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Contact: Richard Neal
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Mobile: +423 683 179 852

Turning Technologies, LLC - America
241 Federal Plaza West
Youngstown, OH 44503, USA
Phone: +1 330-746-3015
Fax: +1 330-746-6883

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### Pre-Conference Sessions

**Thursday 14th and Friday 15th September 2006**

*Cotone Congressi*

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**Challenges to the `construct’ of validity**

**Attracting participation in faculty development**

**Personal and professional development**

**Evaluating the evidence**

**VIEW: Clinical competency, training and assessment**

**Setting defensible performance standards on OSCE**

**Bedside teaching is fun**

**Using humour to tap multiple intelligences**

**Hands-on approach to training SPs**

**Collegial dispute**

**1100-1400 hrs**

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**Using global rating scales in assessment**

**Developing teaching in clinical contexts**

**Mini CEX (repeat workshop)**

**Hands-on approach to training SPs**

**Collegial dispute**

**1100-1400 hrs**

**...continued**

**...continued**

**...continued**

**...continued**

**...continued**
### Conference Sessions
**Saturday 16th September 2006**

**Cotone Congressi and Jolly Marina Hotel**

#### Session 1
**Saturday 16th September 2006**
**0815-1030 hrs**
**Plenary 1**
**Teaching and learning in medicine**

**Coffee at Cotone Congressi and Jolly Marina**

#### Session 2
**Saturday 16th September 2006**
**1100-1230 hrs**
**Symposium 1**
**Assessment of work**
**Curriculum planning 1**
**Communication skills 1**
**Facility development 1**
**Professionalism 1**
**International med ed 1**
**Bologna**

**Assessment of work**
**Curriculum planning 1**
**Communication skills 1**
**Facility development 1**
**Professionalism 1**
**International med ed 1**
**Bologna**

**Coffee at Cotone Congressi and Jolly Marina**

#### Session 3
**Saturday 16th September 2006**
**1430-1600 hrs**
**Symposium 2**
**Simulation**
**Curriculum planning 2**
**Assessment 1: Use of feedback 1**
**Professionalism 2**
**Community oriented medical education 1**
**Student support**

**Simulation**
**Curriculum planning 2**
**Assessment 1: Use of feedback 1**
**Professionalism 2**
**Community oriented medical education 1**
**Student support**

**Coffee at Cotone Congressi and Jolly Marina**

#### Session 4
**Saturday 16th September 2006**
**1630-1800 hrs**
**Symposium 3**
**Research**
**Curriculum evaluation 1**
**Assessment 2: Use of feedback 2**
**Professionalism 3**
**Community oriented medical education 2**
**Fringe 1**

**Research**
**Curriculum evaluation 1**
**Assessment 2: Use of feedback 2**
**Professionalism 3**
**Community oriented medical education 2**
**Fringe 1**

**Coffee at Cotone Congressi and Jolly Marina**
# Conference Sessions

**Sunday 17th September 2006**

**Cotone Congressi and Jolly Marina Hotel**

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**Coffee at Cotone Congressi and Jolly Marina**

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**Coffee at Cotone Congressi and Jolly Marina**
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Welcome to AMEE 2006

Thank you for registering for AMEE 2006, and we look forward to your participation.

Once again we have over 1800 participants from 75 countries throughout the world who have come to Genoa to take part in what has become the largest annual international medical and health care professions conference in the world.

This year we have:

- almost 600 participants taking part in pre-conference activities including half-day and full-day workshops, and the two-day SMILE 2006 Symposium on Medical Interactive e-Learning in Sestri Levante
- 7 plenary presentations
- 8 symposia
- 360 short communication presentations
- 490 poster presentations
- 48 conference workshops
- 7 Fringe presentations
- 2 Technology Petting Sessions
- 7 Spotlight presentations

We have tried to make the programme as comprehensive as possible, and to provide all the information you may need. If you have any questions the AMEE Office will be pleased to help either in advance or at the Registration Desk during the conference.

We hope you enjoy the Conference!

AMEE Executive and Secretariat

AMEE Executive Committee:
Margarita Barón-Maldonado (President)
Ronald M Harden (Secretary/Treasurer)
Jadwiga Mirecka
R Peter Nippert
Madalena Patrício
Charlotte Ringsted
Trudie Roberts
Herman van Rossum
Hans Jacob Westbye (Student Representative)
Hans Karle (WFME)
Jorgen Nystrup

AMEE Secretariat:
Pat Lilley (Administrator)
Tracey Martin (Admin Assistant)
Natalie Davie (Secretary)
The venue for AMEE 2006

The Conference sessions including pre-conference workshops will be held at:

Cotone Congressi Genova  
Tel:  +39.010.2485611  
Porto Antico  
Fax:  +39.010.2758929  
Genoa  
E-mail: cotonecongressi@cotonecongressi.it  
Italy  
Web:  www.cotonecongressi.it

Some of the conference workshops will take place at the Jolly Marina Hotel, an 8-10 minute walk away. Coach transport is also provided between the venues between sessions.

See map on page 18.

Symposium on Medical Interactive e-Learning (SMILE 2006)

SMILE 2006 is a major pre-conference activity taking place at the MediaTerraneo Conference Center in Sestri Levante, a 50 minute ride from the main AMEE event in Genoa. Pre-registration is essential and SMILE 2006 is now fully subscribed. A separate programme and abstract book is available for registered participants giving full information (see www.amee.org).

AMEE 2006 Pre-Conference Workshops

Pre-Conference workshops will take place on the afternoon of Thursday 14 and all day on Friday 15 September at Cotone Congressi Genova. Pre-registration is essential and all workshops are now full. Please see pages 21-24 for location of pre-conference workshops.

Registration Desk opening hours

Location: Maestrale Foyer  
Thursday 14 September 1500-1800 (participants attending afternoon pre-conference workshops may register between 1330-1400 hrs)  
Friday 15 September 0730-2000; (1800-2000 collection of registration materials only)  
Saturday 16 September 0730-1830  
Sunday 17 September 0730-1830  
Monday 18 September 0730-1615

On-site payments

Participants who have made an arrangement to pay their registration fee at the desk are asked to pay by credit card or in Euros. Please note that from 1800 hrs on Friday the registration desk will be open only for collection of registration materials, and no payment facilities will be available at this time.

Accommodation and Tours

ATI tra SKYLINE e TOP CONGRESS – PR is the Agency arranging hotels, social events and tours for AMEE 2006:

ATI tra SKYLINE e TOP CONGRESS – PR  
Fax:  +39 010 532858  
Piazza G Alessi, 2/1  
16128 Genova  
ITALY  
Email:  topcong@tin.it  
Web:  www.topcongresspr.it/amee2006
Almost all of the conference hotels are within a 20-35 minutes' walk of Cotone Congressi. For the following hotels located a significant distance away (AC, Grand Hotel Arenzano, Punta San Martino and San Biagio) transport is provided morning and evening from 14-19 September. Hotel accommodation is now very limited, and participants are urged to contact the Agency immediately if they still need to book accommodation.

Tickets for some tours are still available and may be purchased on site.

Tickets for social events on Saturday and Sunday are still available from ATI tra SKYLINE e TOP CONGRESS – PR.

Representatives will be available at the following times at their desk located in Grecale Foyer:

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Credit cards and currency exchange

The currency in Italy is Euros (€). At the time of going to press one Euro is equivalent to 0.68 Pounds Sterling and US$ 1.28. All major credit cards are widely accepted in Italy (Visa, Mastercard, American Express, etc.). Banks in Italy are open Monday to Friday from 8.30 am to 1.30 pm and from approximately 3.00 pm to 4.30 pm. Some banks are also open on Saturday morning until 1.30 pm. Banks are closed on Sundays and national holidays. Travellers’ cheques can be exchanged at most hotels and shops and at the foreign exchange offices in main railway stations and at the airport.

Climate

The weather in Genoa in mid September is generally warm and sunny, with daytime temperatures between 18-24°C.

Health and accident insurance

Participants are reminded that they should make sure they have appropriate insurance cover for themselves and their possessions before leaving their home country.

Electrical supply

The electric current in Italy is 220V and the cycle is 50Hz. Plugs have round pins and an adapter plug is necessary. International adapters can be bought in major electrical shops and at airports. Power sockets have two or three holes and do not have individual switches.

Smoking policy

New restrictions for the protection of health now apply - smoking is not allowed in places that can generally be defined as “public”: airports, post offices, banks, hospitals, cinemas, theatres, shops, museums, etc.

Smoking is not allowed in restaurants and bars unless they have separate air-conditioned areas for smokers. The Conference venues are all strictly non-smoking.

Where to eat in Genoa

Some recommendations for places to eat in Genoa will be available at the Registration Desk.

Gratuities: A cover charge (coperto) of around €2 per person is usually added to the bill in restaurants to cover the cost of the table dressing and bread. Service is sometimes added to the bill. If not, it is customary to leave a tip of between 5% to 10%. See www.acena.it for more information.
**Special diets**

Registered delegates with special dietary needs should notify the AMEE Office at least 2 weeks before the Conference if they have not already done so, in order that arrangements can be made with the Catering Department. Special lunch tickets will be included in the conference pack. A vegetarian option is always available and no special request needs to be made. We are unfortunately unable to meet special dietary requests for those who register on site.

**Disabled participants**

Participants with disabilities are asked to contact the AMEE Office in advance of the Conference so that appropriate arrangements can be made.

**Information for students**

We look forward to welcoming students to AMEE 2006. We’re also pleased to have a large group of international students helping during the conference sessions. The student coordinator is Hans Jacob Westbye (hans.westbye@student.iub.no). Students wishing to find out more about student activities are asked to email Hans Jacob.

**Children**

Children are not permitted to attend any of the academic sessions and should not be left unaccompanied at any time in Cotone Congressi.
Information about the Academic Programme

Language

All conference sessions will be conducted in English

Plenary sessions

A plenary session will take place on each day. There will be the opportunity to pose questions to speakers immediately after each presentation, and a longer discussion time has been allocated at the end of each session.

Symposia

Eight symposia are included in the programme:

- 2A The assessment of work
- 3A Simulation in medical education
- 4A Research in medical education
- 6A Medical education and healthcare needs
- 7A Curriculum planning
- 8A The student in difficulty
- 9A Patient safety education
- 10A Educational theories that can provide a greater understanding of medical education

In each symposium, members of the panel will make very brief presentations and highlight points for discussion. We very much welcome receiving questions in advance relating to any of the above symposia. These will be sent to the panel beforehand. Please submit your questions to the AMEE Office as soon as possible.

Spotlights

Seven ‘Spotlight’ topics have been selected. In the final plenary session the Spotlight presenters will summarise the take-home messages from the Conference on these topics – for topics and presenters see page 100.

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 (see page 8 for audio-visual information)

- 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 opening discussant (where appointed) to lead off the discussion;
- Please speak slowly and clearly, remembering that for many in your audience English may not be their first language;
- Ensure your 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.
Role of the chairpersons of short communication sessions

• Before the session starts, check that the presenters and opening discussant (if one has been appointed) are present; any last minute changes to the programme will be provided immediately before the session starts;
• 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 questions between presentations;
• When all presentations have been given, ask the opening discussant (where appointed) to lead off the discussion;
• 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;
• Draw the session to a close and thank participants.

Role of the opening discussant 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 3 minutes;
• Facilitate the discussion as appropriate.

Posters

Poster presentations are an important part of the AMEE Conference in terms of communicating ideas about new approaches to education and reports of research studies and other work done in the area. Themed presentation sessions have been included in the programme. Each session will have a chairperson.

Poster mounting and specification

When to erect your poster: Please bring your poster with you – there is no need to send it to us in advance. Posters should be mounted on Friday 15 September from 1400-1730 hrs or between 0730-1000 hrs on Saturday 16 September (in order to qualify for entry to the Poster Prize competition – see below). Posters should be removed between 1300-1630 hrs on Monday 18 September.

Where to erect your poster: Posters will be mounted in Module 8, first, second and third floors and are available for viewing throughout the Conference. Poster sessions and their location are given in the programme. Each board will be labelled with the identification number, poster title and name of author(s). Fixing materials will be provided.

Size of poster: Posters should be a maximum height of 1.50 metres and maximum width of 95 cm (i.e. portrait).

Structure of poster sessions and role of chairperson

The entire session will take place around the boards. Presenters should meet the chairperson by the Poster Boards in the designated area, ten minutes before the scheduled start of the session. The chairperson will lead the group around the boards, introducing each presenter, who will give a 2 minute introduction to his/her poster. This will be followed by a short period for questions and discussion. Any time at the end of the session could be used for discussion or for individual viewing.

Availability of poster presenters: In addition to the formal poster presentation session, presenters are encouraged to be available by their poster at some time during lunch and/or coffee breaks. It is helpful to fix a note to your poster board indicating when you will be available if anyone wishes to discuss your poster outside of the scheduled session.

Medical Teacher Poster Prize

A prize of £250 or free registration for AMEE 2007 in Trondheim, Norway, will be awarded by Taylor & Francis, publishers of Medical Teacher, for the best poster, as judged by an invited committee, and based on a set of criteria given on the AMEE website and summarised 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. The committee will consist of conference participants including teachers and students, led by Professor Herman van Rossum from Vrije Universiteit, Amsterdam.

Please see the conference page of the AMEE website for hints on preparing posters and the criteria used for judging posters.
AMEE Poster Quiz

All participants are eligible to enter the poster quiz, consisting of questions that can be answered by looking at the posters as mounted, rather than reading the abstracts. 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 Sunday 17 September. The winner will receive one year’s AMEE membership, including Medical Teacher in hard copy and online formats, to be announced in the final plenary session.

Conference Workshops

Abstracts for conference workshops are included in the abstract book. Places in conference workshops may be reserved in advance by returning the workshop selection form which can be found on the website (www.amee.org) to the AMEE Office between 18 August and 1 September, when pre-booking will close. Forms returned after this date will not be processed. A few tickets for each conference workshop will be available at the AMEE Registration desk during the conference on a first come, first served basis. Entry to workshops 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. Some of the conference workshops take place at Jolly Marina Hotel, a short walk away. A shuttle bus is also provided between sessions.

AMEE Fringe

The AMEE Fringe 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 4 on Saturday 16 and Session 8 on Sunday 17 September.

Technology Petting Sessions

This is a new feature at AMEE conferences, to allow participants the opportunity to try out a new simulation or technology and talk with the innovator. These sessions will be held on Saturday and Sunday afternoons in the Exhibition Area, Module 6, second floor.

Audio-visual provision

All plenary, symposia, short communication, Fringe and conference* and pre-conference workshop presenters are asked to check in with the technicians in the Speaker Ready Room (Module 8, First floor), whether or not you have a PowerPoint presentation. Technicians are available at the following times:

- Thursday 1200-1700 hrs
- Friday 0800-1800 hrs
- Saturday 0800-1800 hrs
- Sunday 0800-1800 hrs
- Monday 0800-1300 hrs

A computer and data projector/beamer are provided in all presentation rooms and presenters are strongly encouraged to use this form of presentation.

Please note that it is not possible to use your own computer for symposia, short communications and Fringe presentations to avoid delays due to changeover. If software other than PowerPoint is required for your presentation, or if sound is incorporated, please contact the AMEE Office as soon as possible.

Presentations should be given to the technician in the Speaker Ready Room on CD, zip or USB storage device the day before your presentation, or minimum 4 hours before the start of your session. Please name your file as follows: Session code and your family name, e.g. “2T6 Smith”.

* Separate arrangements apply for organisers of conference workshops in the Jolly Marina Hotel who will be contacted in advance of the conference.

Conference evaluation

Some sessions will be evaluated separately, including workshops. Evaluation forms will be handed out by workshop facilitators and may either be handed back to facilitators, handed in at the desk or faxed/mailed to the AMEE Office. A general evaluation form will be included in conference
packs which should be completed and returned to the AMEE Registration Desk or faxed/mailed back to the AMEE Office as soon as possible following the conference. All completed evaluations will be entered into a prize draw. We’re pleased to announce that Turning Technologies, sponsors of the audience response system being used throughout the Conference, are offering a fantastic prize of a 50 piece audience response system to the winner, to be drawn at end September.

**Turning Technologies Audience Response System**

We're always looking for ways of making AMEE conference sessions as interactive as possible so that members of the audience have the opportunity to contribute actively to sessions. This year we’re pleased to be working with Turning Technologies to provide an audience response system for use throughout AMEE 2006. It will be used in plenaries, symposia and in some workshops, and even on some exhibition stands. Presenters will have the opportunity to pose questions, incorporated into their PowerPoints, to which you will be invited to respond. The combined responses will then be displayed, giving immediate feedback.

Your registration pack will include a ResponseCard® keypad for use throughout AMEE 2006. Whilst it will be labelled with your name and conference registration number for our records, your responses cannot be tracked and are made anonymously. Also in your pack are some simple instructions for its use.

We ask you to take responsibility for your ResponseCard® and to make sure you hand it back in at either the AMEE registration desk or the Turning Technologies booth in the exhibition (Module 6, number 12) before you leave. AMEE must pay for any devices not handed back, and would have to pass on the charge to you, so we ask for your cooperation in this. If you don’t want to take responsibility for the device, please return it to the registration desk.

Plenary, symposia and workshop presenters wishing to use the system will be given full support by the Turning Technologies staff on site, to make sure it is used to its full potential.

If you’re interested to find out how you could use the Turning Technologies system in your own institution, staff on their exhibition booth will be pleased to help you.

We will be evaluating use of the system to decide whether to make an audience response system a feature of future conferences.

We hope you enjoy using the ResponseCards!

**Essential Skills in Medical Education (ESME)**

An introductory teaching qualification for doctors

A fourth ESME course will take place during the Conference with Stewart Mennin as Course Director and Henk Schmidt, Sharon Krackov and Shaul Ben-David as Faculty. The course consists of a pre-conference workshop (15 September), lunchtime sessions with faculty (16-18 September) and a post-conference workshop (19 September). Participants have the option to complete a portfolio following the course. The ESME certificate is awarded upon successful completion of the portfolio. Pre-registration for ESME is essential (amee@dundee.ac.uk).

**Conference noticeboard and messages**

Please check the boards near the registration desk for updates and for personal messages.

Between Thursday 14 and Tuesday 19 September messages for the AMEE Secretariat and for conference participants may be sent to:

Tel: + 39 010 2751731  
Fax: +39 010 2751732  
Email: amee@dundee.ac.uk

**Cybercafé**

Internet access will be available in Module 9, 1st Floor, Bar Area and Module 6 Commercial Exhibition Area. Wi-Fi is not available at Cotone Congressi.
CME Accreditation and Certificates of Attendance

The UK Royal Colleges have awarded the Conference 19 CME points. A register of attendance will be available to sign, and certificates of participation will be ready for collection on Monday morning at coffee break for delegates who were pre-registered.

Please note that Italian CME points have not been applied for.

Group Meetings

We are pleased to announce that the following groups will hold meetings during AMEE 2006:

**All Irish Association for Medical Education (AIM)**
Meeting to discuss setting up a medical education association in Ireland. All Irish participants are invited to attend, as well as other interested parties. The first official meeting of the newly-formed association will be held at the Faculty of Medicine and Health Sciences, NUI Galway on Saturday the 11th of November 2006.

- Date: Friday 15 September
- Time: 1730-1830 hrs
- Venue: Zefiro Room, Cotone Congressi

**Cardiff University Alumni Association**  Lunch meeting (invitation only)

- Date: Saturday 16 September
- Time: 1245-1415 hrs
- Venue: Module 8, Ground Floor

**European Medical Association (EMA)**  (invitation only)

- Date: Saturday 16 September
- Time: 1630-1930 hrs
- Venue: Zefiro Room, Cotone Congressi

**IDEAL Consortium**  (invitation only)

- Date: Thursday 14 September
- Time: 0900-1230 hrs
- Venue: Aliseo Room, Cotone Congressi

**Institute for International Medical Education (IIME)**  Lunch meeting (invitation only)

- Date: Saturday 16 September
- Time: 1245-1415 hrs
- Venue: Aliseo Room, Cotone Congressi

**International Association of Medical Science Educators (IAMSE)**  Lunch meeting (invitation only)

- Date: Sunday 17 September
- Time: 1245-1415 hrs
- Venue: Aliseo Room, Cotone Congressi

**Medical Teacher Board Meeting**  (invitation only)

- Date: Saturday 16 September
- Time: 1100-1230 hrs
- Venue: Austro Room, Cotone Congressi

**University of Sheffield**  Meeting (invitation only)

- Date: Thursday 14 September
- Time: 0900-1700 hrs
- Venue: Tramontana Room, Cotone Congressi

**UMAP and IDEAL consortia**  Meeting (invitation only)

- Date: Sunday 17 September
- Time: 1800-1900 hrs
- Venue: Cotone Congressi, Aliseo Room
Exhibition

Commercial and academic exhibits may be mounted from 1400 hours on Friday 15 September. The exhibits are open from 0800 on Saturday 16 September until Monday 18 September at 1315 in Modules 5, 6 and 7 on the second floor. Coffee and lunch breaks are served in the exhibition area.

Commercial Exhibit Area (Modules 6 & 7, Second Floor)

Academic Medicine

Business: Journal. Leaders in medical schools and teaching hospitals turn to Academic Medicine to help them tackle complex management issues, better educate our future physicians, and improve health care. The oldest English-language journal in medical education, this monthly journal of the Association of American Medical Colleges publishes articles, perspective pieces, policy papers, and research reports that cover a full range of issues facing medical schools, teaching hospitals, and health policy agencies. The top-ranked journal in its field, Academic Medicine provides a forum for the exchange of ideas and information on management, administration, health policy, and education.

Booth No: Module 7, No 2
Contact: Natalie Palm, Academic Medicine, 2450 N Street NW, Washington DC 20037, USA. Tel: 202 828 0590. Fax: 202 828 4798. Email: npalm@aamc.org

Adam, Rouilly Limited

Business: Supply and manufacture medical teaching equipment. Adam, Rouilly offers a complete range of life-like simulators and models which form an important part of initial and ongoing training programmes for the teaching of Clinical Skills.

Booth No: Module 7, No 16
Contact: Mr Graham Fowler, Adam, Rouilly Limited, Castle Road, Eurolink Business Park, Sittingbourne, Kent, UK. Tel: +44 (0)1795 471378. Fax: +44 (0)1795 479787. Email: graham.fowler@adam-rouilly.co.uk

Association for Medical Education in Europe (AMEE)

Business: AMEE is an International Association for Medical Education with members throughout the world. AMEE's projects include BEME (www.bemecollaboration.org) ESME (www.esmeprogramme.org) and MedEdCentral (www.mededcentral.org), part of the MEDINE Thematic Network.

Booth No: Module 7, No 18
Contact: Tracey Martin, AMEE Secretariat, Tay Park House, 484 Perth Road, Dundee DD2 1LR, UK. Tel: +44 (0)1382 381953. Fax: +44 (0)1382 381987. Email: amee@dundee.ac.uk. Website: www.amee.org

Blackwell Publishing Ltd

Business: Publisher. Visit our stand to see the latest resources for medical students and junior doctors, as well as leading journals Medical Education and The Clinical Teacher.

Booth No: Module 7, No 1
Contact: Anne Weston, Blackwell Publishing Ltd, 9600 Garsington Road, Oxford OX4 2DQ, UK. Tel: +44 (0)1865 476380. Fax: +44 (0)1865 471380. Email: anne.weston@oxon.blackwellpublishing.com

B-Line Medical

Business: Software for clinical skills exam and simulation. B-Line Medical's highly automated software solutions address the complex set of challenges presented by management of clinical training facilities. Streamlining operations through centralized data capture and management, B-Line's solutions are currently in use at top medical schools and teaching hospitals across the United States, and can help improve medical education in any environment. For more information visit www.blinemedical.com.

Booth No: Module 6, No 13
Contact: Johanna Fong, B-Line Medical, PO Box 2337, Columbia MD 21045, USA. Tel: 301 768 4458. Fax: 301 576 4248. Email address: Johanna@blinemedical.com

BMJ Publishing Group


Booth No: Module 6, No 19
Contact: Rachel Harris, BMJ Publishing Group, BMA House, Tavistock Square, London WC1H 9JR, UK. Tel: +44 (0)20 7383 6862. Fax: +44 (0)20 7383 6661. Email: rharris@bmjgroup.com
Center for Research in Medical Education, University of Miami School of Medicine
Business: The UMCRME has developed proven simulation training systems used at more than 600 institutions worldwide. These include, “Harvey,” The Cardiopulmonary Patient Simulator, and UMedic Computer Curriculum.
Booth No: Module 6, No 8
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: 305 243 6491. Fax: 305 243 6136. Email: barryi@miami.edu

DxR Development Group, Inc
Business: Medical Education Software. DxR Development Group creates and publishes online medical education software, including, clinical case studies (DxR Clinician), online courseware (Integrated Medical Curriculum), and software for evaluating the standardized patient encounter (Clinical Competency Examination)
Booth No: Module 7, No 11
Contact: Hurley Myers, DxR Development Group, Inc, 148 E Pleasant Hill Road, Suite 112-1, Carbondale IL 62930, USA. Tel: 001 618 453 1140. Fax: 001 618 453 5309. Email: info@dxrgroup.com

Elsevier Ltd
Business: Publisher. Elsevier is a leading international publisher of Medical books, journals and electronic products. Browse our range of titles on display.
Booth No: Module 7, No 8/9
Contact: Michaela Kurschildgen. Elsevier Ltd, Radarweg 29, 1043 NX Amsterdam, NETHERLANDS. Tel: 31 20485 3350. Fax: 31 20 485 3809. Email: m.kurschildgen@elsevier.com

Georg Thieme Verlag, Thieme International
Business: Medical Publisher. Specialist medical publisher with production and marketing centers in Stuttgart and New York.
Booth No: Module 7, No 12
Contact: Alastair Paul, Georg Thieme Verlag, Thieme International, Ruedigerstrasse 14, 70469 Stuttgart, GERMANY. Tel: +49 711 8931 117. Fax: +49 711 8931 410. Email: alastair.paul@thieme.de

Giunti Interactive Labs
Business: Giunti Labs is the provider of Europe's leading eLearning and Mobile Learning Content Management Technology Suite, learn eXact, ideal for Medical schools, Universities, Publishers and Content Providers in general willing to self produce, manage and distribute new generation standards, xml and template based Learning Objects for Medical and Pharmaceutical Education.
Booth No: Module 7, No 14
Contact: Fabrizio Cardinali, Giunti Interactive Labs, Via Portobello SNC, Sestri Levante (GE) 16039, ITALY. Tel: 39 0185 456 018. Fax: 39 0185 433 47. Email: f.cardinali@giuntilabs.it

Informa Healthcare
Booth no: Module 7, No 3
Contact: Helen Lomas, Informa Healthcare, Telephone House, 69-77 Paul Street, London EC2A 4LQ, UK. Tel: +44 (0)207 017 6428. Fax: +44 (0)207 017 7850. Email: helen.lomas@informa.com

International Virtual Medical School (IVIMEDS)
Business: IVIMEDS is a partnership of medical schools covering 15 countries, providing online educational tools and e-learning materials which address the medical education spectrum from undergraduate to CPD. The IVIMEDS model includes support from experts in educational object design, enabling a flexible approach to development and implementation on the partner's VLE.
Booth no: Module 7, No 13
Contact: Natalie Lafferty, IVIMEDS, Tay Park House, 484 Perth Road, Dundee DD2 1LR, UK. Tel: +44 (0)1382 381963. Fax: +44 (0)1382 645748. Email: Natalie.lafferty@ivimeds.org

Koken Co., Ltd
Business: Life Simulation Models for Medical Education. Koken life simulation models garner the highest evaluations from medical professionals worldwide and contribute to ongoing improvement of medical techniques in various treatment situations.
Booth No: Module 7, No 10
Contact: Yasuhiko Shima, Koken Co., Ltd, 3-14-3, Mejiro, Toshimaku, Tokyo 171-0031, JAPAN. Tel: 81 3 3950 660. Fax: 81 3 3950 6602. Email: yshima@kokenmpc.co.jp
Kyotokagaku Co., Ltd
Booth No: Module 7, No 4/5
Contact: Yoko Endo, Kyoto Kagaku Co. Ltd, 15 Kitaneogoya-cho, Fushimi-ku, Kyoto 612-8393, JAPAN. Tel: 81 75 605 2510. Fax: 81 75 605 2519. Email: endo@kyotokagaku.co.jp

Laerdal Italia SRL
Business: Medical and Educational Equipment. Laerdal is dedicated to helping save lives with products for CPR training, airway management, advance life support training, spinal motion restriction, trauma training, monitoring, defibrillation and patient simulation.
Booth No: Module 6, No 9
Contact: Claudia Ramponi, Laerdal Italia SRL, via Piero Gobetti 52/21, 40129 Bologna, ITALY. Tel: 39 051355587. Fax: 39 051355598. Email: Claudia.ramponi@laerdal.no

LearningPartners
Business: HR Consultancy Company. LearningPartners provides a flexible web-based feedback system. Our multi-sourced feedbacksystem.net is a time efficient tool that qualifies evaluation of competences and supports overall assessment programmes.
Booth No: Module 6, No 11
Contact: Gitte Bjoerg, LearningPartners, Niels Juels Gade 41, 8200 Aarhus N, DENMARK. Tel: +45 2873 4195. Email: gb@learningpartners.dk

Limbs and Things
Business: Medical Training Models. Limbs & Things supplies training models for healthcare professionals incorporating synthetic soft tissue models, multimedia training systems and design and development service.
Booth No: Module 7, No 6
Contact: Claudia Koch, Limbs and Things, Sussex St, St Philips, Bristol BS2 0RA, UK. Tel: +44 117 311 0500. Fax: 44 117 311 0501. Email: Claudia.koch@limbsandthings.com

Marcus Sommer SOMSO Modelle
Business: Manufacturer of medical teaching aids, phantoms and anatomical models. Since 1876 manufacturer of the anatomical, zoological and botanical SOMSO Models as well as the CLA medical phantoms and nursing dolls.
Booth No: Module 7, No 15
Contact: Petra Sommer, Marcus Sommer SOMSO Modelle, Friedrich-Ruckert-Str. 54, 96450 Coburg, GERMANY. Tel: 49 9561 85740. Fax: 49 9561 857 411. Email: p.sommer@somso.de

Pharmabotics Ltd
Business: Medical Models and Simulator Makers for Clinical Skills and Medical Education. Pharmabotics manufacture soft tissue medical simulators for use in medical education and clinical skills and practical hands-on training.
Booth No: Module 6, No 10
Contact: James Owen and Michael Morris. Pharmabotics Ltd, 20, Calvert Centre, Woodmancott, Winchester, Hampshire SO21 3BN, UK. Tel: 01256 398003. Fax: 01256 398752. Email: info@pharmabotics.com

Turning Technologies, LLC
Business: Student Response System – Change your lecture and student interaction forever - simply add TurningPoint(r) software and ResponseCards(r)! Complete PowerPoint(r) integration and simple “point and click” functionality allow instructors to transform traditional PowerPoint presentations into active learning and student assessment tools. Export student scores into your enterprise learning management systems.
Booth No: Module 6, No 12
Contact: Turning Technologies LLC, International Division, 241 Federal Plaza West, Youngstown, OH 44503, USA. Tel: +1 330 746 3015; Fax: +1 330 746 6863; www.turningtechnologies.com. Richard Neal, VP International distribution. Email: rneal@turningtechnologies.com. Mobile: +423 663 179 852
Academic Exhibits Area (Module 5, Second Floor)

Association for the Study of Medical Education (ASME)
Business: Medical Education. ASME was founded in 1957 as a forum for all those involved and interested in medical education. It has over 1,200 Individual members and 90 Corporate members around the globe. Its publication Medical Education is one of the leading international medical education journals.
Booth No: Module 5, No 1
Contact: Nicky 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

Cardiff University
Business: Education
Booth No: Module 5, No 7
Contact: Zara Evans, Cardiff University, Heath Park, Cardiff CF14 4XN, UK. Tel: +44 (0)29 20 743160. Email: evanszl@cf.uk

Centre for Medical Education (CME), University of Dundee
Business: Courses in Medical Education
Booth No: Module 5, No 17
Contact: Margaret Christie, Centre Medical Education, University of Dundee, Tay Park House, 484 Perth Road, Dundee DD2 1LR, UK. Tel: +44 (0)1382 381952. Fax: +44 (0)1382 645748. Email: c.m.e.courses@dundee.ac.uk

IDEAL Consortium (for Sharing Medical Student Assessment Banks)
Business: Medical Education – Assessment
Booth No: Module 5, No 18/19
Contact: Professor Clarke B Hazlett, IDEAL Consortium (for Sharing Medical Student Assessment Banks), Office of Educational Services, Faculty of Medicine, The Chinese University of Hong Kong, 9A, Blk B, Prince of Wales Hospital, Shatin, NT, HK SAR. Tel: 852 2637 6249. Fax: 852 2635 2521. Email: cbhazlett@cuhk.edu.hk

International Association of Medical Science Educators (IAMSE)
Business: IAMSE is a nonprofit professional development society organized and directed by medical faculty members. Together we provide opportunities to learn how to increase our skills in lecture technique, small group dynamics, student and program assessment, computer technology, human simulators, and many more areas. With members in over 50 countries, our focus is international in scope.
Booth No: Module 5, No 5
Contact: Julie Hewett, IAMSE, 1 Crested Butte, Huntington, WV 25705, USA. Tel: 1 (304) 733 1270. Fax: 1 (304) 733 6203. Email: Julie@iamse.org

Keio University Medical School, Department of Medical Education
Business: Medical Education. This is Spinal Tap: Lumbar puncture simulator for formal procedural skills training.
Booth No: Module 5, No 11
Contact: Greg Plotnikoff, MD, Keio University Medical School, Department of Medical Education, 35 Shinnomachi, Shinjuku, Tokyo 160-8582, JAPAN. Tel: 81 3 5366 3824. Fax: 81 3 5366 3825. Email: plotn002@hotmail.com

MedBiquitous Consortium
Business: Medical education, standards development. Founded by Johns Hopkins Medicine and leading professional medical societies, MedBiquitous is the ANSI – accredited developer of information technology standards for healthcare education and competence assessment.
Booth No: Module 5, No 15
Contact: Jody Poet, MedBiquitous Consortium, 401 E Pratt Street, Suite 1700, Baltimore MD 21202, USA. Tel: 410 385 2367. Fax: 410 385 6055. Email: jpoet@medbiq.org

National Association of Clinical Tutors (NACT)
Booth No: Module 5, No 2
Contact: Jane Litherland, NACT, 56 Queen Anne Street, London, UK. Tel: +44 (0)20 7317 3109. Fax: +44 (0)20 7317 3110. Email: office@nact.org.uk
National Board of Medical Examiners (NBME)

Business: Assessment of Health Professionals. The NBME provides high quality examinations for licensure and certification in the health professions and offers considerable expertise in testing methodologies and educational measurement.

Booth No: Module 5, No 20

Contact: Melanie J Nelson, National Board of Medical Examiners (NBME), 3750 Market Street, Philadelphia, PA 19104, USA. Tel: 215 590 9719. Fax: 215 590 9446. Email: mnelson@nbme.org

Ozzawa 2008

Business: The 13th International Ottawa Conference ‘Ozzawa 2008 – Assessment for Life’ will take place in Melbourne, Australia, in March 2008, hosted by Monash University and the University of Melbourne.

Booth No: Module 5, No 6

Contact: Ozzawa 13 Meeting Planners, Ozzawa 13, GPO Box 128, Sydney, NSW 2001, Australia. Tel: +61 2 9265 0890. Fax: +61 2 9265 0880. Email: ozzawa13@meetingplanners.com.au

School of Health Professions Education

Business: Academic. The School of Health Professions Education offers training and research activities in health professions education following the Maastricht approach.

Booth No: Module 5, No 9

Contact: Veerle Ghesquiere, School of Health Professions Education, Institute for Medical Education, Faculty of Medicine, Maastricht University, Postbox 616, 6200 Maastricht, NETHERLANDS. Tel: 31 433 881542. Fax: 31 433 885639. Email: v.ghesquiere@oifdg.unimaas.nl

Sociedad Española de Educación Médica (SEDEM)

Booth No: Module 5, No 2

Contact: Jordi Palés Argullós, Sociedad Española de Educación Médica (SEDEM), Departament de Ciències Fisiològiques I, Facultat de Medicina, Casanova 143, 08036 Barcelona, SPAIN, Tel: +34 93 402 4519, Email: jpales@ub.edu

The Virtual Consulting Room Project

Business: The Virtual Consulting Room is an internet based medical application which provides a platform for incremental consultation and seamless access to local specialist knowledge.

Booth No: Module 5, No 16

Contact: Pasquale Berlingieri, The Virtual Consulting Room Project, The Royal Free and University College Medical School, University College London, UK. Tel: 07957 593889. Email: p.berlingieri@medsch.ucl.ac.uk

University of Edinburgh

Business: Education. The University of Edinburgh and NHS Education for Scotland now offer a new online part-time MSc, Diploma and Certificate in Clinical Education.

Booth No: Module 5, No 13

Contact: Camille Craig, The University of Edinburgh, College of Medicine & Veterinary Medicine, Chancellor’s Building, 49 Little France Crescent, Edinburgh EH16 4SB. Tel: +44 (0)131 242 6373. Fax: +44 (0)131 242 6479. Email: Camille.craig@ed.ac.uk

University of Genoa Medical School

Booth No: Module 5, No 8

Contact: Giacomo Deferrari, University of Genoa Medical School. Email presidmc@medicina.unige.it

World Federation for Medical Education

Business: The World Federation for Medical Education – founded in 1972 – is the global organisation concerned with the education and training of medical students and doctors at all levels. Current activities: Implementation of Global Standards as documented in the Trilogy of Global Standards for Quality Improvement in Medical Education; Conducting Pilot studies to validate the Standards; Producing a Manual for WFME Advisors; Publishing Guidelines for accreditation of medical education institutions and programmes; Working with WHO in a strategic partnership to improve medical education.

Booth No: Module 5, No 4

Contact: Hans Karle, World Federation for Medical Education, Copenhagen, Denmark. Email: wfme@wfme.org. Website: www.wfme.org
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Evening
Genoa Centre Map (legends)

Hotel accommodation

1 AC 17 Helvetia
2 Agnello D’Oro 18 Hermitage
3 Alexander 19 Jolly Marina
4 Aquila Reale 20 Jolly Plaza
5 Astor 21 Locanda di Palazzo Cicala
6 Astoria 22 Metropoli
7 Bellevue 23 Novotel Genova Ovest
8 Best Western City 24 Punta San Martino
9 Brignole 25 Ramada Hotel & Suites Genova Center
10 Bristol Palace 26 Residence del Principe
11 Columbus Sea 27 San Biagio
12 Europa 28 Savoia
13 Galles 29 Sheraton
14 Golden Tulip Moderno Verdi 30 Starhotel President
15 Grand Hotel Arenzano 31 Viale Sauli
16 Grand Hotel Mediterranée 32 Vittoria & Orlandini

Social Events

Cotone Congressi Congress Centre
Opening ceremony and Reception
Friday 15 September

Le Cisterne del Ducale
Informal Buffet Dinner
Saturday 16 September

Palazzo Ducale
Gala dinner
Sunday 17 September

Tours
All tours depart from and return to Cotone Congressi Congress Centre
Meeting point: Foyer Grecale

Conference/Workshop

Cotone Congressi Congress Centre
19 Jolly Hotel Marina

Railway Stations

35 Genova Piazza Principe
36 Genova Brignole
Thursday 14 September

0830-1700  Pisa and Piazza del Miracoli guided tour (page 103)
0930-1230  Royal Palace of Genoa guided tour (page 103)
0915-1800  SMILE 2006 Pre-conference Symposium, Sestri Levante
            (continues on Friday – see separate programme)
1500-1800  Registration desk open
            (Thursday Pre-Conference Workshop participants may register between 1330-1400 hours)
1400-1730  Pre-conference workshops (see below)

Pre-Conference Workshops

Pre-registration required (ticket in conference pack).

PCW1  Personal and professional development: curriculum design and implementation
       – strategies to practice
       Iain J Robbé (School of Medicine, Cardiff University, UK) and Debra Nestel (Imperial College London, UK)
       Time:  1400-1700
       Location: Austro

PCW2  Evaluating the evidence
       Alex Haig (NHS Education for Scotland, UK) and Marilyn Hammick (Education and Research Consultant, UK)
       Time:  1400-1700
       Location: Zefiro

PCW3  Challenges to the ‘construct’ of validity: the OSCE in an international context
       Brian Hodges, Nancy McNaughton and Tina Martimianakis (Wilson Centre for Research in Education, University of
       Toronto, Canada)
       Time:  1400-1700
       Location: Levante

PCW4  Attracting participation in faculty development for education
       M H Davis, J A Dent (University of Dundee, UK) and L Henson (University of Louisville, Kentucky, USA)
       Time:  1400-1700
       Location: Ponente
Friday 15 September

0830-1630  Eastern Riviera guided tour (page 103)
0900-1230  Port of Genoa by boat (page 103)
0730-2000  Registration desk open
            (1800-2000 – Collection of registration materials only)
0930-1700  Pre-conference workshops (see below)
0900-1715  Essential Skills in Medical Education (ESME) Course
            Course Director:  Stewart Mennin
            Location:  Room C
1930-2200  Opening Ceremony and Reception at Cotone Congressi

Full-day Workshops

Pre-registration required. Lunch is provided on Friday for those attending a full-day or two half-day workshops (ticket in conference pack).

PCW5  Clinical competency, training and assessment
            VIEW (Veterinary Education Worldwide) Committee
            Time:  0930-1700
            Location:  Libeccio

PCW6  From good ideas to robust research in medical education
            C Ringsted (Centre for Clinical Education, Copenhagen, Denmark), D Dolmans (Department of Educational Development & Research, University of Maastricht, Netherlands), Y Steinert (Faculty of Medicine, McGill University, Montréal, Canada) and A Scherpbier (Institute for Medical Education, University of Maastricht, Netherlands)
            Time:  0930-1700
            Location:  Scirocco

Half-day morning workshops

PCW7  Hands-on approach to training Standardized Patients
            Devra Cohen (Mount Sinai School of Medicine, USA), Anja Robb (Centre for Research in Education, University Health Network, Canada) and Jan-Jan Rethans (University of Maastricht, Netherlands)
            Time:  0930-1230
            Location:  Tramontana

PCW8  Collegial Dispute: Toward an international dialogue in conflict resolution in health care settings using Standardized Professionals
            Kerry Knickle and Nancy McNaughton (University of Toronto, Centre for Research in Education, Standardized Patient Program, Toronto, Canada)
            Time:  0930-1230
            Location:  Austro

PCW9  A practical guide to setting defensible performance standards on OSCEs and clinical skills examinations
            André F De Champlain (National Board of Medical Examiners), John R Boulet and Marta van Zanten (Educational Commission for Foreign Medical Graduates), Philadelphia, USA
            Time:  0930-1230
            Location:  Room A

PCW10 Using humour to tap multiple intelligences in medical education
            Ronald A Berk (The Johns Hopkins University School of Nursing, Baltimore, USA)
            Time:  0930-1230
            Location:  Levante

PCW11 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, Boston, USA) and John Dent (Centre for Medical Education, University of Dundee, UK)
            Time:  0930-1230
            Location:  Room B
### Half-day afternoon workshops

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<th>Workshop</th>
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<th>Time</th>
<th>Location</th>
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<tr>
<td>PCW12</td>
<td>Developing teaching in clinical contexts within hospital settings</td>
<td>Kath Green (Postgraduate Medical and Dental Education, Kent, Surrey and Sussex Deanery, London, UK)</td>
<td>1400-1700</td>
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<td>PCW13</td>
<td>Using global rating scales in assessment: how to train examiners</td>
<td>Isabel Mühlinghaus and Simone Scheffer (Reformstudiengang Medizin, Charité Universitätsmedizin Berlin, Germany)</td>
<td>1400-1700</td>
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<td>PCW14</td>
<td>Educational Scholarship is not just Educational Research: A staff development workshop on the criteria and application of principles of educational scholarship</td>
<td>Subha Ramani (Boston University School of Medicine, Boston, USA) and Larry Gruppen (Department of Medical Education, University of Michigan Medical School, USA)</td>
<td>1400-1700</td>
<td>Room B</td>
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<td>PCW15A</td>
<td>Mini CEX: A method for assessment and feedback in training</td>
<td>John Norcini (Foundation for Advancement of International Medical Education and Research (FAIMER), Philadelphia, USA) and Reinhard Westkämper (IAWF, University of Bern, Switzerland)</td>
<td>1400-1700</td>
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<td>PCW16</td>
<td>Understanding and using active learning theory and methods</td>
<td>Casey B White, Arno K Kumagai and Geoffrey D Barnes (University of Michigan Medical School, Ann Arbor, Michigan, USA)</td>
<td>1400-1700</td>
<td>Levante</td>
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## Saturday 16th September

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<td>1900-1700</td>
<td>Guided tour: A day in an Italian Designer outlet (page 104)</td>
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<td>0730-1830</td>
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### Session 1

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| 0815-1030 | **Plenary 1**  
  Teaching and Learning in Medicine  
  Location: Auditorium and video link to Scirocco  
  Chairperson: Ronald Harden (UK)                                                                 |
| 0830-0915 | 1.1 What medical educators can learn from educators in Business and Government  
  The Miriam Friedman Ben-David Lecture  
  Allison Rossett (San Diego State University, California, USA)                                         |
| 0915-0955 | 1.2 Medical education and the maintenance of *incompetence*  
  Brian Hodges (University of Toronto Wilson Centre for Research in Education, Toronto, Canada) |
| 0955-1000 | Discussion                                                                                           |
| 1000-1030 | General Discussion                                                                                   |
| 1030-1100 | Coffee: Served at Cotone Congressi and Jolly Marina Hotel                                           |
| 1030    | Shuttle bus from Cotone Congressi to Jolly Marina Hotel                                             |

### Session 2

<table>
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<th>Time</th>
<th>Event</th>
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| 1100-1230 | **2A Symposium 1**  
  The Assessment of Work  
  John Norcini (Chairperson) (FAIMER, Philadelphia, USA), Dale Dauphinée (Medical Council of Canada), Bob Galbraith (National Board of Medical Examiners, USA), Val Wass (University of Manchester, UK), and Cees van der Vleuten (University of Maastricht, Netherlands)  
  Location: Grecale                                                                 |
| 1100-1115 | 2C 1 Strengthening user voices in the medical curriculum  
  Loraine Blaxter*, Gillian Hundt and Ann Jackson (University of Warwick, Institute of Health, School of Health and Social Studies, Coventry, UK) |
| 1115-1130 | 2C 2 Students’ attitudes to curriculum development: is it discrepancies in opinion between the student body and the student representatives?  
  Therese Djarv*, Tomas Sjöberg and Jenny Aiken (Karolinska Institutet, Stockholm, SWEDEN) |
| 1130-1145 | 2C 3 Reflections on curriculum reforms in the UK  
  Stephen Brigley* (Cardiff University, Wales College of Medicine, School of Postgraduate Medical & Dental Education, Cardiff, UK) |
2C 4 How to make medical specialist training more efficient  
J C C Borleffs*, C I H Biesaart, A M A Kerckhoffs, H M Pieters, J P J van Schaik, A J Verbout and E van der Wall (University Medical Center Utrecht, School of Medical Sciences, NETHERLANDS)

2C 5 New medical school curricula: to buy or develop anew?  
R B Hays* (Keele University, School of Medicine, UK)

2C 6 What is a must in the medical curriculum – principles of the sciences  
A Braunsberg*, P Kube, U Tautenhahn and J Pelz (Charité, Reformstudiengang Medizin TAF und Prodekanat für Studium und Lehre, Charité Campus Mitte, Berlin, GERMANY)

No discussion

1100-1230  
2D Short Communications

Postgraduate Education 1 — The UK Foundation Programme  
Location: Libeccio  
Chairperson: David Brigden (UK)  
Opening Discussant: Peder Charles (Denmark)

2D 1 Development of a new regulatory framework supporting the foundation programme  
Fiona Browne and Jessica Weaver (Anita Thomas to present*) (General Medical Council, London, UK)

2D 2 Perceptions of the new Foundation Programme for UK doctors (a questionnaire study)  
Matthew Nixon, David Wordsworth* and David Wall (West Midlands Postgraduate Deanery, UK)

2D 3 Early postgraduate learners’ experiences of ‘work’ versus ‘education’  
J Shacklady*, C Hyde, J Miles, S Agius, C Grout, M Brown and T Dornan (University of Manchester, Hope Hospital, UK)

2D 4 General practice in the foundation year: innovations for added value  
Jill Edwards*, Sarah Morris and Joanna Leach (Oxford PGMDE, UK)

2D 5 Evaluation of Foundation Year programme implementation in the West Midlands  
Julie Bedward*, Robert Cragg, Ian Davison, Steve Field, Bob Palmer, Peter Spurgeon and Hywel Thomas (University of Birmingham, School of Education, Centre for Research in Medical and Dental Education, UK)

1200-1215 Discussion

1100-1230  
2E Short Communications

Teaching and learning communication skills 1 — A range of very different approaches  
Location: Room A  
Chairperson: Hannah Kedar (Israel)

2E 1 A survey of communication skills in Australasian Schools of Medicine  
Mary Lawson*, Margaret Hay, Owen Hargie, Mairead Boohan and David Dickson (Monash University, Melbourne, AUSTRALIA)

2E 2 Teaching learning approaches and communication skills  
H Snelgrove*, F Romanelli, M I Sacchetti, F Fi Maiol, S Basili, P Santini, F Consorti, M Romeo, G Flati, A Ceccanti, E Ferranti, A Scarno, A Catania, A Vestri, I Nofrani, S Lizzaroni and A Lena (University of Rome ‘La Sapienza’, Dipartimento di Medicina Sperimentale, Rome, ITALY)

2E 3 Coaching communication with medical residents using simulated encounters (CCSE): an educational research study  
P Ravitz, W Lance, N McNaughton*, A Peterkin, B Maunder, M Leszcz and J Wong (University of Toronto, University Health Network, Donald R Wilson Centre for Research in Education, CANADA)

2E 4 Engaging junior doctors in meaningful learning: evaluation of a communication simulation programme  
Elizabeth Deveny, Jenny Gough*, Michael Marks and Bernadette Murphy (University of Melbourne, Department of Paediatrics, Royal Children’s Hospital, Parkville, AUSTRALIA)

2E 5 The use of the structured communication adolescent guide by untrained adolescents  
Kim Blake, Susan Wakefield, Matthew Katcher, Joseph Murphy and Karen Mann* (Dalhousie University, Division of Medical Education, Halifax, CANADA)
1215-1230  
2E 6  Teaching medical communication skills with DiViDU: an ICT approach to self-directed acquisition of competencies  
N P de Graaf, R L Hulsman* and M Fabriek (Academic Medical Centre, Department of Medical Psychology, Amsterdam, NETHERLANDS)

No discussion

1100-1230  
2F  
Short Communications

Faculty Development 1 – The Good Teacher
Location: Room B
Chairperson: Hywel Thomas (UK)

1100-1115  
2F 1  An integrated partnership approach for supporting busy clinicians as effective university teachers  
J Walker*, G MacCarrick, H Smigiel and N Trivett (University of Tasmania, Rural Clinical School, Burnie, Tasmania, AUSTRALIA)

1115-1130  
2F 2  How do clinical teachers conceive of their teaching?  
Alix Magney, Peter Harris, Sue Toohey and Chris Hughes* (University of New South Wales, School of Public Health and Community Medicine, Sydney, AUSTRALIA)

1130-1145  
2F 3  The ideal clinical teacher  
Klarke Boor*, Pim Teunissen, Albert Scherpbier, Cees van der Vleuten, Jonas van de Lande and Fedde Scheele (Sint Lucas Andreas Ziekenhuis, Amsterdam, NETHERLANDS)

1145-1200  
2F 4  Establishing consensus of the skills, attitudes and practices of the good clinical teacher of medical undergraduates in secondary care  
P Yeates* and R Barton (Northumbria Healthcare Trust and University of Newcastle upon Tyne, Education Centre, North Shields, Tyne and Wear, UK)

1200-1215  
2F 5  The roles and qualities of the medical teacher according to Dutch medical students  
Ronald T A van den Bosch*, Catharina M van Gelder and Olle Th J ten Cate (University of Utrecht, NETHERLANDS)

1215-1230  
2F 6  Facilitator motivation and commitment: lessons learnt and advice offered  
Michelle McLean* and Jacqueline van Wyk (United Arab Emirates University, Faculty of Medicine and Health Sciences, Al Ain, UNITED ARAB EMIRATES)

No discussion

1100-1230  
2G  
Short Communications

Professionalism – The development of professional values 1
Location: Room C
Chairperson: Brownell Anderson (USA)
Opening Discussant: Aase Brinchmann-Hansen (Norway)

1100-1115  
2G 1  Teaching confidentiality and its application by medical students at the bedside  
Alan Rubinow* (Hadassah-Hebrew University Medical Centre, Jerusalem, ISRAEL)

1115-1130  
2G 2  Redefinition of outcomes after five years of curriculum implementation  
Leticia Elizando-Montemayor*, Claudia Hernandez, Francisco Ayala and Graciela Medina (Escuela de Medicina del Tec de Monterrey, Nuevo Leon, MEXICO)

1130-1145  
2G 3  Developing ethical physicians using an acculturation model  
Margaret Stuber*, Gretchen Guiton, Blair Paley, Sue Baillie and Mary O’Connor (University of Colorado, School of Medicine, Denver, USA)

1145-1200  
2G 4  Teaching and learning of medical professionalism – medical students’ experience at the University of Hong Kong  
H N A Tang*, J G W S Wong, N G Patil and F Lieh-Mak (University of Hong Kong, Queen Mary Hospital, HONG KONG)

1200-1215  
2G 5  What do different members of the healthcare team look for in the ‘good doctor’  
Jeremy Lim* and Chay Hoon Tan (Singapore Health Services, SINGAPORE)

1215-1230  
Discussion
2H  Short Communications

International Medical Education 1 – The Bologna Declaration
Location:  Levante
Chairperson:  Jørgen Nystrup (Denmark)

1100-1115  2H 1  Students with related bachelor degrees enrolling in the medical master: utopia or a realistic possibility?
Janke Cohen-Schotanus* and Johanna Schoenrock-Adema (University Medical Centre Groningen, NETHERLANDS)

1115-1130  2H 2  Planning of the curriculum from the Bologna perspective
Jadwiga Mirecka (Medical College of Jagiellonian University, Department of Medical Education, Krakow, POLAND)

1130-1145  2H 3  Progress in realization of Bologna Declaration at Faculty of Medicine of Comenius University in Bratislava
L Bergendi*, M Bernadic, P Traubner, E Kralova and E Kakurova (Institute of Medical Chemistry, Biochemistry and Clinical Biochemistry, Comenius University, Bratislava, SLOVAKIA)

1145-1200  2H 4  The use of the European Credit Transfer System (ECTS) in medical schools and faculties in Europe
Ruddy Verbinnen*, Sverre Bjerkeset and Karel van Liempt (Vrije Universiteit Brussel, Faculty of Medicine and Pharmacy, Brussels, BELGIUM)

1200-1215  2H 5  Harmonizing European sub-specialty training – curriculum as a consensus document
Joanna Ortoli (European Board for Accreditation in Cardiology, Cannes, FRANCE)

1215-1230  2H 6  An evaluation of the learning outcomes of the international elective programmes between the UK and Japan
Hiroshi Nishigori*, Minako Uchino, Kazuki Fukuoka, Takashi Otani and Nobutaro Ban (Green College, University of Oxford, UK)

No discussion

1100-1230  2I  Short Communications

Students 1 – Stress and cheating
Location:  Ponente
Chairperson:  Moira Maley (Australia)

1100-1115  2I 1  Personal factors associated with the academic performance of medical students: they are not a homogenous population
Gillian B Clack*, Derek J Cooper and Susan Standring (King’s College London School of Medicine, London, UK)

1115-1130  2I 2  Abuse of medical students from multiple perspectives
D M Elnicki*, E Wu, P Ogden and D Torre (University of Pittsburgh, Pennsylvania, USA)

1130-1145  2I 3  Sexual harassment during internships
Jany Rademakers*, Geerte Slappendel and Jan Borleffs (UMC Utrecht University, School of Medical Sciences, NETHERLANDS)

1145-1200  2I 4  Anxiety associated with evaluation periods in different subjects in freshmen medical students
Eugenia Ponce de León*, Margarita Varela, Elena Meillard and Teresa Fortoul (National Autonomous University of Mexico Medical School, Delegación Tlalpán, MEXICO)

1200-1215  2I 5  Educating ‘copycats’: implementation of a plagiarism detection service
Laura Binnie* and Lesley Diack (The Robert Gordon University, Aberdeen, UK)

1215-1230  2I 6  Survey of stressors among nursing students
B Banakar*, F Majidi and M H Meshkibaf (Fasa University of Medical Sciences, Department of Nursing, Fars, IRAN)

No discussion
2J  Short Communications

Measuring the Educational Environment
Location: Tramontana
Chairperson: Bernard Charlin (Canada)
Opening Discussant: Ara Tekian (USA)

2J 1  Students DREEM of escaping from the city: clinical placements outside the city enjoy a better educational climate
J Myers* and E Alstead (Whipps Cross University Hospital, Medical Education Centre, London, UK)

2J 2  Measuring medical students’ epistemologies, approaches to learning and their perception of their learning environment – piloting a new instrument
Kirsti Lonka*, Parvaneh Sharafi, Klas Karlgren, Italo Masiello, Juha Nieminen and Anna Josephsson (University of Helsinki, Research Centre for Educational Psychology, FINLAND)

2J 3  A new family medicine course at Akdeniz University: preliminary findings
H Y aman*, M Akdeniz, Z Esmek and E Katýrcý (Akdeniz University, TURKEY)

2J 4  Assessing student satisfaction in Phase I medical sciences using the IMU-REEM
Hla-Yee-Yee*, Victor K E Lim, Chan Tze Haw and Sok Hong Goh (The International Medical University, Kuala Lumpur, MALAYSIA)

2J 5  Validation of the PHEEM instrument in a Danish hospital setting
K Aspegren, L Bastholt, K Bested, T Bonnesen*, E Ejlersen, I Fog, T Hertel, T Kodal, J Lund, A Makhow-Møller, M Petersen, B Sørensen, J S Madsen and L Wermuth (South Danish University, Office of Medical Education, Odense, DENMARK)

Discussion

2K  Meeting (invitation only)
Medical Teacher Editorial Board
Location: Austro

2L  Workshop
Peer evaluations, inventories and feedback sessions to improve group dynamics and learning in PBL groups
Are Holen (Norwegian University of Science and Technology, Trondheim, Norway)
Location: Zefiro

2M  Workshop
Designing an Educational Portfolio
Louise Nasmith (Department of Family and Community Medicine, University of Toronto, Canada) and Linda Nieman (University of Texas – Houston, USA)
Location: Aliseo

2N  Posters

2NA  Professionalism, Attitudes and Ethics
Location: Module 8, first floor
Chairperson: Lindsey Henson (USA)

2NA 1  Detecting and handling of professionalism deficiencies in medical students: three-case study approach
Satang Suppapon*, Wichian Thianjaruwatthan and Sirijit Wasanawattana (Khon Kaen Regional Hospital, Khon Kaen, THAILAND)

2NA 2  Promoting reflection and professionalism in medical students: a practice-based, integrated approach
Jens J Kaden*, Richard Hoffmann and Martin Borggrefe (University Hospital Mannheim, GERMANY)
2NA 3  Validity and reliability of the Jefferson Scale of Physician Empathy in Mexican medical students
Adelina Alcorta-G*, S E Tavitas-H, Juan-F Gonzalez-G and F J Rodriguez-L (University Hospital UANL, Garza Garcia, MEXICO)

2NA 4  Measuring medical student implicit bias toward obese patients
Sonia Crandall*, Gail Marion, Kristie Long Foley and Mara Vitolins (Wake Forest University School of Medicine, Department of Family & Community Medicine, Winston-Salem, North Carolina, USA)

2NA 5  Integrating medical ethics into clinical clerkships. Experiences with ethical case studies at the reformed curriculum track, Charité Universitätsmedizin-Berlin
C Kiesling*, A Antolic, A Fröhmel, S Graumann, C Nahlík and S Schleiermacher (Reformstudiengang Medizin, Charité Universitätsmedizin Berlin, GERMANY)

2NA 6  Do attitudes of medical students change during the medical undergraduate course?
I M Benseñor, P L Bellodi, E R Tomic*, M F Colares, P A Lotufo and M A Martins (School of Medicine, University of São Paulo, BRAZIL)

2NA 7  Assessment of ethical reflection by medical students during internship
Chris Aubry and A Deketelaere* (KU Leuven, BELGIUM)

2NA 8  Reform in medical ethics curriculum of undergraduate medical education in School of Medicine, Tehran University of Medical Sciences
Fariba Asgahi and Azim Mirzazadeh* (Tehran University of Medical Sciences, IRAN)

2NA 9  Teaching ethics by workshop
Leila Bazrafkan* and Seid Ziaaldin Tabeie (Shiraz University, IRAN)

2NB  Portfolios and Logbooks for Learning and Assessment

Location:  Module 8, first floor
Chairperson:  Lindsey Henson (USA)

2NB 1  An assessment of student reflection in clinical elective learning portfolios at the United Arab Emirates University (UAEU)
Elizabeth Thorsteinson* and David Lloyd (United Arab Emirates University, Faculty of Medicine and Health Sciences, Al Ain, UNITED ARAB EMIRATES)

2NB 2  Educational reflective portfolio in the assessment of Family Practice Residency Program (FDRP) in Bahrain
Basem Abbas Ahmed Al Uoibaide* (Ministry of Health, Primary Care, Manama, BAHRAIN)

2NB 3  Portfolio assessment: the role of the physician adviser
Margaret McKenzie* and Elaine Dannefer (Cleveland Clinic Foundation, College of Medicine, Cleveland, Ohio, USA)

2NB 4  Impact of a formative portfolio to assess clinical skills during residency
N Naccache, A Cherfane, E Ayoub, E Nemr and P Yazbeck (Fadi Haddad to present*) (Saint-Joseph Medical School, Hotel-Dieu Hospital, Beirut, LEBANON)

2NB 5  Portfolio: a useful tool for PBL evaluation
C Lermanda* and L Ortiz (Universidad Católica de la Santísima Concepción, Talcahuano, CHILE)

2NB 6  Clinical assessment of PRHOs
Ann-Helen Henriksen* and Charlotte Ringsted (Copenhagen University Hospital, Center for Clinical Education, Copenhagen, DENMARK)

2NB 7  Students evaluate differently from teachers: results from a logbook evaluation
Stefan Steiger*, Andrea Praschinger, Kurt Kletter and Franz Kainberger (Medical University of Vienna, Department of Medical Education, Vienna, AUSTRIA)

2NB 8  Evaluation of midwifery students in practice courses with logbook
Nezal Ajh (Qazvin University of Medical Sciences, Nursing and Midwifery Faculty, Tehran, IRAN)
20 Posters

Community Oriented Medical Education
Location: Module 8, second floor
Chairperson: Peter McCrorie (UK)

20 1 Study module in undergraduate medical education outside university
Irma Virjo* Timo Hyrytinen, Tiina Keski-Opas, Antti Koivukangas and Pauliina Suomela (University of Tampere, Department of General Practice, Tampere, FINLAND)

20 2 Evaluation of medical education outside the university hospital
Tiina Keski-Opas*, Timo Hyrytinen, Antti Koivukangas, Pauliina Suomela and Irma Virjo (University of Tampere, Seinajoki, FINLAND)

20 3 Difference between the first and fourth graders in the attitude toward a new educational program: the long-term community family follow-up by medical students
Kenichi Mitsunami*, Tsutomu Tanaka, Katsuyuki Ide, Yukiko Takeuchi, Junji Nishiyama, Hidetoshi Matsubara and Tadao Bamba (Shiga University of Medical Science, Department of General Medicine, Shiga, JAPAN)

20 4 Integrated Community and Child Health – learning child health in context
Graham J Reynolds* for the ICCH development team (ANU Medical School, Department of Paediatrics & Child Health, Canberra, AUSTRALIA)

20 5 Population health field research projects as an integrated component of the community medicine clerkship
Michael Grivna*, Peter Barss and Fatma Al-Maskari (United Arab Emirates University, Faculty of Medicine & Health Sciences, Al Ain, UNITED ARAB EMIRATES)

20 6 Methodology for evaluation of population health field research projects and other teaching as components of a community medicine clerkship
Peter Barss*, Michael Grivna and Fatma Al-Maskari (United Arab Emirates University, Department of Community Medicine, Al Ain, UNITED ARAB EMIRATES)

20 7 Vaccination campaigns: a strategy for learning
Pilar Talayero, Julio Gómez, Antonio Talayero and Jorge Oviedo* (Universidad Westhill, Mexico City, MEXICO)

20 8 The retention rate of working in community hospital (rural area) of medical interns graduated from Collaborative Project to Increase Production of Rural Doctors - CPIPRD Medical Education Center, Saraburi Regional Hospital, Thailand
Chitpongse Sujjapongse* and Ratikorn Phuaksungnern (Saraburi Regional Hospital, Department of Pediatrics, Saraburi, THAILAND)

20 9 The High Clinic: a pilot project of a new model for an outpatient, community-based teaching clinic in Rheumatology
Hani Almoallim*, Andrew Chalmers and Gordon Page (Umm Alqura University, Jeddah, SAUDI ARABIA)

20 10 Placing the patient at the core of teaching
Fiona Muir* and Penny Lockwood (University of Dundee, Tayside Centre for General Practice, Dundee, UK)

20 11 Health reforms and medical education: possible influences of transformation in health program in Turkey
Harun Bakcioğlu*, Kevser Vatansever, Metem Ceciklioglu and Muzaffer Eskiöck (Ankara University Medical Faculty, Department of Medical Education and Informatics, Ankara, TURKEY)

20 12 Using primary care units for learning community medicine in preclinical year
Wiroj Wannapira*, Choornnoom Promkutkao and Supasit Pannarunothai (Naresuan University, Faculty of Medicine, Phitsanulok, THAILAND)

20 13 The experiences in the hometown community hospitals and the medical students’ attitudes, Lampang Medical Education Center, Thailand, 2001-2005
Sukanya Pitaksiripan* and Thavorn Pitaksiripan (Lampang Medical Education Center, Lampang Hospital, Lampang, THAILAND)

20 14 Better health through interprofessional collaborative education: learning together in primary health care
Magdalena Hedberg*, Susan Lindstrom* and Margaretha Forsberg Larm (Center for Clinical Education, Department of Södersjukhuset, Stockholm, SWEDEN)
2O 15 Faculty development needs of community preceptors
Danielle Blouin*, Elaine VanMelle, Gene Dagnone and Lewis Tomalty (Queen’s University, Continuing Professional Development, Kingston, CANADA)

2O 16 First year medics meet POSEIDON and offer a preliminary diagnosis
B Noble* and P Croft (University of Birmingham, Department of Primary Care & General Practice, Birmingham, UK)

2O 17 A comprehensive faculty development program for a new medical school
Lori Lockyer, Elizabeth Farmer, John Bushnell* and Don Iversen (University of Wollongong, Graduate School of Medicine, Wollongong, AUSTRALIA)

2O 18 General physician points of view about community-oriented education in Shiraz University of Medical Sciences
Sedigheh Najafipour, Fareidon Azizi, Fatemeh Najafipour*, Majed Najafipour and Vahid Najafipour (Shiraz University of Medical Sciences, Shiraz, IRAN)

2P 1 ‘Tales of mystery’ – students’ perception of problem-based learning environments in the course of an integrated hybrid curriculum
F Wirth, W Gerke, W Vetter and C Schirlo* (University of Zurich, Office for Medical Education, Zurich, SWITZERLAND)

2P 2 Assessment of critical thinking tendency in students at School of Medicine (Semester I) in terms of scientific thinking skills, thinking and learning styles
A M Aytug-Kosan*, O Bokeoglu-Cokluk, G Sekercioglu, T Karahan and S Kemahli (Ankara University, Departments of Medical Education & Pediatrics, Faculty of Medicine, Ankara, TURKEY)

2P 3 Effect of PBL – innovation on teaching behaviour and students’ approaches to learning
Anouk Prop*, Arno Muijtjens and Jeanette Hommes (Maastricht University, NETHERLANDS)

2P 4 The introduction of a problem-based learning approach: has it brought changes in student satisfaction and study behaviour?
Jannecke Wiers-Jenssen* and Olaf G Aasland (NIFU STEP, Oslo, NORWAY)

2P 5 Narrative in PBL – lacking the patient’s voice
Peter Kube*, Joerg Pelz and Patrick Kraft (Charité - Universitätsmedizin Berlin, Reformstudiengang Medizin, Berlin, GERMANY)

2P 6 Basic sciences – no problem in a PBL curriculum
J Pelz*, A Braunsberg, S Reinsch and P Kube (Charité, Medical Faculty of the Humboldt University Berlin, GERMANY)

2P 7 First year students’ perception of the importance of basic sciences for their profession as medical doctors
Banu Yuerueker (Institut für Medizinische Lehre (IML), Studienplanung, Medizinische Fakultät der Universität Bern, Bern, SWITZERLAND)

2P 8 Introducing problem-based learning to postgraduate surgical training in the UK – a proposal for PBL courses for surgical trainees on the specialty training programmes
Z Toumi (Sheffield Teaching Hospitals NHS Trust, Rotherham, UK)

2P 9 Factors inhibiting the assessment of students’ professional behaviour in the tutorial group during problem based learning
Walther N K A van Mook*, Willem S de Grave, Elise J Huisman, Marianne E Luth, Diana H J M Dolmans, Arno M M Muijtjens, Lambert W Schuwirth and Cees P M van der Vleuten (University Hospital Maastricht, NETHERLANDS)

2P 10 Evaluation of problem based learning by tutors in Akdeniz University School of Medicine
Erol Gurpinar*, Feyyaz Adjılıdı, Omer Ozbudak and Yesim Senol (Akdeniz University Faculty of Medicine, Antalya, TURKEY)

2P 11 Teaching Taiwan indigenous peoples’ history to medical students with a project-based learning approach
Shih-Chieh Liao*, Kun-Yen Huang, Ying-Sheng Hung, Water Chen, An-Chyi Chen, Wu-Hsiung Hung, Pei-Ying Pai and His-Chin Wu (China Medical University, Medical School, Taichung, TAIWAN)
2P 12  Internet PBL on oral cancer: a collaborative learning experience in Asia
Yasuyuki Suzuki,* Toshiyuki Shibata, Anura Ariyawardana, Jutti Ramesh, Masayuki Niwa, Kazuhiko Fujisaki, Phillip Evans, and Yuzo Takahashi (Gifu University School of Medicine, Medical Education Development Center, Gifu, JAPAN)

2P 13  Further reforming of the higher medical education at the Kyrgyz State Medical Academy by implementation of problem based learning principles
D A Adambekov (Kyrgyz State Medical Academy, Bishkek, KYRGYZ REPUBLIC)

2P 14  Value added outcomes in problem-based learning: opinions of fourth year medical students in field training curriculum
Purak Sukit*, Euanontat Walaiporn, Luengarun Bunphong, Thaicharroen Wichian and Khunkhaw Nichakan (Nakhonsirithammaraj Hospital, Medical Education Center, Nakhonsirithammaraj Province, THAILAND)

2P 15  A trial of an internet PBL-tutorial for graduate students: evaluation of a masters course
Masayuki Niwa*, Yuzo Takahashi, Kazuhiro Takamizawa and Yasuyuki Suzuki (Gifu University School of Medicine, Gifu, JAPAN)

1100-1230

2Q Workshop
How to get closer to knowledge about learning
C Tulinius (Department and Research Unit of General Practice, University of Copenhagen, Denmark) and B Eika (Unit of Medical Education, University of Aarhus, Denmark)
Location: Jolly Marina Hotel, Oceano Room

2R Workshop
Medical students as teachers
Amandus Gustafsson, Martin Grønnebæk Tolsgaard, Cathrine Gamborg Møller, Simon Skibsted Mogensen, Pernilla Höiby and Maria Birkvad Rasmussen (Centre for Clinical Education, Copenhagen University Hospital Rigshospitalet, Denmark)
Location: Jolly Marina Hotel, Mediterraneo Room

2S Workshop
Teaching Clinical Skills Trainers (TECST) – developing a faculty
Michelle Lorente, Lucy Ambrose and Jean Ker (Clinical Skills Centre, Ninewells Hospital and Medical School, University of Dundee, UK)
Location: Jolly Marina Hotel, Jonio Room

2T Workshop
Giving and facilitating constructive feedback in challenging situations – moving beyond a formula
Catherine M Smith, Diana Tabak and Anja K Robb (Department of Family & Community Medicine, University of Toronto, Standardized Patient Program, Wilson Centre for Research in Education, Toronto, Canada)
Location: Jolly Marina Hotel, Adriatico Room

1240
Shuttle bus from Jolly Marina Hotel to Cotone Congressi

1230-1430
Lunch at Cotone Congressi
Location: Second Floor, Modules 5, 6 and 7
Viewing of Exhibits and Posters

1245-1415
Private Lunch: Cardiff University
Location: Module 8, Ground Floor

1245-1415
Private Lunch Meeting: ESME Course
Location: Zefiro

1245-1415
Private Lunch Meeting: IIME
Location: Aliseo
Private Meeting: AMEE Executive  
Location: Austro

Shuttle bus from Cotone Congressi to Jolly Marina Hotel

Session 3

1430-1600  

3A  Symposium 2  
Simulation in Medical Education  
Barry Issenberg (University of Miami Centre for Research in Medical Education, Miami, USA (Chairperson)), David Cook (Mayo Clinic, Rochester, USA) and Jean Ker (University of Dundee, UK)  
Location: Grecale

1430-1600  

3B  Short Communications  
Curriculum Planning 2 – Strategic planning, modularisation, educational statistics including integration and task based learning  
Location: Maestrale  
Chairperson: Bruce Holmes (Canada)  
Opening Discussant: Reg Dennick (UK)

1430-1445  

3B 1  A strategic approach to regulation in medical education  
Paula Robblee and Ben Griffith* (General Medical Council, London, UK)

1445-1500  

3B 2  Impact of modularisation on a medical curriculum  
Hemal Thakore and Tim McMahon* (University College Dublin, School of Medicine and Medical Science, Dublin, IRELAND)

1500-1515  

3B 3  Developing a modern Australian integrated curriculum for undergraduate medicine: Monash University 1999-2005  
J M Lindley*, Y R Mc Nicoll and A R Luft (Monash University, AUSTRALIA)

1515-1530  

3B 4  Developing a task-based learning model in endocrinology  
Moira S Lewitt*, Eva Grenbäck and Anna-Lena Hulting (Karolinska Institutet, Department of Molecular Medicine and Surgery, Stockholm, SWEDEN)

1530-1545  

3B 5  A urological curriculum around key symptoms  
U Zimmermann* and K-J Klebingat (University of Greifswald, Department of Urology, GERMANY)

1545-1600  
Discussion

1430-1600  

3C  Short Communications  
Students 2 – Peer to Peer Learning  
Location: Scirocco  
Chairperson: Paul de Roos (Netherlands)  
Opening Discussant: Ray Peterson (Australia)

1430-1445  

3C 1  Comparing fourth year medical students using peer-assisted learning to a specialist physiotherapist teaching musculoskeletal screening  
Keith Graham*, Joanne Burke and Max Field (University of Glasgow, UK)

1445-1500  

3C 2  Enhancing coaching and feedback skills: students as co-coaches in communication curricula  
Cindy L. Adams* and Lorna Wojcicki (University of Guelph, Department of Population Medicine, Ontario Veterinary College, Guelph, CANADA)

1500-1515  

3C 3  Peer-assisted learning: how it works in Ophthalmology  
Chaiwat Wongyaowarak*, Vorachai Sangtongpinit, Bussaya Sujitranooch and Anupong Suthamnirand (Chonburi Medical Education Center, THAILAND)
<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Title</th>
<th>Presenters</th>
</tr>
</thead>
<tbody>
<tr>
<td>1515-1530</td>
<td>3C4</td>
<td>Students guiding students: an advanced training programme for medical students working as peer tutors</td>
<td>Ulla Ahlmén* and Pekka Kääpä (Turku University Faculty of Medicine, FINLAND)</td>
</tr>
<tr>
<td>1530-1545</td>
<td>3C5</td>
<td>A peer assisted learning project: an elective clerkship in medical education</td>
<td>Iskender Sayek*, Melih Elcin, Orhan Odabasi, Murat Akova and Nural Kiper (Hacettepe University, Faculty of Medicine, Ankara, TURKEY)</td>
</tr>
<tr>
<td>1545-1600</td>
<td></td>
<td>Discussion</td>
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**3D Short Communications**

**Postgraduate Education 2**
Location: Libeccio  
Chairperson: Graham Buckley (UK)

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<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Title</th>
<th>Presenters</th>
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<tbody>
<tr>
<td>1430-1445</td>
<td>3D1</td>
<td>A collaborative peer mentorship program for clinician-educators</td>
<td>Reena Karani*, Andrey Chun, Emily Chai, Rainier Soriano, Anna Loengard, David Tomas, Cinthya Marturano and Helen Fernandez (Mount Sinai School of Medicine, Department of Geriatrics and Adult Development, New York, USA)</td>
</tr>
<tr>
<td>1445-1500</td>
<td>3D2</td>
<td>A 2-day course in acute medicine and surgery for House Officers</td>
<td>Birgitte Nybo*, Kari J Mikines and Doris Østergaard (Hvidovre Hospital, Department of Respiratory Diseases, DENMARK)</td>
</tr>
<tr>
<td>1500-1515</td>
<td>3D3</td>
<td>Associations of medical knowledge acquisition</td>
<td>Furman S McDonald*, Scott L Zeger and Joseph C Kolars (Mayo Clinic, Rochester, USA)</td>
</tr>
<tr>
<td>1515-1530</td>
<td>3D4</td>
<td>Managing poorly performing trainees’ – a course for senior medical staff</td>
<td>Ian Curran (St Bartholomew’s and the Royal London Hospitals, London, UK)</td>
</tr>
<tr>
<td>1530-1545</td>
<td>3D5</td>
<td>Using Kirkpatrick’s evaluation model to improve transfer of training</td>
<td>Lisbeth Rune Schultz*, Carsten Hering Nielsen and Peder Charles (University of Aarhus, Centre for Postgraduate Medical Education, DENMARK)</td>
</tr>
<tr>
<td>1545-1600</td>
<td>3D6</td>
<td>Making a child’s hospital stay less painful: a simple educational intervention to increase residents’ knowledge of pediatric pain management</td>
<td>Mark J Graham*, Lena S Sun, William S Schechter, Mary E Tresgallo and John M Saroyan (Columbia University, New York, USA)</td>
</tr>
</tbody>
</table>

No discussion

**3E Short Communications**

**Teaching and learning communication skills 2**
Location: Room A  
Chairperson: Angel Centeno (Argentina)  
Opening Discussant: Roger Kneebone (UK)

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Title</th>
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<tbody>
<tr>
<td>1430-1445</td>
<td>3E1</td>
<td>Assessing teaching and learning communication skills: evaluation of an e-learning package on communication skills for UK Foundation Year 1 trainees</td>
<td>Jennifer Oeland (School of Medicine, University of Aberdeen), Kim Walker (NHS Education Scotland), Robin Ford (Medical Centre, University of Aberdeen) and Suzanne Nabavian* (NHS Education for Scotland, Aberdeen, UK)</td>
</tr>
<tr>
<td>1445-1500</td>
<td>3E2</td>
<td>Computer-based interactive simulations for the training of communication and emotional competence in the medical field</td>
<td>Luigi Anolli, Fabrizia Mantovani*, Alessia Agliati, Olivia Realdon, Valentino Zurloni, Marcella Mortillaro, Antonietta Vescova, Linda Confalonieri, Massimo Balestra and Anna Tarocchi (University of Milan Bicocca, Milan, ITALY)</td>
</tr>
<tr>
<td>1500-1515</td>
<td>3E3</td>
<td>Using trigger films of patient experiences of illness to teach medical students communication skills. A pilot project</td>
<td>Ann McPherson* and Jayne Haynes (University of Oxford, Department of Public Health and Primary Care, Oxford, UK)</td>
</tr>
<tr>
<td>1515-1530</td>
<td>3E4</td>
<td>Adding distance learning to a teaching module on communication skills: an experimental evaluation</td>
<td>S Luccarini*, S Basili, F Consorti, I Nofroni, F Romanelli, A Scarno, H Snelgrove and A Lenzi (University ‘La Sapienza’ of Rome, Roma, ITALY)</td>
</tr>
</tbody>
</table>
1530-1545  
**3E 5** Meeting the challenge of large numbers of students at clinical training sites: a model that can be applied  
Mostafa Selim* and A. Hamid El-Zoheiry (Cairo, EGYPT)

1545-1600  
Discussion

1430-1600  
**3F** Short Communications

*Assessment 1 – Use of Feedback 1*

**Location:** Room B  
**Chairperson:** Gerald Whelan (USA)

1430-1445  
**3F 1** Formative assessment: does giving feedback during formative OSCE support the learning process?  
D Collier*, V Bond and P Owens (University of Liverpool, Clinical Skills Resource Centre, Liverpool, UK)

1445-1500  
**3F 2** Child standardized patients – what feedback can they give to OSCE participants?  

1500-1515  
**3F 3** Can formative be negative? An investigation of the effect of practice before an OSCE  
Jo Hart*, Chris Harrison and Val Wass (University of Manchester, Division of Primary Care, Manchester, UK)

1515-1530  
**3F 4** Group feedback format for the videotaped observed structured clinical exam (OSCE) offers advantages over individual review format  
T Jirasevijinda*, D Richards and D C Ompad (Bronx-Lebanon Hospital Center, Department of Pediatrics, New York, USA)

1530-1545  
**3F 5** Relevant variables in feedback processes in clinical education  
Monica van de Ridder*, Karel Stokking and Olle ten Cate (University Medical Centre Utrecht, School of Medical Studies, Utrecht, NETHERLANDS)

1545-1600  
**3F 6** Transaction list analysis: a new method for analyzing simulation data  
Steven L Kanter* (University of Pittsburgh, School of Medicine, Pittsburgh, USA)

No discussion

1430-1600  
**3G** Short Communications

*Professionalism – The development of professional values 2*

**Location:** Room C  
**Chairperson:** Iain Robbé (UK)  
**Opening Discussant:** Wojciech Pawlina (USA)

1430-1445  
**3G 1** Assessment for young physicians’ decision making when confronted with medical ethical dilemmas  
Tsuen-Chiuan Tsai*, Peter H Harasym, Sylvain Codere, Peter CH Chen and Chyi-Her Lin (National Cheng Kung University, College of Medicine, Taipei, TAIWAN)

1445-1500  
**3G 2** Encouraging the development of professional values via a student led professionalism curriculum  
Diane Owen* and Richard G Evans (Swansea University, Primary Care Group, School of Medicine, Swansea, UK)

1500-1515  
**3G 3** Teaching medical professionalism in PBL  
Mutsuhiro Ikuma*, Teruaki Hongo and Arata Ichiyama (Hamamatsu University School of Medicine, Hamamatsu, JAPAN)

1515-1530  
**3G 4** U.S. medical school course on ethical, cultural and social issues introduced at a medical school in Germany  
Regine Wood, Anna Ringselski, Johanna Kretschmann and Raymond H Curry* (North Western University Feinberg School of Medicine, USA & Charité, Universitätsmedizin Berlin, GERMANY)

1530-1545  
**3G 5** A preliminary study of empathy, emotional intelligence and exam performance in MBChB students  
Elizabeth J Austin, Phillip Evans*, Belinda Magnus and Katie O’Hanlon (College of Medicine & Veterinary Medicine, Edinburgh, UK)

1545-1600  
Discussion
3H 3H Short Communications
Community Oriented Medical Education 1 – Some examples in practice 1
Location: Levante
Chairperson: Pablo Pulido (Venezuela)

3H 1 Distributed learning: the complete decentralization of the undergraduate medical program at University of Montréal Medical School
R Lalande*, P Gagné, M Julien, R Gareau, A Ferron, M J Bédard and C Bourdy (Université de Montréal, Montréal, CANADA)

3H 2 Learning in context: remote students adapt their learning style when in the bush
M A L Maley*, N W Scott and J C Murdoch (University of Western Australia, Rural Clinical School, Nedlands, AUSTRALIA)

3H 3 The twenty-eight year experience of symbiotic medical education in Thailand
N Sirisup*, D Wangsaturaka, V Sarakul and O Kasemsarn (Chulalongkorn University, The Faculty of Medicine, Patumwan Bangkok, THAILAND)

3H 4 Mutual benefits in long-term generalist rural medical placements
Louise Young* and Patricia Rego (The University of Queensland, School of Medicine, Mayne Medical School, Herston, AUSTRALIA)

3H 5 The student experience of learning in a rural clinical environment
P M Lyon*, R McLean, S Hyde and G D Hendry (University of Sydney, Office of Teaching and Learning in Medicine, Sydney, New South Wales, AUSTRALIA)

3H 6 Report on 12 years' UK experience with 3 month primary care attachments in final year
Jon Dowell* and Barclay Goudie (University of Dundee, Community Health Sciences Division, Dundee, UK)

Discussion follows Session 4H

3I 3I Short Communications
Standard Setting and Grading
Location: Ponente
Chairperson: Torstein Vik (Norway)
Opening Discussant: David Swanson (USA)

3I 1 Setting the bar: examiners’ perception of competence in a neonatal-perinatal Objective Structured Clinical Examination (OSCE)
Brian Simmons*, Ann Jeff eries and Deborah Clark (Sunnybrook & Women’s College of Health Sciences Centre, Department of Newborn & Developmental Paediatrics, Toronto, CANADA)

3I 2 The effects of introducing new criteria for setting passing standards in a graduating OSCE
K A M Boursicot* and J A Patterson (Queen Mary University of London, Barts & the London School of Medicine & Dentistry, London, UK)

3I 3 How did we do? Using generalizability theory to evaluate a five judge Angoff standard setting study
Ruth F Barker* (Toronto Sunnybrook Regional Cancer Centre, Toronto, CANADA)

3I 4 The trouble with resits is …
G Pell*, K A M Boursicot and T E Roberts (University of Leeds, Medical Education Unit, Leeds, UK)

3I 5 Checkmate: towards a more efficient way of grading exams
F G Diepmaat*, M Vogel and R P A J Verkooijen (OIG - Institute of Education, Erasmus MC, Rotterdam, NETHERLANDS)

Discussion
1430-1600  **3J Workshop**

Is there a need for European Regional Standards in Medical Education?
Organised by The World Federation for Medical Education (WFME) on behalf of the Thematic Network MEDINE
Location: Tramontana

1430-1600  **3K Workshop**

Developing management and leadership education in schools
Henrique M G Martins (Faculdade de Ciências da Saúde, Universidade da Beira Interior, Portugal)
Location: Austro

1430-1600  **3L Workshop**

Self-assessment: Is it an ability and can it be developed?
Karen Mann, Joan Sargeant (Dalhousie University, Halifax, Nova Scotia, Canada) and Kevin Eva (McMaster University, Canada)
Location: Zefiro

1430-1600  **3M Meeting (invitation only)**

Directors of Masters programmes in medical education
Location: Aliseo
Chairperson: Margery Davis (University of Dundee, UK)

1430-1600  **3N Posters**

Staff/Faculty Development
Location: Module 8, First floor
Chairperson: Stewart Mennin (Brazil)

3N 2 Seeing the bigger picture: peer review – an holistic approach
Janet MacDonald and Clare Kell (Cardiff University, School of Postgraduate Medical & Dental Education, Cardiff, UK)

3N 3 Use of critical incident reflections in faculty development in paediatric anaesthetic module
Kirtida Mukherjee* (Medway Maritime Hospital, Whitstable, UK)

3N 4 Staff development in dental education at the Athens Dental School
A Kossioni*, A Kakaboura and G Vougiouklakis (University of Athens, Dental School, Athens, GREECE)

3N 5 Feedback loop in faculty development programme design: can patients, fellows and stakeholders achieve consensus through DELPHI?
J McClaran* and J Sinclair (University of Oxford Medical School, Oxford, UK)

3N 6 Useful analogies to introduce a Vygotskyan approach to teaching and learning
Mark Piper* (Northumbria NHS Trust, Ashington, Northumberland, UK)

3N 7 The development of an interprofessional mentorship program for faculty at the Department of Radiation Oncology, University of Toronto – a new beginning
E Szumacher*, L Manchul, R Barker, G Kane, C Palmer and J Ringash (Sunnybrook & Women's College of Health Sciences Centre, Toronto, CANADA)

3N 8 A certificate course in Health Professions Education in the College of Medicine & Health Sciences, Sultan Qaboos University
Nadia Al Wardy*, Omar Al Hussaini, Samir Hussein, Abdullah Al Asmi, Laila Al Zidjali, Qassim Al Riyami and Zahra Al Rawahi (Sultan Qaboos University, Al Khod, SULTANATE OF OMAN)

3N 9 A programme for training of teachers in medical and health education
Gudrun Edgren* (Lund University, SWEDEN)

3N 10 Efficiency of a 5-day train the trainer program in medical didactics
Marco Roos*, Martina Kadmon, Veronika Strittmatter, Thomas Böker, Jelena Zwingmann and Thorsten Steiner*
(University of Heidelberg, GERMANY)
3N 11 Learning with and from each other – interprofessional perspectives on teacher training at Karolinska Institute  
Maria Weurlander*, Lena Boman and Ester Mogensen (Karolinska Institute, Stockholm, SWEDEN)

3N 12 Setting the standards for educational supervision: towards a national benchmark  
C Allan*, E A Campbell and G Bagnall (Greater Glasgow NHS Primary Care Division, Glasgow, UK)

3N 13 Developing faculty curriculum skills while addressing population health needs in Central Asia  
P Wallach*, B Bognar, B Casanas, P Charles, J Orriola, K Conaboy, Z Nugmanova, S Yegeubaeva, A DeBaldo and E Fedullo (University of South Florida Health Sciences Center, Reno, USA)

3N 14 Techniques for giving constructive verbal feedback – the feedback ‘hamburger’ take-away recipe  
Ina Treadwell, Glynnis Pickworth, Tarryn Binedell and Marietjie van Rooyen* (University of Pretoria, Department of Family Medicine, Pretoria, SOUTH AFRICA)

3N 15 Teaching to teach: a comprehensive continuing education project on pedagogical competence and teaching skills for the faculty of a medical curriculum  
F Consorti*, S Basili, A Fantoni, O Riggio, A Scarno and P Gallo (University ‘La Sapienza’ of Rome, Roma, ITALY)

3N 16 Maximising the value of feedback for individual facilitator and faculty development  
Jacqueline van Wyk* and Michelle McLean (University of KwaZulu-Natal (UKZN), Durban, SOUTH AFRICA)

3N 17 Towards a learner centred faculty development curriculum to bridge interprofessional differences  
M Martimianakis*, C Dewa and B Hodges (University of Toronto, Wilson Centre for Research in Education, Toronto, CANADA)

3N 18 Long-term effect of a course on in-training assessment in postgraduate specialist education  
Bente Malling*, Kirsten M Bested, Karen Skjelsager, Helle T Østergaard and Charlotte Ringsted (Viborg Hospital, Silkeborg, DENMARK)

3N 19 Developing supervision skills: evaluation of an online induction course for new supervisors  
Gellisse Bagnall (NHS Education for Scotland, NES - West Region, Glasgow, UK)

3N 20 Faculty development courses and homework fulfilment  
Nancy Fernandez-Garza* and Patricia Montemayor-Flores (Universidad Autonoma de Nuevo Leon, Facultad de Medicina, Monterrey, MEXICO)

3N 21 Evaluation of a faculty mentorship program  
Winnie W S Wong*, J Charles Morrison and Lilly J Miedzinski (University of Alberta, Edmonton, CANADA)

3N 22 Comparing the evaluation results for the teachers of educational methods workshops: clinical and nonclinical participants’ viewpoints  
S Soheili*, Z N Hatmi and A Sabouri (Tehran University of Medical Sciences, IRAN)

3N 23 The effect of educational training on teachers’ practice about students’ evaluation and testing  
M Momennasab*, M H Kaveh and P Ahmadi (Lorestan University of Medical Sciences (EDC), Khoramabad, IRAN)

3O 1 Four steps: a model to facilitate practice-based learning  
Gabrielle Kane* (University of Toronto, Princess Margaret Hospital, Toronto, CANADA)

3O 2 Can learning needs identified in appraisal be translated into structured educational delivery  
C Price* and K Evans (Wales Deanery, Newport, UK)
30 3  Attitudinal issues in physician professional development  
Suzanne Murray*, Bernard Marlow, Seema Nagpal, Sean Hayes and Martin Dupuis (AXDEV Goup Inc, Brossard, CANADA)

30 4  Finnish doctors’ participation in CME/CPD activities  
Pirjo Kannisto*, Ulla Anttila, Hannu Halila and Jukka Vänskä (Finnish Medical Association, Helsinki, FINLAND)

30 5  An overview of postgraduate medical education in Georgia  
G Chakhava*, G Menabde, I Pavlenishvili, M Kavtaradze and N Kandelaki (Tbilisi State Medical University, Tbilisi, GEORGIA)

30 6  The establishment of the new Continuing Medical Education (CME) provider of the Florence University Medical School  
G F Gensini, A Conti, M R Guelfi, M Masoni and G Corradi* (Florence University, Faculty of Medicine, Firenze, ITALY)

30 7  Am I a teacher? How general practitioners who teach medical students make sense of their identity as teachers  
Barbara Laue** (University of Bristol, Academic Unit of Primary Care, Bristol, UK)

30 8  A generic integrated model for evaluation of faculty development programmes with family medicine: a case study  
Surasit Chitpitaklert* (Maharat Nakhon Ratchasima Hospital, Nakhon Ratchasima, THAILAND)

30 9  How is training in problem solving treatment received by GP registrars?  
Evelyn van Weel-Baumgarten* and Lieke Franke (University Medical Centre, Radboud University, Nijmegen, NETHERLANDS)

30 10 A multidimensional approach to CME: collaborative mental health care network  
Patricia Rackman*, Lena Salach and Jose Silveira (Ontario College of Family Physicians, Toronto, CANADA)

30 11 Improving patient care by involving people with arthritis as educators of primary care physicians: the Patient Partner Programme  
A D Woolf, K Åkesson, N Amin and H Shoebridge, on behalf of the Patient Partner Education Working Group (Universities of Exeter and Plymouth, Peninsula Medical School, Truro, UK)

30 12 Early experience of needs assessment of EU GPs wishing to work in the UK  
Mary Beech (Wales College of Medicine, School of Postgraduate Medical & Dental Education, Cardiff, UK)

30 13 Consultation skills in future general practitioners – is there a gap to fill?  
C Dainty, P Greed, I Ryland* and T K Smith (Postgraduate General Practice Education, Liverpool, UK)

30 14 Evaluation and examination of an evidence-based dementia training program for general practitioners  
Horst Christian Vollmar, Jörg Lauterberg, Elmar Grässel, Mitra Koch, Simone Neubauer, Cornelia-Christine Schürer-Maly, Nik Koneczny, Maria Grossfeld-Schmitz, Rolf Holle, Norman Ehler, Monika Rieger and Martin Butzlaff** (Universität Witten/Herdecke, GERMANY)

30 15 Facilitating change in teaching practices  
Elaine Van Melle (Queen's University, Office of Health Sciences Education, Kingston, Ontario, CANADA)

30 16 Appraisal for general practice registrars  
Mair Hopkin* and K Evans (Cardiff University, Department of Postgraduate Medical Education, Wales College of Medicine, Cardiff, UK)

30 17 Are the learning objectives relevant of primary care medical teachers and students?  
P W Guendling* and P Gensichen (University of Frankfurt/M, Bad Camberg, GERMANY)

30 18 Evaluation of educational needs of practical skills in general physicians in EDC of Lorestan University of Medical Sciences  
Shahla Payamani*, Fariba Tarhani and Akbar Payamani (Lorestan University of Medical Science, EDC, Khoramabad, IRAN)

30 19 Survey of physicians’ opinion on the effectiveness of continuing medical education  
M H Meshkibaf**, F Majidi and Pakaein (Fasa University of Medical Sciences, IRAN)

30 20 Applying a modified Prochaska’s model of readiness to change for general physicians on depressive disorders in CME programs: validation tool  
Mandana Shirazi*, Ali Akbar Zeinaloo*, Majid Sadeghi, Ahmad Sabouris Kashani, Mohammad Arbabi, Farshid Aloeedini, Kirsti Lonka and Rolf Wahlstrom (Tehran University of Medical Science, EDC, IRAN)
3P Posters

Student support; Students as teachers; Peer Assisted Learning

Location: Module 8, third floor
Chairperson: Sharon Krackov

3P 1 Young medical doctors’ and medical students’ contribution to undergraduate and continuing medical education
Radim Licenik (Palacky University Faculty of Medicine, Olomouc, CZECH REPUBLIC)

3P 2 Developing teaching skills in medical students: peer assisted learning in patient-centred interviewing
T Tierney*, D Nestel and F Harrison (Imperial College London, Department of Biosurgery and Surgical Technology, London, UK)

3P 3 Knowledge and clinical performance: are they correlated with residents’ teaching skill?
Ruangsak Lertkhachonsuk*, Danai Wangsaturaka and Saknan Manotaya (Chulalongkorn University, Faculty of Medicine, Bangkok, THAILAND)

3P 4 A longitudinal resident as teacher course spanning undergraduate and graduate medical education
Susan Pasquale*, Jeffrey Cukor and Anne Larkin (University of Massachusetts Medical School, Office of Medical Education, Worcester, USA)

3P 5 Doctor as teacher: inspiring faculty of the future using the Disney creativity strategy
Peta Foxall*, Jane McHarg, Michelle Mcculley and Jim McGarrick (Institute of Clinical Education, Peninsula Medical School, Exeter, UK)

3P 6 Special Study Module: students as teachers
Celia Popovic (University of Birmingham, Medical Education Unit, Birmingham, UK)

3P 7 Orientation week and white coat ceremony for first year medical students at Ankara University, Faculty of Medicine
K Kemahi, O Palaoglu, T Aktug, A M Aytu-Kosan, M Demiroren, M Ozen*, M F Atacanlı, I Gonullu, H Balcioglu, I H Ayhan, T Karahan, C Akbay and T Corapcioglu (Ankara University, Departments of Medical Education & Pediatrics, Faculty of Medicine, Ankara, TURKEY)

3P 8 Pastoral care in the integrated undergraduate curriculum
C Nicol* and A Fleet (University of St Andrews, Bute Medical School, St Andrews, UK)

3P 9 Clinical educational supervisors: responding to undergraduate student needs
Deborah Markham*, Ed Peile and Yvonne Carter (University of Warwick, Medical Teaching Centre, Coventry, UK)

3P 10 Developing an informal appraisal system for medical undergraduates: experience of a pilot scheme
Kathy Duffy* and Gerard J Byrne (South Manchester University Hospitals NHS Trust, Undergraduate Medical Education, Manchester, UK)

3P 11 A mentor programme for professional development
Terese Stenfors-Hayes*, Lena Boman* and Sofia Tranæus (CUL/LIME, Karolinska Institutet, Stockholm, SWEDEN)

3P 12 Effective learning and study skills course for 1st year medical students
Halil Ibrahim Durak*, S Elif Torun and Gulsen Kandiloglu (Ege University, Department of Medical Education, Binasi-Bornova, TURKEY)

3P 13 Medical students’ study orientations
Juha Nieminen*, Annamari Heikkilä, Klas Karlgren, Italo Masiello and Kirsti Lonka (University of Helsinki, Faculty of Medicine, Helsinki, FINLAND)
### 3P 14 Impact of peer assessment in the professional development of medical students
Anne Nofziger, Elizabeth Naumburg*, Barbara Davis, Chris Mooney and Ronald Epstein (University of Rochester School of Medicine and Dentistry, New York, USA)

### 3P 15 Peer assisted learning in clinical procedures
Jeremy Morton*, Fiona Frame, Lisa Anderson, Janette Mayes and Michael Ross (University of Edinburgh, Medical Teaching Organisation, Edinburgh, UK)

### 3P 16 Peer-assisted learning in musculoskeletal system clinical examination
Joanne Burke*, Keith Graham, Saeed Foyez, Robert G Matthew and Max Field (University of Glasgow, Faculty of Medicine, Glasgow, UK)

### 3P 17 Actively partnering with students in a quality improvement program: role of student leaders and impact on educational experience
Toni M Ganzel, David L Wiegman* and Mary T Coleman (University of Louisville, School of Medicine, Louisville, USA)

### 3P 18 Assessing the quality of teaching from two methods of scenario based learning and peer group review in student clinical skills
Mahdi Abdolahi, Leile Mosslanejad* and Sobhanian Saeed (Jahrom Medical School of Sciences, IRAN)

### 3P 19 Evaluating an academic support program: an additional component
Norma Saks* and Robert Lebeau (UMDNJ-Robert Wood Johnson Medical School, Piscataway, USA)

#### 1430-1600

<table>
<thead>
<tr>
<th>Workshop</th>
<th>3Q</th>
<th>Key learning theories for medical educators</th>
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<tbody>
<tr>
<td></td>
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<td>Dario Torre (Medical College of Wisconsin, USA), Barbara J. Daley (University of Wisconsin – Milwaukee, USA), James L. Sebastian (Medical College of Wisconsin, USA) and D. Michael Elnicki (University of Pittsburgh, USA)</td>
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<td>Location:</td>
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<td>Jolly Marina Hotel, Oceano Room</td>
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<tr>
<th>Workshop</th>
<th>3R</th>
<th>Accept, Revise, Reject: How to review educational research papers</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Sonia Crandall (Wake-Forest University, Winston-Salem, NC, USA), Steven Durning and Paul A. Hemmer (Uniformed Services University of the Health Sciences, Bethesda, MD, USA)</td>
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<td>Jolly Marina Hotel, Mediterraneo Room</td>
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<thead>
<tr>
<th>Workshop</th>
<th>3S</th>
<th>The role of needs assessments in designing teacher training programmes for medical residents</th>
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<tr>
<td></td>
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<td>Jamiu O Busari (Dept of Pediatrics, Atrium Medical Center, Netherlands) and Bart Wolf (St. Lucas Andreas Hospital, Amsterdam, Netherlands)</td>
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<th>Analysis of small group learning</th>
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<tr>
<td></td>
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<td>Antoinette S Peters (Harvard Medical School, Boston, Mass, USA)</td>
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<td>Jolly Marina Hotel, Adriatico Room</td>
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#### 1330-1630

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<thead>
<tr>
<th>Technology Petting 1</th>
<th>3U</th>
<th>The opportunity to see demonstrated and try out some novel e-learning packages</th>
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<tbody>
<tr>
<td>Location:</td>
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<td>Exhibition area, Module 6, Second Floor</td>
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| Technology Petting 1 | 3U 1 | Labyrinth |
|----------------------|------|---------------------------------
| Location:            |      | Rachel Ellaway (University of Edinburgh, MVM Learning Technology Section, The Medical School, Edinburgh, UK) |

<table>
<thead>
<tr>
<th>Technology Petting 1</th>
<th>3U 2</th>
<th>Interactive e-Learning software for Neurologic Skills Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location:</td>
<td></td>
<td>David Lee Gordon* (University of Miami, Center for Research in Medical Education, Miami, Florida, USA)</td>
</tr>
</tbody>
</table>
Teaching evidence-based clinical skills in minor surgery
Andrzej Staniszewski, Donata Kurpas, Patricia Owens, Anouk De Smedt and Marc Nyssen (Wroclaw Medical University, Department of Family Medicine, Wroclaw, POLAND)

Continuous competency registration on handheld devices
Merete Ipsen (Aalborg Sygehus, Hobrovej, DENMARK)

Piloting hand-held computers with wireless access to portfolios and web-based support materials in undergraduate medical education
S J Cotterill, S Jones, R A Walters, J D Moss, A M McDonald on behalf of CETL4HealthNE (University of Newcastle, School of Medical Education Development, Faculty of Medical Sciences, Newcastle, UK)

Shuttle bus between Jolly Marina Hotel and Cotone Congressi and return
Coffee at Cotone Congressi and Jolly Marina Hotel

Session 4
1630-1800

Symposium 3
Research in medical education
Chairpersons: Charlotte Ringsted, Center for Clinical Education, Rigshospitalet, Copenhagen, Denmark) and Cees van der Vleuten, University of Maastricht, Netherlands)
Location: Grecale

Short Communications
Curriculum Evaluation 1 – From the perspective of the qualified doctor and healthcare professional in five different settings
Location: Maestrale
Chairperson: John Patterson (UK)

Surveying alumni to assess achievement of a medical school’s educational objectives
Wayne Woloschuk, Allan Jones, Pamela Veale, J-F Lemoy, J-G DesCoteaux and Sarah Weeks (University of Calgary, Faculty of Medicine, Alberta, CANADA)

Are Welsh medical students sufficiently prepared for the Surgical Pre-Registration House Officer posts?
J Ansell, S A Bradbury-Willis and H Sweetland (Welsh College of Medicine, Cardiff University, UK)

What would young doctors have wanted from their education?
A Hoppe, G Birgégard and E Persson (Uppsala University, Educational Unit, Faculty of Medicine, Uppsala, SWEDEN)

Getting feedback: a comparison of strategies to receive curricular evaluations from medical alumni
H Doll, J Dahmen, O Polacsek, C Schlett, K Gardelk, G Federkeil and M Butzlaff (Witten/Herdecke University, Medical Deanship, Witten, GERMANY)

Characteristics and performance of medical graduates from the users’ point of view
N Tanthachun, Y Jariya and S Klanarong (Buddhachinaraj Hospital, School of Medicine, Phitsanulok, THAILAND)

Evaluation of undergraduate midwifery education
Masoumeh Simbar and Giti Ozgoli (Shaheed Beheshti Medical Sciences University, Tehran, IRAN)

Comparison of curriculum-on-paper with curriculum-in-action for the educational goals concerning medium-sized group learning
Debbie ADC Jaarsma, Willem S de Grave, Albert JJA Scherpber and Peter van Beukelen (NETHERLANDS)

Discussion after Session 6C
### 4C Short Communications

#### e-Learning 1 – The Virtual Learning Environment (VLE)
- **Location:** Scirocco
- **Chairperson:** Peter Frey (Switzerland)
- **Opening Discussant:** Hemal Thakore (Ireland)

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Title</th>
<th>Presenters</th>
</tr>
</thead>
<tbody>
<tr>
<td>1630-1645</td>
<td>4C 1</td>
<td>Evaluation of a recently implemented virtual learning environment (Moodle) – a survey of veterinary teachers’ and students’ experiences at Glasgow</td>
<td>V H M Dale*, S Bierbaum, M Sullivan (University of Glasgow, Faculty of Veterinary Medicine, Glasgow, UK)</td>
</tr>
<tr>
<td>1645-1700</td>
<td>4C 2</td>
<td>Integrating a contextual curriculum map for the Medical School by using building block technology to extend the Blackboard VLE</td>
<td>Nadia Robertson, Alison Gray and Wynne Carter* (University of Dundee, Ninewells Hospital and Medical School, Computing and Media Service, Dundee, UK)</td>
</tr>
<tr>
<td>1700-1715</td>
<td>4C 3</td>
<td>Implementing on-line logbook to improve teaching and learning for medical students</td>
<td>Jenny Fang Jiang (The Chinese University of Hong Kong, Medical Information Technology, The Faculty of Medicine, HONG KONG, CHINA)</td>
</tr>
<tr>
<td>1715-1730</td>
<td>4C 4</td>
<td>Is collaborative learning in PBL promoted by using asynchronous learning network methods?</td>
<td>J McHarg* and J C McLachlan (Peninsula Medical School, Exeter, UK)</td>
</tr>
<tr>
<td>1730-1745</td>
<td>4C 5</td>
<td>Horus-FP: supporting foundation programme learning using open-source software</td>
<td>P Boulton, M Brown, T Dornan*, Miles, Murray and Powley (University of Manchester, School of Electrical &amp; Electronic Engineering, Manchester, UK)</td>
</tr>
</tbody>
</table>

#### Discussion

### 4D Short Communications

#### Postgraduate Education 3
- **Location:** Libeccio
- **Chairperson:** Gillian Needham (UK)
- **Opening Discussant:** Alistair Thomson (UK)

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Title</th>
<th>Presenters</th>
</tr>
</thead>
<tbody>
<tr>
<td>1630-1645</td>
<td>4D 1</td>
<td>How residents learn: clinical activities remain pivotal</td>
<td>P W Teunissen*, F Scheele, A J A Scherpbie, C P M van der Vleuten, K Boor, S van Luijk and J A A M van Diemen- Steenwoode (Free University Amsterdam, Haarlem, NETHERLANDS)</td>
</tr>
<tr>
<td>1645-1700</td>
<td>4D 2</td>
<td>Work satisfaction, quality of life and leisure time of residents at the Soroka University Medical Center, Beer Sheva, Israel</td>
<td>Asaf Acker*, Haim Reuveni and Asaf Toker (Ben Gurion University of the Negev, Omar, ISRAEL)</td>
</tr>
<tr>
<td>1700-1715</td>
<td>4D 3</td>
<td>What demands are made of interns in a resource-constrained environment?</td>
<td>François Cilliers (University of Stellenbosch and FAIMER Institute, Centre for Teaching &amp; Learning, Tygerberg, SOUTH AFRICA)</td>
</tr>
<tr>
<td>1715-1730</td>
<td>4D 4</td>
<td>Importance of the senior resident’s role in teaching competences</td>
<td>E Nemr*, M Nasr, J Nassif, W Abou-Hamad, F Haddad and A Haddad (Saint Joseph University Medical School, Beirut, LEBANON)</td>
</tr>
<tr>
<td>1730-1745</td>
<td>4D 5</td>
<td>Teaching effective communication to Medical Residents</td>
<td>Hannah Kedar (The Hebrew University of Jerusalem, Faculty of Medicine, Centre for Medical Education, Jerusalem, ISRAEL)</td>
</tr>
</tbody>
</table>

#### Discussion
**4E Short Communications**

Simulation/Standardized Patients 1 — frozen, plastic or real?
Location: Room A
Chairperson: Kurt Nielsen (Denmark)

**4E 1** Evaluating a process for realistic scenario development in the assessment of procedural skills
D Nestel*, R Kneebone and F Yavadollahi (Imperial College London, Department of Biosurgery and Surgical Technology, London, UK)

**4E 2** Human simulator program in a medical physiology course: exam score effects
James N Pasley*, Michael Petty, Jehad Albataineh and Mohammad Jaffar (University of Arkansas for Medical Sciences, College of Medicine, Little Rock, Arkansas, USA)

**4E 3** How to choose the right physical laparoscopic simulator
A Sansregret*, G Fried, D Klassen and H Hasson (University of Montréal, Montréal, Québec, CANADA)

**4E 4** Simulated surgical skills training: why not in sub-Saharan Africa?
Miliard Derbew and Niall Byrne* (University of Toronto, Faculty of Medicine, The Donald R Wilson Centre for Research in Education, Toronto, CANADA)

**4E 5** Performing liver biopsies: validating the use of fresh frozen cadavers
A S Arora and D H Bruining* (Mayo Clinic, Department of GIH, Mayo Foundation, Rochester, USA)

**4E 6** Integration of standardized patients (SP) into ward round training for final year students
S K Briem*, B Kraus, J Jünger, H Lauber, W Herzog and C Nikendei (University of Heidelberg Medical Clinic, Heidelberg, GERMANY)

Discussion follows after Session 6E

**4F Short Communications**

Assessment 2 — Use of Feedback 2
Location: Room B
Chairperson: Don Melnick (USA)
Opening Discussant: Kathy Boursicot (UK)

**4F 1** Characteristics of written feedback on students’ reflection reports
Hanke Dekker*, Jelle Geertsma, Johanna Schönheldt-Adema and Janke Cohen-Schotanus (University Medical Centre Groningen, Faculty of Medical Sciences, Groningen, NETHERLANDS)

**4F 2** Learning technical surgical skills by medical students: the role of verbal feedback from an expert and self-accessed feedback about motion efficiency
Adam Dubrowski*, George Xeroulis, Mark C Porte, Vicki Leblanc and Richard R Reznick (University of Toronto, Department of Surgery, The Wilson Centre, Toronto, CANADA)

**4F 3** Multisource feedback in specialist training in Denmark - a pilot study
Gitte Eriksen*, Jens Seeberg, Hans Kirkegaard and Birgitte Bruun Nielsen (Aarhus University Hospital, Department of Gynaecology and Obstetrics, Aarhus, DENMARK)

**4F 4** Feedback - is everyone hearing the message?
Heather L Hageman*, Dorothy A Andriole, Alison J Whelan and Donna B Jeffe (Washington University, School of Medicine, St Louis, USA)

**4F 5** Feedback in simulation and in reality
David Matheson*, Andy Buttery and Bryn Baxendale (University of Nottingham, Medical Education Unit, Queens Medical Centre, Nottingham, UK)

Discussion
### 4G Short Communications

**Professionalism 3 — Different approaches to the assessment of professionalism**

**Location:** Room C  
**Chairperson:** David Stern (USA)

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
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</table>
| 1630-1645 | **4G 1** Assessing professionalism with the Objective Structured Clinical Examination (OSCE)  
*Ann Jefferies*, Brian Simmons and Deborah Clark (University of Toronto, Department of Paediatrics, Toronto, CANADA) |
| 1645-1700 | **4G 2** A measure of medical students' attitudes towards professionalism in medicine using the theory of planned behaviour  
*V Jha*, H L Bekker, G Pell and T E Roberts (University of Leeds, Academic Department of Obstetrics & Gynaecology, Leeds, UK) |
| 1700-1715 | **4G 3** Ethics and professionalism in medicine: experience in the application of Hall Tonna Inventory of Values  
*Claudia Hernández*, Mary Ana Cordero, Graciela Medina, Luz Leticia Elizondo, Daniel Dávila and Miguel Angel García (Tecnológico de Monterrey School of Medicine, Nuevo Leon, MEXICO) |
| 1715-1730 | **4G 4** Development and implementation of an instrument to measure academic and professional performance of graduate alumni from medical school in Colombia  
*Mary Bermudez*, Maria Nely Rodríguez and Rodolfo Dennis (Javeriana University School of Medicine, Bogotá, COLOMBIA) |
| 1730-1745 | **4G 5** Experiences from examining ‘professional development’ by use of video-taped “difficult patients”  
*Eva E Johansson* and *Ulf Lindström* (University of Umeå, Institution of Public Health & Clinical Medicine, Umeå, SWEDEN) |
| 1745-1800 | **4G 6** Peer evaluation: an important assessment of professionalism and communication in an internal medicine residency program  
*Denise M Dupras* and Randall S Edson (Mayo Clinic, College of Medicine, Rochester, USA) |

No discussion

### 4H Short Communications

**Community Oriented Medical Education — Some examples in practice 2**

**Location:** Levante  
**Chairperson:** Jadwiga Mirecka (Poland)  
**Opening Discussant:** Trevor Gibbs (UK)

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
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</thead>
</table>
| 1630-1645 | **4H 1** Integrated case-seminar – tool for studying cooperation of primary and secondary health care  
*Antti Koivukangas*, Timo Hyytinen, Tiina Keski-Qopas, Pauliina Suomela and Irma Virjo (University of Tampere, Seinajoki, FINLAND) |
| 1645-1700 | **4H 2** The Kirkcaldy and Levenmouth Community Attachment Scheme: responding to the challenges of health care education  
*Trevor Gibbs*, Gerry Humphris and Kathleen Fatheringham (University of St Andrews, Bute Medical School, St Andrews, UK) |
| 1700-1715 | **4H 3** Opening faculty doors to the community: challenges and evaluation of a 5 year teaching process based on volunteer contributions  
*M F Patricio*, A Pais-de-Lacerda and J Gomes-Pedro (Institute of Introduction to Medicine, University of Lisbon, Faculdade de Medicina de Lisboa, PORTUGAL) |
| 1715-1730 | **4H 4** One medical student, one family participatory community approach in Family and Community Medicine, 2003-2005  
*Teerasak Laksananan* (Sawanpracharak Hospital, Nakhonsawan, THAILAND) |
| 1730-1745 | **4H 5** Practising community health  
*Zvonko Sosic*, Gordana Pavlekovit, Nada Cikes and Mladenka Vrcic-Keglevic (University of Zagreb, Medical School, Andrija Stampar School of Public Health, Zagreb, CROATIA) |
| 1745-1800 | Discussion |

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*46*
**4I AMEE Fringe 1**

Location: Ponente  
Chairperson: Michael Begg (UK)

1630-1700  
**4I 1** The amazing case race: making hospital orientation fun and educationally relevant  
Adrienne Newman, Debbie Leach, Sally Kent-Ferguson and Eleanor Flynn* (University of Melbourne, Faculty of Medicine, Dentistry & Health Sciences, Faculty Education Unit, Victoria, AUSTRALIA)

1700-1730  
**4I 2** Narrative of a seizure: the patient's perspective through art  
J N Hudson, M A Hamilton-Bruce* and H Smith (University of Wollongong, Graduate School of Medicine, Wollongong NSW, AUSTRALIA)

1730-1800  
**4I 3** The fourth wall  
Torild Jacobsen*, Anders Baerheim, Margret Lepp and Edvin Schei (University of Bergen, NORWAY)

1630-1800  
**4J Short Communications**

Teaching and learning about patient safety  
Location: Tramontana  
Chairperson: Tore Laerdal (Norway)  
Opening Discussant: Goh Poh Sun (Singapore)

1630-1645  
**4J 1** Enhancing patient safety by re-building human errors: prospective memory failures and synthesizing error analysis  
Peter Dieckmann*, Silke Reddersen, Theo Wehner, Klaus Mehl and Marcus Rall (Tuebingen University Medical School, Department for Anaesthesiology and Intensive Care Medicine, Tuebingen, GERMANY)

1645-1700  
**4J 2** Designing a patient safety and quality outcomes medical curriculum  
David Mayer*, Paul Barach and Ara Tekian (University of Illinois at Chicago, Chicago, USA)

1700-1715  
**4J 3** Workplace education to improve patient safety  
Kirsty Foster* and Heather E Jeffery (Royal Prince Alfred Hospital and University of Sydney, AUSTRALIA)

1715-1730  
**4J 4** Safe medication practice tutorials for final year medical students  
I D Coombes, C Mitchell*, D Stowasser and J Brammer (University of Queensland, Department of Respiratory Medicine, Princess Alexandra Hospital, Woolloongabba, AUSTRALIA)

1730-1745  
**4J 5** An interprofessional approach to healthcare students learning about patient safety  
N D S Bax*, A Hutchinson and P Stark (University of Sheffield, Academic Unit of Medical Education, School of Medicine and Biomedical Sciences, Sheffield, UK)

1745-1800  
Discussion

1630-1800  
**4K Workshop**

Tuning Task Force of the MEDINE Thematic Network  
Location: Austro  
Chairperson: Allan Cumming, UK

1630-1800  
**4L European Medical Association Meeting** (invitation only)

Location: Zefiro  
Chairperson: Vincenzo Costigliola

1630-1800  
**4M Workshop**

Preparing medical education manuscripts for journal publication  
William C McGaghie (Northwestern University Feinberg School of Medicine, Chicago, IL, USA) Monica van de Ridder (University Medical Center Utrecht, Netherlands)  
Location: Aliseo
4N 1 Evaluation of a clerkship in international health
Alan Jotkowitz*, Shirley Rosen, Sheila Warshawsky and Miki Karplus (Ben Gurion University, The Moshe Prywes Center for Medical Education, Beer Sheva, ISRAEL)

4N 2 AMEE: a window on the globalizing world of medical education?
Christophe Segouin*, Brian Hodges and Niall Byrne (Service de Santé Publique et Economie de la Santé, Paris, FRANCE)

4N 3 Studying abroad: how internationally oriented are medical students?
O Polacsek*, J Dahmen, H Doll, C Schlett, K Gardeik, G Federkeil and M Butzlaff (Witten/Herdecke University, GERMANY)

4N 4 Integrating refugee health professionals into the UK NHS workforce: successful initiatives and lessons learned
Ceri Butler*, Lesley Southgate and John Eversley (University College London, Department of Primary Care and Population Sciences, Tunbridge Wells, UK)

4N 5 Does studying abroad prepare graduates to work in foreign countries?
J Dahmen*, H Doll, O Polacsek, C Schlett, K Gardeik, G Federkeil and M Butzlaff (Witten/Herdecke University, GERMANY)

4N 6 International medical graduates and home grown medical students – learning together
J P Fisher*, K Anderson, M Sykes and M Keaney (REACHE Northwest, Hope Hospital, Salford, UK)

4N 7 Strategic plan and new vision of development
Ivane Bokeria* (Tbilisi State University, Tbilisi, GEORGIA)

4N 8 Leonardo MEDSKILLS project – Burns Module
Donata Kurpas*, Andrzej Staniszewski, Rosa Suarez, Luca Pugliese, Anouk De Smedt, Marc Hyssen and Andrzej Steciwko (Wroclaw Medical University, POLAND)

4N 9 Fostering international research collaborations
S A Anderson, S Yegeubaeva, T Kudalbergenova, K A Conaboy*, A DeBaldo, P Wallach, Z Nugmanova and E Fedullo (University of South Florida Health Sciences Center, Reno, USA)

4N 10 The establishment of the new course ‘Introduction to Clinical Practice’ at the Medical Faculty in Niš
M Visnjic*, D Pavlovic, S Filipovic, G Kocic and A Visnjic (University of Niš, Faculty of Medicine, SERBIA & MONTENEGRO)

4N 11 The establishment of the center for monitoring, assurance, improvement and development of quality of the study programs and teaching at the Medical Faculty in Niš
G Kocic*, M Visnjic and D Pavlovic (University of Niš, Faculty of Medicine, SERBIA & MONTENEGRO)

4N 12 Connecting health and educational policies: the role of medical education in Brazil
Adriana Aguiar* and Paulo Rodrigues (UNESA/UERJ/ABEM, Rio de Janeiro, BRAZIL)

4N 13 Towards an improved teaching and evaluation model
Stevan Popoviae, Milan Simiae, Nevena Secen *, Djordje Povazan, Aleksandar Mileiae, Dubravka Klatiae (Faculty of Medicine Novi Sad, SERBIA & MONTENEGRO)

4N 14 Developing teaching skills for medical educators in Russia: A cross-cultural faculty development project
Jeffrey G Wong* and Kadria Agisheva (Medical University of South Carolina, Charleston, USA)

4N 15 Bachelor/Master/PhD in medical education
Monja Tullius* (University of Göttingen, GERMANY)

4N 16 Implementation of ECTS in Georgia
Nino Chikhladze (Tbilisi State University, GEORGIA)

4N 17 System of assessment and transition from five to a hundred
Nato Pitskhelauri (Tbilisi State University, GEORGIA)

4N 18 First experiences on ECTS implementation at the Faculty of Medicine, University of Nis
D Pavlovic*, M Visnjic, G Kocic and A Visnjic (University of Niš, Faculty of Medicine, SERBIA & MONTENEGRO)
The development of multi professional education - an international comparative study between Denmark and the UK
Glynis Buckle and Simon Gregory* (Leicestershire, Northamptonshire & Rutland, Healthcare Workforce Deanery, Leicester, UK)

Conformity rate of Semnan Medical College with WFME
M Saberian*, S Hajiaghajani, M R Rezvani and M E Aminbeidokhti (Semnan University of Medical Sciences, (EDC), IRAN)

Curriculum Management; Leadership Training; Educational Environment
Location: Module 8, second floor
Chairperson: Henry Pohl (USA)

The role of a project manager in effecting change in medical education
Claire Grout (North Western Postgraduate Medical Deanery, Manchester, UK)

Teaching coordinator in medical education
Pauliina Suomela* and Irma Virjo (University of Tampere, Ruha, FINLAND)

Course administrators as the missing quality link
Christine Jansson* and Matti Johannes Nikkola (Karolinska Institutet, Department of Cell and Molecular Biology, Stockholm, SWEDEN)

Organisational development strategies are required to support medical management and leadership roles
Robert Cragg*, Peter Spurgeon, Seamus Carey and John Clark (Institute of Clinical Leadership, West Midlands Deanery, Birmingham, UK)

Communicating institutional mission and values to internal and external constituencies: the dos and don’ts for medical educators
Julio César Gómez*, Pilar Talayero and Antonio Talayero (Universidad Westhill, Mexico City, MEXICO)

An investigation into preparedness for transition to a new style of specialist training in the UK
Marcia Reid* and Sue Cavendish (LNR Healthcare Workforce Deanery, Leicester, UK)

How do you engage medical students and staff with Personal Development Planning?
Deborah Murdoch-Eaton*, Andrew Smith, Andy Pellow and Pauline Kneale (University of Leeds, School of Medicine, Medical Education Unit, Leeds, UK)

Challenging human resources for health in Guinea
Alain Le Vigouroux*, Moussa Koulibaly and Amara Cisse (Ministry of Public Health, c/o French Embassy, Conakry, GUINEA)

Clinical leadership – successful development of a training programme for General Practice Registrars?
Veronica Wilkie*, Hugh Flanagan and Robert Cragg (West Midlands Deanery, Institute of Clinical Leadership, Birmingham, UK)

Developing leadership capacity in health and social care education: leadership development across the higher education/healthcare interface
Judy McKimm* and Sam Held (University of Leicester, Department of Medical & Social Care Education, Leicester, UK)

New Leaders Scholarship Program – practical reinforcement of clinical leadership theory proves effective amongst primary and secondary care trainees
Peter Spurgeon*, Veronica Wilkie, Robert Palmer, Robert Cragg and Carolyn Hicks (Institute of Clinical Leadership, West Midlands Deanery, Birmingham, UK)

Developing new partnerships between higher education and the NHS: offering a sociological perspective
Elizabeth Anderson (University of Bristol, Academic Unit of Psychiatry, Bristol, UK)

Quality assurance in medical education: the Universitas Padjadjaran Experience
Dinan S Bratakoesoema* and Tina D Judistiani (Padjadjaran University, Faculty of Medicine, Jatinangor Sumedang, INDONESIA)
4O 14 Measuring the postgraduate educational climate in a university hospital
Claus Möger (Aarhus University Hospital, Denmark)

4O 15 How quality assurance implementation speeds up development: Saraburi Hospital Medical Education Center, Thailand
Duangjai Pornyuenyongsurat and Mullika Suwankeeree* (Saraburi Regional Hospital, THAILAND)

4O 16 Expertise and needs of medical educators – results of an international web survey
S Huwendiek*, P Dern, M Friedman Ben-David, B Tonshoff, R Harden, S Mennin and C Nikendei (University Children's Hospital Heidelberg, GERMANY)

4O 17 Evaluation of the educational environment of postgraduate surgical teaching
J S Khan* (Royal Free Hospital, Epsom, UK)

4O 18 Evaluation of a modern medical student apprenticeship in paediatrics by the Dundee Ready Education Environment Measure (DREEM)
S Dowson*, A Shehadeh and V Dhwakar (The Education Centre, Birmingham Children's Hospital, UK)

4O 19 Postgraduate hospital trainees’ perception of the educational environment in Yokohama, Japan
Takuya Adachi* and Sadayoshi Ohbu (University of Dundee, Centre for Medical Education, Dundee, UK)

4O 20 DREEM identifies community health training uniqueness among local health services
Joaquim Edson Vieira, Isabela Martins Benseñor, Paulo Eduardo Manegeon Elias and Milton de Arruda Martins* (University of São Paulo Medical School, Cotia, BRAZIL)

4O 21 Measuring perceived educational climate of the new curriculum of the Catholic University of Chile: DREEM questionnaire
A Riquelme*, M Oporto, J Oporto, J I Mendez, P Viviani, J Chianale, R Moreno and I Sanchez (Catholic University of Chile, Dundee, UK)

4O 22 Quality assurance for Iranian Schools of Nursing
M Pazargadi* and M Zaghari (Shaheed Beheshti University of Medical Sciences, Evin, IRAN)

4P 1 Vocational guidance and educational success: six years’ experience of an e-learning network
P Falaschi*, L Brienza, M L Morisani, M Relucenti, E Gaudio and G Familiari (University of Rome ‘La Sapienza’, II Faculty of Medicine, Rome, ITALY)

4P 2 Academic differences between Austrian and German University applicants
Anna Kraft*, Johannes Schulze and Hans Georg Kraft (Medical University of Innsbruck, AUSTRIA)

4P 3 School leaving grades, admission test scores and early academic performance in Italian medical schools
G Familiari*, V Ziparo, A Lenzì, R Heyn, M Relucenti and L Frati (University of Rome ‘La Sapienza’, II Faculty of Medicine, Rome, ITALY)

4P 4 Dentistry – from the motivation of selection as a subject to future professional expectation
D Dudea*, C Alb, C Ciuce and D Greta (University Iuliu Hatieganu, Cluj-Napoca, ROMANIA)

4P 5 The students’ study background and their motives for studying medicine and dentistry
Eeva Pyörälä* (University of Helsinki, Research & Development Unit for Medical Education, Helsinki, FINLAND)

4P 6 The differences between students in a graduate entry program and an undergraduate entry program: students’ perceptions
Min Liu, Yu-Sheng Huang and Keh-Min Liu* (Kaohsiung Medical University, Department of Anatomy, College of Medicine, Kaohsiung, TAIWAN)
4P 7 Does the educational background and demographic profile of a student affect their performance on a graduate entry medical degree?
Jennifer Poyser* and Peter McCrorie (St George’s University of London, Medical Education, London, UK)

4P 8 Validating your admission examination
Ellen Julian* (Association of American Medical Colleges (AAMC), Washington, USA)

4P 9 Evaluation of an on-line appointment system for F1 posts – European experience
Jonathan Howes*, Zarina Chughtai, David Wall and Robert Palmer (West Midlands Deanery, Birmingham, UK)

4P 10 Junior doctor selection – lessons for future recruitment
Helen M Goodyear*, Andrea Alleyne and David Wall (West Midlands Deanery, Birmingham, UK)

4P 11 Multi-station interviews – the candidates’ opinion
S Humphrey* and H Goodyear (Birmingham, UK)

4P 12 Why do so few men apply to study veterinary medicine?
Mirja Ruohoniemi (University of Helsinki, Faculty of Veterinary Medicine, Helsinki, FINLAND)

4P 13 Meeting the need for more diversity in medicine: a first step
Sonya R Miller* (University of Michigan, Department of Physical Medicine and Rehabilitation, Ann Arbor, USA)

4P 14 Does equal education generate equal attitudes? Gender differences in medical students’ attitudes toward the ideal physician
Petra Verdonk*, Annalies Harting and Toine Lagro-Janssen (Radboud University Nijmegen Medical Centre, Nijmegen, NETHERLANDS)

4P 15 Cultural competence and medical pluralism: inquiries in the Yukon
Z J Playdon* (KSS Deanery, University of London, UK)

4P 16 Why do doctors choose a career in geriatric medicine?
Sally Briggs, Recia Atkins, Jeremy Playfer and Oliver J Corrado* (Leeds General Infirmary, Medical Education Centre, Leeds, UK)

4P 17 Career preferences in the new UK Foundation Programme: influencing factors
C Chiappa, J C Illing, M Welfare, S Corbett and N Thompson (R Duncan to present) (Northumbria Healthcare NHS Trust, Tyne and Wear, UK)

4P 18 Careers advice for the specialist registrar grade
Michele Gadsby*, Clare Kennedy and Helen M Goodyear (West Midlands Deanery, Birmingham, UK)

4P 19 Recruitment of doctors into medical education research
I J Robbé*, R Kneebone and D Nestel (Cardiff University, School of Medicine, Cardiff, UK)

1630-1800
4Q Workshop
Developing an interprofessional faculty to teach professional skills: Workshop for Directors of Postgraduate Medical Education (DPGME)
Liz Spencer, Vinod Diwakar, Pam Shaw (National Association of Clinical Tutors, UK)
Location: Jolly Marina Hotel, Oceano Room

1630-1800
4R Workshop
“Mission impossible” or challenging expedition? En route to competency-based postgraduate curricula
Hanneke Mulder (University Medical Centre Utrecht, Netherlands), Theo Voon (Radboud University, Nijmegen, Netherlands) and Marjo Wijnen-Meijer (University Medical Centre Utrecht, Netherlands)
Location: Jolly Marina Hotel, Mediterraneo Room
1630-1800

**4S Workshop**

Standardized assessment of reasoning in context of uncertainty: the script concordance test (SCT)

_B Charlin and B Carrière (University of Montréal, Canada)_

Location: Jolly Marina Hotel, Jonio Room

1630-1800

**4T Workshop**

Longitudinal Faculty Development: Beyond teaching

_Meenakshy Ayer (University of Illinois College of Medicine at Peoria, Illinois, USA), Larry Gruppen (University of Michigan, Ann Arbor, Michigan, USA) and Gwen Lombard (University of Illinois College of Medicine at Peoria, Illinois, USA)_

Location: Jolly Marina Hotel, Adriatico Room

1810

**Shuttle bus from Jolly Marina Hotel to Cotone Congressi**

2030-2330

**Optional event: Buffet dinner at Le Cisterne del Ducale, Genoa (page 104)**

Tickets still available
Sunday 17 September

0900-1700
Guided tour: The Old City Centre (page 104)
Registration Desk open
Exhibition open

Session 5

0815-1030
**Plenary 2**

**Medical Education and Healthcare Needs**

Location: Auditorium and video link to Scirocco
Chairperson: Charlotte Ringsted (Denmark)

0815-0845
**5.1 Migration of Doctors: Impact on medical education and healthcare**
James A Hallock (Educational Commission for Foreign Medical Graduates, Philadelphia, USA)

0845-0850
Discussion

0850-0920
**5.2 Training tomorrow’s doctors**
Vincenzo Costigliola (European Medical Association)

0920-0925 Discussion

0925-0955
**5.3 Medical education and healthcare needs**
Max Price (University of the Witwatersrand, South Africa)

0955-1000 Discussion

1000-1015 General Discussion

1015-1025
**Announcing the winner of the Karolinska Institutet Prize for Research in Medical Education 2006**
This international prize of 50,000 Euro is awarded for outstanding research in medical education. The purpose of the Karolinska Institutet Prize is to recognize and stimulate high quality research in medical education in order to promote long-term improvements of educational practices.

1025-1030
**A short preview of Ozzawa 2008, Melbourne, Australia**

1030-1100
Coffee at Cotone Congressi and Jolly Marina Hotel

1030
Shuttle bus from Cotone Congressi to Jolly Marina Hotel

Session 6

1100-1230

**6A Symposium 4**

**Medical education and healthcare needs**

James Hallock (Educational Commission for Foreign Medical Graduates, Philadelphia, USA) (Chairperson), Vincenzo Costigliola (European Medical Association), Max Price (University of the Witwatersrand, South Africa), Janet Grant (Open University Centre for Education in Medicine, UK), Athol Kent (University of Cape Town, SOUTH AFRICA) and Pablo Pulido (VENEZUELA)

Location: Grecale

1100-1230

**6C Short Communications**

**Curriculum Evaluation 2 – Evaluation of teaching – five case studies**

Location: Scirocco
Chairperson: Ron Berk (USA)
Opening Discussant: Niall Byrne (Canada)

1100-1115
**6C 1 Monitoring the curricular reform**
B Marschall* and R P Nippert (Westfälische Wilhelms-Universität Münster, Dekanat Der Medizinischen Fakultät, Münster, GERMANY)
6C 2 Developing and implementing an education assessment program: the approach in one Mexican medical school
António Talayero*, Pilar Talayero and Julio César Gómez (Universidad Westhill, Cuajimalpa, MEXICO)

6C 3 Single medical school, multiple campuses; what are the consequences for the student ‘experience’ of paediatrics?
M H Wagstaff* and Jane Dacre (Gloucestershire Hospitals NHS Trust, Frampton on Severn, UK)

6C 4 Assessment is context-specific: comparing teaching performances of general internists and cardiologists
Thomas J Beckman*, David A Cook and Jayawant N Mandrekar (Mayo Clinic, Division of General Internal Medicine, Rochester, USA)

6C 5 Structured Interactive Teaching Evaluation (SITE): an innovative method in evaluation
Gordana Pavlekovic* and Zelimir Bradamante (University of Zagreb, School of Medicine, Zagreb, CROATIA)

6D 1 Mentoring: to attend or not to attend, that is the question
Patricia L Bellodi,* Cinthya A Taniguchi, Diana K Dias, Celso T Tutiya, Andre L Carvalho, Caio Lamunier, Daniel Martinez, Jonathan T Maesaka, Rachel Chebabo and Milton A Martins (University of São Paulo/ABEM, São Paulo, BRAZIL)

6D 2 A tutor programme for promotion of professional education of medical students
Anna-Liisa Koivisto, Tytti Vuorinen and Pekka Küppä* (University of Turku, Medical Education Research and Development Centre, Turku, FINLAND)

6D 3 An innovative web-based student support service: a student-initiated peer support network
K S Lau*, K H Siong, P W Cheng, H Y Tang, K S Cheung, S W Chan, P W H Lee and J G W S Wong (University of Hong Kong, Tuen Mun, NT, HONG KONG)

6D 4 Impact of a course on studying strategies to overcome learning deficits in junior students
Laura Llull, Anna Ramos Mejia, Daniela Perez Chada, Cecilia Primingerio and Angel Centeno* (Universidad Austral-Medicina, School of Biomedical Sciences, Buenos Aires, ARGENTINA)

6E 1 Using remote videomentoring technology to assess procedural skills
R Kneebone*, F Bello, D Nestel, T Tierney, F Yadollahi and A Darzi (Imperial College School of Science, Technology and Medicine, Department of Biosurgery and Technology, London, UK)

6E 2 Making the case for specificity in visual-spatial ability and technical skills
S J Hamstra* and M E Rampado (University of Michigan, Ann Arbor, USA)

6E 3 Assessment of wound suturing on a skin model in undergraduate education
W A Flaig*, N Menzhega, R Weber, M Lehner, I Marzi and H I Lauerer (Hospitals of the Johann Wolfgang Goethe-University, Department of Trauma, Hand & Reconstructive Surgery, Frankfurt, GERMANY)

6E 4 Assessment of diagnostic hysteroscopy competency using video analysis
J F Bodle* and D M Binney (Leeds University, UK)
### 1200-1215

**6E 5**  
**The impact of practice schedules on the learning of a complex surgical skill**  
Ryan Brydges*, Heather Carnahan, David Backstein and Adam Dubrowski (University of Toronto, Department of Surgery, The Wilson Centre, Toronto, CANADA)

1215-1230  
Discussion

### 1100-1230

#### 6F  Short Communications

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<th>Time</th>
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| 1100-1115 | **6F 1**  
**Faculty development in medical education: identifying the needs and priorities**  
Zubair Amin*, Khoo Hoon Eng, Chong Yap Seng and Goh Poh Sun (National University Hospital, Medical Education Unit, Clinical Research Center, SINGAPORE) |
| 1115-1230 | **6F 2**  
**International medical school faculty development: the results of a needs assessment survey**  
Guo Yan, Emily Sippola, Dong Zhe, Wang Debing, Cheryl A Moyer and David T Stern* (University of Michigan, Division of General Medicine, Ann Arbor, USA) |
| 1100-1230 | **6F 3**  
**Reflection in teacher portfolios**  
S T T Hubers* and P van Beukelen (University of Utrecht, Faculteit der Diergenesskunde, Utrecht, NETHERLANDS) |
| 1100-1230 | **6F 4**  
**Critical reading: an educational strategy to develop a position in education of Professors in medicine**  
Blanca Pérez Rodríguez (Universidad de Monterrey, Nuevo León, MEXICO) |
| 1100-1230 | **6F 5**  
**The impacts of the Educational Development Centre, Faculty of Medicine, University of Khartoum on medical education in the Sudan and the region**  
Ahmed H Fahal* (University of Khartoum, Educational Development Centre, Faculty of Medicine, Khartoum, SUDAN) |
| 1100-1230 | **6G**  
**Short Communications** |
| 1100-1115 | **6G 1**  
**Personality factors and medical students’ self-esteem and performance related to intimate examinations**  
K Hendrickx*, F De Fruyt, B Y De Winter, D Avonts, W Tjalma, G Peeraer and J J Wyndaele (University of Antwerp, Department of General Practice, Wilrijk, BELGIUM) |
| 1115-1230 | **6G 2**  
**Developing a successful mechanism to combine bench top pelvic examination models with simulated patients to enhance skills at performing gynaecological examinations**  
Jenny Higham*, Martin Lupton, Debra Nestel and Roger Kneebone (Imperial College, London, UK) |
| 1115-1200 | **6G 3**  
**Teaching of intimate examinations: the impact of student gender on learning experience**  
Andrea Akkad* and Sheila Bonas (University of Leicester, Obstetrics and Gynaecology, Leicester Royal Infirmary, Leicester, UK) |
| 1145-1200 | **6G 4**  
**Clinical skills lab in reproductive medicine for undergraduate students: time lag does not deter students’ performance**  
Tina Dewi Judistiani** and Sari Puspa Dewi (Universitas Padjadjaran, Faculty of Medicine, Bandung, INDONESIA) |
| 1200-1230 | Discussion |
**6H Short Communications**

**Portfolio 1 – Portfolios in postgraduate medical education**

- **Location:** Levante
- **Chairperson:** Leticia Elizondo-Montemayor (Mexico)
- **Opening Discussant:** Erik Driessen (Netherlands)

**6H 1 ‘20p and a stick of chewing gum’ – developing and piloting an e-portfolio for medicine in Scotland**
Karen Beggs*, Heather Peacock*, Iain Colthart and Alex Haig (NHS Education for Scotland, Edinburgh, UK)

**6H 2 Early experience of learning portfolio use**
Jan Illing*, Susan Hrisios, Bryan Burford and Tim van Zwanenberg (University of Newcastle, Postgraduate Institute for Medicine & Dentistry, Newcastle upon Tyne, UK)

**6H 3 ePortfolios in Graduate Medical Education (GME): A geriatrics fellowship experience**
Jorge G. Ruiz*, Marcos Milanez, Michael Smith (University of Miami School of Medicine, Miramar, Florida, USA)

**6H 4 The perception of residents on the effectiveness of reflective portfolio on their training**
Badriya Al-Hermi* and Hossam Hamdy (Salmaniya Medical Complex, Pediatric Department, Manama, BAHRAIN)

**6H 5 Portfolio as a part of GP’s specialist exam: some obstacles?**
Mladenka Vrcic-Keglevic*, M Katic, D Lazic, V Cerovecki-Nekic, G Petricek and Z Ozvacic (University of Zagreb, “A.Stampar” School of Public Health, Medical School, Zagreb, CROATIA)

**6I Short Communications**

**Assessment of the practising doctor**

- **Location:** Ponente
- **Chairperson:** Jack Boulet (USA)
- **Opening Discussant:** Lesley Southgate (UK)

**6I 1 Performance assessment: does it help physicians in routine practice or not? A systematic review**
K Overeem*, M Faber, O A Arah, G Elwyn, K Lombarts, H Wollersheim and R Grol (Radboud University Medical Centre, Nijmegen, NETHERLANDS)

**6I 2 Real or perceived barriers hindering the implementation of revalidation in the field of medicine**
David E Blackmore* (The Medical Council of Canada, Ottawa, CANADA)

**6I 3 External peer review (VISITATIE) of medical specialists: a new approach to evaluate professional performance in the Netherlands**
M J M H Lombarts* (Academic Medical Center, University of Amsterdam, NETHERLANDS)

**6I 4 Assessment of competence and performance in an IMG Curriculum: the CAPP Model**
Robert F Maudsley, D Bruce Holmes* and Cameron D Little (Dalhousie University, Faculty of Medicine, Halifax, CANADA)

**6I 5 Reasons for referral to a personalized assessment and education program: A CPEP Report**
Clydette de Groot*, Gwyn Barley, Joel Dickerman and Elizabeth Korinek (Center for Personalized Education for Physicians, Paris, FRANCE)

**6J Workshop**

**State of implementation of the Bologna two-cycle format in European medical education**
Madalena Patrício (University of Lisbon Faculty of Medicine, Portugal) and Olle ten Cate (University Medical Center Utrecht, Netherlands). Additional contributions from Jan Borleffs (UMC Utrecht, Netherlands), Anselm Derese (Ghent University, Belgium), Peter McCrone (St George’s, University of London, UK), Jan-Olav Hög (Karolinska Institutet, Sweden) and others.

- **Location:** Tramontana
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| 1100-1230    | 6K Short            | **Gender and Multicultural Issues**  
Location: Austro  
Chairperson: Regina Petroni-Mennin (Brazil)  
Opening Discussant: Janke Cohen-Schotanus (Netherlands)  

| 1100-1115    | 6K 1 Teaching       | **Gender issues in the career as physician: experiences and challenges**  
Katarina Hamberg* and Roger Karlsson (Umeå University, Department of Public Health and Clinical Medicine, Umeå, SWEDEN)  

| 1115-130     | 6K 2 Does gender    | **Does gender make a difference? Perspectives of female and male doctors in non-university peripheral hospitals concerning their teaching of students from a UK medical school**  
Diana Kelly*, Derek J Cooper and Gillian B Clack (Guy's, King's and St Thomas' School of Medicine, Division of Medical Education, London, UK)  

| 1130-1145    | 6K 3 Gender, medical training and careers: tipping the balance? | Maria Tsouroufilli*, Heather Payne and Merryn Smith (Cardiff University, Cardiff Institute of Society, Health and Ethics, Cardiff, UK)  

| 1145-1200    | 6K 4 The effect of  | **The effect of ethnicity and/or culture on the standardized patient encounters**  
Melih Elcin*, Erica Friedman and Devra Cohen (TURKEY)  

| 1200-1215    | 6K 5 Self-administered instruments to measure cultural competence of health professionals: a systematic review | A Gozu*, M C Beach, E G Price, T L Gary, K Robinson, A Palacio, C Smarth, M Jenckes, C Feuerstein, E B Bass, N R Powe and L A Cooper (Johns Hopkins University Bayview Medical Center, Baltimore, USA)  

| 1215-1230    | Discussion         |                                                                                                                                          |

| 1100-1230    | 6L Meeting (invitation only) | BEME Steering Group  
Location: Zefiro  
Chairperson: Dale Dauphinée (Canada)  

| 1100-1230    | 6M Workshop        | **Curricular Change: how to succeed**  
Ara Tekian (University of Illinois at Chicago, USA) and Larry Gruppen (The University of Michigan Medical School, USA)  
Location: Aliseo  

| 1100-1230    | 6N Posters         | **Self-Assessment; 360° Assessment and Postgraduate Assessment**  
Location: Module 8, first floor  
Chairperson: David Wall (UK)  

| 6N 1         | Self-assessment of | **Self-assessment of surgical skill learning with computer-based video training and the impact on self-directed training**  
Nathan T Jowett, George Keroulis, Helen MacRae, Vicki LeBlanc and Adam Dubrowski* (University of Toronto, Department of Surgery, Toronto, CANADA)  

| 6N 2         | Students’ self-assessment after pragmatism of PBL in emergency medicine clerkship |华尔洛普·琼萨华望*, 皮昂特普·琼塔卢威, 杨吉雅·乔恩, 提蒙·特松吉, 奢文·斯里达瓦他亚纳和杨吉雅·乔恩 (Chiang Mai University, School of Medicine, Thailand)  

| 6N 3         | Self and peer assessment of psychomotor skills in Thai medical students - a pilot study | Arb-aroon Lertkhachonsuk*, Sean McAleer, Pratik O-Prasertsawat and Boonmee Sathapatayavongs (Ramathibodi Hospital, Mahidol University, Bangkok, THAILAND)  


6N 4 A comparison of self, peer and tutor assessment in a high stakes undergraduate examination
Simon Edgar (St Johns Hospital, Anaesthetic Department, Livingston, UK)

6N 5 The educational impact of SPRAT (Sheffield Peer Review Assessment Tool)
Julian Archer, Joayne Clarke* and Patsy Stark (Sheffield Childrens Hospital, UK)

6N 6 NCAS: Results of first 50 assessment cases
Pauline McAvoy, Denis O’Leary, Diane Berrow, Sukie Shinn* (National Clinical Assessment Service (NCAS), National Patient Safety Agency, London, UK)

6N 7 The assessment of practical skills using the OSATS (Objective Structured Assessment of Technical Skills), and multi-source feedback using the TO1 (Team Observation) Tools in obstetrics and gynaecology
Brenda Nathanson*, Sarah Kaufmann, Dina Bisson and Laurence Wood (Royal College of Obstetricians & Gynaecologists, Education Development Office, London, UK)

6N 8 Piloting online peer appraisal for consultants in the NHS in Wales
Malcolm Lewis* and Katie Evans (Cardiff University, Wales Deanery, Wales College of Medicine, Cardiff, UK)

6N 9 Planning and assessing a case and competency-based undergraduate mental health residency

6N 10 Training the assessors: cascading assessment training to the workplace
I Ryland*, R Gillies, N Shaw, G Lamont, J Higgins, C Dainty, A Thomson and D Graham (Mersey Deanery/Edgehill, Liverpool, UK)

6N 11 Correlation between SCT scores and global ratings of residents
Benoit Carrière*, Robert Gagnon, Bernard Charlin, Steven Downing and Georges Bordage (Université de Montréal, Montréal, CANADA)

6N 12 Do we still need the competency evaluation of internship by paramedical personnel?
Nakhon Tipsunthonsak*, Wichian Thianjaruwatthana and Nadtaya Makachen (Khon Kaen Regional Hospital, Khon Kaen, THAILAND)

6N 13 Using assessment to drive learning – link to F2 appointment
Robert Palmer*, Jonathan Howes, Roana Harris and Andrew Whitehouse (West Midlands Postgraduate Deanery, Birmingham, UK)

6N 14 Electronic MSF in UK Foundation programmes: ETAB in action
Andrew Whitehouse* and Phil Tuttle (West Midlands Deanery, Postgraduate Medical & Dental Education, Birmingham, UK)

6N 15 A reliable method for assessing resident physicians’ quality improvement proposals
James L Leenstra*, Thomas J Beckman, Darcy A Reed and Furman S McDonald (Mayo Clinic College of Medicine, Rochester, USA)

6N 16 Implementation of formative assessment in emergency medicine courses for general practitioners
C A Pfister* and G Zen Ruffinen (Regional Hospital, Murten, SWITZERLAND)

60 Posters

OSCE and Clinical Assessment
Location: Module 8, second floor
Chairperson: Trudie Roberts (UK)

6O 1 Development of clinical skills in third year students
B Rosales*, J Trejo, K Mendosa, G Uribe and E Espinosa (Universidad Nacional Autònoma de Mexico, Mexico, MEXICO)

6O 2 OSCE-like test (OLT) for residency admission: a two-year experience
Maria da Patrocinio Tenório Nunes*, Itamar de Souza Santos, Cristina Helena Ferreira Fonseca-Guedes, Renata Gallotti and Iolanda Tibério (University of São Paulo, Medical School, São Paulo, BRAZIL)
6O 3 Clinical competence during internship with the OSCE
J Trejo*, A Mesina, G Blee, J Garnica, D Estrada and J Cid (Universidad Nacional Autónoma de México, MEXICO)

6O 4 Formative assessment: does giving immediate feedback during formative OSCE support the learning process?
D Collier*, V Bond and P Owens (University of Liverpool, Clinical Skills Resource Centre, Liverpool, UK)

6O 5 Including OSCEs in the educational process at the Tashkent Paediatric Medical Institute (TashPMI)
C E Galksch*, A V Alimov and G A Jusupalieva (Tashkent Pediatric Medical Institute, UZBEKISTAN)

6O 6 A hybrid assessment of clinical and data interpretation skills
John Patterson* (Barts and the London Queen Mary’s School of Medicine and Dentistry, Centre for Medical Education, London, UK)

6O 7 Making a paediatric OSCE fair and reliable
H M Bosse*, S Huwendiek, A Moeltner and S Skelin (University Children’s Hospital, Heidelberg, GERMANY)

6O 8 Validation criteria for facilitating the use of virtual patients in OSCEs
Olivier Courteille*, Sari Ponszer, Dag Stockeld and Uno Fors (Karolinska Institutet, LIME, Stockholm, SWEDEN)

6O 9 Mock OSCEs: Mock clinical exams held in GP practices
Lindsay O’Kelly (University of Oxford, Department of Primary Health Care, Oxford, UK)

6O 10 LOCAS – a new objective clinical exam for undergraduate medical students
P W Dimmock*, K Bodger, S Fowell, R Fewtrell and D C M Taylor (University of Liverpool, School of Medical Education, Liverpool, UK)

6O 11 OSCE in midwifery - what can we learn from it?
Keren Levitin*, Hanna Ziedenberg, Nili Gonik and Iris Raz (Ben Gurion University, Recanati School of Community Health Professions, Beer Sheva, ISRAEL)

6O 12 Comparative study of the teachers and OSCE scores
H Pineda*, J Peña, A Mesina, A Trejo, H Mejia and G Blee (UNAM, CP, MEXICO)

6O 13 Assessment of suturing performance using checklists: high correlation between surgeons and trained first year students
N Menzhega*, W A Flaig, R Weber, M Lehner, I Marzi and H L Laurer (University of Johann-Wolfgang-Goethe Frankfurt, Frankfurt am Main, GERMANY)

6O 14 Are patients useful in evaluating medical students?
Anja Maria Braend*, Sarah Frandsen Gran* and Morten Lindbaek (University of Oslo, NORWAY)

6O 15 Using standards of psychiatric clinical nursing practice for assessing clinical competence
Fatemeh Eskandari* and Mehdi Safari (Tabriz University of Medical Sciences, Faculty of Nursing and Midwifery, IRAN)

6O 16 Assessment of medical students’ clinical skills in Shiraz Medical School
Mohsen Moghadami* and Mitra Aminni (Shiraz, IRAN)

6O 17 Validity and reliability of OSCE in evaluation of clinical skills of 4th year nursing students of Shiraz Faculty of Nursing and Midwifery
Marzieh Moattari*, Zargar Shadi, Mousavi Nassab Masoud and Zare Asghar (Shiraz University of Medical Sciences, Faculty of Nursing & Midwifery, Shiraz, IRAN)

6P Posters

Teaching and Learning
Location: Module 8, third floor
Chairperson: Anita Glicken (USA)

6P 1 The ‘3 Ds’ of cognitive impairment: using a card-sorting game for a unique teaching session
Miguel A Paniagua and Ivan Silver* (University of Toronto, Faculty of Medicine, Toronto, CANADA)

6P 2 Using writing to drive learning in medical school: opportunities and challenges
Ruth Greenberg (David Wiegman to present) (University of Louisville, School of Medicine, Louisville, USA)
6P 3 Using action mazes in medical education: A pilot study
C McQueen* and R Waller (Mid Yorkshire NHS Trust, Leeds, UK)

6P 4 A comparison of teaching methods: interactive lecture versus game playing
V Walker, G Selby* and V Diwaker (Sandwell Hospital, Birmingham, UK)

6P 5 Integrative cases as active learning strategies in undergraduate medical education
Kalyani Premkumar*, Greg Malin, Marcel D'Eon and Susan Hemmings (College of Medicine University of Saskatchewan, Saskatoon, CANADA)

6P 6 Using MICROPOLIS to learn microscopy and other knowledge, skills and attitudes
Maryse Fiche*, Fred Bosman and Raphael Bonvin (University of Lausanne, Institute Universitaire de Pathologie, Lausanne, SWITZERLAND)

6P 7 To make use of academic motivation as a trigger for active learning
Rumyana Davidova*, Nana Narlieva and Stilyanka Yochkova (Medical University of Pleven, Department of Anatomy, Pleven, BULGARIA)

6P 8 The effectiveness of a new teaching method in life science education: active learning with interactive education
Akiko Hirose-Kumagai*, Sachie Oda-Tamai and Fumihide Isohashi (St Marianna University, School of Medicine, Kanagawa, JAPAN)

6P 9 Different learning contexts do not influence cognitive levels of medical students
Isabel Neto* and Ana Gouveia (Faculdade de Ciencias da Saude, Covilhá, PORTUGAL)

6P 10 Methodical basis of organizing self-dependence work of students at the Tashkent Pediatric Medical Institute
Murod Jafarov (Tashkent Pediatric Medical Institute, Tashkent, UZBEKISTAN)

6P 11 Strategies to improve students’ integration in a different learning methodology
A Gouveia*, E Cavaca, L Grandeira, C Santos, S Socorra, I Neto and J M Pereira de Almeida (University of Beira Interior, Faculty of Health Sciences, Covilhá, PORTUGAL)

6P 12 Development of self-confidence in and skills of discussion among graduate students of women’s health program
Kasara Sripichyakan, Kannika Kantaruksa* and Sukanya Parisunyakul (Chiangmai University, Faculty of Nursing, Chiang Mai, THAILAND)

6P 13 Interactive model of integrated teaching managed by original set of didactic technologies
E Kukurova*, E Kralova, L Bergendi, P Trauber and M Bernadic (Comenius University, Faculty of Medicine, Bratislava, SLOVAKIA)

6P 14 A good oral presentation: students’ point of view
Lida Fattahizadeh, Rhaheb Ghorbani**, Shahpoor Maddah, Saeed Hajighahjan, Masoumeh Saberian and Rajab Yahya (Semanan University of Medical Sciences, Educational Development Center (EDC), Semnan, IRAN)

6P 15 Assessing the effectiveness of lecture presentation on achieving the educational objectives of mental health course in nursing students
Shahrzad Yektatalab and Majid Dehghani (Jahrom University of Medical Sciences, IRAN)

6P 16 Quality of fieldwork training from the medical lab student point of view in AJUMS
M Haghirizadeh Rooodan*, S Rafiei and A Shakurnia (Jundi-Shapour University of Medical Sciences, Ahvaz, IRAN)

6Q Workshop
How can medical students learn to teach?
Michael Ross (University of Edinburgh, UK), Suzanne Pronk (Vrije Universiteit Medisch Centrum, Amsterdam, Netherlands), Marijke de Graaf (Vrije Universiteit Medisch Centrum, Netherlands) Jenny Bryden (University of Edinburgh, UK) Kar Teoh (University of Edinburgh, UK) and Terese Stenfors-Hayes (Karolinska Institutet, Stockholm, Sweden)
Location: Jolly Marina Hotel, Oceano Room
6R Workshop
Using the Multiple Mini-Interview to select applicants to medical school
Kevin W Eva (McMaster University, Canada) and Jean-François Lemay (University of Calgary, Canada)
Location: Jolly Marina Hotel, Mediterraneo Room

6S Workshop
Learners in distress
Lotte Dyrbye and Matthew Thomas (Mayo Clinic, Rochester, Minnesota, USA)
Location: Jolly Marina Hotel, Jonio Room

6T Workshop
Incorporating mind-body medicine skills into the medical curriculum
Aviad Haramati and Michael D. Lumpkin (Georgetown University School of Medicine, Washington, DC, USA)
Location: Jolly Marina Hotel, Adriatico Room

1240 Shuttle bus from Jolly Marina Hotel to Cotone Congressi

1230-1430 Lunch at Cotone Congressi
Viewing Exhibits and Posters
Location: Modules 5, 6 and 7, Second Floor

1245-1415 AMEE General Assembly – members only
(Lunch bags available in the room)
Location: Scirocco

1245-1415 Private Lunch Meeting: ESME Course
Location: Zefiro

1345 Shuttle bus from Cotone Congressi to Jolly Marina Hotel

Session 7
1430-1600 7A Symposium 5
Curriculum Planning
Herman van Rossum (Vrije Universiteit, Amsterdam, Netherlands), (Chairperson), Olle ten Cate, (Utrecht, Netherlands),
Albert Scherpbier (University of Maastricht, Netherlands) and Allan Cumming (University of Edinburgh, UK)
Location: Grecale

1430-1600 7B Short Communications
Teaching and Learning 1 – New methods and old methods updated
Location: Maestrale
Chairperson: Deborah Murdoch-Eaton (UK)

1430-1445 7B 1 What makes a good presentation?
Reg Dennick* and David Matheson (University of Nottingham, Medical School, Medical Education Unit, Nottingham, UK)

1445-1500 7B 2 Effect of using an audience response system on motivation and interaction during case-
discussions in a large group of undergraduate veterinary clinical pharmacology students in Canada
Michèle Doucet*, Denis Harvey, André Vrins and André Laflamme (Université de Montréal, Faculté de Médecine
Vétérinaire, Saint-Hyacinthe, Quebec, CANADA)

1500-1515 7B 3 Hollywood in medical education - psychiatric disorders in movies. A new seminar in the
clinical curriculum at Hamburg Medical School
O Kuhnigk*, K Weidtmann, D Naber and D Könecke (Universitätsklinikum Hamburg-Eppendorf, Modellstudiengang
Medizin, Hamburg, GERMANY)
1515-1530 7B 4 The impact of an interactive game on students' performance of procedural skills
Ina Treadwell (University of Pretoria, Skills Laboratory, Faculty of Health Sciences, Pretoria, SOUTH AFRICA)

1530-1545 7B 5 Can involvement in research create educational opportunities for students?
M R Ritchie*, L J MacKinnon, V Wong, A Gilmour, S E E Gates and T J Gibbs (University of St Andrews, Bute Medical School, St Andrews, UK)

1545-1600 7B 6 Evaluation of a new approach to the use of a purpose-designed Integrated Teaching Area
Shihab Khogali*, John McEwen, Nicholas Part, Margery Davis and Martin Pippard (University of Dundee, Division of Medical Education, Dundee, UK)

Discussion follows after Session 8B

1430-1600 7C Short Communications

1430-1445 7C 1 PACT: a multidisciplinary distance learning programme for intensive care training
C R M G Fluit*, K Brown and D Phelan (UMC St Radboud, Institute for Education & Teaching, Nijmegen, NETHERLANDS)

1445-1500 7C 2 Veterinary public health and elearning: a survey in Italy
B Alessandrini*, L Valerii and L Candeloro (Instituto Zooprofilattico Sperimentale (IZS), E-Learning and International Training, Teramo, ITALY)

1500-1515 7C 3 e-Learning adoption in medical faculties in Italy: are we ready?
F Romanelli*, S Luccarini, F Consorti, M L Sacchetti, H Snelgrove, G Flati, F Di Maio and A Lenzi (University ‘La Sapienza’ of Rome, Dip Fisioterapia Medica, Roma, ITALY)

1515-1530 7C 4 How to successfully integrate a curriculum-wide elearning program on a basic science
E A Dubois* and K L Franson (Leiden University Medical Centre (LUMC), Leiden, NETHERLANDS)

1530-1545 7C 5 An interactive internet-based package for undergraduate ophthalmological content
Peter Åsman (Lund University, Faculty of Medicine, Department of Clinical Sciences in Malmö, Malmö, SWEDEN)

1545-1600 Discussion

1430-1600 7D Short Communications

1430-1445 7D 1 The long and winding road – career paths of doctors in training in the UK
Tania Fisher (British Medical Association, Health Policy and Economic Research Unit, London, UK)

1445-1500 7D 2 Factors that influence subspecialty choices of internal medicine residents in Canada
Leora Horn*, Katina Tzanetos, Kevin Thorpe and Sharon Straus (University of Toronto, CANADA)

1500-1515 7D 3 Generalism and primary care career choices: undergraduate medical training curriculum and its influences
Leslie Nickell*, Joy Rosenfield, Anita Rachlis, Martin Schreiber, Kymm Feldman and Jennifer McCabe (Sunnybrook Health Sciences Centre, Toronto, CANADA)

1515-1530 7D 4 Doctors assess the influence of medical school on their career choice
Simon Wattmough*, Ida Ryland and David Taylor (University of Liverpool, School of Medical Education, Liverpool, UK)

1530-1545 7D 5 Clinical skills performance and specialty choice: is there a relationship?
R Stephen Manuel* and Nicole J Borges (University of Cincinnati College of Medicine, Cincinnati, Ohio, USA)

1545-1600 Discussion
1430-1600 7E Short Communications

Assessment 3 – Some important issues
Location: Room A
Chairperson: Clarke Hazlett (Hong Kong)

1430-1445 7E 1 Response to a security breach of confidential, high-stakes examination content: Medical Council of Canada’s approach and lessons learned
W Dale Dauphinee* and Robert S Lee (Medical Council of Canada, Ottawa, CANADA)

1445-1500 7E 2 On the use of a weighted-fit-mean-statistic to detect the unauthorized use of examination material
Timothy J Wood*, Robert S Lee, André-Philippe Boulais and Thomas O Maguire (Medical Council of Canada, Ottawa, CANADA)

1500-1515 7E 3 Could we do something about cheating in tests?
Pedro Herskovic* and Eduardo Cosoi (University of Chile Medical School, Santiago, CHILE)

1515-1530 7E 4 Evaluation, grading and use of a common evaluation framework by internal medicine clerkship directors: results of a national survey
Paul A Hemmer*, Klara K Papp, Alex J Mechaber and Steven J Durning (Uniformed Services University of Health Sciences, Bethesda, USA)

1530-1545 7E 5 Oral examinations: how effective are they as an assessment instrument?
Ara Tekian* and Rachel Yudkowsky (University of Illinois at Chicago, Department of Medical Education Chicago, USA)

1545-1600 7E 6 Self-assessment: are students searching for gaps or keeping up appearances?
Vicki Langendyk*, Pippa Craig and Mark McLean (University of Sydney, AUSTRALIA)

No discussion

1430-1600 7F Short Communications

Staff/Faculty Development 3
Location: Room B
Chairperson: Richard Hays (UK)
Opening Discussant: Zubair Amin (Singapore)

1430-1445 7F 1 Exploring impact of faculty development on clinical teaching: a descriptive study of a large-scale program
M Chamberland*, A Bourget, S Bourque, R Boulé, D Clavet and R Hivon (University of Sherbrooke, Faculty of Medicine, Sherbrooke, CANADA)

1445-1500 7F 2 Postgraduate master of medical education (MME) Degree: the implementation of an innovative cross-institutional curriculum in Germany
J Juenger*, M Fischer*, R Duelli, R Putz and F Resch (University of Heidelberg, Department of Internal Medicine, Heidelberg, GERMANY)

1500-1515 7F 3 The Staffordshire Evaluation of Teaching Styles (SETS)
David Wall*, Kay Mohanna and Ruth Chambers (Staffordshire University and West Midlands Deanery, Sutton Coldfield, UK)

1515-1530 7F 4 Learning clinical teaching: what influences transfer from course to practice?
Lia Fluit and Sanneke Bolhuis* (University Medical Centre Nijmegen, NETHERLANDS)

1530-1545 7F 5 Supporting the peer-observation process for clinical teachers
Andrew Sackville*, Cathy Sherratt and Linda Rush (Edge Hill University College, Ormskirk, UK)

1545-1600 Discussion
7G Short Communications

Management and Leadership 1 – Rewarding and recognising teaching; bringing about change
Location: Room C
Chairperson: Matthew Gwee (Singapore)

7G 1 Extrinsic and intrinsic rewards for clinical teaching
Antoinette S Peters*, Kathleen N Schnaidt and Harvey P Katz (Harvard Medical School, Department of Ambulatory Care & Prevention, Centre for Teaching and Learning, Boston, USA)

7G 2 Clinical academies: a new way of organising clinical education
David B Mumford* (University of Bristol, Centre for Medical Education, Bristol, UK)

7G 3 A new paradigm for medical education infrastructure
A Lambros, K P Ober and J W Strandhoy* (Wake Forest University School of Medicine, Department of Physiology & Pharmacology, Winston-Salem, USA)

7G 4 Three steps to success
G W G French* and N Thomas (LNR Healthcare Workforce Deanery, Northampton, UK)

7G 5 Implementation of a PBL curriculum in a German Medical School: a retrospective qualitative evaluation of the processes of organizational change
D Koenecke*, O Kuhnigk and M Bullinger (University Medical Center Hamburg-Eppendorf, Modellstudiengang Medizin, Hamburg, GERMANY)

7G 6 Why teachers always complain about curriculum change: a comparative study on multidisciplinary curriculum reform
R E Stalmeijer*, W H Gijseelaers, H A P Wolfhagen, S Harendza and A J J A Scherpier (Maastricht University, Faculty of Medicine, Department of Educational Research and Development, Maastricht, NETHERLANDS)

Discussion follows after Session 8G

7H Short Communications

Portfolios 2 – Portfolios in undergraduate medical education
Location: Levante
Chairperson: Joan Sargeant (Canada)
Opening Discussant: John Pitts (UK)

7H 1 Why and when do portfolios (not) work in medical education?
E W Driessen*, D Bodewes, J van T artwijk and C P M van der Vleuten (Maastricht University, Faculty of Medicine, Department of Educational Development and Research, Maastricht, NETHERLANDS)

7H 2 Portfolio-based program for assessing professional competence
Elaine Dannefer* and Lindsey Henson (Cleveland Clinic Lerner College of Medicine, Cleveland, USA)

7H 3 The portfolio as a learning tool: evolution in the experiences of clerks
Ann Deketelaere* and Nathalie Druine (Catholic University of Leuven, Dienst Onderwijs Geneeskunde, Leuven, BELGIUM)

7H 4 Evaluation of the use of a group portfolio in community work in the second year of medicine during 2004 and 2005, Universidad de Valparaiso, Chile
Peter Mc Coll*, Pamela Eguiguren, Ernestina Esparza, Silvia Ulloa, Katherine Cuevas and Jorge Gregoire (Universidad de Valparaiso Chile, Viña del Mar, CHILE)

Discussion

7I Short Communications

Multiprofessional Education – Experiences in different phases of the educational programme
Location: Ponente
Chairperson: Paul O’Neill (UK)

7I 1 Assessment of interdisciplinary training: are we hitting the goal?
Debra A Newell*, Caroline W S Jansen, Robert J Bulik and Robert E Beach (University of Florida, Gainesville, USA)
2

1445-1500  7I 2  Developing individualized interprofessional learning activities in the primary care setting
Melissa Owens*, David Pearson, Liz Allen and Jacqui Hutchinson (Bradford City Teaching PCT, c/o University of Bradford, School of Health Care, UK)

1500-1515  7I 3  Multiprofessional education as a way of developing the research capacity of practising health professionals
Rosalind Bull (University of Tasmania, University Department of Rural Health, Launceston, Tasmania, AUSTRALIA)

1515-1530  7I 4  Analysing scientific papers from different perspectives – collaboration between new groups of undergraduate students
Annelie Brauner* and Ewa Ehrenborg* (Karolinska Institute, Stockholm, SWEDEN)

1530-1545  7I 5  The creation of an organisation which integrates medical and non-medical education and provides inter-professional learning and teaching
Derek Gallen and Glynis Buckle* (Leicestershire, Northamptonshire & Rutland Healthcare Workforce Deanery, Leicester, UK)

1545-1600  7I 6  Technical Medicine – a new discipline in medical sciences
P Vooijs, H Miedema*, R Burie and M Aitink (Institute of Technical Medicine, University of Twente, Enschede, NETHERLANDS)

No discussion

1430-1600  7J  Workshop
Pulling together as a teaching team: Strategies to improve teaching in your department
William P Metheny (Brown Medical School, Department of Obstetrics and Gynecology, Women and Infants Hospital, Providence RI, USA)
Location: Tramontana

1430-1600  7K  Meet the Experts – Best Evidence Medical Education
A chance to talk with our BEME experts about setting up a BEME review group or any other related issues
Marilyn Hammick and Alex Haig
Location: Austro

1430-1600  7M  Meeting (invitation only)
ESME Board Meeting
Location: Aliseo

1430-1600  7N  Posters
Student related issues
Location: Module 8, first floor
Chairperson: John Dent (UK)

7N 1  The student in difficulty
Lindsey Wilkie* and Deborah Collier (University of Liverpool, Clinical Skills and Resource Centre, Liverpool, UK)

7N 2  Learning to be a doctor: the transition from preclinical to clinical learning
Rain Lamdin* (University of Auckland, Department of General Practice and Primary Health Care, Auckland, NEW ZEALAND)

7N 3  The effects of exposure to cadaveric material on the systolic blood pressure and pulse rates of first year medical students
S D C Knights, P M White, D Patten and S Nunn* (University of Dundee, Anatomy and Forensic Anthropology, Dundee, UK)
7N 4 Medical student influence at the Faculty of Health Sciences, Linköping, Sweden
Lars Andersson*, Ann-Soft Björkman and Torbjörn Ledin (Linköping University, Department of ENT, Linköping, SWEDEN)

7N 5 Comparison of psychological well-being between medical students from two different educational systems
Cheng-Fang Yen*, In-Ting Huang, Chung-Sheng Lai and Keh-Min Liu (Kaosiung Medical University, Department of Psychiatry, Kaohsiung, TAIWAN)

7N 6 Preparation for clinical studies: factors associated with perceived preparedness of pre-clinical medical students
A Zahlout, Z Uzcategui and J Perez-Gonzalez* (Universidad Central de Venezuela, Escuela de Medicina “Luis Razetti, El Hatillo, VENEZUELA)

7N 7 Medical students’ attitude to medical education
Fawad Kaiser (Shifa College of Medicine, Islamabad, PAKISTAN)

7N 8 The effect of deceleration of course work on the academic performance of nontraditional students in a Caribbean Medical School
Hiroko Yoshida* and James D Regan (AUC School of Medicine, St Maarten, NETHERLANDS ANTILLES)

7N 9 Learning styles, personality and association with evaluation methodology
Marcela Bitran C, Denisse Zúñiga P* and Beltrán Mena (Pontificia Universidad Católica de Chile, CHILE)

7N 10 Development of a senior students’ self-assessment skills through teaching in introduction to the clinical examination course (ICE)
D M Torre*, D Bragg, J L Sebastian, D Simpson and M D Elnicki (Medical College of Wisconsin, Milwaukee, USA)

7N 11 Educational progress of daily and evening students in medical records
A Arabzadeh* (Jundishapour Medical University, Ahwaz, IRAN)

7N 12 Coping skills in nursing students
S Najafi*, M Momennasab and A Farhadi (Lorestan University of Medical Sciences, Khoramabad, IRAN)

7N 13 Why do male students, choose nursing and in which specialty areas do they prefer to work?
Mehrasa Tamaddon Far and Sedighhe Assemi* (Iran University of Medical Sciences, Tehran, IRAN)

7N 14 Quality of life of medical students
Ali Emadzadeh*, Nahid Ahmadian Yazdi and Mehr Yavari (Mashhad University of Medical Sciences, Educational Development Center (EDC), Mashad, IRAN)

7N 15 Learning style of pharmacy students in Mashhad University of Medical Sciences, Iran
Massoud Hosseini*, Hadi Koushiar and Maryam Hosseini (Mashhad University of Medical Sciences, Education Development Center (EDC), Mashhad, IRAN)

7N 16 Quality of life in medical students: evaluation using focal groups
Patricja Tempski-Fiedler*, Patricia L Bellodi, Bruno Perotta, Cynthia Taniguchi and Milton A Martins (Universidade de Sao Paulo, Curitiba-Parana, BRAZIL)

7O Posters

Special subjects in the curriculum 1
Location: Module 8, second floor
Chairperson: Soeren Huwendiek (Germany)

7O 1 Clinical hypnosis: what do medical students think (and want)?
António Pais-de-Lacerda*, Paulo Seca and Mário Simões (Hospital de Santa Maria, Lisboa, PORTUGAL)

7O 2 Image-forming and knowledge of anaesthesiology among Dutch medical students
Diana Mathioudakis*, Jacomar van Koesveld, Roger Froklage and Aloys Oberthür (Royal Liverpool Children’s NHS Trust, Liverpool, UK)

7O 3 A customized program for improvement of health care in rheumatology
Francine Borduas*, Angèle Turcotte, Carlos Brailovsky and Michel Rouleau (Laval University, Québec, CANADA)

7O 4 Improvement of breast feeding education after curriculum review
Prawit Wannaro* and Jeerawan Wannaro (Hatyai Regional Hospital, Medical Education Center, Hatyai City, THAILAND)
70 5 Practical teaching of obstetrics/gynaecology in medical school
Claudia Kaden*, Karin Grosse, Jens J Kaden and Frank Melchert (University Hospital Mannheim, GERMANY)

70 6 Case based learning of temperomandibular joint dislocation for medical students and family members: an opportunity for prompt and effective treatment
Anurak Amornpetchsathaporn* (Sawanpracharak Hospital, Nakhorskawan, THAILAND)

70 7 Increasing access to safe abortion: incorporating abortion care into family medicine training
Melissa Nothnagle* (Brown Medical School, Department of Family Medicine, Pawtucket, USA)

70 8 Third year medical students’ attitudinal changes towards palliative care: pre and post an educational week
Katharine Garfath-Cox* (Southampton University Medical School, Woodbridge, UK)

70 9 Further training and professional growth of hospice personnel in hospice nursing care
Hilkka Sand* (Kölvikko Foundation, Hämeenlinna, FINLAND)

70 10 End-of-life care education – residents’ attitudes and perceived preparedness
Glendon Tait* and Brian Hodges (University of Toronto, CANADA)

70 11 Introducing medical humanities to undergraduates: a practical approach
Anoja Fernando (University of Ruhuna, Faculty of Medicine, Galle, SRI LANKA)

70 12 Strategies to implement a postgraduate project in health and education – Medical School of Federal University of Rio Grande do Sul, Brazil
Waldomiro Carlos Manfro*, Carmen Lúcia Bezerra Machado, Mahina Dorneles, Eliana Claudia Ribeiro and Ronaldo Bordin (Medical School of Federal University of Rio Grande do Sul, Porto Alegre, BRAZIL)

70 13 Giving health behaviour advice: do medical students’ attitudes change following a psychosocial skills training programme?
Maria Ángeles Pastor, Sofi a López-Roig, Juan Ricardo Bencomo, Salvador P Sánchez and Antonio F Compañ* (University Miguel Hernández, San Juan de Alicante, SPAIN)

70 14 Health behaviour of medical students at Chiang Mai University
Ronnaphob Uaphanthasath* and Wiyada Tanvatanagul (Chiangmai University, Department of Family Medicine, Chiang Mai, THAILAND)

70 15 The health promoting lifestyles of medical students and new doctors, Lampang Medical Education Center, Thailand, 2005
Thavorn Pitaksiripan (Lampang Hospital, Lampang Medical Education Centre, Lampang, THAILAND)

70 16 Health literacy in community-based cancer control programs
Patricia Mullan* and Karen P Williams (University of Michigan Medical School, Ann Arbor, USA)

70 17 Issues and challenges faced by course developers in capacity building of health personnel for disaster preparedness
Indika Karunathilake*, Dujeepa Samarasekera, Asela Olupelliya, Pramil Liyanage, Kremlin Wickramasinghe and Gominda Ponnampuruma (University of Colombo, Faculty of Medicine, Colombo, SRI LANKA)

70 18 Training and assessment of CXR/Basic radiology interpretation skills: result from the 2005 CDIM Survey
K E O’Brien*, K K Papp and S J Durning (University of South Florida, Tampa, USA)

7P Posters

Clinical Skills Centres; Simulation; Standardized Patients
Location: Module 8, third floor
Chairperson: William McGaghie (USA)

7P 1 ‘Simulate to stimulate - rubber, plastic or the real thing!’
David Brigden*, Peter Dangerfield, David Taylor, Colette Balmer, Daniel Brown and Andrew Sackville (Mersey Deanery/University of Liverpool, Liverpool, UK)

7P 2 Evaluation of an automated version of a computer simulator designed to train veterinary students in bovine rectal palpation
S Baillie*, A Grossan, S Brewster, D J Mellor and S W J Reid (University of Glasgow, Department of Computing Science, Glasgow, UK)
7P 3 How effective is observation of medical simulation?
Yoo-Sang Yoon (Yonsei University College of Medicine, Department of Medical Education, Seoul, KOREA)

7P 4 Simulation as a learning tool in health care education
Eva Johansson*, Mats Olsson, Göran Petersson and Charlotte Silén (University of Linköping, Faculty of Health Sciences, Linköping, SWEDEN)

7P 5 Demonstration of nasogastric intubation using video compact disc as an adjunct to the teaching process
Paiboon Sookpotarom, Thina Sirivachawatana*, Yongyos Jariya and Paisarn Vejchapipat (Buddhasachinaraj Hospital, School of Medicine, Phitsanulok, THAILAND)

7P 6 Using medium fidelity simulation to teach emergency care skills to junior medical students
L Ambrose*, S Sommerville and J S Ker (University of Dundee, Clinical Skills Centre, Dundee, UK)

7P 7 Computer Aided Instruction for preparing intradermal injection practice
Kanokkorn Sawadichai*, Sinthra Sinthurath*. Tanaporn Saneebuttra and Jariyaporn Wannachot (Prapokklao Medical Education Center, Chanthaburi, THAILAND)

7P 8 Intradermal injection practice using pig skin
Kanokkorn Sawadichai*, Tanaporn Saneebuttra and Jariyaporn Wannachot (Prapokklao Hospital, Medical Education Center, Chanthaburi, THAILAND)

7P 9 Optimizing experiential learning: a central line workshop as example of multicenter collaboration in clinical teaching
F William, M D Dunn and Wojciech Pawlina* (Mayo Medical School, Department of Anatomy, Mayo Clinic, Rochester, USA)

7P 10 Does injection skills training in simulated environments help ever-lasting learning?
Nilüfer Demiral*, Kevser Vatansever, A Hilal Bati, Ayse Erol, Mehtap Cinar (Ege University School of Medicine, Izmir, TURKEY)

7P 11 A qualitative study into the clinical skills practice of 3rd year medical students whilst on placement in the NHS
Ann Donnelly*, Peta Foxall and Paul Bradley (Royal Devon and Exeter Hospital, Clinical Skills Resource Centre, Exeter, UK)

7P 12 Train the trainers program for full scale simulation facilitators
Doris Østergaard*, Peter Dieckmann, Marcus Rall, Hele Østergaard, Chris Sadler and Anne Lippert (Herlev University Hospital, Danish Institute of Medical Simulation, Herlev, DENMARK)

7P 13 Simulation-based training on recognition and management of critical illness for final year medical students
H E Johannsson*, A Nunn, C M Roberts, C Sadler and T Smith (Bart’s and the London Medical Simulation Centre, London, UK)

7P 14 Implementation of a centralized skills laboratory in the Medical School of the University of Barcelona
C Gomar, J Palés* and Group for Development of the Skills Laboratory Centre (Faculty of Medicine, University of Barcelona, SPAIN)

7P 15 Strategic development for skills labs
J-V Patenaude*, R Lalande, M Rinfret-Raynar, C Lamarche, C Mailhot, J Pepin, N Duhamel, A Sansregret, M Boivin, C Bourdy, L Demers, P Drolet, S Dube, M Julien and B Ska (Université de Montréal, Québec, CANADA)

7P 16 Education in health care settings of tomorrow – interprofessional learning and teaching
Gunilla Ristner* (Center for Clinical Education, Department of Södersjukhuset, Stockholm, SWEDEN)

7P 17 Creating a positive attitude to learning in a clinical skills centre
Melanie Cappello, Nicki Coombes, Isabel Vincent and Matthew Pead* (The Royal Veterinary College, Hatfield, UK)

7P 18 Professional skill competency perceptions of grade three students of medical school of Ankara University
7P 19 Integration of human patient simulators (HPS) with existing physiology teaching for first year medical, dental, veterinary and medical science undergraduates
Judy R Harris*, Eugene Lloyd, Emma Richardson, Matthew Williams and Richard J Helyer (University of Bristol, Department of Physiology, Bristol, UK)

7P 20 The use of standardized patient focus groups to ensure program quality
Jennie Struijk and Delia Anderson* (Tulane School of Medicine, Standardized Patient Program, New Orleans, USA)

7P 21 Assessment of skills in and attitudes to Evidence based Medicine (EBM) by an encounter with a Standardized Medical Representative (SMR)
S Biller*, Y Falck-Ytter, A Pohl, A Zähringer and J Forster (University Hospital Freiburg, Medizinische Fakultät, Freiburg, GERMANY)

7P 22 The effect of simulation on nursing students’ self efficacy
Mehdi Safari* and Fatemeh Eskandari (Tabriz University of Medical Sciences, Faculty of Nursing and Midwifery, Tabriz, IRAN)

1430-1600
7Q Workshop
Generalizability Theory
Geoff Norman (McMaster University Medical School, Hamilton, Ontario, Canada)
Location: Jolly Marina Hotel, Oceano Room

1430-1600
7R Workshop
Using the OSCE to assess the CanMEDS Competencies
A Jefferies and B Simmons (Neonatal-Perinatal Medicine Training Program, University of Toronto, Canada)
Location: Jolly Marina Hotel, Mediterraneo Room

1430-1600
7S Workshop
Cultural competence in progress: practical exercises for diverse student groups
Veronica J. Selleger (Department of Medical Psychology, VUmc, Amsterdam, NETHERLANDS) and Adriaan van ’t Spijker (Department of Medical Psychology and Psychotherapy, Erasmus MC, Rotterdam, NETHERLANDS)
Location: Jolly Marina Hotel, Jonio Room

1430-1600
7T Workshop
Focus groups in medical education research
Anne Mette Moercke (Unit of Medical Education, Aarhus University, Denmark)
Location: Jolly Marina Hotel, Adriatico Room

1430-1600
7U Short Demonstration Workshops (two sessions – 1430 and 1515)
Best evidence simulation-based training using Harvey, the Cardiopulmonary Patient Simulator
S Barry Issenberg (University of Miami Miller School of Medicine, USA); Donald Brown (University of Iowa School of Medicine, USA); Joel M Felner (Emory University School of Medicine, USA) and Ira Gessner (University of Florida School of Medicine, USA)
Location: Exhibition area, Module 6, Second Floor

1330-1630
7V Technology Petting 2
The opportunity to see demonstrated and try out some novel e-learning packages
Location: Exhibition area, Module 6, Second Floor

7V 1 Computer simulated home visit
Irene Hamrick* and Moha Tabrizi (East Carolina University, Greenville, USA)

7V 2 The accident and emergency department virtual consulting room
Eleanor Wood*, Pasquale Berlingieri*, Kerrie Whitwell, Tim Rayne, Janet Dearden and Owen Epstein (The Virtual Consulting Room Project, Royal Free & University College London Medical School, London, UK)
Session 8

1630-1800

**8A Symposium 6**
The student in difficulty
John Cookson (Chairperson) (Hull York Medical School, UK), Subha Ramani (Boston University School of Medicine, USA), Norma Saks (UMDNJ-Robert Wood Johnson Medical School, USA), and Nigel Bax (University of Sheffield, UK)
Location: Grecale

1630-1800

**8B Short Communications**
Teaching and Learning 2 – Student learning
Location: Maestrale
Chairperson: Albert Scherpbier (Netherlands)
Opening Discussant: Kirsti Lonka (Finland)

1630-1645

**8B 1** What are students’ perspectives of the value of self directed Integrated Structured Clinical Exam (ISCES) packs in relation to their assessment of clinical skills within an undergraduate medical curriculum?
Pamela Bradley* and Paul Bradley (Peninsula Medical School, The Clinical Skills Resource Centre, Plymouth, UK)

1645-1700

**8B 2** Academic Achievement, Learning Readiness and Satisfaction in Self-Directed Learning Among Nursing Students Attending the Self-Directed Learning Course
Sombat Skulphan*, Asawinee Namakankham and Sathit Wongsuroarakit (Chiang Mai University, Faculty of Nursing, Amphur Mueng Mai Province, THAILAND)

1700-1715

**8B 3** Learning styles of graduate and non-graduate entry medical students: implications for student performance and satisfaction
Sheila Bonas*, Clare Blackburn and Krishna Kasaraneni (University of Leicester, Department of Health Sciences, Leicester, UK)

1715-1730

**8B 4** Learning to be a physiotherapist
I Lindquist*, M Engardt, F Poland, L Garnham and B Richardson (Karolinska Institutet, Department of Neurobiology, Huddinge, SWEDEN)

1730-1745

**8B 5** Information sources cited by students in a project based learning course
M Sincan*, S Turan, M Elçin, O Odabapý, Y Sayek, M Akova and N Kiper (Hacettepe University, Faculty of Medicine, Ankara, TURKEY)

1745-1800 Discussion

1630-1800

**8C Short Communications**
e-Learning 3 – Virtual Patients
Location: Scirocco
Chairperson: James McGee (UK)

1630-1645

**8C 1** Using Virtual Patients to contextualize e-learning: the IVIMEDS approach
David Davies*, Steve Smith, Ronald Harden and Thierry Boucheny (University of Birmingham, Medical Education Unit, School of Medicine, Edgbaston, Birmingham, UK)
<table>
<thead>
<tr>
<th>Time</th>
<th>Section</th>
<th>Title</th>
<th>Presenters</th>
</tr>
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<tbody>
<tr>
<td>1645-1700</td>
<td>8C 2</td>
<td>Models for virtual patients</td>
<td>Jonathan Round*, Chara Balasubramaniam, Arnold Somasunderam, Ferhal Utku and Terry Poulton (St George’s, University of London, Paediatric Intensive Care Unit, London, UK)</td>
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<tr>
<td>1700-1715</td>
<td>8C 3</td>
<td>Innovative strategy to build and validate a large repository of virtual patients from real life clinical cases</td>
<td>M Botezatu*, H Matz, N Zary and U Fors (Universidad el Bosque, Bogotá, COLOMBIA)</td>
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<tr>
<td>1715-1730</td>
<td>8C 4</td>
<td>Evaluation of a blended learning scenario with virtual patients</td>
<td>S Huwendiek1*, J Zumbach3, S Koepl1, B Hoecker1, J Heid2, M Bauch2, H M Bosse1, M Haag2, F J Leven2, G F Hoffmann1 and T Toenoff1 (1University Children's Hospital, Heidelberg, GERMANY; 2Laboratory for Computer-based Teaching and Learning Systems in Medicine, University of Heidelberg; 3Department of Science Teaching and Teacher Education, University of Salzburg, Austria)</td>
</tr>
<tr>
<td>1730-1745</td>
<td>8C 5</td>
<td>The accident and emergency department virtual consulting room</td>
<td>Pasquale Berlingieri* and Eleanor Wood* Kerrie Whitwell, Tim Rayne, Janet Dearden and Owen Epstein (Royal Free G University College, University College London, UK)</td>
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<td>1745-1800</td>
<td>8C 6</td>
<td>Impact of collaborative online tutorials on the development of clinical reasoning</td>
<td>Kai Sostmann*, C Liermann, S Müller, J Hötte, G Gaedicke and M Gross (Charité - University Berlin, GERMANY)</td>
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8D Short Communications

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<tr>
<td>1630-1800</td>
<td>8D 1</td>
<td>Which factors affect changes in study performance during the first year at medical school?</td>
<td>Gerard J A Baars, Theo Stijnen and Ted A W Splinter* (Erasmus MC, Rotterdam, NETHERLANDS)</td>
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<tr>
<td>1645-1700</td>
<td>8D 2</td>
<td>“Hold on tight to your dreams”: study motivation in the preclinical years – a longitudinal study</td>
<td>Goetz Fabry*, Marianne Giesler and Daniela Goos (Albert-Ludwigs University of Freiburg, Department of Medical Psychology, Freiburg, GERMANY)</td>
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<tr>
<td>1700-1715</td>
<td>8D 3</td>
<td>Balancing medical studies and the tasks of life in the twenty-first century</td>
<td>A E Dodds*, J Lyons and J A Lawrence (The University of Melbourne, Faculty Education Unit, Melbourne, Victoria, AUSTRALIA)</td>
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<tr>
<td>1715-1730</td>
<td>8D 4</td>
<td>Factors influencing Korean medical students’ quality of life</td>
<td>WooTae Jeon* and Jin Young Park (Yonsei Medical Center, Department of Medical Education, College of Medicine, Yonsei University, Seoul, KOREA)</td>
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<tr>
<td>1730-1745</td>
<td>8D 5</td>
<td>Is there an association between the views of medical students on student-teacher relationship and their academic grades in undergraduate medical education?</td>
<td>Khalid Bin Abdulrahman (King Saud University, College of Medicine, Medical Education Center, Riyadh, SAUDI ARABIA)</td>
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<tr>
<td>1745-1800</td>
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<td>Discussion</td>
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</table>

8E Short Communications

<table>
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<tr>
<th>Time</th>
<th>Section</th>
<th>Title</th>
<th>Presenters</th>
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</thead>
<tbody>
<tr>
<td>1630-1800</td>
<td>8E 1</td>
<td>A systematic review of faculty development initiatives designed to improve teaching effectiveness in medical education: final report</td>
<td>Yvonne Steinert*, Karen Mann, Angel Centeno, Diana Dohms, John Spencer, Mark Gelula and David Prideaux (McGill University, Montréal, CANADA)</td>
</tr>
</tbody>
</table>
### 8E 2 A BEME systematic review on the OSCE validity, reliability and feasibility in undergraduate medical education: Preliminary results of the first 200 studies

M F Patrício*, M Julião, F Fareleira and A V Carneiro (Centre for Evidence based Medicine (CEMBE), University of Lisbon, Faculdade de Medicina de Lisboa, Lisboa, PORTUGAL)

### 8E 3 Postgraduate educational portfolios – the emperor’s new clothes or a robust aid to learning?


### 8E 4 Assessing self-assessment: a BEME systematic review

Alex Haig*, Jan Illing, Ian Colthart, Gelisse Bagnall, Alison Evans, Brian McKinstry, Helen Allbutt and Rachel Adams (NHS Education for Scotland, Edinburgh, UK)

### 8F Short Communications

**Students 6 – The student as a teacher – a previously neglected resource**

**Location:** Room B  
**Chairperson:** Francois Cilliers (South Africa)  
**Opening Discussant:** Steven Durning (USA)

#### 1630-1645

**8F 1 Medical students might be as good as senior doctors at teaching clinical skills – a controlled randomized study**  
Amandus Gustafsson*, Pernilla Höiby, Cathrine Gamborg Muller, Maria Birkvd Rasmussen, Martin Gannehaek Tølgaard and Charlotte Ringsted (Copenhagen University Hospital Rigshospitalet, Centre for Clinical Education, Copenhagen, DENMARK)

#### 1645-1700

**8F 2 Students as examiners: are they effective and what are the benefits?**  
V Bond*, D Collier and P Owens (University of Liverpool, Clinical Skills Resource Centre, Liverpool, UK)

#### 1700-1715

**8F 3 A teaching rotation and a student teaching qualification for senior medical students**  
Olle ten Cate (UMC Utrecht, Center for Research and Development of Education, Utrecht, NETHERLANDS)

#### 1715-1730

**8F 4 The long-term impact of a resident teaching skills improvement program – a model for program evaluation**  
Linda Snell* (McGill University Health Centre, Department of Medicine, Montréal, CANADA)

### 8G Short Communications

**Management and Leadership 2 — Resources for medical education**

**Location:** Room C  
**Chairperson:** Henrique Martins (Portugal)  
**Opening Discussant:** Sam Leinster (UK)

#### 1630-1645

**8G 1 Catching the wave of medical student increase without compromising the teaching environment and clinical skills acquisition at University of Montréal Medical School**  
C Bourdy*, M Julien, P Gagné, M J Bédard and R Lalande (University of Montréal, CANADA)

#### 1645-1700

**8G 2 The National Evaluation of the Expansion of Medical School (NEMS) places in England**  
Jayne Parry, Jonathan Mathers*, Richard Lillford, Hywel Thomas, Andrew Stevens, Peter Spurgeon and Amanda Parsons (University of Birmingham, Department of Public Health & Epidemiology, Edgbaston, Birmingham, UK)

#### 1700-1715

**8G 3 Designing a GME scorecard: Metrics for merit, productivity, impact and alliance**  
William M Stone* and Tamara Kary Erickson* (Mayo Clinic Arizona, Scottsdale, USA)

#### 1715-1730

**8G 4 A tale of three cities: assessing student performance across a multi locality medical school**  
Lee R Coombes*, Adrian Freeman and Chris Ricketts (Peninsula Medical School, University of Plymouth, UK)

#### 1730-1745

**8G 5 Change in interprofessional health professions education: a national program in Brazil**  
Regina Helena Petroni Mennin*, Laura Feuerwerker and Stewart Mennin (Universidade Federal de São Paulo, BRAZIL)
**8H Short Communications**

Problem-based Learning 1 — Some trends in PBL

Location: Levante
Chairperson: Mark Albanese (USA)

- **8H 1** The use of a computer software for “concept mapping” during problem based learning (PBL) activities at University of Montréal Medical School: helpful or disturbing?
  M Julien*, C Bourdy and R Lalande (University of Montréal, CANADA)

- **8H 2** Smartphones as tools in PBL tutorials
  K Hakkakainen*, J Jääskeläinen and A Syvänen (University of Tampere, Medical School, FINLAND)

- **8H 3** PBL in clinical clerkships at the Charité: students elaborate their own cases from real-patient encounters
  Andrea Antolic* and Dagmar Rolle (AG Reformstudiengang Medizin, Charité - Universitaetsmedizin Berlin, GERMANY)

- **8H 4** Cooperative learning and assessment
  Evkat Bahar Özvarış*, Füsun Çuhadaroğlu Cetin, Sevgi Turan and Antoinette S Peters (Hacettepe University Faculty of Medicine, Department of Public Health, Ankara, TURKEY)

- **8H 5** Student assessment in PBL tutorials: are they really useful and how can they be used?
  Ray Peterson*, Carole Gannon and Ted Cleary (University of Queensland, School of Medicine, Herston, Queensland, AUSTRALIA)

- **8H 6** Culture and learning: some useful lessons from problem-based learning
  Matthew C E Gwee* and Hoon-Eng Khoo (National University of Singapore, Yong Loo Lin School of Medicine, SINGAPORE)

No discussion

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**8I Fringe 2**

Location: Ponente
Chairperson: Rachel Ellaway (UK)

- **8I 1** The FOSCE (Funny Objective Structured Clinical Exam)
  J Newman*, C Newman*, K Casey* and C Casey* (Mayo Clinic, College of Medicine, Rochester, USA)

- **8I 2** Teaching on the run: the junior doctor in difficulty
  F Lake* and G Ryan* (University of Western Australia, Education Centre, Faculty of Medicine, Dentistry and Health Sciences, Nedlands, AUSTRALIA)

- **8I 3** How and why do GP educators use literature (poetry and prose) to teach registrars?
  Marion Lynch* (Oxford PGMDE, Buckingham, UK)

- **8I 4** E-learning or reframing social phobia as a revolution
  E Hoffmann*, P Kube, A Braunsberg, S Reinsch, W Blaum and J Pelz (Charité, Prodekanat Studium und Lehre, Berlin, GERMANY)

1750-1800 Discussion

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**8J Short Communications**

Clinical Assessment 1

Location: Tramontana
Chairperson: Jean Ker (UK)

- **8J 1** Development of a compulsory national clinical skills examination in Peru
  W P Burdick*, P Mendoza, P Scoles and J J Norcini (Foundation for Advancement of International Medical Education and Research, Philadelphia, USA)

- **8J 2** Developing a patient partnership scheme to support assessment and teaching: a joint undergraduate-postgraduate venture
  L Park*, H S Cameron, A Elder, A Wood and A D Cumming (University of Edinburgh, UK)
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<th>Time</th>
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<th>Topic</th>
<th>Authors</th>
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<tbody>
<tr>
<td>1700-1715</td>
<td>8J 3</td>
<td>The formative and summative use of mini-CEx assessments with undergraduate medical students</td>
<td>Faith Hill* and Kathy Kendall* (University of Southampton, Medical Education Development Unit, Southampton, UK)</td>
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<tr>
<td>1715-1730</td>
<td>8J 4</td>
<td>The Script Concordance Test as a tool for assessment in context of uncertainty: a scoring process study</td>
<td>Bernard Charlin*, Robert Gagnon, B Carrière and C Lambert (Université de Montréal, Faculté de Médecine, Montréal, CANADA)</td>
</tr>
<tr>
<td>1730-1745</td>
<td>8J 5</td>
<td>Shared clinical examinations between medical schools require shared examiner training if comparisons between schools are to be valid</td>
<td>A M S Chesser*, K A M Boursicot, H Cameron, J Cleland, P Evans and G Mires (Barts and the London NHS Trust, London, UK)</td>
</tr>
<tr>
<td>1745-1800</td>
<td>8J 6</td>
<td>Are postgraduate trainees in family medicine as good observers as trainers in an OSCE?</td>
<td>Annick Dermine* and Jan Degryse (I.C.H.O, Leuven, BELGIUM)</td>
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No discussion

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<tr>
<th>Time</th>
<th>Workshop</th>
<th>Topic</th>
<th>Chairperson</th>
<th>Location</th>
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<tr>
<td>1630-1800</td>
<td>8K</td>
<td>Constructing single-best-answer question in the integrated curriculum</td>
<td>Zubair Amin (Department of Paediatrics, Yong Loo Lin School of Medicine, National University of Singapore)</td>
<td>Austro</td>
</tr>
<tr>
<td>1630-1800</td>
<td>8M</td>
<td>Item banking: an international session to discuss styles and approaches</td>
<td>Ged Byrne (University of Manchester, UK)</td>
<td>Aliseo</td>
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<tr>
<td>1800-1900</td>
<td>8M</td>
<td>Private Meeting (invitation only)</td>
<td>Clarke Hazlett (Hong Kong)</td>
<td>Aliseo</td>
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<th>Time</th>
<th>Posters</th>
<th>Topic</th>
<th>Chairperson</th>
<th>Location</th>
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<tr>
<td>1630-1800</td>
<td>8N</td>
<td>General assessment; Written assessment</td>
<td>Brian Simmons (Canada)</td>
<td>Module 8, first floor</td>
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<tr>
<td></td>
<td>8N 1</td>
<td>What is the function of permanent evaluation in the first year in a traditional curriculum?</td>
<td>Johan Beullens*, Jos Rogiers and Nathalie Druine (Centre of Medical Education, Faculty of Medicine K.U, Leuven, BELGIUM)</td>
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<td></td>
<td>8N 2</td>
<td>Assessment in parasitology; time for more innovative strategies?</td>
<td>T de Waal (University College of Dublin, School of Agriculture Food Science &amp; Veterinary Medicine, Dublin, IRELAND)</td>
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<td>8N 3</td>
<td>Integrated assessment in the St Andrews undergraduate curriculum</td>
<td>A Fleet* and C J M Nicol (University of St Andrews, Bute School of Medicine, St. Andrews, UK)</td>
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<td>8N 4</td>
<td>Psychometric properties of a ‘tag test’ of three-dimensional anatomical knowledge</td>
<td>Sebastian Schubert*, Kai Schnabel, Andreas Winkelmann (Charité - Universitätsmedizin Berlin, GERMANY)</td>
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<td>8N 5</td>
<td>The evaluation of student poster-presentations by using rubrics at Ankara University</td>
<td>M F Atacanli*, M Ozen, O Palaoglu, A Ikinciogullari, S Kemahli, H Akan and I H Ayhan (Ankara University, Medical Education and Informatics Department, Ankara, TURKEY)</td>
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</tbody>
</table>
8N 6 Making assessment relevant for practice in an MA in clinical education
Cathy Sherratt* and Andrew Sackville* (Edge Hill University, Faculty of Education, Ormskirk, UK)

8N 7 Final obligatory practice
Jose Maria Willington (National University of Cordoba, Faculty of Medical Sciences, Cordoba, ARGENTINA)

8N 8 Undergraduate surgical examination assessment: an evaluation of individual examination method versus overall result
B D Barry**, J M Ni Mhuircheartaigh, J B Conneely and M J Kerin (University College Hospital, Department of Surgery, Galway, IRELAND)

8N 9 Psychologico-pedagogical technology of assessing students’ educational achievement
A N Kalinichenko* and L N Novikova (Izhevsk State Medical Academy, Izhevsk, RUSSIA)

8N 10 Effect of assessment format on students’ information processing strategies
Marjolein Pennings* and Janke Cohen-Schotanus (University Medical Center Groningen, Faculty of Medical Sciences, Groningen, NETHERLANDS)

8N 11 Using an evaluation form to determine the level of learning in students completing practical training in forensic medicine
N Abeyasinghe* (Faculty of Medicine, Colombo, SRI LANKA)

8N 12 Continuous adjustments of assessment activities in order to improve learning
Elisabeth Persson*, Gunnar Birgegärd, Fredrik Ander, Kristofer Nystöm and Astrid Hoppe (Uppsala University, Faculty of Medicine, Uppsala, SWEDEN)

8N 13 Post review process increases item quality
Doerte Wieland*, Katrin Osterberg and Katrin Brauns (AG Progress Test Medizin, Charité, Berlin, GERMANY)

8N 14 Oral exam in group
Helene Wallsten* (Karlinska Institutet, Department of Clinical Sciences, Intervention and Technology, Stockholm, SWEDEN)

8N 15 Use of the ‘bookmark’ standard setting method on a test of clinical acumen, so that the test can be used to predict the training needs of GPs
Phil Matthews (Cardiff University, UK)

8N 16 Multiple-choice assessment: a comparison of scoring algorithms for multiple-answer questions
M Holzer*, D Bauer, V Kopp and M R Fischer (University of Munich, Klinikum der Universität München, Munich, GERMANY)

8N 17 Reliable and valid assessment of knowledge and understanding in medical students
L J Woodgate, M J Coffey and R W Marshall* (Cardiff University, Department of Pharmacology, Cardiff, UK)

8N 18 Is a multiple choice questionnaire a reliable method of testing skills retention?
B T Langham**, M Dawson, S Canaway, D Jones and M Riyat (Derbyshire Royal Infirmary, Department of Anaesthesia, Derby, UK)

8N 19 Does time of leaving multiple choice-type assessments correlate with performance?
S L Fowell*, R Fewtrell and D C M Taylor (University of Liverpool, School of Medical Education, Liverpool, UK)

80 Posters

1630-1800

Teaching and Learning — Communication Skills and Clinical Skills
Location: Module 8, second floor
Chairperson: Debra Nestel (UK)

8O 1 Using the Calgary-Cambridge communication skills framework: what do students find difficult?
Chris Harrison*, Jo Hart and Val Wass (University of Manchester, Division of Primary Care, Manchester, UK)

8O 2 Factors influencing knowledge of communication skills in medical students
Anders Baerheim**, Per Hjortdahl, Tor Andre, Ole Bernt Fasmer, Hilde Grimstad, Tore Gude, Are Holen, Terje Risberg and Per Vaglum (University of Bergen, Department of Public Health and Primary Health Care, Bergen, NORWAY)
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<thead>
<tr>
<th>Session</th>
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<tbody>
<tr>
<td>8O 3</td>
<td>Learning to communicate as an academic</td>
<td>Julia Cork* and Alison Ahearn (Imperial College London, Division of Surgery, Oncology, Reproductive Biology and Anaesthetics, London, UK)</td>
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<td>8O 4</td>
<td>The introduction of the 'Reflection-on-action' method with 'experienced' students: a comparison project</td>
<td>Anita Laidlaw* and Gerry Humphris (University of St Andrews, Bute Medical School, St Andrews, UK)</td>
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<tr>
<td>8O 5</td>
<td>From asking questions to listening: experiences from communication training during first and second years</td>
<td>Sven-Olof Andersson*, Karin Sejsing* and Katarina Hamberg (University of Umeå, Department of Public Health and Clinical Medicine, Umeå, SWEDEN)</td>
</tr>
<tr>
<td>8O 6</td>
<td>The correlation of medical students’ communication skills and physician-patient interaction scores</td>
<td>Sun Kim* and Yera Hur (The Catholic University of Korea, Department of Medical Education, Seoul, REPUBLIC OF KOREA)</td>
</tr>
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<td>8O 7</td>
<td>Patients’ attitudes towards medical students in Riyadh, Saudi Arabia</td>
<td>Mohammed O Al-Rukban*, Hamza Abduugani and Shaffi Ahmad (King Saud University, Riyadh, SAUDI ARABIA)</td>
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<td>8O 8</td>
<td>Effective use of interpreters in the clinical encounter</td>
<td>Gail S Marion*, Jennie E Anthony, Eleanor L Russell and Sonia J Crandall (Wake Forest University School of Medicine, Department of Family and Community Medicine, Winston-Salem, USA)</td>
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<tr>
<td>8O 9</td>
<td>A comparison of student self-evaluation and standardized patient evaluation in advanced communication interviews</td>
<td>Rebecca Bowden*, Richard Heibel, Jonathan King, Nicole G Bentze and Thomas E Skoloda (LECOM Bradenton, Sarasota, USA)</td>
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<td>8O 10</td>
<td>The final year medical students’ attitude toward their best role model in Khon Kaen Regional Hospital</td>
<td>Wichian Thianjaruwatthana (Khon Kaen Regional Hospital, Medical Education Center, Khon Kaen, THAILAND)</td>
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<td>8O 12</td>
<td>Communication training for residents in pediatrics to improve doctor-parents relationship: acceptance and effectiveness</td>
<td>J H Schultz*, K Hoffmann, H Lauber, H M Bosse, S Huwendiek, J Schoenemann, G F Hoffmann, B Krauss, J Jünger and C Nikendel (University of Heidelberg, Klinik für Psychosomatische und Allgemeine Medizin der Medizinischen Klinik, Heidelberg, GERMANY)</td>
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<tr>
<td>8O 13</td>
<td>Impediments in teaching to, and assessing, diagnostic competence</td>
<td>Frank Papa (UNTHSC, Department of Medical Education, Fort Worth, USA)</td>
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<td>8O 14</td>
<td>The satisfaction of rehabilitation patients on teaching and learning system</td>
<td>Suchat Tantiniram* and Wiwan Wiwatkul (Prapokklao Hospital, Medical Education Centre, Chanthaburi, THAILAND)</td>
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<tr>
<td>8O 15</td>
<td>Incorporating practice-based learning, face-to-face feedback and objective assessment of interprofessional and communication skills in a busy ambulatory teaching clinic</td>
<td>Gunjan Y Gandhi, Denise A Bargsten, Kurt A Kennel and Neena Natt* (Mayo Clinic, Rochester, USA)</td>
</tr>
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<td>8O 16</td>
<td>Informed consent regarding the role of medical students: a survey of outpatients' views</td>
<td>Milind Arolker*, David Wall, Ellen Jones and David Wood (Heart of England NHS Foundation Trust, Birmingham, UK)</td>
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<td>8O 17</td>
<td>The effect of communication skill training on clinical skill of internal medicine and infectious disease residents</td>
<td>A Zamani*, B Shams, Z Siaadat, P Adibi, H Salehi, H Saneii and Ghoudjani (Isfahan Medical University, Isfahan, IRAN)</td>
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<td>8O 18</td>
<td>Assessment of communication skills in Qazvin Medical School</td>
<td>Saeed Asefzadeh* and Sara Khatami (Qazvin University of Medical Science &amp; Health Services, Qazvin, IRAN)</td>
</tr>
<tr>
<td>8O 19</td>
<td>Clinical teaching of medical students – a plan of action in Linköping, Sweden</td>
<td>Torbjörn Ledin*, Mats Hammar, Malin Asp, Gösta Berlin, Ulf Dahlström, Christina Eintrei, Anne Ekdahl and Rolf Maller (Linköping University, Department of ENT, Faculty of Health Sciences, Linköping, SWEDEN)</td>
</tr>
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8PA  Multiprofessional Education

Location: Module 8, third floor
Chairperson: Hamish McKenzie (UK)

8PA 1 Altogether now – open meeting: a model of service user, carer and inter-professional partnerships – improving leadership, practice, education and service delivery
Jim Blair (Kingston University and St George's University of London, Faculty of Health & Social Care Sciences, London, UK)

8PA 2 Contents of psychology for speech therapy students
M L V Rodrigues*, P L dos Santos and B C Z Machado (Medical School of Ribeirão Preto, Ribeirão Preto, BRAZIL)

8PA 3 The implementation of an interdisciplinary educational programme - an ongoing process
M M Bester (University of Stellenbosch, Centre for Health Science Education, Tygerberg, SOUTH AFRICA)

8PA 4 Collaborative planning for multiprofessional education
Ian Clarke*, Peter Rolland and Trish Knight (Leicestershire, Northamptonshire & Rutland Healthcare Workforce Deanery, Leicester, UK)

8PA 5 The case administrator – an important resource in interdisciplinary case-based teaching
Birgitta Björck*, Mareet Kauttila and Hans Gyllenhammar (Karolinska Institutet, Institution for Medicine, Stockholm, SWEDEN)

8PA 6 Induction and transition into the NHS
Hywel Thomas*, Gill Cressey, Judith Hicks and Graeme Martin (University of Birmingham, Centre for Research in Medical and Dental Education, Birmingham, UK)

8PA 7 The use of undergraduate multidisciplinary team working to improve understanding of care of the elderly
Michael Gibson* and Lesley Diack (The Robert Gordon University, School of Pharmacy, Aberdeen, UK)

8PA 8 A qualitative analysis of team skills needed in the delivery room and the operation theatre
Kurt Nielsen*, Marlene Mohr, Morten Lebech, Nini Vallebo and Doris Østergaard (Danish Institute of Medical Simulation, Herlev, DENMARK)

8PA 9 The establishment of a ‘midwifery firm’ within medical student practice during their women’s health module
T Bourne*, H Morgan* and C Saunders (Middlesex University, London, UK)

8PA 10 Evaluation of the AILW (Accredited Interprofessional Learning in the Workplace) programme: a partnership between the health service and higher education
K Duncan*, S Corbett, M Welfare, S McCaffer and G Rhodes (Northumbria Healthcare NHS Trust, Tyne and Wear, UK)

8PA 11 Making lead history: inter-professional learning and scholarship at The Intergenerational School
Kashif Ali*, Jared Weinertner, Cherie Gilbert, Terry Wolpaw and Peter Whitehouse (Case Western Reserve University School of Medicine, Cleveland, USA)

8PA 12 Exploring interprofessional mentorship: defining and delivering
Michelle Marshall* and Frances Gordon (University of Sheffield, UK)

8PB  Outcome-based Education

Location: Module 8, Third floor
Chairperson: Hamish McKenzie (UK)

8PB 1 Identifying the laboratory skills that physicians have to know and perform
S Ayhan Caliskan (Ege University, Faculty of Medicine, Department of Medical Education, Izmir, TURKEY)

8PB 2 The fuselage of medical education
Ioannis D Dimolitis*, Panagiotis Anastasopoulos and Margery H Davis (Ioannina University Medical School, Department of Hygiene & Epidemiology, and Centre for Medical Education, University of Dundee, UK)
8PB 3 Integration of objectives and outcomes in medical education using the ontogenetic paradigm
Panagiotis Anastassoupolos*, Ioannis D K Dimoliatis and Margery H Davis (Department of Obstetrics & Gynaecology, and Centre for Medical Education, University of Dundee, UK)

8PB 4 Role of academic medicine in national qualification framework and speciality training programmes in Croatia
N Cikes*, M Kapovic, S Jankovic, P Filakovics, Z Bradamante, A Radojcic Badovinac, Z Dogas, S Kalenic and D Derecić (University of Zagreb, School of Medicine, Zagreb, CROATIA)

8PB 5 Using confidence scales to monitor improvement in clinical and practical skills determined by a neonatal competency framework for paediatric trainees
C Morgan*, H P Satish and M Peake (Liverpool Women’s Hospital, Department of Neonatology, Liverpool, UK)

8PB 6 Health professional education and genetics: developing an outcome based approach
Catherine Bennett* and Peter Farndon (NHS National Genetics Education and Development Centre, Birmingham, UK)

8PB 7 Assessment of CanMEDS-based competencies during clerkship
F Jousma and A van ‘t Spijker* (Erasmus MC Rotterdam, Department of Medical Psychology, Rotterdam, NETHERLANDS)

8PB 8 Facilitating the design of competency-based postgraduate curricula: experiences with extremes of the spectrum
Hanneke Mulder*, Theo Voorn, Marjo Wijnen-Meijer and Olle ten Cate (Universitair Medisch Centrum Utrecht, NETHERLANDS)

8PB 9 A matrix model as a development tool for competency-based medical education
P Bakker* and A Meininger* (Wenckebach Institute, University Medical Center Groningen, NETHERLANDS)

8PB 10 Characteristics of a practical framework to guide curriculum innovation of postgraduate medical education
E Jippes* and M C Achterkamp (Wenckebach Institute, University Medical Center, Groningen, NETHERLANDS)

1630-1800

8Q Workshop
Planning and developing interactive cases
Sharon K Krackov (Albany Medical College, Albany NY, USA and Center for Education Research and Evaluation, Columbia University College of Physicians and Surgeons, New York NY, USA), Elza Mylona (Stony Brook University School of Medicine, Stony Brook NY, USA) and Henry Pohl (Albany Medical College, Albany NY, USA)
Location: Jolly Marina Hotel, Oceano Room

1630-1800

8R Workshop
Faculty Professionalism: addressing the hidden curriculum
Anita Duhl Glicken (University of Colorado Health Sciences Center, USA)
Location: Jolly Marina Hotel, Mediterraneo Room

1630-1800

8S Workshop
East European/Central Asian Group
Location: Jolly Marina Hotel, Jonio Room
Chairperson: Sabri Kemahli (Turkey)

1630-1800

8T Workshop
Assessing the written communication skills of physicians
Thomas Rebecchi, John Boulet and Gerald Whelan (Educational Commission for Foreign Medical Graduates (ECFMG), Philadelphia, USA)
Location: Jolly Marina Hotel, Adriatico Room

1810
Shuttle bus from Jolly Marina Hotel to Cotone Congressi

2000-2300
Optional entertainment: Conference Dinner at Palazzo Ducale (page 104)
Monday 18 September

0900-1230
Guided tour: Aquarium (see page 104)
Registration Desk open
Exhibition open
Shuttle bus from Cotone Congressi to Jolly Marina Hotel

Session 9
0800-1000

9A Symposium 7
Patient safety education
John Sandars (University of Leeds, UK) (Chairperson), Val Wass (University of Manchester, UK), David Mayer (University of Illinois at Chicago, USA), Rachel Vickers (Queen’s Hospital, Burton on Trent, UK) and Nigel Bax (University of Sheffield, UK)
Location: Grecale

0800-1000
9C Short Communications

e-Learning 4 – Content development
Location: Scirocco
Chairperson: To be announced
Opening Discussant: Paul Hemmer (USA)

0800-0815
9C 1 What makes a good ‘reusable learning object’?
Terry Poulton*, Chara Balasubramaniam, Trupti Bakrania, Arnold Somasunderam and Raja Habib (St George’s University of London, Centre for Medical & Healthcare Education, London, UK)

0815-0830
9C 2 Educational development of a Learning Object Repository (LOR) for the International Virtual Nursing School (IVINURS)
Linda Martindale* and Elizabeth Rogerson (IVINURS, Distance Learning Centre (Nursing and Palliative Care), Dundee, UK)

0830-0845
9C 3 Study guide design to facilitate self-direction in e-learning
Elizabeth Rogerson*, Linda Martindale and Pauline Horton (Distance Learning Centre (Nursing and Palliative Care), University of Dundee, UK)

0845-0900
9C 4 Using a collaborative engine to develop didactical material
Andreas Robert Formiconi, Eleonora Vanzi*, Ilaria Freddi, Ugo Santosuosso and Antonio Conti (Universitá di Firenze, Dipartimento di Fisiopatologia Clinica, Firenze, ITALY)

0900-0915
9C 5 Towards an equivalence between distance and face-to-face education: standards, requirements and conflicts under copyright law in medical education
E Berlingieri*, M Masoni, G Gensini and A Conti (Florence University, Faculty of Medicine, Firenze, ITALY)

0915-0930
9C 6 The perception of nursing degree students of the feasibility and quality of blended learning of humanities: evidence for action
Andrea A Conti*, Antonio Conti, Maria Renza Guelfi and Gian Franco Gensini (Università degli Studi di Firenze, Firenze, Italy)

0945-1000
9C 7 OPAL (Outcomes for Personal and Adaptive Learning)
Rachel Ellaway*, Patricia Warren, Catriona Bell, Phillip Evans and Susan Rhind (University of Edinburgh, MVM Learning Technology Section, The Medical School, Edinburgh, UK)

Discussion
### 9D Short Communications

**Outcome-based Education 1 – Approaches to determining learning outcomes and competencies and integrating them in the curriculum**  
**Location:** Libeccio  
**Chairperson:** Juan Pérez-Gonzalez (Venezuela)

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Title</th>
<th>Authors</th>
</tr>
</thead>
<tbody>
<tr>
<td>0800-0815</td>
<td>9D 1</td>
<td>Process-outcome interrelationship – need for a comprehensive approach</td>
<td>Jørgen Nystrup*, Hans Karle and Leif Christensen (World Federation for Medical Education (WFME), Copenhagen, DENMARK)</td>
</tr>
<tr>
<td>0815-0830</td>
<td>9D 2</td>
<td>The development of a curriculum statement for genetics in primary care</td>
<td>Sarah Burke*, Anna Stone, Melissa Martyn, Catherine Bennett, Hywel Thomas and Peter Farndon (University of Birmingham, School of Education, CRMDE, Edgbaston, Birmingham, UK)</td>
</tr>
<tr>
<td>0830-0845</td>
<td>9D 3</td>
<td>“Core competency scoring” change implementation criteria in developing clinical education from discipline-based to integrated clinical module based</td>
<td>Fulya Dökmeci*, Saadet Arsan, Selim Karayalçýn, Mehmet Gürel, Sabri Kemahlý and Türker Corapçýoůlu (Ankara University School of Medicine, Department of Gynecology and Obstetrics, Ankara, TURKEY)</td>
</tr>
<tr>
<td>0845-0900</td>
<td>9D 4</td>
<td>The value of humanism in the ideal doctor concept from medical educators’, students’ and patients’ perspectives</td>
<td>A Pereira da Silva*, M Patrício, M Bicho and J Ducla Soares (Lisbon University Medical School, Genetics Laboratory &amp; Metabolism and Endocrinology Centre, Lisboa, PORTUGAL)</td>
</tr>
<tr>
<td>0900-0915</td>
<td>9D 5</td>
<td>National consensus of the vision of the ‘Saudi Future Doctor’</td>
<td>R Zaini*, P Stark and N Bax (The University of Sheffield, Academic Unit of Medical Education, Sheffield, UK)</td>
</tr>
<tr>
<td>0915-0930</td>
<td>9D 6</td>
<td>Outcomes and indicators for general physicians’ CME programs in the field of “rational prescribing” in Iran – a Delphi study</td>
<td>Hamideh M Esmaily*, Reza Vahidi, Abolghasem Amini, Mohammad Hossein Zarrintan and Rolf Wahlstrom (Karolinska Institutet, Division of International Health (IHCA), Stockholm, SWEDEN)</td>
</tr>
<tr>
<td>0930-0945</td>
<td>9D 7</td>
<td>Developing competences in an undergraduate medical curriculum: a transversal programme</td>
<td>Miguel Castelo Branco*, Isabel Neto, Luiza Granadeiro, Luis Taborda Barata and Jose Manuel Calheiro (University of Beira Interior, Faculty of Health Sciences, Covilha, PORTUGAL)</td>
</tr>
<tr>
<td>0945-1000</td>
<td>9D 8</td>
<td>One step in matching competencies to daily work: an exploratory study into tasks and activities of postgraduate trainees</td>
<td>J Pols*, A R Yedema and P M Boendermaker (University Medical Center Groningen, NETHERLANDS)</td>
</tr>
</tbody>
</table>

Discussion follows 10D

### 9E Short Communications

**Continuing Professional Development 1 – A spectrum of CPD methods**  
**Location:** Room A  
**Chairperson:** Athol Kent (South Africa)

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Title</th>
<th>Authors</th>
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</thead>
<tbody>
<tr>
<td>0800-0815</td>
<td>9E 1</td>
<td>Reaching quality of care improvement using best practice in continuing medical education: a randomized-control trial</td>
<td>R Laprise*, R L Thivierge*, M Bujas-Bobanović, S Vandal, G Gosselin, D Piaquette, M Luneau, P Julien, S Goulet, J Desaulniers and P Maltais (Université de Montréal, CANADA)</td>
</tr>
<tr>
<td>0815-0830</td>
<td>9E 2</td>
<td>Three years of RCPCH CPD audit: waning not waxing?</td>
<td>A P J Thomson*, A Emerson and RCPCH CPD Department (Royal College of Paediatrics and Child Health, UK)</td>
</tr>
<tr>
<td>0830-0845</td>
<td>9E 3</td>
<td>Evaluation of the effectiveness of an Opinion Leader programme</td>
<td>L Tomalty* and C McAiney (Queen’s University, Continuing Professional Development, Faculty of Health Sciences, Kingston, CANADA)</td>
</tr>
<tr>
<td>0845-0900</td>
<td>9E 4</td>
<td>Outcomes Based CME/CPD – Validation of needs and measurement of impact using case vignettes and case/control comparisons</td>
<td>Lawrence Sherman (Physicians Academy for Clinical and Management Excellence, New York, USA)</td>
</tr>
</tbody>
</table>
2 MONDAY 18 SEPTEMBER

0900-0915  9E 5  Lecture based CPD is effective in changing practice among healthcare professionals  
A P Choules (Queen's Hospital, Burton-upon-Trent, UK)

0915-0930  9E 6  Is there a need for elearning in veterinary continuing education?  
J P Ehlers*, Birgit Wittenberg, K Fehrlage and S Neumann (eLearning Beratung Stiftung Tierarztliche Hochschule Hannover, GERMANY)

0930-0945  9E 7  Activation of CME-course participants through group learning and online cases: a modified team-based approach  
L Eversmann, Th Eversmann, B Saller and M R Fischer* (University of Munich, Klinikum der Universität München, Munich, GERMANY)

0945-1000  9E 8  Interactive education CD-ROM in the work environment  
Johanne Blais*, Claude Garceau, Francine Borduas, Michel Rouleau and Marie-Hélène Gauthier (Université Laval, Québec, CANADA)

Discussion follows 10E

0800-1000  9F  Short Communications

Medical Education Research  
Location: Room B  
Chairperson: Huon Snelgrove (Italy)  
Opening Discussant: Charlotte Ringsted (Denmark)

0800-0815  9F 1  Misuse of reliability estimates in medical education  
Paul F Wimmers* and John R Boulet (University of California, Los Angeles, Center for Educational Development and Research, David Geffen School of Medicine at UCLA, and Educational Commission for Foreign Medical Graduates, Philadelphia, USA)

0815-0830  9F 2  Strengths and weaknesses of medical education research: reflections from leaders in the field  
Mathieu Albert* (University of Toronto, Wilson Centre for Research In Education, Toronto, CANADA)

P E Jones*, R S Hooker and K E Multitalo (University of Texas Southwestern Medical Center, Department of Physician Assistant Studies, Dallas, Texas, USA)

0845-0900  9F 4  The value of self-assessment  
M T van Lohuizen*, J Schönrock-Adema and J Cohen-Schotanus (University Medical Center Groningen, NETHERLANDS)

0900-0915  9F 5  Standard setting as a way of evaluating an educational innovation  
P Remmelts*, P M Boendermaker and K Kuizenga (University Medical Centre Groningen, Wenckeback Instituut, NETHERLANDS)

0915-0930  9F 6  What influences learning in clinical settings and can theory help us understand it?  
Sue Kilminster* (University of Leeds, Medical Education Unit, Leeds, UK)

0930-0945  9F 7  Views of Ethics Committee members on how educational research should be reviewed  
N J Shaw*, I Ryland, J C Howard and J Brown (Mersey Deanery, Liverpool, UK)

0945-1000  Discussion

0800-1000  9G  Short Communications

Clinical Teaching 2: What is good clinical teaching?  
Location: Room C  
Chairperson: Eivor Laugsand (Norway)  
Opening Discussant: Kath Green (UK)

0800-0815  9G 1  Learning in clinical settings: what counts in evaluations made by students?  
M W Gerbase*, M Germond, G Pini and N V Vu (University of Geneva, Unit of Development and Research in Medical Education, SWITZERLAND)

0815-0830  9G 2  Using Cultural Consensus Analysis to address recurrent problems in Teaching Clinic  
C S Smith*, C Francovich, M Morris, W Hill, J McMullin and L Chavez (University of Washington, Boise, USA)
0830-0845  9G 3  Clinical education of graduates of European medical schools  
Danette W McKinley*, John J Norcini and M Brownell Anderson (Educational Commission for Foreign Medical Graduates (ECFMG)/FAIMER, Philadelphia, USA)

0845-0900  9G 4  An outcome-based clinical rotation in neurology  
David Lee Gordon* (University of Miami, Center for Research in Medical Education, Miami, USA)

0900-0915  9G 5  Using the day surgery unit to develop an ambulatory care teaching programme in orthopaedic surgery  
John Dent (University of Dundee, Centre for Medical Education, Dundee, UK)

0915-0930  9G 6  The relationship between students’ knowledge and their perceived readiness for clinical practice  
E A van Hell* and J Cohen-Schotanus (University Medical Center Groningen, NETHERLANDS)

0930-1000  Discussion

0800-1000  9H 1  Accreditation of medical education in Central Asia  
K A Conaboy*, P Wallach, A DeBaldo, Z Nugmanova, S Yegeubaeva, E Fedullo, L Christensen, J Norcini, R F Jones, M L Standish, M B Anderson, S O’Dougherty and P Campbell (University of South Florida Health Sciences Center, Reno, USA)

0815-0830  9H 2  Opportunities for international medical education for students, residents and faculty  
M Brownell Anderson* and John J Norcini (Association of American Medical Colleges (AAMC), Washington DC, and FAIMER, Philadelphia, USA)

0830-0845  9H 3  The accreditation of medical schools – by medical educators  
Bernard Ferguson* (International Association of Medical Colleges, Westerly, USA)

0845-0900  9H 4  Assessment of medical schools: who cares?  
N G Patil* and L C Chan (The University of Hong Kong, Li Ka Shing Faculty of Medicine, HONG KONG)

0900-0915  9H 5  Acculturation issues for immigrant physicians  
G Whelan*, M van Zanten, E Fitzpatrick and B Hoekje (Educational Commission for Foreign Medical Graduates, Philadelphia, USA)

0915-0930  9H 6  Do International Medical Graduates contribute to a culturally and linguistically diverse physician workforce in the United States?  
Marta van Zanten* and John R Boulet (Educational Commission for Foreign Medical Graduates/FAIMER, Philadelphia, USA)

0930-0945  9H 7  Assessing practice readiness of International Medical Graduates in Canada  
C Violato, R Crutcher, L Baig* and G Bourgeois-Law (University of Calgary, Alberta International Medical Graduate Program, Health Sciences Centre, Calgary, CANADA)

0945-1000  Discussion

0800-1000  9I 1  Time to rethink admissions tests  
Michele Groves*, J Jill Gordon and Greg Ryan (Griffith University, School of Medicine, Queensland, AUSTRALIA)

0800-1000  9I 2  Selection Centres: Initial description of a collaborative pilot project  
Jane Kidd* (Warwick Medical School), Jon Fuller (Barts and the London, Queen Mary’s School of Medicine and Dentistry), Fiona Patterson (City University) and Yvonne Carter (University of Warwick, Warwick Medical School, Coventry, UK)
MONDAY 18 SEPTEMBER

830-0845
9I 3 Graduate selection: searching for the best measures
Eleanor Flynn*, Agnes Dodds and Geoffrey McColl (The University of Melbourne, Faculty Education Unit, Victoria, AUSTRALIA)

845-0900
9I 4 Contribution of medical students to admission interviews
John Rees*, Togay Koc and Cornelius Katona (King's College School of Medicine, London, UK)

0900-0915
9I 5 First use of the multiple mini-interview (MMI) system in a UK veterinary school
Carol Gray* and Nena Blackburn (University of Liverpool, Veterinary Teaching Hospital, Neston, UK)

0915-0930
9I 6 High school GPAX is not a good selection tool in the medical school entrance process in Thailand
Preyanuj Yamwong* and Chutathip Nongnuan (Mahidol University, Faculty of Medicine, Bangkok, THAILAND)

0930-0945
9I 7 Do students’ ‘soft skills’ correlate with academic achievements?
Julia Kompatscher, Johannes Schulze and Hans Georg Kraft* (Medical University of Innsbruck, Institute for Medical Biology & Human Genetics, AUSTRIA)

9I 8 Does the admission test to the School of Medicine in the University of Tucuman, Argentina, assess complex cognitive skills?
H Deza*, N Avila, D Vallejo, L Fajre and S Mirkin (University of Tucuman, School of Medicine, ARGENTINA)

No discussion

800-1000
9J Short Communications

Critical Thinking – A key element in the medical curriculum
Location: Tramontana
Chairperson: Richard Cruess (Canada)
Opening Discussant: Larry Gruppen (USA)

0800-0815
9J 1 ‘From symptom to diagnosis’: clinical reasoning sessions
Sabri Kemahli*, Caden Palaoglu, Meral Demiroren and Gazin Özeki-Kavas (Ankara University, Departments of Medical Education & Pediatrics, Faculty of Medicine, Ankara, TURKEY)

0815-0830
9J 2 The feasibility, reliability and validity of the CIP (Clinical Integrative Puzzle) for assessing clinical reasoning skill
S J Durning*, L N Pangaro, J Poremba, T Mueller, C Gunderson, M Poth and R Ber (Uniformed Services University of Health Services, Department of Medicine, Bethesda, USA)

0830-0845
9J 3 Teaching novices to diagnose ECGs: should clinical teachers promote pattern recognition?
Kevin W Eva* and Lee R Brooks (McMaster University, Hamilton, CANADA)

0845-0900
9J 4 Teaching clinical reasoning revisited
Pieter F De Vries Robbe* and Miriam Ankersmit-ter Horst (Radboud University Nijmegen Medical Centre, NETHERLANDS)

0900-0915
9J 5 Obligatory research elective for 3rd year students at Charité Medical School Berlin: first evaluation
T Keil*, T Fix, M Grohmann, M A Hartog, M P Walter, J Pelz, M Gross, S N Willich and J Muller-Nordhorn (Charité University Medical Center Berlin, Institute for Social Medicine, Epidemiology and Health Economics, Berlin, GERMANY)

0915-0930
9J 6 Evidence-based medicine curriculum: impact on medical students in a resource limited setting
Christy Okoromah*, Adebola Adebola, Adjagba Afolabi, Modupe Adelola, Christopher Esezobor, Olufemi Serrano, A Ibegwam and Charles Okwudie (College of Medicine of University of Lagos, Department of Paediatrics, Lagos, NIGERIA)

0930-0945
9J 7 Critical thinking in Jahrom Medical School students
Mitra Amini*, Rasol Esfami, Ehsan Sharif, Mohsen Moghadam and Gholamreza Safaee (Shiraz Medical University, Shiraz, IRAN)

0945-1000 Discussion
**9K/10K Workshop**

Bridging OASES – (Open Standards for Medical eLearning Content Authoring, Management, Sharing & Delivery)

*Fabrizio Cardinali (Giunti Labs, Abbazia dell’Annunziata, Sestri Levante, ITALY), David Davies (IVIMEDS, UK) and colleagues*

**Location:** Austro

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**9L Workshop**

An introduction to the Case Method

*Martin Stjernquist and Elizabeth Crang-Svalenius (Medical Faculty, University of Lund, Sweden)*

**Location:** Zefiro

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**9M Workshop**

The Change Process in Medical Education: strategies and principles

*C. Stewart Mennin and Regina Petroni Mennin (University of New Mexico School of Medicine, Universidade Federal do São Paulo, Brazil) and Soeren Huwendiek (University Children's Hospital Heidelberg, Germany)*

**Location:** Aliseo

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**9N Posters**

- **e-Learning**
  - **Location:** Module 8, first floor
  - **Chairperson:** Vicki Dale (UK)

  **9N 1 Positive faculty attitudes to e-learning depend on perceived usefulness and perceived ease of use**
  *Nomar M Alviar (University of the Philippines Manila Campus, National Teacher Training Center for the Health Professions, Manila, PHILIPPINES)*

  **9N 2 Evaluating e-learning projects in medical education – a feasible 10 step approach**
  *Peter Frey* and *Sissel Guttormsen (Institute of Medical Education, Education and Media Unit, Bern, SWITZERLAND)*

  **9N 3 Imatest – an original software for training in medical imaging: effectiveness in postgraduate training**
  *Sorin M Dudea*, *Carolina Botar-Jid, George Judea and Radu Badea (University Med Pharm Cluj, Cluj-Napoca, ROMANIA)*

  **9N 4 Effects of interactivity in distance learning programs on the Internet**
  *Michele Labrecque, Marie-Ève Roberge, Stéphane Gauvin, Francine Borduas, Johanne Blais and Michel Rouleau* (Université Laval, Centre de Développement Professionnel Continu, Québec, CANADA)

  **9N 5 Introduction of multimedia teaching material in Chinese Medicine prescriptions**
  *J P Chen* (University of Hong Kong, School of Chinese Medicine, Hong Kong, CHINA)

  **9N 6 Using an MLE in medical education: problems and principles**
  *Mary Hayes (KSS Deanery, Education Department, London, UK)*

  **9N 7 Role of medical informatics in Medical Colleges in Pakistan**
  *M Faisal Rahim*, *Fawad Kaiser, Mujtaba Quadri and Muhammad Ali (Shifa College of Medicine, Islamabad, PAKISTAN)*

  **9N 8 Learning behaviour during collaborative elearning**
  *Alan J Salmoni* and *Maria L Gonzalez (Cardiff University Wales College of Medicine, Cardiff, UK)*

  **9N 9 Using a virtual clinic to supplement clinical experiences in the third-year of medical school: a pilot study**
  *L Dyrbye*, *M Thomas and N Natt (Mayo Clinic, Rochester, USA)*

  **9N 10 Development of biochemical education based on digital tools and technologies in medical school**
  *Sachie Oda-Tanai*, *Akiko Hirose-Kumagai and Fumihide Isohashi (St Marianna University, School of Medicine, Kanagawa, JAPAN)*
9N 11 Making e-learning work in advanced nursing education: lessons learned from Thailand
Hunsa Payomyong Sethabouppha* and Sombat Skulphan (Chiangmai University, Faculty of Nursing, Chiang Mai, THAILAND)

9N 12 Qualitative evaluation and further development of a novel web-based package to improve clinical attachments at a district hospital
Richard Ayres* (Peninsula Medical School, Plymouth, UK)

9N 13 Analysis of models, contexts and learning needs to plan an elearning course in veterinary public health and animal health
O Pediconi*, F Ragonici, U Molini, B Alessandrini, S Del Papa, M Turini, M Moretti, F Debandi, F Giovannini and F Marsilio (Istituto Zooprofilattico Sperimentale (IZS), E-Learning and International Training, Teramo, ITALY)

9N 14 Experiences with a blended computer based learning program
C A Tipker-Vos*, M van de Werd, M Mulder, R Sijstermans and M Maas (Academic Medical Centre, Department of Radiology, Amsterdam, NETHERLANDS)

9N 15 ELWIS-MED – elearning knowledge transfer in medicine: online course development based on students’ and teachers’ requirements, represented by the interdisciplinary examination course
Claudia Hahn*, Tina Fix, Manfred Gross and Ulrich Schwantes (Charité, Universitätsmedizin Berlin, GERMANY)

9N 16 Features of a virtual learning community in a blended course of clinical methodology
S Basilì*, P Di Maio, M Curione, M Paoletti, M Proietti, A Catania, P Santini and A Lenzi (University ‘La Sapienza’ of Rome, ITALY)

9N 17 Small group teaching delivered electronically: teaching undergraduate obstetrics and gynaecology
David J Cahill*, Alex J Wilson, P Jane Williams and Julian H Cook (University of Bristol, Academic Unit of Obstetrics and Gynaecology, Bristol, UK)

9N 18 Master of distance learning and telemedicine
G Midiri*, V Papaspyropoulos, G Familiari and L Angelini (University of Rome ‘La Sapienza’, Roma, ITALY)

9N 19 Clinical videos online: who uses it and what for?
Chara Balasubramaniam*, Arnold Samasunderam and Terry Poulton (St George’s University of London, Centre for Medical & Healthcare Education, London, UK)

9N 20 A web portal for residents: new training methodologies for the resident physician in Andalusian healthcare institutions
Teresa Campos-Garcia* and David Riley (Consejería de Salud, Sevilla, SPAIN)

9N 21 Duration of computer self-study, but not performance on formative questions correlates with grades achieved in various courses
Kari L Franson*, Eline A Dubois, Marieke de Kam and Adam F Cohen (Leiden University Medical Center (LUMC), Leiden, NETHERLANDS)

9N 22 A patient pathway model for clinical learning in treatment centres and other ‘managed care’ environments
Sharon Buckley*, Sarah Burke, John Couperthwaite, Sharon Jones, Martin Kendall and David Morley (The University of Birmingham and The Birmingham and Black Country Strategic Health Authority, Birmingham, UK)

9N 23 Integration of web-based continuing pharmacy education modules into an undergraduate pharmacy therapeutics course
Cheryl A Wiens, Theresa J Schindel*, Stanley Varnhagen, Margaret Ackman, Kirsten George-Phillips and Ross Tsuyuki (University of Alberta, Faculty of Pharmacy and Pharmaceutical Sciences, Edmonton, CANADA)

9N 24 E-learning sheds light on informal learning in medical education
M Masoni*, M R Guelfi, A Conti and G F Gensini (University of Florence, Faculty of Medicine, Firenze, ITALY)

9N 25 Impact of a web-based interactive self directed learning system on student outcomes and study style
James Ware*, Carol Tse, Shekhar M Kumta and Jack Y Cheng (Chinese University of Hong Kong, Teaching and Learning Resource Centre, HONG KONG)

9N 26 Virtual simulations in nurse practice settings
Verina Waights* and Ann Mitchell (The Open University, Faculty of Health and Social Care, Milton Keynes, UK)
9N 27 Medical students’ perception of learning histology in an online environment
M Bajcetic*, M Labudovic-Borovic, V Sekicki, D Dundjerovic, N Jeneski and D Ciric (Belgrade University, Department of Histology and Embryology ‘A Dj Kostic’, Belgrade, SERBIA & MONTENEGRO)

9N 28 Web-based anatomical tutorials of surgical cases reinforce undergraduate learning
Sum Sum Lo, Susie Whiten, Roberto Sthory, Robin Ford, Neil Hamilton, Julie Struthers and Keith Buchanan* (Aberdeen, UK)

9N 29 The efficacy of a structured self-study model for a web-based situated learning environment in pediatric intensive care
Ronald Gottesman*, Farhan Bhanji, Adam Finkelstein and Laura Winer (McGill University Health Centre, Montréal, CANADA)

9N 30 Web-based learning
Shahpoor Maddah (Semnam University of Medical Sciences, Semnan, IRAN)

9N 31 Human and cultural factors influencing medical students’ attitude towards e-learning
A Scarno*, A Vestri, M Romeo, G Giovannone, V Raparelli, E Ferranti, M Proietti and A Lenzi (University ‘La Sapienza’ of Rome, ITALY)

0800-0900

9OA Learner evaluation of teaching

9OA 1 Students’ evaluation of lecturers: do academic degree, gender, age or clinical experience matter?
Mattias Lissing, Veronic Morris, Peter Henriksson and Martin Roll* (Karolinska Institutet, Stockholm, SWEDEN)

9OA 2 Medical students’ satisfaction of educational service of the Medical Education Center, Saraburi Regional Hospital, Thailand
Noppadol Roongsritong* and Wanpen Buatong (Saraburi Regional Hospital, Department of Internal Medicine, Saraburi, THAILAND)

9OA 3 Assessment of medical and dental students’ attitudes towards anatomy
D Overbeck-Zubrzycki, D Hamilton, A Krishnan, S Kaufman, S R Kawalski, D Shanahan, G Stansby and R F Searle* (Newcastle University, Anatomy and Clinical Skills, Newcastle upon Tyne, UK)

9OA 4 Assessment of students’ satisfaction with medical disciplines and faculty teaching skills
R Curvo-Leite Domingues*, A M B Zeferino, S M R R Passeri and G M B Ambrosano (Unicamp, São Paulo, BRAZIL)

9OA 5 Students’ opinions within the context of programme evaluation studies at Dokuz Eylul University School of Medicine: a focus group study
Berna Musal, Sema Ozan, Serpil Velipasaoglu, Sevgi Karademir and Yucel Gursel* (Dokuz Eylul University, School of Medicine, TURKEY)

9OA 6 ‘Teaching matters’: Strengthening the role of teachers’ assessment in the development of a classical medical school
Anabela Mota Pinto, Maria Filomena Gaspar, Hugo Camilo F. da Conceicao* and José António P da Silva (Universidade de Coimbra, Departamento de Educação Medica, Coimbra, PORTUGAL)

9OA 7 Evaluation of Phase III integrated medical curriculum
B Warachit*, P Ratanachai, K Rajhorinuk, P Boonluksiri, A Khaimook, L Haura and R Chirakarnvisun (Hatayai Hospital, Hatyai Medical Education Centre, Songkla, THAILAND)

9OA 8 The impact of response scale formats on students’ evaluation of courses: an experimental study
P Vivekananda-Schmidt, D Bee* and N D S Bax (University of Sheffield, Academic Unit of Medical Education, Sheffield, UK)

9OA 9 Feedback by residents on teaching competence of faculty: a tool for teaching quality monitoring
P Remmelts, F M Boendermaker*, F K L Spijkervet and L G M de Bont (University Medical Centre Groningen, NETHERLANDS)

9OA 10 Trainee psychiatrists’ views about their supervisors and supervision
Anna Chur-Hansen* (University of Adelaide, Department of Psychiatry, Adelaide, AUSTRALIA)
9OA 11 Evaluation of academic staff performance from the university students’ viewpoint
S Hajiaghajani Meamar*, R Ghorbani, M Kahoii and M R Ghaffari (Semnan University of Medical Sciences, Medical Educational Development Center Semnan, IRAN)

9OA 12 A survey on validity and reliability of student evaluation of teaching
M H Sarmast*, A Shakurnia, H Elhampour and M Ghafourian Boroujerdian (Jundi-Shapour University of Medical Sciences, Ahvaz, IRAN)

9OA 13 Internal evaluation of management and policymaking area in a postgraduate nursing program (MSc)
Soaad Mahfoozpour (Shaheed Beheshti Medical Sciences & Health Services University, School of Public Health, Tehran, IRAN)

9OA 14 Roles of the professor in the health sciences area
M T H Fukuda*, J F C Figueiredo, C E Piccinato and M L V Rodrigues (FMRF-USP, Hospital das Clinicas – Fonoaudiologia, Ribeirao Preto, BRAZIL)

9OB 1 Do the outcomes of medical education correspond to what doctors need in their everyday work?
Goran Thomé*, Anna Arstam and Stefan Lindgren (Lund University, Centre for Teaching and Learning, Faculty of Medicine, Lund, SWEDEN)

9OB 2 One faculty’s experience from Turkey in curriculum evaluation during curriculum change
Yesim Senol*, Kemaï Alimotoglu, Erol Gurpinar, Mehtap Turkyay and Mehmet Aktekin (Akdeniz University Faculty of Medicine, Antalya, TURKEY)

9OB 3 Looking back from a practice point of view – systematic retrospective evaluation of a medical reform curriculum at the private Witten/Herdecke University, Germany
C Schlett*, H Doll, J Dahmen, O Polacsek, K Gardeik, G Federkeil and M Butzlaff (Witten/Herdecke University, Witten, GERMANY)

9OB 4 The strategies of mixed method in curriculum evaluation
Ayse Hilal Bati (Ege University, Department of Medical Education, Bornova, TURKEY)

9OB 5 The state analysis of dental faculties in Turkey
Hülya Köprülü*, Bilinç Bulucu, Ebru Ozezer, Umar Sakallioğlu and Kürşat Demiriyrek (Ondokuz Mayis Universitesi, Samsun, TURKEY)

9OB 6 A programme evaluation project in undergraduate medical education
Berna Musal*, Cahit Taskiran, Yücel Gurses, Sema Ozan, Sevgi Kanadımır and Serpil Veşpasalıoğlu (Dokuz Eylül University School of Medicine, Department of Medical Education, İnciraltı, TURKEY)

9OB 7 The evaluation of the Bachelor of Nursing Science curriculum, Faculty of Nursing, Chiangmai University, Thailand
Areewan Klunklin* (Chiangmai University, Faculty of Nursing, Chiangmai 50200, THAILAND)

9OB 8 A model for curriculum evaluation of Yonsei University Medical College in Seoul, Korea
Eunbae Yang*, Seungjoo Na, Seonjung Kim and Hyeunseung Kwak (Yonsei University, Department of Medical Education, Seoul, KOREA)

9OB 9 How many hours do students actually do?
S H Drewery*, S R Whittle and D G Murdoch Eaton (University of Leeds, School of Medicine, Leeds, UK)

9OB 10 Comprehensive course review: beyond student evaluations
Linnea S Hauge* and Susan K Jacob (Rush University Medical Center, Department of General Surgery, Chicago, USA)

9OB 11 Internal Evaluation in groups of educational basic & clinical sciences in Tehran University of Medical Sciences
F Farzanpour*, M Rezaian, A Rabbani, M Hajabdolbaghi, M Zaraban, Z Parsa Yekta, N Einollahi, A Mirsepassi, M Ansari, Sh Hosseini and S Gh Hosseini (Tehran University of Medical Sciences, School of Public Health, Tehran, IRAN)
9OB 12 The analysis of educational status of Mazandaran University of Medical Sciences Graduates from 1988 to 2003
Mansoor Ranjbar*, Mitra Mahmoudi, Kourosh Vahidshahi and Mahoud Bozorgi (Mazandaran University of Medical Sciences, Educational development Center, IRAN)

9OB 13 Comparison of awareness, attitude and professional function of nurses from the viewpoints of the nurse, colleagues, instructors and patients
H Bana Denakhshun*, F Azizi, Y Mehrabi, F Mortazvi and N Saedi (Shaheed Beheshti University of Medical Sciences and Health Services, Tehran, IRAN)

9OB 14 The evaluation of educational quality of pediatric group (Jahrom Medical School)
Sedigheh Najafipour*, Fatemeh Enam Ghorashi, Mogharab Vahid, Deire Esman and Zekavat Omid (Jahrom Medical School, Education Development Center, Jahrom, IRAN)

9OB 15 A survey of graduates’ views (Anesthesia technicians) about quality of education in Kashan University of Medical Sciences
M Mahdian*, H Seyyedi, F Mirhosseini and S Yaddollahi (Kashan University of Medical Sciences, Kashan, IRAN)

9P Posters

Postgraduate education
Location: Module 8, third floor
Chairperson: Deborah Davis (Denmark)

9P 1 Risk management workshops – towards a safer future
Kate Reuben*, Richard Fuller and Margaret Ward (Leeds Teaching Hospitals NHS Trust, Leeds General Infirmary, Clinical Skills Learning Centre, Leeds, UK)

9P 2 The undergraduate skills curriculum: what are the implications of changes in postgraduate training?
Helen J Graham*, Hannah Enguells and Jonathan Bath (King’s College London School of Medicine, Guy’s Hospital, Sherman Education Centre, London, UK)

9P 3 Evaluation of F2 pilots in the North Western Deanery
Jon Miles*, Steve Agius, Paul Baker and Steve Southworth (North Western Deanery, Manchester, UK)

9P 4 Evaluation of teaching programme for F2 pilot doctors in Clinical Decisions Unit (CDU)
Subir Mukherjee* (KSS Deanery, London, UK)

9P 5 How well prepared are newly-qualified doctors for Foundation Training?
Catherine Hyde*, Stevie Agius, Jaine Shacklady, Tim Dornan and Jon Miles (North Western Deanery, Manchester, UK)

9P 6 Training the educators and researchers of the future: clinical academic posts in the Foundation programme
Richard Higgins*, Sue Cavendish and Derek Gallen (LNR Healthcare Workforce Deanery, Leicester, UK)

9P 7 Learning conditions for Pre-Registration House Officers – what do they tell us?
Carsten Hering Nielsen* and Peder Charles (University of Aarhus, Centre for Postgraduate Medical Education (CEPOME), Aarhus, DENMARK)

9P 8 An innovative method to standardize Evidence-Based Neurology (EBN) instruction among multiple independent residency programs
Dean Wingerchuk*, Bart Demaerschalk, Brian Crum, Dave Capobianco and Devon Rubin (Mayo Clinic, Scottsdale, AZ, USA)

9P 9 The Macy LIFE Curriculum: addressing resident fatigue and impairment: Learning to address Impairment and Fatigue to Enhance patient safety
Kathryn M Andolsek*, Robert C Cefalo, Joseph Kertesz, John Weinerth and Tammy Tuck (Duke University, USA)

9P 10 Opportunities for improvement of residency in Latvia
J Livdane* (Riga Stradins University, Riga, LATVIA)

9P 11 Problem-based learning style induction
Fiona M Crosfill and David Burch (Royal Lancaster Infirmary, Carnforth, Lancs, UK)
9P 12 A survey of opinion on performance of CPIRD medical interns graduated from Saraburi Regional Hospital, Thailand
Panida Mukdeeprrom* and Prayad Ungsachol (Saraburi Regional Hospital, Department of Radiology, Medical Education Centre, Saraburi, THAILAND)

9P 13 Becoming a new doctor: a survival exercise?
Jeremy Brown*, Tom Chapman and David Graham (Mersey Deanery/Edge Hill College, Centre for Health Research and Evaluation, Faculty of Health, Ormskirk, Lancashire, UK)

9P 14 The influence of residency-training environment on physicians’ perception of competence and preparedness for practice
Jamiu O Busari*, Eduard E Verhagen and Fred D Muskiet (Atrium Medical Center, Department of Paediatrics, Heerlen, NETHERLANDS)

9P 15 The educational value of out of hours work: the junior doctor perspective
Clare Onyon*, David Wall and Helen M Goodyear (Birmingham Children’s Hospital NHS Trust, Birmingham, UK)

9P 16 ‘Three-hour meetings’ – a concept that focuses on postgraduate education from the perspective of junior doctors in training
Susanne Nøhr*, Merete Ipsen and Jens Kjær-Rasmussen (Aalborg Hospital, Aarhus University Hospital, Aalborg, DENMARK)

9P 17 Conditions and perspectives of post diploma stomatologic education in Kyrgyz Republic
Parishta Jolueva (Kyrgyz State Medical Academy, Department of Orthopedic Stomatology, Bishkek, KYRGYZSTAN)

9P 18 Patient safety education – lessons learned in designing and presenting a risk management seminar for clinicians and how this can improve patient safety
Poh-Sun Goh*, Sophia Ang and Swee-Chye Quek (National University of Singapore, Department of Diagnostic Radiology, SINGAPORE)

9P 19 CTG-training programmes: are they evidence-based? A review of the literature
Andrea Caroline Pehrson, Isis Amer-Wülhlin and Jette Led Sørensen* (Rigshospitalet, Obstetric Department, Copenhagen, DENMARK)

9P 20 Anaesthetic Trainees’ perceptions on how the European Working Time Directive (EWTD) has affected their training and quality of life
A Bowhay (Royal Liverpool Children’s Hospital/Mersey Deanery, Jackson Rees Department of Paediatric Anaesthesia, Liverpool, UK)

9P 21 Postgraduate training in the workplace: how does competence develop within a community of practice?
D J Davis* and C Ringsted (Center for Clinical Education, Rigshospitalet, Copenhagen, DENMARK)

9P 22 The case method applied to resident training and examination
Stefan Sjöberg, Lars Kihlström*, Jonas Nordquist and Sara Aldén (Karolinska University Hospital, Department of Research and Education, Stockholm, SWEDEN)

9P 23 The views of F2s and educational supervisors on a Foundation Programme pilot
Mary O’Brien*, Jeremy Brown, Ida Ryland, Ben Shaw, Tom Chapman, Rob Gillies and David Graham (Mersey Deanery/Edge Hill College, Centre for Health Research & Evaluation, Faculty of Health, Ormskirk, UK)

9P 24 Direct Observation of Practice assessment: Foundation doctors’ focus on the 15th skill
Malcolm Smith* and Alistair Thomson (South Cheshire Postgraduate Medical Centre, Leighton Hospital, Crewe, UK)

9P 25 Internal evaluation: a quality improvement tool for administrative decisions
M Agah*, M Nouri Avarzamani and R Ahranjani (Shaheed Beheshti University of Medical Sciences, Anesthesiology Department, Labafinejad Medical Center, Tehran, IRAN)

9P 26 Assessment of quality and access in sub-speciality training in geriatric medicine
O Otaiku*, E Feilding, S McCracken, A Thomson, S Briggs, R B Grue and P Baker (Burnage, UK)

9P 27 Bridging the gap between the secondary care consultants and family medicine trainees: The Kingdom of Bahrain’s experience
Adel Alberi* (Ministry of Health, Family Practice Residency Program, KINGDOM OF BAHRAIN)

9P 28 Implementing ‘The New Doctor’ – Is the new pre-registration year getting it right?
Tim Van-Zwanenberg, Gellisse Bagnall*, Anne Hesketh, Jan Illing, John Spencer (NHS Education for Scotland, NHS Education for Scotland - West Region, Glasgow, UK)
9P 29  How to produce UK Foundation Doctors who can make informed career decisions: implications for curriculum design and support
Caroline Elton and Pam Shaw* (The Postgraduate Deanery for Kent, Surrey and Sussex, London, UK)

9Q  Workshop
Using Team Based Learning teaching methods to promote multiple professional competencies
Dan Mayer (Albany Medical College, USA) and Scott Zimmerman (Southwest Missouri State University, USA)
Location: Jolly Marina Hotel, Oceano Room

9R  Workshop
Developing high-quality Multiple-Choice Items to assess application of knowledge using patient vignettes
David B Swanson and Kathleen Z. Holtzman (National Board of Medical Examiners, Philadelphia, USA)
Location: Jolly Marina Hotel, Mediterraneo Room

9T  Workshop
Portfolio assessment
Erik Driessen, Edith ter Braak, Hanke Dekker, Fedde Scheele and Cees van der Vleuten (Netherlands Association for Medical Education, Working group Portfolio)
Location: Jolly Marina Hotel, Adriatico Room

0800-1000  Session 10
10A  Symposium 8
Learning Theories in Medical Education
R. Peter Nippert (Westfälische Wilhelms-Universität, Germany) (Chairperson); Geoff Norman (McMaster University, Canada): Cognitive theory of learning; Janet Grant (Open University Centre for Education in Medicine, UK): Situated learning theory; Kirsti Lonka (University of Helsinki, Finland): Theories of progressive inquiry learning; Bill McGaghie (Northwestern University Medical School, USA): Mastery learning; John Sandars (University of Leeds, UK): Activity theory of learning; Dale Dauphinée (Medical Council of Canada): Assessment using a Donabedian-Miller hybrid
Location: Grecale

10C  Short Communications
e-Learning 5 – e-Assessment
Location: Scirocco
Chairperson: To be announced
Opening Discussant: To be announced

10C 1  Case-based exams using a web-based patient case simulation system (Web-SP)
N Zary, N Gesundheit, P Dev, P Youngblood, P Brutlag and U Fors* (Karolinska Institutet, The Department of Learning, Informatics, Management and Ethics (LIME), Stockholm, SWEDEN)

10C 2  PathologE crosswords: making histopathology self-assessment less puzzling
Neil Nixdorf*, Tara Sheets, Almas Kherani, Nicolas Ziats and Maryann Fitzmaurice (Case Western Reserve University, Department of Epidemiology and Biostatistics, Cleveland, USA)

10C 3  Assessment of medical students in the basic sciences: an online question bank or the design and development of MCQ items, setting minimum performance levels and evaluating item performance
Tyrone Donnon*, Kris Fraser, Martha Ainslie and Jean-Gaston DesCôteaux (University of Calgary, Medical Education and Research Unit, Health Sciences Centre, Calgary, CANADA)
10C 4 Item development anytime, anywhere
Justin M Bonzo* (University of British Columbia, Faculty of Medicine, Vancouver, CANADA)

10C 5 “Smart systems” for medical education assessments
Rui Costa*, Pedro Sousa, Andrea Mendonça, Adriano Raposo, Isabel Nieito and João Queiroz (Universidade da Beira Interior, Faculdade de Ciências da Saúde, Covilhã, PORTUGAL)

10C 6 When the resources of one medical school are not enough
Peter G Devitt and James Ware* (University of Adelaide, Department of Surgery, AUSTRALIA, and Chinese University of Hong Kong, HONG KONG)

10D Short Communications

Outcome-based Education 2 – The use of different frameworks
Location: Libeccio
Chairperson: Aviad Haramati (USA)
Opening Discussant: John McLachlan (UK)

10D 1 A tool for cross-referencing the Scottish Doctor and Tomorrow’s Doctors outcome frameworks
Rachel Ellaway, Phillip Evans*, Jim McKillop, Helen Cameron, Jill Morrison, Hamish McKenzie, Gary Mires, Martin Pippard, John Simpson, Allan Cumming, Ronald Harden and Simon Guild (College of Medicine & Veterinary Medicine, Edinburgh, UK)

10D 2 Outcome focused learning – development of a new searchable web-based curriculum
A Kiessling*, G Nilsson, L Smedman and A Josephson (Karolinska Institutet, Centre for Clinical Education, Stockholm, SWEDEN)

10D 3 Medical competency in final year students from six Venezueulan medical schools
A Zahlout, E Roa and J Perez-Gonzalez* (Universidad Central de Venezueula, Escuela de Medicina “Luis Razetti”, Facultad de Medicina, El Hatillo, VENEZUELA)

10D 4 CanMEDS competencies in an undergraduate medical curriculum
H E M. Daelmans*, H H Van der Hem-Stokroos and J C G Jacobs (Vrije Universiteit Medical Centre, Amsterdam, NETHERLANDS)

10D 5 Modernising Dutch postgraduate education of medical specialists: 33 competency-based curricula. Sharing our experiences with this large scale project
J.C.A. Hoorntje* (Central College of Medical Specialists (CCMS), Royal Dutch Medical Association (KNMG), NETHERLANDS)

10D 6 Implementing an outcome-based curriculum at University of Montréal: a comprehensive innovative model
L Samson, B Millette*, R Lalande, P Lebel, M Chaput, R Thivierge, J Aubut, S Raymond-Carrier and S Normand (Université de Montréal, Laval, CANADA)

10E Short Communications

Continuing Professional Development 2 — CPD issues
Location: Room A
Chairperson: Robert Palmer (UK)
Opening Discussant: Karen Mann (Canada)

10E 1 Future perspectives of European CME accreditation
T Séverin*, L Goncalves, J Ortoli, F T Black, P Schoch, A Bischof-Delaloye, M Milcinski and R Stevenson on behalf of the European Specialty Accreditation Boards (ESABs) Collaboration (European Respiratory Society, Lausanne, SWITZERLAND)

10E 2 Knowledge is the enemy of disease
Dennis K Wentz (Wentz Miller & Associates, Beaver Creek, USA)
10E 3 International continuing medical education: a European reality
   Alfonso Negri (CME-ICAP, Milano, ITALY)

10E 4 Continuing Medical Education: a reality in France
   Hervé Maisonneuve (Institut Supérieur de Communication et de Management Médical, Paris, FRANCE)

10E 5 Commercial support for CME: should we accept it or not?
   Lewis A Miller (Wentz Miller & Associates, Darien, USA)

10E 6 Collaboration beyond dollars and product promotion
   Leslie-Ann Miller* and Pat Payne* (3M Canada, Pharmaceuticals Division, London, Ontario, CANADA and Queen's University, Kingston, Ontario, Canada)

1200-1215 Discussion

10F Short Communications

Assessment 4 – Written and Computer based Assessment
Location: Room B
Chairperson: Pedro Herskovic (Chile)

10F 1 Introducing multiple choice question (MCQ) examinations: the value of item writing workshops
   Torstein Vik* and James Ware (Norwegian University of Science & Technology, Faculty of Medicine, Trondheim, NORWAY, and Chinese University of Hong Kong, HONG KONG)

10F 2 Reducing a five option multiple choice exam to four options
   G Cole*, C St.-Onge and C Lee (Royal College of Physicians & Surgeons Canada, Educational Research & Development Unit, Ottawa, CANADA)

10F 3 Repeated use of selected response items in summative assessments
   Clarke Hazlett*, Anthony Nelson and T F Fok (The Chinese University of Hong Kong, Faculty of Medicine, Hong Kong, CHINA)

10F 4 Reliability of a progress test compared for multiple choice and true-false questions
   Arno M M Muijtjens*, Janke Cohen-Schotanus, Arnold J N M Thoben, Lambert W T Schuwirth and Cees P M van der Vleuten (University of Maastricht, Department of Educational Development & Research, Maastricht, NETHERLANDS)

10F 5 Examining students with open and multiple choice questions – format matters
   K Keller, S Drolshagen, S Gentsch, F Nürnberger and J Schulze* (J W Goethe-Universitaet Frankfurt, Frankfurt/Main, GERMANY)

10F 6 Use of newly developed multiple-choice questions in the scoring of candidates in an adaptive high-stakes examination
   Robert S Lee*, André-Philippe Boulais, Timothy J Wood and Thomas O Maguire (Medical Council of Canada, Ottawa, CANADA)

10F 7 Online assessment of the application of knowledge and clinical reasoning in a PBL medical program
   Peter Davy*, Pippa Craig, Nick Miller and Daniel Burn (University of Sydney, Office for Teaching & Learning in Medicine, New South Wales, AUSTRALIA)

1100-1115 Discussion

10G Short Communications

Clinical Assessment 2 – The OSCE
Location: Room C
Chairperson: Kathy Holtzman (USA)
Opening Discussant: Brian Hodges (Canada)

10G 1 Integrating simulation technology into a national specialty examination in internal medicine
   R Hatala, B Kassen* (University of British Columbia, Vancouver, CANADA) and S B Issenberg (University of Miami Miller School of Medicine, Center for Research in Medical Education, Miami, USA)
10G 2 Assessment of the medical student: a pilot-OSCE in emergency medicine
M Ruesseler*, M Weiningh, T Kunz, H Ilper and F Walcher (Universitätsklinik Frankfurt, Department of Trauma, Hand and Reconstructive Surgery, Frankfurt, GERMANY)

10G 3 Assessment of clinical competence of foreign medical graduates in the Netherlands: development of the blueprint
Marye J Sonderen*, Olle Th J ten Cate, Ted A W Splinter and Cornelis T Postma (UMC St Radboud, Nijmegen, NETHERLANDS)

10G 4 The use of Videotaped Objective Structured Clinical Examination (VOSCE) in the assessment of shoulder and knee examination skills by medical students
P Vivekananda-Schmidt*, D Coady, A B Hassell, M Lewis, C Morley, L Kay, D Walker (University of Sheffield, Academic Unit of Medical Education, Sheffield, UK)

10G 5 Do OSCE scores capture skills training experience at senior undergraduate level?
G Peeraer*, R Remmen, B De Winter, A Muijtjens, K Hendrixx, L Bossaert and A Scherpibier (University of Antwerp, Faculty of Medicine, Wilrijk, BELGIUM)

10G 6 Desired and undesired variance in communication skills assessed by OSCEs
Peter H Harasym*, Wayne Woloschuk and Les Cumming (University of Calgary, Department of Community Health Sciences, Calgary, CANADA)

1200-1215 Discussion

10H Short Communications

10H 1 Disrupting the tyranny of prior academic performance. Does PBL help or hinder?
Mark A Albanese*, Jerry Colliver and Susan L Dottl (University of Wisconsin School of Medicine and Public Health, Department of Population Health Sciences, Madison, USA)

10H 2 A randomized controlled study on the progress in knowledge in a traditional versus problem-based curriculum
Thorsten Schäfer*, Bert Huenges, Andreas Burger and Herbert Rusche (Ruhr-Universität Bochum, Büro für Studienreform Medizin, Bochum, GERMANY)

10H 3 How do medical students benefit from a problem based learning approach? A longitudinal comparison between PBL and traditional medical curricula at the University of Hamburg
M Bullinger*, M Kandulla and O Kuhnigk (Modellstudiengang Medizin, University Hospital Hamburg-Eppendorf, Hamburg, GERMANY)

10H 4 The integrated curriculum: the mismatch between the curriculum plan for integration and the student perception of integration
Carole Gannon*, Ray Peterson and David Treagust (The University of Adelaide, Medical Learning and Teaching Unit, Adelaide, AUSTRALIA)

10H 5 Applying clinical problem-based learning (CPBL) in the undergraduate nursing curriculum: evaluation of students’ approaches to learning
Sophia S C Chan*, Agnes F Y Thivari, Emmy M Y Wong, Caroline M Y Emmy, Alan Wong and N G Patil (University of Hong Kong, Department of Nursing Studies, Li Ka Shing Faculty of Medicine, Hong Kong, CHINA)

10H 6 Effect of problem-based learning on emergency procedure skills of graduating medical doctors in Finland – A follow-up study
L Niemi-Murola*, Y Remes, J P Turunen and I Helenius (University of Helsinki, Department of Anaesthesia and Intensive Care Medicine, Helsinki, FINLAND)

1200-1215 Discussion
**10I Short Communications**

Selection 2 – Some more approaches to selection for medical school and for specialist training

Location: Ponente
Chairperson: Berit Rokne Hanestad (Norway)
Opening Discussant: John Shatzer (USA)

1030-1045

10I 1 Embedding a Widening Access to Medicine programme in Southampton Medical School
Carolyn Blundell*, Sally Curtis and Linda Turner (University of Southampton School of Medicine, Medical Education Unit, Southampton, UK)

1045-1100

10I 2 Becoming a medical student – what can we learn from the stories of ‘non-traditional’ medical students in UK settings?
Jonathan Mathers* and Jayne Parry (University of Birmingham, Department of Public Health & Epidemiology, Birmingham, UK)

1100-1115

10I 3 ‘Doc Camp’: an intensive physician-led exposure to medicine for US high school students
Jonathan L Carter*, Silvana T D’Alessandro and Tamara K Kary-Erickson (Mayo Clinic Arizona, Department of Neurology, Scottsdale, USA)

1115-1130

10I 4 Is there a difference in study performance between students selected by different extracurricular activities?
Louise C Urlings-Strop* and Ted A W Splinter (Erasmus MC, Institute of Medical Education and Research, Rotterdam, NETHERLANDS)

1130-1145

10I 5 Are we asking the right questions?
Taruna Bindal*, David Wall and Helen Goodyear (West Midlands Deanery, Birmingham, UK)

1145-1200

10I 6 Selecting future general practitioners using the Matrix
M J B Wilkinson* and The Probity Group (National GP Recruitment) (West Midlands Deanery, Birmingham, UK)

1200-1215 Discussion

**10J Short Communications**

Assessment 5 – Postgraduate Assessment

Location: Tramontana
Chairperson: Val Wass (UK)
Opening Discussant: David Blackmore (Canada)

1030-1045

10J 1 Visual-Analogue-Competence monitoring-System: VACS
I Fog*, U Oelgaard, K Hervert Petersen and P C Frimodt-Møller (Fredericia Kolding Hospital, Fredericia, DENMARK)

1045-1100

10J 2 What is the optimal ratings scale for use in multi-source feedback (MSF) to junior hospital doctors?
Andrew Hassell*, Alison Bullock, Andrew Whitehouse, Laurence Wood and David Wall (West Midlands Deanery, Stoke-on-Trent, UK)

1100-1115

10J 3 Intended and unintended outcomes of multi-source feedback (360-degree assessment)
Joan Sargeant*, Karen Mann, Douglas Sinclair, Ces van der Vleuten and Job Metsemakers (Dalhousie University, Continuing Medical Education, Halifax, CANADA; Maastricht University, NETHERLANDS)

1115-1130

10J 4 360 degree feedback – how well are we preparing medical students in the UK for the real world?
Dawn Stephenson*, Peter Belfield and Anana Nwuba (The Leeds Teaching Hospitals NHS Trust, Leeds, UK)

1130-1145

10J 5 Quality assurance of GP appraisal: a 2-year study
Katie Evans* and Malcolm Lewis (Cardiff University, GP Appraisal Unit, School of Postgraduate Medical & Dental Education, Cardiff, UK)

1145-1215 Discussion
0830-1200 **9K/10K Workshop (continuation)**

Bridging OASES – (Open Standards for Medical eLearning Content Authoring, Management, Sharing & Delivery)
Location: Austro

1030-1215 **10L Meeting**

MEDINE Thematic Network Transparency Task Force
Chairperson: Madalena Patrício (AMEE)
Location: Zefiro

1030-1215 **10M Workshop**

Virtual Patients Online – How can you integrate them successfully into your curriculum?
Martin Fischer (Munich University Hospital, Germany) and Soeren Huwendiek (University Children's Hospital Heidelberg, Germany)
Location: Aliseo

1030-1215 **10N Posters**

Teaching and learning in the clinical context
Location: Module 8, First floor
Chairperson: Martin Stjernquist (Sweden)

10N 1 Anaesthetists’ attitudes to teaching in the operating room
Michael Clapham* and Alison Bullock (West Midlands Deanery, Birmingham, UK)

10N 2 Neonatal resuscitation competencies of the final year medical students
W Chandrakachorn* and K Sriruksa (Khon Kaen Hospital, Pediatric Department, Khon Kaen, THAILAND)

10N 3 Improving work-based learning: a schematic, written report of a selected emergency patient generates more reflection on practice
Thomas Balslev* (Aarhus University Hospital, Skejby, Department of Paediatrics, Aarhus, DENMARK)

10N 4 Teaching pediatric emergency in the emergency room
S Dansawang*, K Sudhorm and Y Jariya (Buddhachinaraj Hospital, School of Medicine, Phitsanulok, THAILAND)

10N 5 Constructing educational objectives in a course of angiology for physiotherapists
C E Piccinato*, D B Grossi, M L V Rodrigues, J F C Figueiredo and T Moriya (Faculty of Medicine of Ribeirão Preto - USP, Depto de Cirurgia, Hospital das Clinicas, Ribeirão Preto, BRAZIL)

10N 7 Monitoring and developing the culture of clinical education
Hans Ehler* and Anne Marie Toft Hansen (Fredericia and Kolding Hospital, DENMARK)

10N 8 Students’ and clinical teachers’ views on effective clinical education in physiotherapy at Stellenbosch University, South Africa
Dawn Ernstzen (Stellenbosch University, Department of Physiotherapy, Faculty of Health Sciences, Tygerberg, SOUTH AFRICA)

10N 9 Diagnostic rounds in undergraduate medical education – are they an effective teaching method?
Andrea Praschinger*, Stefan Steiger, Kurt Kletter and Franz Kainberger (Medical University of Vienna, Department of Curriculum Coordination, Center of Medical Education, Vienna, AUSTRIA)

10N 10 Adding a longitudinal family medicine course to the clinical year teaching: acceptance and room for improvement
Nipat Kittimanon* (Buddhachinaraj Hospital, Phitsanulok Province, THAILAND)

10N 11 Describing the colours of the internship
Huleyde Gurkan*, Esra Tokar, Serra Aytunur and Melih Elcin (Hacettepe University Faculty of Medicine, Ankara, TURKEY)
10N 12 Differential behaviour of knowledge and clinical skills maintenance after medical student initial training
Fernando T V Amaral and Luiz E A Troncon* (Ribeirão Preto Faculty of Medicine, University of São Paulo Department of Clinical Medicine, Hospital das Clínicas, Ribeirão Preto, BRAZIL)

10N 13 Heart auscultation skills – is the ability to distinguish heart murmurs from normal heart sounds unrelated to diagnostic abilities?
Tommy Nielsen*, Henning Malgaard, Charlotte Ringsted and Berit Eika (Aarhus University, Unit of Medical Education, Aarhus, DENMARK)

10N 14 Our model of the clinical reasoning: six steps to the clinical diagnosis
Andrey Kuimov*, Vlail Kaznacheev and Irina Kuimova (Novosibirsk Medical Academy, RUSSIA)

10N 15 The pelvic exam deconstructed: myths and realities
M C Martin*, H Abenhaim and E Turner (McGill University, Montréal, Québec, CANADA)

10N 16 A ‘driving licence’ for placement training: development of a blended learning package for veterinary students
Catriona Bell*, Sarah Baillie, Gill McConnell and Susan Rhind (University of Edinburgh, Veterinary Teaching Organisation, Royal (Dick) School of Veterinary Studies, Easter Bush Veterinary Centre, Roslin, UK)

10N 17 Students’ view on outpatient training during the practical education in pediatrics. Experiences from the Berlin Reformed Track at the Charité, Germany
Ulrich Kessler* and Andrea Antolic (Charité, Reformstudiengang Medizin, Berlin, GERMANY)

10N 18 Education of physical examination of the location and size of the liver and spleen improved by checking with ultrasound
S Kolkman*, P Roodenburg, C Tipker-Vos and M Maas (AMC, Amsterdam, NETHERLANDS)

10N 19 The study of clinical skills in midwifery students and the factors affecting it
Fereshteh Athari (Ahwaz Jundishapur Medical Sciences, Faculty of Nursing and Midwifery, Ahwaz, IRAN)

10N 20 Survey of nursing students views about clinical education conditions in Tehran School of Nursing
Alireza Khatouni*, Fatemeh Darabei, Yekta Parsa, Farhard Ramezani Badr, Yoddollah Seiavash Vahabi and Darzaneh Nejad Ahmadreza (Tehran School of Nursing and Midwifery, PhD Department, IRAN)

10N 21 The effect of clinical supervision program application on nursing students skills from their viewpoints in Jahrom Medical School
Fahime Beyzayee (Jahrom Medical School, Jahrom, IRAN)

10N 22 Opinions of nursing and midwifery students regarding effective clinical instructor in Universities of Medical Sciences, Tehran, 2004
F Pazandeh*, K Abedeyan, Sh Jannesari and M Sephravand (Shahid Beheshti Medical Sciences University, Tehran, IRAN)

10N 23 The effect of video-based instruction versus demonstration on learning of clinical skills
Hossein Karimi Moonaghi*, Akbar Derakhshan, Tahereh Bionghi, Fatiheh Mortazavi and Naser Valae (Mashhad University of Medical Sciences, Mashhad, IRAN)

10O 1 A survey of major ambulatory based teaching in Thailand: results and recommendations
Orawan Tawaytibhongs* (Ratchaburi Hospital, Office of Medical Education Center, Ratchaburi, THAILAND)

10O 2 A student centred approach to curriculum development
Penny Lockwood* and Fiona Muir (University of Dundee, Tayside Centre for General Practice, Dundee, UK)

10O 3 Introductory courses to develop basic competences
Manuel Joao Costa*, Ana Salgueira, Joaquim Pinto-Machado, Raquel P Andrade and Pedro Oliveira (Universidade do Minho, Medical Education Unit, School of Health Sciences, Braga, PORTUGAL)

10O 4 Developing generic skills through early years student selected components
P Stark*, JL Burton and N D S Bax (The University of Sheffield, Academic Unit of Medical Education, Sheffield, UK)
100 5 Consequences of local curriculum development and national legislation on behavior and attitudes of medical students
  Johann Pfefferer-Wolf, Stefan-Maria Bartusch and Volkhard Fischer* (Hannover Medical School, GERMANY)

100 6 The revamped undergraduate anaesthetic curriculum: the Singapore General Hospital Experience
  S M Tay* and B L Lim (Singapore General Hospital, SINGAPORE)

100 7 The supercase method facilitates integration of basic and clinical science and cooperation between students in multi-stage of interdisciplinary courses
  Hans Gyllenhammar*, Sofia Ernestam, Loghan Henareh, Agneta Månsson-Broløpp and Birgitta Björck (Karolinska Institutet Huddinge, Department of Medicine, Institution for Medicine, Stockholm, SWEDEN)

100 8 Assessment of content integration in a multidisciplinary unit through analysis of students' outcomes

100 9 How to make a B.Sc (Hons) a core part of an integrated medical curriculum
  Simon Guild (University of St Andrews, Bute Medical School, St Andrews, UK)

100 10 Integrated musculo-skeletal teaching and traditional study: a comparison
  Shekhar M Kumta* and James Ware (The Chinese University of Hong Kong, Department of Orthopaedics and Traumatology, Prince of Wales Hospital, Shatin, HONG KONG)

100 11 Training needs assessment on the teaching of physical medicine and rehabilitation among graduates: implementation of integrated curriculum
  Panjit Wannapira(1)*, Wiriy Wongnapiya(2), Yongyos Jariya(1) and Supasit Pannarunothai(2) 1(Buddhachinaraj Hospital, School of Medicine, Phitsanulok, THAILAND) 2(Faculty of Medicine, Natesuan University, Phitsanulok, THAILAND)

100 12 The development of fourth year medical students' outcome evaluation form on the integration of family medicine and surgery at Chonburi Medical Education Center, Thailand
  Sairat Noknoy, Somprasong Tongmesee, Soraya Atiksaavetparat and Malinee Punyaratbandhu* (Chonburi Medical Education Center, Chonburi Hospital, THAILAND)

100 13 Assessment of professional competency perception before and after integrated cardiopulmonary clerkship module of year four students
  I Gönüllü, M Demiören*, F Dokmeci, F Ozyurda, T Aktrug, E Erden, M Gunor, A Erden, N Unal, B Arasay, S Kocak and G Nergizoglu (Ankara University, Departments of Medical Education & Pediatrics, Faculty of Medicine, Ankara, TURKEY)

100 14 Student assessment model of the clerkship program in the new curriculum of University of Ankara Faculty of Medicine
  S Arsan, F Dokmeci, S Karayalçın, M Gurel*, M Demiören, S Kemahlı and T Corapçıoğlu (Ankara University, Departments of Medical Education & Pediatrics, Faculty of Medicine, Ankara, TURKEY)

100 15 Integration model of the clerkship program in the new curriculum of University of Ankara Faculty of Medicine
  S Arsan, F Dokmeci, S Karayalçın, M Gurel*, O Tiryaki-Aydintug*, S Kemahlı and T Corapçıoğlu (Ankara University, Departments of Medical Education & Pediatrics, Faculty of Medicine, Ankara, TURKEY)

100 16 The cognitive apprenticeship and situated learning theories and curriculum reform in the Faculty of Medicine, Cluj-Napoca, Romania
  Valentin Muntean* and Nicolea Miu (University of Medicine and Pharmacy ‘Iuliu Hatieganu’ Cluj-Napoca, Department of Surgery, Cluj-Napoca, ROMANIA)

100 17 The pyramidal analysis allows the course of biochemistry and molecular biology to organize the clinical practice of medical students
  Federico Martínez*, Alicia Cea, Rebeca Milan, Noemi Meraz and Oscar Flores-Herrera (UNAM, Departamento de Bioquímica, Facultad de Medicina, MEXICO)

100 18 The problems of working out a curriculum under existing conditions in Russian medical education
  Alexander Vyazmin (Northern State Medical University, Arkhangelsk, RUSSIA)
How does early exposure to inpatient settings influence medical students’ attitudes toward teams?
Carol S Hodgson*, G Guiton and R Deterding (UCHSC, School of Medicine, Denver, USA)

Continuous and systematic evaluation as a tool for creating a self-restoring program: experience of Ege University School of Medicine
Kesev Varansever*, H Ibrahim Durak, Meltem Ciceklioglu, Gulsen Kandiloglu and Abdullah Sayiner (Ege University School of Medicine, Izmir, TURKEY)

The value of diagnostic and treatment guidelines for the educational process
Murotkul Marupov*, Mavlon Marupov and Jamol Ergashev (Samarkand State Medical Institute, Samarkand, UZBEKISTAN)

Comparison between the curricula of four medical schools in Jordan
Nayef Al-Gharaibeh* (Hashemite University, Irbid, JORDAN)

An alternative in pharmacology education model
Y Uresin, Z G Uslu*, S Sabirli and L Ergul (Istanbul Faculty of Medicine, Department of Pharmacology and Clinical Pharmacology, CAPA, Istanbul, TURKEY)

Attitude of faculty members of Kashan University of Medical Sciences about course planning
Z Vakili*, M Mahdian, F Saberi, S Miranzzadeh, M Hosseinian and R Moniri (Kashan University of Medical Sciences, Department of Pathology, IRAN)

Special subjects in the curriculum 2
Location: Module 8, Third floor
Chairperson: Tim Dornan (UK)

Biomedical subjects teaching in the medical and health study programmes
E Kralova*, E Kuarkova, L Bergendi, P Traubner and M Bernadic (Comenius University, Institute of Medical Physics and Biophysics, Faculty of Medicine, Bratislava, SLOVAKIA)

Ideals and requirements in practice in medical students’ anatomy studies
Klas Karlgren*, Parvaneh Sharafi, Italo Masiello, Kirsti Lonka and Anna Josephson (Karolinska Institutet, LIME, Stockholm, SWEDEN)

Practical physiology education: an overview of Turkish medical faculties
Dicle Z Balkanci and Bilge Pehlivanoglu* (Hacettepe University Medical Faculty, Department of Physiology, Ankara, TURKEY)

Reorganization of human gross anatomy practical courses for undergraduate medical students to enhance 3D knowledge
Ingrid Kerckaert*, Tom van Houten, Sylvie Mussche, Erik Barbaix, Caroline Pouders and Katharina D’ Herde (University Gent, Department of Anatomy & Embryology, Gent, BELGIUM)

A clinical experience for first year medical students in Mexico
Sara Morales*, Lopez Barcena and Ileana Petra (Universidad Nacional Autonoma de Mexico, Facultad de Medicine, Tlalpan, MEXICO)

Integrating cell biology and metabolism with genomics, proteomics and metabolomics, in a single curricular unit
P Ludovico*, J Palmeirim, F Rodrigues, R P Andrade, A Salgueira, M J Costa and C Leão (University of Minho, Health Sciences School, Braga, PORTUGAL)

Clinical competence in radiology 2002-2005
M López, G Blee*, J Trejo, A Mesina and J Peña (Universidad Nacional Autónoma de México, MEXICO)

Students’ perception of introducing traditional Chinese medicine into the Western medical curriculum in Taiwan
Walter Chen*, Nick Ching-shiang Chen, Shih-chieh Liao and Kun-yen Huang (China Medical University, School of Medicine, Taichung, TAIWAN)

Caring for women with disabilities: an interactive educational program for physicians in training
A Schwandt, J Uy-Kroh, L Kopplin* and IL Piña (Case Western Reserve University, School of Medicine, Cleveland, USA)
**Interactive/proactive medical scientific writing seminars in Florence Medical School, Italy**
Andrea A Conti, Antonio Conti* and Gian Franco Gensini (Università degli Studi di Firenze, Dipartimento di Area Critica Medico Chirurgica, Fondazione Don Carlo Gnocchi, IRCCS Firenze, Centre Italiano per la Medicina Busata sulle Prove, Firenze, ITALY)

**Literature and medicine: a problem of assessment methodologies**
Ayelet Kuper (University of Toronto/University Health Network, Faculty of Medicine, Wilson Centre for Research in Education, Toronto, Ontario, CANADA)

**Talking about risk: integrating the teaching of medical statistics with clinical communication**
Angela Hall* and Philip Sedgwick (St George’s University of London, Centre for Medical and Healthcare Education, London, UK)

**There is MERIT to evidence based medicine training in residency**
Bart Demaerschalk*, D Wingerchuk, A Budavari, K Wellik, T Young-Fadok, M Grover and R Bailey (Mayo Clinic Arizona, Scottsdale, USA)

**Medicine meets linguistics: skill development of students with language backgrounds other than English for an integrated written assessment**
Helen Fraser*, Ted Cleary, Carole Gannon and Ray Peterson (University of Adelaide, Faculty of Health Sciences, Medicine Learning and Teaching Unit, Adelaide, AUSTRALIA)

**Research experience in the second year of the medical curriculum**
S Reinsch*, P Kube and J Pelz (Charité, Prodekanat Studium und Lehre, Berlin, GERMANY)

**Sequential probability estimation during the diagnostic process: performance of students versus professionals**
A E R Arnold* and A B Bijnen (Free University Medical Centre, Institute of Medical Education, Amsterdam, NETHERLANDS)

**Evidence based medicine in nutrition education: a structured teaching experience of Florence Medical School, Italy**
Gian Franco Gensini, Maria Luisa Masini, Maria Renza Gueff* and Andrea A Conti (Università degli Studi di Firenze, Dipartimento di Area Critica Medico Chirurgica, Fondazione Don Carlo Gnocchi, IRCCS Firenze, Centre Italiano per la Medicina Busata sulle Prove, Firenze, ITALY)

**How is our search situation?**
Shirin Iranfar, Mahvash Ranjbar* and Koorosh Hamzehee (Kermanshah University of Medical Sciences, IRAN)

**Evaluation system: an effective mechanism monitoring achievement**
Ahmad Sabouri Kashani*, Sorayia Soheili and Zinat Nadia Hatmi (Tehran University of Medical Sciences, IRAN)

**Research methodology in medical student dissertations in Kermanshah University of Medical Sciences, Iran 2001**
J Koohboomi*, F Azizi and N Valaee (Kermanshah University of Medical Sciences, IRAN)

**Workshop**
Educating for Professionalism across the Generations: bridging differences, building on common ground
Yvonne Steinert, Sharon Johnston, Sylvia Cruess and Richard Cruess (Centre for Medical Education, Faculty of Medicine, McGill University, Montréal, Canada)
Location: Jolly Marina Hotel, Oceano Room

**Workshop**
Work based assessment: Practical lessons from experience with a large national work based assessment programme
Helena Davies (University of Sheffield, UK), Lesley Southgate (University of London, UK) and John Norcini (FAIMER, Philadelphia, USA)
Location: Jolly Marina Hotel, Mediterraneo Room
10T Workshop

Ibero America: Current challenges in medical education
Margarita Barón Maldonado (Spain) (Co-chair), Luis Ferreira (Argentina), Pablo Pulido (Venezuela) (Co-chair), Guido Zambrana (ABOLFAM, Bolivia), Ulises Nuñez (ASPEFAM, Perú), Octavio Enríquez (ASOFAMECH, Chile), Adriana Aguiar (ABEM, Brazil), Alberto Oriol i Bosch (Medical Education Foundation, Barcelona, Spain and Project Globe Consortium for CPD), Gustavo Quintero and Juan Gabriel Cendales (Fundación Santa Fe de Bogotá, Colombia)
Location: Jolly Marina Hotel, Adriatico Room

1215
Shuttle bus from Jolly Marina Hotel to Cotone Congressi

1215-1315
Lunch at Cotone Congressi
Last chance to view Exhibition and Posters

1215-1315
Private Lunch Meeting: ESME Course
Location: Zefiro

Session 11

1315
A look ahead to AMEE 2007 in Trondheim, Norway

1315-1600
Plenary 3
An Update on Assessment
Location: Auditorium
Chairperson: Herman van Rossum (Netherlands)

1325-1405
11.1 Where are we with assessment and where are we going?
Cees van der Vleuten (University of Maastricht, Netherlands)

1405-1410 Discussion

1410-1450
11.2 A new spin on 360° multi-source assessment of teaching/clinical effectiveness
Ronald A Berk (The Johns Hopkins University, Baltimore, USA)

1450-1455 Discussion

1455-1505
General Discussion

1505-1540
Spotlight on . . .

- Student learning
  Hans Jacob Westbye (IFMSA)
- Undergraduate medical education
  Michelle McLean (UAE)
- Postgraduate education/CPD
  Alistair Thomson (UK)
- New learning technologies
  Martin Fischer (Germany)
- Assessment
  André de Champlain (USA)
- Curriculum and teacher evaluation/accreditation
  Ray Peterson (Australia)
- Research in medical education
  Charlotte Ringsted (Denmark)

1540
Award of Essential Skills in Medical Education Certificates in Medical Education

1545
Awarding of Prizes
- Medical Teacher Poster Prize
- Poster Quiz

1600
Close of Conference

1630
Private Meeting: AMEE Executive
Location: Aliseo
<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>0900-1700</td>
<td>Guided tour: Wonders of the Maritime Republic and picturesque coves (page 105)</td>
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<tr>
<td>0900-1530</td>
<td><strong>Essential Skills in Medical Education (ESME) Course</strong></td>
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<td></td>
<td>Course director: Stewart Mennin</td>
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<td></td>
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Accommodation, Social Programme and Tours

Accommodation

All enquiries relating to reservations in Genoa and Sestri Levante should be directed to:

ATI tra SKYLINE e TOP CONGRESS – PR
Piazza G Alessi, 2/1
16128 Genova
ITALY
Fax: +39 010 532858
Email: topcong@tin.it
Web: www.topcongresspr.it/amee2006

A representative will be available at the ATI tra SKYLINE e TOP CONGRESS – PR desk in the Foyer Grecale during the Conference at the times given on page 4 of this programme.

Cancellation policy for hotel accommodation

Notification of cancellations and changes must be made in writing to ATI tra Skyline e Top Congress – PR. For cancellations received before 18 August 2006 the payment will be refunded less the booking fee. From 18 to 31 August the payment will be refunded less the cost of the first night of your reservation and booking fee. No refunds will be made after 31 August. Any refunds will be processed after the Conference.

Social Programme

At the time of going to press, tickets for the tours and social events listed below are still available. Advance booking is highly recommended by contacting ATI tra SKYLINE e TOP CONGRESS – PR as it is likely that only cancellations will be available for purchase on site. All tours depart from Foyer Grecale in Cotone Congressi.

Thursday 14 September

Pisa and Piazza dei Miracoli guided tour
Tour full – contact: topcong@tin.it

The Royal Palace of Genoa guided tour
Built by the Balbi family in the XVII century, the Palace became the Genoese residence of the Savoy Royal Family in 1824. The elegantly decorated and furnished rooms, the famous Gallery of Mirrors, the Valerio Castello Room, the Throne Room, Audience Room and Ballroom are spectacular.
Half day tour: 0900-1300
Depart from and return to Cotone Congressi Genoa
Price: €50 per person

Friday 15 September

The Eastern Riviera guided tour
Tour full – please ask at the tours desk for cancellation tickets

The port of Genoa by boat
A boat tour of the port is the ideal way to capture the ancient seagoing spirit of Genoa, departing from the embankment pier Ponte Spinola, a few steps from the Acquarium. The attractive “Bigo”, a panoramic sightseeing lift, rises above the city roofs to show Genoa from its natural vantage point. The tour continues with a short walk up to the central De Ferrari Square, past the Palazzo San Giorgio with its bright frescoes and facades and along Via San Lorenzo, one of the oldest streets of Genoa.
Half day tour: 0900-1230
Depart from and return to Cotone Congressi Genoa
Price: €25 per person
Saturday 16 September

**Shop 'till you drop! A day in an Italian Outlet guided tour**

A shopping tour at Serravalle Outlet is unique in every sense and it offers you the chance to shop in elegant, atmospheric settings where the world's most prestigious fashion brands offer previous seasons' or down to excess production at prices reduced from 30 to 70%. In a village far away from the traffic, built following the typical Ligurian-Piedmont style, set deep within the beautifully rich, green hills of Gavi, you will be welcomed by more 150 shops. At the Serravalle Outlet you will rediscover the joy of shopping in a relaxing atmosphere. A light snack will be served in the Outlet area.

Full day tour: 0900-1700 hours
Depart from and return to Cotone Congressi Genoa
Price: €80 per person

**Informal standing buffet dinner**

In the antique cellars of the Palazzo Ducale, one of the most prestigious medieval places in Genoa, one can enjoy unlimited amount of delicious Italian specialities. Dancing party with DJ.

Location: Le Cisterne del Ducale, Genoa
Time: 2030-2330
Price: €78 per person

Sunday 17 September

**The Old City Centre guided tour**

Many places and sights are worth a visit in Genoa, especially in the old city centre, the largest in Europe. The tour takes in some of the most impressive streets and museums: Via San Lorenzo, Via San Matteo with the beautiful Doria houses, Via Garibaldi, the grand Renaissance street which fascinated artists such as Peter Paul Rubens, lined with imposing residences built at the end of the XVI century by the city's wealthiest merchant families. The elegant mansions are distinguished by the ornamentation of their facades, their entrances, the frescoed interiors and by the exuberance of their hanging gardens. The tour includes a visit to the Museum of Palazzo Rosso. After lunch in a typical restaurant, there will be a visit to the beautiful Palazzo Spinola National Gallery which has retained the sophisticated and uniform appearance of an old Patrician residence, with an abundance of frescoes, paintings, furniture and fittings. A light snack will be served.

Full day tour: 0900-1700 hours
Depart from and return to Cotone Congressi Genoa
Price: €90 per person

**Gala Dinner**

Wine and dine in the splendour of the Palazzo Ducale, 35,000 square metres dedicated entirely to culture in the heart of Genoa, which was regarded, throughout the centuries, as the seat of power of the Republic and the Doge's residences. The original building dates back to the thirteenth century although it has been expanded and embellished on numerous occasions throughout the centuries. Musical entertainment will be provided.

Location: Palazzo Ducale, Genoa
Time: 2000-2300
Price: €78 per person

Monday 18 September

**Acquarium guided tour**

In the heart of the Old Harbour that was entirely rebuilt by the famous architect Renzo Piano on the occasion of the celebrations of the 5th Centenary of the discovery of America, the Acquarium of Genoa is the largest marine park in Europe. Tour takes in the biodiversity and richness of marine life.

Half day tour: 0930-1300
Depart from and return to Cotone Congressi Genoa
Price: €30 per person
**Tuesday 19 September**

**Wonders of the Maritime Republic and picturesque coves guided tour**

This tour offers the opportunity to discover and enjoy Genoese art and culture, old treasures, beautiful landscapes and fascinating history, with a visit to the Cathedral of San Lorenzo, built in the 10th century, including the Museum of the Treasury and the Church of Gesu, with its beautiful paintings. The tour then moves on to Boccadasse, the ancient suburb of Genoa with its multicoloured fishermen's houses, restaurants and pizzerias. There will be an opportunity to visit a museum in Nervi, a village on the east coast of Genoa, well known for its natural beauty as well as its mild climate. A light snack will be served.

**Full day tour: 0900-1700 hours**  
**Depart from and return to Cotone Congressi Genoa**  
**Price: €86 per person**

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**Please note:**
Social events and tours bookings cannot be accepted unless accompanied by credit card details and the authorisation to debit the card for the correct amount;  
Tours will be guided in English;  
Return times are approximate;  
All tours depart from and return to Cotone Congressi Congress Centre – meeting point Foyer Grecale;  
Programme is subject to change

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**Cancellation Policy for tours and evening events**

Notifications of cancellations and changes must be made in writing to A.T.I. tra Skyline e Top Congress – P.R. For cancellations received before 1 June the payment will be refunded less the administration charge of Euro 12.00 (VAT 20% included). After 1 June 2006 no refunds will be made. Any refunds will be processed after the conference.
AUTHORS AND PRESENTERS
A date for your diary

AMEE 2007
25-29 August
Trondheim, Norway

To be held at
Trondheim Spektrum Conference Centre
and
Norwegian University of Science and Technology (NTNU)

Local hosts
Faculty of Medicine, NTNU

Suggestions for topics, speakers, pre-conference workshops and conference workshops are welcome.
Please submit ideas by 30 September