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psychological factors that underlie survivors' non-disclosure to medical doctors or reluctance to forensic medical examination, (c) stressors during high-tension judicial settings that could inadvertently elicit trauma that impede patient recovery.

Results: A group of medical students participated in the Workshop. Students indicated that Workshop was effective in facilitating their empathetic understanding of sexual violence survivorship and non-judgmental attitude toward survivors' potential psychological reluctance to seek professional help.

Conclusion: The teaching experience exemplifies a novel response in medical education to the United Nations' call to address gender-based violence.

Title: A psychometric analysis of difficulty index, discrimination index, and distractor efficacy in single best answer questions among final-year medical students in a high-stakes examination

Author: NILAR WIN

Institute: International Islamic University Malaysia

Objective: The objective of this study was to study the association between DE, DIF, and DI under Classical Test Theory (CTT) as well as evaluate item performance in an undergraduate medical exam.

Methods: A psychometric cross-sectional survey was conducted with 60 SBA items administered to 129 final-year MBBS students through census sampling. The inclusion criterion was complete response data. Descriptive statistics (frequency, mean, SD) were used for item-by-item classification according to difficulty and discrimination, and distractor functionality was assessed. Spearman's rank correlation tested correlations between DIF, DI, and DE.

Results: Twenty-five (41.6%) were too easy

(DIF > 70), 25 (41.6%) acceptable (DIF 30–70), and 10 (16.7%) too difficult (DIF < 30) out of 60 items. Over half of the items (51.7%) were good discriminators (DI > 0.3), while 43.3% were marginal and 5% poor. Distractor efficiency was optimal in the difficult items (80%) and poorest in easy items (41.3%). There was a high positive correlation between DIF and DI ($r = 0.327$, $p = 0.011$). There was, however, a highly negative correlation between DIF and DE ($r = -0.699$, $p < 0.001$). Between DI and DE, there was no significant correlation ($r = -0.144$, $p = 0.272$).

Conclusion: Middle-difficulty items best differentiated high- and low-achievers. Easy items had weak distractor functioning, with a quality gap. The negative correlation of DIF and DE highlights the need for improved distractor construction, especially for easy items.

Title: Impact of Generative AI on Learning, Teaching and Assessment in Health and Medicine

Author: Alexandra L. Webb, Julia Ellyard

Institute: Australian National University

Objective: The rapid advancement of Generative Artificial Intelligence (Gen-AI) presents transformative opportunities for health and medicine education. However, students and educators are seeking guidance on the practical as well as the responsible and ethical use of Gen-AI. The aim of this project was to devise and evaluate practical guidelines and use-cases to guide the responsible and ethical use of Gen-AI for students during their training and future work as a health professional.

Methods: We co-created educator and student Gen-AI guidelines and use-cases for health and medicine courses at an Australian university. The Gen-AI guidelines and use-cases were disseminated and evaluated. The evaluation was conducted using a mixed-