#3EE Posters: Research in the medical curriculum
Location: Hall 4, SECC

#3EEE01 (28188)
Students’ perspective on integrating basic research competencies into undergraduate medical curricula

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Background: Participating in research activities for undergraduate medical students is one of the determinants of future career selection. Many students are motivated for basic research and might be excellent physician-scientists in the future. However, medical curricula lack enough training needed to motivate them and shape their interests. This research aims to know students’ perspective on integrating basic research skills into medical curriculum that will allow students to pursue basic biomedical research in variable stages during their undergraduate years.

Summary of Work: A cross-sectional survey targeting undergraduate medical students in different Saudi Arabian medical schools, who have participated in basic research training, the survey aims to determine the following:

1. The level of knowledge of students for listed competencies (5 point Likert scale)
2. Source students acquired the competencies from.
3. Student’s opinion of whether the competencies should be taught in medical curricula or not.

Summary of Results: The primary results (n=80) showed that the majority of students were knowledgeable about the basic competencies surveyed. The majority also pointed that they have learned these competencies from extra-curricular training. However, interestingly most of the students stated that most of these competencies should be taught in the undergraduate curricula.

Discussion and Conclusions: Results have suggested that according to students, medical educators should consider adding “Basic Research” training as part of the medical curricula, at least for students who might be interested in that field.

Take-home messages: Medical curricula should adapt to the different demands of the students, to be able to cultivate students interest and further motivate them.

#3EE02 (23870)
A workshop for solving clinical questions – from a case conference to planning clinical research projects

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Background: In recent years, the case conference to learn clinical reasoning has become familiar to medical students and training physicians in Japan. However, case-based learning for learning clinical epidemiology is not so popular. So we carried out a unique interactive workshop using the style of case conference designed to find clinical questions and learn how to formulate research questions.

Summary of Work: We designed a ninety-minute workshop. It included 3 sections; a case conference, a group work to notice clinical questions, and a group work to formulate research questions. Workshop participants completed post-workshop questionnaire.

Summary of Results: Ten medical students and thirty-six medical doctors participated in this workshop. All participants responded questionnaire. Comfort levels evaluated by 5-point Likert scale were 4.4 points (standard deviation 0.69). The self-evaluation for the skill to formulate research question ware as follows: can educate others (n=3); can do by their self (n=23); can do under support (n=20). Before the workshop, the stages of change to plan a clinical research project were as follows: precontemplation (n=8); contemplation (n=7); preparation (n=23); action (n=8). After the workshop the stage had changed as follows precontemplation (n=0); contemplation (n=2); preparation (n=35); action (n=5); unknown (n=1). The change were statistically significant by Wilcoxon signed-rank test (p= 0.0002).

Discussion and Conclusions: Our interactive workshop would be a valuable educational intervention to learn how to formulate research questions.

Take-home messages: Further evaluation for this workshop is required to extrapolate the results.
Research in Medicine (RIM) meets the need to engage research strategies to improve clinical care

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Background: The Association of Faculties of Medicine of Canada (AFMC) concludes that physician training must foster research skills. Sophisticated technologies generate unprecedented information and opportunities to integrate research into health-care. Physicians must take the responsibility to both define health-care issues and apply research to improve health-care for their patients.

Summary of Work: In 2013, Dalhousie Medical School embedded research as part of every medical student’s training, becoming the first Canadian medical school to make research mandatory within undergraduate education.

Summary of Results: RIM has facilitated involvement of clinicians in research (as mentors) and generated student interest in research. Students can conduct research throughout the academic year including two summers. Over 89% of first-year students engaged in summer research with 40% participating in publications/conferences. Over 89% of first-year students engaged in summer research with 40% participating in publications/conferences. Both mentors and students report that their research experience is positive, providing real-world examples of integration of research with clinical care. Approximately 25% of our students enter medical school with graduate research degrees, and for many without such experience, RIM has sparked interest in pursuit of research as part of their medical career. Students also provide formal oversight of RIM and express satisfaction with program. Program outcomes, processes and governance will be presented.

Discussion and Conclusions: Research for many medical students represents an unknown, and therefore can be an intimidating prospect. As each class moves through their first year of RIM, we are seeing less anxiety and greater engagement by students.

Take-home messages: Students in the RIM classes are more aware of the importance of research and how research impacts their medical profession.

Three-in-one concept: research topic initiation guideline for medical students for community healthcare service improvement

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Background: As class projects, fifth-year medical students in a Community Medicine course conducted research studies aiming to understand health system and relevant problems. Each group was consisted of 3-4 students, supervised by multidisciplinary doctors and required to complete the project within four weeks.

Summary of Work: The author initiated a three-in-one concept for guiding medical students to initiate research topics addressing the following keys. First, the study meets the course objectives. Second, it can evaluate the implemented public health policies regarding accessibility to healthcare services. Finally, the results are applicable for community healthcare service (CHS) improvement.

Summary of Results: Seven out of eight groups of students conducted descriptive, cross-sectional studies in 2014. Four of them focused on public health policies and their results were used for CHS improvement. A study about stroke fast track at Udon Thani Hospital found that, mobilization time to hospital after stroke occurs is associated with locations of occurrence and patient ages. Strategies were developed to reduce the mobilization time, e.g. handing out newly designed posters, informing stroke warning signs using simple language and including emergency medical service telephone number, and developing emergency mapping system for high-risk patients. Overall, the students’ research performances met the course objectives.

Discussion and Conclusions: Medical students developed their analytical thinking and learning skills from research analyses. Results were proposed to the hospital’s executive committee and put into effect on CHS improvement.

Take-home messages: The three-in-one concept was used as a guideline for medical students’ research topic initiation. Topics are apposite if they meet the course objectives and are applicable for CHS evaluation and improvement.
#3EE05 (26575)
Pre-clinical Medical Students’ Attitudes toward Research

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Background: Participation in medical research has been associated with clinical research involvement in the future. In Thailand, Suranaree University of Technology medical students were encouraged to be involved in research since the first year of medical school however the attitudes and factors influencing towards it has not been reported.

The goal of this study was to establish the attitudes and factors influencing towards research of pre-clinical medical students.

Summary of Work: An anonymous cross-sectional, self-administered questionnaire consisted of Likert Scales was administered to pre-clinical medical student at Suranaree University of Technology in 2014. Descriptive and correlative statistic analysis was used to analyse the attitudes towards previous research experience.

Summary of Results: 127 pre-clinical medical students (58.2% female, 41.8% male). 66.14% had significant involved in medical research. 2% had individual research. 59.05% had involved in because of interest in the field. 66.14% had their medical teacher as a role model in doing research. 49.6% felt that research participation was an important part of future career opportunity although 46.45% unsure about what opportunities are available.

Discussion and Conclusions: Pre-medical students mostly have positive attitudes towards research. The significant differences shown in attitudes towards previous involvement in research and research presentation. The important barrier to research was lacking of time.

Take-home messages: Pre-clinical medical students have positive attitudes towards research but lack of time.

#3EE06 (28159)
Cultivating the “evidence-based medical student” through a research-oriented programme

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Background: Enthusiastic medical students want to get involved in medical research and quality improvement, attracted by the opportunity to publish work, gain skills and develop interest in a specialty. A major barrier to doing so is accessing such projects and finding good mentorship. Acamedics is an award-winning student-led scheme which involves medical students in clinical research and equips them with evidence-based medicine(EBM) skills.

Summary of Work: Acamedics recruits clinician-scientists in all specialties who propose research questions for medical students to which they can apply. These detail the differing time commitments, experience required as well as the skills and benefits medical students can expect to gain.

Summary of Results: Acamedics is in its fourth academic year of operation and has year-on-year increased the number of projects that it offers to medical students from 15(inaugural year) at one university to 152(currently) at six universities in two countries (UK/South Africa). These range from audits (most popular) and quality-improvements projects to clinical research, systematic and literature reviews and case series. Over the four years, the proportion of audits has been decreasing and that of research projects increasing although audits currently comprise the largest project-type offered (26%).

Discussion and Conclusions: In summary, Acamedics is a highly-effective international scheme in matching inspiring clinical mentors to medical students interested in EBM/research. Most common project-types are audits, largely because most clinicians are required to evaluate their practice to a “gold-standard” and often are completed in a shorter period of time.

Take-home messages: The increasing popularity of original research projects amongst medical students demonstrates an encouraging shift in mentality towards advancing medical-practice.
#3EE07 (27984)
Medical Education Research Group (MERG); Innovative Approach to Encourage Undergraduate Research Participation

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Presenter: Fareeha Abdulwali*, Alfaisal University, Medicine, Saudi Arabia

Background: Medical Education Research Group (MERG) formed at Alfaisal University in Saudi Arabia, is a student-centered research body. The group aims to encourage undergraduate medical students to learn, pursue research activities, and to make a valuable input to the current literature and medical curricula.

Summary of Work: The hierarchy of the group is as follows: 1- 100 students were chosen and teams of 4-5 members were formed. 2- Each team is mentored by a graduate or a senior student with a prior research experience. 3- The group is headed by three expert faculty members in the field of the medical education. Students are introduced to different skills and research competencies through workshops and small group discussions.

Summary of Results: MERG had successfully added into different areas of medical education literature, including: undergraduate research, admission, curriculum development and assessment. In interval of 8 months the group have achieved the following: 1- 10 abstracts were accepted in local and international conferences. 2- 7 manuscripts were submitted for publication. 3- 12 manuscripts are in the process of final review before submission for publication.

Discussion and Conclusions: This initiative through a process with accessible resources was able to equip students with integral concepts of research. Moreover, adding valuable inputs to the literature and medical curricula.

Take-home messages: The involvement of undergraduate medical students and medical graduates is a valuable addition to the medical education literature with a high quality research.

#3EE08 (27964)
Undergraduate Medical Research Courses Adapting to the Demands of 21st Century

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Background: Medical Curricula should be adaptive to the demands of general health. Despite evidence indicating a general decrease in the quality of medical research, physician scientists, and clinical researchers, research integration in medical curricula is still ineffective and ill defined. This research aims to promote the research skills of medical students via the integration of well-structured research components into their curricula.

Summary of Work: A multi-institutional cross-sectional study surveying Research mentors in universities, teaching hospitals, and research centers in Saudi Arabia. The mentors were presented with competencies and asked to rate the Importance (Likert scale) and Mode of Delivery, then to determine the best training style and assessment method for different research fields.

Summary of Results: According to 70 research mentors:
1- All the competencies included were important, with a mean likert score range from 3.4 → 4.8.
2- Using a combination of modes of delivery (passive and active) in training for general research skills and biostatistics.
3- Using both performance based and knowledge based approaches for assessment
4- “General research skills” and “Biostatistics” should be taught compulsorily.

Discussion and Conclusions: The results show the importance of integrating the presented competencies into medical curricula, while recommending to change the traditional delivery and assessment methods to more active and performance based. This in turn will help curriculum developers to effectively design research courses by knowing what to teach and how to deliver the material suitably.

Take-home messages: Enhancing current medical students’ research knowledge and promoting the culture of research early on in the medical curricula will greatly enhance future medical research.
Becoming a scientist? What good supervisors do and what students plan one year after their research project course

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Background: Several medical schools have introduced courses involving authentic empirical research to equip students with skills required for evidence-based medicine. Such a course (20 weeks; 30 ECTS credits; term 7) was introduced at Karolinska Institutet in 2010. The purpose of this study was to evaluate the results of the first 3 years of our research project course in terms of area of research, desired characteristics of the supervisors and students’ interest in science after completing the course.

Summary of Work: Through 2010 to 2013, in total 843 students (57% females, mean age 29 years) completed the course. The data were collected from questionnaires filled in by the students at the end of the course as well as one year after it.

Summary of Results: The majority (80%) of the projects involved clinical research, predominantly in internal medicine, pediatrics and gynecology. Important characteristics of a supervisor are commitment and interest in supervision, to be available for questions and to give timely feedback. One year after the course (data from 2010-2012; 581 students; response rate 73%), 48% indicated that in 5 years time they would like to be in clinical work in combination with part-time research (≤30% of full-time).

Discussion and Conclusions: Students are mostly interested in clinical projects and show interest in continuing scientific activities after the course.

Take-home messages: Supervisors are crucial for students’ success during a research project course. Students are perhaps more likely to enter research careers if they are exposed to authentic research opportunities during medical school.

READ: A Research Education and Development Course for medical students

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Background: In spite of their essential contribution to evidence-based medicine, there is a global decrease in aspiring academic clinicians. Medical students are increasingly interested in research opportunities during undergraduate education, but practical research training is not routinely included in the curriculum. READ, a clinical research course for medical students, aims to highlight the importance of clinical research by; 1) teaching how research is undertaken in the NHS; 2) offering clinical research experiences; 3) promoting practice of evidence-based medicine.

Summary of Work: This is a quality improvement project using ‘Plan-Do-Study-Act’ methodology. Plan: We identified various clinical research experiences, which were trialled by a medical student and evaluated using an algorithm. Do: The READ course will take place over July for 4 students as a student selected component. It is comprised of a teaching week, followed by 3 weeks of clinical research related experiences and answering a clinical question using systematic review methodology. Study; Students will complete a reflective logbook, and will be surveyed at the beginning and end of the course to gauge their knowledge and confidence levels of research skills. Act; If successful, the course will be offered to more students next year.

Summary of Results: Results will be presented at the conference.

Discussion and Conclusions: Research education schemes have proven successful in other institutions. This is the first time the University of Bristol has offered relevant, accessible clinical research training to its medical students.

Take-home messages: We hope to inspire students to pursue an academic training path, ultimately contributing to the field of evidence-based medicine.
Research-Oriented Series: A Portal into the Culture of Biomedical Research for Junior Medical Students at Alfaisal University

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Background: Students’ contribution to research has been shown to effectively reflect on their communication and critical thinking skills. Short-term research courses offer opportunities for medical students to excel at their research skills and advance their research experience in subsequent high demanding long-term research opportunities.

Summary of Work: ROS was designed comprising 8 sessions. Each session addressed core principles and practice of research concepts and was based on theoretical morning sessions supplemented by afternoon practical sessions delivered by experienced senior medical students and faculty members. Students were assessed comprehensively by the end of the ROS. The series was conducted twice where thirty-five students were involved each time. A total of 70 enrolled students, half of whom were male and half female, with Grade Point Averages greater and less than 3.5, were asked to fill an anonymous, online, self-administered questionnaire assessing their perception of knowledge, skills and confidence post attending the ROS, and evaluating their senior peers.

Summary of Results: 90% of medical students responded to the online survey rating the Research-Oriented Series highly in improving their research knowledge, skills, and confidence. Male students reported significant gain in comparison to their female peers (P<.05). The Grade Point Average does not seem to play a role in students’ gains post attending the ROS. Qualitative responses were in support of three recurring themes favoring the unique learning environment in the ROS.

Discussion and Conclusions: ROS offers a short term systematic approach to fundamental steps and concepts of biomedical research. Alfaisal University Junior medical students perceived it as a beneficial pedagogy to improve their knowledge, skills and confidence in research.

Take-home messages: Such courses could be implemented in institutes which support dynamic undergraduate research environment.

Attitudes and factors contributing to an interest in research among medical students at Medical education center Uttaradit hospital, Thailand

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Background: Research program was included in an undergraduate curriculum for medical students at medical education center (MEC) Uttaradit hospital which is a 650 bed tertiary care hospital, having limited resources and lacking facilities common to medical schools. We aimed to determine the attitudes and factors contributing to an interest in research among medical students in MEC Uttaradit hospital.

Summary of Work: Electronic questionnaires were distributed to medical students studying in their fourth, fifth and sixth- years via social media application. Questions were applied from a previous study to verify student’s attitudes and factors involving their interest in research. Data analysis and statistics were made based on their answers from questionnaires.

Summary of Results: 77 out of a total of 86 medical students answered the questionnaire (89.5%). Averaged age was 23.1 years. Attitudes were good (13.2%) fair (81.6%) poor (5.3%). Lacking of interest 55% and factors which were obstacle to less interest were lack of expertise (60.5%), personality factors (53.9%), MEC (48.7%) and colleague (49.3%). The main problem for the individuals was a lack of motivation (94.7%).

Discussion and Conclusions: Medical students had studied hard and with overloaded services needed circumstances supporting and motivating them for research. This was the first study of attitudes and factors involving the interest in research among medical students in Thailand. Note: this study is limited to only one MEC was not compared to another MEC or medical school.

Take-home messages: Medical students thought research was difficult. If they are well supported and provided motivation they would be more likely to develop an interest in research.
Introducing scientific education in medical school

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Background: ‘Medical science methodologies’ is one of three themes that run as “threads” throughout the medical program at Karolinska Institutet, Stockholm, Sweden. A review of this thread was performed in 2014 and identified weaknesses included: fragmented teaching events spread throughout all semesters leading to difficulties in learning progression and examination; lack of motivation among students and teachers, and difficulties in recruiting teachers. To face these challenges and to improve the quality of scientific education at the medical program, a new 3-week course in scientific methodology in medicine at the third year was developed.

Summary of Work: The new course comprises: 1) scientific information competence; 2) theory/philosophy of science and research ethics; 3) epidemiology and biostatistics; 4) evidence-based medicine and 5) scientific communication. Teaching and learning activities include student-activating lectures, exercises, workshops, seminars and self-studies. Research-active clinical tutors will supervise students in groups of eight and the students will write an individual research plan.

Summary of Results: The review of the Medical science methodologies theme identified weaknesses within the current scientific education and resulted in a 3-week course in scientific methodology in medicine to be given in the third year of the medical program.

Discussion and Conclusions: Our newly designed course aims to develop students’ scientific skills and interest in research, and to increase their understanding of the importance of science and a scientific approach in clinical work.

Take-home messages: In order to increase students’ understanding of the scientific basis of medicine and clinical practice, scientific methodologies need to be integrated in the medical program as a theme, but also in stand-alone courses.

Early attendance at Electron Microscopy workshops as a tool to introduce first-year medical-school students to scientific research methodology

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Background: Research methodology is an essential aspect of Rome’s La Sapienza University’s Medical Faculty’s curriculum. To introduce students early on to authentic work in a research laboratory, non-compulsory practicals in Electron Microscopy were offered to first-year medical students.

Summary of Work: During academic years 2012-2013 and 2013-2014, forty-eight of the 2012-2013 210-strong first-year cohort, and fifty-five of the 220-strong 2013-2014 contingent, were permitted to attend workshops. Groups of four students attended workshops for five days preparing/observing Electron-Microscope samples and discussing the work with their teachers.

Summary of Results: Having completed these practicals, those involved compiled anonymous 5-point Likert-scale questionnaires to assess their didactic usefulness, especially their overall incisiveness. The results reveal that the students considered interaction with their teachers highly stimulating. The following were rated highly: (1) sample preparation procedure (Cronbach alpha=0.8651), (2) electron-microscopic observation of samples (Cronbach alpha=0.9194), (3) researcher-guided readings of papers (Cronbach alpha=0.9144), (4) application of the skills acquired to other areas (chemistry, physics, microscopic anatomy etc.) (Cronbach alpha=0.9093 and (5) the overall value of the experience (Cronbach alpha=0.9154).

Discussion and Conclusions: The experience permitted the students to acquire a scientific approach, where results obtained through reproducible methods were foregrounded. The validity of this experience will be tested during the forthcoming academic years by comparing the final results of participant and non-participant students, and the numbers choosing the translational scientific research stream.

Take-home messages: The results of the student-satisfaction surveys show that early attendance at Electron Microscopy workshops can effectively introduce medical students to scientific research methodology.
Practical medical research ethics: demystifying the approvals process

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Background: Research Ethics Committees (RECs) across the UK were concerned about the poor standard of student applications submitted for an NHS REC review.

Summary of Work: We developed a Self Selected Component (SSC) for medical students to help with their 4th year projects; offered by the Universities of Dundee and Glasgow. The SSC provides practical skills of the approvals process; how research ethics relates to patient safety; how a REC reviews applications; different research methodologies; and types of review. Opportunities are provided to ask questions and discuss the roles of Research Governance; Non-Commercial/Commercial research; legal issues; monitoring; and what is considered ‘grey area’ research.

Summary of Results: The number of student enquiries increased generally, with enquiries at a very early stage of the project. The overall standard of student applications including ‘grey area’ research, greatly improved.

Discussion and Conclusions: The SSC aims to equip students/novice researchers with practical research skills; a network of contacts within the approvals teams for advice/support throughout the study and beyond. In doing this, we can work with academic and/or clinical supervisors to give students a positive experience of undertaking research. It is evident from the students’ assignments that they have gained valuable insight and have begun to form a network of support from the wider research team. Students are the researchers of the future. We can assist by building a nurturing, supporting and trusting relationship which will last throughout their research career.

Take-home messages: Help and advice is available at all stages of a research study/project.

The Arab Medical Aspirations League (AMAL): An Innovative Student Initiative in Research Education

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Background: Students are welling to explore research and undertake its path but lack guidance on how to start. Likewise, many faculties and physicians are interested in conducting research but their duties leave them with limited time for research. We tried to fill this gap, and Arab Medical Aspiration League (AMAL) was born.

Summary of Work: AMAL’s consists of five main components: 1- Research teams conducting research in the areas of interest to Arabic communities and AMAL members. 2- AMAL’s “Annual International Research Conference” that provides opportunities for training programs, networking and launching of innovative student initiatives. 3- AMAL’s unique “Journal”. 4- The first “Annual International Prize” for excellence in student research and its promotion. 5- The regional branches in selected Middle Eastern countries that work closely with our local teams in conducting multiregional studies. AMAL’s mentioned services are delivered through specialized committees.

Summary of Results: Since AMAL’s launching, more than 60 students trained under it. Students are distributed among 18 different research projects in medical education, oncology, cardiovascular, and neurosciences. Three extensive basic research training courses were delivered. The conference and journal are planned to launch this year while the prize & international branches are scheduled for next year.

Discussion and Conclusions: AMAL is an ambitious student initiative wishing to establish the Middle East’s first self-sustaining, student driven, nonprofit, and organizational research group. Thus, it presents an innovative model for research education.

Take-home messages: AMAL is a powerful example for how fruitful the partnership between students, faculty and administrators can be once the efforts are supported and conducted in an institutional fashion.
Innovative Collaborations: Research Speed Dating

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Background: In the Royal Cornwall Hospital (RCH) there is a wealth of research opportunities, but insufficient manpower to complete them due to the demands of service delivery.1 Our aim was to bridge the gap between active research groups within RCH and undergraduate medical students keen to develop their research skills.

Summary of Work: 10 specialities from RCH volunteered to host a table at the Research Speed Dating Event. 40 student participant ‘daters’ were split into 10 groups and started at a host table. Each group had 8 minutes per table; the hosts promoted discussion regarding their research field. Students marked their areas of interest on a speed dating card with the results then collated by our research group and the matched individuals set up for an initial meeting to start their projects.

Summary of Results: Within 2 months, 32/40 students have commenced active research across RCH. A few projects are nearing completion with students submitting work for publication.

Discussion and Conclusions: This project has invigorated and united postgraduate and undergraduate research at RCH and our medical schools. The strengths of the project are the simplicity and ease of application. Research speed dating is an effective method for enabling researchers and students to come together to produce clinical research.

Take-home messages: Research Speed Dating is a simple and enjoyable way of engendering enthusiasm for research in undergraduate medical students.

Is the clinician-scientist in danger of becoming extinct? A review of evidence-based medicine teaching in undergraduate medical education

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Background: The clinician-scientist is he who engages in research and evidence-based medicine (EBM) at any level be it basic, translational or clinical. Some even argue that medical schools should be assessed and ranked on their ability to produce competent clinician-scientists.

Summary of Work: In this literature review, we review research studies and articles published between 2005-2014 looking at barriers to medical students becoming evidence-based “clinician-scientists” and programmes that have been developed to help address these problems.

Summary of Results: Many agree that introducing EBM early in medical school increases interest in research and likelihood of physicians pursuing research-oriented careers. There is little evidence to suggest this however. Other attempts to encourage research careers include highly-selective MD-PhD programmes which incorporate post-doctoral research as an undergraduate. However, ever-increasing tuition-fees, limited MD-PhD positions, insufficient time during clinical studies and poor mentorship all discourage enthusiastic medical students from doing so.

Discussion and Conclusions: The most common themes in EBM programmes include learning to search/appraise the literature and asking clinical questions. Authors use different approaches to this problem employing didactic, blended-learning approaches, use of portfolios and online learning supported by practical assessments but all emphasise good mentorship. Most studies measure outcomes through perceptions of skills gained as posed to actually testing students.

Take-home messages: In summary, there is consensus that EBM should be integral in modern medical student education. There are numerous interventional studies showing improvement in skill acquisition. However, this field is plagued by weak and inconsistent study designs which need to focus on validation of skill-assessment and more importantly how skills are implemented in clinical practice.
Exploring the barriers and enablers to research among allied health professionals

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Background: Research is important for testing theories and providing background information for clinical knowledge (Hoffman et al. 2010). Allied health professionals (AHPs) also use research to inform their clinical decisions and improve healthcare practices and patient outcomes (Sackett et al. 1996). The literature reports that the level of interest in research among AHPs is high however factors such as a lack of confidence, limited knowledge and skills, and practical constraints hamper their research capabilities (Harvey et al. 2013, Pighills et al. 2013). There is also a lack of information on supports suitable to enhance the development of high-quality research in the workplace. Hence, this study was conducted with AHPs to identify the barriers and enablers to research, using a sample from a large public hospital in Singapore.

Summary of Work: Face-to-face group discussions with 12 AHPs from five disciplines (nutrition and dietetics, speech therapy, occupational therapy, physiotherapy, and psychology) were conducted. The interview data was audio-recorded and transcribed verbatim. Qualitative content analysis was used.

Summary of Results: Five themes emerged from the data as components that impact on AHPs conducting research: Value and importance of research activities; Work culture and confidence; Time and workload; Resources; Research process and skills.

Discussion and Conclusions: The perspectives and experiences of conducting research among AHPs were discussed, and tensions between work responsibilities and time for research were highlighted. Useful suggestions on how the constraints can be circumvented for support of the conduct research among AHPs were also provided. These results will form the basis to develop an online survey to extend understanding of the topic.

Take-home messages: The five components that impact on AHPs conducting research are not mutually exclusive, and can interact to affect conducting research in a hospital context.