2004 Conference
in collaboration with the Medical School,
University of Edinburgh, UK

Programme
& Abstracts

5–8 September 2004
Edinburgh International Conference Centre
Edinburgh, Scotland, UK

Association for Medical Education in Europe
Tay Park House, 484 Perth Road, Dundee DD2 1LR, Scotland, UK
Tel: +44 (0)1382 631953 Fax: +44 (0)1382 645748
e-mail: amee@dundee.ac.uk http://www.amee.org
### MONDAY 6 SEPTEMBER

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### Colour code:
- Curriculum and learning outcomes
- Assessment
- Educational management
- Undergraduate / basic medical education
- Postgraduate / specialist training / CPD / CME
- Multiprofessional education
### Wednesday 8 September

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Welcome

We are delighted to be hosting the 2004 Conference ‘at home’ in Scotland, and extend a warm welcome to participants from all over the world to take part in what we hope will be an extra special Conference.

We are grateful to the University of Edinburgh for its support, and in particular for the use of the Medical School facilities for the Pre-Conference Workshop day.

Notes about this Programme and Abstract Book

This year the Conference Programme and Abstract Book will not be mailed in advance but will be available for collection on registration. The Programme is also on the website from early August with unrestricted access. The Abstract Book is available by password access for registered participants in advance of the Conference and will be available for unrestricted access in mid September.

We have tried to make this programme as comprehensive as possible, and to provide all the information you may need. Please take some time to read through it. If you have any questions the AMEE Office will be pleased to help either in advance or at the Registration Desk during the Conference.

Representatives from Travel Scot World will be available to help with tours and accommodation information, and the Edinburgh Convention Bureau will be on hand to give advice on how to make the most of your visit to Scotland.

Selection Form

Prior to the Conference, please see the Selection Form on the AMEE website, on which you can reserve places at any of the conference workshops you would like to attend. Pre-registration for workshops ends on 29 August and forms returned after that will not be processed. Remaining places may be booked at the Registration Desk. We also request other information on this form, including from which hotel you would like to be collected for the Opening Reception at Dynamic Earth on Sunday 5 September. This is particularly important if you have made your own accommodation arrangements rather than through Travel Scot World.

Meet the Experts

Please see page 1.9 for information on how you can book time to meet with one of our experts.
AMEE 2004 Committees

AMEE thanks members of the Local Organising Committee for their help:

**Organising Committee**

Allan Cumming (Chair)
Bryan Allan
Jane Anderson (Student representative)
Catriona Bell (Veterinary Medicine representative)
Graham Buckley
Helen Cameron
Vicki Dale (Veterinary Medicine representative)
Rachel Ellaway
Phillip Evans
Colette Ferguson (Nursing representative)
Ronald M Harden
Pat Lilley
Gaynor Lloyd Jones
Helen Mackinnon
Tracey Martin (Secretary)
Peter Mossey (Dental representative)
Michael Ross
Karen Simpson
John Simpson

**AMEE Executive Committee**

President: Margarita Barón-Maldonado (Spain)
Secretary/Treasurer: Ronald Harden (UK)
Committee: Jadwiga Mirecka (Poland)
R Peter Nippert (Germany)
Madalena Patricio (Portugal)
Herman van Rossum (Netherlands)
Ozgur Onur (Student Representative)
Ioan Bocsan (Romania)
Hans Karle (WFME)
Jorgen Nystrup, Past President (Denmark)
Administrator: Pat Lilley
Admin Assistant: Tracey Martin
Secretary: Rachael Todd
Edinburgh: Travel and Accommodation

Travel

Edinburgh is situated on the east coast of Scotland. Regular flights from London's five airports connect with Edinburgh and take about one hour. There are also direct international and transatlantic flights to Edinburgh and Glasgow. Glasgow International Airport is around one hour's drive from Edinburgh.

Edinburgh Airport is about 8 miles (12km) west of the city centre. There are good coach and taxi connections from the airport into the city centre with a journey time of approximately 20 minutes. An average taxi fare is £13.00. Lothian Region Transport operates city centre bus transfers every 15 minutes during peak hours with fares starting from around £3.30 for a single fare.

Public transport throughout Edinburgh is good and inexpensive. There are over 20 railway stations in the area with fast express and local services. There is a frequent bus service with local bus companies offering daily, weekly and monthly passes; eg a day saver ticket costs around £2.20 from Lothian Region Transport (LRT) or First Edinburgh. Tickets for single journeys are purchased on the bus (exact fare is required for LRT buses).

Further information on transport and timetables can be found on the following sites.

- ScotRail (National Rail Enquiries) www.scotrail.co.uk or www.raileurope.com
- Edinburgh and Lothians Tourist Board www.edinburgh.org
- Scottish Citylink Bus Service www.citylink.co.uk
- National Express Bus Service www.nationalexpress.com/neh.cfm
- Lothian Region Transport www.lothianbuses.co.uk
- First Edinburgh www.firstgroup.com/ukbus/scotland/sescot/home/

Accommodation and Tours

If you still need accommodation, or would like to book tours (for list of available tours see page 3.1), please contact Travel Scot World as soon as possible:

Travel Scot World
5 South Charlotte Street
Edinburgh EH2 4AN
Scotland, UK
Tel: +44 (0)131 226 3246
Fax: + 44 (0)131 220 1271
Email: cristina@travelscotworld.co.uk
Website: http://travelscotworld.co.uk/AMEE

A representative of Travel Scot World will be available at the Edinburgh International Conference Centre at the following times for bookings and advice on tours and accommodation:

- Saturday 4 September: 1330-1600 hrs
- Sunday 5 September: 1000-1600 hrs
- Monday 6 September: 1000-1400 hrs
- Tuesday 7 September: 1000-1400 hrs
- Wednesday 8 September: 1000-1400 hrs

At other times they can be reached at the telephone number above.
Please check the AMEE website (www.amee.org) for Conference updates.

Passports and Visas

A passport valid for the duration of your stay is required for all visitors to the UK. Please contact the British Embassy in your country to determine whether you need a visa. The following website may be useful: www.visitbritain.com

Credit Cards and Currency Exchange

The currency in the UK is pounds sterling (£) and is based on the decimal system. At the time of going to press one pound is equivalent to Euros €1.50 and US$ 1.80. Visa and MasterCard are widely accepted in hotels, restaurants and shops, American Express to a slightly lesser extent. Bank opening hours are: Monday to Friday 0900-1700 (eg, Royal Bank of Scotland, Clydesdale Bank and Bank of Scotland). Some banks may be open on Saturday mornings. Currency exchange is available at Post Offices where currency may be exchanged commission-free. Currency Exchange Bureaus can also be found at 207 High Street, The Royal Mile, Xchange, 3 Waverley Bridge, Princess Mall, the main tourist office (Mon-Wed 9am-5pm, Thurs-Sat 9am-6pm, Sun 10am-5pm) and beside platform 1 at Waverley Station (July & Aug Mon-Sat 7am-10pm, Sun 8am-10pm; rest of year Mon-Sat 7.30am-9pm, Sun 8.30am-9pm).

Climate

The British climate is somewhat unpredictable, although September is usually one of the best months in Scotland. Daytime temperatures range between 16-20°C, but an umbrella is always advisable!

Electrical Supply

230 volts; equipment rated 230-240v will work in the UK. The plug has 3 pins and adaptors for European and US plugs are readily available.

Smoking Policy

No general regulations apply about smoking in public places in Scotland, England and Wales, although some bars and restaurants do enforce a no smoking policy. However, the Edinburgh International Conference Centre, the Medical School and venues for the conference social events are strictly no-smoking venues.

Language

All conference sessions will be in English.

Gratuities

Tips are not usually included in restaurants. Around 10% is expected, with more for exceptional service.

CME Accreditation and Certificates of Attendance

The UK Royal Colleges have awarded the Conference 21 CME Points. A register of attendance will be available to sign, and certificates of participation will be ready for collection on Wednesday morning at coffee break. Certificates for CEU points will be provided upon request after the Conference.
Where to Eat

Edinburgh has a wealth of bars and restaurants to cater for all tastes and budgets. A list is being compiled with suggestions of places to try, all personally recommended by a local contact, and will be available on registration.

Information for Students

Hello!.. and welcome to AMEE 2004! On behalf of the medical students of Edinburgh, we wish you a warm welcome to the conference and to the beautiful city of Edinburgh!

As well as an outstanding conference programme, we offer you the chance to see Edinburgh – from the student’s eye view! Join us as we chill out on the Meadows, take in the sights of the Royal Mile and maybe you will be brave enough to venture underground for a look at Edinburgh’s famous haunted catacombs! Make sure you save time to meet up with the other student delegates and Edinburgh students at our informal students’ dinner – we will let you know which night soon!

We are here to help you have the best time during the conference! We know excellent places to stay and eat in Edinburgh - all good quality and inexpensive – just what students want!

Please contact us at studentsAMEE2004@hotmail.com with any questions or requests and we will be pleased to help you!

We can’t wait to see you in Edinburgh and show you our lovely city!

You are assured of a great time!

Jane (student co-ordinator)

Polish School of Medicine Historical Collection, and new Medical School Art Collection

The Polish School of Medicine Historical Collection relates to the Polish School of Medicine at the University of Edinburgh which was in existence from 1941-49. Participants with links to Poland may be interested to visit the Exhibition, located at the Medical School, Little France, where Dr Maria Dlugolecka-Graham, Honorary Curator, will be pleased to show participants around. Please contact the AMEE Registration Desk for more information. The visit could also afford the opportunity to see the splendid Morton Tapestry and art collection, facilitated by Professor Henry Walton.

Anatomy Museum

The University of Edinburgh houses an impressive Anatomy Museum, and participants wishing to visit should contact the AMEE Registration Desk for more information.

A different view of some of the presentations at AMEE 2004!

In the spirit of innovation, we are offering an additional form of communication relating to the presentations made at AMEE 2004. Jim Glen, a leading cartoon artist, has been given the challenge of capturing in a graphical story board form the content of selected presentations. He will attend the sessions and subsequently his interpretation of the key messages from the presentations will be on display in the Strathblane Hall.

We are grateful to D C Thomson & Co Ltd of Dundee (http://www.dcthomson.co.uk/), publishers of “The Beano” amongst other titles, for providing the services of Jim Glen.
GENERAL INFORMATION

Information about the conference venue

Main Conference sessions

Edinburgh International Conference Centre (EICC)  
Tel: +44 (0)131 300 3000  
The Exchange  
Fax: +44 (0)131 300 3030  
Morrison Street  
Web: www.eicc.co.uk  
Edinburgh   EH3 8EE

See map on page 1.18. It is a short walk from Princes Street, Edinburgh Castle and the Royal Mile. Local bus services pass by EICC, and timetables can be viewed at the following websites:

- Lothian Region Transport  www.lothianbuses.co.uk  
- First Edinburgh  www.firstgroup.com/ukbus/scotland/sescot/home/

Coach transport to and from EICC will be available for participants who have booked accommodation through Travel Scot World, staying at Pollock Halls of Residence, the Bonham Hotel, Rothesay Hotel, Channings Hotel and Greens Hotel.

Transport tickets will be included in the registration pack and must be shown to the hostess when travelling on the coach. We regret that there is insufficient space to allow participants who have arranged their own accommodation at these hotels to travel on these coaches.

Pre-Conference workshops

Pre-Conference Workshops nos 3-24 and SIGs 1 and 2 take place on Sunday 5 September at:

University of Edinburgh Medical School  
Tel: +44 (0)131 242 6460  
Little France  
Fax: +44 (0)131 242 6479  
The Chancellor’s Building  
49 Little France Crescent  
Edinburgh   EH16 4SB

See map on page 1.18. The Medical School at Little France is located off the Dalkeith Road, about three miles to the south of Edinburgh city centre. A coach service will be provided to and from EICC and Pollock Halls of Residence, for all who have registered for pre-conference workshops 3-24 (see page 2.4 for coach departure times). The Medical School can also be reached by bus or taxi. Car parking is freely available but expensive (use the entrances off Old Dalkeith Road, which are well signposted).

Pre-Conference Workshops nos 1 and 2 take place in Dundee and Stirling respectively. See page 2.1 for details of workshops and page 2.4 for coach departure times.

Registration: Foyer of EICC

Saturday 4 September  1330-1730 hrs  
Sunday 5 September  0715-1800 hrs  
Monday 6 September  0730-1800 hrs  
Tuesday 7 September  0800-1800 hrs  
Wednesday 8 September  0800-1600 hrs

Badges must be worn at all times whilst at EICC. In the interest of security, AMEE staff and hostesses have been instructed to challenge participants not wearing badges. Please note also that accompanying persons are not allowed to attend conference sessions.
On-site Payments

Participants who have made an arrangement to pay the registration fee at the desk are asked wherever possible to pay by credit card or in UK pounds sterling.

Conference noticeboard and messages

Please check the monitors throughout the building for conference updates. Noticeboards will be placed near the registration desk for updates and for personal messages.

Between Saturday 4 and Wednesday 9 September messages for the AMEE Secretariat and for conference participants may be sent to:
Tel: + 44 (0)7960 446648 or Email: amee@dundee.ac.uk

A Cybercafé is available in the Strathblane Foyer throughout the Conference. Additional terminals and facilities are available (at an extra charge) in the EICC Business Centre. EICC is also a Wi-Fi area and a log-in may be purchased from the Business Centre at a cost of £5 + VAT per day.

On Sunday 5 September during the pre-conference workshops at the Medical School, one computer laboratory will be available to check e-mail. Please ask at the AMEE desk in the Medical School foyer.

Conference evaluation

You will find the following evaluation forms in your conference pack:

- A general conference evaluation form;
- Two workshop evaluation forms (to be used for either pre-conference or conference workshops – workshop organisers may choose to use their own evaluation form instead);
- One poster evaluation form (see page 1.8 for information on how you can help us determine the best structure for poster sessions at future conferences.)

Please complete and return the forms either to the Registration Desk or by fax/mail to the AMEE Office after the Conference.
Each session in the programme is colour-coded according to the seven tracks or themes. See the daily summaries at the front of this programme. Please note that this year, symposia, short communications, posters, workshops and ‘meet the expert’ sessions run simultaneously.

Programme overview

Information on the Academic Programme

Audio-visual provision

All presenters, whether using PowerPoint, OHPs or 35mm slides, are asked to report to the technicians in the Speaker Preview Area in Lomond Foyer (ground floor) at the following times:

- Sunday 1300-1730 hrs
- Monday 0730-1730 hrs
- Tuesday 0730-1730 hrs
- Wednesday 0730-1300 hrs

Even if no audiovisuals are to be used, the technicians would like to see you to confirm this.

There is the facility to check presentations with the assistance of a technician. All presentation rooms are equipped with computer (running Windows XP) and data projector/beamer, and participants are requested wherever possible to use PowerPoint for presentation. Please note that it is not possible to use your own laptop for short communications and symposia, to avoid delays between presentations. If software other than PowerPoint is required for your presentation please send details to the AMEE Office in advance so that availability can be checked with EICC. PowerPoint presentations should be saved under the name of the presenter (and NOT ‘Edinburgh’ or ‘EICC’), and the Pack and Go facility within the PowerPoint file menu should be selected. Any media or video files should also be copied to the disk. The presentation should be given to the technicians on a CD, floppy disc, zip 100mb or 250 mb cartridge or a driverless USB storage device, preferably the previous day, and definitely not later than 4 hours before the presentation.

OHP and 35mm slide projection: Please inform the Speaker Preview technician if you are planning to use OHPs or slides so that the equipment can be made available in the appropriate room.

Conference workshops

33 conference workshops have been arranged on a wide range of topics. Abstracts are included in the abstracts section for all conference workshops. If you would like to reserve a place in a workshop, please return the workshop selection form which can be found on the website (www.amee.org) to the AMEE Office by 29 August latest, when pre-booking will close. Forms returned after this date will not be processed. Any remaining places may be booked through the AMEE Registration desk during the Conference. Entry will be strictly by ticket only (provided in your registration pack if you have pre-booked and if places are still available), and we ask you please to observe this request so that workshops do not become overcrowded.

Plenary sessions

Four plenary sessions are scheduled and will take place in the Pentland Auditorium. Additional space is available in the Moorfoot Room (ground floor) which has a two-way audio and video link to the Pentland Auditorium. Participants in the Moorfoot Room will be able to ask questions and join in the discussion in the usual way, facilitated by a second chairperson.
Symposia and spotlights

Symposia have been scheduled on eight key topics. In each of these, members of the panel will make brief, introductory presentations and highlight points for discussion. At least half of the session will be reserved for panel and audience discussion. Where abstracts are not included, handouts will be available in the sessions.

In the final plenary session the symposia convenors will make brief ‘Spotlight’ presentations summarising the take-home messages from the Conference on the eight key topics.

Short communication sessions

Each session will have a chairperson and most will have an opening discussant. We have tried very carefully to group relevant presentations together and encourage you to stay for a whole session and take part in the discussion at the end, where this has been scheduled. Each presenter has been allocated 10 minutes followed by 5 minutes for questions.

Information for the short communication presenter

Your presentation:
- Introduce yourself to the chairperson at least 15 minutes before the scheduled start of the session;
- Keep strictly to the 10 minutes allocated for your presentation. The chairperson will ask you to stop when your time limit has expired and will then ask the audience for questions;
- Please speak slowly and clearly, remembering that for many in your audience English may not be their first language;
- Ensure your OHPs/PowerPoint slides are clear, that there is not too much text to read in the limited time available and that the type is large enough to be legible for those sitting at the back of the room;
- A single page handout, giving the key messages from your presentation, is always appreciated. As a rough indication you could expect between around 25-100 participants in the audience.

Role of chairpersons of short communication sessions

- Before the session starts, check that the presenters and opening discussant (if one has been allocated for your session) are present; any last minute changes will be provided;
- Introduce each speaker according to the programme, and ask him/her to stop speaking when the allotted 10 minute presentation period is over (a timer will be provided);
- Allow 5 minutes for discussion between presentations;
- If a speaker is not present, arrange for the 15 minute period to be used for further discussion; the next presentation should not start until the scheduled time;
- Ask the opening discussant (if discussion is scheduled) to lead off the discussion at the end of the session;
- Draw the session to a close and thank participants.

Role of opening discussants of short communication sessions

- Following all the presentations, introduce the topic in the context of the papers presented and highlight some of the key points arising from the papers that might be addressed in the discussion that follows. This introduction should take no more than 4 minutes.
- The chairperson will then invite questions and comments from participants.

Poster sessions

Poster presentations are an important part of the AMEE conference. They are a useful method of communicating ideas about new approaches to education and reports of research studies and other work done in the area. This year posters will be mounted in the Cromdale Hall, on the lower level, a specially designed exhibition area. Posters will be available for study by participants throughout the Conference and specially assigned sessions have been reserved in the programme when individual posters on themed topics are presented.
Different approaches to the presentation of posters have been adopted at various AMEE conferences. No one model used has been entirely successful, and it may be that there are too many variables – number of posters per session, type and size of facilities available – to identify the ‘ideal’ model. This year we would like participants to join with us in an experiment to try to define what has worked best in this particular venue. A sub-group of the Local Organising Committee will take responsibility for designing the evaluation of the Poster sessions, which will be evaluated separately from the other features of the Conference. Feedback will influence our planning for future conferences. Whether you attend just one poster session or more than one, we welcome your feedback.

This year we have spread the presentation of posters throughout the conference, rather than concentrating them all into one session, and are looking at three different approaches to their presentation:

- **Model 1 (Poster sessions 2I, 3I, 6I, 8I, 9I and 10I in Room Carrick 2)**
  Presenters will give a 2 minute presentation of their poster which will be projected digitally, following which a short period will be allocated for questions. No further audio-visuals may be used (except for a handout, which is encouraged). The group will remain in Carrick 2 and all discussion will take place there. Participants in these sessions are asked if possible to send a digital copy of their poster to the AMEE Office by email attachment before 27 August or to take it on CD, floppy disk, zip or USB to the Speaker Preview Area in the Lomond Foyer, for loading onto the appropriate computer. If this is not possible, posters will be photographed by AMEE staff after mounting. The chairperson’s role in these sessions is to introduce the presenters, keep them strictly to time and allow a brief period after each presentation for questions from the audience. Any time remaining at the end of the session could be used for further discussion.

- **Model 2 (Poster sessions 2J, 3J, 6J, 8J, 9J and 10J in Room Ochil 2)**
  Presenters will give a 2 minute introduction of the key messages of their posters in the Ochil 2 Room, using two overheads (computers and data projection not available). The first overhead should give the title, authors and contact details; the second should give the key reasons why participants should look at the poster. The group will then move to the poster board area and the remainder of the session will consist of discussion around the boards. Each presenter should stand by his/her board to answer questions. The chairperson’s role is to introduce the presenters, keep them strictly to time, lead the group down to the poster boards and facilitate the discussion.

- **Model 3 (Poster sessions 2K, 3K, 4K, 6K, 8K, 9K and 10K in Poster Board area)**
  Presenters should meet the Chairperson by the Poster Boards in the area designated for the session. The entire session will take place around the boards. Each presenter should stand by his/her board and give a 2 minute introduction to the poster to the group. This will be followed by a short period for questions and discussion. The chairperson’s role is to lead the group around the boards, introducing the presenters and keeping the session to time. Any time at the end of the session could be used for discussion or for individual viewing.

**Medical Teacher Poster Prize**

*Concept:* Recognising the importance of posters, a prize will once more be awarded for the best poster, as judged by an invited committee, and based on a set of criteria indicated below. The aim is to select examples which, in the opinion of the committee, reflect good practice in preparing posters. Ten posters will be shortlisted, from which one winner will be chosen.

*Committee:* The committee will consist of 8 conference participants including teachers and students.
Medical Teacher Poster Prize (continued)

Criteria for judging posters: Posters will be assessed on their ability to communicate to the viewer the key messages clearly and succinctly. The following criteria will be used to judge the poster as displayed (the abstract in the conference abstract book and the oral presentation of the poster during the conference will NOT be used to judge the poster):

- Attraction: does it attract the viewer’s attention and is it visually appealing?
- Design: does it meet the required specification as indicated in the poster mounting information above, and does it conform to good practice in terms of content and style? (Some guidelines for this are given on the AMEE website: www.amee.org).
- The message itself: is the message clear?
- Relevance of the message: is the message useful and are the take-home messages clear?

Prize: AMEE is grateful to the publishers of Medical Teacher, Taylor & Francis, for once more providing the poster prize, consisting of £250 plus one year’s free AMEE membership, which includes a free personal copy of Medical Teacher. Alternatively the winner may choose free registration for AMEE 2005 in Amsterdam. Please note that:

- Only posters mounted before 1000 hrs on Monday 6 September will be considered for the Poster Prize;
- During the afternoon of Tuesday 7 September, a rosette will be attached to the board of 10 posters selected by the committee;
- At the end of the final plenary on Wednesday 8 September the three posters judged the best will be announced, and the prize awarded to the overall winner.

AMEE Poster Quiz

All participants, whether poster presenters or not, are eligible to enter the poster quiz, consisting of questions that can be answered by looking at the posters as mounted. A copy of the quiz will be included in each registration pack, and should be completed and returned to the AMEE desk by 1800 hrs on Tuesday 7 September. The winner will be announced at the end of the closing plenary on Wednesday 8 September and will receive free registration for AMEE 2005 in Amsterdam (30 August to 2 September).

Preparation of Posters for AMEE 2004

Some suggestions for preparation of posters are given on the AMEE website (www.amee.org).

AMEE Fringe

Based on the concept of the Edinburgh Festival Fringe, this new feature was conceived by Rachel Ellaway and colleagues while attending a previous AMEE Conference. It provides the opportunity to see something different – a new and perhaps provocative or idiosyncratic approach to teaching and learning. Fringe presentations are scheduled in session 8G on Tuesday and 9G on Wednesday.

Meet the experts

A new feature for AMEE 2004 is a series of “Meet the Expert” sessions. Each year we are pleased to welcome to the AMEE Conference participants with a wide range of expertise in specific areas. To some extent their expertise can be shared through the informal networking that takes place during coffee and lunch breaks. This year we are offering participants, either individually or in pairs, the opportunity to take advantage of more formally organised sessions to meet an expert of their choice for discussions on a specific issue.

Each nominated ‘expert’ will be available at the times and locations indicated below. Participants may book one 10 minute slot, which are scheduled at 15 minute intervals, by emailing Rachael Todd in the AMEE Office (r.l.todd@dundee.ac.uk) with the request. Remaining time slots may be booked at the Registration Desk. Requests will be processed strictly as received. Brief biographies of each expert are given overleaf.
Meet the experts (continued)

Please note that as the Meet the Expert sessions are scheduled to run simultaneously with symposia, posters, short communications and workshops. You should check the Conference Programme carefully to make sure there is not another session that you are committed to attend at that specific time.

<table>
<thead>
<tr>
<th>Day</th>
<th>Session</th>
<th>Time</th>
<th>Gladsmuir Room</th>
<th>Sutra Room</th>
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<tbody>
<tr>
<td>Monday</td>
<td>Session 2</td>
<td>1100-1245</td>
<td>John Norcini</td>
<td>Stewart Mennin</td>
</tr>
<tr>
<td>Monday</td>
<td>Session 3</td>
<td>1345-1545</td>
<td>James Hallock</td>
<td>Geoff Norman</td>
</tr>
<tr>
<td>Monday</td>
<td>Session 4</td>
<td>1605-1800</td>
<td>André de Champlain</td>
<td>Lesley Southgate</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Session 6</td>
<td>1300-1430</td>
<td>Janet Grant</td>
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</tr>
<tr>
<td>Tuesday</td>
<td>Session 8</td>
<td>1630-1800</td>
<td>Roger Schank</td>
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<tr>
<td>Wednesday</td>
<td>Session 9</td>
<td>0830-1000</td>
<td>Brownell Anderson</td>
<td>Coes van der Vleuten</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Session 10</td>
<td>1030-1200</td>
<td>Donald Melnick</td>
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</tbody>
</table>

- **John J. Norcini**, PhD has been President and CEO of the Foundation for Advancement of International Medical Education and Research (FAIMER®) since May 2002. The Foundation’s mission is to improve international medical education. FAIMER has a database of recognized medical schools around the world, an active research program on international medical graduates, and fellowship programs designed for mid-level faculty. For the 25 years before joining the Foundation, Dr. Norcini held a number of senior positions at the American Board of Internal Medicine. Dr. Norcini’s principal academic interest is in the area of the assessment of physician performance. He is on the editorial Boards of six peer-reviewed journals in educational measurement and medical education and has published extensively.

- **Stewart Mennin**, PhD is Assistant Dean, Educational Development and Research Professor, Emeritus, Department Cell Biology and Physiology at University of New Mexico, Albuquerque, USA. Professor Mennin has formal training as an anatomist and basic science researcher in reproductive neuroendocrinology. Early in his professional life he made a career change to medical education and was a co-director of New Mexico’s innovative Primary Care Curriculum (PCC) which featured community-based, small-group problem-based learning. His expertise is curriculum planning and development, program evaluation, the change process in medical education, faculty development for student-centered learning and the role of complex adaptive systems in the conduct and planning of medical and health professions education. Professor Mennin has extensive worldwide experience as a consultant. He is currently working as a consultant to the Ministry of Health’s new “Family Health” initiative and is also on the faculty at the FAIMER Institute in Philadelphia.

- **James Hallock**, MD, President of the Educational Commission for Foreign Medical Graduates, trained at the Children’s Hospital of Philadelphia (1967-1970) and is a board certified Pediatrician. He served on the faculty of the University of South Florida (1972-1988). From 1988-2001, he was Dean of the Brody School of Medicine and Vice-Chancellor for Health Sciences at the East Carolina University. During the time of his deanship, he served on the LCME (group which accredits medical education programs in the US) and chaired ten accreditation site visits. He was also, chair of the ACCME which has oversight for continuing medical education of physicians. He became President of the ECFMG in 2001. His areas of expertise include accreditation, undergraduate and graduate medical education, clinical skills assessment, certification procedures for IMGs, and a potpourri of assorted issues related to international medical education.

- **Geoff Norman**, PhD is currently professor in Clinical Epidemiology and Biostatistics, McMaster University. He received a BSc in Physics in 1965 and PhD in Nuclear Physics in 1970. While this sounds good at parties, he found that to avoid starvation, he had to switch fields into medical education, and later received an MA in Educational Psychology. He now spends most of his time doing research in cognitive psychology, with a minor in quality of life measurement. He is author of two best-selling stats books (that sounds like an oxymoron!), a small epidemiology book, a book on measurement, and over a hundred journal articles, most of which are totally forgettable. His favourite hobby is turning large pieces of pressure-treated lumber into small pieces of pressure-treated lumber. He lives in Dundas on a largish spread with a wife, two dogs, six cats and a zillion wild birds. His ambition is to turn his entire backyard into a wooden deck.

- **Andre De Champlain**, PhD obtained his Ph.D. in Educational Statistics, Measurement, & Evaluation from the University of Ottawa in 1992. His is currently Senior Psychometrician at the National Board of Medical Examiners. Over the past 15 years, he has published over 40 papers in a number of peer-reviewed medical education and psychometric journals, and presented in over 75 sessions at both national and international meetings. His main areas of interests are focused in the application and adaptation of
M. Brownell Anderson, has been involved in online teaching and learning since the 1980s. She has research experience in the fields of online learning and development and policy research, and she is a Senior Lecturer in Surgical Education, Department of Surgical Oncology and Technology, Imperial College London. Roger trained first as a surgeon, working both in the UK and in Southern Africa. His major interest was in trauma surgery, and he spent over two years working at Baragwanath Hospital, Johannesburg. After finishing his specialist training in South Africa, Roger decided to become a general practitioner. For the next fifteen years he was a partner in a large practice in Trowbridge, Wiltshire. In the 1990s he developed an innovative national training programme for minor surgery within primary care, using simulated tissue models and a computer-based learning program. Roger recently left his practice to join Imperial College London. The Department of Surgical Oncology and Technology is a leading international centre for surgical simulation and assessment, with an extensive range of virtual reality simulators as well as a full-scale simulated operating theatre. The Department's multiprofessional academic team provides expertise in surgery, computing, education and clinical safety. Roger's current research focuses on the contextualisation of clinical learning. Working with colleagues from communication and computing, he is developing innovative approaches to learning invasive clinical procedures, where models are attached to simulated patients to create safe yet realistic learning environments. Initial work with simple procedures is now being extended to a range of more complex tasks. Roger is also leading several high-profile national programmes aimed at training healthcare professionals to undertake new roles within the UK National Health Service.

Roger C Schank is one of the world’s leading researchers in AI, learning theory, cognitive science and the building of virtual learning environments. He has written more than 25 books including ‘Virtual Learning: A Revolutionary Approach to Building a Highly Skilled Workforce’, ‘A Theory of Learning in Computers and People’ and ‘Designing World-Class E-Learning’. He is President and CEO of Socratic Arts, a company whose goal is to design and implement low-cost story-based learning by doing curricula in schools, universities, and corporations. Roger Schank is also the Distinguished Career Professor in the School of Computer Science at Carnegie Mellon University and the Chief Educational Officer of Carnegie Mellon West. In 2000, Schank won the Distinguished Contribution to Workplace Learning and Performance award of the ASTD.

Gilly Salmon has been involved in online teaching and learning since the 1980s. She has research degrees in change management and e-training, and has written several books including ‘E-tivities’ and ‘E-moderating’. Gilly is a full time academic at the Centre for Innovation, Knowledge and Enterprise at the Open University Business School, based in Milton Keynes in the UK, where she chairs the OU’s large scale and online Certificate in Management. She is Visiting Professor at Caledonian Business School, in Glasgow in the UK, and a Director of ‘All Things in Moderation Ltd, a global online training company. She speaks internationally about e-moderating, e-tivities and e-learning scenarios for the future.

M. Brownell Anderson, M.Ed is Senior Associate Vice President of the AAMC Division of Medical Education and serves as the Division’s deputy director. She is responsible for curriculum and evaluation programs as well as international medical education at AAMC. The Division serves as the primary resource for information about medical student, graduate and continuing medical education programs. Ms. Anderson serves as the Executive Secretary for the AAMC’s Group on Educational Affairs and directs the Medical School Objectives Project. Since 1999 she has been the director of the AAMC/John A. Hartford Foundation
grant program in geriatrics and gerontology education in medicine. She started the Curriculum Management and Information Tool (CurrMIT). Prior to joining the AAMC in 1983, Ms. Anderson was coordinator of the second year curriculum and the Internal Medicine clerkship at Southern Illinois University School of Medicine. Ms. Anderson received her B.A. in English and B.S. in Biology and M.Ed. from the University of Illinois at Champaign-Urbana.

- **Cees van der Vleuten, PhD** has been trained as a psychologist and has a PhD in education. In 1982 he came to the University of Maastricht to become involved in medical education. In 1996 he was appointed as a Professor of Education at the Faculty of Medicine from University of Maastricht and chair of the Department of Educational Development and Research. His area of special expertise is in the assessment of competence, including modern methods of assessment (progress testing, OSCEs, portfolio) and strategies for designing assessment programmes.

- Biographies for **Lesley Southgate** and **Donald Melnick** will be available on the AMEE website soon.
Exhibition

Commercial and academic exhibits may be mounted from 1330hrs on Sunday 5 September. The exhibits will be open from Monday 6 September at 0800 until Wednesday 8 September at 1300.

Strathblane Hall (Ground Floor)

Adam Rouilly and Somso Modelle
Business: Medical Training Models. Manufacturer of models and simulators for healthcare and clinical skills - anatomical models and charts.
Booth No: 9 & 10
Contact: John McCarthy, Adam Rouilly Limited, Castle Road, Eurolink Business Park, Sittingbourne, Kent, ME10 3AG, UK. Tel: +44 (0)1795 471378. Fax: +44 (0)1795 479787. Email: john.mccarthy@adam-rouilly.co.uk

Association for Medical Education in Europe (AMEE)
Business: An International Association for Medical Education
Booth No: 2
Contact: Tracey Martin, AMEE Secretariat, Tay Park House, 484 Perth Road, Dundee DD2 1LR, Scotland, UK. Tel: +44 (0)1382 631953. Fax: +44 (0)1382 645748. Email: amee@dundee.ac.uk. Website: www.amee.org

Blackwell Publishing Ltd
Business: Academic Publishing
Booth No: 6 & 7
Contact: Rachel Chandler, Blackwell Publishing Ltd, 9600 Garsington Road, Oxford, OX4 2DQ, UK. Tel: +44 (0)1865 776868. Fax: +44 (0)1865 714591. Email: rachel.chandler@oxon.blackwellpublishing.com. Website: www.blackwellpublishing.com

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Business: Medical Publisher. The BMJ Publishing Group will be demonstrating a range of products including Clinical Evidence, Best Treatments and BMJ Learning. For more information on all products visit us at Stand 19.
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Crawford Medical Ltd
Business: Simulation – Crawford Medical Limited at the appointed agent for the METI ECS and the Immersion Medical VR Simulators for cannulation, endoscopy, cardiology, and laparoscopy. They also provide a range of support and training service. www.crawford-medical.com
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Contact: Andy Anderson, Crawford Medical Limited, 38 Bloxham Mill, Barford Road, Bloxham, Banbury, OX15 4FF, UK. Tel: +44 (0)1295 724539. Fax: +44 (0)1295 722801. Email: crawfordmedical@lineone.net

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Business: Publishing. Elsevier publishes a comprehensive range of health science titles for students and teachers, to provide the clearest source of information for learning.
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Contact: Alasdair Anderson, Elsevier, Robert Stevenson House, 1-3 Baxter’s Place, Leith Walk, Edinburgh EH1 3AF, UK. Tel: +44 (0)131 524 1702. Fax: +44 (0)131 558 1278. Email: al.anderson@elsevier.com

Gaumard® Scientific Company
Business: Simulators – OB/GYN, CPR & ALS, Patient Care. Gaumard® designs, manufactures and markets a wide range of simulators for the health care education market. Among these are the NOELLE maternal and neonatal birthing systems. Stop by Booth No 23 for a copy of our free catalogue.
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Contact: John S Eggert, Vice President, Gaumard Scientific Company, 14700 S.W. 136 Street, Miami, FL 33186, USA. Tel: 305 971 3790. Fax: 305 667 6085. Email: sima@gaumard.com
International Medical University

**Business:** Education. IMU is the pioneer private medical university in Malaysia. The IMU has established a unique and innovative partnership programme with well established medical schools overseas as well as its own medical programme.

**Booth No:** 20

**Contact:** Najjah Ab Ghani, International Medical University, Sesama Centre, Plaza Komanwel, Bukit Jalil, 57000 Kuala Lumpur, Malaysia. Tel: 603 865 67228. Fax: 603 865 67229. Email: najjah@imu.edu.my

International Virtual Medical School (IVIMEDS)

**Business:** The International Virtual Medical School (IVIMEDS) is an international collaboration of 37 medical institutions committed to improving health and tackling human disease by achieving the highest standards in medical education for medical students, trainees and practising doctors. The IVIMEDS approach combines the latest educational thinking with advances in information and communications technology and sound business practice.

**Booth No:** 3

**Contact:** Natalie Lafferty, IVIMEDS, Tay Park House, 484 Perth Road, Dundee DD2 1LR, Scotland, UK. Tel: +44 (0)1382 631963. Fax: +44 (0)1382 645748. Email: Natalie.lafferty@ivimeds.org

Kyoto Kagaku Co Ltd

**Business:** Medical Simulators. Manufacture of unique simulators for medical and nursing education. Cardiology patient simulator “K” and lung sound auscultation trainer “Mr. Lung” are waiting for your examination.

**Booth No:** 16/17

**Contact:** Yoko Endo, Kyoto Kagaku Co Ltd, 35-1 Shimotoba Watarise-cho Fushimi-ku, Kyoto 6128393, JAPAN. Tel: 81 75 605 2510. Fax: 81 75 605 2519. Email: endo@kyotokagaku.co.jp

Limbs and Things Ltd

**Business:** Medical Training Models. Limbs and Things supplies training and demonstration materials for healthcare professionals, incorporating synthetic soft tissue models, multimedia training systems and a design built service.

**Booth No:** 18

**Contact:** Emma Banfield, Limbs & Things Ltd, Sussex Street, St Phillips, Bristol, BS2 0RA, UK. Tel: +44 (0)117 311 0500. Fax: +44 (0)117 311 0501. Email: emma.banfield@limbsandthings.com

Pharmabotics Limited

**Business:** Medical Model Making. Medical model makers designing and manufacturing simulators to meet clinical excellence within medical and surgical education.

**Booth No:** 11

**Contact:** Anthony Rollason, 20 The Calvert Centre, Woodmancott, Winchester, Hampshire, SO21 3BN. Tel: +44 (0)1256 398003. Fax: +44 (0)1256 398003. Email: rollason@pharmabotics.com

Medical Teacher

**Business:** A journal for the practising medical and healthcare professions teacher, with readers in more than 90 countries.

**Booth No:** 4

**Contact:** Libby Simpson, Medical Teacher Office, Tay Park House, 484 Perth Road, Dundee DD2 1LR, UK. Tel: +44 (0)1382 631994. Fax: +44 (0)1382 645748. Email: l.simpson@dundee.ac.uk

Taylor and Francis Ltd

**Business:** Publishers (Medical Teacher). Visit us at our booth to browse our extensive selection of journals, including ‘Medical Teacher’, the journal of AMEE. We look forward to meeting you.

**Booth No:** 13

**Contact:** Customer Services Department, Rankine Road, Basingstoke, Hants RG24 8PR, UK. Tel: +44 (0)1256 813002. Fax: +44 (0)1256 330245. Email: journals.orders@tandf.co.uk. Website: www.tandf.co.uk/journals

Thieme Publishing Group (Stuttgart, New York)

**Business:** Medical and Scientific Publishing. Specialist medical publishers, clinical atlases in the subject areas of radiology, neurosurgery, orthopaedics & otolaryngology. Also reference handbooks for students.

**Booth No:** 8

**Contact:** Alastair Paul, INH Sales Manager, George Thieme Verlag KG, Thieme International, Ruedigerstrasse 14, D-70469 Stuttgart, GERMANY. Tel: ++49 711 8931 117. Fax: ++49 711 8931 410. Email: alastair.paul@thieme.de
Commercial Exhibits:

Academic Exhibits:

University of Edinburgh
Business: Education
Booth No: 1
Contact: University of Edinburgh, Medical Teaching Organisation, Teviot Place, Edinburgh EH8 9AG, UK

University of Miami Centre for Research in Medical Education (UMCRME)
Business: The UMCRME has developed proven simulation training systems used at 140 medical centres worldwide, including, ‘Harvey’, the Cardiopulmonary Patient Simulator and UMedic Computer Curriculum
Booth No: 21
Contact: Barry Issenberg, Center for Research in Medical Education, University of Miami School of Medicine, 1430 NW 11th Avenue, PO Box 01690 (D-41), Miami FL 33101, USA. Tel: 1 305 243 6491. Fax: 1 305 243 6136. Email: barryi@miami.edu

Cromdale Hall (Two levels down)

Strathblane Hall (Ground Floor) continued

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MEDICET.Com
Booth No: 5
Contact: Richard Knox, MEDICET, 70 Belmont Road, Hereford, Herefordshire HR2 7JW, UK. Tel: +44 (0)1432 263939. Fax: +44 (0)1432 344055. Email: mail@medicet.com

Academic Exhibits:

Association of American Medical Colleges (AAMC)
Booth No: 10B
Contact: Ellen Julien, AAMC, 2450 N St NW, 20037 Washington DC, USA. Tel: 202 828 0692. Fax: 202 828 4799. Email: ejulien@aamc.org

Centre for Medical Education, University of Dundee
Booth No: 12A
Contact: Margaret Christie, Centre for Medical Education, Tay Park House, 484 Perth Road, Dundee DD2 1LR, UK. Tel: +44 (0)1382 631952. Fax: +44 (0)1382 645748. Email: m.z.christie@dundee.ac.uk

Croatian Association for Medical Education
Booth No: 9A
Contact: Mladenka Vrcic-Keglevic, Croatian Association for Medical Education, School of Public Health “Andrija Stampar”, Rockefellerova 4, 10000 Zagreb, CROATIA. Tel: 38 51 27 68 22. Email: ivica.keglevic@zg.htnet.hr
Academic Exhibits:

**Harvard Macy Institute Professional Development Programs**

Booth No: 12B

Contact: Teresa Cushing/Elizabeth Armstrong, Harvard Macy Institute, 1135 Tremont St, Ste 900, Boston, MA 02120. Tel: 617 535 6409. Fax: 617 535 6442. Email: teresa_cushing@hms.harvard.edu

**The Association for the Study of Medical Education (ASME)**

Booth No: 7A

Contact: Nicola Pender, ASME, 12 Queen Street, Edinburgh EH2 1JE, UK. Tel: +44 (0)131 225 9111. Fax: +44 (0)131 225 9444. Email: nicky@asme.org.uk

**Hong Kong International Consortium for Sharing Medical Student Assessment Banks**

Booth No: 11B

Contact: Clarke Hazlett, Chinese University of Hong Kong, Office of Educational Services, Faculty of Medicine, 9A, Block B, Prince of Wales Hospital, Shatin, NT, HONG KONG SAR. Tel: 852 263 76249. Fax: 852 263 52521. Email: cbhazlett@cuhk.edu.hk

**The National Association of Clinical Tutors (NACT)**

Booth No: 8A

Contact: Jane Litherland, NACT, 1 Wimpole Street, London W1M 8AE, UK. Tel: +44 (0)20 7629 4000. Fax: +44 (0)20 7629 4000. Email: office@nact.org.uk

**Scottish Deans’ Medical Curriculum Group**

Booth No: 14A

Contact: Phillip Evans, Scottish Doctor Project Co-ordinator, Scottish Deans’ Medical Curriculum Group, The University of Edinburgh, College of Medicine and Veterinary Medicine, Medical Teaching Organisation, Teviot Place, Edinburgh, EH8 9AG, UK. Tel: +44 (0)131 650 3205. Fax: +44 (0)131 650 4193. Email: phillip.evans@ed.ac.uk

**Spanish Association for Medical Education (SEDEM)**

Booth No: 8B

Contact: Jorge Pales, SEDEM, Facultad de Medicina, Universidad de Barcelona, Casanova 143, Barcelona 08036, SPAIN. Tel: 93 3397295. Fax: 93 4511802. Email: jpales@medicina.ub.es

**University of Edinburgh (CPD Courses)**

Booth No: 16A

Contact: Arlene Milne, Office of Lifelong Learning, University of Edinburgh, 11 Buccleuch Place, Edinburgh EH8 9LW, UK. Tel: +44 (0)131 651 1819. Fax: +44 (0)131 651 1746. Email: Arlene.milne@ed.ac.uk

**University of Wales, College of Medicine**

Booth No: 10A

Contact: Zara Evans, UWCM, Medical Education, Heath Park, Cardiff CF14 4XW, UK. Tel: +44 (0)2920 743160. Fax: +44 (0)2920 754966. Email: evanszl@cf.ac.uk

**Johns Hopkins University, MedBiquitous Consortium**

Booth No: 15A/B

Contact: Valerie Smothers, Johns Hopkins University, MedBiquitous Consortium, 401 E Pratt Street, Suite 1700, The World Trade Center, Baltimore, Maryland, USA. Tel: 410 385 2367. Fax: 410 385 6055. Email: Valerie.smothers@medbiq.org

**Royal College of General Practitioners**

Booth No: 11A

Contact: Jenny Britton, Royal College of General Practitioners, 25 Queen Street, Edinburgh EH2 1JX, UK. Tel: 0131 260 5800. Email: jbritton@rcgp-scotland.org.uk
## Personal diary

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<td>Conference Dinner</td>
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Map: Edinburgh City Centre

1 Ocean Terminal
2 RCGP
3 Waverley Station
4 Royal Mile
5 Dynamic Earth
6 BCC
7 Haymarket Station
8 Grassmarket
9 Pollock Halls
10 Prestonfield
11 Little France
Maps: Medical School, Chancellor's Building, Little France
Maps: Medical School, Chancellor’s Building, Little France
Map: Edinburgh International Conference Centre

Level 0

Level 1

Level -2
(two floors down)

Level 3
# Programme - Sat/Sun

## Saturday 4 September

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tr>
<td>1330-1730</td>
<td>Registration&lt;br&gt;Edinburgh International Conference Centre (EICC)</td>
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<tr>
<td>Tours</td>
<td>Loch Lomond and Glasgow; Golf at Marriott Dalmahoy Country Club; Edinburgh City Tour&lt;br&gt;(see Section 3 – page 3.1 for details)</td>
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## Sunday 5 September

<table>
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<th>Time</th>
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<tr>
<td>0715-1800</td>
<td>Registration&lt;br&gt;Edinburgh International Conference Centre (EICC)</td>
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<tr>
<td>1300-1800</td>
<td>Setting up of Posters and Exhibitions</td>
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<tr>
<td>0930-1800</td>
<td>Pre-conference workshops (NB: Pre-registration essential)&lt;br&gt;Tea/coffee and transport provided (see page 2.4 for coach departure times from EICC). Lunch also provided for those attending a full day or 2 half-day workshops (ticket included in conference pack).</td>
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<tr>
<td>0930-1700</td>
<td>Full-day Workshops&lt;br&gt;<strong>PCW 1</strong> Visit to Clinical Skills and Surgical Skills Centres, University of Dundee&lt;br&gt;Jean Ker and Jeremy Martindale (University of Dundee, UK)&lt;br&gt;Location: University of Dundee, Ninewells Hospital and Medical School (finishes 1600 hrs)</td>
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<td><strong>PCW 2</strong> Visit to Simulation Centre, Stirling&lt;br&gt;Nikki Maran and Ronnie Glavin (Scottish Simulation Centre)&lt;br&gt;Location: Scottish Simulation Centre, Stirling (finishes 1600 hrs)</td>
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<td><strong>PCW 3</strong> Finding and appraising evidence in medical education&lt;br&gt;Alex Haig (NHS Education for Scotland), Marshall Dozier (University of Edinburgh, UK) and Don Liu (Royal College of Physicians, London, UK)&lt;br&gt;Location: University of Edinburgh Medical School, Little France, Room: am: Micro Lab 4 (GU207, Ground floor); pm (GU301, Seminar Room 1)</td>
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<td><strong>PCW 4</strong> Young Educators' Group&lt;br&gt;Stewart Memmin (University of New Mexico, USA)&lt;br&gt;Location: University of Edinburgh Medical School, Little France, Room: G 8127C (Postgraduate Centre – Ground floor)</td>
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<td><strong>PCW 5</strong> Learning outcomes made easy&lt;br&gt;Jill Morrison (University of Glasgow, UK), Hamish McKenzie (University of Aberdeen), Phillip Evans (University of Edinburgh), Gary Mires (University of Dundee) and Özgür Onur and Colleagues (IFMSA)&lt;br&gt;Location: University of Edinburgh Medical School, Little France, Room G 8127A (Postgraduate Centre – Ground floor)</td>
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<td><strong>PCW 6</strong> Facilitating active learning in small groups&lt;br&gt;Tim Dornan, Chris Bundy and Maggie Johnson (Medical School, University of Manchester, UK)&lt;br&gt;Location: University of Edinburgh Medical School, Little France, Room: FU 222 (Seminar Room 5 – First floor)</td>
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<td><strong>PCW 7</strong> Veterinary education &amp; other health professions – what can we learn from each other?&lt;br&gt;Sponsored by LTSN-01, UK&lt;br&gt;Donal Walsh (University of California Davis, USA), Marilyn Hammick (BEME Consultant, UK), Kathy Edmondson (Cornell University, USA), Gill McConnell (University of Edinburgh and LTSN-01, UK), Vicki Dale, Catriona Bell and Sarah Baillie (University of Glasgow, UK)&lt;br&gt;Location: University of Edinburgh Medical School, Little France, Room FU 223 (Seminar Room 4 – First floor)</td>
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Half-day Morning Workshops

( Tea/coffee and transport provided. Lunch provided for those registered for both morning and afternoon workshops)

PCW 9 Research methods in education – getting the best out of your efforts
David Wall, Alison Bullock, Mike Clapham & Zoe Nuttall (Centre for Research in Medical and Dental Education, University of Birmingham, UK)
Location: University of Edinburgh Medical School, Little France, Room FU 323 (Seminar Room 6 – First floor)

PCW 10 Peer evaluations and inventories to improve the group process and learning in PBL groups
Are Holen (Norwegian University of Science and Technology, Trondheim, Norway)
Location: University of Edinburgh Medical School, Little France, Room FU321/322 (Seminar Room 7 – First floor)

PCW 11 Objective Structured Teaching Exams (OSTEs) – Tools for teacher development and assessment
Elizabeth Krajic Kachur (Medical Education Development, USA) and Elizabeth Morrison (University of California, Irvine, USA)
Location: University of Edinburgh Medical School, Little France, Room G8118B (Postgraduate Centre – Ground floor)

PCW 12 Small steps – large strides... communicating uncertainty
Phil Croft, Connie Wiskin, Helen Webberley & John Skelton (Role players: Eve Jones and Andrew Shanks) (Department of General Practice and Primary Care, University of Birmingham, UK)
Location: University of Edinburgh Medical School, Little France, Room G8126 (Postgraduate Centre - Ground floor)

PCW 13 ‘Lab coat pocket knowledge’: the PDA as an aid to medical and teaching decision-making
Antonio vaz Carneiro (University of Lisbon School of Medicine, Portugal)
Location: University of Edinburgh Medical School, Little France, Room G301 (Seminar Room 1 – Ground floor)

PCW 14 A practitioners’ guide to setting defensible performance standards in OSCEs and clinical skills examination
André F De Champlain (National Board of Medical Examiners) and John Boulet (Educational Commission for Foreign Medical Graduates), USA
Location: University of Edinburgh Medical School, Little France, Room G323 (Seminar Room 2 – Ground floor)

PCW 15 Humour as an instructional defibrillator
Ronald A Berk (Johns Hopkins University School of Nursing, Baltimore, USA)
Location: University of Edinburgh Medical School, Little France, Room G323 (Seminar Room 2 – Ground floor)

PCW 16 Retrograde design of the curriculum from competencies
Herman van Rossum (Free University of Amsterdam, Netherlands) & Joke Denekens (University of Antwerp, Belgium)
Location: University of Edinburgh Medical School, Little France, Room FU224 (Seminar Room 3 – First floor)

SIG 1 Special Interest Group Meeting
Eastern Europe/Central Asian Interest Group. Pre-Registration is essential.
Gerald Whelan (Educational Commission for Foreign Medical Graduates, Philadelphia, USA) and Ioan Bocsan (Iuliu Hatieganu University, Cluj-Napoca, Romania)
Location: University of Edinburgh Medical School, Little France, Room: Board Room (SU 302 – Second floor)

Lunch Break
Lunch is provided for those participants attending a full day or 2 half-day workshops.
Location: Common Room, Ground Floor

Please note: lunch is staggered to avoid excessive queues.
1230-1315: Full-day workshops PCW3, 4, 6, 7 and 9
1300-1345: Other participants attending 2 half-day workshops
<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
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| 1400-1700 | **Half Day Afternoon Pre-Conference Workshops**                                                  | **PCW17** Developing a personal development (PD) theme in the undergraduate medical curriculum  
  Helen Cameron, Gaynor-Lloyd Jones & Helen Mackinnon (Medical School, University of Edinburgh, UK)  
  Location: University of Edinburgh Medical School, Little France, Room FU224 (Seminar Room 3 – First floor)                                                                                   |
|        |                                                                                                   | **PCW 18** Building the next generation of online environments for learning communities in healthcare education  
  Rachel Ellaway, David Dewhurst, Michael Begg and Steve Fox (Learning Technology Section, College of Medicine, University of Edinburgh, UK)  
  Location: University of Edinburgh Medical School, Little France, Micro Lab 4 (GU207 – Ground floor)                                                                                     |
|        |                                                                                                   | **PCW 19** How doctors learn: understanding the ways in which physicians-in-training and physicians learn and are properly taught  
  Hank Slotnick (University of Wisconsin, USA)  
  Location: University of Edinburgh Medical School, Little France, Room: FU311/322 (Seminar Room 7 – First floor)                                                                                 |
|        |                                                                                                   | **PCW 20** Basic faculty skills development  
  Anita Duhl Glicken (University of Colorado, USA)  
  Location: University of Edinburgh Medical School, Little France, Room: Postgraduate Lounge – Ground floor                                                                 |
|        |                                                                                                   | **PCW 21** Developing rating scales for faculty evaluation  
  Ronald A Berk (Johns Hopkins University School of Nursing, Baltimore, USA)  
  Location: University of Edinburgh Medical School, Little France, Room: Clinical Skills Teaching Centre (First floor)                                                                        |
|        |                                                                                                   | **PCW 22** Setting standards for professionalism in medical education: assessing behaviours and programs  
  Sharon K Krackov (Albany Medical College, Albany, NY, USA/Columbia College of Physicians and Surgeons, Columbia University, New York NY, USA)  
  Location: University of Edinburgh Medical School, Little France, Room: GU323 (Seminar Room 2) (Ground floor)                                                                                  |
|        |                                                                                                   | **PCW 23** Bedside teaching is fun, so why is clinical teaching occurring in corridors? A staff development workshop on bedside teaching skills  
  Subha Ramani (Boston University School of Medicine, USA), Elizabeth Kachur (Medical Education Development, New York, USA), Andrew Hassell (Keele University, UK) & Jason Frank (Royal College of Physicians and Surgeons of Canada)  
  Location: University of Edinburgh Medical School, Little France, Room G8118B (Postgraduate Centre – Ground floor)                                                                       |
|        |                                                                                                   | **PCW 24** Widening access to medical schools  
  ASME workshop led by Frank Smith (Association for the Study of Medical Education, UK)  
  Location: University of Edinburgh Medical School, Little France, Room G8126 (Postgraduate Centre – Ground floor)                                                                              |
|        |                                                                                                   | **SIG 2** Special Interest Group Meeting (Invitation Only)  
  Diploma, Masters and other degree-awarding programmes in medical education  
  Organiser: Margery Davis (Centre for Medical Education, University of Dundee, UK)  
  Location: University of Edinburgh Medical School, Little France, Room Board Room (SU302 – Second floor)                                                                                  |
| 1530-1730 | **AMEE Executive Committee Meeting** (closed meeting)                                              | Location: EICC, Sutra Room                                                                                                                                                                          |
## Bus departure times for Pre-Conference Workshops at Dundee and Stirling

<table>
<thead>
<tr>
<th>Workshop no</th>
<th>Depart EICC</th>
<th>Return arrival EICC (approx)</th>
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<tbody>
<tr>
<td>PCW1 - Dundee</td>
<td>0745 hrs</td>
<td>1730 hrs</td>
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<tr>
<td>PCW2 - Stirling</td>
<td>0745 hrs</td>
<td>1715 hrs</td>
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## Bus departure times for Pre-Conference Workshops and Special Interest Groups at University of Edinburgh Medical School, Little France

<table>
<thead>
<tr>
<th>Workshop no</th>
<th>Depart EICC</th>
<th>Depart Pollock Halls</th>
<th>Return arrival Pollock Halls (approx)</th>
<th>Return arrival EICC (approx)</th>
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<tr>
<td>PCW3-PCW9</td>
<td>0830 hrs</td>
<td>0845 hrs</td>
<td>1730 hrs</td>
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<tr>
<td>PCW10-PCW16 and SIG 1</td>
<td>0830 hrs</td>
<td>0845 hrs</td>
<td>1245 hrs</td>
<td>1300 hrs</td>
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<tr>
<td>PCW17-PCW24 and SIG 2</td>
<td>1315 hrs</td>
<td>1330 hrs</td>
<td>1730 hrs</td>
<td>1745 hrs</td>
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</table>

## Opening Reception at Our Dynamic Earth

Welcome from Professor Timothy O'Shea, Principal, University of Edinburgh

Few formalities and lots of enjoyment! Drinks and canapés in the foyer of Edinburgh’s spectacular attraction, followed by the chance to experience with all your senses the various stages of the Earth’s development. There will be a few surprises too! (Please note: this is intended as a light snack, not a full meal)

Coaches will pick up from and return to Conference Hotels. If accommodation booked through Travel Scot World, departure time will be posted in your hotel reception. If accommodation not booked through Travel Scot World, it is essential that you indicate on the Selection Form (on the AMEE website) at which Conference hotel you would like to be collected. A list of these, together with coach departure times, is given on the AMEE website: www.amee.org
Monday 6 September

0720 approx  Coaches leave Pollock Halls, Bonham, Rothesay, Channings and Greens Hotel for EICC (for delegates booking through Travel Scot World only – tickets will be provided). Check in hotel receptions for exact time.

0730-1815  Registration Desk Open
            Edinburgh International Conference Centre (EICC), Edinburgh

0815-1030  SESSION 1

Plenary 1  The curriculum and learning outcomes

Chairperson: Herman van Rossum (Netherlands)
Location: Pentland Auditorium

Additional seating: Moorfoot Room (video link)
Chairperson Moorfoot Room: John Cookson

0815-0835  Welcome and Introduction to the Conference

0835-1005  SESSION 2

2A Symposium: Learning Outcomes

Convenor: John Simpson (UK)
Location: Pentland

Presentations from the Panel:

1100-1110  2A 1  “The Scottish Doctor” – a national approach to learning outcomes for undergraduate medicine
            Allan Cumming (College of Medicine and Veterinary Medicine, University of Edinburgh, Edinburgh, UK)

1110-1120  2A 2  Learning Outcomes in Dentistry: applying the three-circle model to align service needs, training, accreditation and revalidation
            John Clark (School of Dentistry, University of Dundee, UK)

1120-1130  2A 3  Overcoming Barriers to Implementation: the Experience at Brown Medical School
            Stephen R Smith (Brown Medical School, Providence, RI, USA)

1130-1140  2A 4  Global Minimum Essential Requirements: road to competence-based medical education
            M. Roy Schwarz, David Stern, Andrzej Wojtczak, Yuanzhi Guan (Institute for International Medical Education, White Plains NY, USA)
<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Title</th>
<th>Speaker(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1140-1150</td>
<td>2A 5</td>
<td>Update on the ACGME Outcome Project</td>
<td>Judith Armbruster (Accreditation Council for Graduate Medical Education, Chicago, USA)</td>
</tr>
<tr>
<td>1150-1200</td>
<td>2A 6</td>
<td>Beginning with outcomes in mind: lessons from implementing the CanMEDS Competency Framework</td>
<td>Jason R Frank (Royal College of Physicians and Surgeons of Canada, Ottawa, CANADA)</td>
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<tr>
<td></td>
<td></td>
<td>Panel and Audience Discussion</td>
<td></td>
</tr>
<tr>
<td>1140-1150</td>
<td>2B 1</td>
<td>How to be cooperative in a competitive system</td>
<td>Anne Beyers (Provinciale Hogeschool Limburg, BELGIUM)</td>
</tr>
<tr>
<td>1150-1200</td>
<td>2B 2</td>
<td>Australasian Awakenings to Multidisciplinary Health Care Education</td>
<td>Wayne William Gibbon (Discipline Head for Medical Imaging, University of Queensland, AUSTRALIA)</td>
</tr>
<tr>
<td>1140-1150</td>
<td>2B 3</td>
<td>Interprofessional Education: argument and evidence</td>
<td>Marilyn Hammick (Education &amp; Research Consultant, UK)</td>
</tr>
<tr>
<td>1140-1150</td>
<td>2B 5</td>
<td>How prepared are educators for IPE?</td>
<td>Edward Peile (Head of Division of Medical Education, Warwick Medical School, University of Warwick, UK)</td>
</tr>
<tr>
<td>1150-1200</td>
<td>2B 6</td>
<td>Interprofessional Education in Public Health</td>
<td>Ioan Bocsan (Iuliu Hatieganu University, Cluj-Napoca, ROMANIA)</td>
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<tr>
<td></td>
<td></td>
<td>Non-presenting panelist: Joke Denekens</td>
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<tr>
<td></td>
<td></td>
<td>Panel and Audience Discussion</td>
<td></td>
</tr>
<tr>
<td>1100-1115</td>
<td>2C 1</td>
<td>Integration and reusability issues in responding to changing curriculum and policy requirements: managed learning experience at Newcastle</td>
<td>Gordon Skelly*, Simon Cotterill and Tony McDonald (Newcastle University, School of Medical Education Development, Newcastle-upon-Tyne, UK)</td>
</tr>
<tr>
<td>1115-1300</td>
<td>2C 2</td>
<td>VMU Project – lessons learnt from a 3 year Odyssey</td>
<td>Anwar Kamal, Kamal Salih* and John Paul Evangel Judson (International Medical University, Kuala Lumpur, MALAYSIA)</td>
</tr>
<tr>
<td>1130-1145</td>
<td>2C 3</td>
<td>ILMU Course Builder – empowering the knowledge seeker</td>
<td>Anwar Kamal*, Kamal Salih and John Paul Evangel Judson (International Medical University, Kuala Lumpur, MALAYSIA)</td>
</tr>
<tr>
<td>1145-1200</td>
<td>2C 4</td>
<td>Use of web-based e-Courseware to facilitate face-to-face teaching</td>
<td>P S Goh*, S C Wang, A Low, K H Lew and L Lim (National University Hospital of Singapore, Department of Diagnostic Imaging, SINGAPORE)</td>
</tr>
</tbody>
</table>
### PROGRAMME - Monday

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Title</th>
<th>Authors</th>
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<tbody>
<tr>
<td>1200-1215</td>
<td>2C 5</td>
<td>Developing a pilot web-based interactive tutorial system for medical students</td>
<td>Hemal Thakore*, Ken Doyle, Tim McMahon and Peter Dervan (Department of Pathology, University College Dublin, Dublin, IRELAND)</td>
</tr>
<tr>
<td>1215-1245</td>
<td>Discussion</td>
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</table>

#### 2D

**Short Communications: Student Learning**

Chairperson: Thomas Beckman  
Opening Discussant: Ozgur Onur  
Location: Kilsyth

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Title</th>
<th>Authors</th>
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</thead>
<tbody>
<tr>
<td>1100-1115</td>
<td>2D 1</td>
<td>Tasks for the development of generic learning skills: physiotherapy students' perceptions</td>
<td>M Unger*, M Faure and E Smit (Stellenbosch University, Department of Physiotherapy, Faculty of Health Sciences, Tygerberg, SOUTH AFRICA)</td>
</tr>
<tr>
<td>1115-1130</td>
<td>2D 2</td>
<td>How do we want students' learning to change? A review of the literature</td>
<td>Andrew Grant* and Mike Robling (University of Wales School of Medicine, Department of General Practice, Cardiff, UK)</td>
</tr>
<tr>
<td>1130-1145</td>
<td>2D 3</td>
<td>The alphabet way to understanding some basic concepts in student-centered learning</td>
<td>Matthew Gwee (National University of Singapore, Faculty of Medicine, SINGAPORE)</td>
</tr>
<tr>
<td>1145-1200</td>
<td>2D 4</td>
<td>Positive affect as a starting point for the acquisition of general skills: an illustrative case in medical microbiology</td>
<td>A A Beylefeld* and M C Struwig (University of the Free State, Division of Student Learning Development Faculty of Health Sciences, Bloemfontein, SOUTH AFRICA)</td>
</tr>
<tr>
<td>1200-1215</td>
<td>2D 5</td>
<td>The role of clinical relevance in memory tasks</td>
<td>Kevin W Eva*, Lorelei Lingard, Allyn Walsh and Alan Neville (McMaster University, Hamilton, Ontario, CANADA)</td>
</tr>
<tr>
<td>1215-1230</td>
<td>2D 6</td>
<td>Factors affecting students' ability to learn and study</td>
<td>D G Murdoch Eaton*, G Pell and T E Roberts (University of Leeds, Medical Education Unit, Leeds, UK)</td>
</tr>
<tr>
<td>1230-1245</td>
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#### 2E

**Short Communications: Training for General Practice/Family Medicine**

Chairperson: Lew Miller  
Opening Discussant: Alison Bullock  
Location: Moorfoot

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Title</th>
<th>Authors</th>
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</thead>
<tbody>
<tr>
<td>1100-1115</td>
<td>2E 1</td>
<td>Using the WONCA European definition to develop the UK curriculum for General Practitioners</td>
<td>Justin Allen, Mike Delighan, Stephen Field, Adam Fraser, Stephen Kelly and Hywel Thomas* (University of Birmingham, Centre for Research in Medical and Dental Education, School of Education, Edgbaston, Birmingham, UK)</td>
</tr>
<tr>
<td>1115-1130</td>
<td>2E 2</td>
<td>Does hospital practice meet the needs of trainee General Practitioners in the UK?</td>
<td>Mike Delighan, Stephen Field, Adam Fraser*, Stephen Kelly and Hywel Thomas (University of Birmingham, Centre for Research in Medical and Dental Education, School of Education, Edgbaston, Birmingham, UK)</td>
</tr>
<tr>
<td>1130-1145</td>
<td>2E 3</td>
<td>Devising a national curriculum for the education and training of General Practitioners in the UK</td>
<td>Mike Delighan, Stephen Field*, Adam Fraser, Stephen Kelly* and Hywel Thomas (University of Birmingham, Centre for Research in Medical and Dental Education, School of Education, Edgbaston, Birmingham, UK)</td>
</tr>
<tr>
<td>1145-1200</td>
<td>2E 4</td>
<td>An interval evaluation of higher professional education in vocationally trained General Practitioners in Mersey Deanery</td>
<td>J C Howard* and A G Mathie (Mersey Deanery, Postgraduate General Practice Education &amp; Training, Liverpool, UK)</td>
</tr>
</tbody>
</table>
2E 5 First steps to higher degrees for General Practice Registrars  
D Gallen*, M Lynch and S Plint (Postgraduate Deanery, Earls Barton, Northamptonshire, UK)  

2E 6 The learning practice inventory – outcomes in five general practices  

1200-1215  
Discussion

2F Short communications: Assessment – the Progress Test  
Chairperson: Mona Erikkson  
Opening Discussant: André de Champlain  
Location: Tinto

1100-1115  
2F 1 Are progress test items chauvinistic?  
Arno M M Muijtjens*, Janke Cohen-Schotanus, Arnold J N M Thoben, Ron J M Hoogenboom and Cees P M van der Vleuten (University of Maastricht, Department of Educational Development and Research, Faculty of Medicine, Maastricht, NETHERLANDS)

1115-1130  
2F 2 How do postgraduate medical trainees and medical specialists evaluate the required level of core knowledge at graduation?  
Franciska Koens*, Jany Kademakers and Olle ten Cate (School of Medical Sciences, University of Utrecht, Universitair Medisch Centrum, Utrecht, NETHERLANDS)

1130-1145  
2F 3 Do progress tests predict the outcome of national exams?  
Zineb Nouns*, Sven Hanfler, Katrin Brauns, Thomas Foeller, Stephen Fuhrmann, Sebastian Koellbel, Axel Mertens, Berit Mueller, Doerte Wieland and Katrin Osterberg (Charite Berlin, AG Progress Test, Zahnklinik Charite Campus Mitte, Berlin, GERMANY)

1145-1200  
2F 4 Evaluation of five consecutive results about ethic issues in the progress test at School of Medicine, University of Sao Paulo  
Eliane R Tomic*, Milton de Arruda Martins and Isabela M Bensenor (Faculty of Medicine, University of Sao Paulo Brazil, Sao Paulo, BRAZIL)

1200-1215  
2F 5 Progress testing in postgraduate medicine  
M G K Dijksterhuis*, L W T Schuwirth, G G M Essed, J G Nijhuis and F Scheele (University Medical Centre Nijmegen, Department of Obstetrics and Gynaecology, Nijmegen, NETHERLANDS)

1215-1230  
2F 6 Dundee’s computerised free-text progress test  
John McEwen*, Brenda Murphy and Martin J Pippard (University of Dundee, Curriculum Office, Ninewells Hospital & Medical School, Dundee, UK)

1230-1245  
Discussion

2G Short communications: Written Assessment  
Chairperson: Jadwiga Mirecka  
Opening Discussant: John Boulet  
Location: Harris 1

1100-1115  
2G 1 The Universities Medical Assessment Partnership (UMAP): first use in a ‘high stakes’ examination  
A Owen*, G J Byrne, G K Mahadav, E Benbow and P A O’Neill (University of Manchester, South Manchester University Hospitals, Manchester, UK)

1115-1130  
2G 2 Sharing resources for UK undergraduate written assessments - one year of UMAP  
G J Byrne*, A Owen, D Newble, R Barton, A Garden, T Roberts and P A O’Neill (University of Manchester, South Manchester University Hospitals, Manchester, UK)

1130-1145  
2G 3 Question format and knowledge presentation  
J Schulze*, S Drolshagen, F Ochsendorf, A Syed Ali and F Numbenger (Dean’s Office, Fachbereich Medizin, Frankfurt/Main, GERMANY)
<table>
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<tr>
<td>1145-1200</td>
<td>2G 4</td>
<td>Use of an option finder device for immediate feedback for MCQ exams</td>
<td>Stephen C Hauser, Amindra Arora* and S Dhillon (Mayo Clinic, Department of GIH, Rochester, USA)</td>
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<tr>
<td>1200-1215</td>
<td>2G 5</td>
<td>Item writing flaws in high stakes examinations</td>
<td>J Ware*, C B Hazlett, C Kong and S Kumta (Chinese University of Hong Kong, Office of Educational Services, HONG KONG)</td>
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<tr>
<td>1215-1230</td>
<td>2G 6</td>
<td>Diagnostic ability in relation to clinical seminars and extended-matching examination</td>
<td>Johan Beullens*, Elke Struyf and Bo van Damme (Centre of Medical Education, Faculty of Medicine K.U. Leuven, BELGIUM)</td>
</tr>
<tr>
<td>1230-1245</td>
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<td>Discussion</td>
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<tr>
<td>1100-1115</td>
<td>2H 1</td>
<td>The role of a physician’s “scope of practice” in the assessment of physicians in established practices</td>
<td>D E Blackmore (The Medical Council of Canada, Ottawa, CANADA)</td>
</tr>
<tr>
<td>1115-1130</td>
<td>2H 2</td>
<td>The RIME framework in assessing the development of professional competence during a critical care rotation</td>
<td>Antonio Pais de Lacerda (Hospital de Santa Maria, Servico de Medicina Intensiva, Lisbon, PORTUGAL)</td>
</tr>
<tr>
<td>1145-1200</td>
<td>2H 4</td>
<td>A national program of quality improvement for specialist examinations</td>
<td>Nadia Mikhail* and Gary Cole (Royal College of Physicians &amp; Surgeons of Canada, Ottawa, CANADA)</td>
</tr>
<tr>
<td>1200-1215</td>
<td>2H 5</td>
<td>CoBaTrICE (Competency Based Training in Intensive Care Medicine in Europe) – a pan-European and world project to define the minimum standard of knowledge, skills and attitudes required for specialists in Intensive Care Medicine (ICM)</td>
<td>J F Bion, S Field, J Lomby, H Barrett*, G Libreau, I Novak, J Askham, A Hasman, A Kari and P Mussalo (Members of the CoBaTrICE Steering Committee on behalf of the CoBaTrICE Collaboration) (West Midlands Deanery, Birmingham, UK)</td>
</tr>
<tr>
<td>1215-1230</td>
<td>2H 6</td>
<td>Implementing structured measurement of competences in the introductory year in Anaesthesiology – what does it take?</td>
<td>Bente Malling (Silkeborg, DENMARK)</td>
</tr>
<tr>
<td>1230-1245</td>
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<td>Discussion</td>
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<tr>
<td>1100-1245</td>
<td>2I 1</td>
<td>Leadership/management development for doctors in training</td>
<td>Robert Palmer* and Peter Spurgeon (West Midlands Postgraduate Deanery, Birmingham, UK)</td>
</tr>
<tr>
<td>1100-1245</td>
<td>2I 2</td>
<td>Medical Senior House Officers in Scotland – a qualitative analysis of their education</td>
<td>Gellisse Bagnall, Elizabeth Dalgetty and Judy Wakeling* (NHS Education for Scotland, Glasgow, UK)</td>
</tr>
<tr>
<td>1100-1245</td>
<td>2I 3</td>
<td>Lost tribe no more – what trends can be observed in SHOs’ perceptions of their training since 1996?</td>
<td>A Cadzow and F French* (NHS Education for Scotland, Aberdeen, UK)</td>
</tr>
</tbody>
</table>
2I 4 How do trainees become consultants?
T Walker, H Duff and M P Shelly* (North West Deanery, Department of Postgraduate Medicine and Dentistry, Manchester, UK)

2I 5 The hunting of the SHO: the impossible search for a fantastic animal
Elizabeth Dalgetty*, Judy Wakeling and Gellisse Bagnall (NHS Education for Scotland, Educational Development Section, Glasgow, UK)

2I 6 Communication skills in surgical residents
James Hassett, Karen Zinnerstrom* and Frank Schimpfhauser (S.U.N.Y. at Buffalo, School of Medicine and Biomedical Sciences, Buffalo, New York, USA)

2I 7 Are Canadian general internal medicine training programs providing what general internists need in practice? A survey of skills preparation and needs of recent graduates
S E Card*, L Snell and B D O’Brien (Department of Internal Medicine, University of Saskatchewan, Saskatoon, CANADA)

2I 8 An analysis of visual-spatial ability and cortical activation patterns in surgical residents
K R Wanzel, D J Anastakis*, E Grober, M P McAndrews, R Sidhu, D Mikulis and S J Hamstra (University of Toronto, Ontario, CANADA)

2I 9 Action learning improves operating theatre teaching
Michael Clapham*, Matt Walters and Alison Bullock (West Midlands Deanery, Birmingham, UK)

2I 10 E-learning saves time: myth or miracle?
Fiona Collard*, Phil Davies and Kevin Hapeshi (Gloucestershire Hospitals NHS Trust, Postgraduate Medical Education, Cheltenham, UK)

2I 11 Attitudes towards mentoring among anaesthetists at Ninewells Hospital
Jane Timperley* and Carol Macmillan (Ninewells Hospital & Medical School, Dundee, UK)

2I 12 Mentor system in anaesthesia
Gerard Gould (Guy’s Hospital, Brighton, East Sussex, UK)

2I 13 Therapeutic impact of physician-patient relationship: evaluation with well-being qualitative scale, social adjustment scale and with inventories for measuring anxiety and depression symptoms
J A Atta*, P L Bellodi, F A Falcone, C Romagnolli, M T Akiba, C H F Guedes, M A Martins and I F L C Tiberio (School of Medicine, University of Sao Paulo, Sao Paulo-SP, BRAZIL)

2I 14 An investigation into the workloads of doctors in training in the Mersey Deanery
Lynne Boddy*, David Graham and Jeremy Brown (Mersey Deanery, Research Team, Liverpool, UK)

2I 15 Evidence-based learning in midwifery and barriers and weak points in Iranian midwives
Simin Montazeri (Ahvaz Medical Sciences University, Ahvaz, IRAN)

2I 16 Midwifery postgraduates’ views about the effect of midwifery subjects on their efficiency and skills
P Abdi, S Najar* and F Khanfary (Ahvaz Medical University, Nursing and Midwifery School, Medical University, Ahvaz, IRAN)

2I 17 A level playing field – do Senior House Officers training for General Practice rate their educational experience differently from those training for hospital medicine?
A Cadzow, U Choudhuri* and F French (NHS Education for Scotland, North Region, Aberdeen, UK)

2I 18 Procedural skills training in the Internal Medicine residency in Iran: a national survey of recent graduates of residency programs
A Mirzazadeh* and A Afshari (Iranian Council for Graduate Medical Education, Tehran University Medical Sciences, Tehran, IRAN)

Discussion
<table>
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<tr>
<th>Session 2</th>
<th>PROGRAMME - Monday</th>
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<tbody>
<tr>
<td>2J</td>
<td>Posters: Clinical Teaching</td>
</tr>
</tbody>
</table>
| 1100-1245 | Chairperson: Tim Dornan  
Location: Ochil 2, followed by Poster Board Area 2J, Cromdale Hall |
| 2J 1      | LTSN-01 Medicine Abstract Prize Winner.  
Scenario-based simulation for learning practical clinical skills  
Roger Kneebone (Imperial College School of Science, Technology and Medicine, Department of Surgical Oncology and Technology, London, UK) |
| 2J 2      | Making full scale simulation sessions successful “golden rules of introduction”  
Th Boeker*, C Grube, Y Zausig and B Graf (University of Heidelberg, Klinik für Anästhesiologie, Heidelberg, GERMANY) |
| 2J 3      | How does clinical skills training on skills needed for management of vaginal delivery affect clinical competencies of medical students  
A Amini*, S G Hasanzadeh, A Slafighi, N Safaii and S P Hasanzadeh (EDC, Tabriz University of Medical Sciences, Tabriz, IRAN) |
| 2J 4      | The difference of competence on basic clinical skills between a group with limited skills training but full time internship, and a group with extensive skills training but no full time internship: a study at the University of Antwerp  
G Peeraer*, B De Winter, L Bossaert, P van Petegem, A Scherpplier, J Weyler and R Remmen (University of Antwerp, Faculty of Medicine, Antwerp, BELGIUM) |
| 2J 5      | Learning with ROGER (Reciprocal Observation, Guidance, Education and Reflection)  
P Williams* and J Bache (Mid-Cheshire Hospitals NHS Trust, Accident and Emergency Department, Leighton Hospital, Crewe, Cheshire, UK) |
| 2J 6      | A Geriatric Evaluation and Management Unit as a training site  
D A Newell, C Campbell* and J Meuleman (Malcom Randall VAMC, Geriatric Research Education and Clinical Center, North Florida South Georgia Veterans Health System, Gainesville, FL, USA) |
| 2J 7      | Integrating students’ projects into the curriculum – workshops on Emergency Medicine  
Miran Krizancic* and Maja Frangez (Medical Faculty of Ljubljana, Ljubljana, SLOVENIA) |
| 2J 8      | An evaluation of bedside teaching in a Dundee Teaching Hospital  
Abdullah M A Shehab* and Sean McAleer (University of Birmingham, Clinical Investigation Unit, Birmingham, UK) |
| 2J 9      | Viewpoints of Shiraz medical students on clinical education in CSC  
Mahvash Alizadeh Naini*, Rita Rezai and Leila Bazrafkan (Shiraz University of Medical Sciences, Clinical Skills Center, Faghihi Hospital, Shiraz, IRAN) |
| 2J 10     | A focussed revision package in Respiratory Medicine for medical undergraduates approaching final examinations  
M P Partridge and S F Smith* (Imperial College London, Department of Respiratory Medicine, National Heart and Lung Institute, London, UK) |
| 2J 11     | Cognitive behavioural therapy: principles, indications and applications in medical consultations – description and preliminary evaluation of an innovative interprofessional teaching programme  
Karen Kearley* and Alison Croft (Oxford Medical School and Dept of Primary Care, Oxford, UK) |
| 2J 12     | Curriculum development for subinterns in the Department of Surgery in Heidelberg – from exploitation to education  
Susann Holler*, Monika Porsche, Christina Engel and Martina Kadmon (Department of Surgery, University of Heidelberg, HeiCuMed, Heidelberg, GERMANY) |
| 2J 13     | Integration of major clinical learning domains in an elective clerkship: experience of Ege University Faculty of Medicine  
Kevser Vatansever*, O Surel Karabilgin, Meltem Ciceklikoglu, Meral Turk and A Hilal Bati (Ege University Medical Faculty, Department of Medical Education, Bomova, Izmir, TURKEY) |
| 2J 14     | How do we teach by questioning?  
Janine C Edwards* and Linda Z Nieman (Department of Family & Community Medicine, Texas A & M University System Health Science Centre, College Station, Texas, USA) |
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<tr>
<th>Session</th>
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<th>Authors</th>
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<tbody>
<tr>
<td>2J15</td>
<td>Seamless integrated medical curriculum in the clinical years: is it possible?</td>
<td>Boonyarat Warachit and Araya Khaimook* (Hatyai Hospital, Hatyai, Songkla, THAILAND)</td>
</tr>
<tr>
<td>2K1</td>
<td>A patient centered rheumatology curriculum</td>
<td>David Whitelaw* and Francois Cilliers (Stellenbosch University, Dept. of Medicine, Tygerberg, SOUTH AFRICA)</td>
</tr>
<tr>
<td>2K2</td>
<td>Creating a culture of thoughtful prescribing</td>
<td>K L Franson*, E A Dubois, J Burggraaf and A F Cohen (Leiden University Medical Center, Center for Human Drug Research, Leiden, NETHERLANDS)</td>
</tr>
<tr>
<td>2K3</td>
<td>Medical students’ knowledge and attitudes towards costs of tests and treatments</td>
<td>Eynav Tsafrir, Orna Uziel and Asaf Toker* (Ben Gurion University of the Negev, Faculty of Health Sciences, Beer Sheva, ISRAEL)</td>
</tr>
<tr>
<td>2K4</td>
<td>New curriculum of the School of Medicine of the University of Concepcion, Chile</td>
<td>Octavio Enriquez* and Mario Munoz (Faculty of Medicine, University of Concepcion, Concepcion, CHILE)</td>
</tr>
<tr>
<td>2K5</td>
<td>Outcome-based education – a case in point</td>
<td>J S Nagra* and K J Shetty (Melaka-Manipal Medical College, Melaka, MALAYSIA)</td>
</tr>
<tr>
<td>2K6</td>
<td>A survey in PUBMED literature about “Professional Education”</td>
<td>Surakrant Yutthakasemsunt* and Naruphon Yutthakasemsunt (Khonkaen Regional Hospital, Surgical Unit, Khon Kaen, THAILAND)</td>
</tr>
<tr>
<td>2K7</td>
<td>Restructuring the medical curriculum at the Medical Faculty, University of Belgrade</td>
<td>V Kostic, T Jovanovic, Z Latkovic and Z Milicevic* (Institute for Histology and Embryology, University of Belgrade, Beograd, SERBIA AND MONTENEGRO)</td>
</tr>
<tr>
<td>2K8</td>
<td>Developing educational standards</td>
<td>K Yazdani*, M Naseripour, A Mirzazadeh, S Tavakkoli, B Raisi and M Taj (Iranian Council for Graduate Medical Education, Tehran University Medical Sciences, Tehran, IRAN)</td>
</tr>
<tr>
<td>2K9</td>
<td>Special study modules: benefit or burden in a developing country curriculum?</td>
<td>Sue Jessop* and Trevor Gibbs (University of Cape Town, Observatory, SOUTH AFRICA)</td>
</tr>
<tr>
<td>2K10</td>
<td>Special Study Modules training research competences in the Reformed Curriculum at the Medical Faculty, Berlin</td>
<td>Susanne Pruski*, Waltraud Georg, Jacqueline Müller-Nordhorn and Claudia Kiessling (AG Reformstudiengang/ TAF, Charité-Universitätsmedizin Berlin, Berlin, GERMANY)</td>
</tr>
<tr>
<td>2K11</td>
<td>What choices do students make, when they are allowed to?</td>
<td>A Almeida*, I Palmeirim and M J Costa (Universidade do Minho, Medical Education Unit, School of Health Sciences, Braga, PORTUGAL)</td>
</tr>
<tr>
<td>2K12</td>
<td>Innovative design and assessment of electives for a revised undergraduate medical curriculum at Stellenbosch University: Evaluation of process and outcomes</td>
<td>F J Cilliers, B B van Heerden*, A Bawoodien, N Beyers, E Reid, H Reuter and E Wasserman (Stellenbosch University, School of Medicine, Tygerberg, SOUTH AFRICA)</td>
</tr>
<tr>
<td>2K13</td>
<td>Students’ view of Studium Generale at the Reformed Medical Curriculum (RMS) in Berlin</td>
<td>K P Schnabel*, S Pruski, B Widjaya and C S Kiessling (T A F, Reformstudiengang Medizin, Charité Universitätsmedizin Berlin, GERMANY)</td>
</tr>
</tbody>
</table>
### 2L: Short Communication: Kaleidoscope of Medical Education

**Chairperson:** Omar Al-Hussaini  
**Opening Discussant:** Phillip Evans  
**Location:** Ochil 3

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Title</th>
<th>Authors</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>1100-1115</td>
<td>2L1</td>
<td>The use and abuse of PowerPoint</td>
<td>Michael Essex-Lopresti (London, UK)</td>
<td></td>
</tr>
<tr>
<td>1115-1130</td>
<td>2L2</td>
<td>Fur coats and no knickers – is medical school education “fit for purpose” to be a first year doctor?</td>
<td>David Wall*, Andrea Bolshaw and Justine Carolan (West Midlands Deanery and University of Birmingham, Sutton Coldfield, UK)</td>
<td></td>
</tr>
<tr>
<td>1130-1145</td>
<td>2L3</td>
<td>Evidence-based train-the-trainers course for GPs: reflexivity is an effective tool</td>
<td>Charlotte Tulinius* and Niels Kristian Kjaer (Central Research Unit of General Practice, Copenhagen, DENMARK)</td>
<td></td>
</tr>
<tr>
<td>1145-1200</td>
<td>2L4</td>
<td>Professionalism in Turkish Medical Faculties</td>
<td>Melih Elcin*, Orhan Odabasi, Iskender Sayek and Nural Kiper (Hacettepe University, Faculty of Medicine, Ankara, TURKEY)</td>
<td></td>
</tr>
<tr>
<td>1200-1215</td>
<td>2L5</td>
<td>Medical education units: the necessary propellers of medical schools?</td>
<td>M J Costa* and A Salgueira (Universidade do Minho, Medical Education Unit, School of Health Sciences, Gualtar Campus, Braga, PORTUGAL)</td>
<td></td>
</tr>
<tr>
<td>1215-1230</td>
<td>2L6</td>
<td>Securing future practice: shaping the new medical workforce for Scotland</td>
<td>Robin Cairncross (Scottish Executive Health Department, Edinburgh, UK)</td>
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<tr>
<td>1230-1245</td>
<td></td>
<td>Discussion</td>
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### 2M: Workshop: Online Key-feature problems – what it takes to make them work

**Location:** Carrick 1

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<tr>
<th>Time</th>
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<th>Authors</th>
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<tbody>
<tr>
<td>1100-1245</td>
<td></td>
<td>(see abstract page 4.24)</td>
<td>Martin R Fischer (University of Munich, GERMANY) and Raphael Bonvin (University of Lausanne, SWITZERLAND)</td>
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</table>

### 2N: Workshop: Using QI strategies to create meaningful change

**Location:** Carrick 3

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<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Title</th>
<th>Authors</th>
<th>Location</th>
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</thead>
<tbody>
<tr>
<td>1100-1245</td>
<td></td>
<td>(see abstract page 4.24)</td>
<td>Toni Ganzel and Mary Thoesen Coleman (University of Louisville School of Medicine, USA)</td>
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</tbody>
</table>

### 2O: Private Meeting – invitation only: METRO

**Location:** Ochil 1

### 2P: Workshop: Career planning within Medicine – what can we learn?  
A workshop for the Directors of Postgraduate Medical Education (DPGME)

**Location:** Sheraton Hotel, Wallace Room

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Title</th>
<th>Authors</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>1100-1245</td>
<td></td>
<td>(see abstract page 4.24)</td>
<td>Andrew Long, Kit Byatt, John Lowes and Liz Spencer (National Association of Clinical Tutors, UK)</td>
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</tbody>
</table>

### 2Q: Workshop: How people learn: implications for teaching

**Location:** Sheraton Hotel, MacGregor Room

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Title</th>
<th>Authors</th>
<th>Location</th>
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<tbody>
<tr>
<td>1100-1245</td>
<td></td>
<td>(see abstract page 4.24)</td>
<td>Geoff Norman (McMaster University, Hamilton, ON, CANADA)</td>
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<tr>
<td>Time</td>
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</table>
| 1100-1245 | 2R | Meet the Expert: John Norcini  
(see page 1.10 for biography)  
Location: Gladsmuir Room |
| 1100-1245 | 2S | Meet the Expert: Stewart Mennin  
(see page 1.10 for biography)  
Location: Sutra Room |
| 1245-1345 | LUNCH | Served in Strathblane Foyer and Cromdale Hall (special diets booked in advance, served in Strathblane only) |
| 1245-1345 | | AMEE MEBS Private Lunch (invitation only)  
EICC – Sutra Room |
| 1345-1545 | SESSION 3 | |
| 1345-1400 | 3A | Short Communications: The Curriculum  
Chairperson: Matthew Gwee  
Opening Discussant: Karen Mann  
Location: Pentland |
| 1345-1400 | 3A 1 | Designing interdisciplinary courses  
*S Drolshagen*, F Ochsendorf, F Nurnberger and J Schulze (Dean’s Office, Fachbereich Medizin, Frankfurt/Main, GERMANY) |
| 1400-1415 | 3A 2 | An integrated curriculum – what is it?  
Penelope Engel-Hills (Peninsula Technikon, Groote Schuur, SOUTH AFRICA) |
| 1415-1430 | 3A 3 | “Area of Concentration” program: an innovative, theme-based, longitudinal experience for medical students (WITHDRAWN)  
Steven L Kanter*, John F Mahoney and Joan Harvey (University of Pittsburgh, School of Medicine, Bradfordwoods, Pennsylvania, USA) |
| 1430-1445 | 3A 4 | Students in health care professions engage in community-based service-learning in Cape Town, South Africa  
Geraldine M Philotheou (Peninsula Technikon/Groote Schuur Hospital, Department of Nuclear Medicine, Observatory, SOUTH AFRICA) |
| 1445-1500 | 3A 5 | Competence-based contextualised curriculum Cologne(4C®): The evolution of the new first year students in Cologne  
Ch Stosch*, D Novak and S Herzog (Students Deans Office, Medical Faculty, University of Cologne, Koln, GERMANY) |
| 1500-1515 | 3A 6 | A nursing integrated program: building an alliance  
Helene Sylvain* and Helene Lachapelle (Université du Québec a Rimouski, Biology and Health Sciences Department, Rimouski, Québec, CANADA) |
| 1515-1530 | 3A 7 | A new software tool for monitoring a PBL curriculum and learning outcomes  
Barry Clark*, Joanne Burke and Jill Morrison (Medical Education Unit, Wolfson Education Unit, University of Glasgow, UK) |
| 1530-1545 | | Discussion |
### 3B  
**Short Communications: Professionalism 1**

**Chairperson:** James Ware  
**Opening Discussant:** Elizabeth Armstrong  
**Location:** Sidlaw

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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</table>
| 1345-1400  | **3B 1** Ten years’ experience of fostering professionalism in the medical curriculum at the University of Helsinki  
E Pyorala*, L Niemi-Murola, P Heasman, P Louhiala and T Kuusi (University of Helsinki, Research and Development Unit for Medical Education, Helsinki, FINLAND) |
| 1400-1415  | **3B 2** A longitudinal study of student learning and development in becoming a professional doctor  
Ingelborg Netterstrom*, Bettina Tjagvad, Knut Aspegren* and Lars Kayser (Center for Educational Development in Health Sciences, PUCS, Copenhagen, DENMARK) |
| 1415-1430  | **3B 3** Developing health science students into “integrated health professionals” - the model explained  
Lorna Oickers*, Madeleine Duncan and Trevor Gibbs (University of Cape Town, Department of Public Health, Observatory, SOUTH AFRICA) |
| 1430-1445  | **3B 4** Medical humanities in the core curriculum of the Peninsula Medical School  
Alan Bleakley*, Rainer Broemer and Robert Marshall (Cornwall Postgraduate Education Centre, Royal Cornwall Hospital, Truro, Cornwall, UK) |
| 1445-1500  | **3B 5** Mid-course correction: PPD in the clinical years  
Jill Gordon, Merrilyn Walton and Daniel Lin* (University of Sydney, Medical Education Unit, Faculty of Medicine, Sydney, NSW, AUSTRALIA) |
| 1500-1515  | **3B 6** Level of medical ethics of resident physician  
T A Hamdan (Basrah Medical College, Dean’s Office, Basrah, IRAQ) |

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<tr>
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<tr>
<td>1515-1545</td>
<td>Discussion</td>
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### 3C  
**Short Communications: e-Learning Case Studies**

**Chairperson/Opening Discussant:** John Paul Evangel Judson  
**Location:** Fintry

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<tr>
<th>Time</th>
<th>Event</th>
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| 1345-1400  | **3C 1** The computer assisted learning package, virtual rheumatology, has a measurable impact on the learning of musculoskeletal examination skills by medical students  
P Vivekananda-Schmidt*, A B H Hassell, M Lewis, M J McLean, D Coady, L Kay and D Walker (Keele University, Primary Care Sciences Research Centre, Staffordshire, UK) |
| 1400-1415  | **3C 2** Web based applications in teaching histopathology  
A Ryska* and M Uhrin (Charles University Medical Faculty Hospital, Department of Pathology, Hradec Kralove, CZECH REPUBLIC) |
| 1415-1430  | **3C 3** Learning outcome of a computer-assisted instruction programme in veterinary medicine: a comparative study  
Brigitte Grether*, Jean-Michel Hatt and Ulrike Kubisch (Faculty of Veterinary Medicine, University of Zurich, Zurich, SWITZERLAND) |
| 1430-1445  | **3C 4** Feasibility of the internet in teaching evidence-based medicine to medical undergraduates  
Leila Niemi-Murola*, Kalle Romanov and Timo Kuusi (Research and Development Center for Medical Education, Helsinki University, FINLAND) |
| 1445-1500  | **3C 5** Web-based ECG-interpretation programme for undergraduate medical students  
Gunilla Bolinder*, Claes Held, Bo-Lennart Johansson, Mikael Nilsson and Jan Ostengren (Department of Medicine, Karolinska University Hospital, Stockholm, SWEDEN) |
| 1500-1515  | **3C 6** Computer based radiology education for first year medical students: experiences with a web-based approach  
C A Tipker-Vos*, F M Vos, J P Geerets, M R W Evers-van Bavel, J S Lameris and M Maas (Academic Medical Centre, Department of Radiology, Amsterdam, NETHERLANDS) |
3C 7 Reusable Learning Objects with WebCT to Enhance a Nurse prescribing course (ROWEN)
F Bath-Hextall, H J Wharrad*, J S Lynn and M Foss (University of Nottingham, Faculty of Medicine and Health Sciences, Nottingham, UK)

3C 8 Defining curricular content: computerized organization and retrieval of learning objectives across a medical curriculum
Jack W Strandhoy*, Kevin W Brewer, Seth Maxwell, Steven M Block and James E Johnson (Wake Forest University School of Medicine, Department of Physiology and Pharmacology, Winston-Salem, North Carolina, USA)

(No discussion time has been allowed in this session)

3D Symposium: The Bologna Declaration – implications for medical education

1345-1545 Hans Karle (World Federation for Medical Education, Copenhagen, DENMARK) and Madalena Patricio (Faculty of Medicine, University of Lisbon, PORTUGAL) (Convenors)
Location: Kilsyth

1350-1400 The Bologna Process and Medical Education
Leif Christensen (World Federation for Medical Education, Copenhagen, DENMARK)

1400-1415 The Bologna Process: change or hindrance for medical education in Europe
R P eter Nippert (Institute of Medical Education & Student Affairs, Medizinische Fakultat, Westfalische Wilhelms-Universitat, Munster, GERMANY)

1415-1430 The Bologna Declaration and its possible implications for the medical curriculum – the beauty and the beast
C Schirlo*, W Vetter and W Gerke* (Medical Faculty, University of Zurich, Office of Medical Education, Zurich, SWITZERLAND)

1430-1445 The Bologna Process in Sweden from the point of view of medical education in Lund
Göran Thome (Office of Medical Education, University of Lund, SWEDEN)

1445-1455 The Bologna Process in medical education – students’ opinion
Katja Kovac and Hans Jacob Westby (International Federation of Medical Students Associations)

1455-1505 The Bologna process from a student perspective
Susanna Brauner, Therese Djärv and Emelie Stotzer (Association of Medical Students, Karolinska Institutet, Stockholm, SWEDEN)

1505-1510 Zagreb Declaration on Harmonisation of PhD Programmes in Medicine and Health Sciences
Jadwiga Mirecka (Medical College of Jagiellonian University, Krakow, POLAND) (no abstract)

1510-1520 The Bologna Process: What should be the role of AMEE?
Madalena Patricio (Faculty of Medicine, University of Lisbon, PORTUGAL) (no abstract)

1520-1545 Discussion: Opening Discussant: Vincenzo Costigliola

3E Short Communications: Outcome-Based Education Models in Practice

Chairperson/Opening Discussant: Brownie Anderson
Location: Moorfoot

1345-1400 A resident-led model of curriculum change for new ACGME competencies
Mary Joan D Ladden, Antoinette S Peters*, Joe Kimura and Gordon T Moore (Harvard Medical School, Department of Ambulatory Care and Prevention, Boston Massachusetts, USA)

1400-1415 Intelligences in role model doctor: Harden 3-circle model – a survey of final year medical students
C H Tan*, J Lim and D R Koh (National University of Singapore, Medical Education Unit, Faculty of Medicine, SINGAPORE)
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<tr>
<td>1415-1430</td>
<td>3E 3</td>
<td>Development of an instrument for self-perception of medical competency as defined by the three-circle model</td>
<td>Evelyn Roa, Alejandro Zahlout and Juan Perez-Gonzalez*</td>
<td>Centro de Investigacion y Desarrollo de la Educacion Medica, Escuela de Medicina &quot;Luis Razetti&quot;, Facultad de Medicina, Universidad Central de Venezuela, Caracas, VENEZUELA</td>
</tr>
<tr>
<td>1430-1445</td>
<td>3E 4</td>
<td>What is it valuable for SPRs to learn in order to become good consultant clinical oncologists? Use of the three circle learning outcomes model in postgraduate medical education</td>
<td>Kim Benstead (Cheltenham General Hospital, Gloucestershire Centre for Clinical Oncology, Cheltenham, UK)</td>
<td></td>
</tr>
<tr>
<td>1445-1500</td>
<td>3E 5</td>
<td>Social context as an integral part of a competence based curriculum</td>
<td>J W Briet*, W J Stratting and P A Wiegersma (Groningen University, Diepenveen, NETHERLANDS)</td>
<td>Groningen University, Diepenveen, NETHERLANDS</td>
</tr>
<tr>
<td>1500-1515</td>
<td>3E 6</td>
<td>Linking undergraduate to graduate medical education with a transitional year</td>
<td>Olle Th. ten Cate*, Henk L Hendrix, Michiel B Lagaaij and Theo B Voorn (School of Medical Sciences, University Medical Centre Utrecht, Utrecht, NETHERLANDS)</td>
<td>Utrecht, NETHERLANDS</td>
</tr>
<tr>
<td>1515-1530</td>
<td>3E 7</td>
<td>Students between learning objectives and clinical skills exposure – what do students really learn in their clerkship?</td>
<td>Peter Frey (Institute of Medical Education, IML-AUM, Bern, SWITZERLAND)</td>
<td></td>
</tr>
<tr>
<td>1530-1545</td>
<td>3E 8</td>
<td>Measuring competency based assessment in paediatrics SpRs</td>
<td>D G van Vuurden* and R J B J Gemke (VU Medical Center, Department of Paediatrics, VU University Hospital, Amsterdam, NETHERLANDS)</td>
<td>Amsterdam, NETHERLANDS</td>
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**3F Short Communications: e-PBL**

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<th>Presenters</th>
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<tbody>
<tr>
<td>1345-1400</td>
<td>3F 1</td>
<td>Clinical attachments, learning technologies and PBL</td>
<td>Mira Vogel*, Elspeth Alstead, Sam Brenton, Chris Fowler and Sue Tatum (Queen Mary, University of London, London, UK)</td>
<td>Tinto</td>
</tr>
<tr>
<td>1400-1415</td>
<td>3F 2</td>
<td>Students’ strategies in a virtual PBL session</td>
<td>Kati Hakkarainen*, Teija Vainio and Jarmo Levonen (University of Tampere, Medical School, Tampere, FINLAND)</td>
<td></td>
</tr>
<tr>
<td>1415-1430</td>
<td>3F 3</td>
<td>Using videos as triggers in web-based PBL – experiences from Linkoping</td>
<td>Anne-Christine Persson* and Bjorn Bergdahl (Linköping University, Faculty of Health Sciences, Linköping, SWEDEN)</td>
<td></td>
</tr>
<tr>
<td>1430-1445</td>
<td>3F 4</td>
<td>The EDIT project – a catalyst for change and renewal</td>
<td>Bjorn Bergdahl* and Anne-Christine Persson (Faculty of Health Sciences, Department of Internal Medicine, University of Linköping, Linköping, SWEDEN)</td>
<td></td>
</tr>
<tr>
<td>1445-1500</td>
<td>3F 5</td>
<td>The Gifu and Edinburgh Learning Activities Through Interactive Networking (GELATIN)</td>
<td>M Begg, P Evans*, W Lam, Y Suzuki and Y Takahashi (The Medical Teaching Organisation, The University of Edinburgh, College of Medicine and Veterinary Medicine, Edinburgh, UK)</td>
<td></td>
</tr>
<tr>
<td>1500-1515</td>
<td>3F 6</td>
<td>The multimedia in problem-based learning: is value added?</td>
<td>L Charron*, J P Messier, J M Peyronnard and A Ferron (University of Montréal, Edmund Centre, Faculty of Medicine, Montréal, Québec, CANADA)</td>
<td></td>
</tr>
<tr>
<td>1515-1530</td>
<td>3F 7</td>
<td>Building a consortium for sharing development of multimedia PBL cases</td>
<td>Carol Kamin*, Sheila Chauvin and Patricia O’Sullivan (University of Colorado School of Medicine, Denver, USA)</td>
<td></td>
</tr>
<tr>
<td>1530-1545</td>
<td>3F 8</td>
<td>Experiences from using the interactive case-based training program CAMPUS-Pediatrics in undergraduate medical education at three German medical schools</td>
<td>S Huwendiek*, S Kaepp, K Sostmann, K Selke, B Hoecker, M Bauch, LB Zimmerhackl, M Brandis, G Gaedicke, KP Schnabel, F J Laven, GF Hoffmann, B Toenshoff and the CASEPORT-Consortium (Department of General Pediatrics, University Children’s Hospital, Heidelberg, GERMANY)</td>
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(No discussion time has been allowed in this session)
### 3G  
**Short Communications: Admissions/Selection to Medical School (1)**

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<th>Presenters</th>
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<tbody>
<tr>
<td>1345-1400</td>
<td>3G 1</td>
<td>Examining temporal trends in the characteristics of students applying and accepted to English medical schools</td>
<td>Jonathan Mathers, Jayne Parry, Matthew Richardson and Amanda Parsons* (University of Birmingham, Department of Public Health &amp; Epidemiology, Edgbaston, Birmingham, UK)</td>
</tr>
<tr>
<td>1400-1415</td>
<td>3G 2</td>
<td>Admission to medical school through national lottery versus local selection: a comparison</td>
<td>Louise C Urlings-Strop and Ted A W Splinter (ErasmusMC Rotterdam, NETHERLANDS)</td>
</tr>
<tr>
<td>1415-1430</td>
<td>3G 3</td>
<td>Study performance due to admission system</td>
<td>P. Hultman* and K Borg (Linköping University, Division of Molecular and Immunological Pathology, Linköping, SWEDEN)</td>
</tr>
<tr>
<td>1430-1445</td>
<td>3G 4</td>
<td>Self-rating of communication ability: a screening for targeted teaching?</td>
<td>J Kidd* and D Nestel (Warwick Medical School, University of Warwick, Coventry, UK)</td>
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<tr>
<td>1445-1500</td>
<td>3G 5</td>
<td>Medical students' personal qualities and values as correlates of primary care interest</td>
<td>Nicole J Borges* and Bonnie J Jones (Northeastern Ohio Universities College of Medicine, Department of Behavioural Sciences, Rootstown, Ohio, USA)</td>
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<tr>
<td>1500-1515</td>
<td>3G 6</td>
<td>College selection tests and student performance: is there any connection between them?</td>
<td>Julio Cesar Massonetto*, Maximiano Tadeu Vila Albers and Mauro Cesar Dinato (Medical School of Santos, Centro Universitario Lusiada - UNILUS, Santos SP, BRAZIL)</td>
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<tr>
<td>1515-1545</td>
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<td>Discussion</td>
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### 3H  
**Short Communications: Portfolios in Teaching and Assessment**

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<tr>
<td>1345-1400</td>
<td>3H 1</td>
<td>A paper-based log book and electronic portfolio for Phase I medical students: design, comparison and evaluation</td>
<td>Vedantashankar Sean Sarma*, Simon Cotterill, John Spencer, Tony McDonald and Phillip Bradley (University of Newcastle-upon-Tyne, School of Medical Education Development, The Medical School, Newcastle-upon-Tyne, UK)</td>
</tr>
<tr>
<td>1400-1415</td>
<td>3H 2</td>
<td>Don't miss the forest for the trees: portfolio as a guideline through the final year</td>
<td>Matthias Goos (University Hospital, Department of General and Visceral Surgery, Freiburg, GERMANY)</td>
</tr>
<tr>
<td>1430-1445</td>
<td>3H 4</td>
<td>Portfolio learning: General Practitioners as coach</td>
<td>Hanke Dekker*, Leo C Aukes, Johanna Schonrock-Adema and Janke Cohen-Schotanus (University of Groningen, Faculty of Medical Sciences, Department for Educational Development and Quality Assurance, Groningen, NETHERLANDS)</td>
</tr>
<tr>
<td>1445-1500</td>
<td>3H 5</td>
<td>Portfolio assessment: impact beyond reliability</td>
<td>Luz Leticia Elizondo-Montemayor (School of Medicine Tecnologico de Monterrey, Monterrey, Nuevo Leon, MEXICO)</td>
</tr>
<tr>
<td>1500-1515</td>
<td>3H 6</td>
<td>On-line electronic portfolio: a useable tool in specialist training</td>
<td>Niels Kristian Kjaer* and Charlotte Tulinius (University of Southern Denmark, Department of Research and Postgraduate Medical Education, Sorø, Sorø, DENMARK)</td>
</tr>
</tbody>
</table>
1515-1530

3H 7 Assessment of psychiatry residents’ skills in psychotherapy: portfolios may help resolve the conundrum

Maria R Corral (University of British Columbia, St Paul’s Hospital, Department of Psychiatry, Vancouver, British Columbia, CANADA)

1530-1545 Discussion

3I Posters: Teaching and Learning

1345-1545

Chairperson: Gaynor Lloyd-Jones
Location: Carrick 2 (for duration of session)

3I 1 Rethinking conventional approaches to teaching violence and health concepts to healthcare professionals

Charmaine McPherson* and Elizabeth McGibbon (St Francis Xavier University, Antigonish, Nova Scotia, CANADA)

3I 2 Necessity of philosophical orientation in medical education

Ahmadreza Zamani* and Farzad Goli (School of Medicine, Isfahan University of Medical Sciences, Isfahan, IRAN)

3I 3 What kind of theory is needed? Experiences with a course on systems theory in medicine at the Charité, Universitaetsmedizin Berlin

Rita Leidinger* and Claudia Kieseling (Arbeitsgruppe Reformstudiengang Medizin, Charite Universitaetsmedizin Berlin, GERMANY)

3I 4 A model for ethics teaching at a learning camp at Khon Kaen Hospital, Thailand

Wichian Thianjaruwatthana*, Rathra Ruechuwararak, Sirijitt Vasanawathana and Surachai Saramrittichai (Medical Education Center, Khon Kaen Hospital, Khon Kaen, THAILAND)

3I 5 Evaluation of the use of concept maps in teaching public health to medical students at Universidad de Valparaiso

Peter McColl (Universidad de Valparaiso Chile, Vina del Mar, CHILE)

3I 6 The effect of two educational methods, classic and critical thinking strategies (CTS) on the stable learning of nursing students

H Khalili*, H Babamohammadi and S Hadji Aghadjani (Semnan University of Medical Science, Semnan, IRAN)

3I 7 Personalizing laboratory data as a way to aid instruction in laboratory medicine

Kendall P Crookston*, Kelly T Townsend and Matthew M Luke (University of New Mexico, Department of Pathology, Albuquerque, NM, USA)

3I 8 Investigation of students’ learning styles at Fasa Medical School

Sohrab Najafipour*, Maryam Khoshnami and Sedighe Najafipour (Fasa Medical School, Fasa, IRAN)

3I 9 Acceptability and feasibility of senior students teaching junior students after a single, short ‘teaching to teach’ intervention

Andrew Ling*, Jan Wardle, Alison Bonavia, John Spencer and Jane Metcalf (University Hospital of North Tees, Stockton, UK)

3I 10 Comparing lecture and e-learning as pedagogies for new and experienced professionals in dentistry

Shalin Mehra*, Liz Browne, Gary Thomas and Raj Rattan (Oxford Postgraduate Medical & Dental Education, Northampton, UK)

3I 11 Developing alternatives to traditional teaching methods: a report on the ALC-ME project

Mike Davis* and Kate Denning (Edge Hill College, Ormskirk, Lancashire, UK)

3I 12 A biopathological approach: integrating disciplines in a novel curriculum area

F Baltazar, A G Castro, M J Costa, F Milanezi, J Pedroso*, J Pinto-Machado, R M Reis, M T A Roca and F C Schmitt (Universidade do Minho, Medical Education Unit, School of Health Sciences, Braga, PORTUGAL)

3I 13 Teaching/learning behaviour diversity using commercial movies in medicine

Paulo Seca* and Antonio Pais de Lacerda (Hospital de Santa Maria, Lisboa, PORTUGAL)
3I 14 Technology Enabled Knowledge Translation (TEKT): an innovative framework to promote research and practice  
   Kendall Ho*, Robert L Thivierge, Rejean Laprise, Tunde Gondocz, Elizabeth Wengerhofer, David Ryan, L Perrier and Ralph Bloch (Aventis Canada, Professional Education, Laval, Quebec, CANADA)

3I 15 Portfolio method for a 4 month clinical clerkship  
   G E Cleenin* (Institute of Sport Sciences, Federal Office of Sport, Magglingen, SWITZERLAND)

3I 16 Style and strategic learning used by medical students  
   Antonio F Compan*, Antonio Aguirre, Justo Medrano, Manuel Diez, Javier Lacueva, Rafael Calpena and Maria Teresa Perez-Vazquez (University Miguel Hernandez, Departamento de Patologia y Cirugia, San Juan de Alicante, SPAIN)

3I 17 Determination of learning styles of medical students in Shiraz Medical University  
   Mohsen Moghadami* and Mitra Amini (Shiraz Medical School, Nemazee Hospital, Internal Medicine Department, Shiraz, IRAN)

3I 18 Comparative survey of learning styles of staff and residents of orthopedic surgery in MUMS Iran, 2003  
   M H Tarazjamshidi*, R Sharifi, H Gholami and S Bajouri (Mashad University of Medical Sciences, Mashad, IRAN)

3I 19 Learning styles in nursing students and their trainers in MUMS in 2003  
   Hassan Gholami*, A Derakhshan, S Bajouri, J Mdabber Azizi, M Dashti Rahmatabad and S M Hossaini (Mashhad University of Medical Sciences, Mashhad, IRAN)

Discussion

3J Posters: CME/CPD, and Training in General Practice/Family Medicine

1345-1545
   Chairperson: Ioan Bocsan  
   Location: Ochil 2, followed by Poster Board Area 3J, Cromdale Hall

3J 1 Setting an educational needs assessment in the context of service delivery: GPs’ views about Genetics education  
   Catherine Bennett*, Mamoona Tahir and Peter Farndon (Centre for Education in Medical Genetics, Birmingham Women’s Hospital, Birmingham, UK)

3J 2 Reforming General Practice training in the UK: directions for change  
   Julie Bedward, Sarah Burke, Mike Deighan, Stephen Field, Adam Fraser, Stephen Kelly and Hywel Thomas* (University of Birmingham, Centre for Research in Medical and Dental Education, Birmingham, UK)

3J 3 Developing a General Practice curriculum for children in special circumstances  
   R Bastable, H Buteman, A Hibble* and C Wells (PGMDE, Eastern Deanery, Cambridge, UK)

3J 4 Re-modelling the training of General Practitioners in the UK  
   Mike Deighan, Stephen Field, Adam Fraser, Stephen Kelly* and Hywel Thomas (University of Birmingham, Centre for Research in Medical and Dental Education, Birmingham, UK)

3J 5 Matching General Practitioner training to needs: experience in the UK  
   Mike Deighan*, Stephen Field, Adam Fraser, Stephen Kelly and Hywel Thomas (University of Birmingham, Centre for Research in Medical and Dental Education, Birmingham, UK)

3J 6 Assessing the viewpoint of General Practitioners participating in a continuing education workshop concerning their educational needs in a CME program  
   Mohammad Nikbakhsh* and Sedighe Najafipour (Jahrom Medical School, Jahrom, IRAN)

3J 7 Using the multi-faceted educational approach to improve the implementation of clinical practice guidelines in primary care settings  
   Robert L Thivierge*, Réjean Laprise, Maja Bujas-Bobanoviæ, Sylvie Vandal, Gilbert Gosselin, Serge Goulet, Pierre Julien, Micheline Luneau, Daniel Paquette & Jean Desaulniers (University of Montreal, Montreal, CANADA)

3J 8 How do doctors keep up to date?  
   M Adamsom, S Emerson, P Evans, H Lee, J Sherman, K Skorupskaite*, M Tan, S Thompson and A Todd (University of Edinburgh The Medical Teaching Organisation, The College of Medicine and Veterinary Studies, Edinburgh, UK)
Toward improvement of professional competencies: linking physicians’ and patients’ needs
Francine Borduas*, Marie-France Deslauriers, Linda LeDuc (Laval University, Clinique Medecine de Neufchatel, Quebec, CANADA)

Survey of pharmacologists’ opinions about CME programs in Ahvaz-Iran
Abdol-Hossein Shakurnia* and Hossein Elhampoor (Jondi-Shakoor Medical University, Educational Development Center (EDC), Educational Affairs, Ahwaz, IRAN)

Patients’ rights and doctors’ duties – training doctors in relational skills by involving patients and other health professions
Jorgen Urnes*, Marianne Urdshals and Bjorn Rasmussen (NTNU, Faculty of Medicine, Institute of Community Medicine and General Practice, Trondheim, NORWAY)

Comparison between attendance-based learning and distance learning (1997-2003). CME Department of the College of Physicians of Barcelona (CPB)
Alex Ramos*, Raquel Dolado, Joan Aliaga, Magda Martinez and Miquel Bruguera (College of Physicians of Barcelona, CME Department, Barcelona, SPAIN)

National clinical guidelines: evaluation of rheumatoid arthritis implementation programme in Finland
Mari Anttolainen*, Ritva Peltomaa, Liisa-Maria Voipio-Pulkki and Juha Pekka Turunen (The Finnish Medical Society, Helsinki, FINLAND)

Best practices in CHE: preliminary results of an innovative research project
Francois Goulet, Gilles Lachance*, Celine Monette, Robert L Thivierge and Sylvie Vandal (Council for Continuing Pharmaceutical Education, Saint-Laurent, Quebec, CANADA)

Distance delivery of education in Diabetes care for Primary Care Organisations
Hilary Hearnshaw, Jan Hopkins, Nathan Hughes and Jeremy Dale* (Warwick Medical School, Centre for Primary Health Care Studies, University of Warwick, Coventry, UK)

An effective model for part time faculty development in a variety of content fields
Helen P Batty* and Yves Talbot (University of Toronto, Toronto, ON, CANADA)

Should family physicians have CME activities tailored to their learning style?
Abdulaziz Al-Mahrezi* and Helen Batty (Sultan Qaboos University, SULTANATE OF OMAN)

A comparison of the views of general physicians participating in continuing medical education on the quality of program in 2002-2003
T Marashi*, A Shakoornia and S Heidari Soorshjan (Faculty of Health, EDC Department, Ahvaz University of Medical Sciences, Ahvaz, IRAN)

Discussion around Poster Boards

3K Posters: Clinical Assessment

1345-1545
Chairperson: Peter Nippert
Location: Poster Board Area 3K, Cromdale Hall

Incorporating the assessments of real patients into a final year OSCE examination
Sue Kilminster*, Trudie Roberts, Andrew Catto, Shervanthi Homer Vanniasinkam and Godfrey Pell (Medical Education Unit, University of Leeds, Leeds, UK)

How can the quality of SP performance be ensured by an evaluation of SP training?
Corinna Gabriel*, Veronika Thieme and Annette Fröhmel (Charité, Reformstudiengang Medizin, Bereich Simulationspatienten Programm, Universitätsmedizin Berlin, GERMANY)

OSCE experience at the Pediatric Boarding School of the Medical School, University of Chile
Juan Badilla*, Andrea Mena, Astrid Jusian, Maria Arancibia and Veronica Villarreal (Universidad de Chile, Santiago, CHILE)
3K 4 Effect of difference in method of standardization of assessment criteria of raters in OSCE
Ichiro Yoshida*, Hiroki Inutsuka, Tadashi Matsumura, Chikako Nakamura, Kazuhiko Fujisaki, Junji Otaki, Masamune
Shimo, Hitoshi Miyaoa, Tsukasa Tsuda, Masahiko Hatao and Nobutaro Ban (Office of Medical Education, Kurume
University, School of Medicine, Kurume, JAPAN)

3K 5 Did the introduction of the Objective Structured Clinical Examination (OSCE) according to the
Common Achievement Tests Organization (CATO) improve the rating accuracy?
Kenichi Mitsunami*, Junji Nishiyama, Tsutomu Tanaka, Hidetoshi Matsubara, Masahiko Terada and Tadao Bamba
(Shiga University of Medical Science, Department of General Medicine, Shiga, JAPAN)

3K 6 Professional exam with the OSCE in Mexico
Heriberto Larios*, J Andres Trejo, Ma. Teresa Cortes and Sara Morales (National Autonomous University of Mexico,
MEXICO)

3K 7 Using OSCE for ethical assessment in Khon Kaen Hospital, Thailand
Surachai Saranrittichai*, Wichian Thianjaruwatthana and Sirijitt Vasanaawathana (Medical Education Center,
Khon Kaen Hospital, Khon Kaen Province, THAILAND)

3K 8 OSCE in surgery: what is the grading of the students?
Marco Bustamante and Carlos Carvajal* (Universidad de Chile, Depto de Cirugía, Santiago, CHILE)

3K 9 Performance in ‘high-stakes’ undergraduate examinations: does gender matter?
G K Mahadev*, P A O’Neill, A C Owen, P J McArdle and G J Byrne (University of Manchester, South Manchester
University Hospitals, Manchester, UK)

3K 10 Performance and gender correlates on high stakes standardized patient clinical skills (CS)
examinations within a traditional and newly implemented systems based medical curriculum
Frank Schimpfhauser*, Karen Zimmerstrom and David Milling (S.U.N.Y at Buffalo, School of Medical and Biomedical
Sciences, Buffalo NY, USA)

3K 11 Setting up a simulated patient programme
Bryan Allan*, Helen Cameron and Allan Cumming (Medical Teaching Organisation, University of Edinburgh, Medical
School, Edinburgh, UK)

3K 12 Satisfaction on the use of Rubric scoring compared to a rating scale
Nopadol Suchat (Buddhachinaraj Hospital, Phitsanulok, THAILAND)

3K 13 Clinical examinations procedures
Henny Gade* and Lone Hougaard* (The School of Nursing in the County of Vejle, Vejle, DENMARK)

3K 14 Self-assessment survey in the performance of procedural skills
Ximena Trivino*, Marisol Sirhan, Ana Wright and Rodrigo Moreno (Escuela de Medicina, Universidad Catholica de
Chile, Santiago, CHILE)

3K 15 Can medical students on a clinical clerkship accurately self-assess using a standard,
descriptive vocabulary?
Paul A Hemmer*, Gerald D Denton, Steven Durning, Kent DeZee, Alan Wimmer, Lisa Moores, Theresa Cuoco,
Margaret MacKrell Gaglione, Chad DeMott, Peter Heetderks, Michael Battistone and Louis Pangaro (Uniformed
Services University, Bethesda MD, USA)

3K 16 Results of clinical skills assessment: a comparative study
A Molinos*, M Sola, A M Pulpon, S Juncosa, J M Martinez-Carretero (Institute of Health Studies, Barcelona, SPAIN)

Discussion around Poster Boards

3L Workshop: Concept mapping: an efficient strategy/tool for conceptual
teaching and learning, and curriculum development

1345-1545 (see abstract page 4.52)
Gonul O Peker (Ege University Faculty of Medicine, TURKEY), Ara Tekian (University of Illinois at Chicago, USA) and Ferhan
Girgin Sagin (Ege University Faculty of Medicine, TURKEY)
Location: Ochil 3
### 3M Workshop: Strategies for integrating Complementary and Alternative Medicine into the medical curriculum

**Programme**

1345-1545

Aviad Haramati and Michael D Lumpkin (Georgetown University School of Medicine, Washington DC, USA)

Location: Carrick 1

### 3N Workshop: Emotional Intelligence in Health: some reflections and self application

**Programme**

1345-1545

Chris Skinner (Health Services Management, Edith Cowan University, Perth, WEST AUSTRALIA)

Location: Carrick 3

### 3O Workshop: Effective communication in the health professions

**Programme**

1345-1545

Hannah S Kedar (Hebrew University-Hadassah Faculty of Medicine, Jerusalem, ISRAEL)

Location: Ochil 1

### 3P Short Communications: Multiprofessional Education Challenges

**Programme**

Chairperson: Fernando Mora

Opening Discussant: David Pearson

Location: Sheraton Hotel, Wallace Room

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<tr>
<td>1345-1400</td>
<td>3P 1</td>
<td>Identifying students’ perceptions of difficulties with multiprofessional collaboration</td>
<td>Chris Aubry* and Jo Goedhuys (KuLeuven, Leuven, BELGIUM)</td>
</tr>
<tr>
<td>1400-1415</td>
<td>3P 2</td>
<td>Factors influencing success in multiprofessional, multimodality education in health sciences</td>
<td>Mark Pfeifer*, C Ritchie, C Hermann, J Sharfenberger, B Head and D Wiegman (University of Louisville, School of Medicine, Louisville, Kentucky, USA)</td>
</tr>
<tr>
<td>1415-1430</td>
<td>3P 3</td>
<td>Characteristics of doctors and nurses as perceived by students entering medical school – implications for shared teaching</td>
<td>J R Rudland and G J Mires* (University of Dundee, Department of Maternal and Child Health Sciences, Ninewells Hospital &amp; Medical School, Dundee, UK)</td>
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<tr>
<td>1430-1445</td>
<td>3P 4</td>
<td>A longitudinal study of the attitude of medical students to nurses and shared teaching</td>
<td>J R Rudland* and G J Mires (Otago University, Faculty of Medicine, Dunedin, NEW ZEALAND)</td>
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<tr>
<td>1445-1500</td>
<td>3P 5</td>
<td>Development of an elearning interprofessional education module for healthcare educators</td>
<td>Gill Young* and Rosetta West (Faculty of Health and Human Sciences, Thames Valley University, London, UK)</td>
</tr>
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<td>1500-1515</td>
<td>3P 6</td>
<td>Interprofessional Education (IPE) and the learning organization: CPD at work</td>
<td>Lee Manchul* and Mark Gelula (University of Toronto, Princess Margaret Hospital, Toronto, Ontario, CANADA)</td>
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<tr>
<td>1515-1530</td>
<td>3P 7</td>
<td>So near and yet so far: education for cultural competence in the health care professions</td>
<td>Kate Meier* and Rosemary Meier (University of Toronto, Mount Sinai Hospital, Dept of Psychiatry, Toronto, ON, CANADA)</td>
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<tr>
<td>1530-1545</td>
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<td>Discussion</td>
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### 3Q Workshop: Meeting the challenges facing medical education – the International Virtual Medical School (IVIMEDS)

**Programme**

1345-1545

Ronald M Harden and David Davies (IVIMEDS)

Location: Sheraton Hotel, MacGregor Room
Section 2

PROGRAMME - Monday

3/4R  Workshop: Harvey the Cardiology Patient Simulator
1330-1730
(see abstract page 4.55)
Nick Boon, Joel M Felner, Don Brown, Bob Waugh, Ira Gessner, Shihab Khogali and Stuart Pringle
Location: University of Edinburgh Medical School, Little France (bus departs EICC at 1330 hrs and arrives back at EICC at approximately 1730 hrs)
Note: pre-booking for this workshop essential – places strictly limited and entry by ticket only

3S  Meet the Expert: James Hallock
(see biography, page 1.10)
Location: Gladsmuir Room

3T  Meet the Expert: Geoff Norman
(see biography, page 1.10)
Location: Sutra Room

1545-1605  Coffee

1605-1800  SESSION 4

4A  Symposium: Best Evidence Medical Education (BEME)
Chairperson: Marilyn Hammick
Location: Pentland
Reports by BEME Topic Review Groups on the findings of their BEME Reviews. Participants are invited to comment on the reports either during the discussion or by email to the presenters.

1605-1625  4A1  What are the features and uses of high-fidelity simulators that lead to most effective learning?
Barry Issenberg (Centre for Research in Medical Education, University of Miami School of Medicine, 1430 NW 11th Avenue, PO Box 01690 (D-41), Miami, FL 33101, USA) on behalf of the Simulation Topic Review Group

1625-1645  4A2  What does early clinical experience contribute to the basic education of health professionals?
Sonia Littlewood* and Tim Dornan (Medical School, University of Manchester, Hope Hospital, Stott Lane, Salford, Manchester M6 8HD, UK)

1645-1705  4A3  What are the features of faculty development that make it effective?
Yvonne Steinert and Angel Centeno (McGill University Faculty of Medicine, Faculty Development Office, 3655 Promenade Sir William Osler, Room 529, Montreal, Quebec H3G 1Y6, CANADA) on behalf of the Faculty Development Topic Review Group

1705-1725  4A4  Performance-based instruments that measure medical communication competence – an update and expansion of previous reviews
Elizabeth Kachur (Medical Education Development, 201 East 21st Street, Suite 2E, New York, NY 10010, USA) on behalf of the Assessment of Communication Competence Topic Review Group

1725-1745  4A5  The impact of feedback in formative and summative assessment and its effectiveness on the improvement of knowledge, skills and attitudes of health science students during their learning process and on teaching skills of tutors
Josep-Maria Martinez-Carretero (Institut d’Estudis de la Salut (IES), Balmes, 132-136, 08008 Barcelona, SPAIN) on behalf of the Feedback in Assessment Topic Review Group

1745-1800  Discussion
**Section 2**

**PROGRAMME - Monday**

### 4B  Short Communications: Professionalism (2)

**Chairperson:** Clarke Hazlett  
**Opening Discussant:** David Stern  
**Location:** Sidlaw

**1605-1620**  
**4B 1** Are we training workers or professionals for the 21st Century?  
*Carole Allan*, Gellisse Bagnall* and Liz Campbell (NHS Education for Scotland - West Region, Glasgow, UK)

**1620-1635**  
**4B 2** Preparing clinical teachers for their role in the Nijmegen curriculum: training feedback on professional behaviour  
*E M van Weel-Baumgarten* and K P M van Spaendonck (University Medical Centre Nijmegen, UMC St Radboud, Nijmegen, NETHERLANDS)

**1635-1650**  
**4B 3** Professionalism in medicine: individuals’ views on what should be measured  
*V. Jar*, H Bakker, GRG Duffy and TE Roberts (University of Leeds, Department of Obstetrics & Gynaecology, St James’s University Hospital, Leeds, UK)

**1650-1705**  
**4B 4** Pilot study of self and peer appraisal of professional behaviour among medical undergraduates  
*Mandy Hunter* and Hamish McKenzie (University of Aberdeen, Undergraduate Teaching Centre, Raigmore Hospital, Inverness, UK)

**1705-1720**  
**4B 5** Unprofessional behaviour: what does it look like?  
*K P M van Spaendonck*, L M Timmermans and A J N M Thoben (UMC St. Radboud, Nijmegen, NETHERLANDS)

**1720-1735**  
**4B 6** Professionalism: between blinkers and big brother  
*Benno Bonke* (Erasmus University, Department of Medical Psychology & Psychotherapy, Rotterdam, NETHERLANDS)

**1735-1800**  
**Discussion**

### 4C  Short Communications: E-learning

**Chairperson:** Wolfgang Gerke  
**Opening Discussant:** Rachel Ellaway  
**Location:** Fintry

**1605-1620**  
**4C 1** Introducing E-learning into a Tertiary Healthcare Institution – a 2-year pilot  
*S T Lee* (SingHealth, SINGAPORE)

**1620-1635**  
**4C 2** Self-assessment questions and learning styles in web-based learning: a randomized, controlled, crossover trial  
*David A Cook, Kris G Thomas, Matthew R Thomas* and *Warren G Thompson* (Mayo Graduate School of Medicine, Department of Internal Medicine, Rochester MN, USA)

**1635-1650**  
**4C 3** How students respond to a web-based automated feedback system  
*H Cameron, A Cumming, R Ellaway and K Wyld* (University of Edinburgh, ACT Office, School of Medicine, Edinburgh, UK)

**1650-1705**  
**4C 4** On-line Interactive Neonatal patient management modules  
*Roy Joseph*, Zubair Amin, Chang Hseue Fun (National University of Singapore, Faculty of Medicine, Department of Neonatology, SINGAPORE)

**1705-1720**  
**4C 5** Processes involved in developing sharable contents for e-learning in medicine  
*A Sampedro*, A Martinez-Nistal and R Amaya Martinez (Image Processing and Multimedia Technologies Service, Oviedo University, Oviedo, SPAIN)

**1720-1735**  
**4C 6** Advancing eLearning in EU RD projects using Wireless, Broadband and Mobile technologies: Towards Ambient Learning©  
*Fabrizio Cardinali* (Giunti Interactive Labs, Sestri Levante, Genoa, ITALY)
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<td>1735-1750</td>
<td>4C 7</td>
<td>Tracking education and certification activities across organizations</td>
<td>Peter Greene (MedBiquisitous Consortium, Baltimore, USA)</td>
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<td>1750-1800</td>
<td>Discussion</td>
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<tr>
<td>1705-1800</td>
<td>4E 1</td>
<td>Global Minimum Essential Requirements: roads to competence-based medical education</td>
<td>M Roy Schwarz*, David Stern, Andrzej Wojtczak and Yuanzhi Guan (China Medical Board of New York, New York NY, USA)</td>
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<tr>
<td>1705-1800</td>
<td>4E 2</td>
<td>Pilot evaluation of the global essential competencies of graduates of leading Chinese medical schools</td>
<td>A Wojtczak*, M R Schwarz, D Stern and T Zhou (Institute for International Medical Education, New York NY, USA)</td>
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<td>1705-1800</td>
<td>4E 3</td>
<td>Outcome-based education — unit level outcomes</td>
<td>Sandra Carr* and Giordana Hrga (University of Western Australia, Faculty of Medicine and Dentistry, Crawley, Perth, AUSTRALIA)</td>
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<td>1705-1800</td>
<td>4E 4</td>
<td>From content to competency – curriculum planning in a new reformed track at the Ruhr-University in Bochum</td>
<td>Bert Huenges*, Thorsten Schafer, Hille Lieverscheidt, Ute Koster and Herbert Rusche (Ruhr-Universitat Bochum, Medizinische Fakultat, Bochum, GERMANY)</td>
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Section 2

PROGRAMME - Monday

1705-1720 4E 5 Linking assessment to undergraduate medical student capabilities: a method for assessment to drive learning
A.J O’Sullivan*, S M Toohey, C S Hughes, P Harris, G Velan, J Ham, C Balasooriya, R K Kumar, H P McNeil (University of New South Wales, Department of Medicine, Kogarah, NSW, AUSTRALIA)

1720-1735 4E 6 Defining and using the educational objectives for curriculum planning, evaluation and student assessment
S.Kemahly*, O. Palaoğlu, T.Karahan, M.Demirören, F.Dökmeçi, F.Özyurda, B. Arda, E.Demirel-Yılmaz, Y.H.Ayhan, Ö.Tiryaki-Aydýntuð, T.Çorapçýoló (Ankara University, Faculty of Medicine, Departments of Medical Education and Pediatrics, Ankara, TURKEY)

1735-1750 4E 7 Pilot study of a Structured Oral Exam for Swiss licensing: development and feasibility
Ursula Hottinger*, Ralph Bloch, Rainer Hofer and Peter Schlaeppi (IAWF, Institute for Medical Education, University of Bern, Bern, SWITZERLAND)

1750-1800 Discussion

4F Short Communications: Evaluation of PBL (1)

Chairperson/Opening Discussant: Antoinette Peters
Location: Tinto

1605-1620 4F 1 Silent tutor - for good or bad?
S T Nikkari*, D Holmberg-Marttila, K Hakkarainen and I Virjo (Medical School, Department of General Practice, University of Tampere, Tampere, FINLAND)

1620-1635 4F 2 Problem-Based Learning (PBL): interaction processes during the reporting phase in the tutorial group
Astrid Visschers-Pleijers*, Diana Dolmans, Ineke Wolffango and Cees van der Vleuten (Maastricht University, Department of Educational Development and Research, Maastricht, NETHERLANDS)

1635-1650 4F 3 “PBL sessions do not work for me so well if...” How do medical students’ perceptions of difficulties in problem-based learning relate to notions of ideal tutoring and critical incidents?
G Maudsley (University of Liverpool, Department of Public Health, Liverpool, UK)

1650-1705 4F 4 PBL of basic sciences in a clinical context; selection of learning issues and estimates of test relevance
Thorsten Schafer*, Hille Lieverscheidt, Herbert Rusche and Lars Christian Rump (Ruhr-Universitat Bochum, Medizinische Fakultät, Bochum, GERMANY)

1705-1720 4F 5 The influence of PBL on cognitive learning strategies
Rainer Hofer* and Ursula Janosa-Dietrich (IAWF, Institute for Medical Education (IML), University of Bern, Bern, SWITZERLAND)

1720-1735 4F 6 Attitudes of medical students to Psychiatry in a PBL program and a traditional program - a comparison
O Kuhnigk*, C Haufs, B Strebel and M Bullinger (Universitätsklinikum Hamburg-Eppendorf, Modellstudienklinik Medizin, Hamburg, GERMANY)

1735-1750 4F 7 Reflections of graduates: differences between traditional and PBL curricula
Janke Cohen-Schotanus*, Jan Jaap Reinders and Willemina M Molenaar (Institute for Medical Education (OWI-OK), Department for Development and Quality Assurance, Faculty of Medical Sciences, University of Groningen, Groningen, NETHERLANDS)

1750-1805 4F 8 ‘Therapeutic’ effects of PBL
Brian Bailey (Napier University, School of Community Health, Edinburgh, UK)
### 4G  
**Short Communications: Admissions/Selection to Medical School (2)**

<table>
<thead>
<tr>
<th>Time</th>
<th>Title</th>
<th>Authors</th>
</tr>
</thead>
<tbody>
<tr>
<td>1605-1620</td>
<td>Selection of students in the admission to AMC Medical School: evaluation of the effects on motivation and academic achievement</td>
<td>J van der Ende, R.L. Hulsman*, J.Mourer, J.H. Boonman and F.M. Griffioen (Academic Medical Centre, Department of Medical Psychology, Amsterdam, NETHERLANDS)</td>
</tr>
<tr>
<td>1620-1635</td>
<td>Does medical student debt affect academic performance?</td>
<td>Sarah Ross*, Jennifer Cleland and Mary Joan Macleod (University of Aberdeen, Department of Medicine and Therapeutics, Medical School, Aberdeen, UK)</td>
</tr>
<tr>
<td>1635-1650</td>
<td>Widening access for underprepared students from diverse backgrounds</td>
<td>Elmi Badenhorst*, Rachel Alexander and Trevor Gibbes (Department of Public Health and Primary Health Care, Faculty of Health Sciences, University of Cape Town, Observatory, SOUTH AFRICA)</td>
</tr>
<tr>
<td>1650-1705</td>
<td>The performance of non traditional medical students in anatomy classes</td>
<td>Ben Peake*, Barbara Porter and Wojciech Pawlina (Mayo Medical School, Rochester MN, USA)</td>
</tr>
<tr>
<td>1705-1720</td>
<td>Study motivation of graduate entry medical students</td>
<td>P. Kronqvist*, J. Makinen, S. Ramne, O. Vainio and P. Kaapa (University of Turku, Department of Pathology, Turku, FINLAND)</td>
</tr>
<tr>
<td>1720-1735</td>
<td>Career decisions and patterns of employment of medical school entrants and qualified doctors</td>
<td>J. Grant, M. Maxted*, H. Owen, M. Macdonald and H. Jones (OUCEM, Open University Centre for Education in Medicine, Institute of Educational Technology, Milton Keynes, UK)</td>
</tr>
<tr>
<td>1735-1750</td>
<td>Does a medical school influence students’ performance on national examinations?</td>
<td>Ara Tekian* and Laura Hruska (University of Illinois at Chicago, Department of Medical Education, Chicago IL, USA)</td>
</tr>
<tr>
<td>1750-1800</td>
<td>Discussion</td>
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</tbody>
</table>

### 4H  
**Short Communications: Simulation for Teaching and Assessment**

<table>
<thead>
<tr>
<th>Time</th>
<th>Title</th>
<th>Authors</th>
</tr>
</thead>
<tbody>
<tr>
<td>1605-1620</td>
<td>LTSN-01 Veterinary Abstract Prize Winner. Integrating the Bovine Rectal Palpation Simulator into a veterinary curriculum: student feedback: Part 1 – immediately after the initial training session</td>
<td>S Baillie*, D. J. Mellor, S A Brewster and S W J Reid (University of Glasgow, Department of Computing Science, Glasgow, UK)</td>
</tr>
<tr>
<td>1620-1635</td>
<td>Integration of simulation technology in the Royal College of Physicians and Surgeons of Canada’s internal medicine specialty examination</td>
<td>Rose Hatala, Barry O Kassen*, James Nishikawa, Gary Cole and S. Barry Issenberg (Providence Healthcare - St Pauls Hospital, Vancouver, British Columbia, CANADA)</td>
</tr>
<tr>
<td>1635-1650</td>
<td>Assessing the technical skills of surgical trainees</td>
<td>J D Beard*, W E C Thomas, B C Jolly and D I Newble (Department of Medical Education, University of Sheffield, Sheffield Vascular Institute, Northern General Hospital, Sheffield, UK)</td>
</tr>
<tr>
<td>1650-1705</td>
<td>Simulation Theater – developing a virtual environment for simulation</td>
<td>Kitoji Takahiro*, Hisashi Matsumoto, Mark Wallace, Yuichiro Sakamoto, Yui Kamikawa, Yoshiaki Hara, Kunihiro Maehiko and Yashuhiro Yamamoto (CCM Nippon Medical School, Chiba Hokuso Hospital, Chiba, JAPAN)</td>
</tr>
<tr>
<td>1705-1720</td>
<td>Virtual reality and its benefits in Neurosurgical training</td>
<td>S Welschehold*, A Stadie and A Perneczky (Johannes-Gutenberg-University Mainz, University Hospital, Department of Neurosurgery, Mainz, GERMANY)</td>
</tr>
</tbody>
</table>
Programme - Monday

1720-1735  4H 6  "Antiarrhythmic drugs and ECG": An interdisciplinary approach to teach pharmacology using an Advance Life Support Training (ALS) manikin
M Mueller*, T Christ, D Dobrev, I Nitsche, T Koch and U Ravens (Department of Anaesthesiology and Intensive Care Medicine, University Hospital Dresden, Dresden, GERMANY)

1735-1750  4H 7  Virtual learning in child psychiatry for the preclinical years
Ulrich Preuss (Child and Adolescent Psychiatry and Psychotherapy, Bern University, Bern, SWITZERLAND)

1750-1800 Discussion

4I Short Communications: Communication Skills
Chairperson: John Dent
Opening Discussant: Knut Aspegren
Location: Carrick 2

1605-1620  4I 1  Am I making sense to you? The roadmap to effective communications
Fatinah Lateef (Singapore General Hospital, Department of Emergency Medicine, Singapore, REPUBLIC OF SINGAPORE)

1620-1635  4I 2  Important communication elements: differences of opinion between US war veterans and their doctors
C Scott Smith*, Magdalena Morris, William Hill and Chris Francovich (Boise VA Medical Center and University of Washington, Boise ID, USA)

1635-1650  4I 3  Have you had a change in partner since the last time we met?
H Webberley (University of Birmingham, Department of Primary Care, Edgbaston, Birmingham, UK)

1650-1705  4I 4  Outcomes of a new communication skills course for graduate-entry students
E Jones*, P Croft and J R Skelton (University of Birmingham, Interactive Skills Unit, Primary Care and General Practice, Edgbaston, Birmingham, UK)

1705-1720  4I 5  Language analysis of 'poor' performance in undergraduate consultation skills training
A J Shanks*, J R Skelton, C M Wiskin, A F Fraser, M Jerwood, K Messenger, M Jerwood and H Webberley (Department of Primary Care & General Practice, Medical School, University of Birmingham, Edgbaston, Birmingham, UK)

1720-1735  4I 6  Unconscious incompetence to unconscious competence: overcoming barriers in communication skills learning
Judy Martin (Otago Medical School, Department of Psychological Medicine, Dunedin, NEW ZEALAND)

1735-1750  4I 7  The dialogic index: a tool to help train physicians to discuss treatments and medications during clinical encounters
C Richard*, M T Lussier, C Monette and R Laprise (Université de Montréal, Equipe de recherche en soins de première ligne, Laval, Québec, CANADA)

1750-1800 Discussion

4J Short Communications: Reflection, Critical Thinking and Attitudes
Chairperson: Janine Edwards
Opening Discussant: Jean Ker
Location: Ochil 2

1605-1620  4J 1  An educational model to visualize personal reflection in medical practice
L C Aukes*, J Cohen-Schotanus, R P Zwierstra and J P J Slaets (Groningen University, Faculty of Medical Education, Groningen, NETHERLANDS)

1620-1635  4J 2  Nursing faculty members’ perceptions of critical thinking
A Sriatusanapan* and R Chintanawat (Chiang Mai University, Faculty of Nursing, Chiang Mai, THAILAND)
<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Presentation Title</th>
<th>Presenters</th>
</tr>
</thead>
<tbody>
<tr>
<td>1635-1650</td>
<td>4J 3</td>
<td>Assessment of convergent and divergent validity of scores from Kolb’s learning style inventory, Felder’s index of learning styles, and Riding’s cognitive styles analysis using the Multitrait Multimethod Matrix</td>
<td>David A Cook and Alan J Smith* (Mayo Clinic, College of Medicine, Department of Family Medicine, Rochester, MN, USA)</td>
</tr>
<tr>
<td>1650-1705</td>
<td>4J 4</td>
<td>Humanities for medical students: an anthropological examination of pitfalls and possibilities</td>
<td>Caroline Wachtler* and Margareta Troein (Lund University, Department of Community Medicine, Malmo University Hospital, Malmo, SWEDEN)</td>
</tr>
<tr>
<td>1705-1720</td>
<td>4J 5</td>
<td>Promoting reflective practice in an Asian context</td>
<td>Rosslynne Freeman* and Mushtaq Ahmed (Aga Khan University, Office of Faculty Development, Karachi, PAKISTAN)</td>
</tr>
<tr>
<td>1720-1735</td>
<td>4J 6</td>
<td>Effect of reflection on critical thinking skills of Tabriz University nursing students</td>
<td>Marzieh Moattari* and Heidar Ali Abedi (Shiraz University of Medical Sciences, Faculty of Nursing and Midwifery, Shiraz, Iran)</td>
</tr>
<tr>
<td>1735-1750</td>
<td>4J 7</td>
<td>Medical students’ attitudes toward indigent patients: a longitudinal comparison of problem-based and traditional curriculum studies</td>
<td>Sonia J S Crandall*, Beth A Reboussin, Robert Michelutte and Michelle J Naughton (Wake Forest University School of Medicine, Department of Family and Community Medicine, Winston Salem, North Carolina, USA)</td>
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<tr>
<td>1750-1800</td>
<td>Discussion</td>
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<tr>
<td>1605-1800</td>
<td>4K 1</td>
<td>Examination as a stressogene factor and related psychosomatic manifestations</td>
<td>Kh Gasparyan and A Sanoyan* (Yerevan State Medical University, Department of Medical Psychology, Yerevan, ARMENIA)</td>
</tr>
<tr>
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<td>4K 2</td>
<td>Report on test cheating among medical students</td>
<td>Ximena Trivino, Marisol Sirhan*, Ana Wright and Rodrigo Moreno (Escuela de Medicina, Universidad Catholica de Chile, Santiago, CHILE)</td>
</tr>
<tr>
<td></td>
<td>4K 3</td>
<td>Assessment methods in medical school</td>
<td>Pajzargadi*, Pajhan, Mohsani, Kharmand (Shaheed Beheshti University of Medicine and Health Services (SBMU), Nursing and Midwifery, Tehran, IRAN)</td>
</tr>
<tr>
<td></td>
<td>4K 4</td>
<td>An examination form based on students’ involvement</td>
<td>Staffan Sahlin (Department of General Surgery, Karolinska Institutet, Danderyd Hospital, Stockholm, SWEDEN)</td>
</tr>
<tr>
<td></td>
<td>4K 5</td>
<td>A survey of the undergraduate assessment process in the College of Medicine and Health Sciences, Sultan Qaboos University</td>
<td>Nadia Al Wardy*, Shahina Daar, Samir Al Adawi, Syed Rizvi and Omar Al Kawas (Sultan Qaboos University, Department of Biochemistry, College of Medicine and Health Sciences, Al Khod, SULTANATE OF OMAN)</td>
</tr>
<tr>
<td></td>
<td>4K 6</td>
<td>Language as a barrier to the performance on comprehensive MCQ Examinations</td>
<td>Samkaew Wanvarie, Artit Ungkanont* and Boonmee Sathapatayavongs ( Ramathibodi Hospital, Faculty of Medicine, Bangkok, THAILAND)</td>
</tr>
<tr>
<td></td>
<td>4K 7</td>
<td>Do faculty-developed multiple choice questions test knowledge relevant to community-based non-academic physicians?</td>
<td>Sebastian Schubert (Charité, Universitätsmedizin Berlin, Arbeitsgruppe Reformstudiengang, Trainingszentrum für Ärztliche Fertigkeiten, Berlin, GERMANY)</td>
</tr>
<tr>
<td></td>
<td>4K 8</td>
<td>Sources of validity evidence for an Internal Medicine student evaluation system</td>
<td>Chiraya Aewararakul*, Steven Downing, Uapong Jaturatamrong and Rungnirand Praditsuwan (Faculty of Medicine, Siriraj Hospital, Bangkok, THAILAND)</td>
</tr>
</tbody>
</table>
4K 9  Medical online formative assessment: a new assessment tool for VMU
    Najjah Ab Ghani*, Anwar Kamal and John Paul Evangel Judson (International Medical University, Kuala Lumpur, MALAYSIA)

4K 10  The role of a computer-based test in the state examination
    Janis Vetra, Ilze Akota, Vitalijs Zirdzins* and Uldis Telebe (Faculty of Medicine, Riga Stradinus University, Riga, LATVIA)

4K 11  Record of In-Training Assessment (RITA) for Senior House Officers (SHOs) - does e-technology help?
    A Cadzow*, F French, M Morton, A Still and K Walker (NHS Education for Scotland, Aberdeen, UK)

4K 12  Assessment of personal quality in anesthetic training
    P Pukrittayakamee*, M Rungsreungvanich, J Wacharasin and T Malaisirirat (Mahidol University, Department of Anesthesiology, Faculty of Medicine, Ramathibodi Hospital, Bangkok, THAILAND)

4K 13  Supervising educational research: developing strategies for a successful outcome
    Janet MacDonald and Lesley Pugsley (School of Postgraduate Medical and Dental Education, Academic Department of Postgraduate Medical and Dental Education, University of Wales College of Medicine, Cardiff, UK)

4K 14  Competency of compulsory doctors in radiographic interpretation at ER: Saraburi Hospital, Thailand
    Panida Mukdeeprom (Medical Education Centre, Saraburi Regional Hospital, Saraburi Province, THAILAND)

4K 15  An investigation into the acquisition of procedural skills by trainee doctors using the cumulative sum technique and video review
    Peter Bishop* and Lesley Bromley (University College Hospitals London, UK)

4K 16  Face validity of the MRCPCH examination
    Sian Williams* and Tom Lissauer (Royal College of Paediatrics and Child Health, Examinations Department, London, UK)

4K 17  Criterion audit – dilemmas in teaching and assessment
    D J Murphy* and J R M Lough (NHS Education for Scotland, Glasgow, UK)

4K 18  Appraisal and revalidation
    M Memon*, B Gormley, R Gupta and M A Memon (Preston PCT - NHS & Bolton Institute, University of Central Lancashire, Darwen, UK)

4K 19  Stakeholder views of a pilot 360° assessment of junior doctors in the West Midlands, UK
    Alison Bullock*, Andy Hassell, Andrew Whitehouse, Vickie Firnstone, Steve Field, Lawrence Wood and David Wall (Centre for Research in Medical & Dental Education, School of Education, University of Birmingham, Birmingham, UK)

4K 20  Student evaluation of teaching: what factors affect it?
    M Motlagh*, A Shakurnia, A Jahanmardi and A Malayeri (Jondishapour Medical University, Educational Affairs, Ahvaz, IRAN)

Discussion

4L  Short Communications: E-learning at a Distance (1)

Chairperson: Kamal Salih
Opening Discussant: Guy Bisson
Location: Ochil 3

1605-1620

4L 1  Reality at the coalface: new education methods in rural and remote sites
    R B Hays*, J Veitch and T K Sen Gupta (James Cook University, School of Medicine, Douglas Queensland, AUSTRALIA)

1620-1635

4L 2  Internationalisation in nursing: The International Virtual Nursing School (IVINurs) - a new approach
    Elizabeth Rogerson* and Linda Malek (IVINURS, University of Dundee, Dundee, UK)
<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Title</th>
<th>Speakers</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>1635-1650</td>
<td>4L 3</td>
<td>Implementing e-learning in nursing education – the Israeli experience</td>
<td>Keren Levitin (Recanati School for Community Health Professions, Faculty of Health Sciences, Ben Gurion University of the Negev, Beer Sheva, ISRAEL)</td>
<td></td>
</tr>
<tr>
<td>1650-1705</td>
<td>4L 4</td>
<td>A national education strategy for pharmacist preceptors: an Australian collaborative model</td>
<td>Rosalind Bull*, Jennifer Marriott, Maree Simpson and Susan Taylor (University of Tasmania, University Department of Rural Health, Launceston, Tasmania, AUSTRALIA)</td>
<td></td>
</tr>
<tr>
<td>1705-1720</td>
<td>4L 5</td>
<td>Synchronous video communication over the internet in Problem-Based Learning (PBL)</td>
<td>Arvid Staupe, Berit Venne*, Per Eirik Haareid and Torstein Vik (Norwegian University of Science &amp; Technology, Department of Community Medicine, Faculty of Medicine, Trondheim, NORWAY)</td>
<td></td>
</tr>
<tr>
<td>1720-1735</td>
<td>4L 6</td>
<td>Challenge the distance: the library as highway to e-information and lifelong learning</td>
<td>Christelle Jacobs and Emelia Minnaar (University of Pretoria, Medical Library, Pretoria, SOUTH AFRICA)</td>
<td></td>
</tr>
<tr>
<td>1735-1800</td>
<td>4L 7</td>
<td>Flexible learning: community health education for the RN to BSN student through educational television and web-based courses</td>
<td>Charlene Walton (University of South Carolina, Spartanburg SC, USA)</td>
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<tr>
<td></td>
<td></td>
<td>Discussion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1605-1800</td>
<td>4M</td>
<td>Workshop: Developing teaching in clinical contexts</td>
<td>(see abstract page 4.78) Kath Green (Kent, Surrey and Sussex Deanery, London, UK)</td>
<td>Carrick 1</td>
</tr>
<tr>
<td>1605-1800</td>
<td>4N</td>
<td>Workshop: International Exchange Program: teaching comparative health care systems – a report from the US-EU Medical Education Exchange</td>
<td>(see abstract page 4.78) Elizabeth Armstrong (Harvard Medical International, Boston, USA) and Martin R Fischer (University of Munich, Germany)</td>
<td>Carrick 3</td>
</tr>
<tr>
<td>1605-1800</td>
<td>4O</td>
<td>Workshop: Strategic approaches to assessment design</td>
<td>(see abstract page 4.78) Cees van der Vleuten and Lambert Schuwirth (University of Maastricht, Netherlands)</td>
<td>Ochil 1</td>
</tr>
<tr>
<td>1605-1800</td>
<td>4P</td>
<td>Workshop: Developing an interactive core curriculum database: the Sheffield approach</td>
<td>(see abstract page 4.78) Chris Roberts, Nigel Bax and Patsy Stark (University of Sheffield, UK)</td>
<td>Sheraton Hotel, Wallace Room</td>
</tr>
<tr>
<td>1605-1800</td>
<td>4Q</td>
<td>Workshop: Peer Assisted Learning</td>
<td>(see abstract page 4.79) S Aftab, J Anderson, B Carrick, E Culver, E Green, M Lui, E Powell, M Ross and B Varma (Students and staff of Edinburgh Medical School, UK)</td>
<td>Sheraton Hotel, MacGregor Room</td>
</tr>
<tr>
<td>1605-1800</td>
<td>4S</td>
<td>Meet the Expert: André de Champlain</td>
<td>(see biography page 1.10)</td>
<td>Gladsmuir Room</td>
</tr>
</tbody>
</table>
### Meet the Expert: Lesley Southgate

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
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<tbody>
<tr>
<td>1605-1800</td>
<td>(biography to follow)</td>
</tr>
<tr>
<td>Location</td>
<td>Sutra Room</td>
</tr>
</tbody>
</table>

1810

Coaches leave EICC for Pollock Halls, Bonham, Rothesay, Channings and Greens Hotel (for ticket holders only)

1815-1930

**ASME Reception – Invitation Only**  
Location: Pentland Foyer

1815-1930

**Medical Teacher Reception – Invitation Only**  
Location: Strathblane Foyer

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### Evening Reception at the Royal College of General Practitioners

The Scottish Council of the RCGPs invites General Practitioners/Family Medicine Practitioners and others interested in GP/FM education to a drinks reception at RCGP Scotland, 25 Queen Street, Edinburgh, to hear more about postgraduate and continuing education in the UK, to meet colleagues from all over the world and to share ideas and experiences. Please sign up for this event and receive full details at the AMEE Registration Desk on arrival. Entry by ticket only – numbers are limited. (No charge).

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### Optional Evening Entertainment (see page 3.2 for details)

<table>
<thead>
<tr>
<th>Event</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Ghost walks departing from Mercat Cross at 2130 hrs</td>
<td>Book through Travel ScotWorld: <a href="mailto:cristina@travelscotworld.co.uk">cristina@travelscotworld.co.uk</a> or at desk at EICC</td>
</tr>
<tr>
<td>(2) The Edinburgh Literary Pub Tour departing from Beehive Inn</td>
<td>Book through Travel ScotWorld: <a href="mailto:cristina@travelscotworld.co.uk">cristina@travelscotworld.co.uk</a> or at desk at EICC</td>
</tr>
</tbody>
</table>
Tuesday 7 September

0730-0830  Medical Teacher Editorial Board – Breakfast meeting (Invitation only)
EICC – Sutra Room

0745 approx  Coaches leave Pollock Halls, Bonham, Rothesay, Channings and Greens Hotel for EICC (for ticket holders only)
– check in hotel receptions for exact time

0800-1800  Registration

0830-1000  Session 5

Plenary 2  Approaches to teaching and learning

Chairperson: Jørgen Nystrup (DENMARK)
Location: Pentland Auditorium
Additional seating: Moorfoot Room (video link)
Chairperson, Moorfoot Room: Dale Dauphiné

0830-0855  5A  How to overcome the limitations of individual minds? The psychology of learning meets medical education
  Kirsti Lonka (CUL/LIME, Karolinska Institutet, Stockholm, SWEDEN)

0900-0945  5B  Fly me to the moon and let me play among the stars: reflecting the future of e-learning, with some acknowledgement of Frankness
  Gilly Salmon (Open University Business School, UK)

0945-1000  Discussion

1000-1030  COFFEE

1030-1130  5C  Rethinking teaching: how on line learning will completely alter your view of education
  Roger C Schank (Socratic Arts, USA)

1130-1145  Discussion

1145-1300  LUNCH, and viewing posters and exhibits. Served in Strathblane Foyer and Cromdale Hall
(special diets booked in advance. served in Strathblane only)

1145-1245  AMEE Members’ lunch and Annual General Meeting
Location: Kilsyth

1300-1430  SESSION 6

6A  Symposium: E-learning

1300-1430  Panel:
  Fabrizio Cardinali (Giunti Interactive Systems, Sestri Levante, ITALY)
  Rachel Ellaway (University of Edinburgh, UK) (Convenor)
  Martin Fischer (University of Munich, GERMANY)
  Peter Greene (MedBiquitous, Baltimore, USA)
  Gilly Salmon (Open University Business School, Milton Keynes, UK)
  Roger Schank (Socratic Arts, USA)
  Colin Smythe (IMS Global, UK)

Location: Pentland
<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Title</th>
<th>Chairperson</th>
<th>Discussant</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>1300-1430</td>
<td><strong>6B Educational Cornucopia: Life after PBL</strong></td>
<td>Geoff Norman (McMaster University, CANADA)</td>
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<td>Sidlaw</td>
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<tr>
<td>1300-1315</td>
<td><strong>6C Short Communications: Special Subjects</strong></td>
<td><strong>6C 1</strong> Genetics education for non-geneticists: curriculum development</td>
<td>Sarah Burke*, Peter Farndon, Anna Stone, Hywel Thomas, Stephen Kelly (CRMDE, School of Education, University of Birmingham, Edgbaston, Birmingham, UK)</td>
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<tr>
<td>1315-1330</td>
<td><strong>6C 2</strong> Knowledge of genetics relevant for daily practice among nearly graduated MDs</td>
<td>MJH Baars*, AJJA Scherpbier, LW Schuwirth, L Heneman, AMJJ Verweij, MC Cornel, LP ten Kate (VU University Medical Center, Department of Clinical and Human Genetics, Amsterdam, NETHERLANDS)</td>
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<tr>
<td>1330-1345</td>
<td><strong>6C 3</strong> Complementary and alternative medicine in the Edinburgh undergraduate curriculum</td>
<td>K. Simpson*, J. Skinner and A D Cumming (Edinburgh University, College of Medicine and Veterinary Medicine, Medical School - Medical Teaching Organisation, Edinburgh, UK)</td>
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<tr>
<td>1345-1400</td>
<td><strong>6C 4</strong> East meets West in medical school curricula – the integrative perspective of complementary and alternative medicine</td>
<td>Simona Dragan*, Emil Petrusa and Colleen Grochowski (University of Medicine and Pharmacy, 'Victor Babes' Timisoara, ROMANIA)</td>
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<tr>
<td>1400-1415</td>
<td><strong>6C 5</strong> Tutors’ perceptions of the relevance of behavioural and social sciences towards medical students’ education</td>
<td>Andrea Pilkington*, Christine Bundy and Lis Cordingley (University of Manchester, UK)</td>
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<tr>
<td>1415-1430</td>
<td><strong>6D Short Communications: Multiprofessional Education: Working Together</strong></td>
<td><strong>6D 1</strong> Multiprofessional training for students at an emergency ward improves professional skills and team work</td>
<td>Anne Ericson* and Gunilla Bolinder (Karolinska Institute at Karolinska University Hospital, Department of Orthopaedics, Stockholm, SWEDEN)</td>
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<td>Kilsyth</td>
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<tr>
<td>1315-1330</td>
<td><strong>6D 2</strong> An intercollegiate collaborative OSCE</td>
<td>P M Wallach*, D Ferguson, D Wathington and J Karshmer (University of South Florida, Tampa, FL, USA)</td>
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<tr>
<td>1330-1345</td>
<td><strong>6D 3</strong> Structured, multiprofessional, postgraduate education program versus traditional ‘apprenticeship’ teaching</td>
<td>Kirsty Foster**, Heather E Jeffery and Girwan A Malcolm (RPA Newborn Centre, Royal Prince Alfred Hospital &amp; University of Sydney, Campdenown, NSW, AUSTRALIA)</td>
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<tr>
<td>1345-1400</td>
<td><strong>6D 4</strong> Developing community-based educational opportunities for medical and nursing students</td>
<td>Richard Harrington on behalf of Thame Health Professionals Education Project (Thame Health Centre, Thame, Oxon, UK)</td>
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<tr>
<td>1400-1415</td>
<td><strong>6D 5</strong> The delights and difficulties of interprofessional education: learning from experience</td>
<td>Judi Walker*, Maree Gleeson, Rose Moore and Barbara Newman (University of Tasmania, Rural Clinical School, Burnie, Tasmania, AUSTRALIA)</td>
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<tr>
<td>1415-1430</td>
<td><strong>Discussion</strong></td>
<td><strong>Discussion</strong></td>
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</tbody>
</table>
### Short Communications: Outcome-Based Education and the Core Curriculum

**Chairperson/Opening Discussant:** Nadia Mikhael  
**Location:** Moorfoot

#### 1300-1315

**6E 1** National core curriculum for neurology  
Arne Lindgren* (Lund), Tor Ansved (Karolinska), Sten-Magnus Aquilonius (Uppsala), Sten Fredrikson (Karolinska), Jan Malm (Umeå), Peter Mattsson, Jesper Petersson, Lars Rönömbäck, Birgitta Säderfeldt, Anna Wagner (Department of Clinical Neuroscience, Department of Neurology, University Hospital, Lund, SWEDEN)

#### 1315-1330

**6E 2** Curricula for clinical practice: how prescriptive - and who should write the prescription?  
W A Watson* and K C McHardy (University of Aberdeen, Medical Education Unit, Medical School, Aberdeen, UK)

#### 1330-1345

**6E 3** A core curriculum for internship  
Graham Stephenson (University of Queensland, Princess Alexandra Hospital, Department of Medicine, Woolloongabba, Queensland, AUSTRALIA)

#### 1345-1400

**6E 4** Practitioner defined competencies for professionals  
Laura Hardin (Mississippi State University, College of Veterinary Medicine, Mississippi, USA)

#### 1345-1400

**6E 5** The value of a purpose designed integrated teaching area  
Shihan Khogali*, John McEwen, Nicholas P, Martyn Ward and Martin Pippard (University of Dundee, Division of Medical Education, Ninewells Hospital and Medical School, Dundee, UK)

#### 1400-1415

**6E 6** An integrated system-based approach of learning objectives in the medical degree course of the University of Minho: “organic and functional systems”  
M A F Tavares*, N Sousa, A Almeida, J Palha, J Correia-Pinto, P Maciel and J Pinto-Machado (Office of Medical Education, Faculty of Medicine of the University of Porto, PORTUGAL)

No discussion time has been allocated.

### Short Communications: Clinical Skills Training

**Chairperson:** Ira Gessner  
**Location:** Tinto

#### 1300-1315

**6F 1** Integrated skills-lab concept for undergraduate education in internal medicine  
C Nikendei*, C Roth, T Schilling, M Muller-Schilling, M Hensel, V Schwenger, T Deniger, M Voelkl, D Schellberg and J Junger (University of Heidelberg, Medizinische Universitatsklinik, Abteilung fur Allgemeine Klinische Medizin und Psychosomatik, Heidelberg, GERMANY)

#### 1315-1330

**6F 2** Workshops in skills laboratories improve House Surgeon confidence in procedural and examination skills  
Iwona Stolarek (Hutt Valley District Health Board, Hutt Hospital, Lower Hutt, NEW ZEALAND)

#### 1330-1345

**6F 3** Building an integrated, responsive, innovative standardized patient program  
David L Wiegman*, Gina C Wesley, Ruth B Greenberg, Jacqueline L Krugler and Mark P Pfeifer (University of Louisville School of Medicine, Louisville KY, USA)

#### 1345-1400

**6F 4** Student nurses’ use of space as an indicator of professional development  
Lisa Dalton* and Rosalind Bull (University Department of Rural Health, Launceston, Tasmania, AUSTRALIA)

#### 1400-1415

**6F 5** Grand Rounds in Australia – essential activity or educational anachronism?  
Richard Tarala* and Alistair Vickery (Postgraduate Medical Education, Respiratory Medicine, Royal Perth Hospital, Perth, WESTERN AUSTRALIA)

#### 1415-1430

**6F 6** Role-playing games as compulsory component for undergraduate training of general surgery  
R I Sydorchuk*, L P Sydorchuk and I I Sydorchuk (Bucovinian State Medical Academy, Chernivtsi, UKRAINE)

No discussion time has been allocated.
**6G Short Communications: Educational Environment**

Chairperson: Margarita Barón-Maldonado  
Opening Discussant: Kirsti Lonka  
Location: Harris 1

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<thead>
<tr>
<th>Time</th>
<th>Title</th>
<th>Speaker</th>
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<tbody>
<tr>
<td>1300-1315</td>
<td>DREEM survey of first and final year medical students</td>
<td>Hoon Eng Khoo (Department of Biochemistry, Faculty of Medicine, University of Singapore, SINGAPORE)</td>
</tr>
<tr>
<td>1315-1330</td>
<td>Climate studies: how do our first year students experience their educational environment?</td>
<td>Hettie Till (Canadian Memorial Chiropractic College, Toronto ON, CANADA)</td>
</tr>
<tr>
<td>1330-1345</td>
<td>Educational environment in traditional and innovative medical schools: a study in four undergraduate medical schools</td>
<td>Awadah Al-hazimi*, Raniah Zaini, Abdulmonem Al-hyani, Nageeb Hassan, Abdallah Gunaid, Gominda Ponnamperuma, Indika Karunathilake, Sue Ruff, Sean McAleer, Margery Davis (King Abdul Alaziz University, College of Medicine, Physiology Department, Jeddah, SAUDI ARABIA)</td>
</tr>
<tr>
<td>1345-1400</td>
<td>Students’ perception about the educational climate in an Emergency Department: does it influence knowledge acquisition?</td>
<td>Renata Daud Gallotti*, Maria Cecilia Lorenzi, Augusto Scalabrini Neto and Irineu Tadeu Velasco (Faculdade de Medicina da Universidade de Sao Paulo, Sao Paulo SP, BRAZIL)</td>
</tr>
<tr>
<td>1400-1415</td>
<td>Monitoring and developing the culture of learning and education in a University Hospital</td>
<td>Peder Charles*, Hans Ehllert and Lisbeth Rune Schultz (Aarhus University Hospital, Aarhus, DENMARK)</td>
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<tr>
<td>1415-1430</td>
<td>Discussion</td>
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**6H Short Communications: International Medical Education (1)**

Chairperson: Per Hultman  
Opening Discussant: Hans Karle  
Location: Harris 2

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<tr>
<th>Time</th>
<th>Title</th>
<th>Speaker</th>
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<tbody>
<tr>
<td>1300-1315</td>
<td>USEUME – Danish experiences from a multinational medical student exchange program</td>
<td>J P Thyssen*, U Meyer, C Holkmann, D Thielke, O Winding, S Andersen, N Michelsen and P Jaszczak (Faculty of Health Sciences, University of Copenhagen, Copenhagen, DENMARK)</td>
</tr>
<tr>
<td>1315-1330</td>
<td>Profiles of Asian Medical Schools: The PAMS Project</td>
<td>Zubair Amin*, H E Khoo, Matthew Gwee and D R Koh (National University of Singapore, Medical Education Unit, SINGAPORE)</td>
</tr>
<tr>
<td>1330-1345</td>
<td>A review of the International Fellows in Medical Education program</td>
<td>Shirley R Williams, Danette W McKinley* and John J Norcini (ECFMG/FAIMER, Philadelphia PA, USA)</td>
</tr>
<tr>
<td>1345-1400</td>
<td>International medical schools programs</td>
<td>John J Norcini* and Brownell Anderson (Association of American Medical Colleges, Washington DC, USA)</td>
</tr>
<tr>
<td>1400-1415</td>
<td>Developing databases of international medical education</td>
<td>John J Norcini and Brownell Anderson* (Association of American Medical Colleges, Washington DC, USA)</td>
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<tr>
<td>1415-1430</td>
<td>Discussion</td>
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**6I Posters: Students and Career Choice**

Chairperson: Sharon Krackov  
Location: Carrick 2

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<tr>
<th>Time</th>
<th>Title</th>
<th>Speaker</th>
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<tbody>
<tr>
<td>1300-1430</td>
<td>Student support provided through electronic learning journals</td>
<td>L Dyrbye (Rochester MN, USA)</td>
</tr>
</tbody>
</table>
6I 2 Students' motivation toward medical school during different phases
Daryush Shakibae, Shirin Iranfar*, Nosratollah Montazeri, Mansour Rezaei and Nahid Yarai (E.D.C, Kermanshah, IRAN)

6I 3 Wastage in medical, dentistry and pharmaceutics students in Mashad University of Medical Sciences
Akbar Derakhshan* and Talat Khadivzadeh (Mashhad University of Medical Science, Mashad, IRAN)

6I 4 Effective factors on students' academic attrition in Lorestan University of Medical Sciences
Ali Farhadi*, H R Kaukhodaei, A N Hassanpour, Y B Gholami and B Delfan (Lorestan University of Medical Sciences, Lorestan, IRAN)

6I 5 Development of an instrument to assess medical school stress, support and substance use at a Caribbean medical school
Ronald W Kay, William Y Li and Jon Bolaski* (Ross University School of Medicine, Portsmouth, West Indies, DOMINICA)

6I 6 Stress sources for medical students at the Faculty of Medicine of the University of Porto (FMUP): an exploratory study
E Loureiro*, A Luis, T Jacinto and R Mota Cardoso (Office of Medical Education, Faculty of Medicine of the University of Porto, PORTUGAL)

6I 7 An investigation into the academic writing needs of experienced professionals studying for MSc/MMEd qualifications
Alyson Quinn and Medical School Colleagues (University of Warwick, Centre for Primary Health Care Studies, Coventry, UK)

6I 8 Choosing a medical speciality
Lisbeth Errebo-Knudsen* and Kim Kristensen (FUAP, Nykobing, DENMARK)

6I 9 The history of graduates of Canadian Medical Schools choosing family medicine as first choice in the match
Sandra Banner (Canadian Resident Matching Service - CaRMS, Ottawa, Ontario, CANADA)

6I 10 Factors that influence students' choices for an elective clerkship and its influence on final specialty preference
Willemina M Molenaar (Institute of Medical Education, University of Groningen, Groningen, NETHERLANDS)

6I 11 Impact of test anxiety on health related quality of life in medical students
S R Mazloum* and M Zamanzadeh (Mashhad University of Medical Sciences, Nursing Faculty, Mashhad, IRAN)

6J Posters: The Early Years Curriculum
1300-1430
Chairperson: David Davies
Location: Ochil 2, followed by Poster Board Area 6J, Cromdale Hall

6J 1 LTSN-01 Medicine Abstract Prize Winner.
Learning Embryology Through Using Plasticine Tm (LETUP) Exercises
Sheila Nunn (Phase 1 Medicine, University of Durham, Stockton on Tees, UK)

6J 2 Reasons for the renovation of the Anatomy curriculum in Medical University - Pleven
K Davidova*, P Mushatova, St. Jochkova, St Trifonov, Sv Pencheva, M Lliev and E Ivanov (Medical University - Pleven, Department of Anatomy, Pleven, BULGARIA)

6J 3 What do students actually do in the dissection course?
Andreas Winkelmann*, Claudia Kiessling, Oliver Wilhelm, Sven Muller-Rover (Institute of Cell Biology and Neurobiology, Centre for Anatomy, Charite Medical School, Humboldt University, Berlin, GERMANY)

6J 4 Considerations of family physicians on Gross Anatomy teaching in the medical curriculum
B Mompeo* and L Perez (University of Las Palmas de Gran Canaria, Departamento de Morfologia, Centro de Ciencias de la Salud ULPGC, Las Palmas de Gran Canaria, SPAIN)
6J 5 Lifelong learning inspired and kindled by an innovative Biochemistry curriculum in Faculty of Dentistry (WITHDRAWN)
Ferhan G Sagin (Ege University, School of Medicine, Department of Biochemistry, Bornova Izmir, TURKEY)

6J 6 Experiences from Brighton's first year: curriculum design and implementation of the clinical component of a new medical degree course
Jim Price* and Richard Gray (Brighton & Sussex Medical School, Postgraduate Medical School, University of Brighton, Brighton, UK)

6J 7 Implementation of an integrated curriculum in an institution with a traditional curriculum
Lubna Baig (Karachi Medical and Dental College, Karachi, PAKISTAN)

6J 8 “First-aid” – knowledge of first year medical students and the implementation of a concept to improve knowledge and skills
Stefan Beckers*, Johannes Bickenbach, Michael Fries, Nico Hoffmann, Imgrad Classen-Linke, Birgit Killersreiter and Rolf Rossaint (University Hospital Aachen, Department of Anaesthesiology, Aachen, GERMANY)

6J 9 Life style project as a basis for integrated self-directed learning
Michal Grivna*, Peter Barss, Ann Carter, Geraldine Kershaw, Kevin Neumann, Fatma Al-Maskari (Community Medicine, Faculty of Medicine and Health Sciences, United Arab Emirates University, Al Ain, UNITED ARAB EMIRATES)

6J 10 Introduction to Medicine II (IM II): preparation for clinical learning
T Chedthakul, T Himan-ngan*, Y Sumawong and R Littirong (Maharat Nakhon Ratchasima Hospital, Nakhon Ratchasima Province, THAILAND)

6J 11 Integration of medical and dental curricula during preclinical education: an economical administrative action or an educational challenge?
Tiina Immonen*, Tuula Nurminen, Juha Okkeri, Sanna Partanen, Kirsi Sainio, Timo Sorsa, Juha Nieminen, Anni Peura and Annu Vitikka (Institute of Biomedicine, Developmental Biology, University of Helsinki, Biomedicum Helsinki, Helsinki, FINLAND)

6J 12 Satisfaction of first-year medical students with extra curricular activities
Permsiri Lermanuworarat* and Sorarat Lermanuworarat (Maharat Nakhon Ratchasima Hospital, Center for Medical Education, Nakhon Ratchasima Province, THAILAND)

6J 13 “The importance of being early”: clinical experience in the preclinical years - an example from medical psychology
G Fabry*, J M Giesler and W Silbernagel (Department of Medical Psychology, Albert-Ludwigs University of Freiburg, Freiburg, GERMANY)

6J 14 Reforming the pre-clinical curriculum of a German public university
K Weidtmann*, O Kuhnigk, J H Schultz, A Guse, R Middendorff, I Mihalche, H Kadula, S Dietsche and H van den Bussche (University Hospital Hamburg-Eppendorf, Center of Psychosocial Medicine, Institute of Medical Psychology, Hamburg, GERMANY)

6J 15 The development of interactional competence in the medical reform curriculum at Ruhr-University Bochum
Yvonne Aders*, Thorsten Schafer and Herbert Rusche (Ruhr-University Bochum, Medizinische Fakultät, Büro für Studienreform, Bochum, GERMANY)

6J 16 Introduction of various instructional strategies and techniques in undergraduate basic neuroscience block: effects on and interaction of students’ perceptions and end-block exam achievements
G G Peker*, A Caliskan, F G Sagin, M Kavaktan, H Bati and H Sagin (Faculty of Medicine, Ege University, Bornova Izmir, Turkey)
Posters: Community Oriented Medical Education and Student Selection

Chairperson: Stewart Mennin
Location: Poster Board Area 6K, Cromdale Hall

6K 1 Teaching students communication skills in General Practice
N Bentzen, N A Faradonbeh*, M Knutsen, H Foasum, I Loge* and O Storro (ISM/NTNU, Edda Health Center, Department of Public Health and General Practice, Medisinsk Teknisk Forskningsenter, Trondheim, NORWAY)

6K 2 Assessment of programs of community medicine educational group in Jahrom Medical School
Mitra Amini (Jahrom Medical School, Shiraz, IRAN)

6K 3 Reasons for delay in implementation of COME project in a developing country
Syeda Kauser Ali*, Lubna Baig, Naqma Naeem, Syed Moin Ali and Shazia Sadaf (College of Physicians & Surgeons Pakistan, Karachi, PAKISTAN)

6K 4 Community-centered education in the pediatric module of HEICUMED (Medical Curriculum of the University of Heidelberg)
F Fehr* and H M Bosse (Heidelberg, GERMANY)

6K 5 The experience on integral attention to families' health into a new integrated medical curriculum
Angelica Maria Bicudo-Zaferino and Eliana Amaral* (CAISM/UNICAMP, Campinas, BRAZIL)

6K 6 New way of teaching and learning health promotion and maintenance in Thailand
Ratana Jirakalvisan*, Kamkarn Sinlapapochakul and Boonyarat Warachit (Hatyai Hospital, Hatyai, Songkhla Province, THAILAND)

6K 7 Solidarity activities as a way to promote an integral professional development in medical students
Cecilia Primogerio*, Florencia Coronel and Angel Centeno (School of Biomedical Sciences, Universidad Austral-Medicina, Buenos Aires, ARGENTINA)

6K 8 Psychosocial profile and risk to be violent: a Mexican sample of one factory

6K 9 Using visual analog scale to evaluate graduates from a collaborative center of the Collaborative Project to Increase Rural Doctors (CPIRD), the Medical Education Center, the Maharat Nakhon Ratchasima Hospital, School of Medicine, Thailand
P Supasai*, Y Thongpenyai, P Ambua, P Thanomsingh and V Pichaipat (The Medical Education Center, The Maharat Nakhon Ratchasima Hospital, School of Medicine, Nakhon Ratchasima Province, THAILAND)

6K 10 The Collaborative Project to Increase Production of Rural Doctors (CPIRD): evaluation of outcome
Suwat Lertsukprasert* and Waraporn Eoaskoon (Office of the Collaborative Project to Increase Production of Rural Doctors, Ministry of Public Health, Nonthaburi, THAILAND)

6K 11 Only test score for residency admission does not reach academic experiences
Itamar de Souza Santos*, Leonardo Borges de Barros e Silva, Paolo Biselli, Simone Augusta de Oliveira, Julio Cesar de Oliveira, Maria Patrocinio Tenorio Nunes, Chin An Lin, Joaquim Edson Vieira and Milton de Arruda Martins (Faculdade de Medicina da Universidade de Sao Paulo, Guarulhos, Brazil)

6K 12 Gender profile changes at the Medical Faculty in Sarajevo during the years of transition
Adnan Karavelic* and Amir Hadzic (Faculty of Medicine, Sarajevo, BOSNIA AND HERZEGOVINA)

Short Communications: Best Evidence Medical Education – Methodology

Chairperson/Opening Discussant: Marilyn Hammick
Location: Ochil 3

6L 1 Evidence Synthesis in Medical Education: the challenges faced by BEME systematic review groups
Alex Haig (NHS Education for Scotland, Edinburgh, UK)
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<th>Time</th>
<th>Session</th>
<th>Title</th>
<th>Speaker(s)</th>
<th>Location</th>
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<tbody>
<tr>
<td>1315-1330</td>
<td>6L2</td>
<td>Searching for the needle of evidence in the publication haystack. Methodological evaluation of a BEME review</td>
<td>Tim Dornan*, Sonia Littlewood, Stephen Margolis, Valmae Ypinazar, Albert Scherbier and John Spencer (Hope Hospital, University of Manchester School of Medicine, Manchester, UK)</td>
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<tr>
<td>1330-1345</td>
<td>6L3</td>
<td>A systematic review of the validity, reliability and feasibility of OSCE – a pilot study: problems and possibilities</td>
<td>M F Patricio*, T M Hayes and A V Carneiro (Faculdade de Medicina de Lisboa, University of Lisbon, Lisbon, PORTUGAL)</td>
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<td>1345-1430</td>
<td>Discussion</td>
<td>A longer discussion period has been allocated in order to address some of the challenging issues relating to BEME.</td>
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<td>1300-1430</td>
<td>6M Workshop</td>
<td>Dilemmas in intercultural medical education</td>
<td>Veronica J Selkeger (Educational Sciences, University of Amsterdam, Netherlands) and Benno Bonke (Erasmus Medical Centre, Rotterdam, Netherlands)</td>
<td>Carrick 1</td>
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<tr>
<td>1300-1430</td>
<td>6N Workshop</td>
<td>International developments in item banking</td>
<td>Universities Medical Assessment Partnership (UMAP) Clarke Hazlett (Hong Kong University, HONG KONG) Paul O'Neill (University of Manchester, UK), Ged Byrne (University of Manchester, UK)</td>
<td>Carrick 3</td>
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<tr>
<td>1300-1430</td>
<td>6O Workshop</td>
<td>Quality Assurance in Postgraduate Medicine, a whole system approach: managing underperformance in GP and the national GP appraisal scheme in Scotland</td>
<td>David Blaney and Catherine MacDonald (NHS Education for Scotland, UK)</td>
<td>Ochil 1</td>
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<td>1300-1430</td>
<td>6P Workshop</td>
<td>Education and shifts again: some solutions: An ASME and Southampton University Hospital Trusts workshop</td>
<td>Sarah Blacklock and Frank Smith (no abstract)</td>
<td>Sheraton Hotel, Wallace Room</td>
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<td>1300-1430</td>
<td>6Q Workshop</td>
<td>Diagnosing and treating your learners’ clinical reasoning skills</td>
<td>Margaret MacKrell Gaglione and Paul Hemmer (Uniformed Services University of Health Sciences, Bethesda, USA)</td>
<td>Sheraton Hotel, MacGregor Room</td>
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<tr>
<td>1300-1430</td>
<td>Meet the Expert</td>
<td>Janet Grant</td>
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<td>Gladsmuir Room</td>
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<tr>
<td>1300-1430</td>
<td>Meet the Expert</td>
<td>Roger Kneebone</td>
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<td>Sutra Room</td>
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<td>1430-1500</td>
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**SECTION 2**

**PROGRAMME - Tuesday**

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<thead>
<tr>
<th>1500-1615</th>
<th>SESSION 7</th>
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<tbody>
<tr>
<td><strong>Plenary 3</strong></td>
<td><strong>Assessment</strong></td>
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<tr>
<td>Chairperson: Andrzej Wojtczak (USA)</td>
<td>Location: Pentland Auditorium</td>
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<tr>
<td>Additional seating: Moorfoot Room (video link)</td>
<td>Chairperson, Moorfoot Room: John Nicholls</td>
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<tr>
<td>1500-1530</td>
<td>7A</td>
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<tr>
<td></td>
<td>Cees van der Vleuten (Maastricht University, NETHERLANDS)</td>
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<tr>
<td>1530-1600</td>
<td>7B</td>
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<tr>
<td></td>
<td>Donald Melnick (National Board of Medical Examiners, Philadelphia, USA)</td>
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<tr>
<td>1600-1615</td>
<td>Discussion</td>
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<tr>
<th>1630-1800</th>
<th>SESSION 8</th>
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<tbody>
<tr>
<td><strong>8A</strong></td>
<td>Symposium: Portfolio Assessment</td>
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<tr>
<td>1630-1800</td>
<td>Panel:</td>
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<tr>
<td></td>
<td>Margery Davis (Centre for Medical Education, University of Dundee, UK) (Convenor)</td>
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<td></td>
<td>Erik Driessen (University of Maastricht, NETHERLANDS)</td>
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<td></td>
<td>Lindsey Henson (Case Western Reserve University, Cleveland, USA)</td>
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<td>Jane Todd (General Medical Council, London, UK)</td>
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<thead>
<tr>
<th>1630-1800</th>
<th>8B</th>
<th>Symposium: Continuing Professional Development/Continuing Medical Education</th>
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<tbody>
<tr>
<td>Panel:</td>
<td>Lesley Southgate (CHIME, London, UK) (Convenor)</td>
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<td>Diane Kelly (NHS Education for Scotland, Glasgow, UK)</td>
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<td>Lewis Miller (Wentz Miller and Associates, Darien, CT, USA)</td>
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<td>Herman van Rossum (VU, Amsterdam, NETHERLANDS)</td>
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<td></td>
<td>Location: Sidlaw</td>
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<thead>
<tr>
<th>1630-1800</th>
<th>8C</th>
<th>Short Communications: E-learning at a Distance (2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chairperson: Antonio vaz Carneiro</td>
<td>Opening Discussant: Simon Cotterill</td>
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<tr>
<td>Location: Fintry</td>
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<tr>
<td>1630-1645</td>
<td>8C 1</td>
<td>Handheld computers and a new professional role</td>
</tr>
<tr>
<td></td>
<td>Roger Kneebone* and Harry Brenton (Imperial College School of Science, Technology and Medicine, Department of Surgical Oncology and Technology, London, UK)</td>
<td></td>
</tr>
<tr>
<td>1645-1700</td>
<td>8C 2</td>
<td>An on-line discussion forum for public health trainees in Australia</td>
</tr>
<tr>
<td></td>
<td>Tracy Cheffins (School of Medicine, James Cook University, Townsville, QLD, AUSTRALIA)</td>
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</tr>
<tr>
<td>1700-1715</td>
<td>8C 3</td>
<td>Using a VLE for delivering a clinical education programme – lessons from 5 years of evaluative research</td>
</tr>
<tr>
<td></td>
<td>Andrew Sackville* and David Brigden (Edge Hill College of Higher Education, Ormskirk, Lancashire, UK)</td>
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</tr>
<tr>
<td>1715-1730</td>
<td>8C 4</td>
<td>Is live e-CME a viable alternative in translating professional competence into practice?</td>
</tr>
<tr>
<td></td>
<td>Marie-Helene Gauthier* and Paul Piche (Merck Frosst/Schering Pharmaceuticals, Kirkland, Québec, CANADA)</td>
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<tr>
<td>1730-1800</td>
<td>Discussion</td>
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<tr>
<td>Time</td>
<td>Session</td>
<td>Title</td>
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<tr>
<td>1630-1645</td>
<td>8D 1</td>
<td>Consultants give their opinions on the competencies of Problem-Based Learning (PBL) graduate Pre-Registration House Officers (PRHOs) and curriculum change</td>
</tr>
<tr>
<td>1645-1700</td>
<td>8D 2</td>
<td>Challenge of basic science education is met by students of the Reformstudien gang at the Charite Berlin</td>
</tr>
<tr>
<td>1700-1715</td>
<td>8D 3</td>
<td>Longitudinal evaluation of a PBL and a traditional curriculum: a comparison of students’ acquired knowledge, clinical skills, learning techniques and quality of life</td>
</tr>
<tr>
<td>1715-1730</td>
<td>8D 4</td>
<td>Did a problem-based learning curriculum improve students’ participation in tutorials?</td>
</tr>
<tr>
<td>1730-1745</td>
<td>8D 5</td>
<td>Study objectives in PBL – competences and concepts pyramids</td>
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<tr>
<td>1745-1800</td>
<td></td>
<td>Discussion</td>
</tr>
<tr>
<td>1630-1645</td>
<td>8E 1</td>
<td>Anatomy is life: anatomy is not death</td>
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<tr>
<td>1645-1700</td>
<td>8E 2</td>
<td>Experiences of learning anatomy in higher education</td>
</tr>
<tr>
<td>1700-1715</td>
<td>8E 3</td>
<td>Medical students’ attitudes towards the Basic Sciences: a longitudinal comparison of beginning and advanced clerks in a conventional and innovative curriculum</td>
</tr>
<tr>
<td>1715-1730</td>
<td>8E 4</td>
<td>How to decrease the emotional impact of cadaver dissection in medical students</td>
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<tr>
<td>1730-1800</td>
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<td>Discussion</td>
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<tr>
<td>1630-1645</td>
<td>8F 1</td>
<td>Who is an effective bedside teacher? Students’ perspective</td>
</tr>
<tr>
<td>Time</td>
<td>Session</td>
<td>Title</td>
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<tr>
<td>1645-1700</td>
<td>8F 2</td>
<td>Excellent clinical teaching – what does it require?</td>
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<tr>
<td>1700-1715</td>
<td>8F 3</td>
<td>Consultant attitudes to undertaking undergraduate teaching duties: perspectives from hospitals serving a large medical school in England</td>
</tr>
<tr>
<td>1715-1730</td>
<td>8F 4</td>
<td>Regional Medical Campuses (RMC) in the United States: a maturing clinical educational paradigm</td>
</tr>
<tr>
<td>1730-1745</td>
<td>8F 5</td>
<td>Reorganizing the structure of inpatient medical care: implications and outcomes for medical education</td>
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<tr>
<td>1745-1800</td>
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<td>Discussion</td>
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</table>

**8G**

**AMEE Fringe (1)**

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Title</th>
<th>Presenters</th>
</tr>
</thead>
<tbody>
<tr>
<td>1630-1650</td>
<td>8G1</td>
<td>Complexity Science and the Clinical Encounter</td>
<td>Tom White (University of New Mexico, Albuquerque, NM, USA)</td>
</tr>
<tr>
<td>1650-1710</td>
<td>8G2</td>
<td>Magic and magical thinking in medical education</td>
<td>Girvan Malcolm (Royal Prince Alfred Hospital, Sydney, AUSTRALIA)</td>
</tr>
<tr>
<td>1710-1730</td>
<td>8G3</td>
<td>Facilitating teamwork Aussie style</td>
<td>Kirsty Foster and Girvan Malcolm (Royal Prince Alfred Hospital and University of Sydney, AUSTRALIA)</td>
</tr>
<tr>
<td>1730-1750</td>
<td>8G4</td>
<td>The medical humanities movement talks but it can’t sing and dance and it can’t walk without music</td>
<td>Brian Bailey (Napier University, Edinburgh, UK)</td>
</tr>
</tbody>
</table>

**8H**

**Short Communications: International Medical Education (2)**

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Title</th>
<th>Presenters</th>
</tr>
</thead>
<tbody>
<tr>
<td>1630-1645</td>
<td>8H 1</td>
<td>An analysis of the communication skills of international medical students in medical interviews</td>
<td>Elma Avdi and Ilana Rischin* (University of Melbourne, School of Medicine, Faculty of Medicine Dentistry and Health Sciences, Melbourne, AUSTRALIA)</td>
</tr>
<tr>
<td>1645-1700</td>
<td>8H 2</td>
<td>Comparison of ECTS medical curricula across Europe</td>
<td>I Bulakh, V Penedery and M Mrouga* (Testing Board, Kyiv, UKRAINE)</td>
</tr>
<tr>
<td>1700-1715</td>
<td>8H 3</td>
<td>A comparison of the ECTS value of the same subjects in different Polish medical schools</td>
<td>Jadwiga Mirecka (Department of Medical Education, Medical College of Jagiellonian University, Krakow, POLAND)</td>
</tr>
<tr>
<td>1715-1730</td>
<td>8H 4</td>
<td>Addressing the challenge of linguistic and cultural diversity in the clinical setting</td>
<td>J M Walters*, A Roberts and W M Beswick (St Vincent's Hospital and Geelong Hospital Clinical School, University of Melbourne, Fitzroy, VIC, AUSTRALIA)</td>
</tr>
<tr>
<td>1730-1745</td>
<td>8H 5</td>
<td>A medical student exchange program for the comparative study of health delivery systems: a survey on the long-term effects on student attitudes</td>
<td>Martin Fischer*, Elizabeth Armstrong, Oliver Fein, Ole Winding, Mona Eriksson and Stefan Lindgren (University of Munich, Klinikum der Universitat, Medizinische Klinikum Innenstadt, Munich, GERMANY)</td>
</tr>
<tr>
<td>1745-1800</td>
<td></td>
<td>Discussion</td>
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</tbody>
</table>
**Section 2**

**Posters: Postgraduate Education (2)**

1630-1800

**Chairperson:** Alistair Thomson  
**Location:** Carrick 2

8I 1  
**“Not like it is on TV”: clinical supervision in the Accident and Emergency Department**  
Darren A Kilroy (Trafford Healthcare NHS Trust, Accident & Emergency Department, Manchester, UK)

8I 2  
**Ordering pattern: a standard manner**  
A Fardmousavi* and A Esmaeili (IUMS, IRAN)

8I 3  
**Structural changes in the postgraduate training in Emergency Medicine at the Medical Centre of Pecs**  
Gabor Biro*, Tibor Ertl and Arpad Gogal (Centre for Postgraduate Education, University Medical School of Pecs, HUNGARY)

8I 4  
**Influence of the APLS and PALS courses on self-efficacy in paediatric resuscitation**  
Nigel McB Turner*, Miranda P Dierselhuis, Jos Th M. Draaisma and Olle T J ten Cate (Amsterdam, NETHERLANDS)

8I 5  
**Nursing opinion on the importance of patients’ training and awareness**  
F Majidi*, R Ghodsii, M H Meshkinbaf, M Hosseininzadeh and F Dorripoor (FASA University of Medical Sciences, College of Nursing, Fasa, IRAN)

8I 6  
**The relationship of educational stressors and the general health of the medical residents**  
N Khajehmoughahi* and M H Sarmast Shooshtari (Ahwaz University of Medical Sciences, Golestan Hospital, Department of Psychology, Ahwaz, IRAN)

8I 7  
**Effect of an educational intervention on patient care practices and resident knowledge**  
D A Newell*, C Campbell and J Meuleman (Malcolm Randall VAMC, Geriatric Research Education and Clinical Center, North Florida South Georgia Veterans Health System, Gainesville, FL, USA)

8I 8  
**Ward-based learning opportunities for junior doctors**  
Richard Higgins* and Sue Cavendish (LNR Postgraduate Deanery, Leicester, UK)

8I 9  
**Online hospital induction for doctors in NHS Lanarkshire**  
Hazel Scott, Michael McConnell* and Gail Richardson (NHS Lanarkshire, Department of Medical Education, Wishaw, UK)

8I 10  
**Inadequate in training in a key procedure: the laparoscopic management of ectopic pregnancy**  
N A Myerson* and D H O Pugh (Royal Glamorgan Hospital, Ynysmaerdy, Cardiff, UK)

8I 11  
**The transition from learner to provider/teacher: the experiences of orthopaedic surgeons**  
B McKinstry*, M Macnicol, K Elliot and S MacPherson (NHS Education for Scotland - SE Region, Edinburgh, UK)

8I 12  
**Developing a management framework to support hospital-based postgraduate medical education**  
Howard Young* and Simon Small (Department of Postgraduate Education for General Practice, School of Postgraduate Studies, University of Wales College of Medicine, Cardiff, UK)

8I 13  
**Wanted: training on the job**  
M K Widmer*, V Schade and T Carrel (University of Bern, SWITZERLAND)

8I 14  
**Careers advice for junior doctors**  
Ian Davison*, Sarah Burke, Alison Bullock, Celia Brown and Steve Field (University of Birmingham, School of Education, Birmingham, UK)

8I 15  
**Ill medical patients: acute care and treatment. The Glasgow IMPACT course**  
M Garrioch*, J McGowan, C Graham and A O’Neill (University of Glasgow, Department of Anaesthetics, Glasgow, UK)

8I 16  
**Modernising medical careers: the Mersey way**  
R Gillies, D Graham, G Lamont, D Hart, I Ryland*, M O’Brien and J Brown (Centre for Health Research and Evaluation, Edgehill College, Ormskirk, UK)
How to deliver medical education to doctors in training working a shift system?
Sarah Blacklock (Medical Education Unit, Southampton General Hospital, Southampton, UK)

**Posters: Curriculum Evaluation**

**Chairperson:** Hamish McKenzie  
**Location:** Ochil 2, followed by Poster Board Area 8J, Cromdale Hall

**8J 1** EVALuna – online evaluation in medical education  
B Marschall* and Th Ganslandt (Institute of Education and Student Affairs (IfAS), Medical Faculty of Westf. Wilhelms Universitat Munster, Munster, GERMANY)

**8J 2** Curriculum evaluation  
Orapan Charoonchay and Chomchaba Sirinan* (Faculty of Medicine, Ramathibodi Hospital, Mahidol University, Division of Medical Education, Bangkok, THAILAND)

**8J 3** Follow-up evaluation of undergraduate education in otorhinolaryngology in Finland  
E Kentala*, P S Mattila and J Nieminen (University of Helsinki, FINLAND)

**8J 4** Factor structure of a multidimensional questionnaire for the evaluation of medical courses  
Volkhard Fischer* and Oliver Beyer (Hannover Medical School, Hannover, GERMANY)

**8J 5** The undergraduate medical curriculum of the School of Medicine, University of the Free State (UFS), South Africa: a critical appraisal against the background of global trends, demands and requirements of the profession, medical and higher education  
L L van der Westhuizen* and M J Bezuidenhout (Division of Medical Programme Management and CPD, Faculty of Health Sciences, University of Free State, Bloemfontein, SOUTH AFRICA)

**8J 6** Self-directed learning attitude and activity: result of a revised undergraduate medical curriculum in Thailand  
Priyasuda Hetrakul*, Chomchaba Sirinan and Boonmee Sathapatayayongs (Ramathibodi Hospital, Faculty of Medicine, Mahidol University, Division of Medical Education, Bangkok, THAILAND)

**8J 7** New approaches for qualitative and quantitative improvement of student feedback in Dokuz Eylul University School of Medicine  
Sema Ozan, Yucel Gursel*, Berna Musal, Oguz Dicle and Sebnem Ozkan (Dokuz Eylul University, School of Medicine, Izmir, TURKEY)

**8J 8** Uncertainty and ambiguity in a chiropractic programme - a pilot study  
G Till (Canadian Memorial Chiropractic College, Toronto ON, CANADA)

**8J 9** The role of social support in curriculum evaluation  
Heidi Linnen* and C Kiessling (Charité Medical School, Berlin, GERMANY)

**8J 10** Students’ and teachers’ perceptions on medical teacher roles: an exploratory study at the Faculty of Medicine of the University of Porto (FMUP)  
A I Ferreira*, I Soares and M A Tavares (Medical School University of Porto, Office of Medical Education, Faculty of Medicine, Porto, PORTUGAL)

**8J 11** Effects of the curricular reform in the University of Chile Medical School: achievement of some learning objectives of the cognitive domain in pediatrics  
Pedro Herskovic*, Eduardo Cosoi, Maria Angelica Palominos, Thelma Suaau and Marcela Gonzalez (University of Chile, Medical School, Santiago, CHILE)

**8J 12** A course evaluation tool based on SPICES model  
Tahereh Changiz* and Alireza Yousefy (Iranian Association of Medical Education, Educational Development Center, Isfahan University of Medical Sciences and Health Services, Isfahan, IRAN)

**8J 13** With society’s needs as a starting point, the development or review of a training program: the experience of the Université de Montréal  
Raymond Lalande and Members of the Curriculum Revision Committee (Université de Montréal, Montréal, Québec, CANADA)
8J 14  Evaluating MOET  
Mike Davis, Kate Denning and Sue Wieteska* (Edge Hill College, Ormskirk, Lancs, UK)

8J 15  A 5-year evaluation of Master Program accomplishment at the Faculty of Medicine, Khon Kaen University  
M Namking*, W Woraputtaporn, W Mo-thong, S Thanaputrthibordee and C Panthongviryakul (Khon Kaen University, Department of Anatomy, Faculty of Medicine, Khon Kaen, THAILAND)

8J 16  Evaluative research of the medical degree course at the Faculty of Medicine of the University of Porto (FMUP)  
M A Bastos*, M C Silva, L Guimaraes, E Loureiro and M A Tavares* (Office for Medical Education, Faculty of Medicine University of Porto, PORTUGAL)

8J 17  Assessing the educational climate in a 10 year old undergraduate medical curriculum  
A R Denison* and H McKenzie (University of Aberdeen, Medical Education Unit, College of Life Sciences and Medicine, Aberdeen, UK)

8J 18  Dundee Ready Educational Environment Measure – DREEM – of Brazilian Medical School undergraduates  
Cristina F I de Mattos*, Fabricia Salles, Antonio Carlos Salles, Paulo Cabral, Ana Claudia Andreo, Sean McAleer and Sue Roff (UNIDERP, Botucatu, Sao Paulo, BRAZIL)

8J 19  Evaluating distance learning provision – building an evidence base  
Linda Malek*, Pauline Horton, Lorna Numbers, Ron Neill and Elizabeth Rogerson (IVINURS, Distance Learning Centre (Nursing and Palliative Care), University of Dundee, Dundee, UK)

8K 1  The magic of science – a combined course on methodology and methodology-critique for first semester medical students of the Reformsstudienang Medizin Berlin, Charité  
Peter Kube* and Joerg Pelz (Reformsstudienang Medizin - Charité, Berlin, GERMANY)

8K 2  Understanding decision-making theories and their application to surgical training  
S C Rennie (Otago University, School of Medicine, Dunedin, NEW ZEALAND)

8K 3  Comparing critical thinking of nursing students studying in different years of the baccalaureate program at Rasht Faculty of Nursing and Midwifery (2001)  
Nazila Zarghi*, Zohreh Parsa Yekta, Bakhtiar Shabani Varaki and Parviz Kamali (Mashad, IRAN)

8K 4  Comparison of critical thinking skills level between BSN students in first and second university degree, in Semnan University of Medical Science, Iran-Semnan  
H Babamohammadi* and H Khalili (Semnan University of Medical Science, Semnan, IRAN)

8K 5  Improving students’ understanding of Statistics and Evidence Based Medicine  
O Kuhnigk, V Schoder, N Griepentrog* and M Bullinger (Universitätsklinikum Hamburg-Eppendorf, Modellstudienang Medizin, Hamburg, GERMANY)

8K 6  The assessment of opinion of faculty members of medical school about the necessity of evidence-based medicine in practice, Tehran University of Medical Sciences  
Sorayia Soheili (Tehran University of Medical Sciences, Tehran, IRAN)

8K 7  Medical education: from research to practice  
E Kashuba*, V Zhmurov, N Bredeeva and T Khvesko (Tyumen State Medical Academy, Tyumen, RUSSIA)

8K 8  Management education practices in UK medical schools: an exploratory study of “stand-alone” courses  
H M G Martins*, D E Detmer and E Rubery (University of Cambridge, The Judge Institute of Management, Cambridge, UK)

8K 9  Implementation of ECTS into a new medical curriculum  
I Rumba* and U Vikmanis (University of Latvia, Faculty of Medicine, Riga, LATVIA)

8K 10  Effect of small funding grants on educational R&D
<table>
<thead>
<tr>
<th>Event</th>
<th>Description</th>
<th>Presenters</th>
<th>Location</th>
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<tbody>
<tr>
<td>8K 11</td>
<td><strong>Faculty development: facilitating the process of change and training the teachers when implementing PBL at the end of preclinical studies</strong></td>
<td>Megan Quentin-Baxter (University of Newcastle Upon Tyne, Learning and Teaching Support Network [LTSN-01], Newcastle upon Tyne, UK)</td>
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<td>8K 12</td>
<td><strong>Assessment of resource allocation to improve educational planning efficiency in Urmia Medical Sciences University in Iran</strong></td>
<td>Hille Lieverscheidt*, Thorsten Schafer, Herbert Rusche and Lars C Rump (Ruhr-Universität Bochum, Buro für Studienreform Medizin, Bochum, GERMANY)</td>
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<tr>
<td>8K 13</td>
<td><strong>Survey of new system of management in a teaching hospital in Urmia</strong></td>
<td>R Mokari*, Kh Makhdomi, M Mokari, H Atapour, M Kafily and Z Yekta (Urmia Medical Sciences University, IRAN)</td>
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<tr>
<td>8K 14</td>
<td><strong>Faculty workload in Shaheed Beheshti University of Medical Sciences and Health Services</strong></td>
<td>Shirin Niromanesh*, Yousef Pourkhooshbakht and Mehmoosh Pazargardi (Shaheed Beheshti University of Medical Sciences and Health Services (SBMU), IRAN)</td>
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<tr>
<td>8L</td>
<td><strong>Workshop: Implementing Competency Frameworks in Residency Education: lessons from 10 years of the CanMEDS Project</strong></td>
<td>Jason R Frank and Nadia Z Mikhail (Royal College of Physicians and Surgeons of Canada, Ottawa, CANADA)</td>
<td>Ochil 3</td>
</tr>
<tr>
<td>8M</td>
<td><strong>Workshop: You have your exam results, now what?</strong></td>
<td>John Nicholls and Clarke Hazlett (Hong Kong University, HONG KONG)</td>
<td>Carrick 1</td>
</tr>
<tr>
<td>8N</td>
<td><strong>Workshop: International Medical Education Faculty Development and Fellowship Program</strong></td>
<td>John J Norcini (Foundation for Improvement of International Medical Education and Research – FAIMER, USA) and M Brownell Anderson (Association of American Medical Colleges, USA)</td>
<td>Carrick 3</td>
</tr>
<tr>
<td>8O</td>
<td><strong>Workshop: Teaching and assessing communication skills with Simulated Patients</strong></td>
<td>Graceanne Adamo (George Washington University School of Medicine, Washington DC, USA) and Devra S Cohen-Tigor (Morchand Center, Mount Sinai School of Medicine, New York, USA)</td>
<td>Ochil 1</td>
</tr>
<tr>
<td>8P</td>
<td><strong>Workshop: Measuring Education Environment</strong></td>
<td>Sue Roff, Sean McAleer and Colleagues (Centre for Medical Education, University of Dundee, UK)</td>
<td>Sheraton Hotel, Wallace Room</td>
</tr>
<tr>
<td>8Q</td>
<td><strong>Workshop: Evaluating personal and professional development curricula</strong></td>
<td>Iain J Robbé (University of Wales College of Medicine, Cardiff, UK) and Debra Nestel (Monash University, AUSTRALIA)</td>
<td>Sheraton Hotel, MacGregor Room</td>
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<tr>
<td>8R</td>
<td><strong>Meet the Expert: Gilly Salmon</strong></td>
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1630-1800  
(see biography page 1.11)  
Location: Gladsmuir Room

Meet the Expert: Roger C Schank

1630-1800  
(see biography page 1.11)  
Location: Sutra Room

1810  
Coaches leave EICC for Pollock Halls, Bonham, Rothesay, Channings and Greens Hotel (for ticket holders only)

1930-2330  
Optional Evening Entertainment  
Conference Dinner at Prestonfield House  
A traditional Scottish Ceilidh with dinner, after dinner speech, music and Scottish country dancing to one of the best known Ceilidh bands – Teannaich.  
Transport arranged from Conference Hotels. Those who have not arranged accommodation through Travel Scot World must inform the AMEE Office at which conference hotel they wish to meet the coach.
# Wednesday 8 September

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<tr>
<th>Time</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>0745 approx</td>
<td>Coaches leave Pollock Halls, Bonham, Rothesay, Channings and Greens Hotel for EICC (only for those booking accommodation through Travel Scot World – by ticket only) – check in hotel receptions for exact time</td>
</tr>
<tr>
<td>0800-1600</td>
<td>Registration Desk Open</td>
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<tr>
<td>0830-1000</td>
<td><strong>SESSION 9</strong></td>
</tr>
<tr>
<td><strong>9A</strong></td>
<td><strong>Short Communications: Students</strong></td>
</tr>
<tr>
<td>Chairperson: Hettie Till</td>
<td>Opening Discussant: Location: Pentland</td>
</tr>
</tbody>
</table>
| 0830-0845 | **9A 1** Stories of South African Physiotherapy students with visual impairment – lessons that can be learnt by educators in the health professions  
M Faure* and E Smit (Stellenbosch University, Department of Physiotherapy, Faculty of Health Sciences, Tygerberg, SOUTH AFRICA) |
| 0845-0900 | **9A 2** Influence of biography of medical students on preferences for medical specialties in the Netherlands  
M B M Soethout*, ThJ ten Cate and G van der Wal (Vrije Universiteit Medical Centre, Department of Social Medicine, EMGO-Institute, Amsterdam, NETHERLANDS) |
| 0900-0915 | **9A 3** A survey of relation between learning styles and preferred teaching methods in students of nursing  
Sh Salehi*, P Amini, B Aloeimani and E Shahnooshi (Isfahan Medical Science University, Nursing School, Isfahan, IRAN) |
| 0915-0930 | **9A 4** Identifying self-overestimating students in Internal Medicine: a comparison of self-assessment in clinical competence with OSCE performance  
J Junger*, C Nikendei and D Schellberg (Department of Internal Medicine, Medizinische Klinik, Heidelberg, GERMANY) |
| 0930-0945 | **9A 5** Medical student in the delivery room – a support rather than a nuisance for the woman in labour  
T Hansen* M N Knudsen* and B Bache (NTNU, Department of Obstetrics, University Hospital, Trondheim, NORWAY) |
| 0945-1000 | Discussion                                                                                                                                         |
| **9B** | **Short Communications: CPD/CME**                                                                                                                   |
| Chairperson: Josep-Maria Martinez-Carretero | Opening Discussant: Frank Smith | Location: Sidlaw                                                                                                 |
| 0830-0845 | **9B 1** Towards the learning practice – an integrative model of continuing professional development  
J McCrae* and D R Kelly (Coorparoo, Brisbane, AUSTRALIA and NHS Education for Scotland, Glasgow, UK) |
| 0845-0900 | **9B 2** CME outcomes measurement: a case example  
Lawrence Sherman*, Linda Casebeer and Anna Carillo (Postgraduate Institute for Medicine, Jobson Education Group, Bloomfield, New Jersey, USA) |
| 0900-0915 | **9B 3** Evaluating CME outcomes: from happiness to improved care  
Lewis A Miller (Wentz Miller & Associates, Darien, CT, USA) |
### Section 2

#### PROGRAMME - Wednesday

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Title</th>
<th>Authors</th>
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<tr>
<td>0915-0930</td>
<td>9B 4</td>
<td>Insight into CPD compliance with college-based audit</td>
<td>A P J Thomson*, A Willis and RCPCH CPD Sub-Committee (Royal College of Paediatrics and Child Health, Alsager, Cheshire, UK)</td>
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<tr>
<td>0930-1000</td>
<td></td>
<td>Discussion</td>
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<td></td>
<td>9C</td>
<td>Short Communications: e-Learning and Educational Approaches</td>
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<tr>
<td>0830-0845</td>
<td>9C 1</td>
<td>Design and evaluation of an electronic portfolio to support Student Selected Components in undergraduate medicine</td>
<td>Simon Cotterill**, Tony McDonald, Geoff Hammond, Louise Robinson and Philip Bradley (University of Newcastle upon Tyne, School of Medical Education Development, The Medical School, Newcastle, UK)</td>
</tr>
<tr>
<td>0845-0900</td>
<td>9C 2</td>
<td>Cognitive and learning styles in web-based learning: theory, evidence and application</td>
<td>David A Cook (Mayo Graduate School of Medicine, Department of Internal Medicine, Rochester MN, USA)</td>
</tr>
<tr>
<td>0900-0915</td>
<td>9C 3</td>
<td>VIPs: can a web-based simulator of medical consultations replace live, standardized patients?</td>
<td>M Nendaz, B Ponte, N V Vu, M A Raetzo, V Loroch* and R Thivierge (VIPS, Chatel sur Rolle, SWITZERLAND)</td>
</tr>
<tr>
<td>0915-0930</td>
<td>9C 4</td>
<td>Designing layers of representations for learning of complex phenomena</td>
<td>Jarmo Levononen*, Kati Hakkarainen and Teija Vainio (Department of Education, University of Tampere, Tampere, FINLAND)</td>
</tr>
<tr>
<td>0930-0945</td>
<td>9C 5</td>
<td>Educational imperatives drive technological advancement in the surgery clerkship</td>
<td>M A Hopkins*, M Nachbar, A Kalet, M Weiner, J Chase, S Coady and T Riles (New York University School of Medicine, New York NY, USA)</td>
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<tr>
<td>0945-1000</td>
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<td>Discussion</td>
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<td></td>
<td>9D</td>
<td>Short Communications: Curriculum Evaluation</td>
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<tr>
<td>0830-0845</td>
<td>9D 1</td>
<td>Principles and practices for a school-wide approach to curriculum evaluation: how to assure continuous improvement</td>
<td>Ronald J Markert* and N Kevin Krane* (Tulane University School of Medicine, Office of Medical Education, New Orleans, LA, USA)</td>
</tr>
<tr>
<td>0845-0900</td>
<td>9D 2</td>
<td>Evaluating clinical education with the use of patient logbooks: a literature review</td>
<td>P F Wimmers*, T A W Splinter and H G Schmidt (University Medical Centre Rotterdam, Erasmus MC, Rotterdam, NETHERLANDS)</td>
</tr>
<tr>
<td>0900-0915</td>
<td>9D 3</td>
<td>MedEd – toward convergence in medical education</td>
<td>J Rotgans (Medical Faculty, Aachen University, Aachen, GERMANY)</td>
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<tr>
<td>0915-0930</td>
<td>9D 4</td>
<td>Are assessments of clinical teaching reliable? A review of the existing instruments</td>
<td>T J Beckman*, A K Ghosh, D A Cook, P J Erwin and J N Mandrekar (Mayo Clinic, Division of General Internal Medicine, Rochester MN, USA)</td>
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<tr>
<td>0930-0945</td>
<td>9D 5</td>
<td>WFME standards in medical schools of Shaheed Beheshti</td>
<td>M Mandani*, M Janaehmandi, F Hosseini, N Pehlan, H Khazan, J Mohsenifar, M Fazargadi, H Tonekaboni, R Rezaeipoor and K Rostami (Shaheed Beheshti University of Medical Sciences and Health Services, Medical School, Tehran, IRAN)</td>
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<td>0945-1000</td>
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<td>Discussion</td>
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<td>9E</td>
<td>Short communications: Standard setting</td>
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<td>Chairperson/Opening Discussant: Ron Berk</td>
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<td>Location: Moorfoot</td>
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<tr>
<td>0830-0845</td>
<td>9E 1 Comparison of three different standard setting techniques in undergraduate medical examination</td>
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<tr>
<td>Sanju George*, Femi Oyebode and Sayeed Haque (Queen Elizabeth Psychiatric Hospital, Birmingham, UK)</td>
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<td>0845-0900</td>
<td>9E 2 Defining the concept of the minimally competent or borderline student</td>
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<td>T E Roberts*, K A M Boursicot and S Kilminster (University of Leeds, Medical Education Unit, Leeds, UK)</td>
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<td>0900-0915</td>
<td>9E 3 Setting school-level international standards</td>
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<td>D T Stern*, M F Ben-David, A Wojtczak and M R Schwarz (University of Michigan Health System, Ann Arbor, MI, USA)</td>
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<td>0915-0930</td>
<td>9E 4 Does group discussion of medical student clerkship performance at an education committee affect an individual committee member’s decision making process?</td>
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<td>Margaret MacKrell Gaglione*, Lisa Moores, Paul Hemmer, Richard Hawkins and Louis Pangaro (Uniformed Services University of Health Sciences, Chesapeake, VA, USA)</td>
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<td>0930-0945</td>
<td>9E 5 Standard setting for the Utrecht Progress Test</td>
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<tr>
<td>J Rademakers*, Th. J. ten Cate and F R Bar (UMC Utrecht, School of Medical Sciences, Utrecht, NETHERLANDS)</td>
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<td>0945-1000</td>
<td>9E 6 How to determine the cut score of a global rating scale-based composite examination</td>
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<tr>
<td>V C Burch*, B Weaver and G R Norman (University of Cape Town, Department of Medicine, Observatory, SOUTH AFRICA)</td>
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No discussion time has been allocated.

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<thead>
<tr>
<th>9F</th>
<th>Short Communications: Postgraduate 360° Assessment</th>
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<tr>
<td>Chairperson: Barry Kassen</td>
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<td>Opening Discussant: Hywel Thomas</td>
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<td>Location: Tinto</td>
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<tr>
<td>0830-0845</td>
<td>9F 1 360° diagnostic appraisal: a useful tool for trainer and trainee</td>
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<td>0845-0900</td>
<td>9F 2 The development, validation and reliability testing of a rating form for the 360° assessment of SHOs in the UK, based on General Medical Council standards</td>
</tr>
<tr>
<td>Andrew Whitehouse*, Andy Hassell, Laurence Wood, David Wall, Mike Walzman and Ian Campbell (West Midlands Deanery, Postgraduate Medical and Dental Education, Birmingham, UK)</td>
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<tr>
<td>0900-0915</td>
<td>9F 3 360° observation in Specialist Registrars? Consultants first?</td>
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<tr>
<td>Marion Heres*, Astrid Wewerinke, Fedde Scheele, Jonas van de Lande and Bart Wolf (SLAZ, Amsterdam, NETHERLANDS)</td>
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<td>0915-0930</td>
<td>9F 4 Multi-source feedback and continuing professional development: learning from exemplary physicians</td>
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<tr>
<td>Joan Sargeant*, Karen Mann, Douglas Sinclair, Suzanne Ferrier and Philip Muirhead (Faculty of Medicine, Dalhousie University, Halifax, Nova Scotia, CANADA)</td>
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<tr>
<td>0930-0945</td>
<td>9F 5 Results of a pilot 360° assessment of junior doctors in the West Midlands UK</td>
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<tr>
<td>Andy Hassell*, Alison Bullock, Andrew Whitehouse, Dev Singh, Lawrence Wood and David Wall (West Midlands Deanery, Institute of Research and Development, Birmingham, UK)</td>
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<tr>
<td>0945-1000</td>
<td>Discussion</td>
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<td>Session</td>
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| 0830-0915 | 9G1 | The art of reflecting: designing reflective practitioners with creative skills of feedback  
Helen P Batty (University of Toronto, Dept of Family and Community Medicine, Toronto, ON, CANADA) |
| 0915-1000 | 9G2 | Hospital clowning for educating medical students  
H M G Martins* and A C A Roque (University of Cambridge, Judge Institute of Management, Cambridge, UK) |

**9H**  
**Short Communications: The OSCE**

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Title</th>
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| 0830-0845 | 9H 1 | The birth and world-wide adoption of the OSCE: a socio-historical study  
Brian Hodges (University of Toronto, Faculty of Medicine, Donald R. Wilson Centre for Research in Education, Toronto, Ontario, CANADA) |
| 0845-0900 | 9H 2 | To OSCE or not to OSCE that was the question: the impact of 3 years’ experience in OSCE for undergraduate psychiatry at SQU, Sultanate of Oman  
Ala’A Aldin AlHussaini, Omar AlHussaini*, Autoor Hilmi and Sajeev Anthony (Sultan Qaboos University - College of Medicine, Department of Behavioural Medicine, SULTANATE OF OMAN) |
| 0900-0915 | 9H 3 | The shelf life of clinical skills cases: six years’ experience with a high stakes certification examination  
Marta van Zanten*, John R Boulet and Danette McKinley (ECFMG, Philadelphia, PA, USA) |
| 0915-0930 | 9H 4 | The OSCE and student collusion  
G Lloyd-Jones*, H Cameron, K Boyd, A Cumming, R Parks and P Warren (Medical Teaching Organisation, College of Medicine and Veterinary Medicine, The University of Edinburgh Medical School, Edinburgh, UK) |
| 0930-0945 | 9H 5 | An OSCE post-encounter probe Structured Oral Examination (SOE) for capturing physician candidates’ clinical reasoning  
S Reis*, G Amiel and R Cohen (Technion Medical School, Department of Family Medicine, Atzmon Post Misgav, ISRAEL) |
| 0945-1000 | 9H 6 | Are experts’ global ratings of student competence in history-taking influenced by specific components of performance?  
Luiz E A Troncon (Faculty of Medicine of Ribeirao Preto, Department of Clinical Medicine, Ribeirao Preto SP, BRAZIL) |

No discussion time has been allocated.

**9I**  
**Posters: Staff Development**

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Title</th>
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</table>
| 0830-1000 | 9I 1 | The use of close circuit TV (CCTV) to improve faculty competency in the teaching-learning process  
Tri Hanggono Achmad and H Koeswadjii* (Universitas Padjadjaran, School of Medicine, Bandung, INDONESIA) |
| 0930-0945 | 9I 2 | Feasibility of 360° feedback in UK postgraduate clinical tutors’ professional development  
Kit Byatt** and Andrew Long (National Association of Clinical Tutors, c/o Hereford County Hospital, Hereford, UK) |
| 0945-1000 | 9I 3 | Master of Health Professions Education: experience from a national initiative  
Ann-Helen Henriksen and Charlotte Ringsted* (Copenhagen Hospital Corporation Postgraduate Medical Institute, Bispebjerg Hospital, Copenhagen, DENMARK) |
| 0830-1000 | 9I 4 | Educational research by graduates of the diploma in docence in biomedical sciences  
Ilse Lopez, Ricardo Lillo*, Enrique Mandiola and Teresa Miranda (University of Chile, Depto Educacion en Ciencias de la Salud, Santiago, CHILE) |
9I 5 Honoring faculty mentors in medical and nursing education: the McCann Scholars Program
Kathleen Conaboy*, Joy McCann Daugherty and Robert Daugherty (University of South Florida Health Sciences Center, Tampa FL, USA)

9I 6 The integration of language and content towards the development of professional expertise in healthcare educators
Bridget Wyrley-Birch (Peninsula Technikon, Radiography Education, Groote Schuur Hospital, Observatory, SOUTH AFRICA)

9I 7 A framework for personnel development in the School of Allied Health Professions, University of the Free State
S Van Vuuren (University of the Free State, Bloemfontein, REP OF SOUTH AFRICA)

9I 8 Faculty self assessment: true or false
Abdolreza Jahanmardi, Morteza Haghirizadeh Roodan*, Hayat Mombeini and Roya Jahanmardi (Ahwaz Jondishapour Medical University, Ahwaz, IRAN)

9I 9 The creation of the National Institute for Program Director Development
Perry A Pugno (American Academy of Family Physicians (AAFP), Leawood, Kansas, USA)

9I 10 Is ‘FEW’ enough? Lessons to be learnt
Syed Moyn Aly (CPSP, Karachi, PAKISTAN)

9I 11 Trainers in postgraduate medical education
Jana Krejcikova* and Vendula Motyckova (Institute for Postgraduate Medical Education, Prague, CZECH REPUBLIC)

9I 12 Educational training programme in the Faculty of Medicine, Alexandria University
Hind Hanafy (Faculty of Medicine, Alexandria University, Alexandria, EGYPT)

9I 13 An investigation into the perceptions of participants of a physiotherapy clinical facilitator workshop
Annette Frieg* and Anthea Rhoda (Stellenbosch University, Department of Physiotherapy, Health Sciences Faculty, Tygerberg, SOUTH AFRICA)

9I 14 Medical education research partnerships: an innovative collaboration crossing traditional boundaries

9J Posters: Communication Skills
0830-1000
Chairperson: Subha Ramani
Location: Ochil 2, followed by Poster Board Area 9J, Cromdale Hall

9J 1 Laying a foundation in communication skills for health sciences students at the University of Stellenbosch, South Africa
M H P van Heusden*, V C Burch and F J Cilliers (University of Stellenbosch, Language Centre, Matieland, SOUTH AFRICA)

9J 2 Education and primary care reform: work with the patient enablement instrument in Poland
T. Pawlikowska*, J Walker, P Nowak and W Szumilo-Grzesik (Warwick Medical School, The University of Warwick, Coventry, UK)

9J 3 Breaking bad news: hospital consultants’ views on educational format and timing
Mandy Barnett*, Joanne Fisher, Heather Cooke, Clive Irwin and Jeremy Dale (UHCW NHS Trust, Radiotherapy Centre, Coventry, UK)

9J 4 Early professional contact facilitates consultation ability for medical students
S Rodjer*, G Hellquist, M Karlsson Noren, K Leander, G Sveinsdottir and B von Below (Department of Primary Health Care, The Sahlgrenska Academy at Goteborg University, Goteborg, SWEDEN)

9J 5 General physician view about communication skills and patient education
Fatemeh Najafipour*, Azam Najafipour and Bagher Nasimi (Valfajer Clinic, Shiraz Medical University, Shiraz, IRAN)
9J 6 Thanatology: a new course at the University of Szeged
Katalin Barabas* and Dora Monostori (University of Szeged, General Medical Faculty, Szeged, HUNGARY)

9J 7 First year medics meet POSEIDON and offer a preliminary diagnosis
B Noble* and P Croft (University of Birmingham, Department of Primary Care and General Practice, Birmingham, UK)

9J 8 Informed consent: a workshop with “standardized patients”
Omri Lernau* and Amitai Ziv (M.S.R. - Israeli Center for Simulations in Medicine, Mevaseret Zion, ISRAEL)

9J 9 Communication training: a comparative study on the use of student role-playing and standardised patients in preclinical students
C Roth*, C Nikendel, D Schellberg, T Wischmann, M Yoel, A Zuch, B Auler, S Ohroge and J Junger (University of Heidelberg, Department of Internal Medicine, Heidelberg, GERMANY)

9J 10 Evaluation of the medical interview by systematic videotaping of students
Kristina Weil*, Rogelio Altuzarra, Carolina Marty, Francisco Bustamante and Ximena Solis (Santiago, CHILE)

9J 11 Assessment of communication skills in physicians, Shiraz, Iran
Rita Rezaee*, J Hosseini and N Valae (EDC Center, Shiraz, IRAN)

9J 12 Getting the right remediable “diagnosis”: opening the Pandora’s box of professional communication
C Palmer, P Catton*, M Evans, N Harnett and F Cherryman (University of Toronto, Department of Radiation Oncology, Toronto, ON, CANADA)

9J 13 Medical students have positive disposition to social responsibility
Joaquim Edson Vieira*, Maria Patrocínio Tenório Nunes, Wanderley Marques Bernardo, Moacir Roberto Cucê Nobre, Kátia Regina de Oliveira, Milton de Arruda Martins (Faculdade de Medicina USP, Cotia, BRAZIL)

9J 14 Assessing students’ communication skills: results of the validation of a global rating
S Scheffer*, I Muehlinghaus, A Froehmel, H Ortwein, W Georg, W Burger (Charité, Universitätsmedizin Berlin, AG Reformstudiengang Medizin, Berlin, GERMANY)

9J 15 Barriers to communications and pharmacy education
Abolfazi Mostafavi*, Maryam Mazrouie and Akram Akkan (Isfahan University of Medical Sciences, School of Pharmacy and Pharmaceutical Sciences, Isfahan, IRAN)

9J 16 Brain stem death and organ donation: using communication skills training to improve knowledge and understanding
Fiona Fraser*, Neil Healy, Kirsty Boyd and Helen Cameron (Medical Education Centre, Western General Hospital, Edinburgh University, Edinburgh, UK)

9K Posters: Multiprofessional Education; and Professionalism

0830-1000
Chairperson: Gary Mires
Location: Poster Board Area 9K, Cromdale Hall

9K 1 Multiprofessional care of pediatric patients with mental health concerns
Cynthia King (University Psychiatry Consultants, University of New Mexico School of Medicine, Albuquerque NM, USA)

9K 2 Multiprofessional collaboration in action: working together to learn about the problem of pain
Elizabeth Devonshire*, Grace Tague, Isabel Taylor, Stephen Loftus and Phil Siddall (Pain Management Research Institute, St Leonards, NSW, AUSTRALIA)

9K 3 Inter-professional learning in Primary Care: the teaching Primary Care Trust role
Helen Pandya* and David Pearson (Bradford City Teaching Primary Care Trust, Bradford, UK)

9K 4 Promoting shared learning between General Practitioners, Nurse Practitioners and Practice Nurses
David Pearson*, Helen Pandya and Beverley Lucas (Bradford City Teaching Primary Care Trust, Bradford, UK)
9K 5 Developing interprofessional teaching for doctors in General Practice
Glynis Buckle and Simon Gregory* (Leicester, Northamptonshire & Rutland Deanery, Enerby, Leicester, UK)

9K 6 Should dental education continue to be the Cinderella of health professions?
Gina Singh* and J L Joshi (Christian Dental College, Ludhiana, INDIA)

9K 7 Clinical audit and research for healthcare professionals
T S Drew, J S Christie, L Cochrane* and R J Abboud (University of Dundee, Institute of Motion Analysis and Research, Ninewells Hospital and Medical School, Dundee, UK)

9K 8 Inter-professional workshops at George Eliot Hospital, Warwickshire – maximising health care professional learning in acute hospitals
N Manek* and E Anderson (George Eliot Hospital NHS Trust, Nuneaton, UK)

9K 9 Evaluation of interprofessional learning among health care students and crossvalidation of the RIPLS
M Lauffs*, U Hylin, S Ponzer and A C Mattiasson (HM Queen Sophia University College, Stockholm, SWEDEN)

9K 10 What are teachers’ perceptions of inter-professional teaching within Brighton and Sussex Medical School (BSMS)?
Dr Richard Gray (Brighton & Sussex Medical School, University of Brighton, UK)

9K 11 Common learning in practice – undergraduate students’ perceptions
J Stephens*, P Pearson and C Dickinson (Gateshead, UK)

9K 12 Teaching oral health: an innovative approach for medical students
P Kumplanont* and J Hansrisakul (Hatyai Medical Center, Division of Oral and Maxillofacial Surgery, Hatyai Regional Hospital, Hatyai, Songkhla, THAILAND)

9K 13 Personal and professional development: how do medical students and teachers define it?
Doerte Worthmann*, Claudia Kiesling and Dieter Scheffner (Reformstudiengang Medizin, Charité Medical School, Humboldt University Berlin, GERMANY)

9K 14 Medical humanities and professional development: a Special Study Module – Principles of Medical Theory and Practice at the Charité in Berlin, Germany
Claudia Kiesling*, Thomas Muller, Claudia Becker-Witt, Jutta Begnau, Vincent Prinz, Sabine Schleiermacher (Arbeitsgruppe Reformstudiengang Medizin, Charité, Humboldt University Berlin, GERMANY)

9K 15 Curriculum evaluation – an exercise in professionalism for preclinical students
Wojciech Pawlina*, Prathibha Varkey and Thomas R Viggiano (Mayo Clinic, Mayo Medical School, Department of Anatomy, Rochester MN, USA)

9K 16 Assessing professionalism in the gross anatomy course: a five-year experience with peer- and self-evaluations
Ross E Bryan*, Aaron J Krych, Benjamin J Peake, Stephen W Carmichael, Thomas R Viggiano and Wojciech Pawlina (Mayo Clinic, Mayo Medical School, Department of Anatomy, Rochester MN, USA)

9K 17 ‘Disease’ one of the most fundamental concepts of medicine – labelling of health conditions as ‘disease’ as a marker of professionalism?
Elisabeth Hoffmann*, Bjorn Press and Jorg Pelz (Charité, Medical Faculty of the Humboldt University Berlin, GERMANY)

9K 18 Introducing professionalism into our professions – professional and management development programmes for SpRs
R Gupta*, D Brigden, R Campbell and M I Memon (Mersey Deanery for Postgraduate Medical and Dental Education, University of Liverpool/NHSE, Liverpool, UK)

9K 19 A professionalism portfolio for undergraduate medical students
Patrick Rooney*, Monica Greuner, Katherine Yearwood and Jennifer Rooney (St George’s University, School of Medicine, St George’s, Grenada, WEST INDIES)

9K 20 Assessment of professional behaviour of medical students
R J B J Gemke*, S Ardesch, J J S van der Kreeke and S van Luijk (VU University Medical Center, Department of Pediatrics, Amsterdam, NETHERLANDS)
<table>
<thead>
<tr>
<th>Time</th>
<th>Workshop/Meeting</th>
<th>Location</th>
<th>Abstract Details</th>
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<tbody>
<tr>
<td>0830-1000</td>
<td><strong>Workshop: Ibero-American Group</strong>&lt;br&gt;Margarita Barón-Maldonado (Universidad Alcala de Henares, SPAIN), Pablo Pulido (VENEZUELA) and Hans Karle (WFME)</td>
<td>Ochil 3</td>
<td>(see abstract page 4.149)</td>
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<td>0830-1000</td>
<td><strong>Workshop: Designing faculty development programs for teaching professionalism</strong>&lt;br&gt;Yvonne Steinert, Sylvia Cruess and Richard Cruess (Faculty of Medicine and Centre for Medical Education, McGill University, Montréal, CANADA)</td>
<td>Carrick 1</td>
<td>(see abstract page 4.149)</td>
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<tr>
<td>0830-1000</td>
<td><strong>Workshop: Curriculum redesign in the online age</strong>&lt;br&gt;Organiser: Roger C Schank (Socratic Arts, USA)</td>
<td>Carrick 3</td>
<td>(see abstract page 4.150)</td>
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<td>0830-1000</td>
<td><strong>Workshop: e-moderating: new roles for online educators</strong>&lt;br&gt;Gilly Salmon (Open University Business School, UK)</td>
<td>Ochil 1</td>
<td>(see abstract page 4.150)</td>
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<td>0830-1230</td>
<td><strong>Workshop: Virtual Patients</strong>&lt;br&gt;David Davies (IVIMEDS), Ed Walker and Colin Smythe (IMS Global)</td>
<td>Sheraton Hotel – Glenkinchie Room</td>
<td>(see abstract page 4.150)</td>
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<tr>
<td>0830-1000</td>
<td><strong>Meet the Expert: Brownell Anderson</strong></td>
<td>Gladsmuir Room</td>
<td>(see biography page 1.11)</td>
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<tr>
<td>0830-1000</td>
<td><strong>Meet the Expert: Cees van der Vleuten</strong></td>
<td>Sutra Room</td>
<td>(see biography page 1.11)</td>
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### SESSION 10

#### 10A Symposium: Professionalism in Medical Education

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<th>Time</th>
<th>Session Details</th>
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| 1030-1200 | Panel:  
David Stern (University of Michigan, USA) (Convenor)  
Brownell Anderson (AAMC, USA)  
Alberto Restrepo (Bogota, COLOMBIA)  
Location: Pentland |

#### 10B Symposium: Globalisation and International Standards

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<th>Time</th>
<th>Session Details</th>
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| 1030-1200 | Convenor: Hans Karle, WFME (Denmark)  
Location: Sidlaw |
| 1030-1040 | Introduction |
| 1040-1050 | 10B 1 Pilot evaluation of the global essential competences of graduates of leading Chinese medical schools  
A Wojtczak, M R Schwarz and D Stern (USA) and Tongfu Zhou (CHINA) |
| 1050-1100 | 10B 2 WFME Standards in the Medical School of Shaheed Beheshti: The Iranian Model of Implementing the Global Standards  
M Mardani, M Jamahjadi, F Hosseini, N Pejhan, H Khazan, J Mohsenifar, M Fazargadi, H Tonekaboni, R Rezaeipoor, K Kostami (IRAN) |
| 1100-1110 | 10B 3 Trialling the World Federation for Medical Education basic medical education standards in the Western Pacific Region  
Richard Hays (AUSTRALIA) |
| 1110-1200 | Thematic discussion:  
a) Content of international standards: Regional/local specification; and Balance of process and outcome;  
b) Use of international standards: Institutional evaluation and quality improvement; and The role of advisors;  
c) Recognition/accreditation of programmes. |

#### 10C Short communications: Staff/Faculty development

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| 1030-1045 | Chairperson/Opening Discussant: Anita Glicken  
Location: Fintry |
| 1030-1045 | 10C 1 Educational training of consultants in Obstetrics and Gynaecology: a needs assessment  
A Zuidinga*, F Scheele, M Heres, J v.d. Lande and B Wolf (St Lucas Andreas Hospital, Amsterdam, NETHERLANDS) |
| 1045-1100 | 10C 2 Success in leadership development? Evaluation of the EFPO Fellowship Program in Medical Education 1990-1997  
Jason R Frank (Royal College of Physicians and Surgeons of Canada, Office of Education, Ottawa, Ontario, CANADA) |
| 1100-1115 | 10C 3 A medical education scholars group: transformation and diffusion of faculty development  
France Doyle, Lourdes Irizarry, Rebecca Irvine, Cynthia King, Michele Lee, Stewart Mennin, Marcy Osgood*, Betsy Vanleet and Tom White (University of New Mexico School of Medicine, Albuquerque, NM, USA) |
| 1115-1130 | 10C 4 Are doctors attending courses in teaching and learning: how do they teach and learn?  
Sune Rubak*, Lene Mortensen, Bente Malling and Charlotte Ringsted (Aarhus University, Department of General Practice, Aarhus, DENMARK) |
| 1130-1145 | 10C 5 Evaluation of an innovative programme of faculty development in Primary Care  
Jacqueline McClaran*, Tim Lancaster and David Mant (Oxford Medical School and Department of Primary Care, Oxford, UK) |
| 1145-1200 | Discussion |
**10D**  
**Short Communications: Student Evaluation of Teaching**

**Chairperson:** Roy Schwarz  
**Opening Discussant:** Chris Stephens  
**Location:** Kilsyth

**1030-1045**  
10D 1  
**Student evaluation of teachers: an analysis of a 12 year experience**  
Fernando Mora-Carrasco*, Rosalinda Flores-Ecavarria and Irina B Lazarevich (Universidad Autonoma Metropolitana (Xochimilco), Mexico City, MEXICO)

**1045-1100**  
10D 2  
**Exploring the relationship between preferred clinical teacher characteristics and behaviour: a Q-methodology study**  
P Chitsabesan*, S Corbett, J A Spencer and J R Barton (North Tyneside General Hospital and University of Newcastle upon Tyne, North Shields, Tyne and Wear, UK)

**1100-1115**  
10D 3  
**Satisfaction of Finnish junior physicians with basic medical education in 1988, 1993, 1998 and 2003**  
I Virjo*, H Hyppola, E Kumpusalo, H Halila, S Kujala, J Vanska, M Isokoski and K Mattila (Medical School, Department of General Practice, University of Tampere, FINLAND)

**1115-1130**  
10D 4  
**Evaluation of educational quality of the Faculty of Medicine of Tehran University of Medical Sciences and Health Services, based on polling of graduates of the year 2000**  
Fereshteh Farzampour (Tehran University of Medical Sciences and Educational Development Center, Hosseini, IRAN)

**1130-1145**  
10D 5  
**Focus group approach compared to written questionnaire format approach in evaluation: do we measure the same?**  
C Schirlo*, W Gerke, I David, W Vetter and F Wirth (University of Zurich, Faculty of Medicine, Zurich, SWITZERLAND)

**1145-1200**  
**Discussion**

**10E**  
**Short Communications: Postgraduate Education**

**Chairperson/Open Discussant:** Andy Long  
**Location:** Moorfoot

**1030-1045**  
10E 1  
**Developing standards for accreditation: the Pakistani experience**  
Naghma Naeem*, Syeda Kauser Ali and Asma Foza Qureshi (College of Physicians and Surgeons Pakistan, Karachi, PAKISTAN)

**1045-1100**  
10E 2  
**Senior House Officers in Medical Posts in Scotland – has their education improved since 1995?**  
Gellisse Bagnall*, Elizabeth Dalgetty, Judy Wakeling and Ken McHandy (NHS Education for Scotland - West Region, Glasgow, UK)

**1100-1115**  
10E 3  
**Implementation of postgraduate education reform in a university hospital**  
J S Andersen*, L C Laursen, A Haaber, P E Jensen, J A Gaifelt and N H H Hollander (University Hospital Gentofte, Hospital Administration, Hellerup, DENMARK)

**1115-1130**  
10E 4  
**Generic competencies for junior doctors: report on the evaluation of a collaborative programme developed in the West Midlands between two Trusts and two Universities**  
Helen Langton*, Maggie Allen and Neeta Manek (Coventry University, School of Health and Social Science, Coventry, UK)

**1130-1145**  
10E 5  
**Using interns as sources of evidence for internship allocation decisions**  
Clarke B Hazlett (The Chinese University of Hong Kong, Faculty of Medicine, Office of Educational Services, Shatin, New Territories, HONG KONG)

**1145-1200**  
10E 6  
**A task-based curriculum in internal medicine – is it feasible and acceptable?**  
D Davis*, C Ringsted, A M Skaarup and J Fallisgaard (Copenhagen Hospital Corporation Postgraduate Medical Institute, Copenhagen, DENMARK)

No time for discussion has been allocated.
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<td>1030-1045</td>
<td>Short Communications: Students as Teachers and Assessors</td>
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<td>Sue Kilminster</td>
<td>Torstein S Hansen* and Are Holen (Norwegian University of Science and Technology, Faculty of Medicine, Trondheim, NORWAY)</td>
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<td>1045-1100</td>
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<td>Angel Centeno* and Cecilia Primogerio (School of Biomedical Sciences, Universidad Austral-Medicina, Buenos Aires, ARGENTINA)</td>
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<td>Martina Kadmon*, Irina Berger, Susann Holler and F Autschbach (Department of General Surgery, University of Heidelberg, Heidelberg, GERMANY)</td>
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<td>Joanne Burke*, Max Field, David Lloyd and David McAllister (Medical Education Unit, Division of Education and Administration, Faculty of Medicine, University of Glasgow, Glasgow, UK)</td>
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<td>G Velan, C Hughes, S Toohey and P Harris* (School of Public Health and Community Medicine, Faculty of Medicine, The University of New South Wales, Sydney, AUSTRALIA)</td>
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<td>Johanna Schonrock-Adema*, Marjolein Penninga &amp; Janke Cohen-Schotanus (Institute for Medical Education, Department for Educational Development &amp; Quality Assurance, Faculty of Medical Sciences, University of Groningen, Groningen, NETHERLANDS)</td>
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<tr>
<td>1030-1045</td>
<td>Short Communications: Computer-Based Assessment</td>
<td>Harris 1</td>
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<td>Veronika Kopp* and Martin Fischer (University of Munich, Klinikum der Universitat, Medizinische Klinik Innenstadt, Munich, GERMANY)</td>
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<td>N J Part*, D J Walker and R Parsons (School of Life Sciences, University of Dundee, Dundee, UK)</td>
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<td>Ulrich Woermann*, Stefan Tschanz and Rainer Hofer (Institute of Medical Education, University of Bern, Bern, SWITZERLAND)</td>
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<td>D Agustian*, T Achmad and H Koestwadiji (Medical Education Research and Development Unit, Faculty of Medicine, Padjadjaran University, Bandung, INDONESIA)</td>
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<td>Y Hurst*, L Prescott-Clements, D Owens and J S Rennie (NHS Education for Scotland, Edinburgh, UK)</td>
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<td>Haleh Kangari* and Bahram Khosravi (Shaheed Beheshti University of Medical Sciences, College of Rehabilitation, Tehran, IRAN)</td>
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No time for discussion has been allocated.
Short Communications: OSCE and Standardized Patients

Chairperson/Opening Discussant: Paul Hemmer
Location: Harris 2

10H 1 Creating a new licensing exam at the end of a 3½ year clinical curriculum in medicine
Anne Lindebo Holm* and Svend Stenvang Pedersen (University of Southern Denmark, Education Development Unit, Faculty of Health Sciences, Odense, DENMARK)

10H 2 The challenges of using OSCEs and ward ratings to evaluate interprofessional communication skills
A Parikh*, B Hodges and J Herold McIlroy (Centre for Research in Education, Faculty of Medicine, University of Toronto, Ontario, CANADA)

10H 3 Humanism and physician-patient relationship: sensibility, ethics and empathy
P L Bellodi*, R D Gallotti, J A Atta, D R Andrade, A Scalabrini-Neto, I T Velasco, M A Martins and I F L Tiberio (CEDEM - Medical Education Development Center, School of Medicine, University of São Paulo, BRAZIL)

10H 4 The effects of race concordance on student checklist performance and interpersonal skills ratings in a performance-based examination
J H Skatzler*, M Rosner, M C Beach, C Haywood, R Verna, R Hayes (Medical Education Services, Johns Hopkins University School of Medicine, Baltimore MD, USA)

10H 5 Effect of gender on checklist item performance in a standardized patient assessment
Danette W McKinley*, Marta van Zanten and John R Boulet (Educational Commission for Foreign Medical Graduates, Research and Evaluation, Philadelphia Pennsylvania, USA)

10H 6 Comparability of monitoring and portraying standardized patients: can portraying SPs accurately do the rating job?
G E Barley* and H Kupermintz (Center for Studies in Clinical Excellence, University of Colorado Health Sciences Center, Aurora, Colorado, USA)

No time for discussion has been allocated.

Posters: E-Learning

Chairperson: Megan Quentin-Baxter
Location: Carrick 2

10I 1 Improvement of communication skills of medical students with Meducase and standardized patients
K Werner*, A Froehmel, K P Schnabel and R R Schumann (Charité Medical School, Reformed Medical Curriculum, Humboldt University Berlin, GERMANY)

10I 2 E-health provider portal: a new tool for communities of learners at the point-of-care
Guy Bisson*, Jan Steiner, Michel Desautels and Mark Mussman (University of Sherbrooke, Québec, CANADA)

10I 3 PISER for interactive and collaborative medical education
Yap-Seng Chong (Department of Obstetrics and Gynaecology, National University of Singapore, SINGAPORE)

10I 4 Evaluation of Ophthalmology on the internet
Anna Gruber (Medical University Graz, Department of Ophthalmology, Graz, AUSTRIA)

10I 5 www.peditop.com: distance education in evidence-based child health for pediatricians and pediatric nurses
I Axelsson* and L Csaky (Mid Sweden University, Department of Health Sciences, Östersund, SWEDEN)

10I 6 Playful learning: a novel multi-media approach to enhance communication with pediatric patients and their families
David Wiljer*, Normand Laperriere, Susan Awrey, Audrey Jusko Friedman, Joyce Nyhof-Young, Ann Griffith, Heather Guscott, Sharon McKinnon, Christa Surka and Pamela Catton (Princess Margaret Hospital, Toronto, Ontario, CANADA)
**10I 7** Success strategies emerging from a baccalaureate web-based online program: results of a longitudinal study  
Elaine A Gardner, Virginia Johnson and Linda Hodges* (University of Arkansas for Medical Sciences, College of Nursing, Little Rock, Arkansas, USA)

**10I 8** The Lesson Registration System.NET: a new way to distribute computer-based training  
P M Bloemendaal*, S Eggermont, E M Schoonderwaldt and A J M de Man (LUMC Afdeling Heelkunde Onderwijs, Department of Surgery, Leiden, NETHERLANDS)

**10I 9** Reusable learning objects: knowledge recycled  
Anwar Kamal, Kamal Sallih and John Paul Evangel Judson* (International Medical University, Kuala Lumpur, MALAYSIA)

**10I 10** Medilingua.de – English for medical purposes  
Petra Neumeier*, Anne Bussmann*, Silbille Nalezinski and Matthias Holzer (Project Medilingua.de, Ludwigs-Maximilians-Universitat Munchen, Munich, GERMANY)

**10I 11** Streaming video technique as a new innovation for veterinary studies and continuing education  
J P Ehlers*, Jutta Friker, Julia Rankl and R Stolla (Veterinary Clinic for Gynaecology and Obstetrics, Munich, GERMANY)

**10I 12** Impact of modern audio-visual aids and ‘uptodate’ on medicine morning report  
Tara Jaffery*, K H M Quadri, Ali Jawar and Nasir Khokar (Shifa College of Medicine, Islamabad, PAKISTAN)

**10I 13** Survey of users of a traditional closed library versus an open library system with an electronic information center  
A Ebrahimi*, M Heidari, M Modarresi and M Meshkibaf (Fasa University of Medical Sciences, Fasa, IRAN)

**10I 14** Students tutorial using e-mail  
Nancy E Fernandez-Garza (Facultad de Medicina, Universidad Autonoma de Nuevo Leon, Monterrey, MEXICO)

**10I 15** Palliative care web-based tutorial for residents  
Michele Lee* and Carla Herman (University of New Mexico, Department of Family and Community Medicine, Albuquerque, New Mexico, USA)

**10I 16** Online education with LA Medica in Nephrology and Heart Surgery – e-learning experience within a traditional curriculum  
S Stracke*, H Hoeppler, A Hannekum, F Keller and R Friedl (University of Ulm, Division of Nephrology, Ulm, GERMANY)

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**10J** Posters: Problem-based Learning

**10J 1** “Learning resource centre ward rounds” bring reality to problem-based learning  
Ulla Hedstrom (UAE University, Faculty of Medicine, Al Ain, UNITED ARAB EMIRATES)

**10J 2** Problem-based learning using a human patient simulator in the preclinical curriculum  
John L Szarek* and Ian Winston (Department of Pharmacology, Ross University School of Medicine, Edison, New Jersey, USA)

**10J 3** What medical students think about rotating tutors: experience at Khon Kaen University, Thailand  
Napa Limratana*, Chawalit Pairojkul and Charnchai Panthongviriyakul (Khon Kaen University, Faculty of Medicine, Khon Kaen, THAILAND)

**10J 4** The place of problem-based learning in dental education at the School of Dentistry of Ondokuz Mayis University  
Hulya Kopulu, Gonca Keles*, Mahmut Sumer, Bilinc Bulucu, Fikret Yilmaz, A Finar Sumer and Tamer Akca (Ondokuz Mayis University, School of Dentistry, Kurupelit, Samsun, TURKEY)
10J 5  Is Problem-Based Learning the way forward for the foundation programme?
Maggie Hunter (University of Nottingham, Unit for Professional Development, Nottingham, UK)

10J 6  Surveying the effect of readiness for self-directed learning on problem-based learning in General Practice trainees
E Nouhi*, F Azizi and F Arshadi (Medical Education Development Center, Kerman, IRAN)

10J 7  The DIPOL® curriculum – the 5th year of the new approach in medical education at Dresden Medical Faculty
Margret Tiebel*, Oliver Tiebel and Peter Dieter (Dean’s Office, Medizinische Fakultät, Carl Gustav Carus Dresden, GERMANY)

10J 8  On-line evaluations of tutorials in PBL
Borge Lillebo*, Torstein Vik and Are Holen (AVIT, Medicinsk Teknisk Forskningsenter, Trondheim, NORWAY)

10J 9  Clinical rotation in pathology: description of a problem-based approach
J Bezuidenhout*, E Wasserman, E Mansveld, C Meyer, G van Zyl, H Orth, A Els and W Meyer (University of Stellenbosch, Anatomical Pathology Department, Tygerberg, SOUTH AFRICA)

10J 10 Aspects of different roles in case-based learning
R Faber*, C Nikonede, D Schellberg, C Roth, A Zeuch, B Auler, W Herzog and J Juenger (Department of General Internal and Psychosomatic Medicine, University Hospital Heidelberg, GERMANY)

10J 11 The PRHO year: aspects of teaching and learning as viewed by PRHOs from old and new medical curricula
I Ryland, J Brown*, T Chapman and D Graham (Centre for Health Research and Evaluation, Edgehill College, Ormskirk, UK)

10J 12 Revising a medical PBL-curriculum: the Linkoping strategy
Christina Eintrei*, Bjorn Bergdahl, Anna Fyrenius, Per Hultman and Elvar Theodorsson (Faculty of Health Sciences, Department of Internal Medicine, University of Linköping, SWEDEN)

10J 13 Teaching human genetics in a PBL-based curriculum of the Charité – a paradigm for basic science education in reformed and traditional curricula
Ute Tautenhahn* and Jorg Pelz (Charité, Medical Faculty of the Humboldt University Berlin, GERMANY)

10J 14 The views of PBL tutors on PBL tutor workshops
Çorapçýoðlu T., Tiryaki Aydýntuð O*, Demircen M., Palaoðlu Ö., Kemahlý S., Aktuð T., Demirel-Yýlmaz E., Ayhan Y.H. (Ankara University, Faculty of Medicine, Ankara, TURKEY)

10J 15 Interactive sessions using keypad-based technology and 24/7 learning system is an alternative to large group teaching in a Gastroenterology course
Robinson Gonzalez*, Julieta Klassen, Ana Wright and Rodrigo Moreno (Catholic University, Santiago, CHILE)

10J 16 The Case Method: teaching the teachers
Martin Stjernquist* and Elizabeth Crang-Svalenius (Department of Obstetrics & Gynaecology, University Hospital MÅS, Malmo, SWEDEN)

10J 17 From tutorial room to the wards: making problems to help the transition to internship
Ruy Souza, Fernando Menezes*, Lucia Camarotti and Antonio Sansevero (Federal University of Roraima, Boa Vista-Roraima, BRAZIL)

10K 1 Developing cultural competency through an international, multidisciplinary, immersion-learning experience
Brenda Hage*, Fred Croop and John Kachurick (College Misericordia, Nursing Department, Dallas, Pennsylvania, USA)
10K 2 The importance of individual studying by students in future curricula in European convergence
A Valles*, T Estrach, J Perez and S Albaina (Facultat de Medicina V.B., University of Barcelona, SPAIN)

10K 3 Impact of implementation of the credit transfer system on medical education
I Kulmagambetov and F Nurmanbetova* and Sh Kalieva (Karaganda State Medical Academy, Karaganda, KAZAKHSTAN)

10K 4 Learning outcomes and learning process in international health electives: an explorative study
S Niemantsverdriet*, C P M Van der Vleuten, G D Majoor and A J J A Scherpbier (Maastricht University, Department of Educational Development and Research, Maastricht, NETHERLANDS)

10K 5 Undergraduate educational system (preparatory course) in St Petersburg State Medical Academy for foreign students
A Shabrov, G Chernova, N Denisenko* and A Zaharov (St Petersburg Medical State Academy, St Petersburg, RUSSIA)

10K 6 Is the new licensure order in Germany useful for the development of competency-based curricula?
Wolfgang Oechsner* and Johannes Forster (University Hospital of Ulm, Department of Cardiac Anesthesia, Ulm, GERMANY)

10K 7 Acquisition of learning outcomes by students at the medical school of the University of Barcelona: a self evaluation
J A Bombi, F Cardellach, M T Estrach, C Gomar, A Gual, F Pons and J Pales* (Universidad de Barcelona, Facultat de Medicina, Barcelona, SPAIN)

10K 8 Lessons learned about learning objectives from the behaviourists
Anne Mette Moercke* and Berit Eika (Aarhus University, Viborg, DENMARK)

10K 9 Developing a taxonomy of non-technical skills for surgeons
S Yule, S Paterson-Brown, N Maran* and R Fun (University of Aberdeen, School of Psychology, Aberdeen, UK)

10K 10 What makes a good doctor? A survey of final year medical students
Jeremy Lim* and Chay Hoon Tan (Singapore, REPUBLIC OF SINGAPORE)

10K 11 Clarifying content, competencies and contract of a new integrated HUB curriculum for dentistry
Iona Ismail-Wesso (Department of Medical Biosciences, University of Western Cape, Bellville, SOUTH AFRICA)

10K 12 The use of the Delphi method to develop a core curriculum
Gudrun Edgren (Lund University, Medical Faculty, Office of Medical Education, Lund, SWEDEN)

10K 13 Assessing the relation between educational objectives and testing in the course physiology 1&2: medical students’ and teachers’ viewpoints
Seidighe Najafipour*, K Eravani and P Zareeian (Motahhary Clinic, Shiraz, IRAN)

10K 14 Factors influencing the learning of refugee doctors on teaching programmes in the UK
Majid Jali and Rosslyne Freeman* (Wessex Deanery, Bournemouth, UK)

10K 15 Do refugee doctors have learning needs apart from what is learnt for the PLAB exam?
R. J Morris*, J S Watson and S A Cherooth (Centre for General Practice and Primary Care, Barts and the Royal London, Queen Mary’s School of Medicine & Dentistry, London, UK)

10M Workshop: Assessment in PBL medical schools: what are we measuring?
1030-1200 (see abstract page 4.172)
Ara Tekian (University of Illinois at Chicago, USA), Mathieu Nendaz (University of Geneva, SWITZERLAND)
Location: Carrick 1

10N Workshop: Developing a learning culture
1030-1200 (see abstract page 4.172)
David Pearson, Lynn Stinson and Beverley Lucas (Bradford City Teaching NHS Primary Care Trust, UK)
Location: Carrick 3
10O Workshop: Principles and Practice of e-Portfolios
1030-1200 (see abstract page 4.172)
Tony McDonald, Geoff Hammond and Simon Cotterill (University of Newcastle-upon-Tyne, UK)
Location: Ochil 1

10Q Meet the Expert: Donald Melnick
1030-1200 (biography to follow)
Location: Gladsmuir Room
1200-1300 LUNCH (special diets as for previous days)

1300-1530 SESSION 11

Plenary 4 Creative Thinking
Chairperson: Ronald M Harden
Location: Pentland Auditorium
1300-1345 11A Designing software for self-organising information systems like the human brain
Edward de Bono
1345-1430 Sir Alan Langlands (Principal and Vice Chancellor, University of Dundee and former Chief Executive of the NHS in England) and Dr Kamal Salih (Chairman of International Medical University, Malaysia and former Executive Director of the Malaysian Institute of Economic Research (MIER)) and Professor Geoff Norman, McMaster University talk with Edward de Bono
1430-1515 Spotlight on:
11B 1 Learning Outcomes Reviewer: John Simpson
11B 2 E-learning Reviewer: Rachel Ellaway
11B 3 Problem-based learning Reviewer: Geoff Norman
11B 4 Peer learning Reviewer: Student group
11B 5 Portfolio assessment Reviewer: Margery Davis
11B 6 Professionalism Reviewer: David Stern
11B 7 Globalisation and international standards Reviewer: Hans Karle
11B 8 CPD Reviewer: Lesley Southgate
11B 9 Multiprofessional education Reviewer: Marilyn Hammick

1515-1530 Presentation of Medical Teacher Poster Prize and AMEE Poster Quiz
Margarita Barón-Maldonado

1530 Close of Conference, and a look ahead to AMEE 2005 in Amsterdam

1545 Coaches leave EICC for Pollock Halls, Bonham, Rothesay, Channings and Greens Hotel
(for ticket holders only)

1545-1745 BEME Steering Group Meeting (Invitation Only)
Location: EICC - Sutra Room

Please remember to complete and return your Conference, Workshop and Poster Evaluation Forms, either to the registration desk on departure or by sending them to the AMEE Office following the Conference.
Accommodation

All enquiries relating to reservations should be directed to:

Travel Scot World
5 South Charlotte Street
Edinburgh EH2 4AN
Scotland, UK
Tel: +44 (0)131 226 3246
Fax: +44 (0)131 220 1271
Email: cristina@travelscotworld.co.uk
Website: http://www.travelscotworld.co.uk/AMEE

Please note that new accommodation bookings at Pollock Halls of Residence should be made direct with Edinburgh First (the accommodation agency of the University of Edinburgh): http://www.edinburghfirst.com/

Social programme

Please contact Travel Scot World (details above) to book tour tickets. A member of staff will be available at certain times throughout the Conference for on-site help and bookings.

Saturday 4 September

Loch Lomond and Glasgow

After driving westwards through Glasgow and up the west side of the lovely Loch Lomond – known as the ‘Queen of Scottish Lakes’ and the largest waterway in Great Britain at 23 miles long, you will then take a boat trip on the Loch, starting at the pretty village of Luss which shows off the wonderful scenery. Soft green hills roll away from the bonny banks in the south and further north, wooded mountains climb dramatically from its shores, with Ben Lomond rising in the east. Afterwards you will then follow a panoramic tour of Glasgow to see Scotland’s largest city, and a visit to the Burrell Collection, an award-winning building which houses a world famous collection gifted to Glasgow by Sir William and Lady Burrell.

Price: £33.00 per person (includes transport, qualified English-speaking guide and entrance fees to attractions).
Lunch is not provided although there are various options to purchase lunch on the tour.
Duration: depart from EICC at 0900 hrs and return to EICC at 1730 hrs

Edinburgh City Tour

Driving to Edinburgh Castle, then along the Royal Mile, past St Giles’ Cathedral, City Chambers, John Knox’s house and Holyrood Palace, you will then continue through Holyrood Park which has extensive views over the city, continuing through the Georgian New Town dating from the 18th Century, with the conserved architecture of Charlotte Square, as well as Princes Street and the Scott Monument.

Price: £15.00 per person (includes coach transport and qualified English-speaking guide)
Duration: depart from EICC at 1300 hrs and return at 1700 hrs

A round of golf

Transport to Marriott Dalmahoy Country Club, about 7 miles west of Edinburgh to play on either the West Course (5168 yds, par 68, with narrow fairways and small greens) or the East Course (6684 yds, par 72, Championship Course with minimum handicap of 24). Reserved tee-times. Clubs may be hired for around £10.

Price: West Course: £70.00 per person; East Course: £95.00 per person, both including transport.
Duration: To be confirmed.

Note: Travel Scot World can meet individual golfing requests – please contact them for further information.
Evening walking tours

**Option 1:** Ghost Walk
Experience a dramatic, educational and entertaining walk around Edinburgh’s Old Town and discover some of Edinburgh’s most haunted secrets! Tour starts at Mercat Cross on the Royal Mile. (note: tour is entirely on foot)

- Duration: 2 hours; depart from Mercat Cross at either 2000 hrs or 2130 hours
- Price: £7.50 per person for 2000 hrs departure; £6.00 per person for 2130 hrs departure

**Option 2:** The Edinburgh Literary Pub Tour
Explore 300 years of Scottish writing, following in the footsteps of Scott, Burns, Stevenson and the writers of today. Led by actors, this two hour walk starting at the Beehive Inn in the Grassmarket offers a glimpse of Edinburgh’s rich literary history, through the city’s winding streets, courtyards and taverns, full of legends and poetry. The tour includes visits to local pubs (bars) where guests must pay for their own drinks. (Note: tour is entirely on foot.)

- Duration: 2 hours; depart from Beehive Inn in the Grassmarket at 1930 hours
- Price: £8.50 per person

**Sunday 5 September**

**Stirling Castle and The Famous Grouse Experience**
Drive west passing the Palace of Linlithgow, the birthplace of Mary Queen of Scots, and then on to the historic Royal Burgh Town of Stirling, which stands on the bend of the River Forth, and is known as the ‘Gateway to the Highlands’ owing to its strategic position. You will visit Stirling Castle which stands on a 250ft rock overlooking the area and has dominated much of Scotland’s vivid history. You will then continue to the picturesque village of Crieff to visit The Famous Grouse Experience, an innovative whisky experience maintaining the tradition of Scotland’s Oldest Distillery. Discover the secrets of whisky making and ‘take a dram’ of the Famous Grouse whisky.

- Price includes transport, qualified English-speaking guide and entrance fees to attractions. Lunch is not provided although there are various options to purchase lunch on the tour.
- Duration: depart from EICC at 0900 hrs and return to EICC at 1730 hrs
- Price: £42.00 per person

**Britannia and Port of Leith**
Driving to Edinburgh’s historic port you will see the splendid buildings of the old town on the Water of Leith, as well as the exciting new developments including the Scottish Executive Offices. You will see the former Royal Yacht Britannia, which now occupies a permanent berth in Leith.

- Price includes coach transport and qualified English speaking guide.
- Duration: Departing from EICC at 1400 hrs and return at 1730 hrs
- Price: £23.00 per person

**Opening Reception at Our Dynamic Earth**
- included in registration fee for participants and registered accompanying persons

Few formalities and lots of enjoyment! Drinks and canapés in the foyer of Edinburgh’s spectacular attraction, followed by the chance to experience with all your senses the various stages of the Earth’s development. There will be a few surprises too! (Please note this is intended as a light snack, not a full meal).

Tickets will be included in the registration packs. Transport will be provided from Conference hotels, although it is possible to walk to Dynamic Earth from city centre locations (see map on page 1.18).

**Note:** It is essential that participants who have not booked accommodation through Travel Scot World and who wish to take advantage of the coaches provided let the AMEE Office know, on the selection form provided, the conference hotel at which they will meet the coach. Tickets will be provided.
Monday 6 September

**Pitlochry and Blair Castle**
Leaving Edinburgh and crossing the Forth Estuary via the famous Forth Suspension Road Bridge, you travel north via Perth situated on the banks of the River Tay and continue through beautiful scenery to the town of Pitlochry, often referred to as the gateway to the Highlands. You will visit Blair Castle, the last castle in Britain to be besieged, and containing fine collections of furniture, portraits, lace, china, arms, armour, Jacobite relics and Masonic regalia. Then you will travel into Pitlochry itself, to visit one of the local whisky distilleries – either Blair Athol or Edradour, to see the production of Scotland’s most famous export – and of course a chance to sample the whisky!

Price includes transport, qualified English-speaking guide and entrance fees to attractions. Lunch is not provided although there are various options to purchase lunch on the tour.

Duration: depart from EICC at 0900 hrs and return to EICC at 1730 hrs

Price: £38.50 per person

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**Evening walking tours**

**Option 1:** Ghost Walk
(Details as for Saturday, above)

- Depart from Mercat Cross at either 2000 hrs or 2130 hours
- Price: £7.50 per person for 2000 hrs departure – *this option now full*; £6.00 per person for 2130 hrs departure

**Option 2:** The Edinburgh Literary Pub Tour
(Details as for Saturday, above)

- Depart from Beehive Inn in the Grassmarket at 1930 hours
- Price: £8.50 per person

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**Evening Reception – Royal College of General Practitioners**
The Scottish Council of the RCGPs invites General Practitioners/Family Medicine Practitioners and others interested in GP/FM education to a drinks reception at RCGP Scotland, 25 Queen Street, Edinburgh, to hear more about postgraduate and continuing education in the UK, to meet colleagues from all over the world and to share ideas and experiences.

Please sign up for this event and receive full details at the AMEE Registration Desk on arrival. Entry by ticket only – numbers are limited.

- Duration: 1900-2100 (transport not provided)
- Price: No charge

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Tuesday 7 September

**Fife, St Andrews and Scone Palace**
Crossing the Forth Estuary via the famous Forth Road Bridge, you will follow the east coast of Fife, passing through the quaint small fishing villages of Largo, Pittenweem, Anstruther and Crail. You will arrive in St Andrews, world renowned for its golf courses and boasting Scotland’s oldest university founded in 1410, where there is a chance to see the imposing cliff-top ruin of the 12th century cathedral, testifying to the importance of St Andrews as the ecclesiastical centre of Scotland throughout the Middle Ages. After lunch you will continue via Perth, former capital of Scotland for a century until 1437, to Scone Palace, private home of the Earl and Countess of Mansfield and the former coronation site of Scottish Kings.

Price includes transport, a qualified English-speaking guide and entrance fees to attractions. Lunch is not provided although there are various options to purchase lunch on the tour.

- Duration: depart from EICC at 0900 hrs and return to EICC at 1700 hrs
- Price: £37.00 per person
Tuesday 7 September continued

Conference dinner with entertainment and dancing – **sorry, sold out!**

A traditional Scottish evening in the converted Stables of this beautiful 17th Century estate. Enjoy an excellent meal of local produce followed by entertainment, including the chance to try some Scottish country dancing to one of the best ceilidh bands in Scotland.

Duration: 1930-2330 hours
Price: £52.00 per person, to include transport from conference hotels – drink on arrival, dinner with wine and entertainment.

**Note:** It is essential that participants who have not booked accommodation through Travel Scot World and who wish to take advantage of the coaches provided let the AMEE Office know, on the selection form provided, the conference hotel at which they will meet the coach. Tickets will be provided.

Wednesday 8 September

**Edinburgh Crystal Factory and Rosslyn Chapel**

Edinburgh crystal is known throughout the world and dates back to the 17th century. There is a wide range of crystal on display, and a factory shop for those last minute gifts. The 15th century Rosslyn Chapel is one of the most attractive and historic churches in Scotland.

Price includes transport, qualified English-speaking guide and entrance fees to attractions.

Duration: depart from EICC at 0900 hrs and return to EICC at 1230 hrs
Price: £26.00 per person

**Evening walking tours**

**Option 1: Ghost Walk**

(Details as for Saturday, above)

Duration: Depart from Mercat Cross at either 2000 hrs or 2130 hours
Price: £7.50 per person for 2000 hrs departure
£6.00 per person for 2130 hrs departure

**Option 2: The Edinburgh Literary Pub Tour**

(Details as for Saturday, above)

Depart from Beehive Inn in the Grassmarket at 1930 hours
Price: £8.50 per person

Cancellation policy for tours: On receiving confirmation from Travel Scot World of your reservation of a place on any of the tours or evening events, the full amount for that event should be paid to the Company. Only if a tour is cancelled due to lack of numbers will a full refund be given.

Travel Scot World will be pleased to help participants wishing to arrange customised visits and tours during their stay in Scotland.

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