From well-managed forests 100%
### Saturday 24th August 2019

<table>
<thead>
<tr>
<th>Time</th>
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<th>Session Title</th>
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<tr>
<td>0930-1030</td>
<td>Hall F, Level 0</td>
<td>Technology Enhanced Learning Symposium</td>
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<tr>
<td>1030-1130</td>
<td>Hall N, Level 1</td>
<td>Essential Skills in Medical Education</td>
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<tr>
<td>1130-1230</td>
<td>Room 12, Level 2</td>
<td>Research Basic Statistics for the Medical Educator</td>
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<tr>
<td>1230-1330</td>
<td>Room 84-85, Level 1</td>
<td>Posters</td>
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<tr>
<td>1330-1430</td>
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### Sunday 25th August 2019

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<tr>
<th>Time</th>
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<tr>
<td>0800-0900</td>
<td>Hall F, Level 0</td>
<td>Essential Skills in Medical Education</td>
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<tr>
<td>0900-1000</td>
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<td>Research Advanced Skills in Medical Education</td>
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<td>1000-1100</td>
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<td>1100-1200</td>
<td>Room 13-14, Level 1</td>
<td>Competency-Based Learning in Healthcare Settings</td>
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<tr>
<td>1200-1300</td>
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<td>Clinical Decision-Making</td>
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<tr>
<td>1300-1400</td>
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<td>Feedback Literacy &amp; Feedback Systems</td>
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<tr>
<td>1400-1500</td>
<td>Room 13-14, Level 1</td>
<td>Defining &amp; Measuring Assessment Problems</td>
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www.amee.org
<table>
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<tr>
<th>Time</th>
<th>Room A</th>
<th>Suite E</th>
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<td>Walking Tour Through the Campus of Veterinary Medicine (No Transport Provided)</td>
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<td>0800-0900</td>
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### Monday 26th August 2019

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<td>0700-0900</td>
<td>Hall A/C, Level 2</td>
<td>Room L5, Level 2</td>
<td>AMEE TEL Committee (closed meeting)</td>
<td>transitions to Surgical practice to Surgical Practice</td>
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<td>0945-1015</td>
<td>Room L4, Level 1</td>
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<td>BEME Review Editorial Committee (closed meeting)</td>
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<td>1015-1145</td>
<td>Hall E, Level 0</td>
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<td>( 17.45-19.15 ) Meeting</td>
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<td>1815-1845</td>
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<td>1845-1915</td>
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### COFFEE BREAK AND VIEWING OF EXHIBITS | Hall E, Foyer E - Level 0 & Gallery, Level 1 | 0945-1015

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<th>Room L3-Level 0</th>
<th>Room L2-Level 2</th>
<th>Room L1-Level 2</th>
<th>Room L0-Level 3</th>
<th>Room F1-Level 3</th>
<th>Room G1-Level 3</th>
<th>Room E-Level 0</th>
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<th>Room C-Level 0</th>
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<tr>
<td><strong>Round Table</strong></td>
<td><strong>Workshop</strong></td>
<td><strong>ePosters</strong></td>
<td><strong>Posters</strong></td>
<td><strong>Meet the Expert</strong></td>
<td><strong>Meeting</strong></td>
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<td>3AA</td>
<td>3BB</td>
<td>3CC</td>
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<tr>
<td>Faculty Development</td>
<td>Programmatic Assessment in Action</td>
<td>Collaboration in Lifelong Learning</td>
<td>Institutional Ethnography</td>
<td>Effective Use of Technology to Capture &amp; Report About EAs</td>
<td>Planned Design to Address Challenges in Undergraduate and Residency</td>
<td>Game Development of SUT for Selection, Development, Assessment &amp; Feedback</td>
<td>Virtual/Augmented/Mixed Reality &amp; the New Imaginaries</td>
<td>Communication</td>
<td>Workplace-Based Learning</td>
<td>Patients' Perspective &amp; Involvement</td>
<td>Empathy &amp; Ethics</td>
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| **LUNCH BREAK AND VIEWING OF EXHIBITS | Hall E, Foyer E - Level 0 & Gallery, Level 1 | 1200-1400

<table>
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<td>Patient Engagement</td>
<td>Reviewing for MedEdPublication</td>
<td>Longitudinal Integrated Curriculum</td>
<td>Developing and Developing Shared Curriculum Ecosystems</td>
<td>Conceptual Frameworks to Shape &amp; Situate the Education in the Workplace</td>
<td>Managing &amp; Supporting the Gap in Medical Education</td>
<td>Work-based Assessment &amp; Evaluation in the Workplace</td>
<td>MCQs to Assess Professionalism &amp; Professionalism Skills</td>
<td>Online Assessment with the Students on Behalf</td>
<td>Curriculum Development</td>
<td>Surgery Education</td>
<td>Mentoring/CPD</td>
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| **COFFEE BREAK AND VIEWING OF EXHIBITS | Hall E, Foyer E - Level 0 & Gallery, Level 1 | 1530-1600

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<td>Reflective &amp; Professional</td>
<td>Curriculum</td>
<td>Curriculum &amp; Professional</td>
<td>Problem Students or Problem Teaching</td>
<td>What's Your Shape? Expertise in HPE</td>
<td>Bringing the Learner into the Classroom</td>
<td>Integrating Arts &amp; Humanities into Medical Education</td>
<td>Vitamin to Communicate &amp; Mediation in the Workplace</td>
<td>Clinical Reasoning Assessment in the Workplace</td>
<td>Teamwork / Interprofessional Education</td>
<td>Competency Based Education</td>
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<td><strong>Course</strong> (Regd Only)</td>
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<td>Medico-legal Issues in Medical Education</td>
<td>Problem Students or Problem Teaching</td>
<td>What's Your Shape? Expertise in HPE</td>
<td>Bringing the Learner into the Classroom</td>
<td>Integrating Arts &amp; Humanities into Medical Education</td>
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**COFFEE BREAK AND VIEWING OF EXHIBITS** | Hall E, Foyer E - Level 0 & Gallery, Level 1 | 0945-1015

**SESSION 7**

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<th>Room L12, Level 1</th>
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**SESSION 8**

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**SESSION 9**

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<td>1745-1915</td>
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**SYMPOSIUM**

- **9A** Embracing CPD Diversity
- **9B** Cost & Value in Medical Education
- **9C** The Scope of Faculty Development
- **9D** Pearls from the Surgery Track
- **9E** Fringe Learning Teamwork & Methods
- **9F** Reviews of the Literature
- **9G** Doctoral Reports
- **9H** Assessment in Health Professions Education
- **9I** Faculty Development 1
- **9J** Social Media & Mobile Learning
- **9K** International Medical Graduates
- **9L** Assessment: General
- **9M** Student Wellbeing
- **9N** Curriculum: Subjects in the Curriculum
- **9O** Interprofessional Education 3
- **9P** Interprofessional Education 2
- **9Q** Selection: Widening Access
- **9R** Postgraduate Education 4
- **9S** Teaching & Learning 2
- **9T** Management 2
- **9U** Postgraduate: Family Medicine
- **9V** Postgraduate: Management 2
- **9W** Postgraduate: Family Medicine
- **9X** Postgraduate: Management 2
- **9Y** Postgraduate: Family Medicine
- **9Z** Postgraduate: Management 2

**SHORT COMMUNICATION**

- **8A** AMEE Open Meeting
- **8B** AMEE Research Committee (Closed Meeting)
- **8C** AMEE Simulation Committee (Closed Meeting)
- **8D** AMEE Postgraduate Committee (Closed Meeting)
- **8E** AMEE Postgraduate SIG (open meeting)
- **8F** AMEE AGM (Members Only)
- **8G** AMEE Faculty Development Research Open Meeting
- **8H** AMEE AGM (Members Only)
- **8I** AMEE Postgraduate SIG (open meeting)
- **8J** AMEE Postgrad SIG (open meeting)
- **8K** AMEE Postgraduate SIG (open meeting)
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- **8AS** AMEE Postgraduate SIG (open meeting)

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

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

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

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

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<th>Round Table</th>
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### LUNCH BREAK AND VIEWING OF EXHIBITS | Hall E, Foyer E - Level 0 & Gallery, Level 1 | 1200-1400

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

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**Coffee Break and Viewing of Exhibits**

- **Hall E, Foyer E - Level 0 & Gallery, Level 1 | 0945-1015**

**Plenary 4**

- 1045-1230
- Vienna: Presentations & Plenary 4
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**COFFEE BREAK AND VIEWING OF EXHIBITS** | Hall E, Foyer E - Level 0 & Gallery, Level 1 | 0945-1015
Welcome to AMEE 2019

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

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

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

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

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

AMEE Executive Committee and Secretariat

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

• **The venue:** The Austria Center Vienna has its own ecolabel and, as a venue, contributes 27 points which are needed to achieve certification;

• **The city:** Vienna’s efficient, low-carbon emitting public transport network provides an environmentally-friendly way to travel from the airport and around the city;

• **Conference materials:**
  - No flyers are in the conference bags and there will be no plenary seat drops;
  - We have tried to reduce the programme size and the number of copies printed – copies will only be available for those who have requested one during registration (although we do have a few spares) and full details including abstracts are in the App;
  - The programme and any other promotional material provided by AMEE will be printed on ‘FSC approved’ paper from sustainable forests;
  - The conference and course evaluations will mainly be completed electronically;
  - Refillable and reusable water bottles are being provided;
  - Folding multi-purpose tote bags can be used after the event;
  - Lanyards are made from recycled material.

• **Catering:** The certified caterer “MOTTO” is fully compliant with green meeting and green event standards, and biodegradable tableware will be used;

• **Waste Management:** Recycling bins are provided throughout the venue. Also please hand in your lanyards and badges, which will be recycled.
AMEE 2019 Organisation

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Ronald M Harden (General Secretary/Treasurer)
Zalim Balkizov
Jennifer Cleland
Gerard Flaherty
Janusz Janczukowicz
Subha Ramani
Gary Rogers
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Peter Dieter (ex officio)
Madalena Patrício (Past President)
Katerina Dima (Student Representative, IFMSA)
Evangelos Papageorgiou (Student Representative, EMSA)
Agostinho Sousa (Junior Doctors Representative)

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

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

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Ken Masters
Olga Rostkowska
Lawrence Sherman
Monika Sobocan
Richard Jolly and Team

ePoster Support Team:
Tamsin Treasure-Jones
Raymond Elferink
Gilbert Pfeiffer
Carlos Martinez Gaitero
Joseph Treasure-Jones

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Elisabeth Legenstein, Med Uni Vienna
Anita Rieder, Med Uni Vienna
Gerhard Zlabinger, Med Uni Vienna
Angelika Hofhansl, Med Uni Vienna
Bianca Schuh, Med Uni Vienna
Henriette Löffler-Stastka, Med Uni Vienna
Karl Kremser, Med Uni Vienna, ÖGH
Matthaeus Grasl, Med Uni Vienna, ÖGH
Ingrid Preuschle, VetMed Uni Vienna
Michaela Rauschmeier, Vienna Hospital Association (KA)
Angelika Eder, University of Applied Sciences, Department of Health Studies

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

Student Taskforce
Local: Dino Mehic, Nina Rosy Gludovatz, Sema Alzubaidi, Alia Ghazzawi, Anna Herzeg, Narmin Mahmamadi, Stefanie Hagn, Lisa Theresa Schulte, Ines Horvat Menih, Martin Thomas Peter Kapper, Anna-Sofie Hofer, Lilly Ronja Rager, Mirjam Kohl, Anna Christamentl, Johannes Franke, Elisabeth Moor, Stéllia Goeschl, Patrick Craig Fegerl, Sabina Cengic, Thomas Glöckler, Lisa Keilm, Daniela Giacomuzzi

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

See www.amee.org/conferences/amee-2019 for full details
About the Conference

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

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

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

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

- Saturday 24th August 0745-1730
- Sunday 25th August 0745-2100
- Monday 26th August 0715-1745
- Tuesday 27th August 0745-1745
- Wednesday 28th August 0800-1300

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

Internet access
Café: PCs for internet access are available in the Business Lounge, Level 0
Wifi: Free wireless access is available throughout the venue:
1. Connect your device to the network “ACV”.
2. When connection is established open a browser and surf to your desired URL. You will get a landing page to access the WiFi.
3. Click on “Connect to WiFi” where you will be redirected to your home page and where you will have access to the internet.

Please note that if the internet is not used for 15 minutes, you will need to reconnect.

Certification
CME: Points have been requested from The Royal College of Physicians of London, for attendance at the main AMEE 2019 Conference (1730 hrs Sun 25th August to 1230 hrs Wed 28th August 2019). A register of attendance will be available at the registration desk at morning coffee break on Wednesday 28th August for those who wish to claim their CME points.

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

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

Presentation: If you require a presentation certificate, please email your request to amee@dundee.ac.uk. Please allow a minimum of 6 weeks for processing. Certificates will be issued electronically in PDF format via the AMEE Abstract Portal.
Evaluation Conference: A link to the online evaluation form will be sent immediately after the Conference and your assistance in completing this will be much appreciated. Individual sessions may be rated by following the link in the App at the end of each session.

General information

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

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

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

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

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

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

Places to eat on site

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

Mentorship Programme

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

Subha and her colleagues are offering a Speed Mentoring workshop 8U on Tuesday from 1400-1530 hrs in Room L8, Level 1. The workshop will allow novice and aspiring health professions educators to network with internationally renowned experts and leaders in the field in a dynamic and fun setting. Mentors will help mentees identify their strengths as well as gaps in their skillset important for career advancement, allow mentees to reflect on their perceived hurdles to professional growth and help them generate solutions. For more information see abstract 8U. Advance sign-up is available for this workshop, and any remaining seats are available at the workshop room 15 minutes in advance of the session.
Programme: A print copy of the programme will be available for collection with your conference materials from the Registration Desk if you requested one at the time of registering. The programme can also be accessed through the Conference App and you have the option to create a personal schedule of sessions you wish to attend.

Abstracts: The abstracts are available on the AMEE website (www.amee.org/conference/amee-2019) and through the Conference App linked to each session.

Language: All sessions will be conducted in English.

Plenaries: All plenary sessions will be streamed live and will also be available for viewing by participants after the conference. The opening plenary will take place on Sunday 25th August at 1730 hrs with subsequent plenary sessions on Monday, Tuesday and Wednesday mornings.

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

Short Communications: Themed sessions with between 5-7 presentations have been scheduled. Each presenter is allocated 10 minutes for presentation followed by 5 minutes for questions. All sessions will have a Moderator. Where time permits, a 15 minute discussion session will take place at the end of the session.

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

Research in Medical Education Papers: The Research Paper sessions were introduced to acknowledge the high standard of research and scholarship ongoing in healthcare education research. Papers are selected via a stringent review process led by the AMEE Research Paper Taskforce, on behalf of the AMEE Research Committee. These sessions, grouped on a particular research theme, have an emphasis on methodology. Presenters have 15 minutes to present, followed by 5 minutes for questions. At the end of the session there will be a general discussion, if time permits. The Moderator of each session has been asked to direct the questions and discussion to issues relating to choice of methodology; the implementation of the study including resource implications, and the analysis and reporting of the data, rather than to the medical/health professions education theme of the session. An Assessor has also been appointed and one paper in each session will be selected to receive the award, which will be announced in the closing plenary.

Doctoral Reports: Presenters of Doctoral Reports in Sessions 5, 9 and 10 were invited to submit their full thesis for review by a panel chaired by Susan van Schalkwyk. Each presenter has 15 minutes for presentation followed by 5 minutes for questions. All sessions will have a Moderator. Any remaining time at the end of the session will be used for general discussion of the issues raised from any or all of the papers. One presentation will be selected for the Doctoral Report Award, which will be announced in the closing plenary.

AMEE Fringe: The AMEE Fringe becomes more popular each year, providing the opportunity to see something a little different – a new and perhaps provocative or idiosyncratic approach to healthcare professions education. Each presenter is allocated 15 minutes and the sessions will be introduced by Rachel Ellaway. Rachel has decided to step down from her role after Vienna. We are very grateful to her and to all the Fringe presenters for 16 years of fun and frolics, laughter and pathos, all with an underlying education message. But the Fringe will continue – under new management!

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

PechaKucha™: PechaKucha 20x20 is a simple presentation format where 20 slides are shown, each for 20 seconds. The slides advance automatically after 20 seconds. This challenging format requires considerable rehearsal in order that the presenter covers what she/he wishes to say within the 20 second limit. The technician in the Speaker Preview room can help to set the slides to advance automatically. Each presenter will have 6 minutes and 40 seconds for presentation, with 2 minutes 20 seconds for discussion. A Moderator will coordinate the session.
Conference Workshops: There are 60 conference workshops from which to choose. Workshops may be at introductory, intermediate or advanced level. An indication of the level and whether previous knowledge/experience of the topic is advised is indicated in the abstract on the website www.amee.org/conference/amee-2019 and in the conference App. Workshop rooms are not connected to Speaker Preview and presentations should be uploaded in the workshop room.

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

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

Medical Teacher Poster Prize: We are grateful to Taylor & Francis for once more supporting the Medical Teacher Poster Prize, which is free registration to AMEE 2020 or £350. If you would like your mounted poster to be considered for the Medical Teacher Poster Prize please go to www.postersamee.org and follow the ‘Poster Prize’ link. The Poster Prize Committee will review your abstract in advance and then view your mounted poster during the Conference. To be considered for the prize, posters must be mounted by 0800 hrs on Monday. Please see the website for instructions and hints on preparing mounted posters: https://amee.org/conferences/amee-2019/abstracts#presentation-with-poster

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

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

Round Table: This presentation format offers the opportunity for a small group of participants to have in-depth discussions on a specific theme, selected from submitted abstracts. Sessions will take place in boardroom format, with all participants seated around one table to promote interaction and discussion. Each presenter in turn will be asked to give the key messages of her/his presentation in about 5 minutes. A Moderator will coordinate the session and the group may decide how it wishes to proceed, either by taking questions and discussion after each short presentation, or in a general discussion after all the presentations.

No audio-visuals will be available, and no powerpoint is necessary. Presenters may bring handouts if they wish, and the abstracts will be available for all to refer to. One seat is reserved for each presenter. Numbers in the session are strictly limited and you are encouraged to arrive early if you wish to join the session. Should the group wish to continue communication after the session, a Special Interest Group will be set up on request.
Speaker Preview
Presenters of short communications, research papers, doctoral reports, Fringe, points of view and PechaKucha™ should take their presentations on a USB device to the technicians in the Speaker Preview Room, and this will be networked to the computer in the presentation room. If possible this should be done the day before the presentation, or a minimum of 2 hours before the start of the session. Please name the file as follows: Session code and your family name, for example – 2C6 Smith.

Speaker Preview, located in the Business Lounge, Level 0 is open at the following times:
Sunday 25th August 1430-1800
Monday 26th August 0715-1745
Tuesday 27th August 0745-1745
Wednesday 28th August 0745-1200

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

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

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

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

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

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

ePosters: Presenters have been sent links to videos providing guidance on how to create an ePoster and invited to a webinar on how to create and present ePosters. Online support is available to all ePoster authors and presenters in the run up to the conference and there will be an ePoster support desk at the AMEE Conference from 24th-28th August located in the Entrance Hall, Level 0.
Meet the Expert Sessions
(see details in the abstract book under the relevant session number)

#3NN Assessment Clinic
Date of Clinic: Monday, 26 August 2019
Time of Clinic: 1015-1200
Location of Clinic: Suite E, Level 0
Assessment Clinic Team:
Richard Fuller & John Cookson (ASPIRE Assessment Panel), UK
Matthew Homer & Jennifer Hallam (University of Leeds), UK

#4NN Meet & Ask the ASPIRE winners
Date of Session: Monday, 26 August 2019
Time of Session: 1400-1530
Location of Session: Suite E, Level 0
ASPIRE Team:
Marko Zdravkovic, outgoing ASPIRE Academy Chair
Harm Peters, incoming ASPIRE Academy Chair
Representatives of ASPIRE Award Winning Schools in Assessment, Curriculum Development, Faculty Development, Simulation, Social Accountability, Student Engagement, and Inspirational Approaches.

#7NN MedEdPublish Clinic
Date of Session Tuesday, 27 August 2019
Time of Session: 1015-1200
Location of Session: Suite E, Level 0
Editorial Team:
Richard Hays, MedEdPublish Editor
Trevor Gibbs, MedEdPublish Associate Editor
Ken Masters, MedEdPublish Associate Editor
Kerrie McKay, MedEdPublish Administrator
Claire Macrae, AMEE Education Officer
Joanne Greer, MedEdPublish Technical Support

#9NN Patients as Educators
Date of Session Tuesday, 27 August 2019
Time of Session: 1600-1730
Location of Session: Suite E, Level 0
Susan E Sheridan, Society to Improve Diagnosis in Medicine, USA
Suzanne Schrandt, Arthritis Foundation, USA

AMEE Congratulates……
AMEE would like congratulate and thank those whose contributions to medical and health professions education and scholarship over the past year have been recognised.

Please see the App for the list of those recognised for initiatives including Fellowship and Associate Fellowship, Grants, Specialist Certificates, ESME Certificates in Medical Education, Miriam Friedman Ben-David Award, the Sino-Russian New Educator of the Year Award, the Zulfiqar Ali Khan Postgraduate Fellowships and the ASPIRE-to-Excellence Awards (to be announced on Monday 26 August).
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<tr>
<td>Technology Enhanced Assessment Ottawa Consensus Group</td>
<td>Monday 26th August</td>
<td>1745-1900</td>
<td>Room 2.83, Level 2</td>
<td>Invite Only</td>
</tr>
<tr>
<td>AMEE Poster Session Chairs</td>
<td>Monday 26th August</td>
<td>1230-1530</td>
<td>Room 0.15, Level 0</td>
<td>Poster Chairs</td>
</tr>
<tr>
<td>Student Orientation Session</td>
<td>Monday 26th August</td>
<td>1230-1530</td>
<td>Room 0.15, Level 0</td>
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</tr>
<tr>
<td>VIEW AGM</td>
<td>Monday 26th August</td>
<td>1230-1530</td>
<td>Suite E, Level 0</td>
<td>VIEW Members</td>
</tr>
</tbody>
</table>
AMEE Initiatives at AMEE 2019

MedEdPublish
An official AMEE Journal
www.mededpublish.org

MedEdPublish (ISSN 2312-7996) is AMEE’s open access, post-publication peer reviewed e-journal. If you would like to hear more about how you can publish your work and review the work of others, please join us at one of the sessions below, or come to see us on the AMEE Exhibition Stand in Level 0

#4U: Workshop - MedEdPublish - an innovative medical and health professions publishing medium
Date/Time: Monday 26th August, 1400-1530
Location: Room L8, Level 1

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

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

If you have a particular interest in any of these areas and would like to hear more about the Committees’ work and how you can become involved, please visit the Committee stands in the Exhibition (Level 0) to talk with members of the Committees or to pick up some literature on their initiatives.

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

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

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

Conference sessions include:

#PCW4 - ASPIRE Academy: How to enhance student engagement at your school
Date/Time: Saturday 24th August, 0930-1230
Cost: Euros 90

Presentations to the winners of the 2019 ASPIRE-to-Excellence Awards
Date/Time: Monday 26th August, 0915-0945
Location: Hall A, Level 2

#3NN Meet the Experts - Assessment Clinic
Date/Time: Monday 26th August, 1015-1200
Location: Suite E, Level 0

#4NN Meet and ask the ASPIRE Winners
Date/Time: Monday 26th August, 1400-1530
Location: Suite E, Level 0

#9CC Assessing Assessment. Best practice approaches in assessment from ASPIRE assessment award winners
Date/Time: Tuesday 27th August, 1600-1730
Location: Room 2.95, Level 2

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

The BEME Collaboration is an international group of individuals, universities and other professional organisations committed to the development of evidence-informed education in the medical and health professions. BEME celebrates its 20th Anniversary in 2019. Sessions include:

#5S - BEME Short Communications
Date/Time: Monday 26th August, 1600-1730
Location: Room 0.51, Level 0

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

9U - Workshop: Devising Questions, Aims & Objectives When Writing Systematic Reviews
Date/Time: Tuesday 27th August, 1600-1730
Location: Room L8, Level 1

See www.amee.org/conferences/amee-2019 for full details
An informal session about careers in medical education - why/ how to get them, how to balance them and how to find your topic of interest. This informal space will bring together experts and peers from a variety of backgrounds in medical education and showcase why they chose this career, how they got started and how many different things one can actually do in MedEd.

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

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

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

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

Go to the CPR booth in the Galerie on Level 1 during the exhibition opening hours.

See www.amee.org/conferences/amee-2019 for full details
Exhibition Opening Hours

Sunday 25th August - 1845-2115
Monday 26th August - 0930-1600
Tuesday 27th August - 0930-1600
Wednesday 28th August - 0930-1100
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University of Illinois - College of Medicine at Chicago
yspark@uic.edu
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See www.amee.org/conferences/amee-2019 for full details
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.

<table>
<thead>
<tr>
<th>DAY</th>
<th>TIME</th>
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<tbody>
<tr>
<td>Monday 26 August</td>
<td>12.10 - 12.30</td>
<td>NEJM Group</td>
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<td></td>
<td>12.30 - 12.50</td>
<td>3D Organon</td>
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<td></td>
<td>12.50 - 13.10</td>
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<td>Tuesday 27 August</td>
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<td>13.30 - 13.50</td>
<td>Altus Assessments Inc (CASPer)</td>
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Pre-Conference Workshops
Pre-registration is essential. Coffee will be provided. Lunch is not provided unless otherwise indicated

0930-1630 #PCW 1 Basic statistics for the medical educator – a problem-based learning approach (lunch included)
André F. De Champlain (Medical Council of Canada, Canada), John R. Boulet (Foundation for Advancement of International Medical Education and Research, USA), Mark Raymond (National Board of Medical Examiners, USA)
Location: Room 0.31-32, Level 0

0930-1230 #PCW 2 Facilitating organisational learning in healthcare settings through an Activity Theory approach
Anne-Marie Reid (University of Leeds, UK), Clare Morris (QMUL, UK), Alison Ledger (University of Leeds, UK)
Location: Room 0.96-97, Level 0

0930-1230 #PCW 3 Clinical reasoning for clinical teachers: from theory to evidence to practice
Nicola Cooper (University Hospitals of Derby & Burton, UK), Rakesh Patel (School of Medicine, Nottingham, UK & Nottingham University Hospitals NHS Trust, UK)
Location: Room 2.15, Level 2

0930-1230 #PCW 4 ASPIRE Academy: How to enhance student engagement at your school?
Marko Zdravkovic (University Medical Centre Maribor, Slovenia), Susan Smith (Imperial College London, UK), Harm Peters (Charité - Universitätsmedizin Berlin, Germany), Danai Wangsaturaka (Faculty of Medicine, Chulalongkorn University, Thailand), Kulsoom Chias (Aga Khan University, Pakistan), Jordon Mitzelfelt and Debra Klaman (Southern Illinois University, USA)
Location: Room 2.17, Level 2

0930-1230 #PCW 5 Recruiting your own: building a pipeline program to improve admission of underrepresented or disadvantaged students to medical school
Anneke M. Metz and Wendi Wills El-Amin (Southern Illinois University School of Medicine, USA)
Location Room 2.31, Level 2
0930-1230  #PCW 6 How can Faculty and Simulated Patient (SP) Educators collaborate most optimally to create great Simulation Projects?
Henrike Hölzer (Brandenburg Medical School, Brandenburg, Germany), Keiko Abe (College of Nursing, Aichi Medical University, Aichi, Japan), Jim Blatt (CLASS Clinical Skills Center, George Washington University, Washington, USA), Elizabeth Kachur (Medical Education Development, Global Consulting, New York, USA), Louise Schweickerdt (Sefako Makgatho Health Sciences University (SMU), South Africa), Cathy Smith (Baycrest Health Sciences, Toronto, Canada) Location: Room 2.44, Level 2

0930-1230  #PCW 7 Threshold Concepts and Being a Good Doctor
Katherine Hall, Ralph Pinnock, Tim Wilkinson (Christchurch School of Medicine, University of Otago, New Zealand), Julie Timmermans, Higher Education Development Centre, University of Otago, New Zealand Location: Room 2.61, Level 2

0930-1230  #PCW 8 Exploring strategies for effective curriculum development – through a hands-on, team-based approach
Davinder Sandhu, Colin Greengrass (Royal College of Surgeons in Ireland/Medical University of Bahrain), John Jenkins, Martina Crehan (Royal College of Surgeons in Ireland) Location: Room 2.83, Level 2

0930-1230  #PCW 9 How to evaluate and improve Higher Education: Defining, screening and enhancing students’ competences
Ingrid Preusche, Evelyn Bergmann (University of Veterinary Medicine, Vienna, Austria) Location: Room 2.95, Level 2

1330-1630  #PCW 10 Creating an Engaging Learning Environment using Team-based Learning (TBL)
Sandy Cook, Duke NUS Medical School, Singapore Location: Room 0.96-97, Level 0

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

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

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

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

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

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

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

Morning Workshop: 1000-1100
Afternoon Workshop: 1430-1530
**Registration Desk / Exhibition**

- **0745-2100** Registration Desk Open
- **1300-1630** Exhibit Set Up
- **1400-1900** Poster Mounting
- **1845-2115** Exhibition Open

**Entrance Hall**

- **1300-1630** Exhibitor Set Up
- **1400-1900** Poster Mounting
- **1845-2115** Exhibition Open

**Exhibitor Set Up**

- **1300-1630** Entrance Hall, Hall E, Gallery
- **1400-1900** Entrance Hall, Hall E, Gallery

**Entrance Hall, Hall E, Gallery**

- **1300-1630** Exhibitor Set Up
- **1400-1900** Poster Mounting
- **1845-2115** Exhibition Open

**Foyer**

- **1845-2115** Entrance Hall, Hall E, Gallery

**Tours – all tours depart and return to Austria Center Vienna**

- **0900-1200** Graffiti Explorer
- **0930-1330** Art Nouveau Tour
- **1300-1530** City Walking Tour with Cake and Coffee
- **1330-1630** City Bus Tour
- **1500-1800** City Walking and Tram Tour

**Group Meetings**

- **0800-0900** ASPIRE Assessment Panel (closed meeting)
  Room 2.17, Level 2
- **0800-0900** ASPIRE Curriculum Panel (closed meeting)
  Room 2.83, Level 2
- **0800-0900** ASPIRE Faculty Development Panel (closed meeting)
  Room 2.61, Level 2
- **0800-0900** ASPIRE Inspirational Approaches Panel (closed meeting)
  Room 2.95, Level 2
- **0800-0900** ASPIRE Social Accountability Panel (closed meeting)
  Room 2.31, Level 2
- **0800-0900** ASPIRE Student Engagement Panel (closed meeting)
  Room L4, Level 1
- **0930-1230** ASPIRE Board (closed meeting)
  Room L4, Level 1
- **1400-1600** ASPIRE Academy (closed meeting)
  Room L4, Level 1

**AMIE-ESSEential Skills in Medical Education (ESME) Courses and Masterclasses**

- **0800-1630** ESME – Essential Skills in Medical Education
  Location: Hall M, Level 1

**Pre-Conference Workshops**

- **0930-1330** #PCW 17 The Turnaround: How to manage curricular change successfully *(lunch included)*
  Bianca Schuh, Angelika Hofhansl, Herwig Czech, Andjela Bäwert, Monika Himmelbauer, Anita Holzinger, Werner Horn, Franz Kainberger, Desiree Kolier, Richard Marz, Andrea Praschinger, Gerhard Zlabinger, Anita Rieder (Medical University of Vienna, Austria)
  Location: Medical University Vienna. (Transport from ACV at 0830hrs)

- **0930-1630** #PCW 18 Resilience: the art of balancing on a tightrope *(Veterinary Education Worldwide) (lunch included)*
  Nicole Mastenbroek, Niels Bakkeren (Utrecht University, the Netherlands), Jenny Moffet (RCSI, Ireland), Martin Cake (Murdoch University, Australia), Claire Vinten (Royal Veterinary College, UK)
  Location: Room 2.15, Level 2
<table>
<thead>
<tr>
<th>Time</th>
<th>Session Title</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>0930-1230</td>
<td><strong>PCW 19</strong> The Only Way Is Ethics: Teaching and Learning Medical Ethical Reasoning</td>
<td>Room 2.17, Level 2</td>
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<td>0930-1230</td>
<td><strong>PCW 20</strong> The World Federation for Medical Education (WFME) Recognition Program for Accrediting Agencies: Purpose, processes, and criteria</td>
<td>Room 2.31, Level 2</td>
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<tr>
<td>0930-1230</td>
<td><strong>PCW 21</strong> Leveraging Learning Analytics in Medical Education</td>
<td>Room 2.44, Level 2</td>
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<td>0930-1230</td>
<td><strong>PCW 22</strong> Design thinking: Designing your community engagement or Guiding your classes</td>
<td>Room 2.61, Level 2</td>
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<tr>
<td>0930-1230</td>
<td><strong>PCW 23</strong> Advanced Presentation and Communications Skills for Medical Educators: Killing it From the Podium</td>
<td>Room 2.83, Level 2</td>
</tr>
<tr>
<td>0930-1230</td>
<td><strong>PCW 24</strong> Healing Structures: Weaving Technology into Medical Education</td>
<td>Room 2.95, Level 2</td>
</tr>
<tr>
<td>0930-1230</td>
<td><strong>PCW 25</strong> Managing tensions in competency-based assessment: embracing complexity</td>
<td>Room 0.94-95, Level 0</td>
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<tr>
<td>0930-1230</td>
<td><strong>PCW 26</strong> Leading change in medical education: utilizing best practices from organizational change management</td>
<td>Room 0.14, Level 0</td>
</tr>
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<td>0930-1230</td>
<td><strong>PCW 27</strong> Competency-based Curriculum and Faculty Development for CPD in Surgery Worldwide</td>
<td>Room 0.15, Level 0</td>
</tr>
<tr>
<td>0930-1230</td>
<td><strong>PCW 28</strong> Creating simulated learning environments: On site, in situ and facility-based activities</td>
<td>Room 0.17, Level 2</td>
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<tr>
<td>1330-1630</td>
<td><strong>PCW 29</strong> Solutions to common assessment problems</td>
<td>Room 0.19, Level 2</td>
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<tr>
<td>1330-1630</td>
<td><strong>PCW 30</strong> Making entrustment decisions explicit: Preparing “front-line” teachers for performance assessment based on a learner’s need for supervision</td>
<td>Room 0.21, Level 2</td>
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</tbody>
</table>
1330-1630  #PCW 31 Global perspectives and approaches to teaching humanities in clinical curricula
Alan Bleakley (Faculty of Medicine and Dentistry, University of Plymouth, UK), Quentin Eichbaum (Vanderbilt University School of Medicine, USA), Flora Smyth Zahra (Faculty of Dentistry, Oral and Craniofacial Sciences, King’s College London, UK), Ming-Jung Ho (Department of Family Medicine, Georgetown University School of Medicine, USA), Rajendra Badwe (Tata Memorial Centre, Mumbai, India)
Location: Room 2.17, Level 2

1330-1630  #PCW 32 Supporting learners’ successful transitions throughout the health professions education continuum with the meaningful use of technology
Richard Fuller (Liverpool University, UK), Viktoria Joyes (University of Liverpool, UK), Vishna Nadarajah (International Medical University, Malaysia)
Location: Room 2.44, Level 2

1330-1630  #PCW 33 Patient Safety for Medical Educators: Essential Concepts and Implementation
Trudie Roberts (Leeds Institute of Medical Education, UK), Robin Newton, Kevin Weiss, Robin Wagner (ACGME, USA), M. Sofia Macedo (Saudi Patient Safety Center, Saudi Arabia)
Location: Room 2.61, Level 2

1330-1630  #PCW 34 Programmatic Assessment in Action: Designing competency-based assessment using Canadian family medicine as an example
Shelley Ross (University of Alberta, Canada), Luce Pelissier-Simard (Universite Sherbrooke, Canada), Theresa van der Goes (University of British Columbia, Canada), Kathy Lawrence (University of Saskatchewan, Canada), Cheri Bethune (Memorial University, Canada), Kiranpal Dhillon (University of Alberta, Canada)
Location: Room 2.83, Level 2

1330-1630  #PCW 35 Patients as teachers in undergraduate medical education: A practical approach
Anne Marie Rieffestahl, Judit Vibe Madsen, Anne Mette Mørcke (Copenhagen Academy for Medical Education and Simulation, Denmark)
Location: Room 2.95, Level 2

1330-1630  #PCW 36 Gaps and chasms: Defining and theorizing absences in health professions education research
Zac Felichenfeld (Department of Medicine, University of Toronto, Canada; Division of General Internal Medicine, Sunnybrook Health Sciences Centre, Toronto, Canada), Cynthia R Whitehead (The Wilson Centre; Department of Family & Community Medicine, University of Toronto; Women’s College Hospital; Toronto, Canada), Elise Paradis (The Wilson Centre, Canada Collaborative Healthcare Practice; Faculty of Pharmacy; University of Toronto, Canada), Ayelet Kuper (The Wilson Centre; Department of Medicine, University of Toronto; Division of General Internal Medicine, Sunnybrook Health Sciences Centre; Toronto, Canada)
Location: Room 0.94-95, Level 0

1330-1630  #PCW 37 Connecting the Dots: An essential core skill - Linking vision and strategy to relevant design and delivery approaches, processes, people and purpose
Chitra Subramaniam (AO North America, USA), Lisa Anderson (PriceWaterhouseCoopers, USA), Miriam Uhmann (AO Education Institute, Switzerland)
Location: Room 0.14, Level 0

1330-1630  #PCW 38 Feedback literacy not feedback rituals: time to focus on effects
Rola Ajjawi, Margaret Bearman (Deakin University, Australia), Liz Molloy (Melbourne University, Australia), Christy Noble (Gold Coast Health, Australia), Jo Tai (Deakin University, Australia)
Location: Room 0.15, Level 0

1330-1630  #PCW 39 Setting Learners Up for Success: Using the science of mindset to maximise learner growth
Teri L. Turner (Baylor College of Medicine, USA), Chariene Dewey (Vanderbilt University School of Medicine, USA), Melissa Carabajal, Linessa Zuniga, Brian Rissmiller (Baylor College of Medicine, USA), Subha Ramani (Harvard Medical School and Harvard Macy Institute, USA)
Location: Room 0.16, Level 0

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

Morning Workshop: 1000-1100
Afternoon Workshop: 1430-1530
AMEE 2019 Orientation Session
A session for first-time attendees to come and hear some suggestions of how to get the most from the Conference, and meet the AMEE Executive Committee and other first-timers.
Ronald Harden (AMEE General Secretary/Treasurer), Pat Lilley (AMEE Operations Director), Scott Johnstone (AMEE Chief Operating Officer)
Location: Hall N, Level 1
Time: 1600-1700

MAIN PROGRAMME

Session 1: Plenary

1730-1915 #1 Plenary
Moderator: Ronald Harden, UK
Location: Hall A/C, Level 2

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

1730-1745 Welcome to AMEE 2019
Trudie Roberts (AMEE President), Richard März (Chair AMEE 2019 Local Organising Committee), Anita Rieder (Vice Rector for Education at the Medical University of Vienna)

1745-1805 Introduction to AMEE 2019 Programme
Ronald Harden (AMEE General Secretary/Treasurer, UK)

1805-1855 #1 Plenary: Threshold Concepts and Troublesome Knowledge: a transformational approach to learning
Ray Land (Emeritus Professor of Higher Education, Durham University, UK)

1855-1915 A musical welcome to Vienna!

1915-2100 Networking Reception
Food, drink, conversation, entertainment and an opportunity to visit the exhibits.
Location: Entrance Hall/Hall E (Level 0), Gallery (Level 1)
Fee: included in the registration fee for registered participants. Additional guests cost €35.00 per guest
### Session 2: Plenary

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<thead>
<tr>
<th>Time</th>
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<tr>
<td>0830-0945</td>
<td>#2 Plenary: Medical Work and Learning in Transition: Toward Collaborative and Transformative Expertise</td>
<td>Hall A/C, Level 2</td>
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<tr>
<td>0915-0945</td>
<td>ASPIRE-to-Excellence Award Presentations</td>
<td>Hall A/C, Level 2</td>
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<tr>
<td>0945-1015</td>
<td>Coffee Break</td>
<td>Entrance Hall, Hall E, Gallery, Foyer M and N</td>
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<tr>
<td>0830-0915</td>
<td>Moderator: Tim Dornan, UK</td>
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### Session 3: Simultaneous Sessions

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<tr>
<th>Time</th>
<th>Symposium/Event</th>
<th>Location</th>
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<tr>
<td>1015-1200</td>
<td>#3A Symposium: Activity Theory and Medical Education: Foundations, findings and future perspectives</td>
<td>Hall A, Level 2</td>
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<tr>
<td></td>
<td>Yrjö Engeström (The Center for Research on Activity, Development and Learning, University of Helsinki, Finland), Alan Bleakley (Faculty of Medicine and Dentistry, University of Plymouth, UK), Tim Dornan (The Queen's University, Belfast, UK), Loes Meijer (Julius Center for Health Sciences and Primary Care, University Medical Centre Utrecht, the Netherlands), Eeva Pyörälä (Center for University Teaching and Learning, University of Helsinki, Finland)</td>
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<td>1015-1200</td>
<td>#3B Symposium: Causes and prevention of cognitive errors (diagnostic error). How will they inform our methods of teaching this to our learners? Is this possible?</td>
<td>Hall C, Level 2</td>
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<td>Dan Mayer (Retired from Albany Medical College, USA), Michelle Daniel, Robin Hemphill (University of Michigan Medical School, USA), Sorabh Khandewal (Ohio State University Medical College, USA), Sandra Montiero, Geoff Norman (McMaster University, Canada)</td>
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<tr>
<td>1015-1200</td>
<td>#3C Symposium: Diversity across the globe: Sharing experiences and challenges with equity and inclusion in medical education</td>
<td>Hall N, Level 1</td>
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<td>Anna Vnuk (School of Medicine, College of Medicine and Public Health, Flinders University, Adelaide, Australia), Sabine Ludwig (Charité - Universitätsmedizin Berlin, Institute of Medical Sociology and Rehabilitation Science, Germany), Maaike Huntinga, Stephanie Okafar (School of Medicine, Amsterdam UMC-location VUmc, the Netherlands), Arianne Teherani (Center for Faculty Educators, University of California, San Francisco School of Medicine, USA), Braham Marjadi (School of Medicine, Western Sydney University, Australia), Margot Turner (St George's University of London, UK)</td>
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<td>1015-1200</td>
<td>#3D Symposium: Adapting to the changing times in health sciences education</td>
<td>Room L3, Level 1</td>
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<td>IAMSE Symposium: Peter de Jong, Sandy Cook, Neil Osheroff, Cathy Pettipher, Rick C Vari (International Association of Medical Science Educators)</td>
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#3E Research Papers: Learning Spaces and Environment
Moderator/Assessor: Martin Tolsgaard, Denmark  
Assessor: Dorene Balmer, USA
Location: Hall M, Level 1

1055-1115 3E1 “I feel like I sleep here”: How space and place influence medical student experiences  
Lorraine Hawick, Centre for Healthcare Education Research and Innovation, University of Aberdeen, UK

1035-1055 3E2 NOT PRESENTED

1055-1115 3E3 The pedagogical encounters and learning environment on a student unit in Sweden: an observational study  
Anna Dyar, Department of Clinical Sciences Danderyd Hospital, Karolinska Institutet, Stockholm, Sweden

1115-1135 3E4 International partnerships for medical education: An evaluation of the International Institute for Medical Education Leadership (IIMEL)  
Fabiola Aparicio, Institute for Medical Education Leadership (IIMEL), Canada

1135-1155 3E5 International short-term placements in health professions education – A meta-narrative review  
Birgit Fruhstorfer, Warwick Medical School, Coventry, UK

1155-1200 Discussion

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

1015-1035 3F1 Depth of Field© – enhancing nursing students’ preparedness to care for older adults  
Michelle Kelly, Curtin University, Perth, Australia

1035-1055 3F2 A new instrument to measure attitudes regarding high value, cost-conscious care of healthcare stakeholders: development of the MHAQ  
Serge Mordang, Maastricht University, Maastricht, the Netherlands

1055-1115 3F3 How residents deal with HV3C-dilemmas; an ethnographic study  
Lorette Stammen, Maastricht University, Maastricht, the Netherlands

1115-1135 3F4 A Randomised Controlled Trial of SAFMEDS to Promote Fluency in Interpretation of Electrocardiograms  
Louise Rabbitt, School of Medicine, National University of Ireland, Galway, Ireland

1135-1155 3F5 Fulfilling A New Obligation: Teaching and Learning About Sustainable Healthcare in the UK Medical School Curriculum  
SamYuMay Tun, Centre for Environmental Policy, Imperial College London, UK

1155-1200 Discussion

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

1015-1025 3G1 Emotions matter in selection for medical school: Let’s value more than students’ IQ  
Jo Bishop, Bond University, Australia

1025-1035 3G2 Sharing Accountability for a Cultural Shift in Lifelong Learning in Healthcare  
Sophie Peloquin, AXDEV Group, Canada

1035-1045 3G3 Gender perspective in medical education: Where?  
Laura Lulucat Garcia-Valdés, IFMSA - International Federation of Medical Students’ Association

1045-1055 3G4 What do you mean you’ve never failed before? The dangers of reframing failure  
Rachel Lewin, University of California, Los Angeles, USA

1055-1105 3G5 The gut feelings perspective: Clinical intuition beyond guidelines. A challenging teaching topic  
Grazia Carlotta Moreno, SOBRAMFA - Medical Education & Humanism, Brazil

1105-1115 3G6 Teaching written communication to medical students  
Michael Unwin, University of Manchester, UK

1115-1125 3G7 Stress Related Absence in Medical Trainees  
Mumtaz Patel, Health Education England North West (HEENW), UK

1125-1135 3G8 Surgical Education is an Import Business  
Douglas Wooster, University of Toronto, Canada

1135-1145 3G9 Should alternative medicine be taught in our faculties?  
Frederic Lagarce, Faculty of Health Sciences - University of Angers, France

1145-1155 3G10 What I hope they would’ve taught me in Med School  
Alekj Pajunen, Helsinki University, Finland

1155-1200 Discussion

1015-1200 #3H Patil Teaching Innovation Awards 1  
Moderator/Assessor: Tim Wilkinson, New Zealand  
Assessors: Rille Pihlak, UK; Gary Rogers, Australia  
Location: Room 1.61-62, Level 1

1015-1030 3H1 Transforming a Curriculum with Patient Illness Stories  
Carrie Elble, Eastern Virginia Medical School, USA

1030-1045 3H2 Medical Escape Rooms: A Novel Methodology in Undergraduate Medical Education?  
Paren Chohan, Royal Wolverhampton NHS Trust, UK

1045-1100 3H3 “BEEP-BEEP SIM” Pilot: Gamified On-Call Simulation Curriculum for Undergraduate Medical Education  
Anthony Seto, University of Calgary, Canada

1100-1115 3H4 All marking and no teaching makes a teacher a dull academic  
Alexandra Webb, Medical School, Australian National University, Australia

1115-1130 3H5 Using medical students for innovation of education: a win-win!  
Richard Supheer, Radboud University Medical Center Nijmegen, The Netherlands
1015-1200 #3J Short Communications: Humanities
Moderator: Jonathan McFarland, Russia
Location: Room 0.31-32, Level 0

1015-1030 #3I Longitudinal, Portfolio
Assessed Competency Levels as Part of a
Developmental Programme
Maria Farquharson, Competence Centre for University
Teaching in Medicine - Baden-Wuerttemberg,
University of Tuebingen, Germany

1100-1115 #3K Short Communications: Continuing
Professional Development
Moderator: Anne van Tuijl, The Netherlands
Location: Room 0.14, Level 0

1100-1115 #3J Fairy Tales and Psychiatry: a Psychiatry
Residency’s Experience
Zheala Qayyum, Harvard Medical School / Boston
Children’s Hospital, USA

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

1130-1200 Discussion

1015-1200 #3L Short Communications: Clinical
Teaching
Moderator: Eugene Custers, the Netherlands
Location: Room L7, Level 1

1015-1030 #3L1 WITHDRAWN

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

1045-1100 #3L3 Teaching normal - teaching physical
examination skills on healthy patients
Wern Ee Tang, Lee Kong Chian School of Medicine,
Nanyang Technological University, Singapore
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<tr>
<th>Time</th>
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<th>Location/Room</th>
<th>Title</th>
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</table>
| 1100-1115 |                | 3L4 Dignity during work-integrated learning: what does it mean for supervisors and students? | Paul Crampton, Hull York Medical School & Monash Centre for Scholarship in Health Education, UK | Room 2.15, Level 2 | AMEE 2019 - Development and Implementation of a Workplace-Based Assessment System to Inform Competency Decisions and Encourage Self-Regulated and Mastery Learning Behaviors in Post-Graduate Medical Education | Daniel West, University of California, San Francisco, USA
| 1115-1130 |                | 3L5 Facilitating Affective Elements in Learning - in a Palliative Care Context | Janet Mattsson, Red Cross Red Cresent University College, Sweden | Room 2.15, Level 2 | Development of interprofessional education in paediatric cancer: a Nordic Delphi study to establish consensus on content and learning objectives | Martha Krogh Topperzer, Department of Paediatrics and Adolescent Medicine, Rigshospitalet University of Copenhagen, Denmark
| 1130-1200 |                | Discussion               |                 |                 | First Impressions - An evaluation 6 months in to the Outcome Based Education pilot in Basic Specialist Training for Paediatrics | Aisling Smith, Royal College of Physicians of Ireland
| 1015-1200 |                | 3M Short Communications: Student Engagement | Moderator: Lucas Thieme, Germany Location: Room 0.94-95, Level 0 | Room 2.31, Level 2 | Setting high standards from the start: An experiential faculty orientation to introduce institutional expectations around communication and patient safety | Hassan Khan, Pakistan
| 1015-1030 |                | 3M1 Teachers’ perspectives on student-staff partnership: Limited space for students or co-creation? | Samantha Martens, Maastricht University, the Netherlands | Room 0.94-95, Level 0 | Medical students as promoters of academic training in the undergraduate level: A view of medical students’ scientific societies from Peru | Anderson Soriano-Moreno, Sociedad Científica de Estudiantes de Medicina de la Universidad Peruana Unión, Peru
| 1030-1045 |                | 3M2 AMEE Students: an example of where student engagement is really meaningful! | Basil Ahmad, Jordan University of Science and Technology, Jordan | Room 0.94-95, Level 0 | The development of a roadmap for the implementation of competency-based postgraduate medical education: A qualitative study | Tim Dubé, McGill University, Canada
| 1045-1100 |                | 3M3 Teaching and learning interdisciplinarity: a student-driven project | Shams Ribault, Faculté de Médecine Lyon Est, France | Room 2.31, Level 2 | The effect of admission year and effort-reward imbalance model on medical students’ engagement | Jung Eun Hwang, The Catholic University of Korea, College of Medicine, South Korea
| 1100-1115 |                | 3M4 The effect of admission year and effort-reward imbalance model on medical students’ engagement | Jung Eun Hwang, The Catholic University of Korea, College of Medicine, South Korea | Room 2.31, Level 2 | First Impressions - An evaluation 6 months in to the Outcome Based Education pilot in Basic Specialist Training for Paediatrics | Aisling Smith, Royal College of Physicians of Ireland
| 1115-1130 |                | 3M5 Medical students as promoters of academic training in the undergraduate level: A view of medical students’ scientific societies from Peru | Anderson Soriano-Moreno, Sociedad Científica de Estudiantes de Medicina de la Universidad Peruana Unión, Peru | Room 2.31, Level 2 | Setting high standards from the start: An experiential faculty orientation to introduce institutional expectations around communication and patient safety | Hassan Khan, Pakistan
| 1130-1145 |                | 3M6 ASPIRE Student Engagement Criteria as a tool for promoting educational leadership with Brazilian Medical Students | Ugo Caramori, UNICAMP, Brazil | Room 2.31, Level 2 | Medical students as promoters of academic training in the undergraduate level: A view of medical students’ scientific societies from Peru | Anderson Soriano-Moreno, Sociedad Científica de Estudiantes de Medicina de la Universidad Peruana Unión, Peru
| 1145-1200 |                | Discussion               |                 |                 | Medical students as promoters of academic training in the undergraduate level: A view of medical students’ scientific societies from Peru | Anderson Soriano-Moreno, Sociedad Científica de Estudiantes de Medicina de la Universidad Peruana Unión, Peru
| 1015-1200 |                | 3N Short Communications: Competency Based Education | Moderator: Denise Dupras, USA Location: Room 2.15, Level 2 | Room 0.94-95, Level 0 | Reflections of Program Directors on a National Education Transition: Insights for Competency-Based Medical Education Implementation | Bryce Bogie, McMaster University, Canada
| 1015-1030 |                | 3N1 Reflections of Program Directors on a National Education Transition: Insights for Competency-Based Medical Education Implementation | Bryce Bogie, McMaster University, Canada | Room 0.94-95, Level 0 | Reflections of Program Directors on a National Education Transition: Insights for Competency-Based Medical Education Implementation | Bryce Bogie, McMaster University, Canada
| 1030-1045 |                | 3N2 Coordinating a nation-wide introduction of a new competency framework for the Swiss undergraduate medical curricula: development of a common implementation guide | Marc Sohmann, University of Lausanne, Switzerland | Room 0.94-95, Level 0 | Coordinating a nation-wide introduction of a new competency framework for the Swiss undergraduate medical curricula: development of a common implementation guide | Marc Sohmann, University of Lausanne, Switzerland
| 1045-1100 |                | 3N3 Development and Implementation of a Workplace-Based Assessment System to Inform Competency Decisions and Encourage Self-Regulated and Mastery Learning Behaviors in Post-Graduate Medical Education | Daniel West, University of California, San Francisco, USA | Room 0.94-95, Level 0 | Development and Implementation of a Workplace-Based Assessment System to Inform Competency Decisions and Encourage Self-Regulated and Mastery Learning Behaviors in Post-Graduate Medical Education | Daniel West, University of California, San Francisco, USA
| 1115-1130 |                | 3N4 The development of a roadmap for the implementation of competency-based postgraduate medical education: A qualitative study | Tim Dubé, McGill University, Canada | Room 0.94-95, Level 0 | Development of interprofessional education in paediatric cancer: a Nordic Delphi study to establish consensus on content and learning objectives | Martha Krogh Topperzer, Department of Paediatrics and Adolescent Medicine, Rigshospitalet University of Copenhagen, Denmark
| 1130-1145 |                | 3N5 Development of interprofessional education in paediatric cancer: a Nordic Delphi study to establish consensus on content and learning objectives | Martha Krogh Topperzer, Department of Paediatrics and Adolescent Medicine, Rigshospitalet University of Copenhagen, Denmark | Room 0.94-95, Level 0 | A qualitative study of complex intervention for CBME across specialties in an Asian country | Hsiao-chuan Lin, China Medical University Hospital, Taiwan
| 1145-1200 |                | 3N7 A qualitative study of complex intervention for CBME across specialties in an Asian country | Hsiao-chuan Lin, China Medical University Hospital, Taiwan | Room 0.94-95, Level 0 | A qualitative study of complex intervention for CBME across specialties in an Asian country | Hsiao-chuan Lin, China Medical University Hospital, Taiwan
| 1015-1200 |                | 3O Short Communications: Patient Safety | Moderator: Hassan Khan, Pakistan Location: Room 2.31, Level 2 | Room 0.94-95, Level 0 | AMEE Students: an example of where student engagement is really meaningful! | Basil Ahmad, Jordan University of Science and Technology, Jordan
| 1015-1030 |                | 3O1 Setting high standards from the start: An experiential faculty orientation to introduce institutional expectations around communication and patient safety | Kinga Elasz, New York University School of Medicine, USA | Room 0.94-95, Level 0 | Reflections of Program Directors on a National Education Transition: Insights for Competency-Based Medical Education Implementation | Bryce Bogie, McMaster University, Canada
| 1030-1045 |                | 3O2 Medical error in power different situation - how would medical students respond and could we train them to face it? | Jen-Chieh Wu, Taipei Medical University Hospital, Taiwan | Room 0.94-95, Level 0 | Reflections of Program Directors on a National Education Transition: Insights for Competency-Based Medical Education Implementation | Bryce Bogie, McMaster University, Canada
| 1045-1100 |                | 3O3 A Longitudinal Simulation to Teach Safety Tools and Behaviors in a US-based Postgraduate Training Program | John Delzell, Northeast Georgia Health System, USA | Room 0.94-95, Level 0 | Reflections of Program Directors on a National Education Transition: Insights for Competency-Based Medical Education Implementation | Bryce Bogie, McMaster University, Canada
| 1100-1115 |                | 3O4 Influence of observing errors and receiving feedback on performance | Portia Kulun, McMaster University, Canada | Room 0.94-95, Level 0 | Reflections of Program Directors on a National Education Transition: Insights for Competency-Based Medical Education Implementation | Bryce Bogie, McMaster University, Canada
| 1115-1130 |                | 3O5 The Prescribing Safety Assessment (PSA) - Improving Confidence in Prescribing. An Assessment ‘Pill’ which is worth swallowing | Matthew Gittus, Health Education England, UK | Room 0.94-95, Level 0 | Reflections of Program Directors on a National Education Transition: Insights for Competency-Based Medical Education Implementation | Bryce Bogie, McMaster University, Canada
| 1130-1145 |                | 3O6 Japanese medical students’ knowledge of diagnostic errors and beneficial learning effects from workshop-style education | Yu Yamamoto, Jichi Medical University School of Medicine, Japan | Room 0.94-95, Level 0 | Reflections of Program Directors on a National Education Transition: Insights for Competency-Based Medical Education Implementation | Bryce Bogie, McMaster University, Canada
| 1145-1200 |                | Discussion               |                 |                 | Reflections of Program Directors on a National Education Transition: Insights for Competency-Based Medical Education Implementation | Bryce Bogie, McMaster University, Canada

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**Monday 26th August**

**Austria Centre Vienna**
**3Q1** Exploring female surgeon identity constructions: A qualitative study with female surgeons, their colleagues and patients
Gozie Offiah, RCSI, Ireland

**3Q2** Heart of a lion, hands of a lady: A literature review on gender-based discrimination in General Surgical specialist training
Sunder Balasubramaniam, Tan Tock Seng Hospital, Singapore

**3Q3** Busy surgeons in the mirror - Does it help to reflect? Qualitative analysis of surgical trainees on reflective writing
Qiantai Hong, National Healthcare Group, Singapore

**3Q4** Does the patient make the difference? Influence of simulated patients versus real patient on students' empathic behavior in undergraduate medical training in surgery
Yannic Koch, Department of trauma-, hand- and reconstructive surgery, University hospital Frankfurt, Germany

**3Q5** What Makes Surgical Boot Camps Effective? Using a Mixed Methods Approach to Bridge the Gap Between Medical School and Residency
Natalie Wagner, McMaster University, Canada

**3Q6** Development and validation of an instrument to evaluate competences in Pediatric Surgery Residency based on milestone project
Giovana Camargo de Almeida, Faculdades Pequeno Príncipe, Brazil

**3Q7** Exploring female surgeon identity constructions: A qualitative study with female surgeons, their colleagues and patients
Gozie Offiah, RCSI, Ireland

**3Q8** "The most important thing is the safe and encouraging environment where you feel you can screw up" - Students’ views on simulations and debriefings
Asta Toivonen, University of Helsinki, Department of Public Health, Finland

**3Q9** Using Standardized Clinical Skills Assessment (CSA) Metrics to Predict Student Clinical Performance
Michael Allen, The Albert Einstein College of Medicine, USA

**3Q10** Balancing between realism and feedback: How students value the role of simulated patients in their learning process
Annelies Lovink, University of Twente, Technical Medicine, The Netherlands

**3P1** Focused assessment with complication recognition (FACIT): A feedback tool for postgraduate medical education in Europe
European Junior Doctors’ Association, Europe

**3P2** Does the student make the difference? Influence of simulated patients versus real patients on students' empathic behavior in undergraduate medical training in surgery
Yannic Koch, Department of trauma-, hand- and reconstructive surgery, University hospital Frankfurt, Germany

**3P3** Accuracy of simulation on students' empathic behavior in undergraduate medical training in surgery
Yannic Koch, Department of trauma-, hand- and reconstructive surgery, University hospital Frankfurt, Germany

**3P4** Development and validation of an instrument to evaluate competences in Pediatric Surgery Residency based on milestone project
Giovana Camargo de Almeida, Faculdades Pequeno Príncipe, Brazil

**3P5** What Makes Surgical Boot Camps Effective? Using a Mixed Methods Approach to Bridge the Gap Between Medical School and Residency
Natalie Wagner, McMaster University, Canada

**3P6** Palpation skills and their acquisition: A comparison of student and trainee performance
Yannic Koch, Department of Trauma-, hand- and reconstructive surgery, University hospital Frankfurt, Germany

**3P7** The role of simulation in undergraduate surgical education
Yannic Koch, Department of Trauma-, hand- and reconstructive surgery, University hospital Frankfurt, Germany

**3P8** The role of simulation in undergraduate surgical education
Yannic Koch, Department of Trauma-, hand- and reconstructive surgery, University hospital Frankfurt, Germany

**3P9** A Taiwan National Survey after Imposing Working Hours Restriction
Mei-Yi Chou, Joint Commission of Taiwan, Taiwan

**3P10** Can junior doctors work less than full time whilst undertaking their residency in Europe? Kitty Mohan, European Junior Doctors’ Association, Belgium

**3P11** How Internal Medicine Residents Experience Their Daily Work: A Qualitative Study
Matteo Monti, Centre Hospitalier Universitaire Vaudois, Switzerland

**3R1** Becoming a medical specialist in Europe in the 21st century: Comparative Analysis of Postgraduate Medical Education in Estonia, Latvia and Lithuania
Rille Pihlak, University of Manchester, UK

**3R2** Postgraduate training in Europe - results of a European Survey
Francisco Ribeiro Mourão, European Junior Doctors’ Association

**3R3** Learning Analytics from Milestones Data: Impetus for Change at the National Specialty Level
Stanley Hamstra, Accreditation Council for Graduate Medical Education, The Netherlands

**3R4** Working Conditions of Residents-in-training - A Taiwan National Survey after Imposing Working Hours Restriction
Mei-Yi Chou, Joint Commission of Taiwan, Taiwan

**3R5** Can junior doctors work less than full time whilst undertaking their residency in Europe? Kitty Mohan, European Junior Doctors’ Association, Belgium

**3R6** How Internal Medicine Residents Experience Their Daily Work: A Qualitative Study
Matteo Monti, Centre Hospitalier Universitaire Vaudois, Switzerland

**3S1** Can health professional students become effective simulated patients? Student reflections from an intensive for-credit training course
Gary D. Rogers, Griffith University, Queensland, Australia

**3S2** Augmented assessment: a proof-of-concept experience on the use of auscultation simulators in the context of objective structured clinical examinations
Maria Ferreira, Faculdade De Medicina Da Universidade Do Porto, Portugal

**3S3** Making the Subjective, Objective?: Examining standardized patients’ decision-making and assessment of medical trainees’ communication skills
Laura Hirshfield, University of Illinois at Chicago, College of Medicine, USA

**3S4** What aspects need to be improved in simulated patient training for a formative OSCE?
Giselle Myer, Universidad Católica Del Norte, Chile

**3S5** Performance (CSA) Metrics to Predict Student Clinical Performance
Michael Allen, The Albert Einstein College of Medicine, USA
1030-1045  
352 Switched on learning using reality TV - a how to guide  
Miles Harrison, Northumbria Healthcare Foundation Trust, UK

1045-1100  
353 Teaching neurology using movies in junior occupational therapy students  
Ping-Keung Yip, School of Medicine, Fu-Jen Catholic University, Taiwan

1100-1115  
354 Case Based Learning; but does ‘Cake Based Learning’ drive better learning?  
Zarabeth Newton, Cardiff University, UK

1115-1130  
355 Meeting of Minds: Exploring Medical Literature and Critical Analysis through a Student-Led Undergraduate Journal Club  
Benjamin Hui, University Hospitals Birmingham, UK

1130-1200  
Discussion

1015-1200  
3T1 How To Make Faculty Development “Pay” For Itself?  
Candace Smith-King, Spectrum Health/Helen DeVos Children’s Hospital/Michigan State University College of Human Medicine, USA

1015-1200  
3T2 Educating Future Educators: Designing and Implementing Elective Courses in Health Professions Education  
Monika Kvernenes, University of Bergen, Faculty of Medicine, Norway; Stuart Lubarsky, McGill Centre for Medical Education, Canada

1015-1200  
3T3 How to break barriers? International faculty development collaboration  
Che-Wei Thomas Lin, Wanfang Hospital Taipei Medical University, Taiwan

1015-1200  
3T4 The role of Host Organizations in improving ethical practice in mentoring within medicine: A systematic scoping review  
Wan Ying Elisa Chia, Yong Loo Lin School of Medicine, National University of Singapore

1015-1200  
3U Conference Workshop: Programmatic Assessment in Action: Are We Taking Full Advantage? Theory and Practical Applications  
Dario Torre, Uniformed Services University of Health Sciences, USA; Marjan Govaerts, Cees van der Vleuten, Spectrum Health/Helen DeVos Children’s Hospital/Michigan State University College of Human Medicine, USA

1015-1200  
3V Conference Workshop: Collaboration in lifelong learning: Making it work  
Lisa Sullivan, Dale Kummerle, Celeste Kolanko, Sherlyn Celone, Global Alliance for Medical Education

1200-1230  
#3W Conference Workshop: Institutional Ethnography: demystifying its use for Health Professions Education Research  
Grainne Kearney, Queen’s University Belfast, UK; Fiona Webster, Western University, Canada; Gerry Cormley, Queen’s University, UK; Nancy McKaughon, Michener Institute of Education at University Health Network, Canada; Robert Paul, The Wilson Centre, University of Toronto, Canada; Eleni P Kariki, Queen’s University, UK
Location: Room 0.49-50, Level 0

1200-1230  
#3X Conference Workshop: Effective Use of Technology to Capture and Report About Entrustable Professional Activities  
Michelle Linsenmeyer, West Virginia School of Osteopathic Medicine, USA; Olle ten Cate, University Medical Center, Utrecht, The Netherlands; Carrie Chen, Georgetown University School of Medicine, USA; Claire Touchie, Medical Council of Canada and University of Ottawa, Canada
Location: Room 0.96-97, Level 0

1200-1230  
#3Y Conference Workshop: How we used threshold theory to address challenges in under and postgraduate training  
Ralph Pinnock, Otago University, New Zealand; Anne O’Callaghan, Hospital Palliative Care Service, Auckland District Health Board, New Zealand; Katherine Hall, Department of General Practice, Otago Medical School, New Zealand; Louise Young, College of Medicine and Dentistry, James Cook University, Australia
Location: Room 2.17, Level 2

1200-1230  
#3Z Conference Workshop: Context is Critical: exploring pedagogies of place in health professions education  
Roger Strasser, Northern Ontario School of Medicine, Canada; Ian Couper, Uk unwind Centre for Rural Health, Faculty of Medicine and Health Sciences, Stellenbosch University, South Africa; Rachel Ellaway, Office of Health and Medical Education Scholarship, University of Calgary, Canada; Paul Worley, Prideaux Centre for Health Professions Education Research, Flinders University, Australia; Susan Van Schalkwyk, Centre for Health Professions Education, Faculty of Medicine and Health Sciences, Stellenbosch, South Africa; Clare Morris, Institute of Health Sciences Education, Queen Mary University of London, UK
Location: Room 2.44, Level 2
**Monday 26th August**

Austria Centre Vienna

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**1015-1200 Conference Workshop: Serious Games Development & Implementation in Health Professions Education**

Todd Chang, Children’s Hospital Los Angeles & Keck School of Medicine, University of Southern California, USA; Elizabeth Kochur, Medical Education Development Global Consulting, USA; Gerald Stapleton, University of Illinois at Chicago, USA; Chaoyan Dong, Sengkang General Hospital, Singapore; Martin Pusic, New York University Langone Health, USA

Location: Room 2.61, Level 2

**1015-1200 Conference Workshop: Development of Situational Judgement Test Approaches for Selection, Development & Assessment**

Emma-Louise Rowe, Maire Kerrin, Victoria Roe, Fiona Patterson, Work Psychology Group, Derby, UK

Location: Room 2.83, Level 2

**1015-1200 Conference Workshop: Virtual/Augmented/Mixed reality and the new hologram based reality... What are the prospects in MedEd?**

Panagiotis Bamidis, Aristotle University of Thessaloniki, Greece; & Leeds Institute of Medical Education, University of Leeds, UK; James Pickering, University of Leeds, UK; Evdokimos Konstantinidis, Panagiotis Antoniou, Aristotle University of Thessaloniki, Greece

Location: Room 2.95, Level 2

**1015-1200 ePosters: Communication**

Moderator: Sheila Crow, USA

Location: Foyer B, Level 2

**3DD01 “We just want realism don’t we?” A focus group exploration into student perception of the use of simulated patients in clinical communication skills training**

Diane Owen, Swansea University Medical School, UK

**3DD02 Evaluation of the attitude of students from medical faculties of the Medical University of Warsaw and University of Basel towards the development of communication competence**

Mariusz Panczyk, Medical University of Warsaw, Poland

**3DD03 Intern Satisfaction with Breaking Bad News Training**

Mariana Searle, Universidad Andrés Bello, Chile

**3DD04 The teaching and assessment of triadic communication - a collaboration from 2 UK Medical Schools**

Rachel Williams, University of Cambridge, UK

**3DD05 Does audio recording of a referral/consult in addition to a personalized feedback improve communication skills (A pilot study)?**

Khalid Bashir, Hamad Medical Corporation, Qatar

**3DD06 It’s still challenging! - New concepts for training simulated patients (SP) in the art of giving feedback**

Susanne Lück, Charité Berlin, Simulated Patients Program, Germany

**3DD07 A nationwide qualification program for peer tutors in training of communication skills**

Louisa Hecht, German Medical Students’ Association (bvmd e.V.), Germany

**3DD08 Addressing the elephant in the room: Improving healthcare professionals’ confidence and ability communicating in difficult scenarios**

Aira Beniustyte, South Tyneside NHS Foundation Trust, UK

**3DD09 Dying: A Human Thing: An Initiative for Training Medical Undergraduates to Deliver Bad News at Universidade Federal do Rio Grande do Norte, Brazil**

Diogo Roque Santos, Universidade Federal do Rio Grande do Norte (UFRN), Brazil

**3DD10 What is the role of the use of video recordings in medical education for the teaching of communication skills?**

Ana Leite, Associação Hospitalar Moinhos de Vento - AHMV, Brazil

**3DD11 Does Prior Performance Information Impact Feedback; Implications for Learner Handover?**

Timothy Wood, University of Ottawa, Canada

**3DD12 Formation and Communication in Health Care**

Fernanda Novaes, FAIMER, Imip, Inss, Brasil

**3DD13 Virtual Reality - a Novel Approach to Teach Communication and Collaboration Competencies in Undergraduate Medical Education: An Experimental Study**

Lama Sultan, King Abdulaziz Medical City, Saudi Arabia

**1015-1200 ePosters: Workplace Based Learning**

Moderator: Renee Stalmelijer, the Netherlands

Location: Foyer C, Level 2

**3EE01 Are there differences between student performance after rotations at tertiary and community Emergency Medicine teaching sites?**

Carolyn Rotenberg, Dalhousie Medical School, Canada

**3EE02 Assessment of the Clinical Pharmacology Domain of Veterinary Students in a Clinical Workpace: A Grounded Theory Approach for Development of a Cognitive Framework**

Paul Gordon-Ross, Western University of Health Science, USA

**3EE03 Service, clinical exposure and clinical department influence on House Officers (HO) / Post Graduate Year 1s (PGY1) training satisfaction**

Swee Han Lim, SingHealth, Singapore
1015-1200 #3FF ePosters: Patient Perspective and Involvement
Moderator: Maulina Sharma, UK
Location: Crystal Lounge, Level 1

3FF01 Empathy Self-Assessment is Not Enough: Physicians and Students Can Benefit from Patients’ Perspectives to Grow
Monica Bernardo, School of Medical Sciences, University of Campinas, Campinas, São Paulo, Brazil

3FF02 Cancer Survivors as Educators in the Middle East: A Medical Student-Authored Narrative Medicine Educational Book
Alan Weber, Weill Cornell Medicine Qatar

3FF03 Integrated family-centeredness questions into acute inpatient care report writing during pediatric rotation: Can this enhance holistic mind in medical students?
Noppawan Pongsopa, Pediatric Department, Thailand

3FF04 Patients as educators: What we can learn from the patient—An amazing story from a multiple sclerosis patient
Min-Huei Hsu, Taipei Medical University, Taiwan

3FF05 Patient opinion towards clerkship student involvement in patient care and building a long-term relationship with students: a preliminary result in a hospital in Korea
Cheol Woong Jung, Korea University College of Medicine, Korea

3FF06 An effective patient as educator initiative to reduce stigmatizing attitudes towards mental illness among medical students
Beatriz Atienza Carbonell, University of Valencia Medical School, Spain

3FF07 Pooled Patients’ Clinical Data as a Transformative Agent
Thammasorn Jeeraaumponwat, Medical Education Center, Khon Kaen Hospital, Thailand

3FF08 Fostering patient-centeredness by following patients outside the clinical setting: an interview study
Charlotte Eijkelboom, UMC Utrecht, The Netherlands

3FF09 Set and Setting in Ketamine Therapy: A Patient’s Tips for Providers and Students
Ronan Hallowell, Keck School of Medicine of the University of Southern California, USA

3FF10 Let’s ask the patient - development of a questionnaire for patient’s feedback in medical education
Karin Björklund, Department of Neurobiology, Care Sciences and Society, NVS, Karolinska Institutet, Stockholm, Sweden

3FF11 A patient involvement programme toward interprofessional approach in fourth year medical students before clinical training
Mina Suematsu, Nagoya Graduate School of Medicine, Japan

3FF12 Understanding patient perspectives of resident roles in academic family medicine
Charlie Guiang, St. Michael’s, University of Toronto, Canada

1015-1200 #3GG Posters: Empathy and Ethics
Moderator: Chris Skinner, Australia
Location: Hall F/Foyer F, Level 0

3GG01 Personal values as predictors of medical students’ empathy
Maria Grazia Strepparava, University of Milano - Bicocca, Italy

3GG02 Does postgraduate clinical training enhance empathy and empathic communication among trainee dentists?
Toshiko Yoshida, Okayama University, Japan

3GG03 To See is to Believe - the compulsory course “Medical services to the remote area” substantiates empathy education in the real-world practice
Ling-Lang Huang, Mackay Medical College, Taiwan
3GG01 Influences on medical students' empathy in preclinical and clinical year medical students
Patthira Sangthong, Vachira Phuket Hospital Medical Education Center, Thailand

3GG02 Empathy Assessment in Thai Medical Students: The Acceptability of Thai Translation of Jefferson Scale of Physician Empathy-Student Version
Bhumin Chotiwatanadilok, Faculty of Medicine, Srinakharinwirot University, Thailand

3GG03 Determining Factors Influencing Empathy in Preclinical and Clinical Year Medical Students
Tanyamon Poomontichal, Faculty of Medicine, Srinakharinwirot University, Thailand

3GG04 A phenomenological exploration of medical students' understanding, development and expression of clinical empathy
Tan Ying Peh, National Cancer Centre Singapore

3GG05 Emotion regulation: A useful predictor of empathy in medical students
Giulia Rampoldi, University of Milano - Bicocca, Italy

3GG06 Barriers to Expressing Empathy in Healthcare - A Literature Review
Shien Ru Tan, NUS Yong Loo Lin School of Medicine, Singapore

3GG07 A Literature Review of Empathy Theories
Tan Guan Hao Chester, NUS Yong Loo Lin School of Medicine, Singapore

3GG08 Impact of serious illness communication skills training on medical students' empathic attitudes and self-efficacy in empathic communication
Jacqueline Yuen, The University of Hong Kong

3GG09 Creation and evaluation of a Massive Open Online Course (MOOC) on 'Developing Clinical Empathy'
Elaine Mealey, St George's, University of London, UK

3GG10 The effects of curriculum for improving empathy and reducing burnout in medical school
Hyoung Seok Shin, Korea University Department of Medical Education, South Korea

3GG11 Enneagram for medical students to nourish empathy
Harutaya Kasyanan, BuddhaChinaraj Hospital Medical Education Center, Thailand

3GG12 In what ways do tutors intervene in simulated consultations to encourage empathetic communication in medical students?
Luke Riceman, Barts and The London School of Medicine and Dentistry, UK

3GG13 Item Response Theory Analysis of the Jefferson Scale of Empathy (Student Version)
Giovanni Piumatti, University of Geneva, Switzerland

3GG14 Using sociodrama techniques to enhance nursing students' emotional skills of ethical sensitivity
Miao-Ju Chhwo, Fu Jen Catholic University, Taiwan

3GG15 Scenario based, group discussions in teaching Ethics and Professionalism
Li Nien Michelle Tan, National University Hospital, Singapore

3GG16 Dialogues in the Group for Fundamental Nursing Practicum
Jen-Juan Liaw, School of Nursing, National Defense Medical Center, Taiwan

3GG17 Analysis of the attitude towards concordance in the future students' work environment
Agata Stalmach-Przygoda, Department of Medical Education Jagiellonian University Medical College, Poland

3GG18 The implantation of an electronic assessment system improves the quality of clinical competency committee (CCC)
Chih-Cheng Chien, Cathay General Hospital, Taipei, Taiwan & Shool of Medicine, Fu-Jen Catholic Univ, Taiwan

3GG19 Group assessment of junior doctor's skills in internal medicine fosters learning for all the attending doctors in the department
Hanne Storm, Diagnostic Centre Silkeborg, and Centre for Health Science Education, Aarhus University, Denmark

3GG20 Residents’ View of Performance Feedback during Training in a Nigerian Teaching Hospital
Fadekemi Oginni, Dept of Medical Education, University of Illinois, Chicago, USA
3HH10 The 360-Degree Performance Assessment Implementation on Cardiology and Internal Medicine Residency Programs
Rosiane Diniz, UFRN, Brazil

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

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

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

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

3HH15 NOT PRESENTED

3HH16 NOT PRESENTED

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

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

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

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

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

1015-1200
#3II Posters: Curriculum Subjects 1
Moderator: Samy Azer, Saudi Arabia
Location: Hall F/Foyer F, Level 0

3II01 WITHDRAWN

3II02 A Comparison on Attitude to Cadaveric Dissection between Thai and Ethiopian Medical Students
Natthiya Sakulsa, Faculty of Medical Science, Naresuan University, Thailand

3II03 Musculoskeletal anatomy of the upper limb: Evaluation and comparison of common teaching & learning modalities
Vasileios Mitroulias, University of Thessaly, Department of Anatomy, Greece

3II04 NOT PRESENTED

3II05 Challenges faced by Anatomy Honors students during weekly structured journal club activities
Sanet Kotzé, Stellenbosch University, South Africa

3II06 Illuminating the impact of a seven-day challenge drawing the celiac trunk on medical students’ anatomical knowledge retention skills
Piyachat Chansela, Phramongkutklao College of Medicine, Thailand

3II07 NOT PRESENTED

3II08 A Study on the Effectiveness of Virtual Reality Models in Anatomy Education
Sristi Acharya, Lee Kong Chian School of Medicine, Nanyang Technological University, Singapore

3II09 Utilization of Virtual-Reality Technology for Learning Medical Anatomy
Seu-Hwa Chen, Department of Anatomy and Cell Biology, School of Medicine, Taipei Medical University, Taiwan

3II10 NOT PRESENTED

3II11 NOT PRESENTED

3II12 Students’ self-reflection on their real experiences during early exposure to conducting clinical research in their first-year clinical clerkship
Wachiraporn Arunothong, Lampang Regional Hospital, Thailand

3II13 “Health System Research” teaching in 5th year medical students by multidisciplinary staff in Medical Teaching Center, Sunpratisithprasong Hospital, Thailand: 10-year experience
Siritip Sanguanwongwan, Sanpasitthiprasong Hospital, Thailand

3II14 Research of medical students of Sunpasit Hospital Ubonratchathani, Thailand: A 5-year audit
Prapaporn Suwarratchai, Sunpasitthiprasong Hospital, Thailand
3JJ05 Factors facilitating the success of fourth-year medical students conducting clinical research according to a new curriculum: Lessons learned
Roungtiva Muenpa, Lampang Medical Center, Lampang Hospital, Thailand

3JJ06 Implementation of Guideline Watch for knowledge translation in clinical students: a pilot study
Chun-chao Chang, Taipei Medical University Hospital, Taiwan

3JJ07 The teaching of evidence-based medicine (skills) for medical students in real life practice
Johannes Blom, Karolinska Institutet, Sweden

3JJ08 Medical students’ access to research and research education worldwide
Natasha Bouran, International Federation of Medical Students’ Associations

3JJ09 Lay representatives: what difference do they make?
Kim Walker, University of Aberdeen, UK

3JJ10 Design and validation of a real and perceived academic workload measurement instrument for students of health-related undergraduate programs
José Peralta Camposano, Universidad De Chile, Chile

3JJ11 OT role-emerging placements in primary care
Emily Chamberlain, GP Education Unit, Southampton, UK

3JJ12 House System Inspired by Hogwarts House from the “Harry Potter” Movie
Hataitip Tangngam, Nakornping Medical Education Center, Thailand

3JJ13 How to implement Team Resource Management in the clinical settings for head nurses
Tzu Sang Chen, Tungs’Taichung Metro Harbor Hospital, Taichung, Taiwan

3JJ14 Adapting to Challenges in Promoting an Inter-Institutional Research Collaboration Model in Bahrain
Davinder Sandhu, Royal College of Surgeons in Ireland, Medical University Bahrain, Bahrain

3JJ15 Perception of High Value, Cost-Conscious Care Amongst Undergraduates: Attitudes, Barriers, Environment and Clinical Role Model - A Longitudinal Cohort Study
Joo Wei Chua, National University Health System, Singapore

3JJ16 NOT PRESENTED

3JJ17 Capacity building for nurses and allied health professionals to enable research evidence-based practice - a novel, proof-of-concept programme
Silvie Cooper, University College London, UK

3JJ18 Quality Improvement for the Undergraduate curriculum
Ashish Ladva, King’s College London (GKT), UK

3JJ19 The Perceptions of Workplace Bully in the Nursing staff - Group role-playing in a one-day workshop
Yi-Fei Chung, Taiwan

1015-1200 #3K Posters: Students: Self-directed Learning / Career Choice
Moderator: Riita Moller, Sweden
Location: Hall F/Foyer F, Level 0

3KK01 A theoretical and conceptual framework for the investigation of Self-Regulated Learning by trainee clinical scientists on the UK Scientist Training Programme
Megan Smith, University of Birmingham, UK

3KK02 The impact of ability to self-evaluate knowledge on readiness for self-directed learning
Matej Žnidarič, Faculty of Medicine University of Maribor, Slovenia
3KK03  Self-directed Learning Readiness Scale in 4th - 6th Year Medical Student at Chonburi Hospital - a Community Hospital
Yuthana Khongthip, Chonburi Hospital, Thailand

3KK04  NOT PRESENTED

3KK05  NOT PRESENTED

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

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

3KK08  NOT PRESENTED

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

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

3KK11  NOT PRESENTED

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

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

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

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

3KK16  NOT PRESENTED

3KK17  NOT PRESENTED

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

1015-1200

#3L  Posters: Assessment: OSCE
Moderator: Dimitri Parra, Canada
Location: Hall F/Foyer F, Level 0

3LL01  Development of Interprofessional Teaching OSCE: Experience from an Single Tertiary Teaching Hospital in Central Taiwan
Tsu-Yi Hsieh, Taichung Veterans General Hospital, Taiwan

3LL02  Implementation of an OSCE at Medical Faculty of the Akaki Tsereteli State University
Tamara Valishvili, Akaki Tsereteli State University, Georgia

3LL03  Utilizing Dynamic Assessment to Adjust OSCE Training Program for enhancing Individual Learning
Chin-Wei Chang, Center for Education in Medical Simulation, Taipei Medical University, Taiwan

3LL04  Developing and understanding the use of video in objective structured clinical examinations
Alice Moutl, Keele University, UK

3LL05  Designing OSCE-stations on organ donation to test challenging ethical and medical communication skills - A student initiative of the IMPPuls-Group
Jeremy Schmidt, German Medical Students’ Association (bvmd e.V.), Germany

3LL06  Mobile Scoring Systems with Extended Online Feedback Augmented Teaching and Learning in Formative OSCE
Te-Chuan Chen, Division of Nephrology, Department of Internal Medicine, Kaohsiung Chang Gung Memorial Hospital, Taiwan

3LL07  Music therapy may not help Thai medical students to reduce their stress before the formative-OSCE test
Wannaphorn Rotchanapanya, Medical Education Center Chiangrai Prachanukroh Hospital, Thailand

3LL08  Electronic Marking Application for OSCE Examination
Shekhar Kumta, The Chinese University of Hong Kong

3LL09  Factors affecting the OSCE effectiveness in training new nurses on cardiopulmonary resuscitation (CPR)
Yi-Hung Lai, Department of Nurse, Taichung Veterans General Hospital, Taipei, Taiwan

3LL10  Using the objective structured clinical examination as an assessment strategy for Novice Nursing Practitioners
Sue-Hsien Chen, Chang Gung Medical Foundation Administration Center, Taiwan

3LL11  Development and Testing of the Objective Structured Clinical Examination Grief Counseling Training Program for Nursing Staff
Hsueh-Hsing Pan, National Defense Medical Center, Taiwan

3LL12  OSCE as final evaluation of performances in residents of Orthopedics and Traumatology
Natasha Kunakov, Universidad de Chile, Facultad de Medicina, Chile
3LL13 On-site simulation improves the quality of high-stakes OSCE
Marcos Borges, Ribeirao Preto Medical School, University of Sao Paulo, Brazil

3LL14 Can the Standardized-Patient Substitute the Faculty-Physician in OSCE
Panomkorn Lakum, Medical Education Center Chiangrai Prachanukroh Hospital, Thailand

3LL15 Does the non-native English accent influence the examiners’ markings in an Objective Structured Clinical Examination (OSCE)?
An Kozato, Queen Mary University of London, UK

3LL16 Assessing Stress and Resilience of Veterinary Medical Students undergoing the Objective Structured Clinical Examination (OSCE)
Saundra Sample, Ross University School of Veterinary Medicine, St Kitts & Nevis

3LL17 Station-Based Blended Learning for Undergraduate Medical Students in the Obstetrics and Neonatology Modules
Ausrele Kudreviciene, Lithuanian University of Health Sciences, Lithuania

3LL18 NOT PRESENTED

3LL19 Mock national licensing examination can help identify clinical competencies needed to be improved in medical students trained domestically and overseas
Sudathip Nimkingratana, Nakornping Medical Education Center, Thailand

3LL20 A novel OSCE case to assess medical students’ responses to a request for an unnecessary test: A mixed methods analysis of communication challenges
Felise Milan, Albert Einstein College of Medicine, USA

3MM01 NOT PRESENTED

3MM02 Exploring the risks of disruption of specialist physician training
Leila Niemi-Murola, University of Helsinki, Finland

3MM03 What makes the difference in patient satisfaction? The perspective of specialty characteristics in residency
I-Ting Liu, E-DA Hospital, Taiwan

3MM04 Application of Blended Learning to Increase Percentage of Proper Operational Skills of Post-graduate Year (PGY) Nursing Staff when Administering Home Parenteral Nutrition (HPN)
Pei-Hsin Hsieh, Kaohsiung Medical University Chung-Ho Memorial Hospital, Taiwan

3MM05 Academic coherence of the systems of evaluation of residence programs of anesthesiology in Colombia
Sandra Jaramillo Rincón, Universidad de los Andes, Colombia

3MM06 Improving Fiberoptic Skills in Anaesthetic Training
Christine Daniels, Charing Cross Hospital, UK

3MM07 Will scenario simulation by anesthesia residents improve knowledge retention in simulation-based Anesthetists Non-Technical Skill? Mulvan Oofuong, Prince of Songkla University, Thailand

3MM08 Family Medicine Supervisors’ perceptions of the development of a blended learning programme for Registrar training
Ann George, University of The Witwatersrand, South Africa

3MM09 NOT PRESENTED

3MM10 UK General Practitioner trainers’ views and concerns on supervising disabled GP trainees - a structured interview study to elicit these and identify relevant learning needs
Susan Buck, NHS Education for Scotland, UK

3MM11 Developing an enquiry-based learning programme: constructing a spiral curriculum
Rachel Owers, Southampton GP Education Unit, UK

3MM12 Inspiring quality improvement (QI) in cancer care through tutors and learners
Sabia Dayala, University of Manchester, UK

3MM13 Learning Needs Analysis Among Residents and Medical Officers from various postings in the Children Emergency department (ED)
Su Ann Khoo, KK Women’s and Children’s Hospital, Singapore

3MM14 PED talks: Paediatricians Educating and Developing together
Kate Lydekker, St George’s University Hospital NHS Foundation Trust, London, UK

3MM15 Not so hard! Redefining Performance Standards for Pediatric Hip Dysplasia Examination Skills
Deborah Rooney, Dept. of Learning Health Sciences, USA

3MM16 Balint groups enable paediatric trainees to learn from challenging doctor-patient interactions in the workplace
Nicholas Schindler, Great Ormond Street Hospital, UK

3MM17 Pediatric Resident Preparedness for Neonatal Intensive Care Unit (NICU) Disasters: A Mixed Methods Design
Lamia Soghier, Children’s National Medical Center, USA
1015-1200  #3NN Assessment Policy, Practice and Research Clinic  
Richard Fuller, John Cookson (ASPIRE Assessment Panel), Matthew Homer, Jennifer Hallam (University of Leeds, UK)  
Location: Suite E, Level 0

**Academic Group Meeting**

1015-1200  ESME Advisory Board (closed meeting)
Room L4, Level 1

1200-1400  Lunch Break  
Viewing of posters and exhibits  
Hall E/Entrance Hall (Level 0), Gallery (Level 1)

**Soapbox Stage – Hall E, Level 0**

1210-1230  NEJM Group
1230-1250  3D Organon
1250-1310  Laerdal Medical
1310-1330  InSimu Ltd
1330-1350  Lecturio

**Meet the Authors**

1230-1300  Ronald M Harden  
Elsevier Exhibit C12/C13

**Courses/Academic Group Meetings**

1230-1330  ESME Course  
Room L8, Level 1
1230-1330  ESME-Lead Course  
Room 0.11-12, Level 0
1230-1330  ESME-CT Course  
Room 0.96-97, Level 0
1230-1330  ESMESim Course  
Room 2.17, Level 2
1230-1330  RESME Course  
Room 0.49-50, Level 0  
Suite E, Level 0
1230-1330  VIEW AGM (closed meeting)  
Room 0.16, Level 0

**Open Sessions**

1230-1330  AMEE Faculty Development Committee  
Room L3, Level 1
1230-1330  AMEE Technology Enhanced Learning Committee SIG  
Room L6, Level 1
1230-1330  Young Educators Couch Session  
Level 0.31-32, Level 0
1230-1330  AMEE Poster Chairs  
Room 0.15, Level 0

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**Session 4: Simultaneous Sessions**

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

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

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

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

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

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

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

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

1520-1530 Discussion

4H3 Team-based learning: the development of a framework for practice
Elizabeth Molloy, The University of Melbourne, Australia

4H4 Student feedback literacy: the development of a learning tool for medical students: a feasibility study
Anand R, Christian Medical College, Vellore, India

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

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

4G4 Shared mental models to support interprofessional team training: Getting everyone on the same page
Gary Rogers, Australia
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<tr>
<td>1445-1500</td>
<td>4H4 Designing a 3-Dimensional Medical Curriculum Map</td>
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<td>Redaelo Delizo Mendoza, Ateneo School of Medicine and Public Health, Philippines</td>
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<td>1500-1515</td>
<td>4H5 Virtual Reality training for open surgical procedures - a new paradigm for simulation</td>
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<td>Kartik Logishetty, Imperial College London, UK</td>
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<td>1515-1530</td>
<td>4H6 Recent Medical Graduates Working as Standardized Patients: Their Role as Educators to Student Doctors</td>
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<td>Toshiba Watson, Ross University School of Medicine Miramar Campus, USA</td>
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<td>1400-1530</td>
<td>#4J Short Communications: Assessment: OSCE 1</td>
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<td>Moderator: Predrag Bjelogrlic, UK</td>
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<td>1400-1415</td>
<td>4J1 The Sequential Objective Structured Clinical Examination (OSCE) - A Review of Effectiveness and Feasibility</td>
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<td>Michelle Schlipalius, Monash University and Monash Health, Australia</td>
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<td>1415-1430</td>
<td>4J2 Personalized OSCE Stations to Teach about Patient-based Bias and Racism</td>
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<td>Elizabeth Kachur, Medical Education Development, Global Consulting, USA</td>
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<td>1430-1445</td>
<td>4J3 SIMUportfolio: a platform for OSCE support</td>
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<td>Martin Komenda, Masaryk University, Faculty of Medicine, Czech Republic</td>
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<td>4J4 Designing and Implementing Objective Structured Clinical Examinations: a qualitative cross-national practice theory study</td>
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<td>Margaret Bearman, Deakin University, Australia</td>
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<td>4J5 Postgraduate Dental OSCE: An Enhanced and Improved Approach to Clinical Assessment of Small Cohorts of Postgraduate Paediatric Dental Clinicians</td>
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<td>Paula Lancaster, School of Dentistry, University of Leeds, UK</td>
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<td>4J6 OSCE global and domain scoring - is there really a difference?</td>
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<td>Deborah O’Mara, University of Sydney Medical School, Australia</td>
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<td>#4L Short Communications: Curriculum – OSCE 1</td>
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<td>Moderator: Matthias de Hoog, Erasmus MC-Sophia, the Netherlands</td>
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<td>4L1 Career orientations of medical students: a Q-methodology study</td>
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<td>Matthijs de Hoog, Erasmus MC-Sophia, the Netherlands</td>
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<td>4L2 An early exposure to general practice for second year medical students: how does it change their perception on primary care?</td>
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<td>Juliette Macabrey, Faculty of Medicine Lyon Est, CUMG, France</td>
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<td>1430-1445</td>
<td>4L3 Medical students’ expectations of the future</td>
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<td>Murja Wijnen-Meijer, TUM Medical Education Center, TUM School of Medicine, Technical University of Munich, Germany</td>
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1445-1500  | **4L4** Physician-Scientist or Physician Science? Research-Active Clinicians' Narratives of Research Success
Anna Cancio, Southern Illinois University School of Medicine, USA

1500-1515  | **4L5** Identifying the factors that influence foundation programme doctors’ choice of career specialties, and where does paediatrics fit? Sarah Scales, Newcastle University, UK

1515-1530  | Discussion

1400-1415  | **4M1** Profile characterization of unsuccessful students
Ana Marreiros, Department of Biomedical Sciences and Medicine, University of Algarve, Portugal

1415-1430  | **4M2** The Cross-cultural Experience of Academic Difficulty and Remediation
Simone Watkins, The University of Auckland, New Zealand

1430-1445  | **4M3** Struggling with Strugglers: Using medical admission tests for improving educational practices
Boaz Shulruf, UNSW, Sydney, Australia

1445-1500  | **4M4** Understanding Differential Attainment at Warwick Medical School (WMS), UK
Olarewaju Sormola, University of Warwick, Warwick Medical School,

1500-1515  | **4M5** Near-Peer academic coaching in Undergraduate Medical Education
Vijay Rajput, Ross University School of Medicine, USA

1515-1530  | **4M6** Identifying developmental trajectories of communication and interpersonal skills among medical students: Evidence from two longitudinal cohorts across four years
Sunju Im, Pusan National University, South Korea

1400-1415  | **4N1** From good to excellent: improving learning climates in residency training
Milou Silikens, Amsterdam UMC, the Netherlands

1415-1430  | **4N2** Equal opportunities for clinical learning: is there any dust under the rug? Juliana Sá, Faculty of Health Sciences, University of Beira Interior, Portugal

1430-1445  | **4N3** Learning Environment, Stress and Coping in Psychiatry Residents: A Longitudinal Study
Kang Sim, Institute of Mental Health, Singapore

1445-1500  | **4N4** Assessment of Educational Environment in an Obstetrics and Gynaecology residency program in the UAE Using Postgraduate Hospital Educational Environment Measure (PHEEM)
Neha Gami, HealthPlus Clinic, United Arab Emirates

1500-1515  | **4N5** Elements of an Optimal Interprofessional Clinical Learning Environment
Morgan Passiment, Accreditation Council for Graduate Medical Education, USA

1515-1530  | **4N6** Application of problem-based learning for operating room crisis management training
Nobuyasu Komusawa, Osaka Medical College, Japan

1400-1530  | **4O1** Does a targeted, online, interactive teaching module improve medical imaging knowledge acquisition and clinical application?
Sue Garner, Deakin University, Australia

1415-1430  | **4O2** Challenges and pitfalls of E-Learning Systems in Preclinical Medicine in Romania: Victor Babes University of Medicine and Pharmacy Experience
Anca Maria Cimpean, Victor Babes University of Medicine and Pharmacy Timisoara Romania

1430-1445  | **4O3** Lessons Learned - Virtual Graduation for Online Distance Students
Jenny Crow, University of Glasgow, UK

1445-1500  | **4O4** Patterns of online formative assessment usage and summative assessment performance in a clinical rotation
Karen Scott, The University of Sydney, Australia

1500-1515  | **4O5** E-learning readiness of medical students from the University of the Witwatersrand
Argentina Maria Ingratta, University of the Witwatersrand, South Africa

1515-1530  | **4O6** Measuring the Learning Outcomes of Healthcare Hackathons
Mataroria Lyndon, Centre for Medical and Health Sciences Education, The University of Auckland, New Zealand

1400-1530  | **4P1** Integrating diversity into Problem-based Learning for pre-clinical students to develop cross-cultural care competence: students’ and teachers’ perceptions
Peh-ying Lu, College of Medicine, Kaohsiung Medical University, Taiwan

1415-1430  | **4P2** The Relationship between Racial Bias and Burnout Among Resident Physicians
Lotte Dyrbye, Mayo Clinic, USA

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1415-1430  | **4P2** The Relationship between Racial Bias and Burnout Among Resident Physicians
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<td><strong>4P3</strong> Preaching to the choir? Medical students’ evaluation of a module on care ethics and diversity</td>
<td>Petra Verdonk, Amsterdam UMC, the Netherlands</td>
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<td><strong>4P4</strong> Gender bias in medical education: a level playing field?</td>
<td>Gabrielle Finn, Hull York Medical School, UK</td>
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<td>1415-1430</td>
<td><strong>4Q2</strong> Teaching the transition: A simulation-based approach to address threshold concepts encountered in the transition to clinical placements</td>
<td>Claire Spiller, IMBE, St George’s University of London, UK</td>
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<td>1430-1445</td>
<td><strong>4Q3</strong> Is Self-Regulated Learning a threshold concept? An audio-diary study of PBL in two UK Medical Schools</td>
<td>Hilary Neve, University of Plymouth Peninsula Medical School, UK</td>
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<td><strong>4Q4</strong> Development of Self Regulated Learning as a Threshold Concept: from the Learning Coaches’ perspective</td>
<td>Anna Vnuk, Prideaux Centre, Flinders University, Australia</td>
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<td><strong>4Q5</strong> Broaching the Unbroachable: an evolutionary, inter-professional education simulation to safeguard children</td>
<td>Rachel Carter, University of Plymouth, UK</td>
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<td><strong>4R1</strong> An Escape Game as a Residency Orientation Experience</td>
<td>Darius Beh, National University Health System, Singapore</td>
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<td><strong>4R2</strong> Residents juggling identity, emotions, and power in performing the collaborator role</td>
<td>Charlotte Søjnæs, CAMES, Denmark</td>
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<td><strong>4R3</strong> Another layer of complexity: dealing with complexity in out-of-hospital residency training</td>
<td>Nelleke Noeverman-Poel, Amsterdam UMC, Vrije Universiteit Amsterdam, the Netherlands</td>
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<td><strong>4R4</strong> Impact of Increased Preparation Time for Residents Before Ward Rounds: The MED2DAY Study</td>
<td>David Gachoud, Lausanne University Hospital, Switzerland</td>
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<td><strong>4R5</strong> Thinking beyond trainee feedback alone: High-stakes postgraduate medical training review using Activity Theory</td>
<td>Jon Cooper, Medical Education Leeds, Leeds Teaching Hospitals NHS Trust, UK</td>
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<td>1400-1415</td>
<td><strong>4S1</strong> Key Performance Indicators for Evaluating the Educational Effectiveness of Medical Schools</td>
<td>Robert Paul, Canada</td>
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<td><strong>4S2</strong> What are the support needs of healthcare innovators? An analysis of critical success factors and limiting factors</td>
<td>Kathleen Leedham, Imperial College London, UK</td>
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<td><strong>4S3</strong> What is innovation mean and look like? A perspective from the Medical Education Innovation Network (MEIN)</td>
<td>Martina Johnson, Faculty of Medicine, University of Southampton, UK</td>
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<td><strong>4S4</strong> A situated learning approach to delivering collective leadership in healthcare</td>
<td>Yvonne Ng, National Healthcare Group, Singapore</td>
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<td><strong>4S5</strong> Models of Educational Leadership operationalised in an NHS Hospital: How effective are they?</td>
<td>Suzanne Gawne, East Lancashire Hospitals NHS Trust, UK</td>
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<td><strong>4S6</strong> Accessibility of Patient Education</td>
<td>Giorgia Solda, IFMSA</td>
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<td><strong>#4T</strong> Round Table: Patient Engagement</td>
<td>Suzanne Schrandt, USA</td>
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<td>1400-1530</td>
<td><strong>4T1</strong> Learning from young patients: two stories</td>
<td>Susan Kennedy, East Kent Hospitals University NHS Foundation Trust, UK</td>
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<td><strong>4T2</strong> The Senior Citizen Partnership Program (SCPP): a win-win for both medical students and the elderly generation</td>
<td>Ute Hauck, Curtin University, Australia</td>
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**#4U Conference Workshop: Reviewing for MedEdPublish - enhancing scholarship**
Richard Hays, Trevor Gibbs, Ken Masters, Kerrie McKay, Claire MacRae, Joanne Greer, MedEdPublish Editorial Team

Please bring your own device to post a review.

Location: Room L6, Level 1

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

Location: Room 0.11-12, Level 0

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**#4W Conference Workshop: Sharing is Caring: Designing and Developing Shared Curricular Ecosystems**
Tao Le, ScholarRx, USA; Charles Prober, Stanford University, USA; Robertt Duivier, University of Maastricht, Netherlands; Katerina Dima, IFMSA, Greece

Location: Room 0.49-50, Level 0

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**#4X Conference Workshop: Using Conceptual Frameworks to Shape and Situate your Scholarly Work**
Maryellen Gusic, University of Virginia School of Medicine, USA; Sandy Cook, Duke-NUS, Singapore; Melissa Klein, Cincinnati Children's, USA; Patricia O'Sullivan, University of California, San Francisco, USA; Matthew Zuckoff, Cincinnati Children's, USA

Location: Room 0.96-97, Level 0

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**#4Y Conference Workshop: Managing & Supporting the Educator in Trouble**
Alistair Thomson, NACT, UK

Location: Room 2.17, Level 2

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**#4Z Conference Workshop: Digital Health: Bridging the Gap in Medical Education**
Lina Mosch, European Medical Students' Association; Paulius Povilonis, Lithuanian University of Health Sciences, Lithuania; Justinas Balcūnas, Lithuanian University of Health Sciences, Lithuania; Beatriz Atienza Carbonell, University of Valencia Medical School, Spain; Evangelos Papageorgiou, European Medical Students Association, Greece

Location: Room 2.44, Level 2
4DD05 Opportunities and Challenges of attending Continuing Professional Development in Myanmar
Wunna Tun, Myanmar Medical Association, Myanmar

4DD06 NOT PRESENTED

4DD07 NOT PRESENTED

4DD08 MOVED TO 10EE

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

1400-1530 #4EE ePosters: Curriculum Development
Moderator: Neil Osheroff, USA
Location: Foyer C, Level 2

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

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

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

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

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

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

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

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

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

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

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

4EE12 NOT PRESENTED

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

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

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

1400-1530 #4FF ePosters: Surgery Education
Moderator: Helen MacRae, Canada
Location: Crystal Lounge, Level 1

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

4FF02 E-learning influence on physical examination test performance of Junior Clerkship students
Jinting Yan, The University of Hong Kong
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<td>The Efficacy of Virtual Reality Learning in the Acquisition of Arthroscopic skill: a Systematic Review and Meta-analysis</td>
<td>Liang-Tseng Kuo, Chang Gung Memorial Hospital, Chiayi, Taiwan</td>
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<td>Evaluation of Operating Room Learning Environment for UAE Obstetrics-Gynecology Residents using STEEM</td>
<td>Ebtehal Alramsi, Cornich Hospital, SEHA, UAE</td>
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<td>The effect of training on laparoscopic hysterectomy-module in virtual reality simulator on residents’ first laparoscopic hysterectomy: a randomized controlled trial</td>
<td>Ewa Jokinen, Helsinki University Hospital and University of Helsinki, Finland</td>
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<td>Introduction to Surgery and Anaesthesia (ISA): the impact of a student led surgical course at one year</td>
<td>Irena Norman, Guy’s, King’s and St Thomas’ School of Medical Education, UK</td>
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<td>Basic Suturing Skills Training using the Four-component Instructional Design (4C/ID): Perceptions of Educators and Learners</td>
<td>Zaw Lwin, Department of Emergency Medicine, KK Women’s and Children’s Hospital, Singapore</td>
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<td>The role of peer observation in the acquisition of surgical skills in virtual reality tasks in medical students</td>
<td>Hsai-Yi Chiu, Taipei Medical University Hospital, Taiwan</td>
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<td>Rethinking Stress and Surgeon Performance: Identification of Stress States in Surgery</td>
<td>Sydney McQueen, University of Toronto, Canada</td>
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<td>4FF11</td>
<td>Simulated Laparoscopic Skills Training Program by Surgical Residents</td>
<td>Raquel Pelzoto, Federal University of Ceará, Brazil</td>
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<td>4FF12</td>
<td>Developing and gathering validity evidence for a simulation-based tool to assess technical expertise in open aortic aneurysm repair</td>
<td>Leizi Joy Nayahangan, Copenhagen Academy for Medical Education and Simulation, Denmark</td>
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<td>4FF13</td>
<td>Scan, plan, print, practice, perform: Development and use of a patient-specific 3-dimensional printed model in Video-Assisted Thoracoscopic Surgery (VATS) lobectomy</td>
<td>Hsu-Kai Huang, Tri-service General Hospital, Taiwan</td>
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<td>4FF14</td>
<td>Using a Virtual Reality Ophthalmic Surgery Simulator to Improve Surgical Observation Experiences for Medical Students</td>
<td>Daniel Hutter, University of Miami Miller School of Medicine, USA</td>
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<td>Educational experience: Surgical skills workshop for ENT residents</td>
<td>Gabriela Perez Raffo, Instituto Universitario Hospital Italiano, Argentina</td>
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<td>4FF16</td>
<td>Comparison of Faculty versus structured Peer feedback: implications of technical skills training</td>
<td>Guy Sheahan, Queen’s University, Canada</td>
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<td>4F01</td>
<td>Characteristic of medical students mentoring in Walailak University, Thailand</td>
<td>Waritsara Leepaopan, Vachira Phuket Hospital Medical Education Center, Thailand</td>
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<td>4F02</td>
<td>Factors affecting medical students burnout and motivation in the new mentoring program</td>
<td>Thunyaporn Pruangmethangkul, Faculty of Medicine Ramathibodi Hospital, Mahidol University, Thailand</td>
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<td>4F03</td>
<td>What do undergraduate medical students say about supervision activities shown by their clinical mentors during their final clinical year?</td>
<td>Angelika Hoffhansl, Medical University of Vienna, Teaching Center, Austria</td>
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<td>4F04</td>
<td>Comparison of desired mentor characteristics in regular and strengthening tract medical students</td>
<td>Nonglak Butdee, Phichit Medical Education Center, Thailand</td>
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<td>4F05</td>
<td>Mentoring program in a resource-limited setting: what do students want?</td>
<td>Suchadavee Wongchawipattawat, Medical Education Center Chiangrai Prachanukroh Hospital, Thailand</td>
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<td>4F06</td>
<td>Mentor in Mobile</td>
<td>Katja Pura, University of Oulu, Finland</td>
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<td>4F07</td>
<td>Coaching intervention improves physician well-being</td>
<td>Lara Solms, Erasmus Medical Center &amp; University of Amsterdam, the Netherlands</td>
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<td>4F08</td>
<td>A Systematic Scoping Review of Ethical Issues in Mentoring in Internal Medicine, Family Medicine &amp; Academic Medicine</td>
<td>Clariass Wei Shuen Cheong, Yong Loo Lin School of Medicine, National University of Singapore, Singapore</td>
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<td>Understanding mentoring structures through a systematic scoping review of mentoring programmes in medicine and surgery between 2000 and 2017</td>
<td>Wen Jie Chua, Yong Loo Lin School of Medicine, National University of Singapore, Singapore</td>
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<td>4F10</td>
<td>Examination requirements for doctor mentors in Taiwan: A mixed methods study</td>
<td>Liang Shiou Ou, Chang Gung Medical Research Center, Chang Gung Memorial Hospital, Taiwan</td>
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<tr>
<td>4F11</td>
<td>“Sisonke, Rekaofela, Together”: Experiences of mentors in a peer mentoring program</td>
<td>Carol Hartmann, University of the Witwatersrand, South Africa</td>
</tr>
</tbody>
</table>
4GG12 NOT PRESENTED

4GG13 Addressing Social Determinants of Health: Developing and Delivering Timely, Actionable Audit Feedback Reports to Healthcare Providers
Harriet Fisher, New York University, USA

4GG14 Continuing professional development for interprofessional collaboration: Fun and games
Theresa Schindel, University of Alberta, Canada

4GG15 Use of Health Team Resource Management Model to Improve Nurses’ Teamwork
Ching-Wen Hu, Tungs’ Taichung MetroHarbor Hospital, Taiwan

4GG16 Effects of Integrating Social Media LINE with High Fidelity Simulation in Emergent and Critical Management Training on Trainee’s and Instructor’s Learning Outcomes
Yung-Chi Hsu, Tri-Service General Hospital, National Defense Medical Center, Taiwan

4GG17 NOT PRESENTED

1400-1530  #4HH Posters: Professionalism
Moderator: Susannah Brockbank, UK
Location: Hall F/Foyer F, Level 0

4HH01 A Systems Approach to Professionalism
Julia Humphreys, University of Manchester, UK

4HH02 NOT PRESENTED

4HH03 NOT PRESENTED

4HH04 NOT PRESENTED

4HH05 Leaving the Laboratory: Using Bedside Teaching to Enhance the Professionalism of Medical Technologists
Chih-Hung Chen, Department of Internal medicine, Kaohsiung Chang Gung Memorial Hospital, Taiwan

4HH06 Teaching professionalism in the acute medical setting: assessment and feedback from medical student simulation
Dominic Brown, Medical Education Department, Princess Alexandra Hospital Trust, UK

4HH07 The Development, over 5 Years, of a Consecutive Curriculum for Cultivating Professionalism in Medical Students in Japan
Michito Hirakata, Keio University School of Medicine, Japan

4HH08 Interventions for Medical Student Unprofessional Behavior: Factors Influencing Success
Michael Ainsworth, Univ of Texas Medical Branch - Galveston, USA

4HH09 Impact of a Professionalism Curriculum: Exploration of Undergraduate Students’ Attitude
Wen-Lin Lo, Department of Medical Education, Hualien Tzu Chi Hospital, Taiwan

4HH10 How pre-clinical medical students report their perceived medical professionalism
Chiu-Hsuan Chiu, Taipei Medical University, Taiwan

4HH11 What Medical Students Learned about Professionalism in a Hidden Curriculum: Medical Teacher and Resident Perspectives
Saranya Pratthaihte, Sunpasitthiprasong Hospital, Thailand

4HH12 NOT PRESENTED

4HH13 Professionalism development through two different clinical clerkship programs: an autobiographical narrative approach
Hsin-Mei Pan, National Defense Medical Center, Taiwan

4HH14 Ethics and Professionalism Training in Pakistani Medical Education: STMU/Shifa Experience
Muhammad Saeed, Shifa Tameer e Millat University, Pakistan

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

4HH16 The essential attributes of professionalism in Family Medicine: opinions from program directors in Taiwan
Chi-Wei Lin, E-Da Hospital/ I-Shou University, Taiwan

4HH17 Medical professionalism: Development of an evaluation instrument for the resident physician
Ruth Dias, Universidade José do Rosário Velano - Hospital Universitário Alzira Velano - Unifenas, Brasil

4HH18 A Study of Medical Professionalism in 6th Year Medical Students and Intern Doctors in Vachiraphuket Hospital
Patipan Juntamongkol, Medical Education Center Vachiraphuket Hospital Vachiraphuket Hospital, Thailand
<table>
<thead>
<tr>
<th>1400-1530</th>
<th>#4II Posters: Curriculum Subjects 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>#4II1</td>
<td>Virtual Interactive Patient Encounter to Teach Evidence-Based Medicine and Pharmacotherapy in Pre-Clinical Undergraduate Medical Students Alexander Mozela, Rutgers New Jersey Medical School, USA</td>
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<tr>
<td>#4II2</td>
<td>A reflective practice case study on guiding organization of knowledge in teaching pharmacology to large groups Gavin Dave, National University of Singapore, Singapore</td>
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<tr>
<td>#4II3</td>
<td>Student Recognition of Prescription Opioid Misuse Karen Szauter, University of Texas Medical Branch, USA</td>
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<tr>
<td>#4II4</td>
<td>“Makes me like a real doctor”. A students’ &amp; instructors’ evaluation of students using e-prescribing program Hemmaraj Sukapun, Lampang Medical Education Center, Thailand</td>
</tr>
<tr>
<td>#4II5</td>
<td>Evaluation of an evidence-based medicine educational intervention for Radiology Technologist Interns Yi Hsin Su, Taipei Medical University Shuang-Ho Hospital, Taiwan</td>
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<tr>
<td>#4II6</td>
<td>Long-term impact of the Primary Trauma Care course in the Kongo Central province of the Democratic Republic of Congo Timo Tolppa, King’s Kongo Central Partnership, Democratic Republic of Congo</td>
</tr>
<tr>
<td>#4II7</td>
<td>Effectiveness of aviation physiology and medicine training course among medical students in Taiwan Chung-Yu Lai, Aviation Physiology Research Laboratory, Kaohsiung Armed Forces General Hospital Gangshan Branch, Taiwan</td>
</tr>
<tr>
<td>#4II8</td>
<td>Students’ evaluation on Traditional Medicine course in 4th year medical students: Qualitative study Watcharin Ratanakasetsin, Medical Education Center Chiangrai Prachanukroh Hospital, Thailand</td>
</tr>
<tr>
<td>#4II9</td>
<td>Attitudes and awareness of healthcare professionalism in social media Surasak Runkaew, Buriram Medical Education Center, Thailand</td>
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<tr>
<td>#4I10</td>
<td>Innovative pre-clinical infectious diseases course in English in Japan Harumi Gomi, International University of Health and Welfare, Japan</td>
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<td>#4I11</td>
<td>Three-step kidney ultrasound course for medical students: a pilot study Chih-Chin Kao, Taipei Medical University Hospital, Taiwan</td>
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<tr>
<td>#4I12</td>
<td>Application of point-of-care ultrasound (POCUS) in clinical care for medical students and post-graduate year residents Wang-Huei Sheng, National Taiwan University Hospital, Taiwan</td>
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<tr>
<td>1400-1530</td>
<td>#4JJ Posters: Selection</td>
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<tr>
<td>#4JJ1</td>
<td>What Are You Looking At? Ensuring That Admissions Tests and Desired Constructs Align Darryl Kraemer, Altus Assessments, Canada</td>
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<tr>
<td>#4JJ2</td>
<td>Building Regional Campuses: Considerations Regarding Development of Admissions and Recruiting Practices Carol Elam, University of Kentucky College of Medicine, USA</td>
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<tr>
<td>#4JJ3</td>
<td>Approximation to vulnerable students’ academic trajectories: between background effects and personal merits potential Natalia Harden Diaz, Universidad de Chile, Chile</td>
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<td>#4JJ4</td>
<td>Socio-demographic variables in Brazilian new-entrant medical students Renata Kobayasi, School of Medicine of University of Sao Paulo, Brazil</td>
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<tr>
<td>#4JJ5</td>
<td>The Relationship Between Undergraduate Teaching Settings, Graduate Outcomes, and Foundation Programme Allocation - A Single Centre Study Hassan Baig, University of Aberdeen, UK</td>
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<td>#4JJ6</td>
<td>NOT PRESENTED</td>
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<td>#4JJ7</td>
<td>Do graduate entry medical students with non-science backgrounds have a greater tolerance of ambiguity during the transition to clinical placements compared to those with a science degree? Jack Movatt, Warwick Medical School, UK</td>
</tr>
<tr>
<td>#4JJ8</td>
<td>Association between entrance marks, academic performance and the National Medical Exam Ricardo Afonso, Department of Biomedical Sciences and Medicine, University of Aigave, Portugal</td>
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<tr>
<td>#4JJ9</td>
<td>The Influence of “Wanna Be a Doctor Camp” on Thai High School Students’ Decision to Study Medicine Anawin Anomasiri, Chiang Mai University, Thailand</td>
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<tr>
<td>#4JJ10</td>
<td>Multiple Mini-Interviews in Medical Student Selection Anant Khositseth, Faculty of Medicine Ramathibodi Hospital, Mahidol University, Thailand</td>
</tr>
<tr>
<td>#4JJ11</td>
<td>Does multiple mini-interview pick medical students different from those admitted by written examination? Chyi-Her Lin, Department of Pediatrics, E-Da Hospital, I-Shou University, Taiwan</td>
</tr>
</tbody>
</table>
1400 - 1530
#4KK Posters: Communication Skills
Moderator: Claire Canning, Singapore
Location: Hall F/Foyer F, Level 0

4KK01 Madness or a method? E-learning as one of the methods of teaching communication skills
Antonina Doroszevska, Medical University of Warsaw, Poland

4KK02 Doctors as Storytellers: Promoting medical student confidence and storytelling skills through performance training for oral case presentation
Katherine Stevenson, Severn Postgraduate Medical Education Foundation School, UK

4KK03 NOT PRESENTED

4KK04 NOT PRESENTED

1400 - 1530
#4LL Posters: Student: Emotional Intelligence/Learning Styles
Moderator: Janice Hanson, USA
Location: Hall F/Foyer F, Level 0

4LL01 Does emotional competency at the time of admission affect the subsequent levels of academic achievement?
Koji Tsunekawa, Department of Institutional Research for Medical Education, Japan

4KK05 Breaking Bad News: Assessing Medical Student Skills
Pirunrat Jiaraksuwan, Surin Hospital Medical Education Center, Thailand

4KK06 Educating health professionals in audio-visual communication. A Medical Education Perspective: Systematic review
Maria Rosa Fenoll-Brunet, Universitat Rovira i Virgili, Spain

4KK07 Communication in everyday clinical practice from the point of view of different professions - A study on the perception of communication processes and requirements at a urological clinic
Barbara Hindig, The German National Institute for state examinations in Medicine, Pharmacy and Psychotherapy (IMPP), Germany

4KK08 3D Sensor for Health Professions’ Education - Interaction Analysis in Medical Interview by Kinect Sensor
Yoichiro Iwashita, Kagoshima University, Japan

4KK09 Communication in Emergency Department: How red is red?
Krittaya Kanjanarat, Udonthani Hospital, Thailand

4KK10 Standardized and deliberate learning as an effective method to deliver phone drug information consultation skills to pharmacy students
Cheng-Yi Chao, Tri-Service General Hospital, Taiwan

4KK11 Physician Assistant Training in the Effective Use of Interpreters
Chris Gillette, Wake Forest School of Medicine, USA

4KK12 The shortcomings of medical record writing in different levels of trainees
Chiu-Ping Kuo, Mackay Memorial Hospital, Taiwan

4KK13 If you didn’t write it, it didn’t happen - can documentation skills be taught in simulation?
Andrea Pereira, Great Western Hospital, UK

4KK14 NOT PRESENTED

4KK15 Awareness of professional and academic literacy among Swedish dental students
Nikolaos Christidis, Karolinska Institutet, Sweden

4KK16 Franco Doc: Developing French-speaking health human resources in Francophone minority settings
Genevieve Moineau, Association of Faculties of Medicine of Canada, Canada

4KK17 Assessing the Hidden Curriculum for the Care of Patients with Limited English Proficiency: An Instrument Development
Claudia Rosu, MGH Institute for Health Professions, USA

1400 - 1530
#4JJ Posters: Communication Skills

4JJ01 An Instrument Development of Communication in Emergency Settings for Critical Care
Lyndal Parker-Newlyn, University of Wollongong, Australia

4JJ02 Multiple Mini Interviews Scenarios to Assess for a Specialty Postgraduate Program: Using Modified Multiple Mini Interview for A near-death experience: A qualitative analysis of Portuguese National Seriation Exams for access to residency programs
Rui Jorge Silva, Life and Health Sciences Research Institute (ICVS), School of Medicine, University of Minho, Portugal

4JJ03 Innovative Selection Criteria of Residents for a Specialty Postgraduate Program: Using Multiple Mini Interviews Scenarios to Assess Insight, Reflexivity, and Reception of Feedback Natalie Buu, McGill University, Department of Anesthesia, Canada

4JJ04 A qualitative analysis of the Portuguese National Seriation Exams for access to residency programs

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Andrea Pereira, Great Western Hospital, UK

4KK14 NOT PRESENTED
4LL02 Teaching Practices Reflecting Emotional Intelligence among University Teachers in Higher Learning
Nurul Hidayah Binti Mamat, International Medical University, Malaysia

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

4LL04 NOT PRESENTED

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

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

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

4LL08 NOT PRESENTED

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

4MM12 A comparison of knowledge, skills and attitudes in post graduate psychiatric training for 1st internship physicians in Tak province
Chalorwat Inpa, Somdejphrajaotaksin Maharaj Hospital Medical Education Center, Thailand
Session 5: Simultaneous Sessions

1400-1530 #4N Meet & Ask the ASPIRE Winners
Marko Zdrakovic, Harm Peters (ASPIRE Academy)
Location: Suite E, Level 0

Coffee Break
Viewing of posters and exhibits
Entrance Hall, Hall E, Gallery, Foyer M and N

1530-1600 #4M Meet & Ask the ASPIRE Winners

1600-1730 #5A Symposium: Transition from Surgical Training to Surgical Practice: Challenges, opportunities and innovation
Gareth Griffiths (NHS Tayside, UK), Paul Lai (College of Surgeons of Hong Kong, Hong Kong), Helen MacRae (University of Toronto, Canada), Ajit Sachdeva (American College of Surgeons, USA)
Location: Hall A, Level 2

#5B Symposium: Crossing the MedEd Threshold: Gateways to medical education from young educators to young educators
Rille Pihlak (University of Manchester, UK), Matthew J. Stull (Case Western Reserve University, USA), Robbert Duvvier (Maastricht University, The Netherlands), Margot Weggemans (University Medical Center Utrecht, The Netherlands), Kevin Garrity (University of Glasgow, UK), Susannah Brockbank (University of Liverpool, UK), Kevin Gervin (University of Glasgow, UK)
Location: Hall G, Level 2

1600-1730 #5C Symposium: Controversies and challenges in publishing health professions education research: a discussion with journal editors
Anna Cianciolo (Teaching and Learning in Medicine), David Cook, (Medical Education), Erik Dreessen (Perspectives on Medical Education), Peter de Jong (Medical Science Educator), Val Was (Education for Primary Care), Richard Hays (AMEE MedEdPublish)
Location: Hall N, Level 1

1600-1730 #5D Symposium: The political realities of designing and implementing a selection system: Implications for policy and practice
Fiona Patterson (Work Psychology Group, UK), Deborah O’Mara (University of Sydney Medical School, Australia), Wolfgang Hampe (University of Hamburg, Germany), Julia Blitz (Stellenbosch University, South Africa)
Location: Room L3, Level 1

1600-1730 #5E AMEE Fringe 1
Moderator: Rachel Ellaway, Canada
Location: Hall M, Level 1

1600-1615 #5F Postcards from the Fringe
David Tapp, University of Calgary, Canada

1615-1630 #5G View my View - Using Point Of View (POV) with smart glasses
Takadaki Sato, Aintree University Hospital, UK

1630-1645 #5H The beetle-in-a-box: a call to stop measuring the unmeasurable
Anne de la Croix, Vrije Universiteit Amsterdam, The Netherlands

1645-1700 #5I The Voice
Peter Musaeus, Cesu Aarhus University, Denmark

1700-1715 #5J Hacking Med Ed - A comparison of innovating medical education to running a startup
Cynthia Sin Nga Lam, Li Ka Shing Faculty of Medicine, The University of Hong Kong, Hong Kong

1715-1730 #5K Swinging Heart: music opens the door for understanding electrocardiography
Marcelo Rivas, Rio de Janeiro State University, Brazil

1600-1730 #5L Research Papers: Learner Wellbeing
Moderator/Assessor: Samuel Edelbring, Sweden
Assessor: Mark Goldszmidt, Canada
Location: Room L6, Level 1

1600-1620 #5M 'Let’s do her a favor and let her absolutely fail': Clinical supervisors’ experiences of allowing failure for workplace learning
Jennifer Klassen, Kantonsspital Frauenfeld, Zurich, Switzerland
1615-1640 5F2 Gender-specific effects of raising first-year standards on performance and stress levels of medical students
Karen Stegers-Jager, Erasmus MC University Medical Center Rotterdam, The Netherlands

1640-1700 5F3 Heart on your Sleeve: Exploring the validity evidence for mobile measurements as indicators of psychological stress
Vicki LeBlanc, Department of Innovation in Medical Education - University of Ottawa, Canada

1700-1720 5F4 WITHDRAWN

1720-1730 Discussion

1600-1730 #5G Doctoral Reports 1
Moderator: Susan van Schalkwyk, South Africa
Location: Room 1.85-86, Level 1

1600-1620 5G1 Understanding the Relationships Between Curriculum Reform, Space and Place in Medical Education
Lorraine Hawick, Institute of Education for Medical and Dental Education, School of Medicine, Medical Sciences and Nutrition, University of Aberdeen, UK

1620-1640 5G2 Learning from lapses: How to identify, classify and respond to unprofessional behaviour in medical students
Marianne Mak-van der Vossen, Amsterdam UMC, Vrije Universiteit Amsterdam, Department of Research in Education, VUmc School of Medical Sciences, Institute for Education and Training, Amsterdam, the Netherlands

1640-1700 5G3 Rethinking clinical reasoning in undergraduate medical education: facilitating collective learning in the activity of decision-making by health care students
Sarah Berger, Medical Faculty Heidelberg, University of Heidelberg, Germany

1700-1720 5G4 Cognitive Load Theory and the Teaching and Learning of Procedural Skills: The Case of Gastrointestinal Endoscopy
Justin Sewell, University of California San Francisco, USA

1720-1730 Discussion

1600-1730 #5I Short Communications: Curriculum Development
Moderator: Machelle Linsenmeyer, USA
Location: Room L2, Level 1

1600-1615 5I1 The discriminatory power of examiners' OSCE global ratings with other areas of a paediatric assessment program
Hasantha Gunasekera, University of Sydney, Discipline of Child and Adolescent Health, Australia

1615-1630 5I2 Linear OSCE progression in a Physician Associate Programmes
Sharon Hartwell, Swansea University, UK

1630-1645 5I3 Impact of external quality assurance on quality improvement to Objective Structured Clinical Exams (OSCEs) at Australian medical schools
Shannon Saad, The University of Notre Dame, Australia

1645-1700 5I4 Does Confidence about Competence Decisions Increase as Assessment Data Accumulate? It depends on the OSCE Domain
Jorie Colbert-Getz, University of Utah School of Medicine, USA

1700-1715 5I5 Video-based examiner score comparison and adjustment (VESCA): measuring the influence of different examiner-cohorts in fully-nested OSCEs
Peter Yeates, Keele University, UK

1715-1730 5I6 Inter-rater agreement between direct examiners and examiners viewing video recordings in veterinary medicine OSCEs
Jean-Yin Tan, University of Calgary Faculty of Veterinary Medicine, Canada

1630-1645 5H3 People are the Corner Pieces of the Reformation Puzzle: Contributing to Egyptian Medical Education Reform Through Professional Development Training
Samantha Miles, Knowledge E, United Arab Emirates

1645-1700 5H4 Accelerating Change in Medical Education: Outcomes from a Community of Innovation
Kimberly Lomis, American Medical Association, USA

1700-1715 5H5 Mapping and Reviewing the Medical Curriculum using Artificial Intelligence
Paul Gagnon, LKCMedicine, Nanyang Technological University, Singapore

1715-1730 5H6 Focussing intrinsic roles integration - a strategic multi-site mapping approach in German medical undergraduate curricula
Jan Criewatz, Competence Centre for University Teaching in Medicine Baden-Wuerttemberg, Germany
1600-1730  #SJ   Short Communications: Teaching and Learning: Lecture/Flipped Classroom
Moderator: Maria Rosa Fenoll-Brunet, Spain
Location: Room 0.31-32, Level 0

1600-1615  SJ1   Sharing the presentation before lecture increases students' interest
Süleyman Yildiz, Dicle University Faculty of Medicine, Turkey

1615-1630  SJ2   Creating Context To A Neonatal Placement With Flipped Online Resources
Hannah Musse, Norfolk and Norwich University Hospital, UK

1630-1645  SJ3   Flipped classroom is significantly effective for medical students to learn medical interview
Eiji Kaneko, Tokyo Medical and Dental University, Japan

1645-1700  SJ4   NOT PRESENTED

1700-1715  SJ5   Twitching medical education - the potential of live stream lectures
Thomas Shiozawa, Institute of Clinical Anatomy and Cell Analysis, University of Tuebingen, Germany

1715-1730  SJ6   Student moderators’ use in lecture capture programs in multiple first semester courses increase student response rates and knowledge retention
Phillip Pearson, American University of the Caribbean, Sint Maarten

No Discussion

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

1600-1615  SK1   Development of a Medical Education Scholarship Track Within A Residency Career Enrichment Program
Holly Caretta-Weyer, Stanford University School of Medicine, USA

1615-1630  SK2   Longitudinal workshops of residents-as-teachers based on teaching EPAs had a high satisfaction for residents
Tadayuki Hashimoto, Hashimoto Municipal Hospital, Japan

1630-1645  SK3   Senior residents as role models: A phenomenographic study
Kuo-Chen Liao, Chang Gung Memorial Hospital, Taiwan

1645-1700  SK4   From amateur to Osler: Teaching residents the fundamentals of clinical instruction using humour and game-based learning
Fawzia Hua, University of Sydney, Australia

1700-1715  SK5   Near peer teachers GP Specialty Trainees (GPSTs) as Teachers and career path finders
Melvyn Jones, UCL, UK

1715-1730  Discussion

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

1600-1615  SL1   Does qualification as PAL (peer-assisted learning) student tutor enhance CanMEDS role acquisition? A survey analysis on why medical students should learn how to teach
Daisy Rotzoll, Skills and Simulation Centre LernKlinik Leipzig, University of Leipzig, Medical Faculty, Germany

1615-1630  SL2   Peer-led mock Objective Structured Clinical Examination (OSCE): an efficacious tool in supporting students through a transition curriculum
Wesley Channell, School of Medicine, University of Leicester, UK

1630-1645  SL3   Near peer mentoring on allied health placements: a systematic review
Joanna Tai, Deakin University, Australia

Elaine Koh, Monash University, Australia

1700-1715  SL5   Being a tutor, experience and skills of second-year students of health studies. A qualitative study at the health faculty of Angers, France
Alexis Racine, Department of General Medicine, Health Faculty, France

1715-1730  Discussion
1100-1150  5M5  Equity And Diversity: Ways to prevent violence among health professions undergraduate students
Maria Paula Pamünco-Pinto, Ribeirão Preto Medical School, Brazil

1150-1200  5M6  Depression, academic stress and substance use among medical students in Romania
Codruta Alina Popescu, "Iuliu Hatieganu" University of Medicine and Pharmacy, Romania

No Discussion

1600-1630  #5N  Short Communications: Curriculum: Accreditation and Curriculum Evaluation
Moderator: Marta van Zanten, USA
Location: Room 2.15, Level 2

1600-1615  5N1  Accreditation as Quality Assurance: Measures of Effectiveness
Danielle Blouin, Queen's University, Canada

1615-1630  5N2  Medical Students' Perceived Readiness for Clerkship - 5 years of Survey data
Simon Field, Dalhousie University, Canada

1630-1645  5N3  A comprehensive approach to ensure educational comparability across geographically distributed clinical sites at an international medical school
Robert Hecht, American University of the Caribbean School of Medicine, USA

1645-1700  5N4  Students Making a Change (SMAC) - Using an innovative education platform to collect medical undergraduate feedback for real-time Improvement
Shabina Yasmin Rahman, University Hospitals of Leicester NHS Trust, UK

1700-1715  5N5  NOT PRESENTED

1715-1730  Discussion

1600-1730  #5O  Short Communications: eLearning
Moderator: Caroline Morton, UK
Location: Room 2.31, Level 2

1600-1615  5O1  How can we build active learning communities for healthcare professionals online?  
A narrative synthesis of what works and when
Amy Manley, University of Bristol, UK

1615-1630  5O2  Designing MOOCs for medicine and healthcare curricula
Luke Woodham, St George's, University of London, UK

1630-1645  5O3  Identifying Instructional Design Principles in MOOCs to Inform Integration
Marlies Reinders, Department of Internal Medicine (Nephrology), Leiden University Medical Center, the Netherlands

1645-1700  5O4  The Learning Outcome of Interactive E-Teaching System Using E-curricula and Instant Messaging In Post-Graduate Training In Laboratory Medicine
Pin-Fei Wei, National Taiwan University Hospital, Taiwan

1700-1715  5O5  Integration of extended Learning Analytics into the virtual patient system CASUS
Martin Adler, Instruct, Germany

1715-1730  5O6  Building a Medical Education Outcomes Center
Mark Rosenberg, University of Minnesota, USA

No Discussion

1600-1730  #5P  Short Communications: Teaching and Learning: Anatomy
Moderator: Gabrielle Finn, UK
Location: Room L1, Level 1

1600-1615  5P1  Anatomy dissection improves the initially lower levels of spatial ability of medical undergraduates
Katerina Bogomolova, Leiden University Medical Center, The Netherlands

1615-1630  5P2  From cut-and-see to preoperative planning - a new concept for dissection course
Jörg Goldhahn, ETH Zurich, Switzerland

1630-1645  5P3  Student-Led Tutoring and Gross Anatomy Sessions: Meeting a Medical Student Curriculum Redesign with a Near-Peer Tutoring Framework
Christopher Barnes, Rush Medical College, USA

1645-1700  5P4  The Modernization of Anatomy Teaching: The Integration of Web-based Augmented reality (WebAR) and Three-Dimensional (3D) Printing Technology
Mel Kuen Florence Tang, The Chinese University of Hong Kong, Hong Kong

1700-1715  5P5  Exploring the application of ultrasound in teaching anatomy: a mixed method study
Te Fa Chiu, Department of Education, China Medical University Hospital, Taiwan

1715-1730  Discussion

1600-1730  #5Q  Short Communications: Global Health
Moderator: Nick Bass, UK
Location: Room 0.15, Level 0

1600-1615  5Q1  Using Global Burden of Disease measures to guide case-selection and emphasis in an international medical curriculum
Samuel McConkey, RCS, Ireland

1615-1630  5Q2  Samoan, New Zealand and Nepalese medical student perspectives and ideas regarding global health within medical curricula
Hannah Sim, University of Otago, Christchurch, New Zealand
1630-1645  5Q3  Health Professional education and practice in preventing and controlling infections amidst escalating global antimicrobial resistance
Linda Gulliver, Otago Medical School, University of Otago, New Zealand

1645-1700  5Q4  Climate Change in Medical Curriculum 2020
Alaa Dafallah, University of Khartoum, Sudan

1700-1715  5Q5  Global health: Can essays demonstrate transformative learning?
Ann Wylie, King's College London, UK

1715-1730  5Q6  Universal professionals or global physicians? A multi-centre study of international medical programme design
Emmaline Brouwer, Maastricht University, the Netherlands

No Discussion

1600-1730  #5R  Short Communications: Professionalism/Professional Identity
Moderator: Viktoria Joynes, UK
Location: Room 0.16, Level 0

1600-1615  5R1  Priorities and Insights: A Professionalism Curriculum for Postgraduate Psychiatry Learners
Tanis Adley, Memorial University of Newfoundland, Canada

1615-1630  5R2  What do Pre-clinical Students Learn about Professionalism from Observation Learning in Patient and Family Advisory Councils in China? A thematic analysis
Shooting Feng, The First Affiliated Hospital, Sun Yat-sen University, China

1630-1645  5R3  Professionalism Breakfast
Ellen M. Friedman, Baylor College of Medicine, USA

1645-1700  5R4  Professionalism across the professions
Erica Smyth, RCSI, Ireland

1700-1715  5R5  Pill Counter, business person or health care provider? A discourse analysis of professional identity in pharmacy education
Jamie Kellar, Leslie Dan Faculty of Pharmacy, University of Toronto, Canada

1715-1730  5R6  Faculty’s reflective narratives and the residents’ professional identity formation: A thematic analysis
See Meng Khoo, Alexandra Hospital, Singapore

No Discussion

1600-1730  #5S  Short Communications: BEME
Moderator: Morris Gordon, UK
Location: Room 0.51, Level 0

1600-1615  5S1  The effectiveness, implementation and evaluation of quality improvement training programmes in surgery: a BEME systematic review
Elena Pallari, King’s College London, UK

1615-1630  5S2  BEME Review - How does medical education affect empathy and compassion in medical students? A meta-ethnography
May Eng Loo, Health Outcomes & Medical Education Research Group (HOMER), NHG Education, National Healthcare Group, Singapore

1630-1645  5S3  Learning from patients about patient-centredness: A realist review
Esther de Groot, University Medical Center Utrecht, the Netherlands

1645-1700  5S4  Multi-level learning in general practice
Marie-Louise Dick, The University of Queensland, Australia

1700-1715  5S5  Developing collaborative healthcare education programmes for staff in low and middle income countries
Elaine Hill, University of Central Lancashire (UCLan), UK

1715-1730  5S6  A BEME Review on the Utility of Mini-CEX in Undergraduate and Postgraduate Medical Education
Sara Mortaz Hejri, Tehran University of Medical Sciences, Iran

No Discussion: Open Meeting follows – all welcome

1600-1730  #5T  Conference Workshop: Refugees’ and Migrants’ Health in Medical Curriculum
Evangelos Papageorgiou, EMSA - European Medical Students’ Association, Greece; Alkaterini Dima, IFMSA - International Federation of Medical Students’ Associations, Greece; Janusz Janczukowicz, AMEE, Poland; Petra Verdonk, Veronica Selleger, Amsterdam UMC, VUmc, The Netherlands; Hiba Chourdour, IFMSA - International Federation of Medical Students’ Associations
Location: Room L5, Level 1

1600-1730  #5U  Conference Workshop: Location: Revealing the hidden curriculum and professional culture in the clinical workplace: a practical tool for trainees and faculty
Hanneke Mulder, Jacqueline van Wijngaarden, University Medical Center Utrecht, The Netherlands; H. Carrie Chen, Georgetown University School of Medicine, USA; Olle ten Cate, University Medical Center Utrecht, The Netherlands
Location: Room L8, Level 1

1600-1730  #5V  Conference Workshop: Problem Students or Problem Teaching? Exploring approaches to engaging students in their learning
Ian Hall, Kathy Wright, Advance HE, UK
Location: Room 0.11-12, Level 0
1600-1730  
**#SW Conference Workshop: What is Your Shape: Understanding the Roles of Types of Expertise in Health Professional Education**  
Elizabeth Wooster, OISE/University of Toronto, Canada; Douglas Wooster, University of Toronto, Canada  
Location: Room 0.49-0.50, Level 0

1600-1730  
**#SX Conference Workshop: Bringing the ‘patient and public’ representatives in Specialty Recruitment and Medical Education in the UK**  
Jonathan Howes, Sheona MacLeod, Clare Wright, Health Education England, UK  
Location: Room 0.96-0.97, Level 0

1600-1730  
**#SY Conference Workshop: Vibrate to Communicate**  
Linda McCrorie, Peter McCrorie, University of Nicosia Medical School, Cyprus  
Location: Room 2.17, Level 2

1600-1730  
**#SZ Conference Workshop: Integrating the Arts and Humanities into Medical Education: Lessons From Across the Globe**  
Alison Whelan, AAMC, USA; Elizabeth Gaufberg, Harvard Medical School, USA; Quentin Eichbaum, Vanderbilt University, USA; Pablo González Blasco, SOBRAMFA, Brazil  
Location: Room 2.44, Level 2

1600-1730  
**#SA Conference Workshop: Clinical Reasoning Assessment in the Workplace: What Tools are in your Toolbox?**  
Michelle Daniel, University of Michigan Medical School, USA; Steven Durning, Uniformed Services University of the Health Sciences, USA; Temple Ratcliffe, University of Texas Health San Antonio, USA; Larry Gruppen, University of Michigan, USA; Eric Holmboe, Accreditation Council for Graduate Medical Education, USA; Stuart Lubarsky, McGill University Faculty of Medicine, Canada  
Location: Room 2.61, Level 2

1600-1730  
**#BB Conference Workshop: Followership - The Forgotten Key to Leadership**  
Benjamin Berg, Simtiki Simulation Center, John A Burns School of Medicine, USA; Yoko Akamine, Osaka City General Hospital, Japan; Nobuyasu Komasawa, Osaka Medical College, Japan; Gen Ouchi, University of Ryukyu, ChuraSim Simulation Center, Japan  
Location: Room 2.83, Level 2

1600-1730  
**#CC Conference Workshop: Using activity theory to maximise the effectiveness of reflective ePortfolios**  
Uzma Tufail-Hanif, University of Edinburgh, UK; Morkos Iskander, University of Lancaster, UK  
Location: Room 2.95, Level 2

1600-1730  
**#DD ePosters: Diversity**  
Moderator: Samuel Wong, Hong Kong  
Location: Foyer B, Level 2

5DD01 Demographics and career interest of students in a novel high school STEM academy designed to increase diversity in the health professions  
Reamer Bushardt, George Washington University School of Medicine & Health Sciences, USA

5DD02 The preliminary result of motivational drive chart to Japanese female medical doctors  
Fukuko Moriya, Kurume University School of Medicine, Department of Pathology, Japan

5DD03 How to use entrustable professional activities (EPAs) to teach cultural competence and diversity issues to undergraduate medical students  
Jeanine Suurmond, Amsterdam UMC, The Netherlands

5DD04 NOT PRESENTED

5DD05 Lack of representation in clinical skills manikins: Is this contributing to differential attainment in undergraduate medical education?  
Peter Tamony, St George’s, University of London, UK

5DD06 Evaluation of the present situation of bilingual teaching in eight-year M.D. program in China and a vista for possible reformatory schemes  
Hongyu Jin, West China Hospital, Sichuan University, China

5DD07 Public health education for medical students: interaction with multicultural students to learn diversity in health promotion  
Chi-Feng Hsieh, I-Shou University, Taiwan

5DD08 Graduates’ ratings on acquired gender perspectives and gender medicine-related knowledge and competencies: A comparison between the traditional and new modular curriculum of medicine at Charité Berlin  
Sabine Ludwig, Charité - Universitätsmedizin Berlin, Germany
1600-1730

#5EE ePosters: Assessment
Moderator: Chris Elfes, UK
Location: Foyer C, Level 2

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

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

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

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

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

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

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

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

1600-1730

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

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

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

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

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

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

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

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

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

- #5FF09 “Two is a crowd" - a qualitative analysis of dyad training in clinical clerkships
  Laerke Marijke Noerholt, CAMES Rigshospitalet, Denmark
5FF10 Norwegian health care students’ experiences from interprofessional education on complex patients in nursing homes
Birgitte Kallesberg, Faculty of Medicine, University of Oslo, Norway

5FF11 Interprofessional Large-Group Simulation of Sudden Infant Death Syndrome - Experiences of Students and Professionals
Kirsimarja Metsavainio, Kuopio University Hospital, Finland

5FF12 Simulation Based Education: Demonstrating effective multidisciplinary teamwork to undergraduate nursing and medical students
Harriet Welch, Walsall Healthcare Trust, UK

5FF13 Interprofessional Education in the Real World: Creating a Foundation for Success in a Patient’s Medical Home
Amanda Condon, University of Manitoba, Canada

1600-1730 #5GG Posters: Competency Based Education
Moderator: Danielle Verstegen, the Netherlands
Location: Hall F/Foyer F, Level 0

5GG01 Exploring the challenges of implementing CBME across stages and specialties: a qualitative study
Yi-Da Sie, China Medical University Hospital, Taiwan

5GG02 Could milestone evaluation be an effective instructional scaffolding for residency training?
Chien-yu Chen, Taipei Medical University Hospital, Taiwan

5GG03 Critical competencies in specialist physician training in occupational medicine (OM) and ways to assess these - trainers’ perspective
Marianne Rytkönen, University of Eastern Finland, Occupational Health and Medicine, Finland

5GG04 Designing a Hybrid Faculty Development Program for Competency-Based Medical Education Implementation
Jason Jiunshiou, Taipei City Hospital, Taiwan

5GG05 The Development of the Brazilian Competencies Framework in Gynecology and Obstetrics: An Innovative experience
Gustavo Salata Romao, University of Ribeirao Preto, Brazil

5GG06 An A-S-K competency model for medical graduates in China
Gang Xin, Shantou University Medical College, China

5GG07 Exploring the “Essential” Competencies Acquired by Japanese Midwives Graduating from a One-Year Post-Nursing Program
Akiko Uehara, Seisen Jogakuin College, Faculty of Nursing-Science, Japan

5GG08 NOT PRESENTED

5GG09 NOT PRESENTED

5GG10 NOT PRESENTED

5GG11 Evaluation of Simulated Training Scenarios and Debriefing Quality Using a Competence-Based Behavioral Checklist
Yoshitaka Maeda, Jichi Medical University, Japan

5GG12 NOT PRESENTED

5GG13 NOT PRESENTED

5GG14 Construction and Analysis of a First Aid Competence Index for Nurses in the Two-Year Nursing Postgraduate Training Program
Shih-Ying Yen, Mackay Memorial Hospital, Taiwan

1600-1730 #5HH Posters: Transition
Moderator: Philip Chan, UK
Location: Hall F/Foyer F, Level 0

5HH01 Multiple Transitions of Undergraduate First-Year Students in the MRCGP Programme: Expectations, Experiences and Emotions
Nokuthula Tlalogo, University of the Free State, South Africa

5HH02 Medical students’ learning strategies during transition to clinical training are strongly associated with their levels of burnout and wellbeing
Denisse Zuniga, Pontificia Universidad Catolica de Chile, Chile

5HH03 Facilitating a successful transition from academic to clinical education for medical students
Brooke Short, University of Newcastle, Australia

5HH04 Easing the Transition of Medical Student to Professional Practitioner: The Implementation of a Near-Peer Led Teaching Session in Induction Week across East of England Region
Katie Wood, Mid Essex Hospital NHS Trust, UK

5HH05 A Scoping Review of Interventions to Support the Transition from Medical Student to Doctor
Niamh Oakley, University College Cork, Ireland

5HH06 Bridging the Gap: Transition from Medical Student to Junior Doctor
Ujjwal Prakash Khanal, Institute of Medicine, Tribhuvan University, Nepal
1600-1730 #SJ1 Posters: Game-based Learning
Moderator: Todd Chang, USA
Location: Hall F/Foyer F, Level 0

5II01 Impacts of contextual game-based learning on Nurse Practitioners learning performances in health assessment courses
Chin-Sheng Lin, School of Medicine, National Defense Medical Center, Taiwan

5II02 Neurophysiology Games in the Process of Education and Learning in Psychology: Perception of Students in the Living of Construction
Carla Waldecker Santos, Faculdades Pequeno Príncipe, Brazil

5II03 Spreading Happiness for Medical Students with TV Game Shows Teaching Style: Facilitating Learning-by-Learner
Sahattaya Niyamosot, Suranaree University of Technology, Thailand

5II04 Team-Game-Tournament in new nurses’ medication training program
Pei-Hsuan Li, Chi Mei Medical Center, Liouying, Taiwan

5II05 Mixing Innovations: Incorporating educational technology into game-based learning
Douglas Bovell, Weill Cornell Medicine in Qatar, Qatar

1600-1730 #SJ1 Posters: Curriculum: Strategies / Medical Education Research
Moderator: John Cookson, UK
Location: Hall F/Foyer F, Level 0

5JJ01 Comparison of Performance among Graduating Doctors Trained in Traditional & Integrated Curriculum
Seyyedha Abbas, Foundation University Medical College, Islamabad, Pakistan

5JJ02 Implications for the design of an integrated pharmacy curriculum from a-scoping review of integrated health professions curricula
Aisling Kerr, RCSI Dublin, Ireland
**5JJ03** Microanalysis framework on learning effectiveness and satisfaction of organ system-based integrated curriculum in undergraduate medical education

- **Bar-Ching Sheu**, Center of Faculty Development, College of Medicine, National Taiwan University, Taiwan

**5JJ04** NOT PRESENTED

**5JJ05** Integrating Engineering into the Medical Curriculum

- **Judith Rowen**, Carle Illinois College of Medicine, USA

**5JJ06** A Review of International Nursing-related Vocational and Educational Training on the Issue of Integrated Teaching

- **Maria Christidis**, The Swedish Red Cross University College, Sweden

**5JJ07** Reimagining electives in the clerkship year - a focus on career exploration and integration

- **Patricia Cornett**, University of California, San Francisco, USA

**5JJ08** Factors affecting fifth year medical students’ selection of elective subject in medical school

- **Chonthicha Chawachart**, MEC Phayao University, Thailand

**5JJ09** Why did medical students choose Family Medicine elective?

- **Sirluk Pongchitsiri**, Buddhaopthorn Hospital Medical Education Center, Thailand

**5JJ10** Moderation of assessment in a Student Selected Component context

- **Camille Huser**, University of Glasgow, UK

**5JJ11** Elective: Enhancing practice in the University of Algarve medical curriculum

- **Sofia Nunes**, University of Algarve, Portugal

**5JJ12** Integrating Undergraduate Medical Electives into the Medical College Curriculum at King Saud University

- **Elizabeth Feeley**, King Saud University, College of Medicine, Saudi Arabia

**5JJ13** An Elective Course in The 1000 First Days Of Life

- **Diani Puspa Wiljaya**, Faculty of Medicine Islamic University of Indonesia, Indonesia

**5JJ14** Impact of Overseas Clinical Elective on clinical practice: Perception of the Clinicians and Students

- **Thomas Y.B. Lau**, Department of Medicine and Therapeutics, Faculty of Medicine, The Chinese University of Hong Kong, Hong Kong

**5JJ15** A Reflection on My Development as a Junior Doctor Entering the World of Qualitative Medical Education Research

- **Laura Bennett**, Medical Education Department, Avon and Wiltshire Mental Health Partnership, NHS, UK

**5JJ16** Cultural Adaptation of Maslach Burnout Inventory in Russian and Kazakh languages

- **Alessandra Clementi**, Nazarbayev University School of Medicine, Kazakhstan

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**1600-1730 #5KK Posters: Students: Health and Wellbeing**

**Moderator:** David Taylor, United Arab Emirates

**Location:** Hall F/Foyer F, Level 0

**5KK01** Workplace cultures and medical student burnout in clerkships

- **Yung Kal Lin, Chiayi Branch, Taichung Veterans General Hospital, Taiwan

**5KK02** 10 minutes mindfulness - does it work for Thai medical students?

- **Benjawon Yoosamran**, Hanyai Medical Education Center, Thailand

**5KK03** Well being of Medicine students: an update of the Italian longitudinal study

- **Giuseppe Familiari**, Sapienza University of Rome, Italy

**5KK04** Navigating medical student wellbeing: an exploratory study of students and staff

- **Victoria Simpson**, University of Liverpool, UK

**5KK05** A novel study: how Hong Kong medical students’ professionalism behaviours are affected by educational experiences before medical school

- **Sophie Yau**, The Chinese University of Hong Kong

**5KK06** Experiences of Medical Students who Participated in a 6-Week Self-Compassion Program: A Qualitative Investigation

- **Camila Nunes**, McGill University, Canada

**5KK07** Prediction of factors contributing toward highest and lowest Global Quality of Life levels among medical students using machine learning models

- **Alice Q. C. Miguel**, Faculdade de Medicina da Universidade de Sao Paulo, Brazil

**5KK08** Enhanced health awareness for non-medical students through digital learning at Prince of Songkla University

- **Kanyanatt Yoosamran**, Prince of Songkla University, Thailand

**5KK09** Improving wellbeing in medical students - A work in progress

- **Jan McKenzie**, University of Otago (Christchurch), New Zealand

**5KK10** WITHDRAWN

**5KK11** Students’ self-perception about their Quality of Life is overestimated: is this the base of their mental troubles?

- **Patricia Maluf**, University of Roorda, Brazil

**5KK12** Special supplementary courses (Soft sciences) experience for reducing stress in medical students. Time for renovation

- **Vich Thampanya**, Medical Education Center Chiangrai Prachanukroh Hospital, Thailand

**5KK13** MuayThai boxing fights reduce stress and improve exercise attitudes in medical students

- **Narin Chindavech**, Buriram Medical Education Center, Thailand

**5KK14** Mental Health and Wellbeing: How are we doing?

- **Zayna Syed**, University of Glasgow, UK
1600-1730

#5LL Posters: Clinical Reasoning & Decision Making
Moderator: Marie-Claude Audétat, Switzerland
Location: Hall F/Foyer F, Level 0

5LL01 Piloting Practicum Script, a clinical reasoning simulator, in a multi-centre European study
Eduardo M Pleguezuelos, Practicum Institute of Applied Research in Health Sciences Education, Spain

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

5LL03 NOT PRESENTED

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

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

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

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

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

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

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

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

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

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

5LL14 NOT PRESENTED

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

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

5LL17 NOT PRESENTED

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

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

5LL20 Engaging medical students in reflective practice - can we do it better?
Mariam Koronfel, King's College London, UK
**5MM13** Incorporating training of nursing staff into hospice care in the nursing home: a short course  
Chih-Pang Chu, Department of Psychosomatic Medicine, Taipei City Hospital, Songde Branch, Taipei, Taiwan

**5MM14** Becoming the Medical Registrar - Addressing the Unmet Needs  
Caroline Ming, King's College Hospital/King's College London, UK

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

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**Academic Group Meetings**

1600-1730 Medical Teacher Board Meeting (closed meeting) Room L4, Level 1

1745-1915 AMEE CPD Committee (closed meeting) Room 0.49-0.50, Level 0

1745-1915 AMEE Faculty Development Committee (closed meeting) Room L4, Level 1

1815-1915 AMEE Fellowship Committee (closed meeting) Suite E, Level 0

1730-1915 BEME Open Session Room 0.51, Level 0

1745-1915 Ottawa Consensus Group: Performance Assessment (closed meeting) Room 2.95, Level 2

1745-1900 Student Orientation Open to all students Hall N, Level 1

1745-1915 ADEE Room 0.96-97, Level 0
Tuesday 27th August
Austria Centre Vienna

Registration / Exhibition
0745-1745 Registration Desk Open
0930-1630 Exhibition Open

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

AMEE Group Meetings
0700-0815 Ottawa 2020 (closed meeting)
0700-0815 BEME BICCs (closed meeting)

Session 6: Plenary
0830-0945 #3 Plenary
Moderator: Gerard Flaherty, Ireland
Location: Hall A/C, Level 2

0830-0915 #6 Plenary: A Call to Action: Patients as Partners in Healthcare Professions Education and Practice
Susan E. Sheridan (Society to Improve Diagnosis in Medicine (SIDM), USA) and Suzanne Schrandt (Arthritis Foundation, USA)

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

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

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

Note: Only the presenter(s) are listed in the programme. For a full list of authors, please see the Abstract Book or follow the link to the abstracts from each session in the App

0945-1015 Coffee Break
Viewing of posters and exhibits

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

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

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

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

1015-1030 #D1 The Tacit Knowledge Base Underlying Interprofessional Collaboration Competence
Nicolas Fernandez, Université de Montréal, Canada

1030-1045 #D2 How simulation can prepare interprofessional care teams for mass casualty response
Karlen Bader, Uniformed Services University, USA
<table>
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<tr>
<th>Time</th>
<th>Session</th>
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</table>
| 1045-1100 | **7D3** Caring for underserved patients through neighborhood health screening: readiness for interprofessional learning after participation in a longitudinal interprofessional home visit program in Singapore  
Liang En Ian Wee, Singapore General Hospital, Singapore |
| 1100-1115 | **7D4** Social identification and interprofessional learning of final-year nursing and medical students  
Claudia Tielemans, Utrecht University, the Netherlands |
| 1115-1130 | **7D5** Introduction of an undergraduate interprofessional simulation based skills training program in obstetrics and gynaecology in India  
Arunz Kumar, Monash University, Australia |
| 1130-1145 | **7D6** Implementation of Importance-Performance Analysis to Evaluate the Interprofessional Collaborative Practice Conference in a Tertiary Hospital in Taiwan  
Je-Ming Hu, Division of Colorectal Surgery, Department of Surgery, Tri-Service General Hospital in Taipei, Taiwan |
| 1145-1200 | **7D7** Does Interprofessional Education for teachers enhance the Interprofessional Collaboration in airway management for new staffed nurses, respiratory therapists and physicians?  
Mok Sam I, Taipei Medical University Shuang Ho Hospital, New Taipei City, Taiwan |
| 1115-1135 | **7E4** Experiences and motivation of ethnic minority students in medical education: a qualitative study  
Rashmi Kusurkar, VUmc School of Medical Sciences, Amsterdam, the Netherlands |
| 1135-1155 | **7E5** Exploring the influence of undergraduate health professions students at distributed health service facilities  
Ian Couper, Ukwanda Centre for Rural Health, Faculty of Medicine and Health Sciences, Stellenbosch University, Cape Town, South Africa |
| 1155-1200 | Discussion                                                            |
| 1015-1200 | **7E** Research Papers: Diversity in the Curriculum  
Moderator/Assessor: Francois Cilliers, South Africa  
Assessor: Cynthia Whitehead, Canada  
Location: Hall A, Level 1 |
| 1015-1035 | **7E1** When teachers meet in interdisciplinary teams: hangouts, distribution centers and melting pots  
Stephanie Meeuwissen, Faculty of Health, Medicine & Life Sciences (FHML), Maastricht University, The Netherlands |
| 1035-1055 | **7E2** The exotic other: A constructivist analysis of cultural diversity in medical curricula  
Albertine Zanting, Maastricht University, Maastricht, Netherlands |
| 1055-1115 | **7E3** Medical students’ negative affective responses to meeting patients with mental illness – do these represent stigma?  
Helen Caisley, University of Cambridge/Cambridgeshire and Peterborough NHS Foundation Trust/Collaboration for Leadership in Applied Health Research and Care East of England, Cambridge, UK |
| 1115-1135 | **7F** Research Papers: Professionalism and Communication Skills  
Moderator/Assessor: Julia Blitz, South Africa  
Assessor: Viktor Riklefs, Kazakhstan  
Location: Room L6, Level 1 |
| 1015-1035 | **7F1** Brazilian-Portuguese Translation, Cultural Adaptation and Validity Evidence of Two Scales to Assess Communication Skills in Medical Education  
Sheyla Rocha, São Carlos Federal University, São Carlos, Brazil |
| 1035-1055 | **7F2** A roadmap for attending to medical students’ professionalism lapses  
Marianne Mak-van der Vossen, Amsterdam University Medical Centers, VUmc School of Medical Sciences, Amsterdam, The Netherlands |
| 1055-1115 | **7F3** Speaking up amongst Clinical Teachers in a formal meeting of Post Graduate Medical Education (PGME)  
Irene Sloatwieg, Leiden University Medical Center, Leiden, The Netherlands |
| 1115-1135 | **7F4** Students’ experiences of workplace dignity during work-integrated learning: A qualitative study exploring student and workplace supervisors’ perspectives  
Charlotte Rees, Monash Centre for Scholarship in Health Education (MCSHE) - Monash University, Melbourne, Australia |
| 1135-1155 | **7F5** Using empirical ethics to guide clinical communication education: moving beyond abstract and generic communication skills training  
Clare Delany, The University of Melbourne, Melbourne, Australia |
| 1155-1200 | Discussion                                                            |
| 1015-1200 | **7G** Point of View 2  
Moderator: Hiroshi Nishigori, Japan  
Location: Room 1.85-86, Level 1 |
<p>| 1015-1025 | <strong>7G1</strong> NOT PRESENTED                                            |</p>
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<th>Time</th>
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<th>Title</th>
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<tbody>
<tr>
<td>1025-1035</td>
<td>7G2</td>
<td>Set Up to Fail: Do we really believe a learner in difficulty can be successfully remediated?</td>
<td>Teri Turner, Baylor College of Medicine, USA</td>
</tr>
<tr>
<td>1035-1045</td>
<td>7G3</td>
<td>First do no harm - overdiagnosis and transitioning to the 'expert generalist'</td>
<td>Oliver Morris, Southampton GP Education Unit, UK</td>
</tr>
<tr>
<td>1045-1055</td>
<td>7G4</td>
<td>NOT PRESENTED</td>
<td></td>
</tr>
<tr>
<td>1055-1105</td>
<td>7G5</td>
<td>A nationwide collaboration for student councils - the next big thing in student representation</td>
<td>Erica Aldenbäck, OMSiS (Nationwide network for all student councils at the medical programmes in Sweden), Sweden</td>
</tr>
<tr>
<td>1105-1115</td>
<td>7G6</td>
<td>Let’s learn from mistakes - also in education!</td>
<td>Pekka Louhiala, University of Helsinki, Finland</td>
</tr>
<tr>
<td>1115-1125</td>
<td>7G7</td>
<td>Student feedback should not influence medical school rankings - the current system is consumerising medical education, to the detriment of both educators and students</td>
<td>Hamed Khan, St George’s, University of London, UK</td>
</tr>
<tr>
<td>1125-1135</td>
<td>7G8</td>
<td>Quality in Education - what does it really mean?</td>
<td>Jo Brown, Barts and The London School of Medicine and Dentistry, UK</td>
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<tr>
<td>1135-1145</td>
<td>7G9</td>
<td>Restriction of working hours - Do the residents appreciate?</td>
<td>Ling-Yu Yang, Department of Medical Education, Taipei Veterans General Hospital, Taiwan</td>
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### Discussion

**Tuesday 27th August**

**Austria Centre Vienna**

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<tr>
<td>1115-1130</td>
<td>7H5</td>
<td>Using Entrustable Professional Activities (EPAs) as curriculum organizers in a major medical undergraduate curriculum renewal</td>
<td>Marcelo Garcia Dieguez, Instituto Universitario Hospital Italiano, Argentina</td>
</tr>
<tr>
<td>1130-1145</td>
<td>7H6</td>
<td>Arrested Development? Measuring Progression of Student Performance by Entrustable Professional Activity (EPA)</td>
<td>Caroline Milne, University of Utah School of Medicine, USA</td>
</tr>
<tr>
<td>1145-1200</td>
<td>7H7</td>
<td>Design and assessment of an EPA based national residents training program: From theory to practice</td>
<td>Reinoud Gemke, Amsterdam University Medical Center, the Netherlands</td>
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<tr>
<td>1015-1030</td>
<td>7I1</td>
<td>Comparing psychometric characteristics of short-answer and multiple-choice questions in the NBME internal medicine subject examination</td>
<td>Amy Morales, National Board of Medical Examiners (NBME), USA</td>
</tr>
<tr>
<td>1030-1045</td>
<td>7I2</td>
<td>Experts’ responses in script concordance tests: A response process validity investigation</td>
<td>Matthew Lineberry, University of Kansas Medical Center and Health System, USA</td>
</tr>
<tr>
<td>1100-1115</td>
<td>7I3</td>
<td>The mistakes we have made in constructing written questions and how you can learn from them</td>
<td>Elinnor Kenne, Karolinska Institutet, Sweden</td>
</tr>
<tr>
<td>1115-1130</td>
<td>7I4</td>
<td>Content Validity Assessment after Syllabus Revision</td>
<td>Agneta Månsson Broberg, Karolinska Institute, Sweden</td>
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</table>

No Discussion

### Discussion
1015-1200 #7L Short Communications: Humanities 2
Moderator: Quentin Eichbaum, USA
Location: Room 0.14, Level 0

1015-1030 #7J Short Communications: Humanities 1
Moderator: Quentin Eichbaum, USA
Location: Room 0.31-32, Level 0

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

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

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

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

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

1145-1200 Discussion

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

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

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

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

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

1115-1130 7K5 Applied Drama Techniques in Obstetrics: Development of a Novel Educational Workshop to Improve Obstetrician Awareness of Compassion, Communication and Self-Care around the time of Stillbirth
Aisling Smyth, Royal College of Physicians of Ireland

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

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

1100-1115 Discussion

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

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

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

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

1100-1115 Discussion

1115-1130 7L4 Comparing the personalities of medical students in rural and urban education programs highlights differences in perfectionism: Implications for nurturing competence and confidence in medical students
Di Eley, The University of Queensland, Australia

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

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

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

No Discussion
 AN INTERNATIONAL ASSOCIATION FOR MEDICAL EDUCATION

Tuesday 27th August
Austria Centre Vienna

1015-1200 #7M Short Communications: Student as Teacher
Moderator: Linda Crane, Australia
Location: Room 0.94-95, Level 0

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

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

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

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

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

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

1145-1200 Discussion

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

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

1030-1045 7N2 WITHDRAWN

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

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

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

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

1145-1200 Discussion

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

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

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

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

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

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

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

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

1015-1200 #7P Short Communications: Surgery 2
Moderator: Jane Thorley Wiedler, Switzerland
Location: Room L1, Level 1

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

1030-1045 7P2 NOT PRESENTED
1100-1115 7P4 The effect of ultra high fidelity graphics on surgical simulation training and cognitive load: a prospective interventional trial
Andreas Frithioff, Copenhagen Academy for Medical Education and Simulation (CAMES), Rigshospitalet, Copenhagen, Denmark

1115-1200 Discussion

1120-1145 7Q6 Comparison of the Performance Characteristics of the AAMC Standardized Video Interview (S VI) and the Electronic Standardized Letter of Evaluation (eSLOE) in Emergency Medicine
Laura Hopson, University of Michigan, USA

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

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

1020-1045 7R2 Challenging the simulation panacea: Preparing junior doctors for the stress of acute care
Scott Clarke, Edinburgh Medical School: Medical Education, University of Edinburgh, UK

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

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

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

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

1145-1200 Discussion

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

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

1030-1045 7S2 Using Activity Theory to Change the Cognition of Nursing Clinical Preceptors on Workplace Bullying
Chien Chien Tung, Tungs Taichung MetroHarbor Hospital, Taiwan

1045-1100 7S3 Reliable assessment of simulation-based surgical technical skills training is highly dependent on context: an exploration of different training variables using generalizability theory
Steven Arild Wuys Andersen, Copenhagen Academy for Medical Education and Simulation, Denmark

1100-1115 7S4 The effect of ultra high fidelity graphics on surgical simulation training and cognitive load: a prospective interventional trial
Andreas Frithioff, Copenhagen Academy for Medical Education and Simulation (CAMES), Rigshospitalet, Copenhagen, Denmark

1115-1200 Discussion

1045-1100 7S5 Does a qualitative selection procedure including non-academic criteria result in a medical student group with higher empathy than a lottery procedure?
Anouk Wouters, Amsterdam UMC, Location VUmc, VUmc School of Medical Sciences, Research in Education, the Netherlands
Using on-line spaced education to improve learning in the health sciences: A systematic review
David Hak, AO North America, USA

Do Dental Medical Students Develop Visual Diagnostic Expertise Already During their Studies?
Katharina Schelter, Leibniz-Institut für Wissensmedien, Germany

Active learning in medical education: Case study of a medical faculty in Papua New Guinea
Jerzy Kuzma, Faculty of Medicine and Health Sciences, Divine Word University, Papua New Guinea

Cultural Preparedness for Active Learning
Haruko Akatsu, International University of Health and Welfare School of Medicine, Japan

Round Table: Learner in Difficulty
Moderator: Ian Curran, Singapore
Location: Room L5, Level 1

“But they seem nice” - Is failure to fail medical students failing them? George Greenlees, Royal Wolverhampton NHS Trust, UK

Remediation of Technical Skills for Surgical Trainees
Oleg Safir, University of Toronto, Canada

If At First You Don't Succeed: Transforming the Culture of Failure
Clasina Leslie Smith, SIU School of Medicine, USA

Simulation Journal Club
Location: Room L8, Level 1

Conference Workshop: Medical Education: The costs vs the profits
Aikaterini Dima, International Federation of Medical Students’ Associations (IFMSA), Greece; Adonis Wazir, International Federation of Medical Students Associations (IFMSA), Lebanon; David Gordon, World Federation for Medical Education, France; John Boulet, Foundation for Advancement of International Medical Education and Research (FAIMER), USA
Location: Room 0.96-97, Level 0

Conference Workshop: The Cultivation of Cognitive Curiosity: Key for Learning, Clinical Competence, Engagement, and Well-Being in the Healthcare Profession
Vijay Rajput, Nova Southeastern University, Dr. Kiran C. Patel College of Allopathic Medicine, USA; Anuradha Mookerjee, Cooper Medical School of Rowan University, USA; Marcus Henning, Faculty of Medical and Health Sciences University of Auckland, New Zealand
Location: Room 2.17, Level 2

Conference Workshop: To self-direct or not to self-direct, that is the question: Shining a light on curriculum dilemmas
James McMillian, Linda Jones, University of Dundee, UK
Location: Room 0.11-12, Level 0

Conference Workshop: Coaching for Professionalism Remediation: Tools for establishing trust, diagnosing learners and creating remediation plans
Felise Milan, Albert Einstein College of Medicine, USA; Adina Kalet, New York University School of Medicine, USA; Michael Allen, Albert Einstein College of Medicine, USA
Location: Room 2.61, Level 2

Conference Workshop: An international perspective on testing accommodations
Ioanna Maraki, General Medical Council, UK; Ilona Bartman, Medical Council of Canada, Canada; Carl Matheson, Australian Medical Council, Australia
Location: Room 2.83, Level 2
70C Conference Workshop: Quality through innovation in medical education: Planning for the future
David Taylor, Hossam Hamdy, Gulf Medical University, United Arab Emirates
Location: Room 2.95, Level 2

7DD ePosters: Professionalism / Ethics / Career Choice
Moderator: Olaf Ahlers, Germany
Location: Foyer B, Level 2

7DD1 Protecting and Respecting Individual Dignity at End-of-Life (PresIDE) - A Resuscitation Status Discussions Audit, and Barriers to their Occurrence
Norshima Nashi, National University Hospital, Singapore

7DD2 Bottom of the social safety net!, 'gatekeepers', 'bridge of communication': Using metaphors to make sense of physicians' profession
Yu-Che Chang, Chang Gung Memorial Hospital, Taiwan

7DD3 Post-Graduate Year Doctors' Life Education: Rare Disease Clinic Holistic Health Care Training
Chiang Chia-Wei, Tungs' Taichung MetroHarbor Hospital, Taiwan

7DD4 Desirable characteristics of medical doctors from the perspectives of medical students and academic staff in rural generalist medical training program
Krongkaew Thongruangsooksai, Trang Medical Education Center, Thailand

7DD5 Cadaver as a First Teacher: Implementation of a Module for Learning Values & Ethics with Anatomy in a Medical School
Anne D Souza, Kasturba Medical College, Manipal, India

7DD6 Impact of research profile of faculty on their evaluation provided by medical students
Abida Shaheen, Shifa College of Medicine, Shifa Tameer-e-Millat University, Pakistan

7DD7 WITHDRAWN

7DD8 Impact of a career simulation program using gamification with virtual turning point for medical students in Japan
Shuzo Teruya, Okinawa Yaeyama Hospital, Japan

7DD9 WITHDRAWN

7DD10 Class attendance in the disruptive era: what undergraduate medical students and teachers think
Vorapol Jaroonvanichkul, Faculty of Medicine, Chulalongkorn University, Thailand

7DD11 NOT PRESENTED

7DD12 Changes on medical students’ specialty preferences during their degree: the role of gender
Ana Isabel Gouveia, Faculdade de Ciências da Saúde - Universidade da Beira Interior, Portugal

7EE ePosters: Simulation / Virtual Patients
Moderator: Tudor Calinici, Romania
Location: Foyer C, Level 2

7EE1 Evaluating the effect of training final-year medical students in telephone communication and prioritisation skills in the simulated environment
Sophie Ragbourne, King's College London, UK

7EE2 Relationships between simulation stress and performance in nursing and medical students: a pilot study
Johannes Driessen, Royal Cornwall Hospitals Trust, UK

7EE3 How does a virtual patient format influence medical students’ approaches towards psychiatric patients? A liminal perspective
Kamilla Pedersen, Centre for Health Sciences Education, Aarhus University, Denmark

7EE4 NOT PRESENTED

7EE5 What is the best virtual patient model? A focus group study
Andrzej Kononowicz, Jagiellonian University Medical College, Poland

7EE6 Virtual Patients for training the trainers: Experiences from the medical teachers of tomorrow
Eleni Dafli, Aristotle University of Thessaloniki, Greece

7EE7 A pilot study of the obstacles and highlights performance of different training year physicians in difficult airway intubation training program - in a novel simulator
Shu-Chen Liao, Chang Gung Memorial Hospital, Keelung, Taiwan

7EE8 MOVED TO SESSION 8DD
7EE09 A new innovation: flashlight visual field simulator: easier to understand the complex optic pathway, low cost and more fun
Napat Thanakitjanont, Yachira Phuket Hospital Medical Education Center, Thailand

7EE10 Simulation Technologies in Cardiopulmonary Resuscitation: From Basic Approach to Team Training
Anton Vorobev, Surgut State University, Russia

7EE11 Teaching How to Save Lives: CPR Teaching Through Simulation and Multimedia Resources
Maira Loesch, Pontificia Universidade Catolica do Parana, Brazil

7EE12 Implementing a standardized UHC Simulation for medical students
Tatiana Zebrova, International Federation of Medical Students’ Associations

7EE13 The AURA Study: Assessing Usefulness of Virtual Reality Mobile Application in Flexible Videoscope Airway Training
Ying Wei Yau, National University Hospital, Singapore

1015-1200 #7FF ePosters: Technology Enhanced Learning 1
Moderator: Tobias Raupach, Germany
Location: Crystal Lounge, Level 1

7FF01 Nationwide implementation of the Non Invasive Prenatal Test for aneuploidy screening: Pre-post implementation evaluation of a blended learning for counselors
Linda Martin, Amsterdam UMC, VUMc, AVAG, The Netherlands

7FF02 Application of Face-to-Face Education and Online Courses on Palliative Care Education by Using Multimedia Teaching Materials
Shao-Yu Hsu, Taipei City Hospital, Taiwan

7FF03 Using blended teaching methods to improve nursing staff cognition, affection, and skill of HSCT care in hematology unit
Yen-Ni Sung, Taipei Veterans General Hospital, Taiwan

7FF04 The Effectiveness of using Interactive E-book on nurses’ learning motivation and knowledge of electrocardiogram interpretation
Chien-Lin Kuo, National Taipei University of Nursing and Health Sciences, Taiwan

7FF05 An evaluation of a case-based e-learning module on non-accidental injury for medical students
Niamh Ryan, University of Dundee, UK

7FF06 Stronger together – Virtual University of Occupational Health Care supports specialist physician training
Lena Selänne, University of Helsinki, Finland

7FF07 All in the Mix: The Use of Blended Learning for Trainee Anaesthetists
David Marriott, University Hospitals of Leicester, UK

7FF08 On-line learning improves contouring skills in radiotherapy. An ESTRO-FALCON-IAEA study
Jon Cacicedo, Cruces University Hospital, Spain

7FF09 Undergraduate and residency integration mediated by telemedicine: An experience of the surgery and psychiatry units
José Diniz Junior, Universidade federal do Rio Grande do Norte EBSERH, Brazil

7FF10 Blended learning: Students’ Perception and Impact of Formative Assessment on Blackboard on the Final Marks in Endocrine Module
Mukhtar Baig, Faculty of Medicine, Rabigh, King Abdulaziz University, Jeddah, Saudi Arabia

1015-1200 #7GG Posters: Faculty Development
Moderator: Alice Fornari, USA
Location: Hall/Foyer F, Level 0

7GG01 A Model Workshop for Writing Systematic Review Protocols at Teaching Hospitals: The Final Report
Yuki Kataoka, Hyogo Prefectural Amagasaki General Medical Center, Japan

7GG02 Social Factors in Clinical Teachers’ Learning Into Practice Following Faculty Development Programs
Szu-Han Wang, Chang Gung Memorial Hospital, Linkou Branch, Taiwan

7GG03 NOT PRESENTED

7GG04 Faculty Development Activities for Biomedical Educators at Avalon University School of Medicine (AUSOM)
Sateesh Babu Arja, Avalon University School of Medicine, Netherlands Antilles

7GG05 Evaluating a top-class in medical teaching
Marjel van Dam, UMC Utrecht, The Netherlands
7GG07 Transforming Clinicians into Leading Medical Educators: Outcomes from an Innovative Programme
Kate Seddon, Avon and Wiltshire Mental Health Partnership NHS Trust (AWP), UK

7GG08 School of Junior Academics: The Case of Riga Stradiņš University
Nora Jansone-Ratinika, Riga Stradiņš University, Latvia

7GG09 Perspectives of Academic Staff on the Roles of the Newly Appointed Teacher in Health Sciences
Chantel van Wyk, University of the Free State, South Africa

7GG10 A heuristic workshop improves emergency medicine physicians’ ability to design and conduct effective bedside teaching rounds
Jihai Liu, Department of Emergency Medicine, Peking Union Medical College Hospital, China

7GG11 Effectiveness of Examiner Training in Preparing Medical Students as Mock OSCE Examiners
Jian Hui Koo, Lee Kong Chian School of Medicine, Singapore

7GG12 How we implemented a train-the-trainer workshop for medical student engagement to develop a teaching ward program
Ching Chung Lin, MacKay Memorial Hospital, Taiwan

7GG13 Teacher’s Wellness - a workshop combined with MBSR and mentoring skills for clinical teachers - what did we find?
Pei-Chun Lin, Far Eastern Memorial Hospital, Taiwan

7GG14 Clinical Teachers’ Translating Learning into Practice following Faculty Development Programs: A questionnaire study
Ming-Ju Hsieh, Chang Gung Memorial Hospital, Chang Gung University, Taiwan

7GG15 A qualitative study of outpatient clinical teachers’ pedagogical skills in the French part of Switzerland: a call for targeted training
Marie-Claude Audétat, UDERM at UJGP, Faculty of Medicine, University of Geneva, Switzerland

7GG16 Survey among students and residents at the Reims Faculty of Medicine leading to the “Clinical supervision in 300 seconds” program, a doctor’s toolbox for the supervision of students
Evan Gouy, Reims Faculty of Medicine, France

7GG17 Clinical supervision training project at the Faculty of Medicine in Reims: inventory of the situation before implementation
Mathias Brugel, Reims Faculty of Medicine, France

7HH01 Exploring the performance and desired capabilities of model clinical teachers - Aligning with The Academy of Medical Educators’ Professional Standards
Jer-Chia Tsai, Kaohsiung Medical University Hospital, College of Medicine, Kaohsiung Medical University, Taiwan

7HH02 Analysis of teaching doctor statue required by junior residents
Yasuhiro Itsui, Department of Medical Education Research and Development, Tokyo Medical and Dental University, Japan

7HH03 Teaching practices in health undergraduate programs: Two sides of the coin
Cristhian Perez, Universidad de Concepcion, Chile

7HH04 Interpretation of the professional identity of the medical educator as a member of an educational project
Mildred Vanessa Lopez Cabrera, Tecnologico de Monterrey, School of Medicine and Health Sciences, Mexico

7HH05 Our experience with the development of a Teaching Quality Index, a tool to credit teachers for their educational achievements
Levente Kiss, Semmelweis University, Teaching Center, Department of Physiology, Hungary

7HH06 Effective Evaluation of Faculty Work: Using Clinical teaching Walkthroughs
Ming-Chen Hsieh, Department of Medical Education, Buddhist Tzu Chi General Hospital, Hualien, Taiwan, Taiwan

7HH07 Relationship between teaching performance and resident’s academic achievement
Liz Hamui, Facultad de Medicina, Universidad Nacional Autonoma de Mexico, Mexico

7HH08 Effect of Peer Observation on Evidence-Based Medicine Curriculum
Cheng-Tau Chen, Department of Pharmacy Practice, Tri Services General Hospital, Taiwan

7HH09 Recharge activities preventing burnout in medical teachers
Prawit Wannaro, Hatyai Hospital, Thailand

7HH11 The factors related to the burnout of the medical staff in tertiary care medical center
Siriwut Kittiphothinant, Vachira Phuket Hospital, Thailand

7HH12 Near-peers with benefits: a foundation doctor led revision course for medical students preparing for finals examinations
William Doce, North Bristol NHS Trust, UK
7HH13 A Junior doctor-led revision programme for finals: what are the benefits?  
Katherine Francis, Great Western Hospital, Swindon, UK

7HH14 Teaching of Undergraduate Medical Students by Paediatric Trainees  
Emily Botcher, University Hospitals Coventry and Warwickshire, NHS Trust, UK

7HH15 Can't Teach, Won't Teach: improving doctors' teaching performance and development  
Dhanya Pillai, University Hospitals Coventry and Warwickshire, UK

7HH16 The Near Peer Mentor: Perspectives of Mentors and Mentees in Postgraduate Medical Education  
Matthew Aldridge, North Bristol NHS Trust, UK

7HH17 Effectiveness of Resident-as-Teacher programmes in family medicine: A systematic review  
Hervé Maisonneuve, France

7HH18 The effectiveness of “educational teams” for developing the teaching skills of senior residents  
Shunsuke Kosugi, Aso Iizuka Hospital, Japan

7HH19 Enhancing the professional development of junior doctors during clinical teaching fellowships  
Jonathan Fox, Imperial College London, UK

7HH20 A structured and integrated paediatric near-peer learning programme (PaedsPALS) led by foundation year doctors for undergraduate students  
Natasha G, Addenbrooke’s Hospital, Cambridge, UK

1015-1200 #7II Posters: Curriculum Subjects 3  
Moderator: Ricardo Leon, Mexico  
Location: Hall/Foyer F, Level 0

7II01 Health Literacy - achieving better practices for patient-centered communication  
Tzu-I Tsai, National Yang-Ming University, Taiwan

7II02 Physical activity knowledge, attitudes and behaviours of pre-clinical medical students in Australia  
Rhys Kelly, Deakin University - School of Medicine, Australia

7II03 Public Health Exchanges for Students  
Anna Herzeg, International Federation of Medical Students Associations

7II04 NOT PRESENTED

7II05 Interactive methods to teach and learn about violence against women  
Vander Guimarães Silva, Faculdade de Medicina de Petrópolis, Brasil

7II06 Small group learning to aid broaching of lifestyle choices and advise with patients in the Physician Associate Programme  
Sajeed Din, Medical Education BSc, Barts and the London, Queen Mary, University of London, UK

7II07 Structure and agency: education for behavior change  
Richard Ayres, Plymouth Peninsula Schools of Medicine and Dentistry, UK

7II08 Digital Health - a gap in medical education  
Lina Mosch, European Medical Students’ Association

7II09 Human Factors Training for Undergraduate Medical Students  
Aliyah Choudhary, NHS, UK

7II10 Doctors & Crows: Exploring the Didactic Value of Literature and Metaphor in Forming a Better Understanding of the Grieving Process  
Oliver Hodge, University of Bristol, UK

7II11 Validation and Application of an instrument to assess attitudes and difficulties of forensic science students confronting death during forensic practice  
Ileana Petra, National Autonomous University of Mexico, Mexico

7II12 NOT PRESENTED

7II13 The medical student’s attitude toward the pioneer curriculum on palliative care  
Weerajit Thipprasert, Roiet Hospital Medical Education Center, Thailand

7II14 Review of a three-in-one palliative-care curriculum for junior medical students: First time in Taiwan  
Kuei-Yu Liu, National Taiwan University School of Medicine, Taiwan

7II15 “I felt, at that moment, that I was betraying my ideals”: Emotional Responses of Residents when Taking Care of Patients at the End-of-Life  
Heloisa Tukasui Peres, State University of Campinas, Brazil

7II16 Validation of a skill-based team learning curriculum in workplace violence prevention for nursing students  
Fu-Li Chen, Fu Jen Catholic University, Taiwan

7II17 Medical Education and Preventive Medicine: A System Dynamics Approach  
Tiffany McLure, David Geffen School of Medicine at UCLA, USA

7II18 Improving Nutrition Education in Medical Schools: the ESPEN-NEMS project  
Stephane Schneider, Gastroenterology and Nutrition, Centre Hospitalier Universitaire de Nice, France

7II19 Investigation on the Requirement and Recognition of Medical Ethics Education for Hospital Staff  
Pei-Wei Wang, Taipei City Hospital, Taiwan
7J10 Medical Law Teaching in Thai Medical Schools
Smith Kerdsin, Somdejphrajaotaksin Maharaj Hospital Medical Education Center, Thailand

7J11 Community based medical camp as one of the best methodologies of community based educational learning to approach patient as educator
Tuangprot Porapaktham, Sawanpracharuk Medical Educational Center, Thailand

7J12 Early Exposition to General Practice for Second-Year Medical Students: An Opportunity to Discover Clinical Examination, Professionalism and the Roles of General Practitioners?
Sophie Sun, Collège Universitaire de Médecine Générale, Université de Lyon, France

7J13 What do medical students learn from Pediatrics family home visit? Mixed method
Nawarat Aronyadech, Sunpratisitthiprasong Hospital, Thailand

7J14 Medical student’s perspective on home visiting program
Bor-Yuun Tseng, School of Medicine, Buddhist Tzu Chi University, Taiwan

7J15 NOT PRESENTED

7J16 Influencing nursing students’ perceptions of community care with curriculum redesign
Margriet van Lersel, Amsterdam University of Applied Sciences, Netherlands

7J17 Visiting rural hospital as an inspiration tool during selection for rural doctors
Wisana Hongkan, Collaborative Project to Increase Production of Rural Doctors, Thailand

7J18 Students’ rural background and training in well-equipped rural teaching hospitals enhance intention to return to work in rural hometown
Ananya Chutimarat, MNST Medical Education Center, Thailand

7J19 NOT PRESENTED

7J20 Rural community site visit: the essential step of student selection for rural medical program
Supat Hasuwannakit, Hatyai Medical Education Center, Ministry of Public Health, Thailand

7J21 How to improve medical students’ interest in rural area: Lessons from TAK
Chaiyakit Udnan, Somdejphrajaotaksin Maharaj Hospital Medical Education Center, Thailand

7J22 NOT PRESENTED

7J10 Task-based assignment in community curriculum as a educational tool for achieving real life professional doctor
Narut Wongsakorn, Sawanpracharuk Hospital, Thailand

7J11 Home Visits as Interprofessional Learning Activity for Students in Primary Care
Christina Olsson, Academic Primary Healthcare Centre, Sweden

7J12 Task-based assignment in community curriculum as a educational tool for achieving real life professional doctor
Narut Wongsakorn, Sawanpracharuk Hospital, Thailand

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<tr>
<td>7KK01</td>
<td>Qualitative analysis shows that healthcare students value early inter-professional collaboration during an overseas medical trip to Nepal</td>
<td>Hall/Foyer F, Level 0</td>
<td>Tuesday, 27th August</td>
<td>Jia Shun Reuben Ho, Lee Kong Chian School of Medicine, Nanyang Technological University, Singapore</td>
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<tr>
<td>7KK02</td>
<td>The role of clinical pharmacist in assistant teaching of local anaesthetic agents topic in medical students</td>
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<td>Tuesday, 27th August</td>
<td>Isariya Piromrat, Buriram Hospital, Thailand</td>
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<td>7KK03</td>
<td>The effectiveness of Inter-Professional Education (IPE) Template: Evaluated by Kirkpatrick model</td>
<td>Hall/Foyer F, Level 0</td>
<td>Tuesday, 27th August</td>
<td>Wei Fang Wang, National Cheng Kung University Hospital, College of Medicine, National Cheng Kung University, Taiwan</td>
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<td>7KK04</td>
<td>How other disciplines influence team members during multi-disciplinary decision making</td>
<td>Hall/Foyer F, Level 0</td>
<td>Tuesday, 27th August</td>
<td>Kumiko Yamaguchi, Tokyo Medical and Dental University, TMDU, Japan</td>
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<tr>
<td>7KK05</td>
<td>What Happens When Words Become Action? Undergraduate and Graduate Students’ Experiences in an Interprofessional Education Program at the Northern Ontario School of Medicine</td>
<td>Hall/Foyer F, Level 0</td>
<td>Tuesday, 27th August</td>
<td>Gayle Adams-Carpin, Northern Ontario School of Medicine, Canada</td>
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<td>7KK06</td>
<td>A qualitative study on the impact of IPE in clinical clerkships on clinical educators</td>
<td>Hall/Foyer F, Level 0</td>
<td>Tuesday, 27th August</td>
<td>Mayumi Asahina, Chiba University School of Medicine, Japan</td>
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<td>7KK07</td>
<td>Experiential Learning “Healthy Aging” program for Interprofessional education (IPE): Challenges and Rewards</td>
<td>Hall/Foyer F, Level 0</td>
<td>Tuesday, 27th August</td>
<td>Jyotsna Pandey, Central Michigan University College of Medicine, USA</td>
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<td>7KK08</td>
<td>Patients’ Role in Interprofessional Education in the Community</td>
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<td>Tuesday, 27th August</td>
<td>E Nok Enoch Ng, Faculty of Medicine, The Chinese University of Hong Kong</td>
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<tr>
<td>7KK09</td>
<td>Promoting student contribution at Interprofessional Education workshops - differences among eight health professions</td>
<td>Hall/Foyer F, Level 0</td>
<td>Tuesday, 27th August</td>
<td>Chiharu Kawakami, St. Luke’s International University, and Tokyo Medical and Dental University, Japan</td>
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<tr>
<td>7KK10</td>
<td>Assessment of Functional Ability and Rehabilitation Course - Interprofessional Pilot</td>
<td>Hall/Foyer F, Level 0</td>
<td>Tuesday, 27th August</td>
<td>Katri Salokangas, University of Eastern Finland, Finland</td>
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<tr>
<td>7KK11</td>
<td>A successful, enjoyable interprofessional education program for first-year healthcare students</td>
<td>Hall/Foyer F, Level 0</td>
<td>Tuesday, 27th August</td>
<td>Ryota Asai, Nagoya University School of Medicine, Japan</td>
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<tr>
<td>7KK12</td>
<td>What barriers to medical-dental collaboration did health professions students find during their clinical education? A pilot study</td>
<td>Hall/Foyer F, Level 0</td>
<td>Tuesday, 27th August</td>
<td>Rintaro Imajuku, Gifu University, Japan</td>
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<tr>
<td>7KK13</td>
<td>Student reflections on inter-professional education: what students have learned?</td>
<td>Hall/Foyer F, Level 0</td>
<td>Tuesday, 27th August</td>
<td>Chitikasaem Suwanrath, Prince of Songkla University, Thailand</td>
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<tr>
<td>7KK14</td>
<td>Differences in effects of interprofessional education workshops by students’ discipline and gender among medical and dental students</td>
<td>Hall/Foyer F, Level 0</td>
<td>Tuesday, 27th August</td>
<td>Nobutoshi Nawa, Tokyo Medical and Dental University, Japan</td>
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<tr>
<td>7KK15</td>
<td>Developing an interprofessional student learning collaboration using simulation to teach technical and human factors</td>
<td>Hall/Foyer F, Level 0</td>
<td>Tuesday, 27th August</td>
<td>Ato Ocansey, Education Academy, St Bartholomew’s Hospital, UK</td>
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<tr>
<td>7KK16</td>
<td>Same Role. Different Profession: A quasi-experimental study of an inter-professional prescribing masterclass featuring undergraduate medical students and nonmedical graduate prescribing students</td>
<td>Hall/Foyer F, Level 0</td>
<td>Tuesday, 27th August</td>
<td>Alexandra Rolfe, University of Edinburgh, UK</td>
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<tr>
<td>7KK17</td>
<td>Simulation-Based ICU Bed-Side Rounding Required IPE Course for American Medical School Students</td>
<td>Hall/Foyer F, Level 0</td>
<td>Tuesday, 27th August</td>
<td>Valery Kozenenko, USD SSOM, USA</td>
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<td>7KK18</td>
<td>Modeling the effect of social interdependence in interprofessional collaborative learning</td>
<td>Hall/Foyer F, Level 0</td>
<td>Tuesday, 27th August</td>
<td>Ikuo Shimizu, Shinshu University, Japan</td>
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<td>7KK19</td>
<td>Retentive learning of closed-loop communication - a post simulation focus group interview study</td>
<td>Hall/Foyer F, Level 0</td>
<td>Tuesday, 27th August</td>
<td>Sabine Nabecker, Department of Anaesthesiology and Pain Medicine, Bern University Hospital, University of Bern, Switzerland</td>
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**#7LL Posters: Assessment: Written and Standard Setting**

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<tr>
<td>Hall/Foyer F, Level 0</td>
<td>Tuesday, 27th August</td>
<td>Using the “Think-aloud” approach in Script Concordance Test to better assess Clinical Reasoning in medical students</td>
<td>Michael SH Wan, University of Notre Dame, Australia</td>
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<td>Hall/Foyer F, Level 0</td>
<td>Tuesday, 27th August</td>
<td>What’s in it for me? Students’ Perspective on Relevance of Items in the National Medical Licensing Examinations in Germany</td>
<td>Lucas Thieme, German Medical Students Association (bvmd e.V.), Germany</td>
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<td>Hall/Foyer F, Level 0</td>
<td>Tuesday, 27th August</td>
<td>An Investigation of Distractor Functionality on the International Foundations of Medicine Clinical Science Examination based on Low-stakes and High-Stakes Testing Contexts</td>
<td>Raja Subhiyah, National Board of Medical Examiners, USA</td>
</tr>
</tbody>
</table>
A Collaborative Platform to Manage High Quality Assessment Items on a Large Scale
Yan Jin, The Chinese University of Hong Kong, Hong Kong

Objective Structured Knowledge Assessment (OSKA) - a novel formative assessment tool
Adam T Misky, Imperial College School of Medicine, UK

Psychometric-evaluation-guided improvement in assessment quiz of a specialty department in undergraduate medical education at King Khalid University, Saudi Arabia
Ahmed Maqbul ALHadithi, College of Medicine, King Khalid University, Saudi Arabia

Know when to hold ‘em: Answer changing behaviors in second year medical students
Terrence Miller, Touro University Nevada College of Osteopathic Medicine, USA

Problematic Multiple Choice Questions: the students’ view
Isabel Neto, Faculty of Health Sciences, University of Beira Interior, Portugal

Make a quiz, gain knowledge
Watcharaphol Poonual, Uttaradit Hospital, Thailand

Inter-examiner variation between different professional groups
Lauren Glen, University of Sheffield, UK

Determining the best Modified Angoff variant to standard set a rating scale-based clinical examination
Fun Gee Edward Chen, Yong Loo Lin School of Medicine, National University of Singapore, Singapore

Student understanding and anxieties surrounding standard setting in summative assessment
Sharon Sneddon, University of Glasgow, UK

Standard setting workshop with frame of reference training using simulated clinical encounters for a General Surgery Residency Faculty
Saleem Ahmed Abdul Kareem, Tan Tock Seng Hospital, Singapore

Modified Angoff vs Hofstee: a comparison of two standard setting methods
Carol Ditchfield, University of Glasgow, UK

Comparison of Standards Set for Written Exams by a Panel of Standard Setters Within a Medical School
Natalie Cope, Keele University, UK

Examining the Influence of Simulation Context on Learners’ Post-Simulation Reflections: A Comparison Study using Think Alouds
Abigail Konopasky, Uniformed Services University, USA

Using in-situ simulation (ISS) to identify latent safety threats (LST) on the Labour ward
Ayesha Lodhia, St Mary’s Hospital, UK

Simulation based teaching helps to break the Rookie Wall of junior interventional radiologist
Fan Lian, the first affiliated hospital of Sun Yat-sen University, China

Simulation in Healthcare: Manifestations of Anxiety and Motivation in a Medical Student Group
Maria Jacqueline Silva Ribeiro, Ceuma University, Brazil

RapidSIM: Retaining educational value in compressed simulation
Andrew McGucken, NHS GG&C, UK

Learning effects of tactile knowledge through palpation of diseased livers using a newly developed abdominal simulator
Kyoko Arai, School of Nursing, University of Shizuoka, Japan
7MM07 Assess the trainees' ability after ACLS simulation training compared with the non-sim era
Kalyane Asanasak, MEC Songkhla Hospital, Thailand

7MM08 Implementing high-fidelity simulation in interprofessional education leads to a better outcome: A case study in a tertiary hospital in northern Taiwan
Feng-Cheng Liu, Division of Rheumatology, Tri-Service General Hospital, Taiwan

7MM09 In situ simulation and its effects on patient outcomes: A systematic review
Vsevolod S. Perelman, Faculty of Medicine, University of Toronto, Schwartz Reisman Emergency Centre, SimSinai Centre, Canada

7MM10 Simulation-based learning to improve skills and confidence in Pediatric Advanced Life Support (PALS) of final year medical students
Pisprapa Noiming, Si Sa Ket Medical Education Center, Thailand

7MM11 Stories of Success: Demonstrating Improved Performance in Junior Doctors after Simulation: A 12 Month Follow-up Study
Nathan Oliver, NHS Lothian, UK

7MM12 NOT PRESENTED

7MM13 Mental Health Simulation for Paediatric Junior Doctors
Olatokunbo Sanwo, East Kent Hospital NHS Trust, UK

7MM14 Freedom from toxic impact from cytotoxic drugs by using VR simulation during chemotherapeutic drug preparation
Mei-Fang Chou, Tri-Service General Hospital, Taiwan

7MM15 Using a High Fidelity Simulator to improve diagnosis and management of spontaneous tension pneumothorax by 6th-year medical students of a University-Affiliated Medical School, Thailand
Waraphot Luangchiranaothai, Lampang Hospital, Thailand

7MM16 Experience of Simulated Patient Program in International Medical University: Lecturers', Students' and Patients' View
Goh Lay Khim, International Medical University (IMU), Malaysia

7MM17 Residents delivering bad news in Anaesthesiology - Exploring the experience, efficacy and cost-effectiveness of the use Standardised Patients and Peer Role Play
Ambika Paramasivan, National University Hospital, Singapore

7MM18 Needs assessment for Training Nursing students to be Standardized Patients: Perspectives of Standardized Patients
Su-Fen Cheng, National Taipei University of Nursing and Health Sciences, Taiwan

7MM19 Can simulated patients evaluate the students' performance in procedural skills in OSCE?
Predrag Bjelogrlic, University of St Andrews, School of Medicine, UK

7MM20 Applying standardized patients in hybrid simulation in team training: 11 years of experience
Min Shu Wang, Mackay Memorial Hospital, Taiwan

7MM21 Establishing the Principles of De-roling in Simulated Patient practice: a focus group study
Gabriel Tan, Lee Kong Chian School of Medicine, Singapore

1015-1200 #7NN MedEdPublish Clinic
Richard Hays, Trevor Gibbs, Ken Masters, Kerrie McKay, Claire MacRae, Joanne Greer, MedEdPublish, UK
Location: Suite E, Level 0

1200-1400 Lunch Break
Hall E/Entrance Hall (Level 0), Gallery (Level 1)

Soapbox Stage – Hall E, Level 0
1210-1230 BMJ
1230-1310 Primal Pictures
1310-1330 Logical Images Inc. dba VisualDx
1330-1350 Altus Assessments Inc. (CASPer)

Courses/Meetings
1215-1340 AMEE AGM
(AMEE Members only) Room 1.61-62, Level 1
1230-1330 ESME Course Room L8, Level 1
1230-1330 ESMELead Course Room 0.11-12, Level 0
1230-1330 ESME-CT Course
Room 0.96-97, Level 0
1230-1330 ESMESim Course Room 2.17, Level 2
1230-1330 RESME Course Room 0.49-50, Level 0
1230-1330 Diversity Group (closed meeting) Room L3, Level 1
1230-1330 IAMSE (closed meeting) Room 0.51, Level 0
Session 8: Simultaneous Sessions

1400-1530  #8A Symposium: Universal Health Education Coverage - Health and Education for the Global Community
Nick Bass (East London NHS Foundation Trust, London, UK); Jibril Handuleh (Amoud University, Barana, Somaliland); Ming-Jung Ho (Georgetown University, Washington DC, USA); Ruti Stashefsky-Margalit (Technion, Haifa, Israel); Manuel Mendes Costa (University of Minho, Braga, Portugal)
Location: Hall C, Level 2

1400-1530  #8B Symposium: Cost and value in medical education
Martin G. Tolsgaard (University of Copenhagen, Denmark); David A. Cook (Mayo Clinic, USA); Steven Maloney (Monash University, Australia); Jennifer Cleland (University of Aberdeen, UK)
Location: Hall A, Level 2

1400-1530  #8C Symposium: The Scope of Faculty Development: How Conceptual Frameworks Can Inform Educational Practices and Program Evaluation
Organised by the AMEE Faculty Development Committee:
Ivan Silver (University of Toronto, Canada); Clare Morris (Queen Mary University, London, UK); Karen Leslie (University of Toronto, Canada); Olanrewaju Sorinola (University of Warwick, UK); Diana Dolmans (Maastricht University, The Netherlands)
Location: Hall N, Level 1

1400-1530  #8D Short Communications: Teaching and learning - Games
Moderator: Eeva Pyörälä, Finland

1400-1415  8D1 The X-games. Improving students’ motivation and learning in radiology education by serious gaming
Marieke van der Schaaf, University Medical Center Utrecht, The Netherlands
Location: Room L3, Level 1

1415-1430  8D2 OB-GYN-4 model: an intra-curricular activity contributes to 7 essential life skills development
Phayao Suriyachai, Medical Education Center Phayao Hospital, Thailand
Location: Room L6, Level 1

1430-1445  8D3 When is the best time to use a serious game in undergraduate medical education? Findings from a prospective study
Nikolai Schuelper, University Medical Centre Göttingen, Germany
Location: Hall M, Level 1

1445-1500  8D4 Gamification of Medical Education: A Systematic Review
Anne van Gaalen, Universitair Medisch Centrum Groningen, the Netherlands
Location: Room L6, Level 1

1500-1515  8D5 Long-term effectiveness of using a serious game to train clinical reasoning: a prospective study with 1.5-year follow-up
Nikolai Schuelper, University Medical Centre Göttingen, Germany
Location: Room L6, Level 1

1515-1530  8D6 Escape games as educational content to teach communication and knowledge sharing skills to first-year medical students
Yoshikazu Asada, Jichi Medical University, Japan
Location: Room L6, Level 1

1400-1420  #8E Research Papers: Learning Teamwork and Methods
Moderator/Assessor: Simon Kitto, Canada
Assessor: Janneke Frambach, the Netherlands
Location: Hall M, Level 1

1420-1440  8E1 A case study of experiential learning in quality improvement: delving deeper into assumptions of project-based learning
Joanne Goldman, University of Toronto, Canada
Location: Hall M, Level 1

1440-1450  8E2 Making a lecture stick: The effects of spaced instruction on knowledge retention in medical education
Marjolein Versteeg, LUMC, Leiden, the Netherlands
Location: Hall M, Level 1

1450-1500  8E3 Exploring the undergraduate dental students’ views of collaborative learning in the clinical learning environment
Anna Dargue, University Hospitals Bristol NHS Foundation Trust, Bristol, UK
Location: Hall M, Level 1

1500-1520  8E4 On the same page? The relationship between teamwork within clinical teaching teams and the experienced learning climate of their residents
Iris Jansen, Amsterdam UMC, Amsterdam, The Netherlands
Location: Hall M, Level 1

1520-1530  Discussion

1400-1530  #8F Research Papers: Reviews of Literature
Moderator/Assessor: Dario Torre, USA
Assessor: Bridget O’Brien, USA
Location: Room L6, Level 1

1400-1415  8F1 A Scoping Review on The influence of prior performance information on ratings of present performance: Implications for learner handover
Susan Humphrey-Murto, University of Ottawa, Canada
Location: Room L6, Level 1

1415-1430  8F2 A Scoping Review on The influence of prior performance information on ratings of present performance: Implications for learner handover
Susan Humphrey-Murto, University of Ottawa, Canada
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<td>1420-1440</td>
<td>8F2 Patient involvement in health professionals' education: A meta-narrative review</td>
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<td>Paula Rowland, University of Toronto, Canada</td>
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<td>1440-1500</td>
<td>8F3 Educational implications of clinical service divisions: a Bakhtian analysis</td>
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<td>Clare Whitehead, University of Manitoba, Winnipeg, Canada</td>
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<td>8F4 Factors influencing autonomy supportive consultation: a realist review</td>
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<td>Joyce Kors, Amsterdam UMC, Vrije Universiteit Amsterdam, Research in Education, VUmc School of Medical Sciences, Amsterdam, Netherlands</td>
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<td>#8G PechaKucha™ 2</td>
<td>Room 1.85, Level 1</td>
<td>Sandra Carr, Australia</td>
<td>Southern Illinois University School of Medicine, USA</td>
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<td>1400-1409</td>
<td>8G1 An innovative concept model for on-call simulation training: 'Bleep test: Doc On Call'</td>
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<td>University Hospitals Leicester Trust, UK</td>
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<td>1409-1418</td>
<td>8G2 Beyond Statistics: an innovative staff student project challenging black stereotypes Bankou Alo, St. George’s University of London, UK</td>
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<td>1418-1427</td>
<td>8G3 Different Ways of Knowing: Teaching Visual Wisdom With Art</td>
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<td>Christine Todd, Southern Illinois University School of Medicine, USA</td>
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<td>1427-1436</td>
<td>8G4 Benefits of Student-Driven Wellness Choices Versus Mandated Wellness Programs in a Medical School Setting</td>
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<td>Robert Hage, St. George’s University, Grenada</td>
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<td>8G5 A Dose of Reality: The Cure for the Profession of Pharmacy?</td>
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<td>Amanda Chichester, University of Rhode Island, USA</td>
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<td>8G6 360 degree Theatre Induction</td>
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<td>Jumaid Fukuta, University of Bristol, UK</td>
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<td>1454-1503</td>
<td>8G7 Co-production: would it work for workplace-based assessment redesign? Raghda Al-Buady, Oman Medical Specialty Board, Oman</td>
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<td>#8H Short Communications: Patient as Educator 1</td>
<td>Room L2, Level 1</td>
<td>Julie Symons, UK</td>
<td>University of Bristol, UK</td>
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<td>8H1 A teaching course 'Experience of a diabetic patient' based on the partnership of a teaching patient and medical doctor Lucile Wahl, Faculty of Medicine, Université de Lyon, France</td>
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<td>Lucile Wahl, Faculty of Medicine, Université de Lyon, France</td>
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<td>1415-1430</td>
<td>8H2 Empowering adolescent patients in undergraduate medical education</td>
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<td>Jonathan Darling, Leeds Institute of Medical Education (UME), School of Medicine, University of Leeds, UK</td>
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<td>8H3 Seeing is believing: role of dermatology patient educators in undergraduate medical education</td>
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<td>Maulina Sharma, University of Nottingham, UK</td>
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<td>1445-1500</td>
<td>8H4 Making a difference: practical insights from co-production with diverse patients and communities Sam Regan de Bere, Peninsula Medical School, UK</td>
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<td>1500-1515</td>
<td>8H5 Patient educators lead and model social change - Youth facilitators teach students in the health professions about transition to adulthood for youth with childhood onset disabilities Darlene Hubley, Holland Bloorview Kids Rehabilitation Hospital, Canada</td>
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<td>8H6 Patient feedback in patient-centered communication skills training for medical students Anne Marie Rieffestahl, CAMES - Copenhagen Academy for Medical Education and Simulation, Denmark</td>
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<td>#8I Short Communications: Assessment: Work-Based Assessment</td>
<td>Room L2, Level 1</td>
<td>James Kwan, Singapore</td>
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<td>1400-1415</td>
<td>8I1 Do Direct Observation Tools Generate High Quality Narrative Feedback? Lessons from the Psychopharmacotherapy-Structured Observation Tool John Young, Donald and Barbara Zucker School of Medicine at Hofstra/Northwell, USA</td>
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<td>John Young, Donald and Barbara Zucker School of Medicine at Hofstra/Northwell, USA</td>
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<td>1415-1430</td>
<td>8I2 An Innovative and Comprehensive Workplace Based Assessment Framework for Australian General Practice Jill Benson, GPEx, Australia</td>
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<td>8I3 How students and specialists appreciate the Mini-Clinical Evaluation Exercise (Mini-CEX) in Indonesian clerkships Yoyo Suhoyo, Faculty of Medicine, Public Health and Nursing, Universitas Gadjah Mada, Indonesia</td>
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<td>Yoyo Suhoyo, Faculty of Medicine, Public Health and Nursing, Universitas Gadjah Mada, Indonesia</td>
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<td>8I4 How do postgraduate surgeons-in-training learn through the use of workplace-based assessment? Arpan Tahim, UCL, UK</td>
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<td>8I5 Practical Strategies for Evaluating and Improving the Content of a Workplace-based Observational Assessment Mark Raymond, National Board of Medical Examiners, USA</td>
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<td>1515-1530</td>
<td>8I6 Who’s Watching? Bedside Observation and Feedback Practices in Internal Medicine Michael Wang, McMaster University, Canada</td>
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<td>#8J  Short Communications: Faculty Development 1</td>
<td>Moderator: Carol Hodgson, Canada</td>
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<td>8J1 Supervisor Training In a Global Arena: Increasing international access to high quality faculty development</td>
<td>Veena Rodrigues, Norwich Medical School, UK</td>
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<td>8J2 Tips and tricks of opening an AMEE International Networking Centre: Lessons to be learned</td>
<td>Sofia Belogubova, Sechenov University, Russia</td>
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<td>8J3 Perception of a blended course as a tool for continuous improvement: Experience of Private University San Juan Bautista from Peru</td>
<td>Alberto Casas, Universidad Privada San Juan Bautista, Peru</td>
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<td>8J4 Pathways to Professional Excellence through a Digital Learning Hub</td>
<td>Karen Hills, PAEA, USA</td>
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<td>8J5 New Faculty Development Curriculum for Junior Faculty</td>
<td>Manjula Gowrishankar, Department of Pediatrics, University of Alberta, Canada</td>
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<td>#8K  Short Communications: Continuing Professional Development 3: Recognising a Doctor’s Competence</td>
<td>Moderator: Kristiina Patja, Finland</td>
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<td>8K1 The GMC revalidation knowledge test - summary of data</td>
<td>Alison Sturrock, UCL Medical School, UK</td>
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<td>1415-1430</td>
<td>8K2 Doctors’ experiences, attitudes, and beliefs about the regulation of professional competence: a scoping review</td>
<td>Anel Wiese, Medical Education Unit, University College Cork, Ireland</td>
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<td>8K3 Doctors’ attitudes to, beliefs about, experiences of, and suggested improvements for regulation of professional competence</td>
<td>Emer Galvin, University College Cork, Ireland</td>
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<td>8K4 Attitudes, benefits and barriers to participating in mandatory continuing professional development scheme in doctors in Ireland</td>
<td>Holly Hanlon, Royal College of Physicians of Ireland, Ireland</td>
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<td>8K5 Examining associations between data utilization for practice improvement and lifelong learning</td>
<td>Sanjeev Sockalingam, Centre for Addiction and Mental Health; University Health Network; University of Toronto, Canada</td>
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<td>#8L  Short Communications: Virtual Patients</td>
<td>Moderator: Luke Woodham, UK</td>
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<td>8L1 Flexible interprofessional learning using virtual patients</td>
<td>Samuel Edelbring, Örebro universitet, Sweden</td>
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<td>1415-1430</td>
<td>8L2 The role of epistemic activities on diagnostic outcomes in medical students’ learning with two different virtual patient case formats</td>
<td>Pablo Schäffner, Institut für Didaktik und Ausbildungsforschung in der Medizin am Klinikum der LMU München, Germany</td>
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<td>8L3 Students’ interaction and learning when working with an interprofessional virtual patient model in primary healthcare</td>
<td>Carrie Tran, Karolinska Institutet, Sweden</td>
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<td>8L4 Feasibility and utility of an immersive 360-video simulation of stressful clinical events to enhance self-efficacy</td>
<td>Steve Gallagher, Dunedin School of Medicine, University of Otago, New Zealand</td>
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<td>8L5 New insights into analysing virtual patient data</td>
<td>Tomi Ylä-Soinimäki, University of Helsinki, Finland</td>
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<td>8L6 Role of Faculty Revisited in the Era of AI driven Teaching and Learning</td>
<td>Smriti Pathak, Imperial College London, UK</td>
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<td>#8M  Short Communications: Student Wellbeing</td>
<td>Moderator: Young-Mee Lee, Korea</td>
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<td>8M1 Re-envisioning Exams: NBME’s Effort on Wellness (RENEW) project</td>
<td>Miguel Paniagua, National Board of Medical Examiners (NBME), USA</td>
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<td>8M2 Academic Environment and Mindfulness Interventions predict Wellness among Medical Students</td>
<td>Hector Eduardo Velasco, Touro University California, USA</td>
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<td>8M3 Comparison of face-to-face and online mindfulness interventions among healthcare professional students in Finland: A randomized controlled trial</td>
<td>Saara Repo, University of Helsinki, Faculty of Medicine, Finland</td>
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<td><strong>8M4</strong> Support cell for medical students</td>
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<td>Myriam Dergham, Faculté de Médecine Jacques Lisfranc - Saint Priest en Jarez, France</td>
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<td><strong>8M5</strong> Perception of self-medications among medical students in Saint-Etienne: quantitative study by self-questionnaire</td>
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<td>Sébastien Bruel, Department of General Practice, Jean Monnet University, St Etienne, France</td>
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<td><strong>8M6</strong> An innovative model for mental health care and educational support in Brazilian medical education context: Personal Development Planning (PDP) Framework</td>
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<td>Fernanda Mayer, Pontifícia Universidade Católica do Paraná, Brazil</td>
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<td><strong>#8N</strong> Short Communications: Subjects in the Curriculum</td>
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<td>Moderator: Jim Blatt, USA</td>
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<td><strong>8N1</strong> Humanism in Asian Medical Education - A Scoping Review</td>
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<td>Shi Qi Zhu, National University Health System - Department of Family Medicine, Singapore</td>
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<td><strong>8N2</strong> Integrating health economics teaching in Family Medicine: a case study from Thailand</td>
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<td>Win Techakeshakij, Lampang Hospital, Thailand</td>
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<td><strong>8N3</strong> Role of lifestyle Medicine in Medical School Curriculum</td>
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<td>Chaya Prasad, Western University of Health Sciences, USA</td>
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<td><strong>8N4</strong> Implementation and Evaluation of Emergency Ultrasound Training in a Swiss Medical School</td>
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<td>Andrea Meienberg, University Hospital Basel, Switzerland</td>
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<td><strong>8N5</strong> Development of Statistical Literacy and Scientific Reasoning &amp; Argumentation Skills in Medical Doctors</td>
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<td>Markus Berndt, University Hospital of LMU Munich, Institute for Medical Education, Munich, Germany</td>
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<td><strong>8N6</strong> An Evaluation Study of the Bioethics Curriculum of an Undergraduate Medical Program</td>
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<td>Anita Aliuna, The Aga Khan University, Pakistan</td>
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<td><strong>#8O</strong> Short Communications: Transition</td>
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<td>Moderator: Diana Wood, UK</td>
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<td><strong>8O1</strong> Introduction to Patient Care - An Innovative Learning Experience for Year 4 Medical Students commencing Clinical Placements</td>
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<td>Kate Leech, University of Edinburgh, Medical School, UK</td>
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<td><strong>8O2</strong> Mind the gap - Helping medical students bridge the gap between their theoretical courses and clinical practice. Contribution of a video-based approach</td>
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<td>Felicitas Beger, Medical Student, Université Catholique De Louvain, Belgium</td>
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<td><strong>8O3</strong> The U&amp;Me Near to Peer Junior Medical Staff Mentoring Program</td>
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<td>Louisa Ng, University of Melbourne, Australia</td>
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<td><strong>8O4</strong> The Learner Education Handover - Lessons Learned from the Beta-Test</td>
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<td>Aliya Kassam, University of Calgary, Canada</td>
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<td><strong>8O5</strong> Preparedness for practice affects how medical undergraduates regard themselves as medical professionals, teamwork ability, and cognitive flexibility</td>
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<td>Chung-Hsien Chaou, Chang Gung Medical Education Research Center, Taiwan</td>
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<td><strong>8O6</strong> First Night-on-Call (FNOC): Establishing a Community of Practice and Culture of Patient Safety for Incoming Interns</td>
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<td>Adina Kalset, New York University School of Medicine, USA</td>
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<td><strong>#8P</strong> Short Communications: Interprofessional Education 2</td>
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<td>Moderator: Ricardo Leon, Mexico</td>
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<td><strong>8P3</strong> How Identity Matters: A Qualitative Study of Interprofessional Feedback in Diabetology Training</td>
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<td>Katrin Feller, University Hospital of Bern, Switzerland</td>
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<td><strong>8P4</strong> UK trainee clinical scientists’ perceptions and experience of Interprofessional Education</td>
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<td>Jasmin Patel, University of Birmingham, UK</td>
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<td><strong>8P5</strong> The interprofessional training ward Zurich - Conceptualisation and Roll out</td>
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<td>Gert Ulrich, &quot;Interprofessional Training Ward Zurich&quot; Network, Switzerland</td>
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<td><strong>8P6</strong> Construction and validation of geriatric cases for Interprofessional Education</td>
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<td>Carolyn Teuwen, Noordwest Ziekenhuisgroep, the Netherlands</td>
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1400-1530 #8Q Short Communications: Selection: Widening Access
Moderator: Lyndal Parker-Newlyn, Australia
Location: Room 0.15, Level 0

1400-1415 8Q1 Well begun is half done: The importance of an inclusive programme at the start of (bio)medical education
Göniil Dilaver, UMC Utrecht, the Netherlands

1415-1430 8Q2 Social justice in medical education: inclusion is only the first step
Marco Antonio de Carvalho Filho, UNICAMP - University of Campinas, Brazil

1430-1445 8Q3 High school grade discounting to widen access to medicine: should we do it? If so, how low should we go?
Lewis Paton, University of York, UK

1445-1500 8Q4 Widening Access to Medical Education: Comparing a Situational Judgement Test to other selection measures
Kelly Dore, McMaster University, Canada

1500-1515 8Q5 Medical school choice among applicants from different social backgrounds: A national qualitative interview study in the United Kingdom
Elliot Rees, UCL Medical School, UK

1515-1530 Discussion

1400-1530 #8R Short Communications: Postgraduate Education 4
Moderator: Juliana Sa, Portugal
Location: Room 0.16, Level 0

1400-1415 8R1 Resilience and Burnout: comparison between postgraduate year 1 (PGY1) doctors and faculty members in a Paediatric Department within a tertiary hospital in Singapore
Mae Yue Tan, Khoo Teck Puat-National University Children’s Medical Institute, National University Health System, Singapore

1415-1430 8R2 Holding Hands: An Initiative to Improve Junior Doctor Wellbeing
Magali Dubus, East Kent Hospitals University Foundation Trust, UK

1430-1445 8R3 The conceptualization of educational supervision amongst supervisors and residents in a postgraduate psychiatry residency training program
Lay Ling Tan, Changi General Hospital, Singapore

1445-1500 8R4 Competency-based medical education training and evaluation in the field of clinical microbiology laboratory
Wen-Shyang Hsieh, Department of Medical Laboratory, Taipei Medical University-Shuang Ho Hospital, Taiwan

1500-1515 8R5 A dramaturgical analysis of a paediatric team handover
Stephen Bradley, Lakes District Health Board, New Zealand

1515-1530 Discussion

1400-1530 #8S Short Communications: Gender
Moderator: Laura Hirshfield, USA
Location: Room 0.51, Level 0

1400-1415 8S1 The potential impact of a pending labor law on young doctors in Japan: an analysis of national microdata from biennial government surveys (1956-2016)
Kayo Fukami, National Institute of Technology, Toba College, Japan

1415-1430 8S2 The ’5x5 Approach’ for clinical reasoning has larger effect on male than female residents
Hisashi Shimozono, Tokyo Medical and Dental University, Japan

1430-1445 8S3 Can published information from research impact on unwanted differential performance by candidate sex? A six-year review of attempts to reduce male/female differential performance in a national family
MeiLing Denney, RCGP, UK

1445-1500 8S4 Implementing intersectionality in the general practice curriculum of the model study program at the Hannover Medical School Kambiz Afshar, Hannover Medical School, Germany

1500-1515 8S5 “I have no choice but to challenge myself”: Masculinities and professionalism behind ikumen-movement among male physicians in Japan
Noriki Kamihiro, Medical Education Center, Kyoto University, Japan

1515-1530 8S6 Transgender people teaching medical students about transgender health: a mixed methods evaluation
Anne Swift, University of Cambridge, UK

1515-1530 No Discussion

1400-1530 #8T Round Table: Threshold Concepts
Moderator: Olle ten Cate, the Netherlands
Location: Room L5, Level 1

1400-1415 8T1 Threshold Concept-Based Transition Pedagogy in Pathway Programs Supporting Students’ Transition into Allied Health Degrees
Shaimaa Atwa, Western Sydney University, Australia

1415-1430 8T2 Getting Practical: What Can We Do with Threshold Concepts in Medical Education?
Janice Hanson, Washington University in St. Louis School of Medicine, USA

1430-1445 8T3 Coaching Learners Towards Formulating Professional Identity Using Threshold Concepts in Professionalism
Parag Jain, Baylor College of Medicine and Texas Children’s Hospital, USA
#8U Conference Workshop: A Speed Mentoring Workshop: A venue for health professions educators to network and seek advice from experts
Subha Ramani, Harvard Medical School, Boston, USA; Helena Filipe, University of Lisbon, Portugal; Alice Fornari, Northwell Health, Hofstra University, New York, USA; Richard Huys, James Cook University, Tasmania, Australia; David Irby, University of California San Francisco, USA; Rashmi Kusurkar, Amsterdam UMC, Vrije Universiteit Amsterdam, the Netherlands; Judy McKimm, Swansea University School of Medicine, UK; Gary Rogers, Griffith University, Queensland, Australia; Teri Turner, Baylor College of Medicine, USA; Margaret Chisolm, Johns Hopkins University, USA; Elizabeth Kachur, Global Consulting, New York, USA; Patricia O'Sullivan, University of California San Francisco, USA; Daniel Schumacher, University of Cincinnati, USA; Harish Thampy, University of Manchester, UK; Keith Wilson, Dalhousie University, Canada
Location: Room L8, Level 1

#8V Conference Workshop: How Can Students Improve Your Medical School Curriculum?
Catarina Pais Rodrigues, Katerina Dima, Silvia Matilda Astefanei, International Federation of Medical Students Associations; Tao Le, Scholar Rx, USA
Location: Room 0.11-12, Level 0

#8W Conference Workshop: The A-Z of Curriculum Mapping : Pedagogy to Implementation
Colin Lumsden, Lucie Byrne-Davis, Hilary Dexter, Timothy Cappelli, University of Manchester, UK
Location: Room 0.49-50, Level 0

#8X Conference Workshop: Development of Institutional Assessment Framework: Practical Approaches for Postgraduate Education
Hui Meng Er, Vishna Devi Nadarajah, Noraidah Yusoff, International Medical University, Malaysia
Location: Room 0.96-97, Level 0

#8Y Conference Workshop: Young Medical Educators’ Workshop: Taming Wicked Issues with Adaptive Action
Sören Huwendiek, Institute for Medical Education, Department for Assessment and Evaluation; Stewart Mennin, Human Systems Dynamics Institute, USA; Monica van de Ridder, College of Human Medicine Michigan State University / Spectrum Health, USA; Charlotte Ringsted, Centre for Health Sciences Education, Denmark
Location: Room 2.17, Level 2

#8Z Conference Workshop: How to use Technology to Demonstrate Scholarship in Medical Education
AMEE TEL Committee: Poh Sun Goh, Yong Loo Lin School of Medicine, National University of Singapore, Singapore; John Sandars, Edge Hill University, UK; Alexandra Webb, ANU College of Health and Medicine, Australia; Michael Botelho, The University of Hong Kong, Hong Kong; Peter de Jong, Leiden University Medical Center, The Netherlands; Martin Pusic, NYU Longone Health, USA
Location: Room 2.44, Level 2

#8AA Conference Workshop: A Whole New Medical Educator for 2025 and Beyond
Sheila Crow, University of Miami Miller School of Medicine, USA; Brownie Anderson, National Board of Medical Examiners, USA
Location: Room 2.61, Level 2

#8BB Conference Workshop: The Long and the Short of It - Using Very Short Answer items for Summative Assessment
Rachel Westacott, University of Leicester, UK; Celia Brown, University of Warwick, UK
Location: Room 2.83, Level 2

#8CC Conference Workshop: Next Generation OSCE Checklists: Crowdsource authoring as a tool for developing, modifying and localizing OSCE checklists
Daniel Salcedo, Center for Education in Medical Simulation, Taiwan; Che-Wei Thomas Lin, Wencheng Huang, Wanhao Hospital, Taipei Medical University, Taiwan; Barry Issenberg, University of Miami Gordon Center for Simulation and Innovation In Medical Education, USA; Jen-Chieh Wu, Taipei Medical University Hospital, Taiwan; Jann Ruey Ong, Shuang Ho Hospital Taipei Medical University, Taiwan
Location: Room 2.95, Level 2
**8DD01 From doctor in charge to doctor as coach**
Ms. Katia Natulewicz, Amsterdam University Medical Centers, The Netherlands

**8DD02 “Finding My People”: A Longitudinal Study of Physicians in a Master’s in Medical Education Program**
Samuel Rosenblatt, Children’s Hospital of Philadelphia, USA

**8DD03 Lessons learnt in the conduct of a pilot interprofessional education program and ward rounds in Singapore**
Oh Moh Chay, KK Women's and Children's Hospital, Singapore

**8DD04 Accelerated Readiness of Trainees in Oncology to Clinical Practise: Combining e-learning and Facilitated Group-based Discussion Led by Peers**
Maiken Uhrai, Department of Oncology, Aarhus University Hospital, Denmark

**8DD05 How the implementation of team-based learning into introductory session regarding transition into Clinical Year influences medical students’ confidence in adapting to Clinical Year**
Sunee Neesanun, Department of Internal Medicine, Sawanpracharuk Hospital, Thailand

**8DD06 An exploratory study of an individualized coaching exercise for professional development and support of Infectious Diseases physicians**
Sharavan Sadasiv Mucheli, NHG - Tan Tock Seng Hospital, Singapore

**8DD07 NOT PRESENTED**

**8DD08 Enhancing knowledge of nursing staff with bedside teaching and cross-team discussion in the nephrology ward**
Chia Jung Chan, Taipei Medical University Hospital, Taiwan

**8DD09 What does it mean to be a medical intern? A phenomenographic study**
Matilda Liljedahl, Sahlgrenska University Hospital, Sweden

**8DD10 The role of a one week Transition Course in preparing students for Foundation Year 1: Views of medical students and Foundation doctors**
Rebekah Judge, Imperial College London, UK

**8DD11 NOT PRESENTED**

**8DD12 Postgraduate Education Fellows: Bridging the gap between trainees and trainers**
Luciana Sowole, West Midlands University Hospital, Chelsea and Westminster NHS Foundation Trust, UK

**8DD13 In situ Mock Codes or Sim Center Team-Based Training: Best bang for the buck? Lessons learned at our Center: Content**
Mena Khan, Central Michigan University College of Medicine, USA
8EE12 How to gain Radiology Knowledge?
Comparison between the group lecture and integration learning of 4th year medical students in Lampang Hospital MEC
Sarawadee Chatchavan, Lampang Hospital Medical Education Center, Thailand

8EE13 Flipped classroom Versus Classic Lectures in Medical Education: What do Moroccan Students Prefer?
Ghita Hjiej, Université Mohamed Premier, Morocco

8EE14 The Perspectives of Evidence-Based Health Care Teaching on Undergraduate Medical Education in Taiwan
Yu-Fang Huang, National Cheng Kung University Hospital, College of Medicine, National Cheng Kung University, Taiwan

8FF09 Clinical, social, and educational analyses of a University Extension project at a Riparian Community
Ricardo Costa, Barretos School of Health Sciences Dr. Paulo Prata - FACISB, Barretos, São Paulo, Brazil

8FF10 Achieving Cultural Competency through a Blended Teaching Program - Creating a culturally safe environment
Pei-Ling Wu, E-Da Hospital, Taiwan

1400-1530 #8GG Posters: Surgery Education
Moderator: Paul Lai, Hong Kong
Location: Hall/Foyer F, Level 0

8GG01 Does Technology Cause a Placebo Effect in Medical Education?
Carl Gustaf S Axelsson, Department of Surgery, Massachusetts General Hospital, Harvard Medical School, USA

8GG02 Vaginal Delivery Manikin Test Effect National License Score in Undergraduate Medical Learning
Phornsawan Wasinghon, Buddhachinnaraj Hospital, Thailand

8GG03 Accreditation on Routine Practice to Improve Patient Safety - from Clinical Pathway to Medical education
Chih-Chien Cheng, Taipei City Hospital, Taiwan

8GG04 Assessment of knowledge and work-based based education of transfusion medicine in tertiary care, non-university hospital, a pilot study
Yada Siriphannon, Buriram Medical Education Center, Thailand

8GG05 Chunk training versus holistic training for trauma boot camps
Osaree Akaraborworn, Prince of Songkla university, Thailand

8GG06 Do medical students understand the educational benefits in attending the operating theatre?
Shahid Bukhari, University College London Medical School, UK

8GG07 Learning FAST skill for small group using OSCE checklists
Smith Somsudee, VachiraPhuket Hospital, Thailand

8GG08 NOT PRESENTED

8GG09 Effect of Using Counseling Checklist in Colonoscopy Counseling Course for Colorectal Cancer Screening Patients in Fourth Year Medical Students, Vachira Phuket Hospital
Nutchaya Sukon, Vachira Phuket Hospital, Thailand
The impact of extracurricular surgical experience on veterinary students' performance of canine ovariohysterectomy and orchidectomy in a clinical skills curriculum
Julie Williamson, Lincoln Memorial University College of Veterinary Medicine, USA

How to work smarter not harder - a structured morning handover meeting saves time and improves learning outcomes
Per Heligso, South Jutland Hospital, Aabenraa, Denmark

McSTU: Multidisciplinary Course in Theatre Skills Training of Undergraduates
Fatima Nawrozadeh, London North West University Hospital NHS Trust, UK

Effectiveness of inter-professional education through a nursing attachment for medical students in Singapore
Qin Yi Lee, Tan Tock Seng Hospital, Singapore

Does the surgeon’s assistant role affect medical students’ confidence levels in surgical airway management?
Sorracha Sophanate, Ratchaburi Medical Education Center, Ratchaburi Hospital, Thailand

The Practical Application of 3-dimensional Printing Tools in Surgical Training Courses in the Metropolitan Hospital in mid-Taiwan
Cheng-Hsi Liao, Taichung Armed Forces General Hospital/National Defense Medical Center, Taipei, Taiwan

"Kahoot!" and online group chat boards facilitated the interpretation skills of chest radiograph in medical students
Rungnapa Pengprakhon, Buriram Medical Education Center, Thailand

Role of social media groups in Foundation Doctors
Yen-Jei Chen, Manchester University NHS Foundation Trust (MFT), UK

Optimizing the potential of social media in undergraduate curriculum: student perspective in Thailand
Phunlerd Piyaraj, Phramongkutklao College of Medicine, Thailand

Social Media Addiction in Medical Students at Khonkaen University, Thailand
Intira Anunpinjivatna, Mahasarakham Hospital, Thailand

Feasibility and efficacy of using mobile communication application to enhance clinical skill training
Li-Ying Huang, Fu Jen Catholic University Hospital, Taiwan

Development of an app-based learning tool for medical students to access local clinical skills resources
Niki Newman, University of Otago, Christchurch, New Zealand

Using smartphones during inpatient visits, is it unprofessional? The patients’ and their relatives perceptions
Chirabat Techato, MEC Songkhla Hospital, Thailand

How smartphone overuse is affecting our clinical year medical students
Napatatuman Manarat, Roi Et Hospital Medical Centre, Thailand

Preparing for Distance Learning: Designing an Online Orientation for Nurses
Machiko Saeki Yagi, Jichi Medical University, Japan

Developing Peer-to-Peer Public Health Online Courses
Katja Čič, International Federation of Medical Students Associations

The Effectiveness of Technology-Enhanced Learning on Electrocardiography Teaching to Undergraduate Medical Students
Chin Lin, National Defense Medical Center, Taiwan

An analytical model to assess the feasibility of integrating augmented reality applications into medical education curricula: a pilot study
Derrick Cheng, The Warren Alpert Medical School of Brown University, USA

Development of an Educational Video Assessment Scale
Lina Shehadeh, University of Miami, Miller School of Medicine, USA

Innovative Strategies for Clinical Microscopy Instruction: Virtual versus Light Microscopy
M. Jane McDaniel, Yale School of Medicine Physician Assistant Online Program, USA

Evaluating the Effects of Distance Learning on the Physician Assistant National Certifying Examination Pass Rate
Jennifer Forbes, Idaho State University, USA

Emotional goals in e-learning: possible or impossible
Nikoo Yamani, Isfahan University of Medical Sciences, Iran

Informing Entrustment Decisions: Designing Assessment Reports For Competence Committees Using Messick’s Validity Framework
Ryan Luther, University of Toronto, Canada
8II02 Using Entrustable Professional Activities (EPA) in Emergency Medicine
Michele Gawlinski, The University of Western Australia, Australia

8II03 NOT PRESENTED

8II04 WITHDRAWN

8II05 Evidence-based Competency in OSCE: An Analysis of the Relation between Entrustable Professional Activities Scale and OSCE Assessments
Chih-Ming Hsu, Chiayi Chang Gung Memorial Hospital, Chang Gung Medical Education Research Centre (CG-MERC), Taiwan

8II06 Formative assessment with the entrustability scale in a postgraduate resident objective structured clinical exam
Kuei Ting Tung, Far Eastern Memorial Hospital, Taiwan

8II07 The integration of on-line workplace assessment with entrustability scale to evaluate the milestones in ENT residents
Chia-Der Lin, China Medical University & Hospital, Taiwan

8II08 Establishing consensus for entrustable professional activities (EPAs) assessment via interprofessional collaboration: a pilot faculty development program
Jung Chieh Du, Department of Medical Education and Research, Taipei City Hospital, Taiwan

8II09 Using EPAs to assess readiness for postgraduate training
Wayne Woloschuk, University of Calgary, Canada

8III01 A systematic review on entrustable professional activities in clerkships during undergraduate medical education - preliminary results
Severin Pinilla, University of Bern, Department of Psychiatry, Switzerland

8III02 Planning the introduction of Entrusted Professional Activities (EPAs) in undergraduate medical education
Nêmora Barcellos, Universidade do Vale do Rio dos Sinos - Unisinos, Brasil

8III03 Evaluation of the use of mobile technology in competency-based assessment in undergraduate medical education
Norah Duggan, Memorial University of Newfoundland Faculty of Medicine, Canada
8JJ13 Perceptions of Negative Teaching Approaches by Clinical Tutors in Kuwait
Manal Bouhaimed, Faculty of Medicine, Kuwait University, Kuwait

8JJ14 Repeated examination and retention of plastic surgical skills in medical students after one-day session skills training
Nadda Kaewkumsan, Uttaradit Hospital, Thailand

1400-1530 #8KK Posters: Curriculum Evaluation / Learning Environment
Moderator: Peter McCrorie, Cyprus
Location: Hall/Foyer F, Level 0

8KK01 No evidence for differences in outcome between digital and paper-based course evaluations
Andrea Fast, UMC Utrecht, The Netherlands

8KK02 Professional Behavior and Medical Competencies from Graduates’ Perspective: A Curriculum Evaluation
Mia Kusmiati, Medical School Bandung Islamic University, Malaysia

8KK03 Application of a Cognitive Diagnostic Assessment to Evaluate GI Physiology in a Reformed Foundational Science Curriculum
Jeremy Laukka, University of Toledo College of Medicine and Life Sciences, USA

8KK04 Implementation of Onsite-multisource Feedback of Medical Graduates in the Community Hospitals
Amnaayporn Apiraksakorn, Khon Kaen Medical Education Centre, Thailand

8KK05 Identifying and Tackling the Challenges of Collecting Feedback from Medical Students
Maria Constantinescu, Imperial College London, UK

8KK06 Exploring the undergraduate factors that influence how prepared newly qualified doctors feel when they begin work
Alexander Hollis, UK Foundation Programme, UK

8KK07 Designing a Peer-Driven, Multi-Pronged, Curriculum-Based Preparatory Module for Medical School Examinations - Lessons from the 60 hour Agenda
Oluwasegun Afolaranmi, College of Medicine, University of Ibadan, Nigeria

8KK08 Curriculum Evaluation for Master of Public Health (MPH) Assessed by Alumni of Guilan University of Medical Sciences
Farzad Mohseni, Medical Education Research Center, Education Development Center, Guilan University of Medical Sciences, Iran

8KK09 Evaluation and learning: a professional combination for students and university
Esther Tanck, Radboudumc, the Netherlands

8KK10 Internet-based Measurement of Visual Assessment Skill of Trainee Radiologists: Developing a Sensitive Tool
Nadiah Fernandes, Chelsea and Westminster Hospital, UK

8KK11 What affects students’ appraisal of clinical teaching?
Li-Ting Wang, School of Medicine, Mackay Medical College, Taiwan

8KK12 Exploring the learning environment: invisible forces influence the students’ learning strategies
Eleonora Leopardi, University of Newcastle, Australia

8KK13 Assessment of the educational environment in Medical Schools in Morocco: The Students’ perspective
Maryam Fourtassi, Université Mohamed Premier, Morocco

8KK14 Teacher is a Key Success Factor for Pre-Medical Learning In Newly Established Medical School, Princess of Naradhiwas University
Aornrutai Promsong, Faculty of Medicine, Princess of Naradhiwas University, Thailand

8KK15 Comparing students’ perception on clinical learning environments between Taiwan and Indonesia
Yang-Sheng Lin, Department of Medical Education, Mackay Medical Hospital, Taiwan

1400-1530 #8LL Posters: Motivation / Student in Difficulty
Moderator: Anna Chang, USA
Location: Hall/Foyer F, Level 0

8LL01 Gender differences in medical students’ motivation to attend medical school
Isabel Fonseca, Institute for the Biomedical Sciences Abel Salazar and Centro Hospitalar University of Porto, Portugal

8LL02 NOT PRESENTED

8LL03 Medical Students’ Motivation and Its Associated Factors
Kannika Tasasunthuk, Medical Education Center at Sawanpracharak Hospital, Nakhom sawan, Thailand

8LL04 Motivational profile and learning strategies in medical students: a two year follow up. Universidad Andrés Bello, Viña del Mar, Chile
Veronica Silva, Universidad Andres Bello Viña Del Mar Chile, Chile

8LL05 “Strength of motivation” impact on medical students’ learning approaches: Results of a multisite cross-sectional study
Milena Abbiati, UDREM - Faculty of Medicine, Geneva, Switzerland

8LL06 NOT PRESENTED
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<th>Session</th>
<th>Title</th>
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<td>8LL07</td>
<td>What Changes with Failure? A Narrative Analysis</td>
<td>Geerthana Sundaram, Barts and the London, UK</td>
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<td>8LL08</td>
<td>Focused Clinical Undergraduate Support (FOCUS) programme: Facilitating medical students through exam failure</td>
<td>Charlotte Brathwaite Shirley, Lewisham and Greenwich NHS Trust, UK</td>
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<td>8LL09</td>
<td>The help-seeking intention among medical and health sciences students</td>
<td>Yu Sui Chen, International Medical University, Malaysia</td>
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<td>8LL10</td>
<td>Increasing the Determination Coefficient of an Academic Risk Predictive Model for First Year Medical Students, Universidad Andrés Bello, Viña del Mar, Chile</td>
<td>Peter McColl, Universidad Andres Bello, Viña del Mar, Chile</td>
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<td>8LL11</td>
<td>What’s stopping the current? Early failure increases risk for problems in later years of medical education</td>
<td>Adele Kastensson, Karolinska Institutet, Sweden</td>
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<td>8LL12</td>
<td>Reaching the Troubled Learner: Faculty Development to Expand the Skill Set of Small Group Advisors</td>
<td>Martha Ward, Emory University School of Medicine, USA</td>
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<td>8LL13</td>
<td>A systematic Review of Remediation Strategies for Learners Struggling with Communication Skills</td>
<td>Deema Al-Sheikhly, Weill Cornell Medicine-Qatar, Qatar</td>
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<td>8LL14</td>
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<td>8LL15</td>
<td>Factor affecting CPIRD and ODOD medical students’ efficiency in passing the national license examination</td>
<td>Piyabut Taotip, Roiet Hospital Medical Education Center, Thailand</td>
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<td>8LL16</td>
<td>Trajectories of undergraduate medical students’ performances and their relationship with learning approaches</td>
<td>Anne Baroffio, University of Geneva Faculty of Medicine, Switzerland</td>
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<td>8LL17</td>
<td>A Strategy for the Learning Enhancement of Medical Students in Achieving and Maintaining Success</td>
<td>Lennon Bhagwandin, American University of the Caribbean, USA (Presenter)</td>
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<td><strong>#8MM Posters - Postgraduate: Evaluation of the trainee and the programme</strong></td>
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<td>Moderator: Marcus Henning, New Zealand</td>
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<td>8MM01</td>
<td>Using the Objective Structured Clinical Examination to evaluate the newly graduated nurse in chest tube drainage care</td>
<td>Chi-Yun Chang, Taichung Veterans General Hospital, Taiwan</td>
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<td>8MM02</td>
<td>The effects of a 5 core teaching/evaluating skill workshop on teaching anxiety and effectiveness of Junior Residents</td>
<td>Chih-Hsiung Hsu, Teaching Office, Tri-Service General Hospital, Taiwan</td>
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<td>8MM03</td>
<td>A holistic evaluation system for postgraduate year students: experience sharing from a Taiwan teaching hospital</td>
<td>Kang-Ju Chou, Tri-Service General Hospital, National Defense Medical Center, Taiwan</td>
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<td>8MM04</td>
<td>Measuring Metacognitive Skills: Pilot Results From A Study Involving Internal Medicine Residents</td>
<td>Michael Healy, Department of Surgery, Massachusetts General Hospital, Harvard Medical School and NEJM Group, USA</td>
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<td>8MM05</td>
<td>Designing and evaluating a departmental teaching programme</td>
<td>Chiara Petrosellini, Whittington Health NHS Trust, UK</td>
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<td>8MM06</td>
<td>The more the merrier? Does time spent on appraisal meetings in postgraduate medical education make a difference?</td>
<td>Anita Sørensen, Randers Regional Hospital, Denmark</td>
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<td>8MM07</td>
<td>Video-assisted reflection of bedside teaching skills provides effective and objective feedback to young residents</td>
<td>Wen-Hui Fang, School of Medicine, Tri-Service General Hospital, National Defense Medical Center, Taiwan</td>
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<td>8MM08</td>
<td>Core competency evaluation complements general academic performance in prediction of clinical performance in internship</td>
<td>Yih-Jer Wu, Mackay Medical College / Mackay Memorial Hospital, Taiwan</td>
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<td>8MM09</td>
<td>Quantitating the effect of increased supervision using electronic records in an emergency department</td>
<td>Sune Laugesen, Emergency Department, Odense University Hospital, Denmark</td>
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<td>8MM10</td>
<td>Improving Quality of Educational Supervisor Reports and Supervised Learning Events</td>
<td>Mumtaz Patel, Health Education England, UK</td>
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Session 9: Simultaneous Sessions

1600-1730 #9A Symposia: Embracing CPD diversity. Bridging gaps!
Lawrence Sherman (The Academy for Global Interprofessional Learning and Education (AGILE), USA); Dave Davis (Center for Outcomes and Research in Education (CORE), Mohammed Bin Rashid University of Medicine and Health Sciences (MBR-University), Canada); Helena Filipe (Faculty of Medicine, University of Lisbon, Portugal)
Location: Hall A, Level 2

1600-1730 #9B Symposia: Teaching and Engaging the Millennials: What has changed?
Matthew Choon Eng Gwee, Shuh Shing Lee, Erle Chuen Hian Lim (National University of Singapore, Singapore); Gary D. Rogers (Griffith University, Queensland, Australia); Anthonio Adefuye (University of Free State, South Africa)
Location: Hall C, Level 2

1600-1730 #9C Symposia: Local responses to the complexities of European Medical Education: Dealing with globalization, migration and increased mobility
Richard Marx (Medical University Vienna, Austria); Janusz Janczukowicz (Medical University of Lodz, Poland); Marius Raica (Medical University of Timisoara, Romania); Anca Dana Buzoianu (Medical University of Cluj-Napoca, Romania); Ferenc Bari (University of Szeged, Hungary); Cosmin Sincu (Medical University of Timisoara, Romania); Thikiri Yee (Medical University of Lodz, Poland); Michael Ramirez (medical student from the USA studying in Szeged, Hungary)
Location: Hall M, Level 1

1600-1730 #9D Symposia: Pearls from the Surgery Track Sessions
Paul Lai (College of Surgeons of Hong Kong, Hong Kong); Helen MacRae (University of Toronto, Canada); Ajit Sachdeva (American College of Surgeons, USA); Bonnie Miller (Vanderbilt University Medical Center, USA)
Location: Room L3, Level 1

1600-1700 #9E AMEE Fringe 2
Moderator: Rachel Ellaway, Canada
Location: Hall M, Level 1

1600-1615 9E1 Pineapple Tarts: A multi-sensory neuroscience exploration of an Asian gustatory experience
Derek Soon, National University Health System, Singapore

1615-1630 9E2 Aussiewood Downunder! Using musical comedy to educate doctors
Katrina Anderson, Australian National University Medical School, Australia

1630-1645 9E3 I will NOT see you in court: What we can learn from the legal history of medical negligence
Katie Macdonald, University of Bristol, UK

1645-1700 9E4 Can dance teach doctors?
Deva Priya Appan, National Healthcare Group, Singapore

1700-1715 9E5 Laughing to learn, our new experience in morbid anatomy
Cristian Stefan, New York University College of Dentistry, USA

AMEE Group Meeting
1400-1530 BEME Board (closed meeting) Room L4, Level 1
1400-1530 Coffee Break Viewing of posters and exhibits Entrance Hall, Hall E, Gallery, Foyer M and N

#8MM12 What are the social factors with greater incidence in the training process of resident physicians which contribute to the improvement of their professional performance?
Haydee Parra-Acosta, Universidad Autónoma de Chihuahua, Mexico

#8MM13 The Outcomes of a Post-Graduate Year Nursing Training Program at a Medical Center in Taiwan
Hsiu-Yueh Wu, The Office of Nursing Staff Training, Department of Nursing, Kaohsiung Medical University Hospital, Taiwan

#8MM14 Cross-Site Working (CSW) in North West London (NWL) - What Do Doctors Think?
David Whittaker, Chelsea and Westminster Hospital NHS Foundation Trust, UK

#8MM15 Evaluating the introduction of a ten-minute teaching session format in a Critical Care Unit
Timo Tolppa, The Royal Marsden NHS Foundation Trust, UK

#8MM16 Evaluate the impact of training for shared decision making in kidney transplantation
Mei-Yi Wu, Shuang Ho Hospital, Taipei Medical University, Taiwan

#8MM17 Transforming Learning Outcomes for Innovative Curricula
Anna Maria Jones, Imperial College London, UK
1720-1730  9E6  Health professions education: The Musical!
Shelley Ross, University of Alberta, Canada

No Discussion

1600-1730  #9H  Short Communications: Patient as Educator 2
Moderator: Ronan Hallowell, USA
Location: Room 1.61-62, Level 1

1600-1615  #9H1  Patients in partnership with educators: use of design thinking to improve patient involvement in undergraduate medical education
Lindsay Muscroft, Warwick Medical School, UK

1615-1630  #9H2  The patient, student and professional as equal educators and learners in the concept of Welearn in Human Embryology
Jos Draaisma, Radboudumc Amalia Children's Hospital, the Netherlands

1630-1645  #9H3  The patient’s voice in a pre-clinical curriculum
Laura Schwering, Radboud Universiteit, the Netherlands

1645-1700  #9H4  Aboriginal patients as educators: ‘clinical yarning’ in healthcare settings
Emma Webster, University of Sydney School of Rural Health, Australia

1700-1715  #9H5  Patient safety on the agenda, a co-creation
Petra Van Gurp, Radboudumc, the Netherlands

1715-1730  #9H6  Patient voices in physician validation - a qualitative study
Carolin Sehlbach, Maastricht University, the Netherlands

No Discussion

1600-1730  #9I  Short Communications: Assessment: General
Moderator: Deborah O’Mara, Australia
Location: Room L3, Level 1

1600-1615  9I1  WITHDRAWN

1615-1630  9I2  Student use of resources to prepare for USMLE Step 1 and COMLEX Level 1 Licensing Exams
Sean Tackett, Johns Hopkins Bayview Medical Center, USA

1630-1645  9I3  Promoting core medical science subject competency and feedback in an integrated assessment system - the case for longitudinal subject tracking
Scarpa Schoeman, Wits University, South Africa

1645-1700  9I4  Valuing Mentoring in Programmatic Assessment: Experiences and Evaluation
Chris Skinner, Notre Dame University Fremantle, Australia

1700-1715  9I5  Identifying the narrative used by educators in trainee evaluations to assist in articulating judgment of performance
Nyoli Valentine, ModMed, Australia

1700-1715  No Discussion

1640-1700  9I4  Valuing Mentoring in Programmatic Assessment: Experiences and Evaluation
Chris Skinner, Notre Dame University Fremantle, Australia

1700-1715  #9I  Short Communications: Assessment: General
Moderator: Deborah O’Mara, Australia
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Chris Skinner, Notre Dame University Fremantle, Australia

1700-1715  9I5  Identifying the narrative used by educators in trainee evaluations to assist in articulating judgment of performance
Nyoli Valentine, ModMed, Australia

1720-1730  Discussion

1600-1730  #9G  Doctoral Reports 2
Moderator: Debbie Jaarsma, The Netherlands
Location: Room 1.86-86, Level 1

1600-1620  9G1  Clinical teaching on an expanding training platform: designing a fit-for-purpose faculty development framework for emerging clinical teachers in a resource-constrained environment
Julia Blitz, Stellenbosch University, Cape Town, South Africa

1620-1640  9G2  Bias in the Mirror: Exploring Implicit Bias in Health Professions Education
Javeed Sukhara, Western University, London, Canada

1640-1700  9G3  Learning through Talk: The Role of Discourse in Medical Education
Walter Eppich, Northwestern University, USA

1700-1720  9G4  Learning to care for “difficult patients”: motivation, identity and reflection in medical students and residents
Jody Steinauer, UCSF, San Francisco, USA

1720-1730  Discussion
1645-1700 9K4 Developing a rubric for measuring English history-taking skills of non-native English-speaking medical students
Takayuki Oshimi, International University of Health and Welfare School of Medicine, Japan

1700-1715 9K5 Defining competency criteria for written clinical communication: The case of the Occupational English Test (OET) and its implications for medical education
Tim McMamara, The University of Melbourne, Australia

1715-1730 9K6 Health Education England’s Global Learners Programme
Elin Sandberg, Health Education England, UK

1600-1615 9J1 Supervision training interventions in healthcare: a realist synthesis
Sarah Lee, Monash University, Australia

1615-1630 9J2 Innovative, Comprehensive Faculty Development for Large Group Teaching in a Medical School affiliated with a Large Healthcare System
Elisabeth Schiegel, Zucker School of Medicine At Hofstra/Northwell, USA

1630-1645 9J3 Education in health professions: building a community of practice in Midwest Brazil
Edaine Faria de Moura Villela, Jataí Medical School, Federal University of Goiás, Brazil

1645-1700 9J4 A Learning Community to Support Staff Scholarship and Progression
Genevieve Stapleton, University of Glasgow Medical School, UK

1700-1715 9J5 MacAdemia: Meeting the Faculty Development Needs of Community Physician Teachers in Distributive Medical Education
X. Catherine Tong, Waterloo Regional Campus, McMaster University, Canada

1715-1730 Discussion

1600-1730 9K6: Over 10 years of experience in collaborative assessment: The umbrella consortium for assessment networks (UCAN) - No Discussion
Winfried Kurtz, Institut für Kommunikations- und Prüfungsforschung, Germany

1600-1615 #9J Short Communication: Faculty Development 2
Moderator: Karen Leslie, Canada
Location: Room 0.31-32, Level 0

1615-1630 9J1 Supervision training interventions in healthcare: a realist synthesis
Sarah Lee, Monash University, Australia

1630-1645 9J2 Innovative, Comprehensive Faculty Development for Large Group Teaching in a Medical School affiliated with a Large Healthcare System
Elisabeth Schiegel, Zucker School of Medicine At Hofstra/Northwell, USA

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Genevieve Stapleton, University of Glasgow Medical School, UK

1700-1715 9J5 MacAdemia: Meeting the Faculty Development Needs of Community Physician Teachers in Distributive Medical Education
X. Catherine Tong, Waterloo Regional Campus, McMaster University, Canada

1715-1730 Discussion

1600-1730 #9K Short Communications: International Medical Graduates
Moderator: Samuel McConkey, Ireland
Location: Room 0.14, Level 0

1600-1615 9K1 Design of a program for complementary education of International Medical Graduates in Sweden - to include Swedish or not
Magnum Kultin, Umeå University, Sweden

1615-1630 9K2 “My name is not Schneider”: a qualitative study on the social integration of immigrating, Middle-East physicians in Germany
Marwa Schumann, Alexandria Faculty of Medicine, Egypt

1630-1645 9K3 Going the extra mile: international patient handover in a European border region
Daniëlle Verstegen, School of Health Professions Education, FHML, Maastricht University, the Netherlands

1645-1700 9K4 Developing a rubric for measuring English history-taking skills of non-native English-speaking medical students
Takayuki Oshimi, International University of Health and Welfare School of Medicine, Japan

1700-1715 9K5 Defining competency criteria for written clinical communication: The case of the Occupational English Test (OET) and its implications for medical education
Tim McMamara, The University of Melbourne, Australia

1715-1730 9K6 Health Education England’s Global Learners Programme
Elin Sandberg, Health Education England, UK

1600-1615 #9L Short Communications: Medical Education Research
Moderator: William McGaghie, USA
Location: Room L7, Level 1

1615-1630 9L1 Setting priorities for health education research: A Faculty-wide mixed methods study
Charlotte Rees, Monash University, Australia

1615-1630 9L2 Publications Outcomes of Abstracts Presented at the Association for Medical Education in Europe (AMEE) in 2013 and 2014
Samy Azer, King Saud University College of Medicine, Saudi Arabia

1630-1645 9L3 Setting Agenda for Medical Education Research in Pakistan
Ahsan Sethi, Khyber Medical University, Pakistan

1645-1700 9L4 The PERFUME study: Peer-Ethnographic Research on Feedback in Undergraduate Medical Education
Christopher See, Li Ka Shing Faculty of Medicine, The University of Hong Kong, Hong Kong

1700-1715 9L5 An individualized approach to support academic publishing
Darshana Shah, Marshall University Joan C. Edwards School of Medicine, USA

1715-1730 9L6 The Implicit Association Test in Health Professions Education: A Critical Narrative Review
Maham Rehman, Western University, Canada

1700-1715 9L5 An individualized approach to support academic publishing
Darshana Shah, Marshall University Joan C. Edwards School of Medicine, USA

1715-1730 9L6 The Implicit Association Test in Health Professions Education: A Critical Narrative Review
Maham Rehman, Western University, Canada

1715-1730 Discussion

1700-1715 9M1 Beyond academic excellence: Does ability-based emotional intelligence and personality predict early clinical performance?
Jo Bishop, Bond University, Australia

1715-1730 No Discussion

1600-1615 #9M Short Communications: Student Characteristics
Moderator: Claire Vogan, UK
Location: Room 0.94-95, Level 0

1600-1615 9M1 Beyond academic excellence: Does ability-based emotional intelligence and personality predict early clinical performance?
Jo Bishop, Bond University, Australia
Tuesday 27th August
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1615-1630  
9M2  What determines students autonomous motivation to study? Exploring personal and environmental factors for strongest independent variables  
Łukasz Balcerzak, Dept of Medical Education, Jagiellonian University Medical College, Poland

1630-1645  
9M3  Interventions in a Clinical Teaching Unit to Stimulate Motivation  
Esther Hameen, Leiden University Medical Center, the Netherlands

1645-1700  
9M4  The relationship between medical student Conscientiousness Index scores and later clinical performance: a pilot study  
Marina Sawdon, University of Sunderland, UK

1700-1715  
9M5  Patterns of learning preferences: A Q-methodological study into medical student learning from tutorial groups  
Jan Willem Grijsma, VUMc, the Netherlands

1715-1730  
Discussion

1600-1730  
#9N  Short Communications: Curriculum: Problem-Based Learning / Integration  
Moderator: Michael Einck, USA  
Location: Room 2.15, Level 2

1600-1615  
9N1  Reinventing PBL at Maastricht University: Shared Philosophy, Diversified Practice  
Sanneke Frambach, Maastricht University, the Netherlands

1615-1630  
9N2  NOT PRESENTED

1630-1645  
9N3  Silence for the sake of peace. How speaking up for learning can enable interdisciplinary team processes for integrated education  
Stephanie Meeuwissen, School of Health Professions Education, Maastricht University, the Netherlands

1645-1700  
9N4  How integrated are the Vertically Integrated Assessments (VIA) in medical education?  
Basia Diug, Monash University, Australia

1700-1715  
9N5  Medical students learning in integrated curricula: A jigsaw puzzle  
Anne Franz, Charité-Universitätsmedizin Berlin, Germany

1715-1730  
Discussion

1600-1715  
#9O  Short Communications: Social Media and Mobile Learning  
Moderator: Panagiotis Bamidis, UK  
Location: Room 2.31, Level 2

1600-1615  
9O1  Conversion to a Customized Learning Platform enables active, formative learning in large size classrooms: students’ perceptions of the impact of online assessment using their own devices  
Debra Sibbald, University of Toronto, Canada

1615-1630  
9O2  Using WhatsApp to enhance students’ learning experience in the clinical environment  
Jennifer Thornton, The Rosie Hospital, Cambridge University Hospitals NHS Foundation Trust, UK

1630-1645  
9O3  The Rise of Apps in Medical Education  
Rhianna Madden-Hunsie, University College London Medical School, UK

1645-1700  
9O4  Facebook: The new teacher for Generation-Z  
Shazia Irum, Shifa College of Medicine, Pakistan

1700-1730  
Discussion

1600-1730  
#9P  Short Communications: Interprofessional Education 3  
Moderator: Sari Ponzer, Sweden  
Location: Room L1, Level 1

1600-1615  
9P1  Large-scale interprofessional assessment: a disciplinary focus  
Annette Burgess, The University of Sydney, Australia

1615-1630  
9P2  Student participation in interprofessional curriculum development: a focus group study with faculty members and students  
Ronja Behrend, Charité - Universitätsmedizin Berlin, Dieter Scheffner Fachzentrum, Germany

1630-1645  
9P3  Simulation as a tool for promoting Interprofessional Education (IPE)  
Paphan Musikawat, Maharaj Medical Education Centre, Thailand

1645-1700  
9P4  Lessons learnt from collaborative attempts across healthcare education programmes: Educator perspectives on developing meaningful interprofessional education interventions  
Joanna Matthan, Newcastle University, UK

1700-1715  
9P5  Authentic interprofessional placements: how university staff understand and influence placement design  
Stacie Attrill, Flinders University, South Australia, Australia

1715-1730  
9P6  An interprofessional curriculum co-constructed by healthcare students and teachers  
Sojia Perrotin, Faculté de Médecine Lyon Est, France

1715-1730  
No Discussion

1600-1715  
#9Q  Short Communications: Simulation 1  
Moderator: Nancy McNaughton, Canada  
Location: Room 0.15, Level 2

1600-1615  
9Q1  Constructing one day simulation, providing three level benefits. Is it possible?  
Ala Bronshtein, Tel Aviv University, Israel

1615-1630  
9Q2  Innovate, Integrate, Simulate! An innovative approach in cross-speciality simulation: results from an experimental teaching programme on psychiatric emergencies  
Harriet Greenstone, Avon and Wiltshire Mental Health Partnership Trust, UK
9Q3 Material Concepts: Integrating theory and practice during simulation-based training to support procedural skills retention and transfer
Jeffrey Cheung, The Wilson Centre, Canada

9Q4 Teaching old dogs new tricks: Is simulation-based medical education only for novices?
Lisbeth Andreasen, Copenhagen Academy for Medical Education and Simulation, Denmark

9Q5 Does one-on-one medication administration simulation improves nursing students' competencies in the clinical setting?
Einat Kimhi, Ben-Gurion University of the Negev, Israel

9Q6 Improving awareness of medication errors and prevention in nursing students
Chia-Jung Chen, Taipei Medical University Hospital, Taiwan

No Discussion

9R1 Using an innovative app based tool to enhance experiential learning and reflection
Christine Cook, GPEx, Australia

9R2 Evaluating the Impact of 'Next Generation GP': A national leadership programme for GP trainees and early career GPs
Sarah Burns, St Mary's Surgery, UK

9R3 GP Trainees’ experience of learning opportunities and support mechanisms on the GP vocational training programme: A qualitative interview study
Nadia Fisher-Plum, University of Southampton, UK

9R4 A novel approach to fostering the development of scholarly competence: Capacity building in a distributed family medicine residency training program
Joel Andersen, Northern Ontario School of Medicine, Canada

9R5 Revealing tacit knowledge about facilitating reflection for teacher professionalization
Mario Veen, Erasmus Medical Centre, Rotterdam, the Netherlands

9R6 The hidden pervasiveness of therapeutics in the assessment of family medicine trainees' applied knowledge: an analysis of a year's SBA test statistics with lessons for training programmes
Chris Elfes, Royal College of General Practitioners, England, UK

No Discussion

9S1 The relationship between federal state budgets and the results of the second part of medical licensing exam in Germany
Jana Jünger, The German National Institute for state examinations in Medicine, Pharmacy and Psychotherapy (IMPP), Germany

9S2 Forging a new identity: experiences of, and perceived attitudes towards, Physicians Associates
Megan Brown, Hull York Medical School, UK

9S3 Adopting a Quality Improvement Framework to improve Undergraduate Medical Education
Anum Pervez, Royal Free Hospital, UK

9S4 Transition to academic autonomy of medical universities in Kazakhstan
Viktor Riklefs, Karaganda Medical University, Kazakhstan

9S5 Nurse-scientists as advocates for nursing: identity development over a two year leadership programme in nursing research
Manon Kluijtmans, University Medical Center Utrecht, the Netherlands

9S6 Teaching Medicine to a General Public: How to Assess If Your Audience Is Learning
Malgorzata Kaminska, University of Northern British Columbia, Northern Medical Program, Canada

No Discussion

9T1 ECFMG's 2023 Accreditation Requirement - Raising Medical School Standards Worldwide
Lisa Cover, Educational Commission for Foreign Medical Graduates (ECFMG), USA

9T2 A hands-on, how-to guide to the development of a medical education accreditation system
Sarah Taber, Royal College of Physicians and Surgeons of Canada, Canada

9T3 WITHDRAWN

9T4 Globalization in Medical Education: Promoting Reflexivity in Educational Practice
Omar Selim, University of Toronto, Department of Surgery, Canada
Conference Workshop: Where do I start? Devising questions, aims and objectives when writing systematic reviews in medical education. A BEME workshop
Teresa Pawlikowska, Royal College of Surgeons, Ireland; Sophie Park, University College London/Institute of Education, UK; Elaine Alais Susannna Hill, University of Central Lancashire / Blackpool Victoria Hospital, UK; Erica Smyth, Royal College of Surgeons, Ireland
Location: Room L8, Level 1

Conference Workshop: ESMEA Course (ESMEA Course participants only)
Location: Room 0.11-12, Level 0

Conference Workshop: Integrating planetary health concepts into the educational curriculum
Brett Duane, Trinity College Dublin, Ireland; SanYuMay Tun, Imperial College, London, UK; Richard Ayres, Peninsula Medical School, UK
Location: Room 0.96-97, Level 0

Conference Workshop: Putting threshold concepts into practice in health professions education: changing the way we teach, research and design curricula
Hilary Neve, University of Plymouth Peninsula Medical School, UK; Sarah Meek, University of Glasgow, School of Medicine, UK; Virginia Randall, Uniformed Services University of the Health Sciences, USA; Ellie Hothersall, School of Medicine, University of Dundee, UK; Andy Wearn, University of Auckland, Faculty of Medical and Health Sciences, New Zealand
Location: Room 2.17, Level 2

Conference Workshop: How to create a Quality Culture - not a Quality Straightjacket
Reenie Stalmeijer, Jill Whittingham, Guy Bendersmaer, Maastricht Univ - School of Health Professions Education, Netherlands; Pia Strand, Faculty of Medicine, Centre for Teaching & Learning, Sweden; Diana Dolmans, Maastricht Univ - School of Health Professions Education, Netherlands
Location: Room 2.44, Level 2

Conference Workshop: Case Based Blended Learning (CBBL) - a strategy to foster the transfer of declarative to procedural knowledge or more?
Sebastian Ertl, Medical University Vienna, Austria; Tamara Seitz, Dept. for Internal Medicine, General Hospital Vienna, Austria; Monika Himmelbauer, Henriette Laffler-Stastka, Medical University Vienna, Austria
Location: Room 2.61, Level 2

Conference Workshop: Experience based learning: helping patients co-participate actively with students and clinicians in workplace education
Tim Dornan, Grainne Kearney, Hannah Gillespie, Helen Monaghan, Richard Conn, Queens University Belfast, UK; Deirdre Bennett, University College Cork, Ireland
Location: Room 2.83, Level 2

Conference Workshop: Assessing Assessment. Best practice approaches in assessment from ASPIRE assessment award winners
Debra Klamen, Anna Cianciolo, Heeyoung Han, Southern Illinois University School of Medicine, USA
Location: Room 2.95, Level 2

ePosters: Wellbeing
Moderator: Karl Kremser, Austria
Location: Foyer B, Level 2

Perceptions and Attitudes of Medical Students and Faculty Towards Internet and Facebook Addiction
Devanuj Duara, SSR Medical College, Mauritius

Training: an effective intervention to enhance physicians’ confidence in dealing with their workplace violence after violence aggregation
Jeng-Cheng Wu, Taipei Medical University Hospital, Taiwan

What does Emergency Physicians’ construction of their professional identities tell us about burnout and resilience?
Notthando Nhambule, Chang Gung University, Chang Gung Medical Education Research Centre (CG-MERC), Taiwan

Cyberbullying among medical students: A study of medical students’ experiences about this phenomenon
Tipsuda Tangsriwong, Buddhachinaraj Hospital, Thailand

Workplace incivility, self-efficacy, and medical student burnout: A JD-R perspective
Thripura Hariharan, Macquarie University, Australia
9DD06 How students prepare for OSCE and how their stress points compare
Mika Laitinen, University of Helsinki, Finland

9DD07 Factors influencing Resilience Growth in Preclinical and Clinical Medical Students
Krittanont Wattanavekin, Srinakharinwirot University, Thailand

9DD08 A longitudinal view of the Impacts of Hurricane Irma and displacement on the academic performance of medical students
Colin Michie, American University of the Caribbean Medical School, Sint Maarten, Netherlands Antilles

9DD09 NOT PRESENTED

9DD10 We should hearten our students to aim at the current WHO recommendations through the whole spectrum of physical activity
David Hupin, University Hospital of Saint-Etienne, France

9EE01 Creating awareness of patient counselling in the clinical setting among medical students in Oman: a five-year study
Buthaina Baqir, Sultan Qaboos University, Oman

9EE02 Moved to Session 9EE14

9EE03 Teaching Cardiac Auscultation using AusCue
Jieying Lee, National University of Singapore, Singapore

9EE04 How to teach future doctors? Continuing development of teachers' pedagogic skills in relation to the learning outcomes
Zsuzsanna Varga, University of Pécs Medical School, Department of Behavioural Sciences, Baranya, Hungary

9EE05 Skill to Habit. There is a gap in clinical resuscitation training
Yuh-Feng Lin, Taipei Medical University Shuang Ho Hospital, Taiwan

9EE06 Establishment of a Rural Pathology Teaching Museum
Linda Ferrington, University of New South Wales, Australia

9EE07 The Clinical Care Improvement Training Program: Linking Healthcare Providers' Education to Patient Outcomes
Shireen Suliman, Hamad Medical Corporation, Qatar

9EE08 Teaching medical students about substance use disorder in Saudi Arabia
Basma Alharthy, KAU, Saudi Arabia (Presenter)

9EE09 Piloting 'ABC of the critically ill patient': experiences from Kigali, Rwanda
Larissa Latif, NHS Greater Glasgow & Clyde, UK

9EE10 WITHDRAWN

9EE11 Evaluating the use of 360-videos in Medical Education: A Situational Awareness Case Study
Aiknaath Jain, University of Leeds, UK

9EE12 Multimedia-Assisted Learning in Orthopaedic Clinical Skills
Jirachat Sakuljiumjai, University of Phayao, Thailand

9EE13 Video-assisted standardization teaching method as an effective strategy for young faculties to deliver nutrition consultation skills to PGY dietitian
Hsu Chen Lin, Tri-Service General Hospital, Taipei, Taiwan

9FF01 Medical students' preferences for working with people with dementia: a systematic review
Molly Hebditch, Brighton and Sussex Medical School, UK

9FF02 NOT PRESENTED

9FF03 Impact of participation in research projects by medical students on their academic performance
Fahad Azam, Shifa College of Medicine, Shifa Tameer-e-Millat University, Pakistan

9FF04 Study on the influence of undergraduate tutorial system on early scientific research ability cultivation of eight-year M.D. program students in China
Chi Yuan, West China Hospital, Sichuan University, China

9FF05 Student-led development of a checklist to measure usefulness of educational apps for just-in-time learning
Grace Tylee, University of Otago, New Zealand

9FF06 Listening to the learner - self-perceived learning needs-based hepatology symposium for primary healthcare physicians
Chee-Kiat Tan, Dept of Gastroenterology & Hepatology, Singapore General Hospital, Singapore
Medical students develop online audiovisual patient education in cooperation with patients and communication students
Melanie Kalee, University Medical Center Utrecht, The Netherlands

Medical Students’ understanding of placebo and nocebo effects (PNEs). Implications for future practice
Mark Arnold, University of Sydney School of Rural Health (Dubbo/Orange), Australia

Implementing Global Health Education in the Medical Curriculum. Challenges and opportunities of a student led initiative
Behrouz Nezafat Maldonado, University of Liverpool, UK

Encouraging Medical Student Involvement in Clinical Research: Using a Novel Online Platform to Pair Students with Clinicians
Munaib Din, King's College London Medical School, UK

Flipped classroom versus traditional lecture to achieve and improve knowledge retention in generation Y medical students
Maleechat Sripipattanakul, Obstetrics and Gynecology Department, Khon Kaen Hospital, Thailand

Flipped classroom increased engagement amongst medical students but did not increase performance
Paul-Alexandre Nordlund, Norwegian University of Science and Technology (NTNU), Norway

Students’ perspectives on the design of flipped classroom in pre-clinical setting: a qualitative study
Jo Yu Tsai, China Medical University, Taiwan

The flipped classroom is effective for medical students to improve funduscopic examination skills: A mixed methods study
Kiyoshi Shikino, Chiba University Hospital, Japan

Application of Flip Learning Approach on The Respiratory Therapy
Szu-I Yu, Tungs’ Taichung MetroHarbor Hospital, Taichung, Taiwan

New module on teaching “Septic Shock” for medical students
Chutima Cheranakhorn, Hatyai Medical Education Centre, Thailand

Learning by Doing in a Supporting Environment: Curricular Effectiveness of a Medical Literature Reading Course in Early College Years
Pai-Chuan Huang, College of Medicine, National Cheng Kung University, Taiwan

A case-based interactive lecture on pathological sonographic findings
Sabine Schneidewind, Hannover Medical School, Germany

The efficacy of teaching methods for direct ophthalmoscopy comparing between video-based and traditional lecture-based learning in 4th year medical students: A prospective randomized controlled study
Nathaya Panyowatkul, Lampang Hospital, Thailand

Learning paediatrics respiratory disease through clinically-based and customized micro-modules: an emphasis of both sound and vision
Isabel Hwang, Faculty of Medicine, The Chinese University of Hong Kong, China

New technologies in teaching “Cell biology” for medical students enrolled in the program of basic education
Galina Kukharchik, Almazov National Medical Research Centre, Russia

Comparative Study of Learning Outcomes Between in-Class Didactic and Self-Directed Learning in Sixth Year Medical Students During Pediatric Rotation at Phramongkutklao Hospital and College of Medicine
Chanchai Traivaree, Phramongkutklao Hospital and College of Medicine, Thailand

Impact of audio files on students’ academic performance and scientific awareness
Nikhil Kumar, European University, Georgia

Flipping a Biochemistry Class within a Medical Curriculum: Impacts on Perception, Engagement and Attainment
Sara Kayali, Alfaisal University, Saudi Arabia

The Impacts of Integrating Standardized Patients in Problem-based Learning Tutorial in Taiwan
Ching-Chih Chang, National Yang-Ming University School of Medicine, Taiwan

Patient-centeredness of problem-based learning cases
Scott Kinkade, University of Missouri, USA
9HH03 Students’ Perspective on Critical Incidents in the Base Group in Problem-based Learning
Viktor Sharan, Orebro University, Sweden

9HH04 Medical Students’ Attitudes toward Implementation of Problem-based Learning: Do Attitudes Differ Depending on Students’ Age, Sex and Grade Point Average?
Roko Zaža, University of Zagreb, School of Medicine, Croatia

9HH05 Feedback in problem-based learning in Saudi Arabia: student perceptions
Abdulmohsen Alomair, The University of Sheffield, UK

9HH06 Problem-Based Learning in Pelvic mass Scenario
Ladaporn Wongkunha, Buddhachinnaraj Hospital, Thailand

9HH07 The challenges of introducing standardized patients in Problem-based learning curriculum
Tsang-En Wang, Mackay Memorial Hospital, Taiwan

9HH08 Picture Archiving and Communication Systems incorporated PBL curriculum to improve understanding for musculoskeletal diseases teaching in China
Keng Chen, The Eighth Affiliated Hospital, Sun-Yat-Sen University, China

9HH09 Rabbit Holes and Case Based Learning: Dive in or Avoid?
Simon Atkinson, University of Bristol, UK
Zarabeth Newton, University of Cardiff, UK

9HH10 Learning outcome in Radiology after Integrated TBL and interactive lectures for fourth year medical students
Siriporn Jeamwongsa, Ratchaburi Hospital, Thailand

9HH11 Team-based learning in Inter-Professional Education (IPE) for Patient Safety Course
Thitima Suntharasaj, Department of Obstetrics and Gynecology, Faculty of Medicine, Prince of Songkla University, Thailand

9HH12 Team-based Learning in physical examination skills, student perception and preference: a follow-up study
Jiska Patiwael, Amsterdam UMC, VUmc School of Medical Sciences, The Netherlands

9II01 “Kampo-sommelier practice”: A trial for an active learning program in Kampo (Japanese traditional) medicine
Makoto Arai, Department of Kampo Medicine, Tokai University School of Medicine, Japan

9II02 Checking For Understanding: Exploring a teaching methods gap between K-12 and medical education
Holly Meyer, USUHS, USA

9II03 The Core Educator Initiative: Numbers and Implementation in Four Frames
Sara Lamb, University of Utah School of Medicine, USA

9II04 The teaching skills that enhance a happy-classroom from students’ perspective versus reality
Direk Ekbawornwong, Surathani Medical Education Center, Thailand

9II05 Educating Medical Students: Are We Doing It Right?
Jill Cheng Sim Lee, KK Women’s and Children’s Hospital, Singapore

9II06 Students organizing a large-scale teaching week to close the academic year - dealing with freedom and responsibility
Gert Olthuis, Radboud University Medical Center, The Netherlands

9II07 NOT PRESENTED

9II08 Medical Sciences Undergraduate Students’ Perception on the Use of Problematization as an Active Methodology for the Medical Internship in Public Health
Rogerio Vaz, Faculdades Pequeno Principe, Brazil

9II09 Involvement Helps Medical Students Feel Communication Skills, Attitudes, and Ethics: Multivariable Analyses at Chiba University, Japan
Yohei Matsumoto, Chiba University, Japan

9II10 Medical students’ perceptions of learning and the relation between Metacognitive Awareness and Motivation to Learn: a qualitative and quantitative analysis
Marina Alves Siqueira, University of Sao Paulo Medical School (FMUSP), Brazil

9II11 Exploring practical tips to teach structural competency - A lesson from experience to develop an introductory session for family physicians and residents in Japan
Junichiro Miyachi, Hokkaido Centre for Family Medicine, Japan

9II12 Improving graduate attributes by implementing an experiential learning teaching approach: a case study in recreation education
Cornelia Schreck, North-West University, PhASRec, South Africa

9II13 Using educational analytics to produce a dashboard for success
Andrew Vaughan, University of Manchester, UK

9II14 Knowledge management: out of semantic swamp
Snor Bayazidi, School of Medical Sciences, Shahid Beheshti University of Medical Sciences, Tehran, Iran
9JJ15  Articulation of the Counterfactual - Unravelling the homogeneous student group to make the invisible visible
Catherine Hardie, University of Toronto, Canada

9JJ16  Application of Mastery Learning Theory through the use of a narrative-based educational instrument in respiratory therapy
Yun-ting Tseng, National Taiwan University Hospital, Taipei City, Taiwan

9JJ17  Exploring ‘Lightbulb Moments’ in Medical Student Simulation Teaching: A Threshold Concept Analysis
Philip Davidson, Brighton and Sussex Medical School, UK

9JJ18  NOT PRESENTED

9JJ19  Does simulated video creation get more memory retention for medical students?
Watchara Rattanachaisit, Medical Education Center Chiangrai Prachanukroh Hospital, Thailand

1600-1730  #9JJ  Posters: Clinical Teaching 2
Moderator: Scott Wright, USA
Location: Hall/Foyer F, Level 0

9JJ01  The comparison of mechanical ventilation learning outcomes between bedside interactive learning and conventional lecture learning in fifth year medical students, Phrae Medical Education Center
Parichat Niyomthong, Phrae Medical Education Center, Naresuan University, Thailand

9JJ02  NOT PRESENTED

9JJ03  The willingness to perform bystander cardiopulmonary resuscitation in out-of-hospital cardiac arrest victims of Thai clinical-year medical students
Wachiraporn Phooripoom, Surin Medical Education Center, Suranaree University of Technology, Thailand

9JJ04  Understanding Continuum of Care for Stroke Patients: Teaching Medical Students using Intermediate Care Model
Taweesak Sutpasanon, Department of Rehabilitation Medicine, Sawanpracharak Medical Education Center, Thailand

9JJ05  The effectiveness of video-assisted self-assessment after flipped classroom in teaching cardiovascular examination to medical students: a pilot teaching program
Chun-Wei Lee, MaKay Memorial Hospital, Taiwan

9JJ06  The reflections on the health equity of migrant workers in Taiwan by medical students participating in service learning
Hsin-Tien Lee, National Defense Medical Center, Taiwan

9JJ07  NOT PRESENTED

9JJ08  Factors influencing the nursing core competencies of students at clinical practice
Shiah Lian Chen, National Taichung University of Science and Technology, Taiwan

9JJ09  Exposure and perception of 6th year Portuguese medical students to core clinical skills
Carolina Caminata, ANEM- Associação Nacional de Estudantes de Medicina, Portugal

9JJ10  Comparing the Clinical Skills of Medical Students between Different Training Programs in China
Shih-Chieh Liao, China Medical University, China

9JJ11  Effectiveness of Blended Learning Approach on Risk Management for Nursing Students
Zarina Begum Abdul Rahman, Tan Tock Seng Hospital, Singapore

9JJ12  Learning obstacles in handling Psychiatric patients
Chonakarn Niyomthong, Surin Medical Education Center, Suranaree University of Technology, Thailand

9JJ13  The Effect of Using Standardization Lesson Plans with Multiple Teaching Strategies for Post Cardiac Surgery Nursing Care
Cian-Huei Shih, Buddhist Tzu Chi General Hospital, Taiwan

9JJ14  Effectiveness of Using Multiple Teaching Strategies to Decreasing the Clotting Rate of Artificial Kidney
Yu-Hui Liu, Department of Nursing, En Chu Kong Hospital, Taiwan

9JJ15  Implementation of bilingual large-scale basic life support training for medical, nursing and healthcare students in partnership with regional fire department
Gen Kobayashi, School of Medicine, International University of Health and Welfare, Japan

9JJ16  The Iceberg Model of Blood and Body Fluid Exposure Reporting Among the Medical Students
Pornpimon Kasemsook, Buddhachinaraj Hospital Medical Education Center, Thailand

9JJ17  Social accountability of medical students at Vachira Phuket Medical Center after participation in social activities
Pornpirun Leeyangyuen, Vachira Phuket Medical Education Center, Walailak University, Thailand
#9KK Posters: Healthcare systems/Diversity/International Dimensions
Moderator: Raymond Curry, USA
Location: Hall/Foyer F, Level 0

9KK01 Correlation between medical knowledge and belief in alternative medicine
Erich Eder, Sigmund Freud University, Medical School, Austria

9KK02 A Novel Medic to Physician Assistant Pathway
Gail Curtis, Wake Forest School of Medicine, Department of PA Studies, USA

9KK03 WITHDRAWN

9KK04 An approach to complexity at the intersection of education and health care
Lisa Graves, Western Michigan University Homer Stryker M.D. School of Medicine, USA

9KK05 How effective is Helping Babies Breathe training for practitioners delivering babies in non-facility settings?
Grace Mupanemunda, University of Bristol, UK

9KK06 Preferred Learning Approaches and Teaching Methodologies of Medical Students from Different Admission Channels
Hin Ching Chow, Faculty of Medicine, The Chinese University of Hong Kong, China

9KK07 Students’ participation in Educational Spaces: Is Diversity Really Valued?
Olga Matus, University of Concepcion, Chile

9KK08 NOT PRESENTED

9KK09 Spatial distribution of 1-year international medical students as a marker of intergroup relationships management
Dmitry Vishniakov, International University of Kyrgyzstan, International School of Medicine, Kyrgyzstan

9KK10 Residents and physicians hold implicit bias associating ambition with men
Maud Kramer, Maastricht University, Netherlands

9KK11 A Qualitative Study on Medical Students’ Development of Cross-cultural Competence and IFMSA Exchange Programs
Hsiang Yun Ko, Kaohsiung Medical University, Taiwan

9KK12 Thai students’ decision to study in Doctor of Medicine Program in China
Woralak Bunpramuk, Somdejphrajaotakusin Maharaj Hospital Medical Education Center, Thailand

9KK13 Internationalization of Medical Education - An International Partnership of 12 Universities in 4 Continents to Promote Cultural Awareness and Early Networking
Anette Wu, Columbia University, USA

9KK14 NOT PRESENTED

#9LL Posters: Student: Stress
Moderator: Brian Simmons, Canada
Location: Hall/Foyer F, Level 0

9LL01 NOT PRESENTED

9LL02 Relationship between emotional distance and psychological stress in medical studies
Angelika Taetz-Harrer, Universität Witten/Herdecke, Germany

9LL03 Moral Distress Among Medical Students: A Systematic Review of Its Causes, Impact and Response
Susan Glick, Rush University, USA

9LL04 Anxiety analysis during the first clinical encounters: simulation in undergraduate medicine
Nancy Segura-Azuara, Tec de Monterrey, Mexico

9LL05 The Estimation of the prevalence and causes of anxiety and depression among students in a Caribbean medical school and its correlation with academic performance
Yuliya Modna, Trinity School of Medicine, Saint Vincent and the Grenadines

9LL06 Stress, anxiety, and depression among third year medical students at Chulalongkorn University
Nichaphat Bovornsethanant, Faculty of Medicine, Chulalongkorn University, Thailand

9LL07 NOT PRESENTED

9LL08 Coping with stress, fatigue, and sleepiness during medical studies: Experience of the French military medical school
Olivier Coste, Ecole de santé des armées, France

9LL09 Does previous experience of performing affect anxiety levels and attainment in medical students during their first face to face assessment?
Laura MacKenzie, University of Sheffield, UK

9LL10 Anxiety Among Health Professions Undergraduate Students: Experience Report from a Center for Psychological and Educational Support
Rodrigo Flauzino, Ribeirao Preto Medical School, University of Sao Paulo, Brazil
9MM08  The impact of Bullying in the Irish Postgraduate Medical context
Janet O’Farrell, Medical Council of Ireland, Ireland

9MM09  How much do doctors drink?: remembering the wellbeing of our workforce
Emily Savage, Chelsea and Westminster NHS Foundation Trust, UK

9MM10  Resilience traits of Senior Paediatricians in a Tertiary Hospital in Singapore
Jia Ming Low, National University Hospital of Singapore, Singapore

9MM11  NOT PRESENTED

1600-1730  #9MM Posters: Postgraduate: Stress and Wellbeing
Moderator: Sabine Nabecker, Switzerland
Location: Hall/Foyer F, Level 0

9MM01  Literature review to identify the attitudes and beliefs and prevalence of sexual harassment relevant to delivering healthcare, for nurses and medical trainees in a Singapore academic hospital
Kaushal Sanghvi, Tan Tock Seng Hospital, Singapore

9MM02  The Political Stress of Postgraduate Medical Students
Pattana Poopttpatanakul, Somdejphrajaotaksin Maharaj Hospital Medical Education Center, Thailand

9MM03  The fatigue paradox: A grounded theory study exploring nurses’, physicians’ and residents’ perceptions of physician fatigue
Taryn Taylor, Schulich School of Medicine & Dentistry, Canada

9MM04  A randomized controlled trial of Balint groups to reduce burnout among residents in China
Lei Huang, Tongji Hospital of Tongji University, China

9MM05  Smartphones and social networks as determining factors of burnout in resident physicians
Jessica Pallares Chavira, Universidad Autonoma de Chihuahua, Mexico

9MM06  NOT PRESENTED

1600-1730  #9NN Meet the Experts – Patient as Educator
Susan E. Sheridan, Society to Improve Diagnosis in Medicine (SIDM), USA
Suzanne Schrandt, Arthritis Foundation, USA
Location: Suite E, Level 0
### Session 10: Simultaneous Sessions

**0830-1015 #10A Symposium: Achieving Practice Change through Outcomes Based CPD**
Betsy White Williams (University of Kansas School of Medicine, Professional Renewal Center, USA); Mary Turco (Department of Medicine, Dartmouth-Hitchcock and Geisel School of Medicine, Lebanon, USA); David Davis (Mohammed Bin Rashid University of Medicine and Health Sciences, Dubai, United Arab Emirates); David Wiljer (Education Technology Innovation, University Health Network; Department of Psychiatry, University of Toronto, Canada); Helena Filipe (Faculty of Medicine, University of Lisbon, Portugal); Mila Kostic (Penn Medicine, USA); Sanjeev Sockalingam (Department of Psychiatry, University of Toronto, Canada)

**Location:** Hall A, Level 2

**0830-1015 #10B Symposium: The 21st century medical undergraduate curriculum: What's in and what's out?**
Val Wass (Keel University UK); Peter Dieter (AMSE, Germany); Neil Johnson (The West of Ireland Cardiac Stroke Foundation, Ireland); Evangelos Papageorgiou (EMSA, Greece), Harm Peters, AMSE, Germany), Trudie Roberts (AMEE, UK), Catarina Pais Rodrigues (IFMSA, Portugal); Fedde Scheele (Health Systems Innovation and Education, Netherlands)

**Location:** Hall C, Level 2

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**0830-1015 #10C Symposium: Case Based Blended Learning (CBBL) – a strategy to foster the transfer of declarative to procedural knowledge or more?**
Sebastian Eršt (Medical University Vienna, Austria); Bela R. Turk (Medical University Vienna, Austria and Johns Hopkins University, Baltimore, USA); Tamara Seitz (Dept. for Internal Medicine, General Hospital Vienna, Austria); Monika Himmelbauer (Medical University Vienna, Austria); Isabella Klaus (Dept. for Psychiatry, General Hospital Vienna, Austria); Henriette Löffler-Stastka (Medical University Vienna, Austria)

**Location:** Hall N, Level 1

**0830-1015 #10D XVII Ibero-American session - Highlighting differences in the way Primary Care is delivered on the American Continent: Impact of the Cartagena Declaration**
Genevieve Moineau (Canada); Liliana Arias (Colombia); Alison Whelan (USA); Ricardo León (México); Luis Felipe Abreu (México); Pablo Pulido (Venezuela)

**Location:** Room L3, Level 1

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**0830-1015 #10E Short Communications Teaching and Learning: Self Directed Learning**
Moderator: Cristian Stefan, USA

**0830-0845 #10E1 Guided self-study in higher education - a literature review**
Slavko Rogan, Bern University of Applied Sciences, Department of Health, Switzerland

**0845-0900 #10E2 Are task specific self-regulatory processes consistent across task and time? A study of physiotherapy students**
Raquel Irina Medina-Ramirez, Universidad De Las Palmas De Gran Canaria, Spain

**0900-0915 #10E3 Using path analysis to develop a conceptual model that shows the interaction between conceptions of learning, self-regulated learning (SRL) and quality of e-learning experience in online e-learning**
Enyi Abouzeid, Faculty of Medicine- Suez Canal University, Egypt

**0915-0930 #10E4 Developing Effective Learning Strategies in Medical Education - A Mixed-Method Study**
Felicitas Biwer, Maastricht University, the Netherlands

**0930-0945 #10E5 The evaluation of a personalised electronic clinical skills passport (CSP): The medical student perspective**
Laura Smith, University of Leeds, UK

**0945-1000 #10E6 Understanding Medical Students’ Self-Directed Learning in Clinical Training: A Cross-Cultural Qualitative Study in the U.S. and Taiwan**
Tzu-Hung Liu, Harvard Medical School, USA

**1000-1015 Discussion**
0830-1015  #10F Short Communications: International Dimensions
Moderator: Juha Pekka Turunen, Finland
Location: Room L6, Level 1

0830-0845  #10F1 Learning Preferences of Medical Students: International Similarities and Differences
Mike Elnicki, University of Pittsburgh, USA

0845-0900  #10F2 Exploring the validity of hegemonic competency frameworks for health professions education in the global south
Francois Cilliers, University of Cape Town, South Africa

0900-0915  #10F3 Educational globalization: implications of similarities and differences in cultural dimensions across medical students from fifteen different countries
Young-Mee Lee, Korea University College of Medicine, South Korea

0915-0930  #10F4 Peer observation of an online learning platform for undergraduates in Somalliland
Rebecca Stout, University College London, UK

0930-0945  #10F5 International & Digital Midwifery Workplace Learning Network: the first step in Rwanda
Mieke Embo, Artevelde University College Gent, Belgium

0945-1000  #10F6 A continuous learning approach to improving the quality of care for children in Lao district hospitals
Amy Gray, The University of Melbourne/Royal Children’s Hospital, Australia

1000-1015  #10F7 Cultural considerations in teaching history-taking skills: Teaching bilingually is not a simple matter of translation
Mieko Ogino, International University of Health and Welfare, Japan

No Discussion

1015-1200  #10G Doctoral Reports 3
Moderator: Diana Dolmans, The Netherlands
Location: Room 1.85, Level 1

0830-0850  #10G1 On Discontinuity and Learning: Investigations of Physicians’ Responses to Transitions of Patient Care Responsibility
Judith Bowen, Oregon Health & Science University, Portland, USA

0850-0910  #10G2 Bridges over troubled water: understanding the identity development of medical educators
Jo Horsburgh, Imperial College, London, UK

0910-0930  #10G3 Perceptions, discourses and values: Exploring how key stakeholders construct, negotiate and enact widening access to medical school
Kirsty Alexander, University of Aberdeen, UK

0930-0950  #10G4 Reflection as purposeful, social activity: using cultural-historical activity theory (CHAT) to explore recent veterinary graduates' experiences
Sheena Warman, University of Bristol, UK

0950-1010  #10G5 Swinging the Pendulum from Recipes to Relationships: Enhancing impact of feedback through transformation of institutional culture
Subha Ramani, Harvard Medical School, Boston, USA

1010-1015  Discussion

0830-1015  #10H Short Communications: Patient as Educator 3
Moderator: Amanda Chichester, USA
Location: Room 1.61-62, Level 1

0830-0845  #10H1 The ‘Patient as Educator’: What Motivates SPs?
Gail Furman, National Board of Medical Examiners, USA

0845-0900  #10H2 Patients’ attitude towards the involvement of medical students in obstetrics, gynecology and infertility outpatient clinics at Cairo university teaching hospital, a cross-sectional study
Nadine Sherif, Faculty of Medicine- Cairo University, Egypt

0900-0915  #10H3 Hearing patients’ views of teaching and learning
John Dockerty, Dunedin School of Medicine, University of Otago, New Zealand

0915-0930  #10H4 Can We Trust A Simulated Patient As An Evaluator?
Huai Cheng, University of Virginia, USA

0930-0945  #10H5 “I Felt Like a Privileged Vital Educational Instrument": The Perspective of Simulated Patients as Educators
Meghana Sudhir, Mohammed Bin Rashid University of Medicine & Health Sciences, United Arab Emirates

0945-1000  #10H6 Simulated Patients’ Perceptions of their Role and Contribution to Health Professions Education
Clare Sullivan, RCSI, Ireland

1000-1015  Discussion

0830-1015  #10I Short Communications: Assessment: Licensing Exams / Standard Setting
Moderator: Kim Lomis, USA
Location: Room L2, Level 1

0830-0845  #10I1 Assessing the Impact of Increasing Exam Burden on Final Year Medical Students - an observational study
Heather Keenan, East and North Herts Trust, UK

0845-0900  #10I2 Licensing examinations - a retrospective: (Un)intended emphases in Germany’s national licensing examinations?
Nikolas Psathakis, German Medical Students’ Association (bvmd e.V.), Germany

0900-0915  #10I3 Development of national licensing exam
Zalim Balkizov, ASMOK, Russia
0915-0930 1014 The impact on Angoff standard setting of changing to open-resource assessment
Mike Tweed, Otago Medical School, New Zealand

0930-0945 1015 Setting defensible standards in small cohorts: understanding when borderline regression works
Matt Homer, Leeds Institute of Medical Education, UK

0945-1000 1016 Standard Setting Using a Modified Post-Examination Borderline Group Method for Simulation-Based Performance Assessment
Na Jin Kim, The Catholic University of Korea, College of Medicine, Seoul, South Korea

1000-1015 Discussion

0830-1015 #10J Short Communications: Empathy
Moderator: Carmen Fuentealba, USA
Location: Room 0.31-32, Level 0

0830-0845 10J1 Instilling empathy - is the devil still in third year?
Anna Byszewski, Regional Geriatric Program of Eastern Ontario, Canada

0845-0900 10J2 Students’ stress coping strategies impact empathy trajectories during medical training: a 5-year longitudinal study
Margaret Gerbase, University of Geneva, Faculty of Medicine, Switzerland

0900-0915 10J3 Embodied empathy, a phenomenological study of physician touch
Martina Kelly, University of Calgary, Canada

0915-0930 10J4 Empathy microskills training program for undergraduate medical students in Chile
Juan Arellano, Universidad de Concepción, Chile

0930-0945 10J5 Fostering social empathy in medical students
Caroline Wellbery, Georgetown University Medical Center, USA

0945-1000 10J6 Measuring the level of clinical empathy in Moscow medical students and residents by the Jefferson Scale of Empathy - the first pilot study in Russia
Sergey Gatsura, A.I. Yevdokimov Moscow State University of Medicine and Dentistry, Russian Federation

1000-1015 Discussion

0830-1015 #10K Short Communications: Communication Skills
Moderator: Ingrid Preusche, Austria
Location: Room 0.14, Level 0

0830-0845 10K1 “The Silence Pact” - a qualitative exploration of cultural differences in breaking bad news
Sophie Holmes, Newcastle University, UK

0845-0900 10K2 Learning communication skills and how to deliver bad news in a multicenter fellowship for medical students. Results from a five year experience program
Laura Bogea Muller, SOBRAMFA, Brazil

0900-0915 10K3 Analyzing expert criteria for authentic resident communication skills
Hyesyoung Han, Southern Illinois University School of Medicine, USA

0915-0930 10K4 Culture and Human: What does it mean for medical students?
Ozlem Surel Karabülent Oztürkcu, Ege University Faculty of Medicine, Turkey

0930-0945 10K5 Doctor-patient communication in an Iranian and Norwegian context
Jørgen Urnes, Dep. of Public Health and Nursing Faculty of Medicine, Norway

0945-1000 10K6 Clinical communication for the 21st century: A faculty approach for curriculum renewal and improved graduate outcomes
Robyn Woodward-Kron, University of Melbourne, Australia

1000-1015 10K7 NOT PRESENTED

0830-1015 #10L Short Communications: The Teacher
Moderator: Lynne Allery, UK
Location: Room L7, Level 1

0830-0845 10L1 Impact of an innovative endowed chair program on medical educator recipients
Peter ChinHong, UCSF, USA

0845-0900 10L2 Oh my goodness, what have I done? - Exploring the experiences of non-medically qualified clinical teachers of undergraduate medical students
Sonia Bussey, Newcastle University, UK

0900-0915 10L3 The Characters of A Good Teacher - An Exploratory Study
Lieu-Yu Yi, School of Medicine, Tzu Chi University, Taiwan

0915-0930 10L4 Tensions in perceptions of the role of ‘nurse as teacher’ for medical trainees
Asif Doja, CHEO, University of Ottawa, Canada

0930-0945 10L5 Building a better mousetrap: A utility-focused clinical teaching evaluation instrument
Joan Binnendyk, Western University, Canada

0945-1000 10L6 NOT PRESENTED

1000-1015 10L7 Can analyzing student feedback help simulation center faculty improve their teaching and professionalism?
Matthew Emery, Michigan State University College of Human Medicine, USA

No Discussion
0830-1015  #10M Short Communications: Student: Burnout and Resilience
Moderator: Bert Arets, the Netherlands
Location: Room 0.94-95, Level 0

0830-0845  #10M1 Burnout in medical students during initial career years: mental health implications
Carolina Pérez and Mariana Searle, Universidad Andrés Bello, Chile

0845-0900  #10M2 Implementing a Burnout Prevention and Education Program in a Physician Assistant Program
Heidi Brown, Idaho State University, USA

0900-0915  #10M3 Burnout syndrome in medical students and association with poor sleep quality, sedentary lifestyle and use of psychotropic drugs
Arnaldo Aires Peixoto Junior, Centro Universitário Christus (UNICHRISTUS), Brazil

0915-0930  #10M4 Learning strategies of Chilean medical students change along clinical training and predict their levels of burnout and wellbeing at graduation
Guadalupe Echeverría, Pontificia Universidad Católica de Chile, Chile

0930-0945  #10M5 Clinical training stress and professional quality of life among medical students: the buffering effect of resilience and its determinants
Blossom Yen, Chang Gung University, Taiwan

0945-1000  #10M6 The longitudinal effect of grit on academic achievement among Japanese medical students
Yusuke Karouji, Kansai Medical University, Japan

1000-1015  Discussion

0830-1015  #10N Short Communications: Community and Rural Based Education
Moderator: Roger Strasser, Canada
Location: Room 2.15, Level 2

0830-0845  #10N1 Identifying the learning objectives of clinical clerkship in community health (CCG) in Japan: Focus Group
Daisuke Kato, Department of Family Medicine, Mie University Graduate School of Medicine, Japan

0845-0900  #10N2 Re-thinking the purposes and practices of community based medical education
Clare Morris, Barts & The London School of Medicine and Dentistry, Queen Mary University London, UK

0900-0915  #10N3 Non-clinical community clerkships: experiences from University Medical Center Utrecht
Conny Seeleman, UMC Utrecht, the Netherlands

0915-0930  #10N4 Fostering Socially Accountable Rural Health Research through Longitudinal Faculty Development
Shabnam Asghari, Memorial University of Newfoundland, Canada

0930-0945  #10N5 North and south: Rural medicine attracts students with a similar approach to learning
Kylie Mansfield, University of Wollongong, Australia

0945-1000  #10N6 Understanding the factors affecting student performance in rural and metropolitan campuses
Jessica Macer-Wright, University of New South Wales Rural Clinical School, Australia

1000-1015  #10N7 Experiences from the implementation and pilot of a Rural Elective in a Brazilian University: feedback from students
Ana Julia Araujo de Carvalho, Universidade Federal de Uberlandia, Brazil

0830-1015  #10O Short Communications: Feedback
Moderator: Jill Benson, Australia
Location: Room 2.31, Level 2

0830-0845  #10O1 A Scoping Review of how Learners Use, Seek and Respond to Feedback
Muirne Spooner, Royal College of Surgeons in Ireland, Ireland

0845-0900  #10O2 Using Deliberate Practice Framework to Assess the Quality of Feedback in Undergraduate Clinical Skills Training
Reina Abraham, Nelson R Mandela School of Medicine, South Africa

0900-0915  #10O3 Content of Feedback for Test-Enhanced Transfer of Learning
Anna Ryan, University of Melbourne, Australia

0915-0930  #10O4 Adopting the Concept of Feedback Orientation to Health Professions Education
James Fraser, Griffith University, Australia

0930-0945  #10O5 Understanding the enablers, inhibitors and processes around earlier development of feedback-seeking behaviour
Michelle Arora, School of Clinical Medicine, University of Cambridge, UK

0945-1000  #10O6 Influencing factors and outcomes of Multisource-Feedback in Postgraduate Medical Training - A Focus Group Study
Eva K. Hennel, University of Bern, Institute for Medicine, Switzerland

1000-1015  #10O7 Resident perspectives on impression management and receiving feedback in residency: a qualitative study
Brandon Huffman, Mayo Clinic, USA

0830-1015  #10P Short Communications: Mentoring
Moderator: Patricia Kokotailo, USA
Location: Room L1, Level 1

0830-0845  #10P1 Understanding Mentoring Culture through Thematic Analysis of Learning Culture in Medicine: a Systematic Scoping Review
Kuang Teck Tay, Yong Loo Lin School of Medicine, National University of Singapore, Singapore

0845-0900  #10P2 Understanding the factors affecting student performance in rural and metropolitan campuses
Jessica Macer-Wright, University of New South Wales Rural Clinical School, Australia

0900-0915  #10P3 Experiences from the implementation and pilot of a Rural Elective in a Brazilian University: feedback from students
Ana Julia Araujo de Carvalho, Universidade Federal de Uberlandia, Brazil

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Brandon Huffman, Mayo Clinic, USA

0830-1015  #10P8 Short Communications: Feedback
Moderator: Jill Benson, Australia
Location: Room 2.31, Level 2

0830-0845  #10P9 A Scoping Review of how Learners Use, Seek and Respond to Feedback
Muirne Spooner, Royal College of Surgeons in Ireland, Ireland

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Michelle Arora, School of Clinical Medicine, University of Cambridge, UK

0945-1000  #10P14 Influencing factors and outcomes of Multisource-Feedback in Postgraduate Medical Training - A Focus Group Study
Eva K. Hennel, University of Bern, Institute for Medicine, Switzerland

1000-1015  #10P15 Resident perspectives on impression management and receiving feedback in residency: a qualitative study
Brandon Huffman, Mayo Clinic, USA
10Q4 Briseida Mema, Hospital for Sick Children, Canada

Study Bronchoscopy Simulation: A Mixed Method
Explain Growth Patterns of Learners in University, Canada
Anna MacLeod, Faculty of Medicine, Dalhousie
sociomaterially about simulation

10Q3

University of Virginia School of Medicine, USA
Vaia Abatzis, Preliminary Results
resuscitation (CPR) techniques for EPA #12:
mask ventilation (BVM) and cardiopulmonary
improve 3rd year medical student bag

10Q2

University, Egypt
Iman M. Eissa, Kasr Al Aini School of Medicine, Cairo

10P1

Mahwish Arooj, University of Lahore, Pakistan

10P2

Norway
Eirik Hugaas Ofstad, Uit The Arctic University, mixed methods study

10P3

Pathology, the Netherlands
Sylvia Heenema mentoring: in the Eyes of the Beholder

10P4

Mentorship and mentees' perceptions and expectations of the mentoring process
Sylvia Heeneman, Maastricht University/ Dept of Pathology, the Netherlands

10P6

Mentoring: In the Eyes of the Beholder
Iman M. Eissa, Kasr Al Aini School of Medicine, Cairo University, Egypt

10P7

NOT PRESENTED

10P5

An Insight into undergraduate mentoring program
Mahwish Arooj, University of Lahore, Pakistan

10P4

What makes mentors of medical students thrive and succeed in group-mentoring programs? A multi-centre mixed methods study
Erik Hugaas Ofstad, UiT The Arctic University, Norway

10P3

Development and initial validation of a dual-purpose questionnaire capturing mentors' and mentees' perceptions and expectations of the mentoring process
Sylvia Heeneman, Maastricht University/ Dept of Pathology, the Netherlands

10P2

A simulation

10Q3

Location:
Moderator:
#10Q

No Discussion

10Q1

Location:
Moderator:
#10Q

10P7 NOT PRESENTED

10Q7

NOT PRESENTED

10Q5

Discussion

10Q6

10Q4

10Q5

10Q3

10Q2

10Q1
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<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Title</th>
<th>Presenter(s)</th>
<th>Location</th>
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<tbody>
<tr>
<td>0900-0915</td>
<td>10S3</td>
<td>The continuum of reflection on professional development: the Amsterdam VUmc reflection-line</td>
<td>Veronica Selleger, Amsterdam UMC, Location VUmc, the Netherlands</td>
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<tr>
<td>0915-0930</td>
<td>10S4</td>
<td>Is it about getting interested? Exploring how deliberate reflection might help medical students learn from clinical cases</td>
<td>Ligia Ribeiro, UNIFENAS, Brazil</td>
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<tr>
<td>0930-0945</td>
<td>10S5</td>
<td>‘Doctor Jazz’: lessons that medical professionals can learn from jazz musicians</td>
<td>Allard van Ark, University Medical Center Utrecht, the Netherlands</td>
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<td>0945-1000</td>
<td>10S6</td>
<td>Using design thinking to re-invent the delivery of undergraduate medical education</td>
<td>Rahim Kachra, University of Calgary, Canada</td>
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<td>1000-1015</td>
<td>10S7</td>
<td>“Naturally, we will become more ‘immune’ to such visions”: Accepting and internalizing inappropriate behaviors as part of medical students’ professional socialization process</td>
<td>Galit Neufeld Kroszynski, Sackler School of Medicine, Tel Aviv University, Israel</td>
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<tr>
<td>0830-1015</td>
<td>#10T</td>
<td>Round Table: Research</td>
<td>Stewart Mennin, Brazil</td>
<td>Room L5, Level 1</td>
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<tr>
<td>0830-1015</td>
<td>#10T1</td>
<td>Longitudinal Qualitative Research in Health Professions Education: Heeding the Call</td>
<td>Dorene Balmer, University of Pennsylvania, USA</td>
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<td>0830-1015</td>
<td>#10T2</td>
<td>Dethroning experimental research methods in developing education innovations</td>
<td>Satid Thammasitboon, Baylor College of Medicine, USA</td>
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<td>0830-1015</td>
<td>#10T3</td>
<td>Review methodologies: Meta-narrative synthesis for secondary research in medical education</td>
<td>Eleanor Brown-Jones, King's College London, UK</td>
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<td>0830-1015</td>
<td>#10T4</td>
<td>Show Me The Money: How to speak to donors about funding health professions education research</td>
<td>Robert Paul, University of Toronto, Canada</td>
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<td>0830-1015</td>
<td>#10U</td>
<td>Conference Workshop: Implementation of Competence Based Medical Education in Surgery (CBME): Challenges from an international perspective</td>
<td>Helen MacRae, University of Toronto, Department of Surgery, Canada; Gareth Griffiths, NHS Tayside, UK</td>
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<td>0830-1015</td>
<td>#10V</td>
<td>Conference Workshop: Constructive Alignment: What makes teaching-learning interactions stick?</td>
<td>Chitra Subramaniam, AO Foundation, USA; Miriam Uhmann, AO Education Institute, Switzerland</td>
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<td>0830-1015</td>
<td>#10W</td>
<td>Conference Workshop: Deconstructing Competency-Based Assessment in Interprofessional Education and Collaboration: A Three-Stage Continuum</td>
<td>Susan J. Wagner, Dept. of Speech-Language Pathology, Faculty of Medicine, University of Toronto, Canada; Brian S. Simmons, Dept. of Pediatrics, Sunnybrook Health Sciences Centre &amp; Faculty of Medicine, University of Toronto, Canada</td>
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<td>0830-1015</td>
<td>#10X</td>
<td>Conference Workshop: Adaptive Education: Designing and offering education that is optimized for individual learners and contexts</td>
<td>Michael Seropian, iMedTrust, USA; Ian Curran, Duke-NUS Medical School, Singapore; Davinder Sandhu, RCSi-Bahrain; Hill Jason, Jane Westberg, iMedTrust, USA; Kamila Hawthorne, RCGP-UK</td>
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<td>0830-1015</td>
<td>#10Y</td>
<td>Conference Workshop: Towards a shared understanding of threshold concepts in global health in health professions education</td>
<td>David Davies, University of Warwick, UK; Ann Wylie, King’s College London, UK; Susan van Schalkwyk, Stellenbosch University, South Africa</td>
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<tr>
<td>0830-1015</td>
<td>#10Z</td>
<td>Conference Workshop: Medical Humanities: Education and Practice</td>
<td>Jonathan McFarland, Irina Markovina, Sechenov University, Russian Federation; Ourania Varsou, Glasgow University, UK; Emma Black, University of St Andrews, UK</td>
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</table>
0830-1015 #10AA Conference Workshop: Achieving patient-oriented care with an interprofessional team. Implications for the educational process
Angelika Eder, FH Campus Wien University of Applied Sciences, Department Health Sciences, Austria; Richard Marz, Matthias Ch. Grasl, Medical University Vienna, Austria; Karl F Kremser, Medical University, Austria
Location: Room 2.61, Level 2

0830-1015 #10BB Conference Workshop: How to introduce high quality Team-based learning (TBL) into the curriculum
Annette Burgess, Jane Bleasel, Chris Roberts, Roger Garsia, Antonia Clarke, Inam Haq, The University of Sydney, Australia
Location: Room 2.83, Level 2

0830-1015 #10CC Conference Workshop: Artificial Intelligence in Medical Education: A Practical Guide
Nabil Zary, Mohammed Bin Rashid University of Medicine and Health Sciences, United Arab Emirates; Smriti Pathak, Imperial College London, UK; Paul Gagnon, Lee Kong Chian School of Medicine, Nanyang Technological University, Singapore; Malolan Chetlur, IBM Research, India
Location: Room 2.95, Level 2

0830-1015 #10DD ePosters: Self-regulation / Metacognition / Coaching
Moderator: Umberin Najeeb, Canada
Location: Foyer B, Level 2
10DD01 NOT PRESENTED

10DD02 How can photography reflect student self-awareness?
Marisa Jitnupong Bunphan, Suraththani Hospital, Thailand

10DD03 Research in action - how to teach research skills in undergraduate biomedical students
Fenneke de Vegt, Radboud university medical center, the Netherlands

10DD04 How do residents develop self-efficacy through clinical training? A qualitative study
Kazuki Tokumasu, Department of General Medicine, Okayama University Hospital, Japan

10DD05 Stimulating reflective learning and practice in anaesthesiology residents with the obstetric anaesthesia diary
John Lee, Department of Women’s Anaesthesia, KK Women’s and Children’s Hospital, Singapore

10DD06 Developing students' academic questioning skills: reliability and validity of an evaluation sheet
Junichi Kamenska, Tohoku Medical & Pharmaceutical University, Japan

10DD07 NOT PRESENTED

10DD08 "It unsticks your mind": Using a Narrated Musician’s Masterclass as an Introduction to Competency-based Medical Education and Coaching
Michael Sanatani, Western University, Canada

10DD09 Medical student perceptions of their knowledge and skills in pharmacology in their first and final clinical years
Shane Bullock, Monash University, School of Rural Health, Australia

10DD10 Evaluation of Scholarly Concentration Programs at Inha University College of Medicine
Jiho Choi, Inha University College of Medicine, Republic of Korea

10DD11 The Development of Practice-Based Reflective Learning Tools for Electronic Consultations
Douglas Archibald, University of Ottawa, Canada

10DD12 Medical Students’ Performance of Group Discussion in Problem Based Learning: Can it Influence A Cognitive Performance?
Yeny Dyah Cahyaningrum, Medical Education Department, Faculty of Medicine, Universitas Islam, Indonesia

10DD13 What Do You Want to Learn? Goal Setting in a Second Year Student Emergency Medicine Rotation
Colleen Bush, Michigan State University College of Human Medicine, USA

10DD14 The role of the preceptor and reflection stands out in nursing students’ clinical skills training in practice
Karin Blomberg, Örebro University, Sweden

0830-1015 #10EE ePosters: Simulation
Moderator: Daisy Rotsoll, Germany
Location: Foyer C, Level 2

10EE01 Does Simulation Improve Medical Student Confidence and Preparedness to Care for the Dying?
Geoffrey Wells, Brighton and Sussex Medical School, UK

10EE02 NOT PRESENTED

10EE03 Building a nationwide medical teachers’ network engaging in simulation-based education
Kazunobu Ishikawa, International University of Health and Welfare, Japan
10EE04 Among doctors, simulation training concerning obstetric emergencies is considered beneficial regardless of professional experience
Marja Kaijomaa, Helsinki University Hospital Women’s Clinic, Finland

10EE05 Enhancing student learning by Simulation
Ngamjit Pattaravit, Prince of Songkla University, Thailand

10EE06 The study of agreement between emergency physician staff and paramedic students to evaluate simulation training
Chaiyaporn Yukan, Ramathibodi Hospital, Thailand

10EE07 Exploring Perceptions of Preparedness and Exposure to Simulation Training in Foundation Trainees
Oluseyi Adesalu, Newcastle University, UK

10EE08 Evidence of surgical skill acquisition for dental students taught on haptic simulator
Parnyan Ashtari, King’s College London Faculty of Dentistry, Oral and Craniofacial Sciences, UK

10EE09 Simulation in undergraduate medical education improves self-perceived confidence in managing emergency scenarios
Euan Fisher, NHS Ayrshire and Arran, UK

10EE10 Simulation-based training is beneficial to undergraduate students whether taking part or observing
Kevin Hart, NHS Ayrshire & Arran, UK

10EE11 Virtual reality simulating Dentistry Education: User experience and development of a VR Dental Training
Alessandra Dahmer, Universidade Federal de Ciências da Saúde de Porto Alegre, Brasil

10EE12 High fidelity 3G simulation and virtual reality: an evaluation of medical students’ experiences
Alexandra Macnamara, Hull York Medical School, UK

10EE13 Introducing Boot Camp for PGME Interns and Residents in Pakistan
Charles Docherty, The Aga Khan University’s Centre for Innovation in Medical Education, Pakistan

10FF01 Transition from Paper-Based to Electronic Portfolio Using On-Hand Social Medias for Undergrads: Generation Gap Perspective
Chalinee Monsereenusorn, Phramongkutklao Hospital and College of Medicine, Thailand

10FF02 WITHDRAWN

10FF03 Development and Assessment of an Interactive Neurolocalisation eLearning Tool
Tammy Tsang, National Healthcare Group, Singapore

10FF04 Can Pharmacy Students Use Wikipedia as a Learning Resource? Assessment of 100 Entries on Chemotherapeutic Agents
Aya Alsharafi, King Saud University, Kingdom of Saudi Arabia

10FF05 Facebook page as a learning platform for video-based airway management education
Ying Lin Tan, Shin Kong Wu Ho-Su Memorial Hospital, Taiwan

10FF06 Comparison between medical students’ and medical postgraduates’ perspectives on Artificial Intelligence (AI) in medical fields: a multi-center survey study
Pimnipa Chaimgongkonrojna, Faculty of Medicine, Chulalongkorn University, Bangkok, Thailand

10FF07 NOT PRESENTED

10FF08 Digital scholarship: A pilot project for knowledge production in medical education in the digital age
Pierre Drolet, Université de Montréal, Canada

10FF09 Application of computer vision and artificial intelligence in clinical skill training
Ching-Ju Shen, Kaohsiung Medical University Hospital, Taiwan

10FF10 Ultrastructural images as interactive tools to increment cell biology learning
Paula Ludovico, School of Medicine, University of Minho, Portugal

10FF11 NOT PRESENTED

10FF12 Ultrasound: the future of anatomy teaching?
Rosie Conroy, School of Medicine, University of Central Lancashire, UK

Chung Pei Fu, Fu Jen Catholic University, Taiwan

10FF14 NOT PRESENTED

10GG01 NOT PRESENTED

10GG02 Patient Inputs Beneficial in Evaluating a Resident’s Communication Skill During the Residency Training
Jiratha Budkaew, Khon Kaen Medical Education Center, Khon Kaen Hospital, Thailand
**10GG03** NOT PRESENTED

**10GG04** Students’ Learning Outcomes of Patient-Centered Home Care facilitated by Village Health Volunteer as Educator
Chanat Kanchit, Medical Education Center, Ratchaburi Hospital, Thailand

**10GG05** National Advance Care Planning Educational Workshop for Healthcare Professionals in Taiwan: Using Learning Science with 3 Levels of Course Design
Wei-Min Chu, Department of Emergency Medicine, Taichung Veterans General Hospital, Taiwan

**10GG06** Entrustable procedural skill teaching to improve patient safety
Adisak Tantiworawit, ChiangMai University, Thailand

**10GG07** NOT PRESENTED

**10GG08** Quality and Patient Safety Linked to Healthcare across Middle-Eastern and Asian Countries: A Systematic Review
Maha Hameed, AlFaisal University, Saudi Arabia

**10GG09** Learning-needs focused hands-on workshops on Chest Drain insertion and post-insertion Chest Drain management: How we improved the identified patient safety issues in our hospital
Catherine Russell, University Hospital Ayr, NHS Ayrshire and Arran, UK

**10GG10** Simulation based education on chemotherapy medication safety of new graduated nurses
Shu-Fen Chen, Taipei Medical University-Shuang Ho Hospital, Taiwan

**10GG11** Physician-Pharmacist Cooperation Workshop for Reducing Medication Errors
Sunee Chayangsu, Surin Medical Education Center, Suranaree University of Technology, Thailand

**10GG12** Evaluation of a patient safety course for intensive medicine residents using the Kirkpatrick’s model
Carolina Ruiz, Pontificia Universidad Católica de Chile, Chile

**10GG13** Foundation doctors’ perceptions towards feedback on electronic prescribing errors: a mixed-methods, single-centre study
Ann Chu, Imperial College London, UK

**10GG14** How to increase proper and suitable competency in medical practice
Boonyarat Warachit, Ministry of Public Health, Thailand

**10GG15** What could be the potential barrier for medical students to speak up when they encounter medical error?
Chao-Chun Huang, Taipei Medical University Hospital, Taiwan

**10GG16** Improving patient safety attitude of medical students using medical error simulation scenario training
Yiting Hsu, Taipei Medical University Hospital, Taiwan

**10GG17** An interactive medication error and patient safety workshop for intern and medical students
Kanokrot Kojiriyapan, Medical Education Center PhayaSo Hospital, Thailand

**10GG18** Human Factors Training: evaluating its impact on clinical practice
Aaron Braddy, National Heart and Lung Institute, Imperial College London, UK

**10GG19** Moving beyond written reflection: An assessment of postgraduate trainee reflective accounts
Melanie D’Costa, University of Liverpool, UK

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**0830-1015**

**#10HH Posters: Humanities**
Moderator: Pablo Blasco, Brazil
Location: Hall/Foyer F, Level 0

**10HH01** Healing architecture: a cross-national elective with on-site visits and discussions with architects about good examples of contemporary hospital architecture
Michael Wilde, University of Basel, Medical Faculty, Switzerland

**10HH02** Medical Humanities Curriculum For Younger Medical Students, Home-Based Palliative Care Program Helps!
Ting-Fang Chu, Taipei City Hospital, Taiwan

**10HH03** In sickness and in health: teaching medical ethics through art
Sabyha Khan, London North West University Healthcare Trust, UK

**10HH04** A qualitative analysis of residents’ reflection on palliative care movie: a pilot study in pediatric residency training
Tipaporn Thongmak, Hatyai Medical Education Centre, Thailand

**10HH05** Agency or Complicity: An analysis of physicians’ reflective narratives about flaws with the “system”
Tracy Moniz, Mount Saint Vincent University, Canada

**10HH06** Narrative medicine’s influence on medical students’ readiness for holistic care practice: A realist synthesis
Chien-Da Huang, Chang Gung Medical Education Research Center, Chang Gung Memorial Hospital, Chang Gung University, Taiwan

**10HH07** Choral music and health professional education: students’ perceived benefits
Lucia Pellanda, UFCSPA, Brazil
10HH09 Medicine on a Grand Scale: Selective Colloquium Broaden the Scope of an Undergraduate Medical Curriculum
Raymond Curry, University of Illinois College of Medicine, USA

10HH10 The curriculum of medical humanities museum touring for non-medical students
Kun-Long Hung, Fu-Jen Catholic University Hospital, Taiwan

10HH11 Development of a Cross-Cultural Academic Integrity Questionnaire
Marcus A Henning, University of Auckland, New Zealand

10HH12 The Role of Medical Humanities Curriculum Related with Cadaver Dissection to Promote Medical Students' Medical Professionalism
Wha Sun Kang, The Catholic University of Korea, College of Medicine, South Korea

10HH13 What do students gain from integrating the studies of arts and humanities with medical education?
Eleen Inayat, University of Bristol, UK

10HH14 The impact of a longitudinal integrated humanities program in an undergraduate medical curriculum: a qualitative study
Maria Cecilia Lemos Pinto Estrela Leão, Universidade do Minho, Portugal

10HH15 Students' bioethics attitude toward gene editing - a qualitative and quantitative analysis from a medical humanity class
Shiu-Jau Chen, Mackay Medical College, Mackay Memorial Hospital, Taipei, Taiwan

10HH16 NOT PRESENTED

10HH17 Spirituality/Religiosity in Medical Education: a necessary approach
Odenir Nadalin Júnior, Pontifical Catholic University of Paraná, Brazil

10HH18 Photography to facilitate the education of GP trainees
Nicola O'Shaughnessy, GPEU, UK

0830-1015 #1011 Posters: Curriculum Development
Moderator: Alison Carr, Qatar
Location: Hall/Foyer F, Level 0

101101 Renewal of Undergraduate MD Curriculum based on National Standards of Medical Education in Georgia
Gaiane Simonia, Tbilisi State Medical University, Georgia

101102 Evaluating students' experience in a revised basic science course with an emphasis on clinical relevance
Irene Lee, Duke-NUS Medical School, Singapore

101103 Does longitudinal teaching in professional competencies better prepare students for clinical practice?
Elise Pauline Skjøvik, UiT The Arctic University of Norway, Norway

101104 Institutional pedagogical project (IPP): participative process in the education of health professionals
Márcia Rosa da Costa, Universidade Federal de Ciências da Saúde de Porto Alegre, Brasil

101105 The learning of symptomatology in the first-year medical students is effective for better understanding preclinical medicine
Eriko Okada, Tokyo Medical and Dental University, Japan

101106 Development of a hematology curriculum based on the cognitive load theory
Samuel S Medina, University of Campinas, Brazil

101107 Work-integrated learning opportunities and first-year university students' perceptions of employability
Brooke Harris-Reeves, Griffith University, Australia

101108 Do medical students receive sufficient information in order to make an informed decision about intercalating?
Hamisha Salih, University of Liverpool, UK

101109 UNABLE TO PRESENT

101110 Themes in Curriculum Reforms in Dental Education: A Focused Review
Emilie Leth Rasmussen, Aarhus University, Center for Health Sciences Education, Denmark

101111 The Value of Geographic Information Systems in Primary Healthcare as a Tool of the Enriched Medical Curriculum with Health Information Technologies
Jessica Ortiz Huerta, Technische Hochschule Deggendorf, European Campus Rottal-Inn, Brazil

101112 Spaced learning in medical education: Is it time for an instructional revolution?
Manix Timmer, Center for Innovation in Medical Education, Leiden University Medical Center, the Netherlands

101113 Socially Responsible Behaviour in Medical Students: An Inductive approach
Nancy Bastias, Universidad de Concepcion, Chile

101114 Public Health Community Projects for Medical Students
Selma Ömer, University of Southampton, UK

101115 In what ways may a concept of social accountability affect curriculum development in medical school - comparing two schools: one in East London and one in Western Australia
Lucas Jullian, Barts & The London School of Medicine and Dentistry, UK
0830-1015  #10JJ Posters: Teaching and Learning 2
Moderator: Holly Meyer, USA
Location: Hall/Foyer F, Level 0

10JJ01 Let us Pecha Kucha together: “New for all” group-work intervention to achieve integration
Albertina Menezes Velho, University of Warwick Medical School, UK

10JJ02 NOT PRESENTED

10JJ03 How a UK children’s hospital summer school influences attitudes to careers in paediatrics amongst medical student and foundation doctors
Craig Knott, Great Ormond Street Hospital, UK

10JJ04 Effects of integrations of stroke patients, family and multidisciplinary team’s perspectives compared with traditional-style lecture on student learning outcomes in stroke rehabilitation course
Anon Sathapornsathid, Medical Education Center Ratchaburi Hospital, Thailand

10JJ05 Participatory Action Research for Developing Learning Autonomy for Senior Nursing Students: A Case Study of Community Cross-discipline of Disaster Health Care Alliances Shiu-Yun Fu, Department of Nursing, Fu Jen Catholic University, Taiwan

10JJ06 Integration of Professionalism, Health Economics and Evidence-Based Medicine: a New Learning Method in Radiology Chalakot Dejarkom, Buddhachinaraj Medical Education Center, Thailand

10JJ07 Health service and sexual education - pilot implementation in 2nd-year medical students in Reims
Marie Laurent, Reims Faculty of Medicine / CEMR, France

10JJ08 Developing a Geriatric Palliative Workshop: Responding and meeting the Health Professionals’ Needs Allyn Hum, Tan Tock Seng Hospital, National Healthcare Group, Singapore

10JJ09 Designing a teaching programme for nursing staff on a frail and functional psychiatry ward using single best answer assessments and small group teaching sessions
Zara Sheikh, NHS, UK

10JJ10 Changing the way of hospital library service in facilitating medical humanity and holistic care education in the transforming era Yun Chen, Far Eastern Memorial Hospital, Taiwan

10JJ11 What is correlated to Hackathon Participants’ Readiness to Cooperative Problem-solving?
Kung-Pei Tang, Taipei Medical University, Taiwan

10JJ12 Importance of Small-Group Tutoring for Improved Step 1 Performance
Marcel Brus-Ramer, Tel Aviv University, Israel

10JJ13 Re-imagining Small Group Learning and the Development of Soft Skills
Gary Hamlin, Bond University, Australia

10JJ14 Study guide : A Friendly tool to get familiar with Pediatric Oncology
Pitchayanan Kuwattanakul, Udonthani Medical School, Thailand

10JJ15 Role-play as a way to learn about host microbe interactions
Elisabeth Hultgren Hornquist, Örebro University, Sweden

10JJ16 Constructive alignment with peer role play to improve learning on Aged Care for students and residents
En Ye Ong, Eastern Health, Australia

10JJ17 Student Role Play: A Triad of Learning Thomas Baker, University Hospital Coventry and Warwickshire, UK

10JJ18 Human Library: An opportunity to facilitate cultural competence development for occupational therapy students
Kirsty Pope, Monash University, Australia

0830-1015  #10KK Posters: Interprofessional Education 2
Moderator: Alexandra Rolfe, UK
Location: Hall/Foyer F, Level 0

10KK01 Opportunities of Interprofessional Training in Undergraduate Health Courses: the students’ point of view
Ana Carolina Bonetti Alves, Ribeirao Preto Medical School, Brasil

10KK02 An Interprofessional Education Intervention for First-Year Medical and Nursing Students: Changes in attitudes toward interprofessional learning
Sang Hui Chu, Yonsei University College of Nursing, South Korea

10KK03 Integrated Interprofessional Collaborative Healthcare to Postgraduate Education: Experience from Medical Intensive Care Setting
Pornanan Domthong, Khon Kaen Hospital, Khon Kaen, Thailand

10KK04 Tumor Board Shadowing: A Unique Opportunity for Medical Students to Learn Effective Collaboration Through Multidisciplinary Cancer Care
Milani Sivapragasam, McGill University Health Centre, Canada

10KK05 Community Emergency Medicine (CEM): Multiprofessional education to encourage learning experience, four years of implementation
Sirote Srimahadthai, Medical Education Center, Ratchaburi Hospital, Thailand

10KK06 Call the On Call: Authentic team training and communication at the Inter-Professional Training Ward
Lana Zelic, Karolinska Institutet, Sweden
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<th>Institution(s)</th>
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<td>10KK07</td>
<td>In Situ Simulation Training as a Tool for Interprofessional Education in Pediatric Emergency</td>
<td>Wanna Ardonk, Buddhachinaraj Medical Center, Thailand</td>
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<tr>
<td>10KK08</td>
<td>Development of interprofessional learning objectives for the National Licensing Examination in Medicine, Pharmacy and Psychotherapy in Germany</td>
<td>Maryna Gornostayeva, The German National Institute for State Examination in Medicine, Pharmacy and Psychotherapy, Germany</td>
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<tr>
<td>10KK09</td>
<td>Applying World Café to initiate the reform of Inter-professional practice(IPP) and holistic care(HC) curricula among all professions</td>
<td>Pi-Yu Wu, National Defense Medical Center Tri-Service General Hospital, NDMCTSGH, Taiwan</td>
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<td>10KK10</td>
<td>Interprofessional Education</td>
<td>Albena Gayef, Trakya University Faculty of Medicine, Department of Medical Education, Edirne, Turkey</td>
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<td>10KK11</td>
<td>Presage, Process and Product: Analysis of an Interprofessional Education Intervention</td>
<td>Marcio Gomes, University of Ottawa/Royal College of Physicians and Surgeons of Canada, Canada</td>
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<td>10KK12</td>
<td>NOT PRESENTED</td>
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<td>10KK13</td>
<td>An interprofessional approach to enhance safety and teamwork in the operating room: the STOR course</td>
<td>Malcolm Han Wen Muk, Tan Tock Seng Hospital, Singapore</td>
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<td>10KK14</td>
<td>Communication skills development: an interprofessional approach to patient management and handover</td>
<td>Heidi Penrose, Mid-Wessex GP Education, UK</td>
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<td>10KK15</td>
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<td>10KK16</td>
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<td>10KK17</td>
<td>Supervisors’ pedagogies for supporting interns to learn intra- and interprofessional collaboration: a qualitative and quantitative ego network analysis</td>
<td>Mirte van den Broek, University Medical Center Utrecht, The Netherlands</td>
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**Posters: Assessment: Clinical, Peer and Self Assessment**

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<tr>
<td>10LL01</td>
<td>An analysis of sign-based teaching for clinical final examinations</td>
<td>Jasper Vink, Gay’s and St Thomas’ Foundation Trust, UK</td>
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<td>10LL02</td>
<td>The quality of written feedback in mini-Clinical Evaluation Exercise (mini-CEX) in foundation doctor’s e-Portfolios</td>
<td>David Faiyji, Royal Liverpool Hospital, UK</td>
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<td>10LL03</td>
<td>Enhancing Workplace-Based Assessments and Learning: LEAPing into the Future with Smartphone Applications</td>
<td>Sabrina Lau, Tan Tock Seng Hospital, Singapore</td>
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<td>10LL04</td>
<td>Supervisors’ Perception of the Use of the Generic version of the Mini-CEX in Occupational Therapy Fieldwork Education in Taiwan</td>
<td>Yi-chia Liu, National Cheng Kung University Hospital, Taiwan</td>
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<td>10LL05</td>
<td>The long case: an educational impact study</td>
<td>Corinne Tey, The University of Melbourne, Australia</td>
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<td>10LL06</td>
<td>Effective Auto-Evaluation of Clinical Competence in Undergraduate Oversized Groups Using Low-Cost Technology</td>
<td>Edgar Israel Herrera Bastida, Anahuac University - Health Sciences Faculty, Mexico</td>
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<td>10LL07</td>
<td>Theoretically and empirically-informed narrative descriptions of competency development</td>
<td>Jacqueline Raymond, University of Sydney, Australia</td>
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<td>10LL08</td>
<td>TOSE in Obstetric Emergency: Good for improved IPE</td>
<td>Prakarn Ongartboon, Phrae Hospital, Thailand</td>
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<td>10LL09</td>
<td>WITHDRAWN</td>
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<td>10LL10</td>
<td>Do CREOG exam scores reflect performance in local assessments and Arab board exams in an AGCME-I residency program?</td>
<td>Hessa Al Suwaidi, SEHA, UAE</td>
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<td>10LL11</td>
<td>Validity Evidence Supporting Computer-Based Test and OSCE Scores at 4th-Year Predicting National Board Examination Performance Following 6-Year Undergraduate Medical School in Japan</td>
<td>Shoko Horita, The University of Tokyo, Japan</td>
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<td>10LL12</td>
<td>Lecturers’ conceptions of assessment and other factors influencing how they practice assessment</td>
<td>Danica Sims, University of Cape Town, South Africa</td>
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<td>10LL13</td>
<td>Comparison of the reliability of three methods used for peer assessment</td>
<td>Pongpol Jameekornkul, Chulalongkorn University, Thailand</td>
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**0830-1015** | **10LL14** The acceptability of peer assessment of group work participation among medical students  
Apisit Rungruengsrichok, Faculty of Medicine, Chulalongkorn University, Thailand  
**10LL15** Usefulness of PBL peer evaluation as a predictor of performance after graduation  
Ye Ji Kang, Sungkyunkwan University, South Korea  
**10LL17** Evaluating the impact of the implementation of self-assessment in PBL tutorials: Does it improve students' learning?  
Umatul Khoiriyah, Faculty of Medicine Universitas Islam Indonesia, Indonesia  
**10LL18** Verify a performance assessment rating scale for evidence-based healthcare evaluation  
Chien-Chih Wu, Taipei Medical University Hospital, Taiwan  

| 0830-1015 | #10MM Posters: Student: Engagement / Peer Assisted Learning / Student as Teacher  
Moderator: Vishwa Devi Nadarajah, Malaysia  
Location: Hall/Foyer F, Level 0  
**10MM01** Student Taskforce for the nationwide implementation of Interprofessional Training Wards in Germany  
Lisa Schmitz, German Medical Students' Association (bvmd), Germany  
**10MM02** Correlation in the student-generated asking question and Level of Bloom's Taxonomy in the medical students  
Narongwit Nakwan, Division of Pulmonology, Department of Medicine, Hatyai Medical Education Center, Songkhla, Thailand  
**10MM03** Should student-led teaching be incorporated into the medical school curriculum?  
Edward Fenby, King's College London, UK  
**10MM04** Keep calm and plan properly! What medical students on a research project course recommend their peers in order to succeed  
Riitta Moller, Karolinska Institutet, Sweden  
**10MM05** Can National Licensing Board and medical students' associations work together?  
IMPPULS-Group - a nationwide students' task force at the German National Institute for state examinations in Medicine  
Aurica Ritter, German Medical Students Association (bvmd), Germany  
**10MM06** Student Engagement in Curriculum Development: A first for The University of The West Indies Faculty of Medical Sciences, Jamaica  
Nikolai Nunes, UWI Mona Campus, Jamaica  
**10MM07** Factors affecting Medical Student Engagement in Institute of Medicine  
Areerat Siripongpan, Suranaree University of Technology, Thailand  
**10MM08** Peer-to-peer small group tutoring improves knowledge and confidence for undergraduate clinical exams in both tutors and tutees  
Urvi Karamchandani, Imperial College London, UK  
**10MM09** Peer learning - Medical students learn from and with each other in placement training at the primary health center  
Carl Göranzon, Brickebackens Primary Health Center, Sweden  
**10MM10** Impact of near-peer tutoring weekly sessions on academic performance of first year medical students  
Mohammed Khalil, University of South Carolina School of Medicine Greenville, USA  
**10MM11** Developing a Near-Peer Led Medical Innovation Programme for Preclinical Medical Students  
George Choa, UCL Medical School, UK  
**10MM12** Goal-Directed Near-Peer Led Clinical Skills Programme for Third Year Medical Students  
Umair Khan, Nobles Hospital, Isle of Man, UK  
**10MM13** A peer-led introductory session for the first cohort of students at a new UK medical school  
Ronak Shah, University of Cambridge School of Clinical Medicine, UK  
**10MM14** Committing to change - what do students want to improve after a peer teaching course with cases from general practice?  
Julia Freytag, Charité Universitätsmedizin Berlin, Germany  
**10MM15** To what extent are medical students' motivations to seek teaching experience impacted by their recognition that their future role as a doctor will involve teaching?  
Henry Mitchell, Queen Mary University of London, UK  
**10MM16** Starting Early: Can a peer teaching training program (PTT) help to develop medical students' teaching and feedback skills?  
Chiraag Thakrar, University Hospitals of Leicester NHS Trust, UK  
**10MM17** A case study of higher education student volunteer mentors within the charity SHINE Mentoring  
Sonia Akhrimi, Brighton and Sussex Medical School, UK  

**AMEE Group Meeting**  
**0830-1015** AskAMEE (closed meeting)  
Room L4, Level 1  
**1015-1045** Coffee Break  
Viewing of posters and exhibits  
Entrance Hall, Hall E, Gallery, Foyer M and N
Session 11: Simultaneous Sessions

1045-1245  #11 Plenary 4
Moderator: Trevor Gibbs, UK
Location: Hall A/C, Level 2

1045-1050  A look ahead to AMEE 2020 in Glasgow

1050-1140  #11A PechaKucha™ Presentations
#11A1 The crossroads of residency: The present tough decisions of a young doctor
Agostinho Sousa, European Junior Doctors

#11A2 The values we teach
Teodor Bîldaru, IFMSA and Carol Davila University of Medicine and Pharmacy, Bucharest

#11A3 Health literacy and medical students
Beatriz Atienza Carbonell, European Medical Students Association, Spain

#11A4 Creating the Future Workforce
Jennene Greenhill, Flinders Rural Health South Australia, Flinders University College of Medicine and Public Health, Australia

#11A5 These Ideas Must Die: The Zombies of MedEd
Jason Frank, Royal College of Physicians and Surgeons of Canada

#11A6 The Thinking Sidecar: Five Thoughts on Machine Learning, Medicine, and Future Physicians
Ruben R. Puentedura (Hippasus, USA)

1140-1225  #11B Plenary: ICAP: How to Promote Deeper Learning by Engaging Students Constructively and Co-constructively
Michelene Chi (Arizona State University, USA)

1225-1245  Announcement of AMEE Conference Prizes
Concluding remarks

1245  Close of Conference

Courses
1300-1430  ESME Course  Room L8, Level 1
1300-1600  ESMELead Course  Room 0.11-12, Level 0
1300-1600  ESMESim Course  Room 2.17, Level 2

Meeting
1300-1630  AMEE Executive Committee  (closed meeting)  Room L4, Level 1
Assessment of health professionals and evaluation of programmes:
Best practice and future development

Abstracts due 15 September

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