Saturday 27 August

**Registration Desk / Exhibition**
0745-1745  Registration Desk Open
0745-1745  Registration Desk / Exhibition Hall

**Tours** – all tours depart and return to CCIB
0900-1400  In the Footsteps of Gaudí
0900-1400  Tour to Montserrat

**Group Meetings**
1000-1700  AMEE Executive Committee Meeting (closed meeting)  M 213/214 - M 2
0830-1700  WAVES Meeting (closed meeting)  M 215/216 - M 2

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

<table>
<thead>
<tr>
<th>Time</th>
<th>Course</th>
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<tbody>
<tr>
<td>0830</td>
<td>ESME – Essential Skills in Medical Education  Location: MR 117 – P1</td>
</tr>
<tr>
<td>0845</td>
<td>ESMEA - Essential Skills in Medical Education Assessment Location: MR 124 – P1</td>
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<tr>
<td>0845</td>
<td>RESME - Research Essential Skills in Medical Education Location: MR 115 – P1</td>
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<tr>
<td>0830</td>
<td>ESMESim - Essential Skills in Simulation-based Healthcare Instruction Location: MR 116 – P1</td>
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<tr>
<td>0830</td>
<td>ESCEPD - Essential Skills in Continuing Education and Professional Development Location: MR 128 – P1</td>
</tr>
<tr>
<td>0830</td>
<td>ESCEL - Essential Skills in Computer-Enhanced Learning Location: MR 120 – P1</td>
</tr>
<tr>
<td>0845</td>
<td>ASME-FLAME – Fundamentals of Leadership and Management in Education Location: MR 114 – P1</td>
</tr>
</tbody>
</table>

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

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<tbody>
<tr>
<td>0845</td>
<td>ASME-FLAME – Fundamentals of Leadership and Management in Education Location: MR 114 – P1</td>
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</tbody>
</table>

**First World Summit on Competency-Based Education**
**Pre-registration is essential. Coffee & Lunch will be provided.**

One of the most important trends in the last decade has been the move to competency-based/outcome-based education. The summit, organized by the International Competency Based Medical Education Collaborators (ICBMEC), provides a forum for experienced individuals or those new to the theme to share information and innovations and to explore further developments in the field. The summit will include plenary sessions, short communications, poster presentations and 'how-to' workshops.

Time: 0800-1815

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

**PCW 01** Small Group Teaching with SPs: preparing faculty to manage student-SP simulations to enhance learning
Lynn Kosowicz (USA), Diana Tabak (Canada), Cathy Smith (Canada), Jan-Joost Rethans (Netherlands), Henrike Holzer (Germany), Carine Layat Burn (Switzerland), Keiko Abe (Japan), Jen Owens (USA), Mandana Shirazi (Iran), Karen Reynolds (United Kingdom), Karen Lewis (USA)
Location: MR 121 – P1

**PCW 02** The experiential learning feast around non-technical skills
Peter Dieckmann (Copenhagen Academy for Medical Education and Simulation – CAMES, Herlev, Denmark), Simon Edgar (NHLS Lothian, Edinburgh, UK), Walter Eppich (Northwestern University Feinberg School of Medicine, USA), Nancy McNaughton (University of Toronto, Canada), Kristian Krogh (Centre for Health Sciences Education, Aarhus University, Denmark), Doris Østergaard (Copenhagen Academy for Medical Education and Simulation – CAMES, Herlev, Denmark)
Location: MR 122 – P1

**PCW 03** “Letting go” - how to apply principles of Directed Self Regulated Learning in unsupervised technical skills training
Ryan Brydges (University of Toronto and Interim Associate Director & Scientist, The Wilson Centre, UHN, Canada), Steven A. W. Andersen (Copenhagen Academy for Medical Education and Simulation, Denmark and Rigshospitalet, Copenhagen, Denmark), Ebbe Thinggaard (Copenhagen Academy for Medical Education and Simulation, Denmark and Koege and Roskilde Hospital, Koege, Denmark), Lars Konge (University of Copenhagen and Rigshospitalet, Copenhagen Academy for Medical Education and Simulation, Denmark)
Location: MR 123 – P1

**PCW 04** Making a “Flipped” Classroom Successful: What is it and how to do it?
Sandy Cook (Duke-NUS, Singapore), Ruth Levine (University of Texas Medical Branch, USA)
Location: 211 – P2

**PCW 05** Assessing assessment. Best practice approaches in assessment and tips for submitting a successful ASPIRE award application in this area.
Heeyoung Han, Reed Williams (Southern Illinois University School of Medicine, USA), Anne-Marie Reid (Leeds University, UK)
Location: MR 125 – P1

**PCW 06** Curriculum Mapping – black box or easier than thought?
Olof Ahlers (LOOOP Project, Charité – Universitätsmedizin Berlin, Germany), Ina Treadwell (Sefako Makgatho Health Sciences University, Gauteng, South Africa), Martin Dittmar, Felix Balzer (LOOOP Project, Charité – Universitätsmedizin Berlin, Germany), Jan Carl Becker (Medical Faculty, University of Muenster, Germany), Ara Tekian (College of Medicine, University of Illinois at Chicago, USA)
Location: MR 127 – P1
PCW 07 Patient Engagement...How It Improves Global Health Care Outcomes  
Location: MR 129 – P1

PCW 08 Enhancing difficult communication in a high-stakes environment  
Moushumi Sur, Laura Loftis, Danny Castro, Tessy Thomas (Baylor College of Medicine, USA)  
Location: MR 132 – P1

PCW 09 A Framework for Analysis of Unprofessional Behaviour in Medical Students  
Vikram Jha, Susannah Brockbank (University of Liverpool, UK)  
Location: MR 133 – P1

PCW 10 Matching an Active Learning Modality to a Curricular Topic  
Frazier Stevenson (Conceptual Medical Education, USA)  
Location: MR 134 – P1

PCW 11 Dentistry and Medicine - a new AMEE-ADEE initiative  
Corrado Paganelli, Jacques Olivier Pers, Rui Amaral Mendes (ADEE), Janusz Janczukowicz, Monika Lukomska-Szymanska, Gary Rogers (AMEE)  
Location: MR 113 – P1

PCW 12 Integrating SPs into the IPE Experience  
Dawn M Schoken (USF Health Morsani College of Medicine, USA), Steve Charles (University of Kansas School of Medicine – Wichita, USA), Vinitha Kluk (USF Health Morsani College of Medicine, USA)  
Location: MR 121 – P1

PCW 13 Development of Situational Judgement Based Approaches for Selection, Development & Assessment  
Fiona Patterson (Work Psychology Group & University of Cambridge, UK), Lara Zibarras (Work Psychology Group & City University London, UK), Charlotte Flaxman (Work Psychology Group, UK)  
Location: MR 122 – P1

PCW 14 Icing the Cake: Using Capstone Courses to Enhance the Transition from Medical Student to Junior Doctor  
Christopher Richardson, Daniel Axelson, Whitney Bryant, Riley Grasso, Sarah Ronan-Bentle (University of Cincinnati College of Medicine, USA), Matthew Stull (University of Michigan Medical School, USA)  
Location: MR 123 – P1

PCW 15 Beyond Numbers: Observational and Qualitative methods for medical education researchers  
Subha Ramani (Harvard Medical School, USA), Karen Mann (Dalhousie University School of Medicine, Canada), Antoinette Peters (Harvard Medical School, USA)  
Location: 211 – P2

PCW 16 Paths to student engagement in medical schools: key ingredients among multiple paths  
Marko Zdravkovic (University Medical Centre Maribor, Slovenia), Manuel João Costa (School of Health Sciences, University of Minho, Portugal), Danai Wangsaratuka (Faculty of Medicine, Chulalongkorn University, Thailand), Kulsoom Ghias (Aga Khan University, Pakistan), Simon Drees, Harm Peters (Charité – Universitätsmedizin Berlin, Germany), Michael Rieder (Schulich School of Medicine & Dentistry, Canada)  
Location: MR 125 – P1

PCW 17 Culture matters: Feedback in health profession education for diverse learners in international settings  
Chaoyan Dong (Sengkang Health, SingHealth, Singapore), Chay-Hoon Tan (National University of Singapore, Singapore), Elizabeth Kochur (Medical Education Development, USA), Che-Wei, Thomas Lin (Taipei Medical University, Taiwan), Monica van de Ridder (Department of Education Albert Schweitzer ziekenhuis, The Netherlands), Peter Dieckmann (Copenhagen Academy for Medical Education and Simulation – CAMES, Denmark)  
Location: MR 127 – P1

PCW 18 The Australian Experience of implementing an international grant model for the interprofessional continuing health education (CHE): what work, what does not! Facilitating an international discussion  
Location: MR 129 – P1

PCW 19 Dying and grief: practical tools to help students reflect on these challenges  
Veronica Seleger (VU University Medical Center, The Netherlands), Bryan Vernon (Newcastle University, United Kingdom)  
Location: MR 132 – P1

PCW 20 Globalizing medical education and health through resident exchanges: Making it happen  
Ahmet Murt (Junior Doctors Network (JDN), Turkey), Klaus Puschel (Catolica Pontificia de Chile), Sohaila Cheema (Weil Cornell Medical College, Qatar), Anna Iacone(AMCOMD), Marta van Zanten (JDN), Ricardo Correa, MD, Resident Fellow, United States, Junior Doctors Network  
Location: MR 133 – P1

PCW 21 Rethinking the role of Twitter and social media in medical education: social media as open learning resources  
Natalie Lafferty (Centre for technology & Innovation in Learning, University of Dundee, UK), Annalisa Manca (School of Medicine, University of Dundee, UK)  
Location: MR 134 – P1

Coffee Break Times  
For delegates who have registered to attend a pre-conference workshop, coffee will be available in the Foyer of floor P1 at the following times:

Morning Workshop: 1000-1100  
Afternoon Workshop: 1430-1530
Sunday 28 August

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

Tours – all tours depart and return to CCIB
0900-1300  Half-day Tour of Codorniu Winery
0900-1400  Half-day Tour of Sitges
0930-1330  La Roca Village
1300-1700  La Roca Village

Group Meetings
0800-0930  ASPIRE Assessment Panel (closed meeting)  MR 128 - P1
0800-0930  ASPIRE Faculty Development Panel (closed meeting)  MR 133 - P1
0800-0930  ASPIRE Simulation Panel (closed meeting)  M 211/212 - M2
0800-0930  ASPIRE Social Accountability Panel (closed meeting)  MR 132 - P1
0800-0930  ASPIRE Student Engagement Panel (closed meeting)  M 213/214 - M2
1000-1300  ASPIRE Board Meeting (closed meeting) (lunch served)  M 213/214 - M2
1400-1700  ASPIRE Academy (closed meeting)  M 213/214 - M2

GAME Sessions
Pre-registration is essential. Breakfast will be provided at the SIGs and coffee and lunch will be provided at the GAME Meeting.
0700-0800  GAME SIG  212 - P2
0800-1700  GAME Meeting  212 - P2

AMEE-Essential Skills in Medical Education (ESME) Courses
Pre-registration is essential. Coffee & Lunch will be provided.
0830-1630  ESME – Essential Skills in Medical Education  Location: MR 117 – P1
0845-1215  ESME – Essential Skills in Medical Education Assessment  Location: MR 124 – P1
0830-1630  RASME – Research Advanced Skills in Medical Education: Experimental Studies in Medical Education: from theory to practice  Location: MR 116 – P1
0915-1630  RASME – Research Advanced Skills in Medical Education: Qualitative Research Methodologies: Embracing Methodological Flexibility  Location: MR 115 – P1

Course
Pre-registration is essential. Coffee & Lunch will be provided.
0845-1630  ASME-CALM – Change, Adaptability, Leadership and Management  Location: MR 121 – P1

Course
Pre-registration is essential. Coffee & Lunch will be provided.
0930-1630  PASREV - Practical Skills for Reviewing Evidence in Health Professions Education  Location: MR 120 - P1

First World Summit on Competency-Based Education
Pre-registration is essential. Coffee & Lunch will be provided.
One of the most important trends in the last decade has been the move to competency-based/outcome-based education. The summit, organized by the International Competency Based Medical Education Collaborators (ICBMEC), provides a forum for experienced individuals or those new to the theme to share information and innovations and to explore further developments in the field. The summit will include plenary sessions, short communications, poster presentations and ‘how-to’ workshops.
Time: 0800-1700

Pre-Conference Workshops
Pre-registration is essential. Coffee will be provided.
Lunch is not provided unless otherwise indicated
0915-1215  PCW 22 Converting Ability to Capability. Developing Skills that Enhance Faculty Development  Davinder Sandhu (Royal College of Surgeons in Ireland, Bahrain), Alan Cook (Health Education South West, UK)  Location: MR 114 – P1
0915-1215  PCW 23 Non-technical skills: what are they and how can we teach/assess them?  Jonathan Beard (UK), Eleanor Robertson (UK)  Location: MR 122 – P1
0915-1630  PCW 24 Creating blended learning approaches  AMEE eLearning Committee  Location: MR 123 – P1 (Lunch will be procided in the room)

PCW 25 The Small Group Experience: Strategies to Improve Your Performance as Facilitator  Carol F. Capella (Weill Cornell Medical College, USA), Elza Mylona (Eastern Virginia Medical School, USA), Norma S. Saks (Rutgers Robert Wood Johnson Medical School, USA), Thanakorn Jirasevijinda (Weill Cornell Medical College, USA)  Location: MR 113 – P1

PCW 26 Going beyond veterinary professional skills: the question of employability  Liz Mossop, Kate Cobb (School of Veterinary Medicine and Science, University of Nottingham, UK), Susan Rhind (Royal (Dick) School of Veterinary Studies, University of Edinburgh, UK), John Tegzes (Western University of Health Sciences, USA)  Location: MR 125 – P1 (Lunch will be procided in the room)
<table>
<thead>
<tr>
<th>Time</th>
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</table>
| 0915-1215 | **PCW 27** Use of Generalizability Theory in Designing and Analyzing Performance-Based Tests  
David B Swanson (American Board of Medical Specialties, USA)  
Location: MR 127 – P1 |
| 0915-1215 | **PCW 28** Kick-starting a Career in Medical Education: Channeling Passion into Productivity  
Matthew J. Stull (University of Michigan, USA), Rille Pihlak (University of Tartu, Estonia), Robbert Duvivier (University of Newcastle, Australia), Margot Weggemans (University of Utrecht, The Netherlands), Kevin Garry (NHS-Lanarkshire, UK)  
Location: MR 129 – P1 |
| 0915-1215 | **PCW 29** Teaching and learning clinical reasoning  
Ralph Pinnock (Dunedin School of Medicine, University of Otago, Dunedin, New Zealand), Louise Young (James Cook University, College of Medicine and Dentistry, Townsville, Australia), Erle Lim Chuan Hian (National University Hospital, Singapore), Paul Welch (James Cook University, College of Medicine and Dentistry, Townsville, Australia), Helen Chignell (Dunedin School of Medicine, University of Otago, Dunedin, New Zealand)  
Location: MR 134 – P1 |
| 0915-1215 | **PCW 30** How to design integrated simulation scenario  
Che-Wei Lin (Taipei Medical University, Taiwan), Wenchun Huang (Taipei Medical University, Taiwan), Jen-Chieh Wu (Taipei Medical University, Taiwan), Terry Pan (National University Singapore, Singapore), Geoffrey T. Miller (Eastern Virginia Medical School, USA), Paul E. Phrampus (Pittsburgh University, USA)  
Location: M 215 + 216 – M2 |
| 1330-1630 | **PCW 31** An Expert's Guide to Peer Review: An Interactive Look at the Life Cycle of a Scholarly Submission  
David Sklar (University of New Mexico, USA), Steven Durning (Unformed Services University of the Health Sciences, USA), Chris Candler (University of Oklahoma College of Medicine, USA), Anne Farmakidis, Mary Beth DeVibbiss (Association of American Medical Colleges, USA), Jan D. Carline (University of Washington, USA)  
Location: MR 124 – P1 |
| 1330-1630 | **PCW 32** Advanced Presentation Skills - Going From Good to Great  
Lawrence Sherman (Provera Education, USA)  
Location: MR 114 – P1 |
| 1330-1630 | **PCW 33** What to do when OSCEs go wrong!  
Using meaningful psychometrics to support recognition, remediation and decision making in OSCE 'dilemmas'  
Richard Fuller, Matthew Homer, Godfrey Pell (University of Leeds, UK)  
Location: MR 122 – P1 |
| 1330-1630 | **PCW 34** Self-Awareness and Reflection: Mind-Body Medicine for Preventing Burnout and Promoting Resiliency  
Aviad Haramati (Georgetown University School of Medicine, Washington, DC, USA)  
Location: MR 113 – P1 |
| 1330-1630 | **PCW 35** Assessing Professionalism with MCQs  
Kathy Holtzman, Krista Allbee (American Board of Medical Specialties, International Programs, Chicago, IL, USA)  
Location: MR 127 – P1 |
| 1330-1630 | **PCW 36** Understanding, Developing and Implementing Adaptive Education; a Model for Future Medical Education  
Hilliard Jason, Jane Westberg (iMEDEtrust, London, UK, and University of Colorado, USA), Michael Seropian (Oregon Health & Science University, USA), Davinder Sandhu (Royal College of Surgeons in Ireland, Bahrain), Andrew Douglas (iMEDEtrust, London, UK)  
Location: MR 128 – P1 |
| 1330-1630 | **PCW 37** “I used to be afraid, but now I’m not...”- How to use statistics effectively (and impactfully!) in Medical Education Research  
Karen Elley (Postgraduate Dental Education in the West Midlands, UK), Connie Wiskin (Birmingham Medical School, UK), John Duffy (Edinburgh, UK)  
Location: MR 129 – P1 |
| 1330-1630 | **PCW 38** Cancelled |
| 1330-1630 | **PCW 39** Communicating with the Learner in Difficulty  
Carmen Wiebe, Mark Halman (University of Toronto, Canada)  
Location: MR 133 – P1 |
| 1330-1630 | **PCW 40** Five essential topics for faculty development programs in assessment: What do faculty need to know?  
Ara Tekian (University of Illinois at Chicago, USA), John Norcini (FAIMER, Philadelphia, USA)  
Location: MR 134 – P1 |
| 1330-1630 | **PCW 41** Mentoring your mentors : facilitating the development of mentors in the context of a longitudinal and portfolio-based mentoring system  
Sylvia Heeneman, Willem de Grave (Maastricht University, The Netherlands)  
Location: M 215 + 216 – M2 |

**Coffee Break Times**  
For delegates who have registered to attend a pre-conference workshop, coffee will be available in the Foyer of floor P1 at the following times:  
- Full Day Workshop: 1000-1100 & 1430-1530  
- Morning Workshop: 1000-1100  
- Afternoon Workshop: 1430-1530

**AMEE 2016 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 - drinks provided!  
Trudie Roberts (AMEE President), Ronald M Harden (AMEE General Secretary/Treasurer), Pat Lilley (AMEE Operations Director), Trevor Gibbs (AMEE Development Officer), John Dent (AMEE International Liaison Officer) & Farzand Ali (International Business Development Manager)  
Location: 211 – P2  
Time: 1600-1700
MAIN PROGRAMME

1730-1900  #1 Plenary
Chair: Ronald Harden
Location: Auditorium

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

Welcome to AMEE 2016
Trudie Roberts (AMEE President) & Felipe Rodríguez de Castro (SEDEM President)

Introduction to AMEE 2016 Programme
Ronald Harden, General Secretary/Treasurer, AMEE

1800 - 1855  #1A Creating Safe Spaces for Academic Innovation: Pushing the Boundaries of Medical Education Research and Scholarship
Graham Brown - Martin (Education Design Labs, UK)

1855-1900  Miriam Friedman Ben David Presentation

1900 - 1915  Wisdom of our Crowd

1915 - 1930  Rumba Catalana Performance

1930  Rumba Band to lead the delegates from the Auditorium to the Exhibition Hall for the drinks reception

1930-2100  Opening Reception
Enjoy some local food and wine that Spain has to offer. Take the opportunity to renew acquaintances and make new friends, as well as the chance to visit the exhibition stands, and marvel at the Catalan Castell Performance (Tower of Humans).

Catalan Castell Performance: Tower of Humans

CASTELLS (Human towers) undoubtedly represent an example of human excellence in teamwork. People of different race, age and gender working together with strength, balance, courage and common sense.

A castell (Catalan pronunciation: [kasˈteʎ]) is a human tower built traditionally in festivals at many locations within Catalonia. At these festivals, several colles castelleres (group of people who do these towers) often succeed in building and dismantling a tower’s structure. On November 16, 2010, castells were declared by UNESCO to be amongst the Masterpieces of the Oral and Intangible Heritage of Humanity.

The tradition of building castells originated in the Ball dels Valencians in Valls, near the city of Tarragona, first documented in 1712.

Over the course of the 18th century, this spread to other towns and cities in the area, including Vilafranca del Penedès and Tarragona, though it wasn’t until the last 50 years that the practice of building Castells began to spread to the rest of Catalonia.

The arrangement of castellers can be a multi-tiered structure and the highest has a height spanning of nine or ten people from the ground up.
Monday 29 August

Registration Desk / Exhibition
0715-1745 Registration Desk Open Exhibition Hall
0800-1730 Exhibition Open Exhibition Hall

Group Meetings
0700-0815 Ottawa 2018 Planning Meeting M 213/214 - M2 (closed meeting)
0700-0815 Editors Meeting MR 129 - P1 (private meeting)
0800-0945 BEME Review Meeting MR 131 - P1 (private meeting)

CPR Training
0800-1730 Hands-on CPR Training Exhibition Hall (Open to everyone)

Tours – all tours depart and returns to CCIB
0900-1300 Olympic Highlights Tour
1300-1700 Walking Tour through the Gothic Quarter including Boqueria Market
1400-1800 Half-day Tour of Codorniu Winery

Session 2: Plenary
0815-0930 #2 Plenary Chairperson: Stewart Mennin (Brazil)
Location: Auditorium

0900-0915 ASPIRE-to-Excellence Award Presentations
0915-0930 Wisdom of our Crowd
0930-1000 Coffee Break
(viewing posters and exhibits)

Session 3: Simultaneous Sessions
1000-1200 #3A Symposium: Medical Education and Health Systems in the 21st Century: In search of a new paradigm for “Wicked” problems in healthcare
Stewart Mennin (Brazil), Ian Curran (UK), Glenda Eoyang (USA), Lambert Schuwirth (Australia) (Chair)
Location: Auditorium

1000-1200 #3B Symposium: Making Feedback Better: How can we innovate within a rigid professional culture?
Anna Ryan (Australia), Chris Watling (Canada), Chris Harrison (UK), Lorelei Lingard (Canada) (Discussant)
Location: M 211 – P2

1000-1200 #3C Symposium: Big Learning from Small Screens: Using mobile technology in medical education
Organised by AMEE eLearning Committee (Coordinator: Peter GM de Jong, Netherlands)
Location: MR 112 – P1

1000-1200 #3D Research Paper: Assessment Chairperson: Nicole Borges (USA)
Assessor: Ryan Brydges (USA)
Location: MR 117 – P1

1000-1020 #3D1 Perceptions of purpose, value and process of mini-CEX following implementation in anaesthesia training in Australasia – intended and unintended consequences.
Damian Castanelli (Monash University, Melbourne, Australia)

1002-1040 #3D2 How Do Clinical Competency Committees Use Different Sources of Data to Assess Residents’ Performance on the Internal Medicine Milestones? A Mixed Methods Study
Andem Ekpenyong (Rush University Medical Center, Chicago, USA)

1030-1050 #3D3 Inter-rater variability in performance assessments: Identifying raters’ divergent points of view
Andrea Gingerich (Northern Medical Program-UBC Medicine, Prince George, Canada)

1100-1120 #3D4 A BEME Review of the Psychometric and Edumetric Properties of Assessment Instruments for the Medical Consultation for Undergraduates
Teresa Pawlikowska (RCSI, Dublin, Ireland)

1120-1140 #3D5 The Consequential Validity of Resident Ratings of their Clinical Teachers
Kathryn Myers (University of Western Ontario, Canada)

1140-1200 #3D6 A cautionary tale of ensuring the quality of multiple-choice exams administered to small cohorts
Meredith Young (McGill University, Montreal, Canada)
<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Title</th>
<th>Chairperson</th>
<th>Location</th>
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<tbody>
<tr>
<td>1100-1115</td>
<td><strong>Discussion</strong></td>
<td>#3I5 Reflective Practice in medical education: a trainee-led Balint group scheme for University of Bristol medical students</td>
<td>Clare Trevelyan (Avon and Wiltshire Mental Health Partnership NHS Trust, Bristol, UK)</td>
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<tr>
<td>1000-1200</td>
<td><strong>Short Communication:</strong> Integration and Curriculum Development**</td>
<td>#3J Early Clinical Experience Specific for Entering Medical Students from High Schools: A Qualitative Study</td>
<td>Chairperson: Wojciech Pawlina (USA) Discussant: Barbara Jennings (UK) Location: MR 116 – P1</td>
<td></td>
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<tr>
<td>1000-1015</td>
<td><strong>Short Communication:</strong> Improving students' use of a deep approach to learning: Should we focus on integrating our curricula?**</td>
<td>#3J4 Improving students' use of a deep approach to learning: Should we focus on integrating our curricula?</td>
<td>Anne Baroffio (University of Geneva Medical School, Geneva, Switzerland)</td>
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<tr>
<td>1100-1115</td>
<td><strong>Discussion</strong></td>
<td>#3J5 Student-centered tutoring as a model for patient-centeredness and empathy</td>
<td>Adiya Meirovich (Department of Management of Service Organizations, Hadassah Academic College, Jerusalem, Israel)</td>
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<tr>
<td>1115-1130</td>
<td><strong>Research:</strong> Thinking outside the square: Changing from an MBBS to an Doctor of Medicine using innovation in an Australian Medical School.**</td>
<td>#3J6 Thinking outside the square: Changing from an MBBS to an Doctor of Medicine using innovation in an Australian Medical School.</td>
<td>Janie Smith (Faculty of Health Sciences and Medicine, Bond University, Gold Coast, Australia)</td>
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<tr>
<td>1130-1200</td>
<td><strong>Discussion</strong></td>
<td>#3K Short Communication: Competency-Based Education 1</td>
<td>Chairperson: Peter Dieckmann (Denmark) Location: MR 118 – P1</td>
<td></td>
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<tr>
<td>1000-1200</td>
<td><strong>Short Communication:</strong> Competency-Based Education 1</td>
<td>#3K1 Medical students’ professional development during clinical courses</td>
<td>San Panzer (Karolinska Institutet, Stockholm, Sweden)</td>
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<tr>
<td>1000-1015</td>
<td><strong>Discussion</strong></td>
<td>#3K2 Not presented</td>
<td></td>
<td></td>
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<tr>
<td>1030-1045</td>
<td><strong>Research:</strong> CanMEDS 2015: Development of a renewed competency framework for Health Professions**</td>
<td>#3K3 CanMEDS 2015: Development of a renewed competency framework for Health Professions</td>
<td>Jason Frank (Royal College of Physicians &amp; Surgeons of Canada, Ottawa, Canada)</td>
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</tr>
<tr>
<td>1045-1100</td>
<td><strong>Research:</strong> How Entrustable Professional Activities Relate To Traditional Performance Assessments of Early Medical Students**</td>
<td>#3K4 How Entrustable Professional Activities Relate To Traditional Performance Assessments of Early Medical Students</td>
<td>H. Carrie Chen (University of California San Francisco and University Medical Center Utrecht, San Francisco, USA)</td>
<td></td>
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<tr>
<td>1100-1115</td>
<td><strong>Discussion</strong></td>
<td>#3K5 Medical students’ perception of the EPA concept: a focus group study at the Charité - Universitätsmedizin Berlin</td>
<td>Yiva Holzhausen (Charité-Universitätsmedizin Berlin, Berlin, Germany)</td>
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<tr>
<td>1115-1130</td>
<td><strong>Research:</strong> Globalization of milestone project: a qualitative study of the contextualization process for implementing milestone project in a non-western country**</td>
<td>#3K6 Globalization of milestone project: a qualitative study of the contextualization process for implementing milestone project in a non-western country</td>
<td>Cheng-Ting Hsiao (Chang Gung Memorial Hospital Chiayi Branch, Chiayi County, Taiwan)</td>
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<tr>
<td>1130-1200</td>
<td><strong>Discussion</strong></td>
<td>#3L Short Communication: Teaching and Learning Theory</td>
<td>Chairperson: Kulumakan Kulasegaran (Canada) Location: MR 119 – P1</td>
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<td>1000-1200</td>
<td><strong>Research:</strong> What I really sort of struggled with...” The use of audio-diaries to identify threshold concepts and troublesome knowledge in a Year 1 Problem Based Learning programme**</td>
<td>#3L1 “What I really sort of struggled with...” The use of audio-diaries to identify threshold concepts and troublesome knowledge in a Year 1 Problem Based Learning programme</td>
<td>Kerry Gilbert (Plymouth University, Plymouth, UK)</td>
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<td>1015-1030</td>
<td><strong>Research:</strong> Learning by Osmosis: Can student created content and a spaced-repetition formative assessment technology augment a collaborative student-driven curriculum?**</td>
<td>#3L2 Learning by Osmosis: Can student created content and a spaced-repetition formative assessment technology augment a collaborative student-driven curriculum?</td>
<td>Shiv Gaglani (Johns Hopkins School Of Medicine, Baltimore, USA)</td>
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<td>1030-1045</td>
<td><strong>Research:</strong> Voucher Education: students as leading change agents in personalized medical education.**</td>
<td>#3L3 Voucher Education: students as leading change agents in personalized medical education.</td>
<td>Renske Wiersema (University Medical Centre Groningen, Groningen, Netherlands)</td>
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<td>1045-1100</td>
<td><strong>Research:</strong> Personalised adaptive learning - Is this the future of feedback?**</td>
<td>#3L4 Personalised adaptive learning - Is this the future of feedback?</td>
<td>Laura Straud (Leeds Institute of Medical Education, Leeds, UK)</td>
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<td>1100-1115</td>
<td><strong>Research:</strong> Using differentiated instruction to enhance clinical thinking and English communication skills of Chinese interns with overseas clinical rotations**</td>
<td>#3L5 Using differentiated instruction to enhance clinical thinking and English communication skills of Chinese interns with overseas clinical rotations</td>
<td>Patrick Tan (Shantou-Oxford Clinical Research Unit, Shantou University Medical College, Shantou City, China)</td>
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<td>1115-1130</td>
<td><strong>Research:</strong> Strategies to enhance Self-directed learning (SDL) in medical education – an analytical review**</td>
<td>#3L6 Strategies to enhance Self-directed learning (SDL) in medical education – an analytical review</td>
<td>Sankaranarayanan Ramachandran (University of Glasgow, Glasgow, UK)</td>
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<td>1130-1145</td>
<td><strong>Research:</strong> The Delphi technique: developing an instrument for emotional behavior aspects of Meaningful Learning in Healthcare Professionals**</td>
<td>#3L7 The Delphi technique: developing an instrument for emotional behavior aspects of Meaningful Learning in Healthcare Professionals</td>
<td>Lucia Cadorin (University of Genoa, Genoa, Italy)</td>
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<td>1145-1200</td>
<td><strong>Research:</strong> Bringing back medical students to seminars and lectures: Optional Continuous Assessment as a potential solution**</td>
<td>#3L8 Bringing back medical students to seminars and lectures: Optional Continuous Assessment as a potential solution</td>
<td>Madalena Patrício (Faculty of Medicine of the University of Lisbon, Lisbon, Portugal)</td>
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<td>1000-1200</td>
<td><strong>#3M</strong> Short Communication: Approaches to Clinical Teaching**&lt;br&gt;Chairperson: Cristian Stefan (USA)<strong>&lt;br&gt;Discussant: Richard Ayres (UK)</strong>&lt;br&gt;Location: MR 120 – P1**</td>
<td><strong>#3N</strong> Short Communication: Prescribing**&lt;br&gt;Chairperson: Michael Ross (UK)<strong>&lt;br&gt;Location: MR 121 – P1</strong></td>
<td><strong>#3O</strong> Short Communication: Faculty Development**&lt;br&gt;Chairperson: Dwight Harley (Canada)<strong>&lt;br&gt;Location: MR 122 – P1</strong></td>
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<td>1000-1015</td>
<td><strong>#3M1</strong> The role of the peer-group in medical student transition from classroom to clinical learning environment**&lt;br&gt;Lucy Rosby (Lee Kong Chian School of Medicine, Nanyang Technological University, Singapore, Singapore)**</td>
<td><strong>#3N1</strong> 837 European nearly graduates: a first multinational study of essential knowledge, skills and attitudes in clinical pharmacology and therapeutics**&lt;br&gt;(Postgraduate Travel Award Winner)<strong>&lt;br&gt;David Brinkman (VU University Medical Center, Amsterdam, Netherlands)</strong></td>
<td><strong>#3O1</strong> A tiered approach for mandatory assessment training**&lt;br&gt;Selma Omer (University of Southampton, Southampton, UK)**</td>
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<td>1015-1030</td>
<td><strong>#3M2</strong> Role playing clinical scenarios to appreciate diagnostic uncertainty**&lt;br&gt;David Kandiah (Monash University, Bendigo, Australia)**</td>
<td><strong>#3N2</strong> Multidisciplinary teaching – an approach to prescribing education that works**&lt;br&gt;Lauren O'Brien (School of Medicine, University of Liverpool, Liverpool, UK)**</td>
<td><strong>#3O2</strong> Not presented**</td>
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<td>1030-1045</td>
<td><strong>#3M3</strong> Role modelling of clinical tutors: a focus group study among medical students**&lt;br&gt;Annette Burgess (The University of Sydney, Sydney, Australia)**</td>
<td><strong>#3N3</strong> E-learning: autonomous motivation required?<strong>&lt;br&gt;Jelle Tichelaar (VU University Medical Center, Amsterdam, Netherlands)</strong></td>
<td><strong>#3O3</strong> Spotlight on faculty development**&lt;br&gt;Elizabeth Miles (St George’s, University of London, London, UK)**</td>
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<td>1045-1100</td>
<td><strong>#3M4</strong> Learning from Ward Rounds – Capturing the Educational Potential in Paediatrics**&lt;br&gt;Helen Enright (Department of Paediatrics, University of Melbourne, Melbourne, Australia)**</td>
<td><strong>#3N4</strong> Simulating multiprofessional decision making on prescribing errors: a thematic analysis of pharmacy student perception of behaviours in interprofessional working**&lt;br&gt;Nicole Brown (University of Manchester, Manchester, UK)**</td>
<td><strong>#3O4</strong> What do clinicians regard as evidence of excellent clinical teaching?<strong>&lt;br&gt;David Taylor (University of Liverpool, Liverpool, UK)</strong></td>
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<td>1100-1115</td>
<td><strong>#3M5</strong> Clinical shadowing enables junior medical students to know more about physicians’ work and the core competencies**&lt;br&gt;Tze-Wah Kao (National Taiwan University Hospital and National Taiwan University College of Medicine, Taipei, Taiwan)**</td>
<td><strong>#3N5</strong> Preparing medical students for primary care prescribing practice with the aid of technology to enhance learning**&lt;br&gt;Hiten Mitha (University of Manchester, Manchester, UK)**</td>
<td><strong>#3O5</strong> Incorporating Resident Role Modeling into a Resident as Teacher Curriculum**&lt;br&gt;Robert Sternszus (McGill University Centre for Medical Education, Montreal, Canada)**</td>
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<td>1115-1130</td>
<td><strong>#3M6</strong> Operationalized patient centeredness skills and feedback models**&lt;br&gt;Monika Engblom (Karolinska Institutet, Stockholm, Sweden)**</td>
<td><strong>#3N6</strong> Auditing the prescribing practice of junior doctors as a near peer auditor – a teaching and learning experience**&lt;br&gt;Benjamin Werkmeister (Christchurch hospital, Christchurch, New Zealand)**</td>
<td><strong>#3O6</strong> Follow the Leader: The need to enhance supervisory skills in Competency-Based Education (CBE) within Postgraduate Medical Education (PGME)<strong>&lt;br&gt;Meghan McConnell (McMaster University, Hamilton, Canada)</strong></td>
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<td>1130-1145</td>
<td><strong>#3M7</strong> Health Care Systems Not Medical Knowledge: Trainees experiences of complexity in clinical training**&lt;br&gt;Laura Diachun (Centre for Education Research and Innovation, Schulich School of Medicine and Dentistry, University of Western Ontario, London, Canada)**</td>
<td><strong>#3N7</strong> Exploring the impact of formalised prescribing error feedback**&lt;br&gt;Simon Watmough (University of Liverpool, Liverpool, UK)**</td>
<td><strong>#3O7</strong> Contextual factors influence whether registrars implement what they learn on a “Registrar-As-Teacher” Course at Stellenbosch University**&lt;br&gt;Lizel Smit (Stellenbosch University, Cape Town, South Africa)**</td>
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<td>1145-1200</td>
<td><strong>#3N8</strong> Developing practical prescribing skills during the undergraduate medical course - views from 1023 medical students**&lt;br&gt;Maria Kennedy (Brighton and Sussex Medical School, Brighton, UK)**</td>
<td><strong>#3O8</strong> Comparing concise, intensive and longitudinal medical education courses in terms of perceived self-efficacy and empowerment of faculty members**&lt;br&gt;Rita Mojtabahzadeh (Tehran University of Medical Sciences, Tehran, Iran)**</td>
<td><strong>#3P</strong> Short Communication: OSCE**&lt;br&gt;Chairperson: Dwight Harley (Canada)<strong>&lt;br&gt;Location: MR 123 – P1</strong></td>
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<td>1000-1200</td>
<td><strong>#3P1</strong> Gathering the Narrative in the analysis of a catastrophic OSCE: Errors in OSCE design, curriculum delivery or problem students?<strong>&lt;br&gt;Kathy Bratchie (Griffith University, Gold Coast, Australia)</strong></td>
<td><strong>#3P2</strong> Implementing OSCE in an integrated medical curriculum**&lt;br&gt;Marie Thoresen (Norwegian University of Science and Technology (NTNU), Trondheim, Norway)**</td>
<td><strong>#3P3</strong> Objective Structured Clinical Examination (OSCE) and the impact of Sequestration**&lt;br&gt;Jane Smith (Bond University, Gold Coast, Australia)**</td>
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<td>1000-1015</td>
<td><strong>#3P2</strong> Implementing OSCE in an integrated medical curriculum**&lt;br&gt;Marie Thoresen (Norwegian University of Science and Technology (NTNU), Trondheim, Norway)**</td>
<td><strong>#3P3</strong> Objective Structured Clinical Examination (OSCE) and the impact of Sequestration**&lt;br&gt;Jane Smith (Bond University, Gold Coast, Australia)**</td>
<td><strong>#3P4</strong> Introducing objective structured clinical examinations in two low resource environments**&lt;br&gt;John Rees (King’s College, London, UK)**</td>
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<td><strong>#3P3</strong> Objective Structured Clinical Examination (OSCE) and the impact of Sequestration**&lt;br&gt;Jane Smith (Bond University, Gold Coast, Australia)**</td>
<td><strong>#3P4</strong> Introducing objective structured clinical examinations in two low resource environments**&lt;br&gt;John Rees (King’s College, London, UK)**</td>
<td><strong>#3P5</strong> The application of WE PASS with A (WPA) approach for national OSCE in Indonesia**&lt;br&gt;Liv Uöffj and Liv Uöffj (University of Melbourne, Melbourne, Australia)**</td>
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| 1115-1130 | #3P6 Tenth anniversary of the nationwide OSCE in Japan 2015: what we can learn from the experience  
Daisy Rutzoll (Center for Didactics in Medicine, LernKlinik Leipzig, University of Leipzig Faculty of Medicine, Leipzig, Germany) |
| 1130-1145 | #3P7 From audiology to radiotherapy physics to rehabilitation science – the challenges in establishing a standardised OSCE methodology as a fitness to practise assessment method for all clinical healthcare sciences in the current climate.  
Sandie Gay (National School of Healthcare Science, Birmingham, UK) |
| 1145-1200 | #3P8 The training of an entire clinical consultation from assessment to teaching. Can students independently play and assess an "OSCE role-Play".  
Cornelis Postma (Radboud University Nijmegen Medical Centre, Nijmegen, Netherlands) |
| 1000-1200 | #3Q Short Communication: Postgraduate Education 1  
Chairperson: Jonathan Rial (UK)  
Location: MR 124 – P1 |
| 1000-1015 | #3Q1 WITHDRAWN |
| 1015-1030 | #3Q2 Are clinical teachers speaking up in a formal meeting of Post Graduate Medical Training?  
Irene Sloorweg (AMC PPO, Amsterdam, Netherlands) |
| 1030-1045 | #3Q3 Are surgical residents' intentions to leave the program related to Job-Crafting skills?  
Luis-Carlos Dominguez (Universidad de la Sabana, Chia, Colombia) |
| 1045-1100 | #3Q4 The hidden curriculum of high-value, cost-conscious care: a focus group study.  
Lorette Stammen (Maastricht University, Maastricht, Netherlands) |
| 1100-1115 | #3Q5 Scientific Training and Postgraduate Medical Education should go hand in hand  
Ahmet Murt (Cerrahpasa Medical Faculty, Istanbul, Turkey) |
| 1115-1130 | #3Q6 The value of a digital logbook for UK trainees in Obstetrics and Gynaecology  
Dede Ofili-Yebovi (Kings College Hospital NHS Foundation Trust, London, UK) |
| 1130-1145 | #3Q7 Junior doctors' perceptions about authorship - a cross-sectional study in a tertiary center in Portugal  
David Cordeiro Sousa (Lisbon Academic Medical Center, Lisbon, Portugal) |
| 1145-1200 | #3Q8 An innovative smoking cessation training of medical residents in Yerevan, Armenia  
Narine Movsisyan (American University of Armenia, Yerevan, Armenia) |
| 1000-1200 | #3R Short Communication: The Teacher  
Chairperson: Chia Chee Fen (Malaysia) |
| 1000-1200 | #3R1 Dealing with it – A qualitative study of medical undergraduate education  
Agnes Elmberger (Department of Learning, Informatics, Management and Ethics, Karolinska Institutet, Stockholm, Sweden) |
| 1015-1030 | #3R2 Not presented |
| 1030-1045 | #3R3 Whither the triple threat physician: Aspiration or reality?  
Ariana Rivera (Emory University, Atlanta, USA) |
| 1045-1100 | #3R4 Feeling valued? A study to explore the factors that influence GP teachers' sense of value.  
Ruth Henniker-Major (Imperial College, London, UK) |
| 1100-1115 | #3R5 Not presented |
| 1115-1130 | #3R6 Conditions of educational context to perform the teaching role in health sciences. A qualitative approach  
Javiera Ortega (University of Concepción, Concepción, Chile) |
| 1130-1145 | #3R7 Not presented |
| 1145-1200 | Discussion |
| 1000-1200 | #3S Conference Workshop: How to optimise a flipped classroom using Team Based Learning  
Kathleen Swalwell (UK), James Stratford-Martin (UK), Maham Stanyon (UK), Jaisa Mukherjee (UK)  
Location: MR 127 – P1 |
| 1000-1200 | #3T Conference Workshop: Enhancing Learning Using Clinical Case Scenarios and Concept Mapping as a Visual Strategy to Teach Critical Thinking in Medical School  
Amina Sadik (USA)  
Location: MR 128 – P1 |
| 1000-1200 | #3U Conference Workshop: Setting defensible cut scores in a mastery-learning environment  
Diane Wayne (USA), William McGaghie (USA)  
Location: MR 129 – P1 |
| 1000-1200 | #3W Conference Workshop: Integrating Simulated Patient Methodology into Your Educational Context  
Cathy Smith (Canada), Debra Nestel (Australia)  
Location: MR 131 – P1 |
| 1000-1200 | #3X Conference Workshop: Programmatic assessment of competency-based workplace learning: combining assessment for learning and assessment of learning  
Harold Bok (Netherlands), Kent Hecker (Canada)  
Location: MR 132 – P1 |
1000-1200 #3Y Conference Workshop: Translating research findings from higher education research
Klara Bolander-Laksen (Sweden), Yvonne Steiner (Canada)
Location: MR 333 – P1

1000-1200 #3Z Conference Workshop: One-on-One interviews: The what, how and why
Floor Velthuis (Netherlands), Lara Varpio (USA), Sayra Cristancho (Canada), Debbie Joansma (Netherlands)
Location: MR 334 – P1

1000-1200 #3AA Conference Workshop: Cost Benefit Analysis of Healthcare Professional Education on Patient Outcomes
Kieran Walsh (UK), Stephen Maloney (Australia), Scott Reeves (UK), Dragan Ilic (Australia), George Rivers (Australia)
Location: M 215 + 216 – M2

1000-1200 #3BB Conference Workshop: Regulating emotions in practice encounters with Standardized Patients (SPs) – How to get the emotional level just right
Elisabeth Kachur (USA), Chaoyan Dong (Singapore), Elizaete Loureiro (Portugal)
Location: M 211 + 212 – M2

1000-1200 #3CC Poster: Problem-Based Learning/ Team-Based Learning
Chairperson: Paulina Sobieranska (Poland)
Location: Registration Area - P0

#3CO1 Factors affecting constructive learning process in Problem Based Learning (PBL) Tutorials: The students’ perspective
Umatul Khoriyah (Faculty of Medicine Islamic University of Indonesia, Yogyakarta, Indonesia)

#3CO2 Neurophysiological aspects underlying the learning process in the problem-based learning method
Lucillo Couto (University of Ribeirao Preto - UNAERP, Ribeirao Preto, Brazil)

#3CO3 The influence of adopting SIL in the preclinical PBL curriculum on the learning in the clinical years
Kuo-Inn Tsou (Fu Jen Catholic University, School of Medicine and Catholic Tien Hospital, Department of Pediatrics, New Taipei City, Taiwan)

#3CO4 The impact of Problem Based Learning on Situation Awareness of Medical Students in the Simulation Laboratory
Ashokka Balakrishnan (University of Manitoba, Winnipeg, Canada)

#3CO5 Not presented

#3CO6 Staff attitude toward Problem-Based Learning (PBL) at the Faculty of Medicine, Thammasat University.
Siripen Tor-udom (Department of Preclinical Science, Faculty of Medicine, Thammasat University, Klongluang, Pathumthani, Thailand)

#3CO7 An innovated PBL in improving the abilities of self-directed learning and clinical application
Cheng-Ju Shen (1. Division of Medical Student Training, Department of Clinical Education and Training, Kaohsiung Medical University Hospital, Kaohsiung, Taiwan)

1000-1200 #3CCO8 The effectiveness of problem-based learning for comprehensive approach based on a patient-simulated video
Akiko Ikegami (Chiba University Hospital, Department of general medicine, Chiba, Japan)

#3CCO9 Engaged Learning Really Does Work: 8 Years of Data to Support the Shift to TBL in Medicine and Psychiatry Clerkships
Brenda Roman (Wright State University Boonshoft School of Medicine, Dayton, USA)

#3CC10 Team-Based Learning for Medical Students in Geriatrics
Araldo Peinoto Jr (Unichristus, Fortaleza, Brazil)

#3CC11 Improved learning achievement with team-based learning by using criterion referenced test
Anupong Kantiwong (Phramongkutklao college of medicine, Department of Pharmacology, Bangkok, Thailand)

#3CC12 Teamwork and academic performance on kinesiology students using Team Based Learning.
Nancy Rivera (University of Concepcion, Concepcion, Chile)

#3CC13 Development of questionnaire on medical students’ learning experiences toward team-based learning during integrated medical curriculum in Taiwan
Meng-Fong Tsai (Kaohsiung Medical University, Kaohsiung City, Taiwan)

#3CC14 Modified Team-Based Learning in EKG Supplementary Tutorial
Charoen Hapaphongphong (Hatyai Hospital, Songkhla, Thailand)

1000-1200 #3CC15 Self-managed tasks: A Team-based Learning Approach in a Medical School in Uruguay
Sofo Castro (Facultad de Medicina, Universidad de la República Oriental del Uruguay, Montevideo, Uruguay)

#3CC16 Innovative team-based learning using a live standardized patient encounter
Harumi Gomi (Mito Kyodo General Hospital, University of Tsukuba, Mito, Japan)

#3CC17 Implementation of team-based learning in the 3rd year of a systems-based medical program: a pilot study in genetic and environmental physiopathology
Alexandra Miranda (School of Health Sciences, Braga, Portugal)

#3CC18 Developing an Instrument for Assessment of Team-Based Learning by Learners
Aeen Mohammad (Tehran University of Medical Sciences, Tehran, Iran)

#3CC19 TBL as a learning, personal development and exam preparation tool within a PBL System: Subjective and Objective Evidence.
Mohammed Alazmah (Alfaisal University, Riyadh, Saudi Arabia)

1000-1200 #3DD Poster: Selection
Chairperson: Ian Wilson (Australia)
Location: Registration Area - P0

#3DD01 Traditional and MMI interview styles for selection: A widening participation perspective
Rui Jie Ang (QMUL, London, UK)

#3DD02 Correlation between multiple mini-interview score with students’ academic performance in Faculty of Medicine Universitas Indonesia
Sophie Yolanda (Department of Physiology Faculty of Medicine Universitas Indonesia, Jakarta Pusat, Indonesia)

#3DD03 Measuring empathy in student selection: Which components are assessed by the MMI?
Janina Lackamp (University Medical Center Hamburg-Eppendorf, Hamburg, Germany)
#3DD04 Multiple Mini-Interview (MMI) performance predicts evaluation of psychosocial skills by general practitioners in a GP clerkship
Mirjana Knorr (University Medical Center Hamburg-Eppendorf, Hamburg, Germany)

#3DD05 Assessing team work skills in the context of a Multiple Mini Interview
Stefan Zimmermann (University Medical Center Hamburg-Eppendorf, Hamburg, Germany)

#3DD06 Implications of not matching to a first-choice discipline: a family medicine perspective
Wayne Wolchuk (University of Calgary, Calgary, Canada)

#3DD07 A novel multimodal selection process for General Surgery Residency
Caroline Ching Hsia Siew (Tan Tock Seng Hospital, Singapore, Singapore, Singapore)

#3DD08 Evaluation of the Assessment – Revision of the Multiple Mini Interview Blueprint and Scoring for Selection of International Medical Graduates
Shannon Murphy (Alberta International Medical Graduate Program, University of Calgary, Calgary, Canada)

#3DD09 Reliability and acceptability of multiple mini-interview model for residency program recruitment: Our experience
Rashid Al-Abri (Sultan Qaboos University, Muscat, Oman)

#3DD10 Degrees of empathy first year students of medicine. The admission process has a role?
Alejandro Cragno (Universidad Nacional del Sur, Health Sciences Department, Center of Professional Education Research, Bahia Blanca, Argentina)

#3DD11 Admissions and social accountability: an analysis of admissions at the Northern Ontario School of Medicine (2006-2015)
David Marsh (Northern Ontario School of Medicine, Thunder Bay, Canada)

#3DD12 Common features in the psychological tests performed during entrance interviews among medical students with psychiatric problems while studying in the medical program
Wanpen Turakitwanakan (Department of Psychiatry Medical Faculty Siriraj Hospital, University of Mahidol, Bangkok, Thailand)

#3DD13 Not presented

#3DD14 Lack of correlation of marks on entrance examination with knowledge acquisition and medical skills at the end of medical course
Reinaldo Bestetti (University of Ribeirão Preto - UNAERP, Ribeirão Preto, Brazil)

#3DD15 Increasing the Efficiency of the Admissions Committee
Ralph Stephen Manuel (University of Mississippi College of Medicine, Jackson, USA)

#3DD16 Secondary Education Achievement: A Reliable Method to Predict Early Medical School Performance?
Syed Ahmed Neamatullah (Alfaisal University, Riyadh, Saudi Arabia)

#3DD17 The assessment of the first year students’ satisfaction as regards the admission process of the Faculty of Medicine, the Project to Increase the Number of Doctors for the Population in Rural Areas, Mahasarakham Hospital
Laddawan Buranavorasil (Mahasarakham Hospital, Mahasarakham, Thailand)

#3DD18 The impact of specific preparatory courses upon academic success during Medical Degree-Course Studies at Sapienza University of Rome
Giuseppe Famillari (Sapienza University of Rome, Rome, Italy)

#3DD19 GP Ambassador Programme for Medical School Recruitment in Dorset
Sarah Lumley (Bournemouth University, Bournemouth, UK)

#3DD20 1st year students’ motives for studying medicine and dentistry

Daniel Folger (University of Helsinki, Helsinki, Finland)

#3DD21 Not presented

#3DD22 Not presented

1000-1200

#3EE Poster: Curriculum 1
Chairperson: Nicholas Glasgow (Australia)
Location: Registration Area - P0

#3EE01 Improvement in clinical skills with no change in theoretical knowledge in a new Bologna curriculum
Nieves Diaz (University of Navarra, Pamplona, Spain)

#3EE02 Changes in the medical curriculum to insert integrative themes of diagnosis in the context of primary care: painful way to heaven?
Taciano Figueiredo-Saöres (Universidade Federal de Minas Gerais - UFMG, Belo Horizonte, Brazil)

#3EE03 Curriculum innovation and evaluation: Case study of anaesthesia clerkship for undergraduate students, Faculty of Medicine, Universidad de los Andes, Bogotá, Colombia
Elena María Trujillo Maza (Universidad de los Andes, Bogotá, Colombia)

#3EE04 Improving Croatian Health Professionals’ Education
 Vesna Anticevic (University Department for Health Studies, Split, Croatia)

#3EE05 Self-directed and internationalized scopes among participants in the Free Course Student Doctor system - a unique student-selected bedside training program at Jichi Medical University
Yasushi Matsuyma (Medical Education Center, Jichi Medical University, Shimotsuke, Japan)

#3EE06 Curriculum reform using a student-centered pedagogy improves licensure exam performance
James Graham (University of Arkansas for Medical Sciences, Little Rock, USA)

#3EE07 Developing a “clinical manifestation” framework: the first step towards reforming medical clerkship curriculum
Narges Sateh (Tehran University of Medical Sciences, Tehran, Iran, Tehran, Iran)

#3EE08 A Medico’s Dilemma
David Baynes (Sree Balaji Medical College And Hospital, Chennai, India)

#3EE09 Attaining Competence and Developing Capability in a new UK Postgraduate Physician Associate Programme – The Evolutionary Challenges and Solutions.
Julie-Michelle Bridson (University of Liverpool, Liverpool, UK)

#3EE10 Student initiatives in France: a pathway to enhancing the curriculum’s quality whilst developing students’ medical expert skills.
Zoe Boulot (Lyon Est Faculty of Medicine, Lyon, France)

#3EE11 Diversity in Health Professionals Education: Creating a Training and Education roadmap for Paramedics in Singapore
Ying Bei Loh (Singapore Armed Forces Medical Training Institute, Singapore, Singapore)

#3EE12 The Effects of New Community Health Course on the Second Year Medical Students
Sawitree Visanuyothin (Maharat Nakhon Ratchasima, Medical School (MNHMEC), Nakhon Ratchasima, Thailand)

#3EE13 Not presented

#3EE14 How to implement a curriculum reform? Academic Year Coordinators as a task force
Jussi Merenmies (University of Helsinki, Faculty of Medicine, Institute of Clinical Medicine, Helsinki, Finland)
1000-1200  #3FF  Poster: Curriculum Evaluation 1
Chairperson: Vikram Jha (UK)
Location: Registration Area · P0

#3FF01 Progress in Medical Education in Saudi Arabia in the Last Decade (2005-2015)
Mohktiar Baig (Faculty of Medicine, Rabigh, King Abdulaziz University, Jeddah, Saudi Arabia)

#3FF02 Faculty and Students perception of Pre-Professional program in King Saud Abdul-Aziz University for Health Sciences using World Federation For Medical Education areas
Amal Alshubeki (King Abdulaziz Medical City, Riyadh, Saudi Arabia)

#3FF03 Relationship between the subscales of an assessment survey and the global perception grade of an innovative teaching methodology in Physiotherapy.
Ignacio Villagran (University of Concepcion, Concepcion, Chile)

#3FF04 The Relationship Between Attendance Rate and Test Scores – Under Existence of Collaborative Writing
Pin-Hsiang Huang (Faculty of Medicine, National Yang-Ming University School of Medicine, Taipei, Taiwan)

#3FF05 Online Surveys: Are they a redundant feedback tool?
Emma Norris (Barts and The London SMD, Queen Mary University, London, UK)

#3FF06 Improvement in the clinical teaching quality according to students' perceptions: a 10-year follow-up study
Marcela Bitran (Escuela de Medicina, Pontificia Universidad Catolica de Chile, Santiago, Chile)

#3FF07 Evaluation of the curriculum: From theory to practice.
Arj Chatbri (Associa-Med, Sousse, Tunisia)

#3FF08 Difficulties and unsatisfied demands of in-operating room teaching: students' perceptions from Tri-Service General Hospital, National Defense Medical Center
Hsiao-Kai Huang (Tri-Service General Hospital, Taipei, Taiwan)

#3FF09 Breast-feeding seed teacher’s learning needs of re-education and the effectiveness of training programs.
Ying-Hui Lin (Kaohsiung Medical University Hospital, Kaohsiung Medical University, Kaohsiung City, Taiwan)

#3FF10 Development program for Supportive Staffs in Medical Education Centers, MOPH
Usa Siriboonnitt (CFIRD, Chonburi, Thailand)

#3FF11 The positive attitude of communication skill is relate to learning outcome in medical student
Waniraapha Homhuan (Vachira Phuket Hospital, Phuket, Thailand)

#3FF12 Satisfaction, remembering and understanding of medical students with the 7 Community Tools Learning Module
Kwanchanok Rattanalert (Prince of Songkla University, Songkhla, Thailand)

#3FF13 All I want for my rotation is...? Perspectives of pharmacy students on their learning experiences during clinical placements
Hua Lin Law (Tan Tock Seng Hospital, Singapore, Singapore)

#3FF14 High workshop course satisfaction means greater teaching achievement? Correlate to students' DOPS (Directly Observation Procedural Skills) evaluation? CVC (Central Venous Catheter Insertion) workshop reflection
Kuan-Chih Chung (Kaohsiung Chang Gung Memorial Hospital and Chang Gung University College of Medicine, anaesthesiologist, Kaohsiung Hsien, Taiwan)

#3FF15 Not presented

#3FF16 Undergraduate students’ perceptions of medical education in Poland
Aleksandra Likonska (Medical University of Lodz, Lodz, Poland)

#3FF17 Not presented

#3FF18 Assessing the evidence-based medicine training needs of community pharmacy preceptors as part of an experiential training program
Bridget Javed (Qatar University College of Pharmacy, Doha, Qatar)

#3FF19 Implementing rural community-based education (CBE) in resource-constrained environments: the outcome of a five-year longitudinal mixed methods study.
Susan van Schalkwyk (Stellenbosch University, Cape Town, South Africa)
1000-1200

#3GG Poster: Early Postgraduate Training/Training for Family Medicine
Chairperson: David Bruce (UK)
Location: Exhibition Hall - P0

#3GG01 Enhancing Surgical Handover in a District General Hospital
Laura Mulligan (Hairmyres Hospital, Glasgow, UK)

#3GG02 Medical interns participating in evaluation and development of their medical training.
Marta Laskowskia (Sahlgrenska University Hospital AT-konsert, Mölnndal, Sweden)

#3GG03 Violence perceived by medical interns: bullying, harassment and humiliation in training process
Nancy Bastias (Universidad de Concepcion, Concepcion, Chile)

#3GG04 Challenging Conversations, A Simulation Based Approach
Saadia Shad (MED - NHS Lothian, Edinburgh, UK)

#3GG05 Improving the pedagogical proficiency among junior doctors through organizing an educational day: Focus on Palliative Medicine
Sofia Ekestubbbe (Sahlgrenska University Hospital, Gothenburg, Gothenburg, Sweden)

#3GG06 Implementation and Evolution of the SingHealth ACGME-I Transitional Year Residency Program
Swee Han Lim (SingHealth, Singapore, Singapore)

#3GG07 Satisfaction survey of 2-year medical staff training program
Ming Ching Lin (Joint Commission of Taiwan, New Taipei City, Taiwan)

#3GG08 Development, assessment and acceptance of immunology instructional learning-modules developed for postgraduate medical trainees to refresh their knowledge.
Vernon Richardson (Memorial University School of Medicine, Health Sciences Centre, St. John’s, Newfoundland, A1B3V6, Canada)

#3GG09 Without a shadow of a doubt; enhancing teaching programme for Foundation doctors through direct observation
Lauren McKenzie (East Kent Hospitals University Foundation NHS Trust, Ashford, UK)

#3GG10 Implementing Novel Core Principles for a Local Academic Programme: impact on educational outcomes
Benjamin Wood (Avon & Wiltshire Mental Health Partnership Trust, Bristol, UK)

#3GG11 Gripeos Reporting Tool
Emily Male (University Hospitals of Leicester NHS Trust, Leicester, UK)

#3GG12 Predictors of Fellowship assessment performance - the Hallmarks of Education and Learning Progress and Exam Results (HELPER) Project
Allison Turnock (University of Tasmania, Hobart, Australia)

#3GG13 Assessing Interpersonal Skills in UK Postgraduate Medical Examinations: A Consensus View
Pauline Foreman (Royal College of General Practitioners, London, UK)

#3GG14 Utilizing blended MOOC class as an additional course in family medicine residency training program. Is it useful and practical?
I-Ting Liu (E-Da Hospital, Kaohsiung, Taiwan)

#3GG15 Role of Health Advocate in Family Medicine and Psychiatry Residency Curricula
Sophie Soklaridis (The Centre for Addiction and Mental Health and Department of Psychiatry, University of Toronto, Toronto, Canada)

#3GG16 A blended learning program of home health care for family physician residents.
Jung-Chieh Du (Taipei city hospital, Taipei City, Taiwan)

1000-1200

#3HH Poster: Simulation
Chairperson: 
Location: Exhibition Hall - P0

#3HH01 Influence of situational simulation in nursing education on the new staff retention in intensive care units (ICUs)
Pei-Ling Wang (Taipei Medical University Hospital, Taipei, Taiwan)

#3HH02 Student opinions to identify motivational aspects - facilitators and barriers for educational innovation
Jeanette Unge (Division of Health Sciences, Physiotherapy, Lund, Sweden)

#3HH03 In Training Physician Associates: which aspect of Clinical Learning Does Simulation best support?
Adam Ryder (Worcester University, Worcester, UK)

#3HH04 Can Simulation Help our Students “Choose Wisely”?
Thiago Appoloni Moreira (Sunybrook Health Sciences Centre, Toronto, Canada)

#3HH05 A systematic approach to simulation based procedure training increases resident satisfaction
Shunsuke Kosugi (Hiuka Hospital, Fukuoka, Japan)

#3HH06 Immersive Audiovisual Aids Enhance Interprofessional Point of Care Simulation Education in Major Haemorrhage Protocol Testing
Sachin Valap (Queens Hospital, Burton on Trent, UK)

#3HH07 Hernias on a Shoestring
Deborah Mann (Bath Academy, University of Bristol, Bath, UK)

#3HH08 Not presented

#3HH09 Using multidisciplinary high-fidelity simulation training model to enhance learning for junior respiratory therapists: the pros and cons
Lam-Ti Chou (Department of Respiratory Therapy, Chang Gung Memorial Hospital, Taoyuan, Taiwan)

#3HH10 Task trainer simulation training: A new curriculum for national healthcare group internal medicine residency program
Poo Lee Ong (National Healthcare Group, Singapore, Singapore)

#3HH11 ”Can liver lower edge be palpated?” Simulation-based instruction reduced anxiety.
Hiroto Akaike (Kawasaki medical school, Department of Pediatrics, Kasukabe, Japan)

#3HH12 Analysis of Feedback from Simulation
Rutha Gadhokh (UCLP, London, UK)

#3HH13 Is debriefing necessary in medical simulation-based learning?
Monday 29 August

1000-1200

#3I11 Poster: Lectures and Flipped Classroom
Chairperson: James Boyle (UK)
Location: Exhibition Hall - P0

#3I111 Cards: a novel, case-based method for undergraduate medical students to learn key concepts in Geriatrics
Andrew Tang (University of Calgary, Calgary, Canada)

#3I112 Advanced level teaching in Africa: A Preliminary Report From Two Flipped Web Courses
Pierre Lafaille (Karolinska Institute, Department of Medicine - Solna, Clinical Pharmacology, Stockholm, Sweden)

#3I113 Not presented

#3I114 Flipped classroom and its effectiveness compared with traditional-style lecture in stroke rehabilitation medicine course for medical students: randomized controlled trials
Anon Sathapornratt (Medical education center Ratchaburi hospital, Ratchaburi, Thailand)

#3I115 Using smartphone to flip your class
Gang Xin (Shantou University Medical College, Shantou, China)

#3I116 Effects of Four Learning Methods on Medical Students’ Learning Outcomes in Pediatrics
Nattaphorn Hungsawang (Chiang Mai University, Muang Chiang Mai, Thailand)

#3I117 Using The OSCE Assessment to Compare FLIP Teaching and Transitional Lecture in Nurse Practitioners
Hui-Chen Lin (National Defense Medical Center Tri-Service General Hospital, Taipei, Taiwan)

#3I118 Head Over Heels in Gastrointestinal Anatomy: A Case Study
Rebecca Stoner (University of Malta, Msida, Malta)

#3I119 The power of peer to peer learning within a traditional lecture based course
Chris John (Imperial College London, London, UK)

1000-1200

#3JJ Poster: Career Choice
Chairperson: Liz Spencer (UK)
Location: Exhibition Hall - P0

#3JJ01 Factors influencing preferred specialty and future locality in first year graduate entry medical students.
Jon Morris (Swansea University Medical School, Swansea, UK)

#3JJ02 Extracurricular activity counts — The impact of experiences in students’ extracurricular activities on future career choice
Yun-Jang Huang (National Yang-Ming University, Taipei, Taiwan)

#3JJ03 Changes over time concerning factors influencing medical specialty choice
Luis Trancon (Riberiau Preto Medical School, University of Sao Paulo, Ribeirao Preto, Brazil)

#3JJ04 Personality profiles among physicians correlate with career choices
Lise Boussemart (Rennes School of Medicine, Rennes, France)

#3JJ05 Future Specialty Preferences and the Factors That Shape Them: A Saudi Arabian Perspective
Zeina Kayali (Alfaisal University, Riyadh, Saudi Arabia)

#3JJ06 Trend to selected career path of Clinical Medical Students in Medical Education Center: Vachiraprukhet Hospital Jiradech Panyausritik (Vachirapukhet medical center education, Phuket, Thailand)

#3JJ07 An exploration of career guidance and planning during medical school, a decade after the introduction of Modernising Medical Careers
Khuvaj Patel (Walsall Manor Hospital, Birmingham, UK)

#3JJ08 A new Curriculum for Dental Core Training that supports entry to multiple career destinations upon the completion.
Harjinder Purewal (Health Education England, Birmingham, UK)

#3JJ09 Not presented

#3JJ10 Not presented

#3JJ11 Not presented

#3JJ12 Medical school experiences and decision to continue medical training as emergency physicians in graduated medical students
Patcharee Duongthong (Saraburi Hospital, Saraburi, Thailand)

#3JJ13 Family Medicine residents’ exposure to Palliative and End-of-Life Care in Canada does not translate into a desire to practice in the domain.
Charles Leduc (University of Calgary, Calgary, Canada)

#3JJ14 A 6-year UME-GME Pathway to Primary Care Practice
Tonya Fancher (University of California, Davis, School of Medicine, Sacramento, USA)

#3JJ15 Exploring the Level of Interest Among Undergraduate Medical Students in KSA to Pursue Family Medicine as a Specialty
M. Marwan Dabbagh (Alfaisal University, Riyadh, Saudi Arabia)

#3JJ16 Personal and motivational factors influencing undergraduate medical students’ preferences for general practice career: results of a longitudinal study.
Milena Abbiati (UDREM, Faculty of Medicine, Geneva, Switzerland)

#3JJ17 Stability of Medical Student Specialty Choice of Psychiatry in the US
Matt Goldenberg (Yale University, New Haven, USA)

#3JJ18 Not presented

#3JJ19 Pre- and Intra-medical school factors influencing specialty choice of psychiatry in the US.
John Spollen (University of Arkansas for Medical Sciences, Little Rock, USA)

1200-1330 Lunch (viewing of posters and exhibits) Exhibition Hall

Courses
Lunch will be served in the meeting room (registered course participants only)

1215-1315 AMEE Fellows and Associate Fellows Meeting (private meeting) MR 128 – P1
1215-1315 VIEW AGM (closed meeting) Lunch will be served in the room MR 129 – P1
1215-1315 IAMSE Meeting (closed meeting) Lunch will be served in the room MR 130 – P1

Meet the Author
1230-1300 Essential Skills for a Medical Teacher (Second Edition) book signing with Ronald Harden
Location: Elsevier Stand, Exhibition Hall (Booth C18/C20)

Group Meetings
1000-1200 AAMC-GHLO Meeting (closed meeting) MR 130 – P1
1000-1200 MedEdPublish Editorial Board M 213/214 - M2
1215-1315 SDRME Meeting (private meeting) Lunch will be served in the room MR 132 - P1
1215-1315 Masters in Medical Education (private meeting) Lunch will be served in the room MR 127 – P1
Session 4: Simultaneous Sessions

1330-1515  #4A Symposium: Should medical education be based in universities?
John Cookson (Hull York Medical School, UK), Stewart Petersen (University of Buckingham Medical School, UK), Jerry Booth (University of York, UK)
Location: Auditorium

1330-1515  #4B Symposium: Globalisation Of Medical Education: Can It Contribute To World Peace?
Matthew C.E. Gwee (National University of Singapore, Singapore), Maria Athina Martimianakis (University of Toronto, Canada), Janneke Frambach (University of Maastricht, Netherlands), Dujeepta D. Samarasekera (National University of Singapore, Singapore), Yonas Barethetibeb, Addis Ababa University, Ethiopia
Location: 211 – P1

1330-1515  #4C Symposium: The Many Faces of Postgraduate Training – the future is here
Subha Ramani (Harvard Medical School, USA), Rille Pihlak (European Junior Doctors, University of Tartu, Estonia), David CM Taylor (The University of Liverpool School of Medicine, UK), Matthew J. Stull (University of Michigan Medical School, USA)
(Organised by AMEE Postgraduate Committee)
Location: MR 112 – P1

1330-1515  #4D Research Paper: Motivation and Other Predictors
Chairperson: Samuel Edelbring (Sweden)
Assessor: Lauren Maggio (USA)
Location: MR 117 – P1

1330-1530  #4D1 Understanding the relationship between academic motivation and lifelong learning from residency into practice: a mixed methods study of learners in Psychiatry
Sanjeev Sockalingam (University Health Network University of Toronto, Toronto, Canada)

1350-1410  #4D2 Factors influencing the situational motivation of medical specialists: A qualitative pilot study
Stéphanie van der Burgt (VUmc Medical School of Sciences, Amsterdam, Netherlands)

1410-1430  #4D3 Factors influencing academic motivation of ethnic minority students: A systematic review
Uluviye Isik (VUmc School of Medical Sciences, Amsterdam, Netherlands)

1430-1450  #4D4 What factors in medical school predict later perceived mastery of clinical work in Norwegian doctors? A 20-year longitudinal NORDOC study
Anna Belfrage (University of Oslo, Faculty of Medicine, Institute of Basic Medical Sciences, Oslo, Norway)

1450-1510  #4D5 Does the UKCAT predict performance on exit from medical school? A national cohort study
Jen Cairland (University of Aberdeen, Aberdeen, UK)
Location: 4D2

1510-1515 Discussion

1330-1515  #4E Research Paper: Professional Identity and Leadership
Chairperson: Klara Bolander Laksov (Sweden)
Assessor: Ayelet Kuper (Canada)
Location: 212 – P2

1330-1350  #4E1 Professional identity development and increasing clinical responsibility: a grounded theory study.
Sjojke van den Broek (Umc Utrecht, Utrecht, Netherlands)

1350-1410  #4E2 Implementation of Guided Reflection in Professional Identity Formation in GP Residency Programs in the Netherlands
Miami Al-Sabiry (Leiden University Medical Center, Roelofarendsveen, Netherlands)

1410-1430  #4E3 Being present: A phenomenological study on doing leadership from the perspective of junior managers in healthcare settings
Mary Lee (National Healthcare Group, Singapore, Singapore)

1430-1450  #4E4 Identifying the Core Elements and Antecedents of Medical Leadership in Junior Doctors
Judith Voogt (University Medical Center Utrecht and Utrecht University, Utrecht, Netherlands)

1450-1510  #4E5 Association between medical school diversity climate and change in depressive symptoms among medical students: A Report from the Medical Student CHANGE Study
Rachel Hardeman (Mayo Clinic College of Medicine Division of Healthcare Policy and Research, Rochester, USA)

1510-1515 Discussion

1330-1515  #4F Symposium: The Neglected Competencies in Undergraduate Medical Education in Spanish Medical Schools
(Conducted in Spanish)
Organised by Spanish Society for Medical Education (SEDEM) (Coordinator: Jordi Pales Argullos)
Location: MR 111 – P1

1330-1515  #4G Conference Workshop: Open-access scholarly publishing in the health professions: AAMC MedEdPORTAL™ and AMEE MedEdPublish™
Ronald Harden (Chair), Richard Hays, John Dent, Kerrie McKay (MedEdPublish™), Chris Candler, John Prescott, John Nash (MedEdPORTAL™)
Location: MR 113 – P3
Monday 29 August

1330-1515  #4H PechaKucha™ 1
Chairperson:
Location: MR 114 – P1

1330-1337  #4H1 WITHDRAWN

1339-1346  #4H2 ‘Change is the only constant’
Lindsay Bank (ULV Wost, Amsterdam, Netherlands)

1348-1355  #4H3 2000 years of Getting it Wrong? - A Brief History of Medical Error
Jonathan Round (St George’s University of London, London, UK)

1357-1404  #4H4 How to develop a ‘yes’ culture for HE teaching
Debbi Marois (University of Warwick, Coventry, UK)

1406-1413  #4H5 What medical students want in resident teachers
Alan Smith (University of Utah School of Medicine, Salt Lake City, USA)

1415-1422  #4H6 Making investing in innovation more realistic with a “realist” approach
Christel Wtitkamp (Dept of General Practice, Julius Centre, University Medical Centre, Utrecht, Netherlands)

1424-1431  #4H7 Working towards a culture of consistent quality improvement of postgraduate education
Arja Zwirs (VU medical centre, Amsterdam, Netherlands)

1433-1440  #4H8 Visualising professional identities of clinician educators through the lens of visual social semiotics
Sik Yin Ong (National Healthcare Group, Singapore, Singapore)

1442-1449  #4H9 Art in medicine and reflection as part of medical education
Akhitha Kesharaju (University of Bristol, Bristol, UK)

1449-1515 Discussion

1330-1515  #4I Patil Awards 2
Chairperson/Assessor: Gary Rogers (Australia)
Assessors: Deborah Murdoch-Eaton (UK);
Niv Patil (Hong Kong)
Location: MR 115 – P1

1330-1345  #4I1 An Amazing Race for Health Advocacy
Guladeeban Ratneswaran (University of Alberta, Edmonton, Canada)

1345-1400  #4I2 Distributed simulation using a virtual reality platform for improving skills in infection prevention control (IPC) during an Ebola outbreak
Thomas Gale (Plymouth University Peninsular Schools of Medicine and Dentistry, Plymouth, UK)

1400-1415  #4I3 Empowering Medical Students To Challenge Hierarchy: an interventional study using simulation and conflict resolution training
Samantha Leang (University of Bristol, Bristol, UK)

1415-1430  #4I4 Innovative curriculum mapping that ‘shows you what others only tell you’: preventing first year medical students’ failure by visualising their curriculum map and promoting self-regulated learning, facilitating curriculum integration and decreasing cognitive loads: a mixed methods, prospective, randomised controlled educational study
Víctor Turcanu (King’s College London, London, UK)

1430-1445 #4I5 WITHDRAWN

1445-1500  #4I6 3D printing. Technology in Cost-Effective Simulation Education – Intraosseous Trainer
Peter Maroti MD (University of Pecs, Medical School, Pecs, Hungary)

1500-1515 Discussion

1330-1515  #4J Short Communication: Community-Based Education
Chairperson: Bipin Batra (India)
Discussant: Roger Strasser (Canada)
Location: MR 116 – P1

1330-1345  #4J1 Redefining Community Service Learning through a Professional Identity Framework
Javeed Sukhera (Schulich School of Medicine & Dentistry, Western University, London, Canada)

1345-1400  #4J2 Improving health care education in the community by building networks
John Spicer (Health Education England, London, UK)

1400-1415  #4J3 A qualitative study of the competencies necessary for becoming a leader of community-based medicine in Japan
Masahito Kainuma (Community Medicine Education Unit, Graduate School of Medical Sciences, Kyushu University, Fukuoka, Japan)

1415-1430 #4J4 WITHDRAWN

1430-1445  #4J5 Education and community integration in search for health promotion
Elaine Ribeiro (Faculdade Pequeno Príncipe, Curitiba, Brazil)

1445-1500  #4J6 One-month pilot rotation in clinical teachers’ private practice in Geneva: what are the stakes, the challenges and the risks?
Virginie Muller-Juge (Unit of Primary Care, Faculty of Medicine, Geneva, Switzerland)

1500-1515 Discussion

1330-1515  #4K Short Communication: Competency-Based Education 2
Chairperson: Joan Sargeant (Canada)
Discussant: Susan Glover-Takahashi (Canada)
Location: MR 118 – P1

1330-1345  #4K1 A theory of competencies development in the health professions: a metasynthesis of qualitative studies
Jacinthe Pepin (Université de Montréal, Montréal, Canada)

1345-1400  #4K2 From Time to Competencies: a Dutch treat?
Tiuri van Rossum (Maastricht University, Maastricht, Netherlands)

1400-1415  #4K3 What is the evidence for competence decisions? Examining amounts of assessment information generated when using a competency-based assessment framework
Shirley Schipper (University of Alberta, Edmonton, Canada)

1415-1430 #4K4 Who can teach generic competencies at undergraduate and postgraduate levels in the medical school?
Nada Gies (University of Zagreb School of Medicine, Zagreb, Croatia)

1430-1445  #4K5 Competency areas in health professional profiles: a Brazilian experience
Elana Claudia Ribeiro (IEP/HSLS, São Paulo, Brazil)

1445-1515 Discussion
1330-1515 #4L Short Communication: Teaching and Learning Methods
Chairperson: Rola Aljawal (Australia)
Location: MR 119 – P1

1330-1345 #4L1 Video-assisted learning
Katarzyna Naylor (Medical University of Lublin, Lublin, Poland)

1345-1400 #4L2 Increasing students’ interest by using video introductions
Katharina Pfücker (RWTH Aachen University, Aachen, Germany)

1400-1415 #4L3 Video feedback and reflection in movement learning
Sofia Backberg (Department of Health and Caring Sciences, Linnaeus University, Växjö, Sweden)

1415-1430 #4L4 Preconstructed concept maps in medical education: do teachers consider them useful?
Sylvia Vink (Leeds University, Leeds, Netherlands)

1430-1445 #4L5 Mentoring: How can a mentor encourage his mentee to find new perspectives and create reflections?
Bodil Gavnholt (Danish Medical Association, Copenhagen Ø, Denmark)

1445-1500 #4L6 Exploring seminar learning - a summary of PhD thesis
Annemarie Spruijt (Maastricht University, Maastricht, Netherlands)

1500-1515 Discussion

1330-1515 #4M Short Communication: Clinical Skills Training
Chairperson: Amina Sadik (USA)
Discussant:
Location: MR 120 – P1

1330-1345 #4M1 Determining level of experience for sufficient EVAR sizing
Michael Strøm (Copenhagen Academy for Medical Education and Simulation, Copenhagen, Denmark)

1345-1400 #4M2 Investigating the role of stereocuity in dental performance using virtual reality simulator
Loulwa Al-Saud (School of Dentistry, University of Leeds, Leeds, UK)

1400-1415 #4M3 “More than 'Basic' Life Support? Addressing the Barriers to Bystander Response in Undergraduate Training”
(Postgraduate Travel Award Winner)
Andrew Darby Smith (Imperial College, London, UK)

1415-1430 #4M4 Pro-C: Proficiency-Based Progression in Surgical Training using Simulation: Development of Metrics for Fracture Care
Pierre Guy (University of British Columbia, Vancouver, Canada) PRESENTED BY DAVID HARI

1430-1445 #4M5 Intimate examinations: UK students don’t do them any more
Jim Parle (University of Birmingham, Birmingham, UK)

1445-1500 #4M6 Professional activities, supervision and preparedness in clerkships of medical students from two different curricula
Josefin Bosch (Charité - Universitätsmedizin Berlin, Berlin, Germany) PRESENTED BY HARM PETERS

1500-1515 Discussion

1330-1515 #4N Short Communication: Student Characteristics
Chairperson: Ahmet Murt (Turkey)
Location: MR 121 – P1

1330-1345 #4N1 Clinical medical educators’ understanding of resilience in undergraduate medical students
Dominique Hubble (Norwich Medical School, Norwich, UK)

1345-1400 #4N2 The contribution of personality traits and emotional intelligence to the academic achievement and satisfaction of students of Health Studies
Jožko Sindik (Institute for Anthropological Research, Zagreb, Croatia)

1400-1415 #4N3 How can amotivation be reduced among medical students?
Nattchaya Kunanitthaworn (Chiang Mai University, Chiang Mai, Thailand)

1415-1430 #4N4 Associations between higher cognitive skills and student academic performances in Medical Sciences program,
Hiroko Yoshida (American University of the Caribbean School of Medicine, St. Maarten, Netherlands Antilles)

1430-1445 #4N5 Not presented

1445-1500 #4N6 Matching Medical Students’ Learning Preferences and Curriculum Delivery
Michael Elnicki (University of Pittsburgh, Pittsburgh, USA)

1500-1515 #4N7 Study of Happiness in Iranian Medical School by Oxford Happiness Inventory (OHI)
Nazila Zarghi (Tehran University of Medical Sciences, Tehran, Iran)

1330-1515 #4O Short Communication: Faculty Development 2
Chairperson:
Location: MR 122 – P1

1330-1345 #4O1 Strategies for Teacher Training in the Health Sciences: How Do Professors Change?
Maria Laura Eder (University Institute at the Hospital Italiano de Buenos Aires, Buenos Aires, Argentina)

1345-1400 #4O2 Surgical teachers’ perspectives on teaching: a study applying Teaching Perspectives Inventory (TPI) in Uruguay
Estrella Echavarria (Universidad de la Republica, Montevideo, Uruguay)

1400-1415 #4O3 Is a Picture Worth a Thousand Words? Applying Observational Learning for Learning Clinical Teaching
Takuya Soiki (Gifu University, Gifu, Japan)

1415-1430 #4O4 Applying a Microteaching Approach for the Professional Development of Educators.
Jayne Lysek (University of Melbourne, Melbourne, Australia)

1430-1445 #4O5 Identity as trajectory: How faculty members modulate their newly formed educator identity after graduating from a longitudinal faculty development program
Joshua Jauregui (University of Washington, Seattle, USA)

1445-1500 #4O6 Mapping the Shared Repertoire of a Community of Practice: Citation Analysis of Faculty Development in the Health Professions
Janet Riddle (University of Illinois-Chicago College of Medicine, Chicago, USA)

1500-1515 #4O7 How we implemented a workshop on effective and interactive lecturing for faculty development in medical education using peer observation of teaching
Azim Mirzaazadeh (Tehran University of Medical Sciences, Tehran, Iran)

1330-1515 #4P Short Communication: The Examiner/Standard Setting
Chairperson: Andre de Champlain (Canada)
Location: MR 123 – P1
Monday 29 August

1330-1345 #4P1 OSCE Examiner Judgements: what informs their decisions? Katharine Boursicot (Health Professional Assessment Consultancy, Singapore, Singapore)

1345-1400 #4P2 Determining the Influence of Student Ethnicity on OSCE Examiners’ Judgments and Memory Peter Yeates ( Keele University, Stoke on Trent, UK)

1400-1415 #4P3 UCAN: 11 years of experience in cooperative medical assessment Konstantin Brass (Umbrella Consortium for Assessment Networks (UCAN), Heidelberg, Germany)

1415-1430 #4P4 Failing the sequential test: the comparative impact on subsequent clinical and knowledge assessment outcomes Matt Homer (Leeds Institute of Medical Education, School of Medicine, Leeds, UK, Leeds, UK)

1430-1445 #4P5 Marking reliability: the results of an OSCE marking standardisation exercise with a large cohort of newly trained assessors Suzanne Chamberlain (National School of Healthcare Science, Birmingham, UK) PRESENTED BY SANDIE GAY

1445-1500 #4P6 Cost-effectiveness of different standard setting methods in OSCEs with limited resources Eduardo Durante (Instituto Universitario del Hospital Italiano de Buenos Aires, Ciudad de Buenos Aires, Argentina)

1500-1515 Discussion

1330-1345 #4Q1 Does Repeated Testing Promote Learning in Practicing Physicians? Investigating Retrieval Effects in the Context of Continuing Health Science Education. Meghan McConnell (McMaster University, Hamilton, Ontario, Canada)

1345-1400 #4Q2 Enticing clinicians to change practice: An ethnographic exploration of continuing professional development courses Patricia Thille (The Wilson Centre, Toronto, Canada)

1400-1415 #4Q3 Continuing Midwifery Education Beyond Graduation: Student Midwives’ Awareness of Continuous Professional Development. Mieke Embo (University College Arteveldehogeschool Ghent, Ghent, Belgium)

1415-1430 #4Q4 Is There a Role for Pediatric Residents in Teaching Community Health Care Providers? Exploring a Novel Strategy for Continuing Professional Development. Elisa Ruanu Cea (McGill University, Montreal, Canada)

1430-1445 #4Q5 Continuing professional development across respiratory specialties: HERMES (Harmonised Education in Respiratory Medicine for European Specialists) Initiative of the European Respiratory Society (ERS) Alexandra Niculescu (European Respiratory Society, Lausanne, Switzerland)

1445-1500 #4Q6 Place of medical qualification and risk of experiencing a General Medical Council’s performance assessment: A cohort study Alison Starrock (University College London, London, UK)

1500-1515 #4Q7 How physicians learn: View through an ePortfolio lens Jennifer Gordan (Royal College of Physicians and Surgeons of Canada, Ottawa, Canada)

1330-1355 #4R1 Validation of an instrument to assess quality of clinical teaching by students Jan Breckwoldt (University of Zurich, Zurich, Switzerland)

1400-1415 #4R3 Giving feedback to clinical teachers with the Maastricht Clinical Teaching Questionnaire Giorgia Ganduglia (Faculty of Medicine, CLAEH, Punta del Este, Uruguay)

1415-1430 #4R4 How Can We Assess Teaching Quality? Sue Smith (Imperial College London, London, UK)

1430-1445 #4R5 Objective structured teaching examination (OSTE) as a reliable and valid performance assessment tool for measuring teaching competencies in MHPE Program. Rahila Yasmeen (Riphah International University, Islamabad, Pakistan)

1445-1500 #4R6 Systematic Evaluation of teaching qualities of clinical teachers: Psychometric properties of the modified SETQ Tool and cross culture challenges Kathryn Strachan (RCSI Bahrain, Adliya, UK)

1500-1515 #4R7 Internal Structure of Japanese Clinical Teachers’ Evaluation Sheet Makoto Kikukawa (Kyushu University, Fukuoka, Japan)

1330-1730 #4S BarCamp: Informal Learning and Technology (continued in SS) Sebastian Dennerlein (Austria), John Bibby (UK), Raymond Elferink (Netherlands), Micky Kerr (UK), Natalie Lafferty (UK), David Topp (Canada), Tamsin Treasure-Jones (UK) Location: MR 127 – P1

1330-1355 #4T Conference Workshop: How to give negative feedback in medical education – Conceptual issues & best practices Goetz Fabry (Germany), Anja Haeri (Germany), Cludia Kessling (Germany), Monica van de Ridder (USA) Location: MR 128 – P1

1330-1355 #4U Conference Workshop: The Standardized/Simulated Patient Ready Checklist Alba Woolard-Lutze (USA), Lorraine Lyman (USA), Temple West (USA), Amelia Wallace (USA), Gayle Sliva-McConvey (USA) Location: Mr 129 – P1

1330-1355 #4V Meet the Expert: Graham Brown- Martin Our Sunday plenary speaker will expand on the messages in his presentation and share his experience in a small group setting. Location: MR 130 – P1

1330-1355 #4W Conference Workshop: The Docent System of Medical Education: Apprenticeship learning enhanced by peer mentoring and longitudinal clinical experiences Paul Cuddy (USA), Louise Arnold (USA), Steven Kanter (USA) Location: MR 131 – P1

1330-1355 #4X Conference Workshop: Meaningful evaluation of technology-enhanced learning resources James Pickering (UK), Viktoria Jovanes (UK)

1330-1355 #4Y Conference Workshop: How I can help you to take care of me: Patient involvement in teaching and the medical curriculum
McKimm (UK), Phil Cotton (Rwanda)

Ofelia Mosteanu (University of Medicine and Pharmacy

physicians

students to develop into clinically competent

training in Romania: preparing undergraduate

education prepare

Joan

transition to practice curriculum through the

UK

Sarah Staight (University Hospitals of Leicester, Leicester,

from Medical Student to Doctor?

#

UK

Eve Boakes (London North West Healthcare Trust, London,

student to junior doctor: a one month course in

#

Foundation Trust

Rachel Stansfield (Sheffield Teaching Hospitals NHS

devised and delivered by FY1 doctors to final year

#

#

Darrell

transition to Clinical Culture

Wen-Hui Huang (Kaohsiung Medical University Hospital,

to promote the adaptation to work

#

science

Enhancing Readiness for Clerkship: Easing

the Transition to Clinical Culture

Darrell Frye (Dalhousie University, Halifax, Canada)

Not presented

"Ready for F1" Teaching programme devised and delivered by FY1 doctors to final year

medical students in 2015

Rachael Stansfield (Sheffield Teaching Hospitals NHS

Foundation Trust, Sheffield, UK)

Improving the transition from medical student to junior doctor: a one month course in

the final year of medical school.

Eve Boakes (London North West Healthcare Trust, London, UK)

Can a Mobile App Improve the Transition from Medical Student to Doctor?

Sarah Staight (University Hospitals of Leicester, Leicester, UK)

Targeted needs assessment: Approaching transition to practice curriculum through the

appropriate lens

Joan Binnendyck (Western University, London, Canada)

Taking the doctors role: how does UK undergraduate medical education prepare students for the transition to foundation trainee?

Stuart McBain (Keble University School of Medicine, Keble, UK)

Ensuring practical relevance of clinical training in Romania: preparing undergraduate students to develop into clinically competent physicians

Ofelia Mosteanu (University of Medicine and Pharmacy "Iuliu Hatieganu", Cluj Napoca, Romania)
| #4EE08 | Not presented |
| #4EE07 | Script Concordance Testing and the Evolving Style Case: Is There a New Kid on the Block in Clinical Reasoning Assessment?  
Jean-Francois Lemay (ACH, Cumming School of Medicine, University of Calgary, Calgary, Canada) |
| #4EE06 | Learning clinical reasoning in the physiotherapy workplace: a qualitative study  
Miriam Wijbenga (European School of Physiotherapy, Amsterdam University of Applied Sciences, Amsterdam, Netherlands) |
| #4EE05 | Development of a Method to Measure Clinical Reasoning in Pediatric Residents: The Pediatric Script Concordance Test  
Suzette Cooke (Alberta Children's Hospital, Cumming School of Medicine, University of Calgary, Calgary, Canada) |
| #4EE04 | Evaluation of Surgery Intern’s Perception of Clinical Reasoning Activities at Universidad Andrés Bello, Viña del Mar, Chile  
Verónica Silva (Universidad Andrés Bello, Viña del Mar, Chile) |
| #4EE03 | Which factors are most important for continuing the Tokyo GIM Conference(TGIM), a non-profit clinical reasoning study group held at multiple venues?  
Satoshi Watanuki (Tokyo Metropolitan Tama Medical Center, Tokyo, Japan) |
| #4EE02 | Using “Think Aloud” to Compare the Clinical Reasoning of Veterinarians and Veterinary Students  
Sarah Baillie (University of Bristol, Bristol, UK) |
| #4EE01 | Clinical reasoning by design: An appraisal of 4C/ID pre-hospital emergency care education  
Lloyd Christopher (Cape Peninsula University of Technology, Bellville, South Africa) |
| #4EE  | Poster: Clinical Reasoning/Reflection  
Chairperson: Ralph Pinnock (New Zealand)  
Location: Registration Area - P0 |
| #4DD19 | Not presented |
| #4DD18 | The Professionalism Divide: Residents’ Perceptions of Professionalism in the Learning Environment  
Preston Reynolds (University of Virginia, Charlottesville, USA) |
| #4DD17 | Using appreciative inquiry to explore the factors which contribute to a positive educational environment in a tertiary paediatric setting  
Amina Al-Yassin (Great Ormond Street Hospital, London, UK) |
| #4DD16 | Not presented |
| #4DD15 | Educational environment, alcohol problems and academic performance: a survey in one Brazilian Medical School  
Maria Lima (Botucatu Medical School, UNESP, Botucatu, Brazil) |
| #4DD14 | How can we promote a positive learning environment in medical schools? Strategies from medical teachers  
Cristhian Perez (Universidad de Concepcion, Concepcion, Chile) |
| #4DD13 | Not presented |
| #4DD12 | Measuring Educational Environment (EE) in International Medical University (IMU) using Modified DREEM (MD)  
Chia Chee Fen (International Medical University, Kuala Lumpur, Malaysia) |
| #4DD11 | Not presented |
| #4DD10 | The effects of reflection on clinical problems on medical students’ awareness of knowledge gaps and situational interest.  
Liga Ribeiro (UNIFENAS-BH, Belo Horizonte, Brazil) |
| #4DD09 | Using reflection to improve decision-making in a complex environment  
Usma Tufail-Hanif (The University of Edinburgh, Edinburgh, UK) |
| #4DD08 | Not presented |
| #4DD07 | Consolidating Teaching in Clinical Reasoning through unpacking Clinical Educator thinking practices.  
Heather Talberg (University Of Cape Town, Cape Town, South Africa) |
| #4DD06 | Content Specificity of Clinical Reasoning in a Summative Internal Medicine Clerkship Structured Clinical Oral Examination  
Daniel Panisko (Department of Medicine, University of Toronto, Toronto, Canada) |
| #4DD05 | Promoting students’ clinical reasoning skills by withholding diagnosis information in PBL tutorials  
Seung Won Park (Sungkyunkwan University School of Medicine (SKKUSOM), Seoul, South Korea) |
| #4DD04 | Can Clinical Reasoning be tested online? An interactive online tool to assess Clinical Reasoning in Musculoskeletal Physiotherapy  
Sharkia Udipi (Tan Tock Seng Hospital, Singapore, Singapore) |
| #4DD03 | Case-based Discussion for improvement of clinical reasoning in residents of family medicine in Rio de Janeiro  
Olivan Queiroz (Secretaria de Saúde do Rio de Janeiro, Rio de Janeiro, Brazil) |
| #4DD02 | Are thinking skills related to the students’ academic performance level?  
Yolanda Marin-Campos (National Autonomous University of Mexico, Mexico) |
| #4DD01 | What factors are most important for continuing the Tokyo GIM Conference(TGIM), a non-profit clinical reasoning study group held at multiple venues?  
Satoshi Watanuki (Tokyo Metropolitan Tama Medical Center, Tokyo, Japan) |
| #4DD00 | Not presented |

Monday 29 August
#FF16 Graduate Medical Students’ Perception on Performance of the Doctor of Medicine Program in Maharaj Nakorn Chai Nat Hospital (MNRH) School of Medicine, Thailand

#FF17 Assessing the interns’ opinion about their skill to work at Primary Care (PC) of the Unified Health System (UHS) in Brazil

Chairperson: Zalim Balkizov (Russia)
Location: Exhibition Hall - P0

1330-1515

#GG Poster: Anatomy

Chairperson: Zalim Balkizov (Russia)
Location: Exhibition Hall - P0

#GG01 WITHDRAWN

#GG02 Not presented

#GG03 Improving teaching quality in anatomy by training of teaching assistants

Ellen Johansson (Institute of Biomedicine, Gothenburg, Sweden)

#GG04 Cadaveric dissection versus plastic models and 3D anatomy computer software: Which is the best method for teaching human upper limb musculoskeletal anatomy?

Vassilias Mitroussias (University of Thessaly, Larissa, Greece)

#GG05 Not presented

#GG06 Interdimensional transitions in understanding between 2D clinical images and 3D anatomy

Iain Keenan (Newcastle University, Newcastle upon Tyne, UK)

#GG07 3D printed models in Anatomy Teaching and Learning

Sreenivasulu Reddy Mogali (Lee Kong Chian School of Medicine, Nanyang Technological University, Singapore, Singapore)

#GG08 Not presented

#GG09 The Visualization Table - a New Tool for Students to Understand Anatomy through Radiological Images.

Alexander Biskup (Linköping University, Linköping, Sweden)

#GG10 Student leadership in the organisation of anatomy TAs

Hanna Erlandsson (University Of Gothenburg, Göteborg, Sweden)

#GG11 Not presented

#GG12 Integration of photogrammetry as an innovative and interactive teaching tool in anatomy

Lauren Fisher (University of Liverpool, Liverpool, UK)

#GG13 Integration of endoscopic application to teach human gastrointestinal tract anatomy for 2nd year medical students

Tawesak Tongtawee (Institute of Medicine, Suranaree University of Technology, Nakhon-Ratchasima, Thailand)

#GG14 Project-based learning: a learning tool for undergraduate veterinary medicine students studying anatomy

Rodolf Paredes (Universidad Andres Bello, Santiago, Chile)

#GG15 Not presented

#GG16 Attitudes of medical students from the Faculty of Medicine, Vajira Hospital, Navamindradhiraj University, toward cadaveric dissection

Bangkok Tharathum (Faculty of Medicine Vajira Hospital, Navamindradhiraj University, Bangkok, Thailand)

#GG17 Feasibility of Three-Dimensional Printing of an Inguinal-Canal Model for Learning Anatomy

Geoffrey Noel (McGill University, Montreal, Canada)
<table>
<thead>
<tr>
<th>Session Time</th>
<th>Poster/Session Title</th>
<th>Chairperson</th>
<th>Location</th>
<th>Description</th>
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<tbody>
<tr>
<td>1330-1515</td>
<td>#4HH Poster: Undergraduate Communication Skills</td>
<td>Chairperson: Deborah O'Mara (Australia)</td>
<td>Location: Exhibition Hall - P0</td>
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<td></td>
<td>#4HH01 Impact of communication skills training for medical students in the practice of comprehensive care.</td>
<td>Rosa Malena Debone de Faria (Universidade Federal de Minas Gerais, Belo Horizonte, Brazil)</td>
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<td>#4HH02 Not presented</td>
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<td>#4HH03 Faculty Training in Communication skills using a Blended-Learning Model with Doc.Com in Brazil</td>
<td>Gustavo Salata Ramão (University of Ribeirao Preto, Ribeirao Preto, Brazil)</td>
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<td>#4HH04 Communicating with patients with a disability: an example of skills teaching for medical students</td>
<td>Celia Beynon (Princess of Wales Hospital, Bridgend, UK)</td>
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<td>#4HH05 Improving communication skills with the McGill Illness Narrative Interview</td>
<td>Alicia Navarro de Souza (Federal University of Rio de Janeiro, Rio de Janeiro, Brazil)</td>
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<td>#4HH06 A programme to prepare tomorrow's doctors, combining communication skills sessions with point of care simulation.</td>
<td>Richard Barlow (New Cross Hospital, Wolverhampton, UK)</td>
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<td>#4HH07 Not presented</td>
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<td>#4HH08 Aspiring to improve communication skills with foreign patients—English-speaking simulated patients increasingly introduced in medical education in Japan</td>
<td>Ruri Ashida (The Jikei University School of Medicine, Tokyo, Japan)</td>
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<td>#4HH09 How exciting! Emotional challenges in communication skills studies</td>
<td>Asta Toivonen (University of Helsinki, Faculty of Medicine, Clinicum, Department of Public Health, Helsinki, Finland)</td>
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<td>#4HH10 Do we all need a Psychiatry Pitstop</td>
<td>Siga Patel (Leeds and York Partnership Foundation Trust, Leeds, UK)</td>
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<td>#4HH11 Patients' reflections: weak point of medical students in communication skill</td>
<td>Muenprae Jantanakul (Vachira Phuket Hospital, Phuket, Thailand)</td>
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<td>#4HH12 Not presented</td>
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<td>#4HH13 Not presented</td>
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<td>1330-1515</td>
<td>#4II Poster: Simulation 2</td>
<td>Chairperson: Doris Osterpaard (Denmark)</td>
<td>Location: Exhibition Hall - P0</td>
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<td>#4II01 Expanded Skills lab, answer to students' call</td>
<td>Ninka Havu (University of Helsinki, Helsinki, Finland)</td>
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<td>#4II02 Integrating high-fidelity simulation in Non-Invasive Mechanical Ventilation Learning - a two years' experience</td>
<td>Daniel Martins (Hospital Center of Cova da Beira - Academic Medical Center, Covilha, Portugal)</td>
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<td>#4II03 Does a short pre-work conversation help to improve an initial management of acute coronary syndrome?</td>
<td>Monika Marković (Faculty of Medicine, University of Maribor, Maribor, Slovenia)</td>
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<td>#4II04 GeriSim – A multidisciplinary approach to geriatric simulation</td>
<td>Towhid Imam (Graydon University Hospital, London, UK)</td>
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#4II12 Autonomous learning platform (HybridLab) is an effective medical simulation based tool for development of the technical and non-technical competences
Pavilos Ignatavicus (Lithuanian University of Health Sciences, Kaunas, Lithuania)

#4II13 Assessment of Team Behaviour during Simulation-based Scenarios in Paediatric surgery
Caroline Ong (KK Women’s and Children’s Hospital, Singapore, Singapore)

#4II14 Simulation-based training of difficult patient management for resident
Shoichi Itô (Chiba University Hospital, Chiba, Japan)

1330-1515

#4JJ Poster: eLearning
Chairperson: 
Location: Exhibition Hall - P0

#4JJ01 Evaluation of The Latin American Online Vaccinology Course
Lizzelott Andersson (Carlos Slim Foundation, Mexico City, Mexico)

#4JJ02 Not presented

#4JJ03 Monitoring Uptake of MindEd e-learning: lessons for large projects
Alistair Thomson (RCPC, London, UK)

#4JJ04 Peer review in an online graduate health course
Ayelen Arna (Instituto Universitario Hospital Italiano, Buenos Aires, Argentina)

#4JJ05 Not presented

#4JJ06 Support Provided to Students by the Academic Support Group: analysis of technical skills in a distance course in Primary Health Care
Márcia Rosa da Costa (Federal University of Health Sciences of Porto Alegre (UFSCSPA), Porto Alegre, Brazil)

#4JJ07 Second Life and Classroom Platforms: Comparing Small Group Teaching and Learning in Developing Clinical Reasoning Process Skills
Elpida Artemiou (Ross University School of Veterinary Medicine, Bassetere, Saint Kitts and Nevis)

#4JJ08 Evaluation of the student-led Barts and The London Personal Development (BLPD) ePortal - Widening Access to Academic Opportunities, Pastoral and Learning Support for Medical Students
Rishita Shah (Barts and the London School of Medicine and Dentistry, London, UK)

#4JJ09 Students’ attitude towards and self-reported practice of risk-based management of caries after using blended method compared with workshop
Afsaneh Pakdaman (Tehran University Of Medical Sciences, Tehran, Iran)

#4JJ10 Medical Education in a Conscript Military: Making use of Information Technology as a learning tool
Chee Meng Lee (Singapore Armed Forces Medical Training Institute, Singapore, Singapore)

#4JJ11 Medical students managing anaphylaxis: Can combining E-Learning and simulation using blended learning improve student satisfaction and learning outcomes in clinical skills education?
Helen Bintley (Bart’s and the London School of Medicine and Dentistry, Queen Mary University of London, London, UK)

#4JJ12 Comparison between social constructivism model and traditional model of clinical blended learning

Monday 29 August

#4JJ13 Moodle - the Swiss Army Knife for e-Learning in Medical Education
Tudor Calinici (Tulul Hatieganu University of Medicine and Pharmacy Cluj-Napoca, Cluj-Napoca, Romania)

#4JJ14 Developing Reflective Practitioners: Evaluation of a Web Based Tool Used During Placement Experiences
Danna Drynan (University of British Columbia, Vancouver, Canada)

#4JJ15 Involving patients with heart failure in the design of an educational website
Anne Mette Kristiansen (Aarhus University Hospital, Aarhus N, Denmark)

#4JJ16 Development of learning material for sophomore nursing students to simulate clinical practice
Machiko Saeki Yagi (Kitsato University, Sagahara-City, Japan)

#4JJ17 Not presented

#4JJ18 Short films for education of primary health care professionals
Luciana Pinheiro (UFCSA, Porto Alegre, Brazil)

1330-1515

#4KK Poster: Written and Computer-Based Assessment
Chairperson: Sandra Kemp (Australia)
Location: Exhibition Hall - P0

#4KK01 Computer vs Paper Based Exam in Alfaisal University College of Medicine
Mays Altahhan (Alfaisal University, Riyadh, Saudi Arabia)

#4KK02 Progress tests in pharmacology: limitations
Joachim Neumann (Medical School, Depart Pharma Tox, Halle, Germany)

#4KK03 Prediction of the final examination with recall or problem-based type of test in formative assessment - which one is useful?
Thanada Trakarnvanich (Navamindradhiraj University, Bangkok, Thailand)

#4KK04 Current status and issues of web-based test: wbt at a school of medicine in Japan
Hajime Furusaka (Chiba University, Chiba, Japan)

#4KK05 How to construct an exam blueprint - a comparison of two methods used in a new medical school
Claire Ann Canning (Lee Kong Chian School of Medicine, NTU, Singapore, Singapore)

#4KK06 Factors influencing national license examination step 1 score in preclinical year medical students
Pongwat Lertwilaiwittaya (Faculty of Medicine Siriraj Hospital, Mahidol University, Bangkok, Thailand)

#4KK07 Students’ views about the factors affecting their performance on continuous assessment at the College of Medicine, KKU, KSA
Omer Elfish (College of Medicine, KKU, Abha, Saudi Arabia)

#4KK08 Formative comprehensive examination (FCE) enhances clinical knowledge in medical students
Surasak Aumkaew (Medical Education Center, Buriram Hospital, Buriram, Thailand)

#4KK09 ADEM PLUS: Performance assessment of medical students in Brazil
Ricardo Komatsu (HSL - Hospital Sirio-Libanes and FAMEMA - Marilia Medical School, Sao Paulo - SP, Brazil)

1515-1545

Coffee Break
Exhibition Hall
(viewing posters and exhibits)

Group Meetings
Session 5: Simultaneous Sessions

1545-1730 #SA Symposium: Faculty Development in the Health Professions: From Skill Acquisition to Professional Identity Formation
Yvonne Steiner (McGill University, Montreal, Canada),
David Irby (UCSF, San Francisco, USA),
Patricia O’Sullivan (UCSF, San Francisco, USA)
Location: Auditorium

1545-1730 #SB Symposium: Exploring active learning strategies for large group settings
Peter GM de Jong (Netherlands), Ann Poznanski (USA),
Joseph P Grande (USA), Frazier Stevenson (USA),
(On behalf of IAMSE)
Location: 211 – P2

1545-1730 #SC Symposium: Making the implicit explicit: Theories informing simulation-based education
Debra Nestel (Monash University, Australia),
Nancy McNaughton (University of Toronto, Canada),
Walter Epiph (Northwestern University Feinberg School of Medicine, USA),
Gabriel Reedy (Kings College London, UK),
Ryan Brydges (University of Toronto, Canada),
Peter Dieckmann (Copenhagen Academy of Medical Education and Simulation, Denmark)
Location: MR 112 – P1

1545-1730 #5D AMEE Fringe 1
Chairperson: Rachel Ellaway (Canada)
Location: MR 117 – P1

1545-1600 #5D1 Music: A Full Brain Workout!
Wendy Stewart (Dalhousie University, Quispamsis, Canada)

1600-1615 #5D2 The observatory: A sensory training workshop
Anna Harris (Maastricht University, Maastricht, Netherlands)

1615-1630 #5D3 WITHDRAWN

1630-1645 #5D4 The world without medical students.
Andrea Daniela Maier (University of Copenhagen, Faculty of Health and Medical Sciences, Copenhagen, Denmark)

1645-1700 #5D5 What are they thinking? Clinical teaching in 55 word stories!
Lucie Walters (Flinders University Rural Clinical School, Mount Gambier, Australia)

1700-1715 #5D6 I am an actor and a medical student - that changes everything
Ugo Caramori (Pontificia Catholic University of São Paulo, Sorocaba, Brazil)

1715-1730 #5D7 The pain artist/Play: “How to see pain”
Caroline Wellbery (Georgetown University, Bethesda, USA)

1545-1730 #5E Research Paper: Empathy, Caring, and Professionalism
Chairperson: Charlotte Silen (Sweden)
Assessor: Reidar Tysen (Norway)
Location: 212 – P2

1545-1605 #5E1 What does it mean to be caring? Phenomenological primary research using the novel Pictor technique
Hannah Gillespie (Queen’s University Belfast, Belfast, Northern Ireland, UK)

1605-1625 #5E2 Not presented

1625-1645 #5E3 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, Sydney, Australia)

1645-1705 #5E4 To what extent is empathy research comparable? A cross-cultural evaluation of concurrence and underlying constructs of the Jefferson Scale of Empathy and the Interpersonal Reactivity Index
Patrício Costa (School of Health Sciences, Braga, Portugal)

1705-1725 #5E5 Association between the Hidden and Informal Curricula in Medical Education and its Impact on Empathy: A Report from the Medical Student CHANGE Study
Rachel Hardeman (Mayo Clinic, Rochester, USA)

1725-1730 Discussion

1545-1730 #5F PhD Reports 1
(PhD Thesis Award Session)
Chairperson/Assessor: Debbie Jaarsma (Netherlands)
Assessor:
Location: MR 111 – P1

1545-1600 #5F1 Watching People Fail: The Impact of Providing Peer-Feedback on Erroneous Diagnoses on Own Diagnostic Competencies
Christian Strobel (Ludwig-Maximilians-Universität München, Munich, Germany)

1600-1615 #5F2 Medical Student Selection - a mixed methods study
Maureen Kelly (National University of Ireland, Galway, Galway, Ireland)

1615-1630 #5F3 Conceptions of learning and teaching in teachers, in student-centred curricula in Medicine
Johanna Jacobs (VU University Medical Centre / School of Medical Sciences, Amsterdam, Netherlands)

1630-1645 #5F4 The Art of Staying Engaged; The role of personal resources in mental well-being of young veterinary professionals
Nicole Mastenbroek (Utrecht University, Utrecht, Netherlands)

1645-1700 #5F5 Accessing Clinical Wisdom: Mapping Clinical Students’ Experiences of Integrated Learning
Susan McNaughton (University of Auckland, Auckland, New Zealand)

1700-1715 #5F6 Medical student (and patient) attachment-orientation and clinical communication skills in the simulated and clinical (primary care) setting
Peter Leadbetter (Edge Hill University, Ormskirk, UK)

1715-1730 #5F7 The role of social-comparative feedback in novice medical trainees learning procedural skills
Kinga L. Eliasz (The Wilson Centre, University Health Network, Toronto, Canada)

1545-1730 #5G Conference Workshop: AMEE
MedEdPublish - An exciting new approach to publishing
Richard Hays (Editor) (Australia), John Dent (Theme Editor) (UK), Kerrie McKay (Administrator) (UK)
Location: MR 113 – P1

1545-1730 #5H PechaKucha™ 2
1545-1552 #5H1 **Different Perspectives - Physician Associate students with Disabilities Training in Clinical Environments**
Janina Iwaszka (Worcester University, Worcester, UK)

1554-1601 #5H2 **Engagement of Medical Students**
Carmina Flores (Universidad Anahauac Mexico, Huxquilucan, Mexico)

1603-1610 #5H3 **Using radiological imaging as a vector for critical thinking and integration in case and team-based learning exercises**
Cristian Stefan (New York University College of Dentistry, New York, USA)

1612-1619 #5H4 Not presented

1621-1628 #5H5 **Medical Simulation Training in Fine Needle Aspiration Cytology Using Phantoms. University Teaching Experience.**
Eduardo Alcarez-Matesos (Morales Meseguer University Hospital, Murcia, Spain)

1630-1637 #5H6 MOOCs -> SPOCs: Short Private Online Courses
Sabine Uijl (Julius Academy, UMC Utrecht, Utrecht, Netherlands)

1639-1646 #5H7 **PBL and MOOCs, a happy marriage? After the honeymoon...**
Danielle Verstegen (Maastricht University, FHML, Dept. of Educational Research and Development, Maastricht, Netherlands)

1648-1655 #5H8 **Digital learning resources in healthcare: From the “class” to the “study guide”**
Laura Esmeralda Magallan (Campus Virtual Hospital Italiana de Buenos Aires-Instituto Universitario, Ciudad Autonoma de Buenos Aires, Argentina)

1655-1702 #5H9 **Team-Based Learning in Chest Radiology Class: Teacher or Student Satisfaction?**
Puripakorn Pakdritrat (Ratchaburi MEC, Ratchaburi Hospital, Ratchaburi, Thailand)

1702-1730 Discussion

1545-1730 #5J **Short Communication: Education Environment/ Curriculum Evaluation**
Chairperson: Carmen Fuenetealba (USA)
Location: MR 116

1545-1600 #5J1 **Residents’ Learning Climate: From Continuous Measurement to Improvement**
Milau Siikonen (Academic Medical Center, Amsterdam, Netherlands)

1600-1615 #5J2 **Better learning climates, better patient care?**
Alina Smirnova (Maastricht University, Amsterdam, Netherlands)

1615-1630 #5J3 WITHDRAWN

1630-1645 #5J4 **Determinants of students’ satisfaction during clinical clerkship**
Thierry Fusai (Ecole de santé des armées, Bron, France)

1645-1700 #5J5 **A Student-Centered Participatory Program Evaluation for Curriculum Reform: An Inside Look at the Clerkship Experience**
Austin Beasan (Southern Illinois University School of Medicine, Springfield, USA)

1700-1715 #5J6 **A Pragmatic Approach to Curriculum Review**
Hisham Khalil (Peninsula College of Medicine and Dentistry, Plymouth, UK)

1715-1730 #5J7 **Systems Engineering in Health Professions Education: Using an Abstract Decomposition Space Tool to Conduct Emergent Theory Program Evaluation**
David Rajas (Wilson Centre, Toronto, Canada)

1545-1730 #5K **Short Communication: Selection**
Chairperson: Location: MR 118 – P1

1545-1600 #5K1 **Exploring participation in selection and type of selection in relation to student motivation, engagement and achievement: a multi-site study**
Anouk Wouters (VUmc School of Medical Sciences, Amsterdam, Netherlands)

1600-1615 #5K2 **Is what they say in medical student selection interviews what they really mean?**
Louise Young (James Cook University, Townsville, Australia)

1615-1630 #5K3 **Emotional Intelligence, Medical Selection and Academic Performance: Associations and Development**
Chris Skinner (Medical School, University Notre Dame Fremantle, Swanbourne, Australia)

1630-1645 #5K4 **Supporting positive test impact for BMAT candidates: A case study of revising BMAT Section 2 and developing free online support materials**
Sarah McElwee (Admissions Testing Service, Cambridge English Language Assessment, Cambridge, UK)

1645-1700 #5K5 **Exploring the Relationship between the UKCAT Situational Judgement Test and the Multiple Mini Interview**
Adrian Husbands (University of Buckingham, Buckingham, UK)

1700-1715 #5K6 **Selection of students on extracurricular activities predicts persistent activities during medical school and better clinical achievement**
Karen Stegers-Jager (MEIRR - Erasmus MC, Rotterdam, Netherlands)

1715-1730 #5K7 **Shortlisting for interviews: Comparison of the Cambridge Personal Styles Questionnaire with personal statements in a case-study of nursing applicants.**
Lyn Dole (Admissions Testing Service, Cambridge, UK)
Monday 29 August

1545-1730 #SL Short Communication: Lecture/Flipped Classroom
Chairperson: Veena Singaram (South Africa)
Discussant: Vishna Devi Nadarajah (Malaysia)
Location: MR 119 – P1

1545-1600 #SL1 The Impact of Lecture Capture on Student Learning: Do Medical Students Actually Benefit from Embracing New Educational Technologies?
Nita Topole (St. Georges University, St. Georges, Grenada)

1600-1615 #SL2 Flipping the classroom: Effect on workload, motivation and retention.
Rianne Bouwmeester (University Medical Center Utrecht, Utrecht, Netherlands)

1615-1630 #SL3 “Flipping” Part A: What factors facilitate the use of a ‘flipped classroom’ model in preparation for postgraduate membership examinations in Public Health?
Kelly Mackenzie (School of Health and Related Research, University of Sheffield, Sheffield, UK)

1630-1645 #SL4 A flipped classroom approach to a ‘Diabetes Acute Care Day’ improves final year medical students confidence and competence.
James Boyle (University of Glasgow, Glasgow, UK)

1645-1700 #SL5 Implementing flipped classroom session for students accustomed to traditional large group teaching session.
Ciara Luscombe (Brighton and Sussex Medical School, Brighton, UK)

1700-1715 #SL6 Flipped Classroom Model for Advanced Life Support Certification
Erich Maul (University of Kentucky, Lexington, USA)

1715-1730 Discussion

1545-1730 #SM Short Communication: Clinical Reasoning
Chairperson: Josh Jacobs (USA)
Discussant: Sigrid Harendza (Germany)
Location: MR 120 – P1

1545-1600 #SM1 Collaboration improves diagnostic decision making of medical students in emergencies.
(Miriam Friedman Ben-David Award Winner)
Wolf Houtz (Inselspital University Hospital, Bern, Switzerland)

1600-1615 #SM2 Optimizing clinical reasoning in virtual patients - a grounded theory approach.
Inga Hege (LMU Muenchen, Germany & Geisel School of Medicine at Dartmouth, Hanover, USA)

1615-1630 #SM3 A module using think aloud to teach and assess clinical reasoning.
Ralph Pincock (Women and Children’s Health, Dunedin School of Medicine, Dunedin, New Zealand)

1630-1645 #SM4 Critical Clinical Competencies (CCC): An Online Video-Based Curriculum to Develop Clinical Reasoning
Anna Cianciolo (Southern Illinois University School of Medicine, Springfield, USA)

1645-1700 #SM5 A functional neuroimaging study of medical students’ clinical reasoning process.
Hyung-Joo Chang (Department of Medical Humanities, Korea University College of Medicine, Seoul, South Korea)

1700-1715 #SM6 Monitoring progression of professional skills in health sciences education.
Kristina Orban (Health Sciences, Faculty of Medicine, Lund University, Lund, Sweden)

1715-1730 Discussion

1545-1730 #SN Short Communication: Online Learning
Chairperson: Matthew Stull (USA)
Discussant: Lotte Gyhrhe (Mayo Clinic, Rochester, USA)

1545-1600 #SO1 Internet Use and its Effect on Academic Performance among Medical Students
Sultan Alzahrani (Faculty of Medicine, Allaba University, Allaba, Saudi Arabia)
YAZEED ALZAHRAI AND HAMZAH ALZAHRAI ALSO PRESENTED

1600-1615 #SO2 The evolution of medical education: medical students prefer question banks.
Jane Bleasel (University of Sydney, Sydney, Australia)

1615-1630 #SO3 Virtual campus in the quality and safety capacitacion of patient care in hospital workers.
Lino Cardiel (Hospital General de México "Dr. Eduardo Lizcano", Ciudad de México, D.F., Mexico)

1630-1645 #SO4 Not presented

1645-1700 #SO5 Professional recognition using MOOCs in Health Education: Have MOOCs come of age?
Luke Woodham (St George’s, University of London, London, UK)

1700-1730 Discussion

1545-1730 #SN1 Digital Wellbeing in Medical Students
Steve Gallagher (Dunedin School of Medicine, University of Otago, Dunedin, New Zealand)

1600-1615 #SN2 More mindful medical students.
Ruth Sugden (King’s College London, London, UK)

1615-1630 #SN3 Medical Student Motivation for Well Being and Self Determination Theory
Ikona Makri (University of Liverpool, Liverpool, UK)

1630-1645 #SN4 Knowledge and Role Modelling Deficiencies in the Physical Activity Realm, Significant Intervention Required in Australian Medical Students; MEDx Update
David Lipman (Deakin University, Geelong, Australia)

1645-1700 #SN5 Teaching Medical Students Wellness Coaching to Improve Lifestyle Habits
Lotte Gyhrhe (Mayo Clinic, Rochester, USA)

1700-1715 #SN6 Not presented

1715-1730 #SN7 Responding to study stress: The prevalence of dysfunctional eating patterns among medical students in Norway (STUDMED 2015)
Lise Lavseth (Dept. of Mental Health Care, St Olav University Hospital, Trondheim, Norway)
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<thead>
<tr>
<th>Time</th>
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<th>Chairperson/Location</th>
<th>Discussant/Location</th>
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<tr>
<td>1545-1730</td>
<td><strong>#5P</strong> Short Communication: Clinical/Workplace-Based Assessment</td>
<td>Chairperson: Aggie Butler (USA)</td>
<td>Discussant: Kathy Bouriscot (Singapore)</td>
<td>Location: MR 123 – P1</td>
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<tr>
<td>1545-1600</td>
<td><strong>#5P1</strong> Video based peer assessment of team collaboration in a large scale interprofessional learning activity</td>
<td>Chris Roberts (University of Sydney, Sydney, Australia)</td>
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<tr>
<td>1600-1615</td>
<td><strong>#5P2</strong> Development of a Procedure Specific Assessment Tool for Flexible Diagnostic Pharyngolaryngoscopy Using a Delphi Methodology</td>
<td>Jacob Melchers (Dept of Otalaryngology - Head and Neck Surgery, Rigshospitalet, Copenhagen, Denmark)</td>
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<td>1615-1630</td>
<td><strong>#5P3</strong> Implementation of a two-step simulation based examination of professional competence in nursing education</td>
<td>Carina Georg (Karolinska Institutet Department of Learning, Informatics, Management and Ethics and Department of Neurobiology, Care Sciences and Society, Stockholm, Sweden)</td>
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<tr>
<td>1630-1645</td>
<td><strong>#5P4</strong> Simulation-based assessment of surgical skills in graduate technical-medical education</td>
<td>Marken Groenier (University of Twente, Enschede, Netherlands)</td>
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<tr>
<td>1645-1700</td>
<td><strong>#5P5</strong> Multisource feedback narrative comments: An examination of formats and alignment with CanMEDS</td>
<td>Jocelyn Lockyer (Cumming School of Medicine, University of Calgary, Calgary, Canada)</td>
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<tr>
<td>1700-1715</td>
<td><strong>#5P6</strong> What difficulties do faculty members face when conducting workplace-based assessments in undergraduate clerkships?</td>
<td>Hester Daelmans (VUmc School of Medical Sciences, Amsterdam, Netherlands)</td>
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<tr>
<td>1715-1730</td>
<td><strong>#5Q</strong> Short Communication: Trainee in Difficulty</td>
<td>Chairperson: Derek Gallen (UK)</td>
<td>Location: MR 124 – P1</td>
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<tr>
<td>1545-1600</td>
<td><strong>#5Q1</strong> Using the In-Training Assessment Profiler (i-TAP) for early identification and intervention of trainees likely to experience difficulties</td>
<td>Fiona Patterson (Work Psychology Group, Derby, UK)</td>
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<tr>
<td>1600-1615</td>
<td><strong>#5Q2</strong> Professional Socialisation of Trainees (Medical Interns) tracking their Health and Welfare with particular focus on trainees who are in difficulty</td>
<td>Susie Stewart (University of Notre Dame Australia, Perth, Australia)</td>
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<td>1615-1630</td>
<td><strong>#5Q3</strong> Not presented</td>
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<td>1630-1645</td>
<td><strong>#5Q4</strong> Increasing self-efficacy and reducing burnout through a post-graduate medical education intervention</td>
<td>Michael Williams (Wales Behavioral Assessment, Lawrence, USA)</td>
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<td>1645-1700</td>
<td><strong>#5Q5</strong> Impact of negative emotions on complex learning: an experimental study</td>
<td>Telma Kremer (Erasmus University Rotterdam, Rotterdam, Netherlands)</td>
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<td>1700-1715</td>
<td><strong>#5Q6</strong> Understanding residents’ responses to autonomy and participation tensions in the workplace: A constructivist grounded theory study</td>
<td>Francisco Olmos-Vega (Pontificia Universidad Javeriana, Bogotá, Colombia)</td>
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<td>1715-1730</td>
<td><strong>#5Q7</strong> Developing insight among physicians in a post-graduate learning activity</td>
<td>Betsy White Williams (University of Kansas Medical School, Kansas City, USA)</td>
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<td>1545-1730</td>
<td><strong>#5R</strong> Short Communication:</td>
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<tr>
<td>1545-1600</td>
<td><strong>#5R1</strong> Improving global health education in the refreshed curriculum</td>
<td>Birgit Fruhstorfer (Warwick Medical School, Coventry, UK)</td>
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<td>1600-1615</td>
<td><strong>#5R2</strong> Global Health competencies for postgraduate health professionals: What does a doctor need to be able to?</td>
<td>(Postgraduate Travel Award Winner) Sarah Walspole (Hull York Medical School, London, UK)</td>
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<td>1615-1630</td>
<td><strong>#5R3</strong> Physician emigration from Africa to the United States of America – a 10-year cross-sectional profile</td>
<td>Robbert Duvivier (University of Newcastle, Australia / FAIMER, Philadelphia USA, Newcastle, Australia)</td>
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<tr>
<td>1630-1645</td>
<td><strong>#5R4</strong> Serving Globally in Resource Limited Countries and Emotional Intelligence: An exploratory study.</td>
<td>Teti Turner (Baylor College of Medicine, Houston, USA)</td>
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<td>1645-1700</td>
<td><strong>#5R5</strong> Cross-border partnerships in medical education</td>
<td>Sarah Williams Leng (FAIMER, Philadelphia, USA)</td>
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<tr>
<td>1700-1715</td>
<td><strong>#5R6</strong> The role of strategic partnerships in the development of medical universities: the experience of Kazakhstan Vitaliy Koikov (Republican Centre for Health Development, Astana, Kazakhstan)</td>
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1545-1730 #5X Conference Workshop: Tips on preparing ASPIRE award applications in student engagement
Marko Zdravkovic (Slovenia), Shelley Parr (UK), Debra Klamen (USA), Martin Wohlin (Sweden), Gillian Swan (UK), Tony Celenza (Australia)
Location: MR 132 – P1

1545-1730 #5Y Conference Workshop: Young Medical Educator’s Workshop: Speed Mentoring, Adaptive Action to Refine Mentoring for Young Medical Educators
J.M.Monica van de Ridder (USA), Stewart Menin (USA), Charlotte Ringsted (Denmark), Zubair Amin (Singapore), Yen (Taiwan), Garrett Ren-Jie Liu (Taiwan)
Location: MR 133 – P1

1545-1730 #5Z Conference Workshop: Continuing Professional Development: the art of feedback and reflection
Taruna Bindal (UK), Helen Goodyear (UK)
Location: MR 134 – P1

1545-1730 #5AA Conference Workshop: A Gentle Introduction to Psychometrics for the Medical Educator: Key Concepts and How to Apply Them to your Assessment
André De Champlain (Canada)
Location: M 215 + 216 – M2

1545-1730 #5BB Conference Workshop: Getting strategic with research through priority setting exercises
Rola Ajiao (Australia), Lynn Monrouxe (Taiwan), Chia Ming Yen (Taiwan), Garrett Ren-Jie Liu (Taiwan)
Location: M 211 + 212 – M2

1545-1730 #5CC Poster: Interprofessional Education 1
Chairperson: Kathy Chappell (USA)
Location: Registration Area - P0

#5CC01 Design and evaluation of an interprofessional module to introduce medical students to the clinical environment
Ann Chu (Imperial College London, London, UK)

#5CC02 Does Continuous Contacts Using Interprofessional Education Device (IPED) Have Educational Effects on Medical, Nursing, and Pharmacy Students?
Masato Kokaji (Nagoya University School of Medicine, Nagoya, Japan)

#5CC03 Small group of Interprofessional education in home care
Keiko Abe (Nagoya University, Nagoya, Japan)

#5CC04 The Educational Effect of an One Day Interprofessional Workshop Course “Mie-IPE”:
Final Reports of 7 Departments at 7 Universities.
Michiko Goto (Mie University Graduate School of Medicine, Tsu, Japan)

#5CC05 Learning about Delirium in a Simulated Clinical Environment: An Interprofessional Learning Intervention for Final Year Medical & Nursing Students
Debra Kiegeldie (Holmesglen Institute & Healthscope Hospitals, Melbourne, Australia)

#5CC06 Clinical IPE: Interprofessional education in a point-of-care setting
Mayumi Asahina (Chiba University School of Medicine, Chiba, Japan)

#5CC07 An interprofessional Virtual Patient model for students in primary health care
Helena Salminen (Karolinska Institutet, Stockholm, Sweden)

#5CC08 Promoting interprofessional education with health-care matrix curriculum through accurate problem list of electronic health records
Feng-Cheng Liu (Tri-Service General Hospital, Taipei, Taiwan)

#5CC09 An inter-professional e-learning tool preparing students for the operating room ward.
Eva Tarbjørnsen (Department of Clinical Science and Education, Karolinska Institutet, Södersjukhuset, Stockholm, Sweden)

#5CC10 Lasting impact of final-year interprofessional education (IPE) on medical students after two years of clinical experience
Kumiko Yamaguchi (Tokyo Medical and Dental University (TMDU), Tokyo, Japan)

#5CC11 Interprofessional Learning in the Clinical Setting
Cecilia Wredberg (CLINTEC, Stockholm, Sweden)

#5CC12 Innovating curricula with interprofessional teamwork in medical education- Interprofessional Summerschool 2014
Ann-Katrin Brockert (AIKTRA, Aachen, Germany)

#5CC13 Nurse shadowing program for 6th year medical students in a training ward
Wen-Lin Lo (Buddhist Tzu Chi General Hospital, Hualien, Taiwan)

#5CC14 Exploring medical students’ early experiences with the multidisciplinary team (MDT) at Barts and the London Medical School James Ainsworth (Barts and the London School of Medicine and Dentistry, London, UK)

#5CC15 Interdisciplinary team based learning for medical students
Ittichai Sakarunchai (Faculty of Medicine, Prince of Songkla University, Hatyai, Songkhla, Thailand)

#5CC16 Not presented

#5CC17 Evaluation of multidisciplinary InterProfessional Education (IPE) workshop for final-year students -Lack of self-affirmation could be a limiting factor for IPE
Chiharu Kawakami (St. Luke’s International University, Tokyo, Japan)

1545-1730 #5DD Poster: Professionalism and Professional Identity
Chairperson: Dan Hunt (USA)
Location: Registration Area - P0

#5DD01 Encouraging Medical Student Professionalism Discipline by feedback from Standardized Patient as Long Case Assessor.
Kalyanee Asanasak (Medical education center Songkhla hospital, Muang, Thailand)

#5DD02 Parents’ assessment of 6th year medical students’ professionalism
Nipaporn Hanpitakpong (Buddhachinara) medical education center, Phitsanuloke, Thailand

#5DD03 Attitudes to Professionalism and Academic Integrity among Medical Students – is the landscape changing?
Suleman Patel (Barts and the London School of Medicine and Dentistry, London, UK)
#5DD04 A Comprehensive and Compulsory Educational Program that Develops Professionalism for Medical Students Prior to Clinical Training in Japan.
Michito Hirakata (Keio University School of Medicine, Tokyo, Japan)

#5DD05 Medical Professionalism: Enduring but Evolving
Naveed Khan (King’s College London, London, UK)

#5DD06 Physicians’ HEART: A comprehensive program for developing professionalism in medicine for medical students at Shantou University Medical College, China
Zhanqin Huang (Shantou University Medical College, Shantou, China)

#5DD07 Medical Students’ Interpretations of Derogatory Comments about Patients and Other Professionals
Sara Taraq (University of Arkansas for Medical Sciences, Little Rock, USA)

#5DD08 A study of Professional Identity formation in Clinical Debrief sessions
Rebecca Farrington (University of Manchester, Manchester, UK)

#5DD09 Diagnosis of the level of moral and ethical responsibility of the interns
Liudmila Kovalenko (Surgut State University Medical Institute, Surgut, Russia)

#5DD10 The study of Person-organization fit on medical professionalism among attending physicians
Chung-Hsuan Chiu (Taipei Medical University, Taipei, Taiwan)

#5DD11 Hospital residents facing medical professionalism
Jesús Morán-Barrios (Postgraduate Medical Education Unit. Hospital Universitario Cruces, Barakaldo (Vizcaya), Spain)

#5DD12 Education as Identity Construction: Training for Continuity of Care in Family Medicine Residents.
Rebecca Stoller (University of Toronto, Toronto, Canada)

#5DD13 What has changed in the course of “On Doctoring”? A qualitative research on the transformation process of self-positioning and learning attitude in a humanistic curriculum of “On Doctoring” for undergraduate medical students
Nan-chieh Chen (Kaohsiung Medical University, Kaohsiung City, Taiwan)

#5DD14 Impact of “On Doctoring” clinical shadowing course on professional preparation in the second-year preclinical medical students.
Jeng-Hisun Yen (Department of Internal Medicine, Kaohsiung Medical University Hospital, College of Medicine, Kaohsiung Medical University, Kaohsiung, Taiwan)

#5DD15 Identity development in mature students with previous higher education experience
Remigio Zvauya (College of Medical and Dental Sciences, Birmingham University, Birmingham, UK)

#5DD16 Professional Identity Formation: First Year Medical Students’ Observations of the Doctor-Patient Relationship
Marie Dent (Mercer University School of Medicine, Savannah, USA)

#5DD17 The difference of definition and expectation of medical professionalism from the viewpoints of the medical practitioner and the society in Taiwan
Hung-Yi Lai (Chang Gung memorial hospital and Chang Gung Medical education research center, Taipei, Taiwan)

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#5EE Poster: Patient Safety/Prescribing
Chairperson: Allison Turnock (Australia)
Location: Registration Area - P0

#5EE01 Views and experiences of medical error and open disclosure practice: a study of junior clinical staff
Debra Kingalale (University of Melbourne, Melbourne, Australia)

#5EE02 Imperfect practice makes perfect: Error-Management Training Improves Transfer Of Learning.
Liv Dyré (Department of Gynecology and Obstetrics, Rigshospitalet, Denmark, Copenhagen, Denmark)

#5EE03 Teaching about medical error: is there a way to do it?
Viktor Rikels (Karaganda State Medical University, Karaganda, Kazakhstan)

#5EE04 Why not ASK? Advanced Skills & Knowledge course - An innovative patient safety training programme that challenges our traditional educational silos
Craig Johnstone (Croydon Health Services, London, UK)

#5EE05 The “SimHand”—Mobile Application – a new way of teaching handover in undergraduate medical education
Laura Giles (University Hospital RWTH Aachen, Aachen, Germany)

#5EE06 Pedagogy to Practice: aligning Human Factors & Patient Safety Education to the needs of clinical practice
Denise Prescott (University of Liverpool, Liverpool, UK)

#5EE07 Evaluation of knowledge and attitude about medical errors and patient safety in medical students
Pisrapao Noimming (Sisaket Hospital Medical Education Centre, Si Sa Ket, Thailand)

#5EE08 Handoff Training Day for final year students: Addressing gaps in patient safety education – inspired by the EU-PATIENT Project
Hanna Schröder (Aachen Interdisciplinary Training Centre, Aachen, Germany)

#5EE09 Are you a giver and never a receiver of feedback?
Erica Sullivan (University of Manchester, Manchester, UK)

#5EE10 Prescribing error research to the medical curriculum integration
Worapa Warathanakul (Vachiraphuket hospital, Phuket, Thailand)

#5EE11 Assessment-driven mobile learning for healthcare professionals on high-risk medication safety issues
Lu Real (Centre for Pharmacy Postgraduate Education, University of Manchester, Manchester, UK)

#5EE12 Playing your drugs right: gamification of antibiotic teaching
Genevieve Hirst (Peninsula College of Medicine and Dentistry, Truro, UK)

#5EE13 Workplace Based Student Prescribing: A Safe and Effective Way to Learn
Cameron Brown (Cumberland Infirmary, Carlisle, UK)

#5EE14 Introducing 1st year medical students to drugs used in cardiology
Marcus Coffey (Cardiff University School of Medicine, Cardiff, UK)
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<tr>
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<th>Title</th>
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<tr>
<td>#SFF10</td>
<td>Impact assessment of shared care in dermatology</td>
<td>Juliana Massuda (University of Campinas, Campinas, Brazil)</td>
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<tr>
<td>#SFF11</td>
<td>Developing non-training grade doctors to improve recruitment &amp; retention of doctors in a large Teaching Hospital in the UK</td>
<td>Biju Simon (University Hospitals of Leicester, Leicester, UK)</td>
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<tr>
<td>#SFF12</td>
<td>WITHDRAWN</td>
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**#5HH** Poster: Postgraduate Communication Skills  
Chairperson: Ian Bowmer (Canada)  
Location: Exhibition Hall - P0  

**#5HH01** Communication skills teaching of Brazilian medical residents in primary care: perception of the use of pre-recorded videotapes of real consultation with feedback in small groups  
Marcela Dahms (USP, Curitiba, Brazil)  

**#5HH02** Barriers to effective communication and collaboration among physicians and nurses in Pediatrics Department in State of Qatar  
Manasik Hassan (Hamad Medical Corporation - Pediatrics Department, DOHA, Qatar)  

**#5HH03** Using a Rational Explanation Checklist to examine doctors’ explanations to patients: initial feasibility study in general practice  
Maureen Topp (University of Calgary, Calgary, Canada)  

**#5HH04** ComPsych: A postgraduate communication skills training program about discussing schizophrenia diagnosis and prognosis for psychiatry trainees  
Philippa Dilton-Phare (University of Newcastle, Newcastle, Australia)  

**#5HH05** Collegial relations and positions in workplace based communication training. A qualitative study  
Jane Ege Møller (Center for Health Sciences Education, Aarhus University, Aarhus N, Denmark)  

Janine Kee (Tan Tock Seng Hospital, National Healthcare Group, Singapore, Singapore)  

**#5HH07** Utilizing situational simulation in nursing education to improve nurses’ self-efficacy of communication skills when communicating with family caregivers of patients  
Hui-Fen Hsiang (Taipei Medical University Hospital, Taipei, Taiwan)  

**#5HH08** Teaching end of life (EOL) communication in the emergency department (ED) through high-fidelity simulation scenarios  
Alexandra Stefan (Sunnybrook Health Sciences Centre, University of Toronto, Toronto, Canada)  

**#5HH09** The effect of scenario-based course to improve self-confidence on communication in PGY ICU nurse.  
Fang-Tau Lin (Koosung Medical University Hospital, Koosung, Taiwan)  

**#5HH10** Limited health literacy in patients: how do educators address the issue in practice?  
Wern Le Tang (National Healthcare Group Polyclinics, Singapore, Singapore)  

**#5HH11** Speech recognition software generated clinical interview transcripts: An effective tool to improve feedback outcomes  
Kiyoshi Shikino (Chiba University Hospital, Department of General Medicine, Chiba, Japan)  

**#5HH12** Medical training and attitude for communicating death in children  
Fernanda Patricia Soares Souto Novaes (Hospital Dom Malan, Universidade Federal de Vale do São Francisco (UNIVASF), Faculdade Pernambucana de Saúde (FPS), PETROLINA, Brazil)  

**#5HH13** The effectiveness of flash-card history taking in hearing-deficit elders, a sample group in Thailand  
Boonjirapong Pratoomchat (Suanrernoe University of Technology, Nakornratchasima, Thailand)  

**#5HH14** Improving Standards of Hospital Discharge Summaries - An Educational Curriculum for House Officers  
Liling Natalie Woong (Singhealth, Singapore, Singapore)  

**#5I1** Poster: Student Engagement  
Chairperson: Simon Guild (UK)  
Location: Exhibition Hall - P0  

**#5I01** Video-assisted self-assessment of direct ophthalmoscope examination support performance for Thai medical students  
Dam Mookmanee (Surathani Medical Education Center, Suratthani, Thailand)  

**#5I02** Being your own examiner, a descriptive study of self-certification in a basic laparoscopic skills course  
Ebbe Thinggaard (Copenhagen Academy of Medical Education and Simulation, Copenhagen, Denmark)  

**#5I03** A constructivist design for an undergraduate teaching skills course promotes student engagement and confidence.  
Nina Salacius (Imperial College, London, UK)  

**#5I04** Engaging students through a workshop on medical education  
Juliana Sa (Faculty of Health Sciences, University of Beira Interior, Covilhã, Portugal)  

**#5I05** Students’ evaluation of the ASPIRE Student Engagement in the Curriculum Criteria – a mixed methodology study  
Ernest Kowsalski (Medical University of Lodz, Lodz, Poland)  

**#5I06** Involving students in curriculum design: an experience from diabetes education  
Anique Atherley (The University of the West Indies, Bridgetown, Barbados)  

**#5I07** Medical students’ research productivity after research project course; a 2-year follow-up study  
Riitta Moller (Karolinska Institutet, Stockholm, Sweden)  

**#5I08** A Successful Medical Student Paediatric Volunteering Service  
Sam Parsons (University of Manchester, Manchester, UK)  

**#5I09** Teaching media by students to enhance teaching and learning in eye procedures.  
Pipat Kongsap (Propokkla Hospital, Chanthaburi, Thailand)  

**#5I10** Should Peer Teaching be designed by the students?  
Juhani Jaaskelainen (University of Tampere, Tampere, Finland)  

**#5I11** Developing a student-led transition team: Overcoming the challenges  
David Hope (University of Edinburgh, Edinburgh, UK)  

**#5I12** Screening study conditions and student motivation at a German Medical School: Experiences with two short questionnaires.  
Volkhart Fischer (Hannover Medical School, Hannover, Germany)  

**#5I13** Peer assessment and Self assessment in a Gross Anatomy Dissection Course  
Young-Jong Woo (Chonnam National University Medical School, Gwangju, South Korea)  

**#5I14** Student Engagement at the FMUL according to ASPIRE criteria. A move to Excellence driven by the students  
Manuel Lucas (Faculty of Medicine, University of Lisbon, Lisbon, Portugal)  

**#5J1** Poster: Student as Teacher  
Chairperson: Hiroshi Nishigori (Japan)  
Location: Exhibition Hall - P0  

**#5J01** Not presented  

**#5J02** Implementing Crisis Resource Management (CRM) principles into undergraduate education using a peer-teaching approach  

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<tr>
<td>1730-1900</td>
<td>MERC Launch Reception (invite only)</td>
<td>MR 132 - P1</td>
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<tr>
<td>1800-1930</td>
<td>AAMC-GHLO Reception (invite only)</td>
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**AMEE Committees (Closed Meetings)**

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<tr>
<th>Time</th>
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<tr>
<td>1745-1930</td>
<td>AMEE eLearning Committee</td>
<td>MR 127 - P1</td>
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<td>1745-1930</td>
<td>AMEE Research Committee</td>
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<td>1745-1930</td>
<td>AMEE CPD SIG Meeting</td>
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**Evening Event: AMEE 2016 Gala Dinner**

**Location:** Sant Pau Recinte Modernista

Delegates should make their own way to the venue.

**Time:** 2000-2230 hrs

**Cost:** €75 (includes three-course dinner and half a bottle of wine per person; non-alcoholic option will be available)

**Please note:** this event may be sold out however please visit the Tours desk to check availability.

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**Group Meetings**

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<td>1545-1730</td>
<td>BEME Board (closed meeting)</td>
<td>M 213/214 - M2</td>
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<td>1830-1930</td>
<td>AMEE Fellows Committee Meeting (closed)</td>
<td>MR 134 - P1</td>
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<tr>
<td>1745-1845</td>
<td>AMEE President Reception (invite only)</td>
<td>Banquet Hall - P2</td>
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<tr>
<td>1745-1845</td>
<td>ESME Students Meeting (closed meeting)</td>
<td>M 211/212 - M2</td>
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<td>1800-2000</td>
<td>Harvard Macy Reception (invite only)</td>
<td>MR 133 - P1</td>
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## Tuesday 30 August

### Registration Desk / Exhibition
- **0745-1745**: Registration Desk / Exhibition Hall
- **0800-1730**: Exhibition Open / Exhibition Hall

### Group Meetings
- **0700-0815**: AMEE 2017 Planning Meeting (closed meeting) / M 213/214 - M2

### CPR Training
- **0800-1730**: Hands-on CPR Training / Exhibition Hall (Open to everyone)

### Tours – all tours depart and return to CCIB
- **0900-1300**: Walking Tour through the Gothic Quarter including Boqueria Market
- **0930-1330**: La Roca Village
- **1000-1800**: Full-day Tour of Codorniu Winery and Sitges
- **1300-1700**: Picasso and History Museum Tour

### Session 6: Plenary
- **0830-1015**: #6 Plenary / Auditorium
  - **#6A Stumbling blocks into stepping stones; celebrating medical education in Rwanda** by Philip Cotton (Vice Chancellor of the University of Rwanda, Rwanda)
  - **Questions**
  - **#6B Medical Education in Difficult Circumstances: a student perspective** by Ewa Pawlowicz (Recent Graduate, Medical University of Lodz, Poland)
  - **Questions**
- **0905-1015**: AMEE Fellowship Awards
- **1000-1005**: ESME Certificate Awards
- **1010-1015**: Announcement of Karolinska Institutet Prize for Research in Medical Education
- **1015-1045**: Coffee Break (viewing posters and exhibits) / Exhibition Hall

### Session 7: Simultaneous Sessions
- **1045-1230**: #7A Symposium: Medical Education in Difficult Circumstances: Finding solutions to probas
  - Robert Woollard (University of British Columbia, Canada), Elpida Artemiou (Ross University School of Veterinary Medicine, St Kitts and Nevis, Caribbean), Elizabeth Kachur (Medical Education Development, USA), Trevor Gibbs (AMEE, UK)
  - Location: Auditorium

- **1045-1230**: #7B Symposium: Teaching Professionalism to Medical Students: A Cross-National Discussion
  - Duckson Ahn (Korean Institute for Medical Education and Evaluation, South Korea), Barbara Baransky (Liaison Committee on Medical Education/American Medical Association, USA), Dan Hunt (Liaison Committee on Medical Education/Association of American Medical Colleges, USA), Nobou Nara (Tokyo Medical and Dental Institute, Japan)
  - Location: M 213 – P2

- **1045-1230**: #7C Symposium: Integrating Social and Behavioural Sciences in Medical Education
  - Jeni Harden (Chair) (University of Edinburgh, UK), Tracey Collett (Plymouth University Peninsula Schools of Medicine and Dentistry, UK), Di Sahler (University of Rochester, USA), Octavio Enríquez (Universidad Andrés Bello, Chile), Edinburgh University Medical Students (UK), Anya de Jongh (UK)
  - Location: MR 112 – P1

- **1045-1230**: #7D Research Paper: Program Evaluation
  - Chairperson: Rona Patey (UK)
  - Assessor: Martin Tolsgaard (Denmark)
  - Location: MR 117 – P1

### Discussion
- **1225-1230**
1045-1230 #7E Research Paper: Quality Improvement and Patient Safety
Chairperson: Leila Niemi-Murula (Finland)
Assessor: Rashmi Kusurkar (Netherlands)
Location: 212 – P2

1045-1105 #7E1 Benchmarking in Australia using the IFOM – A Step towards Quality Assurance
Zarin Siddiqui (The University of Western Australia, Perth, Australia)

1105-1125 #7E2 Unravelling Quality Culture in Higher Education Institutions: A Realist Review
Guy Bendernagel (Maastricht University, Maastricht, Netherlands)

1125-1145 #7E3 E-Learning to improve patient safety: An prospective cross sectional study
Rainer Gaupp (Albert-Ludwigs-University Freiburg, Freiburg, Germany)

1145-1205 #7E4 Patient (Un)Involvement in the Surgical Safety Checklist
Simon Kitta (University of Ottawa, Ottawa, Canada)

1205-1225 #7E5 Competence-based certification in point-of-care ultrasonography
Tobias Todsen (Copenhagen Academy for Medical Education and Simulation, Copenhagen, Denmark)

1225-1230 Discussion

1045-1230 #7F Symposium: Issues in Recruiting, Training, Retaining and Rewarding Clinical Faculty Outside the University and Hospital
William A. Anderson (Michigan State University, USA), Simon Gregory (Health Education East of England, UK), Niels Kristian Kiper (University of Southern Denmark, Denmark), Elza Mylana (Eastern Virginia Medical School, USA), Peggy A. Weissinger (Georgetown University Medical Center, USA), Daniel Webster (Michigan State University, USA)
Location: MR 111 – P1

1045-1230 #7G Short Communication: Simulation 1
Chairperson: Dimitri Parra (Canada)
Discussant: Nancy McNaughton (Canada)
Location: MR 113 – P1

1045-1100 #7G1 Dementia simulation program using head-mounted display is effective for medical students to learn dementia.
Eiji Kaneko (Tokyo Medical and Dental University, Tokyo, Japan)

1100-1115 #7G2 Mapping the performance plateau of novices in directed, self-regulated virtual reality surgical simulation training
Steven Andersen (Dept. of Otorhinolaryngology, Rigshospitalet, Copenhagen, Denmark)

1115-1130 #7G3 Safe and Effective Clinical Outcomes clinics in Primary and Secondary Care: students’ perceptions of their educational value
Robert McKinley (Keele University School of Medicine, Keele, UK)

1130-1145 #7G4 WITHDRAWN

1145-1200 #7G5 Medical team training simulation in a dental care context – a story of success
Martin Kardell (Clinical Skills Center, Uppsala University Hospital (Akademiska Sjukhuset), Uppsala, Sweden)

1200-1215 #7G6 Improving undergraduate experience and increasing programmatic capacity using Simulated Primary Care placements
James Leveson (King’s College London, London, UK)

1215-1230 Discussion

1045-1230 #7H PechaKucha™ 3
Chairperson: Martin Fischer (Germany)
Location: MR 114 – P1

1045-1052 #7H1 What is TIEP? Students show and tell how it is – on an interprofessional programme in Tairāwhiti New Zealand
Sue Pullon (University of Otago Wellington, Wellington, New Zealand)

1054-1101 #7H2 Service Transformed...A focus on Veteran-Centered Care - Taught through Photo-Elicitation
Monica Lyson (Ann Arbor VA Healthcare System/University of Michigan, Ann Arbor, MI, USA)

1103-1110 #7H3 Promoting a culture of reflection in a Department of Pediatrics
Meghan Tretz (University of Colorado, Aurora, USA)

1112-1119 #7H4 Preparing Japanese medical students for international clinical elective placements using interactive workshops, online videos, and OSCE-style patient encounters
James Thomas (Keio University School of Medicine, Tokyo, Japan)

1121-1128 #7H5 Comics in health care - trivialization or cognitive activation?
Julia Katharina Goethel (Medical School Berlin, Berlin, Germany)

1130-1137 #7H6 Orange in the South, Trifoliate in the North: Experiences and Challenges of Teaching Medical Humanities in Asia’s Rich Cities
Harry Yi-Jui Wu (The University of Hong Kong, Hong Kong)

1139-1146 #7H7 Are our medical students achieving cultural competency in both communication and practice as a result of our new innovative Indigenous Health curriculum?
Michele Mascova (University of Wollongong, Wollongong, Australia)

1148-1155 #7H8 Learning and Forgetting in Medical Education
Juan Cendan (University of Central Florida, Orlando, USA)

1155-1230 Discussion

1045-1230 #7I Point of View 1
Chairperson: Ara Tekian (USA)
Location: MR 115 – P1

1045-1056 #7I1 Criterion, group and self: disentangling the benchmarks clinicians struggle with when assessing trainees and providing feedback
Olie ten Cate (University Medical Center Utrecht, Utrecht, Netherlands)

1056-1107 #7I2 Teaching in Medical Education: An Entrustable Behavior or Not?
Charlene Dewey (Vanderbilt University School of Medicine, Nashville, USA)

1107-1118 #7I3 The looming problem of antibiotic resistance crisis: time to reframe the crisis
Laura Bowater (Norwich Medical School, Norwich, UK)

1118-1129 #7I4 The Professional Online: The Stranger in a Strange Land
Anita Ho (National University of Singapore, Singapore, Singapore)

1129-1140 #7I5 Not presented

1140-1151 #7I6 Urban community-based longitudinal integrated clerkships: could there be one at every medical school?
Sarah Mahoney (Finders University, Adelaide, Australia)
PRESENTED BY JULIE ASH

1151-1202 #7I7 Not presented

1202-1230 Discussion

1045-1230 #7J Short Communication: Subjects in Curriculum
Chairperson: Leila Niemi-Murula (Finland)
Assessor: Rashmi Kusurkar (Netherlands)
Location: 212 – P2
1045-1100  #7J1 Innovative, integrated, interdisciplinary – a novel approach to genomics teaching in the undergraduate medical curriculum
Susie Rebelo Hopkins (Medical Education Unit, Faculty of Medicine, University of Southampton, Southampton, UK)

1100-1115  #7J2 Innovation in medical school: Should we be teaching students computer coding?
Caroline Morton (Medical Education Research Unit, Imperial College, London, UK)

1115-1130  #7J3 Practical MRI sessions: The road to an in-house facility in the technical medical education program
Jordy van Zandwijk (University of Twente, Experimental Center for Technical Medicine, Enschede, Netherlands)

1130-1145  #7J4 Promoting ultrasound in undergraduate medical education: an exploration of truth statements and a critical narrative review
Zac Feilchenfeld (University of Toronto, Toronto, Canada)

1145-1200  #7J5 Seeing is believing: Simulation-based ultrasound imaging in (under)graduate technical medical education
Anique Bellos-Grob (University of Twente, Enschede, Netherlands)

1200-1215  #7J6 Enhancing 1st year success in anatomy and physiology for physiotherapy and occupational therapy students
Lunelle Pienaar (University of Cape Town, Cape Town, South Africa)

1215-1230  #7K7 3D Anatomy Models and Impact on Learning: A Review of the Quality of the Literature
Samy Azer (King Saud University, College of Medicine, Riyadh, Saudi Arabia)

1045-1230  #7K Short Communication: Multiple Mini-Interviews
Chairperson: Karen Stegers Jager (Netherlands)
Discussant: Adrian Husbands (UK)
Location: MR 118 – P1

1045-1100  #7K1 Addressing unprofessional behaviour: selecting for values in Multiple Mini Interviews (MMI)
Angela Kubacki (St George’s, University of London, London, UK)

1100-1115  #7K2 Sociodemographic characteristics of applicants as barriers and enablers to communication in Multiple Mini-Interviews (MMI)
Jean-Michel Leduc (Université de Montréal, Montreal, Canada)

1115-1130  #7K3 Using the BioMedical Admissions Test (BMAT) to support shortlisting for multiple mini interviews (MMI)
Kevin Cheung (Admissions Testing Service, Cambridge English Language Assessment, Cambridge, UK)

1130-1145  #7K4 Are MMI scores a better predictor for residency matching compared to GPA and licensing exam?
Christian Boudry (Université de Montréal, Montréal, Canada)

1145-1200  #7K5 Implementing an Empathy Specific Entrance Test for Medical School.
Mary Jane Platt (Norwich Medical School, Norwich, UK)

1200-1215  #7K6 A socio-cultural approach to judgment based assessment in selection
Karyn Massman (University of Sydney, Sydney, Australia)

1215-1230  Discussion

1045-1230  #7L Short Communication: Social Accountability
Chairperson: Marianne Mak-van der Vossen (Netherlands)
Location: MR 119 – P1

1045-1100  #7L1 Transforming Medicine Schools though Social Accountability: an international action research project in 57 Medicine Schools in 17 francophone countries
Joel Lutner (Hauens School of Medicine, Rouen, France)

1100-1115  #7L2 WITHDRAWN

1115-1130  #7L3 Making a difference: a qualitative study of an inter-professional social engagement project
Richard Ayres (Plymouth Peninsula Schools of Medicine and Dentistry, Plymouth, UK)

1130-1145  #7L4 Factors influencing course performance of WP students in Glasgow Medical School
Nana Sartania (University of Glasgow Medical School, Glasgow, UK)

1145-1200  #7L5 An Advocacy and Leadership Curriculum to Train Socially Responsible Medical Students
David Benrimoh (McGill University, Montreal, Canada)

1200-1215  #7L6 Medical education and social accountability: The role of medical schools in reducing health disparities
Keren Dopek (Ben Gurion University, Rishon Le Zian, Israel)

1215-1230  #7L7 A Model for Medical Application Courses: Widening Access to Student Preparation
Culadeeban Ratneswaran (Barts and The London School of Medicine and Dentistry, London, UK)

1045-1230  #7M Short Communication: Communication Skills
Chairperson: Elize Archer (South Africa)
Discussant: Connie Wiskin (UK)
Location: MR 120 – P1

1045-1100  #7M1 How reliable and valid is the assessment of communication competencies in a multi-disciplinary OSCE?
Nicole Deis (Medical Faculty Mannheim, Heidelberg University, Mannheim, Germany)

1100-1115  #7M2 How does the conceptual structure of empathy of Japanese medical students change by communication skills training?
Daisuke Son (International Research Center for Medical Education, Graduate School of Medicine, the University of Tokyo, Tokyo, Japan)

1115-1130  #7M3 Not presented

1130-1145  #7M4 Assessment of communication skills at the medical faculties in Germany – Where are we right now?
Jana Juenger (Heidelberg University Hospital, Heidelberg, Germany)

1145-1200  #7M5 Using CAT to assess communication skills in undergraduate medical students
Susie Rebelo Hopkins (Medical Education Unit, Faculty of Medicine, University of Southampton, Southampton, UK)

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<td>#7N Short Communication: Student Engagement</td>
<td>Chairperson: Anique Atherley (Barbados) Location: MR 121 – P1</td>
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<td>1045-1230</td>
<td>#7P Short Communication: Assessment: Written/Computer Based</td>
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<td>#7N1 Does it sound scary that medical students obtain 50% of the decision making votes at the faculty committees?</td>
<td>Pernille Linde Jellstedt (University of Copenhagen, Faculty of Health and Medical Sciences, København NV, Denmark)</td>
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<td>#7N2 Staff - Student Conversations: Changing Culture And Empowering Students Through Appreciative Inquiry</td>
<td>Michelle Marshall (University of Sheffield, Sheffield, UK)</td>
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<td>1100-1115</td>
<td>#7N3 Community Engagement and the Social Responsibility of Medicine; a unique Service Learning program facilitating students as ‘agents of change’ in the world.</td>
<td>Ruth Margalit (Sackler Faculty of Medicine, Tel Aviv, Atzmon, Israel)</td>
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<td>1100-1115</td>
<td>#7N4 Student initiatives, more than just a partnership? The development of high quality resources instigated by French students and its impact on learning methods.</td>
<td>Quentin Del Valle (Lyon Est Faculty of Medicine, Lyon, France)</td>
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<td>#7N5 Rewarding student engagement in France: an official acknowledgment to promote student participation in projects and develop their non-academic skills.</td>
<td>Alexandre Mader (Lyon Est Faculty of Medicine, Villeurbanne, France)</td>
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<td>#7N6 Students as regular module board members in the undergraduate medical curriculum at Charité Berlin</td>
<td>Simon Drees (Charité Universitätmedizin Berlin, Dieter Scheffler Fachzentrum, Berlin, Germany)</td>
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<td>#7N7 Application of International Cooperation in Promotion of International Medical Students’ Congress</td>
<td>Joanna Kaczorczyk (University of Warsaw, Warsaw, Poland)</td>
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<td>1100-1115</td>
<td>#7O1 Movies of medical content in medical education</td>
<td>Lara Teheux (European Medical Students’ Association (EMSA), Amsterdam, Netherlands)</td>
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<td>1100-1115</td>
<td>#7O2 New opportunities for learning: using 3D software in the pathology classroom</td>
<td>Aigul Sapargaliyeva (Kazahk National Medical University, Almaty, Kazakhstan)</td>
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<td>#7O3 Unprofessional behaviors in the use of social media by medical students and healthcare professionals in Japan</td>
<td>Yoko Moroi (Fukushima Medical University, Fukushima, Japan)</td>
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<td>#7O4 Relationship of Social Network Site Dependence and Depression among Medical Students</td>
<td>Chatzipikou Thipayamoksamon (Faculty of Medicine, Chiang Mai University, Chiang Mai, Thailand)</td>
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<td>#7O5 Quiz-App “WhitecoatClash” to engage students in self-testing and spaced learning</td>
<td>Bas de Leng (University Muenster, Muenster, Germany)</td>
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<td>#7O6 Mobile learning in medical education – it’s about student learning, not about technology</td>
<td>Eeva Pyörälä (University of Helsinki, Helsinki, Finland)</td>
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<td>#7O7 Promoting Collaboration by Innovating Multimedia Access for Faculty</td>
<td>Adam Hain (Western University of Health Sciences, Pomona, USA)</td>
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<td>#7P1 Development of learning analytics based on computer-based assessments in basic medical education</td>
<td>Su Young Kim (The Catholic University of Korea, College of Medicine, Seoul, South Korea)</td>
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<td>1100-1115</td>
<td>#7P2 Test-enhanced learning with key features: video- versus text-based questions</td>
<td>Sascha Ludwig (Göttingen University Medical Centre, Göttingen, Germany)</td>
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<td>1100-1115</td>
<td>#7P3 Are written end of system formative assessments predictive of performance in summative assessment?</td>
<td>Ray Fewtrell (University of Liverpool, Liverpool, UK)</td>
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<td>1100-1115</td>
<td>#7P4 Reasons for High Dropout Rate of Medical Thesis Projects: A Questionnaire Survey among Supervisors at a Large German University Hospital Eif Can (Department of Radiology at Charité – Universitätsmedizin, Berlin, Germany)</td>
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<td>#7P5 Validity and Feasibility Evidence for Use of Multimedia Vignettes in a Neuroscience Examination</td>
<td>Jerry Swanson (Mayo Medical School, Rochester, MN, USA)</td>
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<td>#7P6 Setting Local Standards on the International Foundations of Medicine* (IFOM*) Clinical Science Examination Based on Purpose and Context</td>
<td>Carol Morrison (National Board of Medical Examiners, Philadelphia, USA)</td>
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<td>1100-1115</td>
<td>#7P7 Implementing Online Marking Software Lydia Crow (University of Edinburgh, Edinburgh, UK)</td>
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<td>#7Q1 CME development project in Russia</td>
<td>Zalim Balkizov (Association of Russian Medical Societies for Quality, Moscow, Russia)</td>
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<td>#7Q2 Classifying eConsultations to Inform Continuing Professional Development (CPD) Planning</td>
<td>Douglass Archibald (University of Ottawa, Ottawa, Canada)</td>
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<td>1100-1115</td>
<td>#7Q3 Continuing Education / Professional Development in Challenging Circumstances: Low-Resource Settings</td>
<td>Helena Filipe (Department of Ophthalmology of Hospital of the Armed Forces, Lisbon, Portugal)</td>
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<td>#7Q4 In-service training for family doctors: Croatian experience</td>
<td>Mladenka Vrcic Keglevic (Department of Family Medicine, Croatian Armed Forces, Lisbon, Portugal)</td>
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<td>#7Q5 Not presented</td>
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<td>1215-1230</td>
<td>#7Q6 Not presented</td>
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<td>#7Q7 Discussion</td>
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**Tuesday 30 August**
1045-1230  #7R Conference Workshop: Understanding the World Federation for Medical Education (WFME) criteria for recognising agencies that accredit medical schools
David Gordon (France), John Norcini (United States), Marta van Zanten (United States)
Location: MR 125 – P1

1045-1230  #75 Conference Workshop: Didactic Dilemmas: How to handle differences in competence level in classroom education
Nynke van Dijk (Netherlands), Bernadette Snijders Blok (Netherlands)
Location: MR 127 – P1

1045-1230  #7T Conference Workshop: Competency-based Clinical Supervision: Now or Never
Tabassum Zehra (Pakistan), Rukhsana Zuberi (Pakistan)
Location: MR 128 – P1

1045-1230  #7U Conference Workshop: Students as educators: preparation, use and outcomes
Richard Hoys (Australia)
Location: MR 129 – P1

1045-1230  #7V Conference Workshop: P-values, Perils, and Pitfalls: A Quick and Handy Introduction to Resolving Common Statistical Analysis Dilemmas
Jimmie Leppink (Netherlands), Kulamakan Kulasegaram (Canada)
Location: MR 130 – P1

1045-1230  #7W Conference Workshop: Showing excellence in student engagement in your medical school
Lisa Adriaansen (Netherlands), Margot Weggemans (Netherlands), Marijke van Dijk (Netherlands)
Location: MR 131 – P1

1045-1230  #7X Conference Workshop: Demystifying scoping reviews: Best practices and applications in health professions education
Aliki Thomas (Canada), Meredith Young (Canada), Steve Durning (USA), Stuart Lubarsky (Canada)
Location: MR 132 – P1

1045-1230  #7Y Conference Workshop: From Course Objectives to Entrustable Professional Activities: Developing Test Blueprints for Assessments that Matter
Mark Raymond (USA), Claire Touchie (Canada), John (Jack) Boulet (USA)
Location: MR 133 – P1

1045-1230  #7Z Conference Workshop: Exploring Cyborg Learners in the Health Professions
Janet Corral (USA), Rachel Ellaway (Canada), David Toppis (Canada)
Location: MR 134 – P1

1045-1230  #7AA Conference Workshop: Demystifying professional support: a practical four box approach to students/doctors in difficulty
Helen Goodyear (UK), Taruna Bindal (UK)
Location: M 215 + 216 – M2

1045-1230  #7BB Conference Workshop: Five Techniques to Develop Safer Healthcare Professionals, Safer Practices and Safer Hospitals
Sophie Vaughan (UK), Jonathan Round (UK)
Location: M 211 + 212 – M2

1045-1230  #7CC Poster: Interprofessional Education Z/Cultural competence
Chairperson:
Location: Registration Area - P0

1045-1230  #7CC01 The Initial Clinical Experience (ICE): A Novel Approach to Interprofessional Education through Early Immersion in Healthcare Teams
Joseph House (University of Michigan School of Medicine, Ann Arbor, USA)

1045-1230  #7CC02 Evaluation of interprofessional education with FILE – Freiburg Questionnaire for Interprofessional Learning Evaluation
Marianne Giesler (Center for Competency in Evaluation in Medicine Baden-Wuerttemberg, University of Freiburg, Germany; Freiburg, Germany)

1045-1230  #7CC03 Collaborative decision making and team outcomes: Mediating role of shared purpose and voice
Whee-Shiong Lim (Tan Tock Seng Hospital, Singapore, Singapore)

1045-1230  #7CC04 “Am I ready to be an interprofessional healthcare practitioner?” Health professions students’ collaborative care experiences in the primary healthcare setting
Diantha Soemantri (Department of Medical Education Faculty of Medicine Universitas Indonesia; Coordinator for Integrated Curriculum of the Health Sciences Cluster, Universitas Indonesia, Jakarta, Indonesia)

1045-1230  #7CC05 Considering clinical protocols and guidelines: what lessons for IPE?
Mark Barrow (University of Auckland, Auckland, New Zealand)

1045-1230  #7CC06 SBAR as an interprofessional communication tool: Beyond conveying information to a framework for thinking
Sin Yi Lee (Tan Tock Seng Hospital, Singapore, Singapore)

1045-1230  #7CC07 The effectiveness of holistic patient care and inter-professional training for dietitians
Ching-Shiang Chi (Tungs’ Taichung MetroHarbor Hospital, Taichung City, Taiwan)

1045-1230  #7CC08 Cultural adaptation and validation of the Japanese version of the Interprofessional Facilitation Scale (IPFS)
Junji Haruta (University of Tsukuba Hospital, Tsukuba, Japan)

1045-1230  #7CC09 Not presented

1045-1230  #7CC10 The Impact of interdisciplinary teaching on Administration of Aerosol Drug Therapy
Kun-Ta Lee (Taipei Medical University Shuang-Ho Hospital, New Taipei City, Taiwan)

1045-1230  #7CC11 Effect of Holistic Patient Care Conferences on Quality of Patient Care
Ying-Chi Hu (Tungs’ Taichung MetroHarbor Hospital (Nursing Department), Taichung, Taiwan)

1045-1230  #7CC12 Promoting and Assessing Cultural Competency in a clinical setting among Medical Students at Weill Cornell Medicine-Qatar (WCM-Q)
Huda Abdelrahim (Weill Cornell Medicine-Qatar, Doha, Qatar)

1045-1230  #7CC13 Not presented

1045-1230  #7CC14 Ethnicities Fair: the relations between health and society
Elaine Rossi Ribeiro (Faculdade Pequeno Principe, Curitiba, Brazil)

1045-1230  #7CC15 Facebook as the course platform for the delivery of cultural competence curriculum from the pre-graduation to graduated students in health profession.
Li-Chun Chang (Chang Gung University of Science and Technology, Tainan, Taiwan)

1045-1230  #7DD Poster: Diversity
Chairpersons: Petra Verdank (Netherlands) / Janusz Ianczukowicz (Poland)
<table>
<thead>
<tr>
<th>Location: Registration Area - P0</th>
<th>Tuesday 30 August</th>
</tr>
</thead>
</table>
| **#7DD01** Not presented | **#7EE02** Inter-Professional Faculty Development: Establishing an Education Network at a Tertiary Paediatric Training Center  
Jenni Hibbert (Great Ormond Street Hospital, London, UK) |
| **#7DD02** The effect of tuition fees on medical student demographics  
Ines Lolosidi (Manchester Royal Infirmary, Manchester, UK) | **#7EE03** An effectiveness study of virtual environment-based workshop in one minute preceptor model nursing faculty training  
Jen-feng Liao (Taipei Veterans General Hospital, Taipei, Taiwan) |
| **#7DD03** Gender differences in specialty choice among Chinese medical students  
Kanhuu Yin (Fudan University Shanghai Medical College, Shanghai, China) | **#7EE04** Consolidation Program in Emergency Medicine - an innovative approach to faculty development  
Saleem Faiz (Hamad Medical Corporation, Doha, Qatar) |
| **#7DD04** Not presented | **#7EE05** The role of leadership in medical faculty development program in a third world country  
Ardi Findyartini (Department of Medical Education, Faculty of Medicine University of Indonesia, Central Jakarta, Indonesia) |
| **#7DD05** Hidden Curriculum Factors Influencing Female Students to Choose Surgery as a Career  
Rowan Alrashed (Kuwait University, Kuwait City, Kuwait) | **#7EE06** The Centennial Scholars Program at the University of Wisconsin School of Medicine and Public Health: Successful Advancement of Faculty Diversity  
Patricia Kokotailo (University of Wisconsin School of Medicine and Public Health, Madison, WI, USA) |
| **#7DD06** Experiential learning or academic tourism – a student experience from Lao People’s Democratic Republic  
Stefan Kutzsche (International Medical University, Kuala Lumpur, Malaysia) | **#7EE07** Barriers to obtaining required teaching qualifications  
Lisa van Bruggen (University Medical Center Utrecht, Center for Research and Development of Education, Utrecht, Netherlands) |
| **#7DD07** Collaborative Approaches to Advancing Diversity of the Applicant Pool  
Carol Elam (University of Kentucky College of Medicine, Lexington, USA) | **#7EE08** Exploring factors that negatively influence clinical teachers’ learning following faculty development program using self-regulation theory  
Ming-Ju Hsieh (Faculty development center, Chest surgery, Chang Gung Memorial Hospital, Taoyuan, Taiwan) |
| **#7DD08** Measuring homophobia in healthcare: medical students’ knowledge and attitudes towards homosexuality  
Lucas Lopes (Faculty of Medicine - University of Porto, Ponte de Vagas, Portugal) | **#7EE09** Outcomes of the implementation of a Certificate Program in the Development of an OSCE with Standardized Patients  
Deema Al-Sheikhly (Weill Cornell Medicine - Qatar, Doha, Qatar) |
| **#7DD09** Hospital Immersive Week for M2 students: Combining Hospital Medicine, Diversity and Simulation  
Elsa Vazquez Melendez (University of Illinois College of Medicine at Peoria, Peoria, USA) | **#7EE10** Teachers’ perceptions on their professional practice after participating in faculty development initiative for training and implementation of OSCE assessment in University of the State of Rio de Janeiro Medical School (FCM/UERJ), 2015/Brazil.  
Silvana Ferreira (Universidade do Estado do Rio de Janeiro, Rio de Janeiro, Brazil) |
| **#7DD10** Racial/ethnic bias among medical students in New Zealand  
Donna Cormack (University of Auckland, Auckland, New Zealand) | **#7EE11** Development of targeted sessions on adult education for emergency physicians  
Jennifer Bryan (University of Toronto, Toronto, Canada) |
| **#7DD11** Medical students’ and teachers’ perspectives of training environment in cultural diversity  
Peih-ying Lu (Kaohsiung Medical University, Kaohsiung, Taiwan) | **#7EE12** Online Faculty Development Opportunities for Patient | Carer Community to Support, Enhance and Enrich the MBChB curriculum.  
Caetriana Dennis (University of Leeds, Leeds, UK) |
| **#7DD12** Diversity of Cultures - Diversity of Opinions: International Students’ Perceptions of Their Educational Environment  
Paweł Przyłęcki (Medical University in Lódz, Lódz, Poland) | **#7EE13** Not presented |
| **#7DD13** West Papua Indonesia students’ reflection about how to deal with diversity  
Rita Mustika (Universitas Indonesia, Jakarta, Indonesia) | **#7EE14** The Impact of Faculty Development on Medical Teachers Perceptions: 5 years of Experience at Tbilisi State Medical University, Georgia  
Gaiine Simonia (Tbilisi State Medical University, Tbilisi, Georgia) |
| **#7DD14** Diversity of Discrimination in Medical Schools: An International student approach.  
Corgi Orkun Kılıç (Lithuanian University of Health Sciences, Kaunas, Lithuania) | **#7EE15** What’s in a clinical education dissertation?  
Michael Ross (The University of Edinburgh, Edinburgh, UK) |
| **#7DD15** Who is a good clinical teacher? — viewpoints from oriental students  
Ling-Yu Yang (National Yang-Ming University, School of Medicine, Department of Pediatrics, Taipei, Taiwan) | **#7EE16** Variation in professors’ teaching efficacy by demographical factors and rate of participation in faculty development programs in a medical college in South Korea  
Seong Yong Kim (Yeungnam University, Daegu, South Korea) |
| **#7DD16** is cross-cultural awareness and communication skills sufficiently taught in medical school?  
Bonita Amliah (King’s College London, London, UK) | **#7EE17** Not presented |
| **#7DD17** Reducing stigma among students and health professionals towards diverse sexual orientation and gender identity populations  
Rachel Bruls (International Federation of Medical Students’ Associations, Porto Alegre, Brazil) | **#7EE18** Not presented |
1045-1230  
**#7FF** Poster: Curriculum Evaluation 3  
Chairperson: Sharon Peters (Canada)  
Location: Registration Area - P0

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1045-1230  
**#7G** Poster: Specialty Training - Paediatrics and Psychiatry  
Chairperson: Eliana Amaral (Brazil)  
Location: Exhibition Hall - P0

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1045-1230  
**#7FG** How residents learn in pediatric emergencies: “do one – reflect one”  
Matei Petrescu (Children’s Hospital of San Antonio/ Baylor College of Medicine, San Antonio, USA)

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1045-1230  
**#7GF** Ace the Clinical: Supporting Trainees through the Challenge of MRCPCH Clinical Examination  
Camilla Sen (Chelsea and Westminster Hospital, London, UK)

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1045-1230  
**#7FE** Not presented

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1045-1230  
**#7FD** Not presented

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1045-1230  
**#7FC** Not presented

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1045-1230  
**#7FB** Not presented

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1045-1230  
**#7FA** Not presented

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1045-1230  
**#7F** Not presented

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1045-1230  
**#7E** Not presented

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1045-1230  
**#7D** Not presented
#7JJ01 Self-, peer- and faculty-assessment in medical students’ oral case presentation: A multisource feedback study
Chang-Chyi Jenq (Chang Gung Memorial Hospital/Chang Gung Medical Education Research Center, Linkou, Taiwan)

#7JJ02 FEEDBK, a new feedback model for timely, concise feedback in undergraduate clinical teaching
Amir Sam (Imperial College London, London, UK)

#7JJ03 Not presented

#7JJ04 Summative OSCE feedback: what do students want?
Ravi Mistry (University College London Medical School, London, UK)

#7JJ05 When students hesitate to ask: How to support students to seek feedback using structured tools
Michelle Arara (NHS Lothian, Edinburgh, UK)

#7JJ06 Does video-enhanced standardised feedback enhance the acquisition and retention of intravenous technical skills in comparison to one-to-one feedback from an expert in a cohort of novice medical students?
James Rammell (Newcastle Upon Tyne NHS Hospital Trust and Newcastle University, Newcastle Upon Tyne, UK)

#7JJ07 Barriers To Providing Effective Feedback - A survey of Consultants in the West Midlands
Helen Stevenson (Birmingham Women’s Hospital, Birmingham, UK)

#7JJ08 Students’ perceptions of meaningful feedback on task-related expertise development in the clinical workplace
Chantal Duijn (Faculty of Veterinary Medicine, Utrecht University, Utrecht, Netherlands)

#7JJ09 Medical students in the feedback process
Renata Pecova (Comenius University in Bratislava, Jessenius Faculty of Medicine in Martin, Martin, Slovakia)

#7JJ10 Medical students do not experience anxiety when receiving feedback after reviewing video-recorded practical clinical skills
Paul Rodham (Newcastle University, Newcastle Upon Tyne, UK)

#7JJ11 Evaluating a novel model of feedback provision for medical students: the FEEDBK model
Cathiona Hall (St Mary’s Hospital, Imperial College Healthcare NHS Trust, London, UK)

#7JJ12 Unsupervised video feedback may suffice when learning practical clinical skills: A randomised trial comparing supervised and unsupervised video feedback in the learning of clinical skills
Joanna Matthan (Newcastle University, Faculty of Medicine, School of Medical Education, Newcastle, UK)

#7JJ13 Does Consultant supervisor behaviour change as a result of feedback from Junior Doctors?
Brinda Thillainathan (Western Sussex Hospitals NHS Foundation Trust, Worthing, UK)

#7JJ14 An effective-feedback strategy: comparison between peer-feedback and peer-with-teacher-feedback in learning Pediatric Basic Life Support
Kachapon Nimdet (Surathani Hospital, Surat Thani, Thailand)

#7JJ15 Feedback on feedback: a “Thumbs Up” approach to improving preceptor feedback using an innovative addition to electronic workplace-based daily assessment forms
Jane Griffiths (Queen's University, Kingston, Canada)

#7JJ16 Not presented

#7JJ17 The results from 360-degree feedback during post-graduate year 1 training courses affect the residents’ subsequent specialty choices.
Chih-Ming Hsu (Chang Gung Memorial Hospital, Chiayi, Taiwan)

#7JJ18 Audio feedback in postgraduate clinical education
Gill Aitken (University of Edinburgh, Edinburgh, UK)

1230-1400 Lunch (viewing of posters and exhibits)  Exhibition Hall

Courses
Lunch will be served in the meeting room (registered course participants only)
1245-1345 AMEE-ESME Course  MR117 – P1
1245-1345 AMEE-RESME Course  212 – P2
1245-1345 ASME-FLAME Course  MR111 – P1
1245-1345 ASME-CALM Course  MR111 – P1

Group Meetings
1245-1345 AMEE AGM  MR 112 - P1
Lunch will be served in the room
1250-1330 Elsevier Open Meeting  (open to all delegates)  MR 128 - P1

Session 8: Simultaneous Sessions
1400-1530 #8A Symposium: Building the Community of Medical Education Scholars: Sharing lessons learned for developing and maintaining successful units for medical education scholarship & research
Larry Gruppen, (University of Michigan, USA), Lara Varpio (Uniformed Services University of the Health Sciences, USA), Cees van der Vleuten (Maastricht University, Netherlands), Nicky Honnef (VU University Medical Center, the Netherlands), Trudie Roberts (Leeds University, UK), Lambert Schuwirth (VU University Medical Center Utrecht, Netherlands), Susan Humphrey-Murto (University of Ottawa, Canada)
Location: Auditorium

1400-1530 #8B Symposium: The Role of Qualitative and Quantitative Feedback in the Context of a Competency-Based Curriculum
John Norcini (PAlMER, Philadelphia, USA), Ara Tekian (University of Illinois at Chicago College of Medicine, Chicago, Illinois, USA), Glenn Regehr (University of British Columbia, Vancouver, BC, Canada), Trudie Roberts (Leeds Institute of Medical Education, UK), Lambert Schuwirth (School of Medicine, Flinders University, Adelaide, South Australia), Yvanne Steinetz (Faculty of Medicine, McGill University, Montreal, Canada)
Location: 211 – P2

1400-1530 #8C Symposium: Why diversity matters to health, health care and medical education
Janusz Janczukowicz (Medical University of Lodz, Poland), Niňa Dorgan (University of Leicester, UK), Petra Verdronk (VU University Medical Center, the Netherlands), Nicky Honnef (VU University Medical Center, the Netherlands)
Location: MR 112 – P1
<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Title</th>
<th>Chairperson</th>
<th>Assessor</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>1400-1530</td>
<td>#BD</td>
<td>Research Paper: Simulation, Integration and Transfer</td>
<td>Chairperson: Daisy Rotzoll (Germany)</td>
<td>Assessor: Charlotte Silen (Sweden)</td>
<td>MR 117 – P1</td>
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<tr>
<td>1400-1420</td>
<td>#BD1</td>
<td>Impact of simulator familiarization when investigating real-life correlation of a virtual-reality performance test.</td>
<td>Ann Sofia Skou Thomsen (CAMES/Department of Ophthalmology, Rigshospitalet, Copenhagen, Denmark)</td>
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<tr>
<td>1420-1440</td>
<td>#BD2</td>
<td>“See and Do” or “Do and See”: the optimal sequence of independent discovery and explicit instructions for surgical skills training</td>
<td>Polina Mironova (University of Toronto, Toronto, Canada)</td>
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<tr>
<td>1440-1500</td>
<td>#BD3</td>
<td>Knowing How and Knowing Why: Integrated conceptual knowledge facilitates the acquisition, retention, and transfer of simulation-based procedural skills</td>
<td>Jeffrey Cheung (The Wilson Centre, Toronto, Canada)</td>
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<tr>
<td>1500-1520</td>
<td>#BD4</td>
<td>The transfer of learning from the classroom into the clinical workplace: a systematic review</td>
<td>Sanne Peters (Academic Center for General Practice, Leuven, Belgium)</td>
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<tr>
<td>1520-1530</td>
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<td>Discussion</td>
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<tr>
<td>1400-1530</td>
<td>#BE</td>
<td>Research Paper: Power Relations</td>
<td>Chairperson: Chris Roberts (UK)</td>
<td>Assessor: Cynthia Whitehead (Canada)</td>
<td>212 – P2</td>
</tr>
<tr>
<td>1400-1420</td>
<td>#BE1</td>
<td>Interprofessional Rhetoric and Operational Realities: An Ethnographic Study of Rounds in Four Intensive Care Units</td>
<td>Elise Paradis (University of Toronto, Toronto, Canada)</td>
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<tr>
<td>1420-1440</td>
<td>#BE2</td>
<td>Longitudinal qualitative study of medical students’ experience, motivation and attitudes towards participating in interdisciplinary teams providing hospitalised elders with preventive intervention and care</td>
<td>Weronika Kalwak (Department of Health Psychology, Institute of Psychology, Jagiellonian University, Cracow, Poland)</td>
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<tr>
<td>1440-1500</td>
<td>#BE3</td>
<td>Interdisciplinarity: Reality or fantasy? The experience of social scientists and humanities scholars working in Canadian faculties of medicine</td>
<td>Mathieu Albert (University of Toronto, Toronto, Canada)</td>
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<tr>
<td>1500-1520</td>
<td>#BE4</td>
<td>“It’s making contacts”: Notions of social capital and their implications for medical selection and education</td>
<td>Jennifer Cleland (University of Aberdeen, Aberdeen, UK)</td>
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<td>1520-1530</td>
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<td>Discussion</td>
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<tr>
<td>1400-1530</td>
<td>#BF</td>
<td>Short Communication: Leadership</td>
<td>Chairperson: Elpida Artemiou (Saint Kitts and Nevis)</td>
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<td>MR 111 – P1</td>
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<tr>
<td>1400-1415</td>
<td>#BF1</td>
<td>Becoming an educational leader – what does it mean?</td>
<td>Tanja Tomson (Karolinska Institutet, Stockholm, Sweden)</td>
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<td>1415-1430</td>
<td>#BF2</td>
<td>How medical students can learn from reflection on leadership and teamwork using Kolb’s Experiential Learning Model</td>
<td>Jayne Garner (University of Liverpool, Liverpool, UK)</td>
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<td>1430-1445</td>
<td>#BF3</td>
<td>Leadership competencies for medical education and healthcare professions: population-based study, published in BMJ</td>
<td>Prof. Dr. Fadil Citaku (Academy of Leadership Sciences Switzerland, Gebenstorf, Switzerland)</td>
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<td>1445-1500</td>
<td>#BF4</td>
<td>Targeted needs assessment for a leadership curriculum for undergraduate medical students</td>
<td>Kulsoom Ghan (Aga Khan University, Karachi, Pakistan)</td>
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<tr>
<td>1500-1515</td>
<td>#BF5</td>
<td>Alfaisal’s Medical Student Association (MSA): An Innovative Multidisciplinary Model for Leadership Education in Medical School</td>
<td>Elhaitham Ahmed (Alfaisal University, Riyadh, Saudi Arabia)</td>
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<tr>
<td>1515-1530</td>
<td>#BF6</td>
<td>Junior doctors as leaders: “We struggle to communicate, feel unsupported and lack confidence”</td>
<td>Paul Jones (Swansea University Medical School, Swansea, UK)</td>
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<td>Time</td>
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<tr>
<td>1400-1530</td>
<td>#BG</td>
<td>Short Communication: Simulated Patients</td>
<td>Chairperson: Jan-Joost Rethans (Netherlands) Location: MR 113 – P1</td>
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<tr>
<td>1400-1415</td>
<td>#BG1</td>
<td>Do Medical Students Respond more Empathetically to Real Patients than to Standardised Patients (Actors)?</td>
<td>Rory Plant (UCD Medicine Student, Dublin, Ireland)</td>
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<tr>
<td>1415-1430</td>
<td>#BG2</td>
<td>Evaluating the effectiveness of the world’s first for-credit university course in human patient simulation</td>
<td>Gary D. Rogers (School of Medicine and Health Institute for the Development of Education And Scholarship, Griffith University, Gold Coast, Australia)</td>
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<tr>
<td>1430-1445</td>
<td>#BG3</td>
<td>Challenges for Simulated Patients in Language Barrier Scenarios</td>
<td>Tanya Tierney (Lee Kong Choon School of Medicine, Singapore, Singapore)</td>
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<tr>
<td>1445-1500</td>
<td>#BG4</td>
<td>Conveying practical clinical skills with the help of teaching associates - a recipe for success!</td>
<td>Jasmino Sterz (Department of Oral, Cranio-Maxillofacial, and Facial Plastic Surgery, University Hospital Frankfurt, Goethe University, Frankfurt, Germany)</td>
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<tr>
<td>1500-1515</td>
<td>#BG5</td>
<td>PsychSim - Reshaping learning experiences in psychiatry with Human Standardized Patients</td>
<td>Kamilla Pedersen (MidtSim, Central Region Denmark &amp; Centre for Health Sciences Education, Aarhus University, Aarhus, Denmark, Aarhus, Denmark)</td>
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<tr>
<td>1515-1530</td>
<td>#BG6</td>
<td>Elementary school children as standardized patients in a summative OSCE: A mixed method study to evaluate fairness, acceptance, feasibility, and educational impact</td>
<td>Rabea Klings (Institute for Medical Education, University of Bern, Bern, Switzerland)</td>
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<tr>
<td>1400-1530</td>
<td>#BH</td>
<td>Short Communication: Medical Education in Difficult Circumstances</td>
<td>Chairperson: Brownell Anderson (USA) Discussant: Philip Cotton (Rwanda) Location: MR 114 – P1</td>
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<tr>
<td>1400-1530</td>
<td>#BH1</td>
<td>Not presented</td>
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<td>1415-1530</td>
<td>#BH2</td>
<td>Not presented</td>
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<tr>
<td>1430-1445</td>
<td>#BH3</td>
<td>Evaluation and certification of Foreign Medical Graduates: Roots, global practice, and methodology</td>
<td>Bipin Batra (National Board Of Examinations, New Delhi, India)</td>
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<td>1445-1500</td>
<td>#BH4</td>
<td>Using distance learning to develop Faculty and Interns in resource poor settings; an example from the UK and Somailand</td>
<td>Nick Bass (East London NHS Foundation Trust and KTP, London, UK)</td>
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<tr>
<td>1500-1515</td>
<td>#BH5</td>
<td>Telepsychiatry for continuing professional instruction in rural hospitals. An experience from the Region del Maule, Chile</td>
<td>Daniel Jiménez (Universidad Católica del Maule, Talca, Chile)</td>
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<td>1515-1530</td>
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<td>Discussion</td>
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<td>1400-1530</td>
<td>#BI</td>
<td>Point of View 2</td>
<td>Chairperson: Anna Ganciolo (USA) Location: MR 115 – P1</td>
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<tr>
<td>1400-1415</td>
<td>#BI1</td>
<td>The three-letter point of view of self-directed, student-centered learning in medical education.</td>
<td>Chiu-Yin Kwan (Shantou University Medical College, Shantou, China)</td>
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<tr>
<td>1415-1430</td>
<td>#BI2</td>
<td>What would Boyer Say? Pushing Back Against the Scholarship Push</td>
<td>Sarah Wright (University of Toronto, Toronto, Canada)</td>
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<tr>
<td>1430-1445</td>
<td>#BI3</td>
<td>Why AMEE needs to celebrate failure</td>
<td>Susan Kennedy (Health Education England, London, UK)</td>
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<tr>
<td>1445-1500</td>
<td>#BI4</td>
<td>Should we aim for employability in veterinary graduates, not just competence?</td>
<td>Melinda Bell (Murdoch University, Perth, Australia)</td>
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<tr>
<td>1500-1515</td>
<td>#BI5</td>
<td>Educating the Millennials: An invitation to evolve healthcare education?</td>
<td>Daniel Salceda (Chiba University Hospital, Chiba, Japan)</td>
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<tr>
<td>1515-1530</td>
<td>#BI6</td>
<td>Effects of Universities’ architecture and layout on Interprofessional Education (IPE)</td>
<td>Raffael Konietzko (FAU, Erlangen, Germany)</td>
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<td>1400-1530</td>
<td>#BJ</td>
<td>Short Communication: Content Determining/Curriculum Mapping</td>
<td>Chairperson: Anne Baroffio (Switzerland) Location: MR 116 – P1</td>
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<tr>
<td>1400-1415</td>
<td>#BJ1</td>
<td>Not presented</td>
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<td>1415-1430</td>
<td>#BJ2</td>
<td>Occurrence of intuitive concepts in internal medicine – a pilot study with undergraduate medical students</td>
<td>Sigrid Harendza (University Hospital Hamburg-Eppendorf, Hamburg, Germany)</td>
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<tr>
<td>1430-1445</td>
<td>#BJ3</td>
<td>Concept Analysis: Value Based Curriculum</td>
<td>Maryam Akbari Lakhe (Shahid Beheshti University Of Medical Sciences, Tehran, Iran)</td>
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<tr>
<td>1445-1500</td>
<td>#BJ4</td>
<td>Building a curriculum development process documentation and information platform</td>
<td>Kokeb Abebe (AO Education Institute, Dübendorf, Switzerland)</td>
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<tr>
<td>1500-1515</td>
<td>#BJ5</td>
<td>Moving towards competency-based medical education. A joint venture of curriculum mapping facilitated the change process in four German faculties. Olaf Fritz (Competence Centre for University Teaching in Medicine - Baden-Wuerttemberg, University of Tuebingen, Tuebingen, Germany)</td>
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<td>1515-1530</td>
<td>#BJ6</td>
<td>Mapping the Assessments of Imperial College School of Medicine to the Course Curriculum</td>
<td>Rebekah Fletcher (Imperial College London, London, UK)</td>
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</table>
1400-1530 #BK Short Communication: Situational Judgement Tests
Chairperson: H Carrie Chen (USA)
Discussant: Fiona Patterson (UK)
Location: MR 118 – P1

1400-1415 #BK1 General Surgery Residency Selection Process: Situational Testing to Evaluate Surgical Non-Technical Skills
Zhien Joseph Lo (Tan Tock Seng Hospital, Singapore, Singapore)

1415-1430 #BK2 Undergraduate medical course applicants’ ratings of the value of a Situational Judgment Test (SJT) as a selection tool
Margaret Hay (Monash University, Clayton, Australia)

1430-1445 #BK3 Not presented

1445-1500 #BK4 Design & Evaluation of New Situational Judgement Scenarios for Undergraduate Pharmacy Students in Australia
Charlotte Flaxman (Work Psychology Group, Derby, UK)

1500-1530 Discussion

1400-1530 #BL Short Communication: Best Evidence Medical Education - BEME
Chairperson: Morris Gordon (UK)
Location: MR 119 – P1

1400-1415 #BL1 Patient participation in medical education (PatMed): a qualitative study of patient and student experiences of undergraduate medical education in general practice, developing findings of a meta-ethnographic BEME systematic review
Sophie Park (UCL Medical School, London, UK)

1415-1430 #BL2 Defining clinical reasoning: preliminary findings from a BEME scoping study
Meredith Young (McGill University, Montreal, Canada)

1430-1445 #BL3 Realising the synthesis: Facing the final hurdle of a BEME systematic review of the contribution of theory to the design and development of interprofessional curricula.
Carol John (Anglo-European College Of Chiropractic, Bournemouth, UK)

1445-1500 #BL4 Which professional (non-technical) competencies are most important to the success of graduate veterinarians? Findings of a BEME Review
Martin Cake (Murdoch University, Perth, Australia)

1500-1515 #BL5 Examining the effects of interprofessional education: Findings from an updated BEME systematic review
Simon Kitts (University of Ottawa, Ottawa, Canada)

1515-1530 Discussion

1400-1530 #BM Short Communication: Longitudinal Clinical Clerkships
Chairperson: Jennene Greenhill (Australia)
Location: MR 120 – P1

1400-1415 #BM1 Exploring integration, continuity, and longitudinality in Canadian clerkships
Lisa Graves (University of Toronto, Toronto, Canada)

1415-1430 #BM2 Supportive Learning Communities Emphasizing Strong Longitudinal Clinical Experiences Provide Medical Students a Springboard to Medical Leadership in the Real World
Paul G Cuddy (University of Missouri-Kansas City School of Medicine, Kansas City, Missouri, USA)

1430-1445 #BM3 Umm AlQura Medical Students’ Experience of Pilgrims’ Welfare Program

1445-1500 #BM4 Longitudinal placements: where are the expansive learning opportunities?
Cerdwen Couly (University of Liverpool Medical School, Liverpool, UK)

1500-1515 #BM5 Exploring the Why, the How and the What of an Undergraduate Medical Education Innovation: The First Year of the McGill Longitudinal Family Medicine Experience
Charo Rodriguez (McGill University, Montreal, Canada)

1515-1530 #BM6 Positive impact of a longitudinal competency development course on the comfort level of clerks during direct observation of clinical skills
Claude Labrie (Laval University, Québec, Canada)

1400-1530 #BN Short Communication: Students in Difficulty
Chairperson: Taruna Bindal (UK)
Location: MR 121 – P1

1400-1415 #BN1 Distinguishing three unprofessional profiles of medical students using Latent Class Analysis
Marianne Mok-van der Vossen (VUmc School of Medical Sciences, Amsterdam, Netherlands)

1415-1430 #BN2 “More Harm than Good”: Examining Faculty Reluctance to Report Medical Students with Lapses in Professionalism
Heather Luchman (University of Ottawa, Ottawa, Canada)

1430-1445 #BN3 Medical students’ feelings of inadequacy during clinical practice
Maria Wurlander (Karolinska Institutet, Stockholm, Sweden)

1445-1500 #BN4 Following second-time successful medical students into practice
Dominic Johnson (Newcastle University, Newcastle upon Tyne, UK)

1500-1515 #BN5 The attitudes and the use of Methylphenidate among health care trainees
Tahar Rigler (Sarako Medical Center, Beer Sheva, Israel)

1515-1530 #BN6 Explaining variation on Canadian licensing examinations using medical school performance: A multilevel modeling study
Cassandra Barber (Western University, London, Ontario, Canada)

1400-1530 #BO Short Communication: Interprofessional Education – Undergraduate
Chairperson: Sandra Carr (Australia)
Location: MR 122 – P1

1400-1415 #BO1 The effects of interprofessional simulation on attitudes to interprofessional learning and professional identity: a questionnaire study
Gillian Vance (Newcastle University, Newcastle Upon Tyne, UK)

1415-1430 #BO2 Interprofessional collaboration in a medical school: an oxymoron?
Ise O’Ferrall (School of Medicine University of Notre Dame, Fremantle, Australia)

1430-1445 #BO3 Interprofessional Learning: A Cautionary Tale
Anne-Marie Reid (St George’s, University of London, London, UK)

1445-1500 #BO4 Student motivation for interprofessional clinical education, viewed from the perspective of the Self Determination Theory
Tineke Westerveld (University Medical Center Utrecht, Utrecht, Netherlands)
11:00-11:30  #A05  Sustaining a curriculum for interprofessional learning: Strategic development of undergraduate programs in medicine and health
Johanna Dahlberg (Linköping University, Linköping, Sweden)

11:30-12:00  #A06  How can medical schools motivate students to understand interprofessional work?
Daniel de Oliveira (Federal University of Rio Grande do Norte, Natal, Brazil)
**Tuesday 30 August**

**#BCC** Poster: Humanities/Empathy  
Chairperson: Chris Skinner (Australia)  
Location: Registration Area - P0  

**#BCC01** Medical humanity, too young to learn? — Interactive medical humanity case-study class for year 1 medical students  
William Huang (National Yang-Ming University, School of Medicine, Department of Urology, Taipei, Taiwan)  

**#BCC02** Using reflection & digital stories to counteract the culture of overuse in medicine and enhance the patient/provider relationship  
Daniel Nicklas (University of Colorado School of Medicine, Aurora, USA)  

**#BCC03** Not presented  

**#BCC04** Western and Chinese medicine students’ differing perceptions of narrative medicine during an internal medicine clerkship  
Chien-Da Huang (Chang Gung Medical Education Research Center, Chang Gung Memorial Hospital, Chang Gung University College of Medicine, Taoyuan, Taiwan)  

**#BCC05** Are medical humanities relevant to medical students in anaesthesia?  
Helen Westall (London North West Hospitals NHS Trust, London, UK)  

**#BCC06** Visiting tour of medical humanities museum for the promotion of medical humanities empathy  
Kun-long Hung (Cathay General Hospital / Fu-Jen Catholic University, Taipei, Taiwan)  

**#BCC07** Experience of bio-social topic division in clinical case conference  
Shiu-Jau Chen (Mackay Medical College, Taipei, Taiwan)  

**#BCC08** Integration of e-learning in a medical humanities course: an evaluation study  
Kyoung-Jee Kim (Dongguk University-School of Medicine, Goyang-si, South Korea)  

**#BCC09** Evolution of students’ empathy during medical studies and association with students’ characteristics  
Zoya Horák (UDREM, Geneva, Switzerland)  

**#BCC10** Increasing in burnout but stable empathy while increasing clinical experience among young clinical trainees in Taiwan  
Shu-Jun Wang (National Yang-Ming University, Taipei, Taiwan)  

**#BCC11** “To be or not to be”: learning the art of being in another person’s shoes through theater improvisation.  
Marco Antonio Carvalho-Filho (University of Campinas (UNICAMP), Campinas, Brazil)  

**#BCC12** Not presented  

**#BCC13** Empathy in Medical Students: A Four Year Prospective Cohort Study at Universidade André Bello, Viña del Mar, Chile.  
Peter McColl (Escuela de Medicina Universidad Andres Bello, Viña del Mar, Chile)  

**#BCC14** Not presented  

**#BCC15** Empathy evolution in Spanish medical students: a cross-sectional study in 2 Spanish medical schools  
Jorge Pales (Medical School, University of Barcelona, Barcelona, Spain)  

**#BCC16** How do students learn empathy? The adventure and exploration in empathy-promoting activities  
Miao-Ju Chwo (Department of Nursing, Fu-Jen Catholic University, New Taipei City, Taiwan)  

**#BCC17** Is adult attachment style associated to empathy? A study on a sample of Italian medical students  
Maria Grazia Strepparava (School of Medicine, Milano Bicocca University, Milano, Italy)  

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**#BCC18** Aspects which impact the social formative performance of undergraduate internal doctors  
Haydee Parra  

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**#BDD** Poster: Surgery  
Chairperson: Jonathan Beard (UK)  
Location: Registration Area - P0  

**#BDD01** The perceived benefits of being mentored by a Consultant Surgeon  
Joshua Wang (Barts and The London School of Medicine and Dentistry, London, UK)  

**#BDD02** Not presented  

**#BDD03** First provincial Minimally Invasive Surgery Fellowship Program for rural area in Thailand  
Araya Khaimoon (Hat Yai Hospital, Hat Yai, Thailand)  

**#BDD04** A Novel End Product Assessment Tool for Simulation Microsurgery Training: Anastomosis Lapse Index  
Charmilie Chandrakumar (Barts and The London School of Medicine and Dentistry, London, UK)  

**#BDD05** The effectiveness of a year long surgical mentorship for medical students  
Gayathri Bhaskaran (Barts and The London School of Medicine and Dentistry, London, UK)  

**#BDD06** Communication Skills Crash Course for Surgical Residents— Effective and feasible?  
Junice Wong (Tan Tock Seng Hospital, Singapore, Singapore)  

**#BDD07** Not presented  

**#BDD08** Not presented  

**#BDD09** Musculoskeletal Anatomy and Surgical Approaches – a multidisciplinary, high fidelity teaching session  
Nick Johnson (University Hospitals of Leicester, Leicester, UK)  

**#BDD10** Time in Training Does Not Predict Performance Deterioration under Pressure  
Hemel Madi (Imperial College London, London, UK)  

**#BDD11** Patient-specific 3D printed hip models for easier teaching and better understanding complex anatomical abnormalities before total hip arthroplasty in developmental dysplasia of the hip  
Peter Varga (University of Pecs Medical School, Department of Orthopaedics, Pecs, Hungary)  

**#BDD12** Development and Evaluation of a Blended Learning Module on Minimally Invasive Spinal Surgery  
Mike Cunningham (AO Foundation - AO Education Institute, Hemel Hempstead, UK)  

**#BDD13** Mental training and its influence on gaining competences performing practical surgical skills  
Mohamed Al-Hakimi (Fellowship Program for rural area in Thailand)  

**#BDD14** Not presented  

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**#BEE** Poster: International Medical Education  
Chairperson: Michelle McLean (Australia)  
Location: Registration Area - P0  

**#BEE01** Exam performance of local versus international medical students  
Halima Igal (University of Malta, Msida, Malta)  

**#BEE02** Global health education in UK medical schools: a national survey and case study  
Natasha Matthews (Imperial College London, London, UK)  

**#BEE03** Launching a ‘Fit-for-Purpose’ Competency Screening Examination for International Optometric Graduates (IOGs)
<table>
<thead>
<tr>
<th>Session Code</th>
<th>Title</th>
<th>Presenter</th>
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<tbody>
<tr>
<td>#BFF01</td>
<td>Not presented</td>
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<tr>
<td>#BFF02</td>
<td>Pre-Clinical Skills: A competency-based assessment integrated course implemented early in the pre-clinical curriculum to prepare second-year medical students prior to entering clinical settings</td>
<td>Maria Rosa Fenoll-Brunet (Universitat Rovira i Virgili, Reus (Catalonia), Spain)</td>
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<tr>
<td>#BFF03</td>
<td>Do undergraduate medical students who learn through integrated teaching achieve better learning outcomes?</td>
<td>Joanna Tarr (University of Exeter, Exeter, UK)</td>
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<tr>
<td>#BFF04</td>
<td>Not presented</td>
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<tr>
<td>#BFF05</td>
<td>Characterization of Brazilian Medical Schools with regard to Curriculum Integration</td>
<td>Helena Chini (Federal Institute of South Minas Gerais, Alfenas, Brazil)</td>
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<tr>
<td>#BFF06</td>
<td>Not presented</td>
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<tr>
<td>#BFF07</td>
<td>An integrated course on the essential concepts of disease and treatment: longitudinal findings on acceptability and retention of disciplinary knowledge</td>
<td>Fatima Baltazar (University of Minho, Braga, Portugal)</td>
</tr>
<tr>
<td>#BFF08</td>
<td>Reflective writing in e-portfolios: conceptions from the post-graduate year 1 (PGY1) trainees.</td>
<td>Ren-Huei Fu (Chang Gung Medical Education Research Center, Chang Gung Memorial Hospital and Chang Gung University, Taoyuan, Taiwan)</td>
</tr>
<tr>
<td>#BFF09</td>
<td>Teaching portfolio and resource redesign for seamless usability</td>
<td>Fiona Spence (University of Auckland, Auckland, New Zealand)</td>
</tr>
<tr>
<td>#BFF10</td>
<td>Portfolio in medical school: King Abdulaziz University experience</td>
<td>Nadia Fida (King Abdulaziz University, Jeddah, Saudi Arabia)</td>
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<tr>
<td>#BFF11</td>
<td>Survey of e-Portfolio Practice at Medical Schools in Japan</td>
<td>Toshiaki Monkawa (Keio University School of Medicine, Tokyo, Japan)</td>
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<tr>
<td>#BFF12</td>
<td>Not presented</td>
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<tr>
<td>#BFF13</td>
<td>The clerking portfolio: an exploration of student, doctor and patient perspectives</td>
<td>Joy Hollamby (North Bristol Academy, University of Bristol Medical School, Bristol, UK)</td>
</tr>
</tbody>
</table>

1400-1530 **Poster: Integration / Portfolios**

Chairperson:  
Location: Registration Area - P0

| #BEE04      | Creating a Novel Collaboration To Train Chinese Physician-Scientists | Margaret McDonald (University of Pittsburgh School of Medicine, Pittsburgh, Pennsylvania, USA) |
| #BEE05      | Selection Criteria for Successful International Medical Students: The Experience from the School of Medicine for International Students | Ru-Yi Huang (Edu Hospital and i-Shou University, Kaohsiung, Taiwan) |
| #BEE06      | Does one-size-fit all?: Examining neurosurgical residency milestones developed in the USA in a Taiwanese culture | Ching-Yi Lee (Chang Gung memorial hospital and Chang Gung Medical education research center, Taipei, Taiwan) |
| #BEE07      | Not presented                                                        |                                                                            |
| #BEE08      | Impact of exchanges on medical students in Morocco                   | Lisanne Veling (IFMSA-Morocco, Rabat, Morocco) |
| #BEE09      | Finding Transparency Across Different Medical Curriculums in 30 Countries | Shanaz Khan (Association of American Medical Colleges, Washington DC, USA) |
| #BEE10      | Development of international curricula in post-graduate medical education | Sharon Mitchell (European Respiratory Society, Lausanne, Switzerland) |
| #BEE11      | "Think globally, adapt locally": implementation of IFMSA in the French-speaking part of Belgium, a medical students' adventure | Alexander Brezina (Université Catholique de Louvain, Brussels, Belgium) |
| #BEE12      | Human Resources for Health: Biggest challenges and opportunities through students’ eyes | Albert Abreu da Silva (International Federation of Medical Students’ Associations, Sousse, Tunisia) |
| #BEE13      | Advancing your career as an educator - How to develop an Education Portfolio (EP) | Abhilash Balakrishnan (SingHealth), Singapore, Singapore |
| #BEE14      | Evaluation of the Quality of Conference Abstracts, Published Abstracts, and Manuscripts in Medical Education using the MERSQI score | Brianna Vaa (Mayo Clinic, Rochester, USA) |
| #BEE15      | Special Interest Group in Medical Education | Jose Dina Junior (UFRN, Natal, Brazil) |
1400-1530 #8GG Poster: Outcome & Competency-Based Education
Chairperson: Sari Honzer (Sweden)
Location: Exhibition Hall - P0

#8GG01 Authentic Learning Outcome and Expected Learning Outcome of Graduate Medical Students by Thai Qualification Framework for Higher Education
Saraya Kaewpitoon (Institute of Medicine, Suanrane University of Technology, Muang, Thailand)

#8GG02 Establishing Clerkships Competencies for Brazilian Medical Schools (BMS) using a Delphi method modified.
Mauricio Braz Zanolli (Brazilian Medical Education Association and Morila Medical School, Mani, Brazil)

#8GG03 Evidence-based practice in Entrustable Professional Activities: A scoping review
Avril Dewar (University of Edinburgh, Edinburgh, UK)

#8GG04 Context Matters for Supervision Decisions about Entrustable Professional Activities (EPAs)
Janice Hanson (University of Colorado School of Medicine, Aurora, Colorado, USA)

#8GG05 The influence of work years and faculty development hours on using emergency medicine milestones as assessment tool
Chien-Yu Liu (China Medical University Hospital, Taichung, Taiwan)

#8GG06 Medical teachers’ rating and perception of professional roles – a key element to curricular change?
Jan Griewatz (Competence Centre for University Teaching in Medicine Baden-Württemberg, Tuebingen, Germany)

#8GG07 Comparing Brazilian and European Veterinary Day One Competences
Luiza Valente (Federal Fluminense University, Niterói, Brazil)

#8GG08 Pedagogical tools in surgery rotation on medical internship based on the Model for Developing Entrustable Professional Activities. A mixed methods study
Samuel Eloy Gutiérrez Barretas (National Autonomous University of Mexico, Mexico, Mexico)

#8GG09 University of Missouri-Kansas City School of Medicine Development and Implementation of the Core Entrustable Professional Activities in a Six-Year Combined Degree Program.
Stefanie Elliott (University of Missouri Kansas City School of Medicine, Kansas City, USA)

#8GG10 Is it possible for nursing students to achieve their learning objectives at the outpatient-clinic in the clinical training in hospital?
Experiences from the students.
Hilde Nesse (Haukeland University Hospital, Bergen, Norway)

#8GG11 Improving knowledge and proficiency in junior surgical residents: Introduction of e-learning with use of competency based test (CBT) for assessment before and after
Wee Ming Tay (Tan Tock Seng Hospital, Singapore, Singapore)

#8GG12 Does shift-based milestone evaluation represent residents’ developmental trajectory through massive daily data collection?
Bruce Yen-Hung Liu (CMUH, Taichung, Taiwan)

1400-1530 #8HH Poster: Clinical Teaching 2
Chairperson: Peter McCorrie (Cyprus)
Location: Exhibition Hall - P0

#8HH01 Attitudes of Outpatients towards Medical Students
Kanyakat Katanyoe (Faculty of Medicine Vajira Hospital, Navamindradhiraj University, Bangkok, Thailand)

#8HH02 Not presented

#8HH03 Does a 2 week anaesthetic attachment in theatres during a medical student’s first clinical year change their perception of the role of the anaesthetist in managing the critically unwell patient?
Shree Voralia (London North West Healthcare NHS Trust, London, UK)

#8HH04 A Study on the Epinephrine auto-injector (EpiPen®) training program development in Japan.
Kei Shias Genna (University of Koshi Graduate School of Nursing, Koshi, Japan)

#8HH05 Evaluation of teaching of good medical record keeping
Pujush Ray (University Hospital of Coventry & Warwickshire NHS Trust, Coventry, UK)

#8HH06 Preparing final year medical students to discuss cases with senior colleagues in clinical exams and real life: does practice make perfect?
Jessica Pearce (Hull York Medical School, York, UK)

#8HH07 The best bedside teaching method for 6th year medical students in Thailand
Kengkaj Unrit (Mahasarakham hospital, Mahasarakham, Thailand)

#8HH08 Checklist for chest radiographic interpretation in patients with chest trauma on accuracy for diagnosis in medical students and surgical resident
Tawatchai Impool (Khon Kaen Medical Education Center, Khon Kaen, Thailand)

#8HH09 "Don’t worry, it’s probably OK" - abnormal findings in peer-to-peer examination, a national survey.
Thomas Quin (Barts and The London School of Medicine and Dentistry - Queen Mary University of London, London, UK)

#8HH10 The Role of Demonstration Video in Hospital Clinical Skill Courses of Undergraduate Medical Technologist Students
Li-Ping Tseng (Kaohsiung Medical University Hospital, Kaohsiung, Taiwan)

#8HH11 Learning Curve of Medical Students for Pelvic Examination
Siraya Kinyadaom (Maharat nakon ratchasima hospital, nakornratrasima, Thailand)

#8HH12 Early outcomes from Follow My Footsteps - a new longitudinal patient contact course nested in early life
Mitch Blair (Imperial College London, London, UK)

#8HH13 Admitting Why They Want It: Student-Reported Admissions Attributes for a Longitudinal Integrated Clerkship (LIC)
Kulamakan Kulasegaram (University of Edinburgh, Edinburgh, UK)

#8HH14 Is a hybrid model of classroom-based teaching and simulation successful in teaching 3rd year medical students how to perform a cardiovascular examination?
Terasa Broom (Pinderfields hospital, Wakefield, UK)

#8HH15 Soft cadaveric training for 5th year medical students in life saving procedure
Kanokkan Tepmalai (Chiangmai university, Chiangmai, Thailand)

1400-1530 #8II Poster: Learning Resources
Chairperson: James Pickering (UK)
| #8II01 | Web-based Mechanistic Case Diagram Exercises Facilitate Student-Centered Learning in Medical Education Fred Dee (University of Iowa Carver College of Medicine, Iowa City, Iowa, U.S., Iowa City, USA) |
| #8II02 | Are Medical Textbooks Really Targeting the Domains and Subdomains of Learning? A Student Perspective Omar ElDeib (Alfaisal University, Riyadh, Saudi Arabia) |
| #8II03 | Not presented |
| #8II04 | Development of a Card Gaming Method for managing Problem Oriented Medical Records Ryoma Seto (Tokyo Healthcare University, Tokyo, Japan) |
| #8II05 | ER QUIZ to homogenize and complete education program in emergency course for the fifth year medical student at MEC, Princess Narathivas university, Songkhla, Thailand Pongsatorn Asanasak (MEC Songkhla hospital, Muang, Thailand) |
| #8II06 | Not presented |
| #8II07 | Development and assessment of a game based e-learning application for the learning of neurological localization – pilot study Sheila Srinivasan (National University of Singapore, Singapore, Singapore) |
| #8II08 | An innovative practice of interprofessional education device (IPED) application for multidisciplinary student teams and diabetic patients Takeshi Hida (Nagoya University School of Medicine, Nagoya, Japan) |
| #8II09 | Development of a Virtual Pathology Rounds eBook to Supplement Learning in a Veterinary Medicine program. Oscar Illanes (Ross University School of Veterinary Medicine, Basseterre, Saint Kitts and Nevis) |
| #8II10 | Not presented |
| #8II11 | Not presented |
| #8II12 | Hand Hygiene Teaching by SCORPIO Training Method : Interactive Workshop is the best way to help medical students to learn Sakurat Srinajana (Kalasin Hospital, Kalasin, Thailand) |
| #8II13 | Effectiveness of short internet-based introduction to difficult concepts (pre-reading) in undergraduate medical education Rana Farahat (Alfaisal University, Riyadh, Saudi Arabia) |
| #8II14 | Are The Educational Tools and Elements Used in Medical Textbooks Still Effective: A Student Perceptive. Ahmed ElDeib (Alfaisal University, Riyadh, Saudi Arabia) |

1400-1530 **#BJ** Poster: Clinical & Work-Based Assessment Chairperson: Lisa Schmidt (Australia) Location: Exhibition Hall - P0

<p>| #BJJ01 | Pilot of a Multi-source Feedback Tool for the Practice Ready Assessment of Internationally-trained Physicians Seeking Licensure in Canada Fang Tian (Medical Council of Canada, Ottawa, Canada) |
| #BJJ02 | The Proof of the Pudding may be in the Eating but the Key is in the Tasting – Summative Assessment |</p>
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<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Details</th>
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<tbody>
<tr>
<td>1400-1530</td>
<td><strong>#BKK</strong> Poster: Standard Setting</td>
<td>Chairperson: Richard Fuller (UK) Location: Exhibition Hall - P0</td>
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<tr>
<td></td>
<td><strong>#BKK01</strong> Application of Cohen methods for standard setting reduces variance of exam failure to the cost of a lower pass mark</td>
<td>Tobias S. Slørdahl (NTNU &amp; St. Olavs Hospital, Trondheim, Norway)</td>
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<td><strong>#BKK02</strong> Comparison of two standard-setting methods: the modified Angoff method and a method using acceptability index assigned by individual test item writers (Writer method). Monton Wongwandee (Srinakharinwirot University, Nakhon Nayok, Thailand)</td>
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<td><strong>#BKK03</strong> Comparison of Angoff versus Cohen standard setting methods in a Neuroanatomical Localisation Extended-Matching Questions paper</td>
<td>Kevin Tan (National Neuroscience Institute, Singapore, Singapore)</td>
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<td><strong>#BKK04</strong> The discrepancy of inter-rater reliability in scoring and ability to feedback in rater training of OSCE</td>
<td>Tsung-Yu Tsai (Kaohsiung Medical University Hospital, Kaohsiung, Taiwan)</td>
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<td><strong>#BKK05</strong> Not presented</td>
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<td><strong>#BKK06</strong> Pros and Cons of an electronic OSCE compared to a paper-based OSCE - experience from Hannover Medical School, Germany</td>
<td>Philip Bintaro (Hannover Medical School, Hannover, Germany)</td>
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<td><strong>#BKK07</strong> Standard Setting in Small Sample OSCEs</td>
<td>Dwight Harley (University of Alberta, Edmonton, Canada)</td>
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<td><strong>#BKK08</strong> Standard setting in graduating OSCEs for medical students: borderline vs Hofstee methods in a middle income country</td>
<td>Marcelo Garcia Dieguez (Centre for Research on Health Professions Education, Universidad Nacional del Sur, Bahia Blanca, Argentina)</td>
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<tr>
<td>1530-1600</td>
<td>Coffee Break</td>
<td>Exhibition Hall (viewing posters and exhibits)</td>
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<tr>
<td><strong>Group Meetings</strong></td>
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<tr>
<td>1400-1530</td>
<td>ESME Advisory Board Meeting</td>
<td>M 213/214 - M2 (closed meeting)</td>
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### Session 9: Simultaneous Sessions

**1600-1730 #9A Symposium: Fostering Innovation and Change in Medical Education: The Durable Impact of Awards and Grants**
- Chair: Catherine Lucey (University of California San Francisco School of Medicine, USA), Mark Earnst (University of Colorado School of Medicine, USA), Terry Poulton (St George’s University of London, UK), Gary Rogers (Griffith University, Australia), Ming-Jung Ho (National Taiwan College of Medicine, Taiwan)
- Location: Auditorium

**1600-1730 #9B Symposium: Doctoral training & advancements in education, research and health education leadership**
- Pim Teunissen (Maastricht University, Netherlands), Cees van der Veuten (Maastricht University, Netherlands), Ara Tekian (University of Illinois at Chicago, USA), Dario Torre (USA), Tim Dornan (Queen’s University, Belfast, N Ireland), Susan van Schalkwyk (Stellenbosch University, Cape Town, South Africa)
- Location: 211 – P2

**1600-1730 #9C Symposium: Build Your Own: An environmentally accountable curriculum**
- Sarah Walpole (Sustainable Healthcare Education Network and Hull York Medical School, UK), Hanna-Andrea Rother (University of Cape Town, South Africa), Ben Canny (University of British Columbia, Canada), Dario Torre (USA), Tim Dornan (Queen’s University, Belfast, N Ireland), Susan van Schalkwyk (Stellenbosch University, Cape Town, South Africa)
- Location: 211 – P2

**1600-1730 #9D AMEE Fringe 2**
- Chairperson: Rachel Ellaway (Canada)
- Location: MR 117 – P1

**1600-1615 #9D1 Is 'AVICENNAL' Medicine the recipe for holistic 21st Century patient-centered care?**
- Khaja , H. Mujtaba Quadri (Shifa International Hospital and Shifa Tamerermitllat University, Islamabad, Pakistan)

**1615-1630 #9D2 Give us a wave, darlin’**
- David Topas (University of Calgary, Calgary, Canada)

**1630-1645 #9D3 Sex and Blood and Rock ‘n’ Roll – notes from the singing haematologist**
- Seán MacPherson (University of Otago, Christchurch, New Zealand)

**1645-1700 #9D4 Regarding Hannah Arendt Movie: Learning Reflective Practice.**
- Pablo G. Blasco (SOBRAMFA- Medical Education and Humanism, Sao Paulo, Brazil)

**1700-1715 #9D5 Unfolding Case Improv: Employment of the Art of Improvisation to Engage Medical Learners**
- Miguel Paniagua (National Board of Medical Examiners, Philadelphia, USA)

**1715-1730 #9D6 WITHDRAWN**

### 1600-1730 #9E Research Paper: Clinical Reasoning and Clinical Judgement**
- Chairperson: Simon Kitts (Canada)
- Assessor: Tim Wilkinson (New Zealand)
- Location: 212 – P2

**1600-1620 #9E1 Cognitive errors that influence clinical diagnostic decision-making among medical students completing virtual patient cases**
- Dabeen Faraj (Department of Medical Education, University of Leicester, Leicester, UK)

**1620-1640 #9E2 Putting the puzzle together: the role of ‘problem definition’ in complex clinical judgment**
- Suyra Cristancho (Western University, London, Canada)

**1640-1700 #9E3 Clinical Reasoning in Real-World Settings: Exploring the ‘What’ and ‘When’**
- Mark Goldszmidt (Centre for Education Research & Innovation, Schulich School of Medicine & Dentistry, London, Canada)

**1700-1720 #9E4 “Did they get it?” Student assessment of clinical reasoning by observation form and post encounter form in a clinical practice setting**
- Catharina Haring (Radboud university medical center, Nijmegen, Netherlands)

**1720-1730 Discussion**

**1600-1730 #9F PhD Reports 2**
- Chairperson/Assessor: Debbie Jaarsma (Netherlands)
- Assessors: Diana Dolmans (Netherlands) & Jen Cleland (UK)
- Location: MR111 - P1

**1600-1615 #9F1 Peer Assisted Learning in Undergraduate Clinical Medical Education: a mixed methods study**
- Joanna Tai (HealthPEER, Monash University, Clayton, Australia)

**1615-1630 #9F2 A microanalytic assessment of self-regulatory processes of medical students during a biomedical science learning task**
- Raghayeh Gandomkar (Tehran University of Medical Sciences, Tehran, Iran)

**1630-1645 #9F3 Developing an optimal model for sequential OSCE using CTT and IRT based psychometric properties**
- Sara Mortaz Hejri (Tehran University of Medical Sciences, Tehran, Iran)

**1645-1700 #9F4 Using Cognitive Load Theory to Understand and Improve Handovers**
- John Q. Young (Hofstra Northwell School of Medicine, New York, USA)

**1700-1715 #9F5 A cutting culture: why do women remain underrepresented in surgery?**
- Elspeth Hill (Washington University, Saint Louis, USA)

**1715-1730 Discussion**

**1600-1730 #9G Short Communication: The Patient**
- Chairperson: John Jenkins (UK)
- Location: MR 113 – P1

**1600-1615 #9G1 How Patients’ Voices are Shaping the Future of Healthcare**
- Agnes Ryzynski (Sunnybrook Health Sciences Centre, Toronto, Canada)

**1615-1630 #9G2 Involving patients in the early-career medical curriculum. An experiment in 3 medical schools in France**
- Nicolas Lechopier (Faculté de médecine Lyon Est, Université Claude Bernard Lyon1, Lyon, France)

**1630-1645 #9G3 Patients as educators in health professions education: sustainability and outcomes**
- Angela Towle (University of British Columbia, Vancouver, Canada)
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<td>1645-1700</td>
<td>#9G4 Early active Patient involvement in medical education: A synthesis of year 1 medical programme activities</td>
<td>Janet Garner (University of Central Lancashire, Preston, UK)</td>
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<td>1700-1715</td>
<td>#9G5 An Evaluation of an Education Intervention that Employs the use of Patients in the Teaching of Values and Behaviours to Junior Doctors in the UK</td>
<td>Kym Best (University Hospital Bristol NHS Foundation Trust, Bristol, UK)</td>
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<td>#9G6 Teaching musculoskeletal medicine and surgery in dedicated teaching clinics: The role of patients as tutors</td>
<td>Caroline Dover (Shrewsbury and Telford Hospital NHS Trust, Shrewsbury, UK)</td>
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<td>1600-1730</td>
<td>#9H Short Communication: Team-Based Learning</td>
<td>Chairperson: Sandy Cook (Singapore) Location: MR 114 – P1</td>
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<td>1600-1615</td>
<td>#9H1 Does Team-Based Learning Improve Clinical Reasoning in Neurology?</td>
<td>Nigel Tan (National Neuroscience Institute (NNI), Singapore, Singapore)</td>
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<td>1615-1630</td>
<td>#9H2 An innovative strategy for implementing Team-Based Learning in large cohorts</td>
<td>Naomi Low-Beer (Lee Kong Chian School of Medicine, Nanyang Technological University, Singapore/ Imperial College, London, UK, Singapore, Singapore)</td>
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<td>1630-1645</td>
<td>#9H3 A purpose-built system to facilitate Team-Based Learning: Lessons learned</td>
<td>Hollis Lai (University of Alberta, Edmonton, Canada)</td>
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<td>#9H4 Piloting interprofessional ambulatory surgical skills training between medical and nursing students utilising TBL method</td>
<td>Kati Hakkarainen (Medical School, University of Tampere, Tampere, Finland)</td>
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<td>#9H5 Good Medical Practice - The Application of Technology-Assisted Delivery of Team Based Learning Across a Distributed Learning Environment</td>
<td>Mark Wilson (University of Wollongong, Wollongong, Australia)</td>
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<td>#9H6 The role of burning questions in technology enabled TBL</td>
<td>Preman Rajalingam (Lee Kong Chian School of Medicine. Nanyang Technological University, Singapore. London Imperial College, UK., Singapore, Singapore)</td>
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<td>1600-1730</td>
<td>#9I Short Communication: Peer Assisted Learning</td>
<td>Chairperson: Mathieu Nendaz (Switzerland) Location: MR 115 – P1</td>
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<td>#9I2 Investigation of the achievements of peer teachers at school.</td>
<td>Marijke Avonts (University of Antwerp, Antwerp, Belgium)</td>
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<td>#9I3 Near-peer teaching and developing medical competencies. An example: near-peer teaching by residents for 6th year medical students</td>
<td>Juliette Macabrey (Lyon Est Faculty of medicine, Lyon, France)</td>
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<td>#9I4 The role of the teacher in facilitating peer-assisted learning in the clinical setting: A multi-phased mixed methods study</td>
<td>Samantha Sevenhuysen (Monash University &amp; Monash Health, Melbourne, Australia)</td>
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<td>1700-1715</td>
<td>#9K5 WITHDRAWN</td>
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<td>1715-1730</td>
<td>#965  Can language proficiency predict academic success or the need for learner support?</td>
<td>Stephen Greenwood (Cardiff University, Cardiff, UK)</td>
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<td>#9L  Short Communication: Education Management</td>
<td>Chairperson: Lyne Allery (UK)</td>
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<td>Discussant: Tim Wood (USA)</td>
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<td>#91  Political decisions on medical workforce reforms should be based on best evidence</td>
<td>Line Engelbrecht Jensen (Copenhagen University Hospital)</td>
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<td>(Køge, Region Zealand, Køge/Copenhagen, Denmark)</td>
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<td>#92  Reflections on the Role of Continuous Quality Improvement in Accreditation for the 21st Century</td>
<td>Nesibe Akdemir (OLVG Hospital, Amsterdam, Netherlands)</td>
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<td>#93  The Association between Accreditation of Medical Education and Rates of Specialty Board Certification for Graduates of International Medical Schools Practicing in the United States</td>
<td>Marta van Zanten (FAMEER, Philadelphia, USA)</td>
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<td>#94  Participating in Medical Education Innovations: Lessons from Trainees Perspectives</td>
<td>Dorene Balmer (University of Pennsylvania, Perelman School of Medicine, Philadelphia, USA)</td>
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<td>#9M  Short Communication: Problem-Based Learning</td>
<td>Chairperson: Samy Azer (Saudi Arabia)</td>
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<td>#9M1 Implementing interactive PBL into the curriculum through the ePBLnet Project</td>
<td>Sheetal Kavia (St George's, University of London, London, UK)</td>
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<td>#9M3 The deliverables of problem based learning (PBL): are we doing what we say on the tin?</td>
<td>Frederic Pender (University of Edinburgh, Edinburgh, UK)</td>
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<td>#9M4 Social network analysis of online problem based learning: what can we learn from it?</td>
<td>Ahmad Alamro (Qassim Medical School, Dyooun Alijawa, Saudi Arabia)</td>
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<td>#9M5 Comparison of First Year Student Performance in a PBL curriculum in a New Medical School over Four Years</td>
<td>Keikantse Matlhagela (University of Botswana, Gaborone, Botswana)</td>
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<td>#9M6 Feasibility of Inter-Disciplinary Problem-Based Learning (PBL): An Integrated Course of Pathology and Pharmacology</td>
<td>Chiun Hsu (Graduate Institute of Oncology, National Taiwan University College of Medicine, Taipei, Taiwan)</td>
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<td>#9N  Short Communication: Students: Careers</td>
<td>Chairperson: Maria Rosa Fenoll Brunet (Spain)</td>
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<td>#9N1 Career choice as a longitudinal structured course</td>
<td>Karin Reefman (VU University Medical School of Sciences, Amsterdam, Netherlands)</td>
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<td>#9N2 Performance evaluation of Sci59, an inventory to assist on medical specialty choice.</td>
<td>Iago da Silva Caires (Ribeirão Preto Medical School, University of São Paulo, Ribeirão Preto, Brazil)</td>
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<td>#9N4 What experience do students have in the operating room and what do students want to learn in surgery?</td>
<td>Adrian Meder (BG Traumacenter Tübingen, Tübingen, Germany)</td>
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<td>#9N5 Person-Oriented versus Technique-Oriented Medical Specialties: Using the Delphi Method to Determine Specialty Classification</td>
<td>Nicole Borges (University of Mississippi Medical Center, Jackson, Mississippi, USA)</td>
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<td>#9N6 Medical student perceptions of research and research-oriented careers: an international questionnaire study</td>
<td>Garth Funston (University of Manchester, Manchester, UK)</td>
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<td>#9O  Short Communication: Interprofessional Education: Postgraduate/Continuing Education</td>
<td>Chairperson: Tim Swanwick (UK)</td>
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<td>#9O2 The role of collaboration and shared understanding in interprofessional teamwork</td>
<td>Sebastian Dennerlein (Knowledge Technologies Institute - Graz University of Technology, Graz, Austria)</td>
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<td>#9O3 Interprofessional Collaboration on the Run (ipcontherun): A Flexible Continuing Interprofessional Professional Development Online Resource</td>
<td>Donna Drynan (UBC, Vancouver, Canada)</td>
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<td>#9O4 Towards New Models of Care: Developing a curriculum for interprofessional mental health training (Postgraduate Travel Award Winner)</td>
<td>Chris Attoe (Maudsley Simulation, London, UK)</td>
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<td>#9O5 Addressing Child Oral Health Inequalities: Doctors &amp; Dentists Learning Together</td>
<td>Ben Holden (Imperial College Healthcare NHS Trust, London, UK)</td>
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| 1600-1730     | **Short Communication: Feedback**  
Chairperson: Julie Ash (Australia)  
Location: MR 123 – P1                                                                 |
| 1600-1615     | **Feedback as a tool to achieving clinical competence in postgraduate medical doctor training.**  
Veena Singaram (University of KwaZulu-Natal, Durban, South Africa)                        |
| 1615-1630     | **Residents’ and clinical teachers’ perceptions of influential factors for feedback provision in a real-life busy emergency department**  
Chung-Hsien Choay (Chang Gung Medical Education Research Center, Taoyuan, Taiwan)       |
| 1630-1645     | **What is the relationship between students’ non-verbal behavior during feedback dialogues and their self-efficacy, satisfaction and performance after receiving feedback?**  
J.M. Monica van de Riddert (College of Human Medicine Michigan State University, Grand Rapids, USA) |
| 1645-1700     | **Introducing a feedback OSCE for junior medical students; quality of feedback and student perceptions.**  
Rob Lane (Leeds Institute for Medical Education, Leeds, UK)                               |
| 1700-1715     | **How do medical students use formative assessments for learning?**  
Cynthia Min (University of British Columbia, Vancouver, Canada)                            |
|               | **Discussion**                                                                                                           |
| 1600-1730     | **Short Communication: Assessment in Postgraduate Education**  
Chairperson: Glen Bandiera (Canada)  
Discussant: Olwyn Westwood (UK)  
Location: MR 124 – P1                                                                      |
| 1600-1615     | **The ENT OSCE: How well do residents perform?**  
Maria de las Nieves Gianiele (Instituto Universitario del Hospital Italiano de Buenos Aires, Buenos Aires, Argentina) |
| 1615-1630     | **Evidence-guided self-assessment and reflection: A novel use of a benchmark examination**  
Oksana Babenko (University of Alberta, Edmonton, Canada)                                   |
| 1630-1645     | **Validity evidence for using scores from a novel structured clinical observation assessment to inform entrustment decisions about patient handovers**  
Daniel West (University of California, San Francisco, USA)                                |
| 1645-1700     | **The Use of In-training Practice Simulated Office Orals as a Predictor of Certification Exam Performance in Family Medicine**  
Kendall Noel (University of Ottawa, Ottawa, Canada)                                         |
| 1700-1715     | **Testing a feedback model in residency education: Does it foster interaction, reflection and planning for change?**  
Joan Sargeant (Dalhousie University, Halifax, Canada)                                       |
|               | **Discussion**                                                                                                           |
| 1600-1730     | **Meet the Expert: Godfrey Pell, Richard Fuller, Matthew Homer**  
Our philosophy is born of a continuous, quality improvement process that has seen ongoing improvements within assessment in our undergraduate Medicine degree programme, supported other institutions’ assessment innovation and informed a programme of research in key areas of Assessment & Measurement. Our main areas of expertise relate to the OSCE (including quality improvement), the theory, design and delivery of successful sequential testing, the use of item response theory in relation to written testing, and workplace assessment, including application of assessment for learning theory. Come and see us to discuss your assessment related issues. No appointment necessary!  
Location: MR 125 – P1                                                                  |
| 1600-1730     | **ESMEA Course - closed session**  
(Registered course participants only)  
Location: MR 127 – P1                                                                     |
| 1600-1730     | **RESME Course - closed session**  
(Registered course participants only)  
Location: MR 128 – P1                                                                     |
| 1600-1730     | **PASREV Course - closed session**  
(Registered course participants only)  
Location: MR 129 – P1                                                                     |
| 1600-1730     | **Conference Workshop: Dealing with bias and other adverse examiner behaviours in live clinical assessments: How to minimise aberrant interactions between examiners, students, topics and standardized patients**  
Richard Turner (Australia), Michael Beresford (Australia), Neil Siffter (Australia)  
Location: MR 130 – P1                                                                     |
| 1600-1730     | **Conference Workshop: Developing inter institutional, reliable standards for assessing professional behaviour in medical undergraduates, and developing interventions for students breaching professional standards**  
Judith Ibenso (UK), Nicoletta Fassati (UK)  
Location: MR 131 – P1                                                                     |
|               | **Conference Workshop: WITHDRAWN**                                                                                         |
| 1600-1730     | **Conference Workshop: Successfully Implementing Virtual Patients in the Curriculum**  
James McGee (USA), Nancy Posel (Canada), David Fleiszer (Canada)  
Location: MR 134 – P1                                                                     |
| 1600-1730     | **Conference Workshop: Communication Matters: blending a comprehensive series of e-learning courses and face-to-face workshops**  
Diana Tabak (Canada), Kerry Knickle (Canada), Carine Layat Burn  
Location: M 215 + 216 – M2                                                                |
| 1600-1730     | **Conference Workshop: Essential Leadership Skills for Emerging Leaders in Medical Education**  
Jerry Maniate (Canada), Jamiu Busari (Netherlands), Margaret Kennedy (Canada)  
Location: M 211 + 212 – M2                                                                |
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<td>1600-1730</td>
<td><strong>#9CC</strong> Poster: Medical Education in Difficult Circumstances</td>
<td>Chairperson: Ewa Pawlowicz (Poland)</td>
<td>Location: Registration Area - P0</td>
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<td>#9CC01 Cinema in new medical schools to incorporate active methodologies and the intercession of contents: Brazil’s experience.</td>
<td>Judith Pinho (Federal University of Maranhão, São Luís, Brazil)</td>
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<td>#9CC03 Medical Education in rapidly growing economies - from faculty development to a Masters programme</td>
<td>Fabian Jacobs (Ludwig-Maximilians Universität München, Munich, Germany)</td>
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<td>#9CC04 Economic crisis, brain drain and unsatisfactory medical education: A combination threatening the existence of Greek NHS</td>
<td>Nikolaos Karamaris (Hellenic Junior Doctors Society, Athens, Greece)</td>
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<td>#9CC05 To speak or not to speak, is that a question? The preliminary exploration of the relationship between local-language speaking ability and the initial clerkship learning outcome</td>
<td>Huawei Lin (E-Da Hospital, Kaohsiung, Taiwan)</td>
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<td>#9CC06 Internationalization of medical education in Iran: Development of policy draft; a focus on accessibility</td>
<td>Sadaf Jazayeri (School of Medical Education, Sciences Shahid Beheshti University of Medical Sciences, Tehran, Iran)</td>
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<td>#9CC07 Equitable access to healthcare: Postgraduate training sessions.</td>
<td>Katerina Dimas (Associa-Med, Tunis, Tunisia)</td>
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<td>#9CC08 Working in developing countries: A framework for students</td>
<td>Michelle McLean (Bond University, Gold Coast, Australia)</td>
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<td>#9CC09 Not presented</td>
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<td>#9CC10 Re-opening medical education in Sierra Leone after the Ebola crisis</td>
<td>Suzanne Thomas (King’s Sierra Leone Partnership, King’s College London, Freetown, Sierra Leone)</td>
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<td>#9CC11 Building windmills: Is a curriculum update feasible in Venezuela?</td>
<td>Tatiana Giusti (Universidad Central de Venezuela, Caracas, Venezuela)</td>
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<td>#9CC12 Learning medicine in a resource poor environment: qualitative analysis of the experience of clinical medical students at Aksum University, Faculty of Health Science</td>
<td>Catrin Morgan (Barts and the London School of Medicine and Dentistry, London, UK)</td>
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<td><strong>#9DD</strong> Poster: Ethics/Care of the Dying</td>
<td>Chairperson: Veronica Selleger (Netherlands)</td>
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<td>#9DD01 Ethics in Pathology Undergraduate Medical Curriculum – A pilot study to design a module in ethics</td>
<td>Mary Mathew (Kasturba Medical College, Manipal University, Manipal, Karnataka, India)</td>
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<td>#9DD02 Ethical Erosion in Medical Education</td>
<td>Samir Zaman (King’s College London, London, UK)</td>
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<td>#9DD03 Teaching ethics to medical students: Where are we?</td>
<td>Karunpong Phattaramarat (Maharat Nakornratrasima Hospital, Nakornratrasima province, Thailand)</td>
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<td>1600-1730</td>
<td><strong>#9EE</strong> Poster: Junior Doctor as Teacher</td>
<td>Chairperson: Subha Ramani (USA)</td>
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<td>#9EE01 Clinician Educator Elective for Pediatric Residents</td>
<td>Robyn Backrath (Ann &amp; Robert H Lurie Children’s Hospital of Chicago, Northwestern University Feinberg School of Medicine, Chicago, USA)</td>
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<td>#9EE02 Residents as Teachers: medical students’ activeness may influence the outcome</td>
<td>Shang-Feng Tsai (Center for Faculty Development, Taichung Veterans General Hospital, Taichung, Taiwan)</td>
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Tuesday 30 August

1600-1730  #9FF  Poster: Ultrasound and Imaging
Chairperson: Lars Konge (Denmark)
Location: Registration Area - P0

#9FF01 Peer-Teaching of Basic Ultrasound Skills using a Flipped Classroom Concept – Experience from Hannover, Germany
Sabine Schneidewind (Hannover Medical School, Hannover, Germany)

#9FF02 Ultrasound-facilitated anatomy teaching and learning outcomes
Irene Ma (University of Calgary Cumming School of Medicine, Calgary, Canada)

#9FF03 Flipped Classroom: A Valid Approach to Teaching Bedside Ultrasound Concepts to Undergraduate Medical Students
Sara Nikolic (Faculty of Medicine, University of Maribor, Maribor, Slovenia)

#9FF04 Collaborative Ultrasound Objective Structural Practical Examination (OSPE) in Gross Anatomy
Wojciech Pawlina (Mayo Clinic, Rochester, MN, USA)

#9FF05 Ultrasound in the Undergraduate Medical Curriculum. A pilot project to introduce ultrasound skills to medical students to facilitate peer-led delivery of an ultrasound-assisted physiology session.
Thomas Simpson (King’s College London, London, UK)

#9FF06 Lessons learned from teaching ultrasound: defining specific motor-cognitive skills required for training, assessment and quality assurance of ultrasound training.
Dimitri Parra (The Hospital for Sick Children, University of Toronto, Toronto, Canada)

#9FF07 Not presented

#9FF08 WITHDRAWN

#9FF09 Current condition and future perspective of diagnostic imaging education in undergraduate education: results of questionnaire survey to world-wide.
Kunihiko Fukuda (The Jikei University School of Medicine, Tokyo, Japan)

#9FF10 An educational course for the achievement of confidence on basic Focused Assessment with Sonography in Trauma (FAST): Evaluation of a small group workshop in Thai medical student
Thawatchai Tullavardhana (Department of Surgery, Faculty of Medicine, Srinakharinwirot University, Nakhon Nayok, Thailand)

#9FF11 Learning through visualization and feedback: integrating ultrasound in physical examination improves confidence
Adrian Yee (UBC, Victoria, Canada)

#9EE03 What should residents learn to teach? A modified Delphi survey to define competencies of resident-as-teacher
Tadayuki Hashimoto (Hashimoto Municipal Hospital, Wakayama, Japan)

#9EE04 Implementing the Feedback Orientated Observed Teaching (FOOT) scheme at a DGH; a useful learning tool or simply another session to attend?
Jacob Schafied (Walsall Manor Hospital, Birmingham, UK)

#9EE05 Building confidence: teaching improvement for junior doctors
Andrew Hughes (University Hospitals of Leicester, Leicester, UK)

#9EE06 Faculty versus trained resident (peer-led) teaching of a bone marrow aspirate and trephine biopsy simulation course
Winnie Teo (National University Cancer Institute, Singapore, Singapore)

#9EE07 Residents as Teachers training needs in a non-medical-school-affiliated Teaching Hospital
Chao-Huei Chen (Taichung Veterans General Hospital, Taichung, Taiwan)

#9EE08 Inspiring confidence in future doctors: a tailored, near-peer led programme combining theory and simulation teaching for undergraduates
Amy Woods (Croydon University Hospital, London, UK)

#9EE09 Teaching final-year medical students key FY1 skills by developing an FY1-lead, twilight teaching program.
Andrew Deans (NHS Highland, Inverness, UK)

#9EE10 Resident as Teacher (RaT) Program: Residents’ and Medical Students’ Perceptions
Sermsak Sukpanichyingyong (Khan Kaen Hospital, Khan Kaen, Thailand)

#9EE11 What do medical students think about junior doctor led student teaching?
Gemma McGrory (NHS Lanarkshire / Hairmyres Hospital, Croydon University Hospital, London, UK)

#9EE12 Should we mix staff and students in supervisor training?
David Taylor (University of Liverpool, Liverpool, UK)
1600-1730  #9GG  Poster: Virtual Patients and Simulated Patients
Chairperson: Cathy Smith (Canada)
Location: Exhibition Hall - P0

#9GG01 Information needs of virtual patient collection users: a longitudinal analysis of visitor queries in the eVIP project repository
Andrzej Kononowicz (Jagiellonian University Medical College, Krakow, Poland)

#9GG02 Virtual Patient Cases: Can They Teach Foreign Trained Health Professionals about Differences in Health Culture and Context?
Alison Greg (University of British Columbia, Vancouver, Canada)

#9GG03 The effect of the use of virtual patients in undergraduate curriculum on students' knowledge about family medicine
Dzej Dinevski (University of Maribor, Faculty of Medicine, Maribor, Slovenia)

#9GG04 How students' communicate in an interprofessional setting.
Karin Bjoerklund (Academic primary health care centre, Hudinge, Sweden)

#9GG05 Microbiology Virtual Patients' medical applications in medical education. A retrospective study examining global changes in e-learning.
Jenet Iqbal (NHS Ayrshire and Arran, Glasgow, UK)

#9GG06 The visual design of virtual patients affects students' attitudes towards them.
Isabel Neville (Queen Mary's University of London, London, UK)

#9GG07 There is no significant performance difference between students using virtual patients and paper based PBL
Neja Turk (Faculty of Medicine University of Maribor, Maribor, Slovenia)

#9GG08 How do Virtual Patients model clinical encounters? A grounded theory approach
Julia Kuefner (Institut für Didaktik und Ausbildungsforschung in der Medizin, Klinikum der Universität München, Munich, Germany)

#9GG09 How do virtual patients represent the reality? A comparison with the healthcare system
Marcel Urresti-Gundlach (Institute for Medical Education, Ludwig Maximilians-Universitaet, Munich, Germany)

#9GG10 Students create cases for Simulated Patients
Beatrice Schar (Bern Center of Higher Education of Nursing, Bern, Switzerland)

#9GG11 A comparative study of medical students' satisfaction towards learning between standardized patients and regular general patient treatment in the instruction at the outpatient clinic otorhinolaryngology, Phramongkutklao College of Medicine
Watcharaporn Bourchom (Phramongkutklao College of Medicine, Bangkok, Thailand)

#9GG12 "I'm playing a schizophrenic": The use of simulated patients in a communication skills training program for psychiatry (ComPsych).
Carmel Loughland (University of Newcastle, Newcastle, Australia)

#9GG13 Male genital examination skills training for medical students by male teaching associates: effect on self-confidence, a students' perspective
Lonneke van Heurn (VUmc School of Medical Sciences, Amsterdam, Netherlands)

#9GG14 Not presented

#9GG15 Exploring the value of parent markers in medical student written assessments
Roisin Begley (UCL Institute of Child Health, London, UK)

1600-1730  #9HH  Poster: Teaching and Learning
Chairperson: John Cookson (UK)
Location: Exhibition Hall - P0

#9HH01 Drama as a Tool for Development of Medical Students in a 21st Century School
Worawan Wattanawongsawong (Faculty of Medicine Ramathibodi Hospital, Mahidol University, Bangkok, Thailand)

#9HH02 Narratives as a focus for second year medical students' learning about emotions at primary care at Helsinki University Medical School
Liisa Kuikka (University of Helsinki, Department of General Practice and Primary Health Care, Helsinki, Finland)

#9HH03 Tutoring and school success in medical students
Alma Delia Vazquez Aguirre (School of Medicine of the Autonomous University of Chihuahua, Chihuahua, Mexico)

#9HH04 The Effect of Self-Explanation of Pathophysiological Mechanisms of Diseases on Medical Students' Diagnostic Performance
José María Peceño (Universidadd José de la Rosario Vellano (Unifenas-BH), Bela Horizonte, Brazil)

#9HH05 DermARTology: Can a dermatology art workshop improve undergraduate recognition of skin lesions?
Fiona Tasker (University of Bristol, Bristol, UK)

#9HH06 Towards integrating Health Economics into medical education in Thailand
Win Techakohaj (Suraththi Hospital, Suratthani, Thailand)

#9HH07 Large Cohort Case Based Learning; The balanced Goldilocks Conundrum
Zarabeth Newton (Cardiff University, Cardiff, UK)

#9HH08 Enhancing students' academic and professional skill development through group academic tutoring
Clare Gallon (University of Exeter Medical School, Exeter, UK, Exeter, UK)

#9HH09 Music workshop for first year medical students
Maria José Arteaga (Universidad de los Andes, Santiago, Chile)

#9HH10 Observation and Uncertainty in Art and Medicine: A Mixed Methods Assessment of Curricular Outcomes
Deepthiman Gowda (Columbia University College of Physicians and Surgeons, New York, USA)

#9HH11 Gender matters in medical students' technical self-efficacy beliefs and technical skills studying
Taina Joutsenvirta (University of Helsinki, Helsinki, Finland)

#9HH12 Are online expert faculty rated as highly as in-class expert faculty?
Ankur Doshi (University of Pittsburgh School of Medicine, Pittsburgh, USA)

1600-1730  #9II  Poster: Student Wellbeing
Chairperson: Clare Gallon (University of Exeter Medical School, Exeter, UK)
Location: Exhibition Hall - P0

#9II01 Should Medical Students Receive Varicella Vaccine Before Entry into the Clinical Year?
Thida Khwana (Vachiraphuket hospital, Phuket, Thailand)

#9II02 The Happiness Exploration of Medical Students using Self-Administered Questionnaire Hapsoimeter
Urampon Sunmart (Roiet Medical Center, Roiet Province, Thailand)

#9II03 *“Happy Friday”: The relaxing activities for medical students
Benjamas Duangkamnoi (Mahasarakham Hospital, Mahasarakham, Thailand)
| #9J04 | Awareness of and experiences with mental health support services in medical students. | Elizabeth Romer (University of Leeds, Leeds, UK) |
| #9J05 | Does mindfulness affect empathy, resilience and stress in our learners? The results of 1 year of a mindfulness curriculum intervention in undergraduate medical education. | Gary Viner (University of Ottawa, Ottawa, Canada) |
| #9J06 | A longitudinal study on Quality of Life of Brazilian medical students. | Munique Pelias (School of Medicine of University of São Paulo, São Paulo, Brazil) |
| #9J07 | Mindfulness: an appreciative enquiry of GP participants’ reflections on attending an eight week course. | Duncan Plott (GP Education Unit, Southampton, UK) |
| #9J08 | Not presented |
| #9J09 | “4H-Walk Rally” to Promote the Life Skill of Medical Students | Suwannarat Singhabura-udom (Buddhachinaraj medical education center, Phitsanulok, Thailand) |
| #9J10 | To Explore the Relationships Established Through the Barts and the London Mentoring Scheme from the Perspectives of Clinical Year Students. | Leanna Ruprai (Barts and the London SMD, Queen Mary University of London, London, UK) |
| #9J11 | A study of awareness levels of Korean medical students on their mentoring programs | Soyoun Park (Kyunghee University, Seoul, South Korea) |
| #9J12 | Using mentoring as an educational complement for low achievement students |Montserrat Urban (Universidad Anahuac Mexico, Huaquillcan, Mexico) |
| #9JJ11 | Practice and evaluation of “Instructional Design Basics” course for first year medical students | Yoshikazu Asada (Iichi Medical University, Tochigi, Japan) |
| #9JJ12 | A Project-based learning: A powerful tool to draw the students’ potentials towards 21st century skill | Benjamas Wongsatayanan (Srinakharinwirot University, Bangkok, Thailand) |
| #9JJ13 | Attitude and learning behaviors towards active learning in critical appraisal for the third year medical students, Phramongkutklao College of Medicine: an online questionnaire-based study | Phunlerd Piyaraj (Phramongkutklao College of Medicine, Bangkok, Thailand) |
| #9JJ14 | Evaluation of concept mapping training on influencing attitude of concept mapping and critical thinking in nursing preceptors | Shu-Jung Wu (Kaohsiung Medical University, Kaohsiung, Taiwan, Kaohsiung, Taiwan) |

### Group Meetings

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>1600-1730</td>
<td>Faculty of Medicine &amp; Dentistry - University of Bern (closed meeting)</td>
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<tr>
<td>1600-1730</td>
<td>Medical Teacher Editorial Board Meeting (closed meeting)</td>
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<tr>
<td>1745-1915</td>
<td>BEME Education &amp; Training Committee Meeting (closed meeting)</td>
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<tr>
<td>1745-1915</td>
<td>BEME Research Meeting (closed meeting)</td>
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<tr>
<td>1745-1915</td>
<td>BEME Review Committee Meeting (closed meeting)</td>
</tr>
<tr>
<td>1745-1915</td>
<td>BEME Translation into Practice Committee Meeting (closed meeting)</td>
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<tr>
<td>1745-1900</td>
<td>Diversity in Medical Education Open Meeting (open to all delegates)</td>
</tr>
<tr>
<td>1745-1900</td>
<td>IMEX Board Meeting (closed meeting)</td>
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<tr>
<td>1745-1845</td>
<td>National Association Meeting (closed meeting)</td>
</tr>
<tr>
<td>1745-1845</td>
<td>Wales Deanery Cardiff University Alumni (invite only)</td>
</tr>
</tbody>
</table>

- **Tuesday 30 August**
  - **Poster: Understanding Learning**
    - Chairperson: Michelle Marshall (UK)
    - Location: Exhibition Hall - P0
  - **Learning to Recover and Recovery for Learning – effects of teaching “Take a day off!”**
    - Diethard Tauschel (Witten/Herdecke University, Faculty of Health, Department of Medicine, Integrated Curriculum for Anthroposophic Medicine (CURAM), Witten, Germany)
  - **Improving Information Retention in the Medical Classroom by the Innovative Application of the Cognitive Load Theory**
    - David Talford (Idaho State University, Boise, USA)
  - **Experts as novices: clinical educators’ reflections on learning an unfamiliar skill**
    - Tom Fawns (University of Edinburgh, Edinburgh, UK)
  - **Comprehensive approach to assessing perceived and unperceived learning needs**
    - Richard Cherry (Schulich School of Medicine & Dentistry, Western University, London, Canada)
  - **Mastery Learning model for pharmacological approach for Asthma**
    - Alan Abel Herrera Vasquez (UEES, Samborondon, Ecuador)
  - **Evaluation of Reading Speed and Comprehension in First Year University Students of Health Sciences**
    - Maria Elisa Bazan Orjih (Universidad Mayor, Santiago, Chile)
  - **Informal Learning in Healthcare - An exploratory evaluation approach**
    - Christina Sarigianni (University of Innsbruck, Innsbruck, Austria)
  - **Teaching methods for complex medical topics.**
  - **Not presented**
Wednesday 31 August

Registration Desk / Exhibition
0800-1300 Registration Desk Open
0800-1230 Exhibition Open

Group Meetings
0700-0815 Faculty Development Conference Steering Group Meeting (closed meeting)
0700-0815 AMEE Ambassadors Meeting (private meeting)
0830-1015 Faculty Development Conference Planning Meeting (closed meeting)

CPR Training
0800-1230 Hands-on CPR Training (Open to everyone)

Tours – all tours depart and returns to CCIB
0900-1400 In the Footsteps of Gaudi
0900-1400 Half-day Tour of Sitges
0900-1400 Tour to Montserrat

Session 10: Simultaneous Sessions
0830-1015 #10A Symposium: Creating Safe Spaces for Academic Innovation: Pushing the Boundaries of Medical Education Research and Scholarship
Jennifer Cleland (University of Aberdeen, UK), Rana Patey (University of Aberdeen, UK), Ayse Kuper (The Wilson Centre, University of Toronto, Canada), Jerry Maniate (The Wilson Centre, University of Toronto, Canada), Cynthia Whitehead (The Wilson Centre, University of Toronto, Canada)
Location: Auditorium

0830-1015 #10B Symposium: Competencies, Outcomes and EPAs: A virtue or a plague for our learners?
Erik Driessen (Maastricht University, Netherlands), Cees van der Velten (Maastricht University, Netherlands), Eric Holmboe (Accreditation Council for Graduate Medical Education, USA), Larry Gruppen (University of Michigan, USA), Linda Snell (McGill University, Canada), Other speakers representing international organisations
Location: 211 – P2

0830-1015 #10C Symposium: Creating (Global) Citizenship: Introducing students to community and the global playing field
Organised by Medical Students
Stijntje Dijk (Netherlands) (Moderator), Charles Boelen (Tunisia), Bjorg Pauldottir (USA), Omar Cherkout (IFMSA, Morocco), Other speakers representing international organisations
Location: MR 112 – P1

0830-1015 #10D Research Paper: Feedback and Learning
Chairperson: Michael Einskii (USA)
Assessor: Annalisa Manca (UK)
Location: MR117 – P1

0830-0850 #10D1 Enhancing feedback through the “educational alliance”: extending the model, reflecting the diversity of learners’ perceptions
Deborah Murdoch-Eaton (University of Sheffield, Sheffield, UK)

0850-0910 #10D2 Maximising Feedback with Self-Reflection and Peer Discussion in Formative Assessment to Enhance Student Learning in Medical Education
Dishoni Hunukumbure (Imperial College London, London, UK)

0910-0930 #10D3 With a little HELP from my friends – The Hallmarks of Education and Learning Progress Project
Alison Turnock (University of Tasmania, Hobart, Australia)

0930-0950 #10D4 Medical students acting as Interpreters during clinical encounters: cause for concern?
Anna Ryan (University of Melbourne, Melbourne, Australia)

1000-1010 #10D5 Longitudinal Qualitative Analysis of Study Strategies Adopted by First-Year Medical Students: The Learning Environment Counts!
Beth Bierer (Cleveland Clinic Lerner College of Medicine of Case Western Reserve University, Cleveland, USA)

1010-1015 Discussion

0830-1015 #10E Symposium: XIV Iberoamerican Session: 2016 Significant Changes in the Americas and Spain: A Purpose and Impact Leadership Discussion on Medical Education and Accreditation
Liliana Arias (PAFAMS, Columbia), Emmanuel Cassimatis (Consultant ECFMG, USA), Ricardo Leon (AMFEM/PAFAMS, Mexico), Jordi Pales (SEDEM, Spain), Pablo Pulido (PAFAMS, Venezuela), Ana Vedilei (PAFAMS/IAI, Venezuela), John Prescott (PAFAMS/AAMC, USA - Moderator)
Location: MR 212 – P2

0830-1015 #10G Short Communication: Simulation 2
Chairperson: Michael Einskii (USA)
Location: MR 113 – P1

0830-0845 #10G1 Occupational Therapy Students’ Experiences of Simulation
Derek Jones (University of Edinburgh, Edinburgh, United Kingdom)

0845-0900 #10G2 TverrSim; Medical simulation as an interdisciplinary change space for medical and healthcare students - initiating community of practice
Leif Martin Hokstad (Medical Simulation Centre, University Hospital in Trondheim, Norwegian University of Science and Technology, Trondheim, Norway)

0900-0915 #10G3 Simulation based medical education: Teaching normal delivery on medium fidelity simulator!
Nighat Shah (AIPH, JSMU, Karachi, Pakistan)

0915-0930 #10G4 A Qualitative Enquiry into Medical Students’ Attitudes Towards Simulation Training
Matthew Bridge (University of Liverpool School of Medicine, Liverpool, United Kingdom)

0930-0945 #10G5 Pilot testing a national multidisciplinary operating room simulation intervention to improve patient outcomes
Jennifer Weller (University of Auckland, Auckland, New Zealand)
Wednesday 31 August

0945-1000 #1066 Expecting the Unexpected: to what extent does simulation help healthcare professionals prepare for rare, critical events in childbirth? Angela Hewett (University of Leeds, Leeds, United Kingdom)

1000-1115 #1067 Using interprofessional simulation to understand how clinical judgment, leadership and collaboration develop in new nurse graduates working in critical care Louise Bayer (University of Montreal (Faculty of Nursing), Montreal, Canada)

0830-1015 #10H Short Communication: Ethics Chairperson: Billy Chan (Macau) Discussant: Elizabeth Kachur (USA) Location: MR 114 – P1

0830-0845 #10H1 WITHDRAWN

0845-0900 #10H2 Self-perceived comfort level dealing with clinical communication ethics' issues: a cross-sectional study in a Portuguese University Hospital Ines Leal (Lisbon Academic Medical Center, Lisbon, Portugal)

0900-0915 #10H3 Comparison of novices and experts in ethical reasoning in withdrawing life support from prolonged mechanical ventilation-dependent patients Kung-Pei Tang (Taipei Medical University, Taipei, Taiwan)

0915-0930 #10H4 People think differently on dealing with ethical dilemmas Tsuen-Chuan Tsai (Kaohsiung Medical University College of Medicine, Kaohsiung City, Taiwan)

0930-0945 #10H5 Personal reflection and moral reasoning of medical student Ei Nurwening Sholikah (Faculty of Medicine Universitas Gadjah Mada, Yogyakarta, Indonesia)

0945-1000 #10H6 An ethical discourse on sex determination and orientation in the classroom Saima Iqbal (Shifa College of Medicine, Shifa Tameer-e-Millat University, Islamabad, Pakistan)

1000-1015 Discussion


0830-0845 #10I1 The MATCHD Survey – Making the Transition from Clinical apprentice to Hospital Doctor Kavitkumar Dasari (University Hospital Coventry and Warwickshire NHS Trust, Coventry, United Kingdom)

0845-0900 #10I2 How nurses support medical student transition to junior doctor and ensure their safe clinical practice Lyn Manouche (Chang Gung Memorial Hospital, Taoyuan City, Taiwan)

0900-0915 #10I3 Evaluating the relationship between Motivation, Self-Efficacy, and Competence in a Pediatric Residency Mastery Simulation Course Nadia Baywa (Geneva University Hospitals, Geneva, Switzerland)

0915-0930 #10I5 Not presented

0945-1015 Discussion

0830-1015 #10J Short Communication: Behavioural & Social Sciences Chairperson: Lara Telheux (Netherlands) Discussant: Tracey Collett (UK) Location: MR 116 – P1

0830-0845 #10J1 First year medical students’ thoughts on the relationships of LGBT individuals with health care system: The power of students’ stereotypes versus new knowledge at FMUL António Pas de Lacerda (Faculty of Medicine of the University of Lisbon, Portugal, Lisboa, Portugal)

0845-0900 #10J2 Designing Social Medicine for Year 1 Medical Students: New Medicine? Teresa Van Deven (Schulich School of Medicine & Dentistry, Western University, London, Ontario, Canada)

0900-0915 #10J3 Translating curriculum materials from stage to screen: impact of learning medium and environment on learner engagement Paul D’Alessandro (University of British Columbia, Vancouver, Canada)

0915-0930 #10J4 Development and Evaluation of a Program to Introduce Medical Humanities to Teachers of Clinical Medicine Leonard Bloom (Faculty of Medicine, Department of Family Medicine, University of Ottawa, Ottawa, Canada)

0930-0945 #10J5 What adds Clinical Practice to Palliative Care Teaching? Students Reflections Antonio Nogueras (University de Navarra, Pamplona, Spain)

0945-1000 #10J6 Narrative methods and medical education: a systematic approach in Oncology Nicoletta Suter (IRCCS Centro di Riferimento Oncologico, Aviano, Italy)

1000-1015 Discussion

0830-1015 #10K Short Communication: Diversity 2 Chairperson: Petra Verdonk (Netherlands) / Janusz Janczkowicz (Poland) Location: MR 118 – P1

0830-0845 #10K1 Continuing diversity. Designing, piloting and evaluating a diversity training for teachers in medical education Maaike Muntinga (VUmc medical center, Amsterdam, Netherlands)

0845-0900 #10K2 Ethnic Bias and Clinical Decision-Making in Medicine: a study of New Zealand medical students Ricci Harris (University of Auckland, Auckland, New Zealand)

0900-0915 #10K3 Integration of diversity aspects into the clinical modules of the new modular medical curriculum at Charité Berlin Sabine Ludwig (Charité - Universitätsmedizin Berlin, Berlin, Germany)

0915-0930 #10K4 Does socio-cultural background influence prospective medical students’ perception on prestige of the different medical specialties?
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<th>Time</th>
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<th>Title</th>
<th>Chairperson/Location</th>
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<tr>
<td>0930-0945</td>
<td>#10K5</td>
<td><em>It feels comfortable when I manage to show the patient that I find it positive that they do not live according to the norm.</em> A mixed method study of general practitioners' preconceptions and experiences of meeting LGBT-patients in healthcare</td>
<td>Lovisa Folestad (Public Health and Clinical Medicine, Unit of Family Medicine, Umeå, Sweden)</td>
</tr>
<tr>
<td>0945-1000</td>
<td>#10K6</td>
<td><em>Nothing about us without us</em>; Perspectives of people with disability about approaches to enrich health education curricula</td>
<td>Shanthi Ameratunga (School of Population Health, Faculty of Medical &amp; Health Sciences, University of Auckland, Auckland, New Zealand)</td>
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<tr>
<td>1000-1015</td>
<td>#10K7</td>
<td>Not presented</td>
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<tr>
<td>0830-1015</td>
<td>#10L</td>
<td>Short Communication: Medical Education Scholarship</td>
<td>Chairperson: Bill McGaghie (USA) Location: MR 119 – P1</td>
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<tr>
<td>0830-0845</td>
<td>#10L1</td>
<td>Metrics, altmetrics, and developing a meaningful impact-tracking strategy for education scholarship</td>
<td>Farah Friesen (University of Toronto, Toronto, Canada)</td>
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<tr>
<td>0845-0900</td>
<td>#10L2</td>
<td>Is being a medical educator a lonely business? The essence and perceived effect of social support</td>
<td>Joost van den Berg (Academic Medical Center (AMC-UvA), Amsterdam, Netherlands)</td>
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<tr>
<td>0900-0915</td>
<td>#10L3</td>
<td>How can we enhance the transfer of learning into practice?</td>
<td>Sally Corbett (Newcastle University, Newcastle, United Kingdom)</td>
</tr>
<tr>
<td>0915-0930</td>
<td>#10L4</td>
<td>Incentives for Recruiting Trainee Participants in Medical Education Research</td>
<td>Rebecca Stovel (Department of Medicine, University of Toronto, Toronto, Canada)</td>
</tr>
<tr>
<td>0930-0945</td>
<td>#10L5</td>
<td>Evidence matters, but how to assess evidence?</td>
<td>Eugene Custers (UMC Utrecht, Center for Research and Development of Education, Utrecht, Netherlands)</td>
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<tr>
<td>0945-1000</td>
<td>#10L6</td>
<td>Not presented</td>
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<tr>
<td>1000-1015</td>
<td>#10L7</td>
<td>Elevating the Possibilities – Education Scholarship in Family Medicine Teaching Sites</td>
<td>Risa Freeman (University of Toronto, Toronto, Canada)</td>
</tr>
<tr>
<td>0830-1015</td>
<td>#10M</td>
<td>Short Communication: Patient Safety</td>
<td>Chairperson: Robert McKinley (UK) Location: MR 120 – P1</td>
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<tr>
<td>0830-0845</td>
<td>#10M1</td>
<td>Not presented</td>
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<tr>
<td>0845-0900</td>
<td>#10M2</td>
<td>Learning in the Clinic: A Model for Learning, Improvement and Safety</td>
<td>Gabrielle Kane (University of Washington, Seattle, United States)</td>
</tr>
<tr>
<td>0900-0915</td>
<td>#10M3</td>
<td>A multidisciplinary training program of intrahospital transport of critically ill patients: Model build-up and assessment</td>
<td>Yu-Che Chang (Department of Emergency Medicine; Chang Gung Medical Education Research Center, Chang Gung Memorial Hospital, Taoyuan, Taiwan)</td>
</tr>
<tr>
<td>0915-0930</td>
<td>#10M4</td>
<td>Diagnostic error and/or diagnosis related patient harm in the diagnostic reasoning process</td>
<td>Laura Zwan (EMGO Institute/VU University medical center and IMERR, Erasmus MC, Rotterdam, Netherlands)</td>
</tr>
<tr>
<td>0830-1015</td>
<td>#10N</td>
<td>Short Communication: Cultural Competency</td>
<td>Chairperson: Vicki LeBlanc (Canada) Location: MR 121 – P1</td>
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<tr>
<td>0830-0845</td>
<td>#10N1</td>
<td>Evolution of an Indigenous Cultural Immersion Program in an Australian postgraduate Medical Course</td>
<td>Adrian Luscombe (Deakin University, Geelong, Australia)</td>
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<tr>
<td>0845-0900</td>
<td>#10N2</td>
<td>The Need Assessment of Cultural Competency among General Physician in West Java Province, Indonesia</td>
<td>Sari Dewi (Universitas Padjadjaran, Bandung, Indonesia)</td>
</tr>
<tr>
<td>0900-0915</td>
<td>#10N3</td>
<td>Emotional learning and identity development in medicine: A cross-cultural study comparing Taiwanese and Dutch medical undergraduates</td>
<td>Esther Helmich (Center for Evidence-Based Education, Academic Medical Center, University of Amsterdam, Amsterdam, Netherlands)</td>
</tr>
<tr>
<td>0915-0930</td>
<td>#10N4</td>
<td>Shedding Light on the Hidden Curriculum: a Tool to Raise Faculty Awareness of Their Contributions to Culture in the Clinical Workplace</td>
<td>Hanneke Mulder (University Medical Center Utrecht, Utrecht, Netherlands)</td>
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<tr>
<td>0930-0945</td>
<td>#10N5</td>
<td>WITHDRAWN</td>
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<td>0945-1000</td>
<td>#10N6</td>
<td>Ain’t nothing like the real thing*: IPE and students learning about indigenous health</td>
<td>Peter Gallagher (University of Otago, Wellington, Wellington, New Zealand)</td>
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<td>1000-1015</td>
<td>#10N7</td>
<td>Exploring Swedish Doctors’ Perceptions and Experience regarding Physician-Patient Communication Skill considering inter and cross cultural perspectives</td>
<td>Mandana Shrazi (Tehran University of Medical Sciences, Tehran, Iran)</td>
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</table>
0830-1015 #10O Short Communication: Blended Learning/Virtual Patients
Chairperson: Eva Pyorala (Finland)
Discussant: James B McGee (USA)
Location: MR 122 – P1

0830-0845 #10P1 Portfolio in Your Pocket
Paul Duvall (University of Liverpool, Liverpool, United Kingdom)

0830-0845 #10P2 Not presented

0830-0845 #10P3 How do assessors evaluate students’ performance based on a competency-based portfolio?
Andrea Oudkerk Pool (Maastricht University, Department of Educational Development and Research, Maastricht, Netherlands)

0830-0845 #10P4 The undergraduate portfolio PULS: feedback driving self-reflection
Marc Sohrmann (University of Applied Sciences Utrecht, Utrecht, Netherlands)

0830-0845 #10P5 Not presented

0845-0900 #10Q1 Not presented

0845-0900 #10Q2 Shifting our gaze in professionalism: from individuals to communities of practice and culture
Nazia Vicer (Cumming School of Medicine, Calgary, Canada)

0900-0915 #10Q3 Making professionalism a reality: Students need to have an early authentic involvement in patient care
Bianca Schuh (Medical University of Vienna, Vienna, Austria)

0915-0930 #10Q4 Professionalism outcomes: differences between school leavers and graduate medical students
Nicoleta Fossati (St George’s University of London, London, UK, London, United Kingdom)

0930-0945 #10Q5 Digital Natives: Teaching and Learning Medical Professionalism
Mary Ana Cordero Díaz (Tecnologico de Monterrey School of Medicine, Monterrey, Mexico)

0945-1000 #10Q6 Developing Self Learning Modules (SLM) for Professionalism Teaching in Medical School Clerkship
Anna Byszewski (University of Ottawa, Ottawa, Canada)

1000-1015 Discussion

1030-0815 #10R10 Conference Workshop: How can we promote cultural diversity in medical education research?
Hiroshi Nishigori (Japan), Dujeepa Samarasekera (Singapore), Gominda Pannamperuma (Sri Lanka), Danai Wangsaturaka (Thailand), Ming Jung Ho (Taiwan), Lambert Schuwirth (Australia)
Location: MR 125 – P1

1030-0815 #10S10 Conference Workshop: Putting Theory into Practice for Curriculum Development
Ti Jirasevijinda (United States), Reena Karani (United States), Monica Lyson (United States), David Thomas (United States)
Location: MR 127 – P1

1030-1015 #10T10 Conference Workshop: The AMEE 2016 Simulation Journal Club and Award
Lars Kange and Debra Nestel (Co-Chairs of the AMEE Simulation). Other members of the AMEE Simulation Committee
Location: MR 128 – P1

1030-1015 #10U PASREV Course - closed session
(Registered course participants only)
Location: MR 129 – P1

1030-1015 #10V Conference Workshop: Migrating face-to-face courses to e-learning formats: A hands-on introduction to building e-learning elements
Lauren Maggio (United States), Anthony Artino, Jr. (United States), Steven Durning (United States), Dario Torre (United States)
Location: MR 130 – P1

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<th>Time</th>
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<th>Chairperson</th>
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<tr>
<td>0830</td>
<td><strong>#10W Conference Workshop: Supporting the Educator - the new NACT UK guidelines</strong></td>
<td>Liz Spencer (United Kingdom)</td>
<td>MR 131 – P1</td>
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<tr>
<td>0830</td>
<td><strong>#10X Conference Workshop: Written feedback on assessment: making it effective for learning</strong></td>
<td>Sandra Kemp (Singapore), Katharine Bourisicot (Singapore)</td>
<td>MR 132 – P1</td>
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<tr>
<td>0830</td>
<td><strong>#10Z Conference Workshop: Design, Practice and Assessment of Experiential Learning for Health Professions Education based on contextual needs and settings</strong></td>
<td>Vishna Devi V Nadarajah (Malaysia), Norul Hidayah Mamat (Malaysia), Stefan Kutzsche (Malaysia)</td>
<td>MR 134 – P1</td>
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<tr>
<td>0830</td>
<td><strong>#10AA Conference Workshop: Making sense of our mistakes: Exploring interpretative, narrative based pedagogy for professional identity development</strong></td>
<td>Kirsten Dalrymple (United Kingdom), David Alderson (United Kingdom)</td>
<td>M 215 + 212 – M2</td>
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<td>0830</td>
<td><strong>#10BB Conference Workshop: Stories in Medicine ARE Medicine! A Healthcare StorySLAM Workshop</strong></td>
<td>Bryn Baxendale (United Kingdom), Susan Kennedy (United Kingdom), John Tegzes (United States), Alan Ryan (United Kingdom)</td>
<td>M 211 + 212 – M2</td>
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<tr>
<td>0830</td>
<td><strong>#10CC Poster: Leadership/Management</strong></td>
<td>Chairperson:</td>
<td>Registration Area - P0</td>
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<tr>
<td>0830</td>
<td><strong>#10CC01 How are leadership skills currently developed in UK undergraduate medical students?</strong></td>
<td>Gwyneth Jansen (Queen Mary University of London, London, United Kingdom)</td>
<td>Registration Area - P0</td>
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<tr>
<td>0830</td>
<td><strong>#10CC02 Clinical Leadership Training Programme - an evaluation of the Welsh experience</strong></td>
<td>Suzanne Phillips (Cardiff University, Cardiff, United Kingdom)</td>
<td>Registration Area - P0</td>
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<tr>
<td>0830</td>
<td><strong>#10CC03 Medical leadership and clinician managers – time to develop medical students into our future leaders?</strong></td>
<td>Eleanor Burleigh (University of Sheffield, Sheffield, United Kingdom)</td>
<td>Registration Area - P0</td>
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<td>0830</td>
<td><strong>#10CC04 Training Future Healthcare Leaders: Program Assessment of a Undergraduate Medical Education Leadership Elective at the University of Ottawa</strong></td>
<td>Laurie McLean (University of Ottawa, Ottawa, Canada)</td>
<td>Registration Area - P0</td>
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<td>0830</td>
<td><strong>#10CC05 Training future clinical leaders – can voluntary experience compensate for a lack of formal leadership teaching in medical curricula?</strong></td>
<td>Katharina Stambollian (King’s College London, London, United Kingdom)</td>
<td>Registration Area - P0</td>
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<td>0830</td>
<td><strong>#10CC06 Not presented</strong></td>
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<td>0830</td>
<td><strong>#10CC07 Not presented</strong></td>
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<td>0830</td>
<td><strong>#10CC08 Role of Supervisors in the Transfer of Learning for Leadership Development in Junior Healthcare Leaders</strong></td>
<td>Wei Beng Lim (National Healthcare Group, Singapore, Singapore)</td>
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<tr>
<td>0830</td>
<td><strong>#10CC09 “Zeitgeist”: The Impact of Politics on Medical Education</strong></td>
<td>Zain Amie (University of Bristol, Bristol, United Kingdom)</td>
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<td>0830</td>
<td><strong>#10CC10 Implementing Educational Interdepartmental Correlation Sessions through Project Management</strong></td>
<td>Elisabeth Schlegel (The Partnership for Health Advancement in Vietnam (HAVIVN), a collaboration between Harvard Medical School (HMS), Beth Israel Deaconess Medical Center (BIDMC), and Brigham and Women’s Hospital (BWH), Boston, United States)</td>
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<td>0830</td>
<td><strong>#10CC11 A Total Quality Management Approach to Medical Education</strong></td>
<td>Luke Ruffle (University Hospitals of Leicester NHS Trust, Leicester, United Kingdom)</td>
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<td>0830</td>
<td><strong>#10CC12 Do quality interventions really make a difference? Supporting the department in difficulty</strong></td>
<td>Joanne Kirtley (University Hospitals of Leicester, Leicester, United Kingdom)</td>
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<tr>
<td>0830</td>
<td><strong>#10CC13 A Education Quality Lead role improves educational quality in a large hospital</strong></td>
<td>Monika Kastik (University Hospitals of Leicester NHS Trust, Leicester, United Kingdom)</td>
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<td>0830</td>
<td><strong>#10CC14 Are innovative thinkers the medical and health sciences educators?</strong></td>
<td>Liliana Ortiz (Universidad de Concepcion, Concepcion, Chile)</td>
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<td>0830</td>
<td><strong>#10DD Poster: The Teacher and Faculty Development</strong></td>
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<td>0830</td>
<td><strong>#10DD01 Do you deserve an award? Preceptor characteristics associated with students’ perceptions of teaching excellence</strong></td>
<td>Hwee Sing Khoo (National Healthcare Group, Singapore, Singapore)</td>
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<td>0830</td>
<td><strong>#10DD02 What makes a physician a good teacher? Four archetypes of teachers based on experts’ conceptions of teacher qualities.</strong></td>
<td>Marleen Ottenhoff-de Jonge (Leiden University Medical Centre, Leiden, Netherlands)</td>
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<td>0830</td>
<td><strong>#10DD03 Engagement in Medical Teachers: do we believe what we teach?</strong></td>
<td>Carmina Flores (Universidad Anahuac Mexico, Huaquiluca, Mexico)</td>
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<td>0830</td>
<td><strong>#10DD04 Promoting teachers’ mobile technology skills in medical education with a self-assessment tool at the University of Helsinki</strong></td>
<td>Teema Masalin (University of Helsinki, Faculty of Medicine, Helsinki, Finland)</td>
<td>Registration Area - P0</td>
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<td>0830</td>
<td><strong>#10DD05 Faculty burnout: Does prior teaching experience in an established residency system help one to adapt to a change in training system?</strong></td>
<td>Raymond Fong (Changi General Hospital, Singapore, Singapore)</td>
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<td>0830</td>
<td><strong>#10DD06 Supervisors’ orientations to supervision: Development of a self-assessment instrument</strong></td>
<td>Juha Nieminen (Karolinska Institutet, Stockholm, Sweden)</td>
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<td>0830</td>
<td><strong>#10DD07 Medical Students’ perceptions about teaching skills at a medical school from Amazon region: a third year focus group analysis</strong></td>
<td>Brâulio Santos (Universidade Federal do Amapá - Brazil, Macapá, Brazil)</td>
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<td>0830</td>
<td><strong>#10DD08 Clinical teachers’ perception of medical student evaluation of teaching</strong></td>
<td>Kannikar Saisawat (Medical Education Center Chiangrai Prachanukroh Hospital, Chiangrai, Thailand)</td>
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<td>0830</td>
<td><strong>#10DD09 Not presented</strong></td>
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<td>0830</td>
<td><strong>#10DD10 “Seniority rules”: A qualitative exploration of Taiwanese medical students’</strong></td>
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<td>#10DD11</td>
<td>A Model of Teaching Excellence for the Health Professions</td>
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<td>Kathryn Parker (University of Toronto, Toronto, Canada)</td>
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<td>#10DD12</td>
<td>Observed Structured Teaching Encounter (OSTE) Implementation in a Pediatric Cardiology Training Program: Evidence of Perceived Need and Impact Elicited from Self-, Learners, and Faculty Evaluations</td>
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<td>David Wertho (Stanford University, Palo Alto, United States)</td>
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<td>#10DD13</td>
<td>Evaluation Process and Continuous Improvement of the Faculty Education Program at AO Foundation</td>
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<td>Julia Bystrzenski (AO Foundation, Dubendorf, Switzerland)</td>
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<td>#10DD14</td>
<td>Cognitive Style Assessment of Indian Medical Faculty - A Step towards Achieving Cognitive Integration in Teaching Practices</td>
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<td>Bhalendu Vaishnav (Pramukhswami Medical College, Karamsad, India)</td>
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<td>#10DD15</td>
<td>Developing Educational Skills through Digital Educational Materials Created by Health Professionals</td>
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<td>Marta Gomes (Federal University of Health Sciences of Porto Alegre, Porto Alegre, Brazil)</td>
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<td>#10DD16</td>
<td>Teaching Tips – a grass-roots shared resource</td>
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<td>Fred Janke (University of Alberta, Sylvain Lake, Canada)</td>
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<td>#10DD17</td>
<td>Impact of pedagogical education on assessment practices</td>
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<td>Leila Niemi-Murola (University of Helsinki, Helsinki, Finland)</td>
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<td>#10DD18</td>
<td>Better Judgement: What does training assessors about judgement biases deliver?</td>
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<td>Lisa Schmidt (Flinders University, Adelaide, Australia)</td>
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<td>#10DD19</td>
<td>ASIST- Longitudinal Faculty Development improves novice simulation educators’ confidence of simulation based education skills and shows their learning steps</td>
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<td>Gen Ouchi (University of the Ryukyus, Nishiharacha, Okinawa, Japan)</td>
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#10EE01 The Collaborative INSPIRE Research Taster Day Scheme

#10EE02 Knowledge and Practice of First Year of Medical and Dental Students in Awareness of Osteoporosis in Elderly Research Project |
|          | Supakorn Champamao (Medical student, Institute of Medicine, Suranaree University of Technology, Nakhon Ratchasima, Thailand) |

#10EE03 Expectations and experiences of final year medical students regarding family medicine rural rotations, and the relationship with intention to practice in a rural setting after graduation |
|          | Nairle Beckett (University Of Cape Town, Cape Town, South Africa) |

#10EE04 Academic research: no longer a badge of honour for the UK higher surgical trainee? |
|          | Ted Welman (East Surrey Hospital, Surrey, United Kingdom) |

#10EE05 PBL: a tool to enhance Students' Research Knowledge: A pilot study |
|          | Jumana Sarraj (Alfaisal University, Riyadh, Saudi Arabia) |

#10EE06 Not presented

#10EE07 Not presented

#10EE08 A Model Workshop for Systematic Review Protocols at Teaching Hospitals: the second midterm report |
|          | Hiraku Tsujimoto (Hyogo Prefectural Amagasaki General Medical Center, Amagasaki, Japan) |

#10EE09 Assessing Field-Specific Research Competencies Needed for Undergraduate Medical Students, Its Importance and Delivery: Mentors' Perspective |
|          | Hamzah Noji (Alfaisal University, Riyadh, Saudi Arabia) |

#10EE10 Not presented

#10EE11 Timing of the research internships in a medical curriculum |
|          | Inge von Wijk (VU University Medical Center, Dept. of Pediatrics, Amsterdam, Netherlands) |

#10EE12 A scale for measuring evidence-searching capability: a modified Delphi study |
|          | Ching-Chi Chi (Chang Gung University, Chiayi, Taiwan) |

#10EE13 The unknown or accepted lack of statistical knowledge among health science professionals |
|          | Juan Jose Silva (Universidad Complutense, Madrid, Spain) |
#10FF Poster: Subjects in the Curriculum

Chairperson: Niv Patil (Hong Kong)
Location: Registration Area - P0

#10FF01 Not presented

#10FF02 Not presented

#10FF03 Third-year medical students’ knowledge about self prevention from blood and body fluid borne infection: Khon Kaen University
Piyanan Karin (Faculty of Medicine, Khon Kaen University, Khon Kaen, Thailand)

#10FF04 Beliefs and attitudes of the medical students towards biostatistics
Marina Sarokina (Karaganda State Medical University, Karaganda, Kazakhstan)

#10FF05 Traffic accidents involving pure electric cars. Are new training programmes for paramedics and emergency physicians necessary? A needs assessment regarding emergency care for injured in electric vehicles.
Sasa Sopka (University Hospital RWTH Aachen, Department of Anaesthesiology, Aachen, Germany)

#10FF06 The attitude about narrative medicine between pre- and post- clinical service medical students
Wei-Ting Hung (Chung Shan Medical University and Hospital, Taichung, Taiwan)

#10FF07 Electrifying substance abuse medicine education. From colour paper sheets and clickers to mobile assessment
Tiina Paunio (University of Helsinki, Faculty of Medicine, Helsinki, Finland)

#10FF08 Abortion in the medical curriculum: a survey of UK undergraduate medical students
Louisa Chemciner (University Of Nottingham, London, United Kingdom)

#10FF09 Does a mental health educational program change medical students’ attitudes towards people with mental illness?
Alexandre de Araújo Ffernir (Medical Course - José do Rosário Vellano University - Belo Horizonte, Belo Horizonte, Brazil)

#10FF10 Not presented

#10FF11 Early introduction of psychiatry in a contextual manner via case based learning in an undergraduate medicine programme
Liz Farty (Cardiff University School of Medicine, Cardiff, United Kingdom)

#10FF12 Is there a place for Complementary and Alternative Medicine (CAM) in the UK medical school curriculum?
Sara Noden (King’s College London, London, United Kingdom)

#10FF13 To CAM, Or Not To CAM? – Filling the Gap between Medical Students and Patients Seeking Complementary and Alternative Medicine (CAM)
Yih-Jer Wu (Department of Medicine, Mackay Medical College, New Taipei, Taiwan)

#10FF14 Diversity of Opinions and Preferences About Mode of Delivery among Medicine and Nursing Courses
Roxana Knobel (Universidade Federal de Santa Catarina, Florianópolis, Brazil)

#10FF15 The effects of CAM oral feeding skill training program on maternal confidence, knowledge, and premature infants’ feeding patterns and weight gain
Shu-Chuan Hsieh (Kaohsiung Medical University Hospital, Kaohsiung Medical University, Kaohsiung, Taiwan)

#10FF16 Health professionals’ preparedness to deal with Intellectual disability as an intersection of diversity
Mario Smith (University of the Western Cape, Cape Town, South Africa)

#10GG Poster: Specialty Training

Chairperson: Niv Patil (Hong Kong)
Location: Registration Area - P0

#10GG01 WITHDRAWN

#10GG02 An Innovative Integrated Orthopaedics Trauma Learning for Resident
Wanjak Pongsamakthai (Khon Kaen Hospital, Khon Kaen, Thailand)

#10GG03 Not presented

#10GG04 The midweek activity: implementing a different style of teaching
Shireen Suliman (Hamad Medical Corporation, Doha, Qatar)

#10GG05 Simulation-based education with flipped classroom improves Residents’ clinical performance in intensive care
Yen-Yu Liu (MacKay Memorial Hospital, New Taipei City, Taiwan)

#10GG06 Patient-centered simulation training, evaluation, and feedback for the ACGME general competencies of first-year post-graduate residents in internal medicine
Ching-Chung Lin (MacKay Medical College, Taipei, Taiwan)

#10GG07 Big Data and Residency – Our program’s perspective
Win Ne Seek (National Healthcare Group, Graduate Medical Education Office, Singapore, Singapore)

#10GG08 The Unintended Consequences of Duty-hour Restrictions: less is not more
Mohammed AlRowais (McGill University, Montreal, Canada)

#10GG09 Approaches to Assessment and Feedback in Residency Programs: Results of Site Interviews from a Five-Site Case Study
Kathryn Ross (American Board of Internal Medicine, Philadelphia, United States)

#10GG10 Assessment of small group teaching (seminars) by residents during Intensive Care Unit (ICU) rotation.
Carolina Ruiz (Pontificia Universidad Católica de Chile, Santiago, Chile)

#10GG11 How clinical experience influences residents’ personal growth? A qualitative study
Kazuki Tokumatsu (Okinawa Chubu Hospital, Uruma, Japan)

#10GG12 Incorporating Direct to Consumer Genetic Testing into Medical Resident Training
Caroline Milne (University of Utah School of Medicine and VAMC, Salt Lake City, United States)

#10GG13 Invest to progress? A survey of the cost of postgraduate training prior to specialty applications in the United Kingdom
Stephanie Walls (University of Bristol, Bristol, United Kingdom)

#10GG14 Meeting the conditions for effective medical residencies
Alfredo Eymann (Hospital Italiano de Buenos Aires, Buenos Aires, Argentina)

#10GG15 Not presented

#10GG16 Not presented

#10GG17 Factors that positively influence the satisfaction of doctors in training
#10GH18  Enquiry-Based Learning: Justifying Innovation through Curriculum Development
Rachel Owers (Southampton GP Education Unit, Southampton, United Kingdom)

#10GH19  Responding to challenges through ‘Productive Conversations’- a whole system coaching and mentoring scheme for the postgraduate dental team in the West Midlands
Jane Davies-Slowik (Health Education England working across the West Midlands, Birmingham, United Kingdom)

0830-1015  #10HH  Poster: Teaching Practical Skills
Chairperson: Davinder Sandhu (Bahrain)
Location: Exhibition Hall - P0

#10HH01  Cardiopulmonary Resuscitation Training for all Singaporean Males
Mohd Hanafi Maksom (Singapore Armed Forces Medical Training Institute, Singapore, Singapore)

#10HH02  The Integrated Resuscitation Drill: Outcomes of Learning in a Complex Environment
Jonathan Kuang (Tan Tock Seng Hospital, Singapore, Singapore)

#10HH03  Evaluation of medical students’ basic life support skills retention over time
Ricardo Tjeng (Faculty of Health Science - University of Beira Interior, Covilha, Portugal)

#10HH04  Kolb’s Experiential Learning in a Cadaver Airway Training Course
Corina Heng (Changi General Hospital, Singapore, Singapore)

#10HH05  Effect of a Cardiopulmonary Resuscitation Training System during Chest Compression
Kai Ishida (Tokyo Healthcare University, Tokyo, Japan)

#10HH06  Not presented

#10HH07  The challenges of teaching airway management - an innovative approach
Kate Leech (University of Edinburgh, Edinburgh, United Kingdom)

#10HH08  Teaching ‘Life-saving Skills to Parents’: Taking the opportunity to deliver a public education service
Amrita Jesurasa (School of Health and Related Research, University of Sheffield, Sheffield, United Kingdom)

#10HH09  Saving more lives by 2020: Introduction of European Resuscitation Council courses into the core curriculum at the University of Zagreb School of Medicine, Croatia
Gordana Pavlekovic (University of Zagreb, School of Medicine, Szakto 3, Zagreb, Croatia, Zagreb, Croatia)

#10HH10  Effectiveness of Sixth Year Medical Student Hand-on Workshop in Mechanical Ventilation
Chalalai Klaipim (Chao phya abhaibhubjir Hospital, Prachinburi, Thailand)

#10HH11  Plastered medical students — acquisition of core plaster of Paris casting skills utilising a small group practical workshop methodology for medical students
Thomas Cooke (Barts and The London School of Medicine and Dentistry, London, United Kingdom)

#10HH12  Mixed Models: An interleaving approach to improve observational practice in simulation-based learning
Lawrence Grierson (McMaster University, Hamilton, Canada)

#10HH13  New registered nurses’ use of technical skills and possibility for continued learning
Mona Ewertsson (Faculty of Medicine and Health, School of Health Sciences, Örebro University, Örebro, Sweden)

0830-1015  #10HH14  Effect of audiovisual intervention on learning a minor procedure: a prospective controlled trial
Sabrina Farsell (Helsinki University Hospital, Department of Obstetrics and Gynecology, Helsinki, Finland)

#10HH15  Comparison of Khon Kaen University’s Nasal Packing Model to the Standard Nasal Packing Model
Intra Anantapinjwatana (Mahasarakham hospital, Mahasarakham, Thailand)

#10HH16  Ensuring basic competency in chest tube insertion using a simulated scenario – an international validation study
Peter Hertz (Copenhagen Academy For Medical Education And Simulation, Copenhagen, Denmark)

#10HH17  Not presented

#10HH18  Learning from unsafe situations about care of chest drain system to bring the knowledge to the benefit of mankind
Smith Soimadee (Vachira Phuket Hospital, Phuket, Thailand)

#10HH19  Not presented

#10II  Poster: Mobile Learning and Social Media
Chairperson: Tudor Calinici (Romania)
Location: Exhibition Hall - P0

#10II01  Exploring the process of web-based education for diabetic patients
Javad Jafari (Karolinska Institutet, Stockholm, Sweden)

#10II02  Tablet PC assisted TBL - a pilot project
Yoichiro Miki (Kyushu University, Fukuoka, Japan)

#10II03  Not presented

#10II04  WhatsApp use in medical Student Engagement and Education (WISE2)
JY Derek Heng (National University Hospital, Singapore, Singapore)

#10II05  Not presented

#10II06  The Clinical and Educational Use of Mobile Devices is Surprisingly Low Among Junior Doctors
Mikael Kultinen (Children’s Hospital, University of Helsinki and Helsinki University Hospital, Helsinki, Finland)

#10II07  Mobile Application for Teaching and Learning in Residency Training - A Pilot Project.
Selvia Kosim (National Healthcare Group, Singapore, Singapore)

#10II08  Development of “Wiki” style Foundation job webpages
Christopher Perman (NHS Lothian, Edinburgh, United Kingdom)

#10II09  The wiki: solving the challenge of teamwork in an online asynchronous environment
Susan Jamieson (University of Glasgow, Glasgow, United Kingdom)

#10II10  The Use of Apps for Clinical Skills Training
Philip Markeberg Nilsson (Copenhagen Academy of Medical Education and Simulation, Copenhagen, Denmark)

#10II11  What can YouTube inform us about problem-based learning?
Mohammed Almamoud (College of Medicine, King Saud University, Riyadh, Saudi Arabia)

#10II12  Analysis of YouTube videos on ileostomy and colostomy education
Nour Alkhawajah (King Saud University, College of Medicine-Department of Medical Education, Riyadh, Saudi Arabia)

#10II13  The pattern of social media use and the impact on medical students’ learning
Sairaa A. Qadim A. Qahtani (King Saud University, Riyadh, Saudi Arabia)
1015-1045 Coffee Break (viewing posters and exhibits)

Exhibition Hall

0830-1015 #10JJ Poster: Student Stress
Chairperson: Norma Saks (USA)
Location: Exhibition Hall - P0

#10JJ01 Stress level, sources of stress and the way to reduce stress among medical students
Kanittha Nakkarin (Mahasarakham hospital, Mahasarakham, Thailand)

#10JJ02 Maslach Burnout Inventory among Medical Students in Riyadh, KSA
Syed Osama Ahmad (AlFaisal University College of Medicine, Riyadh, Saudi Arabia)

#10JJ03 Burnout among clerkship medical students: Brazilian experience of a four year assessment
Felipe Silva (University of Sao Paulo Medical School, Sao Paulo, Brazil)

#10JJ04 The Prevalence of Psychiatric Disorders in Fourth Year Medical Students Accessed by Using the Mobile LINE Application Video Call
Sucheera Amornmahaphun (Roi-Et hospital, Roi-Et, Thailand)

#10JJ05 Not presented

#10JJ06 Not presented

#10JJ07 Not presented

#10JJ08 Positive attitude and stress in medical students of Vachira Phuket Medical Education Center
Kasin Viriyasukulwong (Vachiraphuket hospital, Phuket, Thailand)

#10JJ09 Undiagnosed ADHD in Medical Students: A Call for Solutions and Interventions
Mohammad Sharique Ahmad (AlFaisal University, Riyadh, Saudi Arabia)

#10JJ10 The Effect of Stress, Anxiety, and Depression on Academic Performance among Medical Students
Najwa Samantha Mohammad (Al Faisal University, Riyadh, Saudi Arabia)

#10JJ11 Addiction among Medical Students: A Literature Review
Masakazu Sugihara (National Hospital Organization Kurihama Medical and Addiction Center, Yokosuka, Japan)

#10JJ12 Effect of long study/work hours at the university campus on academic performance
Hajar Alreefi (Alfaisal University, Riyadh, Saudi Arabia)

#10JJ13 Interest in a psychological coaching program among French medical students during their first academic year
Olivier Coste (Ecole de santé des armées / Direction générale de la formation médicale, Lyon, France)

#10JJ14 More than stigma: the barriers to medical student mental health help-seeking behaviour

Sophie Jackman (University of Cambridge, Cambridge, United Kingdom)

Bruno Peratta (Evangelical Medical School of Paraná, Curitiba, Brazil)

Patricia Cury (FACERES, São José do Rio Preto, Brazil)

Koji Tsunekawa (Gifu University Medical Education Development Center, Gifu, Japan)

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Session 11: Plenary
1045-1230  #11 Plenary
Chairperson: Trudie Roberts (UK)
Location: Auditorium

1045-1120  #11A Professionalising teaching innovation in the digital age
Diana Laurillard (London Knowledge Lab, UCL Institute of Education, UK)

1120-1130  Questions

1130-1137  #PechaKucha™ Presentations
Tunnels, fences, open land? Curricular integration of the basic and clinical sciences
Martin Fischer (Germany)

1138-1145  Flipped Classroom
William Jeffries (USA)

1146-1153  Technology enhanced learning in Medical Education: What’s new, what’s useful, & some important considerations
Poh Sun Goh (Singapore)

1154-1201  Longitudinal Integrated Clerkships: the Wollongong experience
Ian Wilson (Australia)

1202-1209  The Curriculum Positioning System (CPS): A Navigational Necessity for the Master Adaptive Medical Learner (MAML)
Mark Quirk (USA)

1210-1217  (Ex)changing the world: an opportunity or responsibility?
Stijntje Dijk (Netherlands)

1218-1225  Announcement of AMEE Conference Prizes

1225-1228  A look ahead to AMEE 2017

1228-1230  Concluding Remarks - Trudie Roberts, AMEE President (UK)

1230  Close of Conference

Courses
Lunch will be served in the meeting room (registered course participants only)

1300-1400  AMEE-ESME Course  MR117 – P1
1300-1430  ASME-FLAME Course  MR111 – P1
1300-1430  ASME-CALM Course  MR111 – P1

Group Meetings
1300-1600  AMEE Executive Committee Meeting (closed meeting)  M 213/214 - M2
1400-1700  AMRR Meeting (closed meeting)  M 211/212 - M2