From well-managed forests 100%
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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 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 2019.

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

Videos and Photographs:
Please be aware that plenary and symposia sessions in Hall A 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 AMEE Social Media Channels.

MedEdWorld (MEW) Forums:
MedEdWorld 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. MEW Forums are discussion threads on topics featured at AMEE 2019. To access a Forum, go to www.mededworld.org and log in with your AMEE username and password. Click on Forums in the left menu and choose the most appropriate one for your post. You can add your comments, join in the discussions, upload presentations and even arrange to meet other participants to follow up on the discussions face-to-face.

AMEE Live:
Sessions held in Hall A including the opening ceremony will be live streamed as well as interviews with speakers and participants through www.ameelive.org. Those unable to participate in person will be able to subscribe to the live stream and can take part in the discussions and ask questions of the speakers as an individual or with a group of colleagues. As a Conference participant you will also have free access to the recordings after the Conference, and can catch up with a session you missed when you’re back home. To access the stream either live or afterwards, simply go to www.ameelive.org and enter the username amee and password vienna2019.
Saturday 24th August 2019

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www.amee.org
**CONFERENCE TIMETABLE**

### PCW9 PASREV Meeting
- **Room:** Level 2, Suite E
- **Time:** 0930-1230
- **Details:** How to Evaluate and Improve Higher Education Skills for Reviewing Evidence in Health Professions Education - a BEME Course
- **Location:** Unit of Veterinary Medicine

### PCW15
- **Room:** Level 0, Suite E
- **Time:** 1330-1630
- **Details:** Creating Simulated Learning Environments (Transport from ACV at 0830)
- **Location:** Vienna University Simulation Centre, Medical University of Vienna

### PCW24
- **Room:** Level 0, Suite E
- **Time:** 0800-0900
- **Details:** How to Manage Curricular Change Successfully (Transport from ACV at 0830)
- **Location:** Vienna University Simulation Centre, Medical University of Vienna

### PCW28
- **Room:** Level 0, Suite E
- **Time:** 0930-1230
- **Details:** Creating Simulated Learning Environments (Transport from ACV at 0830)
- **Location:** Vienna University Simulation Centre, Medical University of Vienna

### PCW35 ASPIRE
- **Room:** Level 0, Suite E
- **Time:** 1330-1630
- **Details:** Weaving Technology into Medical Education
- **Location:** ASPIRE Board Meeting (Closed Meeting)

**See www.amee.org/conferences/amee-2019 for full details**
**Monday 26th August 2019**

### Session 2
0830-0945
- **Hall A/C, Level 2**
  - **Plenary 2**

### Session 3
1015-1200
- **Hall A, Level 2**
  - **AMEE Faculty Development Committee (closed meeting)**
  - **AMEE Fellowship Committee (closed meeting)**
  - **Programmatic Assessment Ottawa Consensus Group (closed meeting)**
  - **Performance Assessment Ottawa Consensus Group (closed meeting)**
  - **Technology Enhanced Assessment Ottawa Consensus Group (closed meeting)**
  - **AMEE CPD Committee (closed meeting)**
  - **BEME Open Session**

### Session 4
1230-1330
- **Hall E, Foyer E - Level 0 & Gallery, Level 1**
  - **Lunch Break and Viewing of Exhibits**

### Session 5
1745-1815
- **Meeting | Suite E, Level 0 | AMEE Fellowship Committee (closed meeting)**

- **Meeting | Room L4, Level 1 | AMEE Faculty Development Committee (closed meeting)**
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**COFFEE BREAK AND VIEWING OF EXHIBITS | Hall E, Foyer E - Level 0 & Gallery, Level 1 | 0930-1000**

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**LUNCH BREAK AND VIEWING OF EXHIBITS | Hall E, Foyer E - Level 0 & Gallery, Level 1 | 1200-1400**

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**COFFEE BREAK AND VIEWING OF EXHIBITS | Hall E, Foyer E - Level 0 & Gallery, Level 1 | 1530-1600**

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**COFFEE BREAK AND VIEWING OF EXHIBITS**

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**SESSION 8**

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**SESSION 9**

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**SESSION 10**

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**SESSION 11**

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**LUNCH BREAK AND VIEWING OF EXHIBITS**

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### COFFEE BREAK AND VIEWING OF EXHIBITS | Hall E, Foyer E - Level 0 & Gallery, Level 1 | 0945-1015

- **Room L5, Level 0** | **Room L4, Level 1**
- **Room L6, Level 0** | **Room L5, Level 1**
- **Room L7, Level 0** | **Room L6, Level 1**
- **Room L8, Level 0** | **Room L7, Level 1**
- **Room L9, Level 0** | **Room L8, Level 1**

### LUNCH BREAK AND VIEWING OF EXHIBITS | Hall E, Foyer E - Level 0 & Gallery, Level 1 | 1200-1400

- **Room L5, Level 0** | **Room L4, Level 1**
- **Room L6, Level 0** | **Room L5, Level 1**
- **Room L7, Level 0** | **Room L6, Level 1**
- **Room L8, Level 0** | **Room L7, Level 1**

### COFFEE BREAK AND VIEWING OF EXHIBITS | Hall E, Foyer E - Level 0 & Gallery, Level 1 | 1530-1600

- **Room L5, Level 0** | **Room L4, Level 1**
- **Room L6, Level 0** | **Room L5, Level 1**
- **Room L7, Level 0** | **Room L6, Level 1**
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**See www.amee.org/conferences/amee-2019 for full details**
### SESSION 10
0830-1015

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<td>Patient as Educator 3</td>
<td>Assessment / Licensing Exams / Standard Setting</td>
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<td>Student Burnout &amp; Resilience</td>
<td>Community and Rural Based Education</td>
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<td>Mentoring</td>
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### COFFEE BREAK AND VIEWING OF EXHIBITS | Hall E, Foyer E - Level 0 & Gallery, Level 1 | 0945-1015

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COFFEE BREAK AND VIEWING OF EXHIBITS | Hall E, Foyer E - Level 0 & Gallery, Level 1 | 0945-1015

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See [www.amee.org/conferences/amee-2019](http://www.amee.org/conferences/amee-2019) for full details
Welcome to AMEE 2019

We’re delighted to be welcoming 3,900 participants from 100 countries to AMEE 2019 in Vienna, and very much value your participation. We recognise that not everyone is funded to attend the Conference, and many participants have to pay at least in part from their own funds in order to attend. We know also that many of you have to arrange cover for clinical work and for teaching commitments. We have done our very best to make you feel coming to AMEE 2019 is worth all the effort and expense.

We have put together a varied and exciting programme that will have something for everyone, no matter what your interests and involvement in health professions education. Topics new to the AMEE conference programme have been included, such as threshold concepts, activity theory, and the value of patients in the education of health professionals. There is also a greater emphasis on continuing professional development. Responding to feedback in previous years about the complexity of the programme, we have tried where possible to theme sessions to help you to follow your particular interests throughout the conference.

Also based on feedback, we have implemented an advanced booking system for conference workshops, so that those getting tickets are guaranteed a place in a workshop. A few places are available on the day by going to the workshop room 15 minutes before the session starts.

As always, we are grateful to the many people who help us to put on such a complex event, including the Local Organising Committee, the wonderful Student Task Force, the wider AMEE Team and Worldspan.

We hope you find the conference stimulating, that you make new friends and collaborators, and most importantly, that you return home full of enthusiasm and with new ideas to implement in your own teaching.

AMEE Executive Committee and Secretariat

Mindful of the need to protect the environment and to offset the carbon emissions generated from all the air miles of our conference participants, we are doing what we can to help AMEE 2019 to become more environmentally friendly:

- **The venue:** The Austria Center Vienna has its own ecolabel and, as a venue, contributes 27 points which are needed to achieve certification;
- **The city:** Vienna’s efficient, low-carbon emitting public transport network provides an environmentally-friendly way to travel from the airport and around the city;
- **Conference materials:**
  - No flyers are in the conference bags and there will be no plenary seat drops;
  - We have tried to reduce the programme size and the number of copies printed – copies will only be available for those who have requested one during registration (although we do have a few spares) and full details including abstracts are in the App;
  - The programme and any other promotional material provided by AMEE will be printed on ‘FSC approved’ paper from sustainable forests;
  - The conference and course evaluations will mainly be completed electronically;
  - Refillable and reusable water bottles are being provided;
  - Folding multi-purpose tote bags can be used after the event;
  - Lanyards are made from recycled material.
- **Catering:** The certified caterer "MOTTO" is fully compliant with green meeting and green event standards, and biodegradable tableware will be used;
- **Waste Management:** Recycling bins are provided throughout the venue. Also please hand in your lanyards and badges, which will be recycled.
AMEE Executive Committee
Trudie Roberts (President)
Ronald M Harden (General Secretary/Treasurer)
Zalim Balkizov
Jennifer Cieiland
Gerard Flaherty
Janusz Janczukowicz
Subha Ramani
Gary Rogers
David Gordon (ex officio)
Peter Dieter (ex officio)
Madalena Patrício (Past President)
Katerina Dima (Student Representative, IFMSA)
Evangelos Papageorgiou (Student Representative, EMSA)
Agostinho Sousa (Junior Doctors Representative)

AMEE Secretariat
Pat Lilley (Operations Director)
Scott Johnstone (Chief Operating Officer)
Tracey Thomson (Administration Executive)
Farzand Ali (International Business Development Manager)
John Dent (International Liaison Officer)
Trevor Gibbs (Development Officer)
Lawrence Sherman (International Development)
Elizabeth Beattie (Business Systems Administrator)
Karen Burnett (Administrator/Financial Support)
Diana Davidson (Engagement Administrator)
Joanne Greer (ESME Administrator)
Jake McLaughlin (Administration Assistant)
Coleen McLaren (Marketing and Multimedia Developer)
Kerrie McKay (MedEdPublish Administrator)
Claire MacRae (Education Officer)
Susan Millar (Medical Teacher Journal Coordinator/AMEE Publications Manager)
Louise Russell (Education Projects Administrator)

Worldspan Staff
Nicola White (Logistics)
Hilary Murphy (Registration)
Mel Underwood (AV)
Rose Young (Exhibition)
Abigail Bennett (Tours)
Nicola Lloyd Williams (Hotels)

AMEE 2019 Support Staff
AMEE Live:
John Dent
Ken Masters
Olga Rostkowska
Lawrence Sherman
Monika Sobocan
Richard Jolly and Team
ePoster Support Team:
Tamsin Treasure-Jones
Raymond Elferink
Gilbert Pfeffer
Carlos Martinez Gaitero
Joseph Treasure-Jones

AMEE 2019 Organising Committee
Richard Marz, Medizinische Universität Wien, ÖGHD (Chair)
Elisabeth Legenstein, Med Uni Vienna
Anita Rieder, Med Uni Vienna
Gerhard Zlabinger, Med Uni Vienna
Angelika Hofhansl, Med Uni Vienna
Bianca Schuh, Med Uni Vienna
Henriette Löffler-Stastka, Med Uni Vienna
Karl Kremser, Med Uni Vienna, ÖGHD
Matthaeus Grasl, Med Uni Vienna, ÖGHD
Ingrid Preusche, VetMed Uni Vienna
Michaela Rauschmeier, Vienna Hospital Association (KAJC)
Angelika Eder, University of Applied Sciences, Department of Health Studies

Surgery Track Committee
Ajit Sachdeva (Chair)
Michael Cunningham
Ronald Harden
Paul Lai
Pat Lilley
Helen MacRae
Julian Smith
Jane Thorley Wiedler

Student Taskforce
Local: Dino Mhlica, Nina Rosy Gudovatz, Sema Alzubaidi, Alia Ghazzawi, Anna Herzeg, Narmin Mahammadi, Stefanie Hagn, Lisa Theresa Schulte, Ines Horvat Menih, Martin Thomas Peter Kapper, Anna-Sofie Hofer, Lilly Ronja Rager, Mirjam Kohl, Anna Christamt, Johannes Franke, Elisabeth Moor, Stella Goeschl, Patrick Craig Fegerl, Sabina Cengic, Thomas Glückler, Lisa Keim, Daniela Giaconuzzi

Reviewers
We are endebted to our large team of reviewers, whose names are listed in the App.
About the Conference

Conference venue
Austria Center Vienna
Bruno-Kreisky-Platz 1, 1220 Wien, Austria
https://www.acv.at/index.en.html

The Austria Center Vienna is located 7 minutes from Vienna’s historic city centre by underground. There is also a direct link to Vienna International Airport via the Airport Bus (travel time 30 minutes).

Travel
Vienna has a fully integrated public transport network consisting of 5 underground lines, 28 tram routes and more than 100 bus routes. Discounted travel passes are available to purchase via the AMEE 2019 Registration Site.

Registration desk opening hours
Please come to the Entrance Hall of Austria Center Vienna to collect your pack. Name badges should be worn at all times.

- Saturday 24th August 0745-1730
- Sunday 25th August 0745-2100
- Monday 26th August 0715-1745
- Tuesday 27th August 0745-1745
- Wednesday 28th 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) - please note we cannot accept €200/€500 notes.

Internet access
Café: PCs for internet access are available in the Business Lounge, Level 0
Wifi: Free wireless access is available throughout the venue:
1. Connect your device to the network “ACV”.
2. When connection is established open a browser and surf to your desired URL. You will get a landing page to access the WiFi.
3. Click on “Connect to WiFi” where you will be redirected to your home page and where you will have access to the internet.
Please note that if the internet is not used for 15 minutes, you will need to reconnect.

Certification
CME: Points have been requested from The Royal College of Physicians of London, for attendance at the main AMEE 2019 Conference (1730 hrs Sun 25th August to 1230 hrs Wed 28th August 2019). A register of attendance will be available at the registration desk at morning coffee break on Wednesday 28th 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 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 via the AMEE Abstract Portal.
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. Individual sessions may be rated by following the link in the App at the end of each session.

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 Austria.

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

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

Prayer Room: The Prayer Room is located in Suite E, Level 0.

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

Cloakroom: The Cloakroom is located in Foyer D – Level 2. No items may be left overnight.

Places to eat on site

Motto Café: The Motto Café is open throughout the Conference from 0800 to 1900 hrs.

Mentorship Programme

Led by Dr Subha Ramani, the AMEE Mentorship Programme provides valuable support for educators who wish to develop their skills, being mentored by one of our experienced AMEE Fellows, Associate Fellows and AMEE members. The pilot scheme introduced at AMEE 2018 has been further developed and one-on-one mentoring is available on an ongoing basis. Thanks to all our mentors for their valuable contribution to the programme.

Subha and her colleagues are offering a Speed Mentoring workshop 8U on Tuesday from 1400-1530 hrs in Room L8, Level 1. The workshop will allow novice and aspiring health professions educators to network with internationally renowned experts and leaders in the field in a dynamic and fun setting. Mentors will help mentees identify their strengths as well as gaps in their skillset important for career advancement, allow mentees to reflect on their perceived hurdles to professional growth and help them generate solutions. For more information see abstract 8U. Advance sign-up is available for this workshop, and any remaining seats are available at the workshop room 15 minutes in advance of the session.
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-2019) and through the Conference App linked to each session.

Language: All sessions will be conducted in English.

Plenaries: All plenary sessions will be streamed live and will also be available for viewing by participants after the conference. The opening plenary will take place on Sunday 25th 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 Hall A 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 Moderator. Where time permits, a 15 minute discussion session will take place at the end of the session.

Patil Teaching Innovation Award Presentations: These take place in sessions 3H and 4H on Monday 26 August. Each presenter is allocated 10 minutes for presentation followed by 5 minutes for questions. All sessions will have a Moderator and members of the Patil Awards Committee will judge the presentations against the following criteria: novelty; feasibility; transferability; logical articulation, and fit for purpose. The winner will be announced in the closing plenary and will receive an AMEE Teaching Innovation Award Certificate and free registration to AMEE 2020.

Research in Medical Education Papers: 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. 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 Moderator 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/health professions education theme of the session. An Assessor has also been appointed and one paper in each session will be selected to receive the award, which will be announced in the closing plenary.

Doctoral Reports: Presenters of Doctoral Reports in Sessions 5, 9 and 10 were invited to submit their full thesis for review by a panel chaired by Susan van Schalkwyk. Each presenter has 15 minutes for presentation followed by 5 minutes for questions. All sessions will have a Moderator. 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. One presentation will be selected for the Doctoral Report Award, which will be announced in the closing plenary.

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. Rachel has decided to step down from her role after Vienna. We are very grateful to her and to all the Fringe presenters for 16 years of fun and frolics, laughter and pathos, all with an underlying education message. But the Fringe will continue – under new management!

Point of View: Point of View sessions give presenters the chance to express an opinion on something they feel passionately about, 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 Moderator will coordinate the session.

PechaKucha™: PechaKucha 20x20 (™) is a simple presentation format where 20 slides are shown, each for 20 seconds. The slides advance automatically after 20 seconds. This challenging format requires considerable rehearsal in order that the presenter covers what she/he wishes to say within the 20 second limit. The technician in the Speaker Preview room can help to set the slides to advance automatically. Each presenter will have 6 minutes and 40 seconds for presentation, with 2 minutes 20 seconds for discussion. A Moderator 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-2019 and in the conference App. Workshop rooms are not connected to Speaker Presentation and presentations should be uploaded in the workshop room.

An advanced sign-up process is in place this year as a trial. Participants have been given the opportunity to select workshops they wish to attend and will be guaranteed a place where this is available. A few places will be available on the day. We kindly ask you not to book workshops unless you are sure you will attend.

Mounted Poster with Presentation: Posters are presented in themed sessions, each with a Moderator 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.

Medical Teacher Poster Prize: We are grateful to Taylor & Francis for once more supporting the Medical Teacher Poster Prize, which is free registration to AMEE 2020 or £350. If you would like your mounted 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. To be considered for the prize, posters must be mounted by 0800 hrs on Monday. Please see the website for instructions and hints on preparing mounted posters: https://amee.org/conferences/amee-2019/abstracts#presentation-with-poster

Posters 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: Using Learning Toolbox as our ePoster platform presenters can produce multimedia and interactive ePosters, including links to videos, online tools and apps. You can 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 Moderator 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 the onsite ePoster support desk, located in the Entrance Hall, will provide support both to ePoster authors/presenters and ePoster viewers.

AMEE ePoster Prize: Presenters of ePosters will be considered for the AMEE ePoster Prize consisting of free registration to AMEE 2020 or £350. Presenters wishing to have their posters judged by the Technology Enhanced Learning Committee must have their ePosters built and must make them available for public viewing by 1 August. For instructions please see the website https://amee.org/conferences/amee-2019/awards-prizes#amee-eposter-prize-2019

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 in about 5 minutes. A Moderator will coordinate the session and the group may decide how it wishes to proceed, either by taking questions and discussion after each short presentation, or in a general discussion after all the presentations.

No audio-visuals will be available, and no powerpoint is necessary. Presenters may bring 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.

See www.amee.org/conferences/amee-2019 for full details.
Speaker Preview
Presenters of short communications, research papers, doctoral reports, Fringe, points of view and PechaKucha™ should take their presentations on a USB device to the technicians in the Speaker Preview Room, and this will be networked to the computer in the presentation room. If possible this should be done the day before the presentation, or a minimum of 2 hours before the start of the session. Please name the file as follows: Session code and your family name, for example – 2C6 Smith.

Speaker Preview, located in the Business Lounge, Level 0 is open at the following times:
Sunday 25th August 1430-1800
Monday 26th August 0715-1745
Tuesday 27th August 0745-1745
Wednesday 28th 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. Plenary and symposium speakers may load their presentations in the presentation room.

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: A 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 AMEE Conference from 24th-28th August located in the Entrance Hall. Level 0.

HIGHLIGHTED THEMES

Seven themes are highlighted at the Conference, and abstracts were specifically invited on these topics. Below are some of the sessions:

Look out for the icons throughout the programme to highlight the following themes:

- **CPD**
- **Diversity**
- **Humanities**
- **Patient as Educator**
- **Postgraduate**
- **Surgery**
- **Threshold Concepts**
Meet the Expert Sessions

(see details in the abstract book under the relevant session number)

#3NN Assessment Clinic
Date of Clinic: Monday, 26 August 2019
Time of Clinic: 1015-1200
Location of Clinic: Suite E, Level 0

Assessment Clinic Team:
Richard Fuller & John Cookson (ASPIRE Assessment Panel), UK
Matthew Homer & Jennifer Hallam (University of Leeds), UK

#4NN Meet & Ask the ASPIRE winners
Date of Session: Monday, 26 August 2019
Time of Session: 1400-1530
Location of Session: Suite E, Level 0

ASPIRE Team:
Marko Zdravkovic, outgoing ASPIRE Academy Chair
Harm Peters, incoming ASPIRE Academy Chair
Representatives of ASPIRE Award Winning Schools in Assessment, Curriculum Development, Faculty Development, Simulation, Social Accountability, Student Engagement, and Inspirational Approaches.

#7NN MedEdPublish Clinic
Date of Session Tuesday, 27 August 2019
Time of Session: 1015-1200
Location of Session: Suite E, Level 0

Editorial Team:
Richard Hays, MedEdPublish Editor
Trevor Gibbs, MedEdPublish Associate Editor
Ken Masters, MedEdPublish Associate Editor
Kerrie McKay, MedEdPublish Administrator
Claire Macrae, AMEE Education Officer
Joanne Greer, MedEdPublish Technical Support

#9NN Patients as Educators
Date of Session Tuesday, 27 August 2019
Time of Session: 1600-1730
Location of Session: Suite E, Level 0

Susan E. Sheridan, Society to Improve Diagnosis in Medicine, USA
Suzanne Schrandt, Arthritis Foundation, USA

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.

Please see the App for the list of those recognised for initiatives including Fellowship and Associate Fellowship, Grants, Specialist Certificates, ESME Certificates in Medical Education, Miriam Friedman Ben-David Award, the Sino-Russian New Educator of the Year Award, the Zulfiqar Ali Khan Postgraduate Fellowships and the ASPIRE-to-Excellence Awards (to be announced on Monday 26 August).
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<th>EVENT</th>
<th>Date</th>
<th>Time</th>
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<th>Availability</th>
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<td>Room 0.49-50, Level 10</td>
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<td>AMEE Executive Committee</td>
<td>Tuesday 27th August</td>
<td>1230-1330</td>
<td>Room L4, Level 1</td>
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<td>AMEE Faculty Development Committee</td>
<td>Monday 26th August</td>
<td>1745-1900</td>
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<td>Tuesday 27th August</td>
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<td>Monday 26th August</td>
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<td>askAMEE</td>
<td>Wednesday 28th August</td>
<td>0830-1015</td>
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<td>Sunday 25th August</td>
<td>1400-1600</td>
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<td>Sunday 25th August</td>
<td>0800-0900</td>
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<td>0800-0900</td>
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<td>0800-0900</td>
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<td>ASPIRE Social Accountability Panel</td>
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<td>Monday 26th August</td>
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<td>Medical Teacher Editorial Board</td>
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<td>Monday 26th August</td>
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<td>VIEW AGM</td>
<td>Monday 26th August</td>
<td>1230-1330</td>
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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 one of the sessions below, or come to see us on the AMEE Exhibition Stand in Level 0

**#4U: Workshop - MedEdPublish - an innovative medical and health professions publishing medium**

*Date/Time:* Monday 26th August, 1400-1530  
*Location:* Room L8, Level 1

**#7NN: MedEdPublish Clinic**

*Date/Time:* Tuesday 27th August, 1015-1200  
*Location:* Suite E, Level 0

Over the past few years several Committees have been formed to progress AMEE’s activities in the following areas:

- CPD
- Research
- Faculty Development
- Simulation
- Postgraduate Education
- 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 (Level 0) to talk with members of the Committees or to pick up some literature on their initiatives.

The following Committees will also be hosting an open sessions at lunchtime (1230-1330 hrs) for those participants who wish to go along.

- CPD (Tuesday)
- Faculty Development (Monday and Tuesday)
- Postgraduate (Tuesday)
- TEL (Monday)

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

**The ASPIRE-to-Excellence programme**

*www.aspire-to-excellence.org*

Conference sessions include:

**#PCW4 - ASPIRE Academy: How to enhance student engagement at your school**

*Date/Time:* Saturday 24th August, 0930-1230  
*Cost:* Euros 90

**Presentations to the winners of the 2019 ASPIRE-to-Excellence Awards**

*Date/Time:* Monday 26th August, 0915-0945  
*Location:* Hall A, Level 2

**#3NN Meet the Experts - Assessment Clinic**

*Date/Time:* Monday 26th August, 1015-1200  
*Location:* Suite E, Level 0

**#4NN Meet and ask the ASPIRE Winners**

*Date/Time:* Monday 26th August, 1400-1530  
*Location:* Suite E, Level 0

**#5CC Assessing Assessment. Best practice approaches in assessment from ASPIRE assessment award winners**

*Date/Time:* Tuesday 27th August, 1600-1730  
*Location:* Room 2.95, Level 2

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.

BEME celebrates its 20th Anniversary in 2019. Sessions include:

**#5S - BEME Short Communications**

*Date/Time:* Monday 26th August, 1600-1730  
*Location:* Room 0.51, Level 0

**BEME Open Session**

*Date/Time:* Monday 26th August, 1730-1915  
*Location:* Room 0.51, Level 0

**#9U - Workshop: Devising Questions, Aims & Objectives When Writing Systematic Reviews**

*Date/Time:* Tuesday 27th August, 1600-1730  
*Location:* Room L8, Level 1
An informal session about careers in medical education - why/ how to get them, how to balance them and how to find your topic of interest. This informal space will bring together experts and peers from a variety of backgrounds in medical education and showcase why they chose this career, how they got started and how many different things one can actually do in MedEd.

Date/Time: Monday 26th August – 1230-1330hrs
Location: Room 0.31-32, Level 0

Aim of the session:
To provide an opportunity for students, junior doctors, young educators discuss ways into a career in Medical Education by:
- sharing tips & tricks on how individuals at a range of career stages got involved in medical education;
- providing an open forum for asking questions about medical education careers from peers and experts;
- finding some inspiration to continue on the medical education path;
- identifying collaborators.

**Student Orientation Session**

Date/Time: Monday 26th August. 1745-1900
Location: Hall N, Level 1

Over the last few years, students have gained a much more prominent place in AMEE Conferences. After all, students are in the centre of education and AMEE has recognized the importance of empowering them to advocate for higher quality education and transform themselves into the educators and changemakers of tomorrow. AMEE Student Task Force, AMEE Student Grants, ESME Courses and ASPIRE Awards are only some of the activities that AMEE has to offer to students worldwide. But what else is there?

The AMEE Executive Committee Student Members, represented by EMSA - European Medical Students' Association and IFMSA - International Federation of Medical Students' Associations, would like to invite all students attending the AMEE Conference 2019 to this unique session, held for the first time ever. During this time, all students will have the chance to get to know each other, explore more about AMEE and how they can be more engaged with its activities.
Crash CPR Course and Competition

Provided by Laerdal, we’re pleased to be able to offer the opportunity to try out your CPR skills. With the help of the local Resuscitation Council you can receive some training on a manikin and then take part in a competition if you wish.

Several heats will take place, the winner of each being entered into a draw for a prize at the end of the Conference.

Go to the CPR booth in the Galerie on Level 1 during the exhibition opening hours.
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www.impp.de/start.html

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www.sacme.org

University of Illinois - College of Medicine at Chicago
yspark2@uic.edu
+13123555406
www.go.uic.edu/dme
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>TIME</th>
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### Registration
- **0745-1730** Registration Desk Open
- **1230-1600** Conference Workshops
- **1300-1600** Gourmet Walking Tour
- **1330-1630** Follow Sisi’s Footsteps
- **1430-1730** City Walking Tour – Jewish Vienna

### Pre-Conference Workshops

#### #PCW 1 Basic statistics for the medical educator – a problem-based learning approach (lunch included)
- **0930-1630**
  - **Anne-Katrin Bille**, National Board of Health, Denmark
  - **Nicola Cooper**, University of Nottingham, UK
  - **Mark Raymond**, University of Westminster, UK

#### #PCW 2 Facilitating organisational learning in healthcare settings through an Activity Theory approach
- **0930-1230**
  - **Anne-Marie Reid**, University of Leeds, UK
  - **Clare Morris**, QMUL, UK
  - **Alison Ledger**, University of Leeds, UK

#### #PCW 3 Clinical reasoning for clinical teachers: from theory to evidence to practice
- **0930-1230**
  - **Nicola Cooper**, University Hospitals of Derby & Burton, UK
  - **Rakesh Patel**, School of Medicine, Imperial College London, UK
  - **Marie Reid**, University of Sheffield, UK

#### #PCW 4 ASPIRE Academy: How to enhance student engagement at your schools?
- **0930-1230**
  - **Marko Zdravkovic**, University Medical Centre Maribor, Slovenia
  - **Susan Smith**, Imperial College London, UK
  - **Harm Peters**, Charité Universitätsmedizin Berlin, Germany

#### #PCW 5 Recruiting your own: building a pipeline program to improve admission of underrepresented or disadvantaged students to medical school
- **0930-1230**
  - **Anneeke M. Metz** and Wendi Wills El-Amin, Southern Illinois University School of Medicine, USA

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### AMEE Group Meeting
- **0800-1730** AMEE Executive Committee Meeting
- **1330-1630** AMEE Executive Meeting (closed meeting)
- **1730-2030** ESME Lead – Essential Skills in Educational Leadership and Management

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

#### Pre-registration is essential. Coffee & Lunch will be provided.
- **0830-1630** ESMECPD - Essential Skills in Continuing Education and Professional Development
  - Location: Room 0.49-50, Level 0

#### Pre-registration is essential. Coffee and Lunch will be provided.
- **0830-1630** ESME-EiT – Essential Skills in Evaluating the Teacher
  - Location: Room L7, Level 1

#### Pre-registration is essential. Coffee and lunch will be provided unless otherwise indicated.
- **0830-1330** ESME – Essential Skills in Medical Education
  - Location: Hall M, Level 1

#### Pre-registration is essential. Coffee and Lunch will be provided.
- **0845-1630** ESMEA - Essential Skills in Medical Education Assessment
  - Location: Room L8, Level 1

#### Pre-registration is essential. Coffee and lunch will be provided.
- **0845-1630** RESME - Research Essential Skills in Medical Education
  - Location: Room 1.61-62, Level 1

#### Pre-registration is essential. Coffee and Lunch will be provided.
- **0900-1630** ESMELead – Essential Skills in Educational Leadership and Management
  - Location: Room 0.11-12, Level 0

#### Pre-registration is essential. Coffee and lunch will be provided.
- **0930-1830** Technology and the Transformation of Medical Education Symposium
  - Location: Hall F, Level 0
0930-1230  #PCW 6  How can Faculty and Simulated Patient (SP) Educators collaborate most optimally to create great Simulation Projects?
Henrike Hölzer (Brandenburg Medical School, Brandenburg, Germany), Keiko Abe (College of Nursing, Aichi Medical University, Aichi, Japan), Jim Blatt (CLASS Clinical Skills Center, George Washington University, Washington, USA), Elizabeth Kachur (Medical Education Development, Global Consulting, New York, USA), Louise Schweikerdt (Stellako Makgatho Health Sciences University (SMU), South Africa), Cathy Smith (Baycrest Health Sciences, Toronto, Canada)
Location: Room 2.61, Level 2

0930-1230  #PCW 7  Threshold Concepts and Being a Good Doctor
Katherine Hall, Ralph Pinnock, Tim Wilkinson (Christchurch School of Medicine, University of Otago, New Zealand), Julie Timmermans, Higher Education Development Centre, University of Otago, New Zealand
Location: Room 2.83, Level 2

0930-1230  #PCW 8  Exploring strategies for effective curriculum development – through a hands-on, team-based approach
Davinder Sandhu, Colin Greengrass (Royal College of Surgeons in Ireland/Medical University of Bahrain), John Jenkins, Martina Crehan (Royal College of Surgeons in Ireland)
Location: Room 2.95, Level 2

0930-1230  #PCW 9  How to evaluate and improve Higher Education: Defining, screening and enhancing students’ competences
Ingrid Preusche, Evelyn Bergmann (University of Veterinary Medicine, Vienna, Austria)
Location: Room 0.96-97, Level 0

1330-1630  #PCW 10  Creating an Engaging Learning Environment using Team-based Learning (TBL)
Sandy Cook, Duke-NUS Medical School, Singapore
Location: Room 2.15, Level 2

1330-1630  #PCW 11  Preparing Faculty to Conduct GT-RR Reflection Rounds: A Space for Students to Explore the Meaning of their Interactions with Patients
Christina Puchalska, Benjamin Blatt, Malgorzata Krajnik, Phillip Larkin, Anne Vanderhoek
Location: Room 2.15, Level 2

1330-1630  #PCW 12  Innovative methods to support and develop medical educators using mentoring networks
Caitriona Dennis, Jools E Symons (Leeds Institute of Medical Education, University of Leeds, UK), Patricia K. Kokotailo (University of Wisconsin School of Medicine and Public Health, USA)
Location: Room 2.17, Level 2

1330-1630  #PCW 13  Assessing Values alongside Non-Academic Attributes using Multiple Mini Interviews
Maire Kerrin, Emma-Louise Rowe (Work Psychology Group, UK)
Location: Room 2.31, Level 2

1330-1630  #PCW 14  Creating Simulated Patient Cases that Support Interprofessional Education
Mary Knub, Susan E Farrell (Center for Interprofessional Studies and Innovation, MGH Institute of Health Professions)
Location: Room 2.44, Level 2

1330-1630  #PCW 15  Teaching ‘On the Run’: How to deliver high-quality teaching in a busy clinical environment
Kevin Gervin, James Boyle, Kevin Garrity (University of Glasgow, UK), Matthew J. Stull (Case Western Reserve University, USA), Luke McLean (University of Glasgow, UK)
Location: Room 2.61, Level 2

1330-1630  #PCW 16  How to create an attractive and effective CME event to foster active learning
Kristina Patja, Leila Niemi-Murola, Juha Pekka Turunen, Lena Sjöberg, Eeva Pyörälä (Finland)
Location: Room 2.95, Level 2

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

Morning Workshop: 1000-1100
Afternoon Workshop: 1430-1530
## Registration Desk / Exhibition
- Registration Desk Open: 0745-2100
- Exhibitor Set Up: 1300-1630
- Poster Mounting: 1400-1900
- Exhibition Open: 1845-2115

## Tours – all tours depart and return to Austria Center Vienna
- Graffiti Explorer: 0900-1200
- Art Nouveau Tour: 0930-1230
- City Walking Tour with Cake and Coffee: 1300-1530
- City Bus Tour: 1330-1630
- City Walking and Tram Tour: 1500-1800

## Group Meetings
- ASPIRE Assessment Panel (closed meeting): 0800-0900
- ASPIRE Curriculum Panel (closed meeting): 0800-0900
- ASPIRE Faculty Development Panel (closed meeting): 0800-0900
- ASPIRE Inspirational Approaches Panel (closed meeting): 0800-0900
- ASPIRE Social Accountability Panel (closed meeting): 0800-0900
- ASPIRE Student Engagement Panel (closed meeting): 0800-0900
- ASPIRE Board (closed meeting): 0930-1230
- ASPIRE Academy (closed meeting): 1400-1600

## AMEE-Essential Skills in Medical Education (ESME) Courses and Masterclasses
Pre-registration is essential. Coffee & Lunch will be provided for those attending a full day Course/Masterclass.

### ESME – Essential Skills in Medical Education
- 0800-1630: Room 2.17, Level 2
- 0830-1630: ESMECPD - Essential Skills in Continuing Education and Professional Development
  - Location: Room 0.49-50, Level 0
  - Location: Room 0.11-12, Level 0
- 0830-1630: RASME - Research Advanced Skills in Medical Education
  - Location: Room 1.61-62, Level 1
- 0830-1700: ESMESim - Essential Skills in Simulation-based Healthcare Instruction
  - Location: Room 0.31-32, Level 0
- 0845-1215: ESMEA - Essential Skills in Medical Education Assessment
  - Location: Room L8, Level 1
- 0845-1630: ESME-CT – Essential Skills in Clinical Teaching
  - Location: Room L7, Level 1
- 0930-1630: PASREV – Practical Skills for Reviewing Evidence in Health Professions Education – a BEME Course
  - Location: Suite E, Level 0
  - Pre-registration is essential. Coffee and lunch will be provided.

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

### #PCW 17 The Turnaround: How to manage curricular change successfully (lunch included)
- Bianca Schuh, Angelika Hofhansl, Herwig Czech, Andjela Bäwert, Monika Himmelbauer, Anita Holzinger, Werner Horn, Franz Kainberger, Desiree Kolier, Richard Marz, Andrea Praschinger, Gerhard Zlabinger, Anita Rickner (Medical University of Vienna, Austria)
  - Location: Medical University Vienna. (Transport from ACV at 0830hrs)

### #PCW 18 Resilience: the art of balancing on a tightrope (Veterinary Education Worldwide) (lunch included)
- Nicole Mastenbroek, Niels Bakkeren (Utrecht University, the Netherlands), Jenny Moffet (RCSI, Ireland), Martin Cake (Murdoch University, Australia), Claire Vinten (Royal Veterinary College, UK)
  - Location: Room 2.15, Level 2
<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
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</thead>
</table>
| 0930-1230 | **#PCW 19 The Only Way Is Ethics: Teaching and Learning Medical Ethical Reasoning**  
             Al Dowie, Suzanne Dowie (University of Glasgow, UK)  
             Location: Room 2.17, Level 2 |
| 0930-1230 | **#PCW 20 The World Federation for Medical Education (WFME) Recognition Program for Accrediting Agencies: Purpose, processes, and criteria**  
             David Gordon (World Federation for Medical Education (WFME), France), John J. Norcini, Marta van Zanten (Foundation for Advancement of International Medical Education and Research (FAIMER), USA)  
             Location: Room 2.31, Level 2 |
| 0930-1230 | **#PCW 21 Leveraging Learning Analytics in Medical Education**  
             Vania Dimitrova (Leeds Institute of Medical Education & School of Computing, University of Leeds, UK), David Topp, Rachel Ellaway (University of Calgary, Canada), Tamsin Treasure-Jones (Leeds Institute of Medical Education, University of Leeds, UK), Martin V. Paic (NYU Langone Health, USA), Olivier Palombi (University of Grenoble Alpes, France)  
             Location: Room 2.44, Level 2 |
| 0930-1230 | **#PCW 22 Design thinking: Designing your community engagement or Guiding your classes**  
             Susan Crichton (UBC, Canada), Hanlie Moss, Christina Botha-Ravyse (NWU, South Africa)  
             Location: Room 2.61, Level 2 |
| 0930-1230 | **#PCW 23 Advanced Presentation and Communications Skills for Medical Educators: Killing It From the Podium**  
             Lawrence Sherman (AMEE International Development, USA), Kathy Chappell (American Nurses Credentialing Center, USA)  
             Location: Room 2.83, Level 2 |
| 1330-1630 | **#PCW 24 Healing Structures: Weaving Technology into Medical Education**  
             Ruben Puentedura (Hippasus, USA)  
             Location: Room 2.95, Level 2 |
| 0930-1230 | **#PCW 25 Managing tensions in competency-based assessment: embracing complexity**  
             Marjan Govaerts, Cees van der Vleuten, (Maastricht university, Netherlands), Eric Holmboe, (ACGME, USA)  
             Location: Room 0.94-95, Level 0 |
| 0930-1230 | **#PCW 26 Leading change in medical education: utilizing best practices from organizational change management**  
             Sookyung Suh, Roger H. Kim, C. Leslie Smith (Southern Illinois University School of Medicine, USA)  
             Location: Room 0.14, Level 0 |
| 0930-1230 | **#PCW 27 Competency-based Curriculum and Faculty Development for CPD in Surgery Worldwide**  
             Mike Cunningham, Miriam Uhlmann, Jane Thorley Wiedler, Kokeb Abebe, Tatjana Topalovic (AO Foundation - AO Education Institute, Switzerland)  
             Location: Room 0.15, Level 0 |
| 0930-1230 | **#PCW 28 Creating simulated learning environments: On site, in situ and facility-based activities**  
             Kristian Krogh (Aarhus University and Aarhus University Hospital, Denmark), Peter Dieckmann (Capital Region of Denmark, University of Copenhagen, Denmark and University of Stavanger, Norway, Denmark), Michaela Kolbe (University Hospital Zurich, Switzerland), Karl Schebesta, Bernhard Rössler (Medical University of Vienna, Austria), Debra Nestel (Monash University and University of Melbourne, Australia)  
             Location: Vienna University Simulation Centre at the Brünner Straße 68, 1210 Vienna (Transport from ACV at 0830hrs) |
| 1330-1630 | **#PCW 29 Solutions to common assessment problems**  
             Ara Tekian (University of Illinois, Chicago, USA), John Norcini (FAIMER, Philadelphia, USA)  
             Location: Room L8, Level 1 |
| 1330-1630 | **#PCW 30 Making entrustment decisions explicit: Preparing “front-line” teachers for performance assessment based on a learner’s need for supervision**  
             Maryellen E. Gusic (University of Virginia School of Medicine, USA), H. Carrie Chen (Georgetown University School of Medicine, USA), Yiva Holzhausen, Harm Peters (Charité - Universitätsmedizin Berlin, Germany), Olle ten Cate (University Medical Center Utrecht, Netherlands)  
             Location: Room 2.31, Level 2 |
#PCW 31 Global perspectives and approaches to teaching humanities in clinical curricula
Alan Bleakley (Faculty of Medicine and Dentistry, University of Plymouth, UK), Quentin Eichbaum (Vanderbilt University School of Medicine, USA), Flora Smyth Zahra (Faculty of Dentistry, Oral and Craniofacial Sciences, King’s College London, UK), Ming-Jung Ho (Department of Family Medicine, Georgetown University School of Medicine, USA), Rajendra Badwe (Tata Memorial Centre, Mumbai, India)
Location: Room 2.17, Level 2

#PCW 32 Supporting learners’ successful transitions throughout the health professions education continuum with the meaningful use of technology
Richard Fuller (Liverpool University, UK), Viktoria Joyes (University of Liverpool, UK), Vishna Nadarajah (International Medical University, Malaysia)
Location: Room 2.44, Level 2

#PCW 33 Patient Safety for Medical Educators: Essential Concepts and Implementation
Trudie Roberts (Leeds Institute of Medical Education, UK), Robin Newton, Kevin Weiss, Robin Wagner (ACGME, USA), M. Sofia Macedo (Saudi Patient Safety Center, Saudi Arabia)
Location: Room 2.61, Level 2

#PCW 34 Programmatic Assessment in Action: Designing competency-based assessment using Canadian family medicine as an example
Shelley Ross (University of Alberta, Canada), Luce Pelissier-Simard (Universite Sherbrooke, Canada), Theresa van der Goes (University of British Columbia, Canada), Kathy Lawrence (University of Saskatchewan, Canada), Cheri Bethune (Memorial University, Canada), Kiranpal Dhillon (University of Alberta, Canada)
Location: Room 2.83, Level 2

#PCW 35 Patients as teachers in undergraduate medical education: A practical approach
Anne Marie Rieffestahl, Judit Vibe Madsen, Anne Mette Morcke (Copenhagen Academy for Medical Education and Simulation, Denmark)
Location: Room 2.95, Level 2

#PCW 36 Gaps and chasms: Defining and theorizing absences in health professions education research
Zac Felichenfeld (Department of Medicine, University of Toronto, Canada; Division of General Internal Medicine, Sunnybrook Health Sciences Centre, Toronto, Canada), Cynthia R Whitehead (The Wilson Centre; Department of Family & Community Medicine, University of Toronto; Women’s College Hospital; Toronto, Canada), Elise Paradis (The Wilson Centre, Canada Collaborative Healthcare Practice, Faculty of Pharmacy; University of Toronto, Canada), Ayelet Kuper (The Wilson Centre; Department of Medicine, University of Toronto; Division of General Internal Medicine, Sunnybrook Health Sciences Centre; Toronto, Canada)
Location: Room 0.94-95, Level 0

#PCW 37 Connecting the Dots: An essential core skill - Linking vision and strategy to relevant design and delivery approaches, processes, people and purpose
Chitra Subramaniam (AO North America, USA), Lisa Anderson (PriceWaterhouseCoopers, USA), Miriam Uhmann (AO Education Institute, Switzerland)
Location: Room 0.14, Level 0

#PCW 38 Feedback literacy not feedback rituals: time to focus on effects
Rola Ajjawi, Margaret Bearman (Deakin University, Australia), Liz Molloy (Melbourne University, Australia), Christy Noble (Gold Coast Health, Australia), Jo Tai (Deakin University, Australia)
Location: Room 0.15, Level 0

#PCW 39 Setting Learners Up for Success: Using the science of mindset to maximise learner growth
Teri L. Turner (Baylor College of Medicine, USA), Charlene Dewey (Vanderbilt University School of Medicine, USA), Melissa Carbajal, Linessa Zuniga, Brian Rissmiller (Baylor College of Medicine, USA), Subha Ramani (Harvard Medical School and Harvard Macy Institute, USA)
Location: Room 0.16, Level 0

Coffee Break Times
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Morning Workshop: 1000-1100
Afternoon Workshop: 1430-1530
AMEE 2019 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.
Ronald M Harden (AMEE General Secretary/Treasurer), Pat Lilley (AMEE Operations Director), Scott Johnstone (AMEE Chief Operating Officer)
Location: Hall N, Level 1
Time: 1600-1700

MAIN PROGRAMME

Session 1: Plenary

1730-1915

#1 Plenary
Moderator: Ronald Harden, UK
Location: Hall A/C, Level 2

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

1730-1745

Welcome to AMEE 2019
Trudie Roberts (AMEE President), Richard März (Chair AMEE 2019 Local Organising Committee), Anita Rieder (Vice Rector for Education at the Medical University of Vienna)

1745-1805

Introduction to AMEE 2019 Programme
Ronald Harden (AMEE General Secretary/Treasurer, UK)

1805-1855

#1 Plenary: Threshold Concepts and Troublesome Knowledge: a transformational approach to learning
Ray Land (Emeritus Professor of Higher Education, Durham University, UK)

1855-1915

A musical welcome to Vienna!

1915-2100

Networking Reception
Food, drink, conversation, entertainment and an opportunity to visit the exhibits.

Location: Entrance Hall/Hall E (Level 0), Gallery (Level 1)

Fee: included in the registration fee for registered participants. Additional guests cost €35.00 per guest
### Session 2: Plenary

#### #2 Plenary
- **Moderator:** Tim Dornan, UK
- **Location:** Hall A/C, Level 2

#### #2 Plenary: Medical Work and Learning in Transition: Toward Collaborative and Transformative Expertise
- *Yrjö Engeström* (Center for Research on Activity, Development and Learning (CRADLE), University of Helsinki and University of California, San Diego)

#### ASPIRE-to-Excellence Award Presentations
- **Time:** 0915-0945
- **Location:** Entrance Hall, Hall E, Gallery, Foyer M and N

#### Coffee Break
- **Time:** 0945-1015
- **Location:** Entrance Hall, Hall E, Gallery, Foyer M and N

### Session 3: Simultaneous Sessions

#### #3A Symposium: Activity Theory and Medical Education: Foundations, findings and future perspectives
- *Yrjö Engeström* (The Center for Research on Activity, Development and Learning, University of Helsinki, Finland), *Alan Bleakley* (Faculty of Medicine and Dentistry, University of Plymouth, UK), *Tim Dornan* (The Queen’s University, Belfast, UK), *Loes Meijer* (Julius Center for Health Sciences and Primary Care, University Medical Centre Utrecht, the Netherlands), *Eeva Pyörälä* (Center for University Teaching and Learning, University of Helsinki, Finland)
- **Location:** Hall A, Level 2

#### #3B Symposium: 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* (Retired from Albany Medical College, USA), *Michelle Daniel*, *Robin Hemphill* (University of Michigan Medical School, USA), *Sorabh Khandewal* (Ohio State University Medical College, USA), *Sandra Montiero*, *Geoff Norman* (McMaster University, Canada)
- **Location:** Hall C, Level 2

#### #3C Symposium: Diversity across the globe: Sharing experiences and challenges with equity and inclusion in medical education
- *Anna Vnuk* (School of Medicine, College of Medicine and Public Health, Flinders University, Adelaide, Australia), *Sabine Ludwig* (Charité - Universitätsmedizin Berlin, Institute of Medical Sociology and Rehabilitation Science, Germany), *Maaike hunting* (St George’s University of London, UK), *Margot Turner* (St George’s University of London, UK)
- **Location:** Hall N, Level 1

#### #3D Symposium: Adapting to the changing times in health sciences education
- *IAMSE Symposium: Peter de Jong*, *Sandy Cook*, *Neil Osheroff*, *Cathy Pettepher*, *Rick C Vari* (International Association of Medical Science Educators)
- **Location:** Room L3, Level 1

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**Note:** Only the presenter(s) are listed in the programme. For a full list of authors, please see the Abstract Book or follow the link to the abstracts from each session in the App.
1015-1200  #3E Research Papers: Learning Spaces and Environment
Moderator/Assessor: Martin Tolsgaard, Denmark
Location: Hall M, Level 1

1015-1035  #3E "I feel like I sleep here": How space and place influence medical student experiences
Lorraine Hawick, Centre for Healthcare Education Research and Innovation, University of Aberdeen, UK

1035-1055  #3E Using Activity Theory to interpret students’ experiences of learning clinical reasoning
Megan Anakin, University of Otago, Dunedin, New Zealand

1055-1115  #3E The pedagogical encounters and learning environment on a student unit in Sweden: an observational study
Anna Dyar, Department of Clinical Sciences Danderyd Hospital, Karolinska Institutet, Stockholm, Sweden

1115-1135  #3E International partnerships for medical education: An evaluation of the International Institute for Medical Education Leadership (IMIEL)
Fabiola Aparicio, University of Calgary, Canada

1135-1155  #3E International short-term placements in health professions education – A meta-narrative review
Birgit Frust dorfer, Warwick Medical School, Coventry, UK

1155-1200  Discussion

1015-1200  #3F Research Papers: Health Care Implementation
Moderator/Assessor: Diann Eley, Australia
Location: Room L6, Level 1

1015-1035  #3F Depth of Field©: enhancing nursing students’ preparedness to care for older adults
Michelle Kelly, Curtin University, Perth, Australia

1035-1055  #3F A new instrument to measure attitudes regarding high value, cost-conscious care of healthcare stakeholders: development of the MHQAQ
Serge Mordang, Maastricht University, Maastricht, the Netherlands

1055-1115  #3F How residents deal with HV3C dilemmas; an ethnographic study
Lorette Stammen, Maastricht University, Maastricht, the Netherlands

1115-1135  #3F A Randomised Controlled Trial of SAFMEDS to Promote Fluency in Interpretation of Electrocardiograms
Louise Rabbitt, School of Medicine, National University of Ireland, Galway, Ireland

1135-1155  #3F Fulfilling A New Obligation: Teaching and Learning About Sustainable Healthcare in the UK Medical School Curriculum
SanYuMay Tun, Centre for Environmental Policy, Imperial College London, UK

1155-1200  Discussion

1015-1200  #3G Point of View 1
Moderator: Kichhu Nair, Australia
Location: Room 1.85-86, Level 1

1015-1025  #3G Emotions matter in selection for medical school: Let's value more than students’ IQ
Kirsty Forrest, Bond University, Australia

1025-1035  #3G Sharing Accountability for a Cultural Shift in Lifelong Learning in Healthcare
Sophie Peloquin, AXDEV Group, Canada

1035-1045  #3G Gender perspective in medical education: Where?
Laura Laluca García Valdés, IFMSA - International Federation of Medical Students Association

1045-1055  #3G What do you mean you’ve never failed before? The dangers of reframing failure
Rachel Lewin, University of California, Los Angeles, USA

1055-1105  #3G The gut feelings perspective: Clinical intuition beyond guidelines. A challenging teaching topic
Graziela Moreto, SOBRAMFA - Brazilian Society of Basic Medical Education

1105-1115  #3G Teaching written communication to medical students
Michael Unwin, University of Manchester, UK

1115-1125  #3G Stress Related Absence in Medical Trainees
Mumtaz Patel, Health Education England North West (HEE NW), UK

1125-1135  #3G Surgical Education is an Import-Export Business
Douglas Wooster, University of Toronto, Canada

1135-1145  #3G Should alternative medicine be taught in our faculties?
Frederic Lagrace, Faculty of Health Sciences - University of Angers, France

1145-1155  #3G What I hope they would've taught me in Med School
Alekii Palunen, Helsinki University, Finland

1155-1200  Discussion
1100-1115  
**3J4 Fairy Tales and Psychiatry: a Psychiatry Residency’s Experience**  
Zheala Qayyum, Harvard Medical School / Boston Children’s Hospital, USA

1115-1130  
**3J5 Narrative perspective and reflective writing: A Longitudinal Elective in Health Humanities**  
Alice Fornari, Donald and Barbara Zucker SOM at Hofstra/Northwell, USA

1130-1200  
**Discussion**

1015-1200  
**#3L Short Communications: Clinical Teaching**  
Moderator: Eugene Custers, the Netherlands

1015-1030  
**3L1 Learning guide on ward round, clinics, and medical procedures for undergraduates**  
Dalal Fadlalla Abouda Mohamed, Royal Free Hospital, UK

1030-1045  
**3L2 Development of innovative clinical care competency program for nursing students**  
Shu-Fen Shen, National Yang-Ming University, School of Nursing, Taiwan

1045-1100  
**3L3 Teaching normal - teaching physical examination skills on healthy patients**  
Wern Ee Tang, Lee Kong Chian School of Medicine, Nanyang Technological University, Singapore

1015-1200  
**#3K Short Communications: Continuing Professional Development I**  
Moderator: William Cutrer, USA

1015-1030  
**3K1 Twelve tips to design a competency-based curriculum for continuing professional development**  
Heather Lochman, The University of Ottawa, Canada

1030-1045  
**3K2 Development and Implementation of a Simulation-Based Short Course for Airway Management and Resuscitation during the First 5 Minutes of Cardiac Arrest in the Resource-Limited Primary Care Hospitals**  
Sung A Lee, The Catholic University Of Korea College of Medicine, South Korea

1045-1100  
**3K3 Advancing Wellness and Improving Joy at Work Through Professional Development**  
Janine Shapiro, University of Rochester School of Medicine and Dentistry, USA

1100-1115  
**3K4 Authentic or demonstrated reflection? The reflection process of healthcare professionals during reflective conversations in a leadership development curriculum**  
Anne van Tuijl, Radboud University Medical Center, the Netherlands

1115-1130  
**3K5 Framing Professionalism: A Comparison of Measurement Instruments versus Policy Statements: Implications for CPD**  
Betsy Williams, Professional Renewal Center, USA

1130-1200  
**Discussion**

1015-1200  
**#3J Short Communications: Humanities I**  
Moderator: Jonathan McFarland, Russia

1015-1030  
**3J1 Can a collaborative art-anatomy educational environment encourage creative thinking and learning skills?**  
Krisztina Valter, Australian National University, Australia

1030-1045  
**3J2 ‘But I’m not artistic!’: How students’ attitudes towards medical humanities change over time**  
Lucinda Richards, Lee Kong Chian School of Medicine, Nanyang Technological University, Singapore

1045-1100  
**3J3 Life education of hospital staff through humanistic works presentation**  
Kong-Ju Chou, Taohsiung Veterans General Hospital, Taiwan

1015-1030  
**#3I Short Communications: Scientific Abstract Longitudinal, Portfolio**  
Moderator: Sandra Kemp, Australia

1030-1045  
**3I1 Development of Medical Students’ Assessment, Peer Assessment & Self-Assessment Competency Levels as Part of a Portfolio for foundation doctors in England**  
Kyong-Jee Kim, Dongguk University School of Medicine, South Korea

1045-1100  
**3I2 Development of an e-portfolio to enhance feedback on medical students’ learning progress**  
Yadira Roa-Romero, Charité-Universitätsmedizin Berlin, Germany

1100-1115  
**3I3 Reflective practice promotion through electronic portfolio implementation in extramural dental internship**  
Lorena Isbej, Pontificia Universidad Católica de Chile, Chile

1115-1130  
**3I4 Creating, launching and maintaining a new e-portfolio for foundation doctors in England**  
Kata Vármai, Health Education England, UK

1130-1200  
**Discussion**

1015-1200  
**#3H Short Communications: WITHDRAWN**

1015-1200  
**#3G Short Communications: WITHDRAWN**

1015-1200  
**#3F Short Communications: WITHDRAWN**

1015-1200  
**#3E Short Communications: WITHDRAWN**

1015-1200  
**#3D Short Communications: WITHDRAWN**

1015-1200  
**#3C Short Communications: WITHDRAWN**

1015-1200  
**#3B Short Communications: WITHDRAWN**

1015-1200  
**#3A Short Communications: WITHDRAWN**

1100-1115  
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Zheala Qayyum, Harvard Medical School / Boston Children’s Hospital, USA

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**3J4 Fairy Tales and Psychiatry: a Psychiatry Residency’s Experience**  
Zheala Qayyum, Harvard Medical School / Boston Children’s Hospital, USA

1115-1130  
**3J5 Narrative perspective and reflective writing: A Longitudinal Elective in Health Humanities**  
Alice Fornari, Donald and Barbara Zucker SOM at Hofstra/Northwell, USA

1130-1200  
**Discussion**

1015-1200  
**#3K Short Communications: Continuing Professional Development I**  
Moderator: William Cutrer, USA

1015-1030  
**3K1 Twelve tips to design a competency-based curriculum for continuing professional development**  
Heather Lochman, The University of Ottawa, Canada

1030-1045  
**3K2 Development and Implementation of a Simulation-Based Short Course for Airway Management and Resuscitation during the First 5 Minutes of Cardiac Arrest in the Resource-Limited Primary Care Hospitals**  
Sung A Lee, The Catholic University Of Korea College of Medicine, South Korea

1045-1100  
**3K3 Advancing Wellness and Improving Joy at Work Through Professional Development**  
Janine Shapiro, University of Rochester School of Medicine and Dentistry, USA

1100-1115  
**3K4 Authentic or demonstrated reflection? The reflection process of healthcare professionals during reflective conversations in a leadership development curriculum**  
Anne van Tuijl, Radboud University Medical Center, the Netherlands

1115-1130  
**3K5 Framing Professionalism: A Comparison of Measurement Instruments versus Policy Statements: Implications for CPD**  
Betsy Williams, Professional Renewal Center, USA

1130-1200  
**Discussion**

1015-1200  
**#3J Short Communications: Humanities I**  
Moderator: Jonathan McFarland, Russia

1015-1030  
**3J1 Can a collaborative art-anatomy educational environment encourage creative thinking and learning skills?**  
Krisztina Valter, Australian National University, Australia

1030-1045  
**3J2 ‘But I’m not artistic!’: How students’ attitudes towards medical humanities change over time**  
Lucinda Richards, Lee Kong Chian School of Medicine, Nanyang Technological University, Singapore

1045-1100  
**3J3 Life education of hospital staff through humanistic works presentation**  
Kong-Ju Chou, Taohsiung Veterans General Hospital, Taiwan
1100-1115  3L4 Dignity during work-integrated learning: what does it mean for supervisors and students?  
Paul Crampton, Hull York Medical School & Monash Centre for Scholarship in Health Education, UK

1115-1130  3L5 Facilitating Affective Elements in Learning - in a Palliative Care Context  
Janet Mattsson, Red Cross Red Crescent University College, Sweden

1130-1200 Discussion

1015-1200  #3M Short Communications: Student Engagement  
Moderator: Lucas Thieme, Germany  
Location: Room 0.94-95, Level 0

1015-1030  3M1 Teachers’ perspectives on student-staff partnership: Limited space for students or co-creation?  
Samantha Martens, Maastricht University, the Netherlands

1030-1045  3M2 AMEE Students: an example of where student engagement is really meaningful!  
Basil Ahmad, Jordan University of Science and Technology, Jordan

1045-1100  3M3 Teaching and learning interdisciplinarity: a student-driven project  
Shams Ribault, Faculté de Médecine Lyon Est, France

1100-1115  3M4 The effect of admission year and effort-reward imbalance model on medical students’ engagement  
Jung Eun Hwang, The Catholic University of Korea, College of Medicine, South Korea

1115-1130  3M5 Medical students as promoters of academic training in the undergraduate level: A view of medical students' scientific societies from Peru  
Anderson Soriano-Moreno, Sociedad Científica de Estudiantes de Medicina de la Universidad Peruana Uni, Peru

1130-1145  3M6 ASPIRE Student Engagement Criteria as a tool for promoting educational leadership with Brazilian Medical Students  
Ugo Caramori, UNICAMP, Brazil

1145-1200 Discussion

1015-1200  #3N Short Communications: Competency Based Education  
Moderator: Denise Dupras, USA  
Location: Room 2.15, Level 2

1015-1030  3N1 Reflections of Program Directors on a National Education Transition: Insights for Competency-Based Medical Education Implementation  
Bryce Bogie, McMaster University, Canada

1030-1045  3N2 Coordinating a nation-wide introduction of a new competency framework for the Swiss undergraduate medical curricula: development of a common implementation guide  
Marc Sohmann, University of Lausanne, Switzerland

1045-1100  3N3 Development and Implementation of a Workplace-Based Assessment System to Inform Competency Decisions and Encourage Self-Regulated and Mastery Learning Behaviors in Post-Graduate Medical Education  
Daniel West, University of California, San Francisco, USA

1100-1115  3N4 The development of a roadmap for the implementation of competency-based postgraduate medical education: A qualitative study  
Tim Dubé, McGill University, Canada

1115-1130  3N5 Development of interprofessional education in paediatric cancer: a Nordic Delphi study to establish consensus on content and learning objectives  
Martha Krogh Topperzer, Department of Paediatrics and Adolescent Medicine, Rigshospitalet University of Copenhagen, Denmark

1130-1145  3N6 First Impressions - An evaluation 6 months in to the Outcome Based Education pilot in Basic Specialist Training for Paediatrics  
Aisling Smith, Royal College of Physicians of Ireland

1145-1200  3N7 A qualitative study of complex intervention for CBME across specialties in an Asian country  
Haio-chuan Lin, China Medical University Hospital, Taiwan

1015-1200  #3O Short Communications: Patient Safety  
Moderator: Hassan Khan, Pakistan  
Location: Room 2.31, Level 2

1015-1030  3O1 Setting high standards from the start: An experiential faculty orientation to introduce institutional expectations around communication and patient safety  
Kinga Eliasz, New York University School of Medicine, USA

1030-1045  3O2 Medical error in power different situation - how would medical students respond and could we train them to face it?  
Jen-Chieh Wu, Taipei Medical University Hospital, Taiwan

1045-1100  3O3 A Longitudinal Simulation to Teach Safety Tools and Behaviors in a US-based Postgraduate Training Program  
John Delzell, Northeast Georgia Health System, USA

1100-1115  3O4 Influence of observing errors and receiving feedback on performance  
Portia Kalun, McMaster University, Canada

1115-1130  3O5 The Prescribing Safety Assessment (PSA) - Improving Confidence in Prescribing. An Assessment ‘Pill’ which is worth swallowing  
Matthew Gittus, Health Education England, UK

1130-1145  3O6 Japanese medical students’ knowledge of diagnostic errors and beneficial learning effects from workshop-style education  
Yu Yamamoto, Aichi Medical University School of Medicine, Japan

1145-1200 Discussion
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<td><strong>3P1 Exploring female surgeon identity constructions: A qualitative study with female surgeons, their colleagues and patients</strong></td>
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<td><strong>3P2 Heart of a lion, hands of a lady: A literature review on gender-based discrimination in General Surgical specialist training</strong></td>
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<td><strong>3P6 Development and validation of an instrument to evaluate competences in Pediatric Surgery Residence based on milestone project</strong></td>
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<td><strong>3Q1 Can health professional students become effective simulated patients? Student reflections from an intensive for-credit training course</strong></td>
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<td><strong>3Q2 Augmented assessment: a proof-of-concept experience on the use of auscultation simulators in the context of objective structured clinical examinations</strong></td>
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<td><strong>3Q6 Using Standardized Clinical Skills Assessment (CSA) Metrics to Predict Student Clinical Performance</strong></td>
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<td><strong>3R2 Becoming a medical specialist in Europe in the 21st century: Comparative Analysis of Postgraduate Medical Education in Estonia, Latvia and Lithuania</strong></td>
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**Notes:**
- Sessions are categorized by different areas such as surgery, postgraduate education, and teaching and learning.
- Each session includes a title, a brief description, and the names and locations of the moderators and presenters.
- Presenters include: Giselle Myer, Universidad Católica Del Norte, Chile; Laura Hirshfield, University of Illinois at Chicago, USA; Maria Ferreira, Faculdade de Medicina Da Universidade Do Porto, Portugal; Yi Chou, Joint Commission of Taiwan, Taiwan; and more.

**Events:**
- **Monday 26th August, Austria Centre Vienna**
- **Short Communications:** Surgery 1, Postgraduate Education I, Simulated Patients.
1015-1200 #3W Conference Workshop: Institutional Ethnography: demystifying its use for Health Professions Education Research
Grainne Kearney, Queen’s University Belfast, UK; Fiona Webster, Western University, Canada; Gerry Cormley, Queen’s University, UK; Nancy McNaughton, Michener Institute of Education at University Health Network, Canada; Robert Paul, The Wilson Centre, University of Toronto, Canada; Eleni P Kariki, Queen’s University, UK
Location: Room 0.49-50, Level 0

1015-1200 #3X Conference Workshop: Effective Use of Technology to Capture and Report About Entrustable Professional Activities
Michelle Linsenmeyer, West Virginia School of Osteopathic Medicine, USA; Olle ten Cate, University Medical Center, Utrecht, The Netherlands; Carrie Chen, Georgetown University School of Medicine, USA; Claire Touchie, Medical Council of Canada and University of Ottawa, Canada
Location: Room 0.96-97, Level 0

1015-1200 #3Y Conference Workshop: How we used threshold theory to address challenges in under and postgraduate training
Ralph Pinnock, Otago University, New Zealand; Anne O’Callaghan, Hospital Palliative Care Service, Auckland District Health Board, New Zealand; Katherine Hall, Department of General Practice, Otago Medical School, New Zealand; Louise Young, College of Medicine and Dentistry, James Cook University, Australia
Location: Room 2.17, Level 2

1015-1200 #3Z Conference Workshop: Context is Critical: exploring pedagogies of place in health professions education
Roger Strasser, Northern Ontario School of Medicine, Canada; Ian Couper, Ukwanda Centre for Rural Health, Faculty of Medicine and Health Sciences, Stellenbosch University, South Africa; Rachel Ellaway, Office of Health and Medical Education Scholarship, University of Calgary, Canada; Paul Worley, Prideaux Centre for Health Professions Education Research, Flinders University, Australia; Susan Van Schalkwyk, Centre for Health Professions Education, Faculty of Medicine and Health Sciences, Stellenbosch, South Africa; Clare Morris, Institute of Health Sciences Education, Queen Mary University of London, UK
Location: Room 2.44, Level 2
**3AA Conference Workshop: Serious Games Development & Implementation in Health Professions Education**
Todd Chang, Children’s Hospital Los Angeles & Keck School of Medicine, University of Southern California, USA; Elizabeth Kochur, Medical Education Development Global Consulting, USA; Gerald Stapleton, University of Illinois at Chicago, USA; Chaoyan Dong, Sengkang General Hospital, Singapore; Martin Pusic, New York University Langone Health, USA
Location: Room 2.61, Level 2

**3BB Conference Workshop: Development of Situational Judgement Test Approaches for Selection, Development & Assessment**
Emma-Louise Rowe, Maire Kerrin, Victoria Roe, Fiona Patterson, Work Psychology Group, Derby, UK
Location: Room 2.83, Level 2

**3CC Conference Workshop: Virtual/Augmented/Mixed reality and the new hologram based reality... What are the prospects in MedEd?**
Panagiotis Bamidis, Aristotle University of Thessaloniki, Greece; & Leeds Institute of Medical Education, University of Leeds, UK; James Pickering, University of Leeds, UK; Evdokimos Konstantinidis, Panagiotis Antoniou, Aristotle University of Thessaloniki, Greece
Location: Room 2.95, Level 2

**3DD ePosters: Communication**
Moderator: Sheila Crow, USA
Location: Foyer B, Level 2

**3DD01 “We just want realism don’t we?” A focus group exploration into student perception of the use of simulated patients in clinical communication skills training**
Diane Owen, Swansea University Medical School, UK

**3DD02 Evaluation of the attitude of students from medical faculties of the Medical University of Warsaw and University of Basil towards the development of communication competence**
Mariusz Panczyk, Medical University of Warsaw, Poland

**3DD03 Intern Satisfaction with Breaking Bad News Training**
Marina Searle, Universidad Andrés Bello, Chile

**3DD04 The teaching and assessment of triadic communication - a collaboration from 2 UK Medical Schools**
Rachel Williams, University of Cambridge, UK

**3DD05 Does audio recording of a referral/consult in addition to a personalized feedback improve communication skills (A pilot study)?**
Khalid Bashir, Hamad Medical Corporation, Qatar

**3DD06 It’s still challenging! - New concepts for training simulated patients (SP) in the art of giving feedback**
Susanne Lück, Charité Berlin, Simulated Patients Program, Germany

**3DD07 A nationwide qualification program for peer tutors in training of communication skills**
Louisa Hecht, German Medical Students’ Association (bvmd e.V.), Germany

**3DD08 Addressing the elephant in the room: Improving healthcare professionals’ confidence and ability communicating in difficult scenarios**
Aira Benisuys, South Tyneside NHS Foundation Trust, UK

**3DD09 Dying: a Human Thing: An Initiative for Training Medical Undergraduates to Deliver Bad News at Universidade Federal do Rio Grande do Norte, Brazil**
Dias Rôny da Silva Santos, Universidade Federal do Rio Grande do Norte (UFRN), Brazil

**3DD10 What is the role of the use of video recordings in medical education for the teaching of communication skills?**
Ana Leite, Associação Hospitalar Moinhos de Vento - AHMV, Brazil

**3DD11 Does Prior Performance Information Impact Feedback; Implications for Learner Handover?**
Timothy Wood, University of Ottawa, Canada

**3DD12 Formation and Communication in Health Care**
Fernanda Novaes, FAIMER, Imip, Inss, Brasil

**3DD13 Virtual Reality - a Novel Approach to Teach Communication and Collaboration Competencies in Undergraduate Medical Education: An Experimental Study**
Lama Sultan, King Abdulaziz Medical City, Saudi Arabia

**3EE ePosters: Workplace Based Learning**
Moderator: Renee Stalmeijer, the Netherlands
Location: Foyer C, Level 2

**3EE01 Are there differences between student performance after rotations at tertiary and community Emergency Medicine teaching sites?**
Carolyn Rotenberg, Dalhousie Medical School, Canada

**3EE02 Assessment of the Clinical Pharmacology Domain of Veterinary Students in a Clinical Workplace: A Grounded Theory Approach for Development of a Cognitive Framework**
Paul Gordon-Ross, Western University of Health Science, USA

**3EE03 Service, clinical exposure and clinical department influence on House Officers (HO) / Post Graduate Year 1s (PGY1) training satisfaction**
Swee Han Lim, SingHealth, Singapore
| #3EE04 | Singapore Neuroimmunology Rounds - developing a Community of Practice for education and improved management of neuroimmune disorders | Simon Ling, KK Women’s & Children’s Hospital, Singapore |
| #3EE05 | An evaluation of an introductory integrated clerkship in a new medical college in the Middle East: What are the perceived barriers to clinical learning? | Alison Carr, Qatar University College of Medicine, Qatar |
| #3EE06 | A Study on the Value of Clinical Attachments in Enhancing the Competency of Medics | Daphne Ail G Tan, Singapore Armed Forces Medical Training Institute, Singapore |
| #3EE07 | Challenges of designing and implementing teaching rounds in the emergency department: A survey of Chinese Emergency Medicine attending physicians | Di Shi, Peking Union Medical College Hospital, China |
| #3EE08 | Evaluation of bedside teaching programme in surgical clerkship | Samanichit Samakphukhon, Sunpasitthiprasong Hospital, Thailand |
| #3EE09 | Ward Round: Education Time or Punishment? | Amy Woods, St George’s University Hospitals NHS Foundation Trust, UK |
| 1015-1200 | **#3FF ePosters: Patient Perspective and Involvement** | Moderator: Maulina Sharma, UK Location: Crystal Lounge, Level 1 |
| #3FF01 | Empathy Self-Assessment is Not Enough: Physicians and Students Can Benefit from Patients’ Perspectives to Grow | Monica Bernarda, School of Medical Sciences, University of Campinas, Campinas, São Paulo, Brazil |
| #3FF02 | Cancer Survivors as Educators in the Middle East: A Medical Student-Authored Narrative Medicine Educational Book | Alan Weber, Weill Cornell Medicine Qatar |
| #3FF03 | Integrated family-centeredness questions into acute inpatient care report writing during pediatric rotation: Can this enhance holistic mind in medical students? | Noppawan Pongsopa, Pediatric Department, Thailand |
| 1015-1200 | **#3GG Posters: Empathy and Ethics** | Moderator: Chris Skinner, Australia Location: Hall F/Foyer F, Level 0 |
| #3GG01 | Personal values as predictors of medical students’ empathy | Reem Alkahtani, King Saud bin Abdulaziz University for Health Sciences, Saudi Arabia |
| #3GG02 | Does postgraduate clinical training enhance empathy and empathic communication among trainee dentists? | Huei Hsu, Taipei Medical University, Taiwan |
| #3GG03 | To See is to Believe - the compulsory course “Medical services to the remote area” substantiates empathy education in the real-world practice | Min-Huei Hsu, Taipei Medical University, Taiwan |
3HH10 The 360-Degree Performance Assessment Implementation on Cardiology and Internal Medicine Residency Programs
Rosiene Diniz, UFRN, Brazil

3HH11 Development of a structure debriefing assessment tool for health care event: The Pearl of Wisdom tool (POW tool)
Yi-Chun Chen, Taipei Medical University Hospital, Taiwan

3HH12 Improving Feedback for Students: Encouraging Student Agency and Self-advocacy
Hannah McClenness, University of Sydney, Australia

3HH13 Feedback Culture in Medical School: An Observational Study of Non-verbal Cues in Simulated Communication Skills
Kudzai Sibanda, Queen Mary University of London, UK

3HH14 The role of video-assisted feedback sessions in resident teaching: A pre-post intervention
Jaclyn Vertes, Dalhousie University, Canada

3HH15 Design and implementation of interactive multi-source feedback system applied to postgraduate year residents of nursing
Ching Mei Lee, Department of Clinical Education and Training, Kaohsiung Medical University Hospital, Taiwan

3HH16 Students Assessing and Teaching Students: A student-run formative OSCE: Process and Further Research
Marie Thoresen, Norwegian University of Science and Technology, Norway

3HH17 Students’ experience of ‘Firecracker’ as a formative assessment tool in the Cardiovascular Course of MBBS programme in the University of the West Indies
Anwarul Azim Majumder, Faculty of Medical Sciences, The University of the West Indies, Cave Hill Campus, Barbados

3HH18 Feedback and Feedforward
Linda Waggoner-Fountain, University of Virginia School of Medicine, USA

3HH19 A feedback initiative, changing the culture of learning
Kristian Krogh, Aarhus University Hospital, Denmark

3HH20 “Is it me or is it the student?”: Clinical supervisors’ experience of giving feedback to physiotherapy students in clinical integrated learning
Malin Sellberg, Karolinska Institute, Sweden

3HH21 How do medical students value a multi-source feedback in developing their clinical skills?
Ayad Al-Mosilih, Qatar University, Qatar

1015-1200

#311 Posters: Curriculum Subjects 1
Moderator: Samy Azer, Saudi Arabia
Location: Hall F/Foyer F, Level 0

31101 Cadaveric anatomy teaching: An essential tool for reinforcing anatomical knowledge
Sara Sana, Bart’s and The London School of Medicine and Dentistry, UK

31102 A Comparison on Attitude to Cadaveric Dissection between Thai and Ethiopian Medical Students
Nattthiya Sakulsook, Faculty of Medical Science, Naresuan University, Thailand

31103 Musculoskeletal anatomy of the upper limb: Evaluation and comparison of common teaching & learning modalities
Vasileios Mitroussis, University of Thessaly, Department of Anatomy, Greece

31104 Radiology - an underutilised tool in undergraduate medical education
David Matthews, NHS Scotland, UK

31105 Challenges faced by Anatomy Honors students during weekly structured journal club activities
Sanet Kotzé, Stellenbosch University, South Africa

31106 Illuminating the impact of a seven-day challenge drawing the celiac trunk on medical students’ anatomical knowledge retention skills
Piyachat Chansela, Phramongkutklao College of Medicine, Thailand

31107 Specific Interactive Methods of Anatomy Teaching can Improve Physician Associate Student Feedback and Short-Term Learning Outcomes
Marianne Carpenter, Swansea Medical School, UK

31108 A Study on the Effectiveness of Virtual Reality Models in Anatomy Education
Sristi Acharya, Lee Kong Chian School of Medicine, Nanyang Technological University, Singapore

31109 Utilization of Virtual-Reality Technology for Learning Medical Anatomy
Seu-Hwa Chen, Department of Anatomy and Cell Biology, School of Medicine, Taipei Medical University, Taiwan

31110 Use of Technology Enhanced Teaching and Learning of Human Anatomy to Medical and Allied Health Students
Gopalakrishnakone Pon, Singapore Institute of Technology, Singapore

31111 Development of Research skills as part of MD Program At Akaki Tsereteli State University
Irine Pkhakadze, Akaki Tsereteli State University, Georgia

31112 Students’ self-reflection on their real experiences during early exposure to conducting clinical research in their first-year clinical clerkship
Wichirapon Arunothong, Lampang Regional Hospital, Thailand

31113 “Health System Research” teaching in 5th year medical students by multidisciplinary staff in Medical Teaching Center, Sunpasitthiprasong Hospital, Thailand: 10-year experience
Siritip Sanguanwongwan, Sanpasitthiprasong Hospital, Thailand

31114 Research of medical students of Sunpasit Hospital Ubonratchathani, Thailand: A 5-year audit
Praspoporn Suwaratchai, Sunpasitthiprasong Hospital, Thailand
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<td>3JJ05</td>
<td>Factors facilitating the success of fourth-year medical students conducting clinical research according to a new curriculum: Lessons learned</td>
<td>Rongtive Muempa, Lampang Medical Center, Lampang Hospital, Thailand</td>
<td>1015-1200</td>
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<td>3JJ06</td>
<td>Implementation of Guideline Watch for knowledge translation in clinical students: a pilot study</td>
<td>Chun-cho Chang, Taipei Medical University Hospital, Taiwan</td>
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<td>3JJ07</td>
<td>The teaching of evidence-based medicine (skills) for medical students in real life practice</td>
<td>Johannes Blom, Karolinska Institutet, Sweden</td>
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<td>3JJ08</td>
<td>Medical students' access to research and research education worldwide</td>
<td>Natasha Bouran, International Federation of Medical Students' Associations</td>
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<td>3JJ09</td>
<td>Lay representatives: what difference do they make?</td>
<td>Kim Walker, University of Aberdeen, UK</td>
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<td>3JJ10</td>
<td>Design and validation of a real and perceived academic workload measurement instrument for students of health-related undergraduate programs</td>
<td>José Peralta Camposano, Universidad De Chile, Chile</td>
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<td>3JJ11</td>
<td>OT role-emerging placements in primary care</td>
<td>Emily Chamberlain, GP Education Unit, Southampton, UK</td>
<td>1015-1200</td>
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<td>3JJ12</td>
<td>House System Inspired by Hogwarts House from the “Harry Potter” Movie</td>
<td>Hataitip Tangngam, Nakornping Medical Education Center, Thailand</td>
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<td>3JJ13</td>
<td>How to implement Team Resource Management in the clinical settings for head nurses</td>
<td>Tsu Sang Chen, Tungs'Taichung Metro Harbor Hospital, Taichung, Taiwan</td>
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<td>3JJ14</td>
<td>Adapting to Challenges in Promoting an Inter-Institutional Research Collaboration Model in Bahrain</td>
<td>Davinder Sandhu, Royal College of Surgeons in Ireland, Medical University Bahrain, Bahrain</td>
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<td>3JJ15</td>
<td>Perception of High Value, Cost-Conscious Care Amongst Undergraduates: Attitudes, Barriers, Environment and Clinical Role Model - A Longitudinal Cohort Study</td>
<td>Joo Wei Chua, National University Health System, Singapore</td>
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<td>3JJ16</td>
<td>Funding Level and Trends of Medical Colleges and Universities in China: 1998-2013</td>
<td>Wu Hongbin, Institute of Medical Education, Peking University, China</td>
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<td>3JJ17</td>
<td>Capacity building for nurses and allied health professionals to enable research evidence-based practice - a novel, proof-of-concept programme</td>
<td>Silvie Cooper, University College London, UK</td>
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<td>3JJ18</td>
<td>Quality Improvement for the Undergraduate curriculum</td>
<td>Ashish Ladva, King's College London (KGT), UK</td>
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<td>3JJ19</td>
<td>The Perceptions of Workplace Bully in the Nursing staff - Group role-playing in a one-day workshop</td>
<td>Yi-Fei Chung, Taiwan</td>
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<td>3KK01</td>
<td>A theoretical and conceptual framework for the investigation of Self-Regulated Learning by trainee clinical scientists on the UK Scientist Training Programme</td>
<td>Megan Smith, University of Birmingham, UK</td>
<td>1015-1200</td>
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<td>3KK02</td>
<td>The impact of ability to self-evaluate knowledge on readiness for self-directed learning</td>
<td>Matej Žnidarič, Faculty of Medicine University of Maribor, Slovenia</td>
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3KK03 Self-directed Learning Readiness Scale in 4th - 6th Year Medical Student at Chonburi Hospital - a Community Hospital
Yuthana Khongthip, Chonburi Hospital, Thailand

3KK04 Structured Self-directed Learning Model Preparing the Trainee for Subspecialty Board Certification Exams and Clinical Practice
Amulya Nageswara Rao, Mayo Clinic, USA

3KK05 Self-regulated learning in clinical practice: looking behind the curtain for understanding Katrien Cuypers, University of Antwerp, Belgium

3KK06 Better Choice for Your Career - Pre-doctor experience camps create opportunities to realize the future for senior high school students
Wen-Cheng Huang, Center for Education in Medical Simulation, Taipei Medical University, Taiwan

3KK07 Becoming a doctor: Students' perspectives in Germany
Peter Jan Chabiera, German Medical Students' Association, Germany

3KK08 Mapping specialty interests among Iranian medical students: results of a multi-center study Reza Hosseini Dolama, Tehran University of Medical Sciences, Iran

3KK09 Supporting Preparation for Practice in Radiotherapy Programmes Beverley Ball, University of Liverpool, UK

3KK10 Occupation choices and career success of medical technology undergraduates Yu-Chih Liang, Taipei Medical University, Taiwan

3KK11 Career-Related Experiential Learning: Developing Success in the Academic Foundation Programme (AFP) at the University of Warwick Catrin Wigley, University of Warwick, UK

3KK12 The Research Involvement, Determinants, Experiences, and Personality Traits of Health-care workers (Research IN-DEPTH) survey: Pilot results from New Zealand medical students Yassar Alamri, Canterbury District Health Board, New Zealand

3KK13 What is the role of near-peer mentoring for medical students in better informing them about a career in general practice? Anjali Gondhalekar, University College London, UK

3KK14 Engaging in the world of psychiatry Roshi Khatri, Brighton & Sussex Medical School, UK

3KK15 When do medical students aim to be a doctor in Japan? Tomoko Miyoshi, Okayama University Hospital, Japan

3KK16 Mediating effects of learning culture on the relationship between positive psychological capital and career adaptability of Korean medical students Moonsang Ahn, Chungnam National University, School of Medicine, Republic of Korea

3KK17 The new Bologna Medicine Degrees have slightly improved the election of Family Medicine as a specialty in Spain Joaquín García-Estafaní, Universidad De Murcia, Spain

3KK18 Can the supportive culture for career development affect turnover intention among nurses in Japan? Miho Satoh, Yokohama City University, Japan

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<td>Ann George, University of The Witwatersrand, South Africa</td>
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<td>Explaining the Challenges of the Master of Public Health (MPH) program from the perspective of family physicians graduated from this course: a qualitative study</td>
<td>Ideh Dadgaran, Medical Education Research Center, Education Development Center, Guilan University of Medical Sciences, Iran</td>
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<td>Kate Lydekker, St George's University Hospital NHS Foundation Trust, London, UK</td>
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<td>Bringing Oncology to the FOAM Party</td>
<td>Charles Dearman, Royal Marsden Hospital, UK</td>
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<td>3MM02</td>
<td>Exploring the risks of disruption of specialist physician training</td>
<td>Leila Niemi-Murola, University of Helsinki, Finland</td>
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<td>What makes the difference in patient satisfaction? The perspective of specialty characteristics in residency</td>
<td>I-Ting Liu, E-DA Hospital, Taiwan</td>
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<td>Application of Blended Learning to Increase Percentage of Proper Operational Skills of Post-graduate Year (PGY) Nursing Staff when Administering Home Parenteral Nutrition (HPN)</td>
<td>Pei-Hsin Hsieh, Kaohsiung Medical University Chung-Ho Memorial Hospital, Taiwan</td>
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<td>Academic coherence of the systems of evaluation of residence programs of anesthesiology in Colombia</td>
<td>Sandra Jaramillo Rincón, Universidad de los Andes, Colombia</td>
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Session 4: Simultaneous Sessions

1400-1530  #4A Symposium: Every way of seeing is a way of not seeing: Critical insights into the blind spots of entrustment language
Daniel Schumacher (Cincinnati Children's Hospital Medical Center, USA), Lorelei Lingard (Western University, Canada), Anneke van Enk (University of British Columbia, Canada), Karen Hauer (University of California, San Francisco, USA), Carol Carraccio (American Board of Pediatrics, USA), Olle ten Cate (Utrecht University, The Netherlands)
Location: Hall A, Level 2

1400-1530  #4B Symposium: How to train your dragon: Transforming faculty development in social and behavioural sciences
Betsy White Williams (University of Kansas School of Medicine, Clinical Program Professional Renewal Center, USA), Jeni Harden (University of Edinburgh, UK), Fred Hafferty (College of Medicine, Division of General Internal Medicine, Program on Professionalism and Values), Hiroshi Nishigori (Kyoto University, Japan), Tracey Collett (Plymouth University, UK), Kathy Kendall (University of Southampton, UK)
Location: Hall C, Level 2

1400-1530  #4C Symposium: From simulation to workplace: translating lessons for clinical event debriefings
Walter Eppich (Northwestern University Feinberg School of Medicine, Chicago, USA), Cristina Diaz-Navarro (University Hospital of Wales, Cardiff, UK), Ross Scalese (University of Miami School of Medicine, Miami, USA), Andrew Coggins (The University of Sydney, Western Clinical School, Sydney, Australia), Rebecca Szabo (The University of Melbourne, Australia)
Location: Hall N, Level 1

1400-1530  #4D Short Communications: Teaching and Learning - Team-Based Learning
Moderator: Luke Mortensen, USA
Location: Room L3, Level 1

1400-1415  4D1 Team-based learning (TBL) replaces Problem based learning (PBL) in Years 1 and 2 of a large medical school
Annette Burgess, The University of Sydney, Australia

1415-1430  4D2 Effectiveness of Team Based Learning versus Lectures in Delivering Surgical Case Management Conferences among 4th year Medical students: A Randomized Controlled Trial
Cherrie Ann Angon, De La Salle Health and Medical Sciences Institute, Philippines
1430-1445  4D3 Team-based learning (TBL) to facilitate the shift towards ‘health care as a team sport’
Yolande Reitsma, North-West University, South Africa

1445-1500  4D4 Online Team-Based Learning Best Practice Development
Brian O’Dwyer, CognaLearn and Embry-Riddle Aeronautical University, USA

1500-1515  4D5 The use of team-based learning pedagogy to educate radiographers in axial skeletal image interpretation
Celine Tan, Singapore General Hospital, Singapore

1515-1530  Discussion

1400-1530  #4E Research Papers: Selection in Health Professions Education
Moderator/Assessor: Jen Cleland, UK
Assessor: Aliki Thomas, Canada
Location: Hall M, Level 1

1400-1420  4E1 Is Reliance on the USMLE for Residency Screening at Odds with Efforts to Enhance Diversity among the Surgical Workforce?
Aimee Gardner, SurgiWise Consulting, Baylor College of Medicine, Houston, Texas, USA

1420-1440  4E2 Undergraduate medical course applicants’ perspectives on selection cost and value
Jonathan Foo, Monash University, Melbourne, Australia

1440-1500  4E3 Bridging the cultural divide? Exploring UK school pupils’ perceptions of medicine
Kirsty Alexander, University of Aberdeen, UK

1500-1520  4E4 How do entrants to courses designed for underrepresented students perform compared to peers on standard medical degree courses?
Sally Curtis, University of Southampton, Southampton, UK

1520-1530  Discussion

1400-1530  #4F Research Papers: Feedback in Health Professions Education
Moderator/Assessor: Erik Driessen, Netherlands
Assessor: Paula Rowland, Canada
Location: Room L6, Level 1

1400-1420  4F1 Strategies Used by Master Adaptive Learners when ‘Planning’ for Learning: A Qualitative Study in Graduate Medical Education
Linda Regan, Johns Hopkins University School of Medicine, Baltimore,

1420-1440  4F2 Student feedback literacy: the development of a framework for practice
Elizabeth Molloy, The University of Melbourne, Australia

1440-1500  4F3 Direct observation patterns in longitudinal training relationships: general practice residents’ experiences
Chris Rietmeijer, Dept of General Practice and Elderly Care Medicine, Amsterdam University Medical Centers, location VUmc, Amsterdam, The Netherlands

1500-1520  4F4 Beyond self-regulated learning: How students develop self-regulation through co-regulated learning during clinical clerkships
Derk Bransen, Maastricht University, Maastricht, The Netherlands

1520-1530  Discussion

1400-1530  #4G PechaKucha™ 1
Moderator: Bill Burdick, USA
Location: Room 1.85-62, Level 1

1400-1409  4G1 Palliative care in undergraduate medical curricula
Jolien Pieters, Maastricht University, The Netherlands

1409-1418  4G2 Teaching menstrual health - a journey towards better patient engagement as future doctors
Rong Hui Teo, NTU Lee Kong Chian School of Medicine, Singapore

1418-1427  4G3 What’s on your Medical Education Story Playlist? Writing and Sharing Stories as a Medical Educator
Meghan Treltz, University of Colorado, USA

1427-1436  4G4 The evolving use of virtual patients in medical education
James Thomas, Keio University School of Medicine, Japan

1436-1445  4G5 Shared mental models to support interprofessional team training: Getting everyone on the same page
Wee Shiong Lim, Tan Tock Seng Hospital, Singapore

1445-1454  4G6 PBL 360 - A story of innovation using 360-degree video to promote clinical reasoning in problem-based learning
Jordan Tsigrides, Norwich Medical School, UK

1454-1503  4G7 From critical thinking to critical making: craft and everyday design in medical education
Anna Harris, Maastricht University, the Netherlands

1503-1512  4G8 Empathy in the Age of Technology?
Margaret Brommelsiek, University of Missouri-Kansas City School of Medicine and School of Nursing and Health Studies, USA

1512-1530  Discussion

1400-1530  #4H Patil Teaching Innovation Awards 2
Moderator: Gary Rogers, Australia
Assessors: Tim Wilkinson, New Zealand / Rille Philiuk, UK
Location: Room 1.61-62, Level 1

1400-1415  4H1 The “150 Challenge”: Teaching Scalability in Medicine
Shomit Gheer, UC Berkeley, USA

1415-1430  4H2 Innovating Virtual Reality Training: Decentralized Surgical Simulation Training
Martin Fredner, University of Copenhagen, Denmark

1430-1445  4H3 Design and implementation of a chatbot as a learning tool for medical students: a feasibility study
Anand R, Christian Medical College, Vellore, India
1445-1500  4H4  Designing a 3-Dimensional Medical Curriculum Map  Redante Delizo Mendes da, Ateneo School of Medicine and Public Health, Philippines

1500-1515  4H5  Virtual Reality training for open surgical procedures - a new paradigm for simulation  Kartik Loganshetty, Imperial College London, UK

1515-1530  4H6  Recent Medical Graduates Working as Standardized Patients: Their Role as Educators to Student Doctors  Toshiba Watson, Ross University School of Medicine Miramar Campus, USA

No Discussion

1400-1530  4J4  Do pharmacy and medical students share the same views on telling the truth?  Lorraine Corfield, Keele University, UK

1500-1515  4J5  Changing Paradigms of Medical Education in Pakistan  Sarosh Saleem, Shalamar Medical & Dental College, Pakistan

1515-1530  Discussion

1400-1530  4K4  Social responsibility: Development of a blended learning community-based approach to health and social issues in the Hong Kong Community  Carmen Wong, The Chinese University of Hong Kong

1500-1515  4K5  Stepwise development of a new blueprint focused on the population’s needs for good medical care  Birgitta Kütting, The German National Institute for State examinations in Medicine, Pharmacy and Psychotherapy (IMPP), Germany

1515-1530  4K6  The development of social responsibility of medical postgraduate students  Liudmila Kovalenko, Surgut State University, Russia

No Discussion

1400-1530  4L4  Career orientations of medical students: a Q-methodology study  Matthijs de Hoog, Erasmus MC Sophia, the Netherlands

1400-1530  4J1  Career orientations of medical students: a Q-methodology study  Matthijs de Hoog, Erasmus MC Sophia, the Netherlands

1415-1430  4L2  An early exposure to general practice for second year medical students: how does it change their perception on primary care?  Juliette Macabrey, Faculty of Medicine Lyon Est, CUMG, France

1430-1445  4L3  Medical students’ expectations of the future  Marjo Wijnen-Meijer, TUM Medical Education Center, TUM School of Medicine, Technical University of Munich, Germany
Kang Sim, Institute of Mental Health, Singapore

Psychiatry Residents: A Longitudinal Study

Beira Interior, Portugal

Juliana Sá, Faculty

there any dust under the rug?

4N2

Milou Silkens, Amsterdam UMC, the Netherlands

climates in residency training

4N1

Moderator: Learning Environment

No Discussion

Sunju Im, Pusan National University, South Korea

longitudinal cohorts across four years

4M6

USA

Monica Garcia, Ross University School of Medicine,

Undergraduate Medical Education

4M5

Warwick Medical School, Olanrewaju Sorinola, University of Warwick, Warwick Medical School (WMS), UK

practices

4M4

Boaz Shulruf, UNSW, Sydney, Australia

admission tests for improving educational practices

4M3

Ana Marreiros, Department of Biomedical Sciences and Medicine, University of Algarve, Portugal

Struggling with Struggling: Using medical admission tests for improving educational practices

4M2

The Cross-cultural Experience of Academic Difficulty and Remediation

Simone Watkins, The University of Auckland, New Zealand

4M1

Profile characterization of unsuccessful students

Location: Room 0.94, Level 0

Moderator: Colin Michie, Netherlands Antilles

Learning Environment, Stress and Coping in

1445-1500

1415-1515

1500-1515

1515-1530

Discussion

#4M Short Communications: Student in Difficulty

Moderator: Colin Michie, Netherlands Antilles

Location: Room 0.94-95, Level 0

1400-1415

Profile characterization of unsuccessful students

Ana Marreiros, Department of Biomedical Sciences and Medicine, University of Algarve, Portugal

1415-1430

The Cross-cultural Experience of Academic Difficulty and Remediation

Simone Watkins, The University of Auckland, New Zealand

1430-1445

Struggling with Strugglers: Using medical admission tests for improving educational practices

Boaz Shulruf, UNSW, Sydney, Australia

1445-1500

Understanding Differential Attainment at Warwick Medical School (WMS), UK

Olanrewaju Sorinola, University of Warwick, Warwick Medical School,

1500-1515

Near-Peer academic coaching in Undergraduate Medical Education

Monica Garcia, Ross University School of Medicine, USA

1515-1530

Identifying developmental trajectories of communication and interpersonal skills among medical students: Evidence from two longitudinal cohorts across four years

Sunju Im, Pusan National University, South Korea

No Discussion

1445-1500

4L5 Discussion

No Discussion

1400-1415

Does a targeted, online, interactive teaching module improve medical imaging knowledge acquisition and clinical application?

Sue Garner, Deakin University, Australia

1415-1430

Challenges and pitfalls of E-Learning System in Preclinical Medicine in Romania: Victor Babes University of Medicine and Pharmacy Experience

Anca Maria Cimpean, Victor Babes University of Medicine and Pharmacy, Romania

1430-1445

Lessons Learned - Virtual Graduation for Online Distance Students

Jenny Crow, University of Glasgow, UK

1445-1500

Patterns of online formative assessment usage and summative assessment performance in a clinical rotation

Karen Scott, The University of Sydney, Australia

1500-1515

E-learning readiness of medical students from the University of the Witwatersrand

Argentina Maria Ingratta, University of the Witwatersrand, South Africa

1515-1530

Measuring the Learning Outcomes of Healthcare Hackathons

Mataroria Lyndon, Centre for Medical and Health Sciences Education, The University of Auckland, New Zealand

No Discussion

1445-1500

4N4 Assessment of Educational Environment in an Obstetrics and Gynaecology residency program in the UAE Using Postgraduate Hospital Educational Environment Measure (PHEEM)

Neha Gami, Healthplus Clinic, United Arab Emirates

1500-1515

Elements of an Optimal Interprofessional Clinical Learning Environment

Morgan Passiment, Accreditation Council for Graduate Medical Education, USA

1515-1530

Application of problem-based learning for operating room crisis management training

Nobuyasu Komasawa, Osaka Medical College, Japan

No Discussion

1400-1415

Location: Room 0.94

Moderator: Colin Michie, Netherlands Antilles

Learning Environment, Stress and Coping in

1445-1500

From good to excellent: improving learning climates in residency training

Milou Silks, Amsterdam UMC, the Netherlands

1400-1415

Equal opportunities for clinical learning: is there any dust under the rug?

Juliana Sá, Faculty of Health Sciences, University of Beira Interior, Portugal

1415-1430

Learning Environment, Stress and Coping in Psychiatry Residents: A Longitudinal Study

Kang Sim, Institute of Mental Health, Singapore

1430-1445

Integrating diversity into Problem-based Learning for pre-clinical students to develop cross-cultural care competence: students’ and teachers’ perceptions

Pei-ying Lu, College of Medicine, Kaohsiung Medical University, Taiwan

1415-1430

The Relationship between Racial Bias and Burnout Among Resident Physicians

Lotte Dyrbye, Mayo Clinic, USA

1445-1500

4P2 Integrating diversity into Problem-based Learning for pre-clinical students to develop cross-cultural care competence: students’ and teachers’ perceptions

Pei-ying Lu, College of Medicine, Kaohsiung Medical University, Taiwan

1445-1500

4P1 Short Communications: Diversity and Gender

Moderator: Marwa Schumann, Egypt

Location: Room L1, Level 1

1400-1415

Location: Room 2.31, Level 2

Moderator: Colin Michie, Netherlands Antilles

Learning Environment, Stress and Coping in

1445-1500

4P Short Communications: Curriculum – Learning Environment

Moderator: Danielle Blouin, Canada

Location: Room 2.15, Level 2

1400-1415

From good to excellent: improving learning climates in residency training

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1415-1430

The Relationship between Racial Bias and Burnout Among Resident Physicians

Lotte Dyrbye, Mayo Clinic, USA
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<th>Session</th>
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<td>1430-1445</td>
<td><strong>#3</strong> Preaching to the choir? Medical students' evaluation of a module on care ethics and diversity</td>
<td>Room 0.16, Level 0, Petra Verdonk, Amsterdam UMC, the Netherlands</td>
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<td>1445-1500</td>
<td><strong>#4</strong> Gender bias in medical education: a level playing field?</td>
<td>Room 0.16, Level 0, Gabrielle Finn, Hull York Medical School, UK</td>
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<td>1500-1515</td>
<td><strong>#5</strong> The Inaugural Women in Medicine Summit: A student initiative addressing gender biases in medicine</td>
<td>Room 0.16, Level 0, Lily Wang, University of Toronto, Canada</td>
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<td>Discussion</td>
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<td>1400-1530</td>
<td><strong>#4Q</strong> Short Communications: Threshold Concepts</td>
<td>Room 0.15, Level 0, Claire Spiller, IMBE, St George's University of London, UK</td>
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<td>1400-1530</td>
<td><strong>#4T</strong> Round Table: Patient Engagement</td>
<td>Room L5, Level 1, Suzanne Schrandt, USA</td>
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<td>1445-1500</td>
<td><strong>#4R</strong> Development of Self Regulated Learning as a Threshold Concept: from the Learning Coaches' perspective</td>
<td>Room 0.15, Level 0, Anna Vnuk, Prideaux Centre, Flinders University, Australia</td>
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<td>1500-1515</td>
<td><strong>#4S</strong> Models of Educational Leadership operationalised in an NHS Hospital: How effective are they?</td>
<td>Room 0.51, Level 0, Suzanne Gawne, East Lancashire Hospitals NHS Trust, UK</td>
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<td><strong>#4P3</strong> Accessibility of Patient Education</td>
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<td>1445-1500</td>
<td><strong>#4P4</strong> Learning from young patients: two stories</td>
<td>Room 0.16, Level 0, Susan Kennedy, East Kent Hospitals University NHS Foundation Trust, UK</td>
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<td>1500-1515</td>
<td><strong>#4P5</strong> The Senior Citizen Partnership Program (SCPP): a win-win for both medical students and the elderly generation</td>
<td>Room 0.16, Level 0, Ute Hauck, Curtin University, Australia</td>
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<tr>
<td>1515-1530</td>
<td>Discussion</td>
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</table>
1400-1530  #4U Conference Workshop: Reviewing for MedEdPublish - enhancing scholarship
Richard Hays, Trevor Gibbs, Ken Masters, Kerrie McKay, Claire MacRae, Joanne Greer, MedEdPublish Editorial Team
Please bring your own device to post a review
Location: Room L8, Level 1

1400-1530  #4V Conference Workshop: LILAC: Longitudinal Integrated Leadership Advanced Curriculum
Paul Crampton, Hull York Medical School & Monash Centre for Scholarship in Health Education, UK; Jennene Greenhill, Flinders University, Australia; Ian Couper, Stellenbosch University, South Africa; Roger Strasser, Northern Ontario School of Medicine, Canada
Location: Room 0.11-12, Level 0

1400-1530  #4W Conference Workshop: Sharing is Caring: Designing and Developing Shared Curricular Ecosystems
Tao Le, ScholarRx, USA; Charles Prober, Stanford University, USA; Robbert Duvivier, University of Maastricht, Netherlands; Katerina Dimas, IFMSA, Greece
Location: Room 0.49-50, Level 0

1400-1530  #4X Conference Workshop: Using Conceptual Frameworks to Shape and Situate your Scholarly Work
Maryellen Gusic, University of Virginia School of Medicine, USA; Sandy Cook, Duke NUS, Singapore; Melissa Klein, Cincinnati Children’s, USA; Patricia O’Sullivan, University of California, San Francisco, USA; Matthew Zackoff, Cincinnati Children’s, USA
Location: Room 0.96-97, Level 0

1400-1530  #4Y Conference Workshop: Managing & Supporting the Educator in Trouble
Alistair Thomson, NACT, UK
Location: Room 2.17, Level 2

1400-1530  #4Z Conference Workshop: Digital Health: Bridging the Gap in Medical Education
Lina Mosch, European Medical Students’ Association; Paulius Pavilionis, Lithuanian University of Health Sciences, Lithuania; Justinas Balciunas, Lithuanian University of Health Sciences, Lithuania; Beatriz Atienza Carbonell, University of Valencia Medical School, Spain; Evangelos Papageorgiou, European Medical Students Association, Greece
Location: Room 2.44, Level 2

1400-1530  #4AA Conference Workshop: Workplace-Based Assessment and Entrustment in the AAMC Core EPA Pilot
William Cutrer, Vanderbilt University School of Medicine, USA; Sandra Yingling, University of Illinois College of Medicine, USA; Dorothy Andriole, Association of American Medical Colleges, USA; Jonathan Amiel, Columbia University Vagelos College of Physicians & Surgeons, USA
Location: Room 2.61, Level 2

1400-1530  #4BB Conference Workshop: Writing MCQs to Assess Professionalism and Communication Skills across the Continuum
Kathleen Holtzman, Krista Allbee, American Board of Medical Specialties, USA
Location: Room 2.83, Level 2

1400-1530  #4CC Conference Workshop: Online assessment with the students’ own devices: An evidence based and practical approach to eAssessment
Eeva Pyörälä, University of Helsinki, Sanna Siirilä, Otto Helve, Teemu Masalin, University of Helsinki, Finland; Debra Sibbald, University of Toronto, Leslie Dan Faculty of Pharmacy, Canada; Colin Lumsden, University of Manchester, Manchester Medical School, UK
Location: Room 2.95, Level 2

1400-1530  #4DD ePosters: Continuing Professional Development / Lifelong Learning
Moderator: Glen Bandiera, Canada
Location: Foyer B, Level 2

4DD01 Factors associated with Life Long Learning in Graduates
Koonlawadee Netsakkasem, Phichit Education Medical Center, Thailand

4DD02 Improving Conference Social Media Engagement: The AMEE Twitter Story
Eric B Bauman, Clinical Playground, LLC, USA

4DD03 A pilot study on feasibility and acceptance of a learner-centered e-journal as a continuing education program for medical technologists in Taiwan
Chiao-Ni Wen, Department of Laboratory Medicine, Linkou Chang Gung Memorial Hospital, Taoyuan, Taiwan

4DD04 Participation in Clinical Nursing Education and Continuing Education Needs of Clinical Nurses
Eunhee Hwang, Wonkwang University, Republic of Korea
### 4DD05 Opportunities and Challenges of attending Continuing Professional Development in Myanmar
Wunna Tun, Myanmar Medical Association, Myanmar

### 4DD06 Non-compliance to Continuing Professional Development requirements: Perspective of the Emergency Medical Care Practitioners in a resource poor setting
Antonio Adefuye, Division of Health Sciences Education, Office of the Dean, Faculty of Health Sciences, University of the Free State, South Africa

### 4DD07 Applying the ECHO model in the continuous medical education of specialists of AIDS centers in Kazakhstan
Raushan Issayeva, Al-Farabi Kazakh National University, Kazakhstan

### 4DD08 Introducing Boot Camp for PGME Interns and Residents in Pakistan
Mehak Rajani, The Aga Khan University's Centre for Innovation in Medical Education, Pakistan

### 4DD09 The changing landscape in Canada of CPD/CME targeting physicians: A scoping review
Francesca Luconi, McGill University, Canada

#### 1400-1530

##### #4EE ePosters: Curriculum Development
Moderator: Neil Osheroff, USA
Location: Foyer C, Level 2

- **4EE01** What are the differential diagnoses that Japanese final-year medical students need to consider for 37 common clinical features defined in the national model core curriculum? A modified Delphi study
  - Yuka Miyachi, Kyoto University Hospital, Japan

- **4EE02** Faculty Reflections about Participating in International Curriculum Development
  - Margaret McDonald, University of Pittsburgh School of Medicine, USA

- **4EE03** Evaluation of the Joint Program for European Medical Studies 2018
  - Tudor Calinici, UMF Cluj-Napoca, Romania

- **4EE04** International Accreditation of Resuscitation Courses by American Heart Association (AHA) at Sultan Qaboos University Hospital (SQUH), Oman
  - Asma Said Al Balushi, Sultan Qaboos University Hospital, Oman

- **4EE05** A DARE-ing binational medical education program: the Danish-American Research Exchange (DARE)
  - Kula Mehta, University of California, San Francisco, USA

- **4EE06** Scaling expertise to reach local & worldwide learners to positively impact the determinants of health using a massively open online course
  - Daniel Nicklas, University of Colorado School of Medicine, USA

### 4EE07 Developing a Course of Medical Ethics and Law by Using Situation Learning Theory
Chihchia Wang, Department of Family Medicine, School of Medicine, National Defense Medical Center, Taiwan

### 4EE08 The 'Learning Cycle' in the Basic Life Support (BLS) Curriculum Develops Students’ and Teachers’ Outcomes: Successful Multidisciplinary Cooperation for BLS Lessons at Our Medical University
Ichiro Kanelo, Teikyo Simulation Education Research Center (TSERC), Teikyo University School of Medicine, Japan

### 4EE09 A year-long medical simulation curriculum for pre-med students: Do you know what you are getting into?
Robert Sasso, Central Michigan University College of Medicine, USA

### 4EE10 Developing a Global Health Curriculum in Singapore: Learning Experientially about Social Justice through Engagement with Low-Wage Migrant Workers
Calvin W.L. Ho, National University of Singapore

### 4EE11 How to Market Your Course? Integrating Course Experience with Promotion in Social Media Engages Students in your Classroom
Hung-Chen Chen, Center for Education in Medical Simulation, Taipei Medical University, Taiwan

### 4EE12 Creating a Global Health Curriculum in Saudi Arabia
Sarah ALShalwli, Harvard Medical School, USA & King Saud University, Saudi Arabia

### 4EE13 Drawing as a Methodology: An Innovative Transitions of Care Curriculum for Postgraduate Year 1 Residents
Fang-Yih Liaw, Tri-Service General Hospital, Taiwan

### 4EE14 To Inform and Delight: Developing Medical Humanities Course for Medical Students in the Middle East
Suhaed Daher-Nashif, College of Medicine-Qatar University, Qatar

### 4EE15 Medical Education in Mongolia
Angela Fan, National Yang-Ming University, Taiwan

#### 1400-1530

##### #4FF ePosters: Surgery Education
Moderator: Helen MacRae, Canada
Location: Crystal Lounge, Level 1

- **4FF01** Will eye tracking video feedback enhance simulator performance?
  - Ninos Oussi, Division of Surgery, Department of Clinical Science, Intervention and Technology (CLINTEC), Sweden

- **4FF02** E-learning influence on physical examination test performance of Junior Clerkship students
  - Jinting Yan, The University of Hong Kong
4FF03 The Efficacy of Virtual Reality Learning in the Acquisition of Arthroscopic skill: a Systematic Review and Meta-analysis
Liang-Tseng Kuo, Chung Gung Memorial Hospital, Chiayi, Taiwan

4FF04 Evaluation of Operating Room Learning Environment for UAE Obstetrics-Gynecology Residents using STEEM
Ebtehal Alrams, Cornich Hospital, SEHA, UAE

4FF05 Is Problem-Based Learning (PBL) The Proper Method to Prepare Students for Surgical Practice? Final-Year Medical Students’ and Interns’ Perspective
Mohammed S. Al-Rowais, Department of Surgery, King Saud University, Saudi Arabia

4FF06 The effect of training on laparoscopic hysterectomy-module in virtual reality simulator on residents’ first laparoscopic hysterectomy: a randomized controlled trial
Ewa Jokinen, Helsinki University Hospital and University of Helsinki, Finland

4FF07 Introduction to Surgery and Anaesthesia (ISA): the impact of a student led surgical course at one year
Irena Norman, Guy’s, King’s and St Thomas’ School of Medical Education, UK

4FF08 Basic Suturing Skills Training using the Four-component Instructional Design (4CID): Perceptions of Educators and Learners
Zaw Lwin, Department of Emergency Medicine, KK Women’s and Children’s Hospital, Singapore

4FF09 The role of peer observation in the acquisition of surgical skills in virtual reality tasks in medical students
Hsin-Yi Chiu, Taipel Medical University Hospital, Taiwan

4FF10 Rethinking Stress and Surgeon Performance: Identification of Stress States in Surgery
Sydney McQueen, University of Toronto, Canada

4FF11 Simulated Laparoscopic Skills Training Program by Surgical Residents
Raquel Peixoto, Federal University of Ceara, Brazil

4FF12 Developing and gathering validity evidence for a simulation-based tool to assess technical expertise in open aortic aneurysm repair
Leizl Joy Nayahangan, Copenhagen Academy for Medical Education and Simulation, Denmark

4FF13 Scan, plan, print, practice, perform: Development and use of a patient-specific 3-dimensional printed model in Video-Assisted Thoracoscopic Surgery (VATS) lobectomy
Hsu-Kai Huang, Tri-service General Hospital, Taiwan

4FF14 Using a Virtual Reality Ophthalmic Surgery Simulator to Improve Surgical Observation Experiences for Medical Students
Daniel Hutter, University of Miami Miller School of Medicine, USA

4FF15 Educational experience: Surgical skills workshop for ENT residents
Gabriela Perez Raffo, Instituto Universitario Hospital Italiano, Argentina

4FF16 Comparison of Faculty versus structured Peer feedback: implications of technical skills training
Guy Sheahan, Queen’s University, Canada

1400-1530  #4GG Posters: Mentoring / CPD
Moderator: Kathy Chappell, USA
Location: Hall F/Foyer F, Level 0

4GG01 Characteristic of medical students mentoring in Walailak University, Thailand
Waritssara Leepaopan, Vachira Phuket Hospital Medical Education Center, Thailand

4GG02 Factors affecting medical students burnout and motivation in the new mentoring program
Thunyaporn Pruangmethangkul, Faculty of Medicine Ramathibodi Hospital, Mahidol University, Thailand

4GG03 What do undergraduate medical students say about supervision activities shown by their clinical mentors during their final clinical year?
Angelika Hoffans, Medical University of Vienna, Teaching Center, Austria

4GG04 Comparison of desired mentor characteristics in regular and strengthening tract medical students
Nonglak Butdee, Phichit Medical Education Center, Thailand

4GG05 Mentoring program in a resource-limited setting: what do students want?
Suchadavee Wongchaipawatt, Medical Education Center Chiangrai Prachanukroh Hospital, Thailand

4GG06 Mentor in Mobile
Katja Pura, University of Oulu, Finland

4GG07 Coaching intervention improves physician well-being
Lara Solms, Erasmus Medical Center & University of Amsterdam, the Netherlands

4GG08 A Systematic Scoping Review of Ethical Issues in Mentoring in Internal Medicine, Family Medicine & Academic Medicine
Clarisai Wei Shuen Cheong, Yong Loo Lin School of Medicine, National University of Singapore, Singapore

4GG09 Understanding mentoring structures through a systematic scoping review of mentoring programmes in medicine and surgery between 2000 and 2017
Wen Je Chua, Yong Loo Lin School of Medicine, National University of Singapore, Singapore

4GG10 Examining requirements for doctor mentors in Taiwan: A mixed methods study
Liang Shiou Ou, Chang Gung Medical Research Center, Chang Gung Memorial Hospital, Taiwan

4GG11 “Sisonke, Rekaofela, Together”: Experiences of mentors in a peer mentoring program
Carol Hartmann, University of the Witwatersrand, South Africa
4GG12 Development of the Young Teacher through Research Scholarship: An Early Experience from the International Health Informatics Study (IHIS) Network

Gary Tse, Chinese University of Hong Kong

4GG13 Addressing Social Determinants of Health: Developing and Delivering Timely, Actionable Audit Feedback Reports to Healthcare Providers

Harriet Fisher, New York University, USA

4GG14 Continuing professional development for interprofessional collaboration: Fun and games

Theresa Schindel, University of Alberta, Canada

4GG15 Use of Health Team Resource Management Model to Improve Nurses’ Teamwork

Ching-Wen Hu, Tungs’ Taichung MetroHarbor Hospital, Taiwan

4GG16 Effects of Integrating Social Media LINE with High Fidelity Simulation in Emergent and Critical Management Training on Trainee’s and Instructor’s Learning Outcomes

Yung-Chi Hsu, Tri-Service General Hospital, National Defense Medical Center, Taiwan

4GG17 Physician leadership development through action research: a new approach to continuing professional development

Colleen Grady, Centre for Studies in Primary Care, Canada

1400-1530 #4HH Poster: Professionalism

Moderator: Susannah Brockbank, UK

Location: Hall F/Foyer F, Level 0

4HH01 A Systems Approach to Professionalism

Julia Humphreys, University of Manchester, UK

4HH02 Topic analysis of research on medical professionalism from 1979 to 2018

Hyoseon Choi, Chosun University College of Medicine, South Korea

4HH03 Professionalism in the pre-registration pharmacist placement: an exploratory stakeholder study

Helen Ireland, University of Leeds, UK

4HH04 Awareness of Medical Professionalism and Knowledge-behavior Discrepancy among Chinese Medical Students: a Cross-sectional Survey Study

Xin Zhang, Ministry of Health Holdings (MOHH), China

4HH05 Leaving the Laboratory: Using Bedside Teaching to Enhance the Professionalism of Medical Technologists

Chih-Hung Chen, Department of Internal medicine, Kaohsiung Chang Gung Memorial Hospital, Taiwan

4HH06 Teaching professionalism in the acute medical setting: assessment and feedback from medical student simulation

Dominic Brown, Medical Education Department, Princess Alexandra Hospital Trust, UK

4HH07 The Development, over 5 Years, of a Consecutive Curriculum for Cultivating Professionalism in Medical Students in Japan

Michito Hirakata, Keio University School of Medicine, Japan

4HH08 Interventions for Medical Student Unprofessional Behavior: Factors Influencing Success

Michael Ainsworth, Univ of Texas Medical Branch - Galveston, USA

4HH09 Impact of a Professionalism Curriculum: Exploration of Undergraduate Students’ Attitude

Wen-Lin Lo, Department of Medical Education, Hualien Tzu Chi Hospital, Taiwan

4HH10 How pre-clinical medical students report their perceived medical professionalism

Chiuang-Hsuan Chiu, Taipei Medical University, Taiwan

4HH11 What Medical Students Learned about Professionalism in a Hidden Curriculum: Medical Teacher and Resident Perspectives

Saranya Prathairitphong, Sunpasitthiprasong Hospital, Thailand

4HH12 Professional Ethical Competences Questionnaire (PECQ) as a Tool for Evaluating Medical Students’ Professional Ethical Competences

Gordana Pavlekovic, University of Zagreb, School of Medicine, Croatia

4HH13 Professionalism development through two different clinical clerkship programs: an autobiographical narrative approach

Han-Mei Pan, National Defense Medical Center, Taiwan

4HH14 Ethics and Professionalism Training in Pakistani Medical Education: STMU/Shifa Experience

Muhammad Saeed, Shifa Tameer e Millat University, Pakistan

4HH15 What do Medical Students Learn about Professionalism from Observation Learning In Patient and Family Advisory Councils in China? Shooting Feng, The First Affiliated Hospital, Sun Yat-sen University, China

4HH16 The essential attributes of professionalism in Family Medicine: opinions from program directors in Taiwan

Chi-Wei Lin, E-Da Hospital I-Shou University, Taiwan

4HH17 Medical professionalism: Development of an evaluation instrument for the resident physician

Ruth Dias, Universidade José do Rosário Velano - Hospital Universitário Azira Velano - Unijenas, Brazil

4HH18 A Study of Medical Professionalism in 6th Year Medical Students and Intern Doctors in Vachiraphuket Hospital

Patipan Juntamongkol, Medical Education Center Vachiraphuket Hospital, Thailand
1400-1530 #4H19 Attitudes and awareness of healthcare professionalism in social media Surasak Aumkaew, Buriram Medical Education Center, Thailand

1400-1530 #4I11 Three-step kidney ultrasound course for medical students: a pilot study Chih-Chin Kao, Taipei Medical University Hospital, Taiwan

1400-1530 #4I12 Application of point-of-care ultrasound (POCUS) in clinical care for medical students and post-graduate year residents Wang-Huei Sheng, National Taiwan University Hospital, Taiwan

1400-1530 #4I Posts: Curriculum Subjects 2 Moderator: Olwyn Westwood, UK Location: Hall F/Foyer F, Level 0

4I01 Virtual Interactive Patient Encounter to Teach Evidence-Based Medicine and Pharmacotherapy in Pre-Clinical Undergraduate Medical Students Alexander Mozela, Rutgers New Jersey Medical School, USA

4I02 A reflective practice case study on guiding organization of knowledge in teaching pharmacology to large groups Gavin Dave, National University of Singapore, Singapore

4I03 Student Recognition of Prescription Opioid Misuse Karen Szauter, University of Texas Medical Branch, USA

4I04 “Makes me like a real doctor”. A students’ & instructors’ evaluation of students using e-prescribing program Hemmaraj Sukapun, Lampang Medical Education Center, Thailand

4I05 Evaluation of an evidence-based medicine educational intervention for Radiology Technologist Interns Yi Hsin Su, Taipei Medical University Shuang-Ho Hospital, Taiwan

4I06 Long-term impact of the Primary Trauma Care course in the Kongo Central province of the Democratic Republic of Congo Timo Tolppa, King’s Kongo Central Partnership, Democratic Republic of Congo

4I07 Effectiveness of aviation physiology and medicine training course among medical students in Taiwan Chung-Yu Lai, Aviation Physiology Research Laboratory, Kaoshing Armed Forces General Hospital Gangshan Branch, Taiwan

4I08 Students’ evaluation on Traditional Medicine course in 4th year medical students: Qualitative study Watcharin Ratanakasetsin, Medical Education Center Chiangrai Prachanukroh Hospital, Thailand

4I09 Human Papilloma Virus in Portugal: Biomedical Sciences students’ knowledge and perceptions Amadeu Borges-Ferro, Escola Superior de Tecnologia da Saúde de Lisboa - Instituto Politécnico de Lisboa, Portugal

4I10 Innovative pre-clinical infectious diseases course in English in Japan Harumi Gomi, International University of Health and Welfare, Japan

1400-1530 #4J Posts: Selection Moderator: Ian Wilson, Australia Location: Hall F/Foyer F, Level 0

4J01 What Are You Looking At? Ensuring That Admissions Tests and Desired Constructs Align Darryl Kraemer, Altus Assessments, Canada

4J02 Building Regional Campuses: Considerations Regarding Development of Admissions and Recruiting Practices Carol Elam, University of Kentucky College of Medicine, USA

4J03 Approximation to vulnerable students’ academic trajectories: between background effects and personal merits potential Natalia Harden Diaz, Universidad de Chile, Chile

4J04 Socio-demographic variables in Brazilian new-entrant medical students Renata Kobayasi, School of Medicine of University of Sao Paulo, Brazil

4J05 The Relationship Between Undergraduate Teaching Settings, Graduate Outcomes, and Foundation Programme Allocation - A Single Centre Study Hassan Baig, University of Aberdeen, UK

4J06 The Impact of Prior Qualifications on Academic and Clinical Performance Zanial Zahra, University of Plymouth, UK

4J07 Do graduate entry medical students with non-science backgrounds have a greater tolerance of ambiguity during the transition to clinical placements compared to those with a science degree? Jack Movatt, Warwick Medical School, UK

4J08 Association between entrance marks, academic performance and the National Medical Exam Ricardo Afonso, Department of Biomedical Sciences and Medicine, University of Algarve, Portugal

4J09 The Influence of “Wanna Be a Doctor Camp” on Thai High School Students’ Decision to Study Medicine Anawin Anomacari, Chiang Mai University, Thailand

4J10 Multiple Mini-Interviews in Medical Student Selection Anant Khositseth, Faculty of Medicine Ramathibodi Hospital, Mahidol University, Thailand

4J11 Does multiple mini-interview pick medical students different from those admitted by written examination? Chyi-Her Lin, Department of Pediatrics, E-Da Hospital, I-Shou University, Taiwan
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<td>Screening for situational judgement: utilising an online video-based SJT for medical student selection in Australia</td>
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<td>4JJ14</td>
<td>A qualitative analysis of the Portuguese National Seriation Exams for access to residency programs</td>
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<td>Innovative Selection Criteria of Residents for a Specialty Postgraduate Program: Using Multiple Mini Interviews Scenarios to Assess Insight, Reflexivity, and Reception of Feedback</td>
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| 4KK07 | Communication in everyday clinical practice from the point of view of different professions - A study on the perception of communication processes and requirements at a urological clinic |
| 4KK08 | 3D Sensor for Health Professions’ Education - Interaction Analysis in Medical Interview by Kinect Sensor |
| 4KK09 | Communication in Emergency Department: How red is red? |
| 4KK10 | Standardized and deliberate learning as an effective method to deliver phone drug information consultation skills to pharmacy student interns |
| 4KK11 | Physician Assistant Training in the Effective Use of Interpreters |
| 4KK12 | The shortcomings of medical record writing in different levels of trainees |
| 4KK13 | If you didn’t write it, it didn’t happen - can documentation skills be taught in simulation? |
| 4KK14 | Exploration and Practice of Medical Narrative Writing as a Way of Cultivating Medical Humanistic Spirit |
| 4KK15 | Awareness of professional and academic literacy among Swedish dental students |
| 4KK16 | Franco Doc: Developing French-speaking health human resources in Francophone minority settings |
| 4KK17 | Assessing the Hidden Curriculum for the Care of Patients with Limited English Proficiency: An Instrument Development |

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<td>Doctors as Storytellers: Promoting medical student confidence and storytelling skills through performance training for oral case presentation</td>
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<td>The attendance to SHARE model communication course by physicians increases the signing of do-not-resuscitate orders for critical patients in the emergency room</td>
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<td>4KK04</td>
<td>Influences of Provider Gender on Underlying Communication Skills and Patient Centeredness in Pain Management Clinical Scenarios</td>
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<tr>
<td>4KK06</td>
<td>Communicating patient-centered care in the emergency room</td>
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<tr>
<th>1400-1530</th>
<th>#4JJ Posters: Communication Skills</th>
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<tr>
<td>4JJ12</td>
<td>Modified Multiple Mini Interview for Suranaree University of Technology Talented Scholar Selection</td>
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<td>4JJ13</td>
<td>Screening for situational judgement: utilising an online video-based SJT for medical student selection in Australia</td>
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<td>4JJ14</td>
<td>A qualitative analysis of the Portuguese National Seriation Exams for access to residency programs</td>
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<td>4JJ15</td>
<td>Innovative Selection Criteria of Residents for a Specialty Postgraduate Program: Using Multiple Mini Interviews Scenarios to Assess Insight, Reflexivity, and Reception of Feedback</td>
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<tr>
<td>4JJ16</td>
<td>A near-peer mock interview programme to prepare junior doctors for specialty interviews</td>
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<th>1400-1530</th>
<th>#4LL Posters: Student: Emotional Intelligence/Learning Styles</th>
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<tr>
<td>4LL01</td>
<td>Does emotional competency at the time of admission affect the subsequent levels of academic achievement?</td>
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<th>Location</th>
<th>Moderator</th>
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<tr>
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<td>moderator: Janice Hanson, USA</td>
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4LL02 Teaching Practices Reflecting Emotional Intelligence among University Teachers in Higher Learning
Norul Hidayah Binti Mamat, International Medical University, Malaysia

4LL03 Emotional Intelligence: diagnosis and evaluation in medical students
Rosalba Esther Gutierrez Olivera, Anahuac University, Mexico

4LL04 Emotional Intelligence: A predictor of undergraduate student's academic achievement in altered social conditions
Sundus Tarqi, University Medical and Dental College, The University of Faisalabad, Pakistan

4LL05 Personality characteristics of incoming medical students: a Big-Five model perspective for educational strategies design
Renata Rocha Gaxa, University of Fortaleza, Brazil

4LL06 Effects of breakfast consumption on the learning ability in medical students
Natnicha Pongbangli, Medical Education Center, Chiangrai Prachanukroh Hospital, Chiangrai, Thailand

4LL07 Self-esteem is Associated with Happiness but not Academic Performance in Thai Medical Students
Phakdee Kaewpanyangchon, Nakornping Medical Education Center, Thailand

4LL08 The effect of positive thinking training on resilience and social adjustment of students
Ghadir Pourbairamian, Department of Medical Education, School of Medicine, Iran University of Medical Sciences, Iran

4LL09 Conceptual analysis of Resourcefulness
Mei Fei Hsieh, Chi Mei Medical Hospital, Taiwan

4LL10 Exploring self-efficacy in computational medicine students
Caroline Morton, Imperial College London, UK

4LL11 Student Personality Types and Learning Outcome of Medical Students in Udonthani Medical School
Inchaya Sansak, Udonthani Medical Education Center, Thailand

4LL12 Foundation Rounds - a Balint-style group for final year medical students aiming to increase preparedness for work as a doctor
Laura Archer, Royal Wolverhampton NHS Trust, UK

4LL13 “Trait”-ing Students Uniquely: A Study on Personality Distribution and Preferred Learning Approaches
Constance Scarlett Yim, The Chinese University of Hong Kong, Hong Kong

4LL14 How Thai Medical Students spent their time
Suparat Kanjanavanit, Nakornping Hospital Medical Center, Thailand

4LL15 Diary for improvement of time management skill in medical student
Kitiya Vutibenjarasamee, Obstetrics and Gynecology Department Khon Kaen Hospital, Thailand, Thailand

Monday 26th August

1400-1530 #4MM Posters: Postgraduate: Junior Doctors
Moderator: Jamiu Busari, the Netherlands
Location: Hall F/Foyer F, Level 0

4MM01 Quality Criteria for Core Medical Training - impact on educational experience
Warren Lynch, Joint Royal Colleges of Physicians Training Board, UK

4MM02 The Reform of Post Graduate Medical Education in Italy Through Curriculum Design
Antonella Lotti, University of Genoa, Italy

4MM03 Usefulness of Learning Methods in Post-Graduate Training
Rishita Shah, East and North Hertfordshire NHS Trust, UK

4MM04 Making a Difference - experience of using an internal survey for junior doctors in a UK teaching hospital
Joanne Kirtley, University Hospitals of Leicester, UK

4MM05 Junior Doctors’ Experiences of their Medical Internship: Compelling evidence for a rigorous introductory service
Yvonne Carlson, Sahlgrenska Academy, Sahlgrenska University Hospital, Sweden

4MM06 A study of the first-year interns’ satisfaction in training experience at Udon Thani Hospital
Titima Nasomtrug, Udon Thani Hospital, Thailand

4MM07 What do doctors value from generic teaching in the UK Foundation Programme? A qualitative analysis of feedback
Eleanor Boddy, Health Education East of England, UK

4MM08 Implementation of a simulation-based regional practical skills course for foundation trainee doctors
Kathrine Redington, Maidstone & Tunbridge Wells NHS Trust, UK

4MM09 A Survey of Imposter Phenomena in UK Foundation Year 1 Doctors
Sara Warraich, PGME, Great Ormond Street Hospital, UK

4MM10 Influence of Role Models on First-Year Medical Students’ Perceptions of Professionalism
Janiya Jirankuloo, Faculty of Medicine, Mahasarakham University, Thailand

4MM11 Medical Students’ Perceptions of Physicians as the Role Model: Insights from an Intensive Shadowing Experience
Chung-Yi Cheng, Division of Nephrology, Department of Internal Medicine, Taipei Medical University, Wan Fang Hospital, Taiwan

4MM12 A comparison of knowledge, skills and attitudes in post graduate psychiatric training for 1st Internship physicians in Tak province
Chalorwat Inpa, Somdejprajaotakasins Maharaj Hospital Medical Education Center, Thailand

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**Session 5: Simultaneous Sessions**

### 1600-1730

**#SA  Symposium: Transition from Surgical Training to Surgical Practice: Challenges, opportunities and innovation**

Gareth Griffiths (NHS Tayside, UK), Paul Lai (College of Surgeons of Hong Kong, Hong Kong), Helen MacRae (University of Toronto, Canada), Ajit Sachdeva (American College of Surgeons, USA)

Location: Hall A, Level 2

### 1600-1730

**#SB  Symposium: Crossing the MedEd Threshold: Gateways to medical education from young educators to young educators**

Rille Pihlak (University of Manchester, UK), Matthew J. Stull (Case Western Reserve University, USA), Robbert Duvivier (Maastricht University, The Netherlands), Margot Weggemans (University Medical Center Utrecht, The Netherlands), Kevin Garrity (University of Glasgow, UK), Susannah Brockbank (University of Liverpool, UK), Kevin Gervin (University of Glasgow, UK)

Location: Hall C, Level 2

### 1600-1730

**#SC  Symposium: Controversies and challenges in publishing health professions education research: a discussion with journal editors**

Anna Cianciolo (Teaching and Learning in Medicine), David Cook, (Medical Education), Erik Driessen (Perspectives on Medical Education), Peter de Jong (Medical Science Educator), Val Wass (Education for Primary Care), Richard Hays (AMEE MedEdPublish)

Location: Hall N, Level 1

### 1600-1730

**#SD  Symposium: The political realities of designing and implementing a selection system: Implications for policy and practice**

Fiona Patterson (Work Psychology Group, UK), Deborah O'Mara (University of Sydney Medical School, Australia), Wolfgang Hampe (University of Hamburg, Germany), Julia Blitz (Stellenbosch University, South Africa)

Location: Room L3, Level 1

### 1400-1530

**#4N Meet & Ask the ASPIRE Winners**

Marko Zdrakovic, Harm Peters (ASPIRE Academy)

Location: Suite E, Level 0

### 1530-1600

**Coffee Break**

Viewing of posters and exhibits

Entrance Hall, Hall E, Gallery, Foyer M and N

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**Monday 26th August**

**Austria Centre Vienna**

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<tr>
<td>1620-1640</td>
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| 1620-1640 | #5F Gender-specific effects of raising first-year standards on performance and stress levels of medical students  
Karen Stegers-Jager, Erasmus MC University  
Medical Center Rotterdam, The Netherlands |
| 1640-1700 | #5F Heart on your Sleeve: Exploring the validity evidence for mobile measurements as indicators of psychological stress  
Vicki LeBlanc, Department of Innovation in Medical Education - University of Ottawa, Canada |
| 1700-1720 | #5F WITHDRAWN |
| 1720-1730 | Discussion |
| 1600-1730 | #5G Doctoral Reports 1  
Moderator: Susan van Schalkwyk, South Africa  
Location: Room 1.85-86, Level 1 |
| 1600-1620 | #5G1 Understanding the Relationships Between Curriculum Reform, Space and Place in Medical Education  
Lorraine Hawick, Institute of Education for Medical and Dental Education, School of Medicine, Medical Sciences and Nutrition, University of Aberdeen, UK |
| 1620-1640 | #5G2 Learning from lapses: How to identify, classify and respond to unprofessional behaviour in medical students  
Marianne Mak-van der Vossen, Amsterdam UMC,  
Vrije Universiteit Amsterdam, Department of Research in Education, VUmc School of Medical Sciences, Institute for Education and Training, Amsterdam, the Netherlands |
| 1640-1700 | #5G3 Rethinking clinical reasoning in undergraduate medical education: facilitating collective learning in the activity of decision-making by health care students  
Sarah Berger, Medical Faculty Heidelberg,  
University of Heidelberg, Germany |
| 1700-1720 | #5G4 Cognitive Load Theory and the Teaching and Learning of Procedural Skills: The Case of Gastrointestinal Endoscopy  
Justin Sewell, University of California San Francisco, USA |
| 1720-1730 | Discussion |
| 1600-1730 | #5H Short Communications: Curriculum Development  
Moderator: So Ching Sarah Chan, Hong Kong  
Location: Room 1.61-62, Level 1 |
| 1600-1615 | #5H1 Unveiling the Hidden Curriculum of Undergraduate Medical Education in Some Sudanese Medical Schools  
Alsara Diab, Sudan Medical Specializations Board, Sudan |
| 1615-1630 | #5H2 Curriculum Redesign of a Graduate Entry Medical Program using Systems Thinking Approach  
Priya Pathak, University of Sydney, Australia |
| 1630-1645 | #5H3 People are the Corner Pieces of the Reformation Puzzle: Contributing to Egyptian Medical Education Reform Through Professional Development Training  
Samantha Miles, Knowledge E, United Arab Emirates |
| 1645-1700 | #5H4 Accelerating Change in Medical Education: Outcomes from a Community of Innovation  
Kimberly Lomis, American Medical Association, USA |
| 1700-1715 | #5H5 Mapping and Reviewing the Medical Curriculum using Artificial Intelligence  
Paul Gagnon, LKCMedicine, Nanyang Technological University, Singapore |
| 1715-1730 | #5H6 Focussing intrinsic roles integration - a strategic multi-site mapping approach in German medical undergraduate curricula  
Jan Griewatz, Competence Centre for University Teaching in Medicine Baden-Wuerttemberg, Germany |
| 1600-1730 | #5I Short Communications: Assessment: OSCE 2  
Moderator: Machelle Linsenmeyer, USA  
Location: Room L2, Level 1 |
| 1600-1615 | #5I1 The discriminatory power of examiners’ OSCE global ratings with other areas of a paediatric assessment program  
Hasantha Gunasekera, University of Sydney, Discipline of Child and Adolescent Health, Australia |
| 1615-1630 | #5I2 Linear OSCE progression in a Physician Associate Programmes  
Sharon Hartwell, Swansea University, UK |
| 1630-1645 | #5I3 Impact of external quality assurance on quality improvement to Objective Structured Clinical Exams (OSCEs) at Australian medical schools  
Shannon Saad, The University of Notre Dame, Australia |
| 1645-1700 | #5I4 Does Confidence about Competence Decisions Increase as Assessment Data Accumulate? It depends on the OSCE Domain  
Jorie Colbert-Getz, University of Utah School of Medicine, USA |
| 1700-1715 | #5I5 Video-based examiner score comparison and adjustment (VESCA): measuring the influence of different examiner-cohorts in fully-nested OSCEs  
Peter Yeates, Keele University, UK |
| 1715-1730 | #5I6 Inter-rater agreement between direct examiners and examiners viewing video recordings in veterinary medicine OSCEs  
Jean-Yin Tan, University of Calgary Faculty of Veterinary Medicine, Canada |
| 1600-1730 | No Discussion |
| 1600-1730 | No Discussion |
| 1600-1730 | No Discussion |
1600-1730  #SJ Short Communications: Teaching and Learning: Lecture/Flipped Classroom
Moderator: Maria Rosa Fenoll-Brunet, Spain
Location: Room 0.31-32, Level 0

1600-1615  #S1 Sharing the presentation before lecture increases students’ interest
Süleyman Yıldız, Dicle University Faculty of Medicine, Turkey

1615-1630  #S2 Creating Context To A Neonatal Placement With Flipped Online Resources
Hannah Mussey, Norfolk and Norwich University Hospital, UK

1630-1645  #S3 Flipped classroom is significantly effective for medical students to learn medical interview
Eiji Kaneko, Tokyo Medical and Dental University, Japan

1645-1700  #S4 A Lecture a Day Keeps a Medical Student Engaged
Aaron Brown, American University of the Caribbean, Sint Maarten

1700-1715  #S5 Twitching medical education - the potential of live stream lectures
Thomas Shiozawa, Institute of Clinical Anatomy and Cell Analysis, University of Tübingen, Germany

1715-1730  #S6 Student moderators’ use in lecture capture programs in multiple first semester courses increase student response rates and knowledge retention
Phillip Pearson, American University of the Caribbean, Sint Maarten

No Discussion

1600-1730  #SM Short Communications: Student: Junior Doctor as Teacher
Moderator: Marko Zdravkovic, Slovenia
Location: Room 0.14, Level 0

1600-1615  #M1 Development of a Medical Education Scholarship Track Within A Residency Career Enrichment Program
Holly Caretta-Weyer, Stanford University School of Medicine, USA

1615-1630  #M2 Longitudinal workshops of residents-as-teachers based on teaching EPAs had a high satisfaction for residents
Tadayuki Hashimoto, Hashimoto Municipal Hospital, Japan

1630-1645  #M3 Senior residents as role models: A phenomenographic study
Kuo-Chen Liao, Chang Gung Memorial Hospital, Taiwan

1645-1700  #M4 From amateur to Osler: Teaching residents the fundamentals of clinical instruction using humour and game-based learning
Fawzia Hua, University of Sydney, Australia

1700-1715  #M5 Near peer teachers GP Specialty Trainees (GPSTs) as Teachers and career path finders
Melvyn Jones, UCL, UK

1715-1730  Discussion

1600-1730  #SL Short Communications: Student: Peer Assisted Learning
Moderator: Peter Barton, Australia
Location: Room L2, Level 1

1600-1615  #L1 Does qualification as PAL (peer-assisted learning) student tutor enhance CanMEDS role acquisition? A survey analysis on why medical students should learn how to teach
Daisy Rotzoll, Skills and Simulation Centre LernKlinik Leipzig, University of Leipzig, Medical Faculty, Germany

1615-1630  #L2 Peer-led mock Objective Structured Clinical Examination (OSCE): an efficacious tool in supporting students through a transition curriculum
Wesley Channell, School of Medicine, University of Leicester, UK

1630-1645  #L3 Near peer mentoring on allied health placements: a systematic review
Joanna Tai, Deakin University, Australia

1645-1700  #L4 Peer Assisted Learning: Exploring A Vertical Approach
Elaine Koh, Monash University, Australia

1700-1715  #L5 Being a tutor, experience and skills of second-year students of health studies. A qualitative study at the health faculty of Angers, France
Alexis Racine, Department of General Medicine, Health Faculty, France

1715-1730  Discussion

1600-1730  #M5 Short Communications: Student: Stress
Moderator: Nada Cikes, Croatia
Location: Room 0.94-95, Level 0

1600-1615  #M1 Students in the Medical Faculty: Associations between social support, social isolation, perceived stress, functional ability and quality of life
Taina Hintsa, Department of Educational Sciences and Psychology, University of Eastern Finland, Finland

1615-1630  #M2 Medical Student Mistreatment and Reporting: A Journey
Amanda Bell, Niagara Regional Campus, Michael G DeGroote School of Medicine, McMaster University, Canada

1630-1645  #M3 “Hierarchies are marked”... : Medical students’ mistreatment at a medical school in Mexico City
Luz María Ángela Moreno-Tetelacuil, Universidad Nacional Autónoma de México, Facultad de Medicina, Departamento de Salud Pública, Mexico

1645-1700  #M4 A qualitative exploration of medical students’ experiences of shame
William Bynum, Duke University School of Medicine, USA
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<tr>
<td>1600-1730</td>
<td>#5N Short Communications: Curriculum: Accreditation and Curriculum Evaluation</td>
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<tr>
<td>1600-1615</td>
<td>#5N1 Accreditation as Quality Assurance: Measures of Effectiveness</td>
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<td>1615-1630</td>
<td>#5N2 Medical Students’ Perceived Readiness for Clerkship - 5 years of Survey data</td>
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<td>#5N3 A comprehensive approach to ensure educational comparability across geographically distributed</td>
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<td>clinical sites at an international medical school</td>
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<td>#5N4 Students Making a Change (SMAC) - Using an innovative education platform to collect medical</td>
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<td>#5N5 Evaluating the Neonatal Intensive Care Nursing MSc Program Based on CIPP Model in</td>
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<td>Mahshid Abdishahshahani, Isfahan University of Medical Sciences, Iran</td>
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<td>1600-1730</td>
<td>#5O Short Communications: eLearning 2</td>
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<tr>
<td>1600-1615</td>
<td>#5O1 How can we build active learning communities for healthcare professionals online? A narrative</td>
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<td>1615-1630</td>
<td>#5O2 Designing MOOCs for medicine and healthcare curricula</td>
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<td>1630-1645</td>
<td>#5O3 Identifying Instructional Design Principles in MOOCs to Inform Integration</td>
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<td>Marlies Reinders, Department of Internal Medicine (Nephrology), Leiden University Medical Center, the</td>
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<td>#5O4 The Learning Outcome of Interactive E-Teaching System Using E-curricula and Instant Messaging in</td>
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<td>Post-Graduate Training in Laboratory Medicine</td>
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<td>Pin-Fei Wei, National Taiwan University Hospital, Taiwan</td>
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<td>#5O5 Integration of extended Learning Analytics into the virtual patient system CASUS</td>
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<td>Martin Adler, Instruct, Germany</td>
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<td>#5O6 Building a Medical Education Outcomes Center</td>
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<td>Mark Rosenberg, University of Minnesota, USA</td>
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<td>1630-1645</td>
<td>#5P Short Communications: Teaching and Learning: Anatomy</td>
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<td>#5P3 Student-Led Tutoring and Gross Anatomy</td>
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<td>Jörg Goldhahn, ETH Zurich, Switzerland</td>
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<td>Exploring the application of ultrasound in teaching anatomy: a mixed method study</td>
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<td>Te Fa Chiu, Department of Education, China Medical University Hospital, Taiwan</td>
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<td>1600-1730</td>
<td>#5Q Short Communications: eLearning 2</td>
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<td>1600-1615</td>
<td>#5Q1 Using Global Burden of Disease measures to guide case-selection and emphasis in an</td>
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<td>#5Q2 Samman, New Zealand and Nepalese medical students perspectives and ideas regarding global health</td>
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<td>Hannah Sim, University of Otago, Christchurch, New Zealand</td>
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<td><strong>SQ3</strong> Health Professional education and practice in preventing and controlling infections amidst escalating global antimicrobial resistance</td>
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<td><strong>SQ4</strong> Climate Change in Medical Curriculum 2020</td>
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<td><strong>SQ5</strong> Global health: Can essays demonstrate transformative learning?</td>
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<td><strong>SQ6</strong> Universal professionals or global physicians? A multi-centre study of international medical programme design</td>
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<td><strong>#5R</strong> Short Communications: Professionalism/Professional Identity</td>
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<td>1600-1615</td>
<td><strong>#5R1</strong> Priorities and Insights: A Professionalism Curriculum for Postgraduate Psychiatry Learners</td>
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<td><strong>#5R2</strong> What do Pre-clinical Students Learn about Professionalism from Observation Learning in Patient and Family Advisory Councils in China?</td>
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<td><strong>#5R3</strong> Professionalism Breakfast</td>
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<td><strong>#5R4</strong> Professionalism across the professions</td>
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<td>1700-1715</td>
<td><strong>#5R5</strong> Pill Counter, business person or health care provider? A discourse analysis of professional identity in pharmacy education</td>
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<td><strong>#5R6</strong> Faculty's reflective narratives and the residents' professional identity formation: A thematic analysis</td>
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<td>1600-1730</td>
<td><strong>#5S</strong> Short Communications: BEME</td>
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<td>1600-1615</td>
<td><strong>#5S1</strong> The effectiveness, implementation and evaluation of quality improvement training programmes in surgery: a BEME systematic review</td>
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<td><strong>#5S2</strong> BEME Review - How does medical education affect empathy and compassion in medical students? A meta-ethnography</td>
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<td><strong>#5S3</strong> Learning from patients about patient-centredness: A realist review</td>
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<td><strong>#5S4</strong> Multi-level learning in general practice</td>
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<td><strong>#5S5</strong> Developing collaborative healthcare education programmes for staff in low and middle income countries</td>
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<td><strong>#5S6</strong> A BEME Review on the Utility of Mini-CEX in Undergraduate and Postgraduate Medical Education</td>
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<td>1600-1730</td>
<td><strong>#5T</strong> Conference Workshop: Refugees' and Migrants' Health in Medical Curricula</td>
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<td><strong>#5U</strong> Conference Workshop: Location: Revealing the hidden curriculum and professional culture in the clinical workplace: a practical tool for trainees and faculty</td>
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<td><strong>#5V</strong> Conference Workshop: Problem Students or Problem Teaching? Exploring approaches to engaging students in their learning</td>
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<td>Conference Workshop: What is Your Shape: Understanding the Roles of Types of Expertise in Health Professional Education</td>
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<td>Conference Workshop: Bringing the lay voice into medical education: the use of ‘patient and public’ representatives in Specialty Recruitment and Medical Education in the UK</td>
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<td>Conference Workshop: Vibrate to Communicate</td>
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<td>Conference Workshop: Integrating the Arts and Humanities into Medical Education: Lessons From Across the Globe</td>
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<td>Conference Workshop: Clinical Reasoning Assessment in the Workplace: What Tools are in your Toolbox?</td>
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<td>Conference Workshop: Followership - The Forgotten Key to Leadership</td>
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<td>Conference Workshop: Using activity theory to maximise the effectiveness of reflective ePortfolios</td>
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<td>ePosters: Diversity</td>
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<tr>
<td>5DD01</td>
<td>Demographics and career interest of students in a novel high school STEM academy designed to increase diversity in the health professions</td>
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<tr>
<td>5DD02</td>
<td>The preliminary result of motivational drive chart to Japanese female medical doctors</td>
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<td>5DD03</td>
<td>How to use entrustable professional activities (EPAs) to teach cultural competence and diversity issues to undergraduate medical students</td>
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<td>5DD04</td>
<td>Trend of proportionally increased female physicians and dermatologists among the top medical graduates in Taiwan: a retrospective 30-year analysis</td>
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<td>5DD05</td>
<td>Lack of representation in clinical skills manikins: Is this contributing to differential attainment in undergraduate medical education?</td>
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<td>5DD06</td>
<td>Evaluation of the present situation of bilingual teaching in eight-year M.D. program in China and a vista for possible reformatory schemes</td>
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<td>5DD07</td>
<td>Public health education for medical students: interaction with multicultural students to learn diversity in health promotion</td>
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<td>5DD08</td>
<td>Graduates’ ratings on acquired gender perspectives and gender medicine-related knowledge and competencies: A comparison between the traditional and new modular curriculum of medicine at Charité Berlin</td>
</tr>
</tbody>
</table>
1600-1730  #5EE ePosters: Assessment
Moderator: Richard Wakeford, UK
Location: Foyer C, Level 1

5EE01 The Application of Milestones and Entrustable Professional Activity in Standardized Patient Training - the Results of Pilot Study
Cha-chang Huang, Taipei Veterans General Hospital, Taiwan

5EE02 Written Assessment and The Cognition Levels Addressed: A Review of Published Studies in Health Sciences
Mei Yee Ng, Trinity College Dublin, Ireland

5EE03 Developing an Online Structured Professional Reasoning Exercise (e-OSPRES) to test case assessment, diagnosis and Treatment Planning in orthodontics
Richard Cure, University of Warwick, UK

5EE04 More than Just Numbers - Mean ABEM-ITE Percentile Score Helps Predict Resident Success in Final Exam in a Singapore Emergency Medicine Program
Dong Haur Phua, Tan Tock Seng Hospital, Singapore

5EE05 Balint Group as Facilitator Instrument of Medical Internship Students Training
Edmea Oliva-Costa, Universidade Federal de Sergipe, Brazil

5EE06 The role of question banks and the implications for medical schools: a systematic review
Afra Jiwa, Kings’s College London, UK

5EE07 A tool to identify and support medical students who are high achievers in basic science written assessments but lower performers in OSCEs
Alexia Papageorgiou, University of Nicosia Medical School, Cyprus

5EE08 Medical students’ peer to peer assessment reliability in clinical case simulations training
Laura Malakauskiene, Lithuanian University of Health Sciences, Lithuania

5EE09 Exploring and Analyzing Clinical Examination and Lateral Thinking (EXCEL) Program applies script theory as the pedagogue in enhancing learning for early year clinical students
Zong Je Koh, National University Hospital, Singapore, Singapore

1600-1730  #5FF ePosters: Teamwork / Interprofessional Education
Moderator: John Tegzes, USA
Location: Crystal Lounge, Level 1

5FF01 Using simulation to practise inter- and intraprofessional communication skills in undergraduate medical education
Mascha Berk, UMC Utrecht, the Netherlands

5FF02 Effective Interprofessional Education as a Strategy for Quality Improvement
Yan Qin, Singhealth, Singapore

5FF03 Using simulation to train interprofessional collaboration for healthcare students in primary care
Lene Lund, University of Oslo, Norway

5FF04 Investigation of changes of empathy levels in clinical psychology and medical students of Japanese Medical School before and after interprofessional education
Hiroki Okada, Department of Medical Education, Faculty of Medicine, Kagawa University, Japan

5FF05 Introduction of Clinical Exchange Training for Medical and Dental Students
Mina Nakagawa, Institute of Education, Tokyo Medical and Dental University, Japan

5FF06 Evaluation of Team-Based Learning in Respiratory System II Course in Two Academic Years
Napat Chatteeraphat, Faculty of Medicine, Chiang Mai University, Thailand

5FF07 Does Multi-Disciplinary Debriefing Improve Clinical Knowledge, Human Factors and Confidence in Interprofessional Simulation?
Ryan Phillips, Royal Cornwall Hospitals Trust, UK

5FF08 Improving patient safety by integrating team resource management program into staff training: 9-year experience in a tertiary hospital
Hsiang-Chun Tsai, Dalin Tzu Chi Hospital, Buddhist Tzu Chi Medical Foundation, Taiwan

5FF09 “Two is a crowd” - a qualitative analysis of dyad training in clinical clerks
Laerke Marijke Noerholk, CAMES Rigshospitalet, Denmark
<table>
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<tr>
<th>Session Code</th>
<th>Title</th>
<th>Authors</th>
<th>Location</th>
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<tr>
<td>5GG01</td>
<td>Effects of Team-Based InterProfessional Simulated (TIPS) Training Course on Improving the ACGME Core Competencies of Medical and Nursing Students: A Quasi-Experimental Study</td>
<td>Chao-Yen Huang, Chung Shan Medical University Hospital, Taiwan</td>
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<td>5GG02</td>
<td>Norwegian health care students’ experiences from interprofessional education on complex patients in nursing homes</td>
<td>Birgitte Kalleberg, Faculty of Medicine, University of Oslo, Norway</td>
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<td>5GG03</td>
<td>Interprofessional Large-Group Simulation of Sudden Infant Death Syndrome - Experiences of Students and Professionals</td>
<td>Kirsimirja Metsavainio, Kuopio University Hospital, Finland</td>
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<td>5GG04</td>
<td>Simulation Based Education: Demonstrating effective multidisciplinary teamwork to undergraduate nursing and medical students</td>
<td>Harriet Welch, Walsall Healthcare Trust, UK</td>
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<td>5GG05</td>
<td>Interprofessional Education in the Real World: Creating a Foundation for Success in a Patient’s Medical Home</td>
<td>Amanda Condon, University of Manitoba, Canada</td>
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<tr>
<td>5GG06</td>
<td>Designing a Hybrid Faculty Development Program for Competency-Based Medical Education Implementation</td>
<td>Jason Juneshiou Lee, Taipei City Hospital, Taiwan</td>
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<tr>
<td>5GG07</td>
<td>Critical competencies in specialist physician training in occupational medicine (OM) and ways to assess these - trainers’ perspective</td>
<td>Marianne Rytkönen, University of Eastern Finland, Occupational Health and Medicine, Finland</td>
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<td>5GG08</td>
<td>An A-S-K competency model for medical graduates in China</td>
<td>Gang Xin, Shantou University Medical College, China</td>
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<td>5GG09</td>
<td>Exploring the “Essential” Competencies Acquired by Japanese Midwives Graduating from a One-Year Post-Nursing Program</td>
<td>Akiko Uehara, Seisen Jogakuin College, Faculty of Nursing-Science, Japan</td>
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<td>5GG10</td>
<td>Digital Badges in Medical Education: A Systematic Review</td>
<td>Julie Noyes, Washington State University, USA</td>
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<td>5GG11</td>
<td>Patient’s Medical Home: Creating a Foundation for Success in a Medical Students' Care</td>
<td>Amanda Condon, University of Manitoba, Canada</td>
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<td>5GG12</td>
<td>Experiences from Interprofessional Education on Medical and Nursing Students: A Quasi-Experimental Study</td>
<td>Chao-Yen Huang, Chung Shan Medical University Hospital, Taiwan</td>
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<td>5GG13</td>
<td>Competence Based Learning in the Veterinary Industry</td>
<td>Jason Johnson, Lincoln Memorial University-College of Veterinary Medicine, USA</td>
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<td>5GG14</td>
<td>Competence Based Behavioral Checklist</td>
<td>Yoshitaka Maeda, Jichi Medical University, Japan</td>
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<td>5GG15</td>
<td>Maintaining the Momentum for the Transition to CBD: CBME Strategic Planning</td>
<td>Moyez Ladhani, McMaster University, Canada</td>
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<td>5GG16</td>
<td>Construction and Analysis of a First Aid Competence Index for Nurses in the Two-Year Nursing Postgraduate Training Program</td>
<td>Shih-Ying Yen, MacKay Memorial Hospital, Taiwan</td>
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<td>5HH01</td>
<td>Multiple Transitions of Undergraduate First-Year Students in the MBChB Programme: Expectations, Experiences and Emotions</td>
<td>Nokuthula Tialaole, University of the Free State, South Africa</td>
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<td>5HH02</td>
<td>Medical students’ learning strategies during transition to clinical training are strongly associated with their levels of burnout and wellbeing</td>
<td>Denisse Zuniga, Pontificia Universidad Catolica de Chile, Chile</td>
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<td>5HH03</td>
<td>Facilitating a successful transition from academic to clinical education for medical students</td>
<td>Brooke Short, University of Newcastle, Australia</td>
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<td>5HH04</td>
<td>Easing the Transition of Medical Student to Professional Practitioner: The Implementation of a Near-Peer Led Teaching Session in Induction Week across East of England Region</td>
<td>Katie Wood, Mid Essex Hospital NHS Trust, UK</td>
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<td>5HH05</td>
<td>A Scoping Review of Interventions to Support the Transition from Medical Student to Doctor</td>
<td>Niamh Coakley, University College Cork, Ireland</td>
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<td>5HH06</td>
<td>Bridging the Gap: Transition from Medical Student to Junior Doctor</td>
<td>Ujjwal Prakash Khumal, Institute of Medicine, Tribhuvan University, Nepal</td>
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</tbody>
</table>
5II07 Preparing Final Year Medical Students for the Wards through an Interactive Prescribing Workshop
Claire Capper, Mid Yorkshire NHS Trust, UK

5II08 Final Year Examinations Versus Job Preparation: Introducing a Series of Sessions to Bridge the Gap
Ariella Midgen, Watford General Hospital, UK

5II09 The effectiveness of orientation training for new nursing staff by flipped classroom teaching mode
Jen-Yu Chi, National Cheng Kung University Hospital, Taiwan

5II10 A multi-support approach: The role transition of newly graduated nurses during the first three months of preceptorship in Taiwan
Hui-Ying Chang, Chi Mei Medical Center/Southern Taiwan University of Technology, College of Humanities and Social Sciences, Taiwan

5II11 A study on the Learning Attitudes, Learning Difficulties and Coping Strategies of New Nurses
Su-Chen Kuo, Chi Mei Medical Center, Liouying, Taiwan

5II12 Developing a tailored induction programme for International Medical Graduates
Justin Poisson, Great Ormond Street Hospital for Children, UK

5II13 Transition to Foundation Year 2 - how can we better support trainees?
Kirsty Brownlie, NHS (Severn Deanery), UK

1600-1730 Posters: Game-based Learning
Moderator: Todd Chang, USA
Location: Hall F/Foyer F, Level 0

5I01 Impacts of contextual game-based learning on Nurse Practitioners learning performances in health assessment courses
Chin-Sheng Lin, School of Medicine, National Defense Medical Center, Taiwan

5I02 Neurophysiology Games in the Process of Education and Learning in Psychology: Perception of Students in the Living of Construction
Carla Waldecker Santos, Faculdades Pequeno Príncipe, Brazil

5I03 Spreading Happiness for Medical Students with TV Game Shows Teaching Style: Facilitating Learning-by-Learner
Sahattaya Niyamousot, Suranaree University of Technology, Thailand

5I04 Team-Game-Tournament in new nurses’ medication training program
Pei-Hsuan Li, Chi Mei Medical Center, Liouying, Taiwan

5I05 Mixing Innovations: Incorporating educational technology into game-based learning
Douglas Bovell, Weil Cornell Medicine in Qatar, Qatar

5I06 StudyBuddy: a novel game to facilitate Dermatology revision for final year Medical students
David Cripps, South Warwickshire NHS Foundation Trust/The University of Warwick, UK

5I07 Combination of Game-based learning and Team-based learning for Improving Medical Knowledge and Self-Confidence in Patient Management
Noosara Klumsombut, Ratchaburi Hospital Medical Education Center, Thailand

5I08 The Building Blocks of Haematology: an observation-based research project exploring the use of LEGO® SERIOUS PLAY® within undergraduate medical education
Isaac Chung, Weston Area Health Trust, UK

5I09 Using game based learning as a formative assessment tool in microbiology class
Arun Limtrakul, Faculty of Medicine, Srinakharinwirot University, Thailand

5I10 The Efficiency of BMB gamification for the 2nd Year Medical students of Phramongkutklao College of Medicine (PCM)
Montalee Theraapiasakrun, Phramongkutklao College of Medicine, Thailand

5I11 Fostering faculty engagement in a community of practice by means of collaborative gamification
Cristina Kroeff Schmitz Gibb, Universidade do Vale do Rio dos Sinos/UNISINOS, Brazil

5I12 A comparison of learning outcome and student satisfactions in game based learning and lecture based learning.
Piyarat Rojsang, Udonthani Medical Education Center, Udonthani Hospital, Thailand

5I13 Balung Game Card (BGC) - A trigger to exchange ideas and display their own brand of creativity
Phenny Pariury, Unika Soegijapranata, Indonesia

5I14 Improving the learning outcomes and teaching satisfaction of nutrition interns through Game-Based Learning
Ying-Ru Chen, Department of Nutrition, Chung Shan Medical University Hospital, Taiwan

1600-1730 Posters: Curriculum: Strategies / Medical Education Research
Moderator: John Cookson, UK
Location: Hall F/Foyer F, Level 0

5J01 Comparison of Performance among Graduating Doctors Trained in Traditional & Integrated Curriculum
Seyyedha Abbas, Foundation University Medical College, Islamabad, Pakistan

5J02 Implications for the design of an integrated pharmacy curriculum from a scoping review of integrated health professions curricula
Aisling Kerr, RCSI Dublin, Ireland
1600-1730  #5KK  Posters: Students: Health and Wellbeing
Moderator: David Taylor, United Arab Emirates
Location: Hall F/Foyer F, Level 0

5KK01 Workplace cultures and medical student burnout in clerkships
Yung Kal Lin, Chiayi Branch, Taichung Veterans General Hospital, Taiwan

5KK02 10 minutes mindfulness - does it work for Thai medical students?
Benjawan Yosamran, Hatyai Medical Education Center, Thailand

5KK03 Well being of Medicine students: an update of the Italian longitudinal study
Giuseppe Familiari, Sapienza University of Rome, Italy

5KK04 Navigating medical student wellbeing: an exploratory study of students and staff
Victoria Simpson, University of Liverpool, UK

5KK05 A novel study: how Hong Kong medical students’ professionalism behaviours are affected by educational experiences before medical school
Sophie Yau, The Chinese University of Hong Kong

5KK06 Experiences of Medical Students who Participated in a 6-Week Self-Compassion Program: A Qualitative Investigation
Camila Vences, McGill University, Canada

5KK07 Prediction of factors contributing toward highest and lowest Global Quality of Life levels among medical students using machine learning models
Alice Q. C. Miguel, Faculdade de Medicina da Universidade de Sao Paulo, Brazil

5KK08 Enhanced health awareness for non-medical students through digital learning at Prince of Songkla University
Kanyanatt Kanokwiroon, Prince of Songkla University, Thailand

5KK09 Improving wellbeing in medical students - A work in progress
Jan McKenzie, University of Otago (Christchurch), New Zealand

5KK10 Healthy Lifestyle as Prophylaxis of Endocrine Pathology among Medical Students
Liza Mkirkovskaya, UNMU, Ukraine

5KK11 Students’ self-perception about their Quality of Life is overestimated: is this the base of their mental troubles?
Patricia Maluf Curu, FACERES, Brazil

5KK12 Special supplementary courses (Soft sciences) experience for reducing stress in medical students. Time for renovation
Vich Thampanya, Medical Education Center Chiangrai Prachanukroh Hospital, Thailand

5KK13 MuayThai boxing fights reduce stress and improve exercise attitudes in medical students
Narin Chindaavich, Buriram Medical Education Center, Thailand

5KK14 Mental Health and Wellbeing Amongst Medical Students: How are we doing?
Zayna Syed, University of Glasgow, UK

5JJ01 Microanalysis framework on learning effectiveness and satisfaction of organ system-based integrated curriculum in undergraduate medical education
Bor-Ching Sheu, Center of Faculty Development, College of Medicine, National Taiwan University, Taiwan

5JJ02 Identification of challenges faced during the implementation of an integrated curriculum
Kinza Aslam, University of Lahore, Pakistan

5JJ03 Integrating Engineering into the Medical Curriculum
Judith Rowen, Carle Illinois College of Medicine, USA

5JJ04 A Review of International Nursing-related Vocational and Educational Training on the Issue of Integrated Teaching
Maria Christidis, The Swedish Red Cross University College, Sweden

5JJ05 Reimagining electives in the clerkship year - a focus on career exploration and integration
Patricia Cornett, University of California, San Francisco, USA

5JJ06 Factors affecting fifth year medical students’ selection of elective subject in medical school
Chonticha Chawachart, MEC Phaya University, Thailand

5JJ07 Why did medical students choose Family Medicine elective?
Siriluk Pongchitsiri, Buddhadaothorn Hospital Medical Education Center, Thailand

5JJ08 Moderation of assessment in a Student Selected Component context
Camille Huser, University of Glasgow, UK

5JJ09 Elective: Enhancing practice in the University of Algarve medical curriculum
Sofia Nunes, University of Algarve, Portugal

5JJ10 Integrating Undergraduate Medical Electives into the Medical College Curriculum at King Saud University
Elizabeth Feeley, King Saud University, College of Medicine, Saudi Arabia

5JJ11 An Elective Course in The 1000 First Days Of Life
Dian Puspa Wiljaya, Faculty of Medicine Islamic University of Indonesia, Indonesia

5JJ12 Impact of Overseas Clinical Elective on clinical practice: Perception of the Clinicians and Students
Thomas Y.B. Lau, Department of Medicine and Therapeutics, Faculty of Medicine, The Chinese University of Hong Kong, Hong Kong

5JJ13 A Reflection on My Development as a Junior Doctor Entering the World of Qualitative Medical Education Research
Laura Bennett, Medical Education Department, Avon and Wiltshire Mental Health Partnership, NHS, UK

5JJ14 Cultural Adaptation of Maslach Burnout Inventory in Russian and Kazakh languages
Alessandra Clementi, Nazarbayev University School of Medicine, Kazakhstan
1600-1730

#5LL Posters: Clinical Reasoning & Decision Making

Moderator: Marie-Claude Audédat, Switzerland
Location: Hall F/Foyer F, Level 0

5LL01 Piloting Practicum Script, a clinical reasoning simulator, in a multi-centre European study
Amir Sam, Imperial College London, UK

5LL02 Time to investigate the path of clinical reasoning in chronic and multimorbid conditions
Julia Sader, UNIGE (UDREM), Switzerland

5LL03 Think Like a Doctor when you Read the News
Nancy Fernandez-Garza, Universidad Autonoma de Nuevo Leon, Mexico

5LL04 Correlates of medical error and clinical reasoning
Ching-Yi Lee, Chang Gung Memorial Hospital and Medical Education Research Center, Taiwan

5LL05 Clinical reasoning training program for Japanese nurses using advanced patient simulator
Takuzo Hano, Wakayama Medical University, Satellite Clinic for Integrative and Anti-Aging Medicine, Japan

5LL06 Evaluating the use of case based discussion in improving clinical reasoning: A pilot study with medical students
Rodger Laurent, Royal North Shore/Sydney Medical School, Australia

5LL07 ClinicalCasesPod: Do medical students tune in to a case-based podcast series to help learn clinical reasoning?
Keisha Marchon, Brighton and Sussex University Hospitals NHS Trust, UK

5LL08 From Presentation to Pathology: A workshop on forming a Differential Diagnosis
Charlotte Pallett, University College London Medical School, UK

5LL09 Effect of a peer role playing simulation on the competency of medical students in performing musculoskeletal physical examination and clinical reasoning
Kazuuo Yamauchi, Tokyo Women’s Medical University, Japan

5LL10 “What do all those numbers and images mean for my patient?”: A junior doctor led near-peer teaching programme to develop medical students’ clinical reasoning
Viktoriya Boncheva, NHS Greater Glasgow and Clyde, UK

5LL11 Using a case-based framework to improve teaching and learning clinical reasoning for preclerkship students in Taiwan
Yaw Don Hsu, Tri-Service General Hospital & National Defense Medical Center, Taiwan

5LL12 Synergic combination to improve medical thoughts: We must teach clinical reasoning coupled with debriefing
Daniel Contreras Reyes, Universidad de Chile, Chile

5LL13 Development of clinical reasoning competency using virtual clinical training among baccalaureate nursing students
Shu-Yu Kuo, School of Nursing, College of Nursing, Taipei Medical University, Taiwan

5LL14 Assessing shared decision-making skills of 3rd year medical students
Lucille Ong, Acedemic Medical Centre, the Netherlands

5LL15 Clinical Decision-Making in Geriatric Emergency Medicine: A Systematic Review
Maria Louise Gamborg, Center for Health Sciences Education, Faculty of Health, Aarhus University, Denmark

5LL16 Healthy Volunteers Role-play Helped Training of Patient Decision Aids (PDAs) Implementation in the Simulation of Shared Decision Making (SDM)
Chiung-hai Tien, National Defense Medical Center, Taiwan

5LL17 Anchoring and Outcome Biases in Medical Trainees and Providers
Aron Liaw, University of California, San Francisco, USA

5LL18 Teaching Critical Thinking with Osler Techniques
Pongsakorn Srichan, Surin Medical Education Center, Thailand

5LL19 The development of clinical thinking in junior doctors
Rachel Locke, University of Winchester, UK

5LL20 Engaging medical students in reflective practice - can we do it better?
Mariam Koronfel, King’s College London, UK
#5MM Posters: Postgraduate: Education General
Moderator: Michelle Arora, UK
Location: Hall F/Foyer F, Level 0

5MM01 The establishment of research mentoring program for residents
Miyuki Takahashi, Aichi Medical University, Japan

5MM02 Colleague Supervision of Research Degree Studies as Professional Development
Linda Crane, Bond University, Australia

5MM03 Fostering residency research skills through a multi-mentoring system
Jirawat Moolasart, Sanpasitthiprasong Hospital, Thailand

5MM04 U.S. MD-PhD program graduates’ engagement in research: Results of a national study
Dorothy Andriole, Association of American Medical Colleges, USA

5MM05 Gender helps regulate internship GPA grades and 360-degree assessment in PGY-1 training: A preliminary study at an Army medical center
Ying-Chen Chen, Department of Pediatrics, Tri-Service General Hospital, National Defense Medical Center, Taiwan

5MM06 Gender variation in Medical Specialties at biggest Med School in Mexico: 20 years
Maria de los Angeles Fernandez-Altuna, UNAM School of Medicine, Mexico

5MM07 Challenge or opportunity: The importance of women in orthopedics
Tatjana Topalovic, AO Foundation, USA

5MM08 From scaffolding to moulding in postgraduate medical training: A conceptual model for trainee-centered teaching
Hadel Morsi, Oxford University Hospitals, UK

5MM09 “We spend most of the day at work with colleagues, but still don’t get a chance to connect”: Perceptions of a unique professional development program for physician trainees
Elke Hendrich, Western Health, Australia

5MM10 Resistance, criticism, and solutions to the education online seminar
Olivia Espinosa-Vazquez, Facultad de Medicina, Universidad Nacional Autonoma de Mexico, Mexico

5MM11 Influence of Artificial Intelligence on Medical Postgraduates: A Multi-center Survey Study
Patrani Nantasilapachai, Faculty of Medicine, Chulalongkorn University, Bangkok, Thailand

5MM12 Medical trainees’ professional identity formation and experiences in the community of practice
Masami Tagawa, Kagoshima University, Center for Innovation in Medical and Dental Education, Japan

1600-1730 #5MN Conference Workshop: askAMEE: Using technology to support evidence-informed teaching practice
Claire MacRae, Louise Russell, AMEE, UK
Location: Suite E, Level 0

Academic Group Meetings
1600-1730 Medical Teacher Board Meeting (closed meeting) Room L4, Level 1
1745-1915 AMEE CPD Committee (closed meeting) Room 0.49-0.50, Level 0
1745-1915 AMEE Faculty Development Committee (closed meeting) Room L4, Level 1
1815-1915 AMEE Fellowship Committee (closed meeting) Suite E, Level 0
1730-1915 BEME Open Session Room 0.51, Level 0
1745-1915 Ottawa Consensus Group: Performance Assessment (closed meeting) Room 2.95, Level 2
1745-1900 Student Orientation Open to all students Hall N, Level 1
Tuesday 27th August
Austria Centre Vienna

Registration / Exhibition
0745-1745 Registration Desk Open Entrance Hall
0930-1630 Exhibition Desk Open Entrance Hall, Hall E, Gallery

Tours – all tours depart and return to Austria Center Vienna
0830-1130 Gourmet Walking Tour
0930-1230 Art Nouveau Tour
1330-1630 City Walking Tour with Cake and Coffee
1330-1730 Vienna Woods
1400-1630 City Walking and Tram Tour

AMEE Group Meetings
0700-0815 Ottawa 2020 (closed meeting) Room L5, Level 1
0700-0815 BEME BICCs (closed meeting) Room L4, Level 1

Session 6: Plenary
0830-0945 #3 Plenary Moderator: Gerard Flaherty, Ireland Location: Hall A/C, Level 2
0830-0915 #6 Plenary: A Call to Action: Patients as Partners in Healthcare Professions Education and Practice
Susan E. Sheridan (Society to Improve Diagnosis in Medicine (SIDM), USA) and Suzanne Schrandt (Arthritis Foundation, USA)

0915-0935 Award Presentations
Miriam Friedman Ben-David New Educator Award
AMEE Fellows and Associate Fellows
Sino-Russian Educator Award
AMEE-ESME Certificate in Medical Education Awards
AMEE Specialist Certificate Awards
MedEdPublish Best Article Prize

0935-0940 Invitation to Ottawa 2020, Kuala Lumpur, Malaysia

0940-0945 Karolinska Institute Prize for Research in Medical Education: Call for nominations

Session 7: Simultaneous Sessions
1015-1200 #7A Symposium: Expanding the Role of Patients as Partners in Education
Janusz Janczukowicz (Medical University of Lodz, Poland), Robinah Shah (University of Manchester, UK), Subhha Ramani (Harvard Medical School, USA), Neil Johnson (National Institute for Preventive Cardiology, Ireland), Jools Symons (University of Leeds, UK)
Location: Hall A, Level 2

1015-1200 #7B Symposium: Understanding student behaviour: The role of digital data
Jennifer Hallam (Leeds Institute of Medical Education, University of Leeds, UK), Martin V Pusic (NYU Langone Health, USA), Stephanie Clota (ModMed, Australia), Marie-Christine Rousset (Université de Grenoble-Alpes, France), Fabrice Jouanot (Université de Grenoble-Alpes, France), Tamsin Treasure-Jones (Leeds Institute of Medical Education, University of Leeds, UK)
Location: Hall C, Level 2

1015-1200 #7C Symposium: Transformative Learning: a pedagogy for the health professions
David Davies (Warwick Medical School, UK), Jennene Greenhill (Flinders University College of Medicine and Public Health, Australia), Ayelet Kuper, Tina Martimianakis (Wilson Centre, University of Toronto, Canada), Susan van Schalkwyk (Centre for Health Professions Education, Stellenbosch University, South Africa)
Location: Hall N, Level 1

1015-1200 #7D Short Communications: Interprofessional Education 1
Moderator: Sharon Buckley, UK

1015-1030 7D1 The Tacit Knowledge Base Underlying Interprofessional Collaboration Competence
Nicolas Fernandez, Université de Montréal, Canada
Location: Room L3, Level 1

1030-1045 7D2 How simulation can prepare interprofessional care teams for mass casualty response
Karlen Bader, Uniformed Services University, USA

Note: Only the presenter(s) are listed in the programme. For a full list of authors, please see the Abstract Book or follow the link to the abstracts from each session in the App
1045-1100  
7D3 Caring for underserved patients through neighbourhood health screening: readiness for interprofessional learning after participation in a longitudinal interprofessional home visit program in Singapore  
Liang En Ian Wee, Singapore General Hospital, Singapore

1100-1115  
7D4 Social identification and interprofessional learning of final-year nursing and medical students  
Claudia Tieleman, Utrecht University, the Netherlands

1115-1130  
7D5 Introduction of an undergraduate interprofessional simulation based skills training program in obstetrics and gynaecology in India  
Arunaz Kumar, Monash University, Australia

1130-1145  
7D6 Implementation of Importance-Performance Analysis to Evaluate the Interprofessional Collaborative Practice Conference in a Tertiary Hospital in Taiwan  
Je-Ming Hu, Division of Colorectal Surgery, Department of Surgery, Tri-Service General Hospital in Taipei, Taiwan

1145-1200  
7D7 Does Interprofessional Education for teachers enhance the Interprofessional Collaboration in airway management for new staffed nurses, respiratory therapists and physicians?  
Mok Sam I, Taipei Medical University Shuang Ho Hospital, New Taipei City, Taiwan

1015-1200  
7E1 When teachers meet in interdisciplinary teams: hangouts, distribution centers and melting pots  
Stephanie Meeuwissen, Faculty of Health, Medicine & Life Sciences (FHML), Maastricht University, The Netherlands

1015-1035  
7E2 The exotic other: A constructivist analysis of cultural diversity in medical curricula  
Albertine Zanting, Maastricht University, Maastricht, Netherlands

1035-1055  
7E3 Medical students’ negative affective responses to meeting patients with mental illness – do these represent stigma?  
Helen Caisley, University of Cambridge/Cambridgeshire and Peterborough NHS Foundation Trust/Collaboration for Leadership in Applied Health Research and Care East of England, Cambridge, UK

1105-1135  
7E4 Experiences and motivation of ethnic minority students in medical education: a qualitative study  
Uluve Isik, VUmc School of Medical Sciences, Amsterdam, the Netherlands

1135-1155  
7E5 Exploring the influence of undergraduate health professions students at distributed health service facilities  
Ian Cooper, Ukwanda Centre for Rural Health, Faculty of Medicine and Health Sciences, Stellenbosch University, Cape Town, South Africa

1155-1200  
Discussion

1015-1200  
7F1 Brazilian-Portuguese Translation, Cultural Adaptation and Validity Evidence of Two Scales to Assess Communication Skills in Medical Education  
Sheyla Rocha, São Carlos Federal University, São Carlos, Brazil

1035-1055  
7F2 A roadmap for attending to medical students' professionalism lapses  
Marianne Mak-van der Vossen, Amsterdam University Medical Centers, VUmc School of Medical Sciences, Amsterdam, The Netherlands

1055-1115  
7F3 Speaking up amongst Clinical Teachers in a formal meeting of Post Graduate Medical Education (PGME)  
Irene Slootweg, Leiden University Medical Center, Leiden, The Netherlands

1115-1135  
7F4 Students’ experiences of workplace dignity during work-integrated learning: A qualitative study exploring student and workplace supervisors’ perspectives  
Charlotte Rees, Monash Centre for Scholarship in Health Education (MCSHE) - Monash University, Melbourne, Australia

1135-1155  
7F5 Using empirical ethics to guide clinical communication education: moving beyond abstract and generic communication skills training  
Clare Delany, The University of Melbourne, Melbourne, Australia

1155-1200  
Discussion

1015-1200  
7G1 Promoting Professionalism through Remediation in Residency Education: support, support, support  
Mary Ana Cordero Díaz, Tecnologico de Monterrey, Escuela de Medicina y Ciencias de la Salud, Mexico
Tuesday 27th August
Austria Centre Vienna

1025-1035  7G2 Set Up to Fail: Do we really believe a learner in difficulty can be successfully remediated? 
Teri Turner, Baylor College of Medicine, USA

1035-1045  7G3 First do no harm - overdiagnosis and transitioning to the 'expert generalist'
Oliver Morris, Southampton GP Education Unit, UK

1045-1055  7G4 Connecting the champions: The importance of having the network of like-minded people in developing IPE in Asia Pacific region
Daniel Richard Kambe, Indonesian Young Health Professionals' Society, Indonesia

1055-1105  7G5 A nationwide collaboration for student councils - the next big thing in student representation
Erica Aldenbäck, OMSiS (Nationwide network for all student councils at the medical programmes in Sweden), Sweden

1105-1115  7G6 Let's learn from mistakes - also in education!
Pekka Louhiala, University of Helsinki, Finland

1115-1125  7G7 Student feedback should not influence medical school rankings - the current system is consumerising medical education, to the detriment of both educators and students
Hamed Khan, St George's, University of London, UK

1125-1135  7G8 Quality in Education - what does it really mean?
Jo Brown, Barts and The London School of Medicine and Dentistry, UK

1135-1145  7G9 Restriction of working hours - Do the residents appreciate?
Ling-Yu Yang, Department of Medical Education, Taipei Veterans General Hospital, Taiwan

1145-1200  Discussion

1015-1200  #7H Short Communications: Curriculum: Entrustable Professional Activities (EPAs)
Moderator: Maryellen Gusic, USA
Location: Room 1.61, Level 1

1015-1030  7H1 Evaluation of the AAMC's 13 Core EPAs
Eric Meyer, USUHS, USA

1030-1045  7H2 Development of EPAs for Teaching in Undergraduate Medical Education
Harm Peters, Scheffner Center for Medical Education, Charité - Universitätsmedizin Berlin, Germany

1045-1100  7H3 First-year EPAs for Anaesthesia training - do trainees and supervisors agree?
Jan Breckwoldt, University Hospital Zurich, Switzerland

1100-1115  7H4 Sequencing Entrustable Professional Activities through a whole-task model for instructional design: An early experience in a Latin-American medical school
Alvaro Enrique Romero Tapia, School of Medicine Universidad de La Sabana, Colombia

1115-1130  7H5 Using Entrustable Professional Activities (EPAs) as curriculum organizers in a major medical undergraduate curriculum renewal
Marcelo Garcia Dieguez, Instituto Universitario Hospital Italiano, Argentina

1130-1145  7H6 Arrested Development? Measuring Progression of Student Performance by Entrustable Professional Activity (EPA)
Caroline Milne, University of Utah School of Medicine, USA

1145-1200  7H7 Design and assessment of an EPA based national residents training programs: From theory to practice
Reinoud Gemke, Amsterdam University Medical Center, the Netherlands

No Discussion

1015-1200  #7I Short Communications: Assessment: Written and Progress Test
Moderator: Val Wass, UK
Location: Room L2, Level 1

1015-1030  7I1 Comparing psychometric characteristics of short-answer and multiple-choice questions in the NBME internal medicine subject examination
Amy Morales, National Board of Medical Examiners (NBME), USA

1030-1045  7I2 Experts' responses in script concordance tests: A response process validity investigation
Matthew Lineberry, University of Kansas Medical Center and Health System, USA

1045-1100  7I3 Does subjectivity play a role on the correlation of written exams with continuous assessment? A third year pilot study at the Lisbon School of Medicine
Nuno Lupi Munso, Lisbon School of Medicine, Universidade de Lisboa, Portugal

1100-1115  7I4 The mistakes we have made in constructing written questions and how you can learn from them
Elinor Kenne, Karolinska Institutet, Sweden

1115-1130  7I5 Content Validity Assessment after Syllabus Revision
Agnete Månsson Broberg, Karolinska Institute, Sweden

1130-1145  7I6 Implementation of progressive competency based assessment of clinical skills in an MD program: Evaluation of impact on student learning
Margo Lane, Griffith University, Australia

1145-1200  Discussion
1015-1200  **#7J Short Communications: Humanities**
Moderator: Quentin Eichbaum, USA
Location: Room 0.31-32, Level 0

1015-1030  **7J1 The Role of Narrative Medicine as a Didactic Resource in Humanistic Education of Medical Students**
Pablo Blasco, SOBRAMIFA - Medical Education And Humanism, Brazil

1030-1045  **7J2 Humanities in Medicine and the Art of Healing: Shared experience of Integrating Humanities in Medical Residency Training**
Abd Moain Abu Dabrh, Mayo Clinic Florida, USA

1045-1100  **7J3 Person-centred Art Experiential -The Medical Student’s Journey Within**
Ying Pin Toh, National University Hospital Singapore, Singapore

1100-1115  **7J4 The “Vertical Domains” at the University of Minho Medical Course: a longitudinal experience of student immersion in humanities applied to clinical practice**
Nadine Santos, University of Minho, School of Medicine, Portugal

1115-1130  **7J5 Evaluation of Medical Humanities Course in College of Medicine Using the Context, Input, Process, and Product (CIPP) Evaluation Model**
So-young Lee, Seoul National University College of Medicine, Republic of Korea

1130-1145  **7J6 Evaluation of a novel workshop to improve students’ confidence in dealing with challenging workplace culture: a pilot study**
Louise Nash, University of Sydney, Australia

1145-1200  Discussion

1015-1200  **#7K Short Communications: Continuing Professional Development 2**
Moderator: Lisa Sullivan, Australia
Location: Room 0.14, Level 0

1015-1030  **7K1 The impact of a Work-life Balance (WLB) assessment on doctors’ continuing professional development and performance**
Jeremy Ferguson, Blackmore Vale Practice, UK

1030-1045  **7K2 Fostering organizational compassion in the ICU through the Three Wishes Project**
Meredith Vanstone, McMaster University, Canada

1045-1100  **7K3 Developing and piloting a well-being program for hospital-based physicians**
Maarten Debets, Amsterdam UMC, AMC, the Netherlands

1100-1115  **7K4 Where have all the doctors gone? The UK Foundation Programme careers destination survey 2011-2018**
Clare Van Hamel, UK Foundation Programme, UK

1115-1230  **7K5 Applied Drama Techniques in Obstetrics: Development of a Novel Educational Workshop to Improve Obstetrician Awareness of Compassion, Communication and Self-Care around the time of Stillbirth**
Aisling Smyth, Royal College of Physicians of Ireland

1130-1145  **7K6 Permanent health education workshops: a learning process with the use of active methodologies**
Luiza Forte, Faculdades Pequeno Príncipe, Brazil

1145-1200  **7K7 Stackable learning modules for flexibility and responsiveness in Continuing Professional Development (CPD)**
Catherine Regan, University of Newcastle, Australia

No Discussion

1015-1200  **#7L Short Communications: Longitudinal Integrated Clerkships**
Moderator: Chinthaka Balasooriya, Australia
Location: Room L7, Level 1

1015-1030  **7L1 Fake it till you make it? How does an innovative Longitudinal Integrated Clerkship affect student perceptions of the ‘educational authenticity’ of their experience?**
Andy McKeown, Imperial College London, UK

1030-1045  **7L2 Can Longitudinal Integrated Clerkships help protect against a decline in professional attributes in medical students? Evidence from a longitudinal cohort study**
Ravi Parekh, Imperial College London, UK

1045-1100  **7L3 The Dundee Longitudinal Integrated Clerkship - a phenomenological exploration of the experiences of patients**
Zoe McElhinney, University of Dundee, UK

1100-1115  **7L4 Comparing the personalities of medical students in rural and urban education programs highlights differences in perfectionism: Implications for nurturing competence and confidence in medical students**
Di Eley, The University of Queensland, Australia

1115-1130  **7L5 Participation, interpersonal relationship and interaction among medical students in longitudinal integrated clerkship and rotation-based clerkship**
Yaw-Wen Chang, Tri-Service General Hospital, National Defense Medical Center, Taiwan

1130-1145  **7L6 The Undergraduate Clinical Skills Progress Test: First Outcomes of Longitudinal Student Skill Assessment**
Klara Fluher, Faculty of Medicine, University of Maribor, Slovenia

1145-1200  **7L7 What do medical students learn in the Shadowing Modeled Inter-Professional Education (SMIPE)? A preliminary report of SMIPE Project**
Shu-Liu Guo, Taipei Medical University Hospital, Taiwan

No Discussion
1015-1200 #7M Short Communications: Student as Teacher
Moderator: Linda Crane, Australia
Location: Room 0.94-95, Level 0

1015-1030 7M1 Experiences from developing a Student-led Medical Education Journal Club
Keerthi Senthil, University of Cambridge, UK

1030-1045 7M2 Empowering patients, empowering students: a mixed-methods study on the impact of training medical students in health coaching
Arti Maini, Imperial College London, UK

1045-1100 7M3 TEMT: a peer-led Medical Education workshop
Silvia Matilda Aștefanei, International Federation of Medical Students’ Associations

1100-1115 7M4 An educational innovation to promote students’ skills as teachers and leaders
Serena Cottrell, Education, Faculty of Medicine, University of Southampton, UK

1115-1130 7M5 Doctor as Teacher - Peer markers for teaching, learning and feasibility of essay assessment
Russell Hearns, King's College London, UK

1130-1145 7M6 Sexual education by medical students
Clémence Musy, France

1145-1200 Discussion

1015-1200 #7N Short Communications: Curriculum: Subjects in the Curriculum
Moderator: Henriette Löfler-Stastka, Austria
Location: Room 2.15, Level 2

1015-1030 7N1 Involvement of students in academic medicine: using poster presentations as an educational strategy
Irma Elisa Eraña Rojas, Tecnológico de Monterrey, School of Medicine and Health Sciences, Mexico

1030-1045 7N2 Digital medicine is here - let’s talk about it
Jan P. Ehlers, Didactics and Educational Research in Healthcare - Witten/Herdecke University, Germany

1045-1100 7N3 Real Life, Real Drama: Learning behavioural sciences in the clinical environment
Tanya Kane, College of Medicine, Qatar University, Qatar

1100-1115 7N4 The use of educational interventions in preparing medical students for interactions with the pharmaceutical industry: a systematic review
Eugene Ace McDermott, King’s College London, UK

1115-1130 7N5 Defining learning outcomes for infectious disease control in the medical curriculum in the Netherlands: a modified Delphi study
Nienke van den Berg, UMC Utrecht, the Netherlands

1130-1145 7N6 Japanese Public Health Courses in Medical Education
Yuka Yamazaki, Tokyo Medical University, Japan

1145-1200 Discussion

1015-1200 #7O Short Communications: Clinical Reasoning
Moderator: Geoff Norman, Canada
Location: Room 2.31, Level 2

1015-1030 7O1 Development of an 8-step, instructional approach for bedside teaching courses to facilitate clinical reasoning in medical students
Antje Degel, Charité Universitätsmedizin Berlin, Germany

1030-1045 7O2 Teaching clinical reasoning: what elements of the institutional context should be included?
Anne Carrier, Université de Sherbrooke, Canada

1045-1100 7O3 Journey from novice to expert: Comparing clinical reasoning skills of third year and final year medical students
Tanzeela Khalid, The University of Faisalabad, Pakistan

1100-1115 7O4 A randomized controlled trial of students’ individual and collaborative clinical reasoning: Effects on diagnostic accuracy, time-on-task and knowledge
Helene Werl, Institute for Medical Education, LMU University Hospital, LMU Munich, Germany

1115-1130 7O5 Effect of a knowledge-oriented intervention on physicians’ diagnostic accuracy and susceptibility to bias: A randomized controlled experiment
Silvia Mamede, Institute of Medical Education Research, Erasmus University Rotterdam, the Netherlands

1130-1145 7O6 Assessing clinical reasoning in a serious game: Comparison of two different scoring approaches
Angéline Middeke, University Medical Centre Goettingen, Germany

1145-1200 7O7 Students’ clinical reasoning focused on client behaviour change assessed with the web-based Reasoning 4 Change instrument
Maria Elvén, Mälardalen University, School of Health, Care and Social Welfare, Sweden

1015-1200 #7P Short Communications: Surgery
Moderator: Jane Thorial Wiedler, Switzerland
Location: Room L1, Level 1

1015-1030 7P1 Educational online videos for students from different disciplines: The impact on learning and attitude toward inter-professional cooperation
Johannes Großer, Leibnitz Institut für Wissensmedien (IWM), Germany

1030-1045 7P2 How should we teach Human Factors and Non-Technical Skills in Post-Graduate Surgical Training? A Qualitative Interview Study
Gillian Hardman, University of Manchester, UK
1100-1115  7F4 The effect of ultra high fidelity graphics on surgical simulation training and cognitive load: a prospective interventional trial  
Andreas Frithioff, Copenhagen Academy for Medical Education and Simulation (CAMES), Rigshospitalet, Copenhagen, Denmark

1115-1130  7F5 Development and validation of a simulator-based test in transurethral resection of bladder tumors (TURBEST)  
Sarah Bube, Urology Department, Zealand University Hospital, Roskilde, Denmark

1130-1145  7F6 The Why and How of Guided-Discovery: Exploring Learning Mechanisms in an open-surgical skills course  
Andreas Höier Aagesen, Copenhagen Academy for Medical Education and Simulation (CAMES), Denmark

1145-1200  Discussion

1015-1200  #7Q Short Communications: Selection Methods  
Moderator: Giuseppe Familiari, Italy  
Location: Room 0.16, Level 0

1015-1030  7Q1 Opening the black box in selection: What are we really measuring?  
Sanne Schreurs, Maastricht University, the Netherlands

1030-1045  7Q2 Stories of selection from medical students with progression delay  
Sandra Carr, The University of Western Australia, Australia

1045-1100  7Q3 Keeping the bandwagon on track: Facilitating best practice and collaboration in MMIs as an admissions methodology across UK Medical Schools  
Angela Kubacki, St George’s, University of London, UK

1100-1115  7Q4 Developing Situational Judgement Tests for Ophthalmology Specialist Training in Australia and New Zealand  
Catherine Green, Royal Australian and New Zealand College of Ophthalmologists, New Zealand

1115-1130  7Q5 Does a qualitative selection procedure including non-academic criteria result in a medical student group with higher empathy than a lottery procedure?  
Anouk Wouters, Amsterdam UMC, Location VUmc, VUmc School of Medical Sciences, Research in Education, the Netherlands

1130-1145  7Q6 Comparison of the Performance Characteristics of the AAMC Standardized Video Interview (SVI) and the Electronic Standardized Letter of Evaluation (eSLOE) in Emergency Medicine  
Laura Hopson, University of Michigan, USA

1145-1200  Discussion

1015-1200  #7R Short Communications: Postgraduate Education 3  
Moderator: Rachel Owers, UK  
Location: Room 0.16, Level 0

1015-1030  7R1 All Aboard for Social Paediatrics (SoPeds) Residency Training Programme  
Chayakamon Niyasom, Department of Paediatrics, Faculty of Medicine, Naresuan University Hospital (NUH), Thailand

1030-1045  7R2 Challenging the simulation panacea: Preparing junior doctors for the stress of acute care  
Scott Clarke, Edinburgh Medical School: Medical Education, University of Edinburgh, UK

1045-1100  7R3 Developing professionalism amongst medical interns who have taken part in open disclosure after medication error: Feedback that avoids ‘Facebook reflection’  
Andrew Lane, Sydney Medical School, Australia

1100-1115  7R4 Conversations with interns - a safety net for personal and professional support  
Cecilia Moore, Austral University, Argentina

1115-1130  7R5 Developing a shared purpose for each hospital admission: An essential component of team competence  
Mark Goldszmidt, Schulich School of Medicine & Dentistry, Canada

1130-1145  7R6 Disentangling residents’ engagement with communities of clinical practice in the workplace  
Francisco M Olmos-Vega, Pontificia Universidad Javeriana, Colombia

1145-1200  Discussion

1015-1200  #7S Short Communications: Teaching and Learning 2  
Moderator: Harumi Gomi, Japan  
Location: Room 0.51, Level 0

1015-1030  7S1 Promoting high-order thinking in medical students using semi-structured learning activities  
Lance Miller, American University of The Caribbean School of Medicine, Dutch Antilles

1030-1045  7S2 Using Activity Theory to Change the Cognition of Nursing Clinical Preceptors on Workplace Bullying  
Chien Chien Tung, Tungs Taichung MetroHarbor Hospital, Taiwan
Using on-line spaced education to improve learning in the health sciences: A systematic review
David Hak, AO North America, USA

Do Dental Medical Students Develop Visual Diagnostic Expertise Already During their Studies?
Katharina Schelter, Leibniz-Institut für Wissensmedien, Germany

Active learning in medical education: Case study of a medical faculty in Papua New Guinea
Jerzy Kuzma, Faculty of Medicine and Health Sciences, Divine Word University, Papua New Guinea

Cultural Preparedness for Active Learning
Haruko Akatsu, International University of Health and Welfare School of Medicine, Japan

Discussion

Round Table: Learner in Difficulty
Moderator: Ian Curran, Singapore
Location: Room L5, Level 1

"But they seem nice"—Is failure to fail medical students failing them?
George Greenlees, Royal Wolverhampton NHS Trust, UK

Remediation of Technical Skills for Surgical Trainees
Oleg Safir, University of Toronto, Canada

If At First You Don't Succeed: Transforming the Culture of Failure
Clasina Leslie Smith, SIU School of Medicine, USA

Simulation Journal Club
Location: Room L8, Level 1

From Young Teacher to Young Educator: Crystallising Educational Aspirations into Practical Steps
Rille Pihlak, University of Manchester, UK; Susannah Brockbank, University of Liverpool, UK; Robbert Duve€iver, Maastricht University, The Netherlands; Margot Weggemans, University Medical Center Utrecht, The Netherlands; Kevin Garrity, University of Glasgow, UK; Matthew J. Stull, Case Western Reserve University, USA
Location: Room 0.49-50, Level 0

Medical Education: The costs vs the profits
Aikaterini Dima, International Federation of Medical Students’ Associations (IFMSA), Greece; Adonis Wazir, International Federation of Medical Students Associations (IFMSA), Lebanon; David Gordon, World Federation for Medical Education, France; John Boulet, Foundation for Advancement of International Medical Education and Research (FAIMER), USA
Location: Room 0.96-97, Level 0

The Cultivation of Cognitive Curiosity: Key for Learning, Clinical Competence, Engagement, and Well-Being in the Healthcare Profession
Vijay Rajput, Nova Southeastern University, Dr. Kiran C. Patel College of Allopathic Medicine, USA; Anuradha Mookerjee, Cooper Medical School of Rowan University, USA; Marcus Henning, Faculty of Medical and Health Sciences University of Auckland, New Zealand
Location: Room 2.17, Level 2

Burnout amongst European Junior Doctors: recurrent themes, contributing factors and possible solutions
Ellen McCourt, Vicky Soomers, Josephine Elliott, Brigita Jazbar, Agostinho Moreira de Sousa, Kitty Mohan, European Junior Doctors Association
Location: Room 2.44, Level 2

Coaching for Professionalism Remediation: Tools for establishing trust, diagnosing learners and creating remediation plans
Felise Milan, Albert Einstein College of Medicine, USA; Adina Kalter, New York University School of Medicine, USA; Michael Allen, Albert Einstein College of Medicine, USA
Location: Room 2.61, Level 2

An international perspective on testing accommodations
Ioanna Maraki, General Medical Council, UK; Ilona Bartman, Medical Council of Canada, Canada; Carl Matheson, Australian Medical Council, Australia
Location: Room 2.83, Level 2
7015-1200 #7CC Conference Workshop: Quality through innovation in medical education: Planning for the future
David Taylor, Hossam Hamdy, Gulf Medical University, United Arab Emirates
Location: Room 2.95, Level 2

7DD01 Protecting and Respecting Individual Dignity at End-of-Life (PresIDE) - A Resuscitation Status Discussions Audit, and Barriers to their Occurrence
Norshima Nashi, National University Hospital, Singapore

7DD02 Bottom of the social safety net', 'gatekeepers', 'bridge of communication': Using metaphors to make sense of physicians' profession
Yu-Che Chang, Chang Gung Memorial Hospital, Taiwan

7DD03 Post-Graduate Year Doctors’ Life Education: Rare Disease Clinic Holistic Health Care Training
Chiang Chia-Wei, Tungs’ Taichung MetroHarbor Hospital, Taiwan

7DD04 Desirable characteristics of medical doctors from the perspectives of medical students and academic staff in rural generalist medical training program
Krongkaew Thongruangsooksai, Trang Medical Education Center, Thailand

7DD05 Cadaver as a First Teacher: Implementation of a Module for Learning Values & Ethics with Anatomy in a Medical School
Anne D Souza, Kasturba Medical College, Manipal, India

7DD06 Impact of research profile of faculty on their evaluation provided by medical students
Abida Shaheen, Shifa College of Medicine, Shifa Tameer-e-Millat University, Pakistan

7DD07 Knowledge, Attitude and Behavior Regarding Antibiotics Misuse and Use Among Medical Students of Public Sector Medical College of Faisalabad
Mehr Muhammad Adel Riaz, International Federation of Medical Students’ Associations Pakistan - Faisalabad Medical University, Pakistan

7DD08 Impact of a career simulation program using gamification with virtual turning point for medical students in Japan
Shu-Chen Liao, Chang Gung Memorial Hospital, Keelung, Taiwan

7DD09 An Informed Consent: How Informing Is It? Reflective Experience from the Middle East
Sharifa Redha, Kuwait University, Faculty of Medicine, Kuwait

7DD10 Class attendance in the disruptive era: what undergraduate medical students and teachers think
Vorapol Jaroonanichkul, Faculty of Medicine, Chulalongkorn University, Thailand

7DD11 Cadaver as a teacher: I will pay more respect to human body
Mohammad Taherahmudy, Tehran University of Medical Sciences, Iran

7DD12 Changes on medical students’ specialty preferences during their degree: the role of gender
Ana Isabel Gouveia, Faculdade de Ciências da Saúde - Universidade da Beira Interior, Portugal

1015-1200 #7EE ePosters: Simulation / Virtual Patients
Moderator: Tudor Calinici, Romania
Location: Foyer C, Level 2

7EE01 Evaluating the effect of training final-year medical students in telephone communication and prioritisation skills in the simulated environment
Sophie Ragbourne, King’s College London, UK

7EE02 Relationships between simulation stress and performance in nursing and medical students: a pilot study
Johannes Driessen, Royal Cornwall Hospitals Trust, UK

7EE03 How does a virtual patient format influence medical students’ approaches towards psychiatric patients? A liminal perspective
Kamilla Pedersen, Centre for Health Sciences Education, Aarhus University, Denmark

7EE04 E-patients as educators in Iran’s medical education system: challenges and recommendations
Shima Tabatabai, Shahid Beheshti University of Medical Sciences, Tehran, Iran

7EE05 What is the best virtual patient model? A focus group study
Andrzej Kononowicz, Jagiellonian University Medical College, Poland

7EE06 Virtual Patients for training the trainers: Experiences from the medical teachers of tomorrow
Eleni Dafli, Aristotle University of Thessaloniki, Greece

7EE07 A pilot study of the obstacles and highlights performance of different training year physicians in difficult airway intubation training program - in a novel simulator
Shu-Chen Liao, Chang Gung Memorial Hospital, Keelung, Taiwan

7EE08 In situ Mock Codes or Sim Center Team-Based Training: Best bang for the buck? Lessons learned at our Center: Content
Mena Khan, Central Michigan University College of Medicine, USA
7EE09 A new innovation: flashlight visual field simulator: easier to understand the complex optic pathway, low cost and more fun
Napat Thandakijjamont, Vachira Phuket Hospital
Medical Education Center, Thailand

7EE10 Simulation Technologies in Cardiopulmonary Resuscitation: From Basic Approach to Team Training
Anton Vorobev, Surgut State University, Russia

7EE11 Teaching How to Save Lives: CPR Teaching Through Simulation and Multimedia Resources
Maira Loesch, Pontificia Universidade Católica do Paraná, Brazil

7EE12 Implementing a standardized UHC Simulation for medical students
Tatiana Zebrova, International Federation of Medical Students’ Associations

7EE13 The AURA Study: Assessing Usefulness of Virtual Reality Mobile Application in Flexible Videoscope Airway Training
Ying Wei Yau, National University Hospital, Singapore

1015-1200 #7FF ePosters: Technology Enhanced Learning
Moderator: Tobias Raupach, Germany
Location: Crystal Lounge, Level 1

7FF01 Nationwide implementation of the Non Invasive Prenatal Test for aneuploidy screening: Pre-post implementation evaluation of a blended learning for counselors
Linda Martin, Amsterdam UMC, VUmc, AVAG, The Netherlands

7FF02 Application of Face-to-Face Education and Online Courses on Palliative Care Education by Using Multimedia Teaching Materials
Shao-Yu Hsu, Taipei City Hospital, Taiwan

7FF03 Using blended teaching methods to improve nursing staff cognition, affection, and skill of HSCt care in hematology unit
Yen-Ni Sung, Taipei Veterans General Hospital, Taiwan

7FF04 The Effectiveness of using Interactive E-book on nurses’ learning motivation and knowledge of electrocardiogram interpretation
Chien-Lin Kuo, National Taipei University of Nursing and Health Sciences, Taiwan

7FF05 An evaluation of a case-based e-learning module on non-accidental injury for medical students
Niamh Ryan, University of Dundee, UK

7FF06 Stronger together - Virtual University of Occupational Health Care supports specialist physician training
Lena Selänne, University of Helsinki, Finland

7FF07 All in the Mix: The Use of Blended Learning for Trainee Anaesthetists
David Marriott, University Hospitals of Leicester, UK

1015-1200 #7GG Posters: Faculty Development
Moderator: Alice Fornari, USA
Location: Hall/Foyer F, Level 0

7GG01 A Model Workshop for Writing Systematic Review Protocols at Teaching Hospitals: The Final Report
Yuki Kataoka, Hyogo Prefectural Amagasaki General Medical Center, Japan

7GG02 Social Factors in Clinical Teachers’ Learning into Practice Following Faculty Development Programs
Szu-Han Wang, Chang Gung Memorial Hospital, Linkou Branch, Taiwan

7GG03 Impact of a teacher training program for health careers in the context of the implementation of the simulation hospital in San Sebastian University
Roxana Buscaglione, Universidad San Sebastián, Chile

7GG04 Faculty Development Activities for Biomedical Educators at Avalon University School of Medicine (AUSOM)
Sateesh Babu Arja, Avalon University School of Medicine, Netherlands Antilles

7GG05 Evaluating a top-class in medical teaching
Marjel van Dam, UMC Utrecht, The Netherlands
7GG06 Academic Training for Teachers - A Model of Medical Education Strategy Implemented in the University of Medicine, Pharmacy, Science and Technology, Târgu Mureș, Romania
Simona Muresan, University of Medicine, Pharmacy, Sciences and Technology, Târgu Mureș, Romania

7GG07 Transforming Clinicians into Leading Medical Educators: Outcomes from an Innovative Programme
Kate Seddon, Avon and Wiltshire Mental Health Partnership NHS Trust (AWP), UK

7GG08 School of Junior Academics: The Case of Riga Stradiņš University
Nora Jansone-Ratiniņa, Riga Stradiņš University, Latvia

7GG09 Perspectives of Academic Staff on the Roles of the Newly Appointed Teacher in Health Sciences
Chantel van Wyk, University of the Free State, South Africa

7GG10 A heuristic workshop improves emergency medicine physicians’ ability to design and conduct effective bedside teaching rounds
JiHai Liu, Department of Emergency Medicine, Peking Union Medical College Hospital, China

7GG11 Effectiveness of Examiner Training in Preparing Medical Students as Mock OSCE Examiners
Jian Hui Koo, Lee Kong Chian School of Medicine, Singapore

7GG12 How we implemented a train-the-trainer workshop for medical student engagement to develop a teaching ward program
Ching Chung Lin, MacKay Memorial Hospital, Taiwan

7GG13 Teacher's Wellness - a workshop combined with MBSR and mentoring skills for clinical teachers - what did we find?
Pei-Chun Lin, Far Eastern Memorial Hospital, Taiwan

7GG14 Clinical Teachers’ Translating Learning into Practice following Faculty Development Programs: A questionnaire study
Ming-Ju Hsieh, Chang Gung Memorial Hospital, Chang Gung University, Taiwan

7GG15 A qualitative study of outpatient clinical teachers’ pedagogical skills in the French part of Switzerland: a call for targeted training
Marie-Claude Audétat, UQREM at UQG, Faculty of Medicine, University of Geneva, Switzerland

7GG16 Survey among students and residents at the Reims Faculty of Medicine leading to the “Clinical supervision in 300 seconds” program, a doctor’s toolbox for the supervision of students
Evan Gouy, Reims Faculty of Medicine, France

7GG17 Clinical supervision training project at the Faculty of Medicine in Reims: inventory of the situation before implementation
Mathias Brugel, Reims Faculty of Medicine, France

7HG01 Exploring the performance and desired capabilities of model clinical teachers - Aligning with The Academy of Medical Educators’ Professional Standards
Jer-Chia Tsai, Kaohsiung Medical University Hospital, College of Medicine, Kaohsiung Medical University, Taiwan

7HG02 Analysis of teaching doctor statute required by junior residents
Yasuhiro Itsui, Department of Medical Education Research and Development, Tokyo Medical and Dental University, Japan

7HG03 Teaching practices in health undergraduate programs: Two sides of the coin
Cristhian Perez, Universidad de Concepcion, Chile

7HG04 Interpretation of the professional identity of the medical educator as a member of an educational project
Milred Vanessa Lopez Cabrera, Tecnologico de Monterrey, School of Medicine and Health Sciences, Mexico

7HG05 Our experience with the development of a Teaching Quality Index, a tool to credit teachers for their educational achievements
Levente Kiss, Semmelweis University, Teaching Center, Department of Physiology, Hungary

7HG06 Effective Evaluation of Faculty Work: Using Clinical teaching Walkthroughs
Ming-Chen Hsieh, Department of Medical Education, Buddhist Tzu Chi General Hospital, Hualien, Taiwan, Taiwan

7HG07 Relationship between teaching performance and resident's academic achievement
Liz Hamui, Facultad de Medicina, Universidad Nacional Autonoma de Mexico, Mexico

7HG08 Effect of Peer Observation on Evidence-Based Medicine Curriculum
Cheng-Tai Chen, Department of Pharmacy Practice, Tri Services General Hospital, Taiwan

7HG09 Recharge activities preventing burnout in medical teachers
Prawit Wannaro, Hatyai Medical University, Thailand

7HG10 Feasibility, Impact and Moderators of Mindfulness-based Stress Reduction Intervention on Medical Staff in Taiwan
Kuo Su Chen, Chang Gung Memorial Hospital, Taiwan

7HG11 The factors related to the burnout of the medical staff in tertiary care medical center
Siriwut Kittipothinantis, Vachira Phuket Hospital, Thailand

7HG12 Near-peers with benefits: a foundation doctor led revision course for medical students preparing for finals examinations
William Dace, North Bristol NHS Trust, UK
A Junior doctor-led revision programme for finals: what are the benefits?
Katherine Francis, Great Western Hospital, Swindon, UK

Teaching of Undergraduate Medical Students by Paediatric Trainees
Emily Botcher, University Hospitals Coventry and Warwickshire, NHS Trust, UK

Can't Teach, Won't Teach: improving doctors’ teaching performance and development
Dhanya Pillai, University Hospitals Coventry and Warwickshire, UK

The Near Peer Mentor: Perspectives of Mentors and Mentees in Postgraduate Medical Education
Matthew Aldridge, North Bristol NHS Trust, UK

Effectiveness of Resident-as-Teacher programmes in family medicine: A systematic review
Hervé Maisonneuve, France

The effectiveness of “educational teams” for developing the teaching skills of senior residents
Shunsuke Kosugi, Aso Iizuka Hospital, Japan

Enhancing the professional development of junior doctors during clinical teaching fellowships
Jonathan Fox, Imperial College London, UK

A structured and integrated paediatric near-peer learning programme (PaedsPALS) led by foundation year doctors for undergraduate students
Natasha G, Addenbrooke's Hospital, Cambridge, UK

Health Literacy - achieving better practices for patient-centered communication
Tzu-I Tsai, National Yang-Ming University, Taiwan

Physical activity knowledge, attitudes and behaviours of pre-clinical medical students in Australia
Rhys Kelly, Deakin University - School of Medicine, Australia

Public Health Exchanges for Students
Anna Herzeg, International Federation of Medical Students Associations

Gender Differences in Consciousness of Gender Stereotypes among medical students in Taiwan
Sui-Lung Su, School of Public Health, National Defense Medical Center, R.O.C

Interactive methods to teach and learn about violence against women
Vander Guimarães Silva, Faculdade de Medicina de Petrópolis, Brasil

Small group learning to aid broaching of lifestyle choices and advise with patients in the Physician Associate Programme
Sajee D., Medical Education IBSc, Barts and the London, Queen Mary, University of London, UK

Structure and agency: education for behavior change
Richard Ayres, Plymouth Peninsula Schools of Medicine and Dentistry, UK

Digital Health - a gap in medical education
Lina Mosch, European Medical Students’ Association

Human Factors Training for Undergraduate Medical Students
Aliyah Choudhary, NHS, UK

Doctors & Crows: Exploring the Didactic Value of Literature and Metaphor in Forming a Better Understanding of the Grieving Process
Oliver Hodge, University of Bristol, UK

Validation and Application of an instrument to assess attitudes and difficulties of forensic science students confronting death during forensic practice
Ileana Petra, National Autonomous University of Mexico, Mexico

The impact of clinical shadowing in end-of-life care on undergraduate premedical students
Yen-Ko Lin, Kaohsiung Medical University, Taiwan

The medical student’s attitude toward the pioneer curriculum on palliative care
Weerajit Thipprasert, Roiet Hospital Medical Education Center, Thailand

Review of a three-in-one palliative-care curriculum for junior medical students: First time in Taiwan
Kuei-Yu Liu, National Taiwan University School of Medicine, Taiwan

“I felt, at that moment, that I was betraying my ideals”: Emotional Responses of Residents when Taking Care of Patients at the End-of-Life
Heloisa Takasu Peres, State University of Campinas, Brazil

Validation of a skill-based team learning curriculum in workplace violence prevention for nursing students
Fu-Li Chen, Fu Jen Catholic University, Taiwan

Medical Education and Preventive Medicine: A System Dynamics Approach
Tiffany Mclure, David Geffen School of Medicine at UCLA, USA

Improving Nutrition Education in Medical Schools: the ESPEN-NEMS project
Stephanie Schneider, Gastroenterology and Nutrition, Centre Hospitalier Universitari de Nice, France

Investigation on the Requirement and Recognition of Medical Ethics Education for Hospital Staff
Pei-Wei Wang, Taipei City Hospital, Taiwan
7JJ01 Applying community-based learning (CBL) activity for Otorhinolaryngology curriculum Chonthicha Chit-ueaphat, Chaiyaphum Medical Education Center, Thailand

7JJ02 Building academic partnerships with community agencies in medical education: community agencies perspectives Nayereh Kaviani, School of Medicine, Griffith University, Australia

7JJ03 A study of correlation between grades and learning outcome achievement in Home Health Care (HHC), Family Medicine, Prapokklao Hospital, Thailand Kulaworn Chaicharoenpong, Faculty of Family Medicine, Prapokklao Hospital, Thailand

7JJ04 Do the medical skill and performance outcomes of medical students differ by type of training? Anchulee Buangoen, Songkhla hospital, Thailand

7JJ05 Benefits of Homestay in Community Engaged Medical Education for Undergraduate Medical Students in Thailand Ananya Chutimarat, MNST Medical Education Center, Thailand

7JJ06 Improving Teaching and Learning with Student Participation Scheme at the Maharaj Hospital Medical Education Center, Nakhon Si Thammarat, Thailand Patcharaporn Khajornwattanakul, Maharaj Nakhon Si Thammarat Hospital, Thailand

7JJ07 Community Research of Undergraduate Medical Students: Sharing Experiences from Mae Fah Luang University (MFU), Chiangrai Province, Thailand Chitradsa Utaiplpoon, School of Medicine, Mae Fah Luang University, Thailand

7JJ08 Task-based assignment in community curriculum as a educational tool for achieving real life professional doctor Narut Wongmakorn, Savanpracharak Hospital, Thailand

7JJ09 Home Visits as Interprofessional Learning Activity for Students in Primary Care Christina Olsson, Academic Primary Healthcare Centre, Sweden

7JJ10 Breaking community and healthcare team engagement in eastern culture Amandha Boy Timor Randita, Faculty of Medicine, Universitas Sebelas Maret, Indonesia

7JJ11 Community based medical camp as one of the best methodologies of community based educational learning to approach patient as educator Tuangprot Porapaktham, Savanpracharak Medical Educational Center, Thailand

7JJ12 Early Exposition to General Practice for Second-Year Medical Students: An Opportunity to Discover Clinical Examination, Professionalism and the Roles of General Practitioners? Sophie Pelloux, Collège Universitaire de Médecine Générale, Université de Lyon, France

7JJ13 What do medical students learn from Pediatrics family home visit? Mixed method Nawarat Aroonyadech, Sunprasitthiprasong Hospital, Thailand

7JJ14 Medical student’s perspective on home visiting program Bor-Yuan Tseng, School of Medicine, Buddhist Tzu Chi University, Taiwan

7JJ15 Learning by Doing in Cataract Lesson - The CBME study Anant Bhornmata, Chumphon Khet Udomsakdi Hospital Medical Education Center, Thailand

7JJ16 Influencing nursing students’ perceptions of community care with curriculum redesign Margriet van Lersel, Amsterdam University of Applied Sciences, Netherlands

7JJ17 Visiting rural hospital as an inspiration tool during selection for rural doctors Araya Khaimook, Hatyai Hospital, Thailand

7JJ18 Students’ rural background and training in well-equipped rural teaching hospitals enhance intention to return to work in rural hometown Wisana Hongkan, Collaborative Project to Increase Production of Rural Doctors, Thailand

7JJ19 Opinions of Community Hospital Directors in the Northern Thailand (2nd Regional Health) toward the Medical Curriculum, Faculty of Medicine, Naresuan University Pantita Singhkew, Faculty of Medicine, Naresuan University, Thailand

7JJ20 Rural community site visit: the essential step of student selection for rural medical program Supat Hasuwannakit, Hatyai Medical Education Center, Ministry of Public Health, Thailand

7JJ21 How to improve medical students’ interest in rural area: Lessons from TAK Chaiyakit Uddan, Somdejphrajaotaksin Maharaj Hospital Medical Education Center, Thailand

7JJ22 Factors related to drop out rate of clinical medical students in a CPIRD, Collaborative Project to Increase Production of Rural Doctors, Suratthani Hospital, Rural Medical School Kuiatsuk Wongvorachart, Suratthani Hospital, Thailand
## 7KK Posters: Interprofessional Education 1

**Moderator:** Paul Crampton, UK  
**Location:** Hall/Foyer F, Level 0

### 7KK01 Qualitative analysis shows that healthcare students value early inter-professional collaboration during an overseas medical trip to Nepal  
Jia Shun Reuben Ho, Lee Kong Chian School of Medicine, Nanyang Technological University, Singapore

### 7KK02 The role of clinical pharmacist in assistant teaching of local anesthetic agents topic in medical students  
Isariya Piromrat, Buriram Hospital, Thailand

### 7KK03 The effectiveness of Inter-Professional Education (IPE) Template: Evaluated by Kirkpatrick model  
Wei Fang Wang, National Cheng Kung University Hospital, College of Medicine, National Cheng Kung University, Taiwan

### 7KK04 How other disciplines influence team members during multi-disciplinary decision making  
Kumiko Yamaguchi, Tokyo Medical and Dental University, TMDU, Japan

### 7KK05 What Happens When Words Become Action? Undergraduate and Graduate Students’ Experiences in an Interprofessional Education Program at the Northern Ontario School of Medicine  
Gayle Adams-Carpin, Northern Ontario School of Medicine, Canada

### 7KK06 A qualitative study on the impact of IPE in clinical clerkships on clinical educators  
Mayumii Ashihina, Chiba University School of Medicine, Japan

### 7KK07 Experiential Learning “Healthy Aging” program for Interprofessional education (IPE): Challenges and Rewards  
Jyotsna Pandey, Central Michigan University College of Medicine, USA

### 7KK08 Patients' Role in Interprofessional Education in the Community  
E Nok Enoch Ng, Faculty of Medicine, The Chinese University of Hong Kong

### 7KK09 Promoting student contribution at Interprofessional Education workshops - differences among eight health professions  
Chiharu Kawakami, St. Luke’s International University, and Tokyo Medical and Dental University, Japan

### 7KK10 Assessment of Functional Ability and Rehabilitation Course - Interprofessional Pilot  
Katri Salokangas, University of Eastern Finland, Finland

### 7KK11 What barriers to medical-dental collaboration did health professions students find during their clinical education? A pilot study  
Rintaro Imatuku, Gifu University, Japan

### 7KK12 Student reflections on inter-professional education: what students have learned?  
Chitikasaem Suwanrath, Prince of Songkla University, Thailand

### 7KK13 Differences in effects of interprofessional education workshops by students' discipline and gender among medical and dental students  
Nobutoshi Nawa, Tokyo Medical and Dental University, Japan

### 7KK14 Developing an interprofessional student learning collaboration using simulation to teach technical and human factors  
Ato Ocansay, Education Academy, St Bartholomew’s Hospital, UK

### 7KK15 Same Different Role. Different Profession: A quasi-experimental study of an inter-professional prescribing masterclass featuring undergraduate medical students and nonmedical graduate prescribing students  
Alexandra Rolfe, University of Edinburgh, UK

### 7KK16 Simulation-Based ICU Bed-Side Rounding Required IPE Course for American Medical School Students  
Valeriy Kozmenko, USD SSOM, USA

### 7KK17 Modeling the effect of social interdependence in interprofessional collaborative learning  
Ikuo Shimizu, Shinshu University, Japan

### 7KK18 Retentive learning of closed-loop communication - a post simulation focus group interview study  
Sabine Nabecker, Department of Anaesthesiology and Pain Medicine, Bern University Hospital, University of Bern, Switzerland

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## 7LL Posters: Assessment: Written and Standard Setting

**Moderator:** Mike Tweed, New Zealand  
**Location:** Hall/Foyer F, Level 0

### 7LL01 Using the “Think-aloud” approach in Script Concordance Test to better assess Clinical Reasoning in medical students  
Michael SH Wan, University of Notre Dame, Australia

### 7LL02 What’s in it for me? Students’ Perspective on Relevance of Items in the National Medical Licensing Examinations in Germany  
Lucas Thieme, German Medical Students Association (bvmd e.V.), Germany

### 7LL03 An Investigation of Distractor Functionality on the International Foundations of Medicine Clinical Science Examination based on Low-stakes and High-Stakes Testing Contexts  
Raja Subhiyah, National Board of Medical Examiners, USA
A Collaborative Platform to Manage High Quality Assessment Items on a Large Scale
Yan Jin, The Chinese University of Hong Kong, Hong Kong

Objective Structured Knowledge Assessment (OSKA) - a novel formative assessment tool
Adam T Misky, Imperial College School of Medicine, UK

Psychometric-evaluation-guided improvement in assessment quiz of a speciality department in undergraduate medical education at King Khalid University, Saudi Arabia
Ahmed Maqbul ALHadithi, College of Medicine, King Khalid University, Saudi Arabia

Know when to hold 'em: Answer changing behaviors in second year medical students
Terrence Miller, Touro University Nevada College of Osteopathic Medicine, USA

Direct comparison of very short answer versus single best answer questions for medical students in a pharmacology course
Joachim Neumann, Pharmacology, Martin Luther University, Halle-Wittenberg, Germany

Problematic Multiple Choice Questions: the students' view
Isabel Neto, Faculty of Health Sciences, University of Beira Interior, Portugal

Improving learning experiences guided by Progress Test
Daniela Chiesa, Universidade de Fortaleza, Brasil

Make a quiz, gain knowledge
Watcharaphol Poonual, Uttaradit Hospital, Thailand

Simulation and Simulated Patients

Examining the Influence of Simulation Context on Learners' Post-Simulation Reflections: A Comparison Study using Think Alouds
Abigail Konopasky, Uniformed Services University, USA

Using in-situ simulation (ISS) to identify latent safety threats (LST) on the Labour ward
Ayesha Lodhia, St Mary's Hospital, UK

Simulation in Healthcare: Manifestations of Anxiety and Motivation in a Medical Student Group
Maria Jacqueline Silva Ribeiro, Ceuma University, Brazil

RapidSIM: Retaining educational value in compressed simulation
Andrew McGucken, NHS GG&C, UK

Learning effects of tactile knowledge through palpation of diseased livers using a newly developed abdominal simulator
Kyoko Arai, School of Nursing, University of Shizuoka, Japan
7MM07 Assess the trainees' ability after ACLS simulation training compared with the non-sim era  
Kalyanee Asanasak, MEC Songkhla Hospital, Thailand

7MM08 Implementing high-fidelity simulation in interprofessional education leads to a better outcome: A case study in a tertiary hospital in northern Taiwan  
Feng-Cheng Liu, Division of Rheumatology, Tri-Service General Hospital, Taiwan

7MM09 In situ simulation and its effects on patient outcomes: A systematic review  
Vsevolod S. Perelman, Faculty of Medicine, University of Toronto, Schwartz Reisman Emergency Centre, SimSinai Centre, Canada

7MM10 Simulation-based learning to improve skills and confidence in Pediatric Advanced Life Support (PALS) of final year medical students  
Pisprapa Noiming, Si Sa Ket Medical Education Center, Thailand

7MM11 Stories of Success: Demonstrating Improved Performance in Junior Doctors after Simulation: A 12 Month Follow-up Study  
Nathan Oliver, NHS Lothian, UK

7MM12 Scenario Simulation Improves Students' Autonomous Learning Abilities and Clinical Competence in Pathophysiology Course  
Hongmei Tan, Zhongshan School of Medicine, Sun Yat-sen University, China

7MM13 Mental Health Simulation for Paediatric Junior Doctors  
Olatokunbo Sanwo, East Kent Hospitals NHS Trust, UK

7MM14 Freedom from toxic impact from cytotoxic drugs by using VR simulation during chemotherapeutic drug preparation  
Mei-Fang Chou, Tri-Service General Hospital, Taiwan

7MM15 Using a High Fidelity Simulator to improve diagnosis and management of spontaneous tension pneumothorax by 6th-year medical students of a University-Affiliated Medical School, Thailand  
Warapong Lueangchiranothai, Lampang Hospital, Thailand

7MM16 Experience of Simulated Patient Program in International Medical University: Lecturers’, Students’ and Patients’ View  
Goh Lay Khim, International Medical University (IMU), Malaysia

7MM17 Residents delivering bad news in Anaesthesiology - Exploring the experience, efficacy and cost-effectiveness of the use Standardised Patients and Peer Role Play  
Ambika Paramasivan, National University Hospital, Singapore

7MM18 Needs assessment for Training Nursing students to be Standardized Patients: Perspectives of Standardized Patients  
Su-Fen Cheng, National Taipei University of Nursing and Health Sciences, Taiwan

7MM19 Can simulated patients evaluate the students' performance in procedural skills in OSCE?  
Predrag Bjelogrlic, University of St Andrews, School of Medicine, UK

7MM20 Applying standardized patients in hybrid simulation in team training: 11 years of experience  
Min Shu Wang, Mackay Memorial Hospital, Taiwan

7MM21 Establishing the Principles of De-roling in Simulated Patient practice: a focus group study  
Gabriel Tan, Lee Kong Chian School of Medicine, Singapore

1015-1200 #7NN MedEdPublish Clinic  
Richard Hays, Trevor Gibbs, Ken Masters, Kerrie McKay, Claire MacRae, Joanne Greer, MedEdPublish, UK  
Location: Suite E, Level 0

1015-1200 AMEE Group Meeting  
BMJ  
Primal Pictures  
Logical Images Inc. dba VisualDx  
Altus Assessments Inc. (CASPer)

1200-1400 Lunch Break  
Viewing of posters and exhibits  
Hall E/Entrance Hall (Level 0), Gallery (Level 1)

Soapbox Stage – Hall E, Level 0  
1210-1320 BMJ  
1230-1350 Primal Pictures  
1310-1330 Logical Images Inc. dba VisualDx  
1330-1350 Altus Assessments Inc. (CASPer)

Courses/Meetings  
1215-1340 AMEE AGM  
(AMEE Members only)  
1230-1330 ESMEE Course  
1230-1330 RESME Course  
1230-1330 ESMESim Course  
1230-1330 Diversity Group (closed meeting)  
1230-1330 IAMSE (closed meeting)

Room 1.61-62, Level 1  
Room L8, Level 1  
Room 0.11-12, Level 0  
Room 0.96-97, Level 0  
Room 2.17, Level 2  
Room 0.49-50, Level 0  
Room L5, Level 1  
Room 0.51, Level 0
Session 8: Simultaneous Sessions

1400-1530 #8A Symposium: Universal Health Education Coverage - Health and Education for the Global Community
Nick Bass (East London NHS Foundation Trust, London, UK); Jibril Handuleh (Amoud University, Barana, Somaliland); Ming-Jung Ho (Georgetown University, Washington DC, USA); Ruti Stashefsky-Margalit (Technion, Haifa, Israel); Manuel Mendes Costa (University of Minho, Braga, Portugal)
Location: Hall C, Level 2

1400-1530 #8B Symposium: Cost and value in medical education
Martin G. Toggaard (University of Copenhagen, Denmark); David A. Cook (Mayo Clinic, USA); Steven Maloney (Monash University, Australia); Jennifer Cleland (University of Aberdeen, UK)
Location: Hall A, Level 2

1400-1530 #8C Symposium: The Scope of Faculty Development: How Conceptual Frameworks Can Inform Educational Practices and Program Evaluation
Organised by the AMEE Faculty Development Committee:
Ivan Silver (University of Toronto, Canada); Clare Morris (Queen Mary University, London, UK); Karen Leslie (University of Toronto, Canada); Olarewaju Sorinola (University of Warwick, UK); Diana Dolmans (Maastricht University, The Netherlands)
Location: Hall N, Level 1

1400-1530 #8D Short Communications: Teaching and Learning - Games
Moderator: Eeva Pyörälä, Finland

1400-1415 8D1 The X-games. Improving students’ motivation and learning in radiology education by serious gaming
Marieke van der Schaaf, University Medical Center Utrecht, The Netherlands
Location: Room L3, Level 1

1415-1430 8D2 OB-GYN-4 model: an intra-curricular activity contributes to 7 essential life skills development
Pornnapa Suriyachal, Medical Education Center Phayao Hospital, Thailand
Location: Room L6, Level 1

1430-1445 8D3 When is the best time to use a serious game in undergraduate medical education? Findings from a prospective study
Nikolai Schuelper, University Medical Centre Göttingen, Germany
Location: Room L3, Level 1

1445-1500 8D4 Gamification of Medical Education: A Systematic Review
Anne van Gaalen, Universitair Medisch Centrum Groningen, the Netherlands
Location: Hall M, Level 1

1500-1515 8D5 Long-term effectiveness of using a serious game to train clinical reasoning: a prospective study with 1.5-year follow-up
Tobias Raupach, University Medical Centre Göttingen, Germany
Location: Hall N, Level 1

1515-1530 8D6 Escape games as educational content to teach communication and knowledge sharing skills to first-year medical students
Yoshikazu Asada, Jichi Medical University, Japan
Location: Hall L6, Level 1

1400-1440 #8E Research Papers: Learning Teamwork and Methods

1400-1420 8E1 A case study of experiential learning in quality improvement: delving deeper into assumptions of project-based learning
Joanne Goldman, University of Toronto, Canada
Location: Hall M, Level 1

1420-1440 8E2 Making a lecture stick: The effects of spaced instruction on knowledge retention in medical education
Marijolein Versteeg, LUMC, Leiden, the Netherlands
Location: Hall N, Level 1

1440-1500 8E3 Exploring the undergraduate dental students’ views of collaborative learning in the clinical learning environment
Anna Dargue, University Hospitals Bristol NHS Foundation Trust, Bristol, UK
Location: Hall A, Level 1

1500-1520 8E4 On the same page? The relationship between teamwork within clinical teaching teams and the experienced learning climate of their residents
Iris Jansen, Amsterdam UMC, Amsterdam, The Netherlands
Location: Hall L3, Level 1

1520-1530 Discussion

1400-1500 #8F Research Papers: Reviews of Literature

1400-1500 8F1 A Scoping Review on The influence of prior performance information on ratings of present performance: Implications for learner handover
Susan Humphreys-Murto, University of Ottawa, Canada
Location: Room L6, Level 1
1400-1500 8F3 Educational Implications of clinical service divisions: a Bakhtinian analysis
Clare Whitehead, University of Manitoba, Winnipeg, Canada

1500-1510 8F4 Factors influencing autonomy supportive consultation: a realist review
Joyce Kors, Amsterdam UMC, Vrije Universiteit Amsterdam, Research in Education, VUmc School of Medical Sciences, Amsterdam, Netherlands

1512-1530 Discussion

1400-1530 #8G PechaKucha™ 2
Moderator: Sandra Carr, Australia
Location: Room 1.85-86, Level 1

1400-1409 8G1 An innovative concept model for on-call simulation training: ‘Bleep test: Doc On Call’
Swati Parida, University Hospitals Leicester Trust, UK

1409-1418 8G2 Beyond Statistics: an innovative staff student project challenging black stereotypes
Bankolu Alo, St. George’s University of London, UK

1418-1427 8G3 Different Ways of Knowing: Teaching Visual Wisdom With Art
Christine Todd, Southern Illinois University School of Medicine, USA

1427-1436 8G4 Benefits of Student-Driven Wellness Choices Versus Mandated Wellness Programs in a Medical School Setting
Robert Hage, St. George’s University, Grenada

1436-1445 8G5 A Dose of Reality: The Cure for the Profession of Pharmacy?
Amanda Chichester, University of Rhode Island, USA

1445-1454 8G6 360 degree Theatre Induction
Junaid Fukuta, University of Bristol, UK

1454-1503 8G7 Co-production: would it work for workplace-based assessment redesign?
Raghdah Al-Budy, Oman Medical Specialty Board, Oman

1503-1512 8G8 Predicting identity as a medical educator and openness to improve in sessional and tenured faculty
Abigail Snook, University of Iceland, Iceland

1512-1530 Discussion

1400-1530 #8H Short Communications: Patient as Educator 1
Moderator: Julie Symons, UK
Location: Room 1.61-62, Level 1

1400-1415 8H1 A teaching course ‘Experience of a diabetic patient’ based on the partnership of a teaching patient and medical doctor
Lucile Wahl, Faculty of Medicine, Université de Lyon, France

1415-1430 8H2 Empowering adolescent patients in undergraduate medical education
Jonathan Darling, Leeds Institute of Medical Education (UME), School of Medicine, University of Leeds, UK

1430-1445 8H3 Seeing is believing: role of dermatology patient educators in undergraduate medical education
Maulina Sharma, University of Nottingham, UK

1445-1500 8H4 Making a difference: practical insights from co-production with diverse patients and communities
Sam Regan de Bere, Peninsula Medical School, UK

1500-1515 8H5 Patient educators lead and model social change - Youth facilitators teach students in the health professions about transition to adulthood for youth with childhood onset disabilities
Darlene Hulsey, Holland Blorview Kids Rehabilitation Hospital, Canada

1515-1530 8H6 Patient feedback in patient-centered communication skills training for medical students
Anne Marie Rieffestahl, CAMES - Copenhagen Academy for Medical Education and Simulation, Denmark

1400-1530 #8I Short Communications: Assessment: Work-Based Assessment
Moderator: James Kwan, Singapore
Location: Room L2, Level 1

1400-1415 8I1 Do Direct Observation Tools Generate High Quality Narrative Feedback? Lessons from the Psychopharmacotherapy-Structured Observation Tool
John Young, Donald and Barbara Zucker School of Medicine at Hofstra/Northwell, USA

1415-1530 8I2 A Dose of Reality: The Cure for the Profession of Pharmacy?
Amanda Chichester, University of Rhode Island, USA

1415-1430 8I3 How students and specialists appreciate the Mini-Clinical Evaluation Exercise (Mini-CEX) in Indonesian clerkships
Yoyo Suhoyo, Faculty of Medicine, Public Health and Nursing, Universitas Gadjah Mada, Indonesia

1430-1445 8I4 How do postgraduate surgeons-in-training learn through the use of workplace-based assessment?
Arpan Tahim, UCL, UK

1445-1500 8I5 Practical Strategies for Evaluating and Improving the Content of a Workplace-based Observational Assessment
Mark Raymond, National Board of Medical Examiners, USA

1500-1515 8I6 Who’s Watching? Bedside Observation and Feedback Practices in Internal Medicine
Michael Wang, McMaster University, Canada

1515-1530 No Discussion
1400-1530  **#8J Short Communications: Faculty Development 1**  
Moderator: Carol Hodgson, Canada  
Location: Room 0.31-32, Level 0

1400-1415  **8J1 Supervisor Training In a Global Arena: Increasing international access to high quality faculty development**  
Veena Rodrigues, Norwich Medical School, UK

1415-1430  **8J2 Tips and tricks of opening an AMEE International Networking Centre: Lessons to be learned**  
Sofia Belogubova, Sechenov University, Russia

1430-1445  **8J3 Perception of a blended course as a tool for continuous improvement: Experience of Private University San Juan Bautista from Peru**  
Alberto Casas, Universidad Privada San Juan Bautista, Peru

1445-1500  **8J4 Pathways to Professional Excellence through a Digital Learning Hub**  
Karin Hills, PAEA, USA

1500-1515  **8J5 New Faculty Development Curriculum for Junior Faculty**  
Manjula Gowrishankar, Department of Pediatrics, Faculty of Medicine and Dentistry, University of Alberta, Canada

1515-1530  **8J6 Teaching the teachers: A series of interactive teaching-themed workshops for healthcare experts**  
Danielle Dobbe, LRCB (Dutch Expert Centre for Screening), the Netherlands

No Discussion

1400-1530  **#8K Short Communications: Continuing Professional Development 3: Recognising a Doctor’s Competence**  
Moderator: Kristiina Patja, Finland  
Location: Room 0.14, Level 0

1400-1415  **8K1 The GMC revalidation knowledge test - summary of data**  
Alison Sturrock, UCL Medical School, UK

1415-1430  **8K2 Doctors’ experiences, attitudes, and beliefs about the regulation of professional competence: a scoping review**  
Anel Wiese, Medical Education Unit, University College Cork, Ireland

1430-1445  **8K3 Doctors’ attitudes to, beliefs about, experiences of, and suggested improvements for regulation of professional competence**  
Emer Galvin, University College Cork, Ireland

1445-1500  **8K4 Attitudes, benefits and barriers to participating in mandatory continuing professional development scheme in doctors in Ireland**  
Holly Hanlon, Royal College of Physicians of Ireland, Ireland

1500-1515  **8K5 Examining associations between data utilization for practice improvement and lifelong learning**  
Sanjeev Sockalingam, Centre for Addiction and Mental Health; University Health Network; University of Toronto, Canada

1515-1530  Discussion

1400-1530  **#8L Short Communications: Virtual Patients**  
Moderator: Luke Woodham, UK  
Location: Room L7, level 1

1400-1415  **8L1 Flexible interprofessional learning using virtual patients**  
Samuel Edelbring, Örebro universitet, Sweden

1415-1430  **8L2 The role of epistemic activities on diagnostic outcomes in medical students’ learning with two different virtual patient case formats**  
Pablo Schäffner, Institut für Didaktik und Ausbildungsforschung in der Medizin am Klinikum der LMU München, Germany

1430-1445  **8L3 Students’ interaction and learning when working with an interprofessional virtual patient model in primary healthcare**  
Carrie Tran, Karolinska Institutet, Sweden

1445-1500  **8L4 Feasibility and utility of an immersive 360-video simulation of stressful clinical events to enhance self-efficacy**  
Steve Gallagher, Dunedin School of Medicine, University of Otago, New Zealand

1500-1515  **8L5 New insights into analysing virtual patient data**  
Tomi Ylä-Soininmäki, University of Helsinki, Finland

1515-1530  **8L6 Role of Faculty Revisited in the Era of AI driven Teaching and Learning**  
Smriti Pathak, Imperial College London, UK

No Discussion

1400-1530  **#8M Short Communications: Student Wellbeing**  
Moderator: Young-Mee Lee, Korea  
Location: Room 0.94-95, Level 0

1400-1415  **8M1 Re-envisioning Exams: NBME’s Effort on Wellness (RENEW) project**  
Miguel Panaiagua, National Board of Medical Examiners (NBME), USA

1415-1430  **8M2 Academic Environment and Mindfulness Interventions predict Wellness among Medical Students**  
Hector Eduardo Velasco, Touro University California, USA

1430-1445  **8M3 Comparison of face-to-face and online mindfulness interventions among healthcare professional students in Finland: A randomized controlled trial**  
Saara Repo, University of Helsinki, Faculty of Medicine, Finland

1400-1530  **#8M Short Communications: Student Wellbeing**  
Moderator: Young-Mee Lee, Korea  
Location: Room 0.94-95, Level 0

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Hector Eduardo Velasco, Touro University California, USA

1430-1445  **8M3 Comparison of face-to-face and online mindfulness interventions among healthcare professional students in Finland: A randomized controlled trial**  
Saara Repo, University of Helsinki, Faculty of Medicine, Finland
1445-1500  8M4 Support cell for medical students
Myriam Dergham, Faculté de Médecine Jacques Léonard, Saint Priest en Jarez, France

1500-1515  8M5 Perception of self-medication among medical students in Saint-Etienne: quantitative study by self-questionnaire
Sébastien Bruel, Department of General Practice, Jean Monnet University, St Etienne, France

1515-1530  8M6 An innovative model for mental health care and educational support in Brazilian medical education context: Personal Development Planning (PDP) Framework
Fernanda Mayer, Pontifícia Universidade Católica do Paraná, Brazil

No Discussion

1400-1530  #8N Short Communications: Subjects in the Curriculum
Moderator: Jim Blatt, USA
Location: Room 2.15, Level 2

1400-1415  8N1 Humanism in Asian Medical Education - A Scoping Review
Shi Qi Zhu, National University Health System - Department of Family Medicine, Singapore

1415-1430  8N2 Integrating health economics teaching in Family Medicine: a case study from Thailand
Win Techakehakij, Lampang Hospital, Thailand

1430-1445  8N3 Role of lifestyle Medicine in Medical School Curriculum
Chaya Prasad, Western University of Health Sciences, USA

1445-1500  8N4 Implementation and Evaluation of Emergency Ultrasound Training in a Swiss Medical School
Andrea Meienberg, University Hospital Basel, Switzerland

1500-1515  8N5 Development of Statistical Literacy and Scientific Reasoning & Argumentation Skills in Medical Doctors
Markus Berndt, University Hospital of LMU Munich, Institute for Medical Education, Munich, Germany

1515-1530  8N6 An Evaluation Study of the Bioethics Curriculum of an Undergraduate Medical Program
Anita Aliuna, The Aga Khan University, Pakistan

No Discussion

1400-1530  #8P Short Communications: Interprofessional Education
Moderator: Ricardo Leon, Mexico
Location: Room L1, Level 1

1400-1415  8P1 Interdisciplinary and Collaborative Learning in Healthcare - an e-Learning Tool
Janina Iwaszko, University of Worcester, UK

1415-1430  8P2 Medical Students’ Perception About Embedding Interprofessional Education Curriculum: An Observational Analytic Study
Sasha Geganaresi Liardi, Sebelas Maret University, Indonesia

1430-1445  8P3 How Identity Matters: A Qualitative Study of Perceptions of Interprofessional Feedback in Diabetology Training
Karin Feller, University Hospital of Bern, Switzerland

1445-1500  8P4 UK trainee clinical scientists’ perceptions and experience of Interprofessional Education
Jaimini Patel, University of Birmingham, UK

1500-1515  8P5 The interprofessional training ward Zurich - Conceptualisation and Roll out
Gert Ulrich, "Interprofessional Training Ward Zurich" Network, Switzerland

1515-1530  8P6 Construction and validation of geriatric cases for Interprofessional Education
Carolyn Teuwen, Noordwest Ziekenhuisgroep, the Netherlands

No Discussion
1400-1530  #8Q  Short Communications: Selection: Widening Access  
Moderator: Lyndal Parker-Newlyn, Australia  
Location: Room 0.15, Level 0

1400-1415  8Q1  Well begun is half done: The importance of an inclusive programme at the start of (bio)medical education  
Gönlü Dilaver, UMC Utrecht, the Netherlands

1415-1430  8Q2  Social justice in medical education: inclusion is only the first step  
Marco Antonio de Carvalho Filho, UNICAMP - University of Campinas, Brazil

1430-1445  8Q3  High school grade discounting to widen access to medicine: should we do it? If so, how low should we go?  
Lewis Paton, University of York, UK

1445-1500  8Q4  Widening Access to Medical Education: Comparing a Situational Judgement Test to other selection measures  
Kelly Dore, McMaster University, Canada

1500-1515  8Q5  Medical school choice among applicants from different social backgrounds: A national qualitative interview study in the United Kingdom  
Elliot Rees, UCL Medical School, UK

1515-1530  Discussion

1400-1530  #8R  Short Communications: Postgraduate Education 4  
Moderator: Juliana Sa, Portugal  
Location: Room 0.16, Level 0

1400-1415  8R1  Resilience and Burnout: comparison between postgraduate year 1 (PGY1) doctors and faculty members in a Paediatric Department within a tertiary hospital in Singapore  
Mae Yue Tan, Khoo Teck Puat-National University Children's Medical Institute, National University Health System, Singapore

1415-1430  8R2  Holding Hands: An Initiative to Improve Junior Doctor Wellbeing  
Magali Dubus, East Kent Hospitals University Foundation Trust, UK

1430-1445  8R3  The conceptualization of educational supervision amongst supervisors and residents in a postgraduate psychiatry residency training program  
Lay Ling Tan, Changi General Hospital, Singapore

1445-1500  8R4  Competency-based medical education training and evaluation in the field of clinical microbiology laboratory  
Wen-Shyang Hsieh, Department of Medical Laboratory, Taipei Medical University-Shuang Ho Hospital, Taiwan

1500-1515  8R5  A dramaturgical analysis of a paediatric team handover  
Stephen Bradley, Lakes District Health Board, New Zealand

1515-1530  Discussion

1400-1530  #8S  Short Communications: Gender  
Moderator: Laura Hirshfield, USA  
Location: Room 0.51, Level 0

1400-1415  8S1  The potential impact of a pending labor law on young doctors in Japan: an analysis of national microdata from biennial government surveys (1996-2016)  
Kayo Fukami, National Institute of Technology, Toba College, Japan

1415-1430  8S2  The ‘5×5 Approach’ for clinical reasoning has larger effect on male than female residents  
Hisashi Shimozono, Tokyo Medical and Dental University, Japan

1430-1445  8S3  Can published information from research impact on unwanted differential performance by candidate sex? A six-year review of attempts to reduce male/female differential performance in a national family  
Meiling Denney, RCGP, UK

1445-1500  8S4  Implementing intersectionality in the general practice curriculum of the model study program at the Hannover Medical School  
Kambiz Afshar, Hannover Medical School, Germany

1500-1515  8S5  “I have no choice but to challenge myself”: Masculinities and professionalism behind Ikumen movement among male physicians in Japan  
Noriki Kamihiro, Medical Education Center, Kyoto University, Japan

1515-1530  8S6  Transgender people teaching medical students about transgender health: a mixed methods evaluation  
Anne Swift, University of Cambridge, UK

1400-1530  #8T  Round Table: Threshold Concepts  
Moderator: Olle ten Cate, the Netherlands  
Location: Room L5, Level 1

8T1  Threshold Concept-Based Transition  
Pedagogy in Pathway Programs Supporting Students’ Transition into Allied Health Degrees  
Shaimaa Atwa, Western Sydney University, Australia

8T2  Getting Practical: What Can We Do with Threshold Concepts in Medical Education?  
Janice Hanson, Washington University in St. Louis School of Medicine, USA

8T3  Coaching Learners Towards Formulating Professional Identity Using Threshold Concepts in Professionalism  
Parag Jain, Baylor College of Medicine and Texas Children’s Hospital, USA
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1400-1530 #8U Conference Workshop: A Speed Mentoring Workshop: A venue for health professions educators to network and seek advice from experts
Subha Ramani, Harvard Medical School, Boston, USA; Helena Filipe, University of Lisbon, Portugal; Alice Fornari, Northwell Health, Hofstra University, New York, USA; Richard Hays, James Cook University, Tasmania, Australia; David Irby, University of California San Francisco, USA; Rashmi Kusurkar, Amsterdam UMC, Vrije Universiteit Amsterdam, the Netherlands; Judy McKimm, Swansea University School of Medicine, UK; Gary Rogers, Griffith University, Queensland, Australia; Teri Turner, Baylor College of Medicine, USA; Margaret Chisolm, Johns Hopkins University, USA; Elizabeth Kachur, Global Consulting, New York, USA; Patricia O’Sullivan, University of California, San Francisco, USA; Daniel Schumacher, University of Cincinnati, USA; Harish Thampy, University of Manchester, UK; Keith Wilson, Dalhousie University, Canada
Location: Room L8, Level 1

1400-1530 #8V Conference Workshop: How Can Students Improve Your Medical School Curriculum?
Catarina Pais Rodrigues, Katerina Dima, Silvia Matilda Astefanei, International Federation of Medical Students Associations; Tao Le, Scholar Rx, USA
Location: Room 0.11-12, Level 0

Colin Lumsden, Lucie Byrne-Davis, Hilary Dexter, Timothy Cappelli, University of Manchester, UK
Location: Room 0.49-50, Level 0

1400-1530 #8X Conference Workshop: Development of Institutional Assessment Framework: Practical Approaches for Postgraduate Education
Hui Meng Er, Vishna Devi Nadarajah, Noraidah Yusoff, International Medical University, Malaysia
Location: Room 0.96-97, Level 0

1400-1530 #8Y Conference Workshop: Young Medical Educators’ Workshop: Taming Wicked Issues with Adaptive Action
Sören Huwendiek, Institute for Medical Education, Department for Assessment and Evaluation; Stewart Mennin, Human Systems Dynamics Institute, USA; Monica van de Rijder, College of Human Medicine Michigan State University / Spectrum Health, USA; Charlotte Ringsted, Centre for Health Sciences Education, Denmark
Location: Room 2.17, Level 2

1400-1530 #8Z Conference Workshop: How to use Technology to Demonstrate Scholarship in Medical Education
AMEE TEL Committee: Poh Sun Goh, Yong Loo Lin School of Medicine, National University of Singapore, Singapore; John Sandars, Edge Hill University, UK; Alexandra Webb, ANU College of Health and Medicine, Australia; Michael Botelho, The University of Hong Kong, Hong Kong; Peter de Jong, Leiden University Medical Center, The Netherlands; Martin Pusic, NYU Longone Health, USA
Location: Room 2.44, Level 2

1400-1530 #8AA Conference Workshop: A Whole New Medical Educator for 2025 and Beyond
Sheila Crow, University of Miami Miller School of Medicine, USA; Brownie Anderson, National Board of Medical Examiners, USA
Location: Room 2.61, Level 2

1400-1530 #8BB Conference Workshop: The Long and the Short of It - Using Very Short Answer items for Summative Assessment
Rachel Westacott, University of Leicester, UK; Amir Sam, Imperial College London, UK; Celia Brown, University of Warwick, UK
Location: Room 2.83, Level 2

1400-1530 #8CC Conference Workshop: Next Generation OSCE Checklists: Crowdsourcing as a tool for developing, modifying and localizing OSCE checklists
Daniel Salcedo, Center for Education in Medical Simulation, Taiwan; Che-Wei Thomas Lin, Wen-Cheng Huang, Wanfang Hospital, Taipei Medical University, Taiwan; Barry Issenberg, University of Miami Gordon Center for Simulation and Innovation In Medical Education, USA; Jen-Chieh Wu, Taipei Medical University Hospital, Taiwan; Jiann Ruey Ong, Shuang Ho Hospital Taipei Medical University, Taiwan
Location: Room 2.95, Level 2
#8DD ePosters: Transitions / Interprofessional Practice

Moderator: Jyotsna Pandeyy, USA
Location: Foyer B, Level 2

8DD01 From doctor in charge to doctor as coach
Masiko Natawiwicz, Amsterdam University Medical Centers, The Netherlands

8DD02 “Finding My People”: A Longitudinal Study of Physicians in a Master’s in Medical Education Program
Samuel Rosenblatt, Children’s Hospital of Philadelphia, USA

8DD03 Lessons learnt in the conduct of a pilot interprofessional education program and ward rounds in Singapore
Oh Moh Chay, KK Women’s and Children’s Hospital, Singapore

8DD04 Accelerated Readiness of Trainees in Oncology to Clinical Practise: Combining e-learning and Facilitated Group-based Discussion Led by Peers
Maliken Ulhøi, Department of Oncology, Aarhus University Hospital, Denmark

8DD05 How the implementation of team-based learning into introductory session regarding transition into Clinical Year influences medical students’ confidence in adapting to Clinical Year
Sunee Neesanun, Department of Internal Medicine, Tan Tock Seng Hospital, Singapore

8DD06 An exploratory study of an individualized coaching exercise for professional development and support of Infectious Diseases physicians
Sharavan Sadasiv Muchelli, NHG - Tan Tock Seng Hospital, Singapore

8DD07 Important skills and job satisfaction during medical internship
Sun Jung Myung, Seoul National University College of Medicine, South Korea

8DD08 Enhancing knowledge of nursing staff with bedside teaching and cross-team discussion in the nephrology ward
Chia Jung Chan, Taipei Medical University Hospital, Taiwan

8DD09 What does it mean to be a medical intern? A phenomenographic study
Matilda Liljedahl, Sahlgrenska University Hospital, Sweden

8DD10 The role of a one week Transition Course in preparing students for Foundation Year 1: Views of medical students and Foundation doctors
Rebekah Judge, Imperial College London, UK

8DD11 Investigate the Undergraduate Medical Students’ Perceptions of Early Clinical Exposure Environment in Hospital Settings
Cut Rizka Rahmi, Taipei Medical University, Taiwan

8DD12 Postgraduate Education Fellows: Bridging the gap between trainees and trainers
Luciana Sowole, West Middlesex University Hospital, Chelsea and Westminster NHS Foundation Trust, UK

#8EE ePosters: Teaching – Design, Delivery, Evaluation 1

Moderator: Mary Dankbaar, Netherlands
Location: Foyer C, Level 2

8EE01 Advanced physical examination course improves medical students’ confidence in physical examination
Fen-Yu Tseng, National Taiwan University Hospital, Taiwan

8EE02 Effectiveness of an evidence-based practice educational intervention with school nurses
Pei-Lin Hsieh, Chang Gung University of Science and Technology, Taiwan

8EE03 The Situational Judgement Test - Can it really be taught? A near-peer teaching programme to help improve preparation for the SJT
Bryony Peiris, Royal Berkshire Hospital, UK

8EE04 Educating and Empowering Ethiopian Medical Trainees on Quality Improvement and Patient Safety within the field of Infectious Diseases
William Stokes, University of Calgary, Canada

8EE05 Effectiveness of integrating EBM into PBL sessions in Pharmacist PGY Training Program
Hui Chen Su, Chi Mei Medical Center, Taiwan

8EE06 Educational Programs and their Influence on Pharmacist Satisfaction and the Quality of Pharmaceutical Services: Serial Analysis in a University Hospital
Er-Ying Wang, Taipei Medical University Hospital, Taiwan

8EE07 Formal Procedural Skills Training for Internal Medicine Junior Doctors with Task Trainers - A Singapore Experience
Lee Deanna, Sengkang General Hospital, Singapore

8EE08 From experience to action! A new Strategy for breastfeeding education
Su-Chiu Wang, Taichung Veterans General Hospital, ROC

8EE09 Are 3rd Year Medical Students more likely to attend Medical Bedside Teaching or Case Based Tutorials? A study from a University of Liverpool teaching hospital
Gershan Davis, University of Central Lancashire, UK

8EE10 Case Based Learning versus conventional lecture in Clinical Pharmacology education and its relation to learning styles
Fatih Ozdener, Department of Pharmacology, Bahcesehir University School of Medicine, Turkey

8EE11 A test-driven learning in acute cardiac care conference effectively improves electrocardiogram (ECG) reading skills of medical students and residents
Chungyu Lin, Department of Internal Medicine, National Taiwan University College of Medicine, Taipei, Taiwan
8EE12 How to gain Radiology Knowledge? Comparison between the group lecture and integration learning of 4th year medical students in Lampang Hospital MEC Sarawadee Chatchavan, Lampang Hospital Medical Education Center, Thailand

8EE13 Flipped classroom Versus Classic Lectures in Medical Education: What do Moroccan Students Prefer? Ghita Hjiej, Université Mohamed Premier, Morocco

8EE14 The Perspectives of Evidence-Based Health Care Teaching on Undergraduate Medical Education in Taiwan Yu-Fang Huang, National Cheng Kung University Hospital, College of Medicine, National Cheng Kung University, Taiwan

8EE15 Clinical, social and educational analyses of a University Extension project at a Riparian Community Ricardo Costa, Barretos School of Health Sciences Dr. Paulo Prata - FACISB, Barretos, São Paulo, Brazil

8EE16 Achieving Cultural Competency through a Blended Teaching Program - Creating a culturally safe environment Pei-Ling Wu, E-Da Hospital, Taiwan

8EE17 The Learning Experiences of International Post-Baccalaureate Medical Students in Taiwan: a qualitative study Pei-jung Tsai, E-Da Hospital I-Shou University, Taiwan

8EE18 The Perspectives of Evidence-Based Health Care Teaching on Undergraduate Medical Education in Taiwan Yu-Fang Huang, National Cheng Kung University Hospital, College of Medicine, National Cheng Kung University, Taiwan

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8EE29 The Learning Experiences of International Post-Baccalaureate Medical Students in Taiwan: a qualitative study Pei-jung Tsai, E-Da Hospital I-Shou University, Taiwan

1400-1530

#8FF ePosters: Cross-Cultural Programmes / International Students
Moderator: Ann Wylie, UK
Location: Crystal Lounge, Level 1

8FF01 Cross-cultural adaptation of the Four Habits Coding Scheme (4HCS) for teaching and assessing patient-centered communication skills in Brazil Helena Paro, Federal University of Uberlandia, Brazil

8FF02 A revolution in Medical English teaching in a non-native English speaking country Sarinya Thangsittichok, Phichit Hospital, Naresuan University, Thailand

8FF03 Preparatory course for medical students undertaking humanitarian services during Enrichment Year: Global Health competencies and course evaluation Dana Vackova, The University of Hong Kong, Hong Kong

8FF04 Benefits of giving international students a voice in a safe arena to improve communication skills Tim Newson, East Kent Hospitals NHS Foundation Trust & Kings College London Medical School, UK

8FF05 WITHDRAWN

8FF06 Student support system for foreign medical students Hana Svobodova, 3rd Medical Faculty, Charles University, Czech Republic

8FF07 International clinical exchange programs for medical students: perspectives and influencing factors Thanaporn Harpoonvittaya, Faculty of Medicine, Srinakharinwirot University, Thailand

8FF08 The Learning Experiences of International Post-Baccalaureate Medical Students in Taiwan: a qualitative study Pei-jung Tsai, E-Da Hospital I-Shou University, Taiwan

8FF09 Clinical, social and educational analyses of a University Extension project at a Riparian Community Ricardo Costa, Barretos School of Health Sciences Dr. Paulo Prata - FACISB, Barretos, São Paulo, Brazil

8FF10 Achieving Cultural Competency through a Blended Teaching Program - Creating a culturally safe environment Pei-Ling Wu, E-Da Hospital, Taiwan

8FF11 The Learning Experiences of International Post-Baccalaureate Medical Students in Taiwan: a qualitative study Pei-jung Tsai, E-Da Hospital I-Shou University, Taiwan

1400-1530

#8GG Posters: Surgery Education
Moderator: Paul Lai, Hong Kong Location: Hall/Foyer F, Level 0

8GG01 Does Technology Cause a Placebo Effect in Medical Education? Carl Gustaf S Axelsson, Department of Surgery, Massachusetts General Hospital, Harvard Medical School, USA

8GG02 Vaginal Delivery Manikin Test Effect National License Score in Undergraduate Medical Learning Phornsawan Wasinghon, Buddhachinaraj Hospital, Thailand

8GG03 Accreditation on Routine Practice to Improve Patient Safety - from Clinical Pathway to Medical education Chih-Chien Cheng, Taipei City Hospital, Taiwan

8GG04 Assessment of knowledge and work-based placed education of transfusion medicine in tertiary care, non-university hospital, a pilot study Yada Siriphannon, Buriram Medical Education Center, Thailand

8GG05 Chunk training versus holistic training for trauma boot camps Osaree Akaraborworn, Prince of Songkla university, Thailand

8GG06 Do medical students understand the educational benefits in attending the operating theatre? Shahid Bukhari, University College London Medical School, UK

8GG07 Learning FAST skill for small group using OSCE checklists Smith Soimadee, VachiraPhuket Hospital, Thailand

8GG08 Silence of the Lambs? Feedback seeking behavior of residents in the operating room Abhilash Balakrishnan, Singapore Health Services, Singapore

8GG09 Effect of Using Counseling Checklist in Colonoscopy Counseling Course for Colorectal Cancer Screening Patients in Fourth Year Medical Students, Vachira Phuket Hospital Nutchaya Sukon, Vachira Phuket Hospital, Thailand
The impact of extracurricular surgical experience on veterinary students' performance of canine ovariohysterectomy and orchidectomy in a clinical skills curriculum
Julie Williamson, Lincoln Memorial University College of Veterinary Medicine, USA

How to work smarter not harder - a structured morning handover meeting saves time and improves learning outcomes
Per Helligsø, South Jutland Hospital, Aabenraa, Denmark

McSTU: Multi-disciplinary Course in Theatre Skills Training of Undergraduates
Fatima Nawrozadeh, London North West University Hospital NHS Trust, UK

Does the surgeon’s assistant role affect medical students' confidence levels in surgical airway management?
Sorracha Sophanate, Ratchaburi Medical Education Center, Ratchaburi Hospital, Thailand

The Practical Application of 3-dimensional Printing Tools in Surgical Training Courses in the Metropolitan Hospital in mid-Taiwan
Cheng-Hsi Liau, Taichung Armed Forces General Hospital/National Defense Medical Center, Taipei, Taiwan

"Kahoot!" and online group chat boards facilitated the interpretation skills of chest radiograph in medical students
Rungnapa Pengprakhon, Buriram Medical Education Center, Thailand

Role of social media groups in Foundation Doctors
Yen-Jei Chen, Manchester University NHS Foundation Trust (MFT), UK

Optimizing the potential of social media in undergraduate curriculum: student perspective in Thailand
Phunlerd Piyaraj, Phramongktklao College of Medicine, Thailand

Social Media Addiction in Medical Students at Khonkaen University, Thailand
Intira Anunpinjivatna, Mahasarakham Hospital, Thailand

Feasibility and efficacy of using mobile communication application to enhance clinical skill training
Li-Ying Huang, Fu Jen Catholic University Hospital, Taiwan

Development of an app-based learning tool for medical students to access local clinical skills resources
Niki Newman, University of Otago, Christchurch, New Zealand

Using smartphones during inpatient visits, is it unprofessional? The patients' and their relatives perceptions
Chirabat Techato, MEC Songkhla Hospital, Thailand

How smartphone overuse is affecting our clinical year medical students
Napattamon Manorat, Roi-ET Hospital Medical Centre, Thailand

Preparing for Distance Learning: Designing an Online Orientation for Nurses
Machiko Saeki Yagi, Jichi Medical University, Japan

Developing Peer-to-Peer Public Health Online Courses
Katja Čič, International Federation of Medical Students Associations

The Effectiveness of Technology-Enhanced Learning on Electrocardiography Teaching to Undergraduate Medical Students
Chin Lin, National Defense Medical Center, Taiwan

An analytical model to assess the feasibility of integrating augmented reality applications into medical education curricula: a pilot study
Derrick Cheng, The Warren Alpert Medical School of Brown University, USA

Development of an Educational Video Assessment Scale
Lina Shehadeh, University of Miami, Miller School of Medicine, USA

Innovative Strategies for Clinical Microscopy Instruction: Virtual versus Light Microscopy
M. Jane McDaniel, Yale School of Medicine Physician Assistant Online Program, USA

Evaluating the Effects of Distance Learning on the Physician Assistant National Certifying Examination Pass Rate
Jennifer Forbes, Idaho State University, USA

Emotional goals in e-learning: possible or impossible
Nikoo Yamani, Isfahan University of Medical Sciences, Iran

Informing Entrustment Decisions: Designing Assessment Reports For Competence Committees Using Messick’s Validity Framework
Ryan Luther, University of Toronto, Canada
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<th>Session</th>
<th>Title</th>
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<td>8J01</td>
<td>Using Entrustable Professional Activities (EPA) in Emergency Medicine</td>
<td>Michele Gawlinski, The University of Western Australia, Australia</td>
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<td>8J02</td>
<td>Formative Assessment and Coaching for Core EPAs in an Internal Medicine Sub-Internship</td>
<td>Eric Hsieh, Keck School of Medicine of USC, USA</td>
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<td>8J03</td>
<td>Evidence-based Competency in OSCE: An Analysis of the Relation between Entrustable Professional Activities Scale and OSCE Assessments</td>
<td>Chih-Ming Hsu, Chiayi Chang Gung Memorial Hospital, Chang Gung Medical Education Research Centre (CG-MERC), Taiwan</td>
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<tr>
<td>8J04</td>
<td>Formative assessment with the entrustability scale in a postgraduate resident objective structured clinical exam</td>
<td>Kuai Ting Tung, Far Eastern Memorial Hospital, Taiwan</td>
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<td>8J05</td>
<td>The integration of on-line workplace assessment with entrustability scale to evaluate the milestones in ENT residents</td>
<td>Chia-Der Lin, China Medical University &amp; Hospital, Taiwan</td>
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<td>8J06</td>
<td>Establishing consensus for entrustable professional activities (EPAs) assessment via interprofessional collaboration: a pilot faculty development program</td>
<td>Jung Chieh Du, Department of Medical Education and Research, Taipei City Hospital, Taiwan</td>
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<td>8J07</td>
<td>Using EPAs to assess readiness for postgraduate training</td>
<td>Wayne Woloschuk, University of Calgary, Canada</td>
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<td>8J08</td>
<td>A systematic review on entrustable professional activities in clerkships during undergraduate medical education - preliminary results</td>
<td>Severin Pinilla, University of Bern, Department of Psychiatry, Switzerland</td>
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<td>8J09</td>
<td>Planning the introduction of Entrusted Professional Activities (EPAS) in undergraduate medical education</td>
<td>Nêmora Barcellos, Universidade do Vale do Rio dos Sinos - Unisinos, Brasil</td>
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<td>8J10</td>
<td>Evaluation of the use of mobile technology in competency-based assessment in undergraduate medical education</td>
<td>Norah Duggan, Memorial University of Newfoundland Faculty of Medicine, Canada</td>
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<td>8JJ01</td>
<td>Professional development among medical students in Longitudinal Integrated Clerkship in Taiwan: A Qualitative Study</td>
<td>Shih-Chung Huang, Kaohsung Armed Forces General Hospital, Taiwan</td>
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<td>8JJ02</td>
<td>Facilitators and Barriers to Medical Student Learning In the Outpatient Setting</td>
<td>Philippa Horner, The Hillingdon Hospitals NHS Foundation Trust, UK</td>
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<td>8JJ03</td>
<td>Optimising medical students' learning during clinical placements</td>
<td>Vardah Alam, GKT School of Medical Education, King's College London, UK</td>
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<td>8JJ04</td>
<td>Improvement of Self-confidence of Medical Students after online Procedural Video Demonstration (SimMEs)</td>
<td>Rossukon Khotcharrat, Naresuan University, Thailand</td>
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<td>8JJ05</td>
<td>A corpus-based linguistic approach to the pedagogy of the writing of the story of patient’s illness</td>
<td>Pi-Hua Tsai, Mackay Medical College, Taiwan</td>
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<td>8JJ06</td>
<td>We learned more in a smaller hospital: The medical students’ experiences and feedback on morning reports in two hospitals</td>
<td>Yu-Hein Chen, Tri-Service General Hospital, National Defense Medical Center, Taiwan</td>
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<td>8JJ07</td>
<td>Level of Confidence in Non-technical skills of Clinical Year Medical Students and the Contributory Parts of the Medical Curriculum</td>
<td>Pothphum Lattongkum, Srinakharinwirot University, Thailand</td>
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<td>8JJ08</td>
<td>“Not all of us can do great things. We can do only small things with great love”</td>
<td>Chalermpong Sukontapol, Vachira Phuket Hospital, Thailand</td>
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<td>8JJ09</td>
<td>Outcomes of the short session structured Chest X-ray evaluation training for 4th-year medical students, Surathani Medical Education Center, Thailand</td>
<td>Thotsaporn Morasert, Surathani Hospital, Thailand</td>
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<tr>
<td>8JJ10</td>
<td>The Learning Reflection of Medical Students on the Sky Doctor Class</td>
<td>Kanjanee Wachirarangsiman, Sompornphrajaoataksin Maharaj Hospital Medical Education Center, Thailand</td>
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<td>8JJ11</td>
<td>Sky Doctor Project for Medical Students with Role-Play Learning Management</td>
<td>Sivanath Peerkachol, Sompornphrajaoataksin Maharaj Hospital Medical Education Center, Thailand</td>
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<td>8JJ12</td>
<td>The positive effect of student-oriented hospital ward rounds employing role-play and peer review on the clinical performance and professionalism of clerkship students</td>
<td>Hajime Kasai, Health Professional Development Center, Chiba University Hospital, Japan</td>
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8J13 Perceptions of Negative Teaching Approaches by Clinical Tutors in Kuwait
Manal Bouhaimed, Faculty of Medicine, Kuwait University, Kuwait

8J14 Repeated examination and retention of plastic surgical skills in medical students after one-day session skills training
Nadda Kaewkumsan, Uttaradit Hospital, Thailand

1400-1530 #8KK Posters: Curriculum Evaluation / Learning Environment
Moderator: Peter McCrorie, Cyprus
Location: Hall/Foyer F, Level 0

8KK01 No evidence for differences in outcome between digital and paper-based course evaluations
Andrea Fast, UMC Utrecht, The Netherlands

8KK02 Professional Behavior and Medical Competencies from Graduates’ Perspective: A Curriculum Evaluation
Mia Kusmiati, Medical School Bandung Islamic University, Malaysia

8KK03 Application of a Cognitive Diagnostic Assessment to Evaluate GI Physiology in a Reformed Foundational Science Curriculum
Jeremy Laukka, University of Toledo College of Medicine and Life Sciences, USA

8KK04 Implementation of Onsite-multisource Feedback of Medical Graduates in the Community Hospitals
Amnuayporn Apiarakskorn, Khon Kaen Medical Education Centre, Thailand

8KK05 Identifying and Tackling the Challenges of Collecting Feedback from Medical Students
Maria Constantinescu, Imperial College London, UK

8KK06 Exploring the undergraduate factors that influence how prepared newly qualified doctors feel when they begin work
Alexander Hollis, UK Foundation Programme, UK

8KK07 Designing a Peer-Driven, Multi-Pronged, Curriculum-Based Preparatory Module for Medical School Examinations - Lessons from the 60 hour Agenda
Olusasegun Afolarang, College of Medicine, University of Ibadan, Nigeria

8KK08 Curriculum Evaluation for Master of Public Health (MPH) Assessed by Alumni of Guilan University of Medical Sciences
Farzad Mohseni, Medical Education Research Center, Education Development Center, Guilan University of Medical Sciences, Iran

8KK09 Evaluation and learning: a professional combination for students and university
Esther Tanck, Radboudumc, the Netherlands

8KK10 Internet-based Measurement of Visual Assessment Skill of Trainee Radiologists: Developing a Sensitive Tool
Nadiah Fernandes, Chelsea and Westminster Hospital, UK

1400-1530 #8LL Posters: Motivation / Student in Difficulty
Moderator: Anna Chang, USA
Location: Hall/Foyer F, Level 0

8LL01 Gender differences in medical students’ motivation to attend medical school
Isabel Fonseca, Institute for the Biomedical Sciences Abel Salazar and Centro Hospitalar University of Porto, Portugal

8LL02 Study motivation and learning among first- to third-year students at Finnish universities: How do medical and dental students differ from other students?
Lena Sjöberg, University of Helsinki, Faculty of Medicine, Finland

8LL03 Medical Students’ Motivation and Its Associated Factors
Ranika Tasasungkhin, Medical Education Center at Sawanpracharuk Hospital, Nakhonratchasima, Thailand

8LL04 Motivational profile and learning strategies in medical students: a two year follow up.
Universidad Andrés Bello, Viña del Mar, Chile

8LL05 “Strength of motivation” impact on medical students’ learning approaches: Results of a multisite cross-sectional study
Milena Abbiati, UDREM - Faculty of Medicine, Geneva, Switzerland

8LL06 Reflections of First Year Medical Students’ Learning Environment in Newly Established Medical Schools in Morocco: The Students’ perspective
Maryam Fourtassi, Université Mohamed Premier, Morocco

8KK11 What affects students’ appraisal of clinical teaching?
Li-Ting Wang, School of Medicine, Mackay Medical College, Taiwan

8KK12 Exploring the learning environment: invisible forces influence the students’ learning strategies
Eleonora Leopardi, University of Newcastle, Australia

8KK13 Assessment of the educational environment in Medical Schools in Morocco: The Students’ perspective
Maryam Fourtassi, Université Mohamed Premier, Morocco

8KK14 Teacher is a Key Success Factor for Pre-Medical Learning in Newly Established Medical School, Princess of Naradhiwas University Aomrutu Promsong, Faculty of Medicine, Princess of Naradhiwas University, Thailand

8KK15 Comparing students’ perception on clinical learning environments between Taiwan and Indonesia
Yang-Sheng Lin, Department of Medical Education, Mackay Medical Hospital, Taiwan
8LL07 What Changes with Failure? A Narrative Analysis
Geethana Sundaram, Barts and the London, UK

8LL08 Focused Clinical Undergraduate Support (FOCUS) programme: Facilitating medical students through exam failure
Charlotte Brathwaite Shirley, Lewisham and Greenwich NHS Trust, UK

8LL09 The help-seeking intention among medical and health sciences students
Yu Sui Chen, International Medical University, Malaysia

8LL10 Increasing the Determination Coefficient of an Academic Risk Predictive Model for First Year Medical Students, Universidad Andrés Bello, Viña del Mar, Chile
Peter McColl, Universidad Andres Bello, Viña del Mar, Chile

8LL11 What’s stopping the current? Early failure increases risk for problems in later years of medical education
Adele Kastensson, Karolinska Institutet, Sweden

8LL12 Reaching the Troubled Learner: Faculty Development to Expand the Skill Set of Small Group Advisors
Martha Ward, Emory University School of Medicine, USA

8LL13 A systematic Review of Remediation Strategies for Learners Struggling with Communication Skills
Deema Al-Sheikhly, Weill Cornell Medicine-Qatar, Qatar

8LL14 Which behaviors of medical students are considered as incivility from clinical teachers’ point of view
Hossein Karimi Moonaghi, Mashhad University of Medical Sciences, Iran

8LL15 Factor affecting CPIRD and ODDO medical students’ efficiency in passing the national license examination
Piyabut Taotip, Roiet Hospital Medical Education Center, Thailand

8LL16 Trajectories of undergraduate medical students’ performances and their relationship with learning approaches
Anne Baroffio, University of Geneva Faculty of Medicine, Switzerland

8LL17 A Strategy for the Learning Enhancement of Medical Students in Achieving and Maintaining Success
Lennon Bhagwandin, American University of the Caribbean, USA (Presenter)

8MM01 Using the Objective Structured Clinical Examination to evaluate the newly graduated nurse in chest tube drainage care
Chi-Yun Chang, Taichung Veterans General Hospital, Taiwan

8MM02 The effects of a 5 core teaching/evaluating skill workshop on teaching anxiety and effectiveness of Junior Residents
Chih-Hsiung Hsu, Teaching Office, Tri-Service General Hospital, Taiwan

8MM03 A holistic evaluation system for postgraduate year students: experience sharing from a Taiwan teaching hospital
Jim-Shuen Chen, Tri-Service General Hospital, National Defense Medical Center, Taiwan

8MM04 Measuring Metacognitive Skills: Pilot Results From A Study Involving Internal Medicine Residents
Michael Healy, Department of Surgery, Massachusetts General Hospital, Harvard Medical School and NEJM Group, USA

8MM05 Designing and evaluating a departmental teaching programme
Chiara Petrocellini, Whittington Health NHS Trust, UK

8MM06 The more the merrier? Does time spent on appraisal meetings in postgraduate medical education make a difference?
Anita Sørensen, Randers Regional Hospital, Denmark

8MM07 Video-assisted reflection of bedside teaching skills provides effective and objective feedback to young residents
Wen-Hui Fang, School of Medicine, Tri-Service General Hospital, National Defense Medical Center, Taiwan

8MM08 Core competency evaluation complements general academic performance in prediction of clinical performance in internship
Yih-Jer Wu, Mackay Medical College / Mackay Memorial Hospital, Taiwan

8MM09 Quantitating the effect of increased supervision using electronic records in an emergency department
Sune Laugesen, Emergency Department, Odense University Hospital, Denmark

8MM10 Improving Quality of Educational Supervisor Reports and Supervised Learning Events
Mumtaz Patel, Health Education England, UK

8MM11 The establishment and evaluation of ultrasound assessment modules in emergency junior residents
Wan-Ching Lien, National Taiwan University Hospital, Taiwan
8MM12  What are the social factors with greater incidence in the training process of resident physicians which contribute to the improvement of their professional performance?
Haydeé Parra-Acosta, Universidad Autónoma de Chihuahua, Mexico

8MM13  The Outcomes of a Post-Graduate Year Nursing Training Program at a Medical Center in Taiwan
Hsu-Yueh Wu, The Office of Nursing Staff Training, Department of Nursing, Kaohsiung Medical University Hospital, Taiwan

8MM14  Cross-Site Working (CSW) in North West London (NWL) - What Do Doctors Think?
David Whittaker, Chelsea and Westminster Hospital NHS Foundation Trust, UK

8MM15  Evaluating the introduction of a ten-minute teaching session format in a Critical Care Unit
Jonathan Dunne, The Royal Marsden NHS Foundation Trust, UK

8MM16  Evaluate the impact of training for shared decision making in kidney transplantation Mei-Yi Wu, Shuang Ho Hospital, Taipei Medical University, Taiwan

8MM17  Transforming Learning Outcomes for Innovative Curricula
Anna Maria Jones, Imperial College London, UK

AMEE Group Meeting
1400-1530  BEME Board (closed meeting)  Room L4, Level 1

1400-1530  Coffee Break  Entrance Hall, Hall E, Gallery, Foyer M and N

Session 9: Simultaneous Sessions

1600-1730  #9A  Symposia: Embracing CPD diversity. Bridging gaps!
Lawrence Sherman (The Academy for Global Interprofessional Learning and Education (AGILE), USA); Dave Davis (Center for Outcomes and Research in Education (CORE), Mohammed Bin Rashid University of Medicine and Health Sciences (MBR-University), Canada); Helena Filipe (Faculty of Medicine, University of Lisbon, Portugal)
Location: Hall A, Level 2

1600-1730  #9B  Symposia: Teaching and Engaging the Millennials: What has changed?
Matthew Choon Eng Gwee, Shuh Shing Lee, Erle Chuen Hian Lim (National University of Singapore, Singapore); Gary D. Rogers (Griffith University, Queensland, Australia); Anthonio Adefuje (University of Free State, South Africa)
Location: Hall C, Level 2

1600-1730  #9C  Symposia: Local responses to the complexities of European Medical Education: Dealing with globalization, migration and increased mobility
Richard Marx (Medical University Vienna, Austria); Janusz Janczukowicz (Medical University of Lodz, Poland); Marius Raica (Medical University of Timisoara, Romania); Anca Dana Buzoianu (Medical University of Cluj-Napoca, Romania); Ferenc Bari (University of Szeged, Hungary); Cosmin Sinescu (Medical University of Timisoara, Romania); Thikiri Yee (Medical University of Lodz, Poland); Michael Ramirez (medical student from the USA studying in Szeged, Hungary)
Location: Hall N, Level 1

1600-1730  #9D  Symposia: Pearls from the Surgery Track Sessions
Paul Lai (College of Surgeons of Hong Kong, Hong Kong); Helen MacRae (University of Toronto, Canada); Ajit Sachdeva (American College of Surgeons, USA); Bonnie Miller (Vanderbilt University Medical Center, USA)
Location: Room L3, Level 1

1600-1730  #9E  AMEE Fringe 2
Moderator: Rachel Ellaway, Canada
Location: Hall M, Level 1

1600-1615  9E1  Pineapple Tarts: A multi-sensory neuroscience exploration of an Asian gustatory experience
Derek Soon, National University Health System, Singapore

1615-1630  9E2  Aussiewood Downunder! Using musical comedy to educate doctors
Katrina Anderson, Australian National University Medical School, Australia

1630-1645  9E3  I will NOT see you in court: What we can learn from the legal history of medical negligence
Katie Macdonald, University of Bristol, UK

1645-1700  9E4  Can dance teach doctors?
Deva Priya Appan, National Healthcare Group, Singapore

1700-1715  9E5  Laughing to learn, our new experience in morbid anatomy
Cristian Stefan, New York University College of Dentistry, USA
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<tr>
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<tbody>
<tr>
<td>1715-1730</td>
<td><strong>9E6 Health professions education: The Musical!</strong></td>
<td>Room L6, Level 1</td>
<td>Shelley Ross, University of Alberta, Canada</td>
</tr>
<tr>
<td>1730-1750</td>
<td><strong>No Discussion</strong></td>
<td>Room L6, Level 1</td>
<td>Jody Steinauer, UCSF, San Francisco, USA</td>
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**Tuesday 27th August**

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<tbody>
<tr>
<td>1600-1730</td>
<td><strong>9H Short Communications: Patient as Educator 2</strong></td>
<td>Room 1.61-62, Level 1</td>
<td>Ronan Hallowell, USA</td>
</tr>
<tr>
<td>1730-1750</td>
<td><strong>No Discussion</strong></td>
<td>Room 1.61-62, Level 1</td>
<td>Jody Steinauer, UCSF, San Francisco, USA</td>
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**1600-1720**

**9F Research Papers: Assessment in Health Professions Education**

**Location: Room 1.86**

**Moderator/Assessor:** Cees van der Vleuten, the Netherlands

**Assessor:** Sebastian Uijtdehaage, USA

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<tr>
<td>1600-1620</td>
<td><strong>9F1 Learner Handover: How does it influence assessment?</strong></td>
<td>Room L6, Level 1</td>
<td>Tammy Shaw, University of Ottawa, Canada</td>
</tr>
<tr>
<td>1620-1640</td>
<td><strong>9F2 Does the Opportunity to Reflect and Revisit during a Clinical Skills Exam Improve Students’ Clinical Reasoning? Multicenter studies conducted at George Washington (GW), Jefferson, and University of Illinois, Chicago Schools of Medicine</strong></td>
<td>Room L6, Level 1</td>
<td>Benjamin Jim Blatt, The George Washington University School of Medicine and Health Sciences, Washington, DC, USA</td>
</tr>
<tr>
<td>1640-1700</td>
<td><strong>9F3 How teacher-learner relationships influence the learning potential of low-stake assessments - An international study within programmatic assessment</strong></td>
<td>Room L6, Level 1</td>
<td>Suzanne Schut, Maastricht University, Maastricht, The Netherlands</td>
</tr>
<tr>
<td>1700-1720</td>
<td><strong>9F4 QI education outside of the clinical setting: A sequential explanatory mixed-methods study of QI training that uses the medical school as the context for improvement</strong></td>
<td>Room L6, Level 1</td>
<td>Lawrence Grierson, McMaster University, Hamilton, Canada</td>
</tr>
<tr>
<td>1720-1730</td>
<td><strong>Discussion</strong></td>
<td>Room L6, Level 1</td>
<td>Jody Steinauer, UCSF, San Francisco, USA</td>
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**1600-1720**

**9G Doctoral Reports 2**

**Location: Room 1.86-86, Level 1**

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<tr>
<td>1600-1620</td>
<td><strong>9G1 Clinical teaching on an expanding training platform: designing a fit-for-purpose faculty development framework for emerging clinical teachers in a resource-constrained environment</strong></td>
<td>Room L6, Level 1</td>
<td>Julia Blitz, Stellenbosch University, Cape Town, South Africa</td>
</tr>
<tr>
<td>1620-1640</td>
<td><strong>9G2 Bias in the Mirror: Exploring Implicit Bias in Health Professions Education</strong></td>
<td>Room L6, Level 1</td>
<td>Javeed Sukhera, Western University, London, Canada</td>
</tr>
<tr>
<td>1640-1700</td>
<td><strong>9G3 Learning through Tails: The Role of Discourse in Medical Education</strong></td>
<td>Room L6, Level 1</td>
<td>Walter Eppich, Northwestern University, USA</td>
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<tr>
<td>1700-1720</td>
<td><strong>9G4 Learning to care for “difficult patients”: motivation, identity and reflection in medical students and residents</strong></td>
<td>Room L6, Level 1</td>
<td>Jody Steinauer, UCSF, San Francisco, USA</td>
</tr>
<tr>
<td>1720-1730</td>
<td><strong>Discussion</strong></td>
<td>Room L6, Level 1</td>
<td>Jody Steinauer, UCSF, San Francisco, USA</td>
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**1600-1720**

**9I Research Papers:**

**Location: Room L2, Level 1**

**Moderator:** General

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<tr>
<td>1600-1620</td>
<td><strong>9I1 Learner Handover: How does it influence assessment?</strong></td>
<td>Room L2, Level 1</td>
<td>Lincoln Smith, University of Westminster, UK</td>
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<tr>
<td>1620-1640</td>
<td><strong>9I2 Patient as educator: use of design thinking to improve patient involvement in undergraduate medical education</strong></td>
<td>Room L2, Level 1</td>
<td>Lindsay Muscroft, Warwick Medical School, UK</td>
</tr>
<tr>
<td>1640-1700</td>
<td><strong>9I3 The patient's voice in a pre-clinical curriculum</strong></td>
<td>Room L2, Level 1</td>
<td>Laura Schwerling, Radboud Universiteit, the Netherlands</td>
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<tr>
<td>1700-1715</td>
<td><strong>9I4 Aboriginal patients as educators: 'clinical yarning' in healthcare settings</strong></td>
<td>Room L2, Level 1</td>
<td>Emma Webster, University of Sydney School of Rural Health, Australia</td>
</tr>
<tr>
<td>1715-1730</td>
<td><strong>9I5 Patient safety on the agenda, a co-creation</strong></td>
<td>Room L2, Level 1</td>
<td>Petra Van Gurp, Radboudumc, the Netherlands</td>
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<tr>
<td>1730-1750</td>
<td><strong>9I6 Patient voices in physician validation - a qualitative study</strong></td>
<td>Room L2, Level 1</td>
<td>Carolin Sehlbach, Maastricht University, the Netherlands</td>
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<tr>
<td>1750-1755</td>
<td><strong>No Discussion</strong></td>
<td>Room L2, Level 1</td>
<td>Jody Steinauer, UCSF, San Francisco, USA</td>
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**1600-1730**

**9J Short Communications: Assessment: General**

**Location: Room L3, Level 1**

**Moderator:** Deborah O'Mara, Australia

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<td>1600-1620</td>
<td><strong>9J1 Doctoral Reports 2</strong></td>
<td>Room L3, Level 1</td>
<td>Ronan Hallowell, USA</td>
</tr>
<tr>
<td>1620-1640</td>
<td><strong>9J2 Student use of resources to prepare for USMLE Step 1 and COMLEX Level 1 Licensing Exams</strong></td>
<td>Room L3, Level 1</td>
<td>Sean Tackett, Johns Hopkins Bayview Medical Center, USA</td>
</tr>
<tr>
<td>1640-1700</td>
<td><strong>9J3 Promoting core medical science subject competency and feedback in an integrated assessment system - the case for longitudinal subject tracking</strong></td>
<td>Room L3, Level 1</td>
<td>Scarpa Schoeman, Wits University, South Africa</td>
</tr>
<tr>
<td>1700-1715</td>
<td><strong>9J4 Valuing Mentoring in Programmatic Assessment: Experiences and Evaluation</strong></td>
<td>Room L3, Level 1</td>
<td>Chris Skinner, Notre Dame University Fremantle, Australia</td>
</tr>
<tr>
<td>1715-1730</td>
<td><strong>9J5 Identifying the narrative used by educators in trainee evaluations to assist in articulating judgment of performance</strong></td>
<td>Room L3, Level 1</td>
<td>Nyoli Valentine, ModMed, Australia</td>
</tr>
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</table>
1645-1700  9K4  Developing a rubric for measuring English history-taking skills of non-native English-speaking medical students
Takayuki Oshimi, International University of Health and Welfare School of Medicine, Japan

1700-1715  9K5  Defining competency criteria for written clinical communication: The case of the Occupational English Test (OET) and its implications for medical education
Tim McNamara, The University of Melbourne, Australia

1715-1730  9K6  Health Education England’s Global Learners Programme
Elin Sandberg, Health Education England, UK

1600-1615  9L1  Setting priorities for health education research: A Faculty-wide mixed methods study
Charlotte Rees, Monash University, Australia

1615-1630  9L2  Publications Outcomes of Abstracts Presented at the Association for Medical Education in Europe (AMEE) in 2013 and 2014
Samy Azer, King Saud University College of Medicine, Saudi Arabia

1630-1645  9L3  Setting Agenda for Medical Education Research in Pakistan
Ahsan Sethi, Khyber Medical University, Pakistan

1645-1700  9L4  The PERFUME study: Peer-Ethnographic Research on Feedback in Undergraduate Medical Education
Christopher See, Li Ka Shing Faculty of Medicine, The University of Hong Kong, Hong Kong

1700-1715  9L5  An individualized approach to support academic publishing
Darshana Shah, Marshall University Joan C. Edwards School of Medicine, USA

1715-1730  9L6  The Implicit Association Test in Health Professions Education: A Critical Narrative Review
Maham Rehman, Western University, Canada

1600-1615  9M1  Beyond academic excellence: Does ability-based emotional intelligence and personality predict early clinical performance?
Jo Bishop, Bond University, Australia
1615-1630 9M2 What determines students autonomous motivation to study? Exploring personal and environmental factors for strongest independent variables
Luksaz Balcerzak, Dept of Medical Education, Jagiellonian University Medical College, Poland

1630-1645 9M3 Interventions in a Clinical Teaching Unit to Stimulate Motivation
Esther Hameen, Leiden University Medical Center, the Netherlands

1645-1700 9M4 The relationship between medical student Conscientiousness Index scores and later clinical performance: a pilot study
Marina Sawdon, University of Sunderland, UK

1700-1715 9M5 Patterns of learning preferences: A Q-methodological study into medical student learning from tutorial groups
Jan Willem Grijpma, VUmc, the Netherlands

1715-1730 Discussion

1600-1615 9N1 Reinventing PBL at Maastricht University: Shared Philosophy, Diversified Practice
Janneke Frambach, Maastricht University, the Netherlands

1615-1630 9N2 Qualities of PBL Leader: The Students’ perspective
Tayyaba Azhar, University College of Medicine & Dentistry, Pakistan

1630-1645 9N3 Silence for the sake of peace. How speaking up for learning can enable interdisciplinary team processes for integrated education
Stephanie Meeuwissen, School of Health Professions Education, Maastricht University, the Netherlands

1645-1700 9N4 How integrated are the Vertically Integrated Assessments (VIA) in medical education?
Basia Diug, Monash University, Australia

1700-1715 9N5 Medical students learning in integrated curricula: A jigsaw puzzle
Anne Franz, Charité-Universitätsmedizin Berlin, Germany

1715-1730 Discussion

1600-1615 9O1 Conversion to a Customized Learning Platform enables active, formative learning in large size classrooms: students’ perceptions of the impact of online assessment using their own devices
Debra Sibbald, University of Toronto, Canada

1615-1630 9O2 Using WhatsApp to enhance students’ learning experience in the clinical environment
Jennifer Thornton, The Rosie Hospital, Cambridge University Hospitals NHS Foundation Trust, UK

1630-1645 9O3 The Rise of Apps in Medical Education
Rhianna Madden-Hunsie, University College London Medical School, UK

1645-1700 9O4 Facebook: The new teacher for Generation-Z
Shazia Irum, Shifa College of Medicine, Pakistan

1700-1730 Discussion

1600-1730 #9P Short Communications: Interprofessional Education 3
Moderator: Sari Ponzer, Sweden
Location: Room L1, Level 1

1600-1615 9P1 Large-scale interprofessional assessment: a disciplinary focus
Chris Roberts, The University of Sydney, Australia

1615-1630 9P2 Student participation in interprofessional curriculum development: a focus group study with faculty members and students
Ronja Behrend, Charité - Universitätsmedizin Berlin, Dieter Schefrin Fachzentrum, Germany

1630-1645 9P3 Simulation as a tool for promoting Interprofessional Education (IPE)
Pappham Musikawat, Maharaj Medical Education Centre, Thailand

1645-1700 9P4 Lessons learnt from collaborative attempts across healthcare education programmes:
Educator perspectives on developing meaningful interprofessional education interventions
Joanna Matthan, Newcastle University, UK

1700-1715 9P5 Authentic interprofessional placements: how university staff understand and influence placement design
Stacie Attrill, Flinders University, South Australia, Australia

1715-1730 No Discussion

1600-1730 #9Q Short Communications: Simulation 1
Moderator: Nancy McNaughton, Canada
Location: Room 0.15, Level 0

1600-1615 9Q1 Constructing one day simulation, providing three level benefits. Is it possible?
Ala Bronshtein, Tel Aviv University, Israel

1615-1630 9Q2 Innovate, Integrate, Simulate! An innovative approach in cross-speciality simulation: results from an experimental teaching programme on psychiatric emergencies
Harriet Greenstone, Avon and Wiltshire Mental Health Partnership Trust, UK
1630-1645  
**9Q3** Material Concepts: Integrating theory and practice during simulation-based training to support procedural skills retention and transfer

Jeffrey Cheung, The Wilson Centre, Canada

1645-1700  
**9Q4** Teaching old dogs new tricks: Is simulation-based medical education only for novices?

Lisbeth Andreasen, Copenhagen Academy for Medical Education and Simulation, Denmark

1700-1715  
**9Q5** Does one-on-one medication administration simulation improves nursing students' competencies in the clinical setting?

Eina Kimhi, Ben-Gurion University of the Negev, Israel

1715-1730  
**9Q6** Improving awareness of medication errors and prevention in nursing students

Chia Jung Chen, Taipei Medical University Hospital, Taiwan

No Discussion

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1600-1730  
**#9R** Short Communications:

Postgraduate Education: Family Medicine

Moderator: Matthijs De Hoog, the Netherlands

Location: Room 0.16, Level 0

1600-1615  
**9R1** Using an innovative app based tool to enhance experiential learning and reflection

Christine Cook, GPEx, Australia

1615-1630  
**9R2** Evaluating the Impact of ‘Next Generation GP’: A national leadership programme for GP Trainees and early career GPs

Sarah Burns, St Mary's Surgery, UK

1630-1645  
**9R3** GP Trainees’ experience of learning opportunities and support mechanisms on the GP vocational training programme: A qualitative interview study

Nadia Fisher-Plum, University of Southampton, UK

1645-1700  
**9R4** A novel approach to fostering the development of scholarly competence: Capacity building in a distributed family medicine residency training program

Joel Andersen, Northern Ontario School of Medicine, Canada

1700-1715  
**9R5** Revealing tacit knowledge about facilitating reflection for teacher professionalization

Mario Veen, Erasmus Medical Centre, Rotterdam, the Netherlands

1715-1730  
**9R6** The hidden pervasiveness of therapeutics in the assessment of family medicine trainees' applied knowledge: an analysis of a year’s SBA test statistics with lessons for training programmes

Chris Elfes, Royal College of General Practitioners, England, UK

No Discussion

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1600-1730  
**#9S** Short Communications: Management 2

Moderator: Marian Aw, Singapore

Location: Room 0.51, Level 0

1600-1615  
**9S1** The relationship between federal state budgets and the results of the second part of medical licensing exam in Germany

Jana Jünger, The German National Institute for state examinations in Medicine, Pharmacy and Psychotherapy (IMPP), Germany

1615-1630  
**9S2** Forging a new identity: experiences of, and perceived attitudes towards, Physicians Associates

Megan Brown, Hull York Medical School, UK

1630-1645  
**9S3** Adopting a Quality Improvement Framework to improve Undergraduate Medical Education

Anum Pervez, Royal Free Hospital, UK

1645-1700  
**9S4** Transition to academic autonomy of medical universities in Kazakhstan

Viktor Rikl, Karaganda Medical University, Kazakhstan

1700-1715  
**9S5** Nurse-scientists as advocates for nursing: identity development over a two year leadership programme in nursing research

Manon Kluijtmans, University Medical Center Utrecht, the Netherlands

1715-1730  
**9S6** Teaching Medicine to a General Public: How to Assess If Your Audience Is Learning

Malgorzata Kaminska, University of Northern British Columbia, Northern Medical Program, Canada

No Discussion

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1600-1730  
**#9T** Round Table: Accreditation and Dimensions of Medical Education

Moderator: Barbara Barzansky, USA

Location: Room L5, Level 1

1600-1615  
**9T1** ECFMG’s 2023 Accreditation Requirement - Raising Medical School Standards Worldwide

Lisa Cover, Educational Commission for Foreign Medical Graduates (ECFMG), USA

1615-1730  
**9T2** A hands-on, how-to guide to the development of a medical education accreditation system

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

**9T3** Using Accreditation as an Opportunity to Advance Education and Evaluation in Health Professions Education

PRESENTATION WITHDRAWN

**9T4** Globalization in Medical Education: Promoting Reflexivity in Educational Practice

Omar Selim, University of Toronto, Department of Surgery, Canada
#9U Conference Workshop: Where do I start? Devising questions, aims and objectives when writing systematic reviews in medical education. A BEME workshop
Teresa Pawlikowska, Royal College of Surgeons, Ireland; Sophie Park, University College London/Institute of Education, UK; Elaine Alais Susannna Hill, University of Central Lancashire / Blackpool Victoria Hospital, UK; Erica Smyth, Royal College of Surgeons, Ireland
Location: Room L8, Level 1

#9V Course: ESMEA Course (ESMEA Course participants only)
Location: Room 0.11-12, Level 0

#9W Course: RESME Course (RESME Course participants only)
Location: Room 0.49-50, Level 0

#9X Conference Workshop: Integrating planetary health concepts into the educational curriculum
Brett Duane, Trinity College Dublin, Ireland; SanYuMay Tun, Imperial College, London, UK; Richard Ayres, Peninsula Medical School, UK
Location: Room 0.96-97, Level 0

#9Y Conference Workshop: Putting threshold concepts into practice in health professions education: changing the way we teach, research and design curricula
Hilary Neve, University of Plymouth Peninsula Medical School, UK; Sarah Meek, University of Glasgow, School of Medicine, UK; Virginia Randall, Uniformed Services University of the Health Sciences, USA; Ellie Hothersall, School of Medicine, University of Dundee, UK; Andy Wearn, University of Auckland, Faculty of Medical and Health Sciences, New Zealand
Location: Room 2.17, Level 2

#9Z Conference Workshop: How to create a Quality Culture - not a Quality Straightjacket
Renee Stalmeijer, Jill Whittingham, Guy Bendermacher, Maastricht Univ - School of Health Professions Education, Netherlands; Pia Strand, Faculty of Medicine, Centre for Teaching & Learning, Sweden; Diana Dolmans, Maastricht Univ - School of Health Professions Education, Netherlands
Location: Room 2.44, Level 2

#9AA Conference Workshop: Case Based Blended Learning (CBBL) - a strategy to foster the transfer of declarative to procedural knowledge or more?
Sebastian Ertl, Medical University Vienna, Austria; Tamara Seitz, Dept. for Internal Medicine, General Hospital Vienna, Austria; Monika Himmelbauer, Henriette Laffler-Stastka, Medical University Vienna, Austria
Location: Room 2.61, Level 2

#9BB Conference Workshop: Experience based learning: helping patients co-participate actively with students and clinicians in workplace education
Tim Dornan, Grainne Kearney, Hannah Gillespie, Helen Monaghan, Richard Conn, Queens University Belfast, UK; Deirdre Bennett, University College Cork, Ireland
Location: Room 2.83, Level 2

#9CC Conference Workshop: Assessing Assessment. Best practice approaches in assessment from ASPIRE assessment award winners
Debra Klamen, Anna Cianciolo, Heeyoung Han, Southern Illinois University School of Medicine, USA
Location: Room 2.95, Level 2

#9DD ePosters: Wellbeing
Moderator: William Bynum, USA
Location: Foyer B, Level 2

9DD01 Perceptions and Attitudes of Medical Students and Faculty Towards Internet and Facebook Addiction
Devanuj Duara, SSR Medical College, Mauritius

9DD02 Training: an effective intervention to enhance physicians' confidence in dealing with their workplace violence after violence aggression
Jeng-Cheng Wu, Taipei Medical University Hospital, Taiwan

9DD03 What does Emergency Physicians' construction of their professional identities tell us about burnout and resilience?
Nothando Nkambule, Chang Gung University, Chang Gung Medical Education Research Centre (CG-MERC), Taiwan

9DD04 Cyberbullying among medical students: A study of medical students' experiences about this phenomenon
Tipsuda Tangsriwong, Buddhachinaraj Hospital, Thailand

9DD05 Workplace incivility, self-efficacy, and medical student burnout: A JD-R perspective
Thripura Hariharan, Macquarie University, Australia
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<tr>
<th>Session</th>
<th>Title</th>
<th>Presenter/Institution</th>
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<tr>
<td>9DD06</td>
<td>How students prepare for OSCE and how their stress points compare</td>
<td>Mika Laitinen, University of Helsinki, Finland</td>
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<tr>
<td>9DD07</td>
<td>Factors influencing Resilience Growth in Preclinical and Clinical Medical Students</td>
<td>Krittanont Wattanaavekin, Srinakharinwirot University, Thailand</td>
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<tr>
<td>9DD08</td>
<td>A longitudinal view of the Impacts of Hurricane Irma and displacement on the academic performance of medical students</td>
<td>Colin Michie, American University of the Caribbean Medical School, Sint Maarten, Netherlands Antilles</td>
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<td>9DD09</td>
<td>Difference of nurse educator teaching efficacy in clinical education and educational role stress</td>
<td>Sujin Shin, Ewha Womans University, Korea</td>
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<tr>
<td>9DD10</td>
<td>We should hearten our students to aim at the current WHO recommendations through the whole spectrum of physical activity</td>
<td>David Hupin, University Hospital of Saint-Etienne, France</td>
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<tr>
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<tr>
<td>9EE01</td>
<td>Creating awareness of patient counselling in the clinical setting among medical students in Oman: a five-year study</td>
<td>Buthaina Baqir, Sultan Qaboos University, Oman</td>
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<tr>
<td>9EE02</td>
<td>Moved to Session 9EE14</td>
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<td>9EE03</td>
<td>Teaching Cardiac Auscultation using AusCue</td>
<td>Jieying Lee, National University of Singapore, Singapore</td>
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<td>9EE04</td>
<td>How to teach future doctors? Continuing development of teachers' pedagogic skills in relation to the learning outcomes</td>
<td>Zsuzsanna Varga, University of Pécs Medical School, Department of Behavioural Sciences, Baranya, Hungary</td>
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<td>9EE05</td>
<td>Skill to Habit. There is a gap in clinical resuscitation training</td>
<td>Yuh-Feng Lin, Taipei Medical University Shuang Ho Hospital, Taiwan</td>
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<td>9EE06</td>
<td>Establishment of a Rural Pathology Teaching Museum</td>
<td>Linda Ferrington, University of New South Wales, Australia</td>
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<td>9EE07</td>
<td>The Clinical Care improvement Training Program: Linking Healthcare Providers' Education to Patient Outcomes</td>
<td>Shireen Suliman, Hamad Medical Corporation, Qatar</td>
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<td>9EE08</td>
<td>Teaching medical students about substance use disorder in Saudi Arabia</td>
<td>Basma Alharthy, KAU, Saudi Arabia (Presenter)</td>
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<td>9EE09</td>
<td>Piloting ‘ABC of the critically ill patient’: experiences from Kigali, Rwanda</td>
<td>Larissa Latif, NHS Greater Glasgow &amp; Clyde, UK</td>
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<td>9EE10</td>
<td>Pediatric Emergency Medicine Certification short course for mid-level provider working in a pediatric emergency room of a public sector hospital of a developing country</td>
<td>Huba Atiq, Childlife Foundation, Pakistan</td>
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<td>9EE11</td>
<td>Evaluating the use of 360-videos in Medical Education: A Situational Awareness Case Study</td>
<td>Aiknaath Jain, University of Leeds, UK</td>
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<td>9EE12</td>
<td>Multimedia-Assisted Learning in Orthopaedic Clinical Skills</td>
<td>Jirachat Sakuljiumjai, University of Phayao, Thailand</td>
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<td>9EE13</td>
<td>Video-assisted standardization teaching method as an effective strategy for young faculties to deliver nutrition consultation skills to PGY dietitian</td>
<td>Hsu Chen Lin, Tri-Service General Hospital, Taipei, Taiwan</td>
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<td>9FF01</td>
<td>Medical students’ preferences for working with people with dementia: a systematic review</td>
<td>Molly Hebditch, Brighton and Sussex Medical School, UK</td>
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<td>9FF02</td>
<td>Self-assessment of Working Life Skills of Medical Students in Finland</td>
<td>Jarmo Jääskeläinen, University of Eastern Finland, School of Medicine, Finland</td>
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<td>9FF03</td>
<td>Impact of participation in research projects by medical students on their academic performance</td>
<td>Fahad Azam, Shifa College of Medicine, Shifa Tamee-e-Millat University, Pakistan</td>
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<td>9FF04</td>
<td>Study on the influence of undergraduate tutorial system on early scientific research ability cultivation of eight-year M.D. program students in China</td>
<td>Chi Yuan, West China Hospital, Sichuan University, China</td>
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<td>9FF05</td>
<td>Student-led development of a checklist to measure usefulness of educational apps for just-in-time learning</td>
<td>Grace Tylee, University of Otago, New Zealand</td>
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<td>9FF06</td>
<td>Listening to the learner - self-perceived learning needs-based hepatology symposium for primary healthcare physicians</td>
<td>Chee-Kiat Tan, Dept of Gastroenterology &amp; Hepatology, Singapore General Hospital, Singapore</td>
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9FF07 Medical students develop online audiovisual patient education in cooperation with patients and communication students
Melanie Kalee, University Medical Center Utrecht, The Netherlands

9FF08 Medical Students’ understanding of placebo and nocebo effects (PNEs). Implications for future practice
Mark Arnold, University of Sydney School of Rural Health (Dubbo/Orange), Australia

9FF09 Implementing Global Health Education in the Medical Curriculum: Challenges and opportunities of a student led initiative
Behrouz Nezafat Maldonado, University of Liverpool, UK

9FF10 Encouraging Medical Student Involvement in Clinical Research: Using a Novel Online Platform to Pair Students with Clinicians
Munab Din, King’s College London Medical School, UK

9FF11 Training activities created by students: the experience of the Brazilian Association of Academic Leagues of Family and Community Medicine (ALASF)
Daniel Medina da Silva, Universidade Federal do Recôncavo da Bahia, Brazil

1600-1730

#9GG Posters: Flipped Classroom / Learning Resources
Moderator: Gavin Dawe, Singapore
Location: Hall/Foyer F, Level 0

9GG01 Flipped classroom versus traditional lecture to achieve and improve knowledge retention in generation Y medical students
Maleechat Srrippatananukul, Obstetrics and Gynecology Department, Khon Kaen Hospital, Thailand

9GG02 Flipped classroom increased engagement amongst medical students but did not increase performance
Paul-Alexandre Nordlund, Norwegian University of Science and Technology (NTNU), Norway

9GG03 Students’ perspectives on the design of flipped classroom in pre-clinical setting: a qualitative study
Jo Yu Tsai, China Medical University, Taiwan

9GG04 The flipped classroom is effective for medical students to improve funduscopic examination skills: A mixed methods study
Kiyoshi Shikino, Chiba University Hospital, Japan

9GG05 Application of Flip Learning Approach on The Respiratory Therapy
Szu-Yu, Tungs’ Taichung Metropolitan Hospital, Taiwan

9GG06 New module on teaching “Septic Shock” for medical students
Chutima Cheranskhorn, Hatyai Medical Education Centre, Thailand

9GG07 Learning by Doing in a Supporting Environment: Curricular Effectiveness of a Medical Literature Reading Course in Early College Years
Pai-Chuan Huang, College of Medicine, National Cheng Kung University, Taiwan

9GG08 A case-based interactive lecture on pathological sonographic findings
Sabine Schneidewind, Hannover Medical School, Germany

9GG09 The effect of two learning methods of classroom lecture-video cast and handout on learning achievement and satisfaction of nursing students
Mahmood Shamshiri, Ardabil University of Medical Sciences, Iran

9GG10 The efficacy of teaching methods for direct ophthalmoscopy comparing between video-based and traditional lecture-based learning in 4th year medical students: A prospective randomized controlled study
Nathaya Panyowatkul, Lampang Hospital, Thailand

9GG11 Learning paediatrics respiratory disease through clinically-based and customized micro-modules: an emphasis of both sound and vision
Isabel Hwang, Faculty of Medicine, The Chinese University of Hong Kong, China

9GG12 New technologies in teaching “Cell biology” for medical students enrolled in the program of basic education
Galina Kukharzhik, Almazov National Medical Research Centre, Russia

9GG13 Comparative Study of Learning Outcomes Between In-Class Didactic and Self-Directed Learning in Sixth Year Medical Students During Pediatric Rotation at Phramongkutklao Hospital and College of Medicine
Chanchai Traivaree, Phramongkutklao Hospital and College of Medicine, Thailand

9GG14 Impact of audio files on students’ academic performance and scientific awareness
Nikhil Kumar, European University, Georgia

9GG15 Flipping a Biochemistry Class within a Medical Curriculum: Impacts on Perception, Engagement and Attainment
Hanaa Fatoum and Sara Kayali, Alfaaisal University, Saudi Arabia

1600-1730

#9HH Posters: Problem-based learning/Team Based Learning
Moderator: Rick Vari, USA
Location: Hall/Foyer F, Level 0

9HH01 The Impacts of Integrating Standardized Patients in Problem-based Learning Tutorial in Taiwan
Ching-Chih Chang, National Yang-Ming University School of Medicine, Taiwan

9HH02 Patient-centeredness of problem-based learning cases
Scott Kinkade, University of Missouri, USA
1600-1730

9II03 Students’ Perspective on Critical Incidents in the Base Group in Problem-based Learning
Viktor Sharan, Orebro University, Sweden

9II04 Medical Students’ Attitudes toward Implementation of Problem-based Learning: Do Attitudes Differ Depending on Students’ Age, Sex and Grade Point Average?
Roko Žaja, University of Zagreb, School of Medicine, Croatia

9II05 Feedback in problem-based learning in Saudi Arabia: student perceptions
Abdulmohsen Almair, The University of Sheffield, UK

9II06 Problem-Based Learning in Pelvic mass Scenario
Ladaporn Wongkunha, Buddhachinmaraj Hospital, Thailand

9II07 The challenges of introducing standardized patients in Problem-based learning curriculum
Tsang-En Wang, Mackay Memorial Hospital, Taiwan

9II09 Rabbit Holes and Case Based Learning: Dive in or Avoid?
Simon Atkinson, University of Bristol, UK
Zarabeth Newton, University of Cardiff, UK

9II10 Learning outcome in Radiology after Integrating PBL and Interactive lectures for fourth year medical students
Siriporn Jeamwongsa, Ratchaburi Hospital, Thailand

9II11 Team-based learning in Inter-Professional Education (IPE) for Patient Safety Course
Thitima Sunthurasaj, Department of Obstetrics and Gynecology, Faculty of Medicine, Prince of Songkla University, Thailand

9II12 Team-based Learning in physical examination skills, student perception and preference: a follow-up study
Jiska Patiwael, Amsterdam UMC, VUmc School of Medical Sciences, The Netherlands

9II03 The Core Educator Initiative: Numbers and Implementation in Four Frames
Sara Lamb, University of Utah School of Medicine, USA

9II04 The teaching skills that enhance a happy-classroom from students’ perspective versus reality
Direk Ekbawornwong, Suratthani Medical Education Center, Thailand

9II05 Educating Medical Students: Are We Doing It Right?
Jill Cheng Sim Lee, KK Women’s and Children’s Hospital, Singapore

9II06 Students organizing a large-scale teaching week to close the academic year - dealing with freedom and responsibility
Gert Olthuis, Radboud University Medical Center, The Netherlands

9II07 Exploring beneficial factors associated with non-technical skills for students studying Western and traditional Chinese medicine: A longitudinal mixed methods study – report on baseline assessment
Ching-Yen Chen, Department of Psychiatry, Chang Gung Hospital, Keelung, Taiwan

9II08 Medical Sciences Undergraduate Students’ Perception on the Use of Problematization as an Active Methodology for the Medical Internship in Public Health
Rogerio Vaz, Faculdades Pequeno Principe, Brazil

9II09 Involvement Helps Medical Students Feel Communication Skills, Attitudes, and Ethics: Multivariable Analyses at Chiba University, Japan
Yohei Matsumoto, Chiba University, Japan

9II10 Medical students’ perceptions of learning and the relation between Metacognitive Awareness and Motivation to Learn: a qualitative and quantitative analysis
Marina Alves Siqueira, University of Sao Paulo Medical School (FMUSP), Brazil

9II11 Exploring practical tips to teach structural competency - A lesson from experience to develop an introductory session for family physicians and residents in Japan
Junichiro Miyachi, Hokkaido Centre for Family Medicine, Japan

9II12 Improving graduate attributes by implementing an experiential learning teaching approach: a case study in recreation education
Cornelia Schreck, North-West University, PhASRec, South Africa

9II13 Using educational analytics to produce a dashboard for success
Andrew Vaughan, University of Manchester, UK

9II14 Knowledge management: out of semantic swamp
Snor Bayazidi, School of Medical Sciences, Shahid Beheshti University of Medical Sciences, Tehran, Iran
9JJ15 Articulation of the Counterfactual - Unravelling the homogeneous student group to make the invisible visible
Catherine Hardy, University of Toronto, Canada

9JJ16 Application of Mastery Learning Theory through the use of a narrative-based educational instrument in respiratory therapy
Yun-ting Tseng, National Taiwan University Hospital, Taipei City, Taiwan

9JJ17 Exploring ‘Lightbulb Moments’ in Medical Student Simulation Teaching: A Threshold Concept Analysis
Philip Davidson, Brighton and Sussex Medical School, UK

9JJ18 Applying a learning contract method to the teaching of clinical respiratory therapy
Jui-Fang Liu, Department of Respiratory Therapy, Kaohsiung Chang Gung Memorial Hospital, Taiwan

9JJ19 Does simulated video creation get more memory retention for medical students?
Watchara Rattanachaisit, Medical Education Center Chiangrai Prachanukroh Hospital, Thailand

1600-1730 #9JJ Posters: Clinical Teaching 2
Moderator: Scott Wright, USA
Location: Hall/Foyer F, Level 0

9JJ01 The comparison of mechanical ventilation learning outcomes between bedside interactive learning and conventional lecture learning in fifth year medical students, Phrae Medical Education Center
Parichat Niyomthong, Phrae Medical Education Center, Naesuwan University, Thailand

9JJ02 Combine fluorescent dye and ultraviolet light detection device, aseptic technique operation key points in learning process investigation and teaching response improvement
Nelson (Chih-Hung) Chen, Department of Gastroenterology Medicine, Kaohsiung Chang Gung Memorial Hospital, Taiwan

9JJ03 The willingness to perform bystander cardiopulmonary resuscitation in out-of-hospital cardiac arrest victims of Thai clinical-year medical students
Wachirapon Phoeripoom, Surin Medical Education Center, Suranaree University of Technology, Thailand

9JJ04 Understanding Continuum of Care for Stroke Patients: Teaching Medical Students using Intermediate Care Model
Taweesak Suppassan, Department of Rehabilitation Medicine, Sawanpracharak Medical Education Center, Thailand

9JJ05 The effectiveness of video-assisted self-assessment after flipped classroom in teaching cardiovascular examination to medical students: a pilot teaching program
Chun-Wei Lee, Mukay Memorial Hospital, Taiwan

9JJ06 The reflections on the health equity of migrant workers in Taiwan by medical students participating in service learning
Hsin-Tien Lee, National Defense Medical Center, Taiwan

9JJ07 Transforming Postgraduate and Undergraduate Clinical Medical Education: Optimising the Delivery of the Teaching on the Run Module with Social Media Implementation
Chih Cheng Hsiao, Kaohsiung Chang Gung Memorial Hospital and Chang Gung University College of Medicine, Taiwan

9JJ08 Factors influencing the nursing core competencies of students at clinical practice
Shih Lien Chen, National Taichung University of Science and Technology, Taiwan

9JJ09 Exposure and perception of 6th year Portuguese medical students to core clinical skills
Carolina Caminata, ANEM- Associação Nacional de Estudantes de Medicina, Portugal

9JJ10 Comparing the Clinical Skills of Medical Students between Different Training Programs in China
Shih-Chieh Liao, China Medical University, China

9JJ11 Effectiveness of Blended Learning Approach on Risk Management for Nursing Students
Zarina Begum Abdul Rahman, Tan Tock Seng Hospital, Singapore

9JJ12 Learning obstacles in handling Psychiatric patients
Chonakarn Niyomthong, Surin Medical Education Center, Suranaree University of Technology, Thailand

9JJ13 The Effect of Using Standardization Lesson Plans with Multiple Teaching Strategies for Post Cardiac Surgery Nursing Care
Cian Huei Shih, Buddhist Tzu Chi General Hospital, Taiwan

9JJ14 Effectiveness of Using Multiple Teaching Strategies to Decreasing the Clotting Rate of Artificial Kidney
Yu-Hui Liu, Department of Nursing, En Chu Kong Hospital, Taiwan

9JJ15 Implementation of bilingual large-scale basic life support training for medical, nursing and healthcare students in partnership with regional fire department
Gen Kobayashi, School of Medicine, International University of Health and Welfare, Japan

9JJ16 The iceberg Model of Blood and Body Fluid Exposure Reporting Among the Medical Students
Pornpinmon Kasemsook, Buddhachinaraj Hospital Medical Education Center, Thailand

9JJ17 Social accountability of medical students at Vachira Phuket Medical Center after participation in social activities
Pornpin Leeyangyen, Vachira Phuket Medical Education Center, Walailak University, Thailand
Tuesday 27th August
Austria Centre Vienna

1600-1730 #9KK Posters: Healthcare systems/Diversity/International Dimensions
Moderator: Raymond Curry, USA
Location: Hall/Foyer F, Level 0

9KK01 Correlation between medical knowledge and belief in alternative medicine
Erich Eder, Sigmund Freud University, Medical School, Austria

9KK02 A Novel Medic to Physician Assistant Pathway
Gail Curtis, Wake Forest School of Medicine, Department of PA Studies, USA

9KK03 Medical Education Systems Worldwide: an IFMSA report
Marouane Amzil, International Federation of Medical Students Associations, Morocco

9KK04 An approach to complexity at the intersection of education and health care
Lisa Graves, Western Michigan University Homer Stryker M.D. School of Medicine, USA

9KK05 How effective is Helping Babies Breathe training for practitioners delivering babies in non-facility settings?
Grace Mupanemunda, University of Bristol, UK

9KK06 Preferred Learning Approaches and Teaching Methodologies of Medical Students from Different Admission Channels
Hin Ching Chow, Faculty of Medicine, The Chinese University of Hong Kong, China

9KK07 Students' participation in Educational Spaces: Is Diversity Really Valued?
Olga Matus, University of Concepcion, Chile

9KK08 Advancing Diversity and Inclusion within the Faculty of Medical Sciences, The University of the West Indies, Jamaica
Tomlin Paul, University of the West Indies, Jamaica

9KK09 Spatial distribution of 1-year international medical students as a marker of intergroup relationships management
Dmitry Vishniakov, International University of Kyrgyzstan, International School of Medicine, Kyrgyzstan

9KK10 Residents and physicians hold implicit bias associating ambition with men
Maud Kramer, Maastricht University, Netherlands

9KK11 A Qualitative Study on Medical Students' Development of Cross-cultural Competence and IFMSA Exchange Programs
Hsiang Yun Ko, Kaohsiung Medical University, Taiwan

9KK12 Thai students' decision to study in Doctor of Medicine Program in China
Wroralak Bunpromuk, Somdejphrajaotaksin Maharaj Hospital Medical Education Center, Thailand

9KK13 Internationalization of Medical Education - An International Partnership of 12 Universities in 4 Continents to Promote Cultural Awareness and Early Networking
Anette Wu, Columbia University, USA

9KK14 E-mentoring in Academic Medicine with an International Peer-support Model: Experience from the UK - International Research Mentorship Programme
Emily Leung, The Chinese University of Hong Kong, Hong Kong

1600-1730 #9LL Posters: Student: Stress
Moderator: Brian Simmons, Canada
Location: Hall/Foyer F, Level 0

9LL01 Undergraduate health students' academic workload and the factors that influence their perception
Sandra Flores Alvarado, Universidad De Chile, Chile

9LL02 Relationship between emotional distance and psychological stress in medical studies
Angelia Taetz-Harrer, Universität Witten/Herdecke, Germany

9LL03 Moral Distress Among Medical Students: A Systematic Review of Its Causes, Impact and Response
Susan Glick, Rush University, USA

9LL04 Anxiety analysis during the first clinical encounters: simulation in undergraduate medicine
Nancy Segura-Azuara, Tec de Monterrey, Mexico

9LL05 The Estimation of the prevalence and causes of anxiety and depression among students in a Caribbean medical school and its correlation with academic performance
Yulya Modna, Trinity School of Medicine, Saint Vincent and the Grenadines

9LL06 Stress, anxiety, and depression among third year medical students at Chulalongkorn University
Nichaphat Bowornsathan, Faculty of Medicine, Chulalongkorn University, Thailand

9LL07 Stress and Stressors among female medical undergraduate students: A Cross-sectional study in a private medical college in Pakistan
Saba Tariq, University Medical and Dental College, The University of Faisalabad, Pakistan

9LL08 Coping with stress, fatigue, and sleepiness during medical studies: Experience of the French military medical school
Olivier Coste, Ecole de santé des armées, France

9LL09 Does previous experience of performing affect anxiety levels and attainment in medical students during their first face to face assessment?
Laura MacKenzie, University of Sheffield, UK

9LL10 Anxiety Among Health Professions Undergraduate Students: Experience Report from a Center for Psychological and Educational Support
Rodrigo Flauzino, Ribeirao Preto Medical School, University of Sao Paulo, Brazil
What soft science activities do medical students prefer to reduce stress?  
Porpsuda Krittigamas, Nakornping Medical Education Center, Nakornping Hospital, Thailand

What is the effective mental support system for medical students in Thammasat University?  
Phiangbun Natithamkul, Medical Education Center Surathit Hospital, Thailand

Stress and burnout in chiropractic students of European chiropractic colleges: a cross-sectional study  
Pablo Perez de la Ossa, Barcelona College of Chiropractic, Spain

Medical Students’ Life Cycle: stresses and motivations  
Wintra Kaewpila, Faculty of Medicine Ramathibodi Hospital, Mahidol University, Thailand

Posters: Postgraduate: Stress and Wellbeing
Moderator: Sabine Nabecker, Switzerland
Location: Hall/Foyer F, Level 0

Literature review to identify the attitudes and beliefs and prevalence of sexual harassment relevant to delivering healthcare, for nurses and medical trainees in a Singapore academic hospital  
Kaushal Sanghvi, Tan Tock Seng Hospital, Singapore

The Political Stress of Postgraduate Medical Students  
Pattana Poopattanakul, Somdejphrajaotaksin Maharaj Hospital Medical Education Center, Thailand

The fatigue paradox: A grounded theory study exploring nurses’, physicians’ and residents’ perceptions of physician fatigue  
Taryn Taylor, Schulich School of Medicine & Dentistry, Canada

A randomized controlled trial of Balint groups to reduce burnout among residents in China  
Lei Huang, Tongji Hospital of Tongji University, USA

Smartphones and social networks as determining factors of burnout in resident physicians  
Jessica Pallares Chavira, Universidad Autonoma de Chihuahua, Mexico

Academic self-perception: predictive factor of burnout in resident physicians  
Antonio Guzman, Universidad autonoma de chihuahua, Mexico

Comparison of burnout, emotional intelligence and resilience between faculty clinicians and emergency medicine residents  
Zulkarnain Ab Hamid, National University Hospital, Singapore

The impact of Bullying in the Irish Postgraduate Medical context  
Janet O’Farrell, Medical Council of Ireland, Ireland

How much do doctors drink? remembering the wellbeing of our workforce  
Emily Savage, Chelsea and Westminster NHS Foundation Trust, UK

Resilience traits of Senior Paediatricians in a Tertiary Hospital in Singapore  
Jia Ming Low, National University Hospital of Singapore, Singapore

Stress and Depression as a medical Intern, Police General Hospital  
Savanya Njanivivattavorn, Police General Hospital and Vachira Phuket Hospital, Thailand

Targeted remediation for Postgraduate Year 1s (PGY1) in difficulty: Our Experience  
Yong-Kwang Tay, Changi General Hospital, Singapore

Leading help-seeking practice in the hospital-based post-registration training environment  
Nicole Jones de Rooy, Australian National University, Australia

Evaluating Differences in Emotional Weaknesses between Intern Doctors and 6th Year Clerks in Taiwan through Emotional Competence Training Curriculum  
Chun-Lin Chi, National Taiwan University Hospital Yun Lin Branch, Taiwan

Meet the Experts – Patient as Educator
Susan E. Sheridan, Society to Improve Diagnosis in Medicine (SIDM), USA
Suzanne Schrandt, Arthritis Foundation, USA
Location: Suite E, Level 0

MedEdPublish Editorial Board (closed meeting)  
Room L4, Level 1

AEEE (closed meeting)  
Room o.96-97, Level 0

AMEE Postgraduate Committee (closed meeting)  
Room L5, Level 1

AMEE Simulation Committee (closed meeting)  
Suite E, Level 0

AMEE Research Committee (closed meeting)  
Room L4, Level 1
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<td>0830-1015</td>
<td>Sebastian Erli (Medical University Vienna, Austria); Bela R. Turk (Medical University Vienna, Austria and Johns Hopkins University, Baltimore, USA); Tamara Seltz (Dept. for Internal Medicine, General Hospital Vienna, Austria); Monika Himmelbauer (Medical University Vienna, Austria); Isabella Klaus (Dept. for Psychiatry, General Hospital Vienna, Austria); Henriette Löffler-Stastka (Medical University Vienna, Austria)</td>
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<td>Location: Hall N, Level 1</td>
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<tr>
<td>0830-1015</td>
<td>#10E Short Communications Teaching and Learning: Self Directed Learning</td>
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<td>0830-1015</td>
<td>Moderator: Cristian Stefan, USA</td>
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<tr>
<td>0830-0845</td>
<td>#10E1 Guided self-study in higher education - a literature review</td>
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<tr>
<td>0845-0900</td>
<td>Slavko Rogan, Bern University of Applied Sciences, Department of Health, Switzerland</td>
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<td>0900-0915</td>
<td>#10E2 Are task specific self-regulatory processes consistent across task and time? A study of physiotherapy students</td>
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<td>0915-0930</td>
<td>Raquel Irina Medina-Ramirez, Universidad De Las Palmas De Gran Canaria, Spain</td>
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<tr>
<td>0930-0945</td>
<td>#10E3 Using path analysis to develop a conceptual model that shows the interaction between conceptions of learning, self-regulated learning (SRL) and quality of e-learning experience in online e-learning</td>
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<td>0945-1000</td>
<td>Enyj Abouzeid, Faculty of Medicine- Suez Canal University, Egypt</td>
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<td>Discussion</td>
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0930-1015 #10F Short Communications: International Dimensions
Moderator: Juha Pekka Turunen, Finland
Location: Room L6, Level 1

0830-0845 10F1 Learning Preferences of Medical Students: International Similarities and Differences
Mike Elnicki, University of Pittsburgh, USA

0845-0900 10F2 Exploring the validity of hegemonic competency frameworks for health professions education in the global south
Francois Cilliers, University of Cape Town, South Africa

0900-0915 10F3 Educational globalisation: implications of similarities and differences in cultural dimensions across medical students from fifteen different countries
Young-Mee Lee, Korea University College of Medicine, South Korea

0915-0930 10F4 Peer observation of an online learning platform for undergraduates in Somaliland
Rebecca Stout, University College London, UK

0930-0945 10F5 International & Digital Midwifery Workplace Learning Network: the first step in Rwanda
Mieke Embo, Artevelde University College Ghent, Belgium

0945-1000 10F6 A continuous learning approach to improving the quality of care for children in Lao district hospitals
Amy Gray, The University of Melbourne/Royal Children’s Hospital, Australia

1000-1015 10F7 Cultural considerations in teaching history-taking skills: Teaching bilingually is not a simple matter of translation
Mieko Ogino, International University of Health and Welfare, Japan

0900-0915 10H3 Hearing patients’ views of teaching and learning
John Dockerty, Dunedin School of Medicine, University of Otago, New Zealand

1015-1200 #10G Doctoral Reports 3
Moderator: Diana Dolmans, The Netherlands
Location: Room 1.85, Level 1

0830-0850 10G1 On Discontinuity and Learning: Investigations of Physicians’ Responses to Transitions of Patient Care Responsibility
Judith Bowen, Oregon Health & Science University, Portland, USA

0850-0910 10G2 Bridges over troubled water: understanding the identity development of medical educators
Jo Horsburgh, Imperial College, London, UK

0910-0930 10G3 Perceptions, discourses and values: Exploring how key stakeholders construct, negotiate and enact widening access to medical school
Kirsty Alexander, University of Aberdeen, UK

0930-0950 10G4 Reflection as purposeful, social activity: using cultural-historical activity theory (CHAT) to explore recent veterinary graduates' experiences
Sheena Warman, University of Bristol, UK

0950-1010 10G5 Swinging the Pendulum from Recipes to Relationships: Enhancing impact of feedback through transformation of institutional culture
Subha Ramani, Harvard Medical School, Boston, USA

1010-1015 Discussion

0830-1015 #10H Short Communications: Patient as Educator 3
Moderator: Amanda Chichester, USA
Location: Room 1.61-62, Level 1

0830-0845 10H1 The ‘Patient as Educator’: What Motivates SPs?
Gail Furman, National Board of Medical Examiners, USA

0845-0900 10H2 Patients’ attitude towards the involvement of medical students in obstetrics, gynecology and infertility outpatient clinics at Cairo university teaching hospital, a cross-sectional study
Nadine Sheriff, Faculty of Medicine - Cairo University, Egypt

0900-0915 10H3 Can We Trust A Simulated Patient As An Evaluator?
Hual Cheng, University of Virginia, USA

0915-0930 10H4 Assessing the Impact of Increasing Exam Burden on Final Year Medical Students - an observational study
Heather Keenan, East and North Herts Trust, UK

0930-0945 10H5 “I Felt Like a Privileged Vital Educational Instrument!”. The Perspective of Simulated Patients as Educators
Meghana Sudhir, Mohammed Bin Rashid University of Medicine & Health Sciences, United Arab Emirates

0945-1000 10H6 Simulated Patients’ Perceptions of their Role and Contribution to Health Professions Education
Clare Sullivan, RCSI, Ireland

1000-1015 Discussion

0830-1015 #10I Short Communications: Assessment: Licensing Exams / Standard Setting
Moderator: Kim Lomis, USA
Location: Room L2, Level 1

0830-0845 10I1 Assessing the Impact of Increasing Exam Burden on Final Year Medical Students - an observational study
Heather Keenan, East and North Herts Trust, UK

0845-0900 10I2 Licensing examinations - a retrospective: (Un)intended emphases in Germany’s national licensing examinations?
Nikolas Psathakis, German Medical Students’ Association (bvmd e.V.), Germany

0900-0915 10I3 Development of national licensing exam
Zalim Balkizov, ASMOK, Russia
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<tr>
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<td>The impact on Angoff standard setting of changing to open-resource assessment</td>
<td>Mike Tweed, Otago Medical School, New Zealand</td>
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<td>0930-0945</td>
<td>Setting defensible standards in small cohorts: understanding when borderline regression works</td>
<td>Matt Homer, Leeds Institute of Medical Education, UK</td>
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<td>0945-1000</td>
<td>Standard Setting Using a Modified Post-Examination Borderline Group Method for Simulation-Based Performance Assessment</td>
<td>Na Jin Kim, The Catholic University of Korea, College of Medicine, Seoul, South Korea</td>
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<td>0830-1015</td>
<td>#10J Short Communications: Empathy</td>
<td>Moderator: Carmen Fuentealba, USA Location: Room 0.31-32, Level 0</td>
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<td>0830-0845</td>
<td>Instilling empathy - is the devil still in third year?</td>
<td>Anna Bysszeveski, Regional Geriatric Program of Eastern Ontario, Canada</td>
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<td>0845-0900</td>
<td>Students’ stress coping strategies impact empathy trajectories during medical training: a 5-year longitudinal study</td>
<td>Margaret Gerbase, University of Geneva, Faculty of Medicine, Switzerland</td>
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<td>0900-0915</td>
<td>Embodied empathy, a phenomenological study of physician touch</td>
<td>Martina Kelly, University of Calgary, Canada</td>
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<td>0915-0930</td>
<td>Empathy microskills training program for undergraduate medical students in Chile</td>
<td>Juan Arellano, Universidad de Concepción, Chile</td>
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<td>0930-0945</td>
<td>Fostering social empathy in medical students</td>
<td>Caroline Wellbery, Georgetown University Medical Center, USA</td>
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<td>0945-1000</td>
<td>Measuring the level of clinical empathy in Moscow medical students and residents by the Jefferson Scale of Empathy - the first pilot study in Russia</td>
<td>Sergey Gatsura, A.I. Yevdokimov Moscow State University of Medicine and Dentistry, Russian Federation</td>
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<td>Discussion</td>
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<td>0830-1015</td>
<td>#10K Short Communications: Communication Skills</td>
<td>Moderator: Ingrid Preusche, Austria Location: Room 0.14, Level 0</td>
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<td>0830-0845</td>
<td>The Silence Pact - a qualitative exploration of cultural differences in breaking bad news</td>
<td>Sophie Holmes, Newcastle University, UK</td>
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<td>0845-0900</td>
<td>Learning communication skills and how to deliver bad news in a multicenter fellowship for medical students. Results from a five year experience program</td>
<td>Laura Bogea Muller, SOBRAMFA, Brazil</td>
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0830-1015  #10M Short Communications: Student: Burnout and Resilience
Moderator: Bert Arets, the Netherlands
Location: Room 0.94-95, Level 0

0830-0845  10M1 Burnout in medical students during initial career years: mental health implications
Carolina Pérez, Universidad Andrés Bello, Chile

0845-0900  10M2 Implementing a Burnout Prevention and Education Program in a Physician Assistant Program
Heidi Brown, Idaho State University, USA

0900-0915  10M3 Burnout syndrome in medical students and association with poor sleep quality, sedentary lifestyle and use of psychotropic drugs
Arnaldo Aires Peixoto Junior, Centro Universitário Christus (UNICHRISTUS), Brazil

0915-0930  10M4 Learning strategies of Chilean medical students change along clinical training and predict their levels of burnout and wellbeing at graduation
Guadalupe Echeverria, Pontificia Universidad Católica de Chile, Chile

0930-0945  10M5 Clinical training stress and professional quality of life among medical students: the buffering effect of resilience and its determinants
Blossom Yen-Ju Lin, Chang Gung University, Taiwan

0945-1000  10M6 The longitudinal effect: grit on academic achievement among Japanese medical students
Yusuke Karoju, Kansai Medical University, Japan

1000-1015  Discussion

0830-1015  #10N Short Communications: Community and Rural Based Education
Moderator: Roger Strasser, Canada
Location: Room 2.15, Level 2

0830-0845  10N1 Identifying the learning objectives of clinical clerkship in community health (CCC) in Japan: Focus Group
Daisuke Kato, Department of Family Medicine, Mie University Graduate School of Medicine, Japan

0845-0900  10N2 Re-thinking the purposes and practices of community based medical education
Clare Morris, Barts & The London School of Medicine and Dentistry, Queen Mary University London, UK

0900-0915  10N3 Non-clinical community clerkships: experiences from University Medical Center Utrecht
Conny Seeleman, UMC Utrecht, the Netherlands

0915-0930  10N4 Fostering Socially Accountable Rural Health Research through Longitudinal Faculty Development
Shabnam Aghari, Memorial University of Newfoundland, Canada

0930-0945  10N5 North and south: Rural medicine attracts students with a similar approach to learning
Kylie Mansfield, University of Wollongong, Australia

0945-1000  10N6 Understanding the factors affecting student performance in rural and metropolitan campuses
Jessica Macer-Wright, University of New South Wales Rural Clinical School, Australia

1000-1015  10N7 Experiences from the implementation and pilot of a Rural Elective in a Brazilian University: feedback from students
Ana Julia Araujo de Carvalho, Universidade Federal de Uberlandia, Brazil

0830-1015  #10O Short Communications: Feedback
Moderator: Jill Benson, Australia
Location: Room 2.31, Level 2

0830-0845  10O1 A Scoping Review of how Learners Use, Seek and Respond to Feedback
Muirne Spooner, Royal College of Surgeons in Ireland, Ireland

0845-0900  10O2 Using Deliberate Practice Framework to Assess the Quality of Feedback in Undergraduate Clinical Skills Training
Reina Abraham, Nelson R Mandela School of Medicine, South Africa

0900-0915  10O3 Content of Feedback for Test-Enhanced Transfer of Learning
Anna Ryan, University of Melbourne, Australia

0915-0930  10O4 Adopting the Concept of Feedback Orientation to Health Professions Education
James Fraser, Griffith University, Australia

0930-0945  10O5 Understanding the enablers, inhibitors and processes around earlier development of feedback-seeking behaviour
Michelle Arora, School of Clinical Medicine, University of Cambridge, UK

0945-1000  10O6 Influencing factors and outcomes of Multisource-Feedback in Postgraduate Medical Training: A Focus Group Study
Eva K. Henkel, University of Bern, Institute for Medical Education, Switzerland

1000-1015  10O7 Resident perspectives on impression management and receiving feedback in residency: a qualitative study
Brandon Huffman, Mayo Clinic, USA

0830-1015  #10P Short Communications: Mentoring
Moderator: Patricia Kokotailo, USA
Location: Room L1, Level 1

0830-0845  10P1 Understanding Mentoring Culture through Thematic Analysis of Learning Culture in Medicine: a Systematic Scoping Review
Kuang Teck Tay, Yong Loo Lin School of Medicine, National University of Singapore, Singapore
0845-0900 10P2 Study Phase Specificity of Success Factors of a Longitudinal, Portfolio-Based Mentoring Programme to Foster Medical Students’ Professional Development
Maria Farquharson, Competence Centre for University Teaching in Medicine · Baden-Wuerttemberg, University of Tuebingen, Germany

0900-0915 10P3 Development and initial validation of a dual-purpose questionnaire capturing mentors’ and mentees’ perceptions and expectations of the mentoring process
Sylvia Heeneman, Maastricht University/ Dept of Pathology, the Netherlands

0915-0930 10P4 What makes mentors of medical students thrive and succeed in group-mentoring programs? A multi-centre mixed methods study
Erik Hugas Ofstad, UiT The Arctic University, Norway

0930-0945 10P5 An Insight into undergraduate mentoring program
Mahwish Arooj, University of Lahore, Pakistan

0945-1000 10P6 Mentoring: In the Eyes of the Beholder
Iman M. Elsa, Kasr Al Aini School of Medicine, Cairo University, Egypt

1000-1015 10P7 Coaching models - enabling your trainee to kick goals
Heather Gruasauskas, Eastern Victoria General Practice Training, Australia

No Discussion

0830-1015 #10Q Short Communications: Simulation 2
Moderator: Hamed Khan, UK
Location: Room 0.16, Level 0

0830-0845 10Q1 A simulation-based educational program to improve 3rd year medical student bag-valve-mask ventilation (BVM) and cardiopulmonary resuscitation (CPR) techniques for EPA #12: Preliminary Results
Vaia Abatzis, Department of Anesthesiology, University of Virginia School of Medicine, USA

0845-0900 10Q2 Warm bodies and plastic patients: Thinking sociomaterially about simulation
Anna MacLeod, Faculty of Medicine, Dalhousie University, Canada

0900-0915 10Q3 Using Learning Curves to Identify and Explain Growth Patterns of Learners in Bronchoscopy Simulation: A Mixed Method Study
Briseida Mema, Hospital for Sick Children, Canada

0915-0930 10Q4 Acute scenarios simulation for Foundation Doctors: does it work?
Philip Jones, South Tyneside District Hospital, UK

0930-0945 10Q5 Multidisciplinary simulation training: emotions before and after training
Outi Äyräs, Helsinki University Hospital, Finland

0945-1000 10Q6 Simulation Design Matters: Improving Obstetrics Training Outcomes
Brena Melo, FPS - Faculdade Pernambucana de Saúde; IMIP - Instituto de Medicina Integral Prof. Fernando Figueira, Brazil

1000-1015 Discussion

0845-0900 10R2 Trainee mistrust of the E-portfolio & Workplace Based Assessment Process
Andrew Tomkies, Edge Hill University, UK

0900-0915 10R3 Competency assessment of postgraduate year 1: a preliminary report for implementing national-level graduate competency assessment
Kanokwan Sirirak, Khon Khean Medical Education Center, Thailand

0915-0930 10R4 Enforcing a completion of basic checklists for different level learners: exploring the unplanned outcomes
Luciana Rodrigue Guerineau, The Hospital for Sick Children, Canada

0930-0945 10R5 Using electronic health record data to assess trainees’ independent and interdependent performance: A prototype trainee report card in Emergency Medicine
Lorelei Lingard, Western University, Canada

0945-1000 10R6 Inter-professional assessment of junior doctors
Charlotte Green, Aarhus University Hospital, Denmark

1000-1015 10R7 A comparison of formative and summative assessment methods in Qatar’s FM Residency Program: A retrospective study to evaluate the impact on residents’ performance, career satisfaction & teaching involvement
Youssef Naji, Primary Health Care Corporation (PHCC), Qatar

No Discussion

0830-1015 #10S Short Communications: Teaching and Learning 3
Moderator:进驻Kusurkar, the Netherlands
Location: Room 0.51, Level 0

0830-0845 10S1 Impact of Drama-based Educational Programme, Diabetes Theatre, on Healthcare Professionals’ Attitudes toward Patient Centred Care
Kentaro Okazaki, Nagoya University Graduate School of Medicine, Dept of Education for Community-Oriented Medicine, Japan

0845-0900 10S2 A retrospective study to evaluate the impact of Milestone Ratings in a Longitudinal Assessment Process
Charlotte Green, Aarhus University Hospital, Denmark

1000-1015 10S3 Comparing reflection-in-learning level of first and last clinical year medical students in a private sector medical college of Pakistan
Musarrat ul Hasnain Shah, Bashid Latif Medical College, Lahore, Pakistan
10S5 The continuum of reflection on professional development: the Amsterdam VUmc reflection-line
Veronica Selleger, Amsterdam UMC, Location VUmc, the Netherlands

10S4 Is it about getting interested? Exploring how deliberate reflection might help medical students learn from clinical cases
Ligia Ribeiro, UNIFENAS, Brazil

10S5 ‘Doctor Jazz’: lessons that medical professionals can learn from jazz musicians
Allard van Ark, University Medical Center Utrecht, the Netherlands

10S6 Using design thinking to re-invent the delivery of undergraduate medical education
Rahim Kachra, University of Calgary, Canada

10S7 “Naturally, we will become more ‘immune’ to such visions”: Accepting and internalizing inappropriate behaviors as part of medical students’ professional socialization process
Galit Neufeld Kroszynski, Sackler School of Medicine, Tel Aviv University, Israel

10T1 Longitudinal Qualitative Research in Health Professions Education: Heeding the Call
Dorene Balmer, University of Pennsylvania, USA

10T2 Dethroning experimental research methods in developing education innovations
Satid Thammasitboon, Baylor College of Medicine, USA

10T3 Review methodologies: Meta-narrative synthesis for secondary research in medical education
Eleanor Brown-Jones, King’s College London, UK

10T4 Show Me The Money: How to speak to donors about funding health professions education research
Robert Paul, University of Toronto, Canada

10U Conference Workshop: Implementation of Competence Based Medical Education in Surgery (CBME): Challenges from an international perspective
Helen MacRae, University of Toronto, Department of Surgery, Canada; Gareth Griffiths, NHS Tayside, UK

10V Conference Workshop: Constructive Alignment: What makes teaching-learning interactions stick?
Chitra Subramaniam, AO Foundation, USA; Miriam Uhlmann, AO Education Institute, Switzerland
Location: Room 0.11-12, Level 0

10W Conference Workshop: Deconstructing Competency-Based Assessment in Interprofessional Education and Collaboration: A Three-Stage Continuum
Susan J. Wagner, Dept. of Speech-Language Pathology, Faculty of Medicine, University of Toronto, Canada; Brian S. Simmons, Dept. of Pediatrics, Sunnybrook Health Sciences Centre & Faculty of Medicine, University of Toronto, Canada
Location: Room 0.49-50, Level 0

10X Conference Workshop: Adaptive Education: Designing and offering education that is optimized for individual learners and contexts
Michael Seropian, iMedTrust, USA; Ian Curran, Duke-NUS Medical School, Singapore; Davinder Sandhu, RCSi-Bahrain; Hill Jason, Jane Westberg, iMedTrust, USA; Kamila Hawthorne, RCGP-UK
Location: Room 0.96-97, Level 0

10Y Conference Workshop: Towards a shared understanding of threshold concepts in global health in health professions education
David Davies, University of Warwick, UK; Ann Wylie, King’s College London, UK; Susan van Schalkwyk, Stellenbosch University, South Africa
Location: Room 2.17, Level 2

10Z Conference Workshop: Medical Humanities: Education and Practice
Jonathan McFarland, Irina Markovina, Sechenov University, Russian Federation; Ourania Varsou, Glasgow University, UK; Emma Black, University of St Andrews, UK
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<td>0830-1015</td>
<td>#10AA</td>
<td>Conference Workshop: Achieving patient-oriented care with an interprofessional team. Implications for the educational process</td>
<td>Angelika Eder, FH Campus Wien University of Applied Sciences, Department Health Sciences, Austria; Richard Marz, Matthias Ch. Gosl, Medical University Vienna, Austria; Karl F Kremsler, Medical University, Austria</td>
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<td>0830-1015</td>
<td>#10BB</td>
<td>Conference Workshop: How to introduce high quality Team-based learning (TBL) into the curriculum</td>
<td>Annette Burgess, Jane Bleasel, Chris Roberts, Roger Garsia, Antonia Clarke, Inam Haq, The University of Sydney, Australia</td>
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<td>0830-1015</td>
<td>#10CC</td>
<td>Conference Workshop: Artificial Intelligence in Medical Education: A Practical Guide</td>
<td>Nabil Zary, Mohammed Bin Rashid University of Medicine and Health Sciences, United Arab Emirates; Smriti Pathak, Imperial College London, UK; Paul Gagnon, Lee Kong Chian School of Medicine, Nanyang Technological University, Singapore; Malolan Chetlur, IBM Research, India</td>
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<td>#10DD</td>
<td>ePosters: Self-regulation / Metacognition / Coaching</td>
<td>Moderator: Umberin Najeeb, Canada</td>
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<td>0830-1015</td>
<td>#10DD01</td>
<td>Self-Assessed Confidence Level as an Evaluation Tool in Perineal Rupture Repair Training in Indonesia</td>
<td>Graciella Wahjoepramono, Indonesian Clinical Training and Education Centre, Indonesia</td>
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<td>0830-1015</td>
<td>#10DD02</td>
<td>How can photography reflect student self-awareness?</td>
<td>Marisa Jitnupong Bunphan, Suratthani Hospital, Thailand</td>
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<td>0830-1015</td>
<td>#10DD03</td>
<td>Research in action - how to teach research skills in undergraduate biomedical students</td>
<td>Femme de Vegt, Radboud university medical center, the Netherlands</td>
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<td>0830-1015</td>
<td>#10DD04</td>
<td>How do residents develop self-efficacy through clinical training? A qualitative study</td>
<td>Kazuki Tokumasu, Department of General Medicine, Okayama University Hospital, Japan</td>
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<td>0830-1015</td>
<td>#10DD05</td>
<td>Stimulating reflective learning and practice in anaesthesiology residents with the obstetric anaesthesia diary</td>
<td>John Lee, Department of Women's Anaesthesia, KK Women's and Children's Hospital, Singapore</td>
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<td>0830-1015</td>
<td>#10DD06</td>
<td>Developing students’ academic questioning skills: reliability and validity of an evaluation sheet</td>
<td>Junichi Kamesko, Tohoku Medical &amp; Pharmaceutical University, Japan</td>
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<td>0830-1015</td>
<td>#10DD07</td>
<td>Critique - Crisis Resource management improvement through Intellectual Questioning of authority - a pilot</td>
<td>Gene Chan, National University Hospital Singapore, Singapore</td>
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<td>#10DD08</td>
<td>“It unsticks your mind”!: Using a Narrated Musician’s Masterclass as an Introduction to Competency-based Medical Education and Coaching</td>
<td>Michael Sanatani, Western University, Canada</td>
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<td>0830-1015</td>
<td>#10DD09</td>
<td>Medical student perceptions of their knowledge and skills in pharmacology in their first and final clinical years</td>
<td>Shane Bullock, Monash University, School of Rural Health, Australia</td>
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<td>0830-1015</td>
<td>#10DD10</td>
<td>Evaluation of Scholarly Concentration Programs at Inha University College of Medicine</td>
<td>Jiho Choi, Inha University College of Medicine, Republic of Korea</td>
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<td>0830-1015</td>
<td>#10DD11</td>
<td>The Development of Practice-Based Reflective Learning Tools for Electronic Consultations</td>
<td>Douglas Archibald, University of Ottawa, Canada</td>
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<td>0830-1015</td>
<td>#10DD12</td>
<td>Medical Students’ Performance of Group Discussion in Problem Based Learning: Can it Influence A Cognitive Performance?</td>
<td>Yeny Dyah Cahaningrum, Medical Education Department, Faculty of Medicine, Universitas Islam, Indonesia</td>
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<td>0830-1015</td>
<td>#10DD13</td>
<td>What Do You Want to Learn? Goal Setting in a Second Year Student Emergency Medicine Rotation</td>
<td>Colleen Bush, Michigan State University College of Human Medicine, USA</td>
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<td>0830-1015</td>
<td>#10DD14</td>
<td>The role of the preceptor and reflection stands out in nursing students’ clinical skills training in practice</td>
<td>Karin Blomberg, Örebro University, Sweden</td>
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<td>0830-1015</td>
<td>#10EE</td>
<td>ePosters: Simulation</td>
<td>Moderator: Daisy Rotzoll, Germany</td>
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<td>0830-1015</td>
<td>#10EE01</td>
<td>Does Simulation Improve Medical Student Confidence and Preparedness to Care for the Dying?</td>
<td>Geoffrey Wells, Brighton and Sussex Medical School, UK</td>
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<td>0830-1015</td>
<td>#10EE02</td>
<td>Simulation in a district general hospital: a six-month evaluation shows the juice is worth the squeeze</td>
<td>Lucy Baxter, South Tyneside District Hospital, UK</td>
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<td>0830-1015</td>
<td>#10EE03</td>
<td>Building a nationwide medical teachers’ network engaging in simulation-based education</td>
<td>Kazunobu Ishikawa, International University of Health and Welfare, Japan</td>
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10EE04 Among doctors, simulation training concerning obstetric emergencies is considered beneficial regardless of professional experience
Marja Kaijoma, Helsinki University Hospital
Women’s Clinic, Finland

10EE05 Enhancing student learning by Simulation
Ngamjit Pattaravinit, Prince of Songkla University, Thailand

10EE06 The study of agreement between emergency physician staff and paramedic students to evaluate simulation training
Chaiyaporn Yuksen, Ramathibodi Hospital, Thailand

10EE07 Exploring Perceptions of Preparedness and Exposure to Simulation Training In Foundation Trainees
Oluseyi Adesalu, Newcastle University, UK

10EE08 Evidence of surgical skill acquisition for dental students taught on haptic simulator
Parnyan Ashthari, King’s College London Faculty of Dentistry, Oral and Craniofacial Sciences, UK

10EE09 Simulation in undergraduate medical education improves self-perceived confidence in managing emergency scenarios
Euan Fisher, NHS Ayrshire and Arran, UK

10EE10 Simulation-based training is beneficial to undergraduate students whether taking part or observing
Kevin Hart, NHS Ayrshire & Arran, UK

10EE11 Virtual reality simulating Dentistry Education: User experience and development of a VR Dental Training
Alessandra Dahmer, Universidade Federal de Ciências da Saúde de Porto Alegre, Brasil

10EE12 High fidelity 3G simulation and virtual reality: an evaluation of medical students’ experiences
Katie Bird, Hull York Medical School, UK

10FF05 Facebook page as a learning platform for video-based airway management education
Ying Lin Tan, Shin Kong Wu Ho-Su Memorial Hospital, Taiwan

10FF06 Comparison between medical students’ and medical postgraduates’ perspectives on Artificial Intelligence (AI) in medical fields: a multi-center survey study
Pimpnipa Chaimongkonrojna, Faculty of Medicine, Chulalongkorn University, Bangkok, Thailand

10FF07 Mobile touch screen Eye Simulator to help students learn examination of External Ocular Muscles
Tim Wood, Western University of Health Sciences, USA

10FF08 Digital scholarship: A pilot project for knowledge production in medical education in the digital age
Pierre Drolet, Université de Montréal, Canada

10FF09 Application of computer vision and artificial intelligence in clinical skill training
Ching-Ju Shen, Kaohsiung Medical University Hospital, Taiwan

10FF10 Ultrastructural images as interactive tools to increment cell biology learning
Paula Ludovico, School of Medicine, University of Minho, Portugal

10FF11 YouTube Videos as a Tool for Faculty Development in Medical Education: A Learning Analytic Overview
Mohammed Hassanien, Fakieh College for Medical Sciences, Saudi Arabia

10FF12 Ultrasound: the future of anatomy teaching?
Rosie Conroy, School of Medicine, University of Central Lancashire, UK

Chung Pei Fu, Fu Jen Catholic University, Taiwan

10FF14 Eyes cannot see what the mind doesn’t know: Tracking perceptive errors among the radiology trainees
Dinesh Chinchure, Khoo Teck Puat Hospital, Singapore

0830-1015 #10FF ePosters: Technology Enhanced Learning 2
Moderator: Anne D’ Souza, India
Location: Crystal Lounge, level 1

10FF01 Transition from Paper-Based to Electronic Portfolio Using On-Hand Social Medias for Undergrads: Generation Gap Perspective
Chalinee Monsereenusorn, Phramongkutklao Hospital and College of Medicine, Thailand

10FF02 The Focused Cardiac Ultrasound skill of newly-graduated doctors: which acoustic window has the highest yield?
Praew Kotruchin, Khon Kaen University, Thailand

10FF03 Development and Assessment of an Interactive Neurolocalisation eLearning Tool
Tammy Tsang, National Healthcare Group, Singapore

10FF04 Can Pharmacy Students Use Wikipedia as a Learning Resource? Assessment of 100 Entries on Chemotherapeutic Agents
Aya Alsharafi, King Saud University, Kingdom of Saudi Arabia

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10GG03  "My patients are not educational menus": The effect of using student reflective narratives to observe dignity and respect for patients' rights in clinical education
Hoda Ahmari Tehran, Qom University of Medical Sciences, Iran

10GG04  Students' Learning Outcomes of Patient-Centered Home Care facilitated by Village Health Volunteer as Educator
Chanat Kanchit, Medical Education Center, Ratchaburi Hospital, Thailand

10GG05  National Advance Care Planning Educational Workshop for Healthcare Professionals in Taiwan: Using Learning Science with 3 Levels of Course Design
Wei-Min Chu, Department of Emergency Medicine, Taichung Veterans General Hospital, Taiwan

10GG06  Entrustable procedural skill teaching to improve patient safety
Adisak Tantworawit, Chiangmai University, Thailand

10GG07  Continuous Improvement of Patient Safety and Teamwork Through In Situ Simulation Training in Cardiopulmonary Resuscitation
Wan Ting Wu, Taipei Hospital, Taiwan

10GG08  Quality and Patient Safety Linked to Healthcare across Middle-Eastern and Asian Countries: A Systematic Review
Maha Hameed, AlIfrad University, Saudi Arabia

10GG09  Learning-needs focused hands-on workshops on Chest Drain insertion and post-insertion Chest Drain management: How we improved the identified patient safety issues in our hospital
Catherine Russell, University Hospital Ayr, NHS Ayrshire and Arran, UK

10GG10  Simulation based education on chemotherapy medication safety of new graduated nurses
Shu-Fen Chen, Taipei Medical University-Shuang Ho Hospital, Taiwan

10GG11  Physician-Pharmacist Cooperation Workshop for Reducing Medication Errors
Sunee Chayangsu, Surin Medical Education Center, Suranaree University of Technology, Thailand

10GG12  Evaluation of a patient safety course for intensive medicine residents using the Kirkpatrick's model
Carolina Rua, Pontificia Universidad Católica de Chile, Chile

10GG13  Foundation doctors' perceptions towards feedback on electronic prescribing errors: a mixed-methods, single-centre study
Ann Chu, Imperial College London, UK

10GG14  How to increase proper and suitable competency in medical practice
Boonyarat Warachit, Ministry of Public Health, Thailand

10GG15  What could be the potential barrier for medical students to speak up when they encounter medical error?
Chao-Chun Huang, Taipei Medical University Hospital, Taiwan

10GG16  Improving patient safety attitude of medical students using medical error simulation scenario training
Yiting Hsu, Taipei Medical University Hospital, Taiwan

10GG17  An interactive medication error and patient safety workshop for intern and medical students
Kanokrot Kovijiriyapan, Medical Education Center Phayao Hospital, Thailand

10GG18  Human Factors Training: evaluating its impact on clinical practice
Aaron Braddy, National Heart and Lung Institute, Imperial College London, UK

10GG19  Moving beyond written reflection: An assessment of postgraduate trainee reflective accounts
Melanie D’Costa, University of Liverpool, UK

0830-1015  #10HH Posters: Humanities

10HH01  Healing architecture: a cross-national elective with on-site visits and discussions with architects about good examples of contemporary hospital architecture
Michael Wilde, University of Basel, Medical Faculty, Switzerland

10HH02  Medical Humanities Curriculum For Younger Medical Students, Home-Based Palliative Care Program Helps!
Ting-Fang Chu, Taipei City Hospital, Taiwan

10HH03  In sickness and in health: teaching medical ethics through art
Sabyha Khan, London North West University Healthcare Trust, UK

10HH04  A qualitative analysis of residents’ reflection on palliative care movie: a pilot study in pediatric residency training
Tippaporn Thongmak, Hatyai Medical Education Centre, Thailand

10HH05  Agency or Complicity: An analysis of physicians’ reflective narratives about flaws with the “system”
Tracy Moniz, Mount Saint Vincent University, Canada

10HH06  Narrative medicine’s influence on medical students’ readiness for holistic care practice: A realist synthesis
Chien-Da Huang, Chang Gung Medical Education Research Center, Chang Gung Memorial Hospital, Chang Gung University, Taiwan

10HH07  Choral music and health professional education: students’ perceived benefits
Lucia Pellanda, UFCSPA, Brazil
10HH08 Learning Outside the Classroom: The Effects of Life Experience Reinforcement Camp on Medical Student Technical and Nontechnical Skills
Pimpet Sukumalpalboon, Sawanpracharak Medical Education Center, Thailand

10HH09 Medicine on a Grand Scale: Selective Colloquia Broaden the Scope of an Undergraduate Medical Curriculum
Raymond Curry, University of Illinois College of Medicine, USA

10HH10 The curriculum of medical humanities museum touring for non-medical students
Kun-Long Hung, Fu-Jen Catholic University Hospital, Taiwan

10HH11 Development of a Cross-Cultural Academic Integrity Questionnaire
Marcus A Henning, University of Auckland, New Zealand

10HH12 The Role of Medical Humanities Curriculum Related with Cadaver Dissection to Promote Medical Students’ Medical Professionalism
Wha Sun Kang, The Catholic University of Korea, College of Medicine, South Korea

10HH13 What do students gain from integrating the studies of arts and humanities with medical education?
Eileen Inayat, University of Bristol, UK

10HH14 The impact of a longitudinal integrated humanities program in an undergraduate medical curriculum: a qualitative study
Maria Cecilia Lemos Pinto Estrela Leão, Universidade do Minho, Portugal

10HH15 Students’ bioethics attitude toward gene editing: a qualitative and quantitative analysis from a medical humanity class
Shu-Jau Chen, Mackay Medical College, Mackay Memorial Hospital, Taipei, Taiwan

10HH16 Using graphic illustrations to uncover how a community of practice can influence the delivery of compassionate healthcare
Nancy Dalgarno, Queen’s University, Canada

10HH17 Spirituality/Religiosity in Medical Education: a necessary approach
Odenir Nadalin Júnior, Pontifical Catholic University of Paraná, Brasil

10HH18 Photography to facilitate the education of GP trainees
Nicola O’Shaughnessy, CPEU, UK

0830-1015 #1011 Posters: Curriculum Development
Moderator: Alison Carr, Qatar
Location: Hall/Foyer F, Level 0

101101 Renewal of Undergraduate MD Curriculum based on National Standards of Medical Education in Georgia
Gaiine Simonia, Tbilisi State Medical University, Georgia

101102 Evaluating students’ experience in a revised basic science course with an emphasis on clinical relevance
Irene Lee, Duke-NUS Medical School, Singapore

101103 Does longitudinal teaching in professional competencies better prepare students for clinical practice?
Elise Pauline Skjøvik, UiT The Arctic University of Norway, Norway

101104 Institutional pedagogical project (IPP): participative process in the education of health professionals
Márcia Rosa da Costa, Universidade Federal de Ciências da Saúde de Porto Alegre, Brasil

101105 The learning of symptomatology in the first-year medical students is effective for better understanding preclinical medicine
Eriko Okada, Tokyo Medical and Dental University, Japan

101106 Development of a hematology curriculum based on the cognitive load theory
Samuel S Medina, University of Campinas, Brazil

101107 Work-integrated learning opportunities and first-year university students’ perceptions of employability
Brooke Harris-Reeves, Griffith University, Australia

101108 Do medical students receive sufficient information in order to make an informed decision about intercalating?
Hamisha Salih, University of Liverpool, UK

101109 Alfaisal Student and Faculty Perspectives toward the Role and Value of the Hidden Curriculum in Undergraduate Medical Education
Sana Om Albuchar Almairi, Alfaisal University, Saudi Arabia

101110 Themes in Curriculum Reforms in Dental Education: A Focused Review
Emilie Leth Rasmussen, Aarhus University, Center for Health Sciences Education, Denmark

101111 The Value of Geographic Information Systems in Primary Healthcare as a Tool of the Enriched Medical Curriculum with Health Information Technologies
Jessica Ortiz Huerta, Technische Hochschule Deggendorf, European Campus Rottal-Inn, Brazil

101112 Spaced learning in medical education: Is it time for an instructional revolution?
Marnix Timmer, Center for Innovation in Medical Education, Leiden University Medical Center, the Netherlands

101113 Socially Responsible Behaviour in Medical Students: An Inductive approach
Nancy Bastias, Universidad de Concepción, Chile

101114 Public Health Community Projects for Medical Students
Selma Omer, University of Southampton, UK

101115 In what ways may a concept of social accountability affect curriculum development in medical school - comparing two schools: one in East London and one in Western Australia
Lucas Jullian, Barts & The London School of Medicine and Dentistry, UK

101116 The curriculum of medical humanities museum touring for non-medical students
Kun-Long Hung, Fu-Jen Catholic University Hospital, Taiwan
0830-1015  #10JJ Posters: Teaching and Learning 2
Moderator: Holly Meyer, USA
Location: Hall/Foyer F, Level 0

10JJ01 Let us Pecha Kucha together: “New for all” group-work intervention to achieve integration
Albertina Menezes Velho, University of Warwick Medical School, UK

10JJ02 Bringing Clinical Consultation to Developing Teaching Workshops in Psychiatry
Allys Guerandel, University College Dublin, Ireland

10JJ03 How a UK children’s hospital summer school influences attitudes to careers in paediatrics amongst medical student and foundation doctors
Craig Knott, Great Ormond Street Hospital, UK

10JJ04 Effects of integrations of stroke patients, family and multidisciplinary team’s perspectives compared with traditional-style lecture on student learning outcomes in stroke rehabilitation course
Anon Sathapornmathid, Medical Education Center Ratchaburi Hospital, Thailand

10JJ05 Participatory Action Research for Developing Learning Autonomy for Senior Nursing Students - A Case Study of Community Cross-discipline of Disaster Health Care Alliances
Shiu-Yun Fu, Department of Nursing, Fu Jen Catholic University, Taiwan

10JJ06 Integration of Professionalism, Health Economics and Evidence-Based Medicine: a New Learning Method in Radiology
Chalakot Dejarkom, Buddhachinaraj Medical Education Center, Thailand

10JJ07 Health service and sexual education - pilot implementation in 2nd-year medical students in Reims
Marie Laurent, Reims Faculty of Medicine / CEMR, France

10JJ08 Developing a Geriatric Palliative Workshop: Responding and meeting the Health Professionals’ Needs
Allyn Hum, Tan Tock Seng Hospital, National Healthcare Group, Singapore

10JJ09 Designing a teaching programme for nursing staff on a frail and functional psychiatry ward using single best answer assessments and small group teaching sessions
Zara Sheikh, NHS, UK

10JJ10 Changing the way of hospital library service in facilitating medical humanity and holistic care education in the transforming era
Yun Chen, Far Eastern Memorial Hospital, Taiwan

10JJ11 What is correlated to Hackathon Participants’ Readiness to Cooperative Problem-solving?
Kung-Pei Tang, Taipei Medical University, Taiwan

10JJ12 Importance of Small-Group Tutoring for Improved Step 1 Performance
Marcel Brus-Ramer, Tel Aviv University, Israel

10JJ13 Re-imagining Small Group Learning and the Development of Soft Skills
Gary Hamlin, Bond University, Australia

10JJ14 Study guide : A friendly tool to get familiar with Pediatric Oncology
Pitichayanan Kuvatjanakul, Udonthani Medical School, Thailand

10JJ15 Role-play as a way to learn about host microbe interactions
Elisabeth Hultgren Hornquist, Örebro University, Sweden

10JJ16 Constructive alignment with peer role play to improve learning on Aged Care for students and residents
En Ye Ong, Eastern Health, Australia

10JJ17 Student Role Play: A Triad of Learning
Thomas Baker, University Hospital Coventry and Warwickshire, UK

10JJ18 Human Library: An opportunity to facilitate cultural competence development for occupational therapy students
Kirsty Pope, Monash University, Australia

0830-1015  #10KK Posters: Interprofessional Education 2
Moderator: Alexandra Rolfe, UK
Location: Hall/Foyer F, Level 0

10KK01 Opportunities of Interprofessional Training in Undergraduate Health Courses: the students’ point of view
Ana Carolina Bonetti Alves, Ribeirao Preto Medical School, Brasil

10KK02 An Interprofessional Education Intervention for First-Year Medical and Nursing Students: Changes in attitudes toward interprofessional learning
Sang Hui Chu, Yonsei University College of Nursing, South Korea

10KK03 Integrated Interprofessional Collaborative Healthcare to Postgraduate Learning: Experience from Medical Intensive Care Setting
Pornanam Dinthong, Khon Kaen Hospital, Khon Kaen, Thailand

10KK04 Tumor Board Shadowing: A Unique Opportunity for Medical Students to Learn Effective Collaboration Through Multidisciplinary Cancer Care
Miliami Sivapragasam, McGill University Health Centre, Canada

10KK05 Community Emergency Medicine (CEM): Multiprofessional education to encourage learning experience, four years of implementation
Sirote Srimahadthai, Medical Education Center, Ratchaburi Hospital, Thailand

10KK06 Call the On Call: Authentic team training and communication at the Inter-Professional Training Ward
Lana Zelic, Karolinska Institutet, Sweden
10KK07 In Situ Simulation Training as a Tool for Interprofessional Education in Pediatric Emergency
Wanna Ardonk, Buddhachinaraj Medical Center, Thailand

10KK08 Development of interprofessional learning objectives for the National Licensing Examination in Medicine, Pharmacy and Psychotherapy in Germany
Maryna Gornostayeva, The German National Institute for State Examination in Medicine, Pharmacy and Psychotherapy, Germany

10KK09 Applying World Café to initiate the reform of inter-professional practice(IPP) and holistic care(HC) curricula among all professions
Pi-Yu Wu, National Defense Medical Center Tri-Service General Hospital, NDUMCTSCH, Taiwan

10KK10 Interprofessional Education
Albena Gayef, Trakya University Faculty of Medicine, Department of Medical Education, Edirne, Turkey

10KK11 Presage, Process and Product: Analysis of an Interprofessional Education Intervention
Marcio Gomes, University of Ottawa/Royal College of Physicians and Surgeons of Canada, Canada

10KK12 Effectiveness of a Small Group Class Teaching of Interprofessional Education on Nurses’ Attitudes toward Interprofessional Practice
Li-Chen Lin, Tri-Service General Hospital, Taiwan

10KK13 An interprofessional approach to enhance safety and teamwork in the operating room: the STOR course
Malcolm Han Wen Mak, Tan Tock Seng Hospital, Taiwan

10KK14 Communication skills development: an interprofessional approach to patient management and handover
Heidi Penrose, Mid-Wessex GP Education, UK

10KK15 Hidden Key to Safer Patient Care: Role of Interprofessional Learning in a Hospital Setting
Mazuin Abu Talib, University Hospital of North Tees, UK

10KK16 What are the elements of an effective interprofessional education during simulation in an Asian context?
Gayathri Nadarajah, Singhealth, Singapore

10KK17 Supervisors’ pedagogies for supporting interns to learn intra- and interprofessional collaboration: a qualitative and quantitative ego network analysis
Mirte van den Broek, University Medical Center Utrecht, The Netherlands

0830-1015 #10LL Posters: Assessment: Clinical, Peer and Self Assessment
Moderator: Elizabeth Kachur, USA
Location: Hall/Foyer F, Level 0

10LL01 An analysis of sign-based teaching for clinical final examinations
Jasper Vink, Gay’s and St Thomas’ NHS Foundation Trust, UK

10LL02 The quality of written feedback in mini- Clinical Evaluation Exercise (mini-CEX) in foundation doctor’s e-Portfolios
David Faiyazi, Royal Liverpool Hospital, UK

10LL03 Enhancing Workplace-Based Assessments and Learning: LEAPing into the Future with Smartphone Applications
Sabrina Lau, Tan Tock Seng Hospital, Singapore

10LL04 Supervisors’ Perception of the Use of the Generic version of the Mini-CEX in Occupational Therapy Fieldwork Education in Taiwan
Yi-chia Liu, National Cheng Kung University Hospital, Taiwan

10LL05 The long case: an educational impact study
Corinne Tey, The University of Melbourne, Australia

10LL06 Effective Auto-Evaluation of Clinical Competence in Undergraduate Oversized Groups Using Low-Cost Technology
Edgar Israel Herrera Bastida, Anahuac University, Mexico

10LL07 Theoretically and empirically-informed narrative descriptions of competency development
Jacqueline Raymond, University of Sydney, Australia

10LL08 TOSCE in Obstetric Emergency: Good for improved IPE
Prakarn Ongartboon, Phrao Hospital, Thailand

10LL09 Evaluating Competences for Teamwork Among Medical Students
Claudia Araya Becerra, Universidad San Sebastian, Chile

10LL10 Do CREOG exam scores reflect performance in local assessments and Arab board exams in an AGME-I residency program?
Hessa Al Suwaidi, SEHA, UAE

10LL11 Validity Evidence Supporting Computer-Based Test and OSCE Scores at 4th-Year Predicting National Board Examination Performance Following 5-Year Undergraduate Medical School in Japan
Shoko Horita, The University of Tokyo, Japan

10LL12 Lecturers’ conceptions of assessment and other factors influencing how they practice assessment
Danica Sims, University of Cape Town, South Africa

10LL13 Comparison of the reliability of three methods used for peer assessment
Pongpol Jameekornkul, Chulalongkorn University, Thailand
10MM14 The acceptability of peer assessment of group work participation among medical students
Apisit Rungruengsirichok, Faculty of Medicine, Chulalongkorn University, Thailand

10MM15 Usefulness of PBL peer evaluation as a predictor of performance after graduation
Ye Ji Kang, Sungkyunkwan University, South Korea

10MM16 Ratings of Performance in Multisource Feedback: Comparing Performance Theories of Residents and Nurses
Muhammad Tariq, Aga Khan University, Pakistan

10MM17 Evaluating the impact of the implementation of self-assessment in PBL tutorials: Does it improve students’ learning?
Umatul Khoiriyah, Faculty of Medicine Universitas Islam Indonesia, Indonesia

10MM18 Verify a performance assessment rating scale for evidence-based healthcare evaluation
Chien-Chih Wu, Taipei Medical University Hospital, Taiwan

0830-1015 #10MM Posters: Student: Engagement / Peer Assisted Learning / Student as Teacher
Moderator: Vinsha Devi Nadarajah, Malaysia
Location: Hall/Foyer F, Level 0

10MM01 Student Taskforce for the nationwide implementation of Interprofessional Training Wards in Germany
Lisa Schmitz, German Medical Students’ Association (bvmd), Germany

10MM02 Correlation in the student-generated asking question and Level of Bloom’s Taxonomy in the medical students
Siripongpan Chirachaya, Division of Pulmonology, Department of Medicine, Hanyang Medical Education Center, Songkhla, Thailand

10MM03 Should student-led teaching be incorporated into the medical school curriculum?
Edward Fenby, King’s College London, UK

10MM04 Keep calm and plan properly! What medical students on a research project course recommend their peers in order to succeed
Riitta Mäler, Karolinska Institutet, Sweden

10MM05 Can National Licensing Board and medical students’ associations work together? IMPPULS-Group - a nationwide students’ task force at the German National Institute for state examinations in Medicine
Aurica Ritter, German Medical Students Association (bvmd), Germany

10MM06 Student Engagement in Curriculum Development: A first for The University of The West Indies Faculty of Medical Sciences, Jamaica
Nikolai Nunes, UWI Mona Campus, Jamaica

10MM07 Factors affecting Medical Student Engagement in Institute of Medicine
Areerat Siripongpan, Suranaree University of Technology, Thailand

10MM08 Peer-to-peer small group tutoring improves knowledge and confidence for undergraduate clinical exams in both tutors and tutees
Urvij Karamchandani, Imperial College London, UK

10MM09 Peer learning - Medical students learn from and with each other in placement training at the primary health center
Carl Göransson, Brickebacks Primary Health Center, Sweden

10MM10 Impact of near-peer tutoring weekly sessions on academic performance of first year medical students
Mohammed Khali, University of South Carolina School of Medicine Greenville, USA

10MM11 Developing a Near-Peer Led Medical Innovation Programme for Preclinical Medical Students
George Choo, UCL Medical School, UK

10MM12 Goal-Directed Near-Peer Led Clinical Skills Programme for Third Year Medical Students
Umair Khan, Nobles Hospital, Isle of Man, UK

10MM13 A peer-led introductory session for the first cohort of students at a new UK medical school
Ronak Shah, University of Cambridge School of Clinical Medicine, UK

10MM14 Committing to change - what do students want to improve after a peer teaching course with cases from general practice?
Julia Freytag, Charité Universitätsmedizin Berlin, Germany

10MM15 To what extent are medical students’ motivations to seek teaching experience impacted by their recognition that their future role as a doctor will involve teaching?
Henry Mitchell, Queen Mary University of London, UK

10MM16 Starting Early: Can a peer teacher training program (PTT) help to develop medical students’ teaching and feedback skills?
Chiraq Thakrar Karia, University Hospitals of Leicester NHS Trust, UK

10MM17 A case study of higher education student volunteer mentors within the charity SHINE Mentoring
Sonia Akrivi, Brighton and Sussex Medical School, UK

10MM18 AMEE Group Meeting
0830-1015 AskAMEE (closed meeting) Room L4, Level 1

1015-1045 Coffee Break Viewing of posters and exhibits Entrance Hall, Hall E, Gallery, Foyer M and N
Session 11: Simultaneous Sessions

1045-1245

#11 Plenary 4
Moderator: Trevor Gibbs, UK
Location: Hall A/C, Level 2

1045-1050
A look ahead to AMEE 2020 in Glasgow

1050-1140
#11A PechaKucha™ Presentations

#11A1 The crossroads of residency: The present tough decisions of a young doctor
Agostinho Sousa, European Junior Doctors

#11A2 The values we teach
Teodor Bădărău, IFMSA and Carol Davila University of Medicine and Pharmacy, Bucharest

#11A3 Health literacy and medical students
Beatriz Atienza Carbonell, European Medical Students Association, Spain

#11A4 Creating the Future Workforce
Jennene Greenhill, Flinders Rural Health South Australia, Flinders University College of Medicine and Public Health, Australia

#11A5 These Ideas Must Die: The Zombies of MedEd
Jason Frank, Royal College of Physicians and Surgeons of Canada

1140-1225
#11B Plenary: ICAP: How to Promote Deeper Learning by Engaging Students Constructively and Co-constructively
Michelene Chi (Arizona State University, USA)

1225-1245
Announcement of AMEE Conference Prizes
Concluding remarks

1245
Close of Conference

Courses
1300-1430
ESME Course
Room L8, Level 1

1300-1600
ESMELead Course
Room 0.11-12, Level 0

1300-1600
ESMESim Course
Room 2.17, Level 2

Meeting
1300-1630
AMEE Executive Committee (closed meeting)
Room L4, Level 1
Darling, J
Davidson, P
Davies, D
Davies, G
Dawe, C
Dayala, S
D'Costa, M
de Carvalho-Filho, M A
de Groots, E
de Hoog, M
de Hoong, M
de Jong, P
de la Croix, A
de Veit, G
Deanna, L
Deannan, C
Debets, M
De Champlain, A
Degel, A
Dejarkan, C
Delany, C
Dennety, M
Dennis, C
Dergham, M
Devi Nadarajah, V
Devine, L
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Dieter, P
Diller, G
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Dimitrova, V
Dim, M
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Espinoza-Vazquez, O

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Ferguson, J
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Nadarajan, G #10KK16
Naeem, N #10L6
Nageswara Rao, A #3KK4
Nair, K #3G
Najeeth, U #10DD
Nakagawa, M #5FF5
Nakwan, N #10MM2
Nash, L #7J6
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Nasontrug, T #4MM6
Natthamkul, P #9LL12
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Nawa, N #7KK4
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Nayahangan, L J #4FF12
Neesanur, S #8DD5
Nestel, D #4PCW28
Neto, I #7LL9
Netsakkasem, K #4DD1
Neufeld Kroszynski, G #10S7
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Newton, R #PCW33
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Noble, C #PCW38
Noerholk, L M #5FF9
Noeeverman-Poel, N #4R73
Noening, P #7MM10
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Oliver, N #7MM11
Olmos-Vega, F M #7R6
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