

# The 13th Ottawa International Conference on Clinical Competence

## Scientific Program Thursday 6 March



0700am	<b>Registration Open</b>	
0830–0915	<b>John Batman Theatre</b>	<b>Opening Ceremony</b> Welcome to Country–Western Creation Official Welcome–The Governor of Victoria, Professor David de Kretser, A.C.
0915–1000	<b>John Batman Theatre</b>	<b>The Life of the Patient Plenary Session 'Miriam Friedman-Ben David Memorial Lecture'</b> Professor Michael Greco <b>Chair: Dr Rocco Gerace</b>
1000–1030	<b>Exhibition Hall</b>	<b>Morning Tea</b>
1030–1230	<b>Long Paper Presentations</b>	
	<b>John Batman Theatre</b>	<b>Assessment</b> <b>Chair: Alison Jones</b> Dr John Boulet <i>Setting Performance Standards for Mannequin-Based Acute-Care Scenarios: An Examinee Centered Approach</i> Dr Alison Reid <i>Summative Performance Assessment as an Alternative to Disciplinary Action</i> Dr Christopher Ricketts <i>Assessing Medical Knowledge: A Challenge to the Orthodox</i> Dr Peter Harris <i>A Method for Assessment to Drive Learning Toward Desired Graduate Capabilities</i>
	<b>Bellarine 5</b>	<b>Professionalism</b> <b>Chair: Nicky Hudson</b> Dr Tangerine Holt <i>Community Based Medical Professionalism: Learning by Doing</i> Reverend Dr David Taylor <i>Perspective on Professionalism Changes on Graduation</i> Dr Lynn Knight & Dr Kieran Sweeney <i>Stories We Live By: Medical Students' Professional Identities in Construction</i> Dr Kathy Feest <i>Foundation Programme Recruitment in the UK-Opportunities Challenges and Solutions</i>
	<b>Short Paper Presentations</b>	
	<b>Bellarine 1</b>	<b>Assessment OSCE/Clinical Skills</b> <b>Chair: Andy Wearn</b> Dr Tony Errichetti <i>Taking Aim at the Sacred Cows of Objective Structured Clinical Examinations: Questioning the Unexamined (or Inadequately Examined) Assumptions</i> Dr Christopher Harrison <i>Standard Setting in OSCEs: Should We Involve Students?</i> Dr Jorge Ruiz <i>Geriatric Medicine Fellows' Experiences and Attitudes Towards an OSCE</i> Mr James Hollands <i>How Sectional Analysis of an OSCE Candidates Performance, Can Improve their Weaker Skills</i> Dr Heather Alexander <i>Factors Influencing Examiner Decision-Making in the OSCE</i> Ms Carol O'Byrne <i>Currently Practising Pharmacists' and 'Return to Practice' Candidates' Performance in the PEBC Qualifying Examination–Part II (OSCE) and Continuing Competence Measures</i> Mrs Helen Miller, Tracey Gray & Tom Hoskins <i>Tracking Training: Using a Passport to Provide Quality Assurance in Healthcare Education</i> Prof Robert McKinley <i>Reliability of the Leicester Clinical procedure Assessment Tool (LCAT), Tool to Support Holistic Generic Assessment of Clinical Procedure Skills</i>
	<b>Bellarine 2</b>	<b>Student Life</b> <b>Chair: Elizabeth Kachur</b> Dr Patricia Tempski <i>Quality of Life of Medical Students and the Influence of Gender and Year of Medical Course</i> Dr Eleanor Flynn <i>Which Medical Students use the Academic Mentor, and What are their Problems?</i> Dr Victor Sierpina <i>Student Wellness: Can We Measure It? Can or Should We Try to Improve It?</i> Dr Victor Sierpina <i>Mind-Body Skills in Training and Practice: Barriers and Solutions</i> Judith Lathlean <i>Belongingness: Its Contribution to Student Nurse Learning</i> Dr Craig Hassed <i>Outcomes of a Mindfulness-Based Health Enhancement Program for Medical Students at Monash University</i> Ms Agnes Dodds <i>Constructing Personal Transitions to Adult Life as a Medical Student in the 21st Century</i>



1030–1230	Bellarine 3	<p><b>Selection and Retention</b>  <b>Chair: Chris Roberts</b></p> <p>Ms Kirsty MacLeod  <i>Gender Gaps in GAMSAT Scores and Effects of Candidate Language Background, Age and Academic Background</i></p> <p>Prof Tyrone Donnon  <i>A Prospective Study of the Reliability and Validity of Medical Judgment Vignettes to Assess Students' Noncognitive Attributes for Medical School</i></p> <p>Prof Roger Jones  <i>Predictors of Success and Failure in Medical Schools, Systematic Reviews</i></p> <p>Prof Jen-Hung Yang  <i>A Retrospective Comparative Study of Performance between Medical Students Recruited by Recommendation and by Joint Entrance Examination at Chung Shan Medical University</i></p> <p>Dr Michael Dodson  <i>The Multipl Mini-Interview: How Long is Long Enough?</i></p> <p>Ms Imogene Rothnie  <i>What is the Minimum Standard for Multiple Mini Interview Scores: A Comparison of Two Methods.</i></p> <p>Dr Ibrahim Al Alwan  <i>Predictive Validity of Selection Criteria for Performance in a PBL Curriculum at King Saud Bin Abdulaziz University, Saudi Arabia</i></p> <p>Prof Deborah Murdoch-Eaton  <i>Paediatric Educators' Programme (PEP)– Using Pre-Course Portfolios for Course Design and Participant Selection</i></p>
	Bellarine 4	<p><b>Work Readiness</b>  <b>Chair: Fiona Lake</b></p> <p>Assoc Prof John Collins  <i>Are the Changes in Anatomy Teaching Compromising Patient Care?</i></p> <p>Dr Vinod Patel  <i>Piloting the COMET: The Competency-Assured Objective Medical Education Tutorial</i></p> <p>Dr Helen Scicluna  <i>A New Preinternship Term at UNSW–The Impact on Medical Students' Clinical and Professional Skills.</i></p> <p>Dr Neil Johnson  <i>The Preparedness of Graduates of Three Uk Medical Schools: A Comparison of Questionnaire Responses</i></p> <p>Prof Peter Mccrorie  <i>"Order in variety we see; though all things Differ, all Agree" Clinical Assessment for Graduation–Is there Equivalence across UK Medical Schools?</i></p> <p>Assoc Prof Tarun Sen Gupta  <i>Rural Generalists in Rural Australia: New Training Pathways to Meet Workforce Needs</i></p> <p>Mrs Debbie Paltridge  <i>Australian Curriculum Framework for Junior Doctors –The Path to Implementation and Beyond.</i></p> <p>Kwang-Chien Yee  <i>Get Ready for the Cyclone: Building a Resilient Workplace for a Fluid Generation Y Medical Workforce</i></p>
	Corryong 1	<p><b>Clinical Skills</b>  <b>Chair: Anna Vnuk</b></p> <p>Dr Merv Ferdinands  <i>Development and Evaluation of an Online Fundus Photo Learning Resource</i></p> <p>Dr Michelle Clonan  <i>An Evidence-Based Approach to Teaching the Basic Physical Examination</i></p> <p>Mrs Tess Vawser  <i>Training the Trainers: An Innovative Model of Interdisciplinary Training for Clinical Educators in Victoria, Australia</i></p> <p>Dr Paul Wimmers  <i>Is Clinical Performance Marked by Cognitive Performance?</i></p> <p>Dr Robert Nagaj  <i>Peer Tutoring: Do Students Teach Clinical Skills Better Than Staff? Reflection on Peer-Assisted Learning in Clinical Skills on the MBBS Graduate Entry Programme at St George's, University of London</i></p> <p>Dr Karen D'souza  <i>IntEgration of the Australian Curriculum Framework for Junior Doctors into the Deakin Medical School Curriculum: Impact on Assessment of Procedural Skills Competency.</i></p> <p>Dr Steven Haist  <i>Teaching Clinical Skills to Third-Year Medical Students: A Methodology that Works</i></p> <p>Dr David Cook  <i>Key Parameters in Clinical Bedside Teaching: Cross-Cultural Perspectives</i></p>

# Scientific Program Thursday 6 March (continued)

1030–1230	Corryong 2	<p><b>Teaching &amp; Learning</b>  <b>Chair: Diane Delva</b></p> <p>Dr Lucie Walters  <i>What do GPs do Differently when Consulting with a Medical Student?</i></p> <p>Prof Patricia Bellodi  <i>A Two-Way Lane: Mentors also Change Along the Journey—A Qualitative Study</i></p> <p>Prof Allyn Walsh  <i>From Ottawa to Ozzawa: Approaches to Helping Busy Clinician Teachers in Canada and Australia</i></p> <p>Mary Lawson  <i>Medical School Teaching Methods: Views and Experiences of Medical Students, Junior Doctors, Clinical Educators and Employers of Clinical Educators</i></p> <p>Dr Julie Ash  <i>Apprenticeship and the Sport of Clinical Teaching</i></p> <p>Prof Angel Centeno  <i>The Use of Microteaching in a Teacher Assistantship Program</i></p> <p>Dr Rola Ajjawi  <i>“Talking the Talk and Thinking the Think”: Learning Clinical Reasoning and its Communication</i></p> <p>Prof Ian Wilson  <i>Establishing a Quality Approach to Teaching in a New Medical School</i></p>
	Corryong 3	<p><b>Curriculum—Outcomes, Models</b>  <b>Chair: Alan Carmichael</b></p> <p>Dr Pippa Craig  <i>Developing a Method for Exploring How Clinical Education Experience in Medical School Influence Career Choice</i></p> <p>Dr Kent Hecker  <i>The Impact of Medical School Curricula: Do Curricular Approaches Effect Competence in Medicine?</i></p> <p>Prof David Prideaux  <i>Assessment Blueprinting in a Community Based Program: The Case of Psychiatry</i></p> <p>Lene Mortensen  <i>A Survey on Educational Culture—And the Impact of a National Training Reform</i></p> <p>Dr Gill Morrow  <i>Preparedness for the Role of Consultant: A Qualitative Study</i></p> <p>Assoc Prof Stephen Trumble  <i>Lifelong Learning for General Practice: A New Curriculum</i></p> <p>Dr Mary Rogers  <i>The Influence of Personal Characteristics, Dispositional and Environmental Factors in Determining the Practice Choices and Well-being of Australian Medical Students—A Feasibility Study</i></p> <p>Assoc Prof Ben Canny  <i>The Monash MBBS Degree: Organisation of the Same Degree Program Across Different Modes of Delivery and International Borders</i></p>
	Corryong 4	<p><b>Teaching &amp; Learning</b>  <b>Chair: Adam Feather</b></p> <p>Assoc Prof Maree O’Keefe  <i>Complementary and Alternative Medicine Teaching in the Paediatric Curriculum: The Perspectives of Parents</i></p> <p>Miss Marion Lynch  <i>How and Why GP Trainers use Poetry and Prose to Teach Trainees</i></p> <p>Dr Zarrin Siddiqui  <i>Fostering Creativity in Medical Education: Great Expectations</i></p> <p>Eric Holmboe  <i>Feasibility of Measuring Quality of Patient Care in Comprehensive Care Practices in the United States</i></p> <p>Assoc Prof Geoffrey Mccoll  <i>Diagnostic Reasoning Teaching—An Analysis of Expert Teacher Utterances in a Clinical Setting</i></p> <p>Dr Richard Hawkins  <i>Doctors’ Perceptions Regarding Their Colleagues’ Clinical Competence</i></p> <p>Dr Rachel Yudkowsky  <i>Can new residents perform basic clinical procedures?</i></p>

1030–1230	Corryong 5	<p><b>Assessment – Training</b>  <b>Chair: Sarah Rennie</b></p> <p>Dr Lesley Pugsley  <i>Attraction or Aversion? Surgical Trainees Responses to a Web-Based Learning Site for Surgical Trainees</i></p> <p>Dr Simon Frazer  <i>The RCPCH Paediatric e-Portfolio – A Platform to Support Learning and Assessment in Professional Training</i></p> <p>Dr Roar Maagaard  <i>An Online Portfolio in Family Medicine/General Practice</i></p> <p>Dr Kathleen Gray  <i>Issues and Advances in Assessing Clinical Informatics Competencies</i></p> <p>Dr Justin Tse  <i>21st Century Communication and Learning Technologies – Implementation of CATES Platform</i></p> <p>Ms Natalie Radomski &amp; John Russell  <i>Integrated Case Learning: Orienting Undergraduate Medical Students to the Practices of Clinical Reasoning</i></p> <p>Dr Andrew Knight  <i>Five Domains Over Three Years. A Systematic Approach to Formative Assessment During Vocational Training for General Practice</i></p>
	Howqua 1	<p><b>Assessment – Psychometrics</b>  <b>Chair: Gordon Page</b></p> <p>Prof James Ware  <i>The Impact of Flawed High Stakes Examinations</i></p> <p>Dr Timothy Wood  <i>The Impact of Calibrating Items on Three Types of Examinee Reference Groups</i></p> <p>Dr Timothy Wood  <i>Using Conjunctive and Compensatory Models in Establishing Pass/Fail Standings on a High-Stakes Examination</i></p> <p>Dr Marc Gessaroli  <i>The Anatomy of a Test Score: Partitioning Information Using Factor Analysis</i></p> <p>Assoc Prof Stephen Farish  <i>The Trials of Assessment in an Intercalated Research Year</i></p> <p>Dr Peter Maguire  <i>Adding Value to Assessment and Feedback: The Language Expert</i></p> <p>Dr Mike Tweed  <i>How Good are Judges in an Angoff Process at Predicting Question Correct Rates?</i></p> <p>Dr Paul Duggan  <i>Developing a Script Concordance Test Using an Electronic Voting System</i></p>
	Howqua 2	<p><b>Curriculum</b>  <b>Chair: Heather Fry</b></p> <p>Dr Norm Eizenberg  <i>Improving Learning of Anatomy Utilising Interactive Multimedia</i></p> <p>Miss Anneke Shea  <i>Comparison of the Expectations of the Required Anatomical Knowledge of Graduating Medical Students</i></p> <p>Mr Kenton Lewis  <i>The Experiments Roadshows: Engaging Young Minds, Supporting the Community</i></p> <p>Dr Oma Morey  <i>Representing the Life of the Patient in Medical Education – Moving From Qualitative Illness Interviews to Characters in Research-Based Theatre</i></p> <p>Dr Tangerine Holt  <i>A Case Study of ‘Both-and Approach’ to Health Promotion in Community-Based Medical Education</i></p> <p>Dr Colin West  <i>The Impact of a Longitudinal Medical School Evidence-Based Medicine Curriculum on Knowledge and Attitudes Toward EBM</i></p> <p>Mr Wataru Ohashi  <i>Position of Probability and Statistics in High School Mathematics Curriculum</i></p>
	Howqua 4	<p><b>Assessment – International</b>  <b>Chair: Hossam Hamdy</b></p> <p>Ms Charlotte Kergon  <i>The Experiences of UK, EU (Non-UK) and Non-EU Medical Graduates Making the Transition to the UK Workplace</i></p> <p>Prof Ted Splinter  <i>Development of a Standardized Assessment in The Netherlands of Medical Doctors from Outside the European Union (EU)</i></p> <p>Ms Judith Miralles  <i>Towards Clinical Effectiveness for International Medical Graduates Working in the Australian Health System</i></p> <p>Dr Anna Harris  <i>International Medical Graduates in Australian Hospitals: An Anthropological Perspective</i></p> <p>Ms Leissa Kelly  <i>International Medical Graduate (IMG) Medical Student Placement Program</i></p> <p>Dr David Blackmore  <i>International Medical Graduates (IMGs) Adapting to Canadian Disease Profiles/Management</i></p> <p>Dr David Blackmore  <i>An Overview of the Canadian National Assessment Collaboration (NAC): Improving the Processes Leading to the Licensure of International Medical Graduates (IMGs) in Canada</i></p> <p>Dr Simon Newell  <i>Analysis of the New Examination for Diploma in Child Health and Membership of the Royal College of Paediatrics and Child Health</i></p>

# Scientific Program Thursday 6 March (continued)

1030–1230	Otway 1	<p><b>Outcomes</b>  <b>Chair: Graham Buckley</b></p> <p>Dr Joseph Grande  <i>Development and Implementation of a Computer-Based Assessment System to Evaluate Students Progress in an Integrated Outcome-Based Curriculum</i></p> <p>Assoc Prof Michael Grimm  <i>Phase 2 at UNSW Medicine: Practice-Based Learning with Integrated Assessments to Ease the Transition to Clinical Studies</i></p> <p>Prof Clarke Hazlett  <i>Assessing the Impact of Curriculum Changes on the Clinical Skills of Graduates</i></p> <p>Dr Anne Mette Morcke  <i>Do Clear Learning Outcomes Positively Impact Assessment and Learning?</i></p> <p>Ms Diana Jonas-Dwyer  <i>Building Transparency Into the Curriculum with an Outcomes Database and Curriculum Map</i></p> <p>Pim Teunissen  <i>Towards More Quality and Transparency in Postgraduate Medical Education</i></p> <p>Prof Shelley Heard  <i>Modernising Scientific Careers in the UK: What can the Medical Model Offer?</i></p>
	Otway 2	<p><b>Faculty Development</b>  <b>Chair: Reg Dennick</b></p> <p>Dr Bente Malling  <i>The Effect of Teaching the Teachers Courses—A Controlled Study on Knowledge Gain Concerning Teaching Principles and Practice.</i></p> <p>Dr Sune Rubak  <i>Teach the Teachers Courses' Effect on Doctors' Teaching Behaviour and the Learning Climate in Clinical Departments</i></p> <p>Dr Furman Mcdonald  <i>Associations of Conference Attendance with Internal Medicine In-Training Examination (IM-ITE) Scores</i></p> <p>Dr Tim Senior  <i>A TREAT for Trainers! An Online Toolkit for Formative Assessment of GP Registrars</i></p> <p>Dr Francine Lemire  <i>Impact of Continuing Professional Development on Performance—A Study of Quebec Family Physicians</i></p> <p>Prof Susan Wagner  <i>An Evaluation of the Longitudinal Impact of a Faculty Development Certificate Program: Educator Identity and Professional Networks</i></p> <p>Assoc Prof Gary Butler  <i>Faculty Development in a New School: an Evaluation</i></p> <p>Prof Stewart Petersen  <i>Long Term Outcomes of a Leadership Programme for Healthcare Educators</i></p>
1230–1330	Exhibition Hall	Lunch
1330–1430	John Batman Theatre	<p><b>The Life of the Programme Plenary Session</b>          Dr Tamara Mackean</p> <p><b>Ottawa 2010 and Beyond: Announcement</b>  <b>Chair: David Prideaux</b></p>
1430–1600	<b>Symposia</b>	
	John Batman Theatre	Assoc Prof Stephen Margolis, A/Prof Tarun Sen Gupta, Prof David Prideaux, A/Prof Janie Dade Smith & Prof Tim Wilkinson <i>How Do You Design an Assessment Program for a New Field of Postgraduate Medical Education?</i>
	Bellarine 1	Dr Kathryn Ogden, A/Prof Jan Radford, Ms Jenny Barr & A/Prof Kim Rooney <i>Patient Partnership: The Keystone for Valid Assessment, and Promoting Professionalism and Patient Centred Care in Medical Education</i>
	Bellarine 2	Dr Elizabeth Kachur & Tim Dorman <i>Do We Need Uniform Medical Education Terminology and Reporting Standards?</i>
	Bellarine 5	Dr David Mayer, T Mcdonald, M Walton, A Tekian, P Angood, A Gunderson & R Yudkowsky <i>Designing and Assessing Patient Safety Curricula</i>
	<b>Workshops</b>	
	Otway 1	Dr Matthew Holtman & Brownell Anderson <i>Collaborative Interprofessional Professionalism: A Work in Progress</i>
	Howqua 1	Dr Reinhard Westkaemper & John Norcini <i>Mini-CEX—How It Works in Surgery? Is it a General Method for Work Based Assessment?</i>
	Howqua 2	Dr Kathy Feest & Professor Dame Lesley Southgate <i>Hands On Experience of Narrative—Close Reading and Effective Writing</i>
	Howqua 3	Ms Lynda D'avray, Margot Turner & John Hammond <i>Facilitating Diversity and Interprofessional Learning</i>
Howqua 4	Mrs Jo Brown & Linda Esther Gray <i>Helping Students to Gain Confidence in Personal Performance</i>	

## Short Paper Presentations

Bellarine 3	<p><b>Clinical Skills</b>  <b>Chair: Valerie Wass</b></p> <p>Dr Scarpa Schoeman  <i>Venepuncture Practice of F1 Doctors: Training Vs Practice</i></p> <p>Dr Kimberly Swygert  <i>How Step 2 CS Examinees Use Their Time in the Patient Encounter</i></p> <p>Prof Janice Rymer  <i>Learning Gynaecological Examination from Laywomen: Acceptable to Medical Students?</i></p> <p>Dr Jean Ker  <i>Student Perceptions of on Line Resources for Skills for Prescribing</i></p> <p>Dr Anna Vnuk  <i>Learning Physical Examination and the Valuable Resource of Patients</i></p> <p>Ms Megan Dalton  <i>Development of the Assessment of Physiotherapy Skills (APP) InstruMent: Instrument Design</i></p>
Bellarine 4	<p><b>Simulation</b>  <b>Chair: Barry Isenberg</b></p> <p>Dr Kellie Mathis  <i>Simulating Post-Operative Sepsis</i></p> <p>Prof Debra Nestel  <i>Making Sense of the Literature on Simulation in Healthcare</i></p> <p>Dr Zvi Perry  <i>Comparison of High-Fidelity Simulators to Conventional Teaching in Advanced Life Support (ALS) Training</i></p> <p>Dr Ross Scalese  <i>Scoring a Cardiac Patient Simulator Station at a Canadian National Specialty Examination</i></p> <p>Ms Heather Dedman  <i>Multidisciplinary ECMO Team Training Utilizing High Fidelity Simulation</i></p> <p>Prof Philip Cachia  <i>Use of a Ward Simulation Exercise in the Performance Assessment of Doctors in Training</i></p>
Corryong 1	<p><b>Curriculum</b>  <b>Chair: Michele Groves</b></p> <p>Ms Sarah Rennie  <i>Maximising the Apprenticeship Model in Medical Education–From Leaky Cauldron to Holy Grail?</i></p> <p>Mrs Nynke Bos  <i>Improving Clinical Reasoning Skills by using Electronic Voting</i></p> <p>Assoc Prof John Collins  <i>Students' Perspectives of a Surgical Education Program at Two Medical Schools</i></p> <p>Prof Sally Krasne  <i>Does Academic Difficulty with the Basic Science Curriculum Negatively Impact PBL Performance?</i></p> <p>Dr Kwang Chien Yee  <i>The Impact of a Prevocational GP Rotation on Junior Medical Officers: Two Year Follow Up Evaluation.</i></p>
Corryong 2	<p><b>Ethics Professionalism</b>  <b>Chair: Malcolm Parker</b></p> <p>Dr Roger Worthington  <i>Safety, Risk and Decision-Making: Legal and Ethical Issues for Future Medical Practitioners</i></p> <p>Dr Elaine Tomic  <i>What Students Know About Ethics: Common Sense or Legal Aspects in Medicine?</i></p> <p>Assoc Prof Wendy Rogers  <i>Innovation in Medical Ethics Assessments</i></p> <p>Dr Bushra Khizar  <i>Developing Competency in Analyzing Ethical Dilemmas by Role Play in Practicing Physicians.</i></p> <p>Dr Kevin Mack  <i>Assessing Professionalism: A Path Towards Developing Institutional Consensus</i></p> <p>Dr Blye Frank  <i>Homophobia and Heterosexism in Medical Education: A Qualitative Study of Undergraduate Students, Residents &amp; Faculty/Staff</i></p>
Corryong 3	<p><b>Poor Performance</b>  <b>Chair: Lou Landau</b></p> <p>Dr Anthea Lints  <i>A Framework to Assess Poorly Performing Doctors in Training in London</i></p> <p>Prof David Black  <i>UK Foundation Trainees in Difficulty–One Year's Experience</i></p> <p>Dr Jennifer Cleland  <i>"There's This Feeling That You're Going to be Challenged": Factors Influencing Medical Educators' Reluctance to Fail Underperformance in Students and Give Them Negative Feedback</i></p> <p>Dr Charlotte Rees  <i>"You Should Have Just Hit Me With It, You Should Have Smacked Me in the Face With It": A Metaphorical Analysis of Assessors' Talk About Assessing Medical Students</i></p> <p>Jill Peisach &amp; Barbara Parker  <i>The Clinical Challenge-Guiding at Risk Students Through Clinical Placement</i></p>

# Scientific Program Thursday 6 March (continued)

1430–1600	Corryong 4	<p><b>Teaching &amp; Learning</b>  <b>Chair: Stewart Peterson</b></p> <p>Dr Zuzana De Jong  <i>Does Teaching Style Matter?</i></p> <p>Prof Wojciech Pawlina  <i>Team-Based Learning in Early Medical Curriculum: Experience with Knowledge-sharing Computer Portals in Gross Anatomy Laboratory</i></p> <p>Dr Gudrun Edgren  <i>Student Selected Components Allow Focus on Generic Competencies and Basic Sciences During Clinical Studies</i></p> <p>Dr Mobeen Iqbal  <i>Medical Students' Perceptions of Teaching Evaluations</i></p> <p>Dr Margaret Bearman  <i>Qualitative Descriptions of the Student and Clinical Educator Relationship</i></p> <p>Dr Anke Bootsma  <i>Effects of the Introduction of the Two-Cycle BaMa Model on Career Considerations of Medical Students</i></p>
	Corryong 5	<p><b>Assessment – OSCE</b>  <b>Chair: Julie Ash</b></p> <p>Prof Sam Leinster  <i>The Effects of Prior Experience on Performance in Medical School OSCEs</i></p> <p>Ms Nancy McNaughton  <i>Where is the Patient in a Standardized Patient Examination?</i></p> <p>Dr Andy Wearn  <i>Do Doves Develop Sharper Claws and Hawks Clip their Wings?: Six Years Experience of Coding Examiner Behaviour and Engineering Examiner Pairings in an Undergraduate OSCE-Style Assessment.</i></p> <p>Dr Sydney Smee  <i>Impact of Judgmental Weights for OSCE Checklist Items on Station Pass Marks</i></p> <p>Dr Sydney Smee  <i>High Stakes OSCE Scoring: Station-specific Rating Scales versus Checklists</i></p> <p>Dr Katharine Boursicot  <i>Beyond Checklist Scoring in OSCEs – Clinicians' Perceptions of Inadequate Clinical Performance and Fitness to Practise Issues</i></p>
	Otway 2	<p><b>Teaching &amp; Learning</b>  <b>Chair: Marie O'Keefe</b></p> <p>Dr Teresa Pawlikowska  <i>Does Medical Students' Prior Clinical Experience Influence Their Acquisition of Communication Skills?</i></p> <p>Ms Angela Kubacki  <i>Developing an Online Module for Teaching Clinical Communication Skills</i></p> <p>Ms Edna Koritschoner  <i>Campus-based Teaching of Clinical Skills in the Early Years of an Undergraduate Medical Program</i></p> <p>Mr Brian Leung  <i>Student Performance and Understanding of Clinical Skills: The Knee Examination</i></p> <p>Miss Sandra Head  <i>Volunteer Simulated Patients – Bringing the Community into Clinical Skills Teaching</i></p> <p>Prof James Ware  <i>Evaluation of "Formative Assessment Case Studies" Used to Teach Pre-operative Assessment on a Two Week Final Year Medicine Course</i></p>
1600–1630	Exhibition Hall	Afternoon Tea
1630–1800	<b>Symposia</b>	
	John Batman Theatre	<p>Dr Kaye Atkinson, Prof Elizabeth Farmer, A/Prof Joachim Sturmberg, Dr Belinda Capon, Dr Stephen Lew, Dr Therese Anthides &amp; Prof Russell Jones  <i>An Emerging Assessment Framework for General Practice in Australia</i></p>
	Bellarine 1	<p>Prof Gordon Page, Ian Frank, Heather Alexander, Kichu Nair, Barry McGrath, Neil Spike, Ravi Sidhu &amp; George Pachev  <i>The Use of the Mini-CEX as a Summative Assessment</i></p>
	Bellarine 2	<p>Ms Marta Van Zanten, Gudrun Edgren, Michael Field, Theanne Walters, Zhao Shibin, Sun Baozhi &amp; Zhao Yuhong  <i>International Recognition and Accreditation of Medical Schools' Programmes</i></p>
Bellarine 5	<p>Mr John Hamilton, Prof Al Eissa, Dr Ibrahim Alwan, Dr Vera Terry &amp; A/Prof Chris Roberts  <i>International collaboration in curriculum design and delivery: the University of Sydney-King Saud bin Abdulaziz University for Health Sciences Experience</i></p>	

1630–1800	<b>Workshops</b>	
	Otway 1	Assoc Prof Malcolm Parker & Haida Luke <i>Accentuate the positive? Eliminate the Negative? What is the Appropriate Focus for Assessing Professional Attitudes and Behaviour?</i>
	Howqua 1	Dr Tony Errichetti, Jose Pliego & Hania Wehbe-Janek <i>A Theory-Based Model of De-Briefing High Fidelity Simulations: Transferring Competencies from the Simulation Workshop to the Workplace</i>
	Howqua 2	Dr Eric Holmboe <i>Improving the Direct Observation Skills of Faculty</i>
	Howqua 3	Dr Bryan Burford, Michael Greco & Laurence H Baker <i>Making Patient Feedback Work: Listening to Patients, Talking to Doctors</i>
	Howqua 4	Prof Roger Jones, Mathew Todres & Anne Stephenson <i>Medical Education Research: Where Should We Be Putting our Money?</i>
	<b>Short Paper Presentations</b>	
	Bellarine 3	<b>Assessment – Competence</b> <b>Chair: Sam Leinster</b>
		Prof Oscar Traynor <i>Acquisition of Surgical Technical Skills in an Era of Reduced Training Time</i> Prof Jonathan Beard <i>Objective Assessment of Surgical Skills</i> Dr Mone Palacios <i>Consistent Improvements of Rural Family Medicine Residents' Competencies Over Four Iterations of a Hybrid Palliative Care Course</i> Dr Vinod Patel <i>Teaching and Assessment by Direct Observation of Clinical Skills :t:DOCS Programme</i>
	Bellarine 4	<b>Assessment – Approaches</b> <b>Chair: David Swanson</b>
		Ms Kathy Holtzman <i>Option Selection by Content Experts vs Statistics: How Much Does it Matter?</i> Dr Adam Feather <i>'Not just a test of Knowledge' – The use of Clinically Contextualised Single Best Answer Questions in a High Stakes Written Assessment.</i> Assoc Prof Phillippa Poole <i>Outcomes After Failing Early in the Auckland Medical Programme</i> Dr Mike Tweed <i>Implementation of a Clinical Outcome Scoring System for an MCQ.</i> Reverend Dr David Taylor <i>Self Assessment of Performance is Only Part of the Story.</i> Joy Rudland <i>Moving a Formative Assessment from a Paper to a Computer Based Format. A Student View Point.</i>
	Corryong 1	<b>Teaching &amp; Learning</b> <b>Chair: Gary Butler</b>
		Prof Ronald Harden <i>Creating a Powerful New Education Alloy Where Assessment is Blended With Teaching</i> Dr Sue Whittle <i>Technical, Numeracy, Computing and Information Handling skills on Entry to Medical School – An International Comparison</i> Dr Joshua Jacobs <i>Practical Tips for Point-of-care Information Management</i> Kwang-Chien Yee <i>Have Your iPod Turned On! It is Generation Y: the Future of Medical Education</i> Mr Chara Balasubramaniam <i>Electronic Virtual Patients – For Us, By Us</i>
	Corryong 2	<b>Professional Behaviours</b> <b>Chair: Marilyn Walton</b>
		Ms Danielle Bullen <i>An Assessment of Anxiety and Personality Predictors of Anxiety Amongst Graduate Nurses Completing High-fidelity Patient Simulation Training</i> Mr Neill Thompson <i>Use of Stress Discourses by Junior Doctors in Training to Maintain Social Acceptability.</i> Christine Moutier <i>Suicidal Ideation Among U.S. Medical Students: A Multi-institutional Study</i> Dr Gail Louw <i>'This Course Changed My Life': Personal Development in Postgraduate Studies</i> Prof James Parle <i>Experience of Formal Fitness to Practice Processes in One UK Medical School</i>

# Scientific Program Thursday 6 March (continued)

1630–1800	Corryong 3	<b>Selection &amp; Retention</b> <b>Chair: Brendan Crotty</b> Dr Jennifer Bryce <i>Assessing Interpersonal Understanding for Medical Selection</i> Prof Ted Splinter <i>The Predictive Value of GPA for the Performance of Students at Medical School</i> Mr Kenton Lewis <i>From Equality to Fairness: Changing the Philosophy of Medical Applicant Assessment</i> Prof Angel Centeno <i>Predicting Academic Performance and Desertion in First Year Medical Students.</i> Ms Jennifer Poyser <i>Adding Validity to Widening Participation Initiatives.</i> Prof Deborah Murdoch-Eaton <i>Supporting Widening Access students in the Undergraduate Medical Course</i>
	Corryong 4	<b>Impact on Learning</b> <b>Chair: Jane McHarg</b> Prof Susan Baillie <i>How do Residents Acquire Competencies?</i> Dr Andrew Wilson <i>How Work-based Assessments Can Help Students Feel More Like Doctors: The Hidden Potential</i> Dr Jennifer Newton <i>Barriers to Tranference in Undergraduate Nursing: Multifaceted Challenges</i> Mrs Felicity Hutton <i>Preparing Undergraduate Medical Students to be an Intern: A successful and Innovative Transition Program</i> Dr Alison Jones <i>Intern Case Studies: Experiences of Interns and their Supervisors</i> Ms Sarah Hyde <i>Access to Further Training: What are the Important Factors in Meeting Career Goals?</i>
	Corryong 5	<b>Patient Safety</b> <b>Chair: Jennifer Weller</b> Gerald Arnold <i>Do More Idealized Practice Systems Produce Better Quality Patient Care?</i> Dr David Mayer <i>Facilitating Patient Safety Through an Anesthesia Resident Hand-off of Care Training Module</i> Dr David Mayer <i>Implementation and Assessment of a Four-Year Longitudinal Patient Safety Curriculum for Medical Students Focused on Non-cognitive Skills Training</i> Prof Val Wass <i>Learning From Error: Exploring Barriers to Enquiry Based Methods in Teaching Patient Safety to Students and Junior Doctors.</i> Dr Anne Gunderson <i>Implementation of an Interprofessional Undergraduate Patient Safety Elective</i> Mr Marc Soethout <i>Patient Safety Education at VU University Medical Center Amsterdam</i>
	Otway 2	<b>Interprofessional</b> <b>Chair: Lesley Pugsley</b> Jill Thistlethwaite <i>Integrating Interprofessional Learning into Curricula: A Framework to Guide this Process</i> Ms Lynda d'Avray <i>Celebrating Diverse Patients, Students and Professions to Develop Interprofessional Education and Practice</i> Ms Nicole Harnett <i>What Comes First: Interprofessional Practice or Interprofessional Education?</i> Dr Sneha Kirubakaran <i>Interprofessional Practical Training in International Health &amp; Development–A Medical Mission Trip to Vanuatu</i> Dr Gautam Desai <i>Interprofessional Teaching and Evaluation of Communication and Clinical Skills in Medical Students–the Integrated Clinical Skills Assessment (CSA)</i>

# Scientific Program Friday 7 March

0730am	<b>Registration Open</b>	
0800–0930	<b>John Batman Theatre</b>	<b>The Life of the Professional Plenary Session</b> Associate Dean Maxine Papadakis <b>The Life of the Professional Plenary Session</b> Professor Ronald Epstein <b>Chair: Ian St George</b>
0930–1000	<b>Exhibition Hall</b>	<b>Morning Tea</b>
1000–1200	<b>Symposia</b>	
	<b>Bellarine 1</b>	Nehad El-Sawi, Rachel Yudkowsky, K Papp & Alan Neville <i>Innovative Curriculum Models: Innovative Assessment Approaches</i>
	<b>Workshops</b>	
	<b>Howqua 1</b>	Dr Jennie Kendrick & Liz Marles <i>Identifying Deficiencies in Clinical Skills and Patient Care: the Use of Contemporaneous Case Review and Video Debriefing.</i>
	<b>Howqua 4</b>	Dr Denise Findlay, Mr Ian Watts & Dr Colleen Bradford <i>Using Near Misses to Improve the Quality of Patient Care</i>
	<b>Long Paper Presentations</b>	
	<b>John Batman Theatre</b>	<b>Curriculum</b> <b>Chair: Peter Harris</b> Assoc Prof Deb Colville <i>World Health Organization Defines Gender Competencies for the Medical Practitioner</i> Dr Simon Morgan <i>From the Bush to the Big Smoke – Development of an Urban Community Based Medical Education Program in the Northern Territory, Australia</i> Prof Gordon Page <i>The “Bridging” of Medical Education and Training in Australia</i>
	<b>Bellarine 2</b>	<b>Clinical/Communication Skills</b> <b>Chair: Charlotte Rees</b> Assoc Prof Brendan Flanagan <i>An Innovative Simulation-based Curriculum on Patient Safety for Final Year Medical Students</i> Dr Emily Hibbert <i>How do Medical Students go about Developing Clinical Skills in a Structured Program in the early Clinical years?</i> Dr Stuart Marshall <i>The Teaching of Structured Communication Tools to Improve Safety in Healthcare</i>
	<b>Bellarine 5</b>	<b>Assessment</b> <b>Chair: Agnes Dodds</b> Dr Richard Horton <i>Evaluation of an Anaesthetic Trainee Performance Assessment and Feedback System Based on the Mini-Cex</i> Prof Jonathan Beard <i>Assessment of Surgical Skills in the Operating Room</i> Dr David Swanson <i>Measurement Characteristics of Content-Parallel Single-Best-Answer and Extended-Matching Questions in Relation to Number and Source of Options</i> Dr Dianne Manning <i>Understanding Student Performance in Integrated Assessment: A Knowledge-based Approach</i>
	<b>Short Paper Presentations</b>	
	<b>Bellarine 3</b>	<b>Workplace Learning</b> <b>Chair: Pauline McAvoy</b> Mr Pim Teunissen <i>How Context Can Influence Residents’ Learning Processes</i> Mr Pim Teunissen <i>Understanding Learning in the Workplace in Postgraduate Medical Education</i> Mr Neill Thompson <i>Foundation Doctor’s Experience of Feedback and Recommendations for Improvements.</i> Prof Elisabeth Paice <i>Workplace Bullying of Trainee Doctors</i> Mrs Felicity Hutton <i>Maximising Workplace Learning: An Innovative Educational Supervisor Pilot Project</i> Dr Klarke Boor <i>How Undergraduate Clinical Learning Environments Differ</i> Jim Parle <i>Physician Assistants: UK and International Standards</i>

# Scientific Program **Friday 7 March** (continued)

1000–1200	Bellarine 4	<p><b>Professionalism</b>  <b>Chair: Brownwell Anderson</b>            Assoc Prof Chris Roberts  <i>The Relationships Between Reflection, Insight and Students' Professionalism: A Structural Equation Modelling Approach</i>            Ms Sue Kilminster  <i>How Do Doctors Learn Responsibility? Understanding Transitions in Doctors' Work</i>            Mrs Winnie Wade  <i>A Blueprint for Assessment of Medical Professionalism</i>            Dr Cathryn Thomas  <i>Do Yellow Cards Help Identify Unprofessional Behaviour?</i>            John Norcini  <i>Evaluation of an International Education Leadership Fellowship Program</i>            Dr Gillian Maudsley  <i>Knowing What and How they Know! Medical Students' Personal Epistemology Position Related to Stage of Study, and to Satisfaction with Different Types of Knowledge and Studying in a Problem-based Curriculum</i>            Dr Isobel Braidman  <i>A Novel Approach to Investigating Medical Student's Perceptions of Personal and Professional Development</i></p>
	Corryong 1	<p><b>Professional Behaviours</b>  <b>Chair: Denise Findlay</b>            Ms Sandra Carr  <i>Preparedness for Practice as Junior Doctors: Undergraduate Development of Skills</i>            Ms Caroline Wright  <i>A Retrospective Investigation into Student Experiences of Un-professional Practice in Radiography</i>            Gerry Corrigan  <i>You Know Your Graduates are Cognitively Competent but are they Professionally Capable?</i>            Mrs Glynis Buckle  <i>Preparing for Professional Practice (PfPP): The Transition from Medical Student to Foundation Programmed Doctor: A Collaborative Project Between Leicester University and the Leicestershire, Northamptonshire and Rutland Foundation School</i>            Dr Katrina Anderson  <i>Enhancing GP Registrar Confidence and Competence Through Vertical Integrated Teaching.</i>            Assoc Prof Gary Butler  <i>Peer Assessment of Professional Behaviours in the Early Years of Medical School.</i>            Dr Colin West  <i>Resident Well-Being and Coping Strategies During Internal Medicine Training: Results from the Mayo IMWELL Study</i></p>
	Corryong 2	<p><b>Assessment – Training</b>  <b>Chair: Andrea Lloyd</b>            Dr Alistair Thomson  <i>Meeting RITA in FY2: the First 2-Year Cohort Complete UK Foundation Training</i>            Dr Alexandra Markwell  <i>Assessment in the Prevocational Years – What Do Junior Doctors Want?</i>            Dr Ian Graham  <i>Learning, Assessment and Governance in the Prevocational Phase of Medical Education</i>            Frank Bowden  <i>Readiness for Internship Test, the RFIT</i>            Kathy Feest  <i>Assessment in UK Foundation Programme</i>            Dr Kent Hecker  <i>Effects of Medical School Curricula and Educational Policies on Pre-clinical and Clinical Performance</i>            Assoc Prof Peter Morley  <i>Improvements in the Assessment of Competence in Intensive Care Medicine over the past 30 years</i></p>
	Corryong 3	<p><b>Assessment – Examination</b>  <b>Chair: Heather Alexander</b>            Dr Furman McDonald  <i>Associations Between Scores on all Steps of the United States Medical Licensing Examination (USMLE) and the Internal Medicine In-Training Examination (IM-ITE)</i>            Dr Chanchai McDonald  <i>Supporting Residents' Learning and Self Assessment of Required ACGME Competencies</i>            Dr Ian Bowmer  <i>Predicting Success: the MCCEE and Discipline Specific Performance</i>            Dr David Blackmore  <i>Integrating Measures of Professionalism into a Licensing Examination: Challenges and Implementation Strategies of the Medical Council of Canada (MCC)</i>            Dr Brian Clauser  <i>The Generalizability of Documentation Scores from the USMLE Step 2 Clinical Skills Examination</i>            Ms Melissa Margolis  <i>An Investigation of the Impact of Patient Characteristics on USMLE Step 3 Examination Performance</i>            Dr Carol Morrison  <i>Factors Influencing Response Times on USMLE Step 1, 2 CK, and 3</i>            Assoc Prof Gary Butler  <i>Peer Assessment of Professional Behaviours in the Early Years of Medical School.</i></p>

1000–1200	<b>Corryong 4</b>	<p><b>International/Collaboration</b>  <b>Chair: Philpa Poole</b></p> <p>Dr Mobeen Iqbal  <i>Health Related Quality of Life in a Pakistani Medical School</i></p> <p>Assoc Prof Tim Shaw  <i>Building an Educational Framework to Link Professional Development in Cancer Care with Service Outcomes</i></p> <p>Dr Vinod Patel  <i>The GEME Project: An Idea for Collaboration in Medical Education</i></p> <p>Dr Kirsty Foster  <i>International Collaboration to Improve Maternal and Child Health in Rural Vietnam</i></p> <p>Ms Sandra Banner  <i>Canadian Students Studying Medicine Abroad and their Struggle to Return Home</i></p> <p>Ms Sandra Banner  <i>Canadian Students Studying Medicine Outside of North America and the Capacity to Accommodate them in Canadian Postgraduate Training Positions</i></p> <p>Ms Karen Meades  <i>Ottawa Health Services Network Inc. (OHSNI): Providing Health Care to Canada’s Inuit.</i></p> <p>Ms Rania Zaini  <i>A Stakeholders’ View of the “Saudi Future Doctor”</i></p>
	<b>Corryong 5</b>	<p><b>Teaching &amp; Learning</b>  <b>Chair: Paul Finucane</b></p> <p>Dr Meg Stuart  <i>Teaching and Assessing Prescribing Skills Via an Online Curriculum</i></p> <p>Prof John Cartmill  <i>On Learning How to be a Surgeon: Implicit Signs, Latent Meanings and Professional Judgement in a Surgical ‘Ensemble’.</i></p> <p>Prof James Parle  <i>Do Graduate Entry Medical Students Perform Better or Worse than Undergrad Students?</i></p> <p>Agnes Dodds  <i>Comparing the Performance of Graduate and Undergraduate Medical Students in Bioscience Knowledge and Clinical Skills</i></p> <p>Dr Dason Evans  <i>An Innovative Intercalated BSc in Medical Education</i></p> <p>Mr Kenton Lewis  <i>Smoothering the Transition into Medical and Healthcare Education: Supporting Pre-HE Curriculum and Teaching</i></p>
	<b>Howqua 2</b>	<p><b>Communication Skills</b>  <b>Chair: Kathy Boursicot</b></p> <p>Dr Paul Wimmers  <i>The Long-term Effect of Length-of-practice on the Patient-physician Relationship</i></p> <p>Dr Norma Saks  <i>Creative Student Presentations as a Final Evaluation in a First Year Patient Centered Medicine Course</i></p> <p>Dr Bryan Burford  <i>Patient Feedback to Junior Doctors: The views of Doctors and Patients</i></p> <p>Ms Jenny Gough  <i>Advancing Communication Skills in Postgraduate Medical and Nurse Education</i></p> <p>Dr Shaamini Lokuge-Hayes  <i>Formal Assessment of Need: Trainees and Communication Skills</i></p> <p>Dr Sebastian Uijtdehaage  <i>An Instrument for Assessing Knowledge of Cross-cultural Care</i></p> <p>Dr Maria Ahmed  <i>Developing Cross-Cultural Communication Teaching for Medical Students: an Enquiry-based Approach</i></p> <p>Ms Marissa Olsen  <i>Collaboration in Dietetic Practice: Implications for Tertiary Education</i></p>
	<b>Howqua 3</b>	<p><b>Patient Safety</b>  <b>Chair: Debra Nestel</b></p> <p>Dr Anne Gunderson  <i>Preventing the Accidental Retention of Surgical Objects</i></p> <p>Mr James Hollands  <i>How the Implementation of Mathematics and Logic Based Teaching within Clinical Medicine can Enhance Patient Safety</i></p> <p>Dr David Mayer  <i>Implementation and Assessment of a Four-Year Longitudinal Patient Safety Curriculum for Medical Students Focused on Non-cognitive Skills Training</i></p> <p>Dr Richard Hawkins  <i>Doctors’ Prescribing Practices and Communication with Pharmacists: Opportunities for Professional Development</i></p> <p>Dr Anne Gunderson  <i>Attitudes and Knowledge of Patient Safety at Entry to the Health Sciences Professional School</i></p> <p>Dr Claire Dendle  <i>Are we Preparing Medical Students to Safely Administer Blood Products?</i></p> <p>Prof Marilyn Walton  <i>Patient Safety is Not Just a New Subject to Teach: How to Integrate Patient Safety Concepts and Principles into Everyday Clinical Practice Environments</i></p>

# Scientific Program **Friday 7 March** (continued)

1000–1200	Otway 1	<p><b>Curriculum</b>  <b>Chair: Peter McCrorie</b></p> <p>Dr Jos Van der Veken  <i>Differences in Learning Approaches in a Conventional, an Integrated Contextual and a PBL Medical Curriculum.</i></p> <p>Dr Louise Korman  <i>Correlation of Student Demographic Details and Summative Outcomes in a Women's Health Term</i></p> <p>Dr Eric Holmboe  <i>Evaluating Practice-based Improvement Training: An Instrument Measuring Residents' Attitude and Confidence using Quality Improvement Methods</i></p> <p>Dr Gail Louw  <i>Participatory Evaluation of a Link Programme of Teaching Between the UK and Zambia</i></p> <p>Ms Bev Bird  <i>The Role of the Hospital Term for Competence in General Practice</i></p> <p>Dr Tai Pong Lam  <i>5-year Experience of a Postgraduate Diploma Course in Psychological Medicine</i></p> <p>Claire Byrne  <i>Basic Medical Sciences: Views from Medical Students, Junior Doctors, Clinical Educators and Employers of Junior Doctors</i></p> <p>Prof Paul Baker and Dr Sarita Bhat  <i>An Innovative Approach to Postgraduate Medical Education and Training</i></p>
	Otway 2	<p><b>Students as Teachers</b>  <b>Chair: Elaine Halley</b></p> <p>Ms Sarah Hyde  <i>Mobile Learning in a Clinical Environment – Preparation for Professional Practice?</i></p> <p>Ms Jan Veitch  <i>Teaching Medical Students to Teach</i></p> <p>Miss Janet Porter  <i>Peer Tutoring: Incentives and Disincentives</i></p> <p>Mrs Julia Klawohn  <i>Do Students Write Proper MCQs?</i></p>
1200–1300	<b>Exhibition Hall</b>	<b>Lunch</b>
1300–1400	<b>Room: John Batman Theatre</b>	<p><b>The Life of the Professional Plenary Session</b>          Associate Professor Lorelei Lingard  <b>Selection and Training of Surgeons</b>          Associate Professor John Collins &amp; Professor Brian Jolly  <b>Chair: Mary Lawson</b></p>
1400–1530	<b>Symposia</b>	
	Bellarine 1	Dr Julian Archer, Dr Lesley Southgate, Dr John Norcini & Dr Helena Davies <i>Reporting the UK Foundation Assessment Programme</i>
	Bellarine 2	Jenny Zhang & Malcolm Parker <i>Issues Around Medical School Entry: Selection &amp; Admissions</i>
	Bellarine 5	Prof Geoff Solarsh & Nicky Hudson <i>Clinical Microsystems: Building the Platform for Continuous Clinical Placements in General Practice and Other Ambulatory Settings.</i>
	<b>Workshops</b>	
	Otway 1	Dr Ronald Epstein, Michael Krasner & Criag Hassed <i>Mindfulness Training: From Student Self-Care to Clinical Practice</i>
	Howqua 1	Dr Ross Scalse <i>Outcomes-based Clinical Skills Assessment Using Simulation Technology</i>
	Howqua 2	Mrs Karen Beggs & Simon Frazer, Dr Mike Watson, Dr Winnie Wade, Dr Tim Swanwick & Alex Haig <i>E-Portfolios – Targeted Support for General and Specialist Medical Training.</i>
	Howqua 3	Dr Martin Rhodes, Professor Pauline McAvoy & Dr Denis O'Leary <i>Assessing Clinical Reasoning in a High Stakes Assessment</i>
	Howqua 4	Prof Peter McCrorie & Kathy Boursicot <i>How Best Should Medical Schools Assess Clinical Competence for Graduation?</i>
	<b>Long Paper Presentations</b>	
	John Batman Theatre	<p><b>Curriculum/Assessment</b>  <b>Chair: Deb Paltridge</b></p> <p>Dr Soma Wali, Dr Dennis Cope &amp; Dr Anju Relan  <i>Building Leadership Teams for Curricular Innovation: The Road to Clinical Competence</i></p> <p>Dr John Pugsley &amp; Dr Lila Quero-Munoz  <i>Impact of Scoring Method and Examiner Type on Scores and Outcomes in a National High-Stakes Pharmacy Objective Structured Clinical Examination (OSCE)</i></p>
	Bellarine 4	<p><b>Curriculum</b>  <b>Chair: Kevin Forsyth</b></p> <p>Mr Robbert Duvivier  <i>Effective Teaching Skills for Undergraduate Skills Teachers</i></p> <p>Assoc Prof John Collins  <i>Selection of Surgical Trainees to Meet Competency Requirements</i></p> <p>Dr Roger Strasser  <i>Distributed Community Engaged Learning: Medical Education in the 21st Century</i></p>

Bellarine 3	<p><b>Teaching &amp; Learning</b>  <b>Chair: Ben Canny</b></p> <p>Michelle Sierpina &amp; Victor Sierpina  <i>Transformational Change – An Unexpected Outcome from Medical Student Essays</i></p> <p>Prof Hossam Hamdy  <i>Application of Team Based Learning in an Introduction to Medical Education Course for Freshmen Medical Students in a Problem-Based Learning Curriculum</i></p> <p>Dr Rachel Yudkowsky  <i>Can Third-year Medical Students Anticipate, Elicit and Interpret Physical Findings in the Context of Competing Diagnostic Hypotheses?</i></p> <p>Dr Isobel Braidman  <i>Online Reflective Learning Supported by Student Facilitators</i></p> <p>Dr Jane McHarg  <i>Does use of Belbin Team Roles to Balance PBL Groups Enhance Engagement and Performance?</i></p> <p>Ms Sarah Rennie  <i>Factors that Influence Acute Surgical Patient Management Decisions by Trainee Surgeons.</i></p>
Corryong 1	<p><b>Selection and Retention</b>  <b>Chair: Gerry Corrigan</b></p> <p>Dr Eleanor Flynn  <i>Medical Clinical Educators, an Innovative Provision of Support to International Medical Graduates Working in Victorian Hospitals</i></p> <p>Dr Ibrahim Al Alwan  <i>Reliability and Validity of Structured Interview as an Admission Criteria in King Saud bin Abdulaziz University for Health Sciences, Riyadh, Saudi Arabia</i></p> <p>Prof Alan Lefor  <i>Programme Values that Influence Selection of Postgraduate Training Programs in Japan</i></p> <p>Assoc Prof Tarun Sen Gupta  <i>Supporting Supervisors of Overseas Trained Doctors in Australia</i></p> <p>Ms Koshila Kumar  <i>The Multiple Mini Interview (MMI) as an Assessment Method for Entry into Graduate Medical School: A Qualitative Analysis of Candidate and Interviewer Experiences of the Process</i></p> <p>Mr Peter Kube  <i>Why do Students Disembark Untimely?</i></p>
Corryong 2	<p><b>Interprofessional</b>  <b>Chair: Sue Kilminster</b></p> <p>Assoc Prof Jill Thistlethwaite  <i>Interprofessional Education – Can We Agree on Learning Outcomes?</i></p> <p>Dr Vinod Patel  <i>The Warwick Four Point Clinical Presentation: A Tool for Improving Competency in Inter-Professional Communication</i></p> <p>Prof Sari Ponzer  <i>Team Building – A Way of Enhancing Interprofessional Learning on a Training Ward.</i></p> <p>Mr Hossein Khalili  <i>Professional and Interprofessional Identification</i></p> <p>Mrs Anne Croker  <i>Collaboration in Rehabilitation Teams: Can Team Members' Experiences Inform Ongoing Development of Interprofessional Communication?</i></p> <p>Ms Susan Vella  <i>Clinical Skills Team Modeling Interprofessional Collaboration</i></p>
Corryong 3	<p><b>Assessment – Performance</b>  <b>Chair: Ian Frank</b></p> <p>Ms Sharon Gorman  <i>Self-Assessment of Clinical Performance Improved by Modified Objective Structured Clinical Examination Testing</i></p> <p>Ms Jillian Hawker  <i>A Pre-clinical Objective Structured Clinical Examination (OSCE) for Australian Dietetic Students. A Predictor of Performance on Clinical Placement?</i></p> <p>Dr Taryn Elliott  <i>A Dual Purpose Spoken and Written Language Assessment for General Practice Registrars</i></p> <p>Dr Denese Playford  <i>Integrated Assessment Programme in the Rural Clinical School of Western Australia</i></p> <p>Dr Susan Glover Takahashi  <i>Understanding Residents in Need and Developing Customized Remediation Plans</i></p> <p>Ms Imogene Rothnie  <i>A Program Theory Approach to Clarify the Role of Clinical Performance Assessments in a Graduate Medical Program.</i></p>

# Scientific Program **Friday 7 March** (continued)

1400–1530	<b>Corryong 4</b>	<p><b>Clinical Skills</b>  <b>Chair: Sandra Carr</b></p> <p>Mrs. Lonneke Bokken  <i>Students' Views on the Strengths and Weaknesses of Real and Simulated Patients in Undergraduate Medical Education.</i></p> <p>Mrs. Lonneke Bokken  <i>Adolescent Simulated Patients: The Quality of their Role-playing, Feedback and Personal Impact.</i></p> <p>Dr George Bergus  <i>Trained Lay Observers can Reliably Assess Medical Students' Communication Skills During Clinical Encounters with Patients</i></p> <p>Dr George Bergus  <i>Using Trained Lay Observers and Faculty Physicians to Assess the Clinical Skills of Medical Students Working with Real Patients in an Out-patient Clinic</i></p> <p>Dr Christine Fairbank  <i>An Effective Method of Teaching Sensitive Examinations</i></p> <p>Dr Gavin Johnson  <i>The Acute Care Assessment Tool: Is it a Feasible and Effective Workplace-based Assessment of the Performance of a Physician in Training During the Acute Medical Take?</i></p>
	<b>Corryong 5</b>	<p><b>Assessment – OSCE</b>  <b>Chair: Clarke Hazlett</b></p> <p>Dr Andy Wearn  <i>Comparing the Marks Given by Untrained Models and Experienced Clinicians for Assessing Clinical Performance in an Undergraduate Clinical Exam</i></p> <p>Ms Elaine Halley  <i>The Relationship Between Formative and Summative Assessment for First and Second Year Medicine Objective Structured Clinical Examinations.</i></p> <p>Dr Marisa Cordella  <i>The Impact of Language on OSCE Performance: A Discourse Analysis Approach</i></p> <p>Dr Prathibha Varkey  <i>Validity Evidence for an Objective Structured Clinical Examination to Assess Competency in Quality Improvement</i></p> <p>Prof Sam Leinster  <i>A Variant of the OSCE as a Qualifying Examination</i></p> <p>Dr Huiju Carrie Chen  <i>Do Comprehensive Clinical Skills Assessments Add to Our Understanding of Student Competence</i></p>
	<b>Otway 2</b>	<p><b>Curriculum</b>  <b>Chair: Richard Hays</b></p> <p>Dr Wieslaw Oczkowski  <i>Studying Phineas Gage: Reinventing McMaster's PBL Curriculum in Pre-clerkship neurosciences</i></p> <p>Dr Stuart Marshall  <i>The Efficacy of a Comprehensive Educational Package on Drug Dosing, Prescribing and Administration in Final Year Medical Students</i></p> <p>Prof Howard Young  <i>The Balanced Scorecard: A PGMDE Commissioning and Benchmarking Tool</i></p> <p>Prof. Charlotte Ringsted  <i>The Value of Mandatory Seminars for the Most Junior Doctors</i></p> <p>Dr Kathryn Ogden  <i>The Evaluation of the Launceston Clinical School's Patient Partner Program: A Novel Clinical Teaching Program Using Real Consented Patients from the Community.</i></p>
1530–1600	<b>Exhibition Hall</b>	<b>Afternoon Tea</b>
1600–1730	<b>Symposia</b>	
	<b>John Batman Theatre</b>	Dr David Blackmore, Dr Deborah Danoff, Dr Ann Jobe & Mr. Robert Lee <i>Reshaping Standardized High-Stakes National Examinations at the Request of the Special Needs Examinee: Current Practices</i>
	<b>Bellarine 1</b>	Prof Debra Nestel, Roger Kneebone & Fernando Bello <i>Patient Focused Simulations and Learner-centred Feedback in Procedural and Operative Skills</i>
	<b>Bellarine 2</b>	Prof Sam Leinster, Ms Debra Kiegaldie, Mr Brendan Flanagan, Dr Barry Issenberg & Dr Ross Scalese <i>Clinical skills: Ensuring Graduates are Ready to Practice</i>
	<b>Bellarine 5</b>	Dr Ann Wylie, T. Holt, C. Hassed & N. Sulaiman <i>Internationalisation of Health Promotion Curricula Models</i>

1600–1730	<b>Workshops</b>	
	Otway 1	Dr Neil Johnson <i>Developing and Assessing Professionalism – The Intrinsic Goals Behind the Hidden Curriculum: A Workshop to Consider Approaches to Managing the Hidden Curriculum when Developing and Assessing Professionalism.</i>
	Howqua 1	Dr Jean Ker <i>Assessing Doctors in Difficulty in a Simulated Workplace Environment</i>
	Howqua 2	Prof David Prideaux, Jeremy Prideaux & Dr Iris Lindemann <i>Global Ratings Vs Checklists: An Analogy from Wine Tasting</i>
	Howqua 3	Prof LuAnn Wilkerson, Carl Stevens & Sally Krasne <i>Varying the PBL Experience Through Innovative Case Design</i>
	Howqua 4	Ms Brownell Anderson & John Norcini <i>Medical Education Databases</i>
	<b>Short Paper Presentations</b>	
	Bellarine 3	<b>Assessment – Competence</b> <b>Chair: Stephen Lew</b>
		Prof Tyrone Donnon <i>The Reliability and Validity of the Internal Medicine, General Surgery and Paediatric Rotation – Resident Evaluation Report Forms as an Assessment of the Seven CanMEDs Roles</i>
		Dr Elizabeth Owens <i>Covering all the Assessment Bases: Examining the Full Breadth of Speciality Training in UK Obstetrics &amp; Gynaecology</i>
		Dr Alison Jones <i>Life of the Programme – Life of the Assessments. An Evaluation of the Impact of Clinical Assessments at One Medical School.</i>
		Prof John Rees <i>Introduction of Incremental Clinical Examinations to Select Students for an End of Year OSCE</i>
		Dr Kimberly Swygert <i>Statistical Procedures for Assessing the Impact of Training Physician Patient Note Raters</i>
	Bellarine 4	<b>Work Readiness</b> <b>Chair: Debra Le Bhers</b>
		Dr Francine Lemire <i>Validation of a Communication Skills Audit Tool Using the College of Family Physicians of Canada Simulated Office Oral Examination</i>
		Prof Roger Barton <i>Colonoscopy Direct Observation of Procedural Skills (DOPS) Assessment Tool for Trained Endoscopists</i>
		Prof Debra Creedy <i>Competency in Clinical Practice – Leading a Path Forward</i>
		Dr Lesley Pugsley <i>Quantifying Quality: Assessing Masters Level dissertations in Medical Education</i>
		Miss Samane Ramezani-Givi <i>The Attitude of the Health care Professionals Towards Diabetes: As an Outcome of the Medical Schools Training for Clinical Practice in Iran</i>
	Corryong 1	<b>International</b> <b>Chair: Steve Trumble</b>
Prof Allyn Walsh <i>It's not Apples and Oranges: Adapting Global Standards in Quality Assurance to Postgraduate Family Medicine Education in Canada</i>		
Professor Ben Canny <i>Why do International Students Appear to do Less Well in Medical School?</i>		
Dr Joshua Jacobs <i>Assessing Multiple Aspects of an International Medical Student Elective</i>		
Assoc Prof Tarun Sen Gupta <i>Supporting Supervisors of Overseas Trained Doctors in Australia</i>		
Dr Eleanor Flynn <i>Using Structured Behavioural Interviewing to Recruit and Assist International Medical Graduates to Work in Australian Hospitals</i>		
Corryong 2	<b>Curriculum</b> <b>Chair: John Spencer</b>	
	Miss Seema Biswas <i>Changes in Undergraduate Pathology Teaching in the UK</i>	
	Prof Mohi Eldin Magzoub <i>Effective Block Coordination in PBL</i>	
	Ms Annaliese Van Diemen <i>The Nature and Practice of the Integrated Curriculum in the East Gippsland Regional Clinical School Year 4 Program</i>	
	Katie Duncan & Sally Corbett <i>Implementation of the Professional Practice Programme: A collaboration between a UK NHS Trust and Higher Education.</i>	
	Dr Francine Borduas <i>How to Support Self-Directed Learning in the Context of Mandatory Revalidation?</i>	
	Dr Olga Zolle <i>GP Workforce Planning</i>	

# Scientific Program **Friday 7 March** (continued)

1600–1730	<b>Corryong 3</b>	<b>Assessment–Training</b> <b>Chair: Chris Ricketts</b> David Parry & Winnie Wade <i>Use of an E-Portfolio to Deliver an Integrated Assessment System for Postgraduate–The Mersey Deanery and Royal College of Physicians Pilot Medical Education</i> Dr Anne Hastie <i>The Quality Assessment of Flexible Training for General Practice in the London Deanery</i> Prof Elisabeth Paice <i>Work-based Assessments and Satisfaction with Training in the UK</i> Prof Elisabeth Paice <i>Coping Beyond Competence and Experience–Is it Good for Trainees?</i> Gillian Webb <i>Improving the Reliability of Assessment of Clinical Exams</i> Dr Catherine Bevan <i>A Comparison of Formative and Summative Assessment in a Paediatric Undergraduate Programme</i>
	<b>Corryong 4</b>	<b>Clinical Skills</b> <b>Chair: Gillian Maudsley</b> Dr Claire Touchie <i>Determining Rater Halo Effect in a Structured Oral Examination</i> Assoc Prof John Shatzer <i>Healthcare Disparities and Patient Ethnicity: Can Interpersonal Skills Ratings from SP Exams Help Inform Us?</i> Dr Robyn Woodward-Kron <i>Developing a Multi-media Resource for Teaching Intercultural Clinical Communication</i> Dr Katharine Boursicot <i>Ten Years of Monitoring Test Security in Graduation Level OSCEs</i> Dr Mike Tweed <i>Uncertainty of Pass/fail Decisions is Undiminished by an Increase in Reliability Associated with Increasing Numbers of OSCE Stations.</i> Jim Parle <i>Associate Clinical Educators: The Need for Professional Standards</i>
	<b>Corryong 5</b>	<b>Feedback</b> <b>Chair: Steve Margolis</b> Dr Julian Archer <i>Multisource Feedback (MSF) Assessor Selection in High Stakes Assessment</i> Dr Peter Belfield <i>Multi-source or 360 Feedback and Consultant Working in the Largest UK Teaching Hospital</i> Dr Matthew Holtman <i>Developing a Research Agenda for Multisource Feedback to Assess Professional Behaviors</i> Prof Deborah Murdoch-Eaton <i>Improving Students' Understanding of Feedback</i>
	<b>Otway 2</b>	<b>Professionalism</b> <b>Chair: Michael Field</b> Prof Patricia Bellodi <i>The "Brilliant Mind of the Physician" and the "The Surgeon's Courage to Acting": Stereotypes and Medical Specialty Choice</i> Assoc Prof Phillippa Poole <i>Medical Workforce-born or Made? Using a Tracking Database to Explore the Effect of Curriculum Upon Career Intentions</i> Prof David Clarke <i>Reflective Practice Groups for Final Year Medical Students</i> Dr Kirsty Foster <i>Learning about Medical Professionalism–A Medical Student Doesn't Forget!</i>
1900–2400	<b>Room: Bellarine</b>	<b>Conference Dinner</b>

# Scientific Program Saturday 8 March

0800am	<b>Registration Open</b>	
0900–1000	<b>John Batman Theatre</b>	<b>The Life of the Programme Plenary Session</b> Professor Paul Hager <b>Chair: Ron Harden</b>
1000–1030	<b>Exhibition Hall</b>	<b>Morning Tea</b>
1030–1215	<b>Symposia</b>	
	<b>Bellarine 1</b>	Prof Dame Lesley Southgate, Clarke Hazlett, Robert Lee, Agata Bulter, John Norcini & David Swanson <i>Novel Assessments and Services for Medical Schools, Students and Professionals: A Perspective from Several Organizations</i>
	<b>Bellarine 5</b>	Dr Eliane Tomic, Miltom Martins, Patrícia Bellodi & Maria Eugenia Vanzolim <i>Strategies to Cope with New Trends in Medical Education in Brazil: Faculty of Medicine, University of São Paulo (FMUSP)</i>
	<b>Otway 2</b>	Dr Gustavo Duque & Jorge Ruiz <i>Electronic Portfolios in Medical Education: Are we there Yet?</i>
	<b>Workshops</b>	
	<b>Otway 1</b>	Dr Dason Evans & Jo Brown <i>Students Who Struggle Academically – Identifying the Reasons through the Educational Assessment Interview.</i>
	<b>Howqua 4</b>	Prof Ed Peile & Jack Dowie <i>Learning to Self-assess and Formatively Assess Clinical Judgement and Decision Making Processes</i>
	<b>Short Paper Presentations</b>	
	<b>Bellarine 2</b>	<b>Teaching &amp; Learning/Technology</b> <b>Chair: Terry Poulton</b> Michelle Sierpina & Victor Sierpina <i>The Group Peer Review Process of Web-Based Cases: Monitoring Quality and Recognizing Faculty Scholarship</i> Dr Susan Glover Takahashi <i>PGCorEd© An Innovative Learning and Evaluation Web Based E-Learning Program</i> Mr Narain Ramluchumun <i>ePET – A Toolkit for Medical Students or an Instrument for Staff Control?</i> Miss Emily Conradi <i>Innovations in Online PBL: A Virtual World Case Study</i> Mr Kenton Lewis <i>Tasteofmedicine.com: Developing Online Resources to Foster Educational Aspiration Within Disenfranchised Youth</i>
	<b>Bellarine 3</b>	<b>Team Work</b> <b>Chair: Eleanor Flynn</b> Ms Marilyn Bullen <i>Evaluating Learning Environments with PHEEM: Victorian Hospitals Focus on 'Working With Others'</i> Dr Wojciech Pawlina <i>First Didactic Block of the Revised Medical School Curriculum: Developing and Assessing Teamwork</i> Mark Lee <i>Experience with a Medical Education Research Group at the Mayo Clinic</i> Dr Erica Friedman <i>Teaching and Assessing Medical Students' Teamwork Skills.</i> Prof Rufus Clarke <i>Assessing the Professional as a Team Performer – the Macquarie Way</i> Mrs Lyn Gum <i>Acknowledging Role Delineation in Teamwork in Clinical Simulation of Obstetric Emergencies in a Rural Setting</i>

# Scientific Program **Saturday 8 March** (continued)

1030–1215	Bellarine 4	<p><b>Interprofessional</b> Chair: Deborah Murdoch-Eaton</p> <p>Dr Eva Segelov <i>Pilot Program of Interdisciplinary Learning on Clinical Placements Between Pharmacy and Medical Students</i></p> <p>Dianne Marshall <i>Improving Quality and Safety in Healthcare: An Interprofessional Learning Programme for Medical, Pharmacy and Nursing Undergraduates</i></p> <p>Mrs Zineb Miriam Nouns <i>Development of Knowledge in Basic Medical Sciences During Medical Training–Comparison of a Traditional and a Reformed Undergraduate Medical Curriculum at Charité–Universitaetsmedizin Berlin</i></p> <p>Dr Louise Young <i>Teamwork in the Health Professions: Do Interprofessional Skills need to be Taught?</i></p> <p>Ms Monica Moran <i>Building Interprofessional Teams for Assessing Authentic Interprofessional Learning Activities.</i></p>
	Corryong 1	<p><b>Teaching &amp; Learning</b> Chair: Louise Young</p> <p>Assoc Prof Michael Grimm <i>The Case Method Tutorial in Medical Education: A Powerful Tool for Integration of Learning in Biomedical, Social and Clinical Sciences</i></p> <p>Dr Kim Walker <i>The Effectiveness of a Package of Training Interventions on the Care of Critically ill Patients for Newly Graduated Doctors</i></p> <p>Mrs Winnie Wade <i>Feedback from Educational Supervisors and Trainees on the Implementation of Curricula and Assessment Systems within Core Medical Training</i></p> <p>Prof Judith Lathlean <i>Evaluating the Role of Aspiring Consultant Nurses in Emergency Care: Their Effectiveness as Educators</i></p>
	Corryong 2	<p><b>Professional Development</b> Chair: Tim Shaw</p> <p>Dr Merete Ipsen <i>3-hour Meetings; An Innovative Strategy to Assess the Departments' Effort to Improve Clinical Competence.</i></p> <p>Prof Susan Wagner <i>Effectiveness of a Faculty Development Program on Interprofessional Education (IPE): A Randomized Controlled Trial</i></p> <p>Dr Susan Loeff <i>The Analytic Mindset of Medical Education Leaders: How do they Perceive their Practice?</i></p> <p>Dr Andrew Block <i>A National Professional Development Program for Doctors</i></p> <p>Dr David Cook <i>Faculty Development for Problem-Based Learning</i></p> <p>Dr Tim Senior <i>Time for a CHAT: Improving Feedback to GP Registrars in Training Practices</i></p> <p>Dr Bente Malling <i>The Use of Multi-Source Feedback as a Developmental Instrument for Leaders in Postgraduate Medical Education</i></p>
	Corryong 3	<p><b>Curriculum</b> Chair: Tarun Sen Gupta</p> <p>Dr George Somers <i>A Theoretical Model for Community Based Medical Education for Undergraduate Clinical Training in the Generalist Disciplines.</i></p> <p>Dr Helen Moriarty <i>Evolution of EBM to CDM</i></p> <p>Prof Anne Gunderson <i>Teaching Medical Students the Art of Medical Error Full Disclosure: Evaluation of a New Curriculum</i></p> <p>Mary Lawson <i>What Makes for Success in Medical Education?–The Implementation of a National Medical Education Fieldwork Study</i></p> <p>Debra Le Bhers <i>Towards a National Accreditation Framework for Prevocational Medical Training in Australia</i></p> <p>Dr Joan Fraser <i>Piloting Clerkships at New Clinical Sites</i></p>

1030–1215	<b>Corryong 4</b>	<b>Work Readiness</b> <b>Chair: James Ware</b> Dr Peter Burrows <i>An Assessment for European Union GPs Wishing to Practise in London</i> Dr Bryan Burford <i>Patient Feedback to Junior Doctors: Factors Influencing Feedback Scores</i> Adrienne Newman <i>Intern Orientation that Works for Both Interns and the Hospital</i> Dr Jan Illing <i>How Prepared are Medical Graduates to Start Work? A Qualitative Study</i>
	<b>Corryong 5</b>	<b>Clinical Skills</b> <b>Chair: Ross Carne</b> Mr George Hanna <i>Integration of Skills Laboratory Training into Higher Skills Surgical Training Program; Outcome of Preliminary Scheme in North West London</i> Dr Audra Barclay <i>Peer-physical Examination as a Tool to Learning Patient Assessment: Do Demographics Affect Attitudes &amp; Does it Compare to Bedside Teaching?</i> Dr Anju Relan <i>Enhancing Clinical Competence with PDAs: An Innovative Curriculum in Preclinical Education</i> Ms Debra Kiegaldie <i>Nurses Teaching Medical Students: Pilot Study of a New Clinical Teaching Model for 3rd Year Undergraduate Medical Students.</i> Dr Lisa Caputo <i>Evaluation of a New Online Case Study Series Program in the School of Medicine and Pharmacology: Satisfaction and Student Outcomes</i> Dr Rachel Yudkowsky <i>Can New Residents Perform Basic Clinical Procedures?</i> Dr Gail Furman <i>Assessment for Life: What Traits Contribute to Making a Good SP?</i>
	<b>Howqua 2</b>	<b>Assessment–Competence</b> <b>Chair: Neil Spike</b> Dr Merrill Turpin <i>The Life of a Professional Practice Assessment</i> Ms. Deanna Williams <i>10 Years of Assessing Clinical Competence-What We Have Learned</i> Dr Martha Illige <i>Ten Years of Personalized Assessment and Individualized Remediation within a Residency</i> Assoc Prof Jennifer Weller <i>Evaluation of the Mini CEX in Specialist Training in Anaesthesia</i> Dr Kwang Chien Yee <i>Knowledge = Competency = Performance?</i> Dr Monica Lypson <i>Comparing the Competence of Underrepresented Minority Residents at Baseline: Outcomes of an Intern OSCE</i>
	<b>Howqua 3</b>	<b>Rural</b> <b>Chair: Louis Pilotto</b> Dr Andrew McKenzie <i>The Impact of Early Rural Placements on Student Acquisition of Clinical Skills and their Understanding of Rural Practice</i> Prof Tim Wilkinson <i>Structured Assessment using Multiple Patient Scenarios by Videoconference in Rural Settings</i> Dr Ray Moore <i>Rural Outreach Vocational Education</i> Prof Tyrone Donnon <i>Issues Related to Medical Students' Engagement in Extended Rural Placements: An Exploratory Factor Analysis of the Integrated Community Clerkship Questionnaire</i> Dr Warwick Bagg <i>The Northland Regional-Rural Medical Programme: A New Learning Initiative in New Zealand</i> A/Prof Tarun Sen Gupta <i>Rural Internships for medical students: a new model of clinical experience, education and workforce</i>
1215–1300	<b>Exhibition Hall</b>	<b>Lunch</b>
1300–1330	<b>John Batman Theatre</b>	<b>Conference Close</b>