

**14th ASIA PACIFIC MEDICAL EDUCATION CONFERENCE (APMEC)
11th - 15th January 2017, Singapore**

**Addendum to
Conference Handbook**

Updated as at 4 January 2017

Pages 2, 15, 24, 45, 101 and 517

Pre-Conference Workshop

Please note that Dr Don Moore will be replaced by Dr Jann Balmer for the workshop below that is taking place on Wednesday 11 January 2017:

W1P2: Framework for Planning for and Assessing Learning in a CPD Educational Program

Please see bio for Dr Jann Balmer as follow:



Jann Torrance **Balmer**
Director, Continuing Medical Education
University of Virginia School of Medicine
USA

Dr. Balmer serves as the Director for Continuing Medical Education of the University of Virginia School of Medicine

Dr. Balmer served as the President/Board of the Alliance for Continuing Education in the Health Professions from 2005 -2012 Dr. Balmer is on the Board of Directors for GAME. She served as Co-Chairman for the 1st China International Conference on Continuing Medical Education. She speaks at the ACEHP. (AMEE), CME Congress and other organizations.

Dr. Balmer served on the Accreditation Review Committee of the ACCME from 1994-2000. Dr. Balmer received the 2003 Willard M. Duff, PhD Award for exemplary, long-term service to the ACCME She serves as the Chair of the Commission for Accreditation for the American Nurses Credentialing Center (ANCC).

Pages 8, 188 and 189

Main Conference Programme

**Saturday 14 January 2017, 11.15am – 12.45pm
Theatre, Level 1, University Cultural Centre
Symposium 3 - Global Perspectives on Physician Well-Being**

Please note the spelling for the speaker should be “Halal Ibrahim”

Pages 6 and 160

Main Conference Programme

Friday 13 January 2017, 2.00pm – 3.30pm
Function Room 1, Level 1, University Cultural Centre
Free Communications 3 - Curriculum

Please note the correct title for Isaac Sia's presentation as follow:
Using Virtual Patients to Develop Patient Interview Skills in Student Dysphagia Clinicians

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Main Conference Programme

Saturday 14 January 2017, 11.15am – 12.45pm
Auditorium, Level 1, NUHS Tower Block
Free Communications 6 - Assessment

Please note the correct affiliations and results for Balakrishnan Kichu Nair's presentation as follow:

**WORK PLACE BASED ASSESSMENT OF INTERNATIONAL MEDICAL GRADUATES -
COMPOSITE RELIABILITY**

¹Nair BK, ²Frank I, ²Matheson C

¹HNE Health and University of Newcastle, Australia, ²Australian Medical Council, Australia

Results

Composite reliability when used in the tool box with 12 Mini Cex, 5 CBD and 6 MSF assessments was 0.67. To achieve a 0.8 reliability coefficient, we need 10 CBD, 12 mini CEX and 18 MSF assessments.

Pages 349, 359, 483 and 507

Main Conference Programme

Please note that there is a change in the e-poster ID D1072 to D2118 due to the change in presentation date and time to the below:

Saturday 14 January 2017, 2.15pm – 3.45pm
Function Room 2 and Foyer, Level 2, University Cultural Centre
E-Poster Presentation - Session 7 (Station 3)

D2118 Introduction of a Pre-Medical Course Study Programme to Undergraduate Medical Curriculum –Faculty Perspective
Rajajeyakumar Manivel, India

Pages 350 and 376

Main Conference Programme

Friday 13 January 2017, 2.00pm – 3.30pm
Function Room 2 and Foyer, Level 2, University Cultural Centre
E-Poster Presentation - Session 3 (Station 3)

Please note that there is a change in the presenting author from Judy McKimm to Paul Jones for e-poster ID D1064.

Pages 387 and 409

Main Conference Programme

Please note that e-poster ID D2024 will be presenting on the date and time below:

Saturday 14 January 2017, 8.15am – 9.00pm
Function Room 2 and Foyer, Level 2, University Cultural Centre
E-Poster Presentation - Session 4 (Station 4)

Please see abstract for e-poster ID D2024 as follow:

D2024

THE EFFECT OF EXPERTS VS. NON-EXPERTS FACILITATORS IN PROBLEM-BASED LEARNING

¹Alhussinan M, ²Sajid R, ¹Abuassle T, ¹Khanjar S, ¹Siddiqui F, ¹Mohamed N

¹College of Medicine, Alfaisal University, Saudi Arabia, ²Hematology, College of Medicine, Alfaisal University, Saudi Arabia

Aims

Trends in health professions trainee education are shifting from passive to active learning due to the belief that active learning results in enhanced knowledge retention and skills acquisition. Problem based learning (PBL) is one teaching strategy that was developed to make classroom learning more active. In the PBL sessions the students are provided with well-structured problems or cases so the students can generate objectives that apply their basic science knowledge in in real time practical scenarios. Many studies have examined whether being an "expert" or subject specialist influences the success of a facilitators in a problem-based learning curriculum. According to the Harvard medical school, tutors do not have to be experts to be successful. However, some studies have shown that students guided by an expert tutor achieved better than those guided by non-expert facilitators. The aim of this study is to evaluate the impact of expert PBL facilitator vs non expert facilitators on the learning process. Our hypothesis is that expert PBL facilitators affect the learning process of the students in a positive way when compared to non-expert facilitators.

Methods

The study was carried out among the second and third year students at college of medicine Alfaisal University, during the academic session of 2015 -2016. The PBL groups are facilitated by a range of academic staff of varying status from both medical and non-medical backgrounds. A self- developed questionnaire was implemented and posted on Google documents for the students to complete. This form consisted of a range of items categorised under the domains of knowledge, attitudes and skills. The rating scales used against these items range from 1-5, where 1 is for 'strongly disagree', and 5 is 'strongly agree'. Students were asked to indicate their perception against each of the items in order to evaluate their tutors' performance.

Results

A total of 137 responses were received. Out of these 34% were third year, and 66% 2nd year medical students. Almost 40% of the facilitator were Phd's and about 42% were MBBS-MD's. Around 78% of the students thought that their facilitator was able to answer their questions, and in almost equal number of students were of the opinion that the facilitator was able to relate the case to real life scenario. About 50% of the students strongly agreed that their facilitator created a learning environment during the PBL session, rather than an exam like environment. Moreover, 85% of the students thought the educational background of their facilitator affects the quality of their learning process. Approximately 65% of the students prefer having expert facilitator, and 80% of the students were of the opinion that they performed better when they had expert facilitators.

Conclusion

Our study showed that students prefer having an expert PBL facilitator, which improved their performance in PBL and summative examinations.

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Post-Conference Workshops and Special Courses

Kindly note that the following post-conference workshop on Sunday 15 January 2017 has been cancelled:

W3A4: Assessing the Quality of Objective Structured Clinical Examinations: An Introduction to Psychometrics

Pages 511 - 517

Directory of Participants

Kindly note that the following participants will be joining us for the conference as well:

AUSTRALIA	SINGAPORE	TAIWAN
Wayne Hazell	Abhilash Balakrishnan	Wei-chun, Cheng
	Yang Yi Chang	Bor-Gang Wu
CANADA	Chua Xue Jing	Yang Sin Ning
Linda Snell	Goh Lee Eng	
	Jes Fergus	THAILAND
HONG KONG S.A.R.	Kanagasuntheram Narendran	Burapat Sangthong
Chan So Ching Sarah	Winnie Lam	
	Sharavan Sadasiv Mucheli	UNITED STATES OF AMERICA
INDONESIA	Janice Oh Hui Hong	Jann Balmer
Zwasta Pribadi Mahardhika	Sharon Ong	John Ogunkeye
Suryono Yudha Patria	Masnita Rahmat	
Yana Supriatna	Shen Yuzeng	
Titit Widowati	Tan Eng Chun	
	Tan Kiat Tee, Benita	
JAPAN	Tien Sim Leng	
Yukari Isaka	Tong Kian Ti Aaron	
Kenji Miyazaki	Arif Tyebally	
Go Saito	Wong Mun Loke	
Hiroki Takahashi		
SAUDI ARABIA		
Fatimah Siddiqui		