical Students outside the Hospital - A 48 hour elective on a German Ambulance
Philipp Föhr, Matthieu Ott, Clemens Conrad, Marius Jacob, Kim Riester, Stefan K. Beckers, RWTH Aachen University

CCME-PE14-10
The two-year study of a teaching model in family medicine for undergraduate medical students at Comenius University in Bratislava, Jessenius Faculty of Medicine in Martin, Slovakia
Renata Pecova, Oto Osina, Jurina Sadlonova, Lubica Jakusova, Michaela Simkova, Imrich Zigo, Jan Danko, Comenius University in Bratislava

CCME-PE14-11
Incorporating procedural skills into pre-departure training for medical students participating in International electives
Joseph Margolick, David Kanters, Brian Cameron, McMaster University

CCME-PE14-12
Examining the Role of Pre-departure Training across Canadian Medical Schools for International Medical Electives
Mary Halpine, Dalhousie University; Farah Ladak, Elbert Jeffrey Manalo, University of Calgary; Neil Arya, Kristin Neudorf, University of Western Ontario; Bill Cherniak, University of Toronto

CCME-PE14-13
Integration of Internationally Educated Health Professionals: A Discourse Analysis
Sarah Whyte, University of Waterloo; Tina Martimianakis, Cynthia Whitehead, Carrie Cartmill, Nancy McNaughton, Zubin Austin, University of Toronto

CCME-PE14-14
A Strategy to help International Medical Graduates Write Licensing Examinations
Kalyani Premkumar, Penny Davis, University of Saskatchewan

6:30PM – 11:00PM
Conference Social Event
Ottawa Convention Centre, Level 4, Trillium Ballroom

Celebrate the un-boring in our nation’s capital.
Ottawa has long been considered a conservative sleepy government town wedged between two of Canada’s most popular cities; in fact, we boast two boring awards. Always willing to support our city, the University of Ottawa Faculty of Medicine is redefining social soirees in the Nation’s Capital through the creation of charismatic and entertaining events that not only leave a lasting impression for guests but also defy expectations... even if they were low to being with.

With entertainment led by internationally recognized Canadian comedian and impersonator André-Philippe Gagnon and surprising twists throughout the evening we look forward to showing you what Ottawa is all about. So get prepared to dine on authentic Canadian specialties that best represent our culinary accomplishments and, if you are brave enough, bite a beaver tail!

So join us for the Monday night soirée. It really won’t be boring. We swear.

Pre-registration is required and tickets will be collected at the door.
TUESDAY, APRIL 29, 2014

7:15AM – 8:30AM
Conference Breakfast
Ottawa Convention Centre, Level 3,
Canada Hall 2 & 3 - Exhibit Hall

SYMPOSIA
8:30AM – 12:00PM (Block G)

OTT-SG1 - Issues and controversies in the use of portfolios for assessment in undergraduate and graduate medical education
Fairmont Chateau Laurier, Ground Floor, Laurier room
Refer to page: 73

OTT-SG2 - Narrative description as evaluation data in health professional education
Fairmont Chateau Laurier, Lower Level, Canadian room
Refer to page: 74

10:00AM – 10:30AM
Conference Refreshment Break
Ottawa Convention Centre, Level 3,
Canada Hall 2 & 3 - Exhibit Hall

WORKSHOPS
8:30AM – 10:00AM (BLOCK G)

OTT-WG-1
Receiving feedback: stimulating feedback seeking within the department culture
Ottawa Convention Centre, Level 1, Room 101
Monica van de Ridder, Albert Schweitzer hospital; Jim Blatt, George Washington University; Carol Cappello, Weill Cornell Medical College; Elizabeth Kachur, Medical Education Development

OTT-WG-2
Assessment of the educational environment
Ottawa Convention Centre, Level 1, Room 103
Helen M Goodyear, Health Education West Midlands; Taruna Bindal, Alexandra Hospital

OTT-WG-3
Designing an Assessment System for Learning
Ottawa Convention Centre, Level 1, Room 104
Elaine Dannefer, Cleveland Clinic Lerner College of Medicine of CWRU; Andrew Linn, The University of Adelaide

OTT-WG-4
Building an evaluative culture in education in a hospital setting
Ottawa Convention Centre, Level 1, Room 105
Sandra Cunning, Centre for Addiction and Mental Health; Kathryn Parker, Holland Bloorview Kids Rehabilitation Hospital; Ivan Silver, Centre for Addiction and Mental Health; David Wiljer, Centre for Addiction and Mental Health

OTT-WG-5
Supporting doctors to transform consultations: programme outcomes and evaluation
Ottawa Convention Centre, Level 1, Room 106
D Blaney, MPS; J Kidd, University of Warwick; J Purks, University of Warwick; J Thistlethwaite, University of Queensland
OTT-WG-6

Collaborative OSCE creation: administrating a quality OSCE using combined resources
Ottawa Convention Centre, Level 1, Room 108
Moyez Ladhani, McMaster University; Hilary Writer, University of Ottawa

CCME-WG-1

Teaching Competency-based Handover skills using Video Clips and Role Playing
Westin Ottawa, Executive / Lower Level, Maple Room
Neil Cowie, Kalyani Premkumar, University of Saskatchewan

CCME-WG-2

Unprofessional and disruptive behaviour in post-graduate training: an inter-professional approach
Westin Ottawa, 4th floor, Newfoundland Nova Scotia Rooms
David Ponka, Jay Mercer, Pam Eisener-Parsche, University of Ottawa

CCME-WG-3

Supervision on the Run
Westin Ottawa, Executive / Lower Level, Oak Room
Shazia Sadaf, Rukhsana W Zuberi, Syeda Kauser Ali, Naveed Yousuf, Aga Khan University

CCME-WG-4

Lights, camera, action: Translating medical education into effective multi-media
Westin Ottawa, 3rd Floor, Ontario Room
Sara Chater, Candace Munro, Zachary Rothman, University of British Columbia; Li Hsuan Hsiao, Medicine; Steve Mart, IMP faculty support

CCME-WG-5

Strategic planning for medical education
Westin Ottawa, 4th floor, Provinces 1 Room
Corry den Rooijen, KNMG; Nicolette Caccia, University of Toronto

CCME-WG-7

Creating a more effective continuum from medical student to practising professional
Westin Ottawa, 4th floor, Quebec Room
Kamal Rungta, University of British Columbia; Jay Rosenfield, University of Toronto; Nick Busing, The Association of Faculties of Medicine of Canada

ORALS

8:30AM – 10:00AM (Block G)

ASSESSMENT OF CLINICAL REASONING (BLOCK G1)

Moderator: Georges Bordage
Ottawa Convention Centre, Level 2, Room 201

OTT-OG1-1

Development of an Instrument to Measure Clinical Reasoning in Pediatric Residents: The Pediatric Script Concordance Test (PSCT)
Suzette Cooke, University of Calgary

OTT-OG1-2

Assessing clinical reasoning in junior students with the CBCR-test: reliability and feasibility
Azam Saeed Afzal, Syeda Kauser, Junaid Patel, Sara Sajid, Tabassum Zehra, Saeed Hamid, Aga Khan University

OTT-OG1-3

Undergraduate students’ clinical reasoning construct in medicine: its development and assessment
Azam Saeed Afzal, Syeda Kauser, Junaid Patel, Sara Sajid, Tabassum Zehra, Saeed Hamid, Aga Khan University

OTT-OG1-4

Context Specificity and Cognitive Load in Intermediates
Temple Ratcliffe, Steven Durning, Amy Flanagan Risdal, Uniformed Services University at San Antonio Medical Centre

OTT-OG1-5

Comparing Automated and Human Scoring of the USMLE® Step 2 CS® Patient Note
Su Baldwin, Polina Harik, Brian Clauser, National Board of Medical Examiners

ASSESSMENT OF CLINICAL TEACHING (BLOCK G2)

Moderator: Vishna Devi Nadarajah
Ottawa Convention Centre, Level 2, Room 202

OTT-OG2-1

The use of peer-assisted learning in teaching clinical examination skills
Anthony Campbell, Taylor David, Queen’s University; Aristithes Doumouras, McMaster University; Raphael Rush, University of Toronto
OTT-OG2-2
Dental Students’ Perception Towards A Communication Skills Course (CSC) Based on Transactional Analysis Theory (TA)
Hanan Omar, Liang Lin Seow, Allan Pau, International Medical University; Saad Khan, University Malaya; Ammar Jasim

OTT-OG2-5
The Clinical Workplace Learning Culture Survey (CWLCS) – a new tool
Jennifer M Newton, Monash University; Brian Jolly, University of Newcastle; Amanda Henderson, Princess Alexandra Hospital

OTT-OG3-1
Validation of a Family Meeting Behavioral Skills (FMBS) instrument
Jillian Gustin, David Way, Jennifer McCallister, Sharla Wells-DiGregorio, The Ohio State University

OTT-OG3-2
Longitudinal evaluation of doctor-patient communication, interpersonal skills and professionalism among osteopathic medical trainees
Jeanne Sandella, William Roberts, National Board of Osteopathic Medical Examiners (NBOME)

OTT-OG3-4
Assessment of the Variations in Ethical and Communication Skills of Internal Medicine Residents in United States using Observed Structured Clinical Exercises (OSCEs)
Vijay Rajput, Krystal Hunter, Prianka Bhattacharya, Krysta Contino, Anuradha Lele Mookejee, Cooper University Hospital, Cooper Medical School of Rowan University; Emily Seeling, American College of Physicians

OTT-OG3-5
Holistic versus analytic rating scales for communication skills in an internal medicine residency objective structured clinical examination (OSCE)
Vijay Daniels, Dwight Harley, University of Alberta

ASSESSMENT AND INTERPROFESSIONAL EDUCATION 2 (BLOCK G4)
Moderator: Dujeepa Samarasekera
Ottawa Convention Centre, Level 2, Room 204

OTT-OG4-1
Using OSCE cases to assess resident physicians’ competence in inter-professional collaborative practice
Colleen Gillespie, Barbara Porter, Kathleen Hanley, Jennifer Adams, Jaclyn Fox, Sondra Zabar, New York University School of Medicine

OTT-OG4-2
Getting Started in Interprofessional Education Scholarship - Fostering New Talents
Ewa Szumacher, Lisa Di Prospero, Merrylee Mc Guffin, University of Toronto and SHSC

OTT-OG4-3
Building collective impact in interprofessional oral health education and practice
Anita Glicken, NCCPA Health Foundation/University of Colorado School of Medicine

OTT-OG4-4
Evaluating the outcomes of an interdisciplinary, intercultural undergraduate course on global health
K Hall, V Nyguen, C Cox, D Zakus, A Kozyrskyj, K Cor, University of Alberta
OTT-OG5-1
E-induction with assessment - an effective tool for enhancing patient safety?
K Nathavitharana, Health Education West Midlands

OTT-OG5-2
Evaluation of a surgical decision-making eLearning programme
Sarah C Rennie, Andre van Rij, Chrys Jaye, University of Otago

OTT-OG5-3
Gaming as a tool to train cognitive skills in Emergency Medicine: how effective is it?
Mary Dankbaar, Stephanie Schuit, Jan van Saase, Erasmus University Medical Center; Maartje Bakhuisroozeboom, TNO; Jeroen van Merrienboer, Maastricht University

OTT-OG5-4
Is content really king? An objective analysis of the public’s response to medical videos on YouTube
Tejas Desai, Afreen Shariff, Vibhu Dhingra, Deeba Minhas, East Carolina University; Megan Eure, NC State University; Mark Kats, Northeast Georgia Diagnostic Clinics

OTT-OG5-5
Evaluation of Medical Student Peer Teaching in Simulation
Joseph House, Carol Choe, Kristin Berg, Heather Wourman, Sally Santen, University of Michigan

OTT-OG6-2
No easy answers: Attempting to improve the student evaluation of teaching process in a Faculty of Pharmaceutical Sciences
Isabeau Iqbal, Marion Pearson, John Lee, Simon Albon, University of British Columbia

OTT-OG6-3
Defining and measuring quality in community based medical education: developing an adaptable audit tool
E Scott, O Allam, University of Liverpool Medical School

OTT-OG6-4
Are we producing what Canada needs? Evaluating the new Canadian Family Medicine Triple-C competency-based curriculum
Shelley Ross, University of Alberta; Ivy Qandasan, University of Toronto; Doug Archibald, University of Ottawa; Louise Autier, Universite de Montreal; Kathy Lawrence, University of Saskatchewan; Laura McEwen, Queen’s University

OTT-OG6-5
Qualitative analysis of collaborative leadership during curricular restructuring at the University of Nevada School of Medicine: A story of faculty engagement and growth
Daniel Reimer, Ramona Houmanfar, University of Nevada, Reno; Gwen Shonkwiler, Nicole Jacobs, Robbyn Tolles, Melissa Piasecki, University of Nevada School of Medicine

OTT-OG6-6
To assess the knowledge component of a Behavioural Management (BM) module incorporated in the undergraduate dental curriculum of a dental school
Yawar Khan, Riphah International University

OTT-OG7-1
The Performance of MMIs in the UK context: 4 Years of Experience in Dundee
Jonathan Dowell, Adrian Husbands, University of Dundee
OTT-OG7-2
Do medical students admitted through Multiple-Mini-Interview perform better in Problem-based Learning?
Paul F. Wimmers, Rasnik Singh, Sara Mottahedan, Ming Lee, David Geffen School of Medicine at UCLA

OTT-OG7-3
Predicting performance in medical school with selection measures
Agnes Dodds, Kate Reid, The University of Melbourne

OTT-OG7-4
Does the UBC Multiple Mini Interview (MMI) correlate with the UBC Rural and Remote Suitability Score (RRSS)?
Bruce Fleming, Catherine Macala, University of British Columbia

OTT-OG7-5
Generalizability of attributes assessed by the Multiple Mini Interview
Nikki Zaidi, University of Michigan Medical School; Christopher Swoboda, Stephen Manuel, University of Cincinnati

OTT-OG7-6
Selection to medicine: Aptitude testing may negatively predict student performance. An Irish cohort study
Maureen E Kelly, Thomas Kropmans, Andrew W Murphy, John Newell, National University of Ireland, Galway; Jon Dowell, Adrian Husbands, University of Dundee

OTT-OG8-2
When is a Resident “good to go”? Using a modified Delphi technique to define and benchmark entrustable professional activities for Family Medicine Residency training
Shanda Slipp, Keith Wycliffe-Jones, University of Calgary; Wayne Weston, Western University

OTT-OG8-3
Defining entrustable professional activities: Reaching consensus using a nominal group process
Claire Touchie, Andre De Champlain, Medical Council of Canada; Georges Bordage, Steven Downing, University of Illinois at Chicago; Debra Pugh, University of Ottawa

OTT-OG8-4
A role for heuristic maps in assessing entrustable professional activities
Christine Fessey, St George’s Hospital Medical School

OTT-OG8-5
Knowledge and nerve: the importance of self-regulation for demonstrating competence by junior doctors on entrustable professional activities
Rahil D Mandalia, Northampton General Hospital; Mark A Fores, University Hospitals of Leicester NHS Trust; Krupa Samani, Sophie Mullins, Robert Jay, Rakesh Patel, University of Leicester

ENTRUSTABLE PROFESSIONAL ACTIVITIES (BLOCK G8)

Moderator: Nele Michels
Ottawa Convention Centre, Level 2, Room 208

OTT-OG8-1
To trust or not trust: Development of Entrustable Professional Activities (EPAs) in Emergency Medicine for Australian medical graduates at the transition to professional practice
James Kwan, Roslyn Weaver, Lise Mogensen, Wendy Hu, University of Western Sydney; Roslyn Crampton, Western Sydney Local Health District

RESEARCH - CME (BLOCK G1)

Moderator: TBD
Ottawa Convention Centre, Level 2, Room 209

CCME-OG1-1
Role modeling emergency department flow: Implications of coordination of care for Medical Education
Peter Nugus, McGill University

CCME-OG1-2
Asked, Listened, Changed - Findings from the 2012/2013 Royal College Maintenance of Certification Program Evaluation.
Tanya Horsley, Jeanie Zeiter, The Royal College of Physicians and Surgeons of Canada; Katherine Moreau, University of Ottawa; Jocelyn Lockyer, University of Calgary; Lara Varpio, Uniformed Services University; Craig Campbell, The College of Family Physicians of Canada
Physician Leaders self assess political skill: Implications for future development and medical education
Scott Comber, Dalhousie University

Curriculum development for updates in therapeutics? An inclusive approach
Diane Simpson, Linda Shorting, Claire Mills, Chloe Wu, Lara Cooke, University of Calgary; Mairi Babey, University of British Columbia

Addressing health outcomes: Creation of a multidisciplinary knowledge translation network to reduce polypharmacy in the frail elderly
Constance LeBlanc, Laurie Mallery, Paige Moorhouse, Barry Clarke, Brian Steeves, Pamela McLean-Veysey, Michael Allen, Tanya MacLeod, Joan Sargeant, Ingrid Sketris, Dalhousie University

Providing sub-specialty practice-specific physician feedback: a practical process and some useful tools
Ingrid Vicas, Robin Cox, Alaa Aboulhoda, David Lardner, Michael Letal, Lara Cooke, University of Calgary; Dan McIntyre, Alberta Health Services; Jocelyn Lockyer, The Association of Faculties of Medicine of Canada

Surgical Residents’ and Professors’ Perception of the Impacts of the 16-Hour Work Day Restriction on the Educational Environment, Quality of Care and Quality of Life: Quebec’s Experience
Sébastien Lachance, Carole Suzanne Richard, Jean-François Latulippe, Luc Valiquette, Université de Montréal; Gaëtan Langlois, Université de Sherbrooke; Yvan Douville, Université Laval; Gerald M Fried, McGill University

CanMEDS-FM Health Advocacy Role: Focus on Community or Patient?
Geneviève Bustros-Lussier, Christina St-Onge, Evelyne Cambron-Goulet, Marianne Xhignesse, Université de Sherbrooke

Resident gaps in knowledge, skills and confidence: adult health consequences of childhood adverse experiences
Wendy Tink, Martina Kelly, Jody Arndt, Jessica Tink, University of Calgary

Impact des modifications aux horaires de garde sur l’environnement éducatif post-gradué à Montréal
François Caron, Michèle Mahone, Jean-Pascal Costa, Madeleine Durand, Université de Montréal

Leaders in Medicine Podcast Series: Enhancing Career Counselling in Undergraduate Medical Education
Anthony Vo, University of Ottawa

Translating concepts from a mind-mapping software to a web-based platform: implementing a new vision for pediatric undergraduate medical education.
Mara Tietzen, Alkarim Velji, Peter Gill, Karen Forbes, Melanie Lewis, University of Alberta University of Alberta; Lauren Libke, Arlow Lacey Design; John Rogerson, Independent Contractor
CCME-OG3-3
*Integrating Online Resources into Public Health Teaching: A Blended Learning Approach*
Alyx Holden, Nadia Salvo, Humara Edell, Fok-Han Leung, Fran Scott, Ingrid Tyler, University of Toronto

CCME-OG3-4
*Utilisation de documents pédagogiques en version iBooks par les tuteurs et étudiants du programme M.D. de l’Université de Sherbrooke*
Doan Hao Do, Chantal Lemire, Daniel Gladu, Anthony Sultan, Université de Sherbrooke

**EDUCATION INNOVATION - PG (BLOCK G4)**

Moderator: TBD
Ottawa Convention Centre, Level 2, Room 212

CCME-OG4-1
*“Please pass me the...umm...tweezers”: A needs assessment of resident knowledge of surgical instrument nomenclature*
Justyn Lutfy, Matthew Laschuk, Christine Seabrook, Yvonne Ying, University of Ottawa

CCME-OG4-2
*A novel approach to Junior Doctor Induction: A near-peer based curriculum developed and delivered by outgoing F1s*
Matthew Everson, University Hospitals Bristol; Kittiya Sukcharoen, Great Western Hospital; Victoria Taylor, Great Western Hospital; Clare van Hamel, Health Education South West

CCME-OG4-3
*A national simulation-based bootcamp for junior Otolaryngology - Head and Neck Surgery residents*
Kevin Fung, Brian Rotenberg, Kathryn Roth, University of Western Ontario

CCME-OG4-4
*Surgical Preparatory Camp: a Novel Training Program for First-year Residents*
Polina Mironova, Oleg Safir, Lisa Satterthwaite, Curtis Foong, Susan Glover Takahashi, Ronald Levine, University of Toronto; Sonnadara Ranil, McMaster University

**RESEARCH - UGME (BLOCK G5)**

Moderator: TBD
Ottawa Convention Centre, Level 2, Room 213

CCME-OG5-1
*Structure of a Medical Explanation*
Francois Auclair, Michael Orsini, Sophia Muller, University of Ottawa; Nancy Laffin, The Ottawa Hospital

CCME-OG5-2
*How do “digital natives” learn pharmacology? A mixed-methods study on the use of learning media by undergraduate medical students*
Joanna Gutmann, Joanna Gutmann, Felizian Kuehbeck, Pascal Berberat, Stefan Engelhardt, Antonio Sarikas, Technische Universität München; Martin Fischer, Ludwig-Maximilians-Universität

CCME-OG5-3
*Teaching evidence-based medicine to undergraduate medical students: A systematic review and meta-analysis*
Seyed-Foad Ahmadi, University of California Irvine; Hamid Baradaran, Iran University of Medical Sciences; Emad Ahmadi, Harvard University

CCME-OG5-4
*Enhancing interprofessional education for health students in clinical contexts*
Conor Gilligan, Tracy Levet-Jones, University of Newcastle, Australia

CCME-OG5-5
*Australian Medical Schools Outcomes Database and Longitudinal Tracking (MSOD) Project*
Angela Carberry, Don Robertson, Medical Deans Australia and New Zealand Inc.

CCME-OG5-6
*Curriculum development for updates in therapeutics? An inclusive approach*
Diane Simpson, Linda Shorting, Claire Mills, Mairi Babey, Chloe Wu, Lara Cooke, University of Calgary
RESEARCH - LEARNING CONTEXT (BLOCK G6)
Moderator: TBD
Ottawa Convention Centre, Level 2, Room 214

CCME-OG6-1
Teaching the non-Medical Expert CanMEDS Roles: Broadening the Curriculum Beyond Bioscience
Ayelet Kuper, Paula Veinot, Jennifer Leavitt, Sarah Levitt, Amanda Li, Lisa Richardson, Jeannette Goguen, Martin Schreiber, Ross Upshur, Cynthia Whitehead, University of Toronto

CCME-OG6-2
The Learning Environment: Key to achieving goals of 21st century medical education
Jill Konkin, Carol Suddards, University of Alberta

CCME-OG6-3
Emotion and identity in the figured world of becoming a doctor
Tim Dornan, Maastricht University; Emma Pearson, Peter Carson, Liverpool University, UK; Esther Helmich, Amsterdam Medical Centre; Christine Bundy, University of Manchester, UK

CCME-OG6-4
Are There Influences of Gender on Students’ Perceptions about the Educational Atmosphere? The Rich Experience of the Universidade Nove de Julho (UNINOVE)
Laura Siqueira, Gustavo Moterani, Hennan Teixeira, Stefania Roman, Silvana Barreto, Guilherme Silva, Renata Gallotti, Universidade Nove de Julho

CCME-OG6-5
Advancing our understanding of feedback in medical education: An international study of physicians who are elite athletes or musicians
Chris Watling, Erik Driessen, Cees van der Vleuten, Lorelei Lingard, University of Western Ontario

RESEARCH - TEACHING & LEARNING (BLOCK G7)
Moderator: TBD
Ottawa Convention Centre, Level 2, Room 215

CCME-OG7-1
How should we measure cognitive load in postgraduate simulation-based education?
Laura Naismith, University Health Network - Toronto Western Hospital; Stephan Hambaz, Rodrigo B. Cavalcanti

CCME-OG7-2
Forum de discussion: un outil pour rendre explicite les différents types de raisonnement clinique lors des stages en ergothérapie
Stéphanie Sinotte, Annick Bourget, Louisette Mercier, Johanne Desrosiers, Université de Sherbrooke

CCME-OG7-3
Learning clinical skills during bedside teaching: a video observation study drawing on insights from activity theory
Rola Ajjawi, Charlotte E Rees, University of Dundee; Lynn V Monrouxe, Cardiff University

CCME-OG7-4
The Application of Metacognition to Surgical Operative Skills Teaching
Daniel Cocker, Stella Mavroveli, Daniel Leff, George Hanna, Imperial College

CCME-OG7-5
Shifts to Learning During Acute Care Episodes: Triggers, Hindrances, Strategies, and Momentum
Dominique Piquette, Vicki R. LeBlanc, Carol-anne Moulton, University of Toronto

CCME-OG7-6
A novel approach to Junior Doctor Induction: A near-peer based curriculum developed and delivered by outgoing F1s
Kittiya Sukcharoen, Victoria Taylor, Great Western Hospital; Matthew Everson, University Hospitals Bristol; Clare van Hamel, Health Education South West
POSTERS

All facilitated poster sessions will be held in the Ottawa Convention Centre, Level 3, Canada Hall 2 and 3.

8:30AM - 10:00AM

OSCE/STANDARD SETTING (SECTION A3)

Facilitator: Godfrey Pell

OTT-PA3-01
Eliciting professionalism related feedback from OSCE examiners
Yousef Mousavi, Marguerite Roy, Ilona Bartman, Medical Council of Canada

OTT-PA3-03
Evaluation of comprehensive OSCE at Thammasat Medical School
Pattharakin Pattharanitima, Pisit Wattanaruangkowit, Faculty of Medicine, Thammasat University

OTT-PA3-04
Communicating through interpreters. How effective is teaching on practice? A Rowlands, Queen Mary University

OTT-PA3-05
Traditional Long case examinations vs Objective Structured Clinical Examination – a comparative critical review
Sankaranarayana Ramachandran, The University of Manchester, Manchester Academic Health Science; Bhanumathi Lakshminarayanan, Oxford University Hospitals NHS Trust

OTT-PA3-07
The utility of mid-block examination and OSPE scores for formative and summative assessment and its relationship to final performance scores
Pairaya Rujirojindakul, Prince of Songkla University

OTT-PA3-08
The standard setting methods to evaluate OSCE pass-scores of sixth year medical students.
Dr Thananit Sangkomkamhang, Medical Education Center, Khon Kaen Hospital

OTT-PA3-09
A Rasch-based borderline method for setting cut scores in an OSCE station: a preliminary test
Jean-Sebastien Renaud, François Ratté, Julie F. Thériault, Université Laval

OTT-PA3-11
Development of computer-based scoring (CBS) for national licensure OSCE
Mohammad Adrian Hasidianda, Gandes Retno Rahayu, Rachmadya Nur Hidayah, Yoyo Suhoyo, Melody Rasasati, Myrtana Pusparisti, Faculty of Medicine Universitas Gadjah Mada

OTT-PA3-12
Implementation of a Pass/Fail Cut-Off for COMAT Exams on Clerkship Rotations
Johnathan Franklin, Machelle Linsenmeyer, Matt Vassar, Oklahoma State University Center for Health Sciences

OTT-PA3-13
Can the rating scale improve the reliability of the data obtained from the Readiness for Clerkship Survey to evaluate the effectiveness of the preclerkship program?
Shayna Rusticus, Linda Peterson, Kevin Eva, University of British Columbia

OTT-PA3-14
Post Assessment Analysis: Effect on item elimination, test reliability, performance, and standard setting
Cesar Yaghi, Université Saint Joseph

COMPETENCY-BASED ASSESSMENT/INTERNATIONAL DIMENSIONS (SECTION A6)

Facilitator: Brownie Anderson

OTT-PA6-01
Identity formation and competency: A longitudinal conjunctive approach to assessment
Tracey Hillier, Hollis Lai, Amy Tan, Andrea Davilas-Cervantes, VJ Daniels, University of Alberta
OTT-PA6-02
Identifying tools for assessment of CanMEDS roles in the clinical clerkship: results of a “speed-dating” faculty development workshop
Andrea Winthrop, Ruth Wilson, Sheila Pinchin, Theresa Nowlan Suart, Queen’s University

OTT-PA6-03
How do students use Intended Learning Outcomes to support their learning?
Robert Norman, Sara Brooks, Kerry Dobbins, Jon Scott, Mark Rawlinson, University of Leicester

OTT-PA6-04
Reviewing Objectives in Musculoskeletal Undergraduate Medical Education: Can we agree on what’s important?
Ali Bateman, Megan Cashin, Darren Van Dam, Michael Payne, University of Western Ontario

OTT-PA6-05
Validation of the Laval Developmental Benchmark scale for competency evaluation in family medicine residency
Annie St-Pierre, Miriam Lacas, Unité de médecine familiale Laurier; Annie Thériault, Michel Labrecque, Stéphane Turcotte, Hôpital Saint-François d’Assise; Jean-Sébastien Renaud, Faculté de médecine de l’Université Laval

OTT-PA6-07
Documental analysis as a first way to assess the competencies development in community-based education
Ana Claudia Germani, Aline Scalisse Silva, School of Medicine, University of São Paulo

OTT-PA6-08
Comparing Pharmacology Education and Training between International and Canadian Medical Schools
Jung Young Choi, Yue Kay Kali Kwong, Boyang Max Liu, Joshua Song, Stan Bardal, University of British Columbia, Faculty of Medicine

OTT-PA6-09
Factors Predicting IMG Success in Matching to Residency Programs in Canada
Stephen Rimac, Canadian Resident Matching Service

OTT-PA6-10
Validating the Impact of Cultural Differences on Residency Education (ICDRE) Questionnaire
Douglas Archibald, Alison Eyre, Dorota Szczepanik, Simone Dahrouge, University of Ottawa; Lionel Laroche, Multicultural Business Solutions; Memoona Hasnain, University of Illinois - Chicago; Simone Dahrouge

OTT-PA6-11
Interim assessment of educational program for undergraduate dental students with Japanese-English dual linguistic education system at Hiroshima University (the first and the second year)
H Oka, K Suardita, Institute of Biomedical & Health Sciences, Hiroshima University; T Takata, H Nikawa, K Kato, M Sugai, Faculty of Dentistry, Institute of Biomedical & Health Sciences

OTT-PA6-12
A Dental School attempts to implement the International Caries Detection and Assessment System (ICDAS) for the first time in Malaysia – A Stepwise Framework
Priya Ahlawat, Z. A. Hasan, Abhishek Parolia, F. C. Smales, Allan Pau, Chooi Gait Toh, International Medical University

UNDERGRADUATE/POSTGRADUATE CURRICULUM DEVELOPMENT (SECTION C12)
Facilitator: TBD

CCME-PC12-1
Incorporating Professional Identity Formation into a Medical School Curriculum
Tracey Hillier, Amy Tan, Hollis Lai, VJ Daniels, Pamela Brett-MacLean, Andrea Davila-Cervantes, Jackie Lee, Samina Ali, University of Alberta

CCME-PC12-2
Ed’s Story: recorded vs live verbatim theatre as a teaching tool in core undergraduate medical curriculum
Paul D’Alessandro, University of British Columbia; Gerri Frager, Dalhousie University
CCME-PC12-3
A three-phase curriculum to introduce stewardship to pediatrics residents.
Christopher Hillis, Willia Liao, Parveen Wasi, Moyez Ladhani, Parveen Wasi, McMaster University

CCME-PC12-4
Any Place, Any Pace Pediatric Acute Care: An Online Mock Code Curriculum
Kathleen Huth, Kristina Krmpotic, Anna-Theresa Lobos, Hilary Writer, University of Ottawa

CCME-PC12-5
An analysis of cases used in medical student teaching - is the sum of parts really a spiral curriculum?
Lindsay Davidson, Sheila Pinchin, Queen’s University

CCME-PC12-6
Fostering Medical Leadership: A Student-Led Health Systems and Policy Curriculum
Cian Hackett, Tracey Hillier, University of Alberta

CCME-PC12-7
Thinking Outside of the Silo: The Development of National Online Curriculum Content in Otolaryngology - Head and Neck Surgery
Scott Kohlert, University of Ottawa; Kevin Fung, University of Western Ontario; Laurie McLean, University of Ottawa

CCME-PC12-8
The Person Behind the White Coat: Building a medical humanities core curriculum for medical students
Julie Chen, Li Chong Chan, The University of Hong Kong

CCME-PC12-9
Putting the pieces together: building our Humanities and Medicine curriculum
Rayan Delbani, Pippa Hall, Ian McDowell, University of Ottawa

CCME-PC12-10
Planning and commissioning a virtual school to enable the delivery of the Ophthalmology Education and Training curriculum in SE England
Geeta Menon, Kevin Kelleher, Health Education Kent Surrey and Sussex

POSTGRADUATE (SECTION D10)
Facilitator: TBD

CCME-PD10-1
“How is it for you?”- Evaluating the Triple C Competency-based Curriculum: a Pilot of a Longitudinal Outcomes-based Program Evaluation
Maria Palacios, Keith Wycliffe-Jones, Tyrone Donnon, University of Calgary

CCME-PD10-2
Advocacy in the margins: The tensions inherent in being a physician health advocate
Sarah Dobson, Maria Hubinette, Stéphane Voyer, Glenn Regehr, University of British Columbia

CCME-PD10-3
Procedural skills in pediatric residency and in practice
Stephanie Kay, Meera Rayar, University of Toronto; Stephanie Kay, Rahim Valani, Andrea Hunter, McMaster University

CCME-PD10-4
Post-Graduate Global Health Initiatives: Evaluating Education and Experiences, Integrating CanMeds Roles
Kate Kelly, Laurie McLean, University of Ottawa

CCME-PD10-5
Balancing Patient Care and Learning During Clinical Activities: Two Contexts, Two Strategies
Dominique Piquette, Vicki R. LeBlanc, Carol-anne Moulton, University of Toronto

CCME-PD10-6
How are we doing? Using the National Physician Survey to Compare University of Toronto Resident Satisfaction to Other Canadian Residents
Caroline Abrahams, Mariela Ruetalo, University of Toronto

CCME-PD10-7
Surgical Graduates at the University of Alberta 1985-2010: Where are they now and what are they doing?
Cassidy Freeman, Val Masson, Erin Wright, Shannon Erichsen, Jonathan White, University of Alberta
CCME-PD10-8  
**Educational utility of a hospital based Urgent Care Centre experience to Family Medicine Residents**  
Munsif Bhimani, Daniel Grushka, Jeff Landreville, University of Western Ontario

CCME-PD10-9  
**Resident handover in Canada: Results of the Canadian Association of Internes and Residents 2013 National Resident Survey**  
Meera Rayar, Jennifer Meloche, John Paul Harmon, Alec Yarascavitch, Chris Little, Shawna Noy, Maryan McCarrey, Canadian Association of Interns and Residents

CCME-PD10-10  
**Developing communication skills with GP trainees: the REAM approach**  
Rachel Elliott, Rachel Elliott Samantha Scallan, Alex MacDonald, School of General Practice, Wessex Deanery, UK

CCME-PD10-11  
**New Data to Inform Global Workforce Planning and Education of Physician Assistants**  
Anita Glicken, nccPA Health Foundation

**FACULTY DEVELOPMENT (SECTION D15)**

Facilitator: TBD

CCME-PD15-1  
**Consequences of implementation of an internal quality cycle in medical postgraduate training**  
Robert Oostenbroek, Monica Van de Ridder, Albert Schweitzer Hospital

CCME-PD15-2  
**Culturally Competent Medical Education (C2ME) – outline of a European project**  
Jeanine Suurmond, Marie-Louise Essink-Bot, AMC/University of Amsterdam; Olivia Carter-Pogras, University of Maryland; Nisha Dogra, University of Leicester; Allan Krasnik, University of Copenhagen; Istvan Szilard, University of Pecs Medical School; Petra Verdonk, VU University Medical Centre

CCME-PD15-3  
**Tutor Faculty Development and Course CQI**  
Fran Scott, Marcia Correale, Maria Upenieks, Jana Bajcar, University of Toronto

CCME-PD15-4  
**Enhancing Productivity through Incisive Communication (EPIC): A strategic new faculty orientation program in the Faculty of Medicine at the University of Calgary, Alberta, Canada**  
Aleem Bharwani, Kamala D. Patel, Elaine Laflamme; Hilary Delver

CCME-PD15-5  
**Integrating CanMEDS in the Clinical Clerkship: Use of “Speed-Dating” to build connections through an interactive faculty development workshop**  
Andrea Winthrop, Ruth Wilson, Sheila Pinchin, Theresa Nowlan Suart, Queen’s University

CCME-PD15-6  
**SkillScribe™: An Innovative Electronic Platform for Faculty Development Programming**  
McDiarmid Laura, Karen Smith, Matt Simpson, Danielle Naumann, Queen’s University

CCME-PD15-7  
**A student focused approach to LCME/CACMS Accreditation**  
Alkarim Velji, Sean Fair, University of Alberta

CCME-PD15-8  
**L’utilisation des compétences reliées à la pratique de la médecine factuelle dans la formation prédoctorale médicale : l’expérience du site Saguenay de l’Université de Sherbrooke**  
Louis Gagnon, Paul Gagnon, Janie Gauthier-Boudreau, Mylène Lévesque, Basitian Bertulies-Esposito, Université de Sherbrooke
CCME-PD15-9
Practising cultural safety with populations at risk by applying indigenous health values and principles
Barry Lavallée, University of Manitoba; Thomas Dignan, Danielle Fréchette The Royal College of Physicians and Surgeons of Canada; Carrie Bourassa, University of Saskatchewan

CCME-PD15-10
A Community of Scholars: Towards Increased Postgraduate Medical Education Research at a Canadian Faculty of Medicine
Joan Sargeant, Karen Mann, Andrew Warren, Dalhousie University

CCME-PD15-11
An Educational Innovation Measuring Resident Confidence Across Domains of Clinical Competence to Assist Curriculum Continuous Quality Improvement
Eric Wooltorton, Alison Eyre, Douglas Archibald, Gary Viner, University of Ottawa

UNDERGRADUATE (SECTION E12)
Facilitator: TBD

CCME-PE12-1
Learning from your mistakes after an exam: related to learning styles, reflection or insight?
Debra Sibbald, Matthew Sibbald, University of Toronto

CCME-PE12-2
Formative MEQ, Can it be the Challenging tool for preclinical medical students in encouraging their own self-directed learning and improving their own scores?
Panadda Rojpibulstit, Thammasat Nuchanart Suealek, Thammasat University, Thailand

CCME-PE12-3
Evaluation of Directed Independent Learning (DIL) Sessions in the Undergraduate MD Curriculum
Marie Leung, Lindsay Davidson, Sheila Pinchin, Queen’s University

CCME-PE12-4
Assessing the Impact of Animated Comics on Medical Students’ Approach to Patient Interactions
Pamela Tsao, Catherine Yu, University of Toronto

CCME-PE12-5
Prevalence, Sources and Coping strategies of Stress among Medical Students in University of Science and Technology, Sana’a, Yemen
Majed Wadi, Wael Abomohammed, Mahmoud Khater, Abdulrhman Suliman, Emad Alwashini, Ammar Alshareeb, Abdulkarim Saleen, Mohann Bajeri, Mahmoud Abohelal, Faculty of Medicine and Health Sciences, University of Science and...

CCME-PE12-6
Multimorbidity in Canadian Family Medicine Undergraduate Education
E.R. Harrison, W.E Osmun, G.P. Kim, L Boisvert, University of Western Ontario

CCME-PE12-7
Learning on wards – is there a way to prevent students becoming passive observers?
Sarah Bennett, University College London; Aroon Lal, Basildon and Thurrock University Hospital NHS Foundation Trust

CCME-PE12-8
Let’s Start at the Very Beginning - Med Quest: A Pipeline Program to Medical School and Practice
Jan Warren, Mary Dray, Fran Kirby, Janelle Hippe, Scott Moffatt, James Rourke, Memorial University of Newfoundland

CCME-PE12-9
Medical Students’ Experiences using an e-Portfolio for Self-Regulated Learning
Jennifer MacKenzie, Lyn Shulha, John Freeman, Sheila Pinchin, Anthony Sanfilippo, Queen’s University
CCME-PE17-1

Evaluating Student-Led Presentations in Medical School
Lisa Graves, Rachel Ellaway, Daniel Durocher, John Friesen, Northern Ontario School of Medicine

CCME-PE17-2

Student Voices in Curricular Reform
Marie Matte, Lucas Richardson, Dalhousie University

CCME-PE17-3

Big Brothers Big Sisters: Improving Medical Education Through Mentoring
Kristen Hui, Nanki Longowal, Brieanne Rogers, University of Alberta

10:30AM – 12:00PM

Plenary - Miriam Friedman Ben-David Lecture: Selecting for Personal Suitability
Ottawa Convention Centre, Level 3, Canada Hall 1
Refer to page: 64

17th Ottawa Conference Presentation
Ottawa 2016 takes place in Perth, Western Australia, from March 19-23. Here we show a short video presentation as to why you should mark the date in your diary.

12:00PM

Conference ‘Grab and Go’ snack
Ottawa Convention Centre, Level 3, Parliament Foyer
During the conference please visit the Exhibit Hall in the Ottawa Convention Centre to enjoy your meals and refreshment breaks, visit with the exhibitors and network with your fellow delegates in our lounge.

Sunday-Tuesday, Level 3, Canada Hall 2 & 3
THE ASSOCIATION OF FACULTIES OF MEDICINE OF CANADA

ANNUAL AWARDS RECEPTION AND PRESENTATION

The Association of Faculties of Medicine of Canada is pleased to announce the 2014 award winners. The awards celebrate outstanding contributions by individuals in promoting and advancing medical education in Canada. The awards ceremony will take place on Sunday April 27 in the Confederation 1 & 2 Rooms located on the fourth floor in the Westin Hotel from 5:00pm to 6:00pm.

AFMC President’s Award for Exemplary National Leadership in Academic Medicine

The award recognizes excellence for national leadership in academic medicine. Activities might include providing leadership on national collaborative activities that provide frameworks for curriculum in health education; guidelines for faculty on teaching approaches or recruitment and student support, faculty affairs; advocacy for excellence in medical education or research in medical education; bio-medical or health services research.

Recipient: Dr. Yvonne Steinert, McGill University

Dr. Steinert, a clinical psychologist and Professor of Family Medicine, is the Director of the Centre for Medical Education, the Richard and Sylvia Cruess Chair in Medical Education, and the former Associate Dean for Faculty Development in the Faculty of Medicine at McGill University. Dr. Steinert has been engaged in faculty development and medical education for over 25 years in a variety of settings and is actively involved in undergraduate and postgraduate medical education, educational research, and the design and delivery of interprofessional faculty development programs and activities. Her research interests focus on teaching and learning in the health professions, curriculum development and program evaluation, the impact of faculty development on the individual and the organization, and the continuing professional development of faculty members. She has written extensively on the topic of faculty development and medical education, is frequently invited to address health professionals and medical educators in academic and scientific settings, and has been a driving force in promoting faculty development and medical education in local, national, and international contexts.

At a national level, Dr. Steinert has been the Chair of the AFMC Faculty Development Resource Group, Co-Editor of the AFMC Faculty Development Program for Teachers of International Medical Graduates, President of the Canadian Association for Medical Education, and Co-Founder of the Canadian Leadership Institute in Medical Education. She has also been a recipient of several honours and awards, including the AFMC Award for Exemplary Contribution to Faculty Development in Canada and the CAME-Ian Hart Award for Distinguished Contribution to Medical Education.
AFMC Award for Outstanding Contribution to Faculty Development in Canada

In order to emphasize the importance of faculty development and to recognize an individual or a group in Canada who has made an exceptional contribution in the area of Faculty Development, AFMC is pleased to offer the Award for Outstanding Contribution to Faculty Development in Canada.

Recipient: Dr. Danielle Blouin, Queen’s University

Dr. Blouin graduated from Université Laval Medical School and completed a Family Medicine / Emergency Medicine residency from the College of Family Physicians of Canada at Queen’s University, and an Emergency Medicine residency from the Royal College of Physicians and Surgeons of Canada at McGill University.

Her commitment to Education led her to undertake a Master of Health Professions Education degree at the University of Illinois at Chicago from which she graduated in 2003. She is currently pursuing a doctorate degree in Education from the same university.

From 2006 until 2013, she served as Director of Faculty Development for Health Sciences at Queen’s University. She chaired the Association of Faculties of Medicine of Canada resources group on faculty development from 2008 to 2011. She has been involved as an educator and scholar in numerous faculty development projects at the provincial, national and international levels.

Dr. Blouin maintains an active academic clinical practice in Emergency Medicine at Queen’s University, and was granted professorship in 2012.

AFMC John Ruedy Award for Innovation in Medical Education

To honour Dr. John Ruedy on his retirement as Dean of Medicine at Dalhousie University in 1999, the faculty of medicine established a national award in his name. The AFMC – John Ruedy Award for Innovation in Medical Education will be awarded to an individual or group who has developed innovative print materials, electronic learning aids or other teaching aids.

Recipient: Dr. Eric Wooltorton, University of Ottawa

Dr Eric Wooltorton obtained his BSc from McGill, and MD/MSc from Queen's University. He completed his family medicine training at the University of Ottawa, where he is now on faculty as the Department of Family Medicine's Director of Curriculum. He works as a staff physician at The Ottawa Hospital Academic Family Health Team (which was named "Family Practice of the Year" for Ontario in 2013). Dr Wooltorton has helped lead his department’s implementation of a competency-based curriculum, through department-wide faculty and resident engagement processes. These include developing tools such as a peer-reviewed online curriculum, a form to collect feedback from patients on patient-centredness and communication skills, and regular surveys of resident confidence in a variety of curriculum domains. Other key tools developed include specialized Field Notes (paper and electronic) to track resident competence, and rubrics for resident selection processes. This proud father of four has received "Teaching Skills Attainment Awards" from the the University of Ottawa, and and was recognized as a "Family Physician of the Year" by the Ontario College of Family Physicians in 2012.
AFMC Young Educator’s Award

The AFMC Young Educator’s Award recognizes individuals within their first seven years as a faculty member who have produced change within their university or within the medical community as a whole through their vision, work, and interaction with colleagues.

Recipient: Dr. Miriam Lacasse, Laval University

Dr. Lacasse completed the MD/MSc program in 2005 and her family medicine residency in 2007 at Université Laval. She then developed her academic expertise by completing the Academic Fellowship Program of the Department of Family and Community Medicine at the University of Toronto from 2007 to 2009. She has been practising and teaching family medicine at the Laurier Family Medicine Unit in the Université Laval network since 2009. She joined the faculty of the Department of Family and Emergency Medicine at the Université Laval Faculty of Medicine in 2009 and has been an associate professor since 2011. She is currently the Director of the Clinician Scholar Program, an enhanced skills program (R3) designed to train family doctors with academic careers. The author of "Educational Diagnosis and Management of Challenging Learning Situations in Medical Education," she is now the Evaluation Director of the Family Medicine Program and works on faculty development for the Associate Dean of Continuing Education and Professional Development at the Faculty of Medicine. Nationally, Dr. Lacasse is the Communications Officer for the Section of Teachers Council of the College of Family Physicians of Canada.

AFMC May Cohen Gender Equity and Diversity Award

This award recognizes outstanding effort or achievement of an individual(s), program(s), department(s) or faculty in improving the gender equity environment in academic medicine in Canada.

Recipient: Dr. Janet deGroot, University of Calgary

Janet de Groot, MD, associate professor of psychiatry and oncology at the University of Calgary (UofC), is pleased to serve as the founding Associate Dean of Equity and Professionalism since 2008. In the latter position, she values the opportunity to apply her long-standing scholarly interest in gender equity and medical education. At the U of C faculty of medicine she has worked to heighten awareness of unconscious bias; educating for advanced communication for conflict competence, and reflective career development sessions for graduate students and junior faculty. Janet is pleased to have collaborated with members of the AFMC-EDG group since 2007 in developing an equity and diversity audit tool; and surveying for equity resources at Canadian medical schools. Currently, she is leading strategic planning for a professionalism framework at the U of C with an inclusive professionalism team whose vision is to establish ‘an appreciative culture of professionalism inspiring and advancing innovations to enhance and inform communities’ wellness’.

With respect to medical education, in 2008, Janet was a member of a national multi-disciplinary team awarded the Joint CPA-COPCE award for most outstanding continuing medical education activity (academic) in Canada for their CIHR grant funded symposium on Obesity and Eating Disorders: seeking common ground to promote health. At both the U of C and the University of Toronto, Janet’s leadership in postgraduate psychiatry education portfolios has been recognized through local teaching and educational organization awards.
**AFMC Infoway e-Health Award**

The Association of Faculties of Medicine of Canada (AFMC) and Canada Health Infoway are pleased to sponsor the e-health award. The award is an initiative of the AFMC-infoway Clinicians in Training: e-Health Curriculum and e-Learning project which aims to improve clinical practice and patient care by supporting medical school training on the effective clinical use of information and communication technologies.

**Co-Recipients: Dr. Rachel H. Ellaway, Northern Ontario School of Medicine and Dr. David Topps, University of Calgary**

Rachel Ellaway PhD is the Assistant Dean Curriculum and Planning, an Associate Professor in Human Sciences, and Acting Director of Simulation at the Northern Ontario School of Medicine.

Widely published in the field of medical education her academic work concentrates on online learning, simulation and the use of new technologies for teaching and assessment in and around health professional education. She is an acknowledged leader in education informatics in medical education, she is an active researcher and commentator on the intersections between medical education and e-health, and she has contributed to a number of major e-health initiatives including the AFMC-Infoway project and eHealth Ontario.

Dr. Ellaway was the recipient of the AFMC John Reudy Award for Innovation in 2011 and was chair of the AFMC Informatics Resource Group for a number of years. Before moving to Canada her work in developing and implementing profession-focused educational systems was recognized in the award of a Queen’s Anniversary Prize for Higher and Further Education to the University of Edinburgh in 2005, the first such award given to work involving learning technologies.

Dr Ellaway is also the instigator and ongoing Maitresse des Ceremonies for the AMEE Fringe, the author of the eMedical Teacher column in the journal Medical Teacher and member of many national and international medical education committees and groups.

Dr David Topps has a broad variety of expertise and experience from 3 countries (Canada, Australia, United Kingdom) and 2 provinces (Alberta & Ontario). He has worked in a variety of clinical settings (rural, urban, academic, team-based). His research interests are also broad: virtual patients, mixed-modality simulation, interprofessional and team-based education especially in CPD, digital professionalism, education informatics, ubiquitous computing and distributed learning, informal and tacit learning.
CAME Ian Hart Award

The CAME Ian Hart Award for Distinguished Contribution to Medical Education recognizes senior faculty who have made an exceptional contribution to medical education throughout their academic career.

Recipient: Dr. Ivan Silver, University of Toronto
Presentation: “Unmasking Interactivity – A Key to Invention”

Dr. Ivan Silver joined the Centre for Addiction and Mental Health (CAMH) in December 2011 as its’ first Vice President - Education. Prior to coming to CAMH, Dr. Silver was the Vice Dean of Continuing Education and Professional Development at the Faculty of Medicine at the University of Toronto. (2005-2011) Prior to this (2002-2009), he was the inaugural Director for The Centre for Faculty Development in the Faculty of Medicine.

Dr. Silver received his medical education at Dalhousie University; he completed a psychiatry residency program at the University of Toronto and has been a geriatric psychiatrist since 1981.

Dr. Silver has built a national and international reputation as a skilled clinician and health professional educator. Amongst his many awards and honors is the 3M Teaching Fellowship, a national award that recognizes outstanding contributions to teaching across all universities and their faculties in Canada and the President’s Teaching award, recognizing a similar contribution across the University of Toronto.

In his role as the VP - Education Dr. Silver is working to create a learning environment that will draw students and trainees to CAMH. He is dedicated to inter-professional collaboration, work-based learning, inclusivity of the patient and family voice in education and linking health professional education to the principles of knowledge translation, quality and patient safety.

Dr. Silver is also deeply interested in fostering the careers of those engaged in education and teaching. He is continuing his scholarship and research in interprofessional work-based education, giving feedback and life-long learning.
**CAME Meredith Marks New Educator Award**

The Meredith Marks New Educator Award, formerly called the Junior Award/Educator Award, recognizes individuals in the first phase of their professional career (i.e., within seven years of first academic appointment) who have made a significant contribution to medical education.

**Recipient: Dr. Ayelet Kuper, University of Toronto & Sunnybrook Health Sciences Centre**

Dr. Ayelet Kuper, MD DPhil FRCPC is a Scientist at the Wilson Centre for Research in Education, a Clinician-Scientist in the Department of Medicine, and an Associate Member of Faculty, Department of Theory and Policy Studies, Ontario Institute for Studies in Education, all at the University of Toronto. Clinically she is an Internist based at Sunnybrook Health Sciences Centre, where she attends on the General Medicine CTU. Her research program revolves around definitions of legitimate knowledge and the production and use of such legitimate knowledges within medical education research and practice. Her most recent work brings together perspectives from across the humanities and social sciences to help understand and teach areas of health professions education, like the non-Medical Expert CanMEDS Roles, which have evolved within limiting epistemological frameworks. She has also been involved in many publications and knowledge translation activities designed to enhance clinicians' understanding of qualitative research methods and sociocultural theory.
THE CANADIAN ASSOCIATION FOR MEDICAL EDUCATION

CAME FOUNDATION AGM/CAME AGM AND CERTIFICATE OF MERIT AWARD PRESENTATIONS

CAME is pleased to present the 2014 Certificate of Merit Awards at the CAME Annual General Meeting. The AGM will take place from 5:30pm to 8:00pm on Sunday April 27, in the Confederation 3 Ballroom at the Westin Ottawa Hotel. The purpose of the CAME Certificates of Merit is to promote, recognize and reward faculty committed to medical education in Canadian medical schools. The following recipients will be formally recognized at the CAME Annual General Meeting:

2014 CERTIFICATE OF MERIT AWARD RECIPIENTS

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<th>University of British Columbia</th>
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<td>Dr. William Godolphin,</td>
<td>Heather Diane Clark,</td>
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<td>Dr. Trent J. Smith,</td>
<td>Dr. Catharine J. Roberston,</td>
<td>Lily Nguyen, MD, MSc, FRCSC,</td>
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<td>Dr. Marjon Blouw, MD, CCFP, FCFP</td>
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<td>Dr. William A. Dafoe,</td>
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<td>Dr. Kent Stobart, MD, MSc, FRCPC,</td>
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<td>Stéphane Ouellette MD FRCSC,</td>
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<td>Lana Bistritz, MD</td>
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<td>Dre. Nathalie Caire Fon, MD, CCMF</td>
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<td>University of Calgary</td>
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<td>Ian Wishart,</td>
<td>Dr. Robert J. Connelly,</td>
<td>Dr. Patricia Livingston,</td>
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<td>Dr. Lara Nixon, Fabiola</td>
<td>Dr. Michelle Gibson</td>
<td>Wendy Stewart, MD, PhD</td>
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<td>University of Saskatchewan</td>
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<td>Dr. Jim W. Barton</td>
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<td>Dr. Keevin Bernstein, MD, FRCPC,</td>
<td>Bernard Tetu, MD,</td>
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<td>Dr. Jose Francois</td>
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<td>Dr. Michele Weir,</td>
<td>Jean-Patrice Baillargeon, MD, MSc,</td>
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<td>Mariamma Joseph, MD, FRCPC,</td>
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<td>Claude Kortas, MD</td>
<td>Chantale Vallee</td>
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CCME & OTTAWA CONFERENCE PARTNERS

400 Association of Faculties of Medicine of Canada

Founded in 1943, the Association of Faculties of Medicine of Canada (AFMC) represents Canada’s 17 faculties of medicine and is the voice of academic medicine in this country. Through our collective leadership, expertise and advocacy, we will achieve excellence in education, research and care for the health of all Canadians.

Contact: Kate Monfette
kmonfette@afmc.ca
www.afmc.ca

401 Canadian Association of Medical Education

CAME is a grass roots organization for the promotion and advancement of excellence in medical education. Our goal is to promote excellence and scholarship in all aspects of medical education by advocating for medical education and medical educators, by supporting faculty and educational development, and by encouraging research in medical education through networking and scientific activities.

Contact: Mary Digout
came@afmc.ca
www.came-acem.ca

404 Royal College of Physicians and Surgeons of Canada

Learn about the latest news and initiatives, including Competence by Design, and its foundational project CanMEDS 2015, from Canada’s home of specialty medicine.

Contact: Crystal Mohr
cmohr@royalcollege.ca
www.royalcollege.ca
Twitter: @Royal_College, @College_royal

305 Association of Medical Education in Europe

AMEE (www.amee.org) is a membership organisation for all interested in education in medicine and the healthcare professions. Activities include the annual conference (Milan - 30 August to 3 September), ESME courses for teachers, the AMEE journal Medical Teacher, AMEE education guides, the ASPIRE to Excellence and Best Evidence (BEME) initiatives.

Contact: Pat Lilley
amee@dundee.ac.uk
www.amee.org
Twitter: @AMEE_Online

402 Medical Council of Canada

The Medical Council of Canada strives to achieve the highest level of medical care for Canadians through excellence in evaluation of physicians. It assesses over 11,000 students and graduates each year. Its exams are offered across Canada, and in the case of the MCCEE, in over 80 countries.

Contact: Jessica Hertzog-Grenier
jhertzog@mcc.ca
www.mcc.ca
Twitter: @MedCouncilCan

403 The College of Family Physicians of Canada

Representing more than 30,000 members across the country, the College of Family Physicians of Canada (CFPC) is the professional organization responsible for establishing standards for the training, certification and lifelong education of family physicians and for advocating on behalf of the specialty of family medicine, family physicians and their patients. The CFPC accredits postgraduate family medicine training in Canada’s 17 medical schools.

Contact: Debby LeFebvre
DEM@cfpc.ca
www.cfpc.ca

307 Ottawa 2016

The Ottawa Conference on the Assessment of Competence in Medicine and the Healthcare Professions provides a forum for all with an interest in the assessment of competence to hear about state-of-the-art developments, to network and share research and experiences. Perth, Western Australia, looks forward to welcoming you to Ottawa 2016 from 19-23 March.

Contact: Alison Petrie
info@eecw.com.au
www.ottawaconference.org
WE THANK THE FOLLOWING EXHIBITORS FOR THEIR GENEROUS SUPPORT

Exhibitor List
(Alphabetical)

603 Admissions Testing Service (ATS)

The Admissions Testing Service is part of Cambridge English Language Assessment, a not-for-profit department of the University of Cambridge. We offer a range of tests and tailored assessment services to support selection and recruitment for educational institutions, professional organisations and governments around the world.

Contact: Annamaria Biroova
Biroova.A@cambridgeenglish.org
www.admissionstestingservice.org

102 Association of American Medical Colleges

The Association of American Medical Colleges (AAMC) strengthens the world’s most advanced medical care by supporting the entire spectrum of education, research, and patient care activities conducted by our member institutions.

Contact: Eric Wilkerson
ewilkerson@aamc.org
www.aamc.org
Twitter: @MedEdPORTAL

203 Canada Health Infoway

Canada Health Infoway helps to improve the health of Canadians by working with partners to accelerate the development, adoption and effective use of digital health across Canada. Through our investments, we help deliver better quality and access to care and more efficient delivery of health services for patients and clinicians.

Contact: Catherine Paull
cpaull@infoway-inforoute.ca
www.infoway-inforoute.ca
Twitter: @Infoway

105 Canadian Partnership Against Cancer

The Canadian Partnership Against Cancer is an organization funded by the federal government to accelerate action on cancer control for all Canadians. The Partnership works with cancer experts, charitable organizations, governments, cancer agencies, national health organizations, patients, survivors and others to implement Canada’s cancer control strategy.

The Partnership’s work spans the cancer control continuum, from prevention and screening to research and supportive care. Our collaborative approach is mindful of the patient voice, and strives to be culturally responsive to the needs of First Nations, Inuit and Métis communities.

Our booth will also be showcasing the 1 in 3 cancerview digest. Each month, the 1 in 3 cancerview digest examines a key issue in cancer control from multiple angles, making the connection between the latest cancer evidence and what it means in practice. The 1 in 3 cancerview digest is an ideal online resource for healthcare practitioners and interested members of the public.

Contact: Alicja Podgorski
alicja.podgorski@partnershipagainstcancer.ca
cancerview.ca
Twitter: @Cancer_Strategy

405 Canadian Post-M.D. Education Registry

CAPER

The Canadian Post-M.D. Education Registry (CAPER) is the central repository for statistical information on postgraduate medical education in Canada. CAPER maintains individual-level data for all postgraduate medical residents and fellows. Data is gathered on an annual basis from all 17 Canadian Faculties of Medicine. CAPER records capture data throughout postgraduate medical training as well as ongoing practice location following post-M.D. training.

Contact: Steve Slade
sslade@caper.ca
www.caper.ca

310 Centre for Faculty Development

The Centre for Faculty Development is a partnership between the University of Toronto and St. Michael’s Hospital. The CFD is committed to enhancing the academic development of faculty in the Faculty of Medicine, additional Health Science Faculties (i.e. nursing, pharmacy, etc.) at UofT, and other institutions through innovation, capacity building and scholarship in the design, implementation and evaluation of faculty development. In addition to this commitment, the CFD welcomes anyone, regardless of whether they have a faculty appointment or not, who has a role related to teaching, education and academic work in their healthcare organization or setting.

Contact: Jackie McCaffrey
mccaffreyj@smh.ca
www.cfd.utoronto.ca
Twitter: @CentreforFacDev
The Physician Management Institute (PMI) is Canadian Medical Association’s leadership development program, which is designed and delivered by and for physicians working in Canada’s health care system.

Contact: Tracy Huckabone
pmi@cma.ca
cma.ca/pmi
Twitter: @cma_learns

CME University of Dundee

Contact: Charlotte Rees
cmemcourses@dundee.ac.uk
http://medicine.dundee.ac.uk/medical-education-cen

Canadian Medical Protective Association

Contact: Tunde Gondocz
awhitney@cmpa.org
www.cmpa.org

Department of Family Medicine, University of Calgary

The Department of Family Medicine, University of Calgary (DFM) is an academic department that trains family medicine residents through a two year family medicine program. The DFM also offers third year programs in several areas of enhanced skills.

The DFM is also involved in the University of Calgary medical school to influence medical students to choose Family Medicine as a career.

The DFM is currently recruiting full time academic teachers to its three family medicine teaching clinics. Stop by our booth to talk about academic teaching opportunities in Calgary.

Contact: Darlene Befus
darlene.befus@albertahealthservices.ca
www.ucalgary.ca/familymedicine

DxR Development Group, Inc.

DxR Development demonstrates virtual patient software (DxR Clinician), featuring 121 pre-authored, editable cases, plus case authoring and evaluation tools. Other demonstrations include content-rich tutorials and courseware (Virtual Organ Systems and Integrated Medical Curriculum), performance-based testing software (Clinical Competency Exam), and test administration and course delivery software (DxExam).

Contact: Diane Tennyson
diane.tennyson@dxrgroup.com
www.dxrgroup.com

Educational Commission for Foreign Medical Graduates

A world leader in promoting quality healthcare—serving physicians, medical education and regulatory communities, healthcare consumers, and those researching medical education and health workforce planning

Contact: Carol Noel Russo
crusso@ecfmg.org
www.ecfmg.org

Education Management Solutions, Inc.

Education Management Solutions (EMS) is an industry pioneer in simulation-based solutions for healthcare training environments. Whether you’re running a single simulation event, or thousands, EMS’ SIMULATIONiQ uses the latest web-based technologies to simply and seamlessly capture, organize, and analyze the full spectrum of your simulation efforts. Visit booth #210 and www.SIMULATIONiQ.com

Contact: Rachel Karp
Rachel.Karp@ems-works.com
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304  Elsevier

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www.elsevierhealth.com

607  ExamSoft Worldwide, Inc

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Contact: Stephanie Totty
stotty@examsoft.com
http://learn.examsoft.com/how-it-works
Twitter: @examsoft

406  International Association of Medical Science Educators

IAMSE is a nonprofit professional development society organized and directed by medical faculty members. Together we provide opportunities to enhance excellence and innovations in teaching, student and program assessment, computer technology, human simulation, learner-centered education, and in many other areas. Through IAMSE, medical science educators have a trustworthy source of information and mutual support, and can belong to an organization dedicated to their professional development. The ultimate beneficiaries of our combined efforts are the subsequent generations of health care providers around the globe - our students - who are trained in both the art and science of modern medicine.

With members in over 40 countries, including basic science and clinical medical faculty as well as members representing faculty from various other health care disciplines, our organization is international in scope and interdisciplinary in nature.

Contact: Julie Hewett
julie@iamse.org
iamse.org
Twitter: @iamse

301  Knowledge4you Corporation

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Contact: Giovanni Salas
maria.evans@knowledge4you.com
http://knowledge4you.com

206  Limbs & Things

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Contact: Rebecca Chalmers
rebecca.chalmers@limbsandthings.com
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100  IDEAL Consortium

An international collaboration of Faculties of Medicine that administer their student assessments in English, whose members share a high quality, voluminous assessment bank for medical education.

Contact: Kate Drinkwater
kdrinkwa@bond.edu.au
www.idealmed.org
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<tr>
<th>Exhibit Number</th>
<th>Company</th>
<th>Description</th>
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<tr>
<td>505</td>
<td>Maastricht University</td>
<td>School of Health Professions Education, a range from short, advanced certificate courses to degree programmes such as a Master’s and a PhD programme. For professionals working in health training programmes, in health care or who have the ambition to build a career in health professions education and educational research. Contact: Nicky Verleng <a href="mailto:n.verleng@maastrichtuniversity.nl">n.verleng@maastrichtuniversity.nl</a> <a href="http://www.maastrichtuniversity.nl/she">www.maastrichtuniversity.nl/she</a></td>
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<tr>
<td>601</td>
<td>McMaster University – CASPer</td>
<td>CASPer, the Computer-based Assessment for Sampling Personal characteristics, provides online testing for pre-interview screening of applicants. CASPer represents a primary example of video-based situational judgment testing in an online environment and the increasing evidence to support its use reliably, feasibly, and with incremental predictive validity. Contact: Harold Reiter <a href="mailto:reiterh@mcmaster.ca">reiterh@mcmaster.ca</a> <a href="http://fhs.mcmaster.ca/perd/">http://fhs.mcmaster.ca/perd/</a></td>
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<td>103</td>
<td>McMaster University MSc, Health Science Education</td>
<td>The Master of Science in Health Science Education is an online interprofessional program designed to develop the skills in research and scholarship of health science education. The program is targeted to healthcare practitioners and clinical educators, and others who teach or would like to conduct research in health professions education. Contact: Kelly Dore <a href="mailto:dore@mcmaster.ca">dore@mcmaster.ca</a> <a href="http://hsed@mcmaster.ca/">http://hsed@mcmaster.ca/</a></td>
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<td>208</td>
<td>MedaPhor</td>
<td>ScanTrainer is a virtual reality ultrasound training simulator, which combines ‘real-feel’ haptic simulation with real patient scans and curriculum-based interactive learning, to provide fast and effective ultrasound training in a non-clinical environment. Our self-directed learning approach reduces expert supervision in the early stages of training by allowing trainees to learn in their own time. Contact: Jane OReilly <a href="mailto:jr@medaphor.com">jr@medaphor.com</a> <a href="http://www.medaphor.com">www.medaphor.com</a></td>
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<td>205</td>
<td>Médecins francophones du Canada</td>
<td>Médecins francophones du Canada est une association médicale engagée à rallier les médecins francophones à des objectifs qui favorisent une médecine de qualité à valeurs humaines. Contact: Diane Birch <a href="mailto:dbircher@medecinsfrancophones.ca">dbircher@medecinsfrancophones.ca</a> <a href="http://www.medecinsfrancophones.ca">www.medecinsfrancophones.ca</a></td>
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<td>506</td>
<td>Nazarbayev University</td>
<td>Nazarbayev University School of Medicine (NUSOM) is being developed in conjunction with the University of Pittsburgh Medical School and will open in 2015. The School’s vision is to drive excellence in research and education to improve the health and wealth of individuals and population of Kazakhstan, Central Asia and beyond. The mission of the School is to educate a new generation of skilled and science based physicians equipped to assume leadership positions in research, academia, and healthcare settings. Contact: Massimo Pignatelli <a href="mailto:massimo.pignatelli@nu.edu.kz">massimo.pignatelli@nu.edu.kz</a> <a href="http://www.nu.edu.kz">www.nu.edu.kz</a></td>
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<td>303</td>
<td>NRMP International</td>
<td>National Resident Matching Program International provides accurate and reliable matching services for graduate medical education programs sponsored by health authorities across the globe. NRMP-I Matches utilize web-based software and a highly advanced computerized mathematical algorithm. Research on the algorithm was a basis for awarding the 2012 Nobel Prize in Economics. Contact: Laurie Curtin <a href="mailto:lcurtin@nrmp.org">lcurtin@nrmp.org</a> <a href="http://www.nrmpinternational.org">www.nrmpinternational.org</a> Twitter: @TheNRMP</td>
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202 Resilience Software

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Contact: Peter Chen
pchen@resiliencesoftware.com
www.t-res.net

309 Speedwell

Exam and Survey Software.
Contact: Rob Dear
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www.speedwell.co.uk

503 The Wilson Centre – University of Toronto

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www.trucorp.com

502 University of Toronto, Centre for Interprofessional Education

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Contact: Belinda Vilhena
belinda.vilhena@uhn.ca
http://www.ipe.utoronto.ca/
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Contact: Ajit Thamburaj
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