

these weeks, which occur eight times over two years, is developmental formative/ summative assessment individualized for each learner and aligned to core competencies of patient care, medical knowledge, interpersonal/communications skills and professionalism. The outcome data of formative assessment activities is part of a longitudinal feedback process by “core” faculty assigned to individual students. Feedback from summative assessments is also reported back to students.

**Intended Outcomes:** 1) Engage in discussion about the core principle: “assessment drives learning”.

2) Describe an assessment week that is: formative/summative, developmental, aligned with integrated competency-based curriculum strategies, involves collaborative leadership, and diverse faculty resources.

3) Brainstorm about development of assessment systems that meet educational principles connected to core competencies.

**Structure:** Small table discussions on how to achieve “assessment drives learning” as a core principle and challenges to overcome, with report out (30 minutes)  
Overview/Q &A of our assessment weeks, including resource allocation (15 minutes)

Video clip of a student progressing in clinical skills (30 minutes: 8 minute clips each with structured discussions)

Take home points/next steps (15 minutes)

**Who Should Attend:** Faculty involved with assessment of early medical students

**Level of Workshop:** Intermediate

### OTT-WD-5

#### Uniform diversity: How to achieve standardization in live clinical assessments while still retaining local autonomy

**Presenter(s):** Richard Turner (*University of Tasmania, School of Medicine, Hobart, Australia*), Peta-Ann Teague (*James Cook University, School of Medicine and Dentistry, Townsville, Australia*), Bunmi Malau-Aduli (*James Cook University, School of Medicine and Dentistry, Townsville, Australia*), Karen D'Souza (*Deakin University, School of Medicine, Geelong, Australia*)

**Background:** Objective Structured Clinical Examinations (OSCEs) are integral to assessment in medical education. Creating and delivering quality OSCE items can be time-consuming and intellectually demanding. Sharing items among like-minded institutions alleviates some of this burden, while also addressing the desire for standardization of assessment at a national level. This often must be harmonized with certain content, process and procedural specifications imposed at a local level. The ACCLAiM project was founded by a number of Australian Medical Schools with these goals in mind. Those who have been involved in the project are now in a position to share their acquired expertise.

**Intended Outcomes:** Participants will emerge with a framework for developing, implementing and evaluating collaborative OSCE items. They will also acquire

experience in skills required by examiners and item creators.

**Structure:** Presenters will facilitate discussion around various topics relating to inter-institutional sharing of live assessment items. They will also provide illustration from their own experiences as part of a collaborative demonstration project and evidence gleaned from the literature. Topics covered will include inter-examiner calibration, objective scoring, standard setting, curriculum alignment, and iterative item improvement. The session will be interactive, with practical exercises in inter-examiner calibration and consensus-driven item improvement.

**Who Should Attend:** This workshop is intended for all medical educators who engage in live clinical assessments, and wish to share assessment items in order to maximise intellectual capital and continuously improve item performance. Familiarity with the OSCE paradigm is a p

**Level of Workshop:** Intermediate

### OTT-WD-7

#### Learner-Centered Remediation for Clinical Skills: Diagnosing, Reflecting and Monitoring

**Presenter(s):** Norma Saks (*Rutgers Robert Wood Johnson Medical School, Piscataway, United States*), Carol Capello (*Weill Cornell Medical College, New York, United States*), Felise Milan (*Albert Einstein College of Medicine of Yeshiva University, New York, United States*), Eilzabeth Kachur (*Medical Education Development, New York, United States*)

**Background:** The OSCEs have been a mainstay for teaching and evaluating clinical skills across the medical education continuum. The format is useful for identifying learners with deficits in various clinical domains, including communication skills, medical knowledge and clinical reasoning, and professionalism. A robust remediation curriculum requires time and resources. How to best remediate learners who fail the OSCEs remains challenging.

**Intended Outcomes:** By the end of this workshop, participants will be able to

1. Diagnose domains where learners require remediation
2. Provide targeted feedback to learners using learner-centered approach
3. Plan a monitoring system for learners undergoing remediation.

**Structure:** This interactive workshop will harness the expertise of medical educators from various institutions who design and teach clinical skills and have implemented remediation programs. The workshop will include large and small group activities, and will consist of 1) Diagnosis: After introduction, faculty will discuss best practices for diagnosing domains where learners demonstrate deficits, using the ACGME & CanMEDS frameworks. Large group discussion will center around videotaped OSCEs from workshop faculty; 2) Reflection: Through guided reflection, faculty will demonstrate a learner-centered approach for providing constructive