

amee 2014

AN INTERNATIONAL ASSOCIATION FOR MEDICAL EDUCATION

MILAN, Italy

MiCo Milano Congressi
30 August - 3 September 2014

PROGRAMME



Excellence in Education
- the 21st Century Teacher

*Inspire...and
be inspired*

in collaboration with:



University of Milan



Council of Directors of Medical Curricula



Council of Directors of Curricula of Healthcare Allied Professions



Council of Deans and Directors of Medical Faculty



University 'Sapienza' of Rome



SIPeM

www.amee.org
amee@dundee.ac.uk

Conference Connect

Social networking and connecting at AMEE 2014



AMEE Online Help Desk: Need help or want to learn more about how to connect with AMEE Online? Why not visit our AMEE Online Help Desk located in the registration area, Level +1, MiCo.



Conference App: Please consult our web-based App for Conference information. You can access the full programme and abstracts, and build your own schedule of sessions and presentations you would like to attend. You can also connect with AMEE Online: Facebook, Twitter, LinkedIn and YouTube Channels and upload your own photographs into the conference gallery. The App can be accessed on laptops, tablets and smartphones. Go to www.guidebook.com to download the Guidebook App and search for AMEE 2014. You will be prompted to enter the following redeem code: amee2014



Facebook: Keep up to date with all AMEE news by 'liking' our Facebook page: www.facebook.com/AMEE.InternationalAssociationforMedicalEducation



Twitter: Follow [@AMEE_Online](https://twitter.com/AMEE_Online) and use hashtag [#amee2014](https://twitter.com/amee2014) to tweet about what you see and hear during the Conference. If you wish to tweet about a particular conference presentation remember to use the presentation hashtag e.g. #2D1. Look out for the screens throughout the Congress Centre for the live twitter feeds. A 'Tweet Up' will be held in conjunction with the AMEE eLearning Committee Open Meeting on Monday 1 September: 1245-1345 in Suite 8, Level Mezzanine, MiCo. It's a chance to meet up with others you connect with through Twitter and to contribute to AMEE's work in the area of eLearning.



LinkedIn: www.linkedin.com/company/amee-international-association-for-medical-education



YouTube Channels: For a selection of videos and information related to AMEE Conferences and the MedEdWorld initiative, take a look at our YouTube Channels : [AMEEOnline](https://www.youtube.com/channel/UC...) & [MedEdWorldorg](https://www.youtube.com/channel/UC...)



MedEdWorld Forums: MedEdWorld (www.mededworld.org) was launched by AMEE in a response to the identified need to create a more formal mechanism for AMEE members and others to keep in touch between AMEE conferences. If you already have an AMEE username and password, this will also give you access to MedEdWorld. If you haven't activated your free membership or need help in setting up your MedEdWorld account, please contact us at amee@dundee.ac.uk or mededworld@dundee.ac.uk or stop by the AMEE Exhibition Stand and we would be pleased to assist you. MedEdWorld Forums are discussion threads on topics featured at AMEE 2014. To access a Forum, go to www.mededworld.org and log in with your AMEE username and password. Click on Forums in the left menu and choose the appropriate Forum as indicated below. You can add your comments, join in the discussions, upload presentations and even arrange to meet other participants to follow up on the discussions face-to-face. There are two types of Forums:

- 1. Themed Forums:** Eight Themed Forums have been created on the following topics: interprofessional education, selection of students and trainees, simulation, team-based learning, work-based assessment, staff/faculty development, international collaborations and competency/outcome-based education. You are invited to post comments to the Forum of your choice and network with others with similar interests. A themed table for each topic has been set aside in the lunch area on Monday and Tuesday, in order to further the face-to-face discussions. You can also select a coloured dot, from the noticeboard in the registration area, representing the theme of your choice, and add it to your name badge to indicate to others your interest in a particular topic.
- 2. Session Forums:** Session Forums have been set up in which you can upload your Powerpoint presentations if you wish to share them with others. Session Forum 1 is for presentations scheduled on Monday; Session Forum 2 is for Tuesday; Session Forum 3 is for Wednesday.

If you would like to know more about using Forums, or anything else about MedEdWorld, you could either attend one of the MedEdWorld workshops scheduled in Session 3, Session 9 and Session 10, or ask at the AMEE Exhibition Stand or the Social Networking Helpdesk.



Meet-the-Expert: An opportunity to meet with AMEE's Social Media Consultant Salmaan Sana and learn more about how to connect with AMEE Online and tips on how to use the many social media networks that are available to users.

Date:	Saturday, 30 August	Monday, 1 September
Time:	1330-1630	1600-1730
Location:	Suite 1, Level +2, MiCo	Suite 1, Level +2, MiCo



AMEE Hackathon – Stepping into the intersection!

An exciting opportunity for teachers, psychologists, learning technologists, educationalists and developers to tackle challenges facing medical education today. Come prepared to experiment, improvise, create, play and contribute to what could be the start of the next big thing in health professions education! This pre-conference workshop is a prelude to a 2 day symposium scheduled for AMEE 2015, Glasgow, UK, when several hundred participants from a wide range of disciplines will collaborate to push the boundaries and come up with innovative ideas and practical applications that may impact on future practice in education.

Date:	Sunday, 31 August
Time:	1330-1630
Location:	Suite 2, Level +2, MiCo
Cost:	£65



AMEE Live: Sessions held in the Gold Plenary (plenaries and symposia) and the Auditorium (symposia) including the opening ceremony will be live streamed as well as interviews with speakers and participants through www.ameelive.org Those unable to participate in person will be able to subscribe to the live stream and can take part in the discussions and ask questions of the speakers as an individual or with a group of colleagues. As a Conference participant you will also have free access to the recordings after the Conference, and can catch up with a session you missed when you're back home. To access the stream either live or afterwards, simply go to www.ameelive.org and enter the username *amee* and password *milan2014*.



Student Blog: www.ameestudents.org. Calling all Students! Keep up to date with what the students are doing at the Conference, including social events they have organised by checking the student blog from time to time.



QR Codes: You may wish to consider adding a QR code containing your contact information to your presentation slide or poster so that other delegates may contact you. For tips on how to do this, please see the videos available on the AMEE YouTube channel (AMEEOnline).



Videos and Photographs: Please be aware that plenary and symposia sessions will be live streamed and recorded for future use. Photographers will also be capturing the event. Images taken by our photographer will be posted on Facebook and Flickr. Also follow us on Instagram – AMEEOnline for photographs taken by the AMEE Team. Please feel free to tag us in your own photos and upload them to the Conference App and your own social media networks.

Saturday 30 August

	AMBER 1	AMBER 2	AMBER 3	AMBER 4	AMBER 5	AMBER 6	AMBER 7	AMBER 8	SUITE 1	SUITE 2	SUITE 3	SUITE 5	SUITE 6	SUITE 7	SUITE 8	SUITE 9	MTG 2
	COURSE		MC1/COURSE	COURSE	MC2	PCW1	PCW2	PCW9	PCW8	PCW7	PCW6	PCW5	PCW4	PCW3	COURSE	MEETING	
TIME	0830-1700	0845-1630	0845-1630	0845-1630	0845-1630	0900-1630	0915-1630	0915-1215	0915-1215	0915-1215	0915-1215	0915-1215	0915-1630	0915-1215	0915-1215	0845-1630	1000-1630
AFTERNOON 1330-1700	MORNING 0830-1215																
TIME	<p>Essential Skills in Medical Education (ESME)</p> <p>Essential Skills in Medical Education Assessment (ESMEA)</p> <p>Research Essential Skills in Medical Education (RESME)</p> <p>MASTERCLASS: Essential Skills in Computer-Enhanced Learning (ESCEL) / COURSE: Essential Skills in Computer-Enhanced Learning (ESCEL)</p> <p>Essential Skills in Continuing Education and Professional Development (ESCEPD)</p> <p>MASTERCLASS: Simulation-based Healthcare Instruction</p> <p>Scholarship and Innovation in Medical Education: A Practical Workshop to Guide Development of an Educational Project for Peer Review and Dissemination</p> <p>Approaches to ensure quality standards for standardized/simulated patient performance in high stakes OSCEs</p> <p>AMEE Social Media Drop In Session (Open Session)</p> <p>Standards in medical education: developing for and applying in your context</p> <p>Cinema as a learning tool to promote reflection in healthcare: How to manage the personal impact of patients' pain</p> <p>Developing Readiness for Residency programs: Optimizing Student Preparation for Medical Practice</p> <p>Students' workshop - Introducing the world of Medical Education</p> <p>Facilitation in Team Based Learning</p> <p>Reach for the Top: Leadership Development in our learners</p> <p>Fundamentals of Leadership and Management in Education (FLAME)</p> <p>AMEE Executive Committee Meeting (invite only)</p>																
TIME								PCW10 1330-1630	EXPERT 1330-1630	PCW15 1330-1630	PCW14 1330-1630	PCW13 1330-1630		PCW12 1330-1630	PCW11 1330-1630		

Sunday 31 August

	AMBER 1	AMBER 2	AMBER 3	AMBER 4	AMBER 5	AMBER 6	AMBER 7	AMBER 8	SUITE 1	SUITE 2	SUITE 3	SUITE 4	SUITE 5	SUITE 6	SUITE 7	SUITE 8	SUITE 9	MTG 1	MTG 2
	COURSE	MC3	COURSE	PCW16	PCW17	PCW18	PCW19	MEETING	PCW25	PCW24	MEETING	PCW23	PCW22	PCW21	PCW20	COURSE	MEETING	MEETING	
TIME	0830-1630	0845-1215	0900-1630	0915-1215	0845-1215	0915-1215	0915-1215	0915-1215	0900-1030	0915-1215	0915-1215	0830-1230	0915-1215	0915-1630	0915-1215	0915-1215	0845-1630	0900-1030	0900-1030
AFTERNOON 1330-1700	MORNING 0830-1215																		
TIME	<p>Essential Skills in Medical Education (ESME)</p> <p>Improving your OSCE: Measurement, Recognition and Remediation of Station Level Problems</p> <p>MASTERCLASS: Experimental Research Methods</p> <p>What's up? Whatsapp? Technology in Medical Education / Essential Skills in Computer-Enhanced Learning (ESCEL)</p> <p>Micro and Macro Systems Impact on the Science of Learning and Change</p> <p>Outcomes Research in Medical Education: How can we research the outcomes of innovations in Medical Education?</p> <p>Writing MCQs in challenging content areas</p> <p>Catalyzing Change: Successful Strategies for Engagement</p> <p>ASPIRE: Social Accountability Panel Meeting (invite only)</p> <p>AMEE Hackathon: Stepping into the intersection</p> <p>Death comes to us all: practical opportunities to integrate learning about living with dying into medical education and practice</p> <p>Preparing Faculty to Teach Effectively: From Workshops to Communities of Practice</p> <p>Electronic curriculum maps – what are they, how can we create them and why should we have one?</p> <p>Advanced Pre-Conference Workshop for Students, Junior Doctors, Young Educators & Trainees: Finding Your Passion in Medical Education</p> <p>Exploring the Interface of Professionalism at the Individual and Organizational Levels</p> <p>Rethinking feedback for learning: the challenge of design</p> <p>Change, Adaptability, Leadership and Management (CALM)</p> <p>BEME BREC Meeting (invite only)</p> <p>ASPIRE: Student Assessment Panel (invite only)</p> <p>ASPIRE: Student Engagement Panel (invite only)</p>																		
TIME		PCW26 1330-1630		PCW27 1330-1630	PCW28 1330-1630	PCW29 1330-1630	PCW30 1330-1630	PCW31 1330-1630		PCW37 1330-1630	PCW35 1330-1630	PCW36 1330-1630	PCW34 1330-1630		PCW33 1330-1630	PCW32 1330-1630		MEETING 1330-1630	MEETING 1100-1430

Monday 1 September

	GOLD PLENARY	AUDITORIUM	BROWN 3	BROWN 2	BROWN 1	THEATRE ROOM 11	THEATRE ROOM 12	AMBER 1	AMBER 2	AMBER 3	AMBER 4	AMBER 5	AMBER 6	AMBER 7	AMBER 8	THEATRE ROOM 13	WORKSHOP ROOM 1	WORKSHOP ROOM 2							
	2A	2B	2C	2D	2E	2F	2G	2H	2I	2J	2K	2L	2M	2N	2O	2P	2Q	2R							
SESSION 2 0830-1015	SYMPOSIUM			RESEARCH	SHORT COMMUNICATIONS														WORKSHOPS						
	Competencies and Milestones: Will those who ignore the past be condemned to repeat it?			Exploring Cognition	Curriculum Evaluation	Patil Teaching Innovation Awards 1	OSCE 1: Scoring an OSCE	Education Environment	Instructional Design	Widening Participation & Admission to Medical Schools	Accreditation of Medical Schools	IPE 1	Clinical 1	Student Support	Trainee in Difficulty	Best Evidence Medical Education (BEME)	Trainee Workshop: Transitioning from Learner to Teacher	Debriefing after simulation based training of teams							
	BREAK																								
	SESSION 3 1045-1230	3A	3B	3C	3D	3E	3F	3G	3H	3I	3J	3K	3L	3M	3N	3O	3P	3Q	3R						
		SYMPOSIUM			RESEARCH	SHORT COMMUNICATIONS														WORKSHOPS					
		Where is the line between sloppy and scientifically irresponsible? A discussion to promote excellence			Outcomes	The Teacher	Professionalism in the Curriculum	Assessment 1	Resident Training	Clinical Reasoning	Tools for Selection for Medical School	Education Management 1	Community-based Education	Clinical 2	The Student	Mobile Learning & Social Networking	Career Choice	Designing a future-focused medical school	Tips on preparing ASPIRE award applications in student engagement						
		LUNCH																FLAME / CALM	INTL REPS						
		SESSION 4 1400-1530	4A	4B	4C	4D	4E	4F	4G	4H	4I	4J	4K	4L	4M	4N	4O	4P	4Q	4R					
			SYMPOSIUM			RESEARCH	SHORT COMMUNICATIONS														WORKSHOPS				
			Simulation-based Mastery Learning in Medical Education			Technology and Assessment for Learning (conducted as flipped classroom session)	Transition to Clinical Practice	Patil Teaching Innovation Awards 2	OSCE 2: Implementation in Practice	Postgraduate Education: Time is of the Essence	Social Accountability	Multiple Mini Interviews	Education Management Interview (MMI)	International Education 1	Curriculum Subjects 1	CPD 1	Student in Difficulty	Teaching & Learning: The Lecture	A Gentle introduction to Psychometrics for the Medical Educator	Best Practices for Orienting New Medical School Faculty					
			BREAK																						
			SESSION 5 1600-1730	5A	5B	5C	5D	5E	5F	5G	5H	5I	5J	5K	5L	5M	5N	5O	5P	5Q	5R				
				SYMPOSIUM			RESEARCH	FRINGE	PHD	SHORT COMMUNICATIONS														WORKSHOPS	
				Building Continuous Quality Improvement into an Accreditation System: Benefits and Challenges			Curriculum and Learning	AMEE Fringe 1	PhD Reports 1	Assessment 2	Postgraduate Training: Early years	Portfolios in Teaching & Assessment	Selection for Postgraduate Training	Approaches to Teaching & Learning	International Education 2	Roles of the Teacher	CPD 2	What I gained from ESME course participation	Simulation 1	The use of Twitter in medical education	Introducing the Core Entrustable Professional Activities for Entering Residency				

	SYMPOSIUM
	SHORT COMMUNICATIONS
	WORKSHOPS
	POSTERS
	ePOSTERS
	RESEARCH PAPERS / PHD REPORTS
	FRINGE
	MEET THE EXPERTS

OPEN MEETINGS		
1245-1345	AMEE Postgraduate Committee	Suite 9
1245-1345	AMEE eLearning Committee / Tweet Up	Suite 8
1245-1345	AMEE Research Committee	Suite 7
1245-1345	AMEE Simulation Committee	Suite 4

PRIVATE MEETINGS		
0700-0815	Journal Editors	Meeting Rm 1
1245-1345	International Representatives	Workshop Rm 2
1245-1345	Professors of Medical Education	Workshop Rm 3
1245-1345	Directors of MME	Suite 3
1400-1530	ESME Advisory Board Meeting	Meeting Rm 2
1730-1830	ESME Alumni Reception	Amber 8
1745-2000	AMEE Ambassadors	Suite 1
1745-2000	Non-Technical Skills in Med Ed SIG	Suite 2
1745-2000	AMEE Research Committee	Suite 7
1745-2000	AMEE eLearning Committee	Suite 8
1745-2100	National Associations Meeting	Meeting Rm 2
1745-2000	InResh Meeting	Workshop Rm 1
1745-2000	Harvard Macy Reception	Workshop Rm 2
1745-2000	IMEX Board Meeting	Suite 9
1745-2000	University of Dundee, CME Reception	Suite 6
1745-2000	BEME UK Meeting	Workshop Rm 3

Monday 1 September

	WORKSHOP ROOM 3	SUITE 9	SUITE 8	SUITE 7	SUITE 6	SUITE 4	SUITE 3	SUITE 2	SUITE 1	SUITE 5	SOUTH HALL						THEATRE ROOM 15	THEATRE ROOM 16	
	2S	2T	2U	2V	2W	2X	2Y	2Z	2AA	2BB	2CC	2DD	2EE	2FF	2GG	2HH	2II	2JJ	
SESSION 2 0830-1015	WORKSHOPS										POSTERS						ePOSTERS		
	Empowering the 21st Century Scholar	Clerkships: Assessing if they are effective learning experiences	The role of coaching in CPD	Simple, practical, value-added flipped classroom design and implementation	The Use of Virtual Patients to Promote Inter-Professional Learning	Making the most of existing assessments: Using learning analytics	Social Accountability: Medical education and the global environment	What makes a good case for use in students' case discussions?	Redefining the Line on Professionalism	ASPIRE: Recognising Excellence in Medical Education	Assessment 1: General	Teaching & Learning: General	Research & Evidence Based Medicine	Stress and Student Wellbeing	Residency Training	Clinical Methods & Procedures	Evaluation of Teaching / Educational Research	Communication	
BREAK																			
	3S	3T	3U	3V	3W	3X	3Y	3Z	3AA	3BB	3CC	3DD	3EE	3FF	3GG	3HH	3II	3JJ	
SESSION 3 1045-1230	WORKSHOPS										EXPERT	POSTERS						ePOSTERS	
	Patient and community involvement in health professional education	Career paths in Medical Education – A Workshop for Junior Doctors	Practical implications of social engagement for medical education	OSCE question writing	Create OSCEs to engage your learners – regardless of topic	Careers advice and guidance – a 4 step model	Examining the use of role play within an undergraduate medical curriculum	Authoring Virtual Patients for online PBL, with examples from ePBLnet	An Introduction to MedEd Publish	Meet the Expert: Richard Horton	Ethics / Empathy	Games / Technology / Theory	Curriculum Environment / Humanities	Student Engagement / Portfolios	Postgraduate Education: Early Years	Clinical Teaching 1	International	Staff Development	
	PROFS OF MED EDUC	POSTGRAD COMMITTEE	eLEARNING / TWEET UP	RESEARCH COMMITTEE	RESME	SIMULATION COMMITTEE	DIRECTORS OF MME			ESME									
	4S	4T	4U	4V	4W	4X	4Y	4Z	4AA	4BB	4CC	4DD	4EE	4FF	4GG	4HH	4II	4JJ	
SESSION 4 1400-1530	WORKSHOPS										EXPERT	POSTERS						ePOSTERS	
	Creating Competency Frameworks: 12 Steps to Elegant Results	Exploring clinical reasoning: making thinking visible	Milestones and EPAs – Frameworks for CBME and Assessment	Best Practices in Residency Applications and Selection: File Review	Fostering Collaboration Among Young Medical Educators to Improve Innovation and Research	Making pass-fail decisions fairly	Developing the educational culture of a healthcare organisation	Teaching and assessing reflective writing in the medical sciences	BEME: A beginner's guide to peer reviewing health education systematic reviews	Meet the Expert: Lawrence Sherman	Assessment 2: Feedback	Teaching & Learning Anatomy	OBE	Junior Doctor as Teacher	Postgraduate Training 1	Clinical Teaching 2	eLearning 1	IPE 1	
BREAK																			
	5S	5T	5U	5V	5W	5X	5Y	5Z	5AA	5BB	5CC	5DD	5EE	5FF	5GG	5HH	5II	5JJ	
SESSION 5 1600-1730	WORKSHOPS								MEET EXPERTS		POSTERS						ePOSTERS		
	Integrating Clinical Science and Basic Sciences in Pre-clinical Years	iEthics: an integrated curriculum for teaching ethical practice	How our students develop	ACGME Next Accreditation System	Taking the Mystery Out of the Inter-professional Objective Structured Clinical Examination (iOSCE)	Moving your Residents as Teachers program forward: strategies to assess teaching skills	Why Doctors Go Bad	Mindfulness Based Stress Reduction (MBSR) in residences	Salmaan Sana: @amee Online	Assessment, Measurement and Mobile Technology	Assessment 3: Work based / Self Assessment	The Lecture	Curriculum Evaluation 1	The Student 1	Postgraduate Training 2	Context for Clinical Training	eLearning 2	IPE 2	

- SYMPOSIUM
- SHORT COMMUNICATIONS
- WORKSHOPS
- POSTERS
- ePOSTERS
- RESEARCH PAPERS / PHD REPORTS
- FRINGE
- MEET THE EXPERTS

OPEN MEETINGS		
1245-1345	AMEE Postgraduate Committee	Suite 9
1245-1345	AMEE eLearning Committee / Tweet Up	Suite 8
1245-1345	AMEE Research Committee	Suite 7
1245-1345	AMEE Simulation Committee	Suite 4

PRIVATE MEETINGS		
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1245-1345	International Representatives	Workshop Rm 2
1245-1345	Professors of Medical Education	Workshop Rm 3
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1745-2000	BEME UK Meeting	Workshop Rm 3

Tuesday 2 September

	GOLD PLENARY	AUDITORIUM	BROWN 3	BROWN 2	BROWN 1	THEATRE ROOM 11	THEATRE ROOM 12	AMBER 1	AMBER 2	AMBER 3	AMBER 4	AMBER 5	AMBER 6	AMBER 7	AMBER 8	THEATRE ROOM 13	WORKSHOP ROOM 1	WORKSHOP ROOM 2
SESSION 6 0830-1015	6A PLENARY																	
	Plenary 2																	
BREAK																		
SESSION 7 1045-1230	7A SYMPOSIUM	7B COMM	7C RESEARCH	7D RESEARCH	7E COMM	7F PHD	7G PHD	7H PHD	7I PHD	7J PHD	7K PHD	7L PHD	7M PHD	7N PHD	7O PHD	7P PHD	7Q WORKSHOPS	7R WORKSHOPS
	Advancing Clinical Education through Longitudinal Integrated Clerkships	Variations on the theme of professionalism: Students' experiences of professionalism	Curriculum: Educational Strategies	Assessment	Outcomes / Competency-based Education 1	Clinical Assessment	Work-based Assessment	Postgraduate Approaches to Training	Student Engagement	Evaluating PBL	Patient Safety	IPE 2	Junior Doctor as Teacher	Student Wellbeing	eLearning in Action	Humanities in the Curriculum	Training a Realistic Role Portrayal in less than 30 minutes	Four ways to enhance learning on international electives: a student-faculty run workshop
LUNCH																		
SESSION 8 1400-1530	8A SYMPOSIUM	8B SYMPOSIUM	8C SYMPOSIUM	8D RESEARCH	8E COMM	8F PHD	8G PHD	8H PHD	8I PHD	8J PHD	8K PHD	8L PHD	8M PHD	8N PHD	8O PHD	8P PHD	8Q WORKSHOPS	8R WORKSHOPS
	Make Your Teaching Count: Initiatives to elevate the status of the Medical Educator	Embracing Uncertainty in Research Findings: Exploring how research assumptions influence outcomes	Progress Testing in Italian Medical Schools	Medical School Selection	Outcomes / Competency-based Education 2	PhD Reports 2	Progress Test	Feedback 1	Staff / Faculty Development 1	Research	Ethics	Preparedness for Clinical Clerkship	Teaching and Learning: Team-based Learning / Flipped Classroom	Student as Teacher 1	Student Self Assessment / Self Efficacy	Simulation 2	Training the Trainers to Support Doctors in Difficulty	Using mobile devices and technology to help develop competent, reflective professionals
BREAK																		
SESSION 9 1600-1730	9A SYMPOSIUM	9B SYMPOSIUM	9C SYMPOSIUM	9D RESEARCH	9E FRINGE	9F FRINGE	9G FRINGE	9H FRINGE	9I FRINGE	9J FRINGE	9K FRINGE	9L FRINGE	9M FRINGE	9N FRINGE	9O PHD	9P COMM	9Q WORKSHOPS	9R WORKSHOPS
	The Value, Place and Effectiveness of Research in the Undergraduate / Postgraduate Curriculum	The Sciences of Learning and Change in Continuing Professional Development	XII Ibero-American Session – Priorities, Decision Making & Commitments in Medical Education	Validity	AMEE Fringe 2	The CANMEDS Competencies	Written Assessment	Feedback 2	Staff / Faculty Development 2	Communication Skills	Empathy	Leadership	Curriculum Subjects 2	Student Characteristics	PhD Reports 3	Simulation 3	How to introduce Team Based Learning into a lecture-based course	Entrustment decision-making

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PRIVATE MEETINGS		
1045-1230	Medical Teacher Board	Meeting Rm 2
1245-1345	AMEE AGM	Brown 2
1400-1730	BEME Board	Meeting Rm 2
1745-2000	AMEE Postgraduate Committee	Suite 9
1745-2000	Presidents Reception	Panorama Lounge
1745-2000	Elsevier Reception	Workshop Rm 1
1745-2000	Medical Education / Clinical Teacher Editors Meeting	Suite 7
1745-2000	Cardiff Alumni Reception	Auditorium Bar 1
1745-2000	AAMC Reception	Suite 5

Tuesday 2 September

	WORKSHOP ROOM 3	SUITE 9	SUITE 8	SUITE 7	SUITE 6	SUITE 4	SUITE 3	SUITE 2	SUITE 1	SUITE 5	SOUTH HALL						THEATRE ROOM 15	THEATRE ROOM 16
BREAK																		
SESSION 7 1045-1230	7S	7T	7U	7V	7W	7X	7Y	7Z	7AA	7BB	7CC	7DD	7EE	7FF	7GG	7HH	7II	7JJ
	WORKSHOPS										EXPERT	POSTERS						ePOSTERS
	Reasonable Adjustments in Assessment – When and How They Should be Used	Advanced qualitative approaches: using Institutional Ethnography in medical education research	Accreditation: across the world continuum, across the world	The BMJ or Instructional Science: how to get your papers published in different types of journals	Measuring Outcomes in Continuing Medical Education and Professional Development	Slow Medical Education: Promoting Empathy and Reflection	Adding Structure to the Medical School Interview: Developing Situational Questions	BEME: Where do I start? An author's guide to devising questions, aims and objectives for systematic reviews	See One, Do One, Teach One Part 1, continues in 8AA	Meet the Experts: Jonas Nordqvist and Andrew Laing	Assessment 4: OSCE	Management	Subjects in the Curriculum	Career Choice	CPD	Clinical Reasoning / Critical Thinking	Simulation 1	The Teacher
SESSION 8 1400-1530	8S	8T	8U	8V	8W	8X	8Y	8Z	8AA	8BB	8CC	8DD	8EE	8FF	8GG	8HH	8II	8JJ
	WORKSHOPS										POSTERS						ePOSTERS	
	Curriculum mapping – Where to begin?	Evidence-based facilitated feedback: Using the R2C2 model to enhance feedback acceptance and use	Determining the OSCE examination length; application of G theory	Dealing with challenge of meeting assessment needs of competent and underperforming students	Generalism in medical education research: diffusion of effort or a matter of scale?	An introduction to graphic editing	Creating a Supportive Teaching Culture in Medical Schools	Entrustable Professional Activities in undergraduate medical education	See One, Do One, Teach One Part 2	Action Research: a qualitative research tool for improving practice in health care education	Assessment 5: Clinical	Curriculum General	Transition to Clinical Practice	The Student 2	Leadership	Mobile Learning / Simulators / Virtual Patients	eLearning 3	Patient Safety
BREAK																		
SESSION 9 1600-1730	9S	9T	9U	9V	9W	9X	9Y	9Z	9AA	9BB	9CC	9DD	9EE	9FF	9GG	9HH	9II	9JJ
	WORKSHOPS				COURSE	WORKSHOPS				COURSE	POSTERS						ePOSTERS	
	Young medical educators: Fostering your career in medical education	Curriculum transformation in the ePBLnet project	A practical, friendly but powerful way to promote collaboration through movies and role-playing	RESME Course	Teaching Problem Oriented Approach (POA) in the era of an Electronic Medical Record (EMR)	What to do about learning climate?	A creative workshop on stress and self-care for health sciences educators and students	MedEdWorld 2: An Introduction to MedEdWorld for Individual Users	ESMEA Course	Professionalism	Curriculum Strategies: Electives and Integration	Curriculum General	Student as Teacher	PBL	Simulation	eLearning 4	Selection 1	

	SYMPOSIUM
	SHORT COMMUNICATIONS
	WORKSHOPS
	POSTERS
	ePOSTERS
	RESEARCH PAPERS / PhD REPORTS
	FRINGE
	MEET THE EXPERTS

PRIVATE MEETINGS		
1045-1230	Medical Teacher Board	Meeting Rm 2
1245-1345	AMEE AGM	Brown 2
1400-1730	BEME Board	Meeting Rm 2
1745-2000	AMEE Postgraduate Committee	Suite 9
1745-2000	Presidents Reception	Panorama Lounge
1745-2000	Elsevier Reception	Workshop Rm 1
1745-2000	Medical Education / Clinical Teacher Editors Meeting	Suite 7
1745-2000	Cardiff Alumni Reception	Auditorium Bar 1
1745-2000	AAMC Reception	Suite 5

Wednesday 3 September

	GOLD PLENARY	AUDITORIUM	BROWN 3	BROWN 2	BROWN 1	THEATRE ROOM 11	THEATRE ROOM 12	AMBER 1	AMBER 2	AMBER 3	AMBER 4	AMBER 5	AMBER 6	AMBER 7	AMBER 8	THEATRE ROOM 13	WORKSHOP ROOM 1	WORKSHOP ROOM 2
	10A	10B	10C	10D	10E	10F	10G	10H	10I	10J	10K	10L	10M	10N	10O	10P	10Q	10R
SESSION 10 0830-1015	SYMPOSIUM		COMM	RESEARCH	SHORT COMMUNICATIONS												WORKSHOPS	
	From Professionalism to Professional Identity Formation: A Journey, not a Destination		The Educational Culture in Medical Schools	Rural / Distributed Learning	Feedback	Curriculum Planning	Entrustable Professional Activities	Clinical Assessment & Standard Setting	Postgraduate: Family Medicine	Anatomy	PBL in Practice	Medical English	IPE 3	Clinical 3	Student as Teacher 2	Approaches to eLearning	Simulated Patients	Bringing Crisis Resource Management (CRM) to Life with Comics and Cartoons
BREAK																		
SESSION 11 1045-1230	11A																	
	Plenary 3																	

- SYMPOSIUM
- SHORT COMMUNICATIONS
- WORKSHOPS
- POSTERS
- ePOSTERS
- RESEARCH PAPERS / PhD REPORTS
- FRINGE
- MEET THE EXPERTS

PRIVATE MEETING
1300-1630 AMEE Executive Meeting Meeting Rm 2

Wednesday 3 September

	WORKSHOP ROOM 3	SUITE 9	SUITE 8	SUITE 7	SUITE 6	SUITE 4	SUITE 3	SUITE 2	SUITE 1	SUITE 5	SOUTH HALL					THEATRE ROOM 15	THEATRE ROOM 16	
	10S	10T	10U	10V	10W	10X	10Y	10Z	10AA	10BB	10CC	10DD	10EE	10FF	10GG	10HH	10II	10JJ
SESSION 10 0830-1015	WORKSHOPS									MEETING	POSTERS					ePOSTERS		
	Research in Health Education: Opportunities in the Iberoamerican context	Professionalism and Beyond: Instruction and Assessment in the Affective Domain	From A to Z, essential tools for building a successful Gynecologic Teaching Associate program	Teaching in the Clinical Setting: Strategies to Assist the Teacher in Difficulty	The Small Group Experience: Strategies to Improve Your Performance as Facilitator	How NOT to deliver a lecture	Implementing a medical student quality improvement project	Networking, Lifelong Learning and Lifelong Mobility in Designing an ICT Supported Curriculum	MedEdWorld 3: Introduction to MedEdWorld for Institutions	BEME Congress (Open Meeting)	Assessment 6: Written	Competency Based Medical Education	Curriculum Evaluation 2 / Social Responsibility	Student Characteristics / Student in Difficulty	PBL / TBL	eLearning	Simulation 2	Selection 2
BREAK																		
SESSION 11 1045-1230																		
			COURSE 1300-1430 ESCEPD							COURSE 1300-1430 ESME								

- SYMPOSIUM
- SHORT COMMUNICATIONS
- WORKSHOPS
- POSTERS
- ePOSTERS
- RESEARCH PAPERS / PhD REPORTS
- FRINGE
- MEET THE EXPERTS

PRIVATE MEETING

1300-1630 AMEE Executive Meeting Meeting Rm 2

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WELCOME TO AMEE 2014, MILAN

Letter from AMEE Executive Committee and Secretariat



Dear Participant

Welcome to Milan. We typically spend two years planning a conference and carefully read your feedback from the previous year's conference, and now that AMEE 2014 is here we feel both excited and apprehensive. Excited because we think we have a wonderful and varied programme which hopefully has something for everyone, no matter which part of the world they come from and what are their particular interests. Apprehensive because we realise that you too have spent a lot of time and effort in conducting research and preparing your AMEE presentations, and you have also used up precious funds for your visit to Milan, so we want you to feel that AMEE 2014 more than lives up to your expectations. The Executive Committee and AMEE Staff can be identified by their badges, so please do stop us and let us know what you like about AMEE 2014 and if we could do anything better. Better still, drop by the AMEE exhibition stand where you can introduce yourself to us and we can see the face behind the email address!

Year after year, the complexity of the programme is a major challenge, and we are constantly trying to think of ways to make it easier to navigate. This programme has everything you need to know, and the abstract book is available on the website www.amee.org. The App introduced last year was a resounding success, and is also available for AMEE 2014. You can build your own personal schedule and even set reminders so you don't miss an important session, as well as linking to the abstracts. Accessing the App on either a smartphone or tablet is really easy and instructions are given on the inside front cover of this programme. We also have a large Social Media team and there's always someone available on the Helpdesk in the registration area.

Sessions in both the Gold Plenary and Auditorium will be streamed through AMEE Live! for participants watching back at home. These sessions will also be recorded so if you miss one or if you want to catch one of the interviews with participants, speakers and award winners you can access them later on www.ameelive.org and by entering the username *amee* and the password *milan2014*.

Due to data protection restrictions we are not producing a delegate list this year. Please don't forget that as an AMEE member you can register on MedEdWorld and upload your profile to the Community. You can then network with others with similar interests and send messages within the Community. All areas of MedEdWorld are free to AMEE members, and can be accessed with your AMEE username and password. We have set up forums in MedEdWorld for each day of the Conference and encourage you to upload your presentation into the respective forum. There are also themed forums and themed lunch tables (see page 11) so if you're interested in one of these topics, why not join like-minded colleagues for lunch, or communicate with them via the forums? There will also be a supply of coloured dots on the notice board which you can select and stick on your name badge to indicate you interest in one of the selected themes.

As always, our thanks go to many people who have worked so hard over the preceding months. We are grateful to Fabrizio Consorti, President of SIPeM, and Licia Montagna, our Italian collaborators for AMEE 2014.

We really hope you enjoy the Conference.

NOTE: Photographers will be taking formal and more casual photographs throughout the Conference which may be uploaded to MedEdWorld, Flickr and Instagram.

COMMITTEES AND STAFF

AMEE Executive Committee

Trudie Roberts (President), Ronald M Harden (General Secretary/Treasurer), Peter Dieter, Steven Durning, Kati Hakkarainen, Stefan Lindgren (Ex Officio Member), Deborah Murdoch-Eaton, Madalena Patrício (Past President), Rille Pihlak (Jr Doctor Representative), Gary Rogers, Davinder Sandhu (Co-opted), Agostinho Sousa (Student Representative, IFMSA), Olle ten Cate, Suleyman Yildiz (Student Representative, EMSA)

AMEE Secretariat

Ronald M Harden (General Secretary/Treasurer), Pat Lilley (Operations Director), Tracey Thomson (Administration Executive), John Dent (International Liaison Officer), Trevor Gibbs (Development Officer), Karen Balneaves (Secretary), Morag Allan Campbell (Publications Manager), Cary Dick (Secretarial and Media Support), Catherine Kennedy (Education Officer), Dawn Mitchell (Assistant to General Secretary), Louise Russell (BEME Administrator/ AMEE Administrative Assistant), Ricky Shek (MedEdWorld Administrator), Sheghley Ogilvie (MedEdWorld Administrator)

Worldspan Staff

Registration: Nicola Williams, Sophie Morris, Lawri Farrell, Jennifer Jones, Hilary Murphy, Catherine Evans, Chantel Courtney, Tonya Hughes, Maria Jones, Danielle Davy, Adam Gabbetis

Exhibition: Chantel Courtney

Hotels: Catherine Evans

Tours: Maria Jones

Support Staff

Jane Litherland (NACT), Salmaan Sana, Ken Masters, Oliver de Leeuw, Stefan Buttigieg, Melike Özdoğru, Sofia Ribeiro, Mahsa Bagher, Innovative Technology team, Richard Jolly and team

Programme design

Lynn Thomson (University of Dundee)

AMEE 2014 Organising Committee

Fabrizio Consorti (Chair), President of SIPeM, Italian Society for Medical Education; Gianluca Vago, Rector of the University of Milan; Antonio Carrassi, Dean of the Faculty of Medicine, University of Milan; Luigi Frati, Rector of the University of Sapienza University of Rome and President of the Italian Council of Directors of Curricula of Healthcare Allied Professions; Eugenio Gaudio, President of the Italian Council of Deans and Directors of Medical Faculty; Andrea Lenzi, President of National University Council and of the Italian Council of Directors of Medical Curricula; Pat Lilley, AMEE Operations Director; Tracey Thomson, AMEE Administration Executive

Collaborating Organisations



University of Milan



Council of Directors of Medical Curricula



Council of Directors of Curricula of Healthcare Allied Professions



Council of Deans and Directors of Medical Faculty



University "Sapienza" of Rome



SIPeM

AMEE Student Taskforce

The AMEE Student Taskforce is a team of students from different regions of the world that work together to help with the conference logistics and to assist delegates. We really couldn't manage without them!

Local Representatives: Tancredi Lo Presti, Felice Sperandeo, Eleonora Leopardi, Stefano Guicciardi, Matteo Dameri, Mario Staccioni, Ilaria Gambelli, Matteo Cavagnacchi, Andrea De Rosa, Roberto Barone, Giustino Morlino, Federica Balzarini, Emilia Tomarchio, and others.

International Representatives: Abdulrahman Nofal, Agostinho Sousa, Ahmad Badr Mesbah, Alexander Huybrechts, Andrew Wilson, Arslan Inayat, Bruno Guerretta Belmonte, Cagri Orkun Kilic, Carlos Luna, Chinwendu Phibian Egbom, Dairshini Sithambaram, Emine Senkal, Eva Nike Cvikl, Ewa Pawlowicz, Goran Stevanovski, Hajer Khiari, Ibukun Adepoju, Ilija Velickov, Jannis-Papazoglou, Jorune Suiptye, Katarina Mandić, Kelly Thompson, Kristina Filipova, Ljiljana Lukic, Madeleine Luchsinger, Mohd Da'na, Olga Maria Rostkowska, Orkun Kopaç, Pedro Diogo, Rachel Bruls, Rebecca Stoner, Roda Tessa Estrella, Rok-Hrzič, Stijntje Dijk, Valdone Kolaityte, Ying Cing-Chen, Zamzam Ali

Accommodation: The Student TaskForce will be based at the Hostel Milan (<http://www.hostelmilan.org/>)

Social Programme: For further information on the student social activities, please visit the Student Taskforce desk in the Registration area or visit the AMEE Student Blog www.ameestudents.org

Abstract Reviewers

The AMEE abstract review and selection process is an increasingly onerous task. We are grateful to the following reviewers for their time and assistance:

- **Short communications, Posters and ePosters and AMEE Fringe Reviewers:** Agnes Diemers, Ahmet Murt, Alistair Thomson, Andrzej Wojtczak, Angel Centeno, Anita Glicken, Anne Gunderson, Are Holen, Arnaldo Riquelme-Perez, Ben van Heerden, David Cook, David Thomas, David Wiegman, Davinder Sandhu, Debra Nestel, Donald Bramwell, Doris Ostergaard, Elizabeth Kachur, Francois Cilliers, Gary Rogers, Geir Jacobsen, Godfrey Pell, Hadi Zamanian, Hannah Kedar, Herve Maisonneuve, Jadwiga Mirecka, Janke Cohen-Schotanus, Jason Frank, Joanna Ortoli, Joanne Burke, John Dent, John McLachlan, John Sandars, Joke Denekens, Jorgen Nystrup, Juliana Sa, Kathy Boursicot, Kati Hakkarainen, Ken Masters, Kevser Vatansever, Lesley Bainbridge, Lesley Pugsley, Lindsey Glynn, Lisa R Nash, Louis Pangaro, Manuel Joao Costa, Martin Sullivan, Mary Lawson, Matthaeus Grasel, Melissa Margolis, Moira Maley, Monica van de Ridder, Muhammad Saeed, Nigel Bax, Outi Kortekangas-Savolainen, Paul de Roos, Paul Hemmer, Peter de Jong, Peter Dieckmann, Peter Nippert, Pirashanthie Vivekananda-Schmidt, Rachel Ellaway, Ruy Souza, Shelley Currie, Sonia Crandall, Subha Ramani, Sue Kilminster, Susan Jamieson, Trevor Gibbs, Vicki LeBlanc, Vimmi Passi, Zeev Goldik
- **Research Papers and PhD Report Reviewers:** Adriana Aguiar, Juanita Bezuidenhout, Nicole Borges, Donald Bramwell, Venessa Burch, Manuel Joao Costa, Eugene Custers, Peter de Jong, Kent DeZee, Jeroen Donkers, Erik Driessen, Berit Eika, Michael Elnicki, Trevor Gibbs, Harumi Gomi, Marjan Govaerts, Ming Ho, Eric Holmboe, Robert Hulsman, Debbie Jaarsma, Nazan Karaoglu, Sue Kilminster, Sharon K Krackov, Silvia Mamede, Karen Mann, Tina Martimianakis, William McGaghie, Darryl McGill, Debbie Murdoch-Eaton, Berna Musal, Leila Niemi-Murola, Temple Ratcliffe, Charlotte Ringsted, Trudie Roberts, Shelley Ross, Davinder Sandhu, Sally Santen, Johanna Schonrock-Adema, John Shatzer, Rita Sood, Ruy Souza, Renee Stalmeijer, Brent Stansfield, Olle ten Cate, Luiz Troncon, Reider Tyssen, Monica van de Ridder, Cees van der Vleuten, Danielle Verstegen, Pirashanthie Vivekananda Schmidt, Helena Ward, Valerie Wass, Masanaga Yamawaki, Sarah Yardley

TRAVEL/LOCAL INFORMATION

1

GENERAL INFORMATION

Travelling to Milan



Milan is one of Europe's most accessible and welcoming cities. It has ancient origins – it was the capital of the Western Roman Empire and boasts a unique, world-famous artistic heritage, of which the best known is Leonardo da Vinci's Last Supper. There are countless impressive buildings in the city that have great character, in many different styles ranging from old Neo-classical Milanese palaces (palazzos) to ultra-modern towers and office blocks. Milan can easily be reached by air, train and road and has three airports: Malpensa (50km from city centre), Linate (20km from city centre) and Orio al Serio (50km from city centre). For full details please see the AMEE website www.amee.org/Conferences/AMEE-2014/Travel,-Accommodation-Social/Travel-to-and-around-Milan.

Private Airport Transfers

Should you require private transfers from/to the airport, these can be booked via Worldspan Group. An online booking service is available on the AMEE 2014 website. Please note that bookings can only be made from/to the airport to your hotel or to the MiCo Centre. Should you wish to book transfers from a different location or need a larger vehicle than those available on the website, please contact Maria Jones by telephone, +44(0)1745 828400 or by email, tours@worldspan.co.uk.

Conference Venue

**MiCo – Milano Congressi, Piazzale Carlo Magno,
1 – 20149 Milano, Italy**



AMEE 2014 sessions will take place in the South Wing of the MiCo – Milano Congressi, located in downtown Milan within walking distance of many hotels. For more information, please visit <http://www.micmilano.it/Home.en.html>.

Local Transportation

A detailed map will be provided in the conference bag. Below is a link to the metro map: https://www.eiseverywhere.com/file_uploads/9eb80cbdfb3b7e5d35918777e856c966_MilanMetroMap.pdf.

The nearest metro stations to MiCo Congress Centre are Lotto Fierra or Amendola on the Red Line. For further information please visit the AMEE website (www.amee.org/Conferences/AMEE-2014/Travel,-Accommodation-Social/Travel-to-and-around-Milan)

Delegates attending the main AMEE Conference will receive a 5 day travel pass valid from Saturday to Wednesday, available when you collect your badge from the Registration desk.

Car Parking

Delegates who are travelling by car to the MiCo Congress Centre are advised to enter at Gate 17. The cost is €15 Euros per day and is managed by an automatic cash machine that is paid when exiting. The machine accepts cash or credit cards.

Useful Information

Currency: the currency in Milan is the Euro (€).

Although most businesses in Milan accept credit cards and bank debit cards, it is advisable to keep some cash on hand. ATMs are available at airports, train stations and throughout the city. At the time of going to press the exchange rate is £1 = €1.26; \$1 = €0.73. For current exchange rates visit: www.xe.com

Insurance: It is strongly recommended that you arrange your own travel insurance to cover the loss of possessions, money, any health or dental treatment or conference cancellation.

Smoking: All conference locations being used by AMEE will be strictly no smoking.

Electricity: As in most of continental Europe, electricity is supplied at 220v. Electrical sockets take standard European two-pin plugs. British, North American and other non-European tourists are advised to bring adaptors with them, which can usually be purchased at your departure airport.

Weather: The climate in Milan is typically Mediterranean, with high temperatures and sunny days in the summer. Typical temperatures in August/September range from 11°C/52°F to 24°C/75°F.

Children: Children are not permitted to attend any of the academic sessions and should not be left unattended at any time on Conference premises. Student Taskforce members are not permitted to supervise children and delegates are kindly requested to arrange their own childcare.

Prayer Room: A room has been allocated on Level Mezzanine, MiCo from Saturday 30 August to Wednesday 3 September.

Participants with disabilities: Please contact the AMEE Office (amee@dundee.ac.uk) before the Conference if you have any questions or special requirements.

Cloakroom: A cloakroom will be available near registration on Wednesday.

Guest tickets: Guest tickets are available for the Opening Ceremony and Reception on Sunday evening at MiCo, Price £30. Guests are not permitted to attend any conference sessions.

Places to eat at MiCo

Bar Milano: Level +2, MiCo

Saturday	0800-1730
Sunday	0800-1600
Monday	0715-1745
Tuesday	0715-1745
Wednesday	0800-1300

The Exhibition Bar: South Hall, Level 0, MiCo

Sunday	1300-1630 (for exhibitors only)
Monday	0715-1745
Tuesday	0715-1745
Wednesday	0800-1300

Both bars will serve a selection of hot and cold drinks, a selection of cold sandwiches, croissants and desserts.

Top Restaurants

Dolce & Gabbana Gold – open from 28 August (closed Sundays). Via Carlo Poerio 2A. International cuisine. Downstairs bistro open at lunch time; upstairs more formal restaurant open only for dinner. Also has a Coffee Room and Cocktail Bar.
<http://www.dolcegabbana.it/gold/>

Marchesino – at La Scala Theatre – open from 1 September. Piazza della Scala. Restaurant and bistro, in a superb location in the Teatro alla Scala building. Opera Music and good food.
<http://www.gualtieromarchesi.it/it/il-marchesino.html>

Da Giacomo Arengario – open from August. Via G. Marconi, 1. A stunning panoramic view over the Duomo Cathedral and its beautiful Square, set within the Museo del Novecento in Piazza del Duomo.
<http://www.giacomoarengario.com>

Medium Range Restaurants

Peck Italian Bar – open from 1 September. Via Cesare Cantù 3. Modern version of Peck (the Italian version of Harrod's for gourmet products), it offers a selection of delightful delicacies including truffles, caviar, salmon, foie gras. <http://www.peck.it/it/peck-italian-bar>

Eataly Milano Smeraldo. Piazza XXV Aprile. Choose from different restaurants set in the larger and more equipped "supermarket" of Italian gastronomic products.
<http://www.peck.it/it/peck-italian-bar>

Refettorio Semplicitas – (closed on Sundays). Via dell'Orso 2. Very good traditional cuisine and best quality/price ratio, set in an old Palace, formerly a bank.
<http://www.refettoriomilano.it/>

Alla Cucina Delle Langhe – open from 25 August. Corso Como 6. Traditional cuisine from Piedmonte region, in one of Milan's lively areas.
<http://www.trattoriaallelanghe.com/>

Basic Range

Rossopomodoro. Via Durini 28 and in different addresses in town. Lively and easy Neapolitan cuisine with pizzeria.
<http://www.rossopomodoro.it/worldwide/index.htm>

Fratelli La Bufala. Corso Sempione 30, Corso di Porta Ticinese 16, Largo Corsia dei Servi – Galleria San Carlo 8. Lively and cosy Neapolitan cuisine with pizzeria and the best mozzarella. <http://www.fratellilabufala.eu/home.php>

Osteria Del Gnocco Fritto. Via Pasquale Paoli 2. Traditional recipe from Emilia Romagna: "fried bread" with Parma ham, Piacenza coppa, Colonnata lardo and cheeses.
<http://www.gnoccofrittomilano.it/>

Luini (bakery). Via Santa Radegonda 16. Opening hours: Mondays from 10.00 to 15.00; Tuesdays – Saturdays 10.00 – 20.00. Traditional historical bakery serving street food including "panzerotti" (fried bread filled with mozzarella and tomato sauce).

Rovello 18. Open from 25 August (closed Sundays, lunch time). Via Tivoli 2. Italian cuisine with fish and excellent meat dishes on the menu, as well as a carefully selected wine list. www.rovello18.com

Trattoria Acquasala (closed Monday). Ripa di Porta Ticinese 71. Traditional trattoria with cuisine from Puglia region, in lively Navigli area.
<http://www.acquasala.it/>

ACCOMMODATION & TOURS

Accommodation



If you still need accommodation, please contact Worldspan (accommodation@worldspan.co.uk) as soon as possible and they will do their best to help.

Worldspan representatives will be available at the following times at the Accommodation Desk situated in the registration area.

Saturday 30 August	0745-1730
Sunday 31 August	0745-2100
Monday 1 September	0715-1745
Tuesday 2 September	0745-1745
Wednesday 3 September	0800-1300

Tours and Evening Events



Any remaining tickets will be available for purchase from the Tours Desk during the conference, however, we cannot guarantee that tours will still be available at that time. It is advised that you confirm your chosen tour(s) prior to traveling by contacting tours@worldspan.co.uk

Saturday 30th August

0930-1230 – Cultural Tour	Sold Out
1230-1630 – Cultural Tour	£ 48
1300-1700 – City Walking Tour	£ 56
1945-2300 – Evening Dinner on the Tram	£126

Sunday 31st August

0900-1300 – Old Milan by Canal Boat	£ 77
0900-1500 – Tour to Bergamo	£ 89

Monday 1st September

0900-1700 – Tour to Lake Como	£ 147
1300-1700 – City Walking Tour	£ 56
1300-1700 – Old Milan by Canal Boat	£ 77

Tuesday 2nd September

0900-1300 – Culinary Tour	£ 36
0900-1400 – Shopping Tour (half day)	£ 38
1300-1700 – Cultural Tour	£ 48

Wednesday 3rd September

1300-1700 – Cultural Tour	Sold Out
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Thursday 4th September

0900-1700 – Tour to Lake Maggiore	Sold Out
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To view more details about the tours, please visit <https://www.eiseverywhere.com/ehome/73404/tours/>

Please note that the pick-up point and drop-off point for all tours is the MiCo Milano Congressi.

Tours booked or cancelled after 31st May 2014 are non-refundable. Should minimum numbers not be reached for any tour, we reserve the right to cancel the tour in which case you will be provided with a full refund for the tour. You will be able to see from your registration record which tours you have booked. Tour vouchers detailing joining instructions will be issued approximately one month prior to the AMEE Conference; you will be required to print off and present these at the Tour Desk in order to join the tour.

ABOUT THE CONFERENCE

Registration Desk Opening Hours

Delegates should register in the South Wing, Level +1, MiCo.

Saturday 30 August	0745 - 1730
Sunday 31 August	0745 - 2100
Monday 1 September	0715 - 1745
Tuesday 2 September	0745 - 1745
Wednesday 3 September	0800 - 1300

Onsite Payments: Delegates who have made arrangements to pay their registration fees onsite should register at the onsite registration desk in the South Wing, Level +1, MiCo and pay by credit card (Visa/Mastercard only) or cash (Euros, UK Pounds Sterling & US Dollars only). The current exchange rate will be applied.

Conference notice board and messages: Please check the boards in the registration area for updates and any personal messages. Between 27 August and 3 September messages for the AMEE Secretariat may be sent to amee@dundee.ac.uk and messages for Worldspan Group may be sent to amee@worldspan.co.uk.

Internet Café: PCs for internet access are available in the AMEE 2014 registration area, South Wing, Level +1, MiCo from Monday 1 to Wednesday 3 September.

WIFI: Free wireless access is available throughout MiCo. The username and password to access the wifi is amee2014.

Audio Visual arrangements: A computer with speakers and a data projector will be provided in all presentation rooms for plenaries, symposia, short communications, research papers, PhD reports, Fringe presentations and conference workshops. No additional audiovisual aids are provided for mounted poster presentations (except for ePosters – see page 11). It is not possible to use your own computer for short communications, research papers, PhD and Fringe sessions to avoid any delay during changeover. Pre-conference and conference workshop facilitators and symposium organisers may use their own computers if they wish, but should advise the AMEE Office (amee@dundee.ac.uk) in advance. Please note that only wifi internet connection is available, unless otherwise requested in advance of the conference.

Speaker Preview: Presenters of short communications, research papers, PhD reports and Fringe, as well as symposia and conference workshop facilitators who are not using their own computers, should take their presentations on USB device to the technicians in the Speaker Preview Room located on the balcony of Level +1, MiCo, near to the registration desk, for preloading to the computer in the presentation room.

If possible this should be done the day before the presentation, or a minimum of 2 hours before the start of the session. Name the file as follows: Session code and your family name, for example – 2C6 Smith. The Speaker Preview room is open at the following times:

Sunday	1430 - 1800
Monday	0715 - 1745
Tuesday	0745 - 1745
Wednesday	0745 - 1200

CME Accreditation: The Royal College of Physicians of London has awarded 19 points for attendance at the main AMEE 2014 Conference (1730 hrs Sun 31 August to 1230 hrs Wed 3 September 2014). A register of attendance will be available at the AMEE registration desk at morning coffee break on Wednesday 3 September for those who wish to claim their CME points.

The EACCME: European Accreditation Council for Continuing Medical Education has awarded 16 European CME credits (ECMEC) for attendance at the main AMEE 2014 Conference (1730 hrs Sun 31 August to 1230 hrs Wed 3 September 2014). A register of attendance will be available at the AMEE registration desk at morning coffee break on Wednesday 3 September for those who wish to claim their EACCME points. EACCME approved credits for live activities are also recognized by the American Medical Association for conversion to AMA PRA Category 1 Credit™ (see www.eits.fr/accreditations/EACCME_2011.pdf)

Certificates of Attendance: Certificates of attendance, indicating both the RCP and EACCME Credits will be emailed to paid participants, from Worldspan, after the Conference.

Certificate of Attendance at a Pre-conference

Workshop: Certificates of attendance will be emailed to paid participants, from Worldspan, after the Conference.

Certificate of Presentation: If you require a presentation certificate, please complete a certificate request form, available from the AMEE Information Desk, or email your request to amee@dundee.ac.uk. Please allow a minimum of 4-6 weeks for processing. Certificates will be issued electronically in PDF format unless otherwise requested.

Conference Evaluation: An online evaluation form will be available for completion immediately after the Conference.

Pre-conference and conference workshops will be evaluated separately. Facilitators will hand out evaluation forms which should be completed and returned to the student helper assigned to the workshop or handed in at the AMEE Information Desk. Alternatively they can be faxed/mailed back to the AMEE Office after the Conference. You will also have the opportunity to rate individual sessions using the AMEE Conference App.

CONFERENCE PROGRAMME

Please Note: The plenary sessions and the symposia taking place in the Gold Plenary and the Auditorium will be streamed live and will be also available for viewing by participants after the Conference.

Programme: A printed copy of the programme will be available for collection from the Registration Desk with your conference materials. The programme can also be accessed through the Conference App and you have the option to create a personal schedule of sessions you wish to attend.

Abstract book: The abstract book will be provided on a USB memory stick which is attached to the lanyard on your badge. The abstracts are also available on the AMEE website (www.amee.org/abstracts) and through the Conference App.

Language: All conference sessions will be conducted in English.

Conference Sessions

Plenary sessions: The opening plenary will take place on Sunday 1730 hrs with subsequent plenary sessions on Tuesday and Wednesday. Time for questions has been allocated at the end of each plenary. Plenaries will take place in the Gold Plenary, Level +2, MiCo and will be live streamed. Participants may also access recordings of these sessions after the event free of charge by going to www.ameelive.org and entering the username *amee* and password *milan2014*.

Symposia: 22 symposia on a wide range of topics are included in the programme. All symposia in the Gold Plenary and the Auditorium will be live streamed. Participants may also access recordings of these sessions after the event free of charge by going to www.ameelive.org and entering the username *amee* and password *milan2014*.

Short Communication Sessions: Themed sessions with between 5-7 presentations have been scheduled. Each presenter is allocated 10 minutes for presentation followed by 5 minutes for questions. All sessions will have a chairperson. Some sessions will have a discussion at the end of the session, in which case an opening discussant has been appointed.

Information for short communication presenters: Whether or not you are used to making presentations at conferences and meetings, your presentation at AMEE 2014 will be an exciting opportunity to demonstrate your work to colleagues from around the world. Since you only have ten minutes to make an impact, conciseness and clarity will be key features of your presentation. We suggest you try out your presentation in advance

on some colleagues to get their feedback as to whether your message and slides are clear. After you have given your presentation we hope you will stay on for the rest of the session, ask questions of your fellow presenters if the opportunity arises and take part in the general discussion if time permits. By doing this we hope it will enhance the experience for you, the other presenters and the audience.

- Note carefully the time and location of your session as listed in the programme;
- Hand in your PowerPoint presentation on a USB device at the Speaker Preview Room located on the balcony of Level+1, MiCo from 1430 hrs on Sunday 31 August, preferably the day before but a minimum of 2 hours before your presentation; it will be pre-loaded onto the computer in your presentation room;
- Go to your presentation room at least 15 minutes before the scheduled start of the session and introduce yourself to the chairperson;
- Think carefully about how you use PowerPoint slides. These should enhance and not detract from your message. Bear in mind that you only have 10 minutes and don't be tempted to try to include too many slides;
- Ensure your slides are clear, that there is not too much text to read in the limited time available and that the type is large enough to be legible for those sitting at the back of the room;
- Speak slowly and clearly, remembering that for many in your audience English may not be their first language;
- Leave sufficient time for a short summary of your point(s) and think about what message you would like to leave the audience with when you finish;
- A single page handout giving the key messages from your presentation and your contact details can be useful;
- Keep strictly to the 10 minutes allocated for your presentation. The chairperson will ask you to stop when your time limit has expired;
- Be ready to take questions as time permits.

Role of the chairpersons of short communication sessions:

- Before the session starts, check that the presenters and opening discussant (if one has been appointed) are present; any last minute changes to the programme will be provided immediately before the session starts. You need not worry about loading the presentations as this will already have been done by the technicians. A student will be available to assist you if required, and a technician can be called in case of technical problems;
- Introduce each speaker according to the programme, and ask him/her to stop speaking when the allotted 10 minute presentation period is over (a timer will be provided for your use);
- Allow 5 minutes for questions between presentations;
- If a 15 minute discussion period has been allocated, ask the opening discussant to lead off the discussion;

- If a speaker does not arrive, arrange for the 15 minute period to be used for further discussion; the next presentation should not start until the scheduled time;
- If there are no questions, please try to have one of your own to ask the presenter;
- Draw the session to a close and thank participants.

Role of the opening discussant of short communication sessions:

- Following all the presentations, introduce the topic in the context of the papers presented and highlight some of the key points arising from the papers that might be addressed in the discussion that follows. The introduction should take no more than 2-3 minutes;
- Facilitate the discussion as appropriate.

Research in Medical Education Papers: Papers have been selected by the AMEE Research Committee and our reviewers as good examples of research in medical and healthcare professions education. These sessions, grouped on a particular research theme, have an emphasis on methodology. Presenters have 10 minutes to present, followed by 5 minutes for questions. At the end of the session there will be a general discussion. The chairperson of each session has been asked to direct the questions and discussion to issues relating to choice of methodology, issues relating to the implementation of the study including resource implications, and issues relating to the analysis and reporting of the data, rather than to the medical/ healthcare professions education theme of the session.

Flipped Classroom Research Paper session: The Research Paper session on Monday 1 September scheduled for Session 4D at 1400-1530hrs will be conducted in 'flipped classroom' style. Materials submitted by the presenters will be available on the website <http://www.amee.org/conferences/amee-2014/programme/research-papers-flipped-classroom> from 1 August and participants planning to attend the session are requested to read the materials in advance and come prepared to discuss the issues raised. Each presenter has only 2 minutes to introduce the topic, and the remaining 13 minutes will be used for discussion. This session will be evaluated separately to determine whether the exercise will be repeated in future years.

AMEE Fringe: The AMEE Fringe becomes more popular each year, providing the opportunity to see something a little different – a new and perhaps provocative or idiosyncratic approach to healthcare professions education.

Conference workshops: There are over 85 conference workshops from which to choose. Workshops are of varying lengths depending on the session to which they are allocated, and may be at introductory, intermediate or advanced level. An indication of the level and whether previous knowledge/experience of the topic is advised will be included in the abstract book. There is no additional charge for conference workshops.

There is no advance signup for workshops. Entry to workshops will be on a first come, first served basis and numbers will be strictly limited to ensure that workshops do not become overcrowded. The maximum number of participants permitted will be displayed outside the room

and once the maximum number has been reached a 'Workshop Full' notice will be placed on the door, and no more participants will be admitted. We kindly ask for your understanding of this arrangement.

PhD Reports: PhD reports in healthcare professions education completed within the last three years have been selected from submitted abstracts. These will be presented in three sessions, one on Monday and two on Tuesday. Presenters should follow the instructions for short communications, the only difference being that 15 minutes is allocated for presentation, followed by 3 minutes for questions and discussion. Any remaining time at the end of the session will be used for general discussion of the issues raised from any or all of the papers.

Mounted Poster with Presentation: Posters are an important part of the AMEE Conference and are much valued by participants, as evidenced from the evaluation forms. In fact it can be much more difficult to produce a high quality poster and present it effectively than to present a short communication. They are a useful method of communicating ideas about new approaches to education and research, they are highly visible, being available throughout the conference, and many educational innovations have begun their life as a poster. To give them even greater value, themed sessions are scheduled in the AMEE programme, where presenters introduce the key messages of the poster to the group, followed by a group discussion. Each session will have a Chairperson, who often has a specific interest in the theme of the session. "Hints on preparing posters for AMEE Conferences" is available on the AMEE website: <http://www.amee.org/getattachment/Conferences/AMEE-2014/Programme/Abstracts/Hints-on-preparing-posters-for-AMEE-Conferences.pdf>

Poster Specifications and mounting instructions:

- Posters should be a maximum of 95 cm wide and 150 cm high (portrait orientation). If your poster is larger than this, we regret it may not be possible to mount it;
- Please bring your poster with you – do not send it to us in advance;
- Posters should be mounted on Sunday 31 August from 1430-2000 hrs or before 0800 hrs on Monday 1 September.
- Posters will be mounted in South Hall, Level 0, MiCo in themed groups and will be available for viewing throughout the Conference. Please see the programme for the location and time of your poster session. A board will be provided, labelled with the poster number, title and authors. Fixing materials will be provided. Please do not affix posters to any place other than the board to which it has been allocated, and use only the fixing material supplied;
- Posters should be taken down between 1030-1300 hrs on Wednesday 3 September. Posters not removed by this time will be taken down and may be destroyed.

Structure of poster sessions and role of the Chairperson:

- Each themed group has been allocated a discussion session in the programme which will take place around the poster boards. Presenters should meet the Chairperson by the poster boards ten minutes before

the scheduled start of the session. The Chairperson will lead the group round the boards, each presenter giving a 2-3 minute introduction of his/her poster to the group. This will be followed by a short period for questions and discussion. The Chairperson will introduce each presenter and keep the session to time. Any time at the end of the session could be used for discussion or for individual viewing. No audio-visual aids, other than the poster, will be available.

- In addition to the formal poster presentation session, presenters are encouraged to be available by their poster at some time during lunch and/or coffee breaks. It is helpful to fix a note to your poster board indicating when you will be available if anyone wishes to meet with you outside of the scheduled session. A hand-out with the key messages of your poster and your contact details is helpful, and you are encouraged to bring some with you.

Medical Teacher Poster Prize: A prize of free registration for AMEE 2015 in Glasgow, UK, or a cash prize, will be awarded to the best poster, as selected by the Poster Prize Committee.

Poster feedback: If you have a poster and would like to receive feedback on your work, there will be the opportunity to sign up to meet a member of the AMEE Research Committee to discuss your poster. Please look out for the sign-up sheets displayed in the poster area (South Hall, Level 0) and select a convenient time. The meeting will take place by your poster board. Places are limited and are available on a first come, first served basis. (Please note: this does not apply to electronic posters).

ePosters: Electronic posters were first introduced in Lyon at AMEE 2012. Feedback has indicated that participants find the ePoster format an exciting and valuable addition to the programme. One significant advantage for presenters is that they do not need to prepare a printed poster and the electronic poster should be uploaded in advance according to the instructions supplied to presenters. ePosters will be presented in themed sessions using interactive whiteboards supplied by Innovative Technology of Saudi Arabia, and located close to the mounted posters, Theatre Room 15 and Theatre Room 16, Level 0, MiCo.

AMEE ePoster Prize: A prize of free registration for AMEE 2015 in Glasgow, UK, or a cash prize, will be awarded to the best poster, as selected by the ePoster Prize Committee.

Presenters of ePosters:

- Please upload your ePoster via the website <http://eposter.innotech-sa.com> by 25 August using the username and password sent to you by email.
- The technicians on site in the allocated session rooms, from Sunday 31 August, will be available to show you how the interactive boards work, and to give you some tips on presenting. They will also be available throughout the sessions.
- Go to the room allocated for your session at least 15 minutes before the start of your session and introduce yourself to the Chairperson.

- The Chairperson will introduce you at the appropriate time in the session and ask you to talk for 2-3 minutes on the key messages of your poster, following which there will be questions and discussion about your poster. At the end of the session, any remaining time can be used for further discussion.

Note: The ePosters will be evaluated on the conference evaluation form and we hope conference participants will go along to a session and provide feedback. The ePosters can also be viewed on laptops, tablets and smartphones using the wifi network and through the Conference App (http://ieposter.com/viewer/amee_2014/).

Hands-on CPR Opportunity for all delegates provided by Laerdal

There is an opportunity to experience a one-to-one instructional session on a CPR simulator in a non-threatening environment with feedback from the simulator. This will provide an opportunity to obtain first-hand experience of learning from a simulator and see how repetitive practice with specific focused feedback can accelerate learning. It will also give you an opportunity to master or update the essential skill of cardiopulmonary resuscitation (CPR). Simulation stations will be available in Office 9, Balcony, Level +1, MiCo at the following times and qualified staff will be available to assist:

Monday 1 September	0830-1730
Tuesday 2 September	0830-1730
Wednesday 3 September	0830-1230

The CPR Stations are organised by the Italian Resuscitation Council.

Lunchtime Networking Sessions

In previous years conference participants have found networking with other participants with similar interests was a valuable feature of the conference. Indeed it is of interest that a number of international groups offering pre-conference workshops this year met for the first time at an AMEE conference. While you can meet others with similar interests at the short communication and posters sessions, with almost 3,500 participants we recognised that we should do more to help facilitate such contacts. We have identified this year eight themes where we will help you to meet with others with a similar interest. The areas are - interprofessional education, selection of students and trainees, simulation, team-based learning, work-based assessment, staff/faculty development, international collaborations and competency/outcome-based education. If you have a particular interest in one of these areas you might like to identify yourself with a coloured dot on your badge. All you need to do is to select a coloured dot from the display on the conference notice board, in the registration area, and add this to your badge. We will also have themed tables at lunch on Monday and Tuesday identified with the same colours and a MedEdWorld forum for each theme has been set up to aid communication. If this approach is found to be helpful we can extend it to other areas for AMEE 2015.

AWARDS AND PRIZES

Miriam Friedman Ben-David New Educator Award

The Miriam Friedman Ben-David New Educator Award is presented annually to an educator with fewer than five years' experience in teaching, who in the Committee's view has made a significant contribution to teaching in medicine and the healthcare professions. Nominations are invited from AMEE members by 31 March in each year. Those nominated must also be AMEE members. The nominations are considered by an international Committee and the winner announced at the time of the AMEE Conference, at the end of the first plenary on Sunday 31 August. The winner is awarded £1,000 and free registration to the following year's conference, where he/she is also invited to present a short communication. The winner of the 2104 Miriam Friedman Ben-David New Educator Award is Dr Anna T Cianciolo, from Southern Illinois University, School of Medicine, United States. Look out for her short communication presentation "Developing as a Medical Educator from the Outside In" in Session 3E on Monday 1 September.

AMEE 'Teaching Innovation' Awards sponsored by the Patil family

These awards have been made possible through a donation from Professor Nivritti Patil, University of Hong Kong, in memory of his father. Over 800 abstract submitters indicated that they wished to be considered for this award. The Patil Award Committee selected abstracts for two sessions based on their predetermined criteria. Committee members will attend both Patil short communication sessions in the programme (session 2F and session 4F on Monday 1 September) and may make one or more awards. The criteria against which the presentations will be judged are: novelty; feasibility; transferability; logical articulation, and fit for purpose.

Winners will be announced in the closing plenary and will receive an AMEE Teaching Innovation Award Certificate, free registration to the following year's AMEE Conference and may be invited to write up the work for Medical Teacher.

Medical Teacher Poster Prize

The aim of the prize is to select examples of good practice in preparing posters. During the afternoon of Tuesday 2 September, a rosette will be attached to the board of the 10 posters selected by the Committee for the short list, from which the winner will be selected and announced at the closing session on Wednesday 3 September. Participants can therefore see the posters that, in the opinion of the Committee, best reflect the aspects of a good poster. The Committee will consist of conference participants including teachers and students. AMEE is grateful to the publishers of Medical Teacher, Informa, for once more providing the poster prize, consisting of £350. Alternatively, the winner may choose free registration for AMEE 2015 in Glasgow, UK.

AMEE ePoster Prize

AMEE is awarding a prize of £350 (or free registration to AMEE 2015, Glasgow, UK) to the best ePoster as judged by the Committee. The winner will be announced at the closing session on Wednesday 3 September.

COURSES

ESME Essential Skills in Medical Education

Course Faculty: Stewart Mennin (University of New Mexico, School of Medicine, USA), Ruy Souza (Federal University of Roraima, Brazil)

Course Schedule:

Saturday 30 August	0830-1700	Amber 1, Level +2
Sunday 31 August	0830-1630	Amber 1, Level +2
Monday 1 September	1245-1345	Suite 5, Level Mezzanine
Tuesday 2 September	1245-1345	Suite 5, Level Mezzanine
Wednesday 3 September	1300-1430	Suite 5, Level Mezzanine

Note: COURSE FULL. Lunch will be provided in the course meeting room each day.

ESMEA Essential Skills in Medical Education Assessment

Course Faculty: Katharine Boursicot (Lee Kong Chian School of Medicine, Singapore), Brownie Anderson (NBME, USA), Richard Fuller (University of Leeds, UK), Kathy Holzman (NBME, USA), John Norcini (FAIMER, USA), Trudie Roberts (University of Leeds, UK), Dave Swanson (NBME, USA), Luci Etheridge (SGUL, UK)

Course Schedule:

Saturday 30 August	0845-1630	Amber 2, Level +2
Sunday 31 August	0845-1215	Amber 2, Level +2
Tuesday 2 September	1600-1730	Suite 5, Level Mezzanine

Note: COURSE FULL. Lunch will be provided in the course meeting room on Saturday only.

ESCEPD Essential Skills in Continuing Education and Professional Development

Course Faculty: Amy Wolfe, Celine Monette, Robin Stevenson, Maria Bystrin, Jocelyn Lockyer, Lisa Sullivan, Maureen Doyle Scharff, Suzan Schneeweiss, Lee Manchul, Jane Tipping, Charles Boelen, Ivan Silver, Mohamed Al-Eraky, David Bruce, Dave Davis, Marcia Sakai

Planning Committee: Jane Tipping, Lee Manchul, Maria Bystrin, Susan Rock and Suzan Schneeweiss (University of Toronto, Canada)

Course Schedule:

Saturday 30 August	0845-1630	Amber 5, Level +2
Sunday 31 August	0845-1215	Amber 5, Level +2
Wednesday 3 September	1300-1430	Suite 8, Level Mezzanine

Note: COURSE FULL. Lunch will be provided in the course meeting room on Saturday and Wednesday only.

ESCEL Essential Skills in Computer-Enhanced Learning

Course Faculty: David Cook (Mayo Clinic, USA), Rachel Ellaway (Northern Ontario School of Medicine, Canada), John Sandars (University of Leeds, UK)

Course Schedule:

Saturday 30 August	0845-1630	MC1: Amber 4, Level +2
Sunday 31 August	0915-1215	PCW 16: Amber 4, Level +2
	1330-1630	PCW 27: Amber 4, Level +2
Tuesday 2 September	1245-1345	Suite 7, Level Mezzanine

Note: COURSE FULL. Lunch will be provided in the course meeting room on Saturday, Sunday and Tuesday. The Saturday session of this course is available as a standalone Masterclass session MC1.

RESME Research Essential Skills in Medical Education

Course Faculty: Charlotte Ringsted and Brian Hodges (The Wilson Centre, University of Toronto, Canada); Albert Scherpbier (Maastricht University, The Netherlands)

Course Schedule:

Saturday 30 August	0845-1630	Amber 3, Level +2
Monday 1 September	1245-1345	Suite 6, Level Mezzanine
Tuesday 2 September	1245-1345	Suite 6, Level Mezzanine
	1600-1800	

Note: COURSE FULL. Lunch will be provided in the course meeting room on Saturday, Monday and Tuesday.



FLAME – Fundamentals of Leadership and Management in Education – Introductory Workshop

Course Faculty: Judy McKimm, Gillian Needham, Paul Jones (Association for the Study of Medical Education (ASME))

Course Schedule:

Saturday 30 August	0845-1630	Suite 9, Level Mezzanine
Monday 1 September	1245-1345	Theatre Room 13, Level 0
Tuesday 2 September	1245-1345	Theatre Room 13, Level 0

Note: COURSE FULL. Lunch will be provided in the course meeting room on Saturday, Monday and Tuesday.

CALM – Change, Adaptability, Leadership and Management Workshop

Course Faculty: Judy McKimm, Gillian Needham, Paul Jones (Association for the Study of Medical Education (ASME))

Course Schedule:

Sunday 31 August	0845-1630	Suite 9, Level Mezzanine
Monday 1 September	1245-1345	Theatre Room 13, Level 0
Tuesday 2 September	1245-1345	Theatre Room 13, Level 0

Note: COURSE FULL. Lunch will be provided in the course meeting room on Sunday, Monday and Tuesday.

MASTERCLASS SESSIONS

MC1 Essential Skills in Computer-Enhanced Learning

Course Faculty: David Cook (Mayo Clinic, USA), Rachel Ellaway (Northern Ontario School of Medicine, Canada), John Sandars (University of Leeds, UK)

Schedule: Saturday 30 August (0845-1630), Amber 4, Level +2, MiCo

Note: SESSION FULL. Lunch will be provided in the meeting room. MC1 can be taken alone or as part of the AMEE-ESCEL Course.

MC2 Simulation-based Healthcare Instruction

Course Faculty: Ross Scalse, S. Barry Issenberg (Gordon Center for Research in Medical Education, University of Miami Miller School of Medicine, USA), Luke Devine (Mount Sinai Hospital, Canada)

Schedule: Saturday 30 August (0900-1630), Amber 6, Level +2, MiCo

Note: Lunch will be provided in the meeting room.

MC3 Experimental Research Methods

Course Faculty: Martin G Tolsgaard (Centre for Clinical Education, University of Copenhagen, Denmark), Ryan Bridges, Vicki LeBlanc (University of Toronto, Canada)

Schedule: Sunday 31 August (0900-1630), Amber 3, Level +2, MiCo

Note: SESSION FULL. Lunch will be provided in the meeting room.



BEME BICC/BREC Orientation

Date/Time: Sunday 31 August 0830-1230

Location: Suite 4, Level +2, MiCo

BEME Review Editorial Committee (BREC)

Date/Time: Sunday 31 August 1330-1630

Location: Meeting Room 1, Level +2, MiCo

BEME Short Communications

Date/Time: Monday 1 September 0830-1015

Location: Theatre Room 13, Level 0, MiCo

BEME Workshops

Date/Time: Monday 1 September 1400-1530

Location: Suite 1, Level +2, MiCo

Date/Time: Tuesday 2 September 1015-1230

Location: Suite 2, Level +2, MiCo

BEME Board Meeting

Date/Time: Tuesday 2 September 1400-1730

Location: Meeting Room 2, Level +2, MiCo

BEME Congress

Date/Time: Wednesday 3 September 0830-1015

Location: Suite 5, Level Mezzanine, MiCo



Find out what MedEdWorld can offer you, and how you can contribute:

MedEdWorld 1 (3AA): An Introduction to MedEdPublish. Ronald M Harden will introduce this exciting innovation in open access publishing.

Date/Time: Monday 1 September (1045-1230)

Location: Suite 1, Level +2, MiCo

MedEdWorld 2 (9AA): An Introduction to MedEdWorld for Individual Users, conducted by the MedEdWorld Team.

Date/Time: Tuesday 2 September (1600-1730)

Location: Suite 1, Level +2, MiCo

MedEdWorld 3 (10AA): What MedEdWorld can offer to Institutions, conducted by the MedEdWorld Team

Date/Time: Wednesday 3 September (0830-1015)

Location: Suite 1, Level +2, MiCo

AMEE COMMITTEES

AMEE has established committees in four areas:

- Research in Medical Education
- Simulation
- eLearning
- Postgraduate and Continuing Medical Education.

An open lunchtime session has been arranged for Monday 1 September (1245-1345) when conference participants with a particular interest in an area are invited to meet the members of a committee and suggest how AMEE might contribute further in the area. Lunch will be available in the meeting rooms.

eLearning Committee	Suite 8, Level Mezzanine, MiCo
Postgraduate Committee	Suite 9, Level Mezzanine, MiCo
Research Committee	Suite 7, Level Mezzanine, MiCo
Simulation Committee	Suite 4, Level +2, MiCo

GROUP MEETINGS

The following meetings will be organised during AMEE 2014.

AAMC Reception (invite only)

Date: Tuesday, 2 September
Time: 1745-2000
Location: Suite 5, Level Mezzanine, MiCo

AMEE AGM (all AMEE members welcome)

Date: Tuesday, 2 September
Time: 1245-1345
Location: Brown 2, Level +2, MiCo

AMEE Ambassadors Meeting (closed meeting)

Date: Monday, 1 September
Time: 1745-2000
Location: Suite 1, Level +2, MiCo

AMEE Executive Committee (closed meeting)

Date: Saturday, 30 August
Time: 1000-1630
Location: Meeting Room 2, Level +2, MiCo

AMEE Executive Committee (closed meeting)

Date: Wednesday, 3 September
Time: 1300-1600
Location: Meeting Room 2, Level +2, MiCo

AMEE President's Reception (invite only)

Date: Tuesday, 2 September
Time: 1745-1845
Location: Panorama Lounge, Level +3, MiCo

AMEE Research Committee Meeting (closed meeting)

Date: Monday, 1 September
Time: 1745-2000
Location: Suite 7, Level Mezzanine, MiCo

AMEE eLearning Committee Meeting (closed meeting)

Date: Monday, 1 September
Time: 1745-2000
Location: Suite 8, Level Mezzanine, MiCo

AMEE Postgraduate Committee Meeting (closed meeting)

Date: Tuesday, 2 September
Time: 1745-2000
Location: Suite 9, Level Mezzanine, MiCo

ASPIRE Assessment Panel Meeting (closed meeting)

Date: Sunday, 31 August
Time: 0900-1030
Location: Meeting Room 1, Level +2, MiCo

ASPIRE Student Engagement Panel Meeting (closed meeting)

Date: Sunday, 31 August
Time: 0900-1030
Location: Meeting Room 2, Level +2, MiCo

ASPIRE Social Accountability Panel Meeting (closed meeting)

Date: Sunday, 31 August
Time: 0900-1030
Location: Suite 1, Level +2, MiCo

ASPIRE Board Meeting (closed meeting)

Date: Sunday, 31 August
Time: 1100-1430
Location: Meeting Room 2, Level +2, MiCo

BEME Review Editorial Committee Meeting (closed meeting)

Date: Sunday, 31 August
Time: 1330-1630
Location: Meeting Room 1, Level +2, MiCo

BEME Board Meeting (closed meeting)

Date: Tuesday, 2 September
Time: 1400-1730
Location: Meeting Room 2, Level +2, MiCo

BEME Congress Meeting (open meeting)

Date: Wednesday, 3 September
Time: 0830-1015
Location: Suite 5, Level Mezzanine, MiCo

BEME UK Group Meeting (closed meeting)

Date: Monday, 1 September
Time: 1745-2000
Location: Workshop Room 3, Level 0, MiCo

Cardiff Alumni Reception (invite only)

Date: Tuesday, 2 September
Time: 1745-2000
Location: Auditorium Bar, Level +3, MiCo

Directors of Medical Education Meeting (closed meeting)

Date: Monday, 1 September
Time: 1245-1345
Location: Suite 3, Level +2, MiCo

Editors Meeting (closed meeting)

Date: Monday, 1 September
Time: 0700-0815
Location: Meeting Room 1, Level +2, MiCo

Elsevier Editorial Seminar

Date: Tuesday, 2 September
Time: 1300-1345
Location: Workshop Room 1, Level 0, MiCo

Elsevier Reception (invite only)

Date: Tuesday, 2 September
Time: 1745-2000
Location: Workshop Room 1, Level 0, MiCo

ESME Advisory Board (closed meeting)

Date: Monday, 1 September
Time: 1400-1530
Location: Meeting Room 2, Level +2, MiCo

ESME Alumni Reception (ESME Course Participants & Facilitators Only)

Date: Monday 1, September
Time: 1745-1845
Location: Amber 8, Level +2, MiCo

Harvard Macy Reception (invite only)

Date: Monday, 1 September
Time: 1745-2000
Location: Workshop Room 2, Level 0, MiCo

IAMSE Lunch (invite only)

Date: Tuesday, 2 September
Time: 1245-1345
Location: Workshop Room 2, Level 0, MiCo

IMEX Board Meeting (closed meeting)

Date: Monday 1, September
Time: 1745-2000
Location: Suite 9, Level Mezzanine, MiCo

InResh Reception (invite only)

Date: Monday, 1 September
Time: 1745-2000
Location: Workshop Room 1, Level 0, MiCo

INSoMED Meeting (closed meeting)

Date: Wednesday, 3 September
Time: 0700-0815
Location: Meeting Room 1, Level +2, MiCo

International Representatives Lunch (invite only)

Date: Monday, 1 September
Time: 1245-1345
Location: Workshop Room 3, Level 0, MiCo

Medical Education and Clinical Teacher Editors Meeting (closed meeting)

Date: Tuesday, 2 September
Time: 1745-2000
Location: Suite 7, Level Mezzanine, MiCo

Medical Teacher Editorial Board Meeting (closed meeting)

Date: Tuesday, 2 September
Time: 1045-1230
Location: Meeting Room 2, Level +2, MiCo

National Association Representatives Meeting (invite only)

Date: Monday, 1 September
Time: 1745-2100
Location: Meeting Room 2, Level +2, MiCo

Non-Technical Skills in Medical Education Special Interest Group (closed meeting)

Date: Monday, 1 September
Time: 1745-2000
Location: Suite 2, Level +2, MiCo


Professors of Medical Education Lunch (invite only)

Date: Monday, 1 September
Time: 1245-1345
Location: Workshop Room 3, Level 0, MiCo

University of Dundee, Centre for Medical Education Reception (invite only)

Date: Monday, 1 September
Time: 1745-2000
Location: Suite 6, Level Mezzanine, MiCo

MEET THE EXPERTS

Expert:  Richard Horton
Date: Monday, 1 September
Time: 1045-1230
Location: Suite 5, Level Mezzanine, MiCo

Following his plenary "Meanings of medicine: the convergence and crises of civilisations", Richard Horton will be available to meet participants to discuss aspects of his presentation.


Expert:  Lawrence Sherman
Date: Monday, 1 September
Time: 1400-1530
Location: Suite 5, Level Mezzanine, MiCo

Following his plenary "Disruption, Distraction, Diversion or Delight: The Love/Hate Tug of War Between Technology and Medical Education", Lawrence Sherman will be available to meet participants to discuss aspects of his presentation.

Experts: Godfrey Pell, Richard Fuller, Matthew Homer (Assessment Research Group) & Gareth Frith (Technology Enhanced Learning Manager), Leeds Institute of Medical Education at the University of Leeds, UK

Topic: Assessment, Measurement & Mobile Technology
Date: Monday, 1 September
Time: 1600-1730
Location: Suite 5, Level Mezzanine, MiCo

Our philosophy is born of a continuous, quality improvement process that has seen ongoing improvements within assessment in our undergraduate Medicine degree programme and informed a programme of research in key areas of Assessment & Measurement. Our main areas of expertise relate to the OSCE (including quality improvement), the theory, design and delivery of successful sequential testing, the use of item response theory in relation to written testing, and workplace assessment, including application of assessment for learning theory. The Learning Technology team's areas of expertise relate to the support of students in clinical practice through an innovative programme which helps them to develop their learning skills from clinical experience alongside a programme of workplace assessment delivered by smartphones. Come and see us to discuss your assessment and mobile technology related issues. No appointment necessary!

Expert:  Salmaan Sana
Date: Monday, 1 September
Time: 1600-1730
Location: Suite 1, Level Mezzanine, MiCo

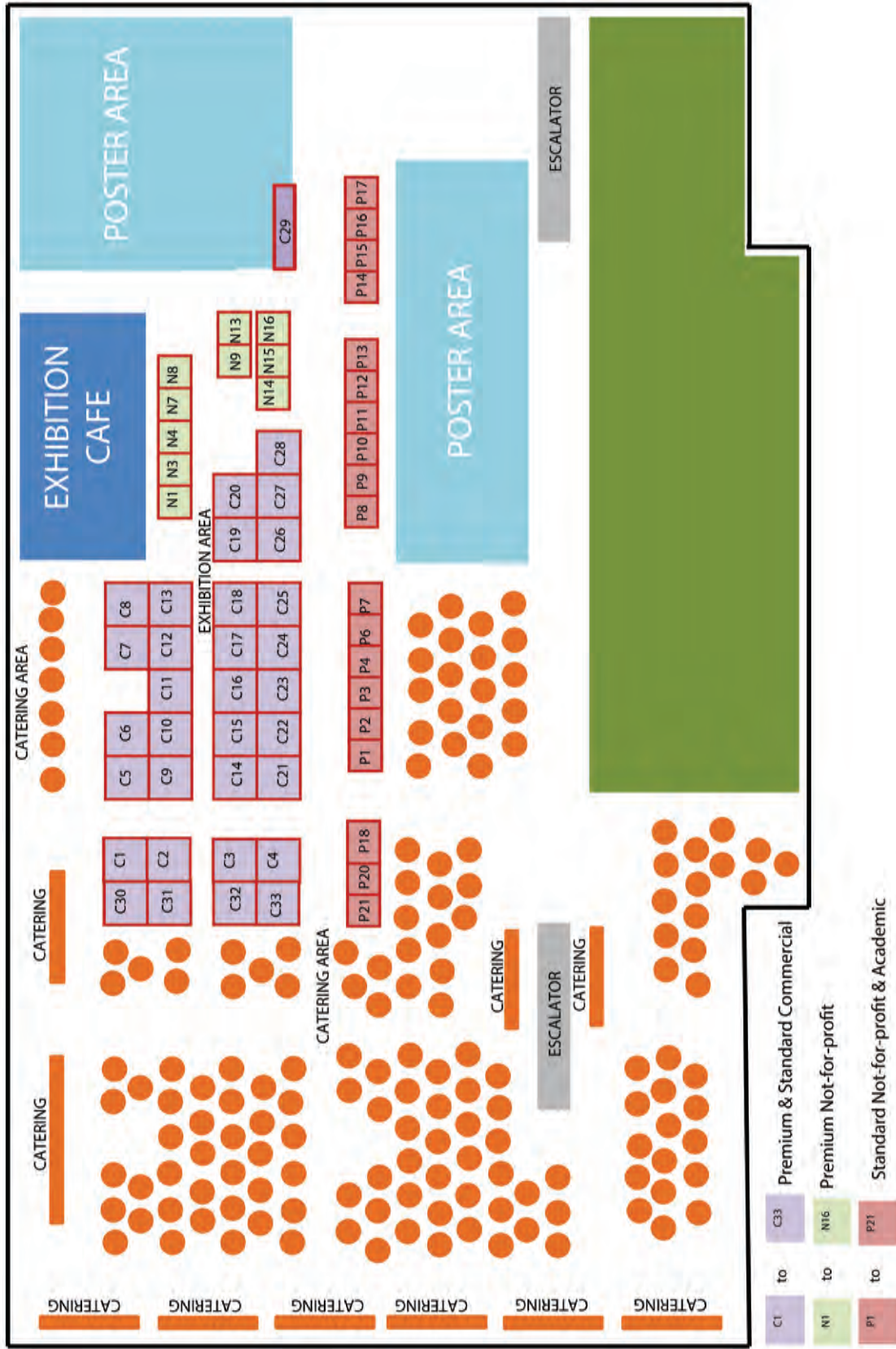
A chance to meet with one of AMEE's Social Media Consultants to find out how to connect with Amee Online.

Expert:  Jonas Nordqvist & Andrew Laing
Date: Tuesday, 2 September
Time: 1045-1230
Location: Suite 5, Level Mezzanine, MiCo

Following their plenary "Directions for change in design of learning spaces for health professions: Global insights", Jonas Nordqvist and Andrew Laing will be available to meet participants to discuss aspects of their presentation.

EXHIBITION

Exhibition Floor Plan



Premium Commercial Exhibitors

C4	Laerdal Medical
C6	St George's University, Grenada, West Indies
C10	Association of American Medical Colleges
C11	Studicode Business Group
C12/13	Elsevier Education
C18	Royal College of Physicians and Surgeons of Canada
C19	3B Scientific GmbH
C26	Wolters Kluwer Health
C27/28	ExamSoft Worldwide, Inc
C32	Sectra AB
C32	MyKnowledgeMap Ltd

Premium Not-for-Profit Exhibitors

N1	Admissions Testing Service (ATS)
N3	Journal of Graduate Medical Education
N4	FAIMER (Foundation for Advancement of International Medical Education and Research)
N7	iCongitus
N8	National Board of Medical Examiners(R) (NBME (R))
N9	The Canadian Conference on Medical Education
N13	National Resident Matching Program International
N14	UCAN
N15	European Medical Association
N16	Educational Committee for Foreign Medical Graduates

Not-for-Profit Exhibitors

P4	Glasgow City Marketing Bureau
P3	National Association of Clinical Tutors (NACT)
P10	International Association of Medical Science Educators (IAMSE)
P18	Association for the Study of Medical Education (ASME)
P20	Medical Teacher (Journal of AMEE)

Commercial Exhibitors

C1	Anatomage
C2	ProQuest
C3	Wiley
C5	Speedwell Software Limited
C7	von Hagens Plastination
C8	Education Management Solutions, inc (EMS)
C9	Primal Pictures
C14	Limbs & Things
C15	Practique (Integrated digital OSCE)
C16	BMJ
C17	Pearson VUE
C20	One45 Software
C21-25	Association for Medical Education in Europe (AMEE)
C29	Wisepress Medical Bookshop
C31	Wolters Kluwer Health
C33	Qpercom Ltd

Academic Exhibitors

P1	Harvard Macy Institute Professional Development Programs for Academic Leaders
P2	ePBLnet Project – Aristotle University of Thessaloniki
P6	Centre for Faculty Development
P7	The Wilson Centre
P8	Monash University
P9	Wales Deanery Cardiff University
P11	Mediview
P12/13	School of Health Professions Education, Maastricht University
P14	University of Dundee, Centre for Medical Education
P15	Flinders University
P16	ePBLnet EU Project
P17	St George's, University of London
P21	Universita di Pavia

PREMIUM EXHIBITORS

3B Scientific GmbH

The international group of companies 3B Scientific specializes in the manufacturing and marketing of didactic material for scientific, medical and patient education. 3B Scientific's product line includes anatomical models and charts, patient care mannequins and medical simulators, acupuncture needles, Laser Pen, Orthobones, therapy & fitness products as well as natural sciences teaching aids and systems. 3B Scientific is represented in over 100 countries worldwide in the medical and educational sector. Achieving constantly growing sales, the 3B Scientific group is the worldwide leader in the anatomy market today. As a recognition of its worldwide success, 3B Scientific has been selected as a member of the German "Hidden Champions".

For information please go to www.3bscientific.com and meet us at the AMEE 2014! We look forward to welcoming you at our booth C19.

CONTACT: Rudorffweg 8, 21031 Hamburg, Germany.
Tel: +49 (0)40 73966-0;
+49 (0)40 73966-100;
3b@3bscientific.com
Website: www.3bscientific.com



Association of American Medical Colleges

The Association of American Medical Colleges (AAMC) is a not-for-profit association representing all 141 accredited U.S. and 17 accredited Canadian medical schools; nearly 400 major teaching hospitals and health systems, including 51 Department of Veterans Affairs medical centers; and 90 academic and scientific societies. Through these institutions and organizations, the AAMC represents 128,000 faculty members, 83,000 medical students, and 110,000 resident physicians. Through its many programs and services, the AAMC strengthens the world's most advanced medical care by supporting the entire spectrum of education, research, and patient care activities conducted by our member institutions.

CONTACT: www.aamc.org;
202-828-0400

Webiste: <https://www.aamc.org/>

ADVANCING GLOBAL MEDICAL EDUCATION

The **Association of American Medical Colleges (AAMC)** helps advance global medical education and facilitate international mobility for medical students through publications, educational tools, and services, including:

Global Health Learning Opportunities® www.aamc.org/ghlo	Careers in Medicine® www.aamc.org/cim
MedEdPORTAL® www.mededportal.org	Academic Medicine www.academicmedicine.org

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Association of American Medical Colleges


PREMIUM EXHIBITORS

Elsevier Education

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CONTACT: Louise Moran (L.moran.1@elsevier.com), 32 Jamestown Road, London, NW1 7BY. Tel: +44 (0)20 7424 4248

Webiste: www.elsevier.com



Elsevier Education

Visit us at **Stand 12 & 13** to find out more about ExamPrep, our new adaptive learning tool, and Elibrary, our online textbook repository. You can also browse and buy from a selection of our key Elsevier titles.

www.elsevier.com

Meet the authors!

Dr John Dent and Professor Ronald Harden will be signing copies of *A Practical Guide for Medical Teachers* at our stand Tuesday 2 September at 1pm.

Attend our seminar! We'll be holding an education seminar, *Engaging and supporting students to improve outcomes*, on Tuesday 2 September at 1pm.

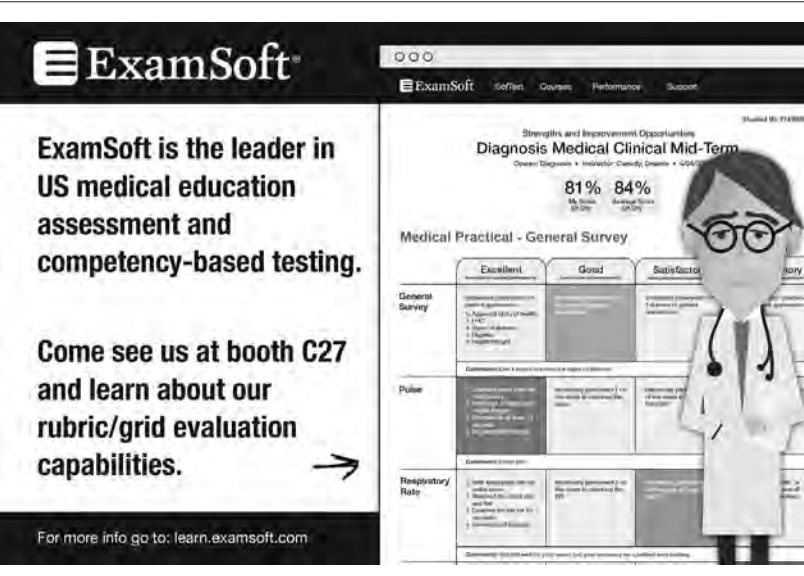
ELSEVIER

ExamSoft Worldwide, Inc

ExamSoft offers a market-leading exam management and analytics platform that delivers powerful, actionable data to assess learning outcomes and improve learning, engagement, and retention. Its software suite enables clients to efficiently and practically administer exams and analyze resulting data to improve curricular design, test design, and accreditation compliance. ExamSoft has served hundreds of prominent institutions for more than 16 years and has successfully administered millions of exams.

CONTACT: jgad@examsoft.com

Website: <http://learn.examsoft.com/>



ExamSoft

ExamSoft is the leader in US medical education assessment and competency-based testing.

Come see us at booth C27 and learn about our rubric/grid evaluation capabilities. →

For more info go to: learn.examsoft.com

ExamSoft

Strengths and Improvement Opportunities

Diagnosis Medical Clinical Mid-Term

Overall Diagnosis • Individual Clinical Details • USAT

81% **84%**

My Score Average Score

Medical Practical - General Survey

	Excellent	Good	Satisfactory	Poor
General Survey	Excellent (100%)	Good (95%)	Satisfactory (90%)	Poor (85%)
Pulse	Excellent (100%)	Good (95%)	Satisfactory (90%)	Poor (85%)
Respiratory Rate	Excellent (100%)	Good (95%)	Satisfactory (90%)	Poor (85%)

Cartoon doctor character.

PREMIUM EXHIBITORS

Laerdal Medical

Laerdal Medical is a global company dedicated to helping save lives through the advancement of resuscitation, emergency care and patient safety. Our vision is that no-one should die or be disabled unnecessarily during birth or from sudden illness or trauma. Laerdal's training and therapy equipment is used within healthcare education, voluntary organizations, hospitals and the military around the world. Laerdal Medical is a dynamic and multicultural organization that employs around 1500 people in 24 countries. The main office is located in Stavanger, Norway.

At the booth we will present "Harvey" (The Cardiopulmonary Patient Simulator) and the SimMan 3G patient simulator.

CONTACT: Laerdal Medical,
P.O.Box 377, 4002 Stavanger,
Norway

Website: www.laerdal.no



Laerdal
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Embrace medical simulation to help your students achieve their educational goals.

At Laerdal, we are committed to providing unique solutions to solve your unique needs. With our help, medical simulation programs can be implemented successfully within your institution, and help save more lives. Visit our booth at AMEE to find out more.

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MyKnowledgeMap Ltd

MyKnowledgeMap is a leading assessment software and solution specialist with a focus on mobile observational assessment and showcasing personal competence.

Myprogress is a mobile assessment product for assessing clinical skills and managing structured examinations. It enables authoring and delivery of rich observational competency assessments on any device, online and offline.

Progress reporting and framework mapping tools let you track competencies. An offline app means that students and assessors can capture evidence, even in challenging environments with no connectivity.

MyKnowledgeMap recently won the contract with the General Medical Council in the UK for managing their PLAB OSCE part 1 and 2 examinations.

CONTACT: 33-37 Micklegate, York
YO1 6JH, United Kingdom

Website: www.myknowledgemap.com



Please come and see us on Stand C32

 **myknowledgemap**
www.myknowledgemap.com



You have great experiences and performance with Myprogress™ mobile assessment system for medical schools

PREMIUM EXHIBITORS

Royal College of Physicians and Surgeons of Canada

Strengthening specialty medicine to meet society's needs. The Royal College sets the highest standards for specialty medical education in Canada. Our vision: The best health for all. The best care for all. Our mission: To improve the health and care of Canadians by leading in medical education, professional standards, physician competence and continuous enhancement of the health system. CanMEDS - An innovative, competency-based framework that describes the core knowledge, skills and abilities of specialist physicians. Royal College International - Global Excellence in Specialty Medical Education & Practice.

CONTACT: Shelley Murdock, Manager, CanMEDS and Faculty Development Unit (SMurdock@RoyalCollege.ca); Margaret Kennedy, Associate Director, International Outreach, Royal College International (MKennedy@RoyalCollege.ca)

Web: www.royalcollege.ca

The Royal College of Physicians and Surgeons of Canada
www.royalcollege.ca

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ROYAL COLLEGE INTERNATIONAL
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Sectra AB

Sectra offers solutions that make it possible for students to perform virtual dissections and interact with three-dimensional images of the human body using the unique Sectra Table.

With more than 20 years of innovation and 1,400 installations worldwide, Sectra is a world-leading provider of IT systems and services for radiology, women's health, orthopaedics and rheumatology. Based on close cooperation with our customers and research centers, Sectra delivers solutions that provide tangible gains in productivity - today and well into the future.

Visit us in booth C30 and experience leading edge technology for anatomy education.

CONTACT: Jakob Algulin, +46(0)702210464, jakob.algulin@sectra.com

Web: www.sectra.com/education

LEADING EDGE TECHNOLOGY FOR INTERACTIVE MEDICAL EDUCATION

Detailed studies of virtual bodies provide students with increased understanding of anatomy, functions and variations between individuals, as well as improved knowledge of unusual diseases already during their medical training.

Within medical education, Sectra offers various image display systems, such as the visualization table, tablets, projectors and 3D printers, with an accompanying library of anatomical images that enable interaction with 3D images of the human body.

Join us in booth C30 to find out more how we can help you improve your medical education.

SECTRA
Knowledge and passion

Sectra visualization table is developed in cooperation with Center for Medical Image Science and Visualization (AMIS), Visualization Center C, The Institute for Information and Learning Sciences, Sweden.


PREMIUM EXHIBITORS

St George's University, Grenada, West Indies

St. George's University is a center of international education, drawing students and faculty from over 140 countries to the island of Grenada, West Indies. St. George's pioneered the concept of international medical education and remains at the forefront of educating students to meet the demands of the modern practice of medicine. The School of Medicine has graduates who have practiced in all 50 of the US states and in 50 countries. The University is affiliated with educational institutions worldwide, including in the United States, the United Kingdom, Canada, Australia, and Ireland and its over 14,000 graduates include physicians, veterinarians, scientists, and public health and business professionals across the world

CONTACT: St. George's University, c/o University Support Svcs LLC, The N. American Correspondent, 3500 Sunrise Hwy Bldg 300, Great River New York 11739, USA.
Tel: 631-665-8500

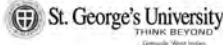

Web: sguenrolment@sgu.edu



CENTER OF GLOBAL MEDICAL EDUCATION

St. George's University was founded as a School of Medicine in 1976 in Grenada, West Indies, and has since expanded to include a School of Veterinary Medicine, School of Arts and Sciences, and graduate studies program. SGU has over 40 academic programs, granting the degrees of MD, DVM, PhD, MSc, MPH, MBA, and BSc, in various disciplines and has over 14,000 graduates.

- 38+ years of training more than 12,000 doctors from nearly 140 countries who have practiced in all 50 US states and in over 50 countries within an international framework that often exceeds US standards and performance outcomes
- Accreditations and/or approvals from many bodies worldwide, including the CAAM-HP, AVMA, CEPH, and US Department of Education
- Worldwide partnerships and affiliations in the US, UK, Canada, Australia, Africa, Europe, and the Caribbean
- Department of Educational Services dedicated to efficient and effective student learning and faculty teaching, developing student learning autonomy, and utilizing state-of-the-art technology



Studiocode Business Group

Studiocode – Information is only truly powerful when it can be collected, managed, manipulated and shared. The sophistication of Studiocode belies its simplicity of use and functionality, is extremely practical, enabling organisations to capture, store, categorise, monitor, manage, recall and distribute video, audio and other rich media content very easily. Studiocode is a total solution product that allows you to categorise data either as it is being captured from the camera or from existing footage. Real vision is a powerful tool, our product suit gives you that vision and lets you use it to unlock potential in your team.

CONTACT: Nick Harrison, Sportstec UK; 07967469650

Web: <http://www.studiocodegroup.com/>



STUDIOCODE BUSINESS GROUP

A DIVISION OF SPORTSTEC LTD

The screenshot shows the StudiocodeFLIR software interface. It features two video feeds at the top. Below the feeds is a toolbar with icons for 'Make movie', 'Find', 'Database', 'Matrix', 'Note', 'New row', 'New row +', 'Organizer', 'Transcription', and 'Labels'. At the bottom, there is a task management list with the following items:

1	Team Working	1: Exchanging of	2: Exchanging information	3: Using authority	4:
2	Task Management	1: Planning and Preparing; Exchanging informat			
3	Situational Aware	1: Gathering info; 2: Gathering			
4	Decision Making				

PREMIUM EXHIBITORS



Wolters Kluwer Health

UpToDate®, part of Wolters Kluwer Health, is an evidence-based, physician-authored clinical decision support resource which more than 850,000 clinicians in 164 countries trust to make the right point-of-care decisions. The more than 5,700 world-renowned physician authors, editors and peer reviewers utilize a rigorous editorial process to synthesize the most recent medical information into trusted, evidence-based UpToDate recommendations, proven to improve patient care and quality. More than 30 research studies confirm the widespread usage and association of UpToDate with improved patient care and hospital performance – including reduced length of stay, fewer adverse complications and lower mortality. Visit www.uptodate.com.

CONTACT: international@uptodate.com

Website: www.uptodate.com

Using UpToDate® increases medical knowledge

A study conducted by the Mayo Clinic found that the use of UpToDate for 20 minutes a day resulted in knowledge acquisition equivalent to the benefit of a year of residency training (as measured by a standardized examination (Internal Medicine In-Training Examination (IM-ITE)).¹

Follow our live product presentation on Monday and Tuesday during lunch time (Booth C26)!

¹ACSONALTT'S, Zager SL, Eshary JC. Factors associated with medical knowledge acquisition during internal medicine. J Gen Intern Med. 2007 Apr 28.

COMMERCIAL EXHIBITORS

Association for Medical Education in Europe (AMEE)

CONTACT: AMEE Secretariat, 12 Airlie Place, Dundee DD1 4HJ, UK. Tel: 01382 381953; Fax: 01382 381987; Email: amee@dundee.ac.uk; Website: www.amee.org

Facebook: AMEE.
InternationalAssociationforMedicalEducation
Twitter: @AMEE_Online
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Anatomage

For the past 10 years, Anatomage has been a leading medical device company driving innovation in the healthcare industry. Anatomage has been continuously developing creative, leading-edge products. These include image guided surgical devices, surgical instruments, radiology software, imaging equipment, and the acclaimed Anatomage Virtual Dissection Table.

CONTACT: Anatomage Italy srl, European Regional Office, via Vincenzo Monti 8, 20123, Milan, Italy. @info@anatomage.com; t. +39 02 46 71 22 32; f. +39 02 48 01 32 33

Website: www.anatomage.com



BMJ

Postgraduate Medical Journal (PMJ) aims to support junior doctors and their teachers and contribute to the continuing professional development of all doctors. Papers published in PMJ include those that focus on core competencies; that describe current practice and new developments in all branches of medicine and more. Visit the BMJ stand at AMEE for more on our leading professional development journal, Postgraduate Medical Journal.

CONTACT: Kinuani Sene; ksene@bmj.com

Website: pmj.bmj.com

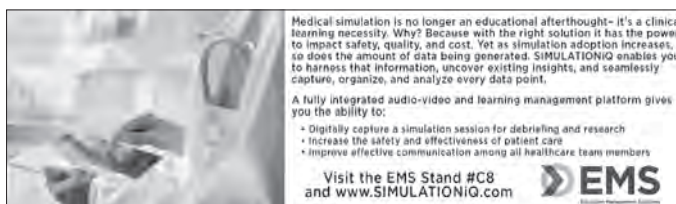


Education Management Solutions, Inc (EMS)

Education Management Solutions (EMS) is a pioneer in simulation-based solutions for healthcare training. SIMULATIONiQ Enterprise is EMS' flagship solution providing a single integrated platform with a full spectrum of options for mid- to large-size clinical skills and mannequin-based simulation centers, one room set-ups, and portable solutions. Visit booth #C8 and www.SIMULATIONiQ.com.

CONTACT: 436 Creamery Way, Suite 300, Exton, PA 19341, United States. 610.701.7002; info@SIMULATIONiQ.com

Website: www.SIMULATIONiQ.com



COMMERCIAL EXHIBITORS

Limbs & Things

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+44 (0) 1173110500 (Tel); +44 (0) 1173110501 (fax)

Website: <http://limbsandthings.com/uk/home/>

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Website: www.one45.com

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CONTACT: vuemarketing@pearson.com

Website: www.pearsonvue.com

Pearson VUE is working in partnership with the medical sector to help raise assessment standards.

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To learn more visit our stand C17.

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practique

COMMERCIAL EXHIBITORS

Primal Pictures Ltd

Primal Pictures publish innovative and interactive anatomy software suitable for a wide range of courses and teaching programs, and a comprehensive series of anatomy and clinically focussed titles. Please come to our booth # C9 for a demonstration and to find the best titles for your teaching program.

CONTACT: Email Address: info@primalpictures.com;
Telephone number: +44207 017 5000

Website: www.primalpictures.com

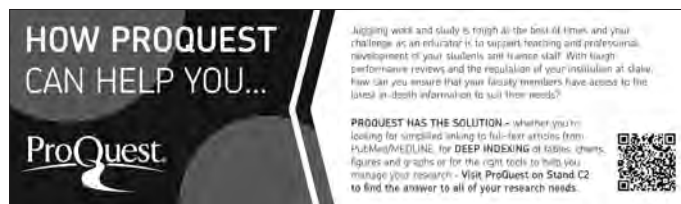


ProQuest

ProQuest connects people with vetted, reliable information. Key to serious research, the company's products are a gateway to the world's knowledge including dissertations, governmental and cultural archives, news, historical collections and ebooks. ProQuest technologies serve users across the critical points in research, helping them discover, access, share, create and manage information.

CONTACT: info@go.proquest.com

Website: www.proquest.com



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CONTACT: Unit 204, Business Innovation Centre, National University of Ireland Galway, Newcastle Road, Galway, Ireland. +353 87 2887396

Website: <http://www.qpercom.com>

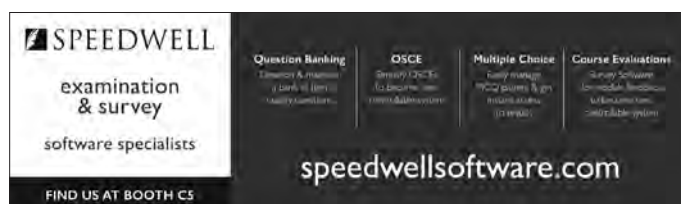


Speedwell Software Limited

Speedwell produce software for the management, processing and scoring of MCQ/OSCE examinations. Some of the most prestigious institutions in the world rely on our software systems everyday. 94% of UK Medical Schools and 75% of Royal Medical Colleges trust our assessment tools to produce fast, accurate results and reports.

CONTACT: Denny Lodge Business Park, Chittering, Cambridge CB25 9PH. Telephone: +44 (0)1223 851703; Email: info@speedwellsoftware.com

Website: www.speedwellsoftware.com



COMMERCIAL EXHIBITORS

von Hagens Plastination

von Hagens Plastination is a global company providing real human specimens for education and research institutes as well as museums. As the leader in Plastination our mission is to advance the education of medical and health sciences. The line of services offers anatomical teaching specimens that stem from real human bodies, rendered through the groundbreaking science of Plastination invented by Dr. Gunther von Hagens

CONTACT: Gubener Plastinate GmbH, Uferstrasse 26, 03172 Guben. Phone: +49 3561 5474 120; Fax: +49 3561 5474 263

Website: www.vonhagens-plastination.com

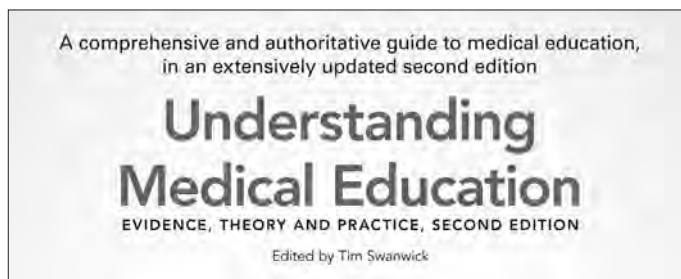


Wiley

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CONTACT: Neil Burling

Website: www.wileymedicaleducation.com

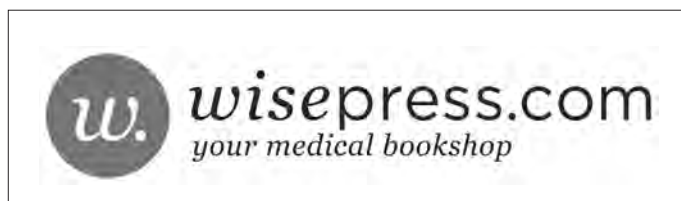


Wisepress Medical Bookshop

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CONTACT: Wisepress Medical Bookshop, 25 High Path, Merton Abbey, London SW19 2JL, UK. Phone: +44 20 8715 1812; Fax: +44 20 8715 1722; marketing@wisepress.com

Website: www.wisepress.com

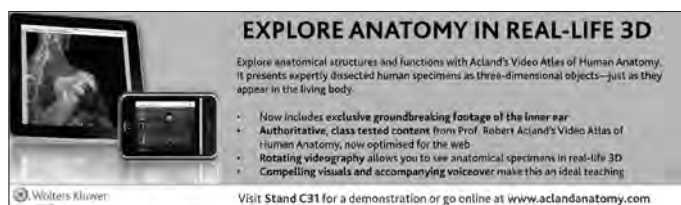


Wolters Kluwer Health (formerly Lippincott Williams & Wilkins)

Wolters Kluwer Health (formerly Lippincott Williams & Wilkins) is a leading international publisher of professional health information resources for physicians, nurses, specialised clinicians and students. Visit our stand at C31 to learn more about leading print and digital products including aclandanatomy.com, Lippincott's Illustrated Reviews: Biochemistry and Clinically Oriented Anatomy!

CONTACT: 250 Waterloo Road, London SE1 8RD, United Kingdom. tel: +44 (0) 20 7981 0600; email: enquiry@lww.co.uk

Website: www.elsevier.com



NOT-FOR-PROFIT EXHIBITORS

Admissions Testing Service (ATS)

The Admissions Testing Service is part of Cambridge English Language Assessment, a not-for-profit department of the University of Cambridge. We offer a range of tests and tailored assessment services to support selection and recruitment for educational institutions, professional organisations and governments around the world.

CONTACT: Tel: +44 (0)1223 552593; atsinfo@cambridgeenglish.org

Website: www.admissionstesting-service.org



Educational Committee for Foreign Medical Graduates

The Global Education in Medicine Exchange (GEMx), an initiative of ECFMG, facilitates partnerships among international medical schools for the purpose of promoting international health electives. Through this program, GEMx seeks to empower students with an international perspective in order to meet the health care needs of an increasingly globalized world.

CONTACT: Emmanuel G. Cassimatis, M.D., President and CEO, ECFMG

Website: <http://www.gemxelectives.org/>



European Medical Association

The European Medical Association (EMA) is a European forum bringing together colleagues working in the European medical community through the distribution of information and services. It is committed to improving the quality of care offered to patients by updating the knowledge and skills of its membership and seeks to influence developments in European health care by reflecting its members' views.

This unique, independent non-profit organisation offers every European Community doctor the opportunity to join a European network of doctors, add a European dimension to their professional activities, and actively influence the development of European healthcare.

CONTACT: 19, avenue des Volontaires, 1160 Brussels, Belgium. PH. : + 32 2 734 29 80

Website: www.EMAnet.org



FAIMER (Foundation for Advancement of International Medical Education and Research)

FAIMER strives to support improvements in health professions education that translate into sustained improvements in health. FAIMER's efforts are concentrated in developing regions and focus on three specific strategies: faculty development, targeted research that informs health workforce policy and practice, and development of data that advances educational quality improvement decisions.

CONTACT: FAIMER, 3624 Market Street, 4th Floor, Philadelphia, PA 19104, USA. Email: inquiry@faimer.org

Website: www.faimer.org



iCognitus

Our mission is to provide the highest quality assessment technologies. Our main product is medQuiz – an e-assessment platform that provides a secure and easy-to-use environment for collaborative authoring, item bank management, online assessment and a powerful statistical package. Take full control of your assessment process!

CONTACT: info@icognitus.com

Website: www.icognitus.com



NOT-FOR-PROFIT EXHIBITORS

Journal of Graduate Medical Education

The Journal of Graduate Medical Education (JGME) disseminates scholarship and promotes critical inquiry to inform and engage the graduate medical education community to improve the quality of graduate medical education. It is a peer-reviewed, editorially independent journal published by the Accreditation Council for Graduate Medical Education.



The Journal of Graduate Medical Education disseminates graduate medical education scholarship. It is peer-reviewed, editorially independent, and published by Accreditation Council for Graduate Medical Education.

CONTACT: 515 N State St., Ste 2000, Chicago, IL 60654, United States; jgme@acgme.org

Website: www.jgme.org

National Board of Medical Examiners® (NBME®)

The NBME is an independent, not-for-profit organization that provides high-quality examinations for the health professions. Protection of the health of the public through state of the art assessment of health professionals is the mission of the NBME, along with a major commitment to research and development in evaluation and measurement.



CONTACT: National Board of Medical Examiners, 3750 Market Street, Philadelphia, PA 19104 USA

Website: www.nbme.org

National Resident Matching Program International

The National Resident Matching Program International, a subsidiary of the United States-based National Resident Matching Program, provides matching services to public and private entities outside the United States and Canada. Using Web-based software that can be accessed from anywhere in the world and a proprietary matching algorithm that was a basis for awarding the 2012 Nobel Prize in Economics, NRMP International provides accurate, reliable, and unbiased matching services that take into consideration the needs of each host country.



CONTACT: Mona M. Signer, Executive Director, National Resident Matching Program International, 2121 K Street NW, Suite 1000, Washington, DC 20037, USA. msigner@nrmp.org

Website: www.nrmpinternational.org

The Canadian Conference on Medical Education

The Canadian Conference on Medical Education (CCME) is the premier medical education conference in Canada. It hosts the largest annual gathering of medical educators in the country (1600+). We also welcome our international colleagues and other partners including students, health educators, health education researchers, administrators, licensing and credentialing organizations and governments



CONTACT: Chris Holloway, Conference Manager, The Association of Faculties of Medicine of Canada, 265 Carling Avenue, Suite 800, Ottawa, ON K1S 2E1. 613-730-0687 x 240; cholloway@afmc.ca

Website: www.mededconference.ca

UCAN

UCAN is a non-profit umbrella organization for various Assessment Networks in the field of educational examinations. Our aim is to improve the quality of education by enabling our Partners to produce excellent exams through research and the development of the UCAN software tools for exam management, delivery and quality-assurance.



CONTACT: Umbrella Consortium for Assessment Networks (UCAN), Im Neuenheimer Feld 346, 69120 Heidelberg, Germany. Tel: +049 (0)6221 -568269. Email: info@ims-m.de

Website: www.ims-m.org

NOT-FOR-PROFIT EXHIBITORS

Association for the Study of Medical Education (ASME)

ASME is a membership organization unique in that it draws its members from all areas of medical education – undergraduate, postgraduate and continuing – and from all specialties both nationally and internationally.

CONTACT: 12 Queen Street, Edinburgh EH2 1JE, Scotland, UK.

Tel: +44 (131) 225 9111; www.asme.org.uk; <http://www.nact.org.uk/> e: info@asme.org.uk



Glasgow City Marketing Bureau

CONTACT: Evie Mauchan, Client Services Manager, Glasgow City Marketing Bureau, Exchange House, 229 George Street, Glasgow, United Kingdom, <http://peoplemakeglasgow.com/>



International Association for Medical Science Educators (IAMSE)

IAMSE is a nonprofit professional development society organized and directed by medical faculty members. Together we provide opportunities to enhance excellence and innovations in teaching, student and program assessment, computer technology, human simulation, learner-centered education, and in many other areas.

CONTACT: Julie K. Hewett, CMP, IAMSE Association Manager, c/o JulNet Solutions, LLC, 3327B US Route 60, East Huntington, WV 25705 USA; Tel: +1 304 522 1270; Website: www.iamse.org; Facebook.com/MedicalEducator



Medical Teacher

Medical Teacher is the journal of AMEE, an international association for all involved with medical and healthcare professions education. Medical Teacher addresses the needs of teachers and administrators throughout the world involved in training for the health professions.

CONTACT: Morag Allan Campbell, Journal Co-ordinator, AMEE Office, 12 Airlie Place, Dundee DD1 4HJ, United Kingdom.

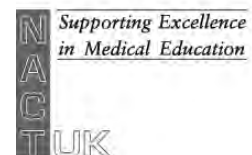
Tel: +44 (0)1382 381994. Email: medicalteacher@dundee.ac.uk. Website: www.medicalteacher.org



National Association of Clinical Tutors (NACT) UK

The National Association of Clinical Tutors (NACT UK) is a membership association for those involved in organising postgraduate training for doctors. Its aim is to support members in their daily role as leaders in Medical Education with national advice and training and to liaise on their behalf with the many National Bodies involved in Medical Education in the UK.

CONTACT: Norfolk House East, 499 Silbury Boulevard, Central Milton Keynes MK9 2AH, United Kingdom; www.nact.org.uk



AMEE MEMBER ACADEMIC EXHIBITORS

ePBLnet EU Project

CONTACT: Sheetal Kavia, St George's, University of London, Cranmer Terrace, London SW17 0RE, United Kingdom; E-mail: skavia@sgul.ac.uk

Harvard Macy Institute Professional Development Programs for Academic Leaders

CONTACT: Teresa Cushing, Med, Harvard Macy Institute, 100 Cambridge St. Suite 2002, Boston, MA 02114, United States. tcushing@hms.harvard.edu

Mediview

CONTACT: Jasper Holthuis, Mediview, info@mediview.org

Monash University

CONTACT: Health Professions Education and Educational Research (HealthPEER), Faculty of Medicine, Nursing & Health Sciences, Monash University, Clayton Campus Victoria 3800, Australia. Ph: 9905 0090; Email: hpe.courses@monash.edu

School of Health Professions Education, Maastricht University

CONTACT: Danielle Vogt, Maastricht University, D.vogt@maastrichtuniversity.nl

St George's, University of London

CONTACT: e-Learning Unit, St George's, University of London, Cranmer Terrace. London SW17 0RE, United Kingdom. E-mail: elu@sgul.ac.uk

The Wilson Centre

The Wilson Centre is dedicated to advancing healthcare education & practice through research - a unique, world-renowned centre for development of health professional education research & researchers.

CONTACT: Mariana Arteaga, thewilsoncentre@uhn.ca; <http://www.thewilsoncentre.ca/>

University of Dundee, Centre for Medical Education

CONTACT: Centre for Medical Education, Kirsty Semple Way, Dundee DD2 4BF, United Kingdom. Tel: 01382 381952; cmecourses@dundee.ac.uk

ACADEMIC EXHIBITORS

Centre for Faculty Development

CONTACT: Jackie McCaffrey, Project Coordinator, 30 Bond Street, Toronto, ON, Canada M5B 1W8. mccaffreyj@smh.ca

ePBLnet Project – Aristotle University of Thessaloniki

CONTACT: Panagiotis Bamidis, Medical School, Faculty of Health Sciences, Aristotle University of Thessaloniki, PO Box 376, 54124, Thessaloniki, Greece. Tel: +302310999310; Fax: +302310999702; E-mail: bamidis@med.auth.gr

Flinders University

CONTACT: Professor Jennene Greenhill, Flinders University Rural Clinical School, Australia. jennene.greenhill@flinders.edu.au; +61 8 8586 1023

Università di Pavia

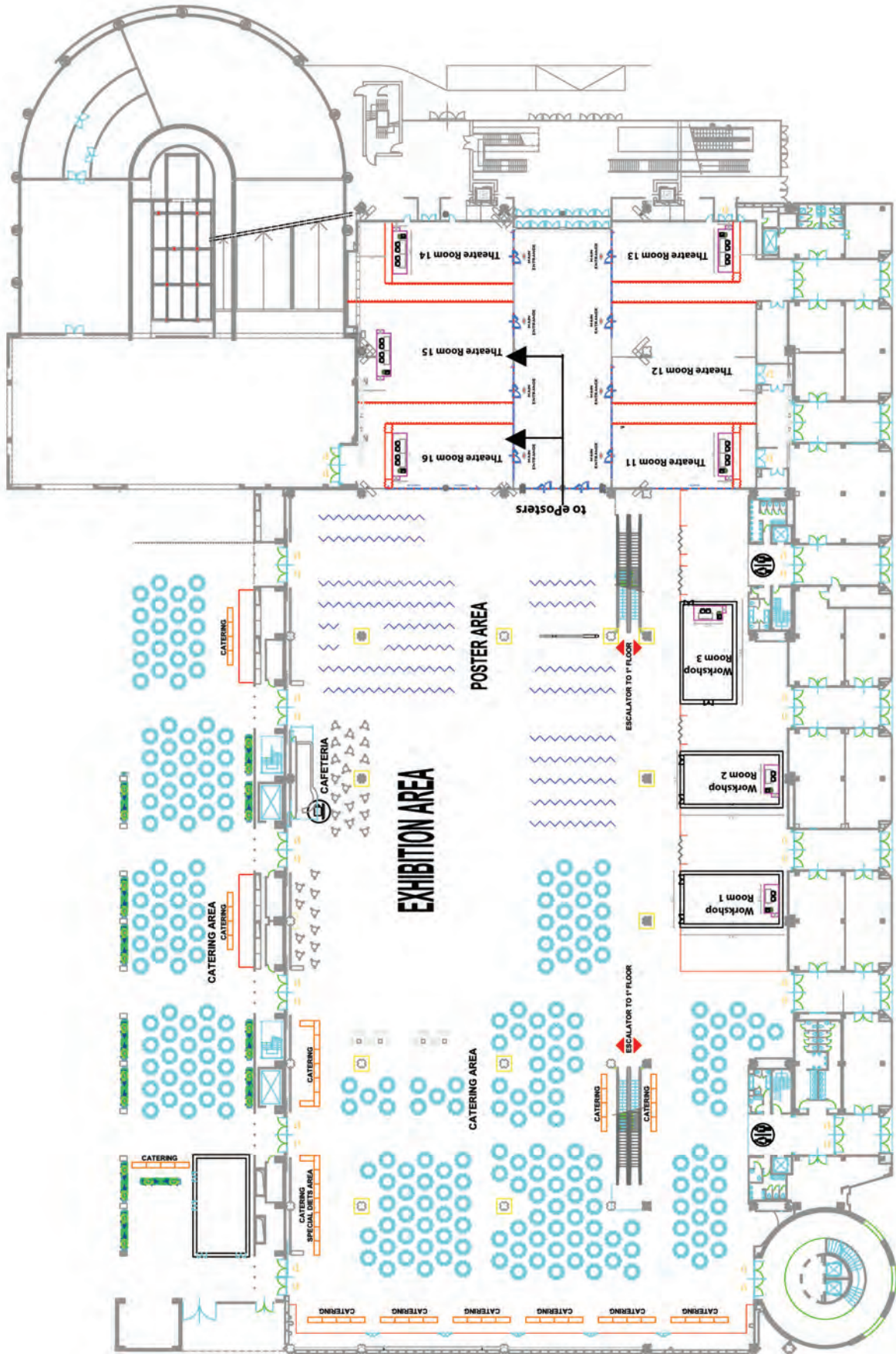
CONTACT: Giovanni Ricevuti giovanni.ricevuti@unipv.it

Wales Deanery Cardiff University

CONTACT: 9th Floor Neuadd Meirionnydd, Heath Park, Cardiff CF14 4YS, <http://www.walesdeanery.org/>

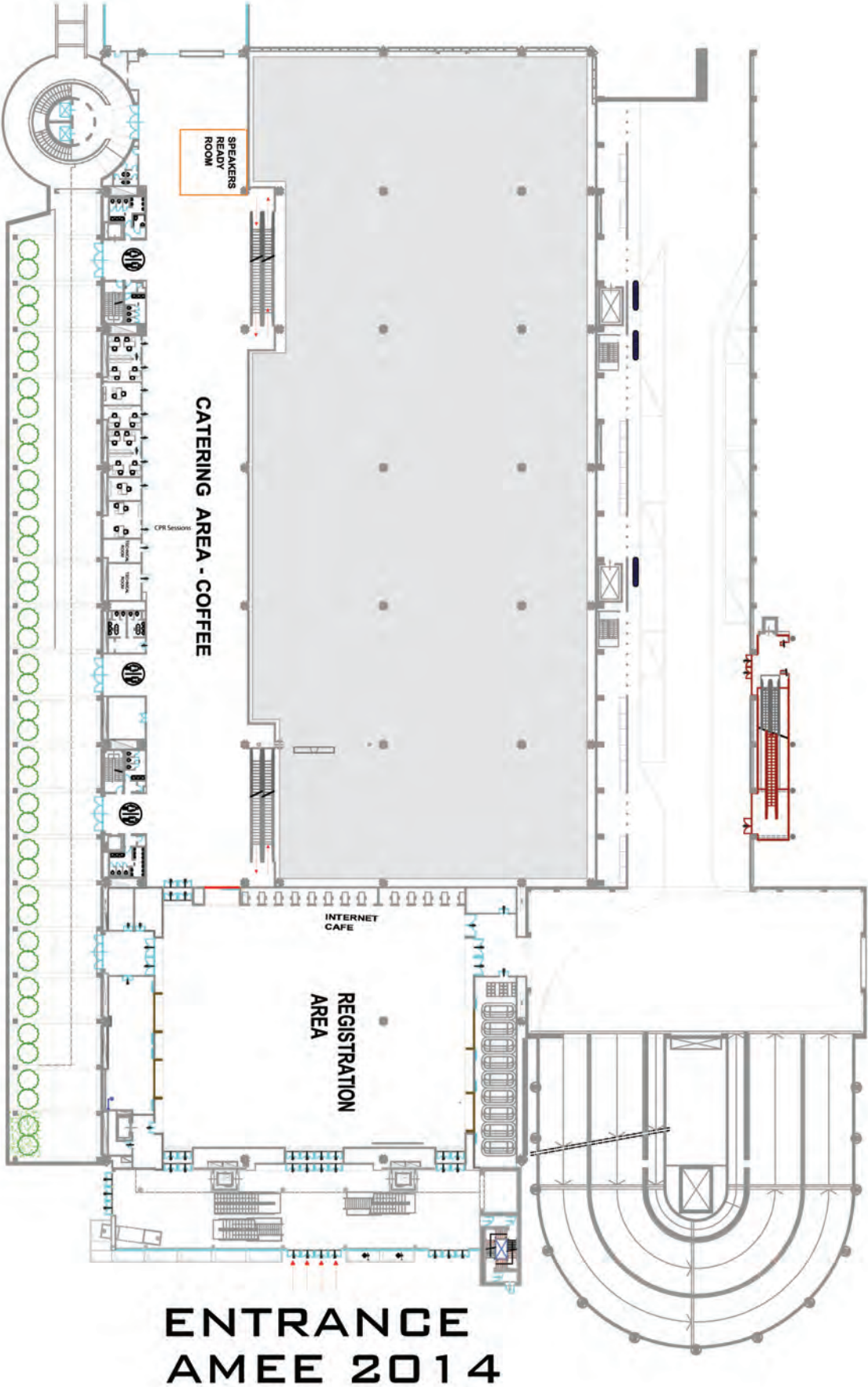
MICO MILANO CONGRESSI

Level 0 Floor Plan



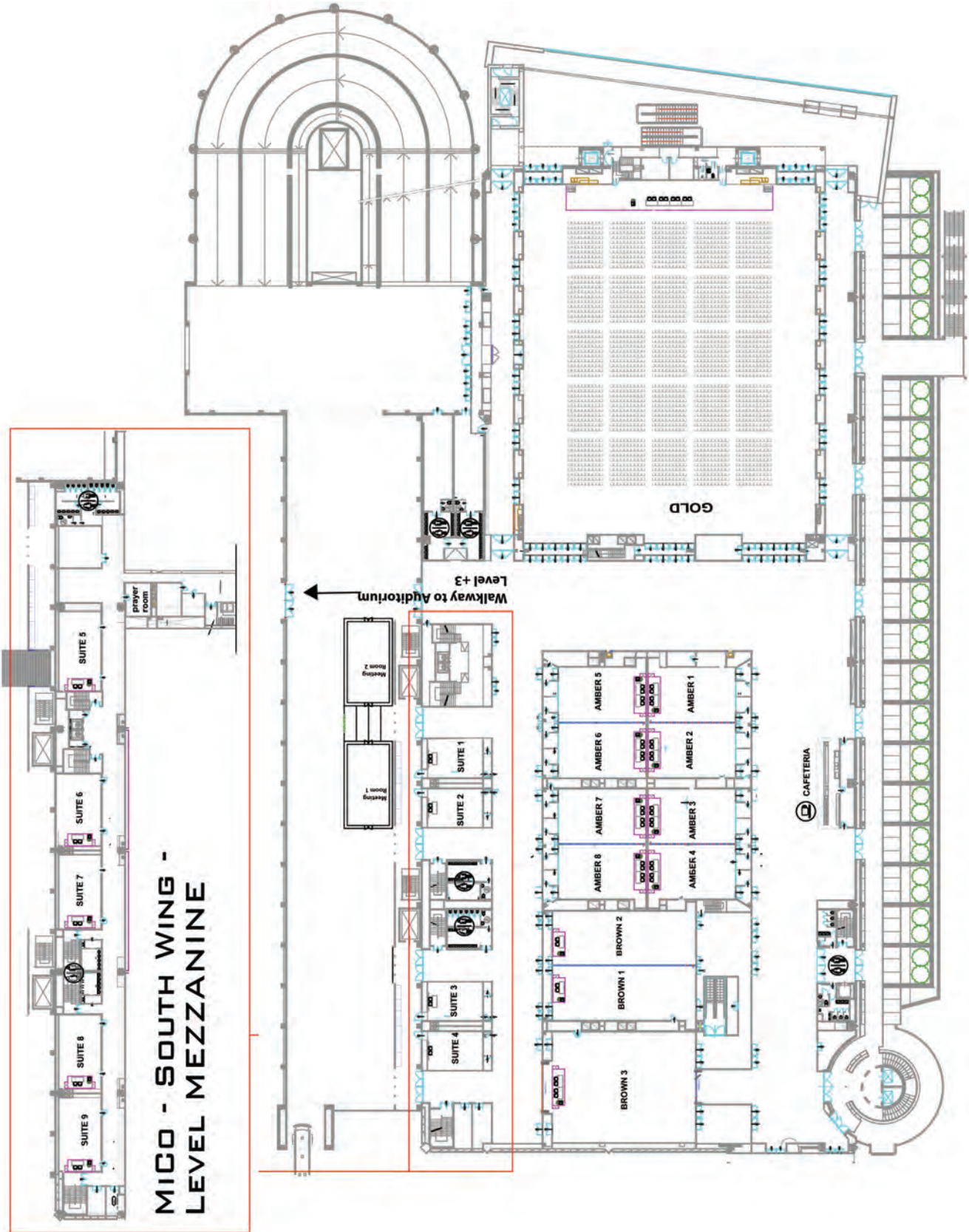
MICO MILANO CONGRESSI

Level +1 Floor Plan



MICO MILANO CONGRESSI

Level +2 and Level Mezzanine Floor Plan



SATURDAY 30 AUGUST

2

Registration Desk

0745-1730 **Registration Desk open at MiCo Milano Congressi for Pre-conference Workshop and Course Participants**
Location: South Wing, Level +1, MiCo

Group Meetings

1000-1630  **AMEE Executive Committee Meeting (Closed Meeting)**
Location: Meeting Room 2, Level +2, MiCo

AMEE-Essential Skills in Medical Education (ESME) Courses

Pre-registration is essential and lunch will be provided.

- 0830-1700 **ESME – Essential Skills in Medical Education**
Location: Amber 1, Level +2, MiCo
- 0845-1630 **ESMEA – Essential Skills in Medical Education Assessment**
Location: Amber 2, Level +2, MiCo
- 0845-1630 **ESCEL – Essential Skills in Computer-Enhanced Learning**
Location: Amber 4, Level +2, MiCo
- 0845-1630 **ESCEPD – Essential Skills in Continuing Education and Professional Development**
Location: Amber 5, Level +2, MiCo
- 0845-1630 **RESME – Research Essential Skills in Medical Education**
Location: Amber 3, Level +2, MiCo

Course

Pre-registration is essential and lunch will be provided.

0845-1630 **FLAME Fundamentals of Leadership and Management in Education – Introductory Workshop**
Location: Suite 9, Level Mezzanine, MiCo



Masterclass

Pre-registration is essential and lunch will be provided.

- 0845-1630 **MC1: Essential Skills in Computer-Enhanced Learning (ESCEL)**
David Cook (Mayo Clinic, USA), Rachel Ellaway Ellaway (Northern Ontario School of Medicine, Canada), John Sandars (University of Leeds, UK)
Location: Amber 4, Level +2, MiCo
- 0900-1630 **MC2: Simulation-based Healthcare Instruction**
Ross Scalse, S. Barry Issenberg (Gordon Center for Research in Medical Education, University of Miami Miller School of Medicine, USA), Luke Devine (University of Toronto, Canada)
Location: Amber 6, Level +2, MiCo

SATURDAY 30 AUGUST 2014

Pre-conference Workshops

Pre-registration is essential. Coffee is included – no lunch will be provided – see page 6 for options

- | | | | |
|-------------|---------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| 0915-1630 | PCW 1 | Scholarship and Innovation in Medical Education: A Practical Workshop to Guide Development of an Educational Project for Peer Review and Dissemination
Jocelyn Lockyer (University of Calgary, Canada), Vernon Curran (Memorial University of Newfoundland, St John's, Canada), Tyrone Donnnon (University of Calgary, Canada), Carol Hodgson (University of Alberta, Edmonton, Canada), Anna MacLeod (Dalhousie University, Halifax, Canada), Karen Mann (Dalhousie University, Halifax, Canada), Elaine van Melle (Queen's University, Kingston, Canada)
Location: Amber 7, Level +2, MiCo |  |
| 0915-1215 | PCW 2 | Learning to be the boss: Managing a SP Program
Diane Ferguson (UTHSC, San Antonio, USA), Carine Layat Burn (HESAV-University of Health Sciences, Lausanne, Switzerland), Tamara Owens (Howard University, USA), Denise Souder (University of Southern California, USA), Win May (University of Southern California, USA)
Location: Amber 8, Level +2, MiCo |  |
| 0915-1215 | PCW 3 | Better Judgement: recognising and managing judgement biases in oral and workplace-based assessment
Lisa Schmidt, Lambert Schuwirth (Flinders University, Adelaide, Australia)
Location: Suite 8, Level Mezzanine, MiCo | |
| 0915-1215 | PCW 4 | Using Appropriate Tutor Facilitation Styles To Optimise Student Engagement and Enhance Educational Outcomes: Right Style at the Right Time for the Right Group of Students
Matthew C.E. Gwee, Dujeeba Samarasekera, Chay-Hoon Tan (Yong Loo Lin School of Medicine, National University Hospital System, National University of Singapore)
Location: Suite 7, Level Mezzanine, MiCo | |
| 0915-1630 * | PCW 5 | Students' workshop – Introducing the world of Medical Education
Sofia Ribeiro (Institute of Preventive Medicine, Lisbon Faculty of Medicine, Portugal; MSc in Public Health Student at London School of Hygiene and Tropical Medicine; European Medical Students'), Rok Hrzic (Slovenia), Kristina Filipova (Bulgaria), Olga Rostowska (Poland) European Medical Students' Association; Madalena Patrício, António Vaz Carneiro (Portugal)
Location: Suite 6, Level Mezzanine, MiCo (*Lunch will be provided) | |
| 0915-1215 | PCW 6 | Teaching and learning clinical reasoning in everyday practice
Ralph Pinnock (James Cook University, Child and Adolescent Health, Clinical School, The Townsville Hospital, Townsville, Australia), Louise Young (James Cook University, Rural and Remote Medicine, Townsville, Australia), Fiona Spence (University of Auckland, Learning Technology Unit, Auckland, New Zealand), Marcus Henning (University of Auckland, Centre for Medical and Health Sciences Education, Auckland, New Zealand), Wayne Hazell (Prince Charles Hospital, TPC Northside Clinical School, University of Queensland and Queensland University of Technology, Australia)
Location: Suite 5, Level Mezzanine, MiCo | |
| 0915-1215 | PCW 7 | Re-design your blended delivery programs: transforming static content and didactic lectures into dynamic and engaging learning experiences
Kate Jurd (Rural Clinical School, School of Medicine, University of Queensland, Australia)
Location: Suite 3, Level +2, MiCo | |
| 0915-1215 | PCW 8 | Strategies for Writing and Publishing Your Education Research Papers
Jack R. Scott (Winthrop University Hospital; Clinical Campus of Stony Brook Medical Center, Office of Academic Affairs, Mineola, NY, USA), Elza Mylona (Eastern Virginia Medical School, USA), William A. Anderson (Michigan State University, Office of Medical Education Research and Development, Office of Faculty Affairs & Development, East Lansing, Michigan, USA)
Location: Suite 2, Level +2, MiCo | |
| 0915-1215 | PCW 9 | Seeking feedback: How to change a passive listener into an active learner?
Monica van de Ridder (Albert Schweitzer Hospital, Dordrecht, The Netherlands), Elizabeth Krajic Kachur (Medical Education Development, New York, USA), Benjamin Blatt (George Washington University, Washington DC, USA), Carol Capello (Weill Cornell Medical College, New York, USA), Bas Verhoeven (Radboud University, Nijmegen, The Netherlands)
Location: Suite 1, Level +2, MiCo | |
| 1330-1630 | PCW 10 | Approaches to Ensure Quality Standards for Standardized/ Simulated Patient Performance in High Stakes Objective Structured Clinical Exams (OSCEs)
Beate Brem (Institute for Medical Education, University of Bern, Switzerland) (Lead facilitator), Carine Layat Burn (HESAV-University of Health Sciences, Lausanne, Switzerland), Carol O'Byrne (Pharmacy Examining Board of Canada), Debra Nestel (Monash University, Melbourne, Australia), Cathy Smith (Pharmacy Examining Board of Canada/University of Toronto, Canada)
Location: Amber 8, Level +2, MiCo |  |

- 1330-1630 **PCW 11 Reach for the Top: Leadership Development in Our Learners**
Ming-Ka Chan, Wade Watson (Royal College of Physicians and Surgeons of Canada)
Location: Suite 8, Level Mezzanine, MiCo
- 1330-1630 **PCW 12 Facilitation in Team Based Learning**
Tam Cam Ha, Janil Puthuchear, Sandy Cook (DUKE-National University of Singapore Graduate Medical School, Singapore)
Location: Suite 7, Level Mezzanine, MiCo
- 1330-1630 **PCW 13 Developing Readiness for Residency programs: Optimizing Student Preparation for Medical Practice During the Last Year of Medical School**
Monica Lypson (University of Michigan Medical School, Ann Arbor, MI USA), William C. McGaghie, Scott Graziano (Loyola University Chicago Stritch School of Medicine, USA), Monica van de Ridder (Albert Schweitzer Hospital, Dordrecht, The Netherlands)
Location: Suite 5, Level Mezzanine, MiCo
- 1330-1630 **PCW 14 Cinema as a learning tool to promote reflection in healthcare. How to manage the personal impact of patients' pain and suffering with a reflective attitude**
Licia Montagna, Valerio Ferro Allodola, Laura Fieschi, Lorenza Garrino (Società Italiana di Pedagogia Medica –SIPeM- (Italian Society for Medical Education))
Location: Suite 3, Level +2, MiCo
- 1330-1630 **PCW 15 Standards in medical education: developing for and applying in your context**
Andrew Grant (Academy of Medical Educators, UK), John Norcini (FAIMER, Philadelphia, USA), Julie Browne, Vimmi Passi, Lesley Southgate (Academy of Medical Educators, UK)
Location: Suite 2, Level +2, MiCo

Coffee break times

For delegates who have registered and paid to attend a pre-conference workshop, coffee will be available at the following times:

Full Day Workshop: 1000-1045 & 1500-1545
Morning Workshop: 1000-1045
Afternoon Workshop: 1500-1545

Location: Foyers of Suite 1-9 and Amber 1-8, Level +2, MiCo

Social Media Drop In Session

Open between
1330-1630

A chance to meet with the AMEE Social Media Team and find out how to be involved in AMEE Online activities. Drop in for a few minutes to talk with a member of the Team.

Location: Suite 1, Level +2, MiCo

Tours






- | | | |
|-----------|----------------------------------------------------------------|---------------------------------------|
| 0930-1230 | Cultural tour | Departs and returns to MiCo Congressi |
| 1300-1630 | Cultural Tour including Leonardo Da Vinci's Last Supper | Departs and returns to MiCo Congressi |
| 1300-1700 | City Walking Tour | Departs and returns to MiCo Congressi |
| 1945-2300 | Evening Dinner on the Tram | Departs and returns to MiCo Congressi |

SUNDAY 31 AUGUST

Registration Desk / Exhibitor / Poster Mounting

- 0745-2100 **Registration Desk open at MiCo Milano Congressi**
Location: South Wing, Level +1, MiCo
- 1200-1900 **Exhibitor Set Up**
- 1400-1900 **Poster Mounting**

Group Meetings

- 0900-1030  **ASPIRE Student Assessment Panel (closed meeting)**
Location: Meeting Room 1, Level +2, MiCo
- 0900-1030  **ASPIRE Student Engagement Panel (closed meeting)**
Location: Meeting Room 2, Level +2, MiCo
- 0900-1030  **ASPIRE Social Accountability Panel (closed meeting)**
Location: Suite 1, Level +2, MiCo
- 0900-1300  **BEME BREC/BICC Orientation Session (closed meeting)**
Location: Suite 4, Level +2, MiCo
- 1100-1430  **ASPIRE Board Meeting (closed meeting)**
Location: Meeting Room 2, Level +2, MiCo
- 1330-1630  **BEME Review Editorial Committee Meeting (closed meeting)**
Location: Meeting Room 1, Level +2, MiCo

AMEE-Essential Skills in Medical Education (ESME) Courses

Pre-registration is essential. Lunch will be provided for those attending the full-day AMEE-ESME and AMEE-ESCEL Course Only.

- 0830-1630 **ESME – Essential Skills in Medical Education**
Location: Amber 1, Level +2, MiCo
- 0845-1215 **ESMEA – Essential Skills in Medical Education Assessment**
Location: Amber 2, Level +2, MiCo
- 0915-1630 **ESCEL – Essential Skills in Computer-Enhanced Learning**
Includes PCW 16: How to create personalised learning opportunities in The Information Age: essential skills for the 21st century teacher (0915-1215) and PCW 27: What's up? Whatsapp? Technology in Medical Education (1330-1630)
Location: Amber 4, Level +2, MiCo
- 0845-1215 **ESCEPD – Essential Skills in Continuing Education and Professional Development**
Location: Amber 5, Level +2, MiCo

Course

Pre-registration is essential and lunch will be provided.

- 0845-1630 **CALM – Change, Adaptability, Leadership and Management Workshop**
Location: Suite 9, Level Mezzanine, MiCo



Masterclass Session

Pre-registration is essential and lunch will be provided.

- 0900-1630 **MC3: Experimental Research Methods**
Martin G Tolsgaard (Centre for Clinical Education, University of Copenhagen, Denmark), Ryan Brydges, Vicki LeBlanc (University of Toronto, Canada)
Location: Amber 3, Level +2, MiCo

Pre-conference Workshops

Pre-registration is essential. Coffee is included – no lunch will be provided – see page 6 for options.

- 0915-1215 **PCW 16** **How to create personalised learning opportunities in The Information Age: essential skills for the 21st century teacher / ESCEL Course**
John Sandars (Leeds Institute of Medical Education, University of Leeds, UK), Natalie Lafferty (College of Medicine, Dentistry and Nursing, University of Dundee, UK)
Location: Amber 4, Level +2, MiCo
- 0915-1215 **PCW 17** **Interprofessional Communities of Practice: Breathing life into theory**
Carine Layat Burn (HESAV, Lausanne, Switzerland), Diana Tabak, Kerry Knickle, Nancy McNaughton (Standardized Patient Program, University of Toronto, Canada)
Location: Amber 6, Level +2, MiCo
- 0915-1215 **PCW 18** **Leadership Skills to Lead and Deliver on Change**
Davinder Sandhu, Alan Cook on behalf of the AMEE Postgraduate Committee
Location: Amber 7, Level +2, MiCo
- 0915-1215 **PCW 19** **Medical Error: A Teaching Toolkit**
Jonathan Round, Sophie Vaughan (St George's University of London, UK)
Location: Amber 8, Level +2, MiCo
- 0915-1215 **PCW 20** **How to Use Strategic Formative Feedback and Reflection to Develop Expertise**
Antionette S. Peters (Harvard Medical School, USA), Henry Pohl (Albany Medical College, USA), Joan Sargeant (Dalhousie University, Canada)
Location: Suite 8, Level Mezzanine, MiCo
- 0915-1215 **PCW 21** **Paths to student engagement in medical schools: key ingredients among multiple paths**
Manuel João Costa (School of Health Sciences, University of Minho, Portugal), Debra Klamen, (Southern Illinois University School of Medicine, USA), Rukhsana W. Zuberi (Aga Khan University, Pakistan), Marko Zdravkovic (University of Maribor, Slovenia), Kew Siang Tong (International Medical University, Malaysia), Tony Celenza (University of Western Australia)
Location: Suite 7, Level Mezzanine, MiCo
- 0915-1630 * **PCW 22** **Advanced Preconference Workshop for Students, Junior Doctors, Young Educators & Trainees: Finding Your Passion in Medical Education**
Robbert J Duvivier (Foundation for Advancement of International Medical Education & Research (FAIMER), Philadelphia, USA and Department of Acute Psychiatry, ParnassiaBavo Group, Rotterdam, the Netherlands), Matthew J Stull (Department of Emergency Medicine, University of Cincinnati College of Medicine, Cincinnati, OH, USA); Rille Pihlak (Hematology – Oncology Clinic, University of Tartu, Estonia), Emily Bate (University of Aberdeen, UK)
Location: Suite 6, Level Mezzanine, MiCo (*Lunch will be provided)
- 0915-1215 **PCW 23** **How Physical Learning Spaces Impacts Learning: The Learning Space Design Studio Location**
Jonas Nordquist (Karolinska Institutet, Sweden), Andrew Laing (AECOM, New York, USA)
Location: Suite 5, Level Mezzanine, MiCo
- 0915-1215 **PCW 24** **Evaluating Educational Innovations: It's Never too Early to Start!**
Elaine Van Melle, Leslie Flynn, Anna Oswald, Ming-Ka Chan, Elizabeth Wooster (Royal College of Physicians and Surgeons of Canada)
Location: Suite 3, Level +2, MiCo
- 0915-1215 **PCW 25** **Creating a comprehensive faculty development program in assessment: What do faculty need to know?**
Ara Tekian (University of Illinois at Chicago, USA), John Norcini (FAIMER, Philadelphia, USA)
Location: Suite 2, Level +2, MiCo
- 1330-1630 **PCW 26** **Improving your OSCE: Measurement, Recognition and Remediation of Station Level Problems**
Richard Fuller, Godfrey Pell, Matthew Homer (Leeds Institute of Medical Education, University of Leeds, UK)
Location: Amber 2, Level +2, MiCo
- 1330-1630 **PCW 27** **What's up? Whatsapp? Technology in Medical Education / ESCEL Course**
Daniëlle M.L. Versteegen (Department of Educational Research and Development, FHML, Maastricht University, The Netherlands), Anne Marie Cunningham (School of Medicine, Cardiff University, the United Kingdom), Mary E.W. Dankbaar (Erasmus University Medical Center Rotterdam, the Netherlands), Peter G.M. de Jong (Leiden University Medical Center, The Netherlands)
Location: Amber 4, Level +2, MiCo
- 1330-1630 **PCW 28** **Micro and Macro Systems Impact on the Science of Learning and Change**
Jann T. Balmer (GAME - Global Alliance for Medical Education), Jonas Nordquist (Karolinska Institutet, Stockholm, Sweden), Don Moore (Vanderbilt School of Medicine, Nashville, Tennessee, USA), Maureen Doyle-Scharff (Pfizer Inc, New York, USA)
Location: Amber 5, Level +2, MiCo



- 1330-1630 **PCW 29 Outcomes Research in Medical Education: How can we research the outcomes of innovations in Medical Education?**
Charlotte Ringsted (University of Toronto, Canada), Geoff Norman (McMaster University, Canada), Kulamakan Kulasegaram (University of Toronto, Canada)
Location: Amber 6, Level +2, MiCo
- 1330-1630 **PCW 30 Writing MCQs in challenging content areas**
Kathy Holtzman, Dave Swanson (National Board of Medical Examiners, Philadelphia, USA)
Location: Amber 7, Level +2, MiCo
- 1330-1630 **PCW 31 Catalyzing Change; Successful Strategies for Engagement**
Anita Glicken (University of Colorado, USA), M. Brownell Anderson (NBME, USA)
Location: Amber 8, Level +2, MiCo
- 1330-1630 **PCW 32 Rethinking feedback for learning: the challenge of design**
Elizabeth Molloy (Monash University, Australia), David Boud (University of Technology Sydney, Australia)
Location: Suite 8, Level Mezzanine, MiCo
- 1330-1630 **PCW 33 Exploring the Interface of Professionalism at the Individual and Organizational Levels**
Frederic W. Hafferty (Mayo Clinic, USA), Susan Lieff (University of Toronto, Canada)
Location: Suite 7, Level Mezzanine, MiCo
- 1330-1630 **PCW 34 Electronic curriculum maps – what are they, how can we create them and why should we have one?**
Fred Pender, Matthew Hammond, Michael Begg, Michael Ross, Helen Cameron (University of Edinburgh, UK)
Location: Suite 5, Level Mezzanine, MiCo
- 1330-1630 **PCW 35 Death comes to us all: practical opportunities to integrate learning about living with dying into medical education and practice**
Debbie Jaarsma, Esther Helmich (Academic Medical Centre, University of Amsterdam, the Netherlands), Sarah Yardley (Keele University, UK), Fedde Scheele (VU University Medical Centre, St Lucas, Andreas Hospital, Amsterdam, the Netherlands), Michiel Westerman (VU Medical Centre, Amsterdam, the Netherlands), Jerry Maniate (St. Joseph's Health Centre (Toronto) / Wilson Centre, University of Toronto, Canada), Janneke Frambach (Maastricht University Medical Centre, The Netherlands)
Location: Suite 3, Level +2, MiCo
- 1330-1630 **PCW 36 Preparing Faculty to Teach Effectively: From Workshops to Communities of Practice**
Yvonne Steinert (Centre for Medical Education, McGill University, Canada)
Location: Suite 4, Level +2, MiCo
- 1330-1630 **PCW 37 AMEE Hackathon: Stepping into the intersection**
Rakesh Patel, John Sandars, Natalie Lafferty, Salmaan Sana on behalf of the AMEE eLearning Committee, and Jeremy Chui (Sheffield University, UK)
Location: Suite 2, Level +2, MiCo

Coffee break times

For delegates who have registered and paid to attend a pre-conference workshop, coffee will be available at the following times:

Full Day Workshop: 1000-1045 & 1500-1545

Morning Workshop: 1000-1045

Afternoon Workshop: 1500-1545

Location: Foyers of Suite 1-9 and Amber 1-8, Level +2, MiCo

Tours

0900-1300 **Old Milan by Canal Boat** Departs and returns to MiCo Congressi

0900-1500 **Tour of Bergamo** Departs and returns to MiCo Congressi

AMEE 2014 Orientation Session

1600-1700 **A session for first-time attendees to come and hear some suggestions of how to get the most from the Conference, and meet the AMEE Executive Committee and other first-timers**





Trudie Roberts (AMEE President), Ronald M Harden (AMEE General Secretary/Treasurer), Pat Lilley (AMEE Operations Director)

Location: Brown 3, Level +2, MiCo

MAIN PROGRAMME

2

SESSION 1: Plenary

- 1730-2000 **1** **Plenary 1** 
Chairperson: Ronald M Harden (UK)
Location: Gold Plenary, Level +2, MiCo
- 1730-1740 **Welcome to AMEE 2014**
Trudie Roberts (AMEE President) and Fabrizio Consorti (Chair of Local Organising Committee)
- 1740-1800  **Introduction to AMEE 2014**
Ronald M Harden (AMEE General Secretary/Treasurer)
- Introduction to Social Media and Online Networking at AMEE 2014**
Salmaan Sana, AMEE Social Media Consultant
- 1800-1830 **1A**  **Meanings of medicine: the convergence and crises of civilisations**
Richard Horton, Editor-in-Chief, The Lancet, United Kingdom
- 1830-1840 Questions and Discussion
- 1840-1910 **1B**  **Disruption, Distraction, Diversion or Delight: The Love/Hate Tug of War Between Technology and Medical Education**
Lawrence Sherman, FACEHP, CCMEP, Senior Vice President, Educational Strategy at Prova Education, United States
- 1910-1920 Questions and Discussion
- 1920-1925 **Presentation of Miriam Friedman Ben-David New Educator Award**
- 1925-1930 **Presentation of Karolinska Prize for Research in Medical Education**
- 1930-2130 **Opening Entertainment and Reception**
Entertainment, food and wine, and the chance to renew acquaintances, as well as the chance to look around the Exhibition
Location: Gold Plenary, Level +2, MiCo (entertainment) and South Hall, Level 0, MiCo (reception)
Cost: Free of charge to registered participants. Guest tickets can be purchased from the registration desk for GBP £30.

SUNDAY 31 AUGUST 2014

MONDAY 1 SEPTEMBER



Registration Desk / Exhibition

- 0715-1745 **Registration Desk Open**
Location: South Wing, Level +1, MiCo
- 0800-1730 **Exhibition Open**
Location: South Hall, Level 0, MiCo
- 0715-0815  **Private Meeting: Journal Editors (invite only)**
Location: Meeting Room 1, Level +2, MiCo
- 0830-1730 **Hands-on CPR Training (open to all)**
Location: Office 9, Level +1, MiCo

Tours

- 0900-1700 **Lake Como Tour** Departs and returns to MiCo Congressi

SESSION 2: Simultaneous Sessions

- 0830-1015 **2A** **SYMPOSIUM: Competencies and Milestones: Will those who ignore the past be condemned to repeat it?** 
Debra Klamen* (Southern Illinois University School of Medicine, United States), Reed Williams* (Indiana University School of Medicine, United States), Nicole Roberts* (Southern Illinois University School of Medicine, United States), Anna Cianciolo* (Southern Illinois University School of Medicine, United States)
Location: Gold Plenary, Level +2, MiCo
- 0830-1015 **2B** **SYMPOSIUM: Creating effective learning with new technology in the 21st Century: The importance of educational theories. An AMEE eLearning Committee Symposium** 
John Sandars* (Leeds Institute of Medical Education, University of Leeds, United Kingdom), Goh Poh Sun* (Yong Loo Lin School of Medicine, Singapore), Natalie Lafferty* (University of Dundee, United Kingdom), Patricia Kokotailo* (University of Wisconsin, United States), Rakesh Patel* (University of Leicester, United Kingdom)
Location: Auditorium, Level +3, MiCo
- 0830-1015 **2C** **SYMPOSIUM: From Patient to Instructor: Honoring patient engagement in medical education**
Nancy McNaughton* (University of Toronto, Canada), Julie Thorne* (CHIME, University of Toronto, Canada), Ann-Helen Henriksen* (University of Copenhagen, Denmark), Jools Symmons* (University of Leeds, United Kingdom), Angela Towle* (University of British Columbia, Canada), Charlotte Ringsted* (University of Toronto, Canada)
Location: Brown 3, Level +2, MiCo
- 0830-1015 **2D** **RESEARCH PAPERS: Exploring Cognition**
Chairperson: Anthony Artino (United States)
Location: Brown 2, Level +2, MiCo
- 0830-0845 **2D1** **Assessment of written questions formulated by students reveals their misconceptions, which are indicative of their examination results: an exploratory intervention study**
M. Olde Bekkink*, Radboud University Medical Centre, Department of Anatomy; Department of Internal Medicine, Nijmegen, Netherlands; R. Donders, Radboud University Medical Centre, Department for Health Evidence, Nijmegen, Netherlands; E. Steenbergen, Radboud University Medical Centre, Department of Pathology, Nijmegen, Netherlands; R. de Waal, Radboud University Medical Centre, Department of Pathology, Nijmegen, Netherlands; D. Ruiters, Radboud University Medical Centre, Department of Anatomy; Department of Pathology, Nijmegen, Netherlands
- 0845-0900 **2D2** **Through the eyes of the experts: What do 'rich pictures' add to the understanding of surgical judgment?**
Sayra Cristancho*, Western University, Surgery and Centre for Education Research & Innovation, London, Canada; Susan Bidinosti, Western University, Centre for Education Research & Innovation, London, Canada; Lorelei Lingard, Western University, Medicine and Centre for Education Research & Innovation, London, Canada; Richard Novick, Western University, Surgery, London, Canada; Michael Ott, Western University, Surgery, London, Canada; Tom Forbes, Western University, Surgery, London, Canada

- 0900-0915 **2D3** **The Role of Demonstrating in Surgical Training**
Bhavna Gami*, The London Postgraduate School of Surgery, London, United Kingdom; Nigel Standfield, London School of Surgery, Anatomy, London, United Kingdom; Claire Smith, Brighton and Sussex Medical School, Anatomy, Surgery and Cancer, Brighton, United Kingdom; Ceri Davies, Imperial College School of Medicine, Surgery, London, United Kingdom
- 0915-0930 **2D4** **Effects of free, cued, and modelled-reflection on medical students' diagnostic competence**
Cassio Ibiapina*, CAPES Foundation, Ministry of Education of Brazil, Brasília/DF, Pediatría, Belo Horizonte, Brazil; Silvia Mamede, Institute of Medical Education Research, Erasmus MC and Department of Psychology, Erasmus University Rotterdam, Department of Psychology, Rotterdam, Netherlands; Alexandre Moura, UNIFENAS Medical School, Educacao Medica, Belo Horizonte, Brazil; Silvana Santos, Universidade Federal de Minas Gerais, Propedeutica Complementar, Belo Horizonte, Brazil; Tamara Van Gog, Erasmus University Rotterdam, Department of Psychology, Rotterdam, Netherlands
- 0930-0945 **2D5** **Time matters, Realism in resuscitation training**
Kristian Krogh*, Aarhus University, Centre for Medical Education, Aarhus N, Denmark; Christian B Høyer, Aarhus University, Centre for Medical Education, Aarhus N, Denmark; Doris Østergaard, Herlev Hospital and Copenhagen University, Danish Institute for Medical Simulation, Herlev, Denmark; Berit Eika, Aarhus University, Centre for Medical Education, Aarhus N, Denmark
- 0945-1000 **2D6** **Improvements in the diagnostic performance of medical students related to the construction and retention of System 2 decision rules in long term memory**
Frank Papa*, UNTHSC, Medical Education, Fort Worth, United States; Richard Baldwin, UNTHSC, Medical Education, Fort Worth, United States
- 1000-1015 Discussion
- 0830-1015 **2E** **SHORT COMMUNICATIONS: Curriculum Evaluation**
Chairperson: Barbara Barzansky (United States)
Location: Brown 1, Level +2, MiCo
- 0830-0845 **2E1** **Factors influencing students' skills in giving effective feedback: A qualitative study**
Shabnam Ahmed*, Faculty of Medicine-King Fahad Medical City, King Saud Bin Abdul Aziz University of Health Sciences, Medical Education, Riyadh, Saudi Arabia; Fadi Munshi, Faculty of Medicine-King Fahad Medical City, King Saud Bin Abdul Aziz University of Health Sciences, Medical Education, Riyadh, Saudi Arabia
- 0845-0900 **2E2** **Curriculum Review Process aimed to improve integration in a traditional Doctor of Veterinary Medicine program**
Carmen Fuentealba*, Ross University School of Veterinary Medicine, Center for Research and Innovation in Veterinary and Medical Education, Basseterre, Saint Kitts and Nevis; Janet Beeler-Marfisis, Ross University School of Veterinary Medicine, North Brunswick; John Dascanio; Jennifer Moffet; Eric Pope; Ashutosh Verma
- 0900-0915 **2E3** **The question of students' satisfaction and motivation – a working motivational system model**
Balázs Ernyey*, University of Pécs- Medical School, Department of Behavioral Sciences, Pécs, Hungary; Ádám Tibor Schlégl, University of Pécs- Medical School, Department of Orthopaedics, Pécs, Hungary; Zsuzsanna Füzesi, University of Pécs- Medical School, Department of Behavioral Sciences, Pécs, Hungary; Ádám Feldmann, University of Pécs- Medical School, Department of Behavioral Sciences, Pécs, Hungary
- 0915-0930 **2E4** **Postgraduate perspective on the undergraduate medical curriculum: Former students' and their post-graduate tutors' view**
Maria Magalhães, Faculty of Health Science, University of Beira Interior (Covilhã-Portugal), Santa Maria da Feira, Portugal Luís Patrão*, Faculty of Health Science, University of Beira Interior, Covilhã, Portugal; Ricardo Tjeng; Miguel Castelo-Branco Patrao
- 0930-0945 **2E5** **An analysis of the quality of undergraduate medical education at Aksum University's new Medical School, Ethiopia**
Tim Crocker-Buque*, Queen Mary University of London, Centre for Primary Care and Public Health, London, United Kingdom
- 0945-1000 **2E6** **Effective student feedback to drive change**
Keith Wylde*, The University of Edinburgh, ACT Office Centre for Medical Education, Edinburgh, United Kingdom; Neil Turner, The University of Edinburgh, The Medical School, Edinburgh, United Kingdom; Helen Cameron, The University of Edinburgh, Centre for Medical Education, Edinburgh, United Kingdom
- 1000-1015 **2E7** **Longitudinal outcome analysis: USMLE Step 1 to Residency**
Hiroko Yoshida*, American University of the Caribbean School of Medicine, Administration, St. Maarten, Netherlands Antilles; Joe Miller, American University of the Caribbean School of Medicine, Pharmacology, St. Maarten, Netherlands Antilles
- No discussion

- 0830-1015 **2F** **SHORT COMMUNICATIONS: Patil Teaching Innovation Awards 1: shortlisted presentations (see page 12)**
Chairperson / Opening Discussant: Gary Rogers (Australia)
Location: Theatre Room 11, Level 0, MiCo
- 0830-0845 **2F1** **Disease & Illness: Teaching the humanistic dimensions of care through the Longitudinal Educational Experience to Advance Patient Partnerships (LEAP) Program**
TJ Jirasevijinda*, Weill Cornell Medical College, Pediatrics, New York, United States; Keith LaScalea, Weill Cornell Medical College, Internal Medicine, New York, United States; Veronica LoFaso, Weill Cornell Medical College, Internal Medicine, New York, United States; Michael Lockshin, Hospital for Special Surgery, Rheumatology, New York, United States; Ernie Esquivel, Weill Cornell Medical College, Internal Medicine, New York, United States; Carol Capello, Weill Cornell Medical College, Academic Affairs, New York, United States
- 0845-0900 **2F2** **A 'scattergun' approach to educator skills for clinical teachers**
Louise Young*, James Cook University, School of Medicine, Townsville, Australia
- 0900-0915 **2F3** **Eight years' experience with a Medical Education Journal Club in Mexico: The challenges of sustainability and learning**
Melchor Sánchez-Mendiola*, UNAM Faculty of Medicine, Medical Education, Mexico City, Mexico; Daniel Morales-Castillo, UNAM Faculty of Medicine, Medical Education, Mexico City, Mexico; Uri Torruco-García, UNAM Faculty of Medicine, Medical Education, Mexico City, Mexico; Margarita Varela-Ruiz, UNAM Faculty of Medicine, Medical Education, Mexico City, Mexico
- 0915-0930 **2F4** **A peer-led international programme to equip medical students with leadership skills to affect change in healthcare**
F A E Knights, King's College London, Medical School, London, United Kingdom; D P H Knights*, University of Cambridge, School of Clinical Medicine, Cambridge, United Kingdom; A P N Gopfert, Newcastle University, Medical School, Newcastle-upon-Tyne, United Kingdom
- 0930-0945 **2F5** **The role of tactical decision games (TDGs) as a novel method of teaching non-technical skills (NTS) to final year medical students**
Iain Drummond*, The University of Edinburgh, Centre for Medical Education, Edinburgh, United Kingdom; Janet Skinner, University of Edinburgh, Centre for Medical Education, Edinburgh, United Kingdom; Morwenna Wood, NHS Fife, Medical Education, Kirkcaldy, United Kingdom
- 0945-1000 **2F6** **Bringing the world to the bedside: The role of distance-learning partnerships in overcoming geopolitical barriers to medical education**
Rose S. Penfold*, University of Oxford, Medical Sciences Division, Oxford, United Kingdom; Mohammad A. Ali, University of Oxford, Medical Sciences Division, Oxford, United Kingdom; Adam M. Ali, Oxford University Clinical Academic Graduate School, Oxford, United Kingdom; Ishita Patel, Oxford University Hospitals, Medical Sciences Division, Oxford, United Kingdom
- 1000-1015 Discussion
- 0830-1015 **2G** **SHORT COMMUNICATIONS: OSCE 1 – Scoring an OSCE**
Chairperson:
Location: Theatre Room 12, Level 0, MiCo
- 0830-0845 **2G1** **OSCE checklist scores: to standardize or not to standardize?**
Godfrey Pell*, University of Leeds, Leeds Institute of Medical Education, Leeds, United Kingdom; Jennifer Hallam, University of Leeds, Leeds Institute of Medical Education, Leeds, United Kingdom; Matt Homer, University of Leeds, Leeds Institute of Medical Education, Leeds, United Kingdom; Richard Fuller, University of Leeds, Leeds Institute of Medical Education, Leeds, United Kingdom
- 0845-0900 **2G2** **Checklist item weighting: Theoretical, psychometric and empirical perspectives**
Matt Homer*, University of Leeds, Leeds Institute of Medical Education, Leeds, United Kingdom, Godfrey Pell, University of Leeds, Leeds Institute of Medical Education, Leeds, United Kingdom, Richard Fuller, University of Leeds, Leeds Institute of Medical Education, Leeds, United Kingdom
- 0900-0915 **2G3** **Reliability Analysis of an Objective Structured Clinical Examination with Generalizability Theory**
Andrés Trejo-Mejía*, Universidad Nacional Autónoma de México, Facultad de Medicina, México D.F., Mexico; Adrián Martínez-González, Universidad Nacional Autónoma de México, Facultad de Medicina, México D.F., Mexico; Ignacio Méndez-Ramírez, Universidad Nacional Autónoma de México, Instituto de Matemáticas Aplicadas y Sistemas, México D.F., Mexico; Melchor Sánchez-Mendiola, Universidad Nacional Autónoma de México, Facultad de Medicina, México D.F., Mexico
- 0915-0930 **2G4** **Correlation of Self Assessment and Peer Assessment to the Passing Grade of the OSCE in Level 2 and Level 4 Students, Faculty of Medicine UNISBA**
Santun Bhakti Rahimah, Faculty of Medicine Unisba, Pharmacology, Bandung, Indonesia; Mia Kusmiati*, Faculty of Medicine Unisba, Biochemistry, Bandung, Indonesia; Ermina Widyastuti, Faculty of Medicine Unisba, Pathology Anatomi, Bandung, Indonesia
- 0930-0945 **2G5** **Using Hierarchical Linear Modeling (HLM) to Investigate Examiner and Site as Sources of Variation in the National Assessment Collaboration (NAC) Objective Structured Clinical Examination (OSCE)**
Marguerite Roy*, Medical Council of Canada, Ottawa, Canada; Stefanie Sebok, Queen's University, Ottawa, Canada; Don Klinger, Queen's University, Canada; André De Champlain, Medical Council of Canada, Canada

- 0945-1000 **2G6** **The elephant in the room: benchmarking the assessment of clinical competence**
David Garne*, University of Wollongong, Graduate School of Medicine, Wollongong, Australia; Clare Heal, James Cook University, School of Medicine and Dentistry, Mackay, Australia; Karen D'Souza, Deakin University, School of Medicine, Waurn Ponds, Australia; Peta-Ann Teague, James Cook University, School of Medicine and Dentistry, Townsville, Australia; Ian Kerr, Griffith University, School of Medicine, Gold Coast, Australia; Nicky (JN) Hudson, University of Newcastle, Department of Rural Health, Tamworth, Australia
- 1000-1015 **2G7** **Can an OSCE be used as a progress test?**
Debra Pugh, University of Ottawa, Medicine, Ottawa, Canada; Claire Touchie*, University of Ottawa, Medicine, Ottawa, Canada; Susan Humphrey-Murto, University of Ottawa, Medicine, Ottawa, Canada; Timothy J Wood, University of Ottawa, Medicine, Ottawa, Canada
- No discussion
- 0830-1015 **2H** **SHORT COMMUNICATIONS: Education Environment**
Chairperson: Duck-Sun Ahn (Korea)
Opening Discussant: Janneke Frambach (Netherlands)
Location: Amber 1, Level +2, MiCo
- 0830-0845 **2H1** **Educational environment and quality of life of medical students – A multi-centre study**
Sylvia Claassen Enns*, Universidade de São Paulo, São Paulo, Brazil; Brunna de Oliveira, Universidade de São Paulo, São Paulo, Brazil; Munique Almeida; Fernanda Brenneisen Mayer; Milton de Arruda Martins; Patricia Tempski
- 0845-0900 **2H2** **Assessment of the Quality of Educational Environment during Undergraduate Clinical Teaching Years in the King Abdul Aziz University, College of Medicine in Saudi Arabia**
Rajaa Allhiani*, King Abdul Aziz University, Medical Education, Jeddah, Kingdom of Saudi Arabia
- 0900-0915 **2H3** **The AMEET inventory, an instrument for measuring faculty perceptions of educational environment in the undergraduate medical curriculum**
S. I. Shehnaz*, Gulf Medical University, Pharmacology, Ajman, United Arab Emirates; Gamini Premadasa, Gulf Medical University, Medical Education Unit, Ajman, United Arab Emirates; Mohamed Arifulla, Gulf Medical University, Pharmacology, Ajman, United Arab Emirates; Jayadevan Sreedharan, Gulf Medical University, Statistical Support Facility, Ajman, United Arab Emirates; K. G Gomathi, Gulf Medical University, Biochemistry, Ajman, United Arab Emirates; R. B. Shaikh, Gulf Medical University, Community Medicine, Ajman, United Arab Emirates
- 0915-0930 **2H4** **Role modelling professionalism for residents: The Learning Environment for Professionalism Survey (LEP)**
Anna Byszewski*, University of Ottawa, Medicine, Ottawa, Canada; Heather A. Lochnan, University of Ottawa, Medicine, Ottawa, Canada; Timothy Woods, Academy of Innovation in Medical Education, Medicine, Ottawa, Canada; Donna Johnston, University of Ottawa, Division of Pediatric Oncology, Ottawa, Canada
- 0930-0945 **2H5** **Medical Students' Perceptions of their Learning Environment, Well-being, and Academic Self-Concept**
Topi Litmanen*, University of Helsinki, Department of Teacher Education, Helsinki, Finland; Sofie M. M Loyens, Erasmus University Rotterdam, Department of Psychology, Rotterdam, Netherlands; Kirsi Sjöblom, University of Helsinki, Department of Teacher Education, Helsinki, Finland; Kirsti Lonka, University of Helsinki, Department of Teacher Education, Helsinki, Finland
- 0945-1015 Discussion
- 0830-1015 **2I** **SHORT COMMUNICATIONS: Instructional Design**
Chairperson:
Location: Amber 2, Level +2, MiCo
- 0830-0845 **2I1** **4C/ID in medical education: Designing a course based on whole-task learning**
Mieke Vandewaetere*, KU Leuven, Academic Center for General Practice, Leuven, Belgium; Dominique Manhaeve, KU Leuven, Academic Center for General Practice, Leuven, Belgium; Sanne Peters, KU Leuven, Academic Center for General Practice, Leuven, Belgium; Bert Aertgeerts, KU Leuven, Academic Center for General Practice, Leuven, Belgium; Geraldine Clarebout, KU Leuven, Academic Center for General Practice, Leuven, Belgium; Ann Roex, KU Leuven, Academic Center for General Practice, Leuven, Belgium
- 0845-0900 **2I2** **If a picture is worth a thousand words, is a video worth a thousand pictures? Novices experience similar cognitive load when using dynamic or static multimedia to learn surgical skills**
Aaron Knox*, University of British Columbia; University of Toronto, Plastic and Reconstructive Surgery; The Wilson Centre, Vancouver, Canada; Kinga Elias, University of Toronto; McMaster University, The Wilson Centre, Kinesiology, Toronto, Canada; Matthew Lineberry, University of Illinois at Chicago, Medical Education, Chicago, United States; Ara Tekian, University of Illinois at Chicago, Medical Education, Chicago, United States; Dimitri Anastakis, University of Toronto, Plastic and Reconstructive Surgery, Toronto, Canada; Ryan Brydges, University of Toronto, The Wilson Centre, Toronto, United States

- 0900-0915 **2I3** **Measuring cognitive load to optimize instructiveness of your courses: A case in health professions education**
 Jimmie Leppink*, Maastricht University, Educational Development and Research, Maastricht, Netherlands; Arno M. M. Muijtjens, Maastricht University, Educational Development and Research, Maastricht, Netherlands; Renée E. Stalmeijer, Maastricht University, Educational Development and Research, Maastricht, Netherlands; Fred C. J. Stevens, Maastricht University, Educational Development and Research, Maastricht, Netherlands; Diana H. J. M. Dolmans, Maastricht University, Educational Development and Research, Maastricht, Netherlands
- 0915-0930 **2I4** **Repetition of knowledge: Passive or active learning methods?**
 E. Bergman*, Radboud UMC, Department of Anatomy, Nijmegen, Netherlands; M. Vorstenbosch, Radboud UMC, Department of Anatomy, Nijmegen, Netherlands; A. Schepens-Franke, Radboud UMC, Department of Anatomy, Nijmegen, Netherlands; M Scheffers, Radboud UMC, Department of Anatomy, Nijmegen, Netherlands; J. Kooloos, Radboud UMC, Department of Anatomy, Nijmegen, Netherlands
- 0930-0945 **2I5** **Learning impact of anchored and structured concept maps**
 Peter Harris*, UNSW, Medicine Education and Student Office, Sydney, Australia; Gary Velan, UNSW, School of Medical Sciences, Sydney, Australia; Richard Vickery, UNSW, School of Medical Sciences, Sydney, Australia
- 0945-1000 **2I6** **The Impact of Mood Induction on Learners' Application of Basic Science Principles to Novel Problems**
 Meghan McConnell*, McMaster University, Clinical Epidemiology & Biostatistics, Hamilton, Canada; Kulamakan Kulasegaram, University of Toronto, Family & Community Medicine, Toronto, Canada; Sandra Monteiro, McMaster University, Clinical Epidemiology & Biostatistics, Hamilton, Canada; Molly Pottruff, McMaster University, Psychology, Neuroscience & Behaviour, Hamilton, Canada; Kevin Eva, University of British Columbia, Medicine, Vancouver, Canada
- 1000-1015 **2I7** **Influence of Music in the Teaching, Learning Processes in Medical Students**
 Luis Gabriel Pineros*, Fundacion Universitaria Juan N. Corpas, Bogota, Colombia
- No discussion
- 0830-1015 **2J** **SHORT COMMUNICATIONS: Widening Participation and Admission to Medical Schools**
 Chairperson: Marjo Wijnen-Meijer (Netherlands)
 Location: Amber 3, Level +2, MiCo
- 0830-0845 **2J1** **Measuring socio-economic status in medical school applicants**
 Kathryn Steven*, University of St Andrews, School of Medicine, St Andrews, United Kingdom; Bruce Guthrie, University of Dundee, School of Medicine, Dundee, United Kingdom; Jon Dowell, University of Dundee, School of Medicine, Dundee, United Kingdom; Cathy Jackson, University of St Andrews, School of Medicine, Dundee, United Kingdom
- 0845-0900 **2J2** **Student perceptions of selection criteria for medicine: Do attitudes differ by social and educational background?**
 Joanne Emery*, Cambridge English, University of Cambridge, Research and Validation, Cambridge, United Kingdom; Sarah McElwee, Cambridge English, University of Cambridge, Research and Validation, Cambridge, United Kingdom
- 0900-0915 **2J3** **Do students' socio-economic background or schooling impact on medical school performance?**
 Neil Stringer, Assessment and Qualifications Alliance, Centre for Education Research and Policy, Guildford, United Kingdom; Michael Chan, Bart's and the London Medical School, Medical School, London, United Kingdom; Philip Chan*, University of Sheffield, Medical School, Sheffield, United Kingdom
- 0915-0930 **2J4** **Widening participation: What works for students, and why?**
 Sean Zhou*, Barts and the London, University of Queen Mary, Academic Unit for Community-Based Medical Education, London, United Kingdom; Sandra Nicholson, Barts and the London, University of Queen Mary, Division of Medical and Dental Education, London, United Kingdom; Jennifer Cleland, University of Aberdeen, Aberdeen, United Kingdom
- 0930-0945 **2J5** **Assessment of the interpersonal skills of potential doctors: Their inclusion in the selection processes of medical and health science courses**
 Judy Nixon*, Australian Council for Educational Research, Assessment and Psychometrics Division, Melbourne, Australia
- 0945-1000 **2J6** **Personality testing for admission to medical college**
 Umm e Kulsoom*, Rehman Medical College, Behavioral Science, Peshawar, Pakistan
- 1000-1015 **2J7** **Does medical students' admission based on an end-of-first-year knowledge test select unsuitable non-cognitive qualities?**
 A Baroffio*, University of Geneva Medical School, Dept of Public Health, Geneva, Switzerland; MW Gerbase, University of Geneva Medical School, Unit for Development and Research in Medical Education, Geneva, Switzerland; M Abbiati, University of Geneva Medical School, Geneva, Switzerland; MP Gustin, University of Lyon 1, Lyon, France

No discussion

- 0830-1015 **2K** **SHORT COMMUNICATIONS: Accreditation of Medical Schools**
Chairperson: Emmanuel Cassimatis (United States)
Location: Amber 4, Level +2, MiCo
- 0830-0845 **2K1** **The World Federation for Medical Education (WFME) recognition of accreditation agencies: Overview and updates**
Marta van Zanten*, Foundation for Advancement of International Medical Education and Research, Philadelphia, United States; Stefan Lindgren, World Federation for Medical Education; David Gordon, World Federation for Medical Education
- 0845-0900 **2K2** **The impact of the revision of the WFME standards for basic medical education**
Richard B Hays*, Bond University, Gold Coast, Australia
- 0900-0915 **2K3** **First Trial of Accreditation for Medical Education Using WFME Global Standard 2012 in Japan**
Toshiya Suzuki*, Niigata University, Comprehensive Medical Education Center, Niigata, Japan; Kiyoshi Kitamura, University of Tokyo, Comprehensive Medical Education Center, Tokyo, Japan; Masahiro Tanabe, Chiba University, Chiba, Japan; Toshimasa Yoshioka, Tokyo Women's Medical University, Tokyo, Japan; Osamu Fukushima, Jikei University, Tokyo, Japan; Nobuo Nara, Tokyo Medical and Dental University, Tokyo, Japan
- 0915-0930 **2K4** **Student roles in accreditation process: Ideas for improvement**
Ahmet Murt*, Cerrahpasa Medical Faculty, Internal Medicine, Istanbul, Turkey; Cagri Orkun Kilic, Marmara University, Faculty of Medicine, Istanbul, Turkey; Busra Oner, Sakarya University, Faculty of Medicine, Sakarya, Turkey; Alper Yarimbasi, Sakarya University, Faculty of Medicine, Sakarya, Turkey; Ilayda Ekin Cetinkaya, Kocaeli University, Faculty of Medicine, Kocaeli, Turkey; Eda Dayan, Istanbul University, Istanbul Faculty of Medicine, Istanbul, Turkey
- 0930-0945 **2K5** **An Analysis of the Role of Indonesian Medical Council in Assuring the Quality of Medical Education**
Titi Savitri Prihatiningsih*, Faculty of Medicine Universitas Gadjah Mada, Medical Education, Yogyakarta, Indonesia
- 0945-1000 **2K6** **Italian Health Profession students' achievement towards Europa 2020 benchmarks. Universities and schools working together to bridge the gap**
Anna Siri*, University of Genoa, Genoa, Italy
- 1000-1015 **2K7** **'Sustainable Accreditation': A theoretical model derived from an empirical study of the impact of accreditation on medical schools in Saudi Arabia**
Saleh Alrebish*, College of Medicine, Qassim University, Medical Education Department, Buridah, Saudi Arabia; Brian Jolly, University of Newcastle, School of Medicine & Public Health, Faculty of Health, Newcastle, Australia; EK Molloy, Monash University, HealthPEER (Health Professions Education and Educational Research), Faculty of Medicine, Nursing and Health Sciences, Melbourne, Australia
- No discussion
- 0830-1015 **2L** **SHORT COMMUNICATIONS: Interprofessional Education 1**
Chairperson:
Location: Amber 5, Level +2, MiCo
- 0830-0845 **2L1** **Case Competitions: a New Frontier in Inter-Professional Health Education?**
Ranit Mishori*, Georgetown University School of Medicine, Family Medicine, Washington, United States; Anne Rosenwald, Georgetown University, Biology, Washington, United States; Bridget Kelly, Institute of Medicine, Family Medicine, Washington, United States; Alisse Hannaford, Georgetown University, Family Medicine, Washington, United States; Erika Vijh, Institute of Medicine, Washington, United States; Leigh Carroll, Institute of Medicine, Washington, United States
- 0845-0900 **2L2** **Activation issues in the rapid response system: An analysis of professional and interprofessional socio-cultural factors**
Simon Kitto*, University of Toronto, Continuing Professional Development, Faculty of Medicine; Department of Surgery, Toronto, Canada; Stuart Marshall, Monash University, Academic Board of Peri-operative Medicine, Prahran, Melbourne, Australia; Sarah McMillan, University of Toronto, Continuing Professional Development, Faculty of Medicine, Toronto, Canada; Stuart Wilson, Monash Medical Centre, Academic Board of Peri-operative Medicine, Clayton, Melbourne, Australia; William Shearer, Monash University, Continuing Professional Development, Faculty of Medicine; Department of Surgery, Prahran, Melbourne, Australia
- 0900-0915 **2L3** **How lack of role clarity and insecurity hamper students' readiness for Interprofessional Education in the Asian Context: A mixed methods study**
Endang Lestari*, MEU Medical Faculty Sultan Agung Islamic University, Medical Education, Semarang, Indonesia; Renee Stalmeijer, Maastricht University, Health Profession Education, Maastricht, Netherlands; Doni Widyananda, Faculty of Medicine Gajah Mada University, Medical Education, Yogyakarta, Indonesia; Albert Scherpier, Maastricht University, Health Profession Education, Maastricht, Netherlands
- 0915-0930 **2L4** **Enactments of Team Learning**
Tina Martimianakis*, University of Toronto, Paediatrics, Toronto, Canada; Scott Reeves, University of California, San Francisco, Psychiatry, San Francisco, United States; Ivan Silver, University of Toronto, Anesthesia, Toronto, Canada; Patricia Houston, University of Toronto, Paediatrics, Toronto, Canada; Maria Mylopoulos, University of Toronto, Canada

- 0930-0945 **2L5** **A structured framework of an interprofessional learning programme for the Health Sciences**
 Yu Sui Chen*, International Medical University, Human Biology, Kuala Lumpur, Malaysia; Winnie Chee, International Medical University, Nutrition and Dietetics, Kuala Lumpur, Malaysia; Pei Se Wong, International Medical University, Pharmacy Practice, Kuala Lumpur, Malaysia; Suan Phaik Khoo, International Medical University, Oral Diagnosis Science, Kuala Lumpur, Malaysia; Swee Geok Lim, International Medical University, Nursing, Kuala Lumpur, Malaysia
- 0945-1000 **2L6** **Towards true pedagogical competence in health care – systems thinking for the future**
 Ewa Ehrenborg, Centre for Clinical Education, Karolinska Institutet, Medicin/MedS K2, Stockholm, Sweden; Margaretha Forsberg Larm, Centre for Clinical Education, Karolinska Institutet, Clinical Science and Education, Södersjukhuset, Stockholm, Sweden; Håkan Hult, Centre for Clinical Education, Karolinska Institutet & Linköping University, Health Sciences, Stockholm, Sweden; Michel Silvestri, Centre for Clinical Education, Karolinska Institutet, Laboratory Medicine, Stockholm, Sweden; Tanja Tomson*, Centre for Clinical Education, Karolinska Institutet, Learning, Informatics, Management and Ethics, (LIME), Stockholm, Sweden; Annika Östman Wernerson, Centre for Clinical Education, Karolinska Institutet, Clinical Pathology/Cytology, Stockholm, Sweden
- 1000-1015 **2L7** **Using Interdisciplinary Simulation to Teach Effective Management of Perioperative Emergencies: Development of Multi-station Linked Simulations to Decode Clinical Reasoning**
 SK Yeong*, University of British Columbia,, Anesthesiology, Vancouver, Canada; TL Bosma, University of British Columbia, Anesthesiology, Vancouver, Canada; M Hameed, University of British Columbia, Trauma Surgery, General Surgery and Critical Care, Vancouver, Canada; C Prabhakar, University of British Columbia, Anesthesiology, Vancouver, Canada; M Klas, University of British Columbia, Anesthesiology, Vancouver, Canada; S Jarvis-Selinger, University of British Columbia, Medical Education, Vancouver, Canada
- No discussion
- 0830-1015 **2M** **SHORT COMMUNICATIONS: Clinical 1**
 Chairperson: Suzanne Pitama (New Zealand)
 Location: Amber 6, Level +2, MiCo
- 0830-0845 **2M1** **Simultaneous interpreting of cross-discipline conference – Maximize education efficiency for medical students in urological rotation**
 William Huang*, National Yang-Ming University, Urology, Taipei, Taiwan; Alex Lin, Taipei Veterans General Hospital, Urology, Taipei, Taiwan; Allen Chiu, National Yang-Ming University, Urology, Taipei, Taiwan; Kuang-Kuo Chen, Taipei Veterans General Hospital, Urology, Taipei, Taiwan; Shu-Huei Shen, Taipei Veterans General Hospital, Radiology, Taipei, Taiwan; Ling-Yu Yang, National Yang-Ming University, Pediatrics, Taipei, Taiwan
- 0845-0900 **2M2** **“The Learner Knows Best”: A needs assessment to inform and validate a clinical training program**
 Lisa S Di Prospero*, Odette Cancer Centre at Sunnybrook Health Sciences Centre, Radiation Therapy, Toronto, Canada; Krista Dawdy, Odette Cancer Centre at Sunnybrook Health Sciences Centre, Radiation Therapy, Toronto, Canada; Kari Osmar, Odette Cancer Centre at Sunnybrook Health Sciences Centre, Radiation Therapy, Toronto, Canada; Francois Gallant, Odette Cancer Centre at Sunnybrook Health Sciences Centre, Radiation Therapy, Toronto, Canada
- 0900-0915 **2M3** **Aligning clinic with classroom, doing the flip, to teach less so they learn more**
 Jane Smith*, Bond University, General Practice, Gold Coast, Australia; Natasha Yates, Bond University, General Practice, Gold Coast, Australia
- 0915-0930 **2M4** **How do medical students learn during the initial clinical years? Perceptions of students and clinical tutors**
 Denisse Zuniga*, Pontificia Universidad Catolica de Chile, Centro Educacion Medica, Santiago, Chile; Marcela Bitran, Pontificia Universidad Catolica de Chile, Centro Educacion Medica, Santiago, Chile; Isabel Leiva, Pontificia Universidad Catolica de Chile, Centro Educacion Medica, Santiago, Chile; Maribel Calderon, Pontificia Universidad Catolica de Chile, Centro Educacion Medica, Santiago, Chile; Alemka Tomicic, Pontificia Universidad Catolica de Chile, Centro Educación Médica, Santiago, Chile; Arnoldo Riquelme, Pontificia Universidad Catolica de Chile, Centro Educacion Medica, Santiago, Chile
- 0930-0945 **2M5** **Promoting authentic clinical participation and student contributions to practice improvement**
 Donald Bramwell*, International Musculoskeletal Research Institute, Research and Education, Adelaide, Australia; Katharina Denk, Flinders University, Orthopaedic Surgery, Adelaide, Australia
- 0945-1000 **2M6** **Pilot to explore the effect of service user “speed dating” upon reflective learning for diagnostic radiography students**
 Catherine Williams*, University of Liverpool, Directorate of Medical Imaging & Radiotherapy, Liverpool, United Kingdom
- 1000-1015 **2M7** **Using of cell phone photos for rectal prolapse diagnosis as an educational method**
 Seyed Mohamad Ali Raisolsadat*, Department of Surgery, College of Medicine, Mashhad Branch, Islamic Azad University, Mashhad, Iran; Fariba Tabrizian, Department of Pediatric, College of Medicine, Mashhad Branch, Islamic Azad University, Mashhad, Iran; Arezou Farajpour, Shahid Beheshti University of Medical Sciences, Mashhad, Iran; Naser Sanjar Musavi, Department of Surgery, College of Medicine, Mashhad Branch, Islamic Azad University, Mashhad, Iran; Shervin Aiyobi Sanea, Universita Assisstante Sociale Di Zurich, Zurich, Switzerland

No discussion

- 0830-1015 **2N** **SHORT COMMUNICATIONS: Student Support**
 Chairperson: Carol Elam (United States)
 Opening Discussant: John Cookson (United Kingdom)
 Location: Amber 7, Level +2, MiCo
- 0830-0845 **2N1** **Personal and professional mindsets of medical students participating as mentees in an institutional mentoring program**
 Angelika Hofhansl*, Medical University of Vienna, Department of Medical Education, Vienna, Austria; Günther F. Körmöczy, Medical University of Vienna, Department of Blood Group Serology and Transfusion Medicine, Vienna, Austria; Beate Schrank, Medical University of Vienna, Department of Psychiatry and Psychotherapy, Vienna, Austria
- 0845-0900 **2N2** **Using a peer supervision and mentoring model in the supervision of final year medical student placements in the Solomon Islands**
 Janie Smith*, Bond University, Faculty of Health Sciences and Medicine, Gold Coast, Australia; Peter Jones, Bond University, Faculty of Health Sciences and Medicine, Gold Coast, Australia; James Fink, Bond University, Faculty of Health Sciences and Medicine, Gold Coast, Australia
- 0900-0915 **2N3** **Challenges faced by rural origin health science students across three South African Medical Schools: A focus on support**
 Veena S Singaram*, University of Kwa-Zulu Natal, School of Clinical Medicine, Durban, South Africa; P Flack, University of Kwa-Zulu Natal, School of Health Sciences, Durban, South Africa
- 0915-0930 **2N4** **Using Learning Styles to Advance Interprofessional/Collaborative Learning in Healthcare Education**
 David A. Wayne*, University of New England, Biddeford, United States
- 0930-0945 **2N5** **Relationships between learning strategies, stress and study success among first-year veterinary students during an educational transition phase**
 Juha Laakkonen*, University of Helsinki, Department of Veterinary Biosciences, Helsinki, Finland; Anne Nevgi, University of Helsinki, Centre for Research and Development of Higher Education, Helsinki, Finland
- 0945-1000 **2N6** **Meeting Challenges in Providing Academic Support to Medical Students and Residents: The Cognitive Skills Program at Rutgers Robert Wood Johnson Medical School**
 Norma Saks*, Rutgers Robert Wood Johnson Medical School, Psychiatry, Piscataway, United States
- 1000-1015 Discussion
- 0830-1015 **2O** **SHORT COMMUNICATIONS: Trainee in Difficulty**
 Chairperson:
 Location: Amber 8, Level +2, MiCo
- 0830-0845 **2O1** **To what extent can cognition explain why some trainees experience difficulty in training?**
 Jo Jones, TSS, East Midlands LETB, Nottingham, United Kingdom; Caroline McCarthy, TSS, East Midlands LETB, Nottingham, United Kingdom; Fiona Patterson*, Work Psychology Group, Derby, United Kingdom, Helena Murray, Work Psychology Group, Derby, United Kingdom; Anna Rosselli, Work Psychology Group, Derby, United Kingdom; Sheona MacLeod, East Midlands LETB, Nottingham, United Kingdom
- 0845-0900 **2O2** **Trainees in difficulty: A qualitative interview study about personal narratives and work place atmosphere related to difficulties in postgraduate medical education**
 Rune D Jensen*, Aarhus University, Center of Medical Education, Aarhus N, Denmark; Karen Nordberg, Central Denmark Region, Faculty of Health, Aarhus University, Viborg, Denmark; Signe Gjedde, Center of Medical Education, Center of Medical Education, Aarhus N, Denmark; Lotte O'Neill, Aarhus University, Medical Department, Aarhus N, Denmark; Lene S. Mortensen, Randers Hospital, Center of Medical Education, Randers, Denmark; Mette K. Christensen, Aarhus University, Faculty of Health, Aarhus University, Aarhus N, Denmark
- 0900-0915 **2O3** **Struggling doctors in specialist training: A case-control study**
 L. D. O'Neill*, Aarhus University, Center for Medical Education, Aarhus, Denmark
- 0915-0930 **2O4** **Can personal attributes explain why some trainees experience difficulty in training?**
 Helena Murray*, Work Psychology Group, Derby, United Kingdom; Fiona Patterson, University of Cambridge and Work Psychology Group, Derby, United Kingdom; Anna Rosselli, Work Psychology Group, Derby, United Kingdom; Sathya Naidoo, East Midlands LETB, Nottingham, United Kingdom; Sheona MacLeod, East Midlands LETB, Nottingham, United Kingdom
- 0930-0945 **2O5** **Trainee in difficulty: A narrative inquiry about mismatching expectations and the lack of collegial network**
 Signe Gjedde Brondt*, MEDU, Aarhus University, Aarhus, Denmark; Rune Dall Jensen, MEDU, Aarhus University, Aarhus, Denmark; Soren Prins, MEDU, Aarhus University, Aarhus, Denmark; Mette Krogh Christensen, MEDU, Aarhus University, Aarhus, Denmark
- 0945-1000 **2O6** **Identifying and addressing special needs of trainees who fail their vocational training OSCE (FRACGP exam)**
 Geetha Kunjithapatham*, GP Synergy, Medical Education, Sydney, Australia; Anne Eastwood, GP Synergy, Medical Education, Sydney, Australia

- 1000-1015 **207** **Exploring the emotional talk of trainers and junior doctors during their narratives of assessment and feedback experiences**
 Melanie Foy, University of Dundee, School of Medicine, Dundee, United Kingdom; Ashley Dennis, University of Dundee, Centre for Medical Education, Dundee, United Kingdom; Lynn Monrouxe*, Cardiff University, Institute of Medical Education, Cardiff, United Kingdom; Charlotte Rees, University of Dundee, Centre for Medical Education, Dundee, United Kingdom
- No discussion
- 0830-1015 **2P** **SHORT COMMUNICATIONS: Best Evidence Medical Education (BEME)**
 Chairperson / Opening Discussant: Dale Dauphinee (Canada)
 Location: Theatre Room 13, Level 0, MiCo
- 0830-0845 **2P1** **How does the teaching of a structured tool for communication within and between teams contribute to student learning? A Best Evidence Medical education (BEME) systematic review**
 Lucy Ambrose, Keele University, School of Medicine, Keele, United Kingdom; Elizabeth Anderson, University of Leicester, Department of Medical and Social Care Education, Leicester, United Kingdom; Jonathan Stewart, Heart of England Foundation Trust, Medical Education Unit, Birmingham, United Kingdom; David Morley, University of Birmingham, College of Medical and Dental Sciences, Birmingham, United Kingdom; Jamie J Coleman, University of Birmingham, School of Sport, Exercise and Rehabilitation Sciences, Birmingham, United Kingdom; Marianne Hensman, University of Birmingham, College of Medical and Dental Sciences, Birmingham, United Kingdom; Presenter: Sharon Buckley*, University of Birmingham, Birmingham, United Kingdom
- 0845-0900 **2P2** **STructured apprOach to the Reporting In health Education of evidence Synthesis: The STORIES Statement**
 Morris Gordon*, Better Prescribing, School of Medicine, Manchester, United Kingdom; Trevor Gibbs*, AMEE, Dundee, United Kingdom
- 0900-0915 **2P3** **What are the features of interventions that affect diversity in health professions trainees? A BEME systematic review**
 Kristen Simone, University of Alberta, Edmonton, Canada; Rabia A. Ahmed, Department of Medicine, University of Alberta, Canada; Jill Konkin, Department of Family Medicine and Associate Dean, Community Engagement, University of Alberta, Canada; Sandra Campbell, Public Services Librarian and Library Liaison to Medicine, University of Alberta, Canada; Lisa Hartling, Department of Pediatrics, University of Alberta, Canada; Anna E. Oswald*, Department of Medicine, University of Alberta, Canada
- 0915-0930 **2P4** **A BEME systematic review of undergraduate medical education in the UK general practice setting**
 Sophie Park*
- 0930-0945 **2P5** **Communities and medical education: rummaging around in Pandora's box**
 Rachel Ellaway*, Northern Ontario School of Medicine, Canada; Laurel O'Gorman, CRaNHR, Laurentian University, Canada; Roger Strasser, Northern Ontario School of Medicine, Canada; Lisa Gravesm University of Toronto, St. Michael's Hospital Toronto; David Marsh, Northern Ontario School of Medicine, Canada; Catherine Cervin, Northern Ontario School of Medicine, Canada
- 0945-1000 **2P6** **Year 2 of a systematic review of the effectiveness of methods used to develop research skills in UG medical students: what have we learnt?**
 Jon Issberner*, Anita Laidlaw, Rachel Davies, Alun Hughes, Mairi McKinley, Calum McHale, Vicki Cormie, Simon Guild, School of Medicine, University of St Andrews, United Kingdom
- 1000-1015 Discussion
- 0830-1015 **2Q** **CONFERENCE WORKSHOP: Trainee Workshop: Transitioning from Learner to Teacher**
 Rille Pihlak*, European Junior Doctors, Department of Emergency Medicine, Tartu, Estonia; Robbert J Duvivier*, Foundation for Advancement of International Medical Education & Research (FAIMER), Department of Emergency Medicine, Philadelphia, United States; Matthew J Stull*, University of Cincinnati College of Medicine, Cincinnati, United States
 Location: Workshop Room 1, Level 0, MiCo
- 0830-1015 **2R** **CONFERENCE WORKSHOP: Debriefing after simulation based training of teams – How to stimulate reflection on individual and team skill**
 Doris Østergaard*, Capital Region of Denmark, Danish Institute for Medical Simulation, Herlev, Denmark; Debra Nestel, Monash University, Melbourne, Australia; Peter Dieckmann, Capital Region of Denmark, Danish Institute for Medical Simulation, Denmark; Barry Issenberg, Michael Gordon Centre, Miami, United States; Daisy Rotzoll, University of Leipzig, Germany; Hyon Soo, Yonsei University, Republic of South Korea
 Location: Workshop Room 2, Level 0, MiCo

- 0830-1015 **2S** **CONFERENCE WORKSHOP: Empowering the 21st Century Scholar: Fostering Global Collaboration and Innovation**
Janette Samaan*, Association of American Medical Colleges (AAMC), Global Health Learning Opportunities, Washington, D.C., United States; Chris Candler*, Association of American Medical Colleges (AAMC), Medical Education, Washington, D.C., United States; Mary Beth DeVilbiss*, Association of American Medical Colleges (AAMC), Academic Medicine, Washington, DC, United States; Robby Reynolds*, Association of American Medical Colleges (AAMC), Medical Education Online Programs, Washington DC, United States; Anne Farmakidis, Association of American Medical Colleges (AAMC), Academic Medicine, Washington DC, United States; Pablo González Blasco*, SOBRAMFA – Medical Education & Humanism, Scientific Affairs, Sao Paulo, Brazil
Location: Workshop Room 3, Level 0, MiCo
- 0830-1015 **2T** **CONFERENCE WORKSHOP: Clerkships: Assessing if they are effective learning experiences**
Danette W. McKinley*, FAIMER, Research and Data Resources, Philadelphia, United States; Jon Dowell*, University of Dundee School of Medicine, Research and Data Resources, Dundee, United Kingdom; Georgette Dent*, University of North Carolina School of Medicine, Chapel Hill, United States; Alice McGarvey*, Royal College of Surgeons in Ireland, Dublin, Ireland; Agostinho Sousa*, IFMSA, Portugal
Location: Suite 9, Level Mezzanine, MiCo
- 0830-1015 **2U** **CONFERENCE WORKSHOP: The role of coaching in CPD**
Jane Tipping*, University of Toronto, CPD Faculty of Medicine, Toronto, Canada; Paul Hendry, University of Ottawa, CPD Faculty of Medicine, Ottawa, Canada
Location: Suite 8, Level Mezzanine, MiCo
- 0830-1015 **2V** **CONFERENCE WORKSHOP: Simple, practical, value-added flipped classroom design and implementation**
Anne Minenko*, University of Minnesota, Minneapolis, United States
Location: Suite 7, Level Mezzanine, MiCo
- 0830-1015 **2W** **CONFERENCE WORKSHOP: The Use of Virtual Patients to Promote Inter-Professional Learning**
Luke McGowan*, Peninsula College of Medicine and Dentistry & Plymouth University Peninsula Schools of Medicine and Dentistry, Technology Enhanced Learning for Medicine and Dentistry, Plymouth, United Kingdom; Matthew Jerreat*, Peninsula College of Medicine and Dentistry & Plymouth University Peninsula Schools of Medicine and Dentistry, Clinical Education for Dentistry, Plymouth, United Kingdom; Hisham Khalil*, Peninsula College of Medicine and Dentistry & Plymouth University Peninsula Schools of Medicine and Dentistry, Division of Medical Education, Plymouth, United Kingdom; Arunangsu Chatterjee*, Plymouth University Peninsula Schools of Medicine and Dentistry, Technology Enhanced Learning / Collaboration for the Advancement of Medical Education Research & Assessment (CAMERA), Plymouth, United Kingdom; Richard Thorley, Plymouth College of Medicine and Dentistry, Plymouth, United Kingdom; Craig Walsh, Plymouth College of Medicine and Dentistry, Plymouth, United Kingdom
Location: Suite 6, Level Mezzanine, MiCo
- 0830-1015 **2X** **CONFERENCE WORKSHOP: Making the most of existing assessments: Using learning analytics**
Jane Souza* St.John Fisher College, Wegmans School of Pharmacy, Rochester, United States
Location: Suite 4, Level +2, MiCo
- 0830-1015 **2Y** **CONFERENCE WORKSHOP: Social Accountability: Medical education and the global environment**
Sarah Walpole*, Hull York Medical School / York Hospital, Centre for Education Development / Acute Medical Unit, York, United Kingdom; Deborah Murdoch-Eaton*, Sheffield Medical School, Sheffield, United Kingdom; Stefi Barna*, Norwich Medical School, Public Health, Norwich, United Kingdom; Trevor Thompson, Bristol University, Medical School, Primary Care, Bristol, United Kingdom
Location: Suite 3, Level +2, MiCo
- 0830-1015 **2Z** **CONFERENCE WORKSHOP: What makes a good case for use in students' case discussions?**
Jakob Donner*, Lund University, Department of Clinical Sciences, Lund, Sweden; Gudrun Edgren*, Lund University, Faculty of Medicine Centre for Teaching and Learning, Lund, Sweden; Christina Gummesson, Lund University, Faculty of Medicine Centre for Teaching and Learning, Lund, Sweden
Location: Suite 2, Level +2, MiCo
- 0830-1015 **2AA** **CONFERENCE WORKSHOP: "Redrawing the Line on Professionalism:" International views on professionalism**
Carol Hodgson*, University of Alberta, Pediatrics, Edmonton, Canada; Penelope Smyth*, University of Alberta, Medicine, Edmonton, Canada; Clair Birkman*, University of Alberta, Office of Medical Education, Edmonton, Canada
Location: Suite 1, Level +2, MiCo
- 0830-1015 **2BB** **CONFERENCE WORKSHOP: ASPIRE – Recognising excellence in medical education**
David Wilkinson*, Macquarie University, Australia; Trudie Roberts*, University of Leeds, UK
Location: Suite 5, Level Mezzanine, MiCo

- 2CC** **POSTERS: Assessment 1: General**
 Chairperson: Glen Bandiera (Canada)
 Location: South Hall, Level 0, MiCo
- 2CC1** **ADEM Plus: Performance assessment of medical students in Brazil**
 Ricardo S. Komatsu*, Famema, Marília Medical School and Iep, Hospital Sirio-Libanês, Geriatrics, Health Professions Education, Marília, Sp, Brazil; Roberto Q. Padilha, Instituto De Ensino E Pesquisa, Hospital Sirio-Libanês, Public Health and Health Professions Education, Sao Paulo, Sp, Brazil; M. Brownell Anderson, NBME, International Programs, Philadelphia, PA, United States; Raja G. Subhiya, NBME, Scoring and International Programs, Philadelphia, PA, United States; Paulo Chapchap, Hospital Sirio-Libanês, Surgery and Corporative Strategy, Sao Paulo, Sp, Brazil
- 2CC2** **Preparing for surgical examinations: What can educational theory contribute to the development of e-Learning support materials?**
 Sarah Itam*, Imperial College London, Department of Surgery and Cancer, London, United Kingdom
- 2CC3** **Student perceptions of assessment in higher education**
 Brooke Harris-Reeves*, Griffith University, School of Allied Health Sciences, Gold Coast, Australia; Andrea Bialocerowski, Griffith University, School of Allied Health Sciences, Gold Coast, Australia
- 2CC4** **How do medical students know when they are prepared for an exam? A qualitative study**
 Zahra Hussain*, University of Glasgow, School of Medicine, Glasgow, United Kingdom; JG Boyle, University of Glasgow, Glasgow Royal Infirmary, Glasgow, United Kingdom
- 2CC5** **The survey of clinical medical students' attitude toward fairness of assessment**
 Rachawan Suksathien*, Medical Education Centre, Maharat Nakhon Ratchasima Hospital, Department of Rehabilitation Medicine, Nakhon Ratchasima, Thailand
- 2CC6** **Implementation of large scale e-assessment at the University Medical Center Utrecht, the Netherlands**
 W.I. de Haan, University Medical Center Utrecht, Center for Research and Development of Education, Utrecht, Netherlands; M. Manrique-van Woudenberg*, University Medical Center Utrecht, Center for Research and Development of Education, Utrecht, Netherlands; J.E. Verhulst, University Medical Center Utrecht, Directorate of Information Technology, Utrecht, Netherlands
- 2CC7** **Tablet-based assessment in clinical biochemistry using LMS MOODLE**
 Daniel Rajdl*, Charles University in Prague, Medical Faculty in Pilsen, Institute of Clinical Biochemistry and Hematology, Pilsen, Czech Republic; Jaroslav Racek, Charles University in Prague, Medical Faculty in Pilsen, Department of Science Information, Prague, Czech Republic; Jitka Feberová, Charles University in Prague, 2nd Medical Faculty, Department of Science Information, Prague, Czech Republic; Alexandra Polášková, Charles University in Prague, 2nd Medical Faculty, Department of Public Health and Preventive Medicine, Pilsen, Czech Republic; Dana Müllerová, Charles University in Prague, Medical Faculty in Pilsen, Department of Histology and Embryology, Pilsen, Czech Republic; Jiří Polívka, Charles University in Prague, Medical Faculty in Pilsen, Institute of Clinical Biochemistry and Hematology, Pilsen, Czech Republic
- 2CC8** **Development and validation of a new instrument to assess communication skills**
 Mónica Gonçalves*, Standardized Patients Program, School of Health Sciences, University of Minho, Braga, Portugal; Ana-Luís Sousa, Standardized Patients Program, School of Health Sciences, University of Minho, Braga, Portugal; Pedro Morgado, Standardized Patients Program, School of Health Sciences, University of Minho, Braga, Portugal; Patrício Costa, Standardized Patients Program, School of Health Sciences, University of Minho, Braga, Portugal; Joao Jose Cerqueira, Standardized Patients Program, School of Health Sciences, University of Minho, Braga, Portugal
- 2CC9** **The Effect of English Language in the Multiple Choice Question Scores of Thai Medical Students**
 Pochamana Phisalprapa*, Department of Medicine, Faculty of Medicine Siriraj Hospital, Mahidol University, Bangkok, Thailand; Jintana Assanasen, Department of Medicine, Faculty of Medicine Siriraj Hospital, Mahidol University, Bangkok, Thailand; Torpong Thongngarm, Department of Medicine, Faculty of Medicine Siriraj Hospital, Mahidol University, Bangkok, Thailand; Theera Ruchutrakool, Department of Medicine, Faculty of Medicine Siriraj Hospital, Mahidol University, Bangkok, Thailand; Surapon Kobwanthanakun, Department of Medicine, Faculty of Medicine Siriraj Hospital, Mahidol University, Bangkok, Thailand; Wanchai Dejsomritrutai, Department of Medicine, Faculty of Medicine Siriraj Hospital, Mahidol University, Bangkok, Thailand
- 2CC10** **An Analysis of Prince of Songkla University (PSU) Medical Students' Preparation for the Thai National Medical Licensing Examination (TNMLE) Step I, II and III**
 Sasikaan Nimmaanrat*, Department of Anesthesia, Faculty of Medicine, Prince of Songkla University, Hat Yai, Songkhla, Thailand; Chatchai Prechawai, Department of Anesthesia, Faculty of Medicine, Prince of Songkla University, Hat Yai, Songkhla, Thailand; Chitkasaem Suwanrath, Department of Obstetrics and Gynecology, Faculty of Medicine, Prince of Songkla University, Hat Yai, Songkhla, Thailand; Sudarat Shoosing, Medical Education Unit, Faculty of Medicine, Prince of Songkla University, Hat Yai, Songkhla, Thailand; Sukanya Srisawat, Medical Education Unit, Faculty of Medicine, Prince of Songkla University, Hat Yai, Songkhla, Thailand; Siriporn Klinthong, Medical Education Unit, Faculty of Medicine, Prince of Songkla University, Hat Yai, Songkhla, Thailand
- 2CC11** **Performance Assessment Traineeship: Self-assessment for learning**
 Craig Campbell, Royal College of Physicians and Surgeons of Canada, Office of Specialty Education, Ottawa, Canada; Suzan Schneeweiss*, University of Toronto, Continuing Professional Development, Royal College CPD Educator, Toronto, Canada; Jennifer Gordon, Royal College of Physicians and Surgeons of Canada, Office of Specialty Education, Ottawa, Canada; Ines Martin, Royal College of Physicians and Surgeons of Canada, Office of Specialty Education, Ottawa, Canada

- 2CC12** **Establishing Validity and Reliability of an Instrument Designed to Assess Mask Ventilation and Tracheal Intubation Skills in Anaesthesia Trainees**
Aliya Ahmed*, Aga Khan University, Anaesthesiology, Karachi, Pakistan; Fauzia Khan, Aga Khan University, Anaesthesiology, Karachi, Pakistan; Samina Ismail, Aga Khan University, Anaesthesiology, Karachi, Pakistan; Ali Asghar, Aga Khan University, Anaesthesiology, Karachi, Pakistan;
- 0830-1015 **2DD** **POSTERS: Teaching & Learning: General**
Chairperson: Trevor Killeen (United Kingdom)
Location: South Hall, Level 0, MiCo
- 2DD1** **The evaluation of a new Balint group scheme for Bristol medical students**
Robert Dixon, Avon and Wiltshire Mental Health Partnership, Bristol, United Kingdom; Ami Kothari*, Avon and Wiltshire Mental Health Partnership, Bristol, United Kingdom; Josie Lee, North Bristol NHS Trust, Bristol, United Kingdom; Alison Lerant, Avon and Wiltshire Mental Health Partnership, Bristol, United Kingdom; Amy Manley, Zgether NHS Foundation Trust, Bristol, United Kingdom; Rebecca Spooner, Avon and Wiltshire Mental Health Partnership, Devizes, United Kingdom
- 2DD2** **Applying DeBono's six hat strategy to facilitate student learning in small groups**
Ali Tayyab*, Shifa College of Medicine, Health Professions Education, Islamabad, Pakistan; Ayisha Mohyuddin, Shifa College of Medicine, Health Professions Education, Islamabad, Pakistan; Arshad Javed, Shifa College of Medicine, Health Professions Education, Islamabad, Pakistan
- 2DD3** **Workshops: How and Why**
Allys Guerandel*, University College Dublin, Psychiatry, Dublin, Ireland; Hiberet Tessema, University College Dublin, Psychiatry, Dublin, Ireland
- 2DD4** **The tactic for plagiarism teaching: Team-based learning**
Sarinya Thangsittichok*, Phichit Hospital, Pediatrics, Phichit, Thailand
- 2DD5** **Quiet please! Draw-along mind maps to focus students in a large classroom setting**
Sanet H Kotzé*, Stellenbosch University, Biomedical Sciences, Tygerberg, South Africa
- 2DD6** **Available debriefing models and their success after in-hospital cardiopulmonary resuscitation: A literature review**
Anne Mette Kristiansen*, Aarhus University Hospital, Department of Cardiology, Aarhus N, Denmark; Jette R. Svanholm, Aarhus University Hospital, Department of Cardiology, Aarhus N, Denmark; Klas Karlgren, Karolinska Institutet, Department of Learning, Informatics, Management and Ethics (LIME), Stockholm, Sweden
- 2DD7** **Adaptive questioning in workplace learning: A scoping review to develop a conceptual framework**
Harumi Gomi*, Jichi Medical University, Center for Clinical Infectious Diseases, Shimotsuke, Tochigi, Japan; Daniëlle Verstegen, Maastricht University School of Health Professions Education, Department of Educational Development and Research, Maastricht, Netherlands; Tim Dornan, Maastricht University School of Health Professions Education, Department of Educational Development and Research, Maastricht, Netherlands
- 2DD8** **The effect of a daily quiz (TOPday) on self-confidence, enthusiasm, and test results for biomechanics in relation to gender and previously established study results**
Esther Tanck*, Radboudumc, Orthopaedic Research Lab, Nijmegen, Netherlands; Martijn FH Maessen, Radboudumc, Nijmegen, Netherlands; Jan GM Kooloos, Radboudumc, Netherlands
- 2DD9** **Dynamic strategies for teaching and learning: Looking for greater student participation in the construction of own knowledge**
Taciana Figueiredo-Souares*, Federal University of Minas Gerais, Propedêutica Complementar, Belo Horizonte, Brazil; Silvana Elói-Santos, Federal University of Minas Gerais, Propedêutica Complementar, Belo Horizonte, Brazil; Edilberto N. Mendes, Federal University of Minas Gerais, Propedêutica Complementar, Belo Horizonte, Brazil; Luís Tófoli, UNICAMP, Department of Medical Psychology and Psychiatry, Campinas, Brazil; Edna R. S. Pereira, Federal University of Goiás, Pediatria, Goiânia, Brazil
- 2DD10** **Clinical teachers' perceptions of their role in case-based teaching**
Dalia Khalifa*, Faculty of Medicine, Zagazig University, Medical Education, Radiology, Zagazig, Egypt; Gillian Aitken, University of Edinburgh, Medical Education, Edinburgh, United Kingdom
- 2DD11** **Haemangioendothelioblastoma with pseudopseudohypoparathyroidism: Unravelling the challenge of medical spelling**
Niels Leadholm*, University of Bristol, Bristol, United Kingdom; Richard Purcell, University of Bristol, Bristol, United Kingdom
- 2DD12** **Effectiveness of an education program for reducing blood culture contamination**
Sun Jung Myung*, Seoul National University College of Medicine, Seoul, Republic of South Korea; Kyung Duk Park, Seoul National University College of Medicine, Seoul, Republic of South Korea; Ye Rim Chang, Seoul National University College of Medicine, Seoul, Republic of South Korea; Ji Young Chang, Seoul National University College of Medicine, Seoul, Republic of South Korea; Bora Kim, Seoul National University College of Medicine, Seoul, Republic of South Korea; Mee Joo Kang, Seoul National University College of Medicine, Seoul, Republic of South Korea

2DD13 Students' Perspectives on compliance with Standard Infection Control Precautions
Janette Jamieson*, University of Edinburgh, ECCARS, Edinburgh, United Kingdom; Lisa MacInnes, University of Edinburgh, ECCARS, Edinburgh, United Kingdom; Lorraine Close, University of Edinburgh, ECCARS, Edinburgh, United Kingdom; Val McDowall, University of Edinburgh, ECCARS, Edinburgh, United Kingdom; Kate Leech, University of Edinburgh, ECCARS, Edinburgh, United Kingdom; Janet Skinner, University of Edinburgh, ECCARS, Edinburgh, United Kingdom

2DD14 Can microbiology classes improve students' awareness about handwashing for surgical practice?
Manzêlio Cavazzana Junior, Barretos School of Health Sciences, Dr. Paulo Prata, FACISB, Medical Education Unit, Barretos, Brazil; Céline Marques Pinheiro, Barretos School of Health Sciences, Dr. Paulo Prata, FACISB, Medicine, Barretos, Brazil; Eduardo Anselmo Garcia, Barretos School of Health Sciences, Dr. Paulo Prata, FACISB, Medical Education Unit, Barretos, Brazil; José Alves de Freitas*, Barretos School of Health Sciences, Dr. Paulo Prata, FACISB, Barretos, Brazil; Vanessa Soares de Oliveira e Almeida, Barretos School of Health Sciences, Dr. Paulo Prata, FACISB, Barretos, Brazil; Fábio Antonio Percim Volpe, Barretos School of Health Sciences, Dr. Paulo Prata, FACISB, Barretos, Brazil

2DD15 Extracurricular activities and the seven learning outcomes
Weerawit Wateetip*, Faculty of Medicine, Chulalongkorn University, Bangkok, Thailand; Saran Kirdsuwan, Faculty of Medicine, Chulalongkorn University, Bangkok, Thailand; Weth Wateetip, Faculty of Medicine, Chulalongkorn University, Bangkok, Thailand; Danai Wangsaturaka, Faculty of Medicine, Chulalongkorn University, Pharmacology and Medical Education Unit, Bangkok, Thailand

0830-1015

2EE POSTERS: Research and Evidence Based Medicine

Chairperson: Janusz Janczukowicz (Poland)
Location: South Hall, Level 0, MiCo

2EE1 The Miniproject: A novel approach to engaging first-year medical students in scientific research
Amelie Plymoth*, Karolinska Institutet, Medical Epidemiology and Biostatistics, Stockholm, Sweden; Riitta Möller, Karolinska Institutet, Medical Epidemiology and Biostatistics, Stockholm, Sweden; Jennifer Protudjer, Karolinska Institutet, Medical Epidemiology and Biostatistics, Stockholm, Sweden

2EE2 How much do medical students know about clinical research? Delivering improvements through a one-day course
Mohammed Syed*, UCL Medical School, London, United Kingdom; Fahad Mahmood, UCL Medical School, London, United Kingdom; Paulina Przybycien, Imperial College London, United Kingdom; Usama Ahmed, Royal London Hospital, Whitechapel, United Kingdom

2EE3 Innovative Approach to Research Teaching with "R2R" Concept
Pairoj Boonluksiri*, Hatyai Medical Education Center, Pediatric Department, Songkhla, Thailand

2EE4 Evaluating an academic research program: An additional component
Watcharapol Poonual*, Uttaradit Medical Education Center, Otolaryngology Department Uttaradit Hospital, Uttaradit, Thailand

2EE5 Intensive clinical experience for graduate research students: PhD-ICE
Denise Bee*, University of Sheffield, Medical Education, Sheffield, United Kingdom

2EE6 Developing research competency in basic medical sciences
Farida Mindubayeva, Karaganda State Medical University, Physiology, Karaganda, Kazakhstan; Viktor Riklifs, Karaganda State Medical University, Clinical Skills Center, Karaganda, Kazakhstan; Anna Yevnevich, Karaganda State Medical University, Physiology, Karaganda, Kazakhstan; Alma Muratova*, Karaganda State Medical University, Center for Management and Strategic Development, Karaganda, Kazakhstan

2EE7 The AcaMedics Symposium: A Novel Approach to Engaging Medical Students in Clinical Research
Buket Gundogan*, University College London Medical School, London, United Kingdom; Mohammed Syed, University College London Medical School, London, United Kingdom; Linda Mao, University College London Medical School, London, United Kingdom; Usama Ahmed, The Royal London Hospital, Whitechapel, London, United Kingdom

2EE8 How we Know and What we Teach: Intersections of Intelligent Research Design and Curriculum Design
Navindhra Naidoo*, Cape Peninsula University of Technology, Emergency Medical Sciences, Cape Town, South Africa; Lloyd Christopher, Cape Peninsula University of Technology, Emergency Medical Sciences, Cape Town, South Africa; Justice Bosman, Cape Peninsula University of Technology, Emergency Medical Sciences, Cape Town, South Africa; Mark Marais, Cape Peninsula University of Technology, Emergency Medical Sciences, Cape Town, South Africa

2EE9 A peer delivered research methods course as a stimulus to increase trainee participation in research
Khimara Naidoo, Milton Keynes Hospital NHS Foundation Trust, Education Centre, Milton Keynes, United Kingdom; Thiloka Ratnaike, Milton Keynes Hospital NHS Foundation Trust, Education Centre, Milton Keynes, United Kingdom; Ruth Corrigan, Milton Keynes Hospital NHS Foundation Trust, Education Centre, Milton Keynes, United Kingdom; Andrew Hotchen, Milton Keynes Hospital NHS Foundation Trust, Education Centre, Milton Keynes, United Kingdom; Sophie Goldstein, Milton Keynes Hospital NHS Foundation Trust, Education Centre, Milton Keynes, United Kingdom; Peter Thomas*, Milton Keynes Hospital NHS Foundation Trust, Education Centre, Milton Keynes, United Kingdom

- 2EE10 Core competencies in Medical Education: What Portuguese Medical Students think about scientific skills**
 Laura Ribeiro*, Faculty of Medicine of the University of Porto, Center for Medical Education, Porto, Portugal; Milton Severo, Faculty of Medicine of the University of Porto, Center for Medical Education, Porto, Portugal; Maria Amélia Ferreira, Faculty of Medicine of the University of Porto, Center for Medical Education, Porto, Portugal
- 2EE11 The relationship of certainty and performance in medical students' evidence-based argumentation in their own domain of medicine and the foreign domain of education**
 Joana Melle, Klinikum der LMU München, Institut für Didaktik und Ausbildungsforschung in der Medizin, München, Germany; Jan Kieseewetter, Klinikum der LMU München, Institut für Didaktik und Ausbildungsforschung in der Medizin, München, Germany; Andreas Hetmanek, Ludwig-Maximilian-Universität München, Lehrstuhl für empirische Pädagogik und pädagogische Psychologie, München, Germany; Eva Morwald*, Klinikum der LMU München, Institut für Didaktik und Ausbildungsforschung in der Medizin, München, Germany; Frank Fischer, Ludwig-Maximilian-Universität München, Lehrstuhl für empirische Pädagogik und pädagogische Psychologie, München, Germany; Martin R. Fischer, Klinikum der LMU München, Institut für Didaktik und Ausbildungsforschung in der Medizin, München, Germany
- 2EE12 Research-based learning, as an effective model for the health professionals training**
 Vitaliy Koikov*, Republican Centre for Health Development, Centre for Research, Expertise and Health Innovation Development, Astana, Kazakhstan; Gulmira Derbissalina, Astana Medical University, General Practice, Astana, Kazakhstan; Margarita Graf, Group supporting the implementation of the World Bank Project, Centre for Research, Expertise and Health Innovation Development, Astana, Kazakhstan; Gauhar Korabayeva, Republican Centre for Health Development, Centre for Research, Expertise and Health Innovation Development, Astana, Kazakhstan; Dinara Otargaliev, Republican Centre for Health Development, Obstetrics and Gynecology, Astana, Kazakhstan; Zarema Gabdilashimova, Astana Medical University, Centre for Research, Expertise and Health Innovation Development, Astana, Kazakhstan
- 2EE13 Building capacity on students' research: Using a grant to disseminate advisory skills**
 Valéria Camargo de Lacerda Carvalho*, Marília Medical School, NTI, Marília, Brazil; Luis Carlos de Paula Silva, Marília Medical School, Clinical Director, Marília, Brazil; Francelle Casagrande Costa Silva, Marília Medical School, Psychology, Marília, Brazil; Elizabeth Pillon Scapim, Marília Medical School, Emergency Unit, Marília, Brazil; Juliana Gomes Barbosa, Marília Health Secretary, Health Informatics Unit, Marília, Brazil; Paulo Marcondes Carvalho Junior, Marília Medical School, NTI, Marília, Brazil
- 2EE14 Descriptive statistical analysis of student research delegates: Contact via medical schools and social media is most effective**
 Andrew R McKean*, University of Glasgow, Wolfson Medical School Building, Glasgow, United Kingdom; Helen Hare, University of Glasgow, Glasgow, United Kingdom; Patrick Collins, University of Glasgow, Glasgow, United Kingdom; Aishah Coyte, University of Glasgow, Glasgow, United Kingdom; Jacob Brolly, University of Glasgow, Glasgow, United Kingdom
- 2EE15 Does a doctor need biostatistics? Critical appraisal of research articles by medical students**
 Berik Koichubekov*, Karaganda State Medical University, Medical Biophysics and Informatics, Karaganda, Kazakhstan; Viktor Riklifs, Karaganda State Medical University, Clinical Skills Center, Karaganda, Kazakhstan; Rosaliya Begaidarova, Karaganda State Medical University, Children Infectious Diseases, Karaganda, Kazakhstan
- 2EE16 Teaching biostatistics in Gulf Medical University Ajman (UAE) – Our experiences and challenges**
 Tatjana Ille*, Gulf Medical University, Centre for Advanced Biomedical Research and Innovation, Ajman, United Arab Emirates; Jayadevan Sreedharan, Gulf Medical University, Statistical Support Facility, CABRI, Ajman, United Arab Emirates
- 2EE17 Have the future Spanish Health Professionals the required statistical knowledge before starting University?**
 Juan Jose Silva Torres*, Universidad Complutense de Madrid, Bioestadística, Madrid, Spain; Inmaculada Herranz Tejedor, Universidad Complutense de Madrid, Bioestadística, Madrid, Spain; Daniel Velez Serrano, Universidad Complutense de Madrid, Estadística e Investigación Operativa, Madrid, Spain; Luis Prieto Valiente, Universidad Complutense de Madrid, Bioestadística, Madrid, Spain
- 2EE18 Curricular Integration of Research Training to Teach Skills for Evidence-Based Medicine**
 Mandar Jadhav, Ross University School of Medicine, Microbiology, Roseau, Dominica; Erika Correa, Ross University School of Medicine, Roseau, Dominica; Molly Bruggeman, Ross University School of Medicine, Roseau, Dominica; Yip Kirsten, Ross University School of Medicine, Roseau, Dominica; Lisa Sandy, Ross University School of Medicine, Roseau, Dominica; Elisabeth Schlegel*, Ross University School of Medicine, Roseau, Dominica
- 2EE19 Implementing evidence-based medicine journal clubs in hospital seminar: A model for translation of knowledge into clinical practice**
 Ka-Wai Tam*, Taipei Medical University, Shuang Ho Hospital, Center for Evidence-Based Health Care, New Taipei City, Taiwan; Shyr-Yi Lin, Taipei Medical University, Center for Evidence-Based Health Care, Taipei, Taiwan; Ming-Te Huang, Taipei Medical University, Shuang Ho Hospital, New Taipei City, Taiwan; Chih-Hsiung Wu, Taipei Medical University, Shuang Ho Hospital, New Taipei City, Taiwan; Yuh-Feng Lin, Taipei Medical University, Shuang Ho Hospital, New Taipei City, Taiwan
- 2EE20 Barriers to student learning of evidence-based dentistry in a Japanese dental school**
 Naoki Kakudate*, Kyushu Dental University, Educational Cooperation Center, Kitakyushu, Japan; Tomoya Hanatani, Kyushu Dental University, Kitakyushu, Japan; Junichi Karaki, Kyushu Dental University, Kitakyushu, Japan; Takaki Fukuizumi, Kyushu Dental University, Kitakyushu, Japan; Tetsuro Konoo, Kyushu Dental University, Kitakyushu, Japan; Tatsuji Nishihara, Kyushu Dental University, Kitakyushu, Japan
- 2EE21 Evidence based medicine teaching in Indonesian medical schools**
 Indah Widyahening*, Faculty of Medicine Universitas Indonesia, Community Medicine, Jakarta, Indonesia; Eka D Safitri, Faculty of Medicine Universitas Indonesia, Center for Clinical Epidemiology and Evidence Based Medicine, Jakarta, Indonesia; Respati W Ranakusuma, Faculty of Medicine Universitas Indonesia, Center for Clinical Epidemiology and Evidence Based Medicine, Jakarta, Indonesia

- 2EE22 **Examining medical students' extra-curricular research activity through the lens of transformative learning theory**
Margaret Elzubeir*, United Arab Emirates University, College of Medicine, Medical Education, Abu Dhabi, United Arab Emirates; Christopher Howarth, United Arab Emirates University, College of Medicine, Physiology, Abu Dhabi, United Arab Emirates
- 0830-1015 2FF **POSTERS: Stress and Student Wellbeing**
Chairperson: Peter McCrorie (United Kingdom)
Location: South Hall, Level 0, MiCo
- 2FF1 **"Welfa-demic Week": A student-run combined welfare and academic initiative to reduce stress and increase preparedness of clinical medical students**
T Morris, The University of Sheffield, The Medical School, Sheffield, United Kingdom; SM Churchill*, The University of Sheffield, The Medical School, Sheffield, United Kingdom; S Till, The University of Sheffield, The Medical School, Sheffield, United Kingdom; M Marshall, The University of Sheffield, Academic Unit of Medical Education, Sheffield, United Kingdom
- 2FF2 **Compassion satisfaction and burnout during medical student clerkships: Internal locus of control, emotional stability, and self-esteem as mediators of academic performance**
Cheng-Chun Lee*, China Medical University, School of Medicine, Taichung, Taiwan; Blossom Yen-Ju Lin, China Medical University, Department of Health Services Administration, Taichung, Taiwan; Cheng-Chieh Lin, China Medical University; China Medical University Hospital, School of Medicine, Department of Family Medicine, Department of Health Services Administration, Taichung, Taiwan; Chia-Der Lin, China Medical University Hospital, Department of Education, Department of Otolaryngology, Taichung, Taiwan; Mang Hung Tsai, China Medical University, Anatomy, School of Medicine, Taichung, Taiwan; Wen-Tsong Hsieh, China Medical University, Pharmacology, School of Medicine, Taichung, Taiwan
- 2FF3 **Medical students' burnout during clerkship: Impact of individual and organizational factors**
Louis Van Maele*, Catholic University of Louvain (UCL), Brussels, Belgium; Brice Lepièce, Catholic University of Louvain (UCL), Brussels, Belgium; Dominique Vanpee, Catholic University of Louvain (UCL), Brussels, Belgium
- 2FF4 **Effect of stress management sessions on objective and subjective markers of stress and on clinical skills during simulated consultations in year 3 medical students**
Pierre Pottier*, Faculty of Medicine, Biochemistry, Nantes, France; Jean-Marie Castillo, Faculty of Medicine, Médecine Interne, Nantes, France; Jean-Benoit Hardouin, Faculty of Pharmacy, Nantes, France; Anne-Gaëlle Le Loupp, Chu De Nantes, Nantes, France; Vicky LeBlanc, University of Toronto, Toronto, Canada
- 2FF5 **Stress Levels and Stress Coping Methods in Pre-Clinical and Clinical Medical Students of Phramongkutklao College of Medicine**
Natthawan Suangtho, Phramongkutklao College of Medicine, Bangkok, Thailand; Presenter: Soraya Chatchawanon*, Phramongkutklao College of Medicine, Bangkok, Thailand
- 2FF6 **Stress Treatment for Medical Students: Essential or dispensable? A 2014 basic survey of psychosomatic symptoms in medical students at the University of Freiburg**
Niklas Gilsdorf*, University Medical Center Freiburg, Psychosomatic Medicine and Psychotherapy, Freiburg, Germany; Hannes Reinhardt, University Medical Center Freiburg, Psychosomatic Medicine and Psychotherapy, Freiburg, Germany; Zoltán Höhling, University Medical Center Freiburg, Psychosomatic Medicine and Psychotherapy, Freiburg, Germany; Jiayi Lin, University Medical Center Freiburg, Psychosomatic Medicine and Psychotherapy, Freiburg, Germany; Michael Wirsching, University Medical Center Freiburg, Psychosomatic Medicine and Psychotherapy, Freiburg, Germany; Andrea Kuhnert, University Medical Center Freiburg, Psychosomatic Medicine and Psychotherapy, Freiburg, Germany
- 2FF7 **Resiliency to Depression and Burnout among Medical Students: The Role of Coping Style and Social Support**
Gwen Thompson*, Mayo Clinic, Division of General Internal Medicine, Rochester, MN, United States; Rosanne McBride, University of North Dakota School of Medicine and Health Sciences, Division of Family Medicine, Grand Forks, ND, United States; Colin West, Mayo Clinic, General Internal Medicine, Rochester, MN, United States; Gwen Halaas, University of North Dakota School of Medicine and Health Sciences, Academic Affairs, Grand Forks, ND, United States
- 2FF8 **Quality of life and depression among medical students and health care workers**
Ronnaphob Uaphanthasath*, Faculty of Medicine, Chiangmai University, Department of Family Medicine, Chiang Mai, Thailand; Wichuda Jiraporncharoen, Faculty of Medicine, Chiangmai University, Department of Family Medicine, Chiang Mai, Thailand; Chaisiri Angkurawaranon, Faculty of Medicine, Chiangmai University, Department of Family Medicine, Chiang Mai, Thailand; Juntima Euathrongchit, Faculty of Medicine, Chiangmai University, Department of Radiology, Chiang Mai, Thailand
- 2FF9 **What are the causes of stress in medical students? An investigation into medical students' support networks, and their role in resilience**
Julien Elango*, Barts and the London, School of Medicine and Dentistry, Centre for Medical Education, London, United Kingdom; Karthika Arunachalam, Barts and the London, School of Medicine and Dentistry, Centre for Medical Education, London, United Kingdom; Martin Carrier, Barts and the London, School of Medicine and Dentistry, Centre for Medical Education, London, United Kingdom; Dev Gadhvi, Barts and the London, School of Medicine and Dentistry, Centre for Medical Education, London, United Kingdom; Louise Younie, Barts and the London, School of Medicine and Dentistry, Centre for Medical Education, London, United Kingdom
- 2FF10 **A Study on the Development and Validation of the Stress Scale for Medical Students in Korea**
Kwhwa Park*, Gachon University School of Medicine, Medical Education, Incheon, Republic of South Korea; Minjeong Kim, Gachon University School of Medicine, Medical Education, Incheon, Republic of South Korea; Je-Byung Park, Gachon University School of Medicine, Internal Medicine, Incheon, Republic of South Korea; Hyohyun Yoo, Chonbuk University Medical School, Medical Education, Jeon-ju, Republic of South Korea

- 2FF11 Physical Activity and Emotional Distress among Brazilian medical students**
Silmar Gannam*, School of Medicine of the University of São Paulo, Center for Development of Medical Education, Sao Paulo, Brazil; Munique Peleias, School of Medicine of the University of São Paulo, Center for Development of Medical Education, Sao Paulo, Brazil; Fernanda B Mayer, School of Medicine of the University of São Paulo, Center for Development of Medical Education, Sao Paulo, Brazil; Helena Paro, Federal University of Uberlandia, Department of Gynecology and Obstetrics, Uberlandia, Brazil; Milton A Martins, School of Medicine of the University of São Paulo, Department of General Medicine and Center for Development of Medical Education, Sao Paulo, Brazil; Paulo S P Silveira, School of Medicine of the University of São Paulo, Medical Informatics and Department of Pathology, Sao Paulo, Brazil
- 2FF12 Self care for medical students, restoring love back to medicine**
Eunice Minford*, Northern Trust, Surgery, Antrim, United Kingdom
- 2FF13 Quality of life differences between medical and speech therapist students**
Bruno Perotta*, Evangelical Medical School of Parana, Department of Medicine, Curitiba, Brazil; Paulo SP Silveira, School of Medicine of the University of São Paulo, Medical Informatics and Department of Pathology, Sao Paulo, Brazil; Brunna Oliveira, School of Medicine of the University of São Paulo, Center for Development of Medical Education, Sao Paulo, Brazil; Vera Lucia Garcia, São Paulo State University, Department of Speech Therapy, Botucatu, Brazil; Milton Martins, School of Medicine of the University of São Paulo, Department of Medicine and Center for Development of Medical Education, Sao Paulo, Brazil; Patricia Tempiski, School of Medicine of the University of São Paulo, Center for Development of Medical Education, Sao Paulo, Brazil
- 2FF14 Academic Wellbeing Profiles in Medical Students of Chile**
Carolina Márquez*, Universidad de Concepción, Medical Education Department, Concepción, Chile; Liliana Ortiz, Universidad de Concepción, Medical Education Department, Concepción, Chile; Cristhian Pérez, Universidad de Concepción, Medical Education Department, Concepción, Chile; Peter McColl, Universidad Andrés Bello, Medicine Faculty, Viña del Mar, Chile; Graciela Torres, Universidad San Sebastián, Medicine Faculty, Concepción, Chile; Andrea Meyer, Universidad Católica de la Santísima Concepción, Medicine Faculty, Concepción, Chile
- 2FF15 Evaluation of Mindfulness-Based Curriculum Strategies within a Veterinary Medicine Program**
Desia Grace, Ross University School of Veterinary Medicine, Counseling Center, Basseterre, Saint Kitts and Nevis; Elpida Artemiou*, Ross University School of Veterinary Medicine, Clinical Sciences, Basseterre, Saint Kitts and Nevis; Janet Camp, Ross University School of Veterinary Medicine, Counseling Center, Basseterre, Saint Kitts and Nevis
- 2FF16 A study to explore the effect of comprehensive lifestyle education program**
Yeon Ji Lee*, School of Medicine, Inha University, Family Medicine, Incheon, Republic of South Korea; Ji-ho Choi, School of Medicine, Inha University, Family Medicine, Incheon, Republic of South Korea; In Suh Park, School of Medicine, Inha University, Pathology, Incheon, Republic of South Korea; Hyeon Gyu Yi, School of Medicine, Inha University, Internal Medicine, Incheon, Republic of South Korea; Min Jung Kim, School of Medicine, Inha University, Medical Education, Incheon, Republic of South Korea; Mi Jin Lee, School of Medicine, Inha University, Medical Education, Incheon, Republic of South Korea
- 2FF17 The influence of physical activity on the quality of life of Brazilian medical students**
Munique D A Peleias*, School of Medicine of the University of São Paulo, Center for Development of Medical Education, Sao Paulo, Brazil; Silmar Gannam, School of Medicine of the University of São Paulo, Center for Development of Medical Education, Sao Paulo, Brazil; Bruno Perotta, Evangelical Medical School of Parana, Department of Medicine, Curitiba, Brazil; Milton A Martins, School of Medicine of the University of São Paulo, Center for Development of Medical Education, Sao Paulo, Brazil; Patricia Tempiski, School of Medicine of the University of São Paulo, Center for Development of Medical Education, Sao Paulo, Brazil; Paulo S P Silveira, School of Medicine of the University of São Paulo, Center for Development of Medical Education, Sao Paulo, Brazil
- 2FF18 Effects of 10 minutes meditation on an immediate memory and memory span in the 1st year medical students**
Atcha Pongpitakdamrong*, Medicine, Pediatrics, Nakhonratchasima, Thailand
- 2FF19 Sleep patterns and sleep quality in medical students and graduated doctors in Buriram medical education center, Thailand**
Surisa Sririvong*, Buriram Medication Education Center, Anesthesiology, Muang Buriram, Thailand; Narin Chindavech, Buriram Medication Education Center, Pulmonary and Critical Care Medicine, Muang Buriram, Thailand; Vithoon Ruangsukriwong, Buriram Medication Education Center, Ophthalmology, Muang Buriram, Thailand; Surasak Aumkaew, Buriram Medication Education Center, Medicine, Muang Buriram, Thailand; Yupin Prawai, Buriram Medication Education Center, Obstetric and Gynecology, Muang Buriram, Thailand; Walaiporn Ployted, Buriram Medication Education Center, Otolaryngology, Muang Buriram, Thailand
- 2FF20 Trending in the wrong direction: Changes in sleep behaviors, attitudes and knowledge over time**
Teri Turner*, Baylor College of Medicine, Center for Research, Innovation and Scholarship in Medical Education, Department of Pediatrics, Houston, TX, United States; John Turner, Private Practice, Center for Research, Innovation and Scholarship in Medical Education, Department of Pediatrics, Houston, TX, United States; Linzhi Xu, Baylor College of Medicine, Department of Pediatrics, Houston, TX, United States; Mark Ward, Baylor College of Medicine, Center for Research, Innovation and Scholarship in Medical Education, Department of Pediatrics, Houston, TX, United States
- 2FF21 Effect of Simple Happiness class to quality of life of medical students**
Rungrat Jitvaropas*, Thammasat University, Biochemistry, Preclinical Science, Faculty of Medicine, Pathum thani, Thailand; Supara Chaopricha, Thammasat University, Psychiatry, Pathum thani, Thailand; Panadda Rojbulsthit, Thammasat University, Preclinical Science, Faculty of Medicine, Pathum thani, Thailand; Winitra Nuallaong, Thammasat University, Psychiatry, Pathum thani, Thailand

2GG POSTERS: Residency Training

Chairperson: Peter Johnston (United Kingdom)
 Location: South Hall, Level 0, MiCo

- 2GG1 Quality of life and The Burnout Syndrome Among Medical Residents In Brazil**
 Heloisa Malfatti*, UNICAMP- University of Campinas, Emergency, Campinas, Brazil; Marcelo Schweller, UNICAMP- University of Campinas, Emergency, Campinas, Brazil; Bruno de Jorge, UNICAMP- University of Campinas, Abilities Lab, Campinas, Brazil; Diego Lima Ribeiro, UNICAMP- University of Campinas, Emergency, Campinas, Brazil; Fernando Henrique Bergo de Souza e Silva, UNICAMP- University of Campinas, Emergency, Campinas, Brazil; Marco Antonio Carvalho Filho, UNICAMP- University of Campinas, Emergency, Campinas, Brazil
- 2GG2 Educating internal medicine interns on medical documentation: Does consultant co-signing the ward round note makes a difference?**
 Chinthaka Samaranayake, Auckland City Hospital, Auckland, New Zealand; Benjamin Ling, Auckland City Hospital, Auckland, New Zealand; Samantha Mathieson, Auckland City Hospital, Auckland, New Zealand; Tina Baik, Auckland City Hospital, Auckland, New Zealand; Nicholas Szecket*, Auckland City Hospital, Auckland, New Zealand
- 2GG3 E-handover and the multifactorial benefits in an NHS Foundation Trust**
 Michael Critchley*, Rotherham District General Hospital Foundation Trust, Rotherham, United Kingdom
- 2GG4 Time is of the essence: What do Internal Medicine Residents do while on duty?**
 Cameron W Leafloor, The Ottawa Hospital, Clinical Epidemiology, Ottawa, Canada; Erin (Yiran) Liu, The Ottawa Hospital, Performance Measurement and Innovation, Ottawa, Canada; Allen R Huang*, The Ottawa Hospital, Geriatric Medicine, Clinical Epidemiology, Ottawa, Canada; Heather Lochnan, The Ottawa Hospital, Division of Endocrinology, Ottawa, Canada; Catherine Code, The Ottawa Hospital, General Internal Medicine, Ottawa, Canada; Alan J Forster, The Ottawa Hospital, General Internal Medicine, Clinical Epidemiology, Performance Measurement and Innovation, Ottawa, Canada
- 2GG5 The feedback based on an oral case presentation checklist can improve presentation skills of medical residents**
 Takuya Oda*, Iizuka Hospital, General Internal Medicine, Iizuka-shi, Fukuoka, Japan; Hiroyuki Oda, Iizuka Hospital, General Internal Medicine, Iizuka-shi, Fukuoka, Japan; Syunpei Yoshino, Iizuka Hospital, General Internal Medicine, Iizuka-shi, Fukuoka, Japan; Ken Emoto, Iizuka Hospital, General Internal Medicine, Iizuka-shi, Fukuoka, Japan; Hiroshi Imura, Iizuka Hospital, General Internal Medicine, Iizuka-shi, Fukuoka, Japan
- 2GG6 Management of uncertainty by resident physicians in critical incidents**
 Alicia Hamui-Sutton*, Universidad Nacional Autonoma de Mexico, Division de Estudios de Posgrado, Ciudad de Mexico, Mexico; Samuel Gutierrez-Barreto, Universidad Nacional Autonoma de Mexico, Division de Estudios de Posgrado, Ciudad de Mexico, Mexico; Jose Halabe-Cherem, Centro Médico ABC, Jefatura de Enseñanza e Investigación, Ciudad de Mexico, Mexico; Melchor Sanchez-Mendiola, Universidad Nacional Autonoma de Mexico, Secretaría de Educacion Medica, Ciudad de Mexico, Mexico; Tania Vives-Varela, Universidad Nacional Autonoma de Mexico, Informatica Biomedica, Ciudad de Mexico, Mexico; Iwin Leenen, Universidad Nacional Autonoma de Mexico, Secretaria de Educacion Medica, Ciudad de Mexico, Mexico
- 2GG7 A novel mentor selection process: Results from six years in an Internal Medicine Residency**
 Michele Lewis*, Mayo Clinic, Internal Medicine, Jacksonville, FL, United States
- 2GG8 Implementation of Ultrasound Curriculum in Internal Medicine Residency Training**
 Diana Kelm*, Mayo Clinic, Internal Medicine, Rochester, United States; John Ratelle, Mayo Clinic, Internal Medicine, Rochester, United States; Nabeel Azeem, Mayo Clinic, Internal Medicine, Rochester, United States; Sara Reppert, Mayo Clinic, Internal Medicine, Rochester, United States; Andrew Halvorsen, Internal Medicine Residency Office of Educational Innovations, Department of Internal Medicine, Mayo Clinic, Rochester, MN, USA, Amy Oxentenko, Mayo Clinic, Internal Medicine, Division of Gastroenterology, Rochester, United States; Anjali Bhagra, Mayo Clinic, Internal Medicine, Division of General Internal Medicine, Rochester, United States
- 2GG9 Training environment and resident performance**
 Yingyong Chinthamittr*, Department of Medicine, Faculty of Medicine Siriraj Hospital, Mahidol University, Bangkok, Thailand; Nitipatana Chierakul, Department of Medicine, Faculty of Medicine Siriraj Hospital, Mahidol University, Bangkok, Thailand
- 2GG10 Theory Versus Practice: The Use of Evolutionary Medicine in Everyday Clinical Practice in the UK**
 Parveen Herar*, Durham University, Anthropology, Durham, United Kingdom
- 2GG11 Translating Research in the Digital Age**
 A. B. Janssen*, The University of Sydney, Workforce Education and Development Group, Faculty of Medicine, Sydney, Australia; T Robinson, The University of Sydney, Workforce Education and Development Group, Faculty of Medicine, Sydney, Australia; P Provan, Sydney West Translational Cancer Research Centre, Workforce Education and Development Group, Faculty of Medicine, Sydney, Australia; T Shaw, The University of Sydney, Workforce Education and Development Group, Sydney Medical School, Sydney, Australia
- 2GG12 Characteristics and results of the scientific production of a master's degree course for managers and workers of the public health service**
 Fabiana L Vazquez*, Faculty of Dentistry of Piracicaba, Public health, Piracicaba, Brazil; João Manuel Costa, University of Minho, School of Health Sciences, Public Health, Braga, Portugal; Antonio Carlos Pereira, Faculty of Dentistry of Piracicaba, Public Health, Piracicaba, Brazil
- 2GG13 The application of School business plans (BP) to the management of General Medical Council (GMC) approved programmes in Health Education Kent, Surrey and Sussex (HE KSS)**
 Angela Fletcher, HE KSS, London, United Kingdom; Kevin Kelleher*, HE KSS, London, United Kingdom

- 2GG14 Personal and professional development effects of involving interns as responsible for improvement processes**
Kristoffer Björkman, Institute of Clinical Sciences, Department of Pediatrics, Gothenburg, Sweden; Ellinor Almqvist*, Institute of Medicine, Department of Internal Medicine, Gothenburg, Sweden; Ulla Strandman, Institute of Medicine, Department of Internal Medicine; Paulin Andréll; Caterina Finizia
- 2GG15 Exploratory study of the association between resident working hours, burnout, and patient safety**
Chia Hui Cheng*, Taipei Medical University, School of Health Care Administration, Taipei, Taiwan; Chiung Hsuan Chiu, Taipei Medical University, School of Health Care Administration, Taipei, Taiwan; Chung Liang shih, National Taiwan University, College of Public Health, Taipei, Taiwan
- 2GG16 An application of cognition, skill, support, and ethical apprenticeships on clinical teaching to the well-being of interns in the workplace**
Blossom Yen-Ju Lin*, China Medical University, Department of Health Services Administration, Taichung, Taiwan; Der-Yuan Chen, Taichung Veterans General Hospital; National Yang-Ming University; National Chung-Hsing University; Chung-Shan Medical University, Department of Medical Education and Research; Faculty of Medicine; Institute of Biomedical Science; Institute of Microbiology and Immunology, Taichung, Taiwan; Yung Kai Lin, Taichung Veterans General Hospital; National Chung Hsing University, Division of Cardiovascular Surgery; Department of Business Administration, Taichung, Taiwan; Cheng-Chieh Lin, China Medical University; China Medical University Hospital, School of Medicine, Department of Family Medicine, Department of Health Services Administration, Taichung, Taiwan
- 2GG17 Social networks and communication issues with residents**
Guy Labrecque*, Laval University, Quebec, Canada; Julien Poitras, Laval University, Quebec, Canada
- 2GG18 How to involve clerks and residents in a System of Educational Quality Management (SEQM)**
Tadek Hendriks, Albert Schweitzer Hospital, Department of Radiology, Dordrecht, Netherlands; Robert Oostenbroek, Albert Schweitzer Hospital, Department of Education, Dordrecht, Netherlands; AAV Bestuur, Albert Schweitzer Hospital, Dordrecht, Netherlands; Francois Verheijen, Albert Schweitzer Hospital, Department of Clinical Chemistry, Dordrecht, Netherlands; Monica Van De Ridder, Albert Schweitzer Hospital, Department of Education, Dordrecht, Netherlands; Presenter: Jeanette van Vooren*
- 0830-1015 **2HH POSTERS: Clinical Methods and Procedures**
Chairperson: Sidse Arnfred (Denmark)
Location: South Hall, Level 0, MiCo
- 2HH1 Comparison of the impact of traditional and multimedia independent teaching methods on operation room students' practical skills**
Saghi Moosavi*, Guilan Medical University, Rasht, Iran; Saghar Fatemi, Guilan Medical University, Rasht, Iran; Ahmad Taheri, Rasht, Iran
- 2HH2 How to train your students in procedural skill**
Komol Praphasit*, Prapokklao Hospital (Medical Education Centre), Otolaryngology, Chanthaburi Province, Thailand
- 2HH3 Clinical Skills Methodologies: From, to and beyond**
Liris Benjamin*, Ross University School of Medicine, Department of Clinical Medicine, Picard, Portsmouth, Dominica; Griffin Benjamin, Ministry of Health, Dominica, Ross University School of Medicine, Psychiatry, Roseau, Dominica
- 2HH4 Enhancing surgical education with active participation of medical students in operative camps in remotes areas of Brazil**
Nathália Maceroux Ortolan*, University of São Paulo Medical School, São Paulo, Brazil; Luiz Fernando Ferraz da Silva, University of São Paulo Medical School, São Paulo, Brazil; Maurício Simões Abrão; Joaquim Edson Vieira; Rebecca Rossener; Giovanni Favero
- 2HH5 Evaluation of a course of minor surgery for medical students**
Veronica Silva*, Escuela de Medicina Universidad Andres Bello, Viña del Mar, Chile; Peter Mc Coll, Escuela de Medicina Universidad Andres Bello, Viña del Mar, Chile; Marcelo Vera, Escuela de Medicina Universidad Andres Bello, Viña del Mar, Chile; Alberto Caro, Escuela de Medicina Universidad Andres Bello, Viña del Mar, Chile; Ignacio Cortes, Escuela de Medicina Universidad Andres Bello, Viña del Mar, Chile
- 2HH6 Perception of medical students at Universidad de Chile about Peer Physical Examination as a teaching methodology for competence acquisition in physical examination. Qualitative study**
Nadia Escobar Salinas, Universidad de Chile, Santiago, Chile; Pilar Brünig González, Universidad de Chile, Santiago, Chile; Katherine Lee Angulo*, Universidad de Chile, Santiago, Chile; Diego García Prado, Universidad de Chile, Santiago, Chile; Marcela Silva Roman, Universidad de Chile, Santiago, Chile; Daniella Gatica Morales, Universidad de Chile, Santiago, Chile
- 2HH7 Introduction of a Standardized Approach to Teaching of Clinical Skills: Vital Signs Day**
Dilini Vethanayagam*, University of Alberta, Medicine, Edmonton, Canada; Laurie Mereu, University of Alberta, Medicine, Edmonton, Canada
- 2HH8 Analysis of factors that influence nurses' intention of CPR initiation: Differences among reference groups in a hospital with an application of the extended theory of planned behaviour**
Hoon Lim*, Soonchunhyang University Bucheon Hospital, Emergency Medicine, Bucheon-si, Republic of South Korea; Jaehyeong Choi, Soonchunhyang University Bucheon Hospital, Emergency Medicine, Bucheon-si, Republic of South Korea; Jisung Lee, Soonchunhyang University Medical Center, Statistics, Seoul, Republic of South Korea; Hyunsook Cho, Soonchunhyang University Bucheon Hospital, Nursing Administration, Bucheon-si, Republic of South Korea; Yeonsuk Lee, Soonchunhyang University Bucheon Hospital, Nursing Administration, Bucheon-si, Republic of South Korea

- 2HH9 Introduction of A Standardized Teaching Tool: The Clinical Skills Passport**
Laurie Mereu*, University of Alberta, Medicine, Edmonton, Canada; Allan Ho, University of Alberta, Surgery, Edmonton, Canada; Dilini Vethanayagam, University of Alberta, Medicine, Edmonton, Canada
- 2HH10 Hierarchical clinical skills matrix in medical school**
Lúcia Azevedo*, Universidade Federal do Rio de Janeiro, Faculdade de Medicina, Rio de Janeiro, Brazil; Ana Cristina Franzoi, Universidade Federal do Rio de Janeiro, Faculdade de Medicina, Rio de Janeiro, Brazil; Victoria Brant, Universidade Federal do Rio de Janeiro, Faculdade de Medicina, Rio de Janeiro, Brazil
- 2HH11 Checklists: The benefits of applying them in the teaching of clinical skills in surgery**
Myrna Leticia Montemayor Flores*, Facultad de Medicina Universidad Autónoma de Nuevo León, Surgery, Monterrey NL, Mexico; Santos Guzmán López, Facultad de Medicina Universidad Autónoma de Nuevo León, Anatomy, Monterrey NL, Mexico; Gerardo Enrique Muñoz Maldonado, Facultad de Medicina Universidad Autónoma de Nuevo León, Surgery, Monterrey NL, Mexico; Martin Jesús Alvarez Ovalle, Facultad de Medicina Universidad autónoma de Nuevo León, Surgery, Monterrey NL, Mexico
- 2HH12 “Mind the Dip”: Ranking of Diagnostic Procedures, an Online Survey Among 266 First Year Medical Students at Two German Universities**
Philip Bintaro*, Hannover Medical School, Department of Internal Medicine, Division of Nephrology & Hypertension, Hannover, Germany; Volkhard Fischer, Hannover Medical School, Dean’s Office, Hannover, Germany; Heike Kielstein, Martin-Luther-University of Halle, Institute of Anatomy & Cell Biology, Halle, Germany; Jan T. Kielstein, Hannover Medical School, Department of Internal Medicine, Division of Nephrology & Hypertension, Hannover, Germany
- 2HH13 Monkey See, Monkey Don’t, The impacts of observing errors during clinical skill acquisition**
Lawrence Grierson*, McMaster University, Family Medicine, Hamilton, Canada; Kurt Domuracki, McMaster University, Anesthesia, Hamilton, Canada
- 2HH14 Experience and confidence to perform medical procedural skills of medical students and graduate junior doctors, Buriram medical education center, Thailand**
Narin Chindavech*, Buriram Medication Education Center, Pulmonary and Critical Care Medicine, Muang Buriram, Thailand; Surisa Siriwong, Buriram Medication Education Center, Anesthesiology, Muang Buriram, Thailand; Vithoon Ruangsuksriwong, Buriram Medication Education Center, Ophthalmology, Muang Buriram, Thailand; Yupin Prawai, Buriram Medication Education Center, Obstetrics and Gynecology, Muang Buriram, Thailand; Thanatpong Thienwuttivong, Buriram Medication Education Center, Physical Medicine and Rehabilitation, Muang Buriram, Thailand; Surasak Aumkaew, Buriram Medication Education Center, Medicine, Muang Buriram, Thailand
- 2HH15 Development and validation of veterinary clinical skills teaching models**
Julie Williamson*, Ross University School of Veterinary Medicine, Basseterre, Saint Kitts and Nevis; Brady Little, Ross University School of Veterinary Medicine, Basseterre, Saint Kitts and Nevis; Robin Fio Rito, Ross University School of Veterinary Medicine, Basseterre, Saint Kitts and Nevis
- 2HH16 Electromyographic examination as a useful tool for laparoscopy training evaluation: A way worth considering?**
Mateusz Rubinkiewicz*, Jagiellonian University, 2nd Department of General Surgery, Cracow, Poland; Paulina Trybek, University of Silesia, Institute of Physics, Katowice, Poland; Łukasz Machura, University of Silesia, Institute of Physics, Katowice, Poland; Tomasz Cegielný, Jagiellonian University, Department of Medical Education, Cracow, Poland; Michał Nowakowski, Jagiellonian University, Department of Medical Education, Cracow, Poland
- 2HH17 Basic life support retention skills after two years in students 3rd and 6th degrees of medicine**
Pablo Felipe Mahana Tumaní*, Universidad Andres Bello, School of Medicine, Viña del Mar, Chile; Rodrigo Avila Dominguez, Universidad Andres Bello, School of Medicine, Viña del Mar, Chile; Carlos Rivera Prat, Universidad Andres Bello, School of Medicine, Viña del Mar, Chile; Peter McColl Calvo, Universidad Andres Bello, School of Medicine, Viña del Mar, Chile
- 2HH18 Implementation of a focused training scheme improves trainee confidence in performing diagnostic lumbar puncture and documentation of consent**
Anna Hutton, Queen Elizabeth Hospital King’s Lynn NHS Foundation Trust, Department of Anaesthesia & Critical Care, King’s Lynn, United Kingdom; Archana Sawant*, Queen Elizabeth Hospital King’s Lynn NHS Foundation Trust, Department of Anaesthesia & Critical Care, King’s Lynn, United Kingdom; Harith Altemimi, Queen Elizabeth Hospital King’s Lynn NHS Foundation Trust, Department of Acute Medicine, King’s Lynn, United Kingdom; Beverley Watson, Queen Elizabeth Hospital King’s Lynn NHS Foundation Trust, Department of Anaesthesia & Critical Care, King’s Lynn, United Kingdom
- 2HH19 Using Augmented Reality to expand medical teaching**
Shekhar Kumta*, The Chinese University of Hong Kong, Teaching and Learning Resource Centre, Hong Kong; Joseph YC Leung, The Chinese University of Hong Kong, Teaching and Learning Resource Centre, Hong Kong; Alex LK Yung, The Chinese University of Hong Kong, Teaching and Learning Resource Centre, Hong Kong; Yan Jin, The Chinese University of Hong Kong, Teaching and Learning Resource Centre, Hong Kong

0830-1015

2II ELECTRONIC POSTERS (ePOSTERS): Evaluation of Teaching / Educational Research

Chairperson: Gominda Ponnampereuma (Sri Lanka)

Location: Theatre Room 15, Level 0, MiCo

2III Impact of peer feedback on lecture quality

Miriam Ruesseler*, Goethe University, Department of Surgery, Frankfurt, Germany; Faidra Kalozoumi-Paizi, Goethe University, Department of Surgery, Frankfurt, Germany; Anna Schill, Goethe University, Department of Surgery, Frankfurt, Germany; Jasmina Sterz; Ingo Marzi; Felix Walcher

- 2I12 Medical Teacher Competences and Academic Performance of Medical Student**
Haydee Parra*, Universidad Autónoma de Chihuahua School of Medicine, Research Department, Chihuahua, Mexico; Jair Carrasco, Universidad Autónoma de Chihuahua School of Medicine, Research Department, Chihuahua, Mexico; Salvador González, Universidad Autónoma de Chihuahua School of Medicine, Academic Affairs, Chihuahua, Mexico; Giseh Sánchez, Universidad Autónoma de Chihuahua School of Medicine, Research Department, Chihuahua, Mexico; Jesús Benavides, Universidad Autónoma de Chihuahua School of Medicine, Educational Management, Chihuahua, Mexico; Julio López, Universidad Autónoma de Chihuahua School of Medicine, Research and Graduate, Chihuahua, Mexico
- 2I13 Student to PBL Tutor Feedback; the Impact of Mobile Technology**
Jeremy Chui*, University of Sheffield, Medical School, Sheffield, United Kingdom; Philip Chan, University of Sheffield, Sheffield, United Kingdom
- 2I14 Competences Assessment for Academic Performance Enhance Physician in Training**
Carolina Guevara*, Universidad Autonoma de Chihuahua School of Medicine, Research Department, Chihuahua, Mexico; Karina Delgado, Universidad Autonoma de Chihuahua School of Medicine, Research Department, Chihuahua, Mexico; Haydee Parra, Universidad Autonoma de Chihuahua School of Medicine, Research Department, Chihuahua, Mexico; Lorena Landeros, Universidad Autonoma de Chihuahua School of Medicine, Social Service Affairs, Chihuahua, Mexico; Julio Cesar González, Universidad Autonoma de Chihuahua School of Medicine, Research and Graduate, Chihuahua, Mexico; Alma Delia Vázquez, Universidad Autonoma de Chihuahua School of Medicine, Research Department, Chihuahua, Mexico
- 2I15 SETQ-co-Smart: An instrument for the evaluation of clinical teachers during clerkships**
Ines Rupp*, Academic Medical Center, University of Amsterdam, Public Health, Academic Medical Center, Amsterdam, Netherlands; Tobias Boerboom, Academic Medical Center, University of Amsterdam, Center of Evidence-Based Education, Academic Medical Center, Amsterdam, Netherlands; Tjitske van Engelen, Academic Medical Center, University of Amsterdam, Professional Performance Research Group, Center of Evidence-Based Education, Academic Medical Center, Amsterdam, Netherlands; Kiki Lombarts, Academic Medical Center, University of Amsterdam, Professional Performance Research Group, Center of Evidence-Based Education, Academic Medical Center, Amsterdam, Netherlands
- 2I16 Teachers' self evaluation on their lecture was different from those done by the students**
Mitsuyoshi Komiya*, Keio University School of Medicine, Department of Musculoskeletal Reconstruction and Regeneration, Nerimaku, Japan; Noriko Okuyama, Keio University School of Medicine, Medical Education Center, Nerimaku, Japan; Toshiaki Monkawa, Keio University School of Medicine, Japan
- 2I17 Research quality of the various abstract categories at AMEE: Is there a difference?**
C Krishnasamy*, National Healthcare Group, Health Outcomes & Medical Education Research (HOMER), Singapore, Singapore; YH Ong, National Healthcare Group, Health Outcomes & Medical Education Research (HOMER), Singapore; WC Wong, Tan Tock Seng Hospital, Department of Geriatric Medicine, Singapore; HY Neo, Tan Tock Seng Hospital, Department of Palliative Medicine, Singapore; WS Lim, Tan Tock Seng Hospital, Department of Geriatric Medicine, Singapore
- 2I18 Data analytic practices in published articles: A methodological review of health professions education journals**
Yong Hao Lim*, National Healthcare Group, Health Outcomes and Medical Education Research, Singapore; Nasloon Ali, National Healthcare Group, Health Outcomes and Medical Education Research, Singapore
- 2I19 Challenges in an educational RCT**
Charlotte G Carlsen*, Aarhus University, Centre of Medical Education, Aarhus, Denmark; Karen Lindorff-Larsen, Aalborg University Hospital, NordSim, Aalborg, Denmark; Peter Funch-Jensen, Aarhus University, Clinical Institute, Aarhus, Denmark; Lars Lund, Odense University Hospital, Department of Urology, Odense, Denmark; Lars Konge, Copenhagen University, CEKU, Copenhagen, Denmark; Peder Charles, Aarhus University, Centre of Medical Education, Aarhus, Denmark
- 2I110 Eye-tracking, retrospective think-aloud (RTA) and learning process of 1st year medical students on ECG material: A novel protocol for medical learning research**
Jetro J. Tuulari*, University of Turku, Medical Education Research and Development Centre, Turku, Finland; Erkki Anto, University of Turku, Faculty of Educational Sciences, Turku, Finland; Mirjamaija Mikkilä-Erdman, University of Turku, Faculty of Educational Sciences, Turku, Finland; Pekka Kääpä, University of Turku, Medical Education Research and Development Centre, Turku, Finland
- 2I111 Towards a translational paradigm for outcomes-based medical education research**
C Krishnasamy, National Healthcare Group, HOMER, Singapore; I Lim, National Healthcare Group, HOMER, Singapore; WS Lim*, Tan Tock Seng Hospital, Geriatric Medicine, Singapore
- 2I112 The development and evolution of a consultation service for educators and educational researchers: Needs, challenges, and opportunities**
Lance Evans*, Medical College of Georgia at Georgia Regents University, Educational Innovation Institute, Augusta, United States; Lara Stepleman, Medical College of Georgia at Georgia Regents University, Educational Innovation Institute, Augusta, United States; Christie Palladino, Medical College of Georgia at Georgia Regents University, Educational Innovation Institute, Augusta, United States

2JJ ELECTRONIC POSTERS (ePOSTERS): Communication

Chairperson: Anita Laidlaw (United Kingdom)

Location: Theatre Room 16, Level 0, MiCo

2JJ1 Improving Communication Skills (CS) – a medical education experience during a Palliative Care (PC) rotation in an oncological centre in Brazil

Maria Perez Soares D'Alessandro*, Instituto do Cancer do Estado de São Paulo (ICESP), Palliative Care, São Paulo, Brazil; Gustavo Cassefo, Instituto do Cancer do Estado de São Paulo, Palliative Care, São Paulo, Brazil; Leonardo Consolin, Núcleo Avançado de Cuidados Especiais do ICESP, Hospice, Cotia, Brazil; Milena dos Reis Bezerra de Souza, Instituto do Cancer do Estado de São Paulo, Palliative Care, São Paulo, Brazil; Tania Vannucci Vaz Guimarães, Instituto do Cancer do Estado de São Paulo, Palliative Care, São Paulo, Brazil; Toshio Chiba, Instituto do Cancer do Estado de São Paulo, Palliative Care, São Paulo, Brazil

2JJ2 Gender difference among medical students during introductory communication skills training

Akiko Sugawara*, Fukushima Medical University, Center for Medical Education and Career Development / Department of Hygiene and Preventive Medicine, Fukushima, Japan; Ryo Motoya, Fukushima Medical University, Center for Medical Education and Career Development, Fukushima, Japan; Gen Kobayashi, Fukushima Medical University, Center for Medical Education and Career Development, Fukushima, Japan; Yoko Moroi, Fukushima Medical University, Center for Medical Education and Career Development, Fukushima, Japan; Tetsuhito Fukushima, Fukushima Medical University, Center for Medical Education and Career Development / Department of Hygiene and Preventive Medicine, Fukushima, Japan; Kazunobu Ishikawa, Fukushima Medical University, Center for Medical Education and Career Development, Fukushima, Japan

2JJ3 Dental student-patient communication

Ronel Maart*, University of the Western Cape, Cape Town, South Africa, Karlien Mostert, University of Pretoria, Pretoria, South Africa

2JJ4 Development of communication skills in medical students of Srinakharinwirot University, Thailand

Laddawal Phivthong-ngam*, Srinakharinwirot University, Pharmacology, Bangkok, Thailand; Panunat Muangnoi, Srinakharinwirot University, Medicine, Bangkok, Thailand

2JJ5 Personality differences in communication skills and attitudes in a sample of Italian medical students

Lorenzo Tagliabue, Milano-Bicocca University & San Gerardo Hospital, Health Sciences Department, School of Medicine, Milano, Italy; Deborah Corrias, Milano-Bicocca University, Health Sciences Department, School of Medicine, Milano, Italy; Giorgio Franco Augusto Rezzonico, Milano-Bicocca University, Health Sciences Department, School of Medicine, Milano, Italy; Maria Grazia Strepparava*, Milano-Bicocca University, Health Sciences Department, School of Medicine, Milano, Italy

2JJ6 Communication-related anxiety in UK undergraduate medical students

Anita Laidlaw*, University of St Andrews, Medical School, St Andrews, United Kingdom; Jennifer Hunter, University of St Andrews, Medical School, St Andrews, United Kingdom; Gozde Ozakinci, University of St Andrews, Medical School, St Andrews, United Kingdom

2JJ7 Analysing Clinical Talk Project

Shuangyu Li*, King's College London, Division of Medical Education, School of Medicine, London, United Kingdom; Fatma Said, King's College London, Division of Medical Education, School of Medicine, London, United Kingdom; Bernadette O'Neil, King's College London, Division of Medical Education, School of Medicine, London

2JJ8 Tailored education in communication skills after early assessment Experiences of the Pharmacy bachelor program at Utrecht University

Majanne Wolters*, Utrecht University, Faculty of Science Utrecht Institute for Pharmaceutical Sciences, Utrecht, Netherlands; Anita van Oyen, Utrecht University, Faculty of Science Utrecht Institute for Pharmaceutical Sciences, Utrecht, Netherlands; Lyda Blom, Utrecht University, Faculty of Science Utrecht Institute for Pharmaceutical Sciences, Utrecht, Netherlands

2JJ9 The Medical Intheatreworkshop (MIW) as a teaching-learning methodology for communication skills in undergraduate medical students at Campus Occidente, Universidad de Chile

Daniella Gatica*, Universidad de Chile, Facultad de Medicina, Santiago, Chile; Marcela Paz Silva, Universidad de Chile, Facultad de Medicina, Santiago, Chile; Katherine Lee, Universidad de Chile, Facultad de Medicina, Santiago, Chile; Pilar Brünig, Universidad de Chile, Facultad de Medicina, Santiago, Chile; Juan Villagra, Universidad de Chile, Facultad de Medicina, Santiago, Chile

2JJ10 Enhancing undergraduate students' communications skills

Merete Jorgensen*, Copenhagen University, Family Medicine, Copenhagen, Denmark; Klaus Witt, Research Unit, Family Medicine, Copenhagen, Denmark; Peter Kindt Fridorff-Jens, Copenhagen University, IT-Unit, Copenhagen, Denmark

2JJ11 Precise Feedback, acceptance of a new teaching course in communication skills

Alexander Wuensch*, Klinikum rechts der Isar, Technical University Munich, Psychosomatic Medicine and Psychotherapy & TUM MeDiCAL, Munich, Germany; Cosima Engerer, Klinikum rechts der Isar, Technical University Munich, TUM MeDiCAL, Munich, Germany; Andreas Dinkel, Klinikum rechts der Isar, Technical University Munich, Psychosomatic Medicine and Psychotherapy, Munich, Germany; Pascal Berberat, Klinikum rechts der Isar, Technical University Munich, TUM MeDiCAL, Munich, Germany

2JJ12 Integrating communication skills training in the clinical setting, A qualitative study of four hospital wards

Jane Ege Møller*, Aarhus University, Center for Medical Education, Aarhus, Denmark; Dorte Lange Høst, Aarhus University, Center for Medical Education, Aarhus, Denmark

- 2JJ13 Giving effective feedback to improve trainee communication skills**
Krishna Suvarnabhumi*, Prince of Songkla University, Community Medicine, Songkhla, Thailand; Wadee Amruklert, Prince of Songkla University, Community Medicine, Songkhla, Thailand
- 2JJ14 The Audio-COT (Consultation Observation Tool) – a friend or foe? Assessment of GP trainers' interest in and use of this clinical assessment tool**
Bryony Sales*, Wessex School of General Practice, Portsmouth, United Kingdom; Samantha Scallan, Wessex School of General Practice, Hampshire, United Kingdom; Sue Crane, Wessex School of General Practice, United Kingdom; Johnny Lyon-Maris, Wessex School of General Practice, United Kingdom

1015-1045 **COFFEE BREAK (viewing of exhibits and posters)**

Location: South Hall, Level 0, MiCo

SESSION 3: Simultaneous Sessions

- 1045-1230 **3A SYMPOSIUM: Where is the line between sloppy and scientifically irresponsible? A discussion to promote excellence in medical education research** 
Erik Driessen*, Maastricht University, the Netherlands; David A. Cook*, Mayo Clinic College of Medicine, Rochester, United States; Lorelei Lingard*, Western University, Canada; Cees Van der Vleuten*, Maastricht University, the Netherlands; Nynke Van Dijk*, University of Amsterdam, the Netherlands
Location: Gold Plenary, Level +2, MiCo
- 1045-1230 **3B SYMPOSIUM: Validity Issues in Medical Education Assessment** 
Katharine Boursicot*, Lee Kong Chian School of Medicine, Singapore; Christy Boscardin*, UCSF, United States; Richard Fuller*, University of Leeds, United Kingdom; Marjan Govaerts*, Maastricht University, the Netherlands; Saskia Woods*, CITO, the Netherlands; Trudie Roberts*, University of Leeds, United Kingdom
Location: Auditorium, Level +3, MiCo
- 1045-1230 **3C SYMPOSIUM: Diversity drives innovation: Bringing together healthcare simulation and clinical educators to develop scholarship through collaboration**
Ryan Brydges*; Walter Eppich*; Elizabeth Molloy*; Doris Ostergaard*; Simon Edgar*; Debra Nestel*
Location: Brown 3, Level +2, MiCo
- 1045-1230 **3D RESEARCH PAPERS: Outcomes**
Chairperson: Jennifer Cleland (United Kingdom)
Location: Brown 2, Level +2, MiCo
- 1045-1100 **3D1 From exploratory research to the CanMeds framework: Reconciling the Medical Teaching Unit physician preceptor role**
C. Maria Bacchus*, University of Calgary, Medicine, Calgary, Canada; David Ward, University of Calgary, Medicine, Calgary, Canada; Jill de Groot, W21C Research and Innovation Center, University of Calgary, Medicine, Calgary, Canada; Jane B. Lemaire, University of Calgary, Medicine, Calgary, Canada
- 1100-1115 **3D2 Five teacher profiles in student centred medical education**
Johanna CG Jacobs*, VU University Medical Centre & VU University, Department of Educational Research, School of Medical Sciences & LEARN! Research Institute for Learning and Education, Amsterdam, Netherlands; Scheltus J Van Luijk, Maastricht University Medical Centre +, Department of Resident Training, Maastricht, Netherlands; Francisca Galindo-Garre, VU University Medical Centre, Department of Biostatistics, Amsterdam, Netherlands; Cees PM Van der Vleuten, Maastricht University, Department of Educational Research and Development, Faculty of Health and Life Sciences and Medicine, Maastricht, Netherlands; Gerda Croiset, VU University Medical Centre & VU University, Department of Educational Research, School of Medical Sciences & LEARN! Research Institute for Learning and Education, Amsterdam, Netherlands; Fedde Scheele, VU University Medical Centre & St Lucas Andreas Hospital, Department of Educational Research, School of Medical Sciences & Dept. of Gynecology and Obstetrics, Amsterdam, Netherlands
- 1115-1130 **3D3 The AMA Learning Environment Study: A Longitudinal Investigation of Context and Professional Development in 27 Schools of Medicine**
Mark Quirk*, American Medical Association, Medical Education, Chicago, United States; Susan Skochelak, American Medical Association, Medical Education, Chicago, United States; R. Brent Stansfield, University of Michigan Medical School, Ann Arbor, United States; Charles Christianson, University of North Dakota, Ann Arbor, United States; Larry D. Gruppen, University of Michigan, Los Angeles, United States; Win May, Keck School of Medicine, Chicago, United States
- 1130-1145 **3D4 Cretans in research: Do recalcitrant respondents disturb outcomes of perception studies?**
Johanna Schönrock-Adema*, University of Groningen and University Medical Center Groningen, Institute for Medical Education, Center for Research and Innovation in Medical Education, Groningen, Netherlands; Anouk Wouters, VU University Amsterdam and VUmc School of Medical Sciences Amsterdam, Institute for Medical Education, Center for Research and Innovation in Medical Education, Amsterdam, Netherlands; J Cohen-Schotanus, University of Groningen and University Medical Center Groningen, Institute for Medical Education, Center for Research and Innovation in Medical Education, Groningen, Netherlands

- 1145-1200 **3D5** **Quality improvement and continuing professional development: an exploration of their integration in mental health?**
Sanjeev Sockalingam*, University Health Network, University of Toronto, Department of Psychiatry, Toronto, Canada; Hedieh Tehrani, York University, Department of Psychology, Toronto, Canada; Elizabeth Lin, Centre for Addiction and Mental Health, University of Toronto, Department of Psychiatry, Toronto, Canada; Susan Lieff, University of Toronto, Department of Psychiatry, Toronto, Canada; Sophie Soklaridis, Centre for Addiction and Mental Health, University of Toronto, Department of Psychiatry, Toronto, Canada
- 1200-1215 **3D6** **Understanding success and failure in multimorbidity: A realist literature synthesis of workplace based learning in primary care**
Sarah Yardley*, Keele University, Primary Care and Health Sciences, Keele, United Kingdom; Elizabeth Cottrell, Keele University, Primary Care and Health Sciences, Keele, United Kingdom; Joanne Protheroe, Keele University, Primary Care and Health Sciences, Keele, United Kingdom
- 1215-1230 Discussion
- 1045-1230 **3E** **SHORT COMMUNICATIONS: The Teacher**
Chairperson: Catherine Hardie (Canada)
Location: Brown 1, Level +2, MiCo
- 1045-1100 **3E1** **Developing as a Medical Educator from the Outside In (Miriam Friedman Ben-David 2014 Award Winner)**
Anna T Cianciolo*, Southern Illinois University, School of Medicine, United States
- 1100-1115 **3E2** **Evaluating clinical teachers in postgraduate medical education: Does it improve the quality of teaching? Results of a longitudinal study**
CRMG Fluit*, Radboud University Medical Center Nijmegen, Evaluation, Quality and Innovation, Nijmegen, Netherlands; L Sander, Radboud University Medical Center Nijmegen, Evaluation, Quality and Innovation, Nijmegen, Netherlands
- 1115-1130 **3E3** **Faculty Assessment in Healthcare**
Randy D. Danielsen*, A. T. Still University, Mesa, United States; David A. Wayne, University of New England, Biddeford, United States
- 1130-1145 **3E4** **The influence of the work environment on teaching performance: Work engagement as a perspective**
Joost van den Berg*, Academic Medical Center University of Amsterdam, Center for Evidence Based Education, Amsterdam, Netherlands; Christel Verberg, Academic Medical Center University of Amsterdam, Center for Evidence Based Education, Amsterdam, Netherlands; Joris Berkhout, Academic Medical Center University of Amsterdam, Center for Evidence Based Education, Amsterdam, Netherlands; Kiki Lombarts, Academic Medical Center University of Amsterdam, Center for Evidence Based Education, Amsterdam, Netherlands; Albert Scherpbier, Maastricht University, Faculty of Health, Medicine and Life Sciences, Maastricht, Netherlands; Debbie Jaarsma, Academic Medical Center University of Amsterdam, Center for Evidence Based Education, Amsterdam, Netherlands
- 1145-1200 **3E5** **New Medical Teachers Climbing the Hill Of Academia**
Suhaila Sanip*, Leeds Institute of Medical Education, University of Leeds, Leeds, United Kingdom
- 1200-1215 **3E6** **Factors which facilitate or impede clinicians from teaching undergraduate medical students**
David C M Taylor*, University of Liverpool, School of Medicine, Liverpool, United Kingdom
- 1215-1230 **3E7** **Teacher Effectiveness in Clinical Teaching: Structural Equation Model**
Alia Zawawi*, King Saud Bin Abdulaziz University for Health Sciences, Medical Education, Riyadh, Saudi Arabia; Lubna Baig, King Saud Bin Abdulaziz University for Health Sciences, Medical Education, Riyadh, Saudi Arabia
- No discussion
- 1045-1230 **3F** **SHORT COMMUNICATIONS: Professionalism in the Curriculum**
Chairperson: Chay-Hoon Tan (Singapore)
Location: Theatre Room 11, Level 0, MiCo
- 1045-1100 **3F1** **Immersed in patients' tales: Teaching professionalism to first-year medical students**
Edvin Schei*, University of Bergen, Department of Global Public Health and Primary Care, Bergen, Norway; Trond-Viggo Torgersen, University of Bergen, Faculty of Medicine, Bergen, Norway; Ingrid Neteland, University of Bergen, Faculty of Medicine, Bergen, Norway; Karl Erik Müller, University of Bergen, Faculty of Medicine, Bergen, Norway; Else Fjøsne, University of Bergen, Faculty of Medicine, Bergen, Norway; Anne Sofie Paus, University of Bergen, Department of Global Public Health and Primary Care, Bergen, Norway
- 1100-1115 **3F2** **Professionalism and Reflective Practice Development Across the Curriculum**
Chris Skinner*, Notre Dame University, Medical School, Fremantle, Australia
- 1115-1130 **3F3** **Role models of professionalism: Who they are, what they think and how they influence medical students**
Julie Y Chen*, The University of Hong Kong, Department of Family Medicine and Primary Care and Institute of Medical and Health Sciences Education, Hong Kong; Joyce PY Tsang, The University of Hong Kong, Department of Family Medicine and Primary Care, Hong Kong

- 1130-1145 **3F4** **Can professional behavior curriculum and assessment build professionalism? A review of professional behavior education at Faculty of Medicine Universitas Gadjah Mada (FM UGM) Yogyakarta Indonesia**
Yayi Prabandari*, Faculty of Medicine Universitas Gadjah Mada, Public Health, Yogyakarta, Indonesia; Trijoko Hadianoto, Faculty of Medicine Universitas Gadjah Mada, Parasitology, Yogyakarta, Indonesia
- 1145-1200 **3F5** **Medical students' understandings of academic and medical professionalism: Visual analysis of mind maps**
Janusz Janczukowicz*, Medical University of Lodz, Centre for Medical Education, Lodz, Poland; Charlotte Rees, University of Dundee, Centre for Medical Education, Dundee, United Kingdom
- 1200-1215 **3F6** **Institutional professionalism culture of patient-centredness in Sri Lankan Medical Schools**
Rasnayaka Mudiyanse, Faculty of Medicine, University of Peradeniya, Peradeniya, Sri Lanka; Madawa Chandratilake*, Faculty of Medicine, University of Kelaniya, Kelaniya, Sri Lanka; Shamila de Silva, Faculty of Medicine, University of Kelaniya, Kelaniya, Sri Lanka
- 1215-1230 **3F7** **On why 'professionalism' is NOT a competency**
Menno de Bree*, University Medical Center Groningen, Department of Medical Education, Groningen, Netherlands
- No discussion
- 1045-1230 **3G** **SHORT COMMUNICATIONS: Assessment 1**
Chairperson: Robert McKinley (United Kingdom)
Opening Discussant:
Location: Theatre Room 12, Level 0, MiCo
- 1045-1100 **3G1** **Perceived strengths, impacts and needs for the further development of the revised Swiss Federal Licensing Examination after its implementation: A focus group study among experts and stakeholders**
Soren Huwendiek*, University of Bern, Institute of Medical Education, Department of Assessment and Evaluation, Bern, Switzerland; Daniel Jung, University of Bern, Institute of Medical Education, Department of Assessment and Evaluation, Bern, Switzerland; Sissel Guttormsen, University of Bern, Institute of Medical Education, Bern, Switzerland; Christoph Berendonk, University of Bern, Institute of Medical Education, Department of Assessment and Evaluation, Bern, Switzerland
- 1100-1115 **3G2** **Facing the challenges of assessment through cooperation: The Umbrella Consortium for Assessment Networks (UCAN)**
Konstantin Brass*, UCAN, Umbrella Consortium for Assessment Networks, Heidelberg, Germany; Andreas Möltner, UCAN, Umbrella Consortium for Assessment Networks, Heidelberg, Germany; Lars Feistner, UCAN, Umbrella Consortium for Assessment Networks, Heidelberg, Germany; Winfried Kurtz, UCAN, Umbrella Consortium for Assessment Networks, Heidelberg, Germany; Jana Jünger, UCAN, Umbrella Consortium for Assessment Networks, Heidelberg, Germany
- 1115-1130 **3G3** **Learning Assessment in Healthcare Professionals: MeSiDe Model**
Lucia Cadarin*, University of Genoa, Health Sciences Department, Genoa, Italy; Annamaria Bagnasco, University of Genoa, Health Sciences Department, Genoa, Italy; Gennaro Rocco, Centre of Excellence for Nursing Scholarship, Health Sciences Department, Rome, Italy; Loredana Sasso, University of Genoa, Health Sciences Department, Genoa, Italy
- 1130-1145 **3G4** **Epistemologies Underlying Human Anatomy Teachers' Experiences of the Evaluation Process**
Juan Brunstein*, University of Chile, Morphology, Santiago, Chile; Mario Quintanilla, Catholic University of Chile, Science Teaching, Santiago, Chile; Raúl de la Fuente, University of Chile, Morphology, Santiago, Chile; Carol Joglar, Catholic University of Chile, Science Teaching, Santiago, Chile; Ximena Rojas, University of Chile, Morphology, Santiago, Chile
- 1145-1200 **3G5** **Is self-assessment associated with changes in learner activity?**
Alex Haig*, NHS Education for Scotland, NHS ePortfolio, Edinburgh, United Kingdom; Karen Beggs, NHS Education for Scotland, NHS ePortfolio, Edinburgh, United Kingdom
- 1200-1215 **3G6** **Self-evaluation and peer-feedback of medical students' communication skills using a web-based video annotation system. Exploring content and specificity**
RL Hulsman*, Academic Medical Centre, Medical Psychology, Amsterdam, Netherlands; J van der Vloodt, Academic Medical Centre, Medical Psychology, Amsterdam, Netherlands
- 1215-1230 Discussion

- 1045-1230 **3H** **SHORT COMMUNICATIONS: Resident Training**
 Chairperson: Mads Skipper (Denmark)
 Opening Discussant: Gary Viner (Canada)
 Location: Amber 1, Level +2, MiCo
- 1045-1100 **3H1** **How residents learn to become collaborators: Exploring interprofessional perspectives in the workplace**
 Renee E. Stalmeijer*, Maastricht University, Faculty of Health, Medicine and Life Sciences, Department of Educational Development and Research, Maastricht, Netherlands; Willem S. de Grave, Maastricht University, Faculty of Health, Medicine and Life Sciences, Department of Educational Development and Research, Maastricht, Netherlands; Wim G. Peters, Catharina Hospital Eindhoven, Department of Internal Medicine, Eindhoven, Netherlands; Hetty A.M. Snellen-Balendong, Maastricht University, Faculty of Health, Medicine and Life Sciences, Department of Educational Development and Research, Maastricht, Netherlands; Diana H.J.M. Dolmans, Maastricht University, Faculty of Health, Medicine and Life Sciences, Department of Educational Development and Research, Maastricht, Netherlands
- 1100-1115 **3H2** **Introducing “optimal challenges” in resident training**
 Anette Bagger Sørensen*, Aarhus University Hospital, Centre for Medical Education, Aarhus, Denmark; Mette Krogh Christensen, Aarhus University, Center for Medical Education, Aarhus, Denmark
- 1115-1130 **3H3** **Understanding Supervision of Trainee Physicians in Internal Medicine: A Model of Four Supervisory Styles**
 Mark Goldszmidt*, Schulich School of Medicine & Dentistry, University of Western Ontario, Centre for Education Research & Innovation, London, Canada; Tim Dornan, School of Health Professions Education, Maastricht University, Department of Educational Research and Development, Maastricht, Netherlands; Jeroen van Merriënboer, School of Health Professions Education, Maastricht University, Department of Educational Research and Development, Maastricht, Netherlands; Georges Bordage, College of Medicine, University of Illinois at Chicago, Department of Medical Education, Chicago, United States; Lisa Faden, Schulich School of Medicine & Dentistry, University of Western Ontario, Centre for Education Research & Innovation, London, Canada; Lorelei Lingard, Schulich School of Medicine & Dentistry, University of Western Ontario, Centre for Education Research & Innovation, London, Canada
- 1130-1145 **3H4** **Empowering people with diabetes: Residents’ opinion of their role**
 Nagwa Said*, Zagazig University, Internal Medicine, Medical Education, Zagazig, Egypt; Gillian Aitken, University of Edinburgh, Centre for Medical Education, Edinburgh, United Kingdom
- 1145-1200 **3H5** **Potential value of community hospitals in anatomic pathology resident training**
 Farah Moid*, St. Joseph Health Centre, Department of Laboratory Medicine, Toronto, Canada; Jerry Maniate, St. Joseph Health Centre, Department of Medical Education and Scholarship, Toronto, Canada
- 1200-1215 **3H6** **Evaluation of trainees’ performance in surgical training workshops (Competence and confidence in different operative steps)**
 Mostafa Seleem*, Faculty of Medicine, Cairo University, Gynecology-Medical Education, Cairo, Egypt
- 1215-1230 Discussion
- 1045-1230 **3I** **SHORT COMMUNICATIONS: Clinical Reasoning**
 Chairperson: Harumi Gomi (Japan)
 Opening Discussant: Ralph Pinnock (Australia)
 Location: Amber 2, Level +2, MiCo
- 1045-1100 **3I1** **Combining worked-example and completion strategies in a digital learning environment to foster intervention knowledge**
 Joseph-Omer Dyer*, University of Montreal, Centre for Applied Pedagogy in Health Sciences (Centre de Pedagogie Appliquee aux Sciences de la Sante [CPASS]), Montreal, Canada; Anne Hudon, University of Montreal, School of Rehabilitation, Montreal, Canada; Katherine Montpetit-Tourangeau, University of Montreal, School of Rehabilitation, Montreal, Canada; Bernard Charlin, University of Montreal, Centre for Applied Pedagogy in Health Sciences (Centre de Pedagogie Appliquee aux Sciences de la Sante [CPASS]), Montreal, Canada; Silvia Mamede, Erasmus University Rotterdam, Department of Psychology, Rotterdam, Netherlands; Tamara van Gog, Erasmus University Rotterdam, Department of Psychology, Rotterdam, Netherlands
- 1100-1115 **3I2** **Does medical education improve the reasoning and decision-making skills of students?**
 Frank Kee, Queen’s University Belfast, Centre for Public Health, Belfast, United Kingdom; Kinga Morsany, Queen’s University Belfast, School of Psychology, Belfast, United Kingdom; Mairead Boohan*, Queen’s University Belfast, Centre for Medical Education, Belfast, United Kingdom
- 1115-1130 **3I3** **Teaching Clinical Reasoning by Making Expert Thinking Visible and Accessible for Students: An Action Research Project with Clinical Educators**
 Clare Delany*, The University of Melbourne, Health Sciences, Melbourne, Australia; Barbara Kameniar, The University of Melbourne, Education, Melbourne, Australia; Jayne Lysk, The University of Melbourne, Medicine, Melbourne, Australia
- 1130-1145 **3I4** **Why we do not need a dual systems assumption to explain and teach clinical reasoning**
 Eugene J. F. M. Custers*, UMC Utrecht, Center for Research and Development of Education, Utrecht, Netherlands
- 1145-1200 **3I5** **A Multi-step Examination of Analytic Ability in an Internal Medicine Clerkship**
 Louis Pangaro*, Uniformed Services University of the Health Sciences, Medicine, Bethesda, United States; Steven Durning, Uniformed Services University of the Health Sciences, Medicine, Bethesda, United States; Paul Hemmer, Uniformed Services University of the Health Sciences, Medicine, Bethesda, United States

- 1200-1215 **3I6** **Combining bimodal presentation schemes and buzz groups improves clinical reasoning and learning at morning report. A randomized, controlled study**
Thomas Balslev*, Viborg Regional Hospital, Department of Paediatrics, Viborg, Denmark; Astrid Bruun Rasmussen, Viborg Regional Hospital, Department of Paediatrics, Viborg, Denmark; Torjus Skajaa, Viborg Regional Hospital, Department of Paediatrics, Viborg, Denmark; Arno Muijtjens, Maastricht University, Department of Educational Development and Research, Maastricht, Denmark; Willem de Grave, Maastricht University, Department of Educational Development and Research, Maastricht, Netherlands; Jeroen van Merriënboer, Maastricht University, Department of Educational Development and Research, Maastricht, Netherlands
- 1215-1230 Discussion
- 1045-1230 **3J** **SHORT COMMUNICATIONS: Tools for Selection for Medical School**
Chairperson: Ian Wilson (Australia)
Location: Amber 3, Level +2, MiCo
- 1045-1100 **3J1** **Entry into medical school in Singapore: Evidence from a Situational Judgement Test to assess non-academic attributes**
Fiona Patterson, Work Psychology Group & University of Cambridge, Derby, United Kingdom; Karen Fung, Work Psychology Group, Singapore; Shing Chuan Hooi*, National University of Singapore, Singapore; Marion Aw, National University of Singapore, Singapore; Paul Anantharajah Tambyah, National University of Singapore, Singapore; Dujeepa Samarasekera, National University of Singapore, Singapore
- 1100-1115 **3J2** **Which is the best? Situational Judgment Tests: One method, three approaches**
A. Bath*, University Medical Center Hamburg-Eppendorf, Department of Biochemistry and Molecular Cell Biology, Hamburg, Germany; M.B. Knorr, University Medical Center Hamburg-Eppendorf, Department of Biochemistry and Molecular Cell Biology, Hamburg, Germany; J.C. Hissbach, University Medical Center Hamburg-Eppendorf, Department of Biochemistry and Molecular Cell Biology, Hamburg, Germany; S. Sehner, University Medical Center Hamburg-Eppendorf, Department of Medical Biometry and Epidemiology, Hamburg, Germany; W. Hampe, University Medical Center Hamburg-Eppendorf, Department of Biochemistry and Molecular Cell Biology, Hamburg, Germany
- 1115-1130 **3J3** **Looking beyond the core subject knowledge in medical school admission process**
Syed Shoaib Shah*, Shifa College of Medicine/Shifa Tameer-E-Millat University, Medical Education, Islamabad, Pakistan; Ali Tayyab, Shifa College of Medicine/Shifa Tameer-E-Millat University, Medical Education, Islamabad, Pakistan; Ayesha Rauf, Shifa College of Medicine/Shifa Tameer-E-Millat University, Medical Education, Islamabad, Pakistan
- 1130-1145 **3J4** **Effects of the introduction of a cognitive admission test on learning style diversity**
HG Kraft*, Medical University of Innsbruck, Innsbruck, Austria
- 1145-1200 **3J5** **What does the UKCAT-12 study tell us about contextual adjustment in admissions?**
Chris McManus, UCL, Psychology, London, United Kingdom; Chris Dewberry, University of London, Birkbeck College, London, United Kingdom; Sandra Nicholson, Queen Mary London, Institute of Health Science Education, London, United Kingdom; Jon Dowell*, Dundee University, Medical Education Insitute, Dundee, United Kingdom
- 1200-1215 **3J6** **Development of the International Medical Admissions Test (IMAT) for admission to Italian Undergraduate Medicine and Surgery courses taught in English**
Mark Shannon*, Cambridge English Language Assessment, Admissions Testing Service, Cambridge, United Kingdom
- 1215-1230 **3J7** **How to select our doctors to be: Is a selection tool for candidate pilots feasible for medical students?**
Marion H.B. Heres*, The Rotterdam Eye Hospital, Management, Rotterdam, Netherlands; Lara M.A Vankan, The Rotterdam Eye Hospital, ICT, Rotterdam, Netherlands; Dirk F de Korne, Singapore National Eye Centre and Duke-National University Singapore, Innovation, Singapore; Jasper Kesteloo, Pilot Talent, Huizen, Netherlands; Dick Verburg, EPST, Utrecht, Netherlands; Frans U.F. Hiddema, The Rotterdam Eye Hospital, Rotterdam, Netherlands
- No discussion
- 1045-1230 **3K** **SHORT COMMUNICATIONS: Education Management 1**
Chairperson: Geoffrey McColl (Australia)
Location: Amber 4, Level +2, MiCo
- 1045-1100 **3K1** **The role of learning analytics tools in medical education – blended course on histology (case study)**
Milos Bajcetic*, School of Medicine, University of Belgrade, Histology and Embryology, Belgrade, Serbia; Jelena Kostic, School of Medicine, University of Belgrade, Histology and Embryology, Belgrade, Serbia; Marko Trtica, School of Medicine, University of Belgrade, Histology and Embryology, Belgrade, Serbia; Ivan Zaletel, School of Medicine, University of Belgrade, Histology and Embryology, Belgrade, Serbia; Milica Labudovic-Borovic, School of Medicine, University of Belgrade, Histology and Embryology, Belgrade, Serbia; Nela Puskas, School of Medicine, University of Belgrade, Histology and Embryology, Belgrade, Serbia
- 1100-1115 **3K2** **The development and initial implementation of an Educational Quality Dashboard in a large NHS teaching hospital**
Joanne Kirtley*, University Hospitals of Leicester, Clinical Education, Leicester, United Kingdom; Robert Powell, University Hospitals of Leicester, Clinical Education, Leicester, United Kingdom; Stephen Williams, University Hospitals of Leicester, Clinical Education, Leicester, United Kingdom; Sue Carr, University Hospitals of Leicester, Clinical Education, Leicester, United Kingdom

- 1115-1130 **3K3** **UK Medical Education Database, an evolving ‘run through’ national educational database**
Jon Dowell, University of Dundee, Dundee, United Kingdom; Siobhan Fitzpatrick, Medical Schools Council, London, United Kingdom; Kirsty White*, GMC, London, United Kingdom; Daniel Smith, GMC, London, United Kingdom; Katie Petty-Saphon*, Medical Schools Council, London, United Kingdom
- 1130-1145 **3K4** **Scripted Collaborative Expertise in the medical professions**
Jan Kiesewetter*, Klinikum der LMU München, Institut für Didaktik und Ausbildungsforschung in der Medizin, Munich, Germany; Frank Fischer, Ludwig-Maximilian-Universität München, Lehrstuhl für empirische Pädagogik und pädagogische Psychologie, Munich; Germany, Martin R. Fischer, Klinikum der LMU München, Institut für Didaktik und Ausbildungsforschung in der Medizin, Munich, Germany
- 1145-1200 **3K5** **A comprehensive approach to quality assurance and improvement of postgraduate medical education**
Julia Martens*, University Medical Center Utrecht, Utrecht, Netherlands; Claudia Schröder, UMC Utrecht, Utrecht, Netherlands; Hanneke Mulder; Edith ter Braak
- 1200-1215 **3K6** **Where do our foundation programme trainees go?**
Kim Walker*, NHS Education for Scotland, Scotland Foundation School, Aberdeen, United Kingdom
- 1215-1230 **3K7** **The Physician Assistant movement – A comparison of the Netherlands experience with that of the United States**
Anneke van Vught*, HAN Univeristy of Applied Science, Nijmegen, Netherlands; Geert van den Brink, HAN University of Applied Science, Nijmegen, Netherlands; Anita Duhl Glicker, University of Colorado School of Medicine, Colorado, United States; Ruth Ballweg, University of Washington School of Medicine, Washington, United States; David Talford, Idaho State University, Idaho, United States
- No discussion
- 1045-1230 **3L** **SHORT COMMUNICATIONS: Community-based Education**
Chairperson: Cristina Biehl (Chile)
Opening Discussant: Folkert Fehr (Germany)
Location: Amber 5, Level +2, MiCo
- 1045-1100 **3L1** **Learning in the community: Contact with users from intitutions supporting vulnerable people is the key factor to sensitize students for the human aspects of medicine**
Madalena Patricio*, Faculty of Medicine, University of Lisbon, Institute of Introduction to Medicine, Lisbon, Portugal; António Pais-de-Lacerda, Faculty of Medicine, University of Lisbon, Institute of Introduction to Medicine, Lisbon, Portugal; Miguel Barbosa, Faculty of Medicine, University of Lisbon, Institute of Introduction to Medicine, Lisbon, Portugal; António Barbosa, Faculty of Medicine, University of Lisbon, Institute of Introduction to Medicine, Lisbon, Portugal
- 1100-1115 **3L2** **Evaluation of a student led clinic providing free health checks to an indigenous community as a method of learning indigenous cultural competency skills**
Cameron Lacey*, University of Otago, Christchurch, MIHI, Christchurch, New Zealand; Tania Huria, University of Otago, Christchurch, MIHI, Christchurch, New Zealand; Suzanne Pitama, University of Otago, Christchurch, MIHI, Christchurch, New Zealand
- 1115-1130 **3L3** **School based service learning for medical students: Design, implementation and reflections**
Suzanne McKenzie*, James Cook University, School of Medicine and Dentistry, Townsville, Australia; Sophia Couzos, James Cook University, School of Medicine and Dentistry, Townsville, Australia; Karen Loto, The Smith Family, Communities for Children – Townsville West, Townsville, Australia; Christie Schmid, Vincent State School, General Practice, Townsville, Australia; Nicole Mohajer, Townsville Health Professionals, School of Medicine and Dentistry, Townsville, Australia
- 1130-1145 **3L4** **Early Community and Hospital Contact of Undergraduate Medical Students: Innovating The MBBS Curriculum Through DCH (Doctor, Community And Hospital) Module**
Masood Anwar*, Islamic International College, Riphah International University, Medical Education, Rawalpindi, Pakistan; Rehan Khan, Islamic International Medical College, Surgery, Rawalpindi, Pakistan
- 1145-1200 **3L5** **Reaching to the margins: The role of non-clinical community placements in shaping medical students’ perceptions of ‘hard-to-reach’ groups**
Stuart McBain*, Keele University, School of Medicine, Keele, United Kingdom; Lauren Brooks, Keele University, School of Medicine, Keele, United Kingdom; Sarah Yardley, Keele University, School of Medicine, Keele, United Kingdom
- 1200-1215 **3L6** **Student Paramedics Building Rapport through Community Engagement**
Linda Ross*, Monash University, Department of Community Emergency Health & Paramedic Practice, Melbourne, Australia; Brett Williams, Monash University, Department of Community Emergency Health & Paramedic Practice, Melbourne, Australia
- 1215-1230 Discussion

- 1045-1230 **3M** **SHORT COMMUNICATIONS: Clinical 2**
Chairperson: Jon Fuller (United Kingdom)
Location: Amber 6, Level +2, MiCo
- 1045-1100 **3M1** **Teaching fundamental clinical skills in paediatrics: Engaging the community to better prepare students for hospital attachments**
Christopher Elliot, University of New South Wales, School of Women's and Children's Health, Sydney, Australia;
Bronwyn Chan*, University of New South Wales, School of Women's and Children's Health, Sydney, Australia
- 1100-1115 **3M2** **Emotionally challenging learning situations – students' perceptions**
Maria Weurlander*, Karolinska Institutet, Department of Clinical Science, Intervention and Technology (CLINTEC), Division of Renal Medicine, Stockholm, Sweden; Annalena Lönn, Ersta Hospital, Department of Clinical Science, Intervention and Technology (CLINTEC), Division of Renal Medicine, Stockholm, Sweden; Astrid Seeberger, Karolinska Institutet, Department of Neurobiology, Care Sciences and Society, Division of Nursing, Stockholm, Sweden; Eva Broberger, Karolinska Institutet, Department of Clinical Science, Intervention and Technology (CLINTEC), Division of Renal Medicine, Stockholm, Sweden; Håkan Hult, Karolinska Institutet, Department of Clinical Science, Intervention and Technology (CLINTEC), Division of Renal Medicine, Stockholm, Sweden; Annika Wernerson, Karolinska Institutet, Department of Clinical Science, Intervention and Technology (CLINTEC), Division of Renal Medicine, Stockholm, Sweden
- 1115-1130 **3M3** **Bedside clinical teaching: Teachers' perceptions on barriers and opportunities**
Carla Benaglio*, Facultad de Medicina, Universidad del Desarrollo, Medical Education Office, Santiago, Chile; Claudia Perez, Facultad de Medicina, Universidad del Desarrollo, School of Nursing, Santiago, Chile; Loreto Leiva, Facultad de Medicina, Universidad del Desarrollo, School of Nursing, Santiago, Chile; Andrés Maturana, Clínica Alemana, Universidad del Desarrollo, Neonatology, Santiago, Chile
- 1130-1145 **3M4** **Lack of team work and patient reassessment in fifth year medical students**
Busara Sirivanasandha*, Faculty of Medicine Siriraj Hospital Mahidol University, Department of Anesthesiology, Bangkok, Thailand; Pichaya Waitayawinyu, Faculty of Medicine Siriraj Hospital, Department of Anesthesiology, Bangkok, Thailand; Saowapark Lapmahapaisan, Bangkok, Thailand; Kasana Raksamani, Thailand; Pranee Rushtamukayanunt, Thailand; Patiparn Toomtong, Thailand
- 1145-1200 **3M5** **Barriers to and facilitators of learning in clinical placements**
Bryan Burford*, Newcastle University, School of Medical Education, Newcastle upon Tyne, United Kingdom; Gill Vance, Newcastle University, School of Medical Education, Newcastle upon Tyne, United Kingdom; Mark Sudlow, Newcastle University, School of Medical Education, Newcastle upon Tyne, United Kingdom; Jon Scott, Northern Foundation School, School of Medical Education, Newcastle upon Tyne, United Kingdom
- 1200-1215 **3M6** **Transforming health professionals' attitudes toward patients and clients by Café-style health communication**
Daisuke Son*, The University of Tokyo, Graduate School of Medicine, International Research Center for Medical Education, Tokyo, Japan; Kazuhiro Nakayama, St. Luke's College of Nursing, Department of Nursing Informatics, Tokyo, Japan
- 1215-1230 **3M7** **Formative Feedback on Post Take Ward Rounds**
Gordon Caldwell*, Worthing Hospital, Worthing Health Education Centre, Worthing, United Kingdom
- No discussion
- 1045-1230 **3N** **SHORT COMMUNICATIONS: The Student**
Chairperson:
Opening Discussant:
Location: Amber 7, Level +2, MiCo
- 1045-1100 **3N1** **Does gender violence against women medical students come from men only?**
Luz Maria Angela Moreno-Tetlacuilo*, Facultad de Medicina, Universidad Nacional Autónoma de México, Public Health, Mexico D.F., Mexico; Antonio Rafael Villa Romero, Facultad de Medicina, Universidad Nacional Autónoma de México, Public Health, Mexico D.F., Mexico; Nora Ibarra Araujo, Facultad de Medicina, Universidad Nacional Autónoma de México, Public Health, Mexico D.F., Mexico; Nelly Yared Alvarado, Facultad de Medicina, Universidad Nacional Autónoma de México, Public Health, Mexico D.F., Mexico; Laura Veronica Nájera Nava, Mexico D.F., Mexico
- 1100-1115 **3N2** **Student Safety: Exploring the medical student secret**
Hathaiporn Kraikruan, Faculty of Medicine, Chiang Mai University, Chiang Mai, Thailand; Praelada Wongsirimeteekul*, Faculty of Medicine, Chiang Mai University, Chiang Mai, Thailand; Volaluck Supajatura, Faculty of Medicine, Chiang Mai University, Chiang Mai, Thailand
- 1115-1130 **3N3** **Reflections of Medical Students Taking a Break From University – Good or Bad Step?**
Olga Rostkowska*, European Medical Students' Association (EMSA), Medical University of Warsaw (WUM), Warsaw, Poland; Kristina Filipova, European Medical Students' Association (EMSA), Varna, Bulgaria; Jorune Suiptyte, European Medical Students' Association (EMSA), Kaunas, Lithuania; Suleyman Yildiz, European Medical Students' Association (EMSA), Istanbul, Turkey
- 1130-1145 **3N4** **The Experience of Hospital Life among First Year Medical Students**
Antonella Delle Fave*, Università degli Studi di Milano, Pathophysiology and Transplantation, Milano, Italy; Raffaella D.G. Sartori, Università degli Studi di Milano, Pathophysiology and Transplantation, Milano, Italy; Roberta Calzolari, Università degli Studi di Milano, Biomedical and Clinical Sciences Luigi Sacco, Milano, Italy; Piergiorgio Duca, Università degli Studi di Milano, Biomedical and Clinical Sciences Luigi Sacco, Milano, Italy

- 1145-1200 **3N5** **Diversity of the sub-continent and its influence on medical education: Students' perspective**
Aditya Lyer*, Sree Balaji Medical College and Hospital, Biochemistry, Chennai, India; Shanthi Balasubramanian, Sree Balaji Medical College and Hospital, Chennai, India; Dharun Kumar, Sree Balaji Medical College and Hospital, Chennai, India
- 1200-1215 **3N6** **Do Kolb learning style predictions correlate with the performance of medical students in the preclinical years?**
Amina Sadik*, Touro University Nevada, Basic Sciences, Henderson, United States; Csaba Fulop, Touro University Nevada, Basic Sciences, Henderson, United States; Vladimir Bondarenko, Touro University Nevada, Basic Sciences, Henderson, United States
- 1215-1230 Discussion
- 1045-1230 **3O** **SHORT COMMUNICATIONS: Mobile Learning and Social Networking**
Chairperson: Moira Maley (Australia)
Opening Discussant: Natalie Lafferty (United Kingdom)
Location: Amber 8, Level +2, MiCo
- 1045-1100 **301** **Using Facebook by medical students at Kerbala University: Phenomenological perspective**
Ali Tareq AbdulHasan*, Kerbala University, College of Medicine, Kerbala, Iraq
- 1100-1115 **302** **The Study of Online Clinical Case Discussions with the Means of Social Network Analysis and Data Mining Techniques**
Hani Al-Shobeily, Qassim University, College of Medicine, Melida, Saudi Arabia; Abdullah AlGhasham, Qassim University, College of Medicine, Melida, Saudi Arabia; Habiba Kamal, Qassim University, College of Medicine, Saudi Arabia; Presenter: Mohammed Saqr*, Qassim University, College of Medicine, Saudi Arabia
- 1115-1130 **303** **Auscultation Master: Lung Sounds Edition – A state of the art iPad app for teaching lung auscultation**
Miguel Silva*, Centro Hospitalar Alto Ave, Guimarães, Portugal; Carla Carneiro, Centro Hospitalar Alto Ave, Guimarães, Portugal; Olga Azevedo, Centro Hospitalar Alto Ave, Porto, Portugal; Damião Cunha, School of Health Sciences, University of Minho, Braga, Portugal
- 1130-1145 **304** **MBHcB Mobile – A novel technology enhanced M-Learning programme**
B L Green*, Leeds Teaching Hospitals NHS Trust, School of Medicine, Leeds, United Kingdom; H Hassanzadeh, Maidstone and Tunbridge Wells NHS Trust, Kent, United Kingdom; J Darling, University of Leeds, Leeds, United Kingdom
- 1145-1200 **305** **The influence of the “hidden curriculum” on student use of mobile devices in the clinical setting**
Amanda Harrison*, The University of Sydney, Westmead Clinical School, Westmead Hospital, Sydney, Australia; Arany Nerminathan, The University of Sydney, The Children's Hospital at Westmead, Sydney, Australia; Meg Phelps, The University of Sydney, The Children's Hospital at Westmead, Sydney, Australia; Shirley Alexander, The University of Sydney, The Children's Hospital at Westmead, Sydney, Australia; Karen M Scott, The University of Sydney, The Children's Hospital at Westmead, Sydney, Australia
- 1200-1215 **306** **The impact of handheld electronic devices on the millennial medical student**
Monica Hoy*, University of Calgary, Otolaryngology, Head and Neck Surgery, Calgary, Canada; Nathan Hoy, University of Alberta, Urology, Edmonton, Canada; Sarah Forgie, University of Alberta, Pediatrics, Edmonton, Canada
- 1215-1230 Discussion
- 1045-1230 **3P** **SHORT COMMUNICATIONS: Career Choice**
Chairperson: Nomar Alviar (Philippines)
Opening Discussant: Marc Soethout (Netherlands)
Location: Theatre Room 13, Level 0, MiCo
- 1045-1100 **3P1** **Psychiatry in the modern medical undergraduate curriculum: Still not real medicine?**
Janine Henderson*, Hull York Medical School, York, United Kingdom
- 1100-1115 **3P2** **Factors associated with preference for primary care specialties in undergraduate medical students in Portugal**
Diana Guimaraes*, University of Minho, School of Health Sciences, Braga, Portugal; Manuel João Costa, University of Minho, School of Health Sciences, Braga, Portugal; Patrício Costa, University of Minho, School of Health Sciences, Braga, Portugal
- 1115-1130 **3P3** **Factors influencing medical graduates in their career preferences in Taiwan**
Tuen-Chiuan Tsai*, E-Da Hospital, I-Shou University, Department of Pediatrics, and Chinese Medicine, Kaohsiung City, Taiwan; Der-Fang Chen, E-Da Hospital, Department of Surgery, Kaohsiung City, Taiwan; Chi-Wei Lin, E-Da Hospital, Department of Family Medicine, Kaohsiung City, Taiwan; Jung-Sen Liu, Cathay General Hospital, Department of Surgery, Taipei City, Taiwan
- 1130-1145 **3P4** **Factors influencing medical students' pursuit of a surgical career**
Jameel Mushtaq*, St George's University of London, Medical School, London, United Kingdom; Muaaz Tahir, Kings College London, Medical School, London, United Kingdom

- 1145-1200 **3P5** **Specialization training in Malawi: A qualitative study on the perspectives of medical students graduating from the University of Malawi College of Medicine**
Adam Sawatsky*, Mayo Clinic, General Internal Medicine, Rochester, MN, United States; Natasha Parekh, University of Pittsburgh, Community Health, Pittsburgh, PA, United States; Adamson Muula, University of Malawi College of Medicine, General Internal Medicine, Blantyre, Malawi; Thuy Bui, University of Pittsburgh, General Internal Medicine, Pittsburgh, PA, United States
- 1200-1215 **3P6** **The Manchester Medical Careers Fair, a student-led event allowing medical students to explore their career options**
Zainab Jawad, The University of Manchester, School of Medicine, Manchester, United Kingdom; Clarissa Gurbani, The University of Manchester, School of Medicine, Manchester, United Kingdom; Amile Inusa*, The University of Manchester, School of Medicine, Manchester, United Kingdom; Haider Ali, The University of Manchester, School of Medicine, Manchester, United Kingdom
- 1215-1230 Discussion
- 1045-1230 **3Q** **CONFERENCE WORKSHOP: Designing a future-focused medical school: What is most needed and possible?**
Hilliard Jason*, University of Colorado Denver School of Medicine AND iNSoMed, Family Medicine and Medical Education, Boulder, Colorado AND London, England, United States; Andrew Douglas*, iNSoMed (international New School of Medicine), Administration and Finance, London, United Kingdom; Jane Westberg*, University of Colorado Denver School of Medicine AND iNSoMed, Family Medicine and Medical Education, Boulder, CO, United States
Location: Workshop Room 1, Level 0, MiCo
- 1045-1230 **3R** **CONFERENCE WORKSHOP: Tips on preparing ASPIRE award applications in student engagement**
Marko Zdravkovic*, University Medical Centre Maribor, Department of Anaesthesiology, Maribor, Slovenia; Eva Nike Cvikl*, Faculty of Medicine, University of Maribor, Department of Anaesthesiology, Maribor, Slovenia; Debra Klamen*, Southern Illinois University School of Medicine, Springfield, United States; Kew Siang Tong, International Medical University, Malaysia; Rukhsana Zuberi*, Aga Khan University, Pakistan; Antonio Celenza, Faculty of Medicine, Dentistry and Health Sciences, University of Western Australia, Australia; Kulsoom Ghias, Aga Khan University, Pakistan
Location: Workshop Room 2, Level 0, MiCo
- 1045-1230 **3S** **CONFERENCE WORKSHOP: Patient and community involvement in health professional education**
Angela Towle*, University of British Columbia, Division of Health Care Communication, College of Health Disciplines, Vancouver, Canada; William Godolphin*, University of British Columbia, Division of Health Care Communication, College of Health Disciplines, Vancouver, Canada; Cheryl Hewitt, PeerNetBC, Community Mental Health & Addiction Services, Vancouver, Canada; R Paul Kerston, Positive Living BC, Division of Health Care Communication, College of Health Disciplines, Vancouver, Canada; Sue Macdonald, Vancouver Coastal Health Authority, Division of Health Care Communication, College of Health Disciplines, Vancouver, Canada
Location: Workshop Room 3, Level 0, MiCo
- 1045-1230 **3T** **CONFERENCE WORKSHOP: Career paths in Medical Education – A Workshop for Junior Doctors**
Linda Snell*, McGill University & RCPSC, Centre for Medical Education, Montreal, Canada; Jason Frank*, University of Ottawa & RCPSC, Ottawa, Canada; Paul de Roos*, Akademiska, Uppsala, Sweden
Location: Suite 9, Level Mezzanine, MiCo
- 1045-1230 **3U** **CONFERENCE WORKSHOP: Getting stuck in: what are the practical implications of social engagement for medical education?**
Richard Ayres*, Plymouth Peninsula Schools of Medicine and Dentistry, Population Health, Plymouth, United Kingdom; Sam Regan de Bere*, Plymouth Peninsula Schools of Medicine and Dentistry, Medical Humanities, Plymouth, United Kingdom
Location: Suite 8, Level Mezzanine, MiCo
- 1045-1230 **3V** **CONFERENCE WORKSHOP: OSCE question writing**
Kamran Khan*, Mafraq Hospital, Anaesthesia, Abu Dhabi, United Arab Emirates; Alison Quinn*, Northwest Deanery, Anaesthesia, London, United Kingdom; Sankaranarayan Ramachandran*, United Kingdom
Location: Suite 7, Level Mezzanine, MiCo
- 1045-1230 **3W** **CONFERENCE WORKSHOP: Create OSCEs to engage your learners, regardless of topic**
Elizabeth Kachur*, Medical Education Development, National and International Consulting, New York, NY, United States; Chaoyan Dong*, National University of Singapore, Medical Education, Singapore; Angelika Hofhansl*, University of Vienna Medical School, Medical Education, Vienna, Austria; Alice Fornari*, Hofstra Northshore LIJ School of Medicine, Faculty Development, Great Neck, NY, United States
Location: Suite 6, Level Mezzanine, MiCo

- 1045-1230 **3X** **CONFERENCE WORKSHOP: Careers advice and guidance, a 4 step model**
Helen M Goodyear*, Health Education West Midlands, Paediatrics, Birmingham, United Kingdom; Taruna Bindal*, Alexandra Hospital, Paediatrics, Redditch, United Kingdom
Location: Suite 4, Level +2, MiCo
- 1045-1230 **3Y** **CONFERENCE WORKSHOP: Examining the use of role play within an undergraduate medical curriculum**
Adam Williamson*, University of Dundee, Clinical Skills Centre, Dundee, United Kingdom; Kevin Stirling*, University of Dundee, Clinical Skills Centre, Dundee, United Kingdom; Neil Harrison*, University of Dundee, Clinical Skills Centre, Dundee, United Kingdom; Stewart McKie*, University of Dundee, Clinical Skills Centre, Dundee, United Kingdom; Peter Dieckmann*, Danish Institute for Medical Simulation (DIMS), Clinical Skills Centre, Copenhagen, Denmark
Location: Suite 3, Level +2, MiCo
- 1045-1230 **3Z** **CONFERENCE WORKSHOP: Authoring Virtual Patients for online PBL, with examples from ePBLnet**
Sheetal Kavia*, St George's, University of London, Institute of Biomedical and Medical Education, London, United Kingdom; Terry Poulton*, St George's, University of London, Institute of Biomedical and Medical Education, London, United Kingdom; Trupti Jivram, St George's, University of London, Institute of Biomedical and Medical Education, London, United Kingdom; Sholpan Kaliyeva*, Karaganda State Medical University, Kazakhstan; Ella Iskrenko*, St George's, University of London, United Kingdom
Location: Suite 2, Level +2, MiCo (Note: Participants are required to bring their own laptops)
- 1045-1230 **3AA** **CONFERENCE WORKSHOP: MEDEDWORLD 1 – MedEdPublish: An innovative approach to open access publishing**
Ronald M Harden*, Ricky Shek*, Catherine Kennedy*, AMEE, Dundee, United Kingdom; Ken Masters*, Medical Education & Informatics Unit, College of Medicine & Health Sciences, Sultan Qaboos University, Sultanate of Oman
Location: Suite 1, Level +2, MiCo
- 1045-1230 **3BB** **MEET THE EXPERT: Richard Horton, The Lancet**
Following his plenary "Meanings of medicine: the convergence and crises of civilisations", Richard Horton will be available to meet participants to discuss aspects of his presentation.
Location: Suite 5, Level Mezzanine, MiCo
- 1045-1230 **3CC** **POSTERS: Ethics/Empathy**
Chairperson:
Location: South Hall, Level 0, MiCo
- 3CC1** **Identifying the intergenerational ethical gap between medical teachers and pre-clinical students**
Surachai Leksuwanakun, Faculty of Medicine, Chulalongkorn University, Bangkok, Thailand; Prachaya Thanapornsangsut*, Faculty of Medicine, Chulalongkorn University, Bangkok, Thailand; On-anya Phianphittayakul, Faculty of Medicine, Chulalongkorn University, Bangkok, Thailand; Natnaree Juengrassameepanich, Faculty of Medicine, Chulalongkorn University, Bangkok, Thailand; Danai Wangsaturaka, Faculty of Medicine, Chulalongkorn University, Pharmacology and Medical Education Unit, Bangkok, Thailand
- 3CC2** **A study of the challenges of teaching Medical Ethics to the undergraduate medical students – A literature review**
A Mahmud*, University Hospital Coventry & Warwickshire, Coventry, United Kingdom; V Foley, University of Warwick, Coventry, United Kingdom
- 3CC3** **The Implementation of an Inspirational Project to Build up First Year Medical Students' Consciousness of Being a Giver in Fundamental Ethics Course at Thammasat University**
Aphicha Nomsiri*, Faculty of Medicine, Thammasat University, Department of Community Medicine and Family Medicine, Pathum Thani, Thailand
- 3CC4** **Bioethics education as a strategy to improve patient privacy and satisfaction in the crowded emergency department**
Yen-Ko Lin*, Kaohsiung Medical University Hospital, Kaohsiung Medical University, Department of Medical Humanity and Education, College of Medicine, Kaohsiung, Taiwan; Jer Chia Tsai, Kaohsiung Medical University Hospital, Kaohsiung Medical University, Department of Internal Medicine, College of Medicine, Kaohsiung, Taiwan; Keh-Min Liu, Kaohsiung Medical University, College of Medicine, Kaohsiung, Taiwan; Jeng-Hsien Yen, Kaohsiung Medical University Hospital, Kaohsiung Medical University, Department of Internal Medicine, College of Medicine, Kaohsiung, Taiwan
- 3CC5** **Evidence-based peer-teaching: An effective intervention to prepare students for complex ethical issues?**
Felicity Knights*, King's College London Medical School, London, United Kingdom; Thomas Hindmarch, King's College London Medical School, London, United Kingdom; Vita Sinclair, King's College London Medical School, London, United Kingdom; Anika Rahim, King's College London Medical School, London, United Kingdom; Molly Fyfe, The King's Centre for Global Health, United Kingdom; Paula Baraitser, The King's Centre for Global Health, United Kingdom

- 3CC6 Can competency of empathy be taught in undergraduate medical education?**
Jing-Jane Tsai*, Institute of Education, College of Social Sciences, National Cheng Kung University, Department of Neurology, National Cheng Kung University Hospital, Tainan, Taiwan; Hsuan Hung, Institute of Education, College of Social Sciences, National Cheng Kung University, Tainan, Taiwan; Thy-Sheng Lin, Institute of Education, College of Social Sciences, National Cheng Kung University, Tainan, Taiwan
- 3CC7 Empathy scores of doctor of physical therapy students in the United States**
Donald Gabard*, Chapman University, Physical Therapy, Orange, United States; Susan Deusinger, Washington University, Physical Therapy, St. Louis, United States; Deborah Lowe, Mount St. Mary's, Physical Therapy, Los Angeles, United States; Denise Stelzner, University of Colorado, Physical Therapy, Denver, United States; Jean Chen, Wake Forest University, Family and Community Medicine, Winston-Salem, United States; Sonia Crandall, Chapman University, Physical Therapy, Orange, United States
- 3CC8 Empathy changes in medical students, more complex than previously reported? A uniquely Singaporean perspective**
Joshua Tung*, National University of Singapore, Yong Loo Lin School of Medicine, Medical Education Unit, Singapore; Gerald Sng, National University of Singapore, Yong Loo Lin School of Medicine, Dean's Office, Singapore; Su Ping Yeo, National University of Singapore, Yong Loo Lin School of Medicine, Medical Education Unit, Singapore; Shing Chuan Hooi, National University of Singapore, Yong Loo Lin School of Medicine, Singapore; Dujeepa D. Samarasekera, National University of Singapore, Yong Loo Lin School of Medicine, Singapore
- 3CC9 Variation of empathy in a medical student cohort: Two years of follow up**
Peter Mc Coll*, Escuela de Medicina Universidad Andrés Bello, Viña del Mar, Chile; Hernan Borja, Escuela de Medicina Universidad Andrés Bello, Viña del Mar, Chile; Alberto Caro, Escuela de Medicina Universidad Andrés Bello, Viña del Mar, Chile; Gabriel Perat, Escuela de Medicina Universidad Andrés Bello, Viña del Mar, Chile; Camila Pérez de Arce, Escuela de Medicina Universidad Andrés Bello, Viña del Mar, Chile
- 3CC10 Barriers and facilitators in empathic development: The medical student's perception**
Renata Giaxa*, Autonomous University of Lisbon / University of Fortaleza, Department of Psychology / Faculty of Medicine, Fortaleza, Brazil; Helena Paro, Federal University of Uberlândia, Health Sciences / Obstetrics and Gynecology, Uberlândia, Brazil; Francisco S C Junior, Federal University of Ceará, Physical Education Institute, Fortaleza, Brazil
- 3CC11 Descriptive analysis of Empathy levels of students in the Medicine Program of the Universidad Nacional del Sur**
Alejandro Cragno*, Universidad Nacional del Sur, Health Sciences, Bahía Blanca, Argentina; Manuela Falconi, Universidad Nacional del Sur, Health Sciences, Bahía Blanca, Argentina; Maximiliano Garces, Universidad Nacional del Sur, Health Sciences, Bahía Blanca, Argentina; Pablo Micucci, Universidad Nacional del Sur, Health Sciences, Bahía Blanca, Argentina; Mariela Taboada, Universidad Nacional del Sur, Health Sciences, Bahía Blanca, Argentina; Marcelo Gracia Dieguez, Universidad Nacional del Sur, Health Sciences, Bahía Blanca, Argentina
- 3CC12 Empathy assessment in pre-clinical students of a Brazilian University**
Hennan Salzedas Teixeira*, Universidade Nove de Julho, São Paulo, Brazil, Carolina Barbosa de Carvalho, Universidade Nove de Julho, São Paulo, Brazil, Silvana Figueiredo Barreto, Universidade Nove de Julho, São Paulo, Brazil, Gustavo Simoneto Peres Moterani, Universidade Nove de Julho, São Paulo, Brazil; Thiago de Oliveira Monaco, Universidade Nove de Julho, São Paulo, Brazil; Renata Mahfuz Daud Gallotti, Universidade Nove de Julho, São Paulo, Brazil
- 3CC13 What scale to use – JSPE or IRI? A case study with Portuguese medical students**
Patrício Costa*, University of Minho, School of Health Sciences, Braga, Portugal; Mónica Gonçalves, University of Minho, School of Health Sciences, Braga, Portugal; João Cerqueira, University of Minho, School of Health Sciences, Braga, Portugal; Manuel João Costa, University of Minho, School of Health Sciences, Braga, Portugal
- 3CC14 Assessing the empathy in ward rounds undergraduate medical students with the Jefferson scale in a Medical University**
Laura Maria Silva de Siqueira*, Universidade Nove de Julho, São Paulo, Brazil; Helbert Minuncio Pereira Gomes, Universidade Nove de Julho, São Paulo, Brazil; Leonardo Carvalho Serigiolle, Universidade Nove de Julho, São Paulo, Brazil; Laís de Souza Lima Olivotto, Universidade Nove de Julho, São Paulo, Brazil; Thiago de Oliveira Monaco, Universidade Nove de Julho, São Paulo, Brazil; Renata Mahfuz Daud Gallotti, Universidade Nove de Julho, São Paulo, Brazil
- 3CC15 Teaching Empathy in Medical Students: Development of an Experiential, Person-Centered 60-hour Detailed Training Program**
Vasileios Kiosses, University of Ioannina, Department of Hygiene and Epidemiology, Medical School, Kastoria, Greece; Athina Tatsioni, University of Ioannina, Department of Internal Medicine, Medical School, Ioannina, Greece; Thomas Hyphantis, University of Ioannina, Department of Psychiatry, Medical School, Ioannina, Greece; Evangelia Ntzani, Ioannis Dimoliatis*, University of Ioannina, Department of Hygiene and Epidemiology, Medical School, Ioannina, Greece
- 3CC16 To be or not to be empathic? Students' reflections on emotions concerning breaking bad news**
Asta Toivonen*, University of Helsinki, Hjelt Institute, Helsinki, Finland; Eeva Pyörälä, University of Helsinki, Hjelt Institute, Helsinki, Finland
- 1045-1230 **3DD POSTERS: Games / Technology / Theory**
Chairperson:
Location: South Hall, Level 0, MiCo
- 3DD1 How to Increase Cooperated Learning in Medical Students with Poker Card**
Noppol Thadakul*, Vachiraphuket Hospital Medical School, Pediatric, Phuket, Thailand; Tanitnun Paprad, Vachiraphuket Hospital Medical School, Pediatric, Phuket, Thailand

- 3DD2 Video Games: Why Waste Good Technology on Science and Medicine, Gamers, Virtual Environments and Clinical Education**
Reid Adams, Institute for Research and Clinical Strategy, Simulation Operations, Pontiac, MI, United States; Eric B. Bauman*, Institute for Research and Clinical Strategy, Educational Technology & Game-Based Learning, Madison, WI, United States; Justin Field, Institute for Research and Clinical Strategy, Simulation Operations, Pontiac, MI, United States; David Pederson, Institute for Research and Clinical Strategy, Educational Technology & Game-Based Learning, Boise, ID, United States
- 3DD3 Crossword puzzles as an educational tool in a large class medical teaching at Faculty of Medicine Vajira Hospital, Navamindradhiraj University, Thailand**
Prirayapak Sakoonwatanyoo*, Faculty of Medicine Vajira Hospital, Navamindradhiraj University, Department of Clinical Pathology, Bangkok, Thailand
- 3DD4 Usefulness of ‘game-like’ qualities in an educational board game**
AKS McBride*, Liverpool Women’s Hospital, Neonatal Unit, Liverpool, United Kingdom; NJ Shaw, Liverpool Women’s Hospital, Neonatal Unit, Liverpool, United Kingdom
- 3DD5 Beyond leisure: Can serious games be used in medical education?**
L.A. Diehl, Faculdades Pequeno Príncipe, Medicina, Curitiba, Brazil; R.M. Souza, Oniria Softwares Ltd, Londrina, Brazil, P.A. Gordan, Universidade Estadual de Londrina, Londrina, Brazil; I.C.M. Coelho, Faculdades Pequeno Príncipe, Curitiba, Brazil; R.Z. Esteves*, Universidade Estadual de Maringá, Maringá, Brazil
- 3DD6 Medical teachers and students playing (serious) cardiology games**
Eleni Daffi*, Aristotle University of Thessaloniki, School of Medicine, Thessaloniki, Greece; Panagiotis Bamidis, Aristotle University of Thessaloniki, School of Medicine, Thessaloniki, Greece; Laurent Auneau, Succubus Interactive, Institut für Lern-Innovation, Nantes, France; Aristidis Protopsaltis, Friedrich-Alexander-Universität, School of Medicine, Erlangen, Germany
- 3DD7 Introduction of role-play to enhance the clinical performance**
Eui-Ryoung Han*, Chonnam National University Hospital, Office of Education and Research, Gwang-Ju, Republic of South Korea; Eun-Kyung Chung, Chonnam National University Medical School, Department of Medical Education, Gwang-Ju, Republic of South Korea; Sun-A Oh, Gwangju University, Department of TESOL, Gwang-Ju, Republic of South Korea; Jung-Ae Rhee, Chonnam National University Medical School, Department of Medical Education, Gwang-Ju, Republic of South Korea
- 3DD8 Use of comics as an innovative reflection method**
Kun Kwak*, Manchester Royal Infirmary, Central Manchester Foundation Trust, Postgraduate, Manchester, United Kingdom; Simon Carley, Manchester Royal Infirmary, Central Manchester Foundation Trust, Emergency Department, Manchester, United Kingdom; Hanul Kim, Kokooshop, Illustrations, Seoul, Republic of South Korea
- 3DD9 The impact of comics on learning and motivation in vocational education (CoforVE, Comics for Vocational Education)**
Julia Kathrein Goehler*, Technische Universitaet Dresden, Department for Vocational Education, Didactics of Medicine, Health & Care, Dresden, Germany; Manuela Niethammer, Technische Universitaet Dresden, Dresden, Department for Vocational Education, Professional Specialty of Laboratory and Process Technology, Didactics of Chemistry, Dresden, Germany; Susanne Narciss, Technische Universitaet Dresden, Department for Psychology of Learning and Instruction, Dresden, Germany
- 3DD10 Evaluating ethical sensitivity: Using videos as an instrument**
Hou-Chang Chiu, Shin Kong Wu Ho-Su Memorial Hospital, Department of Neurology, Taipei, Taiwan; Gin-Hong Lee, Fu-Jen Catholic University, College of Medicine, New Taipei City, Taiwan; Ming-Teh Lin*, Fu-Jen Catholic University, Department of Clinical Psychology, New Taipei City, Taiwan
- 3DD11 Studies of the effectiveness of video clips from real patients in the pediatric electrocardiography**
Surachai Kiatchaipipat*, Ratchaburi Hospital, Pediatrics Department, Ratchaburi, Thailand
- 3DD12 Comparing hands-on and video training for post-partum hemorrhage management**
Cecilia Nilsson*, Rigshospitalet, Juliane Marie Centre for Children, Women and Reproduction, Copenhagen, Denmark; Jette Led Sørensen, Rigshospitalet, Juliane Marie Centre for Children, Women and Reproduction, Copenhagen, Denmark; Bjarke Lund Sørensen, Roskilde Hospital, Obstetrics and Gynaecology Department, Roskilde, Denmark
- 3DD13 Medical training supported by Information and Communication Technologies (ICTs)**
Natasha Kunakov*, Universidad de Chile, Faculty of Medicine, Education in Health Sciences, Santiago, Chile
- 3DD14 The comparison of epistemological beliefs and self-regulated learning between nursing and humanities students**
Sun A Oh*, Gwangju University, TESOL, Gwangju, Republic of South Korea; Yeon Sun Kim, Chonnam Techno University, Republic of Korea, Childhood Education, Gwangju, Republic of South Korea; Eui-Ryoung Han, Chonnam National University, Medical Education, Gwangju, Republic of South Korea; Eun-Kyung Chung, Chonnam National University, Medical Education, Gwangju, Republic of South Korea; Jung Ae Rhee, Chonnam National University, Medical Education, Gwangju, Republic of South Korea
- 3DD15 Where medical education and learning design intersect: Technology as opportunity**
Fiona Spence*, University of Auckland, Learning Technology Unit, Faculty of Medical and Health Sciences, Auckland, New Zealand; John P Egan, University of Auckland, Learning Technology Unit, Faculty of Medical and Health Sciences, Auckland, New Zealand; Wen-Chen Hol, University of Auckland, Centre for Learning and Research in Higher Education, Auckland, New Zealand

- 3DD16 Does multimedia learning theory apply to medical students?**
Kawee Voratarapong*, Faculty of Medicine, Chulalongkorn University, Bangkok, Thailand; Watchara Verapornpongkul, Faculty of Medicine, Chulalongkorn University, Prapokklao Medical Education Centre, Chanthaburi, Thailand; Maythinee Potongcamphan, Faculty of Medicine, Chulalongkorn University, Bangkok, Thailand; Tanat Lertussavavivat, Faculty of Medicine, Chulalongkorn University, Bangkok, Thailand; Win Kulvichit, Faculty of Medicine, Chulalongkorn University, Bangkok, Thailand; Tatchanapong Chongcharoenyanon, Faculty of Medicine, Chulalongkorn University, Bangkok, Thailand; Danai Wangsaturaka, Faculty of Medicine, Chulalongkorn University, Pharmacology and Medical Education Unit, Bangkok, Thailand
- 3DD17 Visual Thinking Strategies in Medical Education – Benefits for Teachers**
Bridget Maher*, University College Cork, School of Medicine, Medical Education Unit, Cork, Ireland; Deirdre Bennett, University College Cork, School of Medicine, Medical Education Unit, Cork, Ireland; Nora McCarthy, University College Cork, School of Medicine, Medical Education Unit, Cork, Ireland; Anthony Ryan, University College Cork, Department of Paediatrics and Neonatology, Cork, Ireland; Eileen Duggan, University College Cork, School of Medicine, Medical Education Unit, Cork, Ireland; Siun O'Flynn, University College Cork, School of Medicine, Medical Education Unit, Cork, Ireland
- 3DD18 Exploring guideline compliance of BLS performance from situativity perspectives**
Chien-Yu Liu*, China Medical University Hospital, Department of Emergency Medicine, Taichung, Taiwan; Fremen Chihchen Chou, China Medical University, School of Medicine, Taichung, Taiwan
- 3DD19 Health promotion on diabetes: educational game as strategy to engage**
Sally Cristina Moutinho Monteiro, Federal University of Maranhão (UFMA), Faculty Pharmacy, São Luis, Brazil; Luciana Branco Motta, State University of Rio de Janeiro, Brazil; Roberta Camila Bezerra Lima, Federal University of Maranhão (UFMA), Faculty Pharmacy, São Luis, Brazil; Ilka Kassandra Pereira Belfort, Federal University of Maranhão (UFMA), UNASUS, São Luis, Brazil; Tomasso Bini Silva Sousa, Federal University of Maranhão (UFMA), Faculty Pharmacy, São Luis, Brazil; Paulo Marcondes Carvalho Junior*, Marília Medical School, Marília, Brazil
- 1045-1230 **3EE POSTERS: Curriculum Environment / Humanities**
Chairperson:
Location: South Hall, Level 0, MiCo
- 3EE1 Assessment of the educational environment at a medical college in Yemen**
Abdullah Abdu Almikhlaify*, Faculty of Medicine, University of Science & Technology, Community Medicine, Sana'a, Yemen; Maha Abdulaziz Mohammad, Faculty of Medicine, University of Science & Technology, Obstetrics and Gynaecology, Sana'a, Yemen; Hameed Mohammed Aklan, Faculty of Medicine, University of Science & Technology, Diagnostic Radiology, Sana'a, Yemen; Muneera Abdulwahab Yahya, Faculty of Medicine, University of Science & Technology, Anatomy & Embryology, Sana'a, Yemen
- 3EE2 Outline of an innovative learning environment of surgery: A comparison of students' perceptions with a traditional learning environment based in a DREEM analysis**
LC Domínguez*, Universidad de la Sabana, Surgery, Chia, Colombia; EL Espitia, Universidad de la Sabana, Surgery, Chia, Colombia; NV Vega, Universidad de la Sabana, Surgery, Chia, Colombia; AE Sanabria, Universidad de la Sabana, Surgery, Chia, Colombia; C Osorio, Universidad de la Sabana, Surgery, Chia, Colombia; N Tarazona, Universidad de la Sabana, Surgery, Chia, Colombia
- 3EE3 Medical students' perception of the teaching environment in a Brazilian University**
Lais de Souza Lima Olivotto, Universidade Nove de Julho, São Paulo, Brazil; Thiago de Oliveira Monaco*, Universidade Nove de Julho, São Paulo, Brazil; Helbert Minuncio Pereira Gomes, Universidade Nove de Julho, São Paulo, Brazil; Luciana Bernardon Ribeiro, Universidade Nove de Julho, São Paulo, Brazil; Carolina Marques Lopes, Universidade Nove de Julho, São Paulo, Brazil; Renata Mahfuz Daud Gallotti, Universidade Nove de Julho, São Paulo, Brazil
- 3EE4 Pre-Clerkship Medical Students' Perceptions of the Learning Environment at Arabian Gulf University/ Bahrain**
Basem Al Ubaidi*, Ministry of Health, Primary Care, Manama, Bahrain
- 3EE5 Education environment of undergraduate students in Prapokklao Hospital**
Suchat Tantniramai*, Prapokklao Hospital, Physical Medicine and Rehabilitation, Chanthaburi, Thailand
- 3EE6 Assessment of factors influencing a clinical learning environment in a Mexican clinic**
Leonor Campos Aragon*, IMSS, Education, Mexico City, Mexico
- 3EE7 How do UCEEM scores correlate with other variables related to workplace learning climate? Further exploration of validity and usability of the Undergraduate Clinical Education Environment Measure**
Christina Gummesson*, Lund University, Faculty of Medicine, Center for Teaching and Learning, Lund, Sweden; Renée Stalmeijer, Maastricht University, Faculty of Health, Medicine and Life Sciences, Maastricht, Netherlands; Karl Lunsjö, Lund University / Helsingborg General Hospital, Dept of Clinical Science/ Dept of Orthopedics, Helsingborg, Sweden; Anne Jung, Lund University / Helsingborg General Hospital, Dept of Pediatrics, Helsingborg, Sweden; Gudrun Edgren, Lund University, Faculty of Medicine, Center for Teaching and Learning, Lund, Sweden; Pia Strand, Lund University, Faculty of Medicine, Center for Teaching and Learning, Lund, Sweden

- 3EE8 Do scores make a difference? Consequences of using the Undergraduate Clinical Education Environment Measure (UCEEM) and the Maastricht Clinical Teaching Questionnaire (MCTQ)**
Pia Strand*, Lund University, Faculty of Medicine, Center for Teaching and Learning, Lund, Sweden; Karl Lunsjö, Lund University/Helsingborg General Hospital, Department of Clinical Sciences/Department of Orthopedics, Lund/Helsingborg, Sweden; Mats Leijman, Helsingborg General Hospital, Department of Pediatrics, Helsingborg, Sweden; Gudrun Edgren, Lund University, Faculty of Medicine, Center for Teaching and Learning, Lund, Sweden; Renée Stalmeijer, Maastricht University, Faculty of Health, Medicine and Life Sciences, Department of Educational Research and Development, Maastricht, Netherlands; Christina Gummesson, Lund University, Faculty of Medicine, Center for Teaching and Learning, Lund, Sweden
- 3EE9 Improving the learning environment at the University of Vermont College of Medicine**
William Jeffries*, University of Vermont College of Medicine, Office of Medical Student Education, Burlington, Vermont, United States; Judy Lewis, University of Vermont College of Medicine, Psychiatry, Burlington, Vermont, United States; Ann Rich, University of Vermont College of Medicine, Psychiatry, Burlington, Vermont, United States; Nathalie Feldman, University of Vermont College of Medicine, Obstetrics and Gynecology, Burlington, Vermont, United States; David Adams, University of Vermont College of Medicine, Anesthesiology, Burlington, Vermont, United States; Lee Rosen, University of Vermont College of Medicine, Psychiatry, Burlington, Vermont, United States
- 3EE10 Sex, gender and perceptions of educational environment in first year medical students**
Olga Matus*, University of Concepcion, Medical Education Department, Concepcion, Chile; Liliana Ortiz, University of Concepcion, Medical Education Department, Concepcion, Chile; Cristhian Perez, University of Concepcion, Medical Education Department, Concepcion, Chile; Eduardo Fasce, University of Concepcion, Medical Education Department, Concepcion, Chile; Paula Parra, University of Concepcion, Medical Education Department, Concepcion, Chile; Carolina Marquez, University of Concepcion, Medical Education Department, Concepcion, Chile
- 3EE11 Welfare of medical students and climate at the University of Botswana School of Medicine**
Keikantse Matlhagela*, University of Botswana, School of Medicine, Gaborone, Botswana; Ludo Badlangana, University of Botswana, School of Medicine, Gaborone, Botswana
- 3EE12 Clinical educational environment at the end of the Internship of Medicine in the School of Medicine, University of Chile: PHEEM survey results**
José Peralta*, University of Chile, Medicine School, Santiago, Chile
- 3EE13 Life Narratives, our memories and lessons – Humanization in teaching and assistance**
Fernanda Brenneisen Mayer*, School of Medicine of the University of São Paulo, Center for Development of Medical Education, São Paulo, Brazil; Patricia Tempski, School of Medicine of the University of São Paulo, Center for Development of Medical Education, São Paulo, Brazil; Roberto de Queiroz Padilha, Sírio-Libanês Hospital, Teaching Research Institut, São Paulo, Brazil; Marta Orofino, Conceição Hospitalar Grupu, Health and Mental Health, Rio Grande do Sul, Brazil
- 3EE14 Visiting tour of medical humanities museum to explore the humanistic issues of medical practice – a pilot study**
Kun-Long Hung*, Cathay General Hospital / Fu-Jen Catholic University, Department of Medical Education & Pediatrics, Taipei, Taiwan; Jiin-Torng Wu, Cathay General Hospital, Department of Medical Education & Internal Medicine, Taipei, Taiwan; Chih-Hui Chin, Cathay General Hospital, Department of Medical Education & Internal Medicine, Taipei, Taiwan; Shu-Chen Chen, Cathay General Hospital, Department of Medical Education, Taipei, Taiwan
- 3EE15 Teaching reflection, like dark clouds on summer day, can Haiku assist? How poetry affects the quality of undergraduate reflective writing**
Nina Salooja*, Imperial College, Faculty of Medicine, London, United Kingdom; Neil Patel, Imperial College, Faculty of Medicine, London, United Kingdom
- 3EE16 A study to explore the nature of self-reflective essays from a course on Narrative Medicine**
Pamela Saunders*, Georgetown University School of Medicine, Neurology Department, Washington, United States
- 3EE17 Teaching professionalism through the language course for medical students: A study on using Humanities to teach values and develop medical students' professional skills**
Scott YH Tseng*, Kaohsiung Medical University, School of Medicine, Kaohsiung, Taiwan; Peih-ying Lu, Kaohsiung Medical University, School of Medicine, Kaohsiung, Taiwan
- 3EE18 Learning the humanization of medicine in the real world of biopsychosocial vulnerability**
Miguel Barbosa, Faculty of Medicine, University of Lisbon, Lisbon, Portugal; António Lacerda, Faculty of Medicine, University of Lisbon, Lisbon, Portugal; Madalena Patrício, Faculty of Medicine, University of Lisbon, Lisbon, Portugal; António Barbosa*, Faculty of Medicine, University of Lisbon, Lisbon, Portugal
- 3EE19 Students' perception on observational skills training in medical education: the role of fine art paintings**
Eduardo Anselmo Garcia, Barretos School of Health Sciences, Dr. Paulo Prata, FACISB, Medical Education Unit, Barretos, Brazil; José Miguel Gomes Moreira Pêgo, Life and Health Sciences Research Institute (ICVS), ICVS/3B's, PT Government Associate Laboratory, School of Health Sciences, University of Minho, Campus de Gualtar, Medical Education Unit, Braga, Portugal; Ricardo Filipe Alves da Costa, Barretos School of Health Sciences, Dr. Paulo Prata, FACISB, Medical Education Unit, Barretos, Brazil; Manuel João Costa, Life and Health Sciences Research Institute (ICVS), ICVS/3B's, PT Government Associate Laboratory, School of Health Sciences, University of Minho, Campus de Gualtar, Medical Education Unit, Braga, Portugal; Fabio Antonio Percim Volpe*, Barretos School of Health Sciences, Dr. Paulo Prata, FACISB, Barretos, Brazil
- 3EE20 Persistence of attitude of graduated doctor after humanity in medicine teaching: A follow-up study**
Satang Supapon*, Khon Kaen Medical Education Center, Khon Kaen, Thailand

3EE21 Perceptions of fifth-year medical students on narrative medicine in clerkship of internal medicine
Chien-Da Huang*, Chang Gung Memorial Hospital, Department of Medical Education and Thoracic Medicine, Taipei, Taiwan; Han-Pin Kuo, Chang Gung Memorial Hospital, Department of Internal Medicine and Thoracic Medicine, Taipei, Taiwan; Ji-Tseng Fang, Chang Gung Memorial Hospital, Department of Nephrology, Taipei, Taiwan; San-Jou Yeh, Chang Gung Memorial Hospital, Department of Cardiology, Taipei, Taiwan; Shih-Tseng Lee, Chang Gung Memorial Hospital, Department of Neurosurgery, Taipei, Taiwan

1045-1230

3FF POSTERS: Student Engagement / Portfolios

Chairperson:

Location: South Hall, Level 0, MiCo

3FF1 Study engagement as an important factor on medical students' outcome

Carmina Flores*, Universidad Anahuac Mexico Norte, Health Sciences Education Academy, Mexico City, Mexico; Fernando Azcoitia, Universidad Anahuac Mexico Norte, Health Sciences Education Academy, Mexico City, Mexico; Ernesto Rodriguez, Universidad Anahuac Mexico Norte, Health Sciences Faculty, Mexico City, Mexico; Jorge Ravelo, Universidad Anahuac Mexico Norte, Health Sciences Faculty, Mexico City, Mexico; Mariana Alvarez, Universidad Anahuac Mexico Norte, Health Sciences Faculty, Mexico City, Mexico

3FF2 Tips for developing student engagement – lessons from curriculum renewal

Gary Hamlin*, Bond University, Medicine, Gold Coast, Australia; Linda Crane, Bond University, Medicine, Gold Coast, Australia; Michelle McLean, Bond University, Medicine, Gold Coast, Australia

3FF3 Intermediate lobbyists, involving students in curriculum design and planning committees

Markus Langenstrass, Charité – Universitätsmedizin Berlin, Dieter Scheffner Centre for Medical Education, Berlin, Germany; Tanja Hitzblech, Charité – Universitätsmedizin Berlin, Dieter Scheffner Centre for Medical Education, Berlin, Germany; Asja Maaz, Charité – Universitätsmedizin Berlin, Dieter Scheffner Centre for Medical Education, Berlin, Germany; Harm Peters, Charité – Universitätsmedizin Berlin, Dieter Scheffner Centre for Medical Education, Berlin; Presenter: Peter Arends*, Charité – Universitätsmedizin Berlin, Dieter Scheffner Centre for Medical Education, Berlin, Germany

3FF4 Development of the web-based formative test: the assessment of students, by students, for students

Win Kulvichit*, Faculty of Medicine, Chulalongkorn University, Bangkok, Thailand; Kittisak Chotikkakamthorn, Faculty of Medicine, Chulalongkorn University, Bangkok, Thailand; Kawee Voratarapong, Faculty of Medicine, Chulalongkorn University, Bangkok, Thailand; Tatchanapong Chongcharoenyanon, Faculty of Medicine, Chulalongkorn University, Bangkok, Thailand; Tanat Lertussavavivat, Faculty of Medicine, Chulalongkorn University, Bangkok, Thailand; Danai Wangsaturaka, Faculty of Medicine, Chulalongkorn University, Pharmacology and Medical Education Unit, Bangkok, Thailand

3FF5 Specialist nurse students' expectations when starting the programme in psychiatric care

Ulrika Södergren*, Karolinska Institutet, Department of Neurobiology, Care Sciences and Society, Division of Nursing, Huddinge, Stockholm, Sweden; Lena Nilsson Wikmar, Karolinska Institutet, Department of Neurobiology, Care Sciences and Society, Division of Physiotherapy, Huddinge, Stockholm, Sweden

3FF6 We all want to learn: PRIME GP, making large scale staff development work

Rebecca Farrington, University of Manchester, Community Based Medical Education, Manchester, United Kingdom; Rachel Lindley*, University of Manchester, Community Based Medical Education, Manchester, United Kingdom

3FF7 Creation of an eBook for Cardiovascular Examination

William Melton*, University of Manchester, Manchester Medical School, Manchester, United Kingdom

3FF8 Mixed student teams supporting older people after hospital discharge

Fiona Kent*, Monash University, Faculty of Medicine, Nursing and Health Sciences, Clayton, Australia; Jennifer Keating, Monash University, Faculty of Medicine, Nursing and Health Sciences, Frankston, Australia

3FF9 Perspectives on the common challenges faced by medical students in leading educational projects

– A University of Toronto experience

Meah MingYang Gao*, University of Toronto, Faculty of Medicine, Toronto, Canada; Felicia Janulewicz, University of Toronto, Faculty of Medicine, Toronto, Canada; Robyn Thom, University of Toronto, Faculty of Medicine, Toronto, Canada; Carla Rosario, University of Toronto, Faculty of Medicine, Toronto, Canada; James England, University of Toronto, Faculty of Medicine, Toronto, Canada; Lisa Richardson, University Health Network, Department of Medicine, Toronto, Canada

3FF10 Deep learning through a greater “sense of purpose”

Ian Kerr, Griffith University, Medicine, Gold Coast, Australia; Ali Salajegheh, Griffith University, Medicine, Gold Coast, Australia; Alice Ayres, Griffith University, Medicine, Gold Coast, Australia; Thomas Brennan*, Griffith University, Medicine, Gold Coast, Australia; Claire Harrison, Griffith University, Medicine, Gold Coast, Australia; Ken Donald, Griffith University, Medicine, Gold Coast, Australia

3FF11 Learning portfolio and mentoring to promote students' professional development and reflective skills

Marie Lidskog*, Örebro University, School of Medicine, Örebro, Sweden; Helen Setterud, Örebro University, School of Medicine, Örebro, Sweden

- 3FF12 Reflection of teaching practice: Learning from experience**
Vera Andrade, Faculdade Educacional da Lapa, Docente e Pesquisador PENSEA-cnpq@googlegroups.com, Curitiba, Brazil; Edilceia Ravazzani, Faculdades Unibrasil, Docente em Nutrição e Pesquisador PENSEA-cnpq@googlegroups.com, Curitiba, Brazil; Ester Paciornik*, INESCO Instituto de Saúde Coletiva, Docente e Pesquisadora, Curitiba, Brazil; Izabel Coelho Meister, Faculdades Pequeno Príncipe, Professora e Coordenadora PENSEA-cnpq@googlegroups.com, Curitiba, Brazil; Rosiane Zibetti Mello, Faculdades Pequeno Príncipe, Professora e Diretora Pesquisa e Extensão, Curitiba, Brazil; Marlene Zimmermann, Universidades Estadual de Ponta Grossa, Enfermagem e Saúde Pública, Curitiba, Brazil
- 3FF13 The importance of external training and training team size in clinical practice**
Takayuki Oto*, Hiroshima University, Graduate School of Biomedical and Health Sciences, Hiroshima-shi, Japan; Taiji Obayashi, Hiroshima University, Graduate School of Biomedical and Health Sciences, Hiroshima-shi, Japan; Yukiko Nagatani, Hiroshima University, Graduate School of Biomedical and Health Sciences, Hiroshima-shi, Japan; Hiromi Nishi, Hiroshima University Hospital, Department of Advanced General Dentistry, Hiroshima-shi, Japan; Masaru Ohara, Hiroshima University Hospital, Department of Advanced General Dentistry, Hiroshima-shi, Japan; Tetsuji Ogawa, Hiroshima University, Graduate School of Biomedical and Health Sciences, Hiroshima-shi, Japan
- 3FF14 Evidence for Transformation, Looking in Student Portfolios**
Abbas Ghavam-Rassoul*, University of Toronto, Department of Family and Community Medicine, Toronto, Canada; Susanna Talarico, University of Toronto, Department of Pediatrics, Toronto, Canada; Shirley Lee, University of Toronto, Department of Family and Community Medicine, Toronto, Canada; Curtis Handford, University of Toronto, Department of Family and Community Medicine, Toronto, Canada; Helen Batty, University of Toronto, Department of Family and Community Medicine, Toronto, Canada
- 3FF15 Integration of log book, a tool that enables nursing students to achieve the clinical learning objectives through reflection and communication**
Elaine Wu*, Karolinska University Hospital, Department of Cardiology, Stockholm, Sweden; Sofia Stening Edholm, Karolinska University Hospital, Department of Cardiology, Stockholm, Sweden; Lisa Lindberg, Karolinska University Hospital, Department of Cardiology, Stockholm, Sweden
- 3FF16 Stimulating students' interest in a subject matter**
Wei-Chin Wong*, Tan Tock Seng Hospital, Geriatric Medicine, Singapore; Joanne Kua, Tan Tock Seng Hospital, Geriatric Medicine, Singapore; Wee-Shiong Lim, Tan Tock Seng Hospital, Geriatric Medicine, Singapore
- 1045-1230 **3GG POSTERS: Postgraduate Education: Early Years**
Chairperson: Davinder Sandhu (United Kingdom)
Location: South Hall, Level 0, MiCo
- 3GG1 The efficiency of "Give Me Five" and "Regular" Morning report models to train the "patient care" skills of young physicians**
Ying-Ying Yang*, Division of General Medicine, Department of Internal Medicine, Taipei, Taiwan
- 3GG2 A learner-focused approach to preliminary medicine education**
Mary Hedges*, Mayo Clinic Florida, Internal Medicine, Jacksonville, Florida, United States; Michele Lewis, Mayo Clinic Florida, Gastroenterology, Jacksonville, Florida, United States
- 3GG3 An evaluation of development and improvement projects as part of the internship at the Sahlgrenska University Hospital**
Anna Björk*, Sahlgrenska University Hospital, Gothenburg, Sweden; Henrik Sönnnergren, Sahlgrenska University Hospital, Gothenburg, Sweden; Caterina Finizia, Sahlgrenska University Hospital, Gothenburg, Sweden
- 3GG4 'Speaking Up' – An analysis of FY1 doctors' preparedness for making inter-specialty referrals**
Roderick William McDermid*, University of Sheffield, Academic Unit of Medical Education, Sheffield, United Kingdom; Lorna Ryan, University of Sheffield, Academic Unit of Medical Education, Sheffield, United Kingdom
- 3GG5 How valuable is bedside teaching to newly qualified doctors?**
Alexandra Marley*, Queen Elizabeth Hospital, Birmingham, United Kingdom; Michael Clapham, Queen Elizabeth Hospital, Birmingham, United Kingdom
- 3GG6 One-and-a-half hour rest after night shift evaluation follow-up: Three years' experience of Taiwan southern medical center**
Chih Hung Chen*, Kaohsiung Chang Gung Memorial Hospital, Internal Medicine, Kaohsiung, Taiwan; Chia Te Kung, Kaohsiung Chang Gung Memorial Hospital, Emergency, Kaohsiung, Taiwan; Jiunnjye Sheu, Kaohsiung Chang Gung Memorial Hospital, Division of Cardiovascular Surgery, Dept of Surgery, Kaohsiung, Taiwan
- 3GG7 Regional Junior Doctor Teaching Program – a novel approach**
R. M. Nolan, Severn Deanery (Heath Education England- Southwest), Bristol, United Kingdom; J. Hutton, Severn Deanery, Bristol, United Kingdom; C. van Hamel*, Severn Deanery, Bristol, United Kingdom; S. Harris, Severn Deanery, Bristol, United Kingdom
- 3GG8 What are the major sources of improving the practical proficiency for new doctors?**
Mee Young Kim*, Hallym University Dongtan Sacred Heart Hospital, Family Medicine, Hwaseong-si, Gyeonggi-do, Republic of South Korea

- 3GG9 The Effectiveness of a short High Dependency Unit Placement for Foundation Year 1 Doctors in a District General Hospital: A Teaching Evaluation Project (2012-2013)**
Chandni K Rajani*, Chelsea and Westminster Hospital, NHS Trust, Anaesthetics, ITU, London, United Kingdom; Nadeem Sabir, Northwick Park Hospital, London, United Kingdom
- 3GG10 A novel approach to case based discussions**
Luke Hanna*, University of Birmingham, School of Education, Birmingham, United Kingdom; Sarah McCormick, West Midlands School of Anaesthesia, School of Education, West Midlands, United Kingdom
- 3GG11 The challenge of establishing a junior doctor teaching programme in the modern clinical environment**
Bethan Loveless, Royal Devon and Exeter Foundation Hospital Trust, Exeter, United Kingdom; Charlotte Forbes, Royal Devon and Exeter Foundation Hospital Trust, Exeter, United Kingdom; Olivia Jagger, Royal Devon and Exeter Foundation Hospital Trust, Exeter, United Kingdom; Emma O'Hare*, Royal Devon and Exeter Foundation Hospital Trust, Exeter, United Kingdom; Ash Kotecha, Royal Devon and Exeter Foundation Hospital Trust, Exeter, United Kingdom; Matthew Lovell, Royal Devon and Exeter Foundation Hospital Trust, Exeter, United Kingdom
- 3GG12 Postgraduate education in Kampo (traditional Japanese) medicine: A current survey of clinical training hospitals**
Makoto Arai*, Tokai University School of Medicine, Department of Oriental Medicine, Isehara, Japan; Ayako Arai, Tokyo Medical and Dental University, Department of Hematology, Tokyo, Japan; Shun-ichiro Izumi, Tokai University School of Medicine, Department of Academic and Student Services, Isehara, Japan
- 3GG13 "If you could change one thing..." Greek residents' opinions about their educational environment**
Vassilios T. Karathanos*, University of Ioannina, Medical Education Unit, Department of Hygiene and Epidemiology, Medical School, Ioannina, Greece; Vassilios N. Kiosses, University of Ioannina, Medical Education Unit, Department of Hygiene and Epidemiology, Medical School, Ioannina, Greece; Stefanos Bellos, University of Ioannina, Medical Education Unit, Department of Hygiene and Epidemiology, Medical School, Ioannina, Greece; Persa Koutsogiannou, University of Patras, Department of Public Health, Medical School, Patras, Greece; Eleni Jelastopulu, University of Patras, Department of Public Health, Medical School, Patras, Greece; Ioannis DK Dimoliatis, University of Ioannina, Medical Education Unit, Department of Hygiene and Epidemiology, Ioannina, Greece
- 3GG14 Establishing New Postgraduate Medical Education Programs, Identifying the Essential Elements**
Margaret Kennedy*, Royal College of Physicians & Surgeons of Canada, International Outreach, Ottawa, Canada; Paul Gamble, Royal College of Physicians & Surgeons of Canada, Royal College International, Ottawa, Canada
- 3GG15 Medical education and critical decision making guidance through smartphone/tablet applications**
O R Prescott*, NHS Lothian, Edinburgh, United Kingdom; E R A Millar, NHS Lothian, Edinburgh, United Kingdom; M Buchner, Tactuum, Glasgow, United Kingdom; S Edgar, NHS Lothian, Edinburgh, United Kingdom
- 3GG16 Educational audits for quality improvement and assurance in postgraduate medical education**
Claudia Schröder*, University Medical Center Utrecht, PGME, Utrecht, Netherlands; Julia Martens, University Medical Center Utrecht, PGME, Utrecht, Netherlands; Hanneke Mulder, University Medical Center Utrecht, Expertise Center for Education and Training, Utrecht, Netherlands; Edith ter Braak*, University Medical Center Utrecht, PGME, Division of Internal Medicine, Utrecht, Netherlands
- 1045-1230 **3HH POSTERS: Clinical Teaching 1**
Chairperson: Rola Ajjawi (United Kingdom)
Location: South Hall, Level 0, MiCo
- 3HH1 Clinical Practice in Medical Students' Curriculum: Lithuanian Case**
Eglė Vaižgėlienė*, Lithuanian University of Health Sciences (LSMU), Kaunas, Lithuania; Kęstutis Petrikonis, Lithuanian University of Health Sciences (LSMU), Kaunas, Lithuania; Žilvinas Padaiga, Lithuanian University of Health Sciences (LSMU), Kaunas, Lithuania
- 3HH2 Autoevaluation of medical students' nightshifts**
Ramy Azzouz*, Centre hospitalier de Dunkerque, Urgences et SMUR, Dunkerque, France; Queruau-Lamerie Xavier, Centre hospitalier de Dunkerque, Urgences et SMUR, Dunkerque, France; Benoit Raekkelboom, Centre hospitalier de Dunkerque, Urgences et SMUR, Dunkerque, France
- 3HH3 Increased cognitive load due to knobology impairs learners' utility of ultrasound**
R Somayaji*, University of Calgary, Department of Medicine, Calgary, Canada; K Novak, University of Calgary, Department of Medicine, Calgary, Canada; A Chee, University of Calgary, Department of Medicine, Calgary, Canada; K Zarnke, University of Calgary, Department of Medicine, Calgary, Canada; K McLaughlin, University of Calgary, Department of Medicine, Calgary, Canada; I Ma, University of Calgary, Department of Medicine, Calgary, Canada
- 3HH4 Continuous building of a holistic mind throughout the medical curriculum**
Bhorn-ake Manasvanich*, King Chulalongkorn Memorial Hospital, Center of Family Medicine, Bangkok, Thailand; Danai Wangsaturaka, Faculty of Medicine, Chulalongkorn University, Pharmacology and Medical Education Unit, Bangkok, Thailand
- 3HH5 Heart-Head-Hand Interpersonal Skills Learning**
Pornpit Treebupachatsakul*, Buddhachinaraj Phitsanulok Hospital Medical Education Center, Internal Medicine, Phitsanulok, Thailand; Harutaya Kasyanan, Buddhachinaraj Phitsanulok Hospital Medical Education Center, Internal Medicine, Phitsanulok, Thailand; Polchai Peumpanupat, Buddhachinaraj Phitsanulok Hospital Medical Education Center, Internal Medicine, Phitsanulok, Thailand

- 3HH6 Clinical based learning (CBL) in studying process in the Children Infectious Diseases Department**
Rosalia Begaidarova*, Karaganda State Medical University, Children Infectious Diseases, Karaganda, Kazakhstan; Berik Koichubekov, Karaganda State Medical University, Medical Biophysics and Informatics, Karaganda, Kazakhstan; Yuriy Starikov, Karaganda State Medical University, Children Infectious Diseases, Karaganda, Kazakhstan; Gulsharbat Alshinbekova, Karaganda State Medical University, Children Infectious Diseases, Karaganda, Kazakhstan; Hatuna Devdariani, Karaganda State Medical University, Children Infectious Diseases, Karaganda, Kazakhstan; Ainash Dyusembaeva, Karaganda State Medical University, Children Infectious Diseases, Karaganda, Kazakhstan
- 3HH7 Using ISBAR model in a prehospital telephone consultations. A pilot study**
Juhana Hallikainen*, Helsinki University Hospital, Anesthesiology and Intensive Care Medicine/Peijas area EMS, Helsinki, Finland; Olli Väisänen, Helsinki University Hospital, Anesthesiology and Intensive Care Medicine, Helsinki, Finland; Sami Saarela, Hospital District of Helsinki and Uusimaa, Porvoo area EMS, Porvoo, Finland; Leila Niemi-Murola, Helsinki University Hospital, Anesthesiology and Intensive Care Medicine, Helsinki, Finland
- 3HH8 Learning relationship, patient-student encounters at a clinical education ward**
Katri Manninen*, Karolinska Institutet, Department of Learning, Informatics, Management and Ethics, Stockholm, Sweden; Elisabet Welin Henriksson, Karolinska Institutet, Department of Neurobiology, Care Sciences and Society, Stockholm, Sweden; Max Scheja, Stockholm University, Department of Education, Stockholm, Sweden; Charlotte Silén, Karolinska Institutet, Department of Learning, Informatics, Management and Ethics, Stockholm, Sweden
- 3HH9 Dilemmas and challenges that medical students experience when learning to conduct complete consultations**
Leen Aper*, Ghent University, Centre for Educational Development, Ghent, Belgium; Wemke Veldhuijzen, Maastricht University, Maastricht, Netherlands; Tim Dornan, Maastricht University, Maastricht, Netherlands; Anselme Derese, Ghent University, Ghent, Belgium; Jan Reniers, Ghent University, Ghent, Belgium
- 3HH10 Self-assessment of clinical competencies: Pre-post comparison after active student participation in patient care at a Clinical Education Ward for Integrative Medicine (CEWIM)**
Maria Valk-Draad*, ICURAM, Institute for Integrative Medicine, Witten/Herdecke University, Witten, Germany; Diethard Tauschel, ICURAM, Institute for Integrative Medicine, Witten/Herdecke University, Witten, Germany; Friedrich Edelhaeuser, ICURAM, Gemeinschaftskrankenhaus Herdecke, Herdecke, Germany; Gabriele Lutz, ICURAM, Institute for Integrative Medicine, Witten/Herdecke University, Witten, Germany; Christian Scheffer, ICURAM, Institute for Integrative Medicine, Witten/Herdecke University, Witten, Germany
- 3HH11 The physician as teacher: An evolution of roles as experienced in a novel HIV counseling and testing scenario**
Julie Thorne*, University of Toronto, Department of Infectious Diseases, Toronto, Canada; Malika Sharma, University of Toronto, Standardized Patient Program, Toronto, Canada; Rick Lees, Nine Circles Community Health Centre, Faculty of Medicine, Winnipeg, Canada; Nancy McNaughton, University of Toronto, Toronto, Canada; Tutsirai Makuwaza, Toronto People With AIDS Foundation, Toronto, Canada; Anita Rachlis, on behalf of CHIME, University of Toronto, Toronto, Canada
- 3HH12 Improving confidence in clinical data interpretation skills among clinical medical students: A peer-led, multiple session approach**
Alexander Fleming-Nouri*, University College London (UCL), London, United Kingdom; Dominic Crocombe, University College London, London, United Kingdom; Isobel Cane, University College London (UCL), London, United Kingdom; Mina Arsanious, University College London (UCL), London, United Kingdom; Parisah Seyed-Safi, University College London (UCL), London, United Kingdom; James Davis, King's College Hospital, London, United Kingdom
- 3HH13 Simulating a PACS experience for undergraduate medical students studying radiology: A low cost solution**
Debra Patten*, Newcastle University, Anatomy and Clinical Skills, Newcastle-upon-Tyne, United Kingdom; Richard Moon, Newcastle University, Learning Technologies in Medical Sciences (LTMS), Newcastle, United Kingdom
- 3HH14 Lunch and learn: Involving patients with neurological conditions in informal learning experiences**
Marguerite Hill, Swansea University, College of Medicine, Swansea, United Kingdom; Presenter: Judy McKimm*, Swansea University, College of Medicine, Swansea, United Kingdom
- 3HH15 Using a Delphi study to develop a questionnaire to identify medical students' approaches to the clinical learning**
Marcela Bitran*, Pontificia Universidad Católica de Chile, Centro de Educación Médica, Escuela de Medicina, Santiago, Chile; Denisse Zuñiga, Pontificia Universidad Católica de Chile, Centro de Educación Médica, Escuela de Medicina, Santiago, Chile; Maribel Calderón, Pontificia Universidad Católica de Chile, Escuela de Psicología, Santiago, Chile; Isabel Leiva, Pontificia Universidad Católica de Chile, Departamento de Enfermedades Respiratorias, Escuela de Medicina, Santiago, Chile; Oslando Padilla, Pontificia Universidad Católica de Chile, Departamento de Salud Pública, Escuela de Medicina, Santiago, Chile; Arnoldo Riquelme, Pontificia Universidad Católica de Chile, Centro de Educación Médica, Escuela de Medicina, Santiago, Chile
- 3HH16 Can the training time and experience of standardized patients have an effect on the result of Clinical Performance Examination?**
Ja Kyung Kim, Kangwon National University School of Medicine, Pediatrics, Chuncheon, Korea, Republic of (South Korea); Seok Hoon Kang, Kangwon National University School of Medicine, Medical Education, Family medicine, Chuncheon, Korea, Republic of (South Korea); JeongHee Yang*, Kangwon National University School of Medicine, Family Medicine, Chuncheon, Korea, Republic of (South Korea)
- 3HH17 Teaching communication skills in order to make inevitable death discussable**
Dorine van Woerden*, Academic Medical Centre, Department of Medical Psychology, Amsterdam, Netherlands
- 3HH18 Assessing shared decision-making skills of 3rd year medical students**
Lucille M.L. Ong*, Academic Medical Centre, Department of Medical Psychology, Amsterdam, Netherlands

- 3II ELECTRONIC POSTERS (ePOSTERS): International**
 Chairperson:
 Location: Theatre Room 15, Level 0, MiCo
- 3II1 Medical study abroad: Motivation and outcome of Erasmus outgoing students at Medical faculty Maribor**
 Monika Sobočan*, Medical Faculty, University in Maribor, Maribor, Slovenia; Breda Pečovnik Balon, Medical Faculty, University in Maribor, Maribor, Slovenia
- 3II2 Global Health teaching and learning in the community**
 Seema Biswas, Medical School of International Health, Ben Gurion University, Global Health, Beer Sheva, Israel; Keren Mazuz, Medical School of International Health, Ben Gurion University, Global Health, Beer Sheva, Israel; Tzvi Dwolatzky, Medical School of International Health, Ben Gurion University, Global Health, Beer Sheva, Israel; Mark Clarfield*, Medical School of International Health, Ben Gurion University, Global Health, Beer Sheva, Israel
- 3II3 Including international students in a UK undergraduate medical programme**
 Zainab Hussain*, University of Liverpool, Directorate of Medical Imaging and Radiotherapy, Liverpool, United Kingdom; Jayne Garner, University of Liverpool, Health Services Research, Liverpool, United Kingdom; Rob Skaife, University of Liverpool, School of Medicine, Liverpool, United Kingdom
- 3II4 Remembering old partnerships: Networking as new medical schools within BoLeSwa countries**
 Ludo N Badlangana*, University of Botswana, Biomedical Sciences, School of Medicine, Gaborone, Botswana; Keikantse Matlhagela, University of Botswana, Biomedical Sciences, School of Medicine, Gaborone, Botswana; Nonkosi Tlale, Lesotho Medical School, Lesotho Medical School, Maseru, Lesotho
- 3II5 Enhancing global health and education between Zambia and Japan**
 Kazuichiro Hori*, Mie University Graduate School of Medicine, Center for Medical Education, Tsu, Japan; Hiroki Hori, Mie University, International Affairs, Tsu, Japan; James Munthali, University of Zambia, Department of Surgery, Lusaka, Zambia
- 3II6 Ensuring equal learning opportunities for international students studying medicine and STEM subjects in two higher education institutions**
 Aneta Hayes*, RCSI Bahrain, Busaiteen, Bahrain; Eloise Tan, DCU, Dublin, Ireland
- 3II7 “LabMond”, Laboratorio di Mondialità: An Informal Education project on Global Health issues. What is the impact in the core curricula of Italian Medical Students?**
 Samantha Pegoraro, SISM, Segretariato Italiano Studenti in Medicina (IFMSA Italy), Roma, Italy; Eliana Giambelluca, SISM, Segretariato Italiano Studenti in Medicina (IFMSA Italy), Perugia, Italy; Mario Staccioni*, SISM, Segretariato Italiano Studenti in Medicina (IFMSA Italy), Genova, Italy; Benedetta Goletti, SISM, Segretariato Italiano Studenti in Medicina (IFMSA Italy), Roma, Italy; Giulia Nizzoli, SISM, Segretariato Italiano Studenti in Medicina (IFMSA Italy), Firenze, Italy; Alice Perfetti, SISM, Segretariato Italiano Studenti in Medicina (IFMSA Italy), Genova, Italy
- 3II8 The Swansea, Gambia Link: Embedding mutually beneficial international exchanges into the medical curriculum**
 Samera Dean, Swansea College of Medicine, Medicine, Swansea, United Kingdom; Paul Jones*, Swansea College of Medicine, Medicine, Swansea, United Kingdom; Steve Allen, Swansea College of Medicine, Medicine, Swansea, United Kingdom; Judy McKimm, Swansea College of Medicine, Medicine, Swansea, United Kingdom
- 3II9 Comparison of the achievement in the Medical National License Examination Step 1 between the Joint Medical Programme SWU-UoN and the Thai Programme**
 Chote Werawong*, Faculty of Medicine, Srinakharinwirot University, Bangkok, Thailand; Anongnard Kasorn, Faculty of Medicine, Srinakharinwirot University, Bangkok, Thailand; Amarin Narkwicheckan, Faculty of Medicine, Srinakharinwirot University, Bangkok, Thailand; Watchareewan Thongsard, Faculty of Medicine, Srinakharinwirot University, Bangkok, Thailand
- 3II10 Evaluating the effectiveness of an extended basic science curriculum in international medical students**
 Guinevere Bell*, Trinity School of Medicine, Pharmacology, Ratho Mill, Saint Vincent and the Grenadines; Paula Wilson, Trinity School of Medicine, Admissions, Alpharetta, United States
- 3II11 Stress, coping and psychological adaptation in the Romanian and international first year medical students**
 Codruta Alina Popescu*, University of Medicine and Pharmacy “Iuliu Hatieganu”, Social Sciences, Cluj-Napoca, Romania; Mihai Horatiu Bob, University of Medicine and Pharmacy “Iuliu Hatieganu”, Anatomy, Cluj-Napoca, Romania; Anca Dana Buzoianu, University of Medicine and Pharmacy “Iuliu Hatieganu”, Pharmacology, Cluj-Napoca, Romania; Veronica Junjan, University of Twente, Institute of Innovation and Governance Studies, Twente, Netherlands
- 3II12 Number of papers published in English from the nursing departments of 42 national universities in Japan for the past ten years**
 J Kameoka*, Tohoku University Graduate School of Medicine, Office of Medical Education, Sendai, Japan; F Takahashi, Tohoku University Graduate School of Medicine, Office of Medical Education, Sendai, Japan; F Sato, Tohoku University Graduate School of Medicine, Department of Health Sciences, Sendai, Japan; K Sato, Tohoku University Graduate School of Medicine, Department of Health Sciences, Sendai, Japan; Y Nakamura, Tohoku University Graduate School of Medicine, Department of Health Sciences, Sendai, Japan; S Ishii, Tohoku University Graduate School of Medicine, Office of Medical Education, Sendai, Japan

- 3II13 The success in Human Biology subject of first year medical students in the Joint Medical Programme SWU-NU is independent of the IELTS scores**
Anongnard Kasorn, Faculty of Medicine, Srinakharinwirot University, Bangkok, Thailand; Nattaya Mahing, Faculty of Medicine, Srinakharinwirot University, Bangkok, Thailand; Watchareewan Thongsard*, Faculty of Medicine, Srinakharinwirot University, Bangkok, Thailand; Chote Weerawong, Faculty of Medicine, Srinakharinwirot University, Bangkok, Thailand
- 3II14 The experience of re-education of North Korea refugee doctors preparing for the qualifying exam for doctors in South Korea**
Seok Hoon Kang*, Kangwon National University School of Medicine, Medical Education, Family Medicine, Chuncheon, Republic of South Korea; JeongHee Yang, Kangwon National University School of Medicine, Family Medicine, Chuncheon, Republic of South Korea; Ja Kyung Kim, Kangwon National University School of Medicine, Pediatrics, Chuncheon, Republic of South Korea
- 3II15 Culture difference in faculty development workshop of health providers between Australia and Taiwan**
Ming-Ju Hsieh*, Chang Gung Memorial Hospital, Chest Surgery, Taoyuan, Taiwan; Shih-Tseng Lee, Chang Gung Memorial Hospital, Neurosurgery, Taoyuan, Taiwan; Meng-Chih Lin, Chang Gung Memorial Hospital, Pulmonary and Critical Care Medicine, Kaohsiung, Taiwan; Jen-Hui Fu, Chang Gung Memorial Hospital, Pediatric, Taoyuan, Taiwan; San-Jou Yeh, Chang Gung Memorial Hospital, Cardiology, Taoyuan, Taiwan; Wen-Neng Ueng, Chang Gung Memorial Hospital, Orthopedic Surgery, Taoyuan, Taiwan
- 1045-1230 **3JJ ELECTRONIC POSTERS (ePOSTERS): Staff Development**
Chairperson: Angel Centeno (Argentina)
Location: Theatre Room 16, Level 0, MiCo
- 3JJ1 Evaluation of a faculty development program for collaboration of developing countries in Asia: Seoul Intensive Course for Medical Educators (SICME)**
Do-Hwan Kim*, Seoul National University College of Medicine, Department of Medical Education, Seoul, Republic of South Korea; Hyun Bae Yoon, Seoul National University College of Medicine, Department of Medical Education, Seoul, Republic of South Korea; Eun Jeong Kim, Seoul National University College of Medicine, Department of Medical Education, Seoul, Republic of South Korea; Juhee Jeong, Seoul National University College of Medicine, Department of Medical Education, Seoul, Republic of South Korea; Seung Hee Lee, Seoul National University College of Medicine, Department of Medical Education, Seoul, Republic of South Korea; Jwa-Seop Shin, Seoul National University College of Medicine, Department of Medical Education, Seoul, Republic of South Korea
- 3JJ2 Faculty development strategy for undergraduate medical teachers to enhance clinical teaching skills and to change clinical practice: A case study of a new approach to mechanical back pain**
Jean Hudson*, University of Toronto, Faculty of Medicine, Toronto, Canada; Jana Bajcar, University of Toronto, Faculty of Medicine, Toronto, Canada, Hamilton Hall, University of Toronto, Faculty of Medicine, Toronto, Canada
- 3JJ3 ClinSSAC: The effect of a multimodal program on clinical supervisors' education skills**
Joanna Tai, Monash University, HealthPEER, Melbourne, Australia; Vicki Edouard, Monash University, HealthPEER, Melbourne, Australia; Fiona Kent, Monash University, HealthPEER, Melbourne, Australia; Debra Nestel, Monash University, HealthPEER, Melbourne, Australia; Margaret Bearman, Monash University, HealthPEER, Melbourne, Australia; Elizabeth Molloy, Monash University, HealthPEER, Melbourne; Presenter: Charlotte Denniston*, Monash University, HealthPEER, Clayton, Australia
- 3JJ4 Evaluation of a program for developing clinical teaching skills of lecturers at Benha faculty of medicine**
Hossam Maaty*, Benha Faculty of Medicine, Neurosurgery, Cairo, Egypt
- 3JJ5 'Transforming Medical Teachers' – the impact of faculty development**
Lisa MacInnes*, University of Edinburgh, Centre for Medical Education, Edinburgh, United Kingdom; Michael Begg, University of Edinburgh, Learning and Technology Section, Edinburgh, United Kingdom; Debbie Aitken, University of Edinburgh, Centre for Medical Education, Edinburgh, United Kingdom
- 3JJ6 A faculty development program for health professionals of Sub-Saharan African countries: the case of the University "Onze de Novembro", Cabinda, Angola**
Maria Dores Sungo*, University Onze de Novembro, Faculty Medicine, Cabinda, Angola; Anabela Sinandine, University Onze de Novembro, Instituto Politécnico, Cabinda, Angola; João Filipe Camanda, University Onze de Novembro, Faculty Medicine, Cabinda, Angola; Maria Amélia Ferreira, Faculty Medicine University Porto, Department Medical Education and Simulation, Porto, Portugal
- 3JJ7 Faculty development: Challenges towards a successful programme**
Maria Jose S. Salles*, State University of Londrina, Department of Biology, Londrina, Brazil; Marcia Hiromi Sakai, State University of Londrina, Public Health Department, Londrina, Brazil; Ruy Guilherme S. Souza, Federal University of Roraima, Center for Biological and Health Sciences, Boa Vista, Brazil; Sigisfredo Luis Brenelli, State University of Campinas, Department of Clinical Medicine, Campinas, Brazil; Suzana Melo Franco, UNA-SUS/Fiocruz, Executive Secretariat, Brasilia, Brazil; Katia Kiyomi S. Santos, Foundation to Support the Development of Technological, University Hospital of Northern, Londrina, Brazil
- 3JJ8 Creating a new pedagogy for Faculty Development in Medical Education**
Jana Bajcar*, University of Toronto, Faculty of Medicine, Toronto, Canada; Cleo Boyd, University of Toronto, Faculty of Arts and Science, Mississauga, Canada

- 3JJ9 Teacher Training in a Network of Veterinary Universities**
Jan P. Ehlers*, University of Veterinary Medicine Hannover, Foundation, Competence Centre for E-Learning, Didactics and Educational Research in Veterinary Medicine (KELDAT), Hannover, Germany; Christiane Siegling-Vlitakis, Department of Veterinary Medicine at the Freie Universität Berlin, Competence Centre for E-Learning, Didactics and Educational Research in Veterinary Medicine (KELDAT), Berlin, Germany; Stephan Birk, Department of Veterinary Medicine at the Freie Universität Berlin, Competence Centre for E-Learning, Didactics and Educational Research in Veterinary Medicine (KELDAT), Berlin, Germany; Cyrill Matenaers, Faculty of Veterinary Medicine at the LMU Munich, Competence Centre for E-Learning, Didactics and Educational Research in Veterinary Medicine (KELDAT), Munich, Germany; Peter Stucki, VetSuisse Faculty University of Bern, Competence Centre for E-Learning, Didactics and Educational Research in Veterinary Medicine (KELDAT), Bern, Switzerland; Christian Gruber, VetMedUni Vienna, Competence Centre for E-Learning, Didactics and Educational Research in Veterinary Medicine (KELDAT), Vienna, Austria
- 3JJ10 Development of a Basic Teaching Licence Course for Health Professional (HP) Educators: To Inspire Teaching**
Chee Fen Chia*, International Medical University, IMU Centre for Education (ICE), Kuala Lumpur, Malaysia; Catheriene Arokiasamy, International Medical University, IMU Centre for Education (ICE), Kuala Lumpur, Malaysia; Amutha Navamoney, International Medical University, IMU Centre for Education (ICE), Kuala Lumpur, Malaysia; Victor Lim, International Medical University, School of Medicine, Kuala Lumpur, Malaysia; Vishna Nadarajah, International Medical University, School of Medicine, Kuala Lumpur, Malaysia
- 3JJ11 Croatian training model for medical teachers: Strengths and weaknesses**
Gordana Pavlekovic*, School of Medicine, University of Zagreb, Zagreb, Croatia; Mladenka Vrcic Keglevic, Croatian Association for Medical Education, Zagreb, Croatia
- 3JJ12 First experience in a Master Program: Course/workshop e-learning Moodle platform for professors of undergraduate clinical area: "Assessment of Clinical Competence". Faculty of Medicine, UNAM**
Alberto Lifshitz-Guinberg*, Faculty of Medicine, National Autonomous University of Mexico, Clinical Education and Medical Internship Department, México City, Mexico; Lydia Zerón-Gutiérrez, Faculty of Medicine, National Autonomous University of Mexico, Clinical Education and Medical Internship Department, México City, Mexico; Pedro Martín Hernández-Quiroz, University School of Medicine Westhill, Evaluation coordination, México City, Mexico; Arturo Espinosa-Velasco, Faculty of Medicine, National Autonomous University of Mexico, Clinical Education and Medical Internship Department, México City, Mexico; Patricia Vidal-Licona, Faculty of Medicine, National Autonomous University of Mexico, Clinical Education and Medical Internship Department, México City, Mexico; Karem Mendoza-Salas, Faculty of Medicine, National Autonomous University of Mexico, Clinical Education and Medical Internship Department, México City, Mexico,
- 3JJ13 Faculty development program at Tbilisi State Medical University**
G.V. Simonia*, Tbilisi State Medical University, Department of Medical Education, Research and Strategic Development, Tbilisi, Georgia; Z. Vadachkoria, Tbilisi State Medical University, Department of Medical Education, Research and Strategic Development, Tbilisi, Georgia; R. Beriashvili, Tbilisi State Medical University, Tbilisi, Georgia; M. Mamaladze, Tbilisi State Medical University, Tbilisi, Georgia
- 3JJ14 Faculty Development for Letters of Reference: Supporting New Teachers and Students through this essential process for Residency Application**
L Nickell*, University of Toronto, UGME, Faculty of Medicine, Toronto, Canada; G Bandiera, University of Toronto, PGME, Faculty of Medicine, Toronto, Canada; J Bajcar, University of Toronto, Faculty of Medicine, Toronto, Canada; P Coates, University of Toronto, Faculty of Medicine, Toronto, Canada
- 3JJ15 Preparing IPE-ready Faculty Teams: An Innovative Masters in Health Professions Education Degree**
Deborah Navedo*, MGH Institute of Health Professions, Health Professions Education Program, Boston, United States; Alan Leichtner, MGH Institute of Health Professions, Health Professions Education Program, Boston, United States; Mary Knab, MGH Institute of Health Professions, Health Professions Education Program, Boston, United States

1230-1400 **LUNCH (viewing of Exhibits and Posters)**

Location: South Hall, Level 0, MiCo

1245-1345 **COURSES**

AMEE-ESME Course: Suite 5, Level Mezzanine, MiCo
AMEE-RESME Course: Suite 6, Level Mezzanine, MiCo
ASME-FLAME/CALM Course: Theatre Room 13, Level 0, MiCo

1245-1345  **PRIVATE MEETINGS**

International Representatives (invite only): Workshop Room 2, Level 0, MiCo
Professors of Medical Education Lunch (invite only): Workshop Room 3, Level 0, MiCo
Directors of Masters in Medical Education Courses Lunch (invite only): Suite 3, Level +2, MiCo

1245-1345 **OPEN MEETINGS**

AMEE Postgraduate Committee: Suite 9, Level Mezzanine, MiCo
AMEE eLearning Committee / Tweet Up: Suite 8, Level Mezzanine, MiCo
AMEE Research Committee: Suite 7, Level Mezzanine, MiCo
AMEE Simulation Committee: Suite 4, Level +2, MiCo

1300-1345 **BOOK SIGNING:**
'Essential Skills for a Medical Teacher' Harden & Laidlaw
'A Practical Guide for Medical Teachers' Dent & Harden
Location: Elsevier Exhibition, Level 0, MiCo

1300-1700 **TOURS**
City Walking Tour Departs and returns to MiCo Congressi
Old Milan by Canal Boat Departs and returns to MiCo Congressi

SESSION 4: Simultaneous Sessions

1400-1530 **4A SYMPOSIUM: Simulation-based Mastery Learning in Medical Education**
William McGaghie*, Loyola University Chicago Stritch School of Medicine, Chicago, United States; S. Barry Issenberg*, University of Miami Miller School of Medicine, United States; Diane B. Wayne*, Northwestern University Feinberg School of Medicine, United States; Doris Ostergaard*, Herlev Hospital and University of Copenhagen, Denmark
Location: Gold Plenary, Level +2, MiCo



1400-1530 **4B SYMPOSIUM: New Perspectives on Curriculum and Course Design: The End of PBL?**
Jeroen Van Merriënboer*, Maastricht University, the Netherlands; Diana Dolmans*, Maastricht University, The Netherlands; Geoff Norman*, McMaster University, Canada; Ann Roex*, University of Leuven, Belgium; Feikje van Stiphout*, University Medical Center Utrecht, the Netherlands
Location: Auditorium, Level +3, MiCo



1400-1530 **4C SYMPOSIUM: PhD Programs in Health Professions Education: Who, What, Where, Why and How?**
Panel: Ara Tekian*, University of Illinois at Chicago College of Medicine, USA; Olle ten Cate*, University Medical Centre Utrecht, The Netherlands; Charlotte Ringsted*, The Wilson Centre, University of Toronto and University Health Network, Toronto, Canada; Lambert Schuwirth*, School of Medicine, Flinders University, Adelaide, South Australia
Location: Brown 3, Level +2, MiCo

1400-1530 **4D RESEARCH PAPERS: Technology and Assessment for Learning**
Note: This session will be conducted in 'Flipped Classroom' format. Presenters will have 2 minutes to introduce their presentation, and the remaining 13 minutes will be used for discussion. Please read the materials relating to each presentation, which have been uploaded to the website <http://www.amee.org/conferences/amee-2014/programme/research-papers-flipped-classroom> in preparation for the session and come prepared to participate!
Chairperson: Trevor Gibbs (AMEE)
Opening Discussants: Charlotte Silén (Sweden); Dario Torre (United States)
Location: Brown 2, Level +2, MiCo

1400-1415 **4D1 The impact of resident- and self-evaluations on faculty's subsequent teaching performance**
Benjamin Boerebach*, Academic Medical Center, University of Amsterdam, Professional Performance Research Group, Center for Evidence-Based Education, Amsterdam, Netherlands; Onyebuchi Arah, University of California, Los Angeles (UCLA), Department of Epidemiology, School of Public Health, Los Angeles, United States; Maas Jan Heineman, Academic Medical Center, University of Amsterdam, Board of Directors, Amsterdam, Netherlands; Olivier Busch, Academic Medical Center, University of Amsterdam, Department of Surgery, Amsterdam, Netherlands; Kiki Lombarts, Academic Medical Center, University of Amsterdam, Professional Performance Research Group, Center for Evidence-Based Education, Amsterdam, Netherlands

1415-1430 **4D2 A study of the real time use of iPads in clinical learning**
Emmanuel Oladipo, University of Manchester, Manchester Medical School, Manchester, United Kingdom; Lucie Byrne-Davis*, University of Manchester, Manchester Medical School, Manchester, United Kingdom; Louise Connell, Lancaster University, Department of Psychology, Lancaster, United Kingdom; Jasmin Farikullah, University of Manchester, Manchester Medical School, Manchester, United Kingdom; Jane Mooney, University of Manchester, Manchester Medical School, Manchester, United Kingdom; Colin Lumsden, University of Manchester, Manchester Medical School, Manchester, United Kingdom

1430-1445 **4D3 Clarifying variability in clinical performance judgment by examining social impressions**
Andrea Gingerich*, University of Northern British Columbia (UBC Medicine), Northern Medical Program, Prince George, Canada; Cees van der Vleuten, Maastricht University, School of Health Professions Education, Maastricht, Netherlands; Kevin Eva, University of British Columbia, Centre for Health Education Scholarship, Vancouver, Canada; Glenn Regehr, University of British Columbia, Centre for Health Education Scholarship, Vancouver, Canada

1445-1500 **4D4 Teaching using Twitter: not quite the new black?**
Eleanor J Hothersall*, University of Dundee, Medical School, Dundee, United Kingdom; Annalisa Manca, University of Dundee, Medical School, Dundee, United Kingdom; Evridiki Fioratou, University of Dundee, Medical School, Dundee, United Kingdom; Natalie Lafferty, University of Dundee, Medical School, Dundee, United Kingdom

- 1500-1515 **4D5** **Are longitudinal integrated clerkships a good choice for all medical students?**
Jill Konkin*, University of Alberta, Division of Community Engagement, Edmonton, Canada; Carol Suddards, University of Alberta, Division of Community Engagement, Edmonton, Canada
- 1515-1530 Discussion
- 1400-1530 **4E** **SHORT COMMUNICATIONS: Transition to Clinical Practice**
Chairperson: Agnes Dodds (Australia)
Opening Discussant:
Location: Brown 1, Level +2, MiCo
- 1400-1415 **4E1** **“It’s a whole different ball game”: A longitudinal audio diary study of junior doctors’ preparedness**
Chris Jefferies*, Cardiff University, School of Medicine, Cardiff, United Kingdom; Judith Cole, Queen’s University Belfast, School of Medicine, Belfast, United Kingdom; Narcie Kelly, University of Exeter, School of Medicine, Exeter, United Kingdom; Grit Scheffler, University of Dundee, School of Medicine, Dundee, United Kingdom; Kathrin Kaufhold, Cardiff University, School of Medicine, Cardiff, United Kingdom; Lynn Monrouxe, Cardiff University, School of Medicine, Cardiff, United Kingdom
- 1415-1430 **4E2** **A simulated ward exercise improves insight into the hidden curriculum of the junior doctor**
Susan A Smith*, Northumbria Healthcare NHS Foundation Trust, Education Centre, Newcastle, United Kingdom; Fiona Rayner, Northumbria Healthcare NHS Foundation Trust, Education Centre, Newcastle, United Kingdom; Holly R Mabillard, Northumbria Healthcare NHS Foundation Trust, Education Centre, Newcastle, United Kingdom; Mark Sudlow, Northumbria Healthcare NHS Foundation Trust, Education Centre, Newcastle, United Kingdom
- 1430-1445 **4E3** **Preparedness for practice following the introduction of enhanced practice placements**
Gillian Vance*, Newcastle University, School of Medical Sciences Education Development, Newcastle Upon Tyne, United Kingdom; Bryan Burford, Newcastle University, School of Medical Sciences Education Development, Newcastle Upon Tyne, United Kingdom; Jon Scott, Northern Foundation School, School of Medical Sciences Education Development, Newcastle Upon Tyne, United Kingdom
- 1445-1500 **4E4** **Perceived preparedness and learning needs of medical trainees undertaking outpatient clinics**
Ibrahim Ali*, Royal London Hospital, Medicine, London, United Kingdom
- 1500-1515 **4E5** **Improving perceived preparedness of students entering clinical education in a single session: A novel near-peer approach**
Dominic Crocombe*, University College London, Medical School, London, United Kingdom; Isobel Cane, University College London, Medical School, London, United Kingdom; Alexander Fleming-Nouri, University College London, Medical School, London, United Kingdom; Mina N Arsanious, University College London, Medical School, London, United Kingdom; Ricky Sharma, University College London, Medical School, London, United Kingdom; Parisah Seyed-Safi, University College London, Medical School, London, United Kingdom
- 1515-1530 Discussion
- 1400-1530 **4F** **SHORT COMMUNICATIONS: Patil Teaching Innovation Awards 2 – shortlisted presentations (see page 12)**
Chairperson / Opening Discussant: Deborah Murdoch-Eaton (United Kingdom)
Location: Theatre Room 11, Level 0, MiCo
- 1400-1415 **4F1** **A low cost/open-source system for delivering feedback in OSCEs and clinical attachments**
David Hope*, University of Edinburgh, Centre for Medical Education, Edinburgh, United Kingdom; Avril Dewar, University of Edinburgh, Centre for Medical Education, Edinburgh, United Kingdom; Kyle Gibson, University of Edinburgh, Centre for Medical Education, Edinburgh, United Kingdom; Neil Turner, University of Edinburgh, Centre for Medical Education, Edinburgh, United Kingdom; Michelle Arora, University of Edinburgh, Centre for Medical Education, Edinburgh, United Kingdom; Helen Cameron, University of Edinburgh, Centre for Medical Education, Edinburgh, United Kingdom
- 1415-1430 **4F2** **Students at risk of failing assessment can be identified within eight weeks of starting medical school**
David Hope*, University of Edinburgh, Centre for Medical Education, Edinburgh, United Kingdom; Avril Dewar, University of Edinburgh, Centre for Medical Education, Edinburgh, United Kingdom; Helen Cameron, University of Edinburgh, Centre for Medical Education, Edinburgh, United Kingdom
- 1430-1445 **4F3** **Translating the concept of evidence-based assessment into everyday educational practice: Building a DREAM**
Christie Palladino, Medical College of Georgia at Georgia Regents University, Educational Innovation Institute, Augusta, GA, United States; John Nash, Association of American Medical Colleges, MedEdPORTAL, Washington, DC, United States; Lindsay Blake, Medical College of Georgia at Georgia Regents University, Greenblatt Library, Augusta, GA, United States; Kathy Davies, Medical College of Georgia at Georgia Regents University, Greenblatt Library, Augusta, GA, United States; Christopher Candler, Association of American Medical Colleges, University of Oklahoma, MedEdPORTAL, Washington, DC, United States; Lara Stepleman, Medical College of Georgia at Georgia Regents University, Educational Innovation Institute, Augusta, GA, United States; Presenter: Robby Reynolds*, AAMC, Medical Education Online Programs, Washington, DC, United States

1445-1500	4F4	Validating an Integrity-focused Situational Judgement Test for Pre-Interview Selection into Medical School Adrian Husbands*, University of Dundee, School of Medicine, Dundee, United Kingdom; Jonathan Dowell, University of Dundee, School of Medicine, Dundee, United Kingdom; Fiona Patterson, Work Psychology Group, School of Medicine, Derby, United Kingdom; Mark Rodgerson, University of Dundee, School of Medicine, Dundee, United Kingdom
1500-1515	4F5	Error disclosure training for junior health professionals: A study of experiences, perceptions and confidence Debra Kiegaldie*, Monash Health, Monash Doctors Education / Monash Simulation, Melbourne, Australia; Alana Gilbee, Monash Health, Monash Doctors Education, Melbourne, Australia; Elizabeth Pryor, Monash Health, Monash Doctors Education, Melbourne, Australia; Simon Craig, Monash Health, Emergency Department, Melbourne, Australia; Dean Everard, Monash Health, Geriatric Medicine, Melbourne, Australia
1515-1530		Discussion
1400-1530	4G	SHORT COMMUNICATIONS: OSCE 2: Implementation in Practice Chairperson: Elizabeth Kachur (United States) Opening Discussant: Location: Theatre Room 12, Level 0, MiCo
1400-1415	4G1	Is the communication OSCE a valid measure of medical students' responsiveness to patient emotion? P Leadbetter*, Edge Hill University & University of Liverpool, Health & Social Care, Ormskirk, United Kingdom; I Fletcher, University of Lancaster, Clinical Psychology, Lancaster, United Kingdom; H O'Sullivan, University of Liverpool, Medical Education, Liverpool, United Kingdom
1415-1430	4G2	Standardised clinical examination videos in orthopaedics – An effective pre-assessment revision tool for undergraduate medical students Naresh Satyanarayan Kumar*, National University Hospital, University Orthopaedics, Hand & Reconstructive Microsurgery Cluster, Singapore; Fucai Han, National University Hospital, University Orthopaedics, Hand & Reconstructive Microsurgery Cluster, Singapore; Sharon Yin Zi Chong, National University of Singapore, Orthopaedic Surgery, Singapore; Shamal Das De, National University of Singapore, Orthopaedic Surgery, Singapore; Sudeep Das De, National University Hospital, General Surgery, Singapore; Hee Kit Wong, National University of Singapore, Orthopaedic Surgery, Singapore
1430-1445	4G3	Novel approaches to OSCE in basic and clinical sciences Gulmira Muldayeva, Karaganda State Medical University, General Medical Practice #1, Karaganda, Kazakhstan; Viktor Riklifs*, Karaganda State Medical University, Clinical Skills Center, Karaganda, Kazakhstan; Vilen Molotov-Luchanskiy, Karaganda State Medical University, Karaganda, Kazakhstan
1445-1500	4G4	An audit of OSCE feedback across UK medical schools Avril Dewar*, University of Edinburgh, Centre for Medical Education, Edinburgh, United Kingdom; David Hope, University of Edinburgh, Centre for Medical Education, Edinburgh, United Kingdom; Helen Cameron, University of Edinburgh, Centre for Medical Education, Edinburgh, United Kingdom
1500-1515	4G5	The use of video-recorded ward rounds in OSCEs to assess medical record keeping Paul D McGovern*, UCL Medical School, London, United Kingdom; Zaheer Mangera, UCL Medical School, London, United Kingdom; Bethan Walker, UCL Medical School, London, United Kingdom; Catherine Phillips, UCL Medical School, London, United Kingdom; Alison Sturrock, UCL Medical School, London, United Kingdom
1515-1530		Discussion
1400-1530	4H	SHORT COMMUNICATIONS: Postgraduate Education: Time is of the Essence Chairperson: John Spicer (United Kingdom) Location: Amber 1, Level +2, MiCo
1400-1415	4H1	Time is of the essence: What do Internal Medicine Residents do while on duty? Cameron W Leafloor*, The Ottawa Hospital, Clinical Epidemiology, Ottawa, Canada; Erin (Yiran) Liu, The Ottawa Hospital, Performance Measurement and Innovation, Ottawa, Canada; Allen R Huang, The Ottawa Hospital, Geriatric Medicine, Clinical Epidemiology, Ottawa, Canada; Heather A Lochnan, The Ottawa Hospital, Division of Endocrinology, Ottawa, Canada; Catherine Code, The Ottawa Hospital, General Internal Medicine, Ottawa, Canada; Alan J Forster, The Ottawa Hospital, General Internal Medicine, Clinical Epidemiology, Performance Measurement and Innovation, Ottawa, Canada
1415-1430	4H2	The effect of the European Working Time Directive on Plastic Surgery training E Anwen Williams*, Morriston Hospital, Plastic Surgery, Swansea, United Kingdom; Alan Woodward, Morriston Hospital, Cardiff, United Kingdom; Iain Whitaker; Max Murison
1430-1445	4H3	Beyond work-hour restrictions: A qualitative study of residents' "subjective" workload through the perspective of Bushido Hiroshi Nishigori*, Kyoto University, Center for Medical Education, Kyoto, Japan; Gautam Deshpande, St. Luke's International Hospital, Center for Medical Education, Tokyo, Japan; Haruo Obara, Okinawa Chubu Hospital, Okinawa, Japan; Osamu Takahashi, St. Luke's International Hospital, Tokyo, Japan; Jamiu Busari, Maastricht University, Maastricht, Netherlands; Tim Dornan, Maastricht University, Maastricht, Netherlands

- 1445-1500 **4H4** **Prevalence and impact of Moonlighting among Canadian Postgraduate Trainees**
Sarah Taber*, Royal College of Physicians and Surgeons of Canada, Office of Education, Ottawa, Canada; Jason R. Frank, Royal College of Physicians and Surgeons of Canada, Office of Education, Ottawa, Canada; Ashley Ronson, Royal College of Physicians and Surgeons of Canada, Office of Education, Ottawa, Canada; Lisa Gorman, Royal College of Physicians and Surgeons of Canada, Office of Education, Ottawa, Canada; Kiri Campbell, Royal College of Physicians and Surgeons of Canada, Office of Education, Ottawa, Canada; Kevin Imrie, Royal College of Physicians and Surgeons of Canada, Office of Education, Ottawa, Canada
- 1500-1515 **4H5** **“Sustainable doctoring “: Pilot of an intervention to improve work-life balance during residency**
Inge Meyer*, University Medical Centre Utrecht, Postgraduate Medical Education, Utrecht, Netherlands; Edith ter Braak, University Medical Centre Utrecht, Postgraduate Medical Education, Utrecht, Netherlands; Manon Sackers, University Medical Centre Utrecht, Postgraduate Medical Education, Utrecht, Netherlands
- 1515-1530 **4H6** **Perceived Effects of Training-Related Sleep Deprivation: Results from a National Survey of Canadian Trainees**
Kevin Imrie, Royal College of Physicians and Surgeons of Canada, Office of Education, Ottawa, Canada; Sarah Taber, Royal College of Physicians and Surgeons of Canada, Office of Education, Ottawa, Canada; Ashley Ronson, Royal College of Physicians and Surgeons of Canada, Office of Education, Ottawa, Canada; Lisa Gorman*, Royal College of Physicians and Surgeons of Canada, Office of Education, Ottawa, Canada; Kiri Campbell, Royal College of Physicians and Surgeons of Canada, Office of Education, Ottawa, Canada; Jason R. Frank, Royal College of Physicians and Surgeons of Canada, Office of Education, Ottawa, Canada
- No discussion
- 1400-1530 **4I** **SHORT COMMUNICATIONS: Social Accountability**
Chairperson:
Opening Discussant:
Location: Amber 2, Level +2, MiCo
- 1400-1415 **4I1** **Transforming Medical Education through Social Accountability: An international action research project in 15 francophone countries**
Joel Ladner*, Rouen School of Medicine, Rouen, France; Dominique Pestiaux, University of Louvain, Brussels, Belgium; Paul grand'maison, Sherbrooke University, Tunis, Canada; Ahmed Maherzi, Tunis university, Tunisia; Charles Boelen, Rouen School of Medicine University of Rouen, France
- 1415-1430 **4I2** **Social Accountability: An indigeneous health curriculum case study**
Suzanne Pitama*, University of Otago, Maori/Indigenous Health Institute (MIHI), Christchurch, New Zealand; Tim Wilkinson, University of Otago, Department of Medicine, Christchurch, New Zealand; Catherine Savage, Te Tapuae o Rehua, Maori/Indigenous Health Institute (MIHI), Christchurch, New Zealand
- 1430-1445 **4I3** **A validated questionnaire to determine medical students' perceptions of the essential attributes of a socially accountable doctor**
Claudia Naidu, University of Cape Town, Primary Health Care Directorate, Cape Town, South Africa; Steve Reid, University of Cape Town, Primary Health Care Directorate, Cape Town, South Africa; Vanessa Burch*, University of Cape Town, Medicine, Cape Town, South Africa
- 1445-1500 **4I4** **The pedagogical projects of medical courses stimulate actions to implement accountability in medical courses in Brazil**
Vera Andrade, Faculdade Educacional da Lapa, Docente e Pesquisador PENSEA-cnpq@googlegroups.com, Curitiba, Brazil; Edilceia Ravazzani, Faculdades Unibrasil, Docente e Pesquisador PENSEA-cnpq@googlegroups.com, Curitiba, Brazil; Izabel Coelho Meister*, Faculdades Pequeno Principe, Docente Coordenadora PENSEA-cnpq@googlegroups.com, Curitiba, Brazil; Ester Fogel Paciornik, INESCO- Instituto de Saude Coletiva, Docente e Pesquisadora, Curitiba, Brazil; Alexa Lara Marchioratto, Faculdades Pequeno Principe, Docente e Pesquisadora PENSEA-cnpq@googlegroups.com, Curitiba, Brazil; Rosiane Guether Mello Zibetti, Faculdes Pequeno Principe, Docente Diretora Pesquisa e Extensao, Curitiba, Brazil
- 1500-1530 Discussion
- 1400-1530 **4J** **SHORT COMMUNICATIONS: Multi Mini Interview (MMI)**
Chairperson: Giuseppe Familiari (Italy)
Opening Discussant:
Location: Amber 3, Level +2, MiCo
- 1400-1415 **4J1** **Does Multiple Mini Interview (MMI) measure non-cognitive attributes in student selection?**
A Pau, IMU, Dentistry, Kuala Lumpur, Malaysia; YS Chen, IMU, Physiology, Kuala Lumpur, Malaysia; CF Sow, IMU, Clinical Science, Kuala Lumpur, Malaysia; R De Alwis, IMU, Community Medicine, Kuala Lumpur, Malaysia; AA Fall, IMU, Psychology, Kuala Lumpur, Malaysia; V Lee*, IMU, Family Medicine, Kuala Lumpur, Malaysia
- 1415-1430 **4J2** **A MUS MMI (Multiple University Site MMI): Does performance improve with the multiple occurrence?**
Christian Bourdy*, Université de Montréal, Montréal, Canada; Jean-François Montreuil, Université Laval, Québec, Canada; Martine Bourget, Université Laval, Québec, Canada; Robert Gagnon, Université de Montréal, Montréal, Canada; Jean-Sébastien Renaud, Université Laval, Québec, Canada

1430-1445	4J3	Reliability of a six-station multiple mini-interview for student selection in Faculty of Medicine Universitas Indonesia Sophie Yolanda*, Faculty of Medicine Universitas Indonesia, Physiology, Jakarta Pusat, Indonesia; Diantha Soemantri, Faculty of Medicine Universitas Indonesia, Medical Education, Jakarta Pusat, Indonesia
1445-1500	4J4	Pilot testing multiple mini-interview station in two pilot medical schools Alma Syzdykova, Ministry of Health of the Republic of Kazakhstan, Department of Research and Health Resources, Astana, Kazakhstan; Maral Kaliyeva, Republican Centre for Health Development, Centre for Research, Expertise and Health Innovation Development, Astana, Kazakhstan; Zaura Baigozhina*, Republican Centre for Health Development, Centre for Research, Expertise and Health Innovation Development, Astana, Kazakhstan; Nazgul Kabdrakhmanova, Republican Centre for Health Development, Centre for Research, Expertise and Health Innovation Development, Astana, Kazakhstan; Vitaliy Koikov, Republican Centre for Health Development, Centre for Research, Expertise and Health Innovation Development, Astana, Kazakhstan
1500-1515	4J5	Entry to medical school in Singapore: Evidence from a Multiple Mini Interview to assess non-academic attributes Fiona Patterson, University of Cambridge, Department of Psychology, Cambridge, United Kingdom; Maire Kerrin, Work Psychology Group, Derby, United Kingdom; Karen Fung*, Work Psychology Group, Derby, United Kingdom; Hooi Shing Chua, National University of Singapore, Singapore; Marion Aw, National University of Singapore, Singapore; Paul Anantharajah Tambyah, National University of Singapore, Singapore
1515-1530	Discussion	
1400-1530	4K	SHORT COMMUNICATIONS: Education Management 2 Chairperson: David Wiegman (United States) Location: Amber 4, Level +2, MiCo
1400-1415	4K1	Innovation in medical education: The importance of students' perceptions Sanne Peters*, KU Leuven, Academic Center for General Practice, Leuven, Belgium; Mieke Vandewaetere, KU Leuven, Academic Center for General Practice, Leuven, Belgium; Dominique Manhaeve, KU Leuven, Academic Center for General Practice, Leuven, Belgium; Bert Aertgeerts, KU Leuven, Academic Center for General Practice, Leuven, Belgium; Geraldine Clarebout, KU Leuven, Academic Center for General Practice, Leuven, Belgium; Ann Roex, KU Leuven, Academic Center for General Practice, Leuven, Belgium
1415-1430	4K2	Activating Innovation In Medical Education Majka Woods, University of Minnesota, Office of Medical Education, Minneapolis, United States; Leslie Anderson, University of Minnesota, Office of Medical Education, Minneapolis, United States; Mark Rosenberg*, University of Minnesota, Office of Medical Education, Minneapolis, United States
1430-1445	4K3	Small institutional grants: A means to enable young institutional leaders to shape the curriculum of future health professionals Sunhea Choi, University of Southampton, Faculty of Medicine, Southampton, United Kingdom; Trevor Pickup*, University of Southampton, Faculty of Medicine, Southampton, United Kingdom
1445-1500	4K4	Patient and Public Involvement in Medical Education Samantha Regan de Bere*, Plymouth University Peninsula Schools of Medicine and Dentistry, Collaboration for the Advancement of Medical Education & Assessment (CAMERA), Plymouth, United Kingdom; Suzanne Nunn, Plymouth University Peninsula Schools of Medicine and Dentistry, Collaboration for the Advancement of Medical Education & Assessment (CAMERA), Plymouth, United Kingdom; Julian Archer*, Plymouth University Peninsula Schools of Medicine and Dentistry, Collaboration for the Advancement of Medical Education & Assessment (CAMERA), Plymouth, United Kingdom; Sally Hanks*
1500-1515	4K5	Pay it Forward Frank Bate*, University of Notre Dame Australia, School of Medicine, Fremantle, Australia
1515-1530	4K6	Free range teaching, an open, networked, digital learning environment Moira A.L. Maley*, University of Western Australia, The Rural Clinical School of Western Australia, Albany, Australia; Kirsten A. Auret, University of Western Australia, The Rural Clinical School of Western Australia, Albany, Australia; Sarah J. Moore, University of Western Australia, The Rural Clinical School of Western Australia, Busselton, Australia; Malcolm Evans, University of Western Australia, The Rural Clinical School of Western Australia, Perth, Australia
	No discussion	
1400-1530	4L	SHORT COMMUNICATIONS: International Education 1 Chairperson: Carmi Margolis (Israel) Location: Amber 5, Level +2, MiCo
1400-1415	4L1	Delivering an undergraduate medical curriculum across Europe: Aiming towards excellence in clinical placements through education research and staff development Anja Timm*, University of Southampton, Faculty of Medicine / Medical Education Academic Unit, Southampton, United Kingdom; Clare Polack, University of Southampton, Faculty of Medicine / Medical Education Academic Unit, Southampton, United Kingdom; Annika Quinn, University of Southampton, Faculty of Medicine / Medical Education Academic Unit, Southampton, United Kingdom

- 1415-1430 **4L2** **Reliability and validity for assessing the competence and practice readiness of international medical graduates**
Claudio Violato*, Wake Forest University, School of Medicine, Winston-Salem, United States; Penny Davis, University of Saskatchewan, School of Medicine, Saskatoon, Canada; Nancy Allan, University of Saskatchewan, Saskatoon, Canada
- 1430-1445 **4L3** **The Relationship between Performance on the International Foundations of Medicine® (IFOM®) Clinical Science Examination and the United States Medical Licensing Examination® (USMLE®) Step 2 CK**
Carol Morrison*, National Board of Medical Examiners, Scoring Services, Philadelphia, PA, United States; John Phebus, National Board of Medical Examiners, International Programs, Philadelphia, PA, United States; Brownie Anderson, National Board of Medical Examiners, International Programs, Philadelphia, PA, United States; Stephanie Woodward, National Board of Medical Examiners, Scoring Services, Philadelphia, PA, United States
- 1445-1500 **4L4** **Med-MOTION Project: implementing mobility by 5 pilot projects**
C Le Jeune, Université Paris Descartes, Paris, France; K Van Liempt and J Derdelinckx, Antwerp University and EMSA-Antwerp, Antwerp, Belgium; U Arnold, Charité Universitätsmedizin, Berlin, Germany; RM Langer, Semmelweis University, Budapest, Hungary; F Kristmundsdottir, University of Edinburgh, Edinburgh, United Kingdom; G Nilsson, Karolinska Institutet, Stockholm, Sweden; Presenter: FI Wolf*, Università Cattolica del Sacro Cuore, Rome, Italy
- 1500-1515 **4L5** **A pilot study to explore the challenges of European health professionals working outside their country: The example of Italian doctors in the UK**
Nora Di Tomasso*, St Georges Hospital, General Intensive Care Unit, London, United Kingdom; Giovanni Serena, St Georges Hospital, General Intensive Care Unit, London, United Kingdom; Valeria Alicino, St Georges Hospital, General Intensive Care Unit, London, United Kingdom; Antonino Poma, St Georges Hospital, General Intensive Care Unit, London, United Kingdom; Michela Vitale, St Georges Hospital, General Intensive Care Unit, London, United Kingdom; Calogero Di Liberto, St Georges Hospital, General Intensive Care Unit, London, United Kingdom
- 1515-1530 **4L6** **International faculty development programs with focus on developing countries: How to successfully support medical faculties in rapidly growing economies**
Fabian Jacobs*, CIH- Center for International Health, Institute for Medical Education, Munich, Germany; Martin Fischer, Ludwig Maximilians Universität, Surgery, Munich, Germany; Matthias Siebeck, CIH, Ludwig Maximilians Universität, Munich, Germany
- No discussion
- 1400-1530 **4M** **SHORT COMMUNICATIONS: Curriculum Subjects 1**
Chairperson: T J Jirasevijinda (United States)
Location: Amber 6, Level +2, MiCo
- 1400-1415 **4M1** **A Hybrid Course for Neuroscience**
Stanley Jacobson*, Tufts University School of Medicine, Integrative Physiology and Pathobiology, Boston, United States; Susan Albright, Tufts University School of Medicine, Department of Technology for Learning in the Health Sciences and TUSK- Enterprise Educational System, Boston, United States; Mark Bailey, Tufts University School of Medicine, Department of Technology for Learning in the Health Sciences and TUSK- Enterprise Educational System, Boston, United States
- 1415-1430 **4M2** **Developing Forensic Medicine Internship Programme and Logbook**
Orhan Odabasi*, Hacettepe University, Medical Education and Informatics, Ankara, Turkey; Sevgi Turan, Hacettepe University, Medical Education and Informatics, Ankara, Turkey; Aysun Balseven Odabasi, Hacettepe University, Forensic Medicine, Ankara, Turkey; Ramazan Akcan, Hacettepe University, Forensic Medicine, Ankara, Turkey; Ali Riza Tumer, Hacettepe University, Forensic Medicine, Ankara, Turkey; Melih Elcin, Hacettepe University, Medical Education and Informatics, Ankara, Turkey
- 1430-1445 **4M3** **Psychiatric education in the context of problem-based medical education**
Michael Andresen*, School of Medicine, Örebro University, Örebro, Sweden
- 1445-1500 **4M4** **Psychology in Saudi Arabia's Medical schools: In which department does it belong?**
Ahmed Alkhalaf*, Faculty of Medicine, AlBaha University, Department of Family and Community Medicine, AlBaha, Saudi Arabia; Emad A Koshak, Faculty of Medicine, AlBaha University, Medicine Department, AlBaha, Saudi Arabia
- 1500-1515 **4M5** **Education in personalised medicine, new topics, new links, new methods**
Marie Karlikova*, Faculty Hospital in Pilsen and Charles University of Prague, Faculty of Medicine in Pilsen, Laboratory of Immunoanalysis, Pilsen, Czech Republic; Ondrej Topolcan, Faculty Hospital in Pilsen and Charles University of Prague, Faculty of Medicine in Pilsen, Laboratory of Immunoanalysis, Pilsen, Czech Republic; Jiri Polivka jr., Faculty Hospital in Pilsen and Charles University of Prague, Faculty of Medicine in Pilsen, Department of Neurology, Pilsen, Czech Republic; Jiri Polivka, Faculty Hospital in Pilsen and Charles University of Prague, Faculty of Medicine in Pilsen, Laboratory of Immunoanalysis, Pilsen, Czech Republic; Judita Kinkorova, Technology Centre AS CR, Prague, Czech Republic
- 1515-1530 **4M6** **Initiating End-of-Life Discussion With Medical Students: Perspective and Awareness of Dealing with the "Elephant in the Room"**
Fernando Henrique Bergo de Souza e Silva*, UNICAMP, Emergency Department, Campinas, Brazil; Marco Antônio de Carvalho Filho, UNICAMP, Emergency Department, Campinas, Brazil; Marcelo Schweller, UNICAMP, Emergency Department, Campinas, Brazil; Diego Lima Ribeiro, UNICAMP, Emergency Department, Campinas, Brazil; Bruno de Jorge, UNICAMP, Abilities Lab, Campinas, Brazil

No discussion

- 1400-1530 **4N** **SHORT COMMUNICATIONS: CPD 1**
 Chairperson: Herve Maisonneuve (France)
 Opening Discusant: Tanya Horsley (Canada)
 Location: Amber 7, Level +2, MiCo
- 1400-1415 **4N1** **Coaching Surgeons: Culture Eats Strategy for Breakfast**
 Dorotea Mutabdzic*, University of Toronto, Wilson Centre, Toronto, Canada; Priyanka Patel, University of Toronto, Wilson Centre, Toronto, Canada; Nathan Zilbert, University of Toronto, Wilson Centre, Toronto, Canada; Natasha Seemann, University of Toronto, Wilson Centre, Toronto, Canada; Lucas Murnaghan, Hospital for Sick Children, Surgery, Toronto, Canada; Carol-anne Moulton, University of Toronto, Wilson Centre, Toronto, Canada
- 1415-1430 **4N2** **Continuous professional development: The main drivers and the major obstacles**
 Abdulkader Al-Juhani*, Royal Commission Medical Center, Training and Development, Yanbu, Saudi Arabia
- 1430-1445 **4N3** **Developing an instrument for measuring general practitioners' intention to use e-Learning in continuing medical education**
 Tahereh Changiz, Isfahan University of Medical Sciences, Department of Medical Education, Isfahan, Iran; Italo Massiolo, Karolinska Institute, Department of Learning, Informatics, Management and Ethics, Stockholm, Sweden; Zahra Dehghani, Isfahan University of Medical Sciences, Medical Education Research Centre, Isfahan, Iran; Nahidosadat Mirshahzadeh, Isfahan University of Medical Sciences, Medical Education Research Centre, Isfahan, Iran; Nabil Zary, Karolinska Institute, Department of Learning, Informatics, Management and Ethics, Stockholm, Sweden; Presenter: Arash Hadadgar*, Karolinska Institute, Department of Learning, Informatics, Management and Ethics, Stockholm, Sweden
- 1445-1500 **4N4** **A Physician Reviewer's Perspective on Accrediting Continuing Medical Education (CME) Programs: Best Practices & Lessons Learned**
 Pamela Snow*, Memorial University, Discipline of Family Medicine, St. John's, Canada
- 1500-1515 **4N5** **The GMC's Tests of Competence: Unfair to long standing doctors?**
 L Mehdizadeh, University College London, London, United Kingdom; A Sturrock*, University College London, London, United Kingdom; J Dacre, University College London, London, United Kingdom
- 1515-1530 Discussion
- 1400-1530 **4O** **SHORT COMMUNICATIONS: Student in Difficulty**
 Chairperson: Angelika Hofhansl (Australia)
 Location: Amber 8, Level +2, MiCo
- 1400-1415 **4O1** **Diagnosing Failure**
 L. James Nixon*, University of Minnesota Medical School, Internal Medicine, Minneapolis, United States; Sophie Gladding, University of Minnesota Medical School, Internal Medicine, Minneapolis, United States; Briar Duffy, University of Minnesota Medical School, Internal Medicine, Minneapolis, United States
- 1415-1430 **4O2** **Young physicians' response to medical students' unprofessional behavior in clinical rotations--- The prospects from Eastern culture**
 Ling-Yu Yang*, National Yang-Ming University, Pediatrics, Taipei, Taiwan; Chen-Huan Chen, National Yang-Ming University, Medicine, Taipei, Taiwan; Jing-Feng Lirng, National Yang-Ming University, Radiology, Taipei, Taiwan; William Huang, National Yang-Ming University, Urology, Taipei, Taiwan
- 1430-1445 **4O3** **Negative emotions triggered in students by medical school routine situations**
 Telma Kremer*, Erasmus University Rotterdam, Institute of Medical Education Research at Erasmus Medical Center, Rotterdam, Netherlands; Silvia Mamede, Erasmus University Rotterdam, Institute of Medical Education Research at Erasmus Medical Center, Rotterdam, Netherlands; Jarbas Roriz-Filho, Ceará Federal University, Clinical Medicine Department, Fortaleza, Brazil; Alvaro Madeiro Leite, Ceará Federal University, Department of Pediatrics, Fortaleza, Brazil; Henk Schmidt, Erasmus University Rotterdam, Department of Psychology, Rotterdam, Netherlands
- 1445-1500 **4O4** **"It's not what you say, its what they see and hear": The value of video feedback for medical students undergoing remediation**
 Colette Orton, University Hospitals of Leicester, Clinical Skills Unit, Department of Clinical Education, Leicester, United Kingdom; Robyn Goodier*, University of Leicester, Department of Medical and Social Care Education, Leicester, United Kingdom; Robert Jay, University of Leicester, Department of Clinical Education, Leicester, United Kingdom; Jannet Yates, University of Leicester, Department of Medical and Social Care Education, Leicester, United Kingdom; Mark Fores, University Hospitals of Leicester NHS Trust, Department of Clinical Education, Leicester, United Kingdom; Rakesh Patel, University of Leicester, Department of Medical and Social Care Education, Leicester, United Kingdom
- 1500-1515 **4O5** **Can students' learning objectives for professional behaviour predict success of remediation?**
 Marianne Mak-van der Vossen*, VUmc School of Medical Sciences, Institute for Education and Training, Research in Education, Amsterdam, Netherlands; Saskia Peerdeman, VU University Medical Center, Department of Neurosurgery, Amsterdam, Netherlands; Franciska Galindo Garré, VUmc School of Medical Sciences, Institute for Education and Training, Research in Education, Amsterdam, Netherlands; Gerda Croiset, VUmc School of Medical Sciences, Institute for Education and Training, Amsterdam, Netherlands; Rashmi Kusrurkar, VUmc School of Medical Sciences, Institute for Education and Training, Research in Education, Amsterdam, Netherlands

- 1515-1530 **406** **Using Learning Management Systems (LMS) Analytics For Early Detection of Students Underachievement in Blended Courses, An Evidence Based Study**
Mohammed Saqr, Qassim College of Medicine, Buraydah, Saudi Arabia; Habiba Kamal, Qassim College of Medicine, Buraydah, Saudi Arabia; Presenter: Abdullah AlGhasham*, Qassim College of Medicine, Buraydah, Saudi Arabia
- No discussion
- 1400-1530 **4P** **SHORT COMMUNICATIONS: Teaching and Learning – The Lecture**
Chairperson: Susan Jamieson (United Kingdom)
Opening Discussant: Chaoyan Dong (Singapore)
Location: Theatre Room 13, Level 0, MiCo
- 1400-1415 **4P1** **Repurposing Lectures towards Active Learning: A Successful Model in a Medical School**
Anju Relan*, David Geffen School of Medicine, UCLA, Los Angeles, United States; Michael Zucker, David Geffen School of Medicine, UCLA, Los Angeles, United States; LuAnn Wilkerson, David Geffen School of Medicine, UCLA, Los Angeles, United States
- 1415-1430 **4P2** **Alternating large group seminars using the white board with small group discussions helps students be active and reflective**
Anna Hofsten*, University of Gävle, Faculty of Health and Occupational Studies, Gävle, Sweden; Elisabeth Häggström, University of Gävle, Faculty of Health and Occupational Studies, Gävle, Sweden
- 1430-1445 **4P3** **Can mobile technology replace lectures before student simulation?**
Matthew Wix*, University of Manchester, Faculty of Medical and Health Sciences, Preston, United Kingdom; Sarah Wood, University of Manchester, Department of Paediatric Surgery, Manchester, United Kingdom; Jackie Hanson, Royal Preston Hospital, Undergraduate Education, Preston, United Kingdom; Lucie Byrne-Davies, University of Manchester, Faculty of Medical and Health Sciences, Preston, United Kingdom; Mark Pimblett, Royal Preston Hospital, Undergraduate Education, Preston, United Kingdom; Mike Davis, Freelance Consultant in Continuing Medical Education, Faculty of Medical Health Sciences, Blackpool, United Kingdom
- 1445-1500 **4P4** **Situation analysis of large group teaching sessions in the medical colleges of Dhaka city**
Sheguftha Mohammad*, Update Dental College and Hospital, Medical Education, Dhaka, Bangladesh
- 1500-1515 **4P5** **Lecture video capture: Student friend or staff foe?**
Julie Struthers*, University of St Andrews, School of Medicine, St Andrews, United Kingdom; Ian Gordon, University of St Andrews, School of Medicine, St Andrews, United Kingdom; Jim Aiton, University of St Andrews, School of Medicine, St Andrews, United Kingdom
- 1515-1530 Discussion
- 1400-1530 **4Q** **CONFERENCE WORKSHOP: “A Gentle Introduction to Psychometrics for the Medical Educator: Key Concepts and How to Apply them to your Assessment”**
Andre De Champlain*, Medical Council of Canada, Research & Development, Ottawa, Canada
Location: Workshop Room 1, Level 0, MiCo
- 1400-1530 **4R** **CONFERENCE WORKSHOP: Best Practices for Orienting New Medical School Faculty**
Elza Mylona*, Eastern Virginia Medical School, Faculty Affairs and Professional Development, Norfolk, VA, United States; William A. Anderson*, College of Human Medicine Michigan State University, Office of Medical Education and Faculty Affairs, Michigan, United States
Location: Workshop Room 2, Level 0, MiCo
- 1400-1530 **4S** **CONFERENCE WORKSHOP: Creating Competency Frameworks: 12 Steps to Elegant Results**
Jason R. Frank*, Royal College of Physicians & Surgeons of Canada, Specialty Education, Ottawa, Canada
Location: Workshop Room 3, Level 0, MiCo
- 1400-1530 **4T** **CONFERENCE WORKSHOP: Exploring clinical reasoning: Making thinking visible**
Clare Delany*, University of Melbourne, Medical School, Melbourne, Australia; Jayne Lysk*, University of Melbourne, School of Health Sciences, Melbourne, Australia; Clinton Golding, University of Otago, Higher Education Development Centre, Dunedin, New Zealand; Barbara Kameniar*, University of Melbourne, Melbourne Institute for Indigenous Development, Melbourne, Australia
Location: Suite 9, Level Mezzanine, MiCo
- 1400-1530 **4U** **CONFERENCE WORKSHOP: Milestones and EPAs – Frameworks for CBME and Assessment**
Eric Holmboe*, ACGME, On Behalf of the ICBME Collaborators, Chicago, United States; Jamiu Busari*, Maastricht University, Netherlands; Steve Lieberman*, UMTB, United States; Shelley Ross*, University of Alberta, Canada; Peter Harris*, UNSW, Australia
Location: Suite 8, Level Mezzanine, MiCo

- 1400-1530 **4V** **CONFERENCE WORKSHOP: Best Practices in Residency Applications and Selection: File Review**
Susan Glover Takahashi, University of Toronto, PGME, Toronto, Canada; Linda Probyn, University of Toronto, PGME, Toronto, Canada; Caroline Abrahams, University of Toronto, PGME, Toronto, Canada; Mariela Ruetalo, University of Toronto, PGME, Toronto, Canada; Glen Bandiera*, University of Toronto, PGME, Toronto, Canada
Location: Suite 7, Level Mezzanine, MiCo
- 1400-1530 **4W** **CONFERENCE WORKSHOP: Fostering Collaboration Among Young Medical Educators to Improve Innovation and Research**
Matthew Stull*, University of Cincinnati College of Medicine, Department of Emergency Medicine, Cincinnati, United States; Emily Bate*, University of Aberdeen, Department of Emergency Medicine, Aberdeen, United Kingdom; Robbert Duvivier*, FAIMER, Philadelphia, United States
Location: Suite 6, Level Mezzanine, MiCo
- 1400-1530 **4X** **CONFERENCE WORKSHOP: Making pass-fail decisions fairly**
Dwight Harley*, University of Alberta, Department of Dentistry, Edmonton, Canada; Margaret Dennett*, Vancouver Community College, Certified Dental Assisting, Vancouver, Canada; Ron Damant*, University of Alberta, Medicine, Edmonton, Canada
Location: Suite 4, Level +2, MiCo
- 1400-1530 **4Y** **CONFERENCE WORKSHOP: Developing the educational culture of a healthcare organisation**
Peter W Johnston*, NHS Education for Scotland, The Scottish Deanery, Aberdeen, United Kingdom; Jennifer Cleland*, University of Aberdeen, Division of Medical and Dental Education, Aberdeen, United Kingdom
Location: Suite 3, Level +2, MiCo
- 1400-1530 **4Z** **CONFERENCE WORKSHOP: Teaching and assessing reflective writing in the medical sciences**
Elizabeth Armitage-Chan*, Royal Veterinary College, LIVE Centre, Hatfield, United Kingdom; Ayona Silva-Fletcher*, Royal Veterinary College, LIVE Centre, Hatfield, United Kingdom; Carrie Roder*, Royal Veterinary College, LIVE Centre, Hatfield, United Kingdom
Location: Suite 2, Level +2, MiCo
- 1400-1530 **4AA** **CONFERENCE WORKSHOP: A beginner's guide to peer reviewing health education systematic review: A Best Evidence Medical Education (BEME) Collaboration workshop**
Antonio Vaz Carneiro*, University of Lisbon, School of Medicine, Lisbon, Portugal; Madalena Patricio*, University of Lisbon, Faculty of Medicine, Lisbon, Portugal; Morris Gordon*, University of Central Lancashire, School of Medicine and Dentistry, Preston, United Kingdom
Location: Suite 1, Level +2, MiCo
- 1400-1530 **4BB** **MEET THE EXPERT: Lawrence Sherman**
Following his plenary "Disruption, Distraction, Diversion or Delight: The Love/Hate Tug of War Between Technology and Medical Education", Lawrence Sherman will be available to meet participants to discuss aspects of his presentation.
Location: Suite 5, Level +2, MiCo
- 1400-1530 **4CC** **POSTERS: Assessment 2: Feedback**
Chairperson: Hatim Abdelrahman (Qatar)
Location: South Hall, Level 0, MiCo
- 4CC1** **Does the feedback provided by tutors to medical students during formative assessment sessions differ according to their clinical profile?**
N Junod Perron*, University of Geneva Faculty of Medicine and Geneva University Hospitals, Geneva, Switzerland; M Louis-Simonet; E Pfarrwaller; B Cerutti; J. Nendaz
- 4CC2** **Feedback in Medical Education: Students' Perspective vs Faculty Perspective**
Cagri Orkun Kilic*, Marmara University Faculty of Medicine, Istanbul, Turkey; Mert Can Rador, Istanbul University Cerrahpasa Faculty of Medicine, Istanbul, Turkey; Alper Yarimbas, Sakarya University Faculty of Medicine, Sakarya, Turkey; Busra Oner, Sakarya University Faculty of Medicine, Sakarya, Turkey; Ilayda Ekin Cetinkaya, Kocaeli University Faculty of Medicine, Kocaeli, Turkey; Eda Dayan, Istanbul University Istanbul Faculty of Medicine, Istanbul, Turkey
- 4CC3** **Differences in given feedback in different clinical settings**
Eveline Bruneel*, Vrije Universiteit Brussel, Study Guidance Center, Brussels, Belgium; Nicole Pouliart, Vrije Universiteit Brussel, Clinical Clerkships, Brussels, Belgium
- 4CC4** **Learning outcome-based feedback on multiple choice examinations helps students identify areas of weakness**
David Kennedy*, Newcastle University, School of Medical Science Education Development, Newcastle upon Tyne, United Kingdom

- 4CC5 Development of a new end-of-year appraisal format for medical students**
Clare Guiding*, Newcastle University, Newcastle Upon Tyne, United Kingdom; David Kennedy, Newcastle University, Newcastle Upon Tyne, United Kingdom; Richard Price, Newcastle University, Newcastle Upon Tyne, United Kingdom
- 4CC6 Subject-based review test followed by feedback: Its impact on summative performance of medical students under an integrated medical curriculum**
Sarmishtha Ghosh*, MAHSA University, Physiology, Kuala Lumpur, Malaysia; Aung Ko Ko Min, MAHSA University, Community Medicine, Kuala Lumpur, Malaysia
- 4CC7 Systematic feedback exchange between teachers and students: A tool to enhance undergraduate medical students' clinical education**
Mats Leijman*, Helsingborg Hospital, Department of Paediatrics, Helsingborg, Sweden; Anne Jung, Helsingborg Hospital, Department of Paediatrics, Helsingborg, Sweden; Claes Ignell, Helsingborg Hospital, Department Obstetrics and Gynaecology, Helsingborg, Sweden
- 4CC8 Medical students in the feedback process again**
Renata Pecova*, Comenius University in Bratislava, Jessenius Faculty of Medicine in Martin, Department of Pathophysiology, Martin, Slovakia; Oto Osina, Comenius University in Bratislava, Jessenius Faculty of Medicine in Martin, Clinic of Occupational Medicine and Toxicology, Martin, Slovakia; Michaela Simkova, Comenius University in Bratislava, Jessenius Faculty of Medicine in Martin, Department of Quality Management, Martin, Slovakia; Peter Cingel, Comenius University in Bratislava, Jessenius Faculty of Medicine in Martin, Department of Information Technologies, Martin, Slovakia; Ivan Majling, Comenius University in Bratislava, Jessenius Faculty of Medicine in Martin, Clinic of Gynecology and Obstetrics, Martin, Slovakia; Jan Danko, Comenius University in Bratislava, Jessenius Faculty of Medicine in Martin, Department of Pathophysiology, Martin, Slovakia
- 4CC9 iCAN!-theyCAN!-Oncology: Development and pilot application of a double-edged tool for formative two-source feedback**
Ioannis Zerdes, University of Ioannina Medical School, Medical Education Unit, Department of Hygiene and Epidemiology, Ioannina, Greece; Athanasia Zampeta*, University of Ioannina Medical School, Medical Education Unit, Department of Hygiene and Epidemiology, Ioannina, Greece; Zoi Tziortzioti, University of Ioannina Medical School, Medical Education Unit, Department of Hygiene and Epidemiology, Ioannina, Greece; Ioannis Souglakos, University Hospital of Heraklion, Crete, Department of Medical Oncology, Heraklion, Greece; Evangelos Briasoulis, University of Ioannina Medical School, Department of Haematology, Ioannina, Greece; Ioannis D K Dimoliatis, University of Ioannina Medical School, Medical Education Unit, Department of Hygiene and Epidemiology, Ioannina, Greece
- 4CC10 Exploring experienced feedback facilitators' approach to the MSF dialogue**
Gitte Eriksen*, Center of Medical Education, Aarhus University, Department of Human Resources, Aarhus University Hospital, Aarhus, Denmark; Gitte Bjørg, PeoplePartner, Department of Human Resources, Aarhus University Hospital, Egå, Denmark; Hans Ehlert, Ehlert, Business Psychology, Department of Human Resources, Aarhus University Hospital, Knebel, Denmark; Bente Malling, Center of Medical Education, Aarhus University, Aarhus, Denmark
- 4CC11 Is there a relationship between surgeons' self-efficacy, listening skills and self-reported feedback skills?**
Maarten Molendijk, Albert Schweitzer Hospital, Department of Education, Dordrecht, Netherlands; Bas Lamme*, Albert Schweitzer Hospital, Department of Surgery, Dordrecht, Netherlands; Peter Plaisier, Albert Schweitzer Hospital, Department of Surgery, Dordrecht, Netherlands; Robert Oostenbroek, Albert Schweitzer Hospital, Department of Education, Dordrecht, Netherlands; Monica Van De Ridder, Albert Schweitzer Hospital, Department of Education, Dordrecht, Netherlands
- 4CC12 Evaluating the impact of structured verbal feedback on residents' performance**
Muhammad Tariq*, Aga Khan University, Medicine, Karachi, Pakistan; John Boulet, Foundation for Advancement of International Medical Education and Research (FAIMER), Internal Medicine, Dallas, United States; Afaq Motiwala, University of Texas, Medicine, United States; Nizar Bhulani, Aga Khan University, Medicine, Karachi, Pakistan
- 4CC13 Content and Conceptual Frameworks of Junior and Senior Preceptors Revisited**
Luc Cote*, Laval University, Family Medicine, Quebec, Canada; Georges Bordage, University of Illinois at Chicago, Medical Education, Chicago, United States
- 4CC14 Clinical Skills Confidence enhanced by OSCEs with real-time clinician feedback**
Banjong Preungprasob*, Ratchaburi Hospital Medical Education Center, Ratchaburi, Thailand
- 1400-1530 **4DD POSTERS: Teaching and Learning Anatomy**
Chairperson: Michael Battistone (United States)
Location: South Hall, Level 0, MiCo
- 4DD1 If you want them to learn, ask them how**
Alexandra Webb*, Australian National University, Medical School, Canberra, Australia; Krisztina Valter, Australian National University, Medical School, Canberra, Australia
- 4DD2 Medical imaging and ultrasound in integrated clinical anatomy curriculum**
Michelle Moscova*, University of Wollongong, School of Medicine, Wollongong, Australia; Deborah Bryce, University of Sydney, Anatomy and Histology, Sydney, Australia; Noel Young, Westmead Hospital, Department of Radiology, Westmead, Australia; Doungkamol Sindhusake, University of Western Sydney, Faculty of Medicine, Sydney, Australia

- 4DD3 VU student anatomy project (VUsap): A student initiative**
Thomas Koedam, VUmc School of Medical Sciences, Anatomy and Neurosciences, Amsterdam, Netherlands; Christianne van Lieshout*, VUmc School of Medical Sciences, Anatomy and Neurosciences, Amsterdam, Netherlands; Koen Dudink, VUmc School of Medical Sciences, Anatomy and Neurosciences, Amsterdam, Netherlands; Nick Zondervan, VUmc School of Medical Sciences, Anatomy and Neurosciences, Amsterdam, Netherlands; Michael van Emden, VUmc School of Medical Sciences, Anatomy and Neurosciences, Amsterdam, Netherlands; Henk Groenewegen, VUmc School of Medical Sciences, Anatomy and Neurosciences, Amsterdam, Netherlands
- 4DD4 Extracurricular anatomy: A multidisciplinary approach**
Petra Hanson*, University Hospital of Coventry and Warwickshire, Coventry, United Kingdom; James Masters, University Hospital of Coventry and Warwickshire, Warwick, United Kingdom; Brian Burnett, University Hospital of Coventry and Warwickshire, United Kingdom; Richard Tunstall, Warwick Medical School, United Kingdom; Joy Radtschenko*, University Hospital of Coventry and Warwickshire, Coventry, United Kingdom
- 4DD5 A Delphi consensus study to identify current clinically most valuable orthopaedic anatomy components for teaching medical students**
Meenakshi Swamy*, Durham University, School of Medicine, Pharmacy and Health, Stockton on Tees, United Kingdom; Santosh Venkatachalam, Northumbria Healthcare, Orthopaedics, North Tyneside, United Kingdom; John McLachlan, Durham University, School of Medicine, Pharmacy and Health, Stockton on Tees, United Kingdom
- 4DD6 Differential impact of learning from static versus dynamic microscopic images when studying medical histology**
Sylvia Mione*, Ghent University, Basic Medical Sciences, Histology, Gent, Belgium; Martin Valcke, Ghent University, Educational Sciences, Gent, Belgium; Maria Cornelissen, Ghent University, Basic Medical Sciences, Histology, Gent, Belgium
- 4DD7 Developing education for teaching assistants in anatomy**
Ellen Johansson*, University of Gothenburg, Institute of Biomedicine, Department of Medical Biochemistry and Cell Biology, Gothenburg, Sweden; Magnus Braide, University of Gothenburg, Institute of Biomedicine, Department of Medical Biochemistry and Cell Biology, Gothenburg, Sweden
- 4DD8 “Detached concern” of medical students in the cadaver dissection course: A phenomenological study**
Wei-Ting Tseng*, Chang Gung University, School of Medicine, Taoyuan, Taiwan; Ya-Ping Lin, Chang Gung University, Department of Medical Humanities and Social Sciences, Taoyuan, Taiwan
- 4DD9 Integrated Multitouch Screen System as a New Strategy for Teaching Anatomy in Veterinary Medicine**
Rodolfo Paredes*; Rodrigo Loyola, Universidad Andres Bello, Dirección General de Tecnologías de la Información, Santiago, Chile; Cintya Borroni, Universidad Andres Bello, Escuela de Medicina Veterinaria, Facultad de Ecología y Recursos Naturales, Santiago, Chile; Eduardo Landerer, Universidad Andres Bello, Escuela de Medicina, Facultad de Medicina, Chile; Carlos Gonzalez, Universidad Andres Bello, Escuela de Medicina Veterinaria, Facultad de Ecología y Recursos Naturales, Santiago, Chile; Diana Bermejo, Universidad Andres Bello, Escuela de Medicina Veterinaria, Facultad de Ecología y Recursos Naturales, Santiago, Chile
- 4DD10 A new approach to neuroanatomical education using computer-based interactive e-learning resources**
Lauren Allen, University of Western Ontario, Anatomy and Cell Biology, London, Canada; Roy Eagleson, University of Western Ontario, Electrical and Software Engineering, London, Canada; Presenter: Sandrine de Ribaupierre*, University of Western Ontario, Clinical Neurological Sciences, London, Canada
- 4DD11 Can the formative exams be the tool for preclinical students improving their scores in neuroanatomy?**
Nantawan Soonklang*, Thammasat University, Anatomy, Pathumthani, Thailand; Praphaporn Stewart, University of Sunshine Coast, Faculty of Science Education and Engineering, Sunshine Coast, Australia
- 4DD12 Radiology: An underutilized resource for the teaching of anatomy in Angolan medical schools**
N’Denga Tomás*, Faculty Medicine University Agostinho Neto, Anatomy, Luanda, Angola; Esmael Tomás, Faculty Medicine University Agostinho Neto, Anatomy, Luanda, Angola; Brent Burbridge, University of Saskatchewan, Medical Imaging, College of Medicine, Saskatoon, Canada; Maria Amélia Ferreira, Faculty Medicine University Porto, Department Medical Education and Simulation, Porto, Portugal
- 4DD13 Acquisition of clinical anatomical knowledge by foundation doctors during four-month anatomy demonstrator rotations**
Joanna Matthan*, University of Newcastle, Faculty of Medicine, School of Medical Sciences Education Development, Anatomy and Clinical Skills Department, Newcastle, United Kingdom; Iain Keenan, University of Newcastle, Faculty of Medicine, School of Medical Sciences Education Development, Anatomy and Clinical Skills Department, Newcastle, United Kingdom
- 4DD14 How do students best learn anatomy? Exploring student responses to the resources available**
M Bajalan*, Barts & the London School of Medicine and Dentistry, Medical Education, London, United Kingdom; Jon Fuller, Barts & the London School of Medicine and Dentistry, Medical Education, London, United Kingdom
- 4DD15 Near-Peer Generated Anatomy Prosection Videos Created Using an iPad**
Colten Bracken*, Mayo Clinic, School of Medicine, Rochester, MN, United States; Nirusha Lachman, Mayo Clinic, Department of Anatomy, Rochester, MN, United States; Wojciech Pawlina, Mayo Clinic, Department of Anatomy, Rochester, MN, United States

4DD16 Small Group Teaching of Clinical Skills and the Use of Tablets in the Preclinical Curricular Course “Anatomy and Imaging”

Anna Schober*, University of Muenster, Institute of Anatomy and Molecular Neurobiology, Muenster, Germany; Rebecca Schmidt, University Hospital Muenster, Department of Clinical Radiology, Muenster, Germany; Jan Carl Becker, University of Muenster, Medical Faculty, Department of Medical Education, Muenster, Germany; Werner Wittkowski, University of Muenster, Institute of Anatomy and Molecular Neurobiology, Muenster, Germany

1400-1530

4EE POSTERS: Outcome-based Education

Chairperson: Philip Chan (United Kingdom)

Location: South Hall, Level 0, MiCo

4EE1 Competency-based Education for Medical Educators: Implications and Implementation

Larry D. Gruppen*, University of Michigan, Medical Education, Ann Arbor, United States; J. Thomas Fitzgerald, University of Michigan, Medical Education, Ann Arbor, United States; Patricia B. Mullan, University of Michigan, Medical Education, Ann Arbor, United States; Sally Santen, University of Michigan, Emergency Medicine and Medical Education, Ann Arbor, United States; Caren Stalburg, University of Michigan, Obstetrics-Gynecology & Medical Education, Ann Arbor, United States; John Burkhardt, University of Michigan, Emergency Medicine & Medical Education, Ann Arbor, United States

4EE2 The impact of generalized implementation of Healthcare Matrix in developing residency six core competencies

Pei-Chun Lin*, Far Eastern Memorial Hospital, Department of Medical Education, New Taipei City, Taiwan; Yun Chen, Far Eastern Memorial Hospital, Department of Medical Education, New Taipei City, Taiwan; Shu-Hsun Chu, Far Eastern Memorial Hospital, Superintendent Office, New Taipei City, Taiwan

4EE3 The JFI: Anchoring CanMEDS in Quebec

Sam Daniel, Fédération des Médecins Spécialistes du Québec, Développement Professionnel Continu, Montréal, Canada; Nagi El Sabbagh, Fédération des Médecins Spécialistes du Québec, Développement Professionnel Continu, Montréal, Canada; Presenter: Patricia Wade*

4EE4 Is there any hierarchical representation of competencies?

RS Franco*, Pontificia Universidade Católica do Paraná, Escola de Medicina, Curitiba, Brazil; CAGS Franco, Pontificia Universidade Católica do Paraná, Escola de Medicina, Curitiba, Brazil; EML Portilho, Pontificia Universidade Católica do Paraná, Programa de Pós Graduação em Educação, Curitiba, Brazil; MR Cubas, Pontificia Universidade Católica do Paraná, Programa de Pós Graduação em Tecnologias em Saúde, Curitiba, Brazil

4EE5 Opportunities for Learning (OFLs): A new educational tool to help implement competency-based medical education (CBME) at Université de Montréal (UdeM)

Louis-Georges Ste-Marie*, Université de Montréal, Vice-décanat au développement continu des compétences professionnelles, Montréal, Canada; Nathalie Caire Fon, Université de Montréal, Vice-décanat au développement continu des compétences professionnelles, Montréal, Canada; Nicolas Fernandez, Université de Montréal, Vice-décanat au développement continu des compétences professionnelles, Montréal, Canada; Carole Lambert, Université de Montréal, Vice-décanat aux études médicales postdoctorales, Montréal, Canada; Mélanie Vincent, Université de Montréal, Vice-décanat aux études médicales de 1er cycle, Montréal, Canada; Andrée Boucher, Université de Montréal, Vice-décanat au développement continu des compétences professionnelles, Montréal, Canada

4EE6 Master Medical Education by Competency in Mexico

Miriam Larios*, Universidad Westhill, Faculty of Medicine, Postgraduate Department, México, Mexico; Alberto Lifshitz, Universidad Westhill, Faculty of Medicine, Postgraduate Department, México, Mexico; Lydia Zerón, Universidad Westhill, Faculty of Medicine, Postgraduate Department, México, Mexico; Manuel Ramiro, Universidad Westhill, Faculty of Medicine, Postgraduate Department, México, Mexico; Enrique Gómez, Universidad Westhill, Faculty of Medicine, Postgraduate Department, México, Mexico

4EE7 Outcome based education after pediatric inpatient clerkship: Physicians and medical student opinions

Samar Mohmed*, Hamd Medical Corporation, General Pediatrics, Doha, Qatar; Ahmed Al-Hammadi, Hamad Medical Corporation, General Pediatrics, Doha, Qatar; Mohamed Hendaus, Hamad Medical Corporation, General Pediatrics, Doha, Qatar; Shabina Khan, Hamad Medical Corporation, General Pediatrics, Doha, Qatar; Yasser Al-Samman, Weill Cornell Medical College, Qatar, General Pediatrics, Doha, Qatar; Tushar Khanna, Weill Cornell Medical College, Qatar, Doha, Qatar

4EE8 What do Paediatricians and General Practitioners think should be included in the undergraduate paediatric curriculum?

Daisy Wylam*, Barts and The London School of Medicine & Dentistry, Queen Mary University of London, London, United Kingdom; Della Freeth, Barts and The London School of Medicine & Dentistry, Queen Mary University of London, London, United Kingdom; Steven Kempsey, United Kingdom

4EE9 SWOT Analysis in the implementation of competencies in the first year of medical school at the National Autonomous University of Mexico UNAM

Patricia M. Herrera*, Universidad Nacional Autonoma de Mexico, Anatomía, Mexico, Mexico; Alicia Cea, Universidad Nacional Autonoma de Mexico, Bioquímica, México D.F., Mexico; María Teresa Cortes, Universidad Nacional Autonoma de Mexico, Public Health, México D.F., Mexico; Aurora Farfán, Universidad Nacional Autonoma de Mexico, Public Health, México D.F., Mexico; Monica Aburto, Universidad Nacional Autonoma de Mexico, Embryology, México D.F., Mexico; Ileana Petra, Universidad Nacional Autonoma de Mexico, Psychiatry and Mental Health, México D.F., Mexico

- 4EE10 Evaluation of basic medical education courses in terms of clinical presentation and competency-based learning outcomes**
KW Choi, The Catholic University of Korea, College of Medicine, Master Center for Medical Education Support, Seoul, Republic of South Korea; I Park, The Catholic University of Korea, College of Medicine, Master Center for Medical Education Support, Seoul, Republic of South Korea; SA Baek, The Catholic University of Korea, College of Medicine, Master Center for Medical Education Support, Seoul, Republic of South Korea; EJ Kim, The Catholic University of Korea, College of Medicine, Master Center for Medical Education Support, Seoul, Republic of South Korea; NJ Kim*, The Catholic University of Korea, College of Medicine, Master Center for Medical Education Support, Seoul, Republic of South Korea; SY Kim, The Catholic University of Korea, College of Medicine, Pathology, Seoul, Republic of South Korea
- 4EE11 Medical students' views about the roles of physicians: Implications for setting outcomes and curricula for undergraduate medical education**
Katsumi Nishiya*, Kagawa University, Faculty of Medicine, Department of Medical Education, Kagawa, Japan; Kazunori Sumitani, Kagawa University, Faculty of Medicine, Department of Medical Education, Kagawa, Japan; Hiroki Okada, Kagawa University, Faculty of Medicine, Department of Medical Education, Kagawa, Japan
- 4EE12 Using essays for analyzing first year medical students' opinions of a good doctor**
Liisa Kuikka*, University of Helsinki, General Practice, Helsinki, Finland; Martina Torppa, University of Helsinki, General Practice, Helsinki, Finland; Laura Karppa, University of Helsinki, General Practice, Helsinki, Finland; Helena Karppinen, University of Helsinki, General Practice, Helsinki, Finland; Kaisu Pitkala, University of Helsinki, General Practice, Helsinki, Finland
- 4EE13 Developing guidelines for designing competency assessment programmes: The initial move from focus on methods to programmatic approach**
Roghayeh Gandomkar*, Tehran University of Medical Sciences, Medical Education, Tehran, Iran; Mohammad Jalili, Tehran University of Medical Sciences, Medical Education, Tehran, Iran; Azim Mirzazadeh, Tehran University of Medical Sciences, Tehran, Iran
- 4EE14 Modernisation of Postgraduate Medical Training through a new assessment system. The model of Cruces University Hospital (Basque Country, Spain)**
J Morán-Barrios*, Hospital Universitario Cruces, Postgraduate Medical Education Unit, Barakaldo, Spain; R del Orbe-Barreto, Hospital Universitario Cruces, Hematología, Barakaldo, Spain; M Calabozo, Hospital Universitario Cruces, Reumatología, Barakaldo, Spain; E Amutio, Hospital Universitario Cruces, Hematología, Barakaldo, Spain; D Bracho-Tudares, Hospital Universitario Cruces, BioCruces Health Research Institute, Barakaldo, Spain; E Pérez-Morán, Hospital Universitario Cruces, Postgraduate Medical Education, Barakaldo, Spain
- 4EE15 iCAN!-Normal Child: Development and initial use of one self-accomplished, formative self-assessment tool for medical students**
Mikaela Arstad Karpidou, University of Ioannina Medical School, Department of Hygiene and Epidemiology, Medical Education Unit, Child Health Department, Ioannina, Greece; Christina Kalivioti, University of Ioannina Medical School, Department of Hygiene and Epidemiology, Medical Education Unit, Child Health Department, Ioannina, Greece; Zoi Mitsoglou*, University of Ioannina Medical School, Department of Hygiene and Epidemiology, Medical Education Unit, Child Health Department, Ioannina, Greece; Alexandros Makis, University of Ioannina Medical School, Child Health Department, Ioannina, Greece; Ioannis DK Dimoliatis, University of Ioannina Medical School, Department of Hygiene and Epidemiology, Medical Education Unit, Ioannina, Greece; Ekaterini Siomou, University of Ioannina Medical School, Child Health Department, Ioannina, Greece
- 4EE16 Development of the assessment system for outcome-based undergraduate medical curriculum**
Danai Wangsaturaka*, Faculty of Medicine, Chulalongkorn University, Pharmacology and Medical Education Unit, Bangkok, Thailand; Ruangsak Lertkhachonsuk, Faculty of Medicine, Chulalongkorn University, Bangkok, Thailand; Pongsak Wannakrairo, Faculty of Medicine, Chulalongkorn University, Bangkok, Thailand

1400-1530

4FF POSTERS: Junior Doctor as Teacher

Chairperson:

Location: South Hall, Level 0, MiCo

4FF1 How effective is 6-module resident-as-teacher curriculum in preparing emergency medicine residents for their teaching role?

Houman Hosein-Nejad*, Tehran University of Medical Science, Emergency, Tehran, Iran; Helen Dargahi, Tehran University of Medical Science, Medical Education, Tehran, Iran

4FF2 Students' perception on their learning through resident-student peer teaching in a university-affiliated hospital in Northeast Thailand

Sumonmaln Klamchuen*, Sunpasitthiprasong Hospital, Department of Pediatrics, Ubon Ratchathani, Thailand; Nawarat Aroonyadech, Sunpasitthiprasong Hospital, Department of Pediatrics, Ubon Ratchathani, Thailand

4FF3 Geriatric Medicine Residents-as-Teachers

Karen A. D'Silva*, University of Toronto, Medicine, Toronto, Canada; Dov Gandell, University of Toronto, Medicine, Toronto, Canada

4FF4 The impact of introducing an online tutorial booking website 'TuteMate' to facilitate near-peer teaching between junior doctors and medical students

Olivia Jagger*, The Royal Devon and Exeter NHS Foundation Trust, Academic Education, Exeter, United Kingdom; Alistair Brown, The Royal Devon and Exeter NHS Foundation Trust, Exeter, United Kingdom; Emma O'Hare, The Royal Devon and Exeter NHS Foundation Trust, Exeter, United Kingdom; Alexander Harding, Exeter Medical School, Exeter, United Kingdom

- 4FF5 A study to investigate student perceptions of near-peer teaching and its advantages when compared to more traditional senior-led teaching**
Oliver C Cohen*, University College London Hospital, London, United Kingdom; Chrishan D Gunasekera, UCL Medical School, Academic Centre for Medical Education, London, United Kingdom; Jonathan M King, Whittington Hospital, London, United Kingdom; Alison Sturrock, UCL Medical School, Academic Centre for Medical Education, London, United Kingdom
- 4FF6 Near-peer teaching by junior doctors enhances medical student confidence in clinical skills: Implications for undergraduate medical education**
Ben Coombs*, Queen Elizabeth Hospital, Birmingham, United Kingdom; Victoria Smith, Queen Elizabeth Hospital, Birmingham, United Kingdom; James Winchester, Queen Elizabeth Hospital, Birmingham, United Kingdom; Daniel Wilkins, Queen Elizabeth Hospital, Birmingham, United Kingdom
- 4FF7 Residents' experiences, perceptions, and competencies of Resident-as-Learner and Teacher (RaLT) in postgraduate medical education**
Youngchang Kim, Soonchunhyang University Cheonan Hospital, Pediatrics, Cheonan, Republic of South Korea; Sun Woo Lee*, Chungnam National University Hospital, Neuropsychiatry, Daejeon, Republic of South Korea; In-Seok Jang, Gyeongsang National University Hospital, Thoracic Surgery, Jin-Ju, Republic of South Korea; Unjong Choi, Wonkwang University, General Surgery, Iksan, Republic of South Korea; Hye Won Jang, Sungkyunkwan University School of Medicine, Social and Preventive Medicine, Republic of South Korea
- 4FF8 Single Centre Experiences of Establishing a Junior-Doctor Led Near-Peer Revision Programme for Final Year Medical Students**
Christopher M Jones, University of Birmingham, Birmingham, United Kingdom; Lucy Nell*, Queen Elizabeth Hospital Birmingham, Birmingham, United Kingdom; Daniel Wilkins, Queen Elizabeth Hospital Birmingham, Birmingham, United Kingdom
- 4FF9 Foundation doctors as teachers: A questionnaire based study of the impact of an interactive workshop**
Rosalind A Jones, Health Education Kent, Surrey & Sussex, Brighton, United Kingdom; Tom Paterson*, Health Education Kent, Surrey & Sussex, Brighton, United Kingdom; Elizabeth Cross, Health Education Kent, Surrey & Sussex, Brighton, United Kingdom; Anna Cave, Health Education Kent, Surrey & Sussex, Brighton, United Kingdom
- 4FF10 Teaching human rights with focus on the right to health**
Linn Persson*, Sahlgrenska University Hospital, Gothenburg, Sweden; Jonna Bernmalm, Sahlgrenska University Hospital, Gothenburg, Sweden; Ulla Strandman, Sahlgrenska University Hospital, Gothenburg, Sweden; Paulin Andréll, Sahlgrenska University Hospital, Gothenburg, Sweden; Caterina Finizia, Sahlgrenska University Hospital, Gothenburg, Sweden
- 4FF11 Perceptions of a Novel Junior Doctor-led Near-Peer Teaching Programme for Clinical Medical Students**
Christopher M Jones*, University of Birmingham, Birmingham, United Kingdom; Samer Al-Ali, Queen Elizabeth Hospital Birmingham, Birmingham, United Kingdom; Lorna Ward, Queen Elizabeth Hospital Birmingham, Birmingham, United Kingdom
- 4FF12 A 2 Year Near-Peer Teaching Programme in Kent, UK: The Impact on Final-year Medical Students Preparing for Practical Examinations, and Comparison Between Academic Years**
Adam Dennis*, King's College Hospital, London, United Kingdom; Dilip Abraham, William Harvey Hospital, Ashford, United Kingdom; Oliver Adebayo, Queen Elizabeth the Queen Mother Hospital, Margate, United Kingdom; Sohel Samad, Queen Elizabeth the Queen Mother Hospital, Margate, United Kingdom
- 1400-1530 **4GG POSTERS: Postgraduate Training 1**
Chairperson: Helen Goodyear (United Kingdom)
Location: South Hall, Level 0, MiCo Milano Congressi
- 4GG1 Development of the Japanese version of checklist for the handoff between emergency physician and hospitalist**
Soichi Ito*, Tokyo Women's Medical University, Department of Medical Education, Tokyo, Japan; Yumiko Okubo, Tokyo Women's Medical University, Department of Medical Education, Tokyo, Japan; Kiyotsugu Takuma, Kawasaki Municipal Hospital, Emergency Department, Kanagawa, Japan; Yuichi Takakuwa, Tokyo Women's Medical University, Department of Biochemistry, Tokyo, Japan; Toshimasa Yoshioka, Tokyo Women's Medical University, Tokyo, Japan
- 4GG2 Improve airway management performance by using Directly Observed Procedural Skills (DOPS) with combination of video-assisted feedback in postgraduate year dental residents**
Wei-Te Hung*, Chung Shan Medical University Hospital, Center of Faculty Development, Taichung, Taiwan
- 4GG3 Do Not Attempt to Resuscitate (DNAR): Knowledge and misconceptions amongst junior doctors and their dilemma when implementing an order. Can we identify these issues and alter misconceptions?**
Karima Medjoub*, NHS Lothian, Medical Education, Edinburgh, United Kingdom; Fiona Crichton, NHS Lothian, Postgraduate Medical Education, Edinburgh, United Kingdom; Ian Stewart, NHS Lothian, Postgraduate Medical Education, Edinburgh, United Kingdom; Simon Edgar, NHS Lothian, Postgraduate Medical Education, Edinburgh, United Kingdom

- 4GG4 Nursing Evaluations of Residents in the Emergency Department**
Dana Liu, University of Michigan Medical School, Department of Emergency Medicine, Ann Arbor, United States; Kara Baker, University of Michigan Medical School, Department of Emergency Medicine, Ann Arbor, United States; Ashley Pavlic, University of Michigan Medical School, Department of Emergency Medicine, Ann Arbor, MI, United States; Tina Martinek, University of Michigan, Department of Emergency Medicine, United States; Joseph House, University of Michigan, Department of Emergency Medicine, United States; Sally Santen*, University of Michigan Medical School, United States
- 4GG5 The Reflective Learning of Gender Concerns in Postgraduate Year-One Emergency Medicine Training**
Yu-Che Chang*, Chang Gung Memorial Hospital, Chang Gung University College of Medicine, Department of Emergency Medicine, Taoyuan, Taiwan; Chien-Kuang Chen, Chang Gung Memorial Hospital, Chang Gung University College of Medicine, Department of Emergency Medicine, Taoyuan, Taiwan; Chung-Hsien Chaou, Chang Gung Memorial Hospital, Chang Gung University College of Medicine, Department of Emergency Medicine, Taoyuan, Taiwan; Jih-Chang Chen, Chang Gung Memorial Hospital, Chang Gung University College of Medicine, Department of Emergency Medicine, Taoyuan, Taiwan; San-Jou Yeh, Chang Gung Memorial Hospital, Chang Gung University College of Medicine, Second Section of Cardiology, Department of Internal Medicine, Taoyuan, Taiwan
- 4GG6 The urgent care pathway: How might Integrated Training in Emergency and Acute Medicine (ITEAM) improve the education of Foundation doctors?**
Geeta Menon*, Frimley Park Hospital NHS Foundation Trust, Ophthalmology, Frimley, United Kingdom; Joanne Zamani, Frimley Park Hospital NHS Foundation Trust, Frimley, United Kingdom
- 4GG7 What comments do anaesthetic consultants make in an online trainee assessment tool?**
Mortimer Kelleher*, Cork University Hospital, Dept of Anaesthesia & Intensive Care Medicine, Cork, Ireland; Jamie Smart, Alfred Hospital, Dept of Anaesthesia & Perioperative Medicine, Melbourne, Australia
- 4GG8 Use of web 2.0 technology to facilitate networked postgraduate learning in anaesthesia & critical care**
David Hewson*, Guy's and St Thomas' NHS Foundation Trust, Department of Anaesthesia, London, United Kingdom; James Wight, Guy's and St Thomas' NHS Foundation Trust, Department of Anaesthesia, London, United Kingdom; Alexa Curtis, Brighton and Sussex University Hospitals NHS Trust, Department of Anaesthesia, Brighton, United Kingdom; Nikhail Balani, Guy's and St Thomas' NHS Foundation Trust, Department of Anaesthesia, London, United Kingdom
- 4GG9 Development of a Novel Education Program to Enhance Rural Emergency Medicine Care, SEME**
Shirley Lee*, University of Toronto, Family and Community Medicine, Toronto, Canada; Howard Ovens, University of Toronto, Family and Community Medicine, Toronto, Canada; Bjug Borgundvaag, University of Toronto, Family and Community Medicine, Toronto, Canada; Eric Letovsky, University of Toronto, Family and Community Medicine, Toronto, Canada; John Foote, University of Toronto, Family and Community Medicine, Toronto, Canada
- 4GG10 Chirurgia minor**
Josef Zarhoud*, University of Gothenburg, Gothenburg, Sweden; Taymaz Fazli, University of Gothenburg, Gothenburg, Sweden
- 4GG11 Surgical Prep Camp: A Novel Educational Program for First-year Residents**
Lisa Satterthwaite*, University of Toronto Surgical Skills Centre, Toronto, Canada; Susan Glover Takahashi, University of Toronto, Toronto, Canada; Curtis Foong, University of Toronto Surgical Skills Centre, Toronto, Canada; Ranil Sonnadara, McMaster University, Hamilton, Canada; Ronald Levine, University of Toronto, Toronto, Canada; Oleg Safir, University of Toronto, Toronto, Canada
- 4GG12 Comparison of morning report methods in surgery ward of Emam Khomeini and Shariati hospital**
Morteza Noaparast, General Surgery of Imam Khomeini Hospital, Tehran University of Medical Science, Iran; Mehdi Karimipour*, Tehran University of Medical Science, General Surgery, Imam Khomeini Hospital, Tehran, Iran; Sheida Manoochehry, Tehran University of Medical Science, General Surgery, Imam Khomeini Hospital, Tehran, Iran; Narges Sistani, Tehran University of Medical Science, Tehran, Iran
- 4GG13 The Trainee's Operative Experiences for General Surgery in Thailand**
Potchavit Aphinives*, Faculty of Medicine, Khon Kaen University, Department of Surgery, Khon Kaen Province, Thailand
- 4GG14 Contemporary UK Higher Surgical Training and 2013 JCST Curriculum targets: Double deanery doubt**
Charlotte Thomas*, University Hospital of Wales, Cardiff, United Kingdom; Elizabeth Elsey, Nottingham City Hospital, Nottingham, United Kingdom; Tamsin Boyce, University Hospital of Wales, Cardiff, United Kingdom; James Catton; Wyn Lewis
- 4GG15 Developing and testing of a basic Train the Trainer (TTT) concept for operative medicine**
Susanne Kotzsch*, HTWK Leipzig, University of Applied Sciences, ISTT, Leipzig, Germany; Anke Hoffmeier, HTWK Leipzig, University of Applied Sciences, ISTT, Leipzig, Germany; Luisa F. Sánchez Peralta, JUMISC, Centro de Cirugía de Mínima Invasión, ISTT, Cáceres, Spain; José Blas Pagador Carrasco, JUMISC, Centro de Cirugía de Mínima Invasión, ISTT, Cáceres, Spain; Francisco Miguel Sánchez Margallo, JUMISC, Centro de Cirugía de Mínima Invasión, Cáceres, Spain; Norman Geißler, HTWK Leipzig, University of Applied Sciences, Leipzig, Germany
- 4GG16 Delivery of an e-Learning course aligned to the curriculum for vascular surgery training in the UK**
U Tufail-Hanif*, University of Edinburgh, Clinical Surgery, Edinburgh, United Kingdom; D Lewis, University of Edinburgh, Clinical Surgery, Edinburgh, United Kingdom; A Tambyraja, United Kingdom; OJ Garden, United Kingdom

4HH POSTERS: Clinical Teaching 2

Chairperson: Thomas Balslev (Denmark)
Location: South Hall, Level 0, MiCo

4HH1 Reflective Professional Development: What Do Undergraduates Experience?

G.M. Rommers*, University Medical Center Groningen, Rehabilitation Medicine, Groningen, Netherlands; M.F. Reinders, University Medical Center Groningen, Rehabilitation Medicine, Groningen, Netherlands

4HH2 Evaluation of clinical supervision of medical students in early professional contact at Sahlgrenska University hospital

Christoffer Rosén*, University of Gothenburg, Gothenburg, Sweden; Thérèse Ymersson, University of Gothenburg, Gothenburg, Sweden; Kristina Eklöf, University of Gothenburg, Sweden; Ulla Strandman, University of Gothenburg, Sweden; Paulin Andréll, University of Gothenburg, Sweden; Caterina Finizia, University of Gothenburg, Sweden

4HH3 Monitors help teaching in pediatrics: Does it work?

R. Sukiennik*, UFCSA, Pediatrics, Porto Alegre, Brazil; R.Q. Rezende, UFCSA, Pediatrics, Porto Alegre, Brazil; B.H. Lovato, UFCSA, Pediatrics, Porto Alegre, Brazil; C. Bellettini, UFCSA, Pediatrics, Porto Alegre, Brazil; A.C. Milanese, UFCSA, Pediatrics, Porto Alegre, Brazil

4HH4 Cognitive apprenticeship at rotation at mental health care centers

Cecilie Fog-Petersen*, Mental Health Services at the Capital Region of Denmark, Ballerup, Denmark

4HH5 Can we improve self-perceived ability in pre-hospital care?

R J Brogan*, NHS Lanarkshire, Medical Education, Hairmyers Hospital, East Kilbride, United Kingdom; C Paton, NHS Lanarkshire, Medical Education, Kilklands Hospital, Bothwell, United Kingdom

4HH6 Comparing the best learning methods of neonatal chest x-ray interpretation within a limited time by 5th year medical students

Ukhkrit Jirapiti*, Medical Education Center Chiangrai Prachanukroh Hospital, Chiang Rai, Thailand

4HH7 Which images do medical students draw to discuss their early clinical experience, in reflection meetings?

Pier Maria Battezzati, University of Milan, Department of Health Sciences, Milan, Italy; Cristina Squarcia, University of Milan, Department of Health Sciences, Milan, Italy; Lucia Gandini, University of Milan, Department of Health Sciences, Milan, Italy; Lucia Zannini*, University of Milan, Department of Biomedical Sciences, Milan, Italy

4HH8 Outcome-based, self-directed learning in clerkship improved students' self-competencies on the clinical performance

Sung Soo Jung*, Chungnam National University School of Medicine, Medical Education, Internal Medicine, Daejeon, Republic of South Korea; Yoba Lee, Chungnam National University School of Medicine, Medical Education, Daejeon, Republic of South Korea

4HH9 A study to explore the correlation between the number of students per health care team and students' confidence when performing practical clinical skills

Emma Furberg*, Swedish Medical Students Association, Stockholm, Sweden

4HH10 Difference in teaching methods and their satisfaction/dissatisfaction levels during 2-week Anesthesia rotation in 5th year medical students

Pichaya Waitayawinyu*, Faculty of Medicine, Siriraj Hospital, Mahidol University, Anesthesiology, Bangkok, Thailand; Patiparn Toomtong, Faculty of Medicine, Siriraj Hospital, Mahidol University, Anesthesiology, Bangkok, Thailand; Busara Sirivanasandha, Faculty of Medicine, Siriraj Hospital, Mahidol University, Anesthesiology, Bangkok, Thailand; Saowapark Lapmahapaisan, Faculty of Medicine, Siriraj Hospital, Mahidol University, Anesthesiology, Bangkok, Thailand

4HH11 Factors Related to Satisfaction with the Clinical Training among Dental Hygiene Students

Hisako Sasahara*, Hiroshima University, Integrated Health Sciences, Institute of Biomedical & Health Sciences, Hiroshima, Japan; Hiroki Nikawa, Hiroshima University, Integrated Health Sciences, Institute of Biomedical & Health Sciences, Hiroshima, Japan

4HH12 A New Forum Curriculum for Fourth Grade Medical Students - A Preliminary Experience at National Defense Medical Center in Taiwan

Cheng Yi Cheng*, National Defense Medical Center, Department of Medicine, Taipei, Taiwan; Kuo Hsing Ma, National Defense Medical Center, Department of Biology and Anatomy, Taipei, Taiwan; Meng Chien Lin, National Defense Medical Center, Department of Medicine, Taipei, Taiwan; Chih Hsiung Hsu, National Defense Medical Center, Department of Medicine, Taipei, Taiwan; Guo Shu Huang, National Defense Medical Center, Department of Medicine, Taipei, Taiwan; Chien Sung Tsai, National Defense Medical Center, Department of Medicine, Taipei, Taiwan

4HH13 Experience in clinical rotations abroad of students from the Faculty of Medicine UNAM, in the 5th grade (internship), registered in the General Hospital "Dr. Manuel Gea González" of the Ministry

Octavio Sierra Martinez*, Hospital General Dr. Manuel Gea Gonzalez, Direccion De Enseñanza E Investigacion, Distrito Federal, Mexico; Maria Teresa Ramirez Gryczuk, Universidad Nacional Autonoma De México, Secretaria De Enseñanza Clínica E Internado Medico, Distrito Federal, Mexico

4HH14 Utility of Group Case Discussions (GCD) in a Neurology Clerkship

Timothy Fries*, University of Vermont College of Medicine, Neurological Sciences, Burlington, Vermont, United States; William Jeffries, University of Vermont College of Medicine, Pharmacology, Burlington, Vermont, United States

- 4HH15 Analysis on the knowledge of conflict of interest among medical students**
Matteo Dameri*, SISM, Segretariato Italiano Studenti in Medicina (IFMSA Italy), Genova, Italy; Erika Meleddu, SISM, Segretariato Italiano Studenti in Medicina (IFMSA Italy), Roma, Italy; Giulia Occhini, SISM, Segretariato Italiano Studenti in Medicina (IFMSA Italy), Firenze, Italy; Susanna Bolchini, SISM, Segretariato Italiano Studenti in Medicina (IFMSA Italy), Novara, Italy; Nicola Pecora, SISM, Segretariato Italiano Studenti in Medicina (IFMSA Italy), Roma, Italy
- 4HH16 Longitudinal Integrated Clerkship in a Medical School in Taiwan**
Yaw-Wen Chang, Tri-Service General Hospital, Department of Family Medicine & Community Health, Taipei, Taiwan; Chien-Sung Tsai*, National Defense Medical Center, School of Medicine, Taipei, Taiwan; Jyh-Cherng Yu, Tri-Service General Hospital, Superintendent, Taipei, Taiwan; Huey-Kang Sytwu, National Defense Medical Center, President, Taipei, Taiwan
- 4HH17 Point-of-care ultrasound course for undergraduate medical students: A pilot study**
Paula Nocera*, Universidade Estadual de Campinas, UNICAMP, Campinas, Brazil; Thiago Martins Santos, Universidade Estadual de Campinas, UNICAMP, Campinas, Brazil; Carolina Matida Gontijo Coutinho, Universidade Estadual de Campinas, UNICAMP, Campinas, Brazil; Marcelo Schweller, Universidade Estadual de Campinas, UNICAMP, Campinas, Brazil; Marco Antonio de Carvalho Filho, Universidade Estadual de Campinas, UNICAMP, Campinas, Brazil
- 4HH18 Does the result of medical students' hand washing technique 18 months after teaching inform efficacy of the teaching method?**
Apinya Fakhongyoo*, Uttaradit, Thailand; Boonruang Saisesub, Uttaradit, Thailand
- 4HH19 Use of Knowles' adult learning principles promotes deliberate practice in clinical notekeeping and is valued by undergraduate medical students**
Drew Maclean*, Royal Gwent Hospital, Aneurin Bevan University Health Board, Department of General Surgery, Newport, United Kingdom; Rhys Thomas, Royal Gwent Hospital, Aneurin Bevan University Health Board, Department of General Surgery, Newport, United Kingdom; Charlotte Thomas, Cardiff University School of Medicine/Aneurin Bevan University Health Board, Institute of Medical Education/Department of General Surgery, Cardiff, United Kingdom; Michael Stechman, Cardiff University School of Medicine, Institute of Medical Education, Cardiff; United Kingdom; Tamsin Boyce, Cardiff University School of Medicine/Aneurin Bevan Health Board, Institute of Medical Education/Department of General Surgery, Cardiff, United Kingdom
- 1400-1530 **4II ELECTRONIC POSTERS (ePOSTERS): eLearning 1**
Chairperson: Luke Woodham (United Kingdom)
Location: Theatre Room 15, Level 0, MiCo
- 4II1 Baby steps: Third year medical students' knowledge of child development**
Peter MacPherson, Memorial University, Pediatrics, St. John's, Canada; C. Rebecca North, University of Alberta, Pediatrics, St. John's, Canada; Michelle Bischoff, Alberta Health Services, Decision Support Reserach Team, Edmonton, Canada; Shirley Leew, University of Calgary, Pediatrics/Community Health, Calgary, Canada; Suzanne Tough, University of Alberta, Pediatrics, Calgary, Canada; Debra Andrews*, University of Alberta, Pediatrics, Edmonton, Canada
- 4II2 Risk Management Program in Undergraduate Pharmacy Student Training at Chiangrai Prachanukroh Hospital**
Sukanda Denjanta*, Chiangrai Prachanukroh Hospital, Pharmacy Department, Chiangrai, Thailand; Watcharaporn Chairat, Chiangrai Prachanukroh Hospital, Pharmacy Department, Chiangrai, Thailand; Warangkana Ngarndee, Chiangrai Prachanukroh Hospital, Pharmacy Department, Chiangrai, Thailand; Yongyuth Losuphakarn, Chiangrai Prachanukroh Hospital, Pharmacy Department, Chiangrai, Thailand
- 4II3 A study of the impact of clinical decision support, e-mail and links to support pharmacogenomics education**
Cloann G. Schultz, Mayo Clinic, Center for Individualized Medicine, Rochester, United States; Wayne T. Nicholson, Mayo Clinic, Anesthesiology, Rochester, United States; Padma S. Rao, Mayo Clinic, Information Technology, Rochester, United States; Joseph A. Sutton, Mayo Clinic, Information Technology, Rochester, United States; Kelly K. Wix, Mayo Clinic, Pharmacy, Rochester, United States; Pedro J. Caraballo, Mayo Clinic, Internal Medicine, Rochester, United States; Presenter: Carolyn R. Rohrer Vitek*, Mayo Clinic, Center for Individualized Medicine, Rochester, MN, United States
- 4II4 J-Learning: The Plastic Surgery Portal**
Francesco Maria Egro, Emory University, Division of Platic and Reconstructive Surgery, Atlanta, United States; Charles Albert Desbaux*, Clifton College, Bristol, United Kingdom
- 4II5 GUiDed E-Self sTudy for learning musculo skeletal examination (GUEST-5): A pre intervention analysis**
Shaji Vadassery*, Tan Tock Seng Hospital, Rehabilitation Medicine, Singapore; Serena Cheong, Tan Tock Seng Hospital, Dept of E-learning, Information and Technology, Singapore; Wen Li Lui, Tan Tock Seng Hospital, General Medicine, Singapore; Benedict Chia, Tan Tock Seng Hospital, Dept of E-learning, Information and Technology, Singapore; Soon Yin Tjan, Tan Tock Seng Hospital, Rehabilitation Medicine, Singapore
- 4II6 The Effectiveness of the Developed Innovative Multimedia CAI on Lipid and its Chemical Components Analysis by Spot Test Kit (STK-PCM) for Thai Army Nursing Students Year 2**
Alisa Sanamontre*, Pramongkutkloa College of Medicine, Department of Biochemistry, Bangkok, Thailand; Unchalee Visawapoka, Pramongkutkloa College of Medicine, Department of Biochemistry, Bangkok, Thailand; Nattaprapa Suriyamontol, Pramongkutkloa College of Medicine, Department of Biochemistry, Bangkok, Thailand; Preyanant Tobunluepop, Pramongkutkloa College of Medicine, Support Division, Bangkok, Thailand; Koragot Sangkate, Pramongkutkloa College of Medicine, Support Division, Bangkok, Thailand

- 4I17 Pilot study of Weight4KIDS, developing an interactive eLearning program on paediatric obesity management for health professionals**
Shirley Alexander*, The Children's Hospital at Westmead, Weight Management Services, Sydney, Australia; Joanne Henderson, The Children's Hospital at Westmead, Weight Management Services, Sydney, Australia; Vanessa Shrewsbury, University of Sydney, Discipline of Paediatrics and Child Health, Sydney, Australia; Louise Baur, University of Sydney, Discipline of Paediatrics and Child Health, Sydney, Australia
- 4I18 Vivid: an Interactive Open Psychiatry Educational Portal Enabling Integrated Mental and Physical Health Care Training through a Partnership between Educational, Health and Social Care Sectors**
S Choi, University of Southampton, Medical Education, Southampton, United Kingdom; N Martin*, University of Southampton, Psychiatry, Southampton, United Kingdom; S Harwood, Southern Health NHS Foundation Trust, Psychiatry, Southampton, United Kingdom; J Rowden, Southern Health NHS Foundation Trust, Psychiatry, Southampton, United Kingdom; P Hopper, Southern Health NHS Foundation Trust, Psychiatry, Southampton, United Kingdom
- 4I19 Medical Histology 2.0: How new technology changes student habits in the learning of old-fashioned science**
Lucas Tadeu Bidinotto, Barretos School of Health Sciences, Dr. Paulo Prata, FACISB / Molecular Oncology Research Center, Barretos Cancer Hospital, Medical Education Unit, Barretos, Brazil; Ricardo Filipe Alves da Costa, Barretos School of Health Sciences, Dr. Paulo Prata, FACISB, Medical Education Unit, Barretos, Brazil; Adhemar Longatto Filho, Life and Health Sciences Research Institute (ICVS). ICVS/3B's, PT Government Associate Laboratory. School of Health Sciences. University of Minho, Medical Education Unit, Braga, Portugal; Fábio Antonio Percim Volpe, Barretos School of Health Sciences, Dr. Paulo Prata, FACISB, Medical Education Unit, Barretos, Brazil; Francisco Ribeiro de Moraes, Barretos School of Health Sciences, Dr. Paulo Prata, FACISB, Barretos, Brazil; Eduardo Anselmo Garcia*, Barretos School of Health Sciences, Dr. Paulo Prata, FACISB / Molecular Oncology Research Center, Barretos Cancer Hospital, Barretos, Brazil
- 4I110 Does an online case-based experience help develop decision making skills for surgical residents?**
Kokeb Abebe*, AO Foundation, AO Education Institute, Duebendorf, Switzerland; Kathrin Lüssi, AO Foundation, AO Education Institute, Duebendorf, Switzerland; Kodi Kojima, University of Sao Paulo, Sao Paulo, Brazil; Wa'el Taha, King Abdulaziz Medical City, Riyadh, Saudi Arabia
- 4I111 Teaching ECG-interpretation skills using e-learning: How much and how often?**
Signe Rolskov Bojsen*, Centre for Clinical Education, Copenhagen, Denmark; Sune B. Råder, Hillerød Hospital, Hillerød, Denmark; Anders G. Holst, Rigshospitalet, Copenhagen University Hospital, Copenhagen, Denmark; Lars Kayser, University of Copenhagen, Copenhagen, Denmark; Jesper Hastrup Svendsen, Rigshospitalet, Copenhagen University Hospital, Copenhagen, Denmark; Lars Konge, Centre for Clinical Education, Copenhagen, Denmark
- 4I112 Predicting exam performance using social network analysis**
David Pier*, University of Edinburgh, Edinburgh, United Kingdom
- 4I113 iDiabetes: Designing objective-based online diabetes website for medical students**
Kevin Emery Boczar*, University of Ottawa, Medicine, Ottawa, Canada; Michael Froeschl, University of Ottawa Heart Institute, Medicine (Cardiology), Ottawa, Canada
- 4I114 Massive Open Online Courses (MOOCs) are relevant for postgraduate training of physicians**
Philip M Nilsson*, Centre for Clinical Education, Copenhagen, Denmark; Yousif Subhi, Centre for Clinical Education, Copenhagen, Denmark; Kristoffer Andresen, Centre for Clinical Education, Copenhagen, Denmark; Signe Bojsen, Centre for Clinical Education, Copenhagen, Denmark; Lars Konge, Centre for Clinical Education, Copenhagen, Denmark
- 4I115 Implementation of Elearning materials in nursing skills education**
Peter GM de Jong*, Leiden University Medical Center, Center for Innovation in Medical Education, Leiden, Netherlands; Alien W Riedstra, Leiden University Medical Center, Center for Innovation in Medical Education, Leiden, Netherlands; Brigit Zwartendijk, Leiden University Medical Center, Educatie Zorgsector, Leiden, Netherlands
- 1400-1530 **4JJ ELECTRONIC POSTERS (ePOSTERS): Interprofessional Education 1**
Chairperson: Lesley Bainbridge (Canada)
Location: Theatre Room 16, Level 0, MiCo
- 4JJ1 Changes in Perception and Attitude on the Nurse's Role by the Shadowing Experience: "A Nurse Day"**
Jiun-Lu Lin*, Mackay Memorial Hospital, Department of Medical Education, Taipei City, Taiwan; Yung-Wei Hsu, Mackay Memorial Hospital, Department of Medical Education, Taipei City, Taiwan; Shu-Chuan Lin, Mackay Memorial Hospital, Department of Nursing, Taipei City, Taiwan; Chun-Chih Peng, Mackay Memorial Hospital, Department of Medical Education, Taipei City, Taiwan; Hsi-Hsien Hsu, Mackay Memorial Hospital, Department of Medical Education, Taipei City, Taiwan; Shou-Chuan Shih, Mackay Memorial Hospital, Department of Medical Education, Taipei City, Taiwan
- 4JJ2 Nursing faculty teaching nursing skills to medical students: A Lebanese experience**
Bahia Abdallah El-Moufti, University of Balamand, Nursing Program, Faculty of Health Sciences, Beirut, Lebanon; Jihad Irani*, University of Balamand, Faculty of Medicine and Medical Sciences, Beirut, Lebanon; Silva Saïlian, University of Balamand, Nursing Program, Faculty of Health Sciences, Beirut, Lebanon; Vicky Gebran, University of Balamand, Nursing Program, Faculty of Health Sciences, Beirut, Lebanon; Ursula Rizk, University of Balamand, Nursing Program, Faculty of Health Sciences, Beirut, Lebanon
- 4JJ3 ESOP: Evaluating Scopes of Practice**
Kristin DeGirolamo*, University of British Columbia, General Surgery, Vancouver, Canada; Lindsay McRae, University of Ottawa, Pediatrics, Ottawa, Canada; Charmaine Ma, University of British Columbia, Medicine, Vancouver, Canada

- 4JJ4 Knowledge and Attitude of Medical Students towards Inter-professional Collaboration**
S M Tajdit Rahman*, Sir Salimullah Medical College, Medicine, Dhaka, Bangladesh; Szid Rezwani, Sir Salimullah Medical College, Medicine, Dhaka, Bangladesh
- 4JJ5 The impact of final-year interprofessional education (IPE) for medical and dental students**
Kumiko Yamaguchi*, Tokyo Medical and Dental University, Graduate School of Medical and Dental Science, Department of Professional Development in Health Science, Tokyo, Japan; Mina Nakagawa, Tokyo Medical and Dental University, Graduate School of Medical and Dental Science, Department of Professional Development in Health Science, Tokyo, Japan; Yuko Segawa-Tokunaga, Tokyo Medical and Dental University, Center for Interprofessional Education, Tokyo, Japan; Hiroto Yamamoto, Tokyo Medical and Dental University, Center for Interprofessional Education, Tokyo, Japan; Jun Tsuruta, Tokyo Medical and Dental University, Graduate School of Medical and Dental Science, Department of Professional Development in Health Science, Tokyo, Japan; Kazuki Takada, Tokyo Medical and Dental University, Graduate School of Medical and Dental Science, Department of Professional Development in Health Science, Tokyo, Japan
- 4JJ6 A model of interprofessional education (IPE) at Udonthani Rehabilitation Department**
Suneetha Sethasathien*, Udonthani Medical Education Center, Rehabilitation Department, Udonthani, Thailand
- 4JJ7 Discrepancy of collaboration between nurses and physicians: 3-year follow-up study from students to nurses and physicians**
Dong Hoon Lee*, College of Medicine, Chung-Ang University, Emergency Medicine, Seoul, Republic of South Korea; Chan Woong Kim, College of Medicine, Chung-Ang University, Emergency Medicine, Seoul, Republic of South Korea; Sung Eun Kim, College of Medicine, Chung-Ang University, Emergency Medicine, Seoul, Republic of South Korea; Sang Jin Lee, College of Medicine, Chung-Ang University, Emergency Medicine, Seoul, Republic of South Korea
- 4JJ8 Research involving community activities and interprofessional education: First steps**
Ana Claudia Camargo Gonçalves Germani, University of São Paulo, Preventive Medicine, São Paulo, Brazil; Francis Tourinho, UFRN, Nursing, Natal, Brazil; Rosiane Diniz*, UFRN, Medicine, Natal, Brazil
- 4JJ9 Effectiveness of Problem Based Learning for Inter-professional education in Okayama Medical School**
Tomoko Miyoshi*, Okayama University, Center for Medical and Healthcare Education, Okayama, Japan; Hiroko Ogawa, Okayama University Graduate School of Medicine, Dentistry and Pharmaceutical Sciences, Department of General Medicine, Okayama, Japan; Takao Tsuduki, Okayama University Graduate School of Medicine, Dentistry and Pharmaceutical Sciences, Department of General Medicine, Okayama, Japan; Motoi Okamoto, Okayama University Medical School, Faculty of Health Science, Okayama, Japan; Hironori Nakura, Faculty of Pharmaceutical Science, Okayama University Graduate School of Medicine, Dentistry and Pharmaceutical Sciences, Department of Emergency Pharmaceutics, Okayama, Japan


1400-1530  **ESME Advisory Board Meeting (invite only)**

Location: Meeting Room 2, Level +2, MiCo

1530-1600 **COFFEE BREAK (viewing of Exhibits and Posters)**

Location: South Hall, Level 0, MiCo

SESSION 5: Simultaneous Sessions

1600-1730 **5A SYMPOSIUM: Building Continuous Quality Improvement into an Accreditation System: Benefits and Challenges** 
Barbara Barzansky, Liaison Committee on Medical Education/American Medical Association; Genevieve Moineau, Association of Faculties of Medicine of Canada/ Committee on Accreditation of Canadian Medical Schools, Canada; Dan Hunt, Association of American Medical Colleges, USA; Ducksun Ahn, Korean Institute of Medical Education and Evaluation; Chi-Wan Lai, Taiwan Medical Accreditation Council
Location: Gold Plenary, Level +2, MiCo

1600-1730 **5B SYMPOSIUM: Recent Developments in Research on Clinical Reasoning and Implications for Medical Education** 
Geoff Norman, McMaster University, Canada; Henk Schmidt, Department of Psychology, Erasmus University Rotterdam, The Netherlands; Silvia Mamede, Institute of Medical Education Research Rotterdam, Erasmus MC, The Netherlands; Martine Chamberland, University of Sherbrooke, Québec, Canada
Location: Auditorium, Level +3, MiCo

1600-1730 **5C SYMPOSIUM: Personalised Medicine – Implications for Medical Education**
Judita Kinkorová, Technology Centre of the Academy of Sciences of the Czech Republic; Olga Golubnitschaja, Friedrich-Wilhelms-University of Bonn, Germany; Vincenzo Costigliola, European Medical Association, Italy; Josep Grifoll Saurí, AQU/ENQA/INQAAHE, Barcelona, Spain; Maria Rosa Fenoll Brunet, Universidad Rovira i Virgili, Barcelona, Spain; Madalena Folque Patricio, University of Lisbon, Portugal
Location: Brown 3, Level +2, MiCo

- 1600-1730 **5D** **RESEARCH PAPERS: Curriculum and Learning**
Chairperson:
Location: Brown 2, Level +2, MiCo
- 1600-1615 **5D1** **Exploring the dimensions of the Medical Teaching Unit physician preceptor role**
Jane B. Lemaire*, University of Calgary, Medicine, Calgary, Canada; Jean E. Wallace, University of Calgary, Sociology, Calgary, Canada; William A. Ghali, University of Calgary, Medicine, Calgary, Canada; Peter Sargious, University of Calgary, Medicine, Calgary, Canada; Kelly Zarnke, University of Calgary, Medicine, Calgary, Canada; C. Maria Bacchus, University of Calgary, Medicine, Calgary, Canada
- 1615-1630 **5D2** **Explaining the quality of teaching in seminars**
Annemarie Spruijt*, Utrecht University, Faculty of Veterinary Medicine, Utrecht, Netherlands; Jimmie Leppink, Maastricht University, Faculty of Health, Medicine and Life Sciences, Maastricht, Netherlands; Ineke Wolfhagen, Maastricht University, Faculty of Health, Medicine and Life Sciences, Maastricht, Netherlands; Albert Scherpbier, Maastricht University, Faculty of Health, Medicine and Life Sciences, Maastricht, Netherlands; Peter van Beukelen, Utrecht University, Faculty of Veterinary Medicine, Utrecht, Netherlands; Debbie Jaarsma, University of Amsterdam, Academic Medical Centre, Amsterdam, Netherlands
- 1630-1645 **5D3** **Profiling medical school learning environments across cultures using one new scale**
Sean Tackett*, Johns Hopkins Bayview Medical Center, Baltimore, United States; Hamidah Abu Bakar, Cyberjaya University College of Medical Sciences, Cyberjaya, Malaysia; Nicole Shilkofski, Perdana University Graduate School of Medicine, Serdang, Malaysia; Niamh Coady, Perdana University Royal College of Surgeons in Ireland School of Medicine, Serdang, Malaysia; Krishna Rampal, Perdana University Graduate School of Medicine, Serdang, Malaysia; Scott Wright, Johns Hopkins Bayview Medical Center, Baltimore, Malaysia
- 1645-1700 **5D4** **What do tomorrow's doctors need to learn about ecological sustainability? A systematic review**
Sarah Walpole*, Hull York Medical School / York Hospital, Centre for Education Development / Acute Medical Unit, York, United Kingdom; David Pearson, Hull York Medical School, Centre for Education Development, York, United Kingdom; Jonathan Coad, Hull York Medical School, Centre for Education Development, York, United Kingdom; Ian Roberts, London School of Hygiene and Tropical Medicine, Epidemiology, London, United Kingdom; Anthony McMichael, Australian National University College of Medicine, Biology and Environment, Canberra, Australia; Stefi Barna, University of East Anglia, Medicine, Norwich, United Kingdom
- 1700-1715 **5D5** **Multi-vocal narrative and the struggle for an integrated professional identity**
Sally Warmington*, The University of Melbourne, School of Population and Global Health, Faculty of Medicine, Dentistry and Health Sciences, Melbourne, Australia
- 1715-1730 Discussion
- 1600-1730 **5E** **AMEE FRINGE 1**
Chairperson: Rachel Ellaway (Canada)
Location: Brown 1, Level +2, MiCo
- 1600-1620 **5E1** **'Intellectual streaking': Educators exposing their minds and hearts**
Elizabeth Molloy*, Monash University, HealthPEER, Melbourne, Australia; Margaret Bearman, Monash University, HealthPEER, Melbourne, Australia
- 1620-1640 **5E2** **Do as you should do and forget what you saw or heard**
Robbie Hage*, St. George's University, Anatomical Sciences, St. Georges, Grenada
- 1640-1700 **5E3** **A rheumatologist makes sense of integration: The cartilage model**
Anne Minenko*, University of Minnesota, Minneapolis, United States
- 1700-1720 **5E4** **Temporal Logics in Healthcare Work and their Implications on Interprofessional Collaborative Practice**
Issac Lim*, National Healthcare Group, Health Outcomes & Medical Education Research (HOMER), Singapore
- 1720-1730 Discussion
- 1600-1730 **5F** **PHD REPORTS 1**
Chairperson:
Location: Theatre Room 11, Level 0, MiCo
- 1600-1618 **5F1** **The training environment in General Practice and Preparedness for practice**
Sharon Wiener-Ogilvie*, NHS Education Scotland SE Deanery/ University of Edinburgh, School of Education, Edinburgh, United Kingdom
- 1618-1636 **5F2** **Development and validation of a structured curriculum in basic laparoscopy, A four-step model**
Jeanett Strandbygaard*, Rigshospitalet, University Hospital of Copenhagen, OB/GYN, Copenhagen, Denmark; Jette Led Sorensen, Rigshospitalet, University Hospital of Copenhagen, OB/GYN, Copenhagen, Denmark; Bent Ottesen, Rigshospitalet, University Hospital of Copenhagen, OB/GYN, Copenhagen, Denmark; Christian Ribbjerg Larsen, Hillerød Hospital, Surgery, Hillerød, Denmark; Teodor Grantcharov, St. Michael's Hospital, University Hospital of Toronto, OB/GYN, Toronto, Canada

- 1636-1654 **5F3** **The Effect of Conceptual and Contextual Teaching Strategies on the Transfer of Basic Science**
Kulamakan Kulasegaram*, University of Toronto, Family Medicine, Toronto, Canada; Kelly Dore, University of Toronto, Toronto, Canada; Nicole Woods; Geoffrey Norman
- 1654-1712 **5F4** **The nature of anatomical competence in medicine and medical education**
Marc Vorstenbosch*, Radboud UMC, Anatomy, Nijmegen, Netherlands
- 1712-1730 Discussion
- 1600-1730 **5G** **SHORT COMMUNICATIONS: Assessment 2**
Chairperson: Helen Cameron (United Kingdom)
Location: Theatre Room 12, Level 0, MiCo
- 1600-1615 **5G1** **Guidelines for designing programmes of assessment**
Joost Dijkstra*, Maastricht University, Educational Development & Research, Faculty of Health, Medicine and Life Sciences, Maastricht, Netherlands
- 1615-1630 **5G2** **Enhancing health professional educators' assessment practice**
Margaret Bearman*, Monash University, HealthPEER, Melbourne, Australia; Elizabeth Molloy, Monash University, HealthPEER, Melbourne, Australia; Phillip Dawson, Monash University, OPVCLT, Melbourne, Australia; Sue Bennett, University of Wollongong, HealthPEER, Wollongong, Australia; Gordon Joughin, University of Queensland, Brisbane, Australia; David Boud, University of Technology Sydney, Sydney, Australia
- 1630-1645 **5G3** **Designing A Final Cumulative Assessment for Pharmacy in Qatar: Reflections from a pilot project**
Samar Aboulsoud*, Supreme Council of Health, Accreditation Department, Qatar Council for Healthcare Practitioners, Doha, Qatar; Banan Mukhalalati, Qatar University, College of Pharmacy, Doha, Qatar; Kyle Wilby, Qatar University, College of Pharmacy, Doha, Qatar; Emily Black, Qatar University, College of Pharmacy, Doha, Qatar; Sherief Khalifa, Qatar University, College of Pharmacy, Doha, Qatar
- 1645-1700 **5G4** **Global benchmarking of Australian medical student learning outcomes**
David Wilkinson*, Macquarie University, Sydney, Australia
- 1700-1715 **5G5** **A common vision of the minimally competent borderline candidate? Do Educators and Clinicians agree?**
Margaret Dennett*, Vancouver Community College, Dental School of Health, Vancouver, Canada; Dwight Harley, University of Alberta, Medicine and Dentistry, Edmonton, Canada
- 1715-1730 **5G6** **Closing a loop in assessment: Predicted and actual probability of a borderline student answering an item correctly**
CL Bashford, Keele University, School of Medicine, Keele, United Kingdom; SC McBain, Keele University, School of Medicine, Keele, United Kingdom; RK McKinley*, Keele University, School of Medicine, Keele, United Kingdom
- No discussion
- 1600-1730 **5H** **SHORT COMMUNICATIONS: Postgraduate Training: Early years**
Chairperson: Judi Walker (Australia)
Location: Amber 1, Level +2, MiCo
- 1600-1615 **5H1** **Learning the ropes: Effort-reward imbalance as a source of stress in postgraduate medical education**
Ids Dijkstra*, University Medical Centre Groningen, Groningen, Netherlands; Jan Pols, University Medical Centre Groningen, Groningen, Netherlands
- 1615-1630 **5H2** **'Being in from the beginning and having an input': Early thoughts from the Broad Based Training pilot group**
Lesley Pugsley*, Cardiff University, School of Postgraduate Medical and Dental Education, Cardiff, United Kingdom; Alison Bullock, Cardiff University, CUREMEDE, Cardiff, United Kingdom; Lynne Allery, Cardiff University, School of Postgraduate Medical and Dental Education, Cardiff, United Kingdom; Janet MacDonald, Cardiff University, School of Postgraduate Medical and Dental Education, Cardiff, United Kingdom
- 1630-1645 **5H3** **Better training, Better care: Medical Procedures Training Initiative**
Rachelle Shafei*, NHS, London, United Kingdom
- 1645-1700 **5H4** **Predicting the unpredictable: A pilot study demonstrating the use of simulation techniques in preparing medical students for the on-call shift**
E Tuckwell, South Thames Foundation School, London, United Kingdom; G Goodyear*, South Thames Foundation School, London, United Kingdom
- 1700-1715 **5H5** **Learning perspective. How to facilitate responsibility for own learning among junior doctors**
Nynne Lykke Christensen*, Junior Doctors in Denmark, Education & Career, Copenhagen, Denmark; Bo Rahbek, Junior Doctors in Denmark, Education & Career, Copenhagen

- 1715-1730 **5H6** **My home is where my heart is: Motives of residents and medical students for the choice of their residency program location**
Pine Rimmels*, University Medical Center Groningen, Wenckebach Institute, Groningen, Netherlands; Jan Pols, University Medical Center Groningen, Wenckebach Institute, Groningen, Netherlands; Hanke Dekker, University of Groningen/ University Medical Center Groningen, Institute for Medical Education, Groningen, Netherlands; Ids Dijkstra, University Medical Center Groningen, Wenckebach Institute, Groningen, Netherlands
- No discussion
- 1600-1730 **5I** **SHORT COMMUNICATIONS: Portfolios in Teaching & Assessment**
Chairperson: Hans Hjelmqvist (Sweden)
Opening Discussant: Rochelle Tractenberg (United States)
Location: Amber 2, Level +2, MiCo
- 1600-1615 **5I1** **Assessing student competencies in community and primary care with an integrated portfolio approach**
Narelle Shadbolt*, University of Sydney, Northern Clinical School, Hornsby, Sydney, Australia; Christopher Roberts, University of Sydney, Northern Clinical School, Hornsby, Sydney, Australia
- 1615-1630 **5I2** **The use of portfolio as an assessment and integration resource between theory and practice in a family health course**
MR Costa*, Federal University of Health Science of Porto Alegre, Department of Education and Health's Information, Porto Alegre, Brazil; AC Souza, Federal University of Health Science of Porto Alegre, Department of Public Health, Porto Alegre, Brazil; MEB Pinto, Federal University of Health Science of Porto Alegre, Department of Public Health, Porto Alegre, Brazil; A Dahmer, Federal University of Health Sciences Porto Alegre, Department of Education and Health's Information, Porto Alegre, Brazil
- 1630-1645 **5I3** **What kinds of support and feedback are needed to increase the effects of a reflective portfolio for first-year students in Medicine?**
M Lammerding-Köppel*, Competence Centre for University Teaching in Medicine Baden-Wuerttemberg, University of Tuebingen, Tuebingen, Germany; J Griewatz, Competence Centre for University Teaching in Medicine Baden-Wuerttemberg, University of Tuebingen, Tuebingen, Germany; S Zipfel, Dean's Office, Faculty of Medicine, University of Tuebingen, Tuebingen, Germany
- 1645-1700 **5I4** **How does a program of assessment influence students' learning?**
Sylvia Heeneman*, Maastricht University, Pathology, Maastricht, Netherlands; Andrea Oudkerk Pool, Maastricht University, Educational Development and Research, Maastricht, Netherlands; Cees van der Vleuten, Maastricht University, Educational Development and Research, Maastricht, Netherlands; Erik Driessen, Maastricht University, Educational Development and Research, Maastricht, Netherlands
- 1700-1715 **5I5** **Reliability testing of a portfolio assessment tool for postgraduate family medicine training in South Africa**
Louis Jenkins*, University of Stellenbosch, Family Medicine, George, South Africa; Bob Mash, University of Stellenbosch, Family Medicine, Tygerberg, South Africa; Anselme Derese, Ghent University, Family Medicine, Ghent, Belgium
- 1715-1730 Discussion
- 1600-1730 **5J** **SHORT COMMUNICATIONS: Selection for Postgraduate Training**
Chairperson: Ahmet Murt (Turkey)
Opening Discussant: Hannu Halila (Finland)
Location: Amber 3, Level +2, MiCo
- 1600-1615 **5J1** **Validation of a new situational judgement test as part of national selection in Ireland**
Amy Aitkenhead*, Work Psychology Group, Derby, United Kingdom; Anne Marie Regan, University of Galway, Derby, Ireland; Fiona Patterson, Work Psychology Group, United Kingdom; Gerard Mansfield, Irish College of General Practitioners, Ireland
- 1615-1630 **5J2** **GP selection in Australia: Predictive validity of the AGPT selection system**
Emma Rowett*, Work Psychology Group, Derby, United Kingdom; Stuart Martin, Work Psychology Group, Derby, United Kingdom; Máire Kerrin, Work Psychology Group, Derby, United Kingdom; Fiona Patterson, Work Psychology Group, Derby, United Kingdom; Marcia Grant, Work Psychology Group, Derby, United Kingdom; Rebecca Milne, Work Psychology Group, Derby, United Kingdom
- 1630-1645 **5J3** **The utility of Multiple-Mini-Interviews within a National Assessment Centre for selection into General Practice**
Chris Roberts*, University of Sydney, Northern Clinical School, Hornsby, Sydney, Australia; Tyler Clark, University of Sydney, Office of Medical Education, Sydney, Australia; Annette Burgess, University of Sydney, Central Clinical School, Sydney, Australia; Marcia Grant, General Practice Education and Training, Selection, Canberra, Australia; Karyn Mossman, University of Sydney, Northern Clinical School, Hornsby, Sydney, Australia

1645-1700	5J4	Criteria for the selection of obstetrics and gynaecology residency applicants: Do we all agree? Jill Cheng Sim Lee*, SingHealth, Department of Obstetrics and Gynaecology, KK Women's and Childrens' Hospital, Singapore; Weng Yan Ho, SingHealth, Department of Obstetrics and Gynaecology, KK Women's and Childrens' Hospital, Singapore; Phuong Hao Ly, SingHealth, SingHealth Residency, Singapore; Megan Chor Yan Wong, SingHealth, SingHealth Residency, Singapore; Bernard Su Min Chern, SingHealth, Department of Obstetrics and Gynaecology, KK Women's and Childrens' Hospital, Singapore; Kok Hian Tan, SingHealth, Department of Obstetrics and Gynaecology, KK Women's and Childrens' Hospital, Singapore
1700-1715	5J5	Residency selection interview format – Are multiple round-robin panels better? Kok Hian Tan*, SingHealth Duke-NUS Academic Clinical Program, Singapore; Jill Lee, SingHealth Duke-NUS Academic Clinical Program, Singapore; Weng Yan Ho, Singapore; Phuong Hao Ly, Singapore; Megan Wong, Singapore; Bernard Chern, Singapore
1715-1730		Discussion
1600-1730	5K	SHORT COMMUNICATIONS: Approaches to Teaching & Learning Chairperson: Shmuel Reis (Israel) Opening Discussant: Linda Crane (Australia) Location: Amber 4, Level +2, MiCo Milano Congressi
1600-1615	5K1	A study to explore the use of Cooperative Teaching and Learning Method (CTL) to enhance the academic achievement of nursing students at Oman Nursing Institute Salem Al Touby*, Ministry of Health, Oman, Oman Nursing Institute, Muscat, Oman; Lakshmi Ranganathan, Ministry of Health, Oman, Oman Nursing Institute, Muscat, Oman
1615-1630	5K2	Creative Play in Learning and Teaching: More than a method of learning Regina Petroni Mennin*, UNIFESP, Preventive Medicine, Sao Paulo, Brazil; Mariangela Oliveira Prado, UNIFESP, Preventive Medicine, Sao Paulo, Brazil
1630-1645	5K3	Supporting patient self-management in paediatric diabetes: Conditions, constraints and practices in the emergence of professional knowledge S Doyle*, University of Edinburgh, Centre for Medical Education, Edinburgh, United Kingdom
1645-1700	5K4	Cheering and the ultimate aim of Education Chanodom Piankusol*, Faculty of Medicine, Chiang Mai University, Chiang Mai, Thailand
1700-1715	5K5	Peer produced multimedia training tools: Improving undergraduate confidence in OSCEs Mina Arsanious*, University College London (UCL), UCL, United Kingdom; Parisah Seyed-Safi, University College London, London, United Kingdom; Louise China, University College London (UCL), London, United Kingdom; Ricky Sharma, University College London (UCL), London, United Kingdom; Isobel Cane, University College London (UCL), London, United Kingdom; Alexander Fleming-Nouri, University College London (UCL), London, United Kingdom
1715-1730		Discussion
1600-1730	5L	SHORT COMMUNICATIONS: International Education 2 Chairperson: Marta van Zanten (United States) Location: Amber 5, Level +2, MiCo
1600-1615	5L1	Implementing a global curriculum in pediatric post-graduate training: Progress report from the Global Pediatric Education Consortium (GPEC) Hazen Ham*, Global Pediatric Education Consortium, Chapel Hill, United States; Dioclécio Campos Júnior, Brazilian Pediatric Society, Brasilia, Brazil
1615-1630	5L2	What makes our programmes international? Describing principles of 'good practice' in an international Medical Bachelor's programme K.B.J. Haines*, University of Groningen & University Medical Center Groningen, Institute for Medical Education, Groningen, Netherlands; N.A. Bos, University of Groningen & University Medical Center Groningen, Institute for Medical Education, Groningen, Netherlands
1630-1645	5L3	Global Health Made Local: Medical students working with families towards better health Devin Patchell*, Medical School for International Health, Dept. of Welfare, Beer-Sheva, Israel; Zach Morrison, Medical School for International Health, Faculty of Health Sciences, Beer-Sheva, Israel; Irene Koplinka-Loehr, Medical School for International Health, Beer-Sheva, Israel; Michael Ohayon, Beer-Sheva Municipality, Beer-Sheva, Israel
1645-1700	5L4	Education without borders: The current state, and evolving significance, of Global Health education in UK medical schools Andrew Deans*, University of Manchester, Humanitarianism and Conflict Response Institute, Manchester, United Kingdom
1700-1715	5L5	Developing Open Educational Resources for International Medical Education: The Leicester-Gondar Link Collaborative Teaching Project Robert Jay*, University of Leicester, Leicester, United Kingdom; Daniel Rogers, University of Leicester, Leicester, United Kingdom; Barrie Rathbone, University Hospitals of Leicester, Leicester, United Kingdom; Terese Bird, University of Leicester, Leicester, United Kingdom; Collette Orton, University Hospitals of Leicester, Leicester, United Kingdom; Rakesh Patel, University of Leicester, Leicester, United Kingdom

- 1715-1730 **5L6** **Copy but not paste: A literature review of crossborder curriculum partnerships**
Dominique Waterval*, Maastricht University, School of Health Professions Education, Eijsden, Netherlands; Janneke Frambach, Maastricht University, School of Health Professions Education, Maastricht, Netherlands; Erik Driessen, Maastricht University, School of Health Professions Education, Maastricht, Netherlands; Albert Scherpbier, Maastricht University, School of Health Professions Education, Maastricht, Netherlands
- No discussion
- 1600-1730 **5M** **SHORT COMMUNICATIONS: Roles of the Teacher**
Chairperson: Matthew Stull (United States)
Opening Discussant: Karen Mann (Canada)
Location: Amber 6, Level +2, MiCo
- 1600-1615 **5M1** **Exploring students' perceptions about the teacher's role during early clinical teaching**
Isabel M. Leiva*, Pontificia Universidad Católica de Chile, Facultad de Medicina, Departamento de Enfermedades Respiratorias, Santiago, Chile; Denisse Zuñiga, Pontificia Universidad Católica de Chile, Facultad de Medicina, Centro de Educación Médica, Santiago, Chile; Maribel Calderon, Pontificia Universidad Católica de Chile, Facultad de Psicología, Santiago, Chile; Alemka Tomicic, Pontificia Universidad Católica de Chile, Facultad de Medicina, Centro de Educación Médica, Santiago, Chile; Arnoldo Riquelme, Pontificia Universidad Católica de Chile, Facultad de Medicina, Centro de Educación Médica, Santiago, Chile; Marcela Bitran, Pontificia Universidad Católica de Chile, Facultad de Medicina, Departamento de Enfermedades Respiratorias, Santiago, Chile
- 1615-1630 **5M2** **What makes a good clinical teacher in surgery in undergraduate medical education?**
Rehan Ahmed Khan*, Islamic International Medical College, Surgery, Rawalpindi, Pakistan
- 1630-1645 **5M3** **The didactic trained teacher is more than a lecturer! Changes in role-commitment with didactic training**
Miriam Zehnter*, Medical University of Vienna, Department of Faculty Development, Vienna, Austria; Katharina Mallich-Pötz, Medical University of Vienna, Department of Faculty Development, Vienna, Austria
- 1645-1700 **5M4** **Attitude of graduating Thai medical students on role of teachers: Reality vs. expectations**
Amnuayporn Apiraksakorn*, Khon Kaen Medical Education Centre, Khon Kaen, Thailand
- 1700-1715 **5M5** **Exploring effective e-teaching in clinical education**
Alyson Quinn*, University of Warwick, Warwick Medical School, Coventry, United Kingdom; David Davies, University of Warwick, Warwick Medical School, Coventry, United Kingdom; Emma King, University of Warwick, Learning and Development Centre, Coventry, United Kingdom
- 1715-1730 Discussion
- 1600-1730 **5N** **SHORT COMMUNICATIONS: CPD 2**
Chairperson:
Opening Discussant: Lawrence Sherman (United States)
Location: Amber 7, Level +2, MiCo
- 1600-1615 **5N1** **Continuous Professional Development (CPD) – not a question of obligatory or voluntary, rather a bit of both!**
Mads Skipper, Aalborg University Hospital and Danish Medical Association, Aalborg, Denmark; Lene Rybner*, Danish Medical Association, Copenhagen, Denmark
- 1615-1630 **5N2** **Mobile Application to support Primary Health Care dentists in medicine prescription**
FAC Medella Junior*, Federal University of Health Science of Porto Alegre, Department of Education and Health's Information, Porto Alegre, Brazil; RA Tubelo, Federal University of Health Science of Porto Alegre, Department of Education and Health's Information, Porto Alegre, Brazil; RS Braga, Federal University of Health Science of Porto Alegre, Department of Education and Health's Information, Porto Alegre, Brazil; O D'avila, Federal University of Health Sciences Porto Alegre, Department of Education and Health's Information, Porto Alegre, Brazil; MEB Pinto, Federal University of Health Science of Porto Alegre, Department of Public Health, Porto Alegre, Brazil; A Dahmer, Federal University of Health Science of Porto Alegre, Department of Education and Health's Information, Porto Alegre, Brazil
- 1630-1645 **5N3** **Affirmation of Continued Competence of Physicians in Practice: A Scoping Review**
Tanya Horsley*, Royal College of Physicians and Surgeons of Canada, Research Unit, Ottawa, Canada; Jocelyn Lockyer, University of Calgary, Community Health Sciences, Calgary, Canada; Bursley Ford, Memorial University of Newfoundland, Medicine, St. Johns, Canada; Elise Cogo, London School of Hygiene and Tropical Medicine, Epidemiology, London, United Kingdom; Jeanie Zeiter, Royal College of Physicians and Surgeons of Canada, Research, Ottawa, Canada; Craig Campbell, Royal College of Physicians and Surgeons of Canada, Continuing Professional Development, Ottawa, Canada
- 1645-1700 **5N4** **Didactic and technical considerations when developing e-learning for CME**
Ellen te Pas*, Academic Medical Center, Department of General Practice/Family Medicine, Amsterdam, Netherlands; Margreet Wieringa-de Waard, Academic Medical Center, Department of General Practice/Family Medicine, Amsterdam, Netherlands; Bernadette Snijders Blok, Academic Medical Center, Department of General Practice/Family Medicine, Amsterdam, Netherlands; Henny Pouw, Health Center "Op maat", Department of General Practice/Family Medicine, Almere, Netherlands; Nynke van Dijk, Academic Medical Center, Department of General Practice/Family Medicine, Amsterdam, Netherlands

- 1700-1715 **5N5** **Targeting Different learning styles: Statistical analysis results of over 4000 conferences attendees, peer-reviewed journal and Learning Management System (LMS)**
Claude Guimond*, Fédération des médecins omnipraticiens du Québec, CME/CPD, Westmount, Canada; Martin Labelle, Fédération des médecins omnipraticiens du Québec, CME/CPD, Westmount, Canada; Daniel Paquette, Fédération des médecins omnipraticiens du Québec, CME/CPD, Westmount, Canada
- 1715-1730 Discussion
- 1600-1730 **5O** **SHORT COMMUNICATIONS: What I gained from participating in the AMEE-Essential Skills in Medical Education (ESME) Course**
Chairperson: Ronald M Harden (United Kingdom)
Location: Amber 8, Level +2, MiCo
The ESME Course has been offered at AMEE conferences since 2005, facilitated by Stewart Mennin. ESME rapidly expanded to other venues throughout the world, and is a regular feature of the IAMSE and APMEC Conferences, facilitated by Ronald Harden. Additional, more specialised courses are also offered including ESME Assessment (ESMEA), Research Essential Skills in Medical Education (RESME), Essential Skills in Computer-Enhanced Learning (ESCEL), Essential Skills in Simulation Based Learning (ESMESIM), and Essential Skills in Continuing Education and Professional Development (ESCEPD). In 2012 an exciting development was the launch of ESME Online and ESME Leadership Online. Several thousand participants have now successfully completed the face-to-face or online courses. In this session participants from a range of ESME Courses will tell us what they gained from attending the ESME courses and how they have applied the ESME principles in their own teaching.
Short presentations will be given by: Carmen Fuentealba, St Kitts; Amina Sadik, USA; Arnoldo Riquelme, Chile; Philip Chan, UK; Dimitri Parra, Canada; Lim Wee Shiong, Singapore; Dairshini Sithambaram, Kuala Lumpur; Mohamed Al-Eraky, Saudi Arabia; Giorgia Ganduglia, Uruguay; Liris Benjamin, Dominica
All conference participants are welcome at this session.
- 1600-1730 **5P** **SHORT COMMUNICATIONS: Simulation 1**
Chairperson: Samuel Edelbring (Sweden)
Location: Theatre Room 13, Level 0, MiCo
- 1600-1615 **5P1** **Experience of simulated general practice clinics: A qualitative study**
E L Rees*, School of Medicine, Keele University, North Staffordshire, United Kingdom; M H Bartlett, School of Medicine, Keele University, North Staffordshire, United Kingdom; R K McKinley, School of Medicine, Keele University, North Staffordshire, United Kingdom
- 1615-1630 **5P2** **Integration of Simulation in Pharmacology Learning**
Michan Malca*, Universidad Peruana de Ciencias Aplicadas, Lima, Peru; Segundo Aliaga, Universidad Peruana de Ciencias Aplicadas, Lima, Peru
- 1630-1645 **5P3** **'In situ simulation' versus 'off site simulation' in obstetric emergencies and effect on knowledge, safety attitudes, team performance, stress, and motivation: A randomized controlled trial**
Jette Led Sorensen*, Rigshospitalet, University of Copenhagen, Juliane Marie Centre for Children, Women and Reproduction, Copenhagen, Denmark; Cees Van der Vleuten, Faculty of Health, Medicine and Life Sciences, Maastricht University, Department of Educational Development and Research, Maastricht, Netherlands; Doris Østergaard, Capital Region of Denmark and Copenhagen University, Denmark, Danish Institute for Medical Simulation, Copenhagen, Denmark; Vicki LeBlanc, The Wilson Centre, University of Toronto, Toronto, Canada; Marianne Johansen, Rigshospitalet, University of Copenhagen, Obstetric Department, Juliane Marie Centre for Children, Women and Reproduction, Copenhagen, Denmark; Bent Ottesen, Rigshospitalet, University of Copenhagen, Juliane Marie Centre for Children, Women and Reproduction, Copenhagen, Denmark
- 1645-1700 **5P4** **Linking learning to practice: Using simulation to test knowledge retention and clinical application**
Majka Woods, University of Minnesota Medical School, Office of Medical Education, Minneapolis, United States; Jeffrey Chipman*, University of Minnesota Medical School, Office of Medical Education, Minneapolis, United States; Suzanne van den Hoogenhof, University of Minnesota Medical School, Office of Medical Education, Minneapolis, United States
- 1700-1715 **5P5** **Relive game: Serious game for CPR training**
Federico Semeraro*, Maggiore Hospital, Anaesthesia and Intensive Care, Bologna, Italy; Antonio Frisoli, Scuola Superiore Sant'Anna, PERCRO Laboratory, Pisa, Italy; Claudio Loconsole, Scuola Superiore Sant'Anna, PERCRO Laboratory, Pisa, Italy; Andrea Scapigliati, Catholic University of the Sacred Heart, Institute of Anesthesia and Intensive Care, Department of Cardiovascular Sciences, Rome, Italy; Giuseppe Ristagno, Istituto di ricerche farmacologiche "Mario Negri, Department of Cardiovascular Sciences, Milan, Italy; Erga Cerchiari, Maggiore Hospital, Anaesthesia and Intensive Care, Bologna, Italy
- 1715-1730 **5P6** **SimObserver, A mixed method study on self directed learning from patient simulation observations**
Rainer C. Gaupp*, EduSim, Emergency Department, Therwil, Switzerland; Andrea B. Eissler, PeenConsulting GmbH, Gümlingen, Switzerland; Christian Eissler, Regionalspital Emmental, Langnau, Switzerland
- No discussion
- 1600-1730 **5Q** **CONFERENCE WORKSHOP: The use of Twitter in medical education**
Natalie Lafferty*, University of Dundee College of Medicine, Nursing, and Dentistry, Dundee, United Kingdom; Anne-Marie Cunningham*, Cardiff University School of Medicine, Cardiff, United Kingdom; Margaret Chisolm*, Johns Hopkins University School of Medicine, Baltimore, United States
Location: Workshop Room 1, Level 0, MiCo

- 1600-1730 **5R** **CONFERENCE WORKSHOP: Introducing the Core Entrustable Professional Activities for Entering Residency**
Robert Englander*, Association of American Medical Colleges, Medical Education, Washington DC, United States; Steven A. Lieberman*, UTMB School of Medicine, John P. McGovern, Galveston, United States; Jay Rosenfield*, University of Toronto, Undergraduate Medical Professions Education, Toronto, Ontario, Canada; Monica Lypson*, University of Michigan Medical School, Ann Arbor, Michigan, United States; Joe Thomas*, Mayo Clinic, Emergency Medicine, Rochester, Minnesota, United States
Location: Workshop Room 2, Level 0, MiCo
- 1600-1730 **5S** **CONFERENCE WORKSHOP: Simulation: Integrating Clinical Science and Basic Sciences in Pre-clinical Years**
David Pederson*, Ross University, Clinical Medicine, Miramar, United States; Robert Sasso*, Ross University School of Medicine, Clinical Medicine, Portsmouth, Dominica; Nancy Selfridge*, Ross University School of Medicine, Clinical Medicine, Portsmouth, Dominica
Location: Workshop Room 3, Level 0, MiCo
- 1600-1730 **5T** **CONFERENCE WORKSHOP: iEthics: An integrated curriculum for teaching ethical practice**
Lesley Bainbridge*, University of British Columbia, College of Health Disciplines, Vancouver, Canada; Lynda Eccott, University of British Columbia, Pharmacy, Vancouver, Canada; Paddy Rodney, University of British Columbia, Nursing, Vancouver, Canada; Bethan Everett, University of British Columbia, Physical Therapy, Vancouver, Canada; Anne Townsend, University of British Columbia, Occupational Therapy, Vancouver, Canada; Michael Burgess, University of British Columbia, Medicine, Kelowna, Canada
Location: Suite 9, Level Mezzanine, MiCo
- 1600-1730 **5U** **CONFERENCE WORKSHOP: How our students develop**
Ian Wilson*, University of Wollongong, Graduate School of Medicine, Wollongong, Australia; Iman Hegazi*, University of Western Sydney, School of Medicine, Campbelltown, Australia
Location: Suite 8, Level Mezzanine, MiCo
- 1600-1730 **5V** **CONFERENCE WORKSHOP: The ACGME Next Accreditation System: An introduction to three key elements of this new competency- and outcomes-based accreditation approach**
Ingrid Philibert*, Accreditation Council for Graduate Medical Education, Field Activities, Chicago, United States; Eric Holmboe*, Accreditation Council for Graduate Medical Education, Milestones Development and Evaluation, Chicago, United States; Kevin Weiss*, Accreditation Council for Graduate Medical Education, Institutional Accreditation, Chicago, United States
Location: Suite 7, Level Mezzanine, MiCo
- 1600-1730 **5W** **CONFERENCE WORKSHOP: Taking the Mystery Out of the Interprofessional Objective Structured Clinical Examination (iOSCE): A Tale of Two Models**
Susan J. Wagner*, University of Toronto, Speech-Language Pathology, Faculty of Medicine, Toronto, Ontario, Canada; John Tegzes*, Western University of Health Sciences, Interprofessional Education, Pomona, California, United States; Sheree Aston*, Western University of Health Sciences, Office of Academic Affairs, Pomona, California, United States; Brian Simmons, University of Toronto, Standardized Patient Program and Pediatrics, Faculty of Medicine, Toronto, Ontario, Canada; David Dickter, Western University of Health Sciences, Office of Academic Affairs, Pomona, California, United States; Scott Reeves, University of California, San Francisco, Social and Behavioural Sciences, School of Nursing, San Francisco, California, United States
Location: Suite 6, Level Mezzanine, MiCo
- 1600-1730 **5X** **CONFERENCE WORKSHOP: Moving your Residents as Teachers program forward: Strategies to assess teaching skills and evaluate Residents as Teachers programs**
Anna Oswald*, University of Alberta, Edmonton, Canada; Farhan Bhanji*, McGill University, Montreal, Canada; Ming-Ka Chan*, University of Manitoba, Winnipeg, Canada; Linda Snell*, McGill University, Montreal, Canada
Location: Suite 4, Level +2, MiCo
- 1600-1730 **5Y** **CONFERENCE WORKSHOP: Why Doctors Go Bad**
Michael O'Connor*, Health Education South West, Severn Postgraduate Medical Education, Bristol, United Kingdom; Davinder Sandhu*, University of Bristol, Medical School, Bristol, United Kingdom; Alan Cook*, Health Education South West, Severn Postgraduate Medical Education, Bristol, United Kingdom
Location: Suite 3, Level +2, MiCo
- 1600-1730 **5Z** **CONFERENCE WORKSHOP: Mindfulness Based Stress Reduction (MBSR) in residencies: A tool for making more compassionate doctors**
April J. Kam*, McMaster University, Pediatrics, Division of Pediatric Emergency Medicine, Hamilton, Canada; Anne Niec*, McMaster University, Pediatrics, Hamilton, Canada
Location: Suite 2, Level +2, MiCo

- Open between
1600-1730
- 5AA MEET THE EXPERT: Salmaan Sana @mee Online**
Tips on how to get involved in social media: Drop in for a few minutes to talk with Salmaan Sana.
Location: Suite 1, Level +2, MiCo
- 1600-1730
- 5BB MEET THE EXPERTS: Assessment, Measurement and Mobile Technology**
Godfrey Pell, Richard Fuller, Matthew Homer (Assessment Research Group); Gareth Frith (Technology Enhanced Learning Manager), Leeds Institute of Medical Education at the University of Leeds, UK
Location: Suite 5, Level Mezzanine, MiCo
- 1600-1730
- 5CC POSTERS: Assessment 3: Work based / Self-Assessment**
Chairperson: Eiad Alfares (Saudi Arabia)
Location: South Hall, Level 0, MiCo
- 5CC1 Technology and Workplace-based Assessment of Medical Learners: A Literature Review**
Tarek Kazem*, Western University, Family Medicine, London, Canada; Eric Wong, Western University, London, Canada
- 5CC2 Factors associated with effective feedback by mini-clinical evaluation exercise**
Yeu-Jhy Chang*, Chang Gung Memorial Hospital, Linkou; College of Medicine, Chang Gung University, Department of Medical Education, Department of Neurology, Taoyuan, Taiwan; Chin-Song Lu, Chang Gung Memorial Hospital, Linkou; College of Medicine, Chang Gung University, Department of Neurology, Taoyuan, Taiwan
- 5CC3 Aiming for excellence in medical education: The Pediatrics Mini-CEX project at Kuwait University (A survey of students' experience and perceptions of the Mini-CEX)**
Dalia Al-Abdulrazzaq, Kuwait University, Pediatrics, Kuwait; Amani Al-Fadhli*, Kuwait University, Pediatrics, Kuwait; Entesar Husain, Kuwait University, Pediatrics, Kuwait; Mayra Al-Saeid, Kuwait University, Pediatrics, Kuwait
- 5CC4 Use of DOPS as an educational tool to change medical students' compliance with hand hygiene**
Maria Moirasgenti, Aristotle University of Thessaloniki Medical School, Laboratory of Hygiene, Clinical Skills Center, Thessaloniki, Greece; Emmanouil Smyrnakis*, Aristotle University of Thessaloniki, Laboratory of Hygiene, Clinical Skills Center, Thessaloniki, Greece; Kostantinos Toufas, Aristotle University of Thessaloniki, Clinical Skills Center, Ahepa General University Hospital of Thessaloniki, Thessaloniki, Greece; Elli Tsraniidou, Aristotle University of Thessaloniki, Laboratory of Hygiene, Clinical Skills Center, Thessaloniki, Greece; Maria Ntoumpara, Aristotle University of Thessaloniki, Clinical Skills Center, Thessaloniki, Greece; Alexios Benos, Aristotle University of Thessaloniki, Laboratory of Hygiene, Clinical Skills Center, Thessaloniki, Greece
- 5CC5 Are higher workplace-based assessment scorers also more lenient towards competitors?**
LS Ou*, Chang Gung Memorial Hospital, Department of Pediatrics, Kwei-Shan, Taiwan; TW Wu, Chang Gung Memorial Hospital, Department of Pediatrics, Kwei-Shan, Taiwan; CC Jenq, Chang Gung Memorial Hospital, Department of Nephrology, Kwei-Shan, Taiwan; JL Huang, Chang Gung Memorial Hospital, Department of Pediatrics, Kwei-Shan, Taiwan; HJ Tseng, Chang Gung Memorial Hospital, Biostatistical Center for Clinical Research, Kwei-Shan, Taiwan; SJ Yeh, Chang Gung Memorial Hospital, Department of Cardiology, Kwei-Shan, Taiwan
- 5CC6 Workplace-based assessment in Irish postgraduate medical training; Who is using what and how?**
Aileen Barrett*, Royal College of Physicians of Ireland, Education and Professional Development, Dublin, Ireland; Rose Galvin, Royal College of Surgeons in Ireland, Department of General Practice and HRB Centre for Primary Care Research, Dublin, Ireland; Ann O'Shaughnessy, Royal College of Physicians of Ireland, Education and Professional Development, Dublin, Ireland; Albert Scherpbier, University of Maastricht, Faculty of Health, Medicine and Life Sciences, Maastricht, Netherlands; Yvonne Steinert, McGill University, Centre for Medical Education, Montreal, Canada; Mary Horgan, University College Cork, School of Medicine, Cork, Ireland
- 5CC7 Video-assisted self-assessment of basic life support performance for Thai medical students**
Toonchai Indrambarya*, Faculty of Medicine, Chulalongkorn University, Anesthesiology, Bangkok, Thailand; Anantachote Vimuktanandana, Faculty of Medicine, Chulalongkorn University, Anesthesiology, Bangkok, Thailand; Atikun Thonnagith, King Chulalongkorn Memorial Hospital, Anesthesiology, Bangkok, Thailand; Surunchana Lerdsirisoopon, King Chulalongkorn Memorial Hospital, Anesthesiology, Bangkok, Thailand; Oraluxan Rodanant, Faculty of Medicine, Chulalongkorn University, Anesthesiology, Bangkok, Thailand; Danai Wangsaturaka, Faculty of Medicine, Chulalongkorn University, Pharmacology, Bangkok, Thailand
- 5CC8 Discordance of students' self-perceived level of knowledge and academic performance score in Pediatrics Surgery**
Chira Trairongchitmoh*, Department of Surgery, Sanpasitthiprasong Hospital, Ubonratchathani, Thailand
- 5CC9 Development and initial use of the self-accomplished, self-assessment tools iCAN!/theyCAN!- Treating Pain specially designed for medical students studying the selected component «Treating Pain»**
Maria Ntalouka*, University Hospital of Ioannina, Department of Anesthesiology and Postoperative Intensive Care, Ioannina, Greece; Ioannis Dimoliatis, School of Medicine, University of Ioannina, Department of Hygiene and Epidemiology, Ioannina, Greece; Anastasios Petrou, University Hospital of Ioannina, Department of Anesthesiology and Postoperative Intensive Care, Ioannina, Greece; Petros Tzimas, University Hospital of Ioannina, Department of Anesthesiology and Postoperative Intensive Care, Ioannina, Greece; Sofia Kontou, University Hospital of Ioannina, Department of Anesthesiology and Postoperative Intensive Care, Ioannina, Greece; Eleni Arnaoutoglou, University Hospital of Ioannina, Department of Anesthesiology and Postoperative Intensive Care, Ioannina, Greece

- 5CC10 Development of 21st Century Skills Self-Assessment Tool for Siriraj Medical Students**
Lokachet Tanasugarn*, Siriraj Hospital Mahidol University, Bangkok, Thailand; Supasaek Virojanapa, Siriraj Hospital Mahidol University, Bangkok, Thailand; Nuttagarn Jantanapornchai, Siriraj Hospital Mahidol University, Bangkok, Thailand; Panom Ketumarn, Siriraj Hospital Mahidol University, Department of Psychiatry, Bangkok, Thailand; Supawadee Likitmaskul, Siriraj Hospital, Department of Pediatrics, Bangkok, Thailand; Supinya In-iw, Siriraj Hospital Mahidol University, Department of Pediatrics, Bangkok, Thailand
- 5CC11 Self-perception and real performance in a simulated scenario for emergency orotracheal intubation among medical students**
Cristóbal Cuadrado*, Universidad de Chile, School of Medicine, Santiago, Chile; Jose Peralta, Universidad de Chile, School of Medicine, Santiago, Chile; Ignacio Solar, Universidad de Chile, School of Medicine, Santiago, Chile
- 1600-1730 **5DD POSTERS: The Lecture**
Chairperson: Frazier Stevenson (United States)
Location: South Hall, Level 0, MiCo
- 5DD1 The utility of clickers: A randomised controlled trial**
Stuart Fergusson, University of Edinburgh, Biomedical Teaching Organisation, College of Medicine and Veterinary Medicine, Edinburgh, United Kingdom; Justine Aka, University of Edinburgh, Biomedical Teaching Organisation, College of Medicine and Veterinary Medicine, Edinburgh, United Kingdom; Catherine Hennessy, University of Southampton, Centre for Learning Anatomical Sciences, Southampton, United Kingdom; Andrew Wilson, University of Edinburgh, Medical School, Edinburgh, United Kingdom; Thomas Gillingwater, University of Edinburgh, College of Medicine and Veterinary Medicine, Edinburgh, United Kingdom; Gabrielle Finn*, Hull York Medical School, Centre for Education Development, York, United Kingdom
- 5DD2 Use of Humour in Classroom Teaching: Students' Perspectives**
Reem Abraham*, Melaka Manipal Medical College, Manipal Campus, Manipal University, Physiology, Manipal, India; Varsha Hande, Melaka Manipal Medical College, Manipal Campus, Manipal University, Manipal, India; Maria Elena Jude Sharma, Melaka Manipal Medical College, Manipal Campus, Manipal University, Manipal, India; Sonia Kaur Wohlrath, Melaka Manipal Medical College, Manipal Campus, Manipal University, Manipal, India; Chee Chen Keet, Melaka Manipal Medical College, Manipal Campus, Manipal University, Manipal, India; Siyamala Ravi, Melaka Manipal Medical College, Manipal Campus, Manipal University, Manipal, India
- 5DD3 What factors Ensure the Flipped classroom does not Flop? And will patient care improve by such learner engagements?**
Ranjana Acharya, National Healthcare Group, General Internal Medicine, Singapore; Noi Keng Koh, National Institute of Education, Humanities and Social Studies Education, Singapore; Pei Xuan Koh, National Healthcare Group, General Internal Medicine, Singapore; Presenter: Jennifer Ting*, National Healthcare Group, Singapore
- 5DD4 Promoting interactivity in large group interdisciplinary case-discussions through the use of an audience response system**
Bianca Schuh*, Medical University of Vienna, Department of Medical Education, Vienna, Austria; Philip Anner, Medical University of Vienna, Department of Medical Education, Vienna, Austria; Andrea Praschinger, Medical University of Vienna, Department of Medical Education, Vienna, Austria; Philipp Pavelka, Medical University of Vienna, Department of Medical Education, Vienna, Austria; Franz Kainberger, Medical University of Vienna, Department of Biomedical Imaging and Image-Guided Therapy, Vienna, Austria
- 5DD5 The powerpoint presentation versus student-owned technique for studying Clinical Pathology**
Ittisak Subrungruang*, Faculty of Medicine Vajira Hospital, Clinical Pathology, Bangkok, Thailand
- 5DD6 Preventing lecturalgia by using mixed learning strategies when teaching undergraduate medical students**
J.A. Coetser*, University of the Free State, Internal Medicine, Bloemfontein, South Africa
- 5DD7 The Importance of visual presentations: The "Say-it-better" Project**
Douglas L Wooster, University of Toronto, Surgery, Toronto, Canada; Elizabeth M Wooster*, OISE/University of Toronto, Higher Education, Toronto, Canada
- 5DD8 Teaching acute medicine using flipped classroom model**
Satya Gollamudi*, National University Hospital, Medicine, Singapore; Reshma Merchant, National University Hospital, Medicine, Singapore
- 5DD9 Do research findings on schema-based instruction translate to the classroom?**
Sarah Blissett*, Western University, Division of Cardiology, London, Canada; Mark Goldszmidt, Western University, Department of Medicine, London, Canada; Bryan Dias, Western University, Division of Cardiology, London, Canada; Matthew Sibbald, University of Toronto, Department of Medicine, Division of Cardiology, Toronto, Canada
- 5DD10 The use of mock trial in teaching health policies**
Olivian Queiroz*, Federal University of Ceara, Sobral, Brazil; Valdes Bollela, University of São Paulo, Ribeirão Preto, Brazil; Valéria Pinheiro, Federal University of Ceara, Fortaleza, Brazil
- 5DD11 Interaction analysis of a practical course in "meat hygiene" to increase the activity of students**
Nadine Sudhaus*, University of Veterinary Medicine Hannover, Institute for Food Quality and Food Safety, Hannover, Germany; Günter Klein, University of Veterinary Medicine Hannover, Institute for Food Quality and Food Safety, Hannover, Germany; Jan P Ehlers, University of Veterinary Medicine Hannover, Competence Centre for E-Learning, Didactics and Educational Research in Veterinary Medicine, Hannover, Germany

- 5DD12 Video concept maps in medical education**
Elena Kulakova*, Voronezh N.N.Burdenko State Medical Academy, Pediatrics, Voronezh, Russia; Vladimir Bolotskih, Voronezh N.N.Burdenko State Medical Academy, Physiopathology, Voronezh, Russia; Tatjana Nastausheva, Voronezh N.N.Burdenko State Medical Academy, Pediatrics, Voronezh, Russia; Inna Kondratjeva, Voronezh N.N.Burdenko State Medical Academy, Pediatrics, Voronezh, Russia
- 5DD13 On Your Phone in Class? Piloting the use of Smart Devices to Encourage Active Learning**
Aranghan Lingham*, Kings College London, London, United Kingdom; Nadia Mahmood, Kings College London, London, United Kingdom; Abrar Elniel, Kings College London, London, United Kingdom; Helen Graham, Kings College London, London, United Kingdom
- 1600-1730 **5EE POSTERS: Curriculum Evaluation 1**
Chairperson:
Location: South Hall, Level 0, MiCo
- 5EE1 The effectiveness of faculty development courses: Evaluated by Kirkpatrick model**
Wei-Fang Wang*, National Cheng-Kung University Hospital, Education Center, Tainan, Taiwan; Wan-Ching Chen, National Cheng-Kung University Hospital, Education Center, Tainan, Taiwan; Ya-Chih Wang, National Cheng-Kung University Hospital, Education Center, Tainan, Taiwan; Hui-Chi Shie, National Cheng-Kung University Hospital, Education Center, Tainan, Taiwan; Wei-Jen Yao, National Cheng-Kung University Hospital, Education Center, Tainan, Taiwan; Tzuen-Ren Hsiue, National Cheng-Kung University Hospital, Education Center, Tainan, Taiwan
- 5EE2 Using CIPP evaluation model to guide evaluation of an undergraduate medical program: Tehran University of Medical Sciences experience**
Azim Mirzazadeh*, Tehran University of Medical Sciences, Educational Development Office, School of Medicine, Tehran, Iran; Roghayeh Gandomkar, Tehran University of Medical Sciences, Educational Development Office, School of Medicine, Tehran, Iran; Mohamad Jalili, Tehran University of Medical Sciences, Educational Development Office, School of Medicine, Tehran, Iran; Sara Mortaz Hejri, Tehran University of Medical Sciences, Educational Development Office, School of Medicine, Tehran, Iran; Gholamreza Hassanzadeh, Tehran University of Medical Sciences, Anatomy, Tehran, Iran
- 5EE3 CIPP Model for Evaluation of Pediatric Training Program: Residency Perspective**
Woranart Ratanakorn*, Chonburi Medical Education Center, Pediatric Department, Chonburi Hospital, Chonburi, Thailand
- 5EE4 SWOT analysis as a tool for curriculum evaluation**
Christian Gruber*, Vetmeduni Vienna, Competence Centre for e-Learning, Didactics and Educational Research in Veterinary Medicine, Vienna, Austria; Stephan Birk, FU Berlin, Competence Centre for e-Learning, Didactics and Educational Research in Veterinary Medicine, Berlin, Germany; Cyrill Matenaers, LMU München, Competence Centre for e-Learning, Didactics and Educational Research in Veterinary Medicine, München, Germany; Carsten Staszky, JLU Gießen, Competence Centre for e-Learning, Didactics and Educational Research in Veterinary Medicine, Gießen, Germany; Jan P. Ehlers, Tiho Hannover, Competence Centre for e-Learning, Didactics and Educational Research in Veterinary Medicine, Hannover, Germany
- 5EE5 Transcultural validation in Spanish of the Maastricht Clinical Teaching Questionnaire (MCTQ) as a Valid and Reliable Instrument for the Evaluation of Clinical Teachers**
Sergio Giannasi, Instituto Universitario del Hospital Italiano de Buenos Aires, Faculty of Health, Medicine, and Life Sciences, Department of Educational Development and Research, Buenos Aires, Argentina; Eduardo Durante*, Instituto Universitario del Hospital Italiano de Buenos Aires, Buenos Aires, Argentina; Claudia Kecskes, Instituto Universitario del Hospital Italiano de Buenos Aires, Buenos Aires, Argentina; Fernando Vázquez, Instituto Universitario del Hospital Italiano de Buenos Aires, Buenos Aires, Argentina; Renée Stalmeijer, Maastricht University, Maastricht, Netherlands; Carlos Brailovsky, College of Family Physicians of Canada, Toronto, Canada
- 5EE6 Enhancements in the HIT-tool (“How I Teach”) as advanced instrument for curricular development in the Aachen medicine curriculum**
Stephan Erdtmann*, RWTH Aachen, Medical Faculty, Deanery, Aachen, Germany; Johann Arias, RWTH Aachen, Medical Faculty, Deanery, Aachen, Germany; Sonja Finsterer, RWTH Aachen, Medical Faculty, Deanery, Aachen, Germany; Melanie Simon, RWTH Aachen, Medical Faculty, Deanery, Aachen, Germany
- 5EE7 The UK validation process and how it works for entirely clinical new programmes**
Gail Anderson*, University of Surrey, School of Veterinary Medicine, Guildford, United Kingdom
- 5EE8 Consequences of revising the comments section of a teacher evaluation form**
Steve Shorlin*, Memorial University of Newfoundland, Medical Education Scholarship Centre, St. John’s, Canada; Sharon Peters, Memorial University of Newfoundland, Medicine, St. John’s, Canada; Asoka Samarasekera, Memorial University of Newfoundland, Anesthesia, St. John’s, Canada
- 5EE9 The analysis of the ASPIRE student engagement criteria by students and medical graduates**
Surachai Leksuwankun, Faculty of Medicine, Chulalongkorn University, Bangkok, Thailand; James Tisyakorn*, Faculty of Medicine, Chulalongkorn University, Bangkok, Thailand; Juraiporn Somboonwong, Faculty of Medicine, Chulalongkorn University, Bangkok, Thailand; Danai Wangsaturaka, Faculty of Medicine, Chulalongkorn University, Pharmacology and Medical Education Unit, Bangkok, Thailand
- 5EE10 Does the quality of the final assessment of a course correspond to the evaluation of this course?**
Volkhard Fischer*, Hannover Medical School, Hannover, Germany; Holger Müller, Hannover Medical School, Hannover, Germany; Ingo Just, Hannover Medical School, Toxicology, Hannover, Germany

- 5EE11 Evaluation of Level-1 Procedural Skills in Recent Graduates Among Different Teaching Hospitals of Thammasat Medical School**
Pattharawin Pattharanitima*, Faculty of Medicine, Thammasat University, Internal Medicine, Pathum Thani, Thailand; Pisit Wattanaruangkowit, Faculty of Medicine, Thammasat University, Radiology, Pathum Thani, Thailand
- 5EE12 Developing learners – evaluating the impact of curricular changes designed to enhance generic skills experience**
Alwyn Louw*, Stellenbosch University, Centre for Health Professions Education, Tygerberg, South Africa; Debbie Murdoch-Eaton, University of Sheffield, Medical School, Sheffield, United Kingdom; Juanita Bezuidenhout, Stellenbosch University, Centre for Health Professions Education, Tygerberg, South Africa
- 5EE13 The turning point: Using feedback technology for quality improvement**
Richard Higgins*, Health Education East Midlands, Quality Management and Regulation, Nottingham, United Kingdom; Simon Mallinson, Health Education East Midlands, Quality Management and Regulation, Nottingham, United Kingdom
- 5EE14 Analysing the implementation of a new curriculum at medical school: A qualitative study**
Mardiastuti Wahid*, Faculty of Medicine, Universitas Indonesia, Microbiology, Jakarta, Indonesia; Amitya Kumara, Faculty of Psychology, Gadjah Mada University, Educational Psychology, Yogyakarta, Indonesia; Titi Savitri Prihatiningsih, Faculty of Medicine, Gadjah Mada University, Department of Medical Education, Yogyakarta, Indonesia; Gandes Retno Rahayu, Faculty of Medicine, Gadjah Mada University, Department of Medical Education, Yogyakarta, Indonesia
- 5EE15 Assessing the Validity and Reliability of “self assessment tool for primary health care providers questionnaire” in Iran**
Narges Sistany, Tehran University of Medical Science, Tehran, Iran; Forouzan Khatamidoost, Tehran University of Medical Science, Tehran, Iran; Mohammad Mirshahvalad, Tehran University of Medical Science, Tehran, Iran; Mandana Shirazi*, Tehran University of Medical Science, Tehran, Iran
- 5EE16 Quality management of residency training programs through continuous evaluation and follow-up: Experiences and achievements after four years in a teaching hospital in the Netherlands**
Robert Oostenbroek*, Albert Schweitzer Hospital, Department of Education, Dordrecht, Netherlands; Benjamin Boerebach, Academic Medical Centre, Professional Performance Research Group, Amsterdam, Netherlands; Kiki Lombarts, Academic Medical Centre, Professional Performance Research Group, Amsterdam, Netherlands; Monica van de Ridder, Albert Schweitzer Hospital, Department of Education, Dordrecht, Netherlands
- 5EE17 Educational Outcomes of Recent Graduates from Different Teaching Hospitals**
Pisit Wattanaruangkowit*, Thammasat University Faculty of Medicine, Pathum Thani, Thailand; Pattharawin Pattharanitima, Faculty of Medicine Thammasat University, Pathum Thani, Thailand
- 5EE18 Semiology: Interactive methodologies to facilitate module integration**
Maria Cristina Andrade*, Unifesp-Escola Paulista de Medicina, Pediatria, Sao Paulo, Brazil; Elena Barragan, Unifesp-Escola Paulista de Medicina, Pediatria, Sao Paulo, Brazil; Roseani Diniz, Unifesp, Escola Paulista De Medicina, Pediatria, Sao Paulo, Brazil; Cristina Mangia, Brazil
- 5EE19 Evaluation of teachers’ perceptions regarding the curriculum into practice in a medical school in Brazil**
Maria Valeria Pavan, Universidade de Sorocaba, UNISO, Medicine, Sorocaba, Brazil; Maria Helena Senger*, Faculdade de Ciências Médicas e da Saúde da PUC/SP, Post Graduation, Education, Sorocaba, Brazil; Waldemar Marques, Universidade de Sorocaba, UNISO, Medicine, Sorocaba, Brazil

1600-1730

5FF POSTERS: The Student 1

Chairperson:

Location: South Hall, Level 0, MiCo

5FF1 The relationship between extrinsic motivation and metacognitive skills of medical students

Wei-Han Hong, University of Malaya, Medical Education & Research Development Unit, Department of the Dean’s Office, Faculty of Medicine, Kuala Lumpur, Malaysia; Jamunarani Vadivelu*, University of Malaya, Department of Medical Microbiology, Kuala Lumpur, Malaysia; Esther Gnanamalar Sarojini Daniel, University of Malaya, Department of Mathematics of Science Education, Faculty of Education, Kuala Lumpur, Malaysia; Joong Hiong Sim, University of Malaya, Medical Education & Research Development Unit, Department of the Dean’s Office, Faculty of Medicine, Kuala Lumpur, Malaysia

5FF2 Motivating students to study every day

Nancy Fernandez-Garza*, Universidad Autonoma de Nuevo Leon, Physiology, Monterrey, Nuevo Leon, Mexico; Diana Montemayor-Flores, Universidad Autonoma de Nuevo Leon, Physiology, Monterrey, Nuevo Leon, Mexico; Santos Guzman-Lopez, Universidad Autonoma de Nuevo Leon, Anatomy, Monterrey, Nuevo Leon, Mexico

5FF3 The Correlation Between Achievement Goals, Learning Strategies, and Motivation in Medical Students

Sun Kim*, The Catholic University of Korea, College of Medicine, Medical Education, Seoul, Republic of South Korea; Yera Hur, Konyang University, College of Medicine, Faculty Development & Mentoring Center, Daejeon, Republic of South Korea; A-ra Cho, The Catholic University of Korea, College of Medicine, Medical Education, Seoul, Republic of South Korea; Joo Hyun Park, Asan Medical Center, University of Ulsan, College of Medicine, Medical Education, Seoul, Republic of South Korea

- 5FF4 Does Emotional Intelligence imply better academic performance?**
Eduardo Landerer*, Universidad Andrés Bello, Urology, Santiago, Chile; Ignacio Bolbaran, Universidad Andrés Bello, Educational Research, Santiago, Chile; Patricio Meza, Universidad Andrés Bello, Educational Research, Santiago, Chile; Pedro Morales, Universidad Andrés Bello, Educational Research, Santiago, Chile; Sebastián Pavez, Universidad Andrés Bello, Educational Research, Santiago, Chile; Matthias Winter, Universidad Andrés Bello, Educational Research, Santiago, Chile
- 5FF5 Communication Skills and Emotional Intelligence**
Ozlem Coskun*, Gazi University Medical School, Medical Education, Ankara, Turkey; Isil Irem Budakoglu, Gazi University Medical School, Medical Education, Ankara, Turkey
- 5FF6 Emotional intelligence and academic performance in the first year of undergraduate degree programmes**
JP McNulty*, University College Dublin, School of Medicine and Medical Science, Dublin, Ireland; S Lewis, University of Sydney, School of Medicine and Medical Science, Sydney, Australia; S Lane, University of Liverpool, Liverpool, United Kingdom; SJ Mackay, University of Liverpool, Liverpool, United Kingdom; P White, The Hong Kong Polytechnic University, Hong Kong
- 5FF7 Achievement goals of medical students: Is there any difference between first year students and graduates?**
Sandra Sudmann*, RWTH Aachen University, Medical Faculty, Aachen, Germany; Dajana Rath, University Hospital of the RWTH Aachen, Institute of Medical Psychology and Medical Sociology, Aachen, Germany; Anne Scherer, University Hospital of the RWTH Aachen, Institute of Medical Psychology and Medical Sociology, Aachen, Germany; Thomas Forkmann, University Hospital of the RWTH Aachen, Institute of Medical Psychology and Medical Sociology, Aachen, Germany; Siegfried Guggel, University Hospital of the RWTH Aachen, Institute of Medical Psychology and Medical Sociology, Aachen, Germany
- 5FF8 Learning Style Preferences among Undergraduate Students of a Medical College in South India**
Unnikrishnan Bhaskaran*, Kasturba Medical College (Manipal University), Dept of Community Medicine, Mangalore, India
- 5FF9 Learning style and Grade point averages**
Wichuda Jiraporncharoen*, Faculty of Medicine Chiangmai University, Family Medicine, Chiangmai, Thailand; Chaisiri Angkurawaranon, Faculty of Medicine Chiangmai University, Family Medicine, Chiangmai, Thailand; Ronnaphob Uaphanthasath, Faculty of Medicine Chiangmai University, Family Medicine, Chiangmai, Thailand; Juntima Euathrongchit, Faculty of Medicine Chiangmai University, Radiology, Chiangmai, Thailand
- 5FF10 The correlation of learning strategies and secondary factors associated with academic performance in medical school: Systematic review of the literature**
Kevin Duncan*, University of Glasgow, Medical School, Glasgow, United Kingdom; Juen Zhik Chan, University of Glasgow, Medical School, Glasgow, United Kingdom; Phillip Evans, University of Glasgow, Medical School, Glasgow, United Kingdom; James G Boyle, Glasgow Royal Infirmary, University of Glasgow, Glasgow, United Kingdom
- 5FF11 Changes in Self-Directed Learning During the First Two Years of Training Process in a Chilean Medical School**
L Ortiz*, Universidad de Concepcion, Departament of Medical Education, Casilla, Chile; E Fasce, Universidad de Concepcion, Departament of Medical Education, Casilla, Chile; C Perez, Universidad de Concepcion, Departament of Medical Education, Casilla, Chile; O Matus, Universidad de Concepcion, Departament of Medical Education, Casilla, Chile; C Bustamante, Universidad de Concepcion, Departament of Medical Education, Casilla, Chile; N y Bastias, Universidad de Concepcion, Departament of Medical Education, Casilla, Chile
- 5FF12 Students' Satisfaction with Lecture vs PBL at Medical School with Traditional Curriculum**
Sang Hee Yeo*, Kyungpook National University School of Medicine, Department of Medical Education, Deagu, Republic of South Korea; Bong Hyung Chang, Kyungpook National University School of Medicine, Department of Medical Education, Deagu, Republic of South Korea; Jong Myung Lee, Kyungpook National University School of Medicine, Office of Medical Education, Deagu, Republic of South Korea; Jang Soo Suh, Kyungpook National University School of Medicine, Department of Laboratory, Deagu, Republic of South Korea; Chang Ho Youn, Kyungpook National University School of Medicine, Department of Medical Education, Deagu, Republic of South Korea
- 5FF13 Supporting Students using a Q&A Forum**
AFR Drury*, University of Manchester, Manchester Medical School, Manchester, United Kingdom; T Cappelli, University of Manchester, Manchester Medical School, Manchester, United Kingdom; J Humphreys, University of Manchester, Manchester Medical School, Manchester, United Kingdom
- 5FF14 in-Training, the online magazine for medical students: An innovative approach to medical student community building**
Aleena Paul*, Albany Medical College, Albany, United States; Ajay Major, Albany Medical College, Albany, United States
- 5FF15 Correlation between academic record of high school students and achievement of the First year Pre-medical students**
Worapon Wilaem*, Faculty of Medicine Thammasat University, Pathumthani, Thailand

- 5GG POSTERS: Postgraduate Training 2**
 Chairperson: Bojana Babic (Canada)
 Location: South Hall, Level 0, MiCo
- 5GG1 Projects for improvement of the clinical psychiatric education at Sahlgrenska university hospital. Means to influence and improve the education of interns**
 Angela Falk*, Sahlgrenska University Hospital, Gothenburg, Sweden; Linnea Gustafsson, Sahlgrenska University Hospital, Gothenburg, Sweden
- 5GG2 The doctor as psychotherapist: The impact of psychotherapy in psychiatry residency**
 Wen Phei Lim*, National Healthcare Group, Residency (Psychiatry), Singapore; Yong Hao Lim, National Healthcare Group, Health Outcomes and Medical Education Research, Singapore
- 5GG3 Development and Evaluation of an Innovative Reflective Peer Supervision Group for Child and Adolescent Psychiatry Trainees On-call**
 Sarah McGivern*, Southern Health and Social Care Trust, Child and Adolescent Psychiatry, Portadown, United Kingdom; Claire Kelly, Belfast Trust, Child and Adolescent Psychiatry, Belfast, United Kingdom; Hilary Boyd, Belfast Trust, Child and Adolescent Psychiatry, Belfast, United Kingdom; Claire Elliott, Belfast Trust, Child and Adolescent Psychiatry, Belfast, United Kingdom; Mugdha Kamat, Belfast Trust, Child and Adolescent Psychiatry, Belfast, United Kingdom; James Nelson, Belfast Trust, Child and Adolescent Psychiatry, Belfast, United Kingdom
- 5GG4 Psychiatric trainee perceptions of the effectiveness of communication skills training**
 Amy Manley*, North Western Deanery, Manchester, United Kingdom
- 5GG5 Development of Student in Family Health Strategy Clerkship**
 Francisco José Passos Soares*, Universidade Federal de Alagoas, Maceió, Brazil; João Klinio Cavalcante, Universidade Federal de Alagoas, Maceió, Brazil
- 5GG6 Evaluating Field Notes in a Family Residency Program**
 Gary S. Viner*, University of Ottawa, Family Medicine, Ottawa, Canada; Douglas Archibald, University of Ottawa, Family Medicine, Ottawa, Canada; Eric Woollorton, University of Ottawa, Family Medicine, Ottawa, Canada; Alison Eyre, University of Ottawa, Family Medicine, Ottawa, Canada
- 5GG7 A new family medicine residency program at a remote regional site inspires local medical community**
 Fred Janke*, University of Alberta, Division of Community Engagement and Department of Family Medicine, Edmonton, Canada; Eddie Denga, University of Alberta, Department of Family Medicine, Fort McMurray, Canada; Jill Konkin, University of Alberta, Division of Community Engagement and Department of Family Medicine, Edmonton, Canada
- 5GG8 Reflections on a year-long rural clinical exposure: What do junior doctors have to say?**
 Norma Kok*, Stellenbosch University, Faculty of Medicine and Health Science, Cape Town, South Africa; Susan van Schalkwyk, Stellenbosch University, Faculty of Medicine and Health Science, Cape Town, South Africa; HOFFIE Conradie, Stellenbosch University, Cape Town, South Africa; Marietjie De Villiers, Stellenbosch University, Cape Town, South Africa
- 5GG9 Pilot GP training posts in a UK prison: A positive learning experience?**
 Jane Coomber, University of Nottingham, Division of Primary Care, Nottingham, United Kingdom; Rodger Charlton, University of Nottingham, Division of Primary Care, Nottingham, United Kingdom; Presenter: Martin Wilkinson*, Health Education West Midlands, General Practice Postgraduate Education, Birmingham, United Kingdom
- 5GG10 Course for trainers in specialty training programme for family medicine in Croatia**
 Venija Cerovecki*, University of Zagreb, School of Medicine, Department of Family Medicine, Zagreb, Croatia; Milica Katic, University of Zagreb, School of Medicine, Department of Family Medicine, Zagreb, Croatia; Biserka Bergman-Markovic, Association of Teachers in General Practice/Family Medicine, Department of Family Medicine, Zagreb, Croatia; Zlata Ozvacic Adzic, University of Zagreb, School of Medicine, Department of Family Medicine, Zagreb, Croatia; Goranka Petricek, University of Zagreb, School of Medicine, Department of Family Medicine, Zagreb, Croatia
- 5GG11 Panel Management: Practice-Based Learning and Improvement in Action**
 Pete Spanos*, Louis Stokes Cleveland VA Medical Center, Center of Excellence in Primary Care Education, Cleveland, United States; Mamta Singh, Louis Stokes Cleveland VA Medical Center, Center of Excellence in Primary Care Education, Cleveland, United States; Mary Dolansky, Case Western Reserve University, Francis Payne Bolton School of Nursing, Cleveland, United States; Brook Watts, Louis Stokes Cleveland VA Medical Center, Center of Excellence in Primary Care Education, Cleveland, United States; Sarah Augustine, Louis Stokes Cleveland VA Medical Center, Center of Excellence in Primary Care Education, Cleveland, United States; Gloria Taylor, Louis Stokes Cleveland VA Medical Center, Center of Excellence in Primary Care Education, Cleveland, United States; Renee Lawrence, Louise Stokes Cleveland VA Medical Centre, Centre of Excellence in Primary Care Education, Cleveland, USA
- 5GG12 In search of effective discharge summaries to inform medical education**
 Eleanor Flynn*, University of Melbourne, Medical Education Unit, Melbourne, Australia; Alison Dwyer, Austin Health, Quality, Safety and Risk Management, Melbourne, Australia; Robyn Woodward-Kron, University of Melbourne, Medical Education Unit, Melbourne, Australia
- 5GG13 Evaluation of Pediatric Residents' Knowledge of Patient Education Resources**
 Gregory Harvey, McMaster University, Pediatrics, Hamilton, Canada; Moyez Ladhani, McMaster University, Pediatrics, Hamilton, Canada; Andrea Hunter, McMaster University, Pediatrics, Hamilton, Canada; Bojana Babic*, McMaster University, Pediatrics, Hamilton, Canada,

- 5GG14 **Perceptions, Experience and Attitude of the Mentor in Pediatrics Residency Program in Qatar**
Ahmed Alhammedi, Hamad Medical Corporation, Pediatrics, Doha, Qatar; Hatem Abdulrahman*, Hamad Medical Corporation, Pediatrics, Doha, Qatar; Mohamed Khalifa, Hamad Medical Corporation, Pediatrics, Doha, Qatar
- 5GG15 **Pediatric resident medical records: Points to improve**
Piyawut Kreetapirom*, Prince of Songkla University, Department of Pediatrics, Faculty of Medicine, Hat Yai, Thailand; Somchit Jaruratanasirikul, Prince of Songkla University, Department of Pediatrics, Faculty of Medicine, Hat Yai, Thailand; Wassana Khotchasing, Prince of Songkla University, Department of Pediatrics, Faculty of Medicine, Hat Yai, Thailand; Nannapat Prupetchkaew, Prince of Songkla University, Epidemiology Unit, Faculty of Medicine, Hat Yai, Thailand
- 5GG16 **Three-hour meetings – junior doctors creating educational and organisational changes in a paediatric department in Denmark**
Mads Skipper*, Aalborg University Hospital, Department for Postgraduate Medical Education, Aalborg, Denmark; Susanne B. Nøhr, Aalborg University Hospital, Department for Postgraduate Medical Education, Aalborg, Denmark
- 1600-1730 **5HH POSTERS: Context for Clinical Training**
Chairperson: Diana Tabak (Canada)
Location: South Hall, Level 0, MiCo
- 5HH1 **Improving Clinical Encounters in Undergraduate Medical Education**
Charlotte Hellmich*, North Bristol NHS Trust, Bristol, United Kingdom; James Bailey, North Bristol NHS Trust, Bristol, United Kingdom; Frances Butcher; Kate Kendrick; Jenny Worrall; Laura Talbot
- 5HH2 **The impact of a national cardiocography teaching program; Interpretation skills and the correlation to profession, subspecialty, years of obstetric experience and size of maternity ward**
Line Thellesen*, The Juliane Marie Centre, Rigshospitalet, Department of Obstetrics, Copenhagen, Denmark; Jette Led Sorensen, The Juliane Marie Centre, Rigshospitalet, Department of Obstetrics, Copenhagen, Denmark; Nina Palmgren Colov, The Juliane Marie Centre, Rigshospitalet, Department of Obstetrics, Copenhagen, Denmark; Thomas Bergholt, Nordsjaellands Hospital, University of Copenhagen, Department of Gynaecology and Obstetrics, Hillerød, Denmark; Morten Hedegaard, The Juliane Marie Centre, Rigshospitalet, Department of Obstetrics, Copenhagen, Denmark
- 5HH3 **The effect of an active intervention by clinical teaching fellows on increasing the number of patients students clerk**
I Sim, Epsom and St. Helier Hospitals University NHS Trust, Undergraduate Department, London, United Kingdom; S Upile, Epsom and St. Helier Hospitals University NHS Trust, Undergraduate Department, London, United Kingdom; G Scott*, Epsom and St. Helier Hospitals University NHS Trust, Undergraduate Department, London, United Kingdom
- 5HH4 **Unravelling the mystery of the ward round: Student perception of factors affecting the quality of teaching and learning on ward rounds**
Joseph Batson-Moore*, Barts and The London School of Medicine and Dentistry, Queen Mary University of London, Centre for Medical Education, Institute of Health Sciences Education, London, United Kingdom; Dason Evans, Barts and The London School of Medicine and Dentistry, Queen Mary University of London, Centre for Medical Education, Institute of Health Sciences Education, London, United Kingdom
- 5HH5 **“Either you do not swim at all or you are drowned”: Exploring workplace-based learning opportunities for undergraduate and postgraduate medical students**
Ardi Findyartini*, Faculty of Medicine Universitas Indonesia, Department of Medical Education, Central Jakarta, Indonesia; Rita Mustika, Faculty of Medicine Universitas Indonesia, Department of Medical Education, Central Jakarta, Indonesia; Estivana Felaza, Faculty of Medicine Universitas Indonesia, Department of Medical Education, Central Jakarta, Indonesia; Pradana Soewondo, Faculty of Medicine Universitas Indonesia, Department of Medical Education, Central Jakarta, Indonesia; Ratna Sitompul, Faculty of Medicine Universitas Indonesia, Department of Medical Education, Central Jakarta, Indonesia
- 5HH6 **Medical students’ perception towards shifting to work place teaching in Obstetrics & Gynaecology – University of Kassala 2011-2013**
Awadia Khojali, University of Kassala, Obstetrics & Gynaecology, Kassala, Sudan; Abdalla Mohammed*, University of Kassala, Obstetrics & Gynaecology, Kassala, Sudan
- 5HH7 **The Examining Fellow Student [EFS] questionnaire predicts perceived utility of Peer Physical Examination (PPE) in medical students**
Piersante Sestini*, University of Siena, School of Medicine, Department of Medicine, Surgery and Neurosciences, Siena, Italy; Rossella Angotti, University of Siena, School of Medicine, Department of Medicine, Surgery and Neurosciences, Siena, Italy; Claudia Comisso, University of Siena, School of Medicine, Department of Medicine, Surgery and Neurosciences, Siena, Italy; Mario Messina, University of Siena, School of Medicine, Department of Medicine, Surgery and Neurosciences, Siena, Italy
- 5HH8 **Medical students’ emotions at graduation about becoming medical doctors are related to their clinical experiences**
Masami Tagawa*, Kagoshima University Graduate School of Medical and Dental Sciences, Center for Innovation in Medical and Dental Education, Kagoshima, Japan; Saori Kijima, Kagoshima University Graduate School of Medical and Dental Sciences, Center for Innovation in Medical and Dental Education, Kagoshima, Japan; Kazunori Ganjitsuda, Kagoshima University Graduate School of Medical and Dental Sciences, Center for Innovation in Medical and Dental Education, Kagoshima, Japan

- 5HH9** **How a structured debrief helps medical students make the most of opportunistic clinical learning**
 Suzanne Edwards*, Swansea University, College of Medicine, Swansea, United Kingdom; Ann John, Swansea University, College of Medicine, Swansea, United Kingdom; Judy McKimm, Swansea University, College of Medicine, Swansea, United Kingdom
- 5HH10** **Patient Satisfaction In Bedside teaching**
 Chaninya Patanasakpinyo*, Sawanpracharak Hospital, Phatology, Nakornsawan, Thailand
- 5HH11** **Patient-centred attitudes of undergraduate medical students: Using the Patient Practitioner Orientation Scale in a South African context**
 E Archer*, University of Stellenbosch, Centre for Health Professions Education, Cape Town, South Africa; J Bezuidenhout, University of Stellenbosch, NHLS, Cape Town, South Africa; M Kidd, University of Stellenbosch, Centre for Statistical Serve, Parow, South Africa; BB van heerden, University of Stellenbosch, Centre for Health Professions Education, Parow, South Africa
- 5HH12** **“...so with that he broke the nose of [the junior doctor]”: Carer’s narratives and requirements for Tomorrow’s doctors**
 Camille Kostov*, Cardiff University, Cardiff, United Kingdom; Kathrin Kaufhold, Cardiff University, Institute of Medical Education, Cardiff, United Kingdom; Narcie Kelly, University of Exeter, University of Exeter Medical School, Exeter, United Kingdom; Grit Scheffler, University of Dundee, Centre for Medical Education, Dundee, United Kingdom; Chris Jefferies, Cardiff University, Medical Student, Cardiff, United Kingdom; Lynn Monrouxe, Cardiff University, Institute of Medical Education, Cardiff, United Kingdom
- 5HH13** **Complex stroke care – educational programme in Stroke Centre Faculty Hospital Plzen**
 Jiri Polivka*, Faculty Hospital Plzen and Faculty of Medicine in Plzen, Charles University in Prague, Department of Neurology, Plzen, Czech Republic; Alena Lukesova, Faculty Hospital Plzen, Department of Neurology, Plzen, Czech Republic; Petr Sevcik, Faculty Hospital Plzen and Faculty of Medicine in Plzen, Charles University in Prague, Department of Neurology, Plzen, Czech Republic; Vladimir Rohan, Faculty Hospital Plzen and Faculty of Medicine in Plzen, Charles University in Prague, Department of Neurology, Plzen, Czech Republic; Jiri Polivka Jr., Faculty Hospital Plzen and Faculty of Medicine in Plzen, Charles University in Prague, Biomedical Centre and Department of Neurology, Plzen, Czech Republic
- 5HH14** **Investigating healthcare student clinical placements in psychiatry: What is actually happening and how can we improve student experience?**
 Susannah Whitwell*, King’s College London, London, United Kingdom; S Mukhopadhyay, King’s College London, London, United Kingdom; L Hanna, King’s College London, London, United Kingdom; L Bryan, King’s College London, London, United Kingdom
- 5HH15** **Changing attitudes: The impact of teaching recovery principles to medical students during a psychiatric attachment**
 Sarah E Gordon, University of Otago, Wellington, Psychological Medicine, Wellington, New Zealand; Peter Gallagher, University of Otago, Wellington, Medical Education Unit, Wellington, New Zealand; Pete M Ellis*, University of Otago, Wellington, Psychological Medicine and Medical Education Unit, Wellington, New Zealand
- 5HH16** **Standardized patients VS trained medical students in history taking training**
 Nikom Malitong*, Ratchaburi Hospital Medical Education Center, Orthopaedic, Ratchaburi, Thailand
- 1600-1730 **5II** **ELECTRONIC POSTERS (ePOSTERS): eLearning 2**
 Chairperson: Kati Hakkarainen (Finland)
 Location: Theatre Room 15, Level 0, MiCo
- 5II1** **Undergraduate medical education: The transition to e-learning platform delivery**
 James Price*, Imperial College London, Faculty of Medicine, London, United Kingdom; Nicholas Andreou, Imperial College London, Faculty of Medicine, London, United Kingdom; Timothy Heymann, Imperial College London, Business School, London, United Kingdom
- 5II2** **Students’ Perception of an Interactive Multimedia Application as a Support for Teaching of Breast Semiology**
 Helio Carrara*, Ribeirão Preto Medical School, University of São Paulo, Gynecology and Obstetrics, Ribeirão Preto, Brazil; Geraldo Henrique Neto, Ribeirão Preto Medical School, University of São Paulo, Gynecology and Obstetrics, Ribeirão Preto, Brazil; Antonio Alberto Nogueira, Ribeirão Preto Medical School, University of São Paulo, Gynecology and Obstetrics, Ribeirão Preto, Brazil; Francisco José Candido dos Reis, Ribeirão Preto Medical School, University of São Paulo, Gynecology and Obstetrics, Ribeirão Preto, Brazil; Juan Yazle Rocha, Ribeirão Preto Medical School, University of São Paulo, Gynecology and Obstetrics, Ribeirão Preto, Brazil
- 5II3** **UQU experience in E-Surgery for medical students**
 Jamal Hamdi*, Umm AlQura University, Surgery, Makkah, Saudi Arabia
- 5II4** **Conduct and assessments of medical ethics education using the World Café and Moodle as a blended learning**
 Yoshikazu Asada*, Jichi Medical University, Medical Simulation Center, Tochigi, Japan; Yoshihiko Suzuki, Jichi Medical University, Medical Simulation Center, Tochigi, Japan; Tsuyoshi Hasegawa, Jichi Medical University, Division of Safety Promotion, Tochigi, Japan; Kazuya Atsumi, Jichi Medical University, Department of Sociology, School of Medicine, Tochigi, Japan

- 5I15** **Implementation of an online learning module about Lower Urinary Tract Symptoms (LUTS) at KULeuven: Impact on the learning outcome and the perception of medical students**
Katrien Bosselaers*, KULeuven, Faculty of Medicine, Leuven, Belgium; Lisa De Jonghe, KULeuven, Faculty of Medicine, Leuven, Belgium; Dirk De Ridder, KULeuven, Faculty of Medicine, Leuven, Belgium
- 5I16** **GAMEL® alert system to improve students' understanding in health system module on medical curricula**
Laksono Trisnantoro, Faculty of Medicine, Universitas Gadjah Mada, Center for Health Policy and Management, Yogyakarta, Indonesia; Mushtofa Kamal*, Faculty of Medicine, Universitas Gadjah Mada, Center of Health Policy and Management, Yogyakarta, Indonesia
- 5I17** **Integrating multimedia eBooks into medical education to support flexible learning**
James Pickering*, University of Leeds, School of Medicine, Leeds, United Kingdom
- 5I18** **Online review and modification of undergraduate medical curricula in a web-based "Learning Opportunities, Objectives and Outcome Platform" (LOOP)**
Axel Schunk, Charité, Universitätsmedizin Berlin, Department for Curriculum Management, Berlin, Germany; Martin Dittmar, Charité, Universitätsmedizin Berlin, Department for Curriculum Management, Berlin, Germany; Andreas Bietenbeck, Klinikum rechts der Isar der Technischen Universität München, Institute of Clinical Chemistry and Pathobiochemistry, Munich, Germany; Simon Drees, Charité, Universitätsmedizin Berlin, Department for Curriculum Management, Berlin, Germany; David Paul Weber, Charité, Universitätsmedizin Berlin, Department for Curriculum Management, Berlin, Germany; Olaf Ahlers*, Charité, Universitätsmedizin Berlin, Department for Curriculum Management, Berlin, Germany
- 5I19** **Structuring thinking in medicine: Assessing whether an online visual learning tool can meet student requirements for an effective learning package**
Najam Pervez*, University of Southampton, Southampton, United Kingdom; Lukas Kalinke, Kent, Surrey & Sussex Deanery, Eastbourne, United Kingdom; Kevin Wrigley, University of Southampton, Southampton, United Kingdom; Scott Border, University of Southampton, Southampton, United Kingdom; Norman Carr, University of Southampton, Southampton, United Kingdom
- 5I110** **Introducing Hospital Network access to Cloud Based File Sharing: Uptake in education, training and research**
John Chadwick*, North West Deanery, Manchester, United Kingdom; David Palmer, North West Deanery, Manchester, United Kingdom; Michael Coen, University Hospitals South Manchester, Manchester, United Kingdom; Colin Owen, University Hospitals South Manchester, Manchester, United Kingdom
- 5I111** **Medical education wiki**
Cestmir Stuka*, First Faculty of Medicine, Charles University in Prague, Prague, Czech Republic; Martin Vejrazka, First Faculty of Medicine, Charles University in Prague, Prague, Czech Republic; Stanislav Stipek, First Faculty of Medicine, Charles University in Prague, Prague, Czech Republic; Petr Kajzar, First Faculty of Medicine, Charles University in Prague, Prague, Czech Republic; Jonas Dyba, Third Faculty of Medicine, Charles University in Prague, Prague, Czech Republic
- 5I112** **No longer the ugly sibling: Why Wikipedia must be accepted as a core medical education resource**
David Ferguson*, University of Leicester, Advocacy, Leicester, United Kingdom; Martin Ferguson, Mental Disability Advocacy Center, General Surgery, Budapest, Hungary; Nader Hanna, Alexandra Hospital, Redditch, United Kingdom; Kirsty Knight, University of Leicester, Leicester, United Kingdom; Abdul Hassan, University of Leicester, Leicester, United Kingdom
- 5I113** **Computer skills in first-year students at UNAM Faculty of Medicine in Mexico**
Israel Martinez-Franco*, UNAM, Biomedical Informatics, Mexico; Iwin Leenen, UNAM, Secretariat of Medical Education, Mexico; Fabian Fernandez-Saldivar, UNAM, Biomedical Informatics, Mexico; Adrian Martinez-Gonzalez, UNAM, Secretariat of Medical Education, Mexico; Melchor Sanchez-Mendiola, UNAM, Secretariat of Medical Education, Mexico
- 5I114** **How to drive innovation in (bio)medical curricula**
C.F.P.L. Cappetti, University Medical Center Utrecht, Directorate of Information Technology, Utrecht, Netherlands; E. Herold, University Medical Center Utrecht, Directorate of Information Technology, Utrecht, Netherlands; H.V.M. van Rijen, University Medical Center Utrecht, Medical Physiology, Utrecht, Netherlands; W.P.M. Hols-Elders*, University Medical Center Utrecht, Center for Research and Development of Education, Utrecht, Netherlands
- 5I115** **Exploring the healthcare teachers' self-efficacy about web-enhanced teaching in terms of web pedagogical content knowledge**
Fremen Chihchen Chou*, China Medical University Hospital, Department of Education, Taichung, Taiwan
- 1600-1730 **5JJ** **ELECTRONIC POSTERS (ePOSTERS): IPE 2**
Chairperson:
Location: Theatre Room 16, Level 0, MiCo Milano Congressi
- 5JJ1** **Constructing a Focused, One-Week Multidisciplinary Learning Experience for Medical Students**
Christopher Bailey*, Mayo Medical School, Department of Hospital Internal Medicine, Rochester, United States; Kei Yoshimatsu, Mayo Medical School, Rochester, United States; James S. Newman, Mayo Clinic College of Medicine, Rochester

- 5JJ2 “Pathological Mechanisms of Disease”, an interprofessional module for students from any programme**
N J Carr, Faculty of Medicine, University of Southampton, Medical Education Academic Unit, Southampton, United Kingdom; W T Lawrence, Faculty of Medicine, University of Southampton, MRC Lifecourse Epidemiology and Medical Education Academic Units, Southampton, United Kingdom; A N Hunt*, Faculty of Medicine, University of Southampton, Clinical & Experimental Sciences and Medical Education Academic Units, Southampton, United Kingdom; M D Blunt, Faculty of Medicine, University of Southampton, Cancer Sciences and Medical Education Academic Units, Southampton, United Kingdom; N Shepherd, Faculty of Medicine, University of Southampton, Medical Education Academic Unit, Southampton, United Kingdom
- 5JJ3 One or two days of learning integrated care?**
Aslak Steinsbekk*, Norwegian University of Science and Technology, Trondheim, Norway
- 5JJ4 Flattening the Hierarchy: An innovative approach to introducing basic human factors training in undergraduate medicine**
Eoghan R A Millar*, NHS Lothian, Directorate of Medical Education, Edinburgh, United Kingdom; James Tiernan, NHS Lothian, Directorate of Medical Education, Edinburgh, United Kingdom; Fiona Crichton, NHS Lothian, Directorate of Medical Education, Edinburgh, United Kingdom; Karima Medjoub, NHS Lothian, Directorate of Medical Education, Edinburgh, United Kingdom; Edward Mellanby, NHS Lothian, Directorate of Medical Education, Edinburgh, United Kingdom; Simon Edgar, NHS Lothian, Directorate of Medical Education, Edinburgh, United Kingdom
- 5JJ5 Assessment of team performance in simulation-based team training for undergraduate nursing and medical students**
Frida Josefsson*, University of Uppsala, Uppsala, Sweden; Martin Wohlin, Inst. of Medical Science at University of Uppsala, Uppsala, Sweden
- 5JJ6 The Interprofessional Visit in Cardiology as a strategy to teach teamwork and interprofessional learning**
Carla Sueli Souza Paula, UFRN, HUOL, Natal, Brazil; Maria Fernanda de Oliveira Carvalho, UFRN, Psicologia, Natal, Brazil; Valdejane Saldanha, UFRN, HUOL, Natal, Brazil; Maria Nazaré Batista, UFRN, HUOL, Natal, Brazil; Erica Vidal Costa Rego, UFRN, HUOL, Natal, Brazil; Rosiane Viana Zuza Diniz*, UFRN, Clinical Medicine, Natal, Brazil
- 5JJ7 Interprofessional education (IPE) program could be one of the most important strategies for global standards in medical education**
Mina Suematsu*, Nagoya University Graduate School of Medicine, Education for Community-Oriented Medicine, Nagoya, Japan; Keiko Abe, Nagoya University Graduate School of Medicine, Education for Community-Oriented Medicine, Nagoya, Japan; Hiroki Yasui, Nagoya University Graduate School of Medicine, Education for Community-Oriented Medicine, Nagoya, Japan; Kazumasa Uemura, Nagoya University Graduate School of Medicine, Center for Medical Education, Nagoya, Japan
- 5JJ8 A seminar of Minimal Invasive Surgery for third year students of MD degree presented as a tool to teach interdisciplinarity**
M. Victoria Duque*, Faculty of Medicine, Miguel Servet University Hospital, University of Zaragoza, General Surgery, Zaragoza, Spain; Felix Lamata, Faculty of Medicine, Lozano Blesa University Hospital, University of Zaragoza, General Surgery, Zaragoza, Spain; Rosa Magallón, Faculty of Medicine, University of Zaragoza, Teaching Unit of FM, Zaragoza, Spain; Cruz Bartolomé, Faculty of Medicine, University of Zaragoza, Teaching Unit of FM, Zaragoza, Spain; Jose M. Miguélena, Faculty of Medicine, Miguel Servet University Hospital, University of Zaragoza, General Surgery, Zaragoza, Spain
- 5JJ9 Development of interprofessional communication skills in nursing students: A qualitative research**
Lorenza Garrino*, University, Department of Public Health and Paediatric Sciences, Turin, Italy; Andrea De Franceschi, University of Turin, Department of Public Health and Paediatric Sciences, Turin, Italy; Patrizia Massariello, Italy; Valerio Dimonte, Italy
- 5JJ10 Advanced Cardiac Life Support (ACLS) provider training course in CPR center, Srinagarind Hospital, Khon Kaen University**
Anupol Panitchote*, Khon Kaen University, Department of Medicine, Khon Kaen, Thailand; Siraphop Suwannaroj, Khon Kaen University, Department of Medicine, Khon Kaen, Thailand; Nittaya Pittayawattanachai, Khon Kaen University, Division of Nursing, Khon Kaen, Thailand; Sawitree Maneepong, Khon Kaen University, Division of Nursing, Khon Kaen, Thailand; Polpun Boonmak, Khon Kaen University, Department of Anesthesiology, Khon Kaen, Thailand
- 5JJ11 Interdisciplinary and Interprofessional Training in Musculoskeletal Care Improves Learning, Trainees’ Satisfaction, and Clinical Care Delivery**
Grant W Cannon*, Salt Lake City VA Medical Center, Rheumatology, University of Utah, Salt Lake City, Utah, United States; Andrea M Barker, Salt Lake City VA Medical Center, Primary Care, Salt Lake City VA Medical Center, Salt Lake City, Utah, United States; J Peter Beck, Salt Lake City VA Medical Center, Orthopaedic Surgery, University of Utah, Salt Lake City, Utah, United States; Marissa P Grotzke, Salt Lake City VA Medical Center, Endocrinology, University of Utah, Salt Lake City, Utah, United States; Michael J Battistone, Salt Lake City VA Medical Center, Rheumatology, University of Utah, Salt Lake City, Utah, United States
- 5JJ12 Exploring attitudes and barriers towards inter-professional education in healthcare: An educational evaluation of an inter-professional course on human factors**
Rachel Shute*, Great Ormond Street Hospital, Postgraduate Medical Education Department, London, United Kingdom; Jenni Hibbert, Great Ormond Street Hospital for Children, Postgraduate Medical Education Department, London, United Kingdom; Francina Cunningham, Great Ormond Street Hospital for Children, Postgraduate Medical Education Department, London, United Kingdom

5JJ13 The effect of Interprofessional Education (IPE) activity on the opinions held by Health Care students on IPE

Asher Bashiri*, Faculty of Health Sciences, Ben Gurion University of the Negev, Maternity C Soroka University Medical Center, Beer Sheva, Israel; Shahar Geva, Faculty of Health Sciences, Ben Gurion University of the Negev, Maternity C Soroka University Medical Center, Beer Sheva, Israel; Jakob Urkin, Faculty of Health Sciences, Ben Gurion University of the Negev, Beer Sheva, Israel; Keren Levitin, Faculty of Health Sciences, Ben Gurion University of the Negev, Beer Sheva, Israel; Galit Grinberg, Faculty of Health Sciences, Ben Gurion University of the Negev, Beer Sheva, Israel; Gabriel Schreiber, Faculty of Health Sciences, Ben Gurion University of the Negev, Beer Sheva, Israel

1730-1830  **ESME RECEPTION (closed reception, for past and present AMEE-ESME Course Participants and Facilitators)**

Location: Amber 8, Level +2, MiCo

1745-2000  **EVENING MEETINGS**

InResh Meeting (closed meeting)	Location: Workshop Room 1, Level 0, MiCo
Harvard Macy Reception (invite only)	Location: Workshop Room 2, Level 0, MiCo
AMEE Research Committee (closed meeting)	Location: Suite 7, Level Mezzanine, MiCo
Non-Technical Skills in Medical Education SIG (invite only)	Location: Suite 2, Level +2, MiCo
AMEE Ambassadors (closed meeting)	Location: Suite 1, Level +2, MiCo
IMEX Board Meeting (closed meeting)	Location: Suite 9, Level Mezzanine, MiCo
University of Dundee, Centre for Medical Education Reception (invite only)	Location: Suite 6, Level Mezzanine, MiCo
AMEE eLearning Committee (closed Meeting)	Location: Suite 8, Level Mezzanine, MiCo
BEME UK Group (closed meeting)	Location: Workshop Room 3, Level 0, MiCo

1745-2100  **National Associations Meeting** Location: Meeting Room 2, Level +2, MiCo

TUESDAY 2 SEPTEMBER

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TUESDAY 2 SEPTEMBER 2014




Registration Desk / Exhibition

- 0715-1745 **Registration Desk Open**
Location: South Wing, Level +1, MiCo
- 0800-1730 **Exhibition Open**
- 0830-1730 **Hands-on CPR Training (open to all)**
Location: Office 9, Level +1, MiCo

Tours

- 0900-1300 **Culinary Tour** Departs and returns to MiCo Congressi
- 0900-1400 **Shopping Tour** Departs and returns to MiCo Congressi

SESSION 6: Plenary

- 0830-1015 **6** **PLENARY 2**
Chairperson: Trudie Roberts (United Kingdom)
Location: Gold Plenary, Level +2, MiCo
- 0830-0945 **6A**   **Directions for change in design of learning spaces for health professions: global insights** 
Jonas Nordquist* (Karolinska Institutet, Stockholm, Sweden); Andrew Laing* (AECOM, New York, USA)
- 0945-1015 **AMEE ASPIRE to Excellence Award Presentations**
- 1015-1045 **COFFEE BREAK (viewing of exhibits and posters)**
Location: South Hall, Level 0, MiCo

SESSION 7: Simultaneous Sessions

- 1045-1230 **7A** **SYMPOSIUM: Advancing Clinical Education through Longitudinal Integrated Clerkships** 
Chris Roberts, University of Sydney, Australia; David Hirsh, Harvard Medical School / Cambridge Health Alliance, USA; Jill Thistlethwaite, The University of Queensland School of Medicine, Australia; Diana Dolmans, School of Health Professions Education (SHE), Maastricht University, the Netherlands
Location: Gold Plenary, Level +2, MiCo
- 1045-1230 **7B** **SYMPOSIUM: Variations on the theme of professionalism: Students' experiences of professionalism dilemmas across culture** 
Ming-Jung Ho, National Taiwan University, Taipei, Taiwan; Lynn Monrouxe, Cardiff University, UK; Charlotte Rees, University of Dundee, UK; Madawa Chandratilake, University of Kelaniya, Sri Lanka; Fabrizio Consorti, Sapienza University of Rome, Italy; Shiphra Ginsburg, University of Toronto, Canada
Location: Auditorium, Level +3, MiCo

- 1045-1230 **7C** **SHORT COMMUNICATIONS: Curriculum: Educational Strategies**
 Chairperson:
 Opening Discussant:
 Location: Brown 3, Level +2, MiCo
- 1045-1100 **7C1** **Linking Early Clinical Experience and Basic Science using Images of Disease**
 John Cookson*, Hull York Medical School, Centre for Education Development, York, United Kingdom; Anna Hammond, Hull York Medical School, Centre for Education Development, York, United Kingdom; Wong Ken, Hull York Medical School, Centre for Education Development, Hull, United Kingdom; Samantha Owen, Hull York Medical School, Centre for Education Development, Hull, United Kingdom
- 1100-1115 **7C2** **FIFE S.T.A.R.S: Integrating an Approach to Clinical Presentations Within a System-Based Medical Curriculum**
 Emeka Nzekwu*, University of Alberta, Medicine, Edmonton, Canada; Laurie Mereu, University of Alberta, Medicine, Edmonton, Canada
- 1115-1130 **7C3** **Integrated Teaching – Is it the treatment for Curriculopathy?**
 Siddharth Dubhashi*, Padmashree Dr. D.Y.Patil Medical College, Hospital & Research Centre, Dr. D.Y.Patil Vidyapeeth, Pune, India; K. B. Powar, Dr. D.Y.Patil Vidyapeeth, Pune, India
- 1130-1145 **7C4** **Recommendations for successful curricular development – a focus groups analysis**
 Annegret Schaal*, Charité, Universitätsmedizin Berlin, Dieter Scheffner Centre for Medical Education, Berlin, Germany; Anja Schwiecker, Charité, Universitätsmedizin Berlin, Dieter Scheffner Centre for Medical Education, Berlin, Germany; Asja Maaz, Charité, Universitätsmedizin Berlin, Dieter Scheffner Centre for Medical Education, Berlin, Germany; Tanja Hitzblech, Charité, Universitätsmedizin Berlin, Dieter Scheffner Centre for Medical Education, Berlin, Germany; Harm Peters, Charité, Universitätsmedizin Berlin, Dieter Scheffner Centre for Medical Education, Berlin, Germany
- 1145-1200 **7C5** **How do we develop socially accountable electives? Evidence from a thematic synthesis of the literature**
 Janagan Alagarajah*, King's College London, London, United Kingdom
- 1200-1215 **7C6** **Elective choices related to career preferences of Dutch medical students**
 Sjoukje van den Broek*, University Medical Center Utrecht, Medical School, Utrecht, Netherlands; Olle ten Cate, University Medical Center Utrecht, Center for Research and Development of Education, Utrecht, Netherlands; Marjo Wijnen-Meijer, Leiden University Medical Center, Medical School, Leiden, Netherlands; Marijke van Dijk, University Medical Center Utrecht, Medical School, Utrecht, Netherlands
- 1215-1230 Discussion
- 1045-1230 **7D** **RESEARCH PAPERS: Assessment**
 Chairperson: Lambert Schuwirth (Australia)
 Location: Brown 2, Level +2, MiCo
- 1045-1100 **7D1** **Using self-regulated learning as a perspective to view clinical activities in the clerkships**
 Joris Berkhout*, Academic Medical Center, University of Amsterdam, Center for Evidence Based Education, Amsterdam, Netherlands; Esther Helmich, Academic Medical Center, University of Amsterdam, Center for Evidence Based Education, Amsterdam, Netherlands; Pim Teunissen, Maastricht University, Faculty of Health, Medicine and Life Sciences, Department of Educational Development and Research, Maastricht, Netherlands; Joost van den Berg, Academic Medical Center, University of Amsterdam, Center for Evidence Based Education, Amsterdam, Netherlands; Cees van der Vleuten, Maastricht University, Faculty of Health, Medicine and Life Sciences, Department of Educational Development and Research, Maastricht, Netherlands; Debbie Jaarsma, Academic Medical Center, University of Amsterdam, Center for Evidence Based Education, Amsterdam, Netherlands
- 1100-1115 **7D2** **Contrast effects in assessor cognition: Words as well as numbers**
 J Cardell, The University of Manchester, Manchester Academic Health Science Centre, Manchester, United Kingdom; P Yeates*, NIHR South Manchester Respiratory & Allergy Clinical Research Facility & The Academy At UHSM, University Hospital of South Manchester NHS Foundation Trust, Manchester, United Kingdom; G Byrne, Health Education North West, Health Education England, & The University Hospital of South Manchester NHS Foundation Trust, Manchester, United Kingdom; K Eva, Centre for Health Education Scholarship, Faculty of Medicine, University of British Columbia, British Columbia, Canada
- 1115-1130 **7D3** **Action research to improve Foundation Doctors' experience of Radiology practice**
 Ima Moorthy*, Brighton and Sussex University Hospitals NHS Trust, Radiology, Brighton, United Kingdom
- 1130-1145 **7D4** **A qualitative study of medical students' experiences of international health electives to developing countries**
 Patrick O'Donnell*, University of Limerick, Graduate Entry Medical School, Limerick, Ireland; Eilish McAuliffe, Trinity College, University of Dublin, Centre for Global Health, Dublin, Ireland; Diarmuid O'Donovan, National University of Ireland Galway, Social & Preventive Medicine, Galway, Ireland
- 1145-1200 **7D5** **Is not sleeping okay? A grounded theory study of residents' decision-making regarding how to spend their off duty time**
 Taryn Taylor*, Schulich School of Medicine & Dentistry, Western University, Obstetrics & Gynecology, London, Canada; Lorelei Lingard, Schulich School of Medicine & Dentistry, Western University, Obstetrics & Gynecology, London, Canada
- 1200-1230 Discussion

- 1045-1230 **7E** **SHORT COMMUNICATIONS: Outcomes / Competency-based Education 1**
 Chairperson: Nicholas Glasgow (Australia)
 Opening Discussant: Linda Snell (Canada)
 Location: Brown 1, Level +2, MiCo
- 1045-1100 **7E1** **A Consortium approach to competency-based undergraduate medical education in Uganda: Process, opportunities and challenges**
 Sarah Kiguli, Makerere University College of Health Sciences, Paediatrics, Kampala, Uganda; Aloysius G Mubuuke*, Makerere University College of Health Sciences, Radiology, Kampala, Uganda; Rhona Baingana, Makerere University College of Health Sciences, Biochemistry, Kampala, Uganda; Nelson K Sewankambo, Makerere University College of Health Sciences, Radiology, Kampala, Uganda
- 1100-1115 **7E2** **The importance of faculty development for the global implementation of a new competency-based curriculum targeted at orthopedic residents**
 Kathrin Luessi, AO Foundation, AO Education Institute, Duebendorf, Switzerland; Miriam Uhlmann*, AO Foundation, AO Education Institute, Duebendorf, Switzerland
- 1115-1130 **7E3** **Continuous Reflective Assessment for Training, the Canadian family medicine resident assessment process**
 Theresa van der Goes*, University of British Columbia, Department of Family Practice, Vancouver, Canada; Karen Schultz, Queen's University, Department of Family Medicine, Kingston, Canada; Michel Donoff, University of Alberta, Department of Family Medicine, Edmonton, Canada; Kathrine Lawrence, University of Saskatchewan, Department of Family Medicine, Saskatoon, Canada; Cherie Bethune, Memorial University of Newfoundland, Discipline of Family Medicine, St. John's, Canada; Tom Laughlin, Dalhousie University, Department of Family Medicine, Moncton, Canada
- 1130-1145 **7E4** **Teaching generic competences in the continuum of medical education**
 Nada Cikes*, University of Zagreb School of Medicine, Zagreb, Croatia; Gordana Pavlekovic, University of Zagreb School of Medicine, Zagreb, Croatia; Mirjana Kujundzic Tiljak, University of Zagreb School of Medicine, Zagreb, Croatia; Marijana Bras, University of Zagreb School of Medicine, Zagreb, Croatia; Ratko Matijevic, University of Zagreb School of Medicine, Zagreb, Croatia
- 1145-1200 **7E5** **System of medical students' practical training**
 Yury Dumansky, Donetsk National Medical University, Donetsk, Ukraine; Boris Ivnyev, Donetsk National Medical University, Donetsk, Ukraine; Marina Pervak*, Donetsk National Medical University, Donetsk, Ukraine
- 1200-1230 Discussion
- 1045-1230 **7F** **SHORT COMMUNICATIONS: Clinical Assessment**
 Chairperson:
 Opening Discussant:
 Location: Theatre Room 11, Level 0, MiCo
- 1045-1100 **7F1** **The Utility of a new clinical assessment of final year medical students – the patient perspective**
 Sonia Bussey*, Newcastle University, School of Medical Education, Newcastle upon Tyne, United Kingdom; Stephen Jones, Newcastle University, School of Medical Education, Newcastle upon Tyne, United Kingdom; Roger Barton, Newcastle University, School of Medical Education, Newcastle upon Tyne, United Kingdom; Brian Lunn, Newcastle University, School of Medical Education, Newcastle upon Tyne, United Kingdom; Joann Luke, Newcastle University, School of Medical Education, Newcastle upon Tyne, United Kingdom; Andrea Myers, Newcastle University, School of Medical Education, Newcastle upon Tyne, United Kingdom
- 1100-1115 **7F2** **Student ability to assess their peers in long the case clinical examination**
 Annette Burgess*, The University of Sydney, Sydney Medical School, Central, Sydney, Australia; Chris Roberts, The University of Sydney, Sydney Medical School, Northern, Sydney, Australia; Kirsten Black, The University of Sydney, Sydney Medical School, Central, Sydney, Australia; Craig Mellis, The University of Sydney, Sydney Medical School, Central, Sydney, Australia
- 1115-1130 **7F3** **A two-step simulation-based model for an integrated final examination of professional nursing competence – students' perceptions**
 Eva Broberger*, Karolinska Institutet, Department of Neurobiology, Care Sciences and Society, Division of Nursing, Stockholm, Sweden; Carina Georg, Karolinska Institutet, Department of Neurobiology, Care Sciences and Society, Division of Nursing, Stockholm, Sweden; Carina Söderman, Karolinska Institutet, Department of Neurobiology, Care Sciences and Society, Division of Nursing, Stockholm, Sweden; Ulrika Södergren, Karolinska Institutet, Department of Neurobiology, Care Sciences and Society, Division of Nursing, Stockholm, Sweden; Elisabet Henriksson, Karolinska Institutet, Department of Neurobiology, Care Sciences and Society, Division of Nursing, Stockholm, Sweden
- 1130-1145 **7F4** **Charting inspiration: Development and evaluation of a tool to measure health professional student learning in the affective domain**
 Gary D. Rogers*, Griffith University, School of Medicine and Griffith Health Institute for the Development of Education and Scholarship (Health IDEAS), Gold Coast, Australia; Pit C. Chan, Griffith University, Griffith Health Institute for the Development of Education and Scholarship (Health IDEAS), Gold Coast, Australia; Fiona Ellem, Griffith University, School of Pharmacy, Gold Coast, Australia; Marise Lombard, Griffith University, School of Medicine, Gold Coast, Australia

- 1145-1200 **7F5** **Assessment of professionalism: Development of a bad behaviour checklist**
MJ Cullen, University of Minnesota, Graduate Medical Education, Minneapolis, United States; EC Borman-Shoap, University of Minnesota, Pediatrics, Minneapolis, United States; JP Braman, University of Minnesota, Orthopaedic Surgery, Minneapolis, United States; E Tiryaki, University of Minnesota, Neurology, Minneapolis, United States; MR Konia, University of Minnesota, Anesthesiology, Minneapolis, United States; JS Andrews*, University of Minnesota, Graduate Medical Education, Minneapolis, United States
- 1200-1215 **7F6** **Development and Validation of the Medical Professionalism Behavior Assessment Tool**
P. Preston Reynolds*, University of Virginia, Medicine, Charlottesville, United States; James Martindale, University of Virginia, Medical Education, Charlottesville, United States
- 1215-1230 Discussion
- 1045-1230 **7G** **SHORT COMMUNICATIONS: Work-based Assessment**
Chairperson: Wayne Hazell (Australia)
Opening Discussant: Gordon Caldwell (United Kingdom)
Location: Theatre Room 12, Level 0, MiCo
- 1045-1100 **7G1** **Alignment between learning needs and learning goals of Mini-CEX in clerkships**
Stephanie Montagne*, University of Bern, Institute of Medical Education, Department of Assessment and Evaluation, Bern, Switzerland; Anja Rogausch, University of Bern, Institute of Medical Education, Department of Assessment and Evaluation, Bern, Switzerland; Armin Gemperli, Swiss Paraplegic Research Nottwil and University of Lucerne, Department of Health Sciences and Health Policy, Lucerne, Switzerland; Patrick Jucker-Kupper, University of Bern, Institute of Medical Education, Department of Assessment and Evaluation, Bern, Switzerland; Christoph Berendonk, University of Bern, Institute of Medical Education, Department of Assessment and Evaluation, Bern, Switzerland; Christine Beyeler, University of Bern, Institute of Medical Education, Department of Assessment and Evaluation, Bern, Switzerland
- 1100-1115 **7G2** **Aiming for excellence in medical education: The pediatrics Mini-CEX project at Kuwait University (Phase One, The development and initial implementation of the Mini-CEX)**
Dalia Al-Abdulrazzaq*, Kuwait University, Pediatrics, Kuwait; Yousef Marwan, Ministry of Health, Orthopedics, Kuwait; Entesar Husain, Kuwait University, Pediatrics, Kuwait; Mayra Al-Saeid, Kuwait University, Pediatrics, Kuwait
- 1115-1130 **7G3** **Implementing electronic workplace-based assessments: Strategies and challenges**
Luke Woodham*, St George's, University of London, e-Learning Unit, London, United Kingdom; Terry Poulton, St George's, University of London, e-Learning Unit, London, United Kingdom; Jonathan Round, St George's, University of London, School of Radiography, London, United Kingdom; Megan Wilkins, Kingston University and St George's, University of London, e-Learning Unit, London, United Kingdom; Fiona Howat, St George's, University of London, e-Learning Unit, London, United Kingdom; Trupti Jivram, St George's, University of London, e-Learning Unit, London, United Kingdom
- 1130-1145 **7G4** **Time to supervise WBPAs**
Helen Taylor*, NHS Lanarkshire, Medical Education, Glasgow, United Kingdom; Cherry Alexander, NHS Lanarkshire, Medicine, Glasgow, United Kingdom
- 1145-1230 Discussion
- 1045-1230 **7H** **SHORT COMMUNICATIONS: Postgraduate Approaches to Training**
Chairperson: Louise Young (Australia)
Opening Discussant: Melissa Nothnagle (United States)
Location: Amber 1, Level +2, MiCo
- 1045-1100 **7H1** **Involving residents in the development of an interactive, web-based learning and self-assessment hub**
Kathrin Luessi*, AO Foundation, AO Education Institute, Duebendorf, Switzerland; Kokeb Abebe, AO Foundation, AO Education Institute, Duebendorf, Switzerland; Doris Straub Piccirillo, CK-CARE AG, Continuing Professional Development, Davos, Switzerland; Koki Kojima, University of Sao Paulo, Orthopedic Trauma Unit, Sao Paulo, Brazil; Wa'el Taha, King Abdulaziz Medical City, Orthopedic Trauma Unit, Riyadh, Saudi Arabia
- 1100-1115 **7H2** **Simulated complex clinical procedural skills in situ – Bridging the gap between the lab and clinical practice**
James Tierman*, NHS Lothian, Directorate of Medical Education, Edinburgh, United Kingdom; Lanty O'Connor, Northwestern University, Center for Education in Medicine, Chicago, United States; Ian Stewart, NHS Lothian, Directorate of Medical Education, Edinburgh, United Kingdom; Vanessa Humphrey, Royal Infirmary of Edinburgh, Department of Anaesthesia, Edinburgh, United Kingdom; Simon Edgar, NHS Lothian, Directorate of Medical Education, Edinburgh, United Kingdom
- 1115-1130 **7H3** **The Currency of Social Power in Clinical Learning Environments: The Relationship Between Residents as Teachers and Clerks' Sense of Empowerment**
Keyna Bracken*, McMaster University, Family Medicine, Hamilton, Canada; Judy Baird, McMaster University, Family Medicine, Hamilton, Canada; Lawrence Grierson, McMaster University, Family Medicine, Hamilton, Canada

- 1130-1145 **7H4** **Developing a new course for Paediatric Educational supervisors**
Helen Goodyear*, Health Education West Midlands, Course Development, Birmingham, United Kingdom; Layla Brokenbrow, Royal College of Paediatrics and Child Health, Paediatrics, London, United Kingdom; Alyson Skinner, Royal Wolverhampton NHS Foundation Trust, Paediatric Oncology, Wolverhampton, United Kingdom; Christopher Barton, Alder Hay Children's Hospital NHS Foundation Trust, Education and Training, Liverpool, United Kingdom; Alistair Thomson, Royal College of Paediatrics and Child Health, Education and Training, London, United Kingdom; Andrew Long, Royal College of Paediatrics and Child Health, Medical Education, London, United Kingdom
- 1145-1200 **7H5** **A "Science Shop" for research and innovations in postgraduate medical education**
Jan Pols*, University Medical Center Groningen, Wenckebach Institute / Student desk UMCG, Groningen, Netherlands; Annelies Muurman, University Medical Center Groningen, Wenckebach Institute / Student desk UMCG, Groningen, Netherlands; Petrie F. Roodbol, University Medical Center Groningen, Wenckebach Institute, Groningen, Netherlands; Jan Boonstra, University Medical Center Groningen, Wenckebach Institute / Student desk UMCG, Groningen, Netherlands
- 1200-1215 **7H6** **Community paediatrics in crisis; why are UK trainees not choosing this as a subspecialty?**
Taruna Bindal*, Health Education West Midlands, School of Paediatrics, Birmingham, United Kingdom; David Wall, University of Dundee, Department of Medical Education, Dundee, United Kingdom; Helen Goodyear, Health Education West Midlands, Department of Medical Education, Birmingham, United Kingdom
- 1215-1230 Discussion
- 1045-1230 **7I** **SHORT COMMUNICATIONS: Student Engagement**
Chairperson: Marko Zdrakovic (Slovenia)
Location: Amber 2, Level +2, MiCo
- 1045-1100 **7I1** **Students' role in endocrinology curricular development**
Cristina Biehl*, Universidad del Desarrollo, Santiago, Chile; Janet Bloomfield, Universidad del Desarrollo, Medical Education Office, Santiago, Chile; Carla Benaglio, Universidad del Desarrollo, Medical Education Office, Santiago, Chile
- 1100-1115 **7I2** **How can students act as 'change agents' in curricular reform in post-soviet contexts?**
Anne-Marie Reid*, University of Leeds, School of Medicine, Leeds, United Kingdom; Daniel Kandola, University of Leeds, School of Medicine, Leeds, United Kingdom
- 1115-1130 **7I3** **The student voice in evaluation: Different stage – different timbre**
Anders Sonesson*, Lund University, Centre for Teaching and Learning, Faculty of Medicine, Lund, Sweden; Bibbi Thomé, Lund University, Integrative Health Research, Lund, Sweden; Sten Erici, Lund University, Centre for Teaching and Learning, Faculty of Medicine, Lund, Sweden; Gudrun Edgren, Lund University, Centre for Teaching and Learning, Faculty of Medicine, Lund, Sweden
- 1130-1145 **7I4** **Can students engage collaboratively in effectively generating and refining multiple choice questions?**
Debra Sibbald*, University of Toronto, Leslie Dan Faculty of Pharmacy, Pharmacy Practice, Toronto, Canada
- 1145-1200 **7I5** **«Do it yourself» questionnaire – giving medical students the opportunity to design their own study curriculum**
Tilemachos Zaimis*, University of Ioannina, Medical School, Department of Hygiene & Epidemiology, Medical Education Unit, Ioannina, Greece; Anthoula Efstathiadou, University of Ioannina, Medical School, Department of Hygiene & Epidemiology, Medical Education Unit, Ioannina, Greece; Despina Elvira Karakitsiou, University of Ioannina, Medical School, Department of Hygiene & Epidemiology, Medical Education Unit, Ioannina, Greece; Ioannis Dimoliatis, University of Ioannina, Medical School, Department of Hygiene & Epidemiology, Medical Education Unit, Ioannina, Greece
- 1200-1215 **7I6** **Students' contribution to a major curricular revision of an integrated, outcome-based medical undergraduate education program**
Asja Maaz*, Charité Universitätsmedizin Berlin, Dieter Scheffner Centre for Medical Education, Berlin, Germany; Tanja Hitzblech, Charité Universitätsmedizin Berlin, Dieter Scheffner Centre for Medical Education, Berlin, Germany; Peter Arends, Charité Universitätsmedizin Berlin, Dieter Scheffner Centre for Medical Education, Berlin, Germany; Ronja Mothes, Charité Universitätsmedizin Berlin, Dieter Scheffner Centre for Medical Education, Berlin, Germany; Lennart Milles, Charité Universitätsmedizin Berlin, Dieter Scheffner Centre for Medical Education, Berlin, Germany; Harm Peters, Charité Universitätsmedizin Berlin, Dieter Scheffner Centre for Medical Education, Berlin, Germany
- 1215-1230 **7I7** **A video communication on ASPIRE, an AMEE initiative to promote student engagement in the curriculum and in the medical school, presented by medical students**
Ramon Bulto*, Universitat Rovira i Virgili, Facultat de Medicina, AECS, Reus, Spain; Antonio Dominguez, Universitat Rovira i Virgili, Facultat de Medicina, AECS, Reus, Spain; Isabel Dolz, Universitat Rovira i Virgili, Facultat de Medicina, Reus, Spain; Carmen Beltran, Universitat Rovira i Virgili, Facultat de Medicina, Reus, Spain; Paula Romero, Universitat Rovira i Virgili, Facultat de Medicina, Reus, Spain; Maria Rosa Fenoll-Brunet, Universitat Rovira i Virgili, Facultat de Medicina, Dtt. Ciències Mèdiques Bàsiques (Histologia), Reus, Spain

No discussion

1045-1230	7J	SHORT COMMUNICATIONS: Evaluating PBL Chairperson: Hla Yee Yee (Malaysia) Opening Discussant: Location: Amber 3, Level +2, MiCo
1045-1100	7J1	The good, the bad and the ugly – what’s not to like about problem based learning (PBL)? Frederic Pender*, University of Edinburgh, Centre for Medical Education, Edinburgh, United Kingdom
1100-1115	7J2	Still here... 16 years later! Tutors’ reflections on sustaining the integrity of a whole-programme educational philosophy for medical students’ active learning Gillian Maudsley*, The University of Liverpool, Public Health & Policy, Liverpool, United Kingdom
1115-1130	7J3	Prevent crack in PBL phase 2: Reflection as Tutor at Arabian Gulf University (AGU) College of Medicine Amjad Imam*, Arabian Gulf University, Paediatric, Manama, Bahrain
1130-1145	7J4	Does the environment matter? Students’ psycho-social situation and its relation to academic achievement in a problem based learning and a traditional curriculum Stefan K. Schauber*, Charité, Universitätsmedizin Berlin, Dieter Scheffner Center for Medical Teaching and Educational Research, Berlin, Germany; Martin Hecht, HU Berlin, Dieter Scheffner Center for Medical Teaching and Educational Research, Berlin, Germany; Zineb M. Nouns, Charité, Universitätsmedizin Berlin, Institute of Medical Sociology and Rehabilitation Sciences, Berlin, Germany; Susanne Dettmer, Charité, Universitätsmedizin Berlin, Dieter Scheffner Center for Medical Teaching and Educational Research, Berlin, Germany
1145-1200	7J5	Affectionately yours: Understanding emotions in PBL Brian Bailey*, Napier University, School of Community Health (retired), Penicuik, United Kingdom
1200-1215	7J6	When and how does collaborative learning evoke students’ emotional responses? Takuya Saiki*, Gifu University, Medical Education Development Centre, Gifu, Japan; Rintaro Imafuku, Gifu University, Medical Education Development Centre, Gifu, Japan; Masayuki Niwa, Gifu University, Medical Education Development Centre, Gifu, Japan; Kazuhiko Fujisaki, Gifu University, Medical Education Development Centre, Gifu, Japan; Yasuyuki Suzuki, Gifu University, Medical Education Development Centre, Gifu, Japan
1215-1230		Discussion
1045-1230	7K	SHORT COMMUNICATIONS: Patient Safety Chairperson: Edith ter Braak (Netherlands) Opening Discussant: Location: Amber 4, Level +2, MiCo
1045-1100	7K1	Patient Safety in Family Medicine: A Thematic Analysis of Accreditation Standards and the Triple C Curriculum Aliya Kassam*, University of Calgary, Community Health Sciences, Calgary, Canada; Nishan Sharma, University of Calgary, Ward of the 21st Century (W21C), Calgary, Canada; Margot Harvie, Health Quality Council of Alberta, Patient Safety Education, Calgary, Canada; Maeve O’Beirne, University of Calgary, Family Medicine, Calgary, Canada
1100-1115	7K2	Is patient safety an accurate indicator of the quality of education and training? K Nathavitharana*, Health Education West Midlands, Education and Quality, Birmingham, United Kingdom
1115-1130	7K3	CSI-Seattle: The Resident Plays Detective In A Safety Initiative Gabrielle Kane*, University of Washington, Radiation Oncology, Seattle, United States; Aaron Kusano, University of Washington, Radiation Oncology, Seattle, United States
1130-1145	7K4	“Going through the motions”, identifying patient safety issues and incorporation into learning through assessment Jolene Moore*, University of Aberdeen, Medical and Dental Education, Aberdeen, United Kingdom; Frances Wilkinson, University of Aberdeen, Medical and Dental Education, Aberdeen, United Kingdom
1145-1200	7K5	Structured pharmacy team shadowing to improve junior doctor medication safety Holly Mabillard*, Northumbria Healthcare NHS Foundation Trust, Medical Education, Newcastle Upon Tyne, United Kingdom; Cath Huntley, Northumbria Healthcare NHS Foundation Trust, Medical Education, Newcastle Upon Tyne, United Kingdom
1200-1215	7K6	The development of a peer initiated Quality Improvement teaching programme to demonstrate the role of medical leadership in improving patient safety as a part of the postgraduate medical curriculum Hannah Baird*, Central Manchester Foundation Trust, Postgraduate Education, Manchester, United Kingdom; Samah Allimam, Central Manchester Foundation Trust, Haematology, Manchester, United Kingdom
1215-1230		Discussion

- 1045-1230 **7L** **SHORT COMMUNICATIONS: IPE 2**
Chairperson: Martin Wohlin (Sweden)
Location: Amber 5, Level +2, MiCo
- 1045-1100 **7L1** **Educators' Experiences with the Establishment of Successful Interprofessional Education Centers**
Senay Sarmasoglu*, Hacettepe University, Faculty of Nursing, Ankara, Turkey; Leyla Dinc, Hacettepe University, Faculty of Nursing, Ankara, Turkey; Melih Elcin, Hacettepe University, Faculty of Medicine, Ankara, Turkey; Italo Masiello, Karolinska Institutet, Faculty of Nursing, Stockholm, Sweden
- 1100-1115 **7L2** **A novel health care professional-shadowing initiative for senior medical students**
Daniel M. Shafran*, University of Toronto, Medicine, Toronto, Canada; Lisa Richardson, University of Toronto, Medicine, Toronto, Canada; Mark Bonta, University of Toronto, Medicine, Toronto, Canada
- 1115-1130 **7L3** **Improved attitudes and cross-professional insight in interprofessional undergraduate teams using simulation training**
Craig S. Webster*, University of Auckland, Centre for Medical and Health Sciences Education, Auckland, New Zealand; Mark Barrow, University of Auckland, Faculty of Medical and Health Sciences, Auckland, New Zealand; Jane Torrie, University of Auckland, Simulation Centre for Patient Safety, Auckland, New Zealand; Antonia Verstappen, University of Auckland, Centre for Medical and Health Sciences Education, Auckland, New Zealand; Jennifer M. Weller, University of Auckland, Centre for Medical and Health Sciences Education, Auckland, New Zealand
- 1130-1145 **7L4** **Classroom discourse in interprofessional education: the negotiation and co-construction of meanings among students from different health professionals**
Rintaro Imafuku*, Gifu University, Medical Education Development Center, Gifu, Japan; Chihiro Kawakami, Gifu University, Medical Education Development Center, Gifu, Japan; Takuya Saiki, Gifu University, Medical Education Development Center, Gifu, Japan; Kazuhiko Fujisaki, Gifu University, Medical Education Development Center, Gifu, Japan; Masayuki Niwa, Gifu University, Medical Education Development Center, Gifu, Japan; Yasuyuki Suzuki, Gifu University, Medical Education Development Center, Gifu, Japan
- 1145-1200 **7L5** **New joint geriatric block curriculum for third year medical and dental students to promote interprofessional education**
Eiji Kaneko*, Tokyo Medical and Dental University, Center for Education Research in Medicine and Dentistry, Tokyo, Japan; Yasuko Abe, Tokyo Medical and Dental University, Department of Geriatrics and Vascular Biology, Tokyo, Japan; Kenji Toyoshima, Tokyo Medical and Dental University, Department of Geriatrics and Vascular Biology, Tokyo, Japan; Kentaro Shimokado, Tokyo Medical and Dental University, Department of Geriatrics and Vascular Biology, Tokyo, Japan; Nobuo Nara, Tokyo Medical and Dental University, Center for Education Research in Medicine and Dentistry, Tokyo, Japan
- 1200-1215 **7L6** **The historical emergence of Interprofessional education: A critical discourse analysis**
Cynthia Whitehead*, University of Toronto, Women's College Hospital, Family and Community Medicine, Toronto, Canada; Sarah Whyte, University of Toronto, Family and Community Medicine, Toronto, Canada; Carrie Cartmill, University of Toronto, Family and Community Medicine, Toronto, Canada; Ayelet Kuper, University of Toronto, Department of Medicine, Toronto, Canada; Corinne Hart, Ryerson, Nursing, Toronto, Canada; Heather Boon, University of Toronto, Pharmacy, Toronto, Canada
- 1215-1230 **7L7** **A mixed methods approach to nursing and medicine students' attitudes towards collaboration**
Anne Friman*, Karolinska Institute, LIME, Stockholm, Sweden; Desiree Wiegleb Edström, Karolinska Institutet, Dermatology, Stockholm, Sweden; Samuel Edelbring, Karolinska Institutet, LIME, Stockholm, Sweden
- No discussion
- 1045-1230 **7M** **SHORT COMMUNICATIONS: Junior Doctor as Teacher**
Chairperson: Sofia Ribeiro (Portugal)
Location: Amber 6, Level +2, MiCo
- 1045-1100 **7M1** **Role models and role modeling: Perspectives from postgraduate trainees**
Robert Sternszus*, McGill University, Pediatrics, Montreal, Canada; Mary Ellen Macdonald, McGill University, Dentistry, Montreal, Canada; Yvonne Steinert, McGill University, Centre for Medical Education, Montreal, Canada
- 1100-1115 **7M2** **A guide for direct observation of postgraduate learners teaching junior learners**
Sudha Koppula*, University of Alberta, Family Medicine, Edmonton, Canada; G. Richard Spooner, University of Alberta, Family Medicine, Edmonton, Canada
- 1115-1130 **7M3** **Assessing trainees' current satisfaction level with their roles as clinical teachers using Direct Questioning of Objectives (DQO) utility**
Olufunso Adedeji*, University Hospital Birmingham, Colorectal Surgery, Birmingham, United Kingdom; Habiba Saedon, University Hospital Birmingham, Ophthalmology, Birmingham, United Kingdom
- 1130-1145 **7M4** **The Associate Clinical Teaching Fellow (ACTF) programme – formal structure to pedagogy during clinical training**
Henrietta Poon*, West Midlands Deanery, General Surgery, Birmingham, United Kingdom; Mehtab Ahmad, University Hospital Birmingham, Vascular Surgery, Birmingham, United Kingdom; Danielle Lowry, University Hospital Birmingham, Vascular Surgery, Birmingham, United Kingdom; Habiba Saedon, University Hospital Birmingham, Ophthalmology, Birmingham, United Kingdom; Olufunso Adedeji, University Hospital Birmingham, Colorectal Surgery, Birmingham, United Kingdom

- 1145-1200 **7M5** **Pedagogical training for preceptors in Internship: Questioning of practice**
Victoria Maria Brant Ribeiro*, Universidade Federal do Rio de Janeiro, Coordenação do Programa de Tuberculose, Hospital Universitário Clementino Fraga Filho, Rio de Janeiro, Brazil
- 1200-1215 **7M6** **Confidence in Uncertainty: Developing a Program of Support for Novice Teachers in Veterinary and Physician-Based Medicine**
Simon Lygo-Baker*, University of Surrey, Department of Higher Education, Guildford, United Kingdom; Patricia Kokotailo, University of Wisconsin School of Medicine and Public Health, Paediatrics, Madison, WI, United States; Karen Young, University of Wisconsin School of Veterinary Medicine, Pathobiological Sciences, Madison, WI, United States
- 1215-1230 **7M7** **Lectures Delivered by Junior Doctors Enhance Medical Students' Confidence Managing Common Conditions: Results of a Prospective Analysis**
D Wilkins*, Queen Elizabeth Hospital, Birmingham, United Kingdom; K Nettleton, Queen Elizabeth Hospital, Birmingham, United Kingdom; C M Jones, Queen Elizabeth Hospital, Birmingham, United Kingdom
- No discussion
- 1045-1230 **7N** **SHORT COMMUNICATIONS: Student Wellbeing**
Chairperson: Michelle Marshall (United Kingdom)
Opening Discussant: Aviad Haramati (United States)
Location: Amber 7, Level +2, MiCo
- 1045-1100 **7N1** **Well-being, attitudes toward counseling, and willingness to seek counseling in first year medical students**
Gina Zanardelli, Chatham University, Psychology, Pittsburgh, PA, United States; Wonjin Sim, Chatham University, Psychology, Pittsburgh, PA, United States; Nicole J. Borges*, Wright State University Boonshoft School of Medicine, Academic Affairs and Community Health, Dayton, OH, United States; Brenda B.J. Roman, Wright State University Boonshoft School of Medicine, Psychiatry, Dayton, OH, United States
- 1100-1115 **7N2** **What about stress and quality of life for medical students?**
Donata Marra*, Faculté de médecine Pierre et Marie Curie, UPMC/Paris-6, Bureau-Interface-Professeurs-Etudiants et CHU Pitié-Salpêtrière, Paris, France; Bertrand Diquet, Faculté de médecine d'Angers, Service de Pharmaco-toxicologie, CHU d'Angers, Angers, France; Véronique Leblond, Faculté de Médecine Pierre et Marie Curie, UPMC/Paris-6, Bureau-Interface-Professeurs-Etudiants et Service d'hématologie, GHU Pitié-Salpêtrière, Paris, France; Emmanuel Fournier, Faculté de médecine Pierre et Marie Curie, UPMC/Paris-6, Bureau-Interface-Professeurs-Etudiants et service de neurophysiologie clinique, GHU Pitié-Salpêtrière, Paris, France; Emilie Bouquet, CHU d'Angers, Service de pharmaco-toxicologie, Angers, France; Jean-Jacques Rouby, Faculté de Médecine Pierre et Marie Curie, UPMC/Paris-6, Bureau-Interface-Professeurs-Etudiants et Réanimation Polyvalente, GHU Pitié-Salpêtrière, Paris, France
- 1115-1130 **7N3** **Does Mood Matter? Mental Health Perceptions and the Impact of a Mental Health Awareness Programme in University Medical Students**
Aidan Bannon*, Queen's University Belfast, Centre for Medical Education, Belfast, United Kingdom; Vivienne Crawford, Queen's University Belfast, Centre for Medical Education, Belfast, United Kingdom
- 1130-1145 **7N4** **If They're Stressed, They're Not Burnt-out: Chronic Stress, Burnout and Coping Styles in Medical Students**
Vicki R LeBlanc*, University of Toronto, Wilson Centre, Toronto, Canada; Leslie Nickell, University of Toronto, Office of Undergraduate Medical Education, Toronto, Canada
- 1145-1200 **7N5** **The prevalence of smoking and its relationship to depressive symptoms among health science students of a medical university**
Riaz Qureshi*, College of Medicine, King Saud University, Family & Community Medicine Department, Riyadh, Saudi Arabia; Eiad Al-Faris, College of Medicine, King Saud University, Family & Community Medicine Department, Riyadh, Saudi Arabia; Farhana Masood, College of Medicine, King Saud University, Family & Community Medicine Department, Riyadh, Saudi Arabia
- 1200-1215 **7N6** **The prevalence and correlates of depressive symptoms from an Arabian setting: A wake up call**
Eiad Al Faris*, KSU, Family and Community Medicine, Riyadh, Saudi Arabia
- 1215-1230 Discussion
- 1045-1230 **7O** **SHORT COMMUNICATIONS: eLearning in Action**
Chairperson: Jo Hart (United Kingdom)
Opening Discussant:
Location: Amber 8, Level +2, MiCo
- 1045-1100 **7O1** **Employing web-based technologies to improve online participation in a blended learning MSc programme**
Mari Cruz Garcia*, Medical School of the University of Dundee, Dundee, United Kingdom; Tracey McConnell-Wood, Medical School of the University of Dundee, Dundee, United Kingdom; Susannah Silver, Medical School of the University of Dundee, Dundee, United Kingdom; Mairi Scott, Medical School of the University of Dundee, Dundee, United Kingdom

- 1100-1115 **702** **Technology-enhanced lecturing: How students perceive the move from the traditional approach to a blended learning format**
Lukas Lochner*, Claudiana, College of Health-Care Professions, Teaching Support Office, Bolzano/Bozen, Italy; Heike Wieser, Claudiana, College of Health-Care Professions, Research Unit, Bolzano/Bozen, Italy; Simone Waldböck, Claudiana, College of Health-Care Professions, Library Services, Bolzano/Bozen, Italy; Maria Mischo-Kelling, Claudiana, College of Health-Care Professions, Research Unit, Bolzano/Bozen, Italy
- 1115-1130 **703** **Implementation of e-learning modules in teaching palliative care**
Beatrijs J.A. de Leede, Leiden University Medical Center, Center for Innovation in Medical Education, Leiden, Netherlands; Yvette M. van der Linden, Leiden University Medical Center, Leiden, Netherlands; Ellen J.M. de Nijs, Leiden University Medical Center, Leiden, Netherlands; Presenter: Alien W. Riedstra*, Leiden University Medical Center, Leiden, Netherlands
- 1130-1145 **704** **It's all in the game: Effectiveness of a serious game for residents' emergency skills training**
Maartje Bakhuisroozeboom, TNO, Sector Work, Health & Care, Hoofddorp, Netherlands; Jan van Saase, Erasmus University Medical Center, Internal Medicine, Rotterdam, Netherlands; Jeroen van Merriënboer, Maastricht University, Institute for Education FHML, Maastricht, Netherlands; Stephanie Schuit, Erasmus University Medical Center, Internal medicine, Rotterdam, Netherlands; Presenter: Mary Dankbaar*, Erasmus University Medical Center, Desiderius School, Rotterdam, Netherlands
- 1145-1200 **705** **Using e-learning to deliver core concepts in an integrated undergraduate pathology curriculum**
Norman J Carr*, University of Southampton, Faculty of Medicine, Southampton, United Kingdom; Sunhea Choi, University of Southampton, Faculty of Medicine, Southampton, United Kingdom; Marcus P Parry, University of Southampton, Faculty of Medicine, Southampton, United Kingdom
- 1200-1215 **706** **Development and Implementation of Virtual Patient Cases to Enhance Medical Student Understanding of the Social Determinants of Health**
Anita Parhar, University of British Columbia, Faculty of Medicine, Vancouver, Canada; Joseph Anthony, University of British Columbia, Faculty of Medicine, Vancouver, Canada; Leah Walker, University of British Columbia, Faculty of Medicine, Vancouver, Canada; Susan Murphy, University of British Columbia, Faculty of Medicine, Vancouver, Canada; Michael Lee, University of British Columbia, Faculty of Medicine, Vancouver, Canada; Gurdeep Parhar*, University of British Columbia, Faculty of Medicine, Vancouver, Canada
- 1215-1230 Discussion
- 1045-1230 **7P** **SHORT COMMUNICATIONS: Humanities in the Curriculum**
Chairperson: Arnoldo Riquelme (Chile)
Opening Discussant:
Location: Theatre Room 13, Level 0, MiCo
- 1045-1100 **7P1** **The benefits of the medical humanities in helping students to tolerate ambiguity and manage uncertainty in complex clinical scenarios: A multi-media presentation**
Sam Regan de Bere*, University of Plymouth, Peninsula Schools of Medicine and Dentistry, Plymouth, United Kingdom; Richard Ayres*, University of Plymouth, Peninsula Schools of Medicine and Dentistry, Plymouth, United Kingdom; Sally Hanks*, University of Plymouth, Peninsula Schools of Medicine and Dentistry, Plymouth, United Kingdom; Suzanne Nunn, University of Plymouth, Peninsula Schools of Medicine and Dentistry, Plymouth, United Kingdom; Teresa Compton*
- 1100-1115 **7P2** **Evaluation of the Development of Medical Humanities Curriculum in Taiwan**
Shih-Chieh Liao*, China Medical University, Medical School, Taichung, Taiwan; Yu-Hwa Chu, Taiwan Medical Accreditation Council, Taiwan Medical Accreditation Council, Taipei, Taiwan; Walter Chen, China Medical University, Medical School, Taichung, Taiwan; Hsin-Yuan Fang, China Medical University, Thoracic Surgery, Taichung, Taiwan
- 1115-1130 **7P3** **Ed's Story: Verbatim theatre as a teaching tool for medical students incorporated into undergraduate medical curriculum – live performance vs DVD**
Paul D'Alessandro*, University of British Columbia, General Surgery, Vancouver, Canada; Gerri Frager, Dalhousie University, Paediatric Palliative Care, Halifax, Canada
- 1130-1145 **7P4** **Medical Ethics Class can be Enjoyable: Using a Stage Play Project as a Tool**
Wisree Wayurakul*, Thammasat University, Family Medicine, Bangkok, Thailand
- 1145-1200 **7P5** **A method of teaching primary care using arts and humanities**
Francesco Carelli, Family Medicine, Milan, Italy; Presenter: John Spicer*, London School of GP, London, United Kingdom
- 1200-1215 **7P6** **How could the arts and humanities enhance undergraduate medical curricula?**
Emma Ridings, University of St Andrews, Fife, United Kingdom
- 1215-1230 Discussion
- 1045-1230 **7Q** **CONFERENCE WORKSHOP: Training a Realistic Role Portrayal in less than 30 minutes**
Gayle Gliva-McConvey*, Lorraine Lyman*, Alba Woolard*, Temple West*, Amelia Wallace*, Eastern Virginia Medical School, Sentara Center for Simulation & Immersive Learning, Norfolk, United States
Location: Workshop Room 1, Level 0, MiCo

- 1045-1230 **7R** **CONFERENCE WORKSHOP: Four ways to enhance learning on international electives: A student- faculty run workshop**
 Paula Baraitser*, King's College London, Centre for Global Health, London, United Kingdom; Molly Fyfe*, King's College London, Department of Education, London, United Kingdom; Janagan Alagarajah*, King's College London, Centre for Global Health, London, United Kingdom; Felicity Knights*, King's College London, School of Medicine, London, United Kingdom; Anika Rahim*, King's College London, School of Medicine, London, United Kingdom
 Location: Workshop Room 2, Level 0, MiCo
- 1045-1230 **7S** **CONFERENCE WORKSHOP: Reasonable Adjustments in Assessment – When and How They Should be Used?**
 Drew Gilliland, Queen's University Belfast, Centre for Medical Education, Belfast, United Kingdom; Gerry Gormley, Queen's University Belfast, Centre for Medical Education, Belfast, United Kingdom; Mairead Boohan*, Queen's University Belfast, Centre for Medical Education, Belfast, United Kingdom
 Location: Workshop Room 3, Level 0, MiCo
- 1045-1230 **7T** **CONFERENCE WORKSHOP: Advanced qualitative approaches: Using Institutional Ethnography in medical education research**
 Fiona Webster*, University of Toronto, Department of Family and Community Medicine, Toronto, Canada; Nancy McNaughton*, University of Toronto, Standardized Patient Program, Toronto, Canada; Tina Martimianakis*, University of Toronto, Sick Children's Hospital, Toronto, Canada; Robert Paul*, University of Toronto, Institute of Health Policy Management and Evaluation, Toronto, Canada; Stella Ng, University of Toronto, Centre for Faculty Development, Faculty of Medicine, Toronto, Canada; Ayelet Kuper, University of Toronto, Wilson Centre for Research in Education, Toronto, Canada
 Location: Suite 9, Level Mezzanine, MiCo
- 1045-1230 **7U** **CONFERENCE WORKSHOP: Accreditation: across the continuum, across the world**
 Jennifer Gordon*, Royal College of Physicians and Surgeons of Canada, Office of Specialty Education, Ottawa, Canada; Sarah Taber*, Royal College of Physicians and Surgeons of Canada, Office of Specialty Education, Ottawa, Canada; Jason Frank*, Royal College of Physicians and Surgeons of Canada, Office of Specialty Education, Ottawa, Canada; Marta van Zanten*, Foundation for Advancement of International Medical Education and Research (FAIMER), Office of Specialty Education, Philadelphia, United States
 Location: Suite 8, Level Mezzanine, MiCo
- 1045-1230 **7V** **CONFERENCE WORKSHOP: The BMJ or Instructional Science: How to get your papers published in different types of journals**
 Erik Driessen*, Maastricht University, Department of Educational Development & Research, Maastricht, Netherlands; Janneke Frambach*, Maastricht University, Department of Educational Development & Research, Maastricht, Netherlands
 Location: Suite 7, Level Mezzanine, MiCo
- 1045-1230 **7W** **CONFERENCE WORKSHOP: Measuring Outcomes in Continuing Medical Education and Professional Development**
 Jocelyn Lockyer*, University of Calgary, Community Health Sciences, Calgary, Canada; Karen Mann*, Dalhousie University, Medical Education, Halifax, Canada
 Location: Suite 6, Level Mezzanine, MiCo
- 1045-1230 **7X** **CONFERENCE WORKSHOP: Slow Medical Education: Promoting Empathy and Reflection**
 Joseph Zarconi*, Summa Health System, Medical Education, Akron, Ohio, United States; Delese Wear*, Northeast Ohio Medical University, Family and Community Medicine, Rootstown, Ohio, United States; Arno Kumagai*, University of Michigan, Internal Medicine, Ann Arbor, Michigan, United States; Kathy Cole-Kelly, Case Western Reserve University School of Medicine, Family Medicine, Cleveland, Ohio, United States
 Location: Suite 4, Level +2, MiCo
- 1045-1230 **7Y** **CONFERENCE WORKSHOP: Adding Structure to the Medical School Interview: Developing Situational Questions to Assess Personal Competencies**
 Carol L. Elam*, University of Kentucky College of Medicine, Office of Medical Education, Lexington, KY, United States; David J. Jones*, University of Texas School of Medicine at San Antonio, Medical School Admissions, Office of the Dean, San Antonio, TX, United States; Steven T. Case*, University of Mississippi School of Medicine, Office of Admissions, Jackson, MS, United States
 Location: Suite 3, Level +2, MiCo
- 1045-1230 **7Z** **CONFERENCE WORKSHOP: Where do I start? An author's guide to devising questions, aims and objectives for systematic reviews in medical education. A Best Evidence Medical Education (BEME) Collaboration workshop**
 Antonio Vaz Carneiro*, University of Lisbon, School of Medicine, Lisbon, Portugal; Madalena Patricio*, University of Lisbon, Faculty of Medicine, Lisbon, Portugal; Morris Gordon*, University of Central Lancashire, School of Medicine and Dentistry, Preston, United States
 Location: Suite 2, Level +2, MiCo

- 1045-1230 **7AA** **CONFERENCE WORKSHOP: See One, Do One, Teach One – Part 1, continues in session 8AA**
Giovanni Ricevuti*, University of Pavia, Pavia, Italy; Rolando Del Maestro*, McGill University, Montreal, Canada; Alessandro Perrin Perrin*, Besta, Milan, Italy; John Kinner*, HEEoE, United Kingdom; Patrick Geogehan*, HEEoE, United Kingdom; Stefano Perlini*, University of Pavia, Pavia, Italy; Antonio Voza*, Humanitas Foundation Hospital, Rozzano, Italy
Location: Suite 1, Level +2, MiCo
- 1045-1230 **7BB** **MEET THE EXPERTS: Jonas Nordquist and Andrew Laing**
Following their plenary "Directions for change in design of learning spaces for health professions: Global insights", Jonas Nordquist and Andrew Laing will be available to meet participants to discuss aspects of their presentation.
Location: Suite 5, Level Mezzanine, MiCo
- 1045-1230 **7CC** **POSTERS: Assessment 4: OSCE**
Chairperson: Kamran Khan (United Arab Emirates)
Location: South Hall, Level 0, MiCo
- 7CC1** **A Near-Peer Led Mock-OSCE Objectively Improves Summative OSCE Performance in Medical Students**
A Fletcher*, University of Dundee, Dundee, United Kingdom; R Day, University of Dundee, Dundee, United Kingdom
- 7CC2** **The study of correlation between score of radiology in the fourth-year and Objective Structured Clinical Examination (OSCE) in the sixth-year of medical studies**
Kanyarat Katanyoo*, Faculty of Medicine Vajira Hospital, Navamindradhiraj University, Radiology, Bangkok, Thailand; Phensri Sirikunakorn, Faculty of Medicine Vajira Hospital, Navamindradhiraj University, Radiology, Bangkok, Thailand; Chiroj Soorapanth, Faculty of Medicine Vajira Hospital, Navamindradhiraj University, Orthopaedics, Bangkok, Thailand
- 7CC3** **Split rest periods (SRP) during OSCE can reduce stress and improve performance of medical students**
Surasak Aumkaew*, Medical Education Center Buriram Hospital, Department of Medicine, Mueng Buriram, Thailand; Surisa Siriwigong, Medical Education Center Buriram Hospital, Department of Medicine, Mueng Buriram, Thailand; Vithoon Ruangsuksriwong, Medical Education Center Buriram Hospital, Mueng Buriram, Thailand; Narin Chindavech, Medical Education Center Buriram Hospital, Mueng Buriram, Thailand; Yupin Prawai, Medical Education Center Buriram Hospital, Mueng Buriuram, Thailand; Walaiporn Ployted, Medical Education Center Buriram Hospital, Mueng Buriram, Thailand
- 7CC4** **Evaluating medical students' skills in Emergency area**
M^a Lourdes Sáez*, Castilla la Mancha University, Medical Education Unit, Albacete, Spain; M^a José Sáez, Castilla la Mancha University, Medical Education Unit, Albacete, Spain; M^a Jose Donate, Castilla la Mancha University, Medical Education Unit, Albacete, Spain
- 7CC5** **Final year summative clinical skills assessment as preparation for clerkship and national licensure**
Rachmadya Nur Hidayah*, Faculty of Medicine, Universitas Gadjah Mada, Department of Medical Education, Yogyakarta, DIY, Indonesia; Mohammad Adrian Hasdianda, Faculty of Medicine, Universitas Gadjah Mada, Department of Medical Education, Yogyakarta, DIY, Indonesia; Ashadi Prasetyo, Faculty of Medicine, Universitas Gadjah Mada, Department of Otolaryngology, Head and Neck Surgery, Yogyakarta, DIY, Indonesia
- 7CC6** **The Objective Structured Clinical Examination in integrated regimen**
Dana Zh. Tayzhanova, Karaganda State Medical University, Internal Diseases, Karaganda, Kazakhstan; Aliya S. Toleuova, Karaganda State Medical University, Internal Diseases, Karaganda, Kazakhstan; Kaliyeva Sholpan*, Karaganda State Medical University, Evidence Based Medicine and Clinical Pharmacology, Karaganda, Kazakhstan
- 7CC7** **Can Early Years OSCEs Predict Final OSCE Results?**
Predrag Bjelogrić*, University of St Andrews, School of Medicine, St Andrews, United Kingdom; Elizabeth Sinclair, University of St Andrews, School of Medicine, St Andrews, United Kingdom; Anita Laidlaw, University of St Andrews, School of Medicine, St Andrews, United Kingdom
- 7CC8** **OSCE Lived Experience : The Story of Medical Students**
Sedigheh Najafipour*, Jahrom University Medical Sciences, Department of Medical Education, Jahrom, Iran; Shoaleh Bigdeli, University of Medical Science, Department of Medical Education, Tehran, Iran; Maryam Alizadeh, Tehran University of Medical Sciences, Department of Medical Education, Tehran, Iran; Ali Labaf, Tehran University of Medical Sciences, Department of Emergency Medicine, Tehran, Iran
- 7CC9** **Does the number of skill practice and previous background experiences of medical students affect counseling communication OSCE score or not?**
Walaiporn Ployted*, Medical Education Center Buriram Hospital, Buriram, Thailand; Surasak Aumkaew, Medical Education Center Buriram Hospital, Buriram, Thailand; Thanatpong Thienwuttivong, Medical Education Center Buriram Hospital, Buriram, Thailand; Narin Chindavej, Medical Education Center Buriram Hospital, Buriram, Thailand; Surisa Siriwigong, Medical Education Center Buriram Hospital, Buriram, Thailand; Vithoon Ruangsuksriwong, Medical Education Center Buriram Hospital, Buriram, Thailand
- 7CC10** **What Happened in Traditional Chinese Medicine After the OSCE Practice?**
Ko-Hung Lee*, Chang Gung Memorial Hospital, Department of Traditional Chinese Medicine, Taoyuan, Taiwan; Hsing-Yu Chen, Chang Gung Memorial Hospital, Department of Traditional Chinese Medicine, Taoyuan, Taiwan; Hsin-Yi Ho, Chang Gung Memorial Hospital, Department of Traditional Chinese Medicine, Taoyuan, Taiwan; Jun-Liang Chen, Chang Gung Memorial Hospital, Department of Traditional Chinese Medicine, Taoyuan, Taiwan; Hong-Sheng Shiue, Chang Gung College of Medicine, Chang Gung University, Taoyuan, Taiwan; Sien-Hung Yang, Chang Gung College of Medicine, Chang Gung University, Taoyuan, Taiwan

- 7CC11 Educational impact of Objective Structured Clinical Examination (OSCE) as a formative assessment on undergraduate medical students**
Jitima Tiayon*, Rajavithi Hospital, Rangsit University, Obstetrics and Gynaecology, Bangkok, Thailand; Prapon Jaruyawongs, Rajavithi Hospital, Rangsit University, Obstetrics and Gynaecology, Bangkok, Thailand
- 7CC12 A new twist to an innovative OSCE: In-situ OSCE**
Che-Wei Lin*, Taipei Medical University, Medical College, Department of General Medicine, Taipei, Taiwan; Shry-Yi Lin, Taipei Medical University, Medical College, Department of General Medicine, Taipei, Taiwan; Wen-Cheng Huang, Taipei Medical University, Wan-Fang Hospital, Department of Research and Education, Taipei, Taiwan
- 7CC13 OSCE Curriculum Design and Implementation: A Faculty Development Program**
Deema Al-Sheikhly*, Weill Cornell Medical College in Qatar, Graduate Medical Education, Doha, Qatar; Dora Stadler, Weill Cornell Medical College in Qatar, Graduate Medical Education, Doha, Qatar; Thurayya Arayssi, Weill Cornell Medical College in Qatar, Graduate Medical Education, Doha, Qatar; Stella Major, Weill Cornell Medical College in Qatar, Graduate Medical Education, Doha, Qatar; Lan Sawan, Weill Cornell Medical College in Qatar, Doha, Qatar; Mohamud Verjee, Weill Cornell Medical College in Qatar, Doha, Qatar
- 7CC14 Scoring Objective Structured Clinical Examinations by Direct Observation or Using Video Monitors**
Chin-Chou Huang*, Taipei Veterans General Hospital, Taipei, Taiwan; Chia-Chang Huang, Taipei Veterans General Hospital, Taipei, Taiwan; Ying-Ying Yang, Taipei Veterans General Hospital, Taipei, Taiwan; Ling-Yu Yang, Taipei Veterans General Hospital, Taipei, Taiwan; Shing-Jong Lin, Taipei Veterans General Hospital, Taipei, Taiwan; Jaw-Wen Chen, Taipei Veterans General Hospital, Taipei, Taiwan
- 1045-1230 **7DD POSTERS: Management**
Chairperson: Leona Walsh (United Kingdom)
Location: South Hall, Level 0, MiCo
- 7DD1 Unbundle medical education, broaden access?**
Nicholas Andreou*, Imperial College London, School of Medicine, London, United Kingdom; James Price, Imperial College London, School of Medicine, London, United Kingdom; Timothy Heymann, Imperial College London, Business School, London, United Kingdom
- 7DD2 Appointing a change agent facilitates the integration of diversity, especially gender aspects, into a new undergraduate medical curriculum**
Sabine Ludwig*, Charité-Universitätsmedizin Berlin, Dieter Scheffner Centre, Berlin, Germany; Sabine Oertelt-Prigione, Charité-Universitätsmedizin Berlin, Institute of Gender in Medicine, Berlin, Germany; Christine Kurmeyer, Charité-Universitätsmedizin Berlin, Equal Opportunities Officer, Berlin, Germany; Manfred Gross, Charité-Universitätsmedizin Berlin, Department of Audiology and Phoniatrics, Berlin, Germany; Annette Grüters-Kieslich, Charité-Universitätsmedizin Berlin, Berlin, Germany; Harm Peters, Charité-Universitätsmedizin Berlin, Dieter Scheffner Centre, Berlin, Germany
- 7DD3 Work in progress: A process of curricular reform**
Sergio Zaidhaft*, Faculdade de Medicina, Universidade Federal do Rio de Janeiro, Psychiatry, Rio de Janeiro, Brazil
- 7DD4 How to maximize consensus among faculty for curricular reform? The Muenster experience**
Jan Carl Becker, Medical Faculty, University of Muenster, Institute for Medical Education, Muenster, Germany; Désirée Burghaus*, Medical Faculty, University of Muenster, Institute for Medical Education, Muenster, Germany; Bernhard Marschall, Medical Faculty, University of Muenster, Institute for Medical Education, Muenster, Germany; Ara Tekian, University of Illinois at Chicago, College of Medicine, Chicago, United States
- 7DD5 Professional practice outcome of curriculum change, lessons from implementing a new paediatric module for dental students in Singapore**
DD Rajgor, Yong Loo Lin School of Medicine, National University of Singapore, Department of Paediatrics, Singapore; YYB Mok, National University of Singapore, Faculty of Dentistry, Singapore; DD Samarasekera, Yong Loo Lin School of Medicine, National University of Singapore, Medical Education Unit, Singapore; Presenter: Chee Wen Terence Lim*, Yong Loo Lin School of Medicine, National University of Singapore, Department of Paediatrics, Singapore
- 7DD6 Effects of Affirmative Action on Motivation for Medical Teaching**
Rik Engbers*, Radboud University Medical Center, Department for Evaluation, Quality and Development of Medical Education, Nijmegen, Netherlands; Lia Fluit, Radboud University Medical Center, Department for Evaluation, Quality and Development of Medical Education, Nijmegen, Netherlands; Sanneke Bolhuis, Radboud University Medical Center, Department for Evaluation, Quality and Development of Medical Education, Nijmegen, Netherlands; Roderick Sluiter, Radboud University, Department of Political Science, Nijmegen, Netherlands; Paul Stuyt, Radboud University Medical Center, Department for Evaluation, Quality and Development of Medical Education, Nijmegen, Netherlands; Roland Laan, Radboud University Medical Center, Department for Evaluation, Quality and Development of Medical Education, Nijmegen, Netherlands
- 7DD7 Impact of Accreditation on Institutional Development**
Oyuntsetseg Sandag*, School of Nursing, National University of Medical Sciences, Ulaanbaatar, Mongolia; Odongua Nemekhee, National University of Medical Sciences, Ulaanbaatar, Mongolia; Solongo Bandi, National University of Medical Sciences, Department of Pulmonology, Ulaanbaatar, Mongolia; Oyungoo Badamdorj, National University of Medical Sciences, Ulaanbaatar, Mongolia; Gankhuyag Gochoosuren, School of Nursing, National University of Medical Sciences, Ulaanbaatar, Mongolia; Tserendagva Dalkh, National University of Medical Sciences, Ulaanbaatar, Mongolia

- 7DD8 The experience of 15 years of measuring workload of university students and teachers. From paper to web and back**
Jos Van der Veken*, Ghent University, Department of Education, Educational Quality Assurance, Ghent, Belgium
- 7DD9 Labour Market of Physicians in Chile: How to solve the lack of physicians, considering the quality of training?**
Andrea Morales*, Escuela de Medicina, Universidad Diego Portales, Santiago, Chile; Soledad Armijo, Escuela de Medicina, Universidad Diego Portales, Santiago, Chile
- 7DD10 Impact of Thailand's political crisis on learning and teaching processes among medical students and doctors**
Prasert Srisarakham*, Mahasarakham Hospital, Mahasarakham, Thailand; Itthipon Wongprom, Mahasarakham Hospital, Mahasarakham, Thailand; Tanin Titipungul, Mahasarakham Hospital, Mahasarakham, Thailand
- 7DD11 Improvement of the nursing professionals training in the Republic of Kazakhstan**
Alma Syzdykova, Ministry of Health of the Republic of Kazakhstan, Department of Research and Health Resources, Astana, Kazakhstan; Vitaliy Koikov, Republican Centre for Health Development, Centre for Research, Expertise and Health Innovation Development, Astana, Kazakhstan; Maral Kaliyeva*, Republican Centre for Health Development, Centre for Research, Expertise and Health Innovation Development, Astana, Kazakhstan; Zaura Baigozhina, Republican Centre for Health Development, Centre for Research, Expertise and Health Innovation Development, Astana, Kazakhstan
- 7DD12 Pattern of Medical Graduates Joining the Internship Program in Bahrain**
Badriya AlHerimi*, Salmaniya Medical Complex, Pediatric Department, Manama, Bahrain; Fouad Ali, Salmaniya Medical Complex, Pediatric Department, Manama, Bahrain; Zakiya Almosawi, Salmaniya Medical Complex, Pediatric Department, Manama, Bahrain
- 7DD13 Supporting Clinical Supervision seriously**
Rags Subramaniam*, East Kent Hospitals University NHS Foundation Trust, Medical Education, Kent, United Kingdom; Margaret Batchelor, East Kent Hospitals University NHS Foundation Trust, Medical Education, Kent, United Kingdom; Prathibha Bandipalyam, East Kent Hospitals University NHS Foundation Trust, Medical Education, Kent, United Kingdom
- 1045-1230 **7EE POSTERS: Subjects in the Curriculum**
Chairperson: Ana da Silva (United Kingdom)
Location: South Hall, Level 0, MiCo
- 7EE1 The efficacy of physical medicine and rehabilitation teaching in medical students at Roi-Et medical education center**
Niramong Ungtrakul*, Roi-Et Medical Education Center, Roi-Et Hospital, Physical Medicine and Rehabilitation, Muang Roi-Et, Thailand
- 7EE2 Improving teaching and learning medical microbiology through system-based infections and trigger words**
Chalinee Ronpirin*, Faculty of Medicine, Thammasat University (Rangsit Campus), Preclinical Science, Pathumthani, Thailand
- 7EE3 Does patient safety module integration in the medical curriculum improve knowledge, attitude and practice of the students toward patient safety?**
Abeer Arab, King Abdulaziz University, Jeddah, Saudi Arabia; Hussain Abubakr, King Abdulaziz University, Jeddah, Saudi Arabia; Rawan Benkuddah*, Saudi Arabia
- 7EE4 The use of individual feedback and education on prescribing errors to improve the quality and safety of prescribing in Paediatric medicine**
Ciara Holden, Worthing Hospital, Paediatric Department, Worthing, United Kingdom; Hannah Linford, Worthing Hospital, Paediatric Department, Worthing, United Kingdom; Christian Chadwick*, Worthing Hospital, Paediatric Department, Worthing, United Kingdom; Anna Mathew, Worthing Hospital, Paediatric Department, Worthing, United Kingdom; VJ Kannian, Worthing Hospital, Paediatric Department, Worthing, United Kingdom
- 7EE5 Can medical students use statistics describing risk to make rational prescribing decisions?**
Katy Harries*, University of KwaZulu-Natal, Division of Pharmacology, College of Health Sciences, Durban, South Africa; Julia Botha, University of KwaZulu-Natal, Division of Pharmacology, College of Health Sciences, Durban, South Africa
- 7EE6 The evaluation of a professional development program on proper prescribing of controlled prescription drugs**
Charlene M. Dewey*, Vanderbilt University School of Medicine, Medical Education and Administration / Department of Internal Medicine, Nashville, TN, United States; Marine Ghulyan, Vanderbilt University School of Medicine, Internal Medicine, Nashville, TN, United States; Anjali Shah, Vanderbilt University School of Medicine, Internal Medicine, Nashville, TN, United States; William H. Swiggart, Vanderbilt University School of Medicine, Nashville, TN, United States
- 7EE7 Neurophobia, localising the deficit**
Magdalena Niestrata-Ortiz*, Chelsea and Westminster Hospital, London, United Kingdom; Emma Horton, Chelsea and Westminster Hospital, London, United Kingdom; Nia Williams, Chelsea and Westminster Hospital, London, United Kingdom; Pooja Gulati, Chelsea and Westminster Hospital, London, United Kingdom; Suveer Singh, Chelsea and Westminster Hospital, London, United Kingdom

- 7EE8 Knowledge level, perceptions and information that students of Faculty of Medicine of Universidad Mayor have on violence against women in Chile**
M.Elisa Giaconi, Universidad Mayor, Oficina de Educación en Ciencias de la Salud, Facultad de Medicina, Santiago, Chile; M.Elisa Bazán-Orjikh*, Universidad Mayor, Oficina de Educación en Ciencias de la Salud, Facultad de Medicina, Santiago, Chile; Amelía Hurtado, Universidad Mayor, Oficina de Educación en Ciencias de la Salud, Facultad de Medicina, Santiago, Chile; Fernanda Herrera, Universidad Santa María, Bioética, Valparaíso, Chile; M.Franisca García, Universidad Mayor, Escuela de Kinesología, Santiago, Chile; Hans Saeger, Universidad Mayor, Escuela de Kinesología, Santiago, Chile
- 7EE9 Sexual health competencies in health professions education: Educating the whole person**
Lara Stepleman*, Medical College of Georgia at Georgia Regents University, Educational Innovation Institute, Augusta, United States; Lindsey West, Georgia Regents University, Psychology, Augusta, United States; Christina Wilson, Emory University School of Medicine, Psychiatry, Atlanta, United States
- 7EE10 Geriatric Clerkship: A Multidisciplinary Approach**
Isil Irem Budakoglu*, Gazi University School of Medicine, Medical Education, Ankara, Turkey; Ozlem Coskun, Gazi University School of Medicine, Medical Education, Ankara, Turkey; Ilhan Yetkin, Gazi University School of Medicine, Internal Medicine, Ankara, Turkey; Seminur Haznedaroglu, Gazi University School of Medicine, Internal Medicine, Ankara, Turkey; Nihal Tas, Gazi University School of Medicine, Physical Medicine and Rehabilitation, Ankara, Turkey; Selcuk Bolukbasi, Gazi University School of Medicine, Orthopedics, Ankara, Turkey
- 7EE11 Personality traits and attitudes toward caring for the dying among undergraduate medical students: Which are the links?**
Paolo Leombruni*, University of Turin, Neurosciences, Turin, Italy; Marco Miniotti, University of Turin, Neurosciences, Turin, Italy; Francesca Zizzi, University of Turin, Neurosciences, Turin, Italy; Rossana Peragle, University of Turin, Neurosciences, Turin, Italy; Andrea Bovero, University of Turin, Neurosciences, Turin, Italy; Riccardo Torta, University of Turin, Neurosciences, Turin, Italy
- 7EE12 Dying with dignity: Meetings of clinical ethics help young physicians with end-of-life decisions**
Diego Lima Ribeiro, FCM-Unicamp, Emergency Medicine, Campinas, Brazil; Daniel Franci, FCM-Unicamp, Emergency Medicine, Campinas, Brazil; Thiago Martins Santos, FCM-Unicamp, Emergency Medicine, Campinas, Brazil; Flávio Cesar de Sa, FCM-Unicamp, Ethics, Campinas, Brazil; Marcelo Schweller, FCM-Unicamp, Emergency Medicine, Campinas, Brazil; Marco Antonio Carvalho-Filho*, FCM-Unicamp, Emergency Medicine, Campinas, Brazil
- 7EE13 Medical students' gap in confidence in palliative care competency**
Sakon Singha*, Prince of Songkla University, Palliative Care Unit, Hat-Yai, Thailand
- 7EE14 Integrating public health in the Medical curriculum, Suranaree University of Technology**
Soraya Kaewpitoon*, Institute of Medicine, Suranaree University of Technology, Family Medicine and Community Medicine, Nakhonratchasima, Thailand; Waraporn Eoaskoon, Vongchavalitkul University, Faculty Academic Development, Suranaree University of Technology, Nakhonratchasima, Thailand; Natthawut Kaewpitoon, Institute of Medicine, Suranaree University of Technology, Public Health, Nakhonratchasima, Thailand; Vanich Vanapruk, Institute of Medicine, Suranaree University of Technology, Pediatrics, Nakhonratchasima, Thailand; Niwatchai Namvichaisirikul, Institute of Medicine, Suranaree University of Technology, Family Medicine and Community Medicine, Nakhonratchasima, Thailand; Fuangfa Benjaoran, Institute of Medicine, Suranaree University of Technology, Family Medicine and Community Medicine, Nakhonratchasima, Thailand
- 7EE15 Popular Education in Health Care**
Marcella Sarti Souza*, UNICID, Marcella, São Paulo, Brazil; Isabela Sgarbi, UNICID, São Paulo, Brazil; Tamiris Lima, UNICID, São Paulo, Brazil; Bianca Pedroso, UNICID, São Paulo, Brazil; Amanda Morandim, UNICID, São Paulo, Brazil; Elaine Queidas, UNICID, São Paulo, Brazil
- 7EE16 Enhancing Medical Student Competency in Health Administration: Understanding Gaps in the Medical School Curriculum and Studying the Impact of a New Health Administration Selective**
Prakriti Gaba*, Mayo Medical School, Internal Medicine, Rochester, United States; James Newman, Mayo Clinic, Rochester, United States
- 7EE17 Putting Stewardship on the Medical Education Agenda: A review of the literature**
L.A. Stammen*, Maastricht University, Department of Educational Research and Development, Maastricht, Netherlands; R.E. Stalmeijer, Maastricht University, Department of Educational Research and Development, Maastricht, Netherlands; E.W. Driessen, Maastricht University, Department of Educational Research and Development, Maastricht, Netherlands; F. Scheele, VU University Medical Center Amsterdam, Athena Institute VU, Amsterdam, Netherlands; L.P.S. Stassen, Maastricht University Medical Center, Department of Surgery, Maastricht, Netherlands
- 7EE18 Impact of problem solving learning strategies in Epidemiology on students' performance**
Gustavo S Romão*, University of Ribeirão Preto, Medical Course, Ribeirão Preto, Brazil; Lucélio B Couto, University of Ribeirão Preto, Medical Course, Ribeirão Preto, Brazil; Carolina BA Restini, University of Ribeirão Preto, Medical Course, Ribeirão Preto, Brazil; Milton Faria Jr, University of Ribeirão Preto, Medical Course, Ribeirão Preto, Brazil; Reinaldo B Bestetti, University of Ribeirão Preto, Medical Course, Ribeirão Preto, Brazil
- 7EE19 To Investigate the current attitudes of Medical Students towards participation and interest in Women's Health Track at Baylor College of Medicine (BCM)**
Sobia Khan*, Baylor College of Medicine, Internal Medicine, Houston, United States; Elizabeth Nelson, Baylor College of Medicine, Internal Medicine, Houston, United States; Meagan Sebring, Baylor College of Medicine, Internal Medicine, Houston, United States
- 7EE20 Integrating gender in holistic patient care in the 4th year medical students**
Nithikorn Sorchna*, Medical Education Center, Khon Kaen Hospital, Khon Kaen, Thailand

POSTERS: Career Choice

Chairperson:

Location: South Hall, Level 0, MiCo

7FF1

The attraction of Medicine and Medical specialties: Perception of Medical Students in Georgia

Nino Chikhladze*, Tbilisi State University, Faculty of Medicine, Tbilisi, Georgia; Alexander Tsiskaridze, Tbilisi State University, Faculty of Medicine, Tbilisi, Georgia; Nato Pitskhelauri, Tbilisi State University, Faculty of Medicine, Tbilisi, Georgia

7FF2

Inspiration to be a medical physician

Chanpen Buranachokpaisan*, Buddhachinnaraj Hospital, Radiology Department, Phitsanulok, Thailand; Namtip Intab, Buddhachinnaraj Hospital, Pediatric Department, Phitsanulok, Thailand; Sireeluck Klanarong, Buddhachinnaraj Hospital, Phitsanulok, Thailand

7FF3

“Supertutors” inspire medical undergraduates into primary health care

Laura Kärppä*, University of Helsinki, Helsinki, Finland; Helena Karppinen, University of Helsinki, Helsinki, Finland; Liisa Kuikka; Lena Sjöberg-Tuominen; Johan Eriksson; Kaisu Pitkälä

7FF4

20 years of The Collaborative Project to Increase Production of Rural Doctors: Producing doctors for sustainable rural health service

Araya Khaimook*, Ministry of Public Health, Bangkok, Thailand; Rajin Arora, MOPH, Bangkok, Thailand; Achara Nithiapinyasakul; Boonyarat Warachit; Suwat Lertsukprasert

7FF5

Draw your dream: An artistic tool for reflection on students' career choices

Veronica Sellegger*, VU University Medical Center, Medical Psychology, Amsterdam, Netherlands; Albert Wenisch, VU University Medical Center, Medical Psychology, Amsterdam, Netherlands; José van de Kreeke, VU University Medical Center, Medical Psychology, Amsterdam, Netherlands

7FF6

Growth trends in urologic education in Iran

Shima Tabatabai*, Shahid Beheshti University of Medical Sciences, School of Medical Education, Tehran, Iran; Nasser Simforoosh, Shahid Beheshti University of Medical Sciences, Urology Department, Tehran, Iran; Seyed Amir Mohsen (S.A.M) Ziaee, Shahid Beheshti University of Medical Sciences, Urology Department, Tehran, Iran

7FF7

Empathy and Residency Selection

Larrie Greenberg*, The George Washington University School of Medicine and Health Sciences (GWU), CLASS Center, Washington, United States; Joseph Park, GWU, CLASS Center, Wsshington, United States; Benjamin Blatt, GWU, CLASS Center, Washington, United States

7FF8

Health Education Kent, Surrey and Sussex School of Surgery: Where are our core trainees now?

J Younis, St. Peter's NHS Trust, UK, General Surgery, Surrey, United Kingdom; A Khan, St. Peter's NHS Trust, UK, General Surgery, Surrey, United Kingdom; HJ Scott, Head of Kent, Surrey and Sussex School of Surgery, London, United Kingdom; Presenter: Constance Wou*

7FF9

Inspiration for Specialty Training from the Recently Established Vachiraphuket Medical School

Acharaporn Mantanawongsin*, Vachiraphuket Hospital Medical School, Pediatric, Phuket, Thailand; Noppol Thadakul, Vachiraphuket Hospital Medical School, Pediatric, Phuket, Thailand

7FF10

To be or not to be a therapeutic radiographer? A study to identify the reasons for exiting or continuing on a radiotherapy programme

Catherine Gordon*, University of Liverpool, Directorate of Medical Imaging and Radiotherapy, Liverpool, United Kingdom

7FF11

Changing Trends in the Influence of Gender on Medical Specialty Choice

Maria de Lourdes Veronese Rodrigues*, Medical School of Ribeirao Preto, Ophthalmology, Otorhinolaryngology and Head and Neck Surgery, Ribeirao Preto, Brazil; Rui Celso Mamede, Medical School of Ribeirao Preto, Ophthalmology, Otorhinolaryngology and Head and Neck Surgery, Ribeirao Preto, Brazil; Fabiana Valera, Ribeirao Preto Medical School, Ophthalmology, Otorhinolaryngology and Head and Neck Surgery, Ribeirao Preto, Brazil; Denny Marcos Garcia, Ribeirao Preto Medical School, Ophthalmology, Otorhinolaryngology and Head and Neck Surgery, Ribeirao Preto, Brazil; Carlos Eli Piccinato, Ribeirao Preto Medical School, Surgery and Anatomy, Ribeirao Preto, Brazil; Luiz Ernesto Troncon, Ribeirao Preto Medical School, Internal Medicine (Gastroenterology), Ribeirao Preto, Brazil

7FF12

Characteristics of Role Models Who Influenced Medical Residents to Choose Surgery as a Specialty

Carlos Eli Piccinato*, Ribeirao Preto Medical School, Surgery and Anatomy, Ribeirao Preto, Brazil; Maria de Lourdes Veronese Rodrigues, Ribeirao Preto Medical School, Ophthalmology, Otorhinolaryngology and Head and Neck Surgery, Ribeirao Preto, Brazil; Laura Rocha, Ribeirao Preto Medical School, Surgery and Anatomy, Ribeirao Preto, Brazil; Luiz Ernesto Troncon, Ribeirao Preto Medical School, Internal Medicine (Gastroenterology), Ribeirao Preto, Brazil

POSTERS: CPD

Chairperson:

Location: South Hall, Level 0, MiCo

7GG1

The “mini-residency” for musculoskeletal care: An effective model of continuing education and professional development

Michael Battistone*, Salt Lake City Department of Veterans Affairs Medical Center, Rheumatology, University of Utah, Salt Lake City, UT, United States; Andrea Barker, Salt Lake City Department of Veterans Affairs Medical Center, Primary Care, Salt Lake City, UT, United States; Peter Beck, Salt Lake City Department of Veterans Affairs Medical Center, Orthopaedics, University of Utah, Salt Lake City, UT, United States; Marissa Grotzke, Salt Lake City Department of Veterans Affairs Medical Center, Endocrinology, University of Utah, Salt Lake City, UT, United States; Grant Cannon, Salt Lake City Department of Veterans Affairs Medical Center, Rheumatology, University of Utah, Salt Lake City, UT, United States

7GG2

Estimation of a Social Cognitive-Based Model of Lifelong Learning Commitment Using a Structural Equation Estimation

Betsy Williams*, Professional Renewal Center/ Rush University Medical Center, Behavioral Sciences, Lawrence, KS, United States; Patrick Rankin, Community Physician Network, Administration, Indianapolis, United States; Michael Williams, Wales Behavioral Assessment, Quality, Lawrence, KS, United States

7GG3

Evaluation of a novel comprehensive online CME curriculum in geriatric psychiatry

Marcus Law*, University of Toronto, Department of Family & Community Medicine, Toronto, Canada; Mark Rapoport, University of Toronto, Department of Psychiatry, Toronto, Canada; Rob Madan, University of Toronto, Department of Psychiatry, Toronto, Canada; Dallas Seitz, Queen's University, Department of Psychiatry, Toronto, Canada; Marla Davidson, University of Saskatchewan, Department of Psychiatry, Saskatoon, Canada; Andrew Wiens, University of Ottawa, Department of Psychiatry, Ottawa, Canada

7GG4

How to translate a CPD activity into improved practice management of allergy patients, using “commitment to change”

Doris Straub Piccirillo*, CK-CARE, Continuing Professional Development, Davos, Switzerland

7GG5

Awareness of opportunities and its effect on the engagement of Specialty and Associate Specialist doctors in their Continuous Professional Development

U K Dashora, Conquest Hospital, Diabetes and Endocrinology, St Leonards on Sea, United Kingdom; S Mukherjee*, HE KSS, London, United Kingdom

7GG6

Quality improvement through academic detailing among Ontario specialists

Kamini Vasudev, Western University, Psychiatry, London, Canada; Varinder Dua, Western University, Psychiatry, London, Canada; David Dixon, Western University, Continuing Professional Development, London, Canada; Jason Eadie, Western University, Continuing Professional Development, London, Canada; Larissa Husarewych*, Western University, Continuing Professional Development, London, Canada; Jatinder Takhar, Western University, Continuing Professional Development, London, Canada

7GG7

The effect of continuing professional development training program in Lao PDR

Hyun Bae Yoon*, Seoul National University College of Medicine, Department of Medical Education, Seoul, Republic of South Korea; Jwa-Seop Shin, Seoul National University College of Medicine, Department of Medical Education, Seoul, Republic of South Korea; Seunghee Lee, Seoul National University College of Medicine, Department of Medical Education, Seoul, Republic of South Korea; Do-Hwan Kim, Seoul National University College of Medicine, Department of Medical Education, Seoul, Republic of South Korea; Eun Jeong Kim, Seoul National University College of Medicine, Department of Medical Education, Seoul, Republic of South Korea; Jinyoung Hwang, Seoul National University College of Medicine, Department of Medical Education, Seoul, Republic of South Korea

7GG8

To refer or not to refer?

Hannah Gaynor*, Wessex School of General Practice, Wessex Deanery, Southampton, United Kingdom; Johnny Lyon-Maris, Wessex School of General Practice, Wessex Deanery, Southampton, United Kingdom; Jonathan Rial, Wessex School of General Practice, Wessex Deanery, Southampton, United Kingdom; Samantha Scallan, Wessex School of General Practice, Wessex Deanery, Southampton, United Kingdom; Lawrence Maule, Southampton General Practice, Headley Down, United Kingdom

7GG9

Supporting Dental Practitioners in the UK: Coach-mentor programme

Janine Brooks*, Health Education Thames Valley and Wessex, Dental School, Oxford, United Kingdom; Helen Falcon, Health Education Thames Valley and Wessex, Dental School, Oxford, United Kingdom; Laura Assassa, Health Education Thames Valley and Wessex, Dental School, Oxford, United Kingdom

7GG10

Effective integration of webinars in a competency-based curriculum for spine surgeons worldwide

Katharine de Boer*, AO Foundation, AOSpine, Duebendorf, Switzerland; Tatjana Topalovic, AO Foundation, AOSpine, Duebendorf, Switzerland; Rudolf Elmer, AO Foundation, AO Education Institute, Duebendorf, Switzerland

7GG11

Intended use of an educational app on medical aspects of orthogeriatrics by surgeons

Katrin Singler, University of Erlangen-Nürnberg, Institute for Biomedicine of Aging, Nürnberg, Germany; Markus Gosch, Hospital Hochzirl, Dept. of Geriatrics and Internal Medicine, Zirl, Austria; Tobias Roth, Medical University of Innsbruck, Dept. of Trauma Surgery, Innsbruck, Austria; Presenter: Michael Cunningham*, AO Foundation, AO Education Institute, Zurich, Switzerland

7GG12

Professional interventions for general practitioners to improve the management of osteoporosis

Victoria Tzortziou Brown*, Barts and The London School of Medicine and Dentistry, University of London, Sports and Exercise Medicine, London, United Kingdom; Dylan Morrissey, Barts and The London School of Medicine and Dentistry, University of London, Sports and Exercise Medicine, London, United Kingdom; Olwyn Westwood, Barts and The London School of Medicine and Dentistry, University of London, London, United Kingdom; Martin Underwood, Warwick University, Warwick, United Kingdom

- 7GG13 Patient engagement in the continuing professional development of family physicians**
Stephanie Armstrong, University of Manitoba, Medical Education, Winnipeg, Canada; Jeffrey Sisler*, University of Manitoba, Division of Continuing Professional Development, Winnipeg, Canada
- 7GG14 Utilizing an evidence-based, multi-informant approach to developing a child and youth mental health curriculum for primary care physicians**
Stacey Espinet*, University of Western Ontario, London, Canada; Margaret Steele, University of Western Ontario, London, Canada; Lorelei Lingard, University of Western Ontario, London, Canada
- 1045-1230 **7HH POSTERS: Clinical Reasoning / Critical Thinking**
Chairperson:
Location: South Hall, Level 0, MiCo
- 7HH1 Accelerating the Development of Expert Diagnostic Skills through Virtual Patient Simulation**
Daniel Nystrom, Veterans Health Administration, National Center for Patient Safety, Ann Arbor, United States; Douglas Paull, Veterans Health Administration, National Center for Patient Safety, Ann Arbor, United States; Robin Hemphill*, Veterans Health Administration, National Center for Patient Safety, Ann Arbor, United States
- 7HH2 Interprofessional teamwork and its impact on clinical reasoning: Preliminary results of a qualitative study**
Katherine Blondon*, University Hospitals of Geneva, Department of Internal Medicine, Rehabilitation and Geriatrics, Geneva, Switzerland; V Muller-Juge, University of Geneva, Geneva, Switzerland; F Maitre, University Hospitals of Geneva, Geneva, Switzerland; NV Vu, University of Geneva, Geneva, Switzerland; GL Savoldelli, University Hospitals of Geneva, Geneva, Switzerland; MR Nendaz, University Hospitals of Geneva, Geneva, Switzerland
- 7HH3 Comparison of clinical reasoning skills of pediatric tropical diseases between pre-clinical and clinical year students**
Pujiati Abas*, Medical Faculty Sultan Agung Islamic University, Pediatric, Semarang, Indonesia; Endang Lestari, Medical Faculty Sultan Agung Islamic University, Medical Education, Semarang, Indonesia
- 7HH4 Constructing Critical Thinking: A Qualitative Examination of Health Science Educators' Understandings**
Renate M Kahlke*, University of Alberta, Department of Educational Policy Studies, Edmonton, Canada
- 7HH5 Teaching how to successfully prepare students for taking selection and/or certification tests from the very first day of class**
Diana Patricia Montemayor-Flores*, Universidad Autonoma de Nuevo Leon, Physiology, Monterrey, Nuevo Leon, Mexico; Nancy Fernandez-Garza, Universidad Autonoma de Nuevo Leon, Physiology, Monterrey, Nuevo Leon, Mexico; Santos Guzman-Lopez, Universidad Autonoma de Nuevo Leon, Anatomy, Monterrey, Nuevo Leon, Mexico
- 7HH6 Using Cochrane Reviews to Improve Critical Appraisal Skills and Clinical Decision Making in Problem-based Learning**
Li-Chin Sung*, Taipei Medical University – Shuang Ho Hospital, Department of Primary Care Medicine, New Taipei City, Taiwan; Mei-Yi Wu, Taipei Medical University – Shuang Ho Hospital, Department of Primary Care Medicine, New Taipei City, Taiwan; Ka-Wai Tam, Taipei Medical University Hospital, Division of General Surgery, Department of Surgery, Taipei, Taiwan; Tian-Jong Chang, Taipei Medical University – Shuang Ho Hospital, Department of Medical Education and Research, New Taipei City, Taiwan; Tsu-Yi Chao, Taipei Medical University – Shuang Ho Hospital, Department of Primary Care Medicine, New Taipei City, Taiwan; Yuh-Feng Lin, Taipei Medical University – Shuang Ho Hospital, Department of Primary Care Medicine, New Taipei City, Taiwan
- 7HH7 Using Problem Based Learning (PBL) in teaching critical appraisal: Experiences from Thailand**
Win Techakehakij*, Surattani Hospital, Social Medicine, Surattani, Thailand
- 7HH8 Using SNAPPS model to facilitate diagnostic reasoning skills**
Tipaporn Thongmak*, Hatyai Medical Education Center, Pediatrics, Songkhla, Thailand; Lucksamee Haura, Hatyai Medical Education Center, Pediatrics, Songkhla, Thailand
- 7HH9 Genetic-Psychospiritual-Social-Biological (GPSB) SOAP Body mind map approach for clinical reasoning and medical record: A pilot study for medical clerkship in general internal medicine**
Cheng-Yuan Wang*, Kaohsiung Medical University Hospital, Internal Medicine, Kaohsiung, Taiwan; Yu-Chih Lin, Kaohsiung Medical University Hospital, Internal Medicine, Kaohsiung, Taiwan; Yung-Yun Chang, Kaohsiung Medical University Hospital, Internal Medicine, Kaohsiung, Taiwan; Jer-Chia Tsai, Kaohsiung Medical University Hospital, Internal Medicine, Kaohsiung, Taiwan; Chee-Siong Lee, Kaohsiung Medical University Hospital, Internal Medicine, Kaohsiung, Taiwan
- 7HH10 The development of clinical reasoning in the medical student: A qualitative research**
Alexandre Roberti*, Universidade Federal de Goiás, Internal Medicine, Goiânia, Brazil; Maria do Rosário Ferraz Roberti, Universidade Federal de Goiás, Internal Medicine, Goiânia, Brazil; Nilce Maria Campos da Silva Costa, Universidade Federal de Goiás, College of Nutrition, Goiânia, Brazil
- 7HH11 Game Based Learning in Medical Education – Promoting clinical reasoning skills?**
Christina Gummesson, Lund University, Center for Teaching and Learning, Faculty of Medicine, Lund, Sweden; Jeannette Unge*, Lund University, Lund, Sweden; Eva Horneij, Lund University, Lund, Sweden; Eva Holmström, Lund University, Lund, Sweden; Gudrun Edgren, Lund University, Lund, Sweden

- 7HH12 Assessment of IMGs for clinical reasoning skills using script concordance and situational judgment testing**
 Jean M. Rawling*, University of Calgary, Alberta International Medical Graduates Program, Calgary, Canada; David A. Topps, University of Calgary, Family Medicine, Calgary, Canada; Shannon Murphy, University of Calgary, Alberta International Medical Graduates Program, Calgary, Canada; Paul Duggan, University of Adelaide, Obstetrics and Gynecology, Adelaide, Australia; Robert Gagnon, Université de Montréal, Alberta International Medical Graduates Program, Montreal, Canada
- 7HH13 Evaluating teaching on reflection to undergraduate medical students: Revealing tacit assumptions in our teaching**
 Neil Patel*, Imperial College School of Medicine, Faculty of Medical Education, London, United Kingdom; Nina Salooja, Imperial College School of Medicine, Faculty of Medical Education, London, United Kingdom
- 7HH14 Reasoning of an Occupational Therapist on the Initial Assessment of a Patient: A Study in a Simulated Environment**
 Chihiro Sasaki*, Tokyo College of Welfare, Occupational Therapy, Tokyo, Japan; K Inoue, Tokyo Metropolitan University, Occupational Therapy, Tokyo, Japan; A Kawai, Medical Corporation Fukujikai Rehabilitation Support Center, Occupational Therapy, Tokyo, Japan; T Ikeda, Medical Corporation Fukujikai Rehabilitation Support Center, Occupational Therapy, Tokyo, Japan
- 7HH15 Characteristics of performance in clinical reasoning and clinical decision making domains on an Internal Medicine clerkship structured clinical oral examination**
 Daniel Panisko*, University of Toronto, Department of Medicine, Toronto, Canada; Luke Devine, University of Toronto, Department of Medicine, Toronto, Canada; Lynfa Stroud, University of Toronto, Department of Medicine, Toronto, Canada; Sumitra Robertson, University of Toronto, Department of Medicine, Toronto, Canada; Edmund Lorens, University of Toronto, Department of Medicine, Toronto, Canada

1045-1230



7II ELECTRONIC POSTERS (ePOSTERS): Simulation 1

Chairperson:




Location: Theatre Room 15, Level 0, MiCo

- 7II1 Development of an open-source based video-feedback-system**
 Christoph Castan*, University of Tübingen, DocLab, Medical School, Tübingen, Germany; Moritz Mahling, University of Tübingen, DocLab, Medical School, Tübingen, Germany; Alexander Münch, University of Tübingen, DocLab, Medical School, Tübingen, Germany; Andreas Manger, University of Tübingen, Department of Anesthesiology and Intensive Care Medicine, Tübingen, Germany; Jörg Reutershan, University of Tübingen, Department of Anesthesiology and Intensive Care Medicine, Tübingen, Germany; Stephan Zipfel, University of Tübingen, Department of Internal Medicine 4, Tübingen, Germany
- 7II2 Simulation training in medical emergencies for conscious dental sedation**
 A Hadfield*, University Hospital of Wales, Anaesthesia, Cardiff, United Kingdom; S Thompson, Cardiff University, School of Dentistry, Cardiff, United Kingdom; S Khot, Cardiff University, Anaesthesia, Intensive Care and Pain Medicine, Cardiff, United Kingdom; C Diaz-Navarro, Cardiff University, Anaesthesia, Intensive Care and Pain Medicine, Cardiff, United Kingdom
- 7II3 Development of A Simulation Based ECMO Training Program**
 Afrothite Kotsakis, SickKids, Critical Care Medicine, Toronto, Canada; Jason Macartney, SickKids, Critical Care Medicine, Toronto, Canada; Leanne Davidson, SickKids, Critical Care Medicine, Toronto, Canada; Anamaria Stanisic, SickKids, Perfusion, Toronto, Canada; Briseida Mema*, SickKids, Critical Care Medicine, Toronto, Canada
- 7II4 “Upping the ante”: Introduction of innovative educational tools to undergraduate medical students 2nd simulation session**
 Anita Sarmah*, Sunnybrook Health Sciences Centre, Anaesthesia, Toronto, Canada; Susan DeSousa, Sunnybrook Health Sciences Centre, Canadian Simulation Centre, Toronto, Canada; Mabel Choi, Sunnybrook Health Sciences Centre, Anaesthesia, Toronto, Canada; Fahad Alam, Sunnybrook Health Sciences Centre, Anaesthesia, Toronto, Canada; Isabella Devito, Mount Sinai, Anaesthesia, Toronto, Canada; Agnes Ryzynski, Sunnybrook Health Sciences Centre, Canadian Simulation Centre, Toronto, Canada
- 7II5 Novel uses of simulation for students learning the assessment and management of the Acutely Ill Patient**
 Edward Hardy, Clinical Teaching Academy, University of Birmingham Medical School, Alexandra Hospital, Worcestershire Acute NHS Trust, Redditch, United Kingdom; Janina Iwaszko*, Clinical Teaching Academy, University of Birmingham Medical School, Alexandra Hospital, Worcestershire Acute Hospital NHS Trust, Redditch, United Kingdom; Kamal Nathavitharana, Clinical Teaching Academy, University of Birmingham Medical, Alexandra Hospital, Worcestershire Acute Hospital NHS Trust, Redditch, United Kingdom
- 7II6 Designing and Establishing an Ultrasound Guided Vascular Access Workshop for Non-Radiologist: A Practical Manual from A to Z**
 Dimitri Parra*, The Hospital for Sick Children, University of Toronto, Diagnostic Imaging, Centre for Image Guided Care, Toronto, Canada; Simal Goman, The Hospital for Sick Children, Diagnostic Imaging, Toronto, Canada; Anne Skelding, The Hospital for Sick Children, Centre for Image Guided Care, Toronto, Canada; Rajat Chand, The Hospital for Sick Children, Diagnostic Imaging, Toronto, Canada
- 7II7 Engaging health professionals in learning about education: A flexible e-book solution**
 Frank Bate*, University of Notre Dame Australia, Fremantle, Australia; Carole Steketee, University of Notre Dame Australia, Fremantle, Australia

- 7I18 Simulated prenatal care program in Obstetrics clerkship**
Chyi-Her Lin*, NCKU Hospital, Pediatrics, Tainan, Taiwan; Pei-Ying Tsai, NCKU Hospital, Obstetrics Gynecology, Tainan, Taiwan; Jieh-Neng Wang, NCKU Hospital, Pediatrics, Tainan, Taiwan; Yu-Ting Wu, NCKU Hospital, Pediatrics, Tainan, Taiwan; Shan-Shan Liu, NCKU Hospital, Pediatrics, Tainan, Taiwan
- 7I19 Simulated medical consultations with an extended debriefing: Students' perception of learning outcomes**
Marcelo Schweller*, FCM-Unicamp, Emergency Medicine, Campinas, Brazil; Silvia Passeri, FCM-Unicamp, Medical Course, Campinas, Brazil; Marco Antonio Carvalho-Filho, FCM-Unicamp, Emergency Medicine, Campinas, Brazil
- 7I110 Is it better to use teachers or patient support group volunteers as surrogate patients to train students in clinical problem solving?**
Weng Yee Chin*, The University of Hong Kong, Department of Family Medicine & Primary Care, Hong Kong; Julie Chen, The University of Hong Kong, Department of Family Medicine & Primary Care, Hong Kong; Amber Yip, The University of Hong Kong, Institute of Medical and Health Sciences Education, Hong Kong; Vivian Chau, The University of Hong Kong, Department of Family Medicine & Primary Care, Hong Kong
- 7I111 Factors influencing simulated patient training for a delirium role – is real patient exposure useful?**
Morag Patterson*, University of Edinburgh, Centre for Medical Education, Edinburgh, United Kingdom
- 1045-1230 **7JJ ELECTRONIC POSTERS (ePOSTERS): The Teacher**
Chairperson:
Location: Theatre Room 16, Level 0, MiCo
- 7JJ1 Are medical teachers who are European Resuscitation Council Instructors or Providers more successful than other medical teachers in training medical students in cardiopulmonary resuscitation?**
Silvija Hunyadi-Anticevic*, Croatian Resuscitation Council and University of Zagreb School of Medicine, Zagreb, Croatia; Gordana Pavlekovic, Croatian Association for Medical Education and University of Zagreb School of Medicine, Zagreb, Croatia; Davor Milicic, University of Zagreb School of Medicine, Zagreb, Croatia
- 7JJ2 What makes a good surgical trainer: Trainees' perspective**
Amira Hassan Waly*, Faculty of Medicine, Zagazig University, Pediatric Surgery Unit, General Surgery Department, Zagazig, Egypt; Gill Aitken, University of Edinburgh, Centre for Medical Education, Edinburgh, United Kingdom
- 7JJ3 Supporting paediatric educators: Ideas from around the UK**
Hannah Jacob*, Institute of Child Health, University College London, London, United Kingdom; Caroline Fertleman, Institute of Child Health, University College London, London, United Kingdom
- 7JJ4 General practitioners as clinical teachers in third year of medicine. Cross-sectional study of their performance according to students by questionnaire "MEDUC30"**
Diego Garcia*, Universidad de Chile, Campus Occidente, Santiago, Chile; Nadia Escobar, Universidad de Chile, Campus Occidente, Santiago, Chile; Juan Villagra, Universidad de Chile, Campus Occidente, Santiago, Chile; Daniela González, Universidad de Chile, Campus Occidente, Santiago, Chile; Tamara Ahumada, Universidad de Chile, Campus Occidente, Santiago, Chile; Iván Silva, Universidad de Chile, Campus Occidente, Santiago, Chile
- 7JJ5 Clinicians as teachers: Pediatric inpatient clerkship in Qatar**
Shabina Khan*, Hamad Medical Corporation, General Pediatrics, Doha, Qatar; Mohamed Hendaus, Hamad Medical Corporation, General Pediatrics, Doha, Qatar; Ahmed Al-Hammadi, Hamad Medical Corporation, General Pediatrics, Doha, Qatar; Samar Mohamed, Hamad Medical Corporation, General Pediatrics, Doha, Qatar; Yasser Al-Samman, Weill Cornell Medical College, Qatar, General Pediatrics, Doha, Qatar; Tushar Khanna, Weill Cornell Medical College, Qatar, Doha, Qatar
- 7JJ6 The Study of Nurse Preceptors' Professional Development Process**
Ying-Hui Lin*, Kaohsiung Medical University Hospital, Nursing Department, Kaohsiung, Taiwan; Cheng-Yen Wang, National Kaohsiung Normal University, Graduate Institute of Adult Education, Kaohsiung, Taiwan
- 7JJ7 Does making orientation mandatory really result in the desired level of attendance?**
C Robertson*, University of Ottawa, Office of Faculty Development, Ottawa, Canada; R Nair, University of Ottawa, Ottawa, Canada; C Cool, University of Ottawa, Ottawa, Canada; K Hebert, University of Ottawa, Ottawa, Canada
- 7JJ8 Being at Peace: Beyond the Teaching Competency**
Hormatsadat Emamzadeh Ghasemi*, School of Nursing and Midwifery of Tehran University of Medical Sciences, Nursing Management, Tehran, Iran; Mansoureh A. Farahani, School of Nursing and Midwifery of Tehran University of Medical Sciences, Nursing Management, Tehran, Iran; Forough Rafii, School of Nursing and Midwifery of Tehran University of Medical Sciences, Medical Surgical Nursing, Tehran, Iran
- 7JJ9 Current issues in the scholarship of clinical teaching, A pedagogy of the unexpressed**
Kate Hardie*, University of Toronto, Lawrence S. Bloomberg Faculty of Nursing, Toronto, Canada
- 7JJ10 Students and faculties: Matching points on the practical assessment**
Ieda Maria Barbosa Aleluia*, Escola Bahiana de Medicina e Saude Publica, Medicine, Salvador, Brazil; Lila Rmos Castelo Branco, Escola Bahiana de Medicina e Saude Publica, Medicine, Salvador, Brazil; Caroline da Silva Seidler, Escola Bahiana de Medicina e Saude Publica, Medicine, Salvador, Brazil; Mario Rocha, Escola Bahiana de Medicina e Saude Publica, Medicine, Salvador, Brazil

- 1045-1230  **MEETING: Medical Teacher Editorial Board Meeting (closed meeting)**
Location: Meeting Room 2, Level +2, MiCo
- 1230-1400 **LUNCH (viewing of Exhibits and Posters)**
Location: South Hall, Level 0, MiCo
- 1245-1345 **AMEE AGM (open to all AMEE Members)**
Location: Brown 2, Level +2, MiCo
- 1245-1345 **COURSES**
AMEE-ESME Course Location: Suite 5, Level Mezzanine, MiCo
AMEE-RESME Course Location: Suite 6, Level Mezzanine, MiCo
AMEE-ESCEL Course Location: Suite 7, Level Mezzanine, Mico
ASME-FLAME/CALM Course Location: Theatre Room 13, Level 0, MiCo
- 1245-1345  **PRIVATE MEETING: IAMSE Lunch (invite only)**
Location: Suite 1, Level +2, MiCo
- 1300-1345 **OPEN MEETING: Elsevier Education Seminar – Engaging and supporting students to improve outcomes**
Location: Workshop Room 1, Level 0, MiCo
- 1300-1700 **TOUR: Cultural Tour including Leonardo Da Vinci’s Last Supper**
Departs and returns to MiCo Congressi

SESSION 8: Simultaneous Sessions

- 1400-1530 **8A** **SYMPOSIUM: Make your teaching count: Initiatives to elevate the status of the Medical Educator IAMSE SESSION** 
Katherine Hyland, UCSF School of Medicine, USA; Manuel João Costa, University of Minho School of Health Sciences, Portugal; Aviad Haramati, Georgetown University School of Medicine, USA; Amy Wilson-Delfosse, Case Western Reserve University School of Medicine, USA
Location: Gold Plenary, Level +2, MiCo 
- 1400-1530 **8B** **SYMPOSIUM: Embracing Uncertainty in Research Findings: Exploring how research assumptions influence outcomes in qualitative and quantitative paradigms** 
Benjamin Boerebach, Academic Medical Center, University of Amsterdam, The Netherlands; Esther Helmich, Academic Medical Center, University of Amsterdam, The Netherlands; Onyebuchi Arah, University of California, Los Angeles, USA; Lorelei Lingard, Western University, Ontario Canada
Location: Auditorium, Level +3, MiCo
- 1400-1530 **8C** **SYMPOSIUM: Progress Testing In Italian Medical Schools: An 8 Year National Experience**
Alfred Tenore, Ministry of Education, University and Research (MIUR), Italy; L. Schuwirth, University of Maastricht, Netherlands; Z.M. Nouns, Charité Universitätsmedizin, Berlin, Germany; PL Castagnetti, National Agency for the Evaluation of University and Research – ANVUR
Location: Brown 3, Level +2, MiCo
- 1400-1530 **8D** **RESEARCH PAPERS: Medical School Selection**
Chairperson:
Location: Brown 2, Level +2, MiCo
- 1400-1415 **8D1** **The UK Clinical Aptitude Test: Factors predictive of success**
Paul Lambe*, Plymouth University, Peninsula Schools of Medicine and Dentistry, Plymouth, United Kingdom; Rachel Greatrix, Nottingham University, Education, Nottingham, United Kingdom; Jon Dowell, University of Dundee, Medical School, Dundee, United Kingdom; Keith Milburn, University of Dundee, Health Informatics Centre, Dundee, United Kingdom; David Bristow, Plymouth University, Peninsula Schools of Medicine and Dentistry, Plymouth, United Kingdom
- 1415-1430 **8D2** **Correlation between Multiple Mini Interview and Medical Career Development Inventory**
R. Stephen Manuel*, University of Cincinnati College of Medicine, Student Affairs and Admissions, Cincinnati, OH, United States; Nikki Zaidi, University of Michigan, Office of Medical Student Education, Ann Arbor, Michigan, United States; Nicole J. Borges, Wright State University Boonshoft School of Medicine, Academic Affairs, Dayton, OH, United States; Ryan D. Duffy, University of Florida, Psychology, Gainesville, FL, United States

- 1430-1445 **8D3** **A Multi-Perspective Critical Discourse Analysis of an Admissions Process to Medical School: Qualitative Knowledge Translation for Greater Inclusion in an Inherently Exclusive Process**
Saleem Razack*, McGill University, Centre for Medical Education and Department of Pediatrics, Montreal, Canada; Brian Hodges, University of Toronto, Wilson Centre and Department of Psychiatry, Toronto, Canada; Yvonne Steinert, McGill University, Centre for Medical Education, Montreal, Canada; Mary Maguire, McGill University, Faculty of Education, Montreal, Canada
- 1445-1500 **8D4** **Different medical school admissions procedures: Different personalities?**
NR Schripsema*, University of Groningen, Center for Innovation and Research of Medical Education, Groningen, Netherlands; JCC Borleffs, University of Groningen, Center for Innovation and Research of Medical Education, Groningen, Netherlands; J Cohen-Schotanus, University of Groningen, Center for Innovation and Research of Medical Education, Groningen, Netherlands
- 1500-1515 **8D5** **Motivation of medical students: Selection by motivation and/or motivation by selection**
A. Wouters*, VUmc School of Medical Sciences, Institute for Education and Training, Amsterdam, Netherlands; G. Croiset, VUmc School of Medical Sciences, Institute for Education and Training, Amsterdam, Netherlands; F. Galindo-Garre, VU University Medical Center, Department of Epidemiology & Biostatistics, Amsterdam, Netherlands; R.A. Kusrurkar, VUmc School of Medical Sciences, Institute for Education and Training, Amsterdam, Netherlands
- 1515-1530 Discussion
- 1400-1530 **8E** **SHORT COMMUNICATIONS: Outcomes / Competency-based Education 2**
Chairperson: Juan Perez-Gonzalez (Venezuela)
Opening Discussant: Mark Rosenberg (United States)
Location: Brown 1, Level +2, MiCo
- 1400-1415 **8E1** **Competency-based Medical Education: State of the Art and Priorities for Development from an International Expert Delphi Process**
Jason R. Frank*, Royal College of Physicians and Surgeons of Canada, Office of Education, Ottawa, Canada; Linda Snell, Royal College of Physicians and Surgeons of Canada, Office of Education, Ottawa, Canada; Jonathan Sherbino, McMaster University, Emergency Medicine, Ottawa, Canada; Cynthia Abbott, Royal College of Physicians and Surgeons of Canada, Office of Education, Ottawa, Canada; Olle ten Cate, University Medical Centre Utrecht, Center for Research and Development of Education, Utrecht, Netherlands
- 1415-1430 **8E2** **Devising a consensus definition and competency framework for non-technical skills in healthcare: A modified Delphi study**
Morris Gordon, University of Central Lancashire, School of Medicine and Dentistry, Preston, United Kingdom; Paul Baker, North Western Foundation School, School of Medicine and Dentistry, Manchester, United Kingdom; Ken Catchpole, Cedar Sinai Hospital, Los Angeles, United States; Daniel Darbyshire, University of Central Lancashire, Preston, United Kingdom; Dawn Schocken*, Tampa, United States
- 1430-1445 **8E3** **Medical students' changing perceptions of the desirable personal attributes of a doctor**
Steven Hurwitz*, University of Newcastle, Newcastle, Australia, Brian Kelly, University of Newcastle, Newcastle, Australia
- 1445-1500 **8E4** **A Study to develop, by consultation, agreed learning outcomes for the teaching of handover to medical students using Group Concept Mapping**
Patrick Henn*, University College Cork, School of Medicine, Cork, Ireland; Helen Hynes, University College Cork, School of Medicine, Cork, Ireland; Hendrik Drachler, Open Universiteit Nederland, Faculty of Psychology and Educational Sciences, Heerlen, Netherlands; Bridget Maher, University College Cork, School of Medicine, Cork, Ireland; Carola Orrego, Avedis Donabedian Institute, Avedis Donabedian Institute, Barcelona, Spain; Sasa Sopka, RWTH Aachen University, University Hospital UKA, Anaesthesiology, Aachen, Germany
- 1500-1515 **8E5** **The Swedish Doctor? A pilot study to create a framework of national learning outcomes for medical education in Sweden**
Maria Ehlin Kolk*, Umeå University, Umeå, Sweden
- 1515-1530 Discussion
- 1400-1530 **8F** **PHD REPORTS: PhD Reports 2**
Chairperson:
Location: Theatre Room 11, Level 0, MiCo
- 1400-1418 **8F1** **The Gastrointestinal Endoscopy Competency Assessment Tool for pediatric colonoscopy (GIECAT-KIDS): Development and multicenter validation**
Catharine M Walsh*, The Hospital for Sick Children and the Wilson Centre, Toronto, Canada; Simon C Ling, The Hospital for Sick Children, Toronto, Canada; Petar Mamula, The Children's Hospital of Philadelphia, Philadelphia, United States; Jenifer R Lightdale, UMass Memorial Children's Medical Center, Worcester, United States; Jeffrey J Yu, The Wilson Centre, Toronto, Canada; Heather Carnahan, School of Human Kinetics, Memorial University, St. John's, Canada
- 1418-1436 **8F2** **The narrative construction of identity and the medical student-patient encounter**
Sally Warmington*, The University of Melbourne, School of Population and Global Health, Faculty of Medicine, Dentistry and Health Sciences, Melbourne, Australia

- 1436-1454 **8F3** **The hidden curriculum of veterinary education**
Carrie Roder*, Royal Veterinary College, LIVE, London, United Kingdom
- 1454-1512 **8F4** **What is the nature and impact of synchronous online clinical education in fragile states?**
Molly Fyfe*, King's College London, Education, London, United Kingdom
- 1512-1530 Discussion
- 1400-1530 **8G** **SHORT COMMUNICATIONS: Progress Test**
Chairperson:
Location: Theatre Room 12, Level 0, MiCo
- 1400-1415 **8G1** **Development of a formative competency-based progress test with MC-items constructed by students – pilot test and further development**
Stefan Wagener*, University of Heidelberg, Medical Faculty of Heidelberg, Heidelberg, Germany; Maryna Gornostayeva, University of Heidelberg, Center of Excellence for Assessment in Medicine, Baden-Wuerttemberg, Heidelberg, Germany; Andreas Möltner, University of Heidelberg, Center of Excellence for Assessment in Medicine, Baden-Wuerttemberg, Heidelberg, Germany; Jobst-Hendrik Schultz, University of Heidelberg, Medical Faculty of Heidelberg, Heidelberg, Germany; Peter Brüstle, Albert-Ludwigs-University Freiburg, Freiburg Competence Center for Evaluation of Teaching in Medicine, Baden-Wuerttemberg, Freiburg, Germany; Jana Jünger, University of Heidelberg, Center of Excellence for Assessment in Medicine, Baden-Wuerttemberg, Heidelberg, Germany
- 1415-1430 **8G2** **Simultaneous progress testing in five German-speaking vet schools**
Peter Stucki*, Competence Centre for E-Learning, Didactics and Educational Research in Veterinary Medicine (KELDAT), Vetsuisse-Faculty University of Berne, Bern, Switzerland; Stephan Birk, Competence Centre for E-Learning, Didactics and Educational Research in Veterinary Medicine (KELDAT), Department of Veterinary Medicine at the Freie Universität Berlin, Berlin, Germany; Jan P. Ehlers, Competence Centre for E-Learning, Didactics and Educational Research in Veterinary Medicine (KELDAT), University of Veterinary Medicine Hannover, Foundation, Hannover, Germany; Cyrill Matenaers, Competence Centre for E-Learning, Didactics and Educational Research in Veterinary Medicine (KELDAT), Faculty of Veterinary Medicine at the LMU Munich, Munich, Germany; Christian Gruber, Competence Centre for E-Learning, Didactics and Educational Research in Veterinary Medicine (KELDAT), VetMedUni Vienna, Vienna, Austria; Christiane Siegling-Vlitakis, Competence Centre for E-Learning, Didactics and Educational Research in Veterinary Medicine (KELDAT), Department of Veterinary Medicine at the Freie Universität Berlin, Berlin, Germany
- 1430-1445 **8G3** **Learning and collaborative action: Progress testing construction process across an Interinstitutional Consortium in Northeast of Brazil**
Daniela Chiesa*, Universidade de Fortaleza, Medical School Education Advisory, Fortaleza, Brazil; Valeria Goes Alberto Farias Filho, Universidade Federal do Ceará, Fortaleza, Brazil; Marcos Kubrusly, UniChristus, Fortaleza, Brazil; Antonio Miguel Leitão, UniChristus, Fortaleza, Brazil; Taciana Duque, Faculdade Pernambucana de Saúde, Recife, Brazil; Alexandre Cesar Sales, Faculdade Pernambucana de Saúde, Recife, Brazil
- 1445-1500 **8G4** **Use of Progress Test for Monitoring the Effectiveness of the Medical Curriculum in Qassim College of Medicine**
Mohammed Nour El-Din, Qassim University, College of Medicine, Dermatology, Melida, Saudi Arabia; Issam Barima, Qassim University, College of Medicine, Melida, Saudi Arabia; Presenter: Hani Al-Shobaili*, Qassim University, College of Medicine, Saudi Arabia
- 1500-1515 **8G5** **Are scenario-based items associated with more omitted answers in progress testing?**
C.F. Collares*, Maastricht University, Faculty of Medicine, Health and Life Sciences, Educational Development and Research, Maastricht, Netherlands; A.M.M. Muijtjens, Maastricht University, Faculty of Medicine, Health and Life Sciences, Educational Development and Research, Maastricht, Netherlands; M.M. Verheggen, Maastricht University, Faculty of Medicine, Health and Life Sciences, Educational Development and Research, Maastricht, Netherlands; D. Cecilio-Fernandes, Institute for Medical Education, University Medical Centre Groningen, Centre for Innovation and Research of Medical Education, Groningen, Netherlands; R.A. Tio, Institute for Medical Education, University Medical Centre Groningen, Centre for Innovation and Research of Medical Education, Groningen, Netherlands; C.P.M. van der Vleuten, Maastricht University, Faculty of Medicine, Health and Life Sciences, Educational Development and Development and Research, Maastricht, Netherlands
- 1515-1530 **8G6** **Computerized adaptive progress testing in the medical domain: A study of students' experiences**
A. M. M. Muijtjens*, Maastricht University, FHML, Dept. Educational Development & Research, Maastricht, Netherlands; J. Leppink, Maastricht University, FHML, Dept. Educational Development & Research, Maastricht, Netherlands; J.P.M. Van Berlo, Maastricht University, FHML, Dept. Educational Development & Research, Maastricht, Netherlands; A.A. Meiboom, VU University Medical Center, Department of General Practice & Elderly Care Medicine, Amsterdam, Netherlands; R.A. Tio, University Medical Center Groningen, Department of Cardiology, Groningen, Netherlands; T.J.H.M. Eggen, Cito National Institute for Test Development, FHML, Dept. Educational Development & Research, Arnhem, Netherlands

No discussion

- 1400-1530 **8H** **SHORT COMMUNICATIONS: Feedback 1**
 Chairperson: Jorgen Nystrup (Denmark)
 Opening Discussant: Lia Fluit (Netherlands)
 Location: Amber 1, Level +2, MiCo
- 1400-1415 **8H1** **Effectiveness of patient feedback as educational intervention to improve medical student consultation (PTA Feedback Study): A randomised controlled trial**
 Michelle Lai, Monash University and Deakin University, Department of Medicine, Nursing and Health Science, Melbourne, Australia; Noel Roberts, Monash University and Deakin University, Department of Medicine, Nursing and Health Science, Melbourne, Australia; Jenepher Martin*, Monash University and Deakin University, Department of Medicine, Nursing and Health Science, Melbourne, Australia
- 1415-1430 **8H2** **Building student ownership into formative feedback results in improved learning behaviour amongst first year undergraduate medical students**
 F Rashid-Doubell*, Royal College of Surgeons in Ireland, Bahrain, School of Medicine, Manama, Bahrain; R O'Sullivan, Royal College of Surgeons in Ireland, Bahrain, School of Medicine, Manama, Bahrain; TP Doubell, Royal College of Surgeons in Ireland, Bahrain, School of Medicine, Manama, Bahrain; K Elmusharaf, Royal College of Surgeons in Ireland, Bahrain, School of Medicine, Manama, Bahrain
- 1430-1445 **8H3** **Curriculum Emphasizing Feedback Improves Medical Students' Comfort and Perception Surrounding Feedback**
 Jennifer Stojan, University of Michigan, Internal Medicine and Pediatrics, Ann Arbor, United States; Jocelyn Schiller, University of Michigan, Pediatrics, Ann Arbor, United States; Monica Lyson, University of Michigan, Internal Medicine, Ann Arbor, United States; James T. Fitzgerald, University of Michigan, Medical Education, Ann Arbor, United States; Patricia Mullan*, University of Michigan, Medical Education, Ann Arbor, United States
- 1445-1500 **8H4** **Learners' verbal and non-verbal behaviour varies in feedback conditions**
 J.M.Monica van de Ridder*, Albert Schweitzer Hospital, Department of Education, Dordrecht, Netherlands; Britt van Hoek, Albert Schweitzer Hospital, Department of Education, Dordrecht, Netherlands
- 1500-1515 **8H5** **Role of structured behavioral feedback in communication skills training for medical students, a randomized controlled trial (RCT)**
 Cosima Engerer*, Faculty of Medicine, Technische Universität München, TUM MeDiCAL Center of Medical Education, Munich, Germany; Alexander Wuensch, Faculty of Medicine, Technische Universität München, Psychosomatic Medicine and Psychotherapy & TUM MeDiCAL Center of Medical Education, Munich, Germany; Andreas Dinkel, Faculty of Medicine, Technische Universität München, Psychosomatic Medicine and Psychotherapy, Munich, Germany; Pascal Berberat, Faculty of Medicine, Technische Universität München, TUM MeDiCAL Center of Medical Education, Munich, Germany
- 1515-1530 Discussion
- 1400-1530 **8I** **SHORT COMMUNICATIONS: Staff / Faculty Development 1**
 Chairperson: Andrew Grant (United Kingdom)
 Opening Discussant: Norma Saks (United States)
 Location: Amber 2, Level +2, MiCo
- 1400-1415 **8I1** **"Walking into a den of lions"?: A teacher's journey into medical education**
 Teresa Van Deven*, Schulich School of Medicine and Dentistry, Undergraduate Medical Education, London, Ontario, Canada
- 1415-1430 **8I2** **Educating the clinical trainer: Professional gain for the trainee?**
 H.G.A. Jochemsen-van der Leeuw*, Academic Medical Center Amsterdam, Department of General Practice/Family Medicine, Amsterdam, Netherlands; N. Buwalda, Academic Medical Center Amsterdam, Department of General Practice/Family Medicine, Amsterdam, Netherlands; W. de Jong, Radboud Medical Center-University of Nijmegen, Department of General Practice/Family Medicine, Nijmegen, Netherlands; M. Wieringa-de Waard, Academic Medical Center Amsterdam, Department of General Practice/Family Medicine, Amsterdam, Netherlands; N. van Dijk, Academic Medical Center Amsterdam, Department of General Practice/Family Medicine, Amsterdam, Netherlands
- 1430-1445 **8I3** **Implementing progression of professional development: A long-term case study**
 Mats Wahlqvist*, Sahlgrenska Academy, University of Gothenburg, Dept of Primary Health Care, Institute of Medicine, Gothenburg, Sweden; Liisa Carlzon, Sahlgrenska Academy, University of Gothenburg and Sahlgrenska University Hospital, Institute of Medicine, Gothenburg, Sweden; Anders Ågård, Sahlgrenska Academy, University of Gothenburg and Angered Local Hospital, Institute of Medicine, Gothenburg, Sweden; Katarina Jood, Sahlgrenska Academy, University of Gothenburg, Dept Clinical Neurosciences and Rehabilitation, Institute of Neuroscience and Physiology, Gothenburg, Sweden; Elisabet Lönnermark, Sahlgrenska Academy, University of Gothenburg, Department of Infectious Diseases, Institute of Biomedicine, Gothenburg, Sweden; Karin Rönnerman, Faculty of Education, University of Gothenburg, Dept of Education and Special Education, Gothenburg, Sweden
- 1445-1500 **8I4** **Defining competence for faculty developers**
 Karen Leslie, University of Toronto, Toronto, Canada; Danny Panisko*, University of Toronto, Toronto, Canada; Allyn Walsh, McMaster University, Hamilton, Canada; Anne Wong, McMaster University, Hamilton, Canada; Barbara Stubbs, University of Toronto, Toronto, Canada; Maria Mylopoulos, University of Toronto, Toronto, Canada

- 1500-1515 **8I5** **Helping clinical teachers struggling with complex educational problems**
Suzanne Laurin*, Université de Montréal, Family and Emergency Medicine, Montreal, Canada; Marie-Claude Audétat, Université de Montréal, Family and Emergency Medicine, Montreal, Canada; Gilbert Sanche, Université de Montréal, Family and Emergency Medicine, Montreal, Canada
- 1515-1530 Discussion
- 1400-1530 **8J** **SHORT COMMUNICATIONS: Research**
Chairperson: Patricia Herrera (Mexico)
Opening Discussant:
Location: Amber 3, Level +2, MiCo
- 1400-1415 **8J1** **Effectiveness of a graduate entry programme in encouraging students to become physician-scientists**
Inge van Wijk*, VU University Medical Center, Department of Paediatrics, Amsterdam, Netherlands; Marleen Westerhof-Sinke, VUmc School of Medical Sciences, Institute for Education and Training, Amsterdam, Netherlands; Ton van Lambalgen, VU University Medical Center, Department of Physiology, Amsterdam, Netherlands; Joke Jansen, VUmc School of Medical Sciences, Institute for Education and Training, Amsterdam, Netherlands; Gerda Croiset, VUmc School of Medical Sciences, Institute for Education and Training, Amsterdam, Netherlands; Rashmi Kusrkar, VUmc School of Medical Sciences, Institute for Education and Training, Amsterdam, Netherlands
- 1415-1430 **8J2** **Tango with teams: Assessment of the learning environment during medical students' research project course**
Riitta Moller*, Karolinska Institutet, Medical Epidemiology and Biostatistics, Stockholm, Sweden; Sari Ponzer, Karolinska Institutet, Södersjukhuset, Stockholm, Sweden
- 1430-1445 **8J3** **Individual characteristics and students' engagement in scientific research**
A Salgueira*, School of Health Sciences, University of Minho, Braga, Portugal; P Costa, School of Health Sciences, University of Minho, Braga, Portugal; M Gonçalves, School of Health Sciences, University of Minho, Braga, Portugal; E Magalhães, Lisbon University Institute (ISCTE-IUL), CIS-IUL, Lisbon, Portugal; MJ Costa, School of Health Sciences, University of Minho, Braga, Portugal
- 1445-1500 **8J4** **An increased shift of interest towards research in Undergraduate (UG) medical students of Pakistan; Can this change help improve students' critical thinking skills?**
Zainab Zahra*, Shaikh khalifa Bin Zayed Al-Nahyan Medical and Dental College, Community Medicine, Lahore, Pakistan; Gul-e-Noor Rao, Shaikh khalifa Bin Zayed Al-Nahyan Medical and Dental College, Internal Medicine, Lahore, Pakistan; Haider Ali Khan, Shaikh khalifa Bin Zayed Al-Nahyan Medical and Dental College, Lahore, Pakistan; Muhammad Iqbal Javaid, Prince Salman Armed Forces Hospital, Tabuk, Saudi Arabia
- 1500-1515 **8J5** **One-year methodological research school to increase clinical and health services research in family medicine and primary care: A critical evaluation**
Helena Liira*, University of Tampere, School of Medicine, Tampere, Finland; Tuomas Koskela, University of Tampere, School of Medicine, Tampere, Finland; Kaisu Pitkälä, University of Helsinki, Department of General Practice and Primary Care, Finland
- 1515-1530 Discussion
- 1400-1530 **8K** **SHORT COMMUNICATIONS: Ethics**
Chairperson: Lisa Rucker (United States)
Location: Amber 4, Level +2, MiCo
- 1400-1415 **8K1** **Integrating Medical Ethics and Professionalism in the Medical School Curriculum**
Liljana Stevceva*, California Northstate College of Medicine, Department of Medical Education, Elk Grove, California, United States; Ralitsa Akins, California Northstate College of Medicine, Department of Medical Education, Elk Grove, California, United States; Joseph Silva, California Northstate College of Medicine, Department of Medical Education, Elk Grove, California, United States; Alfred Tenore, California Northstate College of Medicine, Elk Grove, California, United States; Robert Suskind, California Northstate College of Medicine, Elk Grove, California, United States
- 1415-1430 **8K2** **Ethical Reasoning Learning Process in Clinical Years of the Students in the Faculty of Medicine University of Indonesia**
Oktavinda Safitry Daud*, Faculty of Medicine University of Indonesia, Department of Forensic Medicine and Medico-Legal Studies, Jakarta, Indonesia; Anwar Jusuf, Faculty of Medicine University of Indonesia, Department of Medical Education, Jakarta, Indonesia; Retno Asti Werdhani, Faculty of Medicine University of Indonesia, Department of Medical Education, Jakarta, Indonesia
- 1430-1445 **8K3** **Ethical Erosion: To what extent does it occur during UK foundation training?**
Emily C Stratta*, Royal Bolton NHS Foundation Trust, Farnworth, Lancashire, United Kingdom; Paul Baker, North Western Deanery, Health Education North West, Manchester, United Kingdom
- 1445-1500 **8K4** **Clinical Clerks' Ethical Dilemmas and Decision-Making**
Mary-Ana Cordero-Diaz*, Tecnológico de Monterrey School of Medicine and Health Sciences, Department of Ethics, Professionalism and Citizenship, Monterrey, Mexico; Pilar González-Amarante, Tecnológico de Monterrey School of Medicine and Health Sciences, Department of Ethics, Professionalism and Citizenship, Monterrey, Mexico; Graciela Medina-Aguilar, Tecnológico de Monterrey School of Medicine and Health Sciences, Department of Ethics, Professionalism and Citizenship, Monterrey, Mexico; Cesar Gracia-Francis, Tecnológico de Monterrey School of Medicine and Health Sciences, Department of Ethics, Professionalism and Citizenship, Monterrey, Mexico

- 1500-1515 **8K5** **Teaching the Ethics of the Ordinary**
Deborah Swinglehurst, Queen Mary College, GP and Primary care, London, United Kingdom; John Spicer, London School of General Practice, Dept of Education and Professional Studies, London, United Kingdom; Presenter: Andrew Papanikitas*, Kings College London, United Kingdom
- 1515-1530 **8K6** **Change of moral level perspective when medical students switch role to patients**
Rawiwan Hansudewechakul*, Chiangrai Prachanukroh Hospital, Chiangrai Medical Education Center, Pediatrics, Chiangrai, Thailand
- No discussion
- 1400-1530 **8L** **SHORT COMMUNICATIONS: Preparedness for Clinical Clerkship**
Chairperson: Kim Walker (United Kingdom)
Opening Discussant: Jill Konkin (Canada)
Location: Amber 5, Level +2, MiCo
- 1400-1415 **8L1** **The psychological impact of a transition into an undergraduate final-year Medicine clerkship**
Anique E Anique*, University of the West Indies, Cave Hill Campus, Faculty of Medical Sciences, St. Michael, Barbados; Ian Hambleton, University of the West Indies, Cave Hill Campus, Chronic Disease Research Centre, St. Michael, Barbados; Nigel Unwin, University of the West Indies, Cave Hill Campus, Faculty of Medical Sciences, St. Michael, Barbados; Colette George, University of the West Indies, Cave Hill Campus, Faculty of Medical Sciences, St. Michael, Barbados; Paula M. Lashley, University of the West Indies, Cave Hill Campus, Faculty of Medical Sciences, St. Michael, Barbados; Charles G. Taylor Jr, University of the West Indies, Cave Hill Campus, Faculty of Medical Sciences, St. Michael, Barbados
- 1415-1430 **8L2** **Designing and implementing of clinical shadowing program in undergraduate medical curriculum**
Azim Mirzazadeh, Tehran University of Medical Sciences, Medical Education, Tehran, Iran; Mahboobeh Khabaz Mafinejad*, Tehran University of Medical Sciences, Medical Education, Tehran, Iran; Saeed Pour Hassan, Tehran University of Medical Sciences, Medical Education, Tehran, Iran
- 1430-1445 **8L3** **Clinical clerkships: A factor of stress for medical students**
Jordane Chaix, ANEMF, Association nationale des étudiants en médecine de France, Service des urgences et SMUR, Paris, France; Pierre Catoire, ANEMF, Association nationale des étudiants en médecine de France, Service des urgences et SMUR, Paris, France; Mathieu Levallant, ANEMF, Association nationale des étudiants en médecine de France, Paris, France; Amélie Sabzé, ANEMF, Association nationale des étudiants en médecine de France, Paris, France; Solenne Vasse, ANEMF, Association nationale des étudiants en médecine de France, Paris, France; Benoit Raekkelboom*, Centre hospitalier de Dunkerque, Dunkerque, France
- 1445-1500 **8L4** **How do medical students cope with the transition to the clinical years? A qualitative study in a Chilean medical school**
Maribel Calderon*, Pontificia Universidad Católica de Chile, Escuela de Psicología, Santiago, Chile; Denisse Zuñiga, Pontificia Universidad Católica de Chile, Facultad de Medicina, Centro de Educación Médica, Santiago, Chile; Isabel Leiva, Pontificia Universidad Católica de Chile, Facultad de Medicina, Departamento de Enfermedades Respiratorias, Santiago, Chile; Oslando Padilla, Pontificia Universidad Católica de Chile, Facultad de Medicina, Santiago, Chile; Arnoldo Riquelme, Pontificia Universidad Católica de Chile, Facultad de Medicina, Santiago, Chile; Marcela Bitran, Pontificia Universidad Católica de Chile, Facultad de Medicina, Centro de Educación Médica, Santiago, Chile
- 1500-1530 Discussion
- 1400-1530 **8M** **SHORT COMMUNICATIONS: Teaching and Learning: Team-based Learning / Flipped Classroom**
Chairperson: Matthew Gwee (Singapore)
Location: Amber 6, Level +2, MiCo
- 1400-1415 **8M1** **Flipped classroom – does it work? A case study among Finnish pharmacy students in a pharmacokinetics course**
Nina Katajavuori*, Faculty of Pharmacy, University of Helsinki, Division of Pharmaceutical Biosciences, Helsinki, Finland; Unni Tengvall, Faculty of Pharmacy, University of Helsinki, Division of Pharmacology and Pharmacotherapy, Helsinki, Finland; Petteri Piepponen, Faculty of Pharmacy, University of Helsinki, Division of Pharmaceutical Biosciences, Helsinki, Finland; Marjo Yliperttula, Faculty of Pharmacy, University of Helsinki, Division of Pharmaceutical Biosciences, Helsinki, Finland; Hanna Kortejärvi, Faculty of Pharmacy, University of Helsinki, Helsinki, Finland
- 1415-1430 **8M2** **Using team-based consolidation exercises within a problem-based medical curriculum**
S. Bull, University of Exeter Medical School, Exeter, United Kingdom; H. R. Watson, University of Exeter Medical School, Exeter, United Kingdom; J. McGarrick, University of Exeter Medical School, Exeter, United Kingdom; F. Bostock, University of Exeter Medical School, Exeter, United Kingdom; N. H. Hopcroft*, University of Exeter Medical School, Exeter, United Kingdom
- 1430-1445 **8M3** **Designing a system for course evaluation feedback from students in a Team-based Learning and technology-enhanced environment**
Sandra Kemp*, Lee Kong Chian School of Medicine, Singapore; Naomi Low-Ber, Lee Kong Chian School of Medicine, Singapore

- 1445-1500 **8M4** **Flipped classroom (FC) learning experiences among healthcare students: A pilot study of FC instrument**
Amutha D. M. Navamoney*, International Medical University, IMU Center for Education (ICE), Kuala Lumpur, Malaysia; Yusup Hashim, Asia e-University, Faculty of Education, Kuala Lumpur, Malaysia
- 1500-1515 **8M5** **An exploration of the University of Bradford UK MPharm students' perceptions of Team-Based Learning**
N Hina, University of Bradford, School of Pharmacy, West Yorkshire, United Kingdom; T Arif, University of Bradford, School of Pharmacy, West Yorkshire, United Kingdom; S Hill, University of Bradford, School of Pharmacy, West Yorkshire, United Kingdom; Y Habeeb, University of Bradford, School of Pharmacy, West Yorkshire, United Kingdom; M Tahir, University of Bradford, School of Pharmacy, West Yorkshire, United Kingdom; S Armstrong, University of Bradford, School of Pharmacy, West Yorkshire, United Kingdom; Presenter: Beverley Lucas*, University of Bradford, School of Pharmacy, West Yorkshire, United Kingdom
- 1515-1530 **8M6** **Flipped classroom facilitates learning of practical skills**
Leila Niemi-Murola*, University of Helsinki, Department of Anaesthesiology and Intensive Care Medicine, Helsinki, Finland; Klaus T Olkkola, University of Helsinki, Department of Anaesthesiology and Intensive Care Medicine, Helsinki, Finland
- No discussion
- 1400-1530 **8N** **SHORT COMMUNICATIONS: Student as Teacher 1**
Chairperson: Jetro Tuulari (Finland)
Opening Discussant: Paul de Roos (Sweden)
Location: Amber 7, Level +2, MiCo
- 1400-1415 **8N1** **A case control educational intervention showing how peer-assisted learning (PAL) can improve medical students' exam results and provide an environment conducive for learning**
Jonathan A M King*, UCL, London, United Kingdom; Chrishan Gunasekera, UCL, London, United Kingdom; Oliver Cohen, UCL, London, United Kingdom; Tanjila Hakim, UCL, London, United Kingdom; Deirdre Wallace, UCL, London, United Kingdom; Alison Sturrock, UCL, London, United Kingdom
- 1415-1430 **8N2** **An investigation into student perceptions of peer learning as a learning method during a medical undergraduate course**
Ahmed Ezzat*, University of Aberdeen, Pathology, Aberdeen, United Kingdom; Shiran Gunasekera, University of Aberdeen, Anatomy, Aberdeen, United Kingdom; Peter Johnston, University of Aberdeen, Aberdeen, United Kingdom; Simon Parson, University of Aberdeen, Aberdeen, United Kingdom
- 1430-1445 **8N3** **Training Peer Tutors to Facilitate Online Team-Based Learning in Academic Study Skills**
Sharon Boyd*, University of Edinburgh, The Royal (Dick) School of Veterinary Studies, Edinburgh, United Kingdom; Jessie Paterson, University of Edinburgh, Edinburgh, United Kingdom
- 1445-1500 **8N4** **Peer teaching may promote personal development**
Carmen Teijeiro, Facultad de Ciencias Biomedicas. Universidad Austral, Medical Education, Pilar, Argentina; Malena Sayal, Facultad de Ciencias Biomedicas. Universidad Austral, Medical Education, Pilar, Argentina; Florencia Moore, Facultad de Ciencias Biomedicas. Universidad Austral, Medical Education, Pilar, Argentina; Soledad Campos*, Facultad de Ciencias Biomedicas. Universidad Austral, Medical Education, Pilar, Argentina; Angel Centeno, Facultad de Ciencias Biomedicas. Universidad Austral, Medical Education, Pilar, Argentina
- 1500-1515 **8N5** **A program on Peer Tutoring during junior years in medical and nursing school**
María José Frontera Vaca*, Universidad Austral, Facultad de Ciencias Biomedicas, Buenos Aires, Argentina; María Victoria Brunelli, Universidad Austral, Facultad de Ciencias Biomedicas, Buenos Aires, Argentina; Soledad Alvarez Campos, Universidad Austral, Facultad de Ciencias Biomedicas, Buenos Aires, Argentina; María del Carmen Teijeiro, Universidad Austral, Facultad de Ciencias Biomedicas, Buenos Aires, Argentina; Malena Sayal, Universidad Austral, Facultad de Ciencias Biomedicas, Buenos Aires, Argentina; Angel Centeno, Universidad Austral, Facultad de Ciencias Biomedicas, Buenos Aires, Argentina
- 1515-1530 Discussion
- 1400-1530 **8O** **SHORT COMMUNICATIONS: Student Self-Assessment / Self Efficacy**
Chairperson:
Opening Discussant:
Location: Amber 8, Level +2, MiCo
- 1400-1415 **8O1** **Students' performance data in the HIP ("How I Perform") feedback tool enable students' self-validation and study prediction**
Johann Arias*, RWTH Aachen, Medical Faculty, Deanery, Aachen, Germany; Stephan Erdtmann, RWTH Aachen, Medical Faculty, Deanery, Aachen, Germany; Sonja Finsterer, RWTH Aachen, Medical Faculty, Deanery, Aachen, Germany; Melanie Simon, RWTH Aachen, Medical Faculty, Deanery, Aachen, Germany

- 1415-1430 **802** **Diagnosing learning needs, conflict between participants and near-peers in a learning session for final year medical undergraduates**
Drew Maclean, Cardiff University School of Medicine/Aneurin Bevan University Health Board, General Surgery/Medical Education, Cardiff, United Kingdom; Rhys Thomas, Cardiff University School of Medicine/Aneurin Bevan University Health Board, General Surgery/Medical Education, Cardiff, United Kingdom; Charlotte Thomas, Cardiff University School of Medicine/Aneurin Bevan University Health Board, General Surgery, Cardiff, United Kingdom; Michael Stechman, Cardiff University School of Medicine, Institute of Medical Education, Cardiff, United Kingdom; Tamsin Boyce*, Cardiff University School of Medicine/Aneurin Bevan Health Board, Institute of Medical Education, Cardiff, United Kingdom
- 1430-1445 **803** **What do we (not) know? Assessing the ability of chief residents to predict their examination performance**
Janelle Rekman, University of Ottawa, Ottawa, Canada; Yvonne Ying*, University of Ottawa, Ottawa, Canada
- 1445-1500 **804** **Medical Students' Achievement, Self-Efficacy and the Relationship with Achievement**
Sevgi Turan*, Hacettepe University Faculty of Medicine, Department of Medical Education and Informatics, Ankara, Turkey; Anselme Derese, Ghent University Faculty of Medicine, Department of General Practice and Primary Health Care, Ghent, Belgium; Martin Valcke, Ghent University Faculty of Psychology and Educational Sciences, Department of Educational Studies, Ghent, Belgium
- 1500-1530 Discussion
- 1400-1530 **8P** **SHORT COMMUNICATIONS: Simulation 2**
Chairperson: Ronald Gottesman (Canada)
Opening Discussant:
Location: Theatre Room 13, Level 0, MiCo
- 1400-1415 **8P1** **Learning through teaching: Lessons learned from simulation**
Thomas Maniatis*, McGill University, Medicine, Montreal, Canada; NingZi Sun, McGill University, Medicine, Montreal, Canada; Yvonne Steinert, McGill University, Centre for Medical Education, Montreal, Canada
- 1415-1430 **8P2** **Thinking outside the box: Using online learning for simulation preparation in health professions education**
David Rojas*, Wilson Centre, University of Toronto, Toronto, Canada; Bill Kapralos, University of Ontario Institute of Technology, Oshawa, Canada; Adam Dubrowski, Memorial University of Newfoundland, Newfoundland, Canada
- 1430-1445 **8P3** **Competence Assessment of Transfer of Simulation Training to the Patient**
Triona Flavin*, Trinity College Dublin, Clinical Skills, Dublin, Ireland; Aileen Patterson, Trinity College Dublin, Clinical Medicine, Dublin, Ireland; Hennessy Martina, Trinity College Dublin, Clinical Medicine, Ireland
- 1445-1500 **8P4** **National Health Education and Training in Simulation (NHET-Sim): A national community of educators**
Debra Nestel*, Monash University, HealthPEER, Melbourne, Australia; Tracy Morrison, Victoria University, HealthPEER, Melbourne, Australia; Clare Byrne, Monash University, HealthPEER, Melbourne, Australia; Margaret Bearman, Monash University, HealthPEER, Melbourne, Australia
- 1500-1515 **8P5** **How to implement Simulation Based Medical Education in a new medical School**
Vanda Abi Raad*, Lebanese American University, Anesthesiology, Byblos, Lebanon
- 1515-1530 Discussion
- 1400-1530 **8Q** **CONFERENCE WORKSHOP: Training the Trainers to Support Doctors in Difficulty**
Liz Spencer*, NACT, Milton Keynes, United Kingdom; Alistair Thomson*, NACT, Milton Keynes, United Kingdom
Location: Workshop Room 1, Level 0, MiCo
- 1400-1530 **8R** **CONFERENCE WORKSHOP: Using mobile devices and technology to help develop competent, reflective professionals**
Luke Dawson*, The University of Liverpool, School of Dentistry, Liverpool, United Kingdom; Ben Mason*, The University of Liverpool, School of Dentistry, Liverpool, United Kingdom; Keith Kennedy*, The University of Liverpool, School of Dentistry, Liverpool, United Kingdom; Colin Lumsden*, The University of Manchester, Manchester Medical School, Greater Manchester, United Kingdom
Location: Workshop Room 2, Level 0, MiCo
- 1400-1530 **8S** **CONFERENCE WORKSHOP: Curriculum mapping – Where to begin?**
Carole Steketee*, The University of Notre Dame Australia, Medicine, Fremantle, Australia
Location: Workshop Room 3, Level 0, MiCo

- 1400-1530 **8T** **CONFERENCE WORKSHOP: Evidence-based facilitated feedback: Using the R2C2 model to enhance feedback acceptance and use**
 Karen Mann*, Dalhousie University, Division of Medical Education, Faculty of Medicine, Halifax, Canada; Jocelyn Lockyer*, University of Calgary, Continuing Medical Education and Professional Development, Faculty of Medicine, Calgary, Canada; Erik Driessen*, Maastricht University, Department of Educational Research and Development, Faculty of Health, Medicine and Life Sciences, Maastricht, Netherlands; Eric Holmboe*, Accreditation Council for the Graduate Medical Education, Milestone Development and Evaluation, Chicago, United States; Ivan Silver, University of Toronto, Department of Psychiatry, Faculty of Medicine, Toronto, Canada; Joan Sargeant, Dalhousie University, Continuing Professional Development, Faculty of Medicine, Halifax, Canada
 Location: Suite 9, Level Mezzanine, MiCo
- 1400-1530 **8U** **CONFERENCE WORKSHOP: Determining the OSCE examination length; Application of G theory**
 Kamran Khan*, Mafraq Hospital, Anaesthesia, Abu Dhabi, United Arab Emirates; Sankaranarayan Ramachandran, Northwest Deanery, Anaesthesia, London, United Kingdom; Alison Quinn*, Mafraq Hospital, Anaesthesia, Manchester, United Kingdom
 Location: Suite 8, Level Mezzanine, MiCo
- 1400-1530 **8V** **CONFERENCE WORKSHOP: Dealing with the challenge of meeting assessment needs of competent and underperforming students. Introducing a practical guide to sequential testing**
 Richard Fuller*, Leeds Institute of Medical Education, University of Leeds, Leeds, United Kingdom; Godfrey Pell*, Leeds Institute of Medical Education, University of Leeds, Leeds, United Kingdom; Matthew Homer*, Leeds Institute of Medical Education, University of Leeds, Leeds, United Kingdom
 Location: Suite 7, Level Mezzanine, MiCo
- 1400-1530 **8W** **CONFERENCE WORKSHOP: Generalism in medical education research: Diffusion of effort or a matter of scale?**
 Rachel Ellaway*, Northern Ontario School of Medicine, Family Medicine, Sudbury, Canada; Lisa Graves*, St Michaels Hospital, University of Toronto, Department of Family and Community Medicine, Toronto, Canada; Cynthia Whitehead*, University of Toronto, Family Medicine, Toronto, Canada
 Location: Suite 6, Level Mezzanine, MiCo
- 1400-1530 **8X** **CONFERENCE WORKSHOP: An introduction to graphic editing**
 Ken Masters*, Sultan Qaboos University, Muscat, Oman
 Location: Suite 4, Level +2, MiCo (**Note:** To participate, participants will need to bring a Windows-enabled laptop. They will download and install free, open-source software on their machines)
- 1400-1530 **8Y** **CONFERENCE WORKSHOP: Creating a Supportive Teaching Culture in Medical Schools**
 Debbie Jaarsma, AMC / Academic Medical Center, Amsterdam, Netherlands; Gerda Croiset*, VUMC / Free University, Amsterdam, Netherlands; Joost van den Berg*, AMC / Academic Medical Center, Amsterdam, Netherlands; Thea van Lankveld*, VUMC / Free University, Amsterdam, Netherlands; David Irby*, UC San Francisco, San Francisco, United States
 Location: Suite 3, Level +2, MiCo
- 1400-1530 **8Z** **CONFERENCE WORKSHOP: Entrustable Professional Activities in undergraduate medical education**
 Harm Peters*, Charité – Universitätsmedizin Berlin, Dieter Scheffner Centre for Medical Education, Berlin, Germany; Jan Breckwoldt*, University of Zürich, Deanery of Medicine, Zürich, Switzerland; H. Carrie Chen*, University of California, Department of Pediatrics, San Francisco, United States; Asja Maaz, Charité – Universitätsmedizin Berlin, Dieter Scheffner Centre for Medical Education, Berlin, Germany; Ylva Holzhausen, Charité – Universitätsmedizin Berlin, Dieter Scheffner Centre for Medical Education, Berlin, Germany; Olle ten Cate*, University Medical Centre Utrecht, Medical Education, Utrecht, Netherlands
 Location: Suite 2, Level +2, MiCo
- 1400-1530 **8AA** **CONFERENCE WORKSHOP: See One, Do One, Teach One Part 2 – continues from 7AA**
 Giovanni Ricevuti*, University of Pavia, Pavia, Italy; Rolando Del Maestro*, McGill University, Montreal, Canada; Alessandro Perrin Perrin*, Besta, Milan, Italy; John Kinner*, HEEoE, United Kingdom; Patrick Geoghean*, HEEoE, United Kingdom; Stefano Perlini*, University of Pavia, Pavia, Italy; Antonio Voza*, Humanitas Foundation Hospital, Rozzano, Italy
 Location: Suite 1, Level +2, MiCo
- 1400-1530 **8BB** **CONFERENCE WORKSHOP: Action Research: a qualitative research tool for improving practice in health care education**
 David William Wall, University of Dundee, Centre for Medical Education, Tayport, United Kingdom; Linda Kragelund*, University of Aarhus, Department for Education, Aarhus, Denmark; Helen Goodyear*, Health Education West Midlands, Postgraduate School of Paediatrics, Birmingham, United Kingdom; Taruna Bindal*, Alexandra Hospital, Department of Paediatrics, Redditch, United Kingdom
 Location: Suite 5, Level Mezzanine, MiCo

POSTERS: Assessment 5: Clinical

Chairperson: Olwyn Westwood (United Kingdom)

Location: South Hall, Level 0, MiCo

8CC1

Adding those dreadful assessments into mentoring: The usefulness of two tools

Fong-Ling Loy*, Tan Tock Seng Hospital, Physiotherapy, Singapore; Soak-Yee Lee, Tan Tock Seng Hospital, Physiotherapy, Singapore; Rachel TS Soh, Tan Tock Seng Hospital, Physiotherapy, Singapore

8CC2

Competence assessments successfully evaluate diverse Internationally Educated Nurses (IENs) for Canadian licensure examination eligibility

Debra Sibbald, Centre for Evaluation of Health Professionals Educated Abroad (CEHPEA), Toronto, Canada; Arthur Rothman, Centre for Evaluation of Health Professionals Educated Abroad (CEHPEA), Toronto, Canada; Tammie McParland, Centre for Evaluation of Health Professionals Educated Abroad (CEHPEA), Toronto, Canada; Heather Scott, Centre for Evaluation of Health Professionals Educated Abroad (CEHPEA), Toronto, Canada; Sten Ardal*, Centre for Evaluation of Health Professionals Educated Abroad (CEHPEA), Toronto, Canada; Murray Urowitz, Centre for Evaluation of Health Professionals Educated Abroad (CEHPEA), Toronto, Canada

8CC3

Short note of patient admission improves pediatrics examination scores

Nathachai Muangyod*, Lampang Hospital Medical Center, Pediatrics, Lampang, Thailand

8CC4

Is it necessary for occupational therapy students to use COPM for OSCE?

Takaji Suzuki*, International University of Health and Welfare, School of Nursing and Rehabilitation Sciences at Odawara, Odawara, Japan; Chicaco Inoue, Aichi Medical University, Graduate School of Medicine, Nagakute, Japan; Kanto Ikebuchi, International University of Health and Welfare, School of Nursing and Rehabilitation Sciences at Odawara, Odawara, Japan; Daisuke Hirano, International University of Health and Welfare, School of Nursing and Rehabilitation Sciences at Odawara, Odawara, Japan; Sayaka Iwakami, International University of Health and Welfare, School of Nursing and Rehabilitation Sciences at Odawara, Odawara, Japan; Natsuho Mimori, International University of Health and Welfare, School of Nursing and Rehabilitation Sciences at Odawara, Odawara, Japan

8CC5

Multi-dimension modality assessment of humanized empathic response in breaking bad news counseling during objective structured clinical examination (OSCE)

Yupin Prawai*, Buriram Medication Education Center, Muang Buriram, Thailand; Surasak Aumkaew, Buriram Medication Education Center, Muang Buriram, Thailand; Narin Chindavech, Buriram Medication Education Center, Muang Buriram, Thailand; Vithoon Ruangsuksriwong, Buriram Medication Education Center, Muang Buriram, Thailand; Apichart Ekakkatachit, Buriram Medication Education Center, Muang Buriram, Thailand; Walaiporn Ployted, Buriram Medication Education Center, Muang Buriram, Thailand

8CC6

In-vivo Clinical Skills Assessments, The Merits of Live vs. Video Benchmarking Materials for Assessor Alignment

Iana Gaia Martini*, Peninsula College of Medicine and Dentistry, Plymouth, United Kingdom; Andrew Kelly, Peninsula College of Medicine and Dentistry, Plymouth, United Kingdom; Anthony Davies, Peninsula College of Medicine and Dentistry, Plymouth, United Kingdom

8CC7

The Global Evaluation Form as a broad assessment tool of trainee performance

Khung Keong Yeo*, National Heart Centre Singapore, Cardiology, Singapore; Kurugulasigamoney Gunasegaran, National Heart Centre Singapore, Cardiology, Singapore

8CC8

Development and validation of instruments for evaluation of the person centered clinical care

Rosa Malena Delbone de Faria, Universidade José do Rosário Vellano (UNIFENAS)/ Universidade Federal de Minas Gerais (UFMG), Belo Horizonte, Brazil; Bruna Carvalho Costa*, Universidade José do Rosário Vellano (UNIFENAS), Propedêutica, Belo Horizonte, Brazil; Taciana de Figueiredo Soares, Universidade Federal de Minas Gerais, Belo Horizonte, Brazil

8CC9

Evaluation of a novel device for learning and assessing fundoscopy

Christopher Schulz*, Brighton and Sussex Medical School, Brighton, United Kingdom

8CC10

Sociolinguistic factors affecting performance in a simulated consulting skills assessment in UK Primary Care

Kamila Hawthorne*, Cardiff University, Institute of Medical Education, Cardiff, United Kingdom; Sarah Atkins, Nottingham University, Institute of Medical Education, Nottingham, United Kingdom; Celia Roberts, Kings College London, London, United Kingdom

8CC11

Validity of Clinical Part in Thai Internal Medicine Board Certifying Examination

Yingyong Chinthamit, Faculty of Medicine Siriraj Hospital, Mahidol University, Medicine, Bangkok, Thailand; Nitipatana Chierakul*, Faculty of Medicine Siriraj Hospital, Mahidol University, Medicine, Bangkok, Thailand

8CC12

Long case examination performance of the 6th year Khon Kaen University (KKU) medical students: Opportunity to improve students' outcome

Siraphop Suwannaroj*, Khon Kaen University, Department of Medicine, Khon Kaen, Thailand; Anupol Panitchote, Khon Kaen University, Department of Medicine, Khon Kaen, Thailand; Kanchana Chansung, Khon Kaen University, Department of Medicine, Khon Kaen, Thailand

POSTERS: Curriculum General

Chairperson:

Location: South Hall, Level 0, MiCo

- 8DD1 Developing a national core curriculum for diversity teaching and guidance on its delivery**
Nisha Dogra*, University of Leicester, Leicester, United Kingdom; Margot Turner, St George's Medical School, London, United Kingdom; Moira Kelly, Queen Mary University of London, London, United Kingdom; Angela Rowlands, Queen Mary University of London, London, United Kingdom
- 8DD2 Students' perception on several cultural factors within their interaction in tutorial: Are they connected?**
Hikma Nurokhmani*, FM UGM, Medical Education Department, Yogyakarta, Indonesia
- 8DD3 Applicability of western discourses of cross-cultural competences to the Asian medical education context: A study on a General Education course in a Taiwanese medical curriculum**
Peih-ying Lu*, Kaohsiung Medical University, School of Medicine, Kaohsiung, Taiwan
- 8DD4 Adapting Curriculum Governance to Accommodate Transformational Change Across Regional Campuses**
Oscar G Casiro*, University of British Columbia, Island Medical Program, Victoria, Canada; Geoffrey Payne, University of Northern British Columbia, Northern Medical Program, Prince George, Canada; Rebecca Raworth, University of Victoria, Island Medical Program, Victoria, Canada
- 8DD5 The different contribution of intra-curricular and extracurricular activities to the curriculum outcomes: Evidence from students' portfolios**
Weerawit Wateetip, Faculty of Medicine, Chulalongkorn University, Bangkok, Thailand; Weth Wateetip, Faculty of Medicine, Chulalongkorn University, Bangkok, Thailand; Saran Kirdsuwan*, Faculty of Medicine, Chulalongkorn University, Bangkok, Thailand; Danai Wangsaturaka, Faculty of Medicine, Chulalongkorn University, Pharmacology and Medical Education Unit, Bangkok, Thailand
- 8DD6 From extracurricular activity to curricular activity in 21st century education: "50 fo SCI" project**
Juntima Euathrongchit*, Faculty of Medicine, Chiang Mai University, Radiology, Chiangmai, Thailand; Ronnaphob Uaphanthasath, Faculty of Medicine, Chiangmai University, Family Medicine, Chiangmai, Thailand; Narong Maneeton, Faculty of Medicine, Chiangmai University, Psychiatry, Chiangmai, Thailand; Nitaya Chaiwong, Faculty of Medicine, Chiangmai University, Chiangmai, Thailand; Udom Chaithong, Faculty of Medicine, Chiang Mai University, Parasitology, Chiangmai, Thailand
- 8DD7 The hidden curriculum in clinical teacher development programs: A pilot study in Kaohsiung Medical University Hospital**
Yu-Chih Lin*, Kaohsiung Medical University Hospital, Kaohsiung Medical University, Center for Faculty Development and Division of General Internal Medicine, Kaohsiung, Taiwan; Cheng Yuan Wang, Kaohsiung Medical University Hospital, Kaohsiung Medical University, Division of General Internal Medicine, Kaohsiung, Taiwan; Yung Yun Chang, Kaohsiung Medical University Hospital, Kaohsiung Medical University, Division of General Internal Medicine, Kaohsiung, Taiwan
- 8DD8 Characterizing a Portuguese Medical School's 4th academic year's Hidden Curriculum**
Tiago Queirós, Faculty of Health Sciences, University of Beira Interior, Covilhã, Portugal; Leonor Leão, Faculty of Health Sciences, University of Beira Interior, Covilhã, Portugal; Isabel Neto, Faculty of Health Sciences, University of Beira Interior, Covilhã, Portugal; Presenter: Miguel Castelo-Branco*, Faculty of Health Sciences, University of Beira Interior, Covilhã, Portugal
- 8DD9 Hidden curriculum in action: Medical students' attitudes toward the use of containment measures prior to and after attending a five-week clinical course in psychiatry**
Tanja Svirskis*, University of Helsinki, Department of Psychiatry, Helsinki, Finland; Grigori Joffe, Helsinki University Central Hospital, Medical Education Department, Helsinki, Finland; Andrew Brittlebank, Northumberland Tyne and Wear NHS Foundation Trust, Department of Forensic Psychiatry, Newcastle, United Kingdom; Nina Lindberg, Kellokoski Hospital, Department of Psychiatry, Kellokoski, Finland
- 8DD10 Curriculum theory and medical student clinical placements in Residential Aged Care Facilities**
Jan Radford*, University of Tasmania, School of Medicine, Legana, Australia
- 8DD11 Medical Students from 2 Universities, Clinical Studying Together at the Same Institution; a Comparison Study of the Outcome**
Busakorn Taesiri*, Sappasitthiprasong Hospital, Pediatrics, Ubon Ratchathani, Thailand
- 8DD12 Sustaining Service User Participation in Radiotherapy Education**
Bev Ball*, University of Liverpool, Medical Imaging and Radiotherapy, Liverpool, United Kingdom; Cath Gordon, University of Liverpool, Medical Imaging and Radiotherapy, Liverpool, United Kingdom
- 8DD13 Reflective practice on the selection and organization of contents in Health Sciences**
Javiera Ortega*, University of Concepcion, Medical Education Department, Concepcion, Chile
- 8DD14 The rearrangement of timetable by topic difficulty in teaching Pediatrics**
Kachaporn Nimdet*, Suratthani Hospital, Pediatric, Suratthani, Thailand; Suwicha Saringkarnpoonperm, Suratthani Hospital, Pediatric, Suratthani, Thailand; Wuthichai Amorntiyangkoon, Suratthani Hospital, Pediatric, Suratthani, Thailand

8DD15 From simulation to reality, identifying the barriers
 Clare Whelan*, Trinity College Dublin, Clinical Skills, Dublin, Ireland; Matthew DiBartolomeo, Trinity College Dublin, Undergraduate School of Medicine, Dublin, Ireland; Matthew Smith, Trinity College Dublin, Undergraduate School of Medicine, Dublin, Ireland; Danielle James, Trinity College Dublin, Undergraduate School of Medicine, Dublin, Ireland

1400-1530

8EE POSTERS: Transition to Clinical Practice

Chairperson: James Stratford-Martin (United Kingdom)
 Location: South Hall, Level 0, MiCo

8EE1 Clinical case studies in the classroom: How to improve and adjust 3rd year students to the hospital

Leonor Carneiro Leão*, Faculty of Health Sciences, University of Beira Interior, Covilhã, Portugal; Maria Assunção Vaz-Patto, Faculty of Health Sciences, University of Beira Interior, Covilhã, Portugal

8EE2 Acting on information given – the use of SBAR during a phonecall on a simulated ward round

Fiona Crichton*, NHS Lothian, Directorate of Medical Education, Edinburgh, United Kingdom; James Tiernan, NHS Lothian, Directorate of Medical Education, Edinburgh, United Kingdom; Karima Medjoub, NHS Lothian, Directorate of Medical Education, Edinburgh, United Kingdom; Eoghan Millar, NHS Lothian, Directorate of Medical Education, Edinburgh, United Kingdom; Ian Stewart, NHS Lothian, Directorate of Medical Education, Edinburgh, United Kingdom; Simon Edgar, NHS Lothian, Directorate of Medical Education, Edinburgh, United Kingdom

8EE3 Preparation for job applications: How prepared are fourth year MBChB students?

Abdul Hassan*, University of Leicester, School of Medicine, Leicester, United Kingdom; Nader Hanna, Alexandra Hospital, General Surgery, Redditch, United Kingdom; Martin Ferguson, Mental Disability Advocacy Center, Advocacy, Budapest, Hungary; David Ferguson, University of Leicester, School of Medicine, Leicester, United Kingdom

8EE4 Preparing for practice: A pilot study for new doctors

Juveria Siddiqui*, North West London Hospitals NHS Trust, Medical Education, London, United Kingdom; Adela Brigid, North West London Hospitals NHS Trust, Medical Education, London, United Kingdom; Sarah-Jane Walton, North West London Hospitals NHS Trust, General Medicine, London, United Kingdom; Arif Khokhar, North West London Hospitals NHS Trust, Medical Education, London, United Kingdom; Anup Jethwa, North West London Hospitals NHS Trust, Medical Education, London, United Kingdom; Joan Pitkin, North West London Hospitals NHS Trust, Medical Education, London, United Kingdom

8EE5 ‘What I wish I’d known’, An online video induction tool for junior doctors by junior doctors

Louise Hartley*, NHS Lothian, Medical Education Directorate, Edinburgh, United Kingdom; Eoghan Millar, NHS Lothian, Medical Education Directorate, Edinburgh, United Kingdom; Simon Edgar, NHS Lothian, Medical Education Directorate, Edinburgh, United Kingdom; Sonia Joseph, NHS Lothian, Medical Education Directorate, Edinburgh, United Kingdom

8EE6 CMT SIM: A pilot study using simulation training to prepare core medical trainees (CMT) to take on the role of “the Medical Registrar”; trainee’s perspectives

Odiri Eneje*, Harefield Hospital, Royal Brompton and Harefield NHS Trust, Transplant Medicine, London, United Kingdom; Zubair Sarang, Harefield Hospital, Royal Brompton and Harefield NHS Trust, Transplant Medicine, London, United Kingdom; Charles Butcher, Harefield Hospital, Royal Brompton and Harefield NHS Trust, Cardiology, London, United Kingdom; Geraldine McVeigh, Harefield Hospital, Royal Brompton and Harefield NHS Trust, Medical Education, London, United Kingdom; Martin Carby, Harefield Hospital, Royal Brompton and Harefield NHS Trust, Transplant Medicine, London, United Kingdom

8EE7 CanMEDS in context: Engaging residents in a transition to residency program

Joan Binnendyk*, Western University, Postgraduate Medical Education, London, Canada; Don Farquhar, Western University, Learner Equity and Wellness, London, Canada; Chris Watling, Western University, Postgraduate Medical Education, London, Canada

8EE8 I-SPY book for new Foundation Year 1 Doctor’s Induction

Lowri Morgan*, Milton Keynes Hospital NHS Foundation Trust, Accident and Emergency, Milton Keynes, United Kingdom; Peter Thomas, Milton Keynes Hospital NHS Foundation Trust, Accident and Emergency, Milton Keynes, United Kingdom

8EE9 Medical Emergencies – What do we expect from our junior doctors?

Val McDowall*, University of Edinburgh, Centre for Medical Education, Edinburgh, United Kingdom; Janet Skinner, University of Edinburgh, Centre for Medical Education, Edinburgh, United Kingdom; Debbie Aitken, University of Edinburgh, Centre for Medical Education, Edinburgh, United Kingdom

8EE10 High quality educational experiences for clerkship rotations and medical student preparedness for residency

Lauren Bolster*, University of Alberta, Medicine, Edmonton, Canada; Carol Hodgson, University of Alberta, Medicine, Edmonton, Canada

8EE11 Comprehensive local prescribing induction can identify unsafe newly qualified doctors to allow appropriate allocation of teaching resources

Aamir Saifuddin*, Charing Cross Hospital, Oncology, London, United Kingdom; Kavitha Vimalasvaran, St. Thomas’ Hospital, Oncology, London, United Kingdom

8EE12 A junior doctors handbook: A useful learning tool....?

Rachel Beer*, Ashford and St Peter’s Hospital NHS Trust, Intensive Care Medicine, Chertsey, United Kingdom; Jayadeep Sandhu, Ashford and St Peter’s Hospital NHS Trust, Intensive Care Medicine, Chertsey, United Kingdom; Barry Sellick, Ashford and St Peter’s Hospital NHS Trust, Intensive Care Medicine, Chertsey, United Kingdom

8EE13 Teaching and Learning in Supervised Internship: Internship in Integrated Health
Maria Viviane Lisboa de Vasconcelos*, Universidade Federal de Alagoas, Faculdade de Medicina, Maceió, Brazil; Emanuelle Cavalcante Pimentel, Centro Universitário-CESMAC, Instituto de Ciências Biológicas e da Saúde, Maceió, Brazil; Renato Santos Rodarte, Universidade Federal de Alagoas, Faculdade de Medicina, Maceió, Brazil; Célia Maria Silva Pedrosa, Universidade Federal de Alagoas, Faculdade de Medicina, Maceió, Brazil

1400-1530

8FF POSTERS: The Student 2

Chairperson: Mette Krogh Christensen (Denmark)
Location: South Hall, Level 0, MiCo

8FF1 The Millennial Medical Students: A new generation, an old vocation

Ana Leticia Darcie*, Faculty of Medicine, University of Sao Paulo (FMUSP), Center for the Development of Medical Education (CEDEM), Sao Paulo, Brazil; Patricia Bellodi, Faculty of Medicine, University of Sao Paulo (FMUSP), Center for the Development of Medical Education (CEDEM), Sao Paulo, Brazil

8FF2 How Recognition of Prior Learning copes with academic success of medical students

Maria Amélia Ferreira*, Faculty of Medicine of the University of Porto, Department of Medical Education and Simulation, Porto, Portugal; Cristina Alves, Faculty of Medicine of the University of Porto, Department of Medical Education and Simulation, Porto, Portugal; Isabel Lourinho, Faculty of Medicine of the University of Porto, Department of Medical Education and Simulation, Porto, Portugal; Milton Severo, Faculty of Medicine of the University of Porto, Department of Medical Education and Simulation, Porto, Portugal

8FF3 The formation of self-identity of medical students: The use of qualitative method

Chiung-hsuan Chiu*, Taipei Medical University, Health Care Administration, Taipei, Taiwan; Chung-jen Wei, FuJen Catholic University, School of Public Health, New Taipei City, Taiwan

8FF4 Medical students' metaphoric talk about their professional identities: Superman, robots and baggage

Gabrielle M Finn*, Hull York Medical School, Centre for Education Development, York, United Kingdom; Rola Ajjawi, Dundee, Centre for Medical Education, Dundee, United Kingdom; Fred Hafferty, The Mayo Clinic, Professionalism and Ethics, Rochester, United States; Wojciech Pawlina, The Mayo Clinic, Anatomy, Rochester, United States

8FF5 Constructing and affirming professional identities: Exploring 'controversial' online posting by doctors and other health professionals

A. L. Da Silva*, Swansea University, College of Medicine, Swansea, United Kingdom; J. McKimm, Swansea University, College of Medicine, Swansea, United Kingdom

8FF6 An evaluation of mentoring program for female medical students

Jinyoung Hwang*, Seoul National University College of Medicine, Department of Medical Education, Seoul, Republic of South Korea; Seung-Hee Lee, Seoul National University College of Medicine, Department of Medical Education, Seoul, Republic of South Korea; Eun-Jeong Kim, Seoul National University College of Medicine, Department of Medical Education, Seoul, Republic of South Korea; Ju-Hee Jeong, Seoul National University College of Medicine, Department of Medical Education, Seoul, Republic of South Korea; Jwa-Seop Shin, Seoul National University College of Medicine, Department of Medical Education, Seoul, Republic of South Korea; Seong Ho Yoo, Seoul National University College of Medicine, Department of Forensic Medicine, Seoul, Republic of South Korea

8FF7 What makes informal mentoring effective in the medical field?

Heba Mohtady*, Zagazig University-Egypt & Maastricht University, The Netherlands; Medical Education and Microbiology Departments, Zagazig, Egypt; Karen Könings, Maastricht University, Medical Education & Microbiology Departments, Maastricht, Netherlands; Jeroen van Merriënboer, Maastricht University, Maastricht, Netherlands

8FF8 The Munich-Evaluation-of-Mentoring-Quality (MEMEQ)-questionnaire – A novel instrument for the differentiated evaluation of quality in mentoring relationships in medical education

Matthias Schaefer, Ludwig-Maximilians-University (LMU), Institute for Didactics and Educational Research in Medicine, Munich, Germany; Tanja Pander, Ludwig-Maximilians-University (LMU), Institute for Didactics and Educational Research in Medicine, Munich, Germany; Severin Pinilla, Ludwig-Maximilians-University (LMU), Institute for Didactics and Educational Research in Medicine; Department of Neurology, Munich University Hospital, Munich, Germany; Martin R. Fischer, Ludwig-Maximilians-University (LMU), Institute for Didactics and Educational Research in Medicine, Munich, Germany; Philip von der Borch, Ludwig-Maximilians-University (LMU), Institute for Didactics and Educational Research in Medicine, Munich, Germany; Konstantinos Dimitriadis*, Ludwig-Maximilians-University (LMU), Institute for Didactics and Educational Research in Medicine; Department of Neurology, Munich University Hospital, Munich, Germany

8FF9 A pilot study of the use of video-conferencing technology in medical student welfare meetings

Allison Booth, Undergraduate Medical Education, Central Manchester Foundation Trust, Manchester, United Kingdom; Jonathan Bedford*, University of Manchester, Manchester, United Kingdom; Alex Bonner, University of Manchester, Manchester, United Kingdom

8FF10 Standing out from the rest: How do wellness, engagement, and management of cognitive demands contribute to the success of our best students?

Nitsa Topale*, St. George's University, Educational Services, St. Georges, Grenada

8FF11 HRV study in Phuket 4th year medical students

Jessada Chungpaibulpatana*, Vachira Phuket Hospital, Phuket, Thailand; Tappana Sumpatanarax, Vachira Phuket Hospital, Psychiatric, Phuket, Thailand; Maytinee Konkaew, Vachira Phuket Hospital, Psychiatric, Phuket, Thailand

- 8FF12** **Which learning methods in the pathology pre-Clinical years provide the most perceived benefit for students moving up to the Clinical year?**
Tanin Titipungul*, Mahasarakham Hospital, Pathology, Mahasarakham, Thailand
- 8FF13** **Transformative Learning: Eclectic Approach and Life competencies of fourth-year medical students**
Panchat Promnurak*, Medical Education Center, Chiangrai Prachanukroh Hospital, Psychiatry, Chiangrai, Thailand
- 8FF14** **Predicting Academic achievement of medical students based on socio-demographic and psychological variables in different levels of medical education**
Ladan Fata*, Iran University of Medical Sciences, Education Development Center, Tehran, Iran; Fereshteh Mootabi, Shahid Beheshti University, Family Research Center, Tehran, Iran
- 8FF15** **Important non-cognitive traits of applicants in the selection process at Witten/Herdecke University: Results from the Multiple Mini Interview course**
Marzellus Hofmann*, Witten/Herdecke University, Faculty of Health, School of Medicine, Witten, Germany; Jörg Reißerweber, Witten/Herdecke University, Faculty of Health, School of Medicine, Witten, Germany; Patrick Schmilewski, Witten/Herdecke University, Faculty of Health, School of Medicine, Witten, Germany; Michaela Zupanic, Witten/Herdecke University, Faculty of Health, School of Medicine, Witten, Germany
- 1400-1530 **8GG** **POSTERS: Leadership**
Chairperson: Kent Stobart (Canada)
Location: South Hall, Level 0, MiCo
- 8GG1** **Widening Black and Minority Ethnic (BME) Participation in Healthcare Leadership and Management**
Faheem Ahmed, King's College London, School of Medicine, London, United Kingdom; Ibrahim Sherif, King's College London, School of Medicine, London, United Kingdom; Zainab Khan*, King's College London, School of Medicine, London, United Kingdom; Na'eem Ahmed, St Georges Hospital, School of Medicine, London, United Kingdom
- 8GG2** **The Relative Importance of Competency Skills to Physician's Assessments of Leaders**
Michael Williams*, Wales Behavioral Assessment, Quality, Lawrence, KS, United States; Phil Bryne, Children's Mercy Hospital, Faculty Development, Kansas City MO, United States; Betsy Williams, Professional Renewal Center/Rush University Medical Center, Behavioral Sciences, Lawrence, KS, United States
- 8GG3** **Trainee Perspectives On Teaching Clinical Commissioning**
J Arnott*, Canterbury Christchurch University, East Kent GP Deanery, Canterbury, United Kingdom; A Patel, Kent, Surrey and Sussex Deanery, General Practice Vocational Training Scheme, Canterbury, United Kingdom; A Rahim, Kent, Surrey and Sussex Deanery, General Practice Vocational Training Scheme, Canterbury, United Kingdom; E Ruff, Kent, Surrey and Sussex Deanery, General Practice Vocational Training Scheme, Canterbury, United Kingdom; R Xavier, Kent, Surrey and Sussex Deanery, General Practice Vocational Training Scheme, Canterbury, United Kingdom; S Pun, Kent, Surrey and Sussex Deanery, General Practice Vocational Training Scheme, Canterbury, United Kingdom
- 8GG4** **"Do You See What I See?": Using a Teamwork Evaluation Tool to Determine Differences in Perceptions of Team Performance in an Integrated Resuscitation Drill Exercise**
Francis Albert Lo*, Tan Tock Seng Hospital, General Medicine, Singapore; Ranjana Acharya, Tan Tock Seng Hospital, General Medicine, Singapore
- 8GG5** **Follow the Leader: A qualitative study of leadership via the chief resident**
Anne Drover*, Memorial University of Newfoundland, Pediatrics, St. John's, Canada
- 8GG6** **Fully eQuipped: A questionnaire based study of trainee knowledge of and attitudes towards quality improvement**
Rosalind A Jones*, London Deanery, London, United Kingdom; Roshan Zeirideen Zaid, London Deanery, London, United Kingdom; Stephen Quinn, London Deanery, London, United Kingdom
- 8GG7** **Taking forward leadership development for dentists**
Helen Falcon*, Health Education Thames Valley and Wessex, Dental School, Oxford, United Kingdom; Janine Brooks, Health Education Thames Valley and Wessex, Dental School, Oxford, United Kingdom; Laura Assassa, Health Education Thames Valley and Wessex, Dental School, Oxford, United Kingdom
- 1400-1530 **8HH** **POSTERS: Mobile Learning / Simulators / Virtual Patients**
Chairperson:
Location: South Hall, Level 0, MiCo
- 8HH1** **English version evidence-based-medicine interactive eBook learning effect in Taiwan**
Mao-Meng Tiao*, Kaohsiung Chang Gung Memorial Hospital and Chang Gung University College of Medicine, Pediatrics, Kaohsiung, Taiwan; Chih-Cheng Hsiao, Kaohsiung Chang Gung Memorial Hospital and Chang Gung University College of Medicine, Pediatrics, Kaohsiung, Taiwan

- 8HH2 A study to consider student opinion regarding the use of eBooks in undergraduate medical education**
Melanie Dowling*, Central Manchester Foundation Trust/ The University of Manchester, Surgery, Manchester, United Kingdom; Nick Smith, Central Manchester Foundation Trust/ The University of Manchester, Undergraduate Education, Manchester, United Kingdom; Elena Woods, North Manchester General Hospital, Postgraduate Department, Manchester, United Kingdom; Katrine Thorup, North Manchester General Hospital, Postgraduate Department, Manchester, United Kingdom; Mohammed Absar, Pennine Acute Trust, Breast Surgery, Manchester, United Kingdom
- 8HH3 Interactive multimedia ebook is more effective than a traditional PowerPoint for learning blood cell morphology**
Chih-Cheng Hsiao*, Kaohsiung Chang Gung Memorial Hospital, Pediatric Hematology and Oncology, Kaohsiung, Taiwan; Grace Wu, Hamastar Technology Co., LTD., Pediatric Hematology and Oncology, Kaohsiung, Taiwan
- 8HH4 Smartphone usage among Thai medical students in community-based medical education center**
Urawit Piyapromdee*, Maharat Nakhon Ratchasima Hospital, Nakhon Ratchasima, Thailand
- 8HH5 Are cardiovascular topics on Wikipedia a reliable learning resource for medical students?**
Samy Azer, King Saud University, Medical Education Department, Riyadh, Saudi Arabia; Nourah Al-Swaidan*, King Saud University, Medical Education, Riyadh, Saudi Arabia; Lama Al-Shwairikh, King Saud University, Medical Education, Riyadh, Saudi Arabia; Jumana Al-Shammari, King Saud University, Medical Education, Riyadh, Saudi Arabia
- 8HH6 Assessing the need for integration of mHealth technologies into the medical curriculum in the University of Helsinki**
Michaela Wilkman*, University of Helsinki, Faculty of Medicine, Helsinki, Finland; Natalia Bogdan, University of Helsinki, Faculty of Medicine, Helsinki, Finland; Mikko Lehtovirta, University of Helsinki, Faculty of Medicine, Helsinki, Finland; Anne Pitkäranta, University of Helsinki, Faculty of Medicine, Helsinki, Finland
- 8HH7 Experiences from the use of iPads in anatomy teaching**
Suvi Viranta-Kovanen*, University of Helsinki, Department of Biomedicine, Anatomy, Helsinki, Finland; Juha Laakkonen, University of Helsinki, Department of Veterinary Biosciences, Helsinki, Finland; Heikki Hervonen, University of Helsinki, Department of Biomedicine, Anatomy, Helsinki, Finland; Teemu Masalin, University of Helsinki, IT-services, Helsinki, Finland
- 8HH8 A virtual patient platform for summative assessment of IMGs**
Jean Rawling, Alberta International Medical Graduate Program, University of Calgary, Calgary, Canada; David Topps, University of Calgary, Calgary, Canada; Presenter: Shannon Murphy*, Alberta International Medical Graduate Program, University of Calgary, Calgary, Canada
- 8HH9 Utilization, acceptance and experiences of virtual patients/problems in veterinary basic sciences**
Christin Kleinsorgen*, University of Veterinary Medicine Hannover, Foundation, Competence Centre for e-Learning, Didactics and Educational Research in Veterinary Medicine, Hannover, Germany; Marta Kankofer, University of Life Sciences in Lublin, Department of Animal Biochemistry and Physiology, Faculty of Veterinary Medicine, Lublin, Poland; Tibor Bartha, Szent Istvan University of Veterinary Science in Budapest, Department of Physiology and Biochemistry, Budapest, Hungary; Maren von Köckritz-Blickwede, University of Veterinary Medicine Hannover, Foundation, Department of Physiological Chemistry, Hannover, Germany; Martin Adler, Instruct AG, Competence Centre for e-Learning, Didactics and Educational Research in Veterinary Medicine, Munich, Germany; Jan P. Ehlers, University of Veterinary Medicine Hannover, Foundation, Competence Centre for e-Learning, Didactics and Educational Research in Veterinary Medicine, Hannover, Germany
- 8HH10 Introduction of a virtual patient in a portfolio for undergraduate medical students**
Catalina Figueroa*, Pontificia Universidad Catolica de Chile, Santiago, Chile; Arnoldo Riquelme, Pontificia Universidad Catolica de Chile, Santiago, Chile; I Calvo, Pontificia Universidad Catolica de Chile, Santiago, Chile; C Gonzalez, Chile; D Sandoval, Chile
- 8HH11 Use of simulation in Canadian Internal Medicine Residency Programs**
Tasha Kulai*, Dalhousie University, Department of Medicine, Halifax, Canada; Alison Che, Dalhousie University, Department of Medicine, Halifax, Canada; Babar Haroon, Dalhousie University, Department of Medicine, Halifax, Canada
- 8HH12 Perceived value of simulation training amongst junior doctors and medical students**
Selina Jayant Chavda*, University College London Hospitals NHS Foundation Trust, Acute Medicine, London, United Kingdom; Rahul Kumar Mukherjee, Guy's and St Thomas' Hospital NHS Foundation Trust, Cardiology, London, United Kingdom
- 8HH13 Simulation: The need for more! A qualitative study into foundation year trainees' perspective of simulation training in the UK**
Zainab Sherazi*, Central Manchester NHS Foundation Trust, Postgraduate Education, Manchester, United Kingdom; Aine Keating, Central Manchester University Hospitals, NHS Foundation Trust, Postgraduate Education, Manchester, United Kingdom; Alan Grayson, Central Manchester University Hospitals, NHS Foundation Trust, Accident and Emergency, Manchester, United Kingdom
- 8HH14 Improving simulation teaching with technology**
Pia Lottonen*, University of Helsinki, Faculty of Medicine, Helsinki, Finland; Teemu Masalin, University of Helsinki, Faculty of Medicine, Helsinki, Finland

- 8II ELECTRONIC POSTERS (ePOSTERS): eLearning 3**
Chairperson: John Sandars (United Kingdom)
Location: Theatre Room 15, Level 0, MiCo
- 8II1 Correlation between smartphone overuse and quality of sleep on university students and medical graduate students**
Young Joon Ahn*, Chosun University, School of Medicine, Medical Education, Gwangju, Republic of South Korea
- 8II2 Blended learning with the use of mobile devices for medical students**
Mary Hyll, Karolinska Institutet, Dept. of Medicine, Infectious Diseases, Stockholm, Sweden; Robert Schvarcz*, Karolinska Institutet, Dept. of Medicine, Infectious Diseases, Stockholm, Sweden
- 8II3 Supporting teachers integrating mobile technologies in medical education**
Marja Silenti*, University of Helsinki, Faculty of Medicine, Helsinki, Finland; Teemu Masalin, University of Helsinki, Faculty of Medicine, Helsinki, Finland
- 8II4 Measuring the influence of mobile-learning in Shiraz University of Medical Sciences (S.U.M.S)**
Mohammad Amiri, Kazeron University of Medical Sciences, Shiraz, Iran; Zahra Amiri, Kazeron University of Medical Sciences, Shiraz, Iran; Zahra Abdi, High School of Medical Sciences, Shiraz, Iran; Presenter: Roghayah Alipour*, Tehran University of Medical Sciences, Tehran, Iran
- 8II5 The effectiveness of an online simulation curriculum for improving the capabilities of health literacy assessment among health professionals in Taiwan**
Li-Chun Chang*, Chang Gung University of Science and Technology, Nursing, Taoyuan, Taiwan
- 8II6 Mobile access to skillslab learning content: Developing an app for medical students and physicians**
M Samyn*, Ghent University, Faculty of Medicine and Health Sciences, Ghent, Belgium; A Derese, Ghent University, Faculty of Medicine and Health Sciences, Ghent, Belgium; J Reniers, Ghent University, Faculty of Medicine and Health Sciences, Ghent, Belgium
- 8II7 The impact of iPads on the pre-clinical students' lifestyle**
Tanat Lertussavavivat*, Faculty of Medicine, Chulalongkorn University, Bangkok, Thailand; Tatchanapong Chongcharoenyanon, Faculty of Medicine, Chulalongkorn University, Bangkok, Thailand; Kawee Voratarapong, Faculty of Medicine, Chulalongkorn University, Bangkok, Thailand; Win Kulvichit, Faculty of Medicine, Chulalongkorn University, Bangkok, Thailand; Ruangsak Lertkachonsuk, Faculty of Medicine, Chulalongkorn University, Bangkok, Thailand; Danai Wangsaturaka, Faculty of Medicine, Chulalongkorn University, Pharmacology and Medical Education Unit, Bangkok, Thailand
- 8II8 Researching mtechnology in medical education: Findings from the UK's biggest iPad implementation**
Lucie Byrne-Davis, University of Manchester, Manchester Medical School, Manchester, United Kingdom; Hilary Dexter, University of Manchester, Manchester Medical School, Manchester, United Kingdom; Jo Hart*, University of Manchester, Manchester Medical School, Manchester, United Kingdom; Jane Mooney, University of Manchester, Manchester Medical School, Manchester, United Kingdom; Tim Cappelli, University of Manchester, Manchester Medical School, Manchester, United Kingdom; Colin Lumsden, University of Manchester, Manchester Medical School, Manchester, United Kingdom
- 8II9 Tablet use in medical education**
Jan C. Becker*, Medical Faculty, University of Muenster, Institute of Medical Education, Muenster, Germany; Dennis Görlich, Medical Faculty, University of Muenster, Institute of Biostatistics and Clinical Research, Muenster, Germany; Oliver Obst, Medical Faculty, University of Muenster, Medical Branch Library, University & Regional Library, Muenster, Germany
- 8II10 Student expectations of using mobile devices in medical education**
Alexander Bonner*, Manchester Medical School, Manchester, United Kingdom; Lucie Byrne-Davis, Manchester Medical School, Manchester, United Kingdom
- 8II11 Facilitating workplace-based assessments at the bedside using mobile technologies**
Jane Mooney*, University of Manchester, Manchester Medical School, Manchester, United Kingdom; Tim Cappelli, University of Manchester, Manchester Medical School, Manchester, United Kingdom; Lucie Byrne-Davis, University of Manchester, Manchester Medical School, Manchester, United Kingdom; Colin Lumsden, University of Manchester, Manchester Medical School, Manchester, United Kingdom
- 8II12 Looking Through the Google Glasses – Step One of the Looking Glass Project**
Carolyn S. Glaubenslee*, A.T. Still University School of Osteopathic Medicine, Physiology, Mesa, Arizona, United States; Jay Crutchfield, A.T. Still University School of Osteopathic Medicine, Anatomy, Mesa, AZ, United States
- 8II13 "Scientific image and audiovisual communication in Medicine": An awarded innovative course designed to develop competences in medical photography, ICT skills and video production**
Maria Rosa Fenoll-Brunet*, Universitat Rovira i Virgili, Ciències Mèdiques Bàsiques. Unitat Histologia, Reus, Spain; Ramon Bultó, Universitat Rovira i Virgili, Reus, Spain; Antonio Dominguez, Universitat Rovira i Virgili, Reus, Spain; Isabel Dolz, Universitat Rovira i Virgili, Reus, Spain; Carmen Beltrán, Universitat Rovira i Virgili, Reus, Spain; Paula Romero, Universitat Rovira i Virgili, Reus, Spain
- 8II14 Students' experiences of online learning**
Berit Rostad*, Faculty of Medicine, Public Health and General Practice, Trondheim, Norway

ELECTRONIC POSTERS (ePOSTERS): Patient Safety

Chairperson:

Location: Theatre Room 16, Level 0, MiCo

8JJ1

How did we teach Patient safety?

Somkid Lertsinudom, Medical Education Center of Khon Kaen Hospital, Orthopedics, Khon Kaen, Thailand; Wanjak Pongsamakthai*, Medical Education Center of Khonkaen Hospital, Orthopedics, Khonkaen, Thailand

8JJ2

Implementation of the Francis Report recommendation 158 – asking University of Bristol Medical Undergraduates in psychiatry about quality of care and patient safety

Nicola Taylor, Avon & Wiltshire Mental Health Partnership NHS Trust, Department of Medical Education, Bristol, United Kingdom; Karl Scheeres*, Avon & Wiltshire Mental Health Partnership NHS Trust, Department of Medical Education, Bristol, United Kingdom; Dheeraj Rai, University of Bristol, Academic Unit of Psychiatry, Bristol, United Kingdom; Geoff Van der Linden, Avon & Wiltshire Mental Health Partnership NHS Trust, Department of Medical Education, Bristol, United Kingdom

8JJ3

Senior medical students' perception on the patient safety culture

Luciana Bernardon Ribeiro*, Universidade Nove de Julho, São Paulo, Brazil; Stefania Roman, Universidade Nove de Julho, São Paulo, Brazil; Carolina Marques Lopes, Universidade Nove de Julho, São Paulo, Brazil; Guilherme Costa e Silva, Universidade Nove de Julho, São Paulo, Brazil; Thiago de Oliveira Monaco, Universidade Nove de Julho, São Paulo, Brazil; Renata Mahfuz Daud Gallotti, Universidade Nove de Julho, São Paulo, Brazil

8JJ4

Medical Student Engagement to promote Standard Precaution

Harutaya Kasyanan*, Buddhachinaraj Medical Education Center, Medicine, Srithamatripidok Phitsanulok, Thailand; Naritchaya Phattana, Buddhachinaraj Medical Education Center, Srithamatripidok Phitsanulok, Thailand; Orawan Chaiyamahapurk, Buddhachinaraj Medical Education Center, Medicine, Srithamatripidok Phitsanulok, Thailand

8JJ5

Increasing patient safety by using simulation to teach non-technical skills to medical students

Simon Wydall*, Croydon University Hospital, London, United Kingdom; Clare Donovan, Croydon University Hospital, London, United Kingdom; Alexandra Cobb, Croydon University Hospital, London, United Kingdom; Jonathan Abrams, Croydon University Hospital, London, United Kingdom; Catherine Zhang, Croydon University Hospital, London, United Kingdom; Alysha Shetye, Croydon University Hospital, London, United Kingdom

8JJ6

The study of work-related diseases and hazards of the central sterile services department (CSSD) in a community hospital by 4th year medical students

Narongchai Muangjuntuk*, The Medical Education Center of Maharat Nakhonratchasima Hospital, Nakhonratchasima, Thailand; Sawitree Visanuyothin, The Medical Education Center of Maharat Nakhonratchasima Hospital, Social Medicine Department, Nakhonratchasima, Thailand; Napak Duangjumphol, The Medical Education Center of Maharat Nakhonratchasima Hospital, Occupational Medicine Department, Nakhonratchasima, Thailand

8JJ7

Teaching based upon Knowles' adult learning principles is effective at improving clinical note-keeping in medical undergraduates

Drew Maclean, Royal Gwent Hospital, Aneurin Bevan University Health Board, Dept of Surgery, Newport, United Kingdom; Rhys Thomas, Royal Gwent Hospital, Aneurin Bevan University Health Board, Dept of Surgery, Newport, United Kingdom; Tamsin Boyce, Cardiff University School of Medicine, Institute of Medical Education, Cardiff University, Cardiff, United Kingdom; Michael Stechman*, Cardiff University School of Medicine, Institute of Medical Education, Cardiff University, Cardiff, United Kingdom

8JJ8

Innovating medical handover training

Susanne Druener, University Hospital, Training Center AIXTRA, Aachen, Germany; Lina Stieger, University Hospital, Training Center AIXTRA, Aachen, Germany; Carola Orrego, Avedis Donabedian Institute, Center for Learning Sciences and Technologies, Barcelona, Spain; Hendrik Drachsler, Open University of The Netherlands, School of Medicine, Heerlen, Netherlands; Helen Hynes, University College, Department of Surgical Intensive Care Medicine, Cork, Ireland; Saša Sopka, University Hospital, Anaesthesiology, Aachen, Germany; Presenter: Hanna Schroder*, Uniklinik RWTH Aachen, Aachen, Germany

8JJ9

Utilising Trainee Doctors in Improving Clinical Safety

A B Patel, East Kent Hospitals University Foundation Trust, Medicine, Ashford, United Kingdom; D Abraham, East Kent Hospitals University Foundation Trust, Medicine, Ashford, United Kingdom; S Mahgoub*, East Kent Hospitals University Foundation Trust, Medicine, Ashford, United Kingdom; L Ryan, East Kent Hospitals University Foundation Trust, Obstetrics and Gynaecology, Margate, United Kingdom; S Kassam, East Kent Hospitals University Foundation Trust, Child Health, Margate, United Kingdom; P Newens, East Kent Hospitals University Foundation Trust, Medicine, Margate, United Kingdom

8JJ10

Meningitis in children: Are junior doctors prepared?

Sheena Sheth*, Royal Free Hospital NHS Trust, Paediatrics, London, United Kingdom; Rahul Chodhari, Royal Free Hospital NHS Trust, Paediatrics, London, United Kingdom

8JJ11

Experiences of medical errors – a comparative study on younger and experienced doctors working in primary health care

M.K. Nevalainen*, University of Helsinki, Department of General Practice Primary Health Care, Helsinki, Finland; L. Kuikka, University of Helsinki, Department of General Practice Primary Health Care, Helsinki, Finland; K.H. Pitkälä, University of Helsinki, Department of General Practice Primary Health Care, Helsinki, Finland

8JJ12

Anaesthetist attitudes towards introduction of checklists for emergency procedures

S N Phillips*, St George's Hospital, Anaesthesia, London, United Kingdom; V Ferrier, St George's Hospital, Anaesthesia, London, United Kingdom; M Kigozi, St George's Hospital, Anaesthesia, London, United Kingdom

8JJ13 Study of Interns' and residents' attitudes toward medical errors, Kerman, Iran, 2013
Habibeh Ahmadipour*, Kerman University of Medical Sciences, Community Medicine, Kerman, Iran; Nahid Mortazavi, Kerman University of Medical Sciences, Kerman, Iran

8JJ14 How do professionals learn about Medical Error?
D Ella*, St George's, University of London, Paediatrics, London, United Kingdom; S Vaughan, St George's, University of London, Paediatrics, London, United Kingdom; H Baynes, Hillingdon NHS Trust, London, Paediatrics, London, United Kingdom; T Bate, Hillingdon NHS Trust, London, Paediatrics, London, United Kingdom; J Round, St George's, University of London, Paediatrics, London, United Kingdom

1400-1730  **BEME Board Meeting (closed meeting)**

Location: Meeting Room 2, Level +2, MiCo

1530-1600 **COFFEE BREAK (viewing of exhibits and posters)**

Location: South Hall, Level 0, MiCo

SESSION 9: Simultaneous Sessions

1600-1730 **9A SYMPOSIUM: The Value, Place and Effectiveness of Research in the Undergraduate/ Postgraduate Curriculum** 

Davinder Sandhu, Dario Torre, Anthony Artino, Jonathan Sandy, Eric Holmboe, representing AMEE Postgraduate Committee and AMEE Research Committee

Location: Gold Plenary, Level +2, MiCo

1600-1730 **9B SYMPOSIUM: The Science of Learning and Change in Continuing Professional Development** 

Jann Balmer, GAME- Global Alliance for CME/University of Virginia School of Medicine, USA; Jonas Nordquist, Karolinska Institutet, Stockholm, Sweden; Don Moore (Vanderbilt School of Medicine, Nashville, USA; Robert Galbraith, Past President, Global Alliance for Medical Education, USA; Maureen Doyle-Scharff, Pfizer Inc, New York, USA

Location: Auditorium, Level +3, MiCo



1600-1730 **9C SYMPOSIUM: XII Iberoamerican Session – “Priorities, Decision Making and Commitments in Medical Education” A Leadership Discussion**

Moderators: Pablo Pulido, PAFAMS; Emmanuel Cassimatis ECFMG (FAIMER), United States; John Prescott, AAMC, United States

Panel: Jadete Barbosa Lampert, Brazil; Ricardo León, Mexico; Arcadi Gual, Spain; John Norcini, FAIMER/Global, United States

Location: Brown 3, Level +2, MiCo

1600-1730 **9D RESEARCH PAPERS: Validity**

Chairperson: Andre de Champlain (Canada)

Location: Brown 2, Level +2, MiCo

1600-1615 **9D1 Post-Graduate Adolescent Interviewing Skills: A Reflection of the Sustainability of Structured Formal Undergraduate Training**

Genna Bourget*, University College Dublin, Dublin, Ireland; Nadim Joukhadar, Dalhousie University, Halifax, Canada; Sarah Manos, Dalhousie University, Halifax, Canada; Karen Mann, Dalhousie University, Halifax, Canada; Kim Blake, Dalhousie University, Halifax, Canada

1615-1630 **9D2 Checking the checklist: A comparison of case-specific checklists developed by different expert panels**

Agatha M. Hettinga*, Radboud University Medical Center, Nijmegen, Netherlands; Cornelis T. Postma, Radboud University Medical Center, Nijmegen, Netherlands

1630-1645 **9D3 Validation of an Instrument for Measuring the Quality of Teamwork in Teaching Teams (Team Q)**

Irene A. Slootweg*, University of Maastricht/Academic Medical Centre, Department of Educational Development and Research/Professional Performance Research Group, Maastricht/Amsterdam, Netherlands; Kiki Lombarts, Academic Medical Center, Professional Performance Research Group, Amsterdam, Netherlands; Benjamin Boerebach, Academic Medical Centre, Professional Performance Center, Amsterdam, Netherlands; Albert Scherpbier, University of Maastricht, Faculty of Health, Medicine and Life Sciences, Maastricht, Netherlands; Cees Vleuten, van der, University of Maastricht, Department of Educational Development and Research, Maastricht, Netherlands

1645-1700 **9D4 Validity: One word with a plurality of meanings**

Christina St-Onge*, Université de Sherbrooke, University of British Columbia, Sherbrooke, Canada; Meredith Young, McGill University, Montreal, Canada; Kevin Eva, University of Toronto, Vancouver, Canada; Brian Hodges, Université de Sherbrooke, Toronto, Canada

1700-1715	9D5	Junior doctor intercultural clinical communication: Lessons for transition to practice medical education Robyn Woodward-Kron*, University of Melbourne, Melbourne Medical School, Melbourne, Australia; Hashrul Nizam, Goulburn Valley Health, Melbourne Medical School, Shepparton, Australia; Jonathon Au, Goulburn Valley Health, Shepparton, Australia
1715-1730	Discussion	
1600-1730	9E	AMEE FRINGE 2 Chairperson: Rachel Ellaway (Canada) Location: Brown 1, Level +2, MiCo
1600-1620	9E1	Snapshot of Learner and Simulated Patient (SP) Perceptions, Rewards, and Benefits in Interprofessional Telemedicine Simulation Training Temple West, Eastern Virginia Medical School, Center for Simulation and Immersive Learning, Norfolk, United States; Alba Woolard, Eastern Virginia Medical School, Center for Simulation and Immersive Learning, Norfolk, United States; Presenrter: Mary Loraine Lyman*, Eastern Virginia Medical School, Center for Simulation and Immersive Learning, Norfolk, United States
1620-1640	9E2	“Yes, and” Your Way to Collaboration: A Technique for Enhancing Feedback Alba Woolard*, Eastern Virginia Medical School, Sentara Center for Simulation and Immersive Learning, Norfolk, Virginia, United States; Amelia Wallace, Eastern Virginia Medical School, Sentara Center for Simulation and Immersive Learning, Norfolk, Virginia, United States
1640-1700	9E3	It takes a village – cultivating collaboration between faculty observers and standardized/ simulated patients in feedback Mary Rubino*, Eastern Virginia Medical School, Department of Family and Community Medicine, Norfolk, VA, United States; Amelia Wallace, Eastern Virginia Medical School, Sentara Center for Simulation and Immersive Learning, Norfolk, VA, United States
1700-1720	9E4	Inside information, a different look into the larynx A Hadfield, University Hospital of Wales, Department of Anaesthesia, Intensive Care and Pain Medicine, Cardiff, United Kingdom; J Hall, Cardiff University, School of Art and Design, Cardiff, United Kingdom; T Wilkinson, Cardiff University, Department of Anaesthesia, Intensive Care and Pain Medicine, Cardiff, United Kingdom; C Glynn, Cardiff Metropolitan University, Department of Anaesthesia, Intensive Care and Pain Medicine, Cardiff, United Kingdom; C Diaz-Navarro*, University Hospital of Wales, Cardiff, United Kingdom
1720-1730	Discussion	
1600-1730	9F	SHORT COMMUNICATIONS: The CANMEDS Competencies Chairperson: Susan Glover Takahasi (Canada) Location: Theatre Room 11, Level 0, MiCo
1600-1615	9F1	CanMEDS 2015 Project: An Overview of New and Emerging Concepts Elaine Van Melle*, Royal College of Physicians and Surgeons of Canada, Ottawa, Canada
1615-1630	9F2	Longitudinal monitoring in residency programs Isabelle Savard*, Université Laval, Vice décanat à la pédagogie et au développement professionnel continu, Québec, Canada
1630-1645	9F3	Self-assessment, regulator of the development of the Scholarship competency of medical students Jean-François Montreuil*, Université Laval, Vice-Décanat aux études de premier cycle, Québec, Canada; Lucie Rochefort, Université Laval, Direction de programme du doctorat en médecine, Québec, Canada; Jean-Sébastien Renaud, Université Laval, Évaluation, Québec, Canada
1645-1700	9F4	IMCE: Using virtual patients for integrated teaching of CanMEDS competencies Jenny Yujing Wang*, University of Toronto, Internal Medicine, Toronto, Canada; Samira Jeimy, University of Toronto, Internal Medicine, Toronto, Canada; Marko Balan, University of Toronto, Family Medicine, Toronto, Canada; Jeff Wachsmuth, University of Toronto, Internal Medicine, Toronto, Canada; Michael Li, University of Toronto, Internal Medicine, Toronto, Canada; Lisa Richardson, University of Toronto, Toronto, Canada
1700-1715	9F5	Implementing a successful competency-based medical education (CBME) reform at the Université de Montréal (UdeM) Andree Boucher*, Faculty of Medicine, Université de Montréal, Centre de Pédagogie Appliquée aux Sciences de la Santé (CPASS), Montreal, Canada; Nathalie Caire Fon, Faculty of Medicine, Université de Montréal, Centre de Pédagogie Appliquée aux Sciences de la Santé (CPASS), Montreal, Canada; Carole Lambert, Faculty of Medicine, Université de Montréal, Centre de Pédagogie Appliquée aux Sciences de la Santé (CPASS), Montreal, Canada; Eric Drouin, Faculty of Medicine, Université de Montréal, Centre de Pédagogie Appliquée aux Sciences de la Santé (CPASS), Montreal, Canada; Serge Dube, Faculty of Medicine, Université de Montréal, Centre de Pédagogie Appliquée aux Sciences de la Santé (CPASS), Montreal, Canada; Louis-Georges Ste-Marie, Faculty of Medicine, Université de Montréal, - Montreal, Canada

- 1715-1730 **9F6** **Common practice situations can become triggers for teaching in the CanMEDS Intrinsic Roles**
Deepak Dath*, McMaster University, Surgery, Hamilton, Canada; Nicholas Afagh, McMaster University, Surgery, Hamilton, Canada; Stephen Kelly, McMaster University, Surgery, Hamilton, Canada; Michael Marcaccio, McMaster University, Surgery, Hamilton, Canada; Brad Petrisor, McMaster University, Surgery, Hamilton, Canada
- No discussion
- 1600-1730 **9G** **SHORT COMMUNICATIONS: Written Assessment**
Chairperson:
Location: Theatre Room 12, Level 0, MiCo
- 1600-1615 **9G1** **Changing assessment practice: Making quality visible as an impetus to change**
Francois Cilliers*, University of Cape Town, Education Development Unit, Cape Town, South Africa
- 1615-1630 **9G2** **Determining required test time**
Herman E. Popeijus*, Maastricht University, Educational Development & Research, Faculty of Health, Medicine and Life Sciences, Maastricht, Netherlands; Joost Dijkstra, Maastricht University, Educational Development & Research, Faculty of Health, Medicine and Life Sciences, Maastricht, Netherlands
- 1630-1645 **9G3** **Review of items with low difficulty index in the Swiss federal licencing examination (FLE) of human medicine: Why tough items are tough**
Bernard Cerutti*, Faculty of Medicine, UDREM, Geneva, Switzerland; Elisabeth Van Gessel, Faculty of Medicine, Inter-professional Simulation Centre, Geneva, Switzerland; Nu Vu, Faculty of Medicine, UDREM, Geneva, Switzerland
- 1645-1700 **9G4** **How to use item analysis to improve teaching, learning and assessment in medical school**
Siew Kim Kwa*, International Medical University Malaysia, Family Medicine, Kuala Lumpur, Malaysia; Chin Hoong Wong, International Medical University Malaysia, Family Medicine, Kuala Lumpur, Malaysia; Sharmini Gangadaran, International Medical University Malaysia, Academic Services, Kuala Lumpur, Malaysia; Siang Tong Kew, International Medical University Malaysia, Dean Medical School, Kuala Lumpur, Malaysia
- 1700-1715 **9G5** **The case for retiring the open-ended format in written summative assessment in clinical medicine**
Richard J Hift*, University of KwaZulu-Natal, School of Clinical Medicine, Durban, South Africa
- 1715-1730 **9G6** **National Electronic Assessment is possible, affordable and valid**
Michael Begg*, University of Edinburgh, Learning Technology Section, Edinburgh, United Kingdom; Matt Hammond, University of Edinburgh, Learning Technology Section, Edinburgh, United Kingdom; Simon Maxwell, University of Edinburgh, Clinical Pharmacology, Edinburgh, United Kingdom
- No discussion
- 1600-1730 **9H** **SHORT COMMUNICATIONS: Feedback 2**
Chairperson: Ming-Ka Chan (Canada)
Location: Amber 1, Level +2, MiCo
- 1600-1615 **9H1** **The effect of reflection and assessor feedback on the confidence of medical students to perform an endotracheal intubation**
Ina Treadwell*, University of Limpopo (Medunsa Campus), Skills Centre, Pretoria, South Africa
- 1615-1630 **9H2** **The value of adding students' self-assessment to online faculty feedback on their perception of the usefulness of this feedback**
Ann Deketelaere, Catholic University of Leuven, Unit Teaching and Learning Support, Faculty of Medicine, Leuven, Belgium; Annick Dermine, Catholic University of Leuven, Unit Teaching and Learning Support, Faculty of Medicine, Leuven, Belgium; Katrien Bosselaers, Catholic University of Leuven, Unit Teaching and Learning Support, Faculty of Medicine, Leuven, Belgium; Bernard Himpens, Catholic University of Leuven, Faculty of Medicine, Leuven, Belgium; Isabel Gheysen*, Catholic University of Leuven, Unit Teaching and Learning Support, Faculty of Medicine, Leuven, Belgium
- 1630-1645 **9H3** **Practice does not always make perfect: Negative thoughts degrade performance in novice medical trainees learning suturing techniques**
Kinga L. Eliaz*, McMaster University; University of Toronto; The Hospital for Sick Children, Kinesiology; The Wilson Centre; The Learning Institute, Toronto, Canada; Aaron D.C. Knox, University of British Columbia; University of Toronto; The Hospital for Sick Children, Division of Plastic & Reconstructive Surgery; The Wilson Centre; The Learning Institute, Toronto, Canada; Faizal A. Haji, University of Western Ontario; University of Toronto; The Hospital for Sick Children, Division of Neurosurgery; The Wilson Centre; The Learning Institute, Toronto, Canada; Adam Dubrowski, Memorial University of Newfoundland, Disciplines of Emergency Medicine and Pediatrics, St. John's, Canada; David Rojas, University of Toronto; The Hospital for Sick Children, The Wilson Centre; The Learning Institute, Toronto, Canada; James Lyons, McMaster University, Kinesiology, Hamilton, Canada
- 1645-1700 **9H4** **Thematic analysis of clinical teachers' experiences of feedback: What factors make it easier, or more difficult, to give feedback?**
Janet Riddle*, University of Illinois Chicago College of Medicine, Medical Education, Chicago, United States; Angela Blood, Rush University Medical College, Medical Education, Chicago, United States

- 1700-1715 **9H5** **Development of a verbal feedback quality assessment instrument for health professionals in the workplace**
Christina E. Johnson*, Monash University, HealthPEER, Faculty of Medicine Nursing and Health Science, Melbourne, Australia; Jennifer L. Keating, Monash University, Allied Health, Faculty of Medicine Nursing and Health Science, Melbourne, Australia; Elizabeth K. Molloy, Monash University, HealthPEER, Faculty of Medicine Nursing and Health Science, Melbourne, Australia
- 1715-1730 **9H6** **Researching feedback dialogue using interactional analysis**
Rola Ajjawi*, University of Dundee, Centre for Medical Education, Dundee, United Kingdom; Karen Barton, University of Dundee, Centre for Medical Education, Dundee, United Kingdom; David Boud, University of Technology Sydney, Centre for Medical Education, Sydney, Australia
- No discussion
- 1600-1730 **9I** **SHORT COMMUNICATIONS: Staff / Faculty Development 2**
Chairperson: Volkhard Fischer (Germany)
Opening Discussant: Lisa MacInnes (United Kingdom)
Location: Amber 2, Level +2, MiCo
- 1600-1615 **9I1** **A masters' programme in medical education as a strategy for implementing scholarship of teaching and learning**
Charlotte Silén*, Karolinska Institutet, Learning, Informatics, Management and Ethics, Stockholm, Sweden; Klara Bolander Laksov, Karolinska Institutet, Learning, Informatics, Management and Ethics, Stockholm, Sweden; Lena Engqvist Boman, Karolinska Institutet, Learning, Informatics, Management and Ethics, Stockholm, Sweden; Janet Mattsson, Karolinska Institutet, Learning, Informatics, Management and Ethics, Stockholm, Sweden
- 1615-1630 **9I2** **The Centre of Medical Education at the University of Genoa, Italy: Activities and impact**
Antonella Lotti*, University of Genoa, Genoa, Italy
- 1630-1645 **9I3** **A Teaching Logbook for the Development of Doctors as Medical Educators**
Xinyi Du*, North East Thames Foundation School, London, United Kingdom; Muhammad Kebreya, North East Thames Foundation School, London, United Kingdom; Sreekanth Sakthibalan, North East Thames Foundation School, London, United Kingdom; Frances Hiscock, North East Thames Foundation School, London, United Kingdom
- 1645-1700 **9I4** **Factors which augment or hamper medical teachers' 'Transfer of Learning' of teaching skill at workplace**
Rahila Yasmeeen*, Riphah International University, Riphah Academy of Research and Education, Islamabad, Pakistan; Albert Scherpbier, Maastricht University, School of Health Professions Education, Maastricht, Netherlands; Willem De Grave, Maastricht University, School of Health Professions Education, Maastricht, Netherlands; Reids A Bates, Louisiana State University, School of Human Resource Education & Workforce Development, Louisiana, United States
- 1700-1715 **9I5** **The motivational factors for participation in the course "Art of medical education": A qualitative study**
Mladenka Vrcic Kegljevic*, Croatian Association for Medical Education, Zagreb, Croatia; Martina Lovric-Bencic, Croatian Association for Medical Education, Zagreb, Croatia; Tomo Luetic, Croatian Association for Medical Education, Zagreb, Croatia; Darko Anticevic, Croatian Association for Medical Education, Zagreb, Croatia
- 1715-1730 Discussion
- 1600-1730 **9J** **SHORT COMMUNICATIONS: Communication Skills**
Chairperson: Benjamin Blatt (United States)
Opening Discussant: Subha Ramani (United States)
Location: Amber 3, Level +2, MiCo
- 1600-1615 **9J1** **Learning authentic Clinical Communication: An educational initiative based in the clinical workplace**
Jo Brown*, St George's, University of London, Centre for Medical and Healthcare Education, London, United Kingdom; Jo Dearnaley, St George's, University of London, Centre for Medical and Healthcare Education, London, United Kingdom; Karen Lobb-Rosinni, St George's, University of London, Centre for Medical and Healthcare Education, London, United Kingdom
- 1615-1630 **9J2** **Empathy, Self-Disclosure, and Boundary Turbulence with Advanced Cancer Patients**
Susan H McDaniel*, University of Rochester, Psychiatry & Family Medicine, Rochester, New York, United States; Shmuel Reis, Bar Ilan University Faculty of Medicine in the Galilee, Faculty Development, Safed, Israel; Diane S Morse, University of Rochester, Psychiatry and Medicine, Rochester, New York, United States; Elizabeth A. Edwardsen, University of Rochester, Emergency Medicine, Rochester, New York, United States; Cleveland G. Shields, Purdue University, Marriage & Family Therapy, West Lafayette, Indiana, United States; Jennifer J. Griggs, University of Michigan, Internal Medicine, Hematology & Oncology, Ann Arbor, Michigan, United States

- 1630-1645 **9J3** **A Matter of Attitude – analysis of reported changes in student attitude towards clinical communication pre and post curriculum intervention. A novel report from a new curriculum in Pharmacy**
Jonathan Ward*, The University of Birmingham, Primary Care Clinical Sciences, Birmingham, United Kingdom; Anthony Cox, The University of Birmingham, Pharmacy, Pharmacology and Therapeutics Section, Birmingham, United Kingdom; Christine Hirsch, The University of Birmingham, Pharmacy, Pharmacology and Therapeutics Section, Birmingham, United Kingdom
- 1645-1700 **9J4** **Challenges in the communication between doctor and patient with different ethnic backgrounds: A realist review**
Emma Paternotte*, Sint Lucas Andreas Hospital, Amsterdam, Netherlands; Sandra van Dulmen, Sint Lucas Andreas Hospital, Amsterdam, Netherlands; Nadine van der Lee, Netherlands; Albert Scherpbier, Netherlands; Fedde Scheele, Netherlands
- 1700-1730 Discussion
- 1600-1730 **9K** **SHORT COMMUNICATIONS: Empathy**
Chairperson: Peter Mc Coll (Chile)
Opening Discussant: Chris Skinner (Australia)
Location: Amber 4, Level +2, MiCo
- 1600-1615 **9K1** **How students learn empathy: The adventure and exploration in empathy-promoting activities**
Gin-Hong Lee*, Fu-Jen Catholic University, Department of Clinical Psychology, New Taipei City, Taiwan; Ping-Keung Yip, Fu-Jen Catholic University, College of Medicine, New Taipei City, Taiwan; Ming-Teh Lin, Fu-Jen Catholic University, Department of Clinical Psychology, New Taipei City, Taiwan
- 1615-1630 **9K2** **A multi-institutional study on empathy and personality**
Patrício Costa, University of Minho, School of Health Sciences, Braga, Portugal; Raquel Alves, University of Minho, School of Economics and Management, Braga, Portugal; Isabel Neto, University of Beira Interior, Faculty of Health Sciences, Covilhã, Portugal; Pedro Marvão, University of Algarve, Department of Biomedical Sciences and Medicine, Faro, Portugal; Miguel Portela, University of Minho, School of Economics and Management, Braga, Portugal; Manuel João Costa*, University of Minho, School of Health Sciences, Braga, Portugal
- 1630-1645 **9K3** **Self assessed empathy and stress in medical students. A pilot study at University of Witten / Herdecke**
Gudrun Roling*, Private University of Witten / Herdecke, Faculty of Health, Institute for Integrative Medicine, Integrated Curriculum for Anthroposophic Medicine (ICURAM), Witten, Germany; Myriam Valk Draad, Private University of Witten / Herdecke, Faculty of Health, Institute for Integrative Medicine, Integrated Curriculum for Anthroposophic Medicine (ICURAM), Witten, Germany; Gabriele Lutz, Private University of Witten / Herdecke, Faculty of Health, Institute for Integrative Medicine, Integrated Curriculum for Anthroposophic Medicine (ICURAM), Witten, Germany; Diethard Tauschel, Private University of Witten / Herdecke, Faculty of Health, Institute for Integrative Medicine, Integrated Curriculum for Anthroposophic Medicine (ICURAM), Witten, Germany; Friedrich Edelhäuser, Private University of Witten / Herdecke, Faculty of Health, Institute for Integrative Medicine, Integrated Curriculum for Anthroposophic Medicine (ICURAM), Witten, Germany; Christian Scheffer, Private University of Witten / Herdecke, Faculty of Health, Institute for Integrative Medicine, Integrated Curriculum for Anthroposophic Medicine (ICURAM), Witten, Germany
- 1645-1700 **9K4** **Don't tell me, show me: Promoting empathy and facilitating consistent learning in psychiatry**
S Choi*, University of Southampton, Medical Education, Southampton, United Kingdom; N Martin, University of Southampton, Psychiatry, Southampton, United Kingdom; S Harwood, Southern Health NHS FT, Psychiatry, Southampton, United Kingdom; J Rowden, Southern Health NHS FT, Psychiatry, Southampton, United Kingdom; P Hopper, Southern Health NHS FT, Psychiatry, Southampton, United Kingdom
- 1700-1730 Discussion
- 1600-1730 **9L** **SHORT COMMUNICATIONS: Leadership**
Chairperson: Susan Loeff (Canada)
Location: Amber 5, Level +2, MiCo
- 1600-1615 **9L1** **Development and Delivery of a Physician Management & Leadership Program (PMLP) in Newfoundland and Labrador (NL), Canada**
Sharon Peters*, Memorial University, Faculty of Medicine, St. John's, Canada; Victor Maddalena, Memorial University, Faculty of Medicine, St. John's, Canada; Lisa Fleet, Memorial University, Faculty of Medicine, St. John's, Canada; Fran Kirby, Memorial University, Faculty of Medicine, St. John's, Canada
- 1615-1630 **9L2** **Do residents receive feedback on leadership competencies? A framework analysis**
MA van der Wal*, University Medical Center Groningen (UMCG), Center for Innovation and Research in Medical Education (CIOMO), Groningen, Netherlands; N Renting, University Medical Center Groningen (UMCG), Groningen, Netherlands; JCC Borleffs, University Medical Center Groningen (UMCG), Groningen, Netherlands; F Scheele, Sint Lucas Andreas Hospital, Amsterdam, Netherlands; J Cohen-Schotanus, University Medical Center Groningen (UMCG), Groningen, Netherlands
- 1630-1645 **9L3** **Developing the role of leader in residents: Wonder & Improve**
Elizabeth van Rensen, UMC Utrecht, Quality and Patient Safety, Utrecht, Netherlands; Judith Voogt, UMC Utrecht, Internal Medicine and Dermatology, Utrecht, Netherlands; Olle ten Cate, UMC Utrecht, Center for Research and Development of Education, Utrecht, Netherlands; Mirko Noordegraaf, Utrecht School of Governance, Public Management, Utrecht, Netherlands; Margriet Schneider*, UMC Utrecht, Internal Medicine and Dermatology, Utrecht, Netherlands

- 1645-1700 **9L4** **Developing a National Leadership Programme for Directors of Nursing and Midwifery in Ireland, a co-design approach**
Tina Joyce*, Royal College of Surgeons in Ireland, Institute of Leadership, Dublin, Ireland; Theresa Keane, Royal College of Surgeons in Ireland, Institute of Leadership, Dublin, Ireland; Mary MacMahon, Health Services Executive, Office of the Nursing and Midwifery Services Director, National Leadership & Innovation Centre, Dublin, Ireland; Steve Pitman, Royal College of Surgeons in Ireland, Institute of Leadership, Dublin, Ireland; Geraldine Shaw, Health Services Executive, Office of the Nursing and Midwifery Services Director, National Leadership & Innovation Centre, Dublin, Ireland; Michael Shannon, Health Services Executive, Office of the Nursing and Midwifery Services Director, National Leadership & Innovation Centre, Dublin, Ireland
- 1700-1715 **9L5** **More text box than tick box: An analysis of a narrative leadership feedback tool**
Susan Kennedy*, East Kent Hospitals University NHS Foundation Trust, Medical Education Directorate, Margate, United Kingdom; Rags Subramaniam, East Kent Hospitals University NHS Foundation Trust, Medical Education Directorate, Margate, United Kingdom
- 1715-1730 **9L6** **Leadership in crisis situations: Merging the interdisciplinary silos**
Hugo Paquin*, McGill University, Department of Pediatrics, Montreal, Canada; Ilana Bank, McGill University, Department of Pediatric Emergency Medicine, Montreal, Canada; Lily Nguyen, McGill University, Department of Otolaryngology, Montreal, Canada; Rachel Fisher, McGill University, Department of Anesthesiology, Montreal, Canada; Meredith Young, McGill University, Department of Family Medicine, Centre for Medical Education, Montreal, Canada; Peter Nugus, McGill University, Department of Family Medicine, Centre for Medical Education, Montreal, Canada
- No discussion
- 1600-1730 **9M** **SHORT COMMUNICATIONS: Curriculum Subjects 2**
Chairperson: Eugene Custers (Netherlands)
Location: Amber 6, Level +2, MiCo
- 1600-1615 **9M1** **Dealing with the challenges to medical student learning of evidence-based medicine: A qualitative study**
Lauren Maggio*, Stanford University, Stanford, United States; Th. J. ten Cate, Stanford University, Stanford, United States; H. Carrie Chen; Nancy Tannery; David Irby; Bridget O'Brien
- 1615-1630 **9M2** **Problem-based learning and evidence-based medicine**
Meng-Chih Lee*, Taichung Hospital/Chung Shan Medical University, Department of Family Medicine/Institute of Medicine, Taichung, Taiwan
- 1630-1645 **9M3** **Evaluating an innovative quality improvement initiative undertaken by final year medical students**
Bridget Kool*, University of Auckland, Epidemiology and Biostatistics, Auckland, New Zealand; Michelle Wise, University of Auckland, Department of Obstetrics and Gynaecology, Auckland, New Zealand; Sue Wells, University of Auckland, Epidemiology and Biostatistics, Auckland, New Zealand; Lynn Sadler, University of Auckland, Epidemiology and Biostatistics, Auckland, New Zealand; Faith Mahony, University of Auckland, Health Systems, Auckland, New Zealand; Gillian Robb, University of Auckland, Epidemiology and Biostatistics, Auckland, New Zealand
- 1645-1700 **9M4** **Why is Gender Medicine a Must in Medical Training?**
Margarethe Hochleitner*, Innsbruck Medical University, Women's Health Centre, Innsbruck, Austria
- 1700-1715 **9M5** **Perceived effects of a mind-body training program on physicians: Exploratory study**
Josee Lachance*, Université de Sherbrooke, Faculty of Education, Sherbrooke, Canada; Pierre Paillé, Université de Sherbrooke, Faculty of Education, Sherbrooke, Canada; Jean-Francois Desbiens, Université de Sherbrooke, Faculty of Education, Sherbrooke, Canada; Marianne Xhignesse, Université de Sherbrooke, Faculty of Medicine and Health Sciences, Sherbrooke, Canada
- 1715-1730 **9M6** **Health promotion / prevention program: Outlining a competency-based teaching programme**
Edison Tizzot*, Universidade Federal do Paraná, Obstetrics and Gynecology, Curitiba, Brazil; Maria Helena Senger, Faculdade de Ciências Médicas e da Saúde de Sorocaba, Clinics, Sorocaba, Brazil
- No discussion
- 1600-1730 **9N** **SHORT COMMUNICATIONS: Student Characteristics**
Chairperson: Maria de Jesus Ortiz Gonzalez (Mexico)
Location: Amber 7, Level +2, MiCo
- 1600-1615 **9N1** **Are academic achievement, age, gender and year of study related to Emotional Intelligence in undergraduate medical students?**
Naghma Naeem*, Batterjee Medical College, Department of Medical Education, Jeddah, Saudi Arabia
- 1615-1630 **9N2** **Emotional intelligence development in 1st year allied health professional students**
Stuart Mackay*, University of Liverpool, Medical Imaging and Radiotherapy, Liverpool, United Kingdom; JP McNulty, University College Dublin, Radiography, Dublin, Ireland; S Lewis, University of Sydney, Radiography, Sydney, Australia; S Lane, University of Liverpool, Statistics, Liverpool, United Kingdom; P White, Hong Kong Polytechnic University, Radiography, Hong Kong

- 1630-1645 **9N3** **The influence of motivation on learning and academic performance of medical students: A review of the literature**
R A Kusurkar*, VUmc School of Medical Sciences Amsterdam, Institute for Education and Training, Research in Education, Amsterdam, Netherlands; A Wouters, VUmc School of Medical Sciences Amsterdam, Institute for Education and Training, Research in Education, Amsterdam, Netherlands; G Croiset, VUmc School of Medical Sciences Amsterdam, Institute for Education and Training, Research in Education, Amsterdam, Netherlands
- 1645-1700 **9N4** **Exploring fortigenesis in medical students**
Shaista Saib*, University of Kwa-Zulu Natal, School of Clinical Medicine, Durban, South Africa; Veena S Singaram, University of Kwa-Zulu Natal, School of Clinical Medicine, Durban, South Africa
- 1700-1715 **9N5** **I am resilient and have a good quality of life! Resilience and quality of life in Medical School**
Patricia Tempski*, School of Medicine of University of São Paulo, Department of Medicine and Center for Development of Medical Education, São Paulo, Brazil; Itamar Santos, School of Medicine of University of São Paulo, Department of Medicine and Center for Development of Medical Education, São Paulo, Brazil; Silmar Gannan, School of Medicine of University of São Paulo, Department of Medicine and Center for Development of Medical Education, São Paulo, Brazil; Sylvia Enns, School of Medicine of University of São Paulo, Department of Medicine and Center for Development of Medical Education, São Paulo, Brazil; Paulo Silveira, School of Medicine of University of São Paulo, Department of Medicine and Center for Development of Medical Education, São Paulo, Brazil; Milton Martins, School of Medicine of University of São Paulo, Department of Medicine and Center for Development of Medical Education, São Paulo, Brazil
- 1715-1730 **9N6** **Do personalities of medical students differ across institutions?**
Isabel Neto*, University of Beira Interior, Faculty of Health Sciences, Covilhã, Portugal; Pedro Marvão, University of Algarve, Department of Biomedical Sciences and Medicine, Faro, Portugal; Miguel Castelo Branco, University of Beira Interior, Faculty of Health Sciences, Covilhã, Portugal; José Ponte, University of Algarve, Department of Biomedical Sciences and Medicine, Faro, Portugal; Patrício Costa, University of Minho, School of Health Sciences, Braga, Portugal; Manuel João Costa, University of Minho, School of Health Sciences, Braga, Portugal
- No discussion
- 1600-1730 **9O** **PHD REPORTS: PhD Reports 3**
Chairperson:
Location: Amber 8, Level +2, MiCo
- 1600-1618 **9O1** **Clinical Supervision in Acute Care Environments: Closer Can Be Better (For Both Patients and Trainees)**
Dominique Piquette*, Sunnybrook Health Sciences Centre, Critical Care, Toronto, Canada; Vicki LeBlanc, University of Toronto, Wilson Centre, Toronto, Canada
- 1618-1636 **9O2** **Developing a socio-constructivist, community of inquiry-based conceptualisation of critical thinking and applying this to investigate critical thinking in problem-based learning tutorials**
Susan Jamieson*, University of Glasgow, School of Medicine, Glasgow, United Kingdom
- 1636-1654 **9O3** **Factors influencing development of professionalism in doctors: Insights from established practitioner narratives**
Kirsty Foster*, University of Sydney, Sydney Medical School Northern, Sydney, Australia
- 1654-1712 **9O4** **The cultural complexity of problem-based learning across the world**
Janneke Frambach*, Maastricht University, Department of Educational Development and Research, Maastricht, Netherlands
- 1712-1730 **9O5** **Assessment of virtual patient design in undergraduate medical education: A qualitative and quantitative study of participation, interaction, and learning**
James Bateman*, Warwick Medical School, Education Development and Research Team, Coventry, United Kingdom; Maggie Allen, University Hospital Coventry and Warwickshire NHS Trust, Department of Medical Education, Coventry, United Kingdom; David Davies, Warwick Medical School, Education Development and Research Team, Coventry, United Kingdom
- No discussion
- 1600-1730 **9P** **SHORT COMMUNICATIONS: Simulation 3**
Chairperson: Kevin Stirling (United Kingdom)
Opening Discussant: Peter Dieckmann (Denmark)
Location: Theatre Room 13, Level 0, MiCo
- 1600-1615 **9P1** **The Simulated Patient Methodology as a Research Tool – a reflection on the RECEPTS (Receptionist rECognition and rEferral of Patients with Stroke) study**
Ruth Mellor, University of Birmingham, Health & Population Sciences, Birmingham, United Kingdom; Elizabeth Bates, University of Birmingham, Health & Population Sciences, Birmingham, United Kingdom; Janet Jones, University of Birmingham, Health & Population Sciences, Birmingham, United Kingdom; James Sheppard, University of Birmingham, Health & Population Sciences, Birmingham, United Kingdom; Satinder Singh, University of Birmingham, Health & Population Sciences, Birmingham, United Kingdom; George Bouliotis, University of Birmingham, Health & Population Sciences, Birmingham, United Kingdom; Presenter: Connie Wiskin*, University of Birmingham, Health & Population Sciences, Birmingham, United Kingdom

- 1615-1630 **9P2** **Identifying and Correcting Communication Failures using Artificial Neural Networks: Designing a Computerized Tool for an Advanced Simulation Centre**
Annamaria Bagnasco*, University of Genoa, Department of Health Sciences, Genoa, Italy; Anna Siri, University of Genoa, School of Medical and Pharmaceutical Sciences, Genoa, Italy; Loredana Sasso, University of Genoa, Department of Health Sciences, Genoa, Italy
- 1630-1645 **9P3** **Cognitive load in virtual reality simulation compared to traditional dissection skills training of mastoidectomy**
Steven A. W. Andersen*, Rigshospitalet, Dept. of Otorhinolaryngology, Copenhagen, Denmark; Peter Trier Mikkelsen, The Alexandra Institute, Dept. of Otorhinolaryngology, Aarhus, Denmark; Per Cayé-Thomasen, Rigshospitalet, Dept. of Otorhinolaryngology, Copenhagen, Denmark; Lars Konge, Centre for Clinical Education, Centre for HR, The Capital Region of Denmark, Dept. of Otorhinolaryngology, Copenhagen, Denmark; Mads Sølvsten Sørensen, Rigshospitalet, Copenhagen, Denmark
- 1645-1700 **9P4** **Developing innovative local manikin for undergraduate clinical skills training: Intravenous insertion manikin attached to simulated patients**
Doni Widyandana*, Faculty of Medicine Gadjah Mada University, Skills Laboratory, Yogyakarta, Indonesia; Bambang Djarwoto, Faculty of Medicine Gadjah Mada University, Skills Laboratory, Yogyakarta, Indonesia
- 1700-1715 **9P5** **Practice What You Preach: Motivating Change**
Amelia Wallace, Eastern Virginia Medical School, Center for Simulation and Immersive Learning, Norfolk Virginia, United States; Mary Rubino, Eastern Virginia Medical School, Family and Community Medicine, Norfolk Virginia, United States; Presenter: Temple West*, Eastern Virginia Medical School, Center for Simulation and Immersive Learning, Norfolk Virginia, United States
- 1715-1730 Discussion
- 1600-1730 **9Q** **CONFERENCE WORKSHOP: How to introduce Team Based Learning into a lecture-based course**
Georgina Morris*, Imperial College London, London Office of the Lee Kong Chian School of Medicine, London, United Kingdom; Naomi Low-Beer, Lee Kong Chian School of Medicine, London Office of the Lee Kong Chian School of Medicine, Singapore; James Stratford-Martin*, Imperial College London, London Office of the Lee Kong Chian School of Medicine, London, United Kingdom
Location: Workshop Room 1, Level 0, MiCo
- 0830-1015 **9R** **CONFERENCE WORKSHOP: Entrustment decision-making**
Olle ten Cate*, University Medical Center Utrecht, Center for Research and Development of Education, Utrecht, Netherlands; Ankel Felix*, University of Minnesota, Center for Research and Development of Teaching, United States; Eric Holmboe*, Accreditation Council for Graduate Medical Education, United States; Linda Snell*, McGill University / Royal College of Physicians and Surgeons of Canada, Canada; Claire Touchie*, University of Ottawa, Canada
Location: Workshop Room 2, Level 0, MiCo
- 1600-1730 **9S** **CONFERENCE WORKSHOP: Young medical educators' workshop: Fostering your career in medical education**
Monica van de Ridder*, Albert Schweitzer hospital, Department of Education, Dordrecht, Netherlands; Soren Huwendiek*, University of Bern, Institute of Medical Education, Department of Assessment and Evaluation, Bern, Switzerland; Stewart Mennin*, Mennin Consulting & Associates, Department of Education, Albuquerque, Brazil
Location: Workshop Room 3, Level 0, MiCo
- 1600-1730 **9U** **CONFERENCE WORKSHOP: Curriculum transformation in the ePBLnet project: Is modernisation by 'repurposing' from another curriculum, worth the effort? What is the best way to do it?**
Terry Poulton*, St George's University of London, Institute of Education, London, United Kingdom; Panos Bamidis*, Aristotle University of Thessaloniki, Lab of Medical Informatics, Thessaloniki, Greece; Sergo Tabagari*, David Tvildiani Medical University, AIETI Medical School, Tbilisi, Georgia; Andrey Loboda*, Sumy State University, The Faculty of Medicine, Sumy, Ukraine; Gulmira Derbissalina*, Astana State University, Astana, Kazakhstan; Nana Shavlakadze*, Kutaisi State University, Kutaisi, Georgia
Location: Suite 8, Level Mezzanine, MiCo
- 1600-1730 **9V** **CONFERENCE WORKSHOP: A practical, friendly but powerful way to promote collaboration through movies and role-playing**
Juan-Jose Beunza*, Universidad Europea (Laureate International Universities), Clinical Sciences, Madrid, Spain; Hugh Barr, CAIPE (Centre for the Advancement of Interprofessional Education), School of Biomedical Sciences, London, United Kingdom; Elena Gazapo, Universidad Europea (Laureate International Universities), Clinical Sciences, Madrid, Spain
Location: Suite 7, Level Mezzanine, MiCo
- 1600-1730 **9W** **AMEE-ESME COURSE: Research Essential Skills in Medical Education (RESME) Course**
Location: Suite 6, Level Mezzanine, MiCo

- 1600-1730 **9X** **CONFERENCE WORKSHOP: Teaching Problem Oriented Approach (POA) in the era of an Electronic Medical Record (EMR)**
Jacob Urkin*, Faculty of Health Sciences, Ben-Gurion University, Center for Medical Education, Beer-Sheva, Israel; Carmi Margolis, Faculty of Health Sciences, Ben-Gurion University, Center for Medical Education, Beer-Sheva, Israel; Emanuel Sikuler, Faculty of Health Sciences, Ben-Gurion University, Center for Medical Education, Beer-Sheva, Israel; Shlomi Codish, Clalit Health Services, Medical Informatics, Tel-Aviv, Israel
Location: Suite 4, Level +2, MiCo
- 1600-1730 **9Y** **CONFERENCE WORKSHOP: What to do about learning climate?**
Marcelo Garcia Dieguez*, Universidad Nacional del Sur, Health Science, Bahia Blanca, Argentina; Larry Grupen*, University of Michigan, Medical Education, Ann Arbor, United States; Eduardo Durante*, Instituto Universitario del Hospital Italiano, Family Medicine, Buenos Aires, Argentina; Win May*, University of Southern California, Clinical Skills Education and Evaluation Center, Los Angeles, United States; Alejandro Cragno*, Universidad Nacional del Sur, Health Science, Bahia Blanca, Argentina
Location: Suite 3, Level +2, MiCo
- 1600-1730 **9Z** **CONFERENCE WORKSHOP: Sensible Care: A creative workshop on stress and self-care for health sciences educators and students**
Alida G Herbst*, North-West University, Potchefstroom campus, School of Psycho-social Behavioural Sciences, Potchefstroom, South Africa; Cornelia M Drenth*, Hospice Palliative Care Association of South Africa, Research, Pretoria, South Africa
Location: Suite 2, Level +2, MiCo
- 1600-1730 **9AA** **CONFERENCE WORKSHOP: MedEdWorld 2: How you can keep up-to-date in the rapidly advancing field of medical education: MedEdWorld as a valuable tool**
Ricky Shek*, Catherine Kennedy*, AMEE, Dundee, United Kingdom; Ken Masters*, Medical Education & Informatics Unit, College of Medicine & Health Sciences, Sultan Qaboos University, Sultanate of Oman
Location: Suite 1, Level +2, MiCo
- 1600-1730 **9BB** ** AMEE-ESME COURSE: Essential Skills in Medical Education Assessment (ESMEA) Course**
Location: Suite 5, Level Mezzanine, MiCo
- 1600-1730 **9CC** **POSTERS: Professionalism**
Chairperson: Amnuayporn Apiraksakorn (United Kingdom)
Location: South Hall, Level 0, MiCo
- 9CC1** **It takes more than knowledge: Professionalism and communication skills**
Majka Woods, University of Minnesota Medical School, Office of Medical Education, Minneapolis, United States; Kathleen Watson*, University of Minnesota Medical School, Office of Medical Education, Minneapolis, United States
- 9CC2** **A Unique "White Coat Ceremony" for Cultivating Professionalism in Medical Students, Prior to Commencing Clinical Training in Japan**
Michito Hirakata*, Keio University School of Medicine, Medical Education Center, Tokyo, Japan; Toshiaki Monkawa, Keio University School of Medicine, Medical Education Center, Tokyo, Japan; Rika Nakajima, Keio University School of Medicine, Medical Education Center, Tokyo, Japan; Noriko Okuyama, Keio University School of Medicine, Department of Orthopedics, Tokyo, Japan; James Thomas, Keio University School of Medicine, Medical Education Center, Tokyo, Japan; Keisuke Kouyama, Keio University School of Medicine, Clinical Research Center, Tokyo, Japan
- 9CC3** **Code of Conduct: How students describe it during clinic practice**
Laura Cominetti*, Nursing Degree Course, Turin University, Turin, Italy; Luigi Cirio, Nursing Degree Course, Turin University, Turin, Italy; Barbara Chiapusso, The Nursing Association of Turin, Turin, Italy; Ines Monino, Nursing Degree Course, Turin University, Turin, Italy; Maria Valentina Mussa, Nursing Degree Course, Turin University, Turin, Italy; Valerio Dimonte, Nursing Degree Course, Turin University, Turin, Italy
- 9CC4** **Medical trainees' views on educational climate of medical professionalism: A comparison between clerkship and internship**
Jer Chia Tsai*, Kaohsiung Medical University Hospital, Kaohsiung Medical University, Department of Internal Medicine, College of Medicine, Kaohsiung, Taiwan; Jo-Chu Yen, Kaohsiung Medical University Hospital, Department of Clinical Education and Training, Kaohsiung, Taiwan; Yung-Yun Chang, Kaohsiung Medical University Hospital, Department of Internal Medicine, Department of Clinical Education and Training, Kaohsiung, Taiwan; Yen-Ko Lin, Kaohsiung Medical University Hospital, Kaohsiung Medical University, Department of Medical Humanity and Education, College of Medicine, Kaohsiung, Taiwan; Shang-Jyh Hwang, Kaohsiung Medical University Hospital, Kaohsiung Medical University, Department of Internal Medicine, College of Medicine, Kaohsiung, Taiwan; Jeng-Hsien Yen, Kaohsiung Medical University Hospital, Kaohsiung Medical University, Department of Internal Medicine, College of Medicine, Kaohsiung, Taiwan
- 9CC5** **Walking the path towards professionalism education**
Juliana Sa*, Faculty of Health Sciences University of Beira Interior, Covilha, Portugal; Isabel Neto, Faculty of Health Sciences University of Beira Interior, Covilha, Portugal
- 9CC6** **The Respectful Minds: The Important Core of Medical Professionalism**
Songkiat Udornpompattana*, Buddhachinaraj Medical Education Center, Pediatrics, Phitsanulok, Thailand; Kosa Sudhorm, Buddhachinaraj Medical Education Center, Pediatrics, Phitsanulok, Thailand; Sireeluck Klanarong, Buddhachinaraj Medical Education Center, Anesthesiology, Phitsanulok, Thailand

- 9CC7 Exploration of case based discussion as a tool for learning professionalism**
Delilah Hassanally*, Medway Hospital, Surgery, Kent, United Kingdom
- 9CC8 Factors associated with attitudes towards medical ethics and professionalism in medical teachers in Thailand**
Saranya Prathaithep*, Sanpasitthiprasong Hospital, Medicine, Ubon Ratchathani, Thailand; Parinya Chamnan, Sanpasitthiprasong Hospital, Social Medicine, Ubon Ratchathani, Thailand
- 9CC9 Markers of highly professional behavior correspond to exam performance**
Brian Palmer, Mayo Clinic, Psychiatry and Psychology, Rochester, MN, United States; Petra Casey*, Mayo Clinic, Obstetrics and Gynecology, Rochester, MN, United States; Darcy Reed, Mayo Clinic, Internal Medicine, Rochester, MN, United States
- 9CC10 Measuring professionalism as a major criteria of medical education in medical students of Shiraz University Of Medical Sciences (S.U.M.S)**
Roghaye Alipour, Tehran University of Medical Sciences, Shiraz, Iran; Farzaneh Alipour, Jahrom University of Medical Sciences, Shiraz, Iran; Zahra Abdi*, Shiraz High School of Medical Sciences, Shiraz, Iran
- 9CC11 A Measurable Approach to the Assessment of Professionalism**
Iriana Hammel*, Ross University School of Medicine, Advanced Introduction to Clinical Medicine, Miramar, United States; Sean Gnecco, Ross University School of Medicine, Advanced Introduction to Clinical Medicine, Miramar, United States; Noel Irias, Ross University School of Medicine, Advanced Introduction to Clinical Medicine, Miramar, United States; Rita Hudec, Ross University School of Medicine, Advanced Introduction to Clinical Medicine, Miramar, United States; Shalini Kulkarni, Ross University School of Medicine, Advanced Introduction to Clinical Medicine, Miramar, United States; Jeffrey Isacson, Ross University School of Medicine, Advanced Introduction to Clinical Medicine, Miramar, United States
- 9CC12 The Concept of Compassionate Engagement**
FMMA van der Heijden*, Vincent van Gogh Institute for Psychiatry, Psychiatry, Venray, Netherlands; S Sana, Compassion for Care, Psychiatry, Utrecht, Netherlands; JT Prins, Medical Centre Leeuwarden, Leeuwarden, Netherlands

1600-1730

9DD POSTERS: Curriculum Strategies: Electives and Integration

Chairperson:

Location: South Hall, Level 0, MiCo

- 9DD1 Flexible selective time during the pre-clinical research years significantly increases academic productivity during medical school**
Justin Peacock, Mayo Clinic, Mayo Medical School, Rochester, United States; Presenter: Joseph Grande*, Mayo Clinic, Laboratory Medicine and Pathology, Rochester, United States
- 9DD2 Peer-learning and peer-support to improve Student Selected Components**
Elspeth Webb*, Cardiff University, Child Health, Cardiff, United Kingdom; Rachel Brooks, Cardiff University, Child Health, Cardiff, United Kingdom; Chisako Okada, Cardiff University, Child Health, Cardiff, United Kingdom
- 9DD3 Using an Innovative Online Collaborative Platform to Recruit Students for International Medical Volunteering**
Faheem Ahmed, King's College London, School of Medicine, London, United Kingdom; Na'eem Ahmed, St George's Hospital, London, United Kingdom; Mahfuj Ahmed*, King's College London, London, United Kingdom; Raihaanah Al-Hoque, Selfless, London, United Kingdom; Muslima Chowdhury, Selfless, London, United Kingdom
- 9DD4 How medical schools encourage students to take the first step as citizens of the world? The value of self-directed international medical elective preparation in Japanese medical students**
Kazumi Sakashita*, Gifu University, Medical Education Development Center, Gifu, Japan; Yasuyuki Suzuki, Gifu University, Medical Education Development Center, Gifu, Japan; Takuya Saiki, Gifu University, Medical Education Development Center, Gifu, Japan; Rintaro Imafuku, Gifu University, Medical Education Development Center, Gifu, Japan
- 9DD5 Interventions to prepare medical and nursing students for the ethical issues encountered on their electives: A systematic review**
Anika Rahim*, King's College London, School of Medicine, London, United Kingdom; Paula Baraitser, King's College London, Centre for Global Health, London, United Kingdom; Felicity Knights, King's College London, School of Medicine, London, United Kingdom; Molly Fyfe, King's College London, Department of Education, London, United Kingdom; Janagan Alagarajah, King's College London, Centre for Global Health, London, United Kingdom
- 9DD6 Student-Selected Components: Approaches to Increasing the Consistency of Assessment**
Joanne Burke*, University of Glasgow, Medical School, Glasgow, United Kingdom; Vivienne Crawford, Queen's University Belfast, Medical School, Belfast, United Kingdom; Michelle Marshall, University of Sheffield, Medical School, Sheffield, United Kingdom
- 9DD7 Teaching dyads: The power of linking basic scientists and clinicians**
Majka Woods*, University of Minnesota Medical School, Office of Medical Education, Minneapolis, United States; Jeffrey Chipman, University of Minnesota Medical School, Office of Medical Education, Minneapolis, United States
- 9DD8 A teaching scheme re-establishing basic science during clinical years helps to bridge the divide between pre-clinical and clinical training and boosts clinical confidence**
Fritz-Patrick Jahns*, King's College Hospital, London, United Kingdom; Zoe Rutter-Locher, King's College Hospital, London, United Kingdom; Adam Pennycuik, King's College Hospital, London, United Kingdom; Benjamin Gastra, King's College Hospital, London, United Kingdom; Catherine Howard, King's College Hospital, London, United Kingdom; Zanna Voysey, King's College Hospital, London, United Kingdom

- 9DD9 Role Model and Work Place Experiences in the First Year Medical Students at Faculty of Medicine, Srinakharinwirot University**
 Woraphon Aramrussameekul*, Faculty of Medicine, Srinakharinwirot University, Physical Medicine and Rehabilitation, Nakhon Nayok, Thailand; Nantana Choomchuay, Faculty of Medicine, Srinakharinwirot University, Pathology, Nakhon Nayok, Thailand; Warataporn Sithicharoon, Faculty of Medicine, Srinakharinwirot University, Forensic medicine, Nakhon Nayok, Thailand; Watchareewan Thongsard, Faculty of Medicine, Srinakharinwirot University, Physiology, Bangkok, Thailand; Chote Werawong, Faculty of Medicine, Srinakharinwirot University, Physiology, Bangkok, Thailand
- 9DD10 An exploration of student views and expectations about a new integrated pharmacy programme for Ireland**
 Judith Strawbridge*, Royal College of Surgeons in Ireland, School of Pharmacy, Dublin, Ireland; Mark Philbin, Dublin City University, School of Nursing and Human Studies, Dublin, Ireland; Paul Gallagher, Royal College of Surgeons in Ireland, School of Pharmacy, Dublin, Ireland
- 9DD11 Innovation for the integration of knowledge in medicine students of the UNAM, Mexico**
 Jose Luis Jimenez Corona*, Universidad Nacional Autónoma de México, School of Medicine, Surgery Department, Mexico; Jesus Tapia Jurado, Universidad Nacional Autónoma de México, School of Medicine, Surgery, Mexico; Fernando Villegas Alvarez, Universidad Nacional Autónoma de México, School of Medicine, Surgery, Mexico; Gregoria Rodriguez Varela, Universidad Nacional Autónoma de México, School of Medicine, Surgery, Mexico; Isabel María Ferrandiz Vindel, Universidad de Castilla La Mancha, School of Humanities and Education, Pedagogy, Cuenca, Spain; Gabriela Millan Rosas, Universidad Nacional Autónoma de México, School of Medicine, Sleep Clinic, Mexico
- 9DD12 Curriculum design: From longitudinal clerkships to block clerkships and back to longitudinal integrated curriculum**
 Valentin Muntean*, Faculty of Medicine, UMF "Iuliu Hatieganu" Cluj-Napoca, Surgery, Cluj-Napoca, Romania; Soimita Suci, Faculty of Medicine, UMF "Iuliu Hatieganu" Cluj-Napoca, Functional Sciences, Cluj-Napoca, Romania; Carmen Mihai, Faculty of Medicine, UMF "Iuliu Hatieganu" Cluj-Napoca, Morphological Sciences, Cluj-Napoca, Romania; Sorin Man, Faculty of Medicine, UMF "Iuliu Hatieganu" Cluj-Napoca, Mother and Child, Cluj-Napoca, Romania; Daniel Muresan, Faculty of Medicine, UMF "Iuliu Hatieganu" Cluj-Napoca, Mother and Child, Cluj-Napoca, Romania; Anca Dana Buzoianu, Faculty of Medicine, UMF "Iuliu Hatieganu" Cluj-Napoca, Functional Sciences, Cluj-Napoca, Romania
- 9DD13 Button-mediated medical education: Distributed learning in a digital age**
 Anna MacLeod*, Dalhousie University, Division of Medical Education, Halifax, Canada; Olga Kits, Dalhousie University, Division of Medical Education, Halifax, Canada; Cathy Fournier, Dalhousie University, Division of Medical Education, Halifax, Canada
- 9DD14 Curricular Integration in Medical Science based in Clinical Cases for Primary Health Care**
 Helena Alves Soares Chini*, Unifenas, Physiology, Alfenas, Brazil; Eliana Martorano Amaral, Unicamp, Gynecology and Obstetrics, Campinas, Brazil
- 9DD15 New competency requirements meet an old integrated curriculum**
 Jan Frich*, University of Oslo, Faculty of Medicine, Oslo, Norway; Ingrid M. Middelthon, University of Oslo, Faculty of Medicine, Oslo, Norway; Knut E. A. Lundin, University of Oslo, Faculty of Medicine, Oslo, Norway; Ingrid Os, University of Oslo, Faculty of Medicine, Oslo, Norway
- 1600-1730 **9EE POSTERS: Curriculum General**
 Chairperson: Pamela Saunders (United States)
 Location: South Hall, Level 0, MiCo
- 9EE1 The impact of curriculum alignment on the improvement of Embryology: A constructivist perspective**
 Oralia Barboza-Quintana, Facultad de Medicina, UANL, Surgical Pathology Department, Monterrey, Mexico; Raquel Garza-Guajardo, Facultad de Medicina, UANL, Surgical Pathology Department, Monterrey, Mexico; Mario Hernandez-Ordenez, Facultad de Medicina, UANL, Legal Medicine Department, Monterrey, Mexico; Norberto Lopez-Serna*, Facultad de Medicina UANL, Embryology Department, Monterrey, Mexico; Gerardo Enrique Munoz-Maldonado, Facultad de Medicina, UANL, General Surgery Department, Monterrey, Mexico; Martha Susana Hernandez-Garza, Facultad de Medicina, UANL, Pedagogical Support, Monterrey, Mexico
- 9EE2 The "Oral Case Presentation Training Programme" for Medical Students -- Experience of the Largest Medical Center of Taiwan**
 Chang-Chyi Jenq*, Chang Gung Memorial Hospital, Chang Gung University College of Medicine, Department of Nephrology, Department of Medical Education, Taoyuan, Taiwan; Jau-Min Lien, Chang Gung Memorial Hospital, Department of Gastroenterology & Hepatology, Taoyuan, Taiwan; Chun-Yen Lin, Chang Gung Memorial Hospital, Chang Gung University College of Medicine, Department of Gastroenterology & Hepatology, Department of Medical Education, Taoyuan, Taiwan; Ji-Tseng Fang, Chang Gung Memorial Hospital, Chang Gung University College of Medicine, Department of Nephrology, Department of Medical Education, Taoyuan, Taiwan; San-Jou Yeh, Chang Gung Memorial Hospital, Department of Cardiology, Department of Medical Education, Taoyuan, Taiwan; Wen-Neng Ueng, Chang Gung Memorial Hospital, Department of Orthopedic Surgery, Taoyuan, Taiwan
- 9EE3 Training programs in hospitals affiliated to Semnan University of Medical Sciences**
 Seyed Habibollah Kavari*, University of Social Welfare & Rehabilitation Sciences (USWR), Rehabilitation Management, Tehran, Iran; Kian Norozi, University of Social Welfare & Rehabilitation, Sciences (USWR), Nursing, Fatemeh Kabirian Rad, Semnan University of Medical Sciences, Rezaee Hospitals, Damghan, Iran; Fathiyeh Mortazavi, Shahid Beheshti University of Medical Sciences, Medical Education, Tehran, Iran

- 9EE4 Analysis of significant prerequisites for effective modernization of MD programs considering European understanding of “Harmonization”**
Nino Bregvadze-Tabagari*, David Tvildiani Medical University, Quality Assurance; Internal Medicine, Tbilisi, Georgia; Sergo Tabagari, David Tvildiani Medical University, Tbilisi, Georgia; Paata Tsagareishvili, David Tvildiani Medical University, Tbilisi, Georgia; Nana Shavlakadze, Akaki Tsereteli State University, Faculty of Medicine, Kutaisi, Georgia; Nato Alavidze, Akaki Tsereteli State University (ATSU), Quality Assurance Office of ATSU, Kutaisi, Georgia; Gulnara Shelia, Akaki Tsereteli State University, Quality Assurance Department, Faculty of Medicine, Kutaisi, Georgia
- 9EE5 A longitudinal framework for professional identity formation**
Mark Holden*, University of Texas Medical Branch, General Internal Medicine, Galveston, United States
- 9EE6 Learning in the 21st century: Identifying the gap between the expectation and the reality**
Tatchanapong Chongcharoenyanon*, Faculty of Medicine, Chulalongkorn University, Bangkok, Thailand; Win Kulvichit, Faculty of Medicine, Chulalongkorn University, Bangkok, Thailand; Tanat Lertussavavivat, Faculty of Medicine, Chulalongkorn University, Bangkok, Thailand; Kawee Voratarapong, Faculty of Medicine, Chulalongkorn University, Bangkok, Thailand; Danai Wangsaturaka, Faculty of Medicine, Chulalongkorn University, Pharmacology and Medical Education Unit, Bangkok, Thailand
- 9EE7 10 Approaches to Academic Development (AD) for the Basic Medical Sciences: achieving quality with large classes**
Andre Havenga, St. George’s University, Educational Services, St. George’s, Grenada; Richard Blunt*, St. George’s University, Educational Services, St. George’s, Grenada
- 9EE8 Implementation of an Obligatory Mobility Window in a Bachelor Program Molecular Medicine**
Konstanze Muschko*, Eberhard Karls University of Tübingen, Faculty of Medicine, Tuebingen, Germany; Elena Lebherz, Eberhard Karls University of Tübingen, Faculty of Medicine, Tuebingen, Germany; Thomas Iftner, Eberhard Karls University of Tübingen, Faculty of Medicine, Tuebingen, Germany
- 9EE9 Studying with SPIRiT: Student Orientation with an individualized curriculum based on student needs in Tübingen**
Christine Krejci*, Eberhard Karls University of Tübingen, Faculty of Medicine, Tübingen, Germany; Elena Lebherz, Eberhard Karls University of Tübingen, Faculty of Medicine, Tübingen, Germany; Stephan Zipfel, Eberhard Karls University of Tübingen, Faculty of Medicine, Tübingen, Germany; Friederike Holderried, Eberhard Karls University of Tübingen, Faculty of Medicine, Tübingen, Germany
- 9EE10 Evaluating the student-centeredness of a programme: A new mixed-methods approach**
Ana Raquel Lemos*, University of Minho, School of Health Sciences, Braga, Portugal; John Sandars, Leeds Institute of Medical Education, Institute of Education, Leeds, United Kingdom; Palmira Alves, University of Minho, School of Health Sciences, Braga, Portugal; Manuel João Costa, University of Minho, Braga, Portugal
- 9EE11 Gender based analysis of user behaviour in a web-based “Learning Opportunities, Objectives and Outcome Platform” (LOOP)**
Eva Kornemann*, Charité, Universitätsmedizin Berlin, Department for Curriculum Management, Department for Anaesthesiology and Intensive Care Medicine CVK/CCM, Berlin, Germany; Martin Dittmar, Charité, Universitätsmedizin Berlin, Department for Curriculum Management, Berlin, Germany; Fatima Yuerek, Charité, Universitätsmedizin Berlin, Department for Curriculum Management, Department for Anaesthesiology and Intensive Care Medicine CVK/CCM, Berlin, Germany; Lars Lehmann, Charité, Universitätsmedizin Berlin, Department for Curriculum Management, Berlin, Germany; Felix Balzer, Charité, Universitätsmedizin Berlin, Department for Curriculum Management, Department for Anaesthesiology and Intensive Care Medicine CVK/CCM, Berlin, Germany; Olaf Ahlers, Charité, Universitätsmedizin Berlin, Department for Curriculum Management, Berlin, Germany
- 9EE12 Competence-oriented curriculum mapping – a web-based database as a powerful tool for curriculum development**
Olaf Fritze*, University of Tuebingen, Competence Centre for University Teaching in Medicine, Baden-Wuerttemberg, Tuebingen, Germany; Martin Boeker, Albert-Ludwigs-University Freiburg, Freiburg Competence Center for Evaluation of Teaching in Medicine, Baden-Wuerttemberg, Freiburg, Germany; Maryna Gornostayeva, Heidelberg University, Center of Excellence for Assessment in Medicine, Baden-Wuerttemberg, Heidelberg, Germany; Elisabeth Narziß, Heidelberg University, Competence Centre of Final Year, Medical Faculty Mannheim, Mannheim, Germany; Annette Wosnik, University of Tuebingen, Dean’s Office, Faculty of Medicine, Tuebingen, Germany; Maria Lammerding-Köppel, University of Tuebingen, Competence Centre for University Teaching in Medicine, Baden-Wuerttemberg, Tuebingen, Germany
- 9EE13 Valuing identity: Critical discourse analysis of online participants ‘identity text’**
Zareen Zaidi*, University of Florida College of Medicine, Internal Medicine, Gainesville, United States; Danielle Versteegen, Maastricht University, Department of Educational Development and Research, Faculty of Health, Medicine and Life Sciences, Maastricht, Netherlands; Page Morahan, Drexel University College of Medicine, Department of Educational Development and Research, Faculty of Health, Medicine and Life Sciences, Philadelphia, PA, United States; Timothy Dornan, Maastricht University, Internal Medicine, Maastricht, Netherlands
- 9EE14 Modernization of MD Curriculum Based on Current Challenges and Needs of the Medical Education Reform In Georgia**
Nato Alavidze*, Akaki Tsereteli State University, Faculty of Health Care, Kutaisi, Georgia; Nana Shavlakadze, Akaki Tsereteli State University, Faculty of Health Care, Kutaisi, Georgia; Gulnara Shelia, Akaki Tsereteli State University, Faculty of Health Care, Kutaisi, Georgia; Irine Pkhakadze, Akaki Tsereteli State University, Faculty of Health Care, Kutaisi, Georgia

- 9EE15 Webbased, interactive, simultaneous, aligned scheduling in different undergraduate medical curricula**
Philipp Moskopp, Charité, Universitätsmedizin Berlin, Department for Curriculum Management, Berlin, Germany; David Weigel*, Charité, Universitätsmedizin Berlin, Department for Curriculum Management, Berlin, Germany; Claudia Kanitz, Charité, Universitätsmedizin Berlin, Department for Curriculum Management, Berlin, Germany; Axel Schunk, Charité, Universitätsmedizin Berlin, Department for Curriculum Management, Berlin, Germany; Dorothea Eisenmann, Charité, Universitätsmedizin Berlin, Department for Curriculum Management, Department for Anaesthesiology and Intensive Care Medicine CVK/CCM, Berlin, Germany; Olaf Ahlers, Charité, Universitätsmedizin Berlin, Department for Curriculum Management, Berlin, Germany
- 9EE16 The MERC at CORD Scholars' Program in Education Research at 5 Years**
Jeffrey Love*, Georgetown University School of Medicine, Emergency Medicine, Washington, DC, United States; Sally Santen, The University of Michigan Medical School, Emergency Medicine, Ann Arbor, Michigan, United States; Susan Farrell, Brigham and Women's Hospital, Harvard Medical School, Partners Healthcare, Office of Graduate Medical Education, Department of Emergency Medicine, Boston, Massachusetts, United States
- 1600-1730 **9FF POSTERS: Student as Teacher**
Chairperson: Juveria Siddiqui (United Kingdom)
Location: South Hall, Level 0, MiCo
- 9FF1 Students' perspectives of a novel near-peer teaching programme for first year clinical students in the UK**
David Annan*, Barts and The London School of Medicine, London, United Kingdom; Dekan Albasha, Barts and The London School of Medicine, London, United Kingdom; Nithish Jayakumar, Barts and The London School of Medicine, London, United Kingdom
- 9FF2 Peer-instructed seminar attendance is positively associated with exam scores**
Rianne A.M. Bouwmeester*, University Medical Center Utrecht, Medical Physiology, Utrecht, Netherlands; Renske A.M. de Kleijn, Utrecht University, Centre for teaching and learning, Utrecht, Netherlands; Olle Th.J. ten Cate, University Medical Center Utrecht, Centre for Research and Development of Education, Utrecht, Netherlands; Harold V.M. van Rijen, University Medical Center Utrecht, Medical Physiology, Utrecht, Netherlands
- 9FF3 Peer Assisted Learning on Medical Clinical Placements: An observational study**
Joanna Tai*, Monash University, HealthPEER, Faculty of Medicine, Nursing and Health Sciences, Melbourne, Australia; Ben Canny, Monash University, Faculty of Medicine, Nursing and Health Sciences, Melbourne, Australia; Terrence Haines, Monash Health, Allied Health Research Unit, Melbourne, Australia; Elizabeth Molloy, Monash University, HealthPEER, Faculty of Medicine, Nursing and Health Sciences, Melbourne, Australia
- 9FF4 Developing teaching skills during the early years: A medical student-led organ donation awareness workshop in secondary schools**
Zaheer Mangera*, UCL Medical School, Medical School, London, United Kingdom; Chrisan Gunasekera, UCL Medical School, Medical School, London, United Kingdom; John Kinley, UCL Medical School, Medical School, London, United Kingdom; Paul McGovern, UCL Medical School, Medical School, London, United Kingdom; Katherine Woolf, UCL Medical School, Medical School, London, United Kingdom
- 9FF5 Which professional competencies can be enhanced among medical student tutors due to their peer teaching activities?**
J Griewatz*, Competence Centre for University Teaching in Medicine Baden-Wuerttemberg, University of Tuebingen, Department of Psychosomatic Medicine and Psychotherapy, Tuebingen, Germany; I Manske, University Hospital, Tuebingen, Germany; A Wosnik, Dean's Office, Faculty of Medicine, University of Tuebingen, Tuebingen, Germany; S Zipfel, Dean's Office, Faculty of Medicine, University of Tuebingen, Tuebingen, Germany; M Lammerding-Köppel, Competence Centre for University Teaching in Medicine Baden-Wuerttemberg, University of Tuebingen, Tuebingen, Germany
- 9FF6 Objective measurement of the value of peer assisted learning in an undergraduate medical school setting**
Mark S. Johnstone*, University of Glasgow, Glasgow, United Kingdom; Róna C. Anderson, University of Glasgow, Glasgow, United Kingdom; Nigel I.J. Chan, University of Glasgow, Glasgow, United Kingdom
- 9FF7 Focus group evaluation of a student-produced open educational resource on obesity**
Shannon E. Boardman, University of Nottingham, Nottingham, United Kingdom; Shade A. Agboola, University of Nottingham, Nottingham, United Kingdom; Bruce C. McKenzie*, University of Nottingham, Nottingham, United Kingdom
- 9FF8 Nationwide Train the Trainer program for undergraduate in the field of Disaster Medicine**
Eleonora Leopardi*, SISM, Segretariato Italiano Studenti in Medicina (IFMSA Italy), Università del Piemonte Orientale "A. Avogadro", Roma, Italy; Luca Ragazzoni, CRIMEDIM Research Center in Emergency and Disaster Medicine, Università del Piemonte Orientale "A. Avogadro", Novara, Italy; Simone Lo Baido, SISM, Segretariato Italiano Studenti in Medicina (IFMSA Italy), Università del Piemonte Orientale "A. Avogadro", Roma, Italy; F Maccapani, CRIMEDIM Research Center in Emergency and Disaster Medicine, Università del Piemonte Orientale "A. Avogadro", Novara, Italy; PL Ingrassia, CRIMEDIM Research Center in Emergency and Disaster Medicine, Novara, Italy; F Della Corte, CRIMEDIM Research Center in Emergency and Disaster Medicine, Novara, Italy
- 9FF9 'I SIP': Using a framework to teach presenting skills to medical students**
Anish Jagdish Lalji Radia*, Luton and Dunstable University Hospital, Undergraduate Medical Education, Luton, United Kingdom; Parthipan Pillai, Luton and Dunstable University Hospital, Undergraduate Medical Education, Luton, United Kingdom; Subramanian Dhinakaran, Luton and Dunstable University Hospital, Undergraduate Medical Education, Luton, United Kingdom

- 9FF10 Learning by teaching: benefits to students of OER production and evaluation**
Shannon Boardman*, University of Nottingham, Nottingham, United Kingdom; Shade Agboola, University of Nottingham, Nottingham, United Kingdom; Bruce McKenzie, University of Nottingham, United Kingdom
- 9FF11 “Learning for Teaching”: Preparing health professionals to be lifelong learners and facilitators of learning**
Nomar Alviar*, University of the Philippines Manila, National Teacher Training Center for the Health Professions, Manila, Philippines
- 9FF12 Peer Assisted Learning as a mandatory part of an undergraduate medical curriculum**
Fatima Yuerek, Charité, Universitätsmedizin Berlin, Department for Curriculum Management, Department for Anaesthesiology and Intensive Care Medicine CVK/CCM, Berlin, Germany; Raimund Senf, Charité, Universitätsmedizin Berlin, Department for Curriculum Management, Department for Nephrology and Intensive Care Medicine, Berlin, Germany; Eva Kornemann, Charité, Universitätsmedizin Berlin, Department for Curriculum Management, Department for Anaesthesiology and Intensive Care Medicine CVK/CCM, Berlin, Germany; Dorothea Eisenmann*, Charité, Universitätsmedizin Berlin, Department for Curriculum Management, Department for Anaesthesiology and Intensive Care Medicine CVK/CCM, Berlin, Germany; Olaf Ahlers, Charité, Universitätsmedizin Berlin, Department for Curriculum Management, Berlin, Germany
- 9FF13 Wiki-based peer-assessment of learning journals**
Mikael Niku*, University of Helsinki, Department of Veterinary Biosciences, Helsinki, Finland
- 9FF14 Auditing Undergraduate Peer Teaching: Prevalence of teaching and teachers, and perceived usefulness, quality and value**
Adam Mayers*, Kings’ College London, School of Medicine, London, United Kingdom
- 9FF15 Student-led optional abdominal ultrasound course at Philipps-University (Marburg, Germany)**
Johanna Miller*, Philipps-Universität, Marburg, Germany; Florian Schösser, Philipps-Universität, Marburg, Germany; Julian Henze, Philipps-Universität, Marburg, Germany; Tina Stibane, Philipps-Universität, Marburg, Germany; Christian Görg, Philipps-Universität, Marburg, Germany
- 9FF16 Students’ Perceptions toward Peer Assisted Learning Seminars**
Liang Lin Seow*, International Medical University, School of Dentistry, Kuala Lumpur, Malaysia; Hanan El Sayed Omar, International Medical University, School of Dentistry, Kuala Lumpur, Malaysia; Frederick Smales, International Medical University, School of Dentistry, Kuala Lumpur, Malaysia
- 9FF17 Student acceptance of clinical skills teaching by senior students compared with faculty led teaching**
Ganendra Mallik*, Ross University School of Medicine, Clinical Medicine, Roseau, Dominica; Philip Cooles, Ross University School of Medicine, Cardiology, Roseau, Dominica
- 9FF18 Role of providing core objectives and monitoring in Peer Assisted Learning Initiatives in Medical Education: a 2 year study**
Aya Musbahi*, Glasgow Royal, General Surgery, Glasgow, United Kingdom; Mohammed Abdelhalim, Gartnavel Hospital, General Surgery, Glasgow, United Kingdom; Nazim Ghouri, University of Glasgow, Glasgow, United Kingdom
- 9FF19 NICE Student Champions: A Paradigm for Peer to Peer Teaching in Evidence Based Medicine**
Guled Jama, University of Cambridge, School of Clinical Medicine, Cambridge, United Kingdom; Aisha Tahira*, University of Cambridge, School of Clinical Medicine, Cambridge, United Kingdom
- 1600-1730 **9GG POSTERS: PBL**
Chairperson: Edvaldo Souza (Brazil)
Location: South Hall, Level 0, MiCo
- 9GG1 Evaluation of a revised interdisciplinary PBL tutor training**
Konstanze Vogt*, Charite University Medicine, Deanery of Student Affairs, Berlin, Germany; Jörg Pelz, Charite University Medicine, Dieter Scheffner Fachzentrum for Educational Research, Berlin, Germany
- 9GG2 Where do you want to carry your students? Driving learning with summative assessment in Problem Based Learning (PBL) tutorial**
Umatul Khoiriyah*, University of Sydney, Australia & Islamic University of Indonesia, Medical Education, Yogyakarta, Indonesia; Chris Roberts, Sydney Medical School - Northen, University of Sydney, Academic GP Unit, New South Wales, Australia
- 9GG3 The role of the tutor in Problem Based Learning (PBL)**
Tamara Valishvili*, Akaki Tsereteli State University, Department of Clinical Medicine, Kutaisi, Georgia; Tamar Pertaia, Akaki Tsereteli State University, Department of Clinical Medicine, Kutaisi, Georgia; Lela Arakhamia, Akaki Tsereteli State University, Department of Clinical Medicine, Kutaisi, Georgia; Lali Chkhikvadze, Akaki Tsereteli State University, Department of Clinical Medicine, Kutaisi, Georgia; Cicino Qarseladze, Akaki Tsereteli State University, Department of Clinical Medicine, Kutaisi, Georgia
- 9GG4 Development of a revalidation programme for facilitators to improve the student experience of problem-based learning (PBL)**
Carol Ditchfield*, University of Glasgow, Medical School, Glasgow, United Kingdom; Joanne Burke, University of Glasgow, Medical School, Glasgow, United Kingdom; Anne O’Dowd, University of Glasgow, Medical School, Glasgow, United Kingdom; Margaret-Ann Flynn, University of Glasgow, Medical School, Glasgow, United Kingdom

- 9GG5 A qualitative assessment of the use of social media as an adjunct to Problem-Based Learning for medical students at a District General Hospital**
Rumana Lasker*, Princess Alexandra Hospital, Surgical, Harlow, United Kingdom; Nirosa Vicneswararajah, Princess Alexandra Hospital, EAU/ ITU, Harlow, United Kingdom; Adenike Odeleye, Princess Alexandra Hospital, General Medicine, Harlow, United Kingdom; Elena Chantry, Princess Alexandra Hospital, Medicine, Harlow, United Kingdom; Muhammad Kebreya, Princess Alexandra Hospital, Medicine, Harlow, United Kingdom; Peter Bishop, Princess Alexandra Hospital, Intensive Care Unit, Harlow, United Kingdom
- 9GG6 Better Cognitive Outcomes in Problem-Based Learning: A Twenty-Years Experience of a Medical School in Japan**
Masayuki Niwa*, Gifu University, Medical Education Development Centre, Gifu, Japan; Takuya Saiki, Gifu University, Medical Education Development Centre, Gifu, Japan; Kazuhiko Fujisaki, Gifu University, Medical Education Development Centre, Gifu, Japan; Phillip Evans, University of Glasgow, School of Medicine, Veterinary and Life Sciences, Glasgow, United Kingdom; Yasuyuki Suzuki, Gifu University, Medical Education Development Centre, Gifu, Japan
- 9GG7 Auditing Demographics in Problem Based Learning and Consultation Skills Cases in the Undergraduate Medical Curriculum in a UK Medical School**
Trevor Killeen*, University of East Anglia, Norwich Medical School, Norwich, United Kingdom; Richard Holland, University of East Anglia, Norwich Medical School, Norwich, United Kingdom; Anna Croxford, Camden and Islington Mental Health Trust, Islington Drug and Alcohol Specialist Service, London, United Kingdom
- 9GG8 The relation of students' self-rated proficiency and long-term gains in academic achievement: A comparison between a problem-based learning and a traditional curriculum**
Susanne Werner*, Charité, Universitätsmedizin Berlin, Dieter-Scheffner Center for Educational Research, Berlin, Germany; Stefan Schaubert, Charité, Universitätsmedizin Berlin, Dieter-Scheffner Center for Educational Research, Berlin, Germany; Zineb Nouns, Charité, Universitätsmedizin Berlin, Dieter-Scheffner Center for Educational Research, Berlin, Germany; Susanne Dettmer, Charité, Universitätsmedizin Berlin, Dieter-Scheffner Center for Educational Research, Berlin, Germany
- 9GG9 Assessment in Problem-Based tutorials: Difficulties and possible solutions**
Patricia Cury*, FACERES, São José do Rio Preto, Brazil; Patricia Pereira, FACERES, Sao Jose do Rio Preto, Brazil; Lucia Cursino, FACERES, Sao Jose do Rio Preto, Brazil; Flavio Naoum, FACERES, Sao Jose do Rio Preto, Brazil; Toufic Anbar Neto, FACERES, Sao Jose do Rio Preto, Brazil
- 9GG10 A longitudinal evaluation of changes in attitudes and perceptions of an evolving RUSM hybrid PBL program in a cohort of former RUSM students now acting as program facilitators**
Robert Sasso*, Ross University School of Medicine, Department of Clinical Medicine, Portsmouth, Dominica
- 9GG11 Did iPads ruin our PBL?**
Teemu Masalin*, University of Helsinki, IT-Services, Helsinki, Finland; Heikki Hervonen, University of Helsinki, Department of Biomedicine, Anatomy, Helsinki, Finland; Suvi Viranta-Kovanen, University of Helsinki, Department of Biomedicine, Anatomy, Helsinki, Finland
- 9GG12 Challenges for teachers when constructing teaching cases**
Gudrun Edgren*, Lund University, Faculty of Medicine, Centre for Teaching and Learning, Lund, Sweden; Jakob Donner, Lund University, Faculty of Medicine, Centre for Teaching and Learning, Lund, Sweden; Christina Gummesson, Lund University, Faculty of Medicine, Centre for Teaching and Learning, Lund, Sweden
- 1600-1730 **9HH POSTERS: Simulation**
Chairperson:
Location: South Hall, Level 0, MiCo
- 9HH1 Effectiveness of Simulation for Cerebral Angiography Training**
Ngan Nguyen, Western University, Electrical and Computer Engineering, London, Canada; Roy Eagleson*, Western University, Electrical and Computer Engineering, London, Canada; Mel Boulton, Western University, Clinical Neurological Sciences, London, Canada; Sandrine de Ribaupierre, Western University, Clinical Neurological Sciences, London, Canada
- 9HH2 Identifying best practice in the teaching of large classes in a simulation laboratory**
I Kotzé, North-West University, School of Pharmacy, Pharmacy Practice, Potchefstroom, South Africa; A Naude, NWU, School of Pharmacy, Pharmacy Practice, Potchefstroom, South Africa; G Reitsma*, NWU, Health Science Education, Faculty of Health Sciences, Potchefstroom, South Africa
- 9HH3 Fillings In The Gaps, a simulation-based training approach to emergency preparedness in primary care dental surgeries**
Suman Biswas*, St George's Healthcare NHS Trust, London, United Kingdom; Huon Snelgrove, St George's Healthcare NHS Trust, London, United Kingdom; Nick Gosling, St George's Healthcare NHS Trust, London, United Kingdom; Greg McAnulty, St George's Healthcare NHS Trust, London, United Kingdom
- 9HH4 Simulation based team training of endoscopy staff may improve patients' perception of colonoscopy**
Emil Riis Abrahamsen, Aalborg University, Surgery, Aalborg, Denmark; Edel Ribergaard, Vendsyssel Hospital, NordSim, Centre for Skills Training and Simulation, Hjoerring, Denmark; Trine Christensen, Aalborg University Hospital, Surgery, Aalborg, Denmark; Christen Hojlund, Vendsyssel Hospital, Statistics, Hjoerring, Denmark; Helle Hojmark Eriksen, Aalborg University Hospital, NordSim, Center for Skills Training and Simulation, Aalborg, Denmark; Karen Lindorff-Larsen*, Aalborg University Hospital, NordSim, Center for Skills Training and Simulation, Aalborg, Denmark

- 9HH5 Comparison of pig's rib and mannequin on sensation of chest drain insertion**
Sirote Srimahadthai*, Ratchaburi Hospital, Emergency Department, Ratchaburi, Thailand
- 9HH6 Teaching team resource management using in situ high-fidelity medical simulation**
Yung-Wei Hsu*, Mackay Memorial Hospital, Department of Medical Education, Taipei, Taiwan; His-Hsien Hsu, Mackay Memorial Hospital, Department of Medical Education, Taipei, Taiwan; Min-Shu Wang, Mackay Memorial Hospital, Department of Medical Education, Taipei, Taiwan; Shou-Chuan Shih, Mackay Memorial Hospital, Department of Gastroenterology, Taipei, Taiwan
- 9HH7 Identifying driving and restraining forces in introducing simulation training in a Swiss pediatric emergency department**
Isabelle Steiner*, University Hospital Bern, Pediatric Emergency Department, Bern, Switzerland; Beat Oertli, Bürgerspital Solothurn, Internal Medicine, Solothurn, Switzerland; Daniel Bauer, University Hospital Munich, Medical Education Unit, Munich, Germany; Johanna McChurch, University of Zurich, Chiropractic Center, Zurich, Switzerland; Barbara Rohr-Jeger, Kantonsspital Baselland, Institute of Anesthesiology and Intensive Care, Liestal, Switzerland; Ara Tekian, University of Illinois, College of Medicine, Chicago, United States
- 9HH8 Clinical significance after training with virtual laparoscopic training box**
Taweesak Tongtawee*, Suranaree University of Technology, Surgery, Nakhonratchasima, Thailand; Somboon Subwongjaroen, Rajavithi Hospital, Surgery, Bangkok, Thailand
- 9HH9 An intercollegiate inter-professional hybrid manikin-based simulation**
Donald Coerver*, University of Washington, Spokane, United States; Brenda Bray, Washington State University, Spokane, United States; Judith Knuth, Washington State University, United States; Kevin Stevens, Washington State University, United States; Barbara Richardson, Washington State University, United States; Megan Willson, Washington State University, United States
- 9HH10 Validation of a canine fundoscopic eye model from the perspective of veterinary educators and students**
Belle Nibblett*, Ross University School of Veterinary Medicine, Clinical Sciences, Basseterre, Saint Kitts and Nevis; Mary Mauldin Pereira, Ross University School of Veterinary Medicine, Biomedical Sciences, Basseterre, Saint Kitts and Nevis; Julie Williamson, Ross University School of Veterinary Medicine, Clinical Sciences, Basseterre, Saint Kitts and Nevis
- 9HH11 Faculty development. Advanced Simulator Instructor Course**
Charlotte Paltved*, SkejSim Medical Simulation & Skills Training, Aarhus, Denmark
- 9HH12 SimDonkey: Manikin Based Innovation For Veterinary Education**
Reid Alexander Adams, Devry Institute for Research and Clinical Strategy, Center for Excellence in Simulation Education, Pontiac, United States; Eric B. Bauman, Devry Institute for Research and Clinical Strategy, Center for Excellence in Simulation Education, Madison, United States; Justin Field, Devry Institute for Research and Clinical Strategy, Center for Excellence in Simulation Education, Pontiac, United States; David Pederson*, Devry Institute for Research and Clinical Strategy, Center for Excellence in Simulation Education, Boise, United States
- 9HH13 Augmented Reality: A tool for teaching Health Science students**
Raul Caraballo Guevara*, UVM, Health Science, Mexico City, Mexico; Saby Camacho Lopez, UVM, Health Sciences, Mexico City, Mexico
- 9HH14 Experience of high-fidelity whole ward simulation**
Lauren-Grace Kirtley*, Queen's Hospital, Midlands Training and Simulation Centre, Burton-upon-Trent, United Kingdom; Patrick Harris, Queen's Hospital, Midlands Training and Simulation Centre, Burton-upon-Trent, United Kingdom; Sharon Kilkie, Queen's Hospital, Midlands Training and Simulation Centre, Burton-upon-Trent, United Kingdom; Darren Middleton, Queen's Hospital, Midlands Training and Simulation Centre, Burton-upon-Trent, United Kingdom
- 9HH15 Clinical pharmacist simulation training in Japan**
Susumu Oozawa*, Okayama University, Cardiovascular Surgery, Okayama, Japan; Yasuhiro Mandai, Okayama University, Surgery, Okayama, Japan; Hideki Nawa, Okayama University, Pharmaceutical, Okayama, Japan; Atsumi Nishikori, Okayama University, Pharmaceutical, Okayama, Japan; Yoshimi Kouzai, Okayama University, Simulation center, Okayama, Japan; Toshiaki Sendou, Okayama University, Pharmaceutical, Okayama, Japan
- 9HH16 Transdisciplinary small group simulation exercises for disaster management and post-disaster infectious control**
Nen-Chung Chang*, Taipei Medical University, Taipei Medical University Hospital, Department of Internal Medicine, School of Medicine, Taipei City, Taiwan; Chia-Kwung Fan, Taipei Medical University, Department of Parasitology, School of Medicine, Taipei City, Taiwan; Yuarn-Jang Lee, Taipei Medical University, Taipei Medical University Hospital, Department of Internal Medicine, Taipei City, Taiwan; Show-Yu Lin, Aletheia University, Department of Natural Sciences, Center for General Education, New Taipei City, Taiwan
- 9HH17 Palpation of the neck, Assessment of a novel high fidelity simulator**
Shanmugappiriya Sivarajah*, Western University, Schulich School of Medicine & Dentistry, London, Canada; Gord Campbell, National Research Council of Canada, Department of Medical Biophysics, London, Canada; Kevin Fung, Western University, Department of Otolaryngology -Head and Neck Surgery, London, Canada

- 9II** **ELECTRONIC POSTERS (ePOSTERS): eLearning 4**
 Chairperson: Neil Turner (United Kingdom)
 Location: Theatre Room 15, Level 0, MiCo
- 9II1** **VP-CbDs: The blend of virtual and real patients for conducting case-based discussions and giving feedback to medical students**
 Ewa Prusak*, University of Leicester, Medical and Social Care Education, Leicester, United Kingdom; Jatinder Minhas, University of Leicester, Leicester, United Kingdom; Qi Huang; Jonny Acheson; Sue Carr; Rakesh Patel
- 9II2** **Students as producers of virtual patients: Exposing the expert knowledge through a virtual patient blueprint**
 Charlotte Leanderson*, Karolinska Institutet, Centre for Family Medicine, Stockholm, Sweden; Karin Björklund, Karolinska Institutet, Centre for Family Medicine, Stockholm, Sweden; Nabil Zary, Karolinska Institutet, Dept of Learning, Informatics, Management and Ethics, Stockholm, Sweden
- 9II3** **The “activity” component as an educational principle: Implementation of virtual patients**
 Eva Schoenefeld*, University Clinic of Münster, Clinic of Vascular and Endovascular Surgery, Münster, Germany; Jan Becker, University of Münster, IFAS Institute of Medical Education, Münster, Germany; Giovanni Torsello, University of Münster, Clinic of vascular and Endovascular Surgery, Münster, Germany
- 9II4** **Virtual Patients, how close to reality are they?**
 Inga Hege*, Klinikum der LMU München, Institut für Didaktik und Ausbildungsforschung in der Medizin, Munich, Germany; Marcel Urresti, Klinikum der LMU Muenchen, Institut für Didaktik und Ausbildungsforschung in der Medizin, Munich, Germany; Daniel Tolks; Claudia Kiessling
- 9II5** **Virtual Cases in Internal Medicine Education**
 Ilja Tacheci*, University Hospital, 2nd Dpt of Internal Medicine, Gastroenterology, Hradec Kralove, Czech Republic; Aleš Ryška, University Hospital, The Fingerland Dpt of Pathology, Hradec Kralove, Czech Republic
- 9II6** **Augmented Reality E-Learning for Medical Education**
 Siddharth Agarwal, King’s College London, Division of Imaging Sciences and Biomedical Engineering, School of Medicine, London, United Kingdom; Michael V N Truong, King’s College London, Division of Imaging Sciences and Biomedical Engineering, School of Medicine, London, United Kingdom; Marina K Ferraz, King’s College London, Division of Imaging Sciences and Biomedical Engineering, School of Medicine, London, United Kingdom; Stylianos Hatzipanagos, King’s College London, Centre for Technology Enhanced Learning, London, United Kingdom; William Edwards, King’s College London, Gordon Museum of Pathology, School of Medicine, London, United Kingdom; Kawal S Rhode*, King’s College London, Division of Imaging Sciences and Biomedical Engineering, School of Medicine, London, United Kingdom
- 9II7** **Medical teachers’ attitude towards group chat program for modern medical education**
 Jithayut Sueajui*, Maharat Nakhon Ratchasima Hospital, Orthopaedic, Nakhon Ratchasima, Thailand
- 9II8** **Using social networks to augment current teaching in medical education**
 Kirit Singh*, Barts and the London School of Medicine and Dentistry, Medical Education, London, United Kingdom; Eleanor Wood, Homerton University Hospital NHS Foundation Trust, Gastroenterology, London, United Kingdom; Dane Goodsman, Barts and the London School of Medicine and Dentistry, Medical Education, London, United Kingdom
- 9II9** **Snippets: Paediatric Blogging as an educational tool**
 Eleanor Glenday*, Worthing Hospital, West Sussex Hospitals NHS Trust, Paediatrics, Worthing, United Kingdom
- 9II10** **“Facebook” makes students “Face each other” – A new concepts of creating effective learning -social groups**
 Wen-Cheng Huang*, Wan-Fang Hospital, Taipei Medical University, Emergency department, Taipei, Taiwan; Che-Wei Lin, Taipei Medical University, Center for Education in Medical Simulation, Taipei, Taiwan
- 9II11** **The use of Facebook and YouTube as a resource for teaching human anatomy**
 Michela Relucenti*, Sapienza University of Rome, Anatomical, Histological, Forensic Medicine and Orthopedic Sciences, Rome, Italy; Eugenio Gaudio, Sapienza University of Rome, Anatomical, Histological, Forensic Medicine and Orthopedic Sciences, Rome, Italy; Giuseppe Familiari, Sapienza University of Rome, Anatomical, Histological, Forensic Medicine and Orthopedic Sciences, Rome, Italy
- 9II12** **Academic Blogging: two goals, two results?**
 Carwyn Hooper*, St George’s, University of London, London, United Kingdom
- 9II13** **Social Networks Used (Facebook and Line) for Improving Learning Environment and Communication between Medical Students and Department Staff in the Department of Military and Community Medicine**
 Tanongson Tienthavorn*, Phramongkutklao College of Medicine, Military and Community Medicine, Bangkok, Thailand; Ram Rangsin, Phramongkutklao College of Medicine, Military and Community Medicine, Bangkok, Thailand; Kanlaya Chongcherdchutrakul, Phramongkutklao College of Medicine, Military and Community Medicine, Bangkok, Thailand; Trassanee Chartmethakul, Phramongkutklao College of Medicine, Military and Community Medicine, Bangkok, Thailand; Piyanun Sanguanwong, Phramongkutklao College of Medicine, Military and Community Medicine, Bangkok, Thailand

- 9II14 **“Phil Muchbetter”: A Facebook character to increase medical students’ participation on a Moodle based “e-mergency” medicine course**
Tiago A G Grangeia*, Unicamp, University of Campinas, Emergency Medicine, Campinas, Brazil; Marcelo Schweller, Unicamp, University of Campinas, Emergency Medicine, Campinas, Brazil; Daniel Franci, Unicamp, University of Campinas, Emergency Medicine, Campinas, Brazil; Diego Lima Ribeiro, Unicamp, University of Campinas, Emergency Medicine, Campinas, Brazil; Thiago Martins Santos, Unicamp, University of Campinas, Emergency Medicine, Campinas, Brazil; Marco Antonio de Carvalho Filho, Unicamp, University of Campinas, Emergency Medicine, Campinas, Brazil
- 9II15 **@MedFinalsRev, Using Twitter to Study for Exams**
Zainab Jawad, The University of Manchester, School of Medicine, Manchester, United Kingdom; Clarissa Gurbani*, The University of Manchester, School of Medicine, Manchester, United Kingdom
- 1600-1730 **9JJ ELECTRONIC POSTERS (ePOSTERS): Selection 1**
Chairperson:
Location: Theatre Room 16, Level 0, MiCo
- 9JJ1 **Widening Participation in Medicine: Has students’ perception changed?**
Anna Anthonypillai*, Barts and The London School of Medicine and Dentistry, Medical Education, London, United Kingdom; Danè Goodsmann, Barts and The London School of Medicine and Dentistry, Medical Education, London, United Kingdom
- 9JJ2 **Comparison of academic achievement between graduate-entry and non-graduate entry medical students in Seoul National University College of Medicine, Korea**
Seung-Hee Lee, Seoul National University College of Medicine, Department of Medical Education, Seoul, Republic of South Korea; Jwa-Seop Shin, Seoul National University College of Medicine, Department of Medical Education, Seoul, Republic of South Korea; Jinyoung Hwang, Seoul National University College of Medicine, Department of Medical Education, Seoul, Republic of South Korea; Ju-Hee Jeong, Seoul National University College of Medicine, Department of Medical Education, Seoul, Republic of South Korea; Hyun Bae Yoon, Seoul National University College of Medicine, Department of Medical Education, Seoul, Republic of South Korea; Eun-Jeong Kim*, Seoul National University College of Medicine, Department of Medical Education, Seoul, Republic of South Korea
- 9JJ3 **A comparison of stated reasons for widening participation in UK medical schools**
John Strain*, Barts and The London SMD, London, United Kingdom
- 9JJ4 **Growing Future Medical Students: A Strategy for Providing Work Experience to Non-Traditional Applicants**
Kevin G Murphy, Imperial College, Department of Medicine, London, United Kingdom; Annalisa Alexander, Imperial College, Outreach Office, London, United Kingdom; Presenter: Susan F Smith*, Imperial College, National Heart and Lung Institute, London, United Kingdom
- 9JJ5 **What were students’ overall experiences of the Widening Participation in Medicine (Newham Doc Route) Scheme from 2008 – 2013?**
Benedicta Sarfo-Adu*, Barts and The London School of Medicine and Dentistry Queen Mary University, Centre for Medical Education, London, United Kingdom; Della Freeth, Barts and The London School of Medicine and Dentistry Queen Mary University, Centre for Medical Education, London, United Kingdom
- 9JJ6 **Perceptual changes on graduate entry medical education in Japan: A case study on a series of symposiums towards national consensus**
Masako Sugihara*, Keio University School of Medicine, Department of Neuropsychiatry, Tokyo, Japan; Harumi Gomi, Jichi Medical University, Center for Clinical Infectious Diseases, Tochigi-ken, Japan
- 9JJ7 **Preliminary success of the Preston Widening Access Programme (PWAP)**
Danielle Nimmons*, University of Manchester, Medicine, Manchester, United Kingdom; Jacqueline Higham, Lancashire Teaching Hospitals Trust, Workforce and Education Directorate, Preston, United Kingdom; Mark Pugh, Lancashire Teaching Hospitals Trust, Undergraduate Medical Education, Preston, United Kingdom; Karen Swindley, Lancashire Teaching Hospitals Trust, Undergraduate Medical Education, Preston, United Kingdom; Patterson Adam, Cardinal Newman College, Medicine, Preston, United Kingdom; Tony Freemont, University of Manchester, Manchester, United Kingdom
- 9JJ8 **The gap between first impression and multiple mini-interview performance ratings: A comparison between different rater groups**
M.B. Knorr*, University Medical Center Hamburg-Eppendorf, Department of Biochemistry and Molecular Cell Biology, Student Admission Research Group, Hamburg, Germany; J.C. Hissbach, University Medical Center Hamburg-Eppendorf, Department of Biochemistry and Molecular Cell Biology, Hamburg, Germany; A. Bath, University Medical Center Hamburg-Eppendorf, Department of Biochemistry and Molecular Cell Biology, Hamburg, Germany; W. Hampe, University Medical Center Hamburg-Eppendorf, Department of Biochemistry and Molecular Cell Biology, Hamburg, Germany; S. Sehner, University Medical Center Hamburg-Eppendorf, Department of Medical Biometry and Epidemiology, Hamburg, Germany
- 9JJ9 **MMI is a better way to select students**
Kalyanee Asanasak*, Songkhla Hospital Medical Education Center, Pediatric, Songkhla, Thailand

9JJ10 A Randomized Sequence Study of a Traditional Interview versus Multiple-Mini Interview (MMI) Approach to Assess Candidates for Suitability for Acceptance into Medical School at Memorial University

Wanda Parsons*, Memorial University of Newfoundland, Admissions Office, Faculty of Medicine, St. John's, Canada; Janet McHugh, Memorial University of Newfoundland, Admissions Office, Faculty of Medicine, St. John's, Canada; James Rourke, Memorial University of Newfoundland, St. John's, Canada; Marshall Godwin, Memorial University of Newfoundland, Primary Healthcare Research Unit, Faculty of Medicine, St. John's, Canada

9JJ11 Bilingual Multiple Mini-Interviews: Equivalent performance of English vs. French and urban vs. non-urban candidates

Andrea Kessous*, McGill University, Faculty of Medicine, Montreal, Canada; Saleem Razack, McGill University, Faculty of Medicine, Montreal, Canada

9JJ12 Development of national recruitment to dental foundation training in England, Wales and N Ireland

Karen Elley*, Health Education West Midlands, Postgraduate Dental Department, Birmingham, United Kingdom; Connie Wiskin, University of Birmingham, Interactive Studies Unit, Birmingham, United Kingdom; John Duffy, University of Birmingham, Birmingham, United Kingdom

1745-1845

 **AMEE President's Reception (invite only)**

Location: Panorama Lounge, Level +3, MiCo

1745-2000

 **EVENING MEETINGS**

AMEE Postgraduate Committee (closed meeting)

Elsevier Reception (invite only)

Medical Education and Clinical Teacher Editors Meeting (closed meeting)

Cardiff Alumni Reception (invite only)

AAMC Reception (invite only)

Location: Suite 9, Level Mezzanine, MiCo

Location: Workshop Room 1, Level 0, MiCo

Location: Suite 7, Level Mezzanine, MiCo

Location: Auditorium Bar, Level +2, MiCo

Location: Suite 5, Level Mezzanine, MiCo

WEDNESDAY 3 SEPTEMBER

Registration Desk / Exhibition

0800-1300 **Registration Desk Open**
Location: South Wing, Level +1, MiCo

0800-1230 **Exhibition Open**

0830-1230 **Hands-on CPR Training (open to all)**
Location: Office 9, Level +1, MiCo

SESSION 10: Simultaneous Sessions

0830-1015 **10A** **SYMPOSIUM: From Professionalism to Professional Identity Formation: A Journey, Not a Destination** 
Yvonne Steinert, Centre for Medical Education, McGill University, Canada; Richard Cruess, Sylvia Cruess, Donald Boudreau, Linda Snell, McGill University, Canada; Frederic Hafferty, Mayo Clinic, USA
Location: Gold Plenary, Level +2, Mico

0830-1015 **10B** **SYMPOSIUM: The Educational Culture in Medical Schools** 
Stijntje Dijk, IFMSA Standing Committee Director on Medical Education; Agostinho Moreira de Sousa, IFMSA Liaison Officer for Medical Education issues; David Gordon, WFME President Elect; Otmar Klober, World Medical Association (WMA) Secretary General and Partners in organizations related to medical education and health
Location: Auditorium, Level +3, Mico

0830-1015 **10C** **SHORT COMMUNICATIONS: Rural / Distributed Learning**
Chairperson: Jennene Greenhill (Australia)
Opening Discussant:
Location: Brown 3, Level +2, MiCo

0830-0845 **10C1** **The best of both worlds: Validating the power of combining distributed medical environments with tertiary training for general pediatrics**
Maureen Topps*, University of Calgary, Calgary, Canada; Tara Baron, Northern Ontario School of Medicine, Sudbury, Canada; Alison Peek, Northern Ontario School of Medicine, Sudbury, Canada; Rachel Ellaway, Northern Ontario School of Medicine, Sudbury, Canada

0845-0900 **10C2** **Medical Education in a Digital Age: Connectivity and Comparability between Two Sites**
Cathy Fournier*, Dalhousie University, Division of Medical Education, Halifax, Canada; Anna MacLeod, Dalhousie University, Division of Medical Education, Halifax, Canada; Olga Kits, Capital Health Research Centre for Clinical Research, Research Methods Unit, Halifax, Canada

0900-0915 **10C3** **How well can a rural longitudinal integrated clerkship prepare a medical student for internship?**
Jane Barker*, University Centre for Rural Health, General Practice, Lismore, NSW, Australia; Hudson Birden, University Centre for Rural Health, Medical Education Research, Lismore, NSW, Australia

0915-0930 **10C4** **Addressing the Australian rural and regional workforce shortage through sustainable postgraduate training programs**
Judi Walker*, Monash University, School of Rural Health, Melbourne, Australia; Brendan Crotty, Deakin University, Faculty of Health, Geelong, Australia

0930-0945 **10C5** **Curriculum for generalist medicine: More than the sum of the (body) parts?**
Richard Murray*, Australian College of Rural and Remote Medicine / James Cook University, Townsville, Australia; David Campbell, Australian College of Rural and Remote Medicine, Lakes Entrance, Australia; Lynn Saul, Australian College of Rural and Remote Medicine, Brisbane, Australia

0945-1015 Discussion

- 0830-1015 **10D RESEARCH PAPERS : Feedback**
Chairperson: Jocelyn Lockyer (Canada)
Location: Brown 2, Level +2, MiCo
- 0830-0845 **10D1 Exploring and comparing conceptualisations of mentoring across education and medical education**
Jennifer Cleland*, University of Aberdeen, Division of Medical and Dental Education, Aberdeen, United Kingdom; Mandy Moffat, University of Aberdeen, Division of Medical and Dental Education, Aberdeen, United Kingdom; Navta Massand, University of Aberdeen, Division of Medical and Dental Education, Aberdeen, United Kingdom; Lynne Shiach, University of Aberdeen, School of Education, Aberdeen, United Kingdom; Do Coyle, University of Aberdeen, School of Education, Aberdeen, United Kingdom
- 0845-0900 **10D2 Ad hoc supervisory encounters between GP-supervisors and GP-registrars: Enhancing quality and effectiveness**
Tim Clement*, Southern GP Training, Warrnambool, Australia; Jane Morrison, Southern GP Training, Warrnambool, Australia; James Brown, Southern GP Training, Churchill, Australia; Debra Nestel, Monash University, Churchill, Australia
- 0900-0915 **10D3 "Playing the Game" – How do surgical trainees seek feedback in the context of Workplace Based Assessments (WPBA)?**
A Gaunt*, Warwick Medical School, Coventry, United Kingdom; V Rusius, West Midlands Research Collaborative, Coventry, United Kingdom; S Mylvaganam, West Midlands Research Collaborative, United Kingdom; A Patel, West Midlands Research Collaborative, United Kingdom; D.H Markham, Warwick Medical School, United Kingdom; T Pawlikowska, Royal College of Surgeons of Ireland, Ireland
- 0915-0930 **10D4 Pre-specifying CanMEDS roles to authentic situations: Stimulating supervisors to give feedback outside the role of Medical Expert**
Nienke Renting*, University Medical Center Groningen, CIOMO, Groningen, Netherlands; Rijk O.B. Gans, University Medical Center Groningen, Internal Medicine, Groningen, Netherlands; Jan C.C. Borleffs, University Medical Center Groningen, CIOMO, Groningen, Netherlands; Martha A. van der Wal, University Medical Center Groningen, CIOMO, Groningen, Netherlands; Janke Cohen-Schotanus, University Medical Center Groningen, CIOMO, Groningen, Netherlands
- 0930-0945 **10D5 Student perceptions of feedback in formative MCQ assessment**
Anna Ryan*, The University of Melbourne, Medical Education Unit, Melbourne, Australia; Geoffrey McColl, The University of Melbourne, Medical Education Unit, Melbourne, Australia; Neville Chiavaro, The University of Melbourne, Medical Education Unit, Melbourne, Australia; Richard O'Brien, The University of Melbourne, Austin Hospital Clinical School, Heidelberg, Australia
- 0945-1000 **10D6 From cheerleader to coach: The developmental progression of bedside teachers in giving feedback to early learners**
Marjorie D Wenrich*, University of Washington School of Medicine, Seattle WA, United States; Molly B Jackson, University of Washington School of Medicine, Medicine, Seattle WA, United States; Ramoncita R Maestas, University of Washington School of Medicine, Family Medicine, Seattle WA, United States; Ineke HAP Wolfhagen, Maastricht University, Department of Educational Development and Research, Faculty of Health, Medicine and Life Sciences, Maastricht, Netherlands; Albert JJA Scherpbier, Maastricht University, Faculty of Health, Medicine and Life Sciences, Maastricht, Netherlands
- 1000-1015 Discussion
- 0830-1015 **10E SHORT COMMUNICATIONS: Curriculum Planning**
Chairperson: Titi Savitri (Indonesia)
Location: Brown 1, Level +2, MiCo
- 0830-0845 **10E1 Transformation in Medical Education (TIME): A new model for US pre-doctoral medical education**
SA Lieberman*, University of Texas Medical Branch, Office of the Dean of Medicine, Galveston, TX, United States; SL Franzen, University of Texas System, Business Affairs, Austin, TX, United States; GC Rosenfeld, University of Texas Medical School at Houston, Integrative Biology and Pharmacology, Houston, TX, on behalf of the TIME Steering Committee, United States
- 0845-0900 **10E2 The hidden curriculum of medical education and how it affects teacher identity**
Thea van Lankveld*, VUmc School of Medical Sciences, Research in Education, Amsterdam, Netherlands; Gerda Croiset, VUmc School of Medical Sciences, Research and Theory in Education, Amsterdam, Netherlands; Jos Beishuizen, VU University Amsterdam, Research and Theory in Education, Amsterdam, Netherlands; Judith Schoonenboom, VU University Amsterdam, Research Institute of Child Development and Education, Amsterdam, Netherlands; Monique Volman, University of Amsterdam, Research in Education, Amsterdam, Netherlands
- 0900-0915 **10E3 Clinical Honours: A collaborative approach to enhance graduate health professionals clinical competence and professional development**
Toniele Shearer*, University of Tasmania, School of Health Sciences, Faculty of Health, Launceston, Australia
- 0915-0930 **10E4 Possibilities of transformation of MD program into two-cycle qualification system: Georgian experience in frames of TEMPUS ePBLnet project**
Aleksandra Nadiradze*, David Tvildiani Medical University, Pathological Basis of Disease; Quality Assurance, Tbilisi, Georgia; Nino Tabagari, David Tvildiani Medical University, Internal Medicine; Quality Assurance, Tbilisi, Georgia; Tamari Talakvadze, David Tvildiani Medical University, Internal Medicine; Quality Assurance, Tbilisi, Georgia; Levan Tvildiani, David Tvildiani Medical University, Internal Medicine, Tbilisi, Georgia; Sergo Tabagari, David Tvildiani Medical University, Tbilisi, Georgia

- 0930-0945 **10E5** **A Qualitative Assessment of a Patient-Centered Curriculum about Persons with Disabilities**
Sonya Miller*, University of Michigan Medical School, Physical Medicine & Rehabilitation and Medical Education, Ann Arbor, United States
- 0945-1000 **10E6** **How we used honeycomb technique for curriculum mapping**
Mohamed Al-Eraky*, Zagazig University, Medical Education, Zagazig, Egypt; Gohar Wajid, Dammam University, Medical Education, Dammam, Saudi Arabia
- 1000-1015 **10E7** **Stem to Stern 2.0: CBlue has set sail**
Stephen Pennell*, Memorial University, Faculty of Medicine, St. John's, Canada; David Stokes, Memorial University, Faculty of Medicine, St. John's, Canada; Sharon Peters, Memorial University, Faculty of Medicine, St. John's, Canada
- No discussion
- 0830-1015 **10F** **SHORT COMMUNICATIONS: Entrustable Professional Activities**
Chairperson: Lesley Southgate (United Kingdom)
Location: Theatre Room 11, Level 0, MiCo
- 0830-0845 **10F1** **The practical application of EPAs to assess competency in a post-graduate residency program**
Karen Schultz*, Queen's University, Family Medicine, Kingston, Canada; Jane Griffiths, Queen's University, Family Medicine, Kingston, Canada
- 0845-0900 **10F2** **Narrative Anchors for Progress through EPAs in Neonatology**
M. Douglas Jones, Jr*, University of Colorado School of Medicine, Pediatrics, Aurora, Colorado, United States; Thomas Parker, University of Colorado School of Medicine, Pediatrics, Aurora, Colorado, United States
- 0900-0915 **10F3** **Using Nominal Group Technique to Develop Entrustable Professional Activities for Family Medicine**
Eric Wong*, Western University, Family Medicine, London, Canada
- 0915-0930 **10F4** **To trust or not trust: Development of Entrustable Professional Activities (EPAs) in Emergency Medicine for Australian medical graduates at the transition to professional practice**
James Kwan*, University of Western Sydney, Medical Education Unit, Sydney, Australia; Roslyn Crampton, Western Sydney Local Health District, Research and Education Network, Sydney, Australia; Roslyn Weaver, University of Western Sydney, Medical Education Unit, Sydney, Australia; Lise Mogensen, University of Western Sydney, Medical Education Unit, Sydney, Australia; Wendy Hu, University of Western Sydney, Medical Education Unit, Sydney, Australia
- 0930-0945 **10F5** **Heuristic maps can mediate assessment of entrustable professional activities**
Christine Ann Fessey*, St. George's University Medical School, IMBE, London, United Kingdom; Louise Ellen Colborne, Tameside NHS Trust, Manchester, United Kingdom
- 0945-1000 **10F6** **Entrustable professional activities for the assessment of early medical students**
H. Carrie Chen*, University of California San Francisco, Pediatrics, San Francisco, United States; Margaret McNamara, University of California San Francisco, Pediatrics, San Francisco, United States; Arianne Teherani, University of California San Francisco, Medicine, San Francisco, United States; Patricia O'Sullivan, University of California San Francisco, Medicine, San Francisco, United States; Olle ten Cate, University Medical Center Utrecht, Center for Research and Development of Education, Utrecht, Netherlands
- 1000-1015 **10F7** **Identifying EPAs for undergraduate medical education**
Ylva Holzhausen*, Charité Universitätsmedizin Berlin, Dieter Scheffner Fachzentrum, Berlin, Germany; Asja Maaz, Charité Universitätsmedizin Berlin, Dieter Scheffner Fachzentrum, Berlin, Germany; Antje Degel, Charité Universitätsmedizin Berlin, Dieter Scheffner Fachzentrum, Berlin, Germany; Harm Peters, Charité Universitätsmedizin Berlin, Dieter Scheffner Fachzentrum, Berlin, Germany
- No discussion
- 0830-1015 **10G** **SHORT COMMUNICATIONS: Clinical Assessment & Standard Setting**
Chairperson:
Opening Discussant:
Location: Theatre Room 12, Level 0, MiCo
- 0830-0845 **10G1** **Simulation-based certification for cataract surgery**
Ann Sofia Skou Thomsen*, Glostrup Hospital, Capital Region of Denmark, Department of Ophthalmology, Copenhagen, Denmark; Hadi Kjærbo, Glostrup Hospital, Capital Region of Denmark, Department of Ophthalmology, Copenhagen, Denmark; Morten Dornonville de la Cour, Glostrup Hospital, Capital Region of Denmark, Department of Ophthalmology, Copenhagen, Denmark; Lars Konge, Centre for Clinical Education, Centre for HR, Capital Region of Denmark, Department of Ophthalmology, Copenhagen, Denmark
- 0845-0900 **10G2** **Is there a need to distinguish between "hawks" and "doves" crucial in the learning journey of developing Physiotherapists?**
Tzer Shiang Rachel Soh*, Tan Tock Seng Hospital, Physiotherapy, Singapore; Fong Ling Loy, Tan Tock Seng Hospital, Physiotherapy, Singapore; Seow Yee Teo, Tan Tock Seng Hospital, Physiotherapy, Singapore; Mira LJ Shen, Tan Tock Seng Hospital, Clinical Research Unit, Singapore

- 0900-0915 **10G3** **Smoothing resistant-lines to improve OSCE pass-scores results**
Dwight Harley*, University of Alberta, Dentistry, Edmonton, Canada; Margaret Dennett, Vancouver Community College, Certified Dental Assisting, Vancouver, Canada
- 0915-0930 **10G4** **Utilizing the Borderline Regression Method to Enhance Clinical Skills Feedback to First Year Medical Students**
Sarah R Wright*, University of Toronto, Undergraduate Medical Education, Toronto, Canada; Richard Pittini, University of Toronto, Undergraduate Medical Education, Toronto, Canada; Jean Hudson, University of Toronto, Undergraduate Medical Education, Toronto, Canada
- 0930-0945 **10G5** **A validity study of standard setting methods for pass/fail decisions on high stakes objective structured clinical examinations**
Naveed Yousuf*, Aga Khan University, Department for Educational Development, Faculty of Health Sciences, Karachi, Pakistan; Claudio Violato, University Ambrosiana, Department of Medical Education, Faculty of Medicine, Milan, Italy; Rukhsana Zuberi, Aga Khan University, Department for Educational Development, Faculty of Health Sciences, Karachi, Pakistan
- 0945-1000 **10G6** **Evaluating the comparability of the Hofstee and Borderline methods of standard-setting in the MRCPsych CASC**
Adrian Husbands, Royal College of Psychiatrists, Examinations, London, United Kingdom; Debbie Wright, Royal College of Psychiatrists, Examinations, London, United Kingdom; Peter Bowie, Royal College of Psychiatrists, Professional Standards, London, United Kingdom; Fauzan Palekar, Royal College of Psychiatrists, Examinations, London, United Kingdom; Kiran Grewal*, Royal College of Psychiatrists, Examinations, London, United Kingdom
- 1000-1015 Discussion
- 0830-1015 **10H** **SHORT COMMUNICATIONS: Postgraduate: Family Medicine**
Chairperson: Kim Walker (United Kingdom)
Opening Discussant:
Location: Amber 1, Level +2, MiCo
- 0830-0845 **10H1** **Pilot of a matrix module to engage GP registrars in managing multimorbidity in practice**
Catherine Regan*, General Practice Training, Valley to Coast, School of DCIT, Newcastle, Australia; Christopher Starling, General Practice Training, Valley to Coast, School of DCIT, Newcastle, Australia; Brian Regan, University of Newcastle, Newcastle, Australia; Tony Saltis, General Practice Training, Valley to Coast, Newcastle, Australia; Sumanjeet Kaur, General Practice Training, Valley to Coast, Newcastle, Australia; Peter Summons, University of Newcastle, Newcastle, Australia
- 0845-0900 **10H2** **Empathy and Communication Skills through Family Medicine Residence**
Vanessa Garrido Pais, Faculty of Medicine, Oporto University, Clinical Neurosciences and Mental Health, Oporto, Portugal; Margarida Figueiredo-Braga*, Faculty of Medicine, Oporto University, Clinical Neurosciences and Mental Health, Oporto, Portugal; Rui Mota-Cardoso, Faculty of Medicine, Oporto University, Clinical Neurosciences and Mental Health, Oporto, Portugal
- 0900-0915 **10H3** **Increasing family medicine residents' preparedness for procedural skills using an iPad application**
Jeremy Rezmovitz*, Sunnybrook Health Sciences Centre, University of Toronto, Family and Community Medicine, Toronto, Canada; Ian MacPhee, Sunnybrook Health Sciences Centre, University of Toronto, Family and Community Medicine, Toronto, Canada; Zahra Jaffer, Women's College Hospital, University of Toronto, Family and Community Medicine, Toronto, Canada; Naila Karim, Women's College Hospital, University of Toronto, Family and Community Medicine, Toronto, Canada
- 0915-0930 **10H4** **Assessment of Teaching Performance in a Family Medicine Residency Program at UNAM in Mexico**
Adrian Martinez-Gonzalez*, UNAM Faculty of Medicine, Medical Education Secretariat, Mexico; Francisco Gómez-Clavelina, UNAM Faculty of Medicine, Family Medicine, Mexico; Isaias Hernández-Torres, UNAM Faculty of Medicine, Family Medicine, Mexico; Fernando Flores-Hernández, UNAM Faculty of Medicine, Medical Education Secretariat, Mexico; Melchor Sánchez-Mendiola, UNAM Faculty of Medicine, Medical Education Secretariat, Mexico
- 0930-0945 **10H5** **Teaching population health in primary care**
Debi De Silva, The Evidence Centre, University of London, London, United Kingdom; Sanjiv Ahluwalia, London School of General Practice, London, United Kingdom; John Spicer, London School of General Practice, United Kingdom
Presenter: Tara Gray*, London School of General Practice, University of London, United Kingdom
- 0945-1015 Discussion
- 0830-1015 **10I** **SHORT COMMUNICATIONS: Anatomy**
Chairperson: Maria Rosa Fenoll-Brunet (Spain)
Opening Discussant:
Location: Amber 2, Level +2, MiCo
- 0830-0845 **10I1** **Learning applied anatomy in a novel way: Are we on the right path?**
Ramya Bhaskaran*, Sri Ramachandra Medical College and Research Institute, General Surgery, Medical Education Unit, Chennai, India; Vijayaraghavan P.V. Subramaniam, Sri Ramachandra Medical College and Research Institute, Orthopaedics, Medical Education, Chennai, India; Ramesh Kumar Muthukumarasamy, Sri Ramachandra Medical College and Research Institute, Anatomy, Medical Education, Chennai, India; Ramakrishnan T. V Bhaskaran, Sri Ramachandra Medical College and Research Institute, Accident and Emergency Medicine, Chennai, India; Surendran P, Sri Ramachandra Medical College and Research Institute, General Surgery, Medical Education, Chennai, India; Haripriya, Sri Ramachandra Medical College and Research Institute, Anatomy, Chennai, India

- 0845-0900 **10I2** **The use of kinaesthetic learning tools in the teaching of anatomy to first year radiotherapy students at The University of Liverpool**
Gareth Hill*, University of Liverpool, Medical Imaging and Radiotherapy, Liverpool, United Kingdom; Flora Al-Samarraie, University of Liverpool, Medical Imaging and Radiotherapy, Liverpool, United Kingdom; Bev Ball, University of Liverpool, Medical Imaging and Radiotherapy, Liverpool, United Kingdom; Cath Gordon, University of Liverpool, Medical Imaging and Radiotherapy, Liverpool, United Kingdom; Stuart Mackay, University of Liverpool, Medical Imaging and Radiotherapy, Liverpool, United Kingdom; Bridget Porritt, University of Liverpool, Medical Imaging and Radiotherapy, Liverpool, United Kingdom
- 0900-0915 **10I3** **Evaluating the effectiveness of a fully online undergraduate systemic human anatomy course with virtual prosection laboratory**
Stefanie M. Attardi*, Western University, Anatomy and Cell Biology, London, Canada; Suwhan Choi, Western University, Anatomy and Cell Biology, London, Canada; John Barnett, Western University, Faculty of Education, London, Canada; Kem A. Rogers, Western University, Anatomy and Cell Biology, London, Canada
- 0915-0930 **10I4** **Tailored dissection videos alongside dissection improves learning**
Claudia Leitner*, Institute of Health, Sciences & Education, School of Medicine & Dentistry, London, United Kingdom; Catherine Molyneux, Institute of Health, Sciences & Education, School of Medicine & Dentistry, London, United Kingdom
- 0930-0945 **10I5** **ORDER (observe-reflect-draw-edit-repeat): Student partner approaches for strategic design and evaluation of a novel evidence-based cyclical artistic learning process**
Mark Backhouse, Newcastle University, The Medical School, Newcastle upon Tyne, United Kingdom; Michael Fitzpatrick, Newcastle University, The Medical School, Newcastle upon Tyne, United Kingdom; Ayat Bashir, Newcastle University, The Medical School, Newcastle upon Tyne, United Kingdom; Rachael Allen, Professional Artist, School of Medical Sciences Education Development, Gateshead, United Kingdom; Iain Keenan*, Newcastle University, School of Medical Sciences Education Development, Newcastle upon Tyne, United Kingdom
- 0945-1000 **10I6** **Actual drawing of histological images improves knowledge retention**
Jan GM Kooloos*, Radboud University Nijmegen Medical Centre, Anatomy, Nijmegen, Netherlands; Monique CM Baemans, Radboud University Nijmegen Medical Centre, Celbiology, Nijmegen, Netherlands; Catharina EEM van der Zee, Radboud University Nijmegen Medical Centre, Celbiology, Nijmegen, Netherlands
- 1000-1015 Discussion
- 0830-1015 **10J** **SHORT COMMUNICATIONS: PBL in Practice**
Chairperson: John Tegzes (United States)
Location: Amber 3, Level +2, MiCo
- 0830-0845 **10J1** **Can the knowledge structure and the diagnostic strategy of PBL students be advanced by adopting scheme-inductive learning in clinical years?**
Kuo-Inn Tsou*, ⁽¹⁾Fu Jen Catholic University, ⁽²⁾Catholic Tien Hospital, ⁽¹⁾School of Medicine, ⁽²⁾Department of Pediatrics, New Taipei city, Taiwan; Ping-Keung Yip, ⁽¹⁾Fu Jen Catholic University, ⁽²⁾Catholic Tien Hospital, ⁽¹⁾School of Medicine, ⁽²⁾Department of Neurology, New Taipei city, Taiwan; Jiann-Horng Yeh, ⁽¹⁾Fu Jen Catholic University, ⁽²⁾Shin Kong Wu Ho-Su Memorial Hospital, ⁽¹⁾School of Medicine, ⁽²⁾Department of Neurology, Taipei city, Taiwan; Pei Dee, ⁽¹⁾Fu Jen Catholic University, ⁽²⁾Catholic Tien Hospital, ⁽¹⁾School of Medicine, ⁽²⁾Department of Internal Medicine, New Taipei City, Taiwan; Peter Harasym, ⁽¹⁾Fu Jen Catholic University, ⁽²⁾Catholic Tien Hospital, ⁽¹⁾School of Medicine, ⁽²⁾Department of Pediatrics, Calgary, Canada
- 0845-0900 **10J2** **The Multi-Systems PBL as a tool for integrating knowledge**
Hla Yee Yee*, The International Medical University, Human Biology, Kuala Lumpur, Malaysia
- 0900-0915 **10J3** **Group interaction among first-year medical students of Gadjah Mada University-Indonesia during tutorial: Cultural based evaluation**
Nindya Aryanty*, Faculty of Medicine and Health Sciences, Jambi University, Medical Education, Jambi, Indonesia; Gandes Retno Rahayu, Faculty of Medicine, Gadjah Mada University, Medical Education, Yogyakarta, Indonesia; Efrayim Suryadi, Faculty of Medicine, Gadjah Mada University, Medical Education, Yogyakarta, Indonesia
- 0915-0930 **10J4** **Problem-Based Learning in "Medicine and Humanity": A New Course Leading by Medical Doctors and Teaching Assistants from College of Liberal Arts**
Fen-Yu Tseng*, National Taiwan University Hospital, Internal Medicine, Taipei, Taiwan; Yen-Yuan Chen, National Taiwan University Hospital, Medical Education, Taipei, Taiwan; Jeng-Yi Shieh, National Taiwan University Hospital, Physical Medicine and Rehabilitation, Taipei, Taiwan; Tze-Wah Kao, National Taiwan University Hospital, Internal Medicine, Taipei, Taiwan
- 0930-0945 **10J5** **Nobel Laureates in PBL: An approach to foster integration and deep learning**
Samy Azer*, King Saud University, Medical Education Department, Riyadh, Saudi Arabia
- 0945-1000 **10J6** **Emergence of a novel visual cognitive tool: Encouraging depth and systematic knowledge capture in cancer-focussed problem based learning (PBL)**
Samuel Pattle*, University of Edinburgh, Centre for Medical Education, Edinburgh, United Kingdom; Fred Pender, University of Edinburgh, College of Medicine and Veterinary Medicine, Edinburgh, United Kingdom
- 1000-1015 **10J7** **Combining Simulation with Problem Based Learning (PBL): 'SIM-PL'**
Sandaruwani Abeyisiri*, Newham University Hospital, Undergraduate Medical Education and General Surgery, London, United Kingdom; Susan Gelding, Newham University Hospital, Undergraduate Medical Education and Endocrinology, London, United Kingdom

No discussion

- 0830-1015 **10K** **SHORT COMMUNICATIONS: Medical English**
Chairperson:
Location: Amber 4, Level +2, MiCo
- 0830-0845 **10K1** **Present situation and future outlook of undergraduate English for Medical Purposes (EMP) education in Germany: Introducing a conceptual framework for future EMP curriculum management**
Daisy Rotzoll*, LernKlinik Leipzig, Leipzig University, Faculty of Medicine, Leipzig, Germany; Romy Wienhold, LernKlinik Leipzig, Leipzig University, Faculty of Medicine, Leipzig, Germany; Anni Weigel, LernKlinik Leipzig, Leipzig University, Faculty of Medicine, Leipzig, Germany; Robert Wolf, LernKlinik Leipzig, Leipzig University, Faculty of Medicine, Leipzig, Germany
- 0845-0900 **10K2** **The educational impact and relevance of OET for the medical workplace**
Lesley Hay*, Cambridge English Language Assessment, Admissions Testing Service, Cambridge, United Kingdom
- 0900-0915 **10K3** **The Development of English in Medicine Curriculum: What works, what doesn't?**
Siew Kit Choon, University of Malaya, Medical Education Research and Development, Kuala Lumpur, Malaysia; Shuh Shing Lee*, University of Malaya, Medical Education Research and Development, Kuala Lumpur, Malaysia; Jamuna Vadivelu, University of Malaya, Medical Microbiology, Kuala Lumpur, Malaysia; Chan Choon Foong, University of Malaya, Medical Education Research and Development, Kuala Lumpur, Malaysia
- 0915-0930 **10K4** **Experience of History Taking learning methods in international medical students**
Licia Montagna, Istituto Clinico Humanitas, Office of Medical Education, Rozzano, Italy; Silvia Oldani*, Istituto Clinico Humanitas, Office of Medical Education, Rozzano, Italy; Isabella Barajon, Istituto Clinico Humanitas, Office of Medical Education, Rozzano, Italy
- 0930-0945 **10K5** **Acquisition of Medical English through the first student English magazine in Jahrom university of medical sciences**
Farzaneh Alipour, Jahrom University of Medical Sciences, Student Research Committee, Jahrom, Iran; Sedigheh Najafipour, Jahrom University of Medical Sciences, Student Research Committee, Jahrom, Iran; Zahra Koohmal, Jahrom University of Medical Sciences, Jahrom, Iran; Masoomeh Hosseinpour, Jahrom University of Medical Sciences, Jahrom, Iran; Atefeh Karamzadeh, Jahrom University of Medical Sciences, Jahrom, Iran; Marjan Jaladat, Jahrom, Iran; Presenter: Mahsa Aran*, Shiraz, Iran; Maryamosadat Miri
- 0945-1000 **10K6** **Encounters with Difference: Language Labs for Second Year Medical Students**
Rob Lane*, School of Medicine, University of Leeds, Leeds Institute of Medical Education, Leeds, United Kingdom; Andrea McGovern, School of Medicine, University of Leeds, Leeds Institute of Medical Education, Leeds, United Kingdom; Barry Ewart, School of Medicine, University of Leeds, Leeds Institute of Medical Education, Leeds, United Kingdom
- 1000-1015 **10K7** **Teaching Medical English in Large Classes**
Renzo Mocini*, Sapienza University, Surgical Sciences, Rome, Italy
- No discussion
- 0830-1015 **10L** **SHORT COMMUNICATIONS: IPE 3**
Chairperson:
Opening Discussant:
Location: Amber 5, Level +2, MiCo
- 0830-0845 **10L1** **Interprofessional Experience Emersion: Addressing the Milestones**
Anne J Gunderson*, Georgetown University Medical Center-MedStar Health, Georgetown, United States; Jessica Colyer, University of Cincinnati, Cincinnati, United States
- 0845-0900 **10L2** **Readiness, facilitators and barriers for Interprofessional Education for medical and nursing students: A literature review**
Cora Visser*, VUmc School of Medical Sciences, Institute for Education and Training, Amsterdam, Netherlands; Gerda Croiset, VUmc School of Medical Sciences, Institute for Education and Training, Amsterdam, Netherlands; Rashmi Kusrkar, VUmc School of Medical Sciences, Institute for Education and Training, Amsterdam, Netherlands
- 0900-0915 **10L3** **An interprofessional learning pathway - what structure and activities underpin student learning in a work integrated setting? Staff views and student expectations**
Beverly Raasch*, James Cook University, School of Medicine and Dentistry, Townsville, Australia; Cindy Sealey, James Cook University, School of Medicine and Dentistry, Townsville, Australia
- 0915-0930 **10L4** **The students' perceptions of prerequisites for interprofessional education in primary care**
Karin Björklund*, NVS, Centre for Family Medicine, Stockholm, Sweden; Päivi Kaila, NVS, Karolinska Institutet, Stockholm, Sweden; Helena Salminen, NVS, Centre for Family Medicine, Stockholm, Sweden
- 0930-0945 **10L5** **"Pre-IPE" program in professional groups may relieve students' worries in IPE**
Sho Inoue*, Nagoya University School of Medicine, Department of Education for Community-Oriented Medicine, Nagoya, Japan; Keiko Abe, Nagoya University Graduate School of Medicine, Department of Education for Community-Oriented Medicine, Nagoya, Japan; Muneyoshi Aomatsu, Nagoya University Graduate School of Medicine, Department of Education for Community-Oriented Medicine, Nagoya, Japan; Hiroki Yasui, Nagoya University Graduate School of Medicine, Center for Medical Education, Nagoya, Japan; Kazumasa Uemura, Nagoya University School of Medicine, Nagoya, Japan

0945-1000	10L6	Impact of Peer Pressure on Accuracy of Reporting Vital Signs: Evidence of Errors Made by Medical and Nursing Students during a Simulated Clinical Performance Exercise Alyshah Kaba*, University of Calgary, Medical Education and Research, Calgary, Canada; Tanya Beran, University of Calgary, Medical Education and Research, Calgary, Canada
1000-1015	Discussion	
0830-1015	10M	SHORT COMMUNICATIONS: Clinical 3 Chairperson: Opening Discussant: Location: Amber 6, Level +2, MiCo
0830-0845	10M1	The Lesser-Spotted Medical Student: Understanding and Facilitating Student Presence on Wards Ian Henderson*, The University of Nottingham Medical School, Nottingham, United Kingdom; Jessika Voll, Nottingham University Hospitals, Nottingham, United Kingdom; Damian Bragg, Nottingham University Hospitals, Nottingham, United Kingdom
0845-0900	10M2	Evaluation of a Palliative Care educational programme Marcus A Henning*, University of Auckland, School of Medicine, Auckland, New Zealand; Julie Hu, University of Auckland, School of Medicine, Auckland, New Zealand; Webster Craig, University of Auckland, School of Medicine, Auckland, New Zealand; Hadley Brown, Hospice New Zealand, Mercy Hospice, Auckland, New Zealand; Jo Murphy, Hospice New Zealand, Mercy Hospice, Auckland, New Zealand
0900-0915	10M3	On the Relationship Between Reflection and Clinical Performance: A cross-sectional and retrospective-longitudinal correlational cohort study in midwifery M. Embo*, University College Arteveldehogeschool Ghent, Midwifery Department, Ghent, Belgium; E. Driessen, Maastricht University, Educational Development and Research, Maastricht, Netherlands; M. Valcke, Ghent University, Educational Sciences, Ghent, Belgium; C.P.M. van der Vleuten, Maastricht University, Educational Development and Research, Maastricht, Netherlands
0915-0930	10M4	Difficult patient encounters: Setting a limit while preserving a good relationship Naomi Ehrlich*, VU University Medical Center, Medical Psychology, Amsterdam, Netherlands; José van de Kreeke, VU University Medical Center, Medical Psychology, Amsterdam, Netherlands
0930-0945	10M5	Ability of veterinary medicine students to perform laparoscopic ovariectomy on live dogs Ohad Levi*, Western University of Health Science, College of Veterinary Medicine, Pomona, California, United States; Philip Kass, University of California Davis, Department of Population Health and Reproduction, School of Veterinary Medicine, Davis, California, United States; Lyon Lee, Western University of Health Science, College of Veterinary Medicine, Pomona, California, United States; Valerie Cantrell, Western University of Health Science, College of Veterinary Medicine, Pomona, California, United States; David Clark, Western University of Health Science, College of Veterinary Medicine, Pomona, California, United States; Dominique Griffon, Western University of Health Science, College of Veterinary Medicine, Pomona, California, United States
0945-1000	10M6	Confounding factors affecting utilization of clinical skills laboratories among Japanese medical schools Kazunobu Ishikawa*, Fukushima Medical University, Center for Medical Education and Career Development, Fukushima, Japan; Akiko Sugawara, Fukushima Medical University, Center for Medical Education and Career Development, Fukushima, Japan; Gen Kobayashi, Fukushima Medical University, Center for Medical Education and Career Development, Fukushima, Japan; Yoko Moroi, Fukushima Medical University, Center for Medical Education and Career Development, Fukushima, Japan; Nobuo Nara, Tokyo Medical and Dental University, Center for Education Research in Medicine and Dentistry, Tokyo, Japan
1000-1015	Discussion	
0830-1015	10N	SHORT COMMUNICATIONS: Student as Teacher 2 Chairperson: Robbert Duvivier (Netherlands) Opening Discussant: Juliana Sa (Portugal) Location: Amber 7, Level +2, MiCo
0830-0845	10N1	A study to explore the effect of near-peer teaching in clinical examinations on summative assessments Chrishan D. Gunasekera*, UCL Medical School, Academic Centre for Medical Education, London, United Kingdom; Oliver Cohen, UCL Hospital, London, United Kingdom; Jonathan King, Whittington Hospital, London, United Kingdom; Alison Sturrock, UCL Medical School, Academic Centre for Medical Education, London, United Kingdom; Deirdre Wallace, UCL Medical School, Academic Centre for Medical Education, London, United Kingdom
0845-0900	10N2	Peer-Led OSCEs: High Quality Teaching at High Volume Faheem Ahmed, King's College London, School of Medicine, London, United Kingdom; Aia Mehdi, King's College London, School of Medicine, London, United Kingdom; Sadaf Kader, King's College London, School of Medicine, London, United Kingdom; Sabina Jiwani, King's College London, School of Medicine, London, United Kingdom; Zainab Najim, King's College London, School of Medicine, London, United Kingdom; Karen Pinto*, King's College London, School of Medicine, London, United Kingdom

- 0900-0915 **10N3** **Peer influence on students' trajectory of becoming a doctor**
A.N. (Janet) Raat*, University of Groningen and University Medical Center Groningen, Center for Research and Innovation in Medical Education, Groningen, Netherlands; Tim Dornan, Maastricht University, Department of Educational Development, Maastricht, Netherlands; Jan B.M. Kuks, University of Groningen and University Medical Center Groningen, Institute for Medical Education, Groningen, Netherlands; Janke Cohen-Schotanus, University of Groningen and University Medical Center Groningen, Center for Research and Innovation in Medical Education, Groningen, Netherlands
- 0915-0930 **10N4** **Peer and Online Learning: The Beginning of a Sustainable Approach**
Iona JM Campbell*, University of Dundee, School of Medicine, Dundee, United Kingdom; Susan Law, University of Dundee, School of Medicine, Dundee, United Kingdom; Eleanor J Hothersall, University of Dundee, School of Medicine, Dundee, United Kingdom; Natalie Lafferty, University of Dundee, College of Medicine, Dentistry and Nursing, Dundee, United Kingdom
- 0930-0945 **10N5** **Peer tutoring promotes development key competences of future physicians: Social, performing and pedagogical skills**
Linus Törnqvist*, University of Turku, Medical Education Research and Development Centre, Turku, Finland; Riina Almgren, University of Turku, Faculty of Educational Sciences, Turku, Finland; Minna Wuorela, University of Turku, Medical Education Research and Development Centre, Turku, Finland; Outi Kortekangas-Savolainen, University of Turku, Medical Education Research and Development Centre, Turku, Finland; Jetro J. Tuulari, University of Turku, Medical Education Research and Development Centre, Turku, Finland
- 0945-1000 **10N6** **Quality improvement: Training of peer tutors in surgery**
Jasmina Sterz*, Goethe University, Department of Surgery, Frankfurt, Germany; Sebastian Hoefer, Goethe University, Department of Surgery, Frankfurt, Germany; Roxane Weber; Ingo Marzi; Miriam Ruesseler
- 1000-1015 Discussion
- 0830-1015 **10O** **SHORT COMMUNICATIONS: Approaches to eLearning**
Chairperson:
Opening Discussant:
Location: Amber 8, Level +2, MiCo
- 0830-0845 **1001** **Appraisal of authoring softwares at healthcare courses development**
RS Braga*, Federal University of Health Science of Porto Alegre, Department of Education and Health's Information, Porto Alegre, Brazil; RA Tubelo, Federal University of Health Science of Porto Alegre, Department of Education and Health's Information, Porto Alegre, Brazil; E Zanatta, Federal University of Health Science of Porto Alegre, Department of Education and Health's Information, Porto Alegre, Brazil; FAC Medella Junior, Federal University of Health Science of Porto Alegre, Department of Education and Health's Information, Porto Alegre, Brazil; MEB Pinto, Federal University of Health Science of Porto Alegre, Department of Public Health, Porto Alegre, Brazil; A Dahmer, Federal University of Health Science of Porto Alegre, Department of Education and Health's Information, Porto Alegre, Brazil
- 0845-0900 **1002** **A methodology for a distance learning update course in prosthesis for Primary Health Care**
RA Tubelo, Federal University of Rio Grande do Sul, Dental Materials Laboratory, Porto Alegre, Brazil; A Dahmer*, Federal University of Health Sciences Porto Alegre, Department of Education and Health's Information, Porto Alegre, Brazil; VCB Leitune, Federal University of Rio Grande do Sul, Dental Materials Laboratory, Porto Alegre, Brazil; MEB Pinto, Federal University of Health Sciences Porto Alegre, Department of Public Health, Porto Alegre, Brazil; SW Samuel, Federal University of Rio Grande do Sul, Dental Materials Laboratory, Porto Alegre, Brazil; FM Collares, Federal University of Rio Grande do Sul, Dental Materials Laboratory, Porto Alegre, Brazil
- 0900-0915 **1003** **Student perspectives on the use of digital resources in biomedical education**
Simonetta Ausoni*, University of Padua, Biomedical Sciences, Padova, Italy; Alessio Surian, University of Padua, FISPPA-Philosophy, Sociology, Education, Applied Psychology, Padova, Italy
- 0915-0930 **1004** **How do medical students assess the credibility of online or downloadable medical reference resources?**
Colin Lumsden*, University of Manchester, Medical School, Manchester, United Kingdom; Meera Nanda Kumar, University of Manchester, Medical School, Manchester, United Kingdom; Jane Mooney, University of Manchester, United Kingdom; Joanne Hart, University of Manchester, United Kingdom; Lucie Byre-Davis, University of Manchester, United Kingdom
- 0930-0945 **1005** **Virtually there: A journey to the HKU Medicine Island for teaching and learning**
Joanna WY Ho*, The University of Hong Kong, Department of Biochemistry, Faculty of Medicine, Hong Kong SAR; Brant Knutze, The University of Hong Kong, Faculty of Education, Hong Kong SAR; Nai Sum Wong, The University of Hong Kong, Department of Biochemistry, Faculty of Medicine, Hong Kong SAR; Lap Ki Chan, The University of Hong Kong, Institute of Medical and Health Sciences Education, Faculty of Medicine, Hong Kong SAR; Mai Har Sham, The University of Hong Kong, Department of Biochemistry, Faculty of Medicine, Hong Kong SAR
- 0945-1000 **1006** **Health problems regionalization through the use of virtual cities in a distance education course for primary health care professionals**
LB Pinheiro*, Federal University of Health Science of Porto Alegre, Department of Education and Health's Information, Porto Alegre, Brazil; MEB Pinto, Federal University of Health Science of Porto Alegre, Department of Public Health, Porto Alegre, Brazil; RA Tubelo, Federal University of Health Science of Porto Alegre, Department of Education and Health's Information, Porto Alegre, Brazil; VG Bragança, Federal University of Health Science of Porto Alegre, Department of Education and Health's Information, Porto Alegre, Brazil; F Costa, Federal University of Health Science of Porto Alegre, Department of Education and Health's Information, Porto Alegre, Brazil
- 1000-1015 Discussion

- 0830-1015 **10P** **SHORT COMMUNICATIONS: Simulated Patients**
 Chairperson: Karen Lewis (United States)
 Opening Discussant:
 Location: Theatre Room 13, Level 0, MiCo
- 0830-0845 **10P1** **Standardised patient assessment and VP in an OSCE exam**
 Helen Roberts*, University of Auckland, Obstetrics and Gynaecology, Auckland, New Zealand; Vernon Mogol, University of Auckland, Medical Programme Directorate, Auckland, New Zealand; Anthony Chung, University of Auckland, Centre for Learning and Research in Higher Education, Auckland, New Zealand; Michelle Carvalho, University of Auckland, Obstetrics and Gynaecology, Auckland, New Zealand
- 0845-0900 **10P2** **A prospective study to compare teaching by clinical teaching associates with traditional methods**
 Alan Radford*, Great Western Hospital, Academy, Swindon, United Kingdom; Anne McCabe, Great Western Hospital, Academy, Swindon, United Kingdom; Helen Dee, Great Western Hospital, Academy, Swindon, United Kingdom, James Goodliffe, Great Western Hospital, Academy, Swindon, United Kingdom; Kevin Jones, Great Western Hospital, Academy, Swindon, United Kingdom
- 0900-0915 **10P3** **My child has autism? Teaching residents using a novel family facilitator-standardized patient model**
 Anne Kawamura*, University of Toronto, Holland Bloorview Kids Rehabilitation Hospital, Pediatrics, Toronto, Canada; Maria Mylopoulos, University of Toronto, Hospital for Sick Children, Pediatrics, Toronto, Canada; Elizabeth Jimenez, University of Toronto, Pediatrics, Toronto, Canada; Angela Orsino, University of Toronto, Pediatrics, Toronto, Canada; Nancy McNaughton, University of Toronto, Standardized Patient Program, Pediatrics, Toronto, Canada
- 0915-0930 **10P4** **Clinical and communication skills assessment by Standardised Patients (SP) played by professional actors: A new tool in medical education?**
 Jean-Marie Castillo*, Nantes Faculty of Medicine, Family Medicine Department, Nantes, France; Bernard Planchon, Nantes Faculty of Medicine, Internal Medicine Department, Nantes, France; Jean-Benoît Hardouin, Nantes University, EA4275, Biostatistics, Pharmacoepidemiology and Human Sciences Research, Nantes, France; Vicki LeBlanc, University of Toronto, Wilson Center, Toronto, Canada; Pierre Pottier, Nantes Faculty of Medicine, Internal Medicine Department, Nantes, France
- 0930-0945 **10P5** **How useful are standardised patients in teaching mental state examinations in psychiatry?**
 R Mahendran*, National University of Singapore/NUHS, Psychological Medicine, Singapore; EH Kua, National University of Singapore/NUHS, Psychological Medicine, Singapore
- 0945-1000 **10P6** **Standardised patients or patient volunteers: Is there a difference in cost-effectiveness for interviewing practice?**
 Sue Murphy*, University of British Columbia, Physical Therapy, Vancouver, Canada; Donna L MacIntyre, University of British Columbia, Physical Therapy, Vancouver, Canada
- 1000-1015 Discussion
- 0830-1015 **10Q** **CONFERENCE WORKSHOP: Bringing Crisis Resource Management (CRM) to Life with Comics and Cartoons**
 Peter Dieckmann*, Danish Institute for Medical Simulation (DIMS), Center for Human Relations, Capital Region of Denmark, Herlev, Denmark; Jean Ker, University of Dundee, Dundee, United Kingdom; Walter Eppich, University of Chicago, Chicago, United States; Kamran Khan, Mafraq Hospital, Abu Dhabi, United Arab Emirates; Bryn Baxendale, University of Nottingham, Nottingham, United Kingdom; Doris Østergaard, Danish Institute for Medical Simulation (DIMS), Herlev, Denmark
 Location: Workshop Room 1, Level 0, MiCo
- 0830-1015 **10R** **CONFERENCE WORKSHOP: Using theory in medical education research – as hard as it gets?**
 Klara Bolander Laksöv*, Karolinska Institutet, LIME, Stockholm, Sweden
 Location: Workshop Room 2, Level 0, MiCo
- 0830-1015 **10S** **CONFERENCE WORKSHOP: Research in Health Education: Opportunities in the Iberoamerican context**
 Jordi Palés*, Medical School of University of Barcelona, Department of Ophthalmology, Otolaryngology and Head and Neck Surgery, Barcelona, Spain; Maria L. Veronese Rodrigues*, Ribeirao Preto Medical School, USP, School of Medical Sciences, Ribeirao Preto, SP, Brazil; Eliana Amaral*, State University of Campinas, School of Health Sciences, Campinas, Brazil; Nuno Sousa*, University of Minho, School of Health Sciences, Braga, Portugal; Manuel João Costa*, University of Minho, Department of Ophthalmology, Otolaryngology and Head and Neck Surgery, Braga, Portugal
 Location: Workshop Room 3, Level 0, MiCo
- 0830-1015 **10T** **CONFERENCE WORKSHOP: Professionalism and Beyond: Instruction and Assessment in the Affective Domain**
 Machelie Linsenmeyer*, Oklahoma State University College of Osteopathic Medicine, Office of Educational Development, Tulsa, United States; India Broyles*, University of New England College of Osteopathic Medicine, Master's in Medical Education Leadership, Biddeford, United States
 Location: Suite 9, Level Mezzanine, MiCo

- 0830-1015 **10U** **CONFERENCE WORKSHOP: From A to Z, essential tools for building a successful Gynecologic Teaching Associate program**
Lisa Pompeo*, New Jersey Medical School, Rutgers, Department of Ob/Gyn and Women's Health, Newark, United States; Isle Polonko*, New Jersey Medical School, Rutgers, Department of Ob/Gyn and Women's Health, Newark, United States; Gerson Weiss*, New Jersey Medical School, Rutgers, Department of Ob/Gyn and Women's Health, Newark, United States
Location: Suite 8, Level Mezzanine, MiCo
- 0830-1015 **10V** **CONFERENCE WORKSHOP: Teaching in the Clinical Setting: Strategies to Assist the Teacher in Difficulty**
Leslie Flynn*, Royal College of Physicians and Surgeons of Canada, Kingston, Ontario, Canada; Linda Snell, Royal College of Physicians and Surgeons of Canada, Montreal, Quebec, Canada; Denyse Richardson, Royal College of Physicians and Surgeons of Canada, Toronto, Ontario, Canada; Anna Oswald, Royal College of Physicians and Surgeons of Canada, Edmonton, Alberta, Canada
Location: Suite 7, Level Mezzanine, MiCo
- 0830-1015 **10W** **CONFERENCE WORKSHOP: The Small Group Experience: Strategies to Improve Your Performance as Facilitator**
Carol F. Capello*, Weill Cornell Medical College, Academic Affairs, New York, United States; Thanakorn Jirasevijinda*, Weill Cornell Medical College, Pediatrics, New York, United States; Joseph F. Murray*, Weill Cornell Medical College, Academic Affairs, New York, United States; Elza Mylona*, Eastern Virginia Medical School, Faculty Affairs and Professional Development, Norfolk, United States; Norma S. Saks*, Rutgers Robert Wood Johnson Medical School, Education, New Brunswick, United States
Location: Suite 6, Level Mezzanine, MiCo
- 0830-1015 **10X** **CONFERENCE WORKSHOP: How NOT to deliver a lecture**
Howard Tandeter*, Ben Gurion University, School of Continuing Medical Education, Beer Sheva, Israel; Jacob Urkin*, Ben Gurion University, Prywes Center for Medical Education, Beer Sheva, Israel
Location: Suite 4, Level +2, MiCo
- 1600-1730 **10Y** **CONFERENCE WORKSHOP: Implementing a medical student quality improvement project**
M R Wise*, University of Auckland, Obstetrics and Gynaecology, Auckland, New Zealand; B Kool*, University of Auckland, School of Population Health, Auckland, New Zealand; L Sadler, Auckland District Health Board, Obstetrics and Gynaecology, Auckland, New Zealand; F Mahoney, University of Auckland, School of Population Health, Auckland, New Zealand; G Robb, University of Auckland, School of Population Health, Auckland, New Zealand; S Wells, University of Auckland, School of Population Health, Auckland, New Zealand
Location: Suite 3, Level +2, MiCo
- 0830-1015 **10Z** **CONFERENCE WORKSHOP: Networking, LifeLongLearning and LifeLongMobility in designing an ICT supported curriculum**
Giovanni Ricevuti*, University of Pavia, Pavia, Italy
Location: Suite 2, Level +2, MiCo
- 0830-1015 **10AA** **CONFERENCE WORKSHOP: MedEdWorld 3: How can MedEdWorld be utilised to the advantage of your institution? The benefits for organisations**
Ricky Shek*, Catherine Kennedy*, AMEE, Dundee, United Kingdom; Ken Masters*, Medical Education & Informatics Unit, College of Medicine & Health Sciences, Sultan Qaboos University, Sultanate of Oman
Location: Suite 1, Level +2, MiCo
- 0830-1015 **10BB** **BEME CONGRESS: Open Session**
Please come to the BEME Congress if you would like to contribute to the discussion about the work undertaken by the BEME Collaboration with regard to systematic reviews in education, and how evidence may best be used to inform teachers about decisions they make in their daily practice. Evidence informed practice is the theme of various BEME-related sessions during the Conference (see page 14). You will find more details about BEME in the leaflet in your Conference pack. Further information is available at the AMEE exhibition stand.
Location: Suite 5, Level Mezzanine, MiCo
- 0830-1015 **10CC** **POSTERS: Assessment 6: Written**
Chairperson: Imran Siddiqui (Saudi Arabia)
Location: South Hall, Level 0, MiCo
- 10CC1** **The correlation of a comprehensive MEQ score with the GPA of the last year medical students in Faculty of Medicine, Thammasat University, Thailand**
Nonglak Kanitsap*, Faculty of Medicine, Thammasat University, Prathum Thani, Thailand; Pisit Wattanaruangkowit, Faculty of Medicine, Thammasat University, Prathum Thani, Thailand

- 10CC2 Development of a Script Concordance Test to Assess Ethical Reasoning Ability (SCT-ERA): A Preliminary Study**
Saraswathy Thangarajoo*, International Medical University, Nursing, Kuala Lumpur, Malaysia; Lai Chun Wong, International Medical University, Pharmacy, Kuala Lumpur, Malaysia; Vijaya Paul Samuel, International Medical University, Human Biology, Kuala Lumpur, Malaysia; Sivalingam Nalliah, International Medical University, Obstetric and Gynaecology, Kuala Lumpur, Malaysia; Vishna Devi Nadarajah, International Medical University, Teaching & Learning, Kuala Lumpur, Malaysia; Allan Kah Heng Pau, International Medical University, Dentistry, Kuala Lumpur, Malaysia
- 10CC3 Dymia: Combining webinars, virtual patients and SCT for improved knowledge translation**
David Topps*, University of Calgary, Family Medicine, Calgary, Canada; Heather Armson, University of Calgary, Family Medicine, Calgary, Canada; Paul Taenzer, University of Calgary, Psychiatry, Hamilton, Canada; Eloise Carr, University of Calgary, Faculty of Nursing, Calgary, Canada; Ashi Mehta, University of Calgary, Physician Learning Program, Calgary, Canada; Cathlin Mutch, University of Calgary, Family Medicine, Calgary, Canada
- 10CC4 A comparison between four- and five-option multiple-choice questions for assessment of postgraduate medical training: A randomized study**
Pairoya Rujrojindakul*, Prince of Songkla University, Pathology, Songkhla, Thailand
- 10CC5 Short and long term effectiveness of a course on writing better MCQs**
Hilal Hatice Gulludere*, Akdeniz University Faculty of Medicine, Department of Medical Education, Antalya, Turkey; Mustafa Kemal Alimoglu, Akdeniz University Faculty of Medicine, Department of Medical Education, Antalya, Turkey
- 10CC6 What the MCQ tests tell us about the knowledge and skills of medical students on pathophysiology**
Jan Hanacek*, Comenius University, Jessenius Faculty of Medicine, Dept of Pathological Physiology, Martin, Slovakia; Miroslav Vrabec, Comenius University, Jessenius Faculty of Medicine, Dept of Pathological Physiology, Martin, Slovakia
- 10CC7 Cognitive complexity training to support cross-discipline multiple choice exam item evaluation**
Rochelle Tractenberg*, Georgetown University, Washington DC, United States; Peggy Weissinger, Georgetown University, Washington DC, United States
- 10CC8 Eliminating Flawed Items in High-Stake Examination: The Chinese University of Hong Kong Experience**
Yan Jin*, The Chinese University of Hong Kong, Teaching and Learning Resource Centre, Hong Kong; Shekhar Kumta, The Chinese University of Hong Kong, Teaching and Learning Resource Centre, Hong Kong; Joseph YC Leung, The Chinese University of Hong Kong, Teaching and Learning Resource Centre, Hong Kong; Alex LK Yung, The Chinese University of Hong Kong, Teaching and Learning Resource Centre, Hong Kong
- 10CC9 Developing and gathering validity evidence for a MCQ test**
Mona Savran*, University of Copenhagen, Centre for Clinical Education, Copenhagen, Denmark; Paul Clementsen, Gentofte Hospital, Department of Pulmonology, Hellerup, Denmark; Jouke Annema, Academic Medical Centre, Department of Pulmonology, Amsterdam, Netherlands; Valentina Minddal, Gentofte Hospital, Department of Pulmonology, Hellerup, Denmark; Yoon Soo Park, University of Illinois Chicago, Department of Medical Education, Chicago, United States; Lars Konge, University of Copenhagen, Centre for Clinical Education, Copenhagen, Denmark
- 10CC10 Progress Test Attendance, Progress Test Score, and GPA as National Competency Examination (UKN) Performance Prediction for Faculty of Medicine University of Indonesia (FMUI) Students**
Retno Asti Werdhani*, Faculty of Medicine University of Indonesia, Medical Education Unit, Jakarta, Indonesia; Mardiasuti Wahid, Faculty of Medicine University of Indonesia, Medical Education Unit, Jakarta, Indonesia; Nani Cahyani Sudarsono, Faculty of Medicine University of Indonesia, Medical Education Unit, Jakarta, Indonesia; Bambang Tridjaja, Faculty of Medicine University of Indonesia, Medical Education Unit, Jakarta, Indonesia; Ninik Sukartini, Faculty of Medicine University of Indonesia, Medical Education Unit, Jakarta, Indonesia; Riwanti Estiasari, Faculty of Medicine University of Indonesia, Medical Education Unit, Jakarta, Indonesia
- 10CC11 Measuring Medical Students' Motivation after Progress Test**
Mohammed Almansour*, College of Medicine, Majmaah University, Department of Public Health & Community Medicine, Almajmaah, Saudi Arabia; Waqas Sami, College of Medicine, Majmaah University, Department of Public Health & Community Medicine, Almajmaah, Saudi Arabia
- 0830-1015 **10DD POSTERS: Competency Based Medical Education**
Chairperson:
Location: South Hall, Level 0, MiCo
- 10DD1 Developing rurally focussed online modules using the interactive e-Medici platform to enhance medical students' learning and immediate feedback**
Michael SH Wan*, University of Notre Dame Australia, School of Medicine, Sydney, Australia; Peter Devitt, University of Adelaide, School of Medicine, Adelaide, Australia; Joe McGirr, University of Notre Dame Australia, School of Medicine, Sydney, Australia
- 10DD2 Assessment performance of students completing a year-long rural clinical clerkship at the Ukwanda Rural Clinical School of Stellenbosch University, South Africa**
Ben van Heerden*, Stellenbosch University, Centre for Health Professions Education, Tygerberg, South Africa; Susan van Schalkwyk, Stellenbosch University, Centre for Health Professions Education, Tygerberg, South Africa; HOFFIE CONRADIE, Stellenbosch University, Family Medicine, Worcester, South Africa; Norma Kok, Stellenbosch University, Centre for Health Professions Education, Tygerberg, South Africa; Marietjie de Villiers, Stellenbosch University, Family Medicine, Tygerberg, South Africa

- 10DD3 How can we achieve the country's goal in production of rural doctors?**
Achara Nitiapinyasakul, Collaborative Project to Increase Production of Rural Doctors, Ministry of Public Health, Nonthaburi, Thailand; Suwat Lertsukprasert, Collaborative Project to Increase Production of Rural Doctors, Ministry of Public Health, Nonthaburi, Thailand; Boonyarat Warachit*, Collaborative Project to Increase Production of Rural Doctors, Ministry of Public Health, Nonthaburi, Thailand; Rajin Arora, Collaborative Project to Increase Production of Rural Doctors, Ministry of Public Health, Nonthaburi, Thailand; Pimjai Bunyoung, Collaborative Project to Increase Production of Rural Doctors, Ministry of Public Health, Nonthaburi, Thailand; Rattiya Rittirong, Collaborative Project to Increase Production of Rural Doctors, Ministry of Public Health, Nonthaburi, Thailand
- 10DD4 Changes in veterinary students' attitudes towards the rural environment and rural veterinary practice: A longitudinal cohort study**
Cary Hashizume*, University of Calgary, Community Health Sciences, Calgary, Canada; Kent Hecker, University of Calgary, Community Health Sciences, Calgary, Canada; Wayne Woloschuk, University of Calgary, Undergraduate Medical Education, Calgary, Canada
- 10DD5 The Outcomes of the Doctor of Medicine Program of Maharat Nakhon Ratchasima, School of Medicine, Thailand**
Sawitree Visanuyothin*, Maharat Nakhon Ratchasima, School of Medicine, Social Medicine, Nakhon Ratchasima, Thailand; Kunruedi Wongbencharat, Maharat Nakhon Ratchasima, School of Medicine, Pediatrics, Nakhon Ratchasima, Thailand; Panlapat Kocharat, Maharat Nakhon Ratchasima, School of Medicine, Medical Education Center, Nakhon Ratchasima, Thailand; Ratsadakorn Yimsabai, Maharat Nakhon Ratchasima, School of Medicine, Medical Education Center, Nakhon Ratchasima, Thailand
- 10DD6 Medical students' perceptions of community-based medical education and traditional structured teaching**
Francis Lai*, Monash University, Melbourne, Australia; Patrick Fiddes, Monash University, Box Hill, Australia; Miodrag Dodic, Monash University, Box Hill, Australia
- 10DD7 An innovative GP, community placement in difficult and deprived UK areas**
P.E.S. Crampton*, Durham University, Centre for Medical Education Research, Durham, United Kingdom; J.C. McLachlan, Durham University, Centre for Medical Education Research, Durham, United Kingdom; J.C. Illing, Durham University, Centre for Medical Education Research, Durham, United Kingdom
- 10DD8 100 Medical students in primary care clinical placement 2011-13**
Lou Sanderson*, Kardinia Health, Belmont, Australia
- 10DD9 We go to school but hand**
Elena Melus-Palazon Melus-Palazon, CS Actur Oeste, Zaragoza, Spain; Cruz Bartomoe-Moreno, CS Parque Goya, Zaragoza, Spain; Belen Benede Azagra, CS Actur Sur, Zaragoza, Spain; Enrique Concha-Mayayo, CS Actur, Zaragoza, Spain; Sonia Bonet C Alafell, CS Arrabal, Zaragoza, Spain; Rosa Magallon-Botaya*, CS Arrabal, Zaragoza, Spain
- 10DD10 Non doctor community placements: Making it work**
Erica Sullivan*, University of Manchester, Community Based Medical Education, Manchester, United Kingdom; Rachel Lindley, University of Manchester, Community Based Medical Education, Manchester, United Kingdom
- 10DD11 Increase in students' social and civic awareness following exposure to minorities in community**
Noviarina Kurniawati*, Faculty of Medicine, Universitas Gadjah Mada, Medical Education, Yogyakarta, Indonesia; Ide Pustaka Setiawan, Faculty of Medicine, Universitas Gadjah Mada, Medical Education, Yogyakarta, Indonesia
- 10DD12 A survey of attitudes toward and knowledge of community-based medicine for medical students at Kyushu University, Japan**
Mosaburo Kainuma*, Kyushu University, Community Medicine Education Unit, Fukuoka, Japan; Masaharu Nagata, Kyushu University, Community Medicine Education Unit, Fukuoka, Japan; Makokto Kikukawa, Kyushu University, Medical Education, Fukuoka, Japan; Motofumi Yoshida, Kyushu University, Medical Education, Fukuoka, Japan
- 10DD13 Community-Based Learning in Community Medicine curriculum: The experience of the Medical Education Center, Chiang Rai Prachanukroh Hospital, Chiang Rai, Thailand**
Daranee Intralawan*, Medical Education Center Chiang Rai Prachanukroh Hospital, Family Medicine and Community Medicine, Chiang Rai, Thailand; Supalert Nedsuwan, Medical Education Center Chiang Rai Prachanukroh Hospital, Family Medicine and Community Medicine, Chiang Rai, Thailand
- 10DD14 The Effectiveness of Community-Oriented Course of Maharat Nakhon Ratchasima Medical Education Center (MNRHMEC)**
Maesar Srisukanya*, Maharat Nakhon Ratchasima Medical Education Center, Psychiatry, Nakhon Ratchasima, Thailand; Sawitree Visanuyothin, Maharat Nakhon Ratchasima Medical Education Center, Social Medicine, Nakhon Ratchasima, Thailand; Sorarat Lermanuworat, Maharat Nakhon Ratchasima Medical Education Center, Orthopedic, Nakhon Ratchasima, Thailand; Piyawan Pinyosub, Maharat Nakhon Ratchasima Medical Education Center, Medical Education Center, Nakhon Ratchasima, Thailand
- 10DD15 Education Criteria for Performance Excellence in Medical Education Center**
Kunruedi Wongbencharat*, Maharat Nakhon Ratchasima, School of Medicine, Pediatrics, Nakhon Ratchasima, Thailand; Sawitree Visanuyothin, Maharat Nakhon Ratchasima, School of Medicine, Social Medicine, Nakhon Ratchasima, Thailand; Yothi Tongpenyai, Maharat Nakhon Ratchasima, School of Medicine, Pediatrics, Nakhon Ratchasima, Thailand; Panlapat Kocharat, Maharat Nakhon Ratchasima, School of Medicine, Medical Education Center, Nakhon Ratchasima, Thailand

10EE POSTERS: Curriculum Evaluation 2 / Social Responsibility

Chairperson: Tarun Sen Gupta (Australia)

Location: South Hall, Level 0, MiCo

10EE1 Medical students' evaluation of clinical departments can help low score departments to improve their effort

Betina Ristorp Andersen*, Capital Region of Denmark, Center of Human Resources, Center of Clinical Education, Copenhagen, Denmark; Ulrik Brandt, Aarhus university, Institute of Education, Copenhagen, Denmark; Torben Schroeder, Capital region of Denmark, Center of Human Resources, Center of Clinical Education, Copenhagen, Denmark

10EE2 Assessment of medical students' perception of the quality of educational service at Medical School Gadarif University- Gadarif State- Sudan 2013-2014

Elmuntasir Taha*, The National Ribat University, Paediatrics and Child Health, Khartoum, Sudan

10EE3 Issues influencing student participation in feedback about teaching

Linda Crane*, Bond University, Faculty of Health Sciences and Medicine, Gold Coast, Australia; Gary Hamlin, Bond University, Faculty of Health Sciences and Medicine, Gold Coast, Australia

10EE4 A comparison between routine questionnaire (which includes open questions method) and In-depth interview in Post-undergraduate evaluation

Thawanrat Srichan*, Lampang Medical Education Center, Lampang, Thailand

10EE5 Standards of medical training during the final year in Germany – a survey

Elisabeth Narciss*, Medical Faculty Mannheim, Heidelberg University, Competence Centre of the Final Year, Mannheim, Germany; Nicole Deis, Medical Faculty Mannheim, Heidelberg University, Dean's Office, Mannheim, Germany; Annette Wosnik, Medical Faculty, Tübingen University, Dean's Office, Tübingen, Germany; Anne-Kathrin Steger, Medical Faculty, Freiburg University, Dean's Office, Freiburg, Germany; Jan Stiepak, Medical Faculty Heidelberg, Heidelberg University, Competence Centre of the Final Year, Heidelberg, Germany; Katrin Schüttpeitz-Brauns, Medical Faculty Mannheim, Heidelberg University, Mannheim, Germany

10EE6 Study diaries as a sensitive instrument to detect the gap between a planned and experienced new medical curriculum

Tanja Hitzblech*, Charité Universitätsmedizin Berlin, Dieter Scheffner Centre for Medical Education, Berlin, Germany; Asja Maaz, Charité Universitätsmedizin Berlin, Dieter Scheffner Centre for Medical Education, Berlin, Germany; Anja Schwiecker, Charité Universitätsmedizin Berlin, Dieter Scheffner Centre for Medical Education, Berlin, Germany; Josefin Bosch, Charité Universitätsmedizin Berlin, Dieter Scheffner Centre for Medical Education, Berlin, Germany; Sabine Wiegmann, Charité Universitätsmedizin Berlin, Dieter Scheffner Centre for Medical Education, Berlin, Germany; Harm Peters, Charité Universitätsmedizin Berlin, Dieter Scheffner Centre for Medical Education, Berlin, Germany

10EE7 Medical education in undergraduate students, students' point of view at the Faculty of Medicine, National Autonomous University of Mexico (UNAM)

Patricia Vidal-Licona*, Faculty of Medicine, National Autonomous University of Mexico, Clinical Education and Medical Internship Department, México City, Mexico; Roberto Sánchez-Ahedo, Faculty of Medicine, National Autonomous University of Mexico, Department of Family Medicine, México City, Mexico; Arturo Espinosa-Velasco, Faculty of Medicine, National Autonomous University of Mexico, Clinical Education and Medical Internship Department, México; Karem Mendoza-Salas, Faculty of Medicine, National Autonomous University of Mexico, Clinical Education and Medical Internship Department, México City, Mexico; Javier Aragón-Robles, Faculty of Medicine, National Autonomous University of Mexico, Clinical Education and Medical Internship Department, México City, Mexico; María de los Ángeles Martínez-Torres, Faculty of Medicine, National Autonomous University of Mexico, Clinical Education and Medical Internship Department, México City, Mexico

10EE8 Improving feedback yield in large-group teaching sessions using Audience Response Technology (ART)

Usama Ahmed*, Royal London Hospital, Whitechapel, London, United Kingdom; Mohammed Syed, University College London Medical School, London, United Kingdom

10EE9 Sociodemographic profile of the newly graduated medical students of UNESA / Rio de Janeiro – Brazil (2012)

Silvana Ferreira*, UNESA / RJ-Brasil and UERJ / Brasil, Psychiatry and Medical Psychology, Rio de Janeiro, Brazil; Sarah de Oliveira, UNESA/RJ, Brasil, Medical Psychology, Rio de Janeiro, Brazil

10EE10 Satisfaction of Finnish junior physicians with their undergraduate medical education in 1988, 1993, 1998, 2003, 2008, and 2013

Teppo J Heikkilä*, Kuopio University Hospital, Unit of Primary Health Care, Kuopio, Finland; Irma Virjo, University of Tampere, Department of General Practice, Tampere, Finland; Harri Hyppölä, Kuopio University Hospital, Emergency Department, Kuopio, Finland; Hannu Halila, Finnish Medical Association, Centre of General Practice, Helsinki, Finland; Jukka Vänskä, Finnish Medical Association, Unit of Primary Health Care, Helsinki, Finland; Kari Mattila, Pirkanmaa Hospital District, Tampere, Finland

10EE11 Do our graduated students meet educational outcomes? Multisource feedback

Metha Songthamwat*, Udonthani Medical Education Centre, Udonthani, Thailand; Srisuda Songthamwat, Udonthani Medical Education Centre, Udonthani, Thailand

10EE12 Integrating Social Accountability into the Medical Curriculum at Qassim Medical College

Abdullah Alghasham*, College of Medicine, Medical Education, Buraidah, Saudi Arabia

10EE13 Students' experience of 119 emergency call center during clinical clerkship

Yoba Lee*, Chungnam National University School of Medicine, Medical Education, DaeJoen, Republic of South Korea; Sung-soo Jung, Chungnam National University School of Medicine, Medical Education, DaeJoen, Republic of South Korea

- 10EE14 Teaching sexuality in the medical curriculum: Views of first year medical students towards diversity education**
Edwin Evelyn-Rahr*, Barts and The London School of Medicine and Dentistry, Medical Education, West Wickham, United Kingdom
- 10EE15 Families Reunited: Medical Student Research Project On Refugee Family Reunion**
Rebecca Farrington*, University of Manchester, Community Based Medical Education, Manchester, United Kingdom; Victoria Wijeratne, Manchester Medical School, Undergraduate, Manchester, United Kingdom
- 10EE16 "I don't think it should be made compulsory": First year medical students' perceptions of cultural competency teaching**
Hannah Bradbury*, Barts and The London School of Medicine and Dentistry, Medical Education, London, United Kingdom
- 10EE17 Disability and diversity – is it as simple as you think? Perceptions of First Year Medical Students on Disability and Diversity Teaching**
Takashi Doyama*, Barts and The London School of Medicine and Dentistry, London, United Kingdom
- 10EE18 The Graduate Programme Evaluation Through the PhD Students' Eyes**
Janka Sivakova, Jessenius Faculty of Medicine in Martin, Comenius University, Dept. of Gynecology and Obstetrics, Martin, Slovakia; Juraj Sokol*, Jessenius Faculty of Medicine in Martin, Comenius University, Dept. of Hematology and Transfusiology, Martin, Slovakia; Peter Galajda, Jessenius Faculty of Medicine in Martin, Comenius University, Dept. of Internal Medicine, Martin, Slovakia; Jan Danko, Jessenius Faculty of Medicine in Martin, Comenius University, Dept. of Gynecology and Obstetrics, Martin, Slovakia
- 0830-1015 **10FF POSTERS: Student Characteristics / Student in Difficulty**
Chairperson:
Location: South Hall, Level 0, MiCo
- 10FF1 Do students perceive medical curriculum differently depending on their ethnocultural and lingual background?**
Viktor Riklifs, Karaganda State Medical University, Clinical Skills Center, Karaganda, Kazakhstan; Raushan Dosmagambetova*, Karaganda State Medical University, Karaganda, Kazakhstan; Irina Riklifs, Karaganda State Medical University, Educational Resources Center, Karaganda, Kazakhstan; Aliya Bukeyeva, Karaganda State Medical University, Educational Resources Center, Karaganda, Kazakhstan; Alma Muratova, Karaganda State Medical University, Center of Strategic Development and Management, Karaganda, Kazakhstan; Aida Kassatova, Karaganda State Medical University, Educational Resources Center, Karaganda, Kazakhstan
- 10FF2 Personality measures in medical education: Is NEO-FFI a reliable and stable instrument?**
Milena Abbiati*, UDREM, Medicine, Geneva, Switzerland; Anne Baroffio, UDREM, Medicine, Geneva, Switzerland; Margaret Gerbase, UDREM, Medicine, Geneva, Switzerland
- 10FF3 Accuracy of resilience scale and general health questionnaire for the detection of academic performance in medical students**
Sirina Saththapisit*, Khon Kaen Medical Education Center, Psychiatry, Khon Kaen, Thailand
- 10FF4 Analysis of primary mental abilities in 1st year medical students after an educative intervention**
Maria de Jesus Ortiz-Gonzalez*, School of Medicine "Dr. Ignacio Chávez", Universidad Michoacana, Cellular Biology, Morelia, Mexico; Sayda M Arroyo-Lopez, School of Medicine "Dr. Ignacio Chávez", Universidad Michoacana, Cellular Biology, Morelia, Mexico; Cindy Y Perez-Lopez, School of Medicine "Dr. Ignacio Chávez", Universidad Michoacana, Mental Health, Morelia, Mexico; Jeanette Godinez-Alejandre, School of Medicine "Dr. Ignacio Chávez", Universidad Michoacana, Cellular Biology, Morelia, Mexico; Daniel Lopez-Quintana, School of Medicine "Dr. Ignacio Chávez", Universidad Michoacana, Cellular Biology, Morelia, Mexico
- 10FF5 Evolution of the Professional Support Unit in Wales**
Leona Walsh*, Cardiff University, School of Postgraduate Medical and Dental Education, Cardiff, United Kingdom
- 10FF6 Failing medical students find one-to-one peer tutoring highly beneficial**
Dekan Albasha, Barts and The London School of Medicine and Dentistry, Barts and the London School of Medicine and Dentistry, London, United Kingdom; David Annan, Barts and The London School of Medicine and Dentistry, Centre for Medical Education, London, United Kingdom; Nithish Jayakumar, Barts and The London School of Medicine and Dentistry, London, United Kingdom; Jon Fuller*, Centre for Medical Education, London, United Kingdom
- 10FF7 One-to-one peer tutoring for at-risk medical students**
Nithish Jayakumar*, Barts and The London School of Medicine and Dentistry, London, United Kingdom; David Annan, Barts and The London School of Medicine and Dentistry, London, United Kingdom; Dekan Albasha, Barts and The London School of Medicine and Dentistry, London, United Kingdom
- 10FF8 What are the potential challenges for senior medical students with specific learning difficulties for future prescribing in a clinical setting?**
Sinthuja Neminathan*, Barts and The London, Queen Mary, University of London, Centre for Medical Education, London, United Kingdom; Olwyn Westwood, Barts and The London, Queen Mary, University of London, Centre for Medical Education, London, United Kingdom

- 10FF9 Developing effective feedback for underperforming medical students: Understanding their specific needs through semi-structured interviews**
 Kyle R Gibson, University of Edinburgh, Centre for Medical Education, Edinburgh, United Kingdom; David Hope, University of Edinburgh, Centre for Medical Education, Edinburgh, United Kingdom; Helen S Cameron*, University of Edinburgh, Centre for Medical Education, Edinburgh, United Kingdom
- 10FF10 Development of professional competency: The voice of the failing or marginal speech pathology student**
 Rachel Davenport*, The University of Newcastle, Speech Pathology, Newcastle, Australia; Alison Ferguson, The University of Newcastle, Speech Pathology, Newcastle, Australia; Sally Hewat, The University of Newcastle, Speech Pathology, Newcastle, Australia; Sue McAllister, Flinders University, Speech Pathology, Adelaide, Australia; Michelle Lincoln, The University of Sydney, Speech Pathology, Sydney, Australia
- 10FF11 Examining the relationships between attendance, online engagement and summative examination performance**
 Jane C Holland*, Royal College of Surgeons in Ireland, Anatomy, Dublin, Ireland; Eric Clarke, Royal College of Surgeons in Ireland, HPEC, Dublin, Ireland; Morag Munro, Dublin City University, Learning Innovation Unit, Dublin, Ireland; Evelyn Kelleher, Dublin City University, School of Nursing, Dublin, Ireland; Mark Glynn, Dublin City University, Learning Innovation Unit, Dublin, Ireland
- 10FF12 Unknown aspects of medical students' unprofessional and problematic behavior toward the staff in the educational affairs section**
 Chihiro Kawakami*, Gifu University, MEDC, Gifu, Japan; Takuya Saiki, Gifu University, MEDC, Gifu, Japan; Rintaro Imafuku, Gifu University, MEDC, Gifu, Japan; Masayuki Niwa, Gifu University, MEDC, Gifu, Japan; Kazuhiko Fujisaki, Gifu University, MEDC, Gifu, Japan; Yasuyuki Suzuki, Gifu University, MEDC, Gifu, Japan
- 10FF13 Virtual Residents – enhancing preceptor skills in addressing the learner in difficulty**
 M. Cowan*, University of Calgary, Postgraduate Medical Education, Calgary, Canada; A. Popovic, University of Calgary, Postgraduate Medical Education, Calgary, Canada; D. Myhre, University of Calgary, Family Medicine, Calgary, Canada; M. Topps, University of Calgary, Family Medicine, Calgary, Canada; D. Topps, University of Calgary, Family Medicine, Calgary, Canada
- 10FF14 Depression in Medical Students: Insights from a longitudinal study**
 Pedro Morgado*, School of Health Sciences, University of Minho, Braga, Portugal; Ana Vanessa Silva, School of Health Sciences, University of Minho, Braga, Portugal; Patricio Costa, School of Health Sciences, University of Minho, Braga, Portugal; Manuel Joao Costa, School of Health Sciences, University of Minho, Braga, Portugal; Nuno Sousa, School of Health Sciences, University of Minho, Braga, Portugal; Joao Jose Cerqueira, School of Health Sciences, University of Minho, Braga, Portugal
- 10FF15 Common Mental Disorders and associated factors among medical students: Six years follow-up investigations for repeated survey**
 Edmea Oliva Costa*, Universidade Federal de Sergipe, Medicine, Aracaju, Brazil; Carlos Mauricio Mendes, Universidade Federal da Bahia, Medicine, Salvador, Brazil; Tarcisio Andrade, Universidade Federal da Bahia, Medicine, Salvador, Brazil
- 10FF16 Long-term follow up of sexual harassment and gender education at Uppsala University School of Medicine**
 Sara Svensson*, Institution of Medical Sciences Uppsala University, Uppsala, Sweden; Anna Rask-Andersen, Institution of Medical Sciences Uppsala University, Uppsala, Sweden; Erik Lampa, Institution of Medical Sciences Uppsala University, Uppsala, Sweden; Karin Stolare, Institution of Neurosciences Uppsala University, Uppsala, Sweden; Nina Johnston, Institution of Medical Sciences Uppsala University, Uppsala, Sweden; Martin Wohlin, Institution of Medical Sciences Uppsala University, Uppsala, Sweden
- 10FF17 Perception of physical and mental exhaustion in medical students during the fifth year internship of a Brazilian University**
 Gustavo Simoneto Peres Moterani*, Universidade Nove de Julho, São Paulo, Brazil; Leonardo Carvalho Serigiolle, Universidade Nove de Julho, São Paulo, Brazil; Carolina Barbosa de Carvalho, Universidade Nove de Julho, São Paulo, Brazil; Laura Maria Silva de Siqueira, Universidade Nove de Julho, São Paulo, Brazil; Thiago de Oliveira Monaco, Universidade Nove de Julho, São Paulo, Brazil; Renata Mahfuz Daud Gallotti, Universidade Nove de Julho, São Paulo, Brazil
- 10FF18 Redesigning clinical mentorship program for improved outcomes in the clinical training of clerks**
 Chia-Der Lin*, China Medical University Hospital, Department of Education, Department of Otolaryngology, Taichung, Taiwan; Blossom Yen-Ju Lin, China Medical University, Department of Health Services Administration, Taichung, Taiwan; Cheng-Chieh Lin, China Medical University; China Medical University Hospital, School of Medicine, Department of Family Medicine, Department of Health Services Administration, Taichung, Taiwan; Cheng-Chun Lee, China Medical University, School of Medicine, Taichung, Taiwan; Fremen Chih-Chen Chou, China Medical University Hospital, Department of Education, Taichung, Taiwan; Po-Chang Wu, China Medical University Hospital, Department of Education, Taichung, Taiwan
- 10FF19 Stress, Depression and Psychological Factors among Medical Students: A Cross Sectional Study at Buriram Medical Education Center (BRMEC), Institute of medicine, Suranaree University of Technology (SUT)**
 Chatuphon Phuwongsa*, Buriram Medical Education Center, Family Medicine, Buriram, Thailand; Nisachon Kraisoook, Buriram Medical Education Center, Family Medicine, Buriram, Thailand; Charkrit Ketkratok, Buriram Medical Education Center, Family Medicine, Buriram, Thailand; Pawut Wattanapongsiri, Buriram Medical Education Center, Family Medicine, Buriram, Thailand; Namon Santiworawong, Buriram Medical Education Center, Family Medicine, Buriram, Thailand; Apichart Ekakkatachit, Buriram Medical Education Center, Family Medicine, Buriram, Thailand

- 10FF20 Impact of various final-year clerkships on student anxiety: A call for tailored curricula change?**
Anique E Atherley, University of the West Indies, Cave Hill Campus, Faculty of Medical Sciences, St. Michael, Barbados; Ian Hambleton, University of the West Indies, Cave Hill Campus, Chronic Disease Research Centre, St. Michael, Barbados; Nigel Unwin, University of the West Indies, Cave Hill Campus, Faculty of Medical Sciences, St. Michael, Barbados; Colette George, University of the West Indies, Cave Hill Campus, Faculty of Medical Sciences, St. Michael, Barbados; Paula M. Lashley, University of the West Indies, Cave Hill Campus, Faculty of Medical Sciences, St. Michael, Barbados; Charles G. Taylor Jr*, University of the West Indies, Cave Hill Campus, Faculty of Medical Sciences, St. Michael, Barbados

0830-1015

10GG POSTERS: PBL / TBL

Chairperson:

Location: South Hall, Level 0, MiCo

10GG1 Introducing Problem Based Learning in the curriculum of Faculty of Medicine Cluj Napoca

Tudor Calinici*, "Iuliu Hatieganu" University of Medicine and Pharmacy, Department of Medical Informatics and Biostatistics, Cluj Napoca, Romania; Anca Dana Buzoianu, "Iuliu Hatieganu" University of Medicine and Pharmacy, Department of Pharmacology, Cluj Napoca, Romania; Valentin Muntean, "Iuliu Hatieganu" University of Medicine and Pharmacy, Department of Surgery, Cluj Napoca, Romania

10GG2 Different perceptions of Problem Based Learning among Polish and foreign students. Is PBL the same for everyone?

Agnieszka Skrzypek, Jagiellonian University Medical College, Department of Medical Education Faculty of Medicine, Krakow, Poland; Tomasz Cegielnny, Jagiellonian University Medical College, Department of Medical Education Faculty of Medicine, Krakow, Poland; Jolanta Swierszcz, Jagiellonian University Medical College, Department of Medical Education Faculty of Medicine, Krakow, Poland; Konrad Jablonski, Jagiellonian University Medical College, Department of Medical Education Faculty of Medicine, Krakow, Poland; Michal Nowakowski*, Jagiellonian University Medical College, Department of Medical Education Faculty of Medicine, Krakow, Poland

10GG3 Problem Based Learning and Virtual Patient in Anaesthesia Undergraduate Education

Petr Štourač*, Masaryk University, Medical Faculty, Department of Anaesthesiology and Intensive Care Medicine, Brno, Czech Republic; Daniel Schwarz, Masaryk University, Institute of Biostatistics and Analyses, Brno, Czech Republic; Hana Harazim, Masaryk University, Medical Faculty, Department of Anaesthesiology and Intensive Care Medicine, Brno, Czech Republic; Olga Smékalová, Masaryk University, Medical Faculty, Department of Anaesthesiology and Intensive Care Medicine, Brno, Czech Republic; Martina Kosinová, Masaryk University, Medical Faculty, Department of Anaesthesiology and Intensive Care Medicine, Brno, Czech Republic

10GG4 Creating Multimedia Vignettes for use alongside Problem Based Learning Cased in Undergraduate Medical Curriculum Teaching Using Students from Across Faculties – A Case Study

Laura Bowater*, University of East Anglia, Norwich Medical School, Norwich, United Kingdom; Trevor Killeen, University of East Anglia, Norwich Medical School, Norwich, United Kingdom

10GG5 Effective learning: Application of eLearning technology in PBL medical course

Marcia Sakai*, State University of Londrina, Public Health, Londrina, Paraná, Brazil; Salvador Alves Melo Junior, Open University for the National Health System of Brazil, Educational Technology, Brasília, DF, Brazil; Maria Jose S. Salles, State University of Londrina, Biology, Londrina, Paraná, Brazil; Paulo Putinatti, State University of Londrina, Pediatric and Pediatric Surgery, Londrina, Paraná, Brazil; Lucia Vargas, State University of Londrina, Biochemistry, Londrina, Paraná, Brazil; Jose Luiz V. M. Mioni, State University of Londrina, Computer Science, Londrina, Paraná, Brazil

10GG6 Students views on near-peer compared to senior tutors for problem based learning.

Ed Gladma*, University of Sheffield, Medical School, Sheffield, United Kingdom; Tim Jackson, University of Sheffield, Medical School, Sheffield, United Kingdom; Raveen Jayasuriya, University of Sheffield, Medical School, Sheffield, United Kingdom; Anna Watts, University of Sheffield, Medical School, Sheffield, United Kingdom; R.K. Littleproud, University of Sheffield, Medical School, Sheffield, United Kingdom; Philip Chan, University of Sheffield, Medical School, Sheffield, United Kingdom

10GG7 Problems perceived by nursing students in PBL

Shu-Hsing Lee*, Chung Shan Medical University, School of Nursing, Taichung, Taiwan; Meng-Chih Lee, Taichung Hospital, Ministry of Health and Welfare/Chung Shan Medical University, Department of Family Medicine/Institute of Medicine, Taichung, Taiwan

10GG8 The "Triple Jump" Method As The Right Assessment Method For The Moodle Platform

Sara Morales, UNAM, Integración de Ciencias Médicas, México; Tania Garibay, UNAM, Integración de Ciencias Médicas, México; Irene Durante*, UNAM, Integración de Ciencias Médicas, México; Rocio García, UNAM, Integración de Ciencias Médicas, México; Eduardo Acosta, UNAM, Integración de Ciencias Médicas, México

10GG9 Attitude of medical students towards Problem-Based Learning in clinical years

Arucha Treeririchod*, Faculty of Medicine, Srinakharinwirot University, Bangkok, Thailand; Somboon Chansakulporn, Faculty of Medicine, Srinakharinwirot University, Bangkok, Thailand; Laddawal Phivthong-ngam, Faculty of Medicine, Srinakharinwirot University, Bangkok, Thailand; Chaipayruk Kusumaphanyo, Faculty of Medicine, Srinakharinwirot University, Bangkok, Thailand; Aroonchai Sangpanich, Faculty of Medicine, Srinakharinwirot University, Bangkok, Thailand

10GG10 The influence of group leaders' maturity and language confidence on the learning outcome of English PBL

Ya-Min Chi*, Kaohsiung Medical University, Medicine, Kaohsiung, Taiwan; Peih-Ying Lu, Kaohsiung Medical University, Medicine, Kaohsiung, Taiwan

- 10GG11 Team Based Learning: How first year medical students feel about it**
 Maria Do Rosário Roberti*, Universidade Federal De Goiás, Internal Medicine, Goiânia, Brazil; Nathalya Ducarmo Jordão, Universidade Federal De Goiás, Goiânia, Brazil; Kelly Cristina Miranda Estrela, Universidade Federal De Goiás, Student, Goiânia, Brazil; Bruna Baioni Sandre, Universidade Federal De Goiás, Student, Goiânia, Brazil; Denise Milioli Ferreira, Universidade Federal De Goiás, Internal Medicine, Goiânia, Brazil
- 10GG12 Applying the Team-Based Learning teaching strategy in an undergraduate nursing course**
 FSV Tourinho*, UFRN, Nursing, Natal, Brazil; PKF Gurgel, UFRN, Nursing, Natal, Brazil; CDFD Pereira, UFRN, Nursing, Natal, Brazil; SB Medeiros, UFRN, Nursing, Natal, Brazil; RVZ Diniz, UFRN, Clinical Medicine, Natal, Brazil
- 10GG13 Development of the Dual Training Model for Clinician-Educators at Teaching Hospitals in Japan**
 Ryuichi Sada*, Kameda Medical Center, Department of General Internal Medicine, Kamogawa, Japan; Yu Yamamoto, Jichi Medical University, Department of General Medicine, Shimotsuke, Japan; Yuki Kataoka, Kyoto University School of Public Health at Graduate School of Medicine, Department of Healthcare Epidemiology, Kyoto, Japan
- 10GG14 Large-scale team-based learning for Interprofessional education in medical and health sciences**
 Masatsugu Ohtsuki*, Fujita Health University School of Medicine, Clinical General Medicine, Toyoake, Japan; Yoichiro Miki, Faculty of Dental Science, Kyushu University, Oral Biological Sciences, Fukuoka, Japan; Sayuri Nakamura, Fujita Health University School of Health Sciences, Adult Nursing, Toyoake, Japan; Tomohiro Noda, Kochi University School of Medicine, Medical Education Unit, Kochi, Japan; Shigetaka Suzuki, Fujita Health University School of Medicine, Computer Science, Toyoake, Japan; Toshikazu Matsui, Fujita Health University School of Medicine, Introduction to Clinical Medicine, Toyoake, Japan
- 10GG15 Preliminary Results of a Pilot Project for Team-Based Learning Application in Clinical Clerkships: In-class learner engagement and student satisfaction**
 M. Kemal Alimoglu*, Akdeniz University, Department of Medical Education, Antalya, Turkey; M. Levent Ozgonul, Akdeniz University, Department of Medical Ethics, Antalya, Turkey; Ayşe Akman Karakaş, Akdeniz University, Department of Dermatology, Antalya, Turkey; Derya Alparslan, Akdeniz University, Antalya, Turkey; Baldan Saraç, Akdeniz University, Antalya, Turkey; Hatice Hilal Gulludere, Akdeniz University, Department of Medical Education, Antalya, Turkey
- 0830-1015 **10HH POSTERS: e-learning**
 Chairperson: Ellen Te Pas (Netherlands)
 Location: South Hall, Level 0, MiCo
- 10HH1 Online Teaching, Unique technique for assessment and feedback**
 Ranjan Gupta, Coast City Country GP Training, Education, Wagga Wagga, Australia; Sandy Reid, Coast City Country GP Training, Education, Wagga Wagga, Australia; Presenter: Nibha Hedge*, NHS England, West Midlands Deanery, Birmingham, United Kingdom
- 10HH2 Using an e-portfolio in a Health Professions Undergraduate clinical practicum: Is there a point?**
 Krista Dawdy*, Odette Cancer Centre, Sunnybrook Hospital, Radiation Therapy, Toronto, Canada; Renate Bradley, Michener Institute of Applied Sciences, Medical Radiation Sciences, Toronto, Canada
- 10HH3 Facilitating students' autonomous e-learning in order to establish the clinical relevance of basic science concepts through exemplary internet searches**
 Victor Turcanu*, King's College London, Division of Asthma, Allergy & Lung Biology, London, United Kingdom
- 10HH4 10 years of Virtual University for Occupational Health Care in Finland**
 Lena Selänne*, University of Helsinki, Hjelt Institute, Helsinki, Finland; Asta Toivonen, University of Helsinki, Hjelt Institute, Helsinki, Finland; Timo Leino, University of Helsinki, Hjelt Institute, Helsinki, Finland
- 10HH5 How reliable is students' estimate of the time elapsed in e-learning?**
 Kalle Romanov*, Helsinki University, Department of Public Health, Hjelt Institute, Helsinki, Finland
- 10HH6 Internet use for academic and non-academic purposes in 4th-6th medical students**
 Siwipan Changtham*, Buddhachinnaraj Hospital, Radiology Department, Phitsanulok, Thailand; Kosa Sudhom, Buddhachinnaraj Hospital, Pediatric Department, Phitsanulok, Thailand; Sireeluck Klanarong, Buddhachinnaraj Hospital, Medical Education Center, Phitsanulok, Thailand
- 10HH7 Understanding the needs of students undertaking a distance learning research methods module**
 Qulsom Fazil*, University of Birmingham, College of Medical and Dental Sciences, Birmingham, United Kingdom
- 10HH8 Should I do it online? Medical student perceptions of online social network policy and inappropriate online behaviors**
 Pimpet Sukumalpaiboon*, Sawanpracharak Medical Education Center, Otolaryngology, Nakhon Sawan, Thailand; Chawaphon Ittipanitchapong, Sawanpracharak Medical Education Center, Otolaryngology, Nakhon Sawan, Thailand
- 10HH9 The use of Facebook as peer mentoring platform in undergraduate medical education**
 Severin Pinilla*, LMU Munich, Department of Neurology, Munich University Hospital, Ludwig-Maximilians-University (LMU), Munich, Germany; Leo Nicolai, Institute for Didactics and Educational Research in Medicine, Ludwig-Maximilians-University (LMU), Department of Neurology, Munich, Germany; Maximilian Gradel, Institute for Didactics and Educational Research in Medicine, Ludwig-Maximilians-University (LMU), Munich, Germany; Tanja Pander, Institute for Didactics and Educational Research in Medicine, Ludwig-Maximilians-University (LMU), Munich, Germany; Philip von der Borch, Institute for Didactics and Educational Research in Medicine, Ludwig-Maximilians-University (LMU), Munich, Germany; Konstantinos Dimitriadis, Institute for Didactics and Educational Research in Medicine, Ludwig-Maximilians-University (LMU), Munich, Germany

- 10HH10 The use of Facebook: Prevalence and effects of Facebook addiction disorder to medical students in PSU**
Pitchayanont Ngamchaliew*, Prince of Songkla University, Department of Community Medicine, Hatyai, Songkhla, Thailand
- 10HH11 E-learning in traumatology: From students for students**
Monika M Brodmann Maeder*, University Hospital Inselspital Bern, Department of Emergency Medicine, Bern, Switzerland; Dario Haeberli, Bern University, Medical Faculty, Bern, Switzerland; Ulrich Woermann, Bern University, Institute for Medical Teaching, Education and Media Unit, Bern, Switzerland
- 10HH12 Reducing reporting error by means of a structured online e-learning module in treadmill stress testing**
Chee Yang Chin*, National Heart Centre Singapore, Cardiology, Singapore; Fang Yee Chee, National Heart Centre Singapore, Cardiology, Singapore; Chin Yong Ang, National Heart Centre Singapore, Cardiology, Singapore; Fei Gao, National Heart Centre Singapore, Biostatistics, Singapore; Terrance Siang Jin Chua, National Heart Centre Singapore, Cardiology, Singapore
- 10HH13 MOOC as an Educational Tool for Medical Education Departments**
Marta Ferrer, University of Navarra, Medical Education Department, Pamplona, Spain; Manolo Alegre, University of Navarra, Medical Education Department, Pamplona, Spain; Nieves Diez; Cristina Rodriguez; Pepa Sánchez de Miguel; Presenter: Manuel Aleje Esteban*
- 0830-1015 **10II ELECTRONIC POSTERS (ePOSTERS): Simulation 2**
Chairperson:
Location: Theatre Room 15, Level 0, MiCo
- 10II1 Minimum frequency of simulation sessions to acquire cross skills in medical students**
Rodrigo Avila Dominguez*, Universidad Andres Bello, School of Medicine, Viña del Mar, Chile; Pablo Mahana Tumani, Universidad Andres Bello, School of Medicine, Viña del Mar, Chile; Carlos Rivera Prat, Universidad Andres Bello, School of Medicine, Viña del Mar, Chile; Peter McColl Calvo, Universidad Andres Bello, School of Medicine, Viña del Mar, Chile
- 10II2 Does peer-to-peer comparison improve skills acquisition in surgical simulator training?**
Gabrielle Deehan*, University of St Andrews, School of Medicine, St Andrews, United Kingdom; Roland W Partridge, Royal Hospital for Sick Children, Department of Paediatric Surgery, Edinburgh, United Kingdom; Iain AM Hennessey, Alder Hey Children's Hospital, Department of Paediatric Surgery, Liverpool, United Kingdom; Julie Struthers, University of St Andrews, School of Medicine, St Andrews, United Kingdom
- 10II3 Hypothesis-driven physical examination using a high-fidelity patient simulator in undergraduate medical education in Japan**
Yu Yamamoto*, Jichi Medical University, Department of General Medicine, Tochigi, Japan; Yoshikazu Asada, Jichi Medical University, Medical Simulation Center, Tochigi, Japan; Yuki Ueda, Jichi Medical University, Department of General Medicine, Tochigi, Japan; Yuichiro Tanaka, Jichi Medical University, Department of General Medicine, Tochigi, Japan; Masami Matsumura, Jichi Medical University, Department of General Medicine, Tochigi, Japan
- 10II4 Managing a national training program: Facilitators and barriers**
Debra Nestel, Monash University, HealthPEER, Melbourne, Australia; Margaret Bearman, Monash University, HealthPEER/NHET-Sim, Melbourne, Australia; Presenter: Clare Byrne*, Monash University, Clayton, Australia
- 10II5 Comparing different types of feedback in scenario based simulation education**
Sayaka Oikawa*, Tokyo Jikei University of Medicine, Emergency Medicine, Tokyo, Japan; Benjamin W. Berg, University of Hawaii John A. Burns School of Medicine, SimTiki Simulation Center, Honolulu, United States; Yasuhiro Mandai, Okayama University, Respiratory, Breast and Endocrine Surgery, Okayama, Japan; Takanori Hiroe, Kyoto University School of Public Health, Department of Biostatistics, Kyoto, Japan
- 10II6 Satisfactory professional benefit from simulation-based training in acute medical conditions**
Jesper Roed Sørensen*, Hospital of Southern Jutland, Center for Medical Learning, Haderslev, Denmark; Kamilla Roost, Hospital of Southern Jutland, Center for Medical Learning, Haderslev, Denmark; Gunhild Kjærgaard-Andersen, Hospital of Southern Jutland, Center for Medical Learning, Haderslev, Denmark
- 10II7 SIMON goes Tübingen: A student-built ambulance simulator**
Moritz Mahling*, University of Tübingen, DocLab, Medical School, Tübingen, Germany; Alexander Münch, University of Tübingen, DocLab, Medical School, Tübingen, Germany; Christoph Castan, University of Tübingen, DocLab, Medical School, Tübingen, Germany; Verena Conrad, University of Tübingen, Faculty of Medicine, Tübingen, Germany; Jörg Reutershan, University of Tübingen, Department of Anesthesiology and Intensive Care Medicine, Tübingen, Germany; Stephan Zipfel, University of Tübingen, Department of Internal Medicine 4, Psychosomatic Medicine, Tübingen, Germany
- 10II8 Hybrid simulation in emergency gynaecological teaching for undergraduate medical students, preparedness for work through synthesis of knowledge and skills**
Sarah Coleridge*, University of Bristol / University Hospitals Bristol NHS Foundation Trust, Obstetrics and Gynaecology, Bristol, United Kingdom; Lisa Kirk, University of Bristol / University Hospitals Bristol NHS Foundation Trust, Obstetrics and Gynaecology, Bristol, United Kingdom

- 10II9 Developing a practical skills curriculum for medical students using a simulator-based medical education center**
Anca Dana Buzoianu*, University of Medicine and Pharmacy "Iuliu Hatieganu" Cluj-Napoca, Faculty of Medicine, Cluj-Napoca, Romania; Ofelia Mosteanu, University of Medicine and Pharmacy "Iuliu Hatieganu" Cluj-Napoca, Faculty of Medicine, Cluj-Napoca, Romania; Teodora Atena Pop, University of Medicine and Pharmacy "Iuliu Hatieganu" Cluj-Napoca, Faculty of Medicine, Cluj-Napoca, Romania; Valentin Muntean, University of Medicine and Pharmacy "Iuliu Hatieganu" Cluj-Napoca, Faculty of Medicine, Cluj-Napoca, Romania; Soimita Suci, University of Medicine and Pharmacy "Iuliu Hatieganu" Cluj-Napoca, Faculty of Medicine, Cluj-Napoca, Romania
- 10II10 Reliability, Validity Evidence, and Pass/Fail Scores of the Training and Assessment of Basic Laparoscopic Techniques Technical Test**
Ebbe Thinggaard*, The Capital Region of Denmark, Centre for Clinical Education, Copenhagen, Denmark; Flemming Bjerrum, Juliane Marie Centre, Rigshospitalet, Gynecology and Obstetrics, Copenhagen, Denmark; Jeanett Strandbygaard, Juliane Marie Centre, Rigshospitalet, Gynecology and Obstetrics, Copenhagen, Denmark; Ismail Gögenur, Koege Hospital, Gastrointestinal Surgery, Koege, Denmark; Lars Konge, The Capital Region of Denmark, Centre for Clinical Education, Copenhagen, Denmark
- 10II11 A systematic review of cognitive load measures in simulation-based training**
Laura Naismith*, University Health Network, The Wilson Centre, Toronto, Ontario, Canada; Stephan Hambaz, University Health Network, Department of Medicine, Toronto, Ontario, Canada; Charlotte Ringsted, University of Toronto and University Health Network, Toronto, Ontario, Canada; Rodrigo B. Cavalcanti, University of Toronto, Toronto, Ontario, Canada
- 0830-1015 **10JJ ELECTRONIC POSTERS (ePOSTERS): Selection 2**
Chairperson: Carol Elam (United States)
Location: Theatre Room 16, Level 0, MiCo
- 10JJ1 The association between medical students' admission scores and their clinical performance**
Hye Won Jang, Sungkyunkwan University School of Medicine, Medical Education, Suwon, Republic of South Korea; Presenter: Kyong-Jee Kim*, Dongguk University School of Medicine, Gyeonggi-do, Republic of South Korea
- 10JJ2 Effectiveness of admission selection criteria and academic performance in an undergraduate medical program: A case study in Taiwan**
Jui-Yu Wu*, Taipei Medical University, Biochemistry, Taipei, Taiwan; Shyr-Yi Lin, Taipei Medical University, Internal Medicine, Taipei, Taiwan; Chao-Ching Huang, Taipei Medical University, Pediatrics, Taipei, Taiwan
- 10JJ3 Assessing Non-Cognate Attributes In Medical School Applicants Using Situational Judgement Vignettes**
Donna Russo*, Drexel University College of Medicine, Office of Educational Affairs, Philadelphia, United States; Kelli Kennedy, Drexel University College of Medicine, Office of Educational Affairs, Philadelphia, United States; Barbara Schindler, Drexel University College of Medicine, Philadelphia, United States
- 10JJ4 The Cost of MCAT Preparation: Findings from a Medical Student Survey**
Jesse Kancir*, University of Toronto, Faculty of Medicine, Undergraduate Medical Education, Toronto, Canada; Sarah Wright, Faculty of Medicine, University of Toronto, Faculty of Medicine, Undergraduate Medical Education, Toronto, Canada; Mahan Kulasegaram, University of Toronto, Faculty of Medicine, Undergraduate Medical Education, Toronto, Canada; Mark Hanson, University of Toronto, Faculty of Medicine, Undergraduate Medical Education, Toronto, Canada
- 10JJ5 Differences in final examination performances referring to admission criteria at Hannover Medical School**
Agnieszka Dudzinska*, Hannover Medical School, Dean of Studies Office, Hannover, Germany; Ingo Just, Hannover Medical School, Dean of Studies Office / Department of Toxicology, Hannover, Germany; Volkhard Fischer, Hannover Medical School, Dean of Studies Office, Hannover, Germany
- 10JJ6 A study about correlation between psychometrics test as a tool for student selection and first year academic performances in medical school**
Siska Nia Irasanti*, UNISBA, Faculty of Medicine, Bandung, Indonesia; Ike Rahmawaty, UNISBA, Faculty of Medicine, Bandung, Indonesia; Ieva Baniashi Ardiwisastira, UNISBA, Faculty of Medicine, Bandung, Indonesia
- 10JJ7 The relationship between selection scores and course outcomes for undergraduate medical students**
Annette Mercer*, The University of Western Australia, Perth, Australia; Margaret Hay, Monash University, Melbourne, Australia; Katrina Simpson, Monash University, Melbourne, Australia
- 10JJ8 Selection of Medical Students and non-cognitive skills: A national, longitudinal written-test validation study**
Claudio Barbaranelli, Sapienza University of Rome, Department of Psychology, Rome, Italy; Gabriele Cavaggioni, Sapienza University of Rome, Department of Neurology and Psychiatry, Rome, Italy; Maria Grazia Strepparava, Milano-Bicocca University, Department of Health Sciences, Milan, Italy; Andrea Lenzi, Sapienza University of Rome, Department of Experimental Medicine, Rome, Italy; Giuseppe Familiari*, Sapienza University of Rome, Department of Anatomical, Histological, Forensic and Orthopaedic Sciences, Rome, Italy

10JJ9 Is the effect of personality traits in a traditional selection interview mediated by overall impression of interviewers?

Isabel Lourinho*, Faculty of Medicine of the University of Porto, Department of Medical Education and Simulation, Porto, Portugal; Milton Severo, Faculty of Medicine of the University of Porto, Department of Clinical Epidemiology, Predictive Medicine and Public Health, Porto, Portugal; André Moreira, Faculty of Medicine of the University of Porto, Immunology Department, Porto, Portugal; Maria Amélia Ferreira, Faculty of Medicine of the University of Porto, Department of Medical Education and Simulation, Porto, Portugal

10JJ10 Character assessment as a tool for medical school selection

SM Churchill, The University of Sheffield, The Medical School, Sheffield, United Kingdom; BJ Holden, The University of Sheffield, The Medical School, Sheffield, United Kingdom; S Meadows*, The University of Sheffield, The Medical School, Sheffield, United Kingdom; K Graves, The University of Sheffield, The Medical School, Sheffield, United Kingdom; I Pierry, The University of Sheffield, The Medical School, Sheffield, United Kingdom; P Chan, The University of Sheffield, Academic Unit of Medical Education, Sheffield, United Kingdom

1015-1045 COFFEE BREAK (viewing of exhibits and posters)

Location: South Hall, Level 0, MiCo

SESSION 11: Plenary**1045-1230 11 PLENARY 3: Pursuit of Excellence in Evaluation in the Health Sciences**

Chairperson: Lewis First (United States)

Location: Gold Plenary, Level +2, MiCo

The National Board of Medical Examiners (NBME) established the John P Hubbard Award in 1983 in special tribute to the late John P Hubbard, MD who served as the chief executive of NBME for 25 years. This award recognizes individuals throughout the world who have made a significant and sustained contribution to the assessment of professional competency and educational program development at any level along the continuum of medical education and delivery of healthcare. This session will feature the work of three recipients of the Hubbard Award and consider the impact of their work on assessment worldwide.

1045-1110

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Ronald Harden, AMEE, Dundee, United Kingdom

1110-1135

11B

David Newble, School of Medicine, Flinders University, South Australia

1135-1200

11C

Richard Reznick, Faculty of Health Sciences, Queen's University, Canada

1200-1215 **Discussion with panel members and audience**1215 **Announcement of AMEE Conference Prizes**1220 **A look ahead to AMEE 2015, Glasgow, UK**1225 **Concluding Remarks**1230 **Close of Conference**



**Please complete the online evaluation form.
A link will be sent to you by email after the conference.**

TOURS

1300-1700 **Cultural Tour including Leonardo Da Vinci's Last Supper** **Departs and returns to Mico Congressi**

POST-CONFERENCE SESSIONS

Lunch will be provided in rooms allocated.

- 1300-1430  **ESME – Essential Skills in Medical Education Course (closed session)**
Location: Suite 5, Level Mezzanine, MiCo
- 1300-1430  **ESCEPD – Essential Skills in Continuing Education and Professional Development (closed session)**
Location: Suite 8, Level Mezzanine, MiCo
- 1300-1630  **MEETING – AMEE Executive Committee Meeting (closed meeting)**
Location: Meeting Room 2, Level +2, MiCo

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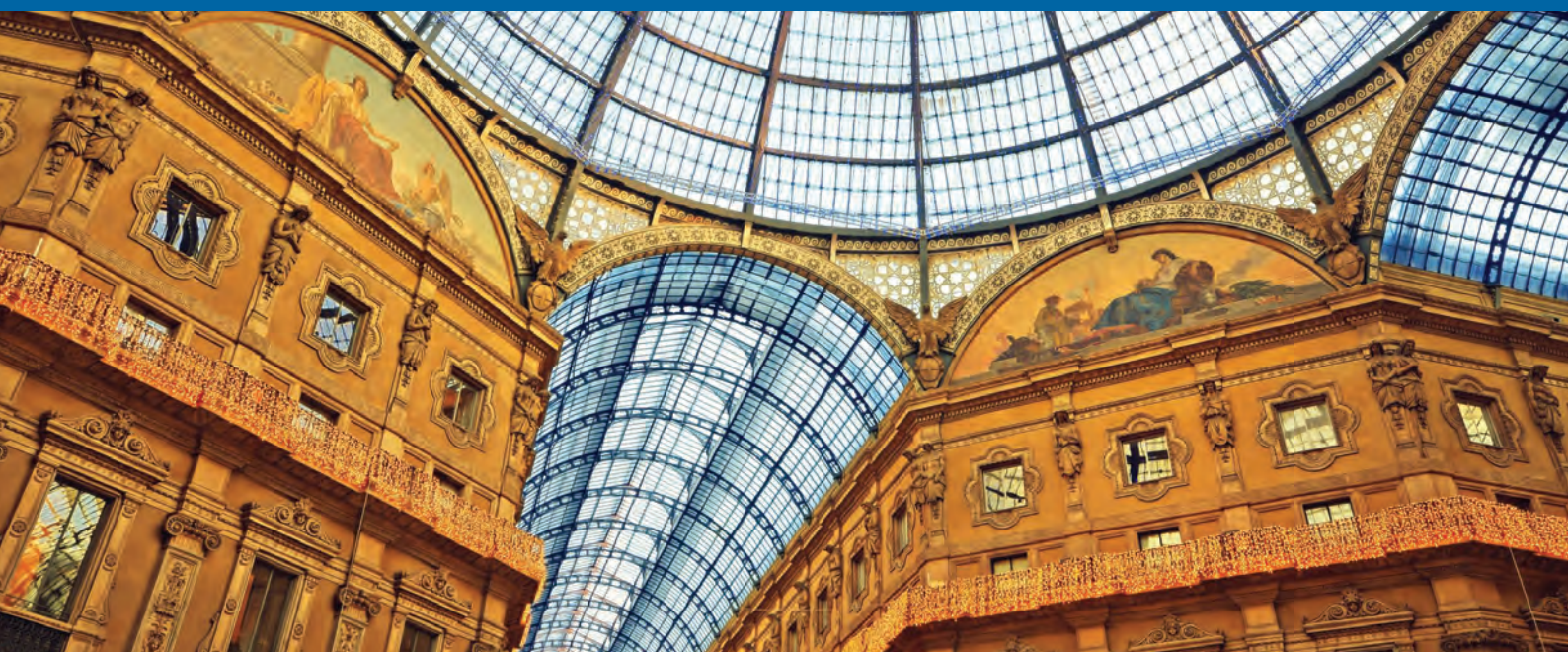
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