

OTTAWA • ICME 2018
ABU DHABI • UNITED ARAB EMIRATES



- ✔ OTTAWA 2018
**Authentic Assessment Across
Continuum of Health Professions Education**
- ✔ ICME 2018
**Reforming Health Professions Education for Better
Healthcare & Patient Safety**

30 Pre-Conference Workshops
4 Pre-Conference Courses
10 Plenary Speakers
More than **10** Conference Symposia
Up to **70** Conference Workshops
Up to **400** Parallel Oral and Poster Research
Papers Presentations
Exhibition
Social Programme



 @OTTAWAICME2018



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About OTTAWA Conferences

The Ottawa Conference on the Assessment of Competence in Medicine and the Healthcare Professions was set up by Professor Ian Hart (Ottawa, Canada) and Professor Ronald Harden (Dundee, UK) in 1985.

Held biennially they provide a forum for medical and other health care profession educationalists to network and share ideas on all aspects of the assessment of competence in both clinical and non-clinical domains, throughout the continuum of education. Participants include both those new to the area of assessment and those with many year's experience to share. Ottawa Conferences are committed to encourage developments in assessment with a view to improving health care and health care delivery around the world. This year Ottawa Conference is jointly organized by AMEE (www.amee.org) and a Local Organizing Committee.



About ICME

International Conference on Medical Education (ICME) was launched by Riphah International University in 2009 to provide a credible platform for interaction of world renowned experts in Health Professions Education and those from developing countries aspiring to reform Health Professions Education in their countries to bring it at par with international standards. The first conference was held in Pakistan which resulted in recognition of Health Profession Education as a specialty in Medical Sciences and the compulsory establishment of Department of Medical Education in all medical colleges. Encouraged by the response ICME was then organized in other countries undergoing or planning for reforms in Health Profession Education. ICME has so far been organized biennially in Abu Dhabi, Mauritius and Istanbul (Turkey).

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- Dr. Mustahsen Rehman, RAK College of Dental Sciences, UAE
- Mr. Atiq-ur-Rehman, RAK College of Dental Sciences, UAE
- Mr. Medhat Nasser, Meeting Minds, UAE



Program Outline

TIME	SATURDAY 10 TH	SUNDAY 11 TH	MONDAY 12 TH	TUESDAY 13 TH	WEDNESDAY 14 TH
Morning	ESME Course ETIME Course Pre-Conference Workshops	ESME Course FAME Course Educational Leadership Course Pre-Conference Workshops Ottawa Consensus Group Meetings	Plenary 1 Symposia Oral Presentations Poster Presentations Ottawa Consensus Group Workshops Conference Workshops Exhibition	Plenary 2 Symposia Oral Presentations Poster Presentations Conference Workshops Exhibition	Plenary 3 Symposia Oral Presentations Poster Presentations Conference Workshops Close of Ottawa- ICME 2018 Exhibition
Lunch				FAME Course	
Afternoon	ESME Course FAME Course ETIME Course Pre-Conference Workshops	FAME Course Educational Leadership Course Pre-Conference Workshops Ottawa Consensus Group Meetings	Symposia Oral Presentations Poster Presentations Ottawa Consensus Group Workshops Conference Workshops Exhibition	Symposia Oral Presentations Poster Presentations Conference Workshops Exhibition	Special session on Patient Safety
Evening		Opening Ceremony Networking Reception	Private Meetings Gala Dinner	Private Meetings	

Call for Oral, Poster, Workshops Abstracts!

Deadline for Submission 30th September 2017

The Ottawa-ICME 2018 Scientific Committee invites the submission of abstracts related to an aspect of assessment the healthcare professions. Abstract will be presented as Oral Presentations, Poster Presentations and Conference workshops during the main conference days (12-14 March 2018)

- Oral Presentations are simultaneous themed sessions included throughout the programme, with six presentations per session. Each presenter is allocated 10 minutes for presentation followed by 5 minutes for questions.
- Poster Presentations will be allocated a discussion session in the programme which will take place around the poster boards.
- Conference workshops are 1.5 hours' duration, and should be highly interactive and participative and are free to attend for all registered attendees

All submissions are accepted online at www.ottawa-icme2018.com/call-for-abstracts/

Don't miss the opportunity to be recognized and share your research with a truly international audience of experts!

Courses

ESME - Essential Skills in Medical Education

Facilitator:
Ronald Harden (Association for Medical Education in Europe (AMEE), UK),
Pat Lilley (Association for Medical Education in Europe (AMEE), UK)

Course Description:
ESME's novel course structure combines a purpose-built course on teaching with an international medical education Conference. ESME is accredited by AMEE and approved by an international Advisory Board.

Course Content:
Led by Professor Ronald Harden, this broad-based course has been designed around a set of competencies that all practising teachers should possess. These include: Effective Teaching, Skilled Educational Planning and Informed Assessment and Evaluation.

Who Should Attend?
The ESME Course has been designed to meet the need for an entry level teaching qualification and will be of particular interest to teachers who are engaging with medical education for the first time. It will also be valuable for more experienced teachers who wish to have an introduction to the theory underpinning the practice of teaching. It has been designed in the context that all doctors in any branch of medicine or field of practice are likely to have some teaching responsibilities for undergraduates, postgraduates, peers, or other healthcare workers.

FAME - Fundamentals of Assessment in Medical Education

Facilitators:
John (Jack) R. Boulet, Ph.D (Foundation for Advancement of International Medical Education and Research (FAIMER), USA), Ann M. King, MA (Foundation for Advancement of International Medical Education and Research (FAIMER), USA)

Course Description:
This introductory assessment course is offered by the National Board of Medical Examiners (NBME) and the Foundation for Advancement of International Medical Education and Research (FAIMER). The course is led by internationally recognized faculty. FAME is intended to be a basic-level course on educational assessment.

Course Content:
Instruction will concentrate on the application of assessment principles, including test development, scoring, standard setting and validation of test scores.

Who Should Attend?
We are targeting persons who have responsibility for assessing undergraduate medical students, graduate trainees and practicing doctors.





Educational Leadership Strategies for Health Professionals in Developing Countries

The importance of leadership for health professionals is increasingly being recognized at the global level. There is common agreement that health professionals such as physicians, dentists, nurses, pharmacists and allied health professionals should have leadership qualities to effectively lead their professions. A large number of professional associations, regulatory bodies and educational institutes are incorporating leadership as an essential attribute for the education and training of all health professionals. Few examples include Tomorrow's Doctor by GME, the National Leadership Competency Framework developed by the NHS, postgraduate competencies defined by ACGME and leadership competencies and standards defined by Academy of Medical Educators. Health Professions Education (HPE) curricula in developing countries mainly focus on developing the knowledge and skills of health professionals in their respective fields with little emphasis on improving 'soft non-technical, yet core skills' such as professionalism, communication, empathy, leadership etc.

Who should attend?

- Health professionals (doctors, dentists, nurses, pharmacists, allied health professionals);
- Health professions education faculty;
- Health professions education managers and administrators;
- Health professions education curriculum designers;
- Members of regulatory authorities and professional associations

Course content:

- Introduction to leadership for health professionals
- Relationship between emotional intelligence and leadership
- Leadership models for health professionals
- Defining leadership competencies
- Incorporating leadership competencies in educational curricula

Facilitators:

Gohar Wajid, (World Health Organization, Egypt), Amanullah Khan, (Dean Faculty of Management Sciences, Riphah International University, Pakistan)

ETIME - Essential Tools in Medical Education for Development and Assessment of a Course

Teachers in the era of modern technology need to be equipped with tools that can facilitate their teaching. This course would introduce a teacher to computer and online tools through which teacher can develop a course and its assessment and execute it online.

Who Should Attend?

The ETIME would be of equal interest to teachers who are being introduced to the medical education for the first time and to experienced teachers who have little knowledge of virtual learning environment.

- Teachers who are interested in Flipped class room
- Teachers/Facilitators in course/module development
- MHPE Students
- Deans/Principals/Administrators of medical schools who desire to design and implement online learning and assessment

Course Content:

The course includes factual and conceptual knowledge on course development and hands on training on a developing a course and assessment.

Facilitators:

Rehan Ahmed Khan (Assistant Dean RARE, Riphah International University, Pakistan), Saad Zafar (Dean Faculty of Computing, Riphah International University, Pakistan)

Pre-conference Workshops



Ottawa

Ottawa PCW 1

Blueprinting Assessment

Carmel Tepper (Bond University, Australia)

This is a highly interactive workshop where participants will use their own laptops to create blueprints based on their own faculty assessment needs. Participants will use excel® to create Year level blueprints that show assessment types and weightings, as well as exam level blueprints that show points per exam, per item type and per learning outcome.

Level: [Introductory](#)

Ottawa PCW 2

Selection Methods for Assessing Non-Academic attributes in Medical Education

Fiona Patterson (Work Psychology Group, UK)

Internationally, medical admissions are high-stakes and competitive. Therefore, selection methods should reliably identify whether candidates are likely to succeed in practice. Research shows that, as well as academic attainment, non-academic attributes are important predictors of performance and training. SJTs and MMIs may offer reliable and valid assessment solutions. This workshop summarises Medical admissions research, provides opportunity to practice SJT and MMI design, and gives insight into practicalities e.g. assessor calibration.

Level: [Introductory](#)

Ottawa PCW 3

Using OSTEs (Objective Structured Teaching Encounters) to train, develop and assess clinical teachers

David Taylor (University Of Liverpool, UK); Hossam Hamdy (Gulf Medical University, UAE)

We use a combination of formal face-to-face instruction, discussions in small groups and role play activities. Each participant will be involved in developing the problems, and assessment schedules, which are then used in OSTE stations. They will have the possibility to assess and critique their performance and that of their peers. The emphasis is on ensuring reliable and valid assessment, which provides feedback of direct use to the participant.

Level: [Introductory](#)

Ottawa PCW 4

Psychometrics for the non-Psychometrician: A Practical Perspective

John Boulet (ECFMG, USA); Jeanne Sandella (National Board of Osteopathic Medical Examiners, USA)

The primary goal of any assessment is to provide a measure, or measures, of knowledge, skill, or attitude that reflects actual ability. Evidence to support the validity and reproducibility of assessment scores must be obtained if meaningful inferences regarding ability are to be made. Various exercises will provide participants with the knowledge and tools needed to gather evidence to support arguments that their assessments yield valid and reliable scores.

Level: [Introductory](#)

Ottawa PCW 5

The 10 Most Avoidable Assessment Flaws

Ara Tekian (University Of Illinois At Chicago, USA); John Norcini (FAIMER, USA)

Assessment drives, creates, and ensures learning, yet we often use methods and processes that are seriously flawed. In this workshop, we will describe our top 10 assessment flaws. Included will be problems such as the misalignment of purpose and method, failure to create a blueprint, misuse of scores, lack of reliability, and failure to apply a rational standard-setting process. For each flaw, we will propose remedies intended to improve the quality of individual methods and the assessment system as a whole.

Level: [Introductory](#)

Ottawa PCW 6

Can we 'personalise' large scale Standardised Assessment? Implementing and Measuring the Impact of Sequential Testing in Practice

Richard Fuller, Matthew Homer (University Of Leeds, UK)

SQT methodologies are relatively new assessment formats, where all candidates take a main 'screening' test, with lower performing candidates subject to an additional (sequential) test of similar magnitude. This assessment design helps us deal with the challenges of feasibility, quality and cost whilst undertaking and delivering 'fair' high stakes assessment.

Level: [Intermediate](#)

Ottawa PCW 7

Authentic Assessment of Nontraditional Discipline-Independent (Non-Technical) Skills in Basic Science Curricula

Wojciech Pawlina, Nirusha Lachman, Natalie Langley (Mayo Clinic College of Medicine and Science, USA); Darrell Evans (Monash University, Australia)

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Level: [Introductory](#)

Ottawa PCW 8

Using the Rasch Model to Improve assessments and Investigate Academic Integrity Issues

Deborah O'Mara, Ms Imogene Rothnie (Sydney Medical School, Australia)

This workshop will provide an introduction to the Rasch model from IRT. Much of the workshop will be interactive to provide participants with experience interpreting Rasch output using de-identified medical education data based on multiple choice questions. Guidelines for applying Rasch estimation using Winsteps software will be demonstrated. Practical examples of data preparation, item analysis, test equating with item anchors will be considered as well as person ability statistics.

Level: [Introductory](#)



Ottawa PCW 9

Use of Generalizability Theory in Designing and Analyzing Objective Structured Clinical Examinations (OSCEs) and Oral Examinations

David Swanson (American Board of Medical Specialties, USA & University of Melbourne Medical School, Australia)

Assessments involving multiple sources of measurement error (eg, rater stringency, task difficulty, content specificity) are commonly used in the health professions to measure clinical skills. Classical test theory does not furnish adequate tools for investigation of psychometric characteristics of such assessment methods. This workshop provides an introduction to generalizability theory, which does supply the appropriate tools to estimate the reproducibility of scores and evaluate alternate approaches to test design and use of testing resources.

Level: Introductory

Ottawa PCW 10

Development and Implementation of Online Assessment systems (OAS) for Health Professions Education based on Educational Frameworks: Practical tips For Success .

Vishna Devi Nadarajah (International Medical University, Malaysia); HUI MENG ER (International Medical University, Malaysia)

Assessments involving multiple sources of measurement error (eg, rater stringency, task difficulty, content specificity) are commonly used in the health professions to measure clinical skills. Classical test theory does not furnish adequate tools for investigation of psychometric characteristics of such assessment methods. This workshop provides an introduction to generalizability theory, which does supply the appropriate tools to estimate the reproducibility of scores and evaluate alternate approaches to test design and use of testing resources.

Level: Intermediate

Ottawa PCW 11

Using Assessment to Diagnose and Treat the Failing Clinical Student

Debra Klamen, Anna Cianciolo (Southern Illinois University School of Medicine, USA)

Students fail clinical performance examinations. Yet we do not have explicit guidelines to help them. Remediation is often rotely applied and/or too general. The core problem behind the failure is never clarified. "Treatments" need to be specific and targeted. This workshop will teach participants to use assessment strategies to 'diagnose' and 'treat' those learners who are deficient in clinical performance through practice on anonymized student cases.

Level: Introductory

Ottawa PCW 12

Strategies to use Portfolios as a Meaningful pPart of Competency-Based Assessment Across the Continuum of Education in the Health Professions: examples from the Broader World of Education and Applications for Health Professions Education.

Lindsey Lane, Janice Hanson (University Of Colorado, USA); Ulcca Joshi Hansen (University of Denver, USA)

Presenters will share the opportunities and challenges of using portfolios in health education, including the theoretical and practical alignment with learning and assessment theory. Attendees will synthesize and apply this information, developing a portfolio proposal for their institution/setting. This will include a rationale statement, an outline for portfolio structures, recommendations for specific data/pieces that meaningfully represent the clinical performance of their learners, and proposed data collection processes.

Level: Intermediate

Ottawa PCW 13

Validity and Your Assessments: Using a Contemporary Validity Framework to Evaluate Assessments

Katharine Boursicot; (Health Professional Assessment Consultancy, Singapore); Trudie Roberts (University of Leeds, UK); Richard Fuller (Curtin University, Australia) Mabel Yap (Ministry of Health, Singapore) Notions of validity in assessment are often confused; contemporary models of validity described by Kane (2013) provide a holistic approach to scrutinise assessments in a systematic manner.

Level: Intermediate

Ottawa PCW 14

The "Learning Analytics" Tidal Wave of Process Measures: What are the Implications for Health Professions Assessment?

Martin Pusic (NYU School Of Medicine, USA); Stanley Hamstra (Accreditation Council for Graduate Medical Education, USA); Rodgrigo Cavalcanti (University of Toronto, Canada)

There will be presentation of a case description (U.S. Dept of Education Definition of Learning Analytics & Examples) followed by the Group work – consider definition of learning analytics and "what has changed"? The Gartner Framework will be presented with discussion of Predictive and Prescriptive Analytics followed by the Group work – Implications for a Health Professions School (How would/should I change my practice?).In the last there will be Summary of Current Research Directions

Level: Advanced

Ottawa PCW 15

Assessing the Quality of Objective Structured Clinical Examinations: An Introduction to Psychometrics

Naveed Yousuf, Rukhsana Zuberi (Aga Khan University, Pakistan)

Despite the objective, standardized and structured method of OSCEs, it is imperative to ensure that decisions based on performance in OSCEs are valid, reliable and in accordance with the basic standards of testing and assessment. These results must also inform the curriculum, the test administrators and the students of areas of strength and areas for improvement.

Level: Intermediate

Ottawa PCW 16

Programmatic Assessment in Competency-Based Education and Assessment: From Theory to Practice

Sylvia Heeneman, Marjan Govaerts, Suzanne Schut (Maastricht University, Netherlands)

In this workshop, the principles of PA are explained. Context-specific factors for success as well as issues of concern will be discussed using examples of current (best) practices. In small groups, participants will discuss opportunities and barriers for implementing PA in their context. There will be ample opportunity to examine how the model of PA can be used for implementing novel programmes of assessment tailored to the (local) context.

Level: Intermediate

Pre-conference Workshops

Ottawa

Ottawa PCW 17

Assessment of Clinical Reasoning: from Principles to Practice

Emma Willert, Harish Thampy (University Of Manchester, UK); Dr Subha Ramani (Harvard Medical School, USA)

Clinical reasoning is a key skill that refers to the process of generating diagnostic hypotheses. Assessing clinical reasoning remains challenging for many supervisors and forms the focus of this workshop.

Using clinical scenarios and scripts, brainstorming and small group exercises, we plan to discuss frameworks for assessment of clinical reasoning at multiple levels of training, from undergraduate to postgraduate.

Level: Introductory

Ottawa PCW 18

Effective Work-based Assessment in the CBME Era: Meeting the Needs of Both Patients and Learners

Eric Holmboe (ACGME, USA)

The effective use of work-based assessments used in the course of caring for patients and populations is essential to the successful implementation of competency-based medical education (CBME). This will be an interactive, hands-on workshop to help participants get the most out of their work-based assessments (e.g. direct observation, evaluation forms, multi-source feedback and clinical performance data). Participants will complete an action plan blueprint to help them make changes in their own assessment approaches. A toolkit of assessment resources will be provided.

Level: Intermediate

Ottawa PCW 19

Introduction to Progress Testing

Adrian Freeman (University Of Exeter Medical School, UK); Dr Lee Coombes, Steve Riley (University of Cardiff Medical School, UK); Warwick Bagg (University of Auckland Medical School, New Zealand); Carlos Collares (University of Maastricht Medical School, Netherlands)

The presenters are experienced in all aspects of progress testing, from the initial design and delivery through to the post test analysis and interpretation of psychometrics. With many variations of the test itself, the workshop will discuss general principles that are common across all tests, examine best practice, and look at the challenges of introducing a progress test into a medical school programme

Level: Introductory

Ottawa PCW 20

Using virtual-reality Simulators to Assess Competence in Technical Skills

Lars Konge, Martin Tolsgaard, Amandus Gustafsson (Copenhagen Academy for Medical Education & Simulation (CAMES), Denmark)

Virtual-reality simulators are excellent for learning technical skills. Training to a predefined proficiency level directs training, motivates the trainees, and ensures basic competency before operating on patients. However, development of clinically meaningful proficiency tests with sufficient evidence of validity can be a challenging task. The facilitators of this workshop have published more than 30 scientific studies on the development and validation of simulation-based tests. They will give valuable tips and tricks on feasibility, the five sources of validity evidence, standard setting, and on how to publish validation studies.

Level: Introductory



ICME

ICME PCW 1

Objective Structured Teaching Evaluation: A Collaborative Approach

Zarrin Siddiqui (University Of Western Australia, Australia); Rahila Yasmin (Riphah International University, Pakistan)

This workshop will be an opportunity for participants to engage in a collaborative exercise for developing an OSTE blueprint through identification of the skills to be addressed, preparation of the scenario and development of the assessment tool.

Level: Intermediate

ICME PCW 2

How to Conduct a self-study based on standards of an Accreditation System

Azim Mirzazadeh (Council for Undergraduate Medical Education, Iran) David Gordon (World Federation for Medical Education, UK); Tahereh Changiz (University of Medical Sciences, Iran); Roghayeh Gandomkar (Tehran University of Medical Sciences, Iran)

Accreditation received more attention in the last decades in 5 continents. WHO and WFME have started a joint program for promoting accreditation worldwide and based on ECFMG policy, after 2023, only those applicants who graduated from an accredited medical school could sit the licensing examinations. In this workshop, after a brief description of basic concepts about accreditation system, you have a lot of opportunity during interactive group exercise to use a simple tool for collection and analysis of data according to standards of an accreditation system.

Level: Intermediate

ICME PCW 3

Writing reliable Multiple Choice Questions (MCQ)s, and using Item Analysis for Post-exam Analysis

Susanna Martin, Joshua Lloyd (University Of Saskatchewan, Canada)





Participants will work in groups to identify errors in sample MCQs. Subsequent facilitated discussion will explore and generate a list of common pitfalls. Subsequently, interpretation of item analysis reports will be discussed and reports provided for the sample questions. Groups will work to revise them, followed by group discussion. Participants are encouraged to bring their own questions for group critique in the final part of the session.

Level: Introductory

ICME PCW 4

The World Café: Transition from “Stop Talking & Get to Work” to “Start Talking & Create Together”

Ahsan Sethi (Khyber Medical University, Pakistan)

Participants will gain insight into World Café as an educational methodology for hosting large group dialogue and will be able to develop a plan for testing World Café at your workplace and to relate World Café to your experiences and debate its value in enhancing learning.

Level: Intermediate

ICME PCW 5

Best in Design and Adding Value: Applied Medical Education Research

Gabriela Berger (University Of Queensland, Australia)

This 3 hour workshop offers a toolbox of approaches which teaches aspiring medical educators research essentials. It will allow a fundamental understanding of applied research design and will include methodological approaches on how to select appropriate topics and write research questions to formulate research proposals that add value. Good project design is crucial; it ensures that the results gained are meaningful and can be applied in the real world for the benefit of patients.

Level: Intermediate

ICME PCW 6

Leadership and Emotional Intelligence Competencies for Medical Education and Healthcare Professions

Yawar Hayat Khan, Rahila Yasmeen (Riphah International University, Pakistan); Fadil Citaku (Academy of Leadership Sciences Switzerland, Switzerland)

Upon completion of this workshop, the participants should be able to: Develop a greater understanding of the range of perspectives about leadership in medical and healthcare organizations. Prepared as a leader to be more discerning about how to enact the role of leader within medical or healthcare organization. Develop the understanding of EI which serve to solve problems in healthcare organizations.

Level: Introductory

ICME PCW 7

How to integrate Patient Safety and Quality into Medical Curriculum

Paul Barach (Wayne State University, USA); Matiur Rahman, Zakiuddin Ahmed (Riphah International University, Pakistan)

Patient safety currently receives almost no place in most Medical School curricula leading to lack of awareness about importance of Patient Safety practices to avoid harming the patients. This workshop will develop a plan for introducing Patient Safety in the Medical Schools especially in Developing countries where the situation of Patient Safety is far from satisfactory.

Level: Intermediate

ICME PCW 8

A workshop WORKSHOP: Designing, Developing and Conducting an Effective Workshop

Lamia Soghier (Children’s National Health System, USA) Beverley Robin (Rush University Children’s Hospital, USA); Jennifer Owens (George Washington University, USA)

Workshops comprise a large percentage of conference presentations, yet educators do not have formal training in their design or conduct. This workshop will introduce participants to elements of effective workshops through small group activities and facilitated discussions. Using our “Workshop workbook”, participants will design a workshop on a topic of their choice. The importance of enhanced interactivity, developing an agenda, teaching aids, methods of conducting a workshop, and use of evaluations will be highlighted.

Level: Intermediate

ICME PCW 9

Virtual Patient Learning (VPL): The future of Problem Based Learning (PBL)

Hossam Hamdy (Gulf Medical University UAE); Ayad Al Moslih (Qatar University, Qatar); Giulio Tavarnesi, Mr. Andrea Laus (LIFELIKE SA, Switzerland)

To introduce medical educators to a major medical education innovation using artificial intelligence and advanced cinematographic techniques which will affect the implementation and future direction of Problem Based Learning. It transform the traditional PBL format to a virtual patient the students or residents can interact with.

Level: Advanced

ICME PCW 10

Facilitate your Students using OMP: A Time Efficient Teaching Skill

Muhammad Nadim Akbar Khan, Saadia Sultana (Riphah International University, Pakistan)

OMP is a teaching method designed to help faculty to teach efficiently when otherwise pressed for time. This workshop has been designed for both busy clinical preceptors and medical students to enhance shared responsibility for learning. A PPT presentation of five skills of this microteaching method will help participants to understand the steps of OMP. In the next phase one group of participants will be given a vignette to conduct OMP by role play. Other group will critique the performance of first group by constructive feedback.

Level: Introductory

Keynote Presentations



Competency Achieving Medical Education - Challenges and Solutions

N. G. (Niv) Patil (The University of Hong Kong, Hong Kong)

Traditional medical curriculum is based on premise that student is ‘Able to achieve’. Current initiative towards ‘Outcome based curriculum’, though synonymous to ‘Competency Based Curriculum’, denotes ‘Able to show’ than ‘Able to do/perform’. With spectacular increase in number of medical schools and students across the world, there is a perception that medical schools are in danger of producing ‘fit to pass exams’ graduates than ‘Fit to practice’. Medical profession need to revolutionize curriculum to articulate role of medical schools by providing ‘Competency Achieving Syllabus’ which should clearly demonstrate practical approach in creation of undifferentiated doctors, tomorrow’s specialists with generic skills; and graduates who can perform well during internship. Author will highlight examples of competency achieving syllabus.



Learning Driving Assessment

Cees Van der Vleuten (Maastricht University, Netherlands)

To better prepare learners for the needs of health care, education is rapidly moving towards outcomes and competencies, including an emphasis on self-directed learning as a basis for life-long learning. To be successful in making this transition, assessment strategies need to change. These changes include the assessment of behavioural skills, the focus on feedback, the use of narrative assessment information, more longitudinal assessment and monitoring, and supporting learners in their self-directed learning. Curriculum wide assessment strategies such as programmatic assessment will gain popularity. The general intent is to make assessment more meaningful for supporting learning. The old credo of “assessment driving learning” needs replacement by “learning driving assessment”.



Developing and Assessing Entrustable Professional Activities as the Basis for Assessment of Patient Safety Competencies

Paul Barach (Wayne State University School of Medicine, USA)

Determining when residents are independently prepared to perform clinical care tasks safely is not easy or understood. Educators have struggled to identify robust ways to evaluate trainees and their preparedness to treat patients while unsupervised. However, efforts to implement competency-based medical education have been stymied by practical challenges and assessment questions. Competency-based assessment tools, while potentially psychometrically strong, can prompt narrow focus on aspects of individual competencies and improper implementation of assessment tools with inadequate faculty training limits the information gained. Entrustable professional activities (EPAs) are a novel method of operationalizing competencies and milestones in the context of actual clinical work. An EPA reflects relevant competencies and milestones; requires skills, knowledge, and attitudes; addresses a professional task with a recognizable output; and can be observed and judged by an expert. Trust allows the trainee to experience increasing levels of participation and responsibility in the workplace in a way that builds competence for future practice. The breadth of knowledge and skills required to become a competent and safe physician, coupled with the busy workload confound this challenge. Notably, a technically proficient trainee may not have the clinical judgment to treat patients without supervision. This talk will review patient safety Milestones (discipline-specific developmental achievements toward competence), and their assessment, that ideally facilitates meaningful workplace-based assessment over time. We will review the factors affecting why and when supervisors trust residents to proceed without supervision.





Educating Tomorrow's Doctors' - Accreditation and Quality Assurance of Medical Education

Stephanie Hering (Swiss Agency of Accreditation and Quality Assurance AAQ, Switzerland)

The World Federation for Medical Education (WFME) has published international standards for the quality improvement of medical education since 1997. International norms need to be adjusted to respective regional, national and institutional contexts or specific health care needs. This contribution will present a case-study from Switzerland as a model of how to negotiate global demands and local requirements in order to educate the next generation of doctors. For the mandatory accreditation of basic and postgraduate medical education programmes quality standards and processes had to be designed. The ministries of education and public health were involved as well as many other stakeholders. The result is a set of robust standards for medical education that successfully integrate multiple dimensions.



Excellence in Assessment – If It Ain't Broke, Make it Better!

Debra Klamen (Southern Illinois University School of Medicine, USA)

There is an axiom that goes, “If it Ain't Broke, Don't Fix it.” For a long time in medical education, that meant that we used time-worn assessment measures and didn't worry too much about it. MCQs, checklists, and ‘observation’ were (and still are) standard assessments. We have progressed beyond this rubric. Now the literature is full of competencies, milestones, and EPAs. However, how we measure these falls immediately back into old paradigms. What we need is a system of global judgment with some structure, a different (and better?) model of assessment. This talk will outline what that new model of assessment might look like.



A Contemporary View of the Role of Assessment in Continuing Professional Development for Health Professionals.

Elizabeth Farmer (Medical Board Australia, Australia)

There is increased regulatory activity in revalidation and recertification worldwide. This has sharpened the focus on the role and value of continuing professional development. This plenary presentation will explore where assessment fits in contemporary thinking about how best to ensure that doctors and other health professionals remain fit to practice throughout their entire professional careers.

Ottawa Consensus Group Leaders presenting the consensus statement and recommendations from the Ottawa Conference



Brian D. Hodges
University of Toronto
Canada



John J. Norcini
Foundation for Advancement of
International Medical
Education and Research
USA



Chris Roberts
Sydney Medical School
Australia



Fiona Patterson
Work Psychology Group
United Kingdom



Conference Symposia

Ottawa

Grading and Ranking in Assessment:

Help or Hindrance in education of healthcare professionals

Dr. Dujeepa Samarasekera, Prof Choon Eng Matthew Gwee

Emerging Trends and Initiatives in the Implementation and Assessment of ntrust-able Professional Activities (EPAs)

Dr. Machele Linsenmeyer, Dr. Olle ten Cate, Dr. Carrie Chen, Dr. Claire Touchie

Out with the Old, in with the New: Using conceptual Frameworks to Re-imagining Research in Selection and Assessment

Prof. Kelly Dore, Prof. Chris Roberts, Prof Sarah Wright, Professor Jonathan Dowell, Professor Meghan McConnell

Emerging Concepts and Practical Applications of Validity

Dr. David Cook, Meredith Young, Claire Touchie Susan Humphrey-Murto, Rodrigo Cavalcanti

Researching Workplace Based Assessment (WBA)

Dr. Brian Jolly, Dr. Jenny Weller, Dr. Joyce Moonen van Loon, Dr. David Swanson, Dr. Damian Castanelli

The Role and Effect of Accreditation Systems and Competency-based Education in Advancing Social Accountability: a post Tunisia Summit Assessment

Bob Woollard, Boelen Charles, William Burdick

ICME

Towards a Competency-based Curriculum: Aligning and mapping competencies

Dr. Ahmed Al-Rumayyan, Professor Mohi Eldin Magzoub, Professor Hossam Hamdy

Patient safety in a Modern day World - Learning how to Recognize, Address, Decrease and Eliminate Risks in Medical Care while Maintaining Best Practices.

Prof. Mohamud Verjee, Dr. Sunanda Holmes, Prof. Adeel Butt, Dr. Paul Amuna

Empathy in Medical Training; Translating Principles into Real World Practice

Prof. William T. O'Connor

Integrating 'Patient Safety' in Undergraduate Medical Curriculum

Dr. Rahila Yasmeen, Dr. Rehan Ahmed Khan, Dr. Gohar Wajid, Dr. Ahsen Sethi





Registration

Pre-Conference Course Fees

FAME Course (1 full day+ 1 half day and 1 lunch session)	USD 700
ESME Course (1 full day+ 1 half day)	USD 650
ETIME Course (1 full day)	USD 300
Leadership Course (1 full day)	USD 300

Pre-Conference Workshop Registration Fees

Pre-Conference Workshop – Single	USD 100
Pre-Conference Workshops – Package*	USD 200*

*Book 2 workshops on the same day (1 in the morning and 1 in the afternoon) and receive a complimentary lunch ticket for the day

Conference Registration

	Early Bird Fee	Late Fee
Professionals	USD 650	USD 800
Students, Residents, Group Registration*	USD 500	USD 600

Includes:

Access to all sessions from 12-14 March 2018

- Access to Exhibition Halls
- Opening Ceremony and Networking Reception on 11 March 2018
- Delegate Bag
- Refreshments from 12-14 March 2018

* Must provide Valid Student ID in a full-time course. Group Registration is valid for 10 registrations and above received from the same Institution.

Register before 27th November 2017 to avail
Early bird rate and save over 20%
on the late fees

Who Should Attend?

The Ottawa Conference and ICME 2018, attract more than 2,000 influential leaders and decision-makers in medical education, health policy, medical practice and healthcare professionals from around the world including:

- Medical school deans
- University undergraduate and postgraduate deans
- Faculty of Medicine department heads
- Medical education program directors and program administrators
- Clinical educators and clinical teachers
- Medical education accreditation surveyors
- Medical licensing and credentialing authorities
- Healthcare decision makers
- Government decision makers
- Representatives from national medical specialty societies
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- Medical residents
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- Licensing and credentialing authority representatives
- Leaders of international organizations with interests in undergraduate and postgraduate healthcare education



Become a Sponsor/Exhibitor

The OTTAWA-ICME 2018 exhibition will be together both educational institutions, non-for-profit organization and commercial entities specialized and dedicated to the advancement of medical education.

Delegates can benefit from the showcase of the latest technologies in simulation training systems, e-learning, digital aids for enhanced learning and much more! Exhibitors will also include publishers dedicated to the healthcare professions, producers of medicines and medical equipment, supporting medical education, institutions and professional bodies offering the latest programs for continued medical education and training.

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E: arjun@meetingmindsdubai.com





CME Accreditation

Continued Medical Education (CME) accreditation for the conference is being sought through internationally recognized accrediting bodies.

Conference Venue

Abu Dhabi National Exhibition Centre (ADNEC), the most modern exhibition centre in the world, opened its doors in February, 2007.

Since then, the centre welcomes over one million visitors and hosts over 100 events every year. With 12 Halls totaling 55,000 square metres (180,000 square feet), ADNEC is the largest exhibition venue in the Middle East



Hotels

There are a number of hotels which are conveniently connected to ADNEC and within very short walking distance. These are:

Hyatt Capital Gate – 5*

Aloft Abu Dhabi – 4*

Capital Centre Arjaan By Rotana – 4*

Centro Capital Centre by Rotana – 3*

Premier Inn Abu Dhabi Capital Centre - *

To book accommodation at the conference hotels please visit www.ottawa-icme2018.com



Visa

Visa requirements for entering Abu Dhabi vary greatly between different nationalities and it is always advised to check regulations before travelling.

Citizens of the following countries are allowed to enter the UAE without a visa prior to arrival as long as they are carrying a valid passport that will not expire within six months of their arrival date.

Andorra, Australia, Austria, Belgium, Brunei, Bulgaria, Canada, Croatia, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, German, Greece, Hong Kong, Hungary, Iceland, Ireland, Italy, Japan, Latvia, Liechtenstein, Lithuania, Luxembourg, Malaysia, Malta, Monaco, Netherlands, New Zealand, Norway, People's Republic of China, Poland, Portugal, Romania, Russian Federation, San Marino, Seychelles, Singapore, Slovakia, Slovenia, South Korea, Spain, Sweden, Switzerland, United Kingdom, United States of America, Vatican City.

GCC citizens also do not need a visa to enter the UAE.

For all other nationalities, a visa must be applied for before the visitor enters the country either through their respective embassy, a local UAE sponsor or a local hotel.

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Upcoming Important Deadlines

30 September 2017	Submission of abstracts for Oral and Poster presentations and Conference workshops close.
16 November 2017	Announcement of Abstract acceptance
26 November 2017	Early bird registration fee ends
12 January 2018	Final program announcement
26 February 2018	CME announcement
10 March 2018	Pre-conference workshops/ courses Day 1
11 March 2018	Pre-conference workshops/ courses Day 2
11 March 2018	Opening Ceremony of Joint Conference and Exhibition
12 March 2018	Start of Joint Conference Proceedings
14 March 2018	Closing ceremony

Contact Info

Professional Conference organizers:



meeting minds
EXPERTS

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