FINLAND
Helsinki
26th - 30th August 2017
Messukeskus Helsinki
Expo and Convention Centre

The power to surprise!

Conference Programme

www.amee.org

Inspire ... and be inspired
Connecting at AMEE 2017

Messukeskus Expo and Convention Centre, Helsinki, Finland

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.

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. You can also take advantage of the “Connect” feature to connect with other delegates. The App can be accessed on laptops, tablets and smartphones. Go to www.guidebook.com to download the Guidebook App and search for AMEE 2017.

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

Twitter:
Follow @AMEE_Online and use hashtag #amee2017 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. #3D1. If you are presenting at the conference you may wish to add your twitter name to your slides or poster. Look out for the screens throughout the exhibition area for the live twitter feeds.

LinkedIn:
www.linkedin.com/company/amee—internationalassociation—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: AMEE_Online & MedEdWorld.org

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. MedEdWorld Forums are discussion threads on topics featured at AMEE 2017. 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 most appropriate one for your post. 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.

AMEE Live:
Sessions held in Hall 1 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 finland2017.

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 in Hall 1 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 – AMEE_Online 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 26th August 2017

| Time  | Room 101a/b | Room 101c | Room 102 | Room 103a | Room 103b | Room 102 | Room 103c | Room 104 | Room 105 | Room 106 | Room 107 | Room 108 | Room 301 | Room 302 | Room 303 | Room 304 | Room 305 | Room 306 | Room 307 | AMEE Meeting Room | AMEE Meeting Room |
|-------|-------------|------------|----------|-----------|-----------|----------|-----------|----------|----------|----------|----------|-----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------------|-----------------|
| 0830-1630 | Meeting | Meeting | Meeting | Meeting | Meeting | Meeting | Meeting | Meeting | Meeting | Meeting | Meeting | Meeting | Meeting | Meeting | Meeting | Meeting | Meeting | Meeting | Meeting | Meeting | Meeting | Meeting | Meeting |
| 1630-1800 | Meeting | Meeting | Meeting | Meeting | Meeting | Meeting | Meeting | Meeting | Meeting | Meeting | Meeting | Meeting | Meeting | Meeting | Meeting | Meeting | Meeting | Meeting | Meeting | Meeting | Meeting | Meeting | Meeting |

### Sunday 27th August 2017

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## Conference Timetable | Sunday 27th August 2017

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## Conference Timetable | Monday 28th August 2017

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<td>10:15-11:15</td>
<td>Room 203b</td>
<td>Making the Transition from Clinical Practitioner to Health Professions Educator (5T)</td>
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<td>11:15-12:15</td>
<td>Room 204</td>
<td>Applying Threshold Concepts to Medical Education (4T)</td>
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<td>10:15-11:15</td>
<td>Room 205</td>
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<td>11:15-12:15</td>
<td>Room 207</td>
<td>Equality and Diversity in Healthcare Teaching (3T)</td>
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<td>10:15-11:15</td>
<td>Room 210</td>
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<td>11:15-12:15</td>
<td>Room 218</td>
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<td>10:15-11:15</td>
<td>Room 216</td>
<td>The Impact of Developmental Milestones for Learning, Assessment and Feedback (3T)</td>
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<td>12:30-13:30</td>
<td>Room 204</td>
<td>Making a &quot;Flipped&quot; Classroom Successful (5U)</td>
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<td>13:30-14:30</td>
<td>Room 205</td>
<td>Leaders in Higher Education (4U)</td>
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<td>Room 204</td>
<td>Developing a practical handbook for medical students and faculty on global health electives (5V)</td>
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**COFFEE | 1015-1045**

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**Meeting**

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Dear AMEE 2017 Participant

It seems impossible that the AMEE Conference is upon us once again! But it’s with great excitement that we prepare to welcome 3,700 participants to AMEE 2017 in Helsinki. With almost 1,900 presentations from over 95 countries, there is sure to be plenty in the programme to interest everyone, from those new to medical education to the very experienced. With the addition of the 4th International Conference on Faculty Development in the Health Professions as a preconference event, we are preparing to welcome experts in this important area, who will contribute not just to the Faculty Development Conference but also to AMEE 2017.

Whether you are new to AMEE conferences or a conference “regular”, we welcome your contributions, both formal and informal. Each year we are told that it’s the networking that goes on at AMEE conferences that is as important as the formal conference sessions. New collaborations are set up each year, and it’s exciting to see the fruits of these collaborations in submissions to subsequent AMEE conferences.

Helsinki is a new venue for AMEE, and we have been delighted with the huge support received from Finnish medical education, with over 400 participants at the Conference. We are grateful to our very active Local Organising Committee and the Finnish institutions and support agencies. We also express our sincere thanks as usual to the AMEE Student Task Force, the chairs, discussants, judges and reviewers, whose contributions have made the conference possible.

Contribute, listen, share, network, discuss, challenge, question – but most of all enjoy, and take home not just lots of new ideas to try out back at home, but lots of happy memories of AMEE 2017 in Helsinki.

AMEE Executive Committee and Secretariat

See www.amee.org/conferences/amee-2017 for full details
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**Carlos Martinez Galan**

**AMEE 2017 Organising Committee**

**Collaborating Organisations**
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University of Tampere
The Finnish Medical Society Duodecim
European Medical Students Association (EMSA)
International Federation of Medical Students’ Associations (IFMSA)
Finnish Medical Students’ Association
European Junior Doctors Permanent Working Group
Junior Doctors’ Association in Finland
### AMEE 2017 Student Taskforce

The AMEE 2017 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:**

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<td>Zeey Goldik</td>
</tr>
</tbody>
</table>

### Abstract Reviewers

- Abbeer Arab
- Agnes Diemers
- Aileen Linn
- Airaksinen Marja
- Alena Chong
- Alister Thomson
- Andrez Wójcik
- Angel Centeno
- Angelika Hohtansel
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- Ann Marie Rice
- Anna O’Neill
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- Dario Torelli
- Dany McGill
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- David Taylor
- David Thomas
- Debbie Jasmina
- Debbie Murdoch Eaton
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- Janusz Janczukowicz
- Jen Ciełand
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- Jo-Anne Murray
- Jacelyn Lockyer
- Joel King
- John Dent
- John E Sandars
- John McLachlan
- John Shatzer
- John Teegzes
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- Moira Maley
- Muhammad Saeed
- Nana Sartanna
- Nancy McNaughton
- Nancy Peel
- Natalie T Lafferty
- Nazan Karaoglu
- Nicole Borges
- Olanrewaju Sorinola
- Olle ten Cate
- Patricia O’Sullivan
- Paul de Roos
- Pedro Roque Martins Lito
- Peter de Jong
- Peter Nippert
- Pirashanthie Vivekananda
- – Schmidt
- Rachel Ellaway
- Ralph Pinnock
- Raphael Bonvin
- Rashmi Kusurkar
- Reidar Tyssen
- Ricardo Leon-Borquez
- Ricardo Tjeng
- Rille Pihak
- Robyn Bokrath
- Roghayeh Gandomkar
- Ruy Souza
- Samantha Scallian
- Samuel Edelbrinberg
- Sandra Kemp
- Sannisto Tuire
- Sara Lanui
- Sara Mortaz Heji
- Sharon Krockow
- Sharon Mitchell
- Sharon Sneddon
- Shelley Ross
- Simon Kitto
- Sofia Ribeiro
- Sonja Crandall
- Steven Andersen
- Subha Ramani
- Sue Kilminster
- Susan Jamieson
- Susan van Schalkwyk
- T.J. Jirasevijinda
- Temple Ratcliffe
- Terhi Karaharju-Suvanto
- Tina Immonen
- Tim Wilkinson
- Toni Seppästä
- Trudie Roberts
- Tuomisto Karolína
- Valerie Wass
- Victor Riklfs
- Vimmipassit
- Virtanen Janne
- Wee Shiong Lim
- Willie Miller
- Wojciech Pawlina
- Young-Mee Lee
- Zeey Goldik
**<ELSEVIER HACKS>**

**<H3151NK1 2017>**

@AMEE

Together we can change the face of medicine

#elsevierhacks

Bringing medical students and educators from across the world together with innovators in coding and design to build solutions that solve challenges in medical education, Elsevier Hacks is a unique 48-hour event taking place alongside AMEE 2017. While the Hackathon itself is an invitation-only event, AMEE participants will have the chance to hear the teams pitching their projects and feedback from the judges on Sunday from 1300-1600 hrs in room 201.

Symposium 4C - Creativity, innovation and entrepreneurship in medical education - insights from Elsevier Hacks (Monday 1400-1530 – Hall 3b) will highlight the importance of encouraging creativity, innovation and entrepreneurship in our students, and some of the participants in the Hackathon will give their thoughts on the process.
Conference Venue
Messukeskus Expo and Convention Centre,
Messuaukio 1, 00520 Helsinki, Finland
E. customer.service@messukeskus.com
T. +358 40 450 3250
http://messukeskushelsinki.fi/

Travel
For delegates registered for the full AMEE 2017 Conference a 5 day travel ticket will be provided. These tickets are valid from 26-30 August 2017 within Helsinki, Espoo, Kauniainen and Vantaa.
For details on how to travel through the city visit - https://beta.myhelsinki.fi/en/info/getting-around
Routes and timetables can be found on www.reittiopas.fi

Registration Desk Opening Hours
Please come to the registration desk by the southern entrance to collect your pack. Name badges should be worn at all times.

Friday 25th August  1715-1930
Saturday 26th August  0745-1730
Sunday 27th August  0745-2100
Monday 28th August  0715-1745
Tuesday 29th August  0745-1745
Wednesday 30th August  0800-1300

Onsite Payments
If you have made arrangements to pay your registration fees onsite, please come to the registration desk and pay by credit card (Visa/Mastercard only) or cash (Euros only - please note we cannot accept €500 notes).

Internet Access
Café: PCs for internet access are available in the Exhibition Hall, Hall 6 from Monday 28th to Wednesday 30th August.
Wifi: Free wireless access is available throughout Messukeskus. The Network is AMEE2017 and no password is required.

Certification
CME:
The Royal College of Physicians of London has awarded 17 points and the EACCME has awarded 16 credits for attendance at the main AMEE 2017 Conference (1730 hrs Sun 27th August to 1230 hrs Wed 30th August 2017).
A register of attendance will be available at the registration desk at morning coffee break on Wednesday 30th August for those who wish to claim their CME points.

Conference Attendance:
Certificates of attendance indicating RCP Points and EACCME Credits will be emailed to participants by Worldspan after the Conference.

Pre-Conference Workshop Attendance:
Certificates of attendance will be emailed to participants by Worldspan after the Conference.

Presentation:
If you require a presentation certificate, please complete a certificate requirement form, available from the Registration Desk on Wednesday 30th August, or email your request to amee@dundee.ac.uk
Please allow a minimum of 6 weeks for processing. Certificates will be issued electronically in PDF format.

Evaluation
Conference:
A link to the online evaluation form will be sent immediately after the Conference and your assistance in completing this will be much appreciated. All sessions may be individually rated through the App.

Workshops, ePosters and Round Table sessions:
Pre-conference and conference workshops, ePosters and Round Table sessions will be evaluated individually. Evaluation forms will be provided at the end of each session which will be collected by the student helper.

See www.amee.org/conferences/amee-2017 for full details
Insurance
If you are not a citizen of an EU or EEA country and you need medical care using payment or travel insurance, you should contact a private healthcare provider. Travellers from EU or EEA countries holding a European Health Insurance Card are entitled to use Finnish public healthcare.

It is strongly recommended that you take out insurance to cover any potential loss of registration fees, travel and accommodation costs that might result from any medical condition or accident that may preclude your attendance at the conference, or cause you to seek medical advice during your stay in Finland.

Smoking
All conference locations being used for the Conference are strictly no smoking.

Children
Registered participants may take children into all conference sessions except workshops if it is not possible to make alternative arrangements for their care. Children must be accompanied at all times, and participants are kindly asked to take them out of sessions if they become disruptive. Children should not be left unaccompanied at any time at the Messukeskus. Student Taskforce members are unable to supervise any children during the conference.

Prayer Room
A room has been designated in the Upper Gallery. Please ask at the Registration Desk for directions.

Participants with disabilities
Please contact amee@dundee.ac.uk before the conference if you have any questions or special requirements.

Cloakroom
The Cloakroom is located in the Glass Gallery. No items may be left overnight.

Places to eat on site

<table>
<thead>
<tr>
<th>Restaurant</th>
<th>Saturday</th>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eat &amp; Meet</td>
<td>1030-1330</td>
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<td>0900-1700</td>
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<td>0800-1200</td>
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<tr>
<td>Wok ‘n’ Curry</td>
<td>0800-1600</td>
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</tbody>
</table>

For suggestions of where to eat in Helsinki, please see the list compiled by the Local Organising Committee which is available at the registration desk and on the conference app.
Conference Programme

Programme:
A print copy of the programme will be available for collection with your conference materials from the Registration Desk if you requested one at the time of registering. 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.

Abstracts:
The abstracts are available on the AMEE website (www.amee.org/conference/amee-2017) and through the Conference App.

Language:
All sessions will be conducted in English.

Plenaries:
All plenary sessions will be streamed live and will also be available for viewing by participants after the conference.

The opening plenary will take place on Sunday 27th August at 17:30 hrs with subsequent plenary sessions on Monday, Tuesday and Wednesday mornings.

Symposia
27 symposia on a wide range of topics are included in the programme. All symposia in Hall 1 will be live streamed.

Short Communications
Themed sessions with between 5-8 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.

Patil Teaching Innovation Award Presentations
Each presenter is allocated 15 minutes for presentation followed by 5 minutes for questions. All sessions will have a chairperson. Members of the Patil Award Committee will attend the sessions and may make one or more awards.

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 15 minutes to present, followed by 5 minutes for questions. At the end of the session there will be a general discussion, if time permits. The chairperson of each session has been asked to direct the questions and discussion to issues relating to choice of methodology, the implementation of the study including resource implications, and the analysis and reporting of the data, rather than to the medical/healthcare professions education theme of the session.

Doctoral Reports
Doctoral 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 each day. Each presenter has 15 minutes for presentation followed by 5 minutes for questions. All sessions will have a chairperson. 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.

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. Each presenter is allocated 15 minutes and the sessions will be introduced by Rachel Ellaway.

Point of View
Point of View sessions give presenters the chance to give an opinion on something they feel passionately about, a topic that they feel needs to be discussed or something that particularly frustrates them relating to health professions education. Presenters have 6 minutes to express their point of view on the topic followed by 4 minutes for discussion. A chairperson will coordinate the session.

PechaKucha™
PechaKucha 20x20 (TM) is a simple presentation format where 20 slides are shown, each for 20 seconds. The slides advance automatically after 20 seconds. This challenging format requires considerable rehearsal in order that the presenter covers what she/he wishes to say within the 20 second limit. The technician in the Speaker Preview room can help to set the slides to advance automatically. Each presenter will have 6 minutes and 40 seconds for presentation, with 2 minutes 20 seconds for discussion. A chairperson will coordinate the session.

Conference Workshops
There are 60 conference workshops from which to choose. Workshops may be at introductory, intermediate or advanced level. An indication of the level and whether previous knowledge/experience of the topic is advised in the abstract on the website www.amee.org/conference/amee-2017 and in the conference App. There is no additional charge for conference workshops. There is no advance sign-up and attendance will be limited to the number of chairs in the room. If your chosen workshop is full, we kindly ask you to select another session to attend. Workshop rooms are not connected to Speaker Preview and presentations should be uploaded in the workshop room.

Mounted Poster with Presentation
Posters are presented in themed sessions, each with a chairperson to lead the group around the posters, to introduce each speaker and to keep the session to time. Each presenter has 2-3 minutes to introduce the key messages of the poster, followed by a further 2 minutes for questions and discussion. Any time remaining at the end of the session may be used for general discussion or individual poster viewing. Poster presenters are encouraged to be by their posters during a lunch or coffee break and it is helpful if a note is attached to the poster board indicating when the presenter will be available for discussion.

Poster mentoring
If you have a mounted poster and would like to receive feedback on your work, there will be the opportunity to meet a member of the AMEE Research Committee to discuss your poster. This will take place in Session 7 on Tuesday from 1015-1200 hrs. Places are limited and are available on a first come, first served basis. If you are interested in arranging a poster mentoring appointment please contact Janusz Janczkowicz – janusz.janczkowicz@umed.lodz.pl.

ePosters
In response to feedback we are again including ePosters in the programme, using an exciting new platform – Learning Toolbox. Presenters can use Learning Toolbox to produce multimedia and interactive ePosters (including links to videos, online tools and apps). You will be able to view and interact with these ePosters on your mobile phone, tablet or computer by visiting the mini-poster wall and scanning the ePoster QR code and/or by browsing the ePoster Showcase online https://my.ltb.io/#/showcase/amee. You can even add questions or comments directly onto the ePoster. Presenters can respond to comments and questions virtually and the discussion will be attached to the ePoster. The ePosters will also be presented in sessions throughout the programme in a presentation room, with a chairperson to coordinate. Each presenter has 3 minutes to communicate the key messages of the poster, followed by 2 minutes for questions and clarification. ePoster authors and presenters are being provided with online support and
guidance before the conference and there will also be an ePoster support desk at the conference from 26th-30th August. The ePoster support desk will provide support both to ePoster authors/presenters and ePoster viewers.

Round Table
This new presentation format offers the opportunity for a small group of participants to have in-depth discussions on a specific theme, selected from submitted abstracts. Sessions will take place in boardroom format, with all participants seated around one table to promote interaction and discussion. Each presenter in turn will be asked to give the key messages of her/his presentation and will then invite questions and discussion. A chairperson will coordinate the session. No audio-visuals will be available, and no powerpoint is necessary. Presenters are invited to prepare handouts if they wish, and the abstracts will be available for all to refer to. One seat is reserved for each presenter. Numbers in the session are strictly limited and you are encouraged to arrive early if you wish to join the session. Should the group wish to continue communication after the session, a Special Interest Group will be set up on request. Round Table sessions will be evaluated individually and copies of the evaluation form will be available in the presentation room.

Information for presenters
Please see the website https://amee.org/Conferences/AMEE-2017/Abstracts for some hints on presenting in various formats at the AMEE conference, and on preparing posters.

Speaker Preview
Presenters of short communications, research papers, doctoral reports, Fringe, Points of View and PechaKucha™ should take their presentations on USB device to the technicians in the Speaker Preview Room located in the Press Room, 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. Please 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 27th August: 1430-1800
- Monday 28th August: 0715-1745
- Tuesday 29th August: 0745-1745
- Wednesday 30th August: 0745-1200

Preconference workshop organisers should load up their presentation in the workshop room and not in Speaker Preview. Assistance will be provided.

Audio Visual Arrangements
Please note that only WiFi internet connection is available in presentation rooms. Plenary, symposia and workshop presenters reliant on the internet for their presentation should advise Worldsap (amee@worldspan.co.uk) before the Conference to see if alternative arrangements can be made.

Short communications, research papers, doctoral reports, Points of view, PechaKucha™ and Fringe sessions
A computer with speakers and a data projector will be available in all presentation rooms. Presenters are asked to use the computer provided to avoid delays in changeover between presentations.

Plenaries and symposia
Presenters may use their own computer if they wish, but are asked to advise Worldsap (amee@worldspan.co.uk) in advance.

Pre-conference and conference workshops
Workshop facilitators may use their own computers if they wish, but are asked to advise Worldsap (amee@worldspan.co.uk) in advance.

Meet the Experts
Assessment and Measurement

Experts:
- Godfrey Pell
- Richard Fuller
- Matthew Homer
(Assessment Research Group)

Date: Monday 28th August
Time: 1015-1200 (Session 3LL)
Location: Room 307

Our philosophy is born of a continuous, quality improvement process that has seen ongoing improvements within assessment in our undergraduate Medicine degree programme, supported other institutions’ assessment innovation 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. Come and see us to discuss your assessment related issues. No appointment necessary!

Meet the MedEdPublish Editor and Team

Date: Monday 28th August
Time: 1600-1730 (Session 5LL)
Location: Room 307

MedEdPublish is AMEE’s exciting new open-access, post-publication peer-reviewed journal www.mededpublish.org Papers on medical and health professions education are published after a light-touch review to ensure they meet appropriate standards. All papers receive a DOI. After publication papers are reviewed and given a star rating both by the MedEdPublish panel of reviewers and the education community.

Richard Hays, Editor of MedEdPublish, and other members of the Editorial Team would be pleased to meet you to answer any questions as to how you can get involved, both by publishing in MedEdPublish and by reviewing published papers. If you need any help with submitting or reviewing, Kerrie McKay, MedEdPublish Administrator, will be there to give you a demonstration. If you can’t attend the session, why not attend the MedEdPublish workshop 95, on Tuesday from 1600-1730 in room 203a, or drop by the AMEE Exhibition stand to meet Richard and Kerrie?
Four themes are highlighted at the Conference, and abstracts were specifically invited on these topics. Below are some of the sessions:

**Promoting Diversity**
- PCW15 Preconference workshop: Teaching for Diversity and Equity (Sunday 0915-1215)
- 3T Workshop: Equality and Diversity in healthcare teaching (Monday 1015-1200)
- 8H Short communications: Diversity 1 (Tuesday 1400-1530)
- 9DD Posters: Diversity (Tuesday 1600-1730)
- 10H Short communications: Diversity 2 Wednesday (0830-1015)

**Continuing Professional Development**
- Course ESCEPD: (Saturday 0900-1600 – Course Full)
- PCW17: Continuing Health Profession Education: (Sunday 0915-1215)
- PCW20: Developing CE and PD programs to optimize practice: (Sunday 1330-1630)
- 3P Symposium: Continuing Professional Development: Evolution or Revolution (Monday 1015-1200)
- 3Y Workshop: Building learning communities to enhance CPD (Monday 1015-1200)
- 3CC ePosters: Clinical teacher and CPD (Monday 1015-1200)
- 3K Posters: CPD (Monday 1015-1200)
- 4Y Workshop: Advances in CPD (Monday 1400-1530)
- 3E Posters: Faculty development & CPD (Monday 1600-1730)
- 5L Short communications: CPD and Revalidation (Monday 1600-1730)
- 5B Workshop: Putting your CPD on the map (Monday 1600-1730)
- 7D Symposium: Leveraging the UME and GME learning into practice (Tuesday 1015-1200)
- 8P Symposium: CPD is more than CME (Tuesday 1400-1530)
- 9L Short communications: CPD & Lifelong learning (Tuesday 1600-1730)
- 10L Short communication: CPD (Wednesday 0830-1000)

**Postgraduate Education**
- PCW16: A primer on building a career in medical education (Sunday 0915-1215)
- 3JJ Posters: Postgraduate Training (Monday 1015-1200)
- 4P Short communications: Postgraduate Trainee in difficulty (Monday 1400-1530)
- 5B Symposium: Postgraduate medical education across borders (Monday 1600-1730)
- 7JJ Posters: Postgraduate Training – Early years (Tuesday 1015-1200)
- 8P Short communications: Postgraduate Assessment (Tuesday 1400-1530)
- 9P Short communications: Postgraduate Specialty Training (Tuesday 1600-1730)
- 9X Workshop: Trainee choice vs. societal need (Tuesday 1600-1730)
- 10P Short communications: Postgraduate Education in practice (Wednesday 0830-1015)
- 10B Symposium: Lifelong learning (Wednesday 0830-1015)

**Management & Leadership**
- Course: FLAME (Saturday to Wednesday)
- 3D Short communications: Leadership (Monday 1015-1200)
- 4JJ Posters: Management (Monday 1400-1530)
- 4KK Posters: Leadership training, QA & Accreditation (Monday 1400-1530)
- 5N Short communications: Management and Accreditation (Monday 1600-1730)
- 9N Short communications: Management (Tuesday 1600-1730)

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**ADEE/AMEE Round Table Discussion (Invitation Only)**

Some key topics of particular importance to both Dental and Medical Education. Topics to be covered are (a) Simulation and (b) Social Accountability. This is a closed session and will be recorded for future dissemination.

**Date/Time**: Sunday 27th August – 0930-1230 (invitation only)

**Location**: Room 210

See www.amee.org/conferences/AMEE-2017 for full details
**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 70 abstract submitters indicated that they wished to be considered for this award. Abstracts were recommended by reviewers for inclusion in two Patil Award sessions, 3H and 4H on Monday 28th August. Members of the Patil Award Committee and the AMEE Executive Committee will attend the sessions 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 and free registration to the following year’s AMEE Conference.

**Doctoral Report Award**  
Presenters of Doctoral Reports in Sessions 5, 9 and 10 were invited to submit their full thesis for review by a panel chaired by Susan van Schalkwyk. Award winners will be announced in the final plenary on Wednesday 30th August.

**Medical Teacher Poster Prize**  
The aim of the prize is to select examples of good practice in preparing posters. During the afternoon of Tuesday 29th August, a rosette will be attached to the board of the top 3 posters selected by the Committee from which the winner will be announced at the closing session on Wednesday 30th August. The Committee will consist of conference participants including teachers and students. AMEE is grateful to the publishers of Medical Teacher, Taylor and Francis, for once more providing the poster prize of £350. Alternatively, the winner may choose free registration for AMEE 2018 in Basel, Switzerland.

**Miriam Friedman Ben-David New Educator Award**  
The Miriam Friedman Ben-David New Educator Award is presented annually to an educator with fewer than ten years’ experience in teaching, who in the Committee’s view has made a significant contribution to teaching in medicine and the healthcare professions. The 2017 winner will be announced in the plenary on Sunday evening.

**Research Paper Award**  
The Research Paper sessions were introduced to acknowledge the high standard of research and scholarship ongoing in healthcare education research. Papers are selected via a stringent review process led by the AMEE Research Paper Taskforce, on behalf of the AMEE Research Committee. One paper in each session will be selected to receive the award, which will be announced in the final plenary session on Wednesday.

**Zulfiqar Ali Khan Postgraduate Fellowships**  
Junior Doctors submitting a short communication or poster relating to an area of postgraduate training were eligible for consideration for an award to facilitate their AMEE conference participation. The 2017 awards were made to Beatriz Manuel Chongo, Chloe Gilchrist, Kathryn Watson, Leilanie Nicodemus, Hans van Huellen, Camilla Sen, Diego Correa Fernández, Catrin Williams, Thomas Sanctuary and Rula Najim.

**AMEE 2017 Simulation Journal Club and Award**  
Do you want a quick update on the most recent literature regarding the use of simulation in medical education? Please join us for the Simulation Journal Club where members of the AMEE Simulation Committee have identified the newest simulation literature and handpicked the most influential, innovative, provocative, and interesting papers. We will present these papers and where possible invite the authors to comment on their impact. The format of the Simulation Journal Club will be interactive – allowing time for questions and participant voting for the Premier Paper on Simulation in Medical Education 2017. This paper will win a £1000 award from the Copenhagen Academy for Medical Education and Simulation. This is an excellent opportunity to keep up to date with the increasing amount of research published on this very important topic in medical education.

**Organizers and Presenters:** Lars Konge and Debra Nestel, co-chairs of the AMEE Simulation Committee along with members of the committee.

**Date/Time:** Tuesday 29th August – 1015-1200hrs  
**Location:** Room 209
# Group Meetings at AMEE 2017

The following Meetings/Receptions will take place during AMEE 2017.

<table>
<thead>
<tr>
<th>EVENT</th>
<th>Date</th>
<th>Time</th>
<th>Location</th>
<th>Availability</th>
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<tbody>
<tr>
<td>AAMC/GHLO Reception</td>
<td>Tuesday 29 August</td>
<td>1830-2000</td>
<td>Room 204</td>
<td>Invite Only</td>
</tr>
<tr>
<td>Academic Medicine Round Table Discussion</td>
<td>Monday 28 August</td>
<td>1230-1330</td>
<td>Room 210</td>
<td>Invite Only</td>
</tr>
<tr>
<td>AMEE 2017 Local Organising Committee</td>
<td>Friday 25th August</td>
<td>1200-1300</td>
<td>AMEE Meeting Room</td>
<td>Invite Only</td>
</tr>
<tr>
<td>AMEE 2018 Local Organising Committee</td>
<td>Tuesday 29 August</td>
<td>0700-0800</td>
<td>AMEE Meeting Room</td>
<td>Invite Only</td>
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<tr>
<td>AMEE AGM</td>
<td>Tuesday 29 August</td>
<td>1215-1345</td>
<td>Hall 3b</td>
<td>AMEE Members Only</td>
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<tr>
<td>AMEE CPD Committee</td>
<td>Tuesday 29 August</td>
<td>1745-1915</td>
<td>AMEE Meeting Room</td>
<td>Invite Only</td>
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<tr>
<td>AMEE CPD Special Interest Group</td>
<td>Monday 28 August</td>
<td>1230-1330</td>
<td>Room 207</td>
<td>Open</td>
</tr>
<tr>
<td>AMEE Executive Committee</td>
<td>Saturday 26 August</td>
<td>0900-1800</td>
<td>AMEE Meeting Room</td>
<td>Invite Only</td>
</tr>
<tr>
<td>AMEE Executive Committee</td>
<td>Wednesday 30 August</td>
<td>1300-1600</td>
<td>AMEE Meeting Room</td>
<td>Invite Only</td>
</tr>
<tr>
<td>AMEE Faculty Development Committee</td>
<td>Tuesday 29 August</td>
<td>1745-1915</td>
<td>Room 307</td>
<td>Invite Only</td>
</tr>
<tr>
<td>AMEE Fellow and Associate Fellow Lunch</td>
<td>Monday 28 August</td>
<td>1230-1330</td>
<td>Room 306</td>
<td>Invite Only</td>
</tr>
<tr>
<td>AMEE Fellowship Committee</td>
<td>Monday 28 August</td>
<td>1800-1915</td>
<td>AMEE Meeting Room</td>
<td>Invite Only</td>
</tr>
<tr>
<td>AMEE MedEdPublish Board</td>
<td>Wednesday 30 August</td>
<td>0830-1015</td>
<td>AMEE Meeting Room</td>
<td>Invite Only</td>
</tr>
<tr>
<td>AMEE Postgraduate Committee</td>
<td>Tuesday 29 August</td>
<td>1745-1915</td>
<td>Room 306</td>
<td>Invite Only</td>
</tr>
<tr>
<td>AMEE Research Committee</td>
<td>Monday 28 August</td>
<td>1745-1930</td>
<td>Room 215</td>
<td>Invite Only</td>
</tr>
<tr>
<td>AMEE Simulation Committee</td>
<td>Monday 28 August</td>
<td>1745-1930</td>
<td>Room 307</td>
<td>Invite Only</td>
</tr>
<tr>
<td>AMEE TEL Committee</td>
<td>Wednesday 30 August</td>
<td>0700-0815</td>
<td>Room 307</td>
<td>Invite Only</td>
</tr>
<tr>
<td>ASPIRE Academy</td>
<td>Sunday 27 August</td>
<td>1400-1700</td>
<td>AMEE Meeting Room</td>
<td>Invite Only</td>
</tr>
<tr>
<td>ASPIRE Assessment Panel</td>
<td>Sunday 27 August</td>
<td>0800-0930</td>
<td>Room 217</td>
<td>Invite Only</td>
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<tr>
<td>ASPIRE Board</td>
<td>Sunday 27 August</td>
<td>1700-1930</td>
<td>AMEE Meeting Room</td>
<td>Invite Only</td>
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<tr>
<td>ASPIRE Curriculum Panel</td>
<td>Sunday 27 August</td>
<td>0800-0930</td>
<td>Room 303/304</td>
<td>Invite Only</td>
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<tr>
<td>ASPIRE Faculty Development Panel - CANCELLED</td>
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<tr>
<td>ASPIRE Simulation Panel - CANCELLED</td>
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<tr>
<td>ASPIRE Social Accountability Panel</td>
<td>Sunday 27 August</td>
<td>0800-0930</td>
<td>Room 215</td>
<td>Invite Only</td>
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<tr>
<td>ASPIRE Student Engagement Panel</td>
<td>Sunday 27 August</td>
<td>0800-0930</td>
<td>AMEE Meeting Room</td>
<td>Invite Only</td>
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<tr>
<td>BEME BICCs</td>
<td>Monday 28 August</td>
<td>1600-1730</td>
<td>AMEE Meeting Room</td>
<td>Invite Only</td>
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<tr>
<td>BEME Board</td>
<td>Monday 28 August</td>
<td>1400-1530</td>
<td>AMEE Meeting Room</td>
<td>Invite Only</td>
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<tr>
<td>BEME Education and Training Committee</td>
<td>Monday 28 August</td>
<td>1745-1930</td>
<td>Room 301/302</td>
<td>Invite Only</td>
</tr>
<tr>
<td>BEME Fund Raising Committee</td>
<td>Tuesday 29 August</td>
<td>0700-0800</td>
<td>Room 301/302</td>
<td>Invite Only</td>
</tr>
<tr>
<td>BEME Research Committee</td>
<td>Tuesday 29 August</td>
<td>1745-1915</td>
<td>Room 301/302</td>
<td>Invite Only</td>
</tr>
<tr>
<td>BEME Review Committee</td>
<td>Monday 28 August</td>
<td>0700-0815</td>
<td>Room 303/304</td>
<td>Invite Only</td>
</tr>
<tr>
<td>BEME Translation into Practice Committee</td>
<td>Monday 28 August</td>
<td>1745-1930</td>
<td>Room 303/304</td>
<td>Invite Only</td>
</tr>
<tr>
<td>BMJ: Online Medical Education</td>
<td>Monday 28 August</td>
<td>1230-1330</td>
<td>Room 201</td>
<td>Open</td>
</tr>
<tr>
<td>Wales Deanery Cardiff University Alumni Reception</td>
<td>Monday 28 August</td>
<td>1745-1945</td>
<td>Foyer 215/216</td>
<td>Invite Only</td>
</tr>
<tr>
<td>Centre for Medical Education, University of Dundee</td>
<td>Tuesday 29 August</td>
<td>1230-1330</td>
<td>Room 210</td>
<td>Invite Only</td>
</tr>
<tr>
<td>Directors of Masters in Medical Education Lunch</td>
<td>Monday 28 August</td>
<td>1230-1330</td>
<td>Room 215</td>
<td>Invite Only</td>
</tr>
<tr>
<td>ESME Advisory Board</td>
<td>Monday 28 August</td>
<td>1015-1200</td>
<td>AMEE Meeting Room</td>
<td>Invite Only</td>
</tr>
<tr>
<td>GAME Networking Session</td>
<td>Monday 28 August</td>
<td>1800-1930</td>
<td>Room 205</td>
<td>Invite Only</td>
</tr>
<tr>
<td>Harvard Macy Institute - Alumni Reception</td>
<td>Monday 28 August</td>
<td>1745-1945</td>
<td>Restaurant Olohuone</td>
<td>Open</td>
</tr>
<tr>
<td>JAMSE Lunch</td>
<td>Monday 28 August</td>
<td>1230-1330</td>
<td>Hall 3a</td>
<td>Open</td>
</tr>
<tr>
<td>IDEAL Consortium Lunch</td>
<td>Tuesday 29 August</td>
<td>1230-1330</td>
<td>Room 215</td>
<td>Closed</td>
</tr>
<tr>
<td>iMed Trust Meeting</td>
<td>Monday 28 August</td>
<td>0700-0815</td>
<td>Room 306</td>
<td>Invite Only</td>
</tr>
<tr>
<td>IMEX Board</td>
<td>Monday 28 August</td>
<td>1745-1900</td>
<td>Room 218</td>
<td>Invite Only</td>
</tr>
<tr>
<td>International Editors Meeting</td>
<td>Monday 28 August</td>
<td>0700-0815</td>
<td>AMEE Meeting Room</td>
<td>Invite Only</td>
</tr>
<tr>
<td>Karolinska Institutet Reception</td>
<td>Tuesday 29 August</td>
<td>1800-2000</td>
<td>Foyer 215/216</td>
<td>Invite Only</td>
</tr>
<tr>
<td>Medical Teacher Editorial Board</td>
<td>Tuesday 29 August</td>
<td>1400-1530</td>
<td>AMEE Meeting Room</td>
<td>Invite Only</td>
</tr>
<tr>
<td>National Association Meeting</td>
<td>Tuesday 29 August</td>
<td>1745-1915</td>
<td>Room 203a</td>
<td>Invite Only</td>
</tr>
<tr>
<td>Ottawa 2018 Meeting</td>
<td>Sunday 27 August</td>
<td>2050-2200</td>
<td>AMEE Meeting Room</td>
<td>Invite Only</td>
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<tr>
<td>Ottawa Consensus Group 1 (Good Assessment)</td>
<td>Tuesday 29 August</td>
<td>1745-1915</td>
<td>Room 215</td>
<td>Invite Only</td>
</tr>
<tr>
<td>Ottawa Consensus Group 2 (Professionalism)</td>
<td>Tuesday 29 August</td>
<td>1745-1915</td>
<td>Room 216</td>
<td>Invite Only</td>
</tr>
<tr>
<td>Ottawa Consensus Group 3 (Selection)</td>
<td>Tuesday 29 August</td>
<td>1745-1915</td>
<td>Room 217</td>
<td>Invite Only</td>
</tr>
<tr>
<td>Polish Group</td>
<td>Tuesday 29 August</td>
<td>1215-1330</td>
<td>Room 216</td>
<td>Open</td>
</tr>
<tr>
<td>SDRME Lunch</td>
<td>Monday 28 August</td>
<td>1230-1330</td>
<td>Room 217</td>
<td>Invite Only</td>
</tr>
<tr>
<td>Sustainable Healthcare Education</td>
<td>Monday 28 August</td>
<td>1230-1330</td>
<td>Room 218</td>
<td>Invite Only</td>
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<tr>
<td>VIEW AGM</td>
<td>Monday 28 August</td>
<td>1230-1330</td>
<td>Room 216</td>
<td>Invite Only</td>
</tr>
</tbody>
</table>
Over the past few years several Committees have been formed to progress AMEE’s activities in the following areas:

• CPD
• Faculty Development
• Postgraduate Education
• Research
• Simulation
• Technology Enhanced Learning

If you have a particular interest in any of these areas and would like to hear more about the Committees’ work and how you can become involved, please visit the Committee stands in the Exhibition to talk with members of the Committees or to pick up some literature on their initiatives.

AMEE MedEdPublish

AMEE MedEdPublish (ISSN 2312-7996) is AMEE’s exciting new open access, post-publication peer reviewed e-journal. If you would like to hear more about how you can publish your work and review the work of others, please join us at one of the sessions below, or come to see us on the AMEE Exhibition Stand.

5LL - Meet the Editor
Date/Time: Monday 28th August - 1600-1730
Location: Room 307

9S - Workshop - MedEdPublish - an innovative medical and health professions publishing medium
Facilitators: Richard Hays (Editor), Trevor Gibbs (Associate Editor), Subha Ramani (Associate Editor), Kerrie McKay (Administrator)
Date/Time: Tuesday 29th August - 1600-1730
Location: Room 203a

For more information on any of AMEE’s initiatives please drop by the AMEE Exhibition Stand to speak to a member of the Team.
AMEE 2017 Market Place

The AMEE 2017 Market Place has been separated into different themed areas:

- Healthcare/Medical Education
- Training and Medical Equipment
- Educational Software
- Medical Bookshop/Publishers
- Assessment/Training Standards

Orientation Sessions
Orientation sessions will be held in the AMEE Market Place from 1400-1530 on Monday and Tuesday. If you would like to join a guided tour please see the information on the notice board at the entrance to the Market Place.

Soapbox Slots
Exhibitors have been invited to ‘get on their soapbox’ at AMEE 2017. These sessions will take place on the central stage within the Market Place during coffee and lunch breaks. Come to support our Exhibitors and hear how their products and services can enhance the learning experience for your students and trainees, and how they can help you in your daily work.

Soapbox Stage Schedule

<table>
<thead>
<tr>
<th>DAY</th>
<th>TIME</th>
<th>EXHIBITOR</th>
<th>BREAK</th>
</tr>
</thead>
<tbody>
<tr>
<td>MONDAY</td>
<td>10:00 - 10:10</td>
<td>National Resident Matching Program International</td>
<td>Morning Break</td>
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<tr>
<td></td>
<td>12:00 - 12:10</td>
<td>3D Tech Omega Zeta</td>
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<tr>
<td></td>
<td>12:15 - 12:25</td>
<td>NEJM Knowledge+</td>
<td></td>
</tr>
<tr>
<td></td>
<td>12:30 - 12:40</td>
<td>Institute for Communication and Assessment Research GmbH, Cooperation Partner of the University Hospital Heidelberg</td>
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<tr>
<td></td>
<td>12:45 - 12:55</td>
<td>Laerdal Medical AS</td>
<td>Lunch</td>
</tr>
<tr>
<td></td>
<td>13:00 - 13:10</td>
<td>Cardionics</td>
<td></td>
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<tr>
<td></td>
<td>13:15 - 13:25</td>
<td>Academy of Medical Educators</td>
<td></td>
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<tr>
<td></td>
<td>13:30 - 13:40</td>
<td>Tampere Surgical Education (TSEC)</td>
<td></td>
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<tr>
<td></td>
<td>13:45 - 13:55</td>
<td>Resilience Software Inc</td>
<td></td>
</tr>
<tr>
<td></td>
<td>15:30 - 15:40</td>
<td>Lee Kong Chian School of Medicine</td>
<td>Afternoon Break</td>
</tr>
<tr>
<td>TUESDAY</td>
<td>09:45 - 09:55</td>
<td>Anatomage Italy srl</td>
<td>Morning Break</td>
</tr>
<tr>
<td></td>
<td>10:00 - 10:10</td>
<td>Take the wind</td>
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<tr>
<td></td>
<td>12:15 - 12:25</td>
<td>Visual DX</td>
<td></td>
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<td></td>
<td>12:30 - 12:40</td>
<td>ECFMg</td>
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<td></td>
<td>12:45 - 12:55</td>
<td>Examsoft</td>
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<td></td>
<td>13:00 - 13:10</td>
<td>Elsevier</td>
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<td></td>
<td>13:30 - 13:40</td>
<td>Wolters Kluwer</td>
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<td>13:45 - 13:55</td>
<td>Miamed Gmbh</td>
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<tr>
<td></td>
<td>15:30 - 15:40</td>
<td>3D Tech Omega Zeta</td>
<td>Afternoon Break</td>
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<tr>
<td></td>
<td>15:45 - 15:55</td>
<td>SECTRA</td>
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<tr>
<td>WED</td>
<td>10:15 - 10:25</td>
<td>BMJ</td>
<td>Morning Break</td>
</tr>
<tr>
<td></td>
<td>10:30 - 10:40</td>
<td>MDF instruments USA, Inc</td>
<td></td>
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</table>

See www.amee.org/conferences/amee-2017 for full details
Exhibitors at AMEE 2017

**Premium & Standard Commercial Exhibitors**

AT1 FRY-IT-LTD
AT2 Speedwell Software Limited
AT2A Altus Assessments Inc.
ES2 Miamed, GmbH
ES3 Sectra
ES4 Anatomage Italy srl
ES5 Take The Wind
ES6 Kaplan Medical
ES7 Maxinity Software Ltd
ES8 ExamSoft
ES9 iCognitus4AII-IT Solutions, Lda
ES10 3D Tech Omega Zeta
ES11 VisualDx
ES12 Resilience Software Inc
ES13 Addinsoft
ES14 Guercom
HM1 Primal Pictures
HM2 BMJ
HM3 Association of American Medical Colleges
HM4 Royal College of Physicians and Surgeons of Canada
HM4A Crises Research Center - HybridLab
HM4B Lecturio
MP1 ELSEVIER
MP2 ELSEVIER
MP3 Wolters Kluwer
MP4 Wisepress Medical Bookshop
MP4A freeCME.com®, a Relias Learning LLC Company
TM1 MDF Instruments USA, Inc.
TM2 3B Scientific GmbH
TM3 Limbs & Things
TM4 Loral Medical AS
TM5 Cardionics
TM6 Kyoto Kagaku Co., Ltd

**Premium & Standard Not-for-Profit Exhibitors**

AT3 IDEAL Consortium
AT6 American Board of Medical Specialties
ES15 iCognitus4AII-IT Solutions, Lda
ES16 NEJM Knowledge+
HM5 The Association for the Study of Medical Education (ASME)
HM6 Cardiff University Wales Deanery
HM7 Institute for Communication and Assessment Research gGmbH,
  Cooperation Partner of the University Hospital Heidelberg
HM8 The Association for the Study of Medical Education (ASME)
HM9 National Resident Matching Program International
HM10 Journal of Graduate Medical Education
HM11 IAMSE
HM12 Academy of Medical Educators
HM13 Imperial College London
HM14 IAMSE
HM15 National Board of Medical Examiners
HM16 National Board of Medical Examiners
HM17 OTTAWA-ICME 2018 CONFERENCE
HM18 ECFMG
HM19 FAIMER
HM20 School of Health Professions Education (SHE)
HM21 Tampere Surgical Education Centre (TSEC)
HM22 Lee Kong Chian School of Medicine
HM23 University of Toronto Centre for Interprofessional Education
HM24 University of Toronto - Centre for Faculty Development
HM25 WISE-MD & WISE-OnCall
HM26 The College of Family Physicians of Canada
HM28 Cambridge Assessment Admissions Testing
MP5 Taylor & Francis Group
MP7 JME - GMS Journal for Medical Education
S8 NACT UK
S9 The Finnish Medical Society Duodecim
S10 The Finnish Medical Society Duodecim
S11 AMEE 2018 Swiss Local Committee

**Academic Stands**

HM29 AMEE Technology Enhanced Learning Committee
HM31 European Board of Medical Assessors
HM32 The Institute of Medical Education (IML), University of Bern
HM33 The Institute of Medical Education (IML), University of Bern
HM34 Asociación Mexicana de Facultades y Escuelas de Medicina A.C.
HM35 International Medical University (IMU)
HM36 International Medical University (IMU)
HM37 St George’s, University of London
HM38 Harvard Medical School Master’s in Medical Education Program
HM39 AMEE Research Committee
HM40 Health Professional Assessment Consultancy (HPAC)
HM41 The University of Edinburgh
HM42 AMEE Simulation Committee
HM43 AMEE Postgraduate Committee
HM44 AMEE CPD Committee
HM45 AMEE Faculty Development Committee
HM46 GAME
### DELEGATE CONCOURSE, AUDITORIUM AND REGISTRATION

#### SESSION ROOMS AND POSTERS II, JJ, KK (Hall 3 Foyer)

<table>
<thead>
<tr>
<th>Section</th>
<th>Room</th>
<th>Description</th>
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<tbody>
<tr>
<td>DD</td>
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<td>HH</td>
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<td>FF</td>
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<td>Hall 6</td>
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</tbody>
</table>
Our products, Practique and Kaizen are used by medical research and medical training organisations to help the advancement of medical knowledge around the globe. We provide tools such as exam management and e-portfolio to ensure that the next generation of medical professionals are of the highest standards possible.

Sectra

The Sectra Table and Education Portal channel the power of an award-winning clinical imaging system into interactive medical education and training. The Sectra Table features an adjustable multi-touch screen and the ability to render DICOM images in 3D with breathtaking depth and definition. The Education Portal, based in the cloud, features an extensive and fully anonymized library of clinical cases and teaching material provided by leading institutions around the world, and is accessible from anywhere. Sectra provides a flexible platform proven to be as beneficial in teaching anatomy to undergraduates as it is for training residents.

Anatomage Italy srl

For the past ten years, Anatomage has been a leading medical device company driving innovation in the healthcare industry. Anatomage products are used in tens of thousands of clinics and hospitals internationally. These include image-guided surgical devices, surgical instruments, radiology software, and display equipment. Located in Silicon Valley, Anatomage has thrived in a place where innovation is a part of the culture. We are proud that our products are copied by other companies; we take it as proof that our ideas are pushing the industry. Anatomage continues to lead with innovations that will set the new standard of the future.

Maxinity Software Ltd

Maxinity’s software solutions revolutionise the way healthcare education providers administer their courses and assessments, helping provide excellence in education. Maxexam offers streamlined student feedback, and blueprinting functionality. From OSCEs to MCQs, Maxexam puts you in control whilst enhancing your quality assurance processes. Maxcourse makes the setup and management of online courses straightforward, with numerous features including online bookings, payments, and course evaluations. Maxrevision allows delegates to access resources, carry out revision, take formative tests, and sit practice papers. Specialists in healthcare learning, Maxinity’s systems are found in organisations including the Royal College of Surgeons England, and the University of Nottingham.

3D Tech Omega Zeta

3D Tech Omega Zeta specializes in the development of Interactive 3D Content for Scientific and Medical Education. We use state-of-the-art technologies to produce high quality, scientifically accurate content and create university level syllabus coursework with 3D Animations and Interactive Self-Evaluation Tests for all medical and scientific career subjects. Our collaborating partners include some of the most prestigious institutions in the world, such as Harvard-MIT Biomedical Engineering Center.
VisualDx

Telephone: 585-272-2611
Email: scase@visualdx.com
Website: www.visualdx.com
Booth: ES11

VisualDx is an award-winning web-based diagnostic clinical decision support tool used at over 1,700 hospitals, large clinics, and medical schools worldwide. Clinicians at any level, from medical students to practicing physicians, can build a differential diagnosis in seconds or use the powerful search function to access patient-specific clinical information and images. VisualDx is the tool of choice for academic institutions that want to enhance diagnostic accuracy, aid therapeutic decisions, and improve patient safety.

BMJ

Telephone: +44 (0)20 7387 4410
Email: consortiasales@bmj.com
Website: www.bmj.com/company
Booth: HM2

BMJ has an established and growing portfolio of education and training services support them in their daily practice. Our commitment to evidence, peer review, and independence makes us a trusted partner. Along with our world renowned flagship title, The BMJ, we also offer over 60 journals, specialist online learning courses with BMJ Learning and BMJ Best Practice, for clinical decision support. Underpinning all our services is the belief that learning should be driven by the needs of learners, their patients and communities and it should have as its explicit purpose - high quality and safer healthcare.

MDF Instruments USA, Inc.

Telephone: +818-357-5647
Email: info@mdfinstruments.com
Website: www.mdfinstruments.com
Booth: TM1

MDF Instruments will be exhibiting at stand, TM1. MDF Instruments is an American company headquartered in Los Angeles, California USA. We are a boutique manufacturer best known for reinventing and handcrafting stethoscopes and high quality sphygmomanometers. We have been crafting stethoscopes, sphygmomanometers, and neurological hammers since 1971, and with our passion and commitment to quality and innovation, we can say that we are probably the best in the world at what we do.

ELSEVIER

Telephone: 44 20 7424 4200
Email: els-education@elsevier.com
Website: www.elsevier.com/
Booth: MP1 and MP2

Elsevier is a global information and analytics company that helps institutions and professionals progress science, advance healthcare and improve performance for the benefit of humanity. Visit our stand to find out more about our range of education products, textbooks, tools for educators and Elsevier Hacks.

3B Scientific GmbH

Telephone: +49 40 73966-0
Email: info@3bscientific.com
Website: www.3bscientific.com
Booth: TM2

The international group of companies 3B Scientific specializes in the manufacturing and marketing of didactic material for scientific, medical and patient education. The group’s oldest site in Budapest/Hungary began its manufacturing history in 1819, making 3B Scientific the most experienced group of companies in the industry.
Speedwell Software Limited

Telephone: 01223851703
Email: rscott@speedwellsoftware.com
Website: speedwellsoftware.com
Booth: AT2

Speedwell’s assessment software (eSystem) enables you to run world-class MCQ and OSCE exams online. You manage your exam tasks in one easy-to-use, integrated tool, which is flexible enough to be customised to many individual requirements. Some of the most prestigious educational institutions rely on our software for their exams.

Altus Assessments Inc.

Telephone: +1-519-574-1274
Email: dkraemer@altusassessments.com
Website: altusassessments.com
Booth: AT2A

Altus Assessments helps programs pre-screen applicants personal characteristics using the online CASPer test. CASPer uses SJTs to discern personal characteristics like empathy, ethics, communication, collaboration, and advocacy. Over 50% of US MD applicants will take CASPer in 2017. CASPer is reliable, has predictive validity, and is acceptable to test takers.

Miamed, GmbH

Telephone: +49 (0) 30-5770221-0
Email: hello@amboss.com
Website: www.amboss.com
Booth: ES2

AMBOSS is a learning platform that supports future physicians. Students can access a library of physician-generated content or practice for exams with didactic support from the platform’s features. These segments interact to support a holistic understanding of medicine in the classroom, on exams, and in the clinic.

Take The Wind

Telephone: +351919698273
Email: marisa@takethewind.com
Website: www.bodyinteract.com
Booth: ES5

Take The Wind has always been 100% focused on providing innovative digital health solutions. Body Interact™ is a disruptive learning accelerator, for medical and nursing education, enabling a pragmatic decision-making experience with virtual patients. A complete simulation lab in your hand! Schedule a demo at www.bodyinteract.com

Kaplan Medical

Telephone: +1-856-571-5052
Email: inder.pahal@kaplan.com
Website: www.kaplanmedical.com/institutionalprograms
Booth: ES6

For over 40 years, Kaplan Medical has been helping aspiring doctors, physician assistants, dentists, and pharmacists prepare for and pass their medical licensing exams. We offer dynamic, high-yield review with both live and online options including content video lectures, lecture notes, simulated exams and online question banks.

ExamSoft

Telephone: 01954 4298889
Email: jgad@examsoft.com
Website: http://learn.examsoft.com/exam-programs/medical-program
Booth: ES8

As a leading computer-based testing and analytics platform, ExamSoft’s embedded-assessment solution provides educators with in-depth data that gives insight into student learning. Its software enables clients to efficiently administer assessments and analyse data to improve curricular and test design, help accreditation compliance, and encourage student self-directed learning.
one45 helps education institutions solve their accreditation, curriculum management, evaluation, scheduling, and encounter logging challenges. More than 100 undergraduate and graduate programs around the world rely on one45 to automate complex scheduling and assessment processes, manage their curriculum, and track student learning experiences.

Resilience Software Inc

T-Res is an easy-to-use software program that allows Students, Residents and Physicians to quickly record and evaluate clinical and academic experiences. T-Res provides key features like evaluations, up to date statistics, and activity logging and validation, to help improve the interactions between learners and physicians. Meaningful education is our priority.

Addinsoft

XLSTAT is a user-friendly, comprehensive and powerful statistical software that uses Excel as its interface. It features basic and advanced statistical methods taught in medical programs and used in medical research including tests, data mining, data visualization and modeling tools. Special discounts apply for academics, students, classrooms and campuses.

Qpercom

Qpercom provides a cloud-based system which analyses and distributes results electronically for MMIs, OSCEs, MCQs/EMQs and EPAs. We deliver quality assured assessments without technical difficulties or administration errors. We look forward to discussing your assessment needs. Email enda@qpercom.ie for a 5 minute demo of our advanced assessment solutions.

Primal Pictures

Primal Pictures publish innovative and interactive anatomy software suitable for a wide range of courses and teaching programs, including the award winning Anatomy & Physiology Online, and a comprehensive series of anatomy and clinically focussed titles. Please come to booth for a demonstration.

Association of American Medical Colleges

The AAMC serves and leads the academic medicine community to improve the health of all. We invite the international community to visit us at AMEE (booth HM3) and engage us online: Academic Medicine (academicmedicine.org), Global Health Learning Opportunities® (aamc.org/ghlo), MedEdPORTAL® (mededportal.org) and Learn Serve Lead (aamc.org/learnservelead).
Royal College of Physicians and Surgeons of Canada

Telephone: 613 730 8177
Email: CanMEDS@RoyalCollege.ca
Website: www.royalcollege.ca/rcsite/home-e
Booth: HM4

The Royal College of Physicians and Surgeons of Canada’s updated CanMEDS physician competency framework describes the core knowledge, skills and abilities of specialist physicians. Visit Booth HM4 to learn how CanMEDS is used at all levels of medical education in Canada and by many health professions around the world.

Crises Research Center - HybridLab

Telephone: +37064378080
Email: info@hybridlab.com
Website: www.hybridlab.com
Booth: HM4A

Creating better training solutions, that are easier to access and more convenient to provide. Developer of Next Generation Autonomous training environment. HybridLab® enables to run ordinary simulation centers semi-autonomously – without instructor and to create and manage standardized simulation centers anywhere around the World.

Lecturio

Telephone: +4934135569980
Email: online-medical-school@lecturio.com
Website: www.lecturio.com
Booth: HM4B

Increase exam performance and keep track of your students’ learning progress and performance with our advanced assessment system. Facilitate your accreditation process.

Wolters Kluwer

Telephone: 02031976600
Email: europe@ovid.com
Website: www.lww.co.uk/digital-solutions/aclands-video-atlas-of-anatomy
Booth: MP3

Wolters Kluwer Health is a leading global provider of information, business intelligence and point-of-care solutions for the healthcare industry. Serving more than 150 countries and territories worldwide, Wolters Kluwer Health’s customers include professionals, institutions, medical education and students in medicine, nursing, allied health and pharmacy.

Wisepress Medical Bookshop

Telephone: +442087151812
Email: marketing@wisepress.com
Website: www.wisepress.com
Booth: MP4

Wisepress.com, Europe’s leading conference bookseller, attend around 200 conferences every year. We have an extensive range of books and journals relevant to the themes of this conference available at our booth. We also have a comprehensive range of STM titles available on our online bookshop.

freeCME.com®, a Relias Learning LLC Company

Telephone: 001.470.231.0522
Email: info@freecme.com
Website: www.reliaslearning.com and www.freecme.com
Booth: MP4A

Relias Learning provides an online training solution and medical publisher for 6,000 healthcare providers across the continuum of care, covering both physical and mental health needs, and public safety organizations. freeCME.com®, a Relias Learning Company, trusted for more than a decade by medical professionals to provide current, evidence-based continuing education.
Collaborating with clinicians and healthcare professionals, Limbs & Things creates and manufactures innovative, relevant task trainers to enable competent and confident learning, which in turn leads to improved patient outcomes and reduces medical error.

Laerdal Medical is dedicated to our mission of Helping Save Lives. For more than 50 years, Laerdal has remained a world leader for training, educational and therapy solutions. Trusted to build competence by healthcare providers, educators, and lay rescuers, our evidence-based solutions address the changing needs of healthcare organizations.

Today and into the future, Cardionics’ approach continues to set the pace for auscultation products and services through the development of unique, interactive, and experiential systems that integrate seamlessly into classroom, clinical, and tele-health applications.

KYOTO KAGAKU is a Japanese manufacturer of skill training products. Since 1960’s the company has been helping medical and health care professionals by offering quality experience in hands on training. Excellence in reality of their products is widely appreciated. Experience a new way of skill training at KYOTO KAGAKU booth.
IDEAL Consortium

Telephone: +852 6449 4135  
Email: info@idealmed.org  
Website: ideal.worlded.org  
Booth: AT3

The IDEAL Consortium is a collaboration of about 30 medical schools that share assessment expertise and assessment items.

American Board of Medical Specialties

Telephone: (312) 436-2600  
Email: info@abms.org  
Website: www.abms.org  
Booth: AT6

The American Board of Medical Specialties (ABMS) is the leading organization overseeing physician certification in the United States. ABMS establishes the standards used to evaluate, assess, and certify physician specialists. ABMS International leverages this expertise globally to assist others in enhancing their physician certification programs.

iCognitus4All-IT Solutions, Lda

Email: info@icognitus.com  
Website: www.icognitus.com  
Booth: ES15

A software development company founded in 2013 with the aim of supplying high quality software products and services to its customers worldwide. We understand that cutting-edge solutions that define the future are not built by asking the usual questions. Our first solution is a software for computer based assessments - medQuizz.

NEJM Knowledge+

Telephone: 781-434-7998  
Email: drobbins@nejm.org  
Website: knowledgeplus.nejm.org  
Booth: ES16

NEJM Knowledge+, from NEJM Group, is designed to build your trainees’ knowledge and improve their patient care while promoting active, essential learning. Developed for busy clinicians and other healthcare professionals, this product employs adaptive learning technology to ensure an engaging, efficient, and effective learning experience.

Cardiff University Wales Deanery

Telephone: +442920687451  
Email: medicaleducation@cardiff.ac.uk  
Website: meded.walesdeanery.org  
Booth: HM6

The Wales Deanery delivers international excellence in postgraduate medical and dental education including the development of innovative models of education and leading on postgraduate medical and dental education and research. Our teaching portfolio includes Masters, Diploma and Certificates in Medical Education designed to develop excellence in clinical teaching.

Institute for Communication and Assessment Research gGmbH, Cooperation Partner of the University Hospital Heidelberg

Telephone: 06221-56-8695  
Website: www.ucan-assess.org  
Booth: HM7

The “Umbrella Consortium for Assessment Networks (UCAN)” is a non-profit organization for various Assessment Networks which is supported by the “Institute for Communication and Assessment Research”. Aim of UCAN is the scientific exchange of experiences, expertise and the concentration of resources in the field of educational examinations.
National Resident Matching Program International

Telephone: 1-866-653-6767
Email: nrmpinternational@nrmp.org
Website: www.nrmpinternational.org
Booth: HM9

NRMP International is dedicated to providing premier medical matching services around the globe. NRMPi uses a mathematical algorithm to place applicants into training positions. Our mathematical algorithm helps graduate medical education applicants optimize their training choices and ensures integrity and transparency in the matching process.

Imperial College London

Telephone: 020 7594 0894
Email: susan.farrell@imperial.ac.uk
Website: www.imperial.ac.uk/medicine/study/postgraduate/
Booth: HM13

Imperial College London is a world-class university with a mission to benefit society through excellence in science, engineering, medicine and business.

National Board of Medical Examiners

Email: ecooper@nbme.org
Website: www.nbme.org
Booth: HM15 and HM16

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.

ECFMG

Telephone: (215) 386-5900
Email: info@ecfmg.org
Website: http://www.ecfmg.org/
Booth: HM18

ECFMG is a world leader in promoting quality health care, providing high-quality services for the world’s physicians and medical educators. Please visit booth HM-18 to learn more about international elective exchange through our GEMx program and the free services available through ECFMG’s Medical School Web Portal (EMSWP).

FAIMER

Telephone: 011 215 823 2105
Email: inquiry@faimer.org
Website: www.faimer.org
Booth: HM19

FAIMER concentrates its efforts in low-income regions in Asia, Africa, and Latin America, and focuses 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.
School of Health Professions Education (SHE)

Telephone: +31433885714
Email: d.vogt@maastrichtuniversity.nl
Website: www.maastrichtuniversity.nl
Booth: HM20

SHE is a highly accredited, awarded Research School in Health Professions Education with an international focus on innovative learning. SHE offers a broad range of short off-and online (certificate) courses, and a Master and PhD degree programme for professionals with the ambition to build a career in health professions education.

Tampere Surgical Education Centre (TSEC)

Telephone: +358504069171
Email: kirurgiankoulutuskeskus@pshp.fi
Website: www.tsec.fi
Booth: HM21

Tampere Surgical Education Centre is a nonprofit unit of Tampere University Hospital, run by the public Pirkanmaa Hospital District. It offers a unique environment for the training of surgical techniques and clinical use of implants, instruments, and medical equipment, in order to improve patient safety.

Lee Kong Chian School of Medicine

Telephone: +6565923907
Email: mersu@ntu.edu.sg
Website: www.lkcmedicine.ntu.edu.sg
Booth: HM22

Lee Kong Chian School of Medicine, a partnership between Nanyang Technological University, Singapore and Imperial College London, trains doctors who put patients at the centre of medical care. Graduates of the five-year MBBS programme will be equipped to advance the science and practice of medicine for the good of humanity.

Cambridge Assessment Admissions Testing

Telephone: 01223553260
Email: unchem.a@cambridgeassessment.org.uk
Website: www.admissionstestingservice.org/
Booth: HM28

Cambridge Assessment Admissions Testing is a not-for-profit department of the University of Cambridge. We offer a range of tests to support selection and recruitment for higher education, professional organisations and governments. Underpinned by robust and rigorous research, our assessments include admissions tests for medicine and healthcare and behavioural styles assessment.

JME - GMS Journal for Medical Education

 Telephone: +49 761 203 5512
 Email: kontakt@gesellschaft-medizinische-ausbildung.org
 Website: www.egms.de/static/en/journals/zma/about.htm
 Booth: MP7

GMS Journal for Medical Education (GMS J Med Educ) publishes peer-reviewed scientific articles on all aspects of undergraduate and graduate education in medicine, veterinary medicine, pharmacy and other health professions. It is indexed in MEDLINE/PubMed and covered by the Emerging Sources Citation Index (ESCI) of the Web of Science.
Standard Not-for-Profit Exhibitors

The Association for the Study of Medical Education (ASME)
Telephone: +44(0) 131 225 9111
Email: info@asme.org.uk
Website: www.asme.org.uk
Booth: HMS and HM8

Journal of Graduate Medical Education
Telephone: 312-755-7485
Email: jgme@acgme.org
Website: www.jgme.org
Booth: HM10

IAMSE
Telephone: 304-522-1270
Email: support@iamse.org
Website: www.iamse.org
Booth: HM11 and HM14

Academy of Medical Educators
Telephone: 02920 687066
Email: info@medicaleducators.org
Website: www.medicaleducators.org
Booth: HM12

OTTAWA-ICME 2018 CONFERENCE
Telephone: +9714 4270492
Email: ottawa-icme2018@meetingmindsexperts.com
Website: www.ottawa-icme2018.com
Booth: HM17

University of Toronto Centre for Interprofessional Education
Telephone: 1-647-980-4653
Email: belinda.vilhena@uhn.ca
Website: www.ipe.utoronto.ca
Booth: HM23

University of Toronto, Centre for Faculty Development
Telephone: 4168646060 77418
Email: borromeac@smh.ca
Website: cfd.utoronto.ca
Booth: HM24

CFD is committed to enhancing the academic development of health professionals through innovation, capacity building and scholarship in design, implementation and evaluation of faculty development.

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

IAMSE is a nonprofit professional development society organized and directed by health professions educators whose goals include promoting excellence and innovation in medical science education.

The Academy of Medical Educators (AoME) is the multi-professional organisation for all those involved in medical education.

The joint conference of OTTAWA (Authentic Assessment across Continuum of Health Professions Education) and ICME (Reforming Health Professions Education for better Healthcare & Patient Safety)

The CIPE develops, delivers and disseminates Interprofessional Education Programs with a unique focus on the continuum of learning, encompassing undergraduate, postgraduate and continuing education.
WISE-MD & WISE-OnCall
Telephone: 212-263-9521
Email: dawn.bornheimer@wisemed.org
Website: www.wisemed.org
Booth: HM25

WISE programs enhance clinical experiences with self-paced patient encounter video dramatizations. Professionalism and communication are modeled throughout and clinical reasoning is assessed with case-based questions.

The College of Family Physicians of Canada
Telephone: 9056290900
Email: awalczak@cfpc.ca
Website: www.cfpc.ca/Education
Booth: HM26

Learn from Canada’s five years of experience implementing competency based medical education in family medicine and pick up the latest free teaching resources.

Taylor & Francis Group
Telephone: +44 (20) 337 76304
Email: diane.mbangwa@informa.com
Website: www.tandfonline.com/
Booth: MP5

Taylor & Francis boasts a high calibre journals portfolio in medicine and healthcare. Answering your need for fast, convenient access to high-quality, high-impact scientific research.

NACT UK
Telephone: 01908 488033
Email: office@nact.org.uk
Website: www.nact.org.uk
Booth: S8

NACT UK established in 1969, is a support group for leaders in medical education throughout UK.

The Finnish Medical Society Duodecim
Telephone: +358 9 61885225
Email: anne.teeriaho@duodecim.fi
Website: www.duodecim.fi/
Booth: S9 and S10

The Finnish Medical Society Duodecim is Finland’s largest scientific association. It exists to develop the professional skills and clinical practice of doctors through continuing education, publications and research grants. Duodecim Medical Publications Ltd publishes information content for medical and healthcare professionals on electronic databases, solutions integrated into healthcare systems and an online learning and also printed products.

AMEE 2018 Swiss Local Committee
Telephone: +41223795121 or mobile +41796358905
Email: Mathieu.nendaz@unige.ch
Website: www.unige.ch/medecine/udrem/en/
Booth: S11

The Swiss local committee for AMEE 2018 is happy to support AMEE to organize the 2018 conference to be held in Basel, Switzerland.
AMEE Technology Enhanced Learning Committee
Email: amee@dundee.ac.uk
Booth: HM29

AMEE Research Committee
Email: amee@dundee.ac.uk
Booth: HM39

AMEE Simulation Committee
Email: amee@dundee.ac.uk
Booth: HM42

AMEE Postgraduate Committee
Email: amee@dundee.ac.uk
Booth: HM43

AMEE CPD Committee
Email: amee@dundee.ac.uk
Booth: HM44

AMEE Faculty Development Committee
Email: amee@dundee.ac.uk
Booth: HM45

AMEE Technology Enhanced Learning Committee
Email: amee@dundee.ac.uk
Booth: HM29
Saturday 26th August

Registration
0745-1730 Registration Desk Open Southern Foyer

Tours – all tours depart and return to Messukeskus
1000-1600 Helsinki Highlights and Porvoo Tour inc. Lunch
1300-1700 Helsinki by Tram
1400-1700 Helsinki City Tour

Pre-registration is essential. Coffee will be provided. Lunch is not

Courses and Masterclasses

Pre-registration is essential. Coffee & Lunch will be provided.

ESME – Essential Skills in Medical Education
Location: Room 208

ESMEA - Essential Skills in Medical Education Assessment
Location: Room 204

RESME - Research Essential Skills in Medical Education
Location: Room 206

ESCEPD - Essential Skills in Continuing Education and Professional Development
Location: Room 205

Course

Pre-registration is essential. Coffee & Lunch will be provided.

ASME-FLAME – Fundamentals of Leadership and Management in Education
Location: Room 209

Pre-Conference Workshops

Pre-registration is essential. Coffee will be provided. Lunch is not provided unless otherwise indicated.

OSTEs in Undergraduate and Early Postgraduate Medical Education
David Taylor and Sai Ram (The University of Liverpool School of Medicine, UK)
Location: Room 306

Mentoring to achieve maximum potential: how do we achieve this?
Helen Goodyear and Jane Davies-Slowik (Health Education England (West Midlands), UK); Taruna Bindal (Worcestershire Acute Hospitals NHS Trust, UK)
Location: Room 203b

#PCW 3 Curriculum Mapping – face the challenge, it will be worth the effort
Olaf Ahlers (Charité – Universitätsmedizin Berlin, Germany); Ina Treadwell (Sefako Magatho Health Sciences University, South Africa); Sola Aoun Bahous (LAU School of Medicine, Beirut, Lebanon); Firman Sugiharto (Charité – Universitätmedizin Berlin, Germany); Jan Carl Becker (University of Muenster, Germany); Ara Tekian (University of Illinois at Chicago, USA)
Location: Room 207

#PCW 4 The scoop on scope: Best practice approach to scoping reviews in health professions education
Ailiki Thomas, Meredith Young, Stuart Lubarsky (McGill University, Canada); Tanya Horsley (Royal College of Physicians and Surgeons of Canada); Lara Varpio (Uniformed Services University, USA)
Location: Room 216

#PCW 5 Creating a Simulated Patient (SP) Case—Strategy to Reality - ASPE workshop
Benjamin Blutt (The George Washington University School of Medicine, USA); Henrik Holzer (Medizinische Hochschule Brandenburg Fontane, Neuruppin, Germany); Cathy Smith (Simulation Consultant, Toronto, Canada); Lynn Kosowics (University of Connecticut School of Medicine, USA); Melih Elcin (Turkey)
Location: Room 203a

#PCW 7 ASPIRE ACADEMY: How to enhance student engagement at your school?
Marko Zdravkovic (University Medical Centre Maribor, Slovenia); Liz Mospop (School of Veterinary Medicine & Science, Nottingham University, UK); Harm Peters (Charité - Universitätsmedizin Berlin, Germany); Danai Wangsaturaka (Faculty of Medicine, Chulalongkorn University, Thailand); Kulsoom Ghias (Aga Khan University, Pakistan); Margot Weggemans and Joni Remmits (University Medical Center Utrecht, Netherlands)
Location: Room 210

#PCW 8 Developing simulation: Setting up a simulation learning environment - A simulator in a room to a full simulation centre
Jean Ker (University of Dundee, UK); Bryn Baxendale (Nottingham University Hospitals NHS Trust, UK); Lars Konge (Copenhagen University, Denmark); Patrik Nyström (Arcada, Finland); Kirsimarja Metsävainio (Faculty of Medicine, Chulalongkorn University, Thailand); Kristian Krogh (Aarhus University and Aarhus University Hospital, Denmark); Peter Dieckmann (Charité – Universitätsmedizin Berlin, Germany); Henrike Holzer (Medizinische Hochschule Brandenburg Fontane, Neuruppin, Germany); Cathy Smith (Simulation Consultant, Toronto, Canada); Tanya Horsley (Royal College of Physicians and Surgeons of Canada); Lara Varpio (Uniformed Services University, USA)
Location: Room 207

#PCW 9 The World Federation for Medical Education (WFME) Recognition Program for Accrediting Agencies: Purpose, processes, and criteria
David Gordon (World Federation for Medical Education); John J. Norcini and Marta van Zanten (Foundation for Advancement of International Medical Education and Research, USA)
Location: Room 215
1330-1630  #PCW 10 Teaching and Assessing Professionalism via OSCE Stations
Elizabeth Kachur (Medical Education Development, USA); Lucy Bruell (L.A.Bruell, Inc, USA); Bianca Schuh (Vienna Medical School); Lee Yuen (Jenny) Wong (Khoo Teck Puat Hospital, Alexandra Healthcare Group (NHG), Singapore)
Location: Room 203a

1330-1630  #PCW 11 Introduction to Progress Testing
Adrian Freeman (University of Exeter, UK); Carlos Collares (University of Maastricht, Netherlands); Lee Coombes and Steve Riley (University of Cardiff, UK)
Location: Room 207

1330-1630  #PCW 12 Peering Inside the Black Box of Peer Review: An Interactive Look at the Review Process for a Scholarly Submission
David Sklar, University of New Mexico, USA; Steven Durning, Uniformed Services University of the Health Sciences, USA; Anne Farmakidis and Mary Beth DeVilbiss, Association of American Medical Colleges, USA
Location: Room 203b

1330-1630  #PCW 13 Assessing Assessment. Best practice approaches in assessment from ASPIRE assessment award winners.
Heeyoung Han and Anna Cianciolo (Southern Illinois University School of Medicine, USA); Rob Lane (Leeds University, UK)
Location: Room 216

Coffee Break Times
For delegates who have registered to attend a pre-conference workshop, coffee will be available in the Club Restaurant at the following times:

Morning Workshop: 1000-1100
Afternoon Workshop: 1430-1530
Sunday 27th August

Registration Desk / Exhibition
0745-2100 Registration Desk Open
1300-1630 Exhibitor Set Up
1400-1900 Poster Mounting
1945-2130 Exhibition Open

Southern Foyer
1300-1630 Exhibitor Set Up
1400-1900 Poster Mounting

Hall 6
1945-2130 Exhibition Open

Exhibit Hall 6 and Hall 3 Foyer
1945-2130 Exhibition Open

Tours – all tours depart and return to Messukeskus
0900-1300 Porvoo Highlights
0930-1230 Helsinki City Tour
1330-1630 Finnish Design Tour

Group Meetings
0800-0930 ASPIRE Assessment Panel (closed meeting) Room 217
0800-0930 ASPIRE Curriculum Panel (closed meeting) Room 303/304
0800-0930 ASPIRE Social Accountability Panel (closed meeting) Room 215
0800-0930 ASPIRE Student Engagement Panel (closed meeting) AMEE Meeting Room
1000-1230 ASPIRE Board (closed meeting) AMEE Meeting Room
1400-1700 ASPIRE Academy (closed meeting) AMEE Meeting Room
2050-2200 Ottawa 2018 (Closed Meeting) AMEE Meeting Room

AMEE-Essential Skills in Medical Education (ESME) Courses and Masterclasses
Pre-registration is essential. Coffee & Lunch will be provided.

0830-1630 ESME – Essential Skills in Medical Education
Location: Room 208

0845-1215 ESMEA - Essential Skills in Medical Education Assessment
Location: Room 204

0830-1630 RASME - Research Advanced Skills in Medical Education: Experimental Studies in Medical Education: from theory to practice
Location: Room 206

0830-1700 ESMESim - Essential Skills in Simulation-based Healthcare Instruction
Location: Room 103a

Course
Pre-registration is essential. Coffee & Lunch will be provided.

0830-1630 PASREV - Practical Skills for Reviewing Evidence in Health Professions Education
Location: Room 205

0930-1230 ADEE/AMEE Round Table Discussion (invite only)
Some key topics of particular importance to both Dental and Medical education. Topics to be covered are (a) Simulation and (b) Social Accountability. The session is by invitation only, and will be video recorded for future dissemination.
Location: Room 210

Pre-Conference Workshops
Pre-registration is essential. Coffee will be provided. Lunch is not provided unless otherwise indicated

0915-1630 #PCW 14 The Hidden Curriculum of Health Sciences Education (lunch included)
Stephen May, Carrie Roder and Elizabeth Chan (Royal Veterinary College, University of London, UK); Clare Allen (University of Cambridge, UK)
Location: Room 203b

0915-1215 #PCW 15 Teaching for Diversity and Equity Across the Medical Education Continuum
Ayelet Kuper (The Wilson Centre & Department of Medicine, University of Toronto; Department of Medicine, Sunnybrook Health Sciences Centre; Toronto, Canada); Lisa Richardson (The Wilson Centre, Office of Indigenous Health Education, & Department of Medicine, University of Toronto; Department of Medicine, University Health Network; Toronto, Canada); Cynthia Whitehead (The Wilson Centre & Department of Family & Community Medicine, University of Toronto; VP-Education, Women's College Hospital, Toronto, Canada)
Location: Room 203a

0915-1215 #PCW 16 Trainee Workshop: From Project to Career - A Primer on Building a Career in Medical Education
Matthew J. Stull (University of Michigan, USA); Rille Pihlak (University of Manchester, UK); Robert Duvivier (University of Newcastle, Australia); Margot Weggemans (University of Utrecht, The Netherlands); Kevin Garrity (NHS-Lanarkshire, UK)
Location: Room 216

0915-1215 #PCW 17 Continuing Health Profession Education: Innovative Approaches to Putting Theory into Practice for Curriculum Development
TJ Jirasevijinda (Weill Cornell Medical College, USA); Reena Karani (Icahn School of Medicine at Mount Sinai, USA); Monica Lyson (University of Michigan Medical School, USA); David C. Thomas (Icahn School of Medicine at Mount Sinai, USA)
Location: Room 209
1330-1630 #PCW 20 Developing Continuing Education and Professional Development Programs to Optimize Practice
David Wijer and Sanjeev Sockalingam (UHN, Canada); Ivan Silver (CAMH, Canada); Sophie Soklaridis (CAMH, Canada); Maria Mylopoulos (UHN, Canada)
Location: Room 216

1330-1630 #PCW 21 Finding the right tool for the job: Making sense of workplace-based assessment in a competency-based medical education world
Shirley Schipper and Shelley Ross (University of Alberta, Canada)
Location: Room 102

1330-1630 #PCW 22 Adaptive Education: How to offer education that is optimized for differences among your learners and contexts
Hillard Jason (iMEdTrust, London, UK, and University of Colorado, USA); Michael Seropian (Oregon Health & Science University, USA); Ian Curran (Cass Business School, London, UK); Davinder Sandhu (Royal College of Surgeons in Ireland; Medical University of Bahrain); Jane Westberg (iMEdTrust, London, UK, and University of Colorado, USA); Andrew Douglas (iMEdTrust, London, UK)
Location: Room 306

1330-1630 #PCW 23 Advanced Presentation Skills for Medical Educators: Going From Good to Great
Lawrence Sherman (Academy for Global Interprofessional Learning and Education, USA); Kathy Chappell (American Nurses Credentialing Center, USA)
Location: Room 103b

1330-1630 #PCW 24 Top Tips: Teaching Social and Behavioural Sciences in Medical Education
Jeni Harden (University of Edinburgh, UK); Tracey Collett (Plymouth University, UK); Kathleen Kendall (University of Southampton, UK)
Location: Room 101d

1330-1630 #PCW 25 Complex Competencies: Practical Tools to Assess Patterns of Performance
Glenda H. Eoyang (Human Systems Dynamics Institute, Minneapolis, USA)
Location: Room 207

1330-1630 #PCW 26 Fabulous facilitation skills
Ruth Levine (University of Texas Medical Branch, USA); Brenda Roman and Dean Parmelee (Wright State University Boonshoft School of Medicine, USA)
Location: Room 209

1330-1630 #PCW 27 Empowering students to be a voice contributing to excellence in medical education: a pre-conference workshop by the AMEE Student Task Force
Lara Teheux (Radboud University Medical Center, Nijmegen, The Netherlands); Alexander Lachapelle (McGill University, Montreal, Canada); Teemu Karjalainen (University of Eastern Finland, Kuopio, Finland); Madalena Patricio (University of Lisbon, Portugal)
Location: Room 215

1330-1630 #PCW 28 How effective are selection methods in the healthcare professions? Current research and implications for practice
Flora Patterson (Work Psychology Group, UK & University of Cambridge, UK); Emma Rowett and Victoria Roe (Work Psychology Group, UK)
Location: Room 10c

1330-1630 #PCW 29 Assessment with Entrustable Professional Activities in undergraduate medical education: opportunities, pitfalls, and lessons learned
Harm Peters (Charité - Universitätsmedizin Berlin, Germany); Olle ten Cate (University Medical Center Utrecht, the Netherlands); Yvva Holzhausen (Charité - Universitätsmedizin Berlin, Germany); Arianne Teherani (University of California San Francisco, USA); Indra Posthumus (University Medical Center Utrecht, the Netherlands); H. Carrie Chen (University of California San Francisco, USA)
Location: Room 203a

1330-1630 #PCW 30 Social Media In and As Medical Education Research
Margaret Chisolm (Johns Hopkins Medicine, USA); Natalie Lafferty (University of Dundee, UK); Annalisa Manca (Queen’s University Belfast, UK)
Location: Room 204

1330-1630 #PCW 31 Contextualizing Assessment In The Biomedical Sciences: A Practical Approach
Dujeepa Samarasekera, Matthew Gwee, Ashokka Balakrishnan, Lee Shuh Shing and Tan Chay Hoon (National University of Singapore, Singapore)
Location: Room 218

Coffee Break Times
For delegates who have registered to attend a pre-conference workshop, coffee will be available in the Club Restaurant at the following times:

Morning Workshop: 1000-1100
Afternoon Workshop: 1430-1530

AMEE 2017 Orientation Session
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: Room 101a/b
Time: 1600-1700
MAIN PROGRAMME

1730-1955  #1 Plenary  
Chair: Ronald Harden, UK  
Location: Hall 1  

Note: Registered guests are welcome to accompany participants to the first plenary session.

1730-1735  Musical Opening

1735-1745  Welcome to AMEE 2017  
Trudie Roberts, AMEE President; Aki Lindén, Hospital District of Helsinki; Minna Kaila, Chair of AMEE 2017  
Local Organising Committee

1745-1805  Introduction to AMEE 2017 Programme  
Ronald Harden, AMEE General Secretary/Treasurer, UK

1805-1810  Hackathon Presentation

1810-1900  #1 Plenary: The Magic State of Mind  
Peter Wardell, UK

1900-1915  Wisdom of our Crowd  
Lawrence Sherman, USA

1915-1920  Miriam Friedman Ben-David New Educator Award Announcement

1920-1930  AMEE Lifetime Achievement Awards

1930-1935  AMEE Fellowship Announcement

1935-1955  A musical welcome to Helsinki

2000-2130  Opening Reception  
Enjoy a buffet dinner and wine. Take the opportunity to renew acquaintances and make new friends, as well as the chance to visit the exhibition stands.  
Location: Exhibition Hall, Hall 6  
Fee: included in the registration fee for registered participants. Guest tickets available at €50.00
Monday 28th August

Registration Desk / Exhibition

0715-1745 Registration Desk Open Southern Foyer
0930-1630 Exhibition Open Hall 6

Tours — all tours depart and return to Messukeskus
0830-1430 Helsinki Archipelago Tour
1300-1700 Porvoo Highlights

Group Meeting
0700-0815 BEME Review Committee Room 303/304
(closed meeting)
0830-0945 #2 Plenary Chair: Minna Kaila, Finland Location: Hall 1
0915-0935 ASPIRE-to-Excellence Award Presentations
0935-0940 ESME Certificate Presentations
0940-0945 A look ahead to Ottawa 2018
0945-1015 Coffee Break Hall 6
Viewing of posters and exhibits
Soapbox Stage – Hall 6
1000-1010 National Resident Matching Program International

Session 3: Simultaneous Sessions

1015-1200 #3A Symposium: Simulation in Healthcare: Sharing stakeholder perspectives
Organised by AMEE Simulation Committee:
Peter Dieckmann, Copenhagen Academy for Medical Education and Simulation (CAMES); Kirsimarja Metsavainio and team, Kuopio University Hospital, Finland; Ross Scalese, University of Miami Gordon Center, USA; Jan-Joost Rethans, Skillslab, University of Maastricht, Netherlands; Anne Lippert, Copenhagen Academy for Medical Education and Simulation (CAMES), Denmark
Location: Hall 1

1015-1200 #3B Symposium: Features of an Adaptive Learning Curriculum for Medical Education
Mark E. Quirk, American University of the Caribbean, USA; William Cutrer, Vanderbilt University School of Medicine USA; Martin Pusic, New York University Medical School USA; Shiv Gaglani, Osmosis USA
Location: Hall 3a

1015-1200 #3C Symposium: “Cut the Eduspeak” says the clinical educator to the researcher: How can we facilitate their collaboration? Perspectives of AMEE Associate Fellows: Rashmi Kusurkar, VUMc School of Medical Sciences, Amsterdam, Netherlands; Marja Wijnen-Meijer, University Medical Center Utrecht, Netherlands; Leila Niemi-Murola, University of Helsinki, Finland; Olannrewaju Sorinola, University of Warwick, UK; Jonathan Rial, Health Education England (Wessex), UK; Sara Mortaz Hejri, Tehran University of Medical Science, Iran; Daniel Richard Kamby, Indonesian Young Health Professionals’ Society; Kazunobu Ishikawa, International University of Health and Welfare, Tokyo Narita, Japan; Ian Wilson, University of Wollongong, Australia; Sue Murphy, University of British Columbia, Canada; Nancy Posel, McGill University, Canada; Ricardo Tjeng and Luis Patrão, University of Beira Interior, Portugal
Location: Hall 3b

1015-1200 #3D Short Communications: Leadership
Chairperson: Peter Dieter, Germany
Discussant: Harm Peters, Germany
Location: Hall 3c

1015-1030 #3D1 Developing leaders in healthcare: challenging medical students to apply lateral thinking
Silvia Lizette Olives Olives, Tecnológico de Monterrey, Monterrey, Mexico

1030-1045 #3D2 Fellowships in Clinical Leadership for Postgraduate Doctors in Training - an evaluation of Fellows’ experiences from a national UK Programme
Ahmad Moolla, Imperial College London, UK

1045-1100 #3D3 From leaders to leadership: an integrated approach to leadership development in psychiatry training
Clare Morris, Barts & The London School of Medicine and Dentistry, Queen Mary University London, UK

Note: Only the presenter(s) are listed in the programme. For a full list of authors, please see the App or Abstract Book (https://amee.org/getattachment/Conferences/AMEE-2017/AMEE-2017-Abstract-Book.pdf)
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<td>1055-1135</td>
<td><strong>Research Papers: Teaching and Learning</strong></td>
<td>The use of a high fidelity course to prepare physicians in leadership and decision making in more senior roles</td>
<td>April Dianne Baazon, Royal Brompton and Harefield Trust, London, UK</td>
<td>Biomedical Research Institute - IRBA, Bretigny sur Orge, France</td>
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<td>1130-1145</td>
<td><strong>Training qualified leaders in clinical education</strong></td>
<td>VICTEAMS: a virtual environment to train medical team leaders</td>
<td>Marie-Hélène Ferrer, French Armed Forces Biomedical Research Institute - IRBA, Bretigny sur Orge, France</td>
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<td>1145-1200</td>
<td>Discussion</td>
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<td>1015-1200</td>
<td><strong>Research Papers: Thinking and Learning</strong></td>
<td>How do residents learn to deal with high-value, cost-conscious care? A study about non-formal workplace-based learning</td>
<td>Lorette Stammen, Maastricht University, Maastricht, Netherlands</td>
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<td>1055-1115</td>
<td><strong>Evidence of Threshold Concepts in Pediatric Clerks’ Reflective Practice Essays</strong></td>
<td>Can team handovers be valuable learning experiences?</td>
<td>Stephen Bradley, Lakes District Health Board, Rotorua, New Zealand</td>
<td>Lakes District Health Board, Rotorua, New Zealand</td>
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<tr>
<td>1115-1135</td>
<td><strong>Assessment for critical thinking: A qualitative study in Indigenous health education</strong></td>
<td>The need for strong clinical leaders - Transformational and transactional leadership as a framework for resident leadership training</td>
<td>Jan Kiesewetter, Institut für Didaktik und Ausbildungsforschung in der Medizin am Klinikum der LMU München, Munich, Germany</td>
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<td><strong>Evidence of Threshold Concepts in Pediatric Clerks’ Reflective Practice Essays</strong></td>
<td>Team Disturbers, Observers, and Team Members: What medical students learn as they negotiate power and hierarchy in the clinical learning environment</td>
<td>Meredith Vanstone, McMaster University, Hamilton, Canada</td>
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<td>1155-1200</td>
<td>Discussion</td>
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</table>
1015-1200  #3H Patil Teaching Innovation Awards: Patil I
Chairperson: Gary Rogers, Australia
Judging Panel: Michelle Marshall, Nivritti Patil, Rille Pihlak, Gary Rogers
Location: Hall 3g

1015-1030  #3H1 Using Curriculum Mapping to build and fortify Primary Care Curricula
Joy Checa, AUC School of Medicine, St. Maarten, Netherlands Antilles

1030-1045  #3H2 REVISE - a restorative and behavioural approach to prevent unethical behaviours amongst medical interns
Shekhar Kumta, The Chinese University of Hong Kong, Hong Kong

1045-1100  #3H3 Smart learning with the smartphone-connected TYM otoscope: a novel ENT learning tool
James Schuster Bruce, University of Bristol, UK

1100-1115  #3H4 Reinvigorating the teaching post-mortem through modern technology
Todd Smith, Imperial College London, UK

1115-1130  #3H5 The Development of Empathy
Teaching Strategies: Six-year’s experience on “Disease Lottery”
Gin-Hong Lee, Fu Jen Catholic University, New Taipei City, Taiwan

1130-1145  #3H6 cARDiac ECG App - Using Augmented Reality to Enhance the Real Thing
Karen D’Souza, School of Medicine Deakin University, Waurn Ponds, Australia

1145-1200 Discussion

1015-1200  #3J Short Communications: Professionalism
Chairperson: Fred Hafferty, USA
Discussant: Jim Rourke, Canada
Location: Room 101 a/b

1015-1030  #3J1 Medical Professionalism: the making of a definition (a linguistic analysis)
Teresa Pawlikowska, Royal College of Surgeons in Ireland, Dublin, Ireland

1030-1045  #3J2 Students’ motivation to respond to professionalism lapses of their peers
Mariamne Mak-van der Vossen, VUMc School of Medical Sciences, Amsterdam, Netherlands

1045-1100  #3J3 How to make teaching professionalism fun
Martí Balaam, The Centre for Medical Education, Edinburgh Medical School, Edinburgh, UK

1100-1115  #3J4 A Foucauldian discourse analysis to uncover the reasons for failing to detect low-level unprofessionalism in undergraduate medical students
Joanne Harris, Imperial College London, UK

1115-1130  #3J5 Reporting Medical Students with Professionalism Lapses: “It’s a Thankless Job”
Deborah Danoff, McGill University Faculty of Medicine, Montreal, Canada

1130-1145  #3J6 A cross sectional study of students’ attitudes to professionalism in a healthcare professions institution
Marie T. O’Shea, Royal College of Surgeons in Ireland, Dublin, Ireland

1145-1200  #3J7 Reflection on professionalism useful for both students and teachers
Angel Centeno, Universidad Austral, Buenos Aires, Argentina

No Discussion

1015-1200  #3K Short Communications: The Patient
Chairperson: Cristian Stefan, USA
Discussant: Marie T. O’Shea, Royal College of Surgeons in Ireland, Dublin, Ireland
Location: Room 101 c

1015-1030  #3K1 Patients in Education: creating a community of patients to engage with the university
Angela Towie, University of British Columbia, Vancouver, Canada

1030-1045  #3K2 ‘Reflective writing’: A Tool to enhance SRL and developing future PDP
Rahila Yasmeen, Riphah International University, Islamabad, Pakistan

1045-1100  #3K3 Working with ‘real’ patients with Mental Health conditions: Helping medical students prepare for clinical placements in Psychiatry
Amir Burney, The Medical School, University of Sheffield, UK

1100-1115  #3K4 Collaborative competencies at the primary secondary care interface: the patient’s view
Marijn Janssen, Radboud University Medical Centre, Nijmegen, Netherlands

1115-1130  #3K5 Only heroic voices: the censoring of patient experience
Susan Shaw and Raine Lamdin

1130-1145  #3K6 Patients’ and accompanying persons’ opinions about the quality services of medical students during clerkship
Siska Nia Irasanti, School of Medicine Unisba, Indonesia

1145-1200 Discussion
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<td>1045-1100</td>
<td>#3Q3</td>
<td>Standardising marking in OSCE communication stations: a collaborative approach</td>
<td>Joseph Oakley, The College of Optometrists, London, UK</td>
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<td>1045-1115</td>
<td>#3Q4</td>
<td>Social and Cultural Factors Influencing Consistency of Examiner Judgements in Competency-based Assessments in Medical Education</td>
<td>Amy (Wai Yee) Wong, School of Education &amp; School of Medicine, The University of Queensland, Australia</td>
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<td>1100-1115</td>
<td>#3Q5</td>
<td>Paper marking of an Objective Structured Clinical Examination is not faster than using tablets: a randomized controlled pilot study</td>
<td>Thomas Kropmans, College of Medicine, Nursing &amp; Health Sciences/School of Medicine National University of Ireland Galway, Ireland</td>
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<td>1115-1130</td>
<td>#3Q6</td>
<td>Can peer examiners be used in medical OSCEs to improve feasibility, reliability, validity and feedback?</td>
<td>Johannes Driessen, King’s College London, UK</td>
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<td>1130-1145</td>
<td>#3Q7</td>
<td>“Prescribing safely together on the ward”: testing and adapting a simulation OSCE designed for medical students as an interprofessional education activity for medical and pharmacy students</td>
<td>Amy Arnold, Robert Gordon University, Aberdeen, UK</td>
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<td>1145-1200</td>
<td>#3Q8</td>
<td>Syllabus: Continuing Professional Development: Evolution or Revolution?</td>
<td>Helena Filipe, International Council of Ophthalmology (ICO) Committee for CPD (Chair), College of Ophthalmology Directive Board - Portuguese Medical Association, Lisbon Portugal; Graham McMahon, President and CEO Accreditation Council CME (ACCM); Ivan Silver, Vice President Education, Centre for Addiction and Mental Health (CAAMH), Toronto, Canada. Moderators: Lawrence Sherman, Global Medical Education Futurist and the Funniest Guy in Medical Education, and Jane Tipping, Educational Consultant, University of Toronto and Lifelong Learning Centre, Alberta, Canada. Location: Room 208.</td>
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<tr>
<td>1015-1200</td>
<td>#3P</td>
<td>Symposium: Continuing Professional Development: Evolution or Revolution?</td>
<td>Helena Filipe, International Council of Ophthalmology (ICO) Committee for CPD (Chair), College of Ophthalmology Directive Board - Portuguese Medical Association, Lisbon Portugal; Graham McMahon, President and CEO Accreditation Council CME (ACCM); Ivan Silver, Vice President Education, Centre for Addiction and Mental Health (CAAMH), Toronto, Canada. Moderators: Lawrence Sherman, Global Medical Education Futurist and the Funniest Guy in Medical Education, and Jane Tipping, Educational Consultant, University of Toronto and Lifelong Learning Centre, Alberta, Canada. Location: Room 208.</td>
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<tr>
<td>1101-1200</td>
<td>#3Q9</td>
<td>Short Communications: Teaching and Learning - Approaches</td>
<td>Chairperson: Billy Chan, Macao Location: Room 207</td>
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<td>1105-1200</td>
<td>#3Q10</td>
<td>Impactful Learning Analytics: Refining definitions &amp; visualizations of engagement for educational impact</td>
<td>Jimmy Beck, University of Washington, Seattle, USA</td>
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<td>1105-1205</td>
<td>#3Q11</td>
<td>Pilot Results of Novel Adaptive e-Learning Knowledge Assessment Application</td>
<td>Matthew O’Rourke, The New England Journal of Medicine, Boston, USA</td>
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<td>1110-1120</td>
<td>#3Q12</td>
<td>Co-creation improves motivation and self-efficacy in the liminal space between teaching and assessment in healthcare professional education: An action research investigation</td>
<td>Diane Kenwright, University of Otago, Wellington, New Zealand</td>
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<td>1115-1130</td>
<td>#3Q13</td>
<td>Effects of Concept Mapping Teaching Method on Critical Thinking Skills of Medical Students</td>
<td>Shirin Ghanavati, Iran University of Medical Sciences / Center for Educational Research in Medical Sciences, Shiraz University of Medical Sciences, Quality Improvement in Clinical Education Research Center, Shiraz, Iran</td>
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<td>1130-1145</td>
<td>#3Q14</td>
<td>Does what happens in IBL stay in IBL? Do students link Inquiry Based Learning to the wider curriculum?</td>
<td>Janette Myers, St George’s, University of London, UK</td>
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<td>1145-1200</td>
<td>#3Q15</td>
<td>Institutional Transformation to Evidence-Based Pedagogy: A Case Study Applying the Four-Frame Approach</td>
<td>William Jeffries, Larner College of Medicine at the University of Vermont, Burlington, Vermont, USA</td>
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<td>1145-1200</td>
<td>No Discussion</td>
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<td>No Discussion Adam Price, The Open University, Milton Keynes, UK</td>
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<td>1015-1200</td>
<td>#3R</td>
<td>Round Table: Self Directed Learning</td>
<td>Chairperson: Kalyani Premkumar, Canada Location: Room 210</td>
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<td>1015-1200</td>
<td>#3R1</td>
<td>Medical Students' and Residents' Self-Regulated Learning in the Clinical Environment: A Systematic Review</td>
<td>Agnes Diemers, Department of General Practice and Elderly Care-University Medical Center, Groningen, Netherlands</td>
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<td>1015-1200</td>
<td>#3R2</td>
<td>The role of the assessment system in the relation between self-regulated learning, participation and performance</td>
<td>Karen Stegers-Jager, IMER - Erasmus MC, Rotterdam, Netherlands</td>
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<td>1015-1200</td>
<td>#3R3</td>
<td>Self-regulatory processes and performance of 2nd year physiotherapy students in a clinical procedure: an exploratory study</td>
<td>Raquel Medina-Ramírez, University of Las Palmas, Spain</td>
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<td>1015-1200</td>
<td>#3R4</td>
<td>Is there a correlation between different measures of self-regulated learning in medical education?</td>
<td>Roghayeh Gandomkar, Tehran University of Medical Sciences, Tehran, Iran</td>
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<td>1015-1200</td>
<td>#3R5</td>
<td>Self-Directed Learning in Health Professions: A Scoping Review</td>
<td>Ian Couper, Stellenbosch University, Cape Town, South Africa</td>
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<td>1015-1200</td>
<td>#3R6</td>
<td>Working towards directed independent learning in undergraduate clinical skills</td>
<td>Mem Van Beek, Leeds Institute of Medical Education, University of Leeds, UK</td>
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<td>1015-1200</td>
<td>#3R7</td>
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<td>1015-1200</td>
<td>#3R8</td>
<td>Using “Big Data” to Guide</td>
<td>Eliana Amaral, Brazil</td>
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<td>1015-1200</td>
<td>#3R9</td>
<td>Impacting authors. A systematic review of recent medical journal articles in the United States</td>
<td>Eliana Amaral, Brazil</td>
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### Monday 28 August

| 1015-1045 | #3S2  | Adoption of mLearning: A faculty perspective  
David Pederson, Ross University School of Veterinary Medicine, Basseterre, Saint Kitts and Nevis |
| 1000-1115 | #3S3  | Understanding students' experiences and personal learning strategies when using mobile technologies in the clinical workspace  
Jagrati Chopra, University of Bristol, UK |
| 1115-1130 | #3S4  | What do new entrants to the medical profession need to know? An analysis of social media submissions to #tipsfornewdocs  
Ahmed Rashid, UCL Medical School, London, UK |
| 1130-1145 | #3S5  | Use of Facebook in medical education: experience as an informal tool in the internal medicine residency course  
Lourdes Mena-Hernández, Hospital General de México "Eduardo Liceaga", Ciudad de México, México |
| 1145-1200 | Discussion | |
| 1015-1200 | #3T  | Workshop: Equality and Diversity in healthcare teaching: Supporting LGBT  
Ellie Hothersall and Susie Schofield, University of Dundee, UK  
Location: Room 203b |
| 1015-1200 | #3U  | Workshop: Leaders in Higher Education  
Stephanie Marshall, CEO, Higher Education Academy, UK  
Location: Room 204 |
| 1015-1200 | #3V  | Workshop: How to write effective Multiple Choice Questions (MCQs)  
Denise Dupras, Amy Oxentenko and Brianna Vaa, Mayo Clinic, Rochester, MN, USA  
Location: Room 205 |
| 1015-1200 | #3W  | Workshop: Assessing the Intangible: a structured framework for meaningful assessment of difficult-to-measure competencies  
Hilary Writer, University of Ottawa, Canada; Moyez Ludhiani, McMaster University, Hamilton, Canada; Amy Acker, Queen's University, Kingston, Canada  
Location: Room 209 |
| 1015-1200 | #3X  | Workshop: Developing a practical handbook for medical students and faculty on global health electives: international initiatives  
Yuko Takeda, Juntendo University, Tokyo, Japan; Linda Snell, McGill University, Montreal, Canada; Myo Nyein Aung, Chulalongkorn University, Bangkok, Thailand; Anna Tengia Kessy, Muhimbili University of Health and Allied Sciences, Dar es Salaam, Tanzania; Joyce A. Sackey, Tufts University, Boston, USA; Ann Wylie, King's College London, UK  
Location: Room 215 |

| 1015-1200 | #3Y  | Workshop: Knowledge and Practical Steps on building learning communities to enhance continuing professional development  
Shien Chue, Lee Kong Chian School of Medicine, Nanyang Technological University, Singapore; Lisa Sullivan, Global Alliance for Medical Education (GAME); Hwee Sing Khoo and Charmaine Krishnasamy, HOMER, National Healthcare Group, Singapore; Álvaro Margolis, School of Engineering, Universidad de la República, Uruguay; Nabil Zary, Lee Kong Chian School of Medicine, Nanyang Technological University, Singapore  
Location: Room 216 |

| 1015-1200 | #3AA | Workshop: Medicine as a Community of Practice: Implications for Teaching and Learning  
Richard Cruess and Sylvia Cruess, McGill University, Montréal QC, Canada; Edwin Schei, University of Bergen, Norway; Yvonne Steinert, McGill University, Montréal QC, Canada  
Location: Room 218 |

| 1015-1200 | #3BB | Workshop: Arranged marriage or match made in heaven: what makes for successful mentorship?  
Martina Kelly and Jocelyn Lockyer, University of Calgary, Canada; Sarah Yardley, University of Keele, UK; Tim Dornan, Queen's University Belfast, Northern Ireland  
Location: Room 306 |

| 1015-1200 | #3CC | ePosters: Clinical Teacher and Continuing Professional Development  
Chairperson: Jerry Maniate, Canada  
Location: Room 206 |

| 1015-1200 | #3CC01 | Perception of educational roles among faculty of a tertiary level hospital in Singapore  
Jason Chang, Singapore General Hospital, Singapore |

| 1015-1200 | #3CC02 | Building the Giver-Educational Culture: Patient Safety in Resident as Teacher Program  
Sermsak Sukpanichyingyong, Khon Kaen Medical Education Center, Khon Kaen, Thailand |

| 1015-1200 | #3CC03 | Resident as teacher curriculum: Specific needs analysis of residents in Emergency Medicine  
Guat Keng Yvonne Goh, Changi General Hospital, Singapore |

| 1015-1200 | #3CC04 | Basic Life Support in Primary School by First Year Medical Students  
Borwon Wittayachamnankul, Emergency Dept, CMU, Chiang Mai, Thailand |

| 1015-1200 | #3CC05 | Planting the seeds of best-evidence medical education in Cambodia: using an online course to train two next generations of medical educators  
Julien Aron, University of Health Sciences, Phnom Penh, Cambodia |

| 1015-1200 | #3CC06 | Vodcasts to support Educational Supervisors in using the ePortfolio  
Nicola O’Shaughnessy, GP Education Unit, Southampton, UK |
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<td>Exploring Barriers to Effective Bedside Teaching: Student and Tutor Perspectives</td>
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<td>Frustration on clinical skills competence does not seem to lead to deliberate practice</td>
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<td>Workplace Learning from Role Playing and Simulations</td>
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<td>Barriers and enablers to practising clinical skills on placement</td>
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<td>&quot;Accident or Intention&quot; to disclose patients' health records among medical students</td>
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<td>Patient shadowing: an educational tool to enhance appreciation of the patients' perspective</td>
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<td>Students' Perspective on the Value of Social Gathering During Early Clinical Exposure Courses</td>
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<td>Roadmap to Success: Conceptualizing Faculty Development</td>
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<td>Enhancing the effectiveness of faculty development for healthcare professionals using instructional design</td>
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<td>There are no shortcuts to success - what faculty development activities can tell about your examination culture</td>
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<td>Teacher formation needs: Design and Evaluation of a Scale of Teacher Formation Needs in Health Sciences</td>
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<td>Faculty Development - Lessons Learned from a Process-oriented Program</td>
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<td>Development and implementation of a faculty development program for dental faculty addressing pre-clinical teaching and clinical supervision and assessment of students' competencies</td>
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<td>Virtual reality studio and standardized students used in clinical teaching skills training for new faculty members</td>
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<td>Centre for Medical Education Scholar (CenMED Scholar): An adaptive faculty development platform</td>
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| Posters: WBA and Assessment General |
| #3FF | Chairperson: Sandra Kemp, Australia |
| Location: Hall 6 |

| #3FF01 | One year experience with a national postgraduate year 1 (PGY1) assessment framework in Singapore | Yong-Kwang Tay, Changi General Hospital / SingHealth Residency, Singapore |
| #3FF02 | A Workplace Based Assessment Tool Used for Assessment of Intern Performance – 10-year Results | Yan Jin, The Chinese University of Hong Kong |
| #3FF03 | What do trainee doctors and their trainers say about workplace based assessments? A survey of UK based junior doctors and their supervisors | Mohammad Razai, NHS, London, UK |

| #3FF04 | Attitudes and philosophies of academics and work-based educators towards assessment of clinical competencies in dietetics | Simone Gibson, Monash University, Melbourne, Australia |
| #3FF05 | Assessment in the real world: Resident perspectives on assessment of competency during ambulatory rotations | Jeannette Goguen, University of Toronto, Department of Medicine, Toronto, Canada |
| #3FF06 | What happens when a medical school changes assessment from summative to formative? | David Hope, University of Edinburgh, UK |
| #3FF07 | Course alignment in a distributive model: A qualitative exploration of preceptor assessment of student performance in clinical pharmacology in a distributed veterinary medicine curriculum | Jennifer Buur, Western University of Health Sciences, Pompoma, USA |
| #3FF08 | Programmatic assessment for the DVM competency-based program at the University of Montreal | Michèle Doucet, Faculté de médecine vétérinaire, Université de Montréal, Saint-Hyacinthe, Canada |
| #3FF09 | All aboard the programmatic assessment express! First stop: learning portfolio | Frank Bate, University of Notre Dame Australia, Fremantle, Australia |
| #3FF10 | Use of Test-Enhanced Learning Method in Teaching of Electrocardiogram Interpretation | Sittinun Thangui, Faculty of Medicine, Chulalongkorn University, Bangkok, Thailand |
| #3FF11 | French innovative national medical ranked exam: The organisation of a local mock exam by an intergenerational partnership | Quentin Del-Valle, Lyon-Est Faculty of Medicine, Lyon, France |
| #3FF12 | A qualitative description of the nature of limitations evident in MSc dissertations | Gillian Altken, University of Edinburgh, UK |
| #3FF13 | The assessment of Metacognition: a view from the other side | Wendell Rabelo |
| #3FF14 | Triple Jump Assessment Revisited: Automated System Design for its Application at Facultad de Medicina, UNAM | Sara Morales, Facultad de Medicina, UNAM, Mexico City, Mexico |
| #3FF15 | Validation of the German “Teamwork Emergency Assessment Measure” TEAM – a study with student and expert raters | Julia Freytag, Simulated Patients Program, Office of the Vice Dean for Teaching and Learning, Charité Medical School Berlin, Germany |
| #3FF16 | Are there social networks in academic cheating? | Milton Sevora, Departamento de Ciências da Saúde Pública e Forenses e Educação Médica, Faculdade de Medicina da Universidade do Porto, Portugal |
| #3FF17 | Do the exam and the learning objectives cross-match? | Azza Abdelrahman, Al Neelain University, Faculty of Medicine, Khartoum, Sudan |
Enhancing Moral Sensitivity by
Dear patient ... reflections on writing
letters, empathy and medical education
Francisco Arsego de Oliveira, Universidade Federal do Rio Grande do Sul, Porto Alegre, RS, Brazil

Impact of an Intervention Program on
Diverse Learning Capabilities, based on the
"four-boxes" framework used as a
tool for a small group clinical ethics teaching
Sarinya Thangsittichok, Faculty of Medicine Siriraj Hospital, Bangkok, Thailand

Medical students' professionalism development: a
qualitative study
Chien-Da Huang, Chang Gung Medical Education Research Center (CGMEDC), Chang Gung Memorial Hospital, Chang Gung University, College of Medicine, Taipei, Taiwan

Assessment of the equivalence of two
translations of the Jefferson Scale of Empathy for Students (JSE-S): the European Portuguese adaptation and the Brazil-Portugal consensus version
Rafael Vasconcelos, School of Medicine, University of Minho, Braga, Portugal

Narrative approaches re-fuel dwindling empathy in the clinical setting
Yih-Jer Wu, Department of Medicine, Mackay Medical College, New Taipei, Taiwan

SMILE: An Innovative Student Model to Instill Empathy and Health Advocacy Amongst Medical Students
Rakan AlQabbani, Alfaisal University, Riyadh, Saudi Arabia

The Effectiveness of auditory hallucination audio media on Mental Illness Clinicians' Attitude scale score in fourth and fifth year medical students: Randomized Controlled Trials
Sucheea Amornmahaphun, Roi et Hospital Medical Center, Roi et, Thailand

Conversation with patients improves empathy level of the preclinical medical student
Sapot Trakruwilai, Faculty of Medicine Siriraj Hospital Mahidol University, Bangkok, Thailand

Dear patient ... reflections on writing letters, empathy and medical education
Jeng-Feng Liang, Taipei Veterans General Hospital, Taipei, Taiwan

Evaluation of the correlation between self-perceived empathy and burnout in early years postgraduate trainees
Siang Hui Lai, Duke-NUS Medical School, Singapore

Teaching Bioethics to Preclinical Medical Students: A Four-Year Integrated Curriculum in Taiwan
Ya-Ping Lin, Department of Medical Humanities and Social Sciences, Chang Gung University, Tao-Yuan, Taiwan; Department of Oncology, Chang Gung Memorial Hospital, Tao-Yuan, Taiwan

A "four-boxes" framework used as a tool for a small group clinical ethics teaching
Luciana Garbaya, University of Central Florida, Orlando, USA

Professionally ethical development in medical students: How and What have they learned?
Boonsak Hanertsdif, Medical Education Center, Maharat Nakonratchasima Hospital, Nakonratchasima Province, Thailand

Enhancing Moral Sensitivity by Debiasing Medical Judgment
Miguel Miranda, Department of Medical Education (DEM) - Faculty of Medicine of the University of Lisbon (FMUL), Lisbon, Portugal

SMILE: An Innovative Student Model to Instill Empathy and Health Advocacy Amongst Medical Students
Rakan AlQabbani, Alfaisal University, Riyadh, Saudi Arabia

SMILE: An Innovative Student Model to Instill Empathy and Health Advocacy Amongst Medical Students
Rakan AlQabbani, Alfaisal University, Riyadh, Saudi Arabia

Analysing the Case of an Interprofessional Ethics Education Program: A Preliminary Investigation
Oksana Babenko, University of Alberta, Edmonton, Canada

Posters: Stress and Student in Difficulty
Chairperson: Susan Glover Takahashi, Canada
Location: Hall 3 Foyer

Enhancing retention of new nurses by steering illusions of competence in training
Boonsak Hanertsdif, Medical Education Center, Maharat Nakonratchasima Hospital, Nakonratchasima Province, Thailand

Enhancing Moral Sensitivity by Debiasing Medical Judgment
Luciana Garbaya, University of Central Florida, Orlando, USA

Factors affecting delayed students in CPIRD Hatyai Hospital
Aroya Khaimook, Hatyai Hospital, Hatyai, Thailand

A Motivational Perspective on Medical Student Burnout
Oksana Babenko, University of Alberta, Edmonton, Canada

Observations from the course “Stress management methods for students” for first-year medical students in the University of Helsinki
Pauli Turunen, University of Helsinki, Finland

Dealing with stress and competitiveness in medical schools: is cognitive doping a reality?
Miguel Miranda, Department of Medical Education (DEM) - Faculty of Medicine of the University of Lisbon (FMUL), Lisbon, Portugal

SMILE: An Innovative Student Model to Instill Empathy and Health Advocacy Amongst Medical Students
Rakan AlQabbani, Alfaisal University, Riyadh, Saudi Arabia

Medical students' syndrome and its related factors: A cross sectional study from Iran
Richabeh Ahmadipour, Social Determinants of Health Research Center, Institute for Futures Studies in Health, Kerman University of Medical Sciences, Kerman, Iran

Medical students Need Help: Batch Steering Illusions of Competence in Teaching medical students
Young-Hee Lee, Korea University College of Medicine, Seoul, Korea

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A Motivational Perspective on Medical Student Burnout
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To enhance professional ethical development in preclinical medical students
Rafael Vasconcelos, School of Medicine, University of Minho, Braga, Portugal

Medical Students Need Help: Batch Steering Illusions of Competence in Teaching medical students
Young-Hee Lee, Korea University College of Medicine, Seoul, Korea

Fostering empathy in the clinical setting
Sapol Thepwiwatjit, Faculty of Medicine Siriraj Hospital Mahidol University, Bangkok, Thailand

A motivational perspective on medical student burnout
Beatrice Pieri, School of Medicine, Liverpool, UK

A Motivational Perspective on Medical Student Burnout
Oksana Babenko, University of Alberta, Edmonton, Canada

To enhance professional ethical development in preclinical medical students
Rafael Vasconcelos, School of Medicine, University of Minho, Braga, Portugal

A motivational perspective on medical student burnout
Beatrice Pieri, School of Medicine, Liverpool, UK
#3JJ17 A predictive model for early identification of students at risk of failing finals
Avril Dewar, The University of Edinburgh, UK

#3JJ18 Comprehensive teacher ratings of class participation may anticipate the identification of medical students at risk of dropping out
Alexandra Araújo, University Portucalense, Porto, Portugal

1015-1200

#3JJ Posters: Postgraduate Training 1 - General
Chairperson: Richard Phillips, UK
Location: Hall 3 Foyer

#3JJ01 A Cross-Sectional Study on Perceived Usefulness of A Specialty Handbook Designed for On-call Residents
Winnie ZY Teo, Department of Haematology-Oncology, National University Cancer Institute, Singapore

#3JJ02 ‘Everywhere and Nowhere’: A scoping review of grief support training in medical school and residency curricula
Sophie Soklaridis, Centre for Addiction and Mental Health, Toronto, Canada

#3JJ03 Advancing a global model for postgraduate medical education training and certification: A case study from Singapore
Albert Ty, Ministry of Health Singapore

#3JJ04 CICARE patient-communication elements in resident doctors’ clinical skill training: experience of a medical center in Taiwan
Kuo Mao Lan, Chi Mei Medical Center, Tainan, Taiwan

#3JJ05 Gender matters: an innovative residency curriculum addressing gender disparities in the workplace
Briar Duffy, University of Minnesota, USA

#3JJ06 A more effective training program through co-design
Ian Wallace, Waitemata District Health Board, Auckland, New Zealand

#3JJ07 WITHDRAWN

#3JJ08 Workplace based learning of medical graduates in Central Hospital of Central Finland: enforcing the workplace training by appropriate pedagogical support
Minna Ruoranen, Centre of Medical Expertise, Jyväskylä, Finland

#3JJ09 Will a structured checklist teaching map improve diagnostic confidence of junior doctors to interpret EKG for ST-elevation myocardial infarction?
Jiann Ruey Ong, Shuang Ho Hospital, New Taipei City, Taiwan

#3JJ10 Working together to strengthen postgraduate medical programs in the region Utrecht
Julia Martens, UMC Utrecht, Netherlands

#3JJ11 Junior doctors as a source of organizational innovation at a Danish university hospital
Kristina R. Asdahl, Aarhus University Hospital, Aarhus, Denmark

#3JJ12 Delivering Values-based Education through Experiential Learning in a Residency Outdoor Orientation Camp: A Mixed-Method Study
Woon Li Seo, National University Health System, Singapore

#3JJ13 Crisis Resource Management for Junior Medical Officers – a novel approach to sustainable skill acquisition in a tertiary teaching centre
Andrew Coggins, Westmead Hospital, Sydney, Australia

#3JJ14 Promotion of Post Graduate Medical Education in Iran: Challenges & Applied solutions
Shima Tabatabai, Shahid Beheshti University of Medical Science, Tehran, Iran

#3JJ15 Tailoring a Novice course in Anaesthesia for Non-anesthetist trainees
Bindiya Varma, North Central School of Anaesthesia, London, UK

#3JJ16 Dental - Safer Airway & Sedation for Non-Anaesthetists (D-SASNA); A novel approach to airway and sedation training improves confidence, in Dentists, in managing sedation related complications
Oliver Keane, King’s College Hospital, London, UK

#3JJ17 Design and Implementation of a Computer Assisted System for Residents’ Assessment AT UNAM’s Faculty of Medicine Division of Postgraduate Studies
Irene Durante, Facultad de Medicina, UNAM, Mexico City, Mexico

1015-1200

#3KK Posters: CPD
Chairperson: Dave Davis, Canada
Location: Hall 3 Foyer

#3KK01 Identifying the gaps in research skills
Perihan Torun, Bezmialem Vakif University, Istanbul, Turkey

#3KK02 “What do you want to tell us? ” An analysis of participant Continuing Medication Education (CME) evaluations
David Hak, AO North America, Paola, PA, USA

#3KK03 Delivering the curriculum in evidence-based non-drug therapy: introducing HANDI and reviewing the performance of this innovation
Jan Radford, University of Tasmania, Launceston, Australia

#3KK04 Developing Interprofessional Continuing Education and Professional Development Programs (CEPD) in Radiation Medicine – challenges and opportunities
Ewa Szumacher, Department of Radiation Medicine University of Toronto, Canada

#3KK05 RCGP Forums: 10 Minute Clinical Scenarios
Chantal Simon, Royal College of General Practitioners, London, UK

#3KK06 The Dorset Locum Hub - supporting GP recruitment and retention in Dorset
Aurelia Butcher, Dorset GP Centre & Primary Care Workforce Centre, Bournemouth, UK

#3KK07 Implementing and evaluating a new global educational course on facial trauma for surgeons
Iain McVicar, Maxillofacial Unit, Queen’s Medical Centre, Nottingham, UK
#3KK08  What is the evidence for assuring the continuing fitness to practise of Health and Care Professions Council registrants, based on its Continuing Professional Development (CPD) and audit system?
Jan Illing, Newcastle University, Newcastle upon Tyne, UK

#3KK09  Factors Explaining General Practitioners' Intention to Use Electronic Continuing Medical Education
Zahra Dehghani, Medical Education Research Center, Isfahan University of Medical Sciences, Isfahan, Iran

#3KK10  Is It Safe To Leave My Patient At Home? Interprofessional Community-based learning
Heidi Penrose, Mid-Wessex GP Education, Winchester, UK

#3KK11  National CPD Framework for State of Qatar Health System: One year journey of implementation
Ayesha Siddiqua Hussain, Accreditation Department, Qatar Council for Healthcare Practitioners, Qatar, Ministry of Public Health, Doha-Qatar

#3KK12  The benefits of flipped learning on periodically continuing professional education
Ying-Tsu Lai, Tungs’ Taichung Metroharbor Hospital, Taichung, Taiwan

#3KK13  Enhancing Training in Urgent Care for Health Attendants and Patient Service Associates in Local Primary Care Clinics
Kailin Teh, National Healthcare Group Polyclinics, Singapore

#3KK14  Development, Implementation, and evaluation of an evidence based medicine course for community pharmacy preceptors
Bridget Javed, Qatar University, Doha, Qatar

#3KK15  Supporting Physician Practice Improvement through a Joint Performance Appraisal Process
Jose Francois, University of Manitoba, Winnipeg, Canada

#3KK16  Identifying Continuing Professional Development practice gaps of Primary Care Physicians in the State of Qatar: A perceived needs assessment
Laudy Mattar, Weill Cornell Medicine-Qatar, Qatar

1015-1200  Soapbox Stage – Hall 6
1200-1210  3D Teach Omega Zeta
1215-1225  NEJM Group
1230-1240  Institute for Communication and Assessment Research GmbH, Cooperation Partner of the University Hospital Heidelberg
1245-1255  Laerdal Medical AS
1300-1310  Cardionics
1315-1325  Academy of Medical Educators
1330-1340  Tampere Surgical Education Centre
1345-1355  Resilience Software Inc

Meet the Authors
1230-1330  Ronald M Harden and Dan Hunt  Elsevier Exhibit, Hall 6

Courses
1230-1330  AMEE-ESME Course  Room 203a
1230-1330  AMEE-RESME Course  Room 204
1230-1330  ASME-FLAME Course  Room 205
1230-1330  PASREV Course  Room 209

Group Meetings
1230-1330  AMEE CPD Special Interest Group (Open Session)  Room 207
1230-1330  AMEE Fellows and Associate Fellows Meeting (Closed Meeting)  Room 306

1015-1200  Meet the Experts: Assessment and Measurement
Goffrey Pell, Richard Fuller, Matthew Homer, Assessment Research Group, Leeds, UK
Location: Room 307

Group Meeting
1015-1200  ESME Advisory Board (closed meeting)  AMEE Meeting Room

1200-1400  Lunch Break  Hall 6
Viewing of posters and exhibits
Session 4: Simultaneous Sessions

1400-1530

#4A Symposium: Simulation in Healthcare: What is the role of the patient in the education of the healthcare workforce?
Rob Lane, Joos Symons and Andrea McGovern, Leeds Medical School, UK; Nancy McNaughton, INESSRA, Toronto, Canada; Jane Moore and Rosamund Snow, Oxford Medical School, UK; Angela Towle and William Godolphin, University of British Columbia, Canada; Katri Manninen, Karolinska Institute, Sweden
Location: Hall 1

1400-1530

#4B Symposium: The Ideology of no Ideology: Recognizing Hidden Values in Medical Education Research
Cynthia Whitehead, The Wilson Centre & Department of Family & Community Medicine, University of Toronto; VP-Education, Women’s College Hospital, Toronto, Canada; Ayelet Kuper, The Wilson Centre & Department of Medicine, University of Toronto; Department of Medicine, Sunnybrook Health Sciences Centre, Toronto, Canada; Rachel Ellaway, Community Health Sciences & Office of Health and Medical Education Scholarship, University of Calgary; Calgary, Canada; Geoff Norman, McMaster University, Canada; Miranda Schreiber, University of King’s College, Halifax, Canada; Brian Hodges, The Wilson Centre & Department of Psychiatry, University of Toronto; EVP Education University Health Network, Toronto Canada
Location: Hall 3a

1400-1530

#4C Symposium: Creativity, innovation and entrepreneurship in medical education - insights from ElsevierHacks!
Organised by the AMEE Technology Enhanced Learning Committee:
Peter de Jong, Netherlands; John Sandars, UK; Natalie Lafferty, UK; Student Representative; Elsevier Representative
Location: Hall 3b

1400-1530

#4D Symposium: Health care delivery is changing rapidly - How can medical schools respond to ensure graduates are fit for the future?
Co-organised by Association of Medical Schools in Europe (AMSE) and AMEE
Trudie Roberts, AMEE; Peter Dieter, AMSE; Wendy Reid, Health Education England, UK; Gary Rogers, Griffith University, Australia; Rille Pihlak, University of Manchester, UK; Harm Peters, Charité - Universitätsmedizin Berlin, Germany
Location: Hall 3c

1400-1530

#4E Research Papers: Medical School Admissions and Equity
Chairperson: Larry Gruppen, USA
Assessor: Charlotte Silén, Sweden
Location: Hall 3d

1400-1420

#4E1 “Why not you?!”: Discourses of widening access on UK medical school websites
Kirsty Alexander, University of Aberdeen, UK

1420-1540

#4E2 Can scores and number of re-sits in professional exams predict the likelihood of later fitness to practice issues?
John C McLachlan, School of Medicine, Pharmacy and Health, Durham University, Stockton-on-Tees UK

1440-1500

#4E3 A Systematic Review of Stakeholder Views of Selection Methods for Medical School Admissions
Maureen E Kelly, The Medical School, National University of Ireland, Galway, Ireland

1500-1520

#4E4 Exploring Admissions Deans’ views of the use of contextual data in UK medical school selection processes
Sandra Nicholson, QMUL, London, UK

1520-1530 Discussion

1400-1530

#4F Research Papers: The Educational Context
Chairperson: Erik Driessen, Netherlands
Assessor: Tim Wilkinson, New Zealand
Location: Hall 3e

1400-1420

#4F1 Influence of residency learning climate on inpatient care experience
Alina Smirnova, Maastricht University, Maastricht, Netherlands

1420-1440

#4F2 Easing the transition from medical school to clinical practice: A systematic review
Anna Stout, University of Aberdeen, UK

1440-1500

#4F3 Patients appreciate active student participation in clinical education wards
Christian Scheffer, University of Witten/Herdecke, Germany

1500-1520

#4F4 Longitudinal rural clinical training in challenging contexts: the outcome of a five-year mixed methods study
Susan van Schalkwyk, Faculty of Medicine and Health Sciences, Stellenbosch University, Cape Town, South Africa

1520-1530 Discussion

1400-1530

#4G PechaKucha™

1400-1409

#4G1 “I’m so pleased I can be myself here”
Matthew Northwood, St George’s University of London, UK

1409-1418

#4G2 You’re a medical student you can’t do art
Margot Turner, St George’s University of London, UK

1418-1427

#4G3 Overcoming Gender Bias in Medical Education: Leading and Learning in a Gender Intelligently Way
Geeta Singhal, Baylor College of Medicine, Houston, USA

1427-1436

#4G4 Shouldn’t we be taking care of our future doctors?
Zoe Boulot, Faculté de Médecine Lyon Est, Lyon, France

1436-1445

#4G5 Introducing CAPSULE, a case-based mobile app which is an important aspect of our undergraduate medical curriculum
Thomas Kurka, Brighton and Sussex University Hospitals NHS Trust; Brighton and Sussex Medical School, Brighton, UK
1400-1530  #4G6 Virtual Reality: Using first-person perspective videos to add realism to a virtual patient and its comparison with tutorial teaching
Jüriard Fukuta, North Bristol Academy, University of Bristol, UK

1400-1415  #4G7 Career development of residents working part-time: wishful thinking or reality?
Nathalie Koch, University Hospital of Lausanne (CHUV), Lausanne, Switzerland

1500-1503  #4G8 A quantitative study of empathy in Pakistani Medical Students: a multi-centered approach
Nabia Tariq, Shifa Tameer e Millat University, Islamabad, Pakistan

1515-1530  #4G9 How do we teach hope to providers of end-of-life care? The challenges of an informal curriculum in a formal landscape
Wen Phei Lim, Psychological Medicine, Tan Tock Seng Hospital, Singapore

1400-1500  #4G10 Active Learning Classrooms to Support “Translational Teaching” in Medical Education
Jeff Seegmiller, University of Idaho, Moscow, USA

No Discussion

1400-1500  #4H Patil Teaching Innovation Awards: Patil 2
Chairperson: Deborah Murdoch-Eaton, UK
Judging Panel: Michelle Marshall, Nivriti Patil, Deborah Murdoch-Eaton
Location: Hall 3g

1400-1415  #4H1 Using peer videos and discussion to enhance undergraduate medical students’ reflective metacognitive skills
Melanie O’Costa & Nick Lown, University of Liverpool, UK

1415-1530  #4H2 Helping hands to jump the last hoop: Integrating peer mentorship, personalised learning, progress test, and faculty development into a nation-wide program to help students who struggle to pass the national competency exam in Indonesia
Daniel Richard Kambe, Indonesian Young Health Professionals’ Society, Jakarta, Indonesia

1430-1445  #4H3 Who’s Who in the Medical School? Implementation of a social media based project to develop a vibrant staff-student community
Debbie Atkin, University of Edinburgh, UK

1445-1500  #4H4 Feeling drives learning
Satang Supapan, Khon Kaen Medical Education Center, Khon Kaen, Thailand

1500-1515  #4H5 Wikimedicine Edithathon: Can editing Wikipedia provide a novel way of learning collaboratively?
Caroline Morton, Imperial College London, UK

1515-1530  #4H6 The student as the protagonist of the class: constructing problems in Physiology
Ventura Simonovich, Instituto Universitario del Hospital Italiano, Buenos Aires, Argentina

No Discussion

1400-1500  #4I Short Communications: Clinical Reasoning 1
Chairperson: Eugene Custers, Netherlands
Location: Room 101 a/b

1400-1415  #4I1 The Glasgow Case Portfolio: A bespoke educational scaffold to develop clinical reasoning skills in undergraduate medicine
Kevin Garrity, University of Glasgow, UK

1415-1430  #4I2 A practical way to enhance the intraoperative teaching and learning-anatomy-based clinical reasoning
Chung-Sheng Lai, Kaohsiung Medical University, Kaohsiung, Taiwan

1430-1445  #4I3 Instructional approaches for the teaching of clinical reasoning: a randomised experiment
Silvia Mamede, Institute of Medical Education Research Rotterdam, Erasmus Medical Center; and Department of Psychology, Erasmus University Rotterdam, Rotterdam, Netherlands

1445-1500  #4I4 Can students’ stages of development of clinical reasoning inform curriculum development?
Ralph Pinnock, Otago Medical School, Dunedin School of Medicine, Great King Street, Dunedin, New Zealand

1500-1515  #4I5 Scientific Reasoning in Medical Education: A Novel Approach for the Analysis of Epistemic Activities in Clinical Case Discussions
Benedikt Lenzer, Institut für Didaktik und Ausbildungsforschung in der Medizin, Klinikum der Universität München, Munich, Germany

1515-1530  #4I6 Assessing Clinical Judgement – a novel approach to learning and assessment
Narelle Shadbolt, University of Sydney, Sydney Medical School, Sydney, Australia

No Discussion

1400-1500  #4J Short Communications: IPE 1 – Interprofessional Simulation
Chairperson: Rehan Khan, Pakistan
Discussant: Sandra Carr, Australia
Location: Room 101 c

1400-1415  #4J1 How can a virtual patient model facilitate students’ interprofessional learning in primary healthcare?
Carrie Tran, Karolinska Institutet, Stockholm, Sweden

1415-1430  #4J2 Learning about interprofessional collaboration during a simulated interprofessional team meeting
Marion van Lierop, Maastricht University, Faculty of Health, Medicine and Life Sciences, Department of Family Practice, Maastricht, Netherlands

1430-1445  #4J3 Non-Technical Skills Training of Helicopter Emergency Medical Service (HEMS) Crews - a Comprehensive Simulation Program
Sabine Nabecker, Department of Anaesthesiology and Pain Therapy, Inselspital, Bern University Hospital, University of Bern, Switzerland

1445-1500  #4J4 Increasing role-awareness online: virtual patients for nursing and medical students in IPL
Desiree Wiegleb Edström, Dermatology Unit, Dept of Medicine Solna, Karolinska Institutet. Dept of Dermatology, Karolinska University Hospital, Stockholm, Sweden

1500-1530 Discussion

Monday 28 August

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1400-1530  #4K1 Short Communications: Junior Doctor as Teacher
Chairperson: Sören Huwendiek, Switzerland
Discussant: Room 101 d

1400-1415  #4K1 A Medical Education Track for Graduate Medical Trainees
Karen Mangold, Lurie Children’s/Northwestern University, Chicago, USA

1415-1430  #4K2 Preparing medical students for real life practice: a junior resident led OSCE workshop
Eugene Gan, Singapore General Hospital, Singapore

1430-1445  #4K3 What motivates junior doctors to teach medical students?
Susan McKenzie, Sydney Medical School, Australia

1445-1500  #4K4 Teaching Residents to Teach: Developing Distributed Curricula for Residency Training Programs
Tim Dubé, McGill University, Montreal, Canada

1500-1515  #4K5 Pediatrics residents as teachers in Khartoum, Sudan
Elmuntasir Salah, National Ribat University, Khartoum, Sudan

1515-1530 Discussion

1400-1530  #4L1 Short Communications: International Education 1
Chairperson: Brownie Anderson, USA
Location: Room 102

1400-1415  #4L1 Enhancements in accessibility and usability of SBL environments: results from the WAVES project
Andrzej A Kononowicz, Jagiellonian University, Kraków Poland / Karolinska Institutet, Stockholm Sweden

1415-1430  #4L2 The benefits of immersion internships in low resource clinical settings combined with a pre-departure training in medical students’ Global Health education and in shaping the medical curriculum
Wenzhen Zuo, Université de Montréal, Montréal, Canada

1430-1445  #4L3 The concept of internationalisation in higher education and its reference frameworks in medical education
Maria Rosa Fonnell-Brunet, Universitat Rovira i Virgili, Reus (Catalonia), Spain

1445-1500  #4L4 Global health teaching in medical undergraduate curricula: are we any closer to a consensus of agreed learning outcomes? An international survey of medical educators
Ann Wylie, King’s College London, UK

1500-1515  #4L5 Developing and Implementing an Innovative Bioethics Pre-Departure Training for the Largest Medical Exchange Program in the World
Tara D’Ignazio, International Federation of Medical Students’ Associations, Montreal, Canada

1515-1530  #4L6 Exploring the experiences and management strategies of medical students during international clinical electives – A qualitative study in Japan
Rintaro Imafuku, Gifu University, Gifu, Japan
No Discussion

1400-1530  #4M1 Short Communications: Empathy
Chairperson: Stefanie Hautz, Switzerland
Discussant: Chris Skinner, Australia
Location: Room 103a

1400-1415  #4M1 Health theatre and the Suspension of Disbelief: Interdisciplinary Education in Action
Jan Walsh, Queen's University, Belfast, UK

1415-1430  #4M2 Empathy in Medical Students: A Five Year Prospective Cohort Study at Universidad Andrés Bello, Viña del Mar, Chile
Peter Mc Coll, Escuela de Medicina Universidad Andrés Bello, Viña del Mar, Facultad de Medicina, Viña del Mar, Chile

1430-1445  #4M3 The trajectories of empathy development may be gender specific: insights from a longitudinal study at Minho’s school of medicine
Patricio Costa, Life and Health Sciences Research Institute (ICVS), School of Medicine, University of Minho, Braga, Portugal

1445-1500  #4M4 Is artificial empathy enough? A qualitative study of Chinese medical student perspectives on the role of empathy in medicine
Heather Lochnan, University of Ottawa, Canada

1500-1515  #4M5 A mile in their non-slip socks: Fostering a development of empathy in 3rd Year medical students
Craig Pascoe, New Cross Hospital, Wolverhampton, UK

1515-1530 Discussion

1400-1530  #4N1 Short Communications: Assessment Feedback Post-graduate
Chairperson/Discussant: Taruna Bindal, UK
Location: Room 103b

1400-1415  #4N1 Safety first: the way feedback is verbally and non-verbally transferred and received during upward feedback dialogues
Anne van Tuijl, Radboudumc Health Academy, Nijmegen, Netherlands

1415-1430  #4N2 Exploring the Influence of Feedback about Implicit Bias on Health Professionals
Javede Sikhera, Schulich School of Medicine and Dentistry, London, Canada

1430-1445  #4N3 Why do clinical teachers want to provide feedback in a busy emergency department?
Chung-Hsien Choua, Chang Gung Medical Education Research Centre (CG-MERC), Taoyuan, Taiwan

1445-1500  #4N4 About Politeness, Face and Feedback: Exploring perceptions of residents and faculty regarding institutional culture factors affecting feedback
Subha Ramani, Brigham and Women's Hospital, Harvard Medical School, Boston, USA

1500-1515  #4N5 Multi Source feedback for educational leaders in clinical departments – a bridge to change of practice and consolidation of managerial support
Bente Malling, Centre for Health Sciences Education, Health, Aarhus University and Department of Quality, Aarhus University Hospital, Aarhus, Denmark

1515-1530 Discussion
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<th>Title</th>
<th>Speaker/Institution</th>
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<tr>
<td>1415-1430</td>
<td>#4S2</td>
<td>Patient diversity and student education</td>
<td>Lunelle Pienaar, University of Cape Town, South Africa</td>
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<tr>
<td>1430-1445</td>
<td>#4S3</td>
<td>First experiences with academic skills training and education using a portfolio in the medical bachelor programme</td>
<td>Dirk Ubbink, Academic Medical Center, Amsterdam, Netherlands</td>
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<tr>
<td>1445-1500</td>
<td>#4S4</td>
<td>Concept Analysis: Value Based Curriculum</td>
<td>Maryam Akbarilakeh, Shahid Beheshti University of Medical Sciences, Tehran, Iran</td>
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<tr>
<td>1500-1515</td>
<td>#4S5</td>
<td>One School In Many: Building a New Medical School Curriculum for Multiple Campuses</td>
<td>Jan D. Carlile, University of Washington School of Medicine, Seattle, WA, USA</td>
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<td>1515-1530</td>
<td>Discussion</td>
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<tr>
<td>1400-1530</td>
<td>#4T</td>
<td>Workshop: Applying Threshold Concepts to Medical Education</td>
<td>Janice Hanson and Lindsey Lane, University of Colorado School of Medicine, Aurora, Colorado, USA; Virginia Randall, Uniformed Services University of the Health Sciences, Bethesda, Maryland, USA</td>
<td>Room 203B</td>
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<tr>
<td>1400-1530</td>
<td>#4U</td>
<td>Workshop: Making a “Flipped” Classroom Successful: What is it and how to do it?</td>
<td>Ruth Levine, University of Texas Medical Branch, Galveston, Texas, USA; Sandy Cook, Duke-NUS, Singapore; Lindsey Pershern, University of Texas Southwestern Medical Center, Dallas, Texas, USA; Dawnelle Schatte, University of Texas Medical Branch, Galveston, Texas, USA</td>
<td>Room 204</td>
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<tr>
<td>1400-1730</td>
<td>#4W</td>
<td>Workshop: BarCamp - a space to think - set the agenda yourself, discuss and explore recent work and topics emerging from the conference</td>
<td>Tamsin Treasure-Jones, Leeds Institute of Medical Education, UK; John Bibby, Bradford Districts Clinical Commissioning Group, UK; Sebastian Dennerlein, Graz University of Technology, Austria; Raymond Elferink, RayCom, Netherlands; Natalie Lafferty, University of Dundee, UK; David Topps, University of Calgary, Canada</td>
<td>Room 209</td>
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<tr>
<td>1400-1530</td>
<td>#4X</td>
<td>Workshop: Global vs local: the strength of education developed with culturally diverse teams</td>
<td>Samar Mohamed Hassan A. Aboulsoud, Qatar Council For Health Practitioners, Doha, Qatar; Chitra Subramaniam, AO Foundation - AO North America, Paoli, USA; Miriam Uhlmann, AO Foundation - AO Education Institute, Dübendorf, Switzerland</td>
<td>Room 215</td>
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<tr>
<td>1400-1530</td>
<td>#4Y</td>
<td>Workshop: Advances in Continuing Professional Development (CPD)</td>
<td>Dave Davis, University of Toronto, Toronto, Ontario, Canada; Mary Turco, Geisel School of Medicine at Dartmouth, Lebanon/Hanover, New Hampshire, USA</td>
<td>Room 216</td>
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<td>1400-1530</td>
<td>#4Z</td>
<td>Workshop: How Can I Optimize the Training of Invasive Bedside Procedural Skills in Medical Specialties?</td>
<td>Ryan Brydges, Department of Medicine, University of Toronto and Associate Director &amp; Scientist, The Wilson Centre, UHN, Toronto Canada; Rose Natala, Department of Medicine, University of British Columbia, Canada</td>
<td>Room 217</td>
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<tr>
<td>1400-1530</td>
<td>#4AA</td>
<td>Workshop: Scoring Performance-Based Assessments</td>
<td>John R. Boulet; Andre F. De Champlain, USA</td>
<td>Room 218</td>
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<td>1400-1530</td>
<td>#4BB</td>
<td>Workshop: Facilitating international dialogue in medicine: politics, process and people</td>
<td>Jonathan McFarland; Irina Markovina; Annalisa Manca</td>
<td>Room 306</td>
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<tr>
<td>1400-1530</td>
<td>#4CC</td>
<td>ePosters: Culture, Identity, Humanities, Creativity and Emotion</td>
<td>Chairperson: Elizabeth Kachur, USA</td>
<td>Room 206</td>
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<tr>
<td>1400-1530</td>
<td>#4CC01</td>
<td>Building an Evidence-Based Practice in a General Hospital Psychiatric Unit</td>
<td>Sheng Neng Tan, Changi General Hospital, Singapore</td>
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<tr>
<td>1400-1530</td>
<td>#4CC02</td>
<td>Results of a post-graduate questionnaire for physiotherapists who participated in an international exchange project before their graduation</td>
<td>Kazumasa Nakagawa, Takasaki University of Health and Welfare, Gunma, Japan / Fresenius University of Applied Sciences, Munich, Germany</td>
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<tr>
<td>1400-1530</td>
<td>#4CC03</td>
<td>Integrating humanities curricula in medical education: a needs assessment</td>
<td>Anna Taylor, University of Bristol, Bristol, UK</td>
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### #4GG Posters: Curriculum Development

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<td>1400</td>
<td><strong>Posters: Curriculum Development</strong></td>
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<td>Hall 6</td>
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<td></td>
<td><strong>Integration-teaching-service and community in early experience in medical education on the Brazilian Amazon</strong></td>
<td>Zonia Reyes Cruz, Universidade Federal de Amapá, Macapá, Brazil</td>
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<td><strong>14 steps to do curricular reforms and introduce competences and clinical simulation in to a traditional curriculum of health sciences</strong></td>
<td>Adalberto Amaya, Pontifícia Universidade Javeriana, Bogotá, Colombia</td>
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<td><strong>Respiratory therapy students participate in patient-centered pulmonary rehabilitation of Holistic Health Care Program</strong></td>
<td>Ching-Yi Chen, Department of Pulmonary Medicine, Taipei Medical University - Shuang Ho Hospital, Taipei, Taiwan</td>
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<td><strong>“DISCOVER” Msc Medical Education</strong></td>
<td>Sai Sreenidhi Ram, University of Liverpool, UK</td>
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<td><strong>Nationwide occupational medicine training program in the Finnish Institute of Occupational Health</strong></td>
<td>Jari Stengård, Finnish Institute of Occupational Health, Turku, Finland</td>
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<td><strong>An innovative process to include the different stakeholders’ input for curriculum development in Medicine</strong></td>
<td>Eduardo Durante, Instituto Universitario Hospital Italiano, Buenos Aires, Argentina</td>
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<td><strong>“Learning to become a veterinarian”: A supportive course for veterinary medical students</strong></td>
<td>Sami Junnikkala, Faculty of Veterinary Medicine, University of Helsinki, Finland</td>
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<td><strong>Introduction of Collaborative Learning Cases (CLCs) into Phase I Curriculum of Yong Loo Lin School of Medicine, National University of Singapore (NUS Medicine)</strong></td>
<td>Clara Chan, National University of Singapore (NUS Medicine), Singapore</td>
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<td><strong>Innovative implementation of a curriculum reform - The Effect of Student feedback, Self-Evaluation and Systematic Evaluation Meetings for Developing Study Modules</strong></td>
<td>Jussi Merenmies, University of Helsinki, Faculty of Medicine, Teacher’s Academy, Helsinki, Finland</td>
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<td><strong>Incorporation of the Spiral Curriculum Model in Chiropractic Education</strong></td>
<td>Vincent DeBono, Logan University, Chesterfield, USA</td>
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<td><strong>Reforming a recently reformed medical curriculum in a top-down process: a case study from the Charité Berlin</strong></td>
<td>Asja Masa, Charité Universitätmedizin Berlin, Dieter Scheffner Center, Berlin, Germany</td>
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<td><strong>A new medical undergraduate program. What have we learned?</strong></td>
<td>Hans Hjelmqvist, Medical School, Örebro University, Örebro, Sweden</td>
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<td><strong>Curriculum mapping using the MERLIN database – a powerful tool for analysis and comparison of the “taught” and “learned” curriculum</strong></td>
<td>Olaf Fritze, Competence Centre for University Teaching in Medicine - Baden-Wuerttemberg, University of Tuebingen, Germany</td>
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<td><strong>Mental-health patient perspectives’ on how to better teach and evaluate diversity education in healthcare institutions: “Knowing one’s ’self’ is the key to knowing others”</strong></td>
<td>Riya Elizabeth George, Department of Psychology, Neuroscience and Behaviour, School of Medicine, University of Leicester, UK</td>
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<td><strong>Cultural Awareness of Paediatric Residents in a Diverse Asian Population – An Exploration of Experiences</strong></td>
<td>Cristelle Chow, KK Women’s and Children’s Hospital, Singapore</td>
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### #4HH Posters: Student Characteristics and Learning Styles

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<tr>
<td>1400</td>
<td><strong>Posters: Student Characteristics and Learning Styles</strong></td>
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<td>Hall 6</td>
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<td><strong>Differences in learning strategies and study skills between high and low achievers among undergraduate pre-clinical medical students at a medical college: A qualitative research</strong></td>
<td>Khaled Almisnid, Cardiff University - Qassim University, Unaizah, Saudi Arabia</td>
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<td><strong>A longitudinal study of Undergraduate Medical Students’ non-cognitive skills in Italy. First Results: the characteristics of the students selected Giuseppe Famigliari, Sapienza University of Rome, Department on Anatomical, Histological, Forensic and Orthopaedic Sciences, Rome, Italy</strong></td>
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<td><strong>The Impact of Gender Stereotypes on the Workflow at the Emergency Department in an Asian Context</strong></td>
<td>Yu-Che Chang, Chang Gung Medical Education Research Center/ Chang Gung Memorial Hospital, Linkou/ Chang Gung University, Taoyuan, Taiwan</td>
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<td><strong>The feasibility of an innovative ‘Emotional Competence Curriculum’ for medical students</strong></td>
<td>Hwei-Ming Yeh, Department of Anesthesiology, National Taiwan University Hospital and National Taiwan University College of Medicine, Taipei, Taiwan</td>
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<td><strong>Thriving in medical school: is it really in the genes?</strong></td>
<td>Eiad Habib, Alfaisal University, Riyadh, Saudi Arabia</td>
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<td><strong>Studying High School basic sciences in English: does it translate into medical school excellence?</strong></td>
<td>Mohamed Ieser Abdelaiz Mohamed, Alfaisal University, Riyadh, Saudi Arabia</td>
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<td><strong>The NEO-FFI in health students: Characterization in relation to gender and the course</strong></td>
<td>Miguel Castelo Branco, University of Beira Interior - Faculty of Health Sciences, Covilhã, Portugal</td>
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<td><strong>Is medical student personality stable across the study of medicine? An exploratory longitudinal study at Minho Medical School</strong></td>
<td>Miguel Moreira, School of Medicine, University of Minho, Braga, Portugal</td>
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<td><strong>Evolution of medical students’ learning approaches during their preclinical and clinical trainings: a cohort study</strong></td>
<td>Anne Barrofio, University of Geneva Faculty of Medicine, Geneva, Switzerland</td>
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<td></td>
<td><strong>Matching Baby Boomers with Millennials in a Physiology Course</strong></td>
<td>Nancy Fernandez-Garza, Universidad Autonoma de Nuevo Leon, Monterrey, Mexico</td>
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</table>
#4II11 Use of Context Scoring in the Medical School Admission Process as an evolving and flexible Tool to Address the Social Accountability Mandate of the Northern Ontario School of Medicine (NOSM)  
Miriam Cain, Northern Ontario School of Medicine, Thunder Bay, Canada

#4II12 Cognitive and non-cognitive selection criteria in predicting performance in preclinical medical education  
Catharina M.P. Vos, School of Medical Sciences, VU medical center, Amsterdam, Netherlands

#4II13 Medical School Admissions: Does Selectivity Matter?  
Scott Helf, WesternU/COMP, Pomona, USA

#4II14 Remediation for the match: A unique approach to equipping medical graduates for gainful employment  
Robert Hage, St. George's University, St. Georges, Grenada

#4II15 Internal Medicine Residency Selection Criteria: The stakeholders’ perspectives  
Chutima Cheranakorn, Hatyai Medical Education Center, Hatyai, Songkhla, Thailand

#4II16 Convergent validity of the “bright” and “dark” side of an integrity Situational Judgement Test for medical school selection  
Axel Themmen, Erasmus MC, Rotterdam, Netherlands

#4II17 The power to surprise! Surprises for educators from a phenomenological study of stakeholder experiences with doctors  
Marie Lombard, Griffith University, Gold Coast, Australia

#4JJ11 Learning-style Preferences, Academic Performance and Active Learning of Phramongkutklao College of Medicine, Thailand, 2016  
Phunlerd Piyaraj, Department of Parasitology, Phramongkutklao College of Medicine, Bangkok, Thailand

#4JJ12 Learning style in clinical year medical students of Bhumibol Adulyadej Hospital  
Pornpavee Somsirivattana, Bhumibol Adulyadej Hospital, Bangkok, Thailand

#4JJ13 Qualitative assessment of learning strategies among medical students using Focus Group Discussions and In Depth Interviews  
Anuradha Joshi, Pramukhswami Medical College, India

1400-1530  
#4II Posters: Selection  
Chairperson: Ian Wilson, Australia  
Location: Hall 3 Foyer

#4II01 Student experience in postgraduate entry level health professional programs  
Gary Hamlin, Bond University, Gold Coast, Australia

#4II02 Academic performance of selected students from diverse educational backgrounds in a Graduate Entry Programme in Medicine  
Inge van Wijk, VU University Medical Center, Dept. of Pediatrics and VUmc School of Medical Sciences, Amsterdam, Netherlands

#4II03 Looking at the selection of residents through a lens of diversity  
Lokke Gennissen, Institute of Medical Education Research Rotterdam - Erasmus MC Rotterdam, Netherlands

#4II04 The Widening Access to Medicine Society (WAMsoc): a student led widening participation initiative at the University of Southampton  
Jahangir Alom, University of Southampton, UK

#4II05 Influence of Public Inclusion Policies on Socio Demographic Profile of Medical Students from University of Campinas, Brazil  
María Laura Álvarez de Melo Silva, University of Campinas, Brazil

#4II06 Limits to widening participation outreach: both academic and non-academic factors limit the progression of students from deprived postcode areas  
Nana Sartania, University of Glasgow, UK

#4II07 Association of marks in entrance examination test with academic achievement at the end of medical course in a PBL hybrid curriculum  
Reinaldo Bestetti, University of Ribeirão Preto, Brazil

#4II08 Admission procedure: Comparison of the distribution of marks obtained on open book tests and closed book tests  
Isabelle Richard, University of Angers, France

#4II09 The Current Status and Issues regarding Student Selection for Medical Schools in Japan: A Multi-institution, Cross-sectional Study of Eighty Medical Schools  
Michito Hirakata, Keio University School of Medicine, Tokyo, Japan

#4II10 Explaining the concept of motivation from the perspective of medical students: a qualitative study  
Ideh Daqgaram, Medical Education Research Center, Guilan University of Medical Sciences, Rasht, Iran

1400-1530  
#4JJ Posters: Management  
Chairperson: Aviad Haramati, USA  
Location: Hall 3 Foyer

#4JJ01 The Role of Teaching Services in Emergency Department Overcrowding: A System Dynamics Approach  
Viktor Sigalov

#4JJ02 Imbalance of Specialist Doctor Distribution in the Ministry of Public Health Thailand  
Hathaii Tapumviriya, Social Medicine of Hatyai hospital, Amphur, Hatyai, Songkhla, Thailand

#4JJ03 A 10-year experience of the “new track” doctor production program in Thailand  
P Ongartboon, Phare Medical Education Center, Hatyai, Songkhla, Thailand

#4JJ04 Biggest Med School in Mexico: a 20 year quick portrait  
María de los Ángeles Fernández-Altuna, UNAM School of Medicine, Mexico City, Mexico

#4JJ05 ComPACT: towards Computerized Performance Analysis for Clinical Teams in health care – a simulation based study of feasibility and professional attitudes  
Shannon Tse, University of Nottingham, UK

#4JJ06 Differences between the factors influencing students’ satisfaction regarding the study programme’s language  
Adam Tibor Schlegl, University of Pecs Medical School, Pecs, Hungary

#4JJ07 Managing MD Curriculum: Computer-Based Tools  
Batool Eghbal, Isfahan University of Medical Sciences, Isfahan, Iran
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<th>Attendance in Medical School: Should it be Mandatory?</th>
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<td>Amany Elshaer, Alfaisal University, Riyadh, Saudi Arabia</td>
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<tr>
<th>#4JJ09</th>
<th>Mind the Gap: Discursive Discontinuities in the Professional Role of the Pharmacist in Pharmacy Education and Practice Literature Over the Last Century in North America</th>
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<td>Jamie Kellar, University of Toronto, Canada</td>
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<th>#4JJ10</th>
<th>Value Analysis for Determining the Cost of Medical Education</th>
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<td>Sara Lamb, University of Utah School of Medicine, Salt Lake City, Utah, USA</td>
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<th>#4JJ11</th>
<th>Developing a new type of Health Professional - what we can learn from Developing and Developed Countries</th>
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<td>Andrew Rooney</td>
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<th>Building Health Systems Based in People's Needs</th>
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<td>Bob Woollard, University of British Columbia, Vancouver, Canada</td>
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<th>#4JJ13</th>
<th>Lived Experiences of Students in a Distributed Campus Model</th>
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<td>Carol Suddards, Edmonton Canada</td>
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### #4KK Posters: Leadership Training, QA and Accreditation

1400-1530

Chairperson: Dan Hunt, USA

Location: Hall 3 Foyer

#### #4KK01
Towards good performance in healthcare: development of a governance-training program for medical doctors

Isabel Lourinho, Faculty of Medicine of the University of Porto, Department of Medical Education and Simulation, Porto, Portugal

#### #4KK02
Reverse Ward Rounds as a Means of Medical Apprenticeship - a Qualitative Survey

Hans van Huellen, Western Sussex NHS Foundation Trust, Worthing, UK

#### #4KK03
Leadership and Mentoring in Nursing Research (LMNR) programme: expectations and professional identity perception of participants

Manon Kluitmans, UMC Utrecht, Netherlands

#### #4KK04
Medical leadership development in undergraduates: Global Physician-Leadership Stream (GPS) of The Chinese University of Hong Kong

Sampson Kwan, The Chinese University of Hong Kong (CUHK), Hong Kong

#### #4KK05
Dental students' perception of leadership development at Qassim University

Rasha Alafaleg, Qassim University, Buraidah, Saudi Arabia

#### #4KK06
Development and Validation of Medical Leadership Questionnaire (MLQ) for Medical Cadets in Community Medicine Program

Nutchar Hempataweew, Department of Military and Community Medicine, Phramongkutklao College of Medicine, Bangkok, Thailand

#### #4KK07
Informal education as a tool to foster leadership in medical students: IFMSA-Quebec's case study

Chérine Zaïm, Faculty of Medicine - Université de Montréal, Montréal, Canada

#### #4KK08
Management in Health Care - a Field Approach

Benjamin Sablan Jr, College of Medicine, University of the Philippines Manila, Philippines

#### #4KK09
Surgical Residents' Perceptions of Leadership Education in Specialist Training

Johanna Louhimo, University of Helsinki, Finland

#### #4KK10
A Comprehensive Leadership Development Programme for an Entire Postgraduate Specialism

Laura Spurgeon, University of Birmingham, UK

#### #4KK11
Outcomes-based education deserves outcomes-based accreditation: Canadian Residency Accreditation Reform (CanRAC)

Sarah Taber, Royal College of Physicians and Surgeons of Canada, Ottawa, Canada

#### #4KK12
Have Canadian medical schools developed a culture of continuing quality improvement?

Danielle Blouin, Queen's University, Kingston, Canada

#### #4KK13
How about having your training center accredited?

Teuvo Antikainen, Centre of Medical Expertise, Jyväskylä, Finland

#### #4KK14
Experience of the Clinical Audit Training Program in Taiwan

Chien-Ming Lo, Joint Commission of Taiwan, New Taipei City, Taiwan

### Group Meeting

1400-1530

BEME Board (closed meeting)

AMEE Meeting Room

#### #4LL
A guided tour of the Exhibition to meet some of the Exhibitors

Gather by the entrance to the Exhibition at 1400

Location: Hall 6

### Coffee Break

1530-1600

Location: Hall 6

### Soapbox Stage – Hall 6

1530-1540

Lee Kong Chian School of Medicine
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| 1600-1730 | **#5A Symposium: Validity Revisited: applying the Kane validity model to health professional assessment**  
David Cook, Mayo Clinic, USA; Sandra Kemp, Curtin University, Australia; Katharine Boursicot, Health Professional Assessment Consultancy, Singapore; Richard Fuller, Leeds University, UK; David Swanson, ABMS, USA; Trudie Roberts, Leeds University, UK | Hall 1            |
| 1600-1730 | **#5B Symposium: Postgraduate Medical Education across Borders: Innovations, Tensions, and Curiosities**  
On behalf of the AMEE Postgraduate Committee  
Rille Phihak, European; Arnoldo Riquelme, Universidad Catolica de Chile, Chile; Jason Frank, Royal College of Physicians & Surgeons of Canada; Fedde Scheele and Jessica van der Aa, VU University Amsterdam, Netherlands | Hall 3a           |
| 1600-1730 | **#5C Symposium: What keeps you awake at night?**  
J.M.Monica van de Ridder, Michigan State University, Grand Rapids, USA; John Cookson, Emeritus Professor of York Hall Medical School, Hull, UK | Hall 3b           |
| 1600-1730 | **#5D AMEE Fringe: Fringe 1**  
Chairperson: Rachel Ellaway, Canada | Hall 3c           |
| 1600-1615 | **#5D1 Jeopardy: Evidence-Based Medicine vs “Alternative Facts” Edition**  
Janet Corral, University of Colorado, Aurora, USA |                     |
| 1615-1630 | **#5D2 “I’m not there”: (medical) identity in Bob Dylan’s songs**  
Sergio Zaldhauft, Universidade Federal do Rio de Janeiro, Brazil |                     |
| 1630-1645 | **#5D3 How to think about your own death**  
Menno De Bree, University Medical Center Groningen, Netherlands |                     |
| 1645-1700 | **#5D4 The personal and the political: A hard look at empathy**  
Caroline Wellbery, Georgetown University School of Medicine, Washington, DC, USA |                     |
| 1700-1715 | **#5D5 The Wild West Show of Evidence Based Medicine Teaching**  
Paul Brand, Isala Hospital, Zwolle, Netherlands |                     |
| 1715-1730 | **#5D6 Anatomy for the artist, but also art for the anatomist: A novel approach in teaching Surface Anatomy**  
Vasileios Mitroussias, University of Thessaly, Faculty of Medicine, Department of Anatomy, Larissa, Greece |                     |
| 1730-1745 | **#5D7 The reflective zombie. Are students actually reflecting or acting reflective?**  
Anne de la Croix, LEARN! Academy, Department of Behavioural Science, Vrije Universiteit, Amsterdam, The Netherlands |                     |
| 1600-1730 | **#5E Research Papers: Selection and Prediction**  
Chairperson: Jen Clandek, UK | Hall 3d           |
| 1600-1620 | **#5E1 Publication during medical studies as a predictor of post-M.D. publication careers**  
Friedo W. Dekker, Center for Innovation in Medical Education, Leiden University Medical Center, Leiden, Netherlands and Department of Clinical Epidemiology, Leiden University Medical Center, Leiden, Netherlands |                     |
| 1620-1640 | **#5E2 Unravelling the mechanism underlying motivation for the medical study: interviews show a negative effect of selection**  
Anouk Wouters, VUmc School of Medical Sciences Research in Education, Amsterdam, Netherlands |                     |
| 1640-1700 | **#5E3 The influence of language, gender and age on Situational Judgement Test Scores (SJT) in first year post-graduate nurses in Australia**  
Margaret Hay, Monash University, Melbourne, Australia |                     |
| 1700-1720 | **#5E4 The value of Situational Judgment Test for selection into medical school: evidence from UKCAT validation studies**  
Stuart Martin-Jay, Work Psychology Group, London, UK |                     |
| 1720-1730 | **Discussion** |                     |
| 1600-1730 | **#5F Doctoral Reports 1**  
Chairperson: Karen Mattick, UK | Hall 3e           |
| 1600-1620 | **#5F1 Exploring Fatigue as a Social Construct: Implications for Work Hour Reform in Postgraduate Medical Education**  
Taryn Taylor, University of Ottawa, Canada |                     |
| 1620-1640 | **#5F2 The links between organisational, team and individual medical postgraduate workplace learning – An ethnographic and action-based research study**  
Mads Sliper, Aarhus University, Centre for Health Sciences Education, Aarhus, Denmark |                     |
| 1640-1700 | **#5F3 Engaging patient-centredness in an undergraduate medical curriculum**  
Elize Archer, University of Stellenbosch, Cape Town, South-Africa |                     |
| 1700-1720 | **#5F4 Virtual Patients for Learning of Clinical Reasoning**  
Sören Huwendiek, University of Bern, Switzerland |                     |
| 1720-1730 | **Discussion** |                     |
| 1600-1730 | **#5G Symposium: Do we really need cadavers any more to learn anatomy in undergraduate medicine?**  
Paul McMenamin, Monash University, Melbourne, Australia; John McLachlan, Durham, UK; Adam Wilson, Chicago, USA; James Pickering, Leeds, UK; Jennifer McBride, USA; Darrell Evans, Newcastle, Australia; Andreas Winkelmann, Germany | Hall 3f           |
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<td>#5H Prospective medical school applicants’ perceptions of various selection methods: Implications for widening participation</td>
<td>Molly Fye, Cambridge Assessment, Cambridge, UK</td>
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<td>#5H2 Promoting Diversity: Use of the Situational Judgment Test as an Admission Screening Tool</td>
<td>Kelly L. Dore, McMaster University, Hamilton, Canada</td>
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<td>1630-1645</td>
<td>#5H3 The impact of Selected Markers of Diversity on Success in the Application Process: Results from two Canadian MD Programs</td>
<td>Doug Myhre, University of Calgary, Canada</td>
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<td>#5H4 A mission-driven special master’s program helps increase diversity in professional schools</td>
<td>Christine Goode, Western University of Health Sciences, Pomona, USA</td>
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<td>#5H5 Widening Participation and technology: Creating an environment for success</td>
<td>Joanna Matthau, School of Medical Education, Faculty of Medical Sciences, Newcastle University, UK</td>
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<td>#5H6 Made for medicine? Characteristics of UK first year medical students</td>
<td>Matthew Seah, University of Cambridge, UK</td>
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<td>#5I Short Communications: Clinical Reasoning 2</td>
<td>Jocelyn Locker, Canada</td>
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<td>1600-1615</td>
<td>#5I1 Self-Explanation to Support Diagnostic Reasoning Development: Perspectives from Third Year Medical Clerks</td>
<td>Hassiba Chebbihi, Department of Medicine, Faculté de Médecine et des Sciences de la Santé, Université de Sherbrooke, Québec, Canada</td>
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<td>1615-1630</td>
<td>#5I2 Beyond heuristics and biases: An alternative view on the origin of diagnostic errors</td>
<td>Eugene Custers, UMC Utrecht - Center for Research and Development of Education, Utrecht, Netherlands</td>
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<td>#5I3 Using think aloud to identify the gaps in medical students’ and residents’ clinical reasoning and the effects of scheme-inductive learning in pre-clinical education on clinical reasoning</td>
<td>Kuo-Inn Tsou, Fu Jen Catholic University, School of Medicine; Catholic Tien Hospital, Department of Pediatrics; New Taipei City, Taiwan</td>
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<td>1645-1700</td>
<td>#5I4 Developing hypothetico-deductive reasoning skills of medical students through argumentation in PBL</td>
<td>Jihyun Si, Dong-A University, Busan, Korea</td>
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<td>1700-1715</td>
<td>#5I5 Fostering clinical reasoning using video- and text-based worked examples</td>
<td>Katherine Montpetit-Tourangeau, Université de Montréal and Centre for Interdisciplinary Research in Rehabilitation of Greater Montreal, Canada</td>
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<td>#5J Short Communications: Evaluation of IPE</td>
<td>Sharon Buckley, UK</td>
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<td>#5J1 Evaluation of an Interprofessional Education (IPE) Program at the Universidad Europea de Madrid (Spain)</td>
<td>Juan Luis Gonzalez-Pascual, Universidad Europea de Madrid ( Laureate International Universities), Madrid, Spain</td>
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<td>#5J2 Development of a scale to measure the interprofessional competencies of health professional undergraduates in NUS</td>
<td>Chai Yun Rachel Ang, NUS, Singapore</td>
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<td>1630-1645</td>
<td>#5J3 Psychometric and expert panel evaluations of two IPL-questionnaires in Swedish</td>
<td>Samuel Edlerbring, Faculty of Medicine and Health Sciences, Linköping, Sweden</td>
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<td>#5J4 The Diabetes Challenge: exploring the role of technology in development of an experiential, interprofessional learning activity</td>
<td>Kathryn Steven, University of Dundee, UK</td>
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<td>#5J5 An interprofessional simulation program for medical and midwifery students – a pre-test and post-test evaluation</td>
<td>Arunaz Kumar, Monash University, Melbourne, Australia</td>
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<td>#5J6 Preliminary results from an Interprofessional Study Unit in Psychiatry</td>
<td>Michael Marcusen, Dep. of Clinical Medicine, Faculty of Health and Medicine, University of Copenhagen and Psychiatric Department Slagelse, Region Zealand, Denmark</td>
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<td>#5K Short Communications: Simulation</td>
<td>Peter Dieckmann, Germany</td>
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<td>#5K1 Learning path in bronchoscopy simulation before transition to real-life: do trainees maximize their learning?</td>
<td>Briseida Mema, Hospital for Sick Children, Tornto, Canada</td>
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<td>#5K2 Visual perception exploration using eye-tracking technology in high-fidelity medical simulation</td>
<td>Matthieu Tourangeau, Centre d’Apprentissage des Attitudes et Habilités Cliniques, Université De Montréal, Canada</td>
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<td>1630-1645</td>
<td>#5K3 3-hour in situ trauma team simulation training is effective in improving non-technical skills of hospital trauma teams</td>
<td>Juha Paloneva, Central Finland Hospital, Department of Surgery, Jyväskylä, Finland</td>
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<td>#5K4 Managing emergencies in the community: Taking simulation out of the classroom and into real life environments</td>
<td>Emer Forde, Dorset GP Centre, Bournemouth, UK</td>
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<td>#5K5 In-scenario instruction in healthcare simulation – how should educators fill in the gaps?</td>
<td>Cecilia Escher, Center for Advanced Medical Simulation and Training-CAMST, Stockholm, Sweden</td>
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<td><strong>#5M</strong> Finnish physicians still critical about compulsory recertification - Physician 2003 and 2013 Surveys</td>
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<td><strong>#5L</strong> The revalidation assessment knowledge test</td>
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<td><strong>#5L</strong> National re-certification systems for medical specialists in Europe – a collective case study</td>
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<td><strong>#5M</strong> Students' Perspectives on the Capstone as the Finale of Medical Humanities and Social Science Curriculum</td>
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<td><strong>#5N</strong> Standardizing global medical education accreditation? Case studies of &quot;glocalization&quot; from Taiwan, Korea and Japan</td>
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<td><strong>#5N</strong> How changing quality management perspectives influence PGME accreditation: the focus on decentralization and quality improvement</td>
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### Short Communications:

- **#5K** The Development of Knowhow During Resuscitation Simulation Training among the Staff Working with Newborns
- **#5L** Short Communications: CPD 1 – CPD and Revalidation
- **#5M** Finnish physicians still critical about compulsory recertification - Physician 2003 and 2013 Surveys
- **#5L** The revalidation assessment knowledge test
- **#5L** National re-certification systems for medical specialists in Europe – a collective case study
- **#5L** The medical profession's ambivalence in regards to remediation in practicing physicians
- **#5L** 'Nobody likes you and nobody wants to work with you': unravelling discrimination at work
- **#5M** Discussion
- **#5M** Short Communications: Humanities
- **#5M** Evaluate humanity and the six core competencies through written commitments of pre-medical students
- **#5M** Students' Perspectives on the Capstone as the Finale of Medical Humanities and Social Science Curriculum
- **#5M** A progressive "skills burst" approach to incorporating collaboration behaviors in pre-clinical interprofessional learning
- **#5M** How can qualitative evidence synthesis provide an evidence-base for humanism in healthcare?
- **#5M** A Medical Humanities Course for post graduate physicians: preparing future faculty members to face their challenges in education

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<td>Short Communications: eLearning – Virtual Patients</td>
<td>Chairperson: James McGee, USA, Location: Room 208</td>
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<td>#5P1</td>
<td>Spectrum of Virtual Patient-Based Decision-Making Simulations Implemented in the Veterans Health Administration (VHA)</td>
<td>Rosalyn Scott, Veterans Health Administration and Wright State University, Marina del Rey, CA, USA</td>
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<td>Comparing the impact of positive and negative Virtual Patient conditioning on the medical students perceived self-efficacy: An experimental study</td>
<td>Nabil Zary, Lee Kong Chian School of Medicine, Singapore</td>
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<td>#5P3</td>
<td>Enabling multi-institutional implementation of new interactive learning technologies across multicultural contexts: Holistic train-the-trainer approach</td>
<td>Ela Iskrenko-Poulton, St. George's University of London, Institute of Medical and Biomedical Education, London, UK</td>
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<td>#5P4</td>
<td>Virtual patient simulations for undergraduate medical students improve their knowledge of communication skills</td>
<td>Catherine Bruen, Royal College of Surgeons in Ireland, Dublin, Ireland</td>
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<td>#5P5</td>
<td>WAVES: What the end-users want from Scenario-Based Learning and Free Online Courses</td>
<td>Sheetal Kavia, St. George's, University of London, UK</td>
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<td>Evaluating the Training Against Medical Error project – Measuring the impact on learners across multiple countries</td>
<td>Luke Woodham, St. George's, University of London, UK</td>
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<td>Academic dishonesty: Cheating or not? That is the question</td>
<td>Anne-Marie Reid, St George's, University of London, UK</td>
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<td>Supporting students referred for serious difficulty in language, professionalism and communication; an 8 year audit of referral triggers</td>
<td>Connie Wiskin, University of Birmingham, UK</td>
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<td>Norwegian medical students’ intention to leave medical school: Reasons and personal, environmental and curricular factors</td>
<td>Inger Heimdal, Norwegian University of Science and Technology (NTNU), Trondheim, Norway</td>
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<td>#5Q5</td>
<td>Exploring and Improving a programme of Workplace Based Assessments (WBA) using personalised 'nudges'</td>
<td>Jennifer Hallam, University of Leeds, UK</td>
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<td>1715-1730</td>
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1600-1730 Workshop: BarCamp - a space to think - set the agenda yourself, discuss and explore recent work and topics emerging from the conference (continued from 4W) Tamzin Treasure-Jones, Leeds Institute of Medical Education, UK; John Bibby, Bradford Districts Clinical Commissioning Group, UK; Sebastian Dennerlein, Graz University of Technology, Austria; Raymond Elferink, RayCon, Netherlands; Natalie Lafferty, University of Dundee, UK; David Topps, University of Calgary, Canada Location: Room 209

1600-1730 Workshop: Student engagement at its finest - A coachability curriculum for (and by) medical students Debra Klamen, Allen Chareeb, Max Crouse and Anna Cianciolo, Southern Illinois University School of Medicine, Springfield, Illinois, USA Location: Room 215

1600-1730 Workshop: The Excellent Medical Teacher Alison Whelan and David Acosta, AAMC, USA; Ronald Harden, AMEE, UK; Madalena Patricio, AMEE, Portugal Location: Room 216

1600-1730 Workshop: Should I trust my learners to train independently? Designing and optimizing healthcare simulation training for self-regulated learning Ebbe Thinggaard, Copenhagen Academy for Medical Education and Simulation, Denmark and Dept. of Gynaecology and Obstetrics, Hvidovre University Hospital, Denmark; Ryan Brydges, Department of Medicine, University of Toronto and The Wilson Centre, UHN, Canada; Jeffrey J.H. Cheung, Institute of Medical Science, University of Toronto, The Wilson Centre, UHN, Canada; Andrea Kirou-Mauro, McMaster University, The Wilson Centre, UHN, Canada; Steven A. W. Andersen, Copenhagen Academy for Medical Education and Simulation, Denmark and Dept. of Otorhinolaryngology — Head & Neck Surgery, Rigshospitalet, Copenhagen, Denmark; Lars Konge, University of Copenhagen and Head of the Simulation Center at Rigshospitalet, Copenhagen Academy for Medical Education and Simulation, Denmark Location: Room 217

1600-1730 Workshop: What counts cannot always be measured: Qualitative methods for health professions educators Subha Ramani, Brigham and Women’s Hospital, Harvard Medical School, Boston, USA; James Kwan, Tan Tock Seng Hospital, Singapore and School of Medicine, Western Sydney University, Australia Location: Room 218

1600-1730 Workshop: Putting your CPD on the map: a practical workshop on curricular mapping for Faculty Development and CPD programming Heather Lochnan and Anna Byszewski, University of Ottawa, Ottawa, Canada; Deborah Danoff, McGill University, Montreal, Canada Location: Room 306

1600-1730 ePosters: Assessment Chairperson: Gandes Retno Rahayu, Indonesia Location: Room 206

1600-1730 ePosters: Correlation between nonverbal communication and OSCE score in medical students Kyung Hye Park, Departments of Medical Education, Yonsei University Wonju College of Medicine, Wonju, Korea

1600-1730 ePosters: Workplace-based assessment: balance between concepts and management in medical education Nonglok Boonthooduang, Chiang Mai University, Chiang Mai, Thailand

1600-1730 ePosters: Improving simulation in OSCE with feedback Maarit Raukola, University of Helsinki, Faculty of Medicine, Clinicum, Helsinki, Finland

1600-1730 ePosters: Students’ confidence and skills required for well child clinic Navarat Aroonyadech, Sapprasitthiprasong Hospital, Ubonratchathani, Thailand

1600-1730 ePosters: Use of Computer-based Clinical Examination for Assessment of Medical Students in Surgery Gamal El Shally, Azaim Alazhari University, Khartoum, Sudan

1600-1730 ePosters: Peer review for multiple-choice questions: a follow-up study Marcos Borges, Ribeirão Preto Medical School (University of São Paulo), Ribeirão Preto, Brazil

1600-1730 ePosters: Mock Examination Helped Improve Nation Medical License OSCE Pass Rate Orawan Chaiyamahapurk, Buddha Chinaraj Phitsanulok Hospital, Phitsanulok, Thailand

1600-1730 ePosters: Video-assisted self-assessment in communication skill for Oriental culture students Sri La Samphao, Department of Surgery, Faculty of Medicine, Prince of Songkla University, Hat Yai, Songkhla, Thailand

1600-1730 ePosters: Low cost assessment of basic clinical skills in oversized groups of undergraduate students using internet video platforms Edgar Herrera, Facultad de Ciencias de la Salud - Universidad Anáhuac México, Mexico

1600-1730 The Effects of Portfolio Use on Achievement of Competence in Medical Education: A Review of Studies Ruth C. Russell, McGill University / Montreal Children’s Hospital - McGill University Health Centre, Montreal, Canada
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<td>- #5DD01 Professionalism in Healthcare: Developing your own teaching &amp; faculty development modules to suit your multicultural context&lt;br&gt;Amal Khidir, Weill Cornell Medicine in Qatar, Doha, Qatar</td>
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<td>- #5DD02 Teacher as a professionalism: the residents' lived experience of clinical teachers' role in teaching professionalism&lt;br&gt;Hoda Ahmari Tehran, Education Development Center, Tehran University of Medical Sciences, Tehran, Iran</td>
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<td>- #5DD03 Why should we pay attention to hidden curriculum in teaching professionalism in Medical Universities of Iran? A mixed method study&lt;br&gt;Nikoo Yamani, Isfahan University of Medical Sciences, Iran</td>
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<td>- #5DD04 Implementation of medical professional education utilizing social networking service with an evidence-based checklist&lt;br&gt;Yoko Mороi, Fukushima Medical University, Fukushima, Japan</td>
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<td>- #5DD05 Professionalism in Practice: An innovative approach to developing professionalism and improving patient safety at the grassroots level&lt;br&gt;Amelia van Manen, Milton Keynes University Hospital Foundation Trust, UK</td>
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<td>- #5DD06 The social contract and medical learners: negotiation with or within society?&lt;br&gt;Lynette Reid, Department of Bioethics, Dalhousie University, Halifax NS, Canada</td>
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<td>- #5DD07 Virtues of the King: Which virtues of the king are applicable to the medical profession?&lt;br&gt;Pimpet Sukumalpaiboon, Sawanpracharak Medical Education Center, Nakhon Savan, Thailand</td>
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<td>- #5DD08 Students' Transformative Theaters: Learning to Inspire the Institution Intention&lt;br&gt;Saraporn Matayart, Buddhathorn Medical Education Center, Chachoengsao, Thailand</td>
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<td>- #5DD09 Clinical teachers' dilemma of teaching professionalism&lt;br&gt;Liang-Shiou Ou, Chang Gung Memorial Hospital, Taoyuan, Taiwan</td>
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<td>- #5DD10 Assessing and Addressing the Learning Environment for Professionalism&lt;br&gt;Spollen, University of Arkansas for Medical Sciences, USA</td>
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<td>- #5DD11 Self-Assessments of Medical Professionalism Standard in Postgraduate Physicians&lt;br&gt;Meena Permthai, Buddhachinaraj Medical Education Center, Phitsanulok, Thailand</td>
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<td>- #5DD12 Assessing professionalism of medical students: correlations between self-assessment and teachers' or peers' assessment in an Emergency Medicine rotation&lt;br&gt;Daniel Franci, State University of Campinas - Unicamp, Campinas, Brazil</td>
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<td>- #5DD13 The acceptability and suitability of simulated GP consultations as a teaching method of professionalism&lt;br&gt;Neelam Parmar, King's College London, UK</td>
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<td><strong>#5EE Posters: Feedback and Self-Assessment</strong>&lt;br&gt;Chairperson: Ewa Pawlowicz, Poland&lt;br&gt;Location: Hall 6</td>
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<td>- #5EE01 Implementation of Oral Feedback in ORL-Education&lt;br&gt;Marianne Giesler, Centre of Competence for Evaluation of Teaching in Medicine – Baden-Wuerttemberg, Faculty of Medicine, University of Freiburg, Germany</td>
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<td>- #5EE02 An AMEE 2016 Image as a Faculty Development Tool for Feedback&lt;br&gt;Mia Lang, University of Alberta, Edmonton, Canada</td>
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<td>- #5EE03 The Untold Story: Students in the Lowest Quartile Receive Less Narrative Feedback by Faculty&lt;br&gt;James Graham, University of Arkansas for Medical Sciences College of Medicine, Little Rock, Arkansas, USA</td>
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<td>- #5EE04 An Innovative Clinical Coaching Program To Enhance Feedback To Trainees&lt;br&gt;Priya Jain, Ann &amp; Robert H Lurie Children's Hospital of Chicago/Northwestern University Feinberg School of Medicine, Chicago, USA</td>
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<td>- #5EE05 Providing Video Feedback on a Medical School Community Based Assessment Items: From Performance to Perceptions – ‘Skippy’ to Goldilocks&lt;br&gt;Margaret Simmons, Monash University, Churchill, Australia</td>
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<td>- #5EE06 Do milestone-based assessments improve faculty feedback?&lt;br&gt;Caroline Milne, University of Utah, Salt Lake City, USA</td>
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<td>- #5EE07 Feedback on Examinations – Students' Perspective&lt;br&gt;Lamma Hassan, Alfaia University, Riyadh, Saudi Arabia</td>
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<td>- #5EE08 FEEDBK to the future: Technology in medical education feedback&lt;br&gt;Mayuran Ramadas and Maria Bashyam, Medical Education Research Unit (MERU), Imperial College School of Medicine, London, UK</td>
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<td>- #5EE09 Implementation of a Multisource Feedback System in a College of Chiropractic – A Cross-sectional Survey&lt;br&gt;Daniel Ran, Barcelona College of Chiropractic, Barcelona, Spain</td>
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<td>- #5EE10 Formative evaluation enhances clinical skill of interpretation of peripheral blood smear in medical students&lt;br&gt;Rungnapa Pengpraikhon, Medication Education Center, Buriram Hospital, Buriram, Thailand</td>
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<td>- #5EE11 Student preferences between summative and formative assessment&lt;br&gt;Jukka Mollanen, PEDEGO Research Unit/Clinical Genetics, University of Oulu, Finland</td>
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<td>- #5EE12 Self-perceived Confidence and OSCE Performance in Senior Medical Students&lt;br&gt;Gasle Myer, Universidad Catolica del Norte, Facultad de Medicina, Coquimbo, Chile</td>
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#5EE13  Self-assessment and self-efficacy in medical students' communication skills in Taiwan
Chin-Chou Huang, Taipei Veterans General Hospital, Taipei, Taiwan

#5EE14  Registered Nurses’ self-evaluation on their professional competencies at Khoo Teck Puat Hospital, Singapore
Pei Kiang Chew, Khoo Teck Puat Hospital, Singapore

#5EE15  Evaluation of continuous assessment as guidance for students' learning progress
Asma MohamedSharif, Al Neelain University, Khartoum, Sudan

#5FF01  Medical Student Transition to Learning in the Clinical Environment is Stressful: How Can the Curriculum Help?
Katherine Francis, Barts and The London School of Medicine and Dentistry, London, UK

#5FF02  How can we best equip Senior House Officers (SHOs) to become Registrars? An evaluation of a novel transition course in paediatrics
Kathleen Birley, UCL Institute of Child Health, London, UK

#5FF03  The burdensome but rewarding work-life of early-career veterinarians
Suvi Joutsen, Faculty of Veterinary Medicine, University of Helsinki, Finland

#5FF04  The benefits of simulating an on-call for final year medical students
Kirin Parmar, Yeovil Academy, Yeovil District Hospital, Yeovil, UK

#5FF05  Simulation On Call Sessions – A Valuable Teaching Method in Preparing Medical Students for Life as a Foundation Doctor?
Sharlene Zaat, East Kent Hospitals University NHS Foundation Trust, Ashford, UK

#5FF06  Managing the acutely ill patient upon graduation: A novel, interactive, case-based teaching programme aimed at improving confidence in acute care for final year medical students
Adam Kelly, Pennine Acute NHS Trust, Manchester, UK

#5FF07  Transition with Simulation
Clara Ho Ka Wu, Whittington Health NHS Trust, London, UK

#5FF08  Virtual On-Call: Scenario based teaching for final year medical students
Charlotte Brathwaite Shirley, Kings College London, UK

#5FF09  Peer Group delivered training on 'How to be a FY1 doctor' Course for Final Year Medical Students - an experience
Pratik Solanki, Princess Alexandra Hospital, Harlow, UK

#5FF10  Mind the gap: Facilitating the transition between medical student and foundation doctor
Katie Rowland, Guy's and St Thomas' NHS Foundation Trust, London, UK

#5FF11  Before Taking the Plunge: Preparing our Junior Doctors for the Chaotic Clinical Environment with the Integrated Resuscitation Drill (IRD)
Francis Albert Lo, Tan Tock Seng Hospital, Singapore

#5FF12  Transforming the Transition: Medical Student to Junior Doctor
Sophie Taylor, The Royal Wolverhampton NHS Trust, Wolverhampton, UK

#5FF13  “I wish I had done this before”: An educational package to aid transition from medical student to doctor
Iona Jane Clark, New Cross Hospital, Wolverhampton, UK

#5FF14  Mind the gap between Med School curriculum and residency: Senior students' perceptions to guide curricular changes
Isabel Brito, DEM-FMUL, Lisbon, Portugal

#5FF15  The transition from medical student to doctor: can Critical Care help?
Alex Wilson, Whittington Health NHS Trust, London, UK

#5FF16  “Asking for help” is not just asking for help - Findings from an ethnographic study on the first months as newly qualified doctor
Tine L. Kiltgaard, Postgraduate Education, Aalborg University Hospital, Aalborg, Denmark

#5FF17  Comparison of the effectiveness between two orientation programs on new graduated nurses
Jin-Yun Chuang, Taipei Medical University Hospital, Taipei, Taiwan

#5FF18  Self-Directed Learning: A comparison of The Attitude and Perceptions of Residents and Faculty in Pediatrics ACGMEI Program-Qatar
Manasil Hassan, Hamad Medical Corporation, Doha, Qatar

#5GG01  Online self-evaluation test in biomedical studies
Pihla Ranta, University of Turku, Finland

#5GG02  Parallel Integration of Clinical Skills with Ongoing Organ System Blocks: Why it Works
Mazen Almasri, Alfaisal University, Riyadh, Saudi Arabia

#5GG03  How early is too early? Medical Students' perspectives on early clinical placement in Primary Healthcare Centres in Qatar
Alison Carr, Qatar University, Doha, Qatar

#5GG04  What are the barriers that prevent student engagement in extracurricular activities?
Murat Faik, Bart's and the London School of Medicine and Dentistry, London, UK

#5GG05  Extracurricular activity: What does the student perceive?
China Trairongchitmoh, Sunpasitthiprasong Hospital, Ubonratchathani, Thailand
#5GG06  Characteristics and career of medical students who took international elective program in a Japanese medical school
Koji Tsunekawa, Gifu University School of Medicine, Medical Education Development Center, Gifu City, Japan

#5GG07  Active partaking in student organization-activities does not exclude success in studies
Lotta Sakari, University of Helsinki, Faculty of Medicine, Helsinki, Finland

#5GG08  Students’ perspective on mandatory non-medical electives in Alfaisal University
Ragheb AlMamlouf, Alfaisal University, Riyadh, Saudi Arabia

#5GG09  Medical Educational Climate and Paediatric Resident Burnout in Thailand
Pongtong Parunitee, Department of Pediatrics, Faculty of Medicine Ramathibodi Hospital, Mahidol University, Thailand

#5GG10  Nursing students’ satisfaction of the clinical learning environment and its related factors in Japan
Kikuko Takeomori, Hokkaido University Graduate School of Medicine, Sapporo, Japan

#5GG11  The learning environment of Paediatric interns in South Africa
Kimesh L Naidoo, Department of Paediatrics and Child Health, Nelson R Mandela School of Medicine, University of KwaZulu-Natal, Durban, South Africa

#5GG12  The outcome of students’ perception after developing the educational environment in Sisaket Medical Education Center
Kaettareeya Tentsit, Sisaket Medical Education Center, Sisaket, Thailand

#5GG13  Development of HEMLEM - a healthcare education micro learning environment
Christiana Rauceva, Lancaster Medical School, Lancaster, UK

#5HH06  Attitudes to social media with medical ethics in medical students
Jantira Hongrapipat, Clinical Medical Education Center, Surin Hospital, Surin, Thailand

#5HH07  She can say what she wants! – What faculty and residents consider when they evaluate the appropriateness of Facebook posts
Wai Ling Brenda Wong, National Healthcare Group, Singapore

#5HH08  The role of the smartphone in the transition from medical student to Foundation Trainee: a qualitative study
John Shenouda, Brighton & Sussex Medical School, Brighton, UK

#5HH09  How mobile is Mobile Learning?
Teehu Masulin, University of Helsinki, Faculty of Medicine, Helsinki, Finland

#5HH10  How can mobile technology and healthcare apps support newly qualified doctors’ education and patient care?
Sarah Bach Munkholm, Postgraduate Education, Aalborg University, Aalborg and Founder of MyMedCards, Denmark

#5HH11  eProfiles – How do students of several health departments differ in their media use?
Jan P. Ehlers, Didactics and Educational Research in Health Science, Faculty of Health, Witten/Herdecke University, Witten, Germany

#5HH12  The role of frontline healthcare professionals in the delivery of Massive Open Online Courses
Michelle Bishop, HEE Genomics Education Programme, Birmingham, UK

#5HH13  Different ways to blend a Massive Open Online Course (MOOC) into medical teaching
Renée A Hendriks, Leiden University Medical Center, Leiden, Netherlands

#5HH14  Students as Educators: Enhancing Medical Education through MOOC Creation
Leah Marks, University of Glasgow, UK

#5JJ06  How Useful is Near Peer Teaching amongst Medical Students for both Teacher and Learner?
Stephanie Taylor, University of Cambridge School of Clinical Medicine, Cambridge, UK
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<td>#5JJ07</td>
<td>Peer teaching: Early Clinical Exposure taught by senior Medical Students</td>
<td>Volaluck Supajatura, Faculty of Medicine, Chiang Mai University, Chiang Mai, Thailand</td>
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<td>#5JJ08</td>
<td>Teach your peers! The benefits of a peer-led mock OSCE</td>
<td>Vicky Tilliridou, University of Liverpool, UK</td>
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<td>#5JJ09</td>
<td>Learning-by-teaching strategy of first aid and basic life support training for medical students can improve the knowledge about life support skills of trainers and trainees</td>
<td>Krongkarn Sutham, Department of Emergency Medicine, Faculty of Medicine, Chiang Mai University, Chiang Mai, Thailand</td>
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<tr>
<td>#5JJ10</td>
<td>Can’t we all just get along? Competition, collaboration and peer learning at medical school</td>
<td>Neill Storrar, Centre for Medical Education, Edinburgh, UK</td>
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<td>#5JJ11</td>
<td>Students’ perspective on curricular implementation of a PAL-programme – a qualitative approach</td>
<td>Jan D Gerken, Lernzentrum (skills lab), Office of the Vice Dean for Teaching and Learning, Charité Medical School Berlin, Germany</td>
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<td>#5JJ12</td>
<td>A Qualitative Comparison of Peer-to-Peer versus Near-Peer OSCE Teaching for Medical Students</td>
<td>Samantha Leong, Merridith Izatt, Chloe Caws, Elizabeth Hancock and Abigail Shaw, University of Bristol, UK</td>
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<td>#5JJ13</td>
<td>Peer-assisted learning in a teacher-centered education culture – A survey of traditional learning communities, Kenjinkai Maki Otani, Jichi Medical University, Shimotsuke, Japan</td>
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<td>#5KK07</td>
<td>The challenges of peer-led teaching for students and newly qualified doctors</td>
<td>Ahamodur Choudhury, GKT School of Medical Education, London, UK</td>
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<td>#5KK08</td>
<td>Near Peer Teaching of Physical Examination Skills in a Large Academic Medical Centre in Asia and Strategies to Sustain it</td>
<td>Xiang Lee Jamie Kee, Yong Loo Lin School of Medicine, National University of Singapore</td>
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<td>#5KK09</td>
<td>‘The Breakfast Club’: The Advantages of Discussing Cases Over Coffee</td>
<td>Hiren Patel, Royal Wolverhampton NHS Trust, Wolverhampton, UK</td>
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<td>#5KK10</td>
<td>Mentoring in a Near-Peer Teaching Programme – Can it Work?</td>
<td>Helen McDermott, RAISE, Birmingham, UK</td>
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<td>1600-1730</td>
<td>Meet the Expert: AMEE MedEdPublish Editor and Team</td>
<td>Richard Hays, Australia</td>
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**Group Meetings**

- **1600-1730**
  - **#5KK01** A three-year longitudinal milestone-based “Residents as Teachers” Program: a preliminary report
    - Chen-Huan Chen, Taipei Veterans General Hospital, Taipei, Taiwan
  - **#5KK02** Novice occupational therapy clinical educators in an acute hospital: experiences, challenges and recommendations
    - Charmaine Krishnasamy, National Healthcare Group, Singapore
  - **#5KK03** First aid and Basic life support training for university students as the “real practice” method to develop teaching skills for emergency medicine resident
    - Wachira Wongtanasarasin, Chiang Mai University, Chiang Mai, Thailand
  - **#5KK04** The West of Scotland Near Peer Teaching Programme: experiences and results of establishing a regional teaching programme
    - Kevin Gervin, University of Glasgow / NHS Greater Glasgow & Clyde, Glasgow, UK
  - **#5KK05** Training Trainees to Teach: supporting core psychiatry trainees to improve the delivery of undergraduate medical education
    - Helen Hargreaves, Northumberland, Tyne and Wear Foundation Trust, Newcastle Upon Tyne, UK
  - **#5KK06** Teaching residents to teach better; a newly developed training program
    - Marjel van Dam, University Medical Center Utrecht, Utrecht, Netherlands

**Room 301/302**

- **1745-1930**
  - **BEME Education and Training Committee (closed meeting)**
  - **BEME Translation into Practice Committee (closed meeting)**
  - **AMEE Research Committee (closed meeting)**
  - **AMEE Simulation Committee (closed meeting)**

**Room 303/304**

- **1745-1930**
  - **BEME BCCS**
    - (closed meeting)
  - **AMEE Meeting Room**

- **1745-1930**
  - **AMEE Fellowship Committee (closed meeting)**
  - **AMEE Meeting Room**
Tuesday 29th August

Registration Desk / Exhibition
0715-1745  Registration Desk Open  Southern Foyer
0930-1630  Exhibition Open  Hall 6

Tours – all tours depart and return to Messukeskus
1000-1400  Helsinki by Tram
1000-1600  Helsinki Highlights and Porvoo Tour
1400-1700  Helsinki City Tour

Group Meetings
0700-0800  AMEE 2018 Local Organising Committee (closed meeting)  AMEE Meeting Room
0700-0800  BEME Fund Raising Committee (closed meeting)  Room 301/302

0815-0945  #6 Plenary
Chair:  Lawrence Sherman, USA
Location:  Hall 1

0815-0900  #6A Plenary: The future shape of medical education using the allegory of the symphony orchestra and the role of the conductor
Location:  Hall 1
Robert Sells, University of Liverpool, UK

0900-0945  #6B Plenary: Addressing Health Disparities: Can Equity Pedagogy Help?
Location:  Hall 1
Catherine R Lucey, UCSF School of Medicine, USA

0945-1015  Coffee Break
Viewing of posters and exhibits  Hall 6

Soapbox Stage – Hall 6
0945-0955  Anatomage Italy srl
1000-1010  Body Interact

Session 7: Simultaneous Sessions

1015-1200  #7A Symposium: Educating new kinds of physicians to better meet the needs of the community
Ronald Harden, Professor of Medical Education (Emeritus) Dundee, UK; Terence Stephenson, General Medical Council, UK; Darrell Kirch, Association of American Medical Colleges, USA; Kathy Chappell, Accreditation Program and Institute for Credentialing Research, American Nurses Credentialing Center, USA; Matthias Wienold, International Alliance of Patients Organisation; Lawrence Sherman, Academy for Global Interprofessional Learning and Education, USA
Location:  Hall 1

1015-1200  #7B Symposium: Unravelling the complexities of major curriculum changes
Jennifer Cleland, University of Aberdeen, UK; Paul Worley, Flinders University, Adelaide, Australia; Debbie Jaarsma, University of Groningen, Netherlands; Tiuri van Rossum, Maastricht University, Netherlands; Floor Velthuis, University of Groningen, Netherlands
Location:  Hall 3a

1015-1200  #7C Symposium: Faculty Development to Achieve Excellence: Affirming global connections and advancing diversity
Yvonne Steinert, McGill University, Canada; Dujeepa Samarasekera, National University of Singapore; Patricia O’Sullivan, University of California San Francisco, USA; Outi Kortekangas-Savolainen, University of Turku, Finland; David Irby, University of California San Francisco, USA
Location:  Hall 3b

1015-1200  #7D Symposium: Leveraging the UME and GME learning into practice: The role of CPD in the continuum
Organised by Global Alliance for Medical Education: Todd Dorman, Department of Anesthesiology & Critical Care Medicine, Johns Hopkins University School of Medicine, USA; Nabil Zary, Games for Health Innovations Centre (ALIVE), Lee Kong Chian School of Medicine, Nanyang Technological University; Singapore; Suzanne Murray, AXDEV Group; Dale Kummerle, Bristol/Myers Squibb Company / Global Alliance for Medical Education, USA
Location:  Hall 3c

Note: Only the presenter(s) are listed in the programme. For a full list of authors, please see the App or Abstract Book (https://amee.org/getattachment/Conferences/AMEE-2017/AMEE-2017-Abstract-Book.pdf)
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<td>Research Papers: Simulation and Complexity</td>
<td>Ryan Brydges, Canada</td>
<td>Samuel Edelbring, Sweden</td>
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<td>Learning to manage complexity through clinical simulation: medical students' challenges and possible strategies</td>
<td>Gormley, Queens University Belfast, UK</td>
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<td>1035-1055</td>
<td>E2</td>
<td>“Help, I’m out of control”: Students’ emotional and behavioral responses to complexity</td>
<td>Esther Helmich, University Medical Center Groningen, Netherlands</td>
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<td>Coming and going: The role of episodic care in how teams define complex problems</td>
<td>Sayra Cristancho, Centre for Education Research &amp; Innovation (CERI), University of Western Ontario, London, Canada</td>
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<td>Differing stress responses by healthcare professionals during simulated medical emergencies</td>
<td>Jette Led Sorensen, Juliane Marie Centre for Children, Women and Reproduction, Rigshospitalet, University of Copenhagen, Copenhagen, Denmark</td>
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<td>Short Communications: Curriculum - Evaluation</td>
<td>Rashmi Kusurkar, Netherlands</td>
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<td>Understanding the &quot;emergence construct&quot; in health professions education through program evaluation</td>
<td>David Rojas, Wilson Centre, Toronto, Canada</td>
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<td>F2</td>
<td>Student-Centered Program Evaluation for Curriculum Reform: An Inside Look at the Clerkship Experience</td>
<td>Heeyoung Han, Southern Illinois University School of Medicine, Springfield, USA</td>
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<td>F3</td>
<td>Palliative care in undergraduate medical education: Students’ perspective</td>
<td>Jolien Pieters, Maastricht University, Maastricht, Netherlands</td>
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<td>1100-1115</td>
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<td>Undergraduate Medical Education and Requirements of Doctor’s Work - Physician 2013 Study in Finland</td>
<td>Elise Kousner, School of Medicine and Life Sciences and Pirkanmaa Hospital District, Tampere, Finland</td>
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<td>1115-1130</td>
<td>F5</td>
<td>Voluntary vs. compulsory student evaluation of clerkships: effect on validity and potential bias</td>
<td>Sola Aoun Bahous, Lebanese American University, Beirut, Lebanon</td>
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<td>1130-1145</td>
<td>F6</td>
<td>Class evaluation in addition to course evaluation is required in integrated courses</td>
<td>Su Young Kim, The Catholic University of Korea, College of Medicine, Seoul, Korea</td>
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<td>The impact of the practical year on the students’ performance in the second German medical state exam (M2)</td>
<td>Hossein Shahla, IMP, Mainz, Germany</td>
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<td>Titi Savitri Prihatiningsih, Indonesia</td>
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<td>G1</td>
<td>Improving the Transition from the Preclinical to Clinical Phases in Undergraduate Medicine through Near Peer e-Learning</td>
<td>Eilidh Logan, University of Glasgow Undergraduate Medical School, Glasgow, UK</td>
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<td>1030-1045</td>
<td>G2</td>
<td>RAISE (Raising Awareness at Induction in common Sources of Error): A Qualitative Evaluation</td>
<td>Hazel Coop, RAISE, Birmingham, UK</td>
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<td>Virtual On-Call: The junior doctor experience</td>
<td>Chal Amadi, Royal Surrey County Hospital, Guildford, UK</td>
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<td>Transitional challenges experienced by interns in Middle Eastern hospitals: an Interpretative Phenomenological study</td>
<td>Fiza Rashid-Doubell, Royal College of Surgeons Ireland - MUB, Manama, Bahrain</td>
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<td>Graduate nurses’ evaluation of mentorship: Development of a new tool</td>
<td>Lay Hwa Tiew, National University Hospital, Singapore</td>
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<td>Designing active learning experiences through innovative learning design and blended pedagogy</td>
<td>Kate Jurd, Rural Clinical School, University of Queensland, Toowoomba, Australia</td>
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<td>Thrown into the World of Independent Practice: From Unexpected Uncertainty to New Identities</td>
<td>Brett Schreve, The University of British Columbia, Vancouver, Canada</td>
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<td>1015-1200</td>
<td>H</td>
<td>Short Communications: Selection 2</td>
<td>Sharon Peters, Canada</td>
<td>Hall 3g</td>
</tr>
<tr>
<td>1015-1030</td>
<td>H1</td>
<td>An outcome-based approach to selection of medical students</td>
<td>Sanne Schreurs, Maastricht University, Maastricht, Netherlands</td>
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<tr>
<td>1030-1045</td>
<td>H2</td>
<td>Comparing the effects of non-cognitive versus cognitive admission within cohorts in one medical school</td>
<td>Marieke de Visser, Department for Research in Learning and Education, Radboudumc Health Academy, Radboud University Medical Center, Nijmegen, Netherlands</td>
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</tr>
<tr>
<td>1045-1100</td>
<td>H3</td>
<td>Holistic student selection process in a US veterinary medical program</td>
<td>Jacqueline Pelzer, Virginia Maryland College of Veterinary Medicine, Virginia Tech Blacksburg, VA, USA</td>
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<tr>
<td>1100-1115</td>
<td>H4</td>
<td>Preparation for the BioMedical Admissions Test (BMAT): Candidates’ use of free and commercial resources</td>
<td>Amy Devine, Cambridge Assessment, Cambridge, UK</td>
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<tr>
<td>Time</td>
<td>Session</td>
<td>Title</td>
<td>Speaker(s)</td>
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<tr>
<td>1015-1200</td>
<td>#7I5</td>
<td>Short Communications: Portfolios</td>
<td>Helen Goodyear, UK</td>
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<tr>
<td>1015-1200</td>
<td>#7I4</td>
<td>Selection into medicine using interviews and other measures</td>
<td>Boaz Shuluf, UNSW, Sydney, Australia</td>
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</tr>
<tr>
<td>1015-1200</td>
<td>#7I3</td>
<td>Medical Student engagement with an e-portfolio; A good predictor of Final Examination performance</td>
<td>Allison-Lynn Andrews, University of Southampton, UK</td>
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<tr>
<td>1015-1200</td>
<td>#7I2</td>
<td>Factors influencing electronic portfolio (ePortfolio) acceptability and impacts on occupational therapists continuing professional development</td>
<td>Brigitte Vachon, École de réadaptation, Université de Montréal, Canada</td>
<td></td>
</tr>
<tr>
<td>1015-1200</td>
<td>#7I1</td>
<td>Medical Student engagement with an e-portfolio; A good predictor of Final Examination performance</td>
<td>Allison-Lynn Andrews, University of Southampton, UK</td>
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<tr>
<td>1015-1200</td>
<td>#7I1</td>
<td>Medical education tools in modern electronic health records – case Apotti</td>
<td>Kaisa Joutsenniemi, Psychiatry Center, University of Helsinki and Helsinki University Hospital, Helsinki, Finland</td>
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<tr>
<td>1015-1200</td>
<td>#7I0</td>
<td>Operationalized patient centeredness skills – an empirical study</td>
<td>Monika Engblom, Karolinska Institutet, Stockholm, Sweden</td>
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<tr>
<td>Time</td>
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<tr>
<td>1030-1045</td>
<td>#7L2</td>
<td>Training the “Breaking bad news” with undergraduates: a challenge for Medical Education</td>
<td>Edaíne Faria de Moura Villela, Federal University of Goiás (UFG), Jataí/GO, Brazil</td>
<td>Medicine, Cardiff, UK</td>
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<tr>
<td>1045-1100</td>
<td>#7L3</td>
<td>A case study to explore how medical students learn linguistic cognitive skills during preclinical training</td>
<td>John Vergel, Universidad del Rosario School of Medicine and Health Sciences, Bogota, Colombia</td>
<td>– General</td>
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<tr>
<td>1100-1115</td>
<td>#7L4</td>
<td>Role Play as an Educational Tool: “Patient Encounters” Workshop</td>
<td>Paivi Polo, Turku University, Turku, Finland</td>
<td>MacKay Medical College, Taipei, Taiwan</td>
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<tr>
<td>1115-1130</td>
<td>#7L5</td>
<td>Developing expertise in motivational interviewing communication skills in nurses</td>
<td>Jos Dobber, Achieve, Amsterdam University of Applied Sciences, Amsterdam, Netherlands</td>
<td>Southampton, UK</td>
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<tr>
<td>1130-1200</td>
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<td>Discussion</td>
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<tr>
<td>1015-1200</td>
<td>#7M</td>
<td>Short Communications: Curriculum Subjects</td>
<td>Chairperson/Discussant: Samar Aboulsoud, Qatar</td>
<td>Leeds Medical School, Leeds, UK</td>
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<tr>
<td>1015-1030</td>
<td>#7M1</td>
<td>Stigma kills: reducing medical students’ stigma against mental illness</td>
<td>Pete Ellis, University of Otago, Wellington, New Zealand</td>
<td>Sunsea Choi, University of Southampton, UK</td>
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<tr>
<td>1030-1045</td>
<td>#7M2</td>
<td>Leeds Makes Waves: Ultrasound teaching in MBChB</td>
<td>Laura Smith, Leeds Institute of Medical Education, University of Leeds, UK</td>
<td>J Tichelaar, VU University Medical Center, Amsterdam, Netherlands</td>
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<tr>
<td>1045-1100</td>
<td>#7M3</td>
<td>Clinical pharmacology and therapeutics education in EU needs harmonisation and modernisation: a cross-sectional survey among 185 medical schools in 27 countries</td>
<td>J Tichelaar, VU University Medical Center, Amsterdam, Netherlands</td>
<td>Angela Kubacki, St George’s, University of London, UK</td>
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<tr>
<td>1100-1115</td>
<td>#7M4</td>
<td>LGBT attitudes and experiences of staff and students in health education: a longitudinal study</td>
<td>Susie Schofield, University of Dundee, UK</td>
<td>Judy Kim, University of Durham, Canada</td>
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<td>1115-1130</td>
<td>#7M5</td>
<td>WITHDRAWN</td>
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<tr>
<td>1130-1145</td>
<td>#7M6</td>
<td>Scenario-based Nutrition Community design approach to facilitate medical and allied health professionals’ training of nutrition</td>
<td>Susie Schofield, University of Dundee, UK</td>
<td>Judy Kim, University of Durham, Canada</td>
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<tr>
<td>1145-1200</td>
<td>#7M7</td>
<td>Nutrition-related issues in graduate medicine education and national physician license examination in Taiwan</td>
<td>Tsang-En Wang, Mackay Memorial Hospital and Mackay Medical College, Taipei, Taiwan</td>
<td>Judy Kim, University of Durham, Canada</td>
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<tr>
<td>1015-1200</td>
<td>#7N</td>
<td>Short Communications: Assessment – General</td>
<td>Chairperson: Agnes Dodds, Australia</td>
<td>Leeds Institute of Medical Education, University of Leeds, UK</td>
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<tr>
<td>1015-1030</td>
<td>#7N1</td>
<td>Developing an assessment strategy for the 21st century</td>
<td>Lee Coomes, Cardiff University School of Medicine, Cardiff, UK</td>
<td>Leeds Institute of Medical Education, University of Leeds, UK</td>
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<tr>
<td>1030-1045</td>
<td>#7N2</td>
<td>Large scale peer assessment of professional behaviours in interprofessional learning teams</td>
<td>Chris Roberts, University of Sydney, Australia</td>
<td>Medicine, Cardiff, UK</td>
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<tr>
<td>1045-1100</td>
<td>#7N3</td>
<td>'AIM' for quality in undergraduate medical assessment: Development and validation of 'Assessment Implementation measure (AIM)', a tool to measure faculty perceptions about the implementation of assessment standards in undergraduate medical programs</td>
<td>Madhia Sajjad, Riphah International University, Rawalpindi, Pakistan</td>
<td>Medicine, Cardiff, UK</td>
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<tr>
<td>1100-1115</td>
<td>#7N4</td>
<td>More voice, less multiple choice: poster exam in social medicine for third-year medical students</td>
<td>Anika Stegmeier-Petroianu, Mannheim Institute of Public Health, Medical Faculty Mannheim, Heidelberg University, Germany</td>
<td>Medicine, Cardiff, UK</td>
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<tr>
<td>1115-1130</td>
<td>#7N5</td>
<td>Rethinking Peer and Self-evaluation in Medical Education</td>
<td>Natasha Parkin, Deakin University, Geelong, Australia</td>
<td>Medicine, Cardiff, UK</td>
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<tr>
<td>1130-1145</td>
<td>#7N6</td>
<td>The Differential Utility of a Tool for Reading Written Reflections: Debriefing VS Assessment</td>
<td>Lawrence Grierson, McMaster University, Hamilton, Canada</td>
<td>Medicine, Cardiff, UK</td>
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<td>1145-1200</td>
<td>#7N7</td>
<td>Assessing reflection: Experiences with a new workplace-based assessment method</td>
<td>Gunver Lillevang, University of Copenhagen, Roskilde, Denmark</td>
<td>Medicine, Cardiff, UK</td>
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<tr>
<td>1015-1200</td>
<td>#7O</td>
<td>Short Communications: Assessment - OSCE 2 / Clinical Assessment</td>
<td>Chairperson/Discussant: Katharine Boursicot, Singapore</td>
<td>Medicine, Cardiff, UK</td>
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<tr>
<td>1015-1030</td>
<td>#7O1</td>
<td>Challenges to Achieving Equivalence in the Early Years OSCE</td>
<td>Wee-Ming Lau, Monash University Malaysia, Petaling Jaya, Malaysia</td>
<td>Medicine, Cardiff, UK</td>
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<td>1030-1045</td>
<td>#7O2</td>
<td>Is it worth it? Experiences of delivering formative Objective Structured Clinical Examinations (OSCE) in the early years of medical education</td>
<td>Angela Kubacki, St George’s, University of London, UK</td>
<td>Medicine, Cardiff, UK</td>
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<tr>
<td>1045-1100</td>
<td>#7O3</td>
<td>How can OSCEs help build general medical competencies in an undergraduate Ophthalmology-based curriculum?</td>
<td>Daniel de Oliveira, Federal University of Rio Grande do Norte, Natal, Brazil</td>
<td>Medicine, Cardiff, UK</td>
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<tr>
<td>1100-1115</td>
<td>#7O4</td>
<td>Evaluation of the Collaborator Objective Structured Clinical Examination</td>
<td>Pamela Pike, Memorial University of Newfoundland, St. John’s, Canada</td>
<td>Medicine, Cardiff, UK</td>
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<tr>
<td>1115-1130</td>
<td>#7O5</td>
<td>Growth of Medical Competence: Direct Observation of Students during Third Year Clinical Clerkships</td>
<td>Claudio Violato, Wake Forest School of Medicine, Winston-Salem, USA</td>
<td>Medicine, Cardiff, UK</td>
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</tbody>
</table>
1015-1200  Short Communications: eLearning - Resources and Courses
Chairperson: Luke Woodham, UK
Discussant: Melih Elcin, Turkey
Location: Room 208

1045-1100  How do virtual teams collaborate in online learning tasks without a tutor?
Daniëlle Verstegen, Maastricht University, Netherlands

1100-1115  Massive open online courses: are social learners more likely to complete the course?
Veena Rodrigues, Norwich Medical School, University of East Anglia, Norwich, UK

1115-1130  Learning to lead group work in an online course
Charlotte Silén, Karolinska Institutet, Stockholm, Sweden

1130-1145  A survey of short and modular courses for an e-learning program
Afsaneh Dehnad, Iran University of Medical Sciences, Iran National Center for Strategic Research in Medical Education, Tehran, Iran

1145-1200  Discussion

1015-1200  Short Communications: Community Oriented Medical Education
Chairperson: Ricardo León Bórquez, Mexico
Location: Room 207

1045-1100  The Social Responsibility of Medicine – principles and emerging directions for the “Change A World” program: innovation, leadership through community engagement in Israel
Ruth Margalit, Tel Aviv Sackler Faculty of Medicine, Atzmon, Israel

1100-1115  How to engage medical students in interprofessional care by home-care visits
Eva Toth-Pal, Department of Neurobiology, Care Sciences and Society, Karolinska Institutet, Huddinge, Sweden

1115-1130  ETGAR – Training students to tackle health inequalities. Evaluation of a novel student-delivered service that bridges transition between care settings
Doron Sagri, Faculty of Medicine in the Gail, Bar ilan University, Zef, Israel

1130-1145  Learning psychiatry in primary care settings, from the perspective of fourth year medical students in Penang, Malaysia
Vincent Russell, Department of Psychiatry, Royal College of Surgeons in Ireland, Dublin, Ireland

1145-1200  Nursing students’ perceptions of community care and other areas of nursing practice – A review of the literature
Margriet van Iersel, Amsterdam University of Applied Sciences, Amsterdam, Netherlands

1015-1200  Round Table: Surgery
Chairperson: Ajit Sachdeva, USA
Location: Room 210

1045-1100  Establishing a simple scale for defining a good surgical teacher
Annette Mercer, The University of Western Australia, Perth, Australia

1100-1115  Improving the surgical clerkship environment - Feeding back to the teachers
Sanjeev Krishna, The University of Auckland, Auckland, New Zealand

1115-1130  Surgical teaching: integrating clinical and surgical learning through operative anatomy
Elliot Goodman, Department of Surgery, Ziv Medical Center, Safed, Israel

1130-1145  How to maximise learning in theatre?
Bridging the gap between the students’ demands and the surgeons’ expectations
Dilshani Hunukumbure, Imperial College London, London, UK

1145-1200  Trainees with an interest in periOperative Medicine (TriPOM) – New cross-speciality educational collaboration in perioperative medicine
Catrin Williams, Morriston Hospital, Swansea, UK

1115-1130  Analysis from the first cohort to complete the Remote Online Surgical Education (R.O.S.E.) Programme
Oliver Trampleasure, Virtual Medics, London, UK

1130-1145  Teaching Surgery using High Definition CCTV system – beyond the class size limit
Enders Ng, The Chinese University of Hong Kong, Hong Kong
#7S  Short Communications: BEME
Chairperson/Discussant: Morris Gordon, UK
Location: Room 203a

#7St  What are the features of targeted or system-wide initiatives that affect diversity in health professions trainees? A Best Evidence Medical Education (BEME) systematic review
Rabia Ahmed, Department of Medicine, University of Alberta, Edmonton, Canada

#7S2  Defining clinical reasoning: findings from a BEME scoping study
Meredith Young, McGill University, Montreal, Canada

#7S3  Assessing reflection - what’s the evidence?
Julie Williams, School of Oral and Dental Sciences, University of Bristol, UK

#7S4  Workplace Learning through Collaboration in Primary Healthcare: A BEME Realist Review of What Works, for Whom, and in What Circumstances
Peter Pype, University Hospital – 6K3, Department of Family Medicine and Primary Health Care, Ghent University, Gent, Belgium

#7S5  Assessing the behavioural and social science curricula components for undergraduate medical students: A BEME Systematic Review
Ellie Hothersall, University of Dundee, UK

#7S6  Utility of selection methods for specialist medical training: A BEME (Best Evidence Medical Education) Systematic Review
Chris Roberts, Medical Education and Primary Care, University of Sydney, New South Wales, Australia

Discussion

#7T  Workshop: Young medical educators’ workshop: Advancing your career in medical education
Søren Huwendiek, Department of Assessment and Evaluation, Institute of Medical Education, Bern, Switzerland; Zubair Amin, Medical Education Unit, National University Hospital, Singapore; Charlotte Ringsted, Centre for Health Sciences Education, Aarhus University, Aarhus, Denmark; Stewart Mennin, Mennin Consulting and Associates Inc., Albuquerque, New Mexico, USA; Monica van de Rijder, College of Human Medicine Michigan State University, Grand Rapids, Michigan, USA
Location: Room 203b

#7U  Workshop: New Models of Clinical Teaching in an Era of CBME: Supervision, Observation & Coaching
Jason R Frank, Denyse Richardson, Royal College of Physicians & Surgeons of Canada, Ottawa, Canada; Anna Oswald, University of Alberta, Division of Rheumatology, Department of Medicine, Edmonton, Canada
Location: Room 204

#7V  Workshop: Elucidating the Enigma of Assessment in Interprofessional Education: An Introduction to the Role of Structure, Function and Outcome
Brian S. Simmons, Department of Pediatrics, Faculty of Medicine, University of Toronto and Staff Neonatologist, Sunnybrook Health Sciences Centre, Toronto, Ontario, Canada; Susan J. Wagner, Department of Speech-Language Pathology, Faculty of Medicine, University of Toronto, Ontario, Canada
Location: Room 205

#7W  Workshop: Simulation Journal Club
Lars Konge and Debra Nestel, co-chairs of the AMEE Simulation Committee along with members of the committee
Location: Room 209

#7X  Workshop: Use of Generalizability Theory in Designing and Analyzing Performance-Based Tests
David Swanson, ABMS, Chicago, IL, USA and University of Melbourne Medical School
Location: Room 215

#7Y  Workshop: The Role of Virtual Patients in the Development and Assessment of Entrustable Professional Activities Leading to Competencies in Undergraduate Medical Education
James B. McGee, University of Pittsburgh School of Medicine, Pittsburgh, USA; Nancy Posel; David M. Fleiszer
Location: Room 216

#7Z  Workshop: Case-by-Case Remediation: using a theoretical framework and personalised case manager approach to analyse and rehabilitate professional lapses
Susannah Brockbank, Paula Byrne and Viktoria Joynes, University of Liverpool, UK
Location: Room 217

#7AA  Workshop: Medical Education in Difficult Circumstances - a one-year follow-up workshop
Michelle McLean, Faculty of Health Sciences & Medicine, Bond University, Gold Coast, Australia; Judy McKimm, Swansea University Medical School, Swansea, UK; Trevor Gibbs, AMEE, Dundee, UK; Ewa Pawłowicz, Medical University of Lodz, Poland
Location: Room 218

#7BB  Workshop: Impact of Chaos, Boids, Wicked, and Swarm theon Medical Education
Davinder Sandhu, RCSI Bahrain, Adliya, Bahrain
Location: Room 306
#7CC ePosters: Placement Learning and Flipped Classroom
Chairperson: Suleyman Yildiz, Turkey
Location: Room 206

#7CC01 Faculty perceptions of a new education program in the primary health centers for novice undergraduate medical students
Noora Al-Mutawa, Primary Health Care Corporation (PHCC), Doha, Qatar

#7CC02 Using CanMeds framework to provide a tool for the first year medical students to reflect upon early patient encounters
Liisa Kulkka, Department of General Practice, University of Helsinki, Finland

#7CC03 Younger and Younger: Teaching 2nd Year Students Emergency Department Assessment and Care of Fractures and Dislocations, a New Curriculum
Colleen Bush, Michigan State University College of Human Medicine, Grand Rapids, MI, USA

#7CC04 Mistreatment of clinical students by patients/families: empowering our future doctors
Tong-Khee Tan, SingHealth Anesthesiology, Singapore General Hospital and Duke-NUS Graduate Medical School, Singapore

#7CC05 A mobile platform for organisation and learning in practice placements of student nurses
Gilbert Peffer, stack.services GmbH, Barcelona, Spain

#7CC06 Illuminating the job shadowing experience of medical students in an orthopaedic posting: learning about the roles of Allied Health Professionals (AHPs)
Abigail Lum, Tan Tock Seng Hospital, Singapore

#7CC07 Clinical Skills Passport App: Feedback on the go
Nancy Davies, Leeds Institute of Medical Education, University of Leeds, UK

#7CC08 Anticipatory health education animation enhances medical students’ learning in pediatric clerkship
Chyi-Her Lin, NCKUH, Tainan, Taiwan

#7CC09 Flipped classroom: Interactive CAI gives better result of learning than reading textbook
Watanaporn Vorasilapa, Chonburi Medical Education Center, Chonburi, Thailand

#7CC10 Learning experiences of dietician students with technology enhanced teaching and learning
Susanna M Hanekom, North-West University, Potchefstroom, South Africa

#7CC11 How flipped-classroom concept influences learners’ perception and competency of evidence-based practice
Delmar C. Lin, Taipei City Hospital, Taipei, Taiwan

#7CC12 The Effectiveness of a Pre-class Video in Gaining the Knack of Laparoscopic Suture for the Novice Undergraduates
Po-Li Wei, Taipei Medical University Hospital, Taipei, Taiwan

#7DD Posters: Teaching Clinical and Practical Skills
Chairperson: Peter Cantillon, Ireland
Location: Hall 6

#7DD01 The big deal with direct ophthalmoscope in medical students – Once in Community equal to many in Hospital
(Outpatient department)
Anant Bhoramata, Thammasat University Chumphonkhetudomsakdi Campus, Chumphon, Thailand

#7DD02 Public Mind Activity of 6th year Medical Students on Basic Life Support Training Workshop has Helped Increase the Pride and Confidence of the Students’ Life Support Skills
Krittaya Promrat, Maharaj Nakorn Si Thammarat Hospital Medical Education Center, Nakorn Si Thammarat, Thailand

#7DD03 Skeletal Model Enhanced Medical Student Knee Joint Aspiration Skill
Krits Salang, Medical Education Center of Khon Kaen Hospital, Khon Kaen, Thailand

#7DD04 Outcomes of Current Resuscitation Training: Do We Achieve Guideline Targets?
Ming-Yuan Huang, Mackay Memorial Hospital, Taipei, Taiwan

#7DD05 A smart intraoperative instruction on surgical procedure on Google Glass
Katerina Bogomolova, Erasmus MC University Medical Center, Rotterdam, Netherlands

#7DD06 Smartphone for fundus examination by medical student
Atporn Surawongsin, Mahasarakarm Hospital, Mahasarakarm Province, Thailand

#7DD07 Development and evaluation of a learning resource on sterile fields for MBBS students
Caroline Everden, St George's University of London, UK

#7DD08 Our student-centered Basic Life Support (BLS) education is improved by computer-based evaluation
Kagemasa Kajiwara, Division of Basic Molecular Science and Molecular Medicine, School of Medicine, Tokai University, Isehara, Japan

#7DD09 Basic life support annual assessment impact on competency performance
Ricardo Tjeng, University of Beira Interior - Faculty of Health Science, Covilha, Portugal

#7DD10 "It Takes A System" - Training Firefighters to Deliver High Quality Cardiac Resuscitation In The Community
Naushen Doctor, Sengkang Health, Singapore

#7DD11 Airway management by medical students in simulated resuscitation scenario
Kirimajra Polsawalai, Kuopio University Hospital, Kuopio, Finland

#7DD12 From chaos to clarity - creating a film as a learning activity to standardize rounds
Wilhelmina Ekström, Karolinska Institute, Stockholm, Sweden

#7DD13 Perceptions and abilities related to patient engagement in diabetes care among primary health care providers in Malaysia
Ulla Bjerre-Christensen, Steno Diabetes Center Copenhagen, Gentofte, Denmark

#7DD14 The features of role models in "The Wisdom of Medical Experts” program
Pei-Chun Lin, Far Eastern Memorial Hospital, Taipei, Taiwan
#7DD15  Thoracic imaging learning by concordance of perception
Chantal Lafond, Université de Montréal, Canada

#7DD16  Medical skills training for undergraduate dental students
Mahsa Nikaein, Dentistry School of Isfahan University of Medical Sciences, Isfahan, Iran

#7DD17  “See me, feel me, touch me, heal me…” – Teaching abdominal examination
Carlos Caramori, FMH UNESP Univ Estadual Paulista, Botucatu/SP, Brazil

#7DD18  Improvement in the understanding of ophthalmologic emergency using trauma bedside teaching
Pirunrat Jaraksuwan, Clinical Medical Education Center, Surin, Thailand

#7DD19  Performance improvement with repetition of hands-on courses has its limits
Edison Paiva, Teaching and Research Institute of the Syrian-Lebanese Hospital, Sao Paulo, Brazil

#7DD20  Provision of Physical Examination Courses in the UK (PECUK)
Bernard Klemenz, Southsea Medical Centre - Teaching Practice University of Southampton, Portsmouth/Southsea, UK

1015-1200

#7EE  Posters: Clinical Reasoning and Critical Thinking
Chairperson: Ralph Pinnock, New Zealand
Location: Hall 6

#7EE01  “Double jump” assessment as an alternative way to improve clinical reasoning in undergraduate medical students
Patricia Cury, FACERES Medical School, São José do Rio Preto, Brazil

#7EE02  The impact of case-based clinical reasoning (CBCR) on the development of medical students’ diagnostic skills
Galine Simonia, Tbilisi State Medical University, Tbilisi, Georgia

#7EE03  Implementation of an online course to teach and assess clinical reasoning with virtual patients and concept mapping
Inga Hege, Institute for Medical Education University Hospital of LMU Munich, Germany

#7EE04  Case representation scaffolds improve diagnostic efficiency in 4th-5th year medical students: results of a randomized controlled study
Leah Braun, Institut für Didaktik und Ausbildungsforschung in der Medizin, Munich, Germany

#7EE05  Using simulation to develop clinical reasoning in veterinary students
Claire Vinten, Royal Veterinary College, London, UK

#7EE06  SPIRALS: A New Cognitive Approach to Teaching and Learning Clinical Reasoning in Emergency Medicine
Tia Renouf, Memorial University of Newfoundland, St. John’s, Canada

#7EE07  Developing a model for teaching and assessing critical thinking skills in medicine: a qualitative study
Mahboobeh Khabaz Marfinezad, Tehran University of Medical Sciences, Tehran, Iran

#7EE08  Effects of blended learning on the clinical reasoning process of Japanese nurses trained in Specified Medical Acts
Machiko Saeki Yagi, School of Nursing, Jichi Medical University, Japan

#7EE09  Accelerated learning at Masters level: Case-Based Learning of Diagnostic Reasoning skills by Physician Associate Students
Nicola Dearnley, Brighton and Sussex Medical School, Brighton, UK

#7EE10  The teaching of clinical reasoning by senior clinicians
Megan Anakin, University of Otago, Dunedin, New Zealand

#7EE11  Effect of Clinical Clerk Ability and Station Content on Clinical Reasoning in an Internal Medicine Structured Oral Examination (SCO)
Daniel M. Panisko, Department of Medicine University of Toronto, Canada

#7EE12  Less is more: Restructuring a clinical reasoning and differential diagnosis course for 5th year medical students
Philip Bintaro, Hannover Medical School - Department of Nephrology, Hannover, Germany

#7EE13  Tactfully Teaching the Teachers – a distributed model for teaching Critical Thinking
Simon Field, Dalhousie University, Halifax, Canada

#7EE14  Investigating Scientific Reasoning and Argumentation in Medical Education and Beyond
Markus Berndt, University Hospital of LMU Munich, Institute for Medical Education, Munich, Germany

#7EE15  To what extent do dental students engage with reflection in undergraduate clinical practice?
Sarah Reynolds, La Trobe University, Bendigo, Australia

#7EE16  Enhancing Reflection in Medical Students by Chat Application
Chawalit Chayangsu, Surin Hospital Medical Education Center, Suranaree University of Technology, Surin, Thailand

#7EE17  Gender specific linguistic analysis of reflective writing of undergraduate medical students
Nina Salooja, Imperial College London, UK

#7EE18  Choosing Wisely in Medical School - as Soon as Possible
Marilia Gusmao, Escola Bahiana de Medicina e Saude Publica, Salvador, Brazil

1015-1200

#7FF  Posters: Anatomy and Surgery
Chairperson: Wojciech Pawlina, USA
Location: Hall 6

#7FF01  Learning Anatomy through Art
Hywel Rhys Williams, Peninsula College of Medicine and Dentistry, Plymouth, UK

#7FF02  Anatomy E-Tutorial on the Arterial Supply of the Human Body
Muhammad Patel, University of Glasgow, UK

#7FF03  Digital anatomy at your fingertips: A bespoke touchscreen gateway for accessing digital anatomy resources at the dissection table
CJ Taylor, Brighton and Sussex Medical School, Brighton, UK
1015-1200

**#7FF04** Photogrammetry as part of a multi-modal teaching model in anatomy education: a first year medical cohort perspective
Lauren Fisher, University of Liverpool, UK

**#7FF05** Innovative Peer-Learning Activity for Neuro-Anatomy in Cambodia
Sengkhoun Lim, University of Health Sciences, Phnom Penh, Cambodia

**#7FF06** Fostering understanding of entities and professional conduct: pedagogical development of two anatomy courses in veterinary medicine
Juha Laakkonen, University of Helsinki, Finland

**#7FF07** Fresh porcine hearts in heart anatomy teaching
Suvi Viranta-Kovanen, University of Helsinki, Finland

**#7FF08** Effectiveness of virtual modalities for teaching gross anatomy
Jennifer McBride, Cleveland Clinic Lerner College of Medicine, Cleveland, USA

**#7FF09** Doughnut Rounds are an Effective Way to Learn Clinical Anatomy
Saud Majid Al蔺huli, University of Malta Medical School, Msida, Malta

**#7FF10** A qualitative analysis of near peer teaching in an undergraduate anatomy course
Rishi Iyer, Imperial College London, UK

**#7FF11** Clinically most relevant aspects of anatomy in current obstetrics and gynaecology practice for teaching medical students
Meenakshi Swamy, Durham University, Stockton-on Tees, UK

**#7FF12** Innovative teaching methods improve learning outcomes in anatomy and physiology: is there evidence?
Guro Lie, Faculty of Education and International Studies, Oslo and Akershus University College, Oslo, Norway

**#7FF13** Development and Validation of a minimal invasive surgery skill learning instrument: Preliminary Results
Benjamin De Witte, Inter-University Laboratory of Human Movement Biology, Villeurbanne cedex, France

**#7FF14** “Statistic of the Month”: A new, interactive and engaging way to tutor trainee surgeons in statistics
Riinu Ots, University of Edinburgh, UK

**#7FF15** A Longitudinal Study on Medical Students’ Attitudinal Changes towards Cadaver Dissection in a Thai Medical School
Nutthiya Sukulsaik, Department of Anatomy, Faculty of Medical Science, Naresuan University, Phitsanulok, Thailand

#7GG Posters: Choice of Career
Chairperson: Regina Petroni Mennin, Brazil
Location: Hall 6

**#7GG01** Medical Education in Mississauga, Canada: Specialty choice and practice location for Suburban Based Medical Students
Alison Freeland, University of Toronto, Canada

**#7GG02** Private vs Public Medical School: A Comparison of Specialty Preferences of Final Year Medical Students in Pakistan
Otalba Imran, Alfa-sale University, Riyadh, Saudi Arabia

**#7GG03** Does manual dexterity in undergraduate simulation training affect the choice of clinical specialty?
Gen Kobayashi, International University of Health and Welfare, Narita, Japan

**#7GG04** Does the choice of medical school affect a UK graduate’s likelihood of becoming a surgeon?
Victoria Twigg, Royal College of Surgeons of England, London, UK

**#7GG05** What predicts doctors’ satisfaction with their chosen medical specialty? A Finnish national questionnaire
Teppo Heikilä, Ministry of Social Affairs and Health, Helsinki, Finland

**#7GG06** “They showed so much interest in me” – a Swedish mixed methods study about the effect of school experiences on career preference
Emelle Kristoffersson, Department of Public Health and Clinical Medicine, Family Medicine, Umeå University, Umeå, Sweden

**#7GG07** Career-Simulation for your future - Pre-doctor experience camps make it possible in senior high school students
Wen-Cheng Huang, Wan-Fang Hospital, Taipei Medical University, Taipei, Taiwan

**#7GG08** The role of personality and motivational factors on students’ career intentions for Primary Care and Surgery during their clinical training
Milesa Abbiati, University of Geneva, Faculty of Medicine, Geneva, Switzerland

**#7GG09** Are CPIRD doctors remaining in the rural environment after AEC?
Savanya Nganvivattavorn, Vachira Phuket Hospital, Phuket, Thailand

**#7GG10** Factors that influence undergraduate and postgraduate attitudes towards a career in general practice
Sabia Dayala, University of Manchester, UK

**#7GG11** Attitudinal Changes in psychiatry amongst undergraduate and graduate medical students and the effects on psychiatry as a discipline and career choice
Rathi Mahendran, National University Health System, Singapore

**#7GG12** Specialization Compass for Medical Students - Tools for Finding a Specialty
Jesse Karppinen, University of Tartu, Estonia

**#7GG13** When medical students are unsure: a longitudinal study on the dynamics of indecision about specialty preferences
Flávia Freitas, School of Medicine, University of Minho, Braga, Portugal

**#7GG14** Estimating the right number of medical specialists in the future: Case Finland
Johanna Rellman, Department of Neuroscience and Clinical Medicine, Family Medicine, Umeå University, Umeå, Sweden

**#7GG15** “Pegs and Holes”: How do we find best fit in the medical career jungle?
Adam Thomas, Keele University, Stoke-on-Trent, UK

**#7GG16** You become a man in a man’s world: is there a discursive space for women in surgery?
Elspeth Hill, Washington University School of Medicine, St Louis, USA
#7HH1 Posters: Teaching and Learning 1
Chairperson: Ewa Szumacher, Canada
Location: Hall 3 Foyer

- **#7HH01** Concept Mapping: Promising Tool for Integrating Adult Learning Theories into an Educational Philosophy for Teaching
Antoinette S. Ungaretti, Johns Hopkins University School of Education, Baltimore, Maryland, USA

- **#7HH02** Arts-based pedagogic approach for dementia awareness and training for healthcare professionals
Helen Orton, University of Liverpool, UK

- **#7HH03** Contemporary Art and Medical Education
Shuangyu Li, King’s College London, UK

- **#7HH04** Novel Approach to Recognising ECGs: Learn by Drawing
Mina N. Arsanious, University of Edinburgh Medical School / NHS Lothian, Edinburgh, UK

- **#7HH05** Evaluating observational drawing as an educational approach
Iain D Keenan, Newcastle University, Newcastle upon Tyne, UK

- **#7HH06** Learning by sleeping? – Sustainability of a guided training in “Learning to Learn” including sleep regulating techniques
Diether Tauschel, University of Witten/Herdecke, Faculty of Health, Department of Medicine, Integrated Curriculum for Anthroposophic Medicine (ICURAM), Witten, Germany

- **#7HH07** Working with the student in multi professional care: a psychodrama experience
Ieda Aileuia, Escola Bahiana de Medicina e Saude Publica (EBMSP), Salvador, Brazil

- **#7HH08** The Perceived effectiveness of Medical Textbooks Books in targeting different Subdomains of learning
Omar Jamal Eldeib, Alfaisal University, Riyadh, Saudi Arabia

- **#7HH09** Mapping the Balint groups to the ACGME Family Medicine Competencies
Jumana Antoun, American University of Beirut, Lebanon

- **#7HH10** Using Different Teaching Formats During Human Physiology Course to Increase Motivation and Test Performance in Multicultural Student Population in Slovakia
Silvia Hnilicova, Institute of Physiology, Faculty of Medicine, Comenius University, Bratislava, Slovakia

- **#7HH11** A practical skills programme in Biomedical Sciences: challenges in implementation and optimization
Ana Mafalda Fonseca, Faculty of Health Sciences, University of Beira Interior, Covilhã, Portugal

- **#7HH12** Breastfeeding teaching by interactive Training Method: Medical students should know and practice well
Sakulrat Sirirojana, Kalasin Medical Education Center, Kalasin, Thailand

- **#7HH13** Medical students’ learning outcomes of Medical Resources Integration and Optimization in Family Medicine
Sudarant Wijijittathakul, Medical Education Center, Ratchaburi Hospital, Ratchaburi, Thailand

- **#7HH14** Theatrical improvisation as a method in Medical Education
Adisson Ledubino, State University of Campinas, Brazil

- **#7HH15** A conversation in prison!
Transformative learning for professional skill development in the first year medical students of the Joint Medical Programme
Amarin Narkwichean, Joint Medical Programme (between Srinakharinwirot and University of Nottingham, UK), Faculty of Medicine, Srinakharinwirot University, Nakhon Nayok, Thailand

- **#7HH16** Application of Differentiated Instruction to Enhance Learning Effect of Neonatal Respiratory Care Course
Jui-Fang Liu, Kaohsiung Chang Gung Memorial Hospital, Kaohsiung, Taiwan

- **#7HH17** Understanding the unique factors causing the phobia of neurological localization amongst medical students - how can we aim for neurophilia instead?
Shelia Srinivasan, National Neuroscience Institute, Singapore

- **#7HH18** Visualization as a reflection technique in the learning process: A qualitative approach
Carolina Bustamante Durán, Universidad de Concepción, Chile

- **#7HH19** Effectiveness of ethical dilemmas on rare disease - Scenario-center teaching program
Chih-I Hung, Tungs’ Taichung MetroHardor Hospital (Nursing Department), Taichung, Taiwan

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1015-1200

- **#7II01** Knowledge and Attitude towards Interprofessional Collaboration among Postgraduate Medical Students of Bangladesh
S M Tajdil Rahman, National Institute of Diseases of the Chest & Hospital, Dhaka, Bangladesh

- **#7II02** Working collaboratively to ensure safe delivery of extended roles in the hospital eye care service
Jacqueline Martin, College of Optometrists, London, UK

- **#7II03** Assessing the Learning Needs of a Team: a practical tool to guide needs assessments for interprofessional learning
Judith Peranson, St. Michael’s Hospital Dept. of Family and Community Medicine, Toronto, Canada

- **#7II04** Similarities and differences between Intra- and Interprofessional Conflicts in Healthcare: Implications for Training
Mathieu Nendaz, UDREM, University of Geneva, Switzerland

- **#7II05** Challenges and strategies to develop an Interprofessional Education in a residency program
Luciana Motta, Uerj, Rio de Janeiro, Brazil

- **#7II06** The strategy and effectiveness of inter-professional education (IPE) led by non-physician medical personnel: a nursing department study
Chia Lun Lee, Kaohsiung Medical University Hospital, Kaohsiung Medical University, Kaohsiung, Taiwan

- **#7II07** Impact of interprofessional education module on attitudes of health-care providers involved in maxillofacial rehabilitation
Sae Deshpande-Deshmukh, VSPM Dental College & Research Center, Nagpur, India
| #7jo8 | Discursive representations of patients in the interprofessional team meetings of a geriatrics ward | Mary Lee, Health Outcomes & Medical Education Research (HOMER), National Healthcare Group, Singapore |
| #7lo9 | Learning in Interprofessional Communities of Clinical Practice - A Qualitative Study of Physicians and Physician Assistants | Maura Polansky, Anderson Cancer Center, Houston, TX, USA; Maastricht University, Maastricht, Netherlands |
| #7lo0 | Working multi-professionally towards better health outcomes among patients with chronic diseases | Tiina Vitaniem, City of Hämeenlinna, Health Care Services, Hämeenlinna, Finland |
| #7lo1 | Marrying healthcare professionals to technologists: hackathon as a venue for interdisciplinary education | Atipong Pathanasetphong, Faculty of Medicine, Khon Kaen University, Khon Kaen, Thailand |
| #7lo2 | Effectiveness of an interprofessional practice training programs in new healthcare professionals | Yu-Hsia Lee, Mackay Memorial Hospital, Taipei, Taiwan |
| #7lo3 | The status of interprofessional education and collaborative practice within the occupational therapy, physical therapy, and speech-language pathology professions in the Philippines | Michael Sy, Tokyo Metropolitan University, Tokyo, Japan |
| #7lo4 | Becoming a better team player. Interprofessional team learning for medical residents to enhance collaborative care. A formative evaluation study in a geriatric medicine unit. | Jason MacDonald, The Ottawa Hospital, Ottawa, Canada |
| #7lo5 | Interprofessional Teamwork in Medical Education | Gabriel Reedy, King’s College London, UK |
| #7lo6 | Healthcare matrix with KAS model of thinking template as an effective model to teach interprofessional education in practice for transdisciplinary teamwork | Feng-Cheng Liu, Division of Rheumatology, Tri-Service General Hospital, Taiwan |
| #7lo7 | Effective interprofessional education for teamwork and communication with medical, pharmacy, and nursing students | Takaaki Shamoto, Nagoya University School of Medicine, Nagoya, Japan |
| #7lo8 | A simple and effective teaching tool to teach good quality interprofessional handover skills | Janina Iwaszko, University of Worcester, UK |

1015-1200

| #7jo2 | Preparedness of Foundation Doctors in Communication Skills with Children and Parents | Emma Clare Hughes, Bolton NHS Foundation Trust, Manchester, UK |
| #7jo3 | Making consensus of Trainer-assessment in Dental Post-Graduate Year Training | Ci Huang, Division of Primary Care Medicine, The Joint Commission of Taiwan, New Taipei City, Taiwan |
| #7jo4 | What do Foundation Year 1 Trainees Perceive as Barriers to Professionalism? | Cassandra Ng, University Hospital of South Manchester, UK |
| #7jo5 | Interactive Workshop for Post-graduate Medical students (Interns): The effective way of continuous medical education | Parichart Dolchalermyittana, Kalsalin Hospital, Kalsasin, Thailand |
| #7jo6 | Social engineering as a method of development of social responsibility of interns in medical school | Ludmila Kovalenko, Medical Institution Surgut State University, Surgut, Russia |
| #7jo7 | An annual Urology tutorial for Foundation Year doctors is acceptable to Trainees and improves emergency and on-call care of patients | Sasqib Javed, Mid Cheshire Hospital NHS Foundation Trust, Crewe, UK |
| #7jo8 | Learning from Role Models on High Value, Cost-Conscious Care – Perspective from a National Teaching Hospital | Joo Wei Chua, National University Health System, Singapore |
| #7jo9 | Upward feedback bias in Foundation Programme training | Anil Tye Zhou, University of Manchester, UK |
| #7jo0 | Do Not Attempt Cardiopulmonary Resuscitation: A constructivist workshop dealing with challenging statements and questions for foundation doctors | Mayurun Ramadas, Imperial College School of Medicine, London, UK |
| #7jji | From Inception to Implementation: Improving Procedural Skills Training and Confidence for Core Medical Trainees in the East Midlands South Deanery | Ranaak Singh, University Hospitals of Leicester, UK |
| #7jji2 | Comparison of Institution Reviews within and outside of Canada | Tara Phillips, Royal College of Physicians and Surgeons of Canada, Ottawa, Canada |
| #7jji3 | What Do Clinical Competency Committees (CCCs) Have in Common? A Multi-specialty Survey of CCC Chairpersons | Andem Ekpenyong, Rush University Medical Center, Chicago, USA |
| #7jji4 | Evaluating the effectiveness and sustainability of near-peer simulation-based teaching among junior residents of a residency programme | Xiyuan Shen, National University Hospital, Singapore |
| #7jji5 | Relying Solely On Quantitative Residents’ Evaluations Does Not Tell The Full Story | Tracy Tan, Tan Tock Seng Hospital, Singapore |
Tuesday 29 August

1015-1200  #7KK Posters: Simulation 1
Chairperson: Dimitri Parra, Canada
Location: Hall 3 Foyer

#7KK01 The Impact of Targeted Simulation Training on Medical Student learning in Obstetrics and Gynaecology: A prospective cohort study with quantitative assessment
Prasanna Raj Supramaniam, Oxford University Hospitals NHS Foundation Trust, Oxford, UK

#7KK02 How Effective is Computer-based Simulation Compared to Traditional Simulation Training in Improving Educational Outcomes for Medical staff/students? : A Systematic Review
Anchalee Chaimual, Nakornping Medical Education Center, Nakornping Hospital, Chiang Mai, Thailand

#7KK03 Implementation and evaluation of a new student guided, video-assisted Simulation Course
Cynthia Szalai, University Duisburg-Essen, Germany

#7KK05 Collaborative networking of a resuscitation team in a simulated environment
Leila Niemi-Murola, University of Helsinki, Finland

#7KK06 A multidisciplinary simulation curriculum improves confidence and performance on the intensive care unit
David Mella, Department of Intensive Care Medicine, Prince of Wales Hospital, Prince of Wales Clinical School, UNSW, Sydney, Australia

#7KK07 Application of Hybrid Training in Clinical Comprehensive Skills Training Courses for Senior Medical Students
Zhijiao Chen, Zhongnan Hospital of Wuhan University, The Second Clinical College of Wuhan University, Wuhan, China

#7KK08 Identifying content for simulation-based curricula in urology: A nationwide needs assessment
Leilal Jey Nayahangan, Copenhagen Academy for Medical Education and Simulation, The Capital Region of Denmark, Copenhagen

#7KK09 Development and Implementation of a Neonatal Procedure Simulation Boot Camp
Tanzeema Hossain, Boston Children's Hospital, Boston, USA

#7KK10 Interprofessional simulation for professionals working for young people with physical and mental health needs
Christopher Kowalski, Maudsley Simulation, London, UK

#7KK11 First simulation-based Neurology teaching in Cambodia - Effectiveness and students' perspective
Vattanak Ek, University of Health Sciences, Phnom Penh, Cambodia

#7KK12 The Combination of Simulation and IPE/IPP Application in a Resources-limited Hospital in Taiwan
Cheng-Hsi Liao, Department of Urology, Taichung Armed Forces General Hospital, Taichung, Taiwan

#7KK13 Lessons learned in applying innovative evaluation methodology using simulation for curriculum improvement
Erica McDiarmid, Centre for Addiction and Mental Health, Toronto, Canada

#7KK14 Pitfalls in Emergency Medicine: Survey-based identification of learning objectives for targeted simulation curricula by emergency department (ED) staff
Kerry-Lynn Williams, Memorial University, St. John's, Canada

#7KK15 Implementation Of A Real-time Qualitative Tool For Resuscitation Simulation Training, A Pilot Study
Chua-Hsiung Lee, Mackay Memorial Hospital, Taitung, Taiwan

#7KK16 Does high fidelity translate into high realization of education goals?
Katarzyna Naylor, Department of Didactics and Medical Simulation, Medical University of Lublin, Poland

#7KK17 Content validity and functionality fidelity of an arthrocentesis simulator checklist
Reid Alexander Adams, Institute for Research and Clinical Strategy, Sarnia, Canada

#7KK18 "Silver Trauma": A multi-disciplinary simulation course to address the changing face of trauma in the UK
Thomas Sanctuary, King's College Hospital NHS Foundation Trust, London, UK

1215-1400 Lunch Break
Hall 6

Viewing of posters and exhibits

Soapbox Stage – Hall 6
1215-1225 Visual DX
1230-1240 ECFMG
1245-1255 ECFMG
1300-1310 Elsevier
1315-1330 Wolters Kluwer
1330-1340 Miamed GmbH

Courses
1230-1330 AMEE-ESME Course Room 203a
1230-1330 AMEE-RESME Course Room 204
1230-1330 ASME-FLAME Course Room 205
1230-1330 PASREV Course Room 209

Group Meeting
1215-1345 AMEE AGM (AMEE Members only)
Hall 3b
All Members encouraged to attend.
### Session 8: Simultaneous Sessions

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<th>Time</th>
<th>Session</th>
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| 1400-1530| **#8A** Symposium: Entrustment Decisions: Implications for Curriculum Development and Assessment  
Ara Tekian, University of Illinois at Chicago College of Medicine, Chicago, Illinois, USA; Ollie ten Cate, University Medical Centre Utrecht, Netherlands; John Norcini, FAIMER, Philadelphia, USA; Eric Holmboe, ACGME, Chicago, USA; Trudie Roberts, Leeds Institute of Medical Education, UK  
Location: Hall 1 |
| 1400-1530| **#8B** Symposium: Interprofessional Education: Identifying Best Practices for Schools and Countries  
Ducksun Ahn, WFME, South Korea; Barbara Barzansky and Dan Hunt, LCME/AAMC, USA; Nobuo Nara, JACME, Japan  
Location: Hall 3a |
| 1400-1530| **#8C** Symposium: CPD is more than CME  
AMEE Local organising committee, Helsinki and UEMS, European Union of Medical Specialists  
Hannu Halla, Finnish Medical Association, Finland; Bernard Mailllet, UEMS, Belgium; Kristiina Patja / Mervi Väisänen-Tommiska, Pro Medico, Finland  
Location: Hall 3b |
| 1400-1530| **#8D** Symposium: Advances in Evidence-Based Health Sciences Education  
Organised by IAMSE: William Jefferies, USA; Peter GM de Jong, Netherlands; Matthew Gwee, Singapore; Tobias Boerboom, Netherlands; Elisabeth Schlegel, USA; Aviad Haramati, USA (Opening Discussant)  
Location: Hall 3c |
| 1400-1530| **#8E** Research Papers: Competencies and Frameworks  
Chairperson: Simon Kitto, Canada  
Assessor: Margaret Hay, Australia  
Location: Hall 3d |
| 1400-1530| **#8F** Research Papers: Clinical Reasoning and Cognition  
Chairperson: Manuel Costa, Portugal  
Assessor: Hiroshi Nishigori, Japan  
Location: Hall 3e |
| 1400-1530| **#8G** PechaKucha™ 2 - ASPIRE to Excellence  
Chairperson: Marko Zdravkovic, Slovenia  
Location: Hall 3f  
ASPIRE Academy/winners present a PechaKucha session: Examples of excellence in practice |
| 1400-1410| **#8G1** How do we have over 30 great faculty developers and pay none?  
Erick Hung, University of California San Francisco, USA |
| 1410-1420| **#8G2** Developing teachers at a distance using video and self-reflection  
Kim Whittlestone, Ayona Silva-Fletcher, Stephen May, Royal Veterinary College, London, UK |
| 1420-1500| **#8G3** Students as partners in the highs and lows of medical school life  
Shelley Parr, Hoda Amar, Fiona Vincent, Tessa Davies, Linda Turner, Faculty of Medicine, University of Southampton, UK |
| 1430-1440| **#8G4** Transfer of Basic Science Knowledge to Clinical Reasoning in Health Professions Education  
Jean-Marie Castillo, The Wilson Centre & the Center for Ambulatory Care Education, University of Toronto, Canada & Department of Family and Community Medicine, Nantes University, France |
| 1440-1500| **#8G5** Cognitive effects of medical education with or without academic stress  
Viktor Riklefs, Karaganda State Medical University, Karaganda, Kazakhstan |
| 1500-1520| **#8G6** Medical Diagnosis Through Action: Evaluating a Point-of-Care Cognitive Aid for Junior Residents  
Sandra Monteiro, McMaster University, Hamilton, Canada |
| 1500-1520| **#8G7** Medical Students Learn to Apply Bayesian Reasoning for Clinical Inference but Not Statistical Inference: A Mixed-Methods Study  
Mohsin Ali, Department of Medical Education, Icahn School of Medicine at Mount Sinai, New York, USA |
| 1520-1530| Discussion |

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**Discussion**
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<th>Time</th>
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| 1400-1530    | **#8H** Short Communications: Diversity 1  
Chairperson: Maaike Muntinga, Netherlands  
Discussant: Petra Verdonk, Netherlands  
Location: Hall 3g |
| 1400-1415    | **#8H1** Medical students' readiness to take care of patients of diverse groups - scientific evidence and no discrimination?  
A quantitative and qualitative study  
Pei-ying Lu, College of Medicine, Kaohsiung Medical University, Kaohsiung, Taiwan |
| 1415-1430    | **#8H2** Experiences of inclusion and participation in medical school - interviews with students belonging to cultural minorities  
Hanna Rönnqvist, Department of Public Health and Clinical Medicine, Family Medicine, Umeå, Sweden |
| 1430-1445    | **#8H3** A comparative study on the motivation and performance of medical students from ethnic minorities and majority  
Ulvie Isik, VUmc School of Medical Sciences, Amsterdam, The Netherlands |
| 1445-1500    | **#8H4** Complex pathways for Indigenous learners to study medicine: The Northern Australian experience  
Helen Wozniak, Flinders University, Darwin, Australia |
| 1500-1515    | **#8H5** Perception of medical students and faculty regarding benefits and challenges of a diverse student body at the Aga Khan University, Karachi, Pakistan  
Kulsoom Ghias, Aga Khan University, Karachi, Pakistan |
| 1515-1530    | Discussion                                                                                   |
| 1400-1530    | **#8I** Short Communication: Faculty Development 1  
Chairperson: Matthew Stull, USA  
Discussant: Richard Cruess, Canada  
Location: Room 101 a/b |
| 1400-1415    | **#8I1** Parallel Student Enhancement Programming: A Novel Approach to Faculty Development  
Nutan Vaidya, Chicago Medical School at Rosalind Franklin University of Medicine and Science, North Chicago, USA |
| 1415-1430    | **#8I2** Can Medical Conferences fulfill on the needs of our young educators and recognise their teaching initiatives?  
Rula Najim, Imperial College, London, UK |
| 1430-1445    | **#8I3** The “what” and “how” of teachers’ reflections on their own teaching practices during their faculty development. A qualitative study  
Gisela Schwartzman, Instituto Universitario de Hospital Italiano, Buenos Aires, Argentina |
| 1445-1500    | **#8I4** Extra-mural preceptors: a forgotten group!  
Saskia Mol, University Medical Centre, Utrecht, Netherlands |
| 1500-1515    | **#8I5** Mentorship and Professionalism in Training (MAP-IT): A humanitarian mentoring program through the lens of critical reflection and experiential learning  
Alice Fornari, Northwell Health, Great Neck, NY USA |
| 1515-1530    | Discussion                                                                                   |
| 1400-1530    | **#8J** Short Communications: Clinical Teaching 2  
Chairperson: Michael Wan, Australia  
Location: Room 101 c |
| 1400-1415    | **#8J1** Teaching and learning clinical skills: the interest of a peer-teaching program to reconnect with global conception of a patient  
Paul Leblanc, Lyon Est Faculty, Lyon, France |
| 1415-1430    | **#8J2** Ward Round Simulation: A Novel Method for Teaching the Fundamental Skills of the ‘Medical Ward Round’  
Hiren Patel, Royal Wolverhampton NHS Trust, Wolverhampton, UK |
| 1430-1445    | **#8J3** Clinical supervision of medical students during the new hospital based 6th year at the Medical University of Vienna: Identifying and meeting needs  
Angelika Hoffansl, Medical University of Vienna, Austria |
| 1445-1500    | **#8J4** Relationships and role foundational for medical student learning  
Jill Konkin, University of Alberta, Edmonton, Alberta, Canada |
| 1500-1515    | **#8J5** What influences Students’ Performance In Physical Examination During Their Clerkships?  
Catharina Haring, Radboud University Medical Center, Nijmegen, Netherlands |
| 1515-1530    | **#8J6** But there’s not time! - incorporating educational theory into ward round practice  
Amy Goy, The University of Melbourne, Australia |
| 1400-1530    | **#8K** Short Communications: Simulated Patients  
Chairperson: Leila Niemi-Murola, Finland  
Discussant: Mark Swartz, USA  
Location: Room 101 d |
| 1400-1415    | **#8K1** Evaluation of fairness, feasibility, acceptance, realism and educational impact of the involvement of elementary school children as standardized patients as perceived by different stakeholders in a summative OSCE: results from 2016 and 2017  
Rabea Krings, Institute of Medical Education, University of Bern, Switzerland |
| 1415-1430    | **#8K2** The age of standardized patient (SP) is most important at the first training in medical interview of elderly patients  
Eiji Kaneko, Tokyo Medical and Dental University, Tokyo, Japan |
| 1430-1445    | **#8K3** Simulated Clinical Cases through the Prism of Focus Group Process  
Louri Rybak, Schulich School of Medicine, Western University, London, Canada |
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<tr>
<th>Time</th>
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<tr>
<td>1445-1500</td>
<td>#8K4 The Effect of Interactive Educational Workshops with or Without Standardized Patients on Midwifery Students' competency in providing Sexual Health Counselling</td>
<td>Talata Khadivzadeh, Department of Midwifery, Mashhad University of Medical Sciences, Mashhad, Iran</td>
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<td>1500-1515</td>
<td>#8K5 What is in the Simulated Patient (SP)’s mind? Qualitative study among SP at Chiang Mai University, Thailand</td>
<td>Rapeephat Srichan, Chiang Mai University, Chiang Mai, Thailand</td>
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<td>1515-1530</td>
<td>Discussion</td>
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<tr>
<td>1400-1530</td>
<td>#8L Short Communications: International 2</td>
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<td>Chairperson: Jonathan McFarland, Russia Location: Room 102</td>
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<tr>
<td>1400-1415</td>
<td>#8L1 Internationalization of medical education in China – Jinan University experience</td>
<td>Nivritti Patil, The University of Hong Kong</td>
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<td>1415-1430</td>
<td>#8L2 A study to explore how interventions support the successful transition of overseas doctors to the NHS</td>
<td>Amelia Kehoe, Newcastle University, Newcastle, UK</td>
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<td>1430-1445</td>
<td>#8L3 The challenge of IMG selection in Canada: our success in the selection of positive deviance</td>
<td>Alasdair Nazerali-Maitland, University of British Columbia, Vancouver, Canada</td>
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<td>#8L4 USA-citizen graduates of international medical schools: 1991-2017</td>
<td>Marta van Zanten, FAIMER, Philadelphia, USA</td>
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<td>1500-1515</td>
<td>#8L5 International comparative assessment of final year medical students in Ukraine using the IFOM Clinical Science Examination through cooperation between NBME and Testing Board/Ukraine</td>
<td>Marina Mrouga, Testing Board, Kyiv, Ukraine</td>
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<td>1515-1530</td>
<td>#8L6 Migrants and healthcare: educating tomorrow’s doctors for a global (and highly politised) challenge</td>
<td>Anita Berlin, UCL / BARTS, London, UK</td>
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<tr>
<td>1400-1530</td>
<td>#8M Short Communications: Curriculum: The Rural Context</td>
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<td>Chairperson: Jennene Greenhill, Australia Location: Room 103a</td>
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<tr>
<td>1400-1415</td>
<td>#8M1 Experiences that build medical student interest in rural and remote practice</td>
<td>Robin Ray, James Cook University, Townsville, Australia</td>
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<td>1415-1430</td>
<td>#8M2 “The experience guides my work now”: Post-graduation impact of an in-situ Australian rural and remote health placement program</td>
<td>Donna B Mak, School of Medicine, University of Notre Dame, Fremantle, Australia</td>
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<td>1430-1445</td>
<td>#8M3 Tracking study of 2007-2011 graduates from a South African University: rural versus urban characteristics</td>
<td>Ann George, University of the Witwatersrand, Johannesburg, South Africa</td>
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<td>1445-1500</td>
<td>#8M4 Challenging the interchangeability of rural training contexts</td>
<td>Maureen Topp, University of Calgary, Canada</td>
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<tr>
<td>1500-1515</td>
<td>#8M5 Rural Community-Based Medical Education (RCBME): Teaching and Learning Challenges in a New Context in Thailand</td>
<td>Praphun Somporn, Department of Neurosurgery, Hatay Medical Education Centre, Songkhla, Thailand</td>
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<td>1515-1530</td>
<td>Discussion</td>
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<td>1400-1530</td>
<td>#8N Short Communications: Teaching and Learning: The Lecture &amp; the Flipped Classroom</td>
<td>Chairperson: Claire Vogan, UK Location: Room 103b</td>
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<td>1400-1415</td>
<td>#8N1 The reasons for non-attendance of lectures – discrepancy between teachers and students</td>
<td>Chin-Sheng Lin, School of Medicine, National Defense Medical Center, Taipei, Taiwan</td>
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<td>1415-1430</td>
<td>#8N2 Video-conferred classrooms: Unintended consequences of connectivity</td>
<td>Joan Binnendyk, Western University, London, Canada</td>
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<td>1430-1445</td>
<td>#8N3 Learning Module + Active Learning Matches Performance of Live Lecture for basic EKG Knowledge and Skills</td>
<td>Tim Wood, Western University of Health Sciences, Pomona, USA</td>
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<td>1445-1500</td>
<td>#8N4 Can lecture recordings provide input to problem-based and self-directed learning?</td>
<td>Jan Hemmens, Maastricht University, Maastricht, Netherlands</td>
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<td>1500-1515</td>
<td>#8N5 A just-in-time teaching approach to the ‘Diabetes Acute Care Day’ flipped classroom model improves medical students’ participation and diabetes prescribing skills</td>
<td>James Boyle, University of Glasgow, UK</td>
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<td>1515-1530</td>
<td>Discussion</td>
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<td>1400-1530</td>
<td>#8O Short Communications: Assessment: Final Exam</td>
<td>Chairperson: Danielle Verstegen, Netherlands Location: Room 201</td>
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<td>1400-1415</td>
<td>#8O1 Organisation of a high-stake assessment in surgery for final year medical students</td>
<td>Paul BS Lai, The Chinese University of Hong Kong</td>
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<td>1415-1430</td>
<td>#8O2 Performances of Indonesian Medical Schools on National Examination based on the Accreditation Status</td>
<td>Ganes Retno Rahayu, Faculty of Medicine, Universitas Gadjah Mada, Yogyakarta, Indonesia</td>
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<td>1430-1445</td>
<td>#8O3 The Licensure Exam new avenues to enhance quality of medical education in Ethiopia</td>
<td>Alemseged Amsasse, Jhpiego Ethiopia, Addis Ababa, Ethiopia</td>
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<td>1445-1500</td>
<td>#8O4 Variation in Stringency and Leniency of Examiners in Surgical Final Examinations</td>
<td>Keith Pace, University of Malta, Msida, Malta</td>
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<td>1500-1515</td>
<td>#8O5 Intended and Unintended Consequences of National Licensing Examination: perspectives from Indonesian context</td>
<td>Rachmadya Nur Hidayah, University of Leeds, UK</td>
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<td>Time</td>
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| 1400-1530 | **#8P** Short Communications: Postgraduate Assessment | **#8Q** Using Automated Item Generation in a Large-scale Medical Licensure Exam Program: Lessons Learned  
Chairperson: Samantha Scallan, UK  
Discussant: Anne-Marie Reid, UK  
Location: Room 208 | **#8Q5** Are There Differences Between Religion and Diversity Perceptions in Medical Students  
Cristian Pérez Villalobos, University of Concepcion, Chile  
No Discussion |
| 1430-1545 | **#8P1** Monitoring Clinical Competency Committee’s Shift in Rating Stringency over Time  
Kenji Yamazaki, Accreditation Council for Graduate Medical Education, Chicago, USA | **#8P2** Implementation of the Ottawa Clinic Assessment Tool (OCAT) in Internal Medicine  
Samantha Halman, University of Ottawa, Canada  
**#8P3** Engaging Preceptors in Competence Assessment in Medical Residency Program  
Ana Valéria Coutinho Da Câmara Rocha, Onofre Lopes University Hospital - Ufro, Natal, Brazil  
**#8P4** Creating a consistent framework for assessment and documentation of performance across the continuum of pediatric medical education  
Lindsey Lane, University of Colorado, Aurora, USA  
**#8P5** The International Council of Ophthalmology 360-degree assessment tool: development and validation  
Ana Palis, Hospital Italiano de Buenos Aires, Buenos Aires, Argentina | **#8P4** Medical errors recognition among fourth-year to sixth-year medical students during clinical practice in Surin Hospital  
Sunphat Paireepinas, Surin Clinical Medical Education Center, Surin, Thailand  
**#8R3** Exploring the effectiveness and impact of prescribing error feedback in an acute hospital setting  
Michael Lloyd, St Helens & Knowsley Hospitals NHS Trust, Whiston, UK  
**#8R2** Unprofessional Behavior on Social Networking Sites among Medical Students  
Nopanat Luevitoonvetchakij, Faculty of Medicine, Chiang Mai University, Chiang Mai, Thailand  
**#8R1** Bioethics in practice: a participatory approach to design a just-in-time learning mobile application  
Azra Naseem, Aga Khan University, Karachi, Pakistan |
| 1500-1515 | **#8Q** Short Communications: Student: Professional Identity & Diversity  
Chairperson: Giuseppe Familiarì, Italy  
Location: Room 207 | **#8Q1** Professional Identity Formation: Two medical schools introduce first-year students to the Professional Identity Essay (PIE)  
Sandra Yingling, University of Illinois College of Medicine, Chicago USA  
**#8Q2** Students’ Perspectives on Professional Identity Formation in Medical Education  
Angela Pei-Chen Fan, National Yang-Ming University, Taipei, Taiwan  
**#8Q3** Role models for professional identity formation in undergraduate education: who and how?  
Juliana Sa, University of Beira Interior, Covilhã, Portugal  
**#8Q4** Learning to be. The influences of education on professional identity formation, a narrative inquiry  
Elizabeth Armitage-Chan, Royal Veterinary College, Harfield, UK  
**#8Q5** Are we making a difference? What impact does cultural awareness curriculum have on students’ attitudes? Second results from a longitudinal study  
Janie Dade Smith, Bond University, Robina, Australia  
Discussion | **#8R5** Factors predicting a change in diagnosis in patients hospitalized through the emergency room  
Stefanie C. Hautz, Education Institute AO Foundation, Zuerich, Switzerland  
**#8S** Workshop: To do when OSCEs go wrong! Using meaningful psychometrics to support recognition, remediation and decision making in OSCE ‘dilemmas’  
Richard Fuller, Matthew Homer, Jennifer Hallam and Godfrey Pell, Leeds Institute of Medical Education, Leeds, UK  
Location: Room 203a  
**#8R** Round Table: Ethics and Preventing Errors  
Chairperson: Shekhar Kumta, Hong Kong  
Location: Room 210  
**#8R6** Lessons Learned  
André De Champlain, Medical Council of Canada, Ottawa, Canada  
**#8T** Workshop: What to do when OSCEs go wrong! Using meaningful psychometrics to support recognition, remediation and decision making in OSCE ‘dilemmas’  
Richard Fuller, Matthew Homer, Jennifer Hallam and Godfrey Pell, Leeds Institute of Medical Education, Leeds, UK  
Location: Room 203a  
**#8T** Workshop: Respecting the respective culture - Transferring concepts from one context to another  
Ming-Jung Ho, National Taiwan University of Medicine, Taipei, Taiwan & Weill Cornell Medicine-Qatar, Doha, Qatar; Elizabeth Kachur, Medical Education Development National and International Consulting, New York, USA; Bianca Schuh, Medical University of Vienna, Austria; David Taylor, University of Liverpool, UK & Gulf Medical University, Ajman, UAE  
Location: Room 203b |

**Tuesday 29 August**
| Time       | Session                                                                                                                                  |
|-----------|----------------------------------------------------------------Adam                                   |
| 1400-1530 | #8U Workshop: Let's go mobile in medical education! An evidence based and practical approach to mobile learning  
Eeva Pyörälä, University of Helsinki, Finland; Colin Lumsden, University of Manchester, UK; Teemu Masalin, Jussi Merennies, Saana Mäenpää and Heikki Hervonen, University of Helsinki, Finland  
Location: Room 204 |
| 1400-1530 | #8V Workshop: Philanthropy: The new frontier in medical education research funding  
Robert Paul, Nancy McNaughton, Kerry Knickle and Jeannine Girard-Pearlman, University of Toronto, Canada  
Location: Room 205 |
| 1400-1530 | #8W Workshop: A different perspective on accreditation  
Nesibe Akdemir, VU University Amsterdam, Netherlands; Theanne Walters, Australian Medical Council, Canberra, Australia; Bas Schreuder, Royal Dutch Medical Association, Utrecht, Netherlands; Fedde Scheele, VU University Amsterdam, Netherlands; Sarah Taber, The Royal College of Canada, Ontario, Canada  
Location: Room 209 |
| 1400-1530 | #8X Workshop: How to Build and Enhance a Health Professions Education Scholarship Unit at your Institution - A Workshop Sponsored by SDRME  
Maria Blanco, Tufts University School of Medicine, Boston, MA, USA; Sandy Cook, Duke National University of Singapore; Steven Durning, Uniformed Services University of the Health Sciences, Bethesda, MD, USA; Anne McKee, King’s College, London, UK; Patricia O’Sullivan, University of California at San Francisco, CA, USA; Lara Varpio, Uniformed Services University of the Health Sciences, Bethesda, MD, USA  
Location: Room 215 |
| 1400-1530 | #8Y Workshop: Standard Setting on OSCE: The Good, the Bad & the Borderline  
Boaz Shulruf, University of New South Wales, Sydney, Australia  
Location: Room 216 |
| 1400-1530 | #8Z Workshop: Video Assessment of real patient encounters using a flexible online IT system  
Paul Ram, Annemarie Camp and Lesley Southgate, European Board of Medical Assessors, Maastricht, Netherlands; Thomas Gale, Plymouth University Peninsula Schools of Medicine and Dentistry, Plymouth, UK; Pauline McAvo, Independent Consultant, London, UK; Adrian Freeman, University of Exeter Medical School, Exeter, UK  
Location: Room 217 |
| 1400-1530 | #8AA Workshop: PATH: a tool for leadership and change management  
Derek Jones, Gill Aitken, Tim Fawns and Michael Ross, University of Edinburgh, UK  
Location: Room 218 |
| 1400-1530 | #8BB Workshop: Cracking the code: How to prove the return on investment from medical education interventions  
Jeffrey H. Barsuk, Northwestern University  
Feinberg School of Medicine, Chicago, USA; Doug Beighle, Simulab Corporation, Seattle, USA; Diane B. Wayne, Northwestern University Feinberg School of Medicine, Chicago, USA  
Location: Room 306 |
| 1400-1530 | #8CC ePosters: Simulation Supporting Individual Learning  
Chairperson: Gerard Gormley, UK  
Location: Room 206 |
| 1400-1530 | #8CC01 Developing an integrated educational simulation model by considering art approach: Teaching Empathic Communication skills  
Afsaneh Yahyofarosha, Qazvin University of Medical Sciences, Qazvin, Iran  
Location: Room 206 |
| 1400-1530 | #8CC02 Development of Customisable 3D Cadaveric Model and Visualisation on Consumer IT Platforms - An interactive and cost effective tool for anatomy education  
Brenton Sio, Lee Kong Chian School of Medicine (Nanyang Technological University/Imperial College London), Singapore  
Location: Room 206 |
| 1400-1530 | #8CC03 How to Learn Skills With Invasive Clinical Procedures (ICP) in Medical School  
Mario A Sceci, Italian University Institut of Rosario, IUNIR, Argentina  
Location: Room 206 |
| 1400-1530 | #8CC04 Use of augmented reality to enhance understanding and fun for medical education  
Bura Sindhupakorn, Suranaree University of Technology, Nakornratchasima, Thailand  
Location: Room 206 |
| 1400-1530 | #8CC05 A Survey of Surgical Learning Journey: Does the Experience of Video Game Playing Enhance the learning outcome of Robotic-Assisted Surgery?  
Yin-Yu Chen, Chang Gung Medical Education Research Center, Chang Gung Memorial Hospital, Medical School, Chang Gung University, Linkou, Taiwan  
Location: Room 206 |
| 1400-1530 | #8CC06 Adapting virtual patient cases to language and culture: how not to throw the baby out with the bathwater?  
Gulmira Abakassova, Karaganda State Medical University, Karaganda, Kazakhstan  
Location: Room 206 |
| 1400-1530 | #8CC07 Combining virtual and traditional microscopy enhances teaching and learning of histology  
Mikael Niku, Faculty of Veterinary Medicine and Teachers’ Academy, University of Helsinki, Finland  
Location: Room 206 |
| 1400-1530 | #8CC08 Does a simulation course lead to improved management of an emergency situation?  
Stephanie Herbsreit, University Duisburg-Essen, Germany  
Location: Room 206 |
| 1400-1530 | #8CC09 A case-based approach to teaching virology, available to use under Creative Commons license  
Jon Mason, Medical Sciences Division Learning Technologies, University of Oxford, UK  
Location: Room 206 |
#8CC0 Stroke Wars, Could We Win The Battle with Stroke Fast Track?
Chanakarn Suwattanasilp, Mahasarakham Hospital, Mahasarakham, Thailand

#8DD10 Review Study of Special Education in Medical Sciences and Tehran University of Medical Sciences, Kashan, Iran
Fakhrosadat Mirhosseini, Kashan University of Medical Sciences, Kashan, Iran

#8DD11 Scholarship of Teaching and Learning: A Review Study
Fakhrosadat Mirhosseini, Kashan University of Medical Sciences and Tehran University of Medical Sciences, Kashan, Iran

#8DD12 Assessment of tutor performance in tutorial groups: pearls and pitfalls
Flávio Augusto Naum, Faceres Medical School, São José do Rio Preto, Brazil

#8DD13 Creating a multiple source feedback tool for clinical teaching fellows
Rosie Belcher, Imperial College Healthcare NHS Trust, London, UK

1400-1530 #8DD Posters: The Teacher and Teacher Evaluation

Chairperson: Lynn Allery, UK
Location: Hall 6

#8DD01 Teachers’ Academy – a reward system stimulates teachers’ interdisciplinarity and international networking
Mervi Haatainen-Nieminen, University of Helsinki, Faculty of Medicine, Department of Obstetrics and Gynecology, Helsinki University Central Hospital, Helsinki, Finland

#8DD02 “The Wisdom of Medical Experts” program enhanced trainees’ self-expectation
Yun Chen, Far Eastern Memorial Hospital, New Taipei, Taiwan

#8DD03 Creating an Educational Enterprise: Leveling the Playing Fields of Medical Science Research vs. Medical Education within the Core Missions
Satid Thammasitboon, Baylor College of Medicine, Houston, TX, USA

#8DD04Clinician-teachers in allied health: motivations for sustaining a parallel career, perceptions of professional identity and learning through boundary crossing
Else de Haan, University of Applied Sciences, Utrecht, Netherlands and Centre for Education and Training, University Medical Centre Utrecht, Netherlands

#8DD05Self-perception of the clinical professor in the teaching of medicine at Faculty of Medicine, National Autonomous University of Mexico
Roberto Sánchez-Ahedo, Universidad Nacional Autónoma de México (UNAM), Ciudad de México, Mexico

#8DD06 Establishing an Environment for Creativity of Clinical Teachers – Report on Preliminary Outcomes
Wei-Fang Wang, National Cheng Kung University Hospital, Tainan, Taiwan

#8DD07 Teachers’ Educational Beliefs and Values. Do they matter? Can they be uncovered?
Isabelle Cunningham, School of Oral and Dental Sciences, Bristol, UK

#8DD08 How do doctors in training develop a professional identity as clinical teacher? A literature review
Rachel Lindley, Division of Medical Education, University of Manchester, UK

#8DD09 Special competence in medical education – nobility obligates
Hanna Lampela, Helsinki University Hospital, Helsinki, Finland

#8DD10 The IAMSE Medical Educator Fellowship: A novel, international program to foster educational scholarship
Kathryn Huggett, Larner College of Medicine, University of Vermont, Burlington, Vermont, USA

#8DD11 Scholarship of Teaching and Learning: A Review Study
Fakhrosadat Mirhosseini, Kashan University of Medical Sciences and Tehran University of Medical Sciences, Kashan, Iran

1400-1530 #8EE Posters: Communication Skills - Undergraduate

Chairperson: Patricia Kokotallo, USA
Location: Hall 6

#8EE01 Medical students’ emotions related to breaking bad news - a person oriented approach
Asta Toivonen, University of Helsinki (Faculty of Medicine, Clinicum, Department of Public Health), Helsinki, Finland

#8EE02 Applying SHARE model to guide medical student facing patients and their family, training of communication skills and evaluation workshop - delivering bad news
Chih-Hung Chen, Department of Internal Medicine, Kaohsiung Chang Gung Memorial Hospital, Kaohsiung, Taiwan

#8EE03 The Feasibility and Application of Clinical Pastoral Education in Communication Skills Teaching
Ping-Keung Yip, School of Medicine, Fu-Jen Catholic University, New Taipei City, Taiwan

#8EE04 Three-dimensions feedback strategies in Breaking Bad News in medical students
Wirayut Silakun, Buriram Medication Education Center, Buriram Hospital, Muang Buriram, Thailand

#8EE05 Blended learning for culturally competent communication skills: first year evaluations
Carmen Wong, The Chinese University of Hong Kong

#8EE06 Learning to communicate with people with dementia: measuring the impact of a novel undergraduate simulation session
Rebecca Winter, Brighton and Sussex Medical School, Brighton, UK

#8EE07 Training 4th year medical students to talk about behaviour change: assessment of a motivational interview curriculum
Roger Ruiz-Moral, Universidad Francisco de Vitoria, Madrid, Spain

#8EE08 Accelerate Communication Excellence (ACE): A Web-based Tool for Scaffolding Clinical Success
Alison Purcell, Faculty of Health Sciences, The University of Sydney, Australia

#8EE09 Educational methods and teaching styles applied at 6-year-longitudinal course Fundamentals of Medical Skills according to international medical students in six years’ experience (EDUMED study)
Ines Potočnjak, University Hospital Centre Sisters of Charity, Department of Medicine, Zagreb, Croatia

#8EE10 Is video-based self-assessment a good gauge of communication skills?
Mae Yue Tan, Department of Paediatrics, NUCMI National University Hospital, Singapore
Alexandre Morel, University of Nantes, University of Tours, INSERM, SPHERE U1246, Nantes, France

‘The clinic mimic’: A practical solution to teaching students communication skills in a specialty with limited opportunity for observation
Cellidh Grimschaw, NHS Lanarkshire, Glasgow, UK

Association Between Efficacy and Perception of Teamwork in Medical Students Designated Groups at Universidad Andrés Bello Viña del Mar, Chile
Verónica Silva, Universidad Andrés Bello, Viña del Mar, Chile

Practices of informed consent inquiry in patient care involving medical students – a survey from clinical teachers
Eeva-Maija Nieminen, University of Helsinki, Faculty of Medicine, and Helsinki University Hospital; Heart and Lung Centre, Helsinki, Finland

Errors in History and Physical Examination Report Writing
Liris Benjamin, Ross University School of Medicine, Portsmouth, Dominica

#8FF Posters: Curriculum Subjects
Chairperson: Michelle Marshall, UK
Location: Hall 6

The Effect of Death Education Program on Clinical Respiratory therapists’ Attitudes toward Death
Hui-Ping Lin, Nursing Department, Kaohsiung Veterans General Hospital, Kaohsiung, Taiwan

Using Multiple Assessments Applied to Simulation-Based Palliative Care Education
Shao-Yu Hsu, Taipei City Hospital, Taipei, Taiwan

Developing a New Service-Learning Course for Palliative Care on First-Year Medical Students
Li-Lin Kuo, Taipei City Hospital Zhongsiao Branch, Taipei City, Taiwan

The development of the Fellowship Programme in Advanced General Adult Psychiatry in Qatar
Nur-Run Hussein, Hamad Medical Corporation, Doha, Qatar

Systematic feedback from medical students and clinical practice in basic education in Psychiatry
Pirjo Mäki, Department of Psychiatry, University of Oulu and Oulu University Hospital, Oulu, Finland

Implementation of Evidence-Based Medicine in Psychiatry Clerkship
Ta-wei Guu, China Medical University Hospital and China Medical University Beigang Hospital, Yunlin, Taiwan

Practical Prescribing in the era of e-Prescribing
Mavin Kashyap, Harefield Hospital, Middlesex, UK

Advancing Oral Health Knowledge and Attitudes of Physician Assistant Students through the Implementation of STFM’s “Smiles for Life” Oral Health Curriculum
Marvin Sparrell, Idaho State University PA Program, Meridian, USA

Revealing Challenges in Teaching Health Economics in Thailand: a national survey throughout 37 medical education centers in Thailand
Win Techakehakij, Lampang Hospital, Lampang, Thailand

When the Medical Students of Mozambique are Introduced to Competencies in Intimate Partner Violence? Preliminary Results
Beatriz Manuel Chongo, Eduardo Mondlane University, Maputo, Mozambique

Exploring the Views of Applicants for Medical School about Sex and Gender Medicine using a gender-sensitive Video Assignment
Joni Scholte, Radboud university medical center, Nijmegen, Netherlands

Child Abuse, Spotting the Signs: A Pilot Program to Increase the Detection Skills of Pediatric Residents, Using a Combination of Simulation-Based and Didactic Training
Collin Hitt, Southern Illinois University School of Medicine, Springfield, Illinois, USA

Assessment of Knowledge and Satisfaction after participating in School-based Student-guided Child Accident Prevention Activities
Chestsada Tonusin, Sunpratthiprasong Hospital, Ubonratchathani, Thailand

Hand Hygiene: Knowledge and Technique among Medical Undergraduates
Rebecca Perris, Birmingham Medical School, UK

Addressing the needs of health professionals working with children with developmental disability and challenging behaviours: the case for providing training to clinical staff
Natalie Ong, Specialist Disability Health Team, Children’s Hospital Westmead, Sydney, Australia

Students’ attitudes towards the integration of English medium teaching in the clinical years at Lampang Hospital
Nipon Pantarote, Lampang Hospital, Lampang, Thailand

#8GG Posters: Research and EBM
Chairperson: TJ Jirasevijinda, USA
Location: Hall 6

Effect of medical students’ participation in interdisciplinary convergence research
Kwi Hwa Park, Gachon University College of Medicine, Incheon, South Korea

Key for students’ success in manuscript writing: learning by doing
Sirirat Veerasethakul, Children’s Hospital Westmead, Sydney, Australia

The University of Liverpool Scholar Programme: an opportunity to develop clinical academics within undergraduate training
Sumandeep Bains, University of Liverpool Medical School, Liverpool, UK

Doing a research step by step: model of teaching
Saranya Pongudom, Udonthani Medical Education Center, Udonthani, Thailand
| #8JJ03 | The Next Step for Online Multimedia Learning – The effect of dialogue narration | Nicholas Latcham, Hull York Medical School, York, UK |
| #8JJ04 | Open Osmosis: Promoting the Global Diffusion of Open Education Resources | Shiv Gaglani, Johns Hopkins University School of Medicine, Baltimore, USA |
| #8JJ05 | What we learn from surveying our university students’ attitudes and preferences towards various modes of e-learning and curriculum delivery | Edmund Lee, National University of Singapore |
| #8JJ06 | Effectiveness of a Multimedia Program in New Nurses’ Pain Assessment Learning | Yueh-E Lin, Linkou Chang Gung Memorial Hospital, National Taipei University of Nursing and Health Science, Taoyuan, Taiwan |
| #8JJ07 | An international online course in translational histopathology | Leena Strauss, University of Turku, Institution of Biomedicine, Turku, Finland |
| #8JJ08 | A Student-run Online Platform Enhanced the Communication of Hidden-curriculum In Autonomous Virtual Community | Rui Zhang, Huashan Hospital, Shanghai Medical College, Fudan University, Shanghai, China |
| #8JJ09 | Challenges in the individualized monitoring of learning in distance education: ongoing actions on a Family Health post-graduate course | Márcia Rosa da Costa, Federal University of Health Sciences of Porto Alegre, Brazil |
| #8JJ10 | ‘The Acutely Unwell Child’: a blended learning approach of innovative web-based virtual patient technology with traditional simulation | Aria Nikjoo, New Cross Hospital, Wolverhampton, UK |
| #8JJ11 | ‘Please do not turn off your devices’: The use of Nearpod in a GP module to showcase integration of primary and secondary care | Sangeetha Sornalingam, Brighton & Sussex Medical School (BSMS), Brighton, UK |
| #8JJ12 | The Blended Learning Model in Nursing Training Program for Improving the Quality of Indwelling Tubes and Catheters | Jason Jinshuio Lee, Taipei City Hospital, Taipei City, Taiwan |
| #8JJ13 | The learning analytics with Moodle: the practice of statistical analytics and visualization of Moodle data | Yoshikazu Asada, Jichi Medical University, Japan |
| #8JJ14 | Improving the learning management system - A student-led survey study | Johanna Palmgren, Karolinska Institutet, Stockholm, Sweden |
| #8JJ15 | How can we use e-learning to teach medicine in Syria? | Hana El-Sbah, Barts and the London School of Medicine and Dentistry, London, UK |
| #8JJ16 | Brighton and Sussex Medical School (BSMS) SmartDrug, an interactive resource to stimulate learning about core drugs | Lelia Bissell, Brighton and Sussex Medical School, Brighton, UK |
| #8JJ17 | Digital tagging of lecture videos and webcasts promote active learning | Judy Sng, National University of Singapore |
Session 9: Simultaneous Sessions

1400-1530 #8KK Posters: Portfolios/Medical Education Research
Chairperson: Alisdair Smithies, UK
Location: Hall 3 Foyer

#8KK01 Mirror, Mirror on the Wall. What could extracurricular activities teach us all?
Kasidi Phongkhun, The Faculty of Medicine, Chulalongkorn University, Bangkok, Thailand

#8KK02 Constructing a teacher-student real time interactive learning portfolio management system at Shantou University Medical College, China
Zhanqin Huang, Shantou University Medical College, Shantou, China

#8KK03 Folio: application for the construction of portfolios in a Family Health post-graduate course
Alessandra Dahmer, Federal University of Health Sciences of Porto Alegre, Brazil

#8KK04 Active participation rather than good performance in learning portfolio competition is a better predictor for learning outcomes – Is it a good indicator for active learners?
Chun-Chih Peng, Mackay Medical College and Mackay Memorial Hospital, Taipei, Taiwan

#8KK05 Electronic logbook: more than just a personal monitoring tool
Krittin Pitiseree, The Faculty of Medicine, Chulalongkorn University, Bangkok, Thailand

#8KK06 Using e-portfolios in Outreach Training to Create a Transformative Student Learning Experience for Postgraduate Orthodontic Students
Richard Cure, The University of Warwick, Coventry, UK

#8KK07 Does an ePortfolio stimulate student reflective practice and professional growth in a conference setting?
Justin Bilzita, Dept of Medical Education, University of Melbourne, Victoria, Australia

#8KK08 ePortfolio Video Module: Providing Peer Support and Advice
Anna Bysewski, University of Ottawa, Canada

#8KK09 Making the First Cut: Analysis of Academic Medicine’s Reasons for Rejection after Internal Editorial Review
Holly Meyer, USLHS, Bethesda, MD, USA

#8KK10 Using Maxwell dimensions of quality to assess impact in a systematic review in medical education: Comparing the incomparable
Gillian Maudsley, The University of Liverpool, Department of Public Health & Policy, Liverpool, UK

#8KK11 A scoping review of medical education research in neurosurgery
Ching-Yi Lee, Chung-Gung Memorial Hospital and Medical Education Research Center, Taoyuan, Taiwan

#8KK12 Developing and piloting a research instrument for perceived stress, wellbeing and study performance among students in medicine, dentistry and psychology
Tiina Paunio, University of Helsinki, Faculty of Medicine, Helsinki, Finland

#8KK13 Is your work being seen outside of academia? A descriptive analysis of journal article altmetrics
Lauren Maggio, Uniformed Services University, Bethesda, USA

1530-1600 #8LL A guided tour of the Exhibition to meet some of the Exhibitors
Gather by the entrance to the Exhibition at 1400
Location: Hall 6

Group Meeting
1400-1530 Medical Teacher Editorial Board
AMEE Meeting Room

Coffee Break
1530-1540 3D Tech Omega Zeta

1545-1555 SECTRA

Session 9: Simultaneous Sessions

1600-1730 #9A Symposium: The future of MOOCs in the medical education continuum: hype or panacea?
Peter GM de Jong, Leiden University Medical Center, Netherlands; Ken Masters, Sultan Qaboos University, Sultanate of Oman; James D Pickering, University of Leeds, UK; Marlies EJ Reinders, Leiden University Medical Center, Netherlands; Terry Poulton, St George University London, UK; Beerend P Hierck, Leiden University Medical Center, Netherlands
Location: Hall 1

1600-1730 #9B Symposium: Wicked Issues in Contemporary Medical Education
Glenda H. Eoyang, Human Systems Dynamics Institute, Minneapolis, Minnesota, USA; Stewart Mennin, Department of Medicine Uniformed Services University of the Health Sciences Bethesda, MD and Human Systems Dynamics Institute, Minneapolis, Minnesota, USA
Location: Hall 3a

1600-1730 #9C Symposium: Push your performance toward excellence: Let the ASPIRE ACADEMY help!
Debra Klamen, Southern Illinois University School of Medicine, USA; Pedro Greer, Florida International University, USA; Pat O’Sullivan, University of California San Francisco, USA; Danai Wangsaturaka, Chulalongkorn University, Faculty of Medicine, Thailand; Kim Whittlestone, Royal Veterinary College London, UK; Marko Zdravkovic, University Medical Centre Maribor, Slovenia
Location: Hall 3b
### Schedule of Events for Tuesday 29 August

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<tr>
<th>Time</th>
<th>Code</th>
<th>Session Title</th>
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<tr>
<td>1600-1730</td>
<td>#9D</td>
<td>AMEE Fringe: Fringe 2</td>
<td>Chairperson: Rachel Ellaway, Canada</td>
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<tr>
<td>1600-1730</td>
<td>#9D1</td>
<td>Medicinarklubben Thorax Spek - 65 years of laughter</td>
<td>Robert Östman, Helsinki University, Helsinki, Finland</td>
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<tr>
<td>1615-1630</td>
<td>#9D2</td>
<td>How can we become agents for change toward a better, greener world?</td>
<td>Peter Museses, Aarhus University, Center for Health Sciences Education, Aarhus, Denmark</td>
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<tr>
<td>1630-1645</td>
<td>#9D3</td>
<td>Chinese Whispers</td>
<td>David Toppes, University of Calgary, Canada</td>
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<tr>
<td>1645-1700</td>
<td>#9D4</td>
<td>Celebration of knowledge: singing and dancing in large, undergraduate medical classroom</td>
<td>Qushay Malinta, Hasanuddin University, Makassar, Indonesia</td>
</tr>
<tr>
<td>1700-1715</td>
<td>#9D5</td>
<td>'The Necessary Dream – Perpetual'? Fiction as a Means of 'Making Strange'</td>
<td>Steve Durant, Wilson Centre for Medical Education, Medical Psychiatry Alliance &amp; University of Toronto, Canada</td>
</tr>
<tr>
<td>1715-1730</td>
<td>#9D6</td>
<td>The Neurological Examination in 6 Songs</td>
<td>Wendy Stewart, Dalhousie, Saint John, Canada</td>
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**No Discussion**

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<tr>
<td>1600-1730</td>
<td>#9E</td>
<td>Research Papers: Theory and Practice</td>
<td>Chairperson: Cynthia Whitehead, Canada</td>
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<tr>
<td>1600-1620</td>
<td>#9E1</td>
<td>Examining notions of patient-centered care in medical education: whose interests are being served?</td>
<td>Rene Wong, Wilson Center for Research in Education, Toronto, Canada</td>
</tr>
<tr>
<td>1620-1640</td>
<td>#9E2</td>
<td>'I myself experienced the fierce shaking', Narrative inquiry into Japanese doctors' motivation to help earthquake victims</td>
<td>Hiroshi Nishigori, Kyoto University, Kyoto, Japan</td>
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<tr>
<td>1640-1700</td>
<td>#9E3</td>
<td>Sat in the nurses’ station on observation I could not help myself becoming more participant than observer: An Inquiry into the Learning Culture of a Mental Health Ward</td>
<td>Gareth Jarvis, Barnet Enfield and Haringey Mental Health Trust, London, UK</td>
</tr>
<tr>
<td>1700-1720</td>
<td>#9E4</td>
<td>The Challenges of Cultural Historical Activity Theory (CHAT): travels in unfamiliar territory</td>
<td>Sheena Warman, University of Bristol, UK</td>
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<tr>
<td>1720-1730</td>
<td>#9F</td>
<td>Discussion</td>
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<tr>
<td>1600-1730</td>
<td>#9F</td>
<td>Doctoral Reports 2</td>
<td>Chairperson: Diana Dolmans, Netherlands</td>
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<tr>
<td>1600-1620</td>
<td>#9F1</td>
<td>Take-Home Training in Laparoscopy</td>
<td>Ebbe Thinggaard, Copenhagen Academy for Medical Education, Region Hovedstaden, Copenhagen and Department of Surgery, Zealand University Hospital, University of Copenhagen, Denmark</td>
</tr>
<tr>
<td>1620-1640</td>
<td>#9F2</td>
<td>On learning in the clinical environment</td>
<td>Matilda Liljedahl, Karolinska Institutet, Stockholm, Sweden</td>
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<tr>
<td>1640-1700</td>
<td>#9F3</td>
<td>Effects of medical school selection on the motivation of the student population and applicant pool</td>
<td>Anouk Wouters, VUmc School of Medical Sciences Research in Education, Amsterdam, Netherlands</td>
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<tr>
<td>1700-1720</td>
<td>#9F4</td>
<td>Learning processes and identity construction of newly qualified doctors: a narrative study</td>
<td>Lakshini McNamee, Stellenbosch University, Cape Town, South Africa</td>
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<tr>
<td>1720-1730</td>
<td>#9F</td>
<td>Discussion</td>
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**No Discussion**
1600-1730 #9L Short Communications: CPD 2 - CPD and Life Long Learning
Chairperson: Douglas Archibald, Canada
Discussant: Lisa Sullivan, Australia
Location: Room 102

1600-1615 #9L1 Associations of work motivation and lifelong learning motivation of medical specialists: a structural equation model
Stéphanie van der Burgt, VUmc School of Medical Sciences, Amsterdam, Netherlands

1615-1630 #9L2 Establishing a New Academic CME Entity at the University of Alberta: Envisioning a New Lifelong Learning System by Realizing Synergy & Creating Collaborations to Enhance Physician Learning
Khurram Jahangir, University of Alberta, Edmonton, Canada

1630-1645 #9L3 How does the students’ self-directedness in learning evolve through the years of undergraduate medical education?
Vanja Zamuda, Faculty of Medicine, University of Maribor, Slovenia

1645-1700 #9L4 The place of evaluative judgement in verbal feedback sessions: an observational study across the health professions
Christina Johnson, Monash University, Melbourne, Australia

1700-1715 #9L5 Perceived Learning Activities in Developing Lifelong Learning Skills for Dental Students in an Outcome-Based Educational Programme
Liang Lin Seow, International Medical University, Kuala Lumpur, Malaysia

1715-1730 Discussion

1600-1730 #9M Short Communications: Curriculum Mapping/Electives
Chairperson: Marta van Zanten, USA
Discussant: Olaf Ahlers, Germany
Location: Room 103a

1600-1615 #9M1 South African lecturers’ perspectives on the usability and value of web-based curriculum mapping - results of the international LOOOP project
Ina Treadwell, Sefako Makgatho Health Sciences University (SMU), South Africa

1615-1630 #9M2 Using Eye Tracking to explore faculty use and quality improvement of a visualised curriculum
Claire Ann Canning, Lee Kong Chian School of Medicine, Singapore

1630-1645 #9M3 The Curriculome: A new tool for medical school curricular integration
Joseph Miller, American University of the Caribbean School of Medicine, Cupecoy, St. Maarten

1645-1700 #9M4 Concept-mapping as a tool for shifting to an outcome-based curriculum at the San Beda College of Medicine
Noel Atienza, San Beda College of Medicine, Manila, Philippines

1700-1715 #9M5 Making Sense of Experience: The Challenge of Dissonance. A thematic analysis of learning on elective terms
Karen Garlan, Sydney Medical School, Sydney, Australia

1715-1730 Discussion

1600-1730 #9N Short Communications: Management
Chairperson: Alison Whelan, USA
Discussant: Martin Hart, UK
Location: Room 103b

1600-1615 #9N1 Professional Regulation of Physicians
Amy Opalek, Foundation for Advancement of International Medical Education and Research (FAIMER), Philadelphia, USA

1615-1630 #9N2 Decentralised training in the health professions - a scoping review
Marietjie de Villiers, Stellenbosch University, Cape Town, South Africa

1630-1645 #9N3 The Learning Hospital: a case study
Megan Phelps, Sydney Medical School, Sydney, Australia

1645-1700 #9N4 Quantification of educational workload in a university hospital and medical school
Ikram Burney, SQUH, Muscat, Oman

1700-1730 Discussion

1600-1730 #9O Short Communications: Assessment: Written Exams and the Progress Test
Chairperson: Carlos Collares, Netherlands
Location: Room 201

1600-1615 #9O1 Students’ mentoring based on a structured selection using combined summative course and formative Progress Test results – a longitudinal view of students’ performance
Johann Arias, RWTH Aachen University, Aachen, Germany

1615-1630 #9O2 Does allowing digital information seeking during a Progress test improve results?
Juhani Jääskeläinen, University of Tampere, Finland

1630-1645 #9O3 Evaluating Progress Test as part of Curriculum Evaluation in Syarif Hidayatullah Jakarta Medical School, Indonesia
Mariza Padhilah, Syarif Hidayatullah Jakarta State Islamic University, Jakarta, Indonesia

1645-1700 #9O4 Promoting Diversity: Design and Evaluation of a New Situational Judgement Test for Medical and Dental School Admissions in Australia
Deborah O’Mara, Sydney Medical School, Sydney, Australia

1700-1715 #9O5 Differences in scoring patterns of Situational Judgement Test Scores (SJT) between students of several health professions
Irene Lichtwark, Monash University, Melbourne, Australia

1715-1730 #9O6 A collaborative team-based two-stage examination in biomedical sciences: design and evaluation
Julian Tamer, University of Hong Kong

1730-1745 No Discussion

1600-1730 #9P Short Communications: Postgraduate Specialty Training
Chairperson: David Kandiah, Australia
Location: Room 208

1600-1615 #9P1 Residents in Rehabilitation Medicine: when is supervision given?
G.M. (Clemens) Rommers, Adelante Department of Rehabilitation Medicine MUMC+ / Maastricht University, Maastricht, Netherlands
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<th>Time</th>
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<th>Title</th>
<th>Speaker(s)</th>
<th>Location</th>
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<tr>
<td>1615-1630</td>
<td>#9P2</td>
<td>A mixed method investigation of residents' communication and interaction with family members who have undergone a consent decision regarding organ and tissue donation in the ICU</td>
<td>Sabira Vallani, Saskatoon Health Region, Saskatoon, Canada</td>
<td>Room 207</td>
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<tr>
<td>1630-1645</td>
<td>#9P3</td>
<td>Specialty Trainees in Primary Care (STIP)</td>
<td>Mazin Al-saffar, Health Education England - South London, UK</td>
<td>Room 208</td>
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<td>1645-1700</td>
<td>#9P4</td>
<td>Education of mentors in postgraduate specialty training in Croatia</td>
<td>Nada Cikes, University of Zagreb School of Medicine, Zagreb, Croatia</td>
<td>Room 209</td>
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<tr>
<td>1700-1715</td>
<td>#9P5</td>
<td>What can we learn from GP trainees' questions?</td>
<td>Susan Wearne, Department of Health and Australian National University, Canberra, Australia</td>
<td>Room 210</td>
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<tr>
<td>1715-1730</td>
<td>#9P6</td>
<td>The Effectiveness of Mediated Learning and Concept Mapping in Improving Knowledge and Adherence to Treatment Guidelines</td>
<td>Leilanie Nicodemus, University of the Philippines College of Medicine, Manila, Philippines</td>
<td>Room 211</td>
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<tr>
<td>1600-1730</td>
<td>#9Q</td>
<td>Short Communications: Student: Wellbeing</td>
<td>Chairperson: Angela Fan, Hong Kong</td>
<td>Room 207</td>
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<tr>
<td>1600-1615</td>
<td>#9Q1</td>
<td>Student well-being and study perception; A study among Dutch students of the master Veterinary Medicine</td>
<td>Nicole Mastenbroek, Faculty of Veterinary Medicine, Utrecht University, Utrecht, Netherlands</td>
<td>Room 208</td>
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<tr>
<td>1615-1630</td>
<td>#9Q2</td>
<td>Medical Student Wellness Initiatives</td>
<td>Lynda Tierney Konecny, A.T. Still University, Kirksville, USA</td>
<td>Room 209</td>
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<tr>
<td>1630-1645</td>
<td>#9Q3</td>
<td>The Role of the Medical Students' Association at Alfaisal University in the Mental Wellbeing of its Members</td>
<td>Zeina Kayali, Alfaisal University, Riyadh, Saudi Arabia</td>
<td>Room 210</td>
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<tr>
<td>1645-1700</td>
<td>#9Q4</td>
<td>Do resilience and quality of life decrease during medical school?</td>
<td>Patricia Tempa, University of San Paulo, Brazil</td>
<td>Room 211</td>
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<td>1700-1715</td>
<td>#9Q5</td>
<td>What are the motivational profiles of Lebanese students in medical school?</td>
<td>Anne-Sophie Sarkis, Saint Joseph University, Beirut, Lebanon</td>
<td>Room 212</td>
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<td>1715-1730</td>
<td>#9Q6</td>
<td>Metacognition as a predictor of performance in medical school</td>
<td>Amnaun Jun de Beaufort, Leiden University Medical Centre, Leiden, Netherlands</td>
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<td>1600-1730</td>
<td>#9R</td>
<td>Workshop: Using LinkedIn for your professional development</td>
<td>Salmaan Sana, Amsterdam, Netherlands</td>
<td>Room 207</td>
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<tr>
<td>1600-1730</td>
<td>#9S</td>
<td>Workshop: AMEE MedEdPublish: Getting your work published and developing your reviewing skills</td>
<td>Richard Hays, MedEdPublish Editor, Australia; Trevor Gibbs, MedEdPublish Associate Editor, UK; Subha Raman, MedEdPublish Associate Editor, USA; Kerrie McKay, MedEdPublish Administrator, UK</td>
<td>Room 203a</td>
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<tr>
<td>1600-1730</td>
<td>#9T</td>
<td>Workshop: &quot;Toxic&quot; Learning Environments - An Approach to Diagnosis and Treatment</td>
<td>Armand Aalamian, McGill University Postgraduate Medical Education, Montreal, Canada; Linda Snell, Centre for Medical Education, McGill University, Montreal, Canada</td>
<td>Room 203b</td>
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<tr>
<td>1600-1800</td>
<td>#9U</td>
<td>Course: RESME - Research Essential Skills in Medical Education</td>
<td>RESME Course Participants only</td>
<td>Room 204</td>
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<tr>
<td>1600-1730</td>
<td>#9V</td>
<td>Workshop: Managing &amp; Supporting the Educator in Trouble</td>
<td>Elizabeth Spencer, NACT, UK</td>
<td>Room 205</td>
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<tr>
<td>1600-1730</td>
<td>#9W</td>
<td>Course: ESMEA - Essential Skills in Medical Education Assessment</td>
<td>ESMEA Course Participants only</td>
<td>Room 209</td>
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<tr>
<td>1600-1730</td>
<td>#9X</td>
<td>Workshop: To be or not to be - trainee choice vs. societal need. An AMEE Postgraduate Committee workshop</td>
<td>Tim Swanwick, Health Education England, London, UK; Jason Frank, Royal College of Physicians and Surgeons of Canada, Ottawa, Canada; Rille Pihlak, Medical Education Officer, European Junior Doctors Permanent Working Group and Estonian Junior Doctors Association, Tartu, Estonia; Matthew Stull, University of Michigan Medical School, Ann Arbor, Michigan, USA; Simon Gregory, Health Education England, UK</td>
<td>Room 215</td>
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<tr>
<td>1600-1730</td>
<td>#9Y</td>
<td>Workshop: Clinical reasoning difficulties during supervision and targeted support and remediation strategies</td>
<td>Marie-Claude Audétat; Mathieu Nendaz, University of Geneva, Switzerland</td>
<td>Room 216</td>
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<tr>
<td>1600-1730</td>
<td>#9Z</td>
<td>Workshop: Technology Enhanced Learning in Medical Education...for Dummies!</td>
<td>Jim Price, Tim Vincent, CJ Taylor and Claire Smith, Brighton &amp; Sussex Medical School, Brighton, UK</td>
<td>Room 218</td>
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<tr>
<td>1600-1730</td>
<td><strong>#9B Workshop: Training Simulated Patients for Interprofessional Education Encounters</strong></td>
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<td>Denise Souder and Win May, Keck School of Medicine University of Southern California, Los Angeles, USA; Nancy Heine, Loma Linda University School of Medicine, Loma Linda, USA; Anne Walsh, Keck School of Medicine University of Southern California, Los Angeles, USA</td>
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<tr>
<td>1600-1730</td>
<td><strong>#9C ePosters: Simulation in Interprofessional Teams and Supporting Career Choice Decisions</strong></td>
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<td>Chairperson:</td>
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<td>Location: Room 206</td>
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<td><strong>#9CC01 Perceptions of reality in interprofessional trauma-team simulation</strong></td>
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<td>Alexander von Wendt, University of Helsinki, Finland</td>
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<td><strong>#9CC02 Interprofessional in-situ simulations during students' clinical practice in the intensive care unit - Worth a try!</strong></td>
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<td>Rititta-Lisa Lakammar, Turku University of Applied Sciences and Turku University Hospital, Turku, Finland</td>
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<td><strong>#9CC03 Airway tea-trolley teaching: multidisciplinary training delivered to your anaesthetic room</strong></td>
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<td>Lasitha Abey sundara, Royal Free London NHS Trust, London, UK</td>
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<td><strong>#9CC04 Developing a behavioural marker system for registered nurses (RNs) and enrolled nurses (ENs) in crisis management teams – what’s new?</strong></td>
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<td>Yu Han Ong, National Healthcare Group, Singapore</td>
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<td><strong>#9CC05 Simulation and Training of Skills for Nurses and Physicians in Pediatric Oncology</strong></td>
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<td></td>
<td>Lorenz Grigull, Pediatric Hematology and Oncology, Medical University Hospital, Hannoover, Germany</td>
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<td><strong>#9CC06 Educational Method using Team Resource Management and High-Fidelity Medical Simulation: Decrease rate of Accidental Tube Removal Incidents</strong></td>
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<td>Su Yi-Hsin, Taipei Medical University Shuang Ho Hospital, Department of Medical Imaging, New Taipei City, Taiwan</td>
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<td><strong>#9CC07 Morning Rounds: A Simulation Experience for Second Year Medical Students to Promote Clinical Reasoning</strong></td>
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<td>Grzegorz Plochocki, American University of the Caribbean, Cupecoy, Netherlands Antilles</td>
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<td><strong>#9CC08 Analysis of teaching methods in medical humanities and social sciences curriculum of a medical college</strong></td>
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<td>Wha Sun Kang, The Catholic University of Korea, College of Medicine, Seoul, South Korea</td>
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<td><strong>#9CC09 The Process of Korean Junior Doctors’ Specialty Choice. Qualitative Study Guided by the Grounded Theory</strong></td>
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<td>Hye-Jin Lee, Chungnam National University Hospital, Daejeon, South Korea</td>
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<tr>
<td>1600-1730</td>
<td><strong>#9DD Posters: Diversity</strong></td>
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<td>Chairperson: Susie Schofield, UK</td>
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<td><strong>#9DD01 'Refugees and Asylum Seekers’ - Developing a ‘student selected component’ for third and fourth year medical students.</strong></td>
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<td>Catherine Trimble, Department of Medical Education, AWP NHS Trust, Bristol, UK</td>
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<td><strong>#9DD02 Should we remain a mono-cultural society? Diversity Issue in the Opinions of Polish Medical Students</strong></td>
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<td>Pawel Przyielecki, Medical University in Lodz (Centre for Medical Education), Lodz, Poland</td>
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<td><strong>#9DD03 Incorporating cultural competence into the medical ethics curriculum: tracking the baby steps of a Catholic medical college in the Philippines</strong></td>
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<td>Pacifico Eric E. Calderon, San Beda College of Medicine, Manila, Philippines</td>
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<td><strong>#9DD04 A study on Cross-cultural Care embedded courses in the pre-clinical stage of medical Curriculum</strong></td>
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<td>Yu-Tang Chang, College of Medicine, Kaohsiung Medical University and Hospital, Kaohsiung, Taiwan</td>
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<td><strong>#9DD05 An Evaluation of Taiwanese Medical Students’ Awareness of and Preparedness for Caring for LGBT Populations</strong></td>
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<td></td>
<td>Wei-Che Lee, Department of Emergency Medicine, College of Medicine, Kaohsiung Medical University and Hospital, Kaohsiung, Taiwan</td>
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<td><strong>#9DD06 Cross-Cultural Medical Care Training and Education: A Survey of Pediatric Hematology/Oncology Fellows-in-training and Fellowship Program Directors</strong></td>
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<td>Amulya Nageswara Rao, Mayo Clinic, Rochester, USA</td>
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<td><strong>#9DD07 When East Meets West: A comparison of Students’ preparedness for Cross-cultural Care between a US medical school and Taiwan medical schools</strong></td>
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<td>Jeng-Hsien Yen, College of Medicine, Kaohsiung Medical University and KMU Hospital, Kaohsiung, Taiwan</td>
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<td><strong>#9DD08 Ostracism in undergraduate training of health students: Associated factors</strong></td>
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<td>Deobra Alvarado, Universidad de Concepcion, Chile</td>
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<td><strong>#9DD09 Enhancing cultural sensitivity in a classroom setting by the use of drama game</strong></td>
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<td>Yu Chu Huang, Fu Jen Catholic University, New Taipei City, Taiwan</td>
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<td><strong>#9DD10 A new OSCE in the medical curriculum: assessing competences in Ethics and Health Care Law, Interculturalization and Diversity, and Patient Safety</strong></td>
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<td>Marielle Diepeveen, VU University Medical Center, Amsterdam, Netherlands</td>
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<td><strong>#9DD11 Intercultural competences of Western instructors and Nepalese mountain rescue team trainees</strong></td>
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<td>Raphael Saghir, University of Berne, Switzerland</td>
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<td><strong>#9DD12 Don’t ask; don’t tell – heteronormative medical education and the experience of LGBT patients.</strong></td>
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<td>Benjamin Taylor-Davies, King’s College London, UK</td>
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<td><strong>#9DD13 ’Addressing the Gap in Medical Ethics Education Turkish Medical Faculties ‘: Teaching Anti-Discrimination for LGBTI Patients</strong></td>
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<td>Ece Nur Çinar, Yeditepe University Faculty of Medicine, Istanbul, Turkey</td>
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1600-1730

#9DD14 Are gender and ethnicity determinants of student success in medicine? Savina Burhns, Barts and The London, UK

#9DD15 A cross-cultural comparison between medical students’ self-regulated learning challenges and influencing sociocultural factors Naomi Boyd, CEDAR (Center for Educational Development and Research in Health Professions), University Medical Center Groningen, University of Groningen, Netherlands

#9DD16 United in problems, celebrating diversity Tudor Calinici, Iuliu Hatieganu University of Medicine and Pharmacy Cluj-Napoca, Romania

#9DD17 LGBT in Medical Education at VUmc SMS Juliet Beuk, VU University Medical Center, dpt. Medical Humanities, Amsterdam, Netherlands

#9DD18 The Blessings that Cultural Diversity could Bring – A Prospective Case-Control Study from Taiwan International Scholarship Program Ru Yi Huang, EDAH, Kaohsiung, Taiwan

#9DD19 Interpersonal violence among undergraduate students: implications to students adjustment Maria Paula Panuncio-Pinto, Ribeirão Preto Medical School, Ribeirão Preto, Brazil

1600-1730

#9EE01 Can patients educate their doctors by assessing their communication skills? Fatima Ahmad, Royal London Hospital, London, UK

#9EE02 4E Model framework for communication Lee Hsien Xiong Raphael, Tan Tock Seng Hospital, Singapore

#9EE03 We care, we care! Our failures in teaching communication skills at the GME level Rachel Lewin, UCLA, Los Angeles, USA

#9EE04 Clearer speech enhances learning and memory for medical residents in a simulated ICU handoff Noel O’Regan, Memorial University of Newfoundland, St. John’s, Canada

#9EE05 Teaching communication skills in order to make inevitable death discussable Dorine van Woerden, Academic Medical Centre, Amsterdam, Netherlands

#9EE06 Enhancement of Healthcare Providers’ Competence of End-of-Life Communication through Multi-Disciplinary Simulation Yang-Ching Chen, Taipei City Hospital, Taipei, Taiwan

#9EE07 Let’s Talk: Evaluation of a Public Speaking Skills Curriculum for Pediatric Residents Jason Homme, Mayo Clinic Rochester, MN, USA

#9EE08 Communication Skills Training for Residents with Minimal Faculty Involvement: A Novel Approach Janine W. Y. Kee, Department of Psychological Medicine, Division of Medicine, Tan Tock Seng Hospital, National Healthcare Group, Singapore

1600-1730

#9EE09 Do hospital-based workshops improve skills and interest in interpersonal communication? Joanna Ortoli, Silesian Medical Chamber, Katowice, Poland Medical University of Silesia, Katowice, Poland

#9EE10 Breaking Bad News training program based on video reviews and SPIKES strategy: What do Perinatology residents think about it? Elinna Amiral, UNICAMP, Campinas, Brazil

#9EE11 Interdisciplinarity teaching Sioned Powell, The Whittington Hospital, London, UK

#9EE12 Why Communication Skills for Doctors Who Work with Sexual Assaulted Victims’ Mental Health Should Be Composed in Tourist Area Medical School’s Curriculum? Withita Jangiam, Vachira Phuket Hospital, Phuket, Thailand

#9EE13 Communication Skills in Child Sexual Abuse: Current, Controversial and Challenging Camilla Sen, Royal Society of Medicine, London, UK

1600-1730

#9FF01 Developing Conscientization to Be Professional among 4th Year Medical Students in Community Medicine Subjects Suthhe Rattanamongkolgul, Department of Preventive and Social Medicine, Faculty of Medicine, Sirirakhrinwiro University, Bangkok, Thailand

#9FF02 Profile of students enrolled in a Family and Community Medicine Preceptorship Post-Graduate Course on Brazil Marta Quintanilha Gomes, Federal University of Health Sciences of Porto Alegre, Brazil

#9FF03 Medical Student’s Learning Outcome among Extra Curricular Activities through Transdisciplinary and University Community Engagement Soraya J Kaewpitoon, Institute of Medicine, Suranaree University of Technology, Nakhonratchasima, Thailand

#9FF04 Interdisciplinary seminar: work together Arthur Piriaux, University of Angers, France

#9FF05 Rural General Practice registrars and family life: developing a different model of long term rural and remote medical service provision Jane Harte, University of Southern Queensland, Toowoomba, Australia

#9FF06 Community based learning enhancing rural doctor retention Pairoj Boonlukseri, Hatyai Hospital, Hatyai, Thailand

#9FF07 “CPIRD DNA”: The Professional Identity in Community Tract Medical Student Anupong Suthaminrard, Collaborative Project for Increasing Rural Doctor, Ministry of Health, Chonburi, Thailand

#9FF08 Acquisition of Knowledge and Attitude among Medical Cadets after a Rural Community Survey, parts of Community Medicine Noppawit Aumtrakul, Phramongkutklao College of Medicine, Bangkok, Thailand
1600-1730

#9FF9 Perceptions of first-year medical students gained from early experience with patients in rural communities
Watcharaporn Taburee, Faculty of Medicine, Naresuan University, Phitsanulok, Thailand

#9FF10 Medical students’ reflection on learning experiences in early approach to community in their preclinical year
Mayuri Phithaksilp, Faculty of Medicine, Burapha University, Chon Buri, Thailand

#9FF11 Community-Based Learning: Authentic Learning Experience of Second Year Medical Students in ‘Holistic Health Care I’ Course at Thammasat University
Aphicha Nomsiri, Department of Community Medicine and Family Medicine, Faculty of Medicine, Thammasat University, Pathumthani, Thailand

#9FF12 The perceived usefulness of early community based learning experience (ECOBLE) regarding students’ community healthcare services and rural workplace choices
Thanaphop Na Nakphomphon, Faculty of Medicine, Khon Kaen University, Khon Kaen, Thailand

#9FF13 Integrated Learning: A New Approach for Community Geriatric Health Education
Aphaphan Narenpitak, Udon Thani Medical Education Center, Udon Thani, Thailand

#9FF14 Better Undergraduate clinical training in General Practice as a result of Medical School and Community Health Collaboration
Jane Smith, Bond University, Gold Coast, Queensland, Australia

1600-1730

#9GG Posters: Virtual Patients and Games
Chairperson: Eeva Pyörälä, Finland
Location: Hall 6

#9GG01 Virtual Patients versus e-OSCEs. The students’ perspective
Eleni Dafli, Aristotle University of Thessaloniki, Greece

#9GG02 Virtual patients in training against medical error: student experience of working with paediatric cases
Sholpan Kaliyeva, Karaganda State Medical University, Karaganda, Kazakhstan

#9GG03 Methods to measure the development of clinical reasoning with virtual patients: a literature review
Monika Sobocan, Faculty of Medicine, University of Maribor, Slovenia

#9GG04 Virtual patient in the clinician’s education: Theory knowledge and self-efficacy in anxiety diagnosis
Simona Mirela Calinici, Babes Bolyai University, Cluj-Napoca, Romania

#9GG05 There is no significant impact of virtual patients on exam outcomes in long term
Neja Turk, Faculty of Medicine, University of Maribor, Slovenia

#9GG06 EyeNET: an innovative online teaching project developed at Monash University, exploring the Eyes, Nose, Ear and Throat
Claire Harrison, Department of General Practice, Faculty of Medicine, Nursing and Health Sciences, Monash University, Australia

1600-1730

#9GG Posters: Virtual Patients and Games

#9GG07 Virtual Patients in Problem-Based Learning (PBL)
Hossam Hamdy, Gulf Medical University, Ajman, United Arab Emirates

#9GG08 How Can Virtual Reality Enhance Medical Education? A Pilot Study
Alex Magnussen, Imperial College London, UK

#9GG09 Using Augmented Reality App to enhance the learning of clinical skills and therapeutic modalities in Occupational Therapy students’ experience from Kaohsiung Medical University
Yi-Chun Tsai, Kaohsiung Medical University Hospital, Kaohsiung, Taiwan

#9GG10 Learning by Avatars: A Qualitative Study of User Experiences During Multiplayer Virtual World training of CPR
Johan Creutzfeldt, Center for Advanced Medical Simulation and Training, CAMST, Karolinska University Hospital and Karolinska Institutet, Stockholm, Sweden

#9GG11 PlayMed - 'Bridging the Gap between Student and Doctor with Serious Games (Keith) Chee Y. Ooi, School of Women’s and Children’s Health, Faculty of Medicine, University of New South Wales, Sydney, Australia

#9GG12 Serious game is an effective learning method for primary health care education of MD students: a randomized controlled trial
Maria Eugênia Bresolin Pinto, Federal University of Health Sciences of Porto Alegre, Brazil

#9GG13 Improving Adjustable Skill in Medical Students by Using Game Base Learning
Kengjai Unrit, Mahasarakham Hospital, Mahasarakham, Thailand

#9GG14 Gamification in Medical Education: Introduction of a Radiology Card-Board Game
Seyyed Amirmahdi Mafakherian, Iranian National Institute for Strategic Research in Medical Education, Tehran, Iran

#9GG15 Experts as novices: clinical educators’ reflections on learning an unfamiliar skill
Tim Fawns, University of Edinburgh, UK

#9GG16 Diagnostic Challenge-Based Learning
Rosa Malena Delbone de Faria, Universidade Federal de Minas Gerais, Belo Horizonte, Brazil

1600-1730

#9HH Posters: Students and Student Engagement

#9HH01 Great Expectations: A study to compare and contrast the expectations of radiotherapy students with those of nursing students at the University of Liverpool
Cath Gordon, University of Liverpool, UK

#9HH02 The parents expectations to the first year medical students of Naresuan University
Jatwrit Hovannapakorn, Naresuan University, Phitsanulok, Thailand

#9HH03 Do Medical Students Need Advisors?
Krishana Royari, Clinical Medical Education Center, Surin Hospital, Surin, Thailand
#9HH04 The Predictive Role of Autonomous and Controlled Motivation on Dental Students' Behavioural and Affective Outcomes: A Structural Equation Modelling Analysis based on Self-determination Theory
César Orsini, Faculty of Dentistry, University of The Andes, Santiago, Chile

#9HH05 Perception and Involvement of Medical Students in Extracurricular Activities
Rakan Alsaaed, Alfaisal University, Riyadh, Saudi Arabia

#9HH06 Student's Engagement at FMUL as a road to Excellence. Students’ and teachers views according to ASPIRE criteria
Manuel Lucas, Department of Medical Education of the Faculty of Medicine of the University of Lisbon, Portugal

#9HH07 The Calgary Guide To Understanding Disease: Teaching Medicine More Effectively
Yan Yu, University of Calgary, Department of Undergraduate Medical Education, Calgary, Canada

#9HH08 Development of student-engaged clinical learning guideline: it is not a bed of roses.
Phawat Luangtangvarodom, Faculty of Medicine, Chulalongkorn University, Bangkok, Thailand

#9HH09 Student Engagement in Developing Web-Based Formative Assessment
Nattapat Anuduang, The Faculty of Medicine, Chulalongkorn University, Bangkok, Thailand

#9HH10 Student led seminar work: a qualitative analysis of educators and students’ views
Blaž Pavšič, Faculty of Medicine, University of Maribor, Slovenia

#9HH11 Development of student-engaged clinical learning guideline: it is not a bed of roses.
Phawat Luangtangvarodom, Faculty of Medicine, Chulalongkorn University, Bangkok, Thailand

#9HH12 The Calgary Guide To Understanding Disease: Teaching Medicine More Effectively
Yan Yu, University of Calgary, Department of Undergraduate Medical Education, Calgary, Canada

#9HH13 Sharing a simple meal as a means to create a culture of Student-Faculty partnership in curriculum development
Marie Lidskog, School of Medical Sciences, Örebro, Sweden

#9HH14 Classroom Strategies to Enhance Student Engagement and Learning: Examples from a Global Health Course
Sohalia Cheema, Weill Cornell Medicine-Qatar, Doha, Qatar

#9HH15 Student engagement and perception of e-resources developed to support and enhance learning in pain medicine and management
Athanasios Hassoulas, Cardiff University School of Medicine, Cardiff, UK

#9HH16 Empowering Curriculum Reform with Student Voices through Effective Evaluations
Matthew Kwan, The Chinese University of Hong Kong

1600-1730

#9II01 Medical record review and TBL make intern conference more interesting and valuable
Pornapa Suriyachai, Medical Education Center Phayao Hospital, Phayao, Thailand

#9II02 Comparison of Team-Based Learning with Online Tools and Conventional Lecture for Summative Evaluation Scores
Piti Phoenchawalwit, Medical Education Center Chiangrai Prachanukroh Hospital, Chiangrai, Thailand

#9II03 Evaluation of Team-Based Learning on Students' Accountability, Satisfaction, and Performance in Traditional Chinese Medicine Nursing
Lih-Mih Chen, School of Nursing in Kaohsiung Medical University and Kaohsiung Medical University Chung-Ho Memorial Hospital, Taiwan

#9II04 Team based learning (TBL) in Flipped classroom model: engaging and empowering nursing students in CNS Pharmacology learning
Nusrat Bano, King Saud bin Abdulaziz University for Health Sciences, King Abdulaziz Medical City, National Guard Health Affairs, Jeddah, Saudi Arabia

#9II05 Relationships between different elements of Team Based Learning and students approaches to learning: A mixed-method study
Hylke Brouwer, Amsterdam University of Applied Sciences (AUAS), Amsterdam, Netherlands

#9II06 Perceptions of Medical Students’ Learning Experience and Instructors’ Self-evaluation in Team-Based Learning: Through a Quantitative and Qualitative Lens
Meng-Fang Tsai, Kaohsiung Medical University, Kaohsiung, Taiwan

#9II07 Impact of student’s assessment of TBL to active learning and final examination results in medical biology
Jaroslav Mares, 2nd Faculty of Medicine, Prague, Czech Republic

#9II08 What do medical students find useful to help them learn clinical problem solving?
Weng Yee Chen, The University of Hong Kong

#9II09 Combination of team based learning and flipped classroom to effectively teach ECG knowledge for medical students
Jwo-Huey Yu, School of Medicine, National Defense Medical Center, Taipei, Taiwan

#9II10 Is Team-based Learning (TBL) an effective strategy in undergraduate blood transfusion training?
Conrad Hayes, Keele University, Stoke-on-Trent, UK

#9II11 The improvement of learners’ motivation with "blended" team-based learning: an action research project.
Ikuko Shimizu, Shinsyu University, Matsumoto, Japan

#9II12 Perceptions among the first year nursing students on newly implemented team-based learning in Japan
Harumi Gomi, Center for Global Health, Mito Kyodo General Hospital, University of Tsukuba, Mito, Japan
1600-1730  #9J J Posters: Role of Patient, Simulated Patient and Student as Patient
Chairperson: Daisy Rotzoll, Germany
Location: Hall 3 Foyer

#9JJ01  Reflections from the patient’s point of view: a comparison between the USA and Japan
Kazuki Tokumatsu, Okinawa Chubu Hospital, Uruma, Japan

#9JJ02  Assessing shared decision-making skills of 3rd year medical students
Lucille Ong, Academic Medical Centre, Amsterdam, Netherlands

#9JJ03  Research study ‘Learning about the Patient’s experience of illness’: Mentoring as a means of deeper learning
Tarun Ricky Makker, Bart’s School of Medicine and Dentistry, London, UK

#9JJ04  A Singapore study to evaluate patients’ perceptions of having medical students as part of the healthcare team
Tang Ching Lau

#9JJ05  student reflective writing about outside-of-care meeting a patient
Nicolas Lechepier, Faculté de médecine Lyon Est de l’Université Lyon EA4148, Lyon, France

#9JJ06  Practicing for a dialogue with vaccine-hesitant parents: Pilot-testing an arts-based video case
Kaisu Koski, Centre for Practice as Research in Theatre, University of Tampere, Finland

#9JJ07  Simulated medical consultations with standardized patients: In-depth debriefing based on emotions as a way to address professional identity formation and hidden curriculum
Marco Antonio Carvalho-Filho, State University of Campinas (Unicamp), Campinas, Brazil

#9JJ08  Different perspectives on learning in a simulation with a standardized patient in undergraduate medical education
Sten Erici, Lund University, Lund, Sweden

#9JJ09  Impact of personality traits and learning approaches of clinical skills evolution during a standardized-patients program
Pierre Pottier, Faculty of Medicine, Nantes, France

#9JJ10  An integrated standardized patient simulation program for international medical students—a pilot study. Is it practical and helpful to the students?
I-Ting Liu, Department of Family Medicine, EDA Hospital, Kaohsiung City, Taiwan

#9JJ11  Applying Psychodrama Theory to Standardized Patients training
Min-Shu Wang, Mackay Memorial Hospital, Taipeihui District, New Taipei City, Taiwan

#9JJ12  Barriers to Medical Students Visiting the Doctor as Patients
Tanvi Raghvani, Barts and The London School of Medicine and Dentistry, London, UK

1600-1730  #9KK Posters: International Education
Chairperson: Marina Mrouga, Ukraine
Location: Hall 3 Foyer

#9KK01  International Visits Supplemeting Medical Teaching
Pauli Puolakkainen, University of Helsinki and Helsinki University Hospital, Helsinki, Finland

#9KK02  Globalizing International Postgraduate Electives: Challenges and Solutions
Anna M. Iacone, Educational Commission for Foreign Medical Graduates (ECFMG), Philadelphia, PA, USA

#9KK03  International placements in health professions education – a meta-narrative review
Birgit H. Fruhsstorfer, Warwick Medical School, Coventry, UK

#9KK04  Developing a Cadre of International Educators
Margaret Kennedy, Royal College of Physicians & Surgeons of Canada/Royal College Canada International, Ottawa, Canada

#9KK05  Deliberate use of Gibbs’ Reflective Cycle to Capture Transitional Issues and Strategies for International Students Joining a Full-time Medical Education Masters in Dundee
Andini Wardhani, Centre of Medical Education, University of Dundee, UK

#9KK06  Testing health care vocabulary knowledge of immigrant physicians in Finland
Maija Tervola, University of Tampere, Finland

#9KK07  Benefits of an Additional Medical Education program: as perceived by immigrated physicians
Linda Sturesson, Karolinska Institutet, Stockholm, Sweden

#9KK08  Exploring the Ties that Bind: Mapping the Missions of U.S. Allopathic Medical Schools
Frederic Hafferty, Mayo Clinic, Rochester, USA

#9KK09  Evaluation of clinical bases of Medical schools in the Republic of Kazakhstan
Vitaly Kolkov, Republican Center for Health Development, Astana, Kazakhstan

#9KK10  Collaborating to Train a New Generation of Chinese Physician-Scientists
Margaret McDonald, University of Pittsburgh School of Medicine, Pittsburgh, PA, USA

Group Meetings

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<tr>
<th>Time</th>
<th>Group</th>
<th>Details</th>
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<tbody>
<tr>
<td>1745-195</td>
<td>AMEE CPD Committee</td>
<td>(closed meeting)</td>
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<td>1745-195</td>
<td>AMEE Faculty Development Committee</td>
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<td>1745-195</td>
<td>AMEE Postgraduate Committee</td>
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<td>1745-195</td>
<td>BEME Research Committee</td>
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<td>National Association Meeting</td>
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<td>1745-195</td>
<td>Ottawa Consensus Group 1: Good Assessment</td>
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<td>1745-195</td>
<td>Ottawa Consensus Group 2: Professionalism</td>
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<td>1745-195</td>
<td>Ottawa Consensus Group 3: Selection</td>
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## NITE AT THE MUSEUM

We hope that you will join us at our Nite at the Museum evening, which will be held at the Helsinki City Museum.

The Helsinki City Museum focuses on the personal experiences and everyday life of the people of Helsinki. During the evening, you will have the opportunity to view some of the current museum exhibitions.

The City Museum is located in one of the oldest blocks of the city, near the Senate Square.

Please make your own way to the Museum.

**Time:** Tuesday 29th August 2017 from 19:30  
**Cost:** €49.00 per person (includes: Buffet, entertainment and a glass of sparkling wine on arrival. A cash bar will also be available on the evening.)
**Wednesday 30th August**

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<th>Registration Desk / Exhibition</th>
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<tr>
<td>0800-1300 Registration Desk Open</td>
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<td>0800-1100 Exhibition Open</td>
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<td>1100-1600 Exhibition Tear Down</td>
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**Tours – all tours depart and return to Messukeskus**

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<tr>
<td>0830-1430</td>
<td>Helsinki Archipelago Tour</td>
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<td>0900-1200</td>
<td>Finnish Design Tour</td>
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<td>0900-1300</td>
<td>Porvoo Highlights Tour</td>
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**Group Meeting**

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<th>Time</th>
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<tr>
<td>0700-0815</td>
<td>AMEE TEL Committee (closed meeting)</td>
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<td>Room 307</td>
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**Session 10: Simultaneous Sessions**

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<th>Time</th>
<th>Session Description</th>
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| 0830-1015 | **#10A Symposium: Is the Traditional Lecture Still Relevant? Is the Traditional Physical Examination Still Relevant?**  
Carolin Seibbach, School of Health Professions Education, Faculty of Health, Medicine and Life Sciences, University of Maastricht, Netherlands; Ebbe Thinggaard, Copenhagen Academy for Medical Education and Simulation, University of Copenhagen, Denmark; Frank Smeenk, Catharina Hospital Eindhoven, Faculty of Health, Medicine and Life Sciences University of Maastricht, Netherlands; Helena Prior Filipe, International College of Ophthalmology, Hospital das Forças, Armadas PL-EMGFA, Hospital of SAMS, Lisbon; College of Ophthalmology (Ordem dos Médicos), Portugal; Jonathan Bennett, University Hospital Leicester, UK; Martin Balzan, Medical Association of Malta, Malta; Fedde Scheele, VUmc, Amsterdam, Netherlands  
Location: Hall 1 |
| 0830-1015 | **#10B Symposium: "Certified... now what?" On the challenges of lifelong learning**  
Carolin Seibbach, School of Health Professions Education, Faculty of Health, Medicine and Life Sciences, University of Maastricht, Netherlands; Ebbe Thinggaard, Copenhagen Academy for Medical Education and Simulation, University of Copenhagen, Denmark; Frank Smeenk, Catharina Hospital Eindhoven, Faculty of Health, Medicine and Life Sciences University of Maastricht, Netherlands; Helena Prior Filipe, International College of Ophthalmology, Hospital das Forças, Armadas PL-EMGFA, Hospital of SAMS, Lisbon; College of Ophthalmology (Ordem dos Médicos), Portugal; Jonathan Bennett, University Hospital Leicester, UK; Martin Balzan, Medical Association of Malta, Malta; Fedde Scheele, VUmc, Amsterdam, Netherlands  
Location: Hall 3a |
| 0830-1015 | **#10C Symposium: Professionalism Remediation: The challenge to ensure successful and long-term impact – an international perspective**  
Malissa Shaw, Chang Gung Memorial Hospital, Taiwan; Heather Lochnan, University of Ottawa, Canada; Ian Wilson, University of Wollongong, Australia; David Irby, UCSF School of Medicine, USA; Lynn Monrouxe, Chang Gung Memorial Hospital, Taiwan  
Location: Hall 3b |

**Note:** Only the presenter(s) are listed in the programme. For a full list of authors, please see the App or Abstract Book (https://amee.org/getattachment/Conferences/AMEE-2017/AMEE-2017-Abstract-Book.pdf)
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<th>Location</th>
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<tbody>
<tr>
<td>0930-0950</td>
<td>#10G4</td>
<td>International students in professional practice placements: experiences, competency development and outcomes</td>
<td>Stacie Attrill, Flinders University, Adelaide, Australia</td>
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<tr>
<td>0950-1015</td>
<td>Discussion</td>
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<tr>
<td>0830-1018</td>
<td>#10G</td>
<td>Lessons learned: Implementing a UK developed simulation training course in a Canadian setting</td>
<td>Alyssa Kelly, Centre for Addiction and Mental Health, Toronto, Canada</td>
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<tr>
<td>0830-0839</td>
<td>#10G6</td>
<td>Lessons learned: Implementing a UK developed simulation training course in a Canadian setting</td>
<td>Alyssa Kelly, Centre for Addiction and Mental Health, Toronto, Canada</td>
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<tr>
<td>0839-0848</td>
<td>#10G2</td>
<td>Orange is the New Black: Focus Groups with Female Inmates</td>
<td>Louanne Keenan, University of Alberta, Edmonton, Canada</td>
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<tr>
<td>0848-0857</td>
<td>#10G3</td>
<td>Preceptor Pearls: A medical education email marketing campaign for faculty development</td>
<td>Meghan Treitz, University of Colorado, Aurora, USA</td>
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<tr>
<td>0857-0906</td>
<td>#10G4</td>
<td>A modified application of the aphorism “carpe diem” to convert challenges into opportunities for enhancement in the educational environment</td>
<td>Cristian Stefan, New York University College of Dentistry, New York, USA</td>
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<td>0906-0915</td>
<td>#10G5</td>
<td>Sorry, you are not a winner. Please try again</td>
<td>Claire MacRae, University of Edinburgh, UK</td>
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<tr>
<td>0915-0924</td>
<td>#10G6</td>
<td>Global Health training programme – success of international faculties in Chile, Finland, Nepal, Philippines and Tanzania</td>
<td>Juha Pekka Turunen, The Finnish Medical Society Duodecim, Helsinki, Finland</td>
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<tr>
<td>0924-0933</td>
<td>#10G7</td>
<td>Telemachus: Honoring your mentor</td>
<td>Eric Meyer, USUHS, Bethesda, MD, USA</td>
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<td>0933-0942</td>
<td>#10G8</td>
<td>Influencing Students’ Motivation and Demotivation</td>
<td>Farhan Cyprian, College of Medicine - Qatar University, Doha, Qatar</td>
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<td>0942-0951</td>
<td>#10G9</td>
<td>Study Engagement. Which are their basic distractors?</td>
<td>Carmen Flores, ACANEMED, Mexico</td>
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<td>0951-1000</td>
<td>#10G10</td>
<td>Transforming the learning environment: design of the first Medical Student Wellness Program in Mexico</td>
<td>María Luisa Ball Marroquín, Wellness Institute Tec Salud, Monterrey, Mexico</td>
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<td>1000-1009</td>
<td>#10G11</td>
<td>Learning by interactive playing — application of interactive student exercises in clinical teaching</td>
<td>William J. Huang, National Yang-Ming University, Taipei, Taiwan</td>
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<td>1009-1018</td>
<td>#10G12</td>
<td>Five years of interprofessional simulation for medical and nursing students - ten lessons learned</td>
<td>Liisa Carlson, Sahlgrenska University Hospital, Gothenburg, Sweden</td>
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<td>0850-1015</td>
<td>#10H</td>
<td>Short Communications: Diversity 2</td>
<td>Chairperson: Janusz Janczukowicz, Poland</td>
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<tr>
<td>0830-0845</td>
<td>#10H1</td>
<td>Breaking barriers - improving cultural competence</td>
<td>Amy Moran, PGDME, King’s College Hospital, London, UK</td>
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<tr>
<td>0845-0900</td>
<td>#10H2</td>
<td>Status Quo of the Integration of Gender-Specific Medicine into Medical Education in German Universities</td>
<td>Sabine Ludwig, Charité-Universitätsmedizin Berlin, Germany</td>
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<td>0900-0915</td>
<td>#10H3</td>
<td>Promoting Diversity through Teaching about the History of Minorities in the Health Professions</td>
<td>Preston Reynolds, University of Virginia, Charlottesville, USA</td>
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<td>0915-0930</td>
<td>#10H4</td>
<td>“Netherlands should not become a paradise for undocumented migrants”. Student discourses on medically necessary healthcare</td>
<td>Hannah Leyerzapf, VU University Medical Center, Amsterdam, Netherlands</td>
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<td>0930-0945</td>
<td>#10H5</td>
<td>Enhancing Cultural Competency through Self-Reflective Writing and Peer Feedback</td>
<td>Nanna Shannon, American University of the Caribbean, Cupecoy, St. Maarten</td>
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<td>0945-1000</td>
<td>#10H6</td>
<td>Diversity in medical education: hearing the student voice</td>
<td>Maaike Muntinga, VUmc School of Medical Sciences, Amsterdam, Netherlands</td>
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<td>1000-1015</td>
<td>#10H7</td>
<td>Tackling issues of Sexism, Sexual Abuse and Harassment in University</td>
<td>Hannah Marriott, SGUL, London, UK</td>
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<td>0830-1015</td>
<td>#10I</td>
<td>Short Communications: Curriculum – Education Environment</td>
<td>Chairperson: Helena Karpinen, Finland</td>
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<td>0830-0845</td>
<td>#10I1</td>
<td>Curriculum Innovation and management of change</td>
<td>José Peralta</td>
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<td>0845-0900</td>
<td>#10I2</td>
<td>The Change Laboratory: A Research-Intervention Approach for Collaborative Design of an Integrated Pharmacy Curriculum</td>
<td>Michelle Flood, School of Pharmacy, Royal College of Surgeons in Ireland, Dublin, Ireland</td>
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<td>0900-0915</td>
<td>#10I3</td>
<td>Revision of medical curriculum for orthopedics and traumatology required a complete attitude shift from the teachers – Helsinki experience</td>
<td>Mikko Heinänen, Helsinki University Hospital, Helsinki, Finland</td>
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<td>0915-0930</td>
<td>#10I4</td>
<td>Developing a modular, customizable, reusable medical school curriculum</td>
<td>Tao Le, University of Louisville, Louisville, KY, USA</td>
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<td>0930-0945</td>
<td>#10I5</td>
<td>How the learning environment influences students’ learning strategies: a comparative ethnographic study</td>
<td>Eleonora Leopardi, University of Newcastle, Callaghan, Australia</td>
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<tr>
<td>0945-1015</td>
<td>Discussion</td>
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</table>
0830-1015 #10J3 Short Communications: Clinical Teaching 3
Chairperson: Jill Konkin, Canada
Discussion: Location: Room 101 c

0830-0845 #10J1 Can trainees integrate knowledge on their own? Teaching the how and why of procedural skills to support retention and transfer
Jeffrey J.H. Cheung, The Wilson Centre, Toronto, Canada

0845-0900 #10J2 Observed discrepancies between competence and confidence in central line insertion following a one-month ICU rotation
Jocelyn Lockyer, Cumming School of Medicine, University of Calgary, Canada

0900-0915 #10J3 Video as a learning tool in clerkship
Cecile Fog Petersen, Region Zealand Psychiatry West, Slagelse, Denmark

0915-0930 #10J4 “What we say we do and what we do” – Learning from ED observations of Education in Paediatrics to enhance learning and teaching
Helen Enright, Department of Paediatrics, University of Melbourne, Australia

0930-0945 #10J5 Adult learning curves and embryo transfers: An activity and goal orientated learning process
Monica Mittal, Oxford University Hospitals NHS Foundation Trust, Oxford, UK

0945-1015 Discussion

0830-1015 #10K Short Communications: The Teacher
Chairperson: Sylvia Cruess, Canada
Location: Room 101 d

0830-0845 #10K1 Health professions educators’ attitudes, practices and perceived barriers and facilitators to using research evidence in educational practices
Aliki Thomas, McGill University, Montreal, Canada

0845-0900 #10K2 How do clinicians become clinical teachers? An ethnographic exploration
Peter Cantillon, NUI Galway, Ireland

0900-0915 #10K3 Factors that (de)motivate teachers: a longitudinal survey study
Lisette van Bruggen, University Medical Center Utrecht, Center for Research and Development of Education, Utrecht, Netherlands

0915-0930 #10K4 Scholar teachers’ formal and informal practices in Life Science Education
Nina Katajavuori, The Centre for University Teaching and Learning, University of Helsinki, Finland

0930-0945 #10K5 Tensions Towards Identity Formation as a Medical Educator
Ahsan Sethi, Institute of Health Professions Education & Research, Khyber Medical University, Pakistan, Peshawar, Pakistan

0945-1000 #10K6 Factorial Structure of the Occupational Commitment Scale in healthcare teachers
Juan Arellano, Universidad de Concepción, Concepción, Chile

1000-1015 #10K7 How can a teacher help himself? Teaching challenges, dilemmas and models to deal with them
Ala Bronstein, Tel Aviv University, Tel Aviv, Israel

1000-1015 No Discussion

0830-1015 #10L Short Communications: CPD 3
Chairperson: Gerard Flaherty, Ireland
Location: Room 101 d

0830-0845 #10L1 It’s more than just travel CPD: An embedded ethnography of a unique Emergency Medicine conference
Rick Penciner, University of Toronto, Canada

0845-0900 #10L2 Situational analysis of continuing professional development practices and capacity in Ethiopia: a national cross-sectional study
Tegbar Yigzaw, Addis Ababa, Ethiopia

0900-0915 #10L3 Innovative, multifaceted CPD intervention driven by healthcare providers’ unperceived needs in Myeloproliferative Neoplasms (MPN) and Myelodysplastic Syndromes (MDS): an exploratory case-study
Francesca Luconi, Continuing Professional Development Office, Faculty of Medicine, McGill University, Montreal, QC, Canada

0915-0930 #10L4 The challenge of combining learning for educators and participants in a pediatric continuing professional development (CPD) program
Daniel Holmgren, Institute of Clinical Sciences, University of Gothenburg, Sweden

0930-0945 #10L5 Do continuing professional development events capture the practice based questions asked by primary care providers through eConsultation?
Douglas Archibald, University of Ottawa, Canada

0945-1000 #10L6 Improving chronic kidney disease management and detection in primary care
Karen Tu, KEES, University of Toronto, Canada

1000-1015 #10L7 The effect of a post-graduate training activity on burnout
Betsy Williams, University of Kansas, Lawrence, USA

No Discussion

0830-1015 #10M Short Communications: Curriculum – Competency Based Education
Chairperson: Lia Fluit, Netherlands
Location: Room 103a

0830-0845 #10M1 Contextual variation in the success and adoption of CBME
Rachel Ellaway, University of Calgary, Canada

0845-0900 #10M2 Modernising our expectations of newly qualified doctors in the UK
Martin Hart, General Medical Council, London, UK

0900-0915 #10M3 Competence Profile in Medicine: challenges in accreditation and assessment according to guidelines for Brazilian medical education
Elisa Cláudia de Otero Ribeiro, Federal University of Rio de Janeiro, Brazil

0915-0930 #10M4 Differences of National-Competence Based Examination Results between students with Competence-based Medical Curriculum and Non-Competence based Medical Curriculum at Faculty of Medicine Universitas Gadjah Mada
Titivishvili Prihatingsih, Department of Medical Education Faculty of Medicine Universitas Gadjah Mada, Indonesia

0930-0945 #10M5 Faculty Engagement with an Institutional CBME Initiative
Richard van Wylick, Queen’s University, Kingston, Canada
Wednesday 30 August

0945-1000  #ioM6  A realist audit of a national CBME Initiative in family medicine
Maria Palacios, University of Calgary, Canada

1000-1015  #ioM7  The Inaugural Competency Based Curriculum Graduates: Where are they now?
Veronica Wadey, University of Toronto, Canada

No Discussion

0830-1015  #ioN  Short Communications: Teaching and Learning - Anatomy
Chairperson: Rukhsana Zuberi, Pakistan
Discussant: Paul McMenamin, Australia
Location: Room 103b

0830-0845  #ioN1  One Side Doesn’t Fit All: Sidedness, Anatomy Tests and the Role of Spatial Ability
Kem A. Rogers, Department of Anatomy and Cell Biology, Schulich School of Medicine and Dentistry, The University of Western Ontario, London, Canada

0845-0900  #ioN2  The impact of the new Anatomical Society core syllabus in gross anatomy from faculty perspectives
Claire Smith, Brighton and Sussex Medical School, Brighton, UK

0900-0915  #ioN3  Veterinary Learning Nuggets – digital signposting for veterinary anatomy
Nick Short, Royal Veterinary College, London, UK

0915-0930  #ioN4  Cognitive biases and other factors that contribute to errors in identifying surgical anatomy
Yee Leung, The University of Western Australia, Perth, Western Australia

0930-0945  #ioN5  Anatomy of the Head E-tutorial
Loubsa Kraria, School of Medicine, College of Medical, Veterinary and Life Sciences, University of Glasgow, UK

0945-1000  #ioN6  Highlighted Misconceptions among Medical Students in the International Anatomy Quiz
Chiraphat Boonnag, Faculty of Medicine, Chiang Mai University, Chiang Mai, Thailand

Discussion

0830-1015  #ioO  Short Communications: Student – Career Choice
Chairperson: Maria Rosa Fenoll Brunet, Spain
Location: Room 201

0830-0845  #ioO1  Can social cognitive career theory constructs predict practice location preferences?
Carlos Fernando Colares, Maastricht University, Maastricht, Netherlands

0845-0900  #ioO2  Surgeon, Anesthesiologist, or Pediatrician: Using Big Data to Capitalize on Individual Specialties for Medical Students
Caitlin Hanlon, Johns Hopkins University School of Medicine, Baltimore, USA

0900-0915  #ioO3  Why do student preferences for generalist specialties change throughout medical school? A mixed methods study on a longitudinal dataset
Cristiana Ferreira, School of Medicine, University of Minho, Braga, Portugal

0915-0930  #ioO4  Learning to walk the bridge over the ‘Valley of Death’. The long-term impact of a one week course in the field of Translational Medicine
Margot Weggemans, University Medical Centre Utrecht, Netherlands

0930-0945  #ioO5  Does an undergraduate surgical skills course affect career intentions of medical students?
Rohan Vithalani, St Georges Hospital, London, UK

0945-1000  #ioO6  The Career Wheel - A tool to improve career choice and considerations on life as a doctor
Eric Dissing Manning, Junior Doctors Denmark, Viborg, Denmark

1000-1015  #ioO7  Influence of Family Medicine module in preclinical setting to students’ career choice as doctor in primary care service
Fika Ekayanti, State Islamic University of Syarif Hidayatullah, Jakarta, Indonesia

No Discussion

0830-1015  #ioP  Short Communications: Postgraduate Education – Education in Practice
Chairperson: Wolf Hautz, Switzerland
Discussant: Simon Gregory, UK
Location: Room 208

0830-0845  #ioP1  Supervision is highly substantial in all phases of post-graduate medical education
Ahmet Murt, Cerrahpasa Medical Faculty, Istanbul, Turkey

0845-0900  #ioP2  Hospital-wide educational committees supporting high quality postgraduate medical education
Milou Silkens, AMC, Amsterdam, Netherlands

0900-0915  #ioP3  Clinical Learning Environments for Postgraduate Medical Education: A Realist Synthesis
Anel Wiese, University College Cork, Ireland

0915-0930  #ioP4  Development of an assessment tool for medical trainees’ professional identities
Masami Tagawa, Kagoshima University, Kagoshima, Japan

0930-0945  #ioP5  Broad-Based Training for a different type of doctor? A two-group two-cohort analysis of questionnaire data
Lynne Allery, Post Graduate Medical and Dental Education - Wales Deanery, Cardiff, UK

0945-1015  Discussion

0830-1015  #ioQ  Short Communications: Teaching and Learning – Peer to Peer Learning
Chairperson: Susan Jamieson, UK
Location: Room 208

0830-0845  #ioQ1  Fly on the wall: Evidence for using peers to enhance teaching in the workplace
Narelle Campbell, Flinders University, Darwin, Australia

0845-0900  #ioQ2  Capable but cautious: Medical students are highly capable of creating and critiquing sophisticated MCQs but did not trust the reliability of peer learning
Rebecca Grainger, University of Otago, Wellington, New Zealand
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<th>Time</th>
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<td>0830-0915</td>
<td>#10Q3 Workshop: Teaching surgical skills to healthcare undergraduates: The benefits of peer-assisted learning</td>
<td>Samuel Bennett, University of Birmingham, UK</td>
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<td>0915-0930</td>
<td>#10Q4 Workshop: Why medical students should learn how to teach: a qualitative analysis of peer-assisted teaching in skillslab voluntary OSCE preparation courses</td>
<td>Daisy Rotzoll, University of Leipzig, Faculty of Medicine, LernKlinik Leipzig, Germany</td>
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<td>0930-0945</td>
<td>#10Q5 Workshop: Peer Debriefing as an Instructional Tool</td>
<td>Hanaa Fatima, Shifa Tameer-e-Millat University, Islamabad, Pakistan</td>
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<td>0945-1000</td>
<td>#10Q6 Workshop: Students teaching others: how can we develop capacity building strategies in order to create junior educators?</td>
<td>Daniel de Oliveira, Federal University of Rio Grande do Norte, Natal, Brazil</td>
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<td>1000-1015</td>
<td>#10Q7 Workshop: An inter-professional Peer Teacher Training (PTT) program for senior health professional students</td>
<td>Annette Burgess, The University of Sydney, Sydney Medical School, Sydney, Australia</td>
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<td>0830-1015</td>
<td>#10R1 Workshop: Gamification in Medical Education: Advantages, Disadvantages and Engagement Factors</td>
<td>Shouleh Bigdeli, Iran university of Medical Sciences, Tehran, Iran</td>
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<td>#10R2 Workshop: Developing Leadership by Gamification – the “JoPe” Game as Part of Management Studies Included in Medical Doctors’ Specialization Education</td>
<td>Hei Parviainen, Faculty of Social Sciences, Health Sciences, University of Tampere, Finland</td>
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<td>#10R3 Workshop: Introducing the virtual A&amp;E: department EMERGE to undergraduate medical education: a prospective trial</td>
<td>Angelina Middkeke, University Medical Centre Goettingen, Germany</td>
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<td>#10R4 Workshop: Clinical decision making game</td>
<td>Emil Heinalho, Sipoo Health Center, Sipoo, Finland</td>
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<td>#10R5 Workshop: Video games and medical students’ playing habits, attitudes and perceived benefits and harms: A Saudi Arabian perspective</td>
<td>Omar Baqal, Alfasal University, Riyadh, Saudi Arabia</td>
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<td>0830-1015</td>
<td>#10S Workshop: Happy App (How to Avoid Problems &amp; Pitfalls with Your App)</td>
<td>Ian MacPhee and Jeremy Rezmovitz, Sunnybrook Health Sciences Centre, Department of Family and Community Medicine, University of Toronto, Canada; Jerry Manlate, St. Joseph's Health Centre, University of Toronto, Canada</td>
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<td>0830-1015</td>
<td>#10T Workshop: The Small Group Experience: Strategies to Improve Your Performance as Facilitator</td>
<td>Carol F. Capello, Weill Cornell Medical College, New York, USA; Elza Mylona, Eastern Virginia Medical School, Norfolk, USA; Norma S. Saks, Rutgers Robert Wood Johnson Medical School, Piscataway, USA; Thanakorn Jirasevijinda, Weill Cornell Medical College, New York, USA</td>
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<td>0830-1015</td>
<td>#10U Workshop: How to give “negative” feedback in health professions education – Conceptual issues &amp; best practices</td>
<td>Claudia Kiessling, Medizinische Hochschule Brandenburg Theodor Fontane, Neuruppin, Germany; Monica van de Ridder, College of Human Medicine Michigan State University, Grand Rapids, USA; Anja Härts, Ludwig-Maximilians-Universität, Faculty of Medicine, Munich, Germany; Gótz Fabry, Albert-Ludwigs-Universität, Faculty of Medicine, Freiburg, Germany</td>
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<td>0830-1015</td>
<td>#10V Workshop: Culture matters when implementing experiential learning: An experiential workshop</td>
<td>Peter Dieckmann, Copenhagen Academy for Medical Education and Simulation (CAMES), Herlev, Denmark; Augusto Scalabrini, University of Sao Paulo, Sao Paulo, Brazil; Rana Sharara-Chami, American University of Beirut Medical Center, Beirut, Lebanon; Hyun Soo Chung, Yonsei University College of Medicine, Seoul, Korea</td>
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<td>0830-1015</td>
<td>#10W Workshop: Making sense of research and evaluation on using technology to enhance teaching and learning</td>
<td>John Sanders, Edge Hill University, Ormskirk, UK</td>
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<td>0830-1015</td>
<td>#10X Workshop: Simulation Scenario Design: Contextualized, Integrated and Innovative</td>
<td>Che-Wei Lin, Taipei Medical University Center for Education in Medical Simulation, Taipei, Taiwan; Geoffrey Tobias Miller, Medical Modeling and Simulation Innovation Center, Norfolk, USA; Paul Phrampus, Pittsburgh University WISER, Pittsburgh, USA; Jen-Chieh Wu and Wen-Cheng Huang, Taipei Medical University Center for Education in Medical Simulation, Taipei, Taiwan; John O'Donnel, Pittsburgh University WISER, Pittsburgh, USA</td>
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<td>0830-1015</td>
<td>#10Y Workshop: Preparing students for High stakes examinations</td>
<td>Dujeepta Samarakera, National University Singapore; Danielle Verstegen, Maastricht University, Netherlands; Ashokka Balakrishnan and Chen Fun Gee, National University Singapore</td>
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<td>0830-0830</td>
<td>#10AA</td>
<td>Workshop: Early Findings from the AAMC’s Competency Based Medical Education Initiatives: Re-Envisioning Models and Methods</td>
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<td>#10BB</td>
<td>Workshop: Improving the learning environment on postgraduate training – An AMEE Postgraduate Committee workshop</td>
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<td>#10CC</td>
<td>ePosters: Learning Environment</td>
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<td>0830-0830</td>
<td>#10CC01</td>
<td>E-learning integrated with face-to-face teaching for central venous catheter insertion increased learning efficacy</td>
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<td>#10CC02</td>
<td>Ultrasonography-Guided Leopold’s Maneuver Teaching for Medical Student</td>
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<td>How to Moodle at the Faculty of Medicine at the University of Helsinki?</td>
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<td>#10CC04</td>
<td>Measuring the educational environment</td>
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<td>#10CC05</td>
<td>Use of “Doctors’ Lounge” Podcast to Teach Clinical Reasoning to First-Year Medical Students</td>
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<td>0830-0830</td>
<td>#10CC06</td>
<td>Application of 3D—printed model to enhance operative teaching in craniofacial surgery</td>
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<td>#10CC07</td>
<td>Student perceptions and utilization of academic resources including video-recorded lectures</td>
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<td>0830-0830</td>
<td>#10CC08</td>
<td>Technical update to ENT teaching polyclinic using multimedia screens and mobile video endoscopy</td>
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<td>#10CC09</td>
<td>A comparison of two teaching methods of basic ventilator management in medical students: Combined case-based conference and lecture versus simulated bedside teaching</td>
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<td>#10CC10</td>
<td>Cognitive Style and Mobile Technology in E-Learning in Undergraduate Medical Education - A Randomized Controlled Pilot Study</td>
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<td>0830-0830</td>
<td>#10CC11</td>
<td>Practical tool to teach clinical research designs in first year medical school</td>
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<td>#10CC12</td>
<td>If You Build It, They Will Come: an approach to creation of a dedicated Team-Based Learning (TBL) space, from design to use</td>
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<td>#10DD</td>
<td>Workshops: Patient Safety</td>
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<td>#10DD01</td>
<td>Learning from medical errors: A retrospective study of senior surgeons, surgical nurses, and physical therapists</td>
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<td>Designing in situ simulation in the emergency department: Evaluating safety attitudes amongst physicians and nurses</td>
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<td>#10DD03</td>
<td>Medical education in safety culture by implementing CUS Strategy in Residency Training Program</td>
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<td>0830-0830</td>
<td>#10DD04</td>
<td>A collaborative and sustainable model of teaching patient safety in low and middle income countries (LAMICs)</td>
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<td>#10DD05</td>
<td>Human factors training for medical students: Exploring student perception and how best to promote a better understanding</td>
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<td>#10DD06</td>
<td>Investigate the efficacy of nurse dispensing medication standard operation procedure by e-Learning intervention</td>
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<td>#10DD07</td>
<td>Educational interventions to improve handover in health care: an updated systematic review</td>
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<td>#10DD08</td>
<td>Implementation WHO Patient Safety Curriculum Guide in Undergraduate Medical Curriculum, a Way Forward</td>
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<td>#10DD09</td>
<td>Applying Basic Facilitation for Patient Safety Education</td>
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Wednesday 30 August

#10DD0 Development and Evaluation of an Inter-professional Patient Safety Workshop
Candy Lim, Yong Loo Lin School of Medicine, Dean's Office National University of Singapore

#10DD1 Improvement of the patient-centered medicine portion of IPE program by adding patients' lectures
Kumiko Yamaguchi, Tokyo Medical and Dental University, Tokyo, Japan

#10DD2 Impact of team resource management training on the maintenance of patient safety act
Jian-YLLi, Mackay Memorial Hospital, Taipei, Taiwan

#10DD3 An IPE activity implemented in Medicine, Psychology, Nursing and Pharmacy
Margarita G. Marquez, Universidad Europea de Madrid, Spain

#10DD4 Lessons Learned in Lothian: Developing a trainee-centred patient safety incident analysis programme
Karen Adamson, Medical Education Directorate, NHS Lothian, Edinburgh, UK

#10DD5 The Safety Thermometer and Risk Response (STAR) Project: shining a light on the path to patient safety
Natasha Constandinou, St George’s Advanced Patient Simulator, London, UK

0830-1015 #10EE Posters: OSCE and Clinical Assessment
Chairperson: Wee Ming Lau, Malaysia
Location: Hall 6

#10EE01 On-line Rater-training Program Might Help with Inter-rater Reliability of Objective Structured Clinical Examination (OSCE)
Shih-Li Tsai, Graduate Institute of Medical Education and Bioethics, National Taiwan University, Taipei, Taiwan

#10EE02 Influence of Assessor Expertise on Ratings and Outcomes in a National Objective Structured Performance Examination (OSPE)
Carol Obnye, PEBC, Toronto, Canada

#10EE03 Modified Feedback Oriented Observed Teaching (FOOT) scheme: A Student-led Near-Peer Teaching Approach - effective tool for OSCE preparation?
Gloryanne Aidoo-Micah, Walsall Healthcare Education Academy, Walsall, UK

#10EE04 Effects of Physician Stigma on Interaction with Depressed Patients
Win May, Keck School of Medicine of the University of Southern California, Los Angeles, USA

#10EE05 Development and evaluation of an objective structured practical examination (OSPE) for assessment of practical skills in the program of biomedical laboratory scientist students
Catharina Hultgren, Karolinska Institutet, Stockholm, Sweden

#10EE06 Comparison of Objectively Structured Practical Exams (OSPEs) and Multiple-Choice Questions (MCQs) results in Basic Undergraduate Medical Disciplines in Tbilisi Medical Academy (TMA)
Akaki Sepashvili, Petre Shotadze Tbilisi Medical Academy, Tbilisi, Georgia

#10EE07 How to balance stress during OSCE examination
Kamonwan Limsakul, Vachiraphuket Medical Education Center, Phuket, Thailand

#10EE08 A Comparison of Physician Examiners and Postgraduate Assessors in OSCE Assessment
Watcharin Suntornlimsir, Nakornping Medical Education Center, Nakornping Hospital, Chiang Mai, Thailand

#10EE09 Are OSCE marks influenced by examiners' fatigue?
Predrag Bjelogrlic, University of St Andrews, School of Medicine, St Andrews, UK

#10EE10 Assessing on record: an analysis of narrative evaluations for student communication skills during an OSCE
Kyle John Wilby, Qatar University, Doha, Qatar

#10EE11 Maybe checklists do capture increasing levels of competence: an exploratory study
Timothy J Wood, University of Ottawa, Canada

#10EE12 The Clinical Summary Exam - assessing information processing skills in medical school finals
Emma Vaccari, University of Southampton, UK

#10EE13 Summative clinical assessment of medical students’ ability to provide immediate care in a simulated medical emergency
Elizabeth Metcalf, Cardiff University, UK

#10EE14 Assessing the dependability of four assessment tools for central line insertion
Jason Lord, University of Calgary, Canada

0830-1015 #10FF Posters: Curriculum General, PBL and Case Based Learning
Chairperson: Peter McCrorie, Cyprus
Location: Hall 6

#10FF01 Comparison of a competency-based with a traditional undergraduate medical curriculum by workplace performance in the final year clerkship
Harm Peters, Scheffner Center for Medical Education, Charité – Universitätsmedizin Berlin, Germany

#10FF02 Development of Podiatric surgical training programme in Scotland
Sharon Wiener-Ogilvie, NHS Education Scotland, Edinburgh, UK

#10FF03 Undergraduate Radiology Teaching - A Forgotten Field?
Nageena Suleman, Walsall Healthcare Education Academy, Walsall, UK

#10FF04 Feedback of medical students about their motivation to study sciences
Eva Kralova, Comenius University in Bratislava, Slovakia

#10FF05 Develop and Implement Thai Traditional Medicine Course in Medical Student Education
Watcharapot Kraikosol, Chaophyaabhaibhubejhr Hospital, Prachinburi, Thailand

#10FF06 Diagnosing student regulatory processes in the learning of ultrasonography at the point of care: an exploratory study with self-regulated learning microanalysis
Gil Sequeira, School of Medicine, University of Minho, Braga, Portugal
Wednesday 30 August

0830-1015

#10GG Posters: Flipped Classroom

Chairperson: Ruth Levine, USA
Location: Hall 6

#10GG01 Effects of a Flipped Classroom-based Instructional Approach on Nurse Practitioners' Learning Motivation and Attitude in Clinical Skills Courses
Hui-Chen Lin, Tri-Service General Hospital National Defense Medical Center, Taipei, Taiwan

#10GG02 Is flipped classroom stimulating knowledge retention?
Amornrat Thuphia, Department of Preclinical sciences, Faculty of Medicine, Thammasat University, Thailand

#10GG03 Which Blended Flipped Curriculum of Clinical Skills is Better, Situated or Cooperative?
Chien-Chih Wu, Department of Medical Education, Taipei Medical University Hospital, Taipei, Taiwan

#10GG04 The effectiveness of using flipped classroom method to teach “Professionalism” for PGY doctors—An experience of a teaching hospital in Taiwan
Jung Chieh Du, Taipei City Hospital, Taipei, Taiwan

#10GG05 Flipped Classroom (FC) Intercalated Curriculum Development of Pharmacology for Overseas Students at SMU
Zhimin Jia, Southern Medical University, Guangzhou, China

#10GG06 Exploring Medical Students’ Conception of Learning in the Flipped and Traditional Learning Contexts: A Phenomenographic Study
Fremen Chihtchen Chou, China Medical University Hospital, Taichung, Taiwan

#10GG07 Diversity in flipped classroom models by using clinical experience and mobile group-chat application to enhance team-based learning and application of knowledge in medical students
Surasak Aumkaew, Medical Education Center, Buriram Hospital, Buriram, Thailand

#10GG08 Medical students’ perceptions of a flipped classroom for a freshman professionalism course: A mixed-methods study
Katsumi Nishiya, Department of Medical Education, Kagawa University, Kagawa, Japan

#10GG09 Student behavior and feedback in undergraduate orthopaedic teaching using flipped classroom model in Thailand
Jirun Apinun, Department of Orthopaedics, Faculty of Medicine, Chulalongkorn University, Bangkok, Thailand

#10GG10 Integration of flipped classroom and high-fidelity simulation to improve ICU residents’ ability with respect to brain death evaluation and organ procurement
Ching-Chung Lin, Mackay Memorial Hospital, Taipei, Taiwan

#10GG11 Finding the Perfect Balance between Flipped Learning and Lecture-Based Instruction
Lise McCoy, A.T. Still University, School of Osteopathic Medicine in Arizona, Mesa, USA

#10GG12 Comparison of Allied Health Science Students’ Outcome towards Learning Methods between Flipped Classroom and Traditional Lecture in Basic Anatomy of the Nervous System
Nutcharin Pakdeewong, Chiang Mai University, Chiang Mai, Thailand
Cardiopulmonary Resuscitation: the use of 360 degree filming to experience

Srinivas Ali Afsar, Alfaisal University, Riyadh, Saudi Arabia

Alex Gilhespy, Newcastle University Medicine

Intentional blindness when interpreting chest

Janani

Medical students within the media

Sporting Excellence Translated into

London

Sarah Yardley, Central & North West London NHS

Scoping review and qualitative meta-synthesis

in healthcare: methodology and findings of a

function and impact of boundaries and interfaces

Public Health, Bangkok, Thailand

Arunee Tipwong, the Collaborative Project to

under the situation of various undergraduate

Students

Chee-Seng Tan, National University Hospital, Singapore

Role Play in Teaching Oncologic Emergencies to

Residents and Medical Students

Suchanan Kanjanapong, Faculty of Medicine Siriraj Hospital, Mahidol University, Bangkok, Thailand

Pilot Study on the Effectiveness of Role Play in Teaching Oncologic Emergencies to Residents and Medical Students

Chun-Wei Lee, Taipei Mackay Memorial Hospital, Taipei City, Taiwan

Siriraj International Medical Microbiology Parasitology and Immunology Competition (SIMPIC): The Platform for Academic Competition and International Relations for International Medical Students Suchanan Kanjanapong, Faculty of Medicine Siriraj Hospital, Mahidol University, Bangkok, Thailand

The role of social networks on the function and impact of boundaries and interfaces in healthcare: methodology and findings of a scoping review and qualitative meta-synthesis

Sarah Yardley, Central & North West London NHS Foundation Trust and University College London, London, UK

Neurology Goal Setting Study: Lessons from Sporting Excellence Translated into Medical Training

Andrew McGowan, University of Dundee, UK

Discourse analysis of the portrayal of medical students within the media

Janani Raveenthiran, Barts and the London, London, UK

Are final year medical students subject to intentional blindness when interpreting chest X-rays?

Alex Gilhespy, Newcastle University Medicine

Malaysia, Sunderland, UK

Deliberate practice reduces stress and improves confidence to perform invasive procedural skills among undergraduate medical students

Nasir Ali Afsar, Alfaaisal University, Riyadh, Saudi Arabia

Immersing students in acute medicine: the use of 360 degree filming to experience cardiopulmonary resuscitation

Alan Coombs, North Bristol NHS Trust, Bristol, UK

Relationship between self-regulated learning, tutorial performance and academic achievement: A path analysis

Umatul Khoiriyah, Faculty of Medicine, Islamic University of Indonesia (FM IUI), Yogyakarta, Indonesia

Self-directed learning in relation to academic performance

Ranaro van Woexik, Radboud University Medical Centre, Nijmegen, Netherlands

Toward Mentoring in Medical Social Work – A Narrative Review of Mentoring Programs in Social Work

Ying Pin Toh, Assisl Hospice, Singapore

Four intertwining socio-cultural factors embedded in mentoring experiences in an East Asian Culture: A critical analysis

Ling-Hui Chang, National Cheng-Kung University, Tainan, Taiwan

Explaining changes in the mentoring relationship - a theory of mentoring relationships

Yi Rong Chew, Lee Kong Chian School of Medicine, Nanyang Technological University, Singapore

Active learning components of lecture capture programs increase test scores and knowledge retention

Phillip Pearson, American University of the Caribbean, Dutch Lowlands, St Maarten, Netherlands Antilles

Video lectures instead of traditional ones – preferred method according to medical students in the University of Helsinki

Paula Poikonen-Saksela, Helsinki University and Helsinki University Hospital, Helsinki, Finland

Assessment of Panopto Software for teaching Undergraduate Anaesthesia in Namibia

Kathryn Bowes, Department of Anaesthetics, Pain and Intensive Care, University Hospital Wales, Cardiff, UK

Effects of Study Modification on Knowledge Retention by Integration of Lecture, Teamwork & Peer-feedback in Pediatric Basic Life Support

Kachaporn Nimdet, Suratthani Hospital, Suratthani, Thailand

Panopto Software for teaching Undergraduate Anaesthesia in Namibia

Kathryn Bowes, Department of Anaesthetics, Pain and Intensive Care, University Hospital Wales, Cardiff, UK

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Kachaporn Nimdet, Suratthani Hospital, Suratthani, Thailand

Introduction of interprofessional education (IPE) for medical and dental students

Mina Nakagawa, Institute of Education, Tokyo

Breaking Barriers: Conception of an interprofessional peer teaching class on subcutaneous, intramuscular and intravenous injection

Sabine Schneidewind, Hannover Medical School, Hannover, Germany

Developing instructional design of Interprofessional Education (IPE) learning using 4C/ID method

Amanda Boy Timor Randita, Faculty of Medicine Universitas Sebelas Maret, Surakarta, Indonesia

Public Health Crisis Preparedness and Disaster Management for Medical Students through Multi-Discipline Interactive Platform

Hsin-I Shih, National Cheng Kung University Hospital, Tainan, Taiwan
#10I05  Teaching Systems of Healthcare in a Year-long Interprofessional Education Course for Medical, Dental and Advanced Practice Nursing Students  
Margaret Stuber, David Geffen School of Medicine at UCLA, Los Angeles, USA

#10I06  Voices from students: Interprofessional Education Competencies and how first-grade students catch them in the final report  
Zaiya Takahashi, Chiba University, Chiba, Japan

#10I07  Collaborative-Approach To improve teaching And Learning Yielding Sustainable and Translational outcomes (CATALYST)  
Vivian Lee, The Chinese University of Hong Kong, Shatin, Hong Kong

#10I08  Call the Doctor on-call! – interprofessional communication at the Clinical Training Ward  
Eva Sammegård, Karolinska Institute, Stockholm, Sweden

#10I09  Developing a Comprehensive Evaluation Framework for Interprofessional Education: Successes and Challenges  
Sharla King, University of Alberta, Edmonton, Canada

#10I10  Task-based approach for educational demonstration of case discussion in an interprofessional team: Experience from Kaohsiung Medical University Hospital  
Cheng-Chang Cheng, Kaohsiung Medical University Hospital, Kaohsiung, Taiwan

#10I11  National reform of social and health services on the way – How to improve students’ multiprofessional knowledge and skills?  
Erika Österholm, University of Turku, Finland

#10I12  Is a good idea enough for effective IPE?  
Samuel Pollard, University of Exeter Medical School, Exeter, UK

#10I13  The AMSTERDAM IPE programme: 10 best practices for realising IPE across higher education institutions and health curricula  
erboom, AMC, Amsterdam, Netherlands

#10I14  The effectiveness of bedside teaching for stroke rehabilitation in improving the attitude towards interprofessional learning  
Radchada Sahaworakulsak, Chaoprayaebhachabubejhr Hospital, Prachinburi, Thailand

#10I15  What changes do students of emergency nursing, medicine and student paramedics commit to after an inter-professional simulation training?  
Dorothea Eisenmann, Lernzentrum (skills lab), Office of the Vice Dean for Teaching and Learning, Charité Medical School Berlin, Germany

#10I16  Is there a "quick fix" to integrate IPE in clinical practice for all students in health- and social sciences?  
Nanna Haaksdottir, UIT, The Arctic University of Norway, Tromsø, Norway

#10I17  Exploring medical students’ experiences regarding inter-professional collaboration in the clinical placements  
Priscilla Ochuba, Barts and the London School of Medicine and Dentistry, London, UK

0830-1015  #10JJ  Posters: Postgraduate Training 3 – Specialty Training  
Chairperson: Tim Swanwick, UK  
Location: Hall 3 Foyer

#10JJ01  Ensuring practical relevance of assessment tools - A resident-driven initiative to move up the Miller's Pyramid; Developing 'baby' medical officers in anaesthesia into competent trainees  
Shree Venkutesan, National University Hospital, Singapore

#10JJ02  Paediatric trainees’ perception of the utility of mock examinations with video-taping as part of clinical training  
Jia Ming Low, National University Hospital of Singapore

#10JJ03  Enhancing General Medical Higher Specialty Training – Delivery of a dedicated Inter-Professional Pilot Simulation Course focussing on Non-Technical Competencies  
Vathsan Ravindran, Homerton Simulation Centre, Homerton University Hospital, London, UK

#10JJ04  Strategies to determine readiness for independent clinical practice amongst junior psychiatry residents in the ambulatory setting  
Lay Lint Tan, Changi General Hospital, Singapore

#10JJ05  Competence by Design Cohort Transformation: a road map for the changes in Canadian specialty education  
Jolanta Karpinski, Royal College of Physicians and Surgeons of Canada, Ottawa, Canada

#10JJ06  Self-rating of Open Surgery Skills  
Diana Breiner Overgaard, University of Copenhagen and Copenhagen Academy for Medical Education and Simulation (CAMES), Capital Region, Denmark

#10JJ07  Engaging with Paediatric Junior Doctors: Enhancing their learning and ours  
Hannah Tobin, Great Ormond Street Hospital, London, UK

#10JJ08  Pediatric Acute Surgical Support (PASS): A multi-modal curriculum for enhancing pediatric surgical emergency capacity in low-resource hospitals in Vietnam  
Sara M. Krzyzanik, OSF Saint Francis Medical Center/University of Illinois College of Medicine at Peoria, Illinois, USA

#10JJ09  Time to Talk? What Anaesthetic trainees and trainers value about the ARCP  
Jennifer Illingworth, Centre/University of Illinois College of Medicine at Peoria, Illinois, USA

#10JJ10  Verbal handover practices using SBAR among Pediatric residents: how can we make it better?  
Najla Ba Sharahil, Hamad Medical Corporation - Pediatrics Department, Doha, Qatar

#10JJ11  A Blended Team-Based Learning Intervention For a Paediatric Emergency Medicine (PEM) Orientation Programme For Residents and Medical Officers in Singapore  
Arif Tyebally, KK Women's and Children’s Hospital, Singapore

#10JJ12  Trainer doctors’ activities to support learning at work in specialty training for occupational health  
Leena Ala-Mursula, University of Oulu, Finland

#10JJ13  Learning Together integrated child health clinics in primary care: is the 'bang' worth the 'buck'  
John Spicer, Health Education England, UK
| #10JJ14 | What kinds of competencies are required for on-call physicians in homecare? A qualitative research of homecare providers’ experiences in Japan’s super-aged society | Hiroyuki Nagano, Tenri Yorozu Hospital, Tenri City, Japan |
| #10JJ15 | Perception gaps between core teaching hospitals and cooperative training facilities regarding community medicine in Japanese clinical training systems | Junichi Tanaka, Tohoku University, Sendai, Japan |
| #10JJ16 | Family Medicine trainees’ perceptions of patient-centred care: Is it time to make the implicit, explicit? | Cynthia Whitehead, University of Toronto, Canada |
| #10JJ17 | Fit for the Future: Evaluating an innovative integrated community care training post | Olivia Jagger, GP Education Unit, Southampton, UK |
| #10JJ18 | Irish GP trainees’ experiences of the GP trainer-trainee one-to-one tutorial: a qualitative semi-structured interview study | Elaine Lee Murphy, University of Edinburgh, Cork, Ireland |
| #10JJ19 | Dialogues between the tutoring physicians and the physicians undergoing specialist training in occupational health (OH) in Finland | Marianne Rytkönen, University of Eastern Finland, Institute of Public Health and Clinical Nutrition, Kuopio, Finland |
| #10KK01 | Providing Chief Residents with Simulation Strategies to Teach Patient Safety | Robin Hemphill, Veterans Health Administration, National Center for Patient Safety, Ann Arbor, USA |
| #10KK02 | Developing frameworks for debriefing in undergraduate simulation | James Murray, Royal Free NHS Foundation Trust, London, UK |
| #10KK03 | Creating high-performance multi-professional teams in a critical care setting: Non-technical skills development in simulation-based training | Raphael A. G. Oliveira, Hospital Sírio-Libanês, São Paulo, Brazil |
| #10KK04 | Simulation training to improve critical thinking and situational awareness among falls champions as part of hospital fall prevention initiative | Santhosh Kumar Seetharaman, National University Hospital, Singapore |
| #10KK05 | Could we use motion capture software and multifractal analysis for the assessment of students’ performance in simulated scenarios? Giving numbers to complex interaction assessment | Michal Nowakowski, Department of Medical Education, Jagiellonian University Medical College, Krakow, Poland |
| #10KK06 | Utilizing situational simulation in nursing education to improve the accuracy in dispensing of medication | Hsiang Hui-Fen, Taipei Medical University Hospital, Taipei, Taiwan |
| #10KK07 | In search of the optimal bronchoscopy training platform: Evaluating the use of a novel, low-cost, virtual tool for pre-training novice learners | Gema De Lama, Hospital Infantil Universitario Nino Jesus, Madrid, Spain |
| #10KK08 | Evaluation of remote retention of cricoid pressure force using a simulator | Nobuyasu Komasawa, Osaka Medical College, Osaka, Japan |
| #10KK09 | Hold In Hands! The Impact on Learning of the Papanicolaou Technique (Pap Test) In Simulation Activities Using Cold Porcelain Models of Uterine Cervix | Andrea Mora De Marco Novellino, Faculdades Pequeno Príncipe, Curitiba, Brazil |
| #10KK10 | A comparison between the commercial perineal repair trainer and the sponge model, a low-cost alternative for experiential learning of obstetric perineal laceration repair at the undergraduate level | Panwara Pantakul, Faculty of Medicine, Srinakharinwirot University, Bangkok, Thailand |
| #10KK11 | The virtual reality EyeSi direct ophthalmoscope simulator: Establishing a proficiency test with solid evidence of validity | Nanna Jo Borgersen, CAMES Copenhagen Academy for Medical Education and Simulation and Department of Ophthalmology, Zealand University Hospital, Copenhagen, Denmark |
| #10KK12 | Recent Changes in Simulation-based Medical Education in Japan; Comparative analysis of National Surveys 2012 and 2016 | Kazunobu Ishikawa, International University of Health and Welfare, Narita, Japan |
| #10KK13 | Competence and patient safety shake hands in laparoscopic skills training: A case from the Central Hospital of Central Finland | Anne Mattila, Department of Surgery, Central Hospital of Central Finland, Jyväskylä, Finland |
| #10KK14 | Hybrid simulation: a novel approach to teaching gynecological exam | Anna Torres, Medical University of Lublin, Poland |
| #10KK15 | Should sim man die? Final year medical students’ beliefs and attitudes regarding death and simulation | Lowri Evans, Swindon Academy, Great Western Hospital, Swindon, UK |
| #10KK16 | Learning and stress level in announced vs. unannounced In Situ Simulation | Debra Freund, Bispebjerg Hospital, Copenhagen, Denmark |
| #10KK17 | Combining Innovation, Simulation and Medical Education: Development and Using a Low Cost Device to Teach Peripheral Venous Cannulation Skill | José Luiz de Souza Neto, UFRN, Natal, Brazil |
| #10KK18 | Retention of Pediatric advanced life support (PALS) skill in final year medical students | Wasana Hongkan, Chonburi Medical Education Center and Collaborative Project to Increase Production of Rural Doctors, Ministry of Public Health, Chonburi, Thailand |
| #10KK19 | In a bed or on the floor? – CPR training in hospitals | Kristian Kragh, Department of Anaesthesia and Intensive Care, Aarhus University Hospital, Aarhus, Denmark |
Group Meeting
0830-1015 AMEE MedEdPublish Board (closed meeting) AMEE Meeting Room

Coffee Break
1015-1045 AMEE Meeting Room
Viewing of posters and exhibits

Soapbox Stage – Hall 6
1015-1025 BMJ
1030-1040 MDF Instruments

Session 11: Simultaneous Sessions

1045-1245 #4 Plenary Chair: Trudie Roberts, UK Location: Hall 1

1045-1130 #11A Helping doctors and patients make sense of health statistics Wolfgang Gaissmaier, Germany

1130-1225 PechaKucha™ Presentations
11B1 Learning analytics and big data Rachel Ellaway, University of Calgary, Canada
11B2 Anatomy Teaching Paul McMenamin, Monash University, Australia
11B3 Gender issues in medical education Katarina Hamberg, Umea University, Sweden
11B4 Interprofessional education Gary Rogers, Griffith University, Australia
11B5 Mind the gap – junior doctor or young educator? Rille Pihlak, European Junior Doctors/University of Manchester, UK
11B6 Tensions between global trends and local challenges in medical education Manuel Costa, University of Minho, Portugal
11B7 The dangerous pursuit of independence Glenn Regehr, University of British Columbia, Canada

1225-1235 Announcement of AMEE 2017 Conference Prizes

1235-1240 Call for nominations for Karolinska Institutet PRIME 2018 Award Annika Werneson, Dean of Education

1240-1245 A look ahead to AMEE 2018 Mathieu Nendaz, Chair of 2018 Local Organising Committee, and other Committee members

1245 Close of Conference

Courses
1300-1400 AMEE-ESME Course Room 203a
1300-1530 ASME-FLAME Course Room 205

Group Meeting
1300-1600 AMEE Executive Committee (closed meeting) AMEE Meeting Room

Interprofessional Skills Training Symposium
30th August - 1st September
Tampere Skills Centre, University of Tampere, Finland

Wednesday 30th August:
1345 - Coach transport from Messukeskus to Tampere Norlandia Hotel. Participants are asked to meet at the Tours Desk in the Southern Foyer of Messukeskus. Evening - Welcome dinner and drinks in the Skills Centre

Thursday 31st August:
0900-1600 – Symposium
0900-1400 – Symposium (ends with lunch)
1430 - Coach transport to Helsinki
1700 - Approx. arrival in Helsinki

Information:
Tampere Skills Centre: http://sites.uta.fi/taitokeskus/ Tampere: https://visittampere.fi/

For further information on the symposium, please contact: Kati Hakkarainen, Chair of the Local Organizing Committee of the Symposium (kati.hakkarainen@uta.fi) or Nina Hutri-Kähönen, Executive Director of Tampere Skills Centre (nina.hutri-kahonen@uta.fi)

Pre-registration is essential.
This page contains the presentation index for AMEE 2017. It includes the names of various presenters and their affiliations. The index is designed for easy navigation to find specific presentations within the congress.
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