

SATURDAY 24 FEBRUARY 2024

PRE-CONFERENCE WORKSHOPS

Please note that pre-conference workshops are only accessible by registered PCW attendees.

MORNING WORKSHOPS

Room	M203	M204	M207
PCW code	PC01	PC02	PC03
09:00	ESMEA Essential Skills in Medical Education - Assessment Katharine Boursicot, Sandra Kemp, Jennifer Williams, Brian Jolly	A Practical Introduction to Item Response Theory Stefan Schauber, Dario Cecilio Fernandes	Decision making in competency-based medical education: What information is needed for competency committees to make defensible decisions? Shelley Ross, Brent Kvern
12:30	End of Saturday Morning Pre-Conference Workshops		

MORNING WORKSHOPS

Room	M208	M209	M216
PCW code	PC04	PC05	PC06
09:00	Improving feedback conversations in clinical assessment through intellectual candour Margaret Bearman	(Re)Designing Test Blueprints using Entrustable Professional Activities Carlos Gomez-Garibello, Maryam Wagner	The Realities of Programmatic Assessment - tips and pitfalls for progression decision making Nidhi Garg, Tyler Clark, Lauren O'Mullane, Deborah O'Mara
12:30	End of Saturday Morning Pre-Conference Workshops		

AFTERNOON WORKSHOPS

Room	M203	M204	M207
PCW code	PC01	PC07	PC08
13:30	<i>...continued</i> ESMEA Essential Skills in Medical Education - Assessment Katharine Boursicot, Sandra Kemp, Jennifer Williams, Brian Jolly	Applying a Framework for Systems of Assessment Brownell Anderson, Anna Ryan	Applying the Rasch model for quality assurance and improvement in assessments of competency: techniques for exploring item quality, examiner behaviours and what feedback surveys are really telling you. Imogene Rothnie, Curtis Lee
17:00	End of Saturday Afternoon Pre-Conference Workshops		

AFTERNOON WORKSHOPS

Room	M208	M209	M216
PCW code	PC09	PC10	PC11
13:30	How to understand candidate behaviour patterns in computer-based testing using visualisation "ClickMaps" Gil Myers, Alison Sturrock, Chris Mcmanus	Using theory and evidence to design and implement programmatic assessment for competency-based medical education: Lessons learned from Canadian family medicine postgraduate training Shelley Ross, Brent Kvern	Workplace Based Assessment Outside of Patient Care and Medical Knowledge Laura Culver Edgar, Raghda Al Bualy, Eric Holmboe
17:00	End of Saturday Afternoon Pre-Conference Workshops		

SUNDAY 25 FEBRUARY 2024

PRE-CONFERENCE WORKSHOPS

Please note that pre-conference workshops are only accessible by registered PCW attendees.

MORNING WORKSHOPS

Room	M203	M204	M207	M208	M209
PCW code	PC01	PC12	PC13	PC15	PC16
09:00	<p style="text-align: center;">...continued</p> <p>ESMEA Essential Skills in Medical Education - Assessment</p> <p>Katharine Boursicot, Sandra Kemp, Jennifer Williams, Brian Jolly</p>	<p>Assessing Cultural Safety in Primary Care Consultations for First Nations People: A 3-Hour Pre-Conference Medical Education Workshop</p> <p>Kay Brumpton, Rebecca Evans, Tarun Sen Gupta</p>	<p>Behind Closed Doors: Making defensible high stakes progression decisions in competency-based health professions education</p> <p>James Kwan, Faith Chia, Wee Khoon Ng, Dong Haur Phua, Tracy Tan</p>	<p>Essential assessment workshops for faculty development in the era of diversity, equity, and inclusion (DEI)</p> <p>Ara Tekian</p>	<p>How to redesign assessment in health sciences education to include advancing modern technologies</p> <p>Peter De Jong, Lambert Schuwirth</p>
12:30	End of Sunday Morning Pre-Conference Workshops				

MORNING WORKSHOPS

Room	M210	M211	M212	M213	
PCW code	PC17	PC18	PC19	PC20	
09:00	<p>Maximising the Learning from Case-Based Discussions: Assessing Clinical decision-making and Identifying Biases</p> <p>Ruth Hew, David Mai, Victor Lee</p>	<p>Optimizing formative assessment on professionalism using feedback - coaching model</p> <p>Diantha Soemantri, Rita Mustika</p>	<p>OSCE and OSTE Stations to Address Racism and Other Biases - Planning and Implementation</p> <p>Elizabeth Kachur, Thanakorn (TJ) Jirasevijinda, Chaoyan Dong</p>	<p>The Case of the Quiet Learner - Does Being an Introvert Harm Your Clinical Assessments?</p> <p>Beth Bierer, Elizabeth Molloy, Brownell Anderson</p>	
12:30	End of Sunday Morning Pre-Conference Workshops				

AFTERNOON WORKSHOPS

Room	M203	M204	M207	M208	M209
PCW code	PC01	PC21	PC23	PC22	PC24
13:30	<p style="text-align: center;">...continued</p> <p>ESMEA Essential Skills in Medical Education - Assessment</p> <p>Katharine Boursicot, Sandra Kemp, Jennifer Williams, Brian Jolly</p>	<p>Assessing Assessment Authenticity: A holistic approach to reviewing and renewing the authenticity of assessments in a changing world with artificial intelligence</p> <p>Thao Vu, Paul White</p>	<p>Beyond Closed Doors: Maximising the educational impact of high stakes learner progression decisions by improving the individual and the institution</p> <p>James Kwan, Faith Chia, Wee Khoon Ng, Dong Haur Phua, Tracy Tan, Subha Ramani</p>	<p>Assessment for Inclusion in Health Professions Education</p> <p>Joanna Tai, Rola Ajjawi</p>	<p>Developing feedback literacy for assessment: how can we take collective action?</p> <p>Christy Noble, Matthew Sibbald, Elizabeth Molloy</p>
17:00	End of Sunday Afternoon Pre-Conference Workshops				

AFTERNOON WORKSHOPS

Room	M210	M211	M212	M213	M216
PCW code	PC25	PC26	PC27	PC28	PC29
13:30	<p>Employing Logic Models to Align Program Planning, Delivery, and Inclusive and Multisource Assessments with Short-and Long-Term Outcomes</p> <p>Kimberly Dahlman, Alana Newell, Neil Osheroff, Nancy Moreno</p>	<p>Learner Assessment in the Time of Artificial Intelligence: Friend or Foe?</p> <p>Maryam Wagner</p>	<p>Making sense of work-place based assessment</p> <p>Brian Jolly</p>	<p>Workshop on Multimodal Innovative Assessment Strategies for Bioethics Competencies in Medical and Health Professions Education</p> <p>Russell Dsouza, Mary Mathew, Princy Palatty, Joseph Thornton</p>	<p>Planning to mitigate the unintended and undesired consequences of programmatic assessment</p> <p>Anna Ryan, Mike Tweed, Glendon Tait, Suzanne Schut</p>
17:00	End of Sunday Afternoon Pre-Conference Workshops				

MONDAY 26 FEBRUARY 2024

CONFERENCE PROGRAM

Room	Plenary 1				
Session	Opening Ceremony & Welcome to Country				
08:30	Welcome to Country & Opening Ceremony				
09:00	KEYNOTE PRESENTATION Generative AI and assessment in health professional education – Moral panic, ethics, wisdom and technology, what wins out? Iain Martin				
10:00	Morning Tea Plenary 1	Morning Tea M203	Morning Tea M204	Morning Tea M205	Morning Tea M206
Room					
Session	Workplace-based Assessment and feedback	Delivering quality examinations	Feedback skills in assessment	Clinically focused assessment	Coaching and remediation
10:30	How to make workplace assessment work for learning Pim Teunissen	When exams go awry: A practical and theoretical introduction to using multiple imputation as a general tool for handling procedural irregularities and other problems in clinical exams, with examples from PACES, the clinical examination of MRCP(UK) Chris McManus	Making the most of opportunities for formative assessment of learners' communication skills in clinical practice Marcy Rosenbaum, Conor Gilligan, Miriam Grotowski	Examining OSCE in Non-Western Culture: An In-Depth Analysis from Saudi Medical Schools Khaled Almisnid	What's the plan for a Struggling Student? Strategies to Assess for Remediation Jean Klig, Adina Kalet, Calvin Chou, James Kwan
11:00				Assessing Simulation-Based Skill Training Program Educational Outcomes Using a Learning Management System. Sumathy M.K.	
11:30	The power of individualized feedback: Maximising the impact of feedback by understanding learners' motivations Joanne Alfieri, Carlos Gomez-Garibello, Maryam Wagner	Addressing and Reducing Bias in Assessment for Health Professions Education Eric Holmboe, Dowin Boatright	Enhancing the feedback literacy of both learners and assessors to better navigate feedback discussions in assessments of performance in clinical and professional practice. Melanie Fentoullis, Judy Kell, Megan Kalucy	Should I trust my senior resident to lead inpatient teaching rounds? Using an Entrustable Professional Activity (EPA) to balance learner autonomy and patient safety in clinical education. Mohammed Najjar	Developing coaches to support learners' longitudinal development Alison Ledger, Helen Wozniak, Nalini Pather, Asela Olupeliyawa
12:00				Entrustable Professional Activities in Optometry William Holmes	
12:30	Lunch Break Plenary 1	Lunch Break M203	Lunch Break M204	Lunch Break M205	Lunch Break M206
Room					
Session	Symposium A	Symposium B	Assessment across borders	Assessment across the continuum	Assessment across transitions
13:30	Revitalizing Programmatic Assessment in the Age of Artificial Intelligence Chris Roberts, 1430	Assessment of interprofessional education outcomes: What have we achieved and where might we head next? Margo Brewer, Gary Rogers, Sharon Brownie	A foundation in anatomy supported by pathology provides a strong basis for preparation for the USA medical licencing exam Step 1 Christian Gray	Self-regulated and self-directed aptitudes of learning and the assessment of continuing professional development Arash Arianpoor	The academic adjustment disorder- a way to understand the experience of failing medical finals Dominic Johnson
13:45			Early and persistent completion of multiple-choice questions predicts exam performance in USA medical licencing exam Step 1 Christian Gray		Health Systems Science: a critical but elusive domain of competency across the continuum Kimberly Lomis
14:00			Online assessment of clinical competency in overseas-qualified physiotherapists Brooke Flew	Making dental education fairer: exploring Differential Attainment in Undergraduate Dental Education. Jane Smith	Does learner education handover bias ratings, entrustment decisions and feedback over time? Timothy J. Wood
14:15			Formative assessment practice in international internships enhance development of employability skills Minna Lladó, Henriette Lorenzen		Variability in Learner Performance Using the ACGME Harmonized Milestones during the First Year of Postgraduate Training Yoon Soo Park

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CONFERENCE PROGRAM

Room	Plenary 1	M203	M204	M205	M206
Session	Symposium A	Symposium B	Assessment across borders	Assessment across the continuum	Assessment across transitions
14:30	<p>Student perspectives on the assessment of communication in health professions education</p> <p>Conor Gilligan, Marcy Rosenbaum, Elite Mok, Sarah Richardson, Rachel Tang, Nimrah Mujahid, Kevin Mao</p>	<p>Don't Miss Out! Catching up with Assessment Articles from non-English Journals and the Global South</p> <p>Elizabeth Kachur, Thanakorn (TJ) Jirasevijinda, Maryam Karbasi Motlagh, Rashmi Kusrkar, Gabrielle Leite Silveira, Richard Wu, Kevin Eva, Peter De Jong, Pat Lilley, Ronnie Harden</p>	<p>Navigating the Path: Challenges and Outcomes for International Medical Graduates Seeking Immigration to Canada or Australia</p> <p>Viren Naik, Julie Gustavs</p>	<p>Entrustment under duress: Trusting non-specialist physicians to provide safe anaesthesia care in poorly resourced low- and middle-income country (LMIC) workplaces</p> <p>Gareth Davies</p>	<p>Final Year Medical Students' self-reported goals towards Intern Preparedness</p> <p>Pieter Jansen</p>
14:45			<p>International medical students' experiences of an inclusive model of assessment for learning</p> <p>Helen Kelly</p>		<p>Eliminating the Black Box: What Postgraduate Training Program Directors Want in a Learner Handover</p> <p>Holly Caretta-Weyer</p>
15:00			<p>The Swedish system for testing international health professionals for licensure</p> <p>Jesper Dalum, Magnus Hultin</p>	<p>The fallacy of the predictive model for selection and assessment in medical education</p> <p>Deborah O'Mara</p>	
15:15			<p>Effect of remote online delivery on overseas qualified physiotherapist performance in high-stakes pre-registration assessments</p> <p>Maxine Te, Darren Lee</p>		
15:30	Afternoon Tea	Afternoon Tea	Afternoon Tea	Afternoon Tea	Afternoon Tea
Room	Plenary 1	M203	M204	M205	M206
Session	Symposia C	Symposium D	Assessing humanities, empathy and professionalism	Assessors and assessing	Assessment of work readiness
16:00	<p>Navigating the challenges and opportunities of competence assessment in curricula focused on foundational science integration</p> <p>Kimberly Dahlman, Neil Osheroff, Cathy Pettepher, Diann Eley</p>	<p>Time(s) to change: ushering the next era of assessment in medical education.</p> <p>Alina Smirnova, Stefanie Sebok-Syer, Holly Caretta-Weyer, Chris Feddock, Adina Kalet</p>	<p>Assessment of Health Humanities in Health Professions Education: principles and strategies</p> <p>Sandra Carr</p>	<p>Optimising the fairness of the medical undergraduate Objective Structured Clinical Examinations (OSCEs)</p> <p>Jillian Yeo</p>	<p>Evaluation of Student Perception of Preparedness for Practice in the MD course</p> <p>Caitlin Louey, Antonia Zeng</p>
16:15			<p>Fostering critical skills and professional attributes: Developing and using authentic interactive oral assessments in undergraduate education</p> <p>Karina Dancza, I-Ling Yeh</p>		<p>Preparing Tomorrows Physicians to Work IN the System</p> <p>Laura Culver Edgar</p>
16:30			<p>Moving beyond checklists: Assessment of professionalism in undergraduate medical education using reflective writings</p> <p>Peih-Ying Lu</p>	<p>The influence of supervisor feedback on Workplace-based Assessments to undergraduate medical students and its impact on professional identity in medicine.</p> <p>Elena Pascoe</p>	
16:45			<p>A survey of clinical empathy training and assessment at UK medical schools</p> <p>Rachel Winter, Andy Ward</p>		
Room	Plenary 1				
Session	KEYNOTE PRESENTATION				
17:00	<p>Exploring the complexity of communication skills and feedback (formative assessment) for healthcare learners</p> <p>Marcy Rosenbaum</p>				
18:00	<p>Welcome Reception held in the Courtyard 1800 - 1930</p>				

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Session	Opening Ceremony & Welcome to Country				
08:30	Welcome to Country & Opening Ceremony				
09:00	KEYNOTE PRESENTATION Generative AI and assessment in health professional education – Moral panic, ethics, wisdom and technology, what wins out? Iain Martin				
10:00	Morning Tea M207	Morning Tea M208	Morning Tea M209	Morning Tea M210	Morning Tea M211
Room					
Session	Supporting and engaging students	QA and data from exam performance	Authentic assessment	Competency-based assessment	Exam methods and risk management
10:30	Empathy in Medical Education: Neuroscientific Foundations, Pedagogical Strategies, and Advanced Assessment Techniques Namrata Chhabra, Elize Archer, Sarah Chhabra, Sahiba Kukreja, Chhavi Bhardwaj	Learning Analytics for Data-Driven Self-Assessment Hui Meng Er, Vishna Devi Nadarajah	Optimising Readiness for Safe Intern Practice (R. for S.I.P.): A consensus gathering exercise on the best preparation for assuring the transition of medical graduates into the clinical workforce. This will address acknowledged gaps in intended learning outcomes; assessment practices; and potentially inform standard setting methodologies. Peter Barton, Asela Olupeliyawa, Sandra Kemp	Conducting a successful integrated virtual osce (v-osce) Peter Tzakas, Aurthi Muthukumaran, Sharona Kanofsky	A risk management approach to assessment contingency planning for high-stakes assessments. A Curtis Lee, Katrina Dundas, Desley Ward
11:00					
11:30	Mental health, mitigation and undergraduate medical education Dominic Johnson	Improving the Improvement of Assessment: A Workshop on Quality Assurance Bunmi Malau-Aduli, Tim Wilkinson, Lambert Schuwirth, Vishna Devi Nadarajah, Richard Hays	Leveraging electronic health records and novel analytics for trainee assessment James Murphy, Brian Kwan, Maxwell Spadafore, Holly Caretta-Weyer, Michelle Daniel	Growing together: Developmental implementation of competency-based assessment and feedback processes Nicholas Yaghmour, James Kwan, Fremen Chou	Future Directions of High-Stakes Assessment Post-COVID: Navigating Challenges and Embracing Innovations Sean Gehring, Jon Dupre, Viren Naik, Paul Glover
12:00					
12:30	Lunch Break M207	Lunch Break M208	Lunch Break M209	Lunch Break M210	Lunch Break M211
Room					
Session	Assessment of Continuing Professional Development	Selection to health professional education	Assessment of communication skills	Assessment of Clinical Decision Making	Approaches to OSCE
13:30	Clinician Educators: Are You Assessing the Assessors? Laura Culver Edgar, Raghdah Al Bualy, Fremen Chihchen Chou, James Kwan	Validity evidence for a Situational Judgement Test as a measure of professionalism in selection processes for a post graduate vocational medical training program. Imogene Rothnie	Validity Evidence for communication skills assessment in health professions education: A systematic review Kent Hecker	An authentic, microanalytic method for assessing clinical reasoning in problem-based learning tutorials. Gerard Corrigan	OSCE toolkit resource - building a comprehensive online learning resource for students Louise Curley
13:45	All or nothing? Academic physicians' perspectives about evaluations and feedback seeking for professional growth Samantha Halman	Impact of the Admission Systems on Academic Performance, Students behaviours, and Student Perspectives in a Doctor of Medicine Program Chantacha Sitticharoon	Exploring the Impact of Combined Multimedia and Lecture-Based Teaching Methods on Students' Self-Efficacy and Proficiency in Providing Over-the-Counter Medication Counseling: An Explanatory Mixed-Methods Study Yen-Ming Huang	The influence of a digital clinical reasoning test on medical student learning behavior during clinical clerkships Larissa Ruczynski	Enhancing Formative OSCEs: Perceptions of Faculty Examiners, Year 3 Students, and Year 4 Near Peer Assessors Michael Poulton
14:00	The effect of Self-Directed Learning (SDL) on the National Licensing Examination Step 1 (NLE1) Score in Siriraj medical students. Khemmawit Siriwong, Thitipat Pattanaprateeb, Ramon Sawetratanasatien	Equity in Assessment Ye Tong	Collaborative development and evaluation of an OSCE station assessing the use of the SBAR tool in handover Andy Ward, Conor Gilligan	Representing Uncertainty in Visual Diagnosis using Item Response Models Martin Pusic	OSCE Quality Assurance Near and Far: a coordinated multi-site approach Bradley Williams
14:15	Using a novel screening tool (the "REJU score") to identify poorly performing physicians in Alberta, Canada Nicole Kain	An overview of the results from five years of the University Clinical Aptitude Test in Australia and New Zealand (UCAT_ANZ), showing test characteristics and trends in the data Annette Mercer	How aligned are the teaching, practice and assessment of clinical communication skills? Sari Dewi	Does process mapping, a form of microanalysis, provide insight into clinical reasoning during an authentic clinical assessment task? A pilot study. Amanda Edgar, Gerard Corrigan	Comparing pharmacy student performance in simulated Objective Structured Clinical Exam (OSCE) with work-integrated learning contexts Angelina Lim

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Room	M207	M208	M209	M210	M211
Session	<i>Assessment of Continuing Professional Development</i>	<i>Selection to health professional education</i>	<i>Assessment of communication skills</i>	<i>Assessment of Clinical Decision Making</i>	<i>Approaches to OSCE</i>
14:30	A Vietnamese Pilot Study to Optimize Assessment in Continuing Professional Development Program Vanessa Nguyen	From a normative to criterion-based approach to applying the MCAT scores to applicants to a graduate level medical program Phattrawan Pisuchpen	A peer evaluation approach to assessing communication skills of 2nd year Exercise Science/Physiology students Jessica Bellamy	Understanding Clinical Reasoning in Tablet-based Key Feature tablet-based MCQ Assessment during an undergraduate Family Medicine Curriculum in cooperation with the German State Examinations Board (IMPP) at Saarland University Johanna Klutmann, Fabian Dupont	From unstructured Viva to OSCER: Transforming the assessment of clinical competence in radiology training Gabriel Lau
14:45	Effectiveness of Logbook in Assessing Bioethics Competencies in Medical Students in the Continuum Russell Dsouza, Mary Mathew, Surapaneni Krishna Mohan	A comparison of test centre versus online UCAT selection exam results Annette Mercer	Virtual simulated patient in assessing communication skills for medical students: Exploring the experiences and perceptions of the students and examiners Siti Khadijah Adam	Standard Setting to Improve Critical Reasoning Assessment in Cardiovascular OSCE Station: A Vietnamese Pilot Study Vanessa Nguyen	Speech Pathology Students' and Examiners' Experiences of an Objective Structured Clinical Examination Assessing Graduate-Ready Competency. Margo Brewer
15:00	E-portfolio as a validated tool for assessment of bioethics education Mary Mathew, Russell Dsouza, Surapaneni Krishna Mohan	Seeking Alignment Within a Minefield of Mistrust: The Current Relationship Between Selection and Preparedness for Postgraduate Training Holly Caretta-Weyer	Standardized Oral Presentations - An Objective Synchronic Model for Formative Communication and Professionalism Assessment Mark Lee, Terry Hudgins	Reviving the viva in Osteopathy: design and implementation of a course-wide oral assessment mapped to diverse clinical domains. Douglas Wong, Breanna Wright	Beyond the oral interview. A new approach to competency-based assessment Claire Palermo
15:15	Self-Assessment of wise ethical decision making in healthcare Catherine Hale			Novel Curriculum and Assessment Methods to Enhance Social Determinants of Health-Informed Clinical Reasoning Abilities of Medical Students in the Pre-Clinical Phase Barbara Masi	
15:30 Room	Afternoon Tea M207	Afternoon Tea M208	Afternoon Tea M209	Afternoon Tea M210	Afternoon Tea M211
Session	<i>Remediation approaches</i>	<i>Pass/ Fail decisions</i>	<i>Artificial intelligence / Large language models</i>	<i>Workplace-based Assessment</i>	<i>Assessment for selection</i>
16:00	Identifying as an intensivist: The transition from failure to success in a high-stakes medical specialist exam Mary Pinder	Medical students' perspectives of multi-tiered and two-tiered grading systems Carl Parsons, Angie Nguyen, Caroline Joyce	Developing Entrustable Professional Activities for postgraduate training in Obstetrics and Gynaecology: Exploring the role of large language models Sumaiya Adam	Improving the effectiveness of workplace-based assessment for Australian pharmacy interns: An evaluation study Hayley Croft, Josephine Maundu	How do adjustments to admission criteria impact applications and predict performance in 1st and 2nd year Pharmacy? Debra Sibbald
16:15	Using oral online practical examination to remediate students in a clinical anatomy course: Unexpected benefits for group of sub-optimal performers. A qualitative study. Punnoose Kattil, Wojciech Pawlina	Exploring the impact of transitioning to a pass/fail grading system on medical student motivation: Insights from a longitudinal study. Caroline Joyce, Carl Parsons	Developing Single Best Answer questions for a new medical education programme: A framework for using a Large Language Model Louise Belfield	Exploring student engagement in the workplace: insights from analysis of large WBA datasets Asela Olupeliyawa, Helen Wozniak	On your marks! Evaluating the reliability of the revised online-Multiple-Mini-Interview for specialist Sport & Exercise Physician trainee selection - a three-year evaluation. Brett Vaughan
16:30	Drifting in practice: A framework to develop competence and remediate practice behaviours of pharmacy professionals. Pamela Timanson	Pass/Fail in Clinical Clerkships. Pros and Cons Debra Klamen, Molly Smith	Caveat Emptor! Impact of strategies addressing AI-generated response threats to high-stakes online admissions examinations. Debra Sibbald	Trusting entrustable professional activities and workplace-based assessments for senior medical students Stephen Tobin, Caroline Joyce, Carl Parsons, Margaret Schnitzler, Venessa Tsang, Nidhi Garg	
16:45	Tracking students with concerns after programmatic assessment progression decisions Tyler Clark	Mandatory attendance of practical classes and its effect on performance in higher education - a systematic scoping review Jessica Stander	Improvement of the predictive probability value reporting through machine learning approach: a case study Kenji Yamazaki	Competency based assessment in the training of provisionally registered pharmacists in Australia: barriers and enablers Josephine Maundu, Hayley Croft, Kirstie Galbraith, Steven Walker, Peter Halstead	
Room	Plenary 1				
Session	KEYNOTE PRESENTATION				
17:00	Exploring the complexity of communication skills and feedback (formative assessment) for healthcare learners Marcy Rosenbaum				
18:00	Welcome Reception held in the Courtyard 1800 - 1930				

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08:30	Welcome to Country & Opening Ceremony				
09:00	KEYNOTE PRESENTATION Generative AI and assessment in health professional education – Moral panic, ethics, wisdom and technology, what wins out? Iain Martin				
10:00	Morning Tea	Morning Tea	Morning Tea	Morning Tea	Morning Tea
Room	M212	M213	M214	M216	M217
Session	Assessing clinical reasoning and decision making	Transforming assessments and assessment resources	Assessing student research	Topics in quality assurance of assessments	Assessment of Interprofessional education
10:30	Identifying and Evaluating Rater Effects: A Primer with Examples from a Formative OSCE Designed to Assess Clinical Reasoning Thai Ong, Su Somay	Transforming Assessment using Systems Thinking Keith Wilson	International perspectives on assessing student research capabilities. Joanne Hart, Di Eley, Riitta Moller, Wendy Hu, Luke Finck, Christopher Williams	Economic analyses in health professions training and assessment. How to get started. Jonathan Foo, Jennifer Cleland, David A Cook, You You, Stephen Maloney	Integrating interprofessional education (IPE) and assessment strategies in health professional education Nalini Pather, Margo Brewer, Jo Bishop
11:00					
11:30	Supporting and assessing progression in clinical decision making Wendy Crebbin, Stephen Tobin	Make it work for your students – How to adapt formative assessment resources across international borders Tim Vincent, Bradley Williams, Nadia Mahmood, Chee Yeen Fung, Sam Brandsema, Lizzi Shires	Assessing student research capabilities, what, why and how? Joanne Hart, Di Eley, Patrick Hu, Stephanie Moore-Lotridge, Riitta Moller	Utilising the Context, Input, Process, Product (CIPP) model for evaluating health professions programs Sarah Meiklejohn, Fiona Kent, Arunaz Kumar	Title: Assessment of Interprofessional Education: challenges, processes and tools Jan Illing, Hamde Nazar
12:00					
12:30	Lunch Break	Lunch Break	Lunch Break		
Room	M212	M213	M214		
Session	Assessing Clinical Reasoning and decision making	Programmatic Assessment approaches	Equity, diversity and inclusion		
13:30		Validity Evidence for Programmatic Assessment of Competence in the Australian Orthopaedic Training Program Bryan Ashman	Diversity representation in written exam questions: An audit from three countries Brahm Marjadi, Neville Chiavaroli		
13:45	Advancing Assessment of Clinical Reasoning: Leveraging Evidence Centered Design for Developing a Theoretical Framework and Building Assessments Su Somay, Christopher Feddock, Thai Ong	Student professionalisation: Assessing student professionalism using a programmatic approach. Delyse Leadbeatter	Reducing Demographic Differences of an SJT, Casper, with Typed and Video Responses Kelly Dore		
14:00		Evolution of core professional activities to support programmatic assessment in dietetics Claire Palermo	Creating a supportive policy for students with a disability taking a national knowledge exam Clare Owen		
14:15		Reforming radiopharmaceutical science training through a programmatic approach to assessment Kristy Osborne	Reducing the attainment gap: evaluating the impact of the Royal College of Psychiatrists Clinical Assessment of Skills and Competencies (CASC) examination masterclasses Mumtaz Patel		
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MONDAY 26 FEBRUARY 2024

CONFERENCE PROGRAM

Room	M212	M213	M214
Session		Programmatic Assessment approaches	Equity, diversity and inclusion
14:30		When is programmatic assessment not programmatic assessment? Shelley Ross	Keys to thriving in the same assessment system: Comparing the preclinical performance of students from science and non-science backgrounds in a graduate entry medical program Sira Vachatanont
14:45		Introducing a Programmatic Approach to Assessment in the Bachelor of Oral Health Curriculum. Claire McNally	It's about more than end point assessment: a realist exploration of differential attainment in health professions education Gabrielle Finn
15:00		The role of Programmatic assessment as a predictive tool to inform early identification and support students in difficulty. David Rojas	Interactions between physician recruitment scores and MRCP exam performance: the impact of sex, ethnicity, age and Primary Medical Qualification (PMQ) David Black
15:15			
15:30	Afternoon Tea	Afternoon Tea	Afternoon Tea
Room	M212	M213	M214
Session	Culture, cultural safety and patients	Collaborative learning and practice	Quality assurance, integration and alignment
16:00	Assessment of intercultural sensitivity types of healthcare students - A person-oriented approach Lilla Lucza, Márta Csabai	Impact of Peer Assisted Learning (PAL) on the Students' Academic Performance Yu Sui Chen	Unraveling the Synergy between Content, Pedagogy, and Assessment (CAP) to Capture the Holistic Essence of Integration Varna Taranikanti, Anamika Sengupta, Bei Zhang
16:15	Exploring the hierarchical culture of medicine in residency education: where do we draw the line? Anyta Pinasthika	Assessing for collaborative practice - how far have we come? Sarah Meiklejohn	A Roadmap to Monitor the Outcomes of a new Program: the Tasmanian Medicine Program's Evaluation and Quality Improvement Framework Anthea Dallas
16:30	"I didn't even know where to start": New-in-practice specialists' perspectives on Health Advocacy Jacqueline Cochrane	Assessing Behavioral Skills of Medical Students in Small-Group and Team-Based Learning: A Comprehensive Approach Namrata Chhabra	Examining linkages between the North American Veterinary Licensure Exam and the Veterinary Educational Assessment Kent Hecker
16:45	The OSCE: Standardised Patients dehumanized to be part of a "lesser human herd." Jinelle Ramlackhansingh	Zoom Team Debates - An Original & Engaging Assessment Format Hayden Frizzell	
Room	Plenary 1		
Session	KEYNOTE PRESENTATION		
17:00	Exploring the complexity of communication skills and feedback (formative assessment) for healthcare learners Marcy Rosenbaum		
18:00	Welcome Reception held in the Courtyard 1800 - 1930		

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MONDAY 26 FEBRUARY 2024

DIGITAL POSTER PROGRAM

Please note that all ePoster presentations will take place in the Exhibition Hall

Time	Section 1	Section 2
10:30	Technology and AI in assessment	Assessment of reflection and feedback from assessment
10:30	ChatGPT versus InstructGPT - which is the superior dermatologist? Comparing artificial intelligence language models used in Dermatology specialty certificate exam questions. Meiqi May Liou	From Reflection to Action: Leveraging Clinical Event Debriefing for Formative Assessments and Quality Improvement in Emergency Departments Guat Keng Yvonne Goh
10:35	ChatGPT in dental education: Dental students' perception of generative AI systems in assessment Michelle Mun	Self Reflection: A Key for Promoting Continuous Professional Development in Pediatric Residents. Thanatorn Puthiganon
10:40	Artificial Intelligence Improved Clinical Skills Assessment in Medical Students. Piyaporn Sirijanchune	Reflective Portfolio to promote critical thinking in the school of medicine at the university of pretoria Yvette Hlophe
10:45	Evaluating Vignette-style MCQs generated via Large Language Models (LLMs) Syed Latifi	"They didn't tell us what they wanted"--feedback on reflection assignments. Jinelle Ramlackhansingh
10:50	Impact of Transitioning to a Microlearning Online Format from Pre-Recorded Video Lectures: A 2-year Comparative Study Chaya Prasad, Fanglong Dong	Understanding the Educational Experience: Student Learner Types, Motivation, Engagement and Success Kath Hoare
10:55	Enhancing Toward Optimum MCQ-Based Assessment: Integrating Medical Educator and Large Language Model (LLM) - Quantitative Preliminary Data Investigation and Analysis Rungroj Angwatcharapakan	Mock OSCE relieves anxiety and improves medical students' confidence related to summative OSCE Tipaporn Thongmak
11:00	Technology-enhanced assessment and self-directed learning: a post-pandemic global perspective. Catherine Johnson	Gender Disparities and the Limitations of Traditional Feedback Mechanisms in Virtual Deanery-Led Medical Education Simon Fleming
11:05	Additional ePoster discussion time	Leveraging Checklists for Formative Assessment in A Large Cohort Dissection Classes: A Near-Peer Teaching Approach Mandy Liu
11:10		Additional ePoster discussion time
	Section 1	Section 2
11:30	Assessment of clinical skills and attributes	Assessment in entry-level health professional education
11:30	Clinical skills support for suboptimal performance in final year students. Seng Khee Gan, Rashmi Watson	Medical students' learning strategies: converting an entire curriculum into a series of flashcards Anna Vnuk

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	Section 1	Section 2
	Assessment of clinical skills and attributes	Assessment in entry-level health professional education
11:35	Bingo! Improving Confidence and Competence in Non-Technical Skill Identification Toby Jackman	Medical students' learning outcomes and processes in a longitudinal patient care program: A mixed-methods study Yaw-Wen Chang
11:40	Effective use of team-based learning to facilitate clinical reasoning in Exercise Physiology students Jessica Bellamy	Feedback on Key Feature MCQ Questions: Emotions Triggered by Providing Just-in-time (Formative and Summative) Feedback during a Tablet-based MCQ - Exam in Undergraduate Family Medicine at Saarland University, Germany Johanna Klutmann, Fabian Dupont
11:45	Running the APEX across 2 countries and 3 sites - the process and challenges Weeming Lau, Kyi Kyi Tha, Sean Atkinson, Priyia Pusparajah	An escape room experience for 3rd year medical students, focusing on ophthalmology, dermatology and ENT specialities Grace Keegan
11:50	Designing authentic assessments to meet professional accreditation standards for Exercise Physiology students Jessica Bellamy	Comparing the Effectiveness of PowerPoint and Prezi as Learning Media in Medical Education Sira Vachaitanont
11:55	Can Peer Tutoring Be An Effective Teaching And Learning Modality? Chaya Prasad	Learning behaviours and academic performance of the first-year medical students based on course- learning outcomes and the non-grading evaluation Issarawan Keadkraichaiwat
12:00		First-year medical students' perceptions on early exposure to Evidence based Medicine: a qualitative study Saranya Prathaithep
12:05	<i>Additional ePoster discussion time</i>	Embedding authentic practice into scaffolded assessment for Nutrition & Dietetics students Janna Lutze
12:10		<i>Additional ePoster discussion time</i>
12:30	Lunch Break	Lunch Break
	Section 1	Section 2
13:30	Assessment of Professionalism and Communication	Examiner, theoretical and organisational issues in assessment
13:30	Emotions in Bystander Intervention Simulation: Dealing with a Harassing Senior Resident while Placing a Central Line Byunghoon Ahn	Evaluating the Concerns of the Implementer: Using Stages of Concern during Implementation of a New Medical School Curriculum to Inform Continuous Quality Improvement Peter Boedeker
13:35	Evaluating the impact of an empathy-focused curriculum at Leicester Medical School: A mixed-methods study Rachel Winter, Andy Ward	Insights generated by using principles of assessment to investigate an integrated medical imaging curriculum Megan Anakin

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	Section 1	Section 2
13:30	Assessment of Professionalism and Communication	Examiner, theoretical and organisational issues in assessment
13:40	Racial factors associated with competency-based assessment ratings in professionalism for graduating resident physicians training in internal medicine Jung G Kim	Multiple Source of Raters for Media Production Assessment about RDU concepts among Preclinical Medical Students: A Generalizability Theory Approach Anupong Kantiwong
13:45	Interprofessional activity to enhance medical students' empathy. Kanokrot Kovjiriyapan	Assessment outcomes of clinical teaching competency and its association with professional fulfilment in Thai clinician teachers Arunee Tipwong
13:50	A faculty development perspective to designing guidance for assessing professional conduct Megan Anakin	Linking Personal Growth, Citizenship Responsibility, and Social Interaction: Competence of Reflections on University Social Responsibility (USR) Curriculum Cheng Yi Huang
13:55	Authentic Interdisciplinary Peer Feedback to Enhance Effective Workplace Communication Melanie Fentoullis, Megan Kalucy	Three years of virtual internal medicine teaching; are there lessons we can learn? Chris Harlow
14:00	Assessing Communication for oral health behaviour change through reflective practice: A case study Claire Mustchin	Reflecting on five years of a retrospective ePortfolio assessment task Jillian Clarke
14:05	<i>Additional ePoster discussion time</i>	Periodic assessments in clinical competence among healthcare providers in nursing homes via in situ simulation based drills : A literature review Dorai Raj D Appadorai
14:10	<i>Additional ePoster discussion time</i>	Faculty development to assess and enhance sociocultural awareness of healthcare professionals in the clinical setting: Scenarios developed from foreign patient cases Ruri Ashida
	Section 1	Section 2
14:30	Assessment for postgraduate, surgical education and CPD	Workplace matters and programmatic approaches
14:30	Successful implementation of a complex competency based physician postgraduate curriculum on an international basis. David Black	An unintended consequence of programmatic assessment, decreasing stereotype threat among minoritized individuals. Debra Klamen

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14:35	Building competence of health care providers using Sim Capture platform- Evidence from Simulation in Pediatrics and Neonatology team (SPAN-T) trainings in India Ruchi Sharma	Developing a Competency-Based Assessment Model for Service Learning in Saudi Medical Education Mohammed A. Alqarni, Mohammed Alzamzami
14:40	Training Need Assessment of the Post Graduate Trainees in Bangladesh to achieve Research and Clinical Skill Abul Bashar Md. Jamal	Lessons Learned from Forming a Competency Committee Peter Tzakas, Aurthi Muthukumaran
14:45	Factors that impact burnout and psychological wellbeing in Australian postgraduate medical trainees: a systematic review Belinda Balhatchet	The experience of workplace-based assessments in transition to practice for final year medical students Louisa Ng
14:50	The Paterson programme curriculum and plan: leadership and management for doctors in training using group-based mentoring and coaching Daniel Anderson	Failure to fail - it's not just a frame of reference issue Thun How Ong
14:55	Authentic assessment of healthcare professionals' perceived preparedness to practice genomic medicine following a professional development course. Dhanushi Abeygunawardena, Bronwyn Terrill	A pragmatic approach to introducing WBA to a naive fellowship Robert Bryce
15:00	Continuous Professional Development: a successful course providing informed, individualized support and advising for medical students Marika Wrzosek, Kathleen Beckmann	Using quality indicators and private insurance claims to monitor diabetes management by recent residency graduates Sean Hogan
15:05	Identifying Barriers to and Perceptions of Educational Effort as a Pathway to Promotion Among Clinician Educators Orhue Odaro	How culture affects medical students' responses to feedback Muirne Spooner
15:10	<i>Additional ePoster discussion time</i>	<i>Additional ePoster discussion time</i>
15:30	Afternoon Tea	Afternoon Tea

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Please note that all ePoster presentations will take place in the Exhibition Hall

	Section 1	Section 2
	Assessment in postgraduate and surgical training	Competency and performance-based assessments
16:00	Performance of radiology trainees on a quiz after completion of orientation lecture series. Phua Hwee Tang	Assessment-Driven Advising: A synthesis of multiple data points to inform career advising in the required clerkship (clinical) year of undergraduate medical education Marika Wrzosek, Kathleen Beckmann
16:05	Conducting an Emergency Medicine Postgraduate Oral Examination Virtually During the COVID-19 Pandemic : Our Experience in Singapore Shieh Mei Lai	Medical Students' Perception of a Newly Implemented Objective Structured Clinical Examination (OSCE) in Orthopedic Surgery and Trauma: A Mixed-Method Study Hany Atwa
16:10	Findings from 3389 responses of the Postgraduate Hospital Educational Environment Measure (PHEEM) questionnaire Sune K N Laugesen	Development, Implementation, and Evaluation of an Integrated Multidisciplinary Objective Structured Clinical Examination (OSCE) in Primary Health Care Settings within Limited Resources Hany Atwa
16:15	Interns' Self-Assessment of Clinical Skills and Upskills Needs Chestsada Tonusin	Transitioning to Online Workplace Based Assessments - Adelaide Rural Clinical School eForms (ARCS eForms) Dayle Soong
16:20	Development of a postgraduate study course in immune modulation: Results of the IMCert (Immune Modulation Certificate for postgraduate students acquired by blended learning) piloting, self-assessed competencies pre post, written assessment and research proposal assessment. Sandy Kujumdshiev	Is the porridge fed safely? Applying Miller's Pyramid Model in workplace-based assessment of healthcare assistants (HCAs) in performing supervised feeding for patients with dysphagia Chang How Choo
16:25	Surgical supervisor and trainee perceptions of the effectiveness of wellbeing programs in Australian hospitals Belinda Balhatchet	Using Assessment of Special Clinical Encounter (ASCE) to assess medical student's skill in clinical internal medicine. Sarintip Thongsiv, Piyaporn Sirijanchune
16:30	Colonoscopy Competency Learning Curves in Surgical Trainees: Time to up-the-ante. Robert Sedlack	Organisational approach to EPA implementation using a novel 5-phase journey over 1 year in a Singaporean postGraduate Medical Education (GME) Office Andrew Ong

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Please note that all ePoster presentations will take place in the Exhibition Hall

	Section 1	Section 2
	<i>Assessment in postgraduate and surgical training</i>	<i>Competency and performance-based assessments</i>
16:35	The Validation of the Fundamentals of Laparoscopic Surgery: A Process that Led to the Development of an EPA-Based Framework for Curriculum and Assessment Maryam Wagner	Entrustable Professional Activity Aligned Evidence-Based Medicine Practice Assessment System. Sreedhar Radhika, Linda Chang
16:40	Simulation-based mastery learning to teach healthcare professionals clinical procedural skills; A scoping review Michelle Schlipalius	Repeated Clinical Performance Examination for Evaluating Progress of Medical Students' Clinical Skills Young-Min Kim
16:45	Additional ePoster discussion time	Transitioning to an integrated anatomy and physiology, and physical examination course: Cognitive integration and assessment performance of undergraduate nursing students Jeanette Ignacio, Tanushri Roy
16:50		Additional ePoster discussion time
17:00		
18:00	Welcome Reception held in the Courtyard 18:00 - 19:00	

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CONFERENCE PROGRAM

Room	Plenary 1			
Session	Day 2 Opening			
08:45	Introduction & day briefing Hosts: Brett Vaughan & Caroline Wright			
09:00	Ian Hart Award and Richard Hays CS - Plenary Hosts: Brett Vaughan & Caroline Wright			
09:30	KEYNOTE PRESENTATION Miriam Friedman Ben-David Plenary session Assessment reform in a time of disruptive technological changes Lambert Schuwirth			
10:30 Room	Morning Tea Plenary 1	Morning Tea M203	Morning Tea M204	Morning Tea M207
11:00		Developing and using test data	Assessment of communication	High quality WBAs
11:00		The Item Writer's Workbench: An AI supported tool for developing draft MCQ items Terry Judd, Lachlan Mcomish, Simone Elliott, Anna Ryan	Assessing Communication Skills: Frameworks, Validity, and Integration Dominique Piquette, Briseida Mema, Anne Kawamura	Pathway to Clinical Proficiency: Role of Workplace-Based Assessments Balakrishnan (Kichu) Nair, Aditee Parab, Mulavana (Usha) Parvathy, Bunmi Malau-Aduli
11:30				
12:00		Using and interpreting item analysis data for written examinations Neville Chiavaroli, Clare Ozolins	Filling the gaps: development of a consensus statement on the assessment of communication skills in health professions education Conor Gilligan, Claudia Kiessling, Tim Wilkinson, Marcy Rosenbaum, Desiree Joosten-ten Brinke	Direct observation, rater cognition, feedback/learning conversations and growth mindset Subha Ramani, Balakrishnan Nair, James Kwan
12:30				
13:00 Room	Plenary 1	Lunch Break M203	Lunch Break M204	Lunch Break M207
Session	Predicting student outcomes	Virtual, dispersed and disrupted OSCEs	Portfolio-based Assessment	Theoretical and regulatory matters
14:00	Predictive Validity of Multiple Mini Interviews: A Multi-Site, Multi-cohort Study Ben Kumwenda	Development of a Virtual Performance Examination (OSCE) for Pharmacist Certification - a Pilot Study Salma Satchu, Karen Fung	E-Portfolio Assessment: Promising Tool for Health Professions Education Graduate Degree Program (HPEGDP) Evaluation Toni Ungaretti	Assessing for Capability, Not Just Competence Anne Kawamura, Briseida Mema, Dominique Piquette
14:15	Predicting Multi-Dimensional Performance in Postgraduate Medical Education with Situational Judgment Tests Aimee Gardner	Changes to Objective Structured Clinical Examinations (OSCE) at Australian medical schools in response to the COVID-19 pandemic Clare Heal	Using e-portfolio tasks to identify threshold concept acquisition in dentistry Edward Waters	Singapore's Accreditation Council for Graduate Medical Education-International (ACGME-I) Otorhinolaryngology Residency Programme: Otolaryngology Training Exam (OTE) Scores as a Predictor of Performance at the Otolaryngology Final Exit MCQ (Multiple-Choice-Question) Examinations Clarisse Chu

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Room	Plenary 1	M203	M204	M207
Session	<i>Predicting student outcomes</i>	<i>Virtual, dispersed and disrupted OSCEs</i>	<i>Portfolio-based Assessment</i>	<i>Theoretical and regulatory matters</i>
14:30	Can a standardized graduate admissions test predict dental students' academic performance? Shanika Nanayakkara	A literature review about feasibility, performance and satisfaction of a virtual OSCE Slavko Rogan	Quality control of an e-Portfolio data contents: is everything connected? Bernard Cerutti	Evaluative Strategies with a Socioformative Approach for the Development of Competencies Haydeé Parra Acosta
14:45	Predictive Validity of an SJT, Casper, with Both Typed and Video Responses Kelly Dore	All things being equal? Impact of examiner differences on students' outcomes in a multi-centre graduation-level OSCE Peter Yeates	A portfolio-based workplace learning plan to assess a pre-registrant (intern) pharmacists' advancing competencies Carmen Abeyaratne	The new Evaluation Plan for Competence By Design (CBD): Understanding CBD value in the Canadian context. David Rojas
15:00	Evaluation of the effectivity of the selection method in predicting students' performance during medical training Umatul Khoiriyah	Value of OSCE assessments in a post-COVID & AI world Pavla Simerska Taylor	Implementing Portfolios-Based Clinical Assessment in Pharmacy Undergraduate Education: A Comprehensive Approach to Evaluating Competence Rebecca Roubin	Clinical and professional skills assessments in UK undergraduate medical education - learning from the introduction of the Medical Licensing Assessment Richard Filby-Aziz
15:15	Picking and Choosing: Does the admission and selection process predict performance in physician assistant school? Peter Tzakas		Reaching Fellows Near and Far: Embedding a Teaching Portfolio within a Medical Education Intercalated Degree Programme Fiona Muir	
15:30	Afternoon Tea	Afternoon Tea	Afternoon Tea	Afternoon Tea
Room	Plenary 1	M203	M204	M207
Session	<i>Symposium E</i>	<i>Symposium F</i>	<i>Progress testing</i>	<i>Impact of assessment on candidates</i>
16:00	Death of the OSCE? Implications of replacing formal examinations of clinical and communication skills with Workplace Based Assessment Katharine Boursicot, Eric Holmboe, Sandra Kemp, Jennifer Williams, Riitta Möller	Driving Change in Systems of Work-Based Assessment across Australasian Medical Schools. Rashmi Watson, Bunmi Malau-Aduli, Karen D'Souza, Paul Fullerton, Katie Wynne	Progressing Progress Testing: Initial results of Progress Testing implementation at the RCSI University of Medicine & Health Sciences Richard Arnett	How Academic Outcomes and Stress Affect Medical Student Satisfaction: A Multi-Factorial Analysis Peeradon Dutsadeevattakul, Darin Tangsittitum
16:15			Content Adaptive Progress Testing (CAPT): Advancements in Personalised Longitudinal Assessment for Medical Students Gergo Pinter	Identification of burnout among physician educators and trainees completing their final year of basic physician training and the associated contributory and protective factors identified in relation to their written and clinical high stakes assessments - a multi-methods study. Anne Powell

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Room	Plenary 1	M203	M204	M207
Session	Symposium E	Symposium F	Progress testing	Impact of assessment on candidates
16:30	<i>continued...</i> Death of the OSCE? Implications of replacing formal examinations of clinical and communication skills with Workplace Based Assessment	<i>continued...</i> Driving Change in Systems of Work-Based Assessment across Australasian Medical Schools.	Beyond Measuring Knowledge in a Progress Test: The Case of the Canadian Association of General Surgery (CAGS) Exam Carlos Gomez-Garibello	EXPLORING MEDICAL students' experiences of assessment in a renewed medical curriculum Elize Archer
16:45			An Exploration of Medical Students' Approach to Progress Test Preparation Andy Wearn	
Room	Plenary 1			
17:00	KEYNOTE PRESENTATION			
17:00	Agency and assessment Suzanne Schut			

19:30	Conference Dinner at Melbourne Room 1 (MCEC) 19:30 - 22:30
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Room	Plenary 1			
Session	Day 2 Opening			
08:45	Introduction & day briefing Hosts: Brett Vaughan & Caroline Wright			
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10:30 Room	Morning Tea M208	Morning Tea M209	Morning Tea M210	Morning Tea M211
11:00	Inclusivity and fairness in assessments	EPAs for effective assessment	Programmatic assessment approaches	Enhancing and developing WBAs using PA and online approaches
11:00	"Life's Not Fair" - But Exams Can Be! Approaches To Fairness and Legal Considerations in Test Appeals and Accommodations Viren Naik	Troika: Consult and be consulted—on your most pressing CBME or EPA-related questions Machelle Linsenmeyer	Evaluating Implementation of Programmatic Innovations in Health Professions Education: Start with People First Nancy Moreno, Peter Boedeker, Nadia Ismail	Context specific decision making using assessment moderation and evaluation Lambert Schuwirth, Dujeepa Samarasekera, Jillian Yeo, Lee Shuh Shing
11:30				
12:00	Achieving Inclusive Excellence: A Practical Framework for Assessing Advancement in Equity, Diversity and Inclusivity Lyn Sonnenberg, Constance Leblanc	EPAs in the new world of Australian prevocational training. Katrina Anderson, Brendan Crotty, Georga Cooke	From Theory to Practice: Implementing Programmatic Assessment Michelle Daniel, Stuart Lane, Chris Roberts, James Murphy, Holly Caretta-Weyer, Eric Holmboe	A load of CWAP (clinical workplace assessment practice) - developing best future-focused practice Silas Taylor, Karen Scott, Eeva Pyörälä, Jennifer Hallam, Richard Cooke, Colin Lumsden
12:30				
13:00 Room	Lunch Break M208	Lunch Break M209	Lunch Break M210	Lunch Break M211
Session	EPAs: Practical and application aspects	Standard setting and validity	Assessment in entry level health professional education (primary / undergraduate)	Development of remote online assessment
14:00	Show me the way! Using EPAs in entry-level health professional education programs to create competency roadmaps for students. Prashant Jhala	"Which way were you leaning?" The impact of two borderline categories in borderline regression standard setting Jacob Pearce	Mandatory attendance at practical classes - pedagogy or paternalism? Karen Donald	Assessment for Fellowship of the Australian College of Rural and Remote Medicine - A model for a remotely delivered assessment program. James Fraser
14:15	Developing a common entrustment scale for undergraduate health professional education. Prashant Jhala	Supporting marker judgement and validity with levels-based marking schemes Neville Chiavaroli, Jacob Pearce	Evaluating Quality in a random sample of Narrative assessments assigned to medical students in the Pre-Clerkship Matthew Sibbald, Tom Alexander, Haroon Yousuf, Adrian Alexander	The European Examination in Core Cardiology (EECC) has achieved improved quality outcomes with reduced costs as a result of its transition to on-line delivery with remote proctoring in 2020. Chris Plummer

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Room	M208	M209	M210	M211
Session	EPAs: Practical and application aspects	Standard setting and validity	Assessment in entry level health professional education (primary / undergraduate)	Development of remote online assessment
14:30	Making use of entrustable professional activities with learning analytics for final-year medical students Stephen Tobin	A new continuous method for conjunctive Conditions in setting OSCE cut scores Marina Sawdon, John Mclachlan	Restructuring the surgery viva voce exam for improved assessor standardisation and overall reliability and validity Nara Jones	Remote assessment of clinical skills: An investigation of candidates' performance in the MRCP(UK) Part 2 Clinical Examination (Practical Assessment of Clinical Examination Skills - PACES) under COVID restrictions Gerrard Phillips, Chris McManus, Liliana Chis
14:45	Evaluation of an EPA-Aligned Patient Discharge Curriculum: Evidence from Three Years with Patient Encounters Sreedhar Radhika	Virtual Standard Setting: Strategies and Considerations Karen Fung	Organizational change process toward educational data dashboards and its utilization for curriculum innovations Heeyoung Han	Sink or Swim: developing an agile, competency based assessment in response to the pandemic. Gary Butler, Rebecca Lock, Adareeka Jayasinghe
15:00	Entrustment based discussion as an assessment tool in individualized learning plans for PGY-1 trainees Tzu-Hung Liu	Angoff: A consensus on standard, or a reflection of group norms? Daniel Zahra	Tracking self-monitoring of medical students as insightfulness, safety and efficiency using certainty in assessment responses Mike Tweed	Innovation during adversity: applying past lessons on clinical examination delivery to improve future practice A Curtis Lee
15:15	Development of Entrustable Professional Activities for an Aggression Prevention Protocol Tess Maguire			
15:30	Afternoon Tea	Afternoon Tea	Afternoon Tea	Afternoon Tea
Room	M208	M209	M210	M211
Session	Stakeholder engagement	Artificial intelligence	EPAs: Theoretical aspects	Workplace-based Assessments
16:00	A Vertically-Integrated Therapeutics and Prescribing Skills Curriculum Informed by Design Thinking and Realist Evaluation for Final Year Medical Students Kellie Charles	Use of Generative AI in Open Book Progress Tests Carmel Tepper	Social constructivist learning design principles in post-professional clinical skill assessments: embedding a Shared Decision Making (SDM) entrustable professional activity (EPA) Sonya Moore	The use, effectiveness and impact of workplace-based assessments (WBAs) on teaching, supervision and feedback across surgical specialities Vs Singaram
16:15	Partnering with practitioners in assessment design: Using pedagogical content knowledge and practice expertise to create assessments for advanced radiation therapy practice programs Caroline Wright	Developing a response framework that accepts AI's influence in medical education assessment Libby Newton	When is entrustment achieved in a pre-registrant pharmacist training program? Natalie Protuder	The Ottawa Resident Observation Form for Nurses (O-RON): Does it work in different specialities? Hedva Chiu

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Room	M208	M209	M210	M211
Session	<i>Stakeholder engagement</i>	<i>Artificial intelligence</i>	<i>EPAs: Theoretical aspects</i>	<i>Workplace-based Assessments</i>
16:30	Competency based assessment of physical examination - A simulated patient perspective Arunaz Kumar	Examining the Threat of ChatGPT to the Validity of Short Answer Assessments in an Undergraduate Medical Program Matthew Sibbald	Left Behind: How integrated are the CanMEDS intrinsic Roles into EPA's? Sofia Valanci Aroesty	Examining Resident Quality of Care Performance Variation in Primary Care through U.S. National Publicly Reported Measures Jung G Kim
16:45	Students co-creating clinical assessment cases with educators and how the co-creation experience affected them: An auto-ethnography study Thao Vu	Threat or opportunity? Addressing the role of artificial intelligence in health professions education Lisa Purdy, Shirley Schipper, Shelley Ross	Using Kotter's 8-Step Change Model to develop an Entrustable Professional Activity (EPA) framework Clare McNally	
Room	Plenary 1			
17:00	KEYNOTE PRESENTATION			
17:00	KEYNOTE Agency and assessment Suzanne Schut			
19:30	Conference Dinner at Melbourne Room 1 (MCEC) 19:30 - 22:30			

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Room	Plenary 1			
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08:45	Introduction & day briefing Hosts: Brett Vaughan & Caroline Wright			
09:00	Ian Hart Award and Richard Hays CS - Plenary Hosts: Brett Vaughan & Caroline Wright			
09:30	KEYNOTE PRESENTATION Miriam Friedman Ben-David Plenary session Assessment reform in a time of disruptive technological changes Lambert Schuwirth			
10:30	Morning Tea	Morning Tea	Morning Tea	Morning Tea
Room	M212	M213	M216	M217
11:00	Best practice OSCE	Assessment choices	Clinical assessment and access	Quality Assessment Design
11:00	Socio-materiality as a lens to review Objective Structured Clinical Examination (in person or online) and other similar clinical assessments Arunaz Kumar, Mahbub Sarkar, Peter Barton	More than just Assessment: How to make better assessments and make them work for everyone Daniel Zahra, Gergo Pinter, Louise Belfield	Gender-sensitive Attitudes and experiences within an Australian University Health Faculty Marlene De Bruin	Evidence to analyse and evaluate your system of assessment Sandra Kemp, Katharine Boursicot
11:30			What factors influence opinions on medical students' professional behaviours? Paul McGurgan	
12:00		Risk vs Reward: What delivery modality should be used for delivering high-stakes certification examinations? Maxim Morin, Viren Naik, Sean Gehring, Jon Dupre, Paul Glover	An investigation into the effectiveness of Self-Regulated Learning Enhanced Feedback (SRL-EF) on medical students' clinical reasoning development when using virtual patients Robert Jay	Using Evidence-Centered Design to Develop Assessments in the Health Professions Su Somay, Christopher Feddock, Thai Ong
12:30			Features Associated with Effective Communication Skills Teaching and Assessments in Universities Across the Globe Rachel Tang, Ashley Siau, Sarah Richardson, Nimrah Mujahid	
13:00	Lunch Break	Lunch Break	Lunch Break	Lunch Break
Room	M212	M213	M216	M217
Session	Virtual tools for assessment and learning	Data management and analytical approaches	Organisational approaches to assessment	Stakeholder engagement
14:00	Technological innovations in online pocu education: Assessing competency through virtual tools Malka Stromer	Pairwise Scaling: Widening the bottleneck of exam content development Joanna Mcfarlane, Marcus Edwards	A contribution analysis of preparedness for practice within the Monash Doctor of Medicine (MD) program. Simone Roberts	Building a partnership to embody cultural safety in dental education and assessment Aisha Mansfield, Claire Mustchin
14:15	Exploring "testwiseness" and its impact on attainment using clickstream data: does technique matter? Vikki O'Neill	Developing a multisource programmatic assessment dashboard: A design thinking approach Zheng-Wei Lee, Olivia Ng		Leveraging AI to Enhance Education Efficacy: The Imperative for Aligning Curriculum, Instruction, and Assessment Paul Edelblut

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Room	M212	M213	M216	M217
Session	<i>Virtual tools for assessment and learning</i>	<i>Data management and analytical approaches</i>	<i>Organisational approaches to assessment</i>	<i>Stakeholder engagement</i>
14:30	Simulation Training for Bronchoscopy Using Virtual Reality: Trainees' Perception of Scores and Impact on Practice Briseida Mema, Dominique Piquette	A case example of learning analytics data for program evaluation: Identifying gaps in teaching about gender differences in chest pain Zoe Brody	A philosophy of assessment for OT education in South Africa Michelle Hannington	Understanding assessor behaviour: a Health Behaviour Theory model of factors influencing assessment practice in Southern contexts Danica Sims
14:45	Intersecting Technology and Evidence-Based Education for Assessment During Resident Didactic Sessions Stephanie Moore-Lotridge	Academic Promotion in College of Medicine - Decision Making Model by Equal-Z method Pin-Hsiang Huang		The student as an assessor and not just an object of assessment Ronald Harden
15:00	Building effective virtual learning platforms at the time of pandemics in clinical settings Manasik Hassan, Ahmed Alhammadi, Eman Al Maslamani, Magda Yousef	Assessment of assessment: Application of double marking, rubric and moderation for marking medical student research project reports. Rajneesh Kaur	Exploring Approaches to Assessment Renewal in Health Professional Education David Kok	Simplifying complexity through student engagement in assessment resource design Sue Garner
15:15		Comparing the use of modified Angoff and Cohen methods in standard setting of high-stakes graduating examination in the MD program: a 5-year study Siu Hong Wan		A co-design approach to enhance workplace-based assessment practices Helen Wozniak, Justine Gibson
15:30	Afternoon Tea	Afternoon Tea		
Room	M212	M213	M216	M217
Session	<i>Assessment in entry level health professional education (primary / undergraduate)</i>	<i>Formative assessment approaches</i>	<i>Technology and psychometrics</i>	<i>Reflection in and on assessment</i>
16:00	An analysis of the Ethiopian national licensing exam in medicine: A mixed-methods study Stefan Schaubert	Do formative e-learning assessments in UK final year medical students predict performance in summative assessments? Katie Wardle, Emma Kelley, Victoria Cowling, Sarah Bennett	Video-Based Benchmarking: An intervention to increase OSCE examiner alignment Rebecca Jane Edwards	Psychological safety: a critical reflection tool for leaders in healthcare Jennifer Weller
16:15	Supporting "healing connections": evaluation of a co-designed training program for Victorian foster carers Van Nguyen	Exploring Implementation of Formative Assessment: A Scoping Review Abdulaziz Allothman		"Assessment Mixology:" Is assessing reflective practice an art or a science? Or is it both? Vicki Jones, Sharmyn Turner, Nathan Ryckman

Session key	ePoster
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TUESDAY 27 FEBRUARY 2024

CONFERENCE PROGRAM

Room	M212	M213	M216	M217
Session		<i>Formative assessment approaches</i>		<i>Reflection in and on assessment</i>
16:30		Medical students as educators: a training program for formative, peer assessment of clinical skills. Sahar Mohammed, Moune Jabre		In verse reflection: structured creative writing exercises to promote reflective learning in medical students David McLean
16:45				
Room	Plenary 1			
17:00	KEYNOTE PRESENTATION			
17:00	KEYNOTE Agency and assessment Suzanne Schut			
19:30	Conference Dinner at Melbourne Room 1 (MCEC) 19:30 - 22:30			

Session key	
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TUESDAY 27 FEBRUARY 2024

DIGITAL POSTER PROGRAM

Please note that all ePoster presentations will take place in the Exhibition Hall

Time	Section 1	Section 2
11:00	Simulated, clinical and virtual environments for assessment	Test development and analysis strategies and COVID responses
11:00	Assessment of using an online game to improve plain radiograph interpretation skill in 4th year medical students Sapawan Seesuwan	Evaluation of multiple-choice question exam analysis of preclinical subjects Varanya Srisomsak
11:05	Diagnostic Assessment of Emergency Obstetrics and Gynecology Simulations for the Internships Pornpimon Nittiwatthanawit	From Zoom to In-Person: Exploring the Challenges and Opportunities of Post-COVID-19 Medical Education in Thailand Darin Tangsittitum, Peeradon Dutsadeevattakul
11:10	Incorporating telemedicine into a flipped virtual classroom on pediatric COVID-19 care improves educational outcomes. Aungsumalin Sukthongsa, Penprapa Siripaopradist	A Practical Approach to a Realistic Problem: Rapid Blueprinting a Progress Test for Veterinary Medicine in North America Kent Hecker
11:15	Simulation situation as a tool for promoting attitude in medical student to improve their history taking and physical examination skill Pongthorn Jantataeme	Additional ePoster discussion time
11:20	Assessment of the Effectiveness of In-situ Simulation for Crisis Management in the Psychiatric Ward Chao Yen Huang	
11:25	Small-group tutorial versus low-fidelity simulation in the delivery of emergency assessment teaching to medical students Ali Manji	
11:30	Essential for clinical reasoning and patient safety: the accuracy of clinical records. a swedish example Nikolaos Christidis, Maria Christidis	
11:35	The OSCE supporting a hidden curriculum of academic misconduct. Jinelle Ramlackhansingh	
11:40		
12:00	Section 1 Technology and transitions in assessment	
12:00	Effectiveness of a hospital nursing orientation programme for new nurses in a public hospital Eugene Teoh	
12:05	Efficacy of a Residency Bootcamp: a Pilot Study Chaya Prasad	
12:10	Analysis of approaches and methods of assessment of general medicine students in order to provide a model for assessment Hossein Karimi Moonaghi	
12:15	'Are we the guinea pigs?': Investigating students' perceptions and experiences in selecting a new Regional Medical Program. Sonia Saluja	
12:20	Localisation of UCAT for selection of Australian and New Zealand medical/dental school candidates Edward Li	

TUESDAY 27 FEBRUARY 2024

DIGITAL POSTER PROGRAM

Please note that all ePoster presentations will take place in the Exhibition Hall

Section 1	
Technology and transitions in assessment	
12:25	Creating an effective governance system for a national exam Clare Owen
12:30	A framework and assessment models for medical education in the era of generative AI and ChatGPT Kwang Chien Yee
12:35	Virtual education and assessment by competencies in medical students Haydeé Parra Acosta
12:40	
12:45	Additional ePoster discussion time
12:50	
13:00	Lunch Break
Section 1	
Selection and other transitions between levels and settings of education	
14:00	Predictive validity of SJT and MMI scores for success in medical study and association with desirable personal characteristics Elina Ng
14:05	Multiple Mini Interviews (MMI) as a selection tool in physician training programs- a scoping review Nicola Claudius
14:10	Hitting the Bullseye to prepare medical students becoming junior doctors Munaib Chowdhury
14:15	Remote administration of large-scale high-stake multiple mini-interviews for medical school admission: Overcoming logistical and managerial challenges. Sira Vachatanont
14:20	The Ottawa Resident Observation Form for Nurses (O-RON): Does it work in different specialties? Hedva Chiu
14:25	Developing a practically applicable evaluation framework for the Capstone project of a Postgraduate Health Informatics Course Suriyaarachchige Silva
14:40	

TUESDAY 27 FEBRUARY 2024

DIGITAL POSTER PROGRAM

Please note that all ePoster presentations will take place in the Exhibition Hall

Section 1	
16:00	Test development and analysis strategies
16:00	Designing a quality OSCE: What needs to be considered? Khaled Almisnid
16:05	Optimizing Examination Rigor: The Taiwan Association of Family Medicine's Systematic Approach to Specialist Examination Enhancement and Quality Improvement Chi-Wei Lin
16:10	When is an attempt not an attempt? Establishing what constitutes a valid attempt in assessment Clare Owen
16:15	Exploring Grading Systems in Undergraduate Medical Programs from Global to Local Perspectives. Sarunyapong Atchariyapakorn
16:20	Standard setters' challenge in defining criteria and its impact on the cut-score Jillian Yeo
16:25	Incorporating negative marking into a standard-setting process for programme-wide progress testing Richard Arnett
16:30	<i>Additional ePoster discussion time</i>
16:40	

WEDNESDAY 28 FEBRUARY 2024

CONFERENCE PROGRAM

Room	Plenary 1				
Session	Day 3 Opening				
08:30	Introduction & day briefing Hosts: Brett Vaughan & Caroline Wright				
09:00	KEYNOTE PRESENTATION Strength-Based Assessment Since Time Immemorial Courtney Ryder and Kath Martin				
Room	Plenary 1	M203	M204	M205	M206
Session	Symposium G	Symposium H	Technical matters in OSCEs	Feedback in and on assessment	Assessment tools and instruments
10:00	The challenges of contemporary cheating Alison Sturrock, Chris McManus, Gil Myers, Eliot Rees	"Double think or brave new world": can programmatic assessment and certifying examinations exist in the same educational reality? Cross walking paradigms and practicalities of clinical competence certification to transform assessment practices Tim Wilkinson, Mike Tweed, Rola Ajjawi, Walter Tavares, Jacob Pearce	Do stations get easier over time? Investigating longitudinal change in station difficulty Matt Homer	Cognitive and emotional influences on written feedback provision: an exploratory study Nadia Greviana	Bundling of experience, expertise and engagement to master challenges in assessments together Konstantin Brass
10:15			How can I enhance equivalence in my OSCE? Opportunities and challenges of new innovations to support or equate for examiner variability. Peter Yeates	Evaluating assessor feedback with a new WBA format using EPA ratings. Rashmi Watson	How to craft a relevant Readiness Assurance Test for Team-Based Learning? Luan Au
10:30			The OSCE panopticon Jinelle Ramlackhansingh	Using Competency-Based Feedback to Coach Professional Development in Early Medical Students Neil Osheroff	The use of simulation and reflection as summative assessment tools to evaluate student outcomes following interprofessional education activities: A systematic review Alla El-Awaisi
10:45			Assessing a dynamic method of setting the conjunctive standard for a major licensing osce Richard Hankins	An exploration of focus of feedback in one postgraduate medical education program using "levels of feedback focus" from Hattie and Timperley's feedback model Shelley Ross	The impact of the frequency and weight of summative assessments on student performance in TBL. Sandra Ramos
11:00	Morning Tea Plenary 1	Morning Tea M203	Morning Tea M204	Morning Tea M205	Morning Tea M206
Room	Plenary 1	M203	M204	M205	M206
Session	Symposium I	Symposium J	Technical matters in OSCEs	Feedback in and on assessment	Assessment tools and instruments
11:30	Remote exam delivery: A tale of Beauty and the Beast Liz Farmer, Amanda Barnard, Maxim Morin	The Future of High-Stakes Certification Exams for Medical Licensure in a Global Health Human Resource Crisis Viren Naik, David Prideaux	Is reading time in OSCEs just for reading? Pavla Simerska Taylor	Developing students' evaluative judgments through promoting assessor and student feedback dialogues Kwang Cham	Establishing a Consensus-Based Framework for Assessing Pharmacist Preceptor Competencies in Higher Education Andrew Bartlett
11:45			An Alternative Approach to OSCE-style Standard Setting Eugene Wong	Taking risks, shopping around and beating the system. a multi-site study of diverse undergraduates' feedback-seeking behaviours: a mixed methods study. Muirne Spooner	The VOTIS 2.0: Development and pilot trial of a revised video-reflexive assessment tool to foster interprofessional skill development in clinical and simulation contexts Emma Bartle
12:00			The use of structured clinical assessments in the evaluation of competency in psychology training programs: Utility and Psychometric quality assessment Kylie Rice	Self-regulatory learning theory as a lens on how undergraduate and postgraduate learners respond to feedback: A BEME scoping review Muirne Spooner	"Introducing the 'Marking Algorithm': Enhancing Evaluation Consistency, Efficiency, and Transparency in Modern Academia" Amanda Wilson
12:15			Productive feedback conversations: How does a simulation-based pedagogy influence medical student feedback literacy? Carolyn Cracknell	Development of a rubric for educators to self-assess online teaching effectiveness in health professions education Chaoyan Dong	
12:30	Lunch Break				
Room	Plenary 1				
Session	KEYNOTE PRESENTATION				
13:30	Assessment in health professional education: Unveiling successes, confronting challenges, and paving the way forward Kevin Eva				
14:30	Closing Ceremony				

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WEDNESDAY 28 FEBRUARY 2024

CONFERENCE PROGRAM

Room	Plenary 1				
Session	Day 3 Opening				
08:30	Introduction & day briefing Hosts: Brett Vaughan & Caroline Wright				
09:00	KEYNOTE PRESENTATION Strength-Based Assessment Since Time Immemorial Courtney Ryder and Kath Martin				
Room	M207	M208	M209	M210	M211
Session	Self-assessment and direction	Artificial intelligence	EPAs	Perceptions of assessment, teams and equality in assessment	Assessment of clinical skills
10:00	On-site summative assessment to on-line formative assessment: performance, self-assessed performance, and perception of medical students Bernard Cerutti	AI-Enhanced Health Education: Shaping Future-Ready Professionals for Complex Public Health Challenges Kellie Charles	Entrustable professional activities (EPAs) for regulation of a new profession in the UK Thomas Gale, Richard Hankins	A survey investigating health professions students' experiences with case-based assessment - iSAP (Integrating Science And Practice) Caroline Wright	Core Competency Capstone for DOs (C3DO) Assessment: Assuring that Doctors Can Demonstrate Fundamental Osteopathic Clinical Skills Richard Labaere, John Boulet
10:15	The challenges of using an ePortfolio to support self-authorship and self-regulated learning in health professional education Jessica Lees	Unveiling the Enigma: Exploring ChatGPT's Reliability on USMLE Step 1 Ankita Vayalappalli	Evaluation of the use of Entrustable Professional Activities as a novel assessment framework with competency assessment tools in undergraduate physiotherapy clinical practice education in Singapore. Rahizan Zainulidin	Predictors of high performing family physician clinics in Alberta, Canada: a prospective cohort study. Nicole Kain	Using Test-Enhanced Learning to Teach Point-of-Care Ultrasound Meghan McConnell
10:30	Assessment for learning: using peer-peer student role play and self-reflection for telehealth skill development Kristie Matthews	The Role of Artificial Intelligence and Machine Learning for High-Stakes Certification Exams Maxim Morin		Eliminating inequality in medical education: Bringing research into practice Mumtaz Patel	Redesigning Clinical skills assessments: Can assessment events and learning opportunities be interchangeable Megan Anakin
10:45		Employing Artificial Intelligence to Enhance Longitudinal Learning: An Assessment of Clinical Reasoning Processes Marcos Rojas			
11:00	Morning Tea M207	Morning Tea M208	Morning Tea M209	Morning Tea M210	Morning Tea M211
Session	Academic integrity and fairness	Artificial intelligence	OSCE logistics and variants	Workplace-based Assessments	Assessment of clinical skills
11:30	New technology and an old problem: Detecting and dealing with potential collusion in a large-scale assessment Richard Arnett	Learning, Teaching, and Assessment with Generative AI: Exploring the Potential for Medical Education Syed Latifi	360-degree feedback on the organisational approach to a novel open-plan Objective Structured Clinical Examination (OSCE) in a large Australian medical school. Ashlee Forster, Belinda Swyny	Conducting Workplace-Based Assessment In Undergraduate Training: What We Have Learned From Failures? Luan Au	Constructively aligned video assessment of real-world clinical encounters in post-professional physiotherapy and podiatry Sonya Moore
11:45	Our journey to a fairer assessment. Deborah Collier	Exploring the impact of ChatGPT Integration on Medical MCQ Item Writing: Findings from the First Phase of a Three-Part Study Nora Al-Shawee	An authentic, reliable OSLER with a conjunctive approach Marina Sawdon	Combating the compliance mindset: Examining WBA workflows to cultivate a growth mindset Imogene Rothnie	Evaluation of the Prescribing Skills Assessment implementation, performance and medical student experience in Australia and New Zealand: results from 6440 students from 2017-2019. Paul Charles
12:00	Exam security: should we fight a losing battle? Kim Ashwin	Using ChatGPT for Validating and Refining Surveys Elizabeth Kachur	We are moving on from the OSCE, here's why: Evaluation of a competency-based assessment of physical examination skills. Julia Harrison	Final year medical students' experiences undertaking workplace-based assessments in the hospital setting Chak Man Jane Li	EYE-ECG2: Increasing medical students' ECG interpretation skills via eyetracking and cued retrospective reporting Markus Berndt
12:15	Developing an ePortfolio: striking a balance between promoting engagement and discouraging cheating Alison Sturrock		The Utility of the Australian College of Rural and Remote Medicine's Structured Assessment of Multiple Patient Scenarios (StAMPS) Assessment - A remotely delivered, blend of OSCE and Viva Voca Assessment. James Fraser	A novel approach to workplace-based assessment and progress monitoring Karen Smart, Kelly Hennessy	Impact of candidate characteristics on performance in the MRCP(UK) Part 2 Clinical Examination (Practical Assessment of Clinical Examination Skills) Gerrard Phillips
12:30	Lunch Break				
Room	Plenary 1				
Session	KEYNOTE PRESENTATION				
13:30	Assessment in health professional education: Unveiling successes, confronting challenges, and paving the way forward Kevin Eva				
14:30	Closing Ceremony				

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WEDNESDAY 28 FEBRUARY 2024

CONFERENCE PROGRAM

Room	Plenary 1					
Session	Day 3 Opening					
08:30	Introduction & day briefing Hosts: Brett Vaughan & Caroline Wright					
09:00	KEYNOTE PRESENTATION Strength-Based Assessment Since Time Immemorial Courtney Ryder and Kath Martin					
Room	M212	M213	M214	M215	M216	
Session	<i>Programmatic assessment and integrative approaches</i>	<i>Assessment in Postgraduate / Post-registration training</i>	<i>MCQs</i>	<i>Assessment using simulation</i>	<i>Online assessment</i>	
10:00	Summative Entrustment Decision-Making and Programmatic Assessment in a Competency-Based System: Identifying Pitfalls, Opportunities, and Best Practices via Contribution Analysis Holly Caretta-Weyer	Asia Pacific Consortium of Veterinary Epidemiology (APCOVE): evaluation of online training Annette Burgess	The effect of item writing flaws on student performance in MCQ-based assessments Daniel Nguyen	Assessing the impact of interruptions on pharmacy student performance in simulated clinical scenarios Daniel Malone	"Transforming Medical Education: Leveraging Technology for Enhanced Assessment of Undergraduate Medical Students - A Pilot Study" Yogesh S	
10:15	An evaluation of programmatic assessment using contribution analysis Claire Palermo	Using learning analytics to examine long-term stability of a competency-based assessment framework in one postgraduate medical education program Shelley Ross	Evidence of multiple-choice questions in health profession education settings - A systematic review of literature Slavko Rogan	Assessment of graduates' preparedness for complex clinical decision making Thomas Gale	Pushing the boundary of technology: A model for using blockchain for micro-credentialing and assessments in medical education Kwang Chien Yee	
10:30	Interweaving liberal arts pedagogical features to design a programmatic assessment Jinlong Gao	Evolution of Assessment Practices in Australian Postgraduate Health Professional Education Qualifications 2018-2023 David Kok	Effect of Removal of a Guessing Penalty on Medical Student MCQ Performance Quang Ngo		Fighting Fire with Fire: Leveraging Technology to Enhance the Security of High Stakes Examinations Mahmoud Suleiman	
10:45	Unravelling Integrative Assessment in Health Professions Education: A Quest for Clarity and Effective Implementation Lizemari Hugo-Van Dyk				Technology driven real time performance capture and assessment of medical students for mastery learning of procedural skills in a low resource setting Mahalakshmi Venkatesan Natrajan	
11:00	Morning Tea	Morning Tea	Morning Tea	Morning Tea	Morning Tea	Morning Tea
Room	M212	M213	M214	M215	M216	M217
Session	<i>Assessment of professionalism</i>	<i>Assessment in Postgraduate / Post-registration training</i>	<i>Written / online knowledge-based assessment topics</i>	<i>Item generation and COVID strategies</i>	<i>Telemedicine and health records in assessment</i>	<i>Organisational and governance approaches</i>
11:30	The Schweitzer Effect: the fundamental relationship between experience and medical students' opinions on professional behaviours Paul McGurgan	What Works, For Who, and In What Context: Initial Realist Evaluation of the Implementation of Competency-Based Assessment in Emergency Medicine in the United States Holly Caretta-Weyer	The Predictive Power of Short Answer Questions in Undergraduate Medical Education Progress Difficulty Keyna Bracken	In-house exam stem generator to assist with test item creation Korakrit Imwattana	A country-wide needs assessment for interdisciplinary professional development in FHIR: a case study Louise Shaw	Transforming assessment: A faculty approach Claire Palermo
11:45	A Phenomenological Exploration of Empathy Evolution in Medical Students Namrata Chhabra	Observing the arc of progression: Exploring supervisor and resident perceptions of continuity of supervision and assessment Ann Lee	Using online quizzes to evaluate the knowledge outcomes in Medical Microbiology Korakrit Imwattana	Embedding Automated Item Generation in Dentistry Licensure Testing: The Item Developer's Journey Veronica Vele	Assessing learning goals for a new curriculum on telemedicine Sasa Sopka	Who and what is shaping our assessment practice? A scoping review of assessment practice in Occupational Therapy education Michelle Hannington
12:00	Approaches to assessment and remediation of professionalism in Australian and New Zealand medical schools Conor Gilligan	A better method for assessment of Specialist Medical International Graduates (SIMGs)? Graeme Campbell	Script Concordance Test - Does it have a role in Structured Resuscitation Training Programs? Jane Stanford	Surviving and thriving: Learning from the Covid-19 national derogations to assessment in the UK Gabrielle Finn	The Successful Deployment of a Novel Strategy for Automated Trainee Procedure Logging using Electronic Health Record Data Brian Kwan	The assessment PROFILE: A tool to support decisions about assessment Ronald Harden
12:15	The Situational Judgment Test (SJT) as an educational tool for professionalism development: outcomes and perceptions in first year medical students Lauren O'Mullane			Learning the practical component of medicine and online education: How did total virtuality impact the strategies and conceptions of clinical teachers to teach and assess the learning of their clinical courses currently? Denisse Zuniga		
12:30	Lunch Break					
Room	Plenary 1					
Session	KEYNOTE PRESENTATION					
13:30	Assessment in health professional education: Unveiling successes, confronting challenges, and paving the way forward Kevin Eva					
14:30	Closing Ceremony					

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WEDNESDAY 28 FEBRUARY 2024

DIGITAL POSTER PROGRAM

Please note that all ePoster presentations will take place in the Exhibition Hall

Time	Section 1
10:00	Assessment in entry level health professional education
10:00	Assessment of the effectiveness of online learning during the COVID-19 pandemic in diagnostic radiology curriculum at Lampang hospital. Sapawan Seesuwan
10:05	Assessment of Teaching Methods in 5th-year Medical Students: A Comparison between Online and Onsite Approaches in the Emergency Department Rotation Noppadon Seesuwan
10:10	Flipped Classroom in OSCE for Pharmacy Students in Taiwan Mandy Guan
10:15	Challenges of soft skills teaching and assessment in the pre-clinical curriculum. Anzhelika Ivasenko
10:20	Reviving the Classroom: The Compelling Case for Embracing In-Person Learning Once Again Certina Ho
10:25	Deploying multifaceted assessment tools for community-based medical education, Holistic significance in assessment Theerayoot Wongkooprasert
10:30	The difference in stress level and student learning behaviour between first-year courses using a pass-fail and a tiered grading system Siwat Techavoranant, Nattapol Monchaitanakul
10:35	Additional ePoster discussion time
10:40	
11:00	Morning Tea
11:30	Student and stakeholder issues and assessment of cultural safety
11:30	How to use peer evaluation in TBL as a summative assessment from student voice. Sunee Neesanun
11:35	Is Bystander Intervention Training Effective in Mitigating Sexual Misconduct? Keziah Jara Hidalgo
11:40	An Analysis on Sexual Assault and Harassment Experienced by Physician Members of a National Organization During the COVID-19 Pandemic Keziah Jara Hidalgo
11:45	Assessing the Longitudinal Integrated Clerkship Program: Stakeholders' Perspectives on Learning Outcomes and Constraints - A Program Evaluation Survey Pairoj Boonluksiri

WEDNESDAY 28 FEBRUARY 2024

DIGITAL POSTER PROGRAM

Please note that all ePoster presentations will take place in the Exhibition Hall

11:50	Make Your Own Adventure: The Discussion Board as an Effective Tool for Asynchronous, Virtual, Learner-driven, Case-based Preclinical Instruction Marika Wrzosek
11:55	Piloting a learning needs analysis tool to inform personalised interventions and reduce risk of differential attainment Mumtaz Patel
12:00	End-of-class quiz & mini whiteboard response as an assessment for learning method to assess individual students' learning performance in traditional lecture. Pornnapa Suriyachai
12:05	Standardized Patient Assessment Of Objective Structured Clinical Examination (OSCE) in Medical Students. Panomkorn Lhakum
12:10	Application of the CIPP-Model in Evaluating Undergraduate Medical Research Module for Continuation of Professional Development: Student perspective Sethapong Lertsakulbunlue
12:15	<i>Additional ePoster discussion time</i>
12:20	<i>Additional ePoster discussion time</i>