Connecting at AMEE 2018

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

Conference App:
Please consult our web-based App for Conference information. You can access the full programme and abstracts, and build your own schedule of sessions and presentations you would like to attend. You can also connect with AMEE Online: Facebook, Twitter, LinkedIn and YouTube Channels and upload your own photographs into the conference gallery. You can also take advantage of the ‘Connect’ feature to connect with other delegates. The App can be accessed on laptops, tablets and smartphones. Go to www.guidebook.com to download the Guidebook App and search for AMEE 2018.

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

Twitter:
Follow @AMEE_Online and use hashtag #amee2018 to tweet about what you see and hear during the Conference. If you wish to tweet about a particular conference presentation remember to use the presentation hashtag e.g. #3D1. If you are presenting at the conference you may wish to add your twitter name to your slides or poster. Look out for the screens throughout the exhibition area for the live twitter feeds.

LinkedIn:
www.linkedin.com/company/amee—internationalassociation—for-medical-education

YouTube Channels:
For a selection of videos and information related to AMEE Conferences and the MedEdWorld initiative, take a look at our YouTube Channels: AMEE_Online & MedEdWorldorg

MedEdWorld Forums:
MedEdWorld (www.mededworld.org) was launched by AMEE in a response to the identified need to create a more formal mechanism for AMEE members and others to keep in touch between AMEE conferences. MedEdWorld Forums are discussion threads on topics featured at AMEE 2018. To access a Forum, go to www.mededworld.org and log in with your AMEE username and password. Click on Forums in the left menu and choose the most appropriate one for your post. You can add your comments, join in the discussions, upload presentations and even arrange to meet other participants to follow up on the discussions face-to-face.

AMEE Live:
Sessions held in the Event Hall including the opening ceremony will be live streamed as well as interviews with speakers and participants through www.ameelive.org. Those unable to participate in person will be able to subscribe to the live stream and can take part in the discussions and ask questions of the speakers as an individual or with a group of colleagues. As a Conference participant you will also have free access to the recordings after the Conference, and can catch up with a session you missed when you’re back home, except for Plenary 1 and 2, which will not be recorded. To access the stream either live or afterwards, simply go to www.ameelive.org and enter the username amee and password basel2018.

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

Videos and Photographs:
Please be aware that plenary and symposia sessions in the Event Hall will be live streamed and recorded for future use. Photographers will also be capturing the event. Images taken by our photographer will be posted on Facebook and Flickr. Also follow us on Instagram – AMEE_Online for photographs taken by the AMEE Team. Please feel free to tag us in your own photos and upload them to the Conference App and your own social media networks.
**Saturday 26th August 2018**

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**Career Development**

- **Session 6**
  - Medical Humanities Today: Interprofessional Communication for Serious Games Development & Implementation in Med Ed Part II
  - Theoretical & Practical Considerations for Medical Education - Supporting direct observation in a non-procedural setting

- **Session 7**
  - Where do I start? Planning a health care research program: Are you ready for a career in academic medicine?
  - The Science of Teams: Developing and transforming effective teams

- **Session 8**
  - Making Health Professional Education Accessible for All: A case study on how to develop and deliver educational videos through social media (Facebook)
  - How to use self-regulated learning (SRL) enhanced feedback in medical education systematic review

- **Session 9**
  - How to shoot, edit and distribute educational videos through social media (Facebook)
  - How to use self-regulated learning (SRL) enhanced feedback in medical education systematic review

**Additional Activities**

- **Lunch**
- **Coffee Break**
- **Workshop**
- **Posters**
- **Meeting**
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**Meeting | Hong Kong, 2nd Floor, CCB | AMEE TEL Committee (Invite Only)**
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SESSION 11 | 1045-1245
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## SECTION 2 | Conference Programme

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## SECTION 3 | Presenters Index

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Welcome to AMEE 2018
AN INTERNATIONAL ASSOCIATION FOR MEDICAL EDUCATION

Learn something new
Participate in the plenaries, symposia, research papers, doctoral reports, short communications, PechaKucha™, points of view, round tables, posters, eposters, workshops and courses

Contribute to sessions
Present your own paper, ask questions, join in the discussions

Engage with students
Find out what is important to our future healthcare professionals

Explore the exhibition
See the wealth of products and services on show from our commercial and academic exhibitors

Take home some good ideas
Share your conference experiences with others in your institution

Do something different
Join the AMEE Fringe or attend a session you wouldn't normally go to

Network with over 3,500 participants
Find out what others are doing in over 90 countries, across all phases of education and in many different professions

Set up collaborations
Many joint projects start at AMEE conferences

Personalise your Conference programme
Explore the conference programme and app and make up your personal schedule

Leave time to reflect and have fun
Make time for yourself, make new friends, enjoy your surroundings and cherish the time for reflection and regeneration

See www.amee.org/conferences/amee-2018 for full details
AMES Executive Committee

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See www.amee.org/conferences/AMEE-2018 for full details
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Universität Basel
Das Schweizerische Institut für ärztliche Weiter- und Fortbildung
Universität Zürich
Università della Svizzera italiana
UNIL - Université de Lausanne
AO Foundation
HEdS | Haute école de santé de Genève
UB - Universität Bern
l’Université de Fribourg

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Robyn Bokrath
Raghayeh Gandomkar
Ruy Souza
Ryan Brydges
Sally Curtis
Samantha Scallan
Samuel Edelbring
Sandra Kemp
Sara Mortaz Hejji
Sharon Crackov
Sharon Sneddon
Sigrid Harendza
Silke Biller
Silvia Mamede
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Simon Kitto
Simone Gibson
Sofia Ribeiro
Sonja Crandall
Soren Huwendiek
Stephanie Hautz
Steven Andersen
 Sue Kilminster
Sue Murphy
Susan Jameson
Susan van Schalkwyk
T.J. Jirasevijinda
Tasha Wyatt
Temple Ratcliffe
Thomas Fassier
Tim Wilkinson
Tina Martinianakis
Toni Seppälä
Trevor Gibbs
Trudie Roberts
Vagelis Papageorgiou
Valerie Wasyk
Vanda Abi Raad
Varadarajan Kalidasan
Victor Riklefs
Vimmi Passi
Wee Shiong Lim
Willie Miller
Wojciech Pawliwa
Wolf Hautz
Zeev Goldik
Conference venue
Congress Center Basel, MCH Messe Schweiz (Basel) AG, 4005 Basel, Switzerland
https://www.congress.ch/en-US.aspx
Some workshops are located in Swissotel, which is linked to Congress Center Basel (CCB)

Travel
Every guest who stays in a hotel in Basel receives a free Mobility Ticket when they check-in. The Mobility Ticket enables guests to use public transport in the city of Basel and its surroundings (including EuroAirport) free of charge for the duration of their stay. Some hotels issue a reservation confirmation which includes a “Mobility-Ticket” confirmation, enabling free-of-charge transfers between the airport and the hotel, so please don’t forget to print your hotel confirmation and take it with you on the tram or bus!

The Congress Center Basel (Tram stop Exhibition Square) is easily accessible from all railway stations:
- From the SBB/SNCF railway station, take tram no. 1 or no. 2 directly to the Exhibition Square (Messeplatz)
- From the Badischer Bahnhof, take tram no. 1, no. 2 or no. 6
- From Basel downtown take trams No. 6 or 14

Registration desk opening hours
Please come to the registration desk in Foyer South to collect your pack. Name badges should be worn at all times.
- Saturday 25th August 0745-1730
- Sunday 26th August 0745-2100
- Monday 27th August 0715-1745
- Tuesday 28th August 0745-1745
- Wednesday 29th August 0800-1300

Onsite payments
If you have made arrangements to pay your registration fees onsite, please come to the registration desk and pay by credit card (Visa/Mastercard only) or cash (Euros/Swiss Francs only - please note we cannot accept €200/€500 notes).

Internet access
Café: PCs for internet access are available in Foyer 2 on floor 2. CCB, from Monday 27th to Wednesday 29th August.
Wiﬁ: Free wireless access is available throughout Congress Centre Basel and Swissotel Conference Rooms

Certification
CME: Application has been made to The Royal College of Physicians of London for CME points for attendance at the main AMEE 2018 Conference (1730 hrs Sun 26th August to 1230 hrs Wed 29th August 2018).
A register of attendance will be available at the registration desk at morning coffee break on Wednesday 29th August for those who wish to claim their CME points.

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

Presentation: If you require a presentation certificate, please complete a certificate requirement form, available from the Registration Desk on Wednesday 29th August, or email your request to amee@dundee.ac.uk. Please allow a minimum of 6 weeks for processing. Certificates will be issued electronically in PDF format.

Evaluation
Conference: A link to the online evaluation form will be sent immediately after the Conference and your assistance in completing this will be much appreciated. All sessions may be individually rated through the App.
Workshops and ePosters: Pre-conference workshops, conference workshops and ePosters sessions will be evaluated individually. Evaluation forms will be provided at the end of each session which will be collected by the student helper.

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

Smoking: All conference locations being used for the Conference including the terrace are strictly no smoking. Smoking is forbidden in Switzerland in enclosed areas when they are open to the public or serve as a workplace for more than one person including restaurants, public buildings, ofﬁces and public transport.

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

Prayer Room: A room has been designated at Congress Center Basel. Please ask at the Registration Desk for directions.

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

Cloakroom: The Cloakroom is located at the entrance to CCB No items may be left overnight.

Places to eat on site
Places to eat near Congress Centre Basel:
Please follow the link to see a list of nearby restaurants: https://www.basel-restaurants.ch/en/poi/liste/?pillD=1&switchlang&PreserveZoomNPan
Programme: A print copy of the programme will be available for collection with your conference materials from the Registration Desk if you requested one at the time of registering. The programme can also be accessed through the Conference App and you have the option to create a personal schedule of sessions you wish to attend.

Abstracts: The abstracts are available on the AMEE website (www.amee.org/conference/amee-2018) and through the Conference App.

Language: All sessions will be conducted in English.

Plenaries: All plenary sessions will be streamed live and will also be available for viewing by participants after the conference, with the exception of the Sunday and Monday plenaries which will only be live streamed and not available for viewing afterwards. The opening plenary will take place on Sunday 26th August at 1730 hrs with subsequent plenary sessions on Monday, Tuesday and Wednesday mornings.

Symposia: 25 symposia on a wide range of topics are included in the programme. All symposia in the Event Hall will be live streamed.

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

Patil Teaching Innovation Award Presentations: Each presenter is allocated 10 minutes for presentation followed by 5 minutes for questions. All sessions will have a chairperson. Members of the Patil Award Committee will attend the sessions and may make one or more awards.

Research in Medical Education Papers: Papers have been selected by the AMEE Research Committee and our reviewers as good examples of research in medical and healthcare professions education. These sessions, grouped on a particular research theme, have an emphasis on methodology. Presenters have 15 minutes to present, followed by 5 minutes for questions. At the end of the session there will be a general discussion, if time permits. The chairperson of each session has been asked to direct the questions and discussion to issues relating to choice of methodology, the implementation of the study including resource implications, and the analysis and reporting of the data, rather than to the medical/healthcare professions education theme of the session.

Doctoral Reports: Doctoral reports in healthcare professions education completed within the last three years have been selected from submitted abstracts. These will be presented in three sessions, one on each day. Each presenter has 15 minutes for presentation followed by 5 minutes for questions. All sessions will have a chairperson. Any remaining time at the end of the session will be used for general discussion of the issues raised from any or all of the papers.

AMEE Fringe: The AMEE Fringe becomes more popular each year, providing the opportunity to see something a little different – a new and perhaps provocative or idiosyncratic approach to healthcare professions education. Each presenter is allocated 15 minutes and the sessions will be introduced by Rachel Ellaway.

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

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

Conference Workshops: There are 60 conference workshops from which to choose. Workshops may be at introductory, intermediate or advanced level. An indication of the level and whether previous knowledge/experience of the topic is advised is indicated in the abstract on the website www.amee.org/conference/amee-2018 and in the conference App. There is no additional charge for conference workshops. There is no advance sign-up and attendance will be restricted to the number of chairs in the room. If your chosen workshop is full, we kindly ask you to select another session to attend. Workshop rooms are not connected to Speaker Preview and presentations should be uploaded in the workshop room.

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

New! If you would like your poster to be considered for the Medical Teacher Poster Prize please go to www.postersamee.org and follow the ‘Poster Prize’ link. The Poster Prize Committee will review your abstract in advance and then view your mounted poster during the Conference. Please see the following website for instructions and hints on preparing mounted posters: https://amee.org/conferences/amee-2018/abstracts#presentation-with-poster
Poster mentoring: If you have a mounted poster and would like to receive feedback on your work, there will be the opportunity to meet a member of the AMEE Research Committee to discuss your poster. This will take place in Session 7 on Tuesday from 1015-1200 hrs. Places are limited and are available on a first come, first served basis. If you are interested in arranging a poster mentoring appointment please visit www.postersamee.org and follow the “Poster Mentoring” link.

EPosters: In response to the positive feedback from AMEE 2017, we are again including ePosters in the programme and using Learning Toolbox as our ePoster platform. Presenters can use Learning Toolbox to produce multimedia and interactive ePosters (including links to videos, online tools and apps). You will be able to view and interact with these ePosters on your mobile phone, tablet or computer by visiting the mini-poster wall and scanning the ePoster QR code and/or by browsing the ePoster Showcase online https://my.ltb.io/#!/showcase/amee. You can even add questions or comments directly onto the ePoster. Presenters can respond to comments and questions virtually and the discussion will be attached to the ePoster. The ePosters will also be presented in sessions throughout the programme in a presentation room, with a chairperson to coordinate. Each presenter has 3 minutes to communicate the key messages of the poster, followed by 2 minutes for questions and clarification, ePoster authors and presenters are being provided with online support and guidance before the conference and there will also be an ePoster support desk to provide support both to ePoster authors/presenters and ePoster viewers.

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

Please see the website https://amee.org/Conferences/AMEE-2018/Abstracts for some hints on presenting in various formats at the AMEE conference.

Speaker Preview

Speaker Preview is open at the following times:
- Sunday 26th August 1430-1800
- Monday 27th August 0715-1745
- Tuesday 28th August 0745-1745
- Wednesday 29th August 0745-1200

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

Audio Visual Arrangements

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

Short communications, research papers, doctoral reports, Points of view, PechaKucha™ and Fringe sessions:
An computer with speakers and a data projector will be provided in all presentation rooms. Presenters are required to use the computer provided.

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

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

Mounted posters:
No additional audio visual aids are provided for mounted poster presentations.

EPosters:
Presenters have been sent links to videos providing guidance on how to create an ePoster and invited to a webinar on how to create and present ePosters. Online support is available to all ePoster authors and presenters in the run up to the conference and there will be an ePoster support desk at the Conference from 25th-29th August.

Panel quizzes:
In response to the positive feedback from AMEE 2017 we are including Panel Quizzes in the programme. Presenters are being provided with online support and guidance before the conference and there will also be an ePoster support desk to provide support both to ePoster authors/presenters and ePoster viewers.

Please see the website https://amee.org/Conferences/AMEE-2018/Abstracts for some hints on presenting in various formats at the AMEE conference.

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Meet the experts: assessment clinic
Richard Fuller, Jennifer Hallam, Matt Homer, Leeds Assessment Research Group: @LeedsARG
Date: Monday 27th August
Time: 1400-1530 (Session 4LL)
Location: Merian, 2nd Floor, Swissotel

In this session we want to help you make your assessments even better, and develop your assessment research ideas. We are offering a drop-in session with the first half (1400-1445) focusing on policy and practice (e.g. methods of standard setting, assessment quality, WBA development), and the second half (1445-1530) on assessment related research. Our main areas of expertise relate to the OSCE (including quality improvement); standard-setting; the theory, design and delivery of successful sequential testing; the use of item response theory in relation to written testing; and workplace assessment, including application of assessment for learning theory. No appointment necessary - however you can tweet us in advance to book a slot, or if you can’t make it, please tweet us your assessment related questions and we will get back to you.

Meet the Authors: Medical Teacher Special Issue: The Adaptive Curriculum
Date: Monday 27th August
Time: 1230-1330
Location: Lima, Ground Floor, Congress Center Basel

This session will include a brief overview by authors and provide ample opportunity for discussion focusing on the Adaptive Curriculum. Topics drawn from the Special Issue will include the future direction of medical education, an expanded view of the curriculum, the aim of adaptive expertise, and the roles of learners and educators. Specific teaching and assessment strategies will be offered for discussion. Space will be limited so please join early. The following authors will be present at the session: Mark Quirk, Hill Jason, Jane Westberg, Scott Wright, Martin Pusic, Heidi Chumley, Mark Raymond, Aaron Brown, Emeka Ajufo and Sean Tackett.

See www.amee.org/conferences/amee-2018 for full details
Three themes are highlighted at the Conference, and abstracts were specifically invited on these topics. Below are some of the sessions:

Adaptive Curriculum
- PCW 20: Adaptive Education: Designing and offering education that is individualized, responsive, and optimized for learners and contexts: Sunday 26th August, 0930-1230
- Meet the Authors: Medical Teacher Special Issue: The Adaptive Curriculum: Monday 27th August, 1230-1400
- 4OD: Posters – Monday 27th August, 1400-1530
- 7G: Short Communications – Monday 27th August, 1600-1730
- 10G: Short Communications – Wednesday 29th August, 0800-1015

Continuing Professional Development (CPD)
- Course: Essential Skills in Continuing Education and Professional Development (ESCEPD): Saturday 25th and Sunday 26th August
- Masterclass: Essential Skills in Continuing Education and Professional Development (ESCEPD): Saturday 25th August
- PCW 14: Competency-based curriculum development for CPD in surgery worldwide: Sunday 26th August, 0930-1230
- PCW 26: A Conceptual Framework for Planning Effective Learning Activities in CPD: Sunday 26th August, 1330-1630
- 3A: Symposium: Not Your Mother’s CPD! The Real World as we Know it! Monday 27th August, 1015-1300
- 4W: Workshop: Developing Continuing Education & Professional Development Programs to Optimize Practice: Monday 27th August, 1400-1530
- 5S: Workshop: Leveraging Technology to Optimize CME: Monday 27th August, 1600-1730
- 7M: Short Communication: Continuing Professional Development: Saturday 25th August, 0930-1230
- 8V: Workshop: Developing Continuing Education & Professional Development Programs to Optimize Practice: Monday 27th August, 1400-1530
- 9HH: Poster: Continuing Professional Development 2: Tuesday 28th August, 1600-1730
- 10H: Short Communication: CPD: Revalidation & Assessment of Drs in Practice: Wednesday 29th August, 0830-1015

Postgraduate Education
- PCW 11: Post Graduate Trainee Workshop: From Project to Career - A Primer on Building a Career in Medical Education: Saturday 25th August, 1330-1630
- 3Q: Short Communication: Postgraduate Education 1: Monday 27th August, 1015-1200
- 3GG: Poster: Postgraduate Specialist Training: Monday 27th August, 1015-1200
- 3HH: Poster: IPE - Postgraduate: Monday 27th August, 1015-1200
- 4Q: Short Communication: Postgraduate Education 2: Monday 27th August, 1400-1530
- 5Q: Short Communication: Postgraduate Education 3: Monday 27th August, 1400-1530
- 7U: Workshop: The Role of the Educator in Improving the Quality of Postgraduate Medical Recruitment & Selection Processes: Tuesday 28th August, 1015-1200
- 8Q: Short Communication: Postgraduate Education: Tuesday 28th August, 1400-1530
- 9B: Symposium: Learners as Educators - Realizing potential, sharing best practices: Tuesday 28th August, 1600-1730
- 10V: Workshop: Global Mobility & Preparedness of Medical Graduates and Students for Clinical Transitions: Tuesday 28th August, 1600-1730
- 10Q: Short Communication: Postgraduate Education 2: Wednesday 29th August, 0830-1015
- 10DD: Poster: Postgraduate Training: Early years: Wednesday 29th August, 0830-1015
- 11B1: PechaKucha™: Postgraduate supervision as an emerging pedagogy: implications for health professions education: Wednesday 29th August, 1130-1225
- 11B6: PechaKucha™: Service vs education - who wins in postgraduate training? Wednesday 29th August, 1130-1225
An exciting innovation at AMEE 2018 is a Surgery Track which brings together all activities related to surgical education and simulation in surgical education. The Surgery Track addresses best practices and the latest research findings in curriculum development and design, educational strategies, teaching and learning methods, assessment, and faculty development in the education of surgery-related competencies. It will have a focus on undergraduate education, postgraduate (residency) education and continuing professional development across all surgical subspecialties. The track will also address best practices and the latest research findings in the development, design, application and assessment of simulation in the field of surgical skills education and training as well as the development of simulation teachers/trainers.

**Sunday 26th August**
0930-1230  - PCW14: Competency-based Curriculum Development for CPD in Surgery Worldwide (Mike Cunningham, Urs Ruetschi, Jane Thorley-Wiedler, Sandipan Chatterjee, Kokeb Abebe, AO Foundation - AO Education Institute, Switzerland)

1330-1630  - PCW23: Proficiency-based Progression in Surgical Education: What it is and how to do it (Chitra Subramanian (AO Education Institute USA & Switzerland); Anthony Gallagher (ASSERT, University College Cork, Ireland); Patrick Henn (School of Medicine, University College Cork, Ireland); Patrick Kiely (Flux Learning Ltd. and Office of VP for Teaching and Learning, University College Cork, Ireland))

**Monday 27th August**
1015-1200  - 3DD: Posters: Surgery Education
1400-1530  - 4A: Symposium: Acquisition, maintenance, and verification of surgical skills (Ajit K. Sachdeva (American College of Surgeons; Society for Academic CME; Feinberg School of Medicine, Northwestern University, Chicago, USA), Teodor Granicharov (University of Toronto, Canada), Stephen Tobin (Royal Australasian College of Surgeons, Melbourne, Australia), Wa’el S Taha (King Abdullah Medical City, Al-Madinah, Saudi Arabia; Chairperson of AOTrauma Education Commission), Craig McIlhenny (Royal College of Surgeons of Edinburgh, UK)

1600-1730  - 5G: Short Communications: Surgery Education

**Tuesday 28th August**
1015-1200  - 7DD: Posters: Simulation in Surgery Education
1220-1330  - The Future of Surgery Education (invite only)
1400-1530  - BG: Short Communications: Simulation in Surgery Education
1600-1730  - 9G: Round-up: Take home messages from Surgery Track sessions

**Wednesday 29th August**
0830-1015  - 101 - Workshop: Meeting the Challenges for Faculty in Global Surgical Education (Wa’el S Taha, King Abdullah Medical City, Al-Madinah, Saudi Arabia; Miriam Uhmann, AO Foundation - AO Education Institute, Switzerland)

0830-1015 - 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, University of Aberdeen, UK)

**Awards**
To mark its 60th anniversary in 2018 and considering its roots in Switzerland and Basel, the AO Foundation is pleased to sponsor four awards each of £1,000 for the best presentation in the following categories:

- Best Short Communication on Surgery Education (session 5G)
- Best Short Communication on Simulation in Surgery Education (session 8G)
- Best Poster on Surgery Education (session 3DD)
- Best Poster on Simulation in Surgery Education (session 7DD)

The winners will be selected by an international panel composed of surgeons and educationalists and will be announced at the end of the Surgery Track Round-up on Tuesday (session 9G).

**Surgery Track Committee**
Ajit Sachdeva (American College of Surgeons)
Mike Cunningham (AO Foundation)
John Dent (AMEE)
Ronald Harden (AMEE)
Pat Lilley (AMEE)
Craig McIlhenny (Royal College of Surgeons of Edinburgh)
Niv Patil (University of Hong Kong)
Urs Ruetschi (AO Foundation)

**Abstract Reviewers**
Craig McIlhenny, David Hak, Ian McVicar, Lars Konge, Mike Cunningham, Urs Ruetschi, Wa’el S Taha
AMEE ‘Teaching Innovation’ Award sponsored by the Patil family

These awards have been made possible through a donation from Professor Nivritti Patil, University of Hong Kong, in memory of his father. Over 90 abstract submitters indicated that they wished to be considered for this award. Abstracts were recommended by reviewers for inclusion in two Patil Award sessions, 3G and 4G on Monday 27th August. Members of the Patil Award Committee and the AMEE Executive Committee will attend the sessions and may make one or more awards. The criteria against which the presentations will be judged are: novelty; feasibility; transferability; logical articulation, and fit for purpose. The winners will be announced in the closing plenary and will receive an AMEE Teaching Innovation Award Certificate and free registration to AMEE 2019 in Vienna.

Doctoral Report Award

Presenters of Doctoral Reports in Sessions 5, 8 and 10 were invited to submit their full thesis for review by a panel chaired by Susan van Schalkwyk. The award winner will be announced in the final plenary on Wednesday 29th August.

Medical Teacher Poster Prize - New application process

The aim of the prize is to select examples of good practice in preparing posters. During the afternoon of Tuesday 28th August, a rosette will be attached to the board of the top 3 posters selected by the Committee from which the winner will be announced at the closing session on Wednesday 29th August. The Committee will consist of conference participants including teachers and students. AMEE is grateful to the publishers of Medical Teacher, Taylor and Francis, for once more providing the poster prize of £350. Alternatively, the winner may choose free registration for AMEE 2019 in Vienna. To be considered for the prize, presenters of mounted posters should go to www.postersamee.org and follow the ‘Poster Prize’ link.

Research Paper Awards

The Research Paper sessions were introduced to acknowledge the high standard of research and scholarship ongoing in healthcare education research. Papers are selected via a stringent review process led by the AMEE Research Paper Taskforce, on behalf of the AMEE Research Committee. One paper in each session will be selected to receive the award, which will be announced in the final plenary session on Wednesday 29th August.

AMEE 2018 Simulation Journal Club and Award

Do you want a quick update on the most recent literature regarding the use of simulation in medical education? Please join us for the Simulation Journal Club where members of the AMEE Simulation Committee have identified the newest simulation literature and handpicked the most influential, innovative, provocative, and interesting papers. We will present these papers and where possible invite the authors to comment on their impact. The format of the Simulation Journal Club will be interactive – allowing time for questions and participant voting for the Premier Paper on Simulation in Medical Education 2018. This paper will win a £1000 award from the Copenhagen Academy for Medical Education and Simulation. This is an excellent opportunity to keep up to date with the increasing amount of research published on this very important topic in medical education.

Organizers and Presenters

Lars Konge and Debra Nestel, co-chairs of the AMEE Simulation Committee along with members of the Committee.

Date/Time: Tuesday 28th August – 1400-1530
Location: Helvetia 7, 1st Floor, Swissotel

Surgery Education and Simulation in Surgery Education Awards

Please see page 10 for details of these awards, sponsored by AO Foundation.

AMEE MedEdPublish Paper Prize

AMEE is pleased to present a prize to the most outstanding paper published in MedEdPublish between August 2017 and June 2018, as selected by the Editorial Board. The winner of the prize of free registration to AMEE 2019 in Vienna will be announced at the end of the plenary on Tuesday.
<table>
<thead>
<tr>
<th>EVENT</th>
<th>Date</th>
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<th>Location</th>
<th>Availability</th>
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<tr>
<td>AMEE Executive Committee</td>
<td>Saturday 25th August</td>
<td>0830-1730</td>
<td>MCH Lounge</td>
<td>Invite Only</td>
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<tr>
<td>ASPIRE Assessment Panel</td>
<td>Sunday 26th August</td>
<td>0800-0900</td>
<td>Boston, Ground Floor, CCB</td>
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<td>0800-0900</td>
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<td>ASPIRE Faculty Development Panel</td>
<td>Sunday 26th August</td>
<td>0800-0900</td>
<td>Samarkand, 3rd Floor, CCB</td>
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<td>Sunday 26th August</td>
<td>0800-0900</td>
<td>Shangai 3, Ground Floor, CCB</td>
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<td>ASPIRE Social Acct Panel</td>
<td>Sunday 26th August</td>
<td>0800-0900</td>
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<td>ASPIRE Student Engagement Panel</td>
<td>Sunday 26th August</td>
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<td>AMEE 2018 Local Organising Committee</td>
<td>Sunday 26th August</td>
<td>0900-0945</td>
<td>Hong Kong, 2nd Floor, CCB</td>
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<td>ASPIRE Board</td>
<td>Sunday 26th August</td>
<td>0930-1230</td>
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<td>Ottawa Consensus Group</td>
<td>Sunday 26th August</td>
<td>1300-1600</td>
<td>Hong Kong, 2nd Floor, CCB</td>
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<td>ASPIRE Academy</td>
<td>Sunday 26th August</td>
<td>1400-1600</td>
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<td>BEME - Review Committee</td>
<td>Monday 27th August</td>
<td>1015-1200</td>
<td>Basilisk, Ground Floor, Swissotel</td>
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<td>ESME Advisory Board</td>
<td>Monday 27th August</td>
<td>1015-1200</td>
<td>MCH Lounge</td>
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<td>Adaptive Curriculum - Meet the Authors</td>
<td>Monday 27th August</td>
<td>1230-1330</td>
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<td>AMEE Faculty Development SIG</td>
<td>Monday 27th August</td>
<td>1230-1330</td>
<td>Sydney, 2nd Floor, CCB</td>
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<td>AMEE Postgraduate Committee SIG</td>
<td>Monday 27th August</td>
<td>1230-1330</td>
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<td>Poster Chairs</td>
<td>Monday 27th August</td>
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<td>BEME - Open Session</td>
<td>Monday 27th August</td>
<td>1400-1530</td>
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<td>Monday 27th August</td>
<td>1600-1730</td>
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<td>AMEE CPD Committee</td>
<td>Monday 27th August</td>
<td>1745-1945</td>
<td>Mexico, 2nd Floor, CCB</td>
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<td>AMEE Fellowship Committee</td>
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<td>National Associations</td>
<td>Monday 27th August</td>
<td>1745-1945</td>
<td>Osaka, 3rd Floor, CCB</td>
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<td>AMEE Research Committee</td>
<td>Monday 27th August</td>
<td>1745-1945</td>
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<td>AMEE Simulation Committee</td>
<td>Monday 27th August</td>
<td>1745-1945</td>
<td>Hong Kong, 2nd Floor, CCB</td>
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<td>Ottawa 2020</td>
<td>Tuesday 28th August</td>
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<td>Tuesday 28th August</td>
<td>1230-1330</td>
<td>Singapore, 2nd Floor, CCB</td>
<td>Open</td>
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<td>AMEE AGM</td>
<td>Tuesday 28th August</td>
<td>1230-1330</td>
<td>Sydney, 2nd Floor, CCB</td>
<td>AMEE Members</td>
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<td>Tuesday 28th August</td>
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<td>Medical Teacher Reception</td>
<td>Tuesday 28th August</td>
<td>1745-1845</td>
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<td>Tuesday 28th August</td>
<td>1745-1945</td>
<td>Basilisk, Ground Floor, Swissotel</td>
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<td>AMEE TEL Committee</td>
<td>Wednesday 29th August</td>
<td>0700-0815</td>
<td>Hong Kong, 2nd Floor, CCB</td>
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<td>askAMEE</td>
<td>Wednesday 29th August</td>
<td>0830-1015</td>
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<td>AMEE Executive Committee</td>
<td>Wednesday 29th August</td>
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<td>MCH Lounge</td>
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See www.amee.org/conferences/amee-2018 for full details

AMEE Committees

Over the past few years several Committees have been formed to progress AMEE’s activities in the following areas:
• CPD
• Faculty Development
• Postgraduate Education
• Research
• Simulation
• Technology Enhanced Learning

If you have a particular interest in any of these areas and would like to hear more about the Committees’ work and how you can become involved, please visit the Committee stands in the Exhibition (Hall 4.u) to talk with members of the Committees or to pick up some literature on their initiatives.

The following Committees will also be hosting open sessions at lunchtime (1230-1330 hrs) for those participants who wish to go along.
• CPD - Tuesday, Singapore CCB
• Faculty Development - Monday, Sydney, 2nd Floor, CCB
• Postgraduate - Monday, Singapore, 2nd Floor, CCB

AMEE MedEdPublish

AMEE MedEdPublish (ISSN 2312-7996) is AMEE’s open access, post-publication peer reviewed e-journal. If you would like to hear more about how you can publish your work and review the work of others, please join us at the workshop, or come to see us on the AMEE Exhibition Stand in Hall 4.u.

4R - MedEdPublish Review Panel Meeting (invite only)
An opportunity for Panel members to discuss their experiences in reviewing papers for MedEdPublish and to look at how the review process could be further developed.

10LL - Workshop - Reviewing for MedEdPublish - enhancing scholarship
Post-publication peer review offers the opportunity for authors and readers to receive and give feedback. If you are interested in reviewing for the journal, come along to the workshop to find out what is involved.
Facilitators : Richard Hays (Editor), Trevor Gibbs (Associate Editor), Subha Ramani (Associate Editor), Ken Masters (Associate Editor), Kerrie McKay (MEP Administrator), Elizabeth Beattie (Technology Administrator)
Date/Time : Wednesday 29th August, 0830-1015
Location : MCH Lounge (Opposite Registration)

ASPIRE-to-Excellence

The ASPIRE-to-Excellence programme aims to promote teaching alongside research as a measure of excellence in a medical, dental or veterinary school. Conference sessions include:

PCW 6 - ASPIRE Academy: How to enhance student engagement at your school
Facilitators : Marko Zdravkovic, Shelley Parr, Harm Peters, Danai Wangsaturaka, Kuloom Ghias, Reina Mohan and Debra Klamen
Date/Time : Saturday 25th August, 0930-1230
Cost : Euros 90 (includes coffee)
Location : Rio, 2nd Floor, CCB

Presentations to the winners of the 2018 ASPIRE-to-Excellence Awards
Date/Time : Monday 27th August, 0915-0945
Location : Event Hall

9S - Workshop: Assessing Assessment
Date/Time : Tuesday 28th August, 1600-1730
Location : Wettstein, 2nd Floor, Swissotel

Best Evidence Medical Education (BEME)

The BEME Collaboration is an international group of individuals, universities and other professional organisations committed to the development of evidence-informed education in the medical and health professions.

Sessions include:
4LL - BEME Open Session
Date/Time : Monday 27th August, 1400-1530
Location : MCH Lounge (Opposite Registration)

5J - BEME Short Communications
Date/Time : Monday 27th August, 1600-1730
Location : Shanghai 1, Grd Floor, CCB

7W - Workshop: Where do I start? Planning a health education systematic review
Date/Time : Tuesday 28th August, 1015-1200
Location : Helvetia 7, 1st Floor, Swissotel
Venue for AMEE 2018

Congress Center Basel | 4005 Basel, Schweiz
info@congress.ch | www.congress.ch
Congress Center Basel

GPS: Parking Messe Basel, Riehenstrasse 101, 4058 Basel, Switzerland

See www.amee.org/conferences/amee-2018 for full details
Soapbox Slots

Exhibitors have been invited once again to ‘get on their soapbox’. These sessions will take place on the central stage in Hall 4.1 within the Exhibition Areas during coffee and lunch breaks. Come to support our Exhibitors and hear how their products and services can enhance the learning experience for your students and trainees.

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<th>EXHIBITOR</th>
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<tr>
<td><strong>Monday 27 August</strong></td>
<td>09:45 - 09:55</td>
<td>International Medical University</td>
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<td>10:00 - 10:10</td>
<td>National Resident Matching Program International</td>
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<td>12:15 - 12:25</td>
<td>NEJM Knowledge+</td>
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<td>12:30 - 12:40</td>
<td>Institute for Communication and Assessment Research</td>
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<td>12:45 - 12:55</td>
<td>3B Scientific GmbH</td>
<td>Lunch</td>
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<td>13:00 - 13:10</td>
<td>Elenta Consortium</td>
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<td>13:15 - 13:25</td>
<td>Academy of Medical Educators</td>
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<td>Altus Assessments Inc.</td>
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<td>AAMC</td>
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<td>15:30 - 15:40</td>
<td>Lee Kong Chian School of Medicine</td>
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<td>Monash Institute For Health And Clinical Education</td>
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<td>12:15 - 12:25</td>
<td>VisualDx</td>
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<td>Qatar Council For Healthcare Practitioners</td>
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<td>ExamSoft</td>
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<td>13:00 - 13:10</td>
<td>Journal Of Graduate Medical Education (JGME)</td>
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<td>Lecturio GmbH</td>
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<td>15:30 - 15:40</td>
<td>Qper.com</td>
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<td><strong>Wednesday 29 August</strong></td>
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<td>Oxford Medical Simulation</td>
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### Premium Commercial Exhibitors

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<td>4.u</td>
<td>C3</td>
<td>Elsevier (also exhibiting at C4)</td>
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<td>4.u</td>
<td>C9</td>
<td>Kyoto Kagaku Co., Ltd.</td>
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<td>C16</td>
<td>Laerdal Medical As</td>
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<td>C17</td>
<td>Altus Assessments Inc (CASPer)</td>
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<td>C20</td>
<td>Anatomage (also exhibiting at C21)</td>
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### Standard Commercial Exhibitors

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<td>McGraw-Hill Education</td>
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<td>Royal College of Physicians and Surgeons of Canada/CanMEDS</td>
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4.1 (Upper Floor)
Poster Sessions:
3DD - 3GG
4DD - 4GG
5DD - 5GG
7DD - 7GG
8DD - 8FF
9DD - 9FF
10DD - 10FF

4.u (Lower Floor)
Poster Sessions:
3HH - 3KK
4HH - 4KK
5HH - 5KK
7HH - 7KK
8GG - 8KK
9GG - 9KK
10GG - 10KK
Anatomage has been a leading medical device company driving innovation in the healthcare industry. Anatomage products are used in tens of thousands of clinics and hospitals internationally. These include image-guided surgical devices, surgical instruments, radiology software, and display equipment. Located in Silicon Valley, Anatomage has thrived in a place where innovation is a part of the culture. We are proud that our products are copied by other companies; we take it as proof that our ideas are pushing the industry. Anatomage continues to lead with innovations that will set the new standard of the future.

Laerdal Medical is dedicated to our mission of Helping Save Lives. For more than 50 years, Laerdal has remained a world leader for training, educational and therapy solutions. In collaboration with renowned researchers and prominent partners, Laerdal develops products, programs, and services designed to increase survival, improve patient outcomes, and reduce medical errors. Trusted to build competence by healthcare providers, educators, and lay rescuers, our evidence-based solutions address the changing needs of healthcare organizations. By implementing what has been shown to work within resuscitation research, patient safety, and our global health initiatives, we believe we can help save 500,000 lives, every year.

Altus Assessments provides admissions screening for people skills with our online CASPer test. We unburden admissions/selection committees with our reliable indicator of future performance that’s been shown to have good predictive validity. Data from our partner schools has shown that inclusion of CASPer into their process widened access and increased the diversity of their interview pool. Over 50% of US MD Medical School applicants took CASPer in 2017 and over 125,000 applicants have taken the test since 2010 in Canada, USA and Australia. CASPer is reliable, has predictive validity, and is acceptable to test takers.

ProgressIQ is software as a service that combines all meaningful student performance data into a secure and intuitive web and mobile interface. ProgressIQ gathers information from your existing systems to aggregate preadmission, preclinical, national licensing exam, rotation, learning outcome, and residency selection data. Advisors, deans, and administrators can leave and review notes and uploaded documents regarding student performance. FERPA compliant, roles-based permissions provide appropriate access to every user. Empower advisors and deans through alerts and integrated information. Streamline accreditation and institutional analysis to drive optimal decisions with aggregated, vetted, and trustworthy data. Effective, reliable, and affordable: ProgressIQ puts everything together.
Maxinity Software Ltd

Email : info@maxinity.co.uk  
Website : www.maxinity.co.uk

Maxinity’s software solutions revolutionise the way healthcare education providers administer their courses and assessments, helping provide excellence in education.

VisualDx

Email : sales@visualdx.com  
Website : www.visualdx.com

VisualDx is an award-winning web-based diagnostic clinical decision support tool used at over 2,300 hospitals, large clinics, and medical schools worldwide. Clinicians at any level, from medical students to practicing physicians, can build a differential diagnosis in seconds or use the powerful search function to access patient-specific clinical information and images. VisualDx is the tool of choice for academic institutions that want to enhance diagnostic accuracy, aid therapeutic decisions, and improve patient safety.

Speedwell Software

Email : info@speedwellsoftware.com  
Website : www.speedwellsoftware.com

Speedwell is a world leading exam software provider – over 2 million exams each year are powered by our products. The eSystem allows you to run world-class MCQ and OSCE exams online. Tasks and processes are managed in one easy-to-use integrated tool, flexible enough to be customised to individual requirements. Creating, administering, analysing and reporting within one system brings both organisational efficiencies and meaningful insights. With Speedwell you also have the additional flexibility of running exams both electronically and on paper.

SYNBONE AG

Email : sales@synbone.com  
Website : www.synbone.com

For over 30 years, SYNBONE continues to be a global market leader providing the latest in anatomical models to train and educate healthcare professionals. Our models reflect the latest requirements to obtain the best education outcome. Furthermore SYNBONE offers skill stations and customised solutions for surgical education. SYNBONE’s skilled engineers are designing innovative products by using comprehensive 3D engineering tools. We use the newest 3D-Technologies and offer high quality products that meet our customers need. We design custom-made models for orthopaedic, skills training, surgical simulation and biomechanical testing. Please let us know your challenges and requirements by visiting our booth.
Wolters Kluwer

Email : europe@ovid.com  
Website : www.ovid.com  
Telephone : +44 20 3197 6723  
Booth : C1

The Ovid medical research platform is used by healthcare practitioners, librarians, researchers, and students to help inform decisions on patient care, support research to improve practice, and explore new discoveries. Ovid delivers a comprehensive portfolio of the world’s premium peer-reviewed clinical, medical, nursing and allied health content.

iSimulate

Email : info@isimulate.com  
Website : www.isimulate.com  
Telephone : +61 2 6129 8200  
Booth : C2

iSimulate provides smart simulation solutions that are used by organisations across the world.

Myprogress from MyKnowledgeMap

Email : info@myknowledgemap.com  
Website : www.myknowledgemap.com  
Telephone : +44 1904 659465  
Booth : C5

Myprogress from MyKnowledgeMap is the leading mobile assessment product for assessing capability and competence in challenging clinical environments where it may be difficult to get online. It allows students, observers and other stakeholders to provide electronic evidence of skills, ratings, and rich feedback, while progress reporting and framework mapping tools let you track competencies. MyKnowledgeMap is a leading assessment software and solution specialist with a focus on medical education, mobile observational assessment and showcasing personal competence.

McGraw-Hill Education

Email : afsana.akhtar@mheducation.com  
Website : www.mheducation.co.uk  
Telephone : +44 203 429 3411  
Booth : C6

At McGraw-Hill Education we believe that learning changes everything. Our teams of learning engineers, content developers and pedagogical experts team with partners across the globe to create solutions that are proven to boost pass rates, increase grades and build engagement for each and every learner while improving outcomes for all. We believe our contribution to creating a brighter future lies with our deep understanding of how learning happens and how the mind develops. Based on this, we develop methods to make the learning process more effective, and we apply all of this to creating digital and print solutions that empower educators and propel learners on a path toward success.

Erler-Zimmer GmbH&Co.KG

Email : info@erler-zimmer.de  
Website : www.erler-zimmer.de  
Telephone : +49 7841 60030  
Booth : C7

Founded in 1950, Erler-Zimmer is a manufacturer and supplier of medical teaching materials such as anatomical models, charts, training models and manikins.

Body Interact™

Email : info@bodyinteract.com  
Website : http://bodyinteract.com/  
Telephone : + 351 239 090 850  
Booth : C8

Body Interact™ is a clinical education simulator, based on virtual patients, where each patient mimics reality. It comprises a set of advanced algorithms that react to all your actions, allowing you to test and improve your critical decision capabilities by experiencing many clinical challenges. Moving from passive to experiential learning.

Royal College of Physicians and Surgeons of Canada/CanMEDS

Email : canmeds@royalcollege.ca  
Website : www.royalcollege.ca  
Telephone : +1-613-730-8177  
Booth : C10

The Royal College of Physicians and Surgeons of Canada’s CanMEDS physician competency framework defines the core knowledge, skills and abilities of specialist physicians. Visit Booth C10 to learn more about CanMEDS and Canada’s innovative competency based medical education system known as Competence by Design (CBD.
Wisepress Ltd

Wisepress.com, Europe’s leading conference bookseller, has a complete range of books and journals relevant to the themes of the meeting. Books can be purchased at the stand or, if you would rather not carry them, posted to you – Wisepress will deliver worldwide. In addition to attending 200 conferences per year, Wisepress has a comprehensive medical and scientific bookshop online with great offers.

3B Scientific GmbH

3B Scientific provides high quality products made of durable material at fair prices. As a trusted leader in the global anatomical market, the company is now focusing on the development of medical simulators for basic, intermediate and advanced skill training. For more information please visit 3bscientific.com.

Amboss GmbH

AMBOSS is an all-in-one learning education platform for medical students to study and prepare for exams. It combines a library with series of 800+ Learning Cards to test future physicians’ medical knowledge on an array of clinical topics, along with a Questions Bank that covers 15,000+ clinical knowledge areas.

Fry IT

Fry-IT is a dynamic, flourishing software company that specialises in software for e-assessment. We work with top Universities and Royal Colleges in the UK and across the world in close partnership that has allowed us to create powerful software solutions whilst building an expertise in assessment theory and exam delivery.

Sectra

The Sectra Education Portal is a cloud-based library of real-life clinical data that ties in normal anatomy, pathology, orthopaedics, oncology, surgery, and other specialties. Teachers and students can access it from different devices like the Sectra Table, Sectra Board, laptops, tablets or cellphones to intuitively interact with anonymized clinical content.

Primal Pictures Ltd

Since 1991, Primal Pictures has led the way in creating the world’s most medically accurate and detailed 3D digital human anatomy solutions. Millions across the globe rely on our engaging, web-based resources to master the learning and teaching of anatomy, support clinical decisions and patient communication, and enhance business strategies.

Oxford Medical Simulation

Oxford Medical Simulation deliver virtual reality medical simulation. In VR, learners can practice in true-to-life clinical scenarios before receiving debrief, personalised feedback and performance metrics. Our system runs without the need for faculty, allowing institutions to free up time, space and optimise delivery of clinical training at scale.
Surgical Science
Email: info@surgicalscience.com
Website: http://www.surgicalscience.com
Booth: C26

Surgical Science is the leading supplier of virtual reality simulators for medical training. Our training systems for laparoscopy and endoscopy are used by medical training centers and institutes worldwide for practice, validation and certification of students, surgeons, and medical doctors.

Qpercom
Email: info@qpercom.com
Website: www.qpercom.com
Booth: C27

Qpercom is a global leader in advanced assessment solutions, serving universities and organisations worldwide since 2008. Our portfolio of software and analysis features include Recruit for MMIs, Observe for OSCEs, Entrust for EPAs and Choice for MCQs. Qpercom’s systems increase quality standards and facilitate analysis during and post assessment.

Lecturio
Email: thiemo.weiser@lecturio.com
Website: www.lecturio.com
Booth: C29

Lecturio is the Next-Generation Medical Teaching Support that empowers your faculty to improve student performance by elevating their teaching to the next level. Help your students perform better today so they can become better doctors tomorrow. www.lecturio.com

www.vonHagens-Plastination.com
Website: www.vonHagens-Plastination.com
Booth: C30

As the leader in Plastination our mission is to advance the education of medical and health sciences.

VRmagic GmbH
Email: info@vrmagic.com
Website: www.vrmagic.com
Booth: C31

VRmagic is a leading provider of high-end virtual reality simulators for training of medical students and doctors in ophthalmology. Simulators for medical education are Eyesi® Direct Ophthalmoscope for training of retinal examinations and Earsi® Otoscope for examinations of the ear. All VRmagic simulators offer a standardized curriculum and evidence-based assessment.

Limbs & Things Ltd
Email: sales@limbsandthings.com
Website: www.limbsandthings.com
Booth: C33

With over 25 years of research and experience in healthcare simulation, Limbs & Things is a leader in the medical education field. Our trainers provide a realistic hands-on learning experience for academic and clinical professionals.

ExamSoft
Email: mtadman@examsoft.com
Website: www.examsoft.com
Booth: C35

As a leading computer-based testing and analytics platform, ExamSoft’s embedded-assessment solution provides educators with in-depth data that gives insight into student learning. Its software enables clients to efficiently administer assessments and analyse data to improve curricular and test design, help accreditation compliance, and encourage student self-directed learning.
The Gesellschaft fuer Medizinische Ausbildung (GMA) is the German-speaking Association for Medical Education, including Austria and Switzerland. We are a scientific membership organisation with the objective of promoting medical education, continuing education and advanced training in research, teaching and practice. The GMA publishes the GMS Journal for Medical Education.

IDEAL Consortium
Email : ideal.consortium.contact@gmail.com
Website : www.idealmed.org
Booth : NP6

IDEAL is a non-profit international partnership consortium between medical schools sharing and administering assessment items (MCQ, EMQ, SAQ, OSCE). The new secure cloud base portal allows efficient online access to the shared question bank.

Umbrella Consortium for Assessment Networks
Email : info@ucan-assess.org
Website : www.ucan-assess.org
Booth : NP8

As a leading non-for-profit organization we connect almost 70 institutions worldwide in the field of educational examinations. Our activities are the development of software tools, research in assessment as well as consultancy and networking in order to promote cooperation between institutions.

Cambridge Assessment Admissions Testing
Email : qureshi.y@cambridgeenglish.org
Website : http://www.admissionstesting.org/
Booth : NP11

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

Cardiff University
Email : medicaleducation@cardiff.ac.uk
Website : www.cardiff.ac.uk/medicaleducation
Booth : NP12

Medical Education @ Cardiff promotes excellence in learning and teaching, educational scholarship and research. Our teaching portfolio includes Masters, Diploma and Certificate in Medical Education and a wide range of continuing professional development activities designed to develop excellence in clinical teaching.

NEJM Knowledge+
Email : knowledgeplussupport@nejm.org
Website : https://knowledgeplus.nejm.org/
Booth : NP13

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

School of Health Professions Education
Email : She@maastrichtuniversity.nl
Website : www.maastrichtuniversity.nl/she
Booth : NP19

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

Email: info@abms-i.org  Telephone: +1-312-436-2600  Booth: NP20

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

Elentra

Email: simpson@queensu.ca  Telephone: +1-613-484-7254  Booth: NP21

Elentra is an Integrated Teaching and Learning Platform that provides learners, instructors, and curriculum administration with a simple way of accessing, interacting, and managing information within a unified online environment. The Elentra Platform is purpose-built for medical education, with full support for curriculum management, clinical scheduling, assessment, and evaluation.

FAIMER

Email: inquiry@faimer.org  Telephone: +215-823-2105  Booth: NP22

FAIMER is committed to improving world health through education. FAIMER concentrates its efforts in low-income regions in Asia, Africa, and Latin America, and focuses on three specific strategies: faculty development, targeted research that informs health workforce policy and practice, and development of data that advances educational quality improvement decisions.

National Resident Matching Program International

Email: nrmpinternational@nrmp.org  Telephone: +1-866-653-6767  Booth: NP23

National Resident Matching Program International (NRMP), a physician matching service, uses an internationally-recognized, proprietary, mathematical algorithm to place applicants into training programs based on ranked preferences of each party. NRMP uses web-based software to produce accurate, reliable, and unbiased results tailored to the needs of each host country.

Qatar Council for Healthcare Practitioners Accreditation Department, Ministry of Public Health

Email: saboulsoud@moph.gov.qa  Telephone: +97444070331  Booth: NP26

The Qatar Council for Healthcare Practitioners (QCHP) is a non-profit government body that regulates the healthcare practice and medical education in State of Qatar. The Accreditation Department is one of 3 pillar departments of the QCHP.

National Board of Medical Examiners (NBME)

Email: ecooper@nbme.org  Telephone: +1-215-590-9500  Booth: NP28

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

Nanyang Technological University Lee Kong Chian School of Medicine

Email: mersu@ntu.edu.sg  Booth: NP29

The Lee Kong Chian School of Medicine, a partnership between Nanyang Technological University, Singapore and Imperial College London, is training a generation of doctors who will put patients at the centre of their exemplary medical care.
The Association of American Medical Colleges supports the academic medicine community to help improve health care. Members include 151 U.S. and 17 Canadian medical schools and nearly 400 teaching hospitals / health systems.

- Academic Medicine: academicmedicine.org
- MedEdPORTAL: mededportal.com
- Learn Serve Lead: The AAMC Annual Meeting: aamc.org/learnservelead
- The VSLO Program: aamc.org/vslo.

St George's, University of London

Email: pec@sgul.ac.uk
Website: https://sgul.ac.uk/study/professional

St Georges, University of London is a well-established institution with a strong 250 year history. It is the UK’s only university dedicated to medical and health sciences education, training and research. Our new Professional Education portfolio aims to develop people who meet today’s healthcare needs and tomorrow’s healthcare challenges.

Standard Not-for-Profit Exhibitors

ASME
Email: info@asme.org.uk
Website: https://www.asme.org.uk

ASME'S aim is to meet the needs of educators, learners, and policymakers by supporting scholarship, inquiry and research-informed best practice within medical education.

IMPP
Email: info@impp.de
Website: http://www.impp.de

German National Institute for state examinations in Medicine, Pharmacy and Psychotherapy (IMPP)

Academy of Medical Educators
Email: info@medicaleducators.org
Website: medicaleducators.org

AoME provides leadership and standards for all those involved in the education and training of students and practitioners in medicine, dentistry and veterinary science.

IAMSE
Email: support@iamse.org
Website: www.iamse.org

IAMSE is a nonprofit professional development society organized and directed by health professions educators whose goals include promoting excellence and innovation in teaching, student assessment, program evaluation, instructional technology, human simulation, and learner-centered education.

The College of Family Physicians of Canada
Email: info@cfpc.ca
Website: www.cfpc.ca

The College of Family Physicians of Canada is the professional organization responsible for establishing standards for the training, certification and lifelong education of family physicians.
NACT UK
Email: office@nact.org.uk  Telephone: +44 1908 272898  Booth: NP15
NACT UK is a member organisation supporting and representing local leaders who deliver medical and dental education in the four contries of the UK.

University of Toronto Centre for Interprofessional Education
Email: belinda.vilhena@uhn.ca  Telephone: +1 416 603 5800  Booth: NP16
We build IPE/IPC capacity for collaboration among healthcare learners, educators, practitioners, scholars & leaders. We offer certificate programs (EHPIC, CCL), customized workshops, onsite consultations.

The Mitchener Institute of Education at UHN
Email: info@michener.ca  Telephone: +1 416 596 3101  Booth: NP17
The only institution in Canada devoted exclusively to applied health sciences education, The Mitchener Institute is a leading academic partner for the healthcare system in Ontario and beyond.

Taylor & Francis
Email: enquiries@taylorandfrancis.com  Telephone: +44 20 7017 6000  Booth: NP18
Taylor & Francis Group are a world-leading publisher of journals and books in medicine; including Dove Medical Press, who are a specialist open access publisher.

Journal Of Graduate Medical Education (JGME)
Email: jgme@acgme.org  Telephone: +1 312 755 5016  Booth: NP24
The Journal of Graduate Medical Education disseminates graduate medical education scholarship. It's peer-reviewed, editorially independent, and published by the Accreditation Council for Graduate Medical Education.

www.demdx.com
Email: info@demdx.com  Telephone: +44 7769671520  Booth: NP25
Creating engaged, clinically confident student doctors. Dem Dx takes trainee doctors from Presentations through to Differentials and Diagnoses, matching how patients present in clinical practice.

Academic Stands

Faculty Of Medicine, University Of Basel
Telephone: +41 61 207 1922  Email: cornelia.greub@unibas.ch  Booth: A1

Global Alliance for Medical Education (GAME)
Telephone: +1 609-903-4087  Email: info@game-cme.org  Booth: A2

Monash Institute for Health and Clinical Education
Telephone: +61 3 99055112  Email: MIHCE-Inquiries@monash.edu  Booth: A13

St. George’s University of London
Booth: A14
ESME: Essential Skills in Medical Education

Face-To-Face

ESME
5-9 October 2018, Russia

ESME and RESME (Research)
1-5 November 2018, China

ESME Leadership
1-6 December 2018, China

ESMEA (Assessment)
9-13 Jan 2019, APMEC Singapore

ESME
10-13 Jan 2019, APMEC Singapore

ESME
7-11 June 2019, IAMSE Roanoke USA

ESME and RESME
*24-28 Aug 2019, Vienna, Austria

*additional courses will be available

Online

ESME II Skills in Action
25 Sep-20 Nov 2018

ESME
1 Oct-21 Dec 2018

ESMEA
24 Sep—14 Dec 2018

ESME Student
21 Jan-13 Apr 2019

ESMEA
14 Jan—29 April 2019

ESME II Skills in Action
2 Apr-28 May 2019

ESME
8 Apr-28 June 2019

RESME
15 Apr-5 July 2019

*additional courses will be available

Opportunities to join an upcoming ESME Course

The Essential Skills in Medical Education (ESME) courses are designed for teachers and trainers working in undergraduate, postgraduate, and continuing education in the health care professions. They are appropriate both for those new to teaching and for teachers with years of experience who want an update on current practice and a greater understanding of basic principles. Most are available in a choice of online or face-to-face formats. The ESME course has been adapted to meet student needs.

Please see the new ESME brochure or visit us at the AMEE stand to find out more.
Pizza and Beer Evening

We hope you will join us on the evening of Tuesday 28 August for a relaxed networking evening consisting of pizza, dessert, entertainment and drinks (two drinks are included and there will be a cash bar available).

Time 1800-2000

Tickets are €38.00 plus Swiss VAT per person.

For further information contact amee@worldspan.co.uk

Visit to the 3D Print Lab at the University Hospital Basel

Wednesday 29 August 2018 (13:30-14:30)

The 3D Print Lab at the University Hospital Basel was founded in 2016 as a joint venture of the departments of cranio-maxillofacial surgery and radiology. Here, experts from various clinical areas meet to carry out surgical planning based on medical imaging, and to fabricate anatomical models, produce cutting templates, or provide training and educational models for students and young doctors. The 3D Print Lab is a service provider and research platform for any kind of additive manufacturing for internal and external partners.

During the visit to the 3D Print Lab, the essentials of the production of anatomical 3D models on the basis of CT data sets are presented. Some of the more than 20 printers will be demonstrated and visitors will have the opportunity to take a closer look at some of the hundreds of 3D-printed anatomical models. Website: www.usb.ch/3dprintlab

AMEE and the Surgery Track committee thank Dr. Florian Thieringer, Dr. Philipp Brantner, and their colleagues and the university for hosting this event.

Attendance is limited to 20 participants and a sign-up sheet will be available at the Registration Desk in Basel.
The AMEE Fellowship recognises members of AMEE who have demonstrated a consistent commitment to medical/health professions education through their scholarly contributions to the field. This may be at the level of Associate Fellow (AFAMEE) or Fellow (FAMEE). The aim of the Fellowship is to assist medical/health professions educators around the world to gain recognition, and to emphasise their concomitant responsibility to contribute to the development of colleagues. The AMEE Fellowship welcomes applications from teachers in the healthcare professions who can demonstrate scholarship and commitment to teaching.

Come to meet the AMEE Associate Fellows in a workshop to share some of their examples of supportive networks for novice teachers and some ideas that could be created through the Fellowship scheme. If you can’t come to the workshop, why not call at the AMEE Exhibition stand to talk to some of the Fellows and Associate Fellows about the benefits for you of becoming an AMEE Associate Fellow?
AMEE Congratulates……

AMEE would like to congratulate and thank those whose contributions to medical and health professions education and scholarship over the past year have been recognised in the following ways:

**ASPIRE-to Excellence Awards:**
To be announced on Monday 27 August

**Miriam Friedman Ben-David Award:**
To be announced on Tuesday 28 August

**AMEE Fellowship:**
- Chris Skinner, Australia
- Judy McKimm, UK
- Zalim Balkizov, Russia
- Michelle McLean, Australia
- Ian Wilson, Australia
- Eeva Pyörälä, Finland

**AMEE Associate Fellowship:**
- Catherine Regan, Australia
- Minna Kaila, Finland
- Paulina Sobieranska, Poland
- Tripiti Sivastava, UK
- David Carr, USA
- Sateesha Babu Arja, UK
- Nasir Afzar, Saudi Arabia
- Ewa Pawlowicz, Poland
- Zhimin Jia, China

**ESME Certificate in Medical Education:**
- Dimitri Parra
- Yingzi Huang, China

**AMEE ESME Specialist Certificate in Medical Education**
- Helena Filipe, Portugal
- David Carr, USA
- Anita Laidlaw, UK
- Eeva Pyörälä, Finland
- Judy McKimm, UK
- Ian Wilson, Australia
- Michelle McLean, Australia
- Ian Wilson, Australia
- Eeva Pyörälä, Finland
- Michelle McLean, Australia
- Ian Wilson, Australia
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- Ian Wilson, Australia
- Eeva Pyörälä, Finland

**Essential Skills in Medical Education (ESME)**
- Adam Poliwczak
- Adrian De Gifts
- Aedheen Regan
- Agata Bechtold
- Agnieszka Pacyk
- Amina Khan
- Aisha Doak
- Alison Pitts
- Alnouza Alkhier
- Almoutaz Alkhier
- Ali Mosleh
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ESME Student

Ainsley Backman
Alex Noakes
Aylas Robinson
Arun Ahaluwalia
Ben Hoatson
Bora Sovady
Carl Sartori
Chelsea Reedman-Hawes
Chloe Bromley
Chuo Sophanith
Evdokia Mavronicola
Frazier Snowden
Geethu V LIM
George Tendwa Ongas
Georgia Powell
Ghita Hilej
Harry Philips
Hen Sokmonich
Idil Kina
Jamie Patel
Kaltrina Mihali
Kiaro Nanan
Lauren Middleton
Lin Ma
Louis Bonnet
Makara Sopheak
Margareth Grupp
Mazin Mukhtar
Miguel Angel Castilla Moreno
Millie Xue
Molly Bradbury
Monika Stepien
Monreak Dul
Naim Abshir Ali
Ngoc Tran
Phoebe Cross
Priyanka Parwal
Rosanne Skalicky
Saulius Švagždys
Sepehr Hafizi
Stuart Poole
Sue Murphy
Zain Gulzar
Zafar Zaidi
Zhu Chuen Oong

ESME Lead Complex Change

Ali Egab Joda
Anne Budenberg
Carolina Evans
Cho Thazin Hpu
Elenti Politi
Joanna Nixon
Kanae Shikawa
Mikio Hayashi
Mohammed Abdelmaleen Osman
Muhammad Elhady
Mukhtar Baig
Nur-Runnazhah Hussein
Priyanka Porwal
Rosanne Skalicky
Saulej Švagždys
Sepehr Hafizi
Stuart Poole
Sue Murphy
Zain Gulzar
Zafar Zaidi
Zhu Chuen Oong

Essential Skills in Medical Education Assessment (ESMEA)

Alexandra Gawowska-Marciniak
Anna Gabiela Pali
Andrei Zytkowski
Anna Etkert-Polgj
Anna Lipert
Anna Maria Luisa Botto
Anna Ruckowska
Anna Samбросka-Sablik
Barbara Lapinska
Baseem Abdulnabi
Beata Brosowska
Cezary Kulak
Chen Lihua
Chen Wei
Chuan Wang
Chunhua Sun
Daniel Young
Dexi Wu
Dominik Dabrowski
Fan Lian
Feng Pinning
Fenhua Chen
Grzegorz Wysiaedeci
Hala S. Aif Al Haj Afandi
Hao Li
He Ke
Henry Ghaheran
Hui Wen-je
Hui Zhou
Izabela Szczera
Jaime Patricia Ubilla Macias
Janusz Sikora
Jianhui Liu
 Jianping Chu
Jianping Yang
Jianyong Zou
Jing Lai
Joanna Gracka-Mankowska
Joanne Lipinski
John Egbul MD
Jolenta Zurawska-Olszewski
Junjiang Guo
Junxun Li
Khin Thida Win
Krystyna Frydryszak
Lai Yin Yan
Leanne Sykes
Lei Chen
Liang Yu
Liezl Koen
Liu Juan

See www.amee.org/conferences/amee-2018 for full details
Research Grant:
- Anouk Wouters, VUmc School of Medical Sciences, Amsterdam, Netherlands – ‘Unravelling stakeholders’ discourses of selection for medical study and the emotions involved’
- Susan Humphrey-Murto, University of Ottawa, Canada – ‘Learner Handover: How does it influence assessment?’

Medical Education in Resource Constrained Settings (MERCS) Grant:
- Mon Mon, University of Medicine 1, Yangon, Myanmar; Project: Faculty development in outcome-based education best practices for junior faculty in University of Medicine 1, Yangon, Myanmar

Student Initiative Grant:
- The Association of Medical Students Ireland; Project: Empowering Education Advocates
- UAEM Europe e.V.; Project: The Global Health Education Report Card Project

Medical Education Study Fellowship Award:
- Alberto Guerra García, Peru
- Lynelle Govender, South Africa
- Daniel Fernandes Mello de Oliveira, Brazil

Sino-Russian New Educator of the Year Award:
- Yingzi Huang, China

Zulfiqar Ali Khan Postgraduate Fellowships:
- Abdullatif Aydin, UK
- Claus Hedebo Bisgaard, Aarhus, Denmark
- Eleonora Leopardi, Australia
- Gwendolyne Tattoo, Philippines
- Maud Kramer, Netherlands
- Monica Bernando, Brazil
- Raunak Singh, Leicester, UK
- Rebecca Dube, Canada
- Remi Wolf, Stanford, USA
- Rikke Kaae, Denmark
<table>
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<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>0745-1730</td>
<td>Registration Desk Open, Foyer South, Event Hall</td>
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</table>

**Tours – all tours depart and return to Congress Center Basel**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
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<tbody>
<tr>
<td>0830-1000</td>
<td>Colmar and Wine Tasting at Wolberger Winery</td>
<td>Shanghai 1, Ground Floor, CCB</td>
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<tr>
<td>1000-1200</td>
<td>Walking Tour of the City, including the Cathedral</td>
<td>Shanghai 2, Ground Floor, CCB</td>
</tr>
<tr>
<td>1330-1530</td>
<td>City Vintage Tram Tour</td>
<td>Shanghai 3, Ground Floor, CCB</td>
</tr>
<tr>
<td>1330-1600</td>
<td>River Cruise</td>
<td>Limassol, Cyprus</td>
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<tr>
<td>1400-1630</td>
<td>Beyeler Foundation Museum</td>
<td>Kairo 2, Ground Floor, CCB</td>
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</tbody>
</table>

**AMEE Group Meeting**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
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<tbody>
<tr>
<td>0830-1730</td>
<td>AMEE Executive Committee Meeting, MCH Lounge, Event Hall</td>
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</table>

**AMEE-Essential Skills in Medical Education (ESME)**

Courses and Masterclasses

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
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<tbody>
<tr>
<td>0830-1630</td>
<td>ESCEL – Essential Skills in Computer Enhanced Learning</td>
<td>Boston 1, Ground Floor, CCB</td>
</tr>
<tr>
<td>0830-1730</td>
<td>ESME – Essential Skills in Medical Education</td>
<td>Delhi, Ground Floor, CCB</td>
</tr>
<tr>
<td>0845-1630</td>
<td>RESME - Research Essential Skills in Medical Education</td>
<td>Shanghai 2, Ground Floor, CCB</td>
</tr>
<tr>
<td>0900-1600</td>
<td>ESCEPD - Essential Skills in Continuing Education and Professional Development</td>
<td>Boston 1, Ground Floor, CCB</td>
</tr>
<tr>
<td>0900-1630</td>
<td>ESMEOSTE – Essential Skills in Objective Structured Teaching Encounter</td>
<td>Boston 2, Ground Floor, CCB</td>
</tr>
<tr>
<td>0900-1630</td>
<td>ESMELead – Essential Skills in Educational Leadership and Management</td>
<td>Shanghai 3, Ground Floor, CCB</td>
</tr>
<tr>
<td>0900-1700</td>
<td>ESMEA - Essential Skills in Medical Education Assessment</td>
<td>Shanghai 1, Ground Floor, CCB</td>
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**Pre-Conference Workshops**

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

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
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<tbody>
<tr>
<td>0930-1230</td>
<td>#PCW 2 Ensuring high quality standardized/simulated patient (SP) role portrayal</td>
<td></td>
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<tr>
<td>0930-1230</td>
<td>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)</td>
<td>Location: Kairo 2, Ground Floor, CCB</td>
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<th>Time</th>
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<tr>
<td>0930-1230</td>
<td>#PCW 3 Promoting interprofessional culture in health education</td>
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<tr>
<td>0930-1230</td>
<td>Joanne Wiesner Conti (adjointe scientifique, Interprofessional Simulation Center (CIS), Geneva, Switzerland), Amaury Goverts (Geneva University Hospital, Switzerland)</td>
<td>Location: Darwin, Ground Floor, CCB</td>
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<tr>
<td>0930-1230</td>
<td>#PCW 4 Snakes and ladders: finding your way through the qualitative labyrinth</td>
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<tr>
<td>0930-1230</td>
<td>EXQUISITE, the European Center of Excellence in Qualitative Study and Inquiry in Teaching and Learning (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)</td>
<td>Location: Lima, Ground Floor, CCB</td>
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<tr>
<td>0930-1230</td>
<td>#PCW 5 Practical step by step approach to curriculum reform and development</td>
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<tr>
<td>0930-1230</td>
<td>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)</td>
<td>Location: Kairo 1, Ground Floor, CCB</td>
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<tr>
<td>0930-1230</td>
<td>#PCW 6 ASPIRE ACADEMY: How to enhance student engagement at your school?</td>
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<td>0930-1230</td>
<td>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), Kulsoom Ghias (Aga Khan University, Pakistan), Reina Mahan and Debra Klamen (Southern Illinois University, USA)</td>
<td>Location: Rio, 2nd Floor, CCB</td>
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<td>1330-1630</td>
<td>#PCW 7 Engaging simulated participants (SPs) as educational allies: Optimizing their value in clinical teaching &amp; learning</td>
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<tr>
<td>1330-1630</td>
<td>Debra Nestel (Melbourne Medical School, Australia), Gerard Cormley (Centre for Medical Education, Queen’s University, N Ireland)</td>
<td>Location: Lima, Ground Floor, CCB</td>
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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

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

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

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

### Registration Desk / Exhibition
- **0745-2100** Registration Desk Open  
  Foyer South, Event Hall
- **1300-1630** Exhibitor Set Up  
  Hall 4.1/4.u
- **1400-1900** Poster Mounting  
  Hall 4.1/4.u
- **1845-2115** Exhibition Open  
  Hall 4.1/4.u

### Courses and Masterclasses
- **AMEE 2018 Local Organising Committee**
  Location: Hong Kong, 2nd Floor, CCB
  
### Group Meetings
- **0800-0900**
  - **ASPIRE Assessment Panel** (closed meeting)
  - **ASPIRE Curriculum Panel** (closed meeting)
  - **ASPIRE Faculty Development Panel** (closed meeting)
  - **ASPIRE Social Accountability Panel** (closed meeting)
  - **ASPIRE Student Engagement Panel** (closed meeting)
  
### Pre-Conference Workshops
- **0930-1630** **#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

- **0930-1630** **#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 14 Competency-based Curriculum Development for CPD in Surgery Worldwide**
  Mike Cunningham, Urs Ruetzels, Jane Thorley-Wiedler, Sandipan Chatterjee, Kokeb Abebe (AO Foundation - AO Education Institute, Switzerland)
  Location: Lima, Ground Floor, CCB

- **0930-1230** **#PCW 15 Widening Access to Virtual Educational Scenarios – Authoring and implementing**
  Sheetal Kavia, Terry Poulton (St George’s, University of London, UK), Andrze Adkonowicz, Natalia Stathakarou (Karolinska Institutet, Sweden), Lindsey Germain (Bayer, Germany), Martin Adler (Instruct, Germany)
  Location: Kairo 2, Ground Floor, CCB

- **0930-1230** **#PCW 16 Moving From Being Reactive to Being Proactive: Addressing Professionalism 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
1330-1630  #PCW 32 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

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

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 M Harden (AMEE General Secretary/Treasurer), Pat Lilley (AMEE Operations Director)
Location: Sydney, 2nd 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 2: Plenary

0830-0945 #2 Plenary
Chair: Mathieu Nendaz, Switzerland
Location: Event Hall

0830-0915 #2 Plenary: How to achieve the impossible
Bertrand Piccard, Switzerland

0915-0945 ASPIRE-to-Excellence Award Presentations

0945-1015 Coffee Break
Viewing of posters and exhibits

Soapbox Stage – Hall 4.1, CCB

0945-0955 International Medical University
National Resident Matching Program
International

1000-1010 International Medical University
National Resident Matching Program
International

Note: Only the presenter(s) are listed in the programme. For a full list of authors, please see the App or Abstract Book

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); Berend 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 Schwirth, 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

Registration Desk / Exhibition
0715-1745 Registration Desk Open
Foyer South, Event Hall
0930-1630 Exhibition Open
Hall 4.1, CCB

Tours – all tours depart and return to Congress Centre Basel
1000-1200 City Vintage Tram Tour
1330-1600 City Vintage Tram Tour and Chocolate Experience
1400-1600 Walking Tour of the City, including the Cathedral
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: Martin Tolsgaard, Canada
Assessor: Erik Driessen, Netherlands
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: Steven Durning, USA
Assessor: Dian Eley, Australia
Location: Helvetia 1, 1st Floor, CCB

1015-1035  #3F1 The interdependence of clinical performance: Advancing assessment in the age of entrustment
Sayra Cristancho & Stefanie Syer, 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, Northzealand 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 Cartensen 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
Cynthia R Whitehead, The Wilson Centre, University of Toronto and University Health Network, Toronto, Canada

1155-1200 Discussion

1015-1200  #3G Patil Teaching Innovation Awards 1
Chairperson: Rille Pilhak, UK and Gary Rogers, Australia
Location: Helvetia 2, 1st Floor, Swissototel

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
Roshit 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, 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
Gurdeep Seyan, Walsall Healthcare NHS Trust, UK

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

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<td>Agnes Elmberger, Department of Learning, Informatics, Management and Ethics, Karolinska Institutet, Stockholm, Sweden</td>
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<td>Claus Hedebø Bilsgaard, Centre for Health Sciences Education, CESU, Faculty of Health, Aarhus University, Aarhus, Denmark</td>
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<td>Mari Asakawa, Sakai Medical Center/Gifu University, Osaka, Japan</td>
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<td>Shu Woan Lee, Changi General Hospital, Singapore</td>
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<td>Eva Kipen, University of Melbourne, Australia</td>
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<td>#3R6 Engaging departmental stakeholders in shaping their program of assessment</td>
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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?
Delimar 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

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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?
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, Chiba City, 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

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Arshiava Javidian, University of Toronto, Canada

3DD2 Differentia 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
Arshiava Javidian, University of Toronto, Canada

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

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3DD6 A Study of Medical Students’ Satisfaction with Clinical Education In Surgery Section comparing with Medicine Section: Why do they prefer Medicine Section?
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3DD7 Enhancing nurses’ willingness to participate in robotic surgery by simulation and real situation training program
Tzu-Sang Chen, Tungs’Taichung MetroHarbor Hospital, Taichung, Taiwan

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Alexandra Bishop, Dalhousie University, Halifax, NS, Canada

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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, Sirnakharinwiroit University, Nongkhar, Nakhon Nayok, Thailand

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Yun Chen, Far Eastern Memorial Hospital, New Taipei City, Taiwan

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Kyung Sil Kim, Dept. of Surgery, Yonsei University College of Medicine, Seoul, South Korea

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Gwendolyn Tattao, De La Salle Health Sciences Institute, Dasmarias, 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 fMR Study
Ide Heyligers, School of Health Professions Education, Maastricht University, Maastricht, Netherlands
1015-1200  #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, Deanship of Student Affairs, Faculty of Medicine, University of Basel, Switzerland

#3EE2 A Qualitative Study Exploring Student Perceptions of Coralling before Objective Structured Clinical Examinations
Louise Cox Thomson, 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, Chiai 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
Chuhsien 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 Makuuchi, 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-Tarng 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

1015-1200  #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 Israel Herrera Bastida, Facultad de Ciencias de la Salud - Universidad Anáhuac México, Mexico

#3FF2 The Effectiveness of Simulation-Based Training in Management of Acute Asthmatic Attack for Internal Medicine Residents: 1-Year Follow-Up
Tirachut Sewatanon, Maharat Nakhonratrasima Hospital, Nakhonratrasima, 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 Bamidis, 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 Salle Health Sciences Institute - College of Medicine Faculty in Simulation as a Teaching Learning Strategy
Alex Bello, De La Salle 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 Sciences Institute- College of Medicine Faculty in Simulation, 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
10:15-12:00

**3GG Posters: Postgraduate Specialist Training**

Chairperson:

Location: Hall 4.1, 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 changes of medical professionalism after one year in internal medicine residency training?
Kittisak Sawanyawisuth, Khon Kaen University, Khon Kaen, Thailand

#3GG6 WITHDRAWN

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Monday 27 August

Congress Center Basel

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<td>Educational needs of neonatologists on end of life care in a tertiary hospital</td>
<td>Komal Tewani, KK Women and Children's Hospital, Singapore</td>
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<td>Assessing the Quality of Educational Supervisor Reports and Supervised Learning Events</td>
<td>Mumtaz Patel, Health Education England North West, Manchester, UK</td>
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<td>Hiroshi Mihara, University of Toyama, Japan</td>
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<td>Understanding context in collaborative decision making at interprofessional team meetings (IPTM) using the Cynefin framework</td>
<td>Keng Teng Tan, Tan Tock Seng Hospital, Singapore</td>
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<td>3HH2</td>
<td>Enhancing Interdisciplinary Patient Care via Patient-Centered Interprofessional Collaboration Computerized Platform</td>
<td>Yen-Ling Ko, Chime Medical Center, Tainan, Taiwan</td>
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<td>Knowledge and Attitude towards Interprofessional Collaboration among Postgraduate Medical Students of Bangladesh</td>
<td>S M Tajdit Rahman, National Institute of Diseases of the Chest &amp; Hospital, Dhaka, Bangladesh</td>
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<td>Unmet needs in communication between residents and nurses in internal medicine wards: at a university teaching hospital in Korea</td>
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<td>Analysis of Learning Behavior and Learning Performance in Blended Learning of IPP/IPE to Clinical Nurse</td>
<td>Li-Chen Lin, Tri-service General Hospital, Taipei city, Taiwan</td>
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<td>Physicians and nurses in simulation: Perceptions of Interprofessional Collaboration in Trauma-team Simulations</td>
<td>Leila Niemi-Murola, Helsinki University, Espoo, Finland</td>
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<td>Interprofessional collaboration education initiatives: what works for whom, how and under what circumstances</td>
<td>Isabelle Gaboury, Université de Sherbrooke, Longueuil, Canada</td>
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<td>The interprofessional collaborative care in primary healthcare setting in Indonesia: a mixed method study</td>
<td>Ardi Findyartini, Department of Medical Education &amp; Medical Education Center Indonesia Medical Education and Research Institute Faculty of Medicine Universitas Indonesia, Jakarta, Indonesia</td>
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<td>Targeting Interprofessional Education to Address Chronic Pain and Mental Health Co-morbidity</td>
<td>Jyotsna Pandey, Johns Hopkins University Department of Psychiatry and Behavioral Sciences, Baltimore, USA</td>
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<td>KAS thinking template improves hospital interprofessional practice and education</td>
<td>Feng-Cheng Liu, Tri-Service General Hospital, Taipei, Taiwan</td>
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<td>Conscious Competence in IPL in Healthcare Education</td>
<td>Annwyne Houldsworth, HECL, Plymouth, UK</td>
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<td>#3HH2 Learning Effect Analysis of Implementing Inter-Professional Education (IPE) Teaching Template</td>
<td>Wei-Fang Wang, National Cheng-Kung University Hospital, Tainan, Taiwan</td>
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<td>#3HH3 Development of a toolbox for multisource evaluation of Interprofessional Education and Interprofessional Collaboration in Switzerland</td>
<td>Florian Neubauer, Institute of Medical Education, Bern, Switzerland</td>
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<td>#3HH4 Verifying the reliability and validity of the Japanese version of Interdisciplinary Education Perception Scale (IEPS)</td>
<td>Hyuga Suzuki, Nagoya University School of Medicine, Nagoya, Japan</td>
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<td>#3HH5 Interprofessional high-fidelity simulation: a pilot project</td>
<td>Ricardo Tjeng, University of Beira Interior, Faculty of Health Science, Covilha, Portugal</td>
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<td>#3HH6 Interprofessional Training, is not just Education, but Collaboration</td>
<td>Joseph House, University of Michigan Medical School, Ann Arbor, USA</td>
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<td>#3HH7 An Outcome Measure of Inter-Professional Education Experiences: One Method to Consider</td>
<td>David Carr, Missouri State University, Springfield, MO, USA</td>
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<td>#3HH8 How the presence of social work students influences multi-disciplinary decision making in IPE</td>
<td>Kumiko Yamaguchi, Tokyo Medical and Dental University (TMDU), Tokyo, Japan</td>
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<td>#3HH9 The Impact of Interprofessional Education in the Community</td>
<td>Enoch Ng, School of Pharmacy, The Chinese University of Hong Kong, Hong Kong</td>
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<td>#3HH10 Clinical Reasoning for Inter-Professional Pregnancy Care – Everyone on the Same Page!</td>
<td>Michelle Schlipalius, Monash Health, Melbourne, Australia</td>
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<td>Wern Ee Tang, Lee Kong Chian School of Medicine, Singapore</td>
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<td>Easing the transition into clinical years: the role of student-led introductory sessions</td>
<td>Hesham Khidir, St George’s, University of London, UK</td>
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<td>Adaptation to Early Clinical Rotation: Roles of Transition Period</td>
<td>Ruillana Agustín, Faculty of Medicine, University of Indonesia, Jakarta, Indonesia</td>
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<td>New Beginnings: A Resident Orientation Program</td>
<td>Ozlem Cakmakayaa, University of Istanbul, Cerrahpasa Medical Scool, Istanbul, Turkey</td>
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<td>#3II5</td>
<td>A foundation year one led teaching programme for medical students: a review of student feedback</td>
<td>Thurkaa Shanmugalingam, The Royal London Hospital, Whitechapel, UK</td>
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<td>#316</td>
<td>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</td>
<td>Alexander Moffat, University of Birmingham, UK</td>
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<td>#317</td>
<td>Ready… Steady… Learn! Utilizing Student and Faculty Feedback to Enhance Transitioning to Clinical Clerkship and Residency</td>
<td>Simon Field, Dalhousie University, Halifax, NS, Canada</td>
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<td>#318</td>
<td>‘Life, death and taxes, what I wish I had known’ – A Near-Peer Led Transition Course for New Doctors Focusing on Non-Technical Skills</td>
<td>Yun Mei Lau, Royal Free London NHS Foundation Trust, London, UK</td>
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<td>#319</td>
<td>The Dutch transition to graduate medical training: How clinical experience between graduation and residency affects career choice</td>
<td>Sophie Querido, University Medical Center Utrecht, Center for Research and Development of Education, Utrecht, Netherlands</td>
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<td>#320</td>
<td>Training students to be doctors: the use of ward round simulations</td>
<td>Sindhu Naidu, Imperial College London, UK</td>
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<td>#321</td>
<td>Can assessment drive behaviour change? The use of the conscientiousness index in an internal medicine residency programme</td>
<td>Faith Chua, National Healthcare Group, Singapore</td>
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<td>#322</td>
<td>Understanding of medical professionalism among Polish medical teachers</td>
<td>Anna Kocurek, Jagiellonian University, Kraków, Poland</td>
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<td>#323</td>
<td>Mistreatment, abuse, unprofessionalism and unproductive behaviour: A comparative qualitative analysis of how medical learners and educators define negative behaviour in the clinical workplace</td>
<td>Meredith Vanstone, McMaster University, Hamilton, Canada</td>
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<td>Rating the severity of medical student professionalism issues and the quality of insight demonstrated in students’ response to professionalism remediation</td>
<td>Lawrence Grierson, McMaster University, Hamilton, Canada</td>
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<td>#325</td>
<td>The Development, Over 12 Years, of our &quot;White Coat Ceremony&quot; for Cultivating Professionalism in Medical Students in Japan</td>
<td>Michito Hirakata, Keio University School of Medicine, Tokyo, Japan</td>
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<td>#326</td>
<td>A qualitative analysis of students’ perceptions on professionalism in hidden curriculum: a pilot study in internal medicine rotation</td>
<td>Saranya Prathaithep, Sunpasitthprasong Hospital, Ubon Ratchathani, Thailand</td>
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<td>Self-development activities and Reflection, to promote Medical Professionalism</td>
<td>Thavarat Chayaanantapat, Vachira Phuket Hospital, Phuket, Thailand</td>
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<td>Professionalism and Cinemeduction</td>
<td>Martina Balaam, Edinburgh University Medical School, Edinburgh, UK</td>
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<td>Investigating professionalism experts’ opinion: toward developing an undergraduate medical professionalism curriculum</td>
<td>Nikoo Yamani, Isfahan University of Medical Sciences, Isfahan, Iran</td>
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<td>Vulnerability and disillusionment as a threat to residents’ professional identity development</td>
<td>Naike Bochatay, University of Geneva, Switzerland</td>
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<td>Implementing FAST-sonography for German 4th year medical students</td>
<td>Philip Bintaro, Hannover Medical School, Hannover, Germany</td>
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<td>Problem oriented and simulation for teaching mechanical ventilators in medical students</td>
<td>Yada Siriphannon, Buriram Medical Education Center, Buriram, Thailand</td>
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<td>Assessing the effectiveness and perceptions of Fundoscopy teaching in core medical trainees</td>
<td>Ruth Chen, Nottingham University Hospitals NHS Trust, Nottingham, UK</td>
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<td>Video modeling and video feedback interventions improve time to intravenous cannulation, and reduce incidence of complications in novice medical students</td>
<td>Julie Yu, University of Saskatchewan, Saskatoon, Canada</td>
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<td>#335</td>
<td>Basic Obstetrics and Gynecology procedures of 6th year Medical Students in Roi- et Hospital, Thailand</td>
<td>Sirikaunya Somrini, Roi-et Hospital Medical Education Center, Roi- et, Thailand</td>
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<td>#336</td>
<td>Comparison of Teaching Basic Orthopedic Procedural Skills by Peer Assisted Learning (PAL) Tutoring and by A Teacher’s Teaching in Undergraduate Medical Students</td>
<td>Meena Permthai, Buddhachinaral Medical Education Center, Phitsanulok, Thailand</td>
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<td>Improving the Retention of Suturing Skills in Medical Students: A Feasibility Study</td>
<td>Sarah Prattley, Salisbury District Hospital, UK</td>
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<td>Analysis of central venous cauterization workshop: an experience of Taiwan medical center</td>
<td>Kuan-Chih Chung, Department of Anesthesiology, Kaohsiung Chang Gung Memorial Hospital, Kaohsiung, Taiwan</td>
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<td>#339</td>
<td>Physical examination contests effectively improve learning outcomes</td>
<td>Fen-Yu Tseng, National Taiwan University College of Medicine, Taipei, Taiwan</td>
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<td>#340</td>
<td>Improving physicians’ ward round communication through simulation-based training</td>
<td>Marc Grünwald, Chair of Medical Education, TUM Medical Education Center, Munich, Germany</td>
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<td>#341</td>
<td>An Educational Approach to Support Family Witnessed Resuscitation – Enhancing Continued Professional Development Through Animation</td>
<td>Natalie Sme, NHS Education for Scotland, Glasgow, UK</td>
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<td>#342</td>
<td>Improved encounters – theatre-based methods in medical education</td>
<td>Kari Hevossaari, University of Helsinki, Medical Faculty, Helsinki, Finland</td>
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#3JJ15 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 Zannini, Department of Biomedical Sciences for Health, University of Milan, Italy

3JJ15 WITHDRAWN

3JJ16 Curriculum in Medicine might have had a gap for occupational histories taking in daily practice
Naessine 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 in the first- year medical students
Chien-Ming Lo, Joint Commission of Taiwan, New Taipei City, Taiwan

1015-1200

#3KK Posters: Communication
Chairperson: Elizabeth Kachur, USA
Location: Hall 4, CCB

#3KK1 Is learning how to ride a bike from a text book possible? Undergraduate medical student perception on communication skills training
Mariana 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 skills workshop result and teaching corrections
Chih Hung Chen, Internal Medicine, Kaohsiung Chang Gung Memorial Hospital, Kaohsiung Hsien, Taiwan

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

#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
William 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 WITHDRAWN

#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

#3KK18 Simulation as a Tool for the Development of Communication Skills for Internship Medical Students
Ana Roncati, Universidade Anhembi Morumbi - Laureate International Universities, Sao Paulo, Brazil

#3KK19 Clinical Communication Skills: It’s Never Too Late to Remediate
Pedro Morgado, School of Medicine - University of Minho, Braga, Portugal
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<td>Basilisk, Ground Floor, Swissotel</td>
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<td>1015-1200</td>
<td>ESME Advisory Board (closed meeting)</td>
<td>MCH Lounge, Event Hall</td>
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<td>1200-1400</td>
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<td>1300-1310</td>
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<td>Academy of Medical Educators</td>
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<td>1330-1340</td>
<td>Altus Assessments Inc.</td>
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**Open Sessions**

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<td>1230-1330</td>
<td>AMEE Faculty Development Special Interest Group</td>
<td>Sydney, 2nd Floor, CCB</td>
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<tr>
<td>1230-1330</td>
<td>AMEE Postgraduate Committee Special Interest Group</td>
<td>Singapore, 2nd Floor, CCB</td>
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<td>1230-1330</td>
<td>AMEE Poster Chairs</td>
<td>Kairo 1, Ground Floor, CCB</td>
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<tr>
<td>1230-1330</td>
<td>Adaptive Curriculum Meet the Authors</td>
<td>Lima, Ground Floor, CCB</td>
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**Session 4: Simultaneous Sessions**

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<thead>
<tr>
<th>Time</th>
<th>Symposium</th>
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<tbody>
<tr>
<td>1400-1530</td>
<td>#4A Symposium: Acquisition, Maintenance, and Verification of Surgical Skills</td>
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<tr>
<td></td>
<td>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), Wal’d S Taha (King Abdulaziz Medical City, Al-Madinah, Saudi Arabia; AO Trauma Education Commission)</td>
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<td>Location: Event Hall</td>
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<tr>
<td>1400-1530</td>
<td>#4B Symposium: Intersections, Introspections and Divergences: Sustaining the Growth of Medical Education Research and Training</td>
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<td>Mathieu Albert, Nicole Woods, Tina Martimianakis (Wilson Centre, University of Toronto, Canada), Klara Bolander Laksov (Department of Education, University of Stockholm, Sweden), Albert Scherpier (Faculty of Health, Medicine and Life Sciences, Maastricht University, Netherlands)</td>
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<td>Location: Montreal, 2nd Floor, CCB</td>
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<tr>
<td>1400-1530</td>
<td>#4C Symposium: Open Space Technology Applied to Wicked Issues in Medical Education and Health Care Practices</td>
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<tr>
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<td>Glenda Eoyang, Stewart Mennin (Human Systems Dynamics, USA)</td>
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<td>Location: Sydney, 2nd Floor, CCB</td>
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<tr>
<td>1400-1530</td>
<td>#4D Symposium: The role of the Biomedical Sciences in Teaching and Learning Medicine in the 21st Century</td>
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<td>Aviad Haramati, Peter GM de Jong, Neil Osheroff, Kelly M Quesnelle, Dujeepa D Samarasekera, Richard C Vari</td>
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<td>Location: Singapore, 2nd Floor, CCB</td>
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<tr>
<td>1400-1530</td>
<td>#4E Research Papers: Success &amp; Failure</td>
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<tr>
<td></td>
<td>Chairperson: Tim Wilkinson, New Zealand</td>
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<td></td>
<td>Assessor: Samuel Edelbring, Sweden</td>
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<td>Location: Delhi, Ground Floor, CCB</td>
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**Research Papers**

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<thead>
<tr>
<th>Time</th>
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<tr>
<td>1400-1420</td>
<td>#4E1 Early predictors in medical school: Supporting students early on through the use of data</td>
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<td>Cassandra Barber, Western University, London, Canada</td>
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<tr>
<td>1420-1440</td>
<td>#4E2 Identifying medical students at risk for academic interruption using a growth-curve paradigm</td>
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<td>Juan Cendan, University of Central Florida, College of Medicine, Orlando, USA</td>
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<tr>
<td>1440-1500</td>
<td>#4E3 Remediation interventions for postgraduate medical learners with academic difficulties: Results from a BEME systematic review</td>
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<td>Miriam Lacasse, Université Laval, Quebec City, Canada</td>
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<td>Time</td>
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<td>1500-1520</td>
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<tr>
<td>1520-1530</td>
<td>Discussion</td>
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| 1400-1530 | #4F Research Papers: Teaching | Chairperson: Jen Cleland, UK  
Assessor: Manuel Costa, Portugal  
Location: Helvetia 1, 1st Floor, Swisstotel                                                                 |                                                                                                 |
| 1400-1420 | #4F1 Evidence-based quality improvement in clinical teaching: An initiative to enhance teaching in critical thinking, high value care, and health care equity | Amy Sullivan, Harvard Medical School and Beth Israel Deaconess Medical Center, Boston, USA         |                                                                                                 |
| 1420-1440 | #4F2 Video versus bedside teaching of paediatric clinical examination skills: A mixed methods study | Ann George, University of the Witwatersrand, Johannesburg, South Africa                           |                                                                                                 |
| 1440-1500 | #4F3 Faculty Perceptions of Challenges and Opportunities to Facilitate Implicit Bias Instruction: Implications for Curriculum Development | Cristina Gonzalez, Albert Einstein College of Medicine/Montefiore Medical Center, Bronx, NY, USA |                                                                                                 |
| 1500-1520 | #4F4 An international study validating teacher profiles based on their conceptions of learning and teaching | Johanna Jacobs, VUmc School of Medical Sciences and LEARN! VU University, Amsterdam, Netherlands    |                                                                                                 |
| 1520-1530 | Discussion |                                                                                           |                                                                                                 |
| 1400-1530 | #4G Patil Teaching Innovation Awards 2 | Chairperson: Gary Rogers, Australia and Rille Pihlak, UK  
Location: Helvetia 2, 1st Floor, Swisstotel                                                                 |                                                                                                 |
| 1400-1415 | #4G1 Introducing a Clinical Teaching Unit to increase autonomy, competence and relatedness in medical training using Self Determination Theory principles | Esther Hamen, Leiden University Medical Center (LUMC), Leiden, Netherlands                         |                                                                                                 |
| 1415-1430 | #4G2 Iran International Public Health Summer School (IPHS): A Report of an On-site Educational Game on Global Health for Healthcare Professions Students | Helia Ashourizadeh, AVECEN Co., Tehran, Iran                                                    |                                                                                                 |
| 1430-1445 | #4G3 Changing the healthcare education through teacher assistants | Marcos Rojas, University of Chile, Santiago, Chile                                                |                                                                                                 |
| 1445-1500 | #4G4 Déjà vu all over again: An innovative 3-year spiral curriculum in antimicrobial stewardship and infectious diseases | Peter Chin-Hong, UCSF, San Francisco, USA                                                         |                                                                                                 |
| 1500-1515 | #4G5 A ‘Sign Safari’ - Bringing medical students back to the bedside with a high-yield teaching programme focused on eliciting and interpreting clinical signs | Dominic Merriott, William Harvey Hospital, Ashford, UK                                            |                                                                                                 |
| 1515-1530 | #4G6 Using visual- and e-learning methods to enhance medical student engagement in clinical genetics | Adam Jones, Cardiff University, Cardiff, UK                                                       |                                                                                                 |
| 1440-1500 | #4F: PechaKucha™ 2 | Chairperson: Marko Zdravkovic, Slovenia  
Location: Kairo 1, Ground Floor, CCB                                                                 |                                                                                                 |
| 1440-1410 | #4H1 The Sim360 Trial – Innovating simulation training with the use of a ‘flipped’ 360-degree virtual reality video | Jordan Tsigarides, Norwich Medical School, Norwich, UK                                               |                                                                                                 |
| 1410-1420 | #4H2 Technology-Enhanced Learning: Audio Tours in Anatomical Pathology | Lynelle Covender, University of Cape Town, South Africa                                             |                                                                                                 |
| 1440-1430 | #4H3 Short supplemental videos produced by students, for students | Simon Albrechtsen, University of Copenhagen, Denmark                                               |                                                                                                 |
| 1430-1440 | #4H4 Clinic instead of lecture room – to start the medical curriculum! | Jörg Goldhahn, ETH, Zurich, Switzerland                                                          |                                                                                                 |
| 1440-1450 | #4H5 Let’s Share a SIX Pack...for Faculty Development | Heather Billings, Mayo Clinic, Rochester, USA                                                     |                                                                                                 |
| 1450-1500 | #4H6 Interprofessional collaboration education: The experience of students at the end of their professionalizing journey | Carmen Wong, The Chinese University of Hong Kong, Hong Kong                                         |                                                                                                 |
| 1500-1510 | #4H7 Jindaola: The process of embedding Indigenous knowledge into mainstream medical and health science curricula at the University of Wollongong, NSW, Australia | Brigitte Vachon, Université de Montréal, Canada                                                   |                                                                                                 |
| 1510-1520 | #4H8 ‘You Murderer?’ - challenges faced by recent veterinary graduates when performing euthanasia | Claire Vinten, Royal Veterinary College, London, UK                                                |                                                                                                 |
| 1520-1530 | Discussion |                                                                                           |                                                                                                 |
1445-1500  #14 Mapping the Thinkable: ways of characterising and researching general practice placements
Sophie Park, UCL Medical School, London, UK

1500-1515  #15 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

1400-1415  #14l Results from a Global Social Accountability Survey - What do medical students really think?
Aikaterini Dimi, International Federation of Medical Students’ Associations (IFMSA), Thessaloniki, Greece

1415-1530  Discussion

1400-1530  #4L Short Communications: Social Accountability
Chairperson:
Discussant: Jim Rouke, Canada
Location: Shanghai 3, Ground Floor, CCB

1400-1415  #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?
Emmanuelli Careu, Faculté de médecine, Université 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 I
Chairperson: Bill Brudick, USA
Location: Shanghai 1, Ground Floor, CCB

1400-1415  #4M1 An Overview of the Medicine and Humanities International Program, an International Educational Initiative
All 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

1445-1500  #4K Short Communications: Curriculum: Empathy
Chairperson: Margaret Gerbase, Switzerland
Discussant: Chris Skinner, Australia
Location: Shanghai 2, Ground Floor, CCB

1400-1515  #4K5 Progress test as a powerful tool to improve students’ performance and curriculum efficiency
Marcos Freire, Anhembi Morumbi University - chỉ direction of humanities, Sao Paulo, Brazil

1515-1530  Discussion

1400-1515  #4J Short Communications: Assessment: Progress Test
Chairperson: Renee Stalmeijer, Netherlands
Discussant: Carlos Collares, Netherlands
Location: Shanghai 1, Ground Floor, CCB

1415-1530  Discussion

1515-1530  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  
Lidia 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, cue-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 Medication 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  
Elisabeth 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  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 Tretz, 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 Holl (Aarhus University, Aarhus, Denmark), Noelle Junod Perron (Geneva University, Geneva, Switzerland), Claudia Kiesling (Brandenburg Medical School Theodor Fontane, Neuruppin), Kristian Korgh (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 Sehlbach (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, 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 Pyörälä (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 Mäkelä, Jussi Merenmies (University of Helsinki, Faculty of Medicine, Helsinki, Finland), Colin Lumsden (University of Manchester, Manchester Medical School, Manchester, UK)
Location: Mexico, 2nd Floor, CCB
1400-1530  #4CC ePosters: Engaging with Learning - game-based, problem-based & practice-based
Chairperson: Susan Kennedy, UK
Location: Kairo 2, Ground Floor, CCB

#4CC1 Pedagogical Approach of the Family Health Specialization Course of the Federal University of Pelotas, Brazil
Ana Claudia Fassa, Federal University of Pelotas, Brazil

#4CC2 Using the “Flash Teaching” Model for Prevention of Facial Pressure Injuries during Nursing Training and Education
Ching-Uen Huang, Taipei Medical University
Shuang-Ho Hospital, New Taipei City, Taiwan

#4CC3 Photo Challenge: An Educational Innovation to Stimulate Effective Learning in Ophthalmology
Sakchai Vongkittirux, Department of Ophthalmology, Faculty of Medicine, Thammasat University, Pathum Thani, Thailand

#4CC4 Pedagotchi 2.0 – a playful learning concept to train clinical decision making
Lorenz Grigull, Medical University, Hannover, Germany

#4CC5 The Pitch for ‘QUITCH’: Harnessing Mobile Technology to Improve Patient Safety
Shereen Ng, Department of General Medicine Tan Tock Seng Hospital, Singapore

#4CC6 The Application of Gamification in Clinical Teaching - Courses of Quality Management
Ching-Shiang Chi, Tungs' Taichung MetroHarbor Hospital, Taichung, Taiwan

#4CC7 Use illness script theory to teach clinical reasoning skills to nurse practitioners- a pilot study
Hung Yao Chen, China Medical University Hospital, Taichung, Taiwan

#4CC8 Educational or professional competences. The perception of professors of the clinical department of the Faculty of Medical Sciences of the National University of Littoral
Miguel Hernán Vlcco, Faculty of Medical Sciences, National University of Littoral, Santa Fe, Argentina

#4CC9 Analysis of Verbal Interactions in Case Mapping Phase of Problem-Based Learning
Sanghee Yeo, Kyungpook National University School of Medicine, Daegu, South Korea

#4CC10 The correlation between demographic variables and virtual patient integration in the medical curriculum
Eleni Dafli, School of Medicine, Aristotle University of Thessaloniki, Greece

#4CC11 Virtual patients in training against medical error: does group dynamics influence outcome?
Gulmira Abakassova, Karaganda State Medical University, Karaganda, Kazakhstan

#4CC12 Problem-based Learning with Virtual Patients: Outcome Evaluations
Chin-Ru Ker, Department of Gynecology and Obstetrics, Kaohsiung Medical University Hospital, Kaohsiung Medical University, Kaohsiung, Taiwan

#4CC13 Strategy of medical education in home care using immersive Virtual Reality
Alessandra Dahmer, UNA-SUS/UFCSPA, Porto Alegre, Brazil

1400-1530  #4DD Posters: Adaptive Curriculum
Chairperson: Mark Quirk, USA
Location: Hall 4.1, CCB

#4DD1 Evaluating the prescribing scheme for fifth years at Keele University medical school: a mixed methods study
Niamh McCarville, Keele University School of Medicine, Keele, UK

#4DD2 The effectiveness of “Flipped classroom” in teaching cardiac auscultation to medical students: a pilot teaching program
Chun-Wei Lee Chun-Wei Lee, Mackay Memorial Hospital, Taipei, Taiwan

#4DD3 ABCDE... easy as 1,2,3?
Marijolein Linders, Radboudumc, Nijmegen, Netherlands

#4DD4 A novel approach to collecting undergraduate medical student feedback using “TopHat” to increase student engagement
Sheina Sachedinla, University Hospitals of Leicester NHS Trust, Leicester, UK

#4DD5 Development of a Program to Inform Entrustment Decisions in Fourth Year Medical Students
Diana Callender, Geisinger Commonwealth School of Medicine, Scranton, Pennsylvania, USA

#4DD6 Adaptive E-Learning Environments for Health Professionals and Students: Results from a Systematic Review
Guillaume Fontaine, Montreal Heart Institute Research Center, Montréal, Canada

1400-1530  #4EE Posters: Written Assessment and Final Exam
Chairperson: Sandra Kemp, Australia
Location: Hall 4.1, CCB

#4EE1 Early predictors of performance in medical school finals: a retrospective analysis of 4 cohorts at a UK medical school
John King, University College London Medical School, London, UK

#4EE2 Mandatory Licensing Examinations For Graduating Doctors In The UK – How Do Medical Students Perceive This Initiative?
Rafael Bica, IMPP, Mainz, Germany

#4EE3 Coordination of the national licensing and the faculties’ exams in medicine
Volker Schillings, IMPP, Mainz, Germany

#4EE4 An eye-tracking study: Does the domain of clinical reasoning MCQs predict learners’ generation or cueing of answers?
Jia Rui Kwan, Lee Kong Chian School of Medicine, Singapore

#4EE5 Using Automatic Item Generation based in cognitive models for medical education assessment
Marques Paulo, University of Minho, Braga, Portugal

#4EE6 Medical students’ performance in early written assessments as a predictor of global academic achievement
Núria Mascarínhas, Life and Health Sciences Research Institute (ICVS), School of Medicine, University of Minho, Braga, Portugal

#4EE7 Assessment of Prescribing Skills using SBA and VSA questions
Chee Yeen Fung, Imperial College London, UK
| #4GG5 | Comparing the ratings of Academic, Non-academic and Lay Person at Multiple Mini-Interview  
Chew Fei Sow, International Medical University, Kuala Lumpur, Malaysia |
| --- | --- |
| #4GG6 | 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 |
| #4GG7 | 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 |
| #4GG8 | 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 |
| #4GG9 | The relationship between socio-demographic factors and selection into UK postgraduate medical training programmes: a national cohort study  
Kim Walker, CHELI, University of Aberdeen and NHS Education for Scotland, Aberdeen, UK |
| #4GG10 | Differences in Academic Performance of Students Entering Faculty of Medicine, Universidad de Chile, Through Special and Regular Admission  
Jose Peralta Campasano, Universidad de Chile, Santiago, Chile |
| #4GG11 | Thriving in Medical School: Is it Really in the Genes?  
Eiad Habib, Alfaisal University, Riyadh, Saudi Arabia |
| #4GG12 | Medical demography in Spain: numeros clausus in Medical Schools and positions of Postgraduate Training  
Joaquin Garcia-Estea, Universidad de Murcia, Spain |
| #4GG13 | The use of an e-assessment as an additional postgraduate selection tool for pediatrics  
Jos Draisma, Radboudumc Amalia Children's Hospital, Nijmegen, Netherlands |
| #4GG14 | The Importance of Clinical Shadowing: Perspectives of Admissions Committee Members  
Carol Elam, University of Kentucky College of Medicine, Lexington, USA |
| #4GG15 | Medical Students as Primary School Teachers: A Widening Participation Initiative  
Sarah Burge, University of Bristol, UK |

| #4HH1 | Performing a Nurse-Shadowing 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 Hästäbacka, University of Helsinki, Finland |
| #4HH6 | Application of ‘Design Thinking’ to foster collaborative and innovative mindsets in medical students through interprofessional education  
Quankamon Dejatiwongse Na Ayudhya, Siriraj Hospital, Muhsdol 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 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, Switzerland |
| #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/Nuring 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 |
1400-1530 #4I1 Posters: Flipped Classroom
Chairperson: Levente Kiss, Hungary
Location: Hall 4.u, CCB

#4I1 The Effectiveness of Inter-professional Training by Flipped Teaching
Pei-Rong Li, Tungs’ Taichung MetroHarbor Hospital, Taichung, Taiwan

#4I2 Teaching to Learn: Using the ‘Flipped Classroom’ in Postgraduate Medical Education
Katherine Finucane, Department of Postgraduate Medical Education, North Bristol NHS Trust, Bristol, UK

#4I3 Application of flipped classroom strategy in Pediatric dermatology learning: medical student attitudes
Arucha Treesirichod, Faculty of Medicine, Sirnakharinwirot University, Nakhonnayok, Thailand

#4I4 Using online immediate response system to promote in-class activities of flipped classroom in medical students
Yaw-Don Hsu, NDMC/CTSH, Taipei, Taiwan

#4I5 Utilizing flipped classroom model for teaching evidence-based medicine to medical technologists
Chi-Cheng Liang, Taiwan

#4I6 The effectiveness of flipped classroom on short knowledge retention at King Saud Bin Abdulaziz University for Health Sciences: A Mixed Method Study
Mesedah Alnahdi, King Saud bin Abdulaziz University for Health Sciences, Jeddah, Saudi Arabia

#4I7 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

#4I8 The Innovative Flipped Clinical eLearning Platform Facilitates the Objective Structural Clinical Examination Preparation
Florence Mei Kuen Tang, The Chinese University of Hong Kong, Hong Kong

#4I9 Peer Evaluation of Flipped Classroom Model Compared to Traditional Learning Method in Undergraduate Digestive System Education
Manuel Hernandez-Guerra, Departamento de Medicina Interna, Dermatologia y Psiquiatria, Facultad de Medicina, Universidad de La Laguna, Tenerife, Spain

#4I10 Conceptions of flipped learning and its relationship toward students’ motivation and learning strategies
Fremen Chihchen Chou, China Medical University Hospital, Taichung City, Taiwan

#4I11 Flipped Learning Based on Peer Instruction Process Favorably Impacts Undergraduate Digestive System Education
Enrique Quintero, Departamento de Medicina Interna, Dermatologia y Psiquiatria, Facultad de Medicina, Universidad de La Laguna, Tenerife, Spain

1400-1530 #4J Posters: The Teacher and Challenges/Research in Medical Education
Chairperson: Anique Atherley, Netherlands
Location: Hall 4.u, CCB

#4J1 The experience of teacher learning community in physical therapy for ever-changing clinical educational system
Tsung-Yu Tsai, Kaohsiung Medical University Hospital, Kaohsiung Medical University, Kaohsiung, Taiwan

#4J2 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

#4J3 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

#4J4 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

#4J5 Are you still happy and want to be a medical teacher?
Pinyok Srisansane, Surin Medical Education Center, Surin, Thailand

#4J6 Addressing the Gap About the Care of Resilience Amongst Healthcare Professionals in Turkey
Buşra Nizam, Yeditepe University, Istanbul, Turkey

#4J7 "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
Lindsay Pope, University of Glasgow, UK

#4J8 Prevalence and factors influencing burnout syndrome among medical teachers in tertiary care non-faculty hospital: a pilot survey
Thanatchanan Thadharsi, Buriram Medical Education Center, Buriram, Thailand

#4J9 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

#4J10 Stress Maintained by Medical Staff, Externs and Interns Affects Medical Students’ Learning Abilities at Vachira Phuket Medical Center
Pornpirun Leeyangyuen, Walailak University, Phuket, Thailand

#4J11 Faculty Motivations and Barriers to Teaching in a Clinical Academic Department
Malgorzata Rajda, Dalhousie University, Sydney, Canada

#4J12 Can A Picture Paint a Thousand Words?
Catherine Gordon, University of Liverpool, UK

#4J13 Evaluation of the bibliographic information of interventional medical education articles
Atena Rahmati Najarkolai, Research Senter, Akhrar Hospital, Shahid Beheshti University of Medical Science, Tehran, Iran

#4J14 WITHDRAWN
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<tr>
<td>1400-1530</td>
<td>#4JK5</td>
<td>Productivity in medical education research: a challenge and opportunity in Thailand</td>
<td>Pairoj Boonluxsiri, Hatyai Hospital, Songkhla, Thailand</td>
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<tr>
<td></td>
<td>#4KK13</td>
<td>Student engagement at Karolinska Institutet – the role of the Medical Students’ Society</td>
<td>Awad Smew, Karolinska Institutet, Stockholm, Sweden</td>
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<tr>
<td></td>
<td>#4KK14</td>
<td>Enhancing the Student Engagement with Kahoot!</td>
<td>Panomkorn Lhakum, Medical Education Center Chiangrai Prachanukroh Hospital, Chiangrai, Thailand</td>
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<tr>
<td>1400-1530</td>
<td>#4LL</td>
<td>Meet the Experts: Assessment Clinic</td>
<td>Richard Fuller, Jennifer Hallam, Matthew Homer (Leeds Assessment Research Group) @LeedsARG Location: Merian, 2nd Floor, Swissotel</td>
</tr>
<tr>
<td>1400-1530</td>
<td>#4MM</td>
<td>BEME Open Session</td>
<td>Location: MCH Lounge, Event Hall</td>
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<tr>
<td>1530-1600</td>
<td>Coffee Break</td>
<td>Hall 4.u/4.1, CCB</td>
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<td></td>
<td>Soapbox Stage – Hall 4.1, CCB</td>
<td>Lee Kong Chian School of Medicine</td>
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<td>Myknowledgemap</td>
<td>1530-1540</td>
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**1400-1530 #4KK Posters: Student in Difficulty/Student Engagement**

- Chairperson: Susan Jamieson, UK
- Location: Hall 4.u, CCB

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<th>Presenter</th>
<th>Institution/Location</th>
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<tbody>
<tr>
<td>#4KK1</td>
<td>What factors determine academic achievement in medical education? Perspectives of Thai internists and dropout students</td>
<td>Navakorn Ingkapairoj</td>
<td>Buriam Hospital, Buriram, Thailand</td>
</tr>
<tr>
<td>#4KK2</td>
<td>Academic Risk Predictive Model in First Year Medical Students at Universidad Andrés Bello Viña del Mar Chile</td>
<td>Peter McColl</td>
<td>Escuela de Medicina Universidad Andrés Bello, Viña del Mar, Chile</td>
</tr>
<tr>
<td>#4KK3</td>
<td>What happened to my mind?</td>
<td>Kanoknan Intabtim</td>
<td>Budhachinaraj Medical Center, Phitsanulok, Thailand</td>
</tr>
<tr>
<td>#4KK4</td>
<td>Stress in relation to CanMEDS roles during clinical courses: a prospective study on medical students</td>
<td>Sari Ponzer</td>
<td>Karolinska Institutet, Stockholm, Sweden</td>
</tr>
<tr>
<td>#4KK5</td>
<td>Motivational Profiles of Thai Medical Students: Association with Exhaustion, Academic Year, and Performance</td>
<td>Wanna Ardonk</td>
<td>Buddhachinnaraj Medical Center, Phitsanulok, Thailand</td>
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<tr>
<td>#4KK6</td>
<td>Medical Student Suicides in Thailand: The Analysis by Using Reported Cases in Thai Newspapers</td>
<td>Rungnapha Siriphonphalool</td>
<td>Somsdephrajaotaksinmaharaj Hospital Medical Education Center, Tak, Thailand</td>
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<tr>
<td>#4KK7</td>
<td>Development and content validation of a structured scale for measuring interpersonal violence and bullying among students from health professions undergraduate programs</td>
<td>Matheus Alpes, Ribeirão Preto Medical School - University of São Paulo, Ribeirão Preto, Brazil</td>
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<tr>
<td>#4KK8</td>
<td>Depression Factors During Internship in Medical Students</td>
<td>Chonnikarn Weng</td>
<td>Medical Education Center Phuket Hospital, Phuket, Thailand</td>
</tr>
<tr>
<td>#4KK9</td>
<td>An active strategy of clinical skills learning - engaging students as partners in learning activities</td>
<td>Fazna Aishath Saleem</td>
<td>International Medical School, Management And Science University, Kuala Lumpur, Malaysia</td>
</tr>
<tr>
<td>#4KK10</td>
<td>The role of medical students in implementing a curriculum in a new branch campus</td>
<td>Christopher Dinh</td>
<td>Mayo Clinic School of Medicine, Rochester, USA</td>
</tr>
<tr>
<td>#4KK11</td>
<td>The Utrecht Work Engagement Scale (UWES-5-9) has good psychometric indicators in the Portuguese medical student population</td>
<td>Rita Neves</td>
<td>School of Medicine, University of Minho, Braga, Portugal</td>
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<tr>
<td>#4KK12</td>
<td>Time and Communication: lessons learned from Year 1 student engagement team in an ASPIRE medical school</td>
<td>Mathurin Suwanwalaikorn</td>
<td>Faculty of Medicine, Chulalongkorn University, Bangkok, Thailand</td>
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### Session 5: Simultaneous Sessions

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<th>Session Description</th>
<th>Venue</th>
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<tbody>
<tr>
<td>1600-1730</td>
<td><strong>#5A</strong> Symposium: Educating health professionals for the e-patient</td>
<td>Event Hall</td>
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<tr>
<td></td>
<td>Lawrence Sherman (Academy for Global Interprofessional Learning and Education, USA),</td>
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<td>Ken Masters (Sultan Qaboos University, Oman), Anne Herrmann-Werner (University of</td>
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<td></td>
<td>Tübingen, Germany), Elizabeth Rankin (Canada), Dave de Bronkart (ePatient Dave,</td>
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<td>Society for Participatory Medicine, USA)</td>
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<td></td>
<td><strong>#5B</strong> Symposium: How to implement IPE in medical curricula?</td>
<td>Montreal, 2nd Floor, CCB</td>
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<td></td>
<td>Elisabeth Van Gessel (University of Geneva, Switzerland), Petra Mèche (School of</td>
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<td>Health Sciences of Geneva, HES-SO, Switzerland), David Gachoud (University of</td>
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<td>Lausanne, Switzerland), Giatgen Spinas (Swiss Institute for Medical Postgraduate</td>
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<td>and Continuous Education, Switzerland), Jörg Goldhahn (Swiss Institute of</td>
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<td>Technology, Zürich, Switzerland), Christian Schirlo (University of Zürich, Faculty</td>
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<td>of Medicine, Switzerland)</td>
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<td><strong>#5C</strong> Simulation Education In and Across the Health Professions: It’s More than</td>
<td>Sydney, 2nd Floor, CCB</td>
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<td>Just Doctors and Nurses!</td>
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<td></td>
<td>Gabriel Reedy, Nancy McNaughton, Walter Eppich, Barry Quinn (King’s College London,</td>
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<td></td>
<td>UK), Sean Cross (South London and the Maudsley NHS Foundation Trust, UK), Maria</td>
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<td>Tassone (The Michener Institute of Education at UHN, Canada), John Tegzes (Western</td>
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<td></td>
<td>University of Health Sciences, USA)</td>
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<td><strong>#5D</strong> AMEE Fringe 1</td>
<td>Singapore, 2nd Floor, CCB</td>
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<td>Chairperson: Rachel Elbaway, Canada</td>
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<tr>
<td>1600-1615</td>
<td>#5D1 WITHDRAWN</td>
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<td>1615-1730</td>
<td>#5D2 “Curriculum” - personified in a musical monologue</td>
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<td>Ugo Caramori, UNICAMP (University of Campinas), Brazil</td>
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<td>1630-1745</td>
<td>#5D3 Little Poo: The Magic of Dressing as Poo in Education</td>
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<td>Nicole Phoebe Tanner, Faculty of Medicine, The Chinese University of Hong Kong,</td>
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<td>1645-1700</td>
<td>#5D4 Creativity &amp; Surprise. Bombs &amp; Gambling. Teaching medicine like I would like</td>
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<td>to be taught myself</td>
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<td>Olga Rostkowskia, Medical University of Warsaw and MEDtube.net, Warsaw, Poland</td>
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<td>1700-1715</td>
<td>#5D5 What IMPACT contributes to Integrative Medicine</td>
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<td>Robert Hage, St. George’s University, St. Georges, Grenada</td>
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<td>1715-1730</td>
<td>Discussion</td>
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<td>1600-1615</td>
<td>#5E Research Papers: Learning in Experimental and Clinical Contexts</td>
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<td>Chairperson: Mahan Kulasegaran, Canada</td>
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<td>Assessor: Alki Thomas, Canada</td>
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<td>1600-1620</td>
<td>#5E1 Fostering diagnostic competence with whole cases vs. serial cue cases: Effects</td>
<td>Delhi, Ground Floor, CCB</td>
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<td>of whole case vs. serial cue on learning process and outcomes</td>
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<td>Jan Kiesewetter, Institut für Didaktik und Ausbildungsforschung in der Medizin am</td>
<td>Munich, Germany</td>
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<td>Klinikum der LMU München</td>
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<td>1620-1640</td>
<td>#5E2 Meaningful is more than memorable: Exploring what makes educational experiences</td>
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<td>“stick” to learners’ memory</td>
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<td>Kinga L. Eliasz, New York University School of Medicine, New York, USA</td>
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<td>1640-1700</td>
<td>#5E3 Beyond hands-on and hands-off: A model of supervisory approaches on the</td>
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<td>inpatient ward</td>
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<td>Andrea Gingerich, Northern Medical Program, University of Northern British Columbia,</td>
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<td>Prince George, Canada</td>
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<td>#5E4 Informing Training in Integrated Care Through an Ethnographic Study of Complex</td>
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<td>Steve Durant, The Wilson Centre &amp; University of Toronto, Canada</td>
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<td>1720-1730</td>
<td>Discussion</td>
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<td>1600-1730</td>
<td>#5F Doctoral Reports 1</td>
<td>Helvetia 1, 1st Floor, Swissotel</td>
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<td>1600-1620</td>
<td>#5F1 Feedback in the context of high-stakes assessment: can summative be formative?</td>
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<td>Christopher Harrison, Learning from Assessment, Manchester, UK</td>
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<td>1620-1640</td>
<td>#5F2 WITHDRAWN</td>
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<td>1640-1700</td>
<td>#5F3 Copy But Not Paste: An exploration of crossborder medical curriculum partnerships</td>
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<td>Dominique Waterval, Maastricht University, Maastricht, Netherlands</td>
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<td>#5F4 Understanding the impact of the NLE in Indonesia: The importance of context in</td>
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<td>Rachmadya Nur Hidayah, Leeds Institute of Medical Education, Leeds, UK</td>
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<td>1720-1730</td>
<td>Discussion</td>
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<td>1600-1730</td>
<td>#5G Short Communications: Surgical Education</td>
<td>Helvetia 2, 4th Floor, Swissotel</td>
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<td>1600-1615</td>
<td>#5G1 Pioneering a near-peer surgical teaching programme in the UK</td>
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<td>Xueying Zheng, Hinchinbrooke Hospital, UK</td>
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<td>1615-1630</td>
<td>#5G2 Respect Matters - RACS Building Respect Improving Patient Safety Action Plan</td>
<td>Melbourne, Australia</td>
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<td>Stephen Tobin, Royal Australasian College of Surgeons</td>
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<td>1630-1745</td>
<td>#5G3 Enhancing surgical training by audio-visual simulation with hazard cognitive</td>
<td>Tokyo, Japan</td>
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<td>training and reflection tools: a design-based study in laparoscopic cholecystectomy</td>
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<td>Slddek Isreb, Durham University, Newcastle Upon Tyne, UK</td>
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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

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

1700-1715 #5J5 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

1715-1730 #5G6 The value of Crew Resource Management training in surgical departments
Wilhelmina van Gremenste, UM CU, Utrecht, Netherlands
No Discussion

1715-1730 #5J6 Creating a bioethics Scholars Program for Graduate Medical Trainees
Angira Patel, Ann & Robert H. Lurie Children’s Hospital, Chicago, Illinois, USA
No Discussion

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

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

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 Uygur, RCSI Dublin, Ireland

1615-1630 #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

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

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 #5H6 Customising of medical education to allied health education: teaching and learning of basic sciences calibration
Gopalakrishnakanon Pan, NUS & SIT, Singapore
No Discussion

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
No Discussion

1600-1730 #5K Short Communications: Curriculum: Ethics
Location: Rio, 2nd 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, Illinois, USA
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<th>Location</th>
<th>Discussant</th>
<th>Chairperson</th>
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<tr>
<td>1630-1645</td>
<td><strong>#5K3</strong> Designing bioethics curriculum for mobile learning</td>
<td>Azra Naseem, Aga Khan University, Karachi, Pakistan</td>
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<td>1645-1700</td>
<td><strong>#5K4</strong> Ethics Education with Hong Kong Flavour: Cultivating Lasting Bioethical 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>
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<td>1600-1730</td>
<td><strong>#5L Short Communications: Curriculum: Education Environment</strong></td>
<td>Chairperson: Ruy Souza, Brazil Location: Shanghai 3, Ground Floor, CCB</td>
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<td>1600-1615</td>
<td><strong>#5L1</strong> 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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<td>1615-1630</td>
<td><strong>#5L2</strong> 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) Tethere Zahra, Shifa College of Medicine (SCM), Shifa Tameer-E-Millat University (STMU), Islamabad, Pakistan</td>
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<td>1630-1645</td>
<td><strong>#5L3</strong> Identifying Areas of Concern in Patient Safety through Assessment of the Clinical Learning Environment Robin Hemphill, Virginia Commonwealth University Health System, Richmond, USA</td>
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<td>1645-1700</td>
<td><strong>#5L4</strong> Not just resilience: Enabling undergraduates to become life long learners Alison Legder, Leeds Institute of Medical Education, University of Leeds, UK</td>
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<td>1700-1715</td>
<td><strong>#5L5</strong> Student-Centered Learning in Health Professions Education: Review of Student Outcome and Learning Process Variables David Lemyay, Centre for Medical Education, Montreal, Canada</td>
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<td>1600-1730</td>
<td><strong>#5M Short Communications: International 2</strong></td>
<td>Chairperson: Ricardo Leon Borquez, Mexico Location: Boston 1, Ground Floor, CCB</td>
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<td>1600-1615</td>
<td><strong>#5M1</strong> Perceived and observed learning needs of International Medical Graduates (IMGs) preparing for practice in a Canadian Setting: A mixed methods needs assessment Lara Cooke, University of Calgary, Canada</td>
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<td>1615-1630</td>
<td><strong>#5M2</strong> How can we increase performance, retention and wellbeing of international medical graduates? Developing and refining theory using realist approaches Amelia Kehoe, Newcastle University, Newcastle, UK</td>
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<td><strong>#5M3</strong> Post-graduation migration intentions of students of Romanian medical schools: a survey study Anca Dana Buzoiuana, University of Medicine and Pharmacy &quot;Iuliu Hatieganu&quot;, Cluj-Napoca, Romania</td>
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<td>1645-1700</td>
<td>**#5M4 Implementing a Standardized Global Health Training for the Largest Medical Exchange Program in the World Tommaso Ivan Pomerani, International Federation of Medical Students’ Associations, Florence, Italy</td>
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<td><strong>#5M5 Orienting medical students to clinical medicine in a different country</strong></td>
<td>Stephen Ash, American University of the Caribbean, Miami, USA</td>
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<td><strong>#5M6 Healthcare students’ participation in practice during international clinical placements</strong> Miriam Wiljenga, Amsterdam University of Applied Sciences, European School of Physiotherapy, Amsterdam, Netherlands</td>
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<td>1600-1730</td>
<td><strong>#5N Short Communications: Clinical Reasoning 2</strong></td>
<td>Chairperson: Martine Chamberland, Canada Discussant: Ralph Pinnock, New Zealand Location: Boston 2, Ground Floor, CCB</td>
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<td>1600-1615</td>
<td><strong>#5N1 The effects of symptoms-and-signs-based clinical reasoning course: A pilot study</strong></td>
<td>Ping-Han Hsieh, Department of Medicine, Taipei Veterans General Hospital, Taipei, Taiwan</td>
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<td><strong>#5N2 Validity of structured oral exam for evaluating clinical reasoning within a preclinical unit assessment programme</strong> Isabelle Boulaï, Université de Sherbrooke, Canada</td>
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<td>**#5N3 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 Ayat Elsayar, Alexandria Faculty of Medicine, Alexandria, Egypt</td>
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<td><strong>#5N4 Effects of using a serious game on clinical reasoning in medical students in different years of undergraduate education</strong> Insa Frisch, Georg August Universität Göttingen, Germany</td>
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<td><strong>#5N5 Influence of the Case Narrative Design on the Clinical Reasoning Process in Virtual Patients - a randomized controlled trial</strong> Inga Hege, Medical Schools, University of Augsburg &amp; Institute for Medical Education, University Hospital of LMU Munich, Augsburg, Germany</td>
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<td><strong>#5O Short Communications: Clinical Teaching 2</strong></td>
<td>Chairperson: Richard Marz, Austria Discussant:</td>
<td>Location: Boston 3, Ground Floor, CCB</td>
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<td>1600-1615</td>
<td><strong>#5O1 Understanding factors that contribute to inequitable teaching &amp; supervision experiences of undergraduate medical students across clinical clerkship sites</strong> Naghma Naem, College of Medicine &amp; Health Sciences, United Arab Emirates University, Al Ain, United Arab Emirates</td>
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<td><strong>#5O2 Quality of informed consent obtained for surgical interventions from patients in a tertiary care hospital in Sri Lanka</strong> Hasini Gunathunga, Faculty of Medicine, University of Kelaniya, Ragama, Sri Lanka</td>
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<td>1630-1645</td>
<td><strong>#5O3 Are medical students’ invasive procedural skills safe for patients?</strong> HyerIn Roh, Inje University College of Medicine, Busan, South Korea</td>
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<td>1645-1700</td>
<td>#5Q4 &quot;The things you’ve seen that you didn’t sign up for&quot; – How final year Physiotherapy students deal with challenging situations in clinical education.</td>
<td>Michael Storr, Monash University, Frankston, Australia</td>
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<td>#5Q5 Innovating Physical Therapy Clinical Education</td>
<td>Maria Elizabeth Crageda, Philippine Physical Therapy Association, Manila, Philippines</td>
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<td>#5P: Short Communications: Student Wellbeing</td>
<td>Chairperson: Silke Biller, Switzerland</td>
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<td>Discussant: Cristina Puchalski, USA</td>
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<td>#5P1 The relationship between study curriculum and study conditions on subjective wellbeing among Norwegian medical students (the STUDMED project)</td>
<td>Christian Sletta, Faculty of Medicine and health sciences, Norwegian University of Science and Technology, Trondheim, Norway</td>
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<td>#5P2 Personality Traits, Work Engagement and Well-being in Veterinarians and Veterinary Students in Germany</td>
<td>Sabine Ramspott, Veterinary Department of the Ludwig-Maximilians-Universität München, Germany</td>
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<td>#5P3 A Longitudinal Resilience Curriculum for Improving Medical Student Resilience</td>
<td>Shanya Kulman-Lipsey, University of Toronto, Canada</td>
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<td>#5P4 The Role of the Medical Students’ Association at Alfaisal University in the Mental Well-being of its Members</td>
<td>Mohammad Sharique Ahmad, Alfaisal University, Riyadh, Saudi Arabia</td>
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<td>1700-1715</td>
<td>#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</td>
<td>Judith Ibison, St George’s University of London, UK</td>
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<td>#5Q Short Communications: Postgraduate: Wellbeing &amp; the Doctor in Difficulty</td>
<td>Chairperson: Hamed Khan, UK</td>
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<td>1600-1615</td>
<td>#5Q4 &quot;You’ll probably go home and cry&quot; – the effect of bullying on radiology specialty training</td>
<td>Michelle Moscow, University of New South Wales, Sydney, Australia</td>
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<td>1615-1630</td>
<td>#5Q2 Creating a Wellness Program for Postgraduate Medical Education in a newly accredited Medical center</td>
<td>John Delzell, Northeast Georgia Medical Center, Gainesville Georgia, USA</td>
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<td>#5Q3 Residents’ Wellness Program: Faculty Development for Mentors</td>
<td>Mary Ana Cordero Diz, Tecnologico de Monterrey School of Medicine and Health Sciences, Monterrey, Mexico</td>
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<td>1645-1700</td>
<td>#5Q4 Wellness Matters - a new health and wellbeing course for Postgraduate Trainees - what did we find?</td>
<td>Alexandra St John, Royal College of Physicians of Ireland, Dublin, Ireland</td>
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<td>#5Q5 Predictors of Burnout and Career Regret among US Residents</td>
<td>Liselotte Dybrye, Mayo Clinic, Rochester, USA</td>
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<td>#5Q6 Correlation between educational environment and job burnout among gynecology residents in Iran</td>
<td>Seyedeh Niloufar Rafiei Alavi, Iran University of Medical Sciences, Tehran, Iran</td>
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<td>#5R Round Table: Professionalism</td>
<td>Chairperson: Brownie Anderson, USA</td>
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<td>#5R1 Qualitative outcome validation of a teaching intervention and assessment of medical professionalism in undergraduate medical education</td>
<td>Thomas Shiozawa, Institute of Clinical Anatomy and Cell Analysis, Eberhard Karls University Tübingen, Germany</td>
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<td>#5R2 What Medical Students Learn About Professionalism from Early Involvement in Clinical Practice of South China</td>
<td>Shaoing Feng, The First Affiliated Hospital of Sun Yat-sen University, Guangzhou, People's Republic of China</td>
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<td>#5R3 Raising Concerns - the potential impact on medical student professionalism</td>
<td>Erica Sullivan, University of Manchester, UK</td>
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<td>#5R4 Does empathy lead to burnout or is it protective of doctors in training as they progress?</td>
<td>Katrina Anderson, Australian National University Medical School, Canberra, Australia</td>
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<td>1600-1730</td>
<td>#5S Workshop: Leveraging Technology to Optimize CME, Clinical Care &amp; Patient Engagement</td>
<td>Lisa Sullivan, Sherlyn Celone-Arnold, Alvaro Margolis, Dale Kummerle Location: Wettstein, 2nd Floor, Swissoilet</td>
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<td>1600-1730</td>
<td>#5T Workshop: Professionalism in Practice: The Resident Supervisor’s Role in Training, Feedback, and Assessment</td>
<td>Nadia Bajwa (Geneva University Hospitals, University of Geneva Faculty of Medicine, Geneva, Switzerland), Naike Bochatay (University of Geneva Faculty of Medicine, Geneva, Switzerland), Noëlle Junod-Perror (Geneva University Hospitals, University of Geneva Faculty of Medicine, Geneva, Switzerland), Marie-Claude Audétat, Anne Baroffio-Barbier, Mathieu Nendaz (University of Geneva Faculty of Medicine, Geneva, Switzerland) Location: Helvetia 3, 1st Floor, Swissoilet</td>
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1600-1730  **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 Köröös (Department of Educational Development and Research, Faculty of Health, Medicine and Life Sciences, Maastricht University, Netherlands), Shiphra Ginsburg (Department of Medicine (Respiratory)); Wilson Centre for Research in Education, University of Toronto, Canada)
Location: Helvetia 4, 1st Floor, Swissotel

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

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

1600-1730  **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. Simmons (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  **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  **Workshop: How faculty developers can create a path to education scholarship**
Patricia O’Sullivan (University California San Francisco, USA), Francois Cilliers (University of Cape Town, South Africa), Sandy Cook (Duke-National University of Singapore), Ardi Fandyartini (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  **Workshop: How to create a competence-based medical education (CBME) event to foster active learning in continuous medical education (CME)**
Kristiina Paťa (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), Loj Werner (University of Helsinki, Finland)
Location: Nairobi, 2nd Floor, CCB

1600-1730  **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), Hossmam Hamdy (Gulf Medical University, Ajman, UAE)
Location: Mexico, 2nd Floor, CCB

1600-1730  **Workshop: Implicit criteria of the medical student entry selection process at Witten/Herdecke University**
Jan P. Ehlers, Didactics and Educational Research in Health Science, Faculty of Health, University Witten/Herdecke, Witten, Germany

1600-1730  **Workshop: Validity and psychometric properties of a novel competence-based assessment tool for 1st and 2nd year medical students**
Ana Mafalda Fonseca, Faculty of Health Sciences, University of Beira Interior (FCS-UBI), Covilhã, Portugal

1600-1730  **Workshop: Validity evidence for programmatic assessment in competency-based education**
Harold Bok, Faculty of Veterinary Medicine, Utrecht University, Utrecht, Netherlands

1600-1730  **Workshop: Faculty Perceptions of Grading Practices and Innovations in Medical Education**
Scott Snyder, University of Alabama at Birmingham, AL, USA
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<td><strong>#5EE Posters: Formative Assessment and Feedback</strong></td>
<td>Chairperson: Tobias Todsden, Denmark Location: Hall 4.1, CCB</td>
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<td><strong>#5EE1 Students’ and examiners’ feedback of Objectively Structured Clinical Examination: a Caribbean experience</strong></td>
<td>Anwarul Azim Majumder, Faculty of Medical Sciences, University of the West Indies, Cave Hill Campus, Bridgetown, Barbados</td>
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<td><strong>#5EE2 Assessing validity of multisource feedback in a international medical education programme in a southern Taiwan hospital</strong></td>
<td>I-Ting Liu, Department of Family Medicine, Department of Medical Education E-Da Hospital/I-Shou University, Kaohsiung, 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>
<td>Michal Tombs</td>
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<td><strong>#5EE4 ARLO - Asynchronous Repetitive Learning Opportunities in a medical trainee environment</strong></td>
<td>Jerry Maniate, 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>
<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>
<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>
<td>Nathalie Zghibe, American University of Beirut Faculty of Medicine, Beirut, Lebanon</td>
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<td><strong>#5EE8 Utilising a wasted resource at conferences: The Online Audience Feedback Platform</strong></td>
<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>
<td>Pakwimon Subhalucksakorn, Institute of Medicine, Suranaree University of Technology, Nakhon Ratchasima, 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>
<td>Siew-Weena 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>
<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>
<td>Ratana Jirakulvisan, Hatyai 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>
<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>
<td>Antje Degel, Charité Universitätsmedizin Berlin, 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>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>
<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>
<td>Chairperson: Joy Rudland, New Zealand Location: Hall 4.1, CCB</td>
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<td><strong>#5FF1 The medical students will become expert nutritional advisors if they learn to cook</strong></td>
<td>Pornpimoon Kasemsook, Buddhachinaraj Pitsanulok Hospital Medical Education Center, Pitsanulok, Thailand</td>
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<td><strong>#5FF2 Human Trafficking: A Curriculum Module for Medical Education</strong></td>
<td>Laurie Dunn-Ryznik, Southern Illinois University School of Medicine, Carbondale, USA</td>
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<td><strong>#5FF3 Are doctors good enough in Sexual Medicine? - Improving Sexual Medicine Curriculum in Asian Medical Schools Based on Competency Levels of Practicing Doctors</strong></td>
<td>Yi Heng Seow, Lee Kong Chian School of Medicine, Nanyang Technological University-Imperial College London, Singapore</td>
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<td><strong>#5FF4 Undergraduate dermatology course to improve confidence in assessment of skin conditions</strong></td>
<td>Nilthana Jegatheeswaran, The Princess Alexandra Hospital, Harlow, UK</td>
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<td><strong>#5FF5 Does the undergraduate Public Health curriculum meet the recommendations of the Association of Schools &amp; Programmes of Public Health?</strong></td>
<td>Dana Vackova, The University of Hong Kong, LKS Faculty of Medicine, School of Public Health, Hong Kong</td>
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<td><strong>#5FF6 Changes in medical student attitudes towards public health following an innovative model of integrated inter-professional teaching</strong></td>
<td>Samantha Chepkin, University of Buckingham Medical School, Buckingham, UK</td>
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<td><strong>#5FF7 Changes in medical students’ attitudes towards HIV/AIDS over the past decade</strong></td>
<td>Greta Tam, CUHK, Hong Kong</td>
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<td><strong>#5FF8 Development of a Model to Educate and Train the Future Adolescent Health Workforce</strong></td>
<td>Patricia Kokotailo, University of Wisconsin School of Medicine and Public Health, Department of Pediatrics, Madison, Wisconsin, USA</td>
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<td><strong>#5FF9 Does medical school prepare you for difficult conversations? Assessing the impact of a palliative care study day on the confidence of final year medical students</strong></td>
<td>Alice Copley, Princess Alexandra Hospital, Harlow, UK</td>
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<td><strong>#5FF10 The comparative study of an effectiveness in Palliative care teaching methods between bedside teaching versus paper based class case study exercises in medical students</strong></td>
<td>Sukhanit Promrub, Roi et Hospital Medical Education Center, Roi et, Thailand</td>
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<tr>
<td>Session</td>
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<tr>
<td>#5FF11</td>
<td>Learners as Educators: Education through community research</td>
<td>Dhara R Patel, American University of the Caribbean School of Medicine</td>
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<td>#5FF12</td>
<td>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</td>
<td>Li-Lin Kuo, Taipei City Hospital, Taipei, Taiwan</td>
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<tr>
<td>#5FF13</td>
<td>Euthanasia attitude assessment in thanatology - quantitative and qualitative analysis</td>
<td>Shiu-Jau Chen, Mackay Medical College, Taipei, Taiwan</td>
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<td>#5FF14</td>
<td>'Everywhere and Nowhere': A scoping review of grief support training in medical school and residency curricula</td>
<td>Sophie Soklaridis, Centre for Addiction and Mental Health, Toronto, Canada</td>
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<td>#5FF15</td>
<td>Thanatology in Medical Education: Reflections on Death and Dying</td>
<td>Naomi Borghi, Federal University of Lavras (UFLA), Lavras, Brazil</td>
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<tr>
<td>#5GG1</td>
<td>I found myself a despicable being**: Medical Students’ emotional reactions to moral dilemmas and their influences on professional identity formation</td>
<td>Diego Ribeiro, Universidade Estadual de Campinas, Brazil</td>
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<td>#5GG2</td>
<td>Development of scales to evaluate medical trainees' professional identity formation</td>
<td>Masami Tagawa, Kagoshima University, Kagoshima, Japan</td>
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<tr>
<td>#5GG3</td>
<td>Sense and sensibility: comparative analysis of students' codes of conduct</td>
<td>Zuzanna Nowicka, Medical University of Lodz, Poland</td>
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<tr>
<td>#5GG4</td>
<td>Learning effects of interview with senior nurses on professional identity among first-year nursing students</td>
<td>Shu-Ching Chang, Chang Gung University, Tao-Yuan, Taiwan</td>
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<tr>
<td>#5GG5</td>
<td>Inter-professional clinical simulation education developing professional identity and professionalism in the Japanese medical and nursing students</td>
<td>Takuo Hanr, Wakayama Medical University, Japan</td>
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<tr>
<td>#5GG6</td>
<td>Exploring professional identification with family medicine among medical students in the Kyrgyz Republic</td>
<td>Olivia Heller, Geneva University Hospitals, Geneva, Switzerland</td>
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<td>#5GG7</td>
<td>Cross-cultural perspective on role models for medical professional identity development</td>
<td>Juliana Sa, Faculty of Health Sciences, University of Beira Interior, Covilhã, Portugal</td>
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<tr>
<td>#5GG8</td>
<td>Professionalism Narratives of Kuwaiti’s Future Physicians: Impact of the Hidden Curriculum</td>
<td>Jasmine Elia, Faculty of Medicine, Kuwait University, Kuwait City, Kuwait</td>
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<td>#5GG9</td>
<td>Demystifying the Roles of Advanced Practice Nurse (APN) through pre-Master-nursing-Mentorship (MnM) Program</td>
<td>Jasmine Kang, Tan Tock Seng Hospital, Singapore</td>
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</tbody>
</table>

**Session Details:**

- **4.00 – 4.45 PM:** #5GG Posters: Professional Identity
  - Chairperson: Gerry Gormley, UK
  - Location: Hall 4.5, CCB
  - Sessions include:
    - #5GG1: I found myself a despicable being**: Medical Students’ emotional reactions to moral dilemmas and their influences on professional identity formation
    - #5GG2: Development of scales to evaluate medical trainees' professional identity formation
    - #5GG3: Sense and sensibility: comparative analysis of students' codes of conduct
    - #5GG4: Learning effects of interview with senior nurses on professional identity among first-year nursing students
    - #5GG5: Inter-professional clinical simulation education developing professional identity and professionalism in the Japanese medical and nursing students
    - #5GG6: Exploring professional identification with family medicine among medical students in the Kyrgyz Republic
    - #5GG7: Cross-cultural perspective on role models for medical professional identity development
    - #5GG8: Professionalism Narratives of Kuwaiti’s Future Physicians: Impact of the Hidden Curriculum
    - #5GG9: Demystifying the Roles of Advanced Practice Nurse (APN) through pre-Master-nursing-Mentorship (MnM) Program

- **4.55 – 5.00 PM:** #5FF Session
  - Chairperson: Gerry Gormley, UK
  - Location: Hall 4.1, CCB
  - Sessions include:
    - #5FF11: Learners as Educators: Education through community research
    - #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
    - #5FF13: Euthanasia attitude assessment in thanatology - quantitative and qualitative analysis
    - #5FF14: ‘Everywhere and Nowhere’: A scoping review of grief support training in medical school and residency curricula
    - #5FF15: Thanatology in Medical Education: Reflections on Death and Dying

**Location:**
- **Session 1:** Hall 4.5, CCB
- **Session 2:** Hall 4.1, CCB

**Chairperson:**
- Gerry Gormley, UK
#5JJ8 Designing a Framework to Match Mentees and Mentors Through Thematic Analysis of Mentoring Programs Between 2000 and 2015
Jia Min Hee, Yong Loo Lin School of Medicine, Singapore

#5JJ9 Mentoring relationships as complex adaptive systems - a study based on the Palliative Medicine Initiative mentoring program
Yap Hong Wei, Nanyang Technological University, Lee Kong Chian School of Medicine, Singapore

#5JJ10 The design of a novel mentoring assessment tool
Zachary Koh, National University of Singapore

#5JJ11 Medical Student Perceptions About Negative Attributes of Potential Role Models
Luiz Troncon, Ribeirao Preto Medical School, University of Sao Paulo, Ribeirao Preto, Brazil

#5JJ12 Perception of final year medical students on role model and anti-role model characteristics
Arunee Tipwong, Suratthani Hospital, Suratthani, Thailand

#5JJ13 Evaluating a Resident-as-Teachers workshop – the added value of student perspectives
Johanna Büchel, Women's University Hospital, Basel, Switzerland

#5JJ14 Peer teaching within the North West Foundation school, introducing PiPs - the Peer Teachers in Practice network
Miriam Leach, Health Education North West, Manchester, UK

#5JJ15 The ‘Diabetes Acute Care Hour’ near peer teaching improves junior doctors’ confidence, prescribing skills and inpatient diabetes care
Helen A Casey, Department of Diabetes, Endocrine and Clinical Pharmacology, Glasgow Royal Infirmary, Glasgow, UK

#5JJ16 From Teaching to Designing – Making Residents as Teachers powerful -- Clinical ultrasound education through boot camps developed by emergency residents in Taiwan
Chin-Wang Hsu, Emergency, school of Medicine, College of Medicine, Taipei Medical University, Department of Emergency and Critical Medicine of WanFang Hospital, Taipei, Taiwan

1600-1730

#5KK Posters: The Student/The Student as Teacher
Chairperson: Helen Goodyear, UK
Location: Hall 4 u, CCB

#5KK1 Medical student perception in different types of formative evaluation score feedback
Chaddakan Yan, Medical Education Center Chiangrai Prachanukorh Hospital, Chiangrai, Thailand

#5KK2 Attitude of health care staff to medical students
Savanya Nganvivattavorn, Vachira Phuket Hospital, Phuket Town, Thailand

#5KK3 Alcohol and Social Integration in Medical School
Rafa Abushaha, University of Glasgow, UK

#5KK4 Exploring UK medical students exposure to, and opinions about, the pharmaceutical industry with the PharmAwareness Student Survey (PASS)
Nathan Cantley, NHS Highland, Inverness, UK

#5KK5 Can Ginkgo Prevent Alzheimer’s Disease? - Preparing Students for Caring Patients using Alternative Medicine in the Early Stage of Medical Education: A Study of Course Design
Wen-juan Hsieh, College of Medicine, Kaohsiung Medical University, Kaohsiung, Taiwan

#5KK6 The Role of Information Processing and Test Taking Strategies on Medical Student Academic Achievement
Sara Ahmed, Alfaisal University, Riyadh, Saudi Arabia

#5KK7 The effect of breakfast eating habit on academic performance among medical students of Maharat Nakhonratchasima Hospital, Thailand
Sirirat Techourangwiyawat, Maharat Nakhonratchasima Hospital, Thailand

#5KK8 Measurement of Grit and Correlation to Student Academic Performance in Japanese Medical School
Katsumi Nishiya, Kansai Medical University, Osaka, Japan

#5KK9 The Role of Peer-reflection in Improving Students’ Achievement in UKMPPD (National Examination of Medical Students)
Muchtzar Hanafi, Universitas Sebelas Maret, Surakarta, Indonesia

#5KK10 Multiple strategy peer-taught evidence-based medicine course in a poor resource setting
Tarek Turk, International Federation for Medical Students’ Associations, Damascus, Syria

#5KK11 Medical Students for Haiti: Evolving Practices in Near-Peer Education
Alison Celello, Icahn School of Medicine at Mount Sinai, New York, USA

#5KK12 The Impact of Medical Students as Teachers on Underclass Students
Holly Berkey and Morgan Harvey, Uniformed Services University, Bethesda, USA

#5KK13 Impact on students of a PASREV course initially designed for professionals. Implications for medical education
Manuel Lucas, Department of Medical Education of Faculty of Medicine of the University of Lisbon, Portugal

#5KK14 Our student-centered Basic Life Support (BLS) education is improved by referring to computer-based parameters
Kogemasa Kajiwara, Division of Basic Molecular Science & Molecular Medicine, School of Medicine, Tokai University, Isehara, Kanagawa, Japan

AMEE Group Meetings
1600-1730 Medical Teacher Board Meeting (closed meeting) MCH Lounge, Event Hall

1745-1945 AMEE CPD Committee (closed meeting) Mexico, 2nd Floor, CCB

1745-1945 AMEE Fellowship Committee (closed meeting) Basilisk, Ground Floor, Swissotel

1745-1930 AMEE Research Committee (closed meeting) MCH Lounge, Event Hall

1745-1945 AMEE Simulation Committee (closed meeting) Hong Kong, 2nd Floor, CCB
Registration Desk / Exhibition
0745-1745 Registration Desk Open Foyer South, Event Hall
0930-1630 Exhibition Open Hall 4.1/4.2, 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 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), Raphel 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

1015-1035 #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

Session 6: Plenary
0830-0945 #3 Plenary
Chair: Aviad Haramati, USA
Location: Event Hall

0830-0915 #6 Plenary: Got Resilience? 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
Sino-Russia Award
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 4.1/4.2, CCB

Soapbox Stage – Hall 4.1, CCB
0945-0955 Anatomage Italy srl
1000-1010 Dem Dx
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: Ayelet 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
Gusue 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
Milinda 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, Sikkm 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  #7H0 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
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-mnemonic-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: 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
Uliye 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
No Discussion

1015-1200 #7O Short Communications: eLearning 1
Chairperson: 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 Barteit, 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
Eline 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 Khaja, King Saud bin Abdulaziz University for Health Sciences, Jeddah, Saudi Arabia

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<thead>
<tr>
<th>Time</th>
<th>Session Title</th>
<th>Chairperson/ Location</th>
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<tbody>
<tr>
<td>1100-1115</td>
<td>#7P4 Can Self-Efficacy Predict First Year Medical Students’ Academic Success?</td>
<td>Jennifer Volberding, Oklahoma State University Center for Health Sciences, Tulsa, USA</td>
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<tr>
<td>1115-1130</td>
<td>#7P5 Emotional Quotient in Iranian Nursing Students: a descriptive cross-sectional study</td>
<td>Marzieh Hasanpour, School of Nursing and Midwifery, Tehran University of Medical Sciences, Tehran, Iran</td>
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<td>1130-1145</td>
<td>#7P6 Evolution of medical students’ learning strategies in a competency-based undergraduate curriculum. Results from a cross sectional study</td>
<td>Asia Maaz, Charité-Universitätsmedizin Berlin, Germany</td>
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<td>1145-1200</td>
<td>#7P7 Evaluation of formative assessment practices in medical education</td>
<td>Youn Seon Lim, Zucker School of Medicine at Hofstra/Northwell, Hempstead, USA</td>
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<tr>
<td>1200-1215</td>
<td>No Discussion</td>
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| 1015-1200 | #7Q Short Communications: The Teacher | Chairperson: Louise Young, Australia  
Discussant: Patricia O’Sullivan, USA  
Location: Lima, Ground Floor, CCB |
| 1015-1030 | #7Q1 Academic workload measurement and its role in the process of continuous academic improvement | Diego Vidal, Facultad de Medicina, Universidad de Chile, Santiago, Chile |
| 1030-1045 | #7Q2 How can role model attributes be developed in a health professions teacher? | Ruchith Priyananda, National Institute of Health Sciences, Kalutara, Sri Lanka |
| 1045-1100 | #7Q3 What it means to be a medical educator: A bi-national comparison between Canada and Mexico | Silvia Lizett Olivares Olivares, Tecnologico de Monterrey, School of Medicine and Health Sciences, Monterrey, Mexico |
| 1100-1115 | #7Q4 Reading Between The Lines: What do Psychiatry Learners Tell us About Educator Effectiveness? | Sheila Harms, McMaster University, Hamilton, Canada |
| 1115-1130 | #7Q5 Exploring the impact of gender on medical educators’ professional identity development | Jo Horsburgh, Imperial College, London, UK |
| 1130-1200 | Discussion                                                                 |                                        |
| 1015-1200 | #7R Round Table: Multiple Mini Interview | Chairperson: Harold Reiter, Canada  
Location: Hong Kong, 2nd Floor, CCB |
| 1015-1200 | #7R1 Relationship between student performances in non-cognitive skills in Multiple Mini Interview & Integrated Practical Examination | Ayeshra Rauf, National University of Medical Sciences (NUMS), Rawalpindi, Pakistan |
| 1015-1200 | #7R2 The use of a standardisation method to control MMI assessors’ bias | Christian Bourdy, Université de Montréal, Canada |
| 1015-1200 | #7R3 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 |
| 1015-1200 | #7R4 The Development and Implementation of an MMI Approach in Postgraduate Selection in Anesthesiology: A case study using a validity framework | Natalie Buu, McGill University, Montreal, Canada |
| 1015-1200 | #7S Conference Workshop: The Steps of Curriculum Integration - practical and playful understanding | Ugo Caramori (UNICAMP (University of Campinas, Brazil), Maria Helena Senger (Pontifical Catholic University of São Paulo, Sorocaba, Brazil), Lara Teheux (Radboud University, Nijmegen, Netherlands), Katerina Dimak (Aristotle University of Thessaloniki, Greece)  
Location: Wettstein, 2nd Floor, Swissotel |
| 1015-1200 | #7T Conference Workshop: Interprofessional communication in clinical settings: from training professionals to changing culture | Katherine Blondon (University Hospitals of Geneva, Switzerland), Alexandre Farin (Riviera Chablais Hospital, Vevey, Switzerland), Patricia Picciottino (Interprofessional Simulation Center, Geneva, Switzerland)  
Location: Helvetia 3, 1st Floor, Swissotel |
| 1015-1200 | #7U Conference 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 |
| 1015-1200 | #7V Conference 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 |
| 1015-1200 | #7W Conference 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 |
| 1015-1200 | #7X Conference Workshop: Continuing Health Profession Education: Innovative approaches to putting theory into practice for curriculum development |                                        |
1015-1200  **#7Y Conference 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  **#Z Conference Workshop: I Teach, Therefore I Am: Examining Pedagogical Identity for Online and Face-to-Face Learning**
Holly Meyer, Eric Meyer, Lauren Maggio (Un)formed 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  **#AA Conference 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  **#BB Conference 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 Couper (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  **#CC ePosters: Multiple perspectives - diversity, well-being & communication**
Chairperson: Teri Turner, USA
Location: Kairo 2, Ground Floor, CCB

1015-1200  **#CC1 Communication in Pediatrics - Tailoring an Intensive Training Course for the International Context**
Simona Muresan, University of Medicine and Pharmacy Tirgu Mures, Romania

1015-1200  **#CC2 Evaluation of the medical student perception related to delivering bad news compared to experts doctors**
Carlos Miranda, Ribeirão Preto School of Medicine, São Paulo University, Ribeirão Preto, SP, Brazil

1015-1200  **#CC3 Calling for Help: Teaching Medical Students about SBAR**
Claire Gibbons, University Hospital of Coventry and Warwickshire, Coventry, UK

1015-1200  **#CC4 Applying Multi-Disciplinary Simulations to Demonstrate SPIRES Protocol for Teaching Medical Ethics and Communication Skills**
Pei-Wei Wang, Taipei City Hospital, Taipei, Taiwan

1015-1200  **#CC5 Guiding eprofessionalism-developing social media workshops for health students**
Jennifer May, University of Newcastle, Tamworth, Australia

1015-1200  **#CC6 E What is necessary to support female physicians in Japan?**
Rieko Goto, Kumamoto University Hospital, Kumamoto, Japan

1015-1200  **#CC7 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

1015-1200  **#CC8 Assessing the impacts of Inter Professional Education Initiatives at a newly established tertiary hospital in Singapore**
Wai Ching Deanna Lee, Sengkang General Hospital, Singapore

1015-1200  **#CC9 Narratives of care: the use of digital storytelling to understand lived experiences of care**
Assad Malik, Barts and The London School of Medicine and Dentistry, London, UK, Simona Muresan, University of Medicine and Pharmacy Tirgu Mures, Romania, Claire Gibbons, University Hospital of Coventry and Warwickshire, Coventry, UK, Pei-Wei Wang, Taipei City Hospital, Taipei, Taiwan, Jennifer May, University of Newcastle, Tamworth, Australia, Rieko Goto, Kumamoto University Hospital, Kumamoto, Japan

1015-1200  **#CC10 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

1015-1200  **#CC11 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

1015-1200  **#CC12 Stressors encountered during overnight duties by Anaesthesiology Senior Residents impedes their role as teachers & learners**
John Song En Lee, KK Women’ and Children’s Hospital, Singapore

1015-1200  **#CC13 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
1015-1200
#7DD Posters: Surgical Simulation
Chairperson: Zalim Balkizov, Russia
Location: Hall 4, CCB

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

#7DD2 Novice Development of Cerebral Aneurysm Coiling Skills in Virtual Reality
Roy Eagleson, Western University, London, Canada

#7DD3 First experiences in hospital-based simulation training in spinal decompression and fusion
Steffen Källbäck, AOSPine, Dübendorf, Switzerland

#7DD4 Exploration of learning curves for simulation-based training in hip-fracture surgery
Amandus Gustafsson, Copenhagen Academy for Medical Education and Simulation, Copenhagen, Denmark

#7DD5 Development and validation of a canine castration model and rubric
Julie Williamson, Lincoln Memorial University College of Veterinary Medicine, Harrogate, TN, USA

#7DD6 Improving basic surgical skill with suture practice assignment at home for medical students
Nicko Rachmanio, Universitas Muhammadiyah Yogyakarta, Indonesia

#7DD7 Cricothyroidectomy 3D Simulation Model
Feifan Wang, National University Hospital, Singapore

#7DD8 Interprofessional team-based situ simulation in the intensive care unit
Hu-Kai Huang, NDMC, TSGH, Taipei, Taiwan

#7DD9 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

#7DD10 “Masterchef” – a Simulation Component in Surgical Residency Selection
Saleem Ahmed, Tan Tock Seng Hospital, Singapore

#7DD11 Early simulated surgical practice improves learning effectiveness and attitude in clerkship
Guan Jin Ho, Tzu Chi General Hospital, Hualien, Taiwan

#7DD12 Laparoscopic Surgery: Based in Illumination Training System (BTs) Face, Content and Construct Validity
Omaira Rodriguez, Universidad Central de Venezuela, Caracas, Venezuela

#7DD13 High fidelity simulation training for medical students in emergency medicine clerkship: Learning beyond expectation!
Yu-fai CHOI, Pamela Youde Nethersole Eastern Hospital, Hong Kong

#7DD14 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

#7DD15 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: John Sanders, UK
Location: Hall 4, 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
Silvana 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 Training in India
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 Millenial Physician
Amulya Nageswar 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 Itô, Chiba University, Chiba, Japan

#7EE11 The Clinical Situation Teaching Program to Promote Nurses Effectiveness for Coping with Workplace Violence
Jin-Lai 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
Chiu-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
<table>
<thead>
<tr>
<th>Session</th>
<th>Title</th>
<th>Authors</th>
<th>Location</th>
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<tr>
<td>#7EE14</td>
<td>‘Tech Savvy Teachers’: Leading Engagement in Post Graduate Medical Education with a technology enhanced approach</td>
<td>Craig Knott, UK</td>
<td>Location: Hall 4.1, CCB</td>
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<td>#7EE15</td>
<td>IF you build it they will come and stay: Implementing a new Family Medicine Residency Program (FMRP) in an under-served community</td>
<td>Stuart Murdoch, University of Toronto, Canada</td>
<td>Location: Hall 4.1, CCB</td>
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<td>#7EE16</td>
<td>Resident practice-sharing in an academic Family Medicine Teaching Unit: Exploring effects on patient care and the resident educational experience</td>
<td>Rachel Peters, Department of Family and Community Medicine, University of Toronto, Canada</td>
<td>Location: Hall 4.1, CCB</td>
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<tr>
<td>#7EE17</td>
<td>WITHDRAWN</td>
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<td>#7EE18</td>
<td>How does general practice compare to hospital rotations? Comparison of the educational experience by junior doctors</td>
<td>Emily Haesler, ANU Medical School Academic Unit of General Practice, Canberra, Australia</td>
<td>Location: Hall 4.1, CCB</td>
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<tr>
<td>#7EE19</td>
<td>The tutorial is dead: long live the tutorial</td>
<td>Rachel Elliot</td>
<td>Location: Hall 4.1, CCB</td>
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<tr>
<td>#7EE20</td>
<td>Can short term rural practice-based learning program promote clinical and non-clinical skills in CPIRD junior doctors?</td>
<td>Noppawan Pongsopa, Surathani Hospital, Suratthani, Thailand</td>
<td>Location: Hall 4.1, CCB</td>
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### 1015-1200

#### #7FF Posters: Empathy and Ethics

**Chairperson:** Kristiina Patja, Finland  
**Location:** Hall 4.1, CCB

- #7FF 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**

- #7FF Service-learning enhanced humanistic caring ability and empathy of medical students: A study from Shantou university medical college  
  **Zhangqin Huang, Shantou university medical college, Shantou, People’s Republic of China**

- #7FF Can Empathy be Taught? Lessons from Teaching Communication Skills to Medical Students  
  **Jacqueline Yuen, The Chinese University of Hong Kong, Hong Kong**

- #7FF Residents’ and Medical Students’ self-assessed empathy levels do not correlate with patients assessments  
  **Monica Bernardo, UNICAMP, Campinas, Brazil**

- #7FF Longitudinal relationships between motivation and empathy among medical students during clinical years  
  **Giovanni Piumatti, University of Geneva, Switzerland**

- #7FF 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**

- #7FF Evaluating Outcomes in Empathy and Multicultural Competency Training: A Simulation-Based Approach  
  **Daniel Salcedo, Chiba University Hospital, Chiba, Japan**

- #7FF 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**

- #7FF9 Empathy Among Undergraduate Medical Students  
  **Mayar Helaly, Alfaisal University, Riyadh, Saudi Arabia**

- #7FF10 Empathy, fake empathy and how to make an empathetic statement - the views of SPs  
  **William Laughery, Hull York Medical School, York, UK**

- #7FF11 The skeleton in my closet: exploring empathy in health sciences students in relation to the hidden curriculum and burnout  
  **Komal Attu, The University of Faisalabad, Pakistan**

- #7FF12 Relationship Between Level of Empathy During Residency Training and Perception of Professionalism Climate  
  **Alya Begum, Aga Khan University Hospital, Karachi, Pakistan**

- #7FF13 Empathy training for nursing students through sociodrama  
  **Miao-Ju Chwo, Fu Jen Catholic University, New Taipei City, Taiwan**

- #7FF14 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**

- #7FF15 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, Sirnakarnwirirot University, Bangkok, Thailand**

- #7FF16 Teaching Ethics through Art Using the Visual Thinking Strategy  
  **Mary Mathew, Manipal Academy of Higher Education, Kasturba Medical College, Manipal, Manipal, Karnataka, India**

- #7FF17 Case-Based Ethics Grand-Rounds have a positive impact on Ethical-Decision-making and Professional Behaviors in Interns  
  **Shekhur Kumta, The Chinese University of Hong Kong, Hong Kong**

- #7FF18 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**

- #7FF19 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

#### #7GG Posters: Integration and Curriculum Planning

**Chairperson:** Olaf Ahlers, Germany  
**Location:** Hall 4.1, CCB

- #7GG Integrated Health and Social Care Teaching  
  **Sabia Daya, University of Manchester, UK**
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<th>1015-1200</th>
<th>#7H1</th>
<th>Posters: Problem Based Learning/Team Based Learning</th>
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<td>Chairperson: Dean Parmelee, USA</td>
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| #7H1i  | Student experiences in multilingual problem-based hybrid curriculum  |
|        | Nina Petsaro, University of Helsinki, Finland |

| #7H1j  | Implementation and evaluation of PBL tutorial introducing simulated patients in Japanese medical school  |
|        | Naoki Hiroi, Center for Medical Education, Toho University, Tokyo, Japan |

| #7H1k  | Dispelling some common misconceptions of PBL facilitation at a Graduate Entry Medical School  |
|        | Diane O Doherty, Graduate Entry Medical School, University of Limerick, Ireland |

| #7H1l  | Dynamic patterns in student assessment outcomes in Algarve Medical School: Cohort Study  |
|        | Ana Marreiros, Department of Biomedical Sciences and Medicine, University of Algarve, Faro, Portugal |

| #7H1m  | How good was our curriculum? Sixth year students' self-assessment of their theoretical knowledge and practical experience when starting their internship  |
|        | Isabel Brito, Department of Medical Education (DEMI), Faculty of Medicine, University of Lisbon (FMUL), Lisbon, Portugal |

| #7H1n  | Student evaluation of medical semiology practical teaching at Faculdade de Medicina da Universidade de Lisboa (FMUL): Implications for future teaching  |
|        | Nuno Manso, Departamento de Educação Médica - Faculdade de Medicina, Universidade de Lisboa, Lisbon, Portugal |

| #7H1o  | Measuring the educational environment across the curriculum in Physiotherapy: A Mixed Methodology approach  |
|        | Brenda Fuenzalida, Physiotherapy Service, Health Network UC-Christus, Santiago, Chile |

| #7H1p  | Evaluation of the educational environment of a Singaporean Internal Medicine Residency program  |
|        | Andrew Ming-Lang Ong, Singhealth, Singapore |

| #7H1q  | Journeys in Change Management: Two Differing Medical Educational Experiences  |
|        | Chris Skinner, Medical School, Notre Dame University, Fremantle, Australia |

| #7H1r  | Unidimensionality, goodness-of-fit, and differential item function test of Korean version of Dundee Ready Education Environment Measure (DREEM) questionnaire  |
|        | A Ra Cho, College of Medicine, The Catholic University of Korea, Seoul, Korea |

| #7H1s  | Why we need mixed methods to explore the construct validity of scores from learning environment (LE) assessment tools: the UCEEM as a case-example  |
|        | Pia Strand, Lund University, MedCUL, Lund, Sweden |

| #7H1t  | 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?  |
|        | Avalock Ehsanpour, Universiti Teknologi Malaysia, Malaysia, Malaysia |
1015-1200

**#7JJ Posters: Clinical Teaching 2**

Chairperson: Annie Cushing, UK
Location: Hall 4 u, CCB

- **#7JJ1 Peer observation: a quality improvement tool for clinical teaching**
  Pick Fong Chee, Tan Tock Seng Hospital, Singapore

- **#7JJ2 Experiential Learning through Clinical Observerships in Premedical Education: Benefits and Challenges**
  Rachid Bendriss, Weill Cornell Medicine, Doha, Qatar

- **#7JJ3 Can Emergency Response Team (ERT) training by paramedic students improve basic life support quality in undergraduate students and university staff in Mahidol university?**
  Jaruwan Pruktayanunt, Ramathibodi Hospital, Bangkok, Thailand

- **#7JJ4 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

- **#7JJ5 Assessing shared decision-making skills of 3rd year medical students**
  Lucille Ong, Academic Medical Centre, department of Medical Psychology, Amsterdam, Netherlands

- **#7JJ6 Interviewing clinicians as a group assignment is an effective method to facilitate transformative learning in teaching Health Economics in Thailand**
  Win Techakehskij, Lampang Hospital, Lampang, Thailand

- **#7JJ Employing role-play and peer review to improve the attitudes toward patients and the communication skills of clerkship students during student-oriented hospital ward rounds**
  Hajime Kasai, Health Professional Development Center, Chiba University Hospital, Chiba, Japan

- **#7JJ8 A Critical Review of Bedside Teaching in Medical Education**
  Abhilash Balakrishnan, Singapore General Hospital, Singapore

- **#7JJ9 Medical students' perception of discharge planning**
  Chiung Hsi Tien, NDMC (National Defense Medical Center), TSGH (Tri-service General Hospital), Taipei, Taiwan

- **#7JJ0 What did students learn during bedside teaching?**
  Chao-Huei Chen, Taichung Veterans General Hospital, Taichung, Taiwan

- **#7JJ1 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

- **#7JJ2 Evaluation of Training Scenario Validity: Analysis of Debriefing from the Viewpoint of Competence**
  Yoshitaka Maeda, Jichi Medical University, Tochigi, Japan

- **#7JJ3 A New Ward Survival Guide for Undergraduate Medical Students: Implementing Core Symptom-Based Curriculum in Clerkship**
  Yu-Hsuan Hsiao, Taipei Medical University, Taipei, Taiwan

- **#7JJ4 Teaching Medical Students the Elements of an Effective Patient Handover during the Clinical Years**
  Meenakshy Ayer, University of Illinois College of Medicine, Peoria, USA

- **#7JJ5 Relationships Matter: Enhancing Trust and Trainee Development with a (Simple) Clerkship Curriculum Reform**
  J. Kevin Dorsey, Southern Illinois University School of Medicine Clinical Years

- **#7JJ6 The Clinical Teaching Practicum: An Important Learning Methodology for Instructional Development**
  Daniel Panisko, Department of Medicine, University of Toronto, Canada

- **#7JJ7 Development and validity evaluation of learning self-efficacy scale toward clinical skills**
  Chien-Chih Wu, Taipei Medical University Hospital, Taipei, Taiwan

- **#7JJ8 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

- **#7JJ9 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
1015-1200  #7KX Posters: Leadership and Management
Chairperson:
Location: Hall 4.u, CCB

#7KX1 Senior Leadership Needs Assessment
Mia Lang, University of Alberta, Edmonton, Canada

#7KX2 A driver for individual and organizational change - The AO Foundation (AO) Leader Education Program (LEP)
Tatjana Topalovic, AO Foundation, Basel, Switzerland

#7KX3 Exploring Outcomes of the Dartmouth-Hitchcock Leadership Preventive Medicine Program
Tina Foster, Dartmouth-Hitchcock Medical Center/Geisel School of Medicine, Lebanon, NH, USA

#7KX4 Summative Assessment of Team Leader Performance: a Randomized Controlled Trial after Advanced Life Support Courses
Sabine Nabecker, Department of Anaesthesiology and Pain Therapy, University Hospital of Bern, University of Bern, Switzerland

#7KX5 Students as change leaders in medical education: current condition and perspectives for further development of medical education in Poland
Lukasz Adamus, Medical University of Lodz, Poland

#7KX6 Leaders In Medicine Program: How Well Do Students Perform And Where Do They Go After Graduating?
Wayne Woloschuk, Cumming School of Medicine, University of Calgary, Canada

#7KX7 Developing a resident programme “Leader in clinical education”
Hanna Lernbrink, Bramaregarden Health Center, Primary Health Care, Gothenburg, Sweden

#7KX8 Is perfectionism important in gaining nurses leadership skills in postgraduate training courses?
Mariusz Jaworski, Division of Teaching and Outcomes of Education, Faculty of Health Sciences, Medical University of Warsaw, Poland

#7KX9 Training undergraduate medical students in leadership
Masiske Matulewicz, VU University Medical Center, Amsterdam, Netherlands

#7KX10 Challenge of a Third Medical School in an Institution: Tutors’ Perspective
Jill Cheng Sim Lee, KK Women’s and Children’s Hospital, Singapore

#7KX11 Challenge of a Third Medical School in an Institution: Medical Students’ Perspective
Mingyue Li, KK Women’s and Children’s Hospital, Singapore

#7KX12 Analysis of formal and informal physical learning spaces in a university hospital: A case study
Andrea Flores, National Autonomous University of Mexico (UNAM), Mexico City, Mexico

#7KX13 History of the feminization of the medical profession in Switzerland: what are the lessons?
Lucie Begert, Institute of Humanities in Medicine-CHUV, Lausanne, Switzerland

#7KX14 Implementing Medical Teaching Policy in University Hospitals
Rik Engbers, Radboud University Medical Center, Nijmegen, Netherlands

#7KX15 Service Motivation and Motivation to Lead
R. Stephen Manuel, University of Mississippi Medical Center, Jackson, MS, USA

#7KX16 Does workload affect quality of delivery of undergraduate medical education in primary care?
Tal Wasty, University of Manchester, UK

AMEE Group Meeting
1015-1200 AMEE MedEdPublish Board (closed meeting) MCH Lounge, Event Hall

1200-1400 Lunch Break Viewing of posters and exhibits Hall 4.1/4.u

Soapbox Stage – Hall 4.1, CCB
1200-1210 Monash Institute for Health and Clinical Education
1215-1225 Visualdx
1230-1240 Qatar Council for Healthcare Practitioners
1245-1255 ExamSoft
1300-1310 Journal of Graduate Medical Education (JGME)
1315-1325 Kyoto Kagaku, Ltd.
1330-1340 Lecturio GmbH
1345-1355 Progressiq

Courses
1230-1330 ESME Course Osaka, 3rd Floor, CCB
1230-1330 ESMELead Course Samarkand, 3rd Floor, CCB
1230-1330 RESME Course Helvetia 7, 1st Floor, Swissotel

Open Sessions
1230-1330 AMEE CPD Special Interest Group Singapore, 2nd Floor, CCB

AMEE Group Meeting
1230-1330 AMEE AGM (AMEE Members Only) Sydney, 2nd Floor, CCB
Session 8: Simultaneous Sessions

1400-1530  #8A Symposium: Playing Devil's Advocate: Research that challenges how we think about Clinical Supervision
Chris Watling, Mark Goldsmith (Western University, Canada), James Brown (Eastern Victoria GP Training & Monash University, Australia), Saya Cristancho, Tavis Apraman (Western University, Canada), Ollie ten Cate, Utrecht University, Netherlands
Location: Event Hall

1400-1530  #8B Symposium: Developing consensus-based guidelines and education for Emergency Medical Teams for limb injuries in disasters and conflicts
Ian Norton (WHO), Elhanan Bar-On (Sheba Medical Center), Jane Wiedler (AOEI), Stefanie Hautz (AOEI), Harald Veen (WHO)
Location: Montreal, 2nd Floor, CCB

1400-1530  #8C Symposium: Stimulating medical education and medical education research: the dean's perspective
Norman Beauchamp (Michigan State University, East-Lansing (MI), USA), Richard Hays (University of Tasmania, Australia), Vishna Devi Nadarajah (International Medical University, Kuala Lumpur, Malaysia), Albert Scherprier (Maastricht University, Maastricht, Netherlands), Monica van de Ridder (Michigan State University, Grand Rapids (MI), USA)
Location: Sydney, 2nd Floor, CCB

1400-1530  #8D Symposium: What is the Value of Accreditation?
William Pinsky (Educational Commission for Foreign Medical Graduates (ECFMG)), Lorna Parkins (Caribbean Accreditation Authority for Education in Medicine and Other Health Professions (CAAM)), Genevieve Moinane (Association of Faculties of Medicine of Canada), John (Jack) R. Boulet (Foundation for Advancement of International Medical Education and Research (FAIMER))
Location: Singapore, 2nd Floor, CCB

1400-1530  #8E Research Papers: Career Trajectories & Mentorship
Chairperson: Margaret Hay, Australia
Assessor: Victor Riklefs, Kazakhstan
Location: Delhi, Ground Floor, CCB

1400-1420  #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
Ben Kumwenda, University of Aberdeen, UK

1420-1440  #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
Yuko Takeda, Juntendo University Japan, Tokyo, Japan

1440-1500  #8E3 Perceived Organizational Support and Career Intentions: The Stories Shared by Early Career Doctors
Gillian Scanlan, The University of Aberdeen, UK

1500-1520  #8E4 Mentor, coach and assessor: how faculty perceive their role in a multiple role mentoring system in undergraduate medical education
Stephanie Meeuwissen, Maastricht University, Maastricht, Netherlands

1520-1530  Discussion

1400-1530  #8F Doctoral Reports
Chairperson: Karen Mattick, UK
Location: Helvetia 1, 1st Floor, Swissotel

1400-1420  #8F1 Clinical Supervision in Postgraduate Medical Education – Theory and Practice
Anel Wiese, University College Cork, Ireland

1420-1440  #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
Glaucia Moreira, Unicamp and Unifal-MG, Campinas, Brazil

1440-1500  #8F3 Is the grass always greener on the other side? A qualitative study on the expectations of migrating physicians compared to reality
Marwa Schumann, Alexandria Faculty of Medicine, Alexandria University, Egypt and Dieter Scheffner Center for Medical Education and Educational Research, Charité - Universitätsmedizin Berlin, Free and Humboldt University Berlin, Germany

1500-1530  Discussion

1400-1530  #8G Short Communications: Surgical Simulation
Chairperson: Paul Lai, Hong Kong
Location: Helvetia 2, 1st Floor, Swissotel

1400-1415  #8G1 Establishing valid procedural competency in virtual reality robotic simulation
Lisette Hvid Hovgaard, Copenhagen Academy for Medical Education and Simulation (CAMES), Copenhagen, Denmark

1415-1430  #8G2 Validation and Transferability of the SIMULATE Ureterorenoscopy Training Curriculum: A Multicenter International Study
Abdullatif Shah, Mayo Clinic, Rochester, USA

1430-1445  #8G3 Diving In Hands First – A New Approach to Training in Undergraduate Medical Education
Rajiv Shah, University of Toronto, Canada

1445-1500  #8G4 Breaking professional barriers - simulation based teamwork training for professional OR teams
Cecilia Escher, Center for Advanced Medical Simulation and Training, Karolinska University Hospital, Stockholm, Sweden

1500-1515  #8G5 Sustainable Open inguinal hernia repair simulation model from residency training to global surgery – a 10 year learning curve
Parvati Balachandran, Mayo Clinic, Rochester, USA

1515-1530  #8G6 Teaching in the robotic environment: Use of alternative approaches to guide operative instruction
Courtney Green, University of California San Francisco, USA

No Discussion
1400-1530  #8H Point of View 2  
Chairperson: Michelle McLean, Australia  
Location: Kairo 1, Ground Floor, CCB

1400-1410  #8H1 The burnout epidemic: Who is accountable for creating safe physician work-environments and cultures that reduce burnout and promote resiliency?  
Charlene Dewey, Vanderbilt University Medical Center, Vanderbilt University School of Medicine, Nashville, USA

1410-1420  #8H2 Second Victim..What does it Mean and How I Help My Learners Not Become One?  
Geeta Singhal, Baylor College of Medicine, Houston, USA

1420-1430  #8H3 Care, learning and assessment by the patient. Can they go together in a longitudinal relationship with a junior doctor?  
Duncan MacKinnon, Australian National University Medical School, Canberra, Australia

1430-1440  #8H4 Using prescription stimulants to combat fatigue: How did we end up here?  
Taryn Taylor, Centre for Education Research & Innovation, London, Canada

1440-1450  #8H5 Let me tell you about yesterday’s catastrophe: the power of concrete stories of failure  
Rachel Levin, University of California, Los Angeles, USA

1450-1500  #8H6 Successful Failure: Building Growth Mindset, Grit, and Resilience  
Teri Turner, Baylor College of Medicine, Houston, USA

1500-1510  #8H7 The dilemma of residents-in-crisis: The tension between residents’ psychological welfare, institutional alignments and service provision  
Wen Phel Lim, Tan Tock Seng Hospital, Singapore

1510-1520  #8H8 The Good, the Bad and the Ugly in CPD Programs  
Helena Filipe, International Council of Ophthalmology, Hospital das Forças Armadas/PL-EMGFA, Hospital dos SAM’S, Lisboa, Portugal

1520-1530 Discussion

1400-1530  #8I Short Communications: Assessment: Clinical  
Chairperson: Cornelia Fluit, Netherlands  
Location: Rio, 2nd Floor, CCB

1400-1415  #8I1 Introducing KAANBAL for clinical competence assessment: A digital mobile tool  
Cesar Alberto Lucio Ramirez, Tecnologico de Monterrey, School of Medicine and Health Sciences, Monterrey, Mexico

1415-1430  #8I2 Does a clinical skills assessment practice session improve low achieving students’ performance on the USA Medical Examination® (USMLE) Step 2 Clinical Skills (CS) Examination?  
Kimberly Kirkland, American University of the Caribbean School of Medicine, Sint Maarten, Netherlands Antilles

1430-1445  #8I3 GOSCE - A method for training and evaluating clinical competence  
Mahdi Chassabi chorsi, Iran University of Medical Sciences, Tehran, Iran

1445-1500  #8I4 Complex Intrinsic Skill Competencies: A Fit-for-Purpose Multiple Component Assessment Tool  
Debra Sibbald, Touchstone Institute, Toronto, Canada

1500-1515  #8I5 Setting conjunctive standards in performance assessments: exploring the why and the how  
Matt Homer, University of Leeds, UK

1515-1530  #8I6 A Study on Standard-Setting for the Application of Criterion-referenced Evaluation in Core Clinical Clerkship Summative Evaluation  
Na Jin Kim, The Catholic University of Korea, College of Medicine, Seoul, South Korea

1400-1530  #8J Short Communications: Assessment: Programmatic  
Chairperson: Adrian Freeman, UK  
Location: Shanghai 1, Ground Floor, CCB

1400-1415  #8J1 Defensible decision making in programmatic assessment for learning  
Steve Chotta, Flinders University, Adelaide, Australia

1415-1430  #8J2 Implementing integrated assessment programs in an unstructured environment – from theory to practice...  
Stephanie Clota, ModMed Ltd, Adelaide, Australia

1430-1445  #8J3 The Highs and Lows of Setting Cut Points in Programmatic Assessment: A Validity Perspective  
Kulamakan Kulasegaram, MD Program, University of Toronto, Canada

1445-1500  #8J4 “It’s hard to feel the fear of failing” – Teacher-Learner Relationships within Programmatic Assessment  
Suzanne Schut, Maastricht University, Maastricht, Netherlands

1500-1515  #8J5 Programmatic Assessment for Learning is a Threshold Concept  
Anna Vnuk, Flinders University, Adelaide, Australia

1515-1530  #8J6 Defining a Program of Assessment to Inform Summative Entrustment Decisions in Undergraduate Medical Education Utilizing Entrustable Professional Activities  
Holly Caretta-Weyer, Stanford University, USA

1400-1530  #8K Short Communications: Curriculum: Anatomy  
Chairperson: Wojciech Pawlina, USA  
Location: Shanghai 2, Ground Floor, CCB

1400-1415  #8K1 An interactive mixed reality application for anatomical and surgical education: 3D learning in relation to spatial ability  
Katerina Bogomolova, Leiden University Medical Center, Leiden, Netherlands

1415-1430  #8K2 An Exploration: Applying Cognitive Theory of Multimedia Learning to Anatomy Teaching  
Keikantse Matlhagela, Faculty of Medicine, University of Botswana, Gaborone, Botswana

1430-1445  #8K3 Anatomy for Pharmacists: Creation of an anatomy syllabus to support the changing role of the pharmacist  
Gabrielle Singhal, Baylor College of Medicine, Houston, USA

1445-1500  #8K4 Learning from an interactive online platform: Anatomy in the inter-professional operation room (OR)  
Johannes Grosser, Institut fuer Wissensmedien, Tuebingen, Germany
**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

**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

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**1400-1530**  #8L Short Communications: Career
Chairperson: Luiz Troncon, Brazil
Discussion:
Location: Shanghai 3, Ground Floor, CCB

**1400-1415**  #8L1 Ebb and flow of career intentions through medical school and pre-vocational training
Joy Rudland, University of Otago, Wellington, New Zealand

**1415-1430**  #8L2 Perceptions of community care and placement preferences in first-year nursing students: A multicentre, cross-sectional study
Margriet Van Iersel, ACHIEVE Centre of Expertise, Faculty of Health, Amsterdam University of Applied Sciences, Amsterdam, Netherlands

**1430-1445**  #8L3 Do primary care placements influence career choice: What is the evidence?
Maslah Amin, Health Education England, London, UK

**1445-1500**  #8L4 Is finding a job stressful? How medical students, residents, and program directors perceive stress regarding medical trainees’ future job prospects
Maureen Tops, University of Calgary, Canada

**1500-1530** Discussion

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**1400-1530**  #8M Short Communications: Communication Skills 1
Chairperson: Paul de Roos, Sweden
Location: Boston 1, Ground Floor, CCB

**1400-1415**  #8M1 Communication Skills & Learning Disability
Elizabeth Metcalfe, Cardiff University, Cardiff, UK

**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

**1430-1445**  #8M3 Evaluation of physicians’ skills in breaking bad news to cancer patients
Zahra Mostafavian, Mashhad Branch, Islamic Azad University, Mashhad, Iran

**1445-1500**  #8M4 Integration of communication research into clinical practice: Time for a paradigm shift
Veronika Schoeb, School of Health Sciences (HESAV), University of Applied Sciences and Arts Western Switzerland HES SO, Lausanne, Switzerland

**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

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**1515-1530**  #8M6 Minho Oral Scientific Communication Scale (MOSCS): A checklist to evaluate oral presentations in medical students
Ana Mónica Pereira, ICSV/3B’s Life and Health Sciences Research Institute, School of Medicine-University of Minho, Braga, Portugal

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**1400-1530**  #8N Short Communications: Interprofessional Education 1
Chairperson: Susan Wagner, Canada
Discussant: Rashmi Kusurkar, Netherlands
Location: Boston 2, Ground Floor, CCB

**1400-1415**  #8N1 Integrating an Interprofessional Collaborative Practice Experience into Physician Assistant Education
Kristin Lindaman, Wake Forest School of Medicine, Winston-Salem, USA

**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

**1430-1445**  #8N3 InBetween: Interprofessional Education in multiple sectors increases learning relevance of workplaces
Marika S. Poulsen, Aarhus University Hospital, Aarhus, Denmark

**1445-1500**  #8N4 Nurse-shadowing in medical education: A systematic review
Shu-Ching Yeh, Taipei Medical University Hospital, Taipei, Taiwan

**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

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**1515-1530** Discussion

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**1400-1530**  #8O Short Communications: Leadership
Chairperson: Lukasz Adamus, Poland
Discussant: Glenda Eoyang, USA
Location: Boston 3, Ground Floor, CCB

**1400-1415**  #8O1 Gender and Academic Health Leadership
Anne Wong, McMaster University, Hamilton, Canada

**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

**1430-1445**  #8O3 Growing Your Own Leaders: Preliminary Outcomes of an Institution Based Leadership Development Program for Women Faculty
Sonia Crandall, Wake Forest School of Medicine, Winston-Salem, USA

**1445-1500**  #8O4 Does Academic Leadership Development Make a Difference? The Evaluative Case of a Contemporary Program
Susan Lieff, Centre for Faculty Development at St Michael's, Faculty of Medicine, University of Toronto, Canada

**1500-1515**  #8O5 Could Executive Coaching improve the leadership potential of trainee family doctors?
Kieran McClade, Department of General Practice, Queen's University, Belfast, UK

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**1515-1530** 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 audienday study
Kerry Gilbert, PUPSMART, Plymouth, UK

1415-1430 #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 Nystagmus? Analysis of a Learning Issue Construction in a PBL Tutorial Group
Anna Cianciolo, Southern Illinois University, Springfield, USA

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
Meiling Denney, RCGP, 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-Speciality 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

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

1400-1530 #8R1 Improving student midwives’ workplace learning by moving from self-to co-regulated learning
Mieke Embo, Artevelde University College Gent and University Gent, Belgium

1400-1530 #8R2 A qualitative exploration of self-regulated learning in newly graduated physiotherapists
Hwee Kuan Ong, Physiotherapy Department, Singapore General Hospital, Singapore

1400-1530 #8R3 Game on: Gamification of Medical Education
Vidal Thakrar, Imperial College, London, UK

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

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

1400-1530 #8U Conference 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 Bas, 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 Conference 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/Posters</th>
<th>Title</th>
<th>Authors/Centers</th>
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<tbody>
<tr>
<td>1400-1530</td>
<td>#8W Simulation Journal Club</td>
<td>Lars Konge and Debra Nestel, co-chairs of the AMEE Simulation Committee along with members of the Committee</td>
<td>Location: Helvetia 7, 1st Floor, Swissotel</td>
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<tr>
<td>1400-1530</td>
<td>#8X Conference Workshop: How to use self-regulated (SRL) enhanced feedback in medical education</td>
<td>John Sandars (UK)</td>
<td>Location: Osaka, 3rd Floor, CCB</td>
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<td>1400-1530</td>
<td>#8Y Conference 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</td>
<td>Location: Guangzhou, 2nd Floor, CCB</td>
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<tr>
<td>1400-1530</td>
<td>#8A Conference Workshop: Knowledge Translation in Health Professions</td>
<td>Aliki Thomas, Tanya Horsley, Yvonne Steinert, Canada</td>
<td>Location: Nairobi, 2nd Floor, CCB</td>
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<td>1400-1530</td>
<td>#8B Conference Workshop: The Standards of Best Practice by the Association for Standardized Patient Educators (ASPE SOBP)</td>
<td>Henrik Hölzer (Medizinische Hochschule Brandenburg, Neuruppin, Germany), Cathy Smith (Baycrest Health Sciences, Toronto, Canada), Carine Layat-Burn (Psyché-Psychiatric Centre, Neuchatel, Switzerland)</td>
<td>Location: Mexico, 2nd Floor, CCB</td>
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<tr>
<td>1400-1530</td>
<td>#8C ePosters: Simulation</td>
<td>Chairperson: Doris Ostergaard, Denmark</td>
<td>Location: Hall 2, Ground Floor, CCB</td>
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<td>1400-1530</td>
<td>#8C3 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>
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<td>1400-1530</td>
<td>#8C4 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 Yakhforoshha, Qazvin University of Medical Sciences, Qazvin, Iran</td>
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#8DD2 Construction and Practice of Education System of Early Community-based Clinic Contact Quoing 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 Kovijiriyapan, Medical Education Center Phayao Hospital, Phayao, Thailand

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

#8DD6 Community and Medical Student Perspectives on Community Engaged Medical Education: Impact of CEME on Learning Pimpet Sukumalpai, 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 Balamos, 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 S. Thamarat, Thailand

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

#8DD11 Using Clerkship Education Days to Standardize Learning in a Community-Based Longitudinal Integrated Clerkship/Block Hybrid Margritt 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 Sujit Hasuwanakki, Chana 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 Paipreep, 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

1400-1530 #8EE Posters: International Chairperson: Stephen Ash, USA 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 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 Kallilingal 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 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, NVAQ, 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
### #8FF1: Exercise Physiology as a Preclinical Elective Course in Medical Education
Phunphen Napradit, Department of Physiology, Phramongkutklao College of Medicine, Bangkok, Thailand

### #8FF2: Medical Students’ Attitudes toward Active Learning in Radiology
Chalakot Dejakom, Buddhachinaraj Medical Education Center, Phitsanulok, Thailand

### #8FF3: Improving radiology teaching for undergraduate medical students at Exeter University
Naznin Nosrati, Royal Devon and Exeter Hospital, Exeter, UK

### #8FF4: Teaching Geriatrics in medical schools in Georgia
Irina Andronikashvili, Tbilisi State Medical University, Tbilisi, Georgia

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### 1400-1530

#### #8FF: Posters: Curriculum Content including Humanities and Prescribing
Chairperson: Jonathan McFarland, Russia
Location: Hall 4.1, CCB

##### #8FF1 “Booster shots” of humanism at bedside teaching
Chi-Wan Lai, Koo Foundation Sun Yat-Sen Cancer Center, Taipei, Taiwan

##### #8FF2 Need? Need not? – Medical humanities integration in problem-based learning (PBL) education
Ling-Lang Huang, Mackay Medical College, Taipei, Taiwan

##### #8FF3 Simulated Patient Perspectives in the Assessment of Humanism
Era Buck, University of Texas Medical Branch, Galveston, USA

##### #8FF4 “The Art of Medicine” Discussions: Integrating Medical Humanities Into Clinical Medical Education
Yan-Di Chang, National Defense Medical Center, Taipei, Taiwan

##### #8FF5 The Asklepios Lounge Project: Creating a Room for Reflection about Medicine and Medical Education through Art
Jane Ege Møller, Aarhus University, Aarhus, Denmark

##### #8FF6 What did Behavior Sciences bring to first year students in Okayama Medical School, Japan?
Tomoko Miyoshi, Okayama University, Okayama, Japan

##### #8FF7 We are a champion for Rational Drug Use
Lucsamae Haura, Hatyai Medical Education Center, Songkla, Thailand

##### #8FF8 Healthcare student competence and confidence with prescribing: a mixed methods study
Cassandra Woit, University of Alberta, Edmonton, Canada

##### #8FF9 Timing of rotation does matter: the effect on prescribing skills in short-stay ward among final-year medical students
Rungsima Timmanee, Division of Ambulatory Medicine, Faculty of Medicine Siriraj Hospital, Mahidol University, Bangkok, Thailand

##### #8FF10 Teaching Medical Students How to Safely Prescribe Opioids: Preliminary Results
Huai Cheng, University of Virginia, Charlottesville, USA

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### 1400-1530

#### #8GG: Posters: Competency Based Education and Entrustable Professional Activities
Chairperson: Hall 4.2, CCB

##### #8GG1 Development of national competence-based framework for primary medical graduates in Georgia
Galane Simonia, Tbilisi State Medical University, Tbilisi, Georgia

##### #8GG2 Clinical competencies assessment in undergraduate physical therapy students
María Herrera-Romero, University of Chile, Faculty of Medicine, Department of Physical Therapy, Santiago, Chile

##### #8GG3 Developing a Questionnaire to Explore Factors Influencing Clinical Teachers’ Intention to Apply Emergency Medicine Milestones for Residency Training
Cheng Ting Hsiao, Chang Gung Memorial Hospital Chiayi Branch, Chiayi, Taiwan

##### #8GG4 Development of Medical Education PhD graduates competency framework at Tehran University of Medical Sciences
Azim Mirzazadeh, Department of Medical Education, School of Medicine, Tehran University of Medical Sciences, Tehran, Iran

##### #8GG5 Validation of a Medical Competency Framework in Venezuela
Joanne Salas, Universidad Central de Venezuela, Caracas, Venezuela

##### #8GG6 Charting the flow of ideas in medical education: A Social Network Analysis of Entrustable Professional Activities
Lauren Maggio, Uniformed Services University, Bethesda, USA

##### #8GG7 Feasibility of EPA entrustment decisions as assessment in undergraduate medical education: one year experience in an integrated clerkship
Siby Geelen, University Medical Center, Utrecht, Netherlands

##### #8GG8 Updated Entrustable Professional Activities for a Family Medicine Residency Training Program
Jose Francois, University of Manitoba, Winnipeg, Manitoba, Canada
### #8J15 Internet addiction among medical students in clinical year at Nakornping Medical Education Center
Hatutip Tangnagam, Nakornping Medical Education Center, Chiangmai, Thailand

### #8J16 The use of Moodle in medical education: Literature review
Yoshikazu Asada, Jichi Medical University, Tochigi, Japan

### #8J17 A unique e-learning education platform for health practitioners
Bob Fonseca, St. George Hospital, Sydney, Australia

### #8J18 Developing the Virtual Pathology Lab experience
Irmu Elisa Eraha Rojas, Tecnologico de Monterrey School of Medicine and Health Sciences, Monterrey, Mexico

### #8J19 Future use of E-Learning in medical education in Iran
Salmeh Goharneshad, Iran University of Medical Sciences, Tehran, Iran

### #8J20 Student-developed virtual patient application to foster students’ learning and assess their clinical reasoning
Tomí Ylä-Soinimäki, University of Helsinki, Finland

### #8J21 Medical students’ perceptions of virtual patients, using natural language processing, as a tool for developing history-taking skills
James Thomas, Keio University School of Medicine, Tokyo, Japan

### #8J22 The association between different learning styles and students’ satisfaction with the use of virtual patients
Neja Turk, Faculty of Medicine, University of Maribor, Slovenia

### #8J23 The influence of process versus outcome oriented feedback on students’ behaviour while solving virtual patient scenarios
Andrzej Kononowicz, Jagiellonian University Medical College, Krakow, Poland

### #8J24 Virtual reality Fully Immersive Interactive Technology, A new way to deliver a lecture?
Thomas Judd, Musgrove Park Hospital, UK

### #8J25 Augmented Reality in Medical Education: A Systematic Review
Kevin S Tang and Derrick L Cheng, Warren Alpert Medical School of Brown University, USA

### #8J26 The use of mock on-call bleep simulation sessions to provide experience and improve confidence in Year 3 Medical Students in the UK
Nur Ayne and Fatima Yusuf Zaharoff, Princess Alexandra Hospital, Harlow, UK

### #8J27 Exploring Perceptions of Clinical Beginners in Teaching Clinic by Activity Systems Analysis
Pin-Yang Shih, Chang Gung University and Memorial Hospital, Linkou, China Medical University, Taoyuan, Taichun, Taiwan

### #8J28 On-site Clicks to make situational learning easy and accessible
Wan-Chu Yu, Kaohsiung Medical University Hospital, Kaohsiung Medical University, Kaohsiung, Taiwan

### #8J29 Taking games seriously - training visual diagnostic skills in a virtual radiology department
Anouk van der Gijs, UMCU, Utrecht, Netherlands

### #8J30 An Evaluation of Early Undergraduate Medical Clinical Placements in Primary Care in a New Medical School in the Middle East - What are the students’ perceptions?
Alison Carr, College of Medicine, Qatar University, Doha, Qatar

### #8J31 The improvement of abdominal X-ray describing and interpreting skills by discussing the case through an interactive feedback chat board
Surasak Aumkaew, Medical Education Center, Buriram Hospital, Buriram, Thailand

### #8J32 Training the “clinical eye”: from visual artworks to medical diagnosis at Sapienza University of Rome
Giuseppe Familiari, Sapienza University of Rome, Italy

### #8J33 Cultivating effective utilization in medical students provides cost awareness and beyond
Inchaya Sansak, Udonthani Medical Education Center, Udon Thani, Thailand

### #8J34 Assessing undergraduate medical students’ satisfaction regarding the clerkships in emergency departments
Ramy Azzouz, APEASEM, Lille, France

### #8J35 “Role models from popular culture” - Learning the skills of medical decision making with Sherlock Holmes and Dr. House. Description of a teaching concept and qualitative evaluation
Jonathan Hisch, Charité - Universitätsmedizin Berlin, Germany

### #8J36 The 40-Hour-3-Learning-Module Curriculum Helps First-Year Medical Students Increase the Self-Confidence of Caring for Terminally-Ill Patients and Their Family
Jason J. Lee, Taipei City Hospital, Taipei City, Taiwan

### #8J37 Holistic Learning in Early Clinical Exposure: A Qualitative Analysis of Reflective Writings
Melvin Lim, Lee Kong Chian School of Medicine, Singapore

### #8K1 A comparison of case-based learning and traditional lecture in endocrine session
Kairat Komdee, Medical Education Center Phayao Hospital, Phayao, Thailand

### #8K2 Medical Students’ Response to Integrating Kahoot Application Into Lecture Lessons: a Pilot Study
Sunee Neesanun, Sawanpracharuk Hospital, Nakhonsawan, Thailand
Tagging improves the usage of lecture podcast by medical students: results of a randomized trial
Harm Peters, Dieter Scheffner Center for Medical Education, Charité – Universitätsmedizin Berlin, Germany

Controversy over the Effectiveness of the Flipped Classroom: In-class Video Blended Learning versus Out-of-class Video Flipped Classroom
Monton Wongwandee, Faculty of Medicine, Srinakharinwirot University, Thailand

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

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

WITHDRAWN

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

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

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

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

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

‘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

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

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

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

Pedagogical Game in Teaching-Learning Process of Biochemistry
Tamires Fortuna, Faceres, São José do Rio Preto, Brazil

AMEE Group Meeting
1400-1730 BEME Board (closed meeting) MCH Lounge, Event Hall

1530-1600 Coffee Break Viewing of posters and exhibits Hall 4.1/4.1, CCB

Soapbox Stage – Hall 4.1, CCB
1530-1540 Qpercom
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 Phlak (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 (FPMSA), 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  #9F1 A plea for pessimistic doctors
Menno de Bree, University Medical Center Groningen, Netherlands

1615-1630  #9F2 Once Upon a Time: Storytelling in Medical Education
Meghan Treitz, University of Colorado / Children’s Hospital Colorado, Aurora, USA

1630-1645  #9F3 Is it time to get Serious about Play? How does Medical Improvisation Influence the Development of CanMEDS-FM Competencies in Family Medicine Residents?
Jeremy Rezmovitz, University of Toronto, Canada

1645-1700  #9F4 Neuroscience Ghost Stories: Applying supernatural and scientific perspectives to metaphorical experience
Derek Soon and Tan Chay Hoon, National University of Singapore

1700-1715  #9F5 Medical students at St Elsewhere’s
Sandra Petty, University of Melbourne, Australia

1715-1730  Discussion

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

1600-1620  #9E1 What Trainees Grapple With: A Study of Threshold Concepts on the Medicine Ward
Mark Goldsmit, Schuilch 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
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 The nationwide German licensing examinations as a benchmark for cross-institutional comparisons: How to make apples to apples comparisons possible?
Hossein Shaha, IMPP, Mainz, Germany

1600 Two Years’ Experiences of a new Swedish National Proficiency Test for Doctors of Medicine
Magnus Hubin, Umeå University, Umeå, Sweden

1545 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, IMPP, Mainz, Germany

1515 The Licensing Examination for Doctors – Use of Multilingual Format in Hong Kong
So Ching Sarah Chan, The University of Hong Kong, Hong Kong

1430 Sweat in Peace, Bleed not in War: Regular Cumulative Exams to Better Prepare Students for the Rigors of the National Medical Licensing Exam
Gerald Thrush, Western University of Health Sciences, Pomona, USA

1345 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

1300 Design and implementation of a workplace-based assessment method in Anatomical Pathology: Mini Pathological Examination Exercise (Mini-PEX)
Teo Feurerhuke, Pontificia Universidad Católica de Chile (PUC), Santiago, Chile

1215 Putting learners in control of assessment: An innovative co-design approach for work place based assessments (WBA)
Jennifer Hallam, University of Leeds, UK

1130 An evaluation analysis of 12 months of EPA assessments in Australian general practice trainees
Nyoll Valentine, ModMed, Adelaide, Australia

1045 A systematic review and meta-analysis on the educational impact of Mini-CEX and DOPS and its association with implementation
Andrea Lörwald, Universität Bern, Institut für Medizinische Lehre, Bern, Switzerland

0945 Clinical Encounter Assessment: A daily competency-based workplace-based assessment tool for anesthesiology trainees
Rebecca Dube, SickKids Hospital, Toronto, Canada

0845 From theory to practice: Operationalizing curriculum mapping in competency-based medical education
Joan Binnendyck, Western University, London, Canada

0730 Standardization of curriculum mapping
Olaf Ahlers, Charité - Universitätsmedizin Berlin, Germany

0645 Educating curriculum mapping – a medical didactic appraisal
Eva Schoenefeld, IFAS Institute of Medical Education & Students’ Affairs, Muenster, Germany

0545 Two worlds collide: finding ways in which constructive alignment and PBL can both work
Frank Bate, University of Notre Dame Australia, Fremantle, Australia

0445 Curriculum mapping to map competencies within an undergraduate dental curriculum
Ronel Maart, University of the Western Cape, Cape Town, South Africa

0345 Online knowledge maps with automated feedback in education and assessment
Veronica Costin, UNSW, Sydney, Australia

0245 The influence of simulated patients on learning success in communication based examinations
Yannic Koch, Department of Surgery, University Hospital Frankfurt, Germany

0145 Training method affects preclinical medical students' communication skills scores in OSCE
Silas Balkizov, ASMOK, Moscow, Russia

0045 Application of Standardized Patients on Interdisciplinary Palliative Care Education by Using Multimedia Teaching Materials
Shao-Yu Hou, Taipei City Hospital, Taipei, Taiwan

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<td>1600-1730</td>
<td>#9M Short Communications: Communication Skills 2</td>
<td>Anita Laidlaw, UK</td>
<td>Boston 1, Ground Floor, CCB</td>
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<tr>
<td>1600-1615</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</td>
<td>Trondheim University Hospital, Trondheim, Norway</td>
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<td>1615-1630</td>
<td>#9M2 Difficult Conversations - why we find them tricky and how to talk about what matters most</td>
<td>Heather Crusauskas</td>
<td>Eastern Victoria General Practice Training (EVCPT), Melbourne, Australia</td>
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<td>1630-1645</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>1645-1700</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>1700-1715</td>
<td>#9M5 Learning scientific vlogs and enhancing presentation skills by independent small group work</td>
<td>Katarzyna Hollanti</td>
<td>University of Helsinki, Finland</td>
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<td>1715-1730</td>
<td>#9M6 Can coping-related weblog writing encourage medical students’ communication skills in stressful situations?</td>
<td>Felix Schmitz</td>
<td>University of Bern, Switzerland</td>
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<td>1600-1730</td>
<td>#9N Short Communications: Interprofessional Education 2</td>
<td>David Carr, USA</td>
<td>Boston 2, Ground Floor, CCB</td>
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<tr>
<td>1600-1615</td>
<td>#9N1 Interprofessional day for first year students on Human Rights (HR) &amp; the Right to Health (RTH)</td>
<td>Elisabet Lönnermark</td>
<td>University of Gothenburg, Sweden</td>
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<td>1615-1630</td>
<td>#9N2 An Inter-Professional Education course on End of Life: Dilemmas and challenges</td>
<td>Adi Finkelstein</td>
<td>The Hebrew University-Hadassah School of Medicine, Jerusalem, Israel</td>
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<td>1630-1645</td>
<td>#9N3 How do students learn to collaborate interprofessionally?</td>
<td>John de Best</td>
<td>Centre of Applied Research, Faculty of Health, Amsterdam University of Applied Sciences, Amsterdam, Netherlands</td>
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<td>1645-1700</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</td>
<td>Department of Pharmacy, Taipei Medical University-Shuang Ho Hospital, Taiwan</td>
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<td>1700-1715</td>
<td>#9N5 Implement &quot; Stroke Round&quot; to improve health science students’ Interprofessional education</td>
<td>Bandit Sirilert</td>
<td>Medical Education Center Phayao Hospital, Phayao, Thailand</td>
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<td>#9N6 The Lausanne Model of Interprofessional Education and Collaborative Practice</td>
<td>David Gachoud</td>
<td>Medical Education Unit, School of Medicine, University of Lausanne, Switzerland</td>
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<td>1600-1730</td>
<td>#9O Short Communications: Management</td>
<td>Kieran McClade</td>
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<td>1600-1615</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>#9O2 Shattering the Silos of Student and Faculty Affairs: An Office of Academic Learning Environment</td>
<td>Nutan Vaidya</td>
<td>Chicago Medical school at Rosalind Franklin University, North Chicago, USA</td>
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<td>#9O3 Making Macau Medical Education</td>
<td>Christopher Cottrell</td>
<td>University of Saint Joseph, Macau</td>
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<td>#9O4 Developing a university-wide Centre for Academic Teaching: what to bring and what to gain for medical education</td>
<td>Manon Klijftmans</td>
<td>University Medical Center Utrecht, Netherlands</td>
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<td>#9O5 What counts as evidence? Insights from a qualitative study of Clinical Competence Committees</td>
<td>Sayra Cristancho</td>
<td>Western University, London, Canada</td>
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<td>#9O6 Resident evaluation and promotion: major improvement in our tracking tools</td>
<td>Mélanie Laventure</td>
<td>Université de Sherbrooke, Canada</td>
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<td>#9P Short Communications: Flipped Classroom and The Lecture</td>
<td>Eva Pyorala, Finland</td>
<td>Darwin, Ground Floor, CCB</td>
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<td>1600-1615</td>
<td>#9P1 Flipped Classrooms - Pilot study on the impact of digital technologies in the knowledge acquisition in medical students</td>
<td>Sérgio Teles</td>
<td>Faculdade de Medicina da Universidade de Lisboa, Portugal</td>
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<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</td>
<td>Tokyo Medical and Dental University, Tokyo, Japan</td>
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<td>#9P3 Students’ motivation, learning strategy and learning outcome in the flipped learning context</td>
<td>Yi-Da Sie</td>
<td>China Medical University Hospital, Taichung City, Taiwan</td>
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<td>1645-1700</td>
<td>#9P4 Introduction of case-based flipped classroom model in undergraduate orthopedic surgery: expectations, evaluation and assessment of course objectives</td>
<td>Stephanie Herbstreit</td>
<td>Medizinische Fakultät Universität Duisburg-Essen, Germany</td>
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<td>#9P5 Maintaining a Standard in Medical Students by Improving the Level of Understanding</td>
<td>Yogesh Acharya</td>
<td>Avalon University School of Medicine (AUSOM), Willemstad, Netherlands</td>
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<tr>
<td>1715-1730</td>
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<td>Kieran McGlade</td>
<td>UK</td>
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</table>
1600-1730 #Q Short Communications: The Teacher as Mentor
Chairperson/Discussant: Jim Blatt, USA
Location: Lima, Ground Floor, CCB

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

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

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

1645-1700 #Q4 The Role of Mentoring to improve the Number of Graduate of OSCE UKMPPD Examination at Faculty of Medicine Universitas Muhammadiyah Yogyakarta Indonesia
Ahmad Kiliuddin, Faculty of Medicine UNY, Yogyakarta, Indonesia

1700-1715 #Q5 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

1600-1618 #9T Conference 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), Chaoyan 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 Conference Workshop: What DON’T we find? Exploring absences in medical education research
Cynthia R Whitehead, Elise Paradis, Zac Felichenfeld, Ayelet Kuper
Location: Helvetia 4, 1st Floor, Swissotel

1600-1730 #9V Conference Workshop: Longitudinal datasets in medical education: delivering evidence-based policy through tracking the educational continuum
Katie Petty-Sapron (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

1600-1800 #9W Course: RESME Course (RESME Course participants only)
Location: Helvetia 7, 1st Floor, Swissotel

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

1600-1730 #9Y Conference 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), Olawunmi Sorinola (University of Warwick, UK), Carmen Fuentebalba (Long Island University, Long Island, USA), Jonathan Rial (Health Education England (Wessex), UK)
Location: Samarkand, 3rd Floor, CCB

1600-1730 #9Z Conference Workshop: Educational Continuum
Gleb Fedorov, National Research University Higher School of Economics, Moscow, Russia
Location: London, 2nd Floor, CCB

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

1600-1730 #9B Conference Workshop: Systematic capturing of professionalism lapses: the possible, the practical, and the preventable
Viktoria Joyner, Susannah Brockbank (University of Liverpool, UK)
Location: Guangzhou, 2nd Floor, CCB
1600-1730  #9AA Conference 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

1600-1730  #9BB Conference 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

1600-1730  #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 Ikuzaka 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, Siriraj Medical School, 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

1600-1730  #9CC9 The Exploration of the Patient’s Agenda by Medical Students in the Emergency Department (TEAM-ED)
Jiun 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

1600-1730  #9DD Posters: Career
Chairperson: Alistair Thomson, UK
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, ICU/S3B’s, PT Government Associate Laboratory, Braga, Portugal

#9DD2 Positive correlations between the subspecialities 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
Abdulatif Barkouni, Aljasal 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
#9DD9 To what extent can medical students predict what they'll specialize in?
Asa Langen Westlie, UIT the Arctic University of Norway, Tromsø, Norway

#9DD10 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

#9DD11 The point of departure: career goals of final year medical students in Sudan
Elkahir Abdelrahim, University of Khartoum, Sudan

#9DD12 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

#9DD13 Home or Away? A survey of career intentions among Foundation Year 1 (FY1) doctors in the UK
Tim Thorne, UK

#9DD14 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

#9DD15 The Impact of Medical Careers Fairs on the Career Aspirations of Medical Students
Hassaan Waqar, Heart of England NHS Trust, Birmingham UK

1600-1730 #9EE: Posters: Diversity
Chairperson: Petra Verdonk, Netherlands
Location: Hall 4.1, CCB

#9EE1 Are there common aspects in the perceptions of diversity and educational inclusion in medical students?
Olga Matus-Betancourt, University of Concepcion, Chile

#9EE2 A qualitative study on embedding gender awareness into General Education Courses for medical students
Kuan-yeh Wu, College of Medicine, Kaohsiung Medical University, Kaohsiung, Taiwan

#9EE3 Current trends, future scenarios and implications for women's participation in post graduate medical education in Iran
Shima Tabatabai, Shahid Beheshti University of Medical Science, Tehran, Iran

#9EE4 Women medical residents' perception of Quality of Life during training in Internal Medicine: a qualitative and quantitative analysis
Renata Kobayasi, School of Medicine of University of Sao Paulo, Brazil

#9EE5 Human rights issues and undergraduate health courses curricula
María Paula Panuncio-Pinto, Ribeirão Preto Medical School - University of São Paulo, Ribeirão Preto, Brazil

#9EE6 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

#9EE7 Every pregnant mother is a cultural story: The effect of narrative teaching method on Culturally Sensitive Care of midwifery students
Hoda Ahmari Tehran, Medical Education, Tehran University of Medical Sciences, Tehran, Iran

#9EE8 Enhancing cultural competence in healthcare professions: A case study of a multicultural college in Israel
Lipaz Shamoaa-Nir, Zefat Academic College, Safed, Israel

#9EE9 A survey of cases in emergency rooms to create educational scenarios for cultural competency training
Buri Ashida, The Jikei University School of Medicine, Tokyo, Japan

#9EE10 The development of intercultural competence in international university environment
Gargó Csaba, University of Pécs Medical School, Pécs, Hungary

#9EE11 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

#9EE12 What medical students' perceptions of Early Clinical Exposure experiences tell us about the cross-cultural care and diversity issues in medical education - a mixed method study
Peih-ying Lu, Kaohsiung Medical University, College of Medicine, Kaohsiung, Taiwan

#9EE13 An institutional ethnography into how clinicians learn transgender health advocacy and systems-based practice
Kinnon R. Mackinnon, University of Toronto, Canada

#9EE14 LGBTQ medical curriculum in Central Asia: experience of Nazarbayev University School of Medicine in Kazakhstan
Alessandra Clementi, Nazarbayev University, Astana, Kazakhstan

#9EE15 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

#9EE16 Increasing diversity in medical school admissions: Results from an Innovative MCAT Support Program
Ike Okafor, University of Toronto Faculty of Medicine, Toronto, Canada

1600-1730 #9FF Posters: Research and Evidence Based Medicine
Chairperson: Mathieu Albert, Canada
Location: Hall 4.1, CCB

#9FF1 Preparing students for research projects: Exploring the gap between expectations and experienced learning during research projects
Riitta Möller, Karolinska Institutet, Stockholm, Sweden

#9FF2 Facilitators and barriers of extra-curriculum research among medical students in Thailand: the student perspective
Phunlerd Piyaraj, Phramongkutklao College of Medicine, Bangkok, Thailand
#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
Jia-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
Witthita Jangiam, Vachira Phuket Hospital, Phuket, Thailand
#9HH8 Associations between Continuing Medical Education (CME) Teaching Methods and Participant Reflection on Content Adjusted for Learning Style
Charles Collins, Mayo Clinic, Rochester, MN, USA

#9HH9 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

#9HH10 Towards National Needs Assessment – Perceived CPD Needs of Qatar Healthcare Practitioners
Samar Aboulsoud, Qatar Council for Healthcare Practitioners, Ministry of Public Health, Doha, Qatar

#9HH11 Moving beyond traditional medical education: Building capacity among healthcare professionals in nutrition
Sohaila Cheema, Weill Cornell Medicine-Qatar, Doha, Qatar

#9HH12 Assessing Educational Need: A Multiprofessional Approach
Gayle Appleby, Evelina London Children’s Hospital, London, UK

#9HH13 Understanding the brokering role of clinician-scientists: a realistic review
Margot Barry, HAN University of Applied Sciences, Nijmegen, Netherlands

#9HH14 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, Cha- yi Branch, Cha-yi, Taiwan

#9HH15 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 Humanism, São Paulo, Brazil

#9II4 Let Participants Be the Master of the Class: Using Corporate Training Skills in Continuing Professional Development

1600-1730
#9II Posters: Teacher Evaluation
Chairperson: Lynne Alley, UK
Location: Hall 4.u, CCB

#9II5 Teaching skills in medical school
Mario Secchi, Instituto Universitario Italiano de Rosario, Argentina

#9II6 Leadership matters? The evaluation system of educational program directors in Taiwan
Chi-Wei Lin, I-Shou University / E-Da Hospital, Kaohsiung, Taiwan

#9II7 Objective Structured Teaching Examination – as a feedback tool
Mohammad Nazir, Leighton Hospital, Crewe, UK

#9II8 Dilemma and changes: exploration of the factors of students’ feedback provision to teachers
Liang-Shiou Ou, Chang Gung Memorial Hospital, Taoyuan, Taiwan

#9II9 Does the tutor matter? The relationship between students’ satisfaction from their tutor and their overall satisfaction from the clinical rotation
Nomy Dickman and Lea Even, Bar-Ilan University, the Azrieli Faculty of Medicine, Haifa, Israel

#9II10 Exemplary allied health educators: Perspectives and Insights
Charmaine Krishnasamy, National Healthcare Group, Singapore

1600-1730
#9GG Posters: Continuing Professional Development 2
Chairperson: TJ Jirasevijinda, USA
Location: Hall 4.u, CCB

#9GG1 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

#9GG2 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

#9GG3 Evaluation of Impact of Patients’ Feedback on Allied Health Students
Naomi Wong, National University Hospital, Singapore

#9GG4 Clinical teachers’ perceptions of informed consent inquiry in patient care involving medical students
Eva-Maija Nieminen, University of Helsinki, Faculty of Medicine, Clinicum, Department of Medicine, Helsinki, Finland

#9GG5 3D3P: Digital Do’s and Don’ts, Potency and Pitfalls of the Patient portal
Charlotte Eijkelboom, Department of Paediatrics, University Medical Center Utrecht, Netherlands

#9GG6 Professional Education Techniques on Nurses’ Perception of Continuing Education for health and social care staff that leads to patient benefit
Naomi Wong, National University Hospital, Singapore

#9GG7 Evaluation of an Online Education Resource on Radiation Therapy Created for Post-Prostatectomy Prostate Cancer Patients and their Caregivers
Ewa Szumacher, University of Toronto, Canada

#9GG8 Clinical teachers’ perceptions of informed consent inquiry in patient care involving medical students
Eva-Maija Nieminen, University of Helsinki, Faculty of Medicine, Clinicum, Department of Medicine, Helsinki, Finland

#9GG9 Moving beyond traditional medical education: Building capacity among healthcare professionals in nutrition
Sohaila Cheema, Weill Cornell Medicine-Qatar, Doha, Qatar

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#9GG16 Associations between Continuing Medical Education (CME) Teaching Methods and Participant Reflection on Content Adjusted for Learning Style
Charles Collins, Mayo Clinic, Rochester, MN, USA

#9GG17 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

1600-1730
#9GG Posters: Continuing Professional Development 2
Chairperson: TJ Jirasevijinda, USA
Location: Hall 4.u, CCB

#9HH Posters: Continuing Professional Development 2
Chairperson: TJ Jirasevijinda, USA
Location: Hall 4.u, CCB

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Charmaine Krishnasamy, National Healthcare Group, Singapore
#9J7 What makes a good medical teacher? Perspective of Polish medical students
Dawid Bugara, Student's Scientific Group of Teaching and Examining Methodology Jagiellonian University Medical College, Cracow, Poland

#9J8 Do Postgraduate Trainees Learn from Peer Feedback on Video Consultations and can they Facilitate Sessions for Themselves? Rachel Phillips, GP Unit, NHS Education Scotland (NES), Edinburgh, UK

#9J9 Teachers’ Academy: Five years of teachers’ reward system - lessons learned? Liisa M Peltonen, University of Helsinki, Faculty of Medicine, Medicum, Helsinki, Finland

#9J10 Perceptions of Characteristics of Effective Clinical Teachers among Medical Students and Residents in an Asian Healthcare Setting Shirley Ooi, National University Health System, Singapore

#9J11 A stepwise evaluation strategy to improve teaching skills for young faculty in a teaching hospital Cheng-Yi Chao, Pharmacist, Taipei, Taiwan

#9J12 Design and Validation of an Instrument to Evaluate Clinical Training in Health Careers Nancy Navarro, Universidad de la Frontera, Temuco, Chile

#9J13 Effect of Matching Communication Styles on Educators’ Effectiveness and Overall Training Experience Wee Kee Hew, National University Hospital, Singapore

#9J14 Harmonising Recognition: A Medical Trainer Agreement for Wales Caroline Groves, Wales Deenery, Cardiff University, Cardiff, UK

#9J15 Using OSTE and OSCE to Evaluate Respiratory therapists as Clinical Teachers: Differences in Clinical Teaching Skills and Professional Technologies ability Su-Ling Chen, Mackay Memorial Hospital, New Taipei City, Taiwan

#9J16 Prevalence of observed characteristics of positive doctor role models in general internal medicine: a cross-sectional study with resident physicians Simone Krähenmann-Müller, Department of Internal Medicine, Kantonsspital St. Gallen, Switzerland

#9J17 Prototyping: Rapid PDSA Cycles for Accreditation System Reform Sarah Taber, Royal College of Physicians and Surgeons of Canada, Ottawa, Canada

1600-1730

#9JJ Posts: Student Stress and Burnout Chairperson: John Cookson, UK
Location: Hall 4, u, CCB

#9JJ1 A Factorial Validation and Psychometric Properties of the Thai Version of the Maslach Burnout Inventory - Student Survey among Thai medical students Sutida Sumrithre, Faculty of Medicine Ramathibodi Hospital, Mahidol University, Bangkok, Thailand

#9JJ2 The Prevalence and Associated Factors of Burnout in Thai Medical Students Somporn Wangruangsathit, Buddhachimnarat Medical Center, Phitsanulok, Thailand

#9JJ3 Burnout in clinical years medical students and its relation to the body and brain Napattamon Manarat, Roi Et Hospital Medical Center, Roi Et, Thailand

#9JJ4 Well-being and educational environment in initial clinical training in medicine. Perception of students from 11 Chilean medical schools Denisse Zuniga, Pontificia Universidad Católica de Chile, Santiago, Chile

#9JJ5 Dispositional Mindfulness - a protective factor for burnout in undergraduate medical students? Marcela Bitran, Escuela de Medicina, Pontificia Universidad Católica de Chile, Santiago, Chile

#9JJ6 Stress management for medical students: Scientific knowledge converts into practical tools through interaction and reflection Saara Repo, University of Helsinki, Center for University Teaching and Learning, Helsinki, Finland

#9JJ7 Applicability and Validation of the Reaction to Test Scale (RTT) in a sample of Portuguese medical students José Miguel Pégo, ICVS/3B’s, School of Medicine, University of Minho, Braga, Portugal

#9JJ8 The relationship between anxiety and clinical performance among Chinese medical students: a cross-sectional study Bo Qu, Institute for International Health Professions Education and Research, China Medical University, Shenyang, People’s Republic of China

#9JJ9 The voice of medical students to establish the meditation course at Maharaj medical education centre Naphatsaphon Chumwong, Maharaj Medical Education Centre(MEC), Nakhon Si Thammarat, Thailand

#9JJ10 Does a gap year work against stress? A cross-sectional study of Finnish medical faculties in 2016 Pitu Parmanne, Finnish Medical Association, Helsinki, Finland

#9JJ11 Disillusionment in medical education: An exploratory study Victor Loh, National University of Singapore (NUSMed), Singapore

#9JJ12 WITHDRAWN

#9JJ13 Long-term peripheral placements, social isolation, and mental health. What does this mean for medical students? Ansob Fazili, Kings College London, London, UK

#9JJ14 The Mediation of Medical Student Trait-Affect and Resilience with Trait-Emotional Intelligence Robert Treat, Medical College of Wisconsin, Milwaukee, USA

#9JJ15 The comparison of stress level among students in engagement of surgery and non surgery clinical rotation Melky Fredianto, Universitas Muhammadiyah Yogyakarta, Indonesia
#9KK1 Posters: Curriculum Evaluation: Case Studies
Chairperson: Peter McCrorie, UK
Location: Hall 4, CCB

#9KK2 Developing a Continuous UGME Curriculum Quality Review Process
Roona Sinha, University of Saskatchewan, Saskatoon, Canada

#9KK3 Inadequacies of musculoskeletal medicine curriculum for undergraduate medical students: an institutional and regional study
Germano Emilio Conceicao Souza, Anhembi Morumbi University-Laureate International Universities, Sao Paulo, Brazil

#9KK4 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?
Jasna Vuk, University of Arkansas for Medical Sciences, Little Rock, USA

#9KK5 The clinical skills confidence: reflection from the first year of practice
Rossukon Khotcharrat, Faculty of Medicine, Naresuan University, Phitsanulok, Thailand

#9KK6 The confidence of medical interns to perform basic medical procedures based on criteria of The Medical Council of Thailand
Jantira Hongrapipat, Surin Hospital, Surin, Thailand

#9KK7 Undergraduate medical curriculum in the University of Tartu: strengths and weaknesses of the curriculum and factors affecting changing the curriculum according to university teachers
Marge Vaijkjärv, University of Tartu, Estonia

#9KK8 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?
Roungtiva Muenpa, The Collaborative Project to Increase Production of Rural Doctor, Bangkok, Thailand

#9KK9 The teacher’s role in classroom teaching – A qualitative research on the opinion of Taiwanese medical students
Chia-Yih Liu, Department of Psychiatry, Chang Gung Medical Center and Chang Gung University School of Medicine, Tao-Yuan, Taiwan

#9KK10 Medical Education in Georgia: Crossroads of East and West
Natalia Tsereteli, New Vision University, Tbilisi, Georgia

#9KK11 Curriculum evaluation: Case study of Anesthesia Internship, Faculty of Medicine, Universidad de los Andes, Bogotá, Colombia
Elena Trujillo, Universidad de los Andes, Bogotá, Colombia

#9KK12 Strengths and Challenges of Implementing an EMI Medical Program in China: Developing Remedial Strategies for an “Alien” Curriculum
Changmin Lin, Shantou University Medical College, Shantou City, People’s Republic of China

#9KK13 Perceptions of Emergency Medicine: from getting in the way to getting on the way
Alexander Grant, Weston Area Health Trust, Weston-super-mare, UK

#9KK14 How to efficiently close the gap between expected and actual performance during assembly of mechanical chest compression device (LUCAS)?
Jiann Ruey Ong, Taipei Medical University Shuang Ho Hospital, New Taipei City, Taiwan

#9KK15 Assessment of Knowledge Regarding Sexually Transmitted Diseases Among Students in a University in Riyadh, Saudi Arabia
Maya Soufan, Alfaisal University Medical College, Riyadh, Saudi Arabia

#9KK16 The relationship of clinical performance and program satisfaction - is it independent or interactive? Experience from the clerkship program of international medical students
Ru-Yi Huang, E-Da Hospital, Kaohsiung, Taiwan

#9KK17 Comparison of the results of the graduation surveys of Yeditepe University Faculty of Medicine between the years 2013-2017: What has changed regarding the self-perceived competency level of medical graduates on program outcomes?
Güldal İzbrak, Yeditepe University, Faculty of Medicine, Istanbul, Turkey

AMEE Group Meetings
1400-1730 BEME Board Meeting (closed meeting) MCH Lounge, Event Hall
1745-1945 AMEE Faculty Development Committee (closed meeting) Basílik, Ground Floor, Swissotel
1745-1845 Medical Teacher 40th Anniversary Reception (invite only) 3rd Floor Foyer, CCB

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 4.4/4.1, 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

#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 Hothersall (University of Dundee, UK), Kathy Kendall (University of Southampton, UK), Hiroshi Nishigori (Kyoto University, Japan), Madalena Patricio (University of Lisbon, Portugal)
Location: Event Hall

#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 CIN, Nancy, France), Christoph Berendonk (Institute of Medical Education, Bern, Switzerland)
Location: Event Hall

#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

#10D Symposium: Social Realities Impacting Medical Education - XVI Iberoamerican Session
Alberto Dougnac (ASOFAMECH, Chile), Milagros Garcia Barbero (SEDEM, Spain), Julio Cesar Gomez (AMFEM, Mexico), Geneviève Moineau (AFMC, Canada), Debora Silva (AAMC, Puerto Rico), Pablo Pulido (PAFAMS - IAI, Venezuela), Ricardo Leon Borquez (PAFAMS, México)
Location: Event Hall

#10E Research Papers: Discourse and Theory
Chairperson: Cynthia Whitehead, Canada
Assessor:
Location: Event Hall

#10E1 A critical discourse analysis of accreditation standards in pharmacy and nursing education programs
Leigh Chapman, The Wilson Centre, Toronto, Canada

#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
0845-0900 #10G5 Crowd-sourcing for assessment items to support adaptive learning  
Mark Raymond

0945-1000 #10G6 Best practices in student-led instruction  
Jeff Seegmiller, University of Idaho WWAMI Medical Education, Moscow, ID, USA

1000-1015 Discussion

0830-1015 #10H Short Communications: Continuing Professional Development: Revalidation and Assessment of Doctors in Practice  
Chairperson: Hamed Khan, UK  
Location: Cairo 1, Ground Floor, CCB

0830-0845 #10H1 UK Fitness to Practise inquiries: Which types of doctors are under investigation and why?  
Pippa Watson, Manchester Medical School, UK

0900-0915 #10H3 Box ticking and Olympic High Jumping – How do Physicians accept their national Physician Validation System?  
Carolin Sehnbach, Maastricht University, Maastricht, Netherlands

0915-0930 #10H4 CPD Accreditation Surveyor Training: The Qatar Experience  
Aysha Hussain, Qatar Council for Healthcare Practitioners, Ministry of Public Health, Doha, Qatar

0930-0945 #10H5 Care Under Pressure: a realist review of interventions to tackle doctors’ mental ill-health  
Karen Mattick, University of Exeter, UK

0945-1000 #10H6 Do I know how my CPD might change practice? Development of a tool to code the behaviour change techniques in training courses  
Jo Hart, University of Manchester, UK

1000-1015 No Discussion

0830-1015 #10I Short Communications: Professionalism  
Chairperson: Elisabeth Van Gessel, Switzerland  
Location: Rio 2nd Floor, CCB

0830-0845 #10I1 What Can We Learn from the Analysis of Top-cited Articles in Medical Professionalism?  
Samy Azer, King Saud University, College of Medicine, Riyadh, Saudi Arabia

0845-0900 #10I2 Talking about professionalism, do we have the words? A qualitative study to explore internal medicine residents’ and attending physicians’ understanding of professionalism  
Marco Mancinetti, University and Hospital of Fribourg, Switzerland

0900-0915 #10I3 Sri Lankan and Taiwanese Students’ Professionalism Dilemmas: Understanding Gender and Power imbalances through Narratives  
Lynn Monrouxe, Chang Gung Memorial Hospital, Linkou, Taiwan

0915-0930 #10I4 The struggle for professionalization – students’ experiences of emotionally challenging situations during medical school  
Annaluena Lön, CLINTEC, Karolinska Institutet, Stockholm, Sweden
0845-0945 #10J5 Transitions in Medical Education: Final Year Medical Student to First Year Family Medicine Resident - A Qualitative Study Britte Luslo, Western University, London, Canada

0915-0930 #10K4 Supporting doctors when it counts: presenting a framework of doctors’ transitions into practice Lisa 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 Alameeni, 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

0830-1015 #10L Short Communications: Simulation Chairperson: Zarim Balkizov, Russia Location: Shanghai 3, Ground Floor, CCB

0830-0845 #10L1 Ward round simulation in final year medical students: Does it promote students’ learning? Claudia Behrens, Universidad Católica del Norte, Coquimbo, Chile

0845-0900 #10L2 Teaching procedural skills in simulation environment as a route to improve patients’ safety Katarzyna Naylor, Department of Didactics and Medical Education, Medical University of Lublin, Poland

0900-0915 #10L3 The power of simulation: a narrative analysis of learners’ experiences Margaret Bearman, Deakin University, Melbourne, Australia

0915-0930 #10L4 A Randomised Control Trial of simulation-based education for mechanical cardiopulmonary resuscitation training Andrew Coggin, NSW Health, Sydney, Australia

0930-0945 #10L5 A Randomised Control Trial of simulation-based education for mechanical cardiopulmonary resuscitation training Tsuen-Chiu Tsai, Kaohsiung Medical University Hospital, Kaohsiung Medical University, Kaohsiung City, Taiwan

0945-1000 #10L6 Hardened tendencies: Persistence of initial appraisals following simulation-based stress training Vicki R LeBlanc, DIME - University of Ottawa, Canada

1000-1015 #10L7 Simulation-based mastery learning improves totally implantable venous-access port care skills of interns Young-Min Kim, The Catholic University of Korea Seoul St. Mary's Hospital and START Center for Medical Simulation, Seoul, South Korea

0830-1015 #10M Short Communications: The Clinical Teacher Chairperson: Maria Rosa Fenoll-Brunet, Spain Discussant: Jennene Greenhill, Australia Location: Boston 1, Ground Floor, CCB
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<td>Nicolas Fernandez, Université de Montréal, Canada</td>
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<td><strong>#10M2 Valuing Clinical Teachers: Understanding Perspectives of Clinical Faculty at the University of Toronto</strong></td>
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<td><strong>#10M5 Developing a program for promotion of role modeling in clinical educators</strong></td>
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<td>Elae Mohammadi, Tehran University of Medical Sciences, Tehran, Iran</td>
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<td><strong>#10M6 Identifying professional development needs for clinical teachers</strong></td>
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<td>Marieke de Visser, Radboud University Medical Center, Nijmegen, Netherlands</td>
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<td>Yen-Yuan Chen, Graduate Institute of Medical Education &amp; Bioethics, National Taiwan University College of Medicine, Taiwan</td>
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<td><strong>#10N3 Assessing how cultural values impact responding on a Situational Judgment Test</strong></td>
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<td>Charlotte Flaxman, Work Psychology Group, Derby, UK</td>
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<td>Juliana Tze-Wah Kao, School of Medicine, Fu Jen Catholic University, New Taipei City, Taiwan</td>
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<tr>
<td><strong>#10N5 The ups and downs of using situational judgment tests for admission to medical school</strong></td>
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<td>Anja Schwibbe, University Medical Center Hamburg-Eppendorf, Hamburg, Germany</td>
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<td><strong>#10N6 Influence of Language &amp; Culture on International Medical Graduates’ performance on Situational Judgment Tests</strong></td>
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<td><strong>#10N7 Graduate-Entry Medicine: Good for Widening Participation?</strong></td>
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<td>Emily Rósín Reid, University of Warwick, Coventry, UK</td>
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<td><strong>#10O1 A quantitative analysis of use of mobile devices for learning by students at St George’s from 2010 till present</strong></td>
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**Wednesday 29 August**

**Congress Center Basel**

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<td><strong>#10O2 Use of Group Learning, Scenarios and Reflective Writing to Enhance Undergraduate Medical Students’ Understanding of the Professional Implications of Social Media</strong></td>
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<td>Isobel Braimian, University of Manchester Medical School, Manchester, UK</td>
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<td>David Topps, University of Calgary, Canada</td>
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<td>Nathaniel Quail, University of Glasgow, UK</td>
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<td><strong>#10O5 Evaluation of virtual case simulations considering the extraneous cognitive load and emotions of medical students</strong></td>
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<td>Valentina Jung, Institut für Didaktik und Ausbildungsforschung in der Medizin am Klinikum der Ludwig Maximilians-Universität München, Germany</td>
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<td><strong>#10O6 Current status and future directions of e-Learning in medical education: 10 years of experience from South Korea</strong></td>
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<td>Kyong-Jee Kim, Dongguk University School of Medicine, Goyang, South Korea</td>
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<td><strong>#10O7 TeachMePaediatrics: A New Socially Constructed Education Resource</strong></td>
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<td>Adam Bonfield, University of Leicester, UK</td>
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<td><strong>#10P1 Developing health professional education faculty in the Pacific</strong></td>
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<td>Louise Young, College of Medicine and Dentistry, James Cook University, Townsville, Australia</td>
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<td><strong>#10P2 The teaching the teachers course &quot;Art of Medical Education&quot;: Project work - a new assessment method</strong></td>
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<td>Vladinka Vrcic Keglevic, Croatian Association for Medical Education: Project work - a new assessment method</td>
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<td><strong>#10P3 Designing and Performing Personal Development Plan (PDP): A Practical Guide for Faculty Members’ Educational Activities</strong></td>
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<td>Ided Dadgaran, Medical Education Research Center, Education Development Center, Gulian University of Medical Sciences, Rasht, Iran</td>
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<td><strong>#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</strong></td>
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<td>Regina Ndaki, Ifakara Health Institute (IHI), Ifakara, Tanzania</td>
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#10Q1 Theories of teaching and learning and teaching methods used in postgraduate education in the health sciences: a scoping review
Patricia Mcinerney, University of the Witwatersrand, Johannesburg, South Africa

#10Q2 Organization of Postgraduate Medical Education (PGME) in different countries of Europe and America. The PGME-AMEE Study 2017
Jesús Morán-Barrios, Spanish Society for Postgraduate Medical Education, Bilbao, Spain

#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

#10Q4 Time-Variable Medical Education, More Time Efficient, Higher Costs
Fedde Scheele, Maastricht University, Maastricht, Netherlands

#10Q5 Assessing non-technical skills in Emergency Medicine training: A reliable tool launched nationally
Will Townend, Emergency Department, Hull, UK

#10Q6 The bigger picture of direct observation in residency: general practice supervisors’ views
Chris Rietmeijer, VU university medical center, Amsterdam, Netherlands

#10R Round Table: Student Stress and Burnout
Chairperson: Aviad Haramati, USA
Location: Hong Kong, 2nd Floor, CCB

#10R1 Higher prevalence of psychiatric ill-health amongst medical students in Sweden: A survey-based study
Luwam Zewenghiel, Swedish Medical Association for Students, Stockholm, Sweden

#10R2 Academic self-perception perceived as more important factor than academic performance for symptoms of mental health disorders
Hayedé Parra Acosta, Mexico

#10R3 Anxiety and the different coping methods of medical students
Ayla Barakat, Alfaisal University, Riyadh, Saudi Arabia

#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

#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

#10R6 A Week for Well-being
Zoe Boulot, Faculté de Médecine Lyon-Est, Lyon, France

#10S Conference 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

#10T Conference Workshop: Meeting the Challenges for Faculty in Global Surgical Education
Wa'el S Taha (King Abdulaziz Medical City, Al-Madina, Saudi Arabia), Miriam Uhman (AO Foundation - AO Education Institute, Switzerland)
Location: Helvetia 3, 1st Floor, Swissotel

#10U Workshop: "Of Course I can Teach..." - Using Entrustable Professional Activities to develop and assess surgical educators
Craig McLhenny (Faculty of Surgical Trainers, Royal College of Surgeons of Edinburgh, UK), Jennifer Cleland (Aberdeen University, Aberdeen, UK)
Location: Helvetia 4, 1st Floor, Swissotel

#10V Conference 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), Sawmth Rang (Memorial University, Newfoundland, Canada), Trudie Roberts (University of Leeds, UK)
Location: Helvetia 5, 1st Floor, Swissotel

#10W Conference Workshop: Managing & Supporting the Educator in Trouble
Linda Hacking (NACT, UK)
Location: Helvetia 7, 1st Floor, Swissotel

#10X Conference 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)
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<td>Kelly I. Dore (McMaster University, Hamilton ON, Canada), Lyndal Parker-Newlyn (University of Wollongong, NSW, Australia)</td>
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<th>#010 Conference Workshop: Medical Student Mistreatment - A Multi-Specialty Perspective</th>
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<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>
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<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>
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<td>Helen Goodyear (Health Education England (West Midlands), Birmingham, UK), Taruna Bindal (Worcestershire Acute Hospitals NHS Trust, Worcester, UK)</td>
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<th>#01CC Eposters: Curriculum and Faculty Development - identifying &amp; meeting educational needs</th>
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<th>#01C5 Implementing competency-based medical education in internal medicine residency training program</th>
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<td>Joost Frenkel, Division of Pediatrics, University Medical Center Utrecht, Utrecht, Netherlands</td>
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<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>
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<td>Bonnie Islam, University of Alberta, Canada</td>
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<th>#01C14 360º Feedback: Developing an assessment and faculty development culture in Venezuela</th>
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<td>Tatiana Giusti, Universidad Central de Venezuela, Caracas, Venezuela</td>
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<td>Pinita Limpawattana, Khon Kaen University, Khon Kaen, Thailand</td>
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<td></td>
<td>Susan Izatt, Duke University Medical Center, Durham NC, USA</td>
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<tr>
<th>0830-1015</th>
<th>#01CC8 Developing Communication Skills in Pediatrics</th>
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<td>Oana Marginean, University of Medicine and Pharmacy Tirgu Mures, Tirgu Mures, Romania</td>
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<th>0830-1015</th>
<th>#01CC9 Evaluation of Perceptions of Hand-off Communication Among Internal Medicine Residents</th>
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<td>Rhea Chatterjea, National University Hospital, Singapore</td>
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<th>0830-1015</th>
<th>#01CC10 Communication during family centered ward rounds: an educational needs assessment</th>
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<td>Joost Frenkel, Division of Pediatrics, University Medical Center Utrecht, Utrecht, Netherlands</td>
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<th>0830-1015</th>
<th>#01CC11 Continuing Professional Development as an institution for Public Health protection: indicating unmet needs</th>
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<td>Eleon Politi, Harokopio University of Athens, Greece</td>
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<th>0830-1015</th>
<th>#01CC12 Patient safety in nursing pre-registration education: cross-national survey in 27 European countries. Let’s look for good practices</th>
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<tr>
<td></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>
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<th>0830-1015</th>
<th>#01CC13 Missing in action: teaching triage of outpatient referrals</th>
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<td>Bonnie Islam, University of Alberta, Canada</td>
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<th>0830-1015</th>
<th>#01CC14 360º Feedback: Developing an assessment and faculty development culture in Venezuela</th>
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<td>Tatiana Giusti, Universidad Central de Venezuela, Caracas, Venezuela</td>
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<tr>
<th>0830-1015</th>
<th>#01CC15 Validation of the Questionnaire MEDUC-PG-14 to Evaluate Teaching Performance in Medical Residency Programs</th>
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<td>Ana Olascoaga, Universidad Peruana Cayetano Heredia, Lima, Peru</td>
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<tr>
<th>0830-1015</th>
<th>#01CC16 Medical students’ attitudes toward a Good Death in North Eastern part of Thailand</th>
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<td>Pinita Limpawattana, Khon Kaen University, Khon Kaen, Thailand</td>
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<tr>
<th>0830-1015</th>
<th>#02DD Posters: Postgraduate Training: Early years</th>
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<tr>
<td></td>
<td>Chairperson: Jennifer Simpson, Medical Education Directorate, NHS Lothian, Edinburgh, UK</td>
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<td>Location: Hall 4.1, CCB</td>
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<tr>
<td>#10DD2</td>
<td>How should we be preparing students for out of hours work as junior doctors?</td>
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<td>#10DD3</td>
<td>Senior House Officer (SHO) Satisfaction with the Taranaki Base Hospital (TBN) Emergency Medicine education program from 2011-2017</td>
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<td>#10DD4</td>
<td>Perception of histopathology amongst junior doctors</td>
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<td>#10DD5</td>
<td>Belief Vs. Reality: A discourse analysis of “Junior Doctors: your life in their hands”</td>
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<td>#10DD6</td>
<td>Perceptions of a night float system for post-graduate year one junior doctors (interns) in an Internal Medicine program – an Asian perspective</td>
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<td>#10DD7</td>
<td>A Survey-Based Investigation on the Research Activity and Incentives for Increasing Research Activity Among Junior Physicians at the Sahlgrenska University Hospital</td>
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<td>#10DD8</td>
<td>An Annual Urology Tutorial for Junior Doctors: Results of UK Based Multi-Centre Study</td>
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<td>#10DD9</td>
<td>Do foundation year doctors perceive large group teaching as an effective method of learning for their stage in training?</td>
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<td>#10DD10</td>
<td>Diversity of Education in Foundation Year 2 Teaching</td>
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<td>#10DD11</td>
<td>How the youngest doctors perceive a national formal advisory program: A SWOT-analysis</td>
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<td>#10DD12</td>
<td>The Model for Improvement is a useful tool for junior doctors when implementing sustainably educational initiatives in the clinical setting</td>
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<td>#10DD13</td>
<td>Factors that affect junior doctor attendances during teaching sessions</td>
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<td>#10DD14</td>
<td>Engineering the Educational Experience (E3): Creating a Genuine Clinical Experience for Trainee Learning and Assessment</td>
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<td>#10DD15</td>
<td>Participation in question-writing revision sessions for medical students supports continued professional development for postgraduate medical trainees</td>
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<tr>
<td>#10DD16</td>
<td>Understanding role modelling in Palliative Medicine: A Thematic Review of Role Modelling in Postgraduate Internal Medicine between 2000-2015</td>
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<td>#10DD17</td>
<td>Evaluate the teamwork in Taiwanese junior healthcare practitioners - a pilot study</td>
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<tr>
<td>#10DD18</td>
<td>Implementation of KPI to stimulate the quality of practical training at the level of internship and residency</td>
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0830-1015

| #10EE1 | Posters: Teaching and Learning Approaches | Chairperson: Rick Varl, USA |
| #10EE2 | 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 |
| #10EE3 | Study guide encouraging medical students to achieve learning objectives | Sudarat Wijitsetthakul, Medical Education Center, Ratchaburi Hospital, Rachaburi, Thailand |
| #10EE4 | 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 |
| #10EE5 | Intolerance to uncertainty after an educational intervention: A pre-post study in medical students | Melchor Sánchez-Mendiola, UNAM Faculty of Medicine, Mexico City, Mexico |
| #10EE6 | 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 |
| #10EE7 | Which learning method can prolong the retention of knowledge in medical students? | Piyarat Rojsanga, Udonthani Medical Education Center, Udonthani, Thailand |
| #10EE8 | An Application of Three Educational Models to Develop a Focused Cardiac Ultrasound Educational Program | M. Hossein Tcharmtchi, Baylor College of Medicine, Houston, USA |
| #10EE9 | Core Mechanics for Learning are not Enough: Designing with Engagement in Mind | Remi Wolf, AIM Laboratory, Stanford University School of Medicine, Stanford, USA |
| #10EE10 | 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 |
| #10EE11 | How are medical students actually thinking of questioning in teaching class? | Narongwit Nakowan, Hatyai Medical Education Center, Songkhla, Thailand |
| #10EE12 | 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 |
#10EE12 Dynamics of students’ learning approaches throughout medical training: relationships with students’ personal characteristics
Anne Baroffio, University of Geneva Faculty of Medicine, Geneva, Switzerland

#10EE13 Learner Traits and Voluntary Attendance in Pre-Clinical Medical Courses
Megan Derazin, University of Central Florida College of Medicine, Orlando, USA

#10EE14 Medical Students’ familiarity with learning processes and their effect on academic performance
Abeer Alalwan, Alfaisal University, Riyadh, Saudi Arabia

#10EE15 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

#10EE16 Enhancing Teacher Education to Promote Academic Activities through the Adoption of Active Methodologies and the Use of English as an Additional Language
Ana Luisa Freitas, Federal University of Health Sciences of Porto Alegre, Brazil

#10EE17 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

#10EE18 Reliability of English medical article translation among fourth and fifth year medical students
Sucheera Amornmahaphun, Roi et Hospital Medical Education Center, Roiet, Thailand

#10EE19 Additional activities in medical hidden curriculum - Polish multi-centre study
Sebastian Janiec, Student’s Scientific Group of Teaching and Examining Methodology JUMC, Cracow, Poland

#10EE20 "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

#10FF4 CHEAP and CHEERFUL: Using locally invented simulators to teach physical examination of a neonatal scalp hematoma to medical students
Kultita Pongdetudom, Lampang Hospital, Lampang, Thailand

#10FF5 The experience of creating a simulator for carrying out spinal puncture
Elena Taptysyna, Krasnoyarsk State Medical University named after Prof. V.F. Voino-Yasenetsky, Krasnoyarsk, Russia

#10FF6 Evaluation learning curve of endotracheal intubation in high-fidelity manikin
Tanawadee Teeratchan, Navamindradhiraiph University, Bangkok, Thailand

#10FF7 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

#10FF8 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

#10FF9 Haematology/Oncology simulation training: combining clinical skills, prioritisation and human factors to improve confidence
Emily Millen, University Hospitals of Leicester NHS Trust, Leicester, UK

#10FF10 The effect of training with ear examination model on medical students’ clinical skill
Panchanok Kaewkul, Maharajnakhonrithshehmarat Hospital, Nakhonrithshehmarat Province, Thailand

#10FF12 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
Arnaldo Riquelme, Pontificia Universidad Católica de Chile, Santiago, Chile

#10FF13 Effectiveness of surrogate eye models for training of corneal foreign body removal
Crystal Harn Wei Soh, National University Health System, Singapore

#10FF14 Operating Room General Minimally Invasive Surgery-related Situation Simulation Teaching Program to Improve the Retention Rates of New Nursing Staff in a Hospital
Chun Mah, Department of Nursing, Shuang Ho Hospital, Taipei, Taiwan

#10FF15 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

#10FF16 High Fidelity Simulation in Medical Physiology: Slovak Experience
Silvia Hnilicova, Comenius University in Bratislava, Faculty of Medicine, Bratislava, Slovakia

#10FF17 Changes in performance during repeated in situ simulation with three different cases
Helen Berg, NTNU, Ålesund, Norway
**0830-1015 #10GG Posters: Clinical Reasoning and Reflection**

**Chairperson:** Mathieu Nendaz, Switzerland  
**Location:** Hall 4.u, CCB

**#10GG1 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

**#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

**#10GG3 "5x5 Approach": New framework for clinical reasoning**  
Hisashi Shimozono, Tokyo Medical and Dental University, Tokyo, Japan

**#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

**#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

**#10GG6 A debate forum curriculum for teaching critical thinking skills to medical students**  
Chin-Sheng Lin, National Defense Medical Center, Taipei, Taiwan

**#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

**#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

**#10GG9 Using Effective Teaching to improve clinical reasoning in pre-clerkship curriculum**  
Peyeing Pai, China Medical University Hospital, Taichung, Taiwan

**#10GG10 Reflecting on reflection: medical students' perspectives**  
Nipaporn Hospitalkopong, Buddhachinaraj Medical Education Center, Phitsanuloke, Thailand

**0830-1015 #10HH Posters: Student Characteristics**

**Chairperson:** Mike Tweed, New Zealand  
**Location:** Hall 4.u, CCB

**#10HH1 The Effect of Attitude, Motivation, and Anxiety on the Academic Performance of Medical Students**  
Walaee Elsakely, Alfaisal University, Riyadh, Saudi Arabia

**#10HH2 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

**#10HH3 Factors affecting motivation toward learning in clinical years**  
Nattaphorn Srivicha, Savannahpracharak Hospital, Nakhon Sawan, Thailand

**#10HH4 Relationship between lifestyle and the motivation of academic achievement from the viewpoint of Iranian students in paramedicine faculty**  
Batooul Pouraboli, Pediatric and Neonatal Department, Nursing and Midwifery School, Tehran University of Medical Sciences, Tehran, Iran

**#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

**#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

**#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
**#0101** Incorporation of resilience into medical school curriculum
Chaya Prasad, Western University of Health Sciences, Pomona, USA

**#0102** Enhancing Healthcare Undergraduates’ Emotional Intelligence through a Psycho-educational Intervention
Mandakini Mohan, International Medical University, Kuala Lumpur, Malaysia

**#0103** Happiness and relative factors among medical students at Kalasin Hospital in the 2017 academic year
Phithaya Pyipattanakorn, Kalasin Hospital Thailand, Kalasin, Thailand

**#0104** 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

**#0105** WITHDRAWN

**#0106** 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

**#0107** Self-Regulation Skills and its Role in Academic Success in Medical Students
Lamya Alrayes, Alfaisal University, Riyadh, Saudi Arabia

**#0108** Academic Integrity: attitudes and perceptions of teachers and medical students
Isabel Neto, Faculty of Health Sciences, University of Beira Interior, Covilhã, Portugal

**#0109** Students’ expectations – are they obvious?
Alla Bronstein, Tel Aviv University, Tel Aviv, Israel

**#0110** Learning styles in an international classroom
Tiina Immonen, University of Helsinki, Finland

**#0111** Comparisons of the learning styles among medical students of different application methods
Hsiang-Chin Hsu, National Cheng Kung University Hospital, Tainan, Taiwan

**#0112** 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

**#0113** “Su-Ji-Pu-Li” appreciating learning styles in clinical years of medical students
Rungnapa Pengprakhon, Buriram Medical Education Center, Buriram, Thailand

**0830-1015**

**#0114** Posters: Collaborative/Self Directed Learning/Portfolios
Chairperson: David Taylor, United Arab Emirates
Location: Hall 4.0, CCB

**#0115** The Hidden Curriculum in Peer-Assisted Learning: a study of final year students in a Thai medical school
Amnuayporn Apiraksakorn, Khon Kaen Medical Education Centre, Khon Kaen Hospital, Khon Kaen, Thailand

**#0116** Peer-teaching for hifi simulation aimed at clinical reasoning training
Jean Paul Fournier, Faculte de Medecine de Nice Sophia Antipolis, Nice, France

**#0117** Perception of Paired Learning in Speech Therapy Fresh Graduates
See San Chok, Tan Tock Seng Hospital, Singapore

**#0118** 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

**#0119** Collaborative Learning for Histopathology Education
James Fishback, University of Kansas, School of Medicine, Kansas City, USA

**#0120** Measuring social interdependence in collaborative learning: Instrument development and validation
Ikuko Shimizu, Shinshu University, Matsumoto, Japan

**#0121** Measuring Social Interdependence in Collaborative Project-Based Learning
Tsan-Hon Liu, Shuang Ho Hospital; School of Medicine, College of Medicine, Taipei Medical University, Taipei, Taiwan

**#0122** What are the teaching strategies that promote self-regulated learning among the pre-clinical medical students?
Shuh Shing Lee, National University of Singapore, Singapore

**#0123** Educating for self-directed learning: a longitudinal study of learning strategies development
Tamara van Woezik, Radboudumc, Nijmegen, Netherlands

**#0124** 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

**#0125** Longitudinal monitoring of self-directed learning skills: do novice and returning students score comparably?
Vanja Zamuda, Faculty of Medicine, University of Maribor, Slovenia

**#0126** The attitude toward teaching technique in medical students at Chaiyaphum Phayaphom Hospital Education Center
Paweena Kaladee, Chaiyaphum Medical Education Center, Chaiyaphum, Thailand

**#0127** Utilizing of Logbook - Medical Students’ Viewpoint
Chonakarn Niyomthong, Surin Medical Education Center, Surin, Thailand

**#0128** Design and development of mobile-based portfolio for medical sciences students: A portable tool for objective assessment in the modern world
Saeed Abdollahifard, Shiraz University of Medical Science, Shiraz, Iran

**#0129** 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

**#0130** Reflections of postgraduate medical students during their clinical years - a qualitative study of logbook entries
Laurel Weaver, Deakin University, Geelong, Australia
#0117 Using clinical case E-portfolios to support case-based learning and assessment in orthodontic postgraduate education
Richard Cure, University of Warwick, Coventry, UK

#0118 Use of portfolio of residents in the training of the Medical Institute of NEFU
Aitalina Maksimova, NEFU, Yakutia, Russia

#0119 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

#0120 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

#0121 Teaching Mental State Examination (MSE) - a new contemporary approach
Jessica Roberts Hansen, Psychiatry West Region, Zealand, Slagelse, Denmark

#0830-1015 #01J1 Posters: Threshold Concepts / Clinical Teaching / Simulation
Chairperson: Janice Hanson, USA
Location: Hall 4, CCB

#01J2 Threshold Concepts in Medical Education: Similarities between the USA and UK
Virginia Randall, Uniformed Services University of the Health Sciences, Bethesda, USA

#01J3 Definition of educational objectives of medical students in a history of medicine class
Jorge E. Valdez-Garcia, Tecnologico de Monterrey, School of Medicine and Health Sciences, Monterrey, Mexico

#01J4 The effectiveness of blended learning on performance of medical students in back school program
Radchada Sahaworakulsak, Chaophrayaabhaibhujjh Hospital, Prachinburi, Thailand

#01J5 Improving PALS learning of final-year medical students with simulation scenarios
Nattchachai Muangyod, Cardiovascular Unit, Pediatrics Division, Lampang Medical Student Center, Lampang Hospital, Lampang, Thailand

#01J6 The Application of 3-dimensional Printing Tools Added in IPE/IPP Teaching Courses in a Resources-limited Hospital in Taiwan
Cheng-Hui Liao, Department of Surgery, Taichung Armed Forces General Hospital, Taichung City, Taiwan

#01J7 3D Printing Technology Applications in Clinical Teaching
Wen-Lung Liang, Kaohsiung Medical University Chung-Ho Memorial Hospital, Kaohsiung, Taiwan

#01J8 Experience in debriefing by teachers in healthcare
Ana Quilici, Universidade Anhembi Morumbi - Laureate International Universities, Sao Paulo, Brazil

#01J9 Development of large-scale simulation-based education programs to accomplish early exposure to clinical medicine for year one medical students
Kazunobu Ishikawa, International University of Health and Welfare (IUHW), Narita, Japan

#01J10 The Input-Output model: a simple tool to structure causes of clinical problems
Arnout Jan de Beaufort, LUMC, Leiden, Netherlands

#01J11 Creating and validating veterinary teaching models of the future
Jason Johnson, Lincoln Memorial University-College of Veterinary Medicine, Harrogate, USA

#01J12 Examining the characteristics of the diagnostic justification among residents and medical students and the effect of scheme-inductive learning
Kuo-Ing Tsou, Fu Jen Catholic University, School of Medicine; Catholic Tien Hospital, Department of Pediatrics, New Taipei City, Taiwan

#01J13 Less Is More: Interactive Learning Is Better – The Experiences of A Regional Teaching Hospital in Taiwan
Ting-Fang Chiu, Taipei City Hospital, Taipei, Taiwan

#01J14 How can approaches of different medical systems be made visible, brought into dialogue, and reflected? - Real Patient Study Days Integrative Medicine
Diether Tauschel, Integrated Curriculum for Anthroposophic Medicine & Institute for Integrative Medicine, Faculty of Health, Department of Medicine, Witten/Herdecke University, Witten, Germany

#01J15 Final year medical students’ perceptions of hospital ward rounds and the implications for teaching and learning
Ibrahim Ali, University of Manchester, UK

#01J16 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, Panyananthaphikhu Chomprathiet Medical Centre (PCMC), Srinakharinwirot University (SWU), Nonthaburi, Thailand

#01J17 Centennials arrived! The challenges of teaching anamnesis to the digital native student through active methodologies
Bruno Leite Moreira Alves, Faculdades Pequeno Principe, Curitiba, Brazil

#01J18 Comparing Digital Education vs Case Based Learning in First Year Medical Physiology Course
Elina Nektalova, Sackler School of Medicine, Tel-Aviv University, Tel-Aviv, Israel

#01J19 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

#01J20 Framing effects on medical student diagnostic testing and therapeutic decision-making judgements
Michelle Daniel, University of Michigan, Ann Arbor, USA
**AMEE Group Meeting**

**0815-1015**

AskAMEE Meeting (closed meeting)

Basilisk, Ground Floor, Swissotel

**1015-1045**

Coffee Break

Hall 4.1/4.1, 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 ethnocentrism 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 available for collection from the Tours Desk in the registration area. Participants will be notified of departure time.
H
Habib, E 4GG11
Hacking, L 10W
Haesler, E 7EE18
Hafferty, F PCW 16
Hage, R 5D3
Haghi, F 7EE18
Hak, D 9HH4
Hall, A 3W, 9F
Hall, C 9DD10
Ham, J PCW 17, 4 LL, 9J1
Hamdy, H 5BB
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