FINLAND
Helsinki
26th - 30th August 2017
Messukeskus Helsinki
Expo and Convention Centre

The power to surprise!

Conference Programme

www.amee.org

Inspire ... and be inspired
Connecting at AMEE 2017

Messukeskus Expo and Convention Centre, Helsinki, Finland

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

**Conference App:**
Please consult our web-based App for Conference information. You can access the full programme and abstracts, and build your own schedule of sessions and presentations you would like to attend. You can also connect with AMEE Online: Facebook, Twitter, LinkedIn and YouTube Channels and upload your own photographs into the conference gallery. You can also take advantage of the “Connect” feature to connect with other delegates. The App can be accessed on laptops, tablets and smartphones. Go to www.guidebook.com to download the Guidebook App and search for AMEE 2017.

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

**Twitter:**
Follow @AMEE_Online and use hashtag #amee2017 to tweet about what you see and hear during the Conference. If you wish to tweet about a particular conference presentation remember to use the presentation hashtag e.g. #3D1. If you are presenting at the conference you may wish to add your twitter name to your slides or poster. Look out for the screens throughout the exhibition area for the live twitter feeds.

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

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

**MedEdWorld Forums:**
MedEdWorld (www.mededworld.org) was launched by AMEE in a response to the identified need to create a more formal mechanism for AMEE members and others to keep in touch between AMEE conferences. MedEdWorld Forums are discussion threads on topics featured at AMEE 2017. To access a Forum, go to www.mededworld.org and log in with your AMEE username and password. Click on Forums in the left menu and choose the most appropriate one for your post. You can add your comments, join in the discussions, upload presentations and even arrange to meet other participants to follow up on the discussions face-to-face.

**AMEE Live:**
Sessions held in Hall 1 including the opening ceremony will be live streamed as well as interviews with speakers and participants through www.ameelive.org. Those unable to participate in person will be able to subscribe to the live stream and can take part in the discussions and ask questions of the speakers as an individual or with a group of colleagues. As a Conference participant you will also have free access to the recordings after the Conference, and can catch up with a session you missed when you’re back home. To access the stream either live or afterwards, simply go to www.ameelive.org and enter the username amee and password finland2017.

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

**Videos and Photographs:**
Please be aware that plenary and symposia sessions in Hall 1 will be live streamed and recorded for future use. Photographers will also be capturing the event. Images taken by our photographer will be posted on Facebook and Flickr. Also follow us on Instagram – AMEE_Online for photographs taken by the AMEE Team. Please feel free to tag us in your own photos and upload them to the Conference App and your own social media networks.
### Saturday 26th August 2017

**MORNING**
- **Creating a Student and Facilitator-Friendly PBL Case**
- **How to harness the power of PBL in learning and teaching**
- **How to facilitate PBL in the medical education context**
- **ESCEPD - Essential Skills in Continuing Education and Professional Development**
- **ESME - Essential Skills in Medical Education Assessment**
- **ESMESim - Essential Skills in Simulation-Based Healthcare Instruction**
- **ESME - Essential Skills in Medical Education**
- **ESME PASREV MC3 PCW**

**AFTERNOON**
- **Teaching and assessing professionalism in diverse student populations**
- **Assessing professional competence in health professions education**
- **ASPIRE Social Accountability Panel (closed meeting)**
- **ASPIRE Student Engagement Panel (closed meeting)**
- **ASPIRE Curriculum Panel (closed meeting)**
- **ASPIRE Assessment Panel (closed meeting)**
- **Innovative approaches to putting theory into practice for curriculum development**

### Sunday 27th August 2017

**MORNING**
- **AIME 2017 first time attendee feedback session**
- **How to flexibly adopt a student-centred, competency-based approach in medical education**
- **Developing, implementing, and maintaining a comprehensive medical education program**
- **The hidden curriculum in medical education**
- **Learning from the hidden curriculum: the impact on the student experience**
- **ASPIRE Academy (invite only)**
- **AGME Annual Meeting Room**

**AFTERNOON**
- **AGME Academy (invite only)**
- **AGME Student Engagement Panel (closed meeting)**
- **AGME Executive Committee (closed meeting)**
- **AGME/AMEE Round Table Discussion (invite only)**
- **Round 1230-1330**
- **Round 1300-1400**
### Conference Timetable | Sunday 27th August 2017

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Room</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>0830-0945</td>
<td>Session 2</td>
<td>Room 303/304</td>
<td>BEME Review Committee (closed meeting)</td>
</tr>
<tr>
<td>0945-1015</td>
<td>Coffee</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1015-1200</td>
<td>Session 3</td>
<td>Room 301/302</td>
<td>BEME Education &amp; Training Committee (closed meeting)</td>
</tr>
<tr>
<td>1200-1400</td>
<td>Lunch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1400-1530</td>
<td>Session 4</td>
<td>Room 101</td>
<td>Hall 1 Plenary</td>
</tr>
<tr>
<td>1530-1600</td>
<td>Coffee</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1600-1730</td>
<td>Session 5</td>
<td>Room 307</td>
<td>AMEE Simulation Committee</td>
</tr>
</tbody>
</table>

### Conference Timetable | Monday 28th August 2017

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Room</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>0830-0945</td>
<td>Session 2</td>
<td>Room 303/304</td>
<td>AMEE Meeting Room</td>
</tr>
<tr>
<td>0945-1015</td>
<td>Coffee</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1015-1200</td>
<td>Session 3</td>
<td>Room 303/304</td>
<td>BEME Translation into Practice Committee (closed meeting)</td>
</tr>
<tr>
<td>1200-1400</td>
<td>Lunch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1400-1530</td>
<td>Session 4</td>
<td>Room 101</td>
<td>Hall 1 Plenary</td>
</tr>
<tr>
<td>1530-1600</td>
<td>Coffee</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1600-1730</td>
<td>Session 5</td>
<td>Room 307</td>
<td>AMEE Simulation Committee</td>
</tr>
<tr>
<td>Time</td>
<td>Session 3</td>
<td>Session 4</td>
<td>Session 5</td>
</tr>
<tr>
<td>------------</td>
<td>-----------</td>
<td>-----------</td>
<td>-----------</td>
</tr>
<tr>
<td>10:30-12:00</td>
<td>Making the Transition from Clinical Practitioner to Health Professions Educator</td>
<td>Applying Trends and Concepts to Medical Education</td>
<td>Asking the Transition from Clinical Practitioner to Health Professions Educator</td>
</tr>
<tr>
<td>12:30-13:30</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td>13:30-15:30</td>
<td>Workshop</td>
<td>Workshop</td>
<td>Workshop</td>
</tr>
<tr>
<td>15:30-16:30</td>
<td>Posters</td>
<td>Posters</td>
<td>Posters</td>
</tr>
<tr>
<td>Time</td>
<td>Event</td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------</td>
<td>-----------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0745-0815</td>
<td>COFFEE</td>
<td>Hall 1</td>
<td></td>
</tr>
<tr>
<td>0830-0945</td>
<td>Session 6</td>
<td>Hall 1</td>
<td>Hall 3</td>
</tr>
<tr>
<td>0945-1015</td>
<td>COFFEE</td>
<td>Hall 1</td>
<td>Hall 3</td>
</tr>
<tr>
<td>1015-1200</td>
<td>Session 7</td>
<td>Hall 1</td>
<td>Hall 3</td>
</tr>
<tr>
<td>1200-1230</td>
<td>LUNCH</td>
<td>AMEE Meeting Room</td>
<td></td>
</tr>
<tr>
<td>1230-1330</td>
<td>Session 8</td>
<td>Hall 1</td>
<td>Hall 3</td>
</tr>
<tr>
<td>1345-1500</td>
<td>COFFEE</td>
<td>Hall 1</td>
<td>Hall 3</td>
</tr>
<tr>
<td>1530-1600</td>
<td>Session 9</td>
<td>Hall 1</td>
<td>Hall 3</td>
</tr>
<tr>
<td>1600-1745</td>
<td>Session 10</td>
<td>Hall 1</td>
<td>Hall 3</td>
</tr>
<tr>
<td>1745-1915</td>
<td>Session 11</td>
<td>Hall 1</td>
<td>Hall 3</td>
</tr>
</tbody>
</table>

Note: The above table is a summary of the conference timetable for Tuesday, 29th August 2017.
### SESSION 7

10:15-12:00

<table>
<thead>
<tr>
<th>Workshop</th>
<th>e Posters</th>
<th>Posters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Room 205</td>
<td>Room 204</td>
<td>Room 203</td>
</tr>
</tbody>
</table>

**Workshop**

- New Models of Contextual Teaching in Cross-cultural Settings
- Understanding the Role of Assessment in the Era of CBME
- Use of Generalizability Theory in Developing and Assessing Competency-Based Assessment Tools
- Medical Education in Difficult Times: Implementing Effective Strategies
- Critical Reasoning in Contextualized Assessment
- Managing TPAs in a Global Setting
- Video Assessment of Real Patient Encounters using a Flexible Online IT System
- Technology Enhanced Learning in Medical Education... for Dummies!

**e Posters**

- Student-Centered Learning in Contextualized Assessment
- Video and Audio Assessment of Competency-Based Assessment Tools

**Posters**

- Research on Contextualized Assessment
- Video Assessment of Real Patient Encounters
- Technology Enhanced Learning

12:00-14:00

**LUNCH**

14:00-15:30

### SESSION 8

10:15-12:00

<table>
<thead>
<tr>
<th>Workshop</th>
<th>e Posters</th>
<th>Posters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Room 205</td>
<td>Room 204</td>
<td>Room 203</td>
</tr>
</tbody>
</table>

**Workshop**

- New Models of Contextual Teaching in Cross-cultural Settings
- Understanding the Role of Assessment in the Era of CBME
- Use of Generalizability Theory in Developing and Assessing Competency-Based Assessment Tools
- Medical Education in Difficult Times: Implementing Effective Strategies
- Critical Reasoning in Contextualized Assessment
- Managing TPAs in a Global Setting
- Video Assessment of Real Patient Encounters using a Flexible Online IT System
- Technology Enhanced Learning in Medical Education... for Dummies!

**e Posters**

- Student-Centered Learning in Contextualized Assessment
- Video and Audio Assessment of Competency-Based Assessment Tools

**Posters**

- Research on Contextualized Assessment
- Video Assessment of Real Patient Encounters
- Technology Enhanced Learning

14:00-15:30

**LUNCH**

15:30-17:00

### SESSION 9

10:15-12:00

<table>
<thead>
<tr>
<th>Workshop</th>
<th>e Posters</th>
<th>Posters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Room 205</td>
<td>Room 204</td>
<td>Room 203</td>
</tr>
</tbody>
</table>

**Workshop**

- New Models of Contextual Teaching in Cross-cultural Settings
- Understanding the Role of Assessment in the Era of CBME
- Use of Generalizability Theory in Developing and Assessing Competency-Based Assessment Tools
- Medical Education in Difficult Times: Implementing Effective Strategies
- Critical Reasoning in Contextualized Assessment
- Managing TPAs in a Global Setting
- Video Assessment of Real Patient Encounters using a Flexible Online IT System
- Technology Enhanced Learning in Medical Education... for Dummies!

**e Posters**

- Student-Centered Learning in Contextualized Assessment
- Video and Audio Assessment of Competency-Based Assessment Tools

**Posters**

- Research on Contextualized Assessment
- Video Assessment of Real Patient Encounters
- Technology Enhanced Learning

15:30-17:00

**LUNCH**

17:00-18:30

### SESSION 10

**COFFEE**

**10:15-12:00**

**12:00-14:00**

**14:00-15:30**

**15:30-17:00**

**17:00-18:30**
### Conference Timetable | Wednesday 30th August 2017

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Location</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>0700</td>
<td>10A</td>
<td>Hall B</td>
<td>Plenary: The Challenges of Life-long Learning</td>
</tr>
<tr>
<td></td>
<td>10B</td>
<td>Hall C</td>
<td>Professional Remediation</td>
</tr>
<tr>
<td></td>
<td>10C</td>
<td>Hall D</td>
<td>PechaKucha 1</td>
</tr>
<tr>
<td>0830</td>
<td>10D</td>
<td>Hall E</td>
<td>Doctrinal Reports 3</td>
</tr>
<tr>
<td>0845</td>
<td>10E</td>
<td>Hall F</td>
<td>Diversity 2</td>
</tr>
<tr>
<td>0900</td>
<td>10F</td>
<td>Hall G</td>
<td>Curriculum - Education Environment</td>
</tr>
<tr>
<td>0915</td>
<td>10G</td>
<td>Hall H</td>
<td>Clinical Teaching 3</td>
</tr>
<tr>
<td>0930</td>
<td>10H</td>
<td>Hall I</td>
<td>The Teacher</td>
</tr>
<tr>
<td>0945</td>
<td>10I</td>
<td>Hall J</td>
<td>Curriculum - Competency Based Education</td>
</tr>
<tr>
<td>1000</td>
<td>10J</td>
<td>Room 1a/b</td>
<td>Teaching and Learning - Anatomy</td>
</tr>
<tr>
<td>1015</td>
<td>10K</td>
<td>Room 1c</td>
<td>Doctoral Reports 3</td>
</tr>
<tr>
<td>1030</td>
<td>10L</td>
<td>Room 1d</td>
<td>Diversity 2</td>
</tr>
<tr>
<td>1045</td>
<td>10M</td>
<td>Room 1e</td>
<td>Teaching and Learning - Peer to Peer Learning</td>
</tr>
<tr>
<td>1100</td>
<td>10N</td>
<td>Room 1f</td>
<td>Curriculum - Education in Practice</td>
</tr>
<tr>
<td></td>
<td>10O</td>
<td>Room 201</td>
<td>Teaching and Learning - Games</td>
</tr>
<tr>
<td></td>
<td>10P</td>
<td>Room 202</td>
<td>Doctoral Reports 3</td>
</tr>
<tr>
<td></td>
<td>10Q</td>
<td>Room 203</td>
<td>PechaKucha 2</td>
</tr>
<tr>
<td></td>
<td>10R</td>
<td>Room 204</td>
<td>Doctoral Reports 3</td>
</tr>
<tr>
<td></td>
<td>10S</td>
<td>Room 205</td>
<td>Diversity 2</td>
</tr>
</tbody>
</table>

**SESSION 10** 0830-1015

**SESSION 11** 0845-1245

**COFFEE | 1015-1045**

**SESSION 12** 1300-1545

**SESSION 13** 1600-1645

**SESSION 14** 1700-1745

**SESSION 15** 1745-1845

**SESSION 16** 1845-2030

**SESSION 17** 2030-2215

**SESSION 18** 2215-2345
<table>
<thead>
<tr>
<th>Room</th>
<th>Session</th>
<th>Title</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Room 304</td>
<td>10T</td>
<td>The Small Group Experience: Strategies to Improve Your Performance as Facilitator</td>
<td>0830</td>
</tr>
<tr>
<td>Room 205</td>
<td>10U</td>
<td>How to Give “Negative” Feedback in Health Professions Education</td>
<td>0900</td>
</tr>
<tr>
<td>Room 206</td>
<td>10V</td>
<td>FLAME (FLAME participants only)</td>
<td>0930</td>
</tr>
<tr>
<td>Room 207</td>
<td>10W</td>
<td>FLAME Culture Matters When Implementing Simulation in Training</td>
<td>1000</td>
</tr>
<tr>
<td>Room 208</td>
<td>10X</td>
<td>Making Sense of Research &amp; Evaluation on Using Technology to Enhance Teaching &amp; Learning</td>
<td>1030</td>
</tr>
<tr>
<td>Room 209</td>
<td>10Y</td>
<td>Simulation Scenario Design: Contextualized, Integrated &amp; Innovative</td>
<td>1045</td>
</tr>
<tr>
<td>Room 210</td>
<td>10AA</td>
<td>Early Findings from the AAMC’s Competency Based Medical Education Initiative</td>
<td>1105</td>
</tr>
<tr>
<td>Room 211</td>
<td>10BB</td>
<td>Improving the Learning Environment on Postgraduate Training</td>
<td>1140</td>
</tr>
<tr>
<td>Room 212</td>
<td>10CC</td>
<td>Improving the Learning Environment</td>
<td>1200</td>
</tr>
<tr>
<td>Room 213</td>
<td>10DD</td>
<td>Early Findings from the AAMC’s Competency Based Medical Education Initiative</td>
<td>1230</td>
</tr>
<tr>
<td>Room 214</td>
<td>10EE</td>
<td>Culture Matters When Implementing Simulation in Training</td>
<td>1250</td>
</tr>
<tr>
<td>Room 215</td>
<td>10FF</td>
<td>Pedagogy: Improving the Learning Environment</td>
<td>1300</td>
</tr>
<tr>
<td>Room 216</td>
<td>10GG</td>
<td>Pedagogy: Improving the Learning Environment</td>
<td>1330</td>
</tr>
<tr>
<td>Room 217</td>
<td>10HH</td>
<td>Pedagogy: Improving the Learning Environment</td>
<td>1345</td>
</tr>
<tr>
<td>Room 218</td>
<td>10II</td>
<td>Pedagogy: Improving the Learning Environment</td>
<td>1400</td>
</tr>
<tr>
<td>Room 219</td>
<td>10JJ</td>
<td>Pedagogy: Improving the Learning Environment</td>
<td>1430</td>
</tr>
<tr>
<td>Room 220</td>
<td>10KK</td>
<td>Pedagogy: Improving the Learning Environment</td>
<td>1445</td>
</tr>
</tbody>
</table>

**SESSION 10**
0830-1015

**ROOMS**

**Workshop**

**FLAME (FLAME participants only)**

**Course**

**POSTERS**

**AMEE FRINGE**

**MASTERCLASS**

**SYMPOSIUM**

**POSTERS**

**AMEE FRINGE**

**ePOSTERS**

**PechaKucha**

**WORKSHOPS**

**PLENARY**

**DOCTORAL REPORTS**

**SHORT COMMUNICATIONS**

**MEETING**

**ROUND TABLE**

**RESEARCH PAPER**

**PATL AWARDS**

**POINT OF VIEW**

**MEET THE EXPERT**

**HACKATHON**

**ORIENTATION**

**COURSES**

**COFFEE | 1015-1045**

**ROOMS**

**Meeting**

**AMEE Executive Committee Meeting** (closed meeting)

**MedEdPublish Board Meeting** (closed meeting)

**Masterclass**

**Symposium**

**Poster Session**

**PechaKucha**

**Workshops**

**Plenary**

**Doctoral Reports**

**Short Communications**

**Meeting**

**Round Table**

**Research Paper**

**Patl Awards**

**Point of View**

**Meet the Expert**

**Hackathon**

**Orientation**

**Courses**
# Contents

## SECTION 1 | General Information
- Welcome to AMEE 2017 ........................................ 2
- Committee, Staff, Reviewers ................................. 3-4
- About the Conference ........................................ 6-7
- Conference Programme ...................................... 8-9
- Conference Themes ........................................... 10
- Awards, Grants and Prizes .................................. 11
- Group Meetings ................................................ 12
- AMEE Initiatives at AMEE 2017 ............................. 13

## SECTION 2
- AMEE 2017 Market Place .................................... 14-28

## SECTION 3 | Conference Programme
- Saturday 26 August ......................................... 29
- Sunday 27 August ............................................ 31
- Monday 28 August ........................................... 34
- Tuesday 29 August ........................................... 65
- Wednesday 30 August ...................................... 97

## SECTION 4
- Presenters, Chairs and Opening Discussants .............. 109-118
Dear AMEE 2017 Participant

It seems impossible that the AMEE Conference is upon us once again! But it’s with great excitement that we prepare to welcome 3,700 participants to AMEE 2017 in Helsinki. With almost 1,900 presentations from over 95 countries, there is sure to be plenty in the programme to interest everyone, from those new to medical education to the very experienced. With the addition of the 4th International Conference on Faculty Development in the Health Professions as a preconference event, we are preparing to welcome experts in this important area, who will contribute not just to the Faculty Development Conference but also to AMEE 2017.

Whether you are new to AMEE conferences or a conference “regular”, we welcome your contributions, both formal and informal. Each year we are told that it’s the networking that goes on at AMEE conferences that is as important as the formal conference sessions. New collaborations are set up each year, and it’s exciting to see the fruits of these collaborations in submissions to subsequent AMEE conferences.

Helsinki is a new venue for AMEE, and we have been delighted with the huge support received from Finnish medical education, with over 400 participants at the Conference. We are grateful to our very active Local Organising Committee and the Finnish institutions and support agencies. We also express our sincere thanks as usual to the AMEE Student Task Force, the chairs, discussants, judges and reviewers, whose contributions have made the conference possible.

Contribute, listen, share, network, discuss, challenge, question – but most of all enjoy, and take home not just lots of new ideas to try out back at home, but lots of happy memories of AMEE 2017 in Helsinki.

AMEE Executive Committee and Secretariat

See www.amee.org/conferences/amee-2017 for full details
AMEE 2017 Student Taskforce
The AMEE 2017 Student Taskforce is a team of students from different regions of the world that work together to help with the conference logistics and to assist delegates. We really couldn’t manage without them!

Local Representatives:
Nikke Varis
Emily Pan
Teemu Tygg
Kristina Makkonen
Inka Pirlen
Kaisa Ylhautala
Joel Konttainen
Titi Lahti
Sara Mäkelä
Petrus Rautasojka
Lari Saloranta
Juulia Heikkinen
Ivar Lönnberg
Johanna Peltokangas
Alexandra Lehtonen
Otto von Hellens
Minna Lehtisalo
Emma Lappalainen
Sanja Laitinen
Ensi Heiska
Annikka Solehmainen
Kristiina Silventoinen
Lauri Teivonen
Carl Sjövall
Humam Hamidi

International Representatives:
Alexander Lachapelle
Alien Ghareeb
Amine Lofti
Antony Karanja
Asnakev Achaw Ayele
Basil Ayman Badwan Ahmad
Begashaw Melaku Gebreillasie
Chen Wan Ting
Chukwuemeka C Ajufo
Daniel Fernandes Mello de Oliveira
Ed Woofton
George Tendwa Ongas
Goran Stevanovski
Hanaa Fadil
Idil Kina
Isha Crossley
Ism Mohamed Bereer
Izza Bazigh
Jeremy Glaser
Katharine Montpeilt-Tourangeau
Kwan Chun Yin

Abstract Reviewers
Abeer Arab
Agnes Diemers
Aileen Linn
Airaksinen Marja
Alena Chong
Allistar Thomason
Andrezj Wójtczak
Angel Centeno
Angelika Hohtansel
Arielle Atherley
Ann Marie Rice
Anna O’Neill
Antikainen Teuvo
Anton La Grange
Armando Riquelme-Perez
Avthi-Rämä Iona
Ayelet Kuper
Barry Issenberg
Ben van Heerden
Brian Stewart
Catherine Haines
Cathy Smith
Chivaughn Gordon
Chris Roberts
Craig Zimitat
Daisy Rozell
Daniel Richaud Kambe
Darielle Versteegen
Dario Tores
Daryl McGill
David Cook
David Taylor
David Thomas
Debbie Jarasma
Debbie Murdoch Eaton
Debra Kiegalde
Debra Nestel
Diana Dolmans
Don Moore
Dr AlMarshad
Dujeepa Samaranasekera
Eeva Pyorala
Elna Hermanson
Elina Pimia
Epidea Artemiou
Erik Driessen
Eugene Custers
Francois Cilliers
Gary Rogers
Godfrey Pell
Graham McMahon
Greg M Radu
Hannu Halla
Harumi Gomi
Heikiilä Tep
Jan Ililing
Jane Tipping
Janusz Janczkowicz
Jen Cleland
Jennifer Hammond
Jeroen Donkers
Jim Anderson
Jim Blatt
Joanne Burke
Jo-Anne Murray
Jocelyn Lockyer
Joel King
John Dent
John E Sandars
John McLachlan
John Shatzer
John Teagez
Jake Denekens
Jonathan Rial
Juaanta Bezuidenhout
Juha Pekka Turunen
Julia Blitz
Juilana Sa
Julie Williamson
Kaisu Pitkala
Kajanne Millo
Karen Mangold
Karen Mattick
Katherine Price
Kathy Boursicot
Kathy Chappell
Kati Hakkaraainen
Kazunobu Ishikawa
Ken Masters
Kevser Varatnsever
Kosala Silja
Kristiina Rönö
Lara Teheux
Larry Gruppen
Lars Kongsper
Laura Seppälä
Lawrence Sherman
Leila Niemi-Murola
Lisa M Peltonen
Lindsey Pope
Lisa Sullivan
Luis Patrao
Madelena Patricio
Makkonen Katri
Makoto Kikukawa
Manuel Joao Costa
Margaret Hay
Maria Rojecki
Marjan Govaerts
Marja Wijnen-Meijer
Martin Fischer
Martin Sullivan
Matthaeus Grasl
Matthew Walters
Maureen Doyle Scharff
Melissa Margolis
Metsä-Vainio Kirsimarja
Michaél Elinick
Michelle McLean
Mieko Embo
Ming Kuang
Minna Kaila
Mladinka Vracic Keglevic
Moira Maley
Muhammad Saeed
Nana Sarttania
Nancy McNaughton
Nancy Persell
Natalie T Lafferty
Nazar Karaoglu
Nicole Borges
Onniewuju Sorinola
Olile ten Cate
Patricia O’Sullivan
Paul de Roos
Pedro Roque Martins Lito
Peter de Jong
Peter Nippert
Prasanthie Vivekananda
- Schmidl
Rachel Ellaway
Lara Teheux
Rafael Bonvin
Rashmi Kusurkar
Reidar Tyssen
Ricardo Leon-Borquez
Ricardo Tjeng
Rille Pihlak
Robyn Bokrath
Roghayeh Gandomkar
Ruy Souza
Samantha Scallan
Samuel Edelbring
Sofia Ribeiro
Sonja Crandall
Stephen Andersen
Subha Ramani
Sue Kimlin
Susan Jameson
Susan van Schalkwyk
T U J I
Temple Ratcliffe
Terry Caraharu-Suvanto
Tina Immonen
Tim Wilkinson
Toni Seppeaö
Trudie Roberts
Tuomistö Karolin
Valerie Wass
Victor Rikéf
Vimmi Pasii
Virtanen Janne
Wee Shiong Lim
Wills Miller
Wojciech Pawlina
Young-Mee Lee
Zeey Goldik
Bringing medical students and educators from across the world together with innovators in coding and design to build solutions that solve challenges in medical education, Elsevier Hacks is a unique 48-hour event taking place alongside AMEE 2017. While the Hackathon itself is an invitation-only event, AMEE participants will have the chance to hear the teams pitching their projects and feedback from the judges on Sunday from 1300-1600 hrs in room 201.

Symposium 4C - Creativity, innovation and entrepreneurship in medical education - insights from Elsevier Hacks (Monday 1400-1530 – Hall 3b) will highlight the importance of encouraging creativity, innovation and entrepreneurship in our students, and some of the participants in the Hackathon will give their thoughts on the process.
Conference Venue
Messukeskus Expo and Convention Centre,
Messuaukio 1, 00520 Helsinki, Finland
E. customer.service@messukeskus.com
T. +358 40 450 3250
http://messukeskushelsinki.fi/

Travel
For delegates registered for the full AMEE 2017 Conference a 5 day travel ticket will be provided. These tickets are valid from 26-30 August 2017 within Helsinki, Espoo, Kauniainen and Vantaa. For details on how to travel through the city visit https://beta.myhelsinki.fi/en/info/getting-around
Routes and timetables can be found on www.reittiopas.fi

Registration Desk Opening Hours
Please come to the registration desk by the southern entrance to collect your pack. Name badges should be worn at all times.

<table>
<thead>
<tr>
<th>Day</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday 25th Aug</td>
<td>1715-1930</td>
</tr>
<tr>
<td>Saturday 26th Aug</td>
<td>0745-1730</td>
</tr>
<tr>
<td>Sunday 27th Aug</td>
<td>0745-2100</td>
</tr>
<tr>
<td>Monday 28th Aug</td>
<td>0715-1745</td>
</tr>
<tr>
<td>Tuesday 29th Aug</td>
<td>0745-1745</td>
</tr>
<tr>
<td>Wednesday 30th Aug</td>
<td>0800-1300</td>
</tr>
</tbody>
</table>

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

Internet Access
Café: PCs for internet access are available in the Exhibition Hall, Hall 6 from Monday 28th to Wednesday 30th August.
WiFi: Free wireless access is available throughout Messukeskus. The Network is AMEE2017 and no password is required.

Certification
CME:
The Royal College of Physicians of London has awarded 17 points and the EACCME has awarded 16 credits for attendance at the main AMEE 2017 Conference (1730 hrs Sun 27th August to 1230 hrs Wed 30th August 2017).
A register of attendance will be available at the registration desk at morning coffee break on Wednesday 30th August for those who wish to claim their CME points.

Conference Attendance:
Certificates of attendance indicating RCP Points and EACCME Credits will be emailed to participants by Worldspan after the Conference.

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

Presentation:
If you require a presentation certificate, please complete a certificate requirement form, available from the Registration Desk on Wednesday 30th August, or email your request to amee@dundee.ac.uk
Please allow a minimum of 6 weeks for processing. Certificates will be issued electronically in PDF format.

Evaluation
Conference:
A link to the online evaluation form will be sent immediately after the Conference and your assistance in completing this will be much appreciated. All sessions may be individually rated through the App.

Workshops, ePosters and Round Table sessions:
Pre-conference and conference workshops, ePosters and Round Table sessions will be evaluated individually. Evaluation forms will be provided at the end of each session which will be collected by the student helper.

See www.amee.org/conferences/amee-2017 for full details
Insurance
If you are not a citizen of an EU or EEA country and you need medical care using payment or travel insurance, you should contact a private healthcare provider. Travellers from EU or EEA countries holding a European Health Insurance Card are entitled to use Finnish public healthcare.

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

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

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

Prayer Room
A room has been designated in the Upper Gallery. Please ask at the Registration Desk for directions.

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

Cloakroom
The Cloakroom is located in the Glass Gallery. No items may be left overnight.

Places to eat on site

<table>
<thead>
<tr>
<th>Restaurant</th>
<th>Saturday</th>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eat&amp;Meet</td>
<td>1030-1330</td>
<td>1030-1430</td>
<td>1030-1430</td>
<td>1030-1430</td>
<td>1030-1430</td>
</tr>
<tr>
<td>Fazer Café</td>
<td>-</td>
<td>-</td>
<td>0900-1700</td>
<td>0900-1700</td>
<td>0900-1500</td>
</tr>
<tr>
<td>Helsinki Café</td>
<td>0900-1400</td>
<td>0900-1700</td>
<td>0800-1800</td>
<td>0800-1800</td>
<td>0800-1200</td>
</tr>
<tr>
<td>Brasserie Terra Nova (Holiday Inn)</td>
<td>1100-0100</td>
<td>1100-0100</td>
<td>1100-0100</td>
<td>1100-0100</td>
<td>1100-0100</td>
</tr>
<tr>
<td>Wok ‘n’ Curry</td>
<td>0800-1600</td>
<td>0800-1600</td>
<td>0800-1600</td>
<td>0800-1600</td>
<td>0800-1600</td>
</tr>
</tbody>
</table>

For suggestions of where to eat in Helsinki, please see the list compiled by the Local Organising Committee which is available at the registration desk and on the conference app.
Conference Programme

Programme:
A print copy of the programme will be available for collection with your conference materials from the Registration Desk if you requested one at the time of registering. The programme can also be accessed through the Conference App and you have the option to create a personal schedule of sessions you wish to attend.

Abstracts:
The abstracts are available on the AMEE website (www.amee.org/conference/amee-2017) and through the Conference App.

Language:
All sessions will be conducted in English.

Plenaries:
All plenary sessions will be streamed live and will also be available for viewing by participants after the conference.

The opening plenary will take place on Sunday 27th August at 1730 hrs with subsequent plenary sessions on Monday, Tuesday and Wednesday mornings.

Symposia
27 symposia on a wide range of topics are included in the programme. All symposia in Hall 1 will be live streamed.

Short Communications
Themed sessions with between 5-8 presentations have been scheduled. Each presenter is allocated 10 minutes for presentation followed by 5 minutes for questions. All sessions will have a chairperson. Some sessions will have a discussion at the end of the session, in which case an opening discussant has been appointed.

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

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

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

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

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

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

Conference Workshops
There are 60 conference workshops from which to choose. Workshops may be at introductory, intermediate or advanced level. An indication of the level and whether previous knowledge /experience of the topic is advised is indicated in the abstract on the website www.amee.org/conference/amee-2017 and in the conference App. There is no additional charge for conference workshops. There is no advance sign-up and attendance will be limited to the number of chairs in the room. If your chosen workshop is full, we kindly ask you to select another session to attend. Workshop rooms are not connected to Speaker Preview and presentations should be uploaded in the workshop room.

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

Poster mentoring
If you have a mounted poster and would like to receive feedback on your work, there will be the opportunity to meet a member of the AMEE Research Committee to discuss your poster. This will take place in Session 7 on Tuesday from 1015-1200 hrs. Places are limited and are available on a first come, first served basis. If you are interested in arranging a poster mentoring appointment please contact Janusz Janczukowicz – janusz.janczukowicz@umed.lodz.pl

ePosters
In response to feedback we are again including ePosters in the programme, using an exciting new platform – Learning Toolbox. Presenters can use Learning Toolbox to produce multimedia and interactive ePosters (including links to videos, online tools and apps). You will be able to view and interact with these ePosters on your mobile phone, tablet or computer by visiting the mini-poster wall and scanning the ePoster QR code and/ or by browsing the ePoster Showcase online https://my.ltb.io/#/showcase/amee. You can even add questions or comments directly onto the ePoster. Presenters can respond to comments and questions virtually and the discussion will be attached to the ePoster. The ePosters will also be presented in sessions throughout the programme in a presentation room, with a chairperson to coordinate. Each presenter has 3 minutes to communicate the key messages of the poster, followed by 2 minutes for questions and clarification. ePoster authors and presenters are being provided with online support and
guidance before the conference and there will also be an
ePoster support desk at the conference from 26th-30th August. The ePoster support desk will provide support both to ePoster authors/presenters and ePoster viewers.

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

Information for presenters
Please see the website https://amee.org/Conferences/AMEE-2017/Abstracts for some hints on presenting in various formats at the AMEE conference, and on preparing posters.

Speaker Preview
Presenters of short communications, research papers, doctoral reports, Fringe, Points of View and PechaKucha™ should take their presentations on USB device to the technicians in the Speaker Preview Room located in the Press Room, for preloading to the computer in the presentation room. If possible this should be done the day before the presentation, or a minimum of 2 hours before the start of the session. Please name the file as follows: Session code and your family name, for example – 2C6 Smith. The Speaker Preview room is open at the following times:

- Sunday 27th August: 1430-1800
- Monday 28th August: 0715-1745
- Tuesday 29th August: 0745-1745
- Wednesday 30th August: 0745-1200

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

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

Short communications, research papers, doctoral reports, Points of view, PechaKucha™ and Fringe sessions
A computer with speakers and a data projector will be provided in all presentation rooms. Presenters are asked to use the computer provided to avoid delays in changeover between presentations.

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

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

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

ePosters
Presenters have been sent links to videos providing guidance on how to create an ePoster and invited to a webinar on how to create and present ePosters. Online support is available to all ePoster authors and presenters in the run up to the conference and there will be an ePoster support desk at the AMEE Conference from 26th-30th August.

Meet the Experts
Assessment and Measurement
Experts: Godfrey Pell, Richard Fuller, Matthew Horner (Assessment Research Group)
Date: Monday 28th August
Time: 1015-1200 (Session 3LL)
Location: Room 307

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!

Meet the EdMedPublish Editor and Team
Date: Monday 28th August
Time: 1600-1730 (Session 5LL)
Location: Room 307

MedEdPublish is AMEE’s exciting new open-access, post-publication peer-reviewed journal www.mededpublish.org Papers on medical and health professions education are published after a light-touch review to ensure they meet appropriate standards. All papers receive a DOI. After publication papers are reviewed and given a star rating both by the MedEdPublish panel of reviewers and the education community.

Richard Hays, Editor of MedEdPublish, and other members of the Editorial Team would be pleased to meet you to answer any questions as to how you can get involved, both by publishing in MedEdPublish and by reviewing published papers. If you need any help with submitting or reviewing, Kerrie McKay, MedEdPublish Administrator, will be there to give you a demonstration. If you can’t attend the session, why not attend the MedEdPublish workshop 9S, on Tuesday from 1600-1730 in room 203a, or drop by the AMEE Exhibition stand to meet Richard and Kerrie?
Highlighted Themes

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

Promoting Diversity
- PCW15 Preconference workshop: Teaching for Diversity and Equity (Sunday 0915-1215)
- 3T Workshop: Equality and Diversity in healthcare teaching (Monday 1015-1200)
- 8H Short communications: Diversity 1 (Tuesday 1400-1530)
- 9DD Posters: Diversity (Tuesday 1600-1730)
- 10H Short communications: Diversity 2 Wednesday (0830-1015)

Continuing Professional Development
- Course ESCEPD: (Saturday 0900-1600 – Course Full)
- PCW17: Continuing Health Profession Education: (Sunday 0915-1215)
- PCW20: Developing CE and PD programs to optimize practice: (Sunday 1330-1630)
- 3P Symposium: Continuing Professional Development: Evolution or Revolution (Monday 1015-1200)
- 3Y Workshop: Building learning communities to enhance CPD (Monday 1015-1200)
- 3CC ePosters: Clinical teacher and CPD (Monday 1015-1200)
- 3KK Posters: CPD (Monday 1015-1200)
- 4Y Workshop: Advances in CPD (Monday 1400-1530)
- 5EE Posters: Faculty development & CPD (Monday 1600-1730)
- 5L Short communications: CPD and Revalidation (Monday 1600-1730)
- 5B Workshop: Putting your CPD on the map (Monday 1600-1730)
- 7D Symposium: Leveraging the UME and GME learning into practice (Tuesday 1015-1200)
- 8C Symposium: CPD is more than CME (Tuesday 1400-1530)
- 9L Short communications: CPD & Lifelong learning (Tuesday 1600-1730)
- 10L Short communication: CPD (Wednesday 0830-1000)

Postgraduate Education
- PCW16: A primer on building a career in medical education (Sunday 0915-1215)
- 3JJ Posters: Postgraduate Training (Monday 1015-1200)
- 4P Short communications: Postgraduate Trainee in difficulty (Monday 1400-1530)
- 5B Symposium: Postgraduate medical education across borders (Monday 1600-1730)
- 7JJ Posters: Postgraduate Training – Early years (Tuesday 1015-1200)
- 8P Short communications: Postgraduate Assessment (Tuesday 1400-1530)
- 9P Short communications: Postgraduate Speciality Training (Tuesday 1600-1730)
- 9X Workshop: Trainee choice vs. societal need (Tuesday 1600-1730)
- 10P Short communications: Postgraduate Education in practice (Wednesday 0830-1015)
- 10BB Workshop: Improving the Postgraduate Learning Environment (Wednesday 0830-1015)
- 10JJ Posters: Postgraduate Speciality Training (Wednesday 0830-1015)

Management & Leadership
- Course: FLAME (Saturday to Wednesday)
- 3D Short communications: Leadership (Monday 1015-1200)
- 4JJ Posters: Management (Monday 1400-1530)
- 4KK Posters: Leadership training, QA & Accreditation (Monday 1400-1530)
- 5N Short communications: Management and Accreditation (Monday 1600-1730)
- 9N Short communications: Management (Tuesday 1600-1730)

ADEE/AMEE Round Table Discussion (Invitation Only)
Some key topics of particular importance to both Dental and Medical Education. Topics to be covered are (a) Simulation and (b) Social Accountability. This is a closed session and be recorded for future dissemination.

Date/Time : Sunday 27th August – 0930-1230 (invitation only)
Location : Room 210

See www.amee.org/conferences/amee-2017 for full details
Awards, Grants and Prizes

AMEE ‘Teaching Innovation’ Awards sponsored by the Patil family
These awards have been made possible through a donation from Professor Nivritti Patil, University of Hong Kong, in memory of his father. Over 70 abstract submitters indicated that they wished to be considered for this award. Abstracts were recommended by reviewers for inclusion in two Patil Award sessions, 3H and 4H on Monday 28th August. Members of the Patil Award Committee and the AMEE Executive Committee will attend the sessions and may make one or more awards. The criteria against which the presentations will be judged are: novelty; feasibility; transferability; logical articulation, and fit for purpose. Winners will be announced in the closing plenary and will receive an AMEE Teaching Innovation Award Certificate and free registration to the following year’s AMEE Conference.

Doctoral Report Award
Presenters of Doctoral Reports in Sessions 5, 9 and 10 were invited to submit their full thesis for review by a panel chaired by Susan van Schalkwyk. Award winners will be announced in the final plenary on Wednesday 30th August.

Medical Teacher Poster Prize
The aim of the prize is to select examples of good practice in preparing posters. During the afternoon of Tuesday 29th August, a rosette will be attached to the board of the top 3 posters selected by the Committee from which the winner will be announced at the closing session on Wednesday 30th August. The Committee will consist of conference participants including teachers and students. AMEE is grateful to the publishers of Medical Teacher, Taylor and Francis, for once more providing the poster prize of £350. Alternatively, the winner may choose free registration for AMEE 2018 in Basel, Switzerland.

Miriam Friedman Ben-David New Educator Award
The Miriam Friedman Ben-David New Educator Award is presented annually to an educator with fewer than ten years’ experience in teaching, who in the Committee’s view has made a significant contribution to teaching in medicine and the healthcare professions. The 2017 winner will be announced in the plenary on Sunday evening.

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

Zulfiqar Ali Khan Postgraduate Fellowships
Junior Doctors submitting a short communication or poster relating to an area of postgraduate training were eligible for consideration for an award to facilitate their AMEE conference participation. The 2017 awards were made to Beatriz Manuel Chongo, Chloe Gilchrist, Kathryn Watson, Leilanie Nicodemus, Hans van Huellen, Camilla Sen, Diego Correa Fernández, Catrin Williams, Thomas Sanctuary and Rula Najim.

AMEE 2017 Simulation Journal Club and Award
Do you want a quick update on the most recent literature regarding the use of simulation in medical education? Please join us for the Simulation Journal Club where members of the AMEE Simulation Committee have identified the newest simulation literature and handpicked the most influential, innovative, provocative, and interesting papers. We will present these papers and where possible invite the authors to comment on their impact. The format of the Simulation Journal Club will be interactive — allowing time for questions and participant voting for the Premier Paper on Simulation in Medical Education 2017. This paper will win a £1000 award from the Copenhagen Academy for Medical Education and Simulation. This is an excellent opportunity to keep up to date with the increasing amount of research published on this very important topic in medical education.

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

Date/Time: Tuesday 29th August – 1015-1200hrs
Location: Room 209
Group Meetings at AMEE 2017

The following Meetings/Receptions will take place during AMEE 2017.

<table>
<thead>
<tr>
<th>EVENT</th>
<th>Date</th>
<th>Time</th>
<th>Location</th>
<th>Availability</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAMC/GHLO Reception</td>
<td>Tuesday 29 August</td>
<td>1830-2000</td>
<td>Room 204</td>
<td>Invite Only</td>
</tr>
<tr>
<td>Academic Medicine Round Table Discussion</td>
<td>Monday 28 August</td>
<td>1230-1330</td>
<td>Room 210</td>
<td>Invite Only</td>
</tr>
<tr>
<td>AMEE 2017 Local Organising Committee</td>
<td>Friday 25th August</td>
<td>1200-1300</td>
<td>AMEE Meeting Room</td>
<td>Invite Only</td>
</tr>
<tr>
<td>AMEE 2018 Local Organising Committee</td>
<td>Tuesday 29 August</td>
<td>0700-0800</td>
<td>AMEE Meeting Room</td>
<td>Invite Only</td>
</tr>
<tr>
<td>AMEE AGM</td>
<td>Tuesday 29 August</td>
<td>1215-1345</td>
<td>Hall 3b</td>
<td>AMEE Members Only</td>
</tr>
<tr>
<td>AMEE CPD Committee</td>
<td>Tuesday 29 August</td>
<td>1745-1915</td>
<td>AMEE Meeting Room</td>
<td>Invite Only</td>
</tr>
<tr>
<td>AMEE CPD Special Interest Group</td>
<td>Monday 28 August</td>
<td>1230-1330</td>
<td>Room 207</td>
<td>Open</td>
</tr>
<tr>
<td>AMEE Executive Committee</td>
<td>Saturday 26 August</td>
<td>0900-1800</td>
<td>AMEE Meeting Room</td>
<td>Invite Only</td>
</tr>
<tr>
<td>AMEE Executive Committee</td>
<td>Wednesday 30 August</td>
<td>1300-1600</td>
<td>AMEE Meeting Room</td>
<td>Invite Only</td>
</tr>
<tr>
<td>AMEE Faculty Development Committee</td>
<td>Tuesday 29 August</td>
<td>1745-1915</td>
<td>Room 307</td>
<td>Invite Only</td>
</tr>
<tr>
<td>AMEE Fellow and Associate Fellow Lunch</td>
<td>Monday 28 August</td>
<td>1230-1330</td>
<td>Room 306</td>
<td>Invite Only</td>
</tr>
<tr>
<td>AMEE Fellowship Committee</td>
<td>Monday 28 August</td>
<td>1800-1915</td>
<td>AMEE Meeting Room</td>
<td>Invite Only</td>
</tr>
<tr>
<td>AMEE MedEdPublish Board</td>
<td>Wednesday 30 August</td>
<td>0830-1015</td>
<td>AMEE Meeting Room</td>
<td>Invite Only</td>
</tr>
<tr>
<td>AMEE Postgraduate Committee</td>
<td>Tuesday 29 August</td>
<td>1745-1915</td>
<td>Room 306</td>
<td>Invite Only</td>
</tr>
<tr>
<td>AMEE Research Committee</td>
<td>Monday 28 August</td>
<td>1745-1930</td>
<td>Room 215</td>
<td>Invite Only</td>
</tr>
<tr>
<td>AMEE Simulation Committee</td>
<td>Monday 28 August</td>
<td>1745-1930</td>
<td>Room 307</td>
<td>Invite Only</td>
</tr>
<tr>
<td>AMEE TEL Committee</td>
<td>Wednesday 30 August</td>
<td>0700-0815</td>
<td>Room 307</td>
<td>Invite Only</td>
</tr>
<tr>
<td>ASPIRE Academy</td>
<td>Sunday 27 August</td>
<td>1400-1700</td>
<td>AMEE Meeting Room</td>
<td>Invite Only</td>
</tr>
<tr>
<td>ASPIRE Assessment Panel</td>
<td>Sunday 27 August</td>
<td>0800-0930</td>
<td>Room 217</td>
<td>Invite Only</td>
</tr>
<tr>
<td>ASPIRE Board</td>
<td>Sunday 27 August</td>
<td>1000-1230</td>
<td>AMEE Meeting Room</td>
<td>Invite Only</td>
</tr>
<tr>
<td>ASPIRE Curriculum Panel</td>
<td>Sunday 27 August</td>
<td>0800-0930</td>
<td>Room 303/304</td>
<td>Invite Only</td>
</tr>
<tr>
<td>ASPIRE Faculty Development Panel - CANCELLED</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ASPIRE Simulation Panel - CANCELLED</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ASPIRE Social Accountability Panel</td>
<td>Sunday 27 August</td>
<td>0800-0930</td>
<td>Room 215</td>
<td>Invite Only</td>
</tr>
<tr>
<td>ASPIRE Student Engagement Panel</td>
<td>Sunday 27 August</td>
<td>0800-0930</td>
<td>AMEE Meeting Room</td>
<td>Invite Only</td>
</tr>
<tr>
<td>BEME BICcs</td>
<td>Monday 28 August</td>
<td>1600-1730</td>
<td>AMEE Meeting Room</td>
<td>Invite Only</td>
</tr>
<tr>
<td>BEME Board</td>
<td>Monday 28 August</td>
<td>1400-1530</td>
<td>AMEE Meeting Room</td>
<td>Invite Only</td>
</tr>
<tr>
<td>BEME Education and Training Committee</td>
<td>Monday 28 August</td>
<td>1745-1930</td>
<td>Room 301/302</td>
<td>Invite Only</td>
</tr>
<tr>
<td>BEME Fund Raising Committee</td>
<td>Tuesday 29 August</td>
<td>0700-0800</td>
<td>Room 301/302</td>
<td>Invite Only</td>
</tr>
<tr>
<td>BEME Research Committee</td>
<td>Tuesday 29 August</td>
<td>1745-1915</td>
<td>Room 301/302</td>
<td>Invite Only</td>
</tr>
<tr>
<td>BEME Review Committee</td>
<td>Monday 28 August</td>
<td>0700-0815</td>
<td>Room 303/304</td>
<td>Invite Only</td>
</tr>
<tr>
<td>BEME Translation into Practice Committee</td>
<td>Monday 28 August</td>
<td>1745-1930</td>
<td>Room 303/304</td>
<td>Invite Only</td>
</tr>
<tr>
<td>BMJ: Online Medical Education</td>
<td>Monday 28 August</td>
<td>1230-1330</td>
<td>Room 201</td>
<td>Open</td>
</tr>
<tr>
<td>Wales Deanery Cardiff University Alumni Reception</td>
<td>Monday 28 August</td>
<td>1745-1945</td>
<td>Foyer 215/216</td>
<td>Invite Only</td>
</tr>
<tr>
<td>Centre for Medical Education, University of Dundee</td>
<td>Tuesday 29 August</td>
<td>1230-1330</td>
<td>Room 210</td>
<td>Invite Only</td>
</tr>
<tr>
<td>Directors of Masters in Medical Education Lunch</td>
<td>Monday 28 August</td>
<td>1230-1330</td>
<td>Room 215</td>
<td>Invite Only</td>
</tr>
<tr>
<td>ESME Advisory Board</td>
<td>Monday 28 August</td>
<td>1015-1200</td>
<td>AMEE Meeting Room</td>
<td>Invite Only</td>
</tr>
<tr>
<td>GAME Networking Session</td>
<td>Monday 28 August</td>
<td>1800-1930</td>
<td>Room 205</td>
<td>Invite Only</td>
</tr>
<tr>
<td>Harvard Macy Institute - Alumni Reception</td>
<td>Monday 28 August</td>
<td>1745-1945</td>
<td>Restaurant Olohuone</td>
<td>Open</td>
</tr>
<tr>
<td>IAMSE Lunch</td>
<td>Monday 28 August</td>
<td>1230-1330</td>
<td>Hall 3a</td>
<td>Open</td>
</tr>
<tr>
<td>IDEAL Consortium Lunch</td>
<td>Tuesday 29 August</td>
<td>1230-1330</td>
<td>Room 215</td>
<td>Closed</td>
</tr>
<tr>
<td>jMed Trust Meeting</td>
<td>Monday 28 August</td>
<td>0700-0815</td>
<td>Room 306</td>
<td>Invite Only</td>
</tr>
<tr>
<td>IMEX Board</td>
<td>Monday 28 August</td>
<td>1745-1900</td>
<td>Room 218</td>
<td>Invite Only</td>
</tr>
<tr>
<td>International Editors Meeting</td>
<td>Monday 28 August</td>
<td>0700-0815</td>
<td>AMEE Meeting Room</td>
<td>Invite Only</td>
</tr>
<tr>
<td>Karolinska Institutet Reception</td>
<td>Tuesday 29 August</td>
<td>1800-2000</td>
<td>Foyer 215/216</td>
<td>Invite Only</td>
</tr>
<tr>
<td>Medical Teacher Editorial Board</td>
<td>Tuesday 29 August</td>
<td>1400-1530</td>
<td>AMEE Meeting Room</td>
<td>Invite Only</td>
</tr>
<tr>
<td>National Association Meeting</td>
<td>Tuesday 29 August</td>
<td>1745-1915</td>
<td>Room 203a</td>
<td>Invite Only</td>
</tr>
<tr>
<td>Ottawa 2018 Meeting</td>
<td>Sunday 27 August</td>
<td>2050-2200</td>
<td>AMEE Meeting Room</td>
<td>Invite Only</td>
</tr>
<tr>
<td>Ottawa Consensus Group 1 (Good Assessment)</td>
<td>Tuesday 29 August</td>
<td>1745-1915</td>
<td>Room 215</td>
<td>Invite Only</td>
</tr>
<tr>
<td>Ottawa Consensus Group 2 (Professionalism)</td>
<td>Tuesday 29 August</td>
<td>1745-1915</td>
<td>Room 216</td>
<td>Invite Only</td>
</tr>
<tr>
<td>Ottawa Consensus Group 3 (Selection)</td>
<td>Tuesday 29 August</td>
<td>1745-1915</td>
<td>Room 217</td>
<td>Invite Only</td>
</tr>
<tr>
<td>Polish Group</td>
<td>Tuesday 29 August</td>
<td>1215-1330</td>
<td>Room 216</td>
<td>Open</td>
</tr>
<tr>
<td>SDRME Lunch</td>
<td>Monday 28 August</td>
<td>1230-1330</td>
<td>Room 217</td>
<td>Invite Only</td>
</tr>
<tr>
<td>Sustainable Healthcare Education</td>
<td>Monday 28 August</td>
<td>1230-1330</td>
<td>Room 218</td>
<td>Invite Only</td>
</tr>
<tr>
<td>VIEW AGM</td>
<td>Monday 28 August</td>
<td>1230-1330</td>
<td>Room 216</td>
<td>Invite Only</td>
</tr>
</tbody>
</table>
Over the past few years several Committees have been formed to progress AMEE’s activities in the following areas:

• CPD
• Faculty Development
• Postgraduate Education
• Research
• Simulation
• Technology Enhanced Learning

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

AMEE MedEdPublish

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

5LL - Meet the Editor
Date/Time: Monday 28th August - 1600-1730
Location: Room 307

9S - Workshop - MedEdPublish - an innovative medical and health professions publishing medium
Facilitators: Richard Hays (Editor), Trevor Gibbs (Associate Editor), Subha Ramani (Associate Editor), Kerrie McKay (Administrator)
Date/Time: Tuesday 29th August - 1600-1730
Location: Room 203a

For more information on any of AMEE’s initiatives please drop by the AMEE Exhibition Stand to speak to a member of the Team.

ASPIRE-to-Excellence

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

PCW 7 - How to enhance Student Engagement at Your School: Best practice approaches from ASPIRE student engagement award winners
Facilitators: Marko Zdravkovic, Liz Mossop, Harm Peters, Danai Wangsaturaka, Kulsoom Ghias, Margot Weggemans, Joni Remmits
Date/Time: Saturday 26th August - 0915-1215
Cost: Euros 97 (includes coffee)

PCW 13 - Assessing Assessment: Best practice approaches in assessment from ASPIRE assessment award winners
Facilitators: Heeyoung Han, Anna Ciacciolo
Date/Time: Saturday 26th August - 1330-1630
Cost: Euros 97 (includes coffee)

ASPIRE-to-Excellence Awards
Presentations to the winners of the 2017 ASPIRE-to-Excellence Awards
Date/Time: Monday 28th August - 0915-0935
Location: Hall 1

8G - ASPIRE Academy and ASPIRE Award Winners PechaKucha™ session: Examples of excellence in practice
Date/Time: Tuesday 29th August - 1400-1530
Location: Hall 3f

9C - Push your performance towards excellence: Let the ASPIRE Academy help!
Facilitators: Debra Klamen, Pedro Greer, Pat O’Sullivan, Danai Wangsaturaka, Kim Whittlestone, Marko Zdravkovic
Date/Time: Tuesday 29th August - 1600-1730
Location: Hall 3b

BEME Collaboration

AMEE is a founder member of the BEME Collaboration, an international groups of individuals, universities and other professional organisations committed to the development of evidence-informed education in the medical and health professions. Sessions include:

PASREV Course (Sunday 27th to Tuesday 29th August - pre-registration and additional payment)

7S - BEME Short Communications:
Date/Time: Tuesday 29th August - 1015-1200
Location: Room 203a
Note: This session will be recorded
AMEE 2017 Market Place

The AMEE 2017 Market Place has been separated into different themed areas:

- Healthcare/Medical Education
- Training and Medical Equipment
- Educational Software
- Medical Bookshop/Publishers
- Assessment/Training Standards

Orientation Sessions
Orientation sessions will be held in the AMEE Market Place from 1400-1530 on Monday and Tuesday. If you would like to join a guided tour please see the information on the notice board at the entrance to the Market Place.

Soapbox Slots
Exhibitors have been invited to ‘get on their soapbox’ at AMEE 2017. These sessions will take place on the central stage within the Market Place during coffee and lunch breaks. Come to support our Exhibitors and hear how their products and services can enhance the learning experience for your students and trainees, and how they can help you in your daily work.

Soapbox Stage Schedule

<table>
<thead>
<tr>
<th>DAY</th>
<th>TIME</th>
<th>EXHIBITOR</th>
<th>BREAK</th>
</tr>
</thead>
<tbody>
<tr>
<td>MONDAY</td>
<td>10:00 - 10:10</td>
<td>National Resident Matching Program International</td>
<td>Morning Break</td>
</tr>
<tr>
<td></td>
<td>12:00 - 12:10</td>
<td>3D Tech Omega Zeta</td>
<td></td>
</tr>
<tr>
<td></td>
<td>12:15 - 12:25</td>
<td>NEJM Knowledge+</td>
<td>Lunch</td>
</tr>
<tr>
<td></td>
<td>12:30 - 12:40</td>
<td>Institute for Communication and Assessment Research GmbH, Cooperation Partner of the University Hospital Heidelberg</td>
<td></td>
</tr>
<tr>
<td></td>
<td>12:45 - 12:55</td>
<td>Laerdal Medical AS</td>
<td></td>
</tr>
<tr>
<td></td>
<td>13:00 - 13:10</td>
<td>Cardionics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>13:15 - 13:25</td>
<td>Academy of Medical Educators</td>
<td></td>
</tr>
<tr>
<td></td>
<td>13:30 - 13:40</td>
<td>Tampere Surgical Education (TSEC)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>13:45 - 13:55</td>
<td>Resilience Software Inc</td>
<td></td>
</tr>
<tr>
<td></td>
<td>15:30 - 15:40</td>
<td>Lee Kong Chian School of Medicine</td>
<td>Afternoon Break</td>
</tr>
<tr>
<td>TUESDAY</td>
<td>09:45 - 09:55</td>
<td>Anatomage Italy srl</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10:00 - 10:10</td>
<td>Take the wind</td>
<td>Morning Break</td>
</tr>
<tr>
<td></td>
<td>12:15 - 12:25</td>
<td>Visual DX</td>
<td></td>
</tr>
<tr>
<td></td>
<td>12:30 - 12:40</td>
<td>ECFMG</td>
<td></td>
</tr>
<tr>
<td></td>
<td>12:45 - 12:55</td>
<td>Examsoft</td>
<td></td>
</tr>
<tr>
<td></td>
<td>13:00 - 13:10</td>
<td>Elsevier</td>
<td></td>
</tr>
<tr>
<td></td>
<td>13:30 - 13:40</td>
<td>Wolters Kluwer</td>
<td></td>
</tr>
<tr>
<td></td>
<td>13:45 - 13:55</td>
<td>Miamed GmbH</td>
<td>Afternoon Break</td>
</tr>
<tr>
<td></td>
<td>15:30 - 15:40</td>
<td>3D Tech Omega Zeta</td>
<td></td>
</tr>
<tr>
<td></td>
<td>15:45 - 15:55</td>
<td>SECTRA</td>
<td></td>
</tr>
<tr>
<td>WED</td>
<td>10:15 - 10:25</td>
<td>BMJ</td>
<td>Morning Break</td>
</tr>
<tr>
<td></td>
<td>10:30 - 10:40</td>
<td>MDF instruments USA, Inc</td>
<td></td>
</tr>
</tbody>
</table>

See www.amee.org/conferences/amee-2017 for full details
Exhibitors at AMEE 2017

**Academic Stands**

| HM29 | AMEE Technology Enhanced Learning Committee |
| HM31 | European Board of Medical Assessors |
| HM32 | The Institute of Medical Education (IML), University of Bern |
| HM33 | The Institute of Medical Education (IML), University of Bern |
| HM34 | Asociación Mexicana de Facultades y Escuelas de Medicina A.C. |
| HM35 | International Medical University (IMU) |
| HM36 | International Medical University (IMU) |
| HM37 | St George’s, University of London |
| HM38 | Harvard Medical School Master’s in Medical Education Program |
| HM39 | AMEE Research Committee |
| HM40 | Health Professional Assessment Consultancy (HPAC) |
| HM41 | The University of Edinburgh |
| HM42 | AMEE Simulation Committee |
| HM43 | AMEE Postgraduate Committee |
| HM44 | AMEE CPD Committee |
| HM45 | AMEE Faculty Development Committee |
| HM46 | GAME |

**Premium & Standard Commercial Exhibitors**

| AT1 | FRY-IT-LTD |
| AT2 | Speedwell Software Limited |
| AT2A | Altus Assessments Inc. |
| ES2 | Miamed, GmbH |
| ES3 | Sectra |
| ES4 | Anatomage Italy srl |
| ES5 | Take The Wind |
| ES6 | Kaplan Medical |
| ES7 | Maxinity Software Ltd |
| ES8 | ExamSoft |
| ES9 | Sim4Soft Software |
| ES10 | 3D Tech Omega Zeta |
| ES11 | VisualDx |
| ES12 | Resilience Software Inc |
| ES13 | Addinsoft |
| ES14 | Qpercom |
| HM1 | Primal Pictures |
| HM2 | BMJ |
| HM3 | Association of American Medical Colleges |
| HM4 | Royal College of Physicians and Surgeons of Canada |
| HM4A | Crises Research Center - HybridLab |
| HM4B | Lecturio |
| MP1 | ELSEVIER |
| MP2 | ELSEVIER |
| MP3 | Wolters Kluwer |
| MP4 | Wisepress Medical Bookshop |
| MP4A | freeCME.com®, a Relias Learning LLC Company |
| TM1 | MDF Instruments USA, Inc. |
| TM2 | 3B Scientific GmbH |
| TM3 | Limbs & Things |
| TM4 | Loral Medical AS |
| TM5 | Cardionics |
| TM6 | Kyoto Kagaku Co., Ltd |

**Premium & Standard Not-for-Profit Exhibitors**

| AT3 | IDEAL Consortium |
| AT6 | American Board of Medical Specialties |
| ES15 | iCognitus4AI-II Solutions, Ltda |
| ES16 | NEJM Knowledge+ |
| HM5 | The Association for the Study of Medical Education (ASME) |
| HM6 | Cardiff University Wales Deanery |
| HM7 | Institute for Communication and Assessment Research gGmbH, Cooperation Partner of the University Hospital Heidelberg |
| HM8 | The Association for the Study of Medical Education (ASME) |
| HM9 | National Resident Matching Program International |
| HM10 | Journal of Graduate Medical Education |
| HM11 | IAMSE |
| HM12 | Academy of Medical Educators |
| HM13 | Imperial College London |
| HM14 | IAMSE |
| HM15 | National Board of Medical Examiners |
| HM16 | National Board of Medical Examiners |
| HM17 | OTTAWA-ICME 2018 CONFERENCE |
| HM18 | ECFMG |
| HM19 | FAIMER |
| HM20 | School of Health Professions Education (SHE) |
| HM21 | Tampere Surgical Education Centre (TSEC) |
| HM22 | Lee Kong Chian School of Medicine |
| HM23 | University of Toronto Centre for Interprofessional Education |
| HM24 | University of Toronto - Centre for Faculty Development |
| HM25 | WISE-MD & WISE-OnCall |
| HM26 | The College of Family Physicians of Canada |
| HM28 | Cambridge Assessment Admissions Testing |
| MP1 | ELSEVIER |
| MP7 | JME - GMS Journal for Medical Education |
| TM1 | MDF Instruments USA, Inc. |
| TM2 | 3B Scientific GmbH |
| TM3 | Limbs & Things |
| TM4 | Loral Medical AS |
| TM5 | Cardionics |
| TM6 | Kyoto Kagaku Co., Ltd |

**Not-for-Profit Exhibitors**

| AT1 | FRY-IT-LTD |
| AT2 | Speedwell Software Limited |
| AT2A | Altus Assessments Inc. |
| ES2 | Miamed, GmbH |
| ES3 | Sectra |
| ES4 | Anatomage Italy srl |
| ES5 | Take The Wind |
| ES6 | Kaplan Medical |
| ES7 | Maxinity Software Ltd |
| ES8 | ExamSoft |
| ES9 | Sim4Soft Software |
| ES10 | 3D Tech Omega Zeta |
| ES11 | VisualDx |
| ES12 | Resilience Software Inc |
| ES13 | Addinsoft |
| ES14 | Qpercom |
| HM1 | Primal Pictures |
| HM2 | BMJ |
| HM3 | Association of American Medical Colleges |
| HM4 | Royal College of Physicians and Surgeons of Canada |
| HM4A | Crises Research Center - HybridLab |
| HM4B | Lecturio |
| MP1 | ELSEVIER |
| MP2 | ELSEVIER |
| MP3 | Wolters Kluwer |
| MP4 | Wisepress Medical Bookshop |
| MP4A | freeCME.com®, a Relias Learning LLC Company |
| TM1 | MDF Instruments USA, Inc. |
| TM2 | 3B Scientific GmbH |
| TM3 | Limbs & Things |
| TM4 | Loral Medical AS |
| TM5 | Cardionics |
| TM6 | Kyoto Kagaku Co., Ltd |

**Not-for-Profit Exhibitors**

| AT1 | FRY-IT-LTD |
| AT2 | Speedwell Software Limited |
| AT2A | Altus Assessments Inc. |
| ES2 | Miamed, GmbH |
| ES3 | Sectra |
| ES4 | Anatomage Italy srl |
| ES5 | Take The Wind |
| ES6 | Kaplan Medical |
| ES7 | Maxinity Software Ltd |
| ES8 | ExamSoft |
| ES9 | Sim4Soft Software |
| ES10 | 3D Tech Omega Zeta |
| ES11 | VisualDx |
| ES12 | Resilience Software Inc |
| ES13 | Addinsoft |
| ES14 | Qpercom |
| HM1 | Primal Pictures |
| HM2 | BMJ |
| HM3 | Association of American Medical Colleges |
| HM4 | Royal College of Physicians and Surgeons of Canada |
| HM4A | Crises Research Center - HybridLab |
| HM4B | Lecturio |
| MP1 | ELSEVIER |
| MP2 | ELSEVIER |
| MP3 | Wolters Kluwer |
| MP4 | Wisepress Medical Bookshop |
| MP4A | freeCME.com®, a Relias Learning LLC Company |
| TM1 | MDF Instruments USA, Inc. |
| TM2 | 3B Scientific GmbH |
| TM3 | Limbs & Things |
| TM4 | Loral Medical AS |
| TM5 | Cardionics |
| TM6 | Kyoto Kagaku Co., Ltd |
DELEGATE CONCOURSE, AUDITORIUM AND REGISTRATION

SESSION ROOMS AND POSTERS II, JJ, KK
(Hall 3 Foyer)
Our products, Practique and Kaizen are used by medical research and medical training organisations to help the advancement of medical knowledge around the globe. We provide tools such as exam management and e-portfolio to ensure that the next generation of medical professionals are of the highest standards possible.

Sectra

The Sectra Table and Education Portal channel the power of an award-winning clinical imaging system into interactive medical education and training. The Sectra Table features an adjustable multi-touch screen and the ability to render DICOM images in 3D with breathtaking depth and definition. The Education Portal, based in the cloud, features an extensive and fully anonymized library of clinical cases and teaching material provided by leading institutions around the world, and is accessible from anywhere. Sectra provides a flexible platform proven to be as beneficial in teaching anatomy to undergraduates as it is for training residents.

Anatomage Italy srl

For the past ten years, Anatomage has been a leading medical device company driving innovation in the healthcare industry. Anatomage products are used in tens of thousands of clinics and hospitals internationally. These include image-guided surgical devices, surgical instruments, radiology software, and display equipment. Located in Silicon Valley, Anatomage has thrived in a place where innovation is a part of the culture. We are proud that our products are copied by other companies; we take it as proof that our ideas are pushing the industry. Anatomage continues to lead with innovations that will set the new standard of the future.

Maxinity Software Ltd

Maxinity’s software solutions revolutionise the way healthcare education providers administer their courses and assessments, helping provide excellence in education. Maxexam offers streamlined student feedback, and blueprinting functionality. From OSCEs to MCQs, Maxexam puts you in control whilst enhancing your quality assurance processes. Maxcourse makes the setup and management of online courses straightforward, with numerous features including online bookings, payments, and course evaluations. Maxrevision allows delegates to access resources, carry out revision, take formative tests, and sit practice papers. Specialists in healthcare learning, Maxinity’s systems are found in organisations including the Royal College of Surgeons England, and the University of Nottingham.

3D Tech Omega Zeta

3D Tech Omega Zeta specializes in the development of Interactive 3D Content for Scientific and Medical Education. We use state-of-the-art technologies to produce high quality, scientifically accurate content and create university level syllabus coursework with 3D Animations and Interactive Self-Evaluation Tests for all medical and scientific career subjects. Our collaborating partners include some of the most prestigious institutions in the world, such as Harvard-MIT Biomedical Engineering Center.
VisualDx
Telephone: 585-272-2611
Email: scase@visualdx.com
Website: www.visualdx.com
Booth: ES11

VisualDx is an award-winning web-based diagnostic clinical decision support tool used at over 1,700 hospitals, large clinics, and medical schools worldwide. Clinicians at any level, from medical students to practicing physicians, can build a differential diagnosis in seconds or use the powerful search function to access patient-specific clinical information and images. VisualDx is the tool of choice for academic institutions that want to enhance diagnostic accuracy, aid therapeutic decisions, and improve patient safety.

BMJ
Telephone: +44 (0)20 7387 4410
Email: consortiasales@bmj.com
Website: www.bmj.com
Booth: HM2

BMJ has an established and growing portfolio of education and training services support them in their daily practice. Our commitment to evidence, peer review, and independence makes us a trusted partner. Along with our world-renowned flagship title, The BMJ, we also offer over 60 journals, specialist online learning courses with BMJ Learning and BMJ Best Practice, for clinical decision support. Underpinning all our services is the belief that learning should be driven by the needs of learners, their patients and communities and it should have as its explicit purpose - high quality and safer healthcare.

MDF Instruments USA, Inc.
Telephone: +818-357-5647
Email: info@mdfinstruments.com
Website: www.mdfinstruments.com
Booth: TM1

MDF Instruments will be exhibiting at stand, TM1. MDF Instruments is an American company headquartered in Los Angeles, California USA. We are a boutique manufacturer best known for reinventing and handcrafting stethoscopes and high quality sphygmomanometers. We have been crafting stethoscopes, sphygmomanometers, and neurological hammers since 1971, and with our passion and commitment to quality and innovation, we can say that we are probably the best in the world at what we do.

ELSEVIER
Telephone: 44 20 7424 4200
Email: els-education@elsevier.com
Website: www.elsevier.com/
Booth: MP1 and MP2

Elsevier is a global information and analytics company that helps institutions and professionals progress science, advance healthcare and improve performance for the benefit of humanity. Visit our stand to find out more about our range of education eProducts, textbooks, tools for educators and Elsevier Hacks.

3B Scientific GmbH
Telephone: +49 40 73966-0
Email: info@3bscientific.com
Website: www.3bscientific.com
Booth: TM2

The international group of companies 3B Scientific specializes in the manufacturing and marketing of didactic material for scientific, medical and patient education. The group’s oldest site in Budapest/Hungary began its manufacturing history in 1819, making 3B Scientific the most experienced group of companies in the industry.
Speedwell Software Limited

Telephone: 01223851703
Email: rscott@speedwellsoftware.com
Website: speedwellsoftware.com
Booth: AT2

Speedwell’s assessment software (eSystem) enables you to run world-class MCQ and OSCE exams online. You manage your exam tasks in one easy-to-use, integrated tool, which is flexible enough to be customised to many individual requirements. Some of the most prestigious educational institutions rely on our software for their exams.

Altus Assessments Inc.

Telephone: +1-519-574-1274
Email: dkraemer@altusassessments.com
Website: altusassessments.com
Booth: AT2A

Altus Assessments helps programs pre-screen applicants personal characteristics using the online CASPer test. CASPer uses SJTs to discern personal characteristics like empathy, ethics, communication, collaboration, and advocacy. Over 50% of US MD applicants will take CASPer in 2017. CASPer is reliable, has predictive validity, and is acceptable to test takers.

Miamed, GmbH

Telephone: +49 (0) 30-5770221-0
Email: hello@amboss.com
Website: www.amboss.com
Booth: ES2

AMBOSS is a learning platform that supports future physicians. Students can access a library of physician-generated content or practice for exams with didactic support from the platform’s features. These segments interact to support a holistic understanding of medicine in the classroom, on exams, and in the clinic.

Take The Wind

Telephone: +351919698273
Email: marisa@takethewind.com
Website: www.bodyinteract.com
Booth: ES5

Take The Wind has always been 100% focused on providing innovative digital health solutions. Body Interact™ is a disruptive learning accelerator, for medical and nursing education, enabling a pragmatic decision-making experience with virtual patients. A complete simulation lab in your hand! Schedule a demo at www.bodyinteract.com

Kaplan Medical

Telephone: +1-856-571-5052
Email: inder.pahal@kaplan.com
Website: www.kaplanmedical.com/institutionalprograms
Booth: ES6

For over 40 years, Kaplan Medical has been helping aspiring doctors, physician assistants, dentists, and pharmacists prepare for and pass their medical licensing exams. We offer dynamic, high-yield review with both live and online options including content video lectures, lecture notes, simulated exams and online question banks.

ExamSoft

Telephone: 01954 429889
Email: jgad@examsoft.com
Website: http://learn.examsoft.com/exam-programs/medical-program
Booth: ES8

As a leading computer-based testing and analytics platform, ExamSoft’s embedded-assessment solution provides educators with in-depth data that gives insight into student learning. Its software enables clients to efficiently administer assessments and analyse data to improve curricular and test design, help accreditation compliance, and encourage student self-directed learning.
one45 helps education institutions solve their accreditation, curriculum management, evaluation, scheduling, and encounter logging challenges. More than 100 undergraduate and graduate programs around the world rely on one45 to automate complex scheduling and assessment processes, manage their curriculum, and track student learning experiences.

Resilience Software Inc

T-Res is an easy-to-use software program that allows Students, Residents and Physicians to quickly record and evaluate clinical and academic experiences. T-Res provides key features like evaluations, up to date statistics, and activity logging and validation, to help improve the interactions between learners and physicians. Meaningful education is our priority.

Addinsoft

XLSTAT is a user-friendly, comprehensive and powerful statistical software that uses Excel as its interface. It features basic and advanced statistical methods taught in medical programs and used in medical research including tests, data mining, data visualization and modeling tools. Special discounts apply for academics, students, classrooms and campuses.

Qpercom

Qpercom provides a cloud-based system which analyses and distributes results electronically for MMIs, OSCEs, MCQs/EMQs and EPAs. We deliver quality assured assessments without technical difficulties or administration errors. We look forward to discussing your assessment needs. Email enda@qpercom.ie for a 5 minute demo of our advanced assessment solutions.

Primal Pictures

Primal Pictures publish innovative and interactive anatomy software suitable for a wide range of courses and teaching programs, including the award winning Anatomy & Physiology Online, and a comprehensive series of anatomy and clinically focussed titles. Please come to booth for a demonstration.

Association of American Medical Colleges

The AAMC serves and leads the academic medicine community to improve the health of all. We invite the international community to visit us at AMEE (booth HM3) and engage us online: Academic Medicine (academicmedicine.org), Global Health Learning Opportunities® (aamc.org/ghlo), MedEdPORTAL® (mededportal.org) and Learn Serve Lead (aamc.org/learnservelead).
Royal College of Physicians and Surgeons of Canada

The Royal College of Physicians and Surgeons of Canada’s updated CanMEDS physician competency framework describes the core knowledge, skills, and abilities of specialist physicians. Visit Booth HM4 to learn how CanMEDS is used at all levels of medical education in Canada and by many health professions around the world.

Crises Research Center - HybridLab

Creating better training solutions, that are easier to access and more convenient to provide. Developer of Next Generation Autonomous training environment. HybridLab® enables to run ordinary simulation centers semi-autonomously – without instructor and to create and manage standardized simulation centers anywhere around the World.

Lecturio

Increase exam performance and keep track of your students’ learning progress and performance with our advanced assessment system. Facilitate your accreditation process.

Wolters Kluwer

Wolters Kluwer Health is a leading global provider of information, business intelligence, and point-of-care solutions for the healthcare industry. Serving more than 150 countries and territories worldwide, Wolters Kluwer Health’s customers include professionals, institutions, medical education and students in medicine, nursing, allied health and pharmacy.

Wisepress Medical Bookshop

Wisepress.com, Europe’s leading conference bookseller, attend around 200 conferences every year. We have an extensive range of books and journals relevant to the themes of this conference available at our booth. We also have a comprehensive range of STM titles available on our online bookshop.

freeCME.com®, a Relias Learning LLC Company

Relias Learning provides an online training solution and medical publisher for 6,000 healthcare providers across the continuum of care, covering both physical and mental health needs, and public safety organizations. freeCME.com®, a Relias Learning Company, trusted for more than a decade by medical professionals to provide current, evidence-based continuing education.
Limbs & Things
Telephone : 01173110500
Email : sales@limbsandthings.com
Website : www.limbsandthings.com
Booth : TM3

Collaborating with clinicians and healthcare professionals, Limbs & Things creates and manufactures innovative, relevant task trainers to enable competent and confident learning, which in turn leads to improved patient outcomes and reduces medical error.

Laerdal Medical AS
Telephone : +47 51511700
Email : post@laerdal.com
Website : www.laerdal.com
Booth : TM4

Laerdal Medical is dedicated to our mission of Helping Save Lives. For more than 50 years, Laerdal has remained a world leader for training, educational and therapy solutions. Trusted to build competence by healthcare providers, educators, and lay rescuers, our evidence-based solutions address the changing needs of healthcare organizations.

Cardionics
Telephone : 281-488-5901
Email : rebecca.hinojosa@cardionics.com
Website : www.cardionics.com
Booth : TM5

Today and into the future, Cardionics’ approach continues to set the pace for auscultation products and services through the development of unique, interactive, and experiential systems that integrate seamlessly into classroom, clinical, and tele-health applications.

Kyoto Kagaku Co., Ltd
Telephone : 0081756052510
Email : rw-kyoto@kyotokagaku.co.jp
Website : www.kyotokagaku.com
Booth : TM6

KYOTO KAGAKU is a Japanese manufacturer of skill training products. Since 1960’s the company has been helping medical and health care professionals by offering quality experience in hands on training. Excellence in reality of their products is widely appreciated. Experience a new way of skill training at KYOTO KAGAKU booth.
The IDEAL Consortium is a collaboration of about 30 medical schools that share assessment expertise and assessment items.

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

A software development company founded in 2013 with the aim of supplying high quality software products and services to its customers worldwide. We understand that cutting-edge solutions that define the future are not built by asking the usual questions. Our first solution is a software for computer based assessments - medQuizz.

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

The Wales Deanery delivers international excellence in postgraduate medical and dental education including the development of innovative models of education and leading on postgraduate medical and dental education and research. Our teaching portfolio includes Masters, Diploma and Certificates in Medical Education designed to develop excellence in clinical teaching.

The “Umbrella Consortium for Assessment Networks (UCAN)” is a non-profit organization for various Assessment Networks which is supported by the “Institute for Communication and Assessment Research”. Aim of UCAN is the scientific exchange of experiences, expertise and the concentration of resources in the field of educational examinations.
National Resident Matching Program International

Telephone: 1-866-653-6767
Email: nrmpinternational@nrmp.org
Website: www.nrmpinternational.org
Booth: HM9

NRMP International is dedicated to providing premier medical matching services around the globe. NRMP uses a mathematical algorithm to place applicants into training positions. Our mathematical algorithm helps graduate medical education applicants optimize their training choices and ensures integrity and transparency in the matching process.

Imperial College London

Telephone: 020 7594 0894
Email: susan.farrell@imperial.ac.uk
Website: www.imperial.ac.uk/medicine/study/postgraduate/
Booth: HM13

Imperial College London is a world-class university with a mission to benefit society through excellence in science, engineering, medicine and business.

National Board of Medical Examiners

Email: ecooper@nbme.org
Website: www.nbme.org
Booth: HM15 and HM16

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

ECFMG

Telephone: (215) 386-5900
Email: info@ecfmg.org
Website: http://www.ecfmg.org/
Booth: HM18

ECFMG is a world leader in promoting quality health care, providing high-quality services for the world’s physicians and medical educators. Please visit booth HM-18 to learn more about international elective exchange through our GEMx program and the free services available through ECFMG’s Medical School Web Portal (EMSWP).

FAIMER

Telephone: 011 215 823 2105
Email: inquiry@faimer.org
Website: www.faimer.org
Booth: HM19

FAIMER concentrates its efforts in low-income regions in Asia, Africa, and Latin America, and focuses on three specific strategies: faculty development, targeted research that informs health workforce policy and practice, and development of data that advances educational quality improvement decisions.
Tampere Surgical Education Centre (TSEC)

Tampere Surgical Education Centre is a nonprofit unit of Tampere University Hospital, run by the public Pirkanmaa Hospital District. It offers a unique environment for the training of surgical techniques and clinical use of implants, instruments, and medical equipment, in order to improve patient safety.

Lee Kong Chian School of Medicine

Lee Kong Chian School of Medicine, a partnership between Nanyang Technological University, Singapore and Imperial College London, trains doctors who put patients at the centre of medical care. Graduates of the five-year MBBS programme will be equipped to advance the science and practice of medicine for the good of humanity.

Cambridge Assessment Admissions Testing

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

JME - GMS Journal for Medical Education

GMS Journal for Medical Education (GMS J Med Educ) publishes peer-reviewed scientific articles on all aspects of undergraduate and graduate education in medicine, veterinary medicine, pharmacy and other health professions. It is indexed in MEDLINE/PubMed and covered by the Emerging Sources Citation Index (ESCI) of the Web of Science.
The Association for the Study of Medical Education (ASME)
Telephone: +44(0) 131 225 9111
Email: info@asme.org.uk
Website: www.asme.org.uk
Booth: HM5 and HM8

Journal of Graduate Medical Education
Telephone: 312-755-7485
Email: jgme@acgme.org
Website: www.jgme.org
Booth: HM10

IAMSE
Telephone: 304-522-1270
Email: support@iamse.org
Website: www.iamse.org
Booth: HM11 and HM14

Academy of Medical Educators
Telephone: 02920 687066
Email: info@medicaleducators.org
Website: www.medicaleducators.org
Booth: HM12

OTTAWA-ICME 2018 CONFERENCE
Telephone: +971 4 4270492
Email: ottawa-icme2018@meetingmindsexperts.com
Website: www.ottawa-icme2018.com
Booth: HM17

University of Toronto Centre for Interprofessional Education
Telephone: 1-647-980-4653
Email: belinda.vilhena@uhn.ca
Website: www.ipe.utoronto.ca
Booth: HM23

University of Toronto, Centre for Faculty Development
Telephone: 4168646060 77418
Email: bonomeac@smh.ca
Website: cfd.utoronto.ca
Booth: HM24

CFD is committed to enhancing the academic development of health professionals through innovation, capacity building and scholarship in design, implementation and evaluation of faculty development.
WISE-MD & WISE-OnCall

Telephone: 212-263-9521  
Email: dawn.bornheimer@wisemed.org  
Website: www.wisemed.org  
Booth: HM25

WISE programs enhance clinical experiences with self-paced patient encounter video dramatizations. Professionalism and communication are modeled throughout and clinical reasoning is assessed with case-based questions.

The College of Family Physicians of Canada

Telephone: 9056290900  
Email: awalczak@cfpc.ca  
Website: www.cfpc.ca/Education  
Booth: HM26

Learn from Canada’s five years of experience implementing competency based medical education in family medicine and pick up the latest free teaching resources.

Taylor & Francis Group

Telephone: +44 (20) 337 76304  
Email: diane.mbangwa@informa.com  
Website: www.tandfonline.com/  
Booth: MP5

Taylor & Francis boasts a high calibre journals portfolio in medicine and healthcare. Answering your need for fast, convenient access to high-quality, high-impact scientific research.

NACT UK

Telephone: 01908 488033  
Email: office@nact.org.uk  
Website: www.nact.org.uk  
Booth: S8

NACT UK established in 1969, is a support group for leaders in medical education throughout UK

The Finnish Medical Society Duodecim

Telephone: +358 9 61885225  
Email: anne.teeriaho@duodecim.fi  
Website: www.duodecim.fi/  
Booth: S9 and S10

The Finnish Medical Society Duodecim is Finland’s largest scientific association. It exists to develop the professional skills and clinical practice of doctors through continuing education, publications and research grants. Duodecim Medical Publications Ltd publishes information content for medical and healthcare professionals on electronic databases, solutions integrated into healthcare systems and an online learning and also printed products.

AMEE 2018 Swiss Local Committee

Telephone: +41223795121 or mobile +41796358905  
Email: Mathieu.nendaz@unige.ch  
Website: www.unige.ch/medecine/udrem/en/  
Booth: S11

The Swiss local committee for AMEE 2018 is happy to support AMEE to organize the 2018 conference to be held in Basel, Switzerland.
### Academic Members Exhibitors

<table>
<thead>
<tr>
<th>Organization</th>
<th>Phone</th>
<th>Email</th>
<th>Booth</th>
</tr>
</thead>
<tbody>
<tr>
<td>European Board of Medical Assessors</td>
<td>+31 433 885 733</td>
<td><a href="mailto:info@ebma.eu.com">info@ebma.eu.com</a></td>
<td>HM31</td>
</tr>
<tr>
<td>The Institute of Medical Education (IML), University of Bern</td>
<td>+41 31 632 87 91</td>
<td><a href="mailto:elisabeth.pacher@iml.unibe.ch">elisabeth.pacher@iml.unibe.ch</a></td>
<td>HM32 and HM33</td>
</tr>
<tr>
<td>Health Professional Assessment Consultancy (HPAC)</td>
<td>+65 9843 0495</td>
<td><a href="mailto:admin@hpac.sg">admin@hpac.sg</a></td>
<td>HM40</td>
</tr>
<tr>
<td>The University of Edinburgh</td>
<td>0131 242 6536</td>
<td><a href="mailto:debbie.sperce@ed.ac.uk">debbie.sperce@ed.ac.uk</a></td>
<td>HM41</td>
</tr>
<tr>
<td>Asociación Mexicana de Facultades y Escuelas de Medicina A.C.</td>
<td>+52 55 56 82 94 82</td>
<td><a href="mailto:amfem2012@hotmail.com">amfem2012@hotmail.com</a></td>
<td>HM34</td>
</tr>
<tr>
<td>International Medical University (IMU)</td>
<td>+603 2731 7221 (office) 6016 212 9107 (mobile)</td>
<td><a href="mailto:vishnadevi_nadarajah@imu.edu.my">vishnadevi_nadarajah@imu.edu.my</a></td>
<td>HM35 and HM36</td>
</tr>
<tr>
<td>St George’s, University Of London</td>
<td>+44 (0) 7425807291</td>
<td><a href="mailto:aseseher@sgul.ac.uk">aseseher@sgul.ac.uk</a></td>
<td>HM37</td>
</tr>
<tr>
<td>Harvard Medical School Master’s in Medical Education Program</td>
<td>617-432-6074</td>
<td><a href="mailto:ayres_heller@hms.harvard.edu">ayres_heller@hms.harvard.edu</a></td>
<td>HM38</td>
</tr>
<tr>
<td>GAME</td>
<td>+1 609-903-4087</td>
<td><a href="mailto:president@game-cme.org">president@game-cme.org</a></td>
<td>HM46</td>
</tr>
</tbody>
</table>

### AMEE Committees

<table>
<thead>
<tr>
<th>Committee</th>
<th>Email</th>
<th>Booth</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMEE Research Committee</td>
<td><a href="mailto:amee@dundee.ac.uk">amee@dundee.ac.uk</a></td>
<td>HM39</td>
</tr>
<tr>
<td>AMEE Simulation Committee</td>
<td><a href="mailto:amee@dundee.ac.uk">amee@dundee.ac.uk</a></td>
<td>HM42</td>
</tr>
<tr>
<td>AMEE Postgraduate Committee</td>
<td><a href="mailto:amee@dundee.ac.uk">amee@dundee.ac.uk</a></td>
<td>HM43</td>
</tr>
<tr>
<td>AMEE CPD Committee</td>
<td><a href="mailto:amee@dundee.ac.uk">amee@dundee.ac.uk</a></td>
<td>HM44</td>
</tr>
<tr>
<td>AMEE Faculty Development Committee</td>
<td><a href="mailto:amee@dundee.ac.uk">amee@dundee.ac.uk</a></td>
<td>HM45</td>
</tr>
<tr>
<td>AMEE Technology Enhanced Learning Committee</td>
<td><a href="mailto:amee@dundee.ac.uk">amee@dundee.ac.uk</a></td>
<td>HM29</td>
</tr>
</tbody>
</table>
Saturday 26th August

Registration
0745-1730  Registration Desk Open  Southern Foyer

Tours – all tours depart and return to Messukeskus
1000-1600  Helsinki Highlights and Porvoo Tour inc. Lunch
1300-1700  Helsinki by Tram
1400-1700  Helsinki City Tour

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

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

0830-1700  ESME – Essential Skills in Medical Education
Location: Room 208

0845-1630  ESMEA - Essential Skills in Medical Education Assessment
Location: Room 204

0845-1630  RESME - Research Essential Skills in Medical Education
Location: Room 206

0900-1630  ESCEPD - Essential Skills in Continuing Education and Professional Development
Location: Room 205

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

0845-1630  ASME-FLAME – Fundamentals of Leadership and Management in Education
Location: Room 209

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

#PCW 1  OSTEs in Undergraduate and Early Postgraduate Medical Education
David Taylor and Sai Ram (The University of Liverpool School of Medicine, UK)
Location: Room 306

#PCW 2  Mentoring to achieve maximum potential: how do we achieve this?
Helen Goodyear and Jane Davies-Slowik (Health Education England (West Midlands), UK); Taruna Bindal (Worcsshire Acute Hospitals NHS Trust, UK)
Location: Room 203b

#PCW 3  Curriculum Mapping – face the challenge, it will be worth the effort
Olaf Ahlers (Charité – Universitätsmedizin Berlin, Germany); Ina Treadwell (Sefako Magatho Health Sciences University, South Africa); Sola Aoun Bahous (LAU School of Medicine, Beirut, Lebanon); Firman Sugiharto (Charité – Universitätsmedizin Berlin, Germany); Jan Carl Becker (University of Muenster, Germany); Ara Tekian (University of Illinois at Chicago, USA)
Location: Room 207

#PCW 4  The scoop on scoping reviews: Best practice approach to scoping reviews in health professions education
Aliki Thomas, Meredith Young, Stuart Lubarsky (McGill University, Canada); Tanya Horsley (Royal College of Physicians and Surgeons of Canada); Lara Varpio (Unifomed Services University, USA)
Location: Room 216

#PCW 5  Creating a Simulated Patient (SP) Case—Strategy to Reality - ASPE workshop
Benjamin Blutt (The George Washington University School of Medicine, USA); Henrike Holzer (Medizinische Hochschule Brandenburg Fontane, Neuruppin, Germany); Cathy Smith (Simulation Consultant, Toronto, Canada); Lynn Kosowics (University of Connecticut School of Medicine, USA); Melih Elcin (Turkey)
Location: Room 203a

#PCW 6  ASPIRE ACADEMY: How to enhance student engagement at your school?
Marko Zdravkovic (University Medical Centre Maribor, Slovenia); Liz Mossip (School of Veterinary Medicine & Science, Nottingham University, UK); Harm Peters (Charité - Universitätsmedizin Berlin, Germany); Danai Remmits (University Medical Centre Utrecht, Netherlands)
Location: Room 210

#PCW 7  Developing simulation: Setting up a simulation learning environment - A simulator in a room to a full simulation centre
Jean Ker (University of Dundee, UK); Bryn Baxendale (Nottingham University Hospitals NHS Trust, UK); Lars Konge (Copenhagen University, Denmark); Patrik Nyström (Arcada, Finland); Kirsimarja Metsävainio (Konge (Copenhagen University, Denmark); Patrik Nyström (Arcada, Finland); Kirsimarja Metsävainio (Konge (Copenhagen University, Denmark); Kristian Krogh (Aarhus University and Aarhus University Hospital, Denmark); Kulsoom Ghias (Aga Khan University, Pakistan); Margot Weggemans and Joni Remmits (University Medical Center Utrecht, Netherlands)
Location: Offsite. Transport will depart Messukeskus at 1500hrs. Meet at Tours Desk

#PCW 8  The World Federation for Medical Education (WFME) Recognition Program for Accrediting Agencies: Purpose, processes, and criteria
David Gordon (World Federation for Medical Education); John J. Norcini and Marta van Zanten (Foundation for Advancement of International Medical Education and Research, USA)
Location: Room 215
1330-1630 #PCW 10 Teaching and Assessing Professionalism via OSCE Stations
Elizabeth Kachur (Medical Education Development, USA); Lucy Bruell (L.A.Bruell, Inc, USA); Bianca Schuh (Vienna Medical School); Lee Yuen (Jenny) Wong (Khoo Teck Puat Hospital, Alexandra Healthcare Group (NHG), Singapore)
Location: Room 203a

1330-1630 #PCW 11 Introduction to Progress Testing
Adrian Freeman (University of Exeter, UK); Carlos Collares (University of Maastricht, Netherlands); Lee Coombes and Steve Riley (University of Cardiff, UK)
Location: Room 207

1330-1630 #PCW 12 Peering Inside the Black Box of Peer Review: An Interactive Look at the Review Process for a Scholarly Submission
David Sklar, University of New Mexico, USA; Steven Durning, Uniformed Services University of the Health Sciences, USA; Anne Farmakidis and Mary Beth DeVilbiss, Association of American Medical Colleges, USA
Location: Room 203b

1330-1630 #PCW 13 Assessing Assessment. Best practice approaches in assessment from ASPIRE assessment award winners.
Heeyoung Han and Anna Cianciolo (Southern Illinois University School of Medicine, USA); Rob Lane (Leeds University, UK)
Location: Room 216

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

Morning Workshop: 1000-1100
Afternoon Workshop: 1430-1530
### Sunday 27th August

**Registration Desk / Exhibition**
- 0745-2100 Registration Desk Open
- 1300-1630 Exhibitor Set Up
- 1400-1900 Poster Mounting
- 1945-2130 Exhibition Open

**Southern Foyer**
- 1300-1630 Exhibitor Set Up
- 1400-1900 Poster Mounting
- 1945-2130 Exhibition Open

**Tours** – all tours depart and return to Messukeskus
- 0900-1300 Porvoo Highlights
- 0930-1230 Helsinki City Tour
- 1330-1630 Finnish Design Tour

**Group Meetings**
- 0800-0930 ASPIRE Assessment Panel (closed meeting) Room 217
- 0800-0930 ASPIRE Curriculum Panel (closed meeting) Room 303/304
- 0800-0930 ASPIRE Social Accountability Panel (closed meeting) Room 215
- 1000-1230 ASPIRE Board (closed meeting) AMEE Meeting Room
- 1400-1700 ASPIRE Academy (closed meeting) AMEE Meeting Room
- 2050-2200 Ottawa 2018 (Closed Meeting) AMEE Meeting Room

**AMEE-Essential Skills in Medical Education (ESME) Courses and Masterclasses**
Pre-registration is essential. Coffee & Lunch will be provided.
- 0830-1630 ESME – Essential Skills in Medical Education Location: Room 208
- 0845-1215 ESMEA - Essential Skills in Medical Education Assessment Location: Room 204
- 0830-1630 RASME - Research Advanced Skills in Medical Education: Experimental Studies in Medical Education: from theory to practice Location: Room 206
- 0830-1700 ESMESim - Essential Skills in Simulation-based Healthcare Instruction Location: Room 103a

**Course**
Pre-registration is essential. Coffee & Lunch will be provided.
- 0830-1630 PASREV - Practical Skills for Reviewing Evidence in Health Professions Education Location: Room 205
- 0930-1230 ADEE/AMEE Round Table Discussion (invite only)
Some key topics of particular importance to both Dental and Medical education. Topics to be covered are (a) Simulation and (b) Social Accountability. The session is by invitation only, and will be video recorded for future dissemination. Location: Room 210

**Pre-Conference Workshops**
Pre-registration is essential. Coffee will be provided. Lunch is not provided unless otherwise indicated
- 0915-1630 #PCW 14 The Hidden Curriculum of Health Sciences Education (lunch included) Stephen May, Carrie Roder and Elizabeth Chan (Royal Veterinary College, University of London, UK); Clare Allen (University of Cambridge, UK) Location: Room 203b
- 0915-1215 #PCW 15 Teaching for Diversity and Equity Across the Medical Education Continuum Ayelet Kuper (The Wilson Centre & Department of Medicine, University of Toronto; Department of Medicine, Sunnybrook Health Sciences Centre; Toronto, Canada); Lisa Richardson (The Wilson Centre, Office of Indigenous Health Education, & Department of Medicine, University of Toronto; Department of Medicine, University Health Network; Toronto, Canada); Cynthia Whitehead (The Wilson Centre & Department of Family & Community Medicine, University of Toronto; VP-Education, Women’s College Hospital, Toronto, Canada) Location: Room 203a
- 0915-1215 #PCW 16 Trainee Workshop: From Project to Career - A Primer on Building a Career in Medical Education Matthew J. Stull (University of Michigan, USA); Rille Pihlak (University of Manchester, UK); Robbert Duvivier (University of Newcastle, Australia); Margot Weggemans (University of Utrecht, The Netherlands); Kevin Garrity (NHS-Lanarkshire, UK) Location: Room 216
- 0915-1215 #PCW 17 Continuing Health Profession Education: Innovative Approaches to Putting Theory into Practice for Curriculum Development TJ Jirasevijinda (Weill Cornell Medical College, USA); Reena Karani (Icahn School of Medicine at Mount Sinai, USA); Monica Lyson (University of Michigan Medical School, USA); David C. Thomas (Icahn School of Medicine at Mount Sinai, USA) Location: Room 209
0915-1215  #PCW 18 Developing as an open medical educational practitioner: How to share, reuse and remix learning resources  Natalie Lafferty (University of Dundee, UK); Annalisa Manca (Queen’s University Belfast, UK)  Location: Room 207

0915-1215  #PCW 19 Integration of Empathy and EI into a medical curriculum: opportunities and development  Chris Skinner, Tim Leahy and Raouil Oehmen (Medical School, Notre Dame University, Fremantle, Western Australia)  Location: Room 306

1330-1630  #PCW 20 Developing Continuing Education and Professional Development Programs to Optimize Practice  David Wiljer and Sanjeev Sockalingam (UHN, Canada); Ivan Silver (CAMH, Canada); Sophie Soklaridis (CAMH, Canada); Maria Mylopoulos (UHN, Canada)  Location: Room 216

1330-1630  #PCW 21 Finding the right tool for the job: Making sense of workplace-based assessment in a competency-based medical education world  Shirley Schipper and Shelley Ross (University of Alberta, Canada)  Location: Room 102

1330-1630  #PCW 22 Adaptive Education: How to offer education that is optimized for differences among your learners and contexts  Hilliard Jason (iMEdTrust, London, UK, and University of Colorado, USA); Michael Seropian (Oregon Health & Science University, USA); Ian Curran (Cass Business School, London, UK); Davinder Sandhu (Royal College of Surgeons in Ireland; Medical University of Bahrain); Jane Westberg (iMEdTrust, London, UK, and University of Colorado, USA); Andrew Douglas (iMEdTrust, London, UK)  Location: Room 306

1330-1630  #PCW 23 Advanced Presentation Skills for Medical Educators: Going From Good to Great  Lawrence Sherman (Academy for Global Interprofessional Learning and Education, USA); Kathy Chappell (American Nurses Credentialing Center, USA)  Location: Room 103b

1330-1630  #PCW 24 Top Tips: Teaching Social and Behavioural Sciences in Medical Education  Jeni Harden (University of Edinburgh, UK); Tracey Collett (Plymouth University, UK); Kathleen Kendall (University of Southampton, UK)  Location: Room 101d

1330-1630  #PCW 25 Complex Competencies: Practical Tools to Assess Patterns of Performance  Glenda H. Eoyang (Human Systems Dynamics Institute, Minneapolis, USA)  Location: Room 207

1330-1630  #PCW 26 Fabulous facilitation skills  Ruth Levine (University of Texas Medical Branch, USA); Brenda Roman and Dean Parmelee (Wright State University Boonshoft School of Medicine, USA)  Location: Room 209

1330-1630  #PCW 27 Empowering students to be a voice contributing to excellence in medical education: a pre-conference workshop by the AMEE Student Task Force  Lara Teheux (Radboud University Medical Center, Nijmegen, The Netherlands); Alexander Lachapelle (McGill University, Montreal, Canada); Teemu Karjalainen (University of Eastern Finland, Kuopio, Finland); Madalena Patricio (University of Lisbon, Portugal)  Location: Room 215

1330-1630  #PCW 28 How effective are selection methods in the healthcare professions? Current research and implications for practice  Fiona Patterson (Work Psychology Group, UK & University of Cambridge, UK); Emma Rowett and Victoria Roe (Work Psychology Group, UK)  Location: Room 10c

1330-1630  #PCW 29 Assessment with Entrustable Professional Activities in undergraduate medical education: opportunities, pitfalls, and lessons learned  Harm Peters (Charité · Universitätsmedizin Berlin, Germany); Olle ten Cate (University Medical Center Utrecht, the Netherlands); Yvva Holzhausen (Charité · Universitätsmedizin Berlin, Germany); Arianne Teherani (University of California San Francisco, USA); Indra Posthumus (University Medical Center Utrecht, the Netherlands); H. Carrie Chen (University of California San Francisco, USA)  Location: Room 203a

1330-1630  #PCW 30 Social Media In and As Medical Education Research  Margaret Chisolm (Johns Hopkins Medicine, USA); Natalie Lafferty (University of Dundee, UK); Annalisa Manca (Queen’s University Belfast, UK)  Location: Room 204

1330-1630  #PCW 31 Contextualizing Assessment In The Biomedical Sciences: A Practical Approach  Dujeepa Samarasekera, Matthew Gwee, Ashokka Balakrishnan, Lee Shuh Shing and Tan Chay Hoon (National University of Singapore, Singapore)  Location: Room 218

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

- Morning Workshop: 1000-1100
- Afternoon Workshop: 1430-1530

AMEE 2017 Orientation Session
A session for first-time attendees to come and hear some suggestions of how to get the most from the Conference, and meet the AMEE Executive Committee and other first-timers.

Trudie Roberts (AMEE President), Ronald M Harden (AMEE General Secretary/Treasurer), Pat Lilley (AMEE Operations Director)
Location: Room 101a/b
Time: 1600-1700
MAIN PROGRAMME

1730-1755  #1 Plenary  
Chair: Ronald Harden, UK  
Location: Hall 1  

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

1730-1735  Musical Opening

1735-1745  Welcome to AMEE 2017  
Trudie Roberts, AMEE President; Aki Lindén, Hospital District of Helsinki; Minna Kaila, Chair of AMEE 2017  
Local Organising Committee

1745-1805  Introduction to AMEE 2017 Programme  
Ronald Harden, AMEE General Secretary/Treasurer, UK

1805-1810  Hackathon Presentation

1810-1900  #1 Plenary: The Magic State of Mind  
Peter Wardell, UK

1900-1915  Wisdom of our Crowd  
Lawrence Sherman, USA

1915-1920  Miriam Friedman Ben-David New Educator Award Announcement

1920-1930  AMEE Lifetime Achievement Awards

1930-1935  AMEE Fellowship Announcement

1935-1955  A musical welcome to Helsinki

2000-2130  Opening Reception  
Enjoy a buffet dinner and wine. Take the opportunity to renew acquaintances and make new friends, as well as the chance to visit the exhibition stands.  
Location: Exhibition Hall, Hall 6  
Fee: included in the registration fee for registered participants. Guest tickets available at €50.00
Monday 28th August

Registration Desk / Exhibition
0715-1745 Registration Desk Open Southern Foyer
0930-1630 Exhibition Open Hall 6

Tours – all tours depart and return to Messukeskus
0830-1430 Helsinki Archipelago Tour
1300-1700 Porvoo Highlights

Group Meeting
0700-0815 BEME Review Committee Room 303/304
(closed meeting)
0830-0945 #2 Plenary
Chair: Minna Kaila, Finland
Location: Hall 1
0830-0915 #2 What can medical education learn from the Finnish experience of educational change?
Pasi Sahlberg, Finland
0915-0935 ASPIRE-to-Excellence Award Presentations
0935-0940 ESME Certificate Presentations
0940-0945 A look ahead to Ottawa 2018
0945-1015 Coffee Break Hall 6
Viewing of posters and exhibits

Soapbox Stage – Hall 6
1000-1010 National Resident Matching Program International

Session 3: Simultaneous Sessions

#3A Symposium: Simulation in Healthcare: Sharing stakeholder perspectives
Organised by AMEE Simulation Committee: Peter Dieckmann, Copenhagen Academy for Medical Education and Simulation (CAMES); Kirstinam Mei Thomas and team, Kuopio University Hospital, Finland; Ross Scalese, University of Miami Gordon Center, USA; Jan-Joost Rethans, Skillslab, University of Maastricht, Netherlands; Anne Lippert, Copenhagen Academy for Medical Education and Simulation (CAMES), Denmark
Location: Hall 1

#3B Symposium: Features of an Adaptive Learning Curriculum for Medical Education
Mark E. Quirk, American University of the Caribbean, USA; William Cutrer, Vanderbilt University School of Medicine USA; Martin Pusic, New York University Medical School USA; Shiv Gaglani, Osmosis USA
Location: Hall 3a

#3C Symposium: “Cut the Eduspeak” says the clinical educator to the researcher: How can we facilitate their collaboration?
Perspectives of AMEE Associate Fellows: Rashmi Kusurkar, VUMc School of Medical Sciences, Amsterdam, Netherlands; Marja Wijnen-Meijer, University Medical Center Utrecht, Netherlands; Leila Niemi-Murola, University of Helsinki, Finland; Olannrewaju Sorinola, University of Warwick, UK; Jonathan Rial, Health Education England (Wessex), UK; Sara Mortaz Hejri, Tehran University of Medical Science, Iran; Daniel Richard Kambye, Indonesian Young Health Professionals’ Society; Kazunobu Ishikawa, International University of Health and Welfare, Tokyo Narita, Japan; Ian Wilson, University of Wollongong, Australia; Sue Murphy, University of British Columbia, Canada; Nancy Posel, McGill University, Canada; Ricardo Tjeng and Luis Patrón, University of Beira Interior, Portugal
Location: Hall 3b

#3D Short Communications: Leadership
Chairperson: Peter Dieter, Germany
Discussant: Harm Peters, Germany
Location: Hall 3c

#3D1 Developing leaders in healthcare: challenging medical students to apply lateral thinking
Silvia Lizett Olivares Olivares, Tecnológico de Monterrey, Mexico

#3D2 Fellowships in Clinical Leadership for Postgraduate Doctors in Training - an evaluation of Fellows’ experiences from a national UK Programme
Ahmad Moolla, Imperial College London, UK

#3D3 From leaders to leadership: an integrated approach to leadership development in psychiatry training
Clare Morris, Barts & The London School of Medicine and Dentistry, Queen Mary University London, UK

#3D4 NOT PRESENTED

Note: Only the presenter(s) are listed in the programme. For a full list of authors, please see the App or Abstract Book (https://amee.org/getattachment/Conferences/AMEE-2017/AMEE-2017-Abstract-Book.pdf)
1115-1130 #3D Training qualified leaders in clinical education
Mats Wahlgqvist, Res & Dev Education unit, Sahlgrenska University Hospital, Region Västra Göteborg, Sweden

1130-1145 #3D6 VICTEAMS: a virtual environment to train medical team leaders
Marie-Hélène Ferrer, French Armed Forces Biomedical Research Institute - IRBA, Bretigny sur Orge, France

1145-1200 Discussion

1015-1200 #3E Research Papers: Thinking and Learning
Chairperson: Nicole Borges, USA
Assessor: Reidar Tyssen, Norway
Location: Hall 3d

1015-1035 #3E1 The need for strong clinical leaders - Transformational and transactional leadership as a framework for resident leadership training
Jan Kiesewetter, Institut für Didaktik und Ausbildungsforschung in der Medizin am Klinikum der LMU München, Munich, Germany

1035-1055 #3E2 Can handovers be valuable learning experiences?
Stephen Bradley, Lakes District Health Board, Rotorua, New Zealand

1055-1115 #3E3 How do residents learn to deal with high-value, cost-conscious care? A study about non-formal workplace-based learning
Lorette Stammen, Maastricht University, Maastricht, Netherlands

1115-1133 #3E4 Evidence of Threshold Concepts in Pediatric Clerks’ Reflective Practice Essays
Virginia Randall, Uniformed Services University of the Health Sciences, Bethesda, MD, USA

1133-1155 #3E5 Assessment for critical thinking: A qualitative study in Indigenous health education
Clare Delany, University of Melbourne, Australia

1155-1200 Discussion

1015-1200 #3F Research Papers: Teaching and Learning Experience
Chairperson: Charlotte Silen, Sweden
Assessor: Kelly Dore, Canada
Location: Hall 3e

1015-1035 #3F1 Conflict between clinician teachers and their students - the clinician perspective
E. Michael Shanahan, Flinders University, Adelaide, Australia

1035-1055 #3F2 Disturbors, Observers, and Team Members: What medical students learn as they negotiate power and hierarchy in the clinical learning environment
Meredith Vanstone, McMaster University, Hamilton, Canada

1055-1115 #3F3 NOT PRESENTED

1115-1135 #3F4 Unravelling Intersubjectivity in residency training: It does take two to tango
Francisco Olmos-Vega, Pontificia Universidad Javeriana, Bogotá, Colombia

1135-1155 #3F5 Navigating contexts: How medical students construct a professional identity while dipping into different social cultures
Debbie Jaarsma, CEDAR (Center for Educational Development and Research in Health Professions), University Medical Center Groningen, Netherlands

1155-1200 Discussion

1015-1200 #3G Point of View 1
Chairperson: Olwyn Westwood, UK
Location: Hall 3f

1015-1025 #3G1 The Prato Statement on Cost and Value in Professional and Interprofessional Education
Stephen Maloney, Monash University, Melbourne, Australia

1025-1035 #3G2 Can Critical Thinking be Taught?
Colleen Halupa, East Texas Baptist University/ A.T. Still University, Marshall, TX/ Kirksville, MO, USA

1035-1045 #3G3 OSCEs are outdated. Clinical skills assessment should be centred around workplace-based assessments (WPBAs) to put the ‘art’ back into medicine
Hamed Khan, St Georges, University of London, UK

1045-1055 #3G4 Medical students as a vital part of the job interview and hiring of future professors and faculty staff and curriculum making at the University of Copenhagen
Pernille Linde Jelvestad, University of Copenhagen, Faculty of Health and Medical Sciences, Denmark

1055-1105 #3G5 Ethics in Health Professions Education - is the tail wagging the dog?
Gerda Reitsma, Faculty of Health Sciences, North-West University, Potchefstroom, South Africa

1105-1115 #3G6 Incorporating oral health into medical and other health education
Jaina Gold, University of Florida and AT Still University, Marshall, TX/ Kirksville, MO, USA

1115-1125 #3G7 Are We Too Soft on Our Trainees? Leveraging Desirable Difficulty to Enhance Learning
Teri L Turner, Baylor College of Medicine, Houston, Texas, USA

1125-1135 #3G8 To disclose or not to disclose information about graduating students to health services: A contemporary problem for medical education
Agnes E. Dodd, Melbourne Medical School, The University of Melbourne, Australia

1135-1145 #3G9 Ticking boxes: ideology, policy and the medical learning environment
Catherine Regan, University of Newcastle, Australia

1145-1200 Discussion
Monday 28 August

1015-1200 #3H Patil Teaching Innovation Awards: Patil 1
Chairperson: Gary Rogers, Australia
Judging Panel: Michelle Marshall, Nivritti Patil, Rille Pihlak, Gary Rogers
Location: Hall 3g

1015-1030 #3H1 Using Curriculum Mapping to build and fortify Primary Care Curricula
Joy Checa, AUC School of Medicine, St. Maarten, Netherlands Antilles

1030-1045 #3H2 REVIVE - a restorative and behavioural approach to prevent unethical behaviours amongst medical interns
Shekhar Kumta, The Chinese University of Hong Kong, Hong Kong

1045-1100 #3H3 Smart learning with the smartphone-connected TYM otoscope - a novel ENT learning tool
James Schuster Bruce, University of Bristol, UK

1100-1115 #3H4 Reinventing the teaching post-mortem through modern technology
Todd Smith, Imperial College London, UK

1115-1130 #3H5 The Development of Empathy Teaching Strategies: Six-year's experience on "Disease Lottery"
Gin-Hong Lee, Fu Jen Catholic University, New Taipei City, Taiwan

1130-1145 #3H6 cARdiac ECG App - Using Augmented Reality to Enhance the Real Thing
Karen D'Souza, School of Medicine Deakin University, Waurn Ponds, Australia

1145-1200 Discussion

1015-1200 #3J Short Communications: Management and Leadership - Social Accountability
Chairperson: Jack Boulet, USA
Discussant: Jim Rourke, Canada
Location: Room 101 a/b

1015-1030 #3J1 Student toolkit on SA in medical schools: a way to empower every medical student to take action
Jeremy Glasner, International Federation of Medical Students' Associations (IFMSA) and Swiss Medical Students' Association (swimsa), Bern, Switzerland

1030-1045 #3J2 What can Medical Students do for you? Exploration of the impact on community organisations of a Social Accountability placement
Joanne Thompson, The University of Sheffield, UK

1045-1100 #3J3 Social Accountability and the Role of Universities in Turkey
Nazan Karamoglu, Necmettin Erbakan University Meram Medical School, Konya, Turkey

1100-1115 #3J4 Demonstrating social accountability in medical education through geospatial analyses
Cassandra Barber, Western University, London, Canada

1115-1130 #3J5 Medical schools partnering with their communities: what do citizens wish for?
Julien Poitras, Université Laval - Faculté de médecine, Québec, Canada

1130-1145 #3J6 A qualitative study of the perceived long-term impact on participants in a medical service learning program
Yu-Syuan Li, National Yang-Ming University, Taipei, Taiwan

1145-1200 Discussion

1015-1200 #3K Short Communications: The Patient
Chairperson/Discussant: Cristian Stefan, USA
Location: Room 101 d

1015-1030 #3K1 Patients in Education: creating a community of patients to engage with the university
Angela Towle, University of British Columbia, Vancouver, Canada

1030-1045 #3K2 'Reflective writing': A Tool to enhance SRL and developing future PDP
Rahila Yasmine, Riphah International University, Islamabad, Pakistan

1045-1100 #3K3 Working with 'real' patients with Mental Health conditions: Helping medical students prepare for clinical placements in Psychiatry
Amir Burney, The Medical School, University of Sheffield, UK

1100-1115 #3K4 Collaborative competencies at the primary secondary care interface: the patient's view
Marijn Janssen, Radboud University Medical Centre, Nijmegen, Netherlands

1115-1130 #3K5 Only heroic voices: the censoring of patient experience
Susan Shaw and Rain Lamin

1130-1145 #3K6 NOT PRESENTED

1145-1200 Discussion
#3L1 Medical Education Research in Taiwan 2006-2016: A Scoping Review
Lynn Monrouxe, Chang Gung Medical Education Research Centre, Chang Gung Memorial Hospital, Linkou, Taiwan

#3L2 Beyond a good story: from Hawthorne Effect to reactivity in health professions education research
Gary Sutkin, University of Missouri-Kansas City, USA

#3L3 What Activity Theory has to offer in Medical Education Research – an example
Agnes Elmberger, Department of Learning, Informatics, Management and Ethics, Karolinska Institutet, Stockholm, Sweden

#3L4 Learning Curves in Health Professions Education Research: A Systematic Review
Neva Howard, University of North Carolina, Chapel Hill, USA

#3L5 Exploring in-depth analysis of top-cited articles in medical education
Samy Azer, King Saud University, Riyadh, Saudi Arabia

#3L6 Lessons from a Community of Practice
Ellayne Fowler, University of Bristol, UK

#3M1 Core Entrustable Professional Activities for Entering Residency: An Update from the Association of American Medical Colleges Pilot Group
Kimberly Lomis, Vanderbilt University School of Medicine; AAMC, Nashville, USA

#3M2 Introducing EPAs within undergraduate medical training in Switzerland: A challenge for faculties
Pierre-André Michaud, Joint Commission of the Swiss Medical Schools, Bern, Switzerland

#3M3 A simulated Night on Call (NOC): understanding workplace entrustment judgments about near graduating medical students from multiple perspectives
Kinga L. Eliasz, New York University School of Medicine, New York, USA

#3M4 Confidence of graduating medical students to perform Core end-of-undergraduate-training Entrustable Professional Activities (EPAs)
Ylva Holzhausen, Charité-Universitätsmedizin Berlin, Dieter Schefflner Center for Medical Education and Educational Research, Berlin, Germany

#3M5 Workplace-based assessment tools for feedback and entrustment decisions in health professions education: a systematic review
Chantal Duijn, University of Utrecht, Faculty of Veterinary Medicine, Utrecht, Netherlands

#3M6 Orientation, consultation and engagement to support implementation of work based assessment based on Entrustable Professional Activities
Josephine Boland, College of Anaesthetists of Ireland, Dublin, Ireland

#3M7 Putting the feet of ACGME Milestones and EPAs in the Shoes of Anesthesiology Residents in Taipei: A Consensus Roadmap for Shift-based Assessment
Chien-Yu Chen, Taipei Medical University Hospital, Taipei, Taiwan

#3N1 How prior curricular experiences and student goals influence medical students’ engagement with formative assessments
Cynthia Min, The University of British Columbia, Vancouver, Canada

#3N2 Changing the assessment culture: the dominance of the summative assessment paradigm
Christopher Harrison, Keele University School of Medicine, Keele, UK

#3N3 Student response to feedback: a think aloud and screen capture study
Anna Ryan, Department of Medical Education, University of Melbourne, Australia

#3N4 Feedback to the future: What factors influence tutor provision of feedback? A video reflexive study of tutors in experiential consultation skills teaching
Jennifer Kennedy, University of Dundee, UK

#3N5 Development of structured, feasible, valid and reliable tool for assessing Long case: SLICE (Structured Long Interview and Clinical Examination)
Rehan Ahmed Khan, Riphah International University, Rawalpindi, Pakistan

#3N6 The significance of pedagogic relationships in encouraging take-up of feedback by students
Linda Jones, Centre for Medical Education, Dundee, UK

#3N7 Improving feedback literacy in the workplace: students’ experiences of the benefits of learning to be vulnerable
Elizabeth Molloy, University of Melbourne, Melbourne, Australia

#3O1 A snapshot of OSCE practices at Australian Medical Schools
Jane Smith, Bond University, Australia

#3O2 Perception of OSCE amongst clinical teacher-examiners
MagdaLeena Sopaa, Department of Medical Education, Jagiellonian University, Cracow, Poland
#3Q3  Standardising marking in OSCE communication stations: a collaborative approach
Joseph Oakley, The College of Optometrists, London, UK

#3Q4  Social and Cultural Factors Influencing Consistency of Examiner Judgements in Competency-based Assessments in Medical Education
Amy (Wai Yee) Wong, School of Education & School of Medicine, The University of Queensland, Australia

#3Q5  Paper marking of an Objective Structured Clinical Examination is not faster than using tablets: a randomized controlled pilot
Thomas Kropmans, College of Medicine, Nursing & Health Sciences/School of Medicine National University of Ireland Galway, Ireland

#3Q6  Can peer examiners be used in medical OSCEs to improve feasibility, reliability, validity and feedback?
Johannes Driessen, King’s College London, UK

#3Q7  “Prescribing safely together on the ward”: testing and simulating a software OSCE designed for medical students as an interprofessional education activity for medical and pharmacy students
Amy Arnold, Robert Gordon University, Aberdeen, UK

#3P  Symposium: Continuing Professional Development: Evolution or Revolution?
Helena Filipe, International Council of Ophthalmology (ICO) Committee for CPD (Chair), College of Ophthalmology Directive Board - Portuguese Medical Association, Lisbon Portugal; Graham McMahon, President and CEO Accreditation Council CME (ACCMCE); Ivan Silver, Vice President Education, Centre for Addiction and Mental Health (CAMH), Toronto, Canada.
Moderators: Lawrence Sherman, Global Medical Education Futurist and The Funniest Guy in Medical Education, and Jane Tipping, Educational Consultant, University of Toronto and Lifelong Learning Centre, Alberta, Canada
Location: Room 208

#3Q  Short Communications: Teaching and Learning - Approaches
Chairperson: Billy Chan, Macao
Location: Room 207

#3Q1  Impactful Learning Analytics: Refining definitions & visualizations of engagement for educational impact
Jimmy Beck, University of Washington, Seattle, USA

#3Q2  Pilot Results of Novel Adaptive e-Learning Knowledge Assessment Application
Matthew O’Rourke, The New England Journal of Medicine, Boston, USA

#3Q3  Co-creation improves motivation and self-efficacy in the liminal space between teaching and assessment in healthcare professional education: An action research investigation
Diane Kenwright, University of Otago, Wellington, New Zealand

#3Q4  Effect of Concept Mapping Teaching Method on Critical Thinking Skills of Medical Students
Shirin Ghanavati, Iran University of Medical Sciences / Center for Educational Research in Medical Sciences, Shiraz University of Medical Sciences, Quality Improvement in Clinical Education Research Center, Shiraz, Iran

#3Q5  NOT PRESENTED

#3Q6  Project Based Learning in Medical Education
Giorgia Ganduglia, Facultad de medicina Clae, Montevideo / Punta del Este, Uruguay

#3Q7  Institutional Transformation to Evidence-Based Pedagogy: A Case Study Applying the Four-Frame Approach
William Jeffries, Lerner College of Medicine at the University of Vermont, Burlington, Vermont, USA

#3R  Round Table: Self Directed Learning
Chairperson: Kalyani Premkumar, Canada
Location: Room 210

#3R1  Medical Students’ and Residents’ Self-Regulated Learning in the Clinical Environment: A Systematic Review
Agnes Diemers, Department of General Practice and Elderly Care-University Medical Center, Groningen, Netherlands

#3R2  The role of the assessment system in the relation between self-regulated learning, participation and performance
Karen Stegers-Jager, iMERR - Erasmus MC, Rotterdam, Netherlands

#3R3  Self-regulatory processes and performance of 2nd year physiotherapy students in a clinical procedure: an exploratory study
Raquel Medina-Ramírez, University of Las Palmas, Spain

#3R4  Is there a correlation between different measures of self-regulated learning in medical education?
Roghayeh Gandomkar, Tehran University of Medical Sciences, Tehran, Iran

#3R5  Self-Directed Learning in Health Professions Education: A Scoping Review
Ian Couper, Stellenbosch University, Cape Town, South Africa

#3R6  Working towards directed independent learning in undergraduate clinical skills
Mem Van Beek, Leeds Institute of Medical Education, University of Leeds, UK

#3S  Short Communications: eLearning – Mobile Learning/Social Media
Chairperson/Discussant: Eliana Amaral, Brazil
Location: Room 203a

#3S1  Using “Big Data” to Guide Implementation of Osmosis, a Web and Mobile Adaptive Learning Platform for Medical Students
Sean Tackett
<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:30-10:45</td>
<td>#3S2 Workshop: Adoption of mLearning: A faculty perspective</td>
</tr>
<tr>
<td></td>
<td>David Pederson, Ross University School of Veterinary Medicine, Bassetterre, Saint Kitts and Nevis</td>
</tr>
<tr>
<td>10:45-11:00</td>
<td>#3S3 Workshop: Understanding students’ experiences and personal learning strategies when using mobile technologies in the clinical workspace</td>
</tr>
<tr>
<td></td>
<td>Jagrati Chopra, University of Bristol, UK</td>
</tr>
<tr>
<td>11:00-11:15</td>
<td>#3S4 Workshop: What do new entrants to the medical profession need to know? An analysis of social media submissions</td>
</tr>
<tr>
<td></td>
<td>Ahmed Rashid, UCL Medical School, London, UK</td>
</tr>
<tr>
<td>11:15-11:30</td>
<td>#3S5 Workshop: Use of Facebook in medical education: experience as an informal tool in the internal medicine residency course</td>
</tr>
<tr>
<td></td>
<td>Lourdes Mené-Hernández, Hospital General de México &quot;Eduardo Liceaga&quot;, Ciudad de México, México</td>
</tr>
<tr>
<td>11:30-11:45</td>
<td>#3S6 Workshop: Social media and medical education: a learner-centered framework</td>
</tr>
<tr>
<td></td>
<td>Joy Tan, Yong Loo Lin School of Medicine, National University of Singapore</td>
</tr>
<tr>
<td>11:45-12:00</td>
<td>Discussion</td>
</tr>
<tr>
<td>10:15-12:00</td>
<td>#3T Workshop: Equality and Diversity in healthcare teaching: Supporting LGBT</td>
</tr>
<tr>
<td></td>
<td>Ellie Hothersall and Susie Schofield, University of Dundee, UK</td>
</tr>
<tr>
<td></td>
<td>Location: Room 203b</td>
</tr>
<tr>
<td>10:15-12:00</td>
<td>#3U Workshop: Leaders in Higher Education</td>
</tr>
<tr>
<td></td>
<td>Stephanie Marshall, CEO, Higher Education Academy, UK</td>
</tr>
<tr>
<td></td>
<td>Location: Room 204</td>
</tr>
<tr>
<td>10:15-12:00</td>
<td>#3V Workshop: How to write effective Multiple Choice Questions (MCQs)</td>
</tr>
<tr>
<td></td>
<td>Denise Dupras, Amy Oxentenko and Brianna Vaa, Mayo Clinic, Rochester, MN, USA</td>
</tr>
<tr>
<td></td>
<td>Location: Room 205</td>
</tr>
<tr>
<td>10:15-12:00</td>
<td>#3W Workshop: Assessing the Intangible: a structured framework for meaningful assessment of difficult-to-measure competencies</td>
</tr>
<tr>
<td></td>
<td>Hilary Writer, University of Ottawa, Canada; Moyez Ludhani, McMaster University, Hamilton, Canada; Amy Acker, Queen’s University, Kingston, Canada</td>
</tr>
<tr>
<td></td>
<td>Location: Room 209</td>
</tr>
<tr>
<td>10:15-12:00</td>
<td>#3X Workshop: Developing a practical handbook for medical students and faculty on global health electives: international initiatives</td>
</tr>
<tr>
<td></td>
<td>Yuko Takeda, Juntendo University, Tokyo, Japan; Linda Snell, McGill University, Montreal, Canada; Myo Nyin Aung, Chulalongkorn University, Bangkok, Thailand; Anna Tengia Kessy, Muhimbili University of Health and Allied Sciences, Dar es Salaam, Tanzania; Joyce A. Sackey, Tufts University, Boston, USA; Ann Wylie, King’s College London, UK</td>
</tr>
<tr>
<td></td>
<td>Location: Room 215</td>
</tr>
<tr>
<td>10:15-12:00</td>
<td>#3Y Workshop: Knowledge and Practical Steps on building learning communities to enhance continuing professional development</td>
</tr>
<tr>
<td></td>
<td>Shien Chue, Lee Kong Chian School of Medicine, Nanyang Technological University, Singapore; Lisa Sullivan, Global Alliance for Medical Education (GAME); Hwee Sing Kho and Charmaine Krishnasamy, HOMER, National Healthcare Group, Singapore; Alvaro Margolis, School of Engineering, Universidad de la Republica, Uruguay; Nabil Zary, Lee Kong Chian School of Medicine, Nanyang Technological University, Singapore</td>
</tr>
<tr>
<td></td>
<td>Location: Room 216</td>
</tr>
<tr>
<td>10:15-12:00</td>
<td>#3AA Workshop: Medicine as a Community of Practice: Implications for Teaching and Learning</td>
</tr>
<tr>
<td></td>
<td>Richard Cruess and Sylvia Cruess, McGill University, Montréal QC, Canada; Edwin Schel, University of Bergen, Norway; Yvonne Steinert, McGill University, Montréal QC, Canada</td>
</tr>
<tr>
<td></td>
<td>Location: Room 218</td>
</tr>
<tr>
<td>10:15-12:00</td>
<td>#3BB Workshop: Arranged marriage or match made in heaven: what makes for successful mentorship?</td>
</tr>
<tr>
<td></td>
<td>Martina Kelly and Jocelyn Lockyer, University of Calgary, Canada; Sarah Yardley, University of Keele, UK; Tim Dorman, Queen’s University Belfast, Northern Ireland</td>
</tr>
<tr>
<td></td>
<td>Location: Room 306</td>
</tr>
<tr>
<td>10:15-12:00</td>
<td>#3CC ePosters: Clinical Teacher and Continuing Professional Development</td>
</tr>
<tr>
<td></td>
<td>Chairperson: Jerry Maniate, Canada</td>
</tr>
<tr>
<td></td>
<td>Location: Room 206</td>
</tr>
<tr>
<td>10:15-12:00</td>
<td>#3CC01 Perception of educational roles among faculty of a tertiary level hospital in Singapore</td>
</tr>
<tr>
<td></td>
<td>Jason Chang, Singapore General Hospital, Singapore</td>
</tr>
<tr>
<td>10:15-12:00</td>
<td>#3CC02 Building the Giver - Educational Culture: Patient Safety in Resident as Teacher Program</td>
</tr>
<tr>
<td></td>
<td>Sermnak Sukpanichyingyong, Khon Kaen Medical Education Center, Khon Kaen, Thailand</td>
</tr>
<tr>
<td>10:15-12:00</td>
<td>#3CC03 Resident as teacher curriculum: Specific needs analysis of residents in Emergency Medicine</td>
</tr>
<tr>
<td></td>
<td>Guat Ken, Yvonne Goh, Changi General Hospital, Singapore</td>
</tr>
<tr>
<td>10:15-12:00</td>
<td>#3CC04 Basic Life Support in Primary School by First Year Medical Students</td>
</tr>
<tr>
<td></td>
<td>Borwon Wittayachamnanukul, Emergency Dept, CMU, Chiang Mai, Thailand</td>
</tr>
<tr>
<td>10:15-12:00</td>
<td>#3CC05 Planting the seeds of best-evidence medical education in Cambodia: using an online course to train two next generations of medical educators</td>
</tr>
<tr>
<td></td>
<td>Julien Aron, University of Health Sciences, Phnom Penh, Cambodia</td>
</tr>
<tr>
<td>10:15-12:00</td>
<td>#3CC06 Vodcasts to support Educational Supervisors in using the ePortfolio</td>
</tr>
<tr>
<td></td>
<td>Nicola O’Shaughnessy, GP Education Unit, Southampton, UK</td>
</tr>
</tbody>
</table>
1015-1200  

#3CC07 Antibiotic prescription in primary care: Investigation of association between GPs’ self-assessed knowledge vs actual prescription practice  
Arash Hadadgar, Karolinska Institute, Stockholm, Sweden

#3CC08 Perceived Learning Needs of General Practitioners in Myanmar: A Mixed Method Study  
Eugenie Phyu Aye Thwin, School of Health Sciences, Nanyang Polytechnic, Singapore

#3CC09 Improvement of medical professionals’ engagement in team-based medical practice and physicians’ performance by using coaching  
Hidetaka Yokoh, Chiba University Hospital, Chiba, Japan

#3CC10 Reinventing the Faculty Development Process in Kho Teck Puat Hospital, Singapore  
Mei Fang GOH, Kho Teck Puat Hospital, Singapore

#3CC11 Collaborative Informal Learning in Healthcare - Experience of using the CONFERENCE Tool  
John Bibby, Improvement Academy, Bradford, UK

1015-1200  

#3DD01 KLINIKFEST – a one day marathon of clinical skills  
Nejc Pulko, Faculty of Medicine University of Maribor, Slovenia

#3DD02 Different views on the road – medical students’ clerkship experiences between two curriculums  
Yaw-Wen Chang, Tri-Service General Hospital, National Defense Medical Center, Taipei, Taiwan

#3DD03 NOT PRESENTED

#3DD04 Frustration on clinical skills competence does not seem to lead to deliberate practice  
Enni Kaltiainen, University of Helsinki, Finland

#3DD05 NOT PRESENTED

#3DD06 Barriers and enablers to practising clinical skills on placement  
Rakin Choudhury, Barts and The London School of Medicine and Dentistry, London, UK

#3DD07 “Accident or Intention” to disclose patients’ health records among medical students  
Wachiraporn Arunothong, Lampang Hospital, Medicine and Dentistry, London, UK

#3DD08 Patient shadowing: an educational tool to enhance appreciation of the patients’ perspective  
Karolina Mazan, Weston Area Health Trust, Weston Super Mare, UK

#3DD09 Students’ Perspective on the Value of Social Gathering During Early Clinical Exposure Courses  
Hsin-Hui Chiu, Department of Pediatrics, Taipei Medical University Hospital, Taipei Medical University, Taipei, Taiwan

#3DD10 Integrating SNAPPS model into learner ratings for outpatient education: combining process of learning and assessment for teaching  
Jiun-Lu Lin, Mackay Memorial Hospital, Department of Medical Education, Taipei City, Taiwan

1015-1200  

#3EE01 Roadmap to Success: Conceptualizing Faculty Development  
Elisabeth Schlegel, Hofstra Northwell School of Medicine at Hofstra University, Hempstead, USA

#3EE02 Enhancing the effectiveness of faculty development for healthcare professionals using instructional design  
Audrey Lin, Khoo Teck Puat Hospital, Yishun, Singapore

#3EE03 There are no shortcuts to success - what faculty development activities can tell about your examination culture  
Charlotte Leanderson, Karolinska Institute, Stockholm, Sweden

#3EE04 Teacher formation needs: Design and Evaluation of a Scale of Teacher Formation Needs in Health Sciences  
Constanza González, Universidad de Concepción, Chile

#3EE05 Faculty Development - Lessons Learned from a Process-oriented Program  
Cheo Lian Yeo, Singapore General Hospital, Singapore

#3EE06 Development and implementation of a faculty development program for dental faculty addressing pre-clinical teaching and clinical supervision and assessment of students’ competencies  
Hanan Omar, International Medical University, Kuala Lumpur, Malaysia

#3EE07 Virtual reality studio and standardized students used in clinical teaching skills training for new faculty members  
Ling-Yu Yang, National Yang-Ming University, Taipei, Taiwan

#3EE08 Centre for Medical Education Scholar (CenMED Scholar): An adaptive faculty development platform  
Shuh Shing Lee, National University of Singapore

#3EE09 The Community of Medical Educators in Training: A Multidisciplinary Trainee-Led Education Fellowship  
Matthew Stull, University of Michigan Medical School, Ann Arbor, USA

#3EE10 Empowering change - a faculty development Program for multipliers from the rapidly growing economies  
Fabian Jacobs, Center for International Health-University Hospital of LMU, Munich, Germany
1015-1200

**#3EE1** What components of the Interprofessional Applied Practical Teaching (INTAPT) Faculty Development course do participants identify as crucial to their personal and professional development?
Abbas Ghavam-Rassoul, Department of Family and Community Medicine, University of Toronto, Canada

**#3EE2** A comparison of standards for medical training during the final year in Germany 2013 versus 2016
Elisabeth Narciss, Medical Faculty Mannheim, University of Heidelberg, Mannheim, Germany

**#3EE3** Less is more? Evaluation of a curriculum change in a professional development course for medical and biomedical teachers
Elizabeth Miles, St George’s, University of London, UK

**#3EE4** A novel model of faculty development curriculum on holistic care and leadership-experience from a medical center in Taiwan
Wei-Ting Hung, Taichung Veterans General Hospital, Taichung, Taiwan

**#3EE5** Cross-cultural Training of Trainers in Primary Mental Health Care in Moldova. The tEACH experience
Jane Ege Moeller, Center for Health Sciences Education, Aarhus University, Aarhus, Denmark

**#3EE6** Experiences after the establishment of a blended learning teacher education program for new staff members at medical universities in Hungary
Levente Kiss, Hungarian Society of Medical Education and Health Science; Semmelweis University, Department of Physiology, Budapest, Hungary

**#3EE7** Integrating simulation in medical curriculum – An experience of using workshops for faculty development
Nasir Ali Afsar, Alfaisal University, Riyadh, Saudi Arabia

**#3FF** Posters: VBA and Assessment General
Chairperson: Sandra Kemp, Australia
Location: Hall 6

**#3FF01** One year experience with a national postgraduate year 1 (PGY1) assessment framework in Singapore
Yong-Kwang Tay, Changi General Hospital / SingHealth Residency, Singapore

**#3FF02** A Workplace Based Assessment Tool Used for Assessment of Intern Performance – 10-year Results
Yan Jin, The Chinese University of Hong Kong

**#3FF03** NOT PRESENTED

**#3FF04** Attitudes and philosophies of academics and work-based educators towards assessment of clinical competencies in dietetics
Simone Gibson, Monash University, Melbourne, Australia

**#3FF05** Assessment in the real world: Resident perspectives on assessment of competency during ambulatory rotations
Jeannette Coguen, University of Toronto, Department of Medicine, Toronto, Canada

**#3FF06** What happens when a medical school changes assessment from summative to formative?
David Hope, University of Edinburgh, UK

**#3FF07** Course alignment in a distributive model: A qualitative exploration of preceptor assessment of student performance in clinical pharmacology in a distributed veterinary medicine curriculum
Jennifer Buur, Western University of Health Sciences, Pomona, USA

**#3FF08** Programmatic assessment for the DVM competency-based program at the University of Montreal
Michèle Doucet, Faculté de médecine vétérinaire, Université de Montréal, Saint-Hyacinthe, Canada

**#3FF09** All aboard the programmatic assessment express! First stop: learning portfolio
Frank Bate, University of Notre Dame Australia, Fremantle, Australia

**#3FF10** Use of Test-Enhanced Learning Method in Teaching Electrocardiogram Interpretation
Sittinun Thangjui, Faculty of Medicine, Chulalongkorn University, Bangkok, Thailand

**#3FF11** French innovative national medical ranked exam: The organisation of a local mock exam by an intergenerational partnership
Quentin Del-Valle, Lyon-Est Faculty of Medicine, Lyon, France

**#3FF12** A qualitative description of the nature of limitations evident in MSc dissertations
Gillian Aitken, University of Edinburgh, UK

**#3FF13** The assessment of Metacognition: a view from the other side
Wendell Rabelo

**#3FF14** Triple Jump Assessment Revisited: Automated System Design for its Application at Facultad de Medicina, UNAM
Sara Morales, Facultad de Medicina, UNAM, Mexico City, Mexico

**#3FF15** Validation of the German “Teamwork Emergency Assessment Measure” TEAM – a study with student and expert raters
Julia Freytag, Simulated Patients Program, Office of the Vice Dean for Teaching and Learning, Charité Medical School Berlin, Germany

**#3FF16** Are there social networks in academic cheating?
Milton Severo, Departamento de Ciências da Saúde Pública e Forenses e Educação Médica, Faculdade de Medicina da Universidade do Porto, Portugal

**#3FF17** NOT PRESENTED
Monday 28 August

1005-1200

#3HH Posters: Humanities, Empathy and Ethics
Chairperson: Menno de Bree, Netherlands
Location: Hall 6

#3HH01 Fostering compassion and humanity in medicine
Simon Gregory, Health Education England Midlands and East, Birmingham, UK

#3HH02 Looking at Medical Humanities Curriculum in Taiwan through the Lens of the Framework of the CanMEDS Milestones 2015
Tzu-Yi Yang, Taipei Medical University, Taipei, Taiwan

#3HH03 LUX HUMANA – Bridging Science and Humanities
M Torppa, University of Helsinki, Department of Public Health, Helsinki, Finland

#3HH04 An integrative approach to the teaching of medical writing: From reading ‘A Rose for Emily’ to writing the history of present illness
Phu-hua Tsai, Mackay Medical College, Taipei, Taiwan

#3HH05 Good health is a laughing matter: A good inspirational movie is a matter of education
Wisree Wayarakul, Thammasat University, Pathumthani, Thailand

#3HH06 What Could Possibly Go Wrong? Developing a North American-inspired model of Teaching Behavioural Science in the Middle East
Tanya Kane, College of Medicine, Doha, Qatar

#3HH07 Clinical case conference with medical anthropologist – a strategy of integrating behavioral and social science into medical education
Junichiro Miyachi, Kyoto University, Azaihigashi Clinic, the Hokkaido Centre for Family Medicine, Kyoto, Japan

#3HH08 Teaching humanistic medicine practice skills to residents in China
Hong Gao, Zhongshan Hospital Fudan University, Shanghai, China

#3HH09 Impact of narrative medicine on medical students' professionalism development: a qualitative study
Chien-Da Huang, Chang Gung Medical Education Research Center (CGMER), Chang Gung Memorial Hospital, Chang Gung University, College of Medicine, Taipei, Taiwan

#3HH10 Assessment of the equivalence of two versions of the Jefferson Scale of Empathy for Students (JSE-S): the European Portuguese adaptation and the Brazil-Portugal consensus version
Rafael Vasconcelos, School of Medicine, University of Minho, Braga, Portugal

#3HH11 Narrative approaches re-fuel dwindling empathy in the clinical setting
Yih-Jer Wu, Department of Medicine, Mackay Medical College, New Taipei, Taiwan

#3HH12 NOT PRESENTED
<table>
<thead>
<tr>
<th>Session</th>
<th>Title</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>#3HH13</td>
<td>The Effectiveness of auditory hallucination audio media on Mental Illness Clinicians' Attitude scale score in fourth and fifth year medical students: Randomized Controlled Trials</td>
<td>Sucheera Amornmahaphun, Roj et Hospital Medical Center, Roi et, Thailand</td>
</tr>
<tr>
<td>#3HH14</td>
<td>Conversation with patients improves empathy level of the preclinical medical student</td>
<td>Sapal Thepwitwattit, Faculty of Medicine Siriraj Hospital Mahidol University, Bangkok, Thailand</td>
</tr>
<tr>
<td>#3HH15</td>
<td>Dear patient ... reflections on writing letters, empathy and medical education</td>
<td>Francisco Arsego de Oliveira, Universidade Federal do Rio Grande do Sul, Porto Alegre, RS, Brazil</td>
</tr>
<tr>
<td>#3HH16</td>
<td>Evaluation of the correlation between self-perceived empathy and burnout in early years postgraduate trainees</td>
<td>Jeng-Feng Liang, Taipei Veterans General Hospital, Taipei, Taiwan</td>
</tr>
<tr>
<td>#3HH17</td>
<td>Teaching Bioethics to Preclinical Medical Students: A Four-Year Integrated Curriculum in Taiwan</td>
<td>Ya-Ping Lin, Department of Medical Humanities and Social Sciences, Chang Gung University, Tao-Yuan, Taiwan; Department of Oncology, Chang Gung Memorial Hospital, Tao-Yuan, Taiwan</td>
</tr>
<tr>
<td>#3HH18</td>
<td>NOT PRESENTED</td>
<td></td>
</tr>
<tr>
<td>#3HH19</td>
<td>Professionally ethical development in medical students: How and What have they learned?</td>
<td>Boonsak Hanterdsith, Medical Education Center, Maharat Nakhonratchasima Hospital, Nakhonratchasima Province, Thailand</td>
</tr>
<tr>
<td>#3HH20</td>
<td>Enhancing Moral Sensitivity by Debiasing Medical Judgment</td>
<td>Luciana Carbayo, University of Central Florida, Orlando, USA</td>
</tr>
<tr>
<td>#3II01</td>
<td>Thought Spot: Enhancing student mental health through mobile solutions</td>
<td>David Wiljer, University Health Network, Toronto, Canada</td>
</tr>
<tr>
<td>#3II02</td>
<td>Stress and anxiety in second and third year medical students during a period of curriculum change</td>
<td>Beatrice Pieri, School of Medicine, Liverpool, UK</td>
</tr>
<tr>
<td>#3II03</td>
<td>Tolerance for Ambiguity: Does it Protect Against Burnout?</td>
<td>Siang Hui Lu, Duke-NUS Medical School, Singapore</td>
</tr>
<tr>
<td>#3II04</td>
<td>A Motivational Perspective on Medical Student Burnout</td>
<td>Oksana Babenko, University of Alberta, Edmonton, Canada</td>
</tr>
<tr>
<td>#3II05</td>
<td>Observations from the course “Stress management methods for students” for first-year medical students in the University of Helsinki</td>
<td>Pauli Turunen, University of Helsinki, Finland</td>
</tr>
<tr>
<td>#3II06</td>
<td>Dealing with stress and competitiveness in medical schools: Is cognitive doping a reality?</td>
<td>Miguel Miranda, Department of Medical Education (DEM) - Faculty of Medicine of the University of Lisbon (FMUL), Lisbon, Portugal</td>
</tr>
<tr>
<td>#3II07</td>
<td>SyriaScholar - teaching medical students in Syria from the UK and USA</td>
<td>Louwai Muhammed, Harvard University, London, UK</td>
</tr>
<tr>
<td>#3II08</td>
<td>Medical students’ syndrome and its related factors: A cross sectional study from Iran</td>
<td>Habbieh Ahmadipour, Social Determinants of Health Research Center, Institute for Futures Studies in Health, Kerman University of Medical Sciences, Kerman, Iran</td>
</tr>
<tr>
<td>#3II09</td>
<td>Where do medical students learn how to cope with stress?</td>
<td>Kelvin Miu, Barts and The London School of Medicine and Dentistry, London, UK</td>
</tr>
<tr>
<td>#3II10</td>
<td>Unexpected factors determine the level of stress, fatigue and well-being in French medical students during their first academic year</td>
<td>Olivier Coste, Ecole de santé des armées, Bron, France</td>
</tr>
<tr>
<td>#3II11</td>
<td>NOT PRESENTED</td>
<td></td>
</tr>
<tr>
<td>#3II12</td>
<td>Can Student Individual Interview Program Predict Learners in Academic Difficulty?</td>
<td>Young-Hee Lee, Korea University College of Medicine, Seoul, Korea</td>
</tr>
<tr>
<td>#3II13</td>
<td>Steering Illusions of Competence in Anatomy: A near-peer tutor intervention for at-risk students</td>
<td>Wojciech Pawlina, Mayo Clinic, Rochester MN, USA</td>
</tr>
<tr>
<td>#3II14</td>
<td>Enhancing retention of new nurses by inter-professional counseling and simulation training</td>
<td>Tzu-Sang Chen, Tungs’ Taichung MetroHarbor Hospital, Taichung, Taiwan</td>
</tr>
<tr>
<td>#3II15</td>
<td>Medical Students Need Help: Batch Committees Establishment</td>
<td>Mayer Helay, Alfasal University, Riyadh, Saudi Arabia</td>
</tr>
<tr>
<td>#3II16</td>
<td>Factors affecting delayed students in CPIRD Hatyai Hospital</td>
<td>Araya Khaimook, Hatyai Hospital, Hatyai, Thailand</td>
</tr>
<tr>
<td>#3II17</td>
<td>A predictive model for early identification of students at risk of failing finals</td>
<td>Avril Dewar, The University of Edinburgh, UK</td>
</tr>
<tr>
<td>#3II18</td>
<td>Comprehensive teacher ratings of class participation may anticipate the identification of medical students at risk of dropping out</td>
<td>Alexandra Araújo, University Portucalense, Porto, Portugal</td>
</tr>
<tr>
<td>#3JJ01</td>
<td>A Cross-Sectional Study on Perceived Usefulness of A Specialty Handbook Designed for On-call Residents</td>
<td>Winnie YZ Teo, Department of Haematology-Oncology, National University Cancer Institute, Singapore</td>
</tr>
<tr>
<td>#3JJ02</td>
<td>NOT PRESENTED</td>
<td></td>
</tr>
<tr>
<td>#3JJ03</td>
<td>Advancing a global model for postgraduate medical education training and certification: A case study from Singapore</td>
<td>Albert Ty, Ministry of Health Singapore</td>
</tr>
<tr>
<td>#3JJ04</td>
<td>CICARE patient-communication elements in resident doctors’ clinical skill training - experience of a medical center in Taiwan</td>
<td>Kuo Hao Lan, Chi Mei Medical Center, Tainan, Taiwan</td>
</tr>
<tr>
<td>#3JJ05</td>
<td>Gender matters: an innovative residency curriculum addressing gender disparities in the workplace</td>
<td>Briar Duffy, University of Minnesota, USA</td>
</tr>
<tr>
<td>Session</td>
<td>Title</td>
<td>Abstract</td>
</tr>
<tr>
<td>---------</td>
<td>-----------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>#3JJ06</td>
<td>A more effective training program through co-design</td>
<td>Ian Wallace, Waiaralum District Health Board, Auckland, New Zealand</td>
</tr>
<tr>
<td>#3JJ07</td>
<td>WITHDRAWN</td>
<td></td>
</tr>
<tr>
<td>#3JJ08</td>
<td>Workplace based learning of medical graduates in Central Hospital of Central Finland: enforcing the workplace training by appropriate pedagogical support</td>
<td>Minna Ruoranan, Centre of Medical Expertise, Jyväskylä, Finland</td>
</tr>
<tr>
<td>#3JJ09</td>
<td>Will a structured checklist teaching map improve diagnostic confidence of junior doctors to interpret EKG for ST-elevation myocardial infarction?</td>
<td>Jiann Ruey Ong, Shuang Ho Hospital, New Taipei City, Taiwan</td>
</tr>
<tr>
<td>#3JJ10</td>
<td>Working together to strengthen postgraduate medical programs in the region of organizational innovation at a Danish university hospital</td>
<td>Kristina R. Asdahl, Aarhus University Hospital, Aarhus, Denmark</td>
</tr>
<tr>
<td>#3JJ11</td>
<td>Delivering Values-based Education through Experiential Learning in a Residency Outdoor Orientation Camp: A Mixed-Method Study</td>
<td>Woon Li Seo, National University Health System, Singapore</td>
</tr>
<tr>
<td>#3JJ12</td>
<td>Crisis Resource Management for Junior Medical Officers – a novel approach to sustainable skill acquisition in a tertiary teaching centre</td>
<td>Andrew Coggins, Westmead Hospital, Sydney, Australia</td>
</tr>
<tr>
<td>#3JJ13</td>
<td>Promotion of Post Graduate Medical Education in Iran: Challenges &amp; Applied solutions</td>
<td>Shima Tabatabai, Shahid Beheshti University of Medical Science, Tehran, Iran</td>
</tr>
<tr>
<td>#3JJ14</td>
<td>Tailoring a Novice course in Anaesthesia for Non-anaesthetic trainees</td>
<td>Bindiya Varma, North Central School of Anaesthesia, London, UK</td>
</tr>
<tr>
<td>#3JJ15</td>
<td>Dental - Safer Airway &amp; Sedation for Non-Anaesthetists (D-SASNA): A novel approach to airway and sedation training improves confidence, in Dentists, in managing sedation related complications</td>
<td>Oliver Keane, King's College Hospital, London, UK</td>
</tr>
<tr>
<td>#3JJ16</td>
<td>Design and Implementation of a Computer Assisted System for Residents’ Assessment At UNAM’s Faculty of Medicine Division of Postgraduate Studies</td>
<td>Irene Durante, Facultad de Medicina, UNAM, Mexico City, Mexico</td>
</tr>
<tr>
<td>#3JJ17</td>
<td>Posters: CPD</td>
<td>Chairperson: Dave Davis, Canada Location: Hall 3 Foyer</td>
</tr>
<tr>
<td>#3KK01</td>
<td>Identifying the gaps in research skills</td>
<td>Perihan Torun, Bezmiayum Valif University, Istanbul, Turkey</td>
</tr>
<tr>
<td>#3KK02</td>
<td>“What do you want to tell us?” An analysis of participant Continuing Medication Education (CME) evaluations</td>
<td>David Hak, AO North America, Paola, PA, USA</td>
</tr>
<tr>
<td>#3KK03</td>
<td>Delivering the curriculum in evidence-based non-drug therapy: introducing HANDI and reviewing the performance of this innovation</td>
<td>Jan Radford, University of Tasmania, Launceston, Australia</td>
</tr>
<tr>
<td>#3KK04</td>
<td>Developing Interprofessional Continuing Education and Professional Development Programs (CEPD) in Radiation Medicine – challenges and opportunities</td>
<td>Ewa Szumacher, Department of Radiation Medicine University of Toronto, Canada</td>
</tr>
<tr>
<td>#3KK05</td>
<td>RCGP Forums: 10 Minute Clinical Scenarios</td>
<td>Chantal Simon, Royal College of General Practitioners, London, UK</td>
</tr>
<tr>
<td>#3KK06</td>
<td>The Dorset Locum Hub – supporting GP recruitment and retention in Dorset</td>
<td>Aurelia Butcher, Dorset GP Centre &amp; Primary Care Workforce Centre, Bournemouth, UK</td>
</tr>
<tr>
<td>#3KK07</td>
<td>Implementing and evaluating a new global educational course on facial trauma for surgeons</td>
<td>Iain McVicar, Maxillofacial Unit, Queen's Medical Centre, Nottingham, UK</td>
</tr>
<tr>
<td>#3KK08</td>
<td>What is the evidence for assuring the continuing fitness to practise of Health Care Professions Council registrants, based on its Continuing Professional Development (CPD) and audit system?</td>
<td>Jan Illing, Newcastle University, Newcastle upon Tyne, UK</td>
</tr>
<tr>
<td>#3KK09</td>
<td>Factors Explaining General Practitioners’ Intention to Use Electronic Continuing Medical Education</td>
<td>Zahra Dehghani, Medical Education Research Center, Isfahan University of Medical Sciences, Isfahan, Iran</td>
</tr>
<tr>
<td>#3KK10</td>
<td>Is It Safe To Leave My Patient At Home? Interprofessional Community-based learning</td>
<td>Heidi Penrose, Mid-Wexsex GP Education, Winchester, UK</td>
</tr>
<tr>
<td>#3KK11</td>
<td>NOT PRESENTED</td>
<td></td>
</tr>
<tr>
<td>#3KK12</td>
<td>The benefits of flipped learning on periodically continuing professional education</td>
<td>Ying-Tzu Lai, Tungs’ Taichung Metroharbor Hospital, Taichung, Taiwan</td>
</tr>
<tr>
<td>#3KK13</td>
<td>Enhancing Training in Urgent Care for Health Attendants and Patient Service Associates in Local Primary Care Clinics</td>
<td>Kailin Teh, National Healthcare Group Polyclinics, Singapore</td>
</tr>
<tr>
<td>#3KK14</td>
<td>Development, implementation, and evaluation of an evidence based medicine course for community pharmacy preceptors</td>
<td>Bridget Javed, Qatar University, Doha, Qatar</td>
</tr>
<tr>
<td>#3KK15</td>
<td>Supporting Physician Practice Improvement through a Joint Performance Appraisal Process</td>
<td>Jose Francois, University of Manitoba, Winnipeg, Canada</td>
</tr>
<tr>
<td>#3KK16</td>
<td>Identifying Continuing Professional Development practice gaps of Primary Care Physicians in the State of Qatar: A perceived needs assessment</td>
<td>Lanny Mattar, Weil Cornell Medicine-Qatar, Qatar</td>
</tr>
<tr>
<td>#3LL</td>
<td>Meet the Experts: Assessment and Measurement</td>
<td>Godfrey Pell, Richard Fuller, Matthew Homer, Assessment Research Group, Leeds, UK</td>
</tr>
</tbody>
</table>
Group Meeting
1015-1200 ESME Advisory Board (closed meeting) AMEE Meeting Room

Lunch Break
1200-1400 Viewing of posters and exhibits Hall 6

Soapbox Stage – Hall 6
1200-1210 3D Teach Omega Zeta
1215-1225 NEJM Group
1230-1240 Institute for Communication and Assessment Research GmbH, Cooperation Partner of the University Hospital Heidelberg
1245-1255 Laerdal Medical AS
1300-1310 Cardionics
1315-1325 Academy of Medical Educators
1330-1340 Tampere Surgical Education Centre
1345-1355 Resilience Software Inc

Meet the Authors
1230-1330 Ronald M Harden and Dan Hunt Elsevier Exhibit, Hall 6

Courses
1230-1330 AMEE-ESME Course Room 203a
1230-1330 AMEE-RESME Course Room 204
1230-1330 ASME-FLAME Course Room 205
1230-1330 PASREV Course Room 209

Group Meetings
1230-1330 AMEE CPD Special Interest Group (Open Session) Room 207
1230-1330 AMEE Fellows and Associate Fellows Meeting (Closed Meeting) Room 306
Session 4: Simultaneous Sessions

1400-1430

#4A Symposium: Simulation in Healthcare: What is the role of the patient in the education of the healthcare workforce?
Rob Lane, Joels Symons and Andrea McGoverin, Leeds Medical School; UK; Nancy McNaughton, INESRA, Toronto, Canada; Jane Moore and Rosamund Snow, Oxford Medical School, UK; Angela Towle and William Godolphin, University of British Columbia, Canada; Katri Manninen, Karolinska Institute, Sweden
Location: Hall 3d

1400-1430

#4B Symposium: The Ideology of no Ideology: Recognizing Hidden Values in Medical Education Research
Cynthia Whitehead, The Wilson Centre & Department of Family & Community Medicine, University of Toronto; VP-Education, Women's College Hospital; Toronto, Canada; Ayelet Kuper, The Wilson Centre & Department of Medicine, University of Toronto; Department of Medicine, Sunnybrook Health Sciences Centre; Toronto, Canada; Rachel Ellaway, Community Health Sciences & Office of Health and Medical Education Scholarship, University of Calgary; Calgary, Canada; Geoff Norman, McMaster University, Canada; Miranda Schreiber, University of King's College, Halifax; Canada; Brian Hodges, The Wilson Centre & Department of Psychiatry, University of Toronto; EVP Education University Health Network, Toronto Canada
Location: Hall 3b

1400-1430

#4C Symposium: Creativity, innovation and entrepreneurship in medical education - insights from ElsevierHacks!
Organised by the AMEE Technology Enhanced Learning Committee:
Peter de Jong, Netherlands; John Sandars, UK; Natalie Lafferty, UK; Student Representative; Elsevier Representative
Location: Hall 3b

1400-1430

#4D Symposium: Health care delivery is changing rapidly - How can medical schools respond to ensure graduates are fit for the future?
Co-organised by Association of Medical Schools in Europe (AMSE) and AMEE
Trudie Roberts, AMEE; Peter Dieter, AMSE; Wendy Reid, Health Education England, UK; Gary Rogers, Griffith University, Australia; Rille Pihlak, University of Manchester, UK; Harm Peters, Charité - Universitätsmedizin Berlin, Germany
Location: Hall 3c

1400-1430

#4E Research Papers: Medical School Admissions and Equity
Chairperson: Larry Gruppen, USA
Assessor: Klara Bolander Laksov, Sweden
Location: Hall 3d

1400-1420

### #4E1 “Why not you?”: Discourses of widening access on UK medical school websites
Kirsty Alexander, University of Aberdeen, UK

1400-1440

#4F Research Papers: The Educational Context
Chairperson: Erik Driessen, Netherlands
Assessor: Tim Wilkinson, New Zealand
Location: Hall 3e

1400-1440

#4G PechaKucha™ 1
Chairperson: Susan Kennedy, UK
Location: Hall 3f

1400-1409

#4G1 “I'm so pleased I can be myself here”
Matthew Northwood, St George's University of London, UK

1409-1418

#4G2 You're a medical student you can't do art
Margot Turner, St George's University of London, UK

1418-1427

#4G3 Overcoming Gender Bias in Medical Education: Leading and Learning in a Gender Intelligent Way
Geeta Singhal, Baylor College of Medicine, Houston, USA

1427-1436

#4G4 Shouldn't we be taking care of our future doctors?
Zoe Boulot, Faculté de Médecine Lyon Est, Lyon, France

1436-1445

#4G5 Introducing CAPSULE, a case-based mobile app which is an important aspect of our undergraduate medical curriculum
Thomas Kurka, Brighton and Sussex University Hospitals NHS Trust/Brighton and Sussex Medical School, Brighton, UK
1445-1454 #4G6 Virtual Realism: Using first-person perspective videos to add realism to a virtual patient and its comparison with tutorial teaching
Junaid Fukuta, North Bristol Academy, University of Bristol, UK

1454-1503 #4G7 Career development of residents working part-time: wishful thinking or reality?
Nathalie Koch, University Hospital of Lausanne (CHUV), Lausanne, Switzerland

1503-1512 #4G8 A quantitative study of empathy in Pakistani Medical Students: a multi-centered approach
Nabia Tariq, Shifa Tameer e Millat University, Islamabad, Pakistan

1512-1521 #4G9 How do we teach hope to providers of end-of-life care? The challenges of an informal curriculum in a formal landscape
Wen PhelLim, Psychological Medicine, Tan Tock Seng Hospital, Singapore

1521-1530 #4G10 Active Learning Classrooms to Support "Translational Teaching" in Medical Education
Jeff Seegmiller, University of Idaho, Moscow, USA

1400-1530 #4H Patil Teaching Innovation Awards: Patil 2
Chairperson: Deborah Murdoch-Eaton, UK
Judging Panel: Michelle Marshall, Nivritti Patil, Deborah Murdoch-Eaton
Location: Hall 3g

1400-1415 #4H1 Using peer videos and discussion to enhance undergraduate medical students' reflective metacognitive skills
Melanie O’Costa & Nick Lown, University of Liverpool, UK

1415-1430 #4H2 Helping hands to jump the last hoop: Integrating peer mentorship, personalised learning, progress test, and faculty development into a nation-wide program to help students who struggle to pass the national competency exam in Indonesia
Amanda Randita

1430-1445 #4H3 Who's Who in the Medical School? Implementation of a social media based project to develop a vibrant staff-student community
Debbie Aitken, University of Edinburgh, UK

1445-1500 #4H4 Feeling drives learning
Satang Supapun, Khon Kaen Medical Education Center, Khon Kaen, Thailand

1500-1515 #4H5 Wikimedicine Editathon: Can editing Wikipedia provide a novel way of learning collaboratively?
Caroline Morton, Imperial College London, UK

1515-1530 #4H6 The student as the protagonist of the class: constructing problems in Physiology
Ventura Simonovich, Instituto Universitario del Hospital Italiano, Buenos Aires, Argentina

1415-1430 #4I2 A practical way to enhance the intraoperative teaching and learning-anatomy-based clinical reasoning
Chung-Sheng Lai, Kaohsiung Medical University, Kaohsiung, Taiwan

1430-1445 #4I3 Instructional approaches for the teaching of clinical reasoning: a randomised experiment
Silvia Mamede, Institute of Medical Education Research Rotterdam, Erasmus Medical Center; and Department of Psychology, Erasmus University Rotterdam, Rotterdam, Netherlands

1445-1500 #4I4 Can students' stages of development of clinical reasoning inform curriculum development?
Ralph Pinnock, Otago Medical School, Dunedin School of Medicine, Great King Street, Dunedin, New Zealand

1500-1515 #4I5 Scientific Reasoning in Medical Education: A Novel Approach for the Analysis of Epistemic Activities in Clinical Case Discussions
Benedikt Lenzer, Institut für Didaktik und Ausbildungsforschung in der Medizin, Klinikum der Universität München, Munich, Germany

1515-1530 #4I6 Assessing Clinical Judgement – a novel approach to learning and assessment
Narelle Shadbolt, University of Sydney, Sydney Medical School, Sydney, Australia

1400-1530 #4J Short Communications: IPE 1 – Interprofessional Simulation
Chairperson: Rehan Khan, Pakistan
Discussant: Sandra Carr, Australia
Location: Room 101 c

1400-1415 #4J1 How can a virtual patient model facilitate students’ interprofessional learning in primary healthcare?
Carrie Tran, Karolinska Institutet, Stockholm, Sweden

1415-1430 #4J2 Learning about interprofessional collaboration during a simulated interprofessional team meeting
Miriam Janssen, Maastricht University, Maastricht, Netherlands

1430-1445 #4J3 Non-Technical Skills Training of Helicopter Emergency Medical Service (HEMS) Crews – a Comprehensive Simulation Program
Sabine Nabecker, Department of Anaesthesiology and Pain Therapy, Inselspital, Bern University Hospital, University of Bern, Switzerland

1445-1500 #4J4 Increasing role-awareness online: virtual patients for nursing and medical students in IPL
Desiree Wiegell Edström, Dermatology Unit, Dept of Medicine Solna, Karolinska Institutet. Dept of Dermatology, Karolinska University Hospital, Stockholm, Sweden

1500-1530 Discussion

1400-1530 #4L Short Communications: Clinical Reasoning 1
Chairperson: Eugene Custers, Netherlands
Location: Room 101 a/b

1400-1415 #4L1 The Glasgow Case Portfolio: A bespoke educational scaffold to develop clinical reasoning skills in undergraduate medicine
Kevin Garrity, University of Glasgow, UK
1400-1530  #4K Short Communications: Junior Doctor as Teacher
Chairperson: Sören Huwendiek, Switzerland
Discussant: Chris Skinner, Australia
Location: Room 103a

1400-1415  #4K1 A Medical Education Track for Graduate Medical Trainees
Karen Mangold, Lurie Children’s/Northwestern University, Chicago, USA

1415-1430  #4K2 Preparing medical students for real life practice: a junior resident led OSCE workshop
Eugene Gan, Singapore General Hospital, Singapore

1430-1445  #4K3 What motivates junior doctors to teach medical students?
Susan McKenzie, Sydney Medical School, Australia

1445-1500  #4K4 Teaching Residents to Teach: Developing Distributed Curricula for Residency Training Programs
Tim Dubé, McGill University, Montreal, Canada

1500-1515  #4K5 NOT PRESENTED

1515-1530 Discussion

1400-1530  #4L Short Communications: International Education I
Chairperson: Brownie Anderson, USA
Location: Room 102

1400-1415  #4L1 Enhancements in accessibility and usability of SBL environments: results from the WAVES project
Andrzej A Konanowicz, Jagiellonian University, Krakow Poland / Karolinska Institutet, Stockholm Sweden

1415-1430  #4L2 The benefits of immersion internships in low resource clinical settings combined with a pre-departure training in medical students’ Global Health education and in shaping the medical curriculum
Wenzhen Zuo, Université de Montréal, Montréal, Canada

1430-1445  #4L3 The concept of internationalisation in higher education and its reference frameworks in medical education
Maria Rosa Fenoll-Brunet, Universitat Rovira i Virgili, Reus (Catalonia), Spain

1445-1500  #4L4 Global health teaching in medical undergraduate curricula: are we any closer to a consensus of agreed learning outcomes? An international survey of medical educators
Ann Wylie, King’s College London, UK

1500-1515  #4L5 Developing and Implementing an Innovative Bioethics Pre-Departure Training for the Largest Medical Exchange Program in the World
Tara D’Ignazio, International Federation of Medical Students’ Associations, Montreal, Canada

1515-1530  #4L6 Exploring the experiences and management strategies of medical students during international clinical electives – A qualitative study in Japan
Rintaro Imafuku, Gifu University, Gifu, Japan

1400-1530  #4M Short Communications: Empathy
Chairperson: Stefanie Hautz, Switzerland
Discussant: Chris Skinner, Australia
Location: Room 103a

1400-1415  #4M1 Health theatre and the Suspension of Disbelief: Interdisciplinary Education in Action
Ian Walsh, Queen's University, Belfast, UK

1415-1430  #4M2 Empathy in Medical Students: A Five Year Prospective Cohort Study at Universidad Andrés Bello, Viña del Mar, Chile
Peter Mc Coll, Escuela de Medicina Universidad Andrés Bello, Viña del Mar, Facultad de Medicina, Viña del Mar, Chile

1430-1445  #4M3 The trajectories of empathy development may be gender specific: insights from a longitudinal study at Minho’s school of medicine
Patricio Costa, Life and Health Sciences Research Institute (ICVS), School of Medicine, University of Minho, Braga, Portugal

1445-1500  #4M4 Is artificial empathy enough? A qualitative study of Chinese medical student perspectives on the role of empathy in medicine
Heather Lochnan, University of Ottawa, Canada

1500-1515  #4M5 A mile in their non-slip socks: Fostering a development of empathy in 3rd Year medical students
Craig Passcoe, New Cross Hospital, Wolverhampton, UK

1515-1530 Discussion

1400-1530  #4N Short Communications: Assessment: Feedback - Postgraduate
Chairperson/Discussant: Taruna Bindal, UK
Location: Room 103b

1400-1415  #4N1 Safety first: the way feedback is verbally and non-verbally transferred and received during upward feedback dialogues
Heather Lochnan, University of Ottawa, Canada

1415-1430  #4N2 Exploring the Influence of Feedback about Implicit Bias on Health Professionals
Javed Sukhera, Schulich School of Medicine and Dentistry, London, Canada

1430-1445  #4N3 Why do clinical teachers want to provide feedback in a busy emergency department?
Healtheatre and the Suspension of Disbelief: Interdisciplinary Education in Action
Ian Walsh, Queen's University, Belfast, UK

1445-1500  #4N4 About Politeness, Face and Feedback: Exploring perceptions of residents and faculty regarding institutional culture factors affecting feedback
Subha Ramani, Brigham and Women’s Hospital, Harvard Medical School, Boston, USA

1500-1515  #4N5 Multi Source feedback for educational leaders in clinical departments – a bridge to change of practice and consolidation of managerial support
Bente Malling, Centre for Health Sciences Education, Health, Aarhus University and Department of Quality, Aarhus University Hospital, Aarhus, Denmark

1515-1530 Discussion
<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Title</th>
<th>Chairperson/Speaker</th>
<th>Location/Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>1400-1530</td>
<td>#4O  Short Communications: Standard Setting &amp; Psychometrics</td>
<td>Chairperson: Peter Katsufakis, USA</td>
<td>Location: Room 201</td>
<td></td>
</tr>
<tr>
<td>1400-1415</td>
<td>#4O1 Rubrics for summative evaluation: how to deal with standard setting?</td>
<td>Mieke Latijnhouwers, Radboud University Medical Centre</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1415-1430</td>
<td>#4O2 Revisiting borderline performance: implications for assessment practices</td>
<td>Matt Homer, Leeds Institute of Medical Education, School of Medicine, University of Leeds, UK</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1430-1445</td>
<td>#4O3 Standard Setting Practices for Exit Clinical Examinations of the Specialist Medical Colleges of Australia</td>
<td>Jennifer Williams, Bond University, Robina, Australia</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1445-1500</td>
<td>#4O4 How absolutes vary: understanding the origins of variability in criterion-based standard setting</td>
<td>Peter Yeates, Keele University, School of Medicine, Newcastle under Lyme, UK</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1500-1515</td>
<td>#4O5 Comparison of Four Linking Methods for the Medical Council of Canada's Qualifying Examination (MCCQE) Part II</td>
<td>Andrea Gotzmann, Medical Council of Canada, Ottawa, Canada</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1515-1530</td>
<td>#4O6 How students perceive the validity of assessment</td>
<td>Christina St-Onge, Universite de Sherbrooke, Sherbrooke, Canada</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1530-1550</td>
<td>#4O7 Comparison of Four Linking Methods for the Medical Council of Canada's Qualifying Examination (MCCQE) Part II</td>
<td>Andrea Gotzmann, Medical Council of Canada, Ottawa, Canada</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1550-1555</td>
<td>#4O8 Comparison of Four Linking Methods for the Medical Council of Canada's Qualifying Examination (MCCQE) Part II</td>
<td>Andrea Gotzmann, Medical Council of Canada, Ottawa, Canada</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1400-1530</td>
<td>#4P  Short Communications: Postgraduate Education – Wellbeing &amp; the Trainee in Difficulty</td>
<td>Chairperson: Johnny Lyon-Maris, UK</td>
<td>Location: Room 208</td>
<td></td>
</tr>
<tr>
<td>1400-1415</td>
<td>#4P1 An Interpretative Phenomenological Analysis of how doctors experience wellbeing during workplace transitions</td>
<td>Iliana Maki, University of Liverpool, UK</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1415-1430</td>
<td>#4P2 Residents’ experiences of mistreatment - Time out to stop a silenced practice</td>
<td>Fabiana Reboiras, Instituto Universitario Hospital Basico, Buenos Aires, Argentina</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1430-1445</td>
<td>#4P3 NOT PRESENTED</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1445-1500</td>
<td>#4P4 Relationship between the learning environment and burnout in Dutch residents</td>
<td>Stefan N van Vendevelo, Department of Orthopedic Surgery and Traumatology, Isala Hospital, Zwolle, Netherlands</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1500-1530</td>
<td>#4P5 “My world is broken and it will never be the same!” Sexual abuse of doctors, by doctors: professionalism, trauma and the potential for healing</td>
<td>Louise Stone, Australian National University, Canberra, Australia</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1515-1530</td>
<td>#4P6 Empowering residents to take ownership and to effect change</td>
<td>Qintai Hong, Tan Tock Seng Hospital, Singapore</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1400-1530</td>
<td>#4Q  Short Communications: Student Stress</td>
<td>Chairperson: John Tegzes, USA</td>
<td>Location: Room 207</td>
<td></td>
</tr>
<tr>
<td>1400-1415</td>
<td>#4Q1 Mental Health Promotion Strategies in Medical Students: What do students think we should be doing better? A qualitative study</td>
<td>Amy Manley, Avon and Wiltshire Partnership NHS Trust, Bristol, UK</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1415-1430</td>
<td>#4Q2 Do medical students use lifestyle choices to cope with stress and burnout?</td>
<td>Anita Laidlaw, University of St Andrews, UK</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1430-1445</td>
<td>#4Q3 I never felt stupid until I came to medical school! The imposter phenomenon in medical students - it begins in medical school</td>
<td>Vedantashankar Sean Sarma, Newcastle University, Newcastle Upon Tyne, UK</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1445-1500</td>
<td>#4Q4 The effects of Interpersonal Mindfulness compared to Mindfulness-Based-Stress-Reduction for medical students: a randomised experimental education evaluation</td>
<td>Amy Spatz, St George’s, University of London, UK</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1500-1515</td>
<td>#4Q5 The Implementation of a Peer to Peer Support Group System at Alfaisal University: Beyond the Stigma</td>
<td>Mohammad Sharique Ahmad, Alfaisal University, Riyadh, Saudi Arabia</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1515-1530</td>
<td>#4Q6 Noxious substances, technology and Internet as factors associated with mental symptomatology in medical students</td>
<td>Haydede Parra-Acosta, UACH, Chihuahua, Mexico</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1400-1530</td>
<td>#4R  Round Table: Team Based Learning</td>
<td>Chairperson: Dean Parmelee, USA</td>
<td>Location: Room 210</td>
<td></td>
</tr>
<tr>
<td>1400-1415</td>
<td>#4R1 Running PBL and TBL Together: Students and Faculty Perspective</td>
<td>Mohammed Alazmah, Alfaisal University, Riyadh, Saudi Arabia</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1415-1430</td>
<td>#4R2 Team-based learning method is suitable to train the implementation of infection control measures</td>
<td>Juha Rantanen, Faculty of Medicine and Life Sciences, University of Tampere and Tampere University Hospital, Tampere, Finland</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1430-1445</td>
<td>#4R3 Evaluation of student performance patterns in team-based learning</td>
<td>Hollis Lai, University of Alberta, Edmonton, Canada</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1445-1500</td>
<td>#4R4 The use of online test results to optimize the readines assurance process in a blended Team-Based Learning approach</td>
<td>Anne-Petra Spatz, University Medical Center Utrecht, Netherlands</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1400-1530</td>
<td>#4S  Short Communications: Curriculum</td>
<td>Chairperson: Rahila Yaseen, Pakistan</td>
<td>Location: Room 203a</td>
<td></td>
</tr>
<tr>
<td>1400-1415</td>
<td>#4S1 Reinventing Japanese Medical Education, One School at a Time</td>
<td>Haruko Akatsu, International University of Health and Welfare (IUHW), Narita, Japan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>Session</td>
<td>Location</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>-----------------------------------------------------------------------------------------------</td>
<td>----------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1415-1430</td>
<td>Patient diversity and student education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lunelle Pienaar, University of Cape Town, South Africa</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1430-1445</td>
<td>First experiences with academic skills training and education using a portfolio in the</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>medical bachelor programme</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dirk Ubbink, Academic Medical Center, Amsterdam, Netherlands</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1445-1500</td>
<td>One School in Many: Building a New Medical School Curriculum for Multiple Campuses</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Jan D. Carline, University of Washington School of Medicine, Seattle, WA, USA</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1500-1515</td>
<td>NOT PRESENTED</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1515-1530</td>
<td>Discussion</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1400-1530</td>
<td>Workshop: Applying Threshold Concepts to Medical Education</td>
<td>Room 203b</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Janice Hanson and Lindsey Lane, University of Colorado School of Medicine, Aurora, Colorado,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>USA; Virginia Randall, Uniformed Services University of the Health Sciences, Bethesda,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Maryland, USA</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Location: Room 203b</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1400-1530</td>
<td>Workshop: Making a “Flipped” Classroom Successful: What is it and how to do it?</td>
<td>Room 204</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ruth Levine, University of Texas Medical Branch, Galveston, Texas, USA; Sandy Cook, Duke-NUS,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Singapore; Lindsey Persher, University of Texas Southwestern Medical Center, Dallas, Texas,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>USA; Dawnelle Schatte, University of Texas Medical Branch, Galveston, Texas, USA</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Location: Room 204</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1400-1530</td>
<td>Workshop: Group Review Boot Camp for Academic Journal Peer Review: A Train-the-Trainer</td>
<td>Room 205</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Workshop</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Gail Sullivan, Journal of Graduate Medical Education, University of Connecticut, Farmington,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>CT, USA; Richard Hays, AMEE-MedEdPublish, Australia; Ingrid Philibert, Journal of Graduate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Medical Education, ACGME, Chicago, IL, USA</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Location: Room 205</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1400-1730</td>
<td>Workshop: BarCamp - a space to think - set the agenda yourself, discuss and explore recent</td>
<td>Room 209</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>work and topics emerging from the conference</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tamzin Treasure-Jones, Leeds Institute of Medical Education, UK; John Bibby, Bradford Districts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Clinical Commissioning Group, UK; Sebastian Dennerlein, Graz University of Technology, Austria;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Raymond Elferink, RayCom, Netherlands; Natalie Lafferty, University of Dundee, UK; David Topps,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>University of Calgary, Canada</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Location: Room 209</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1400-1530</td>
<td>Workshop: Global vs local: the strength of education developed with culturally diverse teams</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Samar Mohamed Hassona A. Aboulsoud, Qatar Council For Health Practitioners, Doha, Qatar;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chitra Subramaniam, AO Foundation - AO North America, Paoli, USA; Miriam Uhlmann, AO</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Foundation - AO Education Institute, Duebendorf, Switzerland</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Location: Room 215</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1400-1530</td>
<td>Workshop: Advances in Continuing Professional Development (CPD)</td>
<td>Room 216</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dave Davis, University of Toronto, Toronto, Ontario, Canada; Mary Turco, Geisel School of</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Medicine at Dartmouth, Lebanon/Hanover, New Hampshire, USA</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Location: Room 217</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1400-1530</td>
<td>Workshop: How Can I Optimize the Training of Invasive Bedside Procedural Skills in Medical</td>
<td>Room 217</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Specialties?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ryan Brydges, Department of Medicine, University of Toronto and Associate Director &amp; Scientist,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The Wilson Centre, UHN, Toronto Canada; Rose Hatala, Department of Medicine, University of</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>British Columbia, Canada</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Location: Room 217</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1400-1530</td>
<td>Workshop: Scoring Performance-Based Assessments</td>
<td>Room 218</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>John R. Boulet; Andre F. De Champlain, USA</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1400-1530</td>
<td>Workshop: Facilitating international dialogue in medicine: politics, process and people</td>
<td>Room 306</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Jonathan McFarland; Irina Markovina; Annalisa Manca</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1400-1530</td>
<td>ePosters: Culture, Identity, Humanities, Creativity and Emotion</td>
<td>Room 206</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chairperson: Elizabeth Kachur, USA</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1400-1530</td>
<td>Building an Evidence-Based Practice in a General Hospital Psychiatric Unit</td>
<td>Room 206</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sheng Neng Tan, Changi General Hospital, Singapore</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1400-1530</td>
<td>Results of a post-graduate questionnaire for physiotherapists who participated in an</td>
<td>Room 206</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>international exchange project before their graduation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Kazumasa Nakagawa, Takasaki University of Health and Welfare, Gunma, Japan / Fresenius</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>University of Applied Sciences, Munich, Germany</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1400-1530</td>
<td>Integrating humanities curricula in medical education: a needs assessment</td>
<td>Room 206</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Anna Taylor, University of Bristol, Bristol, UK</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
#4CC04 Visiting tour of medical humanities museum in medical humanities education: 3 years’ experience
Kun-Long Hung, Cathay General Hospital, Fujien Catholic University, Taipei, Taiwan

#4CC05 Pear Shaped - Responding to Adversity
Andrea Clay, Mid Wexsex CP Education, Winchester, UK

#4CC06 The Effects of Personality and Resilience on Burnout, Amongst Medical Faculty Members in an Academic Medical Centre in Singapore: A Pilot
Zulkarnain Ab Hamid, National University Hospital, Singapore

#4CC07 Students’ and Patients’ Perspectives on National Education Outcomes in Japan: A Qualitative Research Study
Daisuke Son, International Research Center for Medical Education, Graduate School of Medicine, the University of Tokyo, Japan

#4CC08 The Benefits of Visualization for Medical Education
Yuir Au, Education Resources, Office of Medical Education, Faculty of Medicine, The Chinese University of Hong Kong, Hong Kong

#4CC09 NOT PRESENTED

#4CC10 Mobile learning and technical self-efficacy beliefs – the effect of gender and previous studies
Taina Joutsenvirta, University of Helsinki, Finland

#4CC11 Finnish physicians: Different professional identities
Pyrri Mattila, University of Eastern Finland, Kuopio, Finland

#4CC12 Embedding ‘Raising Concerns’ in the Culture of our Faculty. How We Did it
Hisham Khulli, Peninsula Schools of Medicine and Dentistry, Plymouth, UK

1400-1530 #4DD Posters: Written and Computer Based Exams and Standard Setting
Chairperson: Deborah O’Mara, Australia
Location: Hall 6

#4DD01 A psychometric analysis of a cumulative, high-stakes, multiple choice question assessment adapted from North America to a Middle Eastern environment
Shane Pawluk, Qatar University, Doha, Qatar

#4DD02 Flagged Items in written assessments correlate with students’ performance
José Miguel Pêgo, School of Medicine, University of Minho, Braga, Portugal

#4DD03 NOT PRESENTED

#4DD04 External Peer-Review of Multiple-Choice Questions (MCQs): A Novel Method for Quality Assurance of Medical Examinations
Susanne Skjervold Smeby, Norwegian University of Science and Technology, Trondheim, Norway

#4DD05 Are single best answer (SBA) questions good indicators of students’ ability to generate a management plan?
Richard Barlow, Imperial College London, UK

#4DD06 Mid-course online assessment for monitoring student learning among first-year medical and dental students
Nina Petsaro, University of Helsinki, Faculty of Medicine, Medicum, Department of Biochemistry and Developmental Biology, Helsinki, Finland

#4DD07 Improvement of Thai National Licence Examination Step 1 (NLE-1) outcome of the Joint Medical Programme (SWU-UoN) students: a decade review
Watchareewee Thongsraa, Sirirakiahrinwirot University, Bangkok, Thailand

#4DD08 NOT PRESENTED

#4DD09 Are items still usable after having been exposed on the internet?
Dietrich Klausmann, University Medical Center Hamburg-Eppendorf, Hamburg, Germany

#4DD10 NOT PRESENTED

#4DD11 Studies on applying modified Cohen method of standard setting to assessments in a preclinical year
Simon CL Au, School of Biomedical Sciences, Faculty of Medicine, The Chinese University of Hong Kong, Hong Kong

#4DD12 Customizing standard setting for the assessment purpose: Experiences with the Cohen method for written and OSCE components of licensure screening exams
Debra Sibbald, Touchstone Institute, Toronto, Canada

#4DD13 Standard setting for exemption from examinations
Sandra Spikerman, University of Pretoria, South Africa

#4DD14 The Use of Merit and “De-merit” scores to determine the passing threshold of summative undergraduate clinical examinations
Rachel Westacott, University of Leicester, UK

#4DD15 Novel application of a diagnostic classification model (DCM) for subscore generation in NBME subject exams: A pilot study
Miguel Paniagua, National Board of Medical Examiners; Perelman School of Medicine, The University of Pennsylvania, Philadelphia, USA

#4DD16 Impact of pass/fail grading system on medical students’ perceived group cohesion and stress
Soeyun Kim, Yonsei University College of Medicine, Seoul, Korea

1400-1530 #4EE Posters: Faculty Development & CPD
Chairperson: Jan Illing, UK
Location: Hall 6

#4EE01 Weaving in faculty development for busy surgeons
Kenneth Shiwel Long, Tan Tock Seng Hospital, Singapore

#4EE02 Teachers’ Learning Community to Train Generic Skills in Medical Students
Olga Matus, Medical Education Department, University of Concepcion, Chile

#4EE03 Diversified teaching strategies in the training reduced the new nursing staff turnover rate within 1 month
Yu-Mei Hsin, Kaohsiung Medical University Hospital, Kaohsiung Medical University, Kaohsiung, Taiwan

#4EE04 Post-Graduate Health Professions Education (HPE) course: training the next generation of HPE educators
Valdés R Bollola, Ribeirão Preto School of Medicine-University of São Paulo (FMRP-USP), Ribeirão Preto, Brazil

#4EE05 Learning from errors - How to deal with them
Maart Nevalainen, University of Helsinki, Finland
#4EE08 "The Writing Club": An Inter-professional Peer Support Writing Group in an Academic Family Health Team
Viola Antao, Women's College Hospital, Toronto, Canada

#4EE09 NOT PRESENTED

#4EE10 Mentor training, where shall we begin? A realistic evaluation study on preliminary results from focus group interviews
Mei-Ling Tseng, Chang Gung University College of Medicine, Taoyuan, Taiwan

#4EE11 Faculty development program for clinical supervision: comparison of two training formats
Noëlle Junod Perron, University of Geneva Hospitals, Faculty of Medicine, Geneva, Switzerland

#4EE12 Dare to disagree? ‘Teamthink’ vs ‘groupthink’ among clinical supervisors participating in workplace situated faculty development
Pia Strand, Lund University, Faculty of Medicine, Centre for Teaching and Learning, Lund, Sweden

#4EE13 Clinical Teachers' Translating Learning into Practice Following Faculty Development Program through Self-Regulation Theory
Ming-Ju Hsieh, Department of Chest surgery, Chang Gung Memorial Hospital, Medical school, Chang Gung University, Taoyuan, Taiwan

#4EE14 Clinical Teaching with Emotional Intelligence: A New Model
Athar Omid, Isfahan University of Medical Sciences, Isfahan, Iran

#4EE15 Have our Trainers improved? Modernising Medical Careers (MMC) a decade on
Andrea Stevens, Queen Elizabeth Hospital Birmingham, UK

#4EE16 Promoting professional development of clinical educators through learning community of practice and appreciative inquiry approaches - A pilot study
Jer-Chia Tsai, Department of Internal Medicine, College of Medicine, Kaohsiung Medical University and Hospital, Kaohsiung, Taiwan

#4EE20 Achievement System (CBAS): Seven years of competency-based assessment data
Shelley Ross, University of Alberta, Edmonton, Canada

#4FF01 Residents' Reactions to the Introduction of a Competency-Based Program at the University Medical Center in Astana, Kazakhstan
Alma Syzdykova, Corporate Fund “University Medical Center”, Astana, Kazakhstan

#4FF02 Evaluation of the Competency-Based Achievement System (CBAS): Seven years of competency-based assessment data
Shelley Ross, University of Alberta, Edmonton, Canada

#4FF03 Introducing the TUMS competencies to fresh medical students using movie clips
Azim Mirzaazadeh, Tehran University of Medical Sciences, Tehran, Iran

#4FF04 A steps towards competency based medical education: Evaluating a novel integrated Pediatrics residency curriculum
Moyez Ladhani, McMaster University, Hamilton, Canada

#4FF05 Design of 360-degree assessment tool for residents of the Pontificia Universidad Católica de Chile
Diego Correa, Pontificia Universidad Católica de Chile (PUC), Santiago, Chile

#4FF06 Development, contextualisation and implementation of an online assessment system (OAS) for outcomes-based education (OBE) across health professions programmes
Vishna Devi V Nadarajah, International Medical University, Kuala Lumpur, Malaysia

#4FF07 Entrustable Professional Activities for Undergraduate Medical Education: Early Lessons in Content Validity and Feasibility
Katharine Rankin, University of Edinburgh, UK

#4FF08 Developing EPAs for an Undergraduate Course: A Three-Step Approach
Henrik Hölman, Germany

#4FF09 Evaluation of an allocation of supervision levels to checklist assessment in undergraduate emergency simulation training
Antje Degel, Charité Universitätsmedizin Berlin, Germany

#4FF10 Influence of Non-Academic Factors on Assessments of Entrustable Professional Activities
Sok Hong Goh, Duke-NUS Medical School, Singapore

#4FF11 Longitudinal Integration of EPA-Based Assessment in Performance-Based Decision Making
Elizabeth Bradley, University of Virginia School of Medicine, Charlottesville, USA

#4FF12 Comparison of OSCE Global Rating Scale and Entrustable Scale in OSCE Assessments
Chih-Ming Hsu, Chang Gung Medical Education Research Centre, Chang Gung Memorial Hospital, Chiai, Taiwan

1400-1530 #4GG Posters: Curriculum Development
Chairperson: Peter McCrorie, Cyprus
Location: Hall 6

#4GG01 Integration-teaching-service and community in early experience in medical education on the Brazilian Amazon
Zonia Reyes Cruz, Universidade Federal de Amapá, Macapá, Brazil

#4GG02 14 steps to do curricular reforms and introduce competences and clinical simulation in to a traditional curriculum of health sciences
Adalberto Amaya, Pontificia Universidad Javeriana, Bogotá, Colombia

#4GG03 Respiratory therapy students participate in patient-centered pulmonary rehabilitation of Holistic Health Care Program
Ching-Yi Chen, Department of Pulmonary Medicine, Taipei Medical University - Shuang Ho Hospital, Taipei, Taiwan

#4GG04 "DISCOVER" MSc Medical Education
Sat Sreenidhi Ram, University of Liverpool, UK
1400-1530 #4GG05 Nationwide occupational medicine training program in the Finnish Institute of Occupational Health
Jari Stengård, Finnish Institute of Occupational Health, Turku, Finland

#4GG06 An innovative process to include the different stakeholders' input for curriculum development in Medicine
Eduardo Durante, Instituto Universitario Hospital Italiano, Buenos Aires, Argentina

#4GG07 ‘Learning to become a veterinarian’: A supportive course for veterinary medical students
Sami Junnikkala, Faculty of Veterinary Medicine, University of Helsinki, Finland

#4GG08 Introduction of Collaborative Learning Cases (CLCs) into Phase I Curriculum of Yong Loo Lin School of Medicine, National University of Singapore (NUS Medicine)
Clara Chan, National University of Singapore (NUS Medicine), Singapore

#4GG09 Innovative implementation of a curriculum reform - The Effect of Student feedback, Self-Evaluation and Systematic Evaluation Meetings for Developing Study Modules
Jussi Merenmies, University of Helsinki, Finland

#4GG10 Incorporation of the Spiral Curriculum Model in Chiropractic Education
Vincent DeBono, Logan University, Chesterfield, USA

#4GG11 Reforming a recently reformed medical curriculum in a top-down process: a case study from the Charité Berlin
Asja Maaz, Charité Universitätsmedizin Berlin, Dieter Scheffner Center, Berlin, Germany

#4GG12 A new medical undergraduate program. What have we learned?
Hans Hjelmqvist, Medical School, Örebro University, Örebro, Sweden

#4GG13 Curriculum mapping using the MERLIN database – a powerful tool for analysis and comparison of the “taught” and “learned” curriculum
Olaf Fritzke, Competence Centre for University Teaching in Medicine - Baden-Wuerttemberg, University of Tuebingen, Germany

#4GG14 Mental-health patient perspectives on how to better teach and evaluate diversity education in healthcare institutions: “Knowing one’s ‘self’ is the key to knowing others”
Riya Elizabeth George, Department of Psychology, Neuroscience and Behaviour, School of Medicine, University of Leicester, UK

#4GG15 Cultural Awareness of Paediatric Residents in a Diverse Asian Population – An Exploration of Experiences
Cristelle Chow, KK Women’s and Children’s Hospital, Singapore

1400-1530 #4HH01 Differences in learning strategies and study skills between high and low achievers among undergraduate pre-clinical medical students at a medical college: A qualitative research
Khaled Almisnid, Cardiff University - Qassim University, Unaiizah, Saudi Arabia

#4HH02 A longitudinal study of Undergraduate Medical Students' non-cognitive skills in Italy. First Results: the characteristics of the students selected
Giuseppe Familiari, Sapienza University of Rome, Department on Anatomical, Histological, Forensic and Orthopaedic Sciences, Rome, Italy

#4HH03 The Impact of Gender Stereotypes on the Workflow at the Emergency Department in an Asian Context
Yu-Che Chang, Chang Gung Medical Education Research Center/ Chang Gung Memorial Hospital, Linkou/ Chang Gung University, Taoyuan, Taiwan

#4HH04 The feasibility of an innovative ‘Emotional Competence Curriculum’ for medical students
Huei-Ming Yeh, Department of Anesthesiology, National Taiwan University Hospital and National Taiwan University College of Medicine, Taipei, Taiwan

#4HH05 NOT PRESENTED

#4HH06 NOT PRESENTED

#4HH07 The NEO-FFI in health students: Characterization in relation to gender and the course
Miguel Castelo Branco, University of Beira Interior - Faculty of Health Sciences, Covilhã, Portugal

#4HH08 Is medical student personality stable across the study of medicine? An exploratory longitudinal study at Minho Medical School
Miguel Moreira, School of Medicine, University of Minho, Braga, Portugal

#4HH09 Evolution of medical students’ learning approaches during their preclinical and clinical trainings: a cohort study
Anne Baroffio, University of Geneva Faculty of Medicine, Geneva, Switzerland

#4HH10 NOT PRESENTED

#4HH11 Learning-style Preferences, Academic Performance and Active Learning of Pichamongkutklao College of Medicine, Thailand, 2016
Phunierd Piyaraj, Department of Parasitology, Pichamongkutklao College of Medicine, Bangkok, Thailand

#4HH12 Learning style in clinical year medical students of Bhumbil Adulyadej Hospital
Pornpavee Somsrivattana, Bhumbil Adulyadej Hospital, Bangkok, Thailand

#4HH13 Qualitative assessment of learning strategies among medical students using Focus Group Discussions and In Depth Interviews
Anuradha Joshi, Pramukhswami Medical College, Anand, India

#4II Posters: Selection
Chairperson: Ian Wilson, Australia
Location: Hall 3 Foyer

#4II01 Student experience in postgraduate entry level health professional programs
Gary Hamlin, Bond University, Gold Coast, Australia

#4II02 Academic performance of selected students from diverse educational backgrounds in a Graduate Entry Programme in Medicine
Inge van Wijk, VU University Medical Center, Dept. of Pediatrics and VUmc School of Medical Sciences, Amsterdam, Netherlands
Looking at the selection of residents through a lens of diversity
Lokke Gennissen, institute of Medical Education Research Rotterdam - Erasmus MC Rotterdam, Netherlands

The Widening Access to Medicine Society (WAMSoC): a student led widening participation initiative at the University of Southampton
Jahangir Alam, University of Southampton, UK

Influence of Public Inclusion Policies on Socio Demographic Profile of Medical Students from University of Campinas, Brazil
Maria Laura Alves de Melo Silva, University of Campinas, Brazil

Limits to widening participation outreach: both academic and non-academic factors limit the progression of students from deprived postcode areas
Nana Sartania, University of Glasgow, UK

Association of marks in entrance examination test with academic achievement at the end of medical course in a PBL hybrid curriculum
Reinaldo Bestetti, University of Ribeirão Preto, Brazil

Admission procedure: Comparison of the distribution of marks obtained on open book tests and closed book tests
Isabelle Richard, University of Angers, France

The Current Status and Issues regarding Student Selection for Medical Schools in Japan: A Multi-institution, Cross-sectional Study of Eighty Medical Schools
Michito Hirakata, Keio University School of Medicine, Tokyo, Japan

NOT PRESENTED

Use of Context Scoring in the Medical School Admission Process as an evolving and flexible Tool to Address the Social Accountability Mandate of the Northern Ontario School of Medicine (NOSM)
Miriam Cain, Northern Ontario School of Medicine, Thunder Bay, Canada

Cognitive and non-cognitive selection criteria in predicting performance in preclinical medical education
Catharina M.P. Vos, School of Medical Sciences, VU medical center, Amsterdam, Netherlands.

Medical School Admissions: Does Selectivity Matter?
Scott Helf, WesternU/COMP, Pomona, USA

Remediation for the match: A unique approach to equipping medical graduates for gainful employment
Robert Hage, St. George's University, St. Georges, Grenada

Internal Medicine Residency Selection Criteria: The stakeholders’ perspectives
Chutima Cheranakhorn, Hatyai Medical Education Center, Hatyai, Songkhla, Thailand

Convergent validity of the “bright” and “dark” side of an integrity Situational Judgement Test for medical school selection
Axel Themmen, Erasmus MC, Rotterdam, Netherlands

The power to surprise! Surprises for educators from a phenomenological study of stakeholder experiences with doctors
Marise Lombard, Griffith University, Gold Coast, Australia

The Role of Teaching Services in Emergency Department Overcrowding: A System Dynamics Approach
Viktor Sigalov

Imbalance of Specialist Doctor Distribution in the Ministry of Public Health Thailand
Nathatip Tumviriyakul, Social Medicine of Hatyai Hospital, Amchur, Hatyai, Songkhla, Thailand

A 10-year experience of the “new track” doctor production program in Thailand
P Ongartboon, Phare Medical Education Center, Thailand

Biggest Med School in Mexico: a 20 year quick portrait
Maria de los Angeles Fernandez-Altuna, UNAM School of Medicine, Mexico City, Mexico

ComPACT: towards Computerized Performance Analysis for Clinical Teams in health care – a simulation based study of feasibility and professional attitudes
Shannon Tse, University of Nottingham, UK

Differences between the factors influencing students’ satisfaction regarding the study programme’s language
Adam Tibor Schegli, University of Pecs Medical School, Pecs, Hungary

Managing MD Curriculum: Computer-Based Tools
Batool Eghbali, Isfahan University of Medical Sciences, Isfahan, Iran

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

Mind the Gap: Discursive Discontinuities in the Professional Role of the Pharmacist in Pharmacy Education and Practice Literature Over the Last Century in North America
Jamie Kellar, University of Toronto, Canada

Value Analysis for Determining the Cost of Medical Education
Sara Lamb, University of Utah School of Medicine, Salt Lake City, Utah, USA

Developing a new type of Health Professional - what we can learn from Developing and Developed Countries
Andrew Rooney

Moved to an ePoster session 10CC

Leadership Training, QA and Accreditation
Chairperson: Dan Hunt, USA
Location: Hall 3 Foyer

Reverse Ward Rounds as a Means of Medical Apprenticeship - a Qualitative Survey
Hans van Huijlen, Western Sussex NHS Foundation Trust, Worthing, UK

NOT PRESENTED
Leadership and Mentoring in Nursing Research (LMNR) programme: expectations and professional identity perception of participants
Manon Kluijtmans, UMC Utrecht, Netherlands

Medical leadership development in undergraduates: Global Physician-Leadership Stream (GPS) of The Chinese University of Hong Kong
Sampson Kwan, The Chinese University of Hong Kong (CUHK), Hong Kong

Development and Validation of Medical Leadership Questionnaire (MLQ) for Medical Cadets in Community Medicine Program
Nutchar Hempatawee, Department of Military and Community Medicine, Phramongkutklao College of Medicine, Bangkok, Thailand

Informal education as a tool to foster leadership in medical students: IFMSA-Québec’s case study
Chérine Zaïm, Faculty of Medicine - Université de Montréal, Montréal, Canada

Development and Validation of Medical Leadership Questionnaire (MLQ) for Medical Cadets in Community Medicine Program
Nutchar Hempatawee, Department of Military and Community Medicine, Phramongkutklao College of Medicine, Bangkok, Thailand

A Comprehensive Leadership Development Programme for an Entire Postgraduate Specialism
Laura Spurgeon, University of Birmingham, UK

Outcomes-based education deserves outcomes-based accreditation: Canadian Residency Accreditation Reform (CanRAC)
Sarah Taber, Royal College of Physicians and Surgeons of Canada, Ottawa, Canada

Have Canadian medical schools developed a culture of continuing quality improvement?
Danielle Blouin, Queen’s University, Kingston, Canada

How about having your training center accredited?
Teuvo Antikainen, Centre of Medical Expertise, Jyväskylä, Finland

Experience of the Clinical Audit Training Program in Taiwan
Chien-Ming Lo, Joint Commission of Taiwan, New Taipei City, Taiwan

A guided tour of the Exhibition to meet some of the Exhibitors
Gather by the entrance to the Exhibition at 1400
Location: Hall 6

Group Meeting
1400-1530
BEME Board (closed meeting) AMEE Meeting Room

Coffee Break
1530-1600
Viewing of posters and exhibits
Hall 6

Soapbox Stage – Hall 6
1530-1540
Lee Kong Chian School of Medicine
### Session 5: Simultaneous Sessions

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>1600-1730</td>
<td>#5A Symposium: Validity Revisited: applying the Kane validity model to health professional assessment</td>
<td>David Cook, Mayo Clinic, USA; Sandra Kemp, Curtin University, Australia; Katharine Boursicot, Health Professional Assessment Consultancy, Singapore; Richard Fuller, Leeds University, UK; David Swanson, ABMS, USA; Trudie Roberts, Leeds University, UK. Location: Hall 1</td>
</tr>
<tr>
<td>1600-1730</td>
<td>#5B Symposium: Postgraduate Medical Education across Borders: Innovations, Tensions, and Curiosities</td>
<td>On behalf of the AMEE Postgraduate Committee Rille Pihlak, European; Arnoldo Riquelme, Universidad Catolica de Chile, Chile; Jason Frank, Royal College of Physicians &amp; Surgeons of Canada; Fedde Scheele and Jessica van der Aa, VU University Amsterdam, Netherlands. Location: Hall 3a</td>
</tr>
<tr>
<td>1600-1730</td>
<td>#5C Symposium: What keeps you awake at night?</td>
<td>J.M.Monica van de Ridder, Michigan State University, Grand Rapids, USA; John Cookson, Emeritus Professor of York Hull Medical School, Hull, UK. Location: Hall 3b</td>
</tr>
<tr>
<td>1600-1730</td>
<td>#5D AMEE Fringe: Fringe 1</td>
<td>Chairperson: Rachel Ellaway, Canada. Location: Hall 3c</td>
</tr>
<tr>
<td>1600-1730</td>
<td>#5E Research Papers: Selection and Prediction</td>
<td>Chairperson: Chris Roberts, Australia. Assessor: Jen Celand, UK. Location: Hall 3d</td>
</tr>
<tr>
<td>1600-1620</td>
<td>#5E1 Publication during medical studies as a predictor of post-M.D. publication careers</td>
<td>Friedo W. Dekker, Center for Innovation in Medical Education, Leiden University Medical Center, Leiden, Netherlands. Location: Hall 3d</td>
</tr>
<tr>
<td>1640-1700</td>
<td>#5E3 The influence of language, gender and age on Situational Judgement Test Scores (SJT) in first year post-graduate nurses in Australia</td>
<td>Margaret Hay, Monash University, Melbourne, Australia. Location: Hall 3d</td>
</tr>
<tr>
<td>1620-1740</td>
<td>#5E2 Unravelling the mechanism underlying motivation for the medical study: interviews show a negative effect of selection</td>
<td>Anouk Wouters, VUmc School of Medical Sciences Research in Education, Amsterdam, Netherlands. Location: Hall 3d</td>
</tr>
<tr>
<td>1630-1745</td>
<td>#5E4 The value of Situational Judgment Test for selection into medical school: evidence from UKCAT validation studies</td>
<td>Stuart Martin-Jay, Work Psychology Group, London, UK. Location: Hall 3d</td>
</tr>
<tr>
<td>1720-1730</td>
<td>Discussion</td>
<td></td>
</tr>
<tr>
<td>1600-1730</td>
<td>#5F Doctoral Reports 1</td>
<td>Chairperson: Karen Mattick, UK. Assessor: Diana Dolmans, Netherlands. Location: Hall 3e</td>
</tr>
<tr>
<td>1600-1620</td>
<td>#5F1 Exploring Fatigue as a Social Construct: Implications for Work Hour Reform in Postgraduate Medical Education</td>
<td>Taryn Taylor, University of Ottawa, Canada. Location: Hall 3e</td>
</tr>
<tr>
<td>1640-1740</td>
<td>#5E3 The links between organisational, team and individual medical postgraduate workplace learning – An ethnographic and action-based research study</td>
<td>Mads Skipper, Aarhus University, Centre for Health Sciences Education, Aarhus, Denmark. Location: Hall 3e</td>
</tr>
<tr>
<td>1700-1720</td>
<td>#5F4 Virtual Patients for Learning of Clinical Reasoning</td>
<td>Sören Huwendiek, University of Bern, Switzerland. Location: Hall 3e</td>
</tr>
<tr>
<td>1720-1730</td>
<td>Discussion</td>
<td></td>
</tr>
<tr>
<td>1600-1730</td>
<td>#5G Symposium: Do we really need cadavers any more to learn anatomy in undergraduate medicine?</td>
<td>Paul McMenamin, Monash University, Melbourne, Australia; John McLachlan, Durham, UK; Adam Wilson, Chicago, USA; James Pickering, Leeds, UK; Jennifer McBride, USA; Darrell Evans, Newcastle, Australia; Andreas Winkelmann, Germany. Location: Hall 3f</td>
</tr>
</tbody>
</table>

---

#5A: The influence of language, gender and age on Situational Judgement Test Scores (SJT) in first year post-graduate nurses in Australia.

#5B: Applying the Kane validity model to health professional assessment.

#5C: What keeps you awake at night?

#5D: AMEE Fringe: Fringe 1.

#5E: Research Papers: Selection and Prediction.

#5F: Doctoral Reports 1.

#5G: Symposium: Do we really need cadavers any more to learn anatomy in undergraduate medicine?
1600-1730 | #5H | Short Communications: Selection I – Widening Access  
Chairperson: Dujeepa Samarakewera, Singapore  
Location: Hall 3g

1600-1615 | #5H | Prospective medical school applicants’ perceptions of various selection methods: Implications for widening participation  
Molly Fyfe, Cambridge Assessment, Cambridge, UK

1615-1630 | #5H2 | Promoting Diversity: Use of the Situational Judgment Test as an Admission Screening Tool  
Kelly L. Dore, McMaster University, Hamilton, Canada

1630-1645 | #5H3 | The impact of Selected Markers of Diversity on Success in the Application Process: Results from two Canadian MD Programs  
Doug Myhre, University of Calgary, Canada

1645-1700 | #5H4 | A mission-driven special master’s program helps increase diversity in professional schools  
Christine Goode, Western University of Health Sciences, Pomona, USA

1700-1715 | #5H5 | Widening Participation and technology: Creating an environment for success  
Joanna Mathen, School of Medical Education, Faculty of Medical Sciences, Newcastle University, UK

1715-1730 | #5H6 | NOT PRESENTED

1600-1730 | #5I | Short Communications: Clinical Reasoning 2  
Chairperson: Jocelyn Locker, Canada  
Discussant: Narelle Shadbolt, Australia  
Location: Room 101 a/b

1600-1615 | #5I1 | Self-Explanation to Support Diagnostic Reasoning Development: Perspectives from Third Year Medical Clerks  
Hassiba Chebbibi, Department of Medicine, Faculté de Médecine et des Sciences de la Santé, Université de Sherbrooke, Québec, Canada

1615-1630 | #5I2 | Beyond heuristics and biases: An alternative view on the origin of diagnostic errors  
Eugene Custers, UMC Utrecht - Center for Research and Development of Education, Utrecht, Netherlands

1630-1645 | #5I3 | Using think aloud to identify the gaps in medical students’ and residents’ clinical reasoning and the effects of scheme-inductive learning in pre-clinical education on clinical reasoning  
Kuo-Ing Tsou, Fu Jen Catholic University, School of Medicine; Catholic Tien Hospital, Department of Pediatrics; New Taipei City, Taiwan

1645-1700 | #5I4 | Developing hypothetico-deductive reasoning skills of medical students through argumentation in PBL  
JiHyun Si, Dong-A University, Busan, Korea

1700-1715 | #5I5 | Fostering clinical reasoning using video- and text-based worked examples  
Katherine Montpetit-Tourangeau, Université de Montréal and Centre for Interdisciplinary Research in Rehabilitation of Greater Montreal, Canada

1715-1730 | Discussion

1600-1730 | #5J | Short Communications: IPE 2 – Evaluation of IPE  
Chairperson: Sharon Buckley, UK  
Location: Room 101 c

1600-1615 | #5J1 | Evaluation of an Interprofessional Education (IPE) Program at the Universidad Europea de Madrid (Spain)  
Juan Luis Gonzalez-Pascual, Universidad Europea de Madrid ( Laureate International Universities), Madrid, Spain

1615-1630 | #5J2 | Development of a scale to measure the interprofessional competencies of health professional undergraduates in NUS  
Chai Yun Rachel Ang, NUS, Singapore

1630-1645 | #5J3 | Psychometric and expert panel evaluations of two IPL-questionnaires in Swedish  
Samuel Edelbring, Faculty of Medicine and Health Sciences, Linköping, Sweden

1645-1700 | #5J4 | The Diabetes Challenge: exploring the role of technology in development of an experiential, interprofessional learning activity  
Kathryn Steven, University of Dundee, UK

1700-1715 | #5J5 | An interprofessional simulation program for medical and midwifery students – a pre-test and post-test evaluation  
Arunaz Kumar, Monash University, Melbourne, Australia

1715-1730 | #5J6 | Preliminary results from an Interprofessional Study Unit in Psychiatry  
Michael Marcussen, Dep. of Clinical Medicine, Aarhus University, Region Zealand, Denmark

1600-1730 | #5K | Short Communications: Simulation  
Chairperson: Peter Dieckmann, Germany  
Location: Room 101 d

1600-1615 | #5K1 | Learning path in bronchoscopy simulation before transition to real-life: do trainees maximize their learning?  
Briseida Mema, Hospital for Sick Children, Toronto, Canada

1615-1630 | #5K2 | Visual perception exploration using eye-tracking technology in high-fidelity medical simulation  
Mathieu Tourangeau, Centre d’Apprentissage des Attitudes et Habilités Cliniques, Université De Montréal, Canada

1630-1645 | #5K3 | 2-hour in situ trauma team simulation training is effective in improving non-technical skills of hospital trauma teams  
Juha Paloneva, Central Finland Hospital, Department of Surgery, Jyväskylä, Finland

1645-1700 | #5K4 | Managing emergencies in the community: Taking simulation out of the classroom and into real life environments  
Emer Forde, Dorset GP Centre, Bournemouth, UK

1700-1715 | #5K5 | In-scenario instruction in healthcare simulation – how should educators fill in the gaps?  
Cecilia Escher, Center for Advanced Medical Simulation and Training-CAMST, Stockholm, Sweden
1645-1700  
**#5L4**  The medical profession’s ambivalence in regards to remediation in practicing physicians  
Alison Sturrock, UCL, London, UK

1700-1715  
**#5L5**  ‘Nobody likes you and nobody wants to work with you’: unravelling discrimination at work  
Sue Kilminter, University of Leeds, UK

1715-1730  
**Discussion**

1600-1730  
**#5L2**  The revalidation assessment knowledge test  
Sami Heistaro, Finnish Medical Association, Helsinki, Finland

1615-1630  
**#5L3**  National re-certification systems for medical specialists in Europe – a collective case study  
Carolin Sehlibach, Maastricht University, Maastricht, Netherlands

1645-1700  
**#5L1**  Finnish physicians still critical about compulsory recertification - Physician 2003 and Physician 2013 Surveys  
Sami Heistaro, Finnish Medical Association, Helsinki, Finland

1715-1730  
**Discussion**

1600-1730  
**#5M6**  Medical humanities - does the old fashioned matter?  
Rosa Pace, Instituto Universitario Hospital Italiano, Buenos Aires, Argentina

1715-1730  
**Discussion**
1600-1730  #5P  Short Communications: eLearning – Virtual Patients
Chairperson: James McGee, USA
Location: Room 208

1600-1615  #5P1  Spectrum of Virtual Patient-Based Decision-Making Simulations Implemented in the Veterans Health Administration (VHA)
Rosalyn Scott, Veterans Health Administration and Wright State University, Marina del Rey, CA, USA

1615-1630  #5P2  Comparing the impact of positive and negative Virtual Patient conditioning on the medical students perceived self-efficacy: An experimental study
Nabil Zary, Lee Kong Chian School of Medicine, Singapore

1630-1645  #5P3  Enabling multi-institutional implementation of new interactive learning technologies across multicultural contexts: Holistic train-the-trainer approach
Elis Iskenko-Poulton, St. George’s University of London, Institute of Medical and Biomedical Education, London, UK

1645-1700  #5P4  Virtual patient simulations for undergraduate medical students improve their knowledge of communication skills
Catherine Bruen, Royal College of Surgeons in Ireland, Dublin, Ireland

1700-1715  #5P5  WAVES: What the end-users want from Scenario-Based Learning and Free Online Courses
Sheetal Kavia, St George’s, University of London, UK

1715-1730  #5P6  Evaluating the Training Against Medical Error project – Measuring the impact on learners across multiple countries
Luke Woodham, St. George’s, University of London, UK

No Discussion

1600-1730  #5Q  Short Communications: Student in Difficulty
Chairperson: Ann Wylie, UK
Discussant: Lynn Monrouxe, Taiwan
Location: Room 207

1600-1615  #5Q1  Academic dishonesty: Cheating or not? That is the question
Anne-Marie Reid, St George’s, University of London, UK

1615-1630  #5Q2  Predictors of Fitness to Practise Declarations in UK Medical Undergraduates at Pre-Registration: Findings from the UK Medical Education Database (UKMED)
Paul Tiffin, University of York, UK

1630-1645  #5Q3  Supporting students referred for serious difficulty in language, professionalism and communication; an 8 year audit of referral triggers
Connie Wiskin, University of Birmingham, UK

1645-1700  #5Q4  Norwegian medical students’ intention to leave medical school: Reasons and personal, environmental and curricular factors
Inger Heimdal, Norwegian University of Science and Technology (NTNU), Trondheim, Norway

1700-1715  #5Q5  Exploring and improving a programme of Workplace Based Assessments (WBA) using personalised ‘nudges’
Jennifer Hallam, University of Leeds, UK

1715-1730  Discussion

1600-1730  #5R  Round Table: Teaching about Research and EBM
Chairperson: Antonio vaz Carneiro, Portugal
Location: Room 210

1600-1730  #5R1  Knowledge, Attitudes, and Practice of Evidence-based Medicine among physicians: A Systematic Review
Farzaneh Barzkar, Iran University of Medical Sciences, Tehran, Iran

1600-1730  #5R2  Becoming a doctor: the influence of exposure to research and its sociopolitics
Jane Suffell, St George’s, University of London, UK

1600-1730  #5R3  Student Competence in Evidence-Based Medicine Before and After Medical Curriculum Reform
Anna Keski-Rahkonen, Department of Public Health, Clinicum, University of Helsinki, Finland

1600-1730  #5R  Workshop: Advancing Social Accountability Worldwide
Henry Campos, Samirihdi Mital, Elsie Kiguli-Malwadde, Charles Boelen, Bob Woollard
Location: Room 203a

1600-1730  #5T  Workshop: Making the Transition from Clinical Practitioner to Health Professions Educator
Dario Torre, Uniformed Services University of Health Sciences, Bethesda, MD, USA; Carrie Chen, Georgetown University, Washington DC, USA; Pim Teunissen, Maastricht University, Netherlands; Steven Durning and Ronald Cervero, Uniformed Services University of Health Sciences, Bethesda, MD, USA
Location: Room 203b

1600-1730  #5U  Workshop: The Impact of Developmental Milestones for Learning, Assessment and Feedback
Eric Holmboe, Stanley Hamstra, Laura Edgar
Location: Room 204

1600-1730  #5V  Workshop: Student Development for EPAs: How Do We Prepare Students to Fully Engage in This Evolving Educational Paradigm?
Maryellen E. Gusci and Elizabeth B. Bradley, University of Virginia School of Medicine, Charlottesville, USA; Harm Peters, Charite-Universitätsmedizin Berlin, Berlin, Germany; Olesten Cate, University Medical Center Utrecht, Utrecht, Netherlands
Location: Room 205
Workshop: BarCamp - a space to think - set the agenda yourself, discuss and explore recent work and topics emerging from the conference (continued from 4W)
Tamsin Treasure-Jones, Leeds Institute of Medical Education, UK; John Bibby, Bradford Districts Clinical Commissioning Group, UK; Sebastian Dennerlein, Graz University of Technology, Austria; Raymond Elferink, RayCom, Netherlands; Natalie Lafferty, University of Dundee, UK; David Topps, University of Calgary, Canada
Location: Room 209

Workshop: Student engagement at its finest - A coachability curriculum for (and by) medical students
Debra Klamen, Allen Ghareeb, Max Crouse and Anna Cianciolo, Southern Illinois University School of Medicine, Springfield, Illinois, USA
Location: Room 215

Workshop: The Excellent Medical Teacher
Alison Whelan and David Acosta, AAMC, USA; Ronald Harden, AMEE, UK; Madalena Patricio, AMEE, Portugal
Location: Room 216

Workshop: Should I trust my learners to train independently? Designing and optimizing healthcare simulation training for self-regulated learning
Ebbe Thinggaard, Copenhagen Academy for Medical Education and Simulation, Denmark and Dept. of Gynaecology and Obstetrics, Hvidovre University Hospital, Denmark; Ryan Brydges, Department of Medicine, University of Toronto and The Wilson Centre, UHN, Canada; Jeffrey J.H. Cheung, Institute of Medical Science, University of Toronto, The Wilson Centre, UHN, Canada; Andrea Kirou-Mauro, McMaster University, The Wilson Centre, UHN, Canada; Steven A. W. Andersen, Copenhagen Academy for Medical Education and Simulation, Denmark and Dept. of Otorhinolaryngology — Head & Neck Surgery, Rigshospitalet, Copenhagen, Denmark; Lars Konge, University of Copenhagen and Head of the Simulationcenter at Rigshospitalet, Copenhagen Academy for Medical Education and Simulation, Denmark
Location: Room 217

Workshop: What counts cannot always be measured: Qualitative methods for health professions educators
Subha Ramani, Brigham and Women’s Hospital, Harvard Medical School, Boston, USA; James Kwan, Tan Tock Seng Hospital, Singapore and School of Medicine, Western Sydney University, Australia
Location: Room 218

Workshop: Putting your CPD on the map: a practical workshop on curricular mapping for Faculty Development and CPD programming
Heather Lochnan and Anna Byyszewski, University of Ottawa, Ottawa, Canada; Deborah Danoff, McGill University, Montreal, Canada
Location: Room 306

Workshop: From start to goal with background knowledge probe - positive experiences from a formative assessment at the Medical Education Programme in Gothenburg, Sweden
Erik Hulegårdh, Institution of Medicine at Sahlgrenska Academy, University of Gothenburg, Sweden

Workshop: Improving simulation in OSCE with feedback
Maarit Raukola, University of Helsinki, Faculty of Medicine, Clinicum, Helsinki, Finland

Workshop: Students’ confidence and skills required for well child clinic
Navarat Aroonyadech, Suprasitthiprasong Hospital, Ubonratchathani, Thailand

Workshop: Use of Computer-based Clinical Examination for Assessment of Medical Students in Surgery
Gamal El Shallaly, Alzaiem Alazhari University, Khartoum, Sudan

Peer review for multiple-choice questions: a follow-up study
Marcos Borges, Ribeirão Preto Medical School (University of São Paulo), Ribeirão Preto, Brazil

Mock Examination Helped Improve Nation Medical License OSCE Pass Rate
Orawan Chaiyamahapurk, Buddhachinaraj Phitsanulok Hospital, Phitsanulok, Thailand

Video-assisted self-assessment in communication skill for Oriental culture students
Srisa Samphao, Department of Surgery, Faculty of Medicine, Prince of Songkla University, Hat Yai, Songkhla, Thailand

Low cost assessment of basic clinical skills in oversized groups of undergraduate students using internet video platforms
Edgar Herrera, Facultad de Ciencias de la Salud - Universidad Anáhuac México, Mexico

The Effects of Portfolio Use on Achievement of Competence in Medical Education: A Review of Studies
Ruth C. Russell, McGill University / Montreal Children’s Hospital - McGill University Health Centre, Montreal, Canada
Professionalism in Healthcare: Developing your own teaching & faculty development modules to suit your multicultural context
Amal Khidir, Weill Cornell Medicine in Qatar, Doha, Qatar

Teacher as a professionalism Architect: the residents’ lived experience of clinical teachers’ role in teaching professionalism
Hoda Ahmari Tehran, Education Development Center, Tehran University of Medical Sciences, Tehran, Iran

Why should we pay attention to hidden curriculum in teaching professionalism in Medical Universities of Iran? A mixed method study
Nikoo Yamani, Isfahan University of Medical Sciences, Iran

Implementation of medical professional education utilizing social networking service with an evidence-based checklist
Yoko Moroi, Fukushima Medical University, Fukushima, Japan

The social contract and medical learners: negotiation with or within society?
Lynnette Reid, Department of Bioethics, Dalhousie University, Halifax NS, Canada

Virtues of the King: Which virtues of the king are applicable to the medical profession?
Pimpet Sukumalpaiboon, Sawanpracharak Medical Education Center, Nakhon Sawan, Thailand

Students’ Transformative Theaters: Learning to Inspire the Institution Intention
Saraporn Matayart, Buddhachinaraj Medical Education Center, Chachoengsao, Thailand

Clinical teachers’ dilemma of teaching professionalism
Liang-Shiou Ou, Chang Gung Memorial Hospital, Taoyuan, Taiwan

Assessing and Addressing the Learning Environment for Professionalism
Spollen, University of Arkansas for Medical Sciences, USA

Self-Assessments of Medical Professionalism Standard in Postgraduate Physicians
Meena Permthai, Buddhachinaraj Medical Education Center, Phitsanulok, Thailand

Assessing professionalism of medical students: correlations between self-assessment and teachers’ or peers’ assessment in an Emergency Medicine rotation
Daniel Franci, State University of Campinas - Unicamp, Campinas, Brazil

The acceptability and suitability of simulated GP consultations as a teaching method of professionalism
Neelam Parmar, King’s College London, UK

Spiral Transformative teaching model to develop professional doctor in 21st century
Chaowaphon Ittiphanitphong, Sawanpracharak Hospital, Mahidol University, Nakhonsawan, Thailand

Emergency Medicine rotation

The Untold Story: Students in the Lowest Quartile Receive Less Narrative Feedback by Faculty
James Graham, University of Arkansas for Medical Sciences College of Medicine, Little Rock, Arkansas, USA

An Innovative Clinical Coaching Program To Enhance Feedback To Trainees
Priya Jain, Ann & Robert H Lurie Children’s Hospital of Chicago/Northwestern University Feinberg School of Medicine, Chicago, USA

Providing Video Feedback on a Medical School Community Based Assessment Item: From Performance to Perceptions – ‘Skippy’ to Goldilocks
Margaret Simmons, Monash University, Churchill, Australia

The social contract and medical learners: negotiation with or within society?

For more information, please visit the AMEE 2017 conference website.
1600-1730
**#FF Posters: Transitions in Medical Education**

**Chairperson:** Mark Quirk, Netherlands Antilles

**Location:** Hall 6

---

**#FF01 Medical Student Transition to Learning in the Clinical Environment Is Stressful: How Can the Curriculum Help?**

Katherine Francis, Barts and The London School of Medicine and Dentistry, London, UK

---

**#FF02 How can we best equip Senior House Officers (SHOs) to become Registrars? An evaluation of a novel transition course in paediatrics**

Kathleen Birley, UCL Institute of Child Health, London, UK

---

**#FF03 The burdensome but rewarding work-life of early-career veterinarians**

Suvi Joutsen, Faculty of Veterinary Medicine, University of Helsinki, Finland

---

**#FF04 The benefits of simulating an on-call for final year medical students**

Kiran Parmar, Yeovil Academy, Yeovil District Hospital, Yeovil, UK

---

**#FF05 Simulation On Call Sessions – A Valuable Teaching Method in Preparing Medical Students for Life as a Foundation Doctor?**

Sharlene Zaat, East Kent Hospitals University NHS Foundation Trust, Ashford, UK

---

**#FF06 Managing the acutely ill patient upon graduation: A novel, interactive, case-based teaching programme aimed at improving confidence in acute care for final year medical students**

Adam Kelly, Pennine Acute NHS Trust, Manchester, UK

---

**#FF07 Transition with Simulation**

Clara Hoi Ka Wu, Whittington Health NHS Trust, London, UK

---

**#FF08 Virtual On-Call: Scenario based teaching for final year medical students**

Charlotte Brathwaite Shirley, Kings College London, UK

---

**#FF09 Peer Group delivered training on ‘How to be a FY1 doctor’ Course for Final Year Medical Students - an experience**

Pratik Solanki, Princess Alexander Hospital, Harlow, UK

---

**#FF10 Mind the gap: Facilitating the transition between medical student and foundation doctor**

Katie Rowland, Guy’s and St Thomas’ NHS Foundation Trust, London, UK

---

**#FF11 Before Taking the Plunge: Preparing our Junior Doctors for the Chaotic Clinical Environment with the Integrated Resuscitation Drill (RD)**

Francis Albert Lo, Tan Tock Seng Hospital, Singapore

---

**#FF12 Transforming the Transition: Medical Student to Junior Doctor**

Sophie Taylor, The Royal Wolverhampton NHS Trust, Wolverhampton, UK

---

**#FF13 “I wish I had done this before”: An educational package to aid transition from medical student to doctor**

Iona Jane Clark, New Cross Hospital, Wolverhampton, UK

---

**#FF14 Mind the gap between Med School curriculum and residency: Senior students’ perceptions to guide curricular changes**

Isabel Brito, DEM-FMUL, Lisbon, Portugal

---

**#FF15 The transition from medical student to doctor: can Critical Care help?**

Alex Wilson, Whittington Health NHS Trust, London, UK

---

**#FF16 “Asking for help” is not just asking for help - Findings from an ethnographic study on the first months as newly qualified doctor**

Tine L. Kiltgaard, Postgraduate Education, Aalborg University Hospital, Aalborg, Denmark

---

**#FF17 Comparison of the effectiveness between two orientation programs on new graduated nurses**

Jin-Yun Chuang, Taipei Medical University Hospital, Taipei, Taiwan

---

**#FF18 Self-Directed Learning: A comparison of The Attitude and Perceptions of Residents and Faculty in Pediatrics ACGMEI Program-Qatar**

Manasik Hassan, Hamad Medical Corporation, Doha, Qatar

---

1600-1730

---

**#GG Posters: Curriculum integration, Electives and Education Environment**

**Chairperson:** Davinder Sandhu, Bahrain

**Location:** Hall 6

---

**#GG01 Online self-evaluation test in biomedical studies**

Philu Ranta, University of Turku, Finland

---

**#GG02 NOT PRESENTED**

---

**#GG03 How early is too early? Medical Students’ perspectives on early clinical placement in Primary Healthcare Centres in Qatar**

Alien Carr, Qatar University, Doha, Qatar

---

**#GG04 NOT PRESENTED**

---

**#GG05 Extracurricular activity: What does the student perceive?**

Chira Trairongchitmoh, Sunpassitthiprasong Hospital, Ubonratchathani, Thailand

---

**#GG06 Characteristics and career of medical students who took international elective program in a Japanese medical school**

Koji Tsunekawa, Gifu University School of Medicine, Medical Education Development Center, Gifu City, Japan

---

**#GG07 Active partaking in student organization-activities does not exclude success in studies**

Lotta Sakari, University of Helsinki, Faculty of Medicine, Helsinki, Finland

---

**#GG08 NOT PRESENTED**

---

**#GG09 Medical Educational Climate and Paediatric Resident Burnout in Thailand**

Pongtong Puranitee, Department of Pediatrics, Faculty of Medicine Ramathibodi Hospital, Mahidol University, Thailand

---

**#GG10 Nursing students’ satisfaction of the clinical learning environment and its related factors in Japan**

Kikuko Taketomi, Hokkaido University Graduate School of Medicine, Sapporo, Japan

---

**#GG11 The learning environment of Paediatric interns in South Africa**

Kimesh L Naidoo, Department of Paediatrics and Child Health, Nelson R Mandela School of Medicine, University of KwaZulu-Natal, Durban, South Africa
### 1600-1730

#### #5HH Posters: Social Media, Mobile Learning and MOOCs
**Chairperson:** Tudor Callinici, Romania  
**Location:** Hall 6

<table>
<thead>
<tr>
<th>Poster Title</th>
<th>Author(s)</th>
<th>Institution(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The outcome of students’ perception after developing the educational environment in Sisaket Medical Education Center</td>
<td>Kaetttareeya Tenstis, Sisaket Medical Education Center, Sisaket, Thailand</td>
<td></td>
</tr>
<tr>
<td>Development of HEMLEM - a healthcare education micro learning environment</td>
<td>Christiana Rousseva, Lancaster Medical School, Lancaster, UK</td>
<td></td>
</tr>
<tr>
<td>The effect of a closed group Facebook page on the reading habits of medical students during the course of pediatrics</td>
<td>Aino Ruohola, University of Turku, Finland</td>
<td></td>
</tr>
<tr>
<td>An exploratory study of the relationship between faculty and residents’ current use of social media and their intention to use social media for professional development</td>
<td>Yong Hao Lim, HOMER, National Healthcare Group, Singapore</td>
<td></td>
</tr>
<tr>
<td>Attitudes to &amp; maximising the potential of social media platforms in undergraduate T&amp;O education</td>
<td>Adam Creissen, Newcastle University, Newcastle, UK</td>
<td></td>
</tr>
<tr>
<td>Social media in promotion and dissemination of online training opportunities among health professionals globally: an explorative study</td>
<td>Trevor Pickup, University of Southampton, UK</td>
<td></td>
</tr>
<tr>
<td>Attitudes to social media with medical ethics in medical students</td>
<td>Jantira Hongrapipat, Clinical Medical Education Center, Surin Hospital, Surin, Thailand</td>
<td></td>
</tr>
<tr>
<td>She can say what she wants! - What faculty and residents consider when they evaluate the appropriateness of Facebook posts</td>
<td>Wai Ling Brenda Wong, National Healthcare Group, Singapore</td>
<td></td>
</tr>
<tr>
<td>The role of the smartphone in the transition from medical student to Foundation Trainee: a qualitative study</td>
<td>John Shenouda, Brighton &amp; Sussex Medical School, Brighton, UK</td>
<td></td>
</tr>
<tr>
<td>How mobile is Mobile Learning?</td>
<td>Teemu Masaatin, University of Helsinki, Faculty of Medicine, Helsinki, Finland</td>
<td></td>
</tr>
<tr>
<td>How can mobile technology and healthcare apps support newly qualified doctors’ education and patient care?</td>
<td>Sarah Bach Munkholm, Postgraduate Education, Aalborg University, Aalborg and Founder of MyMedCards, Denmark</td>
<td></td>
</tr>
<tr>
<td>How do students of several health departments differ in their media use?</td>
<td>Jan P. Ehlers, Didactics and Educational Research in Health Science, Faculty of Health, Witten/Herdecke University, Witten, Germany</td>
<td></td>
</tr>
<tr>
<td>The role of frontline healthcare professionals in the delivery of Massive Open Online Courses</td>
<td>Michelle Bishop, HEE Genomics Education Programme, Birmingham, UK</td>
<td></td>
</tr>
<tr>
<td>Different ways to blend a Massive Open Online Course (MOOC) into medical teaching</td>
<td>Renee A Hendriks, Leiden University Medical Center, Leiden, Netherlands</td>
<td></td>
</tr>
<tr>
<td>Students as Educators: Enhancing Medical Education through MOOC Creation</td>
<td>Leah Marks, University of Glasgow, UK</td>
<td></td>
</tr>
</tbody>
</table>

#### 1600-1730

#### #5JJ Posters: Peer to Peer Learning
**Chairperson:** Keiko Abe, Japan  
**Location:** Hall 3 Foyer

<table>
<thead>
<tr>
<th>Poster Title</th>
<th>Author(s)</th>
<th>Institution(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer-assisted learning (PALS) in Medical School</td>
<td>Neal Patel, University of Bristol, UK</td>
<td></td>
</tr>
<tr>
<td>Learning by acting as a team of educators, entertainers and patient interviewers</td>
<td>Smith Soimaduee, VachiraPhuket Hospital, Phuket, Thailand</td>
<td></td>
</tr>
<tr>
<td>Near-peer teaching as a solution to the challenges of delivering undergraduate education</td>
<td>Paul Galaway, Sheffielde Teaching Hospitals, Sheffield, UK</td>
<td></td>
</tr>
<tr>
<td>How Useful is Near-Peer Teaching amongst Medical Students for both Teacher and Learner?</td>
<td>Stephanie Taylor, University of Cambridge School of Clinical Medicine, Cambridge, UK</td>
<td></td>
</tr>
<tr>
<td>Peer teaching: Early Clinical Exposure taught by senior Medical Students</td>
<td>Volaluck Supajatura, Faculty of Medicine, Chiang Mai University, Chiang Mai, Thailand</td>
<td></td>
</tr>
<tr>
<td>Learning-by-teaching strategy of first aid and basic life support training for medical students can improve the knowledge about life support skills of trainees and trainees</td>
<td>Krongkarn Sutham, Department of Emergency Medicine, Faculty of Medicine, Chiang Mai University, Chiang Mai, Thailand</td>
<td></td>
</tr>
<tr>
<td>Can’t we all just get along? Competition, collaboration and peer learning at medical school</td>
<td>Nell Storrar, Centre for Medical Education, Edinburgh, UK</td>
<td></td>
</tr>
<tr>
<td>Students’ perspective on curricular implementation of a PAL-programme – a qualitative approach</td>
<td>Jan D Gerken, Lernzentrum (skills lab), Office of the Vice Dean for Teaching and Learning, Charité Medical School Berlin, Germany</td>
<td></td>
</tr>
<tr>
<td>Peer-assisted learning in a teacher-centered education culture – A survey of traditional learning communities, Kenjinkai</td>
<td>Maki Otani, Jichi Medical University, Shimotsuke, Japan</td>
<td></td>
</tr>
</tbody>
</table>

---

**Monday 28 August**

---

*Location: Hall 3 Foyer*
1600-1730  #5KK  Posters: Junior Doctor as Teacher
Chairperson: Jim Crossley, UK
Location: Hall 3 Foyer

#5KK01  A three-year longitudinal milestone-based “Residents as Teachers” Program: a preliminary report
Chen-Huan Chen, Taipei Veterans General Hospital, Taipei, Taiwan

#5KK02  Novice occupational therapy clinical educators in an acute hospital: experiences, challenges and recommendations
Charmaine Krishnasamy, National Healthcare Group, Singapore

#5KK03  First aid and Basic life support training for university students as the “real practice” method to develop teaching skills for emergency medicine resident
Wachira Wongtanasarasin, Chiang Mai University, Chiang Mai, Thailand

#5KK04  The West of Scotland Near Peer Teaching Programme: experiences and results of establishing a regional teaching programme
Kevin Gervin, University of Glasgow / NHS Greater Glasgow & Clyde, Glasgow, UK

#5KK05  Training Trainees to Teach: supporting core psychiatry trainees to improve the delivery of undergraduate medical education
Helen Hargreaves, Northumberland, Tyne and Wear Foundation Trust, Newcastle Upon Tyne, UK

#5KK06  Teaching residents to teach better; a newly developed training program
Marjel van Dam, University Medical Center Utrecht, Utrecht, Netherlands

#5KK07  The challenges of peer-led teaching for students and newly qualified doctors
Ahamodur Choudhury, GKT School of Medical Education, London, UK

#5KK08  Near Peer Teaching of Physical Examination Skills in a Large Academic Medical Centre in Asia and Strategies to Sustain it
Xiang Lee Jamie Kee, Yong Loo Lin School of Medicine, National University of Singapore

#5KK09  NOT PRESENTED

#5KK10  Mentoring in a Near-Peer Teaching Programme – Can It Work?
Helen McDermott, RAISE, Birmingham, UK

1600-1730  #5LL  Meet the Expert: AMEE
MedEdPublish Editor and Team
Richard Hays, Australia
Location: Room 307

1600-1730  Group Meetings

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>1600</td>
<td>BEME BICCS (closed meeting)</td>
<td>Room 301/302</td>
</tr>
<tr>
<td>1745</td>
<td>BEME Education and Training Committee (closed meeting)</td>
<td>Room 303/304</td>
</tr>
<tr>
<td>1745</td>
<td>BEME Translation into Practice Committee (closed meeting)</td>
<td>Room 215</td>
</tr>
<tr>
<td>1745</td>
<td>AMEE Research Committee (closed meeting)</td>
<td>Room 307</td>
</tr>
<tr>
<td>1815</td>
<td>AMEE Simulation Committee (closed meeting)</td>
<td>AMEE Meeting Room</td>
</tr>
</tbody>
</table>

1745-1930  BEME Education and Training Committee (closed meeting)
Room 301/302

1745-1930  BEME Translation into Practice Committee (closed meeting)
Room 303/304

1745-1930  AMEE Research Committee (closed meeting)
Room 215

1745-1930  AMEE Simulation Committee (closed meeting)
Room 307

1815-1930  AMEE Fellowship Committee (closed meeting)
AMEE Meeting Room
Tuesday 29th August

**Registration Desk / Exhibition**
0715-1745  Registration Desk Open  Southern Foyer
0930-1630  Exhibition Open  Hall 6

**Tours** – all tours depart and return to Messukeskus
1000-1400  Helsinki by Tram
1000-1600  Helsinki Highlights and Porvoo Tour
1400-1700  Helsinki City Tour

**Group Meetings**
0700-0800  AMEE 2018 Local Organising Committee (closed meeting)  AMEE Meeting Room
0700-0800  BEME Fund Raising Committee (closed meeting)  Room 301/302

0815-0945  **#6 Plenary**  Room
Chair: Lawrence Sherman, USA
Location: Hall 1

0815-0900  **#6A Plenary: The future shape of medical education using the allegory of the symphony orchestra and the role of the conductor**
Location: Hall 1
Robert Sells, University of Liverpool, UK

0900-0945  **#6B Plenary: Addressing Health Disparities: Can Equity Pedagogy Help?**
Location: Hall 1
Catherine R Lucey, UCSF School of Medicine, USA

0945-1015  **Coffee Break**  Hall 6
Viewing of posters and exhibits

**Soapbox Stage** – Hall 6
0945-0955  Anatomage Italy srl
1000-1010  Body Interact

---

**Session 7: Simultaneous Sessions**

1015-1200  **#7A Symposium: Educating new kinds of physicians to better meet the needs of the community**  Room
Ronald Harden, Professor of Medical Education (Emeritus) Dundee, UK; Terence Stephenson, General Medical Council, UK; Darrell Kirch, Association of American Medical Colleges, USA; Kathy Chappell, Accreditation Program and Institute for Credentialing Research, American Nurses Credentialing Center, USA; Matthias Wienold, International Alliance of Patients Organisation; Lawrence Sherman, Academy for Global Interprofessional Learning and Education, USA
Location: Hall 1

1015-1200  **#7B Symposium: Unravelling the complexities of major curriculum changes**  Room
Jennifer Cleland, University of Aberdeen, UK; Paul Worley, Flinders University, Adelaide, Australia; Debbie Jaarsma, University of Groningen, Netherlands; Tiuri van Rossum, Maastricht University, Netherlands; Floor Velthuis, University of Groningen, Netherlands
Location: Hall 3a

1015-1200  **#7C Symposium: Faculty Development to Achieve Excellence: Affirming global connections and advancing diversity**  Room
Yvonne Steinert, McGill University, Canada; Dujeepa Samarasekera, National University of Singapore; Patricia O’Sullivan, University of California San Francisco, USA; Outi Kortekangas-Savolainen, University of Turku, Finland; David Irby, University of California San Francisco, USA
Location: Hall 3b

1015-1200  **#7D Symposium: Leveraging the UME and GME learning into practice: The role of CPD in the continuum**  Room
Organised by Global Alliance for Medical Education: Todd Dorman, Department of Anesthesiology & Critical Care Medicine, Johns Hopkins University School of Medicine, USA; Nabil Zary, Games for Health Innovations Centre (ALIVE), Lee Kong Chian School of Medicine, Singapore; Suzanne Murray, AXDEV Group; Dale Kummerle, Bristol/Myers Squibb Company / Global Alliance for Medical Education, USA
Location: Hall 3c

---

Note: Only the presenter(s) are listed in the programme. For a full list of authors, please see the App or Abstract Book (https://amee.org/getattachment/Conferences/AMEE-2017/AMEE-2017-Abstract-Book.pdf)
1015-1200  #E Research Papers: Simulation and Complexity
Chairperson: Ryan Brydges, Canada
Assessor: Samuel Edelbring, Sweden
Location: Hall 3d

1015-1035  #Et Learning to manage complexity through clinical simulation: medical students' challenges and possible strategies
Gerry Gormley, Queen's University Belfast, UK

1035-1055  #E2 "Help, I'm out of control!": Students' emotional and behavioral responses to complexity
Esther Helmich, University Medical Center Groningen, Netherlands

1055-1115  #E3 Coming and going: The role of episodic care in how teams define complex problems
Saya Cristancho, Centre for Education Research & Innovation (CERI), University of Western Ontario, London, Canada

1115-1135  #E4 Context: Much ado about - what, exactly?
Justin Mausz, The Wilson Centre, Toronto, Ontario, Canada

1135-1155  #E5 Differing stress responses by healthcare professionals during simulated medical emergencies
Jette Led Sørensen, Juliane Marie Centre for Children, Women and Reproduction, Rigshospitalet, University of Copenhagen, Copenhagen, Denmark

1155-1200 Discussion

1015-1200  #F Short Communications: Curriculum - Evaluation
Chairperson: Rashmi Kusurkar, Netherlands
Location: Hall 3e

1015-1030  #F1 Understanding the "emergence construct" in health professions education through program evaluation
David Rojas, Wilson Centre, Toronto, Canada

1030-1045  #F2 Student-Centered Program Evaluation for Curriculum Reform: An Inside Look at the Clerkship Experience
Hee-young Han, Southern Illinois University School of Medicine, Springfield, USA

1045-1100  #F3 Palliative care in undergraduate medical education: Students' perspective
Jolien Pieters, Maastricht University, Maastricht, Netherlands

1100-1115  #F4 Undergraduate Medical Education and Requirements of Doctor's Work - Physician 2015 Study in Finland
Elise Kosunen, School of Medicine and Life Sciences and Pirkanmaa Hospital District, Tampere, Finland

1115-1130  #F5 Voluntary vs. compulsory student evaluation of clerkships: effect on validity and potential bias
Sola Aoun Bahous, Lebanese American University, Beirut, Lebanon

1130-1145  #F6 Class evaluation in addition to course evaluation is required in integrated courses
Su Young Kim, The Catholic University of Korea, College of Medicine, Seoul, Korea

1145-1200  #F7 The impact of the practical year on the students' performance in the second German medical state exam (M2)
Hossein Shahla, IMPP, Mainz, Germany

1015-1200  #G Short Communications: Curriculum - Transition
Chairperson: Titi Savitri Prihatiningisih, Indonesia
Location: Hall 3f

1015-1030  #G1 Improving the Transition from the Preclinical to Clinical Phases in Undergraduate Medicine through Near Peer e-Learning
Ellidh Logan, University of Glasgow Undergraduate Medical School, Glasgow, UK

1030-1045  #G2 RAISE (Raising Awareness at Induction in common Sources of Error): A Qualitative Evaluation
Hazel Coop, RAISE, Birmingham, UK

1045-1100  #G3 Virtual On-Call: The junior doctor experience
Chidi Amadi, Royal Surrey County Hospital, Guildford, UK

1100-1115  #G4 Translational challenges experienced by interns in Middle Eastern hospitals: an Interpretative Phenomenological study
Fiza Rashid-Doubell, Royal College of Surgeons Ireland - MUB, Manama, Bahrain

1115-1130  #G5 Graduate nurses' evaluation of mentorship: Development of a new tool
Lay Hwa Tiew, National University Hospital, Singapore

1130-1145  #G6 Designing active learning experiences through innovative learning design and blended pedagogy
Kate Jurd, Rural Clinical School, University of Queensland, Toowoomba, Australia

1145-1200  #G7 Thrown into the World of Independent Practice: From Unexpected Uncertainty to New Identities
Brett Schreve, The University of British Columbia, Vancouver, Canada

1015-1200  #H Short Communications: Selection 2
Chairperson: Sharon Peters, Canada
Location: Hall 3g

1015-1030  #H1 An outcome-based approach to selection of medical students
Sanne Schreurs, Maastricht University, Maastricht, Netherlands

1030-1045  #H2 Comparing the effects of non-cognitive versus cognitive admission within cohorts in one medical school
Marieke de Visser, Department for Research in Medical School, Glasgow, UK

1045-1100  #H3 Holistic student selection process in a US veterinary medical program
Jacquelyn Pelzer, Virginia Maryland College of Veterinary Medicine, Virginia Tech Blacksburg, VA, USA

1100-1115  #H4 Preparation for the BioMedical Admissions Test (BMAT): Candidates' use of free and commercial resources
Amy Devine, Cambridge Assessment, Cambridge, UK
<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>1015-1200</td>
<td>#7I1  Short Communications: Portfolios</td>
</tr>
<tr>
<td></td>
<td>Chairperson: Helen Goodyear, UK</td>
</tr>
<tr>
<td></td>
<td>Discussant: Anne de la Croix, Netherlands</td>
</tr>
<tr>
<td></td>
<td>Location: Room 101 a/b</td>
</tr>
<tr>
<td>1015-1030</td>
<td>#7I2  Implementation of an undergraduate learning portfolio integrating EPAs with a logbook, reflective activities and a mentoring program</td>
</tr>
<tr>
<td></td>
<td>Marc Sohrmann, University of Lausanne, Switzerland</td>
</tr>
<tr>
<td>1030-1045</td>
<td>#7I3  EPAs, Milestones and the use of a Learning Portfolio to enhance self-evaluation</td>
</tr>
<tr>
<td></td>
<td>Mirjam Schuler Barazzoni, CHUV, Lausanne; Switzerland</td>
</tr>
<tr>
<td>1045-1100</td>
<td>#7I4  Medical Student engagement with an e-portfolio; A good predictor of Final Examination performance</td>
</tr>
<tr>
<td></td>
<td>Allison-Lynn Andrews, University of Southampton, UK</td>
</tr>
<tr>
<td>1100-1115</td>
<td>#7I5  Factors influencing electronic portfolio (ePortfolio) acceptability and impacts on occupational therapists continuing professional development</td>
</tr>
<tr>
<td></td>
<td>Brigitte Vachon, École de réadaptation, Université de Montréal, Canada</td>
</tr>
<tr>
<td>1115-1130</td>
<td>#7I6  Continuous workplace learning in healthcare education: a co-creation and innovation project in Ghent (Belgium)</td>
</tr>
<tr>
<td></td>
<td>Mieke Embo, University College Arteveldehogeschool, Ghent, Belgium</td>
</tr>
<tr>
<td>1130-1145</td>
<td>#7I7  How well did the new ePortfolio promote reflection? A qualitative study</td>
</tr>
<tr>
<td></td>
<td>Iain Grom, University of Glasgow, UK</td>
</tr>
<tr>
<td>1145-1200</td>
<td>Discussion</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>1015-1200</td>
<td>#7J1  Medical education tools in modern electronic health records – case Apotti</td>
</tr>
<tr>
<td></td>
<td>Kaisa Joutseniemi, Psychiatry Center, University of Helsinki and Helsinki University Hospital, Helsinki, Finland</td>
</tr>
<tr>
<td>1015-1030</td>
<td>#7J2  A Novel Approach to Medical Student Learning: Immersion in the Wards</td>
</tr>
<tr>
<td></td>
<td>Kirsty Egan, The University of Edinburgh, UK</td>
</tr>
<tr>
<td>1030-1045</td>
<td>#7J3  Operationalized patient centeredness skills – an empirical study</td>
</tr>
<tr>
<td></td>
<td>Monika Engblom, Karolinska Institutet, Stockholm, Sweden</td>
</tr>
<tr>
<td>1045-1100</td>
<td>#7J4  Student initiatives : A peer-teaching simulation project instigated by French students</td>
</tr>
<tr>
<td></td>
<td>Claire Villard, Lyon-Est Faculty of Medicine, Lyon, France</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>1115-1130</td>
<td>#7J5  Teaching the Art of Disrobing – A Case Based Workshop for Medical Students at the Weill Cornell Medical College in Qatar</td>
</tr>
<tr>
<td></td>
<td>Barbara Blackie, Sidra Medical and Research Center, Doha, Qatar</td>
</tr>
<tr>
<td>1115-1130</td>
<td>#7J6  Using Activity Theory to Understand the Challenges of Learning Intimate Examinations</td>
</tr>
<tr>
<td></td>
<td>Annu Vnuk, Flinders University, Adelaide, Australia</td>
</tr>
<tr>
<td>1145-1200</td>
<td>Discussion</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>1015-1200</td>
<td>#7K1  Medical students as module co-directors in the Berlin Modular Curriculum of Medicine</td>
</tr>
<tr>
<td></td>
<td>Lennart Steffen Milles, Charité - Universitätsmedizin, Berlin, Germany</td>
</tr>
<tr>
<td>1015-1030</td>
<td>#7K2  Student Engagement: top down and bottom up approaches for collaborative engagement within the ethos of an educational alliance</td>
</tr>
<tr>
<td></td>
<td>Michelle Marshall, University of Sheffield, UK</td>
</tr>
<tr>
<td>1100-1115</td>
<td>#7K3  Student Engagement 2.0: a new generation of French students engaged, for a future generation of better doctors?</td>
</tr>
<tr>
<td></td>
<td>Alexandre Mader, Lyon-Est Faculty of Medicine, Lyon, France</td>
</tr>
<tr>
<td>1115-1130</td>
<td>#7K4  Student staff collaboration in medical education according to students and educational directors of the undergraduate medical programs in Netherlands</td>
</tr>
<tr>
<td></td>
<td>Stephanie Meeuwissen, Maastricht University, Maastricht, Netherlands</td>
</tr>
<tr>
<td>1115-1130</td>
<td>#7K5  No such thing as a free lunch? An innovative staff-student lunch programme to enhance student-faculty engagement in the first year of medical school</td>
</tr>
<tr>
<td></td>
<td>Doug McKiechnie, University College London Medical School, UCL, UK</td>
</tr>
<tr>
<td>1130-1145</td>
<td>#7K6  Medical student organisations on the international level - a threat or a treat?</td>
</tr>
<tr>
<td></td>
<td>Olga Rostkowska, Medical University of Warsaw, MEDtube.net, Warsaw, Poland</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>1015-1030</td>
<td>#7L1  Enhancing the preparedness of doctors to manage death related communications</td>
</tr>
<tr>
<td></td>
<td>Clare Tucker, NHS Education for Scotland, Glasgow, UK</td>
</tr>
<tr>
<td>1015-1030</td>
<td>#7L2  Student Examinations: Clarity - Accuracy - Fairness - Respect</td>
</tr>
<tr>
<td></td>
<td>Chairperson: Yingzi Huang, China</td>
</tr>
<tr>
<td></td>
<td>Discussant: Tan Chay Hoon, Singapore</td>
</tr>
<tr>
<td></td>
<td>Location: Room 102</td>
</tr>
</tbody>
</table>

**Tuesday 29 August**
1030-1045  #7L2 Training the “Breaking bad news” with undergraduates: a challenge for Medical Education
Edaiane Faria de Moura Villega, Federal University of Goiás (UFG), Jataí/GO, Brazil

1045-1100  #7L3 A case study to explore how medical students learn linguistic cognitive skills during preclinical training
John Vergel, Universidad del Rosario School of Medicine and Health Sciences, Bogota, Colombia

1100-1115  #7L4 Role Play as an Educational Tool: “Patient Encounters” Workshop
Päivi Polo, Turku University, Turku, Finland

1115-1130  #7L5 Developing expertise in motivational interviewing communication skills in nurses
Jos Dobber, Achieve, Amsterdam University of Applied Sciences, Amsterdam, Netherlands

1130-1200 Discussion

1015-1200 #7M Short Communications: Curriculum Subjects
Chairperson/Discussant: Samar Aboulsoud, Qatar

1015-1030 #7M1 Stigma kills: reducing medical students’ stigma against mental illness
Pete Ellis, University of Otago, Wellington, New Zealand

1030-1045 #7M2 Leeds Makes Waves: Ultrasound teaching in MBChB
Laura Smith, Leeds Institute of Medical Education, University of Leeds, UK

1045-1100 #7M3 Clinical pharmacology and therapeutics education in EU needs harmonisation and modernisation: a cross-sectional survey among 185 medical schools in 27 countries
J Tichelaar, VU University Medical Center, Amsterdam, Netherlands

1100-1115 #7M4 LGBT attitudes and experiences of staff and students in health education: a longitudinal study
Susie Schofield, University of Dundee, UK

1115-1130 #7M5 WITHDRAWN

1130-1145 #7M6 Scenario-based Nutrition Community design approach to facilitate medical and allied health professionals’ training of nutrition
Sunhee Choi, University of Southampton, Southampton, UK

1145-1200 #7M7 Nutrition-related issues in graduate medicine education and national physician license examination in Taiwan
Tsang-En Wang, MacKay Memorial Hospital and MacKay Medical College, Taipei, Taiwan

1030-1045 #7N2 Large scale peer assessment of professional behaviours in interprofessional learning teams
Chris Roberts, University of Sydney, Australia

1045-1100 #7N3 ‘AIM’ for quality in undergraduate medical assessment: Development and validation of ‘Assessment Implementation measure (AIM)’, a tool to measure faculty perceptions about the implementation of assessment standards in undergraduate medical programs
Madiha Sajjad, Riphah International University, Rawalpindi, Pakistan

1100-1115 #7N4 More voice, less multiple choice: poster exam in social medicine for third-year medical students
Anka Stegmeier-Petroianu, Mannheim Institute of Public Health, Medical Faculty Mannheim, Heidelberg University, Germany

1115-1130 #7N5 Rethinking Peer and Self-evaluation in Medical Education
Natasha Parkin, Deakin University, Geelong, Australia

1130-1145 #7N6 The Differential Utility of a Tool for Reading Written Reflections: Debriefing Vs Assessment
Lawrence Grierson, McMaster University, Hamilton, Canada

1145-1200 #7N7 Assessing reflection: Experiences with a new workplace-based assessment method
Gunter Lillevang, University of Copenhagen, Roskilde, Denmark

1015-1200 #7O Short Communications: Assessment - OSCE 2 / Clinical Assessment
Chairperson/Discussant: Katharine Boursicot, Singapore

1015-1030 #7O1 Challenges to Achieving Equivalence in the Early Years OSCE
Wee-Ming Lau, Monash University Malaysia, Petaling Jaya, Malaysia

1030-1045 #7O2 Is it worth it? Experiences of delivering formative Objective Structured Clinical Examinations (OSCE) in the early years of medical education
Angela Kubacki, St George’s, University of London, UK

1045-1100 #7O3 How can OSCEs help build general medical competencies in an undergraduate Ophthalmology-based curriculum?
Daniel de Oliveira, Federal University of Rio Grande do Norte, Natal, Brazil

1100-1115 #7O4 Evaluation of the Collaborator Objective Structured Clinical Examination
Pamela Pike, Memorial University of Newfoundland, St. John’s, Canada

1115-1130 #7O5 Growth of Medical Competence: Direct Observation of Students during Third Year Clinical Clerkships
Claudio Violato, Wake Forest School of Medicine, Winston-Salem, USA
<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Title</th>
<th>Speaker(s)</th>
<th>Location</th>
<th>Chairperson</th>
</tr>
</thead>
<tbody>
<tr>
<td>1130-1145</td>
<td>#7Q6</td>
<td>Exploring the role of organizational context in workplace-based competency assessment of health professionals: a qualitative study</td>
<td>Leigh Chapman, The Wilson Centre/Lawrence S. Bloomerg Faculty of Nursing, Toronto, Canada</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1145-1200</td>
<td>Discussion</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1015-1200</td>
<td>#7P</td>
<td>Short Communications: eLearning - Resources and Courses</td>
<td>Chairperson: Luke Woodham, UK</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1145-1200</td>
<td>#7P1</td>
<td>Learning by Osmosis: Leveraging crowdsourcing and student created content in a spaced-repetition formative assessment platform</td>
<td>Amin Azzam, University of California Berkeley, USA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1030-1045</td>
<td>#7P2</td>
<td>Thank You Teacher: The Role of the Educator in Massive Open Online Courses</td>
<td>Jill R D Mackay, Royal (Dick) School of Veterinary Studies, Edinburgh, UK</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1045-1100</td>
<td>#7P3</td>
<td>How do virtual teams collaborate in online learning tasks without a tutor?</td>
<td>Daniëlle Verstegen, Maastricht University, Netherlands</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1100-1115</td>
<td>#7P4</td>
<td>Massive open online courses: are social learners more likely to complete the course?</td>
<td>Veena Rodrigues, Norwich Medical School, University of East Anglia, Norwich, UK</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1115-1130</td>
<td>#7P5</td>
<td>Learning to lead group work in an online course</td>
<td>Charlotte Silén, Karolinska Institutet, Stockholm, Sweden</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1130-1145</td>
<td>#7P6</td>
<td>A survey of short and modular courses for an e-learning program</td>
<td>Afisaneh Dehnad, Iran University of Medical Sciences, Iran National Center for Strategic Research in Medical Education, Tehran, Iran</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1145-1200</td>
<td>Discussion</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1015-1200</td>
<td>#7Q</td>
<td>Short Communications: Community Oriented Medical Education</td>
<td>Chairperson: Ricardo León Bórquez, Mexico</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1015-1030</td>
<td>#7Q1</td>
<td>The Social Responsibility of Medicine – principles and emerging directions for the “Change A World” program: innovation, leadership through community engagement in Israel</td>
<td>Ruth Margolit, Tel Aviv Sackler Faculty of Medicine, Atzmon, Israel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1030-1045</td>
<td>#7Q2</td>
<td>Transformative teaching in the community to break negative stereotypes of first year medical students at the FMUL</td>
<td>Madalena Patrício, Institute of Introduction to Medicine and Department of Medical Education, Faculty of Medicine of the University of Lisbon, Portugal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1045-1100</td>
<td>#7Q3</td>
<td>Community Health Center-Based Outreach Clinic: gained competences and learning experience</td>
<td>Minna Kaila, University of Helsinki/Public Health and Oral Public Health, Helsinki, Finland</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1100-1115</td>
<td>#7Q4</td>
<td>How to engage medical students in interprofessional care by home-care visits</td>
<td>Eva Toth-Pal, Department of Neurobiology, Care Sciences and Society, Karolinska Institutet, Huddinge, Sweden</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1115-1130</td>
<td>#7Q5</td>
<td>ETGAR – Training students to tackle health inequalities. Evaluation of a novel student-delivered service that bridges transition between care settings</td>
<td>Doron Sagi, Faculty of Medicine in the Galil, Bar ilan University, Zeft, Israel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1130-1145</td>
<td>#7Q6</td>
<td>Learning psychiatry in primary care settings, from the perspective of fourth year medical students in Penang, Malaysia</td>
<td>Vincent Russell, Department of Psychiatry, Royal College of Surgeons in Ireland, Dublin, Ireland</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1145-1200</td>
<td>#7Q7</td>
<td>Nursing students’ perceptions of community care and other areas of nursing practice – A review of the literature</td>
<td>Margriet van Iersel, Amsterdam University of Applied Sciences, Amsterdam, Netherlands</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1015-1200</td>
<td>#7R</td>
<td>Round Table: Surgery</td>
<td>Chairperson: Ajit Sachdeva, USA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1015-1030</td>
<td>#7R1</td>
<td>Establishing a simple scale for defining a good surgical teacher</td>
<td>Annette Mercer, The University of Western Australia, Perth, Australia</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1030-1045</td>
<td>#7R2</td>
<td>Improving the surgical clerkship environment - Feeding back to the teachers</td>
<td>Sanjeev Krishna, The University of Auckland, Auckland, New Zealand</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1045-1100</td>
<td>#7R3</td>
<td>Surgical teaching: integrating clinical and surgical learning through operative anatomy</td>
<td>Elliot Goodman, Department of Surgery, Ziv Medical Center, Safed, Israel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1100-1115</td>
<td>#7R4</td>
<td>How to maximise learning in theatre?</td>
<td>Bridging the gap between the students’ demands and the surgeons’ expectations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1115-1130</td>
<td>#7R5</td>
<td>Trainees with an interest in PeriOperative Medicine (TriPOM) – New cross-speciality educational collaboration in perioperative medicine</td>
<td>Carin Williams, Morrisston Hospital, Swansea, UK</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1130-1145</td>
<td>#7R6</td>
<td>Analysis from the first cohort to complete the Remote Online Surgical Education (R.O.S.E.) Programme</td>
<td>Oliver Trampleasure, Virtual Medics, London, UK</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1145-1200</td>
<td>#7R7</td>
<td>Teaching Surgery using High Definition CCTV system – beyond the class size limit</td>
<td>Enders Ng, The Chinese University of Hong Kong, Hong Kong</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>Event</td>
<td>Speaker/Institution</td>
<td>Location/Room</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>----------------------------------------------------------------------</td>
<td>--------------------------------------------</td>
<td>-----------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1015-1200</td>
<td><strong>#7S</strong> Short Communications: BEME</td>
<td>Chairperson/Discussant: Morris Gordon, UK</td>
<td>Room 203a</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1015-1030</td>
<td><strong>#7S1</strong> What are the features of targeted or system-wide initiatives that affect diversity in health professions trainees? A Best Evidence Medical Education (BEME) systematic review</td>
<td>Rabia Ahmed, Department of Medicine, University of Alberta, Edmonton, Canada</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1030-1045</td>
<td><strong>#7S2</strong> Defining clinical reasoning: findings from a BEME scoping study</td>
<td>Meredith Young, McGill University, Montreal, Canada</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1045-1100</td>
<td><strong>#7S3</strong> Assessing reflection - what's the evidence?</td>
<td>Julie Williams, School of Oral and Dental Sciences, University of Bristol, UK</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1100-1115</td>
<td><strong>#7S4</strong> Workplace Learning through Collaboration in Primary Healthcare: A BEME Realist Review of What Works, for Whom, and in What Circumstances</td>
<td>Peter Pype, University Hospital – 6K3, Department of Family Medicine and Primary Health Care, Ghent University, Gent, Belgium</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1115-1130</td>
<td><strong>#7S5</strong> Assessing the behavioural and social science curricula components for undergraduate medical students: A BEME Systematic Review</td>
<td>Ellie Hothersall, University of Dundee, UK</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1130-1145</td>
<td><strong>#7S6</strong> Utility of selection methods for specialist medical training: A BEME (Best Evidence Medical Education) Systematic Review</td>
<td>Chris Roberts, Medical Education and Primary Care, University of Sydney, New South Wales, Australia</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1145-1200</td>
<td><strong>#7T</strong> Workshop: Young medical educators' workshop: Advancing your career in medical education</td>
<td>Sören Huwendiek, Department of Assessment and Evaluation, Institute of Medical Education, Bern, Switzerland; Zubair Amin, Medical Education Unit, National University Hospital, Singapore; Charlotte Ringsted, Centre for Health Sciences Education, Aarhus University, Aarhus, Denmark; Stewart Mennin, Mennin Consulting and Associates Inc., Albuquerque, New Mexico, USA; Monica van de Rijder, College of Human Medicine Michigan State University, Grand Rapids, Michigan, USA</td>
<td>Room 203b</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1015-1200</td>
<td><strong>#7U</strong> Workshop: New Models of Clinical Teaching in an Era of CBME: Supervision, Observation &amp; Coaching</td>
<td>Jason R Frank, Denyse Richardson, Royal College of Physicians &amp; Surgeons of Canada, Ottawa, Canada; Anna Oswald, University of Alberta, Division of Rheumatology, Department of Medicine, Edmonton, Canada</td>
<td>Room 204</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1015-1200</td>
<td><strong>#7V</strong> Workshop: Elucidating the Enigma of Assessment in Interprofessional Education: An Introduction to the Role of Structure, Function and Outcome</td>
<td>Brian S. Simmons, Department of Pediatrics, Faculty of Medicine, University of Toronto and Staff Neonatologist, Sunnybrook Health Sciences Centre, Toronto, Ontario, Canada; Susan J. Wagner, Department of Speech-Language Pathology, Faculty of Medicine, University of Toronto, Ontario, Canada</td>
<td>Room 205</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1015-1200</td>
<td><strong>#7W</strong> Workshop: Simulation Journal Club</td>
<td>Lars Konge and Debra Nestel, co-chairs of the AMEE Simulation Committee along with members of the committee</td>
<td>Room 209</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1015-1200</td>
<td><strong>#7X</strong> Workshop: Use of Generalizability Theory in Designing and Analyzing Performance-Based Tests</td>
<td>David Swanson, ABMS, Chicago, IL, USA and University of Melbourne Medical School</td>
<td>Room 215</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1015-1200</td>
<td><strong>#7Y</strong> Workshop: The Role of Virtual Patients in the Development and Assessment of Entrustable Professional Activities Leading to Competencies in Undergraduate Medical Education</td>
<td>James B. McGee, University of Pittsburgh School of Medicine, Pittsburgh, USA; Nancy Posel; David M. Fleiszer</td>
<td>Room 216</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1015-1200</td>
<td><strong>#7Z</strong> Workshop: Case-by-Case Remediation: using a theoretical framework and personalised case manager approach to analyse and rehabilitate professional lapses</td>
<td>Susannah Brockbank, Paula Byrne and Viktoria Joynes, University of Liverpool, UK</td>
<td>Room 217</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1015-1200</td>
<td><strong>#7AA</strong> Workshop: Medical Education in Difficult Circumstances - a one-year follow-up workshop</td>
<td>Michelle McLean, Faculty of Health Sciences &amp; Medicine, Bond University, Gold Coast, Australia; Judy McKimm, Swansea University Medical School, Swansea, UK; Trevor Gibbs, AMEE, Dundee, UK; Ewa Pawłowicz, Medical University of Lodz, Poland</td>
<td>Room 218</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1015-1200</td>
<td><strong>#7BB</strong> Workshop: Impact of Chaos, Boids, Wicked, and Swarming Theories on Medical Education</td>
<td>Davinder Sandhu, RCSI Bahrain, Adliya, Bahrain</td>
<td>Room 306</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
#7CC10 Learning experiences of dietician students with technology enhanced teaching and learning Susanna M Hanekom, North-West University, Potchefstroom, South Africa

#7CC11 How flipped-classroom concept influences learners’ perception and competency of evidence-based practice Delmar C. Lin, Taipei City Hospital, Taipei, Taiwan

#7CC12 The Effectiveness of a Pre-class Video in Gaining the Knack of Laparoscopic Suture for the Novice Undergraduates Po-Li Wei, Taipei Medical University Hospital, Taipei, Taiwan

#7CC06 Illuminating the job shadowing experience of medical students in an orthopaedic posting: learning about the roles of Allied Health Professionals (AHPs) Abigail Lum, Tan Tock Seng Hospital, Singapore

#7CC07 Clinical Skills Passport App: Feedback on the go Nancy Davies, Leeds Institute of Medical Education, University of Leeds, UK

#7CC08 Anticipatory health education animation enhances medical students’ learning in pediatric clerkship Chyi-Her Lin, NCKUH, Tainan, Taiwan

#7CC09 Flipped classroom: Interactive CAI gives better result of learning than reading textbook Wutanporn Vorasilapa, Chonburi Medical Education Center, Chonburi, Thailand

#7CC05 A mobile platform for organisation and learning in practice placements of student nurses Gilbert Peffer, stack.services GmbH, Barcelona, Spain

#7CC04 Mistreatment of clinical students by patients/families: empowering our future doctors Tong-Khee Tan, SingHealth General Hospital and Duke-NUS Graduate Medical School, Singapore

#7CC03 Younger and Younger: Teaching 2nd Year Students Emergency Department Assessment and Care of Fractures and Dislocations, a New Curriculum Colleen Bush, Michigan State University College of Human Medicine, Grand Rapids, MI, USA

#7CC02 Using CanMeds framework to provide a tool for the first year medical students to reflect upon early patient encounters Liisa Kulkka, Department of General Practice, University of Helsinki, Finland

#7CC01 Faculty perceptions of a new education program in the primary health centers for novice undergraduate medical students Noora Al-Mutawa, Primary Health Care Corporation (PHCC), Doha, Qatar

#7CC00 Location: Chairperson: Suleyman Yildiz, Turkey

#7DD02 NOT PRESENTED

#7DD01 The big deal with direct ophthalmoscope in medical students – Once in Community equal to many in Hospital (Outpatient department) Anant Bhornmata, Thammasat University Chumphonkhetudomsakdi Campus, Chumphon, Thailand

#7DD00 Posters:  Teaching Clinical and Practical Skills Chairperson: Peter Cantillon, Ireland

#7DD13 Perceptions and abilities related to patient engagement in diabetes care among primary health care providers in Malaysia Ulla Bjerre-Christensen, Steno Diabetes Center Copenhagen, Gentofte, Denmark

#7DD12 From chaos to clarity - creating a film as a learning activity to standardize rounds Wilhelmina Ekström, Karolinska Institute, Stockholm, Sweden

#7DD11 Airway management by medical students in simulated resuscitation scenario Kirmsimarja Metsävainio, Kuopio University Hospital, Kuopio, Finland

#7DD10 "It Takes A System" - Training Firefighters to Deliver High Quality Cardiac Resuscitation In The Community Naushen Doctor, Sengkang Health, Singapore

#7DD09 Basic life support annual assessment impact on competency performance Ricardo Tjeng, University of Beira Interior - Faculty of Health Science, Covilhã, Portugal

#7DD08 Our student-centered Basic Life Support (BLS) education is improved by computer-based evaluation Kagemasa Kajiwara, Division of Basic Molecular Science and Molecular Medicine, School of Medicine, Tokai University, Isehara, Japan

#7DD07 Development and evaluation of a learning resource on sterile fields for MBBS students Caroline Everden, St George's University of London, UK

#7DD06 Smartphone for fundus examination by medical student Atiporn Surawongs, Maharasakarm Hospital, Maharasakarm Province, Thailand

#7DD05 A smart intraoperative instruction on surgical procedure on Google Glass Katerina Bogomolova, Erasmus MC University Medical Center, Rotterdam, Netherlands

#7DD04 Outcomes of Current Resuscitation Training: Do We Achieve Guideline Targets? Ming-Yuan Huang, MacKay Memorial Hospital, Taipei, Taiwan

#7DD03 Skeletal Model Enhanced Medical Student Knee Joint Aspiration Skill Krits Salang, Medical Education Center of Khon Kaen Hospital, Khon Kaen, Thailand

#7DD02 NOT PRESENTED

#7DD01 The big deal with direct ophthalmoscope in medical students – Once in Community equal to many in Hospital (Outpatient department) Anant Bhornmata, Thammasat University Chumphonkhetudomsakdi Campus, Chumphon, Thailand

#7DD00 Posters:  Teaching Clinical and Practical Skills Chairperson: Peter Cantillon, Ireland

#7DD02 NOT PRESENTED

#7DD03 Skeletal Model Enhanced Medical Student Knee Joint Aspiration Skill Krits Salang, Medical Education Center of Khon Kaen Hospital, Khon Kaen, Thailand

#7DD02 NOT PRESENTED

#7DD01 The big deal with direct ophthalmoscope in medical students – Once in Community equal to many in Hospital (Outpatient department) Anant Bhornmata, Thammasat University Chumphonkhetudomsakdi Campus, Chumphon, Thailand

#7DD00 Posters:  Teaching Clinical and Practical Skills Chairperson: Peter Cantillon, Ireland

#7DD02 NOT PRESENTED

#7DD03 Skeletal Model Enhanced Medical Student Knee Joint Aspiration Skill Krits Salang, Medical Education Center of Khon Kaen Hospital, Khon Kaen, Thailand

#7DD02 NOT PRESENTED

#7DD01 The big deal with direct ophthalmoscope in medical students – Once in Community equal to many in Hospital (Outpatient department) Anant Bhornmata, Thammasat University Chumphonkhetudomsakdi Campus, Chumphon, Thailand

#7DD00 Posters:  Teaching Clinical and Practical Skills Chairperson: Peter Cantillon, Ireland

#7DD02 NOT PRESENTED

#7DD03 Skeletal Model Enhanced Medical Student Knee Joint Aspiration Skill Krits Salang, Medical Education Center of Khon Kaen Hospital, Khon Kaen, Thailand

#7DD02 NOT PRESENTED

#7DD01 The big deal with direct ophthalmoscope in medical students – Once in Community equal to many in Hospital (Outpatient department) Anant Bhornmata, Thammasat University Chumphonkhetudomsakdi Campus, Chumphon, Thailand

#7DD00 Posters:  Teaching Clinical and Practical Skills Chairperson: Peter Cantillon, Ireland

#7DD02 NOT PRESENTED

#7DD03 Skeletal Model Enhanced Medical Student Knee Joint Aspiration Skill Krits Salang, Medical Education Center of Khon Kaen Hospital, Khon Kaen, Thailand

#7DD02 NOT PRESENTED

#7DD01 The big deal with direct ophthalmoscope in medical students – Once in Community equal to many in Hospital (Outpatient department) Anant Bhornmata, Thammasat University Chumphonkhetudomsakdi Campus, Chumphon, Thailand

#7DD00 Posters:  Teaching Clinical and Practical Skills Chairperson: Peter Cantillon, Ireland

#7DD02 NOT PRESENTED

#7DD03 Skeletal Model Enhanced Medical Student Knee Joint Aspiration Skill Krits Salang, Medical Education Center of Khon Kaen Hospital, Khon Kaen, Thailand

#7DD02 NOT PRESENTED

#7DD01 The big deal with direct ophthalmoscope in medical students – Once in Community equal to many in Hospital (Outpatient department) Anant Bhornmata, Thammasat University Chumphonkhetudomsakdi Campus, Chumphon, Thailand

#7DD00 Posters:  Teaching Clinical and Practical Skills Chairperson: Peter Cantillon, Ireland

#7DD02 NOT PRESENTED

#7DD03 Skeletal Model Enhanced Medical Student Knee Joint Aspiration Skill Krits Salang, Medical Education Center of Khon Kaen Hospital, Khon Kaen, Thailand

#7DD02 NOT PRESENTED

#7DD01 The big deal with direct ophthalmoscope in medical students – Once in Community equal to many in Hospital (Outpatient department) Anant Bhornmata, Thammasat University Chumphonkhetudomsakdi Campus, Chumphon, Thailand

#7DD00 Posters:  Teaching Clinical and Practical Skills Chairperson: Peter Cantillon, Ireland

#7DD02 NOT PRESENTED
1015-1200
#7EE Posters: Clinical Reasoning and Critical Thinking
Chairperson: Ralph Pinnock, New Zealand
Location: Hall 6

#7EE01 “Double jump” assessment as an alternative way to improve clinical reasoning in undergraduate medical students
Patricia Cury, FACEPE Medical School, São José do Rio Preto, Brazil

#7EE02 The impact of case-based clinical reasoning (CBCR) on the development of medical students’ diagnostic skills
Gaiane Simonia, Tbilisi State Medical University, Tbilisi, Georgia

#7EE03 Implementation of an online course to teach and assess clinical reasoning with virtual patients and concept mapping
Inga Hege, Institute for Medical Education University Hospital of LMU Munich, Germany

#7EE04 Case representation scaffolds improve diagnostic efficiency in 4th-5th year medical students: results of a randomized controlled study
Leah Braun, Institut für Didaktik und Ausbildungsforschung in der Medizin, Munich, Germany

#7EE05 Using simulation to develop clinical reasoning in veterinary students
Claire Vinter, Royal Veterinary College, London, UK

#7EE06 SPIRALS: A New Cognitive Approach to Teaching and Learning Clinical Reasoning in Emergency Medicine
Tia Renouf, Memorial University of Newfoundland, St. John’s, Canada

#7EE07 Developing a model for teaching and assessing critical thinking skills in medicine: a qualitative study
Mahboobeh Khabaz Mafinejad, Tehran University of Medical Sciences, Tehran, Iran

#7EE08 Effects of blended learning on the clinical reasoning process of Japanese nurses trained in Specified Medical Acts
Machiko Saeki Yagi, School of Nursing, Jichi Medical University, Japan

1015-1200
#7FF Posters: Anatomy and Surgery
Chairperson: Wojciech Pawlina, USA
Location: Hall 6

#7FF01 Learning Anatomy through Art
Hywel Phys Williams, Peninsula College of Medicine and Dentistry, Plymouth, UK

#7FF02 Anatomy E-Tutorial on the Arterial Supply of the Human Body
Muhammad Patel, University of Glasgow, UK

#7FF03 Digital anatomy at your fingertips: A bespoke touchscreen gateway for accessing digital anatomy resources at the dissection table
CJ Taylor, Brighton and Sussex Medical School, Brighton, UK

#7FF04 Photogrammetry as part of a multimodal teaching model in anatomy education: a first year medical cohort perspective
Lauren Fisher, University of Liverpool, UK

#7FF05 Innovative Peer-Learning Activity for Neuro-Anatomy in Cambodia
Sengkhoun Lim, University of Health Sciences, Phnom Penh, Cambodia
<table>
<thead>
<tr>
<th>#7FF06</th>
<th>Fostering understanding of entities and professional conduct: pedagogical development of two anatomy courses in veterinary medicine</th>
</tr>
</thead>
<tbody>
<tr>
<td>Juha Laaksonen, University of Helsinki, Finland</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#7FF07</th>
<th>Fresh porcine hearts in heart anatomy teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suvi Viranta-Kovanen, University of Helsinki, Finland</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#7FF08</th>
<th>Effectiveness of virtual modalities for teaching gross anatomy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jennifer McBride, Cleveland Clinic Lerner College of Medicine, Cleveland, USA</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#7FF09</th>
<th>NOT PRESENTED</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>#7FF10</th>
<th>A qualitative analysis of near peer teaching in an undergraduate anatomy course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rishi Iyer, Imperial College London, UK</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#7FF11</th>
<th>Clinically most relevant aspects of anatomy in current obstetrics and gynecology practice for teaching medical students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meenakshi Swamy, Durham University, Stockton-on Tees, UK</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#7FF12</th>
<th>Innovative teaching methods improve learning outcomes in anatomy and physiology: is there evidence?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guro Lie, Faculty of Education and International Studies, Oslo and Akershus University College, Oslo, Norway</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#7FF13</th>
<th>Development and Validation of a minimal invasive surgery skill learning instrument: Preliminary Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benjamin De Witter, Inter-University Laboratory of Human Movement Biology, Villeurbanne cedex, France</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#7FF14</th>
<th>“Statistic of the Month”: A new, interactive and engaging way to tutor trainee surgeons in statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rinu Ots, University of Edinburgh, UK</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#7FF15</th>
<th>A Longitudinal Study on Medical Students’ Attitudinal Changes towards Cadaver Dissection in a Thai Medical School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nattiyha Sakulsak, Department of Anatomy, Faculty of Medical Science, Naresuan University, Phitsanulok, Thailand</td>
<td></td>
</tr>
</tbody>
</table>

### 1015-1200

#### #7GG Posters: Choice of Career

<table>
<thead>
<tr>
<th>#7GG01</th>
<th>Medical Education in Mississauga, Canada: Specialty choice and practice location for Suburban Based Medical Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alison Freeland, University of Toronto, Canada</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#7GG02</th>
<th>NOT PRESENTED</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>#7GG03</th>
<th>Does manual dexterity in undergraduate simulation training affect the choice of clinical specialty?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gen Kobayashi, International University of Health and Welfare, Narita, Japan</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#7GG04</th>
<th>Does the choice of medical school affect a UK graduate’s likelihood of becoming a surgeon?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Victoria Twigg, Royal College of Surgeons of England, London, UK</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#7GG05</th>
<th>What predicts doctors’ satisfaction with their chosen medical specialty? A Finnish national questionnaire</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teppo Helikilä, Ministry of Social Affairs and Health, Helsinki, Finland</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#7GG06</th>
<th>‘They showed so much interest in me!’ – a Swedish mixed methods study about the effect of school experiences on career preference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emelle Kristoffersson, Department of Public Health and Clinical Medicine, Family Medicine, Umeå University, Umeå, Sweden</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#7GG07</th>
<th>Career-Simulation for your future - Pre-doctor experience camps make it possible in senior high school students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wen-Cheng Huang, Wan-Fang Hospital, Taipei Medical University, Taipei, Taiwan</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#7GG08</th>
<th>The role of personality and motivational factors on students’ career intentions for Primary Care and Surgery during their clinical training</th>
</tr>
</thead>
<tbody>
<tr>
<td>Milena Abbiati, University of Geneva, Faculty of Medicine, Geneva, Switzerland</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#7GG09</th>
<th>Are CPIRD doctors remaining in the rural environment after AEC?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Savanya Nganivitavorn, Vachira Phuket Hospital, Phuket, Thailand</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#7GG10</th>
<th>Factors that influence undergraduate and postgraduate attitudes towards a career in general practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sabia Dayala, University of Manchester, UK</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#7GG11</th>
<th>NOT PRESENTED</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>#7GG12</th>
<th>Specialization Compass for Medical Students - Tools for Finding a Speciality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jesse Karppinen, University of Tartu, Estonia</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#7GG13</th>
<th>When medical students are unsure: a longitudinal study on the dynamics of indecision about specialty preferences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flavia Freitas, School of Medicine, University of Minho, Braga, Portugal</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#7GG14</th>
<th>Estimating the right number of medical specialists in the future: Case Finland</th>
</tr>
</thead>
<tbody>
<tr>
<td>Johanna Reilman, Department of Neuroscience and Rehabilitation, Tampere University Hospital, Tampere, Finland</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#7GG15</th>
<th>“Pegs and Holes”: How do we find best fit in the medical career jungle?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adam Thomas, Keele University, Stoke-on-Trent, UK</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#7GG16</th>
<th>You become a man in a man’s world: is there a discursive space for women in surgery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elspeth Hill, Washington University School of Medicine, St Louis, USA</td>
<td></td>
</tr>
</tbody>
</table>

### 1015-1200

#### #7HH Posters: Teaching and Learning 1

<table>
<thead>
<tr>
<th>#7HH01</th>
<th>Concept Mapping: Promising Tool for Integrating Adult Learning Theories into an Educational Philosophy for Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Antoinette S. Ungaretti, Johns Hopkins University School of Education, Baltimore, Maryland, USA</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#7HH02</th>
<th>Arts-based pedagogic approach for dementia awareness and training for health care professional students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Helen Orton, University of Liverpool, UK</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#7HH03</th>
<th>Contemporary Art and Medical Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shuangyu Li, King’s College London, UK</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#7HH04</th>
<th>Novel Approach to Recognising ECGs: Learn by Drawing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mina N. Arsanious, University of Edinburgh Medical School / NHS Lothian, Edinburgh, UK</td>
<td></td>
</tr>
</tbody>
</table>
#7HH05  Evaluating observational drawing as an educational approach
Iain D Keenan, Newcastle University, Newcastle upon Tyne, UK

#7HH06  Learning by sleeping? – Sustainability of a guided training in “Learning to Learn” including sleep regulating techniques
Diethard Tausche, University of Witten/Herdecke, Faculty of Health, Department of Medicine, Integrated Curriculum for Anthroposophic Medicine (ICURAM), Witten, Germany

#7HH07  Working with the student in multifaceted professional care: a psychodrama experience
Ieda Aleluia, Escola Bahiana de Medicina e Saude Publica (EBMSP), Salvador, Brazil

#7HH08  NOT PRESENTED

#7HH09  Mapping the Balint groups to the ACGME Competencies
Jumana Antoun, American University of Beirut, Lebanon

#7HH10  Using Different Teaching Formats During Human Physiology Course to Increase Motivation and Test Performance in Multicultural Student Population in Slovakia
Silvia Hnilcova, Institute of Physiology, Faculty of Medicine, Comenius University, Bratislava, Slovakia

#7HH11  A practical skills programme in Biomedical Sciences: challenges in implementation and optimization
Ana Mafalda Fonseca, Faculty of Health Sciences, University of Beira interior, Covilhá, Portugal

#7HH12  Breast feeding teaching by interactive Training Method: Medical students should know and practice well
Sakulrat Sirirojana, Kalasin Medical Education Center, Kalasin, Thailand

#7HH13  Medical students’ learning outcomes of Medical Resources Integration and Optimization in Family Medicine
Sudarat Wijitsetthakul, Medical Education Center, Ratchaburi Hospital, Ratchaburi, Thailand

#7HH14  NOT PRESENTED

#7HH15  A conversation in prison!
Transformatice learning for professional skill development in the first year medical students of the Joint Medical Programme
Amarin Narkwiichan, Joint Medical Programme (between Srinakharinwirot University and University of Nottingham, UK), Faculty of Medicine, Srinakharinwirot University, Nakhon Nayok, Thailand

#7HH16  NOT PRESENTED

#7HH17  Understanding the unique factors causing the phobia of neurological localization amongst medical students - how can we aim for neurophilia instead?
Sheila Srinivasan, National Neuroscience Institute, Singapore

#7HH18  NOT PRESENTED

#7HH19  Effectiveness of ethical dilemmas on rare disease - Scenario-center teaching program
Chih-I Hung, Tungs’ Taichung MetroHarbor Hospital (Nursing Department), Taichung, Taiwan

#7HH20  Working collaboratively to ensure safe delivery of extended roles in the hospital eye care service
Jacqueline Martin, College of Optometrists, London, UK

#7HH21  Assessing the Learning Needs of a Team: a practical tool to guide needs assessments for interprofessional learning
Judith Peranson, St. Michael’s Hospital Dept. of Family and Community Medicine, Toronto, Canada

#7HH22  Similarities and differences between Intra- and Interprofessional Conflicts in Healthcare: Implications for Training
Mathieu Nendaz, UDERM, University of Geneva, Switzerland

#7HH23  Challenges and strategies to develop an interprofessional Education in a residency program
Luciana Motta, Uerj, Rio de Janeiro, Brazil

#7HH24  The strategy and effectiveness of inter-professional education (IPE) led by non-physician medical personnel: a nursing department study
Chia Lun Lee, Kaohsiung Medical University Hospital, Kaohsiung Medical University, Kaohsiung, Taiwan

#7HH25  Impact of interprofessional education module on attitudes of health-care providers involved in maxillofacial rehabilitation
Saeed Deshpande-Deshmukh, VSPM Dental College & Research Center, Nagpur, India

#7HH26  Discursive representations of patients in the interprofessional team meetings of a geriatrics ward
Mary Lee, Health Outcomes & Medical Education Research (HOMER), National Healthcare Group Singapore

#7HH27  Learning in Interprofessional Communities of Clinical Practice - A Qualitative Study of Physicians and Physician Assistants
Maura Polansky, Anderson Cancer Center, Houston, TX, USA; Maastricht University, Maastricht, Netherlands

#7HH28  Working multiprofessionally towards better health outcomes among patients with chronic diseases
Tina Viltami, City of Hämeenlinna, Health Care Services, Hämeenlinna, Finland

#7HH29  Marrying healthcare professionals to technologists: hackathon as a venue for interdisciplinary education
Atipong Pathanasethpong, Faculty of Medicine, Khon Kaen University, Khon Kaen, Thailand

#7HH30  Effectiveness of an interprofessional practice training programs in new healthcare professionals
Yu-Hsia Lee, MacKay Memorial Hospital, Taipei, Taiwan
Tuesday 29 August

#7JJ08 Learning from Role Models on High Value, Cost-Conscious Care – Perspective from a National Teaching Hospital
Joo Wei Chua, National University Health System, Singapore

#7JJ09 NOT PRESENTED

#7JJ10 Do Not Attempt Cardiopulmonary Resuscitation: A constructivist workshop dealing with challenging statements and questions for foundation doctors
Mayurun Ramadas, Imperial College School of Medicine, London, UK

#7JJ11 From Inception to Implementation: Improving Procedural Skills Training and Confidence for Core Medical Trainees in the East Midlands South Deanery
Raunak Singh, University Hospitals of Leicester, UK

#7JJ12 Comparison of Institution Reviews within and outside of Canada
Tara Phillips, Royal College of Physicians and Surgeons of Canada, Ottawa, Canada

#7JJ13 What Do Clinical Competency Committees (CCCs) have in common? A Multispecialty Survey of CCC chairpersons
Andem Ekpenyong, Rush University Medical Center, Chicago, USA

#7JJ14 Evaluating the effectiveness and sustainability of near-peer simulation-based teaching among junior residents of a residency programme
Xiayan Shen, National University Hospital, Singapore

#7JJ15 Relying Solely On Quantitative Residents’ Evaluations Does Not Tell The Full Story
Tracy Tan, Tan Tock Seng Hospital, Singapore

#7KK01 The Impact of Targeted Simulation Training on Medical Student learning in Obstetrics and Gynaecology: A prospective cohort study with quantitative assessment
Prasanna Raj Supramaniam, Oxford University Hospitals NHS Foundation Trust, Oxford, UK

#7KK02 How Effective Is Computer-based Simulation Compared to Traditional Simulation Training in Improving Educational Outcomes for Medical staff/students? : A Systematic Review
Anchalee Chaimai, Nakornping Medical Education Center, Nakornping Hospital, Chiang Mai, Thailand

#7KK03 Implementation and evaluation of a new student guided, video-assisted Simulation Course
Cynthia Szalai, University Duisburg-Essen, Germany

#7KK04 WITHDRAWN

#7KK05 Collaborative networking of a resuscitation team in a simulated environment
Leila Niemi-Murola, University of Helsinki, Finland

#7KK06 A multidisciplinary simulation curriculum improves confidence and performance on the intensive care unit
David Melia, Department of Intensive Care Medicine, Prince of Wales Hospital, Prince of Wales Clinical School, UNSW, Sydney, Australia

#7JJ1 Posters: Postgraduate Training 2 - Early Years
Chairperson: Paul de Roos, Sweden
Location: Hall 3 Foyer

#7JJ01 Night Float System and Medical Errors: Perceptions of Pediatric Staff in ACGME-International Program in Qatar
Sohair Elsiddig, Hamad Medical Corporation, Doha, Qatar

#7JJ02 Preparedness of Foundation Doctors in Communication Skills with Children and Parents
Emma Clare Hughes, Bolton NHS Foundation Trust, Manchester, UK

#7JJ03 Making consensus of Trainer-assessment in Dental Post-Graduate Year Training
Ci Huang, Division of Primary Care Medicine, The Joint Commission of Taiwan, New Taipei City, Taiwan

#7JJ04 What do Foundation Year 1 Trainees Perceive as Barriers to Professionalism?
Cassandra Ng, University Hospital of South Manchester, UK

#7JJ05 Interactive Workshop for Postgraduate Medical students (Interns): The effective way of continuous medical education
Parichart Dolchakumyuttana, Kalasin Hospital, Kalasin, Thailand

#7JJ06 NOT PRESENTED

#7JJ07 An annual Urology tutorial for Foundation Year doctors is acceptable to Trainees and improves emergency and on-call care of patients
Saqib Javed, Mid Cheshire Hospital NHS Foundation Trust, Crewe, UK

1015-1200

#7JJ Posters: Postgraduate Training 2 - Early Years
Chairperson: Paul de Roos, Sweden
Location: Hall 3 Foyer

#7JJ01 Night Float System and Medical Errors: Perceptions of Pediatric Staff in ACGME-International Program in Qatar
Sohair Elsiddig, Hamad Medical Corporation, Doha, Qatar

#7JJ02 Preparedness of Foundation Doctors in Communication Skills with Children and Parents
Emma Clare Hughes, Bolton NHS Foundation Trust, Manchester, UK

#7JJ03 Making consensus of Trainer-assessment in Dental Post-Graduate Year Training
Ci Huang, Division of Primary Care Medicine, The Joint Commission of Taiwan, New Taipei City, Taiwan

#7JJ04 What do Foundation Year 1 Trainees Perceive as Barriers to Professionalism?
Cassandra Ng, University Hospital of South Manchester, UK

#7JJ05 Interactive Workshop for Postgraduate Medical students (Interns): The effective way of continuous medical education
Parichart Dolchakumyuttana, Kalasin Hospital, Kalasin, Thailand

#7JJ06 NOT PRESENTED

#7JJ07 An annual Urology tutorial for Foundation Year doctors is acceptable to Trainees and improves emergency and on-call care of patients
Saqib Javed, Mid Cheshire Hospital NHS Foundation Trust, Crewe, UK

1015-1200

#7KK Posters: Simulation 1
Chairperson: Dimitri Parra, Canada
Location: Hall 3 Foyer

#7KK01 The Impact of Targeted Simulation Training on Medical Student learning in Obstetrics and Gynaecology: A prospective cohort study with quantitative assessment
Prasanna Raj Supramaniam, Oxford University Hospitals NHS Foundation Trust, Oxford, UK

#7KK02 How Effective Is Computer-based Simulation Compared to Traditional Simulation Training in Improving Educational Outcomes for Medical staff/students? : A Systematic Review
Anchalee Chaimai, Nakornping Medical Education Center, Nakornping Hospital, Chiang Mai, Thailand

#7KK03 Implementation and evaluation of a new student guided, video-assisted Simulation Course
Cynthia Szalai, University Duisburg-Essen, Germany

#7KK04 WITHDRAWN

#7KK05 Collaborative networking of a resuscitation team in a simulated environment
Leila Niemi-Murola, University of Helsinki, Finland

#7KK06 A multidisciplinary simulation curriculum improves confidence and performance on the intensive care unit
David Melia, Department of Intensive Care Medicine, Prince of Wales Hospital, Prince of Wales Clinical School, UNSW, Sydney, Australia
Application of Hybrid Training in Clinical Comprehensive Skills Training Courses for Senior Medical Students
Zhiqiao Chen, Zhongnan Hospital of Wuhan University, The Second Clinical College of Wuhan University, Wuhan, China

Identifying content for simulation-based curricula in urology: A nationwide needs assessment
Leizl Joy Nayahangan, Copenhagen Academy for Medical Education and Simulation, The Capital Region of Denmark, Copenhagen

Development and Implementation of a Neonatal Procedure Simulation Boot Camp
Tanzeema Hossain, Boston Children’s Hospital, Boston, USA

Interprofessional simulation for professionals working for young people with physical and mental health needs
Christopher Kowalski, Maudsley Simulation, London, UK

First simulation-based Neurology teaching in Cambodia - Effectiveness and students’ perspective
Vattanak Ek, University of Health Sciences, Phnom Penh, Cambodia

The Combination of Simulation and IPE/IPP Application in a Resources-limited Hospital in Taiwan
Cheng-Hsi Liao, Department of Urology, Taichung Armed Forces General Hospital, Taichung, Taiwan

Lessons learned in applying innovative evaluation methodology: using simulation for curriculum improvement
Erica McDiarmid, Centre for Addiction and Mental Health, Toronto, Canada

Pitfalls in Emergency Medicine: Survey-based identification of learning objectives for targeted simulation curricula by emergency department (ED) staff
Kerry-Lynn Williams, Memorial University, St. John’s, Canada

Implementation Of A Real-time Qualitative Tool For Resuscitation Simulation Training, A Pilot Study
Chao-Hsiung Lee, MacKay Memorial Hospital, Taitung, Taiwan

Does high fidelity translate into high realization of education goals?
Katarzyna Naylor, Department of Didactics and Medical Simulation, Medical University of Lublin, Poland

Content validity and functionality fidelity of an arthrocentesis simulator checklist
Reid Alexander Adams, Institute for Research and Clinical Strategy, Sarnia, Canada

"Silver Trauma": A multi-disciplinary simulation course to address the changing face of trauma in the UK
Thomas Sanctuary, King’s College Hospital NHS Foundation Trust, London, UK

Lunch Break
Viewing of posters and exhibits
Session 8: Simultaneous Sessions

1400-1530 #8A Symposium: Entrustment Decisions: Implications for Curriculum Development and Assessment
Ara Tekian, University of Illinois at Chicago College of Medicine, Chicago, Illinois, USA; Olle ten Cate, University Medical Centre Utrecht, Netherlands; John Norcini, FAIMER, Philadelphia, USA; Eric Holmboe, ACGME, Chicago, USA; Trudie Roberts, Leeds Institute of Medical Education, UK
Location: Hall 1

1400-1530 #8B Symposium: Interprofessional Education: Identifying Best Practices for Schools and Countries
Duckson Ahn, WFME, South Korea; Barbara Barzansky and Dan Hunt, LCME/AAMC, USA; Nobuo Nara, JACME, Japan
Location: Hall 3a

1400-1530 #8C Symposium: CPD is more than CME
AMEE Local organising committee, Helsinki and UEMS, European Union of Medical Specialists
Hannu Halla, Finnish Medical Association, Finland; Bernard Mailllet, UEMS, Belgium; Kristiina Patja / Mervi Väisänen-Tommissa, Pro Medico, Finland
Location: Hall 3b

1400-1530 #8D Symposium: Advances in Evidence-Based Health Sciences Education
Organised by IAMSE:
William Jeffries, USA; Peter GM de Jong, Netherlands; Matthew Gwee, Singapore; Tobias Boerboom, Netherlands; Elisabeth Schlegel, USA; Aviad Haramati, USA (Opening Discussant)
Location: Hall 3c

1400-1530 #8E Research Papers: Competencies and Frameworks
Chairperson: Simon Kitto, Canada
Assessor: Margaret Hay, Australia
Location: Hall 3d

1400-1420 #8E1 Observable, Inferable, Invisible: Towards a workplace based diagnostic assessment
Saad Chatine, Western University, London, ON, Canada

1420-1440 #8E2 Rethinking the process of prescribing antibiotics using activity theory
Karen Mattick, Centre for Research in Professional Learning, University of Exeter, UK

1440-1500 #8E3 Role Analysis and Development of a Professional Attributes Framework for Preregistration Pharmacists in the UK
Gail Fleming, Health Education England London & South East, London, UK

1500-1520 #8E4 Using Integrated Care to Address Integrated Complex Mental and Physical Health Care: A Framework for Undergraduate Medical Education
Sanjeev Sockalingam, University Health Network, Department of Psychiatry, University of Toronto, Canada

1520-1530 Discussion

1400-1530 #8F Research Papers: Clinical Reasoning and Cognition
Chairperson: Manuel Costa, Portugal
Assessor: Hiroshi Nishigori, Japan
Location: Hall 3e

1400-1420 #8F1 Transfer of Basic Science Knowledge to Clinical Reasoning in Health Professions Education
Jean-Marie Castillo, The Wilson Centre & the Center for Ambulatory Care Education, University of Toronto, Canada & Department of Family and Community Medicine, Nantes University, France

1420-1440 #8F2 Cognitive effects of medical education with or without academic stress
Viktor Riklfs, Karaganda State Medical University, Karaganda, Kazakhstan

1440-1500 #8F3 Medical Diagnosis Through Action: Evaluating a Point-of-Care Cognitive Aid for Junior Residents
Sandra Monteiro, McMaster University, Hamilton, Canada

1500-1520 #8F4 Medical Students Learn to Apply Bayesian Reasoning for Clinical Inference but Not Statistical Inference: A Mixed-Methods Study
Mohsin Ali, Department of Medical Education, Icahn School of Medicine at Mount Sinai, New York, USA

1520-1530 Discussion

1400-1530 #8G PechaKucha™ 2 - ASPIRE to Excellence
Chairperson: Marko Zdravkovic, Slovenia
Location: Hall 3f
ASPIRE Academy/winners present a PechaKucha session: Examples of excellence in practice

1400-1410 #8G1 How do we have over 30 great faculty developers and pay none?
Erick Hung, University of California San Francisco, USA

1410-1420 #8G2 Developing teachers at a distance using video and self-reflection
Kim Whittlestone, Ayona Silva-Fletcher, Stephen May, Royal Veterinary College London, UK

1420-1430 #8G3 Students as partners in the highs and lows of medical school life
Shelley Parr, Hoda Amar, Fiona Vincent, Tessa Davies, Linda Turner, Faculty of Medicine, University of Southampton, UK

1430-1440 #8G4 The diagnostic justification questionnaire - a new clinical reasoning assessment tool
Debra Klamen, Southern Illinois University, USA

1440-1450 #8G5 Beyond the Bandage – Aligning curricula with community needs
Amy Clithero, David Sklar, University of New Mexico, USA

1450-1500 #8G6 Green Family Foundation Neighbourhood Health Education Learning Program
Karim Esposito, Pedro Greer, Florida International University, USA

1500-1510 #8G2 A bottom up approach to extracurricular activities for medical students
Monika Sobocan, Ziva Ledinek, Ines Keblar, Suzana Bracic, Ivan Krajnc, Faculty of Medicine, University of Maribor, Slovenia
Discussion

14:00-15:30  #8H  Short Communications: Diversity 1
Chairperson: Maaike Muntinga, Netherlands
Discussant: Petra Verdonk, Netherlands
Location: Hall 3g

14:00-14:15  #8H9  Medical students’ readiness to take care of patients of diverse groups - scientific evidence and no discrimination? A quantitative and qualitative study
Peth-ying Lu, College of Medicine, Kaohsiung Medical University, Kaohsiung, Taiwan

14:15-14:30  #8H10  Experiences of inclusion and participation in medical school - interviews with students belonging to cultural minorities
Hanna Rönnqvist, Department of Public Health and Clinical Medicine, Family Medicine, Umeå, Sweden

14:30-14:45  #8H11  A comparative study on the motivation and performance of medical students from ethnic minorities and majority
Ulvie Isik, VUMc School of Medical Sciences, Amsterdam, The Netherlands

14:45-15:00  #8H12  Complex pathways for Indigenous learners to study medicine: The Northern Australian experience
Helen Wozniak, Flinders University, Darwin, Australia

15:00-15:15  #8H13  Perception of medical students and faculty regarding benefits and challenges of a diverse student body at the Aga Khan University, Karachi, Pakistan
Kulsoom Ghias, Aga Khan University, Karachi, Pakistan

15:15-15:30  Discussion

14:00-15:30  #8I  Short Communication: Faculty Development 1
Chairperson: Matthew Stull, USA
Discussant: Richard Cruess, Canada
Location: Room 101 a/b

14:00-14:15  #8I1  Parallel Student Enhancement Programming: A Novel Approach to Faculty Development
Nutan Vaidya, Chicago Medical School at Rosalind Franklin University of Medicine and Science, North Chicago, USA

14:15-14:30  #8I2  Can Medical Conferences fulfill on the needs of our young educators and recognise their teaching initiatives?
Rula Najim, Imperial College, London, UK

14:30-14:45  #8I3  The "what" and "how" of teachers’ reflections on their own teaching practices during their faculty development. A qualitative study
Gisela Schwartzman, Instituto Universitario del Hospital Italiano, Buenos Aires, Argentina

14:45-15:00  #8I4  Extra-mural preceptors: a forgotten group!
Saskia Mol, University Medical Centre, Utrecht, Netherlands

15:00-15:15  #8I5  Mentorship and Professionalism in Training (MAP-IT): A humanistic mentoring program through the lens of critical reflection and experiential learning
Alice Fornari, Northwell Health, Great Neck, NY, USA

15:15-15:30  Discussion

14:00-15:30  #8J  Short Communications: Clinical Teaching 2
Chairperson: Michael Wan, Australia
Location: Room 101 c

14:00-14:15  #8J1  Teaching and learning clinical skills: the interest of a peer-teaching program to reconnect with global conception of a patient
Paul Leblanc, Lyon Est Faculty, Lyon, France

14:15-14:30  #8J2  Ward Round Simulation: A Novel Method for Teaching the Fundamental Skills of the ‘Medical Ward Round’
Hiren Patel, Royal Wolverhampton NHS Trust, Wolverhampton, UK

14:30-14:45  #8J3  Clinical supervision of medical students during the new hospital based 6th year at the Medical University of Vienna: Identifying and meeting needs
Angelika Hoffansl, Medical University of Vienna, Austria

14:45-15:00  #8J4  Relationships and role foundational for medical student learning
Jill Konkin, University of Alberta, Edmonton, Alberta, Canada

15:00-15:15  #8J5  What influences Students’ Performance In Physical Examination During Their Clerkships?
Catharina Haring, Radboud University Medical Center, Nijmegen, Netherlands

15:15-15:30  #8J6  But there’s not time! - incorporating educational theory into ward round practice
Amy Goy, The University of Melbourne, Australia

No Discussion

14:00-15:30  #8K  Short Communications: Simulated Patients
Chairperson: Leila Niemi-Murola, Finland
Discussant: Mark Swartz, USA
Location: Room 101 d

14:00-14:15  #8K1  Evaluation of fairness, feasibility, acceptance, realism and educational impact of the involvement of elementary school children as standardized patients as perceived by different stakeholders in a summative OSCE: results from 2016 and 2017
Rabea Krings, Institute of Medical Education, University of Bern, Switzerland

14:15-14:30  #8K2  The age of standardized patient (SP) is most important at the first training in medical interview of elderly patients
Eiji Kaneko, Tokyo Medical and Dental University, Tokyo, Japan

14:30-14:45  #8K3  Simulated Clinical Cases through the Prism of Focus Group Process
Louri Rybak, Schulich School of Medicine, Western University, London, Canada
Tuesday 29 August

1445-1500 #8K4 NOT PRESENTED

1500-1515 #8K5 What is in the Simulated Patient (SP)'s mind? Qualitative study among SP at Chiang Mai University, Thailand
Rapeephat Srichan, Chiang Mai University, Chiang Mai, Thailand

1515-1530 Discussion

1400-1530 #8N Short Communications: Teaching and Learning: The Lecture & the Flipped Classroom
Chairperson: Claire Vogan, UK
Discussant: Norma Saks, USA
Location: Room 103b

1400-1415 #8N1 The reasons for non-attendance of lectures -- discrepancy between teachers and students
Chin-Sheng Lin, School of Medicine, National Defense Medical Center, Taipei, Taiwan

1415-1530 #8N2 Video-conferenced classrooms: Unintended consequences of connectivity
Joan Binnendyk, Western University, London, Canada

1430-1445 #8N3 Learning Module + Active Learning Matches Performance of Live Lecture for basic EKG Knowledge and Skills
Tim Wood, Western University of Health Sciences, Pomona, USA

1445-1500 #8N4 Can lecture recordings provide input to problem-based and self-directed learning?
Jan Hensgens, Maastricht University, Maastricht, Netherlands

1500-1515 #8N5 A just-in-time teaching approach to the ‘Diabetes Acute Care Day’ flipped classroom model improves medical students’ participation and diabetes prescribing skills
James Boyle, University of Glasgow, UK

1515-1530 Discussion

1400-1530 #8O Short Communications: Assessment: Final Exam
Chairperson: Danielle Verstegen, Netherlands
Location: Room 201

1400-1415 #8O1 Organisation of a high-stake assessment in surgery for final year medical students
Paul BS Lai, The Chinese University of Hong Kong

1415-1430 #8O2 Performances of Indonesian Medical Schools on National Examination based on the Accreditation Status
Gandes Retno Rahayu, Faculty of Medicine, Universitas Gadjah Mada, Yogyakarta, Indonesia

1430-1445 #8O3 The Licensure Exam; new avenues to enhance quality of medical education in Ethiopia
Alemseged Agmassie, Jhipio Ethiopia, Addis Ababa, Ethiopia

1445-1500 #8O4 Variation in Stringency and Leniency of Examiners in Surgical Final Examinations
Keith Pace, University of Malta, Msida, Malta

1500-1515 #8O5 Intended and Unintended Consequences of National Licensing Examination: perspectives from Indonesian context
Bachmadya Nur Hidayah, University of Leeds, UK

1515-1530 #8O6 Using Automated Item Generation in a Large-scale Medical Licensure Exam Program: Lessons Learned
André De Champlain, Medical Council of Canada, Ottawa, Canada

No Discussion
1400-1530 #8P Short Communications: Postgraduate Assessment
Chairperson: Samantha Scallan, UK
Discussant: Anne-Marie Reid, UK
Location: Room 208

1400-1415 #8P1 Monitoring Clinical Competency Committee’s Shift in Rating Stringency over Time
Kenji Yamazaki, Accreditation Council for Graduate Medical Education, Chicago, USA

1415-1430 #8P2 Implementation of the Ottawa Clinic Assessment Tool (OCAT) in Internal Medicine
Samantha Halman, University of Ottawa, Canada

1430-1445 #8P3 Engaging Preceptors in Competence Assessment in Medical Residency Program
Ana Valéria Coutinho Da Câmara Rocha, Omsure Lopes University Hospital - Ufpe, Natal, Brazil

1445-1500 #8P4 Creating a consistent framework for assessment and documentation of performance across the continuum of pediatric medical education
Lindsey Lane, University of Colorado, Aurora, USA

1500-1515 #8P5 The International Council of Ophthalmology 360-degree assessment tool: development and validation
Ana Pells, Hospital Italiano de Buenos Aires, Buenos Aires, Argentina

1515-1530 Discussion

1400-1530 #8Q Short Communications: Student: Professional Identity & Diversity
Chairperson: Giuseppe Familiari, Italy
Location: Room 207

1400-1415 #8Q1 Professional Identity Formation: Two medical schools introduce first-year students to the Professional Identity Essay (PIE)
Sandra Yingling, University of Illinois College of Medicine, Chicago USA

1415-1430 #8Q2 Students’ Perspectives on Professional Identity Formation in Medical Education
Angela Pei-Chen Fan, National Yang-Ming University, Taipei, Taiwan

1430-1445 #8Q3 Role models for professional identity formation in undergraduate education: who and how?
Juliana Sa, University of Beira Interior, Covilhá, Portugal

1445-1500 #8Q4 Learning to be. The influences of education on professional identity formation, a narrative inquiry
Elizabeth Armitage-Chan, Royal Veterinary College, Hatfield, UK

1500-1515 #8Q5 Are we making a difference? What impact does cultural awareness curriculum have on students’ attitudes? Second results from a longitudinal study
Janie Dade Smith, Bond University, Robina, Australia

1515-1530 #8Q6 Are There Differences Between Religion and Diversity Perceptions in Medical Students?
Cristhian Pérez Villalobos, Univeristy of Concepcion, Chile

No Discussion
1400-1530  #8V Workshop: Philanthropy: The new frontier in medical education research funding
Robert Paul, Nancy McNaughton, Kerry Knickle and Jeannine Girard-Pearlman, University of Toronto, Canada
Location: Room 205

1400-1530  #8W Workshop: A different perspective on accreditation
Nesibe Akdemir, VU University Amsterdam, Netherlands; Theanne Walters, Australian Medical Council, Canberra, Australia; Bas Schreuder, Royal Dutch Medical Association, Utrecht, Netherlands; Fedde Scheele, VU University Amsterdam, Netherlands; Sarah Taber, The Royal College of Canada, Ontario, Canada
Location: Room 209

1400-1530  #8X Workshop: How to Build and Enhance a Health Professions Education Scholarship Unit at your Institution - A Workshop Sponsored by SDRME
Maria Blanco, Tufts University School of Medicine, Boston, MA, USA; Sandy Cook, Duke National University of Singapore; Steven Durning, Uniformed Services University of the Health Sciences, Bethesda, MD, USA; Anne McKee, King’s College, London, UK; Patricia O’Sullivan, University of California at San Francisco, CA, USA; Lara Varpio, Uniformed Services University of the Health Sciences, Bethesda, MD, USA
Location: Room 215

1400-1530  #8Y Workshop: Standard Setting in OSCE: The Good, the Bad & the Borderline
Boaz Shulruf, University of New South Wales, Sydney, Australia
Location: Room 216

1400-1530  #8Z Workshop: Video Assessment of real patient encounters using a flexible online IT system
Paul Ram, Arne Meijer and Lesley Southgate, European Board of Medical Assessors, Maastricht, Netherlands; Thomas Gale, Plymouth University Peninsula Schools of Medicine and Dentistry, Plymouth, UK; Pauline McAvoy, Independent Consultant, London, UK; Adrian Freeman, University of Exeter Medical School, Exeter, UK
Location: Room 217

1400-1530  #8AA Workshop: PATH: a tool for leadership and change management
Derek Jones, Gill Aitken, Tim Fawns and Michael Ross, University of Edinburgh, UK
Location: Room 218

1400-1530  #8BB Workshop: Cracking the code: How to prove the return on investment from medical education interventions
Jeffrey H. Barsuk, Northwestern University Feinberg School of Medicine, Chicago, USA; Doug Beighle, Simulab Corporation, Seattle, USA; Diane B. Wayne, Northwestern University Feinberg School of Medicine, Chicago, USA
Location: Room 306

1400-1530  #8CC ePosters: Simulation Supporting Individual Learning
Chairperson: Gerard Cormley, UK
Location: Room 206

1400-1530  #8CC01 Developing an integrated educational simulation model by considering art approach: Teaching Empathic Communication skills
Afsehne Yakhyforoshha, Qazvin University of Medical Sciences, Qazvin, Iran

1400-1530  #8CC02 Development of Customisable 3D Cadaveric Model and Visualisation on Consumer IT Platforms - An interactive and cost effective tool for anatomy education
Brenton Sio, Lee Kong Chian School of Medicine (Nanyang Technological University/Imperial College London), Singapore

1400-1530  #8CC03 How to Learn Skills With Invasive Clinical Procedures (ICP) in Medical School
Mario A Secchi, Italian University Institut of Technology, Rome, Italy

1400-1530  #8CC04 Use of augmented reality to enhance understanding and fun for medical education
Bura Sindhupakorn, Suan Sunandha Rajabhat University, Bangkok, Thailand

1400-1530  #8CC05 A Survey of Surgical Learning Journey: Does the Experience of Video Game Playing Enhance the learning outcome of Robotic-Assisted Surgery?
Yin-Yu Chen, Chang Gung Medical Education Research Center, Chang Gung Memorial Hospital, Medical School, Chang Gung University, Linkou, Taiwan

1400-1530  #8CC06 Adapting virtual patient cases to language and culture: how not to throw the baby out with the bathwater?
Gulmira Abakassova, Karaganda State Medical University, Karaganda, Kazakhstan

1400-1530  #8CC07 Combining virtual and traditional microscopy enhances teaching and learning of histology
Mikael Niku, Faculty of Veterinary Medicine and Teachers’ Academy, University of Helsinki, Finland

1400-1530  #8CC08 Does a simulation course lead to improved management of an emergency situation?
Stephanie Herbsreit, University Duisburg-Essen, Germany

1400-1530  #8CC09 A case-based approach to teaching virology, available to use under Creative Commons License
Jon Mason, Medical Sciences Division Learning Technologies, University of Oxford, UK

1400-1530  #8CC10 Stroke Wars, Could We Win The Battle with Stroke Fast Track?
Charnkorn Suwattanasilp, Mahasarakham Hospital, Mahasarakham, Thailand
#8DD01 Teachers' Academy – a reward system stimulates teachers' interdisciplinary and international networking
Mervi Halttunen-Nieminen, University of Helsinki, Faculty of Medicine, Department of Obstetrics and Gynecology, Helsinki University Central Hospital, Helsinki, Finland

#8DD02 “The Wisdom of Medical Experts” program enhanced trainees’ self-expectation
Yun Chen, Far Eastern Memorial Hospital, New Taipei, Taiwan

#8DD03 Creating an Educational Enterprise: Leveling the Playing Fields of Medical Science Research vs. Medical Education within the Core Missions
Satid Thammisitboon, Baylor College of Medicine, Houston, TX, USA

#8DD04 Clinician-teachers in allied health: motivations for sustaining a parallel career, perceptions of professional identity and learning through boundary crossing
Else de Haan, University of Applied Sciences, Utrecht, Netherlands and Centre for Education and Training, University Medical Centre Utrecht, Netherlands

#8DD05 Self-perception of the clinical professor in the teaching of medicine at Faculty of Medicine, National Autonomous University of Mexico
Roberto Sánchez-Ahedo, Universidad Nacional Autónoma de México (UNAM), Ciudad de México, Mexico

#8DD06 Establishing an Environment for Creativity of Clinical Teachers – Report on Preliminary Outcomes
Wei-Fang Wang, National Cheng Kung University Hospital, Tainan, Taiwan

#8DD07 Teachers’ Educational Beliefs and Values. Do they matter? Can they be uncovered?
Isabelle Cunningham, School of Oral and Dental Sciences, Bristol, UK

#8DD08 How do doctors in training develop a professional identity as clinical teacher? A literature review
Rachel Lindley, Division of Medical Education, University of Manchester, UK

#8DD09 Special competence in medical education – nobility obligates
Hanna Lampela, Helsinki University Hospital, Helsinki, Finland

#8DD10 The IAMSE Medical Educator Fellowship: A novel, international program to foster educational scholarship
Kathryn Huggett, Larner College of Medicine, University of Vermont, Burlington, Vermont, USA

#8DD11 Scholarship of Teaching and Learning: A Review Study
Fakhradorsad Mirhosseini, Kashan University of Medical Sciences and Tehran University of Medical Sciences, Kashan, Iran

#8DD12 Assessment of tutor performance in tutorial groups: pearls and pitfalls
Flávio Augusto Naoum, Faceres Medcial School, São José do Rio Preto, Brazil

#8DD13 NOT PRESENTED

#8EE01 Medical students’ emotions related to breaking bad news - a person oriented approach
Asta Toivonen, University of Helsinki (Faculty of Medicine, Clinicum, Department of Public Health), Helsinki, Finland

#8EE02 NOT PRESENTED

#8EE03 The Feasibility and Application of Clinical Pastoral Education in Communication Skills Teaching
Ping-Keung Yip, School of Medicine, Fu-Jen Catholic University, New Taipei City, Taiwan

#8EE04 Three-dimensions feedback strategies in Breaking Bad News in medical students
Viyaput Silakan, Buriram Medication Education Center, Buriram Hospital, Muang Buriram, Thailand

#8EE05 Blended learning for culturally competent communication skills: first year evaluations
Carmen Wong, The Chinese University of Hong Kong

#8EE06 Learning to communicate with people with dementia: measuring the impact of a novel undergraduate simulation session
Rebecca Winter, Brighton and Sussex Medical School, Brighton, UK

#8EE07 Training 4th year medical students to talk about behaviour change: assessment of a motivational interview curriculum
Roger Ruiz-Moral, Universidad Francisco de Vitoria, Madrid, Spain

#8EE08 Accelerate Communication Excellence (ACE): A Web-based Tool for Scaffolding Clinical Success
Alison Purcell, Faculty of Health Sciences, The University of Sydney, Australia

#8EE09 NOT PRESENTED

#8EE10 Is video-based self-assessment a good gauge of communication skills?
Mae Yue Tan, Department of Paediatrics, KTP-NUMCI National University Hospital, Singapore

#8EE11 Establishment of a patient - physician communication training course for medical students during simulated ambulatory consultations (October 2015 - March 2017).
Alexandre Morel, University of Nantes, University of Tours, INSERM, SPHERE U1246, Nantes, France

#8EE12 ‘The clinic mimic’: A practical solution to teaching students communication skills in a specialty with limited opportunity for observation
Céllidh Grimshaw, NHS Lanarkshire, Glasgow, UK

#8EE13 Association Between Efficacy and Perception of Teamwork in Medical Students Designated Groups at Universidad Andrés Bello Viña del Mar, Chile
Verónica Silva, Universidad Andrés Bello, Viña del Mar, Chile

#8EE14 Practices of informed consent inquiry in patient care involving medical students – a survey from clinical teachers
Eeva-Maija Nieminen, University of Helsinki, Faculty of Medicine, and Helsinki University Hospital; Heart and Lung Centre, Helsinki, Finland
#SEE15  Errors in History and Physical Examination Report Writing
Liris Benjamin, Ross University School of Medicine, Portsmouth, Dominica

1400-1530

#8FF Posters: Curriculum Subjects
Chairperson: Michelle Marshall, UK
Location: Hall 6

#8FF01  NOT PRESENTED

#8FF02  NOT PRESENTED

#8FF03  NOT PRESENTED

#8FF04  The development of the Fellowship Programme in Advanced General Adult Psychiatry in Qatar
Nur-Run Hussein, Hamad Medical Corporation, Doha, Qatar

#8FF05  Systematic feedback from medical students and clinical practice in basic education in Psychiatry
Pirjo Mäki, Department of Psychiatry, University of Oulu and Oulu University Hospital, Oulu, Finland

#8FF06  NOT PRESENTED

#8FF07  Practical Prescribing in the era of e-Prescribing
Mavin Kashyap, Harefield Hospital, Middlesex, UK

#8FF08  Advancing Oral Health Knowledge and Attitudes of Physician Assistant Students through the Implementation of STFM’s “Smiles for Life” Oral Health Curriculum
Marvin Sparrell, Idaho State University PA Program, Meridian, USA

#8FF09  Revealing Challenges in Teaching Health Economics in Thailand: a national survey throughout 37 medical education centers in Thailand
Win TECHAKEHAKIJ, Lampang Hospital, Lampang, Thailand

#8FF10  When the Medical Students of Mozambique are Introduced to Competencies in Intimate Partner Violence? Preliminary Results
Beatriz Manuel Chongo, Eduardo Mondlane University, Maputo, Mozambique

#8FF11  Exploring the Views of Applicants for Medical School about Sex and Gender Medicine using a gender-sensitive Video Assignment
Joni Scholte, Radboud university medical center, Nijmegen, Netherlands

#8FF12  Child Abuse, Spotting the Signs: A Pilot Program to Increase the Detection Skills of Pediatric Residents, Using a Combination of Simulation-Based and Didactic Training
Collin Hitt, Southern Illinois University School of Medicine, Springfield, Illinois, USA

#8FF13  Assessment of Knowledge and Satisfaction after participating in School-based Student-guided Child Accident Prevention Activities
Chestsada Tonusin, Sunprasitthiprasong Hospital, Ubonratchathani, Thailand

#8FF14  Hand Hygiene: Knowledge and Technique among Medical Undergraduates
Rebecca Perris, Birmingham Medical School, UK

#8FF15  NOT PRESENTED

#8FF16  Students’ attitudes towards the integration of English medium teaching in the clinical years at Lampang Hospital
Nipon Pantarote, Lampang Hospital, Lampang, Thailand

1400-1530

#8GG Posters: Research and EBM
Chairperson: TJ Jirasevijinda, USA
Location: Hall 6

#8GG01  NOT PRESENTED

#8GG02  Key for students’ success in manuscript writing: learning by doing
Srirat Veeravetsathkul, Medical Education Center, Udonthani Hospital, Udonthani, Thailand

#8GG03  The University of Liverpool Scholar Programme: an opportunity to develop clinical academics within undergraduate training
Sumandee Bains, University of Liverpool Medical School, Liverpool, UK

#8GG04  Doing a research step by step: model of teaching
Saranya Pongudom, Udonthani Medical Education Center, Udonthani, Thailand

#8GG05  Facilitating Undergraduate Research through Teaching and Mentoring via Social Media
Nishan Silva, International Institute of Health Sciences, Welisara, Sri Lanka

#8GG06  On becoming a (biomedical) scientist in the 21st century
Susanne Boers, University Medical Center Utrecht, Utrecht, Netherlands

#8GG07  To be or not to be a great supervisor? - Medical students’ views on the roles and responsibilities of research project supervisors
Riitta Moller, Karolinska Institutet, Stockholm, Sweden

#8GG08  Four step approach by Peyton’s as a tool for teaching Statistical Package for Social Sciences software among undergraduate Medical students: An experience from Pakistan
Sajida Naseem, Shifa Tameer-e-Millat University, Islamabad, Pakistan

#8GG09  The effect of self-efficacy, perceptions of research, curiosity, and need for challenge on intrinsic and extrinsic motivation for research among first-year medical students
Belinda WC Ommering, Leiden University Medical Center, Leiden, Netherlands

#8GG10  NOT PRESENTED

#8GG11  That’s Not What We Taught You! EBM Behaviors of Medical Students
Joey Nicholson, NYU School of Medicine, New York, USA

1400-1530

#8HH Posters: Doctor in Difficulty
Chairperson: Jonathan Rial, UK
Location: Hall 6

#8HH01  What are the challenges for the management of residents in difficulty in a Swiss Primary Care division? A pilot study
Virginie Muller-Juge, University of Geneva, Faculty of Medicine, Unit of Primary Care, Geneva, Switzerland

#8HH02  NOT PRESENTED

#8HH03  Doctors With Differing Training Needs: The Development of a Model To Identify Doctors at Risk of Receiving Adverse Outcomes In Annual Training Reviews
Charlotte Rothwell, Newcastle University, Newcastle upon Tyne, UK
<table>
<thead>
<tr>
<th>#8HH04</th>
<th>Accommodation, Wellness and Remediation of Residents in the Era of Competency Based Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Susan Glover Takahashi, University of Toronto, Canada</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#8HH05</th>
<th>Perceptions of Junior Doctors on difficulty in passing the medical specialty entrance exam in Myanmar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wunna Tun, Myanmar Medical Association, Yangon, Myanmar</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#8HH06</th>
<th>Personality in burnout risk, how does it relate? A study among Dutch medical residents</th>
</tr>
</thead>
<tbody>
<tr>
<td>David J. Prins, Department of pulmonology, Medical Centre Leeuwarden, Netherlands</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#8HH07</th>
<th>NOT PRESENTED</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>#8HH08</th>
<th>Coping with Burnout – The Perceived Effectiveness of Hugs, Kisses and a Listening Ear</th>
</tr>
</thead>
<tbody>
<tr>
<td>See Yin Lieu, National Healthcare Group General Surgery Residency Program, Singapore</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#8HH09</th>
<th>Bridging the gap – primary and secondary care developing together with trainees in difficulty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Johnny Lyon-Maris, GP Education Unit, Southampton, UK</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#8HH10</th>
<th>The use of psychological questionnaires for interacting with residents in daily educational settings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hironobu Fujiwara, Integrated Clinical Education Center, Kyoto University Hospital, Kyoto, Japan</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#8HH11</th>
<th>Sleep Quality and Affected Factors in Residents of Tertiary Care Hospital</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wornanr Ratnakorn, Chonburi Hospital, Chonburi, Thailand</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#8HH12</th>
<th>The urgency of burnout prevention: Prevalence and associated variables for residents' burnout</th>
</tr>
</thead>
<tbody>
<tr>
<td>María Pía Nitsche, Pontificia Universidad Católica de Chile, Santiago, Chile</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#8HH13</th>
<th>NOT PRESENTED</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>#8HH14</th>
<th>Doctors’ lifestyle-related clinical parameters in the first year of residency compared to non-physician workers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Takahiro Matsuo, St. Luke’s International Hospital, Tokyo, Japan</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#8HH15</th>
<th>Worried sick: a survey of anxiety levels among Foundation Year 1 (FY1) doctors in the UK</th>
</tr>
</thead>
<tbody>
<tr>
<td>John McCullough, Musgrove Park Hospital, Taunton, UK</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#8HH16</th>
<th>Resilience and Tolerance of Uncertainty among Depressed and Burnt Out Trainees: Cross-Sectional Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arabella Simpkin, Imperial College School of Medicine, London, UK</td>
<td></td>
</tr>
</tbody>
</table>

### 1400-1530

<table>
<thead>
<tr>
<th>#8II</th>
<th>Posters: Stress, Mindfulness and Student Well-Being</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chairperson: Anita Laidlaw, UK</td>
<td></td>
</tr>
<tr>
<td>Location: Hall 3 Foyer</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#8II01</th>
<th>Higher emotional intelligence is associated with less perceived stress among preclinical medical students: an interview-based study from Saudi Arabia</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mohammad Maghrabi, Alfaisal University, Riyadh, Saudi Arabia</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#8II02</th>
<th>Prevalence of Generalized Anxiety Disorder (GAD) and its effect on the academic and study habits of medical students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ismail Mohammed Shakir, Alfaisal University, Riyadh, Saudi Arabia</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#8II03</th>
<th>WITHDRAWN</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>#8II04</th>
<th>Perceptions of cheating in a UK medical school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nicole Hrouda, University of Leeds, UK</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#8II05</th>
<th>Impact of Student Perceptions of the Educational Program on Burnout in Medical School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scott Compton, Duke-NUS Medical School, Singapore</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#8II06</th>
<th>Sleep behavior prior to examination among medical students of Maharat Nakhonratchasima Hospital, Thailand</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nakhonratchasima Hospital, Nakhonratchasima, Thailand</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#8II07</th>
<th>Association of sleep hygiene and other factors on morbidity stress of Medical Students at Clinical Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Siwaboobon Chaisongkram, Kalasin Medical Education Center, Kalasin, Thailand</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#8II08</th>
<th>Impact of an integrative mindfulness and lifestyle program on medical student coping abilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Angela Alessandri, University of Notre Dame, Fremantle, Australia</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#8II09</th>
<th>Medical students will lower stress by attending a meditation course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pornsuda Krittigamas, NakornPing Medical Education Center, Chiang Mai, Thailand</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#8II10</th>
<th>The Effects of Working in Healthcare on Grief</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elizabeth Mabey, King’s College London, UK</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#8II11</th>
<th>Is Mindfulness the new black? A pilot project with student-organised Mindfulness Based Stress Reduction courses at the University of Copenhagen</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charlotte D. Geneser, University of Copenhagen, Denmark</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#8II12</th>
<th>Equine-Assisted Activities and Therapies (EAAT) Improve Mindfulness in Medical Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amanda Gonzalez, University of Central Florida (UCF) College of Medicine, Orlando, USA</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#8II13</th>
<th>Tools for resilience: Can a weekly yoga class improve medical students’ wellbeing?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alice Holmes, Weston Area Health Trust, Weston-super-Mare, UK</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#8II14</th>
<th>Measuring Strength of Motivation and Dedication Factors in Thai Medical Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wanna Ardonk, Buddhachinnaraj Medical Education Center, Phitsanulok, Thailand</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#8II15</th>
<th>Could students helping each other out be a pathway to training happier and more caring doctors?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Camille Bar, Faculté de médecine Lyon Est, Lyon, France</td>
<td></td>
</tr>
</tbody>
</table>

### 1400-1530

<table>
<thead>
<tr>
<th>#8JJ</th>
<th>Posters: eLearning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chairperson: David Pederson, UK</td>
<td></td>
</tr>
<tr>
<td>Location: Hall 3 Foyer</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#8JJ01</th>
<th>The Importance of Being Digitally Literate</th>
</tr>
</thead>
<tbody>
<tr>
<td>#8JJ02</td>
<td>NOT PRESENTED</td>
</tr>
<tr>
<td>#8JJ03</td>
<td>The Next Step for Online Multimedia Learning – The effect of dialogue narration</td>
</tr>
<tr>
<td>#8JJ04</td>
<td>Open Osmosis: Promoting the Global Diffusion of Open Education Resources</td>
</tr>
<tr>
<td>#8JJ05</td>
<td>What we learn from surveying our university students’ attitudes and preferences towards various modes of e-learning and curriculum delivery</td>
</tr>
<tr>
<td>#8JJ06</td>
<td>Effectiveness of a Multimedia Program in New Nurses’ Pain Assessment Learning</td>
</tr>
<tr>
<td>#8JJ07</td>
<td>An international online course in translational histopathology</td>
</tr>
<tr>
<td>#8JJ08</td>
<td>A Student-run Online Platform Enhanced the Communication of Hidden-curriculum in Autonomous Virtual Community</td>
</tr>
<tr>
<td>#8JJ09</td>
<td>Challenges in the individualized monitoring of learning in distance education: ongoing actions on a Family Health post-graduate course</td>
</tr>
<tr>
<td>#8JJ10</td>
<td>‘The Acutely Unwell Child’: a blended learning approach of innovative web-based virtual patient technology with traditional simulation</td>
</tr>
<tr>
<td>#8JJ11</td>
<td>‘Please do not turn off your devices’: The use of Nearpod in a GP module to showcase integration of primary and secondary care</td>
</tr>
<tr>
<td>#8JJ12</td>
<td>NOT PRESENTED</td>
</tr>
<tr>
<td>#8JJ13</td>
<td>The learning analytics with Moodle: the practice of statistical analytics and visualization of Moodle data</td>
</tr>
<tr>
<td>#8JJ14</td>
<td>Improving the learning management system - A student-led survey study</td>
</tr>
<tr>
<td>#8JJ15</td>
<td>How can we use e-learning to teach medicine in Syria?</td>
</tr>
<tr>
<td>#8JJ16</td>
<td>Brighton and Sussex Medical School (BSMS) SmartDrug, an interactive resource to stimulate learning about core drugs</td>
</tr>
<tr>
<td>#8JJ17</td>
<td>Digital tagging of lecture videos and webcasts promote active learning</td>
</tr>
</tbody>
</table>

| #8KK02 | Constructing a teacher-student real time interactive learning portfolio management system at Shantou University Medical College, China | Zhanqin Huang, Shantou University Medical College, Shantou, China |
| #8KK03 | Folio: application for the construction of portfolios in a Family Health post-graduate course | Alessandra Dahmer, Federal University of Health Sciences of Porto Alegre, Brazil |
| #8KK04 | Active participation rather than good performance in learning portfolio competition is a better predictor for learning outcomes – Is it a good indicator for active learners? | Chun-Chih Peng, Mackay Medical College and Mackay Memorial Hospital, Taipei, Taiwan |
| #8KK05 | Electronic logbook: more than just a personal monitoring tool | Krittin Pitiseree, The Faculty of Medicine, Chulalongkorn University, Bangkok, Thailand |
| #8KK06 | Using e-portfolios in Outreach Training to Create a Transformative Student Learning Experience for Postgraduate Orthodontic Students | Richard Cure, The University of Warwick, Coventry, UK |
| #8KK07 | Does an ePortfolio stimulate student reflective practice and professional growth in a conference setting? | Justin Bilszta, Dept of Medical Education, University of Melbourne, Victoria, Australia |
| #8KK08 | ePortfolio Video Module: Providing Peer Support and Advice | Annu Byszewski, University of Ottawa, Canada |
| #8KK09 | Making the First Cut: Analysis of Academic Medicine’s Reasons for Rejection after Internal Editorial Review | Holly Meyer, USUHS, Bethesda, MD, USA |
| #8KK10 | Using Maxwell dimensions of quality to assess impact in a systematic review in medical education: Comparing the incomparable | Gillian Maudsley, The University of Liverpool, Department of Public Health & Policy, Liverpool, UK |
| #8KK11 | A scoping review of medical education research in neurosurgery | Ching-Yi Lee, Chang-Gung Memorial Hospital and Medical Education Research Center, Taoyuan, Taiwan |
| #8KK12 | Developing and piloting a research instrument for perceived stress, wellbeing and study performance among students in medicine, dentistry and psychology | Tina Paušić, University of Helsinki, Faculty of Medicine, Helsinki, Finland |
| #8KK13 | Is your work being seen outside of academia? A descriptive analysis of journal article altmetrics | Lauren Maggio, Uniformed Services University, Bethesda, USA |
Tuesday 29 August

Session 9: Simultaneous Sessions

1600-1730 #9A Symposium: The future of MOOCs in the medical education continuum: hype or panacea?
Peter GM de Jong, Leiden University Medical Center, Netherlands; Ken Masters, Sultan Qaboos University, Sultanate of Oman; James D Pickering, University of Leeds, UK; Marlies EJ Reinders, Leiden University Medical Center, Netherlands; Terry Poulton, St George University London, UK; Beerend P Hierck, Leiden University Medical Center, Netherlands.
Location: Hall 1

1600-1730 #9B Symposium: Wicked issues in Contemporary Medical Education
Glenda H. Eoyang, Human Systems Dynamics Institute, Minneapolis, Minnesota, USA; Stewart Mennin, Department of Medicine Uniformed Services University of the Health Sciences Bethesda, MD and Human Systems Dynamics Institute, Minneapolis, Minnesota, USA.
Location: Hall 3a

1600-1730 #9C Symposium: Push your performance toward excellence: Let the ASPIRE ACADEMY help!
Debra Klamen, Southern Illinois University School of Medicine, USA; Pedro Greer, Florida International University, USA; Pat O’Sullivan, University of California San Francisco, USA; Danai Wangsaturaka, Chulalongkorn University, Faculty of Medicine, Thailand; Kim Whittlestone, Royal Veterinary College London, UK; Marko Zdravkovic, University Medical Centre Maribor, Slovenia.
Location: Hall 3b

1600-1730 #9D AMEE Fringe: Fringe 2
Chairperson: Rachel Ellaway, Canada
Location: Hall 3c

1600-1615 #9D1 Medicinklubben Thorax Spex - 65 years of laughter
Robert Otsman, Helsinki University, Helsinki, Finland

1615-1630 #9D2 How can we become agents for change toward a better, greener world?
Peter Musesus, Aarhus University, Center for Health Sciences Education, Aarhus, Denmark

1630-1645 #9D3 Chinese Whispers
David Topps, University of Calgary, Canada

1645-1700 #9D4 Celebration of knowledge: singing and dancing in large, undergraduate medical classroom
Qushay Malinta, Hasanuddin University, Makassar, Indonesia

1700-1715 #9D5 ‘The Necessary Dream – Perpetual? Fiction as a Means of 'Making Strange'
Steve Durant, Wilson Centre for Medical Education, Medical Psychiatry Alliance & University of Toronto, Canada

1715-1730 #9D6 The Neurological Examination in 6 Songs
Wendy Stewart, Dalhousie, Saint John, Canada

1600-1730 #9E Research Papers: Theory and Practice
Chairperson: Cynthia Whitehead, Canada
Assessor: Ayelet Kuper, Canada
Location: Hall 3d

1600-1620 #9E1 Examining notions of patient-centered care in medical education: whose interests are being served?
Rene Wong, Wilson Centre for Research in Education, Toronto, Canada

1620-1640 #9E2 ‘I myself experienced the fierce shaking’. Narrative inquiry into Japanese doctors’ motivation to help earthquake victims
Hiroshi Nishigori, Kyoto University, Kyoto, Japan

1640-1700 #9E3 Sat in the nurses’ station on observation I could not help myself becoming more participant than observer: An Inquiry into the Learning Culture of a Mental Health Ward
Gareth Jarvis, Barnet Enfield and Haringey Mental Health Trust, London, UK

1700-1720 #9E4 The Challenges of Cultural Historical Activity Theory (CHAT): travels in unfamiliar territory
Sheena Warman, University of Bristol, UK

1720-1730 Discussion

1600-1730 #9F Doctoral Reports 2
Chairperson: Diana Dolmans, Netherlands
Assessor: Susan van Schalkwyk, South Africa
Location: Hall 3e

1600-1620 #9F1 Take-Home Training in Laparoscopy
Ebbe Thinggaard, Copenhagen Academy for Medical Education, Region Hovedstaden, Copenhagen and Department of Surgery, Zealand University Hospital, University of Copenhagen, Denmark
1610-1640 #9F2 On learning in the clinical environment
Matilda Liljedahl, Karolinska Institutet, Stockholm, Sweden

1640-1700 #9F3 Effects of medical school selection on the motivation of the student population and applicant pool
Anouk Wouters, VUmc School of Medical Sciences Research in Education, Amsterdam, Netherlands

1700-1720 #9F4 Learning processes and identity construction of newly qualified doctors: a narrative study
Lakshini McNamee, Stellenbosch University, Cape Town, South Africa

1720-1730 Discussion

1600-1730 #9G Point of View 2
Chairperson: Aliki Thomas, Canada
Location: Hall 3f

1600-1610 #9G1 From Apprenticeship to Competency-Based Medical Education: Four Epidemics, One Remedy?
Dominique Piquette, Sunnybrook Health Sciences Centre, Toronto, Canada

1610-1620 #9G2 Explaining science and pseudoscience to medical students with applications to interaction with patients
Petteri Nieminen, University of Eastern Finland, Faculty of Health sciences, School of Medicine, Institute of Biomedicine, Kuopio, Finland

1620-1630 #9G3 Unlocking global Primary Care education: combining E-learning, scale, FOAMED, quality, curriculum, competency, cost, collaboration
Stephen Barnett, University of Wollongong, Australia

1630-1640 #9G4 Facilitating Context: How course design can influence the application of knowledge
Aisling Smith, RCPI, Dublin, Ireland

1640-1650 #9G5 Enforced written reflection is dead in the water
Dan Furmedge, UCL Medical School, London, UK

1650-1700 #9G6 The cruelty of mindfulness
Menno De Bree, University Medical Center Groningen, Netherlands

1700-1710 #9G7 Stories make us human: Why AMEE should incorporate storytelling into conference
Susan Kennedy, Health Education England, London, UK

1710-1720 #9G8 NOT PRESENTED

1720-1730 #9G9 External accreditation of CPD events does not necessarily improve doctors’ CPD outcomes
Helena Filipe, Hospital of the Armed Forces/PL-EMGFA, International Council of Ophthalmology, Lisbon, Portugal

No Discussion
1600-1730 #J1 Short Communications: Teacher Evaluation  
Chairperson: Viktoria Joynes, UK  
Discussant: Alice Fornari, USA  
Location: Room 101 d

1600-1615 #J1 Examiners do it too: complex assimilation of examiner performance feedback  
James Crossley, Sheffield University Medical School, Sheffield, UK

1615-1630 #J2 Beneficial effects of a short evaluation training for students on teacher evaluations: results of a randomised trial  
Tobias Raupach, University Medical Centre Göttingen, Germany

1630-1645 #J3 Trainee feedback survey: developing a tool to gather views about the delivery of training by individual medical trainers  
Sarah-Ann Burger, Picker Institute Europe, Oxford, UK

1645-1700 #J4 Understanding the response process of residents evaluating clinical teachers – influences of instrument and national culture  
Makoto Kikukawa, Kyushu University, Fukuoka, Japan

1700-1715 #J5 "Peer Observation of Teaching" in Medical Sciences Education: A Systematic Review  
Hamid Reza Baradaran, Center for Educational Research in Medical Sciences, Iran University of Medical Sciences, Tehran, Iran

1715-1730 Discussion

---

1600-1730 #L1 Short Communications: Curriculum Mapping/Electives  
Chairperson: Marta van Zanten, USA  
Discussant: Olaf Ahlers, Germany  
Location: Room 103a

1600-1615 #L1 South African lecturers’ perspectives on the usability and value of web-based curriculum mapping - results of the international LOOOP project  
Ina Treadwell, Sefako Makgatho Health Sciences University (SMU), South Africa

1615-1630 #L2 Using Eye Tracking to explore faculty use and quality improvement of a visualised curriculum  
Claire Ann Canning, Lee Kong Chian School of Medicine, Singapore

1630-1645 #L3 Not Presented

1645-1700 #L4 Concept-mapping as a tool for shifting to an outcome–based curriculum at the San Beda College of Medicine  
Noel Atienza, San Beda College of Medicine, Manila, Philippines

1700-1715 #L5 Making Sense of Experience: The Challenge of Dissonance. A thematic analysis of learning on elective terms  
Karen Garlan, Sydney Medical School, Sydney, Australia

1715-1730 Discussion
1600-1730 #9N Short Communications: Management
Chairperson: Alison Whelan, USA
Discussant: Martin Hart, UK
Location: Room 103b

1600-1615 #9M Professional Regulation of Physicians
Amy Optalek, Foundation for Advancement of International Medical Education and Research (FAIMER), Philadelphia, USA

1615-1630 #9N2 Decentralised training in the health professions - a scoping review
Marietjie de Villiers, Stellenbosch University, Cape Town, South Africa

1630-1645 #9N3 The Learning Hospital: a case study
Megan Phelps, Sydney Medical School, Sydney, Australia

1645-1700 #9N4 Quantification of educational workload in a university hospital and medical school
Ikram Burney, SQUH, Muscat, Oman

1700-1730 Discussion

1600-1730 #90 Short Communications: Assessment: Written Exams and the Progress Test
Chairperson: Maria Rose Fenoll Brunet
Location: Room 201

1600-1615 #901 Students’ mentoring based on a structured selection using combined summative course and formative Progress Test results – a longitudinal view of students’ performance
Johann Arias, RWTH Aachen University, Aachen, Germany

1615-1630 #902 Does allowing digital information seeking during a Progress test improve results?
Juhaa Jääskeläinen, University of Tampere, Finland

1630-1645 #903 Evaluating Progress Test as part of Curriculum Evaluation in Syarif Hidayatullah Jakarta Medical School, Indonesia
Martha Fadhilah, Syarif Hidayatullah Jakarta State Islamic University, Jakarta, Indonesia

1645-1700 #904 Promoting Diversity: Design and Evaluation of a New Situational Judgement Test for Medical and Dental School Admissions in Australia
Deborah O’Mara, Sydney Medical School, Sydney, Australia

1700-1715 #905 Differences in scoring patterns of Situational Judgement Test Scores (SJT) between students of several health professions
Irene Lichtwark, Monash University, Melbourne, Australia

1715-1730 #906 A collaborative team-based two-stage examination in biomedical sciences: design and evaluation
Julian Tanner, University of Hong Kong

No Discussion

1600-1730 #9P Short Communications: Postgraduate: Specialty Training
Chairperson: David Kandiah, Australia
Location: Room 208

1600-1615 #9P1 Residents in Rehabilitation Medicine: when is supervision given?
G.M. (Clemens) Rommers, Adelante Department of Rehabilitation Medicine MUMC+ / Maastricht University, Maastricht, Netherlands

1615-1630 #9P2 A mixed method investigation of residents’ communication and interaction with family members who have undergone a consent decision regarding organ and tissue donation in the ICU
Sabira Vallani, Saskatoon Health Region, Saskatoon, Canada

1630-1645 #9P3 Specialty Trainees in Primary Care (STIP)
Mazin Al-saffar, Health Education England - South London, UK

1645-1700 #9P4 Education of mentors in postgraduate specialty training in Croatia
Nada Cikes, University of Zagreb School of Medicine, Zagreb, Croatia

1700-1715 #9P5 What can we learn from GP trainees’ questions?
Susan Wearne, Department of Health and Australian National University, Canberra, Australia

1715-1730 #9P6 The Effectiveness of Mediated Learning and Concept Mapping in Improving Knowledge and Adherence to Treatment Guidelines
Leilanie Nicodemus, University of the Philippines College of Medicine, Manila, Philippines

No Discussion

1600-1730 #9Q Short Communications: Student: Wellbeing
Chairperson: Angela Fan, Hong Kong
Location: Room 207

1600-1615 #9Q1 Student well-being and study perception: A study among Dutch students of the master Veterinary Medicine
Nicole Mastenbroek, Faculty of Veterinary Medicine, Utrecht University, Utrecht, Netherlands

1615-1630 #9Q2 Medical Student Wellness Initiatives
Lynda Tierney Konecny, A.T. Still University, Kirksville, USA

1630-1645 #9Q3 The Role of the Medical Students’ Association at Al Falah University in the Mental Wellbeing of its Members
Zeina Kayali, Al Falah University, Riyadh, Saudi Arabia

1645-1700 #9Q4 Do resilience and quality of life decrease during medical school?
Patricia Tamaki, University of Sao Paulo, Brazil

1700-1715 #9Q5 What are the motivational profiles of Lebanese students in medical school?
Anne-Sophie Sarkis, Saint Joseph University, Beirut, Lebanon

1715-1730 #9Q6 Metacognition as a predictor of performance in medical school
Arnout Jan de Beaufort, Leiden University Medical Centre, Leiden, Netherlands

No Discussion

1600-1730 #9R Workshop: Using LinkedIn for your professional development
Salmaan Sana, Amsterdam, Netherlands
Location: Room 210
1600-1730 #9S Workshop: AMEE MedEdPublish: Getting your work published and developing your reviewing skills
Richard Hays, MedEdPublish Editor, Australia; Trevor Gibbs, MedEdPublish Associate Editor, UK; Subha Ramani, MedEdPublish Associate Editor, USA; Kerrie McKay, MedEdPublish Administrator, UK
Location: Room 203a

1600-1730 #9T Workshop: "Toxic" Learning Environments - An Approach to Diagnosis and Treatment
Armand Aalamian, McGill University Postgraduate Medical Education, Montreal, Canada; Linda Snell, Centre for Medical Education, McGill University, Montreal, Canada
Location: Room 203b

1600-1800 #9U Course: RESME - Research Essential Skills in Medical Education
RESME Course Participants only
Location: Room 204

1600-1730 #9V Workshop: Managing & Supporting the Educator in Trouble
Elizabeth Spencer, NACT, UK
Location: Room 205

1600-1730 #9W Course: ESMEA - Essential Skills in Medical Education Assessment
ESMEA Course Participants only
Location: Room 209

1600-1730 #9X Workshop: To be or not to be - trainee choice vs. societal need. An AMEE Postgraduate Committee workshop
Tim Swanwick, Health Education England, London, UK; Jason Frank, Royal College of Physicians and Surgeons of Canada, Ottawa, Canada; Rille Pihlak, Medical Education Officer, European Junior Doctors Permanent Working Group and Estonian Junior Doctors Association, Tartu, Estonia; Matthew Stull, University of Michigan Medical School, Ann Arbor, Michigan, USA; Simon Gregory, Health Education England, UK
Location: Room 215

1600-1730 #9Y Workshop: Clinical reasoning difficulties during supervision and targeted support and remediation strategies
Marie-Claude Audet; Mathieu Nendaz, University of Geneva, Switzerland
Location: Room 216

1600-1730 #9AA Workshop: Technology Enhanced Learning in Medical Education...for Dummies!
Jim Price, Tim Vincent, CJ Taylor and Claire Smith, Brighton & Sussex Medical School, Brighton, UK
Location: Room 218

1600-1730 #9BB Workshop: Training Simulated Patients for Interprofessional Education Encounters
Denise Souder and Win May, Keck School of Medicine University of Southern California, Los Angeles, USA; Nancy Heine, Loma Linda University School of Medicine, Loma Linda, USA; Anne Walsh, Keck School of Medicine University of Southern California, Los Angeles, USA
Location: Room 306

1600-1730 #9CC ePosters: Simulation in Interprofessional Teams and Supporting Career Choice Decisions
Chairperson: Essi Varkki, Finland
Location: Room 206

1600-1730 #9CC01 Perceptions of reality in interprofessional trauma-team simulation
Alexander von Wendt, University of Helsinki, Finland

1600-1730 #9CC02 Interprofessional in-situ simulations during students' clinical practice in the intensive care unit - Worth a try!
Riitta-Liisa Lakanmaa, Turku University of Applied Sciences and Turku University Hospital, Turku, Finland

1600-1730 #9CC03 Airway tea-trolley teaching: multidisciplinary training delivered to your anaesthetic room
Lasitha Abeyesundara, Royal Free London NHS Trust, London, UK

1600-1730 #9CC04 Developing a behavioural marker system for registered nurses (RNs) and enrolled nurses (ENS) in crisis management teams – what's new?
Yu Han Ong, National Healthcare Group, Singapore

1600-1730 #9CC05 Simulation and Training of Skills for Nurses and Physicians in Pediatric Oncology
Lorenz Grigull, Pediatric Hematology and Oncology, Medical University Hospital, Hannover, Germany

1600-1730 #9CC06 Educational Method using Team Resource Management and High-Fidelity Medical Simulation: Decrease rate of Accidental Tube Removal Incidents
Su Yi-Hsin, Taipei Medical University Shuang Ho Hospital, Department of Medical Imaging, New Taipei City, Taiwan

1600-1730 #9CC07 Morning Rounds: A Simulation Experience for Second Year Medical Students to Promote Clinical Reasoning
Grzegorz Plochocki, American University of the Caribbean, Cupecoy, Netherlands Antilles

1600-1730 #9CC08 Analysis of teaching methods in medical humanities and social sciences curriculum of a medical college
Wha Sun Kang, The Catholic University of Korea, College of Medicine, Seoul, South Korea

1600-1730 #9CC09 The Process of Korean Junior Doctors’ Specialty Choice. Qualitative Study Guided by the Grounded Theory
Hye-Jin Lee, Chungnam National University Hospital, Daejeon, South Korea

1600-1730 #9CC10 Modified Feedback Orientated Observed Teaching (FOOT) scheme: A Student-led Near-Peer Teaching Approach - effective tool for OSCE preparation?
Gloryanne Aidoo-Micah, Walsall Healthcare Education Academy, Walsall, UK
<table>
<thead>
<tr>
<th>Session</th>
<th>Title</th>
<th>Authors/Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>#9CC1</td>
<td>Undergraduate Radiology Teaching - A Forgotten Field?</td>
<td>Nagomens Suleman, Walsall Healthcare Education Academy, Walsall, UK</td>
</tr>
</tbody>
</table>
| 1600-1730 | **#9DD Posters: Diversity**                                          | **Chairperson:** Susie Schofield, UK  
**Location:** Hall 6                                                                 |
| #9DD01  | 'Refugees and Asylum Seekers' - Developing a 'student selected component' for third and fourth year medical students. | Catherine Trimble, Department of Medical Education, AWP NHS Trust, Bristol, UK       |
| #9DD02  | Should we remain a mono-cultural society? Diversity Issue in the Opinions of Polish Medical Students | Pawel Przybecki, Medical University in Lodz (Centre for Medical Education), Lodz, Poland |
| #9DD03  | Incorporating cultural competence into the medical ethics curriculum: tracking the baby steps of a Catholic medical college in the Philippines | Pacifico Eric E. Calderon, San Beda College of Medicine, Manila, Philippines        |
| #9DD04  | A study on Cross-cultural Care embedded courses in the pre-clinical stage of medical Curriculum | Yu-Tang Chang, College of Medicine, Kaohsiung Medical University and Hospital, Kaohsiung, Taiwan |
| #9DD05  | An Evaluation of Taiwanese Medical Students' Awareness of and Preparedness for Caring for LGBT Populations | Wei-Che Lee, Department of Emergency Medicine, College of Medicine, Kaohsiung Medical University and Hospital, Kaohsiung, Taiwan |
| #9DD06  | NOT PRESENTED                                                        |                                                                                      |
| #9DD07  | When East Meets West: A comparison of Students’ preparedness for Cross-cultural Care between a US medical school and Taiwan medical schools | Jeng-Hsien Yen, College of Medicine, Kaohsiung Medical University and KMU Hospital, Kaohsiung, Taiwan |
| #9DD08  | Ostracism in undergraduate training of health students: Associated factors | Debora Alvarado, Universidad de Concepcion, Chile                                     |
| #9DD09  | NOT PRESENTED                                                        |                                                                                      |
| #9DD10  | A new OSCE in the medical curriculum: assessing competences in Ethics and Health Care Law, Interculturalization and Diversity, and Patient Safety | Marielle Diepeveen, VU University Medical Center, Amsterdam, Netherlands             |
| #9DD11  | Intercultural competences of Western instructors and Nepalese mountain rescue team trainees | Raphael Saghir, University of Berne, Switzerland                                     |
| #9DD12  | Don’t ask; don’t tell – heteronormative medical education and the experience of LGBT patients. | Benjamin Taylor-Davies, King’s College London, UK                                     |
| #9DD13  | 'Addressing the Gap in Medical Ethics Education Turkish Medical Faculties ': Teaching Anti-Discrimination for LGBT1 Patients | Ece Nur Çinar, Yeditepe University Faculty of Medicine, Istanbul, Turkey              |
| #9DD14  | Are gender and ethnicity determinants of student success in medicine? | Savina Burtha, Barts and The London, UK                                                |
| #9DD15  | A cross-cultural comparison between medical students’ self-regulated learning challenges and influencing sociocultural factors | Naomi Boyd, CEDAR (Center for Educational Development and Research in Health Professions), University Medical Center Groningen, University of Groningen, Netherlands |
| #9DD16  | United in problems, celebrating diversity | Tudor Calinici, Iuliu Hatieganu University of Medicine and Pharmacy Cluj-Napoca, Romania |
| #9DD17  | LGBT in Medical Education at VUmc SMS | Juliiët Beuken, VU University Medical Center, dpt. Medical Humanities, Amsterdam, Netherlands |
| #9DD18  | The Blessings that Cultural Diversity could Bring – A Prospective Case-Control Study from Taiwan International Scholarship Program Ru Yi Huang, EDAH, Kaohsiung, Taiwan |
| 1600-1730 | **#9EE Posters: Communication Skills** - Postgraduate and CPD | **Chairperson:** Ian Bowmer, Canada  
**Location:** Hall 6                                                                 |
<p>| #9EE01  | Can patients educate their doctors by assessing their communication skills? | Fatima Ahmad, Royal London Hospital, London, UK                                          |
| #9EE02  | #4E Model framework for communication | Lee Hsien Xiong Raphael, Tan Tock Seng Hospital, Singapore                               |
| #9EE03  | We care, we care! Our failures in teaching communication skills at the GME level | Rachel Lewin, UCLA, Los Angeles, USA                                                    |
| #9EE04  | NOT PRESENTED                                                        |                                                                                      |
| #9EE05  | Teaching communication skills in order to make inevitable death discussable | Dorine van Woerden, Academic Medical Centre, Amsterdam, Netherlands                   |
| #9EE06  | NOT PRESENTED                                                        |                                                                                      |
| #9EE07  | Let’s Talk: Evaluation of a Public Speaking Skills Curriculum for Pediatric Residents | Jason Homme, Mayo Clinic Rochester, MN, USA                                                |
| #9EE08  | Communication Skills Training for Residents with Minimal Faculty Involvement: A Novel Approach | Janine W. Y. Kee, Department of Psychological Medicine, Division of Medicine, Tan Tock Seng Hospital, National Healthcare Group, Singapore |
| #9EE09  | Do hospital-based workshops improve skills and interest in interpersonal communication? | Joanna Ortoli, Silesian Medical Chamber, Katowice, Poland Medical University of Silesia, Katowice, Poland |
| #9EE10  | Breaking Bad News training program based on video reviews and SPIKES strategy: What do Perinatology residents think about it? | Eliana Amaral, UNICAMP, Campinas, Brazil                                                  |
| #9EE11  | Interspeciality communication training | Sioned Powell, The Whittington Hospital, London, UK                                          |</p>
<table>
<thead>
<tr>
<th>Session</th>
<th>Title</th>
<th>Presenter(s)</th>
<th>Institution(s)</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>#9EE12</td>
<td>Why Communication Skills for Doctors Who Work with Sexual Assaulted Victims' Mental Health Should Be Composed in Tourist Area Medical School's Curriculum?</td>
<td>Withita Jangiam, Vachira Phuket Hospital, Phuket, Thailand</td>
<td></td>
<td></td>
</tr>
<tr>
<td>#9EE13</td>
<td>Communication Skills in Child Sexual Abuse: Current, Controversial and Challenging</td>
<td>Camilla Sen, Royal Society of Medicine, London, UK</td>
<td></td>
<td></td>
</tr>
<tr>
<td>#9FF</td>
<td>Posters: Communication Skills - Community and Rural Education</td>
<td>Chairperson: Donna Mak, Australia</td>
<td>Location: Hall 6</td>
<td></td>
</tr>
<tr>
<td>#9FF01</td>
<td>Developing Conscientization to Be Professional among 4th Year Medical Students in Community Medicine Subjects</td>
<td>Suthee Rattanamongkolgul, Department of Preventive and Social Medicine, Faculty of Medicine, Srinakharinwirot University, Bangkok, Thailand</td>
<td></td>
<td></td>
</tr>
<tr>
<td>#9FF02</td>
<td>Profile of students enrolled in a Family and Community Medicine Preceptorship Post-Graduate Course on Brazil</td>
<td>Marta Quintanilha Gomes, Federal University of Health Sciences of Porto Alegre, Brazil</td>
<td></td>
<td></td>
</tr>
<tr>
<td>#9FF03</td>
<td>Medical Student Learning Outcome among Extra Curricular Activities through Transdisciplinary and University Community Engagement</td>
<td>Soraya J Kaewpitoon, Institute of Medicine, Suranaree University of Technology, Nakornratchasima, Thailand</td>
<td></td>
<td></td>
</tr>
<tr>
<td>#9FF04</td>
<td>Interdisciplinary seminar: work together</td>
<td>Arthur Piraux, University of Angers, France</td>
<td></td>
<td></td>
</tr>
<tr>
<td>#9FF05</td>
<td>Rural General Practice registrars and family life: developing a different model of long term rural and remote medical service provision</td>
<td>Jane Harte, University of Southern Queensland, Toowoomba, Australia</td>
<td></td>
<td></td>
</tr>
<tr>
<td>#9FF06</td>
<td>Community based learning enhancing rural doctor retention</td>
<td>Pairoj Boonluksiri, Hatyai Hospital, Hatyai, Thailand</td>
<td></td>
<td></td>
</tr>
<tr>
<td>#9FF07</td>
<td>“CPRID DNA”: The Professional Identity in Community Tract Medical Student Anupong Suthamnirand, Collaborative Project for Increasing Rural Doctor, Ministry of Health, Chonburi, Thailand</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>#9FF08</td>
<td>Acquisition of Knowledge and Attitude among Medical Cadets after a Rural Community Survey, parts of Community Medicine</td>
<td>Noppawit Alumtrakul, Phramongkutkla College of Medicine, Bangkok, Thailand</td>
<td></td>
<td></td>
</tr>
<tr>
<td>#9FF09</td>
<td>Perceptions of first-year medical students gained from early experience with patients in rural communities</td>
<td>Watcharaporn Tabueree, Faculty of Medicine, NaRuesan University, Phitsanulok, Thailand</td>
<td></td>
<td></td>
</tr>
<tr>
<td>#9FF10</td>
<td>Medical students’ reflection on learning experiences in early approach to community in their preclinical year</td>
<td>Mayuri Phithakasilp, Faculty of Medicine, Burapha University, Thailand, Chon Buri, Thailand</td>
<td></td>
<td></td>
</tr>
<tr>
<td>#9FF11</td>
<td>Community-Based Learning: Authentic Learning Experience of Second Year Medical Students in ‘Holistic Health Care’ I</td>
<td>Apichana Nomsiri, Department of Community Medicine and Family Medicine, Faculty of Medicine, Thammasat University, Pathumthani, Thailand</td>
<td></td>
<td></td>
</tr>
<tr>
<td>#9FF12</td>
<td>The perceived usefulness of early community based learning experience (ECOBLE) regarding students’ community healthcare services and rural workplace choices</td>
<td>Thunaphop Na Nakophonpanom, Faculty of Medicine, Khon Kaen University, Khon Kaen, Thailand</td>
<td></td>
<td></td>
</tr>
<tr>
<td>#9FF13</td>
<td>Integrated Learning: A New Approach for Community Geriatric Health Education</td>
<td>Apaphan Narenpitak, Udon Thani Medical Education Center, Udon Thani, Thailand</td>
<td></td>
<td></td>
</tr>
<tr>
<td>#9FF14</td>
<td>Better Undergraduate clinical training in General Practice as a result of Medical School and Community Health Collaboration</td>
<td>Jane Smith, Bond University, Gold Coast, Queensland, Australia</td>
<td></td>
<td></td>
</tr>
<tr>
<td>#9GG</td>
<td>Posters: Virtual Patients and Games</td>
<td>Chairperson: Eeva Pyörälä, Finland</td>
<td>Location: Hall 6</td>
<td></td>
</tr>
<tr>
<td>#9GG01</td>
<td>Virtual Patients versus e-OSCEs. The students’ perspective</td>
<td>Eleni Dafli, Aristotle University of Thessaloniki, Greece</td>
<td></td>
<td></td>
</tr>
<tr>
<td>#9GG02</td>
<td>Virtual patients in training against medical error: student experience of working with paediatric cases</td>
<td>Sholpan Kaliyeva, Karaganda State Medical University, Karaganda, Kazakhstan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>#9GG03</td>
<td>Methods to measure the development of clinical reasoning with virtual patients: a literature review</td>
<td>Monika Sobocan, Faculty of Medicine, University of Maribor, Slovenia</td>
<td></td>
<td></td>
</tr>
<tr>
<td>#9GG04</td>
<td>Virtual patient in the clinician’s education: Theory knowledge and self-efficacy in anxiety diagnosis</td>
<td>Simona Mirela Calinici, Babes Bolyai University, Cluj-Napoca, Romania</td>
<td></td>
<td></td>
</tr>
<tr>
<td>#9GG05</td>
<td>There is no significant impact of virtual patients on exam outcomes in long term</td>
<td>Neja Turk, Faculty of Medicine, University of Maribor, Slovenia</td>
<td></td>
<td></td>
</tr>
<tr>
<td>#9GG06</td>
<td>MEyeNET: an innovative online teaching project developed at Monash University, exploring the Eyes, Nose, Ear and Throat</td>
<td>Claire Harrison, Department of General Practice, Faculty of Medicine, Nursing and Health Sciences, Monash University, Australia</td>
<td></td>
<td></td>
</tr>
<tr>
<td>#9GG07</td>
<td>Virtual Patients in Problem-Based Learning (PBL)</td>
<td>Hossam Hamdy, Gulf Medical University, Ajman, United Arab Emirates</td>
<td></td>
<td></td>
</tr>
<tr>
<td>#9GG08</td>
<td>Not Presented</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>#9GG09</td>
<td>Using Augmented Reality App to enhance the learning of clinical skills and therapeutic modalities in Occupational Therapy students: Experience from Kaohsiung Medical University</td>
<td>Yi-Chun Tsai, Kaohsiung Medical University Hospital, Kaohsiung, Taiwan</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| #GG10  | Learning by Avatars: A Qualitative Study of User Experiences During Multiplayer Virtual World training of CPR  
Johan Creutzfeldt, Center for Advanced Medical Simulation and Training, CAMST, Karolinska University Hospital and Karolinska Institutet, Stockholm, Sweden |
| #GG11  | PlayMed - Bridging the Gap between Student and Doctor with Serious Games  
(Keith) Chee Y. Ooi, Department of Women's and Children's Health, Faculty of Medicine, University of New South Wales, Sydney, Australia |
| #GG12  | Serious game is an effective learning method for primary health care education of MD students: a randomized controlled trial  
Maria Eugênia Bresolin Pinto, Federal University of Health Sciences of Porto Alegre, Brazil |
| #GG13  | Improving Adjustable Skill in Medical Students by Using Game Base Learning  
Kengkaj Untrit, Mahasarakham Hospital, Mahasarakham, Thailand |
| #GG14  | Gamification in Medical Education: Introduction of a Radiology Card-Board Game  
Seyed Amir Mahdi Majakherian, Iranian National Institute for Strategic Research in Medical Education, Tehran, Iran |
| #GG15  | Experts as novices: clinical educators’ reflections on learning an unfamiliar skill  
Tim Fawns, University of Edinburgh, UK |
| #GG16  | Not presented |

1600-1730 | #HH Posters: Students and Student Engagement  
Chairperson: Sissel Guttomsen, Switzerland  
Location: Hall 6 |
| #HH01  | Great Expectations: A study to compare and contrast the expectations of radiotherapy students with those of nursing students at the University of Liverpool  
Cath Gordon, University of Liverpool, UK |
| #HH02  | The parents expectations to the first year medical students of Naresuan University  
Jatuwit Howanapakorn, Naesuan University, Phitsanulok, Thailand |
| #HH03  | Do Medical Students Need Advisors?  
Krisana Roysri, Clinical Medical Education Center, Surin Hospital, Surin, Thailand |
| #HH04  | The Predictive Role of Autonomous and Controlled Motivation on Dental Students’ Behavioural and Affective Outcomes: A Structural Equation Modelling Analysis based on Self-determination Theory  
César Orsini, Faculty of Dentistry, University of The Andes, Santiago, Chile |
| #HH05  | Perception and Involvement of Medical Students in Extracurricular Activities  
Rakan Aksaad, Aljalfais University, Riyadh, Saudi Arabia |
| #HH06  | Student’s Engagement at FMUL as a road to Excellence. Students’ and teachers views according to ASPIRE criteria  
Manuel Lucas, Department of Medical Education of the Faculty of Medicine of the University of Lisbon, Portugal |
| #HH07  | How to enhance student engagement in medical education, a study from students’ perspectives  
Hsin-Hui Chen, School of Medicine, National Defense Medical Center, Taipei, Taiwan |

#HH08  | Student led seminar work: a qualitative analysis of educators and students’ views  
Blaz Pavič, Faculty of Medicine, University of Maribor, Slovenia |
| #HH09  | The Calgary Guide To Understanding Disease: Teaching Medicine More Effectively  
Yan Yu, University of Calgary, Department of Undergraduate Medical Education, Calgary, Canada |
| #HH10  | Development of student-engaged clinical learning guideline: it is not a bed of roses.  
Phawat Luangtangvarodom, Faculty of Medicine, Chulalongkorn University, Bangkok, Thailand |
| #HH11  | Student Engagement in Developing Web-Based Formative Assessment  
Nattapat Anuduang, The Faculty of Medicine, Chulalongkorn University, Bangkok, Thailand |
| #HH12  | Value of engaging students to provide feedback  
Dana Vackova, LKS Faculty of Medicine, the University of Hong Kong |
| #HH13  | Sharing a simple meal as a means to create a culture of Student-Faculty partnership in curriculum development  
Marie Lidskog, School of Medical Sciences, Örebro, Sweden |
| #HH14  | Classroom Strategies to Enhance Student Engagement and Learning: Examples from a Global Health Course  
Sohuilia Cheema, Weill Cornell Medicine-Qatar, Doha, Qatar |
| #HH15  | Student engagement and perception of e-resources developed to support and enhance learning in pain medicine and management  
Athanasios Hassoulas, Cardiff University School of Medicine, Cardiff, UK |
| #HH16  | Empowering Curriculum Reform with Student Voices through Effective Evaluations  
Matthew Kwan, The Chinese University of Hong Kong |

1600-1730 | #II Posters: TBL  
Chairperson: Monica van der Ridder, Netherlands  
Location: Hall 3 Foyer |
| #II01  | Medical record review and TBL make intern conference more interesting and valuable  
Pornnapa Suriyachai, Medical Education Center Phayao Hospital, Phayao, Thailand |
| #II02  | Comparison of Team-Based Learning with Online Tools and Conventional Lecture for Summative Evaluation Scores  
Piti Phloenchaiwanit, Medical Education Center Chiangrai Prachanukroh Hospital, Chiangrai, Thailand |
| #II03  | Evaluation of Team-Based Learning on Students’ Accountability, Satisfaction, and Performance in Traditional Chinese Medicine Nursing  
Lih-Mih Chen, School of Nursing in Kaohsiung Medical University and Kaohsiung Medical University Chung-Ho Memorial Hospital, Taiwan |
Team based learning (TBL) in Flipped classroom model: engaging and empowering nursing students in CNS Pharmacology learning
Nusrat Bano, King Saud bin Abdulaziz University for Health Sciences, King Abdulaziz Medical City, National Guard Health Affairs, Jeddah, Saudi Arabia

Relationships between different elements of Team Based Learning and students approaches to learning: A mixed-method study
Hylke Brouwer, Amsterdam University of Applied Sciences (AUAS), Amsterdam, Netherlands

Perceptions of Medical Students’ Learning Experience and Instructors’ Self-evaluation in Team-Based Learning: Through a Quantitative and Qualitative Lens
Meng-Fang Tsai, Kaohsiung Medical University, Kaohsiung, Taiwan

Impact of student’s assessment of TBL to active learning and final examination results in medical biology
Jwo-Huey Yu, School of Medicine, National Defense Sciences (AUAS), Amsterdam, Netherlands

What do medical students find useful to help them learn clinical problem solving?
Weng Yee Chin, The University of Hong Kong

Combination of team base learning and flipped classroom to effectively teach ECG knowledge for medical students
Jwo-Huey Yu, School of Medicine, National Defense General Hospital, University of Tsukuba, Mito, Japan

Is Team-based Learning (TBL) an effective strategy in undergraduate blood transfusion training?
Conrad Hayes, Keele University, Stoke-on-Trent, UK

The improvement of learners’ motivation with “blended” team-based learning: an action research project.
Ikuo Shimizu, Shinshu University, Matsumoto, Japan

Perceptions among the first year nursing students on newly implemented team-based learning in Japan
Harumi Comi, Center for Global Health, Mito Kyodo General Hospital, University of Tsukuba, Mito, Japan

Posters: Role of Patient, Simulated Patient and Student as Patient
Chairperson: Daisy Rotzoll, Germany
Location: Hall 3 Foyer

Reflections from the patient’s point of view: a comparison between the USA and Japan
Kazuki Tokumasu, Okinawa Chubu Hospital, Uruma, Japan

Assessing shared decision-making skills of 3rd year medical students
Lucille Ong, Academic Medical Centre, Amsterdam, Netherlands

Research study ‘Learning about the Patient’s experience of illness’: Mentoring as a means of deeper learning
Tarun Ricky Makker, Bart’s School of Medicine and Dentistry, London, UK

A Singapore study to evaluate patients’ perceptions of having medical students as part of the healthcare team
Tang Ching Lau

Student reflective writing about outside-of-care meeting a patient
Nicolas Lechopier, Faculté de médecine Lyon Est de l’Université Lyon EA4148, Lyon, France

Practicing for a dialogue with vaccine-hesitant parents: Pilot-testing an arts-based video case
Kaisu Koski, Centre for Practice as Research in Theatre, University of Tampere, Finland

Simulated medical consultations with standardized patients: In-depth debriefing based on emotions as a way to address professional identity formation and hidden curriculum
Marco Antonio Carvalho-Filho, State University of Campinas (Unicamp), Campinas, Brazil

Different perspectives on learning in a simulation with a standardized patient in undergraduate medical education
Sten Erici, Lund University, Lund, Sweden

Impact of personality traits and learning approaches of clinical skills evolution during a standardized-patients program
Pierre Pottier, Faculty of Medicine, Nantes, France

An integrated standardized patient simulation program for international medical students—a pilot study. Is it practical and helpful to the students?
I-Ting Liu, Department of Family Medicine, EDA Hospital, Kaohsiung City, Taiwan

Applying Psychodrama Theory to Standardized Patients training
Min-Shu Wang, Mackay Memorial Hospital, Tamshui District, New Taipei City, Taiwan

Barriers to Medical Students Visiting the Doctor as Patients
Tanvi Raghvani, Barts and The London School of Medicine and Dentistry, London, UK

Posters: International Education
Chairperson: Marina Mrouga, Ukraine
Location: Hall 3 Foyer

International Visits Supplementing Medical Teaching
Pauil Puolakainen, University of Helsinki and Helsinki University Hospital, Helsinki, Finland

Globalizing International Postgraduate Electives: Challenges and Solutions
Anna M. Iacone, Educational Commission for Foreign Medical Graduates (ECFMG), Philadelphia, PA, USA

International placements in health professions education – a meta-narrative review
Birgit H. Fruhstorfer, Warwick Medical School, Coventry, UK

Developing a Cadre of International Educators
Margaret Kennedy, Royal College of Physicians & Surgeons of Canada/Royal College Canada International, Ottawa, Canada

Deliberate use of Gibbs’ Reflective Cycle to Capture Transitional Issues and Strategies for International Students Joining a Full-time Medical Education Masters in Dundee
Andini Wardhani, Centre of Medical Education, University of Dundee, UK

Testing health care vocabulary knowledge of immigrant physicians in Finland
Meija Tervola, University of Tampere, Finland
Benefits of an Additional Medical Education program: as perceived by immigrated physicians
Linda Sturesson, Karolinska Institutet, Stockholm, Sweden

Exploring the Ties that Bind: Mapping the Missions of U.S. Allopathic Medical Schools
Frederic Hafferty, Mayo Clinic, Rochester, USA

Evaluation of clinical bases of Medical schools in the Republic of Kazakhstan
Vitaliy Koikov, Republican Center for Health Development, Astana, Kazakhstan

Collaborating to Train a New Generation of Chinese Physician-Scientists
Margaret McDonald, University of Pittsburgh School of Medicine, Pittsburgh, PA, USA

NITE AT THE MUSEUM

We hope that you will join us at our Nite at the Museum evening, which will be held at the Helsinki City Museum.

The Helsinki City Museum focuses on the personal experiences and everyday life of the people of Helsinki. During the evening, you will have the opportunity to view some of the current museum exhibitions.

The City Museum is located in one of the oldest blocks of the city, near the Senate Square.

Please make your own way to the Museum.

Time: Tuesday 29th August 2017 from 19:30
Cost: €49.00 per person (includes: Buffet, entertainment and a glass of sparkling wine on arrival. A cash bar will also be available on the evening.)
Wednesday 30th August

Registration Desk / Exhibition
0800-1300  Registration Desk Open  Southern Foyer
0800-1100  Exhibition Open  Hall 6
1100-1600  Exhibition Tear Down  Hall 6

Tours – all tours depart and return to Messukeskus
0830-1430  Helsinki Archipelago Tour
0900-1200  Finnish Design Tour
0900-1300  Porvoo Highlights Tour

Group Meeting
0700-0815  AMEE TEL Committee  Room 307 (closed meeting)

Session 10: Simultaneous Sessions

0830-1015  #10A Symposium: Is the Traditional Lecture Still Relevant? Is the Traditional Physical Examination Still Relevant?
Steven L. Kanter, University of Missouri-Kansas City School of Medicine, USA; Leila Niemi-Murola and Jussi Merenemies, University of Helsinki, Finland; Gary Sutkin, University of Missouri-Kansas City School of Medicine, USA

0830-1015  #10B Symposium: "Certified... now what?" On the challenges of lifelong learning
Carolin Sehlbach, School of Health Professions Education, Faculty of Health, Medicine and Life Sciences, University of Maastricht, Netherlands; Ebbe Thinggaard, Copenhagen Academy for Medical Education and Simulation, University of Copenhagen, Denmark; Frank Smeenk, Catharina Hospital Eindhoven, Faculty of Health, Medicine and Life Sciences University of Maastricht, Netherlands; Helena Prior Filipe, International College of Ophthalmology, Hospital das Forças Armadas PL-EMGFA, Hospital of SAMs, Lisbon; College of Ophthalmology (Ordem dos Médicos), Portugal; Jonathan Bennett, University Hospital Leicester, UK; Martin Balzan, Medical Association of Malta, Malta; Fedde Scheele, VUmc, Amsterdam, Netherlands

0830-1015  #10C Symposium: Professionalism Remediation: The challenge to ensure successful and long-term impact – an international perspective
Anna Byszewski, Heather Lochnan, University of Ottawa, Canada; Ian Wilson, University of Wollongong, Australia; Malissa Shaw, Chang Gung Memorial Hospital, Taiwan; David Irby, UCSF School of Medicine, USA

Note: Only the presenter(s) are listed in the programme. For a full list of authors, please see the App or Abstract Book (https://amee.org/getattachment/Conferences/AMEE-2017/AMEE-2017-Abstract-Book.pdf)
<table>
<thead>
<tr>
<th>Time</th>
<th>Session/Subject</th>
</tr>
</thead>
</table>
| 0930-0950    | **#10G** International students in professional practice placements: experiences, competency development and outcomes  
               Stacie Attrill, Flinders University, Adelaide, Australia                                         |
| 0950-1015    | Discussion                                                                                         |
| 0830-1018    | **#10G** PechaKucha™ 3  
               Chairperson: Teri Turner, USA  
               Location: Hall 3f                                                                        |
| 0830-0839    | **#10G** Lessons learned: Implementing a UK developed simulation training course in a Canadian setting  
               Alyssa Kelly, Centre for Addiction and Mental Health, Toronto, Canada                      |
| 0839-0848    | **#10G** Orange is the New Black: Focus Groups with Female Inmates  
               Louanne Keenan, University of Alberta, Edmonton, Toronto, Canada                           |
| 0848-0857    | **#10G** Preceptor Pearls: A medical education email marketing campaign for faculty development  
               Meghan Treitz, University of Colorado, Aurora, USA                                         |
| 0857-0906    | **#10G** A modified application of the aphorism “carpe diem” to convert challenges into opportunities for enhancement in the educational environment  
               Cristian Stefan, New York University College of Dentistry, New York, USA                   |
| 0906-0915    | **#10G** Sorry, you are not a winner. Please try again  
               Claire MacRae, University of Edinburgh, UK                                                  |
| 0915-0924    | **#10G** Global Health training programme – success of international faculties in Chile, Finland, Nepal, Philippines and Tanzania  
               Juha Pekka Turunen, The Finnish Medical Society Duodecim, Helsinki, Finland                |
| 0924-0933    | **#10G** Telemachus: Honoring your mentor  
               Eric Meyer, USUHS, Bethesda, MD, USA                                                        |
| 0933-0942    | **#10G** Influencing Students’ Motivation and Demotivation  
               Farhan Cyprian, College of Medicine - Qatar University, Doha, Qatar                         |
| 0942-0951    | **#10G** Study Engagement. Which are their basic distractors?  
               Cammila Flores, ACANEMED, Mexico                                                               |
| 0951-1000    | **#10G** Transforming the learning environment: design of the first Medical Student Wellness Program in Mexico  
               Maria Luisa Ball Marroquin, Wellness Institute Tec Salud, Monterrey, Mexico                 |
| 1000-1009    | **#10G** Learning by interactive playing — application of interactive student exercises in clinical teaching  
               William J. Huang, National Yang-Ming University, Taipei, Taiwan                               |
| 1009-1018    | **#10G** Five years of interprofessional simulation for medical and nursing students - ten lessons learned  
               Lisa Carlson, Sahlgrenska University Hospital, Gothenburg, Sweden                            |
| 0830-1015    | **#10H** Short Communications: Diversity 2  
               Chairperson: Janusz Janczukowicz, Poland  
               Location: Hall 3g                                                                            |
| 0830-0845    | **#10H** Breaking barriers - improving cultural competence  
               Amy Moran, PGMDE, King’s College Hospital, London, UK                                         |
| 0845-0900    | **#10H** Status Quo of the Integration of Gender-Specific Medicine into Medical Education in German Universities  
               Sabine Ludwig, Charité-Universitätsmedizin Berlin, Germany                                    |
| 0900-0915    | **#10H** Promoting Diversity through Teaching about the History of Minorities in the Health Professions  
               Preston Reynolds, University of Virginia, Charlottesville, USA                                |
| 0915-0930    | **#10H** “Netherlands should not become a paradise for undocumented migrants”. Student discourses on medically necessary healthcare  
               Hannah Leyerzapf, VU University Medical Center, Amsterdam, Netherlands                       |
| 0930-0945    | **#10H** Enhancing Cultural Competency through Self-Reflective Writing and Peer Feedback  
               Nanna Shannon, American University of the Caribbean, Cupecoy, St. Maarten                   |
| 0945-1000    | **#10H** Diversity in medical education: hearing the student voice  
               Maaike Mentinga, VUmc School of Medical Sciences, Amsterdam, Netherlands                     |
| 1000-1015    | **#10H** Tackling issues of Sexism, Sexual Abuse and Harassment in University  
               Hannah Marriott, SGUL, London, UK                                                             |
| 0830-1015    | **#10I** Short Communications: Curriculum – Education Environment  
               Chairperson: Helena Karppinen, Finland  
               Discussant: Julia Blitz, South Africa  
               Location: Room 101 a/b                                                                        |
| 0830-0845    | **#10I** Curriculum Innovation and management of change  
               José Peralta                                                                                    |
| 0845-0900    | **#10I** The Change Laboratory: A Research-Intervention Approach for Collaborative Design of an Integrated Pharmacy Curriculum  
               Michelle Flood, School of Pharmacy, Royal College of Surgeons in Ireland, Dublin, Ireland |
| 0900-0915    | **#10I** Revision of medical curriculum for orthopedics and traumatology required a complete attitude shift from the teachers – Helsinki experience  
               Mikko Heinanen, Helsinki University Hospital, Helsinki, Finland                                |
| 0915-0930    | **#10I** Developing a modular, customizable, reusable medical school curriculum  
               Tao Le, University of Louisville, Louisville, KY, USA                                          |
| 0930-0945    | **#10I** How the learning environment influences students’ learning strategies: a comparative ethnographic study  
               Eleonora Leopardi, University of Newcastle, Callaghan, Australia                               |
| 0945-1015    | Discussion                                                                                         |
0830-1015  #10J  Short Communications: Clinical Teaching 3  
Chairperson: Jill Konkin, Canada  
Location: Room 101 d

0830-0845  #10J1  Can trainees integrate knowledge on their own? Teaching the how and why of procedural skills to support retention and transfer  
Jeffrey J.H. Cheung, The Wilson Centre, Toronto, Canada

0845-0900  #10J2  Observed discrepancies between competence and confidence in central line insertion following a one-month ICU rotation  
Joselyn Lockyer, Cumming School of Medicine, University of Calgary, Canada

0900-0915  #10J3  Video as a learning tool in clerkship  
Cecile Fog-Petersen, Region Zealand Psychiatry West, Silkeborg, Denmark

0915-0930  #10J4  “What we say we do and what we do” – Learning from ED observations of Education in Paediatrics to enhance learning and teaching  
Helen Enright, Department of Paediatrics, University of Melbourne, Australia

0930-0945  #10J5  Adult learning curves and embryo transfers: An activity and goal orientated learning process  
Monica Mittal, Oxford University Hospitals NHS Foundation Trust, Oxford, UK

0945-1015  Discussion

0830-1015  #10K  Short Communications: The Teacher  
Chairperson: Sylvia Cruess, Canada  
Location: Room 101 c

0830-0845  #10K1  Health professions educators’ attitudes, practices and perceived barriers and facilitators to using research evidence in educational practices  
Alli Thomas, McGill University, Montreal, Canada

0845-0900  #10K2  How do clinicians become clinical teachers? An ethnographic exploration  
Peter Cantillon, NUI Galway, Ireland

0900-0915  #10K3  Factors that (de)motivate teachers: a longitudinal survey study  
Lisette van Bruggen, University Medical Center Utrecht, Center for Research and Development of Education, Utrecht, Netherlands

0915-0930  #10K4  Scholar teachers’ formal and informal practices in Life Science Education  
Nina Katajavoira, The Centre for University Teaching and Learning, University of Helsinki, Finland

0930-0945  #10K5  Tensions Toward Identity Formation as a Medical Educator  
Ahsan Sethi, Institute of Health Professions Education & Research, Khyber Medical University, Pakistan, Peshawar, Pakistan

0945-1000  #10K6  Factorial Structure of the Occupational Commitment Scale in healthcare teachers  
Juan Arellano, Universidad de Concepción, Concepción, Chile

1000-1015  #10K7  How can a teacher help himself? Teaching challenges, dilemmas and models to deal with them  
Alla Bronstein, Tel Aviv University, Tel Aviv, Israel

0830-1015  #10L  Short Communications: CPD 3  
Chairperson: Gerard Flaherty, Ireland  
Location: Room 101 d

0830-0845  #10L1  It’s more than just travel CME: An embedded ethnography of a unique Emergency Medicine conference  
Rick Penciner, University of Toronto, Canada

0845-0900  #10L2  Situational analysis of continuing professional development practices and capacity in Ethiopia: a national cross-sectional study  
Tegbaru Yigzaw, Inipiego, Addis Ababa, Ethiopia

0900-0915  #10L3  Innovative, multifaceted CPD intervention driven by healthcare providers’ unperceived needs in Myeloproliferative Neoplasms (MPN) and Myelodysplastic Syndromes (MDS): an exploratory case-study  
Francesca Luconi, Continuing Professional Development Office, Faculty of Medicine, McGill University, Montreal, QC, Canada

0915-0930  #10L4  The challenge of combining learning for educators and participants in a pediatric continuing professional development (CPD) program  
Daniel Holmgren, Institute of Clinical Sciences, University of Gothenburg, Sweden

0930-0945  #10L5  Do continuing professional development events capture the practice based questions asked by primary care providers through eConsultation?  
Douglas Archibald, University of Ottawa, Canada

0945-1000  #10L6  Improving chronic kidney disease management and detection in primary care  
Karen Tu, ICES/University of Toronto, Canada

1000-1015  #10L7  The effect of a post-graduate training activity on burnout  
Betsy Williams, University of Kansas, Lawrence, USA

0830-1015  #10M  Short Communications: Curriculum – Competency Based Education  
Chairperson: Lia Fluit, Netherlands  
Location: Room 103a

0830-0845  #10M1  Contextual variation in the success and adoption of CBME  
Rachel Ellway, University of Calgary, Canada

0845-0900  #10M2  Modernising our expectations of newly qualified doctors in the UK  
Martin Hart, General Medical Council, London, UK

0900-0915  #10M3  Competence Profile in Medicine: Challenges in accreditation and assessment according to guidelines for Brazilian medical education  
Eliane Claudia de Otero Ribeiro, Federal University of Rio de Janeiro, Brazil

0915-0930  #10M4  Differences of National-Competence Based Examination Results between students with Competence-based Medical Curriculum and Non-Competence based Medical Curriculum at Faculty of Medicine Universitas Gadjah Mada  
Titi Savitri Prihatiningsih, Department of Medical Education Faculty of Medicine Universitas Gadjah Mada, Sleman, Indonesia

0930-0945  #10M5  Faculty Engagement with an Institutional CBME Initiative  
Richard van Wylick, Queen’s University, Kingston, Canada
<table>
<thead>
<tr>
<th>Time</th>
<th>Session Title</th>
<th>Speaker</th>
<th>Institution/Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>0945-1000</td>
<td>#11M6 A realist audit of a national CBME Initiative in family medicine</td>
<td>Maria Palacios, University of Calgary, Canada</td>
<td></td>
</tr>
<tr>
<td>1000-1015</td>
<td>#11M7 The Inaugural Competency Based Curriculum Graduates: Where are they now?</td>
<td>Veronica Wadie, University of Toronto, Canada</td>
<td></td>
</tr>
<tr>
<td>0830-1015</td>
<td>#11N Short Communications: Teaching and Learning - Anatomy</td>
<td>Chairperson: Rukhsana Zuberi, Pakistan</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Discussant: Paul McNemenin, Australia</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Location: Room 103b</td>
<td></td>
</tr>
<tr>
<td>0830-0845</td>
<td>#11N1 One Side Doesn’t Fit All: Sideness, Anatomy Tests and the Role of Spatial Ability</td>
<td>Kem A. Rogers, Department of Anatomy and Cell Biology, Schullich School of Medicine and Dentistry, The University of Western Ontario, London, Canada</td>
<td></td>
</tr>
<tr>
<td>0845-0900</td>
<td>#11N2 The impact of the new Anatomical Society core syllabus in gross anatomy from faculty perspectives</td>
<td>Claire Smith, Brighton and Sussex Medical School, Brighton, UK</td>
<td></td>
</tr>
<tr>
<td>0900-0915</td>
<td>#11N3</td>
<td>WITHDRAWN</td>
<td></td>
</tr>
<tr>
<td>0915-0930</td>
<td>#11N4</td>
<td>Cognitive biases and other factors that contribute to errors in identifying surgical anatomy</td>
<td>Yee Leung, The University of Western Australia, Perth, Western Australia</td>
</tr>
<tr>
<td>0930-0945</td>
<td>#11N5</td>
<td>Anatomy of the Head E-tutorial</td>
<td>Loubna Kraria, School of Medicine, College of Medical, Veterinary and Life Sciences, University of Glasgow, UK</td>
</tr>
<tr>
<td>0945-1000</td>
<td>#11N6</td>
<td>Highlighted Misconceptions among Medical Students in the International Anatomy Quiz</td>
<td>Chiraphat Boonnag, Faculty of Medicine, Chiang Mai University, Chiang Mai, Thailand</td>
</tr>
<tr>
<td>1000-1015</td>
<td></td>
<td>Discussion</td>
<td></td>
</tr>
<tr>
<td>0945-1000</td>
<td>#11O6</td>
<td>The Career Wheel - A tool to improve career choice and considerations on life as a doctor</td>
<td>Eric Døssing Mønning, Junior Doctors Denmark, Vibo, Denmark</td>
</tr>
<tr>
<td>1000-1015</td>
<td>#11O7</td>
<td>Influence of Family Medicine module in preclinical setting to students’ career choice as doctor in primary care service</td>
<td>Fika Ekyanty, State Islamic University of Syarif Hidayatullah, Jakarta, Indonesia</td>
</tr>
<tr>
<td>0830-1015</td>
<td>#11P Short Communications: Postgraduate Education – Education in Practice</td>
<td>Chairperson: Wolf Hautz, Switzerland</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Discussant: Simon Gregory, UK</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Location: Room 208</td>
<td></td>
</tr>
<tr>
<td>0830-0845</td>
<td>#11P1</td>
<td>Supervision is highly substantial in all phases of post-graduate medical education</td>
<td>Ahmet Murt, Cerrahpasa Medical Faculty, Istanbul, Turkey</td>
</tr>
<tr>
<td>0845-0900</td>
<td>#11P2</td>
<td>Hospital-wide educational committees supporting high quality postgraduate medical education</td>
<td>Milou Silkers, AMC, Amsterdam, Netherlands</td>
</tr>
<tr>
<td>0900-0915</td>
<td>#11P3</td>
<td>Clinical Learning Environments for Postgraduate Medical Education: A Realist Synthesis</td>
<td>Anel Wiese, University College Cork, Ireland</td>
</tr>
<tr>
<td>0915-0930</td>
<td>#11P4</td>
<td>Development of an assessment tool for medical trainees’ professional identities</td>
<td>Masami Tagawa, Kagoshima University, Kagoshima, Japan</td>
</tr>
<tr>
<td>0930-0945</td>
<td>#11P5</td>
<td>Broad-Based Training for a different type of doctor? A two-group two-cohort analysis of questionnaire data</td>
<td>Lynne Allery, Post Graduate Medical and Dental Education - Wales Deanery, Cardiff, UK</td>
</tr>
<tr>
<td>0945-1015</td>
<td></td>
<td>Discussion</td>
<td></td>
</tr>
<tr>
<td>0945-1000</td>
<td>#11Q</td>
<td>Fly on the wall: Evidence for using peers to enhance teaching in the workplace</td>
<td>Narelle Campbell, Flinders University, Darwin, Australia</td>
</tr>
<tr>
<td>0830-0900</td>
<td>#11Q1</td>
<td>Capable but cautious: Medical students are highly capable of creating and critiquing sophisticated MCQs but did not trust the reliability of peer learning</td>
<td>Rebecca Grainger, University of Otago, Wellington, New Zealand</td>
</tr>
<tr>
<td>0945-1015</td>
<td></td>
<td>Discussion</td>
<td></td>
</tr>
<tr>
<td>0830-1015</td>
<td>#11Q2</td>
<td>Teaching surgical skills to healthcare undergraduates: The benefits of peer-assisted learning</td>
<td>Samuel Bennett, University of Birmingham, UK</td>
</tr>
<tr>
<td>0915-0930</td>
<td>#11Q4</td>
<td>Why medical students should learn how to teach: a qualitative analysis of peer-assisted teaching in skilllab voluntary OSCE preparation courses</td>
<td>Daisy Rotzoll, University of Leipzig, Faculty of Medicine, Lernklinik Leipzig, Germany</td>
</tr>
<tr>
<td>Time</td>
<td>Session</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>-------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0830-0945</td>
<td>#10Q5 Peer Debriefing as an Instructional Tool</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hanaa Fatima, Shifa Tameer-e-Millat University, Islamabad, Pakistan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0945-1000</td>
<td>#10Q6 Students teaching others students: how can we develop capacity building strategies in order to create junior educators?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Daniel de Oliveira, Federal University of Rio Grande do Norte, Natal, Brazil</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1000-1015</td>
<td>#10Q7 An inter-professional Peer Teacher Training (PTT) program for senior health professional students</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Annette Burgess, The University of Sydney, Sydney Medical School, Sydney, Australia</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>No Discussion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0830-1015</td>
<td>#10R Round Table: Games</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chairperson: Martin Fischer, Germany</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Location: Room 210</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0830-1015</td>
<td>#10R1 Gamification in Medical Education: Advantages, Disadvantages and Engagement Factors</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Shoaleh Bigdeli, Iran university of Medical Sciences, Tehran, Iran</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0830-1015</td>
<td>#10R2 Developing Leadership by Gamification – the “JoPe” Game as Part of Management Studies Included in Medical Doctors’ Specialization Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Heli Parviainen, Faculty of Social Sciences, Health Sciences, University of Tampere, Finland</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0830-1015</td>
<td>#10R3 Introducing the virtual A&amp;E department EMERGE to undergraduate medical education: a prospective trial</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Angelina Middelke, University Medical Centre Goettingen, Germany</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0830-1015</td>
<td>#10R4 Clinical decision making game</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Emil Heinadoho, Sipo Health Center, Sipoa, Finland</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0830-1015</td>
<td>#10R5 Video games and medical students’ playing habits, attitudes and perceived benefits and harms: A Saudi Arabian perspective</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Omar Baqal, Alfaisal University, Riyadh, Saudi Arabia</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0830-1015</td>
<td>#10S Workshop: Happy App (How to Avoid Problems &amp; Pitfalls with Your App)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ian MacPhee and Jeremy Rezmovitz, Sunnybrook Health Sciences Centre, Department of Family and Community Medicine, University of Toronto, Canada; Jerry Maniate, St. Joseph’s Health Centre, University of Toronto, Canada</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Location: Room 203a</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0830-1015</td>
<td>#10T Workshop: The Small Group Experience: Strategies to Improve Your Performance as Facilitator</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Carol F. Capello, Weill Cornell Medical College, New York, USA; Elza Mylona, Eastern Virginia Medical School, Norfolk, USA; Norma S. Saks, Rutgers Robert Wood Johnson Medical School, Piscataway, USA; ThanaKorn Jirasevijinda, Weill Cornell Medical College, New York, USA</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Location: Room 203b</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0830-1015</td>
<td>#10U Workshop: How to give “negative” feedback in health professions education – Conceptual issues &amp; best practices</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Claudia Kiessling, Medizinische Hochschule Brandenburg Theodor Fontane, Neuruppin, Germany; Monica van de Ridder, College of Human Medicine Michigan State University, Grand Rapids, USA; Anja Harlt, Ludwig-Maximilians-Universitat, Faculty of Medicine, Munich, Germany; Gӧtz Fabry, Albert-Ludwigs-Universitat, Faculty of Medicine, Freiburg, Germany</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Location: Room 204</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0830-1015</td>
<td>#10V Workshop: Culture matters when implementing experiential learning: An experiential workshop</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Peter Dieckmann, Copenhagen Academy for Medical Education and Simulation (CAMES), Herlev, Denmark; Augusto Scalabrini, University of Sao Paulo, Sao Paulo, Brazil; Rana Sharara-Chami, American University of Beirut Medical Center, Beirut, Lebanon; Hyun Soo Chung, Yonsei University College of Medicine, Seoul, Korea</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Location: Room 205</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0830-1015</td>
<td>#10W Workshop: Making sense of research and evaluation on using technology to enhance teaching and learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>John Sanders, Edge Hill University, Ormskirk, UK</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Location: Room 209</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0830-1015</td>
<td>#10X Workshop: Simulation Scenario Design: Contextualized, Integrated and Innovative</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Che-Wei Lin, Taipei Medical University Center for Education in Medical Simulation, Taipei, Taiwan; Geoffrey Tobias Miller, Medical Modeling and Simulation Innovation Center, Norfolk, USA; Paul Phrampus, Pittsburgh University WISER, Pittsburgh, USA; Jen-Chieh Wu and Wen-Cheng Huang, Taipei Medical University Center for Education in Medical Simulation, Taipei, Taiwan; John O’Donnel, Pittsburgh University WISER, Pittsburgh, USA</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Location: Room 215</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0830-1015</td>
<td>#10Y Workshop: Preparing students for High stakes examinations</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dujeepa Samarasekera, National University Singapore; Danielle Verstegen, Maastricht University, Netherlands; Ashokka Balakrishnan and Chen Fun Gee, National University Singapore</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Location: Room 216</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0830-1015</td>
<td>#10AA Workshop: Early Findings from the AAMC’s Competency Based Medical Education Initiatives: Re-Envisioning Models and Methods</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Alison Whelan, Karen McCown and Kim Lomis, AAMC, Washington, DC, USA; Carrie Chen, Georgetown University, Washington, DC, USA; Lyndsey Lane, University of Colorado, Arora, Colorado, USA</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Location: Room 218</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Wednesday 30 August

0830-1015  #10BB  Workshop: Improving the learning environment on postgraduate training – An AMEE Postgraduate Committee workshop
Juliana Sa, University of Beira Interior, Covilhã, Portugal; Paul de Roos, Academiska Sjukhuset, Uppsala, Sweden; Arnoldo Riquelme, Pontifícia Universidad Catolica de Chile, Santiago, Chile
Location: Room 306

0830-1015  #10CC  ePosters: Learning Environment
Chairperson: Kristiina Patja, Finland
Location: Room 206

#10CC01  E-learning integrated with face-to-face teaching for central venous catheter insertion increased learning efficacy
Ming Yew, Chi-Mei Medical Center, Tainan, Taiwan

#10CC02  Ultrasoundography-Guided Leopold’s Maneuver Teaching for Medical Student
Manasicha Mejkjarasnapha, Khon Kaen Hospital, Khon Kaen, Thailand

#10CC03  How to Moodle at the Faculty of Medicine at the University of Helsinki?
Lena Selänne, University of Helsinki, Educational Technology Services, Helsinki, Finland

#10CC04  Measuring the educational environment
Abigail Dreyer, University of Witwatersrand, Faculty of Health Sciences, Johannesburg, South Africa

#10CC05  Use of "Doctors' Lounge" Podcast to Teach Clinical Reasoning to First-Year Medical Students
Elena Wood, Medical College of Georgia (MCG) at Augusta University, Augusta, USA

#10CC06  Application of 3D—printed model to enhance operative teaching in craniofacial surgery
Chien-Chung Weng, National Cheng Kung University, Tainan, Taiwan

#10CC07  Student perceptions and utilization of academic resources including video-recorded lectures
Matthew Kraybill, Ross University School of Medicine, Picard, Dominica

#10CC08  Technical update to ENT teaching policlinic using multimedia screens and mobile video endoscopy
Teemu Kinnari, Department of Otorhinolaryngology – Head and Neck Surgery, Helsinki University Hospital and University of Helsinki, Finland

#10CC09  A comparison of two teaching methods of basic ventilator management in medical students: Combined case-based conference and lecture versus simulated bedside teaching
Pornanan Domthong, Khon Kaen Hospital, Khon Kaen, Thailand

#10CC10  Cognitive Style and Mobile Technology in E-Learning in Undergraduate Medical Education - A Randomized Controlled Pilot Study
Li-Ang Lee, Linkou-Chang Gung Memorial Hospital, Chang Gung University, Taoyuan, Taiwan

#10CC11  Practical tool to teach clinical research designs in first year medical school
Lucia Campos Pellanda, UFCSPA, Canoas, Brazil

102
0830-0915 #10EE Posters: OSCE and Clinical Assessment
Chairperson: Wee Ming Lau, Malaysia
Location: Hall 6

#10EE01 On-line Rater-training Program Might Help with Inter-rater Reliability of Objective Structured Clinical Examination (OSCE)
Shih-Li Tsai, Graduate Institute of Medical Education and Bioethics, National Taiwan University, Taipei, Taiwan

#10EE02 Influence of Assessor Expertise on Ratings and Outcomes in a National Objective Structured Performance Examination (OSPE)
Carol O Byrne, PEBC, Toronto, Canada

#10EE03 Moved to ePoster Session 9CC

#10EE04 Effects of Physician Stigma on Interaction with Depressed Patients
Win May, Keck School of Medicine of the University of Southern California, Los Angeles, USA

#10EE05 Development and Evaluation of an Objective Structured Practical Examination (OSPE) for Assessment of Practical Skills in the Program of Biomedical Laboratory Scientist Students
Catharina Hultgren, Karolinska Institutet, Stockholm, Sweden

#10EE06 Comparison of Objectively Structured Practical Exams (OSPEs) and Multiple-Choice Questions (MCQs) results in Basic Undergraduate Medical Disciplines in Tbilisi Medical Academy (TMA)
Akaki Sepashvili, Petre Shotadze Tbilisi Medical Academy, Tbilisi, Georgia

#10EE07 How to balance stress during OSCE examination
Kamonwan Lim sakul, Vachiraphuket Medical Education Center, Phuket, Thailand

#10EE08 A Comparison of Physician Examiners and Postgraduate Assessors in OSCE Assessment
Watcharm Suntornlimsir, Nakornping Medical Education Center, Nakornping Hospital, Chiang Mai, Thailand

#10EE09 Are OSCE marks influenced by examiners’ fatigue?
Predrag Bjelogrlic, University of St Andrews, School of Medicine, St Andrews, UK

#10EE10 Assessing on record: an analysis of narrative evaluations for student communication skills during an OSCE
Kyle John Wilby, Qatar University, Doha, Qatar

#10EE11 Maybe checklists do capture increasing levels of competence: an exploratory study
Timothy J Wood, University of Ottawa, Canada

#10EE12 The Clinical Summary Exam - assessing information processing skills in medical school finals
Emma Vaccari, University of Southampton, UK

#10EE13 NOT PRESENTED

#10EE14 Assessing the dependability of four assessment tools for central line insertion
Jason Lord, University of Calgary, Canada
Kerrthana Jeyarayan, Barts and London School of Medicine, London, UK

#10FF16 Evaluation of Scenario Design for Problem-Based Learning (PBL): Focusing on Vertical Integration between Pre-clinical and Clinical Training
Fen-Yu Tseng, National Taiwan University College of Medicine, Taipei, Taiwan

#10FF17 A Novel Approach to Case-Based Learning in Medical Immunology
Noa Rippel, Sackler School of Medicine, Tel Aviv, Israel

#10FF18 Fall prevention education with Simulation and case-based discussion: Does the sequence matter?
Taufiq Bin Mohd Othman, Tan Tock Seng Hospital, Singapore

#10FF19 Case Based Studies and Clinical Reasoning Development: Teaching Opportunities and Pitfalls
Mary Mauldin Pereira, Ross University School of Veterinary Medicine, Basseterre, Saint Kitts and Nevis

0830-1015

#10GG Posters: Flipped Classroom
Chairperson: Ruth Levine, USA
Location: Hall 6

#10GG01 Effects of a Flipped Classroom-based Instructional Approach on Nurse Practitioners’ Learning Motivation and Attitude in Clinical Skills Courses
Hui-Chen Lin, Tri-Service General Hospital National Defense Medical Center, Taipei, Taiwan

#10GG02 Is flipped classroom stimulating knowledge retention?
Amornrat Thuppa, Department of Preclinical sciences, Faculty of Medicine, Thammasat University, Thailand

#10GG03 Which Blended Flipped Curriculum of Clinical Skills is Better, Situated or Cooperative?
Chien-Chih Wu, Department of Medical Education, Taipei Medical University Hospital, Taipei, Taiwan

#10GG04 NOT PRESENTED

#10GG05 Flipped Classroom (FC) Intercalated Curriculum Development of Pharmacology for Overseas Students at SMU
Zhimin Jia, Southern Medical University, Guangzhou, China

#10GG06 Exploring Medical Students' Conception of Learning in the Flipped and Traditional Learning Contexts: A Phenomenographic Study
Fremen Chihchen Chou, China Medical University Hospital, Taichung, Taiwan

#10GG07 Diversity in flipped classroom models by using clinical experience and mobile group-chat application to enhance team-based learning and application of knowledge in medical students
Surasak Aumkaew, Medical Education Center, Buriram Hospital, Buriram, Thailand

#10GG08 Medical students' perceptions of a flipped classroom for a freshman professionalism course: A mixed-methods study
Katsumi Nishiya, Department of Medical Education, Kagawa University, Kagawa, Japan

#10GG09 Student behavior and feedback in undergraduate orthopaedic teaching using flipped classroom model in Thailand

Jirun Apinun, Department of Orthopaedics, Faculty of Medicine, Chulalongkorn University, Bangkok, Thailand

#10GG10 Integration of flipped classroom and high-fidelity simulation to improve ICU residents’ ability with respect to brain death evaluation and organ procurement
Ching-Chung Lin, MacKay Memorial Hospital, Taipei, Taiwan

#10GG11 Finding the Perfect Balance between Flipped Learning and Lecture-Based Instruction
Lise McCoy, A.T. Still University, School of Osteopathic Medicine in Arizona, Mesa, USA

#10GG12 Comparison of Allied Health Science Students’ Outcome towards Learning Methods between Flipped Classroom and Traditional Lecture in Basic Anatomy of the Nervous System
Nutcharin Pakdeeewong, Chiang Mai University, Chiang Mai, Thailand

#10GG13 Enhancing flipped teaching using the mobile application Nearpod creates a dynamic teaching environment increasing student confidence and engagement
Helen Jopling, University of Manchester, UK

#10GG14 Simulation base education with flipped classroom improves resident clinical performance in intensive care — the experience of Taipei Mackay Memorial Hospital
Chun-Wei lee, Taipei Mackay Memorial Hospital, Taipei City, Taiwan

0830-1015

#10HH Posters: Teaching and Learning 2 and Self-Regulated Learning and Mentoring
Chairperson: Gert van Zyl, South Africa
Location: Hall 6

#10HH01 Siriraj International Medical Microbiology Parasitology and Immunology Competition (SIMPIC): The Platform for Academic Competition and International Relations for International Medical Students
Suchanan Kanjanapong, Faculty of Medicine Siriraj Hospital, Mahidol University, Bangkok, Thailand

#10HH02 Pilot Study on the Effectiveness of Role Play in Teaching Oncologic Emergencies to Residents and Medical Students
Chee-Seng Tan, National University Hospital, Singapore

#10HH03 Developing story-based study guide as a tool for harmonizing teaching and learning under the situation of various undergraduate medical curricula
Arunee Tipwong, the Collaborative Project to Increase Production of Rural Doctor, Ministry of Public Health, Bangkok, Thailand

#10HH04 The role of social networks on the function and impact of boundaries and interfaces in healthcare: methodology and findings of a scoping review and qualitative meta-synthesis
Sarah Yardley, Central & North West London NHS Foundation Trust and University College London, London, UK

#10HH05 Not Presented

#10HH06 Discourse analysis of the portrayal of medical students within the media
Janani Raventhiran, Barts and the London, UK

#10HH07 Are final year medical students subject to intentional blindness when interpreting chest X-rays?
<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Title</th>
<th>Chairperson</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>0830</td>
<td>#10I01</td>
<td>Introduction of interprofessional education (IPE) for medical and dental students</td>
<td>Mina Nakagawa, Institute of Education, Tokyo</td>
<td>Tokyo, Japan</td>
</tr>
<tr>
<td>0830</td>
<td>#10I02</td>
<td>Breaking Barriers: Conception of an interprofessional peer teaching class on</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0830</td>
<td>#10I03</td>
<td>Developing instructional design of Interprofessional Education (IPE) learning using 4C/ID method</td>
<td>Amandha Boy Timor Randita, Faculty of Medicine Universitas Sebelas Maret, Surakarta, Indonesia</td>
<td>Indonesia</td>
</tr>
<tr>
<td>0830</td>
<td>#10I04</td>
<td>Public Health Crisis Preparedness and Disaster Management for Medical Students through Multi-Discipline Interactive Platform</td>
<td>Hsin-i Shih, National Cheng Kung University Hospital, Tainan, Taiwan</td>
<td>Taiwan</td>
</tr>
<tr>
<td>0830</td>
<td>#10I05</td>
<td>Teaching Systems of Healthcare in a Year-long Interprofessional Education Course for Medical and Dental and Advanced Practice Nursing Students</td>
<td>Margaret Stuber, David Geffen School of Medicine at UCLA, Los Angeles, USA</td>
<td>USA</td>
</tr>
<tr>
<td>0830</td>
<td>#10I06</td>
<td>Voices of students: Interprofessional Education Competencies and how first grade students catch them in the final report</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0830</td>
<td>#10I07</td>
<td>Collaborative-Approach To improve teaching And Learning Yielding Sustainable and Translational outcomes (CATALYST)</td>
<td>Vivian Lee, The Chinese University of Hong Kong, Shatin, Hong Kong</td>
<td>Hong Kong</td>
</tr>
<tr>
<td>0830</td>
<td>#10I08</td>
<td>Call the Doctor on-call! – interprofessional communication at the Clinical Training Ward</td>
<td>Eva Sanmeqgard, Karolinska Institute, Stockholm, Sweden</td>
<td>Sweden</td>
</tr>
<tr>
<td>0830</td>
<td>#10I09</td>
<td>Developing a Comprehensive Evaluation Framework for Interprofessional Education: Successes and Challenges</td>
<td>Shari King, University of Alberta, Edmonton, Canada</td>
<td>Canada</td>
</tr>
<tr>
<td>0830</td>
<td>#10I10</td>
<td>Task-based approach for educational demonstration of case discussion in an interprofessional team: Experience from Kaohsiung Medical University Hospital Cheng-Chang Cheng, Kaohsiung Medical University Hospital, Kaohsiung, Taiwan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0830</td>
<td>#10I11</td>
<td>National reform of social and health services on the way – How to improve students’ multiprofessional knowledge and skills?</td>
<td>Erika Østerholm, University of Turku, Finland</td>
<td>Finland</td>
</tr>
<tr>
<td>0830</td>
<td>#10I12</td>
<td>Is a good idea enough for effective IPE?</td>
<td>Samuel Pollard, University of Exeter Medical School, Exeter, UK</td>
<td>UK</td>
</tr>
<tr>
<td>0830</td>
<td>#10I13</td>
<td>WITHDRAWN</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Notes:**
- #10Ixx denotes sessions specific to interprofessional education.
- Various topics include academic performance, knowledge retention, social work, and more.
- Sessions focus on case studies, pedagogical methods, and interdisciplinary approaches.
- Locations span from the United Kingdom to Japan, indicating a global perspective on IPE.
| #10II12 | The effectiveness of bedside teaching for stroke rehabilitation in improving the attitude towards interprofessional learning | Radchada Sahaworakulsak, Chaophyaabhaibhubejhr Hospital, Prachinburi, Thailand |
| #10II13 | What changes do students of emergency nursing, medicine and student paramedics commit to after an inter-professional simulation training? | Dorothea Eisenmann, Lernzentrum (skills lab), Office of the Vice Dean for Teaching and Learning, Charité Medical School Berlin, Germany |
| #10II14 | Is there a "quick fix" to integrate IPE in clinical practice for all students in health- and social sciences? | Nanna Hauksetter, UiT, The Arctic University of Norway, Tromso, Norway |
| #10II15 | Exploring medical students’ experiences regarding inter-professional collaboration in the clinical placements | Priscilla Ochuba, Barts and the London School of Medicine and Dentistry, London, UK |
| #10JJ10 | Ensuring practical relevance of assessment tools - A resident-driven initiative to move up the Miller’s Pyramid; Developing ‘baby’ medical officers in anaesthesia into competent trainees | Shree Venkatesan, National University Hospital, Singapore |
| #10JJ11 | Paediatric trainees’ perception of the utility of mock examinations with video-taping as part of clinical training | Jia Ming Low, National University Hospital of Singapore |
| #10JJ12 | Enhancing General Medical Higher Specialty Training – Delivery of a dedicated Inter-Professional Pilot Simulation Course focusing on Non-Technical Competencies | Vathsan Ravindran, Homerton Simulation Centre, Homerton University Hospital, London, UK |
| #10JJ13 | Strategies to determine readiness for independent clinical practice amongst junior psychiatry residents in the ambulatory setting | Lay Ling Tan, Changi General Hospital, Singapore |
| #10JJ14 | Competence by Design Cohort Transformation: a road map for the changes in Canadian specialty education | Jolanta Karpinski, Royal College of Physicians and Surgeons of Canada, Ottawa, Canada |
| #10JJ15 | Self-rating of Open Surgery Skills | Diana Bregner Overgaard, University of Copenhagen and Copenhagen Academy for Medical Education and Simulation (CAMES), Capital Region, Denmark |
| #10JJ16 | Engaging with Paediatric Junior Doctors: Enhancing their learning and ours | Hannah Tobin, Great Ormond Street Hospital, London, UK |
| #10JJ17 | The effectiveness of bedside teaching for stroke rehabilitation in improving the attitude towards interprofessional learning | Radchada Sahaworakulsak, Chaophyaabhaibhubejhr Hospital, Prachinburi, Thailand |
| #10JJ18 | What changes do students of emergency nursing, medicine and student paramedics commit to after an inter-professional simulation training? | Dorothea Eisenmann, Lernzentrum (skills lab), Office of the Vice Dean for Teaching and Learning, Charité Medical School Berlin, Germany |
| #10JJ19 | Is there a "quick fix" to integrate IPE in clinical practice for all students in health- and social sciences? | Nanna Hauksetter, UiT, The Arctic University of Norway, Tromso, Norway |
| #10JJ20 | Exploring medical students’ experiences regarding inter-professional collaboration in the clinical placements | Priscilla Ochuba, Barts and the London School of Medicine and Dentistry, London, UK |
| #10JJ21 | Paediatric trainees’ perception of the utility of mock examinations with video-taping as part of clinical training | Jia Ming Low, National University Hospital of Singapore |
| #10JJ22 | Enhancing General Medical Higher Specialty Training – Delivery of a dedicated Inter-Professional Pilot Simulation Course focusing on Non-Technical Competencies | Vathsan Ravindran, Homerton Simulation Centre, Homerton University Hospital, London, UK |
| #10JJ23 | Strategies to determine readiness for independent clinical practice amongst junior psychiatry residents in the ambulatory setting | Lay Ling Tan, Changi General Hospital, Singapore |
| #10JJ24 | Competence by Design Cohort Transformation: a road map for the changes in Canadian specialty education | Jolanta Karpinski, Royal College of Physicians and Surgeons of Canada, Ottawa, Canada |
| #10JJ25 | Self-rating of Open Surgery Skills | Diana Bregner Overgaard, University of Copenhagen and Copenhagen Academy for Medical Education and Simulation (CAMES), Capital Region, Denmark |
| #10JJ26 | Engaging with Paediatric Junior Doctors: Enhancing their learning and ours | Hannah Tobin, Great Ormond Street Hospital, London, UK |

---

**Wednesday 30 August**

| #10J06 | Pediatric Acute Surgical Support (PASS): A multi-modal curriculum for enhancing pediatric surgical emergency capacity in low-resource hospitals in Vietnam | Sara M. Krzyzanik, OSF Saint Francis Medical Center/University of Illinois College of Medicine at Peoria, Illinois, USA |
| #10J07 | Time to Talk? What Anaesthetic trainees and trainers value about the ARCP | Jennifer Illingworth, Imperial College Healthcare NHS Trust, London, UK |
| #10J08 | Verbal handover practices using SBAR among Pediatric residents: how can we make it better? | Najia Ba Sharahil, Hamad Medical Corporation - Pediatrics Department, Doha, Qatar |
| #10J10 | A Blended Team-Based Learning Intervention For a Paediatric Emergency Medicine (PEM) Orientation Programme For Residents and Medical Officers in Singapore | Arif Tyebally, KK Women’s and Children’s Hospital, Singapore |
| #10J11 | Trainer doctors’ activities to support learning at work in specialty training for occupational health | Leena Ala-Mursula, University of Oulu, Finland |
| #10J12 | Learning Together integrated child health clinics in primary care: is the ‘bang’ worth the ‘buck’ | John Spicer, Health Education England, UK |
| #10J13 | What kinds of competencies are required for on-call physicians in homecare? A qualitative research of homecare providers’ experiences in Japan’s super-aged society | Hiroyuki Nagano, Tenri Yorozu Hospital, Tenri City, Japan |
| #10J14 | Perception gaps between core teaching hospitals and cooperative training facilities regarding community medicine in Japanese clinical training systems | Junichi Tanaka, Tohoku University, Sendai, Japan |
| #10J15 | Family Medicine trainees’ perceptions of patient-centred care: Is it time to make the implicit, explicit? | Cynthia Whitehead, University of Toronto, Canada |
| #10J16 | Fit for the Future: Evaluating an innovative integrated community care training post | Olivia Jagger, GP Education Unit, Southampton, UK |
| #10J17 | Irish GP Trainers’ experiences of the GP trainer-trainee one-to-one tutorial: a qualitative semi-structured interview study | Elaine Lee Murphy, University of Edinburgh, Cork, Ireland |
| #10J18 | Dialogues between the tutoring physicians and the physicians undergoing specialist training in occupational health (OH) in Finland | Marianne Rytikönen, University of Eastern Finland, Institute of Public Health and Clinical Nutrition, Kuopio, Finland |
| #10J19 | Providing Chief Residents with Simulation Strategies to Teach Patient Safety | Robin Hemphill, Veterans Health Administration, National Center for Patient Safety, Ann Arbor, USA |
### #10KK02 Developing frameworks for debriefing in undergraduate simulation
James Murray, Royal Free NHS Foundation Trust, London, UK

### #10KK03 Creating high-performance multi-professional teams in a critical care setting: Non-technical skills development in simulation-based training
Raphael A. C. Oliveira, Hospital Sírio-Libanês, São Paulo, Brazil

### #10KK04 NOT PRESENTED

### #10KK05 NOT PRESENTED

### #10KK06 NOT PRESENTED

### #10KK07 NOT PRESENTED

### #10KK08 Evaluation of remote retention of cricoid pressure force using a simulator
Nobuyasu Komasawa, Osaka Medical College, Osaka, Japan

### #10KK09 Hold It Hands! The Impact on Learning of the Papanicolaou Technique (Pap Test) in Simulation Activities Using Cold Porcelain Models of Uterine Cervix
Andrea Mora De Marco Novellino, Faculdades Pequeno Principe, Curitiba, Brazil

### #10KK10 A comparison between the commercial perineal repair trainer and the sponge model, a low-cost alternative for experiential learning of obstetric perineal laceration repair at the undergraduate level
Panwara Paritsakul, Faculty of Medicine, Srinakharinwirot University, Bangkok, Thailand

### #10KK11 The virtual reality EyeSi direct ophthalmoscope simulator: Establishing a proficiency test with solid evidence of validity
Nanna Jo Borgersen, CAMES Copenhagen Academy for Medical Education and Simulation and Department of Ophthalmology, Zealand University Hospital, Copenhagen, Denmark

### #10KK12 Recent Changes in Simulation-based Medical Education in Japan; Comparative analysis of National Surveys 2012 and 2016
Kazunobu Ishikawa, International University of Health and Welfare, Narita, Japan

### #10KK13 Competence and patient safety shake hands in laparoscopic skills training: A case from the Central Hospital of Central Finland
Anne Mattila, Department of Surgery, Central Hospital of Central Finland, Jyväskylä, Finland

### #10KK14 NOT PRESENTED

### #10KK15 Should sim man die? Final year medical students’ beliefs and attitudes regarding death and simulation
Lowri Evans, Swindon Academy, Great Western Hospital, Swindon, UK

### #10KK16 Learning and stress level in announced vs. unannounced In Situ Simulation
Debra Freund, Bispebjerg Hospital, Copenhagen, Denmark

### #10KK17 Combining Innovation, Simulation and Medical Education: Development and Using a Low Cost Device to Teach Peripheral Venous Cannulation Skill
José Luiz de Souza Neto, UFRN, Natal, Brazil

### #10KK18 Retention of Pediatric advanced life support (PALS) skill in final year medical students
Wissan Hongkan, Chonburi Medical Education Center and Collaborative Project to Increase Production of Rural Doctors, Ministry of Public Health, Chonburi, Thailand

### #10KK19 In a bed or on the floor? – CPR training in hospitals
Kristian Krogh, Department of Anaesthesia and Intensive Care, Aarhus University Hospital, Aarhus, Denmark

### Group Meeting
0830-1015 AMEE MedEdPublish Board (closed meeting) AMEE Meeting Room

1015-1045 Coffee Break Viewing of posters and exhibits Hall 6

1045-1130 #11A Helping doctors and patients make sense of health statistics
Wolfgang Gaissmaier, Germany

1130-1225 PechaKucha™ Presentations
11B1 Learning analytics and big data
Rachel Ellaway, University of Calgary, Canada

11B2 Anatomy Teaching
Paul McMenamin, Monash University, Australia

11B3 Gender issues in medical education
Gary Rogers, Griffith University, Australia

11B4 Interprofessional education
Katarina Hamberg, Umea University, Sweden

11B5 The dangerous pursuit of independence
Glenn Regehr, University of British Columbia, Canada

1225-1235 Announcement of AMEE 2017 Conference Prizes

1235-1240 Call for nominations for Karolinska Institutet PRIME 2018 Award
Annika Werneson, Dean of Education

1240-1245 A look ahead to AMEE 2018
Mathieu Nendaz, Chair of 2018 Local Organising Committee, and other Committee members

1245 Close of Conference
### Courses

<table>
<thead>
<tr>
<th>Time</th>
<th>Course</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>1300-1400</td>
<td>AMEE-ESME Course</td>
<td>203a</td>
</tr>
<tr>
<td>1300-1530</td>
<td>ASME-FLAME Course</td>
<td>205</td>
</tr>
</tbody>
</table>

### Group Meeting

<table>
<thead>
<tr>
<th>Time</th>
<th>Group</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>1300-1600</td>
<td>AMEE Executive Committee (closed meeting)</td>
<td></td>
</tr>
</tbody>
</table>

---

**Interprofessional Skills Training Symposium**

30th August - 1st September  
Tampere Skills Centre, University of Tampere, Finland

**Wednesday 30th August:**

1345 - Coach transport from Messukeskus to Tampere Norlandia Hotel. Participants are asked to meet at the Tours Desk in the Southern Foyer of Messukeskus. Evening - Welcome dinner and drinks in the Skills Centre

**Thursday 31st August:**

0900-1600 – Symposium

**Friday 1st September:**

0900-1400 – Symposium (ends with lunch)
1430 - Coach transport to Helsinki
1700 - Approx. arrival in Helsinki

**Information:**

Tampere Skills Centre: http://sites.uta.fi/taitokeskus/
Tampere: https://visittampere.fi/

For further information on the symposium, please contact: Kati Hakkarainen, Chair of the Local Organizing Committee of the Symposium (kati.hakkarainen@uta.fi) or Nina Hutri-Kähönen, Executive Director of Tampere Skills Centre (nina.hutri-kahonen@uta.fi)

Pre-registration is essential.
Hirakata M #41109
Hissbach J #3H7
Hitt C #BFF12
Hjelmqvist H #4G12
Hnilicova S #H110
Ho MJ #N2, #B7
Hodges B #4B
Hofhansl A #B3
Holman H #4F08
Holmboe E #51, #8A
Holmes A #B113
Holmes E #EE07
Holmgren D #10L4
Holtzman K #EMEA, 9W
Holzer H PCW 5
Holzhauer Y PCW 29, #M4
Homer M #3LL, #02, #B5
Homme J #EE07
Hong Q #P6
Hongkan W #KK18
Hope D #F06
Horsley T PCW 4
Hossain T #KK09
Hothersall E #T, #S5
Houlston P PCW 2
Howannapakorn J #H12
Howard N #3L4
Hrouda N #II04
Hisan HF #KK06
Hishe MJ #EE13
Hisen Xiong Raphael L #EE02
Hsin YM #EE03
Hsu CM #FF12
Hsu SY #FF02
Huang C #JJ03
Huang CC #EE13
Huang CD #HH09
Huang MY #DD04
Huang RY #DD18
Huang S #DD13
Huang W #G01
Huang WC #GG07
Huang Y #L
Huang YC #DD09
Huang Z #KK02
Huggett K #DD10
Hughes EC #JJ02
Hulegårdh E #C03
Hultgren C #EE05
Hung CI #HH19
Hung E #BG1
Hung KL #CC04
Hung WT #EE14
Hunt D #KR, #BB, #DD0
Hunukumbure D #R4
Hussein NR #FF04
Huwendiek S #4K, #F4, #T

I
Iacone A #KK02
Iesar Abdelaziz #HH06
Illing J #KE08, #EE
Illingworth J #JJ09
Imafuku R #L6
Imran O #GG02

Irasanti SN #K6
Irby D #C, #C0C
Ishikawa K #3C, #KK12
Isik U #HH3
Iskenenko-Poulton E #P3
Issenberg B #8G8
Ittiphanipthong C #DD14
Iwaszko J #B7
Iyer R #FF10

J
Jaasrma D #JF5, #J7B
Jääskeläinen J #G02
Jacobs F #EE01
Jagger O #10J17
Jahangir K #L2
Jain P #EE04
Jall R #H5
Jamieson S #OQ
Jancznikowicz J #OH
Jangiam W #EE12
Janssen M #K4
Java R #G3
Javed M #2
Javed S #Q17, #B0
Jellstedt PL #M4
Jeyarayan K #FF15
Jia Z #GG05
Jiaraksuwan P #BB18
Jin Y #FF02
Jirasevijinda TJ #10T
Johnson C #LG4
Jones D #AA
Jones L #SN
Jones P #G13
Jopling H #G113
Joshi A #H5
Joutsen S #F03
Joutsenniemi K #J1
Joutsenvirta T #CC10
Joynes V #Z, #9K
Junnikala S #GG07
Junod Perron N #EE11
Jurd K #G6

K
Kachur E PCW 10, #CC
Kaewpitoon S #F03
Kalla M #Q2, #Q3
Kalijara K #DD08
Kalyeva S #GG02
Kaltiainen E #DD04
Kambey DR #4H2, #HH1
Kandiah D #P
Kane T #H06
Kaneko E #8K2
Kang WS #CC08
Kanjanapong S #H101
Kanter S #A
Kao JTW #M1
Karali R #C17
Karaglu N #K0
Karjalainen T PCW 17
Karpinski J #31, #4H2
Karpinnen J #K0
Kashyap M #FB07
Katajavuori N #IK4
Katsufrakis P #G0
Kativia V #Q3
Kayali Z #JH1
Keane O #G7
Kebler I #E8E08
Kee JWW #K08
Keen XL #H105
Keenan I #F2
Kehoe A #L2
Kellar J #I09
Kelly Adam #FF06
Kelly Alyssa #G1
Kelly Martina #B5, #M4
Kelly Maureen #E3
Kemp S #EMEA, #FF3, #A
Kendall K PCW 24
Kennedy J #N4
Kennedy M #K04
Kennedy S #G4, #G7
Kenwright D #Q3
Ker J #PCW8
Keskil-Rahnkonen A #R3
Kessy AT #X
Khabaz Mafinejad M #EE07
Khadizvadeh T #K4
Khalimook A #III6
Khall H #C12
Khan H #C3
Khan RA #HN5
Khan R #4J
Khidir A #DD01
Khoiriyah U #HH01
Kho K5 #DD16
Kim SY #F6
King Sharla #10I05
Kimari T #CC08
Kirch D #A7, #B1
Kirou-Mauro A #Z2
Kiss L #EE16
Kitto S #E8
Klamen D #5X, #B4, #9C

Klemen B #DD20
Kilgarta T #F16
Kluftmans M #K03
Klussmann D #DD09
Knickle K #8V, #GJ
Kobayashi G #G03
Koch N #C7
Kolov K #CC09
Kokota Palo #K08
Komasa N #KK08
Konecy L #Q2
Konge L PCW 8, #Z2
Konk J #J0
Konkonowicz A #L1
Kortekangas A #E
Koski K #I06
Kosovics A PCW 5
Kosunen D #F4
Kovalenko L #J06
Kowalski C #K10
Krakosol V #F05
Krajnc I #G7
Maudsley G
Maudlin Pereira M
Mausz J
May W
Mazan K
McCullough J
McColl P
McBride J
McCoy L
McCrorie P
McCormick H
McDermott H
McDermott E
McDonald M
McFarland J
McGee J
McGovern A
McKay A
McKechnie L
McKee J
McKimm J
McLachlan J
McLean M
McMahon G
McMenamin P
McNamee L
McNaughton N
McOwen K
McVicar I
Medina-Ramirez R
Meeuwissen S
Meffe F
Mekarasznapa M
Mella D
Mena B
Mena-Hernández L
Menezes M
Mennin S
Mercer A
Merenmies J
Metcalfe E
Metsavainio K
Meyer E
Meyer H
Michaud PA
Mildeke A
Miles E
Miller J
Milnes LS
Milne C
Min C
Miranda M
Mirhosseini F
Mirzaadeh A
Mitrouulas V
Mittal
Mitta M
Mizuki J
Moeller JE
Mohamed Sharif A
Mohd Othman TB
Mollanen J
Mol S
Moller R

Moller ED
Monschau L
Monteiro S
Montpetit-Tourangeau K
Mooi A
Moore J
Mora de Marco
Novellino A
Morales S
Moran A
Moreira M
Mored A
Moroi Y
Morris C
Morzat Hejri S
Morton C
Mossop L
Moung A
Muhammed L
Munkholm SB
Muntinga M
Murdoch-Eaton D
Murphy EL
Murphy S
Murray J
Murray S
Murt A
Musaeus P
Myer G
Myers J
Myhre D
Mylona E
Mylopoulos M
Molloy E
Monrouxe L
Montreuil S
Montpetit-Tourangeau K

N
Na Kakhophonphon T
Nabecker S
Nagano H
Nageswara Rao A
Naidoo K
Najim R
Nakagawa K
Nakagawa M
Nanna S
Naoum F
Nara N
Narciss E
Narenpitak A
Narkwichean A
Naseem A
Naseem S
Nash E
Nayanglahan LJ
Naylor K
Nazeralli-Maitland A
Nendaz M
Nestel D
Nevalainen M
Newton C
Ng C
Ng E
Nganvintravorn S
Nicholson J
Nicholson S
Nicklas D

Niemi-Murola L
Nieminen EM
Nikaein M
Nikjooy A
Niku M
Nimend K
Nishigori H
Nishiya K
Nitsche MP
Noble A
Nomisri A
Nooiari Z
Norcini J
Norfolk M
Nowakowski M
Nystrom P

O
O'Donnell J
O'Regan N
O'Shaughnessy N
O'Sullivan P
Oakley J
OBryan C
Chubu P
Oehmen R
Oh S
Okubo Y
Olivares Olivares SL
Oliveira R
Olmos-Vega F
Omar H
OMara D
Omid A
Ommering B
Ong JR
Ong L
Ong N
Ong YH
Ongtaoorn P
Ool KY
Opalek A
Orourke M
Orians C
Ortoli J
Orton H
O'Shea M
Österholm E
Östman R
Oswald A
Otni M
Ots R
Ou LS
Overgaard DB
Owens J
Oxentenko A

P
Race P
Race R
Paireepinas S
Paiva E
Pakdeewong N
Palacios M
Pales J
Palis A

PCW 8, #3A, #10H15, #8F, #9C

PCW 9, #8A, #9W

PCW 10
INSPIRING MEDICAL EDUCATION

We specialize in developing and producing 3D Interactive Content to improve scientific understanding and medical education, in collaboration with prestigious institutions such as the Harvard-MIT Biomedical Engineering Center.

We produce University Level Coursework with 3D animations and Interactive Self-Evaluation Tests that provide feedback analytics, for all medical and scientific career subjects.

3D TECH OMEGA ZETA
Innovation for Scientific Understanding & Medical Education

T +34 630 059 / Muntaner 462, Bajos 2º
08006 Bcn - Spain / info@3dtechomega.com
www.3dtechomega.com

FIND US AT BOOTH ES10

Anatomage

TABLE

ACCURATE AS A REAL CADAVER

Visit us at booth ES4
Visit us on stand HM2 to get your free trial

We’ve been sharing the best available knowledge and expertise to improve outcomes since 1840.

Innovative leaders in medical e-assessment

Our products, Practique and Kaizen are used by medical research and medical training organisations to help the advancement of medical knowledge around the globe. We provide tools such as exam management and e-portfolio to ensure that the next generation of medical professionals are of the highest standards possible.

Come and meet us to find out how we could help you and your organisation.

Book a free demo at https://fry-it.com or email info@fry-it.com

See www.amee.org/conferences/amee-2017 for full details
MDF Instruments will be exhibiting at stand, TM1. MDF Instruments is an American company headquartered in Los Angeles, California USA. We are a boutique manufacturer best known for reinventing and handcrafting stethoscopes and high quality sphygmomanometers. We have been crafting stethoscopes, sphygmomanometers, and neurological hammers since 1971, and with our passion and commitment to quality and innovation, we can say that we are probably the best in the world at what we do. If you have any inquiries, please contact us at:

T: +818-357-5647 | E: info@mdfinstruments.com | Web: www.mdfinstruments.com
Better medical education and clinical training – now at your fingertips

With the possibility of repeated interaction with virtual representations of real bodies rendered from clinical imaging throughout their education, students, residents and medical professionals are able to gain deeper understanding and insight into anatomy, and the functions and processes inside the body.

Easy access to all types of medical images, including 3D renderings, provides the ability to demonstrate anatomical variations and, in combination with the possibility to study multiple cases, this contributes to enhanced medical education and clinical training. Learn more about Sectra and our offering in our booth!

sectra.com/sectratable

train your students to be the best doctors.

• Differential workup facilitates logical clinical reasoning to establish good diagnostic habits.
• Improves pattern recognition skills.
• Valid from the first day of medical school through residency and beyond.

Value of VisualDx

• Differential builder starting with any key finding.
• Smart search to access best tests, therapy, and more.
• View world’s best medical image library.
• Guided search translated into Spanish, French, German, and Chinese.

Visit us at Booth ES-11! Enter to win an iPad Mini 4!
Collaborating with clinicians and healthcare professionals, Limbs & Things creates and manufactures innovative, relevant task trainers to enable competent and confident learning, which in turn leads to improved patient outcomes and reduces medical error.

Visit us at Stand TM3 to find out more

+44 (0)117 311 0500  sales@limbsandthings.com  limbsandthings.com
Your data analysis solution

The Statistical Add-on for Excel®
that makes Medical Students
love Statistics

200+ features available
Competitive rates
30-day free trial

www.xlstat.com
Booth ES13 - #amee2017

CASPer
Adopted by more than 50 top academic programs,

CASPer admissions screening is an effective online,
video-based situational judgement test (SJT)
that assesses personal and professional characteristics.

CASPer Priorities:
Reliability
Consistently differentiating between high and low performers on qualities of interest
Predictive Validity
Meaningful prediction of future performance
Accessibility
Avoiding unnecessary barriers such as geography or differential backgrounds
Widening Access
CASPer performs significantly better than MCAT/GPA in terms of diversity promotion for URM’s, Females, and Lower SES applicants

Visit AltusAssessments.com to learn more.

Software to Manage, Schedule, Assess & Track your curriculum and your people

Visit us at booth ES9

DESIGNED FOR COMPETENCE
T-Res is an electronic logbook environment featuring real-time, competency-based assessment across web and mobile platforms.
ADVANCING GLOBAL MEDICAL EDUCATION

The Association of American Medical Colleges (AAMC) helps advance global medical education through publications, services, and programs, including:

- Global Health Learning Opportunities®
aamc.org/ghlo
- MedEdPORTAL®
mededportal.org
- Academic Medicine
academicmedicine.org
- Learn Serve Lead 2017
www.aamc.org/learnservelead

Assessment in simulation: Your path to improvement

@laerdaleurope
www.laerdal.com

Next Generation Medical Teaching Support
www.lecturio.com

NEW ERA of medical education

Comprehensive, up to date.
Maintained daily to represent current guidelines and sources across all clinical subjects.

Superior quality.
Created by one of the largest full-time editing teams of physicians.

Professionally recognized.
Used by more than 70% of medical schools in Germany.

International influence.
Now available worldwide in English.

AMBOSS.COM
Digital Solutions for Medical Education

Visible Body
Online programs covering anatomy, physiology, muscles, the skeleton, and the circulatory system

Bates’ Visual Guide to Physical Examination
Head-to-toe and systems-based physical assessment and clinical reasoning skills videos

Acland’s Video Atlas of Human Anatomy
3D rotational gross anatomy videos featuring real cadaver specimens

LWW Health Library
Online portal to clinical and educational content, plus rich multimedia ancillaries for teaching, learning, and practice

Contact europe@ovid.com for a free trial today!

Next Generation Training
Semi-Autonomous Medical Simulation
24/7/365

Start learning from success.
Enable your students to train by themselves.

20
Years of experience

40
Hands-on courses

85000
People trained

MOVING FROM PASSIVE TO EXPERIENTIAL LEARNING
BODY INTERACT™

www.bodyinteract.com

KAPLAN
MEDICAL

LEADER IN THE MEDICAL PROFESSIONAL BOARD REVIEW

To learn more, please visit: www.kaplanmedical.com/institutionalprograms
Try out the quality products and ideas at AMEE booth TM6.

Qpercom provides a cloud-based system which analyses and distributes results electronically for MMs, OSCEs, MCQs/EMQs and EPAs. We deliver quality assured assessments without technical difficulties or administration errors. Our solution is currently used by over 20 universities and professional bodies around the world to streamline their assessments. Please get in touch at contact@qpercom.ie and we look forward to discussing your assessment needs.

VISIT US AT AMEE TM2 AND ON OUR WEBSITE 3BSCIENTIFIC.COM!
Meet the Authors
Professor Ronald Harden & Dan Hunt
book signing of the 5th Edition of,
‘A Practical Guide for Medical Teachers’
12:30pm on Monday 28th August
Visit the Elsevier stand to get your copy
2016 AT A GLANCE

230,000+
TOTAL MEMBERS

10%
Increase in membership

500,000+
CRDS CLAIMED

OFFERING NEW
CLIENT SERVICES
• Accreditation
• Geo-targeted E-Blasts
• Live CME Events Page
• Free Level 5 Outcome
Surveys

700+
Completions on
average within
3 months

167
Now accredited
activities

Email info@freeCME.com
Call 470-231-0522

直接 after
AMEE 2018
SWITZERLAND

AUGUST 30TH – 31ST // 2018 BERN // SWITZERLAND

DIAGNOSTIC ERROR
IN MEDICINE 2018
2nd European Conference

KEYNOTES
SIR LIAM DONALDSON
WHO Envoy for Patient Safety

PROF. GERD GIGERENZER
Director Max Planck Institute for Human
Development Berlin

For more information go to www.improvediagnosis.org
Conference applies for CME Credits.
Classed as the cultural capital of Switzerland, Basel is a striking town, with beautiful medieval buildings spread along the banks of the Rhine, and a thriving art scene with around 40 museums.

Deadline dates

Call for abstracts: November 2017

Abstract submissions:
- Research papers: 5 December 2017
- Doctoral Reports: 14 December 2017
- All other abstracts: 6 February 2018

Abstract decisions: end April 2018

Early registration: 25 May 2018

Last date for presenter registration: 1 June 2018
Join AMEE to

- become part of an international network of educators committed to the advancement of medical and health professions education
- apply for Associate Fellow or Fellow status to demonstrate scholarship (see http://www.amee.org/fellowship)
- take advantage of the special conference registration rate for members
- receive the many other benefits of membership (see www.amee.org/membership)

Join online or contact amee@dundee.ac.uk for more information.

ASPIRE-to-Excellence

An ASPIRE award allows dental, medical and veterinary schools to be recognised internationally for their excellence in education.

ASPIRE awards are made in the following areas:

* Assessment of students
* Faculty development
* Student engagement in the curriculum
* Simulation
* Social accountability of the school
* Curriculum - new for 2018

The 2017 ASPIRE Award winners will be presented on Monday 28 August at AMEE 2017.

AMEE applauds previous ASPIRE Award winners for their commitment to excellence in education:

For information on how your School can apply for an ASPIRE award please see www.aspire-to-excellence.org or contact aspire@dundee.ac.uk

WHO TO CONTACT

ACADEMIC PROGRAMME

Tel : +44 (0) 1382 381953
Email : amee@dundee.ac.uk
Online : www.amee.org/conferences/amee-2017

REGISTRATION, ACCOMMODATION, EXHIBITION, TOURS AND SOCIAL PROGRAMME

Tel : +44 (0) 1745 828400
Email : amee@worldspan.co.uk

If you would like more information about AMEE and its activities, please contact the AMEE Office:

Association for Medical Education in Europe (AMEE)
12 Airlie Place, Dundee, DD1 4HJ, UK

Tel : +44 (0) 1382 381953
Fax : +44 (0) 1382 381987
Email : amee@dundee.ac.uk

Scottish Charity SC031618