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

Tours – all tours depart and return to Congress Center Basel
0830-1300 Colmar and Wine Tasting at Wolberger Winery
1000-1200 Walking Tour of the City, including the Cathedral
1330-1530 City Vintage Tram Tour
1330-1600 River Cruise
1400-1630 Beyeler Foundation Museum

AMEE Group Meeting
0830-1730 AMEE Executive Committee Meeting (closed meeting)

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

0830-1630 ESCEL – Essential Skills in Computer Enhanced Learning
Location: Boston 3, Ground Floor, CCB

0830-1730 ESME – Essential Skills in Medical Education
Location: Delhi, Ground Floor, CCB

0845-1630 RESME - Research Essential Skills in Medical Education
Location: Shanghai 2, Ground Floor, CCB

0900-1600 ESCEPD - Essential Skills in Continuing Education and Professional Development
Location: Boston 1, Ground Floor, CCB

0900-1630 ESMEOSTE – Essential Skills in Objective Structured Teaching Encounter
Location: Boston 2, Ground Floor, CCB

0900-1630 ESMELead – Essential Skills in Educational Leadership and Management
Location: Shanghai 3, Ground Floor, CCB

0900-1700 ESMEA - Essential Skills in Medical Education Assessment
Location: Shanghai 1, Ground Floor, CCB

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

0930-1230 #PCW 2 Ensuring high quality standardized/simulated patient (SP) role portrayal
Beate Brem (Institute of Medical Education, University of Bern, Switzerland), Cathy Smith (Baycrest Health Sciences, Toronto, Canada), Claudia Schiegel (College of Higher Education of Nursing, Bern, Switzerland)
Location: Kairo 2, Ground Floor, CCB

0930-1230 #PCW 3 Promoting interprofessional culture in health education
Joanne Wiesner Conti (adjointe scientifique, Interprofessional Simulation Center (CIS), Geneva, Switzerland), Amaury Govert (Geneva University Hospital, Switzerland)
Location: Darwin, Ground Floor, CCB

0930-1230 #PCW 4 Snakes and ladders: finding your way through the qualitative labyrinth
EXQUISITE, the European Center of Excellence in Qualitative Study and Inquiry in Teaching and Education (for health): Aileen Barrett (Royal College of Surgeons, Dublin, Ireland), Deirdre Bennett (University College Cork, Ireland), Anne de la Croix (Vrije Universiteit Amsterdam, Netherlands), Jenny Johnston (Queen’s University Belfast, UK), Esther Helmich (University of Groningen, Netherlands), Anu Kajamaa (University of Helsinki, Finland), Karen Mattick (University of Exeter, UK), Terese Stenfors (Karolinska Institutet, Stockholm, Sweden)
Location: Lima, Ground Floor, CCB

0930-1230 #PCW 5 Practical step by step approach to curriculum reform and development
Davinder Sandhu (Royal College of Surgeons in Ireland, Medical University of Bahrain, Bahrain), Salmaan Sana (Academy of Medical Specialists Better Future, Netherlands), Colin Greengrass (Royal College of Surgeons in Ireland, Medical University of Bahrain)
Location: Kairo 1, Ground Floor, CCB

0930-1230 #PCW 6 ASPIRE ACADEMY: How to enhance student engagement at your school?
Marko Zdravkovic (University Medical Centre Maribor, Slovenia), Shelley Parr (Southampton University, UK), Harm Peters (Charité - Universitätsmedizin Berlin, Germany), Danai Wangsaturaka (Faculty of Medicine, Chulalongkorn University, Thailand), Kusoom Ghias (Aga Khan University, Pakistan), Reiana Mahan and Debra Klamen (Southern Illinois University, USA)
Location: Rio, 2nd Floor, CCB

1330-1630 #PCW 7 Engaging simulated participants (SPs) as educational allies: Optimizing their value in clinical teaching & learning
Debra Nestel (Melbourne Medical School, Australia), Kerry Knickle, Michener Institute, Canada, Gerard Gormley (Centre for Medical Education, Queen’s University, N Ireland)
Location: Lima, Ground Floor, CCB
1330-1630  #PCW 8  Clinical reasoning difficulties during supervision and targeted support and remediation strategies  
Marie-Claude Audétat, Mathieu Nendaz, Thomas Fassier (University of Geneva, Switzerland)  
Location: Kairo 1, Ground Floor, CCB

1330-1630  #PCW 9  Mastering the skills and benefits of storytelling in Health Care – a half-full day primer for Interprofessional learning  
John Tegzes (Western University of Health Sciences, USA), Bryn Baxendale (Nottingham University Hospitals NHS Trust, UK), Susan Kennedy (Health Education England, UK), Amber Fitzsimmons (University of California San Francisco, USA)  
Location: Kairo 2, Ground Floor, CCB

1330-1630  #PCW 10  Greater than the sum of their parts. Exploring affordances & challenges of evidence syntheses of medical education research  
Tanya Horsley (Royal College of Physicians and Surgeons of Canada, Ottawa, Canada), Aliki Thomas (School of Physical and Occupational Therapy and Centre for Medical Education, McGill University, Canada), Ryan Brydges (Allan Waters Family Simulation Centre, St. Michael’s Hospital & Department of Medicine, University of Toronto, Canada)  
Location: Rio, 2nd Floor, CCB

1330-1630  #PCW 11  Post Graduate Trainee Workshop: From Project to Career - A Primer on Building a Career in Medical Education  
Rille Pihlak (University of Manchester, UK), Matthew J. Stull (Case Western Reserve University, USA), Robbert Duvivier (Maastricht University, Netherlands), Margot Weggemans (University Medical Center Utrecht, Netherlands), Kevin Garrity (University of Glasgow, UK, Susannah Brockbank (University of Liverpool, UK)  
Location: Darwin, Ground Floor, CCB

Coffee Break Times  
For delegates who have registered to attend a pre-conference workshop, coffee will be available in Hall 4.0 at the following times:

Morning Workshop: 1000-1100  
Afternoon Workshop: 1430-1530
## Registration Desk / Exhibition

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>0745-2100</td>
<td>Registration Desk Open</td>
<td>Foyer South, Event Hall</td>
</tr>
<tr>
<td>1300-1630</td>
<td>Exhibitor Set Up</td>
<td>Hall 4.1/4.U</td>
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<tr>
<td>1400-1900</td>
<td>Poster Mounting</td>
<td>Hall 4.1/4.U</td>
</tr>
<tr>
<td>1845-2115</td>
<td>Exhibition Open</td>
<td>Hall 4.1/4.U</td>
</tr>
</tbody>
</table>

## Tours

- **1000-1200** Walking Tour of the City, including the Cathedral and Kunstmuseum
- **1230-1700** Colmar and Wine Tasting at Wolberger Winery
- **1330-1600** River Cruise

## Group Meetings

- **0800-0900** ASPIRE Assessment Panel (closed meeting)
- **0800-0900** ASPIRE Curriculum Panel (closed meeting)
- **0800-0900** ASPIRE Faculty Development Panel (closed meeting)
- **0800-0900** ASPIRE Simulation Panel (closed meeting)
- **0800-0900** ASPIRE Social Accountability Panel (closed meeting)
- **0800-0900** ASPIRE Student Engagement Panel (closed meeting)
- **0900-0945** AMEE 2018 Local Organising Committee (closed meeting)
- **0930-1230** ASPIRE Board (closed meeting)
- **1300-1600** Ottawa Consensus (Closed Meeting)
- **1400-1600** ASPIRE Academy (closed meeting)

## AMEE-Essential Skills in Medical Education (ESME) Courses and Masterclasses

<table>
<thead>
<tr>
<th>Time</th>
<th>Course Title</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>0800-1630</td>
<td>ESME – Essential Skills in Medical Education</td>
<td>Delhi, Ground Floor, CCB</td>
</tr>
<tr>
<td>0830-1630</td>
<td>RASME - Research Advanced Skills in Medical Education: Experimental Studies in Medical Education: from theory to practice</td>
<td>Shanghai 2, Ground Floor, CCB</td>
</tr>
<tr>
<td>0830-1700</td>
<td>ESMESim - Essential Skills in Simulation-based Healthcare Instruction</td>
<td>Boston 3, Ground Floor, CCB</td>
</tr>
</tbody>
</table>

### Pre-Conference Workshops

- **0930-1360** #PCW 12 Basic Statistics for the Medical Educator – A Problem-based Learning Approach (lunch included)
  - André F. De Champlain (Medical Council of Canada, Canada)
  - John R. Boulet (Foundation for Advancement of International Medical Education and Research, USA)
  - Mark Raymond (National Board of Medical Examiners, USA)
  - Location: Samarkand, 3rd Floor, CCB

- **0930-1360** #PCW 13 3 C’s of TEL (Veterinary Education Worldwide) (lunch included)
  - Chris Trace (School of Veterinary Medicine, University of Surrey, UK)
  - Jan Ehlers (Witten/Herdecke University, Germany)
  - Jodi Korich, College of Veterinary Medicine, Cornell University, USA
  - Location: Shanghai 3, Ground Floor, CCB

- **0930-1230** #PCW 15 Widening Access to Virtual Educational Scenarios – Authoring and implementing
  - Sheetal Kava, Terry Poultton (St George’s, University of London, UK)
  - Andrzej Kononowicz, Natalia Sathakarou (Karolinska Institutet, Sweden)
  - Chara Balasubramaniam (Bayer, Germany)
  - Martin Adler (Instruct, Germany)
  - Location: Kairo 2, Ground Floor, CCB

- **0930-1230** #PCW 16 Moving From Being Reactive to Being Proactive: Addressing Professional Challenges Across the Continuum
  - Betsy White (Williams University of Kansas School of Medicine, Clinical Program Professional Renewal Center, USA)
  - Frederic Hafferty (PhD Program in Professionalism and Values Mayo Clinic, USA)
  - Mary Turco (Center for Learning and Professional Development, Dartmouth-Hitchcock and Geisel School of Medicine, Lebanon, NH, USA)
  - Ian Wilson (Learning and Teaching School of Medicine, Faculty of Science, Medicine and Health University of Wollongong, Australia)
  - David Davis (Medical Education, Mohammed Bin Rashid University of Medicine and Health Sciences, Dubai, United Arab Emirates)
  - Location: Helvetia 2, 1st Floor, Swissotel
PCW 17 Preparing Supervisors for Entrustment Decisions about Learner Performance: Effective approaches for training and support of clinical faculty
Maryellen E. Gusic, Elizabeth B. Bradley (University of Virginia School of Medicine, USA), Huiju Carrie Chen (Georgetown University School of Medicine, USA), Yva Holzhausen, Harm Peters, (Charité - Universitätsmedizin Berlin, Germany), Olle ten Cate (University Medical Center Utrecht, Netherlands)
Location: Boston 2, Ground Floor, CCB

PCW 18 How to develop high quality OSCE stations with a special focus on communication competencies
Sissel Guttrormsen, Cadja Bachmann (Institute of Medical Education, Medical Faculty, University of Bern, Switzerland), Jan Breckwoldt, Roger Kropf (Office of the Dean of Studies, Faculty of Medicine, University of Zurich, Switzerland), Matteo Monti (Faculty of Biology and Medicine, University of Lausanne, Switzerland), Noelle Junod (Unit of Development and Research in Medical Education, Medical Faculty, University of Geneva, Switzerland)
Location: Darwin, Ground Floor, CCB

PCW 19 Resuscitating your Public Speaking Skills: Key Tips and Strategies for Medical Educators
Jason (Jay) Homme (Mayo Clinic, USA), Kevin Dufendach (Cincinnati Children’s Hospital, USA)
Location: Rio, 2nd Floor, CCB

PCW 20 Adaptive Education: Designing and offering education that is individualized, responsive, and optimized for learners and contexts
Michael Serapian (Oregon Health & Science University, USA and iMedTrust, London UK), Hilliard Jason (IMEdTrust, London, UK and University of Colorado, USA), Ian Curran (Duke-NUS, Singapore), 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: Kairo 1, Ground Floor, CCB

PCW 21 What to do with ward rounds? Optimising teaching and learning in a complex clinical environment
Amy Gray, Helen Enright (The University of Melbourne, Australia), Gordon Caldwell (Worthing Hospital, UK), Rakesh Patel (University of Nottingham, UK)
Location: Helvetia 7, 1st Floor, Swissotel

PCW 22 A toolbox for embedding the humanities in health professions education
Janusz Janczukowicz (Medical University of Lodz, Poland), Flora Smyth Zahra (The Dental Institute King’s College London UK), Arabella Simpkin (Massachusetts General Hospital, Harvard Medical School USA), Veronica Selteger (VU University Medical Center, Amsterdam, the Netherlands)
Location: Wettstein, 2nd Floor, CCB

PCW 23 Proficiency-based progression in Surgical Education: what it is and how to do it
Chitra Subramaniam (AO Education Institute USA & Switzerland), Anthony Gallagher (ASSERT, University College Cork, Ireland), Patrick Henn (School of Medicine, University College Cork, Ireland), Patrick Kiley (Flux Learning Ltd and Office of VP for Teaching and Learning, University College Cork, Ireland)
Location: Shanghai 1, Ground Floor, CCB

PCW 24 The Good Doctor: Professionalism Rematidation Approaches
Anna Byczewska, Heather Lochnan (University of Ottawa, Canada), Lynn Monrouxe (Chang Gung Memorial Hospital, Taiwan)
Location: Rio, 2nd Floor, CCB

PCW 25 Technology Enhanced Learning in Medical Education...for Dummies!
Claire Smith, Tim Vincent, CJ Taylor
Location: Helvetia 7, 1st Floor, Swissotel

PCW 26 A Conceptual Framework for Planning Effective Learning Activities in CPD
Don Moore (Vanderbilt University Medical Center, USA)
Location: Boston 2, Ground Floor, CCB

PCW 27 Can we personalise large-scale assessments? Implementing and measuring the impact of Sequential Testing
Richard Fuller, Matthew Homer, Jennifer Hallam (Leeds Institute of Medical Education, UK)
Location: Darwin, Ground Floor, CCB

PCW 28 Assessing Values alongside Non-Academic Attributes using Multi-Mini Interviews
Fiona Patterson (Work Psychology Group, UK)
Location: Lima, Ground Floor, CCB

PCW 29 Designing a Quality Assurance System for the Medical Education Program
Ducksun Ahn (World Federation for Medical Education, South Korea), Barbara Barzansky (Liaison Committee on Medical Education, USA), Dan Hunt (Association of American Medical Colleges, USA)
Location: Kairo 2, Ground Floor, CCB

PCW 30 Combating the Bystander Effect through Professionalism OSCE Stations
Elizabeth Krajic Kachur, Bianca Schuh, Chaoyan Dong, Jenny/Lee Yuan Wong, Thanakorn J Sirasevijinda, Lisa Altschuler
Location: Helvetia 2, 1st Floor, CCB

PCW 31 Creating an Engaging Learning environment using Team-Based Learning
Sandy Cook, (Duke-National University of Singapore)
Location: Kairo 1, Ground Floor, CCB
How Do You Identify and Manage Irreconcilable Differences in Medical Education: The Secret of Resilience
Glenda Eoyang (Human Systems Dynamics Institute, USA), Helena Luginbuehl (Bern University of Applied Sciences, Department of Health Professions, Division of Physiotherapy, Switzerland), M. Brownell Anderson (National Board of Medical Examiners, USA)
Location: Wettstein, 2nd Floor, CCB

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Afternoon Workshop: 1430-1530

AMEE 2018 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 Harden (AMEE General Secretary/Treasurer), Pat Lilley (AMEE Operations Director)
Location: San Francisco, 3rd Floor, CCB
Time: 1600-1700

MAIN PROGRAMME

Session 1: Plenary

1730-1915
#1 Plenary
Chairs: Ronald Harden, UK/Lawrence Sherman, USA
Location: Event Hall
Note: Registered guests are welcome to accompany participants to the first plenary session.

1730-1745
Welcome to AMEE 2018
Trudie Roberts (AMEE President), Mathieu Nendaz (Chair AMEE 2018 Local Organising Committee), R Tandjung (Federal Office for Health), F Zimmermann (University of Basel Faculty of Medicine)

1745-1805
Introduction to AMEE 2018 Programme
Ronald Harden (AMEE General Secretary/Treasurer, UK)

1805-1855
#1 Plenary: Science fiction in medical education
Bertalan Meskó (Medical Futurist Institute)

1855-1915
A musical welcome to Basel!

1915-2100
Networking Reception
Food, drink, conversation, entertainment and an opportunity to visit the exhibits.
Location: Hall 4.1/Hall 4.u
Fee: included in the registration fee for registered participants and first registered guest. Additional guests cost €35.00 plus Swiss VAT per guest.
Session 3: Simultaneous Sessions

1015-1200  #3A Symposium: Not Your Mother’s CPD! The Real World as we know it!
Organised by the AMEE CPD Committee:
Lawrence Sherman (Academy for Global Interprofessional Learning and Education, Geneva, Switzerland)
Location: Event Hall

1015-1200  #3B Symposium: The rise of virtual and augmented reality in medical education: are we breaking the final frontier in teaching?
Organised by the AMEE Technology Enhanced Learning Committee
Peter GM de Jong; Marlies EJ Reinders (Leiden University Medical Center, Netherlands); Jennifer M McBride (Cleveland Clinic Lerner College of Medicine, USA); Beerend P Hierck (Leiden University Medical Center, Netherlands); Goh Poh-Sun (National University of Singapore); James D Pickering (University of Leeds, UK); Jos van der Hage (Leiden University Medical Center, Netherlands)
Location: Montreal, 2nd Floor, CCB

1015-1200  #3C Symposium: Equity in the global health sciences education community: levelling the playing fields?
Manuel João Costa (School of Medicine, University of Minho, Portugal); Susan Van Schalkwyk (Stellenbosch University, Centre for Health Professions Education (CHPE), Stellenbosch, Western Cape, South Africa); Ming Jung-Ho (National Taiwan University, Graduate Institute of Medical Education & Bioethics, Taipei, Taiwan); Marco Antonio Carvalho-Filho (School of Medical Sciences, University of Campinas, Brazil); Lambert Schuwirth, Flinders Medical Centre, Flinders University, Australia)
Location: Sydney, 2nd Floor, CCB

1015-1200  #3D Short Communications: Student Stress & Burnout
Chairperson: Stefanie Hautz, Switzerland
Discussant: Minna Kaila, Finland
Location: Singapore, 2nd Floor, CCB

1015-1030  #3D1 The effect of effort-reward imbalance and overcommitment on academic engagement and burnout among medical students
Jung Eun Hwang, College of Medicine, The Catholic University of Korea, Seoul, South Korea

1030-1045  #3D2 The association between burnout and depression in medical students
Orla Fitzpatrick, Royal College of Surgeons in Ireland, Dublin, Ireland

1045-1100  #3D3 Stress and Management among Medical Students in Chiang Rai Hospital, Thailand
Narisararat Triamvisit, Faculty of Medicine, Chiang Mai University, Chiang Mai, Thailand

1100-1115  #3D4 Mindfulness-Based Cognitive Therapy (MBCT) as a Well-Being Programme for Medical Students: Evaluation of a Pilot Programme
Samuel Y.S. Wong, The Chinese University of Hong Kong, Hong Kong
1115-1130  #3D5 Educational justice and its relation to Academic Burnout in Medical Students
Zahra Abbasi Shaye, Clinical Research & Development Unit, Akbar Hospital, Mashhad University of Medical Sciences, Mashhad, Iran

1130-1145  #3D6 A nationwide questionnaire examining the impact of a time limiting structural reform on the mental health of medical students in Denmark
Andrea Maier, The Danish Association of Medical Students (FADL), Copenhagen, Denmark

1145-1200 Discussion

1015-1200  #3E Research Papers: Approaches to Assessment
Chairperson/Assessor: Martin Tolsgaard, Canada
Location: Delhi, Ground Floor, CCB

1015-1035  #3E1 Blink: Using rapid visual diagnosis to assess competence
Sandra Monteiro, McMaster University, Hamilton, Canada

1035-1055  #3E2 Reaching consensus on unprofessional behaviour profiles of medical students: expert confirmation using Nominal Group Technique
Marianne Mak-van der Vossen, VUmc School of Medical Sciences, Amsterdam, Netherlands

1055-1115  #3E3 Examining practice effects with an Online Situational Judgement Test (CASPer)
Kelly Dore, McMaster University, Hamilton, Canada

1115-1135  #3E4 A cost-description study of the OSCE in medical education
Jonathan Foo, Monash University, Melbourne, Australia

1135-1155  #3E5 Does Emotional Intelligence at Medical School Admission Predict Licensing Examination Performance
Timothy Wood, University of Ottawa, Canada

1155-1200 Discussion

1015-1200  #3F Research Papers: Teamwork
Chairperson:
Assessor: Dian Eley, Australia
Location: Helvetia 2, 1st Floor, Swissotel

1015-1035  #3F1 The interdependence of clinical performance: Advancing assessment in the age of entrustment
Sayra Cristancho, Centre for Education, Research, and Innovation, Western University, London ON, Canada

1035-1055  #3F2 Do social ties between staff members affect patient-perceived satisfaction of undergoing emergency caesarean sections?
Betina Ristorp Andersen, North Zealand Hospital and Copenhagen Academy of Medical Education and Simulation, University of Copenhagen, Denmark

1055-1115  #3F3 It’s not just about getting along?: Discourses of Collaboration and Team Learning
Maria Athina (Tina) Martimianakis, Department of Paediatrics and Wilson Centre, University of Toronto, Canada

1115-1135  #3F4 Knowledge Construction in Interprofessional Trainee Teams
Leslie Carstensen Floren, University of California, San Francisco School of Pharmacy, San Francisco, USA

1135-1155  #3F5 A new wave? A proposal for the future of education for collaboration
Elise Paradis, Leslie Dan Faculty of Pharmacy, University of Toronto, Canada

1155-1200 Discussion

1015-1200  #3G Patil Teaching Innovation Awards 1
Chairperson:
Location: Helvetia 2, 1st Floor, Swissotel

1015-1030  #3G1 The Global Health Classroom: Experiences and learning outcomes of collaborative global health learning between New Zealand and Samoan medical students in a virtual classroom
Rosht Bothara, University of Otago, Christchurch, New Zealand

1030-1045  #3G2 The Purple List - a gay dementia venture. Diversity and Professionalism
Janine Henderson, Hull York Medical School, York, UK

1045-1100  #3G3 Battling the tedium: an engaging, value-driven orientation for undergraduate students at AKU
Saad Zubair, AKU, Karachi, Pakistan

1100-1115  #3G4 An experiencing method for guiding students into the psychiatric patients’ world - the application of social drama
Gin-Hong Lee, Fu Jen Catholic University, New Taipei City, Taiwan

1115-1130  #3G5 Escape Game as a Theatre-Based Simulation for Teamwork Skills Training in Undergraduate Medical Education
Anthony Seto, University of Calgary, Canada

1130-1145  #3G6 Examination Man: Using QR Codes to Connect Medical Students to Education Materials
Gerdeep Seye, Walsall Healthcare NHS Trust, Birmingham, UK

1145-1200  #3G7 TiMetoTeach – Innovative Outreach and Support for Medical Educators
Caitiriona Dennis, University of Leeds, UK

No Discussion

1015-1200  #3H PechaKucha™ 1
Chairperson:
Location: Kairo 1, Ground Floor, CCB

1015-1025  #3H1 Walking the footsteps and feeling the pain: Patientization
Janie Lim, Tan Tock Seng Hospital, Singapore

1025-1035  #3H2 Change and process management for future doctors: Leading positive change with a teaming mindset
Sigrid Vest Arler, Central Region Denmark, Corporate HR, Aarhus, Denmark

1035-1045  #3H3 Virtual Reality Fully Immersive Interactive Videos as a new teaching tool
Thomas Judd, Musgrove Park Hospital, Taunton, UK

1045-1055  #3H4 Surgery Clerkship Assessment Tools in Transition to Undergraduate Competency Based Medical Education (CBME)
Mila Kolar, Queen's University School of Medicine, Kingston, Canada

1055-1105  #3H5 Future Doctors collaborating for change for vulnerable communities
Shilpa Suresh, St George's University of London, UK

1105-1115  #3H6 Build it, and they will come? A need to move beyond Knowles theory of andragogy for busy residents
Daniel Nicklas, University of Colorado, Aurora, USA
1125-1135  #3H8 Learning medical practices: moving beyond a cognitive perspective
Anneke van der Niet, Maastricht University, Maastricht, Netherlands

1135-1200 Discussion

1015-1200  #3J Short Communications: Assessment: General/Written
Chairperson: Robert Carroll, USA
Location: Rio, 2nd Floor, CCB

1015-1030  #3I6 Contents and conceptions - evaluation for change
Katrine Wennevald, University of Tromso, Norway

1030-1045  #3I1 A Scoping Review of the Use of Certainty Ratings in Educational Assessments
Anna Ryan, University of Melbourne, Australia

1045-1100  #3I3 UCAN: 13 years of experience in cooperative medical assessment
Konstantin Brass, Institute for Communication and Assessment Research, Heidelberg, Germany

1100-1115  #3I4 Can we use multiple choice questions to assess public health, sociology, psychology and research methods? Data from the UK Medical Schools Council Assessment Alliance question bank
Ellie Hothersall, University of Dundee, UK

1115-1130  #3I5 In between the Lines: Language Use in Medical Education
Alexandra Núñez, Institute for Communication and Assessment Research, Heidelberg, Germany

1130-1145  #3I6 Effect of frequency of functioning distractor on internal reliability of a multiple choice question based test
Muhammad Ikram, Aljaif University, Riyadh, Saudi Arabia

1145-1200  #3J1 Assessing Competency of Subspecialty Residents in Critical Care Clinical Reasoning: Validity Evidence In Support of the Script Concordance Test
Dominique Piquette, Sunnybrook Health Sciences Centre, Toronto, Canada

No Discussion

1015-1200  #3J Short Communications: Assessment: EPAs
Chairperson: Sigrid Harendza, Germany
Discussant: Olle ten Cate, Netherlands
Location: Shanghai 1, Ground Floor, CCB

1015-1030  #3J2 What’s all the Hype? A scoping review of Entrustable Professional Activities in Undergraduate Medical Education
Eric Meyer, USUHS, Bethesda, USA

1030-1045  #3J3 Transformative but complex: exploring the educational effects of entrustment on final year medical students through the experience-based learning model
Rui Coelho, FMUP - Faculty of Medicine - University of Porto, Portugal

1045-1100  #3J4 Creating a Tool to Enable "Just in Time" Entrustment-Based Assessment and Feedback for Learning
Maryellen Gasic, University of Virginia School of Medicine, Charlottesville, USA
1030-1045  #3L2 Re-examining basic science knowledge to improve preparation for clerkships: Early experiences with CRUX tests
Eugène Custers, University Medical Centre at Utrecht, Netherlands

1045-1100  #3L3 Toward critical reflection for competent social practice
Stella Ng, University of Toronto, Canada

1100-1115  #3L4 Master theses at the University of Zurich: academic achievement of five year’s cohorts as expressed by publication metrics
Jan Breckwoldt, University of Zurich, Faculty of Medicine, Zurich, Switzerland

1115-1130  #3L5 How to succeed in curriculum reform? Influence of stakeholder interests and strategies in context of Bourdieu’s framework
Anne Franz, Charité - Universitätsmedizin Berlin, Germany

1130-1145  #3L6 Re-inventing Japanese medical education, a year later
Haruko Akatsu, JUHW, Narita, Japan

1145-1200  #3L7 Implementation of spiral curriculum in Medical Education: Four Loops
David Kerseelidze, New Vision University, Tbilisi, Georgia

1200-1215  No Discussion

1015-1200  #3M Short Communications: Gender
Chairperson: Mathilde Horn Andersen, University of Copenhagen
Location: Boston 1, Ground Floor, CCB

1015-1030  #3M1 Integration of Gender Medicine in Medical Education at Austrian Universities – the Status Quo
Ulrike Nachtschatt, Innsbruck Medical University, Innsbruck, Austria

1030-1045  #3M2 The relevance of the ‘irrelevant’: sexual and gender diversity topics in a medical curriculum
Maulike Muntinga, VUmc School of Medical Sciences, Amsterdam, Netherlands

1045-1100  #3M3 Women leaders in Global Health - the importance of gender equality in global health and the integration of global health issues into medical education
Sabine Ludwig, Charité-Universitätsmedizin Berlin, Germany

1100-1115  #3M4 Medical students’ ability to care for LGBT population in the Middle East
Roland Tomb, Saint-Joseph University Medical School (USJ), Beirut, Lebanon

1115-1130  #3M5 Implementation Strategies of Gender Medicine in European Medical Universities
Sarah Hiltner, Radboud University Medical Center, Nijmegen, Netherlands

1130-1145  #3M6 “Can I have your number?” – exploring undergraduate medical student boundary setting
Benjamin Taylor-Davies, King’s College London, UK

1145-1200  #3M7 Mainstreaming gender and diversity in a medical curriculum. Reflections from VUmc School of Medical Sciences in Amsterdam
Petra Verdank, VU University Medical Center School of Medical Sciences, Amsterdam, Netherlands

No Discussion

1015-1200  #3N Short Communications: Selection
Chairperson: Sharon Peters, Canada
Discussant: Mathilde Horn Andersen, University of Copenhagen
Location: Boston 2, Ground Floor, CCB

1015-1030  #3N1 Comparing apples, oranges and dragon fruit: Integrating the BioMedical Admissions Test (BMAT) into selection at Leeds Medical School
Patrick Harkin, School of Medicine, University of Leeds, UK

1030-1045  #3N2 Is selection paying off? A cost-benefit analysis of a multi-tool selection procedure into medical school contrasted with a lottery procedure
Sanne Schreurs, Department of Educational Development and Research, Maastricht University, Maastricht, Netherlands

1045-1100  #3N3 Selecting the attributes that matter: Personal attributes at MMI interview predict clinical competence in specified domains of senior medical student OSCEs
Lyndal Parke-Rentyn, University of Wollongong, Australia

1100-1115  #3N4 Associations between MMI scores and scores on the BioMedical Admissions Test (BMAT): Implication for selection practices
Molly Fyfe, Cambridge Assessment Admissions Testing, Cambridge University, Cambridge, UK

1115-1130  #3N5 Investigating the predictive validity of a selection instrument over time – A case study of the BioMedical Admissions Test (BMAT) at a UK university
Kevin YF Cheung, Cambridge Assessment Admissions Testing, University of Cambridge, UK

1130-1145  #3N6 Does changing medical admissions practices impact on who is admitted?
Sandra Nicholson, QMUL, London, UK

1145-1200  Discussion

1015-1200  #3O Short Communications: Student Engagement
Chairperson: Gersten Jonker, Netherlands
Location: Boston 3, Ground Floor, CCB

1015-1030  #3O1 One day to change 3 years of learning: the gamble of few students
Camille Bac, Lyon Est Faculty of Medicine, Lyon, France

1030-1045  #3O2 Student self-assessment driven by the AMEE ASPIRE programme at the Faculty of Medicine of the University of Lisbon
Madalena Patricio, Department of Medical Education (DEM), Faculty of Medicine, University of Lisbon (FMUL), Lisbon, Portugal

1045-1100  #3O3 Working in partnership with health professional students to understand their perceptions of digital identity management and to embed digital skills into the curriculum
Aileen Nicholson, University of Glasgow, UK

1100-1115  #3O4 Developing Effective Student-Staff Interactions to Improve the Learning Environment
Katrina West, School of Clinical Medicine, University of Cambridge, UK

1115-1130  #3O5 Students have great influence on decisions at University of Copenhagen – regarded as equals of the Board of Leaders
Mathilde Horn Andersen, University of Copenhagen, Denmark
<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Title</th>
<th>Chairperson</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>1045-1100</td>
<td>#3Q6</td>
<td>Impact of undergraduate student-as-teacher qualification on postgraduate careers: a survey analysis on why medical students should learn how to teach</td>
<td>Daisy Rotzoll, University of Leipzig, Medical Faculty, Lernklinik Leipzig, Germany</td>
<td>Aarhus University, Denmark</td>
</tr>
<tr>
<td>1100-1115</td>
<td>#3Q7</td>
<td>Training Medical Students to become Great Teachers: A Longitudinal MS4 Medical Student as Teacher Elective (MST)</td>
<td>Elisabeth Schiegel, Donald and Barbara Zucker School of Medicine at Hofstra/Northwell, Hempstead, USA</td>
<td>Stockholm, Sweden</td>
</tr>
<tr>
<td>1115-130</td>
<td>#3Q5</td>
<td>Multi-methods evaluation of an experiential approach to improving residents' competence and confidence in obesity management consultation</td>
<td>Denise Campbell-Scherer and Sonja Wicklum, University of Calgary, Alberta, Canada</td>
<td>Tokyo, Japan</td>
</tr>
<tr>
<td>1130-1145</td>
<td>#3Q8</td>
<td>How peers, supervisors and patients support reflection of residents, but also hinder it</td>
<td>Serge Mordang, Maastricht University, Maastricht, Netherlands</td>
<td>Copenhagen, Denmark</td>
</tr>
<tr>
<td>1145-1200</td>
<td>#3Q9</td>
<td>Use of Virtual Reality in the learning of patient safety in the Emergency Department: Perceptions of doctors</td>
<td>Shu Woan Lee, Changi General Hospital, Singapore</td>
<td>No Discussion</td>
</tr>
<tr>
<td>1030-1045</td>
<td>#3P5</td>
<td>Tailored faculty development to support undergraduate medical curriculum renewal: An aligned approach</td>
<td>Jana Lazor, University of Toronto, Ontario, Canada</td>
<td>Helsinki, Finland</td>
</tr>
<tr>
<td>1045-1100</td>
<td>#3P6</td>
<td>Creating a Collaborative, International, Post-Doctoral Fellowship in Health Professions Education</td>
<td>Sandy Cook, Duke University School of Medicine, Durham, USA</td>
<td>Aarhus, Denmark</td>
</tr>
<tr>
<td>1100-1115</td>
<td>#3P7</td>
<td>Effects of institutional context on lecturer agency in faculty development</td>
<td>Shira Moch, University of the Witwatersrand, Johannesburg, South Africa</td>
<td>Aarhus, Denmark</td>
</tr>
<tr>
<td>1115-130</td>
<td>#3P8</td>
<td>From faculty development program to educational change in the clinical workplace: exploring the transfer of educational innovations through activity theory</td>
<td>Agnes Elmberger, Department of Learning, Informatics, Management and Ethics, Karolinska Institutet, Stockholm, Sweden</td>
<td>Amsterdam, Netherlands</td>
</tr>
<tr>
<td>1130-1145</td>
<td>#3P9</td>
<td>Promoting Approaches to Teaching in the Basic Sciences that Facilitate Students' Engaging in Deep Learning: The Impact of a Certificate Program in University Teaching</td>
<td>Diane Salter, St. George's University, St. George's, Grenada, West Indies</td>
<td>Melbourne, Australia</td>
</tr>
<tr>
<td>1145-1200</td>
<td>#3P3</td>
<td>Developing clinical education based on medical education research - findings from a faculty development program</td>
<td>Klara Bolander Laksov, Stockholm University, Stockholm, Sweden</td>
<td>No Discussion</td>
</tr>
<tr>
<td>1015-1200</td>
<td>#3P4</td>
<td>Round Table: Assessment of Trainees</td>
<td>Chairperson: Carol Capello, USA</td>
<td>Hong Kong, 2nd Floor, CCB</td>
</tr>
<tr>
<td>1015-1200</td>
<td>#3P1</td>
<td>Short Communications: Faculty Development 1</td>
<td>Nobutaro Ban, Japan</td>
<td>Tokyo, Japan</td>
</tr>
<tr>
<td>1015-1200</td>
<td>#3P2</td>
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</tr>
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</tr>
<tr>
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<td>#3P10</td>
<td>Training as an Investment: Does early procedural training generate more productive residents?</td>
<td>Nazih Hammad, Queen's University, Kingston, Canada</td>
<td>Tokyo, Japan</td>
</tr>
</tbody>
</table>
#3S  Conference Workshop: The World Federation for Medical Education (WFME) Recognition Program for Accrediting Agencies: Purpose, processes, and criteria
David Gordon (WFME, Ferney-Voltaire, France), John Norcini, Marta van Zanten, (FAIMER, Philadelphia, USA)
Location: Wettstein, 2nd Floor, Swissotel

#3T  Conference Workshop: Cracking the Code: How to prove the return on investment from medical education interventions
Jeffrey Barsuk, Doug Beighle, William McGaghie
Location: Helvetia 3, 1st Floor, Swissotel

#3U  Conference Workshop: Planning and orchestrating change: From change management to change stewardship
Glen Bandiera (University of Toronto, Canada), Rhonda St. Croix (Royal College of Physicians and Surgeons of Canada, Ottawa, Canada), Ming-Ka Chan (University of Manitoba, Winnipeg Manitoba, Canada), Anne Mathow (University of Toronto, Canada)
Location: Helvetia 4, 1st Floor, Swissotel

#3V  Conference Workshop: Preparing Faculty to Conduct GT-RR Reflection Rounds: A Space for Students to Explore the Meaning of their Interactions with Patients
Christina Puchalski, Benjamin (Jim) Blatt (George Washington University, Washington, DC USA), Malgorzata Kranik (Nicolaus Copernicus University, Bydgoszcz, Poland), Phillip Larkin (Our Lady’s Hospice, Harold’s Cross, Dublin, Ireland)
Location: Helvetia 5, 1st Floor, Swissotel

#3W  Conference Workshop: Golden standards for medical specialist training in Europe
Hannu Hailla (Finnish Medical Association, Helsinki, Finland), Hans Hjelmqvist (University of Örebro, Sweden), Bernard Malillet (UEMS, European Union of Medical Specialists, Brussels, Belgium)
Location: Helvetia 7, 1st Floor, Swissotel

#3X  Conference Workshop: Simulation, Entrustable Professional Activities and the medical school clinical clerkship
Lisa Buckley, Dave Pederson, Reid Adams, Sean Gnecchi (Ross University School of Medicine), USA; Joseph Cutchler (St. John’s Providence Southfield, USA)
Location: Osaka, 3rd Floor, CCB

#3Y  Conference Workshop: Are you ready for smart patients? Are your digital capabilities up to speed in a digitised and democratised world?

#3AA Conference Workshop: Experiences with Entrustment Decision Making in EPA-based medical training. Practical insights from the Netherlands and Germany
Jacqueline de Graaf (Department of General Internal Medicine at Radboudumc Nijmegen, Netherlands), Harm Peters (Dieter Scheffner Centre for Medical Education and Educational Research, Charité – Universitätsmedizin Berlin, Germany), Marieke Bolt, Auk Dijkstra, Marieke van der Horst (Dutch Association of Medical Specialists, Utrecht, Netherlands), Yiva Holzhausen (Dieter Scheffner Centre for Medical Education and Educational Research, Charité – Universitätsmedizin Berlin, Germany)
Location: Nairobi, 2nd Floor, CCB

#3BB Conference Workshop: Assessing Cultural Competence in OSCEs
Costas Constantinou, Alexia Papageorgiou, Peter McCrorie
Location: Mexico, 2nd Floor, CCB

#3CC ePosters: Technology Enhanced Learning & Flipped Classrooms
Chairperson: Isobel Braidman, UK
Location: Kairo 2, Ground Floor, CCB

#3CC1 Accessible 3D Scanning Technology for 3D Printing in Your Classroom
David Nahabedian, St. George’s University, St. George’s, Grenada

#3CC2 Review on Effectiveness of Flipped Learning and Team-based Learning Using Meta-analysis - Focusing on Effective Medical Education Application
Moonsang Ahn, Chungnam National University Hospital, Daejeon, South Korea

#3CC3 Redesign the professionalism teaching and learning: flipped the classrooms for better understanding, another role of medical teacher
Kalyanee Asanasak, MEC Songkhla Hospital, Songkhla, Thailand

#3CC4 The Effects of the Flipped Classroom in Teaching Evidence Based Nursing: Using Team Based Learning and Mobile Application
Hui-Ling Lin, Linkou Chang Gung Memorial Hospital, Taoyuan, Taiwan

#3CC5 Learning Outcomes of Prenatal Counseling by Simulation-based Flipped Classrooms Compared to Conventional Lectures
Ching-Ju Shen, Kaohsiung Medical University, Kaohsiung, Taiwan
#3CC6 'Pass the Papers': Designing an exam preparation module that meets the diverse needs of Core Psychiatry trainees
Naomi Hampton, Southern Health NHS Foundation Trust, Southampton, UK

#3CC7 Using OSCE to assess learning outcome of the flipped respiratory therapy course
Yun-Ting Tseng, National Taiwan University Hospital, New Taipei City, Taiwan

#3CC8 How the learning coach changes the ways we did in evidence based practice education for post graduates?
Delmar Lin, Taipei City Hospital, Taipei, Taiwan

#3CC9 MOOC (Massive Open Online Course) to improve clinical assessment skills and interdisciplinary collaboration in primary care
Lene Lunde, Department of Nursing Science, Institute of Health and Society, University of Oslo, Norway

#3CC10 Use and Content Selection Among Medical Students Utilizing an Online Educational Blog During an Obstetrics and Gynecology Rotation
Alan Rosenbaum, The Ohio State University, Columbus, USA

#3CC11 Case Based Blended Learning (CBBL) – a strategy to foster the transfer of declarative to procedural knowledge or more? labyrinthine learning in curriculum design
Sebastian Ertl, Medical University Vienna, Austria

#3CC12 Developing Our Baby: SingHealth Obstetrics and Gynaecology (OBGYN) Junior Doctors’ Handbook App
Zhun Wei Mok, Division of Obstetrics and Gynaecology, KK Women’s and Children’s Hospital, Singapore

#3CC13 Technological pedagogical content knowledge (TPCK) in medical education: Taiwan medical teachers’ perceptions of and preparedness to use technology-enhanced learning in curriculum design
Li-Chun Chang, Chang Gung University of Science Technology, Tao-yuan, Taiwan

#3CC14 iExaminer system: An effective teaching method to improve funduscopic examination skills
Kiyoshi Shikino, Chiba University Hospital, Chibacity, Japan

#3CC15 Evaluation of an eLearning program for GPs in health and developmental surveillance in children. Lessons learnt
Natalie Ong, Child Development Unit, Children’s Hospital Westmead, Sydney, Australia

#3CC16 Audiovisual resources in virtual campus to refresh radiological anatomy
Maria Pages, Universitat de Barcelona, Spain

1015-1200 #3DD Posters: Surgical Education
Chairperson: 
Location: Hall 4,1, CCB

#3DD1 Evaluation of Hospital-based Clinical Training Modules for Operating Room Personnel
Isabel Van Rie Richards, AO Foundation, Davos, Switzerland

#3DD2 Differences in shared decision making behaviour between residents in training and orthopaedic surgeons: survey study explaining shared decision making behaviour in the care of hip- and knee osteoarthritis
Jeroen Bossen, School of Health Education, Maastricht, Netherlands

#3DD3 Exploring the training experiences of residents in the new direct-entry vascular surgery program format
Arshia Javidan, University of Toronto, Canada

#3DD4 AO Surgery Reference usage data for assessing educational needs
Lars Veum, AO Foundation, AO Education Institute, Duebendorf, Switzerland

#3DD5 Learning Needs Analysis: A tool to motivate surgical faculty and stimulate reflection and self-directed learning
See Yin Liew, National Healthcare Group, Singapore

#3DD6 A Study of Medical Students’ Satisfaction with Clinical Education in Surgery Section comparing with Medicine Section: Why do they prefer Medicine Section?
Tittima Nasomtrug, Udon Thani Hospital, Udon Thani, Thailand

#3DD7 Enhancing nurses’ willingness to participate in robotic surgery by simulation and real situation training program
Tzu-Sang Chen, TungsTaiichung MetroHarbor Hospital, Taichung, Taiwan

#3DD8 Establishing validity of a novel competency based orthopaedic objective skills and clinical examination (OSCE) using convergent and divergent comparators
Alexandra Bishop, Dalhousie University, Halifax, NS, Canada

#3DD9 From nobody to somebody by a surgical safety checklist ward round
Smith Somsudee, VachiraPhuket Hospital, Phuket, Thailand

#3DD10 High definition Video Recording With a GoPro Hero 5 Black in the operating room: A novel technique to improve learning in general surgery
Thawatchai Tullavardhana, Department of Surgery, Faculty of Medicine, Srinakharinwirot University, Nongkharak, Nakhon Nayok, Thailand

#3DD11 Cross-institutional collaboration through social media in helping and auditing pediatric surgical training in Taiwan
Yun Chen, Far Eastern Memorial Hospital, New Taipei City, Taiwan

#3DD12 Application of FACTS Program for OSCE Pass score in Surgical Clerkship
Kyung Sik Kim, Dept. of Surgery, Yonsei University College of Medicine, Seoul, South Korea

#3DD13 The Five-Step Teaching Method in Laparoscopic Camera Manipulation on Medical Students: A Randomized Controlled Trial in a Philippine Medical School Curriculum
Gwendolyn Tattao, De La Salle Health Sciences Institute, Dasmarinas, Philippines

#3DD14 The Development and Validation of an Assessment Tool for Training in Percutaneous Nephrolithotomy
Kate Quirke, MRC for Transplantation, King’s College London, UK

#3DD15 Are there still barriers for residents in putting externally acquired surgical skills into practice?
Roger Simmermacher, Dept. of Surgery, University Medical Center Utrecht, Netherlands

#3DD16 The Neural Implementation of Surgical Expertise within the Mirror-Neuron System: An fMRI Study
Ide Heyligers, School of Health Professions Education, Maastricht University, Maastricht, Netherlands
#3EE Posters: OSCE and Work Based Assessment
Chairperson: Ian Curran, UK
Location: Hall 4.1, CCB

#3EE1 Audio-feedback in the summative OSCE - technical realization and process implementation. First results of a pilot project at the University of Basel, Switzerland
Jördis Tielsch, Deaneary of Student Affairs, Faculty of Medicine, University of Basel, Switzerland

#3EE2 A Qualitative Study Exploring Student Perceptions of Corralling before Objective Structured Clinical Examinations
Louise Cox Thomsen, University of Dundee, UK

#3EE3 Comparison of OSCE Checklist Items, Global Rating and Entrustable Scale during OSCE Assessments of the Pharmaceutical Profession
Chih-Ming Hsu, Chiayi Chang Gung Memorial Hospital, Taiwan

#3EE4 Co-designing a smoking cessation station within a clinical examination with adolescent smokers
Ioannis Peppas, Whittington Health, London, UK

#3EE5 Utilize group OSCE to instruct and evaluate clinical skills and medical record writing in the fourth year medical students
Ching-Chung Lin, Mackay Memorial Hospital, Taipei, Taiwan

#3EE6 A Method to Assess the Scoring Quality of The OSCE Examiners
Chuhshien Wang, Changhua Christian Hospital, Changhua, Taiwan

#3EE7 Concurrences and Differences between Faculty Staff and Standardized Patients in the Assessment of Medical Students in the Post-Clinical Clerkship Objective Structured Clinical Examination
Ayako Makauchi, Osaka City University Graduate School of Medicine, Osaka, Japan

#3EE8 Models as assessors at OSCE?
Matic Mihevc, Medical Faculty University of Maribor, Slovenia

#3EE9 Objective Structured Assessment of Technical Skills (OSATS) in Pathology for Medical Students: Design and Pilot Testing
Eduardo Alcaraz-Mateos, Department of Pathology, Morales Meseguer University Hospital, Murcia, Spain

#3EE10 Simulation Based Testing in Taiwan Board Examination in Anesthesiology
Pin-Tang Chen, Department of Anesthesiology, Taipei Veterans General Hospital and National Yang-Ming University, Taipei, Taiwan

#3EE11 Usability and feedback quality of Responso - a generic electronic platform for workplace-based assessments
Sabine Berger, Medical Faculty - University of Basel, Switzerland

#3EE12 Placement Supervision Group Tool: add granularity to your trainer reports
Clare van Hamel, UKFPO, Bristol, UK

#3EE13 Medical students' and teachers' perceptions of the Mini-CEX in a paediatric rotation
Tipaporn Thongmak, Hatyai Hospital, Songkhla, Thailand

#3EE14 Impact of setting up check-items of mini-CEX to increase the specificity of assessment
Yi-Chen Chen, Kaohsiung Medical University Hospital, Kaohsiung Medical University, Kaohsiung City, Taiwan

#3EEE Assessment of patient-centeredness highlighted within the frame of MiniCEX
Charlotte Leanderson, Karolinska Institutet, Stockholm, Sweden

#3EEE6 Using “Independence Ratios” to develop clinical competence under supervision
Karl-Heinz Merbold, University of Pretoria, South Africa

#3FF Posters: Simulation 1, including Standardised Patients
Chairperson: Dimitri Parra, Canada
Location: Hall 4.1, CCB

#3FF1 Improving high fidelity simulation experience and performance by using low cost augmented reality technology
Edgar Isaac Herrera Bastida, Facultad de Ciencias de la Salud - Universidad Anahuac México, Mexico

#3FF2 The Effectiveness of Simulation-Based Training in Management of Acute Asthmatic Attack for Internal Medicine Residents: 1-Year Follow-Up
Tirachut Sewutanon, Maharat Nakhonratchasima Hospital, Nakhonratchasima, Thailand

#3FF3 Foundation Year 1 Simulation Programme at Northwick Park: A 4 year review
Jasleen Arora, London North West Healthcare (LNWH) Trust, London, UK

#3FF4 Can paper-based simulation substitute resource intensive high-fidelity teaching?
Kathryn Biddle, Countess of Chester Hospital, Chester, UK

#3FF5 Simulation-based education for undergraduates: The effect of task complexity on learning
Marie-Laurence Tremblay, Laval University, Quebec City, Canada

#3FF6 The use of simulation techniques in public health care procurement procedures
Panagiotis Bamiidis, School of Medicine, Aristotle University of Thessaloniki, Greece

#3FF7 Exploring how to provide feedback for learning in virtual reality simulation for clinical decision-making
Jenny Zhou, University College London, Institute of Education, London, UK

#3FF8 Level of Acceptance of De La Saile Health Sciences Institute- College of Medicine Faculty in Simulation as a Teaching Learning Strategy
Alex Bello, De La Saile Health Sciences Institute, Dasmarias Cavite, Philippines

#3FF9 Can Simulation Do It All? A Critical Care Simulation Model For Senior Medical Students to Instruct Pathophysiology, Clinical Management and Teamwork/Communication Skills
Matthew Stull, University of Michigan Health System, Ann Arbor, USA

#3FF10 A Microsurgical Simulation Course for Nurses
Mala Satku, Tan Tock Seng Hospital, Singapore

#3FF11 Simulated ward rounds: A useful tool in building medical students’ confidence
Timothy Lloyd, Princess Alexandra Hospital, Harlow, UK

#3FF12 Use of Video and Simulation to Enhance Students’ Confidence to Participate in Resuscitation Room
Phel Wei Goh, Tan Tock Seng Hospital, Singapore
#3FF15 Pre-briefing in Simulation - How much is enough?
Grace McKay, Medical Education and Simulation Hub, Pinderfields General Hospital, Mid Yorkshire Hospitals Trust, Leeds, UK

#3FF14 Graphic representation of key messages learned after simulation events – a possibility to deepen the learning experience?
Julia Freytag, Charité Universitätsmedizin Berlin, Germany

#3FF16 Using high-fidelity simulation to teach the ward cover role
Shivam Bhandari, Heart of England NHS Foundation Trust, Birmingham, UK

#3FF17 Simulated hospital round for history-taking and problem-solving
Ayad Al-Moslih, Qatar University, Qatar

#3FF18 To explore the competency requirements for standardized patient training in the National Objective Structured Clinical Examination (OSCE)
Min-Shu Wang, Mackay Memorial Hospital, New Taipei City, Taiwan

#3FF19 Simulated patients (SP) training other SP – a successful “Train the trainer” approach at Charité Berlin
Susanne Lück, Charité Universitätsmedizin Berlin / Prodekanat für Lehre / Team Spezielle Lehrformate / Simulationspatientenprogramm, Berlin, Germany

#3FF20 What are the perceptions of medical students regarding the usefulness of GTA (Gynaecology Teaching Associate) sessions?
Manju Netto, Homerton University Hospital, London, UK

#3FF21 Development of an Educational Intervention to Teach and Assess Interprofessional Conflict Management Using Standardized Professionals
Stephen Charles, East Carolina University - Brody School of Medicine, Greenville, USA

#3FF22 Perceptions of participants in simulation training in psychiatry
Tanja Svirskis, University of Helsinki, Department of Psychiatry, Helsinki, Finland

1015-1200 3GG Posters: Postgraduate Specialist Training
Chairperson: Linda Snell, Canada
Location: Hall A, CCB

#3GG1 Development of a national near-peer Core Surgical Training interview course with emphasis on group feedback to improve confidence in the interview process
Zobia Gundkalli and Hasna Anda, The Princess Alexandra Hospital NHS Trust, Harlow, UK

#3GG2 A Sustainable Ophthalmology Training Program in the Pacific: Methodology and Key Factors for Success
Catherine Green, Royal Australian and New Zealand College of Ophthalmologists, Sydney, Australia

#3GG3 Assessment for Medical Radiation Technologist Core Competency Training in Taiwan
Hsin-Yi Chiu, JCT, New Taipei City, Taiwan

#3GG4 Important lessons learnt from a qualitative study exploring the F3 generation
Chantelle Rizan, Brighton and Sussex University Hospitals NHS Trust, Brighton, UK

#3GG5 Which are the changes of medical professionalism after one year in internal medicine residency training?
Kittisak Sawanyavisuth, Khon Kaen University, Khon Kaen, Thailand

#3GG6 Eyes cannot see what the mind doesn’t know: Tracking perceptive errors among the radiology trainees
Dinesh Chinchure, Khoo Teck Puat Hospital, Singapore

#3GG7 A 2-day point-of-care post-graduate ultrasound course (PoCUS-Braga) achieves knowledge and self-confidence gains on participating physicians
Joel Diogo Martins, School of Medicine, University of Minho, Braga, Portugal

#3GG8 Experience of a blended learning paradigm in teaching benign paroxysmal positional vertigo (BPPV) - a randomized controlled trial
Khalid Bashir, Hamad Medical Corporation, Doha, Qatar

#3GG9 Sustainable Improvements in ABIM Pass Rates for Struggling Residency Programs
Sonia Lin, Keck School of Medicine, University of Southern California, Los Angeles, USA

#3GG10 Learning evidence-based medical sciences in postgraduate medical education: effects of deliberate practice
Eelco Draaisma, Beatrix Children’s Hospital and Lifelong Learning, Education & Assessment Research Network (LEARN), University Medical Centre Groningen, Netherlands

#3GG11 Effect of a structured basic course on learning colposcopy – an international prospective interventional study
Sabrina Forssel, Department of Obstetrics and Gynaecology, Helsinki University Hospital and Helsinki University, Helsinki, Finland

#3GG12 Reasons for prolonged residency in Switzerland
Céline Favrod, CHUV, Lausanne, Switzerland

#3GG13 Respiratory therapy technology: The continuous teaching and training courses based on Miller’s pyramid
Tsai-Chen Yu, Taipei Medical University Shuang-Ho Hospital Division of Chest Medicine, New Taipei City, Taiwan

#3GG14 Evaluation of Student Self-perceived Progress and Competence after the Self-directed Medical Simulation Based Trauma Life Support Course
Rita Gudaityte, Department of Surgery, Lithuanian University of Health Sciences, Kaunas, Lithuania

#3GG15 Group Reflective Learning Sessions improve Anaesthesiology Residents’ engagement and confidence in conducting a Personal Reflective Practice
Caroline Ong, Tan Tock Seng Hospital, Singapore

#3GG16 Transition to Practice: Evaluating the need for formal training in supervision and assessment among senior emergency medicine residents and new-to-practice emergency physicians
Sarah Kilbertus, University of Toronto, Canada
#3GG17 Partnering with industry to develop a multidisciplinary Professional Development Programme for a Paediatric quaternary centre
Justin Poisson, Great Ormond Street Hospital for Children, London, UK

#3GG08 Educational needs of neonatologists on end of life care in a tertiary hospital
Komel Tewani, KK Women and Children's Hospital, Singapore

#3GG19 Assessing the Quality of Educational Supervisor Reports and Supervised Learning Events
Mumtaz Patel, Health Education England North West, Manchester, UK

#3GG20 Report: Development Trial of an Abdominal Emergency Medical Training Course
Hiroshi Mihara, University of Toyama, Japan

#3HH10 KAS thinking template improves hospital interprofessional practice and education
Feng-Cheng Liu, Tri-Service General Hospital, Taipei, Taiwan

#3HH11 Conscious Competence in IPL in Healthcare Education
Annywe Houldsworth, HECL, Plymouth, UK

#3HH12 Learning Effect Analysis of Implementing Inter-Professional Education (IPE) Teaching Template
Wei-Fang Wang, National Cheng-Kung University Hospital, Tainan, Taiwan

#3HH13 Development of a toolbox for multisource evaluation of Interprofessional Education and Interprofessional Collaboration in Switzerland
Florian Neubauer, Institute of Medical Education, Bern, Switzerland

#3HH14 Verifying the reliability and validity of the Japanese version of Interdisciplinary Education Perception Scale (IEPS)
Hyuga Suzuki, Nagoya University School of Medicine, Nagoya, Japan

#3HH15 Interprofessional high-fidelity simulation: a pilot project
Ricardo Tjiang, University of Beira Interior, Faculty of Health Science, Covilhã, Portugal

#3HH16 Interprofessional Training; is not just Education, but Collaboration
Joseph House, University of Michigan Medical School, Ann Arbor, USA

#3HH17 An Outcome Measure of Inter-Professional Education Experiences: One Method to Consider
David Carr, Missouri State University, Springfield, MO, USA

#3HH18 How the presence of social work students influences multi-disciplinary decision making in IPE
Kumiko Yamaguchi, Tokyo Medical and Dental University (TMDU), Tokyo, Japan

#3HH19 The Impact of Interprofessional Education in the Community
Enoch Ng, School of Pharmacy, The Chinese University of Hong Kong, Hong Kong

#3HH20 Clinical Reasoning for Inter-Professional Pregnancy Care – Everyone on the Same Page!
Michelle Schlipalus, Monash Health, Melbourne, Australia

1015-1200 #3H Posts: Interprofessional Education - Postgraduate
Chairperson: Simon Gregory, UK
Location: Hall 4.u, CCB

#3HH Understanding context in collaborative decision making at interprofessional team meetings (IPTM) using the Cynefin framework
Keng Teng Tan, Tan Tock Seng Hospital, Singapore

#3HH2 Enhancing Interdisciplinary Patient Care via Patient-Centered Interprofessional Collaboration Computerized Platform
Yen-Ling Ko, Chimei Medical Center, Tainan, Taiwan

#3HH3 Knowledge and Attitude towards Interprofessional Collaboration among Postgraduate Medical Students of Bangladesh
S M Tajid Rahman, National Institute of Diseases of the Chest & Hospital, Dhaka, Bangladesh

#3HH4 Unmet needs in communication between residents and nurses in internal medicine wards: at a university teaching hospital in Korea
Kyong Hwa Park, Korea University Anam Hospital, Seoul, Korea

#3HH5 Analysis of Learning Behavior and Learning Performance in Blended Learning of IPP/IPE to Clinical Nurse
Li-Chen Lin, Tri-service General Hospital, Taipei city, Taiwan

#3HH6 Physicians and nurses in simulation: Perceptions of interprofessional Collaboration in Trauma-team Simulations
Leila Niemi-Murola, Helsinki University, Espoo, Finland

#3HH7 Interprofessional collaboration education initiatives: what works for whom, how and under what circumstances
Isabelle Gaboury, Université de Sherbrooke, Longueuil, Canada

#3HH8 The interprofessional collaborative care in primary healthcare setting in Indonesia: a mixed method study
Ardi Findyartini, Department of Medical Education & Medical Education Center Indonesia Medical Education and Research Institute Faculty of Medicine Universitas Indonesia, Jakarta, Indonesia

#3HH9 Targeting Interprofessional Education to Address Chronic Pain and Mental Health Comorbidity
Margaret Chisolm, Johns Hopkins University Department of Psychiatry and Behavioral Sciences, Baltimore, USA

1015-1200 #3II Posters: Transitions in Education / Professionalism
Chairperson: Ewa Pawlowicz, Poland
Location: Hall 4.u, CCB

#3II1 Student Assistantship Programme in Family Medicine
Wern Ee Tang, Lee Kong Chian School of Medicine, Singapore

#3II2 Easing the transition into clinical years: the role of student-led introductory sessions
Hesham Khalid, St George’s, University of London, UK

#3II3 Adaptation to Early Clinical Rotation: Roles of Transition Period
Rulliana Agustin, Faculty of Medicine, University of Indonesia, Jakarta, Indonesia

#3II4 New Beginnings: A Resident Orientation Program
Özlem Cakmakkaya, University of Istanbul, Cerrahpasa Medical School, Istanbul, Turkey
| #3115 | A foundation year one led teaching programme for medical students: a review of student feedback  
Thurkaa Shanmugalingam, The Royal London Hospital, Whitechapel, UK |
| #3116 | The impact of a peer-led revision programme on the self-perceived preparedness of final year medical students for examinations and work as an FY1 doctor  
Laura Spurgeon, University of Birmingham, UK |
| #3117 | Ready... Steady... Learn! Utilizing Student and Faculty Feedback to Enhance Transitioning to Clinical Clerkship and Residency  
Simon Field, Dalhousie University, Halifax, NS, Canada |
| #3118 | 'Life, death and taxes, what I wish I had known' – A Near-Peer Led Transition Course for New Doctors Focusing on Non-Technical Skills  
Yun Mei Lau, Royal Free London NHS Foundation Trust, London, UK |
| #3119 | The Dutch transition to graduate medical training: How clinical experience between graduation and residency affects career choice  
Sophie Queirdo, University Medical Center Utrecht, Center for Research and Development of Education, Utrecht, Netherlands |
| #3120 | Training students to be doctors: the use of ward round simulations  
Sindhu Naidu, Imperial College London, UK |
| #3121 | Can assessment drive behaviour change? The use of the conscientiousness index in an internal medicine residency programme  
Faith Chia, National Healthcare Group, Singapore |
| #3122 | Understanding of medical professionalism among Polish medical teachers  
Anna Kocurek, Jagiellonian University, Kraków, Poland |
| #3123 | Mistreatment, abuse, unprofessionalism and unproductive behaviour: A comparative qualitative analysis of how medical learners and educators define negative behaviour in the clinical workplace  
Meredith Vanstone, McMaster University, Hamilton, Canada |
| #3124 | Rating the severity of medical student professionalism issues and the quality of insight demonstrated in students’ response to professionalism remediation  
Lawrence Grierson, McMaster University, Hamilton, Canada |
| #3125 | The Development, Over 12 Years, of our "White Coat Ceremony" for Cultivating Professionalism in Medical Students in Japan  
Michito Hirakata, Keio University School of Medicine, Tokyo, Japan |
| #3126 | A qualitative analysis of students’ perceptions on professionalism in hidden curriculum: a pilot study in internal medicine rotation  
Saranya Prathaiithep, Sunpasitthiprasong Hospital, Ubon Ratchathani, Thailand |
| #3127 | Self-development activities and Reflection, to promote Medical Professionalism  
Thawanrat Chayaanantapap, Vachira Phuket Hospital, Phuket, Thailand |
| #3128 | Professionalism and Cinemeducation  
Martina Balsam, Edinburgh University Medical School, Edinburgh, UK |
| #3119 | Investigating professionalism experts’ opinion: toward developing an undergraduate medical professionalism curriculum  
Nikooy Yamani, Isfahan University of Medical Sciences, Isfahan, Iran |
| #3120 | Vulnerability and disillusionment as a threat to residents’ professional identity development  
Naike Bochatay, University of Geneva, Switzerland |

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**1015-1200**

| #3JJ1 | Posters: Clinical Teaching 1  
Chairperson: Giuseppe Familiar, Italy  
Location: Hall 4.4, CCB |
| #3JJ2 | Implementing FAST-sonography for German 4th year medical students  
Philipp Bintaro, Hannover Medical School, Hannover, Germany |
| #3JJ3 | Problem oriented and simulation for teaching mechanical ventilators in medical students  
Yada Siriphanthong, Buriram Medical Education Center, Buriram, Thailand |
| #3JJ4 | Assessing the effectiveness and perceptions of Fundoscopy teaching in core medical trainees  
Ruth Chen, Nottingham University Hospitals NHS Trust, Nottingham, UK |
| #3JJ5 | Basic Obstetrics and Gynecology procedures of 6th year Medical Students in Roi et Hospital, Thailand  
Siriwany Somseri, Roi et Hospital Medical Education Center, Roi et, Thailand |
| #3JJ6 | Comparison of Teaching Basic Orthopedic Procedural Skills by Peer Assisted Learning (PAL) Tutoring and by A Teacher's Teaching in Undergraduate Medical Students  
Meena Permtthai, Buddhachinaraj Medical Education Center, Phitsanulok, Thailand |
| #3JJ7 | Improving the Retention of Suturing Skills in Medical Students: A Feasibility Study  
Sarah Prattley, Salisbury District Hospital, UK |
| #3JJ8 | Analysis of central venous catherization workshop: an experience of Taiwan medical center  
Kuan-Chih Chung, Department of Anesthesiology, Kaohsiung Chang Gung Memorial Hospital, Kaohsiung, Taiwan |
| #3JJ9 | Physical examination contests effectively improve learning outcomes  
Fen-Yu Tseng, National Taiwan University College of Medicine, Taipei, Taiwan |
| #3JJ10 | Improving physicians’ ward round communication through simulation-based training  
Marc Grenewald, Chair of Medical Education, TUM Medical Education Center, Munich, Germany |
| #3JJ11 | An Educational Approach to Support Family Witnessed Resuscitation – Enhancing Continued Professional Development Through Animation  
Natalie Smee, NHS Education for Scotland, Glasgow, UK |
**#3JJ12 Improvised encounters – theatre-based methods in medical education**
Kari Hevossaaari, University of Helsinki, Medical Faculty, Helsinki, Finland

**#3JJ13 The Intention-Behaviour Gap: Students’ views as predictors of exploring the patient’s perspective**
Annie Cushing, Barts and The London School of Medicine and Dentistry, Queen Mary University of London, UK

**#3JJ14 The use of metaphors in General Practice. A Phenomenological Interpretative Analysis in an Italian setting**
Lucia Zanni, Department of Biomedical Sciences for Health, University of Milan, Italy

**#3JJ15 3D Sensor for Health Professions’ Education - Interaction Analysis in Medical Interview by Kinect Sensor**
Yoichiro Iwashita, Kagoshima University, Kagoshima, Japan

**#3JJ16 Curriculum in Medical Teaching might have had a gap for occupational histories taking in daily practice**
Naesinee Chaiear, Div of Occupational Medicine, Dept of Community Medicine, Faculty of Medicine, Khon Kaen University, Khon Kaen, Thailand

**#3JJ17 Bad News or Life Altering Diagnoses? A Randomized National Needs Assessment of Canadian Neurology Trainees’ and Neurologists’ Perceptions towards Disclosing Diagnoses**
Carol Hodgson, University of Alberta, Edmonton, Canada

**#3JJ18 Implicit and Explicit Weight Bias in Physician Assistant Students**
Gail Curtis, Wake Forest School of Medicine, Winston-Salem, USA

**#3JJ19 A common clerkship course to reinforce students’ self-reflection and faculty feedback on clinical performance**
Young-Mee Lee, Korea University College of Medicine, Seoul, South Korea

**#3JJ20 The Comparison of Teamwork Between Senior Medical Teams and Junior Medical Teams**
Chien-Ming Lo, Joint Commission of Taiwan, New Taipei City, Taiwan

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**#3KK4 Posters: Communication**
Chairperson: Elizabeth Kachur, USA
Location: Hall 4 u, CCB

**#3KK1 Is learning how to ride a bike from a text book possible? Undergraduate medical student perception on communication skills training**
Marina Searle, Universidad Andrés Bello, Viña del Mar, Chile

**#3KK2 Developing Medical Students’ Competency to Communicate Bad News to Patients with Dementia**
Vanessa Peixoto, UFRN, Natal, Brazil

**#3KK3 Under acute emergency situation, apply SHARE model to deliver bad news:**
Communications skill workshop result and teaching corrections
Chih Hung Chen, Internal Medicine, Kaohsiung Chang Gung Memorial Hospital, Kaohsiung, Taiwan

**#3KK4 Teaching communication skills in order to make inevitable death discussable**
Dorine van Woerden, Academic Medical Centre, Department of Medical Psychology, Amsterdam, Netherlands

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**#3KK5 Small-Group Interactive Role-Play Communication Workshop: Building up confidence**
Chayanis Trakulthong, Kalasin Hospital Medical Education Center, Kalasin, Thailand

**#3KK6 Implementing longitudinal curricula of communication: Experiences from four German faculties of medicine**
Barbara Hinding, IMPP - Institut für medizinische und pharmazeutische Prüfungsfragen, Mainz, Germany

**#3KK7 Communication at the End of Life. Experience Report from a Brazilian University**
Willian Megumi Momoeda, UNIVASF, Petrolina, Brazil

**#3KK8 The role of psychological characteristics in gaining attitude towards communication skills – nationwide sample of nurses participating in postgraduate training courses**
Mariusz Panczyk, Medical University of Warsaw, Poland

**#3KK9 Using camera glasses to improve the communication skills assessment of medical students**
Chin-Chou Huang, Taipei Veterans General Hospital, Taipei, Taiwan

**#3KK10 Validity and reliability of Persian version of Listening Styles Profile-Revised (LSP-R) in Iranian students**
Mahziar Abarashi, Iran University of Medical Sciences, Tehran, Iran

**#3KK11 Patient-focused communication skills in medical education through public advocacy**
Wing Chuen Lai, The Chinese University of Hong Kong, Hong Kong

**#3KK12 Preliminary outcomes: Translating postgraduate communication skills training for psychiatry (ComPsych) into clinical practice**
Carmel Loughland, Hunter New England Local Health District and University of Newcastle, Australia

**#3KK13 The impact of the medical communication course on shaping the attitudes of medical students**
Agata Stalmach-Przygoda, Department of Medical Education, Jagiellonian University Medical College, Cracow, Poland

**#3KK14 Priorities of medical students regarding patient communication in their clinical electives: A Q-method study**
Kristina Schick, Technical University Munich, Germany

**#3KK15 Evaluation of a mixed-methods skill training in patient-physician communication for Swiss first-year medical students**
Stefan Markun, Institute of Primary Care University of Zürich, Switzerland

**#3KK16 How do first-year medical students communicate with elderly people? Changes in their interaction patterns across time**
Rintaro Imafuku, Gifu University, Gifu, Japan

**#3KK17 Developing numerical risk communication skills for medical undergraduates: An evaluation of multidisciplinary teaching**
Katherine Joekes, St George’s, University of London, UK
Session 4: Simultaneous Sessions

1400-1530  #4A Symposium: Acquisition, Maintenance, and Verification of Surgical Skills
Ajit K. Sachdeva (Division of Education, American College of Surgeons; Society for Academic CME; Feinberg School of Medicine, Northwestern University, Chicago, USA), Teodor Grantcharov (University of Toronto, Canada), Stephen Tobin (Royal Australasian College of Surgeons, Melbourne, Australia), Wael S Taha (King Abdulaziz Medical City, Al-Madinah, Saudi Arabia; AO Trauma Education Commission)
Location: Event Hall

1400-1530  #4B Symposium: Intersections, Introspections and Divergences: Sustaining the Growth of Medical Education Research and Training
Mathieu Albert, Nicole Woods, Tina Martimianakis (Wilson Centre, University of Toronto, Canada), Clara Bolander Laksov (Department of Education, University of Stockholm, Sweden), Albert Scherpier (Faculty of Health, Medicine and Life Sciences, Maastricht University, Netherlands)
Location: Montreal, 2nd Floor, CCB

1400-1530  #4C Symposium: Open Space
Technology Applied to Wicked Issues in Medical Education and Health Care Practices
Glenda Eoyang, Stewart Mennin (Human Systems Dynamics, USA)
Location: Sydney, 2nd Floor, CCB

1400-1530  #4D Symposium: The role of the Biomedical Sciences in Teaching and Learning Medicine in the 21st Century
Aviad Haramati, Peter GM de Jong, Neil Osheroff, Kelly M Quesnelle, Dujeepa D Samarasekera, Richard C Vari
Location: Singapore, 2nd Floor, CCB

1400-1530  #4E Research Papers: Success & Failure
Chairperson: Tim Wilkinson, New Zealand
Assessor: Samuel Edelbring, Sweden
Location: Delhi, Ground Floor, CCB

1400-1420  #4E1 Early predictors in medical school: Supporting students early on through the use of data
Cassandra Barber, Western University, London, Canada

1420-1440  #4E2 Identifying medical students at risk for academic interruption using a growth-curve paradigm
Juan Cendan, University of Central Florida, College of Medicine, Orlando, USA

1440-1500  #4E3 Remediation interventions for postgraduate medical learners with academic difficulties: Results from a BEME systematic review
Miriam Lacasse, Université Laval, Quebec City, Canada
<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Details</th>
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<tbody>
<tr>
<td>1500-1520</td>
<td>#4E4 Question-based learning with virtual patients promotes effective self-directed constructive learning, but at what cost to student wellbeing and cognitive engagement?</td>
<td>Viktor Rikkefs, Karaganda State Medical University, Karaganda, Kazakhstan</td>
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<td>1520-1530</td>
<td>Discussion</td>
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<td>1400-1530</td>
<td>#4F Research Papers: Teaching</td>
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<td>1400-1420</td>
<td>#4F1 Evidence-based quality improvement in clinical teaching: An initiative to enhance teaching in critical thinking, high value care, and health care equity</td>
<td>Amy Sullivan, Harvard Medical School and Beth Israel Deaconess Medical Center, Boston, USA</td>
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<td>1420-1440</td>
<td>#4F2 Video versus bedside teaching of paediatric clinical examination skills: A mixed methods study</td>
<td>Ann George, University of the Witwatersrand, Johannesburg, South Africa</td>
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<td>1440-1500</td>
<td>#4F3 Faculty Perceptions of Challenges and Opportunities to Facilitate Implicit Bias Instruction: Implications for Curriculum Development</td>
<td>Cristina Gonzalez, Albert Einstein College of Medicine/Montefiore Medical Center, Bronx, NY, USA</td>
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<td>1500-1520</td>
<td>#4F4 An international study validating teacher profiles based on their conceptions of learning and teaching</td>
<td>Johanna Jacobs, VUMc School of Medical Sciences and LEARN! VU University, Amsterdam, Netherlands</td>
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<td>1520-1530</td>
<td>Discussion</td>
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<td>1400-1530</td>
<td>#4G Patil Teaching Innovation Awards 2</td>
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<td>1400-1415</td>
<td>#4G1 Introducing a Clinical Teaching Unit to increase autonomy, competence and relatedness in medical training using Self Determination Theory principles</td>
<td>Esther Hamoen, Leiden University Medical Center (LUMC), Leiden, Netherlands</td>
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<tr>
<td>1415-1430</td>
<td>#4G2 Iran International Public Health Summer School (IPHS): A Report of an On-site Educational Game on Global Health for Healthcare Professionals Students</td>
<td>Helia Ashourizadeh, AVECEN Co., Tehran, Iran</td>
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<td>1430-1445</td>
<td>#4G3 Changing the healthcare education through teacher assistants</td>
<td>Marcos Rojas, University of Chile, Santiago, Chile</td>
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<td>1445-1500</td>
<td>#4G4 Dëjë vu all over again: An innovative 3-year spiral curriculum in antimicrobial stewardship and infectious diseases</td>
<td>Peter Chin-Hong, UCSF, San Francisco, USA</td>
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<td>1500-1515</td>
<td>#4G5 A ‘Sign Safari’ - Bringing medical students back to the bedside with a high-yield teaching programme focused on eliciting and interpreting clinical signs</td>
<td>Dominic Merriott, William Harvey Hospital, Ashford, UK</td>
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<td>1515-1530</td>
<td>#4G6 Using visual- and e-learning methods to enhance medical student engagement in clinical genetics</td>
<td>Adam Jones, Cardiff University, Cardiff, UK</td>
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<td>1400-1530</td>
<td>#4H: PechaKucha™ 2</td>
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<td>1400-1410</td>
<td>#4H1 The Sim360 Trial – Innovating simulation training with the use of a ‘flipped’ 360-degree virtual reality video</td>
<td>Jordan Tsigarides, Norwich Medical School, Norwich, UK</td>
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<td>1410-1420</td>
<td>#4H2 Technology-Enhanced Learning: Audio Tours in Anatomical Pathology</td>
<td>Lynelle Covender, University of Cape Town, South Africa</td>
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<td>1420-1430</td>
<td>#4H3 Short supplemental videos produced by students, for students</td>
<td>Simon Albrechtsen, University of Copenhagen, Denmark</td>
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<td>1430-1440</td>
<td>#4H4 Clinic instead of lecture room – to start the medical curriculum</td>
<td>Jorg Goldhahn, ETH, Zurich, Switzerland</td>
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<td>1440-1450</td>
<td>#4H5 Let’s Share a SIX Pack...for Faculty Development</td>
<td>Heather Billings, Mayo Clinic, Rochester, USA</td>
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<td>1450-1500</td>
<td>#4H6 Interprofessional collaboration education: The experience of students at the end of their professionalizing journey</td>
<td>Brigitte Vachon, Université de Montréal, Canada</td>
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<td>1500-1510</td>
<td>#4H7 Jindaola: The process of embedding Indigenous knowledge into mainstream medical and health science curricula at the University of Wollongong, NSW, Australia</td>
<td>Teresa Treweek, School of Medicine, University of Wollongong, Australia</td>
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<td>1510-1520</td>
<td>#4H8 ‘You Murderers?’ - challenges faced by recent veterinary graduates when performing euthanasia</td>
<td>Claire Vinten, Royal Veterinary College, London, UK</td>
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<td>Discussion</td>
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<td>1400-1530</td>
<td>#4I Short Communications: Curriculum: Community Based/Rural Teaching</td>
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<td>1400-1415</td>
<td>#4I1 Comparative efficacy of postgraduate MD longitudinal integrated clerkships in rural communities translating to regional internships</td>
<td>Scott Kitchener, Griffith University School of Medicine, Toowoomba, Australia</td>
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<td>1415-1430</td>
<td>#4I2 Personal learning perceived by students and teachers from primary care experiences in vulnerable population of Northern Argentina</td>
<td>Clara Facioni, Instituto Universitario Hospital Italiano, Buenos Aires, Argentina</td>
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<td>1430-1445</td>
<td>#4I3 An Interdisciplinary primary care approach to multimorbidity: a pilot study of medical and nursing students’ home visits in developing patient care plans</td>
<td>Carmen Wong, The Chinese University of Hong Kong, Hong Kong</td>
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| 1445-1500 | #4J4 Mapping the Thinkable: ways of characterising and researching general practice placements  
Sophie Park, UCL Medical School, London, UK |
| 1500-1515 | #4J5 The Role of Student-Led Community Health Projects in a Singapore based Graduate Medical School - Critical Reflection and Learning Experience  
Rui Xin Ng, Duke-NUS Medical School, Singapore |
| 1515-1530 | Discussion                                                                |
| 1400-1530 | #4J Short Communications: Assessment: Progress Test                      |
|           | Chairperson: Carlos Collares, Netherlands                                |
|           | Location: Shanghai 1, Ground Floor, CCB                                 |
| 1400-1415 | #4J1 Physical Findings Progress Test at a Medical School – Longitudinal Data Analysis  
Hyeyoung Han, Southern Illinois University School of Medicine, Springfield, Illinois, USA |
| 1415-1430 | #4J2 Progress testing and self-evaluation in undergraduate medical students  
Janina Ulbl, Faculty of Medicine, University of Maribor, Slovenia |
| 1430-1445 | #4J3 Progress test analysis: Is the students’ knowledge improved?  
Rahmanagish Sabirin, Universitas Gajah Mada, Yogyakarta, Indonesia |
| 1445-1500 | #4J4 Fourteen years of formative progress testing in radiology residency training: experiences from Netherlands  
Dirk Rutgers, University Medical Center, Utrecht, Netherlands |
| 1500-1515 | #4J5 Progress test as a powerful tool to improve students’ performance and curriculum efficiency  
Marcos Freire, Anhembi Morumbi University - Laureate International Universities, Sao Paulo, Brazil |
| 1515-1530 | Discussion                                                                |
| 1400-1530 | #4K Short Communications: Curriculum: Empathy                            |
|           | Chairperson: Margaret Gerbase, Switzerland                                |
|           | Discussant: Chris Skinner, Australia                                      |
|           | Location: Shanghai 2, Ground Floor, CCB                                 |
| 1400-1415 | #4K1 Promoting Empathy among medical students: a two-site randomized controlled study  
Céline Buffel du Vaure, Université Paris Descartes, Sorbonne Paris Cité, Faculté de Médecine, Département de Médecine Générale, Paris, France |
| 1415-1430 | #4K2 Evolution of Empathy in French medical students during their first academic year  
Olivier Coste, Ecole de santé des armées, Bron, France |
| 1430-1445 | #4K3 Humanism in medicine - instilling empathy  
Anna Byszewski, University of Ottawa, Canada |
| 1445-1500 | #4K4 Empathy training: Applied Drama and Communicating Bereavement in the Maternity Services  
Aisling Smith, Royal College of Physicians of Ireland, Dublin, Ireland |
| 1500-1515 | #4K5 Building civic responsibility among medical students through service learning - A visit to a Disability Centre  
Sajida Naseem, Shifa College of Medicine, STMU, Islamabad, Pakistan |
| 1515-1530 | Discussion                                                                |
| 1400-1530 | #4L Short Communications: Social Accountability                           |
|           | Chairperson: Jim Rouke, Canada                                            |
|           | Location: Shanghai 3, Ground Floor, CCB                                 |
| 1400-1415 | #4L1 Results from a Global Social Accountability Survey - What do medical students really think?  
Alkaterini Dim, International Federation of Medical Students’ Associations (IFMSA), Thessaloniki, Greece |
| 1415-1430 | #4L2 A tool for Social Accountability: presenting the ISAT  
Ruy Souza, Federal University of Roraima-Brazil, Boa Vista, Brazil |
| 1430-1445 | #4L3 “Change A World!” Program with the TOOTH FAIRY: Promoting oral health among at-risk Youth  
Ruth Margalit, Tel Aviv University School of Medicine, Tel Aviv, Israel |
| 1445-1500 | #4L4 Winning the ASPIRE-to-Excellence Award in Social Accountability: what's next?  
Emmanuelle Careau, Faculté de médecine, Universite Laval, Quebec, Canada |
| 1500-1515 | #4L5 The Needs of the Many: NOSM Students’ Experience of Generalism and Rural Practice  
Roger Strasser, Northern Ontario School of Medicine, Lakehead and Laurentian Universities, Sudbury, Ontario, Canada |
| 1515-1530 | Discussion                                                                |
| 1400-1530 | #4M: Short Communications: International 1                                |
|           | Chairperson: Location: Boston 1, Ground Floor, CCB                       |
| 1400-1415 | #4M1 An Overview of the Medicine and Humanities International Program, an International Educational Initiative  
Ali Chour, Faculté Lyon Est - Université Claude Bernard Lyon 1, Lyon, France |
| 1415-1430 | #4M2 Do you embrace or decline? A study into the influence of physicians’ views of the organizational culture on their incorporation of global standards in clinical teaching  
Takuya Saiki, Gifu University Medical Education Development Center, Gifu, Japan |
| 1430-1445 | #4M3 JPEMS – Joint Program for European Medical Studies – From idea to success  
Tudor Calinici, “Iuliu Hatieganu” University of Medicine and Pharmacy, Cluj-Napoca, Romania |
| 1445-1500 | #4M4 Explaining the causes of differential attainment for International Medical Graduates in selection tests and licensing exams  
Fiona Patterson, Work Psychology Group, Derby, UK |
| 1500-1515 | #4M5 Sharing stories about medical and health professional education in difficult circumstances: Conceptualising issues, strategies and solutions  
Michelle McLean, Bond University, Australia |
| 1515-1530 | #4M6 Difference in Communication styles of Western Teachers and Nepalese Learners in an Intercultural Faculty Development Program for Mountain Rescuers in Nepal  
Monika Brodmann Maeder, Institute of Mountain Emergency Medicine, EURAC Research, Bolzano, Italy and Department of Emergency Medicine, Inselspital, Bern, Switzerland |
|           | No Discussion                                                            |
1400-1530  #4N  Short Communications: Clinical Reasoning 1
Chairperson: Marie-Claude Audetat, Switzerland
Location: Boston 2, Ground Floor, CCB

1400-1415  #4N1 Students’ approaches to learning clinical reasoning: Evidence as a threshold skill
Ralph Pinnock, Dunedin School of Medicine, Dunedin, New Zealand

1415-1430  #4N2 The effects of reflection on clinical problems on medical students’ engagement in a learning activity and learning outcomes
Ligia Ribeiro, UNIFENAS, Belo Horizonte, Brazil

1430-1445  #4N3 Clinical reasoning in physiotherapy and critical decision method
Etienne Dayer, HEdS HES-SO Valais & Université de Genève, Sion, Switzerland

1445-1500  #4N4 Instructional approaches for the development of clinical reasoning: the effects of modeled-reflection, cued-reflection and free-reflection on students’ diagnostic performance
Silvia Mamede, Institute of Medical Education Research Rotterdam, Erasmus Medical Center, Rotterdam, Netherlands

1500-1515  #4N5 The Glasgow Clinical Review Form: An undergraduate clinical reasoning tool to foster skills in ongoing clinical assessment in the secondary care setting
Kevin Garrity, University of Glasgow, UK

1515-1530  #4N6 Using knowledge translation to facilitate the implementation of a novel teaching activity for clinical reasoning
Martine Chamberland, Université de Sherbrooke, Canada

No Discussion

1400-1530  #4O: Short Communications: Clinical Teaching 1
Chairperson: Suleyman Yldiz, Turkey
Location: Boston 3, Ground Floor, CCB

1400-1415  #4O1 Are we missing something? What are medical students missing out on, and why, when they are excluded from doctor patient encounters in general practice?
Jane Smith, Bond University, Gold Coast, Australia

1415-1430  #4O2 The Clinical Skills Passport (CSP): An innovative approach for the assessment of clinical skills competence
Laura Smith, University of Leeds, UK

1430-1445  #4O3 The Medical Exhibition Seminar: Implementation and evaluation of a new teaching method for clinical reasoning and consultation
Henk Schreuder, University Medical Center Utrecht, Netherlands

1445-1500  #4O4 Second Year Medical Student Emergency Medicine Rotation: “It’s Not Like on TV”
Colleen Bush, Michigan State University College of Human Medicine, Grand Rapids, USA

1500-1515  #4O5 Mastering or Inventing? The Impact of Instructional Design on Preparation for Future Learning of a Procedural Skill
Ryan Brydges, University of Toronto, Canada

1515-1530  #4O6 More than another pair of hands? The impact of medical student placements on the healthcare service
Elizabeth Molloy, University of Melbourne, Australia

No Discussion

1400-1530  #4P: Short Communications: Portfolios
Chairperson: Shuh Shing Lee, Singapore
Location: Darwin, Ground Floor, CCB

1400-1415  #4P1 EPAs-based e-Portfolio facilitated the application of Entrusted Professional Activities (EPAs) among emergency medicine residency training in a regional hospital in Taiwan
Chen-Wei Lee, Dalin Tzu Chi Hospital Buddhist Tzu Chi Medical Foundation, ChiaYi, Taiwan

1415-1430  #4P2 Concepts and expectations of Taiwanese first-year post-graduates’ feedback in e-portfolio: A realist evaluation
Ren-Huei Fu, Chang Gung Medical Education Research Centre (CGMERC), Chang Gung Memorial Hospital, Taoyuan City, Taiwan

1430-1445  #4P3 Perceived Needs and Challenges with electronic portfolio implementation in the discipline of Anesthesiology
Christina Tremblay, Northern Ontario School of Medicine, Sudbury, Canada

1445-1500  #4P4 Portfolio-based assessments: Does the portfolio reflect students’ competence development?
Andrea Oudkerk Pool, Maastricht University, School of Health Professions Education, Maastricht, Netherlands

1500-1515  #4P5 Can Reflection be Taught?
Julia Humphreys, University of Manchester, Faculty of Biology, Medicine and Health, Manchester, UK

1515-1530  #4P6 A study of pharmacy students’ self-assessment of the competencies reached during their studies
Nina Katajavouri, University of Helsinki, Finland

No Discussion

1400-1530  #4Q: Short Communications: Postgraduate: Junior Doctor as Teacher
Chairperson: Discussant: Matthew Stull, USA
Location: Lima, Ground Floor, CCB

1400-1415  #4Q1 A three-year longitudinal milestone-based “Residents as Teachers” Program: Experience from the first two years
Jen-Feng Liang, Taipei Veterans General Hospital, Taipei, Taiwan

1415-1430  #4Q2 EPA of residents-as-teachers
Tadayuki Hashimoto, Hashimoto Municipal Hospital, Wakayama, Japan

1430-1445  #4Q3 Making use of students’ enthusiasm in technology to improve feedback to clinical teachers
Dilshani Hunukumbure, Imperial College London, UK

1445-1500  #4Q4 Faculty development for junior health professionals: interprofessional and flipped learning
Christie van Diggele, The University of Sydney, Australia

1500-1515  #4Q5 Resident Preceptor Training - a primer course in educational methodology for postgraduate residents in health professions
Manoj Goyal, N.C. Medical College and Hospital, Israna, Panipat, Haryana, India

1515-1530  Discussion
1400-1530 #4R AMEE MedEdPublish Review Panel Meeting (invite only)
Richard Hays, Trevor Gibbs, Ken Masters, Subha Ramani, Kerrie McKay
Location: Hong Kong, 2nd Floor, CCB

1400-1530 #4S Conference Workshop: Applying Threshold Concepts to Health Professional Education—Helping the Struggling Learner
Janice Hanson (University of Colorado, School of Medicine, Aurora, Colorado, USA), Virginia Randall (Uniformed Services University of the Health Sciences, Bethesda, Maryland, USA), Lindsey Lane, Meghan Trelitz, Daniel Nicklas (University of Colorado, School of Medicine, Aurora, Colorado, USA)
Location: Wettstein, 2nd Floor, Swissotel

1400-1530 #4T Conference Workshop: The (Forgotten) Art of Receiving Feedback
Jane Moller (Aarhus University, Aarhus, Denmark), Noelle Junod Perron (Geneva University, Geneva, Switzerland), Claudia Kiesling (Brandenburg Medical School Theodor Fontane, Neuruppin), Kristian Korch (Centre for Health Sciences Education, Aarhus, Denmark), Bente Malling (Aarhus University, Aarhus, Denmark)
Location: Helvetia 3, 1st Floor, Swissotel

1400-1530 #4U Conference Workshop: Adopting Learning Analytics in Medical Education
Vania Dimitrova, Tamsin Treasure-Jones (Leeds Institute of Medical Education, University of Leeds, UK), Rachel Ellaway, David Topps (University of Calgary, Canada), Martin V. Pusic (NYU Langone Health, USA)
Location: Helvetia 4, 1st Floor, Swissotel

1400-1530 #4V Conference Workshop: Causes and prevention of cognitive errors (diagnostic error). How will they inform our methods of teaching this to our learners? Is this possible?
Dan Mayer (USA), Michelle Daniel (University of Michigan Medical School, Ann Arbor, MI, USA), Robin Hemphill (Virginia Commonwealth University, Richmond VA, USA), Sandra Montiero, Geoff Norman (McMaster University, Hamilton, Ontario, Canada)
Location: Helvetia 5, 1st Floor, Swissotel

1400-1530 #4W Conference Workshop: Developing Continuing Education and Professional Development Programs to Optimize Practice
David Wiljer, Sanjeev Sockalingam (University Health Network, Toronto, Canada), Sophie Soklaridis (Centre for Addiction and Mental Health, Toronto, Canada), Maria Mylopoulos (The Wilson Centre, Toronto, Canada), Ivan Silver (Centre for Addiction and Mental Health, Toronto, Canada)
Location: Helvetia 7, 1st Floor, Swissotel

1400-1530 #4X Conference Workshop: Learning from Failure? How should we prepare newly qualified clinicians and clinical environments to enhance patient safety?
Kevin Weiss (Accreditation Council for Graduate Medical Education (ACGME), Chicago, USA), Jane O’Hara, Trudie Roberts (Leeds Institute of Medical Education, University of Leeds, UK), Robin Wagner, Robin Newton (Accreditation Council for Graduate Medical Education (ACGME), Chicago, USA)
Location: Osaka, 3rd Floor, CCB

1400-1530 #4Y Conference Workshop: Making workplace-based assessment work: leveraging tensions in assessment for learning
Pim Teunissen (VU University Medical Centre and Maastricht University, Amsterdam & Maastricht, Netherlands), Erik Driessen, Marjan Govaerts, Suzanne Schut, Miriam Wijbenga, Carolin Sehbach (Maastricht University, Maastricht, Netherlands)
Location: Samarkand, 3rd Floor, CCB

1400-1530 #4Z Conference Workshop: How to break barriers? International faculty development collaboration
Che-Wei Lin (Taipei Medical University Wan-Fang Hospital, Taipei, Taiwan), Barry Issenberg (University of Miami Miller School of Medicine, Miami, USA), Benjamin Berg (University of Hawaii, Manoa, USA), Gen Ouchi (University of The Ryukyus, Okinawa, Japan), Chien-Chih Wu, Wen-Cheng Huang (Taipei Medical University, Taipei, Taiwan)
Location: Guangzhou, 2nd Floor, CCB

1400-1530 #4AA Conference Workshop: Use the map: a practical workshop on curricular mapping for faculty development and CPD programming
Robert Parson, Heather Lochnan, Paul Hendry
Location: Nairobi, 2nd Floor, CCB

1400-1530 #4BB Conference Workshop: Online assessment with the students’ own devices: An evidence based and practical approach to eAssessment
Eeva Pyöriälä (University of Helsinki, Centre for University Teaching and Learning, Helsinki, Finland), Sanna Särilä (University of Helsinki, Services for Learning and Teaching Technology, Helsinki, Finland), Daniel Folger, Teemu Masalin, Jussi Meremäes (University of Helsinki, Faculty of Medicine, Helsinki, Finland), Colin Lumsden (University of Manchester, Manchester Medical School, Manchester, UK)
Location: Mexico, 2nd Floor, CCB
<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Title</th>
<th>Chairperson</th>
<th>Location</th>
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</thead>
<tbody>
<tr>
<td>1400-1530</td>
<td>#4CC</td>
<td>ePosters: Engaging with Learning - game-based, problem-based &amp; practice-based</td>
<td>Chairperson:</td>
<td>Location: Kairo 2, Ground Floor, CCB</td>
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<tr>
<td></td>
<td>#4CC1</td>
<td>Pedagogical Approach of the Family Health Specialization Course of the Federal University of Pelotas, Brazil</td>
<td>Anaclauda Fassa, Federal University of Pelotas, Brazil</td>
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<td>#4CC2</td>
<td>Using the “Flash Teaching” Model for Prevention of Facial Pressure Injuries during Nursing Training and Education</td>
<td>Ching-Uen Huang, Taipei Medical University</td>
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<td>#4CC3</td>
<td>Photo Challenge: An Educational Innovation to Stimulate Effective Learning in Ophthalmology</td>
<td>Sakchai Vongkittirux, Department of Ophthalmology, Faculty of Medicine, Thammasat University, Pathum Thani, Thailand</td>
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<td>#4CC4</td>
<td>Pedagogitch 2.0 – a playful learning concept to train clinical decision making</td>
<td>Lorenz Grigull, Medical University, Hannover, Germany</td>
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<td>#4CC5</td>
<td>The Pitch for ‘QUITCH’: Harnessing Mobile Technology to Improve Patient Safety</td>
<td>Shereen Ng, Department of General Medicine Tan Tock Seng Hospital, Singapore</td>
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<td>#4CC6</td>
<td>The Application of Gamification in Clinical Teaching - Courses of Quality Management</td>
<td>Ching-Shiang Chi, Tungs’ Taichung MetroHarbor Hospital, Taichung, Taiwan</td>
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<td>#4CC7</td>
<td>Use illness script theory to teach clinical reasoning skills to nurse practitioners - a pilot study</td>
<td>Hung Yao Chen, China Medical University Hospital, Taichung, Taiwan</td>
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<td>#4CC8</td>
<td>Educational or professional competences. The perception of professors of the clinical department of the Faculty of Medical Sciences of the National University of Littoral</td>
<td>Miguel Hernán Vicco, Faculty of Medical Sciences, National University of Littoral, Santa Fe, Argentina</td>
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<td>#4CC9</td>
<td>Analysis of Verbal Interactions in Case Mapping Phase of Problem-Based Learning</td>
<td>Sanghee Yeo, Kyungpook National University School of Medicine, Daegu, South Korea</td>
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<td>#4CC10</td>
<td>The correlation between demographic variables and virtual patient integration in the medical curriculum</td>
<td>Eleni Dafli, School of Medicine, Aristotle University of Thessaloniki, Greece</td>
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<td>#4CC11</td>
<td>Virtual patients in training against medical error: does group dynamics influence outcome?</td>
<td>Gutmira Abakassova, Karaganda State Medical University, Karaganda, Kazakhstan</td>
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<td>#4CC12</td>
<td>Problem-based Learning with Virtual Patients: Outcome Evaluations</td>
<td>Chin-Ru Ker, Department of Gynecology and Obstetrics, Kaohsiung Medical University Hospital, Kaohsiung Medical University, Kaohsiung, Taiwan</td>
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<td>#4CC13</td>
<td>Strategy of medical education in home care using immersive Virtual Reality</td>
<td>Alessandra Dahmer, UNA-SUS/UFCSPA, Porto Alegre, Brazil</td>
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<td>1400-1530</td>
<td>#4DD</td>
<td>Posters: Written Assessment and Final Exam</td>
<td>Chairperson: Sandra Kemp, Australia</td>
<td>Location: Hall 4.1, CCB</td>
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<td>#4DD1</td>
<td>Evaluating the prescribing scheme for fifth years at Keele University medical school: a mixed methods study</td>
<td>Niamh McCarville, Keele University School of Medicine, Keele, UK</td>
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<td>#4DD2</td>
<td>The effectiveness of “Flipped classroom” in teaching cardiac auscultation to medical students: a pilot teaching program</td>
<td>Chun-Wei Lee Chun-Wei Lee, Mackay Memorial Hospital, Taipei, Taiwan</td>
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<td>#4DD3</td>
<td>ABCDE... easy as 1,2,3?</td>
<td>Marije Hogewezen, Radboudumc, Nijmegen, Netherlands</td>
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<td>#4DD4</td>
<td>A novel approach to collecting undergraduate medical student feedback using “TopHat” to increase student engagement</td>
<td>Shelia Sachedina, University Hospitals of Leicester NHS Trust, Leicester, UK</td>
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<td>#4DD5</td>
<td>Development of a Program to Inform Entrustment Decisions in Fourth Year Medical Students</td>
<td>Diana Callender, Geisinger Commonwealth School of Medicine, Scranton, Pennsylvania, USA</td>
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<td>#4DD6</td>
<td>Adaptive E-Learning Environments for Health Professionals and Students: Results from a Systematic Review</td>
<td>Guillaume Fontaine, Montreal Heart Institute Research Center, Montréal, Canada</td>
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<td>#4EE</td>
<td>Posters: Written Assessment and Final Exam</td>
<td>Chairperson: Sandra Kemp, Australia</td>
<td>Location: Hall 4.1, CCB</td>
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<td>1400-1530</td>
<td>#4EE1</td>
<td>Early predictors of performance in medical school finals: a retrospective analysis of 4 cohorts at a UK medical school</td>
<td>John King, University College London Medical School, London, UK</td>
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<td>#4EE2</td>
<td>Mandatory Licensing Examinations For Graduating Doctors In The UK – How Do Medical Students Perceive This Initiative?</td>
<td>Rafael Bica, UCL Institute of Education, London, UK</td>
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<td>#4EE3</td>
<td>Coordination of the national licensing and the faculties’ exams in medicine</td>
<td>Volker Schillings, IMPM, Mainz, Germany</td>
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<td>#4EE4</td>
<td>An eye-tracking study: Does the domain of clinical reasoning MCQs predict learners’ generation or cueing of answers?</td>
<td>Jia Rui Kwan, Lee Kong Chan School of Medicine, Singapore</td>
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<td>#4EE5</td>
<td>Using Automatic Item Generation based in cognitive models for medical education assessment</td>
<td>Paulo Marques, University of Minho, Braga, Portugal</td>
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<td>#4EE6</td>
<td>Medical students’ performance in early written assessments as a predictor of global academic achievement</td>
<td>Núria Mascarenhas, Life and Health Sciences Research Institute (ICVS), School of Medicine, University of Minho, Braga, Portugal</td>
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<td>#4EE7</td>
<td>Assessment of Prescribing Skills using SBA and VSA questions</td>
<td>Chee Yeen Fung, Imperial College London, UK</td>
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#4EE8 Writing Multiple Choice Questions based on Bloom’s Taxonomy: the Answer is in the student approach
Sally Santen, Virginia Commonwealth School of Medicine, Richmond, VA, USA

#4EE9 Analysis of Question-Text Complexity for Equality Monitoring
Daniel Zahra, Plymouth University Peninsula Schools of Medicine and Dentistry, Plymouth, UK

#4EE10 Relating item analyses of multiple-choice questions (MCQ) to the test score and pass/fail determination
Simon C.L. Au, School of Biomedical Sciences, Faculty of Medicine, The Chinese University of Hong Kong, Hong Kong

#4EE11 Multiple choice question writing as a remediation strategy
Scott Compton, Duke-NUS Medical School, Singapore

#4EE12 Open book examination and its effectiveness compared with traditional-style closed book examination in stroke rehabilitation medicine course for medical students: randomized controlled trials
Anon Sathapornsathid, Medical Education Center Ratchaburi Hospital, Ratchaburi, Thailand

#4EE13 Heart Rate Variability During an Examination in Pharmacology
Joachim Neumann, University Hospital Halle, Halle, Germany

#4EE14 Comparing the use of Modified Angoff and Cohen Methods in Standard Setting of High-Stakes Graduating Examinations
Michael Sh Wan, School of Medicine, University of Notre Dame, Sydney, Australia

#4EE15 Statistical modeling allows analysis of factors impacting student performance on the USMLE Step 1 examination
Robert Carroll, Brody School of Medicine at East Carolina University, Greenville NC, USA

#4EE16 The Journey to STEP 1: A Preparation Mindset
Sonya Ford, American University of Antigua College of Medicine, Coolidge, Antigua

1400-1530 #4FF Posters: Anatomy/Ultrasound
Chairperson: Ewa Szumacher, Canada
Location: Hall 4.1, CCB

#4FF1 Students’ perceptions of drawing as a tool to learn anatomy and histology
Maarit Hölttä-Vuori, University of Helsinki, Medical Faculty, Dept. of Anatomy, Helsinki, Finland

#4FF2 Implementation of transition course to dissecting rooms: a step towards introducing "Principles of professional behaviors and respect to cadavers" to fresh medical students
Ali Ganjizadeh, Tehran University of Medical Sciences, Tehran, Iran

#4FF3 Three-dimensional Printed and Virtual Airway Models Enhance Knowledge Acquisition and Learning Experience: A Randomised Controlled Study
Brian Ho Han Khai, Lee Kong Chian School of Medicine, Singapore

#4FF4 Augmented Reality Anatomy: exploring the use of Augmented Reality in the teaching of anatomy in medical schools
Shi Min, Sophia Wong, Lee Kong Chian School of Medicine, Nanyang Technological University, Singapore

1400-1530 #4GG Posters: Selection and Widening Access
Chairperson: Ian Wilson, Canada
Location: Hall 4.1, CCB

#4GG1 Medical school pre-admission criteria: Can we predict the future?
Mahwish Arooi, University of Lahore, Pakistan

#4GG2 Why are predictive validities of admission tests so low?
Stefan Zimmermann, University Medical Center Hamburg-Eppendorf, Hamburg, Germany

#4GG3 Association of Different Medical Student Selections and Mid-term Testing in Year One of Medical School
Anant Khositseth, Faculty of Medicine Ramathibodi Hospital, Mahidol University, Bangkok, Thailand

#4GG4 How is first impression related to MMI-results and to OSCE- examinations two years later?
Dietrich Klusmann, University Medical Center Hamburg-Eppendorf, Hamburg, Germany
### 1400-1530 Monday 27 August

#### **#4G6** Comparing the ratings of Academic, Non-academic and Lay Person at Multiple Mini-Interview
Chew Fei Sow, International Medical University, Kuala Lumpur, Malaysia

#### **#4G6** Comparison between the Multiple Mini-Interviews and the conventional interview in selection of students of the Joint medical programme (between Srinakharinwirot University and University of Nottingham)
Ramida Watanapokasin, Srinakharinwirot University, Bangkok, Thailand

#### **#4G7** Comparison of marks in a national examination of high school students with their academic achievement at the end of a medical course in a PBL curriculum
Reinaldo Bestetti, University of Ribeirão Preto, Brazil

#### **#4G8** Percentile equating of school leaving grades obtained at different school systems to enhance prediction of study success at medical school
Wolfgang Hampe, University Medical Center Hamburg-Eppendorf, Hamburg, Germany

#### **#4G9** The relationship between socio-demographic factors and selection into UK postgraduate medical training programmes: a national cohort study
Kim Walker, CHERRI, University of Aberdeen and NHS Education for Scotland, Aberdeen, UK

#### **#4G10** Differences in Academic Performance of Students Entering Faculty of Medicine, Universidad de Chile, Through Special and Regular Admission
Joaquin García-Estea, Universidad de Chile, Santiago, Chile

#### **#4G11** Thriving in Medical School: Is it Really in the Genes?
Eid Habib, Alfaaisal University, Riyadh, Saudi Arabia

#### **#4G12** Medical demography in Spain: numerous clausus in Medical Schools and positions of Postgraduate Training
Joaquin Garcia-Estea, Universidad de Murcia, Spain

#### **#4G13** The use of an e-assessment as an additional postgraduate selection tool for pediatrics
Jos Draisma, Radboudumc Amalia Children’s Hospital, Nijmegen, Netherlands

#### **#4G14** The Importance of Clinical Shadowing: Perspectives of Admissions Committee Members
Carol Elam, University of Kentucky College of Medicine, Lexington, USA

#### **#4G15** Medical Students as Primary School Teachers: A Widening Participation Initiative
Sarah Burge, University of Bristol, UK

### Posters

#### **#4HH** Posters: Interprofessional Education - Undergraduate
**Location:** Hall 4.4, CCB

##### **#4HH1** Performing a Nurse-Shading Program for Medical Students to Learn Inter-professional Collaborations
Shu-Liu Guo, Taipei Medical University Hospital, Taipei, Taiwan

##### **#4HH2** Development of a national interprofessional communication skills and teamwork curriculum for undergraduate medical education
Maryna Gornostayeva, The German National Institute for state examinations in Medicine, Pharmacy and Psychotherapy, Mainz, Germany

##### **#4HH3** An Interprofessional Approach To Medical And Nursing Undergraduate Learning In The Clinical Setting
Rumbizaai Chandauka, Chelsea and Westminster NHS Foundation Trust, London, UK

##### **#4HH4** Exploring the experiences with student participation in the development of interprofessional health education courses
Ronja Behrend, Charité - Universitätsmedizin Berlin, Germany

##### **#4HH5** Interprofessional student simulation training in ABCDE of Sepsis - a collaborative pilot study
Johanna Hästbacka, University of Helsinki, Finland

##### **#4HH6** Application of ’Design Thinking’ to foster collaborative and innovative mindsets in medical students through interprofessional education
Quankamon Dejtiwongse Na Ayudhya, Siriraj Hospital, Mahidol University, Bangkok, Thailand

##### **#4HH7** A novel approach to true interprofessional medical education in undergraduate medicine
Rahim Kachra, University of Calgary, Canada

##### **#4HH8** Using high-fidelity interprofessional simulation to prepare future doctors and nurses in the management of the acutely ill patient
Michelle Madigan, Heart of England NHS Foundation Trust, Birmingham, UK

##### **#4HH9** Optimized interprofessional medical education and evaluation for undergraduate medical students: a case study of interprofessional collaborative practice conference in a medical center in Taiwan
Po-Kai Chan, School of Medicine, National Defense Medical Center, Taipei, Taiwan

##### **#4HH10** The interprofessional training ward Zurich - a feasibility study
Gert Ulrich, Careum foundation, Department of Education Development, Zurich - a feasibility study

##### **#4HH11** Interprofessional education using One-Stop Simulation for nursing, nutrition and pharmacy to strengthen clinical reality and enhance peer learning
Shiao-Tzu Ma, Department of Emergency/Nursing of WanFang Hospital, Center for Education in Medical Simulation Taipei Medical University, Taipei, Taiwan

##### **#4HH12** Inter-Professional Learning between Medical and Physician Associate students
Wyn Harris, Swansea University, Swansea, UK

##### **#4HH13** Using Case Study Methodology to Understand Contextual Challenges to Interprofessional Practice Learning
Veronica O’Carroll, University of St Andrews, UK

##### **#4HH14** Comparison of Medical Students’ Interprofessional Attitudes Before and After Second Year
Jennifer Montemayor, Rocky Vista University College of Osteopathic Medicine, Denver, USA

##### **#4HH15** Assessing Interprofessional Communication of Health Students
Wiwik Kusumawati, Universitas Muhammadiyah Yogyakarta, Indonesia
### #411 The Effectiveness of Inter-professional Training by Flipped Teaching
Pei-Rong Li, Tungs’ Taichung MetroHarbor Hospital, Taichung, Taiwan

### #412 Teaching to Learn: Using the ‘Flipped Classroom’ in Postgraduate Medical Education
Katherine Finucane, Department of Postgraduate Medical Education, North Bristol NHS Trust, Bristol, UK

### #413 Application of flipped classroom strategy in Pediatric dermatology learning: medical student attitudes
Arucha Treersirichod, Faculty of Medicine, Srinakharinwirot University, Nakhonnayok, Thailand

### #414 Using online immediate response system to promote in-class activities of flipped classroom in medical students
Yaw-Don Hsu, NDMCTCH, Taipei, Taiwan

### #415 Utilizing flipped classroom model for teaching evidence-based medicine to medical technologists
Chi-Cheng Liang, Taiwan

### #416 The effectiveness of flipped classroom on short knowledge retention at King Saud Bin Abdulaziz University for Health Sciences: A Mixed Method Study
Mesedah Alnadhri, King Saud Bin Abdulaziz University for Health Sciences, Jeddah, Saudi Arabia

### #417 Effectiveness of flipped class and active class learning on undergraduate nursing student academic performance
Hawazen Rawas, King Saud bin Abdulaziz University for Health Sciences, Jeddah, Saudi Arabia

### #418 The Innovative Flipped Clinical teaching Platform Facilitates the Objective Structural Clinical Examination Preparation
Florence Mei Kuen Tang, The Chinese University of Hong Kong, Hong Kong

### #419 Peer Evaluation of Flipped Classroom Model Compared to Traditional Learning Method in Undergraduate Digestive System Education
Manuel Hernandez-Guerra, Departamento de Medicina Interna, Dermatología y Psiquiatría, Facultad de Medicina, Universidad de La Laguna, Tenerife, Spain

### #420 Conceptions of flipped learning and its relationship toward students’ motivation and learning strategies
Fremen Chihchen Chou, China Medical University Hospital, Taichung City, Taiwan

### #421 Flipped Learning Based on Peer Instruction Process Favorably Impacts Undergraduate Digestive System Education
Enrique Quintero, Departamento de Medicina Interna, Dermatología y Psiquiatría, Facultad de Medicina, Universidad de La Laguna, Tenerife, Spain

### #422 The experience of teacher learning community in physical therapy for ever-changing clinical educational system
Tsung Yu Tai, Kaohsiung Medical University Hospital, Kaohsiung Medical University, Kaohsiung, Taiwan

### #423 Teachers’ teaching effect in evidence-based medicine after interactive eBook usage
Mao-Meng Tiao, Kaohsiung Chang Gung Memorial Hospital and Chang Gung University College of Medicine, Kaohsiung, Taiwan

### #424 Transformation of educational philosophies and community of practice: A teacher’s profile in EMI curriculum innovations
Miao Yang, Shantou University Medical College, Shantou, People’s Republic of China

### #425 Identification with teaching, motivations to teach, and faculty development needs of part-time teachers vs tenured faculty at a health sciences school
Abigail Snook, University of Iceland, Reykjavik, Iceland

### #426 Are you still happy and want to be a medical teacher?
Pinyok Srissanee, Surin Medical Education Center, Surin, Thailand

### #427 Addressing the Gap About the Care of Resilience Amongst Healthcare Professionals in Turkey
Buşra Nizam, Yeditepe University, Istanbul, Turkey

### #428 You’re almost frightened of the tidal wave, you know you couldn’t cope if it was*: The stress of balancing teaching with service in general practice
Lindsey Pope, University of Glasgow, UK

### #429 Prevalence and factors influencing burnout syndrome among medical teachers in tertiary care non-faculty hospital: a pilot survey
Thanatchanan Thadhasri, Buriram Medical Education Center, Buriram, Thailand

### #430 Retention behind Resilience: How to cope with a hectic schedule in the medical workplace
Pei-Chun Lin, Far Eastern Memorial Hospital (FEMH), New Taipei City, Taiwan

### #431 Stress Maintained by Medical Staff, Externs and Interns Affects Medical Students’ Learning Abilities at Vachira Phuket Medical Center
Pornpimoon Leeyangyuen, Walailak University, Phuket, Thailand

### #432 Faculty Motivations and Barriers to Teaching in a Clinical Academic Department
Malgorzata Rajda, Dalhousie University, Department of Psychiatry, Halifax, Canada

### #433 Can A Picture Paint a Thousand Words?
Catherine Gordon, University of Liverpool, UK

### #434 Evaluation of the bibliographic information of interventional medical education articles
Atena Rahmati Najarkolai, Research Senter, Akhree Hospital, Shahid Beheshti University of Medical Science, Tehran, Iran

### #435 Why won’t my students answer the evaluation survey?
Louise Bergman, Karolinska Institutet, Stockholm, Sweden
| #4Jk5 | Productivity in medical education research: a challenge and opportunity in Thailand  
Pairoj Boonluksiri, Hatyai Hospital, Songkhla, Thailand |
| #4Kk1 | What factors determine academic achievement in medical education? Perspectives of Thai internists and dropout students  
Navakorn Ingkapairoj, Buriam Hospital, Buriram, Thailand |
| #4Kk2 | Academic Risk Predictive Model in First Year Medical Students at Universidad Andrés Bello Viña del Mar Chile  
Peter McColl, Escuela de Medicina Universidad Andrés Bello, Viña del Mar, Chile |
| #4Kk3 | What happened to my mind?  
Kanoknan Intabtim, Budhachinaraj Medical Center, Phitsanulok, Thailand |
| #4Kk4 | Stress in relation to CanMEDS roles during clinical courses: a prospective study on medical students  
Sari Ponzer, Karolinska Institutet, Stockholm, Sweden |
| #4Kk5 | Motivational Profiles of Thai Medical Students: Association with Exhaustion, Academic Year, and Performance  
Wanna Ardonk, Buddhachinaraj Medical Center, Phitsanulok, Thailand |
| #4Kk6 | Medical Student Suicides in Thailand: The Analysis by Using Reported Cases in Thai Newspapers  
Rungnapha Siriphonphalbowl, Somsriphrajatatsinumharaj Hospital Medical Education Center, Tak, Thailand |
| #4Kk7 | Development and content validation of a structured scale for measuring interpersonal violence and bullying among students from health professions undergraduate programs  
Matheus Alpes, Ribeirão Preto Medical School - University of São Paulo, Ribeirão Preto, Brazil |
| #4Kk8 | Depression Factors During Internship in Medical Students  
Chonnikarn Weng, Medical Education Center Phuket Hospital, Phuket, Thailand |
| #4Kk9 | An active strategy of clinical skills learning - engaging students as partners in learning activities  
Fazna Aishath Saleem, International Medical School, Management And Science University, Kuala Lumpur, Malaysia |
| #4Kk10 | The role of medical students in implementing a curriculum in a new branch campus  
Christopher Dinh, Mayo Clinic School of Medicine, Rochester, USA |
| #4Kk11 | The Utrecht Work Engagement Scale (UWES-9) has good psychometric indicators in the Portuguese medical student population  
Rita Neves, School of Medicine, University of Minho, Braga, Portugal |
| #4Kk12 | Time and Communication: lessons learned from Year 1 student engagement team in an ASPIRE medical school  
Mathurin Suwanwalaikorn, Faculty of Medicine, Chulalongkorn University, Bangkok, Thailand |

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**#4Kk13** Student engagement at Karolinska Institutet – the role of the Medical Students' Society  
Awad Smew, Karolinska Institutet, Stockholm, Sweden

**#4Kk14** Enhancing the Student Engagement with Kahoot!  
Panomkorn Lhakum, Medical Education Center Chiangrai Prachanukroh Hospital, Chiangrai, Thailand

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| 1400-1530 | **#4Kk** Posters: Student in Difficulty/Student Engagement  
Chairperson: Location: Hall 4.4, CCB |
| 1400-1530 | **#4Kk** Meet the Experts: Assessment Clinic  
Richard Fuller, Jennifer Hallam, Matthew Homer (Leeds Assessment Research Group) @LeedsARG  
Location: Merian, 2nd Floor, Swissotel |
| 1400-1530 | **#4Mm** BEME Open Session  
Viewing of posters and exhibits  
Location: MCH Lounge, Event Hall |
| 1530-1600 | Coffee Break  
Location: Hall 4.1, CCB |
| 1530-1600 | Soapsbox Stage – Hall 4.1, CCB  
Lee Kong Chian School of Medicine |
| 1545-1555 | Myknowledgemap |
**Session 5: Simultaneous Sessions**

### 1600-1730

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Title</th>
<th>Organizer/Presenter</th>
</tr>
</thead>
<tbody>
<tr>
<td>1600</td>
<td>#5A</td>
<td>Symposium: Educating health professionals for the e-patient</td>
<td>Lawrence Sherman (Academy for Global Interprofessional Learning and Education, USA), Ken Masters (Sultan Qaboos University, Oman), Anne Herrmann-Werner (University of Tübingen, Germany), Elizabeth Rankin (Canada), Dave de Bronkart (ePatient Dave, Society for Participatory Medicine, USA)</td>
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<td>Location: Event Hall</td>
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<tr>
<td>1600</td>
<td>#5B</td>
<td>Symposium: How to implement IPE in medical curricula?</td>
<td>Elisabeth Van Gessel (University of Geneva, Switzerland), Petra Mèche (School of Health Sciences of Geneva, HES-SO, Switzerland), David Gachoud (University of Lausanne, Switzerland), Giatgen Spinas (Swiss Institute for Medical Postgraduate and Continuous Education, Switzerland), Jörg Goldhahn (Swiss Institute of Technology, Zürich, Switzerland), Christian Schirlo (University of Zürich, Faculty of Medicine, Switzerland)</td>
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<td>Location: Montreal, 2nd Floor, CCB</td>
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<tr>
<td>1600</td>
<td>#5C</td>
<td>Simulation Education In and Across the Health Professions: It's More than Just Doctors and Nurses!</td>
<td>Gabriel Reedy, Nancy McNaughton, Walter Eppich, Barry Quinn (King's College London, UK), Sean Cross (South London and the Maudsley NHS Foundation Trust, UK), Maria Tassone (The Michener Institute of Education at UHN, Canada), John Tegzes (Western University of Health Sciences, USA)</td>
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<td>Location: Sydney, 2nd Floor, CCB</td>
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<tr>
<td>1600</td>
<td>#5D</td>
<td>AMEE Fringe 1</td>
<td>Chairperson: Rachel Elbaway, Canada</td>
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<td>Location: Singapore, 2nd Floor, CCB</td>
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<tr>
<td>1600</td>
<td>#5D1</td>
<td>Are you tough enough?</td>
<td>Kulsoom Ghias, Aga Khan University, Karachi, Pakistan</td>
</tr>
<tr>
<td>1600</td>
<td>#5D2</td>
<td>&quot;Curriculum&quot; - personified in a musical monologue</td>
<td>Ugo Caramori, UNICAMP (University of Campinas), Brazil</td>
</tr>
<tr>
<td>1600</td>
<td>#5D3</td>
<td>Little Poo: The Magic of Dressing as Poo in Education</td>
<td>Nicole Phoebe Tanner, Faculty of Medicine, The Chinese University of Hong Kong, Hong Kong</td>
</tr>
<tr>
<td>1600</td>
<td>#5D4</td>
<td>Creativity &amp; Surprise. Bombs &amp; Gambling. Teaching medicine like I would like to be taught myself</td>
<td>Olga Rostkowska, Medical University of Warsaw and MEDtube.net, Warsaw, Poland</td>
</tr>
<tr>
<td>1600</td>
<td>#5D5</td>
<td>What IMPACT contributes to Integrative Medicine</td>
<td>Robert Hage, St. George's University, St. Georges, Grenada</td>
</tr>
<tr>
<td>1600</td>
<td>#5E</td>
<td>Research Papers: Learning in Experimental and Clinical Contexts</td>
<td>Chairperson: Assessor: Aliki Thomas, Canada</td>
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<td>Location: Delhi, Ground Floor, CCB</td>
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<tr>
<td>1600</td>
<td>#5E1</td>
<td>Fostering diagnostic competence with whole cases vs. serial cue cases: Effects of whole case vs. serial cue on learning process and outcomes</td>
<td>Jan Kiesewetter, Institut für Didaktik und Ausbildungsforschung in der Medizin am Klinikum der LMU München, Munich, Germany</td>
</tr>
<tr>
<td>1600</td>
<td>#5E2</td>
<td>Meaningful is more than memorable: Exploring what makes educational experiences “stick” to learners’ memory</td>
<td>Kinga L. Eliaz, New York University School of Medicine, New York, USA</td>
</tr>
<tr>
<td>1600</td>
<td>#5E3</td>
<td>Beyond hands-on and hands-off: A model of supervisory approaches on the inpatient ward</td>
<td>Andrea Gingerich, Northern Medical Program, University of Northern British Columbia, Prince George, Canada</td>
</tr>
<tr>
<td>1600</td>
<td>#5G</td>
<td>Doctoral Reports 1</td>
<td>Chairperson:</td>
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<tr>
<td></td>
<td></td>
<td>Location: Helvetia 1, 1st Floor, Swissotel</td>
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<tr>
<td>1600</td>
<td>#5G1</td>
<td>Feedback in the context of high-stakes assessment: can summative be formative?</td>
<td>Christopher Harrison, Learning from Assessment, Manchester, UK</td>
</tr>
<tr>
<td>1600</td>
<td>#5G2</td>
<td>The impact of two different feedback models on the immediate and future learning strategies of medical undergraduates</td>
<td>Billy Bryan, The University of Sheffield, UK</td>
</tr>
<tr>
<td>1600</td>
<td>#5G3</td>
<td>Pioneering a near-peer surgical teaching programme in the UK</td>
<td>Xueming Zheng, Hinchinbrooke Hospital, UK</td>
</tr>
<tr>
<td>1600</td>
<td>#5G4</td>
<td>Respect Matters - RACS Building Respect Improving Patient Safety Action Plan</td>
<td>Stephen Tobi, Royal Australasian College of Surgeons, Melbourne, Australia</td>
</tr>
<tr>
<td>1600</td>
<td>#5G5</td>
<td>Enhancing surgical training by audio-visual simulation with hazard cognitive training and reflection tools: a design-based study in laparoscopic cholecystectomy</td>
<td>Siddie Isreb, Durham University, Newcastle Upon Tyne, UK</td>
</tr>
</tbody>
</table>
1645-1700  #5G4 Synthesizing Quantitative Ratings and Qualitative Assessment Data from a Longitudinal Cohort of General Surgery Residents: Measuring Developmental Progress and Competencies
Ara Tekian, University of Illinois at Chicago, USA

1700-1715  #5G5 Using task-level feedback with achievable objectives to improve clinical competence
Thomas Corne Postma, University of Pretoria, South Africa

1715-1730  #5G6 The value of Crew Resource Management training in surgical departments
Wilhelmina van Grevenstein, UM CU, Utrecht, Netherlands

1600-1730  #5H Short Communications: Teaching and Learning
Chairperson: Paul Brand, Netherlands
Location: Kairo 1, Ground Floor, CCB

1600-1615  #5H1 Assessment of Meaningful-learning Behavioral and Emotional Abilities (AMBEA): Validation Study
Lucia Cadorin, ORO National Cancer Institute, Aviano, Forderone, Italy

1615-1630  #5H2 The contextual curriculum: Learning in and from the matrix
Christopher Watling, Western University, London, Canada

1630-1645  #5H3 Realist evaluation of medical students’ experiences of active learning in Taiwan
Chien-Da Huang, Chang Gung Medical Education Research Center, Department of Thoracic Medicine, Chang Gung Memorial Hospital, Chang Gung University College of Medicine, Taipei, Taiwan

1645-1700  #5H4 Nurturing a Community of Practice for Curriculum Enhancement
Kenneth Hargreaves, University of Leeds, UK

1700-1715  #5H5 Narrative Shifts Prompt the Development of Adaptive Expertise
Anne Kawamura, Holland Bloorview Kids Rehabilitation Hospital, Toronto, Canada

1715-1730  #5H6 Customising of medical education to allied health education: teaching and learning of basic sciences calibration
Gopalakrishnakone Pon, NUS & SIT, Singapore

1645-1700  #5J4 Unexpected results of mandatory knowledge re-examinations in the pre-clinical curriculum
Inge van den Berg, University Medical Center Utrecht, Netherlands

1700-1715  #5J5 Pathways to Persuasion: Cognitive and Experiential Responses to Hospice Care Education Multimedia Films
Lin-Yang Chi, Taipei City Hospital and Faculty of Dentistry, National Yang-Ming University, Taipei, Taiwan

1715-1730  #5J6 Healthcare Hackathons: A Systematic Review
Mataroria Lyndon, Centre for Medical and Health Sciences Education, Faculty of Medical and Health Sciences, The University of Auckland, New Zealand

1600-1730  #5J Short Communications: BEME
Chairperson: Location: Shanghai 1, Ground Floor, CCB

1600-1615  #5J1 A Best Evidence in Medical Education Systematic Review to determine the most effective teaching methods that develop reflection in medical students
Jane Uygar, RCSL, Dublin, Ireland

1615-1630  #5J2 Patient / Service User Involvement in Medical Education: A BEME Systematic Review
Simon Gupta, Blackpool Teaching Hospitals NHS Foundation Trust, Blackpool, UK

1630-1645  #5J3 Mobile devices supporting clinical placements for health professions students (transitions and transgressions): A Best Evidence Medical Education (BEME) systematic review
Gillian Maudsley, The University of Liverpool, UK

1645-1700  #5J4 Cognitive load theory for training health professionals in the workplace: A BEME review of studies among diverse professions
Justin L. Sewell, Department of Medicine, Division of Gastroenterology, University of California San Francisco, CA, USA

1700-1715  #5J5 ‘Why all BEME reviews are systematic, but not systematic reviews: A viewpoint’
Morris Gordon, University of Central Lancashire, UK

1715-1730  #5J6 Non-technical skills assessment in medical education: A BEME focussed systematic review
Michelle Daniel, University of Michigan, USA

1600-1730  #5K Short Communications: Curriculum: Ethics
Chairperson: Mary Mathew, India
Discussant: Location: Shanghai 2, Ground Floor, CCB

1600-1615  #5K1 Determining Best Practices and Barriers to Teaching Ethics in Medicine: A Scoping Review
Carrie Bernard, Department of Family and Community Medicine, University of Toronto, Canada

1615-1630  #5K2 Creating a bioethics Scholars Program for Graduate Medical Trainees
Angira Patel, Ann & Robert H. Lurie Children’s Hospital of Chicago, Northwestern University Feinberg School of Medicine, Chicago, IL, USA
<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1630-1645</td>
<td>#SK3 Designing bioethics curriculum for mobile learning</td>
<td>Azra Naseem, Aga Khan University, Karachi, Pakistan</td>
<td></td>
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<tr>
<td>1645-1700</td>
<td>#SK4 Ethics Education with Hong Kong Flavour: Cultivating Lasting Biomedical Awareness in Medical Students by Using Local Cases &amp; Debates</td>
<td>Sara Bergstresser, The Chinese University of Hong Kong, Hong Kong</td>
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<td>1700-1730</td>
<td>Discussion</td>
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<td>1600-1730</td>
<td>#SL Short Communications: Curriculum: Education Environment</td>
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<td>1600-1615</td>
<td>#SL1 Learning strategies don’t form in a vacuum: a comparative ethnographic study</td>
<td>Eleonora Leopardi, University of Newcastle, Australia</td>
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<tr>
<td>1615-1630</td>
<td>#SL2 Perceptions of first year MBBS students regarding their institutional learning environment in integrated vs. traditional medical curriculum by using the Dundee Ready Educational Environment Measure (DREEM)</td>
<td>Tathere Zahra, Shifa College of Medicine (SCM), Shifa Tameer-E-Millat University (STMU), Islamabad, Pakistan</td>
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<td>1630-1645</td>
<td>#SL3 Identifying Areas of Concern in Patient Safety through Assessment of the Clinical Learning Environment</td>
<td>Robin Hemphill, Virginia Commonwealth University Health System, Richmond, USA</td>
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<td>1645-1700</td>
<td>#SL4 Not just resilience: Enabling undergraduates to become life long learners</td>
<td>Alison Ledger, Leeds Institute of Medical Education, University of Leeds, UK</td>
<td></td>
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<tr>
<td>1700-1715</td>
<td>#SL5 Student-Centered Learning in Health Professions Education: Review of Student Outcome and Learning Process Variables</td>
<td>David Lemay, Centre for Medical Education, Montreal, Canada</td>
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<td>1715-1730</td>
<td>Discussion</td>
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<td>1600-1730</td>
<td>#SM Short Communications: International 2</td>
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<td>1600-1615</td>
<td>#SM1 Perceived and observed learning needs of International Medical Graduates (IMGs) preparing for practice in a Canadian Setting: A mixed methods needs assessment</td>
<td>Lara Cooke, University of Calgary, Canada</td>
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<td>1615-1630</td>
<td>#SM2 How can we increase performance, retention and wellbeing of international medical graduates? Developing and refining theory using realist approaches</td>
<td>Amelia Kehoe, Newcastle University, Newcastle, UK</td>
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<tr>
<td>1630-1645</td>
<td>#SM3 Post-graduation migration intentions of students of Romanian medical schools: a survey study</td>
<td>Ana Dana Buzoianu, University of Medicine and Pharmacy &quot;Iuliu Hatieganu&quot;, Cluj-Napoca, Romania</td>
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<td>1645-1700</td>
<td>#SM4 Implementing a Standardized Global Health Training for the Largest Medical Exchange Program in the World</td>
<td>Tommaso Ivan Pomerani, International Federation of Medical Students’ Associations, Florence, Italy</td>
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<td>1700-1715</td>
<td>#SM5 Orienting medical students to clinical medicine in a different country</td>
<td>Stephen Ash, American University of the Caribbean, Miami, USA</td>
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<td>1715-1730</td>
<td>#SM6 Healthcare students’ participation in practice during international clinical placements</td>
<td>Miriam Wiljenga, Amsterdam University of Applied Sciences, European School of Physiotherapy, Amsterdam, Netherlands</td>
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<tr>
<td>1600-1730</td>
<td>#SN Short Communications: Clinical Reasoning 2</td>
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<td>1600-1615</td>
<td>#SN1 The effects of symptoms-and-signs-based clinical reasoning course: A pilot study</td>
<td>Ping-Han Hsieh, Department of Medicine, Taipei Veterans General Hospital, Taipei, Taiwan</td>
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<td>1615-1630</td>
<td>#SN2 Validity of structured oral exam for evaluating clinical reasoning within a preclinical unit assessment programme</td>
<td>Isabelle Bouvais, Université de Sherbrooke, Canada</td>
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<td>1630-1645</td>
<td>#SN3 Script concordance test: Perception of staff and residents towards script concordance test as a clinical reasoning assessment tool at orthopedic department, Alexandria Faculty of Medicine, Egypt</td>
<td>Ayat Eltayar, Alexandria Faculty of Medicine, Alexandria, Egypt</td>
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<td>1645-1700</td>
<td>#SN4 Effects of using a serious game on clinical reasoning in medical students in different years of undergraduate education</td>
<td>Insa Frisch, Georg August Universität Göttingen, Germany</td>
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<td>1700-1715</td>
<td>#SN5 Influence of the Case Narrative Design on the Clinical Reasoning Process in Virtual Patients - a randomized controlled trial</td>
<td>Inga Hege, Medical School, University of Augsburg &amp; Institute for Medical Education, University Hospital of LMU Munich, Augsburg, Germany</td>
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<td>1715-1730</td>
<td>Discussion</td>
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<td>1600-1730</td>
<td>#SO Short Communications: Clinical Teaching 2</td>
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<tr>
<td>1600-1615</td>
<td>#SO1 Understanding factors that contribute to inequitable teaching &amp; supervision experiences of undergraduate medical students across clinical clerkship sites</td>
<td>Naghma Naem, College of Medicine &amp; Health Sciences, United Arab Emirates University, Al Ain, United Arab Emirates</td>
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<td>1615-1630</td>
<td>#SO2 Quality of informed consent obtained for surgical interventions from patients in a tertiary care hospital in Sri Lanka</td>
<td>Hashini Gunathunga, Faculty of Medicine, University of Kelaniya, Ragama, Sri Lanka</td>
<td></td>
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<td>1630-1645</td>
<td>#SO3 Are medical students’ invasive procedural skills safe for patients?</td>
<td>Hyerin Roh, Inje University College of Medicine, Busan, South Korea</td>
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</tr>
</tbody>
</table>
1645-1700 #S04 "The things you’ve seen that you didn’t sign up for" – How final year Physiotherapy students deal with challenging situations in clinical education.
Michael Storr, Monash University, Frankston, Australia

1700-1715 #S05 Innovating Physical Therapy Clinical Education
Maria Elizabeth Crageda, Philippine Physical Therapy Association, Manila, Philippines

1715-1730 Discussion

1600-1730 #5P: Short Communications: Student Wellbeing

1600-1615 #5P1 The relationship between study curriculum and study conditions on subjective wellbeing among Norwegian medical students (the STUDMED project)
Christian Sletta, Faculty of Medicine and health sciences, Norwegian University of Science and Technology, Trondheim, Norway

1615-1630 #5P2 Personality Traits, Work Engagement and Well-being in Veterinarians and Veterinary Students in Germany
Sabine Rampott, Veterinary Department of the Ludwig-Maximilians-Universität München, Germany

1630-1645 #5P3 A Longitudinal Resilience Curriculum for Improving Medical Student Resilience
Shayna Kulman-Lipsey, University of Toronto, Canada

1645-1700 #5P4 The Role of the Medical Students’ Association at Alfaisal University in the Mental Well-being of its Members
Mohammad Sharique Ahmad, Alfaisal University, Riyadh, Saudi Arabia

1700-1715 #5P5 Connecting future health worker professional knowledge and identity to desired campus values and behaviour: an evaluation of bespoke sexual consent and bystander action workshops for new healthcare students
Judith Ibison, St George’s University of London, UK

1715-1730 Discussion

1600-1730 #5Q: Short Communications: Postgraduate: Wellbeing & the Doctor in Difficulty

1600-1615 #5Q1 "You'll probably go home and cry" – the effect of bullying on radiology specialty training
Michelle Moscow, University of New South Wales, Sydney, Australia

1615-1630 #5Q2 Creating a Wellness Program for Postgraduate Medical Education in a newly accredited Medical center
John Delzell, Northeast Georgia Medical Center, Gainesville Georgia, USA

1630-1645 #5Q3 Residents’ Wellness Program: Faculty Development for Mentors
Mary Ana Cordero Diaz, Tecnologico de Monterrey School of Medicine and Health Sciences, Monterrey, Mexico

1645-1700 #5Q4 Wellness Matters - a new health and wellbeing course for Postgraduate Trainees - what did we find?
Alexandra St John, Royal College of Physicians of Ireland, Dublin, Ireland

1700-1715 #5Q5 Predictors of Burnout and Career Regret among US Residents
Liselotte Dyrbøye, Mayo Clinic, Rochester, USA

1715-1730 #5Q6 Correlation between educational environment and job burnout among gynecology residents in Iran
Seyedeh Niloofar Rajee Alavi, Iran University of Medical Sciences, Tehran, Iran

1600-1730 #5R Round Table: Professionalism
Chairperson: Brownie Anderson, USA
Location: Hong Kong, 2nd Floor, CCB

1600-1615 #5R1 Qualitative outcome validation of a teaching intervention and assessment of medical professionalism in undergraduate medical education
Thomas Shiozawa, Institute of Clinical Anatomy and Cell Analysis, Eberhard Karls University Tübingen, Germany

1615-1630 #5R2 What Medical Students Learn About Professionalism from Early Involvement in Clinical Practice of South China
Shaoing Feng, The First Affiliated Hospital of Sun Yat-sen University, Guangzhou, People’s Republic of China

1630-1645 #5R3 Raising Concerns - the potential impact on medical student professionalism
Erica Sullivan, University of Manchester, UK

1645-1700 #5R4 Does empathy lead to burnout or is it protective of doctors in training as they progress?
Katrina Anderson, Australian National University Medical School, Canberra, Australia

1700-1715 #5R5 Workshop: Leveraging Technology to Optimize CME, Clinical Care & Patient Engagement
Lisa Sullivan, Shelyn Celone-Arnold, Alvaro Margolis, Dale Kummerle
Location: Wettstein, 2nd Floor, Swissotel

1715-1730 #5T Workshop: Professionalism in Practice: The Resident Supervisor’s Role in Training, Feedback, and Assessment
Nadja Bajwa (Geneva University Hospitals, University of Geneva Faculty of Medicine, Geneva, Switzerland), Naike Bochatuy (University of Geneva Faculty of Medicine, Geneva, Switzerland), Noëlle Junod-Perron (Geneva University Hospitals, University of Geneva Faculty of Medicine, Geneva, Switzerland), Marie-Claude Audetat, Anne Barloff-Barbier, Mathieu Nendaz (University of Geneva Faculty of Medicine, Geneva, Switzerland)
Location: Helvetia 3, 1st Floor, Swissotel
1600-1730 #SU Workshop: Politeness + Hedging = errors in performance calibration: A workshop to promote clarity in performance assessment and feedback language for Health Professions Educators
Subha Ramani (Internal Medicine Residency Program, Brigham and Women’s Hospital; Harvard Macy Institute; Harvard Medical School, USA), Karen D Kónings (Department of Educational Development and Research, Faculty of Health, Medicine and Life Sciences, Maastricht University, Netherlands), Shiphra Ginsburg (Department of Medicine (Respirology)); Wilson Centre for Research in Education, University of Toronto, Canada)
Location: Helvetia 4, 1st Floor, Swissotel

1600-1730 #SV Workshop: Young medical educators’ workshop: Habits of Highly Successful Academicians
William B. Cutrer (Vanderbilt University School of Medicine, Nashville, USA), Sören Huwendeck (University of Bern, Switzerland), Stewart Mennin (Human Systems Dynamics Institute, Minneapolis, USA), Charlotte Ringsted (University of Aarhus, Denmark), J.M.Monica van de Riddert (Michigan State University, Grand Rapids, USA)
Location: Helvetia 5, 1st Floor, Swissotel

1600-1730 #SW Workshop: Making student engagement more meaningful
Lara Teheux(Radboud University Medical Center, Nijmegen, Netherlands), Katerina Dim (Aristotle University of Thessaloniki, Greece), Evangelos Papageorgiou (University of Patras, Greece), Evita Peiou (National and Kapodistrian University of Athens, Greece), Marian Sedlak (Pavol Jozef Šafárik University, Košice, Slovakia)
Location: Helvetia 7, 1st Floor, Swissotel

1600-1730 #SX Workshop: Show Us How: Assessment for Learning in Interprofessional Education and Collaboration
Susan J. Wagner (Department of Speech-Language Pathology, Faculty of Medicine, University of Toronto, Canada), Brian S. Simons (Division of Newborn and Developmental Pediatrics, Department of Pediatrics, Sunnybrook Health Sciences Centre and Department of Pediatrics, Faculty of Medicine, University of Toronto, Canada)
Location: Osaka, 3rd Floor, CCB

1600-1730 #SY Workshop: Virtual Reality and Augmented Reality in Simulation-Based Medical Education
Jack Pottle (Oxford Medical Simulation, London, UK), Jenny Zhou (University College London Knowledge Lab, London, UK), Rebecca Robertson (Leeds University Medical School, Leeds, UK)
Location: Samarkand, 3rd Floor, CCB

1600-1730 #SZ Workshop: How faculty developers can create a path to education scholarship
Patricia O’Sullivan (University California San Francisco, USA), Francois Chilliens (University of Cape Town, South Africa), Sandy Cook (Duke-National University of Singapore), Ardi Fidyartini (Universitas Indonesia, Jakarta, Indonesia), Richard Hays (University of Tasmania, Hobart, Australia), Wendy Hu (Western Sydney University, Sydney, Australia)
Location: Guangzhou, 2nd Floor, CCB

1600-1730 #AA Workshop: How to create a competence-based medical education (CBME) event to foster active learning in continuous medical education (CME)
Kristiina Pašja (Pro Medico, Association for CPD in Finland, Helsinki Finland), Leila Niemi-Murola (Department of Anaesthesiology and Intensive Care Medicine, University of Helsinki, Finland), Juha Pekka Turunen (Finnish Medical Society Duodecim, Helsinki Finland), Lena Sjöberg (University of Helsinki, Department of General Practice and Primary Health Care, Helsinki Finland), Anna-Kaija Kirkkonummi Healthcenter, Kirkkonummi, Finland, Eeva Pyörälä (University of Helsinki, Finland)
Location: Nairobi, 2nd Floor, CCB

1600-1730 #BB Workshop: International perspectives on incorporating concepts of social determinants of health into core curricula: challenges and opportunities
Yuko Takeda (Juntendo University, Tokyo, Japan), Ann Wylie (King’s College London, London, UK), Hosam Hamdy (Gulf Medical University, Ajman, UAE), Linda Snell (McGill University, Montreal, Canada)
Location: Mexico, 2nd Floor, CCB

1600-1730 #CC Workshop: How to create a competence-based medical education (CBME) event to foster active learning in continuous medical education (CME)

1600-1730 #CD Workshop: How to create a competence-based medical education (CBME) event to foster active learning in continuous medical education (CME)

1600-1730 #CE Workshop: How to create a competence-based medical education (CBME) event to foster active learning in continuous medical education (CME)

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1600-1730 #CH Workshop: How to create a competence-based medical education (CBME) event to foster active learning in continuous medical education (CME)

1600-1730 #CI Workshop: How to create a competence-based medical education (CBME) event to foster active learning in continuous medical education (CME)

1600-1730 #CJ Workshop: How to create a competence-based medical education (CBME) event to foster active learning in continuous medical education (CME)

1600-1730 #CK Workshop: How to create a competence-based medical education (CBME) event to foster active learning in continuous medical education (CME)

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1600-1730 #CN Workshop: How to create a competence-based medical education (CBME) event to foster active learning in continuous medical education (CME)

1600-1730 #CO Workshop: How to create a competence-based medical education (CBME) event to foster active learning in continuous medical education (CME)

1600-1730 #CP Workshop: How to create a competence-based medical education (CBME) event to foster active learning in continuous medical education (CME)

1600-1730 #CQ Workshop: How to create a competence-based medical education (CBME) event to foster active learning in continuous medical education (CME)

1600-1730 #CR Workshop: How to create a competence-based medical education (CBME) event to foster active learning in continuous medical education (CME)

1600-1730 #CS Workshop: How to create a competence-based medical education (CBME) event to foster active learning in continuous medical education (CME)

1600-1730 #CT Workshop: How to create a competence-based medical education (CBME) event to foster active learning in continuous medical education (CME)

1600-1730 #CU Workshop: How to create a competence-based medical education (CBME) event to foster active learning in continuous medical education (CME)

1600-1730 #CV Workshop: How to create a competence-based medical education (CBME) event to foster active learning in continuous medical education (CME)

1600-1730 #CW Workshop: How to create a competence-based medical education (CBME) event to foster active learning in continuous medical education (CME)
#SCC6 A Lesson Learn from Formative Assessments
Benjamas Wongsatayanan, Department of Microbiology, Srinakharinwirot university, Bangkok, Thailand

#SCC9 Using Modified Oxford Non-Technical Skills scale to evaluate simulation and clinical performance of emergency residents
Chih-Chun Huang, Mackay Memorial Hospital, Taipei, Taiwan

#SCC7 Digital vs. Analog Assessment: Analyzing Students’ Preferences
Thomas Brendel, Institut für Didaktik und Ausbildungsforschung in der Medizin, Klinikum der LMU, Munich, Germany

#SCC8 Students’ perceptions of online assessment with their own devices
Sanna Siiriä, University of Helsinki, Finland

#SCC8 The Global Performance Assessment Form as a formative Workplace-Based Assessment tool in the Singapore Radiology Residency Programme – Has it been effectively utilized?
Nur Ayudia Kassim, National Healthcare Group, Singapore

#SCC10 The Application of Milestone and Entrustable Professional Activity in Clinical Skills Training the First Year Result
Chia-Chang Huang, Taipei Veterans General Hospital, Taipei City, Taiwan

#SCC11 Satisfied students are not necessarily well educated students
Erik Hulegårdh, Institute of Medicine, Sahlgrenska Academy, University of Gothenburg, Sweden

#SCC12 The effectiveness of OSCE mentorship for Passing on OSCE UKMPDD: an Experience from School of Universitas Muhammadiyah Yogyakarta (UMY) in Indonesia
Nur Shani Melda, UMY, Yogyakarta, Indonesia

#SCC13 Team Work Competency Assessment (TWCA) during the first year medical school LifeStages course
Anuradha Lele Mookerjee, Cooper Medical School of Rowan University, New Jersey, USA

1600-1730

#5DD Posters: Faculty Development
Chairperson: Alice Formari, USA
Location: Hall 4.1, CCB

#5DD1 A place to grow - evaluating how a faculty development program enables improved teaching practices
Yvonne Carlson, Sahlgrenska Academy, Gothenburg, Sweden

#5DD2 Developing a group based objective structured teaching evaluation program to improve clinical teaching skills for senior resident faculty and compared with an objective structured teaching evaluation program – a pilot study
Yi-Hsuan Hsiao, Changhua Christian Hospital, Taiwan

#5DD3 Diffusing the Fear and Restoring the Faith in Upward Feedback via Project Princess
Jacquelyn Lee, Tan Tock Seng Hospital, Singapore

#5DD4 Team Appraisal for Faculty Teams: From Effective Structures to Excellence
Anton Saayman, Wales Deanery, Cardiff, UK
<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Title</th>
<th>Location</th>
<th>Chairperson</th>
<th>Institution</th>
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</thead>
<tbody>
<tr>
<td>1600-1730</td>
<td><strong>#5EE Posters: Formative Assessment and Feedback</strong></td>
<td></td>
<td></td>
<td>Olwyn Westwood, UK</td>
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<td></td>
<td><strong>#5EE1 Students’ and examiners’ feedback of Objectively Structured Clinical Examination: a Caribbean experience</strong></td>
<td></td>
<td></td>
<td>Antje Degel, Charité Universitätsmedizin Berlin, Germany</td>
<td>Department of Family Medicine, Faculty of Medical Sciences, Towson University, Towson, Maryland</td>
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<td><strong>#5EE2 Assessing validity of multsource feedback in a international medical education programme in a southern Taiwan hospital</strong></td>
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<td>Mu-Ying Liu, Department of Medicine, College of Medicine, University of Medicine, Taiwan</td>
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<td><strong>#5EE3 Postgraduate students’ perceptions of assessment feedback: A case study of a Clinical Dermatology Masters course</strong></td>
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<td>Michal Tombs</td>
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<td><strong>#5EE4 ARLO - Asynchronous Repetitive Learning Opportunities in a medical trainee environment</strong></td>
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<td>Jerry Maniates, University of Toronto, Canada</td>
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<td><strong>#5EE5 Diversity of narrative feedback (NF) of formative comprehensive examination (FCE) in medical students in tertiary care hospital</strong></td>
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<td>Narin Chindavech, Buriram Medication Education Center, Buriram, Thailand</td>
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<td><strong>#5EE6 Effect of Direct Feedback on Success Rate of Pediatric Intubation in Final Year Medical Students</strong></td>
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<td>Woranart Ratanakorn, Chonburi Hospital, Chonburi, Thailand</td>
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<td><strong>#5EE7 Peer Feedback: A Mixed Methods Analysis of Quantity, Quality and Content Over Time</strong></td>
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<td>Nathalie Rzheb, American University of Beirut, Beirut, Lebanon</td>
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<td><strong>#5EE8 Utilising a wasted resource at conferences: The Online Audience Feedback Platform</strong></td>
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<td>Maisie Shrubsall, Severn Foundation, Bristol, UK</td>
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<td><strong>#5EE9 Online formative evaluation: a tool to improve learning outcome</strong></td>
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<td>Pakwimon Subhalukkasakorn, Institute of Medicine, Suranaree University of Technology, Thailand</td>
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<td><strong>#5EE10 Using mock written exams to deliver Obstetrics &amp; Gynaecology teaching to year 4 medical students</strong></td>
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<td>Siew-Veena Sahi, Princess Alexandra Hospital, Harlow, UK</td>
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<td><strong>#5EE11 The role of peer assessment as a learning tool in history taking and history presenting skills</strong></td>
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<td>Alba Bajrami, Mid Cheshire Hospitals, Crewe, UK</td>
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<td><strong>#5EE12 Peer-Assessment predicting learning achievement in undergraduates</strong></td>
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<td>Ratana Jirakul, Hatayi Hospital, Songkhla, Thailand</td>
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<td><strong>#5EE13 Self-prediction of exam result on a high stake MCQs examination: Can you believe your gut feeling?</strong></td>
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<td>Panwara Paritakul, Faculty of Medicine, Srinakharinwirot University, Bangkok, Thailand</td>
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<td><strong>#5EE14 Self- and assessor ratings on entrustability scales in simulated advanced life support</strong></td>
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<td>Antje Degel, Charité Universitätsmedizin Berlin, Germany</td>
<td>Dept. of Cardiology and Office of Study Affairs - Central Organization of Emergency Curriculum, Berlin, Germany</td>
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<td><strong>#5EE15 The Validity of Medical Students’ Self-Assessment of Proficiency in Clinical Examination</strong></td>
<td></td>
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<td>Nazimah Idris, International Medical University, Seremban, Malaysia</td>
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<td><strong>#5EE16 The Relationship between Performance on the IFOM Clinical Science Self-assessment and the IFOM Clinical Science Examination</strong></td>
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<td>Carol Morrison, National Board of Medical Examiners, Philadelphia, USA</td>
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<td>1600-1730</td>
<td><strong>#5FF Posters: Curriculum Content including Palliative Care</strong></td>
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</tbody>
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| #5FF11 | Learners as Educators: Education through community research  
Dhara R Patel, American University of the Caribbean School of Medicine |
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| #5FF12 | Using the integrated palliative care outcome scale (Traditional Chinese version) as teaching materials for simulation education in palliative care to junior medical students in Taiwan  
Li-Lin Kuo, Taipei City Hospital, Taipei, Taiwan |
| #5FF13 | Euthanasia attitude assessment in thanatology - quantitative and qualitative analysis  
Shiu-Jau Chen, Mackay Medical College, Taipei, Taiwan |
| #5FF14 | ‘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 |
| #5FF15 | Thanatology in Medical Education: Reflections on Death and Dying  
Naomi Borghi, Federal University of Lavras (UFLA), Lavras, Brazil |
| 1600-1730 | #5GG Posters: Professional Identity  
Chairperson: Gerry Gormley, UK  
Location: Hall 4.5, CCB |
| #5GG1 | "I found myself a despicable being"—Medical Students’ emotional reactions to moral dilemmas and their influences on professional identity formation  
Diego Ribeiro, Universidade Estadual de Campinas, Brazil |
| #5GG2 | Development of scales to evaluate medical trainees’ professional identity formation  
Masami Tagawa, Kagoshima University, Kagoshima, Japan |
| #5GG3 | Sense and sensibility: comparative analysis of students’ codes of conduct  
Zuzanna Nowicka, Medical University of Lodz, Poland |
| #5GG4 | Learning effects of interview with senior nurses on professional identity among first-year nursing students  
Shu-Ching Chang, Chang Gung University, Tao-Yuan, Taiwan |
| #5GG5 | Inter-professional clinical simulation education developing professional identity and professionalism in the Japanese medical and nursing students  
Takaeo Hano, Wakayama Medical University, Japan |
| #5GG6 | Exploring professional identification with family medicine among medical students in the Kyrgyz Republic  
Olivia Heller, Geneva University Hospitals, Geneva, Switzerland |
| #5GG7 | Cross-cultural perspective on role models for medical professional identity development  
Juliana Sa, Faculty of Health Sciences, University of Beira Interior, Covilhã, Portugal |
| #5GG8 | Professionalism Narratives of Kuwait’s Future Physicians: Impact of the Hidden Curriculum  
Jasmine Eliwa, Faculty of Medicine, Kuwait University, Kuwait City, Kuwait |
| #5GG9 | Demystifying the Roles of Advanced Practice Nurse (APN) through pre-Master-nursing-Mentorship (MnM) Program  
Jasmine Kang, Tan Tock Seng Hospital, Singapore |
| #5GG10 | Being and becoming: Emergency physicians’ conceptualisations of their roles and professional identities  
Yu-Che Chang, Chang Gung Medical Education Research Center, Chang Gung Memorial Hospital, Linkou; Chang Gung University College of Medicine, Taoyuan City, Taiwan |
| #5GG11 | Teaching Pre-Clinical Medical Students How to Think Like Doctors: A Novel Model For Early Learners to Understand Cognitive-Based Clinical Reasoning  
Sandro Cinti, University of Michigan Medical School, Ann Arbor, USA |
| #5GG12 | Co-investigating e-professionalism and online identity with medical students via the Social Media Mentor Club  
Catherine Hennessy, Brighton Sussex Medical School, Brighton, UK |
| 1600-1730 | #5HH Posters: Trainee Wellbeing and the Doctor in Difficulty  
Chairperson: Val Wass, UK  
Location: Hall 4.4, CCB |
| #5HH1 | Burnout during residency: A comparison of burnout prevalence among Anaesthesiology residents and attendings in a tertiary hospital, and factors associated with burnout  
Wee Jayan, Tan Tock Seng Hospital, Singapore |
| #5HH2 | Black clouds for young doctors in emergency department: Myth or reality?  
Süleyman Yıldız, Dicle University, Diyarbakır, Turkey |
| #5HH3 | Burnout in Residents and Program Directors: A Study on Prevalence, Factors and Interventions in a Tertiary Hospital in Singapore  
Sabrina Lau, Tan Tock Seng Hospital, Singapore |
| #5HH4 | Variation in themes affecting junior doctor morale: survey results from a large UK teaching hospital  
Raunak Singh, University Hospitals of Leicester NHS Trust, Leicester, UK |
| #5HH5 | Mistreatment of medical trainees: A self-reported cross-sectional observational survey  
Nicole Naccache, Saint-Joseph University, Beirut, Lebanon |
| #5HH6 | Allowing 'anticipated failure' in clinical training. Results from a critical narrative review  
Jennifer Klasers, Kantonsspital Frauenfeld, Switzerland |
| #5HH7 | Trainees’ perceptions of trainees in difficulty: a survey  
Minna Kalla, University of Helsinki Faculty of Medicine & AHEF (Association for Medical Education in Finland), Helsinki, Finland |
| #5HH8 | Physician wellness in the Department of Medicine, University of Ottawa: a cross-sectional study of burnout, empathy and resilience in full-time physician faculty  
Edward Spigel, Department of Medicine, University of Ottawa, ON, Canada |
| #5HH9 | Supporting Mental Wellbeing of Foundation Year One Doctors - Perspectives of Stakeholders  
Lorraine Close, University of Edinburgh Medical School, Edinburgh, UK |
| #5HH10 | Perception of occupational stress by postgraduate year one doctors and the implication of resilience training  
Jiun-YI LI, Mackay Memorial Hospital, Taipei, Taiwan |
<table>
<thead>
<tr>
<th>#5HH1</th>
<th>The Dynamics of Burnout during Internal Medicine Residency Training</th>
<th>Caroline Mile, University of Utah, Salt Lake City, USA</th>
</tr>
</thead>
<tbody>
<tr>
<td>#5HH2</td>
<td>Reflections on running resilience training for junior doctors</td>
<td>Rebecca Unsworth, Chelsea and Westminster Hospital, London, UK</td>
</tr>
<tr>
<td>#5HH3</td>
<td>Junior Doctors Running Outpatient Clinics After a 24-Hour Shift: Effects on Patient Satisfaction and Prescription Errors</td>
<td>Sigi Tan, DUKE-NUS School of Medicine, Singapore</td>
</tr>
<tr>
<td>#5HH4</td>
<td>The Effects of the Work Environment: Shining a Light on Internal Medicine Residents' Wellness</td>
<td>Deanne Kashiwagi, Mayo Clinic, Rochester, USA</td>
</tr>
<tr>
<td>#5HH5</td>
<td>Where Does Resiliency Fit into the Residency Training Experience?</td>
<td>Liora Berger, Department of Psychiatry, Queen’s University, Kingston, Canada</td>
</tr>
<tr>
<td>1600-1730</td>
<td><strong>#511 Posters: Social Media/Games</strong></td>
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<td>#511</td>
<td>The Reflective Blogger</td>
<td>Helen Pugsley, Cardiff University, Cardiff, UK</td>
</tr>
<tr>
<td>#512</td>
<td>Social Media Platform Facilitate Networking and Collaboration Between Domestic and International Emergency Medicine Residents</td>
<td>Wei-Chen Chen, Chang Gung Memorial Hospital, Keelung, Taiwan</td>
</tr>
<tr>
<td>#513</td>
<td>Impact of social media on academic performance of undergraduate medical students</td>
<td>Shazia Irum, Shifa College of Medicine, Islamabad, Pakistan</td>
</tr>
<tr>
<td>#514</td>
<td>A Multi-Institutional Study of Facebook as a Teaching Tool in the Undergraduate Medical Curriculum</td>
<td>Kelly Quesnelle, Western Michigan University, Homer Stryker M.D. School of Medicine, Kalamazoo, USA</td>
</tr>
<tr>
<td>#515</td>
<td>Integrating social media interaction with case-based learning in Pediatrics clerkship training: A Way Forward for Medical Education</td>
<td>Yin-Chih Fu, College of Medicine, Kaohsiung Medical University Hospital, Kaohsiung Medical University, Kaohsiung, Taiwan</td>
</tr>
<tr>
<td>#516</td>
<td>Educational quizzing with the QuizUp trivia game app</td>
<td>Gavin Dave, Department of Pharmacology, Yong Loo Lin School of Medicine, National University of Singapore, Singapore</td>
</tr>
<tr>
<td>#517</td>
<td>Learn + Fun: How Social Media and Gamification can foster students’ participation in an online emergency course</td>
<td>Tiago de Araujo Guerra Grangeia, University of Campinas (UNICAMP), Campinas, Brazil</td>
</tr>
<tr>
<td>#518</td>
<td>Voluntary engagement in curriculum-related game play: A veterinary education pilot study</td>
<td>Gregory Gilbert, Adtalem Global Education/Ross University School of Medicine, Downers Grove, USA</td>
</tr>
<tr>
<td>#519</td>
<td>SavingLives!: A game-based mobile application to promote Cardiopulmonary Resuscitation training and competency</td>
<td>Eric Bauman, Adtalem Global Education, Madison, WI, USA</td>
</tr>
<tr>
<td>#510</td>
<td>The hurdles for adopting mobile learning devices in the clinical setting</td>
<td>Daniel Folger, University of Helsinki, Faculty of Medicine, Helsinki, Finland</td>
</tr>
<tr>
<td>#511</td>
<td>Developing interactive multimedia e-books for undergraduate medical students in core clinical competencies</td>
<td>Chih-Cheng Hsiao, Kaohsiung Chang Gung Memorial Hospital and Chang Gung University College of Medicine, Chang Gung Medical Education Research Centre, Kaohsiung, Taiwan</td>
</tr>
<tr>
<td>#513</td>
<td>Development of Information Literacy Skills Evaluation in Preclinical Medical Students based on the American Library Association 2015 Framework: A Pilot Study</td>
<td>Werapat Pathanasiri, Department of Anatomy, Faculty of Medicine Siriraj Hospital, Mahidol University, Bangkok, Thailand</td>
</tr>
<tr>
<td>#514</td>
<td>Utilization of internet resources and standard textbooks in emergency medicine questions: A comparison study in correction among medical students</td>
<td>Chirukit Hengsrasme, Department of Emergency Medicine Vojira Hospital Navamindradhiraj University, Bangkok, Thailand</td>
</tr>
<tr>
<td>#515</td>
<td>Cooperative Learning for Health Promotion within Hackathon</td>
<td>Kung-Pei Tang, Department of Education and Humanities in Medicine, School of Medicine, College of Medicine, Taipei Medical University, Taipei, Taiwan</td>
</tr>
<tr>
<td>1600-1730</td>
<td><strong>#5JJ Posters: Junior Doctor as Teacher/Teacher as Mentor and Role Model</strong></td>
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<td>#5JJ</td>
<td>Exploring the Relational Processes that occur within Mentorship in Academic Medicine</td>
<td>Charles Ho, Schulich School of Medicine &amp; Dentistry - Western University, London, Canada</td>
</tr>
<tr>
<td>#5JJ2</td>
<td>Mentoring Relationships of Female Doctors in Three Different Countries: Are they Perceived as Friendships?</td>
<td>Heba Mohtady, Fakeeh College for Medical Sciences, Saudi Arabia; Zagazig University, Egypt, Cairo, Egypt</td>
</tr>
<tr>
<td>#5JJ3</td>
<td>Mentoring medical students – a systematic review of the literature from 2008 to 2018</td>
<td>Elise P. Skjevik, UiT the Arctic University of Norway, Narvik, Norway</td>
</tr>
<tr>
<td>#5JJ4</td>
<td>The Roles of a Teacher: What does coaching add?</td>
<td>Brad Barth, University of Kansas Medical Center, Kansas City, USA</td>
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<tr>
<td>#5JJ5</td>
<td>Teaching Mentoring for Junior Doctors</td>
<td>Maria Bashyam, London North West University Healthcare NHS Trust, London, UK</td>
</tr>
<tr>
<td>#5JJ6</td>
<td>Understanding the e-mentoring relationship within Medicine: a thematic analysis</td>
<td>Lalit KR Krishna, Division of Supportive and Palliative Care, National Cancer Centre Singapore, Singapore</td>
</tr>
<tr>
<td>#5JJ7</td>
<td>Assessing mentoring - a systematic review of mentoring assessment tools between 2000-2015</td>
<td>Yong Xiang Ng, National University of Singapore, Singapore</td>
</tr>
</tbody>
</table>
Registration Desk / Exhibition
0745-1745 Registration Desk Open Foyer South, Event Hall
0930-1630 Exhibition Open Hall 4.1/4.1, CCB

Tours – all tours depart and return to Congress Centre Basel
0900-1200 City Vintage Tram Tour and Chocolate Experience
1330-1630 Walking Tour of the City, including the Cathedral and Kunstmuseum
1400-1630 Museum Tinguely

AMEE Group Meeting
0700-0815 Ottawa 2020 (closed meeting) MCH Lounge, Event Hall

Session 6: Plenary
0830-0945 #3 Plenary Chair: Aviad Haramati, USA Location: Event Hall
0830-0915 #6 Plenary: Got Resilence? Promoting resilience wellbeing, and vitality in healthcare professions education and organizations: An integrative approach
Hedy Wald, Brown University; Boston Children’s Hospital-Harvard Medical School, USA
0915-0935 Award Presentations
Miriam Friedman Ben-David New Educator Award
AMEE Fellows and Associate Fellows
AMEE-ESME Certificate in Medical Education Awards
AMEE MedEdPublish Paper Prize
0935-0945 Announcement of Karolinska Institutet Prize for Research in Medical Education
0945-1015 Coffee Break Viewing of posters and exhibits Hall 4.1/4.1, CCB

Soapbox Stage – Hall 4.1, CCB
0945-0955 Anatomage Italy srl
1000-1010 Dem Dx

Session 7: Simultaneous Sessions
1015-1200 #7A Symposium: Mind-body interventions in Health Professions Education: Challenges, Strategies for Implementations and Lessons Learned
Aviad Haramati (Georgetown University, USA), Raphael Bonvin (University of Fribourg, Switzerland), Craig Hassed (Monash University, Australia), Diethard Tauschel (Witten/Herdecke University, Germany), Tania Guillaume (University of Fribourg, Switzerland), Hedy Wald (Brown University; Boston Children’s Hospital-Harvard Medical School, USA)
Location: Event Hall

1015-1200 #7B Symposium: Faculty Development for Organizational Change
AMEE Faculty Development Committee - Yvonne Steinert, Miriam Boillat (Centre for Medical Education, Faculty of Medicine, McGill University, Canada)
Location: Montreal, 2nd Floor, CCB

1015-1200 #7C Symposium: Lessons Learned: progressing knowledge by intelligently considering failures
AMEE Research Committee - Jennifer Cleland (University of Aberdeen, UK), Lara Varpio (Uniformed Services University of the Health Sciences, USA), Erik Driessen (Maastricht University, Netherlands), Tim Wilkinson (University of Otago, New Zealand)
Location: Sydney, 2nd Floor, CCB

1015-1200 #7D Symposium: Diagnostic error: from clinical reasoning to patient outcome
Mark Graber (Society to Improve Diagnosis in Medicine, USA), Marie-Claude Audetat (Medical Education Research Group, University of Geneva, Switzerland), Hardeep Sing (Center for Innovations in Quality, Effectiveness and Safety, VA Medical Center and Department of Medicine, Section of Health Services Research, Baylor College of Medicine, USA), Laura Zwaan (Institute for Medical Education Research, Erasmus Medical Center Rotterdam, Netherlands), Wolf Hautz (Department of Emergency Medicine, Inselspital University Hospital, Berne, Switzerland)
Location: Singapore, 2nd Floor, CCB

1015-1200 #7E Research Papers: Workplace-Based Assessment & Diagnosis
Chairperson: Martin Fischer, Germany
Assessor: Simon Kitto, Canada
Location: Delhi, Ground Floor, CCB

1015-1030 #7E1 Does Incorporating a Measure of Clinical Workload Improve Workplace-Based Assessment Scores? Insights for Measurement Precision and Longitudinal Score Growth
Yoon Soo Park, University of Illinois at Chicago, USA

Note: Only the presenter(s) are listed in the programme. For a full list of authors, please see the App or Abstract Book
1035-1055 #7E2 Development and validation of an EPA framework for palliative care competencies within medical undergraduate curricula
Jolien Pieters, Maastricht University, Maastricht, Netherlands

1055-1115 #7E3 Statistical Approaches to Improving the Quality of Observational Assessment Instrument Data
Melissa Margolis, National Board of Medical Examiners, Philadelphia, USA

1115-1135 #7E4 Emergency department to inpatient handoff: does language affect medical students' sense of uncertainty?
Arabella Simpkin, Massachusetts General Hospital, Boston, USA

1135-1155 #7E5 Categorization of GP trainee’s patient mix in an educationally relevant manner: a prototype approach
Sarah de Bever, Department of General Practice/GP Specialty Training Program, Academic Medical Center, University of Amsterdam, Netherlands

1155-1200 Discussion

1015-1200 #7F Research Papers: Shame, Bravery, Confidence & Trust
Chairperson: Ayeelet Kuper, Canada
Assessor: Nicole Borges, USA
Location: Helvetia 1, 1st Floor, Swissotel

1015-1035 #7F1 A qualitative exploration of the factors shaping medical residents' experiences of shame
William Bynum, Duke University School of Medicine, Durham, NC, USA

1035-1055 #7F2 A quest for bravery: An ethnographic account of patient safety culture in postgraduate medical training
Gusjke Bressers, Maastricht University, Maastricht, Netherlands

1055-1115 #7F3 Exploring the concept of confidence during surgical residency training
Mackenzie Lees, University of Alberta, Edmonton, Canada

1115-1135 #7F4 Mutual trust in workplace-based medical training programs
Linda Bonnie, Academic Medical Center - University of Amsterdam, Netherlands

1135-1155 #7F5 Not just trust: Factors influencing learners' technical skill attempts on real patients
Susan Bannister, Cumming School of Medicine, University of Calgary, Canada

1155-1200 Discussion

1015-1200 #7G Short Communications: Adaptive Curriculum 1
Chairperson: Margaretha Forsberg Larm, Sweden
Discussant: Philip Pearson, Netherlands Antilles
Location: Helvetia 2, 1st Floor, Swissotel

1015-1030 #7G1 Vanderbilt Immersion Phase: An adaptive post-clerkship curriculum that uses clinical context to build upon prior learning
William Cutrer, Vanderbilt University School of Medicine, Nashville, USA

1030-1045 #7G2 The Training of Medical Students’ Spatial Abilities – Use of Anatomy Computer-Assisted Learning Platform
Bruno Guimarães, Faculty of Medicine, University of Porto, Portugal

1045-1100 #7G3 Novel Learning Strategies for Students in the Basic Sciences
Aaron Brown, American University of the Caribbean, San Antonio, Texas, USA

1100-1115 #7G4 Preparing Medical Students for Future Learning using ‘New’ Basic Sciences Integrated Instruction
Maria Mylopoulos, Wilson Centre/University of Toronto, Canada

1115-1130 #7G5 Relational learning and a novel learning engagement system leads to better outcomes
Lance Miller, Inquizica, Philadelphia, USA

1130-1145 #7G6 Healthcare Communication: Developing Educators for Change
Fernanda Patricia Soares Souto Novaes, FAIMER, IMIP, UNIVASF, INSS, Petrolina, Brazil

1145-1200 Discussion

1015-1200 #7H Point of View 1
Chairperson: Matthew Homer, UK
Location: Kairo 1, Ground Floor, CCB

1015-1025 #7H1 Hybrid clinical simulation: Inclusion of immersive technology to develop skills on undergraduate medical students
Mildred Vanessa Lopez Cabrera, Tecnologico de Monterrey, School of Medicine and Health Sciences, Monterrey, Mexico

1025-1035 #7H2 Achieving mastery in simulation before transitioning to real-life practice: are there drawbacks?
Bettina Willi, Hospital for Sick Children, Toronto, Canada

1035-1045 #7H3 A problem with problem-based learning
Martin Veysey, Hull York Medical School, Hull, UK

1045-1055 #7H4 What condition do you think medicine’s curiosity muscle is in?
Jennifer Yates, Department of Paediatrics, School of Medicine, University College Dublin, Ireland

1055-1105 #7H5 Can computerized adaptive testing maximize the utility of progress tests?
Carlos Collares, Maastricht University and European Board of Medical Assessors, Maastricht, Netherlands

1105-1115 #7H6 How the academic curriculum is killing the creativity of medical students
Divij Sharma, Sikkim Manipal Institute of Medical Sciences, Gangtok, India

1115-1125 #7H7 Medical Schools Should Organise Regular Short Sabbaticals on the Clinical ‘Front Line’ for Non-Clinical Educators
Hamed Khan, St Georges, University of London, UK

1125-1135 #7H8 Debating the Potential of Competency-Based Medical Education: The Need for Constructive Criticism
Stanley Hamstra, ACGME, Chicago, USA

1135-1145 #7H9 Student Involvement in the admission process at the University of Copenhagen, Denmark
Annarita Ghosh Andersen, University of Copenhagen, Denmark

1145-1155 #7H10 We’re doing it all wrong! Selection methods must be institution specific
Aimee Gardner, Baylor College of Medicine, SurgWise Consulting, Houston, USA

1155-1200 Discussion
1100-1115 #7I4 Evaluation of the Effectiveness of Interventions to Improve Quality of Midwifery Education in Ethiopia: a Quasi-Experimental Study Design without a Control Group Tegbar Sendekie, Jhipteg, Addis Ababa, Ethiopia

1115-1130 #7I5 Are we doing it right? Evaluating the Behavioural Science programme at a new medical college in Qatar - two years in Tanya Kane, College of Medicine, Doha, Qatar

1130-1200 Discussion

1015-1200 #7I Social Medicine: But, should it be a course in medical curriculum? Teresa Van Deven, Schulich School of Medicine & Dentistry, London, Ontario, Canada

1030-1045 #7I2 Filling the Gap – Implementation of Global Health Studies within the Education of Future Health Professionals Judith Mietzko, University of Witten/Herdecke, Witten, Germany

1045-1100 #7I3 Implementing a Quality Improvement Module as core curriculum for Year 4 medical students: reviewing the first year of implementation Ann Wylie, Guy’s King’s and St Thomas’ School of Medicine, London, UK

1010-1200 #7K Short Communications: Curriculum: Competency Based Medical Education Chairperson: Azim Mirzaazadeh, Iran Discussant: Ming Ka Chan, Canada Location: Shanghai 2, Ground Floor, CCB

1015-1030 #7K1 Changes in perceived supervision quality after introduction of competency-based orthopedic residency training: a national 6-year follow-up study Paul Brand, Isala Hospital, Zwolle, Netherlands

1030-1045 #7K2 Conceptualization of Competency-Based Medical Education, Competency, and Competence within the CPD/CME and Residency Family Medicine Educational Literature: Preliminary Findings Heather Lochman, University of Ottawa, Canada

1045-1100 #7K3 Using Reflection to be an Effective Communicator Umberin Najeeb, University of Toronto, Canada

1100-1115 #7K4 Clinical Supervision within Competency Frameworks in Postgraduate Medical Education Tabassum Zehra, Aga Khan University, Department for Educational Development, Karachi, Pakistan

1115-1130 #7K5 What Do Competence, Communication, Collaboration and Scholarship Mean for French Undergraduate Medical Students and Their Teachers? Juliette Macabrey, CUMC, Faculty of Medicine Lyon Est, Lyon, France

1130-1200 Discussion

77
1015-1200  #7M Short Communications: Continuing Professional Development  
Chairperson: Herve Maisonneuve, France  
Discussant: Helena Filipe, Portugal  
Location: Boston 1, Ground Floor, CCB

1015-1030  #7M1 An argument-based approach to validity concerning the assessment of physicians' professional performance: A systematic review of questionnaire-based assessment tools  
Mirja van der Meulen, Maastricht University, Maastricht, Netherlands

1030-1045  #7M2 Office emergencies: a novel simulation-based CPD activity  
Richard Waldolf, Montfort Hospital, Ottawa, Canada

1045-1100  #7M3 Coping through learning from medical errors: Experiences of adverse events in CPD  
Asta Toivonen, University of Helsinki, Department of Public Health, Helsinki, Finland

1100-1115  #7M4 Regularly Scheduled Series as Authentic Learning Spaces for Effective Interprofessional CPD  
Mila Kostic, University of Pennsylvania, Philadelphia, USA

1115-1130  #7M5 “STEP” and “CUS” Keyword-mnemonics-based simulation training enhance “patient-centered communication” skill of nurses in respiratory intensive care units  
Ying Ying Yang, Taipei Veterans General Hospital, Taipei, Taiwan

1130-1145  #7M6 Early Outcomes of Virtual Environment-Based Provider- and Patient-Facing Education for Disease Management  
Rosalyn Scott, Brandon Associates, Marina del Rey, CA, USA

1145-1200  Discussion

1015-1200  #7N Short Communications: Diversity  
Chairperson: Carmen Fuentebalba, USA  
Location: Boston 2, Ground Floor, CCB

1015-1030  #7N1 Evaluation of a Cultural competence and clinical skills joint session  
Suzanne Pitama, University of Otago, Christchurch, New Zealand

1030-1045  #7N2 Does a Broadly Sampled Assessment Lead to Smaller Ethnicity-Related Differences in Clinical Grades?  
Chantal van Andel, Erasmus MC, Rotterdam, Netherlands

1045-1100  #7N3 Emphasising Diversity Amongst Second Year Medical Students as part of their Personal and Professional Development  
Maria Regan, University of Manchester Medical School, Manchester, UK

1100-1115  #7N4 The role of study strategy in motivation and academic performance of ethnic minority and majority students: a structural equation model  
Ulvije Isik, VUmc School of Medical Sciences, Amsterdam, Netherlands

1115-1130  #7N5 Impact of multi-culturalism on medical education: The Lebanese experience  
Elie Nemer, Saint-Joseph University Medical School (USJ), Beirut, Lebanon

1130-1145  #7N6 Assessment strategies based on mainstream education – a systematic review of their impacts in nursing programs  
Frederic Douville, Université Laval, Quebec City, Canada

1145-1200  #7N7 “We are all so different that it is just normal.” Normalization practices in an academic hospital in Netherlands  
Hannah Leyerzapf, VU University Medical Center, Amsterdam, Netherlands

1015-1200  #7O Short Communications: eLearning 1  
Chairperson: No Discussion  
Location: Boston 3, Ground Floor, CCB

1015-1030  #7O1 Teaching modes and social-epistemological dimensions in Medical Massive Open Online Courses  
Marlies Reinders, Leiden University Medical Center, Leiden, Netherlands

1030-1045  #7O2 Creating a 4-year Learning Management System for a Geographically Dispersed International Medical School  
Joy Checa, American University of the Caribbean School of Medicine, Sint Maarten, Netherlands Antilles

1045-1100  #7O3 Embedded e-learning in the presentation of professional communication skills – system-driven feedback improves students' identification of professional communication skills  
Christof Daetwyler, Drexel Medical School, Philadelphia, USA

1100-1115  #7O4 Joint Action Between University and Governmental Organisation as Opportunity to Develop Digital Competencies for Health Professionals  
Juris Barzdins, Centre for Health Management and Informatics, Faculty of Medicine, University of Latvia, Riga, Latvia

1115-1130  #7O5 The patient, the doctor and the computer: Understanding and incorporating computer-related communication skills in medical education  
Kirsten C Engel, Copenhagen Academy for Medical Education and Simulation, Copenhagen, Denmark

1130-1145  #7O6 Strengthening medical education with offline, self-directed e-learning in a low-resource setting in Zambia, Africa  
Sandra Bartelt, Heidelberg University, Institute of Public Health, Heidelberg, Germany

1145-1200  Discussion

1015-1200  #7P Short Communications: Student Learning Styles & Characteristics  
Chairperson: Nicholas Glasgow, Australia  
Location: Darwin, Ground Floor, CCB

1015-1030  #7P1 Students’ motivation in the clinical setting  
Eliane Ayoub, Saint-Joseph University medical school (USJ), Beirut, Lebanon

1030-1045  #7P2 The Learning and Study Strategies Inventory (LASSI): Skill, Will, and Self-Regulation Among Medical Students at AlFaisal University in Riyadh, Saudi Arabia  
Maram Alrefai, AlFaisal University, Riyadh, Saudi Arabia

1045-1100  #7P3 The concept of emotional intelligence at King Saud bin Abdulaziz University for Health Sciences at Saudi Arabia  
Afnan Khoja, King Saud bin Abdulaziz University for Health Sciences, Jeddah, Saudi Arabia
<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Presenters</th>
<th>Location</th>
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</table>
| 1015-1200 | **#7Q Short Communications: The Teacher** | Discussant: Patricia O’Sullivan, USA  
Chairperson: Louise Young, Australia  
Location: Lima, Ground Floor, CCB | Helvetia 3, 1st Floor, Swissotel                                                        |
| 1015-1200 | **#7V Workshop: Medical Humanities today: how to teach it** | Jonathan McFarland (Sechenov University, Moscow, Russia), Margaret Chisolm (Johns Hopkins University, Baltimore, USA), Joaquim Cea (University of Pompeu Fabra, Barcelona, Spain), Irina Markovina (Sechenov University, Moscow, Russia)  
Location: Helvetia 5, 1st Floor, Swissotel | Helvetia 3, 1st Floor, Swissotel                                                        |
| 1015-1200 | **#7U Workshop: The Role of the Educator in Improving the Quality of Postgraduate Medical Recruitment and Selection processes** | Sheona MacLeod (Health Education England, Leicester, UK), Moya Kelly (NHS Education Scotland, Glasgow, UK), Claire Kennedy, Jonathan Howes (Health Education England, Birmingham, UK)  
Location: Helvetia 4, 1st Floor, Swissotel | Helvetia 4, 1st Floor, Swissotel                                                        |
| 1015-1200 | **#7W Workshop: Where do I start? Planning a health education systematic review. A BEME workshop** | Morris Gordon (University of Central Lancashire, Preston, UK), Madalena Patricio (University of Lisbon, Portugal), Michelle Daniel (University of Michigan Medical School, Michigan, USA)  
Location: Helvetia 7, 1st Floor, Swissotel | Helvetia 7, 1st Floor, Swissotel                                                        |
| 1100-1115 | **#7P4 Can Self-Efficacy Predict First Year Medical Students' Academic Success?** | Jennifer Volberding, Oklahoma State University Center for Health Sciences, Tulsa, USA | Wettstein, 2nd Floor, Swissotel |
| 1115-1130 | **#7P5 Emotional Quotient in Iranian Nursing Students: a descriptive cross-sectional study** | Marzieh Hasanpour, School of Nursing and Midwifery, Tehran University of Medical Sciences, Tehran, Iran | Location:  Helvetia 7, 1st Floor, Swissotel |
| 1130-1145 | **#7P6 Evolution of medical students’ learning strategies in a competency-based undergraduate curriculum. Results from a cross sectional study** | Asja Maaz, Charitè-Universitätsmedizin Berlin, Germany  
Location:  Helvetia 4, 1st Floor, Swissotel | Location:  Wettstein, 2nd Floor, Swissotel |
| 1145-1200 | **#7P7 Evaluation of formative assessment practice in medical education** | Youn Seon Lim, Zucker School of Medicine at Hofstra/Northwell, Hempstead, USA | Location:  Wettstein, 2nd Floor, Swissotel |
| 1000-1115 | **#7Q4 Reading Between The Lines: What do Psychiatry Learners Tell us About Educator Effectiveness?** | Sheila Harms, McMaster University, Hamilton, Canada | Location:  Wettstein, 2nd Floor, Swissotel |
| 1100-1115 | **#7Q5 Exploring the impact of gender on medical educators' professional identity development** | Jo Horsburgh, Imperial College, London, UK | Location:  Wettstein, 2nd Floor, Swissotel |
| 1115-1130 | **#7Q6 The Development and Implementation of an MMI Approach in Postgraduate Selection in Anesthesiology: A case study using a validity framework** | Natalie Bui, McGill University, Montreal, Canada | Location: Wettstein, 2nd Floor, Swissotel |
| 1130-1200 | **#7Q7 Exploring the use of a standardisation method to control MMI assessors’ bias** | Christian Bourdy, Université de Montréal, Canada | Location: Wettstein, 2nd Floor, Swissotel |
| 1015-1200 | **#7Q8 How can role model attributes be developed in a health professions teacher?** | Ruchith Priyananda, National Institute of Health Sciences, Kalutara, Sri Lanka | Location: Wettstein, 2nd Floor, Swissotel |
| 1015-1200 | **#7Q9 Academic workload measurement and its role in the process of continuous academic improvement** | Diego Vidal, Facultad de Medicina, Universidad de Chile, Santiago, Chile | Location: Wettstein, 2nd Floor, Swissotel |
| 1015-1200 | **#7Q10 Evolution of medical students’ learning strategies in a competency-based undergraduate curriculum. Results from a cross sectional study** | Asja Maaz, Charitè-Universitätsmedizin Berlin, Germany  
Location:  Helvetia 4, 1st Floor, Swissotel | Location:  Wettstein, 2nd Floor, Swissotel |
| 1015-1200 | **#7Q11 Relationship between student performances in non-cognitive skills in Multiple Mini Interview & Integrated Practical Examination** | Ayesh Rauf, National University of Medical Sciences (NUMS), Rawalpindi, Pakistan | Location:  Wettstein, 2nd Floor, Swissotel |
| 1015-1200 | **#7Q12 The use of a standardisation method to control MMI assessors’ bias** | Christian Bourdy, Université de Montréal, Canada | Location: Wettstein, 2nd Floor, Swissotel |
| 1015-1200 | **#7Q13 Do sociodemographic factors of medical students play a role in MMI ratings and their subsequent prediction of OSCE performance?** | Mirjana Knorr, University Medical Center Hamburg-Eppendorf, Hamburg, Germany | Location: Wettstein, 2nd Floor, Swissotel |
1015-1200  #7Y Workshop: The Science of Teams: Developing and Transforming Effective Teams  Darshana Shah (Marshall University Joan C. Edwards School of Medicine, Huntington, WV, USA), Elizabeth (Betsy) Dawkins (VCU, Richmond, Virginia, USA)  Location: Samarkand, 3rd Floor, CCB

1015-1200  #7Z Workshop: I Teach, Therefore I Am: Examining Pedagogical Identity for Online and Face-to-Face Learning  Holly Meyer, Eric Meyer, Lauren Maggio (Uniformed Services University of the Health Sciences, Bethesda, USA), Steven Kanter (University of Missouri Kansas City, Kansas City, USA)  Location: Guangzhou, 2nd Floor, CCB

1015-1200  #7AA Workshop: How to shoot, edit and distribute educational videos through Social Media (SoMe)  Tobias Todsen (Department of Otorhinolaryngology, Head and Neck Surgery & Audiology, Rigshospitalet AND Copenhagen Academy for Medical Education and Simulation, Copenhagen, Denmark), Mads R Dahl (Center for Health Sciences Education Aarhus University, Aarhus, Denmark)  Location: Nairobi, 2nd Floor, CCB

1015-1200  #7BB Workshop: Context matters: Exploring the role of place in health professions education  Julia Blitz (Faculty of Medicine and Health Sciences, Stellenbosch University, Cape Town, South Africa), Ian Copuer (Ukwanda Centre for Rural Health, Stellenbosch University, Cape Town, South Africa), Rachel Ellaway (Office of Health and Medical Education Scholarship, University of Calgary, Alberta, Canada), Roger Strasser (Northern Ontario School of Medicine, Ontario, Canada), Susan Van Schalkwyk, Centre for Health Professions Education (Stellenbosch University, Cape Town, South Africa), Paul Worley (Prideaux Centre for Health Professions Education Research, Flinders University, Adelaide, Australia)  Location: Mexico, 2nd Floor, CCB

1015-1200  #7CC ePosters: Multiple perspectives - diversity, well-being & communication  Chairperson: Teri Turner, USA  Location: Cairo 2, Ground Floor, CCB

1015-1200  #7C1 Communication in Pediatrics - Tailoring an Intensive Training Course for the International Context  Simona Muresan, University of Medicine and Pharmacy Tîrgu Mures, Romania  Location: Kairo 2, Ground Floor, CCB

1015-1200  #7C2 Evaluation of the medical student perception related to delivering bad news compared to experts doctors  Carla Miranda, Ribeirão Preto School of Medicine, São Paulo University, Ribeirão Preto SP, Brazil  Location: Osaka 3, Ground Floor, CCB

1015-1200  #7C3 Calling for Help: Teaching Medical Students about SBAR  Claire Gibbons, University Hospital of Coventry and Warwickshire, Coventry, UK  Location: Osaka 3, Ground Floor, CCB

1015-1200  #7C4 Applying Multi-Disciplinary Simulations to Demonstrate SPIRES Protocol for Teaching Medical Ethics and Communication Skills.  Poel-Wen, Taipei City Hospital, Taipei, Taiwan  Location: Osaka 3, Ground Floor, CCB

1015-1200  #7C5 Guiding eprofessionalism-developing social media workshops for health students  Jennifer May, University of Newcastle, Tamworth, Australia  Location: Osaka 3, Ground Floor, CCB

1015-1200  #7C6 What is necessary to support female physicians in Japan?  Rieko Goto, Kumamoto University Hospital, Kumamoto, Japan  Location: Osaka 3, Ground Floor, CCB

1015-1200  #7C7 Feminisation of postgraduate medical training influences burnout in medical residents  Maud Kramer, School of Health Professions Education (SHE), Faculty of Health, Medicine and Life Sciences, Maastricht University, Maastricht and Zuyderland Medical Centre, Heerlen, Netherlands  Location: Osaka 3, Ground Floor, CCB

1015-1200  #7C8 Assessing the impacts of Inter Professional Education Initiatives at a newly established tertiary hospital in Singapore  Wai Ching Deanna Lee, Sengkang General Hospital, Singapore  Location: Osaka 3, Ground Floor, CCB

1015-1200  #7C9 Narratives of care: the use of digital storytelling to understand lived experiences of care.  Assal Malik, Barts and The London School of Medicine and Dentistry, London, UK  Location: Osaka 3, Ground Floor, CCB

1015-1200  #7C10 Differences in Academic Burnout and Achievement Goal Orientation by Perfectionism of Medical Students  Su Jin Chae, Office of Medical Education, Ajou University School of Medicine, Suwon, South Korea  Location: Osaka 3, Ground Floor, CCB

1015-1200  #7C11 International Use and Correlates of Dundee Ready Educational Environment Measure (DREEM) in Assessing Learning Environments Within Undergraduate Medical Education: A Narrative Review  Kang Sim, Institute of Mental Health, Singapore  Location: Osaka 3, Ground Floor, CCB

1015-1200  #7C12 Stressors encountered during overnight duties by Anaesthesiology Senior Residents impede their role as teachers & learners  John Song En Lee, KK Women' and Children's Hospital, Singapore  Location: Osaka 3, Ground Floor, CCB

1015-1200  #7C13 Effectiveness of a self-selected “SMILeSS” Intervention to reduce and/or prevent depression and general well-being of preclinical medical student.  Thanita Thongtang, Mahidol University, Bangkok, Thailand  Location: Osaka 3, Ground Floor, CCB
1015-1200 #7DD Posters: Surgical Simulation

Chairperson: Dr. Hong, National University of Singapore
Location: Hall 4.1, CCB

- #7DD1 Integrating Skills Lab stations into a course on the principles of fracture fixation
  Emanuel Gautier, HFR Kantonsspital Fribourg, Switzerland

- #7DD2 First experiences in hospital-based simulation training in spinal decompression and fusion
  Staffan Källbäck, AOSpine, Dübendorf, Switzerland

- #7DD3 Exploration of learning curves for simulation-based training in hip-fracture surgery
  Amandus Gustafsson, Copenhagen Academy for Medical Education and Simulation, Copenhagen, Denmark

- #7DD4 Development and validation of a canine castration model and rubric
  Julie Williamson, Lincoln Memorial University College of Veterinary Medicine, Harrogate, TN, USA

- #7DD5 Improving basic surgical skill with suture practice assignment at home for medical students
  Nicko Rachmanio, Universitas Muhammadiyah Yogyakarta, Indonesia

- #7DD6 Critical Incident Dynamics 3D Simulation Model
  Feifan Wang, National University Hospital, Singapore

- #7DD7 Interprofessional team-based situ simulation in the intensive care unit
  Hsu-Chiu-Ping, Tzu Chi General Hospital, Hualien, Taiwan

- #7DD8 Using a 360° video based Virtual Reality environment of a kidney transplantation and donation procedure in different phases of the medical curriculum
  Ariane Pieterse, Leiden University Medical Center, Leiden, Netherlands

- #7DD9 “Masterchef” – a Simulation Component in Surgical Residency Selection
  Saleem Ahmed, Tan Tock Seng Hospital, Singapore

- #7DD10 Early simulated surgical practice improves learning effectiveness and attitude in clerkship
  Guan Jin Ho, Tzu Chi General Hospital, Hualien, Taiwan

- #7DD11 Laparoscopic Surgery: Based in Illumination Training System (Bits) Face, Content and Construct Validity
  Omaiara Rodriguez, Universidad Central de Venezuela, Caracas, Venezuela

- #7DD12 High-fidelity simulation training for medical students in emergency medicine clerkship: Learning beyond expectation!
  Yu-fai CHOI, Pamela Youde Nethersole Eastern Hospital, Hong Kong

- #7DD13 Using the Immersive and Engaging Properties of 360° Virtual Reality to deliver cost-effective, accessible surgical training
  Dean Malik, Imperial College NHS Healthcare Trust, London, UK

- #7DD14 A randomised pilot study comparing structured vs unstructured delivery of teaching and its impact on surgical skill knowledge acquisition
  Prasanna Raj Supramaniam, Oxford University Hospitals NHS Foundation Trust, Oxford, UK

1015-1200 #7EE Posters: Use of Technology and Specialist Training

Chairperson: Dr. Radecka, University of Warsaw
Location: Hall 4.1, CCB

- #7EE1 Medical Residency in Psychiatry from the students’ and teachers’ point of view: assessing the Medical Residency in Psychiatry of the University of the State of Rio de Janeiro/Brazil
  Silvania Ferreira, UERJ, Rio de Janeiro, Brazil

- #7EE2 Action Research to Facilitate the Learning of Case Formulation in a Psychiatry Residency Program
  David Choon Liang Teo, Changi General Hospital, Singapore

- #7EE3 Usefulness and Extent of Utilization of Balint Groups in Postgraduate Psychiatry
  Jonas Sundarakumar, Spandana Institute of Psychiatry, Bangalore, India

- #7EE4 Psychiatry Boot Camp: A successful application of 4 weeks’ intensive training for doctors new to mental health in Europe
  David Rigby, North East London NHS Foundation Trust, London, UK

- #7EE5 How psychiatry residents perceive the clinical teaching effectiveness under direct observation versus without direct observation
  Lay Ling Tan, Changi General Hospital, Singapore

- #7EE6 Applying Artificial Intelligence to enhance healthcare decision making reliability in a postgraduate course at a Brazilian Health Sciences University
  Melissa Santos Fortes, Universidade Federal de Ciências da Saúde de Porto Alegre, Brazil

- #7EE7 Effect of Simulation-based Training in Diagnostic Abdominal Ultrasound: A Randomized Trial
  Mia Louise Østergaard, Copenhagen Academy for Medical Education and Simulation/Department of Radiology, Copenhagen University Hospital, Copenhagen, Denmark

- #7EE8 SMART Learning for the Millennial Physician
  Amulya Nageswara Rao, Mayo Clinic, Rochester, USA

- #7EE9 Use of three-dimensional (3D) printed models to enhance hands-on experience among residents attending basic and advanced colposcopy course
  Muhammad Fairuz Abdul Rahman, KK Women’s and Children’s Hospital (KKH), Singapore

- #7EE10 Workshop for difficult patient management containing of Significant Event Analysis and video-based discussion
  Shoichi Ito, Chiba University, Chiba, Japan

- #7EE11 The Clinical Situation Teaching Program to Promote Nurses Effectiveness for Coping with Workplace Violence
  Jin-Lain Ming, Taipei Veterans General Hospital, Taipei, Taiwan

- #7EE12 Improving the communication skills and ability of searching medical literature of postgraduate doctors by a standardized patient and a simulation scenario
  Chu-Ping Kuo, Mackay Memorial Hospital, Taipei, Taiwan

- #7EE13 Long-term learning of junior doctors following high-fidelity simulation
  Thomas O’Dell, Imperial School of Anaesthesia, London, UK
1015-1200 #FF Posters: Empathy and Ethics
Chairperson:
Location: Hall 4.1, CCB

#FF1 Does change of empathy over academic years have a geographical pattern of variation? Gominda G. Ponnamperuma, Centre for Medical Education, Yong Loo Lin School of Medicine, National University of Singapore, Singapore

#FF2 Service-learning enhanced humanistic caring ability and empathy of medical students: A study from Shantou university medical college Zhangjin Huang, Shantou university medical college, Shantou, People’s Republic of China

#FF3 Can Empathy be Taught? Lessons from Teaching Communication Skills to Medical Students Jacqueline Yuen, The Chinese University of Hong Kong, Hong Kong

#FF4 Residents’ and Medical Students’ self-assessed empathy levels do not correlate with patients assessments Monica Bernardo, UNICAMP, Campinas, Brazil

#FF5 Longitudinal relationships between motivation and empathy among medical students during clinical years Giovanni Plummeri, University of Geneva, Switzerland

#FF6 Longitudinal assessment of empathy by two different instruments and evolution of gender relationships in medical students Margaret Gerbase, University of Geneva, Faculty of Medicine, Geneva, Switzerland

#FF7 Evaluating Outcomes in Empathy and Multicultural Competency Training: A Simulation-Based Approach Daniel Salcedo, Chiba University Hospital, Chiba, Japan

#FF8 Empathy – a core competence for clinicians? A question of attitude, personality or competence development in Medical Education and Postgraduate (Psychiatric) Training Henriette Löffler-Stastka, Medical University Vienna, Postgraduate Unit /Teaching Center, Vienna, Austria

#FF9 Empathy Among Undergraduate Medical Students Mayar Helaly, Alfaisal University, Riyadh, Saudi Arabia

#FF10 Empathy, fake empathy and how to make an empathetic statement - the views of SPs William Laughley, Hull York Medical School, York, UK

#FF11 The skeleton in my closet: exploring empathy in health sciences students in relation to the hidden curriculum and burnout Komal Atta, The University of Faisalabad, Pakistan

#FF12 Relationship Between Level of Empathy During Residency Training and Perception of Professionalism Climate Alya Begum, Aga Khan University Hospital, Karachi, Pakistan

#FF13 Empathy training for nursing students through sociodrama Miao-Ju Chwo, Fu Jen Catholic University, New Taipei City, Taiwan

#FF14 Online gaming on empathy - A friend? Or foe? Yih-Jer Wu, Department of Medicine, Mackay Medical College, and Department of Medical Education, Mackay Memorial Hospital, New Taipei, Taiwan

#FF15 Comparison of empathy scores among students from two distinct medical curriculums (the Joint Medical Programme and the Regular Thai programme) across different stages in medical education Wasin Boonnitchasin, Sirnakarinwirot University, Bangkok, Thailand

#FF16 Teaching Ethics through Art Using the Visual Thinking Strategy Mary Mathew, Manipal Academy of Higher Education, Manipal, Manipal, Karnataka, India

#FF17 Case-Based Ethics Grand-Rounds have a positive impact on Ethical-Decision-making and Professional Behaviors in Interns Shekhar Kumta, The Chinese University of Hong Kong, Hong Kong

#FF18 Exploring the Gap between Ethics Education in Medical School and Clinical Application Jung Hsieh, Chang Gung University College of Medicine; Chang Gung Memorial Hospital, Linkou, Taoyuan City, Taiwan

#FF19 Key Success of Teaching Medical Ethics in Clinical Years: WHO and HOW? Patcharada Amatyakul, Department of Obstetrics and Gynecology, Faculty of Medicine, Naresuan University, Phitsanulok, Thailand

1015-1200 #GG Posters: Integration and Curriculum Planning
Chairperson: Olaf Ahlers, Germany
Location: Hall 4.1, CCB

#GG1 Integrated Health and Social Care Teaching Sabia Dayala, University of Manchester, UK
<table>
<thead>
<tr>
<th>Session</th>
<th>Title</th>
<th>Location</th>
<th>Chairperson</th>
<th>Abstract</th>
</tr>
</thead>
<tbody>
<tr>
<td>#7HH9</td>
<td>Course alignment in a distributive model: student and preceptor expectations of clinical pharmacology knowledge and skills in a veterinary medical curriculum</td>
<td>Margaret C Barr, Western University of Health Sciences, Pomona, USA</td>
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<tr>
<td>#7HH10</td>
<td>Medical Students Perception of the Quality of their Medical Education. A change is necessary?</td>
<td>Omaira Rodríguez, Universidad Central de Venezuela, Caracas, Venezuela</td>
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<td>#7HH11</td>
<td>A survey to assess high school students’ and medical students’ perspectives on a research-focused medical curriculum and a seven-year integrated Bachelor of Science/Doctor of Medicine Degree (iBSc/MD) Program in Thailand</td>
<td>Watanya Chaivong, Chulabhorn Royal Academy (CRA), Bangkok, Thailand</td>
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<td>#7HH12</td>
<td>Factors influencing students’ satisfaction: results of 10 years follow up</td>
<td>Adrienn Vivien Juhasz, University of Pécs Medical School, Pécs, Hungary</td>
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<td>#7HH13</td>
<td>Dynamic patterns in student assessment outcomes in Algarve Medical School: Cohort Study</td>
<td>Ana Marreiros, Department of Biomedical Sciences and Medicine, University of Algarve, Faro, Portugal</td>
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<td>#7HH14</td>
<td>How good was our curriculum? Sixth year students’ self-assessment of their theoretical knowledge and practical experience when starting their internship</td>
<td>Isabel Brito, Department of Medical Education (DEMI), Faculty of Medicine, University of Lisbon (FMUL), Lisbon, Portugal</td>
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<tr>
<td>#7HH15</td>
<td>Student evaluation of medical semiology practical teaching at Faculdade de Medicina da Universidade de Lisboa (FMUL): Implications for future teaching</td>
<td>Nuno Manso, Departamento de Educação Médica - Faculdade de Medicina, Universidade de Lisboa, Lisbon, Portugal</td>
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<td>#7HH16</td>
<td>Measuring the educational environment across the curriculum in Physiotherapy: A Mixed Methodology approach</td>
<td>Brenda Fuenzalida, Physiotherapy Service, Health Network UC-Christus, Santiago, Chile</td>
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<tr>
<td>#7HH17</td>
<td>Evaluation of the educational environment of a Singaporean Internal Medicine Residency program</td>
<td>Andrew Ming-Lang Ong, Singhealth, Singapore</td>
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<td>#7HH18</td>
<td>Journeys in Change Management: Two Differing Medical Educational Experiences</td>
<td>Chris Skinner, Medical School, Notre Dame University, Fremantle, Australia</td>
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<td>#7HH19</td>
<td>Unidimensionality, goodness-of-fit, and differential item function test of Korean version of Dundee Ready Education Environment Measure (DREEM) questionnaire</td>
<td>A Ra Cho, College of Medicine, The Catholic University of Korea, Seoul, Korea</td>
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<td>#7HH20</td>
<td>Why we need mixed methods to explore the construct validity of scores from learning environment (LE) assessment tools: the UCEEM as a case-example</td>
<td>Pia Strand, Lund University, MedCUL, Lund, Sweden</td>
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<td>#7HH21</td>
<td>No such thing as a silly question: Overcoming the perception of humiliation in the learning environment for medical students. Does providing a safe environment for medical students to ask questions improve the learning environment?</td>
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</table>
**#7JJ5** Is Team-based learning an effective method of acquiring paediatric clinical skills in an undergraduate medical program?
Maha Desouki, College of Medicine, Qatar University, Doha, Qatar

**#7JJ6** Validation of a Peer Assessment Method for Team-based Learning in a Medical School Histology Course
Lukas Richards, Mayo Clinic, Rochester, Minnesota, USA

**#7JJ7** Integration of basic-clinical sciences: an experience of Team-Based Learning (TBL) vs. traditional method among undergraduate dental students
Afjaneh Pakdaman, Tehran University of Medical Sciences, Tehran, Iran

**#7JJ8** Team-Based Learning in physical examination skills: a pilot study
Jiska Patiwaal, VU Medical Centre, School of Medical Sciences, Amsterdam, Netherlands

**#7JJ9** Team-based learning strategy in Biochemistry: perceptions and attitudes of faculty and first-year medical students
Namrata Chhabra, SSR Medical College, Belle Rive, Mauritius

**#7JJ10** Does team-based learning improve learning of pre-medical students in Korea's educational environment?
Sung Soo Jung, Chungnam National University College of Medicine, Daejeon, Korea

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**#7JJ11** Posters: Clinical Teaching 2
Chairperson: Annie Cushing, UK
Location: Hall 4, CCB

**#7JJ12** Peer observation: a quality improvement tool for clinical teaching
Pick Fong Chee, Tan Tock Seng Hospital, Singapore

**#7JJ13** Experiential Learning through Clinical Observerships in Premedical Education: Benefits and Challenges
Rachid Bendriss, Weill Cornell Medicine, Doha, Qatar

**#7JJ14** Can Emergency Response Team (ERT) training by paramedic students improve basic life support quality in undergraduate students and university staff in Mahidol university?
Jaruwan Praktayunant, Ramathibodi Hospital, Bangkok, Thailand

**#7JJ15** Team Based Practice (TBP) - the new team based learning system of clinical clerkship at the surgical department - suitable for shy Japanese students
Soichi Murakami, Soichi Murakami, Center for Medical Education, Dept. of Gastroenterological Surgery, Hokkaido University, Sapporo, Japan

**#7JJ16** Assessing shared decision-making skills of 3rd year medical students
Lucille Ong, Academic Medical Centre, department of Medical Psychology, Amsterdam, Netherlands

**#7JJ17** Interviewing clinicians as a group assignment is an effective method to facilitate transformative learning in teaching Health Economics in Thailand
Win Techakehsikij, Lampang Hospital, Lampang, Thailand

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**#7JJ18** A Critical Review of Bedside Teaching in Medical Education
Abhilash Balakrishnan, Singapore General Hospital, Singapore

**#7JJ19** Medical students’ perception of discharge planning
Chung Hai Tien, NDMC (National Defense Medical Center), TSGH (Tri-service General Hospital), Taipei, Taiwan

**#7JJ20** Witnessing death does not necessarily relieve death discomfort: analysis of the relationship between religiosity and thanatophobia in medical undergraduate students
Patricia Cury, FACERES Medical School, São José do Rio Preto, Brazil

**#7JJ21** Evaluation of Training Scenario Validity: Analysis of Debriefing from the Viewpoint of Competence
Yoshitaka Maeda, Jichi Medical University, Tochigi, Japan

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**#7JJ22** A New Ward Survival Guide for Undergraduate Medical Students: Implementing Core Symptom-Based Curriculum in Clerkship
Yu-Hsuan Hsia, Taipei Medical University, Taipei, Taiwan

**#7JJ23** Teaching Medical Students the Elements of an Effective Patient Handover during the Clinical Years
Meenakshy Aiyer, University of Illinois College of Medicine, Peoria, USA

**#7JJ24** Relationships Matter: Enhancing Trust and Trainee Development with a (Simple) Clerkship Curriculum Reform
J. Kevin Dorsey, Southern Illinois University School of Medicine, Springfield, USA

**#7JJ25** The Clinical Teaching Practicum: An Important Learning Methodology for Instructional Development
Daniel Panisko, Department of Medicine, University of Toronto, Canada

**#7JJ26** Development and validity evaluation of learning self-efficacy scale toward clinical skills
Chien-Chih Wu, Taipei Medical University Hospital, Taipei, Taiwan

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**#7JJ27** Workplace socialisation of medical students in clinical training: an examination from the perspectives of goal-oriented motivation, situated learning, and social information processing
Blossom Yen-Ju Lin, Chang Gung University, Taoyuan, Taiwan

**#7JJ28** A new approach to help ensure final year medical students know how to diagnose and manage medical emergencies
Phil Jevon, Walsall Healthcare NHS Trust, Walsall, UK
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<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
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<tbody>
<tr>
<td>1015-1200</td>
<td><strong>#7KJ Posters: Leadership and Management</strong></td>
<td>Hall 4.4, CCB</td>
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<td>Chairperson:</td>
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<td></td>
<td>Mia Lang, University of Alberta, Edmonton, Canada</td>
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<tr>
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<td><strong>#7KK1 Senior Leadership Needs Assessment</strong></td>
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<td>Tatjana Topalovic, AO Foundation, Basel, Switzerland</td>
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<td><strong>#7KK2 A driver for individual and organizational change - The AO Foundation (AO) Leader</strong></td>
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<td>Education Program (LEP)</td>
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<td><strong>#7KK3 Exploring Outcomes of the Dartmouth-Hitchcock Leadership Preventive Medicine Program</strong></td>
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<td>Mia Lang, University of Alberta, Edmonton, Canada</td>
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<td><strong>#7KK4 Exploring Outcomes of the Dartmouth-Hitchcock Leadership Preventive Medicine Program</strong></td>
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<td>Tatjana Topalovic, AO Foundation, Basel, Switzerland</td>
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<td><strong>#7KK5 Summative Assessment of Team Leader Performance: a Randomized Controlled Trial</strong></td>
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<td>Sabine Nabecker, Department of Anaesthesiology and Pain Therapy, University of Bern, Switzerland</td>
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<td><strong>#7KK6 Students as change leaders in medical education: current condition and perspectives</strong></td>
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<td>Lukasz Adamus, Medical University of Lodz, Poland</td>
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<td><strong>#7KK7 Leaders In Medicine Program: How Well Do Students Perform And Where Do They Go</strong></td>
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<td>Wayne Woloschuk, Cumming School of Medicine, University of Calgary, Canada</td>
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<td><strong>#7KK8 Developing a resident programme</strong></td>
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<td>Hanna Lernbrink, Bramaregarden Health Center, Primary Health Care, Gothenburg, Sweden</td>
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<td><strong>#7KK9 Is perfectionism important in gaining nurses leadership skills in postgraduate training</strong></td>
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<td>Mariusz Jaworski, Division of Teaching and Outcomes of Education, Faculty of Health Sciences,</td>
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<td>Medical University of Warsaw, Poland</td>
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<td><strong>#7KK9 Training undergraduate medical students in leadership</strong></td>
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<td>Masaike Matulewicz, VU University Medical Center, Amsterdam, Netherlands</td>
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<td><strong>#7KK10 Challenge of a Third Medical School in an Institution: Tutors’ Perspective</strong></td>
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<td>Jill Cheng Sim Lee, KK Women’s and Children’s Hospital, Singapore</td>
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<td><strong>#7KK11 Challenge of a Third Medical School in an Institution: Medical Students’ Perspective</strong></td>
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<td>Mingyue Li, KK Women’s and Children’s Hospital, Singapore</td>
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<td><strong>#7KK12 Analysis of formal and informal physical learning spaces in a university hospital: A case study</strong></td>
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<td>Andrea Flores, National Autonomous University of Mexico (UNAM), Mexico City, Mexico</td>
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<td><strong>#7KK13 History of the feminization of the medical profession in Switzerland: what are the lessons?</strong></td>
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<td>Lucie Begert, Institute of Humanities in Medicine-CHUV, Lausanne, Switzerland</td>
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<td><strong>#7KK14 Implementing Medical Teaching Policy in University Hospitals</strong></td>
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<td>Rik Engbers, Radboud University Medical Center, Nijmegen, Netherlands</td>
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<td><strong>#7KK15 Service Motivation and Motivation to Lead</strong></td>
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<td>R. Stephen Manuel, University of Mississippi Medical Center, Jackson, MS, USA</td>
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**AMEE Group Meeting**

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<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
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<tbody>
<tr>
<td>1015-1200</td>
<td>AMEE MedEdPublish Board (closed meeting)</td>
<td>MCH Lounge, Event Hall</td>
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<tr>
<td>1015-1200</td>
<td>Lunch Break</td>
<td>Hall 4.4, CCB</td>
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**Courses**

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<thead>
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<th>Time</th>
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<th>Location</th>
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<tbody>
<tr>
<td>1230-1300</td>
<td>ESME Course</td>
<td>Osaka, 3rd Floor, CCB</td>
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<tr>
<td>1230-1300</td>
<td>ESMELead Course</td>
<td>Samarkand, 3rd Floor, CCB</td>
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<tr>
<td>1230-1300</td>
<td>RESME Course</td>
<td>Helvetia 7, 1st Floor, Swissotel</td>
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**Open Sessions**

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<th>Time</th>
<th>Event</th>
<th>Location</th>
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<tbody>
<tr>
<td>1230-1300</td>
<td>AMEE CPD Special Interest Group                                                                  Singapore, 2nd Floor, CCB</td>
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**AMEE Group Meeting**

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<tr>
<td>1230-1300</td>
<td>AMEE AGM (AMEE Members Only)                                                                    Sydney, 2nd Floor, CCB</td>
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### Session 8: Simultaneous Sessions

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<tr>
<th>Time</th>
<th>Session Title</th>
<th>Chairperson</th>
<th>Location</th>
<th>Assessor</th>
<th>Assessor Institution</th>
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<tbody>
<tr>
<td>1400-1530</td>
<td>#8A Symposium: Playing Devil’s Advocate: Research that challenges how we think about Clinical Supervision</td>
<td>Chris Watling, Mark Goldszmidt (Western University, Canada), James Brown (Eastern Victoria GP Training &amp; Monash University, Australia), Sayra Cristancho, Tavis Aparman (Western University, Canada), Olie ten Cate, Utrecht University, Netherlands</td>
<td>Event Hall</td>
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<tr>
<td>1400-1530</td>
<td>#8B Symposium: Developing consensus-based guidelines and education for Emergency Medical Teams for limb injuries in disasters and conflicts</td>
<td>Ian Norton (WHO), Elhanan Bar-On (Sheba Medical Center), Jane Wiedler (AOEI), Stefanie Hautz (AOEI), Harald Veen (WHO)</td>
<td>CCB 2nd Floor</td>
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<td>1400-1530</td>
<td>#8C Symposium: Stimulating medical education and medical education research: the dean’s perspective</td>
<td>Norman Beauchamp (Michigan State University, East-Lansing (MI), USA), Richard Hays (University of Tasmania, Australia), Vishva Devi Natarajah (International Medical University, Kuala Lumpur, Malaysia), Albert Scherpplier (Maastricht University, Maastricht, Netherlands), Monica van de Ridder (Michigan State University, Grand Rapids (MI), USA)</td>
<td>Sydney 2nd Floor</td>
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<td>1400-1530</td>
<td>#8D Symposium: What is the Value of Accreditation?</td>
<td>William Pinsky (Educational Commission for Foreign Medical Graduates (ECFMG)), Lorna Parkins (Caribbean Accreditation Authority for Education in Medicine and Other Health Professions (CAAM)), Genevieve Mouneau (Association of Faculties of Medicine of Canada), John (Jack) R. Boulet (Foundation for Advancement of International Medical Education and Research (FAIMER))</td>
<td>CCB 7th Floor</td>
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<tr>
<td>1400-1530</td>
<td>#8E Research Papers: Career Trajectories &amp; Mentorship</td>
<td>Chairperson: Margaret Hay, Australia Assessor: Victor Riklefs, Kazakhstan</td>
<td>CCB Ground Floor</td>
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<tr>
<td>1400-1530</td>
<td>#8E1 Are efforts to attract graduate applicants to UK medical schools effective in increasing the participation of under-represented socioeconomic groups? A national cohort study</td>
<td>Ben Kumwenda, University of Aberdeen, UK</td>
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<td>1400-1530</td>
<td>#8E2 Differences in Learning Experiences and Outcomes of International Health Elective Program Participants Who Visited Low-Middle Income or High-Income Countries: A Cross-Sectional Survey of Japanese Medical Graduates</td>
<td>Yuko Takeda, Juntendo University Japan, Tokyo, Japan</td>
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<td>1500-1520</td>
<td>#8E3 Perceived Organizational Support and Career Intentions: The Stories Shared by Early Career Doctors</td>
<td>Gillian Scanlan, The University of Aberdeen, UK</td>
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<td>1500-1520</td>
<td>#8E4 Mentor, coach and assessor: how faculty perceive their role in a multiple role mentoring system in undergraduate medical education</td>
<td>Stephanie Meeuwissen, Maastricht University, Maastricht, Netherlands</td>
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<td>1520-1530</td>
<td>Discussion</td>
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<td>1400-1530</td>
<td>#8F Doctoral Reports 2</td>
<td>Chairperson:</td>
<td>Helvetia 1 1st Floor, Swissotel</td>
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<td>1400-1420</td>
<td>#8F1 Clinical Supervision in Postgraduate Medical Education – Theory and Practice</td>
<td>Anel Wiese, University College Cork, Ireland</td>
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<td>1420-1440</td>
<td>#8F2 Predictive Validity of the Selection Procedure for Admission in Medicine and the Role of a Bonus System in Relation to Performance During Graduation and Selection for Medical Residency</td>
<td>Glaucia Moreira, Unicamp and Unifal-MG, Campinas, Brazil</td>
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<td>1440-1500</td>
<td>#8F3 Is the grass always greener on the other side? A qualitative study on the expectations of migrating physicians compared to reality</td>
<td>Marwa Schumann, Alexandria Faculty of Medicine, Alexandria University, Egypt and Dieter Scheffner Center for Medical Education and Educational Research, ChArlé – Universitätsmedizin Berlin, Free and Humboldt University Berlin, Germany</td>
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<td>1500-1530</td>
<td>Discussion</td>
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<td>1400-1530</td>
<td>#8G Short Communications: Surgical Simulation</td>
<td>Chairperson:</td>
<td>Helvetia 2 1st Floor, Swissotel</td>
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<td>1400-1415</td>
<td>#8G1 Establishing valid procedural competency in virtual reality robotic simulation</td>
<td>Lisette Hvid Hovgaard, Copenhagen Academy for Medical Education and Simulation (CAMES), Copenhagen, Denmark</td>
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<td>1415-1430</td>
<td>#8G2 Validation and Transferability of the SIMULATE Ureterorenoscopy Training Curriculum: A Multicenter International Study</td>
<td>Abdullatif Aydin, MRC Centre for Transplantation, Guy's Hospital, King's College London, UK</td>
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<td>1430-1445</td>
<td>#8G3 Diving In Hands First – A New Approach to Training in Undergraduate Medical Education</td>
<td>Rajiv Shah, University of Toronto, Canada</td>
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<td>1445-1500</td>
<td>#8G4 Breaking professional barriers - simulation based teamwork training for professional OR teams</td>
<td>Cecilia Escher, Center for Advanced Medical Simulation and Training, Karolinska University Hospital, Stockholm, Sweden</td>
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<td>1500-1515</td>
<td>#8G5 Sustainable Open inguinal hernia repair simulation model from residency training to global surgery – a 10 year learning curve</td>
<td>Parvathi Balachandran, Mayo Clinic, Rochester, USA</td>
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<td>1515-1530</td>
<td>#8G6 Teaching in the robotic environment: Use of alternative approaches to guide operative instruction</td>
<td>Courtney Green, University of California San Francisco, USA</td>
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<td>1530-1555</td>
<td>No Discussion</td>
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| 1500-1515 | **#8K5 Integrating the Anatomage Table into an Anatomy Curriculum: a qualitative analysis of student perception**  
Siobhan Moyes, Plymouth University Peninsula School of Medicine and Dentistry, Plymouth, UK | No Discussion                                                                 |
| 1515-1530 | **#8K6 DynamicAnatomy, an interactive augmented reality application for higher education**  
Beerend Hierck, Leiden University Medical Center, Leiden University Centre for Innovation, Leiden University Teachers Academy, Leiden, Netherlands | No Discussion                                                                 |
| 1400-1530 | **#8L Short Communications: Career**  
Chairperson: Luiz Troncon, Brazil  
Discussant:  
Location: Shanghai 3, Ground Floor, CCB | No Discussion                                                                 |
| 1400-1415 | **#8L1 Eb and flow of career intentions through medical school and pre-vocational training**  
Joy Rudland, University of Otago, Wellington, New Zealand | No Discussion                                                                 |
| 1415-1430 | **#8L2 Perceptions of community care and placement preferences in first-year nursing students: A multicentre, cross-sectional study**  
Margriet Van Iersel, ACHEIVE Centre of Expertise, Faculty of Health, Amsterdam University of Applied Sciences, Amsterdam, Netherlands | No Discussion                                                                 |
| 1430-1445 | **#8L3 Do primary care placements influence career choice: What is the evidence?**  
Maslah Amin, Health Education England, London, UK | No Discussion                                                                 |
| 1445-1500 | **#8L4 Is finding a job stressful? How medical students, residents, and program directors perceive stress regarding medical trainees’ future job prospects**  
Maureen Toppes, University of Calgary, Canada | No Discussion                                                                 |
| 1500-1530 | **#8M Short Communications: Communication Skills 1**  
Chairperson: Paul de Roos, Sweden  
Location: Boston 1, Ground Floor, CCB | No Discussion                                                                 |
| 1400-1415 | **#8M1 Communication Skills & Learning Disability**  
- An Interprofessional Collaboration  
Elizabeth Metcalf, Cardiff University, Cardiff, UK | No Discussion                                                                 |
| 1415-1430 | **#8M2 'Sharp Scratch!' Exploring medical student perspectives on communicating with patients when doing practical procedures**  
Devina Raval, Barts & The London, School of Medicine and Dentistry, London, UK | No Discussion                                                                 |
| 1430-1445 | **#8M3 Evaluation of physicians’ skills in breaking bad news to cancer patients**  
Zahra Mostafavian, Masihhad Branch, Islamic Azad University, Masihhad, Iran | No Discussion                                                                 |
| 1445-1500 | **#8M4 Integration of communication research into clinical practice: Time for a paradigm shift**  
Veronica Schoeb, School of Health Sciences (HESAV), University of Applied Sciences and Arts Western Switzerland HES SO, Lausanne, Switzerland | No Discussion                                                                 |
| 1500-1515 | **#8M5 Improving the quality of communication assessment: continuous training of raters and interrater reliability**  
Fred Tromp, University Medical Centre St. Radboud, Nijmegen, Netherlands | No Discussion                                                                 |
| 1515-1530 | **#8M6 Minho Oral Scientific Communication Scale (MOSCS): A checklist to evaluate oral presentations in medical students**  
Ana Mónica Pereira, ICSV/3Bs Life and Health Sciences Research Institute, School of Medicine-University of Minho, Braga, Portugal | No Discussion                                                                 |
| 1400-1530 | **#8N Short Communications: Interprofessional Education 1**  
Chairperson: Susan Wagner, Canada  
Discussant: Rashmi Kusurkar, Netherlands  
Location: Boston 2, Ground Floor, CCB | No Discussion                                                                 |
| 1400-1415 | **#8N1 Integrating an Interprofessional Collaborative Practice Experience into Physician Assistant Education**  
Kristin Lindaman, Wake Forest School of Medicine, Winston-Salem, USA | No Discussion                                                                 |
| 1415-1430 | **#8N2 How to change students' culture regarding Inter Professional Education (IPE)? Extracurricular research education steps toward changing IPE culture**  
Mandana Shirazi, Tehran University of Medical Sciences, Tehran, Iran | No Discussion                                                                 |
| 1430-1445 | **#8N3 InBetween: Interprofessional Education in multiple sectors increases learning relevance of workplaces**  
Marika S. Poulsen, Aarhus University Hospital, Aarhus, Denmark | No Discussion                                                                 |
| 1445-1500 | **#8N4 Nurse-shadowing in medical education: A systematic review**  
Shu-Ching Yeh, Taipei Medical University Hospital, Taipei, Taiwan | No Discussion                                                                 |
| 1500-1515 | **#8N5 Not just a “guide by the side”: Facilitation of IPE in the clinical environment to enable significant change**  
Kathryn Parker, Holland Bloorview Kids Rehabilitation Hospital, Toronto, Canada | No Discussion                                                                 |
| 1515-1530 | **#8N6 Minho Oral Scientific Communication Scale (MOSCS): A checklist to evaluate oral presentations in medical students**  
Ana Mónica Pereira, ICSV/3Bs Life and Health Sciences Research Institute, School of Medicine-University of Minho, Braga, Portugal | No Discussion                                                                 |
| 1400-1530 | **#8O Short Communications: Leadership**  
Chairperson: Lukasz Adampus, Poland  
Discussant: Glenda Eoyang, USA  
Location: Boston 3, Ground Floor, CCB | No Discussion                                                                 |
| 1400-1415 | **#8O1 Gender and Academic Health Leadership**  
Anne Wong, McMaster University, Hamilton, Canada | No Discussion                                                                 |
| 1415-1430 | **#8O2 Medical Leaders Identify Personal Characteristics and Experiences that Contribute to Leadership Success in Medicine**  
Paul G. Cuddy, University of Missouri-Kansas City School of Medicine, Kansas City, Missouri, USA | No Discussion                                                                 |
| 1430-1445 | **#8O3 Growing Your Own Leaders: Preliminary Outcomes of an Institution Based Leadership Development Program for Women Faculty**  
Sonia Randell, Wake Forest School of Medicine, Winston-Salem, USA | No Discussion                                                                 |
| 1445-1500 | **#8O4 Does Academic Leadership Development Make a Difference? The Evaluative Case of a Contemporary Program**  
Susan Lief, Centre for Faculty Development at St Michael’s, Faculty of Medicine, University of Toronto, Canada | No Discussion                                                                 |
| 1500-1515 | **#8O5 Could Executive Coaching improve the leadership potential of trainee family doctors?**  
Kieran McGlade, Department of General Practice, Queen’s University, Belfast, UK | No Discussion                                                                 |
1400-1530  #8P  Short Communications: Teaching and Learning: Problem Based Learning/Team Based Learning  
Chairperson: Sandy Cook, Singapore  
Location: Darwin, Ground Floor, CCB

1400-1415  #8P1  How hybrid PBL can support students to manage cognitive load: findings from an audio-diary study  
Kerry Gilbert, PUPSMDS, Plymouth, UK

1415-1530  #8P2  Experiences and emotions – examining first year medical students’ transition into a PBL curriculum  
Diana Stentoft, Aalborg University, Aalborg, Denmark

1430-1445  #8P3  Team-Based Teaching (TBT) for Active Learning: Our experiences teaching Medical Professionalism  
Mieko Ogino, International University of Health and Welfare, School of Medicine, Office of Medical Education, Narita, Japan

1445-1500  #8P4  Validation of the Knowledge Re-Consolidation Inventory: A New Rating Scale to Measure Learning During Team-Based Learning  
Ying Yun Juliana Koh, Lee Kong Chian School of Medicine, Nanyang Technological University, Singapore

1500-1515  #8P5  Team-based learning (TBL) in the medical curriculum: better than PBL?  
Annette Burgess, The University of Sydney, Australia

1515-1530  #8P6  What is Nyctagmus? Analysis of a Learning Issue Construction in a PBL Tutorial Group  
Anna Cianciolo, Southern Illinois University, Springfield, USA

No Discussion

1400-1530  #8Q  Short Communications: Postgraduate: Specialist Training  
Chairperson: Natalie Koch, Switzerland  
Location: Lima, Ground Floor, CCB

1400-1415  #8Q1  Using quality-of-care clinical data as an indicator for comparing outcomes from different Family Medicine Residency training programs in Canada: a pilot study  
Keith Wycliffe-Jones, University of Calgary, Canada

1415-1430  #8Q2  Introducing practical leadership skills into general practice placements for first year GP trainees in Scotland  
Maeling Denney, RGCP, London, UK

1430-1445  #8Q3  Clinical decision making at fingertips for junior doctors in Emergency Medicine  
Sriawini Manjunathan, East Kent Hospitals University Foundation Trust, Kent, UK

1445-1500  #8Q4  Postgraduate education in anaesthesiology in Johannesburg, South Africa: qualitative reflections from registrars  
Lionel Green-Thompson, University of the Witwatersrand, Johannesburg, South Africa

1500-1515  #8Q5  Cross-Specialty Differences in Gender Effect on Residents’ Milestones Trajectories  
Kenji Yamazaki, Accreditation Council for Graduate Medical Education, Chicago, USA

1515-1530  #8Q6  "You are virtually on your own" - after-hours support of radiology trainees – are we putting registrars and patients at risk?  
Irina Dedova, University of New South Wales (Sydney), Sydney, Australia

No Discussion

1400-1530  #8R  Round Table: Self Directed Learning  
Chairperson: Gerald Stapleton, USA  
Location: Hong Kong, 2nd Floor, CCB

1400-1415  #8R1  Improving student midwives’ workplace learning by moving from self- to co-regulated learning  
Mieke Embo, Artevelde University College Ghent and University Ghent, Belgium

1415-1530  #8R2  A qualitative exploration of self-regulated learning in newly graduated physiotherapists  
Hwee Kuan Ong, Physiotherapy Department, Singapore General Hospital, Singapore

1430-1530  #8R3  Game on: Gamification of Medical Education  
Viral Thakerar, Imperial College, London, UK

1400-1530  #8R4  Develop This! A Pilot Self-Directed Learning Activity for First Year Medical Students  
Marika Wrzosek, Medical College of Wisconsin, Milwaukee, WI, USA

1400-1530  #8S  Workshop: Developing and Integrating a Neuroanatomy Virtual Reality Tool for Medical Education  
James Pickering (University of Leeds, UK), Panos Bamidis (Aristotle University of Thessaloniki, Greece), Panagiotis Antoniou (Aristotle University of Thessaloniki, Greece)  
Location: Wettstein, 2nd Floor, Swissotel

1400-1530  #8T  Workshop: Student Refugees in Europe: Barriers & Solutions to University Enrollment and Retention  
Evangelos Papageorgiou, Lara Teheux, (EMSA), Aikaterini Dima, Marian Sedlak (IFMSA), Janusz Janczukowicz (AMEE)  
Location: Helvetia 3, 1st Floor, Swissotel

1400-1530  #8U  Workshop: Transitioning to Competency Based Medical Education – Supporting direct observation in a non-procedural based specialty  
Tina Hsu, University of Ottawa, Canada; Sohaib Al-Asaad, Memorial University of Newfoundland, St. John’s, Canada; Sanraj Basi, University of Alberta, Edmonton, Canada; Nazik Hammad, Queen’s University, Kingston, Canada; Som D. Mukherjee, McMaster University, Hamilton, Canada  
Location: Helvetia 4, 1st Floor, Swissotel

1400-1530  #8V  Workshop: Faculty Development for Interprofessional Continuing Education: Employing an Innovative, Interactive Approach  
Kathy Chappell (American Nurses Credentialing Center, USA), Graham McMahon (Accreditation Council on Continuing Medical Education, USA), Lawrence Sherman (Academy for Global Interprofessional Learning and Education, USA)  
Location: Helvetia 5, 1st Floor, Swissotel
<table>
<thead>
<tr>
<th>Time</th>
<th>Session Title</th>
<th>Presenter(s)</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>1400-1530</td>
<td>#8W Simulation Journal Club</td>
<td>Lars Kongs and Debra Nestel, co-chairs of the AMEE</td>
<td>Helvetia 7, 1st Floor, Swissotel</td>
</tr>
<tr>
<td>1400-1530</td>
<td>#8X Workshop: How to use self-regulated (SRL) enhanced feedback in medical education</td>
<td>John Sandars (UK)</td>
<td>Osaka, 3rd Floor, CCB</td>
</tr>
<tr>
<td>1400-1530</td>
<td>#8Y Workshop: “Falling Through the Cracks”: A Film and Curriculum for Teaching Teamwork Skills</td>
<td>Kristin Fraser, Irina Charania, Marlene Donahue, Ian Wishart, Sandra Goldsworthy, Ward Flemons (University of Calgary, Canada), Teri Price, David Price (Greg’s Wings, Calgary, Canada)</td>
<td>Samarkand, 3rd Floor, CCB</td>
</tr>
<tr>
<td>1400-1530</td>
<td>#8Z Workshop: ‘Diagnosing’ and ‘Treating’ learners who struggle with clinical performance and reasoning</td>
<td>Debra Klassen, Southern Illinois University School of Medicine, Springfield, USA</td>
<td>Guangzhou, 2nd Floor, CCB</td>
</tr>
<tr>
<td>1400-1530</td>
<td>#8AA Workshop: Knowledge Translation in Health Professions Education: The Start of a Conversation</td>
<td>Aliki Thomas, Tanya Horsley, Yvonne Steinert, Canada</td>
<td>Nairobi, 2nd Floor, CCB</td>
</tr>
<tr>
<td>1400-1530</td>
<td>#8BB Workshop: The Standards of Best Practice by the Association for Standardized Patient Educators (ASPE SOBP)</td>
<td>Henrika Holzer (Medizinische Hochschule Brandenburg, Neuruppin, Germany), Cathy Smith (Baycrest Health Sciences, Toronto, Canada), Carine Layat-Burn (Psyché-Psychiatric Centre, Neuchatel, Switzerland)</td>
<td>Mexico, 2nd Floor, CCB</td>
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<tr>
<td>1400-1530</td>
<td>#8CC ePosters: Simulation</td>
<td>Chairperson:</td>
<td>Kairo 2, Ground Floor, CCB</td>
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<td></td>
<td>#8CC1 Improving Patient Safety and Teamwork Through Simulation Training in Cardiopulmonary Resuscitation</td>
<td>Wan-Ting Wu, Taipei Hospital, Ministry of Health and Welfare, New Taipei City, Taiwan</td>
<td>CCB</td>
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<td>#8CC2 Assessing the effectiveness of integrating simulation with art-based teaching strategies on attitude and performance of Fellows' oncology regarding communicating bad news</td>
<td>Afsaneh Yakhforooshi, Qazvin University of Medical Sciences, Qazvin, Iran</td>
<td>CCB</td>
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<td>#8CC3 Assessing the needs for Basic Cardiac Life Support training in one hemodialysis center using Simulation</td>
<td>Julien Aron, AURHA, Paris, France</td>
<td>CCB</td>
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<td>#8CC4 Enhancing the meaning of the feedback in learning patient care in simulations – Education for Simulated Patients</td>
<td>Rilika Tauri, Turku University of Applied Sciences, Turku, Finland</td>
<td>CCB</td>
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<td>#8CC5 Does the team leader role affect medical students’ confidence levels, in simulated shock resuscitation?</td>
<td>Veenapong Vattanavanit, Faculty of Medicine, Prince of Songla University, Hat Yai, Thailand</td>
<td>CCB</td>
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<td>#8CC6 Enhancing emergency performance competency for violence response by using mnemonic phrase and simulation training among emergency workers</td>
<td>Yi-Chun Chen, Department of Emergency Medicine, Taipei Medical University Hospital, Taipei, Taiwan</td>
<td>CCB</td>
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<td>#8CC7 Changes in the interprofessional attitudes of midwife students after hybrid-simulation</td>
<td>Joana Berger-Estilita, Department of Anaesthesia University Hospital Bern and University of Bern, Switzerland</td>
<td>CCB</td>
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<td>#8CC8 Residents As Teacher by Inter-Operator Observation in High-Fidelity Simulation</td>
<td>Yen-Yu Liu, Mackay Memorial Hospital, Taipei, Taiwan</td>
<td>CCB</td>
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<td>#8CC9 Towards lower threshold simulation</td>
<td>Teemu Masalin, Faculty of Medicine, University of Helsinki, Finland</td>
<td>CCB</td>
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<td>#8CC10 Simulation Based Learning (SBL) for Pediatrics Clerkship Medical Students: A Preparation Program for Clinical Practice</td>
<td>Dilek Kitapcioglu, Acibadem University, Istanbul, Turkey</td>
<td>CCB</td>
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<tr>
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<td>#8CC11 SimPharma UAE: Using clinical simulation to support 2nd year medical students’ understanding of pharmacology in the United Arab Emirates</td>
<td>Helen Henderson, Mohammed Bin Rashid University of Medicine and Health Sciences, Dubai, United Arab Emirates</td>
<td>CCB</td>
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<td>#8CC12 Knowledge retention after team-based learning for cardiopulmonary resuscitation training in 6th year medical students</td>
<td>Ratchayakorn Limapichat, Khonkaen Hospital, Khonkaen, Thailand</td>
<td>CCB</td>
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<td>#8CC13 Effects of Video Debriefing on Advanced Life Support Simulation Course</td>
<td>Youngjoo Kang, Jeju National University Medical School, Jeju, South Korea</td>
<td>CCB</td>
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<tr>
<td></td>
<td>#8CC14 Lessons in Medical Simulation Centre – Polish student’s expectations and experience</td>
<td>Marcin Kaczor, Medical Simulation Center of Warsaw Medical University, Warsaw, Poland</td>
<td>CCB</td>
</tr>
<tr>
<td>1400-1530</td>
<td>#8DD Posters: Community Oriented Medical Education</td>
<td>Chairperson:</td>
<td>Hall 4.1, CCB</td>
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<tr>
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<td>#8DD1 Student selective components: the way to improve community engagement in a community-based curriculum</td>
<td>Wasana Hongkan, Chonburi Medical Education Center, Chonburi, Thailand</td>
<td>CCB</td>
</tr>
</tbody>
</table>

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91
#8DD2 Construction and Practice of Education System of Early Community-based Clinic Contact Qiaoling Cai, School of Clinical Medicine, Shanghai University of Medicine & Health Sciences, Shanghai, People’s Republic of China

#8DD3 Introduction of early clinical and community-based experiences to undergraduate medical education in Vietnam to meet evolving epidemiological and population demands Phuc Vu, University of Medicine and Pharmacy at Ho Chi Minh City, Ho Chi Minh City, Vietnam

#8DD4 Prevention of Sexually Transmitted Diseases and Pregnancy in Secondary School by Community-based Approach of Sixth Year Medical Students Kanokrot Kovjiriyapan, Medical Education Center Phayao Hospital, Phayao, Thailand

#8DD5 How well do students identify community health needs through rapid appraisal Community Diagnosis? Iein Crom, University of Glasgow, UK

#8DD6 Community and Medical Student Perspectives on Community Engaged Medical Education: Impact of CEME on Learning Pimpet Sukumalpaiboon, Department of Otolaryngology, Savanpracharak Medical Education Center, Nakhon Sawan, Thailand

#8DD7 Empowering the roles of preceptors to promote praxis in community engagement medical education program Suthee Rattanamongkol, Department of Preventive and Social Medicine, Faculty of Medicine, Srinakharinwirot University, Nakhon Nayok, Thailand

#8DD8 Mobile Clinic: Connecting medical students and the community Ioannis Balanos, University of Nicosia Medical School, Nicosia, Cyprus

#8DD9 Study of learning and teaching styles in Community and Family Medicine: A course in Medical Education Center at MNST Hospital, Thailand Sompong Karuna, Medical Education Center at MNST Hospital, Nakhon Si Thammarat, Thailand

#8DD10 A study of the correlation between INHOMESSS acknowledgement and application of holistic home healthcare in Family Medicine Kulawat Chaichareonpong, Prapokklao Hospital, Chantaburi, Thailand

#8DD11 Using Clerkship Education Days to Standardize Learning in a Community-Based Longitudinal Integrated Clerkship/Block Hybrid Margrit Shoemaker, Geisinger Commonwealth School of Medicine, Scranton, USA

#8DD12 From single home visit to continuous family and community study: the better learning process for rural attachment Supat Hasuvannakit, Chane Hospital, Hatyai Medical Education Center, Ministry of Public Health, Hatyai, Thailand

#8DD13 Attitudes of last-year medical students recruited from special recruitment tracks toward working in rural hospitals Dumratsri Paipreer, Emergency Department, Buriram, Thailand

#8DD14 Vertical training: leveraging the “gain, train and retain theory” Miriam Grotowski, University of Newcastle, Department of Rural Health, Tamworth, Australia

#8DD15 How can internship doctors apply patient-centered medicine in the community hospitals? Thanita Somton, Surathani Medical Center, Suratthani, Thailand

1400-1530 #8EE Posters: International

Chairperson:
Location: Hall 4.1, CCB

#8EE1 To go or not to go: expectation, decision-making and outcomes of international exchange program participation in Chinese medical students Shi Chang, Xiangya School of Medicine, Central South University, Changsha, People’s Republic of China

#8EE2 Medical education tourism: intention of European medical students who participate in clinical elective programmes in Sri Lanka Mahinda Kommalage, University of Ruhuna, Sri Lanka

#8EE3 Medical Development in Europe – ten years’ experience of multinational teacher-initiated course Hans Gyllenhammar, Institution for Medicine Huddinge, Karolinska Institutet, Stockholm, Sweden

#8EE4 Academic achievement and stakeholder satisfaction on expected learning outcomes of the graduates from the Srinakharinwirot University–University of Nottingham Joint Medical Programme Tawima Sirirassamee, Srinakharinwirot University, Bangkok, Thailand

#8EE5 An Innovative Programme to Support Refugee International Medical Graduates Jouher Kallangil and Nicola Pugh, Salford Royal NHS Foundation Trust, Salford, UK

#8EE6 Internationally Educated Healthcare Professionals: Supporting transitions to new healthcare environments Sanjiv Sharma, Great Ormond Street Hospital NHS Foundation Trust, London, UK

#8EE7 Making global health relevant Lucy Hubber, University of Buckingham Medical School, Buckingham, UK

#8EE8 Medical Education in a Global Context Michèle P. Wera, NVAO, The Hague, Netherlands

#8EE9 Palestinian Anesthesia Teaching Mission (PATM): an ongoing academic partnership in area of conflict with deprived resources Mohammad Obeidallah, International Medical Education Trust 2000-Palestine (IMET2000-Pal), Ramallah, Palestine

#8EE10 Using a High-Fidelity Simulation Transition Course to Prepare International Doctors with Technical and Non-Technical Skills when dealing with Common Medical, Ethical and Legal Challenges in the National Health Service Rebecca Darge, University Hospital Coventry and Warwickshire, Coventry, UK

#8EE11 Unique collaboration to involve trainees in educational policy making: EFPT and UEMS Section of Psychiatry Howard Ryland, University of Oxford, Department of Psychiatry, Oxford, UK
<table>
<thead>
<tr>
<th>Session Code</th>
<th>Title</th>
<th>Location</th>
<th>Chairperson</th>
<th>Presenters</th>
</tr>
</thead>
<tbody>
<tr>
<td>#8EE12</td>
<td>Exploring risks of international handover and training needs of healthcare professionals in a European border region</td>
<td>Denmark</td>
<td>Jonathan McFarland, Russia</td>
<td>Danièle Verstegen, Maastricht University, School of Health Professions Education, Maastricht, Netherlands</td>
</tr>
<tr>
<td>#8EE13</td>
<td>IMPECD - Improvement of Education and Competences in Diabetics</td>
<td>Netherlands</td>
<td>Alexandra Kolm, University of Applied Sciences St. Pölten GmbH, St. Pölten, Austria</td>
<td></td>
</tr>
<tr>
<td>#8EE14</td>
<td>Developing a Strategy to improve the integration of International Medical Graduates into the Great Ormond Street Hospital for Children</td>
<td>UK</td>
<td>Konstantinos Dimitriades, UK</td>
<td>Rungsima Tinmanee, Division of Ambulatory Medicine, Faculty of Medicine Siriraj Hospital, Mahidol University, Bangkok, Thailand</td>
</tr>
<tr>
<td>#8EE15</td>
<td>Development of an Advanced Pediatric Life Support (APLS) Simulation Training Program in Bhutan</td>
<td>Bhutan</td>
<td>Kajal Khanna, Stanford University, Stanford, USA</td>
<td></td>
</tr>
<tr>
<td>1400-1530</td>
<td>#8FF: Posters: Curriculum Content including Humanities and Prescribing</td>
<td>Hall 4.A, CCB</td>
<td>Jonathan McFarland, Russia</td>
<td>Jose Francois, University of Manitoba, Winnipeg, Manitoba, Canada</td>
</tr>
<tr>
<td></td>
<td>#8FF1 “Booster shots” of humanism at bedside teaching</td>
<td>Hall 4.A, CCB</td>
<td>Chi-Wan Lai, Koo Foundation Sun Yat-Sen Cancer Center, Taipei, Taiwan</td>
<td></td>
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<tr>
<td></td>
<td>#8FF2 Need? Need not? – Medical humanities integration in problem-based learning (PBL) education</td>
<td>Hall 4.A, CCB</td>
<td>Ling-Lang Huang, Mackay Medical College, Taipei, Taiwan</td>
<td></td>
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<tr>
<td></td>
<td>#8FF3 Simulated Patient Perspectives in the Assessment of Humanism</td>
<td>Hall 4.A, CCB</td>
<td>Era Buck, University of Texas Medical Branch, Galveston, USA</td>
<td></td>
</tr>
<tr>
<td></td>
<td>#8FF4 “The Art of Medicine” Discussions: Integrating Medical Humanities Into Clinical Medical Education</td>
<td>Hall 4.A, CCB</td>
<td>Yan-Di Chang, National Defense Medical Center, Taipei, Taiwan</td>
<td></td>
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<tr>
<td></td>
<td>#8FF5 The Asclepios Lounge Project: Creating a Room for Reflection about Medicine and Medical Education through Art</td>
<td>Hall 4.A, CCB</td>
<td>Jane Ege Møller, Aarhus University, Aarhus, Denmark</td>
<td></td>
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<tr>
<td></td>
<td>#8FF6 What did Behavior Sciences bring to first year students in Okayama Medical School, Japan?</td>
<td>Hall 4.A, CCB</td>
<td>Tomoko Miyoshi, Okayama University, Okayama, Japan</td>
<td></td>
</tr>
<tr>
<td></td>
<td>#8FF7 We are a champion for Rational Drug Use</td>
<td>Hall 4.A, CCB</td>
<td>Lucksamee Haura, Hatyai Medical Education Center, Songklad, Thailand</td>
<td></td>
</tr>
<tr>
<td></td>
<td>#8FF8 Healthcare student competence and confidence with prescribing: a mixed methods study</td>
<td>Hall 4.A, CCB</td>
<td>Cassandra Woit, University of Alberta, Edmonton, Canada</td>
<td></td>
</tr>
<tr>
<td></td>
<td>#8FF9 Timing of rotation does matter: the effect on prescribing skills in short-stay ward among final-year medical students</td>
<td>Hall 4.A, CCB</td>
<td>Rungsima Tinmanee, Division of Ambulatory Medicine, Faculty of Medicine Siriraj Hospital, Mahidol University, Bangkok, Thailand</td>
<td></td>
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<tr>
<td></td>
<td>#8FF10 Teaching Medical Students How to Safely Prescribe Opioids: Preliminary Results</td>
<td>Hall 4.A, CCB</td>
<td>Hual Cheng, University of Virginia, Charlottesville, USA</td>
<td></td>
</tr>
<tr>
<td>#8FF11</td>
<td>Exercise Physiology as a Preclinical Elective Course in Medical Education</td>
<td>Hall 4.A, CCB</td>
<td>Phunphen Napradit, Department of Physiology, Phramongkutklao College of Medicine, Bangkok, Thailand</td>
<td></td>
</tr>
<tr>
<td>#8FF12</td>
<td>Medical Students’ Attitudes toward Active Learning in Radiology</td>
<td>Hall 4.A, CCB</td>
<td>Chalakot Dejarkom, Buddhachinaraj Medical Education Center, Phitsanulok, Thailand</td>
<td></td>
</tr>
<tr>
<td>#8FF13</td>
<td>Improving radiology teaching for undergraduate medical students at Exeter University</td>
<td>Hall 4.A, CCB</td>
<td>Naznin Nosrati, Royal Devon and Exeter Hospital, Exeter, UK</td>
<td></td>
</tr>
<tr>
<td>#8FF14</td>
<td>Teaching Geriatrics in medical schools in Georgia</td>
<td>Hall 4.A, CCB</td>
<td>Irina Andronikashvili, Tbilis State Medical University, Tbilisi, Georgia</td>
<td></td>
</tr>
<tr>
<td>1400-1530</td>
<td>#8GG: Posters: Competency Based Education and Entrustable Professional Activities</td>
<td>Hall 4.A, CCB</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>#8GG1 Development of national competence-based framework for primary medical graduates in Georgia</td>
<td>Hall 4.A, CCB</td>
<td>Galane Simonia, Tbilisi State Medical University, Tbilisi, Georgia</td>
<td></td>
</tr>
<tr>
<td></td>
<td>#8GG2 Clinical competencies assessment in undergraduate physical therapy students</td>
<td>Hall 4.A, CCB</td>
<td>Mario Herrera-Romero, University of Chile, Faculty of Medicine, Department of Physical Therapy, Santiago, Chile</td>
<td></td>
</tr>
<tr>
<td></td>
<td>#8GG3 Developing a Questionnaire to Explore Factors Influencing Clinical Teachers’ Intention to Apply Emergency Medicine Milestones for Residency Training</td>
<td>Hall 4.A, CCB</td>
<td>Cheng Ting Hsiao, Chang Gung Memorial Hospital Chiai Branch, Chiai, Taiwan</td>
<td></td>
</tr>
<tr>
<td></td>
<td>#8GG4 Development of Medical Education PhD graduates competency framework at Tehran University of Medical Sciences</td>
<td>Hall 4.A, CCB</td>
<td>Joanne Salas, Universidad Central de Venezuela, Caracas, Venezuela</td>
<td></td>
</tr>
<tr>
<td></td>
<td>#8GG5 Validation of a Medical Competency Framework in Venezuela</td>
<td>Hall 4.A, CCB</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>#8GG6 Charting the flow of ideas in medical education: A Social Network Analysis of Entrustable Professional Activities</td>
<td>Hall 4.A, CCB</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>#8GG7 Feasibility of EPA entrustment decisions as assessment in undergraduate medical education: one year experience in an integrated clerkship</td>
<td>Hall 4.A, CCB</td>
<td></td>
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<tr>
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<td>#8GG8 Updated Entrustable Professional Activities for a Family Medicine Residency Training Program</td>
<td>Hall 4.A, CCB</td>
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</tr>
</tbody>
</table>
#8GG9 Validation of a novel assessment tool to evaluate how well medical residents are prepared to lead Serious Illness Conversations with oncology patients based on the competency-based medical education (CBME) model – a qualitative analysis
Jenny Ko, BC Cancer, Abbotsford, Canada

#8GG10 Inter-program variance in ACGME Reportable Pediatrics Milestones. Can Residents’ ACGME PM levels be compared among programs?
Kimberly Hu, University of Illinois at Chicago, USA

#8GG11 Residents in Taiwan rate themselves lower than attending assessments on ACGME milestones
Chien-Yu Chen, Taipei Medical University Hospital, Taipei, Taiwan

#8GG12 Stay Alert! “Generation Z” and the Teaching of Gynecology and Obstetrics in Undergraduate Medical Education Through Active Methodologies, Entrustable Professional Activities (EPAs) and Digital Medias
Andrea Mora De Marco Novellino, Faculdades Pequeno Príncipe, Curitiba, Brazil

#8GG13 Clinical practical assessment of Entrustable Professional Activities in undergraduate veterinary students at Vetmeduni Vienna: A pilot study
Sibylle Knesidl, Vetmeduni Vienna, Austria

#8GG14 Evaluating Fam Med CPD as an Expression of CBME, Using Curriculum Mapping
Robert Parson, University of Ottawa, Office of CPD, Ottawa, Canada

#8GG15 Using Eye Tracking to evaluate students’ needs and usability of a visualised curriculum
Min Kuan Chua, Nanyang Technological University, Singapore

1400-1530
#8HH1 Continuous medical and pharmaceutical education accreditation of specialists in the Republic of Sakha (Yakutia)
Anna Protopopowa, Yakutsk State University named after M.K.Ammosov, Yakutsk, Russia

#8HH2 Quality improvement events as accessible, adaptable and diverse learning platforms
Rebecca Dyar, Peninsula School of Anaesthesia, Torquay, UK

#8HH3 Effects of a Training Program on End-of-Life Caregiving for ICU Nurses on their Attitudes and Care Behaviors Toward DNR Patients and Families
Jen-Juan Liaw, National Defense Medical Center, Taipei, Taiwan

#8HH4 Scoping review on how to support “seasoned but difficult learners in medicine” to get re-trained
Harumi Goji, Mito Kyodo General Hospital, University of Tsukuba, Mito, Japan

#8HH5 'Learning Set' for the 'Upskilled' Multi-professional Workforce in Primary Care
Shu Li Tan, Wessex School of General Practice, Wessex, UK

#8HH6 Outcomes and contents of a CPD programme to address the surgical skills needs of rural general practitioners
Anthonio Adefuye, University of the Free State, Bloemfontein, South Africa

#8HH7 EUROPE Sim (European Readiness for Pediatric Excellence using SIMulation) in Latvia
Madara Blumberga, Yale University School of Medicine, New Haven, USA

#8HH8 The relationship between age and knowledge of core medical competencies and multi-day CPD activities
Betsy Williams, Professional Renewal Centre, Lawrence, USA

#8HH9 Factors influencing medical specialists’ situational motivation for practice
Stéphanie van der Burgt, VUMc School of Medical Sciences, Amsterdam, Netherlands

#8HH10 Science in the clinic: Positioning MD-PhDs in the everyday clinical settings
Mette K. Christensen, Centre for Health Sciences Education, Aarhus University, Aarhus, Denmark

#8HH11 Using online simulation to improve physicians’ competencies in HPV-related problems
Patricia Wade, Fédération des médecins spécialistes du Québec, Montreal, Canada

#8HH12 Palliative Narrative Medicine Training
Iris Shoshani Helvitz, Clalit Health Service, Azmon, Israel

#8HH13 Developing an online case study repository for continuing medical education
Hwee Sing Khoo, National Healthcare Group, Singapore

#8HH14 Project T – boundary-spanning, innovative problem solving capabilities in medical professionals
Winnie Teo, National Healthcare Group, Singapore

#8HH15 Transforming Postgraduate Medical and Dental Education: The Creation of Overarching Governance Arrangements to Improve and Monitor the Delivery of CPD in Wales
Ian Collins, Wales Deanery, Cardiff, UK

1400-1530
#8II1 Posters: eLearning/Virtual Reality
Chairperson: Monika Sobocan, Slovenia
Location: Hall 4.u, CCB

#8II2 Guideline for distance learning studies for graduate medical students
Márça Rosa da Costa, UNA-SUS/UFCSPA, Porto Alegre, Brazil

#8II3 Optimising online tutors’ support and development within a distance learning programme
Kritchaya Ritruechai, Centre for Medical Education, School of Medicine, University of Dundee, UK

#8II4 Exploring medical students’ use of internet search engines in radiology
Thipsumon Tangsiewong, Buddhachinaraj Medical Education Center, Phitsanulok, Thailand

#8II5 Application of an integration framework for using a Massive Open Online Course in undergraduate classroom teaching
Peter de Jong, Leiden University Medical Center, Leiden, Netherlands

#8II6 Internet addiction among medical students in clinical year at Nakornping Medical Education Center
Hataitip Tangngam, Nakornping Medical Education Center, Chingmai, Thailand
#8KK4 Controversy over the Effectiveness of the Flipped Classroom: In-class Video Blended Learning versus Out-of-class Video Flipped Classroom
Monton Wongwandeew, Faculty of Medicine, Srinakharinwirot University, Thailand

#8KK5 Using medical record review in flipped classroom to improved OB & GYN learning achievement
Benjawen Songsrisakul, Medical Education Center Phayao Hospital, Phayao, Thailand

#8KK6 Improving the turnout: Factors affecting student attendance
Anna Stout, NHS Grampian, Aberdeen, UK

#8KK7 Online classes, the way to increase the attendance of 21st Century students in lecture-based classes
Sepideh Mokhtari, Tehran University of Medical Sciences, Tehran, Iran

#8KK8 Classroom attendance is not a marker of examination performance in pre-clinical medical students
Christine Kauffman, University of Central Florida College of Medicine, Orlando, USA

#8KK9 Attendance in Medical School: Should it be Mandatory?
Amany Elshaer, Alfaisal University, Riyadh, Saudi Arabia

#8KK10 Experience first then engage learning in classroom – An Innovative learning model combined with simulation for medical students
Kai-Chun Hu, Department of Emergency of WanFang Hospital, Taipei Medical University, Taipei, Taiwan

#8KK11 The King and the Immune Warriors: Digital Storytelling for Fostering Students’ Learning
Eugenie Phyu Aye Thwin, School of Health Sciences, Nanyang Polytechnic, Singapore

#8KK12 Gamification in psychiatry: The innovation in medical education as a funny and exciting learning
Leili Mosalanejad, Jahrom University of Medical Science, Jahrom, Iran

#8KK13 'Go with the Flow' – is adopting a ‘gamification’ approach beneficial to the understanding of cannula choice and flow rates?
Sean Mackin, Weston Area Health Trust, UK

#8KK14 BMBOC-Gamification as an Innovative Tool of Medical Education in Phramongkutklao College of Medicine
Thanakrit Vichasip, Department of Biochemistry, Phramongkutklao College of Medicine, Bangkok, Thailand

#8KK15 Mixing Things Up: Adding Gaming into the Flipped Classroom
Douglas Bovell, Weill Cornell Medicine Qatar, Doha, Qatar

#8KK16 Game-Based Learning for Final-Year Medical Students in Preparation of Medical Licensing Examination
Chung-Yi Cheng, Department of Internal Medicine, Division of Nephrology, College of Medicine, Medical University/Wan Fang Hospital, Taipei Medical University, Taipei, Taiwan

#8KK17 Pedagogical Game in Teaching-Learning Process of Biochemistry
Tamires Fortuna, Faceres, São José do Rio Preto, Brazil
Session 9: Simultaneous Sessions

1600-1730  #9A Symposium: Managing the Tension – From Innovation to Application
Ara Tekian (University of Illinois at Chicago College of Medicine, Chicago, Illinois, USA), Ronald Harden (Dundee, UK), David Cook (Mayo Clinic, Rochester, USA), John Norcini (FAIMER, Philadelphia, USA), Dan Hunt (LCME/AAMC, USA), Yvonne Steinert (McGill University, Montreal, Canada).
Location: Event Hall

1600-1730  #9B Symposium: Learners as Educators - Realizing Potential, Sharing Best Practices
Rille Pihlak (European Junior Doctors, University of Manchester, UK), Matthew J. Stull (Case Western Reserve University School of Medicine, USA), Simon Gregory (Health Education England, UK).
Location: Montreal, 2nd Floor, CCB

1600-1730  #9C Symposium: Are medical schools selecting students with the appropriate values for 21st century medicine?
Katrina Dima (IFMSA), Harm Peters (Germany), Sharon Peters (Canada), Trudie Roberts (UK), Val Wass (UK), Peter Dieter (Germany).
Location: Sydney, 2nd Floor, CCB

1600-1730  #9D AMEE Fringe 2
Chairperson: Rachel Ellaway, Canada
Location: Singapore, 2nd Floor, CCB

1600-1615  #9D1 A plea for pessimistic doctors
Menno de Bree, University Medical Center Groningen, Netherlands.

1615-1630  #9D2 Once Upon a Time: Storytelling in Medical Education
Meghan Treitz, University of Colorado / Children’s Hospital Colorado, Aurora, USA.

1630-1645  #9D3 Is it time to get Serious about Play? How does Medical Improvement Influence the Development of CanMEDS-FM Competencies in Family Medicine Residents?
Jeremy Rezmovitz, University of Toronto, Canada.

1645-1700  #9D4 Neuroscience Ghost Stories: Applying supernatural and scientific perspectives to metaphysical experience
Derek Soon, National University of Singapore.

1700-1715  #9D5 Medical students at St Elsewhere’s
Sandra Petry, University of Melbourne, Australia.

1715-1730  #9D6 PIF: The Musical
Wendy Stewart, Dalhousie University, Quispamsis, Canada.

1600-1730  #9E Research Papers: Identity, Interactions & Embodiment
Chairperson: Janusz Janczukowicz, Poland
Assessor:
Location: Delhi, Ground Floor, CCB

1600-1620  #9E1 What Trainees Grapple With: A Study of Threshold Concepts on the Medicine Ward
Mark Goldsmitz, Schulich School of Medicine & Dentistry, University of Western Ontario, London, Ontario, Canada.

1620-1640  #9E2 Tension between Individual Identity and Collective Identity in Medical Trainees: An 8-year, Longitudinal Qualitative Case Study
Dorene Balmer, University of Pennsylvania, Philadelphia, USA.

1640-1700  #9E3 Scenes, symbols and social roles: raising the curtain on OSCE performances
Gerard Cormley, Queen’s University Belfast, Northern Ireland.

1700-1720  #9E4 Normal and abnormal: a phenomenological study of family physicians’ experiences of physical examination
Martina Kelly, University of Calgary, Canada.

1720-1730  Discussion

1600-1730  #9F Short Communications: Patient as Educator
Chairperson: Hannu Hallila, Finland
Discussant:
Location: Helvetia 1, 1st Floor, Swissotel

1600-1615  #9F1 Patient involvement in medical students' communication skills training
Anne Marie Rieffestahl, CAMES - Copenhagen Academy for Medical Education and Simulation, Copenhagen, Denmark.

1615-1630  #9F2 Engaging Patients in Health Professions Education Admissions: A Scoping Review of Best Practices, Policies and Research
Mark D. Hanson, Hospital for Sick Children, University of Toronto, Canada.

1630-1645  #9F3 “I will never ever go back! Patients’ narratives of healthcare communication interactions
Charlotte Denniston, The University of Melbourne, Australia.

1645-1700  #9F4 The Impact of patient involvement in the teaching and assessment of intimate examination skills: a randomised control trial
Rebecca Baines, Peninsula Schools of Medicine and Dentistry, Plymouth University, Plymouth, UK.

1700-1730  Discussion

1600-1730  #9G Surgery Track Round Up
Chairperson:
Location: Helvetia 2, 1st Floor, Swissotel

1600-1700  #9G3 Teaching Endometriosis – Cognitive and Emotional Impact
Chairperson: Karen Jones, Canada
Location: Kairo 1, Ground Floor, CCB

1600-1615  #9H Short Communications: Accreditation
Chairperson: Barbara Barzansky, USA
Location: Kairo 1, Ground Floor, CCB

1600-1615  #9H1 Building a Culture of Accreditation Awareness
Tanis Adley, Memorial University, St. John’s, Canada.

1615-1630  #9H2 Presence of medical students in the visiting team of accreditation - we approved
Milton Martins, Faculty of Medicine of Sao Paulo, Brazil.

1630-1645  #9H3 Rethinking Accreditation: New National Standards for Canadian Residency Education in a CBME Era
Jason Frank, Royal College of Physicians and Surgeons of Canada, Ottawa, Canada.

1645-1700  #9H4 The Regulator and the Medical School – a collegiate approach to approval processes
Hannah Wisdom, Plymouth University Peninsula Schools of Medicine and Dentistry, Plymouth, UK.
1645 Costs of undergraduate medical education: how is the money spent in hospitals? Philip Chan, University of Sheffield, Sheffield Teaching Hospitals, Sheffield, UK

1630 Trophy or Barrier to Entry? Decoding the Culture of Accreditation of Basic Medical Education in China You You, Peking University, Beijing, People’s Republic of China

1615 Implementation of OSCE as national exam Zalim Balkizov, ASMOK, Moscow, Russia

1630 The nationwide German licensing examinations as a benchmark for cross-institutional comparisons: How to make apples to apples comparisons possible? Hossein Shahrar, HMP, Mainz, Germany

1630-1645 Two Years’ Experiences of a new Swedish National Proficiency Test for Doctors of Medicine Magnus Hultin, Umeå University, Umeå, Sweden

1645-1700 Written Exam Performance in the Second Part of the Medical Exam: the impact of elective and outcome in oral clinical examinations on results in the written part of the second national medical licensing exam Birgitta Kütting, HMP, Mainz, Germany

1700 The Licensing Examination for Doctors – Use of Multilingual Format in Hong Kong So Ching Sarah Chan, The University of Hong Kong, Hong Kong

1715 Sweat in Peace, Bleed not in War: Regular Cumulative Exams to Better Prepare Students for the Riggers of the National Medical Licensing Exam Gerald Thrush, Western University of Health Sciences, Pomona, USA

1700-1715 Design and implementation of a workplace-based assessment method in Anatomical Pathology: Mini Pathological Examination Exercise (Mini-PEX) Teo Feuerhake, Pontificia Universidad Católica de Chile (PUC), Santiago, Chile

1715 Discussion

1600-1730 Short Communications: Assessment: National Licencing Exam Chairperson: Deborah O’Mara, Australia Location: Shanghai 1, Ground Floor, CCB

1600-1615 From theory to practice: Operationalizing curriculum mapping in competency-based medical education Joan Binnendyk, Western University, London, Canada

1615-1630 Standardization of curriculum mapping Olaf Ahlers, Charité - Universitätsmedizin Berlin, Germany

1630-1645 Educating curriculum mapping – a medical didactic appraisal Eva Schonefeld, IFAS Institute of Medical Education & Students’ Affairs, Muenster, Germany

1645-1700 Two worlds collide: finding ways in which constructive alignment and PBL can both work Frank Bate, University of Notre Dame Australia, Fremantle, Australia

1700-1715 Curriculum mapping to map competencies within an undergraduate dental curriculum Ronel Maart, University of the Western Cape, Cape Town, South Africa

1715-1730 Online knowledge maps with automated feedback in education and assessment Veronica Costin, UNSW, Sydney, Australia

1730 Discussion

1600-1730 Short Communications: Simulated Patients Chairperson: Stephen Charles, USA Location: Shanghai 3, Ground Floor, CCB

1600-1615 The influence of simulated patients on learning success in communication based examinations Yannic Koch, Department of Surgery, University Hospital Frankfurt, Germany

1615-1630 Training method affects preclinical medical students’ communication skills scores in OSCE Silas Taylor, UNSW Medicine, Sydney, Australia

1630-1645 Standardized/Simulated Patients (SPs) ’of the first hour’: a study exploring considerations and strategies for working with aging SPs Claudia Schlegel and Kathyrn Smith

1645-1700 The Use of Video Annotation in the Review of Simulated Patients’ Feedback Giving Vivienne Jia Zhong, University of Applied Sciences & Arts Northwestern Switzerland, Basel, Switzerland

1700-1715 Application of Standardized Patients on Interdisciplinary Palliative Care Education by Using Multimedia Teaching Materials Shao-Yu Hou, Taipei City Hospital, Taipei, Taiwan

1715-1730 The Rush Hour’ – When faculty steps into the shoes of standardized patient Meghana Sudhir, Mohammed Bin Rashid University of Medicine and Health Sciences, Dubai, United Arab Emirates

No Discussion
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<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Title</th>
<th>Chairperson</th>
<th>Location</th>
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<tbody>
<tr>
<td>1600</td>
<td>#9M Short Communications: Communication Skills 2</td>
<td>Chairperson: Anita Laidlaw, UK</td>
<td>Location: Boston 1, Ground Floor, CCB</td>
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<tr>
<td>1600</td>
<td>#9M1 Attitudes towards learning clinical communication skills: Differences in study year, gender, medical curriculum among Norwegian medical students (the STUDMED project)</td>
<td>Lise Lavseth, St Olav Trondheim University Hospital, Trondheim, Norway</td>
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<td>1615</td>
<td>#9O1 Bridging fields of expertise: challenges in supporting Higher Degree Research students in health professions education</td>
<td>Joanna Tai, Deakin University, Geelong, Australia</td>
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<td>1630</td>
<td>#9Q2 Shattering the Silos of Student and Faculty Affairs: An Office of Academic Learning Environment</td>
<td>Nutan Vaidya, Chicago Medical school at Rosalind Franklin University, North Chicago, USA</td>
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<td>1645</td>
<td>#9O3 Making Macau Medical Education Christopher Cottrell, University of Saint Joseph, Macau</td>
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<td>1700</td>
<td>#9Q4 Developing a university-wide Centre for Academic Teaching: what to bring and what to gain for medical education</td>
<td>Manon Klijtmans, University Medical Center Utrecht, Netherlands</td>
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<td>1715</td>
<td>#9O5 What counts as evidence? Insights from a qualitative study of Clinical Competence Committees</td>
<td>Saya Cristancho, Western University, London, Canada</td>
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<td>1730</td>
<td>#9O6 Resident evaluation and promotion: major improvement in our tracking tools</td>
<td>Mélanie Laventure, Université de Sherbrooke, Canada</td>
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<td>1600</td>
<td>#9P Short Communications: Flipped Classroom and The Lecture</td>
<td>Chairperson: Paulina Sobierska, Poland</td>
<td>Location: Darwin, Ground Floor, CCB</td>
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<td>1615</td>
<td>#9P1 Flipped Classrooms - Pilot study on the impact of digital technologies in the knowledge acquisition in medical students</td>
<td>Sérgio Teles, Faculdade de Medicina da Universidade de Lisboa, Portugal</td>
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<td>1630</td>
<td>#9P2 The flipped classroom is effective for medical students to learn medical interview and cognitive function test of elderly people</td>
<td>Eiji Kaneko, Tokyo Medical and Dental University, Tokyo, Japan</td>
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<td>1645</td>
<td>#9P3 Students’ motivation, learning strategy and learning outcome in the flipped learning context</td>
<td>Yi-Da Sie, China Medical University Hospital, Taichung City, Taiwan</td>
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<td>1650</td>
<td>#9P4 Introduction of case-based flipped classroom model in undergraduate orthopedic surgery: expectations, evaluation and assessment of course objectives</td>
<td>Stephanie Herbstret, Medizinische Fakultät Universität Duisburg-Essen, Germany</td>
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<td>1700</td>
<td>#9P5 Maintaining a Standard in Medical Students by Improving the Level of Understanding</td>
<td>Yogesh Acharya, Avalon University School of Medicine (AUSOM), Willemstad, Netherlands</td>
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<td>1715</td>
<td>#9O  Short Communications: Management</td>
<td>Chairperson:</td>
<td>Location: Boston 3, Ground Floor, CCB</td>
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<td>1600</td>
<td>#9O1 Bridging fields of expertise: challenges in supporting Higher Degree Research students in health professions education</td>
<td>Joanna Tai, Deakin University, Geelong, Australia</td>
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<td>1615</td>
<td>#9M2 Difficult Conversations - why we find them tricky and how to talk about what matters most</td>
<td>Heather Crusauskas, Eastern Victoria General Practice Training (EVGPT), Melbourne, Australia</td>
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<td>1630</td>
<td>#9M3 Competency-based medical education in communication skills: From undergraduate curriculum to specialty training programmes</td>
<td>Nada Cikes, University of Zagreb School of Medicine, Zagreb, Croatia</td>
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<td>1645</td>
<td>#9M4 Learning Real Life Relationships: A pilot project aimed at growing medical students’ ability to relate with each other and others effectively and respectfully</td>
<td>Sue Walthert, Dunedin School of Medicine, University of Otago, Dunedin, New Zealand</td>
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<td>1700</td>
<td>#9M5 Learning scientific vlogs and enhancing presentation skills by independent small group work</td>
<td>Katarina Hollanti, University of Helsinki, Finland</td>
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<td>1715</td>
<td>#9M6 Can coping-related weblog writing encourage medical students’ communication skills in stressful situations?</td>
<td>Felix Schmitz, University of Bern, Switzerland</td>
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<td>1600</td>
<td>#9N Short Communications: Interprofessional Education 2</td>
<td>Chairperson: David Carr, USA</td>
<td>Location: Boston 2, Ground Floor, CCB</td>
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<td>1600</td>
<td>#9N1 Interprofessional day for first year students on Human Rights (HR) &amp; the Right to Health (RTH)</td>
<td>Elisabet Lönnemark, Sahlgrenska Academy, University of Gothenburg, Sweden</td>
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<td>1615</td>
<td>#9N2 An Inter-Professional Education course on End of Life: Dilemmas and challenges</td>
<td>Adi Finkelstein, The Hebrew University-Hadassah School of Medicine, Jerusalem, Israel</td>
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<td>1630</td>
<td>#9N3 How do students learn to collaborate interprofessionally?</td>
<td>John de Best, Centre of Applied Research, Faculty of Health, Amsterdam University of Applied Sciences, Amsterdam, Netherlands</td>
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<td>1645</td>
<td>#9N4 Implementing an interprofessional objective structured clinical examination as an educational activity in newly graduated physicians and pharmacists</td>
<td>Tuan-Ya Tsai, Department of Pharmacy, Taipei Medical University-Shuang Ho Hospital, Taiwan</td>
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<td>1700</td>
<td>#9N5 Implement &quot; Stroke Round&quot; to improve health science students' Interprofessional education</td>
<td>Bandit Sirilert, Medical Education Center Phayao Hospital, Phayao, Thailand</td>
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<td>1715</td>
<td>#9N6 The Lausanne Model of Interprofessional Education and Collaborative Practice</td>
<td>David Gachoud, Medical Education Unit, School of Medicine, University of Lausanne, Switzerland</td>
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1600-1730  #9Q  Short Communications: The Teacher as Mentor
Chairperson: Jim Blatt, USA
Discussant:
Location: Lima, Ground Floor, CCB

1600-1615  #9Q1 Applying Objective Structured Mentoring Encounters with Multisource Feedback (OSME-360) for Training Mentors
Chang-Chyi Jenq, Chang Gung Memorial Hospital, Chang Gung Medical Education Research Centre, Linkou, Taiwan

1615-1630  #9Q2 Mentors for medical students in Canada and Norway need training and pedagogical support
Christian Brinch, University of Bergen, Norway

1630-1645  #9Q3 New Insights into the Clinical Mentoring Process
Janina Iwaszko, University of Worcester, UK

1645-1700  #9Q4 The Role of Mentoring to Improve the Number of Graduate of OSCE UKMPDD Examination at Faculty of Medicine Universitas Muhammadiyah Yogyakarta Indonesia
Ahmad Iskildudin, Faculty of Medicine UMY, Yogyakarta, Indonesia

1700-1715  #9Q5 Facilitating the transition into a UK Medical School: a longitudinal study into the major challenges experienced, actions taken and gaps in support provision
Kathryn Young, School of Medicine, University of Liverpool, UK

1715-1730  Discussion

1600-1730  #9R  Round Table: Student Engagement
Chairperson: Stephen Manuel, USA
Location: Hong Kong, 2nd Floor, CCB

1600-1800  #9R1 “Junior Teachers in Physical and Rehabilitation Medicine”: your students can’t sleep in class… if they are the teachers!
Alexandre Mader, Faculty of Medicine Lyon-Est, Lyon, France

1600-1730  #9R2 Peer assessment correlation with self and tutor assessment
Rania Zaini, Umm AlQuar University, Makkah, Saudi Arabia

1600-1730  #9R3 Combined peer and self-assessment improves medical students’ performance in Human Biology course
Anna Torres, Medical University of Lublin, Poland

1600-1730  #9R4 Learning medical ethics through ethics drama and film production by medical students
Daniel Fu-Chang Tsai, Graduate Institute of Medical Education and Bioethics, National Taiwan University College of Medicine, Taiwan, Taipei City, Taiwan

1600-1730  #9S  Workshop: Assessing Assessment. ASPIRE assessment award winners discuss best practice approaches
Debra Klamen, Anna Cianciolo, Heeyoung Han (SIUSOM, Springfield, USA)
Location: Wettstein, 2nd Floor, Swissotel

1600-1730  #9T  Workshop: Theoretical and Practical Considerations for Serious Games Development & Implementation in Medical Education Part II
Todd P Chang (Children's Hospital Los Angeles, USA), Martin V Pusic (New York University, New York, USA), Choojan Dong (SengKang Health, Singapore), Gerald Stapleton (University of Illinois at Chicago, USA), Elizabeth Kachur (Medical Education Development, New York, USA)
Location: Helvetia 3, 1st Floor, Swissotel

1600-1730  #9U  Workshop: What DON'T we find? Exploring absences in medical education research
Cynthia R Whitehead, Elise Paradis, Zac Felichenfeld, Ayele Kuper
Location: Helvetia 4, 1st Floor, Swissotel

1600-1730  #9V  Workshop: Longitudinal datasets in medical education: delivering evidence-based policy through tracking the educational continuum
Katie Petty-Saphon (Medical Schools Council, London, UK), Daniel Smith (General Medical Council, London, UK), Margaret Hay (Monash University, Melbourne, Australia), Tim Wilkinson (Otago University, Dunedin, New Zealand), Jennifer Cleland (Aberdeen University, Aberdeen, UK), Jon Dowell (Dundee University, Dundee, UK)
Location: Helvetia 5, 1st Floor, Swissotel

1600-1730  #9W  Workshop: Systematic capturing of professionalism lapses: the possible, the practical, and the preventable
Viktoria Joynes, Susannah Brockbank (University of Liverpool, UK)
Location: Guanzhou, 2nd Floor, CCB

1600-1730  #9X: Course: ESMEA Course (ESMEA Course participants only)
Location: Osaka, 3rd Floor

1600-1730  #9Y  Workshop: Supporting a community of young educators through the AMEE Fellowship
Leila Niemi-Murola (University of Helsinki, Finland), Subha Ramani (Brigham and Women's Hospital, Boston, USA), Rashmi Kusurkar (VUmc School of Medical Sciences, Amsterdam, Netherlands), Trevor Gibbs (AMEE, UK), Olarewaju Sorinola (University of Warwick, UK), Carmen Fuentesalba (Long Island University, Long Island, USA), Jonathan Rial (Health Education England (Wessex), UK)
Location: Samarkand, 3rd Floor, CCB

1600-1730  #9Z  Workshop: Final roundtable
#9AA Workshop: Hot Topics in Medical Education: Cool papers from 2018
Gail Sullivan (Journal of Graduate Medical Education, Farmington, CT, USA), David Sklar (Academic Medicine, Albuquerque, NM, USA), Geoff Norman (Advances in Health Science Education, Hamilton, Ontario, Canada), Lynn Monrouxe (Medical Education, Taoyuan City, Taiwan), Richard Hays (Medical Teacher and AMEE MedEdPublish, Cook University and the University of Tasmania, Australia), Ingrid Philibert (Journal of Graduate Medical Education, Chicago, IL, USA)
Location: Nairobi, 2nd Floor, CCB

#9BB Workshop: Emotions Under the Microscope: Capturing Emotions in Health Professions Education
Vicki LeBlanc, Meghan McConnell (University of Ottawa, Canada), Esther Helmich (University of Groningen, Netherlands)
Location: Mexico, 2nd Floor, CCB

#9CC ePosters: Transitions - new roles, workplace learning & professionalism
Chairperson: Samy Azer, Australia
Location: Kairo 2, Ground Floor, CCB

#9CC1 The demographics and roles of Chief Medical Residents in Japan: Pilot study
Shunsuke Kosugi, Aso Iizuka Hospital, Fukuoka, Japan

#9CC2 Evaluation of a novel leadership role for Junior Doctors within the Avon & Wiltshire NHS Partnership Trust (AWP)
Lise Paklet, Avon and Wiltshire Mental Health Partnership NHS Trust, Bristol, UK

#9CC3 Introducing Medical Students to Undergraduate Courses as Teachers
Lukas Karachon, Universidad de Chile, Santiago, Chile

#9CC4 Attitude towards classroom discipline of medical students
Pathama Leewanich, Faculty of Medicine, Srinakharinwirot University, Bangkok, Thailand

#9CC5 Demystifying the Specialty Training Application Process: an initiative to help junior doctors move forward
Prakash Vadukul, University Hospitals Birmingham, UK

#9CC6 To what extent has situated learning improved in the PGY1 doctors in KKH after the educational interventions? Oh Moh Chay, KK Women's and Children's Hospital, Singapore

#9CC7 Taking to the skies -Transition to becoming an FY1 doctor. An innovative study day for post-finals assistantship (PFA) medical students exploring the transition toward becoming a qualified doctor
Fiona Coia, Directorate of Medical Education, The Mid Yorkshire Hospitals NHS Trust, Wakefield, UK

#9CC8 Behavioral competency for hospital pharmacists - a novel approach to non-technical skill acquisition in mixed-methods training course
Shu Fen Huang, Chi Mei Medical Center, Tainan, Taiwan

#9CC9 The Exploration of the Patient’s Agenda by Medical Students in the Emergency Department (TEAM-ED)
Jiuin Yi Derek Heng, National University Hospital, Singapore

#9CC10 Challenges in Obstetric Anaesthesia procedural training, and their impact on learning and instruction
Raymond Goy, KK Women's and Children's Hospital, SingHealth, Singapore

#9CC11 Residents' perceptions on the impact of order sets on their learning
Vanessa Bohn, Children's Hospital of Eastern Ontario, Ottawa, Canada

#9CC12 Service obligations, clinical exposure and clinical department influence Post Graduate Year 1 (PGY1) perspective of training quality
Swee Han Lim, Singapore Health Services, Singapore

#9CC13 How students want to see and use their workplace learning data – initial results from a co-design study
Tamsin Treasure-Jones, Leeds Institute of Medical Education, University of Leeds, UK

#9DD Posters: Career
Chairperson: Location: Hall 4.1, CCB

#9DD1 The career preferences and level of certainty in those preferences of Portuguese medical students at start of undergraduate medical studies
Manuel João Costa, School of Medicine, IST/UP, PT Government Associate Laboratory, Braga, Portugal

#9DD2 Positive correlations between the subspecialties during clinical clerkship and those as a career: results of questionnaires from graduates of Tohoku University over the past 35 years
Junichi Kameoka, Center for Medical Education, Tohoku Medical and Pharmaceutical University, Sendai, Japan

#9DD3 Increasing the number of pre-registration nurse placements in primary care to develop the community-based workforce
Amber Truscott, Health Education England Wessex, Hampshire, UK

#9DD4 Medical Students’ Attitudes towards Choosing Psychiatry as a Future Career
Abdullatif Barkoumi, Alfaisal University, Riyadh, Saudi Arabia

#9DD5 Students’ Preferences for Primary Care Careers Evolve Over Time: The Situation in Two Medical Schools in Switzerland and Portugal
Eva Pfarrwaller, Primary Care Unit, Faculty of Medicine, University of Geneva, Switzerland

#9DD6 Conceptualizing clerkship experiences toward future specialty aspiration: A Framework
Sheila Shu-Ling Huang, Kaohsiung Medical University, Kaohsiung, Taiwan

#9DD7 Ban the Bash: hosting a World Cafe with Sheffield PsychSoc to challenge stigmatisation of different medical specialties
Jonathan Cunliffe, The University of Sheffield, UK

#9DD8 Motivational factors influencing medical students’ intentions to practice in underserved areas: results of a multi-site cross-sectional study
Milana Abbati, UDREM, Geneva, Switzerland
To what extent can medical students predict what they will specialize in?
Åsa Langen Westlie, UiT the Arctic University of Norway, Tromsø, Norway

Undergraduate anaesthetics exposure and anaesthesia as a career - perspectives of medical students and specialists
Colin Hall, NHS Greater Glasgow and Clyde/University of Glasgow, UK

The point of departure: career goals of final year medical students in Sudan
Elkahir Abdelrahim, University of Khartoum, Sudan

Foundation Doctors’ career afternoon to promote the range of different specialities and what is required to apply for them
Judith Butcher, Princess Alexandra Hospital NHS Trust, Harlow, UK

Home or Away? A survey of career intentions among Foundation Year 1 (FY1) doctors in the UK
Tim Thorne, UK

An Exploration of the Learning Environment and Career Intentions. A Mixed Methods Study of Paediatric Interns in South Africa (SA)
Kimsh Naidoo, Nelson Mandela School of Medicine, Durban, South Africa

The Impact of Medical Careers Fairs on the Career Aspirations of Medical Students
Hassan Waqar, Heart of England NHS Foundation Trust, Birmingham UK

1600-1730

Are there common aspects in the perceptions of diversity and educational inclusion in medical students?
Olga Matus-Betancourt, University of Concepcion, Chile

A qualitative study on embedding gender awareness into General Education Courses for medical students
Kuan-yeh Wu, College of Medicine, Kaohsiung Medical University Hospital, Kaohsiung Medical University, Kaohsiung, Taiwan

The point of departure: career goals of final year medical students in Sudan
Elkahir Abdelrahim, University of Khartoum, Sudan

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The Impact of Medical Careers Fairs on the Career Aspirations of Medical Students
Hassan Waqar, Heart of England NHS Foundation Trust, Birmingham UK

1600-1730

Preparing students for research projects: Exploring the gap between expectations and what is required to apply for them
Judith Butcher, Princess Alexandra Hospital NHS Trust, Harlow, UK

The development of intercultural competence in international university environment
Gargi Gaba, University of Pécs Medical School, Pécs, Hungary

Is there a space for students to develop cross-cultural care competence in a crowded pre-clinical curriculum? A pilot problem-based learning course
Jer-chia Tsai, College of Medicine, Kaohsiung Medical University Hospital, Kaohsiung Medical University, Kaohsiung, Taiwan

What medical students' perceptions of Early Clinical Exposure experiences tell us about the cross-care and diversity issues in medical education - a mixed method study
Peih-ying Lu, Kaohsiung Medical University, College of Medicine, Kaohsiung, Taiwan

An institutional ethnography into how clinicians learn transgender health advocacy and systems-based practice
Kinnon R. Mackinnon, University of Toronto, Canada

LGBTQ medical curriculum in Central Asia: experience of Nazarbayev University School of Medicine in Kazakhstan
Alessandra Clementi, Nazarbayev University, Astana, Kazakhstan

I’m a LGBT medical student, get me out of here: The role of sexuality in medical education and how it contributes to Northern Ireland’s brain drain
Natalie Atalla, Queens University Belfast, UK

Increasing diversity in medical school admissions: Results from an Innovative MCAT Support Program
Ike Okafor, University of Toronto Faculty of Medicine, Toronto, Canada

Women medical residents’ perception of Quality of Life during training in Internal Medicine: a qualitative and quantitative analysis
Renata Kabayasi, School of Medicine of University of Sao Paulo, Brazil

Human rights issues and undergraduate health courses curricula
Maria Paula Panunzio-Pinto, Ribeirão Preto Medical School - University of São Paulo, Ribeirão Preto, Brazil

Enhancing the cross-cultural adaptation in medical education: preliminary validity evidence of the Brazilian-Portuguese version of two instruments to assess communication skills
Sheyla Rocha, Department of Medicine of Federal University of São Carlos - UFSCar, São Carlos, Brazil
#FF3 Revising an evaluation system for better impact assessment
Katherine Wang, IFMSA SCORE, Oslo, Norway

#FF4 An international peer-led research camp for medical students
Meritxell Mallafre Larrosa, IFMSA SCORE, Barcelona, Spain

#FF5 “SciMo”: a program to train medical students' competences to compete at scientific conferences
Michael Wilde, University of Basel, Faculty of Medicine, Basel, Switzerland

#FF6 The Attitude of Medical and Pharmacy Students towards Research Activities: A Multi-center Approach
Yonas Getaye Tefera, University of Gondar, Ethiopia

#FF7 Developing Interdisciplinary Student-led Initiatives against Antimicrobial Resistance in Primary Care: Protocol from the UK Primary Care Research Collaborative (UKPCCRC)
Jon Mok, UK Primary Care Research Collaborative, London, UK

#FF8 Evaluation of medical students' attitudes to research opportunities
Kaifeng Liang, Barts and The London School of Medicine and Dentistry, London, UK

#FF9 A journey to improve students' awareness and competences in medical research
Carolina Freitas, Department of Medical Education (DEM), Faculty of Medicine, University of Lisbon (FMUL), Lisbon, Portugal

#FF10 Developing an implementable Health Informatics curriculum for Otago Medical School – a new and innovative approach
Amy O’Neill, University of Otago, Wellington, New Zealand

#FF11 Implementing health informatics in undergraduate medical curricula in leading medical schools in the Americas - not an easy task
Jessica Ortiz Huerta, Technische Hochschule Deggendorf, European Campus Rottal-Inn, Pfarrkirchen, Germany

#FF12 Talking to physicians may help to motivate medical students to study Evidence Based Medicine
Lucia Pellanda, UFCSPA, Porto Alegre, Brazil

#FF13 Can clinically integrated teaching help in assessing students' skills in applying evidence based medicine in clinical decisions?
Peter Thomas, UK

#FF14 Educating Healthcare Professionals in Clinical Photography. A perspective from medical education: Systematic Review
Ariadna Roca-Fernández, Universitat Rovira i Virgili, Facultat de Medicina, Reus (Catalonia), Spain

#FF15 Evidence-Based Practice Curriculum Development for Undergraduate Nursing Students
Ying-Ju Chang, Department of Nursing, National Cheng Kung University Hospital, Institute of Allied Health Science; Department of Nursing, College of Medicine, National Cheng Kung University, Tainan, Taiwan

1600-1730

#GG1 Improving final year medical students’ knowledge in, and confidence of, patient safety incidents
Rebecca Crook, Chelsea and Westminster NHS Foundation Trust, London, UK

#GG2 Active learning instructional strategies for patient safety education
Wanna Angkasuwan, Hatyai Medical Center Hospital, Songkhla, Thailand

#GG3 Patient safety learning: A gap-analysis project to create solutions/innovations in the corporate Obstetrics and Anesthesiology module
Wipada Laosooksathit, Sirinakarinwirot University, Nakhon-Nayok, Thailand

#GG4 E-learning for patient safety based on Medical Near-Miss/Adverse Event Information
Machiko Saeki Yagi, Jichi Medical University, Shimotsuke, Japan

#GG5 Self-assessment of safety practices in students attending the Inter-Professional Education (IPE) for Patient Safety Course
Thitima Suntharasaj, Department of Obstetrics and Gynecology, Prince of Songkla University, Faculty of Medicine, Songkhla, Thailand

#GG6 Introducing a Structured Medication Reconciliation Practicum in Final Year Medical Education
Hwa Lin Law, Tan Tock Seng Hospital, Singapore

#GG7 Can trainee doctors refuse to work in unsafe conditions?
Mohammad Razai, St Georges University, London, UK

#GG8 Coroners Case Compendium
Ben Burrows, Gloucester Hospitals NHS Foundation Trust, Gloucester, UK

#GG9 Instant web and apps-based access to practical and procedural information improves patient safety and reduces adverse incidents by interns
Yan Jin, The Chinese University of Hong Kong, Hong Kong

#GG10 Speak Up, For Patient’s Sake! Empowering Students and Staff with Interprofessional Communication and Teamwork Tools to Improve Patient Safety
Nicole Puccinelli-Ortega, Wake Forest School of Medicine, Winston-Salem, USA

#GG11 Learner-centered scenario design enhances psychological safety of workplace for novices in critical care unit
Ja-Ling Chang, Nursing Department of WanFang Hospital, Taipei Medical University, Taipei, Taiwan

#GG12 The Interdisciplinary Patient Partner Program: Building Better Health Care Professionals through Mentorship with Patients
Krista Baerg, University of Saskatchewan, Canada

#GG13 How "Patient Centered Medicine" helps medical students get clinical competencies in Medical Education Center, Vachira Phuket Hospital
Withita Jangiam, Vachira Phuket Hospital, Phuket, Thailand
1600-1730

**#GG14** Can narrative help bridge Patients’, Caregivers’ and Physicians’ experiences of illness and care? Results from a scoping review
Tracy Moniz, Mount Saint Vincent University, Halifax, Canada

**#GG15** Medical students’ roles and functions within the longitudinal relationship with patients – from the perspectives of patients
Yaw-Wen Chang, Tri-Service General Hospital, National Defense Medical Center, Taipei, Taiwan

**#GG16** Evaluation and Impact of Patients’ Feedback on Allied Health Students
Naomi Wong, National University Hospital, Singapore

**#GG18** Clinical teachers’ perceptions of informed consent inquiry in patient care involving medical students
Eeva-Maija Nieminen, University of Helsinki, Faculty of Medicine, Clinicum, Department of Medicine, Helsinki, Finland

**#GG19** 3D3P: Digital Do’s and Don’ts, Potency and Pitfalls of the Patient portal
Charlotte Ejkelboom, Department of Paediatrics, University Medical Center Utrecht, Netherlands

**#HH8** Associations between Continuing Medical Education (CME) Teaching Methods and Participant Reflection on Content Adjusted for Learning Style
Charles Collins, Mayo Clinic, Rochester, MN, USA

**#HH10** Evaluating the impact of a coaching pilot on the resilience and retention of UK General Practitioners
Judy McKimm, Faculty of Medical Leadership and Management, London, UK

**#HH11** Towards National Needs Assessment – Perceived CPD Needs of Qatar Healthcare Practitioners
Samar Aboulwad, Qatar Council for Healthcare Practitioners, Ministry of Public Health, Doha, Qatar

**#HH12** Moving beyond traditional medical education: Building capacity among healthcare professionals in nutrition
Sohaila Cheema, Weill Cornell Medicine-Qatar, Doha, Qatar

**#HH13** Assessing Educational Need: A Multiprofessional Approach
Gayle Appleby, Evelina London Children’s Hospital, London, UK

**#HH14** Let Participants Be the Master of the Class: Using Corporate Training Skills in Continuing Professional Development
Wei-Min Chu, Department of Family Medicine, Taichung Veterans General Hospital, Chi-yi Branch, Chi-yi, Taiwan

**#HH15** The Pacemaker Agenda: Promoting a culture of wellness, scientific update, and happiness for teaching Professionalism and Ethics in daily practice
Pablo G Blasco, SOBRAMFA - Medical Education and Ethics in daily practice

**#HH16** Exemplary allied health educators: Perspectives and insights
Charmaine Krishnasamy, National Healthcare Group, Singapore

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**#HH9** Posters: Continuing Professional Development 2
Chairperson: TJ Jirasevijinda, USA
Location: Hall 4.u, CCB

**#HH1** Using case studies to test a model of education for health and social care staff that leads to patient benefit
Sally Corbett, Newcastle University, Newcastle upon Tyne, UK

**#HH2** Permanent education as a training strategy for health professionals in the context of quality management with a view to certification in humanization
Rogerio Vaz, Faculdades Pequeno Principe, Curitiba-PR, Brazil

**#HH3** The relationship among age, self-efficacy, and personality in CPD activities to remediate dyscompetence
Michael Williams, Wales Behavioral Assessment, Lawrence, USA

**#HH4** One step backwards, but one giant step forward: The challenges of introducing backwards planning in CME design
David Hak, AO North America, Denver, USA

**#HH5** A Novel, Interactive Narrative Medicine Conference: Impact on Personal Resilience
Rebecca Harrison, Oregon Health & Sciences University, Portland, USA

**#HH6** The Effects of Team-Based Learning Techniques on Nurses’ Perception of Continuing Professional Education
Ying-Tzu Lai, Tungs’ Taichung MetroHarbor Hospital, Taichung City, Taiwan

**#HH7** Reflection revisited: how physicians conceptualize and experience reflection in professional practice – a qualitative study
Elisa Bindels, Maastricht University, Maastricht, Netherlands / Academic Medical Center, Amsterdam, Netherlands

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**#II1** Posters: Teacher Evaluation
Chairperson: Lynne Allery, UK
Location: Hall 4.u, CCB

**#II1** Teaching skills in medical school
Mario Secchi, Instituto Universitario Italiano de Rosario, Argentina

**#II2** Leadership matters? The evaluation system of educational program directors in Taiwan
Chi-Wei Lin, I-Shou University / E-Da Hospital, Kaohsiung, Taiwan

**#II3** Objective Structured Teaching Examination – as a feedback tool
Mohammad Nazir, Leighton Hospital, Crewe, UK

**#II4** Dilemma and changes: exploration of the factors of students’ feedback provision to teachers
Liang-Shiou Ou, Chang Gung Memorial Hospital, Chang Gung University, Taoyuan, Taiwan

**#II5** Does the tutor matter? The relationship between students’ satisfaction from their tutor and their overall satisfaction from the clinical rotation
Nomy Dickman, Bar-Ilan University, the Azrieli Faculty of Medicine, Haifa, Israel

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**#II6** Posters: Teacher Evaluation
Chairperson: TG Jirasevijinda, USA
Location: Hall 4.u, CCB

**#II1** Using case studies to test a model of education for health and social care staff that leads to patient benefit
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Ying-Tzu Lai, Tungs’ Taichung MetroHarbor Hospital, Taichung City, Taiwan

**#II7** Reflection revisited: how physicians conceptualize and experience reflection in professional practice – a qualitative study
Elisa Bindels, Maastricht University, Maastricht, Netherlands / Academic Medical Center, Amsterdam, Netherlands
| #9JJ7 What makes a good medical teacher? | #9JJ3 Burnout in clinical years medical students and its relation to the body and brain |
| Perspective of Polish medical students | Napattamon Manorat, Roi Et Hospital Medical Center, Roi Et, Thailand |
| Dawid Bugara, Student's Scientific Group of Teaching and Examining Methodology Jagiellonian University Medical College, Cracow, Poland | |
| #9JJ8 Do Postgraduate Trainees Learn from Peer Feedback on Video Consultations and can they Facilitate Sessions for Themselves? | #9JJ4 Well-being and educational environment in initial clinical training in medicine. Perception of students from 11 Chilean medical schools |
| Rachel Phillips, GP Unit, NHS Education Scotland (NES), Edinburgh, UK | Denisse Zuniga, Pontificia Universidad Católica de Chile, Santiago, Chile |
| #9JJ9 Teachers’ Academy: Five years of teachers’ reward system - lessons learned? | #9JJ5 Dispositional Mindfulness - a protective factor for burnout in undergraduate medical students? |
| Liisa M Peltonen, University of Helsinki, Faculty of Medicine, Medicum, Helsinki, Finland | Marcela Bitran, Escuela de Medicina, Pontificia Universidad Católica de Chile, Santiago, Chile |
| #9JJ10 Perceptions of Characteristics of Effective Clinical Teachers among Medical Students and Residents in an Asian Healthcare Setting | #9JJ6 Stress management for medical students: Scientific knowledge converts into practical tools through interaction and reflection |
| Shirley Ooi, National University Health System, Singapore | Saara Repo, University of Helsinki, Center for University Teaching and Learning, Helsinki, Finland |
| #9JJ11 A stepwise evaluation strategy to improve teaching skills for young faculties in a teaching hospital | #9JJ7 Applicability and Validation of the Reaction to Test Scale (RTT) in a sample of Portuguese medical students |
| Cheng-Yi Chao, Pharmacist, Taipei, Taiwan | José Miguel Pêgo, ICS/38’s, School of Medicine, University of Minho, Braga, Portugal |
| #9JJ12 Design and Validation of an Instrument to Evaluate Clinical Training in Health Careers | #9JJ8 The relationship between anxiety and clinical performance among Chinese medical students: a cross-sectional study |
| Nancy Navarro, Universidad de la Frontera, Temuco, Chile | Bo Qu, Institute for International Health Professions Education and Research, China Medical University, Shenyang, People’s Republic of China |
| #9JJ13 Effect of Matching Communication Styles on Educators’ Effectiveness and Overall Training Experience | #9JJ9 The voice of medical students to establish the meditation course at Maharaj medical education centre |
| Wee Kee Hew, National University Hospital, Singapore | Naphatsaphon Chumwong, Maharaj Medical Education Centre(MEC), Nakhon Si Thammarat, Thailand |
| Caroline Groves, Wales Deanery, Cardiff University, Cardiff, UK | Pitu Parmanne, Finnish Medical Association, Helsinki, Finland |
| #9JJ15 Using OSTE and OSCE to Evaluate Respiratory therapists as Clinical Teachers: Differences in Clinical Teaching Skills and Professional Technologies ability | #9JJ11 Disillusionment in medical education: An exploratory study |
| Su-Ling Chen, Mackay Memorial Hospital, New Taipei City, Taiwan | Victor Loh, National University of Singapore (NUSMed), Singapore |
| #9JJ16 Prevalence of observed characteristics of positive doctor role models in general internal medicine: a cross-sectional study with resident physicians | #9JJ12 Perceived Stress, Severity and Sources of Stress among Female Medical Students in a Private Medical College in Pakistan |
| Simone Krähenmann-Müller, Department of Internal Medicine, Kantonsspital St. Gallen, Switzerland | Saba Tariq, University Medical and Dental College, The University of Faisalabad, Faisalabad, Pakistan |
| #9JJ17 Prototyping: Rapid PDSA Cycles for Accreditation System Reform | #9JJ13 Long-term peripheral placements, social isolation, and mental health. What does this mean for medical students? |
| Sarah Taber, Royal College of Physicians and Surgeons of Canada, Ottawa, Canada | Ansab Fazli, Kings College London, London, UK |
| #9JJ18 Posters: Student Stress and Burnout Chairperson: John Cookson, UK | #9JJ14 The Mediation of Medical Student Trait-Affect and Resilience with Trait-Emotional Intelligence |
| Location: Hall 4.u, CCB | Robert Treat, Medical College of Wisconsin, Milwaukee, USA |
| #9JJ2 The Prevalence and Associated Factors of Burnout in Thai Medical Students | #9JJ15 The comparison of stress level among students in engagement of surgery and non surgery clinical rotation |
| Somporn Wangruangsathit, Buddhachinmaraj Medical Center, Phitsanulok, Thailand | Melisy Fredianto, Universitas Muhammadiyah Yogyakarta, Yogyakarta, Indonesia |

1600-1730
<table>
<thead>
<tr>
<th>Session</th>
<th>Title</th>
<th>Abstract</th>
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<tbody>
<tr>
<td>#9KK1</td>
<td>Developing a Continuous UGME Curriculum Quality Review Process</td>
<td>Roona Sinha, University of Saskatchewan, Saskatoon, Canada</td>
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<tr>
<td>#9KK2</td>
<td>Inadequacies of musculoskeletal medicine curriculum for undergraduate medical students: an institutional and regional study</td>
<td>Germeno Emilio Conceicao Souza, Anhembi Morumbi University-Laureate International Universities, Sao Paulo, Brazil</td>
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<td>#9KK3</td>
<td>Pre-orientation program at the University of Arkansas for Medical Sciences (UAMS) in three consecutive years: What do students perceive important in their adjustment to medical school?</td>
<td>Jasna Vuk, University of Arkansas for Medical Sciences, Little Rock, USA</td>
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<td>#9KK4</td>
<td>Adapting Approaches to Value-based Care into Education: What, Why, and How</td>
<td>Sara Lamb, University of Utah School of Medicine, Salt Lake City, USA</td>
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<tr>
<td>#9KK5</td>
<td>The clinical skills confidence: reflection from the first year of practice</td>
<td>Rossukun Khotcharrat, Faculty of Medicine, Naresuan University, Phitsanulok, Thailand</td>
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<tr>
<td>#9KK6</td>
<td>The confidence of medical interns to perform basic medical procedures based on criteria of The Medical Council of Thailand</td>
<td>Jantrira Hongrapipat, Surin Hospital, Surin, Thailand</td>
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<tr>
<td>#9KK7</td>
<td>Undergraduate medical curriculum in the University of Tartu: strengths and weaknesses of the curriculum and factors affecting changing the curriculum according to university teachers</td>
<td>Marge Vaikjärvi, University of Tartu, Estonia</td>
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<tr>
<td>#9KK8</td>
<td>The National Policy on RDU Curriculum: Is it possible to implement it in the Medical Education Centers under The Ministry of Public Health (MOPH), Thailand?</td>
<td>Roongtiva Muempa, The Collaborative Project to Increase Production of Rural Doctor, Bangkok, Thailand</td>
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<td>#9KK9</td>
<td>The teacher’s role in classroom teaching – A qualitative research on the opinion of Taiwanese medical students</td>
<td>Chia-Yih Liu, Department of Psychiatry, Chang Gung Medical Center and Chang Gung University School of Medicine, Tao-Yuan, Taiwan</td>
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<tr>
<td>#9KK10</td>
<td>Medical Education in Georgia: Crossroads of East and West</td>
<td>Natalia Tsretelishvili, New Vision University, Tbilisi, Georgia</td>
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<tr>
<td>#9KK11</td>
<td>Curriculum evaluation: Case study of Anesthesia Internship, Faculty of Medicine, Universidad de los Andes, Bogotá, Colombia</td>
<td>Elena Trujillo, Universidad de los Andes, Bogotá, Colombia</td>
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<tr>
<td>#9KK12</td>
<td>Strengths and Challenges of Developing Remedial Strategies for an “Alien” Curriculum</td>
<td>Changmin Lin, Shantou University Medical College, Shantou City, People’s Republic of China</td>
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<tr>
<td>#9KK13</td>
<td>Perceptions of Emergency Medicine: from getting in the way to getting on the way</td>
<td>Alexander Grant, Weston Area Health Trust, Weston-super-mare, UK</td>
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### AMEE Group Meetings

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<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>1400-1730</td>
<td>BME Board Meeting (closed meeting)</td>
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<tr>
<td>1745-1945</td>
<td>AMEE Faculty Development Committee (closed meeting)</td>
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<tr>
<td>1745-1845</td>
<td>Medical Teacher 40th Anniversary Reception (invite only)</td>
</tr>
</tbody>
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### Optional Evening Event (1800-2000 hrs)

Enjoy a relaxed networking evening consisting of pizza, dessert, entertainment and drinks (two drinks are included and there will be a cash bar available).

Fee: Euros 38 plus Swiss VAT per person
Registration Desk / Exhibition
0800-1300 Registration Desk Open Foyer South, Event Hall
0930-1100 Exhibition Open Hall 4.1/4.1, CCB
1100-1600 Exhibition Tear Down

Tours – all tours depart and return to Congress Centre Basel
0900-1100 Walking Tour of the City, including the Cathedral
0930-1200 Beyeler Foundation Museum
0930-1200 City Vintage Tram Tour

AMEE Group Meeting
0700-0815 AMEE TEL Committee (closed meeting) Hong Kong, 2nd Floor, CCB

Session 10: Simultaneous Sessions

0830-1015 #10A Symposium: Assessing Social and Behavioural Sciences in Medical Education: Square Peg in a Round Hole
Jeni Harden (UK), Tracey Collett (Plymouth University, UK), Dan Hunt (AAMC, USA), Ellie Hothershall (University of Dundee, UK), Kathy Kendall (University of Southampton, UK), Hiroshi Nishigori (Kyoto University, Japan), Madalena Patricio (University of Lisbon, Portugal)
Location: Event Hall

0830-1015 #10B Symposium: Undergraduate National Medical Licensing Exams from an international perspective: lessons learned and future directions
Sören Huwendiek (Institute of Medical Education, Bern, Switzerland), Raphael Bonvin (Medical Education Unit, Fribourg, Switzerland), Brian Clauer (National Board of Medical Examiners, Philadelphia, USA), Ingrid de Vries (Medical Council of Canada, Ottawa, Canada), Mi Kyoung Yim (Korea Health Personnel Licensing Examination Institute, Seoul, Korea), Marc Braun (conseil scientifique du CNC, Nancy, France), Christoph Berendonk (Institute of Medical Education, Bern, Switzerland)
Location: Event Hall

0830-1015 #10C Symposium: Glocalisation of Medical Education and the Teacher’s Role
Dujeepa Samarasekera (National University of Singapore), Lambert Schuwirth (Flinders University, Australia), Lee Shuh Shing, Matthew Gwee Choon Eng (National University of Singapore), Yvonne Steinert (McGill University, Canada)
Location: Event Hall

0830-1015 #10D Symposium: Social Realities Impacting Medical Education - XVI Iberoamerican Session
Alberto Dougnac (ASOFAMECH, Chile), Milagros García Barbero (SEDEM, Spain), Julio Cesar Gomez (AMFEH, Mexico), Geneviève Moineau (AFMC, Canada), Debora Silva (AAMC, Puerto Rico), Pablo Pulido (PAFAMS - IAI, Venezuela), Ricardo Leon Borquez (PAFAMS, México)
Location: Event Hall

0830-1015 #10E Research Papers: Discourse and Theory
Chairperson: Cynthia Whitehead, Canada
Assessor:
Location: Delhi, Ground Floor, CCB

0830-0850 #10E1 A critical discourse analysis of accreditation standards in pharmacy and nursing education programs
Leigh Chapman, The Wilson Centre, Toronto, Canada

0850-0910 #10E2 Recognising, valuing and enhancing the role of clinicians who teach: an exploration of medical school practices
Claire MacRae, University of Edinburgh Medical School, Edinburgh, UK

Note: Only the presenter(s) are listed in the programme. For a full list of authors, please see the App or Abstract Book.
<table>
<thead>
<tr>
<th>Time</th>
<th>Session Code</th>
<th>Title</th>
<th>Speakers</th>
</tr>
</thead>
<tbody>
<tr>
<td>0910-0930</td>
<td>#0E5</td>
<td>The Stethoscope of the 21st Century: Discourses Advancing the Inevitability of Point-of-Care Ultrasound in Medical Education</td>
<td>Zac Felchenfeld, Sunnybrook Health Sciences Centre, Division of General Internal Medicine, Department of Medicine, University of Toronto, Canada</td>
</tr>
<tr>
<td>0930-0950</td>
<td>#0E4</td>
<td>When learning isn’t just learning: Alignments and tensions between university based and workplace initiated continuous professional development programmes</td>
<td>Paula Rowland, University of Toronto, Canada</td>
</tr>
<tr>
<td>0950-1010</td>
<td>#0E5</td>
<td>A systematic review of theory in general practice vocational training research. What theory, in what way and to what purpose?</td>
<td>James Brown, Monash University Clayton, Australia</td>
</tr>
<tr>
<td>1010-1015</td>
<td></td>
<td>Discussion</td>
<td></td>
</tr>
<tr>
<td>0830-1015</td>
<td>#0F</td>
<td>Doctoral Reports 3</td>
<td>Chairperson: Helvetia 1, 1st Floor, Swissotel</td>
</tr>
<tr>
<td>0830-0850</td>
<td>#0F1</td>
<td>Co-productive learning health care practices</td>
<td>Karin Thörne, Medical Faculty Linköping University, Linköping, Sweden</td>
</tr>
<tr>
<td>0850-0910</td>
<td>#0F2</td>
<td>Influence of Different Scoring Algorithms for Multiple True-False Items on the Measurement Precision of Multiple Choice Exams</td>
<td>Felicitas-Maria Lahner, University of Bern, Institute of Medical Education, Bern, Switzerland</td>
</tr>
<tr>
<td>0910-0930</td>
<td>#0F3</td>
<td>Quantifying Two Dimensional (2D) and Three Dimensional (3D) Anatomical Learning Using a Neuroeducational Approach</td>
<td>Sarah Anderson, University of Calgary, Canada</td>
</tr>
<tr>
<td>0930-0950</td>
<td>#0F4</td>
<td>Saying Sorry: Junior doctors’ experiences of open disclosure following medication error. A phenomenological study using medical simulation</td>
<td>Andrew Lane, Sydney Medical School, Sydney, Australia</td>
</tr>
<tr>
<td>0950-1010</td>
<td>#0F5</td>
<td>The Influence of Peers on Medical Students’ Learning of Psychomotor Skills Necessary for Physical Examination</td>
<td>Bernard Martineau, University of Sherbrooke, Canada</td>
</tr>
<tr>
<td>1010-1015</td>
<td></td>
<td>Discussion</td>
<td></td>
</tr>
<tr>
<td>0830-1015</td>
<td>#0G</td>
<td>Short Communications: Adaptive Curriculum 2</td>
<td>Chairperson: Michelle Arora, UK Discussant: Helvetia 2, 1st Floor, Swissotel</td>
</tr>
<tr>
<td>0830-0845</td>
<td>#0G1</td>
<td>The deliberate attainment of basic airway management skills via simulation and clinical exposure, demonstrates the value of focussed observation for medical students</td>
<td>Sarah Whereat, University of Sydney, Australia</td>
</tr>
<tr>
<td>0845-0900</td>
<td>#0G2</td>
<td>First Steps in Developing an Adaptive Curriculum</td>
<td>Mark Quirk, American University of the Caribbean, Pembroke Pines, FL, USA</td>
</tr>
<tr>
<td>0900-0915</td>
<td>#0G3</td>
<td>Medical students’ achievement emotions and preferences for testing among supplemental study resources</td>
<td>Sean Tackett, Johns Hopkins Bayview Medical Center and Gomosia, Baltimore, USA</td>
</tr>
<tr>
<td>0915-0930</td>
<td>#0G4</td>
<td>The Role of Student Moderators in an Adaptive Curriculum: Lecture Capture Review</td>
<td>Phillip Pearson, American University of the Caribbean, St. Maarten, Netherlands Antilles</td>
</tr>
<tr>
<td>0930-0945</td>
<td>#0G5</td>
<td>Crowd-sourcing for assessment items to support adaptive learning</td>
<td>Mark Raymond</td>
</tr>
<tr>
<td>0945-1000</td>
<td>#0G6</td>
<td>Best practices in student-led instruction</td>
<td>Jeff Seegmiller, University of Idaho WWAMI Medical Education, Moscow, ID, USA</td>
</tr>
<tr>
<td>1000-1015</td>
<td></td>
<td>Discussion</td>
<td></td>
</tr>
<tr>
<td>0830-1015</td>
<td>#0H</td>
<td>Short Communications: Continuing Professional Development: Revalidation and Assessment of Doctors in Practice</td>
<td>Chairperson: Hamed Khan, UK Location: Kairo 1, Ground Floor, CCB</td>
</tr>
<tr>
<td>0830-0845</td>
<td>#0H1</td>
<td>UK Fitness to Practise inquiries: Which types of doctors are under investigation and why?</td>
<td>Paul Crampton, UCL, London, UK</td>
</tr>
<tr>
<td>0845-0900</td>
<td>#0H2</td>
<td>Unprofessional behaviour in doctors - is it a problem?</td>
<td>Pippa Watson, Manchester Medical School, UK</td>
</tr>
<tr>
<td>0900-0915</td>
<td>#0H3</td>
<td>Box ticking and Olympic High Jumping – How do Physicians accept their national Physician Validation System?</td>
<td>Carolin Sehlbach, Maastricht University, Maastricht, Netherlands</td>
</tr>
<tr>
<td>0915-0930</td>
<td>#0H4</td>
<td>CPD Accreditation Surveyor Training: The Qatar Experience</td>
<td>Ayesha Hussain, Qatar Council for Healthcare Practitioners, Ministry of Public Health, Doha, Qatar</td>
</tr>
<tr>
<td>0930-0945</td>
<td>#0H5</td>
<td>Care Under Pressure: a realist review of interventions to tackle doctors’ mental ill-health</td>
<td>Karen Mattick, University of Exeter, UK</td>
</tr>
<tr>
<td>0945-1000</td>
<td>#0H6</td>
<td>Do I know how my CPD might change practice? Development of a tool to code the behaviour change techniques in training courses</td>
<td>Jo Hart, University of Manchester, UK</td>
</tr>
<tr>
<td>1000-1015</td>
<td>#0H7</td>
<td>How does the education of health and social care staff lead to patient benefit: a realist synthesis?</td>
<td>Jan Illing, Newcastle University, Newcastle upon Tyne, UK</td>
</tr>
<tr>
<td>1010-1015</td>
<td></td>
<td>No Discussion</td>
<td></td>
</tr>
<tr>
<td>0830-1015</td>
<td>#0I</td>
<td>Short Communications: Professionalism</td>
<td>Chairperson: Elisabeth Van Gessel, Switzerland</td>
</tr>
<tr>
<td>0830-0845</td>
<td>#0I1</td>
<td>What Can We Learn from the Analysis of Top-cited Articles in Medical Professionalism?</td>
<td>Sanj Azer, King Saud University, College of Medicine, Riyadh, Saudi Arabia</td>
</tr>
<tr>
<td>0845-0900</td>
<td>#0I2</td>
<td>Talking about professionalism, do we have the words? A qualitative study to explore internal medicine residents’ and attending physicians’ understanding of professionalism</td>
<td>Marco Mancinetti, University and Hospital of Fribourg, Switzerland</td>
</tr>
<tr>
<td>0900-0915</td>
<td>#0I3</td>
<td>Sri Lankan and Taiwanese Students’ Professionalism Dilemmas: Understanding Gender and Power Imbalances through Narratives</td>
<td>Malissa Shaw, Chang Gung Memorial Hospital, Linkou, Taiwan</td>
</tr>
</tbody>
</table>
0830-1015 #10J Short Communications: Assessment: OSCE
Chairperson: Sissel Guttormsen, Switzerland
Location: Shanghai 3, Ground Floor, CCB

0830-0845 #10J1 Managing your OSCE: Should candidates be quarantined?
Gillian Lever, University of Leeds, UK

0845-0900 #10J2 RECIPE for Success: The development and assessment of neonatal Resuscitation Competencies in InterProfessional education.
Brian Simmons, Department of Newborn and Developmental Pediatrics, Sunnybrook Health Sciences Centre and Department of Pediatrics, Faculty of Medicine, University of Toronto, Canada

0900-0915 #10J3 IntroducingEntrustment Scales in Objective Structured Clinical Examinations
Ylva Holzhausen, Charité-Universitätsmedizin Berlin, Germany

0915-0930 #10J4 Pre-Clinical Clerkship Objective Structured Clinical Examination Scores Predict Placement In Japan Residency Matching Program (JRMP)
Shoko Horita, The Office for Clinical Practice and Medical Education, The Graduate School of Medicine, The University of Tokyo, Japan

0930-0945 #10J5 Objective Structured Examination (OSCE) in Physiotherapy: What is the difference between communication competence and therapeutic climate?
Beatrice Buss, University of Applied science, Bern, Switzerland

0945-1000 #10J6 Sharing reliable and valid OSCE stations so as to improve cross-institutional assessment strategies: Are we equipped for it?
Thomas Kropmans, Qpercom Advanced Assessment Solutions, Galway, Ireland

1000-1015 Discussion

0830-1015 #10K Short Communications: Transition
Chairperson: Regina Petroni-Mennin, Brazil
Location: Shanghai 2, Ground Floor, CCB

0830-0845 #10K1 Supporting nurses’ transition using WhatsApp
Felicity Daniels, University of the Western Cape, Capetown, South Africa

0845-0900 #10K2 Support strategies during the transition to undergraduate clinical training: a scoping review
Anique Atherley, Maastricht University, Maastricht, Netherlands/Western Sydney University, Sydney, Australia

0900-0915 #10K3 Transitions in Medical Education: Final Year Medical Student to First Year Family Medicine Resident - A Qualitative Study
Britta Laslo, Western University, London, Canada

0915-0930 #10K4 Supporting doctors when it counts: presenting a framework of doctors’ transitions into practice
Lisi Gordon, School of Management, University of St Andrews, UK

0930-0945 #10K5 Case study: How prepared are medical graduates in Saudi Arabia to begin their postgraduate training?
Ali Alasami, University of Glasgow, UK

0945-1000 #10K6 Preparedness for postgraduate practice: the point of view of junior residents and senior physicians of western Switzerland
Matteo Monti, Faculty of biology and medicine - University of Lausanne, Switzerland

1000-1015 #10K7 Perceived strain of undergraduate medical students during a simulated first day of residency
Sophie Fürstenberg, University Medical Center Hamburg-Eppendorf, Hamburg, Germany

No Discussion
**0830-1015 #10M Short Communications: The Clinical Teacher**
Chairperson: Maria Rosa Fenoll-Brunet, Spain
Discussant: Jennene Greenhill, Australia
Location: Boston 1, Ground Floor, CCB

**0830-0845 #10M Exploring Clinicians’ Motivation to Teach: The Subjective-task Value Perspective**
Nicolas Fernandez, Université de Montréal, Canada

**0845-0900 #10M2 Valuing Clinical Teachers: Understanding Perspectives of Clinical Faculty at the University of Toronto**
Alison Freeland, University of Toronto, Canada

**0900-0915 #10M3 Risk and vulnerability in clinical teaching: a qualitative study**
Arvin Damodaran, Prince of Wales Clinical School, Medicine, UNSW, Sydney, Australia

**0915-0930 #10M4 Are retired physicians suitable for the coaching of clerks?**
Marjo Wijnen-Meijer, University Medical Center Utrecht, Netherlands

**0930-0945 #10M5 Developing a program for promotion of role modeling in clinical educators**
Elahe Mohammadi, Tehran University of Medical Sciences, Tehran, Iran

**0945-1000 #10M6 Identifying professional development needs for clinical teachers**
Jayne Lysk, University of Melbourne, Melbourne, Australia

1000-1015 Discussion

**0830-1015 #10N Short Communications: Selection, including SJTs**
Chairperson: Sandra Nicholson, UK
Location: Boston 2, Ground Floor, CCB

**0830-0845 #10N1 Medical school selection as a learning experience**
Marije de Visser, Radboud University Medical Center, Nijmegen, Netherlands

**0845-0900 #10N2 Is selecting medical students based on face-to-face interviews more likely to identify those who will have better clinical performance?**
Yen-Yuan Chen, Graduate Institute of Medical Education & Bioethics, National Taiwan University College of Medicine, Taiwan

**0900-0915 #10N3 Assessing how cultural values impact responding on a Situational Judgment Test**
Charlotte Flaxman, Work Psychology Group, Derby, UK

**0915-0930 #10N4 Situational judgment test helps medical staff reach consensus**
Juliana Tze-Wah Kao, School of Medicine, Fu Jen Catholic University, New Taipei City, Taiwan

**0930-0945 #10N5 The ups and downs of using situational judgment tests for admission to medical school**
Anja Schwibbe, University Medical Center Hamburg-Eppendorf, Hamburg, Germany

**0945-1000 #10N6 Influence of Language & Culture on International Medical Graduates’ performance on Situational Judgment Tests**
Harold Reiter, McMaster University, Hamilton, Canada

1000-1015 **#10N7 Graduate-Entry Medicine: Good for Widening Participation?**
Emily Rösín Reid, University of Warwick, Coventry, UK

No Discussion

**0830-1015 #10O Short Communications: eLearning 2**
Chairperson: Christoph Daetwyler, USA
Location: Boston 3, Ground Floor, CCB

**0830-0845 #10O1 A quantitative analysis of use of mobile devices for learning by students at St George’s from 2010 till present**
Sheeta Kavia, St George’s, University of London, UK

**0845-0900 #10O2 Use of Group Learning, Scenarios and Reflective Writing to Enhance Undergraduate Medical Students’ Understanding of the Professional Implications of Social Media**
Isobel Braidman, University of Manchester Medical School, Manchester, UK

**0900-0915 #10O3 Lessons learned from a decade on YouTube**
David Topps, University of Calgary, Canada

**0915-0930 #10O4 Serious digital games using Twine open-source software, virtual patients, and digital chalk-talk videos: enhancing undergraduate and postgraduate medical education in diabetic acute care**
Nathaniel Quail, University of Glasgow, UK

**0930-0945 #10O5 Evaluation of virtual case simulations considering the extraneous cognitive load and emotions of medical students**
Valentina Jung, Institut für Didaktik und Ausbildungsforschung in der Medizin am Klinikum der Ludwig-Maximilians-Universität München, Germany

**0945-1000 #10O6 Current status and future directions of e-Learning in medical education: 10 years of experience from South Korea**
Kyong-Jee Kim, Dongguk University School of Medicine, Goyang, South Korea

1000-1015 **#10O7 TeachMePaediatrics: A New Socially Constructed Education Resource**
Adam Bonfield, University of Leicester, UK

No Discussion

**0830-1015 #10P Short Communications: Faculty Development 2**
Chairperson: Discussant:
Location: Darwin, Ground Floor, CCB

**0830-0845 #10P1 Developing health professional education faculty in the Pacific**
Louise Young, College of Medicine and Dentistry, James Cook University, Townsville, Australia

**0845-0900 #10P2 The teaching the teachers course "Art of Medical Education": Project work - a new assessment method**
Mladenka Vrčić Keglević, Croatian Association for Medical Education, Zagreb, Croatia

**0900-0915 #10P3 Designing and Performing Personal Development Plan (PDP): A Practical Guide for Faculty Members’ Educational Activities**
Ideh Dadgaran, Medical Education Research Center, Education Development Center, Goyang University of Medical Sciences, Rasht, Iran

**0915-0930 #10P4 Evaluation of a train-the-trainer (TtT) program to improve patient centred communication (PCC) in treating patients with adherence problems in a rural hospital in Tanzania**
Regina Ndaki, Ifakara Health Institute (IHI), Ifakara, Tanzania

110
<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
</tr>
</thead>
</table>
| 09:00-09:45 | #10P5 Evaluation of the Train-The-Trainer Program for Basic Communication Skills in Context of a University Hospital  
Ozlem Suer Karabili, Ege University  
Faculty of Medicine, Department of Medical Education, Izmir, Turkey |
| 09:45-10:15 | Discussion |
| 10:15-10:45 | #10Q Short Communications: Postgraduate Education 2  
Chairperson:  
Discussant: Juliana Sa, Portugal  
Location: Lima, Ground Floor, CCB |
| 10:45-11:00 | #10Q1 Theories of teaching and learning and teaching methods used in postgraduate education in the health sciences: a scoping review  
Patricia Mcnerney, University of the Witwatersrand, Johannesburg, South Africa |
| 11:00-11:45 | #10Q2 Organization of Postgraduate Medical Education (PGME) in different countries of Europe and America. The PGME-AMEE Study 2017  
Jesus Morán-Barrios, Spanish Society for Postgraduate Medical Education, Bilbao, Spain |
| 11:45-12:30 | #10Q3 Residency Admission Process in Argentina: Psychometric Analysis of written test of three main public districts and a private hospital  
Marcelo Garcia Dieguez, Buenos Aires Province Health Ministry, La Plata, Argentina |
| 12:30-13:00 | #10Q4 Time-Variable Medical Education, More Time Efficient, Higher Costs  
Feddé Scheele, Maastricht University, Maastricht, Netherlands |
| 13:00-13:45 | #10Q5 Assessing non-technical skills in Emergency Medicine training: A reliable tool launched nationally  
Will Townend, Emergency Department, Hull, UK |
| 13:45-15:00 | #10Q6 The bigger picture of direct observation in residency: general practice supervisors’ views  
Chris Rietmeijer, VU university medical center, Amsterdam, Netherlands |
| 15:00-15:30 | Discussion |
| 15:30-16:30 | #10R Round Table: Student Stress and Burnout  
Chairperson:  
Location: Hong Kong, 2nd Floor, CCB |
| 16:30-17:15 | #10R1 Higher prevalence of psychiatric ill-health amongst medical students in Sweden: A survey-based study  
Luwam Zewenghel, Swedish Medical Association for Students, Stockholm, Sweden |
| 17:15-17:45 | #10R2 Academic self-perception perceived as more important factor than academic performance for symptoms of mental health disorders  
Haydeé Parra Acosta, Mexico |
| 17:45-18:15 | #10R3 Anxiety and the different coping methods of medical students  
Ayla Barakat, Alfaisal University, Riyadh, Saudi Arabia |
| 18:15-18:45 | #10R4 Psychological effects of internet addiction among undergraduates in a state university of Sri Lanka  
Nimna Senanayaka, Faculty of medicine, University of Kelaniya, Ragama, Sri Lanka |
| 18:45-19:15 | Discussion |
| 19:15-20:15 | #10R5 Depression and suicide in medical schools: What can we learn from the black dog?  
Daniel De Oliveira, Federal University of Rio Grande do Norte, Natal, Brazil |
| 20:15-20:45 | #10R6 A Week for Well-being  
Zoe Boulot, Faculté de Médecine Lyon-Est, Lyon, France |
| 20:45-21:15 | #10S Workshop: Use of Generalizability Theory in Designing and Analyzing OSCEs and Performance-based Tests  
David B Swanson (American Board of Medical Specialties, Chicago, USA and University of Melbourne Medical School, Melbourne, Australia)  
Location: Wettstein, 2nd Floor, Swissotel |
| 21:15-21:45 | #10T Workshop: Meeting the Challenges for Faculty in Global Surgical Education  
Wa’el S Taha (King Abdulaziz Medical City, Al-Madinah, Saudi Arabia), Miriam Uhlman (AO Foundation - AO Education Institute, Switzerland)  
Location: Helvetia 3, 1st Floor, Swissotel |
| 21:45-22:15 | #10U Workshop: "Of Course I can Teach..." - Using Entrustable Professional Activities to develop and assess surgical educators  
Craig McIlhenny (Faculty of Surgical Trainers, Royal College of Surgeons of Edinburgh, UK), Jennifer Cleland (Aberdeen University, Aberdeen, UK)  
Location: Helvetia 4, 1st Floor, Swissotel |
| 22:15-22:45 | #10V Workshop: Global Mobility and Preparedness of Medical Graduates and Students for Clinical Transitions: the case for an international medical curriculum  
Vishna Devi V Nadarajah (IMU, Kuala Lumpur, Malaysia), Richard Fuller (University of Leeds, UK), Wendy Hu (University of Western Sydney, Australia), Emmaline Brouwer (University of Maastricht, Netherlands), Sowmith Rangu (Memorial University, Newfoundland, Canada), Trudie Roberts (University of Leeds, UK)  
Location: Helvetia 5, 1st Floor, Swissotel |
| 22:45-23:15 | #10W Workshop: Managing & Supporting the Educator in Trouble  
Linda Hackling (NACT, UK)  
Location: Helvetia 7, 1st Floor, Swissotel |
| 23:15-00:15 | #10X Workshop: How to run a successful clinical school  
Martin Veysey, Vijay Jayagopal, David Hepburn, Jo Brown (Hull York Medical School, UK), Amanda Dawson (University of Newcastle, Gosford, Australia)  
Location: Osaka, 3rd Floor, CCB |
<table>
<thead>
<tr>
<th>Session</th>
<th>Title</th>
<th>Location</th>
<th>Chairperson</th>
<th>Chairperson Country</th>
</tr>
</thead>
<tbody>
<tr>
<td>0830-1015</td>
<td>#10Y Workshop: Resources, Research, and Reality: Developing and applying Behavioural and Scenario based questions in your Interview process from MMI to Standardized interviews</td>
<td>Samarkand, 3rd Floor, CCB</td>
<td>Kelly I. Dore (McMaster University, Hamilton ON, Canada), Lyndal Parker-Newlyn (University of Wollongong, NSW, Australia)</td>
<td>Canada, Wollongong, Australia</td>
</tr>
<tr>
<td>0830-1015</td>
<td>#10z Workshop: Medical Student Mistreatment - A Multi-Specialty Perspective</td>
<td>Guangzhou, 2nd Floor, CCB</td>
<td>Kevin O'Brien (University of South Florida Morsani College of Medicine, Tampa, Florida, USA), Alex Mechaber (University of Miami Miller School of Medicine, Miami, Florida, USA), Cynthia Ledford (The Ohio State University College of Medicine, Columbus, Ohio, USA)</td>
<td>USA, Miami, Ohio</td>
</tr>
<tr>
<td>0830-1015</td>
<td>#10AA Workshop: Determining a “fit” between your education work and publication venues - A Society of Directors of Research in Medical Education (SDRME) Workshop</td>
<td>Nairobi, 2nd Floor, CCB</td>
<td>Jorie Colbert-Getz (University of Utah School of Medicine, Salt Lake City, USA), Maria Blanco (Tufts University School of Medicine, Boston, USA), Carol Capello (Weill Cornell Medical College, New York City, USA), Anne McKee (King’s College, London, UK), Kathryn Huggett (University of Vermont College of Medicine, Burlington, USA)</td>
<td>USA, Salt Lake City, London, Vermont</td>
</tr>
<tr>
<td>0830-1015</td>
<td>#10BB Workshop: Striving for Excellence: How to stretch and challenge the more able Student/Trainee</td>
<td>Mexico, 2nd Floor, CCB</td>
<td>Helen Goodyear (Health Education England (West Midlands), Birmingham, UK), Taruna Bindal (Worcestershire Acute Hospitals NHS Trust, Worcester, UK)</td>
<td>UK, Birmingham, Worcester</td>
</tr>
<tr>
<td>0830-1015</td>
<td>#10CC ePosters: Curriculum and Faculty Development - identifying &amp; meeting educational needs</td>
<td>Cairo 2, Ground Floor, CCB</td>
<td>Harumi Gomi, Japan</td>
<td>Japan</td>
</tr>
<tr>
<td>0830-1015</td>
<td>#10CC1 Creating a model curriculum for the medicine of the 21st century at Witten/Herdecke University (WHU)</td>
<td>Witten, Germany</td>
<td>Marzellus Hofmann, Witten/Herdecke University, Faculty of Health, Witten, Germany</td>
<td>Germany</td>
</tr>
<tr>
<td>0830-1015</td>
<td>#10CC2 Internationalization of Curriculum – Important Step for Medical Schools Development</td>
<td>Tirgu Mures, Romania</td>
<td>Leonard Azamfirei, University of Medicine and Pharmacy Tirgu Mures, Tirgu Mures, Romania</td>
<td>Romania</td>
</tr>
<tr>
<td>0830-1015</td>
<td>#10CC3 Panorama of medical education in Latin America</td>
<td>ALAFEM-UNAM, México</td>
<td>Germán Fajard-Dolci, ALAFEM-UNAM, México</td>
<td>México</td>
</tr>
<tr>
<td>0830-1015</td>
<td>#10CC4 An Integrated Clinical Apprenticeship: Identifying Central Tenets Needed in our Education Systems</td>
<td>Boston, USA</td>
<td>Arabella Simpkin, Massachusetts General Hospital, Boston, USA</td>
<td>USA, Massachusetts, Boston</td>
</tr>
<tr>
<td>0830-1015</td>
<td>#10CC5 Implementing competency-based medical education in internal medicine residency training program</td>
<td>Seoul, South Korea</td>
<td>Sun Jung Myung, Seoul National University College of Medicine, Seoul, South Korea</td>
<td>Korea, Seoul</td>
</tr>
<tr>
<td>0830-1015</td>
<td>#10CC6 An overview of the first year Undergraduate Medical Students’ Feedback on the Point of Care Ultrasound Curriculum</td>
<td>Durham NC, USA</td>
<td>Van Mohiddin, McMaster University, Canada</td>
<td>USA, Durham, Canada</td>
</tr>
<tr>
<td>0830-1015</td>
<td>#10CC7 Development of a National Neonatal-Perinatal Medicine Physiology Curriculum Pilot Based Upon a Flipped Classroom</td>
<td>University Medical Center, Durham NC, USA</td>
<td>Susan Izatt, Duke University Medical Center, Durham NC, USA</td>
<td>USA, North Carolina, Durham</td>
</tr>
<tr>
<td>0830-1015</td>
<td>#10CC8 Developing Communication Skills in Pediatrics</td>
<td>Tübingen, Germany</td>
<td>Oana Marginean, University of Medicine and Pharmacy Tirgu Mures, Tirgu Mures, Romania</td>
<td>Romania, Tirgu Mures</td>
</tr>
<tr>
<td>0830-1015</td>
<td>#10CC9 Evaluation of Perceptions of Hand-off Communication Among Internal Medicine Residents</td>
<td>Singapore</td>
<td>Rhea Chatterjea, National University Hospital, Singapore</td>
<td>Singapore</td>
</tr>
<tr>
<td>0830-1015</td>
<td>#10CC10 Communication during family centered ward rounds: an educational needs assessment</td>
<td>Utrecht, Netherlands</td>
<td>Joost Frenkel, Division of Pediatrics, University Medical Center Utrecht, Utrecht, Netherlands</td>
<td>Netherlands, Utrecht</td>
</tr>
<tr>
<td>0830-1015</td>
<td>#10CC11 Continuing Professional Development as an institution for Public Health protection: indicating unmet needs</td>
<td>Athens, Greece</td>
<td>Eleni Politi, Harokopio University of Athens, Greece</td>
<td>Greece, Athens</td>
</tr>
<tr>
<td>0830-1015</td>
<td>#10CC12 Patient safety in nursing pre-registration education: cross-national survey in 27 European countries. Let’s look for good practices</td>
<td>Warsaw, Poland</td>
<td>Joanna Gotlib, Department of Teaching and Education Outcomes, Faculty of Health Sciences with the Nursing Division, the Public Health Division and the Dietetics Division, Medical University of Warsaw, Poland</td>
<td>Poland, Warsaw</td>
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<td>0830-1015</td>
<td>#10CC13 Missing in action: teaching triage of outpatient referrals</td>
<td>Lima, Peru</td>
<td>Bonnie Islam, University of Alberta, Canada</td>
<td>Canada, Alberta</td>
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<tr>
<td>0830-1015</td>
<td>#10CC14 360º Feedback: Developing an assessment and faculty development culture in Venezuela</td>
<td>Caracas, Venezuela</td>
<td>Tatiana Giusti, Universidad Central de Venezuela, Caracas, Venezuela</td>
<td>Venezuela, Caracas</td>
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<tr>
<td>0830-1015</td>
<td>#10CC15 Validation of the Questionnaire MEDUC-PG-14 to Evaluate Teaching Performance in Medical Residency Programs</td>
<td>Lima, Peru</td>
<td>Ana Olascoaga, Universidad Peruana Cayetano Heredia, Lima, Peru</td>
<td>Peru, Lima</td>
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<td>0830-1015</td>
<td>#10CC16 Medical students’ attitudes toward a Good Death in North Eastern part of Thailand</td>
<td>Khon Kaen, Thailand</td>
<td>Panita Limpawattana, Khon Kaen University, Khon Kaen, Thailand</td>
<td>Thailand, Khon Kaen</td>
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<td>0830-1015</td>
<td>#10DD Posters: Postgraduate Training: Early years</td>
<td>Hall 4.1, CCB</td>
<td>Jennifer Simpson, Medical Education Directorate, NHS Lothian, Edinburgh, UK</td>
<td>UK, Edinburgh</td>
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**Wednesday 29 August**

**Congress Center Basel**
How should we be preparing students for out of hours work as junior doctors?
Cathryn Maimwarung, Guy's and St Thomas' NHS Trust, London, UK

Senior House Officer (SHO) Satisfaction with the Taranaki Base Hospital (TBB) Emergency Medicine education program from 2011-2017
Susie Flink, Taranaki District Health Board, New Plymouth, New Zealand

Perception of histopathology amongst junior doctors
Lorelle Brownlee, The Maidstone Hospital, Maidstone, UK

Belief Vs. Reality: A discourse analysis of “Junior Doctors: your life in their hands”
Tania Rajendran, Barts and the London University, Whitechapel, UK

Perceptions of a night float system for post-graduate year one junior doctors (interns) in an Internal Medicine program – an Asian perspective
Zi Yun Chang, Internal Medicine Residency Program, National University Health System, Singapore

A Survey-Based Investigation on the Research Activity and Incentives for Increasing Research Activity Among Junior Physicians at the Sahlgrenska University Hospital
Li Jin Yang, Sahlgrenska University Hospital, Gothenburg, Sweden

An Annual Urology Tutorial for Junior Doctors: Results of UK Based Multi-Centre Study
Lina Yow, UK

Do foundation year doctors perceive large group teaching as an effective method of learning for their stage in training?
Rebecca Stout, UCL, London, UK

Diversity of Education in Foundation Year 2 Teaching
Matthew Aldridge, North Bristol NBT, Bristol, UK

How the youngest doctors perceive a national formal advisory program: A SWOT-analysis
Anita Sørensen, Centre for Health Sciences Education, University of Aarhus, Denmark

The Model for Improvement is a useful tool for junior doctors when implementing sustainably educational initiatives in the clinical setting
Trine Silikjaer, Aarhus University Hospital, Aarhus, Denmark

Factors that affect junior doctor attendances during teaching sessions
Maulik Patel, Barts and The London, London, UK

Engineering the Educational Experience (E3): Creating a Genuine Clinical Experience for Trainee Learning and Assessment
Elizabeth Wooster, OISE/University of Toronto, Canada

Participation in question-writing revision sessions for medical students supports continued professional development for postgraduate medical trainees
Alex Riding, Cambridge University School of Clinical Medicine, Cambridge, UK

Yaazhini Renganathan, Yong Loo Lin School of Medicine, Singapore

Evaluate the teamwork in Taiwanese junior healthcare practitioners - a pilot study
Wei-Chun Cheng, Hualien Tzu-Chi Medical Center/ Tzu-Chi University, Hualien, Taiwan

Implementation of KPI to stimulate the quality of practical training at the level of internship and residency
Vitally Koikov, Republican Center for Health Development, Astana, Kazakhstan

Wednesday 29 August
Congress Center Basel

0830-1015 Posters: Teaching and Learning Approaches
Chairperson: Rick Varl, USA
Location: Hall 4, CCB

Committee for Students and Course Evaluation (CAEC) – Report of the experience of the first four years of a medical school in implementation
Elisangela Mattos e Silva, Faculdades Pequeno Principe, Curitiba, Brazil

Study guide encouraging medical students to achieve learning objectives
Sudarat Wijitsetthakul, Medical Education Center, Ratchaburi Hospital, Ratchaburi, Thailand

The effects of retrieval practice and feedback on the kinds of diagnostic errors made by medical students
Leah Braun, Medical Education Unit, University of Munich Hospital, Munich, Germany

Intolerance to uncertainty after an educational intervention: A pre-post study in medical students
Melchor Sánchez-Mendiola, UNAM Faculty of Medicine, Mexico City, Mexico

Understanding Coaching in Palliative Medicine through a thematic review of coaching in Internal Medicine between 2000 and 2015
Ann Hui Ching, Yong Loo Lin School of Medicine, National University of Singapore, Singapore

Which learning method can prolong the retention of knowledge in medical students?
Pyarat Rojsanga, Udonthani Medical Education Center, Udonthani, Thailand

An Application of Three Educational Models to Develop a Focused Cardiac Ultrasound Educational Program
M. Hossein Tcharmtchi, Baylor College of Medicine, Houston, USA

Core Mechanics for Learning are not Enough: Designing with Engagement in Mind
Remi Wolf, AIM Laboratory, Stanford University School of Medicine, Stanford, USA

Comparing three modes of learning: teaching in the acute coronary syndrome (ACS) topic for the fourth-year medical students at Lampang Hospital, Thailand
Yotsawee Chotechuang, Lampang Hospital, Lampang, Thailand

How are medical students actually thinking of questioning in teaching class? Medical teachers must know
Narongwit Nakowan, Hatyai Medical Education Center, Songkhla, Thailand

Differentiating the Learning Needs and Style in High-school Direct Entry versus Non-direct Entry Medical Students: Use of VARK and Quantitative Survey
Wai Yin Leung, Faculty of Medicine, The Chinese University of Hong Kong, Hong Kong
#0EE12 Dynamics of students’ learning approaches throughout medical training: relationships with students’ personal characteristics
Anne Baroffio, University of Geneva Faculty of Medicine, Geneva, Switzerland

#0EE13 Learner Traits and Voluntary Attendance in Pre-Clinical Medical Courses
Megan Derazin, University of Central Florida College of Medicine, Orlando, USA

#0EE14 Medical Students’ familiarity with learning processes and their effect on academic performance
Abeer Alawan, AlFaisal University, Riyadh, Saudi Arabia

#0EE15 The effect of productive failure on learning of a novel concept in health professions education
Naomi Steenhof, The Wilson Centre, University of Toronto & University Health Network, Toronto, Canada

#0EE16 Enhancing Teacher Education to Promote Academic Activities through the Adoption of Active Methodologies and the Use of English as an Additional Language
Ana Lucía Freitas, Federal University of Health Sciences of Porto Alegre, Brazil

#0EE17 Challenges in Conducting a Community Psychiatry Class in English for Medical Students in a Non-English-Speaking Country
Wachiraporn Arunothong, Lampang Regional Hospital, Lampang, Thailand

#0EE18 Reliability of English medical article translation among fourth and fifth year medical students
Sucheer Amormamaphun, Roi et Hospital Medical Education Center, Roiét, France

#0EE19 Additional activities in medical hidden curriculum - Polish multi-centre study
Sebastian Janiec, Student’s Scientific Group of Teaching and Examining Methodology JUMC, Cracow, Poland

#0EE20 “Nice to have a reason to read books” - On literature and films in medical studies
Lena Sjöberg, University of Helsinki, Department of General Practice and Primary Health Care, Helsinki, Finland

0830-1015 #0FF Posters: Simulation 2
Chairperson: Flora Smyth Zahra, UK
Location: Hall 4.1, CCB

#0FF1 Mandatory basic laparoscopic skills course: a 4-year follow-up
Nynne Dose, Department of Obstetrics and Gynecology, Holbæk Hospital, Denmark, Holbæk, Denmark

#0FF2 The Invention of Low Cost Obstetric Ultrasound Training Model for Medical Students from Simple Materials
Sapchai Sulangtong, Medical Education Center Vachira Phuket Hospital, Walalak University, Phuket, Thailand

#0FF3 Simulation-based assessments of ultrasound skills: A comparison of validity evidence from three different procedures
Liv Dyre, Copenhagen Academy for Medical Education and Simulation, Rigshospitalet, Copenhagen, Denmark

#0FF4 CHEAP and CHEERFUL: Using locally invented simulators to teach physical examination of a neonatal scalp hematoma to medical students
Kultida Pongdetudom, Lampang Hospital, Lampang, Thailand

#0FF5 The experience of creating a simulator for carrying out spinal puncture
Elena Taptyniga, Krasnoyarsk State Medical University named after Prof. V.F. Voino-Yasenetsky, Krasnoyarsk, Russia

#0FF6 Evaluation learning curve of endotracheal intubation in high-fidelity manikin
Tanawadee Teeratchanan, Navamindradhiraj University, Bangkok, Thailand

#0FF7 Development and Validation of Multi-material Three-dimensional Printed Airway Training Models for Bronchoscopy Simulation
Sreenivasulu Reddy Mogali, Lee Kong Chian School of Medicine, Singapore

#0FF8 Application of Situated Simulation Teaching in Preventing Facial Pressure Injuries in Nursing Education
Shu-Fen Chen, Taipei Medical University-Shuang Ho Hospital, New Taipei City, Taiwan

#0FF9 Haematology/Oncology simulation training: combining clinical skills, prioritisation and human factors to improve confidence
Emily Milen, University Hospitals of Leicester NHS Trust, Leicester, UK

#0FF10 The effect of training with ear examination model on medical students’ clinical skill
Panchanok Kaewkuil, Maharajnikhonsthimmerat Hospital, Nakhonsithimmerat Province, Thailand

#0FF11 Randomized and prospective study of simulated training vs opportunistic learning in paracentesis: standardization of learning curve and transfer to real patients in undergraduate medical students
Arnoldo Riquelme, Pontificia Universidad Católica de Chile, Santiago, Chile

#0FF12 Effectiveness of surrogate eye models for training of corneal foreign body removal
Crystal Harri Wei Soh, National University Health System, Singapore

#0FF13 Challenges of Self-Directed Learning: Experiences Using the Eyesi Direct Fundoscopy Simulator by Core Medical and General Practitioner Trainees
Samantha Hunt, Gloucestershire NHS Foundation Trust, Cheltenham, UK

#0FF14 Operating Room General Minimally Invasive Surgery-related Situation Simulative Teaching Program to Improve the Retention Rates of New Nursing Staff in a Hospital
Chun Mah, Department of Nursing, Shuang Ho General Hospital, Taipei, Taiwan

#0FF15 Impact of clinical context on accuracy of simulator-based blood pressure assessment performed by medical students after first simulator-based learning
Yuka Yamazaki, Tokyo Medical University, Shinjuku-ku, Japan

#0FF16 High Fidelity Simulation in Medical Physiology: Slovak Experience
Silvia Hnilcova, Comenius University in Bratislava, Faculty of Medicine, Bratislava, Slovakia

#0FF17 Changes in performance during repeated in situ simulation with three different cases
Helen Berg, NTNU, Ålesund, Norway
#0830-1015 #10GG Poster Sessions: Clinical Reasoning and Reflection
Chairperson: Mathieu Nendaz, Switzerland
Location: Hall 4.4, CCB

#0830-1015 #10GG The Impact of Interactive Coaching Sessions on the Clinical Reasoning Skills of Medical Students
Waleed Alghamdi, King Abdulaziz University, Rabigh Faculty of Medicine, Jeddah, Saudi Arabia

#0830-1015 #10GG2 Can Machine Learning Assess Students' Clinical Reasoning? Using Natural Language Processing To Grade Medical Students' Written Assessment and Plan
Michael Cole, University of Michigan Medical School, Ann Arbor, Michigan, USA

#0830-1015 #10GG3 "5x5 Approach": New Framework for Clinical Reasoning
Hisashi Shimozono, Tokyo Medical and Dental University, Tokyo, Japan

#0830-1015 #10GG4 Effects of Teaching Critical Thinking on Medical Students' Skills: Results from a Three-Year Longitudinal Study
Mahboobeh Khabaz Mafinejad, Tehran University of Medical Sciences, Tehran, Iran

#0830-1015 #10GG5 Developing Interviewing and Clinical Reasoning Skills with a Novel Low-Cost Virtual Patient Simulator
Malgorzata Kaminska, Northern Medical Program, University of Northern British Columbia, Prince George, British Columbia, Canada

#0830-1015 #10GG6 A Debate Forum Curriculum for Teaching Critical Thinking Skills to Medical Students
Chin-Sheng Lin, National Defense Medical Center, Taipei, Taiwan

#0830-1015 #10GG7 Physiology in Everyday Life and What Happen When Something Goes Wrong
Nancy E. Fernandez-Garza, Universidad Autonoma de Nuevo Leon, Monterrey, Nuevo Leon, Mexico

#0830-1015 #10GG8 A Scoping Review of Clinical Reasoning Research Conducted on Asian Health Professions Students and Practitioners
Ching-Yi Lee, Chang Gung Medical Education Research Center, Taoyuan, Taiwan

#0830-1015 #10GG9 Using Effective Teaching to Improve Clinical Reasoning in Pre-clerkship Curriculum
Peiyang Pae, China Medical University Hospital, Taichung, Taiwan

#0830-1015 #10GG10 Reflecting on Reflection: Medical Students' Perspectives
Nipaporn Hantulapong, Buddhachinaraj Medical Education Center, Phitsanuloke, Thailand

#0830-1015 #10GG11 Educational Impact and Benefit of Clinical Apprenticeships in West Africa on UK Graduate Entry Medical Students
Jon Morris, Swansea University Medical School, Swansea, UK

#0830-1015 #10GG12 Fostering Reflexivity in Family Medicine: A Rapid Review
Marie-Claude Tremblay, Université Laval, Québec, Canada

#0830-1015 #10GG13 Perks and Woes: Integrating Reflective Practice Into Family Medicine Residency Program in Qatar
Noora Al-Mutawa, Primary Health Care Corporation, Doha, Qatar

#0830-1015 #10GG14 Can a Linguistics Software Program Be Used to Evaluate Emotional Content of Reflective Writing?
Dilshay Elangaratnam, Imperial College, London, UK

#0830-1015 #10GG15 Effect of Structured Reflection on Accuracy, Confidence and Diagnostic Calibration of Medical Students
Gallieu Costa Filho, Universidade Jose do Rosario Vellano, Belo Horizonte, Brazil

#0830-1015 #10GG16 Effect of Attitude, Motivation, and Anxiety on the Academic Performance of Medical Students
Walia Elsekaily, Alfaisal University, Riyadh, Saudi Arabia

#0830-1015 #10GG17 Motivational Advising: Utilizing the Theory of Motivational Interviewing to Facilitate and Engage Intrinsic Motivation Within Our Learner in Order to Change Behavior
Amy Fleming, Vanderbilt University School of Medicine, Nashville, USA

#0830-1015 #10GG18 Factors Affecting Motivation Toward Learning in Clinical Years
Nattaphorn Sriwicha, Sawanpracharak Hospital, Nakhon Sawan, Thailand

#0830-1015 #10GG19 Relationship Between Lifestyle and the Motivation of Academic Achievement from the Viewpoint of Iranian Students in Paramedicine Faculty
Batool Pouraboli, Pediatric and Neonatal Department, Nursing and Midwifery School, Tehran University of Medical Sciences, Tehran, Iran

#0830-1015 #10HH Poster Sessions: Student Characteristics
Chairperson: Mike Tweed, New Zealand
Location: Hall 4.4, CCB

#0830-1015 #10HH1 The Effect of Attitude, Motivation, and Anxiety on the Academic Performance of Medical Students
Walia Elsekaily, Alfaisal University, Riyadh, Saudi Arabia

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#0830-1015 #10HH5 Adaptation and Validation of the Academic Self-Regulation Scale (SRQ-A) for Measuring Motivation in Portuguese Medical Students
Rafael Vasconcelos, School of Medicine, University of Minho, Braga, Portugal

#0830-1015 #10HH6 Curiosity Drives Learning, A Simply Inspirational Way for Medical Students' Research Engagement Through Extra-Curriculum Activity
Preecha Wanichsetakul, Faculty of Medicine, Thammasat University, Pathumthani, Thailand

#0830-1015 #10HH7 Student Motivation at a School of Health Sciences
Asta B Schram, University of Iceland, School of Health Sciences, Reykjavik, Iceland

#10HH8 Medicine in Portugal – Perceptions and Motivations of Medical Students
Idalina Beirão, Portugal
10H13 Incorporation of resilience into medical school curriculum
Chaya Prasad, Western University of Health Sciences, Pomona, USA

Enhancing Healthcare Undergraduates’ Emotional Intelligence through a Psycho-educational Intervention
Mandakini Mohan, International Medical University, Kuala Lumpur, Malaysia

Happiness and relative factors among medical students at Kalasin Hospital in the 2017 academic year
Phithaya Piypattanakorn, Kalasin Hospital Thailand, Kalasin, Thailand

They Like Me, They Like Me Not? How Medical Students Can Gain Trust from Residents and their Teams during Clinical Education
Vijay Rajput, Ross University School of Medicine, Miramar, Florida, USA

Relating Emotional Intelligence to Social Competence and Academic Achievement in Undergraduate Students
Sundus Tariq, University Medical and Dental College, The University of Faisalabad, Pakistan

The role of medical student mind-set in the achievement of early academic success
Susan Smith, Medical Education Research Unit, School of Medicine, Imperial College, London, UK

Self-Regulation Skills and its Role in Academic Success in Medical Students
Lamya Alrayes, Alfaisal University, Riyadh, Saudi Arabia

Academic integrity: attitudes and perceptions of teachers and medical students
Isabel Neto, Faculty of Health Sciences, University of Beira Interior, Covilhã, Portugal

Students’ expectations – are they obvious?
Alla Bronshtein, Tel Aviv University, Tel Aviv, Israel

Learning styles in an international classroom
Tiina Immonen, University of Helsinki, Finland

Comparisons of the learning styles among medical students of different application methods
Hsiang-Chin Hsu, National Cheng Kung University Hospital, Tainan, Taiwan

Motivational Profile and Learning Strategies of Students from 1st to 4th Year of Medical School at Universidad Andres Bello Viña del Mar, Chile
Veronica Silva, Escuela de Medicina Universidad Andrés Bello, Viña del Mar, Chile

“Su-Ji-Pu-Li” appreciating learning styles in clinical years of medical students
Rungnapa Pengprakhon, Buriram Medical Education Center, Buriram, Thailand

Peer-teaching for hifi simulation aimed at clinical reasoning training
Jean Paul Fournier, Faculte de Medecine de Nice
Sophia Antipolis, Nice, France

Perception of Paired Learning in Speech Therapy Fresh Graduates
See San Chok, Tan Tock Seng Hospital, Singapore

Same grade peer-to-peer tutoring experiences for clinical skills among the 2nd year undergraduate medical students
Sang Hui Moon, Seoul National University, Seoul, South Korea

Collaborative Learning for Histopathology Education
James Fishback, University of Kansas, School of Medicine, Kansas City, USA

Measuring social interdependence in collaborative learning: Instrument development and validation
Ikuko Shimizu, Shinshu University, Matsumoto, Japan

Measuring Social Interdependence in Collaborative Project-Based Learning
Tsan-Hon Liou, Shuang Ho Hospital; School of Medicine, College of Medicine, Taipei Medical University, Taipei, Taiwan

What are the teaching strategies that promote self-regulated learning among the pre-clinical medical students?
Shuh Shing Lee, National University of Singapore, Singapore

Educating for self-directed learning: a longitudinal study of learning strategy development
Tamara van Woezik, Radboudumc, Nijmegen, Netherlands

Self-directed learning Readiness Among Pakistani MBBS students of University College of Medicine & Dentistry (UCM&D)
Tayyaba Azhar, University College of Medicine & Dentistry, The University of Lahore, Pakistan

Longitudinal monitoring of self-directed learning skills: do novice and returning students score comparably?
Vanija Zamuda, Faculty of Medicine, University of Maribor, Slovenia

The attitude toward teaching technique in medical students at Chaiyaphum Medical Education Center
Paweenu Kaladee, Chaiyaphum Medical Education Center, Chaiyaphum, Thailand

Utilizing of Logbook - Medical Students’ Viewpoint
Chonakarn Niyomthong, Surin Medical Education Center, Surin, Thailand

Design and development of mobile-based portfolio for medical sciences students: A portable tool for objective assessment in the modern world
Saeed Abdallahifard, Shiraz University of Medical Science, Shiraz, Iran

The Relationship Between Electronic Portfolio Participation and Residency Upgrading Examination Outcome in Family Medicine Residency Program
Shun-Chin Chang, The Department of Family Medicine, Dalin Tzu Chi Hospital, Dalin, Taiwan
#1016 Reflections of postgraduate medical students during their clinical years - a qualitative study of logbook entries
Laurel Weaver, Deakin University, Geelong, Australia

#1017 Using clinical case E-portfolios to support case-based learning and assessment in orthodontic postgraduate education
Richard Cure, University of Warwick, Coventry, UK

#1018 Use of portfolio of residents in the training of the Medical Institute of NEFU
Aitalkina Maksimova, NEFU, Yakutsk, Russia

#1019 Using videos from human medicine to reinforce application of diagnostic error concepts in veterinary students
Regina Schoenfeld-Tacher, North Carolina State University, College of Veterinary Medicine, Raleigh, NC, USA

#1020 The effects of on-line video supported self-directed learning for three common clinical skills: a comparative study
Chun-Chao Chang, Taipei Medical University Hospital, Taipei, Taiwan

#1021 Teaching Mental State Examination (MSE) - a new contemporary approach
Jessica Roberts Hansen, Psychiatry West Region Zealand, Slagelse, Denmark

#1022 Threshold Concepts in Clinical Education: Similarities between the USA and UK
Virginia Randall, Uniformed Services University of the Health Sciences, Bethesda, USA

#1023 Definition of educational objectives of medical students in a history of medicine class
Jorge E. Valdez-García, Tecnologico de Monterrey, medical students in a history of medicine class of the Health Sciences

#1024 The effectiveness of blended learning on performance of medical students in back school program
Radchada Sahavorakula, Chao phya aubhiubhirj Hospital, Prachinburi, Thailand

#1025 Improve PALS learning of final-year medical students with simulation scenarios
Natthachai Muangyod, Cardiovascular Unit, Pediatrics Division, Lampang Medical Student Center, Lampang Hospital, Lampang, Thailand

#1026 The Application of 3-Dimensional Printing Tools Added in IPE/IPP Teaching Courses in a Resources-limited Hospital in Taiwan
Cheng-Hsi Liao, Department of Surgery, Taichung Armed Forces General Hospital, Taichung City, Taiwan

#1027 3D Printing Technology Applications in Clinical Teaching
Wen-Lung Liang, Kaohsiung Medical University, Kaohsiung, Taiwan

#1028 Experience in debriefing by teachers in healthcare
Ana Quilici, Universidade Anhembi Morumbi - Laureate International Universities, Sao Paulo, Brazil

#1010 Development of large-scale simulation-based education programs to accomplish early exposure to clinical medicine for year one medical students
Kazuomo Ishikawa, International University of Health and Welfare (IUHW), Narita, Japan

#1011 Enhancing Clinical Competence of Novice Nursing Practitioners: Use of Interactive Situated and Simulated Teaching Program
Sue-Shien Chen, Chang Gung Memorial Hospital, Taoyuan County, Taiwan

#1012 The Input-Output model: a simple tool to structure causes of clinical problems
Angrui De Beaumaris, Universite de Moul, Leiden, Netherlands

#1013 Creating and validating veterinary teaching models of the future
Jason Johnson, Lincoln Memorial University-College of Veterinary Medicine, Harrogate, USA

#1014 Examining the characteristics of the diagnostic justification among residents and medical students and the effect of scheme-inductive learning
Kuo-Inn Tsou, Fu Jen Catholic University, School of Medicine; Catholic Tien Hospital, Department of Pediatrics, New Taipei City, Taiwan

#1015 Posters: Threshold Concepts / Clinical Teaching / Simulation
Chairperson:  Location: Hall 4.4, CCB

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Sue-Shien Chen, Chang Gung Memorial Hospital, Taoyuan County, Taiwan

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Kuo-Inn Tsou, Fu Jen Catholic University, School of Medicine; Catholic Tien Hospital, Department of Pediatrics, New Taipei City, Taiwan

#1034 How can approaches of different medical systems be made visible, brought into dialogue, and reflected? - Real Patient Study Days
Diethard Tauschel, Integrated Curriculum for Anthroposophic Medicine & Institute for Integrative Medicine, Faculty of Human Medicine; Department of Medicine, Witten/Herdecke University, Witten, Germany

#1035 Final year medical students' perceptions of hospital ward rounds and the implications for teaching and learning
Ibrahim Ali, University of Manchester, UK

#1036 How might medical teachers enhance the transfer of basic physiological knowledge into clinical applications? A Case Analysis of SWU Medical Students' Fluid Therapy in Paediatric Patients
Achara Wuttiprasittipol, Panyanathaphikkhu Chonprathan Medical Centre (PCMC), Srinakharinwirot University (SWU), Nonthaburi, Thailand

#1037 Centennials arrived! The challenges of teaching anamnesis to the digital native student through active methodologies
Bruno Leite Moreira Alves, Faculdades Pequeno Príncipe, Curitiba, Brazil

#1038 Comparing Digital Education vs Case Based Learning in First Year Medical Physiology Course
Elina Nekatalova, Sackler School of Medicine, Tel-Aviv University, Tel Aviv, Israel

#1039 Digital Pedagogy Using Digital Classroom Response System (DCRS) with Poll Everywhere is an Effective Method in Teaching Oncology Module for Undergraduate Medical Students: Experience from Singapore
Hon Lyn Tan, Department of Hematology-Oncology, National University Cancer Institute, Singapore
Framing effects on medical student diagnostic testing and therapeutic decision-making judgements
Michelle Daniel, University of Michigan, Ann Arbor, USA

Workshop: Reviewing for AMEE MedEdPublish – enhancing scholarship
Richard Hays (Editor), Trevor Gibbs, Subha Ramani, Ken Masters (Associate Editors), Kerrie McKay (Administrator)
Location: MCH Lounge, Event Hall

AMEE Group Meeting
0815-1015 AskAMEE Meeting (closed meeting) Basilisk, Ground Floor, Swissotel
1015-1045 Coffee Break Hall 4.U/4.1, CCB

Soapbox Stage – Hall/4.1, CCB
1015-1025 BMJ
1030-1040 Oxford Medical Simulation

Session 11: Plenary
1045-1245 #4 Plenary
Chair: Trudie Roberts, UK
Location: Event Hall

1045-1130 #11A Plenary: Broadening the Curriculum Beyond Bioscience
Ayelet Kuper, Wilson Center, University of Toronto, Canada

1130-1225 #11B PechaKucha™ Presentations

11B1 Postgraduate supervision as an emerging pedagogy: implications for health professions education
Susan van Schalkwyk, Stellenbosch University, South Africa

11B2 Lost before translation: Reflections on ethnocentricity in medical education research and publishing
Lynn Monrouxe, Chang Gung Medical Education Research Centre (CG-MERC), Taiwan

11B3 Medical Students vs Medical Schools: The Human Resources for Health Challenge
Marian Sedlak, IFMSA

11B4 See one, do one, teach one: When the student becomes the teacher
Evita Peiou, European Medical Students’ Association (EMSA)

11B5 There and Back Again: A tale of a hurricane and heroes
Heidi Chumley, American University of the Caribbean, Netherlands Antilles

11B6 Service vs education- who wins in postgraduate training
Rille Pihlak, European Junior Doctors, University of Manchester, UK

1225-1245 Announcement of AMEE Conference Prizes
A look ahead to AMEE 2019
Concluding remarks

1245 Close of Conference

Courses
1300-1400 ESME Course Osaka, 3rd Floor, CCB
1300-1600 ESMELead Course Samarkand, 3rd Floor, CCB

AMEE Group Meeting
1300-1700 AMEE Executive Committee (closed meeting) MCH Lounge, Event Hall

Visit to 3D Printing Laboratory
Sign up at Registration Desk
Fee: Free of charge (limited spaces available)

Diagnostic Error in Medicine 2018, Bern
Registration: www.improvediagnosis.org
A lunch bag will be provided. Participants will be notified of departure time.
A
Abakassova, G 4CC11
Abarashi, M 3KK10
Abbasi Shaye, Z 3D5
Abbiati, M 9DD8
Abdelrahim, E 9DD11
Abdollahifard, S 10II14
Abdul Rahman, M F 7EE9
Abebe, K 9P15
Aboulsoud, S 3L, 9HH10
Abushaala, R 5KK3
Acharya, Y 9P5
Adams, R 3X
Adamus, L 7KK5, 8O
Adefuye, A 8HH6
Adey, T 9H1
Adler, M PCW 15
Agustin, R 3II3
Ahlers, O 7GG, 9K2
Ahmad, M S 5P4
Ahmari Tehran, H 9EE7
Ahmed, Saleem 7DD10
Ahmed, Sara 5KK6
Ahn, D PCW 29
Ahn, M 3CC2
Aishath Saleem, F 4KK9
Aiyer, M 7JJ14
Akatsu, H 3L6
Alalwan, A 10EE14
Al-Asaaed, S 8U
Albert, M 4B
Albrechtsen, S 4H3
Alcaraz-Mateos, W 3EE9
Alford, M 5K6
Altgether, L 3T
Al-Moslih, A 3FF17
Al-Mutawa, N 10G
Alnahdi, M 4II6
Alpes, M 4KK7
Alrayes, L 10HH15
Altshuler, L PCW 30
Amatyakul, P 7FF19
Amin, M A 8L3
Amornmahaphun, S 10EE18
Anda, H 3G1
Andersen A G, 7H9
Andersen, B R 3F2
Andersen, M H 3O5
Anderson, K 4G2
Anderson, M B ESMEA, PCW 32, 5R, 9X
Anderson, S 10F3
Andrikovich, I 8FF14
Angkasavan, W 9G2
Ankel, F 3Z
Antoniou, P 8S
Aripraksakorn, A 10II1
Appleby, G 9H12
Aparad, T 8Q5
Arondik, W 4K5
Ardong, T D 7II8
Arler, S V 3H2
Ar non, J 8CC3
Arroji, M 4GG1
Arora, J 3FF3
Arora, M 10G
Arunothong, W 10EE17
Aruwajoye, S 7II10

Asada, Y 8II6
Asakawa, M 3Q3
Asanasak, K 3CC3
Ash, J 5JJ
Ash, S 5M5
Ashida, R 9EE9
Ashourizadeh, H 4G2
Atalla, N 9EE15
Atherley, A 10K2
Au, C L 4EE10
Audetat, M-C PCW 8, 4N, 5T, 7D
Aumkaew, S 8J9
Aydin, A 8G2
Ayoob, E 7P1
Azad, A 4FF11
Azamfirei, L 10CC2
Azer, S 10II10
Azhar, T 10II10
Azzouz, R 8JJ12

B
Bac, C 3Q1
Bachmann, C PCW 18
Bae, B 9G12
Baines, R 9F4
Bajrami, A 5EE11
Balaam, M 3II18
Balachandran, P 8G5
Balakrishnan, A 7JJ8
Balanov, I 8DD8
Balasubramaniam, C PCW 15
Balikzov, Z 9H1
Balmer, D 9E2
Bamid, P 3FF6, 8S
Ban, N 3P
Bandiera, G 3U
Barakat, A 10R3
Barber, C 4E
Baroffio-Barbier, A 5DD4
Barofollo-Barbier, A 5T, 7J, 10EE12
Bar-On, E 8B
Barrett, A 7H4
Barrett, A 8CC11
Barth, B 10B
Barzdins, J 7O4
Bashyam, M 5JJ5
Basi, S 8U
Bate, F 9K4
Bauman, E 5II8
Baxendale, E PCW 9
Bazigh, I 7L6
Beak, A 7II1
Bearman, M 10L3
Beauchamp, N 8C
Begert, L 7KK13
Begum, A 7F12
Bendrick, R 4HH4
Behrens, C 10L1
Beighle, D 3T
Beirano, I 10HH8
Bello, A 3FF8
Bennett, D PCW 4
Benson, J 7J4
Berkley, H 10KK12
Bernard, C 5K1
Bestetti, R 4G2
Bica, R 4EE2
Billings, H 4H5
Bindal, T 10BB
Bindels, L 9HH7
Binnendyk, J 9K1
Bintaro, S 3J1
Bisgaard, C H 3Q2
Bishop, A 3DD8
Bitran, M 9J5
Björck, B 7HH5
Blanco, M 10AA
Blasco, P G 9HH15
Blatt, B 3V, 9Q
Blut, Z 7BB
Blondon, K 7T
Blumberg, M 8H17
Bocchiaty, N 3II20, 5T
Bogomolova, K 8K1
Bohn, V 9CC11
Boillat, M 7B
Boileau, S PCW 12, 8D
Bouloukis, P 4JJ15
Boonkhachaisak, W 7FF15
Borges, N J 3K7, 7F
Borghi, N 5FF15
Borquez, R L 3M, 10D
Bosch, M 3DD2
Bothara, R 3G1
Boulais, I 5N2
Boulet, J R PCW 12, 8D
Bourry, C 7R 2
Boursicot, N ESMEA, 9X
Bovell, D 8KX 15
Brack, U 5DD 14
Bradley, E B PCW 17
Brahms, A 3CC, 10O2
Brand, P 5H, 7K1
Brass, K 3CC
Braun, L 10EE3
Braun, M 10B
Breckwoldt, J PCW 18, 3L4
Brem, B PCW 2
Brendel, T 5CC7
Bressers, G 7F2
Brinch, C 9Q2
Brito, J 7HH4
Brockbank, S PCW 11, 9Z, 10I5
Brodmann Maeder, M 4M6
Bronshtein, A 10HH17
Brouwer, E 10V
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<tr>
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