Connecting at AMEE 2018

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

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

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

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

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

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

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

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

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

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

| TIME     | PCW6 | PCW7 | PCW9 | PCW1 | PCW2 | PCW3 | PCW4 | PCW5 | PCW8 | PCW10 | PCW11 | PCW12 | PCW13 | PCW14 | PCW15 | PCW16 | PCW17 | PCW18 | PCW19 | PCW20 | PCW21 | PCW22 | PCW23 | PCW24 | PCW25 | PCW26 | PCW27 | PCW28 | PCW29 | PCW30 | PCW31 | PCW32 | Event Hall | AMEE 2018 Local Organising Committee |
|----------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|
| MORNING  |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |
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| AFTERNOON|      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |
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### Conference Timetable | Monday 27th August 2018

**SESSION 3**

**COFFEE BREAK | Hall 4.U & 4.1, CCB | 0945-1015**

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<thead>
<tr>
<th>Time</th>
<th>Session</th>
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<tbody>
<tr>
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**SESSION 4**

**LUNCH BREAK | Hall 4.U & 4.1, CCB | 1200-1400**

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**SESSION 5**

**COFFEE BREAK | Hall 4.U & 4.1, CCB | 1530-1600**

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### Conference Timetable | Monday 27th August 2018

**SESSION 2**

**Meeting | Osaka, 3rd Floor, CCB | AMEE Research Committee (Invite Only)**

**Meeting | Hong Kong, 2nd Floor, CCB | AMEE Simulation Committee (Invite Only)**

**Meeting | MCH Lounge, Event Hall | AMEE Research Committee (Invite Only)**

**Meeting | Mexico, 2nd Floor, CCB | AMEE CPD Committee (Invite Only)**

**Meeting | Hong Kong, 2nd Floor, CCB | AMEE CPD Committee (Invite Only)**

**Meeting | Basisk, Gd Floor, Swissotel | AMEE Fellowship Committee (Invite Only)**

**Meeting | Mexico, 2nd Floor, CCB | AMEE CPD Committee (Invite Only)**

**Meeting | Osaka, 3rd Floor, CCB | National Associations (Invite Only)**
## Session 3

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### Workshops

- **Simulation, Entrustable Professional**: Are you ready for smart patients?
- **Cracking the Code**: How to prove the return on investment from medical education interventions.
- **Receiving Feedback**: Are you ready for smart patients?
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### Conference Timetable | Tuesday 28th August 2018

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<th>Time</th>
<th>Session</th>
<th>Location</th>
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<tbody>
<tr>
<td>07:00-08:15</td>
<td>Morning Session</td>
<td>Hall 4.1, CCB</td>
<td>Coffee Break</td>
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<tr>
<td>08:15-09:00</td>
<td>7A Symposium</td>
<td>Event Hall</td>
<td>Managing the Tension - From Innovation to Application</td>
</tr>
<tr>
<td>09:00-10:00</td>
<td>7B Symposium</td>
<td>Event Hall</td>
<td>Developing Curriculum for 21st Century Medicine</td>
</tr>
<tr>
<td>10:00-10:45</td>
<td>7C Symposium</td>
<td>Event Hall</td>
<td>Applying Evidence-Based Medicine</td>
</tr>
<tr>
<td>10:45-11:30</td>
<td>7D Symposium</td>
<td>Event Hall</td>
<td>Integrating Interprofessional Education</td>
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<tr>
<td>11:30-12:15</td>
<td>7E Symposium</td>
<td>Event Hall</td>
<td>Assessing Assessment</td>
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<tr>
<td>12:15-13:15</td>
<td>Lunch Break</td>
<td>Hall 4.1, CCB</td>
<td>Lunch Break</td>
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<tr>
<td>13:15-14:15</td>
<td>8A Symposium</td>
<td>Event Hall</td>
<td>Career Transitions &amp; Workship</td>
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<tr>
<td>14:15-15:00</td>
<td>8B Symposium</td>
<td>Event Hall</td>
<td>Surgical Innovation</td>
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<td>15:00-15:45</td>
<td>8C Symposium</td>
<td>Event Hall</td>
<td>Doctoral Reports 2</td>
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<td>15:45-16:30</td>
<td>8D Symposium</td>
<td>Event Hall</td>
<td>Plenary 1 - Leadership</td>
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<td>16:30-17:15</td>
<td>8E Symposium</td>
<td>Event Hall</td>
<td>Assessing Assessment</td>
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<td>17:15-18:00</td>
<td>8F Symposium</td>
<td>Event Hall</td>
<td>Workship 1 - Developing &amp; Integrating a Neuroanatomy Virtual Reality Tool for Medical Education</td>
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<td>18:00-18:45</td>
<td>8G Symposium</td>
<td>Event Hall</td>
<td>Workship 2 - Assessing Assessment</td>
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<td>18:45-19:45</td>
<td>Reception</td>
<td>Hall 4.1, CCB</td>
<td>Medical Teacher 40th Anniversary Reception</td>
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<td>19:45-20:45</td>
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<td>20:45-21:45</td>
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**Conference Timetable**

- **Session 7**: 10:15-12:00
  - 7A Symposium: Managing the Tension - From Innovation to Application
  - 7B Symposium: Developing Curriculum for 21st Century Medicine
  - 7C Symposium: Applying Evidence-Based Medicine
  - 7D Symposium: Integrating Interprofessional Education
  - 7E Symposium: Assessing Assessment

- **Session 8**: 12:15-14:15
  - 8A Symposium: Career Transitions & Workship
  - 8B Symposium: Surgical Innovation
  - 8C Symposium: Doctoral Reports 2
  - 8D Symposium: Plenary 1 - Leadership
  - 8E Symposium: Assessing Assessment

- **Session 9**: 16:00-17:00
  - 9A Symposium: Managing the Tension - From Innovation to Application
  - 9B Symposium: Learning with the Terminal - From Innovation to Application
  - 9C Symposium: Learning with the Terminal - From Innovation to Application
  - 9D Symposium: Learning with the Terminal - From Innovation to Application
  - 9E Symposium: Learning with the Terminal - From Innovation to Application
  - 9F Symposium: Learning with the Terminal - From Innovation to Application
  - 9G Symposium: Learning with the Terminal - From Innovation to Application
  - 9H Symposium: Learning with the Terminal - From Innovation to Application
  - 9I Symposium: Learning with the Terminal - From Innovation to Application
  - 9J Symposium: Learning with the Terminal - From Innovation to Application
  - 9K Symposium: Learning with the Terminal - From Innovation to Application
  - 9L Symposium: Learning with the Terminal - From Innovation to Application
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  - 9O Symposium: Learning with the Terminal - From Innovation to Application
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  - 9Q Symposium: Learning with the Terminal - From Innovation to Application
  - 9R Symposium: Learning with the Terminal - From Innovation to Application
  - 9S Symposium: Learning with the Terminal - From Innovation to Application
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<td>1230-1330</td>
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### SESSION 6
- 0830-0945
  - 0830-0945
  - 0945-1015

### SESSION 7
- 1015-1200
  - 1015-1200
  - 1200-1400

### SESSION 8
- 1230-1330
  - 1230-1330
  - 1300-1500

### SESSION 9
- 1400-1530
  - 1400-1530
  - 1500-1600

### COFFEE BREAK
- 0945-1015
  - 1500-1600
  - 1600-1730

### LUNCH
- 1200-1400

### COFFEE BREAK | Hall 4.U & 4.1, CCB | 0945-1015

- COFFEE BREAK | Hall 4.U & 4.1, CCB | 0945-1015
- LUNCH | Hall 4.U & 4.1, CCB | 1200-1400
- COFFEE BREAK | Hall 4.U & 4.1, CCB | 1530-1600
### Conference Timetable | Wednesday 29th August 2018

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### Session 11 08:45-10:15

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**SESSION 11**

**10:45-12:45**

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**COFFEE BREAK | Hall 4.U & 4.1, CCB | 10:15-10:45**

**SESSION 11**

**10:45-12:45**

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Welcome to **AMEE 2018**

AN INTERNATIONAL ASSOCIATION FOR MEDICAL EDUCATION

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

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

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

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

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

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

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

- **Set up collaborations**
  - Many joint projects start at AMEE conferences

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

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

See [www.amee.org/conferences/amee-2018](http://www.amee.org/conferences/amee-2018) for full details
AMEE Executive Committee

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Ronald M Harden (General Secretary/Treasurer)
Zalim Balkizov
Martin R. Fischer
Janusz Janczukowicz
Katerina Dima (Student Representative, IFMSA)
Evangelos Papageorgiou (Student Representative, EMSA)
Madalena Patrício (Past President)
Agostinho Sousa (Junior Doctors Representative)
Subha Ramani
Gary Rogers

AMEE Secretariat

Pat Lilley (Operations Director)
Scott Johnstone (Chief Operating Officer)
Tracey Thomson (Administration Executive)
Farzand Ali (International Business Development Manager)
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Lawrence Sherman
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Lisa Murphy
Olga Rostkowska
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Loubna Kraria

ePoster Support Team:
Tamsin Treasure-Jones
Raymond Elferink
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See www.amee.org/conferences/amee-2018 for full details
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Université de Genève
Universität Basel
Das Schweizerische Institut für ärztliche Weiter- und Fortbildung
Universität Zürich
Università della Svizzera Italiana
UNIL - Université de Lausanne
AO Foundation
HEDS | Haute école de santé de Genève
UB - Universität Bern
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Angela Berni
Bedran Topyürek
Benjamin Müller
Felice Hess
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Giulia Floridia
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Sharon Crackov
Sharon Sneddon
Sigrid Harendza
Silke Biller
Silvia Mamede
Simon Gregory
Simon Kitto
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Sue Murphy
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Vanda Abi Raad
Varadarajan Kalidasan
Victor Rikels
Vimmi Passi
Wee Shiong Lim
Willie Miller
Wojciech Pawlina
Wolf Hautz
Zeev Goldik
Conference venue
Congress Center Basel, MCH Messe Schweiz (Basel) AG, 4005 Basel, Switzerland
https://www.congress.ch/en-US.aspx
Some workshops are located in Swissotel, which is linked to Congress Center Basel (CCB)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Language: All sessions will be conducted in English.

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

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

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

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

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

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

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Conference Workshops: There are 60 conference workshops from which to choose. Workshops may be at introductory, intermediate or advanced level. An indication of the level and whether previous knowledge/experience of the topic is advised is indicated in the abstract on the website www.amee.org/conference/amee-2018 and in the conference App. There is no additional charge for conference workshops. There is no advance sign-up and attendance will be 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.

New! If you would like your poster to be considered for the Medical Teacher Poster Prize please go to www.postersamee.org and follow the ‘Poster Prize’ link. The Poster Prize Committee will review your abstract in advance and then view your mounted poster during the Conference. Please see the following website for instructions and hints on preparing mounted posters: https://amee.org/conferences/amee-2018/abstracts#presentation-with-poster

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

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

PechaKucha™: PechaKucha 20x20 (™) 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.

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

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Poster mentoring: If you have a mounted poster and would like to receive feedback on your work, there will be the opportunity to meet a member of the AMEE Research Committee to discuss your poster. This will take place in Session 7 on Tuesday from 1015-1200 hrs. Places are limited and are available on a first come, first served basis. If you are interested in arranging a poster mentoring appointment please visit www.postersamee.org and follow the “Poster Mentoring” link.

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

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

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

Speaker Preview

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

Audio Visual Arrangements

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

Short communications, research papers, doctoral reports, Points of view, PechaKucha™ and Fringe sessions:

A computer with speakers and a data projector will be provided in all presentation rooms. Presenters are required to use the computer provided.

Plenaries and symposia:

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

Pre-conference and conference workshops:

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

Mounted posters:

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

ePosters:

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

Speaker Preview is open at the following times:

- Sunday 26th August 1430-1800
- Monday 27th August 0715-1745
- Tuesday 28th August 0745-1745
- Wednesday 29th August 0745-1200
Meet the experts: assessment clinic
Richard Fuller, Jennifer Hallam, Matt Homer, Leeds Assessment Research Group: @LeedsARG
Date: Monday 27th August
Time: 1400-1530 (Session 4LL)
Location: Merian, 2nd Floor, Swissotel

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

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

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

### Adaptive Curriculum
- PCW 20: Adaptive Education: Designing and offering education that is individualized, responsive, and optimized for learners and contexts: Sunday 26th August, 0930-1230
- Meet the Authors: Medical Teacher Special Issue: The Adaptive Curriculum: Monday 27th August, 1230-1330
- 4DD: Posters – Monday 27th August, 1400-1530
- 7G: Short Communications – Monday 27th August, 1600-1730
- 10G: Short Communications – Wednesday 29th August, 0800-1015

### Continuing Professional Development (CPD)
- Course: Essential Skills in Continuing Education and Professional Development (ESCEPD): Saturday 25th and Sunday 26th August
- Masterclass: Essential Skills in Continuing Education and Professional Development (ESCEPD): Saturday 25th August
- PCW 14: Competency-based curriculum development for CPD in surgery worldwide: Sunday 26th August, 0930-1230
- PCW 26: A Conceptual Framework for Planning Effective Learning Activities in CPD: Sunday 26th August, 1330-1630
- 3A: Symposium: Not Your Mother’s CPD! The Real World as we Know it! Monday 27th August, 1015-1300
- 4W: Workshop: Developing Continuing Education & Professional Development Programs to Optimize Practice: Monday 27th August, 1400-1530
- 5S: Workshop: Leveraging Technology to Optimize CME: Monday 27th August, 1600-1730
- 8V: Workshop: Developing Continuing Education & Professional Development Programs to Optimize Practice: Monday 27th August, 1600-1730
- 9HH: Poster: Continuing Professional Development 1: Tuesday 28th August, 1015-1200
- 10H: Short Communication: CPD: Revalidation & Assessment of Drs in Practice: Wednesday 29th August, 0830-1015

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

**Sunday 26th August**

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

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

**Monday 27th August**

1015-1200 - 3DD: Posters: Surgery Education

1400-1530 - 4A: Symposium: Acquisition, maintenance, and verification of surgical skills (Ajit K. Sachdeva (American College of Surgeons; Society for Academic CME; Feinberg School of Medicine, Northwestern University, Chicago, USA), Teodor Granicharov (University of Toronto, Canada), Stephen Tobin (Royal Australasian College of Surgeons, Melbourne, Australia), Wa‘el S. Taha (King Abdullah Medical City, Al-Madinah, Saudi Arabia; Chairperson of AOtrauma Education Commission), Craig McIlnhenny (Royal College of Surgeons of Edinburgh, UK)

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

**Tuesday 28th August**

1015-1200 - 7DD: Posters: Simulation in Surgery Education

1230-1330 - The Future of Surgery Education (invite only)

1400-1530 - 8G: Short Communications: Simulation in Surgery Education

1600-1730 - 9G: Round-up: Take home messages from Surgery Track sessions

**Wednesday 29th August**

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

0830-1015 - 10U - Workshop: “Of Course I can Teach ....” – using Entrustable Professional Activities to develop and assess surgical educators [Craig McIlnhenny, Faculty of Surgical Trainers, Royal College of Surgeons of Edinburgh, UK; Jennifer Cleland, University of Aberdeen, UK]

**Awards**

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

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

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

**Surgery Track Committee**

Ajit Sachdeva (American College of Surgeons)
Mike Cunningham (AO Foundation)
John Dent (AMEE)
Ronald Harden (AMEE)
Pat Lilley (AMEE)
Craig McIlnhenny (Royal College of Surgeons of Edinburgh)
Niv Patil (University of Hong Kong)
Urs Ruettschi (AO Foundation)

**Abstract Reviewers**

Craig McIlnhenny, David Hak, Ian McVicar, Lars Konge, Mike Cunningham, Urs Ruettschi, Wa‘el S Taha
AMEE ‘Teaching Innovation’ Award sponsored by the Patil family

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

Doctoral Report Award

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

Medical Teacher Poster Prize - New application process

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

Research Paper Awards

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

AMEE 2018 Simulation Journal Club and Award

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

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

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

Surgery Education and Simulation in Surgery Education Awards

Please see page 11 for details of these awards, sponsored by AO Foundation.

AMEE MedEdPublish Paper Prize

AMEE is pleased to present a prize to the most outstanding paper published in MedEdPublish between August 2017 and June 2018, as selected by the Editorial Board. The winner of the prize of free registration to AMEE 2019 in Vienna will be announced at the end of the plenary on Tuesday.
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<thead>
<tr>
<th>EVENT</th>
<th>Date</th>
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<th>Availability</th>
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<td>AMEE Executive Committee</td>
<td>Saturday 25th August</td>
<td>0830-1730</td>
<td>MCH Lounge</td>
<td>Invite Only</td>
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<tr>
<td>ASPIRE Assessment Panel</td>
<td>Sunday 26th August</td>
<td>0800-0900</td>
<td>Boston, Ground Floor, CCB</td>
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<td>ASPIRE Curriculum Panel</td>
<td>Sunday 26th August</td>
<td>0800-0900</td>
<td>Kairo 2, Ground Floor, CCB</td>
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<td>ASPIRE Faculty Development Panel</td>
<td>Sunday 26th August</td>
<td>0800-0900</td>
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<td>Sunday 26th August</td>
<td>0800-0900</td>
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<td>Sunday 26th August</td>
<td>0800-0900</td>
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<td>ASPIRE Student Engagement Panel</td>
<td>Sunday 26th August</td>
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<td>Sunday 26th August</td>
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<td>Ottawa Consensus Group</td>
<td>Sunday 26th August</td>
<td>1300-1600</td>
<td>Hong Kong, 2nd Floor, CCB</td>
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<tr>
<td>ASPIRE Academy</td>
<td>Sunday 26th August</td>
<td>1400-1600</td>
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<td>BEME - Review Committee</td>
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<td>ESME Advisory Board</td>
<td>Monday 27th August</td>
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<td>Adaptive Curriculum - Meet the Authors</td>
<td>Monday 27th August</td>
<td>1230-1330</td>
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<td>AMEE Faculty Development SIG</td>
<td>Monday 27th August</td>
<td>1230-1330</td>
<td>Sydney, 2nd Floor, CCB</td>
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<td>AMEE Postgraduate Committee SIG</td>
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<td>1230-1330</td>
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<td>Poster Chairs</td>
<td>Monday 27th August</td>
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<td>BEME - Open Session</td>
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<td>1400-1530</td>
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<td>Medical Teacher Editorial Board</td>
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<td>Monday 27th August</td>
<td>1745-1945</td>
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<tr>
<td>AMEE Research Committee</td>
<td>Monday 27th August</td>
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<td>AMEE Simulation Committee</td>
<td>Monday 27th August</td>
<td>1745-1945</td>
<td>Hong Kong, 2nd Floor, CCB</td>
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<td>Ottawa 2020</td>
<td>Tuesday 28th August</td>
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<td>AMEE MedEdPublish Board</td>
<td>Tuesday 28th August</td>
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<td>MCH Lounge</td>
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<td>AMEE CPD Committee SIG</td>
<td>Tuesday 28th August</td>
<td>1230-1330</td>
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<td>Open</td>
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<tr>
<td>AMEE AGM</td>
<td>Tuesday 28th August</td>
<td>1230-1330</td>
<td>Sydney, 2nd Floor, CCB</td>
<td>AMEE Members</td>
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<tr>
<td>BEME Board</td>
<td>Tuesday 28th August</td>
<td>1400-1730</td>
<td>MCH Lounge</td>
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<tr>
<td>Medical Teacher Reception</td>
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<td>1745-1845</td>
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<td>AMEE TEL Committee</td>
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<td>askAMEE</td>
<td>Wednesday 29th August</td>
<td>0830-1015</td>
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<td>AMEE Executive Committee</td>
<td>Wednesday 29th August</td>
<td>1300-1700</td>
<td>MCH Lounge</td>
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</table>
The past few years, several Committees have been formed to progress AMEE’s activities in the following areas:

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

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

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

- CPD - Tuesday, Singapore CCB
- Faculty Development - Monday, Sydney, 2nd Floor, CCB
- Postgraduate - Monday, Singapore, 2nd Floor, CCB

Best Evidence Medical Education (BEME)

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

Sessions include:

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

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

7W - Workshop: Where do I start? Planning a health education systematic review
Date/Time: Tuesday 28th August, 1015-1200
Location: Wettstein, 2nd Floor, Swissotel
Venue for AMEE 2018

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

GPS: Parking Messe Basel, Riehenstrasse 101, 4058 Basel, Switzerland
### Exhibition Opening Hours

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<thead>
<tr>
<th>Day</th>
<th>Time</th>
<th>Duration</th>
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<tr>
<td>Sunday 26th August</td>
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<td>Monday 27th August</td>
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<td>Wednesday 29th August</td>
<td>0930-1100</td>
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### Soapbox Slots

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

---

### Soapbox Schedule

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<thead>
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<th>Day</th>
<th>Time</th>
<th>Exhibitor</th>
<th>Break</th>
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<tr>
<td><strong>Monday 27 August</strong></td>
<td>09:45 - 09:55</td>
<td>International Medical University</td>
<td>Morning Break</td>
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<td>10:00 - 10:10</td>
<td>National Resident Matching Program International</td>
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<td>12:15 - 12:25</td>
<td>NEJM Knowledge+</td>
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<td>12:30 - 12:40</td>
<td>Institute for Communication and Assessment Research</td>
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<td>3B Scientific GmbH</td>
<td>Lunch</td>
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<td>Elenta Consortium</td>
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<td>13:15 - 13:25</td>
<td>Academy of Medical Educators</td>
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<td>13:30 - 13:40</td>
<td>Altus Assessments Inc.</td>
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<td>13:45 - 13:55</td>
<td>AAMC</td>
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<td>Lee Kong Chian School of Medicine</td>
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<td>Myknowledgemap</td>
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<td><strong>Tuesday 28 August</strong></td>
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<td>Monash Institute For Health And Clinical Education</td>
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<td>VisualDx</td>
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<td>Qatar Council For Healthcare Practitioners</td>
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<td>ExamSoft</td>
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<td>13:00 - 13:10</td>
<td>Journal Of Graduate Medical Education (JGME)</td>
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<td>Lecturio GmbH</td>
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<td>BMJ</td>
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<td></td>
<td>10:30 - 10:40</td>
<td>Oxford Medical Simulation</td>
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### Exhibitors at AMEE 2018

**See** [www.amee.org/conferences/amee-2018](http://www.amee.org/conferences/amee-2018) for full details

#### Premium Commercial Exhibitors

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<th>Elsevier (also exhibiting at C4)</th>
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<td>C9</td>
<td>Kyoto Kagaku Co., Ltd.</td>
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<td>C16</td>
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<td>C20</td>
<td>Anatomage (also exhibiting at C21)</td>
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#### Standard Commercial Exhibitors

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<td>McGraw-Hill Education</td>
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<td>Erler-Zimmer GmbH&amp;Co.KG</td>
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#### AMEE Committees

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</table>

#### Premium Not-for-Profit Exhibitors

<table>
<thead>
<tr>
<th>Floor</th>
<th>NP2</th>
<th>Gesellschaft für Medizinische Ausbildung</th>
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<tbody>
<tr>
<td></td>
<td>NP6</td>
<td>IDEAL Consortium</td>
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<tr>
<td></td>
<td>NP8</td>
<td>Umbrella Consortium for Assessment Networks</td>
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<tr>
<td></td>
<td>NP11</td>
<td>Cambridge Assessment Admissions Testing</td>
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<td></td>
<td>NP12</td>
<td>Cardiff University</td>
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<td></td>
<td>NP13</td>
<td>NEJM Knowledge +</td>
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<tr>
<td></td>
<td>NP19</td>
<td>School of Health Professions Education</td>
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<td></td>
<td>NP20</td>
<td>American Board of Medical Specialties</td>
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<td>NP21</td>
<td>Elenta</td>
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<td>NP22</td>
<td>FAIMER</td>
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<td>NP23</td>
<td>National Resident Matching Program International</td>
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<td></td>
<td>NP26</td>
<td>Qatar Council for Healthcare Practitioners, Accreditation Department, Ministry of Public Health</td>
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<td></td>
<td>NP28</td>
<td>National Board of Medical Examiners (NBME)</td>
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<td></td>
<td>NP29</td>
<td>Nanyang Technological University Lee Kong Chian School of Medicine</td>
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<tr>
<td></td>
<td>NP30</td>
<td>Association of American Medical Colleges (AAMC)</td>
</tr>
<tr>
<td></td>
<td>NP31</td>
<td>St George’s, University of London</td>
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</tbody>
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#### Standard Not-for-Profit Exhibitors

<table>
<thead>
<tr>
<th>Floor</th>
<th>NP1</th>
<th>ASME (also exhibiting at NP4)</th>
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<tbody>
<tr>
<td></td>
<td>NP3</td>
<td>IMPP</td>
</tr>
<tr>
<td></td>
<td>NP9</td>
<td>Academy of Medical Educators</td>
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<tr>
<td></td>
<td>NP10</td>
<td>IAMSE</td>
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<tr>
<td></td>
<td>NP14</td>
<td>The College of Family Physicians of Canada</td>
</tr>
<tr>
<td></td>
<td>NP15</td>
<td>NACTUK</td>
</tr>
<tr>
<td></td>
<td>NP16</td>
<td>University of Toronto Centre for Interprofessional Education</td>
</tr>
<tr>
<td></td>
<td>NP17</td>
<td>The Michener Institute of Education at UHN</td>
</tr>
<tr>
<td></td>
<td>NP18</td>
<td>Taylor &amp; Francis</td>
</tr>
<tr>
<td></td>
<td>NP24</td>
<td>Journal Of Graduate Medical Education (JGME)</td>
</tr>
<tr>
<td></td>
<td>NP25</td>
<td><a href="http://www.demdx.com">www.demdx.com</a></td>
</tr>
</tbody>
</table>

#### Academic Stands

<table>
<thead>
<tr>
<th>Floor</th>
<th>A1</th>
<th>Faculty Of Medicine, University Of Basel</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>A2</td>
<td>Global Alliance for Medical Education (GAME)</td>
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<tr>
<td></td>
<td>A3</td>
<td>University of Edinburgh</td>
</tr>
<tr>
<td></td>
<td>A4</td>
<td>Aliz Educational Institutions</td>
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<tr>
<td></td>
<td>A6</td>
<td>International Medical University</td>
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<tr>
<td></td>
<td>A8</td>
<td>University Of Dundee</td>
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<tr>
<td></td>
<td>A12</td>
<td>Harvard Medical School Master's in Medical Education Program</td>
</tr>
<tr>
<td></td>
<td>A13</td>
<td>Monash Institute for Health and Clinical Education</td>
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<tr>
<td></td>
<td>A14</td>
<td>St. George's University of London</td>
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<tr>
<td></td>
<td>A16</td>
<td>Advance-Higher Education</td>
</tr>
<tr>
<td></td>
<td>A17</td>
<td>European Board of Medical Assessors</td>
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<tr>
<td></td>
<td>L1</td>
<td>UDEBM: Unit Of Development And Research In Medical Education</td>
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<tr>
<td></td>
<td>L2</td>
<td>Center For Interprofessional Simulation / CMU</td>
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<tr>
<td></td>
<td>L3</td>
<td>IML: Institute Of Medical Education, Bern</td>
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</table>
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.

Kyoto Kagaku Co., Ltd.
This year, KYOTO KAGAKU celebrates its 70th anniversary. As its latest development to add range of trainers with true-to-life touch to skin, the company presents new PALPATION trainers to hone the fundamental skills in physical assessment and examination. Put your HANDS-ON the new trainers to feel the quality. Reality in touch and feeling and possibility of use of real clinical devices are one of constant key features that the company pursues. Kyoto Kagaku will keep striving further add stimulating experience in training environment, integrating its wide range of history from ultrasound and radiology to computer based technologies.

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

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

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

Email: info@maxinity.co.uk
Website: www.maxinity.co.uk
Telephone: +44 (0) 117 428 0550
Booth: C32

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

BMJ

Email: support@bmj.com
Website: bmj.com/company
Telephone: ‘+44 (0) 20 7111 1105
Booth: C24

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.

VisualDx

Email: sales@visualdx.com
Website: www.visualdx.com
Telephone: +1-800-357-7611
Booth: C25

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

Speedwell Software

Email: info@speedwellsoftware.com
Website: www.speedwellsoftware.com
Telephone: +44 1223 851703
Booth: C28

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

SYNBONE AG

Email: sales@synbone.com
Website: www.synbone.com
Telephone: ‘+41 81 300 02 80
Booth: C34

For over 30 years, SYNBONE continues to be a global market leader providing the latest in anatomical models to train and educate healthcare professionals. Our models reflect the latest requirements to obtain the best education outcome. Furthermore SYNBONE offers skill stations and customised solutions for surgical education. SYNBONE’s skilled engineers are designing innovative products by using comprehensive 3D engineering tools. We use the newest 3D-Technologies and offer high quality products that meet our customers need. We design custom-made models for orthopaedic, skills training, surgical simulation and biomechanical testing. Please let us know your challenges and requirements by visiting our booth.
The Ovid medical research platform is used by healthcare practitioners, librarians, researchers, and students to help inform decisions on patient care, support research to improve practice, and explore new discoveries. Ovid delivers a comprehensive portfolio of the world’s premium peer-reviewed clinical, medical, nursing and allied health content.

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

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

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

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

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

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

Email: bookshop@wisepress.com
Website: www.wisepress.com
Telephone: +44 208 715 1812
Booth: C11

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

3B Scientific GmbH

Email: info@3bscientific.com
Website: 3bscientific.com
Telephone: +49 40 73966-0
Booth: C12

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

Amboss GmbH

Email: hello@amboss.com
Website: www.amboss.com/us
Telephone: +49-30-5770221-50
Booth: C13

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

Fry IT

Email: info@fry-it.com
Website: www.fry-it.com
Telephone: +44 20 7096 8800
Booth: C15

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

Sectra

Email: info.medical@sectra.com
Website: sectra.com/medical/solutionarea/medical-education/
Telephone: +46 13 23 52 00
Booth: C18

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

Primal Pictures Ltd

Email: customerservice@primalpictures.com
Website: https://primalpictures.com/
Telephone: +1 888 670 8900
Booth: C19

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

Oxford Medical Simulation

Email: jack@oxfordmedicalsimulation.com
Website: www.oxfordmedicalsimulation.com
Telephone: +44 7515 281397
Booth: C23

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

Email : info@surgicalscience.com  
Website : http://www.surgicalscience.com  
Telephone : +46 317416560  
Booth : C26

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

Qpercom

Email : info@qpercom.com  
Website : www.qpercom.com  
Telephone : +353 91 395416  
Booth : C27

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

Lecturio

Email : thiemo.weiser@lecturio.com  
Website : www.lecturio.com  
Telephone : +49 34135569980  
Booth : C29

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

www.vonHagens-Plastination.com

Email : contact@guben.plastination.com  
Website : www.vonHagens-Plastination.com  
Telephone : +49 3561 5474 306  
Booth : C30

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

VRmagic GmbH

Email : info@vrmagic.com  
Website : www.vrmagic.com  
Telephone : +49 400 416 0  
Booth : C31

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

Limbs & Things Ltd

Email : sales@limbsandthings.com  
Website : www.limbsandthings.com  
Telephone : +44 1173 110500  
Booth : C33

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

ExamSoft

Email : mtadman@examsoft.com  
Website : www.examsoft.com  
Telephone : +19 544 298889  
Booth : C35

As a leading computer-based testing and analytics platform, ExamSoft’s embedded-assessment solution provides educators with in-depth data that gives insight into student learning. Its software enables clients to efficiently administer assessments and analyse data to improve curricular and test design, help accreditation compliance, and encourage student self-directed learning.
**Gesellschaft für Medizinische Ausbildung**

Email: kontakt@gma-dach.org  
Website: www.gma-dach.org  
Booth: NP2

The Gesellschaft fuer Medizinische Ausbildung (GMA) is the German-speaking Association for Medical Education, including Austria and Switzerland. We are a scientific membership organisation with the objective of promoting medical education, continuing education and advanced training in research, teaching and practice. The GMA publishes the GMS Journal for Medical Education.

**IDEAL Consortium**

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

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

**Umbrella Consortium for Assessment Networks**

Email: info@ucan-assess.org  
Website: www.ucan-assess.org  
Booth: NP8

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

**Cambridge Assessment Admissions Testing**

Email: qureshi.y@cambridgeenglish.org  
Website: http://www.admissionstesting.org/  
Booth: NP11

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

**Cardiff University**

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

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

**NEJM Knowledge+**

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

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

**School of Health Professions Education**

Email: She@maastrichtuniversity.nl  
Website: www.maastrichtuniversity.nl/she  
Booth: NP19

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

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

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

Elentra

Email : simpson@queensu.ca  
Website : https://elentra.org  
Telephone : +1-613-484-7254  
Booth : NP21

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

FAIMER

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

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

National Resident Matching Program International

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

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

Qatar Council for Healthcare Practitioners

Accreditation Department, Ministry of Public Health

Email : saboulsoud@moph.gov.qa  
Website : www.qchp.org.qa/en/Pages/Accreditation.aspx  
Telephone : +97444070331  
Booth : NP26

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

National Board of Medical Examiners (NBME)

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

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

Nanyang Technological University Lee Kong Chian School of Medicine

Email : mersu@ntu.edu.sg  
Website : www.lkcmedicine.ntu.edu.sg  
Booth : NP29

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

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

St George's, University of London

Email: pec@sgul.ac.uk
Website: https://sgul.ac.uk/study/professional
Booth: NP31

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

Standard Not-for-Profit Exhibitors

ASME

Email: info@asme.org.uk
Website: https://www.asme.org.uk
Booth: NP1 / NP4

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

IMPP

Email: info@impp.de
Website: http://www.impp.de
Booth: NP3

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

Academy of Medical Educators

Email: info@medicaleducators.org
Website: medicaleducators.org
Booth: NP9

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

IAMSE

Email: support@iamse.org
Website: www.iamse.org
Booth: NP10

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

The College of Family Physicians of Canada

Email: info@cfpc.ca
Website: www.cfpc.ca
Booth: NP14

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

University of Toronto Centre for Interprofessional Education
Email: belinda.vilhena@uhn.ca  Telephone: +14166035800  Booth: NP16
We build IPE/IPC capacity for collaboration among healthcare learners, educators, practitioners, scholars & leaders. We offer certificate programs (EHPIC, CCL), customized workshops, onsite consultations.

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

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

Journal Of Graduate Medical Education (JGME)
Email: jgme@acgme.org  Telephone: +13127555016  Booth: NP24
The Journal of Graduate Medical Education disseminates graduate medical education scholarship. It’s peer-reviewed, editorially independent, and published by the Accreditation Council for Graduate Medical Education.

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

Academic Stands

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

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

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

St. George’s University of London
Booth: A14
Opportunities to join an upcoming ESME Course

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

Face-To-Face

- **ESME**
  - 5-9 October 2018, Russia
- **ESME and RESME (Research)**
  - 1-5 November 2018, China
- **ESME Leadership**
  - 1-6 December 2018, China
- **ESMEA (Assessment)**
  - 9-13 Jan 2019, APMEC Singapore
- **ESME**
  - 10-13 Jan 2019, APMEC Singapore
- **ESME**
  - 7-11 June 2019, IAMSE Roanoke USA
- **ESME and RESME**
  - *24-28 Aug 2019, Vienna, Austria

*additional courses will be available

Online

- **ESME II Skills in Action**
  - 25 Sep-20 Nov 2018
- **ESME**
  - 1 Oct-21 Dec 2018
- **ESMEA**
  - 24 Sep—14 Dec 2018
- **ESME Student**
  - 21 Jan-13 Apr 2019
- **ESMEA**
  - 14 Jan—29 April 2019
- **ESME II Skills in Action**
  - 2 Apr-28 May 2019
- **ESME**
  - 8 Apr-28 June 2019
- **RESME**
  - 15 Apr—5 July 2019

Please see the new ESME brochure or visit us at the AMEE stand to find out more.
Visit to the 3D Print Lab at the University Hospital Basel

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

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

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

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

Attendance is limited to 20 participants and a sign-up sheet will be available at the Registration Desk in Basel.
Introducing our new website ...

AMEE Fellowship

9Y : Workshop: Supporting a community of young educators through the AMEE Fellowship
Location : Samarkand, 3rd Floor, CCB
Date : Tuesday 28th August
Time : 1400-1530 hrs

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

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

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

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

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

AMEE Fellowship:
• Chris Skinner, Australia
• Judy McMinn, UK
• Zalim Balkizov, Russia

AMEE Associate Fellowship:
• Catherine Regan, Australia
• Minna Kaila, Finland
• Paulina Sobieranska, Poland
• Tripiti Srivastava, UK
• David Carr, USA
• Helena Filippe, Portugal

ESME Certificate in Medical Education:
AMEE ESME Specialist Certificate in Medical Education
• Dimitri Parra

Essential Skills in Medical Education (ESME)
• Adam Poliwczak
• Adrian De Gifs
• Aedheen Regan
• Agata Bechtold
• Annika Ahluwalia
• Anil Manudhane
• Anna Zalewska-Janowska
• Anna Creelman
• Ana-Teresa Maia
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Research Grant:
• Anouk Wouters, VUmc School of Medical Sciences, Amsterdam, Netherlands – ‘Unravelling stakeholders’ discourses of selection for medical study and the emotions involved’
• Susan Humphrey-Murto, University of Ottawa, Canada – ‘Learner Handover: How does it influence assessment?’

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

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

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

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

Zulfiqar Ali Khan Postgraduate Fellowships:
• Abdullatif Aydin, UK
• Claus Hedeborg Bisgaard, Aarhus, Denmark
• Eleonora Leopardi, Australia
• Gwendolyn Tattao, Philippines
• Maud Kramer, Netherlands
• Monica Bernardo, Brazil
• Raunak Singh, Leicester, UK
• Rebecca Dube, Canada
• Remi Wolf, Stanford, USA
• Rikke Kaae, Denmark
<table>
<thead>
<tr>
<th>Time</th>
<th>Pre-registration Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>0800-1630</td>
<td>Pre-registration is essential. Coffee &amp; Lunch will be provided.</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>ESCEPD - Essential Skills in Continuing Education and Professional Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>0900-1600</td>
<td>Location: Boston 1, Ground Floor, CCB</td>
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</table>

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

<table>
<thead>
<tr>
<th>Time</th>
<th>PCW 12 Basic Statistics for the Medical Educator – A Problem-based Learning Approach (lunch included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0930-1630</td>
<td>Andrè F. De Champlain (Medical Council of Canada, Canada), John R. Boulet (Foundation for Advancement of International Medical Education and Research, USA), Mark Raymond (National Board of Medical Examiners, USA) Location: Samarkand, 3rd Floor, CCB</td>
</tr>
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<tr>
<th>Time</th>
<th>PCW 13 3 C’s of TEL (Veterinary Education Worldwide) (lunch included)</th>
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<tbody>
<tr>
<td>0930-1630</td>
<td>Chris Trace (School of Veterinary Medicine, University of Surrey, UK), Jan Ehlers (Witten/Herdecke University, Germany), Jodi Korich, College of Veterinary Medicine, Cornell University, USA) Location: Shanghai 3, Ground Floor, CCB</td>
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<tr>
<th>Time</th>
<th>PCW 14 Competency-based Curriculum Development for CPD in Surgery Worldwide</th>
</tr>
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<tbody>
<tr>
<td>0930-1230</td>
<td>Mike Cunningham, Urs Ruettschi, Jane Thorley-Wiedler, Sandipan Chatterjee, Kokeb Abebe (AO Foundation - AO Education Institute, Switzerland) Location: Lima, Ground Floor, CCB</td>
</tr>
</tbody>
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<tr>
<th>Time</th>
<th>PCW 15 Widening Access to Virtual Educational Scenarios – Authoring and implementing</th>
</tr>
</thead>
<tbody>
<tr>
<td>0930-1230</td>
<td>Sheetal Kavia, Terry Poulton (St George’s, University of London, UK), Andrezej Kononowicz, Natalia Stathakarou (Karolinska Institutet, Sweden), Lindsey Germain (Bayer, Germany), Martin Adler (Instruct, Germany) Location: Kairo 2, Ground Floor, CCB</td>
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<tr>
<th>Time</th>
<th>PCW 16 Moving From Being Reactive to Being Proactive: Addressing Professionalism Challenges Across the Continuum</th>
</tr>
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<tr>
<td>0930-1230</td>
<td>Betsy White Williams (University of Kansas School of Medicine, Clinical Program Professional Renewal Center, USA), Frederic Hofferty (PhD Program in Professionalism and Values Mayo Clinic, USA), Mary Turco (Center for Learning and Professional Development, Dartmouth-Hitchcock and Geisel School of Medicine, Lebanon, NH, USA), Ian Wilson (Learning and Teaching School of Medicine, Faculty of Science, Medicine and Health University of Wollongong, Australia), David Davis (Medical Education, Mohammed Bin Rashid University of Medicine and Health Sciences, Dubai, United Arab Emirates) Location: Helvetia 2, 1st Floor, Swissotel</td>
</tr>
</tbody>
</table>
0930-1230  #PCW 17 Preparing Supervisors for Entrustment Decisions about Learner Performance: Effective approaches for training and support of clinical faculty
Maryellen E. Gusic, Elizabeth B. Bradley (University of Virginia School of Medicine, USA), Huiju Carrie Chen (Georgetown University School of Medicine, USA), Yva Holzhaußen, Harm Peters, (Charité - Universitätsmedizin Berlin, Germany), Olle ten Cate (University Medical Center Utrecht, Netherlands)
Location: Boston 2, Ground Floor, CCB

0930-1230  #PCW 18 How to develop high quality OSCE stations with a special focus on communication competencies
Sissel Guttormsen, Cadja Bachmann (Institute of Medical Education, Medical Faculty, University of Bern, Switzerland), Jan Breckwoldt, Roger Kropf (Office of the Dean of Studies, Faculty of Medicine, University of Zurich, Switzerland), Matteo Monti (Faculty of Biology and Medicine, University of Lausanne, Switzerland), Noelle Junod (Unit of Development and Research in Medical Education, Medical Faculty, University of Geneva, Switzerland)
Location: Darwin, Ground Floor, CCB

0930-1230  #PCW 19 Resuscitating your Public Speaking Skills: Key Tips and Strategies for Medical Educators
Jason (Jay) Homme (Mayo Clinic, USA), Kevin Dufendach (Cincinnati Children’s Hospital, USA)
Location: Rio, 2nd Floor, CCB

0930-1230  #PCW 20 Adaptive Education: Designing and offering education that is individualized, responsive, and optimized for learners and contexts
Michael Serapian (Oregon Health & Science University, USA and iMedTrust, London UK), Hilliard Jason (iMedTrust, London, UK and University of Colorado, USA), Ian Curran (Duke-NUS, Singapore), Davinder Sandhu (Royal College of Surgeons in Ireland; Medical University of Bahrain), Jane Westberg (iMedTrust, London, UK, and University of Colorado, USA), Andrew Douglas (iMedTrust, London, UK)
Location: Kairo 1, Ground Floor, CCB

0930-1230  #PCW 21 What to do with ward rounds? Optimising teaching and learning in a complex clinical environment
Amy Gray, Helen Enright (The University of Melbourne, Australia), Gordon Caldwell (Worthing Hospital, UK), Rakesh Patel (University of Nottingham, UK)
Location: Helvetia 7, 1st Floor, Swissoftel

0930-1230  #PCW 22 A toolbox for embedding the humanities in health professions education
Janusz Janczukowicz (Medical University of Lodz, Poland), Flora Smyth Zahra (The Dental Institute King’s College London UK), Arabella Simpkin (Massachusetts General Hospital, Harvard Medical School USA), Veronica Seltzer (VU University Medical Center, Amsterdam, the Netherlands)
Location: Wettstein, 2nd Floor, CCB

1330-1630  #PCW 23 Proficiency-based progression in Surgical Education: what it is and how to do it
Chitra Subramanian (AO Education Institute USA & Switzerland), Anthony Gallagher (ASSERT, University College Cork, Ireland), Patrick Hen (School of Medicine, University College Cork, Ireland), Patrick Kiely (Flux Learning Ltd and Office of VP for Teaching and Learning, University College Cork, Ireland)
Location: Shanghai 1, Ground Floor, CCB

1330-1630  #PCW 24 The Good Doctor: Professionalism Remediaion Approaches
Anna Byzewski (University of Ottawa, Canada), Lynn Monrouxe (Chang Gung Memorial Hospital, Taiwan)
Location: Rio, 2nd Floor, CCB

1330-1630  #PCW 25 Technology Enhanced Learning in Medical Education...for Dummies!
Claire Smith, Tim Vincent, CJ Taylor
Location: Helvetia 7, 1st Floor, Swissoftel

1330-1630  #PCW 26 A Conceptual Framework for Planning Effective Learning Activities in CPD
Don Moore (Vanderbilt University Medical Center, USA)
Location: Boston 2, Ground Floor, CCB

1330-1630  #PCW 27 Can we personalise large-scale assessments? Implementing and measuring the impact of Sequential Testing
Richard Fuller, Matthew Homer, Jennifer Hallam (Leeds Institute of Medical Education, UK)
Location: Darwin, Ground Floor, CCB

1330-1630  #PCW 28 Assessing Values alongside Non-Academic Attributes using Multiple Mini Interviews
Fiona Patterson (Work Psychology Group, UK)
Location: Lima, Ground Floor, CCB

1330-1630  #PCW 29 Designing a Quality Assurance System for the Medical Education Program
Ducksun Ahn (World Federation for Medical Education, South Korea), Barbara Barzansky (Liaison Committee on Medical Education, USA), Dan Hunt (Association of American Medical Colleges, USA)
Location: Kairo 2, Ground Floor, CCB

1330-1630  #PCW 30 Combating the Bystander Effect through Professionalism OSCE Stations
Elizabeth Krajic Kachur, Bianca Schuh, Chaoyan Dong, Jenny/Lee Yuan Wong, Thanakorn Jirasevijinda, Lisa Altshuler
Location: Helvetia 2, 1st Floor, CCB

1330-1630  #PCW 31 Creating an Engaging Learning Environment using Team-Based Learning
Sandy Cook, (Duke-National University of Singapore)
Location: Kairo 1, Ground Floor, CCB
Coffee Break Times
For delegates who have registered to attend a pre-conference workshop, coffee will be available in Hall 4.0 at the following times:

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

AMEE 2018 Orientation Session
A session for first-time attendees to come and hear some suggestions of how to get the most from the Conference, and meet the AMEE Executive Committee and other first-timers.
Trudie Roberts (AMEE President), Ronald Harden (AMEE General Secretary/Treasurer), Pat Lilley (AMEE Operations Director)
Location: Sydney, 2nd Floor, CCB
Time: 1600-1700

AMEE 2018 Orientation Session
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Trudie Roberts (AMEE President), Ronald Harden (AMEE General Secretary/Treasurer), Pat Lilley (AMEE Operations Director)
Location: Sydney, 2nd Floor, CCB
Time: 1600-1700

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

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

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

A musical welcome to Basel!

Networking Reception
Food, drink, conversation, entertainment and an opportunity to visit the exhibits.
Location: Hall 4.1/Hall 4.u
Fee: Included in the registration fee for registered participants and first registered guest.
Additional guests cost €35.00 plus Swiss VAT per guest.
Registration Desk / Exhibition
0715-1745 Registration Desk Open Foyer South, Event Hall
0930-1630 Exhibition Open Hall 4.1/4.2, CCB

Tours – all tours depart and return to Congress Centre Basel
1000-1200 City Vintage Tram Tour
1330-1600 City Vintage Tram Tour and Chocolate Experience
1400-1600 Walking Tour of the City, including the Cathedral

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

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

0915-0945 ASPIRE-to-Excellence Award Presentations

0945-1015 Coffee Break Hall 4.1/4.2, CCB
Viewing of posters and exhibits

Soapbox Stage – Hall 4.1, CCB
0945-0955 International Medical University
National Resident Matching Program
International

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

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

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

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

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

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

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

1100-1115 #3D4 Mindfulness-Based Cognitive Therapy (MBCT) as a Well-Being Programme for Medical Students: Evaluation of a Pilot Programme
Samuel Y.S. Wong, The Chinese University of Hong Kong, Hong Kong

Note: Only the presenter(s) are listed in the programme. For a full list of authors, please see the App or Abstract Book.
1115-1130 #3D5 NOT PRESENTED

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

1145-1200 Discussion

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

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

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

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

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

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

1155-1200 Discussion

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

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

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

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

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

1135-1155 #3F5 A new wave? A proposal for the future of education for collaboration
Cynthia R Whitehead, The Wilson Centre, University of Toronto and University Health Network, Toronto, Canada

1155-1200 Discussion

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

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

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

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

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

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

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

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

1155-1200 Discussion

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

1015-1025 #3H1 Walking the Footsteps and Feeling the Pain: Patientization
Jamie Lim, Tan Tock Seng Hospital, Singapore

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

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

1045-1055 #3H4 NOT PRESENTED

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

1105-1115 #3H6 Build it, and they will come? A need to move beyond Knowles theory of andragogy for busy residents
Daniel Nicklas, University of Colorado, Aurora, USA
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<thead>
<tr>
<th>Time</th>
<th># Session</th>
<th>Title</th>
<th>Chairperson/Location</th>
</tr>
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<tr>
<td>1015-1200</td>
<td>#3J</td>
<td>Short Communications: Assessment: EPAs</td>
<td>Sigrid Harendza, Germany, Olle ten Cate, Netherlands</td>
</tr>
<tr>
<td>1015-1200</td>
<td>#3J</td>
<td>Short Communications: Assessment: General/Written</td>
<td>Robert Carroll, USA, Rio, 2nd Floor, CCB</td>
</tr>
<tr>
<td>1030-1045</td>
<td>#3J</td>
<td>Short Communications: Assessment: EPAs</td>
<td>Konstantin Brass, Institute for Communication and Assessment Research, Heidelberg, Germany</td>
</tr>
<tr>
<td>1130-1135</td>
<td>#3J</td>
<td>Short Communications: Assessment: General/Written</td>
<td>Clare Touchie, Canada, Shanghai 2, Ground Floor, CCB</td>
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<td>1130-1135</td>
<td>#3K</td>
<td>Short Communications: Professional Identity</td>
<td>Claire Touchie, Canada, Shanghai 2, Ground Floor, CCB</td>
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<tr>
<td>1100-1115</td>
<td>#3J</td>
<td>Short Communications: Assessment: EPAs</td>
<td>Sigrid Harendza, Germany, Olle ten Cate, Netherlands</td>
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<td>1130-1145</td>
<td>#3J</td>
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<td>Sigrid Harendza, Germany, Olle ten Cate, Netherlands</td>
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<td>1145-1200</td>
<td>#3J</td>
<td>Short Communications: Assessment: EPAs</td>
<td>Sigrid Harendza, Germany, Olle ten Cate, Netherlands</td>
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<td>1015-1200</td>
<td>#3J</td>
<td>Short Communications: Assessment: EPAs</td>
<td>Sigrid Harendza, Germany, Olle ten Cate, Netherlands</td>
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<td>1030-1045</td>
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<tr>
<td>1030</td>
<td>#3L2 Re-examining basic science knowledge to improve preparation for clerkships: Early experiences with CRUX tests</td>
<td>Eugène Custers, University Medical Centre at Utrecht, Netherlands</td>
<td></td>
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<tr>
<td>1045</td>
<td>#3L3 Toward critical reflection for competent social practice</td>
<td>Stella Ng, University of Toronto, Canada</td>
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<tr>
<td>1100</td>
<td>#3L4 Master theses at the University of Zurich: academic achievement of five year’s cohorts as expressed by publication metrics</td>
<td>Jan Breckwoldt, University of Zurich, Faculty of Medicine, Zurich, Switzerland</td>
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<tr>
<td>1115</td>
<td>#3L5 How to succeed in curriculum reform? – Influence of stakeholder interests and strategies in context of Bourdieu’s framework</td>
<td>Anne Franz, Charité - Universitätsmedizin Berlin, Germany</td>
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<tr>
<td>1130</td>
<td>#3L6 Reinventing Japanese medical education, a year later</td>
<td>Haruko Akatsu, JUHW, Narita, Japan</td>
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<tr>
<td>1145</td>
<td>#3L7 Implementation of spiral curriculum in Medical Education: Four Loops</td>
<td>David Kereselidze, New Vision University, Tbilisi, Georgia</td>
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<tr>
<td>1200</td>
<td>No Discussion</td>
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<tr>
<td>1015</td>
<td>#3M Short Communications: Gender</td>
<td>Chairperson: Esther Helmich, Netherlands; Discussant: Carol Elam</td>
<td>Boston 2, Ground Floor, CCB</td>
</tr>
<tr>
<td>1030</td>
<td>#3M1 Integration of Gender Medicine in Medical Education at Austrian Universities – the Status Quiz</td>
<td>Ulrike Nachtschatt, Innsbruck Medical University, Innsbruck, Austria</td>
<td></td>
</tr>
<tr>
<td>1045</td>
<td>#3M2 The relevance of the ‘irrelevant’: sexual and gender diversity topics in a medical curriculum</td>
<td>Maaike Muntinga, VUMc School of Medical Sciences, Amsterdam, Netherlands</td>
<td></td>
</tr>
<tr>
<td>1100</td>
<td>#3M3 Women leaders in Global Health - the importance of gender equality in global health and the integration of global health issues into medical education</td>
<td>Sabine Ludwig, Charité-Universitätsmedizin Berlin, Germany</td>
<td></td>
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<tr>
<td>1115</td>
<td>#3M4 Medical students’ ability to care for LGBT population in the Middle East</td>
<td>Roland Tomb, Saint-Joseph University Medical School (USJ), Beirut, Lebanon</td>
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</tr>
<tr>
<td>1130</td>
<td>#3M5 Implementation Strategies of Gender Medicine in European Medical Universities</td>
<td>Sarah Hiltner, Radboud University Medical Center, Nijmegen, Netherlands</td>
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<tr>
<td>1145</td>
<td>#3M6 “Can I have your number?” – exploring undergraduate medical student boundary setting</td>
<td>Benjamin Taylor-Davies, King’s College London, UK</td>
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<td>1200</td>
<td>No Discussion</td>
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<tr>
<td>1015</td>
<td>#3N Short Communications: Selection</td>
<td>Chairperson: Sharon Peters, Canada; Discussant: Maria Rosa Fennoll-Brunet, Spain</td>
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<tr>
<td>1030</td>
<td>#3N1 Comparing apples, oranges and dragon fruit: Integrating the BioMedical Admissions Test (BMAT) into selection at Leeds Medical School</td>
<td>Patrick Harkin, School of Medicine, University of Leeds, UK</td>
<td></td>
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<tr>
<td>1045</td>
<td>#3N2 Is selection paying off? A cost-benefit analysis of a multi-tool selection procedure into medical school contrasted with a lottery procedure</td>
<td>Sanne Schreurs, Department of Educational Development and Research, Maastricht University, Maastricht, Netherlands</td>
<td></td>
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<tr>
<td>1100</td>
<td>#3N3 Selecting the attributes that matter: Personal attributes at MMI interview predict clinical competence in specified domains of senior medical student OSCEs</td>
<td>Lyndal Parkeer-Newlyn, University of Wollongong, Australia</td>
<td></td>
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<tr>
<td>1115</td>
<td>#3N4 Associations between MMI scores and scores on the BioMedical Admissions Test (BMAT): Implication for selection practices</td>
<td>Kevin YF Cheung, Cambridge Assessment Admissions Testing, Cambridge University, Cambridge, UK</td>
<td></td>
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<tr>
<td>1130</td>
<td>#3N5 Investigating the predictive validity of a selection instrument over time – A case study of the BioMedical Admissions Test (BMAT) at a UK university</td>
<td>Sarah McElwee, Cambridge Assessment Admissions Testing, University of Cambridge, UK</td>
<td></td>
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<td>1145</td>
<td>#3N6 Does changing medical admissions practices impact on who is admitted?</td>
<td>Sandra Nicholson, QMUL, London, UK</td>
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<tr>
<td>1200</td>
<td>Discussion</td>
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<td>1015</td>
<td>#3O Short Communications: Student Engagement</td>
<td>Chairperson/Discussant: Maria Rosa Fennoll-Brunet, Spain</td>
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<td>1030</td>
<td>#3O1 One day to change 3 years of learning: the gamble of few students</td>
<td>Camille Bac, Lyon Est Faculty of Medicine, Lyon, France</td>
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<tr>
<td>1045</td>
<td>#3O2 Student self-assessment driven by the AMEE ASPIRE programme at the Faculty of Medicine of the University of Lisbon</td>
<td>Madalena Patricio, Department of Medical Education (DEM), Faculty of Medicine, University of Lisbon (FMUL), Lisbon, Portugal</td>
<td></td>
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<tr>
<td>1100</td>
<td>#3O3 Investigating the procedure for selecting students at Maastricht University</td>
<td>Sanne Schreurs, Department of Educational Development and Research, Maastricht University, Maastricht, Netherlands</td>
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<td>1115</td>
<td>#3O4 Developing Effective Student-Staff Interactions to Improve the Learning Environment</td>
<td>Katrina West, School of Clinical Medicine, University of Cambridge, UK</td>
<td></td>
</tr>
<tr>
<td>1130</td>
<td>#3O5 Students have great influence on decisions at University of Copenhagen – regarded as equals of the Board of Leaders</td>
<td>Mathilde Horn Andersen, University of Copenhagen, Denmark</td>
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<td>10:15-12:00</td>
<td><strong>Short Communications: Faculty Development 1</strong></td>
<td><strong>#3P</strong> Short Communications: Faculty Development 1</td>
<td>Chairperson: Nobutaro Ban, Japan</td>
</tr>
<tr>
<td>10:30-10:45</td>
<td><strong>#3P</strong> Creating a Collaborative, International, Post-Doctoral Fellowship in Health Professions Education</td>
<td>Sandy Cook, Duke University School of Medicine, Durham, USA</td>
<td></td>
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<tr>
<td>10:45-11:00</td>
<td><strong>#3P</strong> Effects of institutional context on lecturer agency in faculty development</td>
<td>Shira Moch, University of the Witwatersrand, Johannesburg, South Africa</td>
<td></td>
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<tr>
<td>11:00-11:15</td>
<td><strong>#3P</strong> From faculty development program to educational change in the clinical workplace: exploring the transfer of educational innovations through activity theory</td>
<td>Agnes Elmberger, Department of Learning, Informatics, Management and Ethics, Karolinska Institutet, Stockholm, Sweden</td>
<td></td>
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<tr>
<td>11:15-11:30</td>
<td><strong>#3P</strong> Promoting Approaches to Teaching in the Basic Sciences that Facilitate Students' Engaging in Deep Learning: The Impact of a Certificate Program in University Teaching</td>
<td>Diane Salter, St. George's University, St. George's, Grenada, West Indies</td>
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<tr>
<td>11:30-11:45</td>
<td><strong>#3P</strong> Developing clinical education based on medical education research - findings from a faculty development program</td>
<td>Clara Bolander Laksov, Stockholm University, Stockholm, Sweden</td>
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<tr>
<td>11:45-12:00</td>
<td><strong>#3Q</strong> Short Communications: Postgraduate Education 1</td>
<td><strong>#3Q</strong> Training Medical Students to become Great Teachers: A Longitudinal Msq Medical Student as Teacher Elective (MST)</td>
<td>Elisabeth Schiegel, Donald and Barbara Zucker School of Medicine at Hofstra/Northwell, Hempstead, USA</td>
</tr>
<tr>
<td>11:45-12:00</td>
<td><strong>#3Q</strong> How peers, supervisors and patients support reflection of residents, but also hinder it during training</td>
<td>Sergio Mordang, Maastricht University, Maastricht, Netherlands</td>
<td></td>
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<td>11:45-12:00</td>
<td><strong>#3Q</strong> Multi-methods evaluation of an experiential approach to improving residents' competency and confidence in obesity management consultation</td>
<td>Denise Campbell-Scherer and Sonja Wicklum, University of Calgary, Alberta, Canada</td>
<td></td>
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<td>11:45-12:00</td>
<td><strong>#3Q</strong> Use of Virtual Reality in the learning of patient safety in the Emergency Department: Perceptions of doctors</td>
<td>Shu Woan Lee, Changi General Hospital, Singapore</td>
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<tr>
<td>10:45-11:00</td>
<td><strong>#3Q</strong> Optimising a resident's day on the ward</td>
<td>Vanessa Kroeghe, Internal Medicine, Lausanne University Hospital, Lausanne, Switzerland</td>
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<tr>
<td>10:30-10:45</td>
<td><strong>#3Q</strong> Training as an investment: Does early procedural training generate more productive residents?</td>
<td>Claus Hedebo Bisgaard, Centre for Health Sciences Education, CESU, Faculty of Health, Aarhus University, Aarhus, Denmark</td>
<td></td>
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<tr>
<td>11:15-11:30</td>
<td><strong>#3R</strong> Video-based asynchronous DOPS - assessing skill acquisition by Orthopaedic residents</td>
<td>Benjamin Liang, Khoo Teck Puat Hospital, Singapore</td>
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<td>11:30-11:45</td>
<td><strong>#3R</strong> Supervisor's summative assessments of trainees: a study of the internal structure validity evidence for the interpretation and use of the results</td>
<td>Darryl McGill, The Canberra Hospital, Canberra, Australia</td>
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<td>11:45-12:00</td>
<td><strong>#3R</strong> Beyond the tick-box: A self-regulated learning lens on trainee perceptions of the mini-CEX</td>
<td>Eva Kipen, University of Melbourne, Australia</td>
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<td>11:45-12:00</td>
<td><strong>#3R</strong> Factors influencing General Practitioners in their attribution of a Global Assessment in medical training</td>
<td>Marisa Magiros</td>
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<tr>
<td>11:45-12:00</td>
<td><strong>#3R</strong> Programmatic Assessment Practice-focused Guidelines: A knowledge translation tool to support competency-based assessment at Queen's University</td>
<td>Laura McEwen, Queen's University, Kingston, Canada</td>
<td></td>
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<td>11:45-12:00</td>
<td><strong>#3R</strong> Engaging departmental stakeholders in shaping their program of assessment</td>
<td>Nancy Dalgonso, Queen's University, Kingston, Canada</td>
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<td>11:45-12:00</td>
<td><strong>#3R</strong> Exploring how the new entrustable professional activity assessment tools affect the quality of feedback given to Medical Oncology residents</td>
<td>Nazik Hammad, Queen's University, Kingston, Canada</td>
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</table>
#3S Conference Workshop: The World Federation for Medical Education (WFME) Recognition Program for Accrediting Agencies: Purpose, processes, and criteria
David Gordon (WFME, Ferney-Voltaire, France), John Norcini, Marta van Zanten, (FAIMER, Philadelphia, USA)
Location: Wettstein, 2nd Floor, Swissotel

#3T Conference Workshop: WITHDRAWN

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

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

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

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

#3Y Conference Workshop: Are you ready for smart patients? Are your digital capabilities up to speed in a digitised and democratised world?
Susan Kennedy, Richard Price (Health Education England, London, UK), Phil Southworth (Imperial College Healthcare NHS Trust, UK)
Location: Samarkand, 3rd Floor, CCB

#3Z Conference Workshop: Creating your personal learning network: 10 tips from a systems lens
Felix Ankel (HealthPartners Institute, Bloomington MN, USA), Sally Santen, Robin Hempfill (Virginia Commonwealth University, Richmond VA, USA)
Location: Guangzhou, 2nd Floor, CCB

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

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

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

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

#3CC2 NOT PRESENTED

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

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

#3CC5 Learning Outcomes of Prenatal Counseling by Simulation-based Flipped Classrooms Compared to Conventional Lectures
Ching-Ju Shen, Kaohsiung Medical University, Kaohsiung, Taiwan

#3CC6 Pass the Papers: Designing an exam preparation module that meets the diverse needs of Core Psychiatry trainees
Naomi Hampton, Southern Health NHS Foundation Trust, Southampton, UK


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

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

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

**#3CC11 Case Based Blended Learning (CBBL) - a strategy to foster the transfer of declarative to procedural knowledge or more?**
Sebastian Ertl, Medical University Vienna, Austria

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

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

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

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

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

**3DD1 - 3DD5 NOT PRESENTED**

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

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

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

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

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

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

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

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

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

**3DD12 Application of FACTETS Program for OSCE Pass score in Surgical Clerkship**
Kyoung Sil Kim, Dept. of Surgery, Yonsei University College of Medicine, Seoul, South Korea

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

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

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

**3DD16 The Neural Implementation of Surgical Expertise within the Mirror-Neuron System: An fMRI Study**
Ide Heyligers, School of Health Professions Education, Maastricht University, Maastricht, Netherlands
1015-1200 3GG Posters: Postgraduate Specialist Training

Chairperson: Mohammad Razel
Location: Hall 4.1, CCB

#3FG1 Pre-briefing in Simulation - How much is enough?
Grace McKay, Medical Education and Simulation Hub, Pinderfields General Hospital, Mid Yorkshire Hospitals Trust, Leeds, UK

#3FG2 A Sustainable Ophthalmology Training Program in the Pacific: Methodology and Key Factors for Success
Catherine Green, Royal Australian and New Zealand College of Ophthalmologists, Sydney, Australia

#3FG3 Assessment for Medical Radiation Technologist Core Competency Training in Taiwan
Hsin-Yi Chiu, JCT, New Taipei City, Taiwan

#3GG1 Important lessons learnt from a qualitative study exploring the F3 generation
Chantelle Rizan, Brighton and Sussex University Hospitals NHS Trust, Brighton, UK

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

#3GG6 WITHDRAWN

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

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

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

#3GG10 Learning evidence-based medicine skills in postgraduate medical education: effects of deliberate practice
Eelco Draaisma, Beatrix Children’s Hospital and Deliberate Practice Centre Groningen, Netherlands

#3GG11 Reasons for prolonged residency in Switzerland
Céline Favrod, CHUV, Lausanne, Switzerland

#3GG12 Respiratory therapy technology: The continuous teaching and training courses based on Miller’s pyramid
Tsai-Chen Yu, Taipei Medical University Shuang-Ho Hospital Division of Chest Medicine, New Taipei City, Taiwan

#3GG13 Evaluation of Student Self-perceived Progress and Competence after the Self-directed Medical Simulation Based Trauma Life Support Course
Rita Gudaityte, Department of Surgery, Lithuanian University of Health Sciences, Kaunas, Lithuania

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

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

#3GG18 Educational needs of neonatologists on end of life care in a tertiary hospital
Komal Tewani, KK Women and Children's Hospital, Singapore

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

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

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

#3HH1 Understanding context in collaborative decision making at interprofessional team meetings (IPTM) using the Cynefin framework
Keng Teng Tan, Tan Tock Seng Hospital, Singapore

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

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

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

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

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

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

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

#3HH9 NOT PRESENTED

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

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

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

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

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

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

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

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

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

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

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

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

#3III1 Student Assistantship Programme in Family Medicine
Wern Ee Tang, Lee Kong Chian School of Medicine, Singapore

#3III2 Easing the transition into clinical years: the role of student-led introductory sessions
Hesham Khalid, St George’s, University of London, UK

#3III3 Adaptation to Early Clinical Rotation: Roles of Transition Period
Rulliana Agustin, Faculty of Medicine, University of Indonesia, Jakarta, Indonesia

#3III4 New Beginnings: A Resident Orientation Program
Ozlem Cakmakkaya, University of Istanbul, Cerrahpaşa Medical School, Istanbul, Turkey
#3115 A foundation year one led teaching programme for medical students: a review of student feedback
Thurkaa Shammugalingam, The Royal London Hospital, Whitechapel, UK

#3116 The impact of a peer-led revision programme on the self-perceived preparedness of final year medical students for examinations and work as an FY1 doctor
Alexander Moffat, University of Birmingham, UK

#3117 Ready... Steady... Learn! Utilizing Student and Faculty Feedback to Enhance Transitioning to Clinical Clerkship and Residency
Simon Field, Dalhousie University, Halifax, NS, Canada

#3118 'Life, death and taxes, what I wish I had known' – A Near-Peer Led Transition Course for New Doctors Focusing on Non-Technical Skills
Yun Mei Lau, Royal Free London NHS Foundation Trust, London, UK

#3119 The Dutch transition to graduate medical training: How clinical experience between graduation and residency affects career choice
Sophie Querido, University Medical Center Utrecht, Netherlands

#3120 Training students to be doctors: the use of ward round simulations
Sindhu Naidu, Imperial College London, UK

#3121 Can assessment drive behaviour change? The use of the conscientiousness index in an internal medicine residency programme
Faith Chia, National Healthcare Group, Singapore

#3122 Understanding of medical professionalism among Polish medical teachers
Anna Kocurek, Jagiellonian University, Kraków, Poland

#3123 Mistreatment, abuse, unprofessionalism and unproductive behaviour: A comparative qualitative analysis of how medical learners and educators define negative behaviour in the clinical workplace
Meredith Vanstone, McMaster University, Hamilton, Canada

#3124 Rating the severity of medical student professionalism issues and the quality of insight demonstrated in students' response to professionalism remediation
Lawrence Grierson, McMaster University, Hamilton, Canada

#3125 The Development, Over 12 Years, of our "White Coat Ceremony" for Cultivating Professionalism in Medical Students in Japan
Michito Hirakata, Keio University School of Medicine, Tokyo, Japan

#3126 A qualitative analysis of students' perceptions on professionalism in hidden curriculum: a pilot study in internal medicine rotation
Saranya Prathaithep, Sunpatisithprasong Hospital, Ubon Ratchathani, Thailand

#3127 Self-development activities and Reflection, to promote Medical Professionalism
Thawanrat Chayaanantapat, Vachira Phuket Hospital, Phuket, Thailand

#3128 Professionalism and Cinemeducation
Martina Balaam, Edinburgh University Medical School, Edinburgh, UK

#3129 Investigating professionalism experts' opinion: toward developing an undergraduate medical professionalism curriculum
Nikoo Yamani, Isfahan University of Medical Sciences, Isfahan, Iran

#3130 Vulnerability and disillusionment as a threat to residents' professional identity development
Naike Bochatay, University of Geneva, Switzerland

1015-1200

#3JJ Posters: Clinical Teaching 1
Chairperson: Mandy Moffat, UK
Location: Hall 4.u, CCB

#3JJ1 Implementing FAST-sonography for German 4th year medical students
Philip Bintaro, Hannover Medical School, Hannover, Germany

#3JJ2 Problem oriented and simulation for teaching mechanical ventilators in medical students
Yada Siriphannon, Buriram Medical Education Center, Buriram, Thailand

#3JJ3 Assessing the effectiveness and perceptions of Fundoscopy teaching in core medical trainees
Ruth Chen, Nottingham University Hospitals NHS Trust, Nottingham, UK

#3JJ4 NOT PRESENTED

#3JJ5 Basic Obstetrics and Gynecology procedures of 6th year Medical Students in Roi-et Hospital, Thailand
Sirikanya Somsri, Roi-et Hospital Medical Education Center, Roi-et, Thailand

#3JJ6 Comparison of Teaching Basic Orthopedic Procedural Skills by Peer Assisted Learning (PAL) Tutoring and by A Teacher's Teaching in Undergraduate Medical Students
Meena Permphai, BuddhaChinaraj Medical Education Center, Phitsanulok, Thailand

#3JJ7 WITHDRAWN

#3JJ8 NOT PRESENTED

#3JJ9 Physical examination contests effectively improve learning outcomes
Fen-Yu Tseng, National Taiwan University College of Medicine, Taipei, Taiwan

#3JJ10 Improving physicians' ward round communication through simulation-based training
Marc Grünewald, Chair of Medical Education, TUM Medical Education Center, Munich, Germany

#3JJ11 An Educational Approach to Support Family Witnessed Resuscitation – Enhancing Continued Professional Development Through Animation
Natalie Smee, NHS Education for Scotland, Glasgow, UK
1015-1200

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

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

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

#3KK3 Teaching communication skills in order to make inevitable death discussable
Dorine van Woerden, Academic Medical Centre, Department of Medical Psychology, Amsterdam, Netherlands

#3KK4 Small-Group Interactive Role-Play Communication Workshop: Building up confidence
Chayanis Trakulthong, Kalasin Hospital Medical Education Center, Kalasin, Thailand

#3KK5 Implementing longitudinal curricula of communication: Experiences from four German faculties of medicine
Barbara Hinding, IMPP - Institut für medizinische und pharmazeutische Prüfungsfragen, Mainz, Germany

#3KK6 Communication at the End of Life. Experience Report from a Brazilian University
William Megumi Momoeda, UNIVASF, Petrolina, Brazil

1200-1400

Lunch Break
Viewing of posters and exhibits
Hall 4.1/4 u
Session 4: Simultaneous Sessions

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

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

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

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

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

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

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

1440-1500  
**#4E3 Remediation interventions for postgraduate medical learners with academic difficulties: Results from a BEME systematic review**  
Miriam Lacasse, Université Laval, Quebec City, Canada
<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Title</th>
<th>Presenters</th>
</tr>
</thead>
<tbody>
<tr>
<td>1500-1530</td>
<td>4E4 Problem-based learning with virtual patients promotes effective self-directed constructive learning, but at what cost to student wellbeing and cognitive engagement?</td>
<td>Viktor Riklefs, Karaganda State Medical University, Karaganda, Kazakhstan</td>
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<tr>
<td>1520-1530</td>
<td>Discussion</td>
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<tr>
<td>1400-1530</td>
<td>#4F Research Papers: Teaching</td>
<td>Chairperson: Jen Cleland, UK Assessor: Manuel Costa, Portugal</td>
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<tr>
<td>1400-1420</td>
<td>#4F1 Evidence-based quality improvement in clinical teaching: An initiative to enhance teaching in critical thinking, high value care, and health care equity</td>
<td>Amy Sullivan, Harvard Medical School and Beth Israel Deaconess Medical Center, Boston, USA</td>
<td></td>
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<tr>
<td>1420-1440</td>
<td>#4F2 Video versus bedside teaching of paediatric clinical examination skills: A mixed methods study</td>
<td>Ann George, University of the Witwatersrand, Johannesburg, South Africa</td>
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<tr>
<td>1440-1500</td>
<td>#4F3 Faculty Perceptions of Challenges and Opportunities to Facilitate Implicit Bias Instruction: Implications for Curriculum Development</td>
<td>Cristina Gonzalez, Albert Einstein College of Medicine/Montefiore Medical Center, Bronx, NY, USA</td>
<td></td>
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<tr>
<td>1500-1520</td>
<td>#4F4 An international study validating teacher profiles based on their conceptions of learning and teaching</td>
<td>Johanna Jacobs, VUmc School of Medical Sciences and LEARN! VU University, Amsterdam, Netherlands</td>
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<tr>
<td>1520-1530</td>
<td>Discussion</td>
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<tr>
<td>1400-1530</td>
<td>#4G Patil Teaching Innovation Awards 2</td>
<td>Chairperson: Gary Rogers, Australia and Rille Pihlak, UK Location: Helvetia 2, 1st Floor, Swissetal</td>
<td></td>
</tr>
<tr>
<td>1400-1415</td>
<td>#4G1 Introducing a Clinical Teaching Unit to increase autonomy, competence and relatedness in medical training using Self Determination Theory principles</td>
<td>Esther Hamoen, Leiden University Medical Center (LUMC), Leiden, Netherlands</td>
<td></td>
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<tr>
<td>1415-1430</td>
<td>#4G2 Iran International Public Health Summer School (IPHS): A Report of an On-site Educational Game on Global Health for Healthcare Professions Students</td>
<td>Azim Mirzazadeh, Tehran, Iran</td>
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<tr>
<td>1430-1445</td>
<td>#4G3 Changing the healthcare education through teacher assistants</td>
<td>Marcos Rojas, University of Chile, Santiago, Chile</td>
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<tr>
<td>1445-1500</td>
<td>#4G4 Déjà vu all over again: An innovative 3-year spiral curriculum in antimicrobial stewardship and infectious diseases</td>
<td>Peter Chin-Hong, UCSF, San Francisco, USA</td>
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<tr>
<td>1500-1515</td>
<td>#4G5 NOT PRESENTED</td>
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<tr>
<td>1515-1530</td>
<td>#4G6 Using visual- and e-learning methods to enhance medical student engagement in clinical genetics</td>
<td>Adam Jones, Cardiff University, Cardiff, UK</td>
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<td>1520-1530</td>
<td>Discussion</td>
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<tr>
<td>1400-1530</td>
<td>#4H: PechaKucha 2</td>
<td>Chairperson: Marko Zdravkovski, Slovenia Location: Kairo 1, Ground Floor, CCB</td>
<td></td>
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<tr>
<td>1400-1410</td>
<td>#4H1 The Sim360 Trial – Innovating simulation training with the use of a ‘flipped’ 360-degree virtual reality video</td>
<td>Jordan Tsigarides, Norwich Medical School, Norwich, UK</td>
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</tr>
<tr>
<td>1410-1420</td>
<td>#4H2 Technology-Enhanced Learning: Audio Tours in Anatomical Pathology</td>
<td>Lynelle Covender, University of Cape Town, South Africa</td>
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<tr>
<td>1420-1430</td>
<td>#4H3 Short supplemental videos produced by students, for students</td>
<td>Simon Albrechtsen, University of Copenhagen, Denmark</td>
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<tr>
<td>1430-1440</td>
<td>#4H4 Clinic instead of lecture room – to start the medical curriculum</td>
<td>Jörg Goldhahn, ETH, Zurich, Switzerland</td>
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<tr>
<td>1440-1450</td>
<td>#4H5 Let’s Share a SIX Pack...for Faculty Development</td>
<td>Heather Billings, Mayo Clinic, Rochester, USA</td>
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<tr>
<td>1450-1500</td>
<td>#4H6 Interprofessional collaboration education: The experience of students at the end of their professionalizing journey</td>
<td>Brigitte Vachon, Université de Montréal, Canada</td>
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<td>1500-1510</td>
<td>#4H7 Jindaola: The process of embedding Indigenous knowledge into mainstream medical and health science curricula at the University of Wollongong, NSW, Australia</td>
<td>Teresa Treweek, School of Medicine, University of Wollongong, Australia</td>
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<td>1510-1520</td>
<td>#4H8 ‘You Murderer’? - challenges faced by recent veterinary graduates when performing euthanasia</td>
<td>Claire Vinten, Royal Veterinary College, London, UK</td>
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<td>1520-1530</td>
<td>Discussion</td>
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<tr>
<td>1400-1530</td>
<td>#4I Short Communications: Curriculum: Community Based/Rural Teaching</td>
<td>Chairperson: Nada Cikes, Croatia Discussant: Suzanne Pitama, New Zealand Location: Rio, 2nd Floor, CCB</td>
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<tr>
<td>1400-1415</td>
<td>#4I1 Comparative efficacy of postgraduate MD longitudinal integrated clerkships in rural communities translating to regional internships</td>
<td>Scott Kitchener, Griffith University School of Medicine, Toowoomba, Australia</td>
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<tr>
<td>1415-1430</td>
<td>#4I2 Personal learning perceived by students and teachers from primary care experiences in vulnerable population of Northern Argentina</td>
<td>Clara Facioni, Instituto Universitario Hospital Italiano, Buenos Aires, Argentina</td>
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<tr>
<td>1430-1445</td>
<td>#4I3 An Interdisciplinary primary care approach to multimorbidity: a pilot study of medical and nursing students’ home visits in developing patient care plans</td>
<td>Carmen Wong, The Chinese University of Hong Kong, Hong Kong</td>
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<td>Chairperson/Location</td>
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<td>1445</td>
<td>#4J</td>
<td><strong>Short Communications: Assessment: Progress Test</strong></td>
<td>Chairperson: Renee Stalmeijer, Netherlands Discussant: Carlos Collares, Netherlands Location: Shanghai 1, Ground Floor, CCB</td>
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<tr>
<td>1445</td>
<td>#4I</td>
<td><strong>Physical Findings Progress Test at a Medical School – Longitudinal Data Analysis</strong></td>
<td>Heeyoung Han, Southern Illinois University School of Medicine, Springfield, Illinois, USA</td>
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<tr>
<td>1445</td>
<td>#4J</td>
<td><strong>Progress testing and self-evaluation in undergraduate medical students</strong></td>
<td>Janina Ulbi, Faculty of Medicine, University of Maribor, Slovenia</td>
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<tr>
<td>1445</td>
<td>#4I</td>
<td><strong>Progress test analysis: Is the students' knowledge improved?</strong></td>
<td>Rahamanish Sabirin, Universitas Gajah Mada, Yogyakarta, Indonesia</td>
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<tr>
<td>1445</td>
<td>#4J</td>
<td><strong>Fourteen years of formative progress testing in radiology residency training: experiences from Netherlands</strong></td>
<td>Dirk Rutgers, University Medical Center, Utrecht, Netherlands</td>
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<td>1445</td>
<td>#4J</td>
<td><strong>Not Presented</strong></td>
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<tr>
<td>1400</td>
<td>#4K</td>
<td><strong>Short Communications: Curriculum: Empathy</strong></td>
<td>Chairperson: Margaret Gerbase, Switzerland Discussant: Chris Skinner, Australia Location: Shanghai 2, Ground Floor, CCB</td>
</tr>
<tr>
<td>1400</td>
<td>#4I</td>
<td><strong>Promoting Empathy among medical students: a two-site randomized controlled study</strong></td>
<td>Céline Buffel du Vaure, Université Paris Descartes, Sorbonne Paris Citè, Faculté de Médecine, Département de Médecine Générale, Paris, France</td>
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<tr>
<td>1400</td>
<td>#4I</td>
<td><strong>Evolution of Empathy in French medical students during their first academic year</strong></td>
<td>Olivier Coste, École de santé des armées, Bron, France</td>
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<tr>
<td>1400</td>
<td>#4J</td>
<td><strong>Humanism in medicine - instilling empathy</strong></td>
<td>Anna Byszewski, University of Ottawa, Canada</td>
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<tr>
<td>1400</td>
<td>#4J</td>
<td><strong>Empathy in training: Applied Drama and Communicating Bereavement in the Maternity Services</strong></td>
<td>Aisling Smith, Royal College of Physicians of Ireland, Dublin, Ireland</td>
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<td>1400</td>
<td>#4J</td>
<td><strong>Building civic responsibility among medical students through service learning - A visit to a Disability Centre</strong></td>
<td>Sajida Naseem, Shifa College of Medicine, STMU, Islamabad, Pakistan</td>
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<tr>
<td>1500</td>
<td>#4L</td>
<td><strong>Short Communications: Social Accountability</strong></td>
<td>Chairperson: Elizabeth Wooster, Canada Discussant: Jim Rourke, Canada Location: Shanghai 3, Ground Floor, CCB</td>
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<tr>
<td>1415</td>
<td>#4J</td>
<td><strong>Results from a Global Social Accountability Survey - What do medical students really think?</strong></td>
<td>Alkaterini Dima, International Federation of Medical Students' Associations (IFMSA), Thessaloniki, Greece</td>
</tr>
<tr>
<td>1415</td>
<td>#4J</td>
<td><strong>A tool for Social Accountability: presenting the ISAT</strong></td>
<td>Ruy Souza, Federal University of Roraima-Brazil, Boa Vista, Brazil</td>
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<td>1415</td>
<td>#4J</td>
<td><strong>“Change A World!” Program with the TOOTH FAIRY</strong></td>
<td>Ruth Margalit, Tel Aviv School of Medicine, Tel Aviv, Israel</td>
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<tr>
<td>1444</td>
<td>#4J</td>
<td><strong>Winning the ASPIRE-to-Excellence Award in Social Accountability: what's next?</strong></td>
<td>Emmanuelle Careu, Faculté de médecine, Université Laval, Quebec, Canada</td>
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<tr>
<td>1445</td>
<td>#4J</td>
<td><strong>The Needs of the Many: NOSM Students’ Experience of Generalism and Rural Practice</strong></td>
<td>Roger Strasser, Northern Ontario School of Medicine. Lakehead and Laurentian Universities, Sudbury, Ontario, Canada</td>
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<tr>
<td>1415</td>
<td>#4M</td>
<td><strong>M: Short Communications: International I</strong></td>
<td>Chairperson: Bill Burdick, USA Location: Boston 1, Ground Floor, CCB</td>
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<tr>
<td>1415</td>
<td>#4M</td>
<td><strong>An Overview of the Medicine and Humanities International Program, an International Educational Initiative</strong></td>
<td>Ali Chour, Faculté Lyon Est - Université Claude Bernard Lyon 1, Lyon, France</td>
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<tr>
<td>1415</td>
<td>#4M</td>
<td><strong>Do you embrace or decline? A study into the influence of physicians’ views of the organizational culture on their incorporation of global standards in clinical teaching</strong></td>
<td>Tudor Calinici, “Iuliu Hatieganu” University of Medicine and Pharmacy, Cluj-Napoca, Romania</td>
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<tr>
<td>1445</td>
<td>#4M</td>
<td><strong>JPEMS – Joint Program for European Medical Studies – From idea to success</strong></td>
<td>Tudor Calinici, “Iuliu Hatieganu” University of Medicine and Pharmacy, Cluj-Napoca, Romania</td>
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<td>1445</td>
<td>#4M</td>
<td><strong>Explaining the causes of differential attainment for International Medical Graduates in selection tests and licensing exams</strong></td>
<td>Fiona Patterson, Work Psychology Group, Derby, UK</td>
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<tr>
<td>1450</td>
<td>#4M</td>
<td><strong>Sharing stories about medical and health professional education in difficult circumstances: Conceptualising issues, strategies and solutions</strong></td>
<td>Michelle McLean, Bond University, Australia</td>
</tr>
<tr>
<td>1510</td>
<td>#4M</td>
<td><strong>Difference in Communication styles of Western Teachers and Nepalese Learners in an Intercultural Faculty Development Program for Mountain Rescuers in Nepal</strong></td>
<td>Monika Brodmann Maeder, Institute of Mountain Emergency Medicine, EURAC Research, Bolzano, Italy and Department of Emergency Medicine, Inselspital, Bern, Switzerland</td>
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</tbody>
</table>

No Discussion
1400-1530 #4N Short Communications: Clinical Reasoning 1
Chairperson: Marie-Claude Audetat, Switzerland
Location: Boston 2, Ground Floor, CCB

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

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

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

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

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

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

No Discussion

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

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

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

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

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

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

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

No Discussion

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

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

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

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

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

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

1515-1530 Discussion

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

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

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

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

1445-1500 #4Q4 NOT PRESENTED

1500-1515 #4Q5 NOT PRESENTED

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

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

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

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

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

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

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

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

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

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

1400-1530 #4BB Conference Workshop: Online assessment with the students’ own devices: An evidence based and practical approach to eAssessment
Eeva Pyörälä (University of Helsinki, Centre for University Teaching and Learning, Helsinki, Finland), Sanna Siirilä (University of Helsinki, Services for Learning and Teaching Technology, Helsinki, Finland), Daniel Folger, Teemu Masalin, Jussi Merenmies (University of Helsinki, Faculty of Medicine, Helsinki, Finland), Colin Lumsden (University of Manchester, Manchester Medical School, Manchester, UK)
Location: Mexico, 2nd Floor, CCB
### #4CC ePosters: Engaging with Learning - game-based, problem-based & practice-based

**Chairperson:** Susan Kennedy, UK  
**Location:** Kairo 2, Ground Floor, CCB

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

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

#### #4CC3 Pedagogical 2.0 – a playful learning concept to train clinical decision making
Lorenz Grigull, Medical University, Hannover, Germany

#### #4CC4 Phototherapy: An Educational Innovation to Stimulate Effective Learning in Ophthalmology
Sakchai Vongkittirux, Department of Ophthalmology, Faculty of Medicine, Thammasat University, Pathum Thani, Thailand

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

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

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

#### #4CC8 NOT PRESENTED

#### #4CC9 NOT PRESENTED

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

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

#### #4CC12 NOT PRESENTED

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

### #4DD Posters: Adaptive Curriculum

**Chairperson:** Mark Quirk, USA  
**Location:** Hall 4.1, CCB

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

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

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

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

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

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

### #4EE Posters: Written Assessment and Final Exam

**Chairperson:** Sandra Kemp, Australia  
**Location:** Hall 4.1, CCB

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

#### #4EE2 Mandatory Licensing Examinations For Graduating Doctors In The UK – How Do Medical Students Perceive This Initiative?
Rafael Bica, UCL Institute of Education, London, UK

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

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

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

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

#### #4EE7 Assessment of Prescribing Skills using SBA and VSA questions
Chee Yeen Fung, Imperial College London, UK
1400-1530  #4F Posters: Anatomy/Ultrasound
Chairperson: Ewa Szymacher, Canada
Location: Hall 4.1, CCB

#4FF1 Students' perceptions of drawing as a tool to learn anatomy and histology
Maarit Hölttä-Vuori, University of Helsinki, Medical School, Helsinki, Finland

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

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

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

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

#4GG1 WITHDRAWN

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

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

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

#4E8 Writing Multiple Choice Questions based on Bloom's Taxonomy: the Answer is in the student approach
Sally Santer, Virginia Commonwealth School of Medicine, Richmond, VA, USA

#4E9 Analysis of Question-Text Complexity for Equality Monitoring
Daniel Zahra, Plymouth University Peninsula Schools of Medicine and Dentistry, Plymouth, UK

#4E10 NOT PRESENTED

#4E11 Multiple choice question writing as a remediation strategy
Scott Compton, Duke-NUS Medical School, Singapore

#4E12 Open book examination and its effectiveness compared with traditional-style closed book examination in stroke rehabilitation medicine course for medical students: randomized controlled trials
Anon Sathapornphaisid, Medical Education Center Ratchaburi Hospital, Ratchaburi, Thailand

#4E13 NOT PRESENTED

#4E14 Comparing the use of Modified Angoff and Cohen Methods in Standard Setting of High-Stakes Graduating Examinations
Michael SH Wan, School of Medicine, University of Notre Dame, Sydney, Australia

#4E15 Statistical modeling allows analysis of factors impacting student performance on the USMLE Step 1 examination
Robert Carroll, Brody School of Medicine at East Carolina University, Greenville NC, USA

#4E16 The Journey to STEP 1: A Preparation Mindset
Sonya Ford, American University of Antigua College of Medicine, Coolidge, Antigua

#4F5 NOT PRESENTED

#4F6 Exploring medical students' attitudes towards anatomy teaching
Daniel Sims, Brighton & Sussex Medical School, Brighton, UK

#4F7 Anatomy Education in Nigeria: The Viewpoints of Medical Students
Auwal Ahmed Musa, Usmanu Danfodiyo University, Sokoto, Nigeria

#4F8 NOT PRESENTED

#4F9 Stripping for anatomy: Student attitudes on the use of ultrasound in pre-clinical medical education
Claire Smith, University of Sussex, Brighton, UK

#4F10 Interinstitutional Point-Of-Care Ultrasound Workshop for Enhancing Performance Capacity: Learners' perspective
Jirapa Chansangrat, Suranaree University of Technology, Nakhonratchasima, Thailand

#4F11 Developing an objective assessment of medical students' ultrasonography skills early in the Curriculum
Aftab Azad, Hamad Medical Corporation (HMC), Doha, Qatar

#4F12 A case-based abdominal ultrasound class for German fifth-year medical students
Sabine Schneidewind, Hannover Medical School, Hannover, Germany

#4F13 Point-of-care ultrasound for Medical Education: UBI's initial experience
Miguel Castelo-Branco, University of Beira Interior, Covilha, Portugal

#4F14 Virtual or physical? 2D or 3D? The impact of resource design on learning outcomes in veterinary anatomy and diagnostic imaging teaching
Sarah Channon, The Royal Veterinary College, London, UK
#4G10 Differences in Academic Performance of Students Entering Faculty of Medicine, Universidad de Chile, Through Special and Regular Admission
José Peralta Camposano, Universidad de Chile, Santiago, Chile

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

#4G12 Medical demography in Spain: numeros clausus in Medical Schools and positions of Postgraduate Training
Joaquín García-Estañ, Universidad de Murcia, Spain

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

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

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

1400-1530

#4HH Posters: Interprofessional Education - Undergraduate
Chairperson: Paulina Sobierskana, Poland
Location: Hall 4.4, CCB

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

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

#4HH3 WITHDRAWN

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

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

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

#4HH7 NOT PRESENTED

#4HH8 NOT PRESENTED

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

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

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

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

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

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

#4HH15 Assessing Interprofessional Communication of Health Students
Wiwik Kusumawati, Universitas Muhammadiyah Yogyakarta, Indonesia
1400-1530 #411 Posters: Flipped Classroom
Chairperson: Levente Kiss, Hungary
Location: Hall 4.u, CCB

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

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

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

#414 Using online immediate response system to promote in-class activities of flipped classroom in medical students
Yao-Dun Hou, NDMCTSGH, Taipei, Taiwan

#415 NOT PRESENTED

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

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

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

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

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

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

1400-1530 #41J Posters: The Teacher and Challenges/Research in Medical Education
Chairperson: Anique Atherley, Netherlands
Location: Hall 4.u, CCB

#41J1 The experience of teacher learning community in physical therapy for ever-changing clinical educational system
Tsung-Yu Tsai, Kaohsiung Medical University Hospital, Kaohsiung Medical University, Kaohsiung, Taiwan

#41J2 NOT PRESENTED

#41J3 Transformation of educational philosophies and community of practice: A teacher's profile in EMI curriculum innovations
Miao Yang, Shantou University Medical College, Shantou, People's Republic of China

#41J4 Identification with teaching, motivations to teach, and faculty development needs of part-time teachers vs tenured faculty at a health sciences school
Abigail Snook, University of Iceland, Reykjavik, Iceland

#41J5 Are you still happy and want to be a medical teacher?
Pinyok Srisanansanee, Surin Medical Education Center, Surin, Thailand

#41J6 NOT PRESENTED

#41J7 “You’re almost frightened of the tidal wave, you know you couldn’t cope if it was”: The stress of balancing teaching with service in general practice
Lindsey Pope, University of Glasgow, UK

#41J8 Prevalence and factors influencing burnout syndrome among medical teachers in tertiary care non-faculty hospital: a pilot survey
Thanatchanan Thodthasri, Buriram Medical Education Center, Buriram, Thailand

#41J9 Retention behind Resilience: How to cope with a hectic schedule in the medical workplace
Pei-Chun Lin, Far Eastern Memorial Hospital (FEMH), New Taipei City, Taiwan

#41J10 Stress Maintained by Medical Staff, Externs and Interns Affects Medical Students’ Learning Abilities at Vachira Phuket Medical Center
Pornpirun Leeyangyuen, Walailak University, Phuket, Thailand

#41J11 Faculty Motivations and Barriers to Teaching in a Clinical Academic Department
Malgorzata Rajda, Dalhousie University, Department of Psychiatry, Halifax, Canada

#41J12 Can A Picture Paint a Thousand Words?
Catherine Gordon, University of Liverpool, UK

#41J13 NOT PRESENTED

#41J14 WITHDRAWN

#41J15 Productivity in medical education research: a challenge and opportunity in Thailand
Pairoj Boonluksiri, Hatyai Hospital, Songkhla, Thailand
Poster Session #4KK

1400-1530

#4KK1 What factors determine academic achievement in medical education? Perspectives of Thai interns and dropout students
Navonorn Ingkapairoj, Buriram Hospital, Buriram, Thailand
Location: Hall 4.1, CCB

#4KK2 Academic Risk Predictive Model in First Year Medical Students at Universidad Andrés Bello Viña del Mar Chile
Peter McColl, Escuela de Medicina Universidad Andrés Bello, Viña del Mar, Chile
Location: Hall 4.1, CCB

#4KK3 What happened to my mind?
Kanoknan Intabtim, Budhachinaraj Medical Center, Phitsanulok, Thailand
Location: Hall 4.1, CCB

#4KK4 Stress in relation to CanMEDS roles during clinical courses: a prospective study on medical students
Sari Ponzer, Karolinska Institutet, Stockholm, Sweden
Location: Hall 4.1, CCB

#4KK5 Motivational Profiles of Thai Medical Students: Association with Exhaustion, Academic Year, and Performance
Wanna Ardonk, Budhachinnaraj Medical Center, Phitsanulok, Thailand
Location: Hall 4.1, CCB

#4KK6 Medical Student Suicides in Thailand: The Analysis by Using Reported Cases in Thai Newspapers
Rungnapha Siriphonphaibool, Somdejprajaotaksinmaharaj Hospital Medical Education Center, Tak, Thailand
Location: Hall 4.1, CCB

#4KK7 Development and content validation of a structured scale for measuring interpersonal violence and bullying among students from health professions undergraduate programs
Matheus Alpes, Ribeirão Preto Medical School - University of São Paulo, Ribeirão Preto, Brazil
Location: Hall 4.1, CCB

#4KK8 Depression Factors During Internship In Medical Students
Chonnikarn Weng, Medical Education Center Phuket Hospital, Phuket, Thailand
Location: Hall 4.1, CCB

#4KK9 An active strategy of clinical skills learning - engaging students as partners in learning activities
Fazna Aishath Saleem, International Medical School, Management And Science University, Kuala Lumpur, Malaysia
Location: Hall 4.1, CCB

#4KK10 The role of medical students in implementing a curriculum in a new branch campus
Christopher Dinh, Mayo Clinic School of Medicine, Rochester, USA
Location: Hall 4.1, CCB

#4KK11 The Utrecht Work Engagement Scale (UWES-5-9) has good psychometric indicators in the Portuguese medical student population
Rita Neves, School of Medicine, University of Minho, Braga, Portugal
Location: Hall 4.1, CCB

#4KK12 Time and Communication: lessons learned from Year 1 student engagement team in an ASPIRE medical school
Mathurin Suwanvalai, Faculty of Medicine, Chulalongkorn University, Bangkok, Thailand
Location: Hall 4.1, CCB

#4KK13 Student engagement at Karolinska Institutet – the role of the Medical Students’ Society
Awad Smew, Karolinska Institutet, Stockholm, Sweden
Location: Hall 4.1, CCB

#4KK14 Enhancing the Student Engagement with Kahoot!
Panomkorn Lhakum, Medical Education Center Chiangrai Prachanukroh Hospital, Chiangrai, Thailand
Location: Hall 4.1, CCB

1400-1530

#4LL Meet the Experts: Assessment Clinic
Richard Fuller, Jennifer Hallam, Matthew Homer (Leeds Assessment Research Group) @LeedsARG
Location: Merian, 2nd Floor, Swissotel

1530-1600

Coffee Break
Location: MCH Lounge, Event Hall

Viewing of posters and exhibits
Hall 4.1, CCB

Soapbox Stage – Hall 4.1, CCB

Myknowledgemap
1545-1555
Session 5: Simultaneous Sessions

1600-1730  
**#5A Symposium: Educating health professionals for the e-patient**  
Lawrence Sherman (Academy for Global Interprofessional Learning and Education, USA), Ken Masters (Sultan Qaboos University, Oman), Anne Herrmann-Werner (University of Tübingen, Germany), Elizabeth Rankin (Canada), Dave de Bronkurt (ePatient Dave, Society for Participatory Medicine, USA)  
Location: Event Hall

1600-1730  
**#5B Symposium: How to implement IPE in medical curricula?**  
Elisabeth Van Gessel (University of Geneva, Switzerland), Petra Mèche (School of Health Sciences of Geneva, HES-SO, Switzerland), David Gachoud (University of Lausanne, Switzerland), Giatgen Spinas (Swiss Institute for Medical Postgraduate and Continuous Education, Switzerland), Jörg Goldhahn (Swiss Institute of Technology, Zürich, Switzerland), Christian Schirlo (University of Zürich, Faculty of Medicine, Switzerland)  
Location: Montreal, 2nd Floor, CCB

1600-1730  
**#5C Simulation Education In and Across the Health Professions: It’s More than Just Doctors and Nurses!**  
Gabriel Reedy, Nancy McNaughton, Walter Eppich, Barry Quinn (King’s College London, UK), Sean Cross (South London and the Maudsley NHS Foundation Trust, UK), Maria Tassone (The Michener Institute of Education at UHN, Canada), John Tegzes (Western University of Health Sciences, USA)  
Location: Sydney, 2nd Floor, CCB

1600-1730  
**#5D AMEE Fringe 1**  
Chairperson: Rachel Ellaway, Canada  
Location: Singapore, 2nd Floor, CCB

1600-1615  
**#5D1 WITHDRAWN**

1615-1630  
**#5D2 “Curriculum” - personified in a musical monologue**  
Ugo Caramori, UNICAMP (University of Campinas, Brazil)

1630-1645  
**#5D3 Little Poo: The Magic of Dressing as Poo in Education**  
Nicole Phoebe Tanner, Faculty of Medicine, The Chinese University of Hong Kong, Hong Kong

1645-1700  
**#5D4 Creativity & Surprise. Bombs & Gambling. Teaching medicine like I would like to be taught myself**  
Olga Rostkowska, Medical University of Warsaw and MEĐtube.net, Warsaw, Poland

1700-1715  
**#5D5 What IMPACT contributes to Integrative Medicine**  
Robert Hage, St. George’s University, St. Georges, Grenada

1715-1730  
Discussion

1600-1730  
**#5E Research Papers: Learning in Experimental and Clinical Contexts**  
Chairperson: Mahan Kulasegaram, Canada  
Assessor: Aliki Thomas, Canada  
Location: Delhi, Ground Floor, CCB

1600-1620  
**#5E1 Fostering diagnostic competence with whole cases vs. serial cue cases: Effects of whole case vs. serial cue on learning process and outcomes**  
Jan Kiesewetter, Institut für Didaktik und Ausbildungsforschung in der Medizin am Klinikum der LMU München, Munich, Germany

1620-1640  
**#5E2 Meaning is more than memorable: Exploring what makes educational experiences “stick” to learners’ memory**  
Kinga L. Eliazi, New York University School of Medicine, New York, USA

1640-1700  
**#5E3 Beyond hands-on and hands-off: A model of supervisory approaches on the inpatient ward**  
Andrea Gingerich, Northern Medical Program, University of Northern British Columbia, Prince George, Canada

1700-1720  
**#5E4 Informing Training in Integrated Care Through an Ethnographic Study of Complex Care Settings**  
Steve Durant, The Wilson Centre & University of Toronto, Canada

1720-1730  
Discussion

1600-1730  
**#5F Doctoral Reports 1**  
Chairperson: Diana Dolmans, Netherlands  
Location: Helvetia 1, 1st Floor, Swissotel

1600-1620  
**#5F1 Feedback in the context of high-stakes assessment: can summative be formative?**  
Christopher Harrison, Learning from Assessment, Manchester, UK

1620-1640  
**#5F2 WITHDRAWN**

1640-1700  
**#5F3 Copy But Not Paste: An exploration of crossborder medical curriculum partnerships**  
Dominique Waterval, Maastricht University, Maastricht, Netherlands

1700-1720  
**#5F4 Understanding the impact of the NLE in Indonesia: The importance of context in assessment**  
Rachmadya Nur Hidayah, Leeds Institute of Medical Education, Leeds, UK

1720-1730  
Discussion

1600-1730  
**#5G Short Communications: Surgical Education**  
Chairperson: Ming Kuang, China  
Location: Helvetia 2, 1st Floor, Swissotel

1600-1615  
**#5G1 Pioneering a near-peer surgical teaching programme in the UK**  
Xueying Zheng, Hinchinbrooke Hospital, UK

1615-1630  
**#5G2 Respect Matters - RACS Building Respect Improving Patient Safety Action Plan**  
Stephen Tobin, Royal Australasian College of Surgeons, Melbourne, Australia

1630-1645  
**#5G3 Enhancing surgical training by audio-visual simulation with hazard cognitive training and reflection tools: a design-based study in laparoscopic cholecystectomy**  
Siddek Isreb, Durham University, Newcastle Upon Tyne, UK
1645-1700  #S64 Synthesizing Quantitative Ratings and Qualitative Assessment Data from a Longitudinal Cohort of General Surgery Residents: Measuring Developmental Progress and Competencies
Ara Tekian, University of Illinois at Chicago, USA

1700-1715  #S65 Using task-level feedback with achievable objectives to improve clinical competence
Thomas Corne Postma, University of Pretoria, South Africa

1715-1730  #S66 The value of Crew Resource Management training in surgical departments
Wilhelmina van Grevenstein, UMCU, Utrecht, Netherlands

1600-1730  #S5 Short Communications: Teaching and Learning
Chairperson: Paul Brand, Netherlands
Location: Kairo 1, Ground Floor, CCB

1600-1615  #S5H Assessment of Meaningful-learning Behavioral and Emotional Abilities (AMBEA): Validation Study
Lucia Cadorin, ORO National Cancer Institute, Aviano, Pordenone, Italy

1615-1630  #S5I The contextual curriculum: Learning in and from the matrix
Christopher Watling, Western University, London, Canada

1630-1645  #S5J Realist evaluation of medical students’ experiences of active learning in Taiwan
Chien-Da Huang, Chang Gung Medical Education Research Center, Department of Thoracic Medicine, Chang Gung Memorial Hospital, Chang Gung University College of Medicine, Taipei, Taiwan

1645-1700  #S5K Nurturing a Community of Practice for Curriculum Enhancement
Kenneth Hargreaves, University of Leeds, UK

1700-1715  #S5L Narrative Shifts Prompt the Development of Adaptive Expertise
Anne Kawamura, Holland Bloorview Kids Rehabilitation Hospital, Toronto, Canada

1715-1730  #S5M Customising of medical education to allied health education: teaching and learning of basic sciences calibration
Gopalakrishnakone Pon, NUS & SIT, Singapore

1645-1700  #S54 Unexpected results of mandatory knowledge re-examinations in the pre-clinical curriculum
Inge van den Berg, University Medical Center Utrecht, Netherlands

1700-1715  #S55 Pathways to Persuasion: Cognitive and Experiential Responses to Hospice Care Education Multimedia Films
Lin-Yang Chi, Taipei City Hospital and Faculty of Dentistry, National Yang-Ming University, Taipei, Taiwan

1715-1730  #S56 Healthcare Hackathons: A Systematic Review
Mataroria Lyndon, Centre for Medical and Health Sciences Education, Faculty of Medical and Health Sciences, The University of Auckland, New Zealand

1600-1730  #S5 Short Communications: BEME
Chairperson: Madalena Patricio, Portugal
Location: Shanghai 1, Ground Floor, CCB

1600-1615  #S5J1 A Best Evidence in Medical Education Systematic Review to determine the most effective teaching methods that develop reflection in medical students
Jane Uygur, RCSI Dublin, Ireland

1615-1630  #S5J2 Patient / Service User Involvement in Medical Education: A BEME Systematic Review
Simon Gupta, Blackpool Teaching Hospitals NHS Foundation Trust, Blackpool, UK

1630-1645  #S5J3 Mobile devices supporting clinical placements for health professions students (transitions and transgressions): A Best Evidence Medical Education (BEME) systematic review
Gillian Maudsley, The University of Liverpool, UK

1645-1700  #S5J4 Cognitive load theory for training health professionals in the workplace: A BEME review of studies among diverse professions
Justin L. Sewell, Department of Medicine, Division of Gastroenterology, University of California San Francisco, CA, USA

1700-1715  #S5J5 ‘Why all BEME reviews are systematic, but not systematic reviews: A viewpoint’
Morris Gordon, University of Central Lancashire, UK

1715-1730  #S5J6 Non-technical skills assessment in medical education: A BEME focussed systematic review
Michelle Daniel, University of Michigan, USA

1600-1730  #S5 Short Communications: Curriculum: Ethics
Chairperson: Mary Mathew, India
Discussant: Location: Shanghai 2, Ground Floor, CCB

1600-1615  #S5K1 Determining Best Practices and Barriers to Teaching Ethics in Medicine: A Scoping Review
Carrie Bernard, Department of Family and Community Medicine, University of Toronto, Canada

1615-1630  #S5K2 Creating a bioethics Scholars Program for Graduate Medical Trainees
Angira Patel, Ann & Robert H. Lurie Children’s Hospital of Chicago, Northwestern University Feinberg School of Medicine, Chicago, IL, USA
1630-1645  #S3 Designing bioethics curriculum for mobile learning
Azra Naseem, Aga Khan University, Karachi, Pakistan

1645-1700  #S4 Ethics Education with Hong Kong Flavour: Cultivating Lasting Bioethical Awareness in Medical Students by Using Local Cases & Debates
Sara Bergstresser, The Chinese University of Hong Kong, Hong Kong

1700-1730  Discussion

1600-1730  #L Short Communications: Curriculum: Education Environment
Chairperson: Caítiriona Dennis
Discussant: Ruy Souza, Brazil
Location: Shanghai 3, Ground Floor, CCB

1600-1615  #L1 Learning strategies don’t form in a vacuum: a comparative ethnographic study
Eleonora Leopardi, University of Newcastle, Australia

1615-1630  #L2 NOT PRESENTED

1630-1645  #L3 Identifying Areas of Concern in Patient Safety through Assessment of the Clinical Learning Environment
Robin Hemphill, Virginia Commonwealth University Health System, Richmond, USA

1645-1700  #L4 Not just resilience: Enabling undergraduates to become life long learners
Alison Ledger, Leeds Institute of Medical Education, University of Leeds, UK

1700-1715  #L5 NOT PRESENTED

1715-1730  Discussion

1600-1730  #M Short Communications: International 2
Chairperson: Ricardo Leon Borquez, Mexico
Location: Boston 1, Ground Floor, CCB

1600-1615  #M1 Perceived and observed learning needs of International Medical Graduates (IMGs) preparing for practice in a Canadian Setting: A mixed methods needs assessment
Laura Cooke, University of Calgary, Canada

1615-1630  #M2 How can we increase performance, retention and wellbeing of international medical graduates? Developing and refining theory using realist approaches
Amelia Kehoe, Newcastle University, Newcastle, UK

1630-1645  #M3 Post-graduation migration intentions of students of Romanian medical schools: a survey study
Anca Dana Buzoiu, University of Medicine and Pharmacy "Iuliu Hatieganu", Cluj-Napoca, Romania

1645-1700  #M4 Implementing a Standardized Global Health Training for the Largest Medical Exchange Program in the World
Tommaso Ivan Pomerani, International Federation of Medical Students' Associations, Florence, Italy

1700-1715  #M5 Orienting medical students to clinical medicine in a different country
Stephen Ash, American University of the Caribbean, Miami, USA

1715-1730  #M6 Healthcare students’ participation in practice during international clinical placements
Miriam Wijbenga, Amsterdam University of Applied Sciences, European School of Physiotherapy, Amsterdam, Netherlands

1600-1730  #N Short Communications: Clinical Reasoning 2
Chairperson: Martine Chamberland, Canada
Discussant: Ralph Pinnock, New Zealand
Location: Boston 2, Ground Floor, CCB

1600-1615  #N1 The effects of symptoms-and-signs-based clinical reasoning course: A pilot study
Ping-Han Hsieh, Department of Medicine, Taipei Veterans General Hospital, Taipei, Taiwan

1615-1630  #N2 Validity of structured oral exam for evaluating clinical reasoning within a preclinical unit assessment programme
Isabelle Boulaïs, Université de Sherbrooke, Canada

1630-1645  #N3 NOT PRESENTED

1645-1700  #N4 Effects of using a serious game on clinical reasoning in medical students in different years of undergraduate education
Insa Frisch, Georg August Universität Göttingen, Germany

1700-1715  #N5 Influence of the Case Narrative Design on the Clinical Reasoning Process in Virtual Patients - a randomized controlled trial
Inga Hege, Medical School, University of Augsburg & Institute for Medical Education, University Hospital of LMU Munich, Augsburg, Germany

1715-1730  Discussion

1600-1730  #O Short Communications: Clinical Teaching 2
Chairperson: Richard Marz, Austria
Discussant: James Pickering
Location: Boston 3, Ground Floor, CCB

1600-1615  #O1 Understanding factors that contribute to inequitable teaching & supervision experiences of undergraduate medical students across clinical clerkship sites
Naghma Naeem, College of Medicine & Health Sciences, United Arab Emirates University, Al Ain, United Arab Emirates

1615-1630  #O2 Quality of informed consent obtained for surgical interventions from patients in a tertiary care hospital in Sri Lanka
Hasini Gunathunga, Faculty of Medicine, University of Kelaniya, Ragama, Sri Lanka

1630-1645  #O3 Are medical students' invasive procedural skills safe for patients?
HyeRin Roh, Inje University College of Medicine, Busan, South Korea

1715-1730  #O4 Presentations:

1730-1745  NO DISCUSSION

1745-1800  Coffee Break

1800-1815  Five 10-minute talks
Location:  Shanghai 3, Ground Floor, CCB
Discussant:  Ruy Souza, Brazil

1815-1900  Poster Session:  Education Environment

1900-2000  Poster Session:  Safety through Assessment of the Clinical Learning Environment

2000-2100  Poster Session:  Not just resilience: Enabling undergraduates to become life long learners

2100-2200  Poster Session:  Identifying Areas of Concern in Patient Safety through Assessment of the Clinical Learning Environment

2200-2300  Poster Session:  Perceived and observed learning needs of International Medical Graduates (IMGs) preparing for practice in a Canadian Setting: A mixed methods needs assessment

2300-2400  Poster Session:  How can we increase performance, retention and wellbeing of international medical graduates? Developing and refining theory using realist approaches

Monday 27 August
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<tr>
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<tr>
<td>1645-1700</td>
<td>#5Q4 “The things you’ve seen that you didn’t sign up for” – How final year Physiotherapy students deal with challenging situations in clinical education.</td>
<td>Michael Stott, Monash University, Frankston, Australia</td>
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<td>1700-1715</td>
<td>#5Q5 Innovating Physical Therapy Clinical Education</td>
<td>Maria Elizabeth Crageda, Philippine Physical Therapy Association, Manila, Philippines</td>
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<td>1715-1730</td>
<td>Discussion</td>
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<td>1600-1730</td>
<td>#5P: Short Communications: Student Wellbeing</td>
<td>Chairperson: Silke Biller, Switzerland</td>
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<td>Discussant: Cristina Puchalski, USA</td>
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<td>Location: Darwin, Ground Floor, CCB</td>
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<td>1600-1615</td>
<td>#5P1: The relationship between study curriculum and study conditions on subjective wellbeing among Norwegian medical students (the STUDMED project)</td>
<td>Christian Sletta, Faculty of Medicine and health sciences, Norwegian University of Science and Technology, Trondheim, Norway</td>
</tr>
<tr>
<td>1615-1630</td>
<td>#5P2: Personality Traits, Work Engagement and Well-being in Veterinarians and Veterinary Students in Germany</td>
<td>Sabine Rampstott, Veterinary Department of the Ludwig-Maximilians-Universität München, Germany</td>
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<td>1630-1645</td>
<td>#5P3 A Longitudinal Resilience Curriculum for Improving Medical Student Resilience</td>
<td>Shayna Kulman-Lipsy, University of Toronto, Canada</td>
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<tr>
<td>1645-1700</td>
<td>#5P4 NOT PRESENTED</td>
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<td>1700-1715</td>
<td>#5P5 Connecting future health worker professional knowledge and identity to desired campus values and behaviour: an evaluation of bespoke sexual consent and bystander action workshops for new healthcare students</td>
<td>Judith Ibitson, St George’s University of London, UK</td>
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<td>Discussion</td>
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<td>1600-1730</td>
<td>#5Q: Short Communications: Postgraduate: Wellbeing &amp; the Doctor in Difficulty</td>
<td>Chairperson: Hamed Khan, UK</td>
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<td>Location: Lima, Ground Floor, CCB</td>
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<td>1600-1615</td>
<td>#5Q1 “You’ll probably go home and cry” – the effect of bullying on radiology specialty training</td>
<td>Michelle Moscova, University of New South Wales, Sydney, Australia</td>
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<tr>
<td>1615-1630</td>
<td>#5Q2 Creating a Wellness Program for Postgraduate Medical Education in a newly accredited Medical center</td>
<td>John Dezell, Northeast Georgia Medical Center, Gainesville Georgia, USA</td>
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<tr>
<td>1630-1645</td>
<td>#5Q3 Residents’ Wellness Program: Faculty Development for Mentors</td>
<td>Mary Ana Cordero Diaz, Technologico de Monterrey School of Medicine and Health Sciences, Monterrey, Mexico</td>
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<td>1645-1700</td>
<td>#5Q4 Wellness Matters - a new health and wellbeing course for Postgraduate Trainees - what did we find?</td>
<td>Alexandra St John, Royal College of Physicians of Ireland, Dublin, Ireland</td>
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<td>1700-1715</td>
<td>#5Q5 Predictors of Burnout and Career Regret among US Residents</td>
<td>Liselotte Dyrbye, Mayo Clinic, Rochester, USA</td>
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<td>1715-1730</td>
<td>#5Q6 NOT PRESENTED</td>
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<td>1600-1730</td>
<td>#5R Round Table: Professionalism</td>
<td>Chairperson: Brownie Anderson, USA</td>
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<td>Location: Hong Kong, 2nd Floor, CCB</td>
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<td>1600-1615</td>
<td>#5R1 Qualitative outcome validation of a teaching intervention and assessment of medical professionalism in undergraduate medical education</td>
<td>Thomas Shiozawa, Institute of Clinical Anatomy and Cell Analysis, Eberhard Karls University Tübingen, Germany</td>
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<td>1615-1630</td>
<td>#5R2 What Medical Students Learn About Professionalism from Early Involvement in Clinical Practice of South China</td>
<td>Shaoting Feng, The First Affiliated Hospital of Sun Yat-sen University, Guangzhou, People's Republic of China</td>
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<td>1630-1645</td>
<td>#5R3 Raising Concerns - the potential impact on medical student professionalism</td>
<td>Erica Sullivan, University of Manchester, UK</td>
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<td>1645-1700</td>
<td>#5R4 Does empathy lead to burnout or is it protective of doctors in training as they progress?</td>
<td>Katrina Anderson, Australian National University Medical School, Canberra, Australia</td>
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<td>1600-1730</td>
<td>#5S Workshop: Leveraging Technology to Optimize CME, Clinical Care &amp; Patient Engagement</td>
<td>Lisa Sullivan, Sherlyn Celene-Arnold, Alvaro Margolis, Dale Kummerle</td>
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<td>Location: Wettstein, 2nd Floor, Swissotel</td>
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<td>1600-1730</td>
<td>#5T Workshop: Professionalism in Practice: The Resident Supervisor’s Role in Training, Feedback, and Assessment</td>
<td>Nadia Bajwa (Geneva University Hospitals, University of Geneva Faculty of Medicine, Geneva, Switzerland), Naike Bochatay (University of Geneva Faculty of Medicine, Geneva, Switzerland), Noëlle Junod-Perron (Geneva University Hospitals, University of Geneva Faculty of Medicine, Geneva, Switzerland), Marie-Claude Audetat, Anne Baroffio-Barbier, Mathieu Hendaz (University of Geneva Faculty of Medicine, Geneva, Switzerland)</td>
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<td>#5S Qualitative outcome validation of a teaching intervention and assessment of medical professionalism in undergraduate medical education</td>
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| 1600-1730 | **#SU Workshop: Politeness + Hedging = errors in performance calibration: A workshop to promote clarity in performance assessment and feedback**  
Health Professions Educators  
Subha Ramani (Internal Medicine Residency Program, Brigham and Women’s Hospital; Harvard Macy Institute; Harvard Medical School, USA), Karen D Könings (Department of Educational Development and Research, Faculty of Health, Medicine and Life Sciences, Maastricht University, Netherlands), Shiphra Ginsburg (Department of Medicine (Respirology); Wilson Centre for Research in Education, University of Toronto, Canada)  
Location: Helvetia 4, 1st Floor, Swissotel |                                                                                                                                         |
| 1600-1730 | **#SV Workshop: Young medical educators’ workshop: Habits of Highly Successful Academicians**  
William B. Cutrer (Vanderbilt University School of Medicine, Nashville, USA), Sören Huwendiek (University of Bern, Switzerland), Stewart Mennin (Human Systems Dynamics Institute, Minneapolis, USA), Charlotte Ringsted (University of Aarhus, Denmark), J.M.Monica van de Ridd (Michigan State University, Grand Rapids, USA)  
Location: Helvetia 5, 1st Floor, Swissotel |                                                                                                                                         |
| 1600-1730 | **#SW Workshop: Making student engagement more meaningful**  
Lara Teheux(Radboud University Medical Center, Nijmegen, Netherlands), Katerina Dim (Aristotle University of Thessaloniki, Greece), Evangeli Papageorgiou (University of Patras, Greece), Evita Peiou (National and Kapodistrian University of Athens, Greece), Mariam Sedliak (Pavol Jozef Šafárik University, Košice, Slovakia)  
Location: Helvetia 7, 1st Floor, Swissotel |                                                                                                                                         |
| 1600-1730 | **#SX Workshop: Show Us How: Assessment for Learning in Interprofessional Education and Collaboration**  
Susan J. Wagner (Department of Speech-Language Pathology, Faculty of Medicine, University of Toronto, Canada), Brian S. Simmons (Department of Pediatrics, Sunnybrook Health Sciences Centre and Department of Pediatrics, Faculty of Medicine, University of Toronto, Canada)  
Location: Osaka, 3rd Floor, CCB |                                                                                                                                         |
| 1600-1730 | **#SY Workshop: Virtual Reality and Augmented Reality in Simulation-Based Medical Education**  
Jack Pottle (Oxford Medical Simulation, London, UK), Jenny Zhou (University College London Knowledge Lab, London, UK), Rebecca Robertson (Leeds University Medical School, Leeds, UK)  
Location: Samarqand, 3rd Floor, CCB |                                                                                                                                         |
| 1600-1730 | **#SZ Workshop: How faculty developers can create a path to education scholarship**  
Patricia O’Sullivan (University California San Francisco, USA), Francois Cilliers (University of Cape Town, South Africa), Sandy Cook (Duke-National University of Singapore), Ardi Findingtini (Universitas Indonesia, Jakarta, Indonesia), Richard Hays (University of Tasmania, Hobart, Australia), Wendy Hu (Western Sydney University, Sydney, Australia)  
Location: Guangzhou, 2nd Floor, CCB |                                                                                                                                         |
| 1600-1730 | **#SA Workshop: How to create a competence-based medical education (CBME) event to foster active learning in continuous medical education (CME)**  
Kristiina Paaja (Pro Medico, Association for CPD in Finland, Helsinki Finland), Leila Niemi-Murola (Department of Anaesthesiology and Intensive Care Medicine, University of Helsinki, Finland), Juha Pekka Turunen (Finnish Medical Society Duodecim, Helsinki Finland), Lena Sjöberg (University of Helsinki, Department of General Practice and Primary Health Care, Helsinki Finland), Anna-Kaija Kerkkonummi (Healthcenter, Kirkkonummi, Finland), Eeva Pyörälä (University of Helsinki, Finland)  
Location: Nairobi, 2nd Floor, CCB |                                                                                                                                         |
| 1600-1730 | **#BB Workshop: International perspectives on incorporating concepts of social determinants of health into core curricula: challenges and opportunities**  
Yuko Takeda (Juntendo University, Tokyo, Japan), Ann Wylie (King’s College London, London, UK), Hosamm Hamdy (Gulf Medical University, Ajman, UAE)  
Location: Mexico, 2nd Floor, CCB |                                                                                                                                         |
| 1600-1730 | **#CC ePosters: Assessment & Evaluation**  
Chairperson: Tim Wood, Canada  
Location: Kairo 2, Ground Floor, CCB | **#CCI NO PRESENTED**                                                                                                                                 |
|  |  | **#CC2 Validity and psychometric properties of a novel competence-based assessment tool for 1rst and 2nd year medical students**  
Isabel Neto, Faculty of Health Sciences, University of Beira Interior (FCS-UBI), Covilhã, Portugal |                                                                                                                                         |
|  |  | **#CC3 Validity evidence for programmatic assessment in competency-based education**  
Harold Bok, Faculty of Veterinary Medicine, Utrecht University, Utrecht, Netherlands |                                                                                                                                         |
|  |  | **#CC4 Faculty Perceptions of Grading Practices and Innovations in Medical Education**  
Scott Snyder, University of Alabama at Birmingham, AL, USA |                                                                                                                                         |
1600-1730

### #SCC5 A Lesson Learn from Formative Assessments
Benjamas Wongsatayanon, Department of Microbiology, Srinakharinwirot university, Bangkok, Thailand

### #SCC6 Using Modified Oxford Non-Technical Skills scale to evaluate simulation and clinical performance of emergency residents
Chih-Chun Huang, Mackay Memorial Hospital, Taipei, Taiwan

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

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

### #SCC9 The Global Performance Assessment Form as a formative Workplace-Based Assessment tool in the Singapore Radiology Residency Programme – Has it been effectively utilized?
Nur Ayudia Kassim, National Healthcare Group, Singapore

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

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

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

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

1600-1730

### #SDD Posters: Faculty Development
Chairperson: Alice Forman, USA
Location: Hall 4.1, CCB

### #SDD1 A place to grow - evaluating how a faculty development program enables improved teaching practices
Yvonne Carlson, Sahlgrenska Academy, Gothenburg, Sweden

### #SDD2 Developing a group based objective structured teaching evaluation program to improve clinical teaching skills for senior resident faculty and compared with an objective structured teaching evaluation program – a pilot study
Yi-Hsuan Hsiao, Changhua Christian Hospital, Taiwan

### #SDD3 Diffusing the Fear and Restoring the Faith in Upward Feedback via Project Princess
Jacquelyn Lee, Tan Tock Seng Hospital, Singapore

### #SDD4 Team Appraisal for Faculty Teams: From Effective Structures to Excellence
Anton Saayman, Wales Deanery, Cardiff, UK

### #SDD5 Use of instant messaging software to promote faculty development courses - a regional hospital experience
Kai-Hsi Lu, Department of Medical Research and Education, Cheng Hsin General Hospital, Taipei, Taiwan

### #SDD6 A Reflective and Longitudinal Faculty Development Program (FDP): Yeditepe University, School of Medicine FDP
Serdar Ozdemir, Yeditepe University, Faculty of Medicine, Department of Medical Education, Istanbul, Turkey

### #SDD7 Investigating faculty intentions to adopt active learning methods in instructing difficult nephrology topics to immediate postgraduate medicine learners
Claude Renaud, National Healthcare Group ACGME-I, Singapore

### #SDD8 Early Experience with an Interactive Faculty Development Program with an OSTE
Lori Schuh, Spectrum Health, Grand Rapids, USA

### #SDD9 Bedside teaching as an Entrustable Professional Teaching Activity?
Marjel van Dam, University Medical Center Utrecht, Netherlands

### #SDD10 Capacity development indicators for faculty development programs: a narrative review
Roghayeh Gandomkar, Tehran University of Medical Sciences, Tehran, Iran

### #SDD11 Old dogs can learn new tricks!
Chee-Kiat Tan, Singapore General Hospital, Singapore

### #SDD12 Integrated faculty development program on holistic care and leadership may reduce workplace burnout
Ching-Hua Chen, Office of Occupational Safety and Health office, Taichung Veterans General Hospital, Taichung, Taiwan

### #SDD13 ABEM’s Faculty Development Programme
Marcia Sakai, ABEM-UEL, Brasilia, Brazil

### #SDD14 Establishing a community of practice for a new medical curriculum
Urnsa Brack, ETH Zurich Department of Health Sciences and Technology, Zurich, Switzerland

### #SDD15 From individuals to teams: A proposal to understand faculty development impact in the workplace
Kevin Tan, Department of Neurology (TTSH Campus), National Neuroscience Institute, Singapore

### #SDD16 When clinicians become teachers: a long-term outcomes of faculty development
Kanokwan Siriruksa, Khon Kaen Medical Education Center, Khon Kaen Hospital, Khon Kaen, Thailand

### #SDD17 Impact of a ‘Leaders in Higher Education’ workshop at AMEE 2017
Anita Laidlaw, School of Medicine, University of St Andrews, UK
1600-1730 #5EE Posters: Formative Assessment and Feedback
Chairperson: Tobias Todsen, Denmark
Location: Hall 4, CCB

#5EE1 Students’ and examiners’ feedback of Objectively Structured Clinical Examination: a Caribbean experience
Anwarul Azim Majumder, Faculty of Medical Sciences, The University of the West Indies, Cave Hill Campus, Bridgetown, Barbados

#5EE2 Assessing validity of multisource feedback in a international medical education programme in a southern Taiwan hospital
I-Ting Liu, Department of Family Medicine, Department of Medical Education E Da Hospital I-Shou University, Kaohsiung, Taiwan

#5EE3 Postgraduate students’ perceptions of assessment feedback: A case study of a Clinical Dermatology Masters course
Michal Tombs

#5EE4 ARLO - Asynchronous Repetitive Learning Opportunities in a medical trainee environment
Jerry Maniate, University of Toronto, Canada

#5EE5 Diversity of narrative feedback (NF) of formative comprehensive examination (FCE) in medical students in tertiary care hospital
Narin Chindavech, Buriram Medication Education Center, Buriram, Thailand

#5EE6 Effect of Direct Feedback on Success Rate of Pediatric Intubation in Final Year Medical Students
Woranart Ratanakorn, Chonburi Hospital, Chonburi, Thailand

#5EE7 Peer Feedback: A Mixed Methods Analysis of Quantity, Quality and Content Over Time
Nathalie Zgheib, American University of Beirut

#5EE8 Utilising a wasted resource at conferences: The Online Audience Feedback Platform
Maisy Shrubsall, Severn Foundation, Bristol, UK

#5EE9 Online formative evaluation: a tool to improve learning outcome
Pakwimon Subhalaksasikorn, Institute of Medicine, Suranaree University of Technology, Nakhon Ratchasima, Thailand

#5EE10 Using mock written exams to deliver Obstetrics & Gynaecology teaching to year 4 medical students
Siew-Veeana Sahi, Princess Alexandra Hospital, Harlow, UK

#5EE11 The role of peer assessment as a learning tool in history taking and history presenting skills
Alba Bajrami, Mid Cheshire Hospitals, Crewe, UK

#5EE12 Peer-Assessment predicting learning achievement in undergraduates
Ratana Jirakalvisan, Hatyai Hospital, Songkhla, Thailand

#5EE13 Self-prediction of exam result on a high stake MCQs examination. Can you believe your gut feeling?
Panwara Paritakul, Faculty of Medicine, Srinakharinwirot University, Bangkok, Thailand

#5EE14 Self- and assessor ratings on entrustability scales in simulated advanced life support
Antje Degel, Charité Universitätsmedizin Berlin, Dept. of Cardiology and Office of Study Affairs - Central Organization of Emergency Curriculum, Berlin, Germany

1600–1730 #5FF Posters: Curriculum Content including Palliative Care
Chairperson: Joy Rudland, New Zealand
Location: Hall 4, CCB

#5FF1 The medical students will become expert nutritional advisors if they learn to cook Pornpimoon Kasemsok, Buddhachinaraj Phitsanulok Hospital Medical Education Center, Phitsanulok, Thailand

#5FF2 Human Trafficking: A Curriculum Module for Medical Education
Laurie Dunn-Ryznyk, Southern Illinois University School of Medicine, Carbondale, USA

#5FF3 Are doctors good enough in Sexual Medicine? - Improving Sexual Medicine Curriculum in Asian Medical Schools Based on Competency Levels of Practicing Doctors
Yi Heng Seow, Lee Kong Chian School of Medicine, Nanyang Technological University-Imperial College London, Singapore

#5FF4 Undergraduate dermatology course to improve confidence in assessment of skin conditions
Nilthana Jegatheeswaran, The Princess Alexandra Hospital, Harlow, UK

#5FF5 Does the undergraduate Public Health curriculum meet the recommendations of the Association of Schools & Programmes of Public Health?
Dana Vackova, The University of Hong Kong, LKS Faculty of Medicine, School of Public Health, Hong Kong

#5FF6 Changes in medical student attitudes towards public health following an innovative model of integrated inter-professional teaching
Samantha Chepkin, University of Buckingham

#5FF7 Changes in medical students’ attitudes towards HIV/AIDS over the past decade
Greta Tam, CUHK, Hong Kong

#5FF8 Development of a Model to Educate and Train the Future Adolescent Health Workforce
Patricia Kokotailo, University of Wisconsin School of Medicine and Public Health, Department of Pediatrics, Madison, Wisconsin, USA

#5FF9 Does medical school prepare you for difficult conversations? Assessing the impact of a palliative care study day on the confidence of final year medical students
Alice Copley, Princess Alexandra Hospital, Harlow, UK

#5FF10 The comparative study of an effectiveness in Palliative care teaching methods between bedside teaching versus paper based class case study exercises in medical students
Sukhanit Promrub, Roi et Hospital Medical Education Center, Roi et, Thailand
| 1600-1730 | **#5GG Posters: Professional Identity**  
Chairperson: Gerry Gormley, UK  
Location: Hall 4.1, CCB  
| **#5GG1** "I found myself a despicable being": Medical Students' emotional reactions to moral dilemmas and their influences on professional identity formation  
Diego Ribeiro, Universidade Estadual de Campinas, Brazil  
| **#5GG2** Development of scales to evaluate medical trainees’ professional identity formation  
Masami Tagawa, Kagoshima University, Kagoshima, Japan  
| **#5GG3** Sense and sensibility: comparative analysis of students’ codes of conduct  
Zuzanna Nowicka, Medical University of Lodz, Poland  
| **#5GG4** Learning effects of interview with senior nurses on professional identity among first-year nursing students  
Shu-Ching Chang, Chang Gung University, Tao-Yuan, Taiwan  
| **#5GG5** Inter-professional clinical simulation education developing professional identity and professionalism in the Japanese medical and nursing students  
Takuzo Nanto, Wakayama Medical University, Japan  
| **#5GG6** Exploring professional identification with family medicine among medical students in the Kyrgyz Republic  
Olivia Heller, Geneva University Hospitals, Geneva, Switzerland  
| **#5GG7** Cross-cultural perspective on role models for medical professional identity development  
Juliana Sa, Faculty of Health Sciences, University of Beira Interior, Covilhã, Portugal  
| **#5GG8** Professionalism Narratives of Kuwait’s Future Physicians: Impact of the Hidden Curriculum  
Jasmine Eliwa, Faculty of Medicine, Kuwait University, Kuwait City, Kuwait  
| **#5GG9** Demystifying the Roles of Advanced Practice Nurse (APN) through pre-Master-nursing-Mentorship (MnM) Program  
Jasmine Kang, Tan Tock Seng Hospital, Singapore  
| 1600-1730 | **#5GG10** Being and becoming: Emergency physicians’ conceptualisations of their roles and professional identities  
Yu-Che Chang, Chang Gung Medical Education Research Center, Chang Gung Memorial Hospital, Linkou, Chang Gung University College of Medicine, Taoyuan City, Taiwan  
| **#5GG11** Teaching Pre-Clinical Medical Students How to Think Like Doctors: A Novel Model For Early Learners to Understand Cognitive-Based Clinical Reasoning  
Sandro Cinti, University of Michigan Medical School, Ann Arbor, USA  
| **#5GG12** Coinvestigating e-professionalism and online identity with medical students via the Social Media Mentor Club  
Catherine Hennessy, Brighton Sussex Medical School, Brighton, UK  
| 1600-1730 | **#5HH Posters: Trainee Wellbeing and the Doctor in Difficulty**  
Chairperson: Val Wass, UK  
Location: Hall 4.4, CCB  
| **#5HH1** Burnout during residency: A comparison of burnout prevalence among Anaesthesiology residents and attendings in a tertiary hospital, and factors associated with burnout  
Wee Jiyah, Tan Tock Seng Hospital, Singapore  
| **#5HH2** Black clouds for young doctors in emergency department: Myth or reality?  
Süleyman Yildiz, Dicle University, Diyarbakar, Turkey  
| **#5HH3** Burnout in Residents and Program Directors: A Study on Prevalence, Factors and Interventions in a Tertiary Hospital in Singapore  
Sabrina Lau, Tan Tock Seng Hospital, Singapore  
| **#5HH4** Variation in themes affecting junior doctor morale: survey results from a large UK teaching hospital  
Raufnak Singh, University Hospitals of Leicester NHS Trust, Leicester, UK  
| **#5HH5** Mistreatment of medical trainees: A self-reported cross-sectional observational survey  
Nicole Naccache, Saint-Joseph University, Beirut, Lebanon  
| **#5HH6** Allowing 'anticipated failure' in clinical training. Results from a critical narrative review  
Jennifer Klaser, Kantonsspital Frauenfeld, Switzerland  
| **#5HH7** Trainees’ perceptions of trainees in difficulty: a survey  
Minna Kaila, University of Helsinki Faculty of Medicine & AMEF (Association for Medical Education in Finland), Helsinki, Finland  
| **#5HH8** Physician wellness in the Department of Medicine, University of Ottawa: a cross-sectional study of burnout, empathy and resilience in full-time physician faculty  
Edward Spilg, Department of Medicine, University of Ottawa, ON, Canada  
| **#5HH9** Supporting Mental Wellbeing of Foundation Year One Doctors - Perspectives of Stakeholders  
Lorraine Close, University of Edinburgh Medical School, Edinburgh, UK  
| **#5HH10** Perception of occupational stress by postgraduate year one doctors and the implication of resilience training  
Jiun-Yi Li, MacKay Memorial Hospital, Taipei, Taiwan |
#5HH1 NOT PRESENTED

#5HH2 Reflections on running resilience training for junior doctors
Rebecca Unsworth, Chelsea and Westminster Hospital, London, UK

#5HH3 Junior Doctors Running Outpatient Clinics After a 24-Hour Shift: Effects on Patient Satisfaction and Prescription Errors
Sigi Tan, DUKE-NUS School of Medicine, Singapore

#5HH4 NOT PRESENTED

#5HH5 NOT PRESENTED

1600-1730

#5JI Posters: Social Media/Games
Chairperson: Tudor Calinici, Romania
Location: Hall 4.u, CCB

#5JI The Reflective Blogger
Helen Pugsley, Cardiff University, Cardiff, UK

#5JII Social Media Platform Facilitate Networking and Collaboration Between Domestic and International Emergency Medicine Residents
Wei-Chen Chen, Chang Gung Memorial Hospital, Keelung, Taiwan

#5JIII NOT PRESENTED

#5JIV A Multi-Institutional Study of Facebook as a Teaching Tool in the Undergraduate Medical Curriculum
Kelly Quenelle, Western Michigan University Homer Stryker M.D. School of Medicine, Kalamazoo, USA

#5JV Integrating social media interaction with case-based learning in Pediatrics clerkship training: A Way Forward for Medical Education
Yin-Chih Fu, College of Medicine, Kaohsiung Medical University Hospital, Kaohsiung Medical University, Kaohsiung, Taiwan

#5JVI Educational quizzing with the QuizUp trivia game app
Gavin Dave, Department of Pharmacology, Yong Loo Lin School of Medicine, National University of Singapore, Singapore

#5JVI NOT PRESENTED

#5JII8 WITHDRAWN

#5JII9 SavingLives!: A game-based mobile application to promote Cardiopulmonary Resuscitation training and competency
Eric Bauman, Adtalem Global Education, Madison, WI, USA

#5JII10 The hurdles for adopting mobile learning devices in the clinical setting
Daniel Folger, University of Helsinki, Faculty of Medicine, Helsinki, Finland

#5JII11 Developing interactive multimedia e-books for undergraduate medical students in core clinical competencies
Chih-Cheng Hisiao, Kaohsiung Chang Gung Memorial Hospital and Chang Gung University College of Medicine, Chang Gung Medical Education Research Centre, Kaohsiung, Taiwan

#5JII12 Taxonomies: Our superpower?

#5JII13 Development of Information Literacy Skills Evaluation in Preclinical Medical Students based on the American Library Association 2015 Framework: A Pilot Study
Worapat Pathanaruith, Department of Anatomy, Faculty of Medicine Siriraj Hospital, Mahidol University, Bangkok, Thailand

#5JII14 Utilization of internet resources and standard textbooks in emergency medicine questions: A comparison study in correction among medical students
Chirukit Hengrasmee, Department of Emergency Medicine Vajira Hospital Navamindradhiraj University, Bangkok, Thailand

#5JII15 Cooperative Learning for Health Promotion within Hackathon
Kung-Pei Tang, Department of Education and Humanities in Medicine, School of Medicine, College of Medicine, Taipei Medical University, Taipei, Taiwan

1600-1730

#5JJ Posters: Junior Doctor as Teacher/Teacher as Mentor and Role Model
Chairperson: Julie Ash, Australia
Location: Hall 4.u, CCB

#5JJ1 Exploring the Relational Processes that occur within Mentorship in Academic Medicine
Charles Ho, Schulich School of Medicine & Dentistry - Western University, London, Canada

#5JJ2 Mentoring Relationships of Female Doctors in Three Different Countries: Are they Perceived as Friendships?
Heba Mohtady, Fakeeh College for Medical Sciences, Saudi Arabia; Zagazig University, Egypt, Cairo, Egypt

#5JJ3 Mentoring medical students – a systematic review of the literature from 2008 to 2018
Elise P. Skjevik, UiT the Arctic University of Norway, Tromsø, Norway

#5JJ4 The Roles of a Teacher: What does coaching add?
Brad Barth, University of Kansas Medical Center, Kansas City, USA

#5JJ5 Teaching Mentoring for Junior Doctors
María Bashyam, London North West University Healthcare NHS Trust, London, UK

#5JJ6 Understanding the e-mentoring relationship within Medicine: a thematic analysis
Lalit KR Krishna, Division of Supportive and Palliative Care, National Cancer Centre Singapore, Singapore

#5JJ7 Assessing mentoring - a systematic review of mentoring assessment tools between 2000-2015
Yong Xiang Ng, National University of Singapore, Singapore

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

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

#5JJ10 The design of a novel mentoring assessment tool
Zachary Koh, National University of Singapore
#5JH1 Medical Student Perceptions About Negative Attributes of Potential Role Models
Luiz Troncon, Ribeirao Preto Medical School, University of Sao Paulo, Ribeirao Preto, Brazil

#5JH2 Perception of final year medical students on role model and anti-role model characteristics
Arunee Tipwong, Suratthani Hospital, Suratthani, Thailand

#5JH3 Evaluating a Resident-as-Teachers workshop – the added value of student perspectives
Johanna Büchel, Women’s University Hospital, Basel, Switzerland

#5JH4 Peer teaching within the North West Foundation school, introducing PiPs - the Peer Teachers in Practice network
Miriam Leach, Health Education North West, Manchester, UK

#5JH5 The ‘Diabetes Acute Care Hour’ near peer teaching improves junior doctors’ confidence, prescribing skills and inpatient diabetes care
Helen A Casey, Department of Diabetes, Endocrine and Clinical Pharmacology, Glasgow Royal Infirmary, Glasgow, UK

#5JH6 From Teaching to Designing – Making Residents as Teachers powerful -- Clinical ultrasound education through boot camps developed by emergency residents in Taiwan Chin-Wang Hsu, Emergency, school of Medicine, College of Medicine, Taipei Medical University, Department of Emergency and Critical Medicine of WanFang Hospital, Taipei, Taiwan

1600-1730 #5K Posters: The Student/The Student as Teacher
Chairperson: Helen Goodyear, UK
Location: Hall 4.4, CCB

#5K1 Medical student perception in different types of formative evaluation score feedback
Chadakan Yan, Medical Education Center Chiangrai Prachanukroh Hospital, Chiangrai, Thailand

#5K2 Attitude of health care staff to medical students
Savanya Nganvivattavorn, Vachira Phuket Hospital, Phuket Town, Thailand

#5K3 Alcoholic and Social Integration in Medical School
Rafa Abushala, University of Glasgow, UK

#5K4 Exploring UK medical students exposure to, and opinions about, the pharmaceutical industry with the PharmAwareness Student Survey (PASS)
Nathan Cantley, NHS Highland, Inverness, UK

#5K5 Can Ginkgo Prevent Alzheimer’s Disease? Preparing Students for Caring Patients using Alternative Medicine in the Early Stage of Medical Education: A Study of Course Design
Wen-yuan Hsieh, College of Medicine, Kaohsiung Medical University, Kaohsiung, Taiwan

#5K6 The Role of Information Processing and Test Taking Strategies on Medical Student Academic Achievement
Sara Ahmed, Alfaisal University, Riyadh, Saudi Arabia

#5KK NOT PRESENTED

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

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

#5KK0 Multiple strategy peer-taught evidence-based medicine course in a poor resource setting
Tarek Turk, International Federation for Medical Students’ Associations, Damascus, Syria

#5KK1 Medical Students for Haiti: Evolving Practices in Near-Peer Education
Alison Celello, Icahn School of Medicine at Mount Sinai, New York, USA

#5KK2 The Impact of Medical Students as Teachers on Underclass Students
Holly Berkley and Morgan Harvey, Uniformed Services University, Bethesda, USA

#5KK3 Impact on students of a PASREV course initially designed for professionals. Implications for medical education
Manuel Lucas, Department of Medical Education of Faculty of Medicine of the University of Lisbon, Portugal

#5KK4 Our student-centered Basic Life Support (BLS) education is improved by referring to computer-based parameters
Kagemasa Kajiwara, Division of Basic Molecular Science & Molecular Medicine, School of Medicine, Tokai University, Isehara, Kanagawa, Japan

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

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

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

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

1745-1945 AMEE Simulation Committee (closed meeting) Hong Kong, 2nd Floor, CCB
Registration Desk / Exhibition
0745-1745 Registration Desk Open
0930-1630 Exhibition Open
Foyer South, Event Hall
Hall 4.1/4.4, CCB

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

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

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

0830-0915 #6 Plenary: Got Resilience? Promoting resilience wellbeing, and vitality in healthcare professions education and organizations: An integrative approach
Hedy Wald, Brown University; Boston Children’s Hospital-Harvard Medical School, USA

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

0935-0945 Announcement of Karolinska Institutet Prize for Research in Medical Education

0945-1015 Coffee Break
Viewing of posters and exhibits
Hall 4.1/4.4, CCB

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

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

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

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

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

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

1015-1035 #7E1 Does Incorporating a Measure of Clinical Workload Improve Workplace-Based Assessment Scores? Insights for Measurement Precision and Longitudinal Score Growth
Yoon Soo Park, University of Illinois at Chicago, USA

Note: Only the presenter(s) are listed in the programme. For a full list of authors, please see the App or Abstract Book
1045-1100  #7G3 Novel Learning Strategies for Students in the Basic Sciences
Aaron Brown, American University of the Caribbean, San Antonio, Texas, USA

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

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

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

1145-1200 Discussion

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

1005-1025  #7Hi Hybrid clinical simulation: Inclusion of immersive technology to develop skills on undergraduate medical students
Mildred Vanessa López Cabrera, Tecnológico de Monterrey, School of Medicine and Health Sciences, Monterrey, Mexico

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

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

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

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

1105-1115  #7H6 NOT PRESENTED

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

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

1135-1145  #7H9 Student involvement in the admission process at the University of Copenhagen, Denmark
Annitta Chosh Andersen, University of Copenhagen, Denmark

1145-1200 Discussion

1035-1055  #7E2 Development and validation of an EPA framework for palliative care competencies within medical undergraduate curricula
Jolien Pieters, Maastricht University, Maastricht, Netherlands

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

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

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

1155-1200 Discussion

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

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

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

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

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

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

1155-1200 Discussion

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

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

1030-1045  #7G2 The Training of Medical Students’ Spatial Abilities – Use of Anatomy Computer-Assisted Learning Platform
Bruno Guimarães, Faculty of Medicine, University of Porto, Portugal
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<tr>
<th>Time</th>
<th>Session</th>
<th>Chairperson</th>
<th>Discussant</th>
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<tr>
<td>1015-1200</td>
<td>#7I Short Communications: Curriculum: Evaluation</td>
<td>Dianne Manning, South Africa</td>
<td>Patricia Kokotailo, USA</td>
<td>Rio, 2nd Floor, CCB</td>
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<td>1015-1030</td>
<td>#7I Lessons learned from implementing the integrated curriculum for nine years at a medical college in Korea: focused on the perspectives of graduates and faculty members</td>
<td>Wha Sun Kang, Department of Medical Education, College of Medicine, The Catholic University of Korea, Seoul, South Korea</td>
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<td>1030-1045</td>
<td>#7I2 Shifting program evaluation from capturing to understanding: Trying to address the lack of evidence on Curricular reform</td>
<td>David Rojas, University of Toronto, Canada</td>
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<td>1045-1100</td>
<td>#7I3 Evaluating the effectiveness of educational interventions for patient benefit: The development of reporting guidelines</td>
<td>Hannah Hesselgreaves, Newcastle University, Newcastle upon Tyne, UK</td>
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<td>1100-1115</td>
<td>#7I4 Evaluation of the Effectiveness of Interventions to Improve Quality of Midwifery Education in Ethiopia: a Quasi-Experimental Study Design without a Control Group</td>
<td>Tegbar Sendeleke, Jhipiego, Addis Ababa, Ethiopia</td>
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<td>1115-1130</td>
<td>#7I5 Are we doing it right? Evaluating the Behavioural Science programme at a new medical college in Qatar - two years in Tanya Kane, College of Medicine, Doha, Qatar</td>
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<td>1130-1200</td>
<td>Discussion</td>
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<td>1015-1200</td>
<td>#7J Short Communications: Assessment: Feedback</td>
<td>Anne Baroffio, Switzerland</td>
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<td>Shanghai 1, Ground Floor, CCB</td>
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<td>1015-1030</td>
<td>#7J1 How closely does educator behaviour during feedback in contemporary clinical practice align with published recommendations: an observational study of 36 authentic formal feedback episodes across the health professions</td>
<td>Christina Johnson, University of Melbourne and Monash Health, Melbourne, Australia</td>
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<td>1030-1045</td>
<td>#7J2 Broadening the Scope of Feedback to Promote Its Relevance to Workplace Learning</td>
<td>Renée van der Leeuw, Gerion, Amsterdam, Netherlands</td>
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<td>1045-1100</td>
<td>#7J3 Developing feedback literacy of learners in the workplace: a tried and tested model</td>
<td>Christy Noble, Gold Coast Health, Southport, Australia</td>
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<td>1100-1115</td>
<td>#7J4 Mastering feedback for learning</td>
<td>Jill Benson, ModMed, Adelaide, Australia</td>
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<td>1115-1130</td>
<td>#7J5 Effectiveness of chart audits with formative feedback to improve the quality of clinical records by ophthalmology residents</td>
<td>Ana Palis, Hospital Italiano de Buenos Aires, Argentina</td>
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<td>1130-1145</td>
<td>#7J6 Listening for Success? Using audio to supplement written feedback in a taught masters programme</td>
<td>Leah Marks, University of Glasgow, UK</td>
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<td>1145-1200</td>
<td>#7J7 Balancing Between Saving Lives and Providing Feedback: A Multi-center Survey of Emergency Residents and Attending Physicians</td>
<td>Chung-Hsien Chou, Chang-Gung Medical Education Research Center (CGMERC), Taoyuan, Taiwan</td>
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No Discussion
#7M Short Communications: Continuing Professional Development  
Chairperson: Herve Maisonneuve, France  
Discussant: Helena Filipe, Portugal  
Location: Boston 1, Ground Floor, CCB

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

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

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

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

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

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

Discussion

#7N Short Communications: Diversity  
Chairperson: Petra Verdonk  
Location: Boston 2, Ground Floor, CCB

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

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

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

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

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

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

Discussion

#7O Short Communications: eLearning  
Chairperson/Discussant: Barry Quinn  
Location: Boston 3, Ground Floor, CCB

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

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

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

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

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

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

Discussion

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

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

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

#7P3 The concept of emotional intelligence at King Saud bin Abdulaziz University for Health Sciences at Saudi Arabia  
Afnaa Khoja, King Saud bin Abdulaziz University for Health Sciences, Jeddah, Saudi Arabia
1015-1115 #P4 Can Self-Efficacy Predict First Year Medical Students’ Academic Success? Jennifer Volberding, Oklahoma State University Center for Health Sciences, Tulsa, USA

1115-1130 #P5 Emotional Quotient in Iranian Nursing Students: a descriptive cross-sectional study Marzieh Hasanpour, School of Nursing and Midwifery, Tehran University of Medical Sciences, Tehran, Iran

1130-1145 #P6 Evolution of medical students’ learning strategies in a competency-based undergraduate curriculum. Results from a cross sectional study Asja Maaz, Charité-Universitätsmedizin Berlin, Germany

1145-1200 #P7 Evaluation of formative assessment practice in medical education Youn Seon Lim, Zucker School of Medicine at Hofstra/Northwell, Hempstead, USA

1015-1200 #Q Short Communications: The Teacher
Chairperson: Louise Young, Australia
Discussant: Patricia O’Sullivan, USA
Location: Lima, Ground Floor, CCB

No Discussion

1015-1200 #Q1 NOT PRESENTED

1030-1045 #Q2 How can role model attributes be developed in a health professions teacher? Ruchith Priyananda, National Institute of Health Sciences, Kalutara, Sri Lanka

1045-1100 #Q3 What it means to be a medical educator: A bi-national comparison between Canada and Mexico Silvia Lizett Olives Olivares, Tecnológico de Monterrey, School of Medicine and Health Sciences, Monterrey, Mexico

1100-1115 #Q4 Reading Between The Lines: What do Psychiatry Learners Tell us About Educator Effectiveness? Sheila Harms, McMaster University, Hamilton, Canada

1115-1130 #Q5 Exploring the impact of gender on medical educators’ professional identity development Jo Horsburgh, Imperial College, London, UK

1130-1200 Discussion

1015-1200 #R Round Table: Multiple Mini Interview
Chairperson: Harold Reiter, Canada
Location: Hong Kong, 2nd Floor, CCB

#R1 Relationship between student performances in non-cognitive skills in Multiple Mini Interview & Integrated Practical Examination Ayesha Rauf, National University of Medical Sciences (NUMS), Rawalpindi, Pakistan

#R2 The use of a standardisation method to control MMI assessors’ bias Christian Bourdy, Université de Montréal, Canada

#R3 Do sociodemographic factors of medical students play a role in MMI ratings and their subsequent prediction of OSCE performance? Mirjana Knorr, University Medical Center Hamburg-Eppendorf, Hamburg, Germany

#R4 The Development and Implementation of an MMI Approach in Postgraduate Selection in Anesthesiology: A case study using a validity framework Natalie Bui, McGill University, Montreal, Canada

1015-1200 #S Conference Workshop: The Steps of Curriculum Integration - practical and playful understanding
Ugo Caramori (UNICAMP (University of Campinas), Brazil), Maria Helena Senger (Pontifical Catholic University of São Paulo, Sorocaba, Brazil), Lara Teheux (Radboud University, Nijmegen, Netherlands), Katerina Dima (Aristotle University of Thessaloniki, Greece)
Location: Wettstein, 2nd Floor, Swissotel

1015-1200 #T Conference Workshop: Interprofessional communication in clinical settings: from training professionals to changing culture
Katherine Blondon (University Hospitals of Geneva, Switzerland), Alexandre Farin (Riviera Chablis Hospital, Vevey, Switzerland), Patricia Pichitiottna (Interprofessional Simulation Center, Switzerland)
Location: Helvetia 3, 1st Floor, Swissotel

1015-1200 #U Conference Workshop: The Role of the Educator in Improving the Quality of Postgraduate Medical Recruitment and Selection processes
Sheena MacLeod (Health Education England, Leicester, UK), Moya Kelly (NHS Education Scotland, Glasgow, UK), Claire Kennedy, Jonathan Howes (Health Education England, Birmingham, UK)
Location: Helvetia 4, 1st Floor, Swissotel

1015-1200 #V Conference Workshop: Medical Humanities today: how to teach it
Jonathan McFarland (Sechenov University, Moscow, Russia), Margaret Chisolm (Johns Hopkins University, Baltimore, USA), Joaquim Gea (University of Pompeu Fabra, Barcelona, Spain), Irina Markovina (Sechenov University, Moscow, Russia)
Location: Helvetia 5, 1st Floor, Swissotel

1015-1200 #W Conference Workshop: Where do I start? Planning a health education systematic review. A BEME workshop
Morris Gordon (University of Central Lancashire, Preston, UK), Madalena Patricio (University of Lisbon, Portugal), Michelle Daniel (University of Michigan Medical School, Michigan, USA)
Location: Helvetia 7, 1st Floor, Swissotel
1015-1200  #7Y Conference Workshop: The Science of Teams: Developing and Transforming Effective Teams
Darshana Shah (Marshall University; Joan C. Edwards School of Medicine, Huntington, WV, USA), Elizabeth (Betsy) Dawkins (VCU, Richmond, Virginia, USA)
Location: Samarkand, 3rd Floor, CCB

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

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

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

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

#7CC1 NOT PRESENTED

#7CC2 Evaluation of the medical student perception related to delivering bad news compared to experts doctors
Carlos Miranda, Ribeirão Preto School of Medicine, São Paulo University, Ribeirão Preto-SP, Brazil

#7CC3 Calling for Help: Teaching Medical Students about SBAR
Claire Gibbons, University Hospital of Coventry and Warwickshire, Coventry, UK

#7CC4 Applying Multi-Disciplinary Simulations to Demonstrate SPIRES Protocol for Teaching Medical Ethics and Communication Skills
Pei-Wei Wang, Taipei City Hospital, Taipei, Taiwan

#7CC5 Guiding eprofessionalism-developing social media workshops for health students
Jennifer May, University of Newcastle, Tamworth, Australia

#7CC6 What is necessary to support female physicians in Japan?
Rieko Goto, Kumamoto University Hospital, Kumamoto, Japan

#7CC7 Feminisation of postgraduate medical training influences burnout in medical residents
Maud Kramer, School of Health Professions Education (SHE), Faculty of Health, Medicine and Life Sciences, Maastricht University, Maastricht and Zuyderland Medical Centre, Heerlen, Netherlands

#7CC8 Assessing the impacts of Inter Professional Education Initiatives at a newly established tertiary hospital in Singapore
Wai Ching Deanna Lee, Sengkang General Hospital, Singapore

#7CC9 Narratives of care: the use of digital storytelling to understand lived experiences of care
Assad Malik, Barts and The London School of Medicine and Dentistry, London, UK

#7CC10 NOT PRESENTED

#7CC11 International Use and Correlates of Dundee Ready Educational Environment Measure (DREEM) in Assessing Learning Environments Within Undergraduate Medical Education: A Narrative Review
Kang Sim, Institute of Mental Health, Singapore

#7CC12 Stressors encountered during overnight duties by Anaesthesiology Senior Residents impedes their role as teachers & learners
John Song En Lee, KK Womens’ and Children’s Hospital, Singapore

#7CC13 Effectiveness of a self-selected “SMILESS” Intervention to reduce and/or prevent depression and general well-being of preclinical medical student
Thanita Thongtan, Mahidol University, Bangkok, Thailand
1015-1200

#7DD Posters: Surgical Simulation
Chairperson: Zalim Balkizov, Russia
Location: Hall 4, CCB

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

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

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

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

#7DD5 NOT PRESENTED

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

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

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

#7DD9 Using a 360° video based Virtual Reality environment of a kidney transplantation and donation procedure in different phases of the medical curriculum
Ariane Pieterse, Leiden University Medical Center, Leiden, Netherlands

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

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

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

#7DD13 NOT PRESENTED

#7DD14 NOT PRESENTED

#7DD15 NOT PRESENTED

1015-1200

#7EE Posters: Use of Technology and Specialist Training
Chairperson: John Sandars, UK
Location: Hall 4, CCB

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

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

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

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

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

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

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

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

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

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

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

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

#7EE13 Long-term learning of junior doctors following high-fidelity simulation
Thomas O’Dell, Imperial School of Anaestheisa, London, UK

#7EE14 'Tech Savvy Teachers': Leading Engagement in Post Graduate Medical Education with a technology enhanced approach
Craig Knott, UK

#7EE15 If you build it they will come and stay: Implementing a new Family Medicine Residency Program (FMRP) in an under-served community
Stuart Murdoch, University of Toronto, Canada
#7EE16 Resident practice-sharing in an academic Family Medicine Teaching Unit: Exploring effects on patient care and the resident educational experience
Rachel Peters, Department of Family and Community Medicine, University of Toronto, Canada

#7EE17 WITHDRAWN

#7EE18 How does general practice compare to hospital rotations? Comparison of the educational experience by junior doctors
Emily Haesler, ANU Medical School Academic Unit of General Practice, Canberra, Australia

#7EE19 The tutorial is dead: long live the tutorial
Rachael Elliott

#7EE20 Can short term rural practice-based learning program promote clinical and non-clinical skills in CPIRD junior doctors?
Noppawan Pongsopa, Suratthani Hospital, Suratthani, Thailand

#7FF Posters: Empathy and Ethics
Chairperson: Kristiina Patja, Finland
Location: Hall 4.1, CCB

#7FF1 Does change of empathy over academic years have a geographical pattern of variation?
Gominda G. Ponnaperumala, Centre for Medical Education, Yong Loo Lin School of Medicine, National University of Singapore, Singapore

#7FF2 Service-learning enhanced humanistic caring ability and empathy of medical students: A study from Shantou university medical college
Zhanqin Huang, Shantou university medical college, Shantou, People’s Republic of China

#7FF3 NOT PRESENTED

#7FF4 Residents’ and Medical Students’ self-assessed empathy levels do not correlate with patients assessments
Monica Bernardo, UNICAMP, Campinas, Brazil

#7FF5 Longitudinal relationships between motivation and empathy among medical students during clinical years
Giovanni Piumatti, University of Geneva, Switzerland

#7FF6 Longitudinal assessment of empathy by two different instruments and evolution of gender relationships in medical students
Margaret Gerbase, University of Geneva, Faculty of Medicine, Geneva, Switzerland

#7FF7 Evaluating Outcomes in Empathy and Multicultural Competency Training: A Simulation-Based Approach
Daniel Salcedo, Chile University Hospital, Chiba, Japan

#7FF8 Empathy – a core competence for clinicians? A question of attitude, personality or competence development in Medical Education and Postgraduate (Psychiatric) Training
Henriette Löffler-Stastka, Medical University Vienna, Postgraduate Unit /Teaching Center, Vienna, Austria

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

#7FF0 Empathy, fake empathy and how to make an empathetic statement - the views of SPs
William Laughey, Hull York Medical School, York, UK

#7FF1 The skeleton in my closet: exploring empathy in health sciences students in relation to the hidden curriculum and burnout
Komal Atta, The University of Faisalabad, Pakistan

#7FF2 Relationship Between Level of Empathy During Residency Training and Perception of Professionalism Climate
Aliya Begum, Aga Khan University Hospital, Karachi, Pakistan

#7FF3 Empathy training for nursing students through sociodrama
Miao-Ju Chwo, Fu Jen Catholic University, New Taipei City, Taiwan

#7FF4 Online gaming on empathy – A friend? Or foe?
Yih-Jer Wu, Department of Medicine, Mackay Medical College, and Department of Medical Education, Mackay Memorial Hospital, New Taipei, Taiwan

#7FF5 Comparison of empathy scores among students from two distinct medical curriculums (the Joint Medical Programme and the Regular Thai programme) across different stages in medical education
Wasin Boonmitchaisin, Sirnakarinwirot University, Bangkok, Thailand

#7FF6 Teaching Ethics through Art Using the Visual Thinking Strategy
Mary Mathew, Manipal Academy of Higher Education, Kasturba Medical College, Manipal, Manipal, Karnataka, India

#7FF7 Case-Based Ethics Grand-Rounds have a positive impact on Ethical-Decision-making and Professional Behaviors in Interns
Shekhar Kumta, The Chinese University of Hong Kong, Hong Kong

#7FF8 Exploring the Gap between Ethics Education in Medical School and Clinical Application
Jung Hsieh, Chang Gung University College of Medicine; Chang Gung Memorial Hospital, Linkou, Taoyuan City, Taiwan

#7FF9 Key Success of Teaching Medical Ethics in Clinical Years: WHO and HOW?
Patcharada Amatyakul, Department of Obstetrics and Gynecology, Faculty of Medicine, Naresuan University, Phitsanulok, Thailand

#7GG Posters: Integration and Curriculum Planning
Chairperson: Olaf Ahlers, Germany
Location: Hall 4.1, CCB

#7GG1 Integrated Health and Social Care Teaching
Sabia Dayala, University of Manchester, UK

#7GG2 Enhancing Medical Education Reform and Medical Student Professional Development Through Longitudinal, Co-Curricular Distinction Tracks
Luan Lawson, Brody School of Medicine at East Carolina University, Greenville, USA

#7GG3 Exploring basic science discussion during internal medicine rounds with clerkship medical students
Jonathan Pai, University of California San Francisco, USA
#7GG4 Will Early Clinical Training Improve the professional skills? – Experience from a New Medical Education in Sweden
Stefan Särnbäld, School of Medicine, Faculty of Medical Sciences, Örebro University, Örebro, Sweden

#7GG5 Change from a classical to an integrated curriculum has an impact on the assessment?
Milton Severo, Department of Public Health, Forensic Sciences and Medical Education, University of Porto Medical School, Porto, Portugal

#7GG6 NOT PRESENTED

#7GG7 Clinical Application of Medical Sciences (CAMS) to Phase 1 Medical Students
Dinesh Kumar Srinivasan, National University of Singapore, Singapore

#7GG8 The structured frameworks of organ system-based integrated curriculum, curriculum integrated examination, and impediment monitoring system in undergraduate medical education
Bor-Ching Sheu, Center of Faculty Development, Curriculum Integration & Department of Obstetrics and Gynecology, National Taiwan University College of Medicine, Taipei, Taiwan

#7GG9 Paediatric education in the Curriculum of the School of Medicine in the University of Örebro in Sweden
Myrsini Lemonaki, University Hospital of Örebro, Sweden

#7GG10 Does changing from teacher-centered to learner-centered contexts develop self-regulated learning? A qualitative study in a medical university in Japan
Yasuhide Matsuyama, Jichi Medical University, Shimotsuke, Japan

#7GG11 How to become a doctor? A preliminary report of pre-clerkship summer camp
Ching-Chih Chang, National Yang-Ming University School of Medicine, Taipei, Taiwan

#7GG12 WITHDRAWN

#7GG13 Introductory course in Gynecology and Obstetrics based on medical practice settings: an experience of six years
Francisco Jose Candido dos Reis, Ribeirao Preto Medical School - University of Sao Paulo, Ribeirao Preto, Brazil

#7GG14 Reforming Undergraduate Medical Education at Five Universities in Vietnam
David Duong, Harvard Medical School - The Partnership for Health Advancement in Vietnam, Boston, USA

#7GG15 Improving Mental Health Literacy in the Community Through Implementation of a Student-Delivered Mental Health Curriculum
Jared Papa, Idaho State University FA Program, Meridian, USA

#7GG16 Medical Curriculum Development for the Pre-clinic Medical Students in Naresuan University, Phitsanulok
Saisri Mirasena, Naresuan University, Phitsanulok, Thailand

#7GG17 Challenges, Success Factors and Pitfalls in the Implementation of Distributed Medical Education: A Multi-stakeholder Perspective from a Canadian Province
Anurag Saxena, University of Saskatchewan, Saskatoon, Canada

#7GG18 Undergraduate Medical Education for the Future
Sam Lingam, London International Medical School, London, UK

1015-1200

#7HH1 WITHDRAWN

#7HH2 Competency testing of knowledge in management of emergency nephrology conditions in externs and interns indicates the need for change in the teaching process
Krishna Royer, Clinical Medical Education Center, Surin Hospital, Surin, Thailand

#7HH3 Infrastructure, resources and the curriculum: An opinion at Facultad de Medicina, National Autonomous University of Mexico (UNAM)
Irene Durante, Facultad de Medicina of National Autonomous University of Mexico, Mexico City, Mexico

#7HH4 The emergency paramedics’ viewpoints on the compliance of their curriculum with job requirements
Seyed Masoud Hosseini, Mashhad University of Medical Sciences, Mashhad, Iran

#7HH5 Exit interviews are a useful complement to traditional course evaluations
Birgitta Björk, Institution for Medicine Huddinge, Karolinska Institutet, Stockholm, Sweden

#7HH6 Applying the After Action Review (AAR) method to undergraduate medical curriculum development
Barbara Jennings, Norwich Medical School, Norwich, UK

#7HH7 What’s the CATCH? Evaluation of a Curriculum Designed for Physicians to Capture and Translate the Learning from the Review of Adverse Events and ‘Near Misses’ in Hospital Settings
Suzette Cooke, University of Calgary, Canada

#7HH8 The more difficult subjects on biggest Med School in Mexico
Maria de los Angeles Fernandez-Altuna, UNAM School of Medicine, Mexico City, Mexico

#7HH9 Course alignment in a distributive model: student and preceptor expectations of clinical pharmacology knowledge and skills in a veterinary medical curriculum
Margaret C Barr, Western University of Health Sciences, Pomona, USA

#7HH10 Medical Students Perception of the Quality of their Medical Education. A change is necessary?
Omaira Rodriguez, Universidad Central de Venezuela, Caracas, Venezuela

#7HH11 A survey to assess high school students’ and medical students’ perspectives on a research-focused medical curriculum and a seven-year integrated Bachelor of Science/Doctor of Medicine Degree (BS/MD) Program in Thailand
Wattanyu Chaivong, Chulabhorn Royal Academy (CRA), Bangkok, Thailand
#7HH12 Factors influencing students’ satisfaction: results of 10 years follow up
Adrienn Vivien Juhász, University of Pécs Medical School, Pécs, Hungary

#7HH13 Dynamic patterns in student assessment outcomes in Algarve Medical School: Cohort Study
Ana Marreiros, Department of Biomedical Sciences and Medicine, University of Algarve, Faro, Portugal

#7HH14 How good was our curriculum? Sixth year students’ self-assessment of their theoretical knowledge and practical experience when starting their internship
Isabel Brito, Department of Medical Education (DEM), Faculty of Medicine, University of Lisbon (FMUL), Lisbon, Portugal

#7HH15 Student evaluation of medical semiology practical teaching at Faculdade de Medicina da Universidade de Lisboa (FMUL): Implications for future teaching
Nuno Manço, Departamento de Educação Médica - Faculdade de Medicina, Universidade de Lisboa, Lisbon, Portugal

#7HH16 Measuring the educational environment across the curriculum in Physiotherapy: A Mixed Methodology approach
Brenda Fuencalida, Physiotherapy Service, Health Network UCChristus, Santiago, Chile

#7HH17 Evaluation of the educational environment of a Singaporean Internal Medicine Residency program
Andrew Ming-Liang Ong, Singhealth, Singapore

#7HH18 Journeys in Change Management: Two Differing Medical Educational Experiences
Chris Skinner, Medical School, Notre Dame University, Fremantle, Australia

#7HH19 Unidimensionality, goodness-of-fit, and differential item function test of Korean version of Dundee Ready Education Environment Measure (DREEM) questionnaire
A Ra Cho, College of Medicine, The Catholic University of Korea, Seoul, Korea

#7HH20 Why we need mixed methods to explore the construct validity of scores from learning environment (LE) assessment tools: the UCEEM as a case-example
Pia Strand, Lund University, MedCUL, Lund, Sweden

#7HH21 No such thing as a silly question: Overcoming the perception of humiliation in the learning environment for medical students. Does providing a safe environment for medical students to ask questions improve the learning environment?
Lakhbir Kaur, University of Central Lancashire (UClan), Preston, UK

1015-1200

#II Posters: Problem Based Learning/Team Based Learning
Chairperson: Dean Parmelee, USA Location: Hall 4a, CCB

#II1 Student experiences in multilingual problem-based hybrid curriculum
Nina Peitsaro, University of Helsinki, Finland

#II2 Implementation and evaluation of PBL tutorial introducing simulated patients in Japanese medical school
Naoki Hiroi, Center for Medical Education, Toho University, Tokyo, Japan

#II3 Dispelling some common misconceptions of PBL facilitation at a Graduate Entry Medical School
Diane O Doherty, Graduate Entry Medical School, University of Limerick, Ireland

#II4 5-step PBL tutor training program - a practical faculty development experience to share
Ling-Yu Yang, Department of Pediatrics, School of Medicine, National Yang-Ming University, Taipei Veterans General Hospital, Taipei, Taiwan

#II5 Problem based learning (PBL) tutors' perceptions of factors affecting student engagement with PBL
Helena McKeague, University of Limerick, Ireland

#II6 Course observation to facilitate skill development for inter-professional problem-based learning (PBL) tutors
Mong-Wei Lin, National Taiwan University College of Medicine, Taipei, Taiwan

#II7 PBL in primary care: Is it feasible?
Gustavo Romao, UNAERP (University of Ribeirao Preto), Ribeirao Peto, Brazil

#II8 The Impact of problem-based learning on internship doctors’ performance: a cross sectional study
Tonung Dwi Ardyanto, Faculty of Medicine, Universitas Soeharta M. Surakarta, Indonesia

#II9 Evaluating 2nd year graduate students’ expectations and feedback in a problem based learning setting to improve student experience
Alexandrina Roman, Bath Academy - University of Bristol, UK

#II10 Do Prior Experiences of Teamwork Influence Students’ Case Based Learning Group?
Sarah Aruwajoye, University of Bristol, UK

#II11 What Makes a Fantastic Case Based Learning Group?
Anna Beak, University of Bristol, UK

#II12 Uncover it, students would learn leadership from Team-Based Learning (TBL): The effect of guided reflection and feedback
Desouki · Bahrain, Faculty of Medicine, University of Limerick, Ireland

#II13 Express Team-Based Learning (eTBL): Educational Effects of a Modified TBL Approach
Susanne Skjervold Smeby, Norwegian University of Science and Technology (NTNU), Trondheim, Norway

#II14 Surveying learning outcomes of students with different learning style by combining flipped classroom and team based learning
Jyh-Gang Hsieh, Buddhist Tzu Chi General Hospital, Hualien, Taiwan

#II15 Is Team-based learning an effective method of acquiring paediatric clinical skills in an undergraduate medical program?
Maha Desouki, College of Medicine, Qatar University, Doha, Qatar

#II16 Validation of a Peer Assessment Method for Team-based Learning in a Medical School Histology Course
Lukas Richards, Mayo Clinic, Rochester, Minnesota, USA

#II17 Integration of basic-clinical sciences: an experience of Team-Based Learning (TBL) vs. traditional method among undergraduate dental students
Afsaneh Pakdaman, Tehran University of Medical Sciences, Tehran, Iran
| 1015-1200 | #7JJ Team-Based Learning in physical examination skills: a pilot study  
Jiska Patiwael, VU Medical Centre, School of Medical Sciences, Amsterdam, Netherlands |
| #7JJ Posters: Clinical Teaching 2  
Chairperson: Annie Cushing, UK  
Location: Hall 4, CCB |
| #7JJ Peer observation: a quality improvement tool for clinical teaching  
Pick Fong Chee, Tan Tock Seng Hospital, Singapore |
| #7JJ1 Experience Learning through Clinical Observations in Premedical Education: Benefits and Challenges  
Rachid Bendriss, Weill Cornell Medicine, Doha, Qatar |
| #7JJ2 Can Emergency Response Team (ERT) training by paramedics improve basic life support quality in undergraduate students and university staff in Mahidol university?  
Jaruwun Praktayanunt, Ramathibodi Hospital, Bangkok, Thailand |
| #7JJ3 Team Based Practice (TBP) - the new team based learning system of clinical clerkship at the surgical department - suitable for shy Japanese students  
Soichi Murakami, Soichi Murakami, Center for Medical Education, Dept. of Gastroenterological Surgery, Hokkaido University, Sapporo, Japan |
| #7JJ4 Assessing shared decision-making skills of 3rd year medical students  
Lucille Ong, Academic Medical Centre, department of Medical Psychology, Amsterdam, Netherlands |
| #7JJ5 Interviewing clinicians as a group assignment is an effective method to facilitate transformative learning in teaching Health Economics in Thailand  
Win Techahaksej, Lampang Hospital, Lampang, Thailand |
| #7JJ6 Employing role-play and peer review to improve the attitudes toward patients and the communication skills of clerkship students during student-oriented hospital ward rounds  
Hajime Kasai, Health Professional Development Center, Chiba University Hospital, Chiba, Japan |
| #7JJ7 A Critical Review of Bedside Teaching in Medical Education  
Abhilash Balakrishnan, Singapore General Hospital, Singapore |
| #7JJ8 Medical students’ perception of discharge planning  
Chiu-Hsi Tien, NDMC (National Defense Medical Center), TSGH (Tri-service General Hospital), Taipei, Taiwan |
| #7JJ9 What did students learn during bedside teaching?  
Chao-Huei Chen, Taichung Veterans General Hospital, Taichung, Taiwan |
| 85 | #7JJ11 Witnessing death does not necessarily relieve death discomfort: analysis of the relationship between religiosity and thanatophobia in medical undergraduate students  
Patricia Cury, FACERES Medical School, São José do Rio Preto, Brazil |
| #7JJ12 Evaluation of Training Scenario Validity: Analysis of Debriefing from the Viewpoint of Competence  
Yoshitaka Maeda, Jichi Medical University, Tochigi, Japan |
| #7JJ13 NOT PRESENTED |
| #7JJ14 Teaching Medical Students the Elements of an Effective Patient Handover during the Clinical Years  
Meenakshy Aiyer, University of Illinois College of Medicine, Peoria, USA |
| #7JJ15 Relationships Matter: Enhancing Trust and Trainee Development with a (Simple) Clerkship Curriculum Reform  
J. Kevin Dorse, Southern Illinois University School of Medicine, Springfield, USA |
| #7JJ16 The Clinical Teaching Practicum: An Important Learning Methodology for Instructional Development  
Daniel Panisko, Department of Medicine, University of Toronto, Canada |
| #7JJ17 Development and validity evaluation of learning self-efficacy scale toward clinical skills  
Chen-Chih Wu, Taipei Medical University Hospital, Taipei, Taiwan |
| #7JJ18 NOT PRESENTED |
| #7JJ19 NOT PRESENTED |
| 1015-1200 | #7KK Posters: Leadership and Management  
Chairperson: Sonia Crandall, USA  
Location: Hall 4, CCB |
| #7KK1 Senior Leadership Needs Assessment  
Mia Lang, University of Alberta, Edmonton, Canada |
| #7KK2 A driver for individual and organizational change - The AO Foundation (AO) Leader Education Program (LEP)  
Tatjana Topalovic, AO Foundation, Basel, Switzerland |
| #7KK3 Exploring Outcomes of the Dartmouth-Hitchcock Leadership Preventive Medicine Program  
Tina Foster, Dartmouth-Hitchcock Medical Center/Geisel School of Medicine, Lebanon, NH, USA |
| #7KK4 Summative Assessment of Team Leader Performance: a Randomized Controlled Trial after Advanced Life Support Courses  
Sabine Nabecker, Department of Anaesthesiology and Pain Therapy, University Hospital of Bern, University of Bern, Switzerland |
| #7KK5 Students as change leaders in medical education: current condition and perspectives for further development of medical education in Poland  
Lukasz Adamus, Medical University of Lodz, Poland |
| #7KK6 Leaders In Medicine Program: How Well Do Students Perform And Where Do They Go After Graduating?  
Wayne Woloshuk, Cumming School of Medicine, University of Calgary, Canada |
## Developing a resident programme

**“Leader in clinical education”**

Hanna Lernbrink, Bramaregarden Health Center, Primary Health Care, Gothenburg, Sweden

## Training undergraduate medical students in leadership

Maaike Matulewicz, VU University Medical Center, Amsterdam, Netherlands

## Challenge of a Third Medical School in an Institution: Tutors' Perspective

Jill Cheng Sim Lee, KK Women's and Children's Hospital, Singapore

## Challenge of a Third Medical School in an Institution: Medical Students' Perspective

Mingyue Li, KK Women's and Children's Hospital, Singapore

## Analysis of formal and informal physical learning spaces in a university hospital: A case study

Andrea Flores, National Autonomous University of Mexico (UNAM), Mexico City, Mexico

## History of the feminization of the medical profession in Switzerland: what are the lessons?

Lucie Begert, Institute of Humanities in Medicine - CHUV, Lausanne, Switzerland

## Service Motivation and Motivation to Lead

R. Stephen Manuel, University of Mississippi Medical Center, Jackson, MS, USA

## Does workload affect quality of delivery of undergraduate medical education in primary care?

Tal Wasty, University of Manchester, UK

### AMEE Group Meeting

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<tr>
<th>Time</th>
<th>Session</th>
<th>Location</th>
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<tbody>
<tr>
<td>1015-1200</td>
<td>AMEE MedEdPublish Board (closed meeting)</td>
<td>MCH Lounge, Event Hall</td>
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<tr>
<td>1230-1300</td>
<td>AMEE CPD Special Interest Group</td>
<td>Singapore, 2nd Floor, CCB</td>
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<tr>
<td>1230-1330</td>
<td>AMEE AGM (AMEE Members Only)</td>
<td>Sydney, 2nd Floor, CCB</td>
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</tbody>
</table>

### Soapbox Stage – Hall 4.1, CCB

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

### Courses

- **1230-1330** ESME Course
- **1230-1330** ESMELead Course
- **1230-1330** RESME Course

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<tr>
<th>Time</th>
<th>Course</th>
<th>Location</th>
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<tbody>
<tr>
<td>1230-1300</td>
<td>ESME Course</td>
<td>Osaka, 3rd Floor, CCB</td>
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<tr>
<td>1230-1330</td>
<td>ESMELead Course</td>
<td>Samarkand, 3rd Floor, CCB</td>
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<tr>
<td>1230-1330</td>
<td>RESME Course</td>
<td>Helvetia 7, 1st Floor, Swissotel</td>
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</tbody>
</table>
Session 8: Simultaneous Sessions

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

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

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

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

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

1400-1420  #8E1 Are efforts to attract graduate applicants to UK medical schools effective in increasing the participation of under-represented socioeconomic groups? A national cohort study
Ben Kumwenda, University of Aberdeen, UK

1420-1440  #8E2 Differences in Learning Experiences and Outcomes of International Health Elective Program Participants Who Visited Low-Middle Income or High-Income Countries: A Cross-Sectional Survey of Japanese Medical Graduates
Yuko Takeda, Juntendo University, Japan, Tokyo, Japan

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

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

1520-1530  Discussion

1400-1530  #8F Doctoral Reports 2
Chairperson: Karen Mattick, UK
Location: Helvetia 1, 1st Floor, Swissotel

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

1420-1440  #8F2 Predictive Validity of the Selection Procedure for Admission in Medicine and the Role of a Bonus System in Relation to Performance During Graduation and Selection for Medical Residency
Glaucia Moreira, Unicamp and Unifal-MG, Campinas, Brazil

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

1500-1530  Discussion

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

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

1415-1430  #8G2 Validation and Transferability of the SIMULATE Ureterorenoscopy Training Curriculum: A Multicenter International Study
Abdulatif Alboumy, MRC Centre for Transplantation, Guy's Hospital, King's College London, UK

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

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

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

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

No Discussion
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<tr>
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<th>Session Title</th>
<th>Chairperson</th>
<th>Location</th>
<th>Overview</th>
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<tbody>
<tr>
<td>1400-1530</td>
<td><strong>#8P</strong> Short Communications: Teaching and Learning: Problem Based Learning/Team Based Learning</td>
<td>Chairperson: Sandy Cook, Singapore</td>
<td>Darwin, Ground Floor, CCB</td>
<td>Kenny Gilbert, PUPSM, Plymouth, UK</td>
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<tr>
<td>1400-1415</td>
<td><strong>#8P1</strong> How hybrid PBL can support students to manage cognitive load: findings from an audio-diary study</td>
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<td>1415-1430</td>
<td><strong>#8P2</strong> Experiences and emotions – examining first year medical students’ transition into a PBL curriculum</td>
<td>Diana Stentoft, Aalborg University, Aalborg, Denmark</td>
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<td>1430-1445</td>
<td><strong>#8P3</strong> Team-Based Teaching (TBT) for Active Learning: Our experiences teaching Medical Professionalism</td>
<td>Mieko Ogino, International University of Health and Welfare, School of Medicine, Office of Medical Education, Narita, Japan</td>
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<td>1445-1500</td>
<td><strong>#8P4</strong> Validation of the Knowledge Re-Consolidation Inventory: A New Rating Scale to Measure Learning During Team-Based Learning</td>
<td>Ying Yun Juliana Koh, Lee Kong Chian School of Medicine, Nanyang Technological University, Singapore</td>
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<tr>
<td>1500-1515</td>
<td><strong>#8P5</strong> Team-based learning (TBL) in the medical curriculum: better than PBL?</td>
<td>Annette Burgess, The University of Sydney, Australia</td>
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<td>1515-1530</td>
<td><strong>#8P6</strong> What is Nystagmus? Analysis of a Learning Issue Construction in a PBL Tutorial Group</td>
<td>Anna Cianciolo, Southern Illinois University, Springfield, USA</td>
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<tr>
<td>1400-1530</td>
<td><strong>#8Q</strong> Short Communications: Postgraduate: Specialist Training</td>
<td>Chairperson: Natalie Koch, Switzerland</td>
<td>Lima, Ground Floor, CCB</td>
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<tr>
<td>1400-1415</td>
<td><strong>#8Q1</strong> Using quality-of-care clinical data as an indicator for comparing outcomes from different Family Medicine Residency training programs in Canada: a pilot study</td>
<td>Keith Wycliffe-Jones, University of Calgary, Canada</td>
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<td>1415-1430</td>
<td><strong>#8Q2</strong> Introducing practical leadership skills into general practice placements for first year GP trainees in Scotland</td>
<td>Meiling Denney, RCGP, London</td>
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<td>1430-1445</td>
<td><strong>#8Q3</strong> Clinical decision making at fingertips for junior doctors in Emergency Medicine</td>
<td>Srisavini Manjunathan, East Kent Hospitals University Foundation Trust, Kent, UK</td>
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<td>1445-1500</td>
<td><strong>#8Q4</strong> Postgraduate education in anaesthesiology in Johannesburg, South Africa: qualitative reflections from registrars</td>
<td>Lionel Green-Thompson, University of the Witwatersrand, Johannesburg, South Africa</td>
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<td>1500-1515</td>
<td><strong>#8Q5</strong> Cross-Specialty Differences in Gender Effect on Residents’ Milestones Trajectories</td>
<td>Kenji Yamazaki, Accreditation Council for Graduate Medical Education, Chicago, USA</td>
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<td>1515-1530</td>
<td><strong>#8Q6</strong> “You are virtually on your own” - after-hours support of radiology trainees – are we putting registrars and patients at risk?</td>
<td>Irina Dedova, University of New South Wales (Sydney), Sydney, Australia</td>
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<td>1400-1530</td>
<td><strong>#8R</strong> Round Table: Self Directed Learning</td>
<td>Chairperson: Gerald Stapleton, USA</td>
<td>Hong Kong, 2nd Floor, CCB</td>
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<td>1400-1530</td>
<td><strong>#8R1</strong> Improving student midwives’ workplace learning by moving from self- to co-regulated learning</td>
<td>Mieke Embo, Artevelde University College Gent and University Gent, Belgium</td>
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<td>1400-1530</td>
<td><strong>#8R2</strong> A qualitative exploration of self-regulated learning in newly graduated physiotherapists</td>
<td>Hwee Kuan Ong, Physiotherapy Department, Singapore General Hospital, Singapore</td>
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<td>1400-1530</td>
<td><strong>#8R3</strong> Game on: Gamification of Medical Education</td>
<td>Viral Thakrar, Imperial College, London, UK</td>
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<td>1400-1530</td>
<td><strong>#8R4</strong> Develop This! A Pilot Self-Directed Learning Activity for First Year Medical Students</td>
<td>Marika Wrzosek, Medical College of Wisconsin, Milwaukee, WI, USA</td>
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<td>1400-1530</td>
<td><strong>#8S</strong> Conference Workshop: Developing and Integrating a Neuroanatomy Virtual Reality Tool for Medical Education</td>
<td>James Pickering (University of Leeds, UK), Panos Bamidis (Aristotle University of Thessaloniki, Greece), Panagiotis Antoniou (Aristotle University of Thessaloniki, Greece)</td>
<td>Wettstein, 2nd Floor, Swissotel</td>
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<td>1400-1530</td>
<td><strong>#8T</strong> Conference Workshop: Student Refugees in Europe: Barriers &amp; Solutions to University Enrollment and Retention</td>
<td>Evangelos Papageorgiou, Lara Teheux, (EMSA), Aikaterini Dimi, Marian Sedlak (IFMSA), Janusz Janczukowi (AMEE)</td>
<td>Helvetia 3, 4th Floor, Swissotel</td>
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<td>1400-1530</td>
<td><strong>#8U</strong> Conference Workshop: Transitioning to Competency Based Medical Education – Supporting direct observation in a non-procedural based specialty</td>
<td>Tina Hsu, University of Ottawa, Canada; Sohaib Al-Aasaed, Memorial University of Newfoundland, St. John’s, Canada; Sanraj Basi, University of Alberta, Edmonton, Canada; Nazik Hammad, Queen University, Kingston, Canada; Som D. Mukherjee, McMaster University, Hamilton, Canada</td>
<td>Helvetia 4, 5th Floor, Swissotel</td>
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<td>1400-1530</td>
<td><strong>#8V</strong> Conference Workshop: Faculty Development for Interprofessional Continuing Education: Employing an Innovative, Interactive Approach</td>
<td>Kathy Chappell (American Nurses Credentialing Center, USA), Graham McMahon (Accreditation Council on Continuing Medical Education, USA), Lawrence Sherman (Academy for Global Interprofessional Learning and Education, USA)</td>
<td>Helvetia 5, 6th Floor, Swissotel</td>
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1400-1530  
**#8W Simulation Journal Club**  
Lars Konge and Debra Nestel, co-chairs of the AMEE Simulation Committee along with members of the Committee  
Location: Helvetia 7, 1st Floor, Swissotel

1400-1530  
**#8X Conference Workshop: How to use self-regulated (SRL) enhanced feedback in medical education**  
John Sandars (UK)  
Location: Osaka, 3rd Floor, CCB

1400-1530  
**#8Y Conference Workshop: “Falling Through the Cracks”: A Film and Curriculum for Teaching Teamwork Skills**  
Kristin Fraser, Irina Charania, Marlene Donahue, Ian Wishart, Sandra Goldsworthy, Ward Flemons (University of Calgary, Canada), Teri Price, David Price (Greg's Wings, Calgary, Canada)  
Location: Samarkand, 3rd Floor, CCB

1400-1530  
**#8Z Conference Workshop: 'Diagnosing' and 'Treating' learners who struggle with clinical performance and reasoning**  
Debra Klamen, Southern Illinois University School of Medicine, Springfield, USA  
Location: Guangzhou, 2nd Floor, CCB

1400-1530  
**#8AA Conference Workshop: Knowledge Translation in Health Professions**  
Aliki Thomas, Tanya Horsley, Yvonne Steinert, Canada  
Location: Nairobi, 2nd Floor, CCB

1400-1530  
**#8BB Conference Workshop: The Standards of Best Practice by the Association for Standardized Patient Educators (ASPE SOBP)**  
Henrike Hölder (Medizinische Hochschule Brandenburg, Neuruppin, Germany), Cathy Smith (Baycrest Health Sciences, Toronto, Canada), Carine Layat-Burn (Psyché-Psychiatric Centre, Neuchatel, Switzerland)  
Location: Mexico, 2nd Floor, CCB

1400-1530  
**#8CC ePosters: Simulation**  
Chairperson: Doris Ostergaard, Denmark  
Location: Hall 4.1, CCB

1400-1530  
**#8DD Posters: Community Oriented Medical Education**  
Chairperson: Alison Ledger  
Location: Hall 4.1, CCB

### Key Presentations

- **#8CC4 Enhancing the meaning of the feedback in learning patient care in simulations – Education for Simulated Patients**  
  Rikka Teuri, Turku University of Applied Sciences, Turku, Finland

- **#8CC5 Does the team leader role affect medical students’ confidence levels, in simulated shock resuscitation?**  
  Veerapong Vattanavant, Faculty of Medicine, Prince of Songkla University, Hat Yai, Thailand

- **#8CC6 Enhancing emergency performance competency for violence response by using mnemonic phrase and simulation training among emergency workers**  
  Yi-Chun Chen, Department of Emergency Medicine, Taipei Medical University Hospital, Taipei, Taiwan

- **#8CC7 Changes in the interprofessional attitudes of midwife students after hybrid-simulation**  
  Joana Berger-Estilitta, Department of Anaesthesia University Hospital Bern and University of Bern, Switzerland

- **#8CC8 Residents As Teacher by Inter-Operator Observation in High-Fidelity Simulation**  
  Yen-Yu Liu, Mackay Memorial Hospital, Taipei, Taiwan

- **#8CC9 Towards lower threshold simulation**  
  Teemu Masalin, Faculty of Medicine, University of Helsinki, Finland

- **#8CC10 Simulation Based Learning (SBL) for Pediatrics Clerkship Medical Students: A Preparation Program for Clinical Practice**  
  Dilok Kitapoglou, Acibadem University, Istanbul, Turkey

- **#8CC11 SimPharma UAE: Using clinical simulation to support 2nd year medical students’ understanding of pharmacology in the United Arab Emirates**  
  Helen Henderson, Mohammed Bin Rashid University of Medicine and Health Sciences, Dubai, United Arab Emirates

- **#8CC12 Knowledge retention after team-based learning for cardiopulmonary resuscitation training in 6th year medical students**  
  Ratchatayakorn Limapichat, Khonkuen Hospital, Khonkaen, Thailand

- **#8CC13 Effects of Video Debriefing on Advanced Life Support Simulation Course**  
  Youngjoon Kang, Jeju National University Medical School, Jeju, South Korea

- **#8CC14 Lessons in Medical Simulation Centre – Polish student’s expectations and experience**  
  Antonina Doroszewska, Medical Simulation Center of Warsaw Medical University, Warsaw, Poland

- **#8CC15 Improving Patient Safety and Teamwork Through Simulation Training in Cardiopulmonary Resuscitation**  
  Wan-Ting Wu, Taipei Hospital, Ministry of Health and Welfare, New Taipei City, Taiwan

- **#8CC2 NOT PRESENTED**

- **#8CC3 Assessing the needs for Basic Cardiac Life Support training in one hemodialysis center using Simulation**  
  Julien Aron, AURA, Paris, France
#8DD2 Construction and Practice of Education System of Early Community-based Clinic Contact Qiaoqing Gai, School of Clinical Medicine, Shanghai University of Medicine & Health Sciences, Shanghai, People's Republic of China

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

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

#8DD5 How well do students identify community health needs through rapid appraisal Community Diagnosis? Ioannis Balanos, University of Nicosia Medical School, Nicosia, Cyprus

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

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

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

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

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

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

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

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

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

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

1400-1530 #8EE Posters: International Chairperson: Stephen Ash, USA Location: Hall 4.1, CCB

#8EE1 Not Presented

#8EE2 Not Presented

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

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

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

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

#8EE7 Not Presented

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

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

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

#8EE11 Unique collaboration to involve trainees in educational policy making: EFPT and UEMS Section of Psychiatry Howard Ryland, University of Oxford, Department of Psychiatry, Oxford, UK

#8EE12 Exploring risks of international handover and training needs of healthcare professionals in a European border region Daniëlle Verstegen, Maastricht University, School of Health Professions Education, Maastricht, Netherlands

#8EE13 IMPECD - Improvement of Education and Competences in Dietetics Alexandra Kolm, University of Applied Sciences St. Pölten GmbH, St. Pölten, Austria
#8EE14 Developing a Strategy to improve the integration of International Medical Graduates into the Great Ormond Street Hospital for Children
Konstantinos Dimitriadis, UK

#8EE15 Development of an Advanced Pediatric Life Support (APLS) Simulation Training Program in Bhutan
Kajal Khanna, Stanford University, Stanford, USA

1400-1530 #8FF: Posters: Curriculum Content including Humanities and Prescribing
Chairperson: Jonathan McFarland, Russia
Location: Hall 4, CCB

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

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

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

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

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

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

#8FF7 NOT PRESENTED

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

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

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

#8FF11 Exercise Physiology as a Preclinical Elective Course in Medical Education
Phunphen Naprudit, Department of Physiology, Phramongkutklao College of Medicine, Bangkok, Thailand

#8FF12 Medical Students’ Attitudes toward Active Learning in Radiology
Chalakot Dejarkom, Buddhachinaraj Medical Education Center, Phitsanulok, Thailand

1400-1530 #8GG: Posters: Competency Based Education and Entrustable Professional Activities
Chairperson: Sean Gnecco
Location: Hall 4, CCB

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

#8GG2 NOT PRESENTED

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

#8GG4 NOT PRESENTED

#8GG5 NOT PRESENTED

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

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

#8GG8 Updated Entrustable Professional Activities for a Family Medicine Residency Training Program
Jose Francois, University of Manitoba, Winnipeg, Manitoba, Canada

#8GG9 Validation of a novel assessment tool to evaluate how well medical residents are prepared to lead Serious Illness Conversations with oncology patients based on the competency-based medical education (CBME) model – a qualitative analysis
Jenny Ko, BC Cancer, Abbotsford, Canada

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

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

#8GG12 Stay Alert! “Generation Z” and the Teaching of Gynecology and Obstetrics in Undergraduate Medical Education Through Active Methodologies, Entrustable Professional Activities (EPAs) and Digital Medias
Andrea Mara De Marco Novellino, Faculdades Pequeno Principe, Curitiba, Brazil
<table>
<thead>
<tr>
<th>1400-1530</th>
<th>#8HH Posters: Continuing Professional Development 1</th>
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<tbody>
<tr>
<td>Chairperson: Vania Dimitrova</td>
<td>Location: Hall 4.4, CCB</td>
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<th>1400-1530</th>
<th>#8II Posters: eLearning/Virtual Reality</th>
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<tr>
<td>Chairperson: Monika Sobocan/Virtual Reality</td>
<td>Location: Hall 4.4, CCB</td>
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<td><strong>#8II NOT PRESENTED</strong></td>
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| **#8GI15 Clinical practical assessment of Entrustable Professional Activities in undergraduate veterinary students at Vetmeduni Vienna: A pilot study** | **#8HH13 Developing an online case study repository for continuing medical education** |
| Sibylle Kneisel, Vetmeduni Vienna, Austria | Hwee Sing Khoo, National Healthcare Group, Singapore |

| **#8GI14 Evaluating Farm Med CPD as an Expression of CBME, Using Curriculum Mapping** | **#8HH14 Project T – boundary-spanning, innovative problem solving capabilities in medical professionals** |
| Robert Parson, University of Ottawa, Office of CPD, Ottawa, Canada | Winnie Teo, National Healthcare Group, Singapore |

| **#8GI15 Using Eye Tracking to evaluate students’ needs and usability of a visualised curriculum** | **#8HH15 Transforming Postgraduate Medical and Dental Education: The Creation of Overarching Governance Arrangements to Improve and Monitor the Delivery of CPD in Wales** |
| Min Kuan Chua, Nanyang Technological University, Singapore | Ian Collings, Wales Deanery, Cardiff, UK |

| **#8HH16 The role of Journal Clubs in Continuing Professional Development** | **#8HH16 The role of Journal Clubs in Continuing Professional Development** |
| Inês Leal, Kyiv, Ukraine | Inês Leal, Kyiv, Ukraine |

| **#8HH Posters: Continuing Professional Development 1** | **#8II Posters: eLearning/Virtual Reality** |
| Chairperson: Vania Dimitrova | Location: Hall 4.4, CCB |
| **#8HH1 NOT PRESENTED** | **#8II NOT PRESENTED** |

| **#8HI2 Quality improvement events as accessible, adaptable and diverse learning platforms** | **#8II1 Guideline for distance learning studies for graduate medical students** |
| Nadine Dyar, Peninsula School of Anesthesia, Torquay, UK | Márca Rosa da Costa, UNA-SUS/UFCSPA, Porto Alegre, Brazil |

| **#8HI3 Effects of a Training Program on End-of-Life Caring for ICU Nurses on their Attitudes and Care Behaviors Toward DNR Patients and Families** | **#8II2 Optimising online tutors’ support and development within a distance learning programme** |
| Jen-Juan Liaw, National Defense Medical Center, Taipei, Taiwan | Kritchaya Ritruetcha, Centre for Medical Education, School of Medicine, University of Dundee, UK |

| **#8HI4 Scoping review on how to support “seasoned but difficult learners in medicine” to get re-trained** | **#8II3 Exploring medical students’ use of internet search engines in radiology** |
| Harumi Comi, Mito Kyodo General Hospital, University of Tsukuba, Mito, Japan | Thipsamon Tangsiwong, Buddhachinaraj Medical Education Center, Phitsanulok, Thailand |

| **#8HI5 ‘Learning Set’ for the ‘Upskilled’ Multi-professional Workforce in Primary Care** | **#8II4 Application of an integration framework for using a Massive Open Online Course in undergraduate classroom teaching** |
| Shu Li Tan, Wessex School of General Practice, Wessex, UK | Peter de Jong, Leiden University Medical Center, Leiden, Netherlands |

| **#8HI6 NOT PRESENTED** | **#8II5 Internet addiction among medical students in clinical year at Nakornping Medical Education Center** |
| **#8HI7 EUROPE Sim (EUropean Readiness For Pediatric Excellence using SIMulation) in Latvia Madara Bumberta, Clinical University Hospital, Riga, Red Cross Medical College of Riga Stradins University, Riga, Latvia** | Hataltip Tangngam, Nakornping Medical Education Center, Chingmai, Thailand |

| **#8HI8 The relationship between age and knowledge of core medical competencies and multi-day CPD activities** | **#8II6 The use of Moodle in medical education: Literature review** |
| Betsy Williams, Professional Renewal Center, Lawrence, USA | Yoshikazu Asada, Jichi Medical University, Tochigi, Japan |

| **#8HI9 Factors influencing medical specialists’ situational motivation for practice** | **#8II7 A unique e-learning education platform for health practitioners** |
| Stéphanie van der Burgt, VUmc School of Medical Sciences, Amsterdam, Netherlands | Bob Fonseca, St. George Hospital, Sydney, Australia |

| **#8HH10 Science in the clinic: Positioning MD-PhDs in the everyday clinical settings** | **#8II8 Developing the Virtual Pathology Lab experience** |
| Mette K. Christensen, Centre for Health Sciences Education, Aarhus University, Aarhus, Denmark | Irma Elisa Efaña Rojas, Tecnologico de Monterrey School of Medicine and Health Sciences, Monterrey, Mexico |

| **#8HH11 Using online simulation to improve physicians’ competencies in HPV-related problems** | **#8II9 Student-developed virtual patient application to foster students’ learning and assess their clinical reasoning** |
| Patricia Wade, Fédération des médecins spécialistes du Québec, Montreal, Canada | Tomi Yli-Soinimäki, University of Helsinki, Finland |

| **#8HH12 NOT PRESENTED** | **#8II10 Medical students’ perceptions of virtual patients, using natural language processing, as a tool for developing history-taking skills** |
| **#8II11 Student-developed virtual patient application to foster students’ learning and assess their clinical reasoning** | James Thomas, Keio University School of Medicine, Tokyo, Japan |

| **#8II12 NOT PRESENTED** | **#8II13 Evaluating Fam Med CPD as an accessible, adaptable and diverse learning platform** |
| **#8II14 NOT PRESENTED** | **#8II15 Optimising online tutors’ support and development within a distance learning programme** |

| **#8II16 Developing an online case study repository for continuing medical education** | **#8II17 A unique e-learning education platform for health practitioners** |
| **#8II18 Developing the Virtual Pathology Lab experience** | **#8II19 NOT PRESENTED** |
1400-1530 #8JJ Posters: Clinical Teaching 3
Chairperson: David Bruce, UK
Location: Hall 4, u, CCB

#8JJ Posters: Clinical Teaching 3

#8JJ1 The association between different learning styles and students’ satisfaction with the use of virtual patients
Neja Turk, Faculty of Medicine, University of Maribor, Slovenia

#8JJ2 The influence of process versus outcome oriented feedback on students’ behaviour while solving virtual patient scenarios
Andrzej Kononowicz, Jagiellonian University Medical College, Krakow, Poland

#8JJ3 Virtual reality Fully Immersive Interactive Technology. A new way to deliver a lecture?
Thomas Judd, Mugrov Park Hospital, UK

#8JJ4 Augmented Reality in Medical Education: A Systematic Review
Kevin S Tang and Derrick L Cheng, Warren Alpert Medical School of Brown University, USA

1400-1530 #8J Posters: Flipped Classroom/Games/Management
Chairperson: Neil Osheroff, USA
Location: Hall 4, u, CCB

#8KK1 A comparison of case-based learning and traditional lecture in endocrine session
Kraitrat Komdee, Medical Education Center Phayao Hospital, Phayao, Thailand

#8KK2 Medical Students’ Response to Integrating Kahoot Application Into Lecture Lessons: a Pilot Study
Sunee Neeasanun, Sawanpracharuuk Hospital, Nakhonsawan, Thailand

#8KK3 Tagging improves the usage of lecture podcast by medical students: results of a randomized trial
Harm Peters, Dieter Scheffner Center for Medical Education, Charité – Universitätsmedizin Berlin, Germany

#8KK4 Controversy over the Effectiveness of the Flipped Classroom: In-class Video Blended Learning versus Out-of-class Video Flipped Classroom
Monton Wongwande, Faculty of Medicine, Sirirakharinwirot University, Thailand

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

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

#8KK7 WITHDRAWN

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

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

#8JJ11 Cultivating effective utilization in medical students provides cost awareness and beyond
Inchaya Sansak, Udonthani Medical Education Center, Udon Thani, Thailand

#8JJ12 Assessing undergraduate medical students’ satisfaction regarding the clerkships in emergency departments
Ramy Azzouz, APEASEM, Lille, France

#8JJ13 “Role models from popular culture” - Learning the skills of medical decision making with Sherlock Holmes and Dr. House. Description of a teaching concept and qualitative evaluation
Jonathan Hiss, Charité - Universitätsmedizin Berlin, Germany

#8JJ4 NOT PRESENTED
#8KK10 Experience first then engage learning in classroom – An Innovative learning model combined with simulation for medical students
Kai-Chun Hu, Department of Emergency of WanFang Hospital, Taipei Medical University, Taipei, Taiwan

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

#8KK12 NOT PRESENTED

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

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

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

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

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

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

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

Soapbox Stage – Hall 4.1, CCB
1530-1540 Qpercom
Session 9: Simultaneous Sessions

1600-1730

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

1600-1730

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

1600-1730

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

1600-1730

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

1600-1615

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

1615-1630

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

1630-1645

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

1645-1700

#9D4 Neuroscience Ghost Stories: Applying supernatural and scientific perspectives to metaphysical experience
Derek Soon and Tan Chay Hoon, National University of Singapore

1700-1715

#9D5 Medical students at St Elsewhere’s
Sandra Petty, University of Melbourne, Australia

1715-1730
Discussion

1600-1730

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

1600-1620

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

1620-1640

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

1640-1700

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

1700-1720

#9E4 Normal and abnormal: a phenomenological study of family physicians' experiences of physical examination
Martina Kelly, University of Calgary, Canada

1720-1730
Discussion

1600-1730

#9F Short Communications: Patient as Educator
Chairperson: Hannu Hallila, Finland
Discussant: Gerard Flaherty, Ireland
Location: Helvetia 1, 1st Floor, Swissotel

1600-1615

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

1615-1630

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

1630-1645

#9F3 "I will never ever go back": Patients’ narratives of healthcare communication interactions
Charlotte Denniston, The University of Melbourne, Australia

1645-1700

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

1700-1730
Discussion

1600-1730

#9G Surgery Track Round Up
Chairperson: Ajit Sachdeva, USA
Location: Helvetia 2, 1st Floor, Swissotel

1600-1730

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

1600-1615

#9H1 Building a Culture of Accreditation Awareness
Tanis Adley, Memorial University, St. John's, Canada

1615-1630

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

1630-1645

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

1645-1700

#9H4 The Regulator and the Medical School – a collegiate approach to approval processes
Hannah Wisdom, Plymouth University Peninsula Schools of Medicine and Dentistry, Plymouth, UK
1700-1715 #9H5 Costs of undergraduate medical education: how is the money spent in hospitals? Philip Chan, University of Sheffield, Sheffield Teaching Hospitals, Sheffield, UK

1715-1730 #9H6 NOT PRESENTED

No Discussion

1600-1730 #9I Short Communications: Assessment: National Licencing Exam

Chairperson: Deborah O’Mara, Australia
Location: Rio, 2nd Floor, CCB

1600-1615 #9I1 Implementation of OSCE as national exam Zalim Balkizov, ASMOK, Moscow, Russia

1615-1630 #9I2 The nationwide German licensing examinations as a benchmark for cross-institutional comparisons: How to make apples to apples comparisons possible? Hossein Shalh, IMPP, Mainz, Germany

1630-1645 #9I3 Two Years’ Experiences of a new Swedish National Proficiency Test for Doctors of Medicine Magnus Hultin, Umeå University, Umeå, Sweden

1645-1700 #9I4 Written Exam Performance in the Second Part of the Medical Exam: the impact of elective and outcome in oral clinical examinations on results in the written part of the second national medical licensing exam Birgitta Ahlers, IMPP, Mainz, Germany

1700-1715 #9I5 The Licensing Examination for Doctors – Use of Multilingual Format in Hong Kong So Ching Sarah Chan, The University of Hong Kong, Hong Kong

1715-1730 #9I6 Sweat in Peace, Bleed not in War: Regular Cumulative Exams to Better Prepare Students for the Rigors of the National Medical Licensing Exam Gerald Thrush, Western University of Health Sciences, Pomona, USA

No Discussion

1600-1730 #9J Short Communications: Work Based Assessment

Chairperson: MaryEllen Gusic, USA
Discussant: Dave Swanson, USA
Location: Shanghai 2, Ground Floor, CCB

1600-1615 #9J1 Putting learners in control of assessment: An innovative co-design approach for work place based assessments (WBA) Jennifer Hallam, University of Leeds, UK

1615-1630 #9J2 An evaluation analysis of 12 months of EPA assessments in Australian general practice trainees Nyoli Valentine, ModMed, Adelaide, Australia

1630-1645 #9J3 A systematic review and meta-analysis on the educational impact of Mini-CEX and DOPS and its association with implementation Andrea Lörwald, Universität Bern, Institut für Medizinische Lehre, Bern, Switzerland

1645-1700 #9J4 Clinical Encounter Assessment: A daily competency-based workplace-based assessment tool for anesthesiology trainees Rebecca Dube, SickKids Hospital, Toronto, Canada

1700-1715 #9J5 Design and implementation of a workplace-based assessment method in Anatomical Pathology: Mini Pathological Examination Exercise (Mini-PEX) Teo Feuerhake, Pontificia Universidad Católica de Chile (PUC), Santiago, Chile

1715-1730 Discussion

1600-1730 #9K Short Communications: Curriculum Mapping

Chairperson: Colin Greengrass, Bahrain
Location: Shanghai 2, Ground Floor, CCB

1600-1615 #9K1 From theory to practice: Operationalizing curriculum mapping in competency-based medical education Joan Binnendyks, Western University, London, Canada

1615-1630 #9K2 Standardization of curriculum mapping Olaf Ahlers, Charité-Universitätsmedizin Berlin, Germany

1630-1645 #9K3 Educating curriculum mapping – a medical didactic appraisal Eva Schoenefeld, IfAS Institute of Medical Education & Students’ Affairs, Muenster, Germany

1645-1700 #9K4 Two worlds collide: finding ways in which constructive alignment and PBL can both work Frank Bate, University of Notre Dame Australia, Fremantle, Australia

1700-1715 #9K5 Curriculum mapping to map competencies within an undergraduate dental curriculum Ronel Maritz, University of the Western Cape, Cape Town, South Africa

1715-1730 #9K6 Online knowledge maps with automated feedback in education and assessment Veronica Costin, UNSW, Sydney, Australia

No Discussion

1600-1730 #9L Short Communications: Simulated Patients

Chairperson: Stephen Charles, USA
Location: Shanghai 2, Ground Floor, CCB

1600-1615 #9L1 The influence of simulated patients on learning success in communication based examinations Yannic Koch, Department of Surgery, University Hospital Frankfurt, Germany

1615-1630 #9L2 Training method affects preclinical medical students’ communication skills scores in OSCE Silas Taylor, UNSW Medicine, Sydney, Australia

1630-1645 #9L3 Standardized/Simulated Patients (SPs) ‘of the first hour’: A study exploring considerations and strategies for working with aging SPs Claudia Schiegl and Cathy Smith

1645-1700 #9L4 The Use of Video Annotation in the Review of Simulated Patients’ Feedback Giving Vivienne Jia Zhong, University of Applied Sciences & Arts Northwestern Switzerland, Basel, Switzerland

1700-1715 #9L5 Application of Standardized Patients on Interdisciplinary Palliative Care Education by Using Multimedia Teaching Materials Shao-Yu Hsu, Taipei City Hospital, Taipei, Taiwan

1715-1730 #9L6 The Rush Hour’ – When faculty steps into the shoes of standardized patient Meghana Sudhir, Mohammed Bin Rashid University of Medicine and Health Sciences, Dubai, United Arab Emirates

No Discussion
1715-1730  #9M Short Communications: Communication Skills 2
Chairperson: Anita Laidlaw, UK
Location: Boston 1, Ground Floor, CCB

1600-1615  #9M1 Attitudes towards learning clinical communication skills: Differences in study year, gender, medical curriculum among Norwegian medical students (the STUDMED project)
Lisa Lavseth, St Olav Trondheim University Hospital, Trondheim, Norway

1615-1630  #9M2 Difficult Conversations - why we find them tricky and how to talk about what matters most
Heather Crusauskas, Eastern Victoria General Practice Training (EvGPT), Melbourne, Australia

1630-1645  #9M3 Competency-based medical education in communication skills: From undergraduate curriculum to specialty training programmes
Nada Cikes, University of Zagreb School of Medicine, Zagreb, Croatia

1645-1700  #9M4 Learning Real Life Relationships: A pilot project aimed at growing medical students’ ability to relate to each other and others effectively and respectfully
Sue Walthert, Dunedin School of Medicine, University of Otago, Dunedin, New Zealand

1700-1715  #9M5 NOT PRESENTED

1715-1730  #9M6 Can coping-related weblog writing encourage medical students’ communication skills in stressful situations?
Felix Schmits, University of Bern, Switzerland

No Discussion

1600-1730  #9N Short Communications: Interprofessional Education 2
Chairperson: David Carr, USA
Location: Boston 2, Ground Floor, CCB

1600-1615  #9N1 Interprofessional day for first year students on Human Rights (HR) & the Right to Health (RTH)
Elisabet Lönnermark, Sahlgrenska Academy, University of Gothenburg, Sweden

1615-1630  #9N2 An Inter-Professional Education course on End of Life: Dilemmas and challenges
Adi Finkelstein, The Hebrew University-Hadassah School of Medicine, Jerusalem, Israel

1630-1645  #9N3 NOT PRESENTED

1645-1700  #9N4 Implementing an interprofessional objective structured clinical examination as an educational activity in newly graduated physicians and pharmacists
Tuan-Ya Tsai, Department of Pharmacy, Taipei Medical University-Shuang Ho Hospital, Taiwan

1700-1715  #9N5 Implement "Stroke Round" to improve health science students' interprofessional education
Bandit Sirilert, Medical Education Center Phayao Hospital, Phayao, Thailand

1715-1730  #9N6 The Lausanne Model of Interprofessional Education and Collaborative Practice
David Gachoud, Medical Education Unit, School of Medicine, University of Lausanne, Switzerland

No Discussion

1600-1730  #9O Short Communications: Management
Chairperson: Kieran McClade, UK
Location: Boston 3, Ground Floor, CCB

1600-1615  #9O1 Bridging fields of expertise: challenges in supporting Higher Degree Research students in health professions education
Joanna Tai, Deakin University, Geelong, Australia

1615-1630  #9O2 Shattering the Silos of Student and Faculty Affairs: An Office of Academic Learning Environment
Nutan Vaidya, Chicago Medical school at Rosalind Franklin University, North Chicago, USA

1630-1645  #9O3 Making Macau Medical Education Christopher Cottrell, University of Saint Joseph, Macau

1645-1700  #9O4 Developing a university-wide Centre for Academic Teaching: what to bring and what to gain for medical education
Manon Kluitymans, University Medical Center Utrecht, Netherlands

1700-1715  #9O5 What counts as evidence? Insights from a qualitative study of Clinical Competence Committees
Sayra Cristancho, Western University, London, Canada

1715-1730  #9O6 Resident evaluation and promotion: major improvement in our tracking tools
Mélanie Laventure, Université de Sherbrooke, Canada

No Discussion

1600-1730  #9P Short Communications: Flipped Classroom and The Lecture Chairperson: Paulina Sobieranska, Poland
Discussant: Eeva Pyorala, Finland
Location: Darwin, Ground Floor, CCB

1600-1615  #9P1 Flipped Classrooms - Pilot study on the impact of digital technologies in the knowledge acquisition in medical students
Sérgio Teles, Faculdade de Medicina da Universidade de Lisboa, Portugal

1615-1630  #9P2 The flipped classroom is effective for medical students to learn medical interview and cognitive function test of elderly people
Eiji Kaneko, Tokyo Medical and Dental University, Tokyo, Japan

1630-1645  #9P3 Students’ motivation, learning strategy and learning outcome in the flipped learning context
Yi-Da Sie, China Medical University Hospital, Taichung City, Taiwan

1645-1700  #9P4 Introduction of case-based flipped classroom model in undergraduate orthopedic surgery: expectations, evaluation and assessment of course objectives
Stephanie Herbstreit, Medizinische Fakultät Universität Duisburg-Essen, Germany

1700-1715  #9P5 Maintaining a Standard in Medical Students by Improving the Level of Understanding
Yogesh Acharya, Avalon University School of Medicine (AUSOM), Willemstad, Netherlands Antilles

1715-1730 Discussion
1600-1730  #9Q  Short Communications: The Teacher as Mentor
Chairperson/Discussant: Jim Blatt, USA
Location: Lima, Ground Floor, CCB

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

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

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

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

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

1715-1730  Discussion

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

1600-1730  #9R1 "Junior Teachers in Physical and Rehabilitation Medicine": your students can't sleep in class… if they are the teachers!
Alexandre Mader, Faculty of Medicine Lyon-Est, Lyon, France

1600-1730  #9R2 NOT PRESENTED

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

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

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

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

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

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

1600-1730  #9W  Course: RESME Course (RESME Course participants only)
Location: Helvetia 7, 1st Floor, Swissotel

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

1600-1730  #9Y  Conference Workshop: Supporting a community of young educators through the AMEE Fellowship
Leila Niemi-Murola (University of Helsinki, Finland), Subha Ramani (Brigham and Women's Hospital, Boston, USA), Rashmi Kusurkar (VA and New York University, New York, USA), Dina Smith (AMEE, UK), Olarewaju Sorinola (University of Warwick, UK), Carmen Fuentelba (Long Island University, Long Island, USA), Jonathan Rial (Health Education England (Wessex), UK)
Location: Samarkand, 3rd Floor, CCB

1600-1730  #9Z  Conference Workshop: Systematic capturing of professionalism lapses: the possible, the practical, and the preventable
Viktoria Joynes, Susannah Brockbank (University of Liverpool, UK)
Location: Guangzhou, 2nd Floor, CCB
1600-1730  
**#9AA Conference Workshop: Hot Topics in Medical Education: Cool Papers from 2018**  
Gail Sullivan (Journal of Graduate Medical Education, Farmington, CT, USA), David Sklar (Academic Medicine, Albuquerque, NM, USA), Geoff Norman (Advances in Health Science Education, Hamilton, Ontario, Canada), Lynn Monrouxe (Medical Education, Taoyuan City, Taiwan), Richard Hays (Medical Teacher and AMEE MedEdPublish, Cook University and the University of Tasmania, Australia), Ingrid Philibert (Journal of Graduate Medical Education, Chicago, IL, USA)  
Location: Nairobi, 2nd Floor, CCB

1600-1730  
**#9BB Conference Workshop: Emotions Under the Microscope: Capturing Emotions in Health Professions Education**  
Vicki LeBlanc, Meghan McConnell (University of Ottawa, Canada), Esther Helmich (University of Groningen, Netherlands)  
Location: Mexico, 2nd Floor, CCB

1600-1730  
**#9CC ePosters: Transitions - new roles, workplace learning & professionalism**  
Chairperson: Samy Azer, Australia  
Location: Kairo 2, Ground Floor, CCB

**#9CC1 The demographics and roles of Chief Medical Residents in Japan: Pilot study**  
Shunsuke Kosugi, Aso Iizuka Hospital, Fukuoka, Japan

**#9CC2 Evaluation of a novel leadership role for Junior Doctors within the Avon & Wiltshire NHS Partnership Trust (AWP)**  
Lise Pakket, Avon and Wiltshire Mental Health Partnership NHS Trust, Bristol, UK

**#9CC3 NOT PRESENTED**

**#9CC4 Attitude towards classroom discipline of medical students**  
Pathama Leewanich, Faculty of Medicine, Srinakharinwirot University, Bangkok, Thailand

**#9CC5 NOT PRESENTED**

**#9CC6 To what extent has situated learning improved in the PGY1 doctors in KKHH after the educational interventions?**  
Oh Moh Chay, KK Women’s and Children’s Hospital, Singapore

**#9CC7 Taking to the skies -Transition to becoming an FY1 doctor. An innovative study day for post-finals assistantship (PFA) medical students exploring the transition toward becoming a qualified doctor**  
Fiona Coia, Directorate of Medical Education, The Mid Yorkshire Hospitals NHS Trust, Wakefield, UK

**#9CC8 Behavioral competency for hospital pharmacists - a novel approach to non-technical skill acquisition in mixed-methods training course**  
Shu Fen Huang, Chi Mei Medical Center, Tainan, Taiwan

**#9CC9 The Exploration of the Patient’s Agenda by Medical Students in the Emergency Department (TEAM-ED)**  
Jian Yi Derek Heng, National University Hospital, Singapore

1600-1730  
**#9CD Conference Workshop: Challenges in Obstetric Anaesthesia**  
Raymond Goy, KK Women’s and Children’s Hospital, Singapore

1600-1730  
**#9CF Residents' perceptions on the impact of order sets on their learning**  
Vanessa Bohn, Children’s Hospital of Eastern Ontario, Ottawa, Canada

1600-1730  
**#9CG Service obligations, clinical exposure and clinical department influence Post Graduate Year 1s (PGY1) perspective of training quality**  
Swee Han Lim, Singapore Health Services, Singapore

1600-1730  
**#9CH How students want to see and use their workplace learning data – initial results from a co-design study**  
Tamsin Treasure-Jones, Leeds Institute of Medical Education, University of Leeds, UK

1600-1730  
**#9DD Posters: Career**  
Chairperson: Alistair Thomson, UK  
Location: Hall 4.1, CCB

**#9DD1 The career preferences and level of certainty in those preferences of Portuguese medical students at start of undergraduate medical studies**  
Manuel João Costa, School of Medicine, ICSV/3B’s, PT Government Associate Laboratory, Braga, Portugal

**#9DD2 Positive correlations between the subspecialties during clinical clerkship and those as a career: results of questionnaires from graduates of Tohoku University over the past 35 years**  
Junichi Kameoka, Center for Medical Education, Tohoku Medical and Pharmaceutical University, Sendai, Japan

**#9DD3 Increasing the number of pre-registration nurse placements in primary care to develop the community-based workforce**  
Amber Truscott, Health Education England Wessex, Hampshire, UK

**#9DD4 Medical Students’ Attitudes towards Choosing Psychiatry as a Future Career**  
Abdullatif Barkoumi, Alfaisal University, Riyadh, Saudi Arabia

**#9DD5 Students’ Preferences for Primary Care Careers Evolve Over Time: The Situation in Two Medical Schools in Switzerland and Portugal**  
Eva Pfarrewalker, Primary Care Unit, Faculty of Medicine, University of Geneva, Switzerland

**#9DD6 Conceptualizing clerkship experiences toward future specialty aspiration: A Framework**  
Sheila Shu-Ling Huang, Kaohsiung Medical University, Kaohsiung, Taiwan

**#9DD7 Ban the Bash: hosting a World Cafe with Sheffield PsychSoc to challenge stigmatisation of different medical specialties**  
Jonathan Cunliffe, The University of Sheffield, UK

**#9DD8 Motivational factors influencing medical students’ intentions to practice in underserved areas: results of a multi-site cross-sectional study**  
Milena Abbiati, UDERM, Geneva, Switzerland

**#9DD9 To what extent can medical students predict what they’ll specialize in?**  
Åsa Langen Westlie, UiT the Arctic University of Norway, Tromsø, Norway
#9DD10 Undergraduate anaesthetics exposure and anaesthesia as a career - perspectives of medical students and specialists
Colin Hall, NHS Greater Glasgow and ClydeUniversity of Glasgow, UK

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

#9DD12 Foundation Doctors' career afternoon to promote the range of different specialties and what is required to apply for them
Judith Butcher, Princess Alexandra Hospital NHS Trust, Harlow, UK

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

#9DD14 An Exploration of the Learning Environment and Career Intentions. A Mixed Methods Study of Paediatric Interns in South Africa (SA)
Kimesh Naaidoo, Nelson R Mandela School of Medicine, Durban, South Africa

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

1600-1730

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

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

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

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

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

#9EE5 Human rights issues and undergraduate health courses curriculum
Maria Paula Pamuncio-Pinto, Ribeirão Preto Medical School - University of São Paulo, Ribeirão Preto, Brazil

#9EE6 Enhancing the cross-cultural adaptation in medical education: preliminary validity evidence of the Brazilian-Portuguese version of two instruments to assess communication skills
Sheyla Rocha, Department of Medicine of Federal University of São Carlos - UFSCar, São Carlos, Brazil

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

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

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

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

#9EE11 Is there a space for students to develop cross-cultural care competence in a crowded pre-clinical curriculum? A pilot problem-based learning course
Jer-chia Tsai, College of Medicine, Kaohsiung Medical University Hospital, Kaohsiung Medical University, Kaohsiung, Taiwan

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

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

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

#9EE15 I'm a LGBT medical student, get me out of here: The role of sexuality in medical education and how it contributes to Northern Ireland's brain drain
Natalie Atalla, Queens University Belfast, UK

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

1600-1730

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

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

#9FF2 Facilitators and barriers of extra-curriculum research among medical students in Thailand: the student perspective
Phunlerd Piyanraj, Phramongkutklao College of Medicine, Bangkok, Thailand
#GG14 Can narrative help bridge Patients’, Caregivers’ and Physicians’ experiences of illness and care? Results from a scoping review  
Tracy Moniz, Mount Saint Vincent University, Halifax, Canada

#GG15 Medical students’ roles and functions within the longitudinal relationship with patients – from the perspectives of patients  
Yaw-Wen Chang, Tri-Service General Hospital, National Defense Medical Center, Taipei, Taiwan

#GG16 Evaluation and Impact of Patients’ Feedback on Allied Health Students  
Naomi Wong, National University Hospital, Singapore

#GG17 Evaluation of an Online Education Resource on Radiation Therapy Created for Post-Prostatectomy Prostate Cancer Patients and their Caregivers  
Ewa Szumacher, University of Toronto, Canada

#GG18 Clinical teachers’ perceptions of informed consent inquiry in patient care involving medical students  
Eeva-Maija Nieminen, University of Helsinki, Faculty of Medicine, Clinicum, Department of Medicine, Helsinki, Finland

#GD9 3D3P: Digital Do’s and Don’ts, Potency and Pitfalls of the Patient portal  
Charlotte Eijkelboom, Department of Paediatrics, University Medical Center Utrecht, Netherlands

1600-1730 #HH8 Posters: Continuing Professional Development 2  
Chairperson: TJ Jirasevijinda, USA  
Location: Hall 4.u, CCB

#HH1 Using case studies to test a model of education for health and social care staff that leads to patient benefit  
Sally Corbett, Newcastle University, Newcastle upon Tyne, UK

#HH2 Permanent education as a training strategy for health professionals in the context of quality management with a view to certification in humanization  
Rogerio Vaz, Faculdades Pequeno Principe, Curitiba-PR, Brazil

#HH3 The relationship among age, self-efficacy, and personality in CPD activities to remediate dyscompetence  
Michael Williams, Wales Behavioral Assessment, Lawrence, USA

#HH4 One step backwards, but one giant step forward: The challenges of introducing backwards planning in CME design  
David Hak, AO North America, Denver, USA

#HH5 A Novel, Interactive Narrative Medicine Conference: Impact on Personal Resilience  
Rebecca Harrison, Oregon Health & Sciences University, Portland, USA

#HH6 The Effects of Team-Based Learning Techniques on Nurses’ Perception of Continuing Professional Education  
Ying-Tzu Lai, Tungs’ Taichung MetroHarbor Hospital, Taichung City, Taiwan

#HH7 Reflection revisited: how physicians conceptualize and experience reflection in professional practice – a qualitative study  
Elisa Bindels, Maastricht University, Maastricht, Netherlands / Academic Medical Center, Amsterdam, Netherlands

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

#II1 Teaching skills in medical school  
Mario Secchi, Istituto Universitario Italiano de Rosario, Argentina

#II2 Leadership matters?: The evaluation system of educational program directors in Taiwan  
Chi-Wei Lin, I-Shou University / E-Do Hospital, Kaohsiung, Taiwan

#II3 NOT PRESENTED

#II4 Dilemma and changes: exploration of the factors of students’ feedback provision to teachers  
Liang-Shiou Ou, Chang Gung Memorial Hospital, Chang Gung University, Taoyuan, Taiwan

#II5 Does the tutor matter?: The relationship between students’ satisfaction from their tutor and their overall satisfaction from the clinical rotation  
Nomy Dickman and Lea Even, Bar-Ilan University, the Azrieli Faculty of Medicine, Haifa, Israel

#II6 Exemplary allied health educators: Perspectives and insights  
Charmaine Krishnasamy, National Healthcare Group, Singapore
<table>
<thead>
<tr>
<th>#9J17</th>
<th>What makes a good medical teacher?</th>
<th>Perspective of Polish medical students</th>
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<td>David Bugara, Student's Scientific Group of Teaching and Examining Methodology Jagiellonian University Medical College, Cracow, Poland</td>
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<td>#9J18</td>
<td>Do Postgraduate Trainees Learn from Peer Feedback on Video Consultations and can they Facilitate Sessions for Themselves?</td>
<td>Rachel Phillips, GP Unit, NHS Education Scotland (NES), Edinburgh, UK</td>
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<td>#9J19</td>
<td>Teachers’ Academy: Five years of teachers’ reward system - lessons learned?</td>
<td>Liisa M Peltonen, University of Helsinki, Faculty of Medicine, Medicum, Helsinki, Finland</td>
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<tr>
<td>#9J10</td>
<td>Perceptions of Characteristics of Effective Clinical Teachers among Medical Students and Residents in an Asian Healthcare Setting</td>
<td>Shirley Ooi, National University Health System, Singapore</td>
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<tr>
<td>#9J11</td>
<td>A stepwise evaluation strategy to improve teaching skills for young faculties in a teaching hospital</td>
<td>Cheng-Yi Chao, Pharmacist, Taipei, Taiwan</td>
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<tr>
<td>#9J12</td>
<td>Design and Validation of an Instrument to Evaluate Clinical Training in Health Careers</td>
<td>Nancy Navarro, Universidad de la Frontera, Temuco, Chile</td>
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<tr>
<td>#9J13</td>
<td>Effect of Matching Communication Styles on Educators’ Effectiveness and Overall Training Experience</td>
<td>Wee Kee Hew, National University Hospital, Singapore</td>
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<td>#9J14</td>
<td>Prototyping: Rapid PDSA Cycles for Accreditation System Reform</td>
<td>Sarah Taber, Royal College of Physicians and Surgeons of Canada, Ottawa, Canada</td>
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<tr>
<td>#9J15</td>
<td>Using OSTE and OSCE to Evaluate Respiratory therapists as Clinical Teachers: Differences in Clinical Teaching Skills and Professional Technologies ability</td>
<td>Su-Ling Chen, Mackay Memorial Hospital, New Taipei City, Taiwan</td>
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<tr>
<td>#9J16</td>
<td>Prevalence of observed characteristics of positive doctor role models in general internal medicine: a cross-sectional study with resident physicians</td>
<td>Simone Krähenmann-Müller, Department of Internal Medicine, Kantonsspital St. Gallen, Switzerland</td>
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<td>#9J17</td>
<td>Prototyping: Rapid PDSA Cycles for Accreditation System Reform</td>
<td>Sarah Taber, Royal College of Physicians and Surgeons of Canada, Ottawa, Canada</td>
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1600-1730

| #9J18 | Well-being and educational environment in initial clinical training in medicine. Perception of students from 11 Chilean medical schools | Denise Zuniga, Pontificia Universidad Catolica de Chile, Santiago, Chile |
| #9J25 | Dispositional Mindfulness - a protective factor for burnout in undergraduate medical students? | Marcela Bitran, Escuela de Medicina, Pontificia Universidad Catolica de Chile, Santiago, Chile |
| #9J16 | Stress management for medical students: Scientific knowledge converts into practical tools through interaction and reflection | Saara Repo, University of Helsinki, Center for University Teaching and Learning, Helsinki, Finland |

| #9J20 | Does a gap year work against stress? A cross-sectional study of Finnish medical faculties In 2016 | Pitu Parmanne, Finnish Medical Association, Helsinki, Finland |
| #9J21 | Disillusionment in medical education: An exploratory study | Victor Loh, National University of Singapore (NUSMed), Singapore |
| #9J22 | Long-term peripheral placements, social isolation, and mental health. What does this mean for medical students? | Ansab Fazili, Kings College London, London, UK |
| #9J23 | The comparison of stress level among students in engagement of surgery and non-surgery clinical rotation | Melky Fredianto, Universitas Muhammadiyah Yogyakarta, Indonesia |

1600-1730

| #9K1 | Posters: Curriculum Evaluation: Case Studies | Chairperson: Peter McCrorie, UK |
| #9K2 | Developing a Continuous UGME Curriculum Quality Review Process | Roona Sinha, University of Saskatchewan, Saskatoon, Canada |
| #9K3 | Inadequacies of musculoskeletal medicine curriculum for undergraduate medical students: an institutional and regional study | Germano Emilio Conceicao Souza, Anhembi Morumbi University-Laureate International Universities, Sao Paulo, Brazil |
| #9K4 | Pre-orientation program at the University of Arkansas for Medical Sciences (UAMS) in three consecutive years: What do students perceive important in their adjustment to medical school? | Jasna Vuk, University of Arkansas for Medical Sciences, Little Rock, USA |
Adapting Approaches to Value-based Care into Education: What, Why, and How
Sara Lamb, University of Utah School of Medicine, Salt Lake City, USA

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

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

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

The National Policy on RDU Curriculum: Is it possible to implement it in the Medical Education Centers under The Ministry of Public Health (MOPH), Thailand?
Roungtiva Muenpa, The Collaborative Project to Increase Production of Rural Doctor, Bangkok, Thailand

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

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

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

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

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

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

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

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

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

AMEE Group Meetings

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

Optional Evening Event (1800-2000 hrs)
Enjoy a relaxed networking evening consisting of pizza, dessert, entertainment and drinks (two drinks are included and there will be a cash bar available)
Fee: Euros 38 plus Swiss VAT per person
Session 10: Simultaneous Sessions

**0830-1015**  
#10A Symposium: Assessing Social and Behavioural Sciences in Medical Education: Square Peg in a Round Hole  
Jeni Harden (UK), Tracey Collett (Plymouth University, UK), Dan Hunt (AAMC, USA), Ellie Hothershall (University of Dundee, UK), Kathy Kendall (University of Southampton, UK), Hiroshi Nishigori (Kyoto University, Japan), Madalena Patricio (University of Lisbon, Portugal)  
Location: Event Hall

**0830-1015**  
#10B Symposium: Undergraduate National Medical Licensing Exams from an international perspective: lessons learned and future directions  
Sören Huwendiek (Institute of Medical Education, Bern, Switzerland), Raphael Bonvin (Medical Education Unit, Fribourg, Switzerland), Brian Clauer (National Board of Medical Examiners, Philadelphia, USA), Ingrid de Vries (Medical Council of Canada, Ottawa, Canada), Mi Kyoung Yim (Korea Health Personnel Licensing Examination Institute, Seoul, Korea), Marc Braun (conseil scientifique du CNC, Nancy, France), Christoph Berendonk (Institute of Medical Education, Bern, Switzerland)  
Location: Event Hall

**0830-1015**  
#10C Symposium: Glocalisation of Medical Education and the Teacher’s Role  
Dujeepa Samarasekera (National University of Singapore), Lambert Schuwirth (Flinders University, Australia), Lee Shuh Shing, Matthew Gwee Choon Eng (National University of Singapore), Yvonne Steinert (McGill University, Canada)  
Location: Event Hall

**0830-1015**  
#10D Symposium: Social Realities Impacting Medical Education - XVI Iberoamerican Session  
Alberto Dougnac (ASOFAMECH, Chile), Milagros Garcia Barbero (SEDEM, Spain), Julio Cesar Gomez (AMFEM, Mexico), Geneviève Moineau (AFMC, Canada), Debora Silva (AAMC, Puerto Rico), Pablo Pulido (PABAMS - IAI, Venezuela), Ricardo Leon Borquez (PABAMS, México)  
Location: Event Hall

**0830-1015**  
#10E Research Papers: Discourse and Theory  
Chairperson: Cynthia Whitehead, Canada  
Assessor: Mark Goldszmidt  
Location: Event Hall

**0830-0850**  
#10E1 A critical discourse analysis of accreditation standards in pharmacy and nursing education programs  
Leigh Chapman, The Wilson Centre, Toronto, Canada

**0850-0910**  
#10E2 Recognising, valuing and enhancing the role of clinicians who teach: an exploration of medical school practices  
Claire MacAule, University of Edinburgh Medical School, Edinburgh, UK
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<tr>
<th>Time</th>
<th>Title</th>
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<td>0930-0945</td>
<td>#105 Remediation of unprofessional behaviour in the UK: the ‘unknown unknown’</td>
<td>Susannah Brockbank, University of Liverpool, UK</td>
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<td>0945-1000</td>
<td>#106 NOT PRESENTED</td>
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<td>1000-1015</td>
<td>#107 NOT PRESENTED</td>
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<td>0830-1015</td>
<td>#101 Short Communications: Assessment: OSCE</td>
<td>Chairperson: Panos Bamidis, Location: Shanghai 1, Ground Floor, CCB</td>
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<td>0830-0845</td>
<td>#101J Managing your OSCE: Should candidates be quarantined?</td>
<td>Gillian Lever, University of Leeds, UK</td>
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<td>0845-0900</td>
<td>#101J2 RECIPE for Success: The development and assessment of neonatal Resuscitation Competencies in InterProfessional education.</td>
<td>Brian Simmons, Department of Newborn and Developmental Pediatrics, Sunnybrook Health Sciences Centre and Department of Pediatrics, Faculty of Medicine, University of Toronto, Canada</td>
</tr>
<tr>
<td>0900-0915</td>
<td>#101J3 Introducing Entrustment Scales in Objective Structured Clinical Examination (OSCE)</td>
<td>Ylva Holzhausen, Charité-Universitätsmedizin Berlin, Germany</td>
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<td>0915-0930</td>
<td>#101J4 Pre-Clinical Clerkship Objective Structured Clinical Examination Scores Predict Placement in Japan Residency Matching Program (JRMP)</td>
<td>Shoko Horita, The Office for Clinical Practice and Medical Education, The Graduate School of Medicine, The University of Tokyo, Japan</td>
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<td>0930-0945</td>
<td>#101J5 Objective Structured Examination (OSCE) in Physiotherapy: What is the difference between communication competence and therapeutic climate?</td>
<td>Beatrice Buss, University of Applied science, Bern, Switzerland</td>
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<td>0945-1000</td>
<td>#101J6 Sharing reliable and valid OSCE stations so as to improve cross-institutional assessment strategies: Are we equipped for it?</td>
<td>Thomas Kropmans, Qpercom Advanced Assessment Solutions, Galway, Ireland</td>
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<tr>
<td>1000-1015</td>
<td>Discussion</td>
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<td>0830-1015</td>
<td>#104 Short Communications: Transition</td>
<td>Chairperson: Laura Smith, Location: Shanghai 2, Ground Floor, CCB</td>
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<tr>
<td>0830-0845</td>
<td>#104I Supporting nurses’ transition using WhatsApp</td>
<td>Felicity Daniels, University of the Western Cape, Capetown, South Africa</td>
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<tr>
<td>0845-0900</td>
<td>#104K Support strategies during the transition to undergraduate clinical training: a scoping review</td>
<td>Antje Atherley, Maastricht University, Maastricht, Netherlands/Western Sydney University, Sydney, Australia</td>
</tr>
<tr>
<td>0900-0915</td>
<td>#105K Transitions in Medical Education: Final Year Medical Student to First Year Family Medicine Resident - A Qualitative Study</td>
<td>Britta Laslo, Western University, London, Canada</td>
</tr>
<tr>
<td>0915-0930</td>
<td>#105K4 Supporting doctors when it counts: presenting a framework of doctors’ transitions into practice</td>
<td>Lisi Gordon, School of Management, University of St Andrews, UK</td>
</tr>
<tr>
<td>0930-0945</td>
<td>#105K5 Case study: How prepared are medical graduates in Saudi Arabia to begin their postgraduate training?</td>
<td>Ali Alsunari, University of Glasgow, UK</td>
</tr>
<tr>
<td>0945-1000</td>
<td>#105K6 Preparedness for postgraduate practice: the point of view of junior residents and senior physicians of western Switzerland</td>
<td>Matteo Monti, Faculty of biology and medicine - University of Lausanne, Switzerland</td>
</tr>
<tr>
<td>1000-1015</td>
<td>#107 Perceived strain of undergraduate medical students during a simulated first day of residency</td>
<td>Sophie Fürstenberg, University Medical Center Hamburg Eppendorf, Hamburg, Germany</td>
</tr>
<tr>
<td>0830-1015</td>
<td>#106 Short Communications: Simulation</td>
<td>Chairperson: Zalim Balkizov, Russia, Location: Shanghai 3, Ground Floor, CCB</td>
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<tr>
<td>0830-0845</td>
<td>#107 Ward round simulation in final year medical students: Does it promote students’ learning?</td>
<td>Claudia Behrens, Universidad Catolica del Norte, Coquimbo, Chile</td>
</tr>
<tr>
<td>0845-0900</td>
<td>#1072 Teaching procedural skills in simulation environment as a route to improve patients’ safety</td>
<td>Katarzyna Naylor, Department of Didactics and Medical Simulation, Medical University of Lublin, Poland</td>
</tr>
<tr>
<td>0900-0915</td>
<td>#1073 The power of simulation: a narrative analysis of learners’ experiences</td>
<td>Margaret Bearman, Deakin University, Melbourne, Australia</td>
</tr>
<tr>
<td>0915-0930</td>
<td>#1074 A Randomised Control Trial of simulation-based education for mechanical cardiopulmonary resuscitation training</td>
<td>Andrew Coggins, NSW Health, Sydney, Australia</td>
</tr>
<tr>
<td>0930-0945</td>
<td>#1075 A Randomised Control Trial of simulation-based education for mechanical cardiopulmonary resuscitation training</td>
<td>Tseun-Chiu Tsai, Kaohsiung Medical University Hospital, Kaohsiung Medical University, Kaohsiung City, Taiwan</td>
</tr>
<tr>
<td>0945-1000</td>
<td>#1076 Hardened tendencies: Persistence of initial appraisals following simulation-based stress training</td>
<td>Vicki R LeBlanc, DIME - University of Ottawa, Canada</td>
</tr>
<tr>
<td>1000-1015</td>
<td>#1077 Simulation-based mastery learning improves totally implantable venous-access port care skills of interns</td>
<td>Young-Min Kim, The Catholic University of Korea Seoul St. Mary’s Hospital and START Center for Medical Simulation, Seoul, South Korea</td>
</tr>
<tr>
<td>0830-1015</td>
<td>#108 Short Communications: The Clinical Teacher</td>
<td>Chairperson: Maria Rosa Fenoll-Brunet, Spain, Discussant: Jennene Greenhill, Australia, Location: Boston 1, Ground Floor, CCB</td>
</tr>
<tr>
<td>0830-0845</td>
<td>#1081 Exploring Clinicians’ Motivation to Teach: The Subjective-task Value Perspective</td>
<td>Nicolas Fernandez, Université de Montréal, Canada</td>
</tr>
<tr>
<td>0845-0900</td>
<td>#1082 Valuing Clinical Teachers: Understanding Perspectives of Clinical Faculty at the University of Toronto</td>
<td>Alison Freeland, University of Toronto, Canada</td>
</tr>
</tbody>
</table>
0900-0915  #10M3 Risk and vulnerability in clinical teaching: a qualitative study
Arvin Damodaran, Prince of Wales Clinical School, Medicine, UNSW, Sydney, Australia

0915-0930  #10M4 Are retired physicians suitable for the coaching of clerks?
Marja Wijnen-Meijer, University Medical Center Utrecht, Netherlands

0930-0945  #10M5 NOT PRESENTED

0945-1000  #10M6 Identifying professional development needs for clinical teachers
Jayne Lysik, University of Melbourne, Melbourne, Australia

1000-1015  Discussion

0830-1015  #10N Short Communications: Selection, including SJTs
Chairperson: Sandra Nicholson, UK
Location: Boston 2, Ground Floor, CCB

0830-0845  #10N1 Medical school selection as a learning experience
Marike de Visser, Radboud University Medical Center, Nijmegen, Netherlands

0845-0900  #10N2 Is selecting medical students based on face-to-face interviews more likely to identify those who will have better clinical performance? Yen-Yuan Chen, Graduate Institute of Medical Education & Bioethics, National Taiwan University College of Medicine, Taiwan

0900-0915  #10N3 Assessing how cultural values impact responding on a Situational Judgment Test
Charlotte Flaxman, Work Psychology Group, Derby, UK

0915-0930  #10N4 Situational judgment test helps medical staff reach consensus
Juliana Tze-Wah Kao, School of Medicine, Fu Jen Catholic University, New Taipei City, Taiwan

0930-0945  #10N5 The ups and downs of using situational judgment tests for admission to medical school
Anja Schwibbe, University Medical Center Hamburg-Eppendorf, Hamburg, Germany

0945-1000  #10N6 Influence of Language & Culture on International Medical Graduates’ performance on Situational Judgment Tests
Harold Reiter, McMaster University, Hamilton, Canada

1000-1015  #10N7 Graduate-Entry Medicine: Good for Widening Participation?
Emily Rolsin Reid, University of Warwick, Coventry, UK

No Discussion

0830-1015  #10O Short Communications: eLearning 2
Chairperson: Christoph Daetwyler, USA
Location: Boston 3, Ground Floor, CCB

0830-0845  #10O1 A quantitative analysis of use of mobile devices for learning by students at St George’s from 2010 till present
Sheerta Kavia, St George’s, University of London, UK

0845-0900  #10O2 Use of Group Learning, Scenarios and Reflective Writing to Enhance Undergraduate Medical Students’ Understanding of the Professional Implications of Social Media
Isobel Braidman, University of Manchester Medical School, Manchester, UK

0900-0915  #10O3 Lessons learned from a decade on YouTube
David Topps, University of Calgary, Canada

0915-0930  #10O4 Serious digital games using Twine open-source software, virtual patients, and digital chalk-talk videos: enhancing undergraduate and postgraduate medical education in diabetic acute care
Nathaniel Quail, University of Glasgow, UK

0930-0945  #10O5 Evaluation of virtual case simulations considering the extraneous cognitive load and emotions of medical students
Valentina Jung, Institut für Didaktik und Ausbildungsforshung in der Medizin am Klinikum der Ludwig-Maximilians-Universität München, Germany

0945-1000  #10O6 Current status and future directions of e-Learning in medical education: 10 years of experience from South Korea
Kyong-Jee Kim, Dongguk University School of Medicine, Goyang, South Korea

1000-1015  #10O7 TeachMePaediatrics: A New Socially Constructed Education Resource
Adam Bonfield, University of Leicester, UK

No Discussion

0830-1015  #10P Short Communications: Faculty Development 2
Chairperson/Discussant: Miriam Boillat, Canada
Location: Darwin, Ground Floor, CCB

0830-0845  #10P1 Developing health professional education faculty in the Pacific
Louise Young, College of Medicine and Dentistry, James Cook University, Townsville, Australia

0845-0900  #10P2 NOT PRESENTED

0900-0915  #10P3 Designing and Performing Personal Development Plan (PDP): A Practical Guide for Faculty Members’ Educational Activities
Idéh Dugduran, Medical Education Research Center, Education Development Center, Gullan University of Medical Sciences, Rasht, Iran

0915-0930  #10P4 Evaluation of a train-the-trainer (TTT) program to improve patient centred communication (PCC) in treating patients with adherence problems in a rural hospital in Tanzania
Regina Nidaki, Ifakara Health Institute (IHI), Ifakara, Tanzania

0930-0945  #10P5 Evaluation of the Train-The-Trainer Program for Basic Communication Skills in Context of a University Hospital
Oziem Surel Karabligin Ozturkcu, Ege University Faculty of Medicine, Department of Medical Education, Izmir, Turkey

0945-1015  Discussion

0830-1015  #10Q Short Communications: Postgraduate Education 2
Chairperson: David Irby, USA
Discussant: Juliana Sa, Portugal
Location: Lima, Ground Floor, CCB

0830-0845  #10Q1 Theories of teaching and learning and teaching methods used in postgraduate education in the health sciences: a scoping review
Patricia Mcinerney, University of the Witwatersrand, Johannesburg, South Africa
0845-0900  #10Q2 Organization of Postgraduate Medical Education (PGME) in different countries of Europe and America. The PGME-AMEE Study 2017
Jesus Morán-Barrios, Spanish Society for Postgraduate Medical Education, Bilbao, Spain

0900-0915  #10Q3 Residency Admission Process in Argentina: Psychometric Analysis of written test of three main public districts and a private Hospital
Marcelo Garcia Dieguez, Buenos Aires Province Health Ministry, La Plata, Argentina

0915-0930  #10Q4 Time-Variable Medical Education, More Time Efficient, Higher Costs
Feddie Scheele, Maastricht University, Maastricht, Netherlands

0930-0945  #10Q5 Assessing non-technical skills in Emergency Medicine training: A reliable tool launched nationally
Will Townsend, Emergency Department, Hull, UK

0945-1000  #10Q6 The bigger picture of direct observation in residency: general practice supervisors' views
Chris Rietmeijer, VU university medical center, Amsterdam, Netherlands

1000-1015  Discussion

0830-1015  #10R Round Table: Student Stress and Burnout
Chairperson: Aviad Haramati, USA
Location: Hong Kong, 2nd Floor, CCB

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

#10R2 NOT PRESENTED

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

#10R4 Psychological effects of internet addiction among undergraduates in a state university of Sri Lanka
Nimia Senanayaka, Faculty of Medicine, University of Kelaniya, Ragama, Sri Lanka

#10R5 Depression and suicide in medical schools: What can we learn from the black dog?
Daniel De Oliveira, Federal University of Rio Grande do Norte, Natal, Brazil

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

0830-1015  #10T Conference Workshop: Meeting the Challenges for Faculty in Global Surgical Education
Walid S Taha (King Abdulaziz Medical City, Al-Madinah, Saudi Arabia), Maimun Ukhman (AO Foundation - AO Education Institute, Switzerland)
Location: Helvetia 3, 1st Floor, Swissotel

0830-1015  #10U Conference Workshop: "Of Course I can Teach..." - Using Entrustable Professional Activities to develop and assess surgical educators
Craig McLister (Faculty of Surgical Trainees, Royal College of Surgeons of Edinburgh, UK), Jennifer Cleland (Aberdeen University, Aberdeen, UK)
Location: Helvetia 4, 1st Floor, Swissotel

0830-1015  #10V Conference Workshop: Global Mobility and Preparedness of Medical Graduates and Students for Clinical Transitions: the case for an international medical curriculum
Vishna Devi V Naradapillai (IMU, Kuala Lumpur, Malaysia), Richard Fuller (University of Leeds, UK), Wendy Hu (University of Western Sydney, Australia), Emmaline Brouwer (University of Maastricht, Netherlands), Sowmith Rangu (Memorial University, Newfoundland, Canada), Trudie Roberts (University of Leeds, UK)
Location: Helvetia 5, 1st Floor, Swissotel

0830-1015  #10W Conference Workshop: Managing & Supporting the Educator in Trouble
Lynda Hacking (NACT, UK)
Location: Helvetia 7, 1st Floor, Swissotel

0830-1015  #10X Conference Workshop: How to run a successful clinical school
Martin Veysey, Vijay Jayagopal, David Hepburn, Jo Brown (Hull York Medical School, UK), Amanda Dawson (University of Newcastle, Gosford, Australia)
Location: Osaka, 3rd Floor, CCB

0830-1015  #10Y Conference Workshop: Resources, Research, and Reality: Developing and applying Behavioural and Scenario based questions in your Interview process from MMI to Standardized Interviews
Kelly L Dave (McMaster University, Hamilton ON, Canada), Lyndal Parker-Newlyn (University of Wollongong, NSW, Australia)
Location: Samarkand, 3rd Floor, CCB
<table>
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<tr>
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<th>Title</th>
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<td>0830-1015</td>
<td>#102</td>
<td>Conference Workshop: Medical Student Mistreatment - A Multi-Specialty Perspective</td>
<td>Kevin O’Brien (University of South Florida Morsani College of Medicine, Tampa, Florida, USA), Alex Mechaber (University of Miami Miller School of Medicine, Miami, Florida, USA), Cynthia Ledford (The Ohio State University College of Medicine, Columbus, Ohio, USA)</td>
<td>Guangzhou, 2nd Floor, CCB</td>
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<td>0830-1015</td>
<td>#10AA</td>
<td>Conference Workshop: Determining a “fit” between your education work and publication venues - A Society of Directors of Research in Medical Education (SDRME) Workshop</td>
<td>Jorie Colbert-Getz (University of Utah School of Medicine, Salt Lake City, USA), Maria Blanco (Tufts University School of Medicine, Boston, USA), Carol Capello (Weill Cornell Medical College, New York City, USA), Anne McKee (King’s College, London, UK), Kathryn Huggett (University of Vermont College of Medicine, Burlington, USA)</td>
<td>Nairobi, 2nd Floor, CCB</td>
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<td>0830-1015</td>
<td>#10BB</td>
<td>Conference Workshop: Striving for Excellence: How to stretch and challenge the more able Student/Trainee</td>
<td>Helen Goodyear (Health Education England (West Midlands), Birmingham, UK), Taruna Bindal (Worcestershire Acute Hospitals NHS Trust, Worcester, UK)</td>
<td>Mexico, 2nd Floor, CCB</td>
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<td>0830-1015</td>
<td>#10CC</td>
<td>ePosters: Curriculum and Faculty Development - identifying &amp; meeting educational needs</td>
<td>Chairperson: Harumi Comi, Japan</td>
<td>Kairo 2, Ground Floor, CCB</td>
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<td>0830-1015</td>
<td>#10DD</td>
<td>Postgraduate Training: Early years</td>
<td>Chairperson: Christian Schirlo</td>
<td>Hall 4.1, CCB</td>
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<td>0830-1015</td>
<td>#10DD1</td>
<td>Excellence through Engagement: a Foundation experience</td>
<td>Jennifer Simpson, Medical Education Directorate, NHS Lothian, Edinburgh, UK</td>
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<tr>
<td>0830-1015</td>
<td>#10DD2</td>
<td>How should we be preparing students for out of hours work as junior doctors?</td>
<td>Cathryn Mainwaring, Guy’s and St Thomas’ NHS Trust, London, UK</td>
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<td>0830-1015</td>
<td>#10DD3</td>
<td>Senior House Officer (SHO) Satisfaction with the Taranaki Base Hospital (TBH) Emergency Medicine education program from 2011-2017</td>
<td>Susie Flink, Taranaki District Health Board, New Plymouth, New Zealand</td>
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<tr>
<td>0830-1015</td>
<td>#10DD4</td>
<td>Perception of histopathology amongst junior doctors</td>
<td>Lorette Brownlee, The Maidstone Hospital, Maidstone, UK</td>
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<td>0830-1015</td>
<td>#10DD5</td>
<td>Belief Vs. Reality: A discourse analysis of “Junior Doctors: your life in their hands”</td>
<td>Tania Rajendran, Barts and the London University, Whitechapel, UK</td>
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<tr>
<td>0830-1015</td>
<td>#10DD6</td>
<td>Perceptions of a night float system for post-graduate year one junior doctors (interns) in an Internal Medicine program – an Asian perspective</td>
<td>Zi Yun Chang, Internal Medicine Residency Program, National University Health System, Singapore</td>
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<td>0830-1015</td>
<td>#10DD7</td>
<td>A Survey-Based Investigation on the Research Activity and Incentives for Increasing Research Activity Among Junior Physicians at the Sahlgrenska University Hospital</td>
<td>Li Jin Yang, Sahlgrenska University Hospital, Gothenburg, Sweden</td>
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<td>0830-1015</td>
<td>#10DD8</td>
<td>An Annual Urology Tutorial for Junior Doctors: Results of UK Based Multi-Centre Study</td>
<td>Lina Yow, UK</td>
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</table>
#ioDD9 Do foundation year doctors perceive large group teaching as an effective method of learning for their stage in training?
Rebecca Stout, UCL, London, UK

#ioDD10 Diversity of Education in Foundation Year 2 Teaching
Matthew Aldridge, North Bristol NBT, Bristol, UK

#ioDD11 How the youngest doctors perceive a national formal advisory program: A SWOT-analysis
Anita Sørensen, Centre for Health Sciences Education, University of Aarhus, Denmark

#ioDD12 The Model for Improvement is a useful tool for junior doctors when implementing sustainably educational initiatives in the clinical setting
Trine Silikjaer, Aarhus University Hospital, Aarhus, Denmark

#ioDD13 Factors that affect junior doctor attendances during teaching sessions
Maulik Patel, Barts and The London, London, UK

#ioDD14 Engineering the Educational Experience (E3): Creating a Genuine Clinical Experience for Trainee Learning and Assessment
Elizabeth Wooster, OISE/University of Toronto, Canada

#ioDD15 Participation in question-writing revision sessions for medical students supports continued professional development for postgraduate medical trainees
Alex Riding, Cambridge University School of Clinical Medicine, Cambridge, UK

#ioDD16 Understanding role modelling in Palliative Medicine: A Thematic Review of Role Modelling in Postgraduate Internal Medicine between 2000 and 2015
Yaazhini Renganathan, Yong Loo Lin School of Medicine, Singapore

#ioDD17 Evaluate the teamwork in Taiwanese junior healthcare practitioners - a pilot study
Wei-Chun Cheng, Huellen Tzu-Chi Medical Center/ Tzu-Chi University, Huellen, Taiwan

#ioDD18 Implementation of IPI to stimulate the quality of practical training at the level of internship and residency
Zaure Baigozhina, Republican Center for Health Development, Astana, Kazakhstan

0830-1015 #ioEE Posters: Teaching and Learning Approaches
Chairperson: Rick Vari, USA
Location: Hall 4.1, CCB

#ioEE1 Committee for Students and Course Evaluation (CAEC) – Report of the experience of the first four years of a medical school in implementation
Elisangela Mattos e Silva, Faculdades Pequeno Príncipe, Curitiba, Brazil

#ioEE2 Study guide encouraging medical students to achieve learning objectives
Sudarat Wijjitseththakul, Medical Education Center, Ratchaburi Hospital, Ratchaburi, Thailand

#ioEE3 The effects of retrieval practice and feedback on the kinds of diagnostic errors made by medical students
Leah Braun, Medical Education Unit, University of Munich Hospital, Munich, Germany

#ioEE4 Intolerance to uncertainty after an educational intervention: A pre-post study in medical students
Melchor Sánchez-Mendiola, UNAM Faculty of Medicine, Mexico City, Mexico

#ioEE5 Understanding Coaching in Palliative Medicine through a thematic review of coaching in Internal Medicine between 2000 and 2015
Ann Hui Ching, Yong Loo Lin School of Medicine, National University of Singapore, Singapore

#ioEE6 Which learning method can prolong the retention of knowledge in medical students?
Pyiarut Rojsanga, Udonthani Medical Education Center, Udonthani, Thailand

#ioEE7 An Application of Three Educational Models to Develop a Focused Cardiac Ultrasound Educational Program
M. Hossein Tcharmtchi, Baylor College of Medicine, Houston, USA

#ioEE8 Core Mechanics for Learning are not Enough: Designing with Engagement in Mind
Remi Wolf, AIM Laboratory, Stanford University School of Medicine, Stanford, USA

#ioEE9 Comparing three modes of learning: teaching in the acute coronary syndrome (ACS) topic for the fourth-year medical students at Lampang Hospital, Thailand
Yotsawee Chotechuang, Lampang Hospital, Lampang, Thailand

#ioEE10 How are medical students actually thinking of questioning in teaching class? Medical teachers must know
Narongwit Nakwan, Hatayi Medical Education Center, Songkhla, Thailand

#ioEE11 Differentiating the Learning Needs and Style in High-school Direct Entry versus Non-direct Entry Medical Students: Use of VARK and Quantitative Survey
Wai Yin Leung, Faculty of Medicine, The Chinese University of Hong Kong, Hong Kong

#ioEE12 Dynamics of students’ learning approaches throughout medical training: relationships with students’ personal characteristics
Anne Baroiffio, University of Geneva Faculty of Medicine, Geneva, Switzerland

#ioEE13 Learner Traits and Voluntary Attendance in Pre-Clinical Medical Courses
Megan Derazin, University of Central Florida College of Medicine, Orlando, USA

#ioEE14 Medical Students' familiarity with learning processes and their effect on academic performance
Abeer Alalwan, Alfaisal University, Riyadh, Saudi Arabia

#ioEE15 The effect of productive failure on learning of a novel concept in health professions education
Naomi Steenhof, The Wilson Centre, University of Toronto & University Health Network, Toronto, Canada

#ioEE16 Enhancing Teacher Education to Promote Academic Activities through the Adoption of Active Methodologies and the Use of English as an Additional Language
Ana Luiza Freitas, Federal University of Health Sciences of Porto Alegre, Brazil


**0830-1015**

**#10FF Posters: Simulation 2**

Chairperson: Flora Smyth Zahra, UK

**Location:** Hall 4.1, CCB

**#10FF1 Mandatory basic laparoscopic skills course: a 4-year follow-up**
Nynne Dose, Department of Obstetrics and Gynecology, Holbæk Hospital, Denmark, Holbæk, Denmark

**#10FF2 The invention of Low Cost Obstetric Ultrasound Training Model for Medical Students from Simple Materials**
Sapachai Saingtong, Medical Education Center Vachira Phuket Hospital, Walalak University, Phuket, Thailand

**#10FF3 Simulation-based assessments of ultrasound skills: A comparison of validity evidence from three different procedures**
Liv Dyre, Copenhagen Academy for Medical Education and Simulation, Rigshospitalet, Copenhagen, Denmark

**#10FF4 CHEAP and CHEERFUL: Using locally invented simulators to teach physical examination of a neonatal scalp hematoma to medical students**
Kulida Pongdetudom, Lampang Hospital, Lampang, Thailand

**#10FF5 The experience of creating a simulator for carrying out spinal puncture**
Elena Taftygina, Krasnoyarsk State Medical University named after Prof. V.F. Voino-Yasenetsky, Krasnoyarsk, Russia

**#10FF6 NOT PRESENTED**

**#10FF7 Development and Validation of Multimaterial Three-dimensional Printed Airway Training Models for Bronchoscopy Simulation**
Sreenivasulu Reddy Mogali, Lee Kong Chian School of Medicine, Singapore

**#10FF8 NOT PRESENTED**

**#10FF9 Haematology/Oncology simulation training: combining clinical skills, prioritisation and human factors to improve confidence**
Emily Millen, University Hospitals of Leicester NHS Trust, Leicester, UK

**#10FF10 The effect of training with ear examination model on medical students’ clinical skill**
Panchanok Kaewkul, Maharajnakonrhonstatthamarat Hospital, Nakhonrahasinamart Province, Thailand

**#10FF11 Randomized and prospective study of simulated training vs opportunistic learning in paracentesis: standardization of learning curve and transfer to real patients in undergraduate medical students**
Arnoldo Riquelme, Pontificia Universidad Católica de Chile, Santiago, Chile

**#10FF12 Effectiveness of surrogate eye models for training of corneal foreign body removal**
Crystal Ham Wei Soh, National University Health System, Singapore

**#10FF13 Challenges of Self-Directed Learning: Experiences Using the Eysie Direct Fundoscopy Simulator by Core Medical and General Practitioner Trainees**
Samantha Hunt, Gloucestershire NHS Foundation Trust, Cheltenham, UK

**#10FF14 Operating Room General Minimally Invasive Surgery-related Situation Simulative Teaching Program to Improve the Retention Rates of New Nursing Staff in a Hospital**
Chun Mah, Department of Nursing, Taipei Medical University – Shuang Ho Hospital, Taipei, Taiwan

**#10FF15 Impact of clinical context on accuracy of simulator-based blood pressure assessment performed by medical students after first simulator-based learning**
Yuka Yamazaki, Tokyo Medical University, Shinjuku-ku, Japan

**#10FF16 High Fidelity Simulation in Medical Physiology: Slovak Experience**
Silvia Hniličová, Comenius University in Bratislava, Faculty of Medicine, Bratislava, Slovakia

**#10FF17 Changes in performance during repeated in situ simulation with three different cases**
Helen Berg, NTNU, Ålesund, Norway

**#10FF18 High-fidelity patient simulator-assisted teaching is more beneficial for active students with higher motivation and prior knowledge**
Yu-Chun Chiu, Department of Medical Education, National Taiwan University Hospital Department of Pediatrics, National Taiwan University Hospital, Taipei City, Taiwan

**#10FF19 Which Simulators do Residents Really Use? Plan a Resource-efficient Self-directed Procedural Simulation**
Alexandre Lafleur, Université Laval, Québec, Canada

**#10FF20 Comparing the effects of “lecture” and “simulated patient” teaching methods on promoting the knowledge and performance of healthcare providers**
Faribe Haghani, Isfahan University of Medical Sciences, Isfahan, Iran

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**0830-1015**

**#10GG Posters: Clinical Reasoning and Reflection**

Chairperson: Mathieu Nendaz, Switzerland

Location: Hall 4.1, CCB

**#10GG1 The impact of interactive coaching sessions on the clinical reasoning skills of medical students**
Waled Alghamdi, King Abdullah University, Abha Faculty of Medicine, Jeddah, Saudi Arabia

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**Wednesday 29 August**

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#10GG2 Can Machine Learning Assess Students’ Clinical Reasoning?....Using Natural Language Processing To Grade Medical Students’ Written Assessment and Plan Michael Cole, University of Michigan Medical School, Ann Arbor, Michigan, USA

#10GG3 "5xs Approach": New framework for clinical reasoning Hisashi Shimozono, Tokyo Medical and Dental University, Tokyo, Japan

#10GG4 Effects of teaching critical thinking on medical students’ skills: results from a three-year longitudinal study Mahboobeh Khadaz Mafinejad, Tehran University of Medical Sciences, Tehran, Iran

#10GG5 Developing Interviewing and Clinical Reasoning Skills with a Novel Low-Cost Virtual Patient Simulator Malgorzata Kaminska, Northern Medical Program, University of Northern British Columbia, Prince George, British Columbia, Canada

#10GG6 A debate forum curriculum for teaching critical thinking skills to medical students Chin-Sheng Lin, National Defense Medical Center, Taipei, Taiwan

#10GG7 NOT PRESENTED

#10GG8 A scoping review of clinical reasoning research conducted on Asian health professions students and practitioners Ching-Yi Lee, Chang Gung Medical Education Research Center, Taoyuan, Taiwan

#10GG9 Using Effective Teaching to improve clinical reasoning in pre-clerkship curriculum Peiying Pai, China Medical University Hospital, Taichung, Taiwan

#10GG10 Reflecting on reflection: medical students’ perspectives Nipaporn Hanpitakpong, Buddhachinaraj Medical Education Center, Phitsanuloke, Thailand

#10GG11 Educational impact and benefit of clinical apprenticeships in West Africa on UK graduate entry medical students Jon Morris, Swansea University Medical School, Swansea, UK

#10GG12 NOT PRESENTED

#10GG13 Perks and Woes: Integrating Reflective Practice into Family Medicine Residency Program in Qatar Noora Al-Mutawa, Primary Health Care Corporation, Doha, Qatar

#10GG14 Can a linguistics software program be used to evaluate emotional content of reflective writing? Diluxhy Elangaratnam, Imperial College, London, UK

#10GG15 Effect of structured reflection on accuracy, confidence and diagnostic calibration of medical students Gaiìelu Costa Filho, Universidade Jose do Rosario Vellano, Belo Horizonte, Brazil

#10HH2 Motivational Advising: Utilizing the theory of Motivational Interviewing to facilitate and engage intrinsic motivation within our learner in order to change behavior Amy Fleming, Vanderbilt University School of Medicine, Nashville, USA

#10HH3 Factors affecting motivation toward learning in clinical years Nattaphorn Srivicha, Savanpracharak Hospital, Nakhon Sawan, Thailand

#10HH4 NOT PRESENTED

#10HH5 Adaptation and validation of the Academic Self-Regulation Scale (SBQ-A) for measuring motivation in Portuguese medical students Rafael Vasconcelos, School of Medicine, University of Minho, Braga, Portugal

#10HH6 Curiosity drives learning, a simply inspirational way for medical students’ research engagement through extra-curriculum activity Preecha Wanichsetakul, Faculty of Medicine, Thammasat University, Pathumthani, Thailand

#10HH7 Student Motivation at a School of Health Sciences Asta B Schram, University of Iceland, School of Health Sciences, Reykjavik, Iceland

#10HH8 Medicine in Portugal – perceptions and motivations of medical students Idalina Beirão, Portugal

#10HH9 Incorporation of resilience into medical school curriculum Chaya Prasad, Western University of Health Sciences, Pomona, USA

#10HH10 Enhancing Healthcare Undergraduates’ Emotional Intelligence through a Psycho-educational Intervention Mandakini Mohan, International Medical University, Kuala Lumpur, Malaysia

#10HH11 NOT PRESENTED

#10HH12 They Like Me, They Like Me Not! How Medical Students Can Gain Trust from Residents and their Teams during Clinical Education Vijay Rajput, Ross University School of Medicine, Miramar, Florida, USA

#10HH13 WITHDRAWN

#10HH14 The role of medical student mind-set in the achievement of early academic success Susan Smith, Medical Education Research Unit, School of Medicine, Imperial College, London, UK

#10HH15 Self-Regulation Skills and its Role in Academic Success in Medical Students Lamy Alrays, Alfasial University, Riyadh, Saudi Arabia

#10HH16 Academic integrity: attitudes and perceptions of teachers and medical students Isabel Neto, Faculty of Health Sciences, University of Beira Interior, Covilha, Portugal

#10HH17 NOT PRESENTED

#10HH18 Learning styles in an international classroom Tiina Immonen, University of Helsinki, Finland

#10HH19 Comparisons of the learning styles among medical students of different application methods Hsiang-Chin Hsu, National Cheng Kung University Hospital, Tainan, Taiwan
#10HH20 Motivational Profile and Learning Strategies of Students from 1st to 4th Year of Medical School at Universidad Andres Bello Viña del Mar, Chile
Veronica Silva, Escuela de Medicina Universidad Andres Bello, Viña del Mar, Chile

#10HH21 “Su-Ji-Pu-Li” appreciating learning styles in clinical years of medical students
Rungnapa Pengprakhon, Buriram Medical Education Center, Buriram, Thailand

0830-1015
#101l Posters: Collaborative/Self Directed Learning/Portfolios
Chairperson: David Taylor, United Arab Emirates Location: Hall 4.4, CCB

#101l2 The attitude toward teaching technique in medical students at Chaiyaphum Medical Education Center
Pawee Munrad, Chaiyaphum Medical Education Center, Chaiyaphum, Thailand

#101l3 Utilizing of Logbook - Medical Students’ Viewpoint
Chonakarn Niyomthong, Surin Medical Education Center, Surin, Thailand

#101l4 Design and development of mobile-based portfolio for medical sciences students: A portable tool for objective assessment in the modern world
Saeed Abdollahifard, Shiraz University of Medical Science, Shiraz, Iran

#101l5 The Relationship Between Electronic Portfolio Participation and Residency Upgrading Examination Outcome in Family Medicine Residency Program
Shun-Chin Chang, The Department of Family Medicine, Dalin Tzu Chi Hospital, Dalin, Taiwan

#101l6 Reflections of postgraduate medical students during their clinical years - a qualitative study of logbook entries
Laurel Weaver, Deakin University, Geelong, Australia

#101l7 Using clinical case E-portfolios to support case-based learning and assessment in orthodontic postgraduate education
Richard Cure, University of Warwick, Coventry, UK

#101l8 Use of portfolio of residents in the training of the Medical Institute of NEFU
Aitalkina Maksimova, NEFU, Yakutia, Russia

#101l9 Using videos from human medicine to reinforce application of diagnostic error concepts in veterinary students
Regina Schoenfeld-Tacher, North Carolina State University, College of Veterinary Medicine, Raleigh, NC, USA

#101l10 The effects of on-line video supported self-directed learning for three common clinical skills: a comparative study
Chun-Chao Chang, Taipei Medical University Hospital, Taipei, Taiwan

#101l11 Teaching Mental State Examination (MSE) - a new contemporary approach
Jessica Roberts Hansen, Psychiatry West Region Zealand, Slagelse, Denmark

0830-1015
#101J Posters: Threshold Concepts / Clinical Teaching / Simulation
Chairperson: Janice Hanson, USA Location: Hall 4.4, CCB

#101J1 Threshold Concepts in Medical Education: Similarities between the USA and UK
Virginia Randall, Uniformed Services University of the Health Sciences, Bethesda, USA

#101J2 Definition of educational objectives of medical students in a history of medicine class
Jorge E. Valdez-García, Tecnologico de Monterrey, School of Medicine and Health Sciences, Monterrey, Mexico

#101J3 The effectiveness of blended learning on performance of medical students in back school program
Radchada Sahavorakul, Chaophyaabhaibhubejhr Hospital, Prachinburi, Thailand
#11B5 There and Back Again: A tale of a hurricane and heroes
Heidi Chumley, American University of the Caribbean, Netherlands Antilles

#11B6 Service vs education - who wins in postgraduate training
Rille Pihlak, European Junior Doctors, University of Manchester, UK

1225-1245  Announcement of AMEE Conference Prizes
A look ahead to AMEE 2019
Concluding remarks

1245  Close of Conference

Courses
1300-1400  ESME Course  Osaka, 3rd Floor, CCB
1300-1600  ESMELead Course  Samarkand, 3rd Floor, CCB

AMEE Group Meeting
1300-1700  AMEE Executive Committee (closed meeting)  MCH Lounge, Event Hall

Visit to 3D Printing Laboratory
Sign up at Registration Desk
Fee: Free of charge (limited spaces available)

Diagnostic Error in Medicine 2018, Bern
Registration:  www.improvediagnosis.org
A lunch bag will be available for collection from the Tours Desk in the registration area. Participants will be notified of departure time.
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The patient as educator
Activity Theory and the facilitation of learning
Threshold concepts
The continuum of education
... and much, much more!

30 September 2018: Preconference workshops and Symposia
5 December 2018: Research Papers
14 December 2018: Doctoral Reports
6 February 2019: All other abstracts
The 2018 ASPIRE Award winners will be presented on Monday 27 August at AMEE 2018

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