



Day I Monday 23 October		Day II Tuesday 24 October		Day III Wednesday 25 October		
Start of Session	Registration: Academia, 20 College Road Singapore 169856	0715 – 0800 [Auditorium] CLIC Website: The Full View <i>R Latessa & J Erickson, on behalf of CLIC</i>		0800 – 0845 [Auditorium] Infusion of Advocacy into Medical Education: Toward Hastening Health Justice <i>Koong Heng Nung, Tobacco Free Generation (Singapore)</i>	Start of Session	
08:00	0800 – 0815 Dean's Welcome <i>Thomas Caffman, Duke-NUS Medical School (Singapore)</i>	0815 – 0930 [Auditorium] Panel Discussion on Diffusion of International Partnerships in Medical Education: Pearls & Pitfalls What are rationale and role of medical education partnerships? Who are these partnerships ultimately serving? Is medical education a local or global phenomenon? And more... <i>Soo Khee Chee, Duke-NUS Medical School (Singapore)</i> <i>Naomi Low-Beer, Lee Kong Chian School of Medicine (Singapore)</i> <i>Thurayya Arayssi, Weill Cornell Medicine-Qatar (Qatar)</i> <i>Charles Wiener, Johns Hopkins University (USA)</i> <i>Moderator: Ian Curran, Duke-NUS Medical School (Singapore)</i>		0845 – 0900 15-min Break	08:00	
08:15	0815 – 0945 [Academia Auditorium] (Eye-)Opening Plenary [0815 – 0900] <i>Lorelei Lingard, Schulich School of Medicine & Dentistry at Western University (Canada)</i>	0930 – 1000 30-min Break + Refreshments		0900 – 1015 [Auditorium] Forum on International LIC Perspectives III Outcomes & Impact – How do we know an LIC is “working”? What is the evidence behind why/how LICs work? Do current outcome measures justify LICs? Should LICs aim for higher impact? What's next for LIC? <i>Robyn Latessa, University of North Carolina Asheville (USA)</i> <i>Myles Nickolich, Duke University (USA)</i> <i>Moderator: Jennene Greenhill, Flinders University (Australia)</i> <i>Ann Poncelet, University of California, San Francisco (USA)</i> <i>Roger Strasser, Northern Ontario School of Medicine (Canada)</i>	08:15	
08:30		1000 – 1200 Parallel Sessions		0945 – 1015 1015 – 1045 30-min Break + Refreshments	08:30	
08:45		Oral Presentations [L151] From Rapping to Flying with some effort - the Stellenbosch University LIC. <i>M Voss, JF Coetzee (presenting), H Conradie, S C van Schoikwyk</i> Developing a robust medical education curriculum in rural Nepal. <i>Santosh Dhungana, Stephen Mehanzi, Leno Wang, Bikash Gochhay, Pawan KB Agrawal, Dan Schwarz</i> Community Based Learning at Japan's Jichi Medical University. <i>Adam Jan Lebowitz</i> Optimizing student learning – An amalgamative clerkship model in a single small community. <i>Jeffrey G Wong, Kristen Grine, Angela Handyk, James Powell, Ryan Ridenour, Paul Shestobov</i> Stakeholder Perspectives on Rural Community-Based Medical Education: A Paradigm Shift in Clinical Education in Thailand. <i>Pisphan Sangpan, Lucie Walters</i> Are Longitudinal Integrated Clerkships at a Tipping Point? A Survey of Internal Medicine Clerkship Directors. <i>Lindsay Mazotti, Jennifer Adams, Bruce Peyser, Katherine C. Chretien, Brian Duffly, David Hirsh</i> Towards a framework for decentralised health professions education. <i>Marijke de Villiers, Julia Blitz, Ian Couper (presenting), Ahsai Kent, Susan van Schoikwyk (Request for more discussion time)</i>	Workshops [L253] [1000 – 1100] How Longitudinal Students Can and Should Add Value in the Clinic Setting <i>Bruce Peyser, Courtney Davis, Lawrence Greenblatt, Myles Nickolich, Rajeswari Kathirvel, Sonali Chonkar, Alexandra Bocharnikov</i> [1100 – 1200] MED Talks in the LIC: Creating an Asynchronous Learning Platform for Students in an LIC <i>Mark Beard</i>	Workshops [L153] [0955 – 1055] An “Eye for Quality”: Medical students as observers, innovators, and ambassadors of quality improvement in healthcare <i>Galina Ghehman, Maren Bataalden, Yamini Saravanan, Nora Osman, Barbara Gottlieb, Arundhati Ghosh, David Hirsh</i> [1100 – 1200] Leadership training for future rural physicians in University of Washington School of Medicine's Targeted Rural Underserved Track (TRUST) <i>Mary Barinaga, Jay Erickson</i>	09:00	
09:00	Audience Deliberation on Plenary Talk & Wrap-up by L Lingard [0900 – 0945]				09:15	
09:15	<i>Facilitation by Members of CLIC2017 Organizing Committee</i>				09:30	
09:30					09:45	
09:45					10:00	
10:00	30-min Break + Refreshments				10:15	
10:15	1015 – 1145 [Start in Auditorium] Not your usual POSTER walkabout <i>S Ling, Chair of Scientific Committee (Singapore)</i> But first, A Preview of CLIC Website <i>R Latessa & J Erickson, on behalf of CLIC</i> READY, SET, Poster binGO [L1 Pre-function area]				10:30	
10:30					10:45	
10:45					11:00	
11:00	Facilitation by Members of CLIC 2017 Organizing Committee				11:15	
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11:30	[Poster details will be published in conference programme booklet]				11:45	
11:45					12:00	
12:00	1145 – 1245 Forum on International LIC Perspectives				12:15	
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13:00	I Inputs – Why LIC? What is LIC role in context of healthcare changes? Is it cost-effective? Is there adequate evidence to support widespread adaptation? What additional data do we need? ...				13:15	
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13:30	<i>Deepali Bang, Duke-NUS Medical School (Singapore)</i> <i>David Hirsh, Harvard University (USA)</i> <i>Jill Konklin, University of Alberta (Canada)</i>				13:45	
13:45	<i>Ian Couper, Stellenbosch University (South Africa)</i> <i>Moderator: Lori Hansen, University of South Dakota (USA)</i> <i>Jordan Li, Flinders University (Australia)</i>				14:00	
14:00	1400 – 1420 20-min Break (Mobile Coffee)				14:15	
14:15					14:30	
14:30					14:45	
14:45	1420 – 1620 Parallel Sessions				14:55	
14:45	Oral Presentations [L151] Project DONE: A Student-Driven, Peer-Assisted Learning Approach to Medical Missions. <i>Brian Chen, Goh Sok Hong, Qip Shu Zhen Alicia, Koh Yiwen, Angèle Frances Yap, Courtney Davis, Arpano Vijayarati</i> Longitudinal Rounds: A curriculum, co-designed with students and patients, to build competence in the care of medically and socially complex patients. <i>Yamini Saravanan, Rebhara Ogur, Arundhati Ghosh, Rachel Hathaway, Nora Osman, Maren Bataalden, David Hirsh</i> Factors influencing Student Engagement and Motivation in Clinical Learning - A Comparison of The Longitudinal Integrated Clerkship and The Rotation Based Clerkship in Taiwan. <i>Po-Fai Chan, Wang Ting Chen, Wen-Hsien Che, Yaw-Wen Chung</i> What is the role of the medical school in shaping a rural medical workforce? <i>Genevieve Poyland, Ian Pudley</i> A “micro-curriculum” to introduce longitudinal care in the traditional block clerkship model. <i>Alex J. Atalay, Nora Y. Osman, Erik K. Alexander</i> Developing low/no-budget mini-projects in the ambulatory setting to address social determinants. <i>Barbara Gottlieb, Nora Y. Osman, Nadia Ali, Alex Atalay, Beverly Woo</i> Addressing social determinants through community health initiatives: implementing group medical visits for vulnerable populations with trainees. <i>Bianca Shogren*, Yamini Saravanan*, Alex Atalay, Rachel Hathaway, Tara Singh, David Hirsh</i> Preparing medical students to coproduce health and healthcare with patients and families. <i>Maren Bataalden*, Galina Ghehman*, Tara Singh, Elizabeth Goufberg, Bianca Shogren, David Hirsh</i>	Workshops [L253] [1420 – 1520] Intrinsic Motivation in Clerkship Students can be Built: Fostering “Autonomy Supportive Teaching” <i>Tara Singh, Kathryn Atkins, Celeste Royce, Nora Osman, David Hirsh</i> [1520 – 1620] Cohort Management 2.0: Promoting and assessing patient-centered longitudinal learning among students in an LIC <i>Tal Ann Ziv, Yamini Saravanan, Nardine Riegels, Lindsay Mazotti</i>	Oral Presentations [L153] The “Layered Teaching Model” Do trainees benefit from a hierarchical training environment? <i>Mohamed Rowaili, Desmond Whalen</i> Understanding the Patient Experience through Longitudinal Patient Threads. <i>Myles Nickolich, Sarah Nickolich, Louis Diehl</i> Creating Primary Care Change Agents for Population Health Improvement. <i>Arif Tran, Barbara Shelton</i> Innovation in Reflective Practice Teaching: A Hands-on session with the Proximo Toolkit Flashcards. <i>Maggie Wort, Carmen Larsen</i> Comparative efficacy of rural LIC in translating to regional internships. <i>Scott Kitchener, Kay Brumpton</i> How do longitudinal teachers of medicine best utilize technology for teaching and providing feedback? <i>Benjamin Gilmer, Joshua Onyango</i> Duke Hot-Spotting Initiative: A Model in Care Management. <i>Aarti Thakkar</i> MedEdLit: A Novel, Fun Approach to Nutrition Education. <i>Isaac Bleicher, Selema An, Bruce Peyser</i> A retrospective review of learner and programmatic experiences three years into implementing a blended longitudinal integrated clerkship. <i>Shiva Samf-rasid, Goh Sok Hong, Scott Compton</i> Making meaning out of disorienting dilemmas, assumptions and emotions: a guide to reflective write-ups. <i>Anthony Li, Aadya Deshpande, Shiva Samf-rasid</i> An investigation of Health Theories Among Medical and Dental Students. <i>David F. Sloane, David Hirsh</i> Psychological Safety and Accountability in LICs. <i>Joshua Onyango, Robyn Latessa, Shelly Galvin, Robert Swendsmann, David A. Hirsh</i>	Workshops [L253] [1440 – 1540] Low-carb feedback: Models for providing assessment and feedback without the “feedback sandwich” <i>Alex Atalay, Nora Osman, Arundhati Ghosh, Rebecca Berman, Barbara Gottlieb</i> [1540 – 1640] Not Everyone is Perfect: Remediation Tips and Tools <i>Lawrence Greenblatt, Bruce Peyser, Phua Ghee Chee, Kavitha Garuna Murthee</i>	Oral Presentations [L153] The development of clinical reasoning in LICs: What does the literature reveal? <i>David Game</i> Examining the Use of White Space in an Urban Multi-Site Comprehensive Longitudinal Integrated Clerkship. <i>Moriaz Leon-Carlyle, Katherine Jackson, Ra Han</i> Hands On is Hands Down the Best Way of Learning. <i>Rajiv Shah, Eliane Shore, Alexandra Davidson, Husayn Kara</i> Simulation 101: A New Direction for LIC School? <i>Eliane Shore, Rajiv Shah</i> Multidisciplinary OSCE as Step 2 Prep - A Pilot. <i>William Pieratt</i> Description of two different forms of family medicine-based longitudinal integrated clerkship according to our experience. <i>Melodie Caron-Leblanc, Katherine Larose, James Timmons (presenting), Marie-Hélène Girouard</i> A LIC in an urban context with regular clerks: a one year experience. <i>Carole Bernier, Nathalie Gagon, Marianne Klugestein, Sylvie Bourque</i>	
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17:00	1620 – 1645 25-min Refreshment Break				17:15	
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18:00	1645 – 1815 Parallel Sessions				18:15	
18:00	PeArLS** of Sweat [L151] <i>Continuity within LICs: Opportunities and Challenges</i> <i>Josh Bernstein, Ann Poncelet</i> <i>You're in my way: Challenges Delivering a Hybrid OBGYN Clerkship</i> <i>Rajiv Shah, Eliane Shore</i> <i>Launching a Multi-site LIC Program in a Community Academic Centre</i> <i>Abdollah Behzadi, Bryan Abankwah, Alison Freeland, Stacey Bernstein</i>	Perfect PeArLS: Natural or Cultivated? [L153] <i>Selection or allocation by student preference: how are schools selecting students for Longitudinal Integrated Clerkships?</i> <i>Leesa Walker, Tori Brown, Jennene Greenhill</i> <i>Challenging Our Millennials: How Do We Motivate Our Students to Push Past the Medicine Mark?</i> <i>Debbie G. Lynn, Hector Chapa, William Pieratt</i> <i>Building a Community of Faculty Coaches to Ensure Optimal Professional Development and Success of Students in a Longitudinal Integrated Clerkship</i> <i>Jo Anna Leuck</i>	Workshop [L253] <i>Teaching skills and strategies to mitigate the effects of unconscious bias in mentoring and teaching relationships</i> <i>Nora Y. Osman, David Hirsh, Denise Connor, Barbara Gottlieb</i>		17:00	
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19:00	1830 – 2100 Dinner & Discourse The Halia (Fusion Cuisine), Singapore Botanic Gardens				18:15	
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