29 August – 2 September
Palacio de Ferias y Congresos de Málaga
Málaga, Spain

Pre-conference workshops
Saturday 29 & Sunday 30 August

Main Conference Sessions
Monday 31 August to Wednesday 2 September

In collaboration with XIX SEDEM Meeting
Sociedad Española de Educación Médica

Suggestions for topics, symposia, plenary speakers & pre-conference workshops are invited by 30 September 2008

Call for papers: December 2008

Abstract deadlines:
Research papers by 21 January 2009
Other papers by 13 March 2009

Association for Medical Education in Europe
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email: amee@dundee.ac.uk  http://www.amee.org

Scottish Charity No. SC031618
## Pre-Conference Workshops and Courses

### Saturday 30 August

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### Saturday 30 August

- **RESME Course**
- **ESTEME Course**
- **PCW1**
- **PCW3**
- **PCW5**
- **PCW6**
- **PCW7**
- **PCW8**

### Sunday 31 August

- **PCW25**
- **PCW26**
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- **PCW28**
- **PCW29**
- **PCW30**
- **PCW31**
- **PCW32**
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- **PCW34**
- **PCW35**
- **PCW36**
- **PCW37**
- **PCW38**
- **PCW39**
- **PCW40**

### Additional Information

- **Orientation session**
- **Lunch Break**
- **Breakfast for PCW12**
**Monday 1 September 2008**

*Prague Conference Centre*

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Monday 1 September 2008
Prague Conference Centre

MONDAY
Cardiff University Alumni Association
Lunch: Foyer 3A, 3rd Floor

MONDAY / TUESDAY
Secrets of Success
Location: Congress Hall Foyer 1B
## Tuesday 2 September 2008
### Prague Conference Centre

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### SESSION 5
0830-1030

**COFFEE BREAK**

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1100-1200

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<td>Teaching and learning strategies</td>
<td>Using audience response systems in education</td>
<td>Peer Facilitated Medical Education</td>
<td>PBL case studies</td>
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<td>Student quality of life</td>
<td>International medical graduates</td>
<td>Anatomy in the medical curriculum</td>
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**LUNCH BREAK**

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1400-1600

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<td>eLearning in undergraduate curriculum</td>
<td>Improving the OSCE</td>
<td>Continuing professional development</td>
<td>Teaching and learning within the curriculum</td>
<td>Management</td>
<td>Simulated standardised patients</td>
<td>e-Portfolios</td>
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<td>Approaches to selecting students for medicine</td>
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1630-1800

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<td>Quality assurance and curriculum evaluation</td>
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<td>Role of simulators in healthcare professional education</td>
<td>Selection for specialty training in medicine</td>
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**Wednesday 3 September 2008**
Prague Conference Centre

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<td>Training in research methodologies</td>
<td>Working with trustworthy professional activities</td>
<td>Small group teaching and learning</td>
<td>Effective communication</td>
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<td>Methods of teaching and learning</td>
<td>Outcome-based education/Arts and humanities</td>
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**Colour-coding chart**

- Pink: PLENARY
- Red: SYMPOSIUM / LARGE GROUP
- Blue: SHORT COMMUNICATIONS
- Green: WORKSHOPS
- Yellow: PRIVATE MEETINGS
- Orange: POSTERS
- Light Blue: RESEARCH PAPERS
- Purple: FRINGE
- Brown: COURSE
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This year the AMEE Conference comes to Prague, one of the most beautiful cities in the world. We're delighted to welcome over 2,100 participants – far more than ever before – from 70 countries throughout the world. Many are regular AMEE attendees, but it's always pleasing to see so many new faces who we hope will in turn become regulars. The programme contains a wide range of sessions, and whilst this sometimes means there are some difficult choices to be made, we hope there is plenty to please everyone. Included in the programme are:

- 33 pre-conference workshops
- 5 courses – ESME, RESME, FAME, ESME Assessment and ESTEME
- 7 plenary presentations
- 12 symposia and large group sessions
- 450 short communications
- 600 posters
- 10 ‘Fringe’ presentations
- 7 ‘Secrets of Success’ demonstrations
- 56 conference workshops
- 45 commercial and academic exhibitors

We are again holding an Orientation session for new participants that proved so popular last year, so if this is your first time at an AMEE conference, please come along to hear more about what we do, and how you can make the most of your participation in the Conference.

The programme and abstract book should contain all the information you need to guide you through the Conference, but staff at the Registration Desk will be pleased to help if you have any questions about the conference sessions. If you need assistance with accommodation, tours or social events, please contact the staff on the ‘Accommodation and Tours’ desk. The AMEE Student Group, easily identified by their blue polo shirts are also there to help you.

As always, there are many people to thank, since organising a conference of this magnitude involves much effort. The Local Organising Committee and the AMEE Student Group have given up their time so willingly to help, and we are very grateful to them. The students have also put together a fun-packed social programme and are looking forward to showing visiting students the best of what Prague has to offer. We also thank Charles University in Prague, the Institute for Postgraduate Medical Education, Czech Medical Association of Jan Evangelista Purkyne, First Faculty of Medicine, Charles University in Prague and the City of Prague for their endorsement of AMEE 2008.

Finally, to you, the participants, it wouldn’t be possible without you, so thank you for your continued support.

Enjoy the Conference!

AMEE Executive Committee and Secretariat

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**AMEE Executive Committee:**

Madalena Patrício (President)
Ronald M Harden (General Secretary/Treasurer)
Jan Hilgers (Student Representative)
Jadwiga Mirecka
R Peter Nippert
Jordi Pales
Charlotte Ringsted
Trudie Roberts
Cees van der Vleuten
Hans Karle (ex officio)
Margarita Barón-Maldonado (ex officio)

**AMEE Secretariat:**

Pat Lilley (Operations Director)
Tracey Martin (Administrator)
Alison Cattanach (Secretary)
Ciara Norman (Administrative Assistant)
SUPPORTERS OF AMEE 2008

AMEE is grateful to the following for their endorsement of AMEE 2008:

Charles University in Prague: Charles University was founded in 1348 by Charles IV. Our Alma Mater is now a leading educational and scholarly institution that remains true to its ancient traditions. Its seventeen faculties educate over 45,000 students; teaching and research is carried out by hundreds of specialists in the various disciplines, from humanities to medicine and natural sciences. The prime purpose of Charles University is the diffusion of learning and protection of acquired knowledge, the cultivation of free thought, independent academic research and the arts, and the encouragement of the free creative spirit of human society. Today, Charles University is a member of many international organizations and university networks. Independent research and expansion of educational resources are carried out via the university doctoral study programmes. The majority of these programmes are organized in cooperation with the Academy of Sciences of the Czech Republic.

Institute for Postgraduate Medical Education: The Institute for Postgraduate Medical Education was established in 1953 with the purpose of organising specialist education and final speciality examinations of physicians and pharmacists. Now, the Institute with its 83 departments offers educational programmes in all specialties for physicians, dentists, pharmacists and other health personnel and about 20,000 participants annually attend postgraduate courses or other continuing medical education activities. The Institute collaborates with other Czech educational, scientific and professional institutions and has close contacts with many other professional organizations in Europe as well as overseas.

Czech Medical Association of Jan Evangelista Purkyne: Czech Medical Association was founded in 1860 by Jan Evangelista Purkyne. It was the first Czech medical society whose main aim was to support the scientific activities of the Czech medical community. The Association slowly gained in popularity among Czech doctors and the number of members is more than 34,000, which represents more than 90 percent of all Czech doctors. The Association now has 104 scientific societies and 40 medical clubs in larger cities in the country. The Association is involved in all important aspects of medicine and health care including CME and CPD.

First Faculty of Medicine, Charles University in Prague: The First Faculty of Medicine has been an integral part of Charles University in Prague since its foundation in 1348 by Charles IV, the King of Bohemia and Emperor of the Holy Roman Empire. In the present time it is the largest medical faculty in the Czech Republic with almost 1 200 staff members and 4 500 students. It provides education in all fields of general medicine as well as in the field of dentistry. The Faculty also offers Bachelor study programmes in nursing science, physiotherapy, health education and medical technology and provides joint Bachelor - Master study programmes in medical technology and informatics. The main research interests are focused on the studies of brain plasticity, the metabolic, hormonal and immune basis of the vascular diseases, studies of inherited metabolic diseases and experimental and clinical studies in oncology. The Czech Ministry of Education proclaimed the Faculty to rank among “100 Czech Best” institutions in the category “The best educational institution”.


City of Prague: Prague, “city of a hundred spires”, is one of the most beautiful cities in Europe, and possibly in the world. Situated on the Vltava River in central Bohemia, it has been the political, cultural and economic centre of the Czech state over the last millennium. Prague was formed from the joining of four parts – the Old Town on the right bank of the river, the Lesser Town on the left bank, Hradcany on the hill and the New Town. Many of Prague’s buildings are centuries old, one of the most beautiful of which is Prague Castle, the earliest parts dating back to the 9th Century. The Old Town Hall is one of the most striking buildings in Prague, constructed as a symbol of the town’s autonomy in 1338. A unique feature is the astronomical clock, featuring the procession of the Twelve Apostles on the hour.

Local Organising Committee:
Stanislav Stipek, First Faculty of Medicine, Charles University - Chairperson
Zuzana Elbertova, Student representative
Zdenek Hadra, Institute for Postgraduate Medical Education
Marek Hilser, Student representative
Jana Krejcikova, Institute for Postgraduate Medical Education
Katerina Lagronova, Institute for Postgraduate Medical Education
Vladimir Mihal, Faculty of Medicine, Palacky University Olomouc
Jan Skrha, Charles University, Czech Medical Association
Vaclav Svec, Institute for Postgraduate Medical Education
Stepan Sulek, Student representative
Pavla Reitermannova, Institute for Postgraduate Medical Education

AMEE Student Group:
See page 10 for the list of student helpers and information on student activities.

AMEE registration desk staff:
Tracey Martin
Ciara Norman
Alison Cattanach
Trevor Gibbs
Joan Sievwright
Jane Litherland
Louise Russell
Jamie Litherland
Denis Morgan
Anthony Garth

AMEE technical support:
Alistair Stewart
Molly Gunn

Desktop publishing:
Lynn Bell
General Information

Travel from the airport

Prague Ruzyne Airport is located 17km west of the city centre.

Prague Airport Transfers: A modern fleet of taxis, minibuses and coaches can be booked to meet flights 24 hours a day, 7 days a week. You will be met at Prague Airport as you exit customs, by a driver holding a board with the Prague Experience logo on it. An English speaking driver will transfer you safely into Prague in around 30 minutes, and offer any advice and assistance you require en-route. If your flight is delayed, even by several hours, your taxi will still be there to meet you at Prague Airport at no extra charge. Plus, your booking confirmation includes your driver’s mobile phone number, for any last minute hitches. One fixed price is charged to all addresses, anywhere in Prague. Taxes are included, with no hidden extras.

How to book: Reservations are essential. For morning arrivals into Prague, book online by 5pm the day before travel. For afternoon/evening arrivals into Prague, book online by midday on the day of travel (http://www.pragueexperience.com/airport_taxis/airport_transfers.asp). For last minute bookings phone: +44 (0)1689 898500.

Taxi Prices: (1-4 people = 1 taxi, 5-8 people = 2 taxis, 9-12 people = 3 taxis)
650czk / £22.50 / €28.50 / $45 per taxi each way
(13 or more people)
150czk / £5 / €7 / $10 per person each way

Bus transport from Prague Airport to the city centre: Take bus 119 from Prague Airport to Dejvicka metro station (line A), then cross the main road and catch the metro into the city centre. Total travel time is around 60-90 minutes.

A five day Prague public transport ticket that permits travel on all trams, buses and the metro will be provided in the registration wallets for all registered delegates and registered accompanying persons. A useful website with a map of Prague and the metro can be found on: http://www.pragueexperience.com/maps/map.asp

Czech Airlines (CSA) is the official AMEE 2008 Conference airline. Information can be found at: http://www.csa.cz/en/portal/online_services/conventions/conventions_list.htm

Accommodation and Tours:

If you still need to reserve accommodation, please contact Guarant as soon as possible:

GUARANT International spol. s r.o.
Opletalova 22, 110 00 Prague 1
Czech Republic
Tel.: +420 284 001 444
Fax: +420 284 001 448
Email: amee2008@guarant.cz
Website: www.guarant.cz

All the conference hotels have been chosen for their proximity to a metro station or within a short walk of Prague Congress Centre.

Any remaining tickets for social events and tours may be purchased onsite from the Guarant representatives.

Hotel and tours representatives will be available at the following times at the Accommodation/Tours Desk situated in the Forum Hall, Foyer 1 of Prague Congress Centre near the AMEE Registration desk.

Saturday 30 August 0800-1700
Sunday 31 August 0800-1930
Monday 1 September 0730-1800
Tuesday 2 September 0730-1800
Wednesday 3 September 0730-1330
General information

Credit cards and currency exchange: The currency in Prague is the Czech Crown (CZK). At the time of going to press the CZK exchange rate is:

- 1 UK Pound: 29.3 CZK
- 1 Euro: 23.4 CZK
- 1 US Dollar: 14.7 CZK

The simplest and most cost effective means of obtaining currency in Prague is to withdraw Czech Crowns from a cash point machine (ATM). They accept debit and credit cards backed by Visa, Mastercard/EuroCard, Maestro and American Express. Alternatively, banks in Prague offer good exchange rates and low commission. These are most common around Wenceslas Square and en-route to the Old Town Square. Credit cards are accepted in most hotels, international shops and more expensive restaurants. Many local shops and cheaper restaurants do not accept credit cards. If you have a choice of paying in cash or by credit card, cash is always preferred.

Climate: The weather is likely to be warm, but could be showery. Typical temperatures in August range from 12°C (54°F) to 22°C (72°F).

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: As in most of continental Europe, the electricity supply in Prague is 220v. Electrical sockets take standard European two-pin plugs.

Smoking Policy: The Czech Republic has adopted a law limiting smoking. One of the main points is a ban on smoking in public places (on platforms, at stops, at the railway station, on public transport and in places of entertainment). Smoking is not permitted at the conference venues.

Where to eat in Prague: A list of restaurant suggestions will be available at the registration desk.
INFORMATION ABOUT THE CONFERENCE

Conference Venue
Prague Congress Centre (PCC) Tel: +420 261 171 111
5.kvetna 65, 140 21 Prague 4 Fax: +420 261 172 062
Czech Republic www: http://www.kcp.cz

See maps on pages 25-29. Prague Congress Centre is about 20 minutes walk from the city centre, with a metro station (Vyšehrad stop) about 200 metres away. Delegates should enter Prague Congress Centre using entrance 5.

Registration desk opening hours
Location: Forum Hall Foyer 1 (1st floor)
Saturday 30 August 0800-1700
Sunday 31 August 0800-1930
Monday 1 September 0730-1800
Tuesday 2 September 0730-1800
Wednesday 3 September 0730-1330

(Please note that it will not be possible to mount posters and exhibits until 1430 hrs on Sunday)

On-site payments: Participants who have made an arrangement to pay their registration fee at the desk are asked to present their invoice and pay by credit card or cash (UK Pounds Sterling, Czech Crowns, Euros or US Dollars accepted – the exchange rate will be indicated at the registration desk).

Conference notice board and messages: Please check the boards near the registration desk for updates and for personal messages.

Between Wednesday 27 August and Wednesday 3 September messages for the AMEE Secretariat and for conference participants may be sent to: amee@dundee.ac.uk

Internet Café
PCs for internet access are available in the Cybercafé in Congress Hall Foyer 2A on the second floor (Commercial Exhibition Area) from Monday 1 to Wednesday 3 September.

WiFi Hotspot: The operator T-Mobile provides access to the Internet using a wireless connection T-Mobile HotSpot. In order to be able to take advantage of the service, you will need a PC equipped with WiFi signal reception hardware, an external receiver or a PDA. The log-in is carried out by entering your username and password on the welcome page. The service can be used not only by T-Mobile customers but virtually by any client who purchases either a hardcopy or electronic voucher. The voucher prices start at 150 CZK depending on the pre-paid amount of time. Further information on the service can also be found at the T-Mobile website: (http://t-mobile.cz/Web/English/Default.aspx).

Audio visual arrangements
A computer and a data projector/beamer are provided in all presentation rooms for plenaries, symposia, large group sessions, short communications and workshops. No additional audio-visual aids are provided for poster presentations. It is not possible to use your own computer for symposia, large group sessions, short communications and Fringe presentations to avoid delay due to changeover. Pre-conference and conference workshop facilitators may use their own laptops if they wish. If software other than PowerPoint is required for your presentation, or if you need a sound system, please contact the AMEE Office as soon as possible.
Please take your presentation on CD or USB device to the technician in the Speaker Ready Room 1.2 on the first floor of Prague Congress Centre from 1430 hrs on Sunday. If possible this should be done the day before your presentation, or a minimum of 4 hours before the start of your session. Name the file as follows: Session code and your family name, e.g. 2C/SC6 Smith.

‘Keepad Interactive’ Audience Response System

The ‘Keepad Interactive’ Audience Response System will be used by some of the speakers and workshop facilitators to increase the interactivity of the sessions. The keepads are easy to use and we hope you will collect one from the Keepad Interactive Desk by the Conference Registration desk in Forum Foyer 1st floor. Please complete the orange form in your conference wallet and hand it in to pick up your keepad. A signature for receipt of the keepad will be required. Keepads are on loan to participants free of charge, but must be returned to the Keepad Interactive desk before leaving at the end of the Conference. Missing keepads will be charged at a rate of $100.

Plenary, symposium, large group, pre-conference and conference workshop presenters have been invited to use the Audience Response System and Sally Bateman (sally.bateman@keepad.com) will be pleased to integrate questions into a presentation if presenters send a PowerPoint slide as a template, together with their questions. For further information and assistance please contact the AMEE Office (amee@dundee.ac.uk)

CME Accreditation and Certificates of Attendance

The Royal College of Physicians has awarded 17 points for full attendance at AMEE 2008. A register of attendance will be available to sign and certificates of participation will be available for collection from Wednesday morning coffee break for pre-registered participants.

Conference Evaluation

A general evaluation form is included in the conference bags and we would much appreciate your assistance in completing and returning the forms either to the AMEE Registration Desk or by fax or mail to the AMEE Office as soon as possible following the conference.

Some sessions will be evaluated separately, including workshops. Evaluations will be handed out by workshop facilitators and should be returned to the student assistant, or handed in to the registration desk or faxed/mailed back to the AMEE Office.

Children: Children are not permitted to attend any of the academic sessions and must not be left unaccompanied at any time at the Prague Congress Centre.

Disabled participants: Participants with disabilities are asked to contact the AMEE Office (amee@dundee.ac.uk) in advance of the Conference so that we can do our best to make your conference participation as easy as possible.
INFORMATION FOR STUDENTS

We look forward to welcoming students to AMEE 2008 and have several student-led activities and social events organised.

AMEE Student Group – look out for the blue polo shirts!

We're pleased to have an international group of student helpers attending the Conference, coordinated by Zuzana Elbertova, Stepan Sulek and Marek Hilser. Those signed up to date are:

Zuzana Elbertova (coordinator) Prague Jana Holubova Brno
Stepan Sulek (coordinator) Prague Jan Kocanda Brno
Marek Hilser Prague Hynek Slatkak Brno
Louise Inkeri Hennings Copenhagen Jana Nersisjanova Brno
Liv Risager Wahlsten Copenhagen Market Formankova Brno
Asbjorn Borch Hasselager Copenhagen Petra Salyo Brno
Marre Andreee Wiltens Maastricht Rodion Provuk Olomouc
Janneke Kessels Maastricht Jan Precek Olomouc
Paul de Roos Amsterdam Elen Kratka Brno
Souad de Roos Amsterdam Dasa Kubackova Brno
Salmaan Sana Amsterdam Sandra Bogorova Brno
Jan Hiligers IFMSA Vladimir Opatrny Brno
Mai Al-Hity Leeds Pet Krivane Bno
Junaide Azam Leeds Petra Kupkova Brno
Matthew Fong Leeds Petra Kučerova Brno
Representatives from NTNU Trondheim Boris Lipovsk Brno
Pavlina Zbornikova 1.LF Zdenek Kunc Brno
Petra Vankova 3.LF Milan Pospisil Brno
Katerina Pokorna 3.LF Ashmet Murt Turkey
Pavel Martinek 3.LF Maria de la Paz Guerrero Molina Spain
Edita Zeidlerova 3.LF José Antonio Baeyens Fernandez Spain
Petr Klucovsky Brno Daniel Rodriguez Muñoz Spain

The local Students have prepared a website with information on some of the social activities arranged, and also a schedule of activities for student helpers: www.lf1.cuni.cz/amee2008

Social programme:

Several social activities are being arranged including the following:

**Sunday 31 August:** Opening ceremony and reception
Prague Congress Centre, with all AMEE 2008 attendees.

**Monday 1 September:** Student dinner at Limonadovy Joe
Price: 8 Euro/200 CZK (includes entrance and dinner – free to student helpers!). It will be necessary to register and pay in advance at the student help desk at the conference. Advance registrations can be made by emailing: amee2008@yahoogroups.com

**Tuesday 2 September:** Prague Sightseeing – performed by Students!
Students will be divided into groups (maximum 20 per group) and a various sightseeing tours will be offered (Prague Castle, Lesser Town, Old Town, Old Jewish Town, Zoo and Troja Castle, Vysehrad...).
Price: Free, although any entrance fees are not included.

Further information and tickets will be available from the Student Desk at Prague Congress Centre. The website [www.lf1.cuni.cz/amee2008](http://www.lf1.cuni.cz/amee2008) will be updated with further information, or contact amee2008@yahoogroups.com
ACADEMIC PROGRAMME

**Language:** The language of the conference is English. One workshop (4S: La simulation) will be conducted in French.

**Conference sessions**

**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 discussion time has been allocated at the end of each session.

**Symposia/Large Group Sessions:** Fourteen symposia or large group sessions on a wide variety of topics are included in the programme. Following introductory presentations by one or more presenters, approximately half of the session will be set aside for discussion.

**Spotlights:** Eight ‘Spotlight’ topics have been selected. In the final plenary session the Spotlight presenters will highlight what for them are the take-home messages from the Conference on these topics. For topics and presenters see page 136.

**Short communication sessions:** Each presenter has been allocated 10 minutes followed by 5 minutes for questions. All sessions have a chairperson and some sessions have an opening discussant where time for discussion has been allocated. We have tried very carefully to group relevant presentations together around the theme of the session.

**Information for the short communication presenter**

- Note carefully the time and location of your session
- Hand in your PowerPoint presentation at the Speaker Ready Room in good time (see instructions on page 9);
- Go to your presentation room at least 15 minutes before the scheduled start of the session and introduce yourself to the chairperson;
- 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.
- Keep strictly to the 10 minutes allocated for your presentation. The chairperson will ask you to stop when your time limit has expired and will then ask the audience for questions.

**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 sessions starts. A student will be available to assist you if required, and a technician can be called in case of technical problems;
- 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;
- If a 15 minute discussion period has been allocated, ask the opening discussant to lead off the discussion;
- If a speaker does not arrive, 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. The introduction should take no more than 3 minutes;
- Facilitate the discussion as appropriate.

Reviewers of short communications and posters: The review and selection of presentations from submitted abstracts is an increasingly onerous task. We thank the following reviewers for their assistance:

Ralph Bloch  Matthew Gwee  Jørgen Nystrup
Jack Boulet  Paul Hemmer  Madalena Patrício
Joke Denekens  Are Holen  Subha Ramani
Stephen Durning  Jan Hilgers  Joan Sargeant
Tony Errichetti  Elizabeth Kachur  John Sandars
Phillip Evans  Athol Kent  Linda Snell
Martin Fischer  Mary Lawson  Olle ten Cate
Trevor Gibbs  Jadwiga Mirecka  Herman van Rossum
Anita Glicken  Peter Nippert  David Wiegman

Research in Medical Education Papers: New to the 2008 programme are Research in Medical Education Papers, selected by a Scientific Committee and a pool of reviewers as good examples of research in medical and healthcare professions education. Competition was intense, with 170 papers submitted for only 28 places. These sessions, grouped by topic area, have an emphasis on methodology. Each session has four papers, the presenters of which have 12 minutes to present, followed by 8 minutes for questions. At the end of the session are 10 minutes for general discussion. The chairperson of each session has been asked to direct the questions and discussion to issues relating to choice of methodology, issues relating to the implementation of the study including resource implications, and issues relating to the analysis and reporting of the data, rather than to the medical/healthcare professions education theme of the session.

We are grateful to the Scientific Committee and reviewers for assistance in selecting the papers:

Committee:
Cees van der Vleuten  Emil Petrusa
Margarita Barón-Maldonado  Charlotte Ringsted
Larry Gruppen  Trudie Roberts
William McGaghie  Valerie Wass

Reviewers:
Klarke Boor  Trevor Gibbs  Ed Peile
Kathy Boursicot  Arcadi Gual  Sally Santen
Janke Cohen-Schotanus  Alex Haig  Johanna Schönrock-Adema
Eugene Custers  Brian Hodges  Lambert Schuwirth
Agnes Diemers  Robert Hulsman  John Shatzer
Diana Dolmans  Vikram Jha  Pim Teunissen
Tim Dornan  Sue Kilminster  Olle ten Cate
Erik Driessen  Sharon Krackov  Jan van Dalen
Berit Eika  Jorge Pales  Bas Verhoeven

Posters: Posters 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 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 – do not send it to us in advance. Posters should be mounted on Sunday 31 August from 1430-1800 hrs or between 0730-1000 hrs on Monday 1 September (in order to qualify for entry to the Poster Prize competition – see page 15). Posters should be removed between 1030-1330 hrs on Wednesday 3 September.
Where to erect your poster: Posters will be mounted in 3 areas (South Hall, Chamber Hall and Terrace 1) in themed groupings and are available for viewing throughout the Conference. Please see the programme for the location and time of your poster session. 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 of 95 cm wide and 150 cm high (portrait orientation).

Structure of poster sessions and role of the chairperson

The poster session: Each themed group has been allocated a discussion session in the programme which will take place around the boards. Presenters should meet the Chairperson by the poster boards ten minutes before the scheduled start of the session. The Chairperson will lead the group around the boards, each presenter giving a 2-3 minute introduction of his/her poster to the group. This will be followed by a short period for questions and discussion. The Chairperson will introduce each presenter and keep the session to time. 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. A handout of the key messages of your poster is helpful, and you are encouraged to bring a supply with you.

Conference workshops: There are over 55 conference workshops from which to choose, abstracts for which 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 AMEE website (www.amee.org) to the AMEE Office between 4-14 August 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 Workshop Registration Desk during the conference on a first come, first served basis. Entry to workshops will be strictly by ticket only (included in your registration wallet, if you have pre-booked or given onsite if places remain), and we ask you please to observe this request so that workshops do not become overcrowded.

AMEE Fringe: The AMEE Fringe, which started in Edinburgh and continues to be popular, provides the opportunity to see something a little different – a new and perhaps provocative or idiosyncratic approach to healthcare professions education. Fringe presentations are scheduled in Session 4 on Monday 1 September and Session 8 on Tuesday 2 September, the sessions chaired by Rachel Ellaway. Come prepared to participate and to be challenged, amused and entertained by the presenters!

Secrets of Success: A new feature to be introduced at AMEE 2008, ‘Secrets of Success’, gives authors the chance to demonstrate an innovation in healthcare professions education with which they have been associated. A ‘Secret of Success’ may be a product or a resource that has been implemented in the ‘inventor’s’ institution, and which other participants may wish to replicate. Two ‘Secrets of Success’ sessions are scheduled, the first on Monday from 1400-1600 hrs, and the second at the same time on Tuesday, in the exhibition area on the first floor. Handouts will be available.

AMEE Courses

Essential Skills in Medical Education (ESME) Course: An introductory teaching qualification for doctors

Another ESME Course will take place during the Conference with Stewart Mennin and Ruy Souza as Course Faculty. The highly successful course consists of a full day pre-conference workshop (Saturday 30th August), a half day pre-conference workshop (Sunday 31st August), lunchtime sessions with faculty (1-2 September) and a half day post-conference workshop (3rd September). Participants have the option to complete a portfolio report following the course. The ESME Certificate in Medical Education is awarded upon successful completion of the portfolio. Pre-registration for ESME is essential. THIS COURSE IS FULLY BOOKED!
Research Essential Skills in Medical Education (RESME) Course:
An introduction to some essential principles and methods of research in medical education

Following the success of the RESME Course launched at AMEE 2007 another course will take place during AMEE 2008 with Charlotte Ringsted (University of Copenhagen, Denmark), Albert Scherpier (Maastricht University, The Netherlands) and Brian Hodges (University of Toronto, Canada) as Course Faculty. The four-day course consists of a full day pre-conference workshop (Saturday 30 August), lunchtime sessions with faculty (1-2 September) and a half day post-conference workshop (3 September). Participants have the option to complete a proposal following the course. The RESME Certificate is awarded upon successful completion of the research proposal. Pre-registration for RESME is essential. A few places remain and interested participants are asked to contact the AMEE Office as soon as possible.

Fundamentals of Assessment in Medical Education (FAME):
A course directed at those with responsibility for assessing undergraduate medical students, graduate trainees, and practicing doctors

Following the successful FAME course introduced in 2007, this five-day course, organised by the National Board of Medical Examiners (NBME) and Foundation for the Advancement of International Medical Education and Research (FAIMER) in collaboration with AMEE, is being offered again. It is intended for those with little or no experience of assessment, and as well as covering the basics of assessment, offers the opportunity to explore in more detail either clinical assessment or work-based assessment. Ann King and Jack Boulet are Course Co-Directors and Dale Dauphiné, Lesley Southgate, David Swanson, Ingrid Philbert, André de Champlain and Tony LaDuca are Course Faculty. The course consists of a full day pre-conference workshop (Saturday 30 August), half day pre-conference workshop (Sunday 31 August), lunchtime sessions with faculty (1-2 September), conference workshops and a half day post-conference workshop (3 September). The FAME Certificate is awarded upon successful completion of the post-course project. A few places remain and interested participants are asked to contact the AMEE Office as soon as possible.

ESME Assessment Course:
A course aimed at participants new to assessment who wish to gain a general understanding and basic skills in assessment

A new five-day course, ESME Assessment, is being introduced for the first time at AMEE 2008. The purpose of this course is to introduce participants to the basic principles of assessment. Participants will gain experience in designing programmes of assessment, writing test material (including SBAs, EMQs and OSCEs) and standard setting for written and clinical tests. Kathy Boursicot (St George’s, University of London) and Trudie Roberts (University of Leeds, UK) are Course Leaders. Faculty tutors are Brownell Anderson (Association of American Medical Colleges, USA), Bill Burdick (Foundation for Advancement of International Medical Education and Research, USA), Richard Fuller (University of Leeds, UK), Andy Hassell (Keele University, UK) and Sydney Smee (Medical Council of Canada).

The course consists of a full day pre-conference workshop (Saturday 30 August), half day pre-conference workshop (Sunday 31 August), lunchtime sessions with faculty (1-2 September), conference workshops and a half day post-conference workshop (3 September). The FAME Certificate is awarded upon successful completion of the post-course project. A few places remain and interested participants are asked to contact the AMEE Office as soon as possible.

Essential Skills in Technology Enhanced Medical Education (ESTEME) Course:
An introduction to some essential principles and methods for identifying, selecting and utilizing technology to enhance medical education

The first ESTEME Course will take place during the Conference with S. Barry Issenberg, Jorge Ruiz, Ross J Scalese (University of Miami Miller School of Medicine, Florida, USA) and David A Cook (Mayo Clinic Rochester, Minnesota, USA) as Course Faculty. The purpose of this course is to introduce participants to essential principles and methods for identifying, selecting and utilizing technology to enhance medical education. The course aims at giving participants a basic understanding and initial skills to help them select, develop, use and integrate appropriate technologies in their curricula. Such technologies include online multimedia tutorials; high-fidelity virtual patient applications that ask learners to diagnose and manage simulated patients; and immersive, individual and team-based simulations designed around lifelike mannequins. It is the intention of this course to encourage participants to consider how the technology can
best serve their educational needs rather than to focus on the technology itself. The course is aimed at participants who have little or no experience in choosing or utilizing educational technology in medical education.

The four-day course consists of a full day pre-conference workshop (Saturday 30 August), lunchtime sessions with faculty (1-2 September) and a half day post-conference workshop (3 September). Participants have the option to complete a curricular plan following the course. The ESTEME Certificate is awarded upon successful completion of the Curricular Plan. Pre-registration for ESTEME is essential. A few places remain and interested participants are asked to contact the AMEE Office as soon as possible.

**Prizes**

*Miriam Friedman Ben-David New Educator Award*: Awarded for the first time, the Miriam Friedman Ben-David New Educator Award will be presented to an educator with less than five years' experience in teaching, who in the Committee's view has made a significant contribution to teaching in medicine and the healthcare professions.

**AMEE Awards with support of the Patil family**: The awards have been made possible through a donation from Professor Nivriti Patil, University of Hong Kong, in memory of his father. The winners of the awards will be decided by conference participants, who are asked to select the short communication that they believe has made a novel contribution to the Conference in one of the following areas:

1. curriculum planning/evaluation;
2. assessment;
3. teaching and learning;
4. student issues;
5. research in medical education.

In each registration pack are five coloured slips, one for each of the above categories, and you may vote up to 5 times. Please enter on the appropriate slip the presentation code number and name of the presenter or first author of the short communication you think best meets the criterion. These should be put into the box on the registration desk by 1100 hrs on Wednesday.

Award winners will receive one year’s free membership of AMEE including subscription to Medical Teacher with hard copy and online access.

**Medical Teacher Poster Prize**: The aim of the prize is to select examples which, in the opinion of the committee, reflect good practice in preparing posters. During the afternoon of Tuesday 2 September, a rosette will be attached to the board of the 10 posters selected by the committee for the short list from which the winner will be selected and announced at the final plenary on Wednesday September. Participants can therefore see the posters that, in the opinion of the Committee, best reflect the aspects of a good poster. The committee will consist of conference participants including teachers and students, led by Professor Herman van Rossum from Vrije Universiteit, Amsterdam.

AMEE is grateful to the publishers of Medical Teacher, Informa, for once more providing the poster prize, consisting of £350 plus one year’s free AMEE membership, which includes a free personal copy of Medical Teacher and online access. Alternatively the winner may choose free registration for AMEE 2009 in Malaga, Spain.

Please see the AMEE website for hints on preparing posters and the criteria for judging posters (http://www.amee.org/documents/Information%20for%20Poster%20Presenters.pdf)

**AMEE Poster Quiz**: All participants, whether poster presenters or not, are eligible to enter the poster quiz, consisting of questions that can be answered by looking at the posters as mounted. A copy of the quiz will be included in each conference pack, and should be completed and returned to the AMEE desk by 1800 hrs on Tuesday 2 September. The winner will be announced at the end of the closing plenary on Wednesday and will receive free registration for AMEE 2009 in Malaga (29 August to 2 September 2009).
GROUP MEETINGS

The following groups will hold private meetings during AMEE 2008:

**AMEE AGM** (Members only)
- Date: Tuesday 2 September
- Time: 1245-1415
- Venue: Panorama Hall

**ASPE Lunch** (Invitation only)
- Date: Saturday 30 August
- Time: 1215-1345
- Venue: Meeting Room 2.1

**BEME Steering Group Meeting** (Invitation only)
- Date: Wednesday 3 September
- Time: 0830-1000
- Venue: Meeting Hall II

**Cardiff University Alumni Association** (Lunch meeting – invitation only)
- Date: Monday 1 September
- Time: 1245-1415 hrs
- Venue: Congress Hall Foyer, 3rd floor

**ESME Advisory Board Meeting** (Invitation only)
- Date: Monday 1 September
- Time: 1430-1600 hrs
- Venue: Meeting Hall II

**GAME/ROME Group** (Invitation only)
- Date: Tuesday 2 September
- Time: 1430-1600
- Venue: Meeting Hall II

**Harvard Macy Luncheon** (Invitation only)
- Date: Monday 1 September
- Time: 1245-1415
- Location: Meeting Hall II

**IAMSE Lunch** (Invitation only)
- Date: Tuesday 2 September
- Time: 1245-1415
- Venue: Meeting Hall II

**IMEX Board Meeting** (Invitation only)
- Date: Tuesday 2 September
- Time: 1100-1230
- Venue: Meeting Hall III

**Medical Teacher Board Meeting** (Invitation only)
- Date: Monday 1 September
- Time: 1100-1230
- Venue: Meeting Hall II
School of Health Professions Education, Maastricht University (Students/Alumni only)
Pre-conference workshop on Self Directed Learning in the Clinical Workplace
Date: Sunday 31 August
Time: 14.00-18.00
Venue: Prague Congress Centre

This workshop is open for students and alumni of the Master of Health Professions Education and the PhD Programme in health professions education. For more information: www.she.unimaas.nl, behind the button ‘SHE Alumni’. Register by sending an email to she@oifd.unimaas.nl

Tuning Task Force Reception
Date: Tuesday 2 September
Time: 1800-1930
Location: Tuning Task Force Exhibition, Congress Hall Foyer 1st floor

Those who come to the Tuning (medicine) European learning outcomes framework large group session are invited to attend the reception

VIEW AGM (Invitation only)
Date: Tuesday 2 September
Time: 1230-1430
Venue: Meeting Hall III

Virtual Patient Application Developments (Imperial College London) (Invitation only)
Date: Tuesday 2 September
Time: 1800-2000
Venue: Meeting Room 1.1
EXHIBITION

Commercial and academic exhibits may be mounted from 1430 hours on Sunday 31 August. Commercial exhibits are in Congress Hall Foyer 2A and 2B on the 2nd floor. Some academic exhibits are additionally located in Congress Hall foyer 1st floor. The exhibits are open from 1930 hrs on Sunday 31 August until Wednesday 3 September at 1300 hours.

List of Exhibitors

Academic Medicine
Business: Academic Medicine, the AAMC's peer-reviewed monthly journal is an international forum for the exchange of ideas, information and strategies for the major challenges facing academic medicine.
Exhibit Number: No 7B
Contact Details: Academic Medicine. Tel: +202 828 0429; Fax: 202 828 4798; Email: acadmed_online@aamc.org

Adam,Rouilly Limited
Business: 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
Exhibit Number: No 10
Contact Details: Adam,Rouilly Limited, Castle Road, Eurolink Business Park, Sittingbourne, Kent ME10 3AG, UK. Tel: +44 (0)1795 471378. Fax: +44(0)1795 479787. Email: sales@adam-rouilly.co.uk

Anatomical Sciences Education
Business: A new international journal published in collaboration with the American Association of Anatomists, covering developments in education in the anatomical sciences. The journal launched in early 2008 and publish six times per year in print and online via Wiley InterScience (www.interscience.wiley.com)
Exhibit Number: No 4B
Contact details: Wojciech Pawlina, Mayo Clinic, Rochester, USA (Pawlina.Wojciech@mayo.edu) or Richard Drake, Cleveland Clinic Lerner College of Medicine, Cleveland, USA (draker@ccf.org) www.asejournal.com

Association for Medical Education in Europe (AMEE)
Business: The Association for Medical Education in Europe is a worldwide organisation with members in 90 countries on five continents. Members include educators, researchers, administrators, curriculum developers, assessors and students in medicine and the healthcare professions. AMEE organises an annual conference, edits a journal, Medical Teacher, offers a range of courses (Essential Skills in Medical Education (ESME); Research Essential Skills in Medical Education (RESME); Fundamentals of Assessment in Medical Education (FAME); ESME Assessment (ESMEA); Essential Skills in Technology Enhanced Medical Education (ESTEME Technology)); publishes a series of education guides, and coordinates the Best Evidence Medical Education Collaboration (BEME).
Exhibit Number: Nos 23 and 24
Contact Details: AMEE, Tay Park House, 484 Perth Road, Dundee DD2 1LR, Scotland, UK. Tel: +44 (0)1382 381953. Fax: +44 (0)1382 381987. Email: amee@dundee.ac.uk

B-Line Medical
Business: B-Line Medical’s SimBridgeT and SimCaptureT solutions have been selected by dozens of top medical education institutions as the most advanced solution for managing simulation centers. Through a sophisticated software architecture, these products maximize resources, and allow staff to focus on student development. For more information visit www.blinemedical.com.
Exhibit Number: No 11
Contact Details: B-Line Medical. Tel: 1-888-228-3838. Fax: 240-238-2971. Email: info@blinemedical.com
Canadian Association for Medical Education (CAME)
Business: CAME is a grassroots organisation of medical education dedicated to the success and improvement of medical education in Canada. Upcoming CAME activities include CLIME (Canadian Leadership Institute in Medical Education) to be held Feb 2-12, 2009 and RIME (Research Institute in Medical Education) to be held in Edmonton, May 1, 2009.
Exhibit Number: No 15A
Contact Details: Canadian Association for Medical Education (CAME). Tel: 613 730 0687 x238; Fax: 613 730 1196; Email: smutschler@afmc.ca

Cardiff University, UK
Business: The School of Postgraduate Medical and Dental Education at Cardiff university is responsible for commissioning, overseeing and monitoring the provision of education and training from some 2,500 doctors and dentists in postgraduate training posts in the NHS across Wales, UK.
Exhibit Number: No 3A
Contact Details: Cardiff University. Tel: +44 (0)2920 687451; Fax: +44 (0)2920 687455; Email: Medicaleducation@cf.ac.uk

Centre for Medical Education, University of Dundee, UK
Business: The Centre for Medical Education, University of Dundee offers postgraduate courses in medical education designed to allow progression through awards of certificate, diploma to Masters.
Exhibit Number: No 9B
Contact Details: Centre for Medical Education, The University of Dundee, Postgraduate Courses in Medical Education. Tel: +44 (0)1382 381952. Fax: +44 (0)1382 645748. Email: c.m.e.courses@dundee.ac.uk

DxR Development Group, Inc
Business: DxR Development Group specializes in medical education software. Demonstrations include DxR Clinicain (problem-based learning software), Integrated Medical Curriculum (web-based content tutorials) and Clinical Competency Examination.
Exhibit Number: No 16
Contact Details: DxR Development Group, Inc, 148 E. Pleasant Hill Road, Carbondale, IL 62903, USA. Tel: 618-453-1140. Fax: 618-453-5309. Email: sales@dxrgroup.com

Educational Management Solutions, Inc
Business: Education Management Solutions (EMS) provides innovative software and hardware solutions for clinical skills training and assessment supporting multiple- and single-room environments. Our audio-video system captures simulation events enabling evaluators to bookmark videos for more effective debriefing. Our performance evaluation software allows you to evaluate students' clinical and communications skills and generate multiple reports for statistical analysis.
Exhibit Number: No 31
Contact Details: Education Management Solutions, Inc, 440 Creamery Way, Ste. 100, Exton, Pennsylvania 19341, USA. Tel: 1-610-701-7002; Fax: 1-484-653-1070; Email: charles.mehl@ems-works.com

Educational Measures LLC
Business: Educational Measures assists in measuring and managing the effectiveness of educational courses. We utilize advanced technology to collect and measure educational effectiveness and performance improvement data.
Exhibit Number: No 5B
Contact Details: Educational Measures, LLC, 32 Thorpe Wood, Thorpe Wood Business Park, PE3 6SR, UK. Tel: +44 (0)1733 264 039. Fax: +1 303 962 9961. Email: biddoodd@educationalmeasures.com

Elsevier
Business: Elsevier is the leading publisher of medical journals, books and electronic products. Visit us at AMEE 2008 to see a range of Medical Education-related products.
Exhibit Number: No 7/8
Contact Details: Tel: +44 (0)207 424 4200. Fax: +44 (0)207 424 4431. Email: nlinfo-f@elsevier.com
European Medical Association (EMA)
Business: The EMA is a European Forum bringing together colleagues working in the European medical community through the distribution of information and services
Exhibit Number: No 14A
Contact Details: European Medical Association (EMA). Tel: 00 32 2 734 2980; Fax: 00 32 2 734 2023; Email: contact@emanet.org

IDEAL Consortium
Business: Twenty-seven medical schools have pooled their assessment banks, thereby enhancing access to quality items, enabling inter-institutional benchmarking and facilitating medical education research.
Exhibit Number: No 15/16B
Contact Details: IDEAL Consortium. Tel: 852-2637-6249. Fax: 852-2635-2521. Email: secretariat@hkwebmed.org

INMEDEA GmbH
Business: The INMEDEA Simulator is a unique online platform for medical education. Users manage virtual patients and clinical decisions are simulated realistically
Exhibit Number: No 15
Contact Details: INMEDEA GmbH, Schaffhausenstr. 113, 72072 Tubingen, GERMANY. Tel: 49 7071/75019-0. Fax: +49 7071/75019-20. Email: info@inmedea.com

International Association of Medical Science Educators (IAMSE)
Business: IAMSE is a nonprofit professional development society organized and directed by medical faculty.
Exhibit Number: No 10A
Contact Details: International Association of Medical Science Educators (IAMSE), 1 Crested Butte, Huntington WV 25705, USA. Tel: 304 733 1270. Fax: 304 733 6203. Email: julie@iamse.org

Junta de Andalucia
Business: A public health system with 1459 primary care centres, 34 public hospitals, 80629 healthcare professionals, €7.187 million health budget and 142,390 citizens holding a health card
Exhibit Number: No 3B
Contact Details: Junta de Andalucia, Ministry of Health for the Andalusian Regional Government, SPAIN. Tel: 34 955 006601; Fax: 34 955 006474. Email: teresa.campos@juntadeandalucia.es

Keepad Interactive
Business: Keepad Interactive are the Master Distributors in Mainland Europe and the Asia Pacific region of the award winning TurningPoint® Audience Response Systems. Download your free trial copy of our award winning software! www.keepad.com
Exhibit Number: No 12
Contact Details: Keepad Interactive. Tel: +61 7 5592 2800; Email: sally.bateman@keepad.com

Keio University School of Medicine
Business: This is spinal tap: We have developed simulators for LP and will demonstrate adult, pediatric and epidural anesthesia models that will provide effective LP training.
Exhibit Number: No 10B
Contact Details: Keio University School of Medicine, Medical Education Center. Tel: +81 3 5363 3950; Fax: +81 3 3351 0960. Email: amanot@sc.itc.keio.ac.jp

Kyotokagaku Co., Ltd
Business: State-of-art, high fidelity simulators and training models from JAPAN. Unique aids for skills development in physical examination, clinical procedural training as well as ultrasound scanning
Exhibit Number: No 13/14
Contact Details: Kyotokagaku Co., Ltd, 15 Kitanekoya-cho, Fushimi-ku, Kyoto 612-8388, JAPAN. Tel: +81-75-605-2510. Fax: +81-75-605-2519. Email: rw-kyoto@kyotokagaku.co.jp
Laerdal Medical AS – Norway
Business: Laerdal has been offering learning products responding to evolving needs in emergency medicine ever since the introduction of Resusci Anne in 1960. Today our range of life saving, cost-efficient learning products include graphic source materials, innovative skills trainers, interactive computer simulators and advanced patient simulators.
Exhibit Number: No 21/22
Contact Details: Laerdal Medical AS, P.O. Box 377, Tanke Svilandsgate 30, 4002 Stavanger, Norway. Tel: +47 51511700. Fax: +47 51523557. Email: laerdal.norge@laerdal.no

Limbs and Things Ltd
Business: Limbs and Things supplies medical training products, which include synthetic soft-tissue medical task trainers, medical simulation models and demonstration materials for healthcare professionals.
Exhibit Number: No 27
Contact Details: Limbs and Things Ltd, Sussex Street, St Philips, Bristol BS2 0RA, UK. Tel: +44 (0)117 311 0500. Fax: +44 (0)117 311 0501. Email: sales@limbsandthings.com

LIONIS Europe
Business: WebSP and WebSP Vision by LIONIS are the most intuitive web-based solutions for managing simulation and standardized patient centers. Through these integrated, full-featured, and flexible applications dozens of medical institutions worldwide are able to easily control the complex process of center management. LIONIS offers the most competitively priced comprehensive management solution for the entire teaching and evaluation workflow with digital recording, annotations, automated scoring, 24/7 support and much more. For more information visit www.lionis.net.
Exhibit Number: No 28
Contact Details: LIONIS Europe, 21 Rakoczi, Band 8443, HUNGARY. Tel: 011-36-70-524-2423; Fax: 011-36-88-444-885. LIONIS North America, 4144 Iberville Street, New Orleans, LA 70119, USA. Tel: 1-888-9LIONIS (954-6647). Email: info@lionis.net

Maastricht University
Business: The Maastricht School of Health Professions Education offers a wide range of programmes in medical education ranging from short courses, a Master Course and a PhD Programme
Exhibit Number: No 12/13B
Contact Details: Maastricht University School of Health Professions Education, PO Box 616, 6200 MD Maastricht, THE NETHERLANDS. Tel: 00 31 43 388 5642. Fax: 00 31 43 388 5639. Email: v.ghesquiere@oifdg.unimaas.nl

Marcus Sommer SOMSO Modelle GmbH
Business: Since 1876 manufacturer of the original anatomical, zoological and botanical SOMSO Models with the SOMSO-Sun as well as the CLA medical phantoms and nursing dolls
Exhibit Number: No 9
Contact Details: Marcus Sommer SOMSO Modelle GmbH, Friedrich-Ruckert-Str. 54, D-96450 Coburg, GERMANY. Tel: 00 49 9561 85740. Fax: 00 49 9561 857411. Email: somso@somso.de

MedBiquitous Europe
Business: MedBiquitous Europe promotes the adoption and implementation of MedBiquitous technical standards and specifications for healthcare education within Europe to realise the benefits of true interoperability.
Exhibit Number: No 6B
Contact Details: MedBiquitous Europe, Centre for Medical and Healthcare Education, St George’s University of London, Cranmer Terrace, London SW17 0RE, UK. Tel: +44 (0)208 725 0615; Fax: +44 (0)208 725 0806; Email: cbalasub@sgul.ac.uk

MedEdCentral
Business: MedEdCentral is a new, online database of information relating to medical and healthcare professions education. Developed by AMEE and the Transparency Task Force of the MEDINE Thematic Network, the database operates on the Wiki principle and anyone can add relevant information. Come to the exhibit for a hands-on demonstration, or visit the website and make your contribution at www.mededcentral.org
Exhibit Number: No 12A
Contact Details: AMEE, Tay Park House, 484 Perth Road, Dundee DD2 1LR, Scotland, UK. Tel: +44 (0)1382 381953. Fax: +44 (0)1382 381987. Email: amee@dundee.ac.uk
Medical Teacher, Informa Healthcare
Business: Medical Teacher is the Journal of AMEE published by Informa Healthcare and is supplied free in hard copy and online format to AMEE individual and student members.
Exhibit Number: No 25
Contact Details: Medical Teacher, Informa Healthcare, 5th Floor, Telephone House, 69-77 Paul Street, London EC2A 4LQ, UK. Tel: +44 (0) 207 017 6428.

National Association of Clinical Tutors (NACT)
Business: The National Association of Clinical Tutors (NACT) exists to further the interests of Clinical Tutors/DMEs nationally and to help and support them in their work.
Exhibit Number: No 1B
Contact Details: National Association of Clinical Tutors (NACT), 56 Queen Anne Street, London W1G 8LA, UK. Tel: +44 (0)207 317 3109. Fax: +44 (0)207 317 3110. Email: office@nact.org.uk

National Board of Medical Examiners (NBME)
Business: The NBME provides high quality examinations for licensure and certification in the health professions and offers considerable expertise in testing methodologies and educational measurement.
Exhibit Number: No 14B
Contact Details: NBME, 3750 Market Street, Philadelphia, PA 19104, USA. Tel: 215 590 9659; Fax: 215 590 9456; Email: medicalschoolservices@nbme.org

Ottawa 2010 in Miami
Business: The Ottawa Conference on the Assessment of Competence in Medicine and the Healthcare Professions is held biennially, the next one being in Miami, Florida, from 16-20 May 2010. The Conference is co-hosted by the Michael S Gordon Centre for Research in Medical Education, the University of Miami and AMEE.
Exhibit Number: No 20
Contact Details: Association for Medical Education in Europe (AMEE), 484 Perth Road, Dundee DD2 1LR, UK. Tel: +44 (0)1382 381953; Fax: +44 (0)1382 381987. Email: ottawa2010@dundee.ac.uk; www.ottawaconference.org

Primal Pictures
Business: Primal are developers and publishers of interactive 3D anatomy software displaying detailed computer graphic models that the user can rotate, peel away layers and export images.
Exhibit Number: No 17
Contact Details: Primal Pictures, 4th Floor, Tennyson House, 159-163 Gt Portland Street, London W1W 5PA, UK. Tel: +44 (0)207 637 1010; Fax: +44 (0)207 636 7776. Email: sam@primalpictures.com

Royal College of Physicians and Surgeons of Canada (RCPSC)
Business: The RCPSC (CanMEDS) booth will provide information on CanMEDS including the 2005 framework, current and future publications and products, e.g. pocket cards, resource videos. It will also profile the Colleges (CanMEDS) current involvement in the development of a competency-based (interprofessional) framework for patient safety.
Exhibit Number: No 11B
Contact Details: Royal College of Physicians and Surgeons of Canada (RCPSC), CanMEDS team. Tel: 1 800 668 3740; Fax: 613 730 8830; Email: canmeds@rcpsc.edu

Spanish Society for Medical Education (SEDEM)
Business: Medical Education
Exhibit Number: No 2B
Contact Details: Spanish Society for Medical Education (SEDEM), Tel: +34 93 4024519. Email: educacionmedica@ub.edu
The Wilson Centre – University of Toronto, Canada
Business: The Wilson Centre is dedicated to advancing healthcare education and practice through research - a unique, world-renowned centre for development of health professional education research and researchers.
Exhibit Number: No 8B
Contact Details: The Wilson Centre, University of Toronto, Toronto General Hospital, 200 Elizabeth Street, IES-559, Toronto, Ontario M5G 2C4, CANADA. Tel: 416 340 3646. Fax: 416 340 3792. Email: thewilsoncentre@utoronto.ca

The World Federation for Medical Education (WFME)
Business: Medical Education
Exhibit Number: No 2A
Contact Details: The World Federation for Medical Education (WFME), University of Copenhagen, Faculty of Health Sciences, Blegdamsvej 3b, Copenhagen DK-2200 N, DENMARK. Tel: +45 35 32 71 03; Fax: +45 35 32 70 70; Email: wfme@sund.ku.dk

University of Edinburgh, UK
Business: The Tuning Project (medicine) has published a learning outcomes/competence framework for primary medical degrees in Europe, based on a Europe-wide opinion survey and a series of consensus conferences.
Exhibit Number: No 11A
Contact Details: The Tuning Project (Medicine), University of Edinburgh, College of Medicine and Veterinary Medicine, 47 Little France Crescent, Edinburgh EH16 4TJ, UK. Tel: +44 (0)131 242 9311. Fax: +44 (0)131 242 9301. Email: allanc@staffmail.ed.ac.uk

University of Miami Gordon Center for Research in Medical Education (GCRME)
Business: For 40 years, the GCRME has pioneered simulation technology and developed proven training systems that are used for multiprofessional healthcare education, including “Harvey”, the Cardiopulmonary Patient Simulator, and the “UMedic” computer programs.
Exhibit Number: No 19
Contact Details: University of Miami Gordon Center for Research in Medical Education, PO Box 016960 (D-41), Miami Fl 33101, USA. Tel: 305 243 6491. Fax: 305 243 1823. Email: mgordon@med.miami.edu

Welch Allyn UK Ltd
Business: Welch Allyn is a leading global manufacturer of medical diagnostic equipment. It also offers educational materials to assist healthcare professionals provide the best care.
Exhibit Number: No 18
Contact Details: Welch Allyn, European Customer Services, Navan Business Park, Dublin Road, Navan, Co. Meath, IRELAND. Tel: +353 469 067790; Fax: +353 469 067754.

Wiley-Blackwell
Business: Come and collect your free copy of Medical Education and The Clinical Teacher, and peruse our books from the medical student and junior doctor collection.
Exhibit Number: No 29
Contact Details: Wiley-Blackwell, 9600 Garsington Road, Oxford OX4 2DQ, UK. Tel: + 44 (0)1865 476380. Email: anne.weston@oxon.blackwellpublishing.com
## PERSONAL DIARY

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<td><strong>SESSION 1</strong>&lt;br&gt;Plenary</td>
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<td>1230</td>
<td><strong>LUNCH</strong>&lt;br&gt;AMEE Annual General Meeting and Lunch</td>
<td><strong>LUNCH</strong>&lt;br&gt;Lunch and viewing</td>
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<td><strong>LUNCH</strong>&lt;br&gt;Poster/Exhibition/Secrets of Success ESME/RESME/FAME/ESMEA/ESTEME</td>
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<td><strong>SESSION 3</strong>&lt;br&gt;Symposium, Large Group Sessions, Short Communications, Posters, Workshops, Research Papers, Secrets of Success</td>
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<td><strong>SESSION 4</strong>&lt;br&gt;Symposium, Large Group Sessions, Short Communications, Posters, Workshops, Fringe, Research Papers</td>
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Evening | Choice of Entertainment | Choice of Entertainment

Evening | Choice of Entertainment | Choice of Entertainment

Evening | Choice of Entertainment | Choice of Entertainment
PRAGUE CITY CENTRE SHOWING HOTELS
PRAGUE METRO
SATURDAY 30 AUGUST

0800-1700  Registration desk open at Prague Congress Centre
           Location:  Forum Hall Foyer 1 (1st floor)

0900-1800  Tour to Karlstejn Castle and Konopiste Chateau
           (departs from and returns to Entrance 10, Prague Congress Centre) (see page 139)

0900-1300  Prague City Tour
           (departs from and returns to Entrance 10, Prague Congress Centre) (see page 139)

COURSES

Pre-registration is essential. Lunch will be provided (tickets will be in conference wallets)

0900-1700  Essential Skills in Medical Education (ESME) Course
           Location:  Club E

0900-1700  Research Essential Skills in Medical Education (RESME) Course
           Location:  Club A

0900-1700  Fundamentals of Assessment in Medical Education (FAME) Course
           Location:  Club H (Break-out Room, Dressing Room 221)

0900-1700  Essential Skills in Medical Education Assessment Course
           Location:  Meeting Room 2.4

0900-1700  Essential Skills in Technology Enhanced Medical Education (ESTEME) Course
           Location:  Club B

PRE-CONFERENCE WORKSHOPS

Pre-registration is required. Coffee is included. Lunch is provided for those attending a full-day or two half-day Saturday workshops. (tickets will be in conference wallets)

PCW 1  High stakes, low stakes, the proof is in the pudding: preparation for quality SP programs
        Peter Cantillon, Cate Nicholas, Devra Cohen-Tigor and Karen Barry (in association with ASPE)
        Time:   0915-1645
        Location:  Meeting Room 2.1

PCW2  The many challenges of clinical teaching and possible solutions
       Subha Ramani and Sam Leinster
       Time:   0915-1215
       Location:  Terrace 2

PCW3  An overview of common Item Response Theory (IRT) models and related concepts (Part 1)
       Andre F. De Champlain and Ronald J Nungester
       Time:   0915-1215
       Location:  Club D

PCW4  Continuing Medical Education: Tips for effective course design
       Jocelyn Lockyer and Joan Sargeant
       Time:   0915-1215
       Location:  Meeting Room 2.3
PCW5  An outcomes based approach to medical education in Europe – beyond the Tuning Project
   Allan Cumming and Michael Ross
   Time:  0915-1215
   Location:  Club C

PCW6  Role-playing a malpractice lawsuit; stimulating reflection on professional conduct
   Benno Bonke and Veronica J Selleger
   Time:  0915-1215
   Location:  Meeting Room 2.2 (break out Room Dressing Room 220)

PCW7  Preparation for practice
   Peter McCrorie, David Oliveira, Deborah Bowman and Madalena Patrício
   Time:  0915-1215
   Location:  Dressing Room 222

1215-1345 Lunch for participants registered for a full-day or two half-day Saturday workshops
   Location:  Zoom Restaurant

AFTERNOON SESSIONS

PCW8  Fitting Item Response Theory (IRT) models and interpreting output with your data set (Part 2)
   André F De Champlain and Marc Gesseroli
   Time:  1345-1645
   Location:  Club D

PCW9  Program Evaluation – Learning how to determine whether your educational course, clerkship, or residency training program is "successful"
   Paul A Hemmer, Steven J Durning and Louis N Pangaro
   Time:  1345-1645
   Location:  Terrace 2

PCW10 Developing management and leadership skills in “academic people”: Meetings, projects and collaborations
   Henrique M G Martins
   Time:  1345-1645
   Location:  Club C

PCW11 From scholarly activity to scholarship: making the most of what we do in medical education
   Yvonne Steinert, Meridith Marks, Linda Snell and Jason Frank (on behalf of the Canadian Association for Medical Education)
   Time:  1345-1645
   Location:  Meeting Room 2.2

PCW12 How am I doing? Developing effective feedback skills through deliberate practice
   Sharon K Krackov, Henry Pohl, Sally Santen and John H Shatzer
   Time:  1345-1645
   Location:  Dressing Room 220 (Break Out Room Meeting Room 2.3)

PCW13 Emotional Intelligence in health: progress, possibilities and pragmatics
   Chris Skinner
   Time:  1345-1645
   Location:  Dressing Room 222
SUNDAY 31 AUGUST

0800-1930 Registration desk open at Prague Congress Centre
Location: Forum Hall Foyer 1 (1st floor)

0900-1700 Tour to Kutná Hora
(departs from and returns to Entrance 10, Prague Congress Centre) (see page 140)

0900-1300 Tour to Prague Old Town and Jewish Ghetto Tour
(departs from and returns to Entrance 10, Prague Congress Centre) (see page 140)

COURSES

0900-1300 Essential Skills in Medical Education (ESME) Course
Location: Club E

0900-1300 Fundamentals of Assessment in Medical Education (FAME) Course
Location: Club H (Break-out Room, Dressing Room 221)

0900-1300 Essential Skills in Medical Education Assessment Course
Location: Meeting Room 2.4

PRE-CONFERENCE WORKSHOPS

Pre-registration is required. Coffee is included. Lunch is provided for those attending a full-day or two half-day Sunday workshops. (tickets will be in conference wallets)

PCW14 Evaluation of the undergraduate veterinary curriculum
Vicki Dale, Debbie Jaarsma and Kim Whittlestone (Veterinary Education Worldwide –ViEW)
Time: 0915-1645
Location: Meeting Room 2.1

PCW15 Preparing medical education manuscripts for journal publication
William C McGaghie and Diane B Wayne
Time: 0915-1215
Location: Club A

PCW16 The practice of computer-based assessment in medical education
Willie Hols-Elders, Peter Bloemendaal, Marianne Schade and Sam Verdoes
Time: 0915-1215
Location: Club B

PCW17 Obstetric simulation in postgraduate training and its integration into the workplace
Dina Bisson and Jette Led Soerensen
Time: 0915-1215
Location: Meeting Room 2.3

PCW18 Introductory workshop on quantitative data analysis
Arno Muijtjens
Time: 0915-1215
Location: Meeting Room 1.1

PCW19 Humour and multimedia as teaching tools for the Net Generation
Ronald A Berk
Time: 0915-1215
Location: Club D
PCW20  Clinical Learning Embedded in Rural Communities (CLERC): aligning student engagement and learning environment by programme design
Denese Playford and Moira Maley
Time:  0915-1215
Location:  Room 3.1

PCW21  Working with content experts to create effective PBL cases
David Cook
Time:  0915-1215
Location:  Club C

PCW22  Evaluating the evidence
Alex Haig and Marilyn Hammick
Time:  0915-1215
Location:  Terrace 2

1215-1345 Lunch for participants registered for a full-day or two half-day Sunday workshops
Location:  Zoom Restaurant

Afternoon Sessions

PCW24  Developing a qualitative research project in health professions education
Mathieu Albert, Brian Hodges, Ayelet Kuper, Tina Martimianakis and Nancy McNaughton
Time:  1345-1645
Location:  Room 3.1

PCW25  Measurement basics
Geoff Norman
Time:  1345-1645
Location:  Club A

PCW26  Successful Projects in Educational Research (SuPER)
Pim Teunissen, Klarke Boor, Tim Dornan, Charlotte Ringsted and Albert Scherpbier
Time:  1345-1645
Location:  Club C

PCW27  Towards the ‘perfect’ OSCE station? A step by step guide to getting the most out of criterion based assessment
Godfrey Pell, Matthew Homer and Richard Fuller
Time:  1345-1645
Location:  Club E

PCW28  Microtutoring: strategies to manage difficult group process
Antoinette S Peters and Patricia Gruentzig
Time:  1345-1645
Location:  Meeting Room 1.1

PCW29  A critical review of 14 strategies to measure teaching/clinical effectiveness
Ronald A Berk
Time:  1345-1645
Location:  Club D

PCW30  All you ever need to know about podcasting: an evidence based and practical approach
John Sandars
Time:  1345-1645
Location:  Club B

PCW31  Body painting as a teaching tool to reinforce clinical anatomy learning
Paul McMenamin and Joanna Robertston
Time:  1345-1645
Location:  Dressing Room 220
PCW32  Healthcare systems: a new multi-disciplinary course design  
Elizabeth G Armstrong, Martin Fischer and Ramin Parsa Parsi  
Time:  1345-1645  
Location:  Terrace 2

PCW33  Mini-CEX: implementation of a method for observation and feedback in postgraduate training  
J Norcini and CRMG Fluit  
Time:  1345-1645  
Location:  Club H

PCW34  Using mind-body medicine skills to reduce stress and promote wellness in medical school  
Aviad Haramati and Michael D Lumpkin  
Time:  1345-1645  
Location:  Meeting Room 2.2

AMEE 2008 Conference Orientation Session  
(This session is designed for those new to AMEE conferences and will provide some background information about AMEE and the sessions at this year’s Conference)  
Time:  1700-1800  
Location:  Club A

1930-2130  Opening ceremony, recital and reception at Prague Congress Centre

1930-2130  Exhibition Open
**MONDAY 1 SEPTEMBER**

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<tr>
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<tbody>
<tr>
<td>0730-1800</td>
<td>Registration Desk Open</td>
<td>Location: Forum Hall Foyer 1 (1st floor)</td>
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<tr>
<td>0800-1800</td>
<td>Exhibition Open</td>
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<tr>
<td>0800-1700</td>
<td>Tour to Karlovy Vary</td>
<td>(departs from and returns to Entrance 10, Prague Congress Centre) (see page 140)</td>
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**SESSION 1**

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<tr>
<td>0830-1030</td>
<td>1A</td>
<td>PLENARY</td>
<td>Location: Congress Hall</td>
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<td>Chairperson: Ronald Harden (UK)</td>
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<tr>
<td>0830-0900</td>
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<td>Introduction to AMEE 2008</td>
<td>Ronald Harden and Ronald Berk</td>
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<td>0900-0935</td>
<td>1A1</td>
<td>It ain’t (just) what you say, it’s (also) the way that you say it: the C-L-A-S-S strategy</td>
<td>Dr Robert Buckman (Princess Margaret Hospital and Department of Medicine at the University of Toronto, Canada)</td>
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<td>0935-0940</td>
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<td>Questions</td>
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<td>0940-1015</td>
<td>1A2</td>
<td>The patient safety agenda and the fairytale of medical success: How much shall we disclose to medical students to prompt the safety culture change?</td>
<td>Professor Jose Fragata (FETCS, Faculty of Medical Sciences and Santa Marta Hospital, Lisbon, Portugal)</td>
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<td>1015-1030</td>
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<td>Questions</td>
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<td>1030-1100</td>
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**SESSION 2**

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<tr>
<td>1100-1230</td>
<td>2A</td>
<td>LARGE GROUP SESSION</td>
<td>Introduction to medical education</td>
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<td>Chairperson: Larry Gruppen (University of Michigan Medical School, USA)</td>
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<td>Panel: Yvonne Steinert (McGill University, Canada), John Norcini (Foundation for the Advancement of International Medical Education and Research (FAIMER), USA), John Bligh (Peninsula Medical School, UK)</td>
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<td>1100-1230</td>
<td>2B</td>
<td>SYMPOSIUM</td>
<td>Multi-source feedback in medical education: An update on research and practice</td>
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<td>Panel: Jocelyn Lockyer (University of Calgary, Canada), Julian Archer (Peninsula Medical School, UK), David Bruce (East of Scotland Deanery, UK)</td>
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<td>Location: Meeting Hall 1</td>
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2C SHORT COMMUNICATIONS
Clinical e-learning
Chairperson: Peter Greene (US)
Discussant: Sean Hilton (UK)
Location: Panorama Hall

1100-1115 2C/SC1 The use of web-based modules to teach primary care principles to third year medical students
Pablo Joo*, Sharon Krackov, Michelle V Hall, Edgar Figueroa (Columbia University College of Physicians and Surgeons, New York, United States)

1115-1130 2C/SC2 Acquisition of a basic surgical skill using computer based video instruction
T MacLeod, J Tang*, A G B Perks (Nottingham University Hospitals, Nottingham, United Kingdom)

1130-1145 2C/SC3 Technology enhanced learning in surgery in Swansea NHS Trust, Wales. Does it work?
Simon Browning, Peter Donnelly*, Paul Kirk, Joel Benson (School of PGMDE, Cardiff University, Cardiff, United Kingdom)

1145-1200 2C/SC4 Teaching palliative care to medical students using a novel, web-based, just-in-time learning program triggered by patient encounter logs
James B McGee*, David Barnard, Winifred G Teuteberg, Peter M Kant (University of Pittsburgh School of Medicine, Pittsburgh, United States)

1200-1215 2C/SC5 Case logging as a learning tool for medical students as well as educators
Moira A L Macleay*, Kirsten Auret, Denese E Playford (Rural Clinical School of Western Australia, QE2 Medical Centre, Nedlands, Australia)

1215-1230 Discussion

2D SHORT COMMUNICATIONS
Standard setting in assessment
Chairperson: André de Champlain (US)
Location: Meeting Hall IV

1100-1115 2D/SC1 Finding the mark; standard setting for special study units
Lee R Coombes*, Alison Curnow (Peninsula Medical School, University of Plymouth, Drake Circus, Plymouth, United Kingdom)

1115-1130 2D/SC2 What were the examiners thinking? Using post-hoc analysis of oral examiner deliberations to clarify standards
P Harris*, Chinthaka Balasooriya, Cihat Tetik (University of New South Wales, Faculty of Medicine, School of Public Health Community Medicine, NSW, Australia)

1130-1145 2D/SC3 The impact of the inclusion of simulated patient grades on the reliability of OSCE assessments under the borderline regression method
Matthew Homer*, Godfrey Pell, Richard Fuller (University of Leeds School of Medicine, Assessment and Evaluation Unit, School of Education, Leeds, United Kingdom)

1145-1200 2D/SC4 Is knowing that physicians can correctly explain “why” they do something helpful in determining competency in a pass/fail examination?
D E Blackmore*, T J Wood (Medical Council of Canada, Ottawa, Canada)

1200-1215 2D/SC5 Performance-based standard setting: A comparison of OSCE station cut-scores from different methods using a single global rating scale
J A Patterson* (Barts and the London School of Medicine and Dentistry, Centre for Medical Education, London, United Kingdom)

1215-1230 2D/SC6 Resits in medical assessment: what’s the theory?
Chris Ricketts*, Lee Coombes, Paul Bradley, Pam Bradley (Peninsula College of Medicine and Dentistry, Plymouth, United Kingdom)

No Discussion
2E SHORT COMMUNICATIONS
Community Oriented Medical Education
Chairperson: Allan Carmichael (Australia)
Location: Club H

1100-1115 2E/SC1 Challenges associated with consulting the community in medical curriculum development
Maree O’Keefe*, Suzette Coat (University of Adelaide, Faculty of Health Sciences, Australia)

1115-1130 2E/SC2 Making things better: the scholarship of community engagement
Liz Wolvaardt*, Jannie Hugo*, Patricia Arangie*, Julia Blitz (Faculty of Health Sciences, University of Pretoria, Pretoria, South Africa)

1130-1145 2E/SC3 The value of learning in the community: do it… say it
Madalena Patrício*, Antonio Pais-de-Lacerda, Miguel Barbosa, António Barbosa, João Gomes-Pedro (Instituto de Introdução à Medicina, Faculdade de Medicina da Universidade de Lisboa, Lisboa, Portugal)

1145-1200 2E/SC4 Not “just” rural clerkship: Developing thoughtful future medical practitioners in the Rural Integrated Community Clerkship program
Doug Myhre*, Janet Tworek* (University of Calgary, Faculty of Medicine, Calgary, Canada)

1200-1215 2E/SC5 How to introduce community orientation into medical school curriculum
Cathy Jackson1*, Simon Guild2*, Neil Merryleet* (“Tayside Centre for General Practice, University of Dundee, Dundee; Bute Medical School, University of St Andrews, United Kingdom)

1215-1230 2E/SC6 An innovative approach to illustrate selected medical education concepts
Mohamed M Al-Eraky* (International Medical Center, Jeddah, Saudi Arabia)

No Discussion

2F SHORT COMMUNICATIONS
The delivery of postgraduate medical education
Chairperson: David Hawkins (Canada)
Location: North Hall

1100-1115 2F/SC1 Foundation programme recruitment in the UK – evaluation
Robert Palmer*, Kathy Feest, Jonathan Howes, David Wall, Derek Gallen (UK Foundation Programme Office, Cardiff, United Kingdom)

1115-1130 2F/SC2 The pros and cons of Foundation Programmes – views of trainees, consultants and nurses in NHS Scotland
Fiona French*, Judy Wakeling, Catriona Rooke, Gellisse Bagnall, Ken McHardy (NHS Education for Scotland, Glasgow, United Kingdom)

1130-1145 2F/SC3 Junior doctors’ views on the value of out-of-hours working patterns
Myanna Duncan*, Cheryl Haslam, Richard Higgins, Simon Mallison (Work and Health Research Centre, Loughborough University, Loughborough, Leicestershire, United Kingdom)

1145-1200 2F/SC4 Giving doctors quality time: ensuring high standards of education and training as working hours are reduced
Suzanne Lee*, Simon Mallinson, Richard Higgins (East Midlands Healthcare Workforce Deanery, Leicester, United Kingdom)

1200-1215 2F/SC5 How do Pre-Registration House Officers handle patient encounters when on call?
Axel Malchow-Møller, Jens Michelsen*, Peder Charles, Berit Elka, Knut Aspegren (University of Southern Denmark, Faculty of Health Sciences and Center of Medical Education, University of Aarhus, Denmark, Svendborg Hospital, Department of Medicine, Svendborg, Denmark)

1215-1230 2F/SC6 A week in the life of a first year doctor in New Zealand
I Stolarek*, E Crolla, B Hall, B Stone, Y Chuah (Hutt Hospital, Lower Hutt, New Zealand)

No Discussion
2G SHORT COMMUNICATIONS
Work based learning
Chairperson: Dale Dauphinée (Canada)
Discussant: Tim Dornan (UK)
Location: Club B

1100-1115 2G/SC1 Using mobile technology to deliver work based assessment in a programme of remediation after Finals failure. Challenging assumptions and generating new horizons?
Richard Fuller*, Ceridwen Couibly, Nancy Davies, Scott Hennessey, Shervanthi Homer, Gareth Frith, Trudie Roberts (University of Leeds School of Medicine, Leeds, United Kingdom)

1115-1130 2G/SC2 Teamwork and team-based learning in the workplace at two UK general practices: the implications for undergraduate medical training
Tom Sanders*, Bonnie Sibbald, Val Wass (University of Manchester, Manchester Medical School, Manchester, United Kingdom)

1130-1145 2G/SC3 Can the “hospital at night” team provide medical students with acute surgical experience?
Sarah Cregan*, Jake Botfield (Keele University Medical School, City General Hospital, Stoke-on-Trent, United Kingdom)

1145-1200 2G/SC4 PDA use among 6th year internal medicine clerks
Ellen Easton*, Edith ter Braak, Olile ten Cate, Renée Filius, Sanne Akkerman (University Medical Center Utrecht, Center for Research and Development of Education, Utrecht, Netherlands)

1200-1215 2G/SC5 Teaching surgery in the operating room: differing perceptions of teachers and learners
Philip Crowe* (Prince of Wales Hospital, Randwick, NSW, Australia)

1215-1230 Discussion

1100-1230 2H SHORT COMMUNICATIONS
Staff development: learning together
Chairperson: Angel Centeno (Argentina)
Location: Club A

1100-1115 2H/SC1 The ties that bind: a network approach to creating a program in faculty development
L. Baker, E Egan-Lee, S Reeves, I Silver* (Centre for Faculty Development, Faculty of Medicine, University of Toronto, Canada)

1115-1130 2H/SC2 Higher Education Developers Special Interest Group: meeting the UK health education agendas for change
Nigel Purcell, Judy McKimm (Reg Dennick to present) (Higher Education Academy Subject Centre for Medicine, Dentistry and Veterinary Medicine, School of Medical Education Development, University of Newcastle, Newcastle upon Tyne, United Kingdom)

1130-1145 2H/SC3 A community of practice for educators: journey’s start
J Bezuidenhout*, Gert Young* (Stellenbosch University, Department of Pathology Faculty of Health Sciences, Centre for Teaching and Learning, Tygerberg, Cape Town, South Africa)

1145-1200 2H/SC4 Educators or trainers? – using pre-course portfolios for course design and participant selection
Deborah Murdoch-Eaton*, Jim Crossley, Francina Cunnington, Simon Frazer, Chisanthia Halakoon, Bob Klaber, Colin Macdougall, Chris Mason, Andy Mellon, Colin Melville, Ashley Reece (University of Leeds, Medical Education Unit, School of Medicine, Leeds, United Kingdom)

1200-1215 2H/SC5 Education for teachers – effect preserved after six months
Leila Niemi-Murola*, Kati Hakkarainen, Juha Pekka Turunen, Timo Tolska, Irma Virjo (Department of Anaesthesiology and Intensive Care Medicine, University of Helsinki, Finland)

1215-1230 2H/SC6 Strategies for creating and evaluating a faculty fellowship in medical education
Beth A Lown*, Charles J Hatem* (Harvard Medical School, Mount Auburn Hospital Department of Medicine, Cambridge, Massachusetts, United States)

No Discussion
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<tr>
<th>Time</th>
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<th>Title</th>
<th>Presenters</th>
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<tbody>
<tr>
<td>1100-1230</td>
<td>2I</td>
<td><strong>SHORT COMMUNICATIONS</strong>&lt;br&gt;Approaches to research in medical education</td>
<td>Chairperson: Hirotaka Onishi (Japan)&lt;br&gt;Location: Terrace 2</td>
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<tr>
<td>1100-1115</td>
<td>2I/SC1</td>
<td>Two paradigms for medical education research – and the dangers of choosing just one</td>
<td>Carsten Hering Nielsen* (University of Aarhus, Centre for Postgraduate Medical Education, Aarhus, Denmark)</td>
</tr>
<tr>
<td>1115-1130</td>
<td>2I/SC2</td>
<td>Design Based Research – an emerging paradigm of educational research: a systematic literature review</td>
<td>Abubakr Adlan*, Annie Cushing (Queen Mary University of London - Barts and The London School of Medicine and Dentistry, London, United Kingdom)</td>
</tr>
<tr>
<td>1130-1145</td>
<td>2I/SC3</td>
<td>Programmatic research in medical education: an example of symbiotic clinical education</td>
<td>David Prideaux*, Paul Worley, Lucie Walters (School of Medicine, Flinders University, Adelaide SA, Australia)</td>
</tr>
<tr>
<td>1145-1200</td>
<td>2I/SC4</td>
<td>The roots of interdisciplinarity in medical education research: an introductory study</td>
<td>Ayelet Kuper*, Mathieu Albert (The Wilson Centre for Research in Education, University Health Network/University of Toronto, Ontario, Canada)</td>
</tr>
<tr>
<td>1200-1215</td>
<td>2I/SC5</td>
<td>An ontology of the organisation and management of medical education</td>
<td>Roland Ukor*, Gillian Armit (University of Manchester, United Kingdom)</td>
</tr>
<tr>
<td>1215-1230</td>
<td>2I/SC6</td>
<td>Using a combined activity theory-life history framework to study key medical educators and their achievements in terms of educational leadership</td>
<td>David Wall* (West Midlands Deanery, Birmingham, United Kingdom)</td>
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No Discussion

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<tr>
<td>1100-1230</td>
<td>2J</td>
<td><strong>SHORT COMMUNICATIONS</strong>&lt;br&gt;ePBL</td>
<td>Chairperson: Martin Fischer (Germany)&lt;br&gt;Location: Club E</td>
</tr>
<tr>
<td>1100-1115</td>
<td>2J/SC1</td>
<td>Connected, but not connecting: an interactive on-line blog within a PBL curriculum</td>
<td>S T Creavin*, D Maxton ( Keele University Medical School (Shropshire Campus), Royal Shrewsbury Hospital, Shrewsbury, United Kingdom)</td>
</tr>
<tr>
<td>1115-1130</td>
<td>2J/SC2</td>
<td>The replacement of ‘paper’ cases by interactive online Virtual Patients in Problem-Based Learning (PBL)</td>
<td>Terry Poulton*, Emily Conradi, Sheetal Kavia, Chara Balasubramaniam, Jonathan round (e-Learning Unit, St George’s University of London, United Kingdom)</td>
</tr>
<tr>
<td>1130-1145</td>
<td>2J/SC3</td>
<td>Utilization of a web-based virtual patient case simulation environment (Web-SP) for assessment of medical student achievement in a problem-based learning course</td>
<td>W T Gunning*, K A Cris, N Zary, U G Fors (University of Toledo, College of Medicine, Department of Pathology, Toledo, Ohio, United States)</td>
</tr>
<tr>
<td>1145-1200</td>
<td>2J/SC4</td>
<td>The applicability of Virtual Patients as PBL scenarios in the first years of vertically integrated PBL curriculum</td>
<td>Kati Hakkarainen*, Riku Korhonen, Matti Korppi, Sirpa Räisänen (Medical School, University of Tampere, Medical School, Tampere, Finland)</td>
</tr>
<tr>
<td>1200-1215</td>
<td>2J/SC5</td>
<td>ePBL: using an eTutorial to teach complex multidisciplinary international health</td>
<td>Robert Hughes*, Liz Anderson, Fred Martineau, Debbie Linsky, Nicola Johnson (Centre for Child &amp; Adolescent Health, University of Bristol, United Kingdom)</td>
</tr>
</tbody>
</table>
Adapting problem-based learning (PBL) to millennium generation medical students by implementing problem-based learning computer-constructed concept mapping: two years’ experience at University of Montréal

Christian Bourdy*, Marcel Julien, Raymond Lalande (Université de Montréal, Québec, Canada)

No Discussion

Assessment of competence

Chairperson: Cees van der Vleuten (Netherlands)
Location: Meeting Hall V

Assessing the construct validity of the Integrated Procedural Performance Instrument as an assessment of clinical skills

Vicki R LeBlanc*, Roger Kneebone, Diana Tabak, Debra Nestel, Helen MacRae, Carol-anne Moulton (Wilson Centre - University of Toronto, Ontario, Canada)

Using portfolio learning, peer assessment and feedback in performance assessment of clinicians: Feasibility and acceptance

Karlijn Overeem*, Onyebuchi Arah, Kiki Lombarts, Hub Wollersheim, Richard Grol (Radboud University Nijmegen Medical Centre, Nijmegen, Netherlands)

The reliability of the mini-CEX for summative assessment has not been adequately clarified

Darryl McGill* (The Canberra Hospital, Canberra ACT, Australia)

Physician versus non-physician assessment of clinical competence using an Objective Structured Clinical Examination

A Vallevand*, C Violato, L Baig (University of Calgary, Faculty of Kinesiology, Calgary, Alberta, Canada)

Discussion

Levels and predictors of stress among medical students in Alexandria, Egypt

Soha Rashed Aref Mostafa*, Ahmed Mokhtar Bassiouy, Mostafa Hassan El Shafei, Amir Hamdy El Tarhony (Faculty of Medicine, Alexandria University, Community Medicine Department, Alexandria, Egypt)

Social anxiety in medical students: Impacts on communication skills

A T Laidlaw* (Bute Medical School, University of St Andrews, Fife, United Kingdom)

High anxiety in medical students may adversely affect their attitudes towards patient care

Diana F Wood**, John Benson, Stephen Barclay, Elizabeth Summers, Thelma Quince (University of Cambridge, School of Clinical Medicine Medical Education Research Group, Addenbrookes Hospital, Cambridge, United Kingdom)

Assessment of the anxiety levels of first-year medical students in Hacettepe University

Bilge Uzun*, Sevgi Turan, Melih Elcin, Orhan Otabasi (Hacettepe University, Faculty of Medicine, Department of Medical Education and Informatics, Sihhiye, Ankara, Turkey)

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<tr>
<td>1100-1230</td>
<td>2M</td>
<td>SHORT COMMUNICATIONS</td>
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<tr>
<td>1100-1115</td>
<td>2M/SC1</td>
<td>Behaviors of highly professional resident physicians</td>
<td>Darcy A Reed, Colin P West, Paul S Mueller, Robert D Ficalora, Thomas J Beckman*</td>
<td>Club C</td>
</tr>
<tr>
<td>1115-130</td>
<td>2M/SC2</td>
<td>Aspirations and expectations of medical students</td>
<td>D C M Taylor*, E A Jump (University of Liverpool, School of Medical Education and Centre for Excellence in Professionalism, Liverpool, United Kingdom)</td>
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<tr>
<td>130-145</td>
<td>2M/SC3</td>
<td>Medical students’ perceptions of personal and professional development using a novel self-repertory grid approach</td>
<td>Janine Carroll*, Jo Hart, Caroline Boggis, Isobel Braidman* (The University of Manchester, United Kingdom)</td>
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<tr>
<td>145-1200</td>
<td>2M/SC4</td>
<td>Medical students’ professionalism dilemma situations: The whats and hows of behaviour explanations</td>
<td>Lynn V Knight*, Charlotte E Rees (Division of Medical Education, School of Medicine, Cardiff University, Cardiff, United Kingdom)</td>
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<tr>
<td>1200-1215</td>
<td>2M/SC5</td>
<td>A mixed methods study of student definitions of medical professionalism, and perceptions of where it is learned, throughout their undergraduate careers</td>
<td>Lara J Cooke, Hilary A Delver* (University of Calgary Faculty of Medicine, Office of Faculty Development, Health Sciences Centre, Calgary, Canada)</td>
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<tr>
<td>1215-1230</td>
<td>2M/SC6</td>
<td>Enhancing the experience of professionalism through faculty development</td>
<td>Patricia S Sexton* (A.T. Still University of Health Sciences, Kirksville, United States)</td>
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<tr>
<td>1100-1230</td>
<td>2N</td>
<td>SHORT COMMUNICATIONS</td>
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<tr>
<td>1100-1115</td>
<td>2N/SC1</td>
<td>The development of a national blueprint for competences of medical teachers</td>
<td>W M Molenaar*, A Zanting, P van Beukelen, W de Grave, J A Baane, J A Bustraan, R Engbers, Th E Fick, A Jacobs, J M Vervoorn (University Medical Center Groningen, Netherlands)</td>
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<tr>
<td>1115-130</td>
<td>2N/SC2</td>
<td>Teachers’ conceptions of their roles in a (veterinary) medical curriculum</td>
<td>T B B Boerboom*, S T T Hubers, D H J M Dolmans, A J J A Scherpbier, P van Beukelen (Utrecht University, Faculty of Veterinary Medicine, Utrecht, Netherlands)</td>
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<tr>
<td>130-145</td>
<td>2N/SC3</td>
<td>The twelve roles of the teacher: perception of Iranian clinical teachers</td>
<td>Nasibeh Vatankhah*, Mohammad E Khamseh, Hamid R Baradaran, Rokhsareh Aghili (Medical Education &amp; Development Centre, Iran University of Medical Sciences, Tehran, Iran)</td>
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<tr>
<td>145-1200</td>
<td>2N/SC4</td>
<td>Self-identification of PhD students with the teacher’s role</td>
<td>Jadwiga Mirecka* (Jagiellonian University Medical College, Department of Medical Education, Krakow, Poland)</td>
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<tr>
<td>1200-1215</td>
<td>2N/SC5</td>
<td>Attributes of excellent consultant role models: Relevance and presence in pediatric specialty training</td>
<td>Reinoud Gemke, Salimaan Sana, Hanneke van der Wijngaart, Scheltes van Luijk, Albert Scherbier* (VU University Medical Centre, Department of Pediatrics, Amsterdam, Netherlands)</td>
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<tr>
<td>1215-1230</td>
<td>2N/SC6</td>
<td>What competencies are required for clinical supervisors and heads of specialist training programs?</td>
<td>R O B Gans, C den Rooyen*, V Schelfhout-van Deventer, J H Hoekstra (The Royal Dutch Medical Association's Committee for Modernization of the Specialist Training Programs, KNMG Colleges, Utrecht, Netherlands)</td>
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<tr>
<td>1100-1230</td>
<td><strong>WORKSHOP</strong> Getting published</td>
<td>John Spencer*, Kevin W Eva* (Newcastle University, UK; McMaster University, Canada)</td>
<td>Dressing Room 220</td>
</tr>
<tr>
<td>1100-1230</td>
<td><strong>WORKSHOP</strong> Developing a mentoring program: a new form of faculty development</td>
<td>Meenakshy Aiyer*, Gwen Lombard*, Janet Riddle* (University of Illinois, Peoria, United States; University of Florida, Department of Neurosurgery, Health Sciences Center, Gainesville Florida)</td>
<td>Meeting Room 1.1</td>
</tr>
<tr>
<td>1100-1230</td>
<td><strong>WORKSHOP</strong> Challenges of debriefing high-fidelity simulations: transferring competencies to on-the-job performance</td>
<td>Anthony Errichetti (Texas A&amp;M HSC COM, Scott and White Hospital and New York College of Osteopathic Medicine, United States)</td>
<td>Meeting Room 2.1</td>
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<tr>
<td>1100-1230</td>
<td><strong>WORKSHOP</strong> Teaching Quality Improvement, systems and practice-based learning: successful examples from training programs</td>
<td>Eric S Holmboe*, Lisa N Conforti*, Brian Hess*, Sarah Hood, Lorna A Lynn (American Board of Internal Medicine, Philadelphia, United States)</td>
<td>Meeting Room 2.2</td>
</tr>
<tr>
<td>1100-1230</td>
<td><strong>WORKSHOP</strong> Simulation as preparation for program accreditation</td>
<td>Deborah Danoff, Lucinda Whitman*, Margaret Kennedy* (The Royal College of Physicians &amp; Surgeons of Canada, Ottawa, Canada)</td>
<td>Dressing Room 221</td>
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<tr>
<td>1100-1230</td>
<td><strong>WORKSHOP</strong> Turning the kaleidoscope: exploring education for professionalism</td>
<td>Faith Hill*, Kevin Galbraith*, Anja Timm* (School of Medicine, University of Southampton, Division of Medical Education, Southampton, United Kingdom)</td>
<td>Dressing Room 222</td>
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<tr>
<td>1100-1230</td>
<td><strong>WORKSHOP</strong> “The Collegial Conflict Series”: bringing attribution theory to life: effective communication skills and process strategies for intra- and inter-professional collegial conflict</td>
<td>Kerry Knickle*, Nancy McNaughton* (University of Toronto, Centre for Research in Education, Standardized Patient Program, Toronto, Ontario, Canada)</td>
<td>Meeting Room 2.3</td>
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<tr>
<td>1100-1230</td>
<td><strong>WORKSHOP</strong> The professionalism of teaching</td>
<td>L. Randol Barker (Division of General Internal Medicine, Johns Hopkins Bayview Medical Center, Baltimore, United States)</td>
<td>Meeting Room 3.2</td>
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2W POSTERS
Communication skills / Continuum of education
Chairperson: Hannah Kedar (Israel)
Location: South Hall

2W/P1 Communication with a self-diagnosed patient
Eeva Pyörälä* (Research & Development Unit for Medical Education, University of Helsinki, Finland)

2W/P2 The course “Introduction to Clinical Medicine” – a new teaching concept for medical interviewing and medical history taking
M Sennekamp*, K Gilbert, H M Schaefer, S Kujumdshiev, F M Gerlach (Institute for General Practice, Johann Wolfgang Goethe University, Frankfurt am Main, Germany)

2W/P3 Communication and interpersonal skills according to the period of training
Yang Hee Kim*, Hee Jeong Son, HyeRin Roh (Kangwon National University Hospital, Chuncheon-si, Republic of South Korea)

2W/P4 Improving communication skills in pre-medical and nursing students by continuous one-to-one practice with nursery school children
Y Terasima* (The University of Tokushima Graduate School, Research Center for Education of Health Bioscience, Institute of Health Bioscience, Tokushima, Japan)

2W/P5 Linking knowledge with skills in health education training: Effects on nurses’ performance and patients’ satisfaction
Nadia AlJishi*, Raja Bandaranayake, Hossam Hamdy (Aramco, Dhahran, Saudi Arabia)

2W/P6 Survey of communication skills among medical graduates: guide for teaching changes
Wiroj Wannapira*, Non Sowanna, Thanin Chattapiban (Faculty of Medicine, Naresuan University, Department of Community, Family, and Occupational Medicine, Phitsanulok, Thailand)

2W/P7 Associations between students’ performances in the medical communication program and physician-patient interaction scores on the clinical performance examination
Young Mee Lee*, Soohyun Jeon, Byung Soo Kim (Department of Medical Education, College of Medicine, Korea University, Seongbuk-gu, Seoul, Republic of South Korea)

2W/P8 Improved communication skills performance among final year medical students using multisession communication skills teaching
Kanokwan Siriuksa* (Medical Education Center, Khon Kaen Hospital, Ministry of Public Health, Sirjan Road, Tambol Naimuang, Amphur Muang, Khon Kaen, Thailand)

2W/P9 The relationship between self-reported personality and empathy and communication skills performance
Celia Brown*, Michelle Quine, Connie Wiskin, John Skelton, Roger Holder and Richard Lilford (The University of Birmingham, Public Health and Epidemiology, Edgbaston, Birmingham, United Kingdom)

2W/P10 Evaluation of a subinternship programme in an undergraduate medical curriculum
Denise O'Mara* (Royal College of Surgeons in Ireland, Dublin, Ireland)

2W/P11 What is important for a new doctor? Comparing final year medical students’ views with those of doctors at the end of F1, SpRs and consultants
David Matheson*, Catherine Matheson (Medical Education Unit, University of Nottingham, Queens Medical Centre, Nottingham, United Kingdom)

2W/P12 Did the quality of work depend on GPAX?
Komol Praphasit* (Prapokklao Medical Education Center, Prapokklao Hospital, Muang District, Chanthaburi, Thailand)

2W/P13 Running a development course for newly appointed specialists
Christopher Vassilas*, Peter Spurgeon, Hugh Flanagan (Birmingham & Solihull Mental Health Trust, Ashcroft Centre, Birmingham, United Kingdom)

2W/P14 Clinical skill performance among medical postgraduates
Panjit Wannapira*, Wiroj Wannapira (Buddhachinaraj Hospital, A. Muang, Phitsanulok, Thailand)
2W/P15 Problems of new graduates in medical practice
Wasant Dansawang*, Sa-ang Dansawang (Buddhachinaraj Hospital School of Medicine, Ampur Maung, Phitsanulok, Thailand)

2W/P16 Bridging the gap between undergraduate and postgraduate working life – the Southend experience
J Sharpe*, Mike Roberts (Southend University Hospital, Education Centre, Westcliff on Sea, United Kingdom)

2W/P17 Medical meetings for the medical degree final year student
M Castelo-Branco*, J M Calheiros, M Afonso (Universidade da Beira Interior, Faculdade de Ciencias da Saude, Alameda Infante D. Henrique, Covilha, Portugal)

2X POSTERS
Assessment – general / Portfolio assessment
Chairperson: to be announced
Location: South Hall

2X/P1 Student perspectives of assessment by TEMM model in physiology
Reem Rachel Abraham*, Subramanya Upadhya, Sharmila Torke, K Ramnarayan (Melaka Manipal Medical College, International Centre for Health Sciences, Manipal, India)

2X/P2 Physician assistants: UK and international standards
J V Parle, N M Ross* (University of Birmingham Medical School, Edgbaston, Birmingham, United Kingdom)

2X/P3 Comparison of two different approaches evaluating 3 years examinees’ attitudes towards key feature questions
J H Reißlenweber*, S Schmidt, M Hofmann, M Brehmer, K Peters, A Roeder, M Rützler, K Büker (Medical Faculty of Witten/Herdecke University, Witten, Germany)

2X/P4 Integral evaluation of the student: the usage of “Multiple Education Evaluation Process”
M Barrios*, G Trigo, P Echegoyen, D Bonino, J Matz (Universidad Maimonides, Buenos Aires, Argentina)

2X/P5 Reliability of computer based testing compared to paper-based testing
N R Bos*, M van der Weerd (AMC/UvA, Amsterdam, Netherlands)

2X/P6 The assessment of knowledge competence by patient report (writing essay)
Paworamon Sribussara* (Buddhachinaraj Hospital, School of Medicine, Muang, Phitsanulok, Thailand)

2X/P7 Developing quality questions for the final year MBBS certifying written examination at Aga Khan University (AKU)
Shazia Sadaf*, Sadaf Khan, Syeda Rauser Ali, Hasnain Zafar, Amanullah Memon, Rukhsana W Zuberi (Aga Khan University, Karachi, Pakistan)

2X/P8 Do the exams that the committees considered have higher quality?
K Sawasdichai* (Prapokklao Medical Education Center, Prapokklao Hospital, Muang Province, Chanthaburi, Thailand)

2X/P9 Impact of item-writing flaws in multiple-choice questions on student achievement in high-stakes assessments
Marie Tarrant*, James Ware (University of Hong Kong, Li Ka Shing Faculty of Medicine, Pokfulam, Hong Kong)

2X/P10 Judging essays: assessment reliability and validity
Lorna Olckers*, Suellen Shay (University of Cape Town, School of Public Health and Family Medicine, Health Sciences Faculty, Cape Town, South Africa)

2X/P11 From the eMEQ to the MCECS (Multiple-Choice Evolving Case Scenario): description of its evolution and of student preferences
Erle C H Lim*, Raymond C S Seet, Vernon M S Oh, Marion Aw, Boon-Lock Chia, Daniel Y T Goh, Seng-Hock Quak, Jimmy B W Teo, Benjamin K C Ong, Lawrence K Y Ho (Yong Loo Lin School of Medicine, National University of Singapore, Department of Medicine, c/o Division of Neurology, National University Hospital, Singapore)

2X/P12 How do students profit from assessment without marks? Development of a questionnaire
Hanna Sophia Kastner*, Julia Klawohn, Katrin Brauns (Charité Universitätsmedizin Berlin, Assessment Bereich, Berlin, Germany)
2X/P13 Importance of the judge in determining the pass point with the Ebel method
G Khayat, E Nemr, S Rassi, F Haddad, M Nasr*, A Yazigi (Saint-Joseph Medical School, Ashrafiyeh, Beirut, Lebanon)

2X/P14 Integrated judgement method for standard setting for certification examination
Scott Arbet* (NCCPA, Duluth, United States)

2X/P15 Contradictions in assessments – the teacher’s dilemma
Lena Boman*, Ingela Thorsson, Håkan Hult (LIME, Karolinska Institutet, Stockholm, Sweden)

2X/P16 The role of feedback in assessing written work: value for the receiver or release for the giver?
Janet MacDonald*, Lesley Pugsley* (School of Postgraduate Medical and Dental Education, Cardiff University, Cardiff, United Kingdom)

2X/P17 Formative assessment tool for clerks in a large non-academic teaching hospital
Marsha Roos-Tiessen*, Marina Eckenhausen, Bart Bijnen (Foreest Institute, Medical Centre Alkmaar, Alkmaar, Netherlands)

2X/P18 Students’ perception towards portfolio in the clinical phase at the Faculty of Medicine, Chulalongkorn University
J Deerojanawong*, N Prapaphal, N Sirisup, D Wangsaturaka (The Faculty of Medicine, Chulalongkorn University, Patumwan, Bangkok, Thailand)

2X/P19 Student opinions of what makes a reflective portfolio work within Liverpool’s medical curricula
R Fewtrell*, H M O’Sullivan (The University of Liverpool, Centre for Excellence in Developing Professionalism, School of Medical Education, Liverpool, United Kingdom)

2X/P20 Objective structured portfolio assessment for Personal and Professional Development (PPD) Course at Ankara University School of Medicine
Fulya Dokmeci, Meral Demiroren, Mehmet Ozen*, Ipek Gonullu, Aysen M A Kosan, M Fevzi Atacanli, Harun Balcooglu (Ankara University School of Medicine, Medical Education and Informatics Department, Cebeci, Ankara, Turkey)

1100-1230 2Y POSTERS
Simulated patients / Clinical skills centres
Chairperson: to be announced
Location: South Hall

2Y/P1 Experiences and attitudes towards teaching and performing digital rectal examination in final year students and first year doctors in Birmingham, UK
Satwinder Palia*, David Wall, Ellen Jones (Birmingham Heartlands Hospital, Undergraduate Dept, Education Centre, Heart of England NHS Foundation Trust, Birmingham, United Kingdom)

2Y/P2 Young adolescents as simulated patients: what is the benefit?
Pierre-André Michaud*, Carine Layat, Raphael Bonvin, Isabelle Jaeger (CHUV - Centre Hospitalier Universitaire Vaudois, Unité multidisciplinaire de santé des adolescents, Lausanne, Switzerland)

2Y/P3 Volunteer Standardized Patients (SP) evaluators: our experience
Mª Lourdes Sáez Méndez*, Mª José Sáez García, Mª Teresa Alfonso Roca (Medical Education Unit, University of Medicine, Internal Medicine Service, General Hospital of Albacete, University of Castilla La Mancha, Spain)

2Y/P4 The actual situation of educational projects involved with simulated patients in schools of Occupational Therapy in Japan
Kaoru Inoue**, Nobuo Oshima, Chihiro Sasaki, Atsuko Tanimura, Yuko Ito, Hiroyuki Fujii, Masanobu Kinoshita, Masahiro Shigeta (Tokyo Metropolitan University, Tokyo, Japan)

2Y/P5 How reliable are standardized patients for assessing procedural skills?
Hee Jeong Son*, Yang Hee Kim, HyeRin Roh (Kangwon National University School of Medicine, Chuncheon-si, Republic of South Korea)

2Y/P6 Evaluation of simulated patient training program – a perspective from the participants
Toshiko Yoshida*, Junko Maeda, Akira Matsushita (Okayama University, Okayama, Japan)
2Y/P7 Standardized patients for rectal exam
Matthias Siebeck*, Frank Fischer, Claudia Frey, Bärbel Schwald (Ludwig Maximilians University Munich, Department of Surgery - Innenstadt, Klinikum der Universitaet Muenchen, Munich, Germany)

2Y/P8 Perceived and assessed value of a cardiovascular pharmacology patient simulation experience toward learning
Luke H Mortensen*, Glenna J Ewing* (Des Moines University, Des Moines, Iowa, United States)

2Y/P9 Using simulation in the Clinical Skills Centre to achieve competency in the practical procedures in a Critical Care Nursing Programme
Elize Archer* (University of Stellenbosch, Faculty of Health Sciences, Cape Town, South Africa)

2Y/P10 The educational purpose of a clinical skills center: filling the learning gaps
A P Salgueira*, J Cerqueira, N Sousa, M J Costa (University of Minho, School of Health Sciences, Braga, Portugal)

2Y/P11 Students' views and teachers' opinions on effective teaching skills for undergraduate skills training
R J Duvivier*, M J C Martens, J van Dalen, A J J A Scherpberg, C P M van der Vleuten (Skillslab, Faculty of Health Medicine and Life Sciences, Maastricht University, Maastricht, Netherlands)

2Y/P12 The importance of peripheral venous access training early in the course
J M Pêgo*, A Salgueira, N Sousa, M J Costa (Life and Health Sciences Research Institute (ICVS), School of Health Sciences, University of Minho, Braga, Portugal)

2Y/P13 Undergraduate medical education: training program for basic clinical in surgery
M Ruesseler*, W Flaig, A Braunbeck, F Walcher, I Marzi (University Hospital Frankfurt, Department of Trauma Surgery, Frankfurt, Germany)

2Z POSTERS
Reflection, clinical reasoning and evidence based medicine
Chairperson: Jim Price (UK)
Location: Chamber Hall

2Z/P1 Critical thinking of senior medical students
B Taesiri* (Sappasitthiprasong Hospital, Amphur Meung, Ubon Ratchathani, Thailand)

2Z/P2 The measuring of reflective thinking: a pilot study in Thai medical students
Lucksamee Haura* (Hatyai Medical Education Centre, Hatyai, Songkla, Thailand)

2Z/P3 Should reflection be assessed? The student perspective
Martina Kelly*, Sian O Flynn*, Geraldine Boylan** (*Dept of General Practice, **School of Medicine University College Cork, Ireland)

2Z/P4 A single, collective midterm feedback can stimulate students’ reflective attitude
Fabrizio Consorti*, Laura Potasso, Francesca Milazzo (Dip. of Surgery “F. Durante” Univ “Sapienza” of Rome, Viale del Policlinico, Rome, Italy)

2Z/P5 The effect of a short term course of problem solving on self-concept of nursing students at Shiraz Faculty of Nursing and Midwifery
Marzieh Moattari*, Ali Soltani, R Masood Moosaviniasab, Alireza Ayatollahi (Shiraz University of Medical Sciences, Shiraz, Iran)

2Z/P6 Fourteen diagnosis types linked to each one of the subjects in the curriculum
Nancy E Fernandez-Garza*, Diana P Montemayor-Flores, Donato Saldivar-Rodriguez (Facultad de Medicina, Universidad Autonoma de Nuevo Leon, Madero y Gonzalitos S/N, Monterrey, Nuevo Leon, Mexico)

2Z/P7 Evaluation of clinical reasoning skills of students in PBL-based-integrated medical curriculum
Meral Demiroren*, Ozden Palaoglu (Ankara University School of Medicine, Department of Medical Education and Informatics, Ankara, Turkey)
2Z/P8  Do medical students learn from bedside learning? A study into the contribution of bedside learning in the development of clinical decision making ability and the acquisition of factual knowledge
Takuya Saiki* (Nagoya University, Dept of General Medicine, Nagoya, Japan)

2Z/P9  Validity of the Script Concordance Test: a pilot study in the Middle East
F Haddad*, D Gaspard, E Nemr, R Moussa, M Nasr, S Abou-Jaoude (Hotel-Dieu de France Hospital, Beirut, Lebanon)

2Z/P10  Diagnostic reasoning teaching – an analysis of expert teacher utterances in a clinical setting
G J McColl*, D Clarke (University of Melbourne, Medical Education Unit, FMDHS, Parkville, Australia)

2Z/P11  Construction and validation of a scale to measure EBM competencies of undergraduate medical students
Tai-Young Yoon**, Jinhyung Ko, Jaehyun Park (Kyung Hee University School of Medicine, Dongdaemun-gu, Seoul, Republic of South Korea)

2Z/P12  Should clinical practice guidelines be an integral part of medical education?
RadimLicenik*, Daniela Jelenova, Tomas Kuhn, Pavel Kurfurst, Adela Michalcova, Jarmila Potomkova, Katerina Ivanova (Palacky University Faculty of Medicine, Olomouc, Czech Republic)

2Z/P13  Randomised controlled crossover trial of lecture and tutorial versus problem based learning for evidence based teaching and learning in medical students
J Johnston*, G Venning (University of Hong Kong, Department of Community Medicine, Li Ka Shing Faculty of Medicine, Hong Kong, People's Republic of China)

2AA  POSTERS

International dimensions
Chairperson: Allan Cumming (UK)
Location: Terrace 1

2AA/P1  Internationalising the curriculum
Alyson Quinn, Malcolm Harris* (Postgraduate Dental Education Unit, Warwick Medical School, University of Warwick, Coventry, United Kingdom)

2AA/P2  A system of assessment and induction for GPs who have not worked in UK General Practice for 3 years or more
Mary Beech* (Wales Deanery, Cardiff University, Cardiff, United Kingdom)

2AA/P3  Going to Africa? A guide for structuring International health electives
Jeanie Kanashiro*, Gwen Hollaar* (Office of International Surgery, University of Calgary, Canada)

2AA/P4  Propaedeutic before clinical practice courses: a chance to create a modulated course in the curriculum of the medical faculty of Witten/Herdecke due to the first steps of “Bologna Process”
S K Schmidt*, S Balzereit, A Roeder, D Tauschel, K Büker, M Hofmann (University of Witten/Herdecke, Faculty of Medicine, Witten, Germany)

2AA/P5  Predictors of success to match in the 2007 cohort of international medical graduates in the 1st iteration
Sandra Banner*, Elina Hayes (Canadian Resident Matching Service, Ottawa, Ontario, Canada)

2AA/P6  IMG candidates' geographic regions of medical education, ages and MCCQE1 results as predictors of CEHPEA clinical examination results
Arthur Rothman, Jodi Mclfray, Marla Nayer, M Urowitz, A M Crescenzi* (Centre for the Evaluation of Health Professionals Educated Abroad, Toronto, ON, Canada)

2AA/P7  Language proficiency, social learning and medical competence among international medical graduates
Stefan Kutzsche* (Ullevaal University Hospital, Dept. of Pediatrics, Oslo, Norway)

2AA/P8  Medical school expansion in Europe
Danette McKinley*, Carole Bede, Amy Opalek, Onyebuchi A. Arah, John Boulet (Foundation for Advancement of International Medical Education and Research, Philadelphia PA, United States)
2AA/P9  Courses in medical languages – a way to facilitate international exchanges
Valerie Landais*, Hanna Brauner*, Anastasia Pharris*, Alfven Tobias* (Dept of Learning, Informatics, Management and Ethics (LIME), Karolinska Institutet, Stockholm, Sweden)

2AA/P10 Promoting academic leadership of Ghanian physicians
Patricia B Mullan*, Timothy Johnson (University of Michigan Medical School, Ann Arbor, United States)

1100-1230
Closed Meeting: Medical Teacher Board
Location: Meeting Hall II

1230-1430
LUNCH
Location: Congress Foyer, 1st and 2nd floors

1245-1415
Closed Meeting: MEW Meeting
Location: Meeting Hall III

Closed Meeting: Harvard Macy Lunch
Location: Meeting Hall II

SESSION 3

1400-1600 SECRETS OF SUCCESS 1
Location: Congress Hall Foyer 1B
An opportunity to discuss with the inventor and see demonstrated some novel projects in healthcare professions education. The exhibits will be staffed for the final 30 minutes of the lunch break and throughout Session 3.

SS1/1 Developing a competency-based curriculum from undergraduate studies to continuous professional development in a Faculty of Medicine: a motivating project
M Chaput*, A Boucher, B Millette, R Lalande (Centre de Pédagogie appliquée en Sciences de la Santé, Université de Montréal, Canada)

SS1/2 Creating a certificate course in health professional teaching and education
K Leslie, J Silver*, D Richardson, J McCaffrey, S Wagner, A Dionne, S Reeves (Centre for Faculty Development, Faculty of Medicine, University of Toronto, Canada)

SS1/3 Search, be found, and be Number 1: strategies to optimize your website for search engines
Paul E Burrows*, Suzanne S Stensaas* (University of Utah, Office of Information Technology, Salt Lake City, Utah, United States)

SS1/4 How to introduce students to the new learning environment: induction to Medical School
Jonathan C Darling*, Quen O Tang, Aarti Patel, Jennifer C McCarthy, Katharine L Warburton (University of Leeds, Academic Unit of Paediatrics and Child Health, St James’s University Hospital, Leeds, United Kingdom)

1430-1600 3A SYMPOSIUM
A window on Europe: Five European education initiatives that provide a window into the range of activities in medical education in Europe
Chairperson: Vincenzo Costigliola (EMA)
Location: Congress Hall

1430 Introduction to the session
Vincenzo Costigliola (EMA)
1435 The Bologna Process
Madalena Patrício (Faculty of Medicine, University of Lisbon) and Olle ten Cate (University Medical Centre Utrecht, Netherlands)

1450 Student-led initiatives in medical education – A European Core Curriculum in Medicine
Jan Hilgers, IFMSA; Sou de Roos, EMSA

1505 The WHO’s strengthening health system focus requires competent health professionals
Galina Perfilieva (WHO Europe)

1520 The AVICENNA Directory of Medical Schools
Hans Karle (WFME)

1535 eLearning Standards in Europe:
Terry Poulton (MedBiquitous Europe)

1550 General discussion

1430-1600 3B SHORT COMMUNICATIONS
Teaching, learning and assessment of professionalism
Chairperson: Louis Pangaro (US)
Discussant: to be announced
Location: Meeting Hall 1

1430-1445 3B/SC1 Constructive criticism or popularity contest: what students think of peer assessing professionalism
Jayne Garner* (University of Liverpool, CETL, Liverpool, United Kingdom)

1445-1500 3B/SC2 Evaluation of a new data collection process for assessment can be used to review student professionalism
Max Field*, Nana Sartania, Andy Jenkins, Susan Fyfe and Barry Clark (Wolfson Medical School Building, University of Glasgow, United Kingdom)

1500-1515 3B/SC3 Instilling professionalism – interns’ perceptions on formal ethics curriculum for undergraduate students
K Meer Mustafa Hussain*, A Nalini (The Tamilnadu Dr. MGR Medical University, Chennai, India)

1515-1530 3B/SC4 An evaluation of a piloted intervention on the Emotional Intelligence (EI) and psychological well being of 3rd year undergraduate medical students
Peter Leadbetter*, Helen O’Sullivan (University of Liverpool, Centre for Excellence in Developing Professionalism (CETL), Liverpool, United Kingdom)

1530-1545 3B/SC5 Service user and carer involvement in Personal and Professional Development: does it help students?
Shelley Fielden*, Christopher Carney, Sue Kilminster, Aduke Onafowokan (University of Leeds, Medical Education Unit, Leeds, United Kingdom)

1545-1600 Discussion

1430-1600 3C SHORT COMMUNICATIONS
Implementing e-learning
Chairperson: Susan Albright (US)
Location: Panorama Hall

1430-1445 3C/SC1 Encouraging students to take the “e-nitiative”
Nick Short*, RVC Students (Royal Veterinary College, London, United Kingdom)

1445-1500 3C/SC2 Is an open source VLE best suited for enhancing the student experience?
Trupti Bakrania*, Arnold Somasunderam, Terry Poulton (St George’s University of London, e-Learning Unit, Centre for Medical and Healthcare Education, London, United Kingdom)
1500-1515  
**3C/SC3**  AIRDIP – making quality assured learning and teaching resources more readily available  
Suzanne Hardy*, John Moss, Phil Cross (Intute) (Higher Education Academy Subject Centre for Medicine, Dentistry and Veterinary Medicine, Newcastle University, United Kingdom)

1515-1530  
**3C/SC4**  PASTEL: a novel method to judge the quality of medical E-learning material  
Project Members of the University Medical Centers of Groningen, Nijmegen and Leiden, the Netherlands (Presenter: J Goris) (University Medical Center of Groningen, Netherlands)

1530-1545  
**3C/SC5**  Effective on-line teaching  
Tim McMahon*, Hemal Thakore (University of Limerick, Graduate Medical School, Limerick, Ireland)

1545-1600  
**3C/SC6**  Digital content in the academic medicine environment – exemplars from both sides of the pond  
Chara Balasubramaniam1, Gabrielle Campbell***, Angela Miller**+, Ahrash Bissel†, Rachel Ellaway1, Terry Poulton1 (1St George's University of London, 2Association of American Medical Colleges, 3Northern Ontario School of Medicine, and 4Creative Commons Learn, e-Learning Unit, Centre for Medical and Healthcare Education, St George’s, University of London, London, United Kingdom)

No Discussion

1430-1600  
**3D**  SHORT COMMUNICATIONS  
Assessment of clinical competence  
Chairperson: Jeanie Kanashiro (Canada)  
Location: Meeting Hall IV

1430-1445  
**3D/SC1**  Adapting and implementing PACES as a tool for undergraduate assessment  
N Low-Beer, M Lupton, J Warner, M Blair, A Almaraz Serrano, P Booton, J Higham* (Imperial College School of Medicine, Chelsea and Westminster Hospital, London, United Kingdom)

1445-1500  
**3D/SC2**  Resuscitation skills – A little bit of knowledge goes a long way – Comparing the results of an OSCE versus an OSCA resuscitation question  
Val McDowall*, Lisa Anderson, Gordon Drummond, Rory Mayes, Janet Skinner (University of Edinburgh, Clinical Skills Centre, Edinburgh, United Kingdom)

1500-1515  
**3D/SC3**  Construct validity of three clinical performance assessments  
Ming Lee*, LuAnn Wilkerson, Paul F Wimmers, Cha-Chi Fung (David Geffen School of Medicine at UCLA, Los Angeles, United States)

1515-1530  
**3D/SC4**  Modification of an OSCE station (communication skills) moves student learning from theory to practice  
Michael Schmids* (Medizinische Universität Wien, Vienna, Austria)

1530-1545  
**3D/SC5**  Transferable skills: not a mythical beast  
Karen Mattick*, Ian Dennis, Paul Bradley, John Bligh (Peninsula College of Medicine and Dentistry, Exeter, United Kingdom)

1545-1600  
R Kneebone*, D Nestel, C Nolan, K Akhtar (Imperial College London, St Mary's Hospital, London, United Kingdom)

No Discussion

1430-1600  
**3E**  SHORT COMMUNICATIONS  
Reforming a curriculum  
Chairperson: to be announced  
Location: Club H

1430-1445  
**3E/SC1**  Power, glory and diseases of the medical curriculum  
Matthew C E Gwee*, Dujeepa Samarasekera (National University of Singapore, Yong Loo Lin School of Medicine, Medical Education Unit & Department of Pharmacology, Singapore)
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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>1445-1500</td>
<td>3E/SC2</td>
<td>New curriculum at China Medical University: a pilot study</td>
<td>Zhao Qun, Sun Bazhi*, Zhao Yuhong, Yu Xiaosong (China Medical University, Research Center For Medical Education, ShenYang, People's Republic of China)</td>
</tr>
<tr>
<td>1500-1515</td>
<td>3E/SC3</td>
<td>The determinants of students’ engagement and persistence: the case of a PBL competency-oriented curriculum in medicine</td>
<td>Denis Béard*, Daniel J Cote, Christelle Lison, Nathalie Lefebvre, Noel Boutin, Daniel Dalle (University of Sherbrooke, Québec, Canada)</td>
</tr>
<tr>
<td>1515-1530</td>
<td>3E/SC4</td>
<td>Fostering innovation in medical education: Mayo Clinic Arizona experience</td>
<td>Joseph Sirven*, Sheila Collins (Mayo Clinic, Phoenix, Arizona, United States)</td>
</tr>
<tr>
<td>1530-1545</td>
<td>3E/SC5</td>
<td>Curriculum change and the power of students and examination</td>
<td>M Ian Bowmer* (Medical Council of Canada, Ottawa, Canada)</td>
</tr>
<tr>
<td>1545-1600</td>
<td>3E/SC6</td>
<td>The effect of curriculum change in Ankara University School of Medicine on fifth year students’ empathy scores</td>
<td>Ipek Gonullu*, Fulya Dokmeci* (Ankara University, School of Medicine, Ankara Universitesi Tip Fakultesi, Cebeci Hastanesi, Ogrenci Beceri, Uygulama ve Iletisim Laboratuari, Dikimevi, Ankara, Turkey)</td>
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<tr>
<td>1430-1600</td>
<td>3F</td>
<td>SHORT COMMUNICATIONS</td>
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<tr>
<td>1430-1445</td>
<td>3F/SC1</td>
<td>Rater training to support multisource feedback in graduate medical education</td>
<td>Peter J Katsufrakis*, Richard E Hawkins (National Board of Medical Examiners, Philadelphia, United States)</td>
</tr>
<tr>
<td>1445-1500</td>
<td>3F/SC2</td>
<td>Development of a guideline for the use of a CanMEDS-based, computer supported multi-source feedback procedure in postgraduate medical education</td>
<td>M A Horsman*, O Th.J. ten Cate (Center for Research and Development of Education, University Medical Center Utrecht, The Netherlands)</td>
</tr>
<tr>
<td>1500-1515</td>
<td>3F/SC3</td>
<td>Supporting the poor prescriber through a 360 degree diagnostic questionnaire</td>
<td>E A Hesketh*, F Anderson (NHS Education for Scotland, East Deanery, Ninewells Hospital &amp; Medical School, Dundee, United Kingdom)</td>
</tr>
<tr>
<td>1515-1530</td>
<td>3F/SC4</td>
<td>The Learning by Teaching Project – opportunity for multisource feedback</td>
<td>T Jirasevijinda*, A Fornari (Weill Cornell Medical College, New York, United States)</td>
</tr>
<tr>
<td>1530-1545</td>
<td>3F/SC5</td>
<td>Candidate appeals against the results in the MRCPCH, a high stakes postgraduate examination, are increasing</td>
<td>S J Newell**, L Lee, D Crane, L Davis (Royal College of Paediatrics and Child Health, London, United Kingdom)</td>
</tr>
<tr>
<td>1545-1600</td>
<td>3F/SC6</td>
<td>Insight: self-awareness and improved clinical performance</td>
<td>Denis O’Leary*, Megan Joffe, Caroline Brown, Pauline McAvoy (NCAS, London, United Kingdom)</td>
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<tr>
<td>1430-1600</td>
<td>3G</td>
<td>SHORT COMMUNICATIONS</td>
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<tr>
<td>1430-1445</td>
<td>3G/SC1</td>
<td>Teaching EBM skills at undergraduate level in a Pakistani Medical School</td>
<td>Mobeen Iqbal* (Shifa College of Medicine, Islamabad, Pakistan)</td>
</tr>
</tbody>
</table>
**3G/SC2**  
*Bringing Evidence-Based Medicine to the bedside*  
Kevin Galbraith* (The University of Southampton, Division of Medical Education, School of Medicine, Southampton, United Kingdom)

**3G/SC3**  
*Teaching Evidence-Based Medicine at the Faculty of Medicine, Chulalongkorn University*  
T Atikankul, I Spanuchart*, W Kuwricht, S Suwanwalaikorn, D Wangsaturaka (The Faculty of Medicine, Chulalongkorn University, Patumwan, Bangkok, Thailand)

**3G/SC4**  
*Generic Research Skills for Medicine – a vertical curriculum strand*  
Jim Aiton*, Susie Whiten, Julie Struthers (University of St Andrews, School of Medicine, St Andrews, United Kingdom)

**3G/SC5**  
*Teaching research skills to clinicians: have we got it right?*  
Sunny C D Collings* (Research and Postgraduate Office, University of Otago, Wellington, New Zealand)

**3G/SC6**  
*Educational experiences of undergraduate research students and the relation with student outcomes*  
A D C Jaarsma*, E M Schuurmans, D H J M Dolmans, A M M Muijtjens, P van Beuken, A J J A Scherpier (Faculty of Veterinary Medicine, Utrecht, Netherlands)

No Discussion

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**3H**  
**SHORT COMMUNICATIONS**

**Approaches to staff development**  
Chairperson: Niall Byrne (Canada)  
Location: Club A

**3H/SC1**  
*A closer look at effective faculty development in medical education*  
M J Leiveld*, J van Tartwijk, J Bolk, N Verloop (ICLON, Higher Education, Leiden, Netherlands)

**3H/SC2**  
*Web-based seminars for faculty development of medical educators*  
Veronica E Michaelsen, Jack W Strandhoy* (Wake Forest University School of Medicine, Winston-Salem, United States)

**3H/SC3**  
*Peer learning in faculty development*  
PBSG Collaborative Education Series Working Group (Presenter: Heather Armson, Allyn Walsh) (University of Calgary/McMaster University, UCMC Sunridge, Calgary, Alberta, Canada)

**3H/SC4**  
*Faculty-development activity to promote clinical instructors’ efficient communication with students*  
Netta Notzer*, Ruth Abramovitz (Sackler Faculty of Medicine, Tel Aviv University, Ramat Aviv, Tel Aviv, Israel)

**3H/SC5**  
*Trainee teachers’ self reflection on their teacher role*  
F M Bos*, A W Sillius, W M Molenaar (University Medical Centre Groningen, Netherlands)

**3H/SC6**  
*The impact of training and reflective practice on medical education*  
S R Greenwood*, P A Thorpe, S Atkinson (University of Bristol, TLHP Office, Centre for Medical Education, Bristol, United Kingdom)

No Discussion

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**3I**  
**SHORT COMMUNICATIONS**

**Approaches to clinical teaching**  
Chairperson: Ann Jobe (US)  
Discussant: Chris Stephens (UK)  
Location: Terrace 2

**3I/SC1**  
*Introducing gynaecology teaching associates to the UK: pilot study*  
K Barry*, J V Parle*, D Morley, S Irani (University of Birmingham Medical School, Edgbaston, Birmingham, United Kingdom)
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<th>Presenters</th>
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<tr>
<td>1445-1500</td>
<td>3I/SC2</td>
<td>Involvement of healthy people in teaching intimate examination to medical students</td>
<td>Vikram Jha*, Naomi Quinton, Jane Dent, Zeryab Setna, Janice Rymer (University of Leeds, Medical Education Unit, Leeds, United Kingdom)</td>
</tr>
<tr>
<td>1515-1530</td>
<td>3I/SC4</td>
<td>Teaching physical examination with clinical reasoning: a trial of hypothesis-driven approach</td>
<td>Hiroshi Nishigori*, Kozo Masuda, Makoto Kikukawa, Atsushi Kawashima, Junji Otaki, Rachel Yudkowsky, Georges Bordage (International Research Center for Medical Education, Tokyo University, Tokyo, Japan)</td>
</tr>
<tr>
<td>1530-1545</td>
<td>3I/SC5</td>
<td>Integrating objective motion sensor data with video in the characterization of manual skill in open suturing</td>
<td>Stanley John Hamstra*, R Brent Gillespie, Jun Xiao, Noel C Perkins, Thomas J Armstrong, Steven J Kasten, Rebecca M Minter (University of Michigan Medical School, Ann Arbor, Michigan, United States)</td>
</tr>
</tbody>
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1545-1600  Discussion

1430-1600  3J SHORT COMMUNICATIONS

PBL: what works
Chairperson: Brian Bailey (UK)
Discussant: to be announced
Location: Club E

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<th>Presenters</th>
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<tr>
<td>1430-1445</td>
<td>3J/SC1</td>
<td>On becoming a highly efficient tutor: conclusion from three year research</td>
<td>Gin-Hong Lee*, Yu-Hua Lin, Chao-Shunie Lin, Kuo-Eng Chow (Department of Clinical Psychology College of Medicine FU JEN Catholic University, Taipei County, Hsinchuang, Taiwan)</td>
</tr>
<tr>
<td>1445-1500</td>
<td>3J/SC2</td>
<td>PBL graduates assess their undergraduate medical education 6 years after graduation through interviews</td>
<td>Simon Watmough*, David Taylor, Helen O’Sullivan (University of Liverpool, School of Medical Education, Liverpool, United Kingdom)</td>
</tr>
<tr>
<td>1500-1515</td>
<td>3J/SC3</td>
<td>The reliability and validity of the attitude scale towards problem based learning</td>
<td>S Turan*, Ö Demirel (Hacettepe University Faculty of Medicine, Hacettepe University Faculty of Medicine, Department of Medical Education and Informatics, Sihhiye, Ankara, Turkey)</td>
</tr>
<tr>
<td>1515-1530</td>
<td>3J/SC4</td>
<td>Students’ basic science perception in a conventional and a problem-based curriculum</td>
<td>F Koens*, C P M Van der Vleuten (VU University Medical Center, Department of Medical Education, Amsterdam, Netherlands)</td>
</tr>
<tr>
<td>1530-1545</td>
<td>3J/SC5</td>
<td>Relationship between teachers’ teaching approaches and students’ learning approaches in a PBL environment</td>
<td>Diana Dolmans*, Paul Ginn and Ineke Wolfhagen (University of Maastricht, Department of Educational Development and Research, Maastricht, Netherlands)</td>
</tr>
</tbody>
</table>

1545-1600  Discussion

1430-1600  3K RESEARCH IN MEDICAL EDUCATION PAPERS

Teaching and learning
Chairperson: William McGaghie (US)
Location: Meeting Hall V

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<tr>
<td>1430-1450</td>
<td>3K/RP1</td>
<td>Integrated Procedural Performance Instrument (IPPI) as a teaching tool: a randomized controlled trial</td>
<td>Carol-anne Moulton*, Roger Kneebone, Diana Tabak, Debra Nestel, Helen MacRae, Vicki LeBlanc (The Wilson Centre, University of Toronto, Ontario, Canada)</td>
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<td>Time</td>
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<td>1450-1510</td>
<td>3K/RP2</td>
<td>A testing effect demonstrated on skills learning</td>
<td>C B Kromann*, M L Jensen, C Ringsted (Centre for Clinical Education, Rigshospitalet, Copenhagen University Hospital, Rigshospitalet, København Ø, Denmark)</td>
</tr>
<tr>
<td>1510-1530</td>
<td>3K/RP3</td>
<td>How do doctors learn responsibility? Understanding transitions in doctors’ work</td>
<td>Sue Kilminster*, Naomi Quinton, Trudie Roberts, Miriam Zukas (University of Leeds, Medical Education Unit and Lifelong Learning Institute, Leeds, United Kingdom)</td>
</tr>
<tr>
<td>1530-1550</td>
<td>3K/RP4</td>
<td>‘A stronger and clearer perception of self’. Women’s experience of being professional patients in teaching the pelvic examination: a qualitative study</td>
<td>K Siwe*, B Wijma, C Bertero (Division of Gender and Medicine, Department of Clinical and Experimental Medicine, Faculty of Health Sciences, Linköping University, Linköping, Sweden)</td>
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<tr>
<td>1550-1600</td>
<td>Discussion</td>
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<tr>
<td>1430-1600</td>
<td>3L</td>
<td>SHORT COMMUNICATIONS</td>
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<tr>
<td>1430-1445</td>
<td>3L/SC1</td>
<td>Male and female students and graduate perceptions and experiences of the practice of Medicine: Preliminary findings from the United Arab Emirates and South Africa</td>
<td>Michelle McLean*, Susan B Higgins-Opitz, Jacqueline van Wyk, Kogie Moodley, Soornarain S Naidoo (UAEU, FMHS, Medical Education, Al Ain, United Arab Emirates)</td>
</tr>
<tr>
<td>1445-1500</td>
<td>3L/SC2</td>
<td>Emotional Intelligence in medical students; does it correlate with selection measures?</td>
<td>Sandra Carr* (University of Western Australia, Crawley, Perth, Australia)</td>
</tr>
<tr>
<td>1500-1515</td>
<td>3L/SC3</td>
<td>The role of the medical student and its effect on students’ patient-centredness</td>
<td>Rosie Illingworth*, Linda Gask and Anne Rogers (Manchester Medical School, Rusholme Academic Unit, Manchester, United Kingdom)</td>
</tr>
<tr>
<td>1515-1530</td>
<td>3L/SC4</td>
<td>Reflective learning and the Net Generation</td>
<td>John Sandars*, Matt Homer (The University of Leeds, Medical Education Unit, Leeds, United Kingdom)</td>
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<tr>
<td>1530-1545</td>
<td>3L/SC5</td>
<td>Motivations to start medical school and their relations to approaches to learning</td>
<td>Jacqueline I Wilson* (The University of the West Indies, Centre for Medical Sciences Education, Faculty of Medical Sciences, St Augustine, Trinidad and Tobago)</td>
</tr>
<tr>
<td>1545-1600</td>
<td>3L/SC6</td>
<td>Teamwork and collaboration in the undergraduate medical curriculum</td>
<td>Vincent H Dolfing*, Rahana Parbhudayal, Minke Hartman, Paul de Roos (European Medical Students’ Association, c/o CPME Standing Committee of European Doctors, Brussels, Netherlands)</td>
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<tr>
<td>1430-1600</td>
<td>3M</td>
<td>LARGE GROUP SESSION</td>
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<td>CPD and professionalism as critical challenges in international medical education and health care (Organised by Ibero-American Group)</td>
<td>Pablo Pulido (FEPAFEM-PAFAMS, Venezuela) (Chair), Margarita Barón Maldonado (Universidad de Alcalá de Henares, Spain); Honorio Silva (Project Globe Consortium for CPD, USA); Thomas Thomson (Project Globe Consortium for CPD, USA)</td>
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<td>Location: Club C</td>
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</table>
1430-1600  3N  SHORT COMMUNICATIONS
   What is a good teacher?
   Chairperson: Niv Patil (Hong Kong)
   Location: Meeting Room 3.1

1430-1445  3N/SC1  Measuring the quality of the clinical teacher: what do we look for?
   C R M G Fluit*, S Bolhuis, M Wensing (University Medical Centre Nijmegen, Netherlands)

1445-1500  3N/SC2  Residents’ perspectives on effective teaching: lessons from focus group
discussions and qualitative data analysis
   John B Kisiel, John B Bundrick, Thomas J Beckman** (Mayo Clinic, Rochester, Minnesota, United States)

1500-1515  3N/SC3  Social skills of medical teachers: do we need to take them into account?
   S Kukolja-Taradi*, M Vrcic-Keglevic, M Taradi, D Anticevic, M Lovric-Bencic (Department of Physiology, Medical
School, University of Zagreb, Croatian Association of Medical Education, Zagreb, Croatia)

1515-1530  3N/SC4  Interpreting written feedback: are you as good as you think you are?
   Meridith B Marks, Mona Jabbour, Timothy J Wood* (University of Ottawa, Ottawa, Canada)

1530-1545  3N/SC5  Effective teaching criteria as viewed by University of Medical Sciences
lecturers and students
   F Asgari*, H Mahjoob Moadab (Guilan University of Medical Sciences, Rasht, Iran)

1545-1600  3N/SC6  Attributes of an effective clinical teacher: a survey on students’
   Firdous Jahan*, Shazia Sadaf*, Saira Kalia, Abdullah Khan, Hasan Bin Hamza (Aga Khan University Hospital,
   Karachi, Pakistan)

   No Discussion

1430-1600  3O  WORKSHOP
   Assessing the CanMEDS Physician Competencies: a CanMEDS
   introductory workshop
   Jason R Frank (Royal College of Physicians and Surgeons of Canada, Ottawa, Canada)
   Location: Dressing Room 220

1430-1600  3P  WORKSHOP
   Debriefing essentials
   Walter Eppich*, Peter Dieckmann*, Marcus Rall** (Northwestern University Feinberg School of Medicine,
   Children’s Memorial Hospital, Division of Pediatric Emergency Medicine, Chicago, United States)
   Location: Meeting Room 1.1

1430-1600  3Q  WORKSHOP
   Validity theory for assessment in medical education
   Melissa J Margolis*, Brian E Clauser* (National Board of Medical Examiners, Philadelphia, United States)
   Location: Meeting Room 2.1

1430-1600  3R  WORKSHOP
   “That was unprofessional!” Strategies for giving effective feedback
   Reena Karani, Karen Mann, Emily Chai, Audrey Chun, David Thomas, Nisha Rughwani, Sara Bradley, Rainier
   Soriano, Helen Fernandez (Mount Sinai School of Medicine, New York, United States)
   Location: Meeting Room 2.2
<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Title</th>
<th>Speakers</th>
<th>Location</th>
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</thead>
</table>
| 1430-1600 | S       | **WORKSHOP**                                                          | A practical guide to scholarship as a medical educator: a workshop for and by the Young Medical Educators Group  
Soeren Huwendiek* (Children's Hospital Heidelberg, Department of General Pediatrics, Heidelberg, Germany);  
Stewart Mennin*, Regina Petroni Mennin*, Monica van de Ridder* | Dressing Room 221                                                                 |
| 1430-1600 | T       | **WORKSHOP**                                                          | Medical education databases  
M Brownell Anderson**, John J Norcini** (Association of American Medical Colleges, Washington DC, United States; FAIMER, Philadelphia, United States) | Dressing Room 222 |
| 1430-1600 | U       | **WORKSHOP**                                                          | Exploring conflict resolution in medical education  
Elza Mylona (Stony Brook School of Medicine, USA), Norma Saks (Robert Wood Johnson Medical School, USA),  
Simon Gregory (Centre for Postgraduate Medical Education — South East Midlands Healthcare Workforce Deanery, Leicester UK) | Meeting Room 2.3 |
| 1430-1600 | V       | **WORKSHOP**                                                          | Building multimodal case scenarios for various settings and learning formats  
Cristian Stefan*, Anca M Stefan* (Touro University College of Medicine, New Jersey, USA), Harumi Gomi-Yano* (Jichi Medical University, Tochigi, Japan) | Meeting Room 3.2 |
| 1430-1600 | W       | **POSTERS**                                                           | The medical student / Career choice  
Chairperson: to be announced | South Hall |
<p>| 1430-1600 | W/P1    | Differences in motivation between Millennials and Generation Xers     | Nicole J Borges*, R Stephen Manuel, Carol L Elam, Bonnie J Jones (Wright State University Boonshoft School of Medicine, Dayton, United States) |          |
| 1430-1600 | W/P2    | The Hannover Screening of Students’ Motivation for Studying Medicine (HSM) | Volkhard Fischer*, Nina Seibicke, Volker Paulmann (Hannover Medical School (MHH), Hannover, Germany) |          |
| 1430-1600 | W/P3    | Medical education support in extracurricular activities              | Ronnaphob Uaphanthasath* (Department of Family Medicine, Faculty of Medicine, Chiang Mai University, Chiang Mai, Thailand) |          |
| 1430-1600 | W/P4    | What drives medical students for extra-curricular activities?        | C M Peres*, M L V Rodrigues, A D C Passos, M F A Colares, A S Andrade, M Castro, L E Troncon* (University of São Paulo, Faculty of Medicine of Ribeirão Preto, Ribeirão Preto, Brazil) |          |
| 1430-1600 | W/P5    | Workload, learning and leisure activities of first semester medical students in regular and reformed curricula in Bochum and Berlin | Antonia Pelz*, Jörg Pelz, Manfred Gross, Thorsten Schäfer (Ruhr-Universität Bochum, Faculty of Medicine, Bochum, Germany) |          |
| 1430-1600 | W/P6    | Does gender affect medical students’ approach to learning?          | E Nemr*, E R Eid, S Hiais, S Abou-Jaoude, F Haddad, W Abou-Hamad (Saint-Joseph University Medical School, Ashrafieh, Beirut, Lebanon) |          |</p>
<table>
<thead>
<tr>
<th>Session</th>
<th>Title</th>
<th>Authors</th>
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<tbody>
<tr>
<td>3W/P7</td>
<td>Homophobia and heterosexism in medical education: a qualitative study of undergraduate students, residents and faculty</td>
<td>B Frank*, S Razack* (Dalhousie University, Division of Medical Education, Clinical Research Centre (CRC), Halifax, Canada)</td>
</tr>
<tr>
<td>3W/P8</td>
<td>An example for the formation of “voluntary professionalism” concept among medical students; social institution visits</td>
<td>F Aksu*, E Babar*, Y lıyı*, G Şeydaoğlu*, E Karaba*, H Kurdak*, Y Taşova*, F Doran* (Çukurova University Medical Faculty, Medical Education, Public Health and Family Medicine Departments, Social Services and Child Protection Institution, Turkey)</td>
</tr>
<tr>
<td>3W/P9</td>
<td>Choosing a career – what is important to medical students and newly qualified doctors?</td>
<td>Lorna Tapper-Jones, Hayley Prout*, Helen Houston, Helen Sweetland, John Alcolado, Melanie Jones, Lucy Satherley, Andrew Grant, Alison Fiander, Carole Loveridge (Cardiff University, Department of Primary Care and Public Health, Centre for Health Sciences Research, School of Medicine, Cardiff, United Kingdom)</td>
</tr>
<tr>
<td>3W/P10</td>
<td>The impact of clerkship experiences have no influence on the perceived attractiveness of the medical profession</td>
<td>M B M Soethout*, Thu ten Cate, G van der Wal (VU University Medical Center, Department of Public and Occupational Health, Amsterdam, Netherlands)</td>
</tr>
<tr>
<td>3W/P11</td>
<td>Career counselling workshops: a supplement to individual career advice</td>
<td>A P J Thomson*, S Price (Mid-Cheshire Hospitals NHS Trust, Leighton Hospital, Crewe, United Kingdom)</td>
</tr>
<tr>
<td>3W/P12</td>
<td>Retention of locally-trained medical graduates in Saskatchewan, Canada</td>
<td>Maureen Seguin*, Jody Glacken, Maria Mathews, Robert Card (The University of Saskatchewan College of Medicine, Royal University Hospital, Saskatoon, Canada)</td>
</tr>
<tr>
<td>3W/P13</td>
<td>Attitudes of Bristol medical students towards psychiatry: what is the impact of undergraduate psychiatric education?</td>
<td>Claire Archdall*, Tanya Atapattu*, Glyn Lewis, Liz Anderson, Chris Fear (Academic Unit of Psychiatry, University of Bristol, United Kingdom)</td>
</tr>
<tr>
<td>3W/P14</td>
<td>Career planning for medical students</td>
<td>Sang-Hyun Kim*, Wootaek Jeon, Eunbae Yang (Yonsei University College of Medicine, Seodaemun-gu, Seoul, Republic of South Korea)</td>
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<tr>
<td>3W/P15</td>
<td>Factors influencing career choices of medical students at Chulalongkorn University</td>
<td>S Haetanurak*, V Vajanopath, D Wangsaturak (The Faculty of Medicine, Chulalongkorn University, Patumwan, Bangkok, Thailand)</td>
</tr>
<tr>
<td>3W/P16</td>
<td>Career choices in a Brazilian University Hospital Residence Programme, 1996-2006</td>
<td>Carlos Gilberto Carlotti Junior*, Maria de Lourdes Veronese Rodrigues, Rui Celso Mamede, Jose Fernando Figueiredo, Marli Mamede, Luiz de Souza (Ribeirão Preto Medical School, University of São Paulo, Hospital da Clínicas da FMRP USP, Ribeirão Preto, Brazil)</td>
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<tr>
<td>3W/P17</td>
<td>Non-cognitive factors and preference for a group practice in the future among first year Mexican medical students</td>
<td>Adelina Alcorta-Garza*, Juan F González-G, Ana Maria Salinas, Francisco Rodríguez Lara, Silvia E Tavitas H, Santos Guzmán, Donato Saldivar R (Centro de Investigación en Educación Médica y Atención a la Salud (CIEMAS), Psychiatry Department, “José E. González” University Hospital, Autonomous University of Nuevo León (UANL), Monterrey, NL, Mexico)</td>
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<tr>
<td>3W/P18</td>
<td>Do medical students and junior doctors value Careers Fairs?</td>
<td>Helen M Goodyear*, Michele Gadsby, David Wall (West Midlands Workforce Deanery, Birmingham, United Kingdom)</td>
</tr>
<tr>
<td>3W/P19</td>
<td>Alternative careers: motives for career shifts towards trade and industry and implications for medical curricula</td>
<td>D de Roij*, S T T Hubers, P van Beekelen (Faculty of Veterinary Medicine, Utrecht, Netherlands)</td>
</tr>
</tbody>
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POSTERS
Approaches to learning / Peer assisted learning
Chairperson: Susan Pasquale (US)
Location: South Hall

3X/P1 Learning style categorized in Saraburi medical students
Chaturaporn Nientum*, Chitpongse Sujijapongse (Medical Education Center, Saraburi Hospital, Pakpure, Muang District, Saraburi, Thailand)

3X/P2 Factors affecting medical students’ emotional experience
Emma Pearson*, Chris Bundy, Nick Lown, Tim Dornan* (University of Manchester Medical School, Hope Hospital, Salford, Manchester, United Kingdom)

3X/P3 What’s new with Guglielmino’s Self-Directed Learning Readiness Scale (SDLRS)?
M F Atacanli*, F Ozyurda (Ankara University, School of Medicine, Medical Education and Informatics Department, Tip Fak, Cebeci Hastanesi, Tip Egitimi ve Bilisimi ad Cebeci, Ankara, Turkey)

3X/P4 Changes in learning styles of medical students: a 7-year longitudinal study
M Bitran*, D Zuhiga, N Pedrals, R Oliva, O Padilla, B Mena (Pontificia Universidad Catolica de Chile, Santiago, Chile)

3X/P5 The journey through SDL – the students’ view: a qualitative study
A Khaimook*, R Arora (CPRRD, Ministry of Public Health, Hatyai Hospital, Hatyai, Songkhla, Thailand)

3X/P6 Learning approaches of medical students in Taiwan
K I Tsou1,2*, S L Cho1, Daniel M Y Sze1, RJ Chang1, M S Hsieh1, HC Wu5, CH Lin5 ('College of Medicine, Fu Jen Catholic University, Taipei, Taiwan; 2Department of Pediatrics, Cardinal Tien Hospital, Hsin Tieng City, Taipei County, Taiwan)

3X/P7 Preferred learning strategies of medical students with different hemisphericity and their academic achievement
Mehmet Ali Gülpinar*, Münire Erden (Marmara University School of Medicine, Dept. of Medical Education Tibbiye, C. Haydarpasa, Istanbul, Turkey)

3X/P8 Learning styles of first year medical and dental students at Riphah International University, Pakistan
Rahila Yasmeen*, Umar Ali Khan, Ayesha Rauf, Aafaq Ahmad (Riphah International University, Al-Mizan-IIMC-T Medical Complex, Riphah Academy of Research and Education, Rawalpindi, Pakistan)

3X/P9 Constructive experience: a theoretical synthesis
Reg Dennick* (University of Nottingham, Medical Education Unit, Medical School, Nottingham, United Kingdom)

3X/P10 Student as an assessor: does it work?
Panuwong Sansomranjai* (Chonburi Medical Education Center, A.Muang, Chonburi, Thailand)

3X/P11 Intraosseous canulation: a comparison between peer-assisted and conventional teaching for 6th year medical students
Wasana Hongkan*, Chodchanok Vijarnsorn1, Pornita Piboonthanasar1 (Chonburi Medical Education Center, Chonburi Hospital, Chonburi, ‘Prapokklao Medical Education Center, Chantaburi, Thailand)

3X/P12 Reliability of peer assessment of teamwork in evidence-based medicine course: a study at the Faculty of Medicine, Chulalongkorn University
D Wangsaturaka, W Kulwichit (The Faculty of Medicine, Chulalongkorn University, Patumwan, Bangkok, Thailand)

3X/P13 Peer group teaching – who benefits?
A Ca*, M Al-Bakir, B Harden, B V Prathibha (William Harvey Hospital, Willesborough, Ashford, United Kingdom)

3X/P14 Peer assessment: how does it work using learning groups during clinical clerkship?
A M B Zeferino*, R C L Domingues, E Amaral (State University of Campinas, Rua Tессalia Vieira de Camargo, Campinas, Brazil)
3X/P15 Peer-assisted versus faculty staff-led skills lab training: a randomized controlled trial
Peter Weyrich, Nora Celebi, Markus Schrauth, Martin Heni, Jana Jünger, Andreas Möltner, Reimer Riessen, Maria Lammerding-Köppel, Christoph Nikendel* (University of Tuebingen, Department of Internal Medicine IV, Tuebingen, Germany)

3X/P16 Student grand round
Beth Woolley,* Rachel Isba*, W Stephen Costigan, Richard Taylor, David Gore, Ged Byrne, Paul O’Neill (University of Manchester, University Hospital of South Manchester, United Kingdom)

3X/P17 A randomised controlled trial of the effectiveness of near-peer teaching
Anshuman Sengupta*, Jeremy Rodrigues, Alana Mitchell, Kirsten Borthwick, Gareth Jarvis, Michael Quail, Lisa Anderson, Clare Kane, Christopher Kane, Mike Ford, Simon Maxwell (Royal Infirmary of Edinburgh, United Kingdom)

3X/P18 “Learning to Teach”: the impact of a tutor training symposium on near-peer teaching in Edinburgh
Jeremy Rodrigues*, Anshuman Sengupta, Simon Maxwell, Christopher Kane, Clare Kane, Michael Ross, Helen Cameron, Mike Ford (University of Edinburgh, Royal Infirmary of Edinburgh, United Kingdom)

3X/P19 Mindfulness meditation and EQ test in medical students: a pilot study
Woramon Jeamsripong* (Buddhachinaraj Hospital, Ampur Maung, Pitsanulok, Thailand)

3Y POSTERS
Evaluating the curriculum / Measuring the education environment
Chairperson: Janke Cohen-Schotanus (Netherlands)
Location: South Hall

3Y/P1 ‘What I want to gain from medical school’ – exploring the mind of clinical year students regarding their curriculum.
J Tang*, T McLeod, A G Perks (Nottingham University Hospitals, Nottingham, United Kingdom)

3Y/P2 Doctors’ participation in quality assurance at Saraburi Medical Education Center, Thailand
Panida Mukdeeprrom*, Wanpen Buathong (Saraburi Regional Hospital, Pakpreaw, Muang District, Saraburi, Thailand)

3Y/P3 An assessment programme for the new curriculum in the College of Medicine & Health Sciences, Sultan Qaboos University
Nadia Al Wardy* (Sultan Qaboos University, College of Medicine & Health Sciences, Al Khod, Oman)

3Y/P4 Comparison between student and faculty perspectives on course evaluation by medical students
Su-Jin Chae*, Ki-Young Lim (Office of Medical Education, Ajou University School of Medicine, Suwon, Republic of South Korea)

3Y/P5 Didactic and structural quality of the final year in medical training: results of a student evaluation
Marzellus Hofmann*, C Scheffer, M Heers (University of Witten/Herdecke, Witten, Germany)

3Y/P6 Present state and further development of Croatian medical education: the teachers’ opinion?
N Cikes*, A Smaljcelj, Z Bradamante, N Golubić (University of Zagreb Medical School, Croatian Association for Medical Education, Zagreb, Croatia)

3Y/P7 Curriculum evaluation based on feedback from recent graduates and their employers at the University of Montréal: a useful tool for adapting veterinary curricula to the needs of the profession
Michèle Doucet*, André Vrins (Faculté de médecine vétérinaire, Université de Montréal, Saint-Hyacinthe (Québec), Canada)

3Y/P8 Student ratings, undergraduate clinical attachments and the accountability of medical schools
M J Costa, N Sousa* (Life and Health Sciences Research Institute (ICVS), School of Health Sciences, University of Minho, Braga, Portugal)
3Y/P9  The Medical Instructional Questionnaire used in the quality of South African medical education
M I W van Huyssteen, J J Blitz (David Cameron to present) (University of Pretoria, South Africa)

3Y/P10  Do students rate all subjects equally? Ioannina University medical students say No! Implications on teaching and learning
Maria Ntalouka, George Souretis, Pantelis Stavrinou, Athina Stratou, Xanthippe Tseretopoulou, Ioannis Dimoliatis* (Ioannina University Medical School, Dept of Hygiene & Epidemiology, Ioannina, Greece)

3Y/P11  Internal evaluation of surgical group, Jahrom Medical School
Sedigheh Najafipour*, Abdolali Sapidkar, Mitra Amini, Hossein Mehdi, Innallow Reza, Yosefi Ali, Hassanpour Abbass (Jahrom Medical School, EDC, Jahrom, Fars, Iran)

3Y/P12  A programme evaluation system – reaching the lost tribes and closing the loops
K Wylde*, A Cumming, Helen S Cameron (University of Edinburgh College of Medicine and Veterinary Medicine, Edinburgh, United Kingdom)

3Y/P13  Strong and weak points in the general medicine course education at the First Faculty of Medicine in Prague: students’ view
Š Sulek*, M Hilšer (First Faculty of Medicine, Charles University in Prague, Czech Republic)

3Y/P14  Development of a generic evaluation inventory for a new curriculum with increased self-directed learning
Vicki H M Dale*, Stan D Head, Stephen A May (Royal Veterinary College, North Mymms, Hertfordshire, United Kingdom)

3Y/P15  Validation of the PHEEM questionnaire for use during full-time rotational clerkships by 7th year French-speaking Belgian medical students
C de Burbure*, V Dory, V Godin, J Degryse, D Vanpee (Université catholique de Louvain UCL, Brussels, Belgium)

3Y/P16  Postgraduate Hospital Educational Environment Measure (PHEEM) results of medical residents at Ankara University School of Medicine
Harun Balcioglu*, Ferda Ozyurda (Ankara University, Medical Faculty, Department of Medical Education and Informatics, Dikimevi, Ankara, Turkey)

3Y/P17  The DREEM in Zambia
Julie Schurgers*, Lastina Lwatula (University of Zambia/HSSP, Lusaka, Zambia)

3Y/P18  Are the perceptions of “real” and “ideal” learning environments stable for a single cohort of students over time?
Rachel Isba*, Ged Byrne, Paul O’Neill (University of Manchester, University Hospital of South Manchester, United Kingdom)

3Y/P19  Education environment during clinical years in undergraduate students
Suchat Tantiniramai* (Prapokklao Hospital, Medical Education Centre, Muang District, Chanthaburi Province, Thailand)

1430-1600
3Z POSTERS
Simulation
Chairperson: to be announced
Location: Chamber Hall

3Z/P1  Simulation training with birth robot in the obstetrics and gynecology clerkship
Jinkyung Ko*, Tai-Young Yoon, Jaehyun Park (Kyung Hee University School of Medicine, Dongdaemun-gu, Seoul, Republic of South Korea)

3Z/P2  Suturing education of future physicians: a one day workshop
P Leão*, B Anjos, M Reis, S Martins, S Vilaça, T Carneiro, F Ferreira, N Sousa, M J Costa (Life and Health Sciences Research Institute (ICVS), School of Health Sciences, University of Minho, Braga, Portugal)

3Z/P3  Goal setting influences the acquisition of clinical skills during self-guided learning in a simulated setting
Ryan Brydges, Heather Carnahan, Adam Dubrowski* (Faculty of Nursing, University of Toronto, Canada)
3Z/P4 Task trainers and virtual reality simulators both show benefit in training gastrointestinal endoscopy skills
Catharine M Walsh1,4, Mary Anne Cooper2,3, Linda Rabeneck1,3,5, Heather Carnahan6 (1Division of Gastroenterology, Hospital for Sick Children and Sunnybrook Health Sciences Center; 2Cancer Care Ontario; 3Departments of Pediatrics; 4Medicine and 5Surgery; 6Faculty of Medicine, University of Toronto, Ontario, Canada)

3Z/P5 Development and pilot applications of simulation-based difficult airway management course
I Sockalingam, O Boomers, S Lappin*, Dr Krishnan (Lister Hospital, Department of Anaesthesia, Stevenage, Hertfordshire, United Kingdom)

3Z/P6 Does high cost, 'high fidelity' fundoscopy simulation provide additional benefits?
Nicholas Fordham*, Dason E Evans* (Barts and the London School of Medicine and Dentistry, London, United Kingdom)

3Z/P7 Is the sum greater than the parts? Assessing team performance
R Fernandez*, K Jones*, S Compton* (Wayne State University School of Medicine, Department of Emergency Medicine, Detroit, United States)

3Z/P8 Perioperative Patient Simulation: an online interactive simulation of postoperative cardiac critical care patients
Gordon Tait*, Massimiliano Meineri, W Scott Beattie (Toronto General Hospital, Department of Anesthesia, Toronto, Ontario, Canada)

3Z/P9 A qualitative analysis of tutor and student evaluations of a final year undergraduate simulation course in acute adult care
Pamela Bradley*, Paul Bradley (Peninsula Medical School, Plymouth, United Kingdom)

3Z/P10 Do simulators play a role in endoscopy training?
P Chopra*, T Haldane*, I Fraser (University Hospital, Coventry and Warwickshire NHS Trust, Coventry, United Kingdom)

3Z/P11 Integration of clinical skills training through simulation in a pbl undergraduate medical education
Rajaa A Mirghani*, Ibrahim Al-Hoqban, Raneem O Salem, Akef Obeidat, Mohammed O Al-Rukban, Fawzia A Habib, Abdulmohsen H Al-Zalabani, Alman Zaher (Faculty of Medicine at King Fahad Medical City, Riyadh, Saudi Arabia)

3Z/P12 A project on computer-based case simulation for clinical years of medical education
Yucel Gursel*, Berna Musal, Cahit Taskiran, Oya Itil, Oguz Kliinc, Murat Yazicioglu, Hakan Abacioglu (Dokuz Eylul University School of Medicine, Inciralti, Izmir, Turkey)

3Z/P13 Perception of Foundation Year 1&2 doctors receiving acute care simulation training together
I Sockalingam, R Krishnan*, G Allinier, S Lappin (Lister Hospital, Department of Anaesthesia, Stevenage, Hertfordshire, United Kingdom)

3Z/P14 Assessment of medical students’ skill in fine needle aspiration of the breast
Chaninya Patanasakpinyo* (Sawanpracharak Hospital, Paknampo District, Nakhonsawan, Thailand)

3Z/P15 Implementing simulation-based technologies in Kazakhstan medical education
I R Kulmagambetov, F N Nurmanbetova, Sh S Kaliyeva, G Zh Abakasova, V.P. Riklefs* (Karaganda State Medical Academy (KSMA), Karaganda, Kazakhstan)

3Z/P16 Computer-based micro-simulation might be a valuable link between theory and practice
Oliver Meyer*, Hennig, Schrodke, Radke (University Hospital Halle, Dept of Anaesthesiology, Halle, Germany)

3Z/P17 Design and development of a paediatric clinical training facility
Anders Elfvin*, Barbro Ljung, Gunnar Göthberg (The Department of Paediatrics, Institute of Clinical Sciences, The Queen Silvia Children’s Hospital, SU/Ostra, Gothenburg, Sweden)

3Z/P18 Study for suitable material in practising repair of 2nd degree tear episiotomy wound for 4th year medical students
Pachanin Eungumporn*, Kobchai Aungpitugpun, Thavut Aengsirorut (Udornthanee Hospital, 33 Potniyom rd, Udornthanee, Thailand)
Is there a place for simulators in colonoscopy training? A pilot study
T Haldane*, P Chopra*, I Fraser (University Hospital, Coventry and Warwickshire NHS Trust, Coventry, United Kingdom)

Selection for medicine
Chairperson: Peter McCorrie (UK)
Location: Terrace 1

Motivation and satisfaction in medical students: a comparison of graduates and non-graduates in medical school
Ji-Young Kim*, John Rees (Division of Medical Education, King's College London School of Medicine, Sherman Education Centre, Guy's Hospital, London, United Kingdom)

A comparison of undergraduate and graduate student doctors’ perceptions prior to commencing the clinical phase of their medical education
T Metson-Scott*, E Gaffney, A Blundell (Medical Education Department, King's Mill Hospital, Sherwood Forest Hospitals NHS Trust, Sutton-in-Ashfield, United Kingdom)

Differential relations between marks in various disciplines taught at grammar school and the success in medical education at university
F Seibert-Alves*, A Syed Ali*, F Nürnberger* (Office of the Dean, Medical Faculty, Johann Wolfgang Goethe-University Frankfurt/Main, Germany)

Why do students choose to apply to Barts & The London School of Medicine?
Rana Suliman* (Academic Unit for Community Based Education, Barts & The London School of Medicine & Dentistry, University of London, United Kingdom)

Increase the proportion of rural medical students at Saraburi Medical Education Center (SMEC)
Chitpongse Sujjapongse*, Wanpen Buathong (Saraburi Medical Education Center (SMEC) Saraburi Hospital, Mueang Saraburi, Saraburi, Thailand)

Factors transitioning from undergraduate to graduate medical education system in Korea
Eunbae Yang*, Wootack Chun (Department of Medical Education, Yonsei University College of Medicine, Seodaemun-Gu, Seoul, Republic of South Korea)

The influence of perception of self on the integration of students on a widening access to medicine programme with students on the main medical programme
Kimberley Travers* (School of Medicine, University of Southampton, United Kingdom)

Acceptability of MMI as a mode of student selection
Boonyarat Warachit* (Hatyai Medical Education Center, Hatyai, Songkla, Thailand)

Emotional intelligence, personal attributes and identification of students at risk
Vivienne O'Connor*, Karen Hansen, Marcus Watson (Bond University, Faculty of Healthy Sciences and Medicine, Gold Coast, Queensland, Australia)

Validation of a Machine Marked Test to select trainees into UK General Practice: a model for the future
F Patterson*, B Irish, S Plint, S Gregory (City University, London, Dept Psychology, London, United Kingdom)

Anatomy, embryology and histology as an integrated part of the new curriculum
David Kachlík**, Štěpán Jelínek** (1Department of Anatomy, 2Department of Histology and Embryology, Third Faculty of Medicine, Charles University in Prague, Prague, Czech Republic)
3BB/P2  Learning anatomy: what do radiograms show?  
Rumyana Davidova*, Petia Mushatova, Stilyanka Yochova (Medical University - Pleven, Bulgaria)

3BB/P3  Evaluation of students in anatomy studies  
Sarmite Boka*, Ruta Zagare*, Umbrasko Silvija*, Dulevska Ilva*, Ludmila Gavricenkova* (Riga Stradins University, Institute of Anatomy and Anthropology, Riga, Latvia)

3BB/P4  Implementation of endoscopic approach in human gross anatomy practical courses for undergraduate medical students  
Ingrid Kerckaert*, Tom Van Hoof, Caroline Pouders, Joris Van de Velde, Piet Pattyn, Katharina D’Herde (Department of Anatomy, Embryology, Histology and Medical Physics; University Hospital, Department of Surgery; Ghent University, Faculty of Medicine and Health Sciences, Gent, Belgium)

3BB/P5  Applying adult learning principles to teach physiology using standardized patients, simulation, and electrocardiograms  
N Kevin Krane*, Delia Anderson, Elma LeDoux, Jeff Wiese, Romy Kittrell, Kit Shelby, Norman Kreisman (Tulane University School of Medicine, New Orleans, Louisiana, United States)

3BB/P6  Teaching principles instead of facts – a minimalist approach  
Ute Tautenhahn*, Jörg Pelz (Charité Universitätsmedizin Berlin, Germany)

3BB/P7  Integrating basic and clinical neuroscience curriculum for medical students  
Margaret L Stuber*, Michael Sofroniew (David Geffen School of Medicine at UCLA, Los Angeles, United States)

3BB/P8  Integrating genetic and genomic science into the core curriculum of the Masters of Health Science  
Ken Harbert*, Edward Michaud (South College, Knoxville Tennessee, United States)

3BB/P9  Teaching basic sciences by audio tours in the Anatomical Museum  
Alien W Riedstra*, Peter G M de Jong, Jan H Bolk (Leiden University Medical Center, Leiden, Netherlands)

3BB/P10  How much basic science do students learn in PBL?  
Anne M White (Ross University School of Medicine, Portsmouth, Dominica)

1430-1600  Closed Meeting: ESME Advisory Board  
Location: Meeting Hall II

1600-1630  COFFEE  
Location: Congress Foyer, 1st & 2nd Floor

SESSION 4

1630-1800  4A  SYMPOSIUM

Sharing resources in medical education  
The symposium will examine the needs and benefits of sharing medical education resources between countries and medical schools in different parts of the world, both developed and developing.

1630  Introduction and setting the scene: Madalena Patrício (AMEE)

1635  Reforms in medical education in the NIS countries: common challenges and needs: Galina Perfilieva (WHO Europe)

Network for health – SEE Health Network: Snezana Cicevalieva (WHO South East Europe)

A view from Africa: Veena Singaram (Nelson R Mandela School of Medicine, South Africa)

1705  Responding to the needs: Madalena Patricio, Ronald Harden, Pat Lilley, Alistair Stewart (AMEE)

1730  Discussion
## SYMPOSIUM

### 1630-1800

**4B** Virtual e-learning education networks for nationwide and international cooperation of medical schools  
Chairperson: Stanislav Stipek (Charles University, First Faculty of Medicine, Czech Republic)  
Panel: Chris Paton (University of Otago, Dunedin, New Zealand); Daniel Schwarz (Masaryk University, Brno, Czech Republic); Ladislav Dušek (Charles University in Prague, Czech Republic)  
Location: Meeting Hall 1

### 1630-1645

**4B1** Virtual e-learning education networks for nationwide and international cooperation of medical schools  
Stanislav Stipek (Charles University, First Faculty of Medicine, Czech Republic)

### 1645-1700

**4B2** Online communities and web-based tools for e-learning  
C Paton (University of Otago, Dunedin, New Zealand)

### 1700-1715

**4B3** A uniform solution to offer and share multimedia education content in the community of Czech and Slovak Medical Faculties MEFANET  
Daniel Schwarz (Masaryk University, Institute of Biostatistics and Analyses, Brno, Czech Republic); Ladislav Dušek, Cestmir Stuka, Stanislav Stipek, Vladimir Mihal

### 1715-1730

**4B4** Barriers and motivators for e-learning in everyday routine – how to keep progressing  
L Dušek¹*, S Štípek¹, D Schwarz ² (¹Charles University in Prague, Czech Republic; ²Masaryk University, Brno, Czech Republic)

### 1730-1745

**4B5** Norms and standards for interoperability of learning object repositories  
Ariadne Foundation

### 1745-1800

Discussion

## SHORT COMMUNICATIONS

### 1630-1800

**4C** Blogs, wikis and podcasts  
Chairperson: John Sandars (UK)  
Discussant: to be announced  
Location: Panorama Hall

### 1630-1645

**4C/SC1** Podcasts in physiology – a randomized cross-over study of its efficiency  
Thorsten Schäfer*, Herbert Rusche (Ruhr-Universität Bochum, Faculty of Medicine, Bochum, Germany)

### 1645-1700

**4C/SC2** Student attitudes about podcasting in the medical curriculum  
William B Jeffries*, Amanda Lofgreen, Michael G Kavan, Kathryn D Huggett (Creighton University School of Medicine, Omaha Nebraska, United States)

### 1700-1715

**4C/SC3** The WikiVet project  
Timothy Scase*, Gillian Brown, Brian Cox, Susan Rhind, Nick Short, Ken Smith, Kim Whittlestone (Department of Veterinary Medicine, University of Cambridge, Cambridge, United Kingdom)

### 1715-1730

**4C/SC4** Using wikis in the collaborative learning of embryology  
Milos Bajcetic*, Jelena Kostic, Marija Boksan, Milos Miljkovic, Natasa Zlatic, Jovana Tripkovic (School of Medicine, University of Belgrade, Serbia)

### 1730-1745

**4C/SC5** Coachpod - a new tool for preparing students for anatomical dissection  
Elizabeth M McEvoy, Robert T Padwick*, S James Coey, Daniel E Fielding, Peter J Gold, Laura E A Harrison, P Narasimha Murthy, Chia Tsyh Tan, Stephen Brydges, Peter Abrahams, Edward Peile (Institute of Clinical Education, Warwick Medical School, Medical Teaching Centre, Coventry, United Kingdom)

### 1745-1800

Discussion
<table>
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<tr>
<th>Time</th>
<th>Session</th>
<th>Title</th>
<th>Authors</th>
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<tr>
<td>1630-1800</td>
<td>4D</td>
<td><strong>SHORT COMMUNICATIONS</strong></td>
<td><strong>Assessment in action</strong></td>
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<td></td>
<td></td>
<td>Chairperson: David Blackmore (Canada)</td>
<td>Location: Meeting Hall IV</td>
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<tr>
<td>1630-1645</td>
<td>4D/SC1</td>
<td><strong>Assessing the assessors – does the Medical Council of Canada meet best practice standards?</strong></td>
<td>Robert S Lee*, Andre-Philippe Boulais, Sydney Smee, Timothy Wood, Yves Lafortune (Medical Council of Canada, Ottawa, Canada)</td>
</tr>
<tr>
<td>1645-1700</td>
<td>4D/SC2</td>
<td><strong>Process optimization in medical education by the use of an item bank – ItemManagementSystem for medicine (IMSm)</strong></td>
<td>K Brass*, A Hochlehnert*, J Juenger, M Fischer, W Georg (Center of Excellence for Medical Assessment, Heidelberg, Germany)</td>
</tr>
<tr>
<td>1700-1715</td>
<td>4D/SC3</td>
<td><strong>A wizard for assisting teachers and students in composing quality R-type items</strong></td>
<td>Clarke Hazlett*, Simon Yip, James Ware (Chinese University of Hong Kong, Office of Educational Services, Faculty of Medicine, Prince of Wales Hospital, Shatin, N.T., Hong Kong SAR, People's Republic of China)</td>
</tr>
<tr>
<td>1715-1730</td>
<td>4D/SC4</td>
<td><strong>Use of the NBME customized examination service for a comprehensive year 1 medical school examination: student perceptions</strong></td>
<td>Jerry W Swanson*, Joseph P Grande, Wojciech Pawlina (Mayo Medical School, Rochester, Minnesota, United States)</td>
</tr>
<tr>
<td>1730-1745</td>
<td>4D/SC5</td>
<td><strong>Identification of pattern-markers at the progress test medicine (PTM)</strong></td>
<td>Katrin Brauns* (Charité - Universitätsmedizin Berlin, Assessment-Bereich / Progress Test Medizin, Berlin, Germany)</td>
</tr>
<tr>
<td>1745-1800</td>
<td>4D/SC6</td>
<td><strong>The impact of summative assessment of theory on how medical students learn</strong></td>
<td>F Cilliers**, L Schuwirth, H Adendorff, E Bitzer, N Herman, C van der Vleuten (Stellenbosch University, Centre for Teaching and Learning, Matieland, South Africa)</td>
</tr>
<tr>
<td>1630-1800</td>
<td>4E</td>
<td><strong>SHORT COMMUNICATIONS</strong></td>
<td><strong>Implementing a new curriculum</strong></td>
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<td>Chairperson: Brownie Anderson (US)</td>
<td>Discussant: to be announced</td>
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<tr>
<td>1630-1645</td>
<td>4E/SC1</td>
<td><strong>Thinking outside the box when the box does not exist: the creation of a novel curriculum</strong></td>
<td>Alex Stagnaro-Green*, Eileen Moser, Patrick Gannon, Keith Metzger, Paul Wallach (Touro University College of Medicine (TouroMed), Hackensack, United States)</td>
</tr>
<tr>
<td>1645-1700</td>
<td>4E/SC2</td>
<td><strong>The challenges of implementing a new (final) year 4 curriculum in the UBC Distributed MD Undergraduate Programme</strong></td>
<td>Cindy-Ann Lucky*, Angela Towle (The University of British Columbia - Faculty of Medicine - MD Undergraduate Programme, Gordon and Leslie Diamond Health Care Centre, Vancouver, British Columbia, Canada)</td>
</tr>
<tr>
<td>1700-1715</td>
<td>4E/SC3</td>
<td><strong>Planning new medical school curriculum: an innovative approach</strong></td>
<td>Nehad El-Sawi (Kansas City University of Medicine and Biomedical Sciences, USA), Douglas Wood (A.T. Still University, School of Osteopathic Medicine in Arizona, USA)</td>
</tr>
<tr>
<td>1715-1730</td>
<td>4E/SC4</td>
<td><strong>Curricular reform in Afghanistan</strong></td>
<td>Hirotaka Onishi*, Kiyoshi Kitamura, Yuko Takeda, Takuya Adachi (International Research Centre for Medical Education, Bunkyo-ku, Japan)</td>
</tr>
<tr>
<td>1730-1745</td>
<td>4E/SC5</td>
<td><strong>An institutional process for innovation and improvement in medical education</strong></td>
<td>Linda C Perkowski*, Majka B Woods (University of Minnesota Medical School, Minneapolis, United States)</td>
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<tr>
<td>1745-1800</td>
<td></td>
<td><strong>Discussion</strong></td>
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</table>
1630-1800 4F SHORT COMMUNICATIONS

Quality assurance in postgraduate medical education
Chairperson: Liz Spencer (UK)
Location: North Hall

4F/SC1 Quality control of training practices in UK Deaneries: similarities and differences in the process of approval visits
Glynis Buckle*, Johnny Lyons-Maris, Mohan Kumar, John Pitts (Oxford Postgraduate Deanery (NESC), Headington, Oxford, United Kingdom)

1645-1700 4F/SC2 Program accreditation – when is an adverse ruling “good news?”
Deborah Danoff, Margaret Kennedy* (The Royal College of Physicians & Surgeons of Canada, Ottawa, ON, Canada)

1700-1715 4F/SC3 Revisiting the curriculum for postgraduate education in internal medicine at a Swiss teaching hospital
Matteo Monti* (Centre Hospitalier Universitaire Vaudois - CHUV, Rue du Bugnon, Lausanne, Switzerland)

1715-1730 4F/SC4 Evaluation of specialist training on a national level in Sweden
Ulla Andin, Wolfram Antepohl*, Ola Björgell, Petter Borna, Kristina Cesarini, Anders Johansson, Sven Karlander, Lars Kihlström, Anders Westerlund (Office for Postgraduate Education, Östergötland County Council, University Hospital, Linköping, Sweden)

1730-1745 4F/SC5 The effect of including clinical structured assessment on a Brazilian residency selection exam
E M Amaral*, A M B Zeferino, S M R R Passeri, M A Ribeiro-Alves, J B C Carvalheira (State University of Campinas - UNICAMP, Divisio de Obstetricia/CAISM, Campinas/SP, Brazil)

1745-1800 4F/SC6 Educational governance in practice: developing and embedding quality assurance in postgraduate medical education in the UK
Zoe-Jane Playdon*, Pam Shaw*, Richard Bregazzi*, Sue Cavendish* (KSS Deanery, University of London, United Kingdom)

No Discussion

1630-1800 4G SHORT COMMUNICATIONS

Teaching and learning: case studies
Chairperson: to be announced
Discussant: Peter de Jong (Netherlands)
Location: Club B

1630-1645 4G/SC1 An interdisciplinary approach to the application of neuroanatomy to practice in occupational therapy and speech and language therapy
Ruth McMenamin*, Deirdre McMahon, Brendan Wilkins, Agnes Shiel (National University of Ireland Galway, Co. Galway, Ireland)

1645-1700 4G/SC2 Fact and fiction: the use of House M.D. as a teaching tool for medical students
W Stephen Costigan*, Rachel Isba*, Ged Byrne, Paul O’Neill (University of Manchester, University Hospital of South Manchester, United Kingdom)

1700-1715 4G/SC3 Characterising the concept of Emotional Learning in medical students: student transitions, safe identities and their manifestations
N Lown*, E Pearson, C Bundy, T Dornan (School of Medicine, University of Manchester, United Kingdom)

1715-1730 4G/SC4 A multi-institutional investigation of undergraduate medical students’ perception of reflective learning in the curriculum
Pirashanthie Vivekananda-Schmidt* and the NPPD Consortium Research Group on Undergraduate Reflective Practice (Academic Unit of Medical Education, Sheffield University, Sheffield, United Kingdom)

1730-1745 4G/SC5 Investigating knowledge representation, causality and analogical reasoning in osteopathic medicine
Jorge Esteves*, John Geake, Charles Spence (Oxford Brookes University, School of Health and Social Care, Marston, Oxford, United Kingdom)

1745-1800 Discussion
**4H FRINGE 1**

**Chairperson:** Rachel Ellaway (Canada)

**Location:** Club A

**1630-1645**  
**4H F1/1** The son of FOSCE  
Jamie Newman*, Elizabeth Wilkinson*, Jennifer Martinez*, Catherine Newman* (Mayo Clinic, Rochester, Minnesota, United States)

**1645-1700**  
**4H F1/2** Being able to be a Don Quixote  
Nazan Karaoglu* (Selcuk University, Meram Medical Faculty, Akyokus, Meram, Konya, Turkey)

**1700-1715**  
**4H F1/3** Moving pictures and medical professionalism  
Melinda Henry*, James Newman (Mayo Clinic, 200 First Street SW, Rochester, United States)

**1715-1730**  
**4H F1/4** Plato’s Symposium – a neglected but concise introduction to sexual medicine  
Oliver Wendt1, Victoria Vida2, Stefan Reinsch1, Antonia Pelz1, Moritz Gebauer3, Jörg Pelz1 (1Charité Universitätsmedizin Berlin, 2Ruhr-Universität Bochum and 3Europa-Universität Viadrina Frankfurt (Oder), Berlin, Germany)

**1730-1745**  
**4H F1/5** Adding a touch of magic to your teaching  
Daniel K Sokol* (St George’s, University of London, Centre for Medical and Healthcare Education, St George’s, University of London, United Kingdom)

**1745-1800** Discussion

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**4I SHORT COMMUNICATIONS**

**Chairperson:** to be announced

**Discussant:** John Rees (UK)

**Location:** Terrace 2

**1630-1645**  
**4I/SC1** Congruence between clinical teaching and student learning  
Louise Young*, Helen Heussler (The University of Queensland, School of Medicine, Herston, Brisbane, Queensland, Australia)

**1645-1700**  
**4I/SC2** Improving the science content in clinical teaching  
M A Martimianakis*, C Dewa, B D Hodges (University of Toronto, Wilson Centre for Research in Education, University Health Network - Toronto General Hospital, Toronto, Canada)

**1700-1715**  
**4I/SC3** Innovations in clinical attachments: feasibility and success of a new six week attachment at Southampton University Medical School  
David Smith, Faith Hill*, Anja Timm*, Liz Shewry, Joy Sanders (University of Southampton / Division of Medical Education, School of Medicine, Southampton, United Kingdom)

**1715-1730**  
**4I/SC4** Clinical clerkship monitoring system  
Bee-Sung Kam*, Sun-Ju Im, Jin-Sup Jung, Son-Yong Park, Young-Hwe Kim, So-Jung Young (Pusan National University, School of Medicine and BK21 Medical Science Education Center, Ami Dong, Seo Gu, Pusan, Republic of South Korea)

**1730-1745**  
**4I/SC5** Joining up the dots: transferring procedural skills into clinical practice  
Janet Skinner*, Barbara MacSween, Lisa Anderson, Val McDowall, Janette Moyes, Stephen Lynch (University of Edinburgh, Medical Teaching Organisation, Edinburgh, United Kingdom)

**1745-1800** Discussion
### 1630-1800

#### 4J SHORT COMMUNICATIONS

**Tackling problems encountered with PBL**

- **Chairperson:** Samy Azer (Malaysia)
- **Discussant:** Willem de Grave (Netherlands)
- **Location:** Club E

#### 1630-1645

**4J/SC1** What are the problems PBL tutors face with PBL groups? A review of the literature

- **Monica Quadir**, J Fuller* (Centre for Medical Education, Barts and The London School of Medicine and Dentistry, London, United Kingdom)

#### 1645-1700

**4J/SC2** PBL plus: Facilitating integrated problem based learning

- **Lis Cordingley**, Chris Harrison, Ioan Davies*, Caroline Boggis, Jo Hart (University of Manchester, School of Translational Medicine, Manchester, United Kingdom)

#### 1700-1715

**4J/SC3** Tutor and student perceptions about group dysfunction in small group studies during problem based learning

- **Aysen Melek Aytug Kosan**, Sabri Kemahli* (Ankara University Faculty of Medicine, Ankara Universitesi Tip Fakultesi Dekanlik (Morfoloji) Binasi, Sihhiye, Ankara, Turkey)

#### 1715-1730

**4J/SC4** The lecture was considered the most interesting teaching and learning activity by teachers in problem-based learning curricula

- **Gudrun Edgren** (Lund University, Lund, Sweden)

#### 1730-1745

**4J/SC5** Introducing task-based learning in a preclinical medical curriculum: identifying barriers to change

- **Moira S Lewitt**, Eva Grenbäck, Anna-Lena Hulting (Karolinska Institutet, Department of Molecular Medicine & Surgery, Stockholm, Sweden)

#### 1745-1800

Discussion

### 1630-1800

#### 4K RESEARCH IN MEDICAL EDUCATION PAPERS

**Students – selection and progression**

- **Chairperson:** John Shatzer (US)
- **Location:** Meeting Hall V

#### 1630-1650

**4K/RP1** Generalizability of a composite student selection program

- **Lotte D O’Neill**, Lars Korsholm, Birgitta Wallstedt, Berit Eika, Jan Hartvigsen (University of Southern Denmark, IOB, Odense, Denmark)

#### 1650-1710

**4K/RP2** Decentral selection of medical students: a controlled experiment

- **L C Urlings-Strop**, T Stijnen, A P N Themmen, T A W Splinter (Erasmus MC, Institute of Medical Education and Research, Rotterdam, Netherlands)

#### 1710-1730

**4K/RP3** The value of the Standard Error of Measurement in informing rules of progression in an undergraduate medical course

- **R B Hays**, T Sen Gupta, J Vetch (School of Medicine, James Cook University, Townsville, Australia)

#### 1730-1750

**4K/RP4** Burnout and suicidal ideation among US medical students: is burnout reversible and does recovery decrease suicidal ideation?

- **Liselotte N Dyrbye**, Matthew R Thomas, F Stanford Massie Jr, David V Power, Anne Eacker, William Harper, F Steven Durning, Christine Moutier, Danny Slydlo, Paul J Novotny, Jeff A Sloan, Ta (Mayo Clinic College of Medicine, Rochester, United States)

#### 1750-1800

Discussion
Monday 1 September 2008

1630-1800 4L SHORT COMMUNICATIONS
The student in difficulty / Student support
Chairperson: Souad de Roos (Netherlands)
Discussant: Zuzana Elbertova (Czech Republic)
Location: Club D

1630-1645 4L/SC1 The development of mentoring programs for medical students in South America: A parallel experience at two different medical schools
Angel Centeno*, Patricia L Bellodi, Cecilia Primogerio, Milton A Martins (Center for the Development of Medical Education, University of São Paulo Medical School, Brazil)

1645-1700 4L/SC2 A personal mentor for medical students – a way to enhance professional development?
Susanne Kalén*, Terese Stenfors-Hayes, Margaretha Forsberg Larm, Uffe Hylin, Hans Hindbäck, Sari Ponzer (Dep. of Clinical Science and Education, Södersjukhuset, Karolinska Institutet, Stockholm, Sweden)

1700-1715 4L/SC3 A model to identify and characterize students at risk of failure at medical school
Karen M Stegers-Jager*, Ted A W Splinter (Erasmus MC – Institute of Medical Education and Research, Rotterdam, Netherlands)

1715-1730 4L/SC4 Mandatory cognitive skills groups for at-risk medical students
K Winston*, J Harris-Alleyne, H Myers, C Schipul, D Vogel (Ross University School of Medicine, Picard West Indies, Dominica)

1730-1745 4L/SC5 Educational Burnout Inventory: Developing a new scale
G Seydaoğlu (Cukurova University, Faculty of Medicine, Biostatistics Department, Balcali, Adana, Turkey)

1745-1800 Discussion

1630-1800 4M SHORT COMMUNICATIONS
International medical education
Chairperson: Jorge Pales (Spain)
Discussant: Pablo Pulido (Venezuela)
Location: Club C

1630-1645 4M/SC1 International quality labels and undergraduate mobility
Maja Basnov, Line Engelbrecht Jensen, Jan Hilgers, Katharina Kulike, Daniel Rodriguez Munoz (International Federation of Medical Students' Associations (IFMSA), German Medical Students' Association (bvmd))

1645-1700 4M/SC2 Is it time for flexibility in our curricula?
O M R Westwood*, S Leinster, J R Weinberg (Barts & The London School of Medicine & Dentistry, Centre for Medical Education, London, United Kingdom)

1700-1715 4M/SC3 Bologna, flexibility and mobility in (bio)medical study tracks – figures, feelings and results
Ruddy Verbinnen* (Vrije Universiteit Brussel (VUB), Faculteit Geneeskunde en Farmacie, Brussels, Belgium)

1715-1730 4M/SC4 Adapting a US university e-learning system for an Indian medical school: team building through student ambassadors
Anand Zachariah*, P Manuel Raj, Susan Albright*, William Grandin, Alok Anand, Harris Berman, Mary Y Lee (Christian Medical College and Tufts University School of Medicine, Boston, United States)

1730-1745 4M/SC5 Medical education in the Sudan: its strengths and weaknesses
Ahmed Hassan Fahal* (Faculty of Medicine, University of Khartoum, Sudan)

1745-1800 Discussion
1630-1800 4N SHORT COMMUNICATIONS
The continuum of education
Chairperson: Thomas Beckman (US)
Location: Meeting Room 3.1

1630-1645 4N/SC1 The “bridging” of medical education and training in Australia
G Page*, N Spike, M Rowe, R Wellard (University of British Columbia, College of Health Disciplines, Vancouver B.C, Canada)

1645-1700 4N/SC2 Managing the transition from medical school to the UK ‘Foundation Programme’: A retrospective evaluation of the Peninsula Medical School curriculum
Nicola Brennan*, Alan Bleakley (Peninsula Medical School, Knowledge Spa, Royal Cornwall Hospital Trust, Truro, United Kingdom)

1700-1715 4N/SC3 Smoothing the path: the place of a pre-intern year in the transition from medical student to doctor
A J Dare*, N Fancourt, T Wilkinson, J Rudland, W Bagg (Faculty of Medical and Health Sciences, University of Auckland, Grafton, Auckland, New Zealand)

1715-1730 4N/SC4 Can undergraduate assessment material be used for postgraduate assessments?
Adrian Freeman*, Chris Ricketts, Lee Coombes (Peninsula Medical School, Exeter, United Kingdom)

1730-1800 4N/SC5 Job design, learning resources and assessment in prevocational medical education
Ian Graham* (Postgraduate Medical Education Council of Victoria, St. Vincent’s Hospital, Fitzroy, Victoria, Australia)

1630-1800 4O SHORT COMMUNICATIONS
Leadership
Chairperson: Deborah Murdoch-Eaton (UK)
Location: Dressing Room 220

1630-1645 4O/SC1 Leadership and group dynamics in undergraduate medical education – a 10 year experience
Erik Björck*, Gertie Grossmann, Henrik Illerström, Sari Ponzer (Department of Molecular Medicine and Surgery, Karolinska Institutet and Hospital; Department of Woman and Child Health, Karolinska University Hospital/ Astrid Lindgren Children’s Hospital, Karolinska Institutet; Department of Clinical Science and Education, Södersjukhuset, Karolinska Institutet, Karolinska Universitetssjukhuset, Stockholm Stockholm, Sweden)

1645-1700 4O/SC2 Qualitative analysis of tools acquired in an international education leadership program
William Burdick*, Debby Diserens, Summers Kalishman, Stewart Mennin, Maryann Eklund, Page Morahan (Foundation for Advancement of International Medical Education and Research, Philadelphia, United States)

1700-1715 4O/SC3 A national questionnaire on leadership and management education in UK medical schools
Jim Price*, Deborah Saltman (Brighton & Sussex Medical School, Institute of Postgraduate Medicine, Falmer, Brighton, United Kingdom)

1715-1730 4O/SC4 Enhancing the quality of clinical supervision and clinical leadership through a unique workplace-based postgraduate program
Judi Walker*, Mira Haramis (University of Tasmania, Rural Clinical School, Burnie, Australia)

1730-1745 4O/SC5 Team and leadership styles of junior doctors
Robert Cragg*, David Wall, Peter Spurgeon, Robert Palmer (Institute of Clinical Leadership, Warwick Medical School, University of Warwick, Coventry, United Kingdom)

No Discussion
4O/SC6 Effective academic leadership requirements: Medical education experts’ views in Iran
Ali Bikmoradi, Mats Brommels, Ali reza Shoghhi, Zohreh Sohrabi, Italo Masiello (Karolinska Institutet, Medical Management Centre, Department of Learning, Informatics, Management and Ethics, Stockholm, Sweden; Hamadan University of Medical Sciences, Hamadan, Iran; National Public Health Management Centre, Tabriz, Iran)

No Discussion

1630-1800 4P WORKSHOP
Use of generalizability theory in designing and analyzing performance-based tests
David B Swanson, Brian E Clauser (National Board of Medical Examiners, Philadelphia, United States)
Location: Meeting Room 1.1

1630-1800 4Q WORKSHOP
How to meet your students
Jacco Veldhuyzen, Hanneke Van Der Wijngaart, Salmaan Sana (VU University Medical Center, Amsterdam, Netherlands)
Location: Meeting Room 2.1

1630-1800 4R WORKSHOP
Effective role modelling of professional values: from theory to practice
Yvonne Steinert, Richard Cruess, Sylvia Cruess (Centre for Medical Education, Faculty of Medicine, McGill University, Montréal, Québec, Canada)
Location: Meeting Room 2.2

1630-1800 4S WORKSHOP/ATELIER
Un atelier francophone/A workshop conducted in French
La simulation: Répondre aux besoins de la francophonie internationale: construire une communauté francophone de ressources dédiée à la simulation médicale l’approche combinée de la Faculté de médecine de l’Université de Montréal (U de M) avec CAE, leader en simulation aéronautique.
Simulation: building a francophone teaching community exploring the partnership between the Faculty of Medicine of the Université de Montréal (U de M) and CAE, a world leader in aviation simulation
J V Patenaude, P Drolet, R Lalande, M Rubin, R Thivierge (Université de Montréal, Faculté de médecine, Montréal, Québec, Canada; CAE, Saint-Laurent, Québec, Canada)
Location: Dressing Room 221

1630-1800 4T WORKSHOP
The self-critical doctor: helping students become more reflective
Erik Driessen (Universiteit Maastricht, Netherlands), Jan van Tartwijk (Universiteit Leiden, Netherlands), Leo Aukes (Rijksuniversiteit Groningen, Netherlands), Val Wass (Manchester University, United Kingdom)
Location: Dressing Room 222

1630-1800 4U WORKSHOP
The purposes, processes and pitfalls of developing an electronic curriculum map
P M Warren, H S Cameron, S M Rhind, C Bell, M Begg (University of Edinburgh, Medical Teaching Organisation, Edinburgh, United Kingdom)
Location: Meeting Room 2.3
Virtual Patients in medical and healthcare curricula: How to use them successfully

The eViP Programme team (Electronic Virtual Patients (eViP), eViP, St George's University of London, Centre for Medical and Healthcare Education, London, United Kingdom)

Location: Meeting Room 3.2

Interprofessional education

Chairperson: to be announced

Location: South Hall

4W/P1 CPR as a tool for students to learn how to act as an interprofessional team – does it work?
Margaretha Forsberg Larm, Anita Hanis* (Karolinska Institutet, Södersjukhuset, Stockholm, Sweden)

4W/P2 Dental hygienist and nurse students in interprofessional team training at CTC – Södersjukhuset
Monica Östberg (Margaretha Forsberg Larm to present) (Karolinska Institutet, Department of Neurobiology, Care Sciences and Society, Department of Clinical Sciences and Education, Södersjukhuset, Stockholm, Sweden)

4W/P3 Inter-professional learning and teaching in the dental workplace
John Sweet*, Dinah Sweet, Christine Locke (Cardiff University, Dental School, Cardiff, United Kingdom)

4W/P4 Interprofessional educational faculty development: advancing the future of healthcare through learning – a certificate course for health professionals
Ivy Oandasan, Susan J Wagner, Brian Simmons*, Lynne Sinclair, Debbie Kwan, Ivan Silver, Molyn Leszcz, Keegan Barker, Mandy Lowe, Scott Reeves, Denys Richardson (University of Toronto, Office of Interprofessional Education at UHN - TWH, MedWest Medical Centre, Toronto, Ontario, Canada)

4W/P5 Developing multi-professional learning environments in UK Primary Care
David Poll*, Richard Mumford*, Simon Gregory (East Midlands Healthcare Workforce Deanery, Leicester, United Kingdom)

4W/P6 Development and implementation of an interdisciplinary educational model in elderly care
Pauline P M Bakker*, Abe K Meininger, Joris P J Slaets (University Medical Center Groningen, Netherlands)

4W/P7 Acute pain training module for Anaesthetic trainees- a multidisciplinary approach
S Vishnubala*, K Mukherjee*, Martin Kuhn (Medway Maritime Hospital, Gillingham, United Kingdom)

4W/P8 A year in life – a longitudinal perspective on own development and patients’ health, function and ability – cultural and interprofessional aspects
A Kiessling*, I Krakau, P Henriksson, H Samadi, I Lindqvist, B Söder, A Edström, C Sandahl (Karolinska Institutet, Department of Clinical Sciences, Danderyd Hospital, Department of Learning, Informatics, Management and Ethics, Stockholm, Sweden)

4W/P9 An audit of the participant satisfaction in multidisciplinary educational case presentations at a University Hospital Department of Psychiatry
M R Naughton, S P MacSuibhne, I Callanan, A Guerandel* (Department of Psychiatry, St Vincent’s University Hospital, Dublin, Ireland)

4W/P10 Multi-professional education for primary medical supporter of patient on prenatal examination in a prefecture of Japan (A report of step 1)
Yumiko Goto*, Shun-ichiro Izumi, Akane Kondo, Yuko Morita, Michiko Mizoguchi, Hiroko Yokoyama (Division of Genetic Counseling, Tokai University School of Medicine, Isehara, Japan)

4W/P11 Genetic counseling in medical education: trial of multi-professional workshop for undergraduates (preliminary report)
Shun-ichiro Izumi*, Akane Kondo, Yumiko Goto, Yuko Morita (Division of Genetic Counseling, Tokai University School of Medicine, Isehara, Japan)
4W/P12  The development of learning outcome evaluation items for interprofessional education in Japan
Misako Miyazaki*, Ikuko Sakai, Narumi Ide, Rie Iino, Masahiro Tanabe, Itsuko Ishii, Masami Tagawa, Toshie Yamamoto, Mayumi Asahina, Tomonori Nakamura, Kieko Iida (Chiba University, School of Nursing, Chiba, Japan)

4W/P13  Transformational journey to best experience/best education in Allied Health Education
Paul Gamble*, Mary Preece (The Michener Institute for Applied Health Sciences, Toronto, ON, Canada)

4W/P14  European Interprofessional Education Network (EIPEN)
Marion Helme, Suzanne Hardy* (UK Higher Education Academy Subject Centre for Medicine, Dentistry and Veterinary Medicine, School of Medical Education Development, Faculty of Medical Sciences, Newcastle University, Newcastle upon Tyne, United Kingdom)

4W/P15  Why should medical laboratory science students be included in high level simulated-based education?
Brenda Gamble* (University of Toronto, Department of Social Sciences, Toronto, Ontario, Canada)

4W/P16  The effects of web-based resources designed to support inter-professional learning (IPL) at universities in the field of health sciences
Nobuo Ohshima*, Kaoru Inoue, Chihiro Sasaki, Hiroyuki Fujii, Masanobu Kinoshita, Masahiro Shigeta (Tokyo Metropolitan University, Higashi-Ogu, Arakawa, Tokyo, Japan)

4W/P17  A community interdisciplinary/cross-course pedagogical experience
M A Araujo* (Bahia Public Health and Medical School (EBMSP), Salvador - Bahia, Brazil)

1630-1800 4X POSTERS
eLearning case studies / Virtual patients
Chairperson: Soeren Huwendiek (Germany)
Location: South Hall

4X/P1  E-tutors' perception of plagiarism on an e-learning Diploma course
Helen Pugsley*, Lynne Allery (Cardiff University, Cardiff, United Kingdom)

4X/P2  Online reflective learning supported by student facilitators
Isobel Braidman*, Maria Regan (University of Manchester Medical School, Manchester, United Kingdom)

4X/P3  Millennial and Generation X medical students: an examination of personality differences by gender
Carol Elam*, Nicole Borges, Stephen Manuel, Bonnie Jones (University of Kentucky College of Medicine, Office of Medical Education, Lexington KY, United States)

4X/P4  Tuberculosis and distance education
M J Procópio, H Santos, S T Nunes* (Oswaldo Cruz Foundation, Rua Leopoldo Bulhões, Rio de Janeiro, Brazil)

4X/P5  Application of e-learning in medical education
Markus Schichtel*, T Brown, S Rajapaksa, M Isles (Academic Department of Medical and Dental Education, WCM, Cardiff University, Cardiff, United Kingdom)

4X/P6  Production of a high-impact e-learning module for life support resuscitation systems
S T Lee* (Singapore General Hospital, Singapore)

4X/P7  Vision of digital medical education
Dusan Mesko*, Jan Hanacek (Jessenius School of Medicine, Martin, Slovakia)

4X/P8  E-evaluation: are we too nice?
Graham Boswell*, Claire Dinsdale, Jason Green, Cara Maiden, Nasim Subhi, Tom Waite, Hani Youssef, Lynne Allery (School of Postgraduate Medical and Dental Education, Wales College of Medicine, Cardiff University, Cardiff, United Kingdom)

4X/P9  VIP for VIPs
Jennifer Wright*, Douglas Newton (Northwest London Hospitals NHS Trust, Northwick Park Hospital, Harrow, United Kingdom)
4X/P10 The decision-making processes used in a clinical online discussion forum
Dave Murray* (Cleveland School of Anaesthesia, James Cook University Hospital, Middlesbrough, United Kingdom)

4X/P11 Evaluation of the web-based critical thinking software: Diagnostic Reasoning Clinician in Ramathibodi’s medical curriculum
Sutida Sumrithe*, Vipavee Kitkumhang (Department of Family Medicine, Faculty of Medicine, Ramathibodi Hospital, Mahidol University, Bangkok, Thailand)

4X/P12 The use of virtual patients and students’ clinical knowledge
Timo Kuusi*, Kalle Romanov (R&D Unit for Medical Education, University of Helsinki, Finland)

4X/P13 Implementation of a concept-mapping tool in a case-based learning environment
M Adler*, I Hege, C Nussbaum, N Berman, M R Fischer (INSTRUCT AG, München, Germany)

4X/P14 Collaborative development of virtual patients in clinical education
Norman Berman*, Leslie Fall (Institute for Innovative Technology In Medical Education, Lebanon, United States)

4X/P15 Extent of reflective entries in ST1 pilot e-portfolios in Mersey Deanery
N J Shaw*, H McNeill, J Brown, D Graham, K Begg, A Haig (Mersey Deanery, Liverpool, United Kingdom)

4X/P16 Using an e-Portfolio to capture clinical activity and reflection: CALOM
Ash Self*, Richard Davidson, Patsy Stark (University of Sheffield, Academic Unit of Medical Education, Sheffield, United Kingdom)

1630-1800 4Y POSTERS

4Y/P1 Institute for Professional Development: a new approach to faculty development
Sharon K Krackov*, Jo Wiederhorn* (Associated Medical Schools of New York, United States)

4Y/P2 Teach-the-Teacher training: what is applicable according to the participants?
Marta Witkowska-Stabel* (Erasmus MC – University Medical Center, Rotterdam, Netherlands)

4Y/P3 Staff development workshops to promote learning technologies in a medical curriculum
Clarie Doody*, Eric Clarke (Royal College of Surgeons in Ireland, Dublin, Ireland)

4Y/P4 New strategy for faculty development workshop on “Patient-centered Communication Skill Curriculum”
Stanley S L Tsai* (National Taiwan University Hospital (NTUH), Taipei, Taiwan)

4Y/P5 The effect of workshops in feedback and communication on quality of supervision by attending doctors as perceived by medical residents in a paediatric teaching hospital
M Bruijn, A C Kottenreus, M D Van de Wetering, J O Busari* (Emma Children's Hospital, Academic Medical Center, Amsterdam, Netherlands)

4Y/P6 The Summer Initiative for Teaching Excellence (SITE) in the health sciences
Kathryn N Huggett**, Michael G Kavan, William B. Jeffries (Creighton University School of Medicine, Omaha, Nebraska (NE), United States)

4Y/P7 New challenge for faculty development in a provincial national health service
Serge Dubé*, Guy Archambault (Université de Montréal, Faculté de médecine, Montréal, Canada)

4Y/P8 Learning to teach in medical settings: the significance of work-based learning
Viv Cook* (Barts and the London School of Medicine and Dentistry, Centre for Medical Education, Whitechapel, London, United Kingdom)
4Y/P9  The 3 year outcome of participants of the NUS-HMI program for clinician-educators
Roy Joseph*, Matthew Gwee, Elizabeth G Armstrong (National University of Singapore, Department of Neonatology, Singapore)

4Y/P10  10 years of faculty development programs at Munich Medical School – a survey on the effects of teacher training courses and the staff’s perception of teaching
D Bauer*, V Kopp, F Christ, M R Fischer (Munich University Hospital, Medizinische Klinik Innenstadt, Medical Education Unit, München, Germany)

4Y/P11  Implementation of innovative technology into Kazakhstan medical education
I R Kulmagambetov, F N Nurmanbetova*, Sh S Kaliyeva, G Zh Abakasova (Karaganda State Medical Academy, Karaganda, Kazakhstan)

4Y/P12  Physician faculty development: long-term outcomes for primary care teachers
P K Kokotailo*, C L Gjerde, K M Hla, A D Poehling (University of Wisconsin School of Medicine and Public Health, Department of Pediatrics, Madison, WI, United States)

4Y/P13  “Nice to assess you, to assess you – nice!”
A Choudhury*, A Coneybeare, S Fernand, S Fludger, M Hashmi, S Riley, M Stacey, M Isles (School of Postgraduate Medical and Dental Education, Cardiff University, Cardiff, United Kingdom)

4Y/P14  Stumbling towards Damascus: using “experience” in faculty training for the European Trauma Course
Mary Rose Cassar, Mike Davis*, Peter Driscoll (European Trauma Course Working Group, Zebbug, Malta)

4Y/P15  Implementation of a “Train-the-teacher workshop” for a new curriculum for teaching clinical examination and history taking
Sandy Kujumdshiev1, Katharina Hamm1*, Falk Ochsendorf1, Johannes Schulze1, Achim Braunbeck**, T O F Wagner1 (Johann Wolfgang Goethe-University Frankfurt, 1Department of Internal Medicine, 2Department of Dermatology, 3Dean’s office, 4Department of Trauma, Hand and Reconstructive Surgery, Frankfurt, Germany)

4Y/P16  Is one day long enough to introduce teaching methods to junior doctors?
A Wort*, N Kumar (University Hospital of North Durham, Durham, United Kingdom)

4Y/P17  What does a quality Faculty Development programme (FDP) look like?
Don Bradley*, Leena Patel* (University of Manchester, Manchester Medical School, Manchester, United Kingdom)

4Y/P18  A study to determine if a modified Flanders Interaction Analysis diagnosis and critique with volunteer faculty members in lectures at two German medical faculties lead to improvements in teaching
Thomas Brendel*, Harold C Lyon, Jr, Alexandra Hesse, Matthias Holzer, Max Momau, Martin R Fischer (Medizinische Klinik Innenstadt – Klinikum der Ludwig-Maximilians-Universität München, Germany)

4Y/P19  An Innovative Masters in Medical Education at King Saud bin Abdulaziz University for Health Sciences College of Medicine in Riyadh
F Michael Seefeldt*, Mohi Eldin Magzoub (King Saud bin Abdulaziz Univ for Health Sciences, College of Medicine, Riyadh, Saudi Arabia)

1630-1800  4Z POSTERS

4Z/P1  The comparative analysis on the rate of return to investment in education between engineering and medical graduates
Nakhwan Choi *(Yonsei University, College of Medicine, Seodaemun-gu, Seoul, Republic of South Korea)

4Z/P2  Clinical nurse educators shaping medical students’ learning and professional practice
Robyn Hill, Jill French*, George Somers, Debra Nestel (Gippsland Medical School, Monash University, Churchill, Australia)
4Z/P3 Reorganizing health facilities according to a hierarchical healthcare system to prepare future professionals
Luiz Carlos Zeferino*, Paulo Eduardo M R Silva, Lair Zambom, José A Gontijo, Luis A Passeri* (School of Medical Sciences - State University of Campinas (UNICAMP), Campinas, Brazil)

4Z/P4 Senior level medical appointments: identifying selection criteria and methods
M Kerrin*, J Simons, E Mitchell (Work Psychology Group, Nottingham, United Kingdom)

4Z/P5 This is driving me crazy! Mediation in medicine: the role of a Bio-ethicist and how they can help you resolve patient or team member disputes
Devra Cohen-Tigor*, Rosamond Rhodes* (Union Graduate College/Mount Sinai School of Medicine, Saratoga Springs, New York, United States)

4Z/P6 Patient involvement in medical education: a systematic review
Naomi D Quinton*, Vikram Jha, Hilary L Bekker, Trudie E Roberts (University of Leeds, Medical Educaiton Unit, Leeds, United Kingdom)

4Z/P7 Do physicians at university hospitals need a special curriculum during medical school?
C L Schlett *, H Doll, O Polacsek, J Dahmen, M Hofmann, M Butzlaff (University Witten/Herdecke, Witten, Germany)

4Z/P8 The importance of effective organisational support for doctors in training
Pauline Swan*, Barbara Gow* (Oxford Deanery, Headington, Oxford, United Kingdom)

4Z/P9 The influence of formal training and MSF on leader performance in specialist training
Bente Malling*, Lene Mortensen, Thomas Bonderup, Albert Scherpber, Charlotte Ringsted (Aarhus University Hospital, Skejby, Bredestrupgaardssvej, Aarhus, Denmark)

4Z/P10 Medical leadership Competency Framework for UK Doctors, test site evaluation
Veronica Willkie*, Peter Spurgeon*, John Clark (Institute of Clinical Leadership, Warwick Medical School, University of Warwick, Coventry, United Kingdom)

4Z/P11 The impact of a leadership course for residents on their teaching of medical students
Susan J Pasquale*, Anne Larkin* (University of Massachusetts Medical School, Office of Medical Education, Worcester, United States)

4Z/P12 Connecting the dots: understanding medical student experiences
Casey B White*, Eric L Dey* (University of Michigan, Ann Arbor, United States)

4Z/P13 Junior doctors' views on formal management training: useful or not?
Sophie Vergnaud*, Aza Abdulla* (Bromley Hospitals NHS Trust, Princess Royal University Hospital, Orpington, Kent, United Kingdom)

1630-1800 4AA POSTERS
Postgraduate education 1
Chairperson: Mary Lawson (Australia)
Location: Terrace 1

4AA/P1 Early identification of educational problems: a challenge for future educators
B T Langham*, I H Martin, A Dickerson (East Midlands Healthcare Workforce Deanery and Derby Hospitals NHS Foundation Trust, University of Nottingham, United Kingdom)

4AA/P2 Analysing the Foundation Year 1 doctors teaching programme in a district general hospital
Shabanna Din*, Helen Farrimond, Fahad Yousaf (Royal Blackburn Hospital, Blackburn, United Kingdom)

4AA/P3 Does the assessor determine the likely outcome of direct observation of procedural skills (DOPS) in foundation programme doctors?
Marco Baroni*, Kate Reuben, Ryan Baron, Catherine Dickinson (University of Leeds, Department of Post Graduate Medical Education, The General Infirmary at Leeds, United Kingdom)
4AA/P4 Feedback discussion – best time to provide career advice and guidance – reflections of Foundation trainee and consultant supervisor
Joy Saibal Shome,* Subir Mukherjee* (East Kent NHS Trust, QEQM Hospital, Margate, United Kingdom)

4AA/P5 Provision of learning opportunities for Foundation Year 1 doctors in a district general hospital
J Chow*, E Wood* (Dept of Gastroenterology, Colchester General Hospital, Essex Rivers Healthcare Trust, Colchester, United Kingdom)

4AA/P6 Predictors of Foundation training application success: what are the relationships between academic ranking, application form scores and finals results?
Charlotte Mahoney*, Rachel Isba, Ged Byrne, Paul O’Neill (University of Manchester, University Hospital of South Manchester, United Kingdom)

4AA/P7 Patient views of the doctor-patient relationship
Mais Al Hity*, Naomi D Quinton, Vikram Jha, Trudie E Roberts (University of Leeds, Medical Education Unit, Leeds, United Kingdom)

4AA/P8 Comparison of evidence-based answer retrieval from four bedside information sources: a randomized controlled trial
Seyed-Foad Ahmadi, Masoomeh Faghankhani, Maryam Abarshahi*, Anna Javanbakht, Maryam Mirghorbani, Bahareh Safarnejad, Hamid Reza Baradaran (Medical Education and Development Center of Iran University of Medical Sciences, Tehran, Iran)

4AA/P9 Evaluation of a pilot postgraduate infectious diseases fellowship program in a Japanese medical university
Harumi Gomi-Yano*, Yuji Morisawa¹, Alan Lefor¹°, Yoshikazu Hirai¹ (¹Center for Clinical Infectious Diseases, ¹°Center for Post-graduate Training, ¹Department of Surgery, Jichi Medical University, Yakushiji, Shimotaxis, Tochigi, Japan)

4AA/P10 The 1st year intern has more confidence in treatment of critical ill patients after taking anesthetic course
R Wattanavinit*, P Rimpeupun, A Neramittakapong, H Howhan, C Sodapak (Udonrithanee Hospital, Thailand)

4AA/P11 Taking time out: junior doctor attendance at weekly teaching sessions
Richard Higgins*, Robert Gregory (East Midlands Healthcare Workforce Deanery, Leicester, United Kingdom)

4AA/P12 What price European Working Time Directive (EWTD) compliance? A tool to measure training climate
J L Clarke*, K Farrel, H A Davies, J G M Crossley, D Bee, P A Stark, F Patterson, M J Bannon, N D S Bax (Academic Unit of Medical Education, University of Sheffield, United Kingdom)

4AA/P13 Developing a training climate questionnaire to monitor the impact of the European Working Time Directive
J Crossley, J Clarke, K Farrell, H Davies, D Bee*, P Stark, F Patterson, M Bannon, N Bax (University of Sheffield, Academic Department of Medical Education, Sheffield, United Kingdom)

4AA/P14 EWTD a reality, innovative teaching a necessity
S Singh*, T Tsang, A Minocha (Norfolk and Norwich Hospital, Norwich, United Kingdom)

4AA/P15 The effect of European Working Time 2009 on junior doctor training and education
Jonathan Howes*, Peter Spurgeon*, Hywel Thomas, Julie Bedward, Natasha McNab, Ian Davidson (NHS West Midlands Deanery, Birmingham, United Kingdom)

4BB POSTERS
Special subjects
Chairperson: John Patterson (UK)
Location: Terrace 1

4BB/P1 Evaluating the Doctor Patient Society Course within the new integrated first semester curriculum at Ross University School of Medicine
D Sharma*, J Johnson, B Rios (Ross University School of Medicine, Portsmouth, Roseau, Dominica)
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<th>Session</th>
<th>Title</th>
<th>Authors</th>
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<tbody>
<tr>
<td>4BB/P2</td>
<td>Changes in medical event reporting attitude and behaviour after a 3-month patient safety curriculum for residents</td>
<td>J D Jansma*, R W Ten Kate, C Wagner, A B Bijnen (Foreest Institute Medical Centre Alkmaar, Netherlands)</td>
</tr>
<tr>
<td>4BB/P3</td>
<td>Integration of sustainable development at Uppsala University Medical school: considerations from the Medical Students’ Council</td>
<td>Oskar Eriksson*, Erik Noppa* (Medical Students’ Council, Uppsala University, Medicinarcentrum, Uppsala, Sweden)</td>
</tr>
<tr>
<td>4BB/P4</td>
<td>European ultrasound education</td>
<td>Jan Dodgeon*, Ricardo Ribeiro, Tuula Fridell, Charlotte Larsen, Anne Sykes, Luis Lança (University of Salford, United Kingdom)</td>
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<td>4BB/P5</td>
<td>Teaching systems based practice learning: a focus on public and patient safety for driving in people with episodic loss of consciousness in Arizona</td>
<td>Joseph Drazkowski**, Jonathan McKinnon, Katherine Noe, Susanne Gauthier, Joseph Sirven (Mayo Clinic Arizona, Phoenix, United States)</td>
</tr>
<tr>
<td>4BB/P6</td>
<td>Thai medical education in radiology</td>
<td>Phensri Sirikunakorn* (Bangkok Metropolitan Administration Medical College and Vajira Hospital, Dusit District, Bangkok, Thailand)</td>
</tr>
<tr>
<td>4BB/P7</td>
<td>Pre-hospital emergency care teaching</td>
<td>N Merrylees*, C Laird, J Dowell, C Jackson (Tayside Centre for General Practice, University of Dundee, United Kingdom)</td>
</tr>
<tr>
<td>4BB/P8</td>
<td>Preclinical stage medical students’ attitudes toward disabled people</td>
<td>Hatice Sahin (Ege University, Faculty of Medicine, Department of Medical Education, Ege University, Faculty of Medicine, Department of Medical Education, Bornova, Izmir, Turkey)</td>
</tr>
<tr>
<td>4BB/P9</td>
<td>Why are we teaching genetics? A study of patients’ expectations and preferences and the implications for education and training</td>
<td>Catherine Bennett**, Sarah Burke, Julie Bedward, Peter Farndon (NHS National Genetics Education and Development Centre, Birmingham Women's Hospital, Birmingham, United Kingdom)</td>
</tr>
<tr>
<td>4BB/P10</td>
<td>A method to reduce prescribing errors: would an evolution in training improve the recognition of medications by healthcare professions?</td>
<td>C R Davis*, P Bevis, E C Toll*, H Burden (Southmead Hospital, Bristol, United Kingdom)</td>
</tr>
<tr>
<td>4BB/P11</td>
<td>Participatory approach in teaching of Hygiene-Environmental Medicine</td>
<td>Ludmila Sevcikova, Lubica Sobotova, Jana Jurkovicova, Zuzana Stefanikova, Tana Noskova, Janka Volekova, Helena Rapantova, Lubica Aghova, Viera Kristova* (Comenius University, Institute of Hygiene, Faculty of Medicine, Bratislava, Slovakia)</td>
</tr>
<tr>
<td>4BB/P12</td>
<td>What do students want to learn about medical ethics?</td>
<td>F Fehr* (Heidelberg University, Institute for History of Medicine, Heidelberg, Germany)</td>
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<td>4BB/P13</td>
<td>Perception of physicians and medical students on common ethical dilemmas in a Pakistani Medical Institute</td>
<td>Bushra Khizar*, Mobeen Iqbal (Shifa College of Medicine, Islamabad, Pakistan)</td>
</tr>
<tr>
<td>4BB/P14</td>
<td>The attitudes of older people living in institutions and their carers to ageing. Results of research and consequences for long-live education</td>
<td>Hana Janeckova*, J Holmrova, H Vankova, E Dragomirecka (School of Public Health, Institute of Postgraduate Medical Education, Prague, Czech Republic)</td>
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<tr>
<td>4BB/P15</td>
<td>Study of occupational medicine in agriculture by home stay</td>
<td>Teerasak Laksanananun* (Sawanprachalak Hospital, Paknampa District, Nakhonsawan, Thailand)</td>
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1930-2300  
Optional Event: Ship Europé (see page 140)  
Tickets still available, please contact Guarant

1930-2300  
Optional Event: U Fleků Restaurant (see page 141)  
Tickets still available, please contact Guarant
**TUESDAY 2 SEPTEMBER**

**SESSION 5**

**0830-1030  5A  PLENARY**

**How do people learn?**

Chairperson: Kirsti Lonka (Finland)
Location: Congress Hall

**0830-0900  5A1 Acquiring knowledge and skills, learning from animal learning**

Professor Jan A.R.A.M. van Hooff (Netherlands)

**0900-0905 Questions**

**0905-0935  5A2 Making Basic Science relevant: teaching for transfer**

Professor Geoff Norman (McMaster University, Canada)

**0935-0940 Questions**

**0940-1010  5A3 Learning medicine in workplaces**

Professor Tim Dornan (University of Manchester, UK)

**1010-1015 Questions**

**1015-1025 Discussion**

**1025-1030 Announcement of Award of the 2008 Karolinska Prize for Research in Medical Education**

**1030-1100 COFFEE**
Location: Congress Hall Foyer, 1st & 2nd floors

**SESSION 6**

**1100-1230  6A LARGE GROUP SESSION**

A systems and complexity perspective on knowing: implications for how we plan and conduct medical education

Stewart Mennin (Professor Emeritus, University of New Mexico School of Medicine)
Chairperson: Jim Price (UK)
Location: Congress Hall
1100-1230 6B LARGE GROUP SESSION
Clinician and researcher meets educator: Predictive diagnostics and personalised patient treatment as a new philosophy in health care
Olga Golubnitschaja (Dept of Radiology, Friedrich-Wilhelms-University of Bonn, Germany)
Chairperson: Sam Leinster (UK)
Location: Meeting Hall I

1100-1230 6C SHORT COMMUNICATIONS
Using virtual patients in the curriculum
Chairperson: Goh-Poh Sun (Singapore)
Location: Panorama Hall

1100-1115 6C/SC1 Scenarios for the implementation of VPs into the medical curriculum by the example of JUMC’s participation in the eViP-Programme
Aleksandra J Stachoń*, Andrzej A Kononowicz*, Irena Roterman-Konieczna*, Inga Hege*, Matthias Holzer*, Martin Adler*, Martin R Fischer* for the eViP consortium (1Jagiellonian University Medical College; 2Ludwig-Maximilians-University, München, Germany; 3Instruct AG, München, Germany)

1115-1130 6C/SC2 Comparing approaches to the development of a ‘virtual’ healthcare clinic
Ian Sheeler*, Jerome Di Pietro*, Sam Press (St George’s - University of London, United Kingdom)

1130-1145 6C/SC3 Blended learning: virtual patients in hematology
Kalle Romanov*, Tom Petterson (Research & Development Unit for Medical Education, University of Helsinki, Finland)

1145-1200 6C/SC4 Using e- and game-informed learning to develop new teaching and learning approaches to clinical education in Malawi
Michael Begg*, David Dewhurst (University of Edinburgh, Learning Technology Section, Edinburgh, United Kingdom)

1200-1215 6C/SC5 Correlation between medical students’ grades and computerized multimedia simulated patient cases generated by DxR Clinician Software
Montarat Chinda* (Mahidol University, Ramathibodi Hospital, Bangkok, Thailand)

1215-1230 6C/SC6 Implementation and use of Virtual Patient Simulation systems in medical schools – which variables are critical for success?
Mihaela Botezatu*, Uno Fors* (Karolinska Institutet, Stockholm, Sweden)

No Discussion

1100-1230 6D SHORT COMMUNICATIONS
Formative and self-assessment
Chairperson: Peter Harris (Australia)
Location: Meeting Hall IV

1100-1115 6D/SC1 Assessing for learning? Medical students’ experiences of two forms of formative assessment
Maria Weurlander*, Magnus Söderberg*, Max Scheja†, Håkan Hult†, Annika Wernerson† (1Karolinska Institutet, Department of Learning, Informatics, Management and Ethics (LIME); 2Department of Laboratory Medicine, Division of Pathology, Karolinska University Hospital; 3Department of Education, Stockholm University, Stockholm, Sweden)

1115-1130 6D/SC2 Randomized controlled trial on positive and negative packaged feedback messages
Monica van de Ridder*, Karel Stokking, William McGaghie, Olle ten Cate (University Medical Center Utrecht, School of Medical Sciences, Utrecht, Netherlands)

1130-1145 6D/SC3 From “feedback” to “feed forward”: Research and theory to inform feedback, learning and performance improvement
Joan Sargeant*, David Bruce, Peter Cantillon, Karen Mann (Dalhousie University, Halifax, Canada)
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<tr>
<td>1145-1200</td>
<td>6D/SC4</td>
<td>Using a Relative Ranking Scale to enhance feedback during resident assessments</td>
<td>Milena Forte*, June Carroll, Brian Hodges (Mount Sinai Hospital, University of Toronto, Granovsky Gluskin Family Medicine Centre, Toronto, Canada)</td>
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<td>1200-1215</td>
<td>6D/SC5</td>
<td>Student self-assessment experience in the PBL course at a College of Veterinary Medicine</td>
<td>Maria Fahie, John Tegzes* (Western University of Health Sciences, College of Veterinary Medicine, Pomona, United States)</td>
</tr>
<tr>
<td>1215-1230</td>
<td>6D/SC6</td>
<td>Formative assessment: students’ goals and activities</td>
<td>S T T Hubers, G J Bok*, R J Veeneklaas, P van Beukelen (Faculty of Veterinary Medicine, University Utrecht, Netherlands)</td>
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<td>1100-1230</td>
<td>6E</td>
<td>SHORT COMMUNICATIONS</td>
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<td>Outcome based education and curriculum mapping</td>
<td>Chairperson: to be announced</td>
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<td>Location: Club H</td>
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<td>1100-1115</td>
<td>6E/SC1</td>
<td>Attitudes of teachers toward the objectives of medical schools</td>
<td>M Lovric-Bencic*, G Pavlekovic, D Anticevic, S Kukolja-Tardi, M Taradi (Department of Internal Medicine, Medical School, University of Zagreb, Croatian Association for Medical Education, Zagreb, Croatia)</td>
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<tr>
<td>1115-1130</td>
<td>6E/SC2</td>
<td>Determining an undergraduate paediatrics curriculum for New Zealand</td>
<td>Ralph Pinnock*, Alison Jones (University of Auckland and Starship Childrens' Hospital, Department of Paediatrics, Child Health and Youth Health, Faculty of Medical and Health Sciences, Auckland, New Zealand)</td>
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<tr>
<td>1130-1145</td>
<td>6E/SC3</td>
<td>Development and integration of a web-based learning objectives database</td>
<td>I Hege*, K Radon, D Nowak, M R Fischer (Medical Education Unit, University Hospital Munich, Medizinische Klinik - Innenstadt, Munich, Germany)</td>
</tr>
<tr>
<td>1145-1200</td>
<td>6E/SC4</td>
<td>Mapping the curriculum to published learning outcomes: a systematic tool to review course content</td>
<td>Amanda Fleet**, Simon Guild (University of St Andrews, Bute Medical School, St Andrews, United Kingdom)</td>
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<td>1200-1215</td>
<td>6E/SC5</td>
<td>The evaluation of preclinical curriculum content of a Doctor of Medicine program</td>
<td>Cherdskir Kamaneerat*, Pacharee Tewsihares, Puanyanuat Pinchoo (Faculty of Medicine Siriraj Hospital, Mahidol University, Department of Surgery, Bangkok, Thailand)</td>
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<td>1215-1230</td>
<td>6E/SC6</td>
<td>Development of core competencies in drug development in medical oncology: an unexplored field</td>
<td>I Duran, L L Siu, A Jimeno, D M Panisko**, L Seymour (Department of Medicine, University of Toronto, Toronto General Hospital, Toronto, Ontario, Canada)</td>
</tr>
<tr>
<td>1100-1230</td>
<td>6F</td>
<td>SHORT COMMUNICATIONS</td>
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<td></td>
<td></td>
<td>Case studies in postgraduate medical education</td>
<td>Chairperson: Sandra Banner (Canada)</td>
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<td></td>
<td>Location: North Hall</td>
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<tr>
<td>1100-1115</td>
<td>6F/SC1</td>
<td>Resuscitation competencies in pediatric specialist registrars (SpRs)</td>
<td>Reinoud J B J Gemke*, Bianca Weeteling, Ruurd M van Elburg (VU University Medical Centre, Department of Pediatrics, Amsterdam, Netherlands)</td>
</tr>
<tr>
<td>1115-1130</td>
<td>6F/SC2</td>
<td>Spatial abilities of medical residents in programs with different levels of procedural skills content</td>
<td>Jean Langlois*, George A Wells, Marc Le Courtois, Germain Bergeron, Elizabeth Yetisir, Marcel Martin (Faculty of Medicine and Health Sciences, University of Sherbrooke, Canada)</td>
</tr>
</tbody>
</table>
1130-1145 6F/SC3  Residents' representations toward patients of different cultural backgrounds
C Layat1*, N V Vu2, P Dasen3, A Baroffio1 (1Faculty of Medicine, University of Lausanne, and Unit of Development and Research in Medical Education, University of Geneva, Faculty of Medicine, Switzerland; 2Unit of Development and Research in Medical Education, University of Geneva, Faculty of Medicine, Switzerland; 3University of Geneva, Faculty of Psychology and Educational Sciences, Switzerland, Geneva, Switzerland)

1145-1200 6F/SC4  Postgraduate educational environment in teaching hospitals in Iran
Mohammad E Khamseh*, Nasibeh Vatankhah, Hamid R Baradaran (Medical Education & Development Centre, Iran University of Medical Sciences, Tehran, Iran)

1200-1215 6F/SC5  Just the FACTs: Evaluation of Faculty Advisory Committee Triads (FACTs), a collaborative mentorship program for postgraduate trainees
Ann Jefferies*, Martin Skidmore (Dept of Paediatrics, University of Toronto, Mount Sinai Hospital, Toronto, Ontario, Canada)

1215-1230 6F/SC6  Use of a learning set to deliver curriculum to different grades of doctors working in the same clinical setting
Bianca Cueller*, Joy Shome*, Paul Vig, Agata Juszczak, Subir Mukherjee* (East Kent NHS Trust, QEQM Hospital, Margate, United Kingdom)

No Discussion

1100-1230 6G  SHORT COMMUNICATIONS
Teaching and learning strategies
Chairperson: David Cameron (South Africa)
Location: Club B

1100-1115 6G/SC1  Developing schemes in medical education
S Vink*, J van Tartwijk, N Verloop, J H Bolk (ICLON, Leiden University Graduate School of Teaching, Leiden, Netherlands)

1115-1130 6G/SC2  Study of advance organizers effects in learning head and neck anatomy for medical students
Amrollah Roozbeh* (Yasuj Medical Faculty, Yasuj University of Medical Sciences, Yasuj, Iran)

1130-1145 6G/SC3  rTBL - Research Team-based Learning – experimental method to engage medical students with health management and leadership issues
H M G Martins* (Faculty of Health Sciences, Universidade Beira Interior, Alcainça, Portugal)

1145-1200 6G/SC4  Combined Team Based Learning “TBL” and Problem Based Learning “PBL”: a new strategy in medical education
Akef S Obeidat*, Faisal I. Mohammed, Ibrahim Al-Hoqail, Mohammed O Al-Rukban, Hossam Hamdy (King Fahad Medical City/College of Medicine, Riyadh, Saudi Arabia)

1200-1215 6G/SC5  Towards validating breadth of learning style
Thelma Quince*, Zeljka Djuric, John Benson, James Brimicombe, Diana Wood (University of Cambridge, School of Clinical Medicine, Department of General Practice and Primary Care, Institute of Public Health, Cambridge, United Kingdom)

1215-1230 6G/SC6  Good vibrations? Study orchestrations in novice medical students
Goetz Fabry*, Marianne Giesler (Albert-Ludwigs-University, Department of Medical Psychology, Freiburg, Germany)

No Discussion

1100-1230 6H  LARGE GROUP SESSION
Didactic issues on using Audience Response Systems in education
Peter G M de Jong, Roel Sijstermans, Nynke R Bos, Jan H Bolk, M Maas (Leiden University Medical Center, Netherlands & International Association of Medical Science EducatorsIAMSE, United States)
Location: Club A
<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Title</th>
<th>Authors/Organizations</th>
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<tr>
<td>1100-1230</td>
<td>6I</td>
<td>SHORT COMMUNICATIONS</td>
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<tr>
<td>1100-1115</td>
<td>6I/SC1</td>
<td>BEME systematic review: Virtual patients</td>
<td>Jorge G Ruiz*, Nabil Zary*, Grace Huang, Soeren Huwendiek, Bas de Leng, James McGee, Horst Vollmar, Uta-Maria Waldmann, Jonathan Flacker, Rainier Soriano, Stephen Smith, Barry Issenberg (University of Miami Miller School of Medicine/Karolinska Institutet, United States)</td>
</tr>
<tr>
<td>1115-1130</td>
<td>6I/SC2</td>
<td>A BEME review of the impact of structured resuscitation training on healthcare practitioners, their clients and the wider service</td>
<td>C Mosley*, C Dewhurst, W Yoxall, S Malloy, N Shaw (Liverpool Womens Hospital, Liverpool, United Kingdom)</td>
</tr>
<tr>
<td>1130-1145</td>
<td>6I/SC3</td>
<td>How do the conditions, processes and outcomes of clinical workplace learning interlink? Progress report on a BEME review</td>
<td>Naomi Tan*, Henny Boshuizen, Rachel Gick, Rachel Isba, Karen Mann, Albert Scherpbier, John Spencer, Beth Woolley, Tim Dornan (Medical Education Research Group, University of Manchester, United Kingdom)</td>
</tr>
<tr>
<td>1145-1200</td>
<td>6I/SC4</td>
<td>OSCE Systematic review: Where do we stand 2 years after the initial pilot with 200 papers?</td>
<td>Madalena Patricio1, Miguel Julião1, Filipa Fareleira1, Meredith Young2, Geoffrey Norman3, António Vaz Carneiro1 (1Centre for Evidence Based Medicine University of Lisbon School of Medicine, Lisboa, Portugal; 2Department of Psychology, Neuroscience and Behaviour, McMaster University, Canada; 3Department of Clinical Epidemiology and Biostatistics, McMaster University, Canada)</td>
</tr>
<tr>
<td>1200-1215</td>
<td>6I/SC5</td>
<td>An initial proposal for a systematic review on peer teaching</td>
<td>Angel Centeno*, Cecilia Primogerio, Belén Del Rio (School of Biomedical Sciences, Universidad Austral-Medicina, Pov Buenos Aires, Argentina)</td>
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<tr>
<td>1215-1230</td>
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<td>Discusison</td>
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<td>1100-1230</td>
<td>6J</td>
<td>SHORT COMMUNICATIONS</td>
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<tr>
<td>1100-1115</td>
<td>6J/SC1</td>
<td>Veterinary pathology and PBL: WesternU experiences</td>
<td>Suzana Tkalcic* (Western University of Health Sciences, College of Veterinary Medicine, Pomona CA, United States)</td>
</tr>
<tr>
<td>1115-1130</td>
<td>6J/SC2</td>
<td>Experiences from orientation of the first two years of a medical curriculum around clinical scenarios</td>
<td>John Rees*, Despo Papachristodoulou (King's College London School of Medicine, Sherman Education Centre, Guy’s Hospital, London, United Kingdom)</td>
</tr>
<tr>
<td>1130-1145</td>
<td>6J/SC3</td>
<td>How do students make sense of the formative assessment opportunities available to inform their learning in a PBL-centred medical course?</td>
<td>Carol Ditchfield** (University of Glasgow, Wolfson Medical School, Glasgow, United Kingdom)</td>
</tr>
<tr>
<td>1145-1200</td>
<td>6J/SC4</td>
<td>Use of reflective journals to enhance learning in a PBL curriculum: significance of critical self-evaluation</td>
<td>Samy A Azer* (Universiti Teknologi MARA, Medical Education Research and Development Unit, Faculty of Medicine, Shah Alam, Malaysia)</td>
</tr>
<tr>
<td>1200-1215</td>
<td>6J/SC5</td>
<td>Through the patient’s eyes: a new approach to problem based learning</td>
<td>Patricia Gruentzig*, Michael Rich (Center in Media and Child Health, Children's Hospital Boston, Boston, United States)</td>
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<tr>
<td>1215-1230</td>
<td></td>
<td>Discusison</td>
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6K RESEARCH IN MEDICAL EDUCATION PAPERS

Professionalism
Chairperson: Val Wass (UK)
Location: Hall V

6K/RP1 Heroes, villains and professionalism
Kirsty Foster*, Chris Roberts (University of Sydney, Northern Clinical School, Royal North Shore Hospital, St Leonards, Centre for Innovation in Professional Health Education and Research, Sydney, NSW, Australia)

6K/RP2 Who are Tomorrow’s Doctors? A narrative inquiry of medical students’ experience of a broader curriculum
Liz Anderson* (University of Bristol, Department of Community Based Medicine (Psychiatry), Bristol, United Kingdom)

6K/RP3 The effect of enhanced experiential learning on personal reflection
Leo C Aukes*, Janke Cohen-Schotanus, Jelle Geertsema, Hanke Dekker, Rein P Zwierstra, Joris P J Slaets (University of Groningen and University Medical Center Groningen, Netherlands)

6K/RP4 Social comparison: an additional theory to the learning process of clerks
A N Raat*, J B M Kuks, J Cohen-Schotanus (University Medical Center Groningen, University of Groningen, Netherlands)

1220-1230 Discussion

6L SHORT COMMUNICATIONS

Student quality of life
Chairperson: Jan Hilgers (Germany)
Location: Club D

6L/SC1 Medical students´ perceptions of their quality of life in the medical course: a qualitative study
Patricia Tempski*, Patricia L Bellodi, Milton A Martins, Lilia B Schraiber (School of Medicine of the University of São Paulo, Brazil)

6L/SC2 Gender differences in quality of life of medical students
Milton A Martins*, Patricia Tempski, Patricia Bellodi, Bruno Perotta, Lilia B Schraiber (School of Medicine of the University of São Paulo, Brazil)

6L/SC3 The state of students: results of an Australasian medical student wellbeing survey
James Hillis*, William Perry*, Emily Carroll, Belinda Hibble, Marion Davies, Justin Yousef (Australian Medical Students’ Association, Kingston, Australia)

6L/SC4 Personality types of medical students and their life satisfaction
Hong-Im Shin*, Eun-Bae Yang (Yonsei University, College of Medicine, Seoul, Republic of South Korea)

6L/SC5 MED NORD – well-being and study orientations of Swedish and Finnish medical students. A confirmatory study
Kirsti Lonka*, Aki Hagelin, Juha Nieminen, Italio Masiello, Klas Karlgren, Anna Josephson, Gunnar Birgegård, Harri Hyppölä (Karolinska Institutet, Sweden, University of Helsinki, Finland)

6L/SC6 Compassion status in final year medical students and risk for burnout
R Delport*, M Kruger (University of Pretoria, Skills Lab, Department of Family Medicine, Faculty of Health Sciences, Pretoria, South Africa)

No Discussion
1100-1230

6M SHORT COMMUNICATIONS
International medical graduates
Chairperson: Andrzej Wojtczak (Poland)
Discussant: Bill Burdick (US)
Location: Club C

1100-1115
6M/SC1 Addressing concerns of migrating physicians: a web-based network
Gerald Whelan*, Danette McKinley, Marta van Zanten, Amy Opalek (Educational Commission for Foreign Medical Graduates, Philadelphia, United States)

1115-1130
6M/SC2 Assessment of international medical graduates in the ready to practice pathway
Anne-Marie MacLellan*, Sylvie Leboeuf*, Éric Drouin (Collège des médecins du Québec, Montréal, Canada)

1130-1145
6M/SC3 The use of an Ethical Reasoning Inventory in assessing physicians’ ethical competency
1Tsuen-Chiu Tsai*, 2Peter H Harasym, 3Sylvain Codere, 4Kevin McLaughlin, 5Tyrone Donnon (*Department of Pediatric, Taipei Medical University Wan Fang Hospital, 2Department of Community Health Science, 3Department of Medicine, University of Calgary, Canada)

1145-1200
6M/SC4 Physicians deal with truth telling: a cross cultural study
1Der-Fang Chen*, 2Ching-Shui Huang, 3Tsuen-Chiu Tsai (*Department of Surgery, Cathay General Hospital, 2Department of Pediatric, Taipei Medical University Wan Fang Hospital, Taipei, Taiwan)

1200-1215
6M/SC5 Variability of accreditation processes throughout the world
Marta van Zanten*, John R Boulet, Frank Simon (Foundation for Advancement of International Medical Education and Research (FAIMER®), Philadelphia, United States)

1215-1230 Discussion

1100-1230
6N SHORT COMMUNICATIONS
Anatomy in the medical curriculum
Chairperson: Paul McMenamin (Australia)
Discussant: Wojciech Pawlina (US)
Location: Meeting Room 3.1

1100-1115
6N/SC1 Influences on anatomy knowledge of students
Esther M Bergman*, Albert J J A Scherpbier, Cees P M van der Vleuten (Universiteit Maastricht, Netherlands)

1115-1130
6N/SC2 Back to the future in the teaching of anatomy to medical students
G Bronchti1*, M Julien2, P Gagné1, R Lalande2, R Gareau1 (*Université du Québec à Trois-Rivières; 2Université de Montréal, Canada)

1130-1145
6N/SC3 What is the role of anatomical instruction on the professional development of medical students?
Dominic King*, Roberto Di Napoli (Imperial College, London, United Kingdom)

1145-1200
6N/SC4 Attitudes of final-year medical students and consultant general surgeons to the teaching and learning of anatomy
Richard D White, Katy M Edmonds, John A Spencer, Rachael A Fraser*, Naveen Kachroo (Department of Anatomy and Clinical Skills, Newcastle University Medical School, Newcastle-upon-Tyne, United Kingdom)

1200-1215
6N/SC5 Learn from the dead teachers to care for the living
Wan-Yi Ho, Mei-Chu Yu, Shih-Chieh Chen, Min Liu, Keh-Min Liu* (Department of Anatomy, Kaohsiung Medical University, Kaohsiung, Taiwan)

1215-1230 Discussion
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<th>Time</th>
<th>Workshop Number</th>
<th>Title</th>
<th>Authors</th>
<th>Location</th>
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<tr>
<td>1100-1230</td>
<td>6O</td>
<td><strong>Workshop</strong> “The Beauty and the Beast” – The Bologna reform in the medical curriculum</td>
<td>C.H. Schirlo*, W. Georg** (University of Zurich, Faculty of Medicine, Office of Medical Education, Zurich, Switzerland; Charité - Universitätsmedizin Berlin, Germany)</td>
<td>Dressing Room 220</td>
</tr>
<tr>
<td>1100-1230</td>
<td>6P</td>
<td><strong>Workshop</strong> Patient focused simulations for procedural skills: the role of simulated patients</td>
<td>D. Nestel*, R. Kneebone*, F. Bello*, D. Tabak* (Gippsland Medical School, Monash University, Churchill, Australia)</td>
<td>Meeting Room 1.1</td>
</tr>
<tr>
<td>1100-1230</td>
<td>6Q</td>
<td><strong>Workshop</strong> Formulating and writing learning outcomes to facilitate student learning and for strategic course planning</td>
<td>Matthew C.E. Gwee*, Dujeepa Samarasekera* (Department of Pharmacology; Medical Education Unit, Yong Loo Lin School of Medicine, National University of Singapore)</td>
<td>Meeting Room 2.1</td>
</tr>
<tr>
<td>1100-1230</td>
<td>6R</td>
<td><strong>Workshop</strong> Implementation of postgraduate medical curricula: dos and don’ts</td>
<td>Jamiu Busari*, Hanneke Mulder*, Maarten Schutte, Antoinette de Bont, Ronnie van Diemen, Cor de Kroon*, Scheltus van Luijk, Pascale Roovers, Fedde Scheele, Ilja de Vreede, Iris Wallenburg (Atrium Medical Center, Heerlen, Netherlands)</td>
<td>Meeting Room 2.2</td>
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<td>1100-1230</td>
<td>6S</td>
<td><strong>Workshop</strong> Exploring the differences between longitudinal progress testing and single point assessments</td>
<td>Zineb Nouns*, Adrian Freeman* (Charité Universitätsmedizin, Berlin, Germany; Peninsula Medical School Exeter, United Kingdom)</td>
<td>Dressing Room 221</td>
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<tr>
<td>1100-1230</td>
<td>6T</td>
<td><strong>Workshop</strong> Mapping curriculum outcomes - 40° south to 50° north</td>
<td>Geraldine MacCarrick*, Richard Arnett* (Royal College of Surgeons, Dublin, Ireland)</td>
<td>Dressing Room 222</td>
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<tr>
<td>1100-1230</td>
<td>6U</td>
<td><strong>Workshop</strong> Teaching or Assessment? Adapting standardized patient cases for either use</td>
<td>Colette Scott*, Gail Furman*, Ann Jobe* (CSEC - ECFMG, Philadelphia PA, United States)</td>
<td>Meeting Room 2.3</td>
</tr>
<tr>
<td>1100-1230</td>
<td>6V</td>
<td><strong>Workshop</strong> Setting pass marks for clinical performance assessments</td>
<td>Emil R Petrusa, Sally Santen (Vanderbilt University School of Medicine, Office for Teaching and Learning in Medicine, Nashville, Tennessee, United States)</td>
<td>Meeting Room 3.2</td>
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6W POSTERS

The OSCE
Chairperson: Kathy Boursicot (UK)
Location: South Hall

6W/P1 Ensuring examiner consistency: selecting and training 300 examiners for a national high-stakes OSCE
Mei Ling Denney*, Richard Wakeford (Royal College of General Practitioners & University of Cambridge, University of Cambridge, United Kingdom)

6W/P2 Comparison of Borderline group method and Borderline Regression method with Modified Angoff method for standard setting in OSCE
Juliette King*, Helen Sweetland, Roger Marshall (Cardiff University, Division of Medical Education, University Hospital of Wales, United Kingdom)

6W/P3 Effects of faculty-marker presence on OSCE scores
Young Han Lee*, Jae Beum Bang (Yeungnam University, College of Medicine, Daegu, Republic of South Korea)

6W/P4 Comparing pass scores to candidate performance on items that performed well
Dwight Harley*, Stephen Aaron, Margaret Sagle (University of Alberta, Edmonton, Canada)

6W/P5 Setting standard for clinical OSCE comparison for 3 methods
Thida Phungtaharn* (Medical Education Center, Khon Kaen Hospital, Amphur Muang, Khon Kaen, Thailand)

6W/P6 The use of patient scoring in Objective Structures Clinical Examinations (OSCEs)
N F Harvey*, C W Kotze, A Slater, I Haq (Brighton & Sussex University Hospitals, Brighton, United Kingdom)

6W/P7 Can student tutors (as SPs) with a global rating function effectively contribute to enhance the reliability of an OSCE: comparing checklist and global rating?
M T Brehmer*, J H Reifenweber, C Scheffer, M Hofmann, M Rützler (University of Witten/Herdecke, Witten, Germany)

6W/P8 OSCE for evaluating basic practical vascular surgical skills
Jes Sandermann* (Department of Vascular Surgery, Regionshospitalet Viborg, Denmark)

6W/P9 Validation of The British Society of Colposcopy and Cytology Accreditation OSCE
M Shehmar*, M Cruikshank, C Redman, I Fraser, E Peile (University Hospital Coventry and Warwick, Coventry, United Kingdom)

6W/P10 Performance of medical students compared with practicing doctors in an OSCE assessment
Luci Etheridge*, Alison Sturrock (Academic Centre for Medical Education, University College London, United Kingdom)

6W/P11 The relationship between medical students’ self-statement measures of social anxiety and OSCE scores
Jaehyun Park*, Jinkyung Ko, Taiyoung Yoon (Kyung Hee University School of Medicine, Seoul, Republic of South Korea)

6W/P12 Development of clinical skills with the OSCE
G Blee*, J Trejo, J Peña, A Mesina, G Uribe, J Aragón (Facultad de Medicina, Universidad Nacional Autónoma de México, Mexico)

6W/P13 Pilot exam during medical internship with the OSCE
A Mesina*, J Trejo, G Blee, J Peña, A Hernandez (Universidad Nacional Autonoma de Mexico, Mexico)

6W/P14 Evaluation of clinical competence during internship with the OSCE
J Peña, G Blee, J Trejo*, A Mesina, L Campos (Universidad Nacional Autonoma de Mexico, Mexico)

6W/P15 Can cultural competence training impact students’ OSCE performance one year after the curriculum?
Ming-Jung Ho* (National Taiwan University, Department of Social Medicine, College of Medicine, Taipei, Taiwan)
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<td>6W/P16</td>
<td>A study to assess the transferability of a new training course between UK centres</td>
<td>Carl McQueen*, Kirsty McQueen, Brian Wilkinson (St. John Ambulance, Kirkby in Ashfield, United Kingdom)</td>
</tr>
<tr>
<td>6W/P17</td>
<td>Assessment of clinical competence by instructors and students in OSCE during pre-clinical practice for pediatric dentistry</td>
<td>Shigenari Kimoto*, Mitsuhiro Matsuzawa, Mitsuyoshi Kubota, Akira Sugaya (Kanagawa Dental College, Yokosuka, Kanagawa, Japan)</td>
</tr>
<tr>
<td>6W/P18</td>
<td>360° assessment in ethical OSCE</td>
<td>W Thianjaruwatthana* (CPIRD, Ministry of Public Health, Medical Education Center, Khon Kaen Hospital, Amphur Maung, Khon Kaen, Thailand)</td>
</tr>
<tr>
<td>6X/P1</td>
<td>The IAMSE/HEAL Collaboratory: Working together to add user-generated, Web 2.0 content to a digital repository</td>
<td>Julie K Hewett*, Sharon E Dennis, E Pat Finnery, Sebastian Uijtdehaage (International Association of Medical Science Educators, Huntington, United States)</td>
</tr>
<tr>
<td>6X/P2</td>
<td>Reusable learning objects: does anyone really reuse them? (Results of our survey)</td>
<td>Suzanne S Stensaas*, Paul E Burrows (University of Utah, Eccles Health Sciences Library, Salt Lake City, United States)</td>
</tr>
<tr>
<td>6X/P3</td>
<td>Mark-ups in e-based radiology: a useful tool?</td>
<td>M J A Vogel*, S. Kolmman*, M Maas (Academic Medical Center (AMC), Postgraduate Education Office, Department of Radiology, Amsterdam, Netherlands)</td>
</tr>
<tr>
<td>6X/P4</td>
<td>Games are an effective form of e-assessment</td>
<td>A Conybeare, A Choudhury, M Isles*, S Fludger, S Ferdnand, S Riley, M Stacey (School of Postgraduate Medical and Dental Education, Wales College of Medicine, Cardiff University, Cardiff, United Kingdom)</td>
</tr>
<tr>
<td>6X/P5</td>
<td>Uro-Island I – game-based e-learning in urology</td>
<td>Martin Boeker*, Peter Andel, Maximilian Seidl, Alexander Streicher, Timm Schneevogt, Alexander Frankenschmidt (Freiburg University Medical Center, Freiburg, Germany)</td>
</tr>
<tr>
<td>6X/P6</td>
<td>Internet use and gaming among students of various faculties of the Medical University of Lodz</td>
<td>Janusz Janczukowicz*, Agnieszka Wierczchniewska-Lawska (Medical University of Lodz, Poland)</td>
</tr>
<tr>
<td>6X/P7</td>
<td>A case study summarising different approaches for using clinical videos online</td>
<td>Arnold Somasunderam*, Naran Ramluchumun, Chara Balasubramaniam, and Terry Poulton (St George’s, University of London, e-learning unit (ELU), Centre for Medical and Healthcare Education, London, United Kingdom)</td>
</tr>
<tr>
<td>6X/P8</td>
<td>My Teaching/My Lectures – a tool for curriculum planners, teaching staff and medical students</td>
<td>Richard Davidson*, Ash Self (University of Sheffield, Academic Unit of Medical Education, Sheffield, United Kingdom)</td>
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<tr>
<td>6X/P9</td>
<td>On-line video annotation system for medical education</td>
<td>J Fang Jiang* (The Chinese University of Hong Kong, The Faculty of Medicine, Shatin N.T, Hong Kong)</td>
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<tr>
<td>6X/P10</td>
<td>Using “potcasting” to teach veterinary anatomy</td>
<td>Brian Cox*, Raymond Macharia*, Nick Short*, Kim Whittlestone* (Royal Veterinary College, London, United Kingdom)</td>
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<tr>
<td>6X/P11</td>
<td>Developing a learning community using a Wiki</td>
<td>Win May, Beverly Wood* (Keck School Of Medicine of the University of Southern California, Los Angeles CA, United States)</td>
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**6X/P12** Pathology curriculum – can district hospitals deliver?
N Mounter*, R Lapworth, J Nash, J Hawkins, A Morris, K Kamalvand, J Fisher, M Vella, C Williams, A Johnson, B V Prathibha (William Harvey Hospital, Willesborough, Ashford, United Kingdom)

**6X/P13** Podcast Producer: adopting an automated podcasting program in undergraduate medical education
Janet Tworek*, Lauren Zanussi* (University of Calgary, Health Sciences Centre, Calgary, Canada)

**6X/P14** Podcasted lectures – is there a pedagogical benefit?
Peter Frey*, Andreas Clemann, Sissel Guttormsen (Institute for Medical Education, Bern, Switzerland)

**6X/P15** Implementing a VLE in APLS: a preliminary evaluation
Kate Denning*, Mike Davis*, Sue Wieteska** (Advanced Life Support Group, Swinton, Manchester, United Kingdom)

**6X/P16** e-Learning experience of medical students: a questionnaire survey for innovative Pathology Moodle
Ashraf Sandouka*, Yasmin Tayem, David Walton, Hani Abdeen (Faculty of Medicine, Al-Quds University, Abu Dies, Jerusalem, Palestinian Territories (Gaza Strip and West Bank))

**6X/P17** Developing a virtual learning environment for the MRCOG Part One examination
A Pilkington*, A Tweedale, A Jones (North Manchester General Hospital, Manchester, United Kingdom)

**6X/P18** Content development for online continuous medical education programs using problem based learning approach
Emami Amirhossein*, Mojtabahzadeh Rita, Mohammad Aeen (Educational Development Center, Tehran University of Medical Sciences, Tehran, Iran)

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**6Y/P1** Introducing personal and professional development to undergraduate education: an experience from Ankara University School of Medicine
Fulya Dokmeci*, Meral Demiroren, Mehmet Ozen, Ipek Gonullu, Ayse M A Kosan, M Fevzi Atacanli, Harun Balcooglu (Ankara University School of Medicine, Bilkent, Ankara, Turkey)

**6Y/P2** Differences between medical students’ and professors’ perception of medical students’ professionalism level
Yera Hur, Sun Kim* (The Catholic University of Korea, Department of Medical Education, College of Medicine, Seoul, Republic of South Korea)

**6Y/P3** Focus! Tools and theory for medical teachers who want to get to grips with medical professionalism
Menno de Bree*, Marian Verkerk (University of Groningen, Netherlands)

**6Y/P4** Developing professionalism: a multidisciplinary perspective
O De Condappa*, H M O’Sullivan, A Senior, M Murphy (University of Liverpool, School of Medical Education, Liverpool, United Kingdom)

**6Y/P5** Medical professionalism: changing attitudes
F Sebastian*, D Dayson (Hampshire Partnership NHS Trust, Moorgreen Hospital, Southampton, United Kingdom)

**6Y/P6** Exploring the professionalism continuum in medical students
Devina Raval*, Sandra Nicholson (Barts and the London, School of Medicine and Dentistry, Queen Mary, University of London, Community Based Medical Education, London, United Kingdom)

**6Y/P7** Social networking technology in developing professionalism
Dan Robinson*, Helen O’Sullivan (University of Liverpool, CETL, School of Medical Education, Faculty of Medicine, Liverpool, United Kingdom)

**6Y/P8** Yellow Card – professional attitudes and behaviour
Predrag Bjelogrlic*, Veronica O’Carroll, Anita Laidlaw, Ruth Cruickshank (University of St Andrews, Bute Medical School, St Andrews, United Kingdom)
6Y/P9 Professionalism: assessment of a fundamental concept in medical care  
F Tromp*, Myrta Vernooij-Dassen, Anneke Kramer, Ben Bottema, Richard Grol (UMC St Radboud, Nijmegen, Netherlands)

6Y/P10 Professional attitude of the modern Dutch midwife: teaching and assessing  
Joke Steevert* (Midwifery Academy Amsterdam, Netherlands)

6Y/P11 What medical students should learn about law in the curriculum  
Moritz Gebauer*, Jörg Pelz (Europa Universität Viadrina Frankfurt (Oder), Germany)

6Y/P12 ‘Oh, I have to be a grown-up’: learning and teaching professionalism within a Veterinary degree – the student voice  
Jackie Goode, Liz Mossop* (School of Veterinary Medicine and Science/School of Education, University of Nottingham, United Kingdom)

6Y/P13 The professional development of the professional: challenge or utopia?  
Lucienne van Laar* (Netherlands)

6Y/P14 The sacking of a House Officer: what are the views of new House Officers?  
Kum-Ying Tham* (Tan Tock Seng Hospital, Tan Tock Seng Hospital, Singapore)

6Y/P15 Josef Charvát’s School of Medical Education  
Hana Vrbová* (Third Clinical Dpt. of Internal Medicine, First Faculty of Medicine of Charles University, Prague, Czech Republic)

6Y/P16 Gender and professionalism in the undergraduate medical curriculum: technical/rational meets artistry  
Heather Payne, Iain Robbe*, Clare Kell, Maria Tsuroufli (School of Postgraduate Medical and Dental Education, University Hospital of Wales, Cardiff, United Kingdom)

6Y/P17 Physician empathy: the institutional level  
P Aguiar*, T Frada, A Salgueira, MJ Costa (Life and Health Sciences Research Institute (ICVS), School of Health Sciences, University of Minho, Braga, Portugal)

6Y/P18 Empathy in last year medical students: disclosing its influence in specialty choice  
Renata Daud Gallotti, Milton de Arruda Martins, Patricia Bellodi, Ana Maria Carr, Iolanda Calvo Tibério* (University of São Paulo School of Medicine, São Paulo, Brazil)

6Y/P19 Does peer role-play affect veterinary students' empathy with clients?  
Carol Gray* (University of Liverpool, United Kingdom)

6Y/P20 Change in professional attitudes during medical education  
A Hilal Bati* (Ege University Medical Faculty, Ege University Medical Faculty Department of Medical Education, Bornova Izmir, Turkey)

6Y/P21 Emotional Intelligence in medical students of Lampang Hospital  
Ketsiri Liamwanich*, Kanthika Junsantor (Lampang Medical Education Center, Lampang Hospital, Mueng, Lampang, Thailand)

6Z POSTERS  
Continuing Professional Development  
Chairperson: Lesley Pugsley (UK)  
Location: Chamber Hall

6Z/P1 Trainers' and physicians' perspectives regarding outcome-based CME in the field of “rational prescribing”  
Hamideh M Esmaily*, Rezagoli Vahidi, Rolf Wahlstrom (Karolinska Institutet, Division of International Health (IHCAR), Department of Public Health Sciences, Stockholm, Sweden)

6Z/P2 Using utilization review to improve doctors’ compliance to clinical practice guidelines  
Woranart Chandrakachorn*, Somprattana Klungboonkong, Sirijitt Wasanawattana (Khon Kaen Hospital, Pediatric Division, Amphur Muang, Khon Kaen, Thailand)

6Z/P3 Paramedic practice changes after STEMI education  
Maud Huiskamp*, Laurie Mazurik, Jim Summers (Sunnybrook Osler Centre for Prehospital Care, Toronto, Ontario, Canada)
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<th>Session</th>
<th>Title</th>
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<tr>
<td>6Z/P4</td>
<td>Sufficiency and barriers of CME/CPD as experienced by Finnish doctors</td>
<td>Pirjo Kannisto*, Ulla Anttila, Hannu Halila, Arja Helin-Salmivaara, Mira Kajantie (Finnish Medical Association, Helsinki, Finland)</td>
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<tr>
<td>6Z/P5</td>
<td>FMOQ – Self-Managed Continuing Professional Development Plan (SCPDP) – what can we reach through partnership?</td>
<td>Claude Guimond* (Federation of General Practitioners of Québec, Montréal, Québec, Canada)</td>
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<tr>
<td>6Z/P6</td>
<td>The impact of Continuous Professional Development for counsellors on VCT for HIV and AIDS uptake</td>
<td>Anton la Grange* (Foundation for Professional Development, Pretoria, South Africa)</td>
</tr>
<tr>
<td>6Z/P7</td>
<td>The rate of satisfaction of the medical practitioners in Continuing Medical Education programs of Tehran University of Medical Sciences</td>
<td>F Farzianpour*, A H Emami, M R Eshraghian (School of Public Health of Tehran University of Medicine Sciences, Tehran, Iran)</td>
</tr>
<tr>
<td>6Z/P8</td>
<td>Continuing professional development choices made by physiotherapists throughout their careers</td>
<td>Helena Johnson* (York St John University, Faculty of Health &amp; Life Sciences, York, United Kingdom)</td>
</tr>
<tr>
<td>6Z/P9</td>
<td>Medical regulation: the interface with education</td>
<td>Malcolm Lewis*, Katie Laugharne (Cardiff University, School of Postgraduate Medical &amp; Dental Education, Cardiff, United Kingdom)</td>
</tr>
<tr>
<td>6Z/P10</td>
<td>Changing CPD culture through a distributed partnership – work in progress</td>
<td>J Steeves*, C Campbell, B Wheelock, S Esam, S Brien (Atlantic Health Sciences Corporation, Saint John, Canada)</td>
</tr>
<tr>
<td>6Z/P11</td>
<td>A structured assessment of physicians’ ability to apply quality improvement methods</td>
<td>Brian J Hess*, Eric S Holmboe, Rebecca S Lipner, Lorna Lynn, F Daniel Duffy (American Board of Internal Medicine, Philadelphia, United States)</td>
</tr>
<tr>
<td>6Z/P12</td>
<td>Lifelong learning: the clinical settings</td>
<td>T Frada*, P Aguier, A Salgueira, M J Costa (Life and Health Sciences Research Institute (ICVS), School of Health Sciences, University of Minho, Braga, Portugal)</td>
</tr>
<tr>
<td>6Z/P13</td>
<td>Assessment of contemporary medical literature – an oblique view</td>
<td>E D Leibner*, D Cheleuitte, W B Edmond, J W Brodsky (Dept of Orthopaedic Surgery, Hadassah University Medical Center, Jerusalem, Israel)</td>
</tr>
<tr>
<td>6Z/P14</td>
<td>Self-directed learning Continuing Medical Education (CME) in Iran</td>
<td>M Gharib*, R Mojtahedzadeh, A Sabouri Kashani, A H Emami (Medical Sciences/University of Tehran, School of Allied Medical Sciences, Tehran, Iran)</td>
</tr>
<tr>
<td>6Z/P15</td>
<td>Connecting health professionals’ knowledge, skills and attitudes towards the health and development of children aged 0 to 5 years: L’ABCdaire (Healthy ABCs)</td>
<td>Martin Labelle*, Daniel Paquette, Robert L Thivierge, Gilles Brunet, Dominique Cousineau, Danièle Lemieux, Danielle Moore (Division of CPD, Faculty of Medicine, Université de Montréal, Québec, Canada)</td>
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</tbody>
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6AA POSTERS

Postgraduate education 2

Chairperson: Robert Palmer (UK)
Location: Terrace 1

6AA/P1 Cultivating 21st-century-surgeons in Taiwan
Chi-Chuan Yeh*,1,2, I-Rue Lai1, Shan-Chwen Chang*, Ming-Tsan Lin1, Po-Huang Lee1 (1Department of Surgery, 2Department of Medical Education, National Taiwan University Hospital, Taipei, Taiwan)

6AA/P2 Learning scientific writing writing at postgraduate level in southern Africa – valuable intellectual shock therapy
Barbara English*, Liz Wolvaardt (University of Pretoria, South Africa)

6AA/P3 Developing an effective handover tool for surgical trainees - enhancing learning opportunities
J S Browne*, C Dainty, S Kanwar (St Helens and Knowsley Acute Trust, Prescot, United Kingdom)
6AA/P4 Validation of a method for measuring resident physicians’ reflection on quality improvement opportunities
Christopher M Wittich*, Thomas J Beckman, Bryan J Krajicek, Monica M Drefahl, Rudy M Haddad, Furman S McDonald, Darcy A Reed, Joseph C Kolars, Kris G Thomas (Mayo Clinic, Rochester, United States)

6AA/P5 Time, tension and training
Mick Button*, Manjusha Keni, Nachi Palaniappan, John Staffurth, Carol Jordan, Iain Robbé (Velindre Cancer Centre, Cardiff, United Kingdom)

6AA/P6 Written consultation letters: report of data from a postgraduate training program in internal medicine
Diem-Quyen Nguyen, Jean-Victor Patenaude*, Benoit Deligne, Isabelle Coiteux, Roch Parent, Michèle Mahone (Université de Montréal, CHUM-St Luc, Montréal, Canada)

6AA/P7 Developing the Performance Unit for postgraduate medical training in Wales
L A Walsh*, S J Davies, H P Payne, D D Gallen (School of Postgraduate Medical and Dental Education, Cardiff University, Cardiff, United Kingdom)

6AA/P8 The impact of clerical documentation requirements on the training environment: a survey of US Internal Medicine Residents and Program Directors
Amy S Osterenko, Colin P West, Robert C Huebert*, Carol Popkave, Steven E Weinberger, Joseph C Kolars (Mayo Clinic - Rochester, Division of Gastroenterology/Hepatology, Rochester, United States)

6AA/P9 Toward an ecological perspective of resident teaching clinic
C S Smith*, C Francovich, M Morris, W Hill, F Langlois-Winkle, R Rupper, C Roth, S Wheeler, A Vo (University of Washington, c/o VA Medical Center, Boise, Idaho, United States)

6AA/P10 Understanding reality: primary care as a training scenario for professionals
T Campos, A Romanos*, A Torres (Regional Ministry of Health, Government of Andalusia, Sevilla, Spain)

6AA/P11 Continuous improvement – a unique component of the medical internship education at Sahlgrenska University Hospital (SU) Goteborg
Caterina Finizia*, Ulla Strandman (Sahlgrenska University Hospital Staff Inst, Mölndal, Sweden)

6AA/P12 Revision of postgraduate medical education programme: an evaluation of needs for teaching and learning skills
Kalinka Grijpink, Maurice G A J Wouters*, representing OOR VU University Medical Center, Amsterdam (VU University Medical Center, Amsterdam, Netherlands)

6AA/P13 Validity and reliability of the Job Evaluation Survey Tool (JEST)
S J Jamal*, H M Goodyear*, V Dwikar*, A Hughes, D W Wall* (Birmingham Children's Hospital NHS Foundation Trust, 'Workforce Deaney, NHS West Midlands, Edgbaston, Birmingham, United Kingdom)

6AA/P14 Building clinical pathways by postgraduate students as a method of improving knowledge about the patient’s journey through a hospital
Andrzej A Kononowicz*, Kinga Salapa (Jagellonian University Medical College, Department of Bioinformatics and Telemedicine, Kraków, Poland)

6AA/P15 The intern/resident council – a platform for increasing postgraduate influence and quality of education
Lovisa Lommar*, Caroline Werner*, Mattias Bjarnegård, Daniel Carlzon, Isabelle Cehlin, Christer Rosenberg, Antovan S Honarvar, Diana Swolin-Eide, Anders S Johansson, Caterina Finizia (Sahlgrenska University Hospital, Gothenburg, Intern/resident council, Mölndal, Sweden)

6AA/P16 Setting up a new School training committee for Acute Care Common Stem (ACCS) – experience from KSS deanery UK
Subir Mukherjee* (KSS Deanery, London, United Kingdom)

6AA/P17 Postgraduate Medical Education in Wales: a review of identified performance issues
Sally Davies*, Leona Walsh, Heather Payne, Derek Gallen (School of Postgraduate Medical and Dental Education, Cardiff University, Cardiff, United Kingdom)
1100-1230 Closed Meeting: Ottawa 2010 Programme Committee
Location: Meeting Hall II

1100-1230 Closed Meeting: IMEX Board
Location: Meeting Hall III

1230-1430 LUNCH
Location: Congress Hall Foyer, 1st & 2nd floors

1245-1415 Closed Meeting: IAMSE
Location: Meeting Hall II

1245-1415 Closed Meeting: VIEW AGM
Location: Meeting Hall III

1245-1415 Closed Meeting: AMEE AGM
Location: Panorama Hall

 SESSION 7

1400-1600 SECRETS OF SUCCESS 2
Location: Congress Hall Foyer 1B
An opportunity to discuss with the inventor and see demonstrated some novel projects in healthcare professions education. The exhibits will be staffed for the final 30 minutes of the lunch break and throughout Session 7.

SS2/1 Delivering patient safety
Julian Dinsell* (TVC, London, United Kingdom)

SS2/2 The RCPCH ePortfolio – an innovative platform that supports focussed reflection, education supervision and personal development planning
Simon Frazer*, Alistair Morris, Lorna Hightett, Tim Lee, (Bradford Teaching Hospitals NHS Foundation Trust, Bradford, United Kingdom)

SS2/3 The 3-hour meeting concept: increasing educational initiatives by engaging junior doctors and management
Merete Ipsen*, Susanne Nørh* (Aalborg Sygehus, Aalborg, Denmark)

1430-1600 7A SYMPOSIUM
On the utility of (European) licensing examinations
Chair: Gees van der Vleuten, (Maastricht University, The Netherlands)
Panel: Donald Melnick (President, National Board of Medical Examiners, USA); Julian Archer (Peninsula College of Medicine & Dentistry, UK); Ronald Harden (University of Dundee, UK)
Location: Congress Hall

1430-1600 7B SYMPOSIUM
Promoting integration of basic and clinical sciences in medical education (Symposium organised by International Association of Medical Science Educators (IAMSE)
Chairperson: Nehad El-Sawi (Kansas City University of Medicine and Biosciences, USA)
Panel: Jack Strandhoy (Wake Forest University School of Medicine, USA); Jerome Rotgans (Aachen University, Germany); Mathew Gwee (National University of Singapore); Frazier Stevenson (University of California at Davis, USA)
Location: Meeting Hall I

7B continued (Short presentations)....
Short presentations:
1) Role and value of basic sciences in medical education: Frazier Stevenson
2) US curricular structure (4 years pre-med; 4 undergraduate medical school; residency) and traditional curricular design: Jack Standhoy
3) Integration models: Nehad El-Sawi
4) European models: Jerome Rotgans
5) Asian Models: Matthew Gwee

Non-attending contributors: Edward P Finnerty (Des Moines University Osteopathic Medical Center); Bruce Newton (University of Arkansas for Medical Sciences, USA); Mark Andrews (Lake Erie College of Osteopathic Medicine, USA)

1430-1600 7C SHORT COMMUNICATIONS

7C/SC1 e-Learning in the undergraduate curriculum
Chair: Uno Fors (Sweden)
Location: Panorama Hall
Introduction of an integrated, electronic undergraduate medical curriculum: implementation and evaluation after two years
Robert M Klein*, Michael Karr, Giulia Bonaminio, Anthony Paolo, Glendon G Cox, James L Fishback (University of Kansas, School of Medicine, Depts of Anatomy/Cell Biology & Pathology/Laboratory Medicine, Depts. of Family Medicine & Radiology, Dept of Psychiatry & Behavioral Sciences, Kansas City, United States)

1430-1445 7C/SC2 Educational measurement in medical eLearning meets INMEDEA Simulator – An experimental-didactic study on use and efficiency of the virtual clinical environment provided by INMEDEA
Reinhard Staber*, Josef Smolle* (Medical University of Graz, Austria)

1445-1500 7C/SC3 Evaluation of a radiology eLearning program – key factors contributing to success
Goh-Poh Sun* (National University Health System, Yong Loo Lin School of Medicine, National University of Singapore/Department of Diagnostic Radiology, National University Hospital, Singapore)

1500-1515 7C/SC4 How to master medical certificates – good results with integrated learning opportunities
Juhani Jaaskelainen*, Irma Virjo (University of Tampere, Department of General Practice, Medical School, Tampere, Finland)

1515-1530 7C/SC5 Ortello, a collaborative radiotherapy E-learning environment for radiotherapy technologists
A M Warmerdam, S Eggermont*, P M Bloemendaal (Leiden University Medical Center, Department of Surgery, Leiden, Netherlands)

1530-1545 7C/SC6 Two approaches to get students involved in voluntary e-learning programs
J P Ehlers*, R Wagels, C Staszyk, H Gasse, C Pfarrer, R Koch, N Baltes, J Rehage, H Meyer, M Feldmann, H Bollwein (University of Veterinary Medicine Hannover, Germany)

No Discussion

1430-1600 7D SHORT COMMUNICATIONS

Improving the OSCE
Chair: Margery Davis (UK)
Location: Meeting Hall IV

1430-1445 7D/SC1 Using qualitative data to enhance reporting of OSCE performance
Bruce Holmes*, Robert Maudsley, Kevin Bourke (Dalhousie University, Learning Resource Centre, Faculty of Medicine, Halifax, Canada)

1445-1500 7D/SC2 Video components in OSCE stations – assessing the bigger picture?
Kirsty Forrest*, Jon Cooper, Mat Callister, Shervanthi Homer-Venniasinkam, Godfrey Pell, Richard Fuller (University of Leeds School of Medicine, Leeds, United Kingdom)

1500-1515 7D/SC3 How to implement a “Train-the-examiner seminar” as preparation for OSCE
Sandy Kujumdshiev, Susan Christoph*, Katharina Hamm, T O F Wagner (Johann Wolfgang Goethe-University Frankfurt, Department of Internal Medicine, Frankfurt, Germany)
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<tr>
<td>1515-1530</td>
<td>7D/SC4</td>
<td>Improving OSCE examiner skills and behaviour in a Malaysian medical school</td>
<td>C.P.L. Tan*, P Rokiah, F A A Yang, V Anusya (University of Malaya, Faculty of Medicine, Kuala Lumpur, Malaysia)</td>
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<tr>
<td>1530-1545</td>
<td>7D/SC5</td>
<td>A class of primary school children acting as child patients in a large summative OSCE; benefits of a two-way collaboration with a primary school.</td>
<td>Jonathan C Darling* (University of Leeds, Academic Unit of Paediatrics and Child Health, St James's University Hospital Leeds, United Kingdom)</td>
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<tr>
<td>1545-1600</td>
<td>7D/SC6</td>
<td>Does editing an OSCE station after an examination improve its performance on subsequent examinations?</td>
<td>Timothy J Wood*, Sydney Smee (Medical Council of Canada, Ottawa, Canada)</td>
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<td>1430-1600</td>
<td>7E/SC1</td>
<td>Developing national schema to enhance medical education in the Kingdom of Saudi Arabia</td>
<td>Rania Zaini*, Pasty Stark (Umm Al Quara University, Medical Education Unit, Makkah, Saudi Arabia)</td>
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<tr>
<td>1430-1445</td>
<td>7E/SC2</td>
<td>Facilitating student learning on ward rounds</td>
<td>Vanessa C Burch*, Linda de Villiers (University of Cape Town, Department of Medicine, Groote Schuur Hospital, Cape Town, South Africa)</td>
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<tr>
<td>1445-1500</td>
<td>7E/SC3</td>
<td>How to be a good doc and how to train them</td>
<td>O Polacsek*, C I Schlett, H Doll, J Dahmen, M Hofmann, G Federkeil, M Butzlaff (University Witten/Herdecke, Witten, Germany)</td>
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<tr>
<td>1500-1515</td>
<td>7E/SC4</td>
<td>The design, implementation and evaluation of an outcome-based primary care CME curriculum</td>
<td>Orit Cohen Castel*, Vered Ezra, Mordechai Alperin, Khaled Karkabi, Shlomo Vinker (The Department of Family Medicine, The Rappaport Faculty of Medicine, Haifa, Israel)</td>
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<td>1530-1545</td>
<td>7E/SC6</td>
<td>Implementations of competency-oriented PGME-programs necessitate professionalisation of the residents: the Dutch experience</td>
<td>Cor de Kroon*, Ilja de Vreede, Jeroen van Bavel, Florien ten Cate, Erik Jippes, Jamiu Busari (HAGA Ziekenhuis, Den Haag, Netherlands)</td>
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<td>1430-1600</td>
<td>7F/SC1</td>
<td>Alumni of higher education institutions say yes for CPD offerings</td>
<td>E.M. Castleman*, M M Nel (Foundation for Professional Development, Pretoria, South Africa)</td>
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<td>1430-1445</td>
<td>7F/SC2</td>
<td>Persuasive strategies in continuing education: a comparison of international guidelines for the management of hypertension</td>
<td>Sarah Whyte* (The Wilson Centre, Toronto, Canada)</td>
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<td>1500-1515</td>
<td>7F/SC3</td>
<td>Educational speed dating sessions: an innovative method to foster</td>
<td>Réjean Laprise*, Robert L Thivierge (CPD Office, Fédération des médecins spécialistes du Québec, Montréal, Québec; CPASS, Université de Montréal, Québec, Canada)</td>
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<tr>
<td>1515-1530</td>
<td>7F/SC4</td>
<td>FMOQ – Self-Managed Continuing Professional Development Plan (SCPD) –</td>
<td>Pierre Raîche* (Federation of General Practitioners of Québec, Montréal, Québec, Canada)</td>
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<td>a reflexive approach to CME</td>
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<td>1530-1545</td>
<td>7F/SC5</td>
<td>Designing CPD for impact: a decade of design based research and</td>
<td>Lynn Robinson*, Laurent Frossard, Cherri Ryan, Nina Cruickshank, Robert Hendy (University of Queensland, Centre for Health Innovation and Solutions, Herston Qld, Australia)</td>
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<td>1545-1600</td>
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<td>Discussion</td>
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<td>1430-1600</td>
<td>7G/SC1</td>
<td>Sex, drugs and rock &amp; roll: interviewing adolescents using the</td>
<td>Kim Blake*, Karen Mann* (Dalhousie University, Division of Medical Education, Clinical Research Centre, Halifax, NS, Canada)</td>
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<td>Structured Communication Adolescent Guide (SCAG)</td>
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<td>7G/SC2</td>
<td>Learning and assessing the Giving of Bad News with the on-line tools</td>
<td>C J Daetwyler*, D H Novack, E Gracely, D Cohen (Drexel University College in Medicine, Philadelphia, United States)</td>
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<td>“doc.com” and “WebOSCE”: presentation of a pilot study</td>
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<td>1445-1500</td>
<td>7G/SC3</td>
<td>Teaching of medical communication skills with DiViDU. Assessing the</td>
<td>R L Hulsman*, A B Harmsen, M Fabriek (Academic Medical Centre, Medical Psychology, Amsterdam, Netherlands)</td>
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<td>level of reflection on recorded consultations with simulated patients</td>
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<td>1500-1515</td>
<td>7G/SC4</td>
<td>Improving communication using PBL plus: Observing excellent and poor</td>
<td>Jo Hart*, Chris Harrison, Caroline Boggis, Lis Cordingley (University of Manchester, Manchester Medical School, Rusholme Academic Unit, Manchester, United Kingdom)</td>
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<td>medical interviewing</td>
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<td>1515-1530</td>
<td>7G/SC5</td>
<td>Evaluating attainment of communicative goals</td>
<td>Dorothé Vessies*, John Wiering* (Wenckebach Institute, University Medical Center Groningen, Netherlands)</td>
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<td>1530-1545</td>
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<td>Discussion</td>
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<td>1430-1600</td>
<td>7H/SC1</td>
<td>A reform of medical education into an integrative and interdisciplinary</td>
<td>Peter Dieter* (Carl Gustav Carus Faculty of Medicine, University of Technology Dresden, Germany)</td>
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<td>approach and its positive relationship on basic sciences and clinical</td>
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<td>research and interdisciplinary patient care</td>
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<td>1430-1445</td>
<td>7H/SC2</td>
<td>Medical education to meet workforce needs in Australia: more than</td>
<td>Allan Carmichael*, Martha McCall (Medical Deans Australia and New Zealand, c/o Medical Foundation Building, University of Sydney, Australia)</td>
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<td>coping with the numbers</td>
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<td>1445-1500</td>
<td>7H/SC3</td>
<td>Public health system and universities: alliance for training of good</td>
<td>T Campos*, A Romanos, A Torres (Regional Ministry of Health Government of Andalusia, Sevilla, Spain)</td>
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TUESDAY 2 SEPTEMBER 2008

1515-1530 7H/SC4  Is there something rotten in the state of Germany? – What are we up to in gender equality?
J Dahmen*, H Doll, O Polacsek, C L Schlett, M Hofmann, M Butzlaff (University Witten/Herdecke, Witten, Germany)

1530-1545 7H/SC5  A pilot of a Trusted Agent platform for secure, real-time data sharing
Robert Galbraith, David Watt*, Madhav Iyer, Kenny Yu, Rita Mohsin, Kevin Caldwell (Federation of State Medical Boards, Dallas, United States)

1545-1600 7H/SC6  Student representation in curricular governance
Janneke Kessels* (Maastricht University, Faculty of Health Medicine and Life Sciences, Maastricht, Netherlands)
No Discussion

1430-1600 7I SHORT COMMUNICATIONS
The Simulated/Standardized Patient
Chair: to be announced
Location: Terrace 2

1430-1445 7I/SC1  Associate clinical educators (Simulated Patients) : the need for professional standards
J V Parle*, N M Ross (University of Birmingham Medical School, Edgbaston, Birmingham, United Kingdom)

1445-1500 7I/SC2  Responsibilities of simulated patients in undergraduate medical education: Evaluation of stakeholder generated guidelines
D Nestel*, T Tierney, S Clark, D Tabak, V Ashwell, E Muir, J Higham (Gippsland Medical School, Monash University, Churchill, Australia)

1500-1515 7I/SC3  E-learning solutions for training Standardized Patients
Tony Errichetti* (New York College of Osteopathic Medicine, Old Westbury, United States)

1515-1530 7I/SC4  Trainer-trained versus self-trained simulated patients in OSCE - what makes the difference?
W A Flaig*, J S Ziegler, F Adili, N Menzhega, R Weber, I Marzi (Department of Trauma Surgery, University Hospital, Frankfurt, Germany)

1530-1545 7I/SC5  The impact of standardized patient and examinee ethnicity on high-stakes clinical skills examination performance
Monica M Cuddy*, André F De Champlain (National Board of Medical Examiners, Philadelphia PA, United States)

1545-1600 7I/SC6  Interrater reliability of standardized patients in the Dutch Clinical Skills Assessment (DCSA) for foreign medical graduates
Elisabeth A M Pelgrim*, Aggie M Hettinga, Cornelis T Postma (University Medical Centre Nijmegen, Netherlands)
No Discussion

1430-1600 7J SHORT COMMUNICATIONS
e-Portfolios
Chair: Simon Guild (UK)
Discussant: Moira Maley (Australia)
Location: Club E

1430-1445 7J/SC1  First year specialist trainees’ engagement with reflective practice in the e-portfolio
H McNeill*, J M Brown, D Graham, K Beggs, A Haig, N J Shaw (Edge Hill University/Mersey Deanery, Ormskirk, United Kingdom)

1445-1500 7J/SC2  Evaluation of a portfolio based student appraisal system
Viv Cook, Graham Thomas*, Reena Manghnani* (Barts and the London School of Medicine and Dentistry, Centre for Medical Education, London, United Kingdom)

1500-1515 7J/SC3  Evaluating ePet: the advantages of an open source eportfolio
Narain Ramluchumun*, Terry Poulton, Judith Ibison (St George’s University of London, United Kingdom)
7J/SC4  NHS e-Portfolios – evolution of product and purpose  
Alex Haig*, Tim Brown, Karen Beggs (NHS Education for Scotland, The Lister, Edinburgh, United Kingdom)  

7J/SC5  Development of a generic ePortfolio: process and outcome  
Tim R P Brown*, Shafiq Asghar, Cheryl Campbell, Craig Pickering, Karen Beggs, Alex Haig (NHS Education for Scotland, The Lister, Edinburgh, United Kingdom)  

1545-1600  Discussion  

1430-1600  7K  RESEARCH IN MEDICAL EDUCATION PAPERS  
Postgraduate education  
Chair: Charlotte Ringsted (Denmark)  
Location: Meeting Hall V  

7K/RP1  Using Bayesian Network analyses on practice outcome data to optimize planning for post-graduate clinical education or continuing professional development strategies  
Mesomeh Izadi, Robyn Tamblyn, David Buckeridge, Dale Dauphinée* (McGill University, Montréal, Canada)  

7K/RP2  Validating the Postgraduate Hospital Educational Environment Measure (PHEEM) by applying a combination of criteria in factor analysis  
J Schönrock-Adema*, E A van Hell, M Heijne-Penninga, J Cohen-Schotanus (University Medical Center Groningen, University of Groningen, Netherlands)  

1510-1600  7L  SHORT COMMUNICATIONS  
The junior doctor and student as a teacher  
Chair: Jørgen Nystrup (Denmark)  
Location: Club D  

7L/SC1  The use of family medicine residents to teach basic clinical skills in the community  
David Whitford* (RCSI - Medical University of Bahrain, Adliya, Bahrain)  

7L/SC2  Are junior doctors too busy to teach?  
Taruna Bindal*, David Wall, Helen Goodyear (United Kingdom)  

7L/SC3  Training 800 residents to transverse competencies and documenting its impact  
A Boucher*, M Girard, M Chaput, P Lebel (Centre de Pédagogie appliquée aux Sciences de la Santé, Faculté de médecine, Université de Montréal, Québec, Canada)  

7L/SC4  Nurturing the teachers of the future – are we doing enough?  
J Maryosh, B V Prathibha* (William Harvey Hospital, Willesborough, Ashford, United Kingdom)  

7L/SC5  Teaching students how to teach  
Mairead Boohan* (Queen's University Belfast, United Kingdom)  

7L/SC6  Assessment of residents’ educational needs for clinical teaching to interns in Iran  
S Asefzadeh*, M Rafati (Qazvin University of Medical Sciences, Qazvin, Iran)  

No Discussion
**1430–1600 7M SHORT COMMUNICATIONS**  
Approaches to selecting students for medical studies  
Chair: L K Chan (Hong Kong)  
Location: Club C

**1430–1445 7M/SC1** UK medical and dental schools use of UKCAT data: the first two years  
Jane Adam, Jon Dowell*, Lyndon Cabot on behalf of UKCAT Consortium (Dundee University, Tayside Centre for General Practice, Dundee, United Kingdom)

**1445–1500 7M/SC2** From equality to fairness: changing the philosophy of medical applicant assessment  
Kenton Lewis*, Jen Poyser, Deborah Bowman (St George’s, University of London, Widening Participation Unit, London, United Kingdom)

**1500–1515 7M/SC3** Effect of the introduction of an admission test on distribution of learning style and gender  
H G Kraft* (Medical University of Innsbruck, Austria)

**1515–1530 7M/SC4** Predicting student performance in the first year of a medical curriculum using neural network analysis  
Ben van Heerden*, Chris Aldrich, Alten du Plessis, Gorden Jemwa, Rita de Jager, Alwyn Louw (University of Stellenbosch, Tygerberg, South Africa)

**1530–1545 7M/SC5** New technique of student selection for good community doctor  
Prapa Ratanachai* (Hatyai Medical Education Center, Hatyai, Songkhla, Thailand)

**1545–1600 7M/SC6** Validity and equity of selection tools for graduate-entry medicine  
Paul Garrud** (University of Nottingham, The Medical School, Derby City Hospital, Derby, United Kingdom)

No Discussion

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**1430–1600 7N SHORT COMMUNICATIONS**  
Clinical reasoning  
Chair: Diana Dolmans (Netherlands)  
Discussant: Geoff Norman (Canada)  
Location: Meeting Room 3.1

**1430–1445 7N/SC1** Is the Script Concordance Test valuable to assess clinical reasoning in medical students at the clerkship level? A study from the Obstetrics and Gynaecology department of the Université de Montréal  
M J Bédard*, P Monnier, R Gagnon, D Kazi-Tani, A Sansregret, G Asselin, C Jean, B Charlin (Université de Montréal, Québec, Canada)

**1445–1500 7N/SC2** Applicability of the Script Concordance Test to monitor competence development in clinical decision making  
S P J Ramaekers*, P van Beukelen, J van Keulen, W D J Kremer, A Pilot (IVLOS Educational Institute/Faculty of Veterinary Medicine, Utrecht University, Utrecht, Netherlands)

**1500–1515 7N/SC3** The contribution of analytic information processing to performance on non-visual diagnostic tasks  
Bruce Wright*, Sylvain Coderre, Kevin McLaughlin (University of Calgary, Alberta, Canada)

**1515–1530 7N/SC4** A way to learn clinical reasoning in the preclinical years  
Diana P Montemayor-Flores*, Nancy E Fernandez-Garza, Donato Saldívar Rodríguez (Facultad de Medicina de la Universidad Autonoma de Nuevo Leon, Monterrey, Nuevo Leon, Mexico)

**1530–1545 7N/SC5** Clinical reasoning, diagnosis and remediation: construction and use of an assessment grid to evaluate residents’ difficulties in clinical reasoning with physician supervisors  
Marie-Claude Audéatat*, André Jacques (Université de Montréal, Centre de pédagogie appliquée aux sciences de la santé, Département de médecine familiale, Montréal, Canada)

**1545–1600 Discussion**
1430-1600  **WORKSHOP**

**A practical guide to managing doctors in difficulty**
Alistair Thomson, Elizabeth Spencer, Peter Harrison (National Association of Clinical Tutors, UK)
Location:  Dressing Room 220

1430-1600  **WORKSHOP**

**Medical education terminology under the microscope: creating glossaries to establish a common language**
Elizabeth Kachur (Medical Education Development), Timothy Doman (University of Manchester), Alex Haig (NHS Education for Scotland), Andrzej Wojtczak (AMEE) and others
Location:  Meeting room 1.1

1430-1600  **WORKSHOP**

**Setting defensible standards on performance-based exercises**
Thomas Rebbechii*, John Boulet* (Educational Commission for Foreign Medical Graduates, Philadelphia, United States)
Location:  Meeting Room 2.1

1430-1600  **WORKSHOP**

**Keeping up with your students: five “Web 2.0” technologies and how you can use them for teaching and learning**
Sharon E Dennis (University of Utah, Spencer S. Eccles Health Sciences Library, Salt Lake City, United States)
Location:  Meeting Room 2.2

1430-1600  **WORKSHOP**

**The role of a utility approach in the assessment and evaluation of interprofessional education**
Brian Simmons*, Ann Jefferies, Scott Reeves (University of Toronto, Ontario, Canada)
Location:  Dressing Room 221

1430-1600  **WORKSHOP**

**Understanding discourse analysis in the context of health professional education**
Tina Martimianakis*, Nancy McNaughton*, Brian Hodges* (University of Toronto, Wilson Centre for Research in Education, Toronto, Canada)
Location:  Dressing Room 222

1430-1600  **WORKSHOP**

**Community-based Education (CBE): meet the challenge**
Mohi Magzoub (King Saud bin Abdulaziz University for Heath Sciences, College of Medicine, Abdulaziz, Saudi Arabia)
Location:  Meeting Room 2.3

1430-1600  **WORKSHOP**

**Creation of realistic Virtual Patients for use in medical education**
Jonathan Round*, Emily Conradi*, Terry Poulton* (St Georges University of London, e-Learning Unit, Centre for Medical and Healthcare Education, London, United Kingdom)
Location:  Meeting Room 3.2
7W POSTERS

Self assessment / Assessment of clinical skills
Chairperson: Jocelyn Locker (Canada)
Location: South Hall

7W/P1 Assessment of students’ self assessment skills in problem based learning approach in medical education
Aysen Mele Aygug Kosan*, Nizamettin Koc (Ankara University School of Medicine, Ankara Universitesi Tip Fakultesi Tip Egitimi ve Bilisim AD, Cebeci Hastanesi Kampusu, Dikimevi, Ankara, Turkey)

7W/P2 Further concerns about self-assessment: are medical students aware of their progress in clinical skills during clerkship?
Ch Berendonk*, M Perrig, C Beyeler (Institute of Medical Education, Assessment and Evaluation Unit, University of Bern, Institute of Medical Education, Bern, Switzerland)

7W/P3 Self-assessment insufficiently predicts performance in emergency skills
C A Pfister*, E Lipp, C Beyeler (Institute of Medical Education, Assessment and Evaluation Unit, University of Bern, Switzerland)

7W/P4 The 360-degree evaluation: a beneficial tool to assess residents’ communication skill?
Woranart Ratanakorn* (Chonburi Medical Education Center, Pediatric Department, Chonburi Hospital, Bainsuan, Muang District, Chonburi, Thailand)

7W/P5 Clinical Skills Assessment: a valuable strategy in undergraduate medical education
S M R R Passeri *, R C L Domingues*, M A Ribeiro-Alves, E Amaral, A M B Zefferino (State University of Campinas, Brazil)

7W/P6 The student view on the clinical skills assessment
L A Passeri*, L C Zeferino, S M R R Passeri (State University of Campinas, Brazil)

7W/P7 Preliminary outcome in use of mini-CEX to assess clinical skill of 4th year medical students by VDO tape patient encounters assessment in pediatrics unit
Chodchanok Vijarnsorn*, Kanokorn Sawasdichai (Prapokklao Medical Education Center, Prapokkloa Hospital Chantaburi, Thailand)

7W/P8 User feedback and satisfaction of the mini-CEX for medical students in Taiwan
Walter Chen*, Hsin-Shui Chen, Pei-Ying Pai, Ming-May Lai, An-Chyi Chen, Tsung-Chang Tsai, Chiu-Shong Liu (China Medical University and Beigang Hospital, Taichung, Taiwan)

7W/P9 Use of the Mini-CEX by English speaking supervisors during Arabic language consultations
Charles Leduc*, Beverly A Raasch, Christopher G Ellis (Faculty of Medicine and Health Sciences, United Arab Emirates University, Taif Medical Campus, AI Ain, United Arab Emirates)

7W/P10 Assessment of clinical work in student internship rotations: what’s going on?
G E Pickworth*, M van Rooyen, T J Avenant (University of Pretoria, Groenkloof, Pretoria, South Africa)

7W/P11 Annual Review of Competence Progression (ARCP) panels: from policy to practice – The RCGP view
J Edwards*, S Street (Royal College of General Practitioners, London, United Kingdom)

7W/P12 Stakeholders help set the standard: benchmarking the nMRCGP Clinical Skills Assessment by GP trainers and assessors
Fiona Patterson, Richard Wakeford* (University of Cambridge & Royal College of General Practitioners, Cambridge, United Kingdom)

7W/P13 Guidelines for reporting the quality of postgraduate examinations: a suggested minimum dataset for psychometricians and assessment specialists
Mei Ling Denney, Richard Wakeford, Sian Williams* (University of Brighton and Cambridge Assessment & Quality Assurance Associates, School of Pharmacy and Biomolecular Science, Brighton, United Kingdom)
7W/P14 Setting the standard for the nMRCGP Clinical Skills Assessment: a new approach for a new exam – system and outcome
Mike Bewick*, Richard Wakeford, Fiona Patterson, Neil Munro (Royal College of General Practitioners, London, United Kingdom)

7W/P15 Is the assessment of progress in competence given by medical teachers influenced by the self-judgement of students?
H M Schaefner*, K Gilbert, M Sennekamp, F Gerlach, H Krentz (Institute for General Practice, Johann Wolfgang Goethe - University Frankfurt, Germany)

7X POSTERS
Supporting the student / The student in difficulty
Chairperson: Geir Jacobsen (Norway)
Location: South Hall

7X/P1 Studying at one of UK’s biggest medical schools IS the biggest problem for medical students: a survey explores student support mechanisms
Shorif Abdul Awal*, Naeem Ahmed, David Byrne, Helen Graham* (King's College London School of Medicine, Sherman Education Centre, Guy's Hospital, London, United Kingdom)

7X/P2 Development of a mentoring programme for students in the undergraduate medical course: results of a survey
Corinna Petersen*, Jennifer Kurie*, Johanna Scholl, Monika Bullinger (Institute of Medical Psychology, Centre of Psychosocial Medicine, University Hospital Hamburg-Eppendorf, Hamburg, Germany)

7X/P3 What is done when mentoring relationship happens?
Patricia L Bellodi*, Arnaldo Lichtenstein, Milton A Martins (University of São Paulo Medical School, São Paulo, Brazil)

7X/P4 Impact of a study habit workshop on nursing freshmen
N Pedrals*, S Misin, M Alvarez, M Bitran, S Zuzulic (Pontificia Universidad Catolica de Chile, Santiago, Chile)

7X/P5 Identifying early predictors of student performance in a new medical curriculum
Susan Whiten*, Jim Aiton, Christie Marr (University of St Andrews, Bute Medical School, St Andrews, United Kingdom)

7X/P6 A quick method of identifying medical students at risk of failing the clinical skills licensing examination
Diane Ferguson*, Michael Fischbach (The University of Texas School of Medicine at San Antonio, United States)

7X/P7 Identifying and helping doctors at risk of unsatisfactory outcome at annual review (ARCP)
Mair Hopkin* (Cardiff University, Cardiff, United Kingdom)

7X/P8 Gambling and its impact on medical student academic and personal well-being: implications for medical educators
Michael G Kavan*, Gary H Westerman, Gary N Elsasser, Kathryn D Huggett*, William B Jeffries* (Creighton University School of Medicine, Omaha, Nebraska, United States)

7X/P9 Certification of students in probation at University Of Montréal Medical School: a 20 years survey
M Julien*, A Amyot, R Lalande (Université de Montréal, Canada)

7X/P10 Social anxiety of Korean medical students
Bo-Hyun Kim* (Yonsei University, Department of Medical Education, Yonsei University, Seoul, Republic of South Korea)

7X/P11 Alcohol drinking among medical students at the Pontificia Universidad Católica de Chile
Maria Inés Romero*, Jaime Santander, Felipe Zúñiga, Mario Hitschfeld, Viviana Zamora (Pontificia Universidad Católica de Chile, Santiago, Chile)

7X/P12 Quality of life among medical students at the Pontificia Universidad Católica de Chile
Maria Inés Romero, Mario Hitschfeld, *Alejandra Florenzano, Alex Vargas, Emilio Aillach, Marcela Labbé, (Pontificia Universidad Católica de Chile, Santiago, Chile)
7X/P13 Comparison of the prevalence of psychological morbidities in the same group of medical students in the first and final years of medical school
M Daltro*, M Pondé (Escola Bahiana de Medicina e Saúde Pública, Salvador, Brazil)

7X/P14 A 5-year experience with a program for management of biological exposures among undergraduate healthcare students
C Sepulveda*, A Fica, M I Jemenao, G Ruiz, M Larrondo, C Hurtado, M C Zúñiga (University of Chile, Santiago, Chile)

7X/P15 Using learning contracts in undergraduate medical education: the students’ point of view
S Visioli1,2, A Spinelli2,3, S Oldani2, M Roncalli2,3, P Melodia2, L Zannini1 (1Department of Public Health, University of Milan; 2Humanitas Clinical Institute, Milan; 3General Surgery, University of Milan; 4Department of Pathology, University of Milan, Italy)

7X/P16 Spiritual aspect of medical education
Ming-Liang Lai**, Chun-Kai Fang, Pei-Yi Li, Hsing-Hsing Chen, Ming-Hwai Lin (Department of Neurology, College of Medicine, National Cheng Kung University, Tainan, Taiwan)

7X/P17 Making common cause with students – personality and faculty development triggered by student involvement
Maxie Bovelet*, D Tauschel*, C Scheffer, M Bräuer*, F Edelhäuser (University of Witten/Herdecke, Witten, Germany)

7X/P18 Prof. I’m tired and stressed!!
Marietjie van Rooyen*, Julia Blitz, Rhena Delport (Department of Family Medicine, PO Box 667, Pretoria 0001, South Africa)

7Y POSTERS
Curriculum: educational strategies
Chairperson: Nigel Bax (UK)
Location: South Hall

7Y/P1 How the incorporation of clinical aspects into the basic areas modifies the knowledge in a School of Medicine
S Morales-López*, J López-Bárcena, Maricela Jiménez López, J Méndez Antonio, A Muñoz Cononfort, A Cea Bonilla, G. Sánchez Bringas, Milán Chávez (UNAM, School of Medicine, Mexico Distrito Federal, Mexico)

7Y/P2 Development of a multidisciplinary teaching programme in diabetes for 3rd year medical students
Louise Walker*, Nicola Robinson, Andy Smith, Inam Haq, Anna Crown (Brighton and Sussex Medical School, Nutrition and Dietetic Department, Royal Sussex County Hospital, Brighton, United Kingdom)

7Y/P3 Integrating Medicine and Surgery: a unified approach for undergraduate medical education
Eric Lim, Yoon-Kong Loke, Alastair Thompson (Laurence Hunter to present) (The Royal Brompton Hospital, London, United Kingdom)

7Y/P4 Outcomes of a fully integrated scientific/clinical methodology and medical humanities course in an Italian medical undergraduate curriculum
G Familiari*, G Midiri, P Falaschi, M Relucenti, R Heyn, R Benvenuto, G Tarasiani, V Ziparo (University of Rome “La Sapienza”, Second Faculty of Medicine, Rome, Italy)

7Y/P5 Community Medicine – an integrated course
Penny Lockwood*, Fiona Muir, Julian Davis, Linda Jenkins (University of Dundee Medical School, Community Health Sciences, Dundee, United Kingdom)

7Y/P6 Early clinical experience facilitates students’ learning of consultation skills
Stig Rödjér*, Gunilla Hellsqvist, Marie Karlsson-Norén, Kerstin Leonander, Bernhard von Below, Mats Wahlqvist (Dept of Community Medicine and Public Health/Primary Health Care, Sahlgrenska Academy at Gothenburg University, Gothenburg, Sweden)

7Y/P7 Motivating medical students to learn teamwork skills
Matti Aarnio*, Juha Nieminen, Eeva Pyörälä, Sari Lindblom-Ylänne (Research & Development Unit for Medical Education / University of Helsinki, Finland)
7Y/P8 Opinion on new integrated curriculum in Obstetrics and Gynecology of 4th and 5th year medical students at Saraburi Regional Hospital, Thailand
Mallika Suwanakiri*, Wanpen Buathong (Saraburi Regional Hospital, Muang District, Saraburi, Thailand)

7Y/P9 Health promotion integrated with education
Prawit Wannaro*, Jeerawan Wannaro, Wanida Sae-ung (Medical Education Center-Hatyai Regional Hospital, Songkhla, Thailand)

7Y/P10 Integrating Emergency Care into the PBL MBChB Curriculum at the Nelson R Mandela School of Medicine
Saras Reddy* (University of KwaZulu-Natal, Nelson R Mandela School of Medicine, Durban, South Africa)

7Y/P11 Analysis of integrated system of education implementation
D A Adambekov* (Kyrgyz State Medical Academy, Bishkek, Kyrgyzstan)

7Y/P12 Interdisciplinary engagement: the power of synergy in developing an integrated, outcomes based Clinical Medical Practice program
Patricia Arangie*, Glynis Pickworth, Jannie Hugo (University of Pretoria, Department of Family Medicine, Pretoria, South Africa)

7Y/P13 Integration of preclinical and clinical teaching in Singapore: the perception of medical students and educators 10 years later
R C S Seet, S M Saw, K Singh, P Gopalakrishnakone* (Yong Loo Lin School of Medicine, National University of Singapore)

7Y/P14 Towards the development of civic responsibility amongst undergraduate Irish health care professionals – a service learning model
Margaret McGrath*, Ruth McMenamin*, Sinéad Vine (National University of Ireland, Galway, Ireland)

7Y/P15 Program evaluation of General Practice rotations in undergraduate medical education
S Trachsel*, M Schaufelberger, S Feller, S Guttormsen (University of Berne, Institute of Medical Education, Berne, Switzerland)

7Y/P16 Training course on family medicine: an example of Community-Based Education for medical students
Francesco Vitiello*, Vincenzo Contursi, Antonio Quaranta, Gilda Caruso (Faculty of Medicine, University of Bari, Italian Academy of Family Physicians, Bari, Italy)

7Y/P17 Innovative way of teaching in community oriented curriculum for medical students
Zvonko Sosic*, Vesna Juresa, Gordana Pavlekvic, Luka Voncina (University of Zagreb, Medical School, Andrija Stampar School of Public Health, Zagreb, Croatia)

7Y/P18 Problem solving by medical students and community participation, 2007
Wilaporn Sitthichoksakulcha* (Sawanprachalak Hospital, Paknampo District, Nakhonsawan, Thailand)

7Y/P19 Ethics at home visit in the Family Health Program at Marilia Medical School: families’ point of view
Daniel Grossi Marconi, Paulo Marcondes Carvalho Junior*, Paula Marquez Guimarães, Maria Yvette de Aguiar Dutra Moravcik (Marilia Medical School, Marília, Brazil)

7Y/P20 Developing an integrated curriculum for the second phase of undergraduate medical education program of Tehran University of Medical Sciences
Enayat Safavi, Azim Mirzazadeh*, Hamid Emadi, Shahram Ehtemei Mehr, Isa Jahanzad, Ali Labaf, Farhad Hatami, Sara Mortaz Hejri (Tehran University of Medical Sciences, Tehran, Iran)

7Z POSTERS
Speciality training
Chairperson: Peder Charles (Denmark)
Location: Chamber Hall

7Z/P1 Workplace-based Masters’ programme in parallel to postgraduate medical training of Specialist Registrars in Geriatric Medicine, United Kingdom
Sarita Bhat*, Rebecca Blossom Gru, Paul Baker, Renata Eyres (North West Deanery, Fulwood, United Kingdom)
7Z/P2 High inter-rater reliability in a questionnaire to assess access to teaching for Specialist Registrars/Specialist Trainees
R Grue*, S Bhat, A Abbas, S Briggs, T Pattison, L Wileman, J Fox, P Baker (North Western Deanery, Manchester, United Kingdom)

7Z/P3 Andalusian Public Health System teaching tool for specialised training: PortalEir
T Campos, A Garrido, D Riley* (Regional Ministry of Health, Government of Andalusia, Sevilla, Spain)

7Z/P4 Teaching and assessing competencies in Graduate Medical Education
Susan Baillie*, Margaret L Stuber, Hannah Zackson, Brenda Bursch, Ian Cook (David Geffen School of Medicine, Los Angeles, United States)

7Z/P5 Career advice and guidance for Anaesthetic trainees – reflection of a college tutor in Anaesthetics
K Mukherjee* (Medway Maritime Hospital, Gillingham, United Kingdom)

7Z/P6 Demand and evasion of candidates to residency in Head and Neck Surgery
Rui Celso Martins Mamede*, Francisco Veríssimo de Mello Filho, Hilton Marcos Alves Ricz (Medical School of Ribeirao Preto, Ribeirao Preto, Brazil)

7Z/P7 Mentor system in Anaesthesia
Anup Bagade* (Conquest Hospital, St Leonards-on-Sea, East Sussex, United Kingdom)

7Z/P8 Postgraduate audiology curriculum for ear nose and throat (ENT) residents
E Kentala* (Helsinki University Central Hospital, Helsinki, Finland)

7Z/P9 Are the core competencies of the ST programme in general surgery realistic?
Ryan Baron**, Marco Baroni (Leeds Vascular Institute, The General Infirmary at Leeds, United Kingdom)

7Z/P10 A comparison of the quality of care for elderly patients by practicing physicians in Internal or Family Medicine residency programs in the United States
Lorna Lynn, Lisa Conforti*, Brian Hess**, Gerald Arnold, Weifeng Weng, Rebecca Lipner, Eric Holmboe* (American Board of Internal Medicine, Philadelphia, United States)

7Z/P11 Evaluation of residents using the 360-degree assessment method: first results from Turkey
Yesim Senol*, Ozlem Dyclé, Cem Oktay (Akdeniz University, Faculty of Medicine, Antalya, Turkey)

7Z/P12 What motivates doctors to sit the Royal College of Paediatrics and Child Health’s Diploma in Child Health?
A Reece*, L Davis, P Todd, M Bellman, S J Newell** (Royal College of Paediatrics and Child Health, London, United Kingdom)

7Z/P13 The Notes Project: validating a quality measurement tool for hospital progress notes
Michael Leise, Robert Huebert**, Nandan Anavekar, Thomas Beckman, Denise Dupras, Robert Ficalora, Joseph Kolars, Amy Oxentenko, Darcy Reed, Kris Thomas, Kyle Klarich, Furman McDonald (Mayo Clinic, College of Medicine, Rochester, United States)

1430-1600 7AA POSTERS

1430-1600 7AA POSTERS

7AA/P1 Evaluation of Standardized Patient Admission Order Sets (PAOS) as an educational tool for medical students
R Cavalcanti*, Y Lee, R Sargeant, O Mourad, D M Panisko (University of Toronto, Toronto Western Hospital, Toronto, Canada)

7AA/P2 From theory towards practice: how to begin clinical education
Stefanie Balzerelt*, Sonja Kukuk, Anja Roeder, Elisabeth Berger, Katriin Peters, Marzellus Hofmann (Universität Witten/ Herdecke, Witten, Germany)
7AA/P3  The Medical Algorithm Project (www.medal.org) - a web-based resource for medical education
John R Svirbely*, M G Sriram Iyengar, Jack W Smith (Trihealth Hospitals, Cincinnati, Ohio, United States)

7AA/P4  Transferring of learning to the workplace in a meaningful way
Amor Gerber*, Elmie Castleman* (Foundation for Professional Development, Pretoria, South Africa)

7AA/P5  Undergraduate logbooks as a driver to learn and engage on early clinical attachments
Stephen Lynch*, Helen S Cameron (University of Edinburgh, United Kingdom)

7AA/P6  How far does clinical teaching of the undergraduate medical course at Ramathibodi Hospital Medical School meet the international current trends in clinical teaching?
Kanokporn Sukhato*, Saipin Hathirat (Department of Family Medicine, Faculty of Medicine, Ramathibodi Hospital, Mahidol University, Ratchathewee, Bangkok, Thailand)

7AA/P7  Nurses' perceptions of administration charts for injectable antibiotics
L J Mathibe*, J Harris, A Gray (Department of Therapeutics & Medicines Management, University of KwaZulu-Natal, Congella, Durban, South Africa)

7AA/P8  Workshop training for interns to increase competency in tracheostomy
Kobchai Uengpitakphan*, Supaluk Raiyawa (Udornthanee Hospital, Amper Meung, Udornthanee, Thailand)

7AA/P9  Combining audio-visual in the teaching and acquisition of clinical skills and language
Rae Nash* (University of Cape Town, Clinical Skills Programme, Cape Town, South Africa)

7AA/P10  Clinical curriculum development in Radiotherapy
Beverley Ball* (University of Liverpool, United Kingdom)

7AA/P11  Medical student understanding of patient emotion: what is it and where does it come from?
Joshua LaBrin*, Paul Huddleston, Harvey Huddleston, Jeanne Huddleston (Mayo Clinic, Rochester, United States)

7AA/P12  Performance-based assessment of third year medical students in Dokuz Eylul University School of Medicine (DEUSM)
Berna Musal*, Cahit Taskiran, Sema Ozan, Yucel Gursel, Serpil Velipasaoglu (Dokuz Eylul University School of Medicine, Department of Medical Education, Inciralti, Izmir, Turkey)

7AA/P13  Does learning a practical skill like taking blood pressure improve understanding of cardiovascular concepts?
P Cooles*, M Sheakley (Ross University Medical School, Portsmouth Campus, Roseau, Dominica)

7AA/P14  Attitudes of final-year medical students to the teaching and learning of clinical skills
Katy M Edmonds, Richard D White*, John A Spencer, Naveen Kachroo, Rachael A Fraser (Department of Anatomy and Clinical Skills, Newcastle University Medical School, Newcastle-Upon-Tyne, United Kingdom)

7AA/P15  Assessment of clinical skills in dermatology: indicative to improvement of education
P E N Velho*", A M B Zefferino, R C L Domingues, S M R R Passeri (State University of Campinas, Brazil)

1430-1800
Closed Meeting: GAME/ROME
Location: Meeting Hall II

1600-1630
COFFEE
Location: Congress Hall Foyer, 1st & 2nd floors
8A SYMPOSIUM
Building a career in medical education
Chairperson: David Cook (University of Alberta, Canada)
Panel: Elza Mylona (State University of New York at Stony Brook, US); Larry Gruppen (University of Michigan, US)
Location: Congress Hall
1630 Programs for training in medical education: Elza Mylona
1655 Support and mentoring for those seeking a career in medical education: Larry Gruppen
1720 Strategies for survival and advancement: David Cook
1745 Discussion

8B SHORT COMMUNICATIONS
e-Learning in postgraduate and Continuing Medical Education
Chairperson: to be announced
Discussant: David Cook (US)
Location: Meeting Hall 1
1630-1645 8B/SC1 Three years’ experience using a Virtual Learning Environment (Moodle) at the Royal College of Surgeons In Ireland. What are the key elements to success?
Eric Clarke*, Claire Doody (Royal College of Surgeons in Ireland, Dublin, Ireland)
1645-1700 8B/SC2 The design of an online peer reflection process for tutors moderating an online asynchronous learning activity
Sian Coxall**, Maria Gonzalez, Steve Brigley** (Department of Dermatology; Department of Medical Education, Cardiff University, Cardiff, United Kingdom)
1700-1715 8B/SC3 The designing and evaluation of a standard template for the delivery of CPD online
Elizabeth Rogerson, Linda Martindale* (University of Dundee, Tay Park House, Dundee, United Kingdom)
1715-1730 8B/SC4 Implementation of an Online Doctorate of Health Education (DHEd) Program: student and faculty experiences and reflections
Lynda Konecny, Jon Persavich* (A.T. Still University of Health Sciences, School of Health Management, Kirksville, Missouri, United States)
1730-1745 8B/SC5 Does international multidisciplinary peer appraisal provide a useful learning experience? Reflections on the experience of interdisciplinary educational peer appraisal in an international setting
Fiona McMillan**, Amy Mitchell, Daniel Kusumawidjaja, Grace Cullen, Avindra Jayawardene, Stephen Lynch, Michael Ross (NHS Education for Scotland, Glasgow, United Kingdom)
1745-1800 Discussion
1630-1800 LARGE GROUP SESSION
Launch of Tuning (medicine) learning outcomes for undergraduate medical degrees in Europe
Chairperson: Allan Cumming (University of Edinburgh, UK)
Location: Panorama Hall
1630 Welcome: Allan Cumming (Taskforce Leader, Tuning Project (medicine))
1640 New Trends in Medical Education – Determinants for Change: Madalena Patricio (President, AMEE)
1650 Outcomes-Based Education: Ronald Harden (General Secretary/Treasurer, AMEE)
1700 Tuning (Medicine) Development/History: Allan Cumming
1710 Methodology: Michael Ross (Coordinator, Tuning (medicine))
1720 The Tuning outcomes: Michael Ross/Allan Cumming
1730 The research question: Chris van Schravendijk (Free University of Brussels)
1735 The way forward: Allan Cumming
1750 Discussion
1800 Conclusion: Henry Walton (University of Edinburgh)
Reception for all attendees of the session

1630-1800 SHORT COMMUNICATIONS
Different uses for an OSCE
Chairperson: to be announced
Discussant: Gerry Whelan (US)
Location: Meeting Hall IV
1630-1645 8D/SC1 The Glasgow University Triadic OSCE: take one to settle nervous student dyspepsia
Peter Barton* (University of Glasgow, United Kingdom)
1645-1700 8D/SC2 Patient safety in internal medicine clerkship: a new experience with OSCE methodology
Renata Daud Gallotti*, Milton de Arruda Martins, Irineu Tadeu Velasco, Iolanda Calvo Tibério (University of São Paulo School of Medicine, São Paulo, Brazil)
1700-1715 8D/SC3 An innovative team collaboration assessment tool for a quality improvement curriculum
Prathibha Varkey*, Priyanka Gupta*, Kevin Bennet, Jacqueline Arnold, Laurence Torsher, (Mayo Clinic, Rochester, United States)
1715-1730 8D/SC4 Does performance on discipline-specific Objective Structured Clinical Examinations predict subsequent performance on an interdisciplinary, clinical competency examination?
Heather L Hageman*, Donna B Jeffe, Dorothy A Andriole, Alison J Whelan (Washington University School of Medicine, St Louis, United States)
1730-1745 8D/SC5 Rating the quality of spoken English: another dimension of OSCE assessment of IMG communication skills
Robert F Maudsley*, Bruce Holmes*, Swarna Weerasinghe (The Clinician Assessment for Practice Program, College of Physicians & Surgeons of Nova Scotia, Halifax, Nova Scotia, Canada)
1745-1800 Discussion

1630-1800 SHORT COMMUNICATIONS
Educational strategies in the curriculum
Chairperson: Ian Bowmer (Canada)
Location: Club H
1630-1645 8E/SC1 Students’ first impressions of a new curriculum with increased self-directed learning
Vicki H M Dale*, Stan D Head, Stephen A May (Royal Veterinary College, North Mymms, Hertfordshire, United Kingdom)
8E/SC2 The influence of a vertically integrated curriculum in medical school on the transition to postgraduate training
M Wijnen-Meijer*, Th J ten Cate*, J C Borleffs* (University Medical Center Utrecht, Center for Research and Development of Education, Utrecht, Netherlands)

8E/SC3 It’s all in the mix: bringing the medical humanities curriculum to life
Richard Ayres*, Sam Regan de Bere (Peninsula College of Medicine and Dentistry, Peninsula Postgraduate Health Institute, Plymouth, United Kingdom)

8E/SC4 Integrated seminar implementing task-based learning in undergraduate medical education
Timo Hytinen*, Tiina Keski-Opas, Antti Koivukangas, Pauliina Suomela, Irma Virjo (Seinajoki Central Hospital, Seinajoki, Finland)

8E/SC5 The current status of medical education in the Gulf Cooperation Council (GCC) Countries
Khalid A. Bin Abdulrahman* (Imam University, College of Medicine, Riyadh, Saudi Arabia)

8E/SC6 Postgraduate Hospital Educational Environment Measure: a multi–purpose tool
Sheilla K Pinjani*, David Stokoe (Aga Khan University, Department for Educational Development, Karachi, Pakistan)

No Discussion

1630-1800 SHORT COMMUNICATIONS
Training in General Practice/Family Medicine
Chairperson: Alex Stagnaro-Green (US)
Discussant: Alistair Thomson (UK)
Location: North Hall

8F/SC1 Innovation in family medicine training – key learnings from P4 project
Perry A Pugno* (American Academy of Family Physicians, Leawood, Kansas, United States)

8F/SC2 Specialty training in the UK: the educational impact of ITP compared to VTS training; an exploratory follow up study of former trainees in current GP positions
Olga Zolle*, Johnny Lyon-Maris, Samantha Scallan (NHS Education South Central, Winchester, United Kingdom)

8F/SC3 Implementing a national curriculum for training general practitioners in the UK: initial findings
Sarah Burke*, Julie Bedward, Ian Davison, Neil Johnson (Centre for Research in Medical and Dental Education, School of Education, University of Birmingham, United Kingdom)

8F/SC4 The educational prescription in postgraduate assessment
A A Khan*, P A Trafford, P Burrows, N R Jackson (London Deanery, GP Department, London, United Kingdom)

8F/SC5 A unique professional and generic skills programme for trainees
Liz Spencer*, Simon Atkinson (Redwood Education Centre, Gloucestershire Hospitals NHS Foundation Trust, Great Western Road, Gloucester GL1 3NN, United Kingdom)

1730-1800 Discussion

1630-1800 SHORT COMMUNICATIONS
Communication skills in the medical curriculum
Chairperson: to be announced
Discussant: to be announced
Location: Club B

8G/SC1 Competence of “untutored” final year medical students in doctor patient communication
Ayesha Rauf*, Rahila Yaseen, Umar Ali Khan, Aafaq Ahmed (Riphah International University, Almizan - Islamic International Medical College, RARE - Riphah Academy of Research and Education, Rawalpindi, Pakistan)
**8G/SC2** Communication skills: are we there yet?
Margaret Bearman, Mary Lawson*, Alison Jones (Australian & New Zealand College of Anaesthetists, Melbourne, Australia)

**8G/SC3** Cultural competencies in undergraduate medical education
Simone Scheffer*, Isabel Muehlinghaus (Charité-Universitaetsmedizin Berlin, Germany)

**8G/SC4** Who’s got the power: the SP or the medical student? A linguistic analysis of conversational dominance in the assessed, simulated consultation
Anne de la Croix* (University of Birmingham, Department of Primary Care and General Practice, The Learning Centre, Birmingham, United Kingdom)

**8G/SC5** Clinical supervisors’ perceived needs for teaching communication skills in clinical practice
N Junod Perron*, J Sommer, P Hudelson, F Demaurex, C Luthy, M Nendaz, M Louis-Simonet, W de Grave, D Dolmans, C Van der Vleuten (Geneva University Hospitals, Geneva, Switzerland)

**1630-1800 8H AMEE FRINGE 2**
Chairperson: Rachel Ellaway (Canada)
Location: Club A

**8HF2/1** Shadow puppets for exploring educational narrative
David Topps*, Maureen Topps* (Northern Ontario School of Medicine, Sudbury, Canada)

**8HF2/2** Non-traditional learning: literature-centered medicine in the exploration of antisepsis
Elizabeth Wilkinson*, Neha Kumar*, Jennifer Martinez*, Kelsey Shelton-Dodge*, Jamie Newman (Mayo Clinic College of Medicine, Rochester, United States)

**8HF2/3** Music metaphors for tired teachers
Brian Bailey* (Napier University, School of Health and Social Sciences, Edinburgh, United Kingdom)

**8HF2/4** Living (in)competency quartet: the presentation of a tool to teach (in)competent clinical teachers about medical (in)competencies
Cor de Kroon*, Pascale Roovers-Blom, Ilja de Vreede, Jamil Busari, Maarten Schutte, Hanneke Mulder, Scheltus van Luijk, Ronnie van Diemen, Fedde Scheele (HAGA Ziekenhuis, Den Haag, Netherlands)

**8HF2/5** What is it like to be a heart?
Peter Kube*, Jörg Pelz*, Stefan Reinsch*, Oliver Wendt* (Charité, Universitätsmedizin Berlin, Reformstudiengang Medizin, Berlin, Germany)

**1630-1800 8I SHORT COMMUNICATIONS**
The use of simulated/standardized patients
Chairperson: Kerry Knickle (Canada)
Discussant: to be announced
Location: Terrace 2

**8I/SC1** Does feedback from Simulated Patients facilitate a reflective learning approach to intimate examinations?
Bryan Allan*, Janette Moyes*, Janet Skinner (Medical Teaching Organisation, University of Edinburgh, United Kingdom)

**8I/SC2** What (more) can Simulated Patients contribute to undergraduate assessment?
Godfrey Pell*, Matthew Homer, Richard Fuller, Andrea Armitage, Rob Lane, Penny Morris (University of Leeds, United Kingdom)

**8I/SC3** Preparing for patients’ active contribution to assessment: development of a successful approach
P Morris*, A McGoverin, J Symons, R Lane, R Fuller, E Dalton, D Muir (University of Leeds School of Medicine Medial Education Unit, Leeds, United Kingdom)
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<th>Time</th>
<th>Session</th>
<th>Title</th>
<th>Authors</th>
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<tr>
<td>1715-1730</td>
<td>8I/SC4</td>
<td>Communication training with peer role-play and standardised patients: a controlled trial</td>
<td>H. M. Bosse*, J. H. Schultz, M. Nickel, S. Huwendiek, C. Nikendei (Department of General Pediatrics, University Children's Hospital Heidelberg, Germany)</td>
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<td>1745-1800</td>
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<td>Discussion</td>
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<td>1630-1800</td>
<td>8J</td>
<td>SHORT COMMUNICATIONS</td>
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<td>1630-1645</td>
<td>8J/SC1</td>
<td>Can portfolio evidence be used to assess supervisory competence – an example of developing appropriate criteria and process</td>
<td>G. Bagnall* (NHS Education for Scotland, Glasgow, United Kingdom)</td>
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<td>1715-1730</td>
<td>8J/SC4</td>
<td>Portfolio as assessment tool: how to define criteria?</td>
<td>M. Vrcic-Keglevic*, M. Katic, H. Tiljak, D. Lazic, V. Cerovecki-Nekic, G. Petricek, Z. Ozvacic (Department of Family Medicine, School of Public Health, Medical School, University of Zagreb, Croatia)</td>
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<td>1730-1745</td>
<td>8J/SC5</td>
<td>Can integrating student and teacher portfolio systems provide mutual benefits?</td>
<td>G. Armitt*, H. Dexter, R. Ukor, T. Dornan (University of Manchester, United Kingdom)</td>
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<td>1745-1800</td>
<td>8J/SC6</td>
<td>The use of portfolio in the pre-clinical phase at the Faculty of Medicine, Chulalongkorn University</td>
<td>J. Somboonwong*, C. Itthipanichpong, N. Sirisup, D. Wangsaturaka (The Faculty of Medicine, Chulalongkorn University, Patumwan, Bangkok, Thailand)</td>
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<td>1630-1800</td>
<td>8K</td>
<td>RESEARCH IN MEDICAL EDUCATION PAPERS</td>
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<td>1630-1650</td>
<td>8K/RP1</td>
<td>A comprehensive model for healthcare team training</td>
<td>P. Andreatta* (University of Michigan Medical School, Department of Medical Education, Ann Arbor, United States)</td>
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<td>1650-1710</td>
<td>8K/RP2</td>
<td>Improving medical students’ diagnostic competence by case-based learning with worked-out examples: evaluation of a learning environment</td>
<td>M. R. Fischer*, V. Kopp*, R. Stark (Medical Education Unit, Med. Klinik - Innenstadt, Munich University Hospital, Munich, Germany)</td>
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<td>1710-1730</td>
<td>8K/RP3</td>
<td>The retrospective pre-post: a valid, practical method to evaluate learning from an educational program</td>
<td>F. Bhanji*, R. Gottesman*, W. de Grave, Y. Steinert, L. Winer (Montréal Children's Hospital &amp; Centre for Medical Education, McGill University, Montréal, Canada)</td>
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<td>1730-1750</td>
<td>8K/RP4</td>
<td>How do private general practitioners teach medical students without losing money or getting home late? Have emailed DP</td>
<td>Lucie Walters, David Prideaux*, Paul Worley, Jennene Greenhill (Flinders University, Rural Clinical School, Renmark SA, Australia)</td>
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<td>1750-1800</td>
<td>Discussion</td>
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<td>1630-1800</td>
<td>8L</td>
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<td>Peer assisted learning 1</td>
<td>Chairperson: Ara Tekian (US)</td>
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<td>1630-1645</td>
<td>8L/SC1</td>
<td>How do students give feedback?</td>
<td>Kelly Kwa*, Afra van der Markt, Paul de Roos (VUmc, IFMSA VUmc, Amsterdam, Netherlands)</td>
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<td>1645-1700</td>
<td>8L/SC2</td>
<td>Salaried students and inter-professional clinical training; a peer-to-peer teaching approach</td>
<td>A Welander*, J Österlind, E Finder, K Lundberg, A Lundqvist, R Berglund, G Bolinder (Karolinska Institutet, Dept for Medicine, Stockholm, Sweden)</td>
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<td>1700-1715</td>
<td>8L/SC3</td>
<td>A student-initiated undergraduate program on basic skills for peer teaching</td>
<td>Arnaud Merglen*, Thomas Agoritass*, Oliver Sanchez, Christophe Giobellina, Anne Baroffio, Dynèle Gautier, Margaret Gerbase, Carine Layat, Johanna Sommer, Georges L Savoldelli, Nu Vu, Mathieu Nendaz* (Geneva University Hospitals and University of Geneva, Faculty of Medicine, Unit of Development and Research in Medical Education, Geneva, Switzerland)</td>
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<td>1715-1730</td>
<td>8L/SC4</td>
<td>Near-peers as teachers in an anatomy dissecting room: How do they compare with faculty demonstrators?</td>
<td>Toby Reynolds, Jaya Jayasinghe, Elizabeth Miles* (Basic Medical Sciences, St George's, University of London, United Kingdom)</td>
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<td>1730-1745</td>
<td>8L/SC5</td>
<td>Wikis and online peer review to stimulate collaborative learning during clerkship</td>
<td>M Dankbaar*, R Turk, E van Beeck (Erasmus University Medical Centre, Netherlands)</td>
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<td>1745-1800</td>
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<td>1630-1800</td>
<td>8M</td>
<td>SHORT COMMUNICATIONS</td>
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<td>Selection for medicine: the Multi-Mini Interview</td>
<td>Chairperson: Hamid Baradaran (Iran)</td>
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<td>1630-1645</td>
<td>8M/SC1</td>
<td>Fine tuning the Multiple-Mini Interview [MMI]</td>
<td>David W Harding* (University of Western Sydney, School of Medicine, Penrith South DC NSW, Australia)</td>
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<td>1645-1700</td>
<td>8M/SC2</td>
<td>Student profiling: using the multiple mini-interview (MMI) in student selection to profile students for ongoing monitoring and support in the Bond University Medical program</td>
<td>Christine Tom* (Bond University, Carrara, Gold Coast, Australia)</td>
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<td>1700-1715</td>
<td>8M/SC3</td>
<td>Reliability of Multiple Mini-Interview for selecting medical students at Kangwon National University School of Medicine in Korea</td>
<td>Hyettin Roh*, Gibong Chae, Hee Jae Lee, Seung-Joon Lee (Kangwon National University School of Medicine, Chuncheon-si, Republic of South Korea)</td>
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<td>1715-1730</td>
<td>8M/SC4</td>
<td>Students’ perception of the Multiple Mini-Interview compared to the standard admissions interview</td>
<td>R Stephen Manuel*, Nicole J Borges (University of Cincinnati College of Medicine, Cincinnati, United States)</td>
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</table>
8M/SC5  Sources of error variance in assessment of medical school applicants with the Mini Multi Interview (MMI)
Peter H Harasym*, Jean-François Lemay, Jocelyn Lockyer, Wayne Woloschuk (University of Calgary, Alberta, Canada)

1745-1800  Discussion

1630-1800  8N  SHORT COMMUNICATIONS
IPE: supporting the teacher and student
Chairperson: Aviad Haramati (US)
Discussant: Brian Simmons (Canada)
Location: Meeting Room 3.1

8N/SC1  Implementing a virtual international network of Health Promotion in InterProfessional Education (HPIPE)
Tangerine Holt*, Ann Wylie*, Marc Soethout* (Monash University, Centre for Medical and Health Sciences Education, Faculty of Medicine, Nursing and Health Sciences, Clayton, Australia)

8N/SC2  The missing link: Interprofessional education and faculty development
B Frank*, K V Mann*, J McFetridge-Durdle, R Rowe, H Beanlands, S Mansour, R Martin-Misener (Dalhousie University, Division of Medical Education, Clinical Research Centre (CRC), Halifax, Canada)

8N/SC3  Training tools in interprofessional collaboration competencies
L Talbot*, N Landry, D Lauzier, J Trottier (University of Sherbrooke, Canada)

8N/SC4  Multiprofessional approach to education: views of nursing, pharmacy and medical students
Souad de Roos*, Andrea Miltenburg Solnes, Paul de Roos (European Medical Students’ Association, c/o CPME Standing Committee of European Doctors, Brussels, Netherlands)

8N/SC5  An exploration of the preparation and support required for teachers involved with inter-professional education
Richard Gray (J Price to present) (Brighton and Sussex Medical School, University of Brighton, United Kingdom)

1745-1800  Discussion

1630-1800  8O  WORKSHOP
Program assessment to judge the effect of changes and to make improvements
Ingrid Philibert* (Accreditation Council for Graduate Medical Education, United States), Robert Galbraith* (National Board of Medical Examiners, United States), Julie K Johnson *(University of Chicago, United States)
Location: Dressing Room 220

1630-1800  8P  WORKSHOP
Training reviewers of AMEE ‘Research in Medical Education’ papers
William McGaghie (Northwestern University Feinberg School of Medicine, Chicago, United States)
Location: Meeting Room 1.1

1630-1800  8Q  WORKSHOP
Script Concordance Tests: principles and practical issues
Bernard Charlin* (University of Montréal, Canada), Stephan Ramaekers (University of Utrecht, The Netherlands)
Location: Meeting Room 2.1
1630-1800 8R WORKSHOP
Going Dutch: affordable standard setting methods
Janke Cohen-Schotanus* (University Medical Center Groningen, Netherlands); Cees van der Vleuten* (University of Maastricht, Netherlands)
Location: Meeting Room 2.2

1630-1800 8S WORKSHOP
Serious games: Interprofessional Disaster Emergency Action Studies (IDEAS)
Trish Dryden*, Laurie Mazurik* (Centennial College, Toronto, Canada)
Location: Dressing Room 221

1630-1800 8T WORKSHOP
Face to face feedback based on multi-source feedback information
P Remmelts*, P M Boendermaker *(University Medical Center Groningen, The Netherlands), C. den Rooyen (Royal Dutch Medical Association)
Location: Dressing Room 222

1630-1800 8U WORKSHOP
Attracting participation in faculty development for education
M H Davis, J A Dent (Centre for Medical Education, University of Dundee, United Kingdom)
Location: Meeting Room 2.3

1630-1800 8V WORKSHOP
Preparing for the unknown future: learning in a changing world
Charlotte Silén*, Italo Masiello*, Carl Savage*, Lena Boman*, Klara Bolander Laksov*, Uno Fors* (Center for Medical Education, CME, LIME, Karolinska Institutet, Stockholm, Sweden)
Location: Meeting Room 3.2

1630-1800 8W POSTERS
eLearning case studies
Chairperson: Bas de Leng (Netherlands)
Location: South Hall

8W/P1 An innovative university «online platform» for the tracking of clinical objectives for medical clerks
Martine Jolivet-Tremblay*, Ahmad Qazi, Marcel Julien, Raymond Lalande (Université de Montréal, Province de Québec, Montréal, Canada)

8W/P2 A blended learning environment in obstetric anaesthesia
R Sivasankar, M Oliver, M R Stacey (T Waite to present) (University Hospital of Wales, Department of Anaesthesia, Cardiff, United Kingdom)

8W/P3 High technology in Obs & Gyn for lower level medical students
Markus C Martin* (McGill University, Montréal, Canada)

8W/P4 Moodle: merging continuous assessment with end of module OSCE in undergraduate Obstetrics & Gynaecology
R M McVey*, E Clarke, C Doody, F D Malone (Royal College of Surgeons in Ireland, Department of Obstetrics & Gynaecology, The Rotunda Hospital, Dublin, Ireland)

8W/P5 Stimulating critical reflection in virtual communities of practice
E de Groot*, P van Beukelen, B A M van den Berg, P R J Simons (Utrecht University, Faculty of Veterinary Medicine, Utrecht, Netherlands)
8W/P6 Implementation of eLearning in an academic hospital  
Ellen te Pas* (Academisch Medisch Centrum, Amsterdam, Netherlands)

8W/P7 Teaching skin histology through an integrative, functional and clinical multimodality approach  
Anca M Stefan* (Touro University College of Medicine, Hackensack, New Jersey, United States)

8W/P8 Is web-based ECG training useful in a blended learning setting?  
Mikael Nilsson*, Anette Rickenlund, Lennart Jorfeldt, Kenneth Caidahl, Gunilla Bolinder, Uno Fors and Jan Östergren (Karolinska Institutet and Karolinska University Hospital, Deps of Medicine, Department of learning, Informatics, Management and Ethics and Clinical Physiology, Karolinska University Hospital, Stockholm, Sweden)

8W/P9 Can a web-based simulation program be used to test medical students?  
Sam Beom Lee*, Jae Beum Bang (Department of Emergency Medicine and Medical Education, Yungnam University College of Medicine, Daegu, Republic of South Korea)

8W/P10 Electronic tools for the increase of interactivity in Medical Genetics teaching  
Kamila Prochazkova*, Petr Novotny, Zdenek Sedlacek1,3 (1Department of Biology and Medical Genetics, Charles University Second Medical School and University Hospital Motol, Prague, 2Primary School, Prague, 3Department of Medical G, Prague, Czech Republic)

8W/P11 Enhancing student learning on professionalism through the use of Web2.0 technologies  
P H Dangerfield*, T Vanga-Atkins, N Bunyan, S McKinnell, D Brigden, D Williams, M Ralph (The University of Liverpool, United Kingdom)

8W/P12 E-learning versus classical teaching preceding the clinical introduction of medical equipment  
Walther N K A van Mook*, Arno M M Muijtjens, Jan Harm Zwaveling, Ger Stassen* (University Hospital Maastricht, Netherlands)

8W/P13 Online teaching of medical staff with MASTER PRO  
P M Bloemendaal*, S Eggermont, J M van Baalen (Leiden University Medical Center, Department of Surgery, Leiden, Netherlands)

8W/P14 Best practice in technology assisted learning  
Paul Kirk*, Joel Benson (Wales College of Medicine, Cardiff University, Cardiff, United Kingdom)

1630-1800 8X POSTERS

PBL  
Chairperson: Wolfram Antepohl (Sweden)  
Location:  South Hall

8X/P1 Do group processes in PBL differ when students study cases from real patients rather than artificial cases?  
Paul O’Neil, Peter Yeates, Christa Morrison*, Ged Byrne (University of Manchester, Education & Research Centre, Wythenshawe Hospital, Manchester, United Kingdom)

8X/P2 Evaluation of the stress module designed with Problem-Based Learning (PBL) principles  
E D Keklik*, M A Gulpinar*, B Yegen (Marmara University School of Medicine, Istanbul, Turkey)

8X/P3 Comparing volunteer and conscripted tutors in Problem-based Learning  
T Paslawski, R Kearney*, D Cook (University of Alberta, Faculty of Medicine and Dentistry, Edmonton, Canada)

8X/P4 Problem Based Learning method is better in delivering learning objectives than lecture method  
F Kurniawan*, S Ali (Medical School Atma Jaya Catholic University of Indonesia, Jakarta, Indonesia)

8X/P5 An investigation into FRS (Fixed Resource Session) offered in support of PBL (Problem Based Learning) in Year 1-2 of the medical curriculum in Glasgow  
Nana Sartania* (Wolfson Medical School, University of Glasgow, United Kingdom)
8X/P6 Preparatory course of PBL in a medical school
Jing-Jane Tsai*, Tsuen-Chiuan Tsai, Chyi-Her Lin (National Cheng Kung University Medical College, Tainan, Taiwan)

8X/P7 Interactive problem-based learning in temporal bone dissection laboratory
J Jero* (Department of Otolaryngology, Helsinki University Central Hospital, Finland)

8X/P8 The effects of Problem Based Learning on academic motivation and self-directed learning readiness in medical school students
Sojung Yune, Sunju Im, Bee-sung Kam, Munkee Chung, Kiyoug Hea, Sunyong Baek* (Pusan National University School of Medicine, Medical Education Unit, Department of Urology, Busan, Republic of South Korea)

8X/P9 The effects of problem-based learning on epistemological beliefs and self-regulated learning
Jung-Ae Rhee, Eun-Kyung Chung*, Sun-A Oh, Jae-Ha Kim, Jeong-Gwan Cho (Chonnam National University Medical School, Department of Medical Education, Dong-gu, Gwang-ju, Republic of South Korea)

8X/P10 The introduction of PBL-small group discussion for the planning of periodontal treatment to fundamental practice in 4th grade students of dentistry in Japan
Akira Sugaya*, Hiroshi Tsujigami, Mitsuyoshi Kubota, Shigenari Kimoto, Shinji Deguchi (Kanagawa Dental College, Yokosuka, Kanagawa, Japan)

8X/P11 Changes in attitudes to the medical education among students after introduction of problem-based learning
Astrid Hoppe*, Elisabeth Persson, Gunnar Birgegård (Medical Sciences, Educational Unit, Akademiska Sjukhuset, Uppsala, Sweden)

8X/P12 Comparison of two Problem Based Learning modalities in first year medical program
Eduardo Fasce, Olga Matus*, Sylvia Palacios, Pilar Ibañez, Luis Ramirez, Graciela Torres, Alejandro Soto (Facultad de Medicina, Universidad de Concepción, Chile)

8X/P13 Nursing students’ junior cooperative learning
Mehdi Safari*, Fahimeh Safari (Tabriz University, School of Nursing and Midwifery, Tabriz, Iran)

8X/P14 Looking at medical education through medical graduates’ views and self-assessment
O Sarikaya*, S Kalaca, S Cali, H Nalbant, A Bulut (Marmara University School of Medicine & Istanbul University School of Medicine, Tibbiye cad, Haydarpasa, Uskudar, Istanbul, Turkey)

8X/P15 Can the introduction of peer led PBL to a case based learning (CBL) curriculum increase intrinsic motivation to study?
Anshul Deeshraj*, D E Evans (Barts and the London, Queen Mary University of London, United Kingdom)

8X/P16 Graduates’ self-reports on PBL benefits for their clinical everyday life
Andrea Antolic*, Dagmar Rolle, Rita Kraft (Arbeitsgruppe Reformstudiengang, Charité Universitätsmedizin, Berlin, Germany)

8X/P17 I’ve got you under my skin. How to learn more about your PBL group – and how you’re doin’
Peter Kube*, Andreas Braunsberg, Jörg Pelz (Charité, Universitätsmedizin Berlin, Reformstudiengang Medizin, Berlin, Germany)

8X/P18 DVD Clips as an adjunct to PBL sessions: do they improve outcomes?
David Gore*, Maria Ahmed, Rachel Isba, Beth Woolley, Ged Byrne, Paul O’Neill (University of Manchester, University Hospital of South Manchester, United Kingdom)

8X/P19 Conceptual change among undergraduate students during a PBL course of cardiovascular medicine
Johanna Laine*, Erika Österholm, Pekka Kääpä, Mirjamajja Mikkilä- Erdmann (University of Turku, Medical Education Research and Development Centre and Faculty of Education, Turku, Finland)

8X/P20 Modeling and development of Simulation Problem-based Learning (S-PBL) package for the health care providers
Jeong Hyun Park*, Young Ah Lee, Jee Hee Kim (Cheju Halla College, Kangwon National University, Gangwondo, Republic of South Korea)
Transition from a classical curriculum to Problem-Based Learning: twelve years after
Jiri Horak* (Third Faculty of Medicine, Charles University, Prague, Czech Republic)

‘Mini Medical School’ – a new initiative in the UK to give public insight into the private world of medical training
Connie Wiskin*, David Fitzmaurice (University of Birmingham, Department of Primary Care, Learning Centre, Birmingham, United Kingdom)

Coping strategies to deal with difficulties in curricular reform in medical schools
Seung-Hee Lee*, Hong-Im Shin (Department of Medical Education, School of Medicine, Yonsei University, Seoul, Republic of South Korea)

Academic staff’s action learning for curriculum improvement
JJ Blitz*, D A Cameron, J F M Hugo, M van Rooyen, L Wolvaardt (Faculty of Health Sciences, University of Pretoria, South Africa)

From “Hell” to “Heaven”: How Family Medicine drives from the bottom to the top of the student satisfaction ratings for clinical rotations
Saipin Hathirat*, Autchara Angkanapiwat (Department of Family Medicine, Ramathibodi Hospital, Mahidol University, Rajthevi, Bangkok, Thailand)

Instrument to evaluate change trends in medical training
Jadete Barbosa Lampert* (Universidade Federal de Santa Maria, Brazil)

Hannibal: the new model curriculum in Human Medicine at Hannover Medical School (MHH)
Volker Paulmann*, Hermann Haller, Volkhard Fischer (Hannover Medical School (MHH), Hannover, Germany)

System changes in curriculum at the Faculty of Medicine and Dentistry, Palacky University in Olomouc, Czech Republic
Jaroslava Králová, Marie Raková, Vladimír Mihál*, Milan Kolář (Palacky University in Olomouc, Czech Republic)

Understanding the value of an innovation: lessons from a pre-clinical elective program
John Mahoney, Stephanie Gonzalez*, Steven Kanter (University of Pittsburgh School of Medicine, Office of Medical Education, Pittsburgh, United States)

“They will help to make students become better doctors”: an evaluation of student selected units in Year 1 at the University of Southampton
Kathleen Kendall*, Jenny Skidmore*, Marcus Parry*, Linda Turner* (University of Southampton, Division of Medical Education, School of Medicine, United Kingdom)

The understanding of biological and psychological connection in nursing caring students: psychoanalytical approach
Miriam Abduch* (Praça Guido Cagnacci, São Paulo, Brazil)

Regional Collaboration in Nursing Education at the School of Nursing, University of the Western Cape, South Africa
F Daniels* (University of Western Cape, School of Nursing, Cape Town, South Africa)

The present conditions and a problem of the field experience in the Japanese health/Medical profession (a nurse a physical therapist/an occupational therapist)
Chihiro Sasaki*, Kaoru Inoue, Keiko Satomura, (Tokyo Welfare Vocational School, Department of Occupational Therapy, Ichikawa-shi, Japan)

The ReFoRmeD Curriculum and its delivery: beyond the “heartaches”!
KH Mujtaba Quadri and the “Curricular reformers” (Shifa College of Medicine, Islamabad, Pakistan)
8Z **POSTERS**

Teaching and learning about research
Chairperson: Richard Marz (Austria)
Location: Chamber Hall

8Z/P1 Do students feel equipped with scientific research skills and prepared for clinical training after undertaking a B.Sc (Hons) as a core part of a medical curriculum?
Simon Guild* (Bute Medical School, University of St Andrews, United Kingdom)

8Z/P2 Is it worth supporting PhD Programs in Medical Reform Curricula?
C L Schlett, H Doll, J Dahmen, O Polacsek, M Hofmann, M Butzlaff* (University Witten/Herdecke, Witten, Germany)

8Z/P3 What should we teach undergraduate medical students about probability and statistics?
Gill Price, Susan Miles*, Louise Swift, Lee Shepstone, Sam Leinster (University of East Anglia, School of Medicine, Norwich, United Kingdom)

8Z/P4 Effective integration of statistics early in the medical curriculum
P Oliveira*, M J Costa (Life and Health Sciences Research Institute (ICVS), School of Health Sciences, University of Minho, Braga, Portugal)

8Z/P5 Innovations in teaching medical statistics
Celia Brown* (University of Birmingham, Public Health and Epidemiology, Edgbaston, Birmingham, United Kingdom)

8Z/P6 Undergraduate Medical Students Research Skills Enhancement - Health Research Project
D Vackova, J M Johnston*, S M McGhee (School of Public Health, Li Ka Shing Faculty of Medicine, The University of Hong Kong, Faculty of Medicine Building, Hong Kong)

8Z/P7 Thinking Writing
Milka Marinova* (Barts and the London School of Medicine and Dentistry, London, United Kingdom)

8Z/P8 Science in action: how to introduce students to scientific working
Stefan Reinsch, Jörg Pelz, Agata Mossakowski* (AG InterPOL and Prodekanat für Lehre, Charité Universitätsmedizin Berlin, Germany)

8Z/P9 Favorable outcome of “quantitative methods” teaching in community medicine
Samkaew Wanvarie* (Department of Community Medicine, Faculty of Medicine, Ramathibodi Hospital Mahidol University, Bangkok, Thailand)

8Z/P10 M.D., Ph.D. Program – Ph.D. thesis research alongside medical or dental studies
Reetta Peltonen*, Karolina Tuomisto, Joonas Rautavaara, Sonja Piippo, Elina Värtö, Eeva Pyörälä (Faculty of Medicine, University of Helsinki, Finland)

8Z/P11 Access to scientific medical information in the Czech Republic
Eva Lesenková*, Helena Bouzková*, Eva Chárová* (Institute for Postgraduate Medical Education, Prague, Czech Republic; National Medical Library, Prague, Czech Republic)

8Z/P12 The creation of a student-run medical journal to encourage research, writing and publication by undergraduate medical students
G A Falk, C D Boyd, E G Pearson, A J Bagatto*, L Cullen, K V Dorschner, B Corley B, T Fahey (Royal College of Surgeons in Ireland, Dublin, Ireland)

8Z/P13 Research Teaching Linkages: enhancing graduate attributes
J Struthers*, A Laidlaw, J Aiton, G Humphris, S Guild (University of St Andrews, Bute Medical School, St Andrews, United Kingdom)

8Z/P14 Undertaking Systematic Reviews for Masters’ Dissertations: in the real world professional arena, when is ‘good’ not ‘good enough’
Gail Louw*, Carmel Keller, Jim Price, Deborah Saltman (Institute of Postgraduate Medicine, Brighton and Sussex Medical School, Falmer, East Sussex, United Kingdom)
8Z/P15  Barriers to conduct medical research in Thailand: a case study to break the wall
Patcharee Yimrattanabowon* (Department of Anesthesia, Buriram Hospital, Muang District, Buriram, Thailand)

8Z/P16  The challenges of research promotion in a newly established University in Saudi Arabia
Hanan H Balkhy*, Peter A J Bouhis2 (1King Abdullah International Medical Research Center, King Saud bin Abdulaziz University for Health Sciences, Riyadh, Saudi Arabia 2University of Maastricht, Netherlands)

8AA  POSTERS

8AA/P1  Early patient approach with feedback improves clinical skill of medical students
Kiatsak Rajborirug* (Medical Education Centre Hatyai Hospital, Hatyai, Songhhla, Thailand)

8AA/P2  How effective is first aid training
Stijn Van de Velde*, Annemie Heselmans, Ann Roex, Philippe Vandekerckhove, Dirk Ramaekers, Bert Aertgeerts (Belgian Red Cross-Flanders, Mechelen, Belgium)

8AA/P3  The predictive validity of student encounter log data
D Michael Elnicki*, John Mahoney, Dario Torre (University of Pittsburgh, UPMC Shadyside, Pittsburgh, United States)

8AA/P4  Development of a new curriculum for physical examination and history taking: OSCE results after participating in the “old” vs. the “new” course
Sandy Kujumdshiev1, Katharina Hamm*, Falk Ochsendorf, Johannes Schulze, TOF Wagner (Johann Wolfgang Goethe-University Frankfurt, 1Department of Internal Medicine, 2Department of Dermatology, 3Dean’s office, Frankfurt, Germany)

8AA/P5  Lived clinical learning experiences of medical students: a qualitative approach
H Karimi Moonaghi*, A Derakhshan, M Khajedaluee, J Modabber, T Binaghi, H Gholami (Mashhad University of Medical Sciences, EDC, Mashhad, Iran)

8AA/P6  Paediatric nurses as undergraduate medical educators: an underused resource?
R J M Bardgett*, J Boyle, S E Frazer, D W Ginbey (Bradford Teaching Hospitals NHS Trust, Bradford, United Kingdom)

8AA/P7  Is a supervised on-call session a valuable and effective learning tool for final year medical students?
Chloe Marshall*, Katherine Rothwell*, Rachel Isba, Ged Byrne, Paul O’Neill (University of Manchester, University Hospital of South Manchester, United Kingdom)

8AA/P8  Patient care at a Clinical Education Ward for Integrative Medicine (CEWIM) – Results of a multiperspective evaluation
C Scheffer*, D Tauschel, F Edelhaeuser, (Integrated Studies of Anthroposophic Medicine, University of Witten/Herdecke, Witten, Germany)

8AA/P9  Optimizing clinical rotations in integrated studies of anthroposophic medicine – effects of clinical rotation preparation talks
Diethard Tauschel*, C Scheffer, F Edelhäuser (University of Witten/Herdecke, Witten, Germany)

8AA/P10  Experiential processing of clinical experiences using Illustrated Story Cards
Hanna Ziedenberg, Keren Levitin* (Ben Gurion University, Faculty of Health Sciences, Beer Sheva, Israel)

8AA/P11  Simple one-off education of doctors and nurses improves prescription of venous thromboembolism prophylaxis
J M Findlay, M J Keogh*, E Tatman (Department of Surgery, Lincoln County Hospital, Lincoln, United Kingdom)

8AA/P12  Educational effect of the scenario writing in OSCE for self-learning
Mitsuyoshi Kubota*, Akira Sugaya, Shigenari Kimoto, Keiichi Tsukinoki, Sadao Sato (Kanagawa Dental College, Yokosuka, Japan)
8AA/P13 VITA: 3D Visualization System to assist teaching of mathematical concepts in medical decision-making
M Sriram Iyengar*, John R Svirbely, Mirabela Rusu, Jack W Smith (University of Texas Health Science Center at Houston, United States)

8AA/P14 “They gave me some painkillers”: what pronominal talk reveals about student-doctor-patient relationships in bedside teaching encounters
Charlotte E Rees*, Lynn V Knight (Office of Postgraduate Medical Education, Faculty of Medicine, The University of Sydney, Australia)

8AA/P15 Teaching fundamental clinical skills and personalizing medical education through a longitudinal bedside teaching and mentoring program
Marjorie D Wenrich**, Molly B Jackson, Lynne S Robins (University of Washington School of Medicine, Seattle, United States)

8AA/P16 Fire drills in obstetric emergencies
Pernille Lottrup*, Mette Simonsen, Hanne Kjaergaard, Marianne Johansen, Bent Ottesen, Jette Led Soerensen (Department of Obstetrics, The Juliane Marie Centre for Children, Women and Reproduction Copenhagen University Hospital Rigshospitalet, København, Denmark)

8AA/P17 Procedural skill training in medical curriculum, a report from three universities in the south of Iran
Mohsen Moghadami**, Mitra Amini, Esmaeel Raeeat Doost, Bahram Panahi (Shiraz Medical University, Internal Medicine Department, Nemazee Hospital, Shiraz, Iran)

8AA/P18 Monitoring and improving neurological examination learning
J J Cerqueira*, A Salgueira, R Taipa, N Sousa, M J Costa (Health Sciences School, University of Minho, Braga, Portugal)

8AA/P19 Development of a new curriculum in basic clinical skills for undergraduate medical students
Ali Labaf*, Azim Mirzazadeh, Hamid Emadi, Farhad Hatami, Setareh Davoodi, Mohamad Rasooli, Azadeh Sadatnaseri, Hafez Naserhojati, Shahriar Nafsi, Mohsen Esfandbod (Tehran University of Medical Sciences, Tehran, Iran)

8AA/P20 Evaluation of the role of workbook to supplement teaching in specialty ophthalmology clinics
C Dainty*, C Smyth, C Horrocks, S Graham (St Helens and Knowsley Acute Trust, Liverpool, United Kingdom)

1630-1800
Best Evidence Medical Education (BEME) Meet the Experts
Anyone interested in finding out more about BEME, or about conducting a BEME systematic review, is invited to go along to meet Marilyn Hammick, BEME Consultant, and Alex Haig, Information Scientist.
Location: Meeting Hall III

1800-2000
Closed Meeting: Virtual Patient Application Developments (Imperial College London)
Location: Meeting Room 1.1

1930-2300
Klasterni (Monastery) restaurant at Strahov (see page 141)
Tickets still available, please contact Guarant
WEDNESDAY 3 SEPTEMBER

0730-1330  Registration Desk Open
Location: Forum Hall Foyer, 1st Floor

0800-1330  Exhibition Open
Location: Congress Hall Foyer, 1st & 2nd Floors

1100-1500  Tour ‘Prague by Boat’
(departs from and returns to Entrance 10, Prague Congress Centre) (see page 142)

1300-1700  Tour ‘Prague Baroque’
(departs from and returns to Entrance 10, Prague Congress Centre) (see page 142)

SESSION 9

0830-1000  9A  SYMPOSIUM
Continuing Medical Education in Europe (Organised by: Global Alliance for Medical Education (GAME) and the Rome CME/CPD group)
Chair: Bernard Maillot (General Secretary, UEMS, Brussels, Belgium) (Co-Chair); Hervé Maisonneuve (President, GAME, CME manager, Pfizer, Paris) (Co-Chair)
Location: Congress Hall

0830-0845  9A/1  CME in Germany
Joh Wilh Weidringer (Bavarian Chamber of Physicians, Munich, Germany)

0845-0900  9A/2  CME in Eastern Europe
Ted Popov (Sofia, Bulgaria)

0900-0915  9A/3  Reciprocity of credits between North America and Europe
Alejandro Aparicio (American Medical Association, Chicago, USA)

0915-0930  9A/4  Industry support and Conflicts of interest
Ian Starke (Royal Colleges, London, UK)

0930-1000  Discussion and concluding remarks
Alfonso Negri (Italian Federation of Scientific Medical Societies, Milano, The Rome CME/CPD group, Italy)

0830-1000  9B  SYMPOSIUM
Medical Education in the Czech Republic
Chairperson: Jan Škrha (Czech Republic)
Location: Meeting Hall 1

0830-0845  9B/1  Pregraduate medical teaching and learning in Czech Republic
Stanislav Stipek*, Tomas Zima (1st Faculty of Medicine, Charles University, Prague, Czech Republic)

0845-0900  9B/2  Postgraduate medical education in the Czech Republic
Zdeněk Hadra (Institute for Postgraduate Medical Education, Prague, Czech Republic)

0900-0915  9B/3  Medical Continuing Professional Development in the Czech Republic
Jan Škrha (3rd Department of Internal Medicine, 1st Faculty of Medicine, Charles University, Prague, Czech Republic)

0915-0930  9B/4  Postgraduate study in biomedicine in Charles University in Prague
Richard Rokyta1, Bohuslav Ošťádal2 (1Charles University, Third Faculty of Medicine, Department of Normal, Pathological and Clinical Physiology; 2Academy of Sciences of the Czech Republic, Institute of Physiology, Prague, Czech Republic)

0930-1000  Discussion
### 9C SHORT COMMUNICATIONS

#### Developing virtual patients

**Chairperson:** Michael Begg (UK)  
**Location:** Panorama Hall

#### 9C/SC1 Making a case: guidelines for electronic case development

Nancy Posel*, David Fleiszer (McGill University, Faculty of Medicine, Montréal, Canada)

#### 9C/SC2 The international virtual patient application developed by Imperial College London

Maria Toro-Troconis**, Michael Barrett**, David McIntosh (Imperial College London, Faculty of Medicine, London, United Kingdom)

#### 9C/SC3 An Anglo-German virtual patient case study exploring ‘repurposing and enriching’ as an effective way to share

Jonathan Round**, Soeren Huwendiek**, Chara Balasubramaniam,*** Terry Poulton*** (‘St George’s University of London, United Kingdom and ‘The University of Heidelberg, Germany)

#### 9C/SC4 Is there continuity in learning for junior doctors?

E Wood* (Colchester General Hospital, Dept of Gastroenterology, Essex Rivers Healthcare Trust, Colchester, United Kingdom)

#### 9C/SC5 Virtual patients using Computerized Tomography (CT) imaging of cadavers to enhance integration of clinical and basic science student learning in anatomy

Stanley Jacobson*, Joseph Polak, Scott Epstein, Susan Albright (Tufts University School of Medicine, Boston, United States)

#### 9C/SC6 The European electronic Virtual Patient programme – the story so far

Terry Poulton, Uno Fors, Martin Fischer, David Davies, Bas de Leng, Soeren Huwendiek, Valentin Muntean, Irena Roterman, Chara Balasubramaniam* (St George’s University of London, e-Learning Unit, Centre for Medical and Healthcare Education, London, United Kingdom)

No Discussion

### 9D SHORT COMMUNICATIONS

#### Assessment of postgraduate trainees 2

**Chairperson:** Sydney Snee (Canada)  
**Location:** Meeting Hall IV

#### 9D/SC1 Annual Review of Competence Progression (ARCP) panels

Simon Street*, Jill Edwards (NHS Education South Central - Oxford Deanery, Headington, Oxford, United Kingdom)

#### 9D/SC2 Scoring a cardiac patient simulator station at a Canadian National Specialty Examination

Barry Kassen*, Maria Bacchus, Gary Cole, Rose Hatala, Barry Issenberg, Ross Scalese (University of British Columbia, St. Paul’s Hospital, Division of Internal Medicine, Vancouver, British Columbia, Canada)

#### 9D/SC3 Ten years of personalized assessment and individualized remediation in postgraduate education

Martha Illige* (Rose Family Medicine Residency, Denver, Colorado, United States)

#### 9D/SC4 The utility of mini-CEX in specialist anaesthesia training

J Weller*, A Jones, K Smith, K Pedersen, M Misur, B Jolly (University of Auckland, Centre for Medical and Health Sciences Education, Faculty of Medical and Health Sciences, Auckland, New Zealand)

#### 9D/SC5 Juggling OSATS (Objective Structured Assessment of Technical Skills): increasing trainees’ awareness of the tool

J F Bodle*, D M Binney (Yorkshire Deanery, University of Leeds, United Kingdom)

#### 9D/SC6 Developing Clinical Skills Assessment (CSA) examination training on a locality basis

Richard Mumford**, Roger Price (East Midlands Healthcare Workforce Deanery, Leicester, United Kingdom)

No Discussion
WEDNESDAY 3 SEPTEMBER 2008

0830-1000 9E SHORT COMMUNICATIONS
Quality assurance and curriculum evaluation
Chairperson: Peter Dangerfield (UK)
Location: Club H

0830-0845 9E/SC1 Governance: the missing link in high quality clinical education?
Mary Lawson*, Margaret Bearman, Beverly Bird, Joan Benjamin, Claire Byrne, Allison Jones, Neil Spike, Geoffrey Solarsh, Rory Wolfe (Australian & New Zealand College of Anaesthetists, Melbourne, Australia)

0845-0900 9E/SC2 The review of Tomorrow’s Doctors – reviewing the standards for undergraduate medical education in the UK
Martin Hart*, Tammie Lawrie (General Medical Council, London, United Kingdom)

0900-0915 9E/SC3 Qualitative analysis of free text in student evaluation of teaching
Martin Mueller*, Ron Bailey*, Susan McPherson (King’s College London, Department of General Practice, KUMEC, London, United Kingdom)

0915-0930 9E/SC4 Effects of external evaluation: a follow up study
Berit Eika**, Borghild Roald*, Kirsten Hofgaard Lycke* ('University of Aarhus, Denmark; 'University of Oslo, Norway)

0930-0945 9E/SC5 An assessment metric scorecard for the institutional prioritization of graduate medical education programs
Peter M Murray*, Jennifer H Valdivia, Mary R Berquist (Mayo Clinic, Department of Orthopedic Surgery, Jacksonville, FL, United States)

0945-1000 9E/SC6 Students’ evaluation of teaching and teachers: To whom? For what?
Gordana Pavlekovic*, Želimir Bradamante, Nada Čikeš (University of Zagreb, Medical School, Zagreb, Croatia)

No Discussion

0830-1000 9F SHORT COMMUNICATIONS
Competency based postgraduate education
Chairperson: to be announced
Discussant: Val Wass (UK)
Location: North Hall

0830-0845 9F/SC1 Designing feasible specialist training programs: Dutch experiences with a three steps model
Hanneke Mulder*, Fedde Scheele, Pim Teunissen, Scheltus van Luijk, Erik Heineman, Lia Fluiter, Abe Meininger, Marjo Wijnen-Meijer, Gerrit Glas, Henk Sluiter, Thalia Hummel (UMC Utrecht School of Medical Sciences, Utrecht, Netherlands)

0845-0900 9F/SC2 Postgraduate training: starting points for multidisciplinary courses
Jan Borleffs*, Abe Meininger, Frans Jaspers, Marian Mens on behalf of the College of Postgraduate Training of the Netherlands Federation of University Medical Centers (University Medical Center Groningen, Postgraduate School of Medicine, Groningen, Netherlands)

0900-0915 9F/SC3 Standardization of in-training evaluation
Gary Cole* (Royal College of Physicians and Surgeons of Canada, Ottawa, ON, Canada)

0915-0930 9F/SC4 PCCEIR (Spanish acronym for Complementary Common Programme for specialists in health sciences in Andalusia): an orientation to core skills in specialised training in the Andalusian Public Health
T Campos, A Garrido*, A Torres, (Regional Ministry of Health, Government of Andalusia, Sevilla, Spain)

0930-0945 9F/SC5 Challenges in residency training; the added value of individual coaching in the working place
Judith Wagter*, Caroline Buis, José Jansma, Marsha Roos-Tiessen, Marina Eckenhausen (Foreest Institute Medical Centre Alkmaar, Netherlands)

0945-1000 Discussion
9G SHORT COMMUNICATIONS

Education about patient safety
Chairperson: Hannu Halila (Finland)
Discussant: to be announced
Location: Club B

9G/SC1 Integration of patient safety concepts in undergraduate medical curriculum
Ara Tekian*, David Mayer, Anne Gunderson (University of Illinois at Chicago, Illinois, United States)

9G/SC2 Highlighting educational needs arising from patient safety data related to the use of medicines
H Hesselgreaves*, A Watson (NHS Education for Scotland, Glasgow, United Kingdom)

9G/SC3 Implementation and assessment of a longitudinal patient safety student curriculum on teamwork, leadership, communications and stress through team-based games
David Mayer*, Marcia Edson, Anne Gunderson, Ara Tekian, Kelly Smith, Viveka Boddipelli (University of Illinois at Chicago (UIC) College of Medicine, Chicago, Illinois, United States)

9G/SC4 Improving patient safety in the operating theatre through interprofessional teamwork
Alan Bleakley*, Adrian Hobbs* (Peninsula College of Medicine and Dentistry, Royal Cornwall Hospital, Truro, Cornwall, United Kingdom)

9G/SC5 The safety competencies: enhancing patient safety across the health professions
Susan Brien*, Chantal Backman, Jason Frank (Canadian Patient Safety Institute, Royal College of Physicians and Surgeons of Canada, Ottawa, Ontario, Canada)

0945-1000 Discussion

9H SYMPOSIUM

The place and role of radiological imaging in the medical school curriculum: moving from tradition to innovation
Chair: Cristian Stefan (Touro University College of Medicine, New Jersey, USA)
Panel: Andreas H Weiglein (Medical University Graz, Austria), Goh-Poh Sun (National University of Singapore, Singapore), Allan Carmichael (University of Tasmania, Australia)
Location: Club A

9I SHORT COMMUNICATIONS

The role of simulators in healthcare professions education
Chairperson: David Riley (Spain)
Location: Terrace 2

9I/SC1 Simulation based training as a complement to clinical placements in undergraduate medical education: a state wide study from Australia
Robyn Hill*, Amelie Dinsdale, Debra Nestel, Brendan Flanagan (Gippsland Medical School, Monash University, Churchill, Australia)

9I/SC2 A core skills simulator for teaching palpation skills to health professionals
S Baillie*, N Forrest, S May (The Royal Veterinary College, North Mymms, Hatfield, United Kingdom)

9I/SC3 The Management of Life Threatening Illness (MOLT) course: an efficacy assessment on the SimMan®
Elpiniki Laiou*, Thomas H Clutton-Brock, Celia A Brown, Richard J Lilford (The University of Birmingham, Department of Public Health and Epidemiology, Edgbaston, Birmingham, United Kingdom)

9I/SC4 The IAVANTE foundation strategies for training Andalusian health service professionals
M Santos*, R Lopez-Cuervo, J Vazquez, J Sanches, C Blanco, G Vazquez* (IAVANTE Foundation, Parque Tecnologico Ciencias de la Salud, Armilla, Granada, Spain)
0930-0945  9I/SC5  Cognitive apprenticeship and authentic assessment: an education framework for facilitating learning and assessment within high fidelity simulated clinical environments
Keith W Weeks*, Colin Torrance*, Andrew Rogers*, Peter Lewis* (University of Glamorgan, Pontypridd, Rhondda Cynon Taff, United Kingdom)

0945-1000  9I/SC6  Retention of skills in procedural laparoscopic virtual reality simulator training
Mathilde Maagaard*, Jette Led Soerensen*, Torur Dalsgaard*, Bent Ottesen*, Teodor P Grantcharov*, Christian Ritbjerg Larsen* (Juliane Marie Center for Women Children and Reproduction, Rigshospitalet University Hospital, Obstetrics Department, Copenhagen, Denmark, Department of Surgery, University of Toronto, St. Michael's Hospital, Toronto, Canada)

No Discussion

0830-1000  9J  SHORT COMMUNICATIONS
Selection for speciality training in medicine
Chairperson: Jadwiga Mirecka (Poland)
Location: Club E

0830-0845  9J/SC1  Developing a national specialty training recruitment process for General Practice
Simon Gregory*, Fiona Patterson, Simon Plint, Bill Irish, Gai Evans (East Midlands Healthcare Workforce deanery, Leicester, United Kingdom)

0845-0900  9J/SC2  What model should we use for selecting specialty trainees in the UK? A trainees’ perspective
Natalie Blencowe*, Jonathan Bloor*, Jonathan Sheffield, Andrew Hollowood (Bristol Royal Infirmary, Bristol, United Kingdom)

0900-0915  9J/SC3  MTAS and assessment of final-year medical students’ potential as doctors
Barnaby D Hole, David J Cahill* (Centre for Medical Education, University of Bristol, United Kingdom)

0915-0930  9J/SC4  Competency based selection for Specialty Training in Obstetrics & Gynaecology within South Yorkshire and Humber Deanery: An inter-rater (assessor) agreement study of an OSCE-format assessment centre
Joy Marriott*, Bolarinde Ola, Peter Stewart, Tom Farrell (Sheffield Teaching Hospital NHS Trust, Sheffield, United Kingdom)

0930-0945  9J/SC5  Performance of medical students in an objective, structured clinical examination (OSCE) used in the selective process for Medical Residency Programmes
Rui C M Mamede*, Carlos G Carlotti Junior, Luiz de Souza, Ana Paula C P Carlotti*, Maria de L V Rodrigues, Luiz E de A Troncon* (Medical School of Ribeirao Preto, Sao Paulo, Brazil)

0945-1000  9J/SC6  The national exam for applicants to medical residencies in Mexico: a high-stakes assessment conundrum
Melchor Sánchez-Mendiola*, Enrique L Graue-Wechers, Leobardo C Ruiz-Pérez, Rocio García-Durán (National Autonomous University of Mexico, Secretaria de Educación Médica, Facultad de Medicina UNAM, Mexico)

No Discussion

0830-1000  9K  RESEARCH IN MEDICAL EDUCATION PAPERS
Teachers and educators
Chairperson: to be announced
Location: Meeting Hall V

0830-0850  9K/RP1  How do effective medical education leaders perceive their practice?
Susan Lieff*, Mathieu Albert (University of Toronto, St. Michael's Hospital, Centre for Faculty Development, Toronto, Canada)

0850-0910  9K/RP2  Assessment of professional behavior in medical educators: development of an evaluation tool with student and faculty input
Sarah Todhunter (Southmead Hospital, Bristol, UK), Sylvia Cruess, Richard Cruess*, Yvonne Steinert (Centre for Medical Education, McGill University, Montreal, Quebec, Canada)
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<th>Time</th>
<th>Session</th>
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<td>0910-0930</td>
<td>9K</td>
<td>Developing teaching competencies: the clinical teacher’s perspective</td>
<td>Luc Côté*, Marie Desmaris, Patricia-Ann Laughrea, Anne Rousseau, Gaetane Routhier, Joanne Théorêt (University of Laval, Faculty of Medicine, Centre for Educational Development, Quebec, Canada)</td>
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<td>0930-0950</td>
<td>9K</td>
<td>Cognitive apprenticeship in clinical practice: can it stimulate student learning during clinical rotations in the students’ opinion?</td>
<td>Renee E Stalmeijer*, Diana H J M Dolmans, Ineke H A P Wolfhagen, Albert J J A Scherpbier (Maastricht University, Department of Educational Development and Research, Faculty of Health Medicine and Life Sciences, Maastricht, Netherlands)</td>
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<td>0950-1000</td>
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<td>Discussion</td>
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<td>0830-1000</td>
<td>9L</td>
<td>SHORT COMMUNICATIONS</td>
<td>Peer assisted learning 2</td>
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<td>Chairperson: Leila Niemi-Murda (Finland)</td>
<td>Discussant: Michael Ross (UK)</td>
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<td>Location: Club D</td>
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<tr>
<td>0830-0845</td>
<td>9L</td>
<td>Can peer-assisted learning by medical students enhance clinical skills training in Psychiatry?</td>
<td>Joanne Burke*, Ricky Caplan, Max Field (University of Glasgow, United Kingdom)</td>
</tr>
<tr>
<td>0845-0900</td>
<td>9L</td>
<td>Cross-year peer tutoring on internal medicine wards: a randomised controlled trial</td>
<td>C Nikendel*, S Andreessen, K Hoffmann, N Koehl-Hackert, J Jünger (University of Heidelberg Medical Hospital, Department of Internal and Psychosomatic Medicine, Heidelberg, Germany)</td>
</tr>
<tr>
<td>0900-0915</td>
<td>9L</td>
<td>‘To teach is to learn twice’ – the positive effects of PAL</td>
<td>Lisa Anderson*, Barbara MacSween, Janette Moyes, Val McDowall, Stephen Lynch, Janet Skinner (University of Edinburgh, Clinical Skills Centre, Edinburgh, United Kingdom)</td>
</tr>
<tr>
<td>0915-0930</td>
<td>9L</td>
<td>A peer assisted learning (PAL) approach to teaching medical students basic surgical skills. A novel and successful technique</td>
<td>M Keogh*, D Foreman*, J Findlay, P Drew (Derby Hospitals NHS Foundation Trust, Derby, United Kingdom)</td>
</tr>
<tr>
<td>0930-0945</td>
<td>9L</td>
<td>Peer-led ethics teaching</td>
<td>Laura J Minchell*, Hannah Kither*, Faieza Qasim (Manchester Royal Infirmary, Undergraduate Education Centre, Central Manchester and Manchester Children's University Hospitals, Manchester, United Kingdom)</td>
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<tr>
<td>0945-1000</td>
<td></td>
<td>Discussion</td>
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<tr>
<td>0830-1000</td>
<td>9M</td>
<td>SHORT COMMUNICATIONS</td>
<td>Criteria for admission to medicine</td>
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<td>Chairperson: Peter van Beukelen (Netherlands)</td>
<td>Discussant: Ralph Manuel (US)</td>
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<td>Location: Club C</td>
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<tr>
<td>0830-0845</td>
<td>9M</td>
<td>A national view regarding the selection of medical students</td>
<td>Claire Byrne*, Margaret Bearman, Mary Lawson (Australian &amp; New Zealand College of Anaesthetists (ANZCA), Melbourne, Australia)</td>
</tr>
<tr>
<td>0845-0900</td>
<td>9M</td>
<td>Performance of postgraduate medical students compared to undergraduates at Leicester Warwick Medical School – a large quantitative study</td>
<td>T Haldane*, M Shehmar*, A Price-Forbes, C McDougall, I Fraser, S Peterson, E Pelle (Warwick Medical School, Warwick University, Coventry, United Kingdom)</td>
</tr>
<tr>
<td>0900-0915</td>
<td>9M</td>
<td>Predictive value of admission variables for medical school performance</td>
<td>Matus Olga, Ibáñez Pilar, Ripoll Manuel, Palacios Silvia, Quiroga Pilar*, Torres Graciela, Fasce Eduardo (Universidad de Concepcion, Facultad de Medicina, Chile)</td>
</tr>
<tr>
<td>0915-0930</td>
<td>9M</td>
<td>Developing a faculty profile of key competencies required for success at medical school, Dresden</td>
<td>A Graupner*, M Hänsel (Medizinische Fakultät Dresden, Germany)</td>
</tr>
</tbody>
</table>
0930-0945 9M/SC5  
**Correlation between admission criteria and the subsequent academic performance in a medical school**  
S I Mahmood*, I Bin-Jaliah, Ashish Kumar, G Ponnamperuma, M Davis (College of Medicine, King Khalid University, Abha, Saudi Arabia)

0945-1000  
Discussion

0830-1000 9N  
**SHORT COMMUNICATIONS**  
Interprofessional education in practice  
Chairperson: Albert Scherpbier (Netherlands)  
Location: Meeting Room 3.1

0830-0845 9N/SC1  
**To group or to team? Finding the right teaching format for postgraduate medical and multiprofessional education**  
Carmel Keller, Gail Louw, Jim Price, Deborah C Saltman* (Institute of Postgraduate Medicine, Brighton and Sussex Medical School, Falmer, Brighton, United Kingdom)

0845-0900 9N/SC2  
**The role of multi-professional teachers in undergraduate medical student musculoskeletal skills teaching**  
L McCartney*, T Hough, C Dainty (St Helens and Knowsley Acute Trust, Liverpool, United Kingdom)

0900-0915 9N/SC3  
**Interprofessional education in a district general hospital: design, implementation and evaluation, a one year experience**  
J Horwood*, J Jetson, A Bhomwick (North Wales Clinical School, Bangor University, Glan Clwyd Hospital, Bodelwyddan, Rhyd, United Kingdom)

0915-0930 9N/SC4  
**Inter-professional learning in obstetrics**  
D Siassakos*, L Marshall, M Epee, C Timmons, M Bailey, P Savage, T Draycott (Southmead Hospital and Bristol North Academy, Westbury on Trym, Bristol, United Kingdom)

0930-0945 9N/SC5  
**A mixed methods study of interprofessional learning of resuscitation skills**  
Paul Bradley*, Simon Cooper, Fiona Duncan (Peninsula Medical School, Plymouth, United Kingdom)

0945-1000 9N/SC6  
**Active participation in an inter-disciplinary clinical research project designed by undergraduate students – a novel multiprofessional learning strategy for students with and without direct patient contact**  
E Ehrenborg*, A Brauner*, B Nordgren, C Ahlin, A C von Vogelsang, R Fisher (Karolinska Institutet, Karolinska University Hospital, Stockholm, Sweden)  
No Discussion

0830-1000 9O  
**WORKSHOP**  
Developing high-quality multiple-choice questions to assess application of knowledge using patient vignettes  
Kathy Holtzman*, Dave Swanson* (National Board of Medical Examiners, Philadelphia, United States)  
Location: Dressing Room 220

0830-1000 9P  
**WORKSHOP**  
Is there an international call for leadership in academic medicine?  
Elza Mylona*, Larry Gruppen* (Stony Brook School of Medicine, Stony Brook, NY, United States)  
Location: Meeting Room 1.1

0830-1000 9Q  
**WORKSHOP**  
Portfolio of the portfolio  
Mostafa Selim* (Cairo University, Kasr El Aini Medical School, Egypt), Marina Mrouga*, Iryna Bulakh*(National Medical University, Ukraine, Testing Board of Professional Competence Assessment, Ukraine)  
Location: Meeting Room 2.1
0830-1000 9R WORKSHOP
Training in research methodologies as part of medical education – an evidence-based approach to drawing up recommendations
R Marz* (Medical University of Vienna, Austria), C Van Schravendijk* (Vrije Universiteit Brussel - GF, Diabetes Research Center, Unit of Protein Biochemistry, Brussels, Belgium), J J Garcia Seoane* (Universidad Complutense de Madrid, Spain)
Location: Meeting Room 2.2

0830-1000 9S WORKSHOP
Working with “Entrustable Professional Activities” to help build your postgraduate curriculum
Olle ten Cate*, Hanneke Mulder*, Lia Fluit* (UMC Utrecht and UMC St Radboud, Utrecht, Netherlands)
Location: Dressing Room 221

0830-1000 9T WORKSHOP
Small group teaching and learning: bring out the best in students and tutors
Deesha Chadha*, Patricia Kokotailo* (Kings Institute of Learning and Teaching, Kings College London, United Kingdom)
Location: Dressing Room 222

0830-1000 9U WORKSHOP
Effective communication in the health professions
Hannah S Kedar*, Raphael Melmed (The Hebrew University, Jerusalem, Israel)
Location: Meeting Room 2.3

0830-1000 9V WORKSHOP
Reflection and reflective practice: What does it mean for teaching and learning?
Karen Mann*, Joan Sargeant* (Dalhousie University, Division of Medical Education, Clinical Research Centre, Halifax, NS, Canada)
Location: Meeting Room 3.2

0830-1000 9W POSTERS
Methods of teaching and learning
Chairperson: Julian Archer (UK)
Location: South Hall

9W/P1 Cinemeducation workshop: an innovative tool for interprofessional education: a preliminary result of application of educational theories to curriculum redesign
Wajana Leelapattana*, Darin Jaturapatporn, Helen P Batt (Department of Family Medicine, Faculty of Medicine, Ramathibodi Hospital, Mahidol University, Rajthevi, Bangkok, Thailand)

9W/P2 Teaching and evaluation methods in clinical year medical students
Thumnop Tunnitisupawong*, Kosa Sudhorm, Sa-ang Dansawang (Naresuan - Buddhachinaraj Medical School, Muang District, Phitsanulok, Thailand)

9W/P3 Favorable learning activities and human resources for medical students
Apichart Chunthra*, Kosa Sudhorm, Sa-ang Dansawang (Naresuan - Buddhachinaraj Medical School, Budhashinaraj Hospital, Phitsanulok, Thailand)

9W/P4 Darkness Visible – fiction in the service of medical education
Irma Virjo1*, Hanna-Mari Alanen1, Amos Pasternack1 (1University of Tampere, Medical School, University of Tampere, Finland; 2Hatanpää Park Hospital, Psycho-Geriatric Department, Tampere, Finland)
9W/P5 Introduction of analytical essay writing activity in the medical curriculum
Mahinda Kommalage*, Sampath Gunawardena (Department of Physiology, Faculty of Medicine, University of Ruhuna, Galle, Sri Lanka)

9W/P6 An intra-professional education programme for teachers educating medical students in communication, professional behaviour and reflection
S van Dooren*, A Beethuizen, A van ’t Spijker, B. Bonke (Erasmus MC, dept. of Medical Psychology and Psychotherapy, Rotterdam, Netherlands)

9W/P7 The impact of teaching the extracellular matrix with a student centred model
J C Sousa, M J Costa, J A Palha* (Life and Health Sciences Research Institute (ICVS), School of Health Sciences, University of Minho, Braga, Portugal)

9W/P8 The Medical Literature Curriculum
Karen C Kelly*, Paul F Shanley* (SUNY Upstate Medical University, Syracuse NY, United States)

9W/P9 Learning through different media: a novel educational session
Sarah Smithson* (University of Manchester, Rusholme Health Centre, Manchester, United Kingdom)

9W/P10 “ECG Who Am I?”: an enjoyable and interactive learning activity
Graeme Horton*, Parker Magin (University of Newcastle, Australia, Faculty of Health, School of Medicine and Public Health, Callaghan, NSW, Australia)

9W/P11 How doctors learn: learning methods and influences in a teaching hospital
David Gallagher*, Caroline White, James O’Hare (Limerick Regional Hospital, Dooraadoyke, Limerick, Ireland)

9W/P12 “Outcomes analysis of case-based education in a multidisciplinary, multiple format setting”
Marc Crawford, Leslie Cohan, Gretchen Keefer* (Educational Measures, LLC, Denver, United States)

9W/P13 Teaching health by local culture
P Bumrungkarn, S Wongtrangan*, N Punjaisee, V Buayen, U Chaitong (Chiang Mai Medical School, Department of Registrar, Department of Educational Service, Faculty of Medicine, Chiang Mai University, Department of Parasitology, Chiang Mai, Thailand)

9W/P14 Role play for assisted teaching of clinical genetics for fourth-year medical students in Japan
Akane Kondo*, Noa Uchida, Yuko Morita, Shunichiro Izumi (Tokai University School of Medicine, Isehara, Japan)

9W/P15 Training transfer: the vital link between training and improved performance
K Farrell*, J L Clarke, N D S Bax, F Patterson, M J Bannon, H A Davies (Academic Unit of Medical Education, Sheffield, United Kingdom)

9W/P16 Problems of teaching in medicine
Jiri Beran* (Institute for Postgraduate Medical Education, Prague, Czech Republic)

0830-1000

9X POSTERS
Outcome based education / Art and humanities
Chairperson: Geraldine Mac Carrick (Ireland)
Location: South Hall

9X/P1 System of doctors’ training management oriented to learning outcomes
V N Kazakov, A N Talalaenko, M S Kamennetsky, M B Pervak* (Donets National Medical University, Donets, Ukraine)

9X/P2 Evaluation of the competencies incorporation in our outcomes oriented curriculum
Valentin Muntean* (University of Medicine and Pharmacy “Iuliu Hatieganu”, Cluj-Napoca, Romania)

9X/P3 A study of students’ satisfaction of training social skills in Fasa University of Medical Sciences
Bakhtiyar Banakar* (Fasa University of Medical Sciences, Fars, Fasa, Iran)
<table>
<thead>
<tr>
<th>Session</th>
<th>Title</th>
<th>Authors</th>
</tr>
</thead>
<tbody>
<tr>
<td>9X/P4</td>
<td>Assessing outcomes after they’re gone: measuring preparedness for residency practice</td>
<td>Glenna J Ewing*, Diane Hills* (Des Moines University, Des Moines, United States)</td>
</tr>
<tr>
<td>9X/P5</td>
<td>Internship 101 - equipping tomorrow’s physician: an individualized approach to becoming the best intern you can be</td>
<td>J G Wong*, B A Bozarth, E L Brownfield, J G Ondo (Medical University of South Carolina, Charleston, United States)</td>
</tr>
<tr>
<td>9X/P6</td>
<td>Family Physician: which competences are needed and what are predictors for career choice?</td>
<td>H Doll*, C L Schlitt, O Polacsek, J Dahmen, M Hofmann, M Butzlaff (University Witten/Herdecke, Witten, Germany)</td>
</tr>
<tr>
<td>9X/P7</td>
<td>Undergraduate dermatology education: educational methods and confidence</td>
<td>Y Z Chiang*, K T Tan, Y N Chiang, C E M Griffiths, S M Burge (Royal Liverpool and Broadgreen University Hospitals NHS Trust, Liverpool, United Kingdom)</td>
</tr>
<tr>
<td>9X/P8</td>
<td>Development of an outcome based Intern Orientation Program</td>
<td>R Laurent*, R Robbins* (Royal North Shore Hospital, St Leonards, Sydney, Australia)</td>
</tr>
<tr>
<td>9X/P9</td>
<td>Adapting curriculum to population needs and accreditation requirements: thirty years experience at Université de Montréal Faculty of Medicine</td>
<td>Raymond Lalande*, Marcel Julien, Christian Bourdy, Martine Jolivet-Tremblay, Michel Girard, (Université de Montréal, Canada)</td>
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<tr>
<td>9X/P10</td>
<td>Human environment necessary for becoming a great doctor</td>
<td>Sook-hee Ryue* (Department of Medical Education, Yonsei University College of Medicine, Seodaemun-gu, Seoul, Republic of South Korea)</td>
</tr>
<tr>
<td>9X/P11</td>
<td>Developing a Global Positioning System for the medical curriculum</td>
<td>Richard Arnett*, Denise O’Mara, Geraldine MacCarrick, Claire Doody, Claire Condron (Royal College of Surgeons in Ireland, Dublin, Ireland)</td>
</tr>
<tr>
<td>9X/P12</td>
<td>Introductory courses on general competencies early in the curriculum: how invaluable can they be?</td>
<td>M J Costa*, A Salgueira, CP Brito, P Oliveira (Life and Health Sciences Research Institute (ICVS), School of Health Sciences, University of Minho, Braga, Portugal)</td>
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<tr>
<td>9X/P13</td>
<td>Reflective writing as a tool to measure humanized characteristics in medical students</td>
<td>Satang Supapon* (Khon Kaen Medical Education Center (KKMEC), Khon Kaen Regional Hospital, Nai Mueng, Mueng, Khon Kaen, Thailand)</td>
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<tr>
<td>9X/P14</td>
<td>Can a workshop about mental health influence a participant’s Emotional Intelligence in the short and long term?</td>
<td>Keiko Abe, * Phillip Evans, Elizabeth Austin, Yasuyuki Suzuki, Kazuhiro Fujisaki, Masayuki Niwa (Gifu University School of Medicine, Medical Education Development Center, Gifu, Japan)</td>
</tr>
<tr>
<td>9X/P15</td>
<td>Emotional Quotient and humanized health care activities</td>
<td>Maleechat Sripipattanakul* (Medical Education Center, Khon Kaen Hospital, Ministry of Public Health, Tambol Naimuang, Amphur Muang, Khon Kaen, Thailand)</td>
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<tr>
<td>9X/P16</td>
<td>Can Emotional Quotient tell who is a good doctor?</td>
<td>Rungruedee Jeerasap* (Medical Education Center, Khon Kaen Hospital, Ministry of Public Health, Tambol Naimuang, Amphur Muang, Khon Kaen, Thailand)</td>
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<tr>
<td>9X/P17</td>
<td>Culture and art as tools for medical education</td>
<td>V Kalfakakou*, N Vadaloukas1, J Dimoliatis1, A Evangelou1 (‘Physiology Lab, Medical School, University of Ioannina, Greece,’ ‘Department of Plastic Arts and Art Sciences, University of Ioannina, Greece,’ ‘Hygiene Lab, Medical School, University of Ioannina,Greece’)</td>
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<td>9Y</td>
<td><strong>POSTERS</strong></td>
<td><strong>The postgraduate trainee / Education for general practice</strong></td>
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<tr>
<td></td>
<td><strong>Chairperson:</strong> Zoe-Jane Playdon (UK) <strong>Location:</strong> South Hall</td>
<td><strong>Peer perception of essential qualities in a junior doctor</strong></td>
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<td><strong>Joanna Davis (A Abdulla to present) (Bromley Hospitals NHS Trust, Orpington, London, United Kingdom)</strong></td>
<td><strong>Characteristics of passion for clinical practice in Residents</strong></td>
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<td>9Y/P1</td>
<td><em><em>I Heyligers</em>, N Deguelle, J Busari, A Scherpbier (Atrium Medical Centre, Heerlen, Netherlands)</em>*</td>
<td><strong>Passion for the Job: a comparison between self-evaluation and external observation</strong></td>
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<tr>
<td>9Y/P2</td>
<td><em><em>I Heyligers</em>, N Deguelle, J Busari, A Scherpbier (Atrium Medical Centre, Heerlen, Netherlands)</em>*</td>
<td><strong>Learning styles and career choices in junior doctors</strong></td>
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<tr>
<td>9Y/P3</td>
<td><em><em>N Deguelle</em>, I Heyligers, J Busari, A Scherpbier (Atrium Medical Centre, Heerlen, Netherlands)</em>*</td>
<td><strong>Stress factors among Lebanese medical residents: comparison between anaesthesia and other specialties</strong></td>
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<tr>
<td>9Y/P4</td>
<td><em><em>L Flutter</em>, H Parry</em>, M Clapham (University Hospital Foundation Trust, Edgbaston, Birmingham, United Kingdom)**</td>
<td><strong>What does it mean to be a burned out resident?</strong></td>
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<td>9Y/P5</td>
<td><strong>F Haddad, E Nerr, C E I Hage, G Sleilaty, P Yazbeck (R Moussa to present) (Hotel Dieu de France Hospital, Saint Joseph University Medical School, Beirut, Lebanon)</strong></td>
<td><strong>Promoting SDL in Family Medicine Residency Program in Saudi Arabia</strong></td>
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<td>9Y/P6</td>
<td><em><em>E Durante</em>, S Carrió, V Discacciatti, N Giraudo, A Eymann (Hospital Italiano de Buenos Aires, Argentina)</em>*</td>
<td><strong>Extensions to training for general practice: a novel approach</strong></td>
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<tr>
<td>9Y/P7</td>
<td><em><em>Mohammed H Doghether</em>, Helen Batty (Postgraduate Training Center in Family Medicine, Ministry of Health, Riyadh, Saudi Arabia)</em>*</td>
<td><strong>Locum research: implications for professional development and post grad training</strong></td>
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<td>9Y/P8</td>
<td><em><em>Clare Wedderburn</em>, Camilla Leach, Samantha Scallan</em> (NHS Education South Central, Winchester, United Kingdom)**</td>
<td><strong>Using poetry and prose to teach – on or off the GP curriculum?</strong></td>
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<td>9Y/P9</td>
<td><em><em>D Myhre</em>, W Woloschuk, R Crutcher, C Hansen, O Szafran (Faculty of Medicine, University of Calgary, Canada)</em>*</td>
<td><strong>Supporting trainers with a tool to enhance teaching and assessment of ST 1 and 2 learners in GP attachments</strong></td>
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<tr>
<td>9Y/P10</td>
<td><strong>Using poetry and prose to teach – on or off the GP curriculum?</strong></td>
<td><strong>Supporting trainers with a tool to enhance teaching and assessment of ST 1 and 2 learners in GP attachments</strong></td>
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<td>9Y/P11</td>
<td><em><em>Caroline Nixon</em>, Sarah Goulding, David Chidwick (Banbury Vocational Training Scheme, Terence Mortimer Postgraduate Education Centre, Horton Hospital, Banbury, United Kingdom)</em>*</td>
<td><strong>Validation of a short clinical assessment and feedback tool in GP-training (GP-SCAF)</strong></td>
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<td>9Y/P12</td>
<td><em><em>Henk Mokkink</em>, Loes van den Elsen, Anneke Krame, Ben Bottema (UMC St Radboud, Nijmegen, Netherlands)</em>*</td>
<td><strong>Paediatric training for General Practice – are we meeting the requirements?</strong></td>
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<td>9Y/P13</td>
<td><em><em>V Walker</em>, D Wall, H M Goodyear (West Midlands Workforce Deanery, Edgbaston, Birmingham, United Kingdom)</em>*</td>
<td><strong>Does academic foundation training meet its objectives?</strong></td>
</tr>
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<td>9Y/P14</td>
<td><em><em>Oliver J Corrado</em>, Kate Reuben, Heike Grabsch, David Wilkinson, Naomi Powell (West Yorkshire Foundation School and University of Leeds, Leeds General Infirmary, Leeds, United Kingdom)</em>*</td>
<td><strong>Role play series on the difficult patient approach in Family Medicine Residency Program at Ramathibodi Hospital, Thailand</strong></td>
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<td>9Y/P15</td>
<td><em><em>Panitee Poonpetcharat</em> (Faculty of Medicine, Ramathibodi Hospital, Family Medicine Department, Bangkok, Thailand)</em>*</td>
<td><strong>A Delphi survey exploring Annual Review of Competency Progression (ARCP) scenarios and issues in GP Specialty Training</strong></td>
</tr>
</tbody>
</table>

* indicates presenting author.
9Y/P17 Oncology training for general practice
Katalin Barabás*, Andrea Radnai, Ferenc Hajnal, István Ilyés, László Kalabay, Lajos Nagy (Division of Behavioural Sciences, Psychiatry Clinic, Szeged, Hungary)

9Y/P18 Emergency Medicine Postgraduate Residency Competency Assessment - a national survey
A Bishnoi, B Borgundvaag, S Lee* (Mount Sinai Hospital, Faculty of Medicine, University of Toronto, Schwartz/Reisman Emergency Centre, Toronto, Ontario, Canada)

9Y/P19 Appraisal: outcomes add value
Katie Laugharne, Malcolm Lewis* (Cardiff University, School of Postgraduate Medical & Dental Education, Cardiff, United Kingdom)

9Z POSTERS

9Z/P1 How do students’ evaluations of a basic examination course correspond to instructors’ evaluations?
Silke Biller*, Marianne Giesler (University Hospital Freiburg, Department of Education, Freiburg, Germany)

9Z/P2 Faculty evaluation system: using the Personnel Evaluation Standards to assess qualifications and performance
Soleiman Ahmady*, Italo Masiello, Mats Brommels, Tahereh Changiz (Department of Learning, Informatics, Management and Ethics, Karolinska Institutet, Stockholm, Sweden)

9Z/P3 A survey of the teaching standards of the consultant staff in the Medical Directorate at a District General Hospital
A Blundell*, A Gordon, G Cox (Medical Education Department, King’s Mill Hospital, Sherwood Forest Hospitals NHS Trust, Sutton-in-Ashfield, United Kingdom)

9Z/P4 Trainee attitudes about their assessment of consultants’ teaching ability
Lauren Williams*, Sarah O’Neill, Jane Bird (Department of Anaesthetics, Royal Berkshire Hospital, Reading, United Kingdom)

9Z/P5 Appraising excellent teachers: A new framework for documenting and assessing pedagogical competence
Ann-Kristin Sandberg*, Maria Weurlander, Linda Barman* (Karolinska Institutet, Department of Learning, Informatics, Management and Ethics, Stockholm, Sweden)

9Z/P6 Perceptions of mentors engaged on a supportive, group-based mentoring program for junior medical students
M F A Colares, M Castro, C M Peres*, A D C Passos, J F C Figueiredo, M L V Rodrigues, L Troncon* (Ribeirão Preto Faculty of Medicine, University of São Paulo, Department of Clinical Medicine, Hospital das Clinicas, Ribeirão Preto, Brazil)

9Z/P7 Being a mentor for medical students – a rewarding experience
Terese Stenfors-Hayes, Susanne Kååne, Uffe Hylin, Hans Hindbeck, Sari Ponzer* (Dept. of Learning, Informatics, Management and Ethics and Dept. of Clinical Science and Education, Södersjukhuset, Karolinska Institutet, Stockholm, Sweden)

9Z/P8 Training first year medical students rewards family doctors
Helena Kääpä*, Paula Vainiomäki, Jaana Franck (University of Turku, Finland)

9Z/P9 Iranian medical sciences faculties’ attitude toward their academic career and academic promotion: a national survey
Hassan Emami Razavi*, Ali Jafarian, Azim Mirzazadeh, Amir H Emami, Narges Saleh (Tehran University of Medical Sciences, Tehran, Iran)

9Z/P10 Academic medicine: caught between two worlds
Eric L. Dey*, Casey B White* (University of Michigan, Ann Arbor, United States)

9Z/P11 Motivation and work load of teachers during undergraduate medical education
Outi Jääskeläinen, Erika Österholm*, Anna-Liisa Koivisto, Marita Neitola, Helena Haapanen, Pekka Kääpä (Medical Education Research and Development Centre, University of Turku, Finland)
Section for the young — Italian Society of Medical Pedagogy (S.I.Pe.M — Società Italiana di Pedagogia Medica)

P Anzilotti, M Proietti*, F Milazzo, C Pensieri, A Augelli, F Bertoloni, A Bevilacqua, C Cibin, F Cicone, V Ferro Allodola, N Giordano, E Marfoli, F Marocchini, E Mogavero, R Nonni, (Roma, Italy)

A systematic review of published articles in medical education in Iran

Hamid R Baradaran*, Nasibeh Vatankhah, Reza Rezazadeh-Kermani, Shiban Ajdeh, Elham Talebian, Ferdos Rohipour, Parvin Sasani, Jaïl Koophabetz, Mohammad E Kahmeh, Ali-Akbarr Haqdoost (Iran University of Medical Sciences, Tehran, Iran)

A look at senior promotion criteria for staff claiming excellence in teaching in England

M Quentin-Baxter, S Hardy* (Higher Education Academy Subject Centre for MEDEV, School of Medical Education Development, Faculty of Medical Sciences, Newcastle University, Newcastle upon Tyne, United Kingdom)

Regional meetings: a powerful way to support educational innovations

A K Meininger*, L M Hercules, E Jippes, A A E Verhagen, E J Duiverman, M J E Mourits (University Medical Center Groningen, Netherlands)

POSTERS

Clinical teaching 3

Chairperson: Roy Joseph (Singapore)
Location: Terrace 1

Medical students’ attitudes toward end-of-life care in a death-denial Korean Medical Culture

Seung Min Oh* (Yonsei University College of Medicine, Department of Medical Education, SeodaemunGu, Seoul, Republic of South Korea)

Pain assessment and management: an innovative medical student instructional experience

Michael G Richardson* (Vanderbilt University School of Medicine, Department of Anesthesiology, Nashville, Tennessee, United States)

Resident physicians’ learning from dying patients about meaning at the end of life – an educational intervention

Glendon R Tait*, Brian Hodges (The Wilson Centre, University of Toronto, The Wilson Centre for Research in Education, Toronto General Hospital, Toronto, Ontario, Canada)

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A Klement*, T Baust, K Bretschneider, T Lichte, M Herrmann (Department of General Practice, University Halle-Wittenberg, Halle/Saale, Germany)

Patient sensitive teaching – a model of the operating room

Michael Clapham*, Alison Bullock (University Hospital Birmingham, United Kingdom)

A student selected component in surgery – providing practical experience and increasing student confidence

W B Robb, G A Falk*, W H Khan, A D K Hill (Department of Surgery, Beaumont Hospital and the Royal College of Surgeons in Ireland, Dublin, Ireland)

Case report: What do students learn from real patients?

Chakarin Wattanamongkol* (Prapokklao Hospital Chanthaburi, Thailand)

Evaluation of ICM through two different student curriculum tracks

Chui-Woon Chung*, Sung Wook Choi, Jae Jeong Choi, Dong-Ho Yang (Department of Medical Education, Pochon CHA University School of Medicine, Bundang-ku, Sungnam, Republic of South Korea)

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Pairoj Boonluksiri* (Hatay Medical Education Center, Hatyai, Songkhla, Thailand)

Supporting peripheries of excellence through visits to district general hospitals aligned to a large medical school

Diana Kelly*, Robin Stott, Michael Baty (King’s College London School of Medicine, Sherman Education Centre, Guy’s Hospital, London, United Kingdom)
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Diana Swolin-Eide*, Mats Wahlqvist, Ola Hjalmarson (Sahlgrenska University Hospital, Personal and Organisational Development, Molndal, Sweden)

Response from community hospital in Songkhla for health promotion topic for medical students in Hatyai Medical Education Center
Harnchai Pinaikul (Hatayi Hospital, Songkhla, Thailand)

Learning continuity of care in district clinics: Longitudinal Clinic Attachment Programme for medical students
Jannie Hugo*, Tessa Marcus, Liz Wolvaardt (Department of Family Medicine, Pretoria, South Africa)

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Chairperson: Madalena Patrício (Portugal)
Location: Congress Hall

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Closing Remarks and a look forward to AMEE 2009, Malaga, Spain

Close of Conference followed by lunch
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SOCIAL PROGRAMME AND TOURS

All enquiries relating to hotel, social or tour reservations should be directed to Guarant.

GUARANT International spol. s r.o.
Opletalova 22, 110 00 Prague 1
Czech Republic
Tel.: +420 284 001 444
Fax: +420 284 001 448
Email: amee2008@guarant.cz
Website: www.guarant.cz

Please address any queries to Guarant, and not to the AMEE Office.

Guarant representatives will be available at the Accommodation/Tours Desk in the Forum Foyer, 1st Floor, during the conference at the times given on page X of this programme.

Cancellation terms for tours and social events

All cancellations must be received in writing by Guarant, to email: amee2008@guarant.cz by 31 July 2008. No refund will be given for cancellations received after 1 August.

At the time of going to press, tickets for tours and social events listed below are still available. Advance booking is highly recommended by contacting Guarant. All tours depart from and return to Entrance 10, Prague Congress Centre.

SATURDAY 30 AUGUST

Karlstejn Castle and Konopiste Chateau 0900-1800 hrs
This full day tour to the romantic Konopiste Chateau takes you south of Prague. The Chateau was built in the late 13th century in the style of a French Fortress. The last private owner Archduke Franz Ferdinand d'Este, the successor to the Austrian throne, was assassinated in Sarajevo in 1914. The chateau is situated in a lovely park and contains extensive collections of historical weapons, furnishings, late-Gothic sculptures, paintings, rare tapestries and innumerable hunting trophies. Lunch at Karlstejn. Built in the 14th century, the Karlstejn Castle takes you on a tour to a historical site, where the crown jewels and personal relics of Charles IV, the Holy Roman Emperor, are stored. The castle, surrounded by beautiful, romantic countryside, is among the most visited castles in the Czech Republic.

Depart/Return: Entrance 10, Prague Congress Centre
Price: 88 Euros per person
Includes: Admissions to Karlstejn and Konopiste Castles, lunch, English speaking guide, transportation
Note: This tour is not recommended for less than keen walkers

Prague City Tour 0900-1300 hrs
This tour offers a general impression of the “Golden City” through walks and visits to several important sites. It starts at Prague Castle – the seat of the Czech President, and continues by walking down the Old Castle Stairs to the Lesser Town, Charles Bridge and the Old Town Square where you can see the Old Town Hall and its 15th century astronomical clock, as well as the Church of Our Lady of Tyn and Royal Way Romantic Street. Enjoy this tour listening to ancient legends and tales and at the same time observing and monitoring the pulsation of a modern middle-European metropolis.

Depart/Return: Entrance 10, Prague Congress Centre
Price: 24 Euros per person
Includes: Speaking guide and two transfers, no admission
SUNDAY 31 AUGUST

**Kutná Hora** 0900-1700 hrs

This full-day tour to the city which, thanks to the quantity and quality of its historical monuments, was designated a UNESCO World Heritage Site. Because of rich silver mines, Kutná Hora became the second most important town of medieval Bohemia. The richness of the city resulted in beautiful architecture and construction of several astonishing monuments such as the St Barbara’s Cathedral and the Italian Court. Another fascinating new attraction you will visit in Kutná Hora is the World’s First Museum dedicated to Alchemy. You will explore fact, fiction and fantasy in the world of alchemy; discover unusual objects, cryptic texts and startling visual images – possible clues in the search for the Philosopher’s Stone. You will discover the rich history of alchemy in the Czech Lands and its relationship with the mining and metallurgy traditions of Kutna Hora. Lunch included.

Depart/Return: Entrance 10, Prague Congress Centre
Price: 72 Euros per person
Includes: Admissions to St. Barbara’s Cathedral, Italian Court, Alchemy Museum, lunch, English speaking guide, transportation

**Prague Old Town and Jewish Ghetto** 0900-1300 hrs

This half-day walking tour will take you to the historical heart of the city, the Old Town, which was first inhabited more than 1000 years ago. The tour begins on the Old Town Square with beautiful houses, palaces and churches of various architectural styles and a famous astronomical clock. The tour continues to the Jewish Quarter. The story of Prague’s Jewish community can be traced back to the middle of the 10th century. This tour will visit the evocative Old Jewish Cemetery, which dates from the 15th century, Europe’s oldest Synagogue – the Gothic style Old-New Synagogue, the High Synagogue, the Town Hall, the Pinkas Synagogue and the Ceremonial Hall with its collection of children’s art from the Terezin concentration camp.

Depart/Return: Entrance 10, Prague Congress Centre
Price: 55 Euros per person
Includes: Admission to buildings in the Jewish Town and Old-New Synagogue, English speaking guide, two transfers

**AMEE 2008 Opening ceremony & reception at Prague Congress Centre** 1930-2130 hrs

Price: Free of charge for registered participants and registered accompanying persons. A ticket will be provided in your registration wallet.

MONDAY 1 SEPTEMBER

**Karlovy Vary** 0800-1700 hrs

This full-day tour out of Prague will take you to the famous West Bohemian spa town of Karlovy Vary, which was founded by the Bohemian King Charles IV in the 14th century. You can taste the water from the 12 curative thermal mineral springs, admire the beauty of both the historic and modern colonnades, and purchase some of the typical souvenirs such as special wafers, Moser porcelain and glass, or the Becherovka liqueur, also known as the 13th curative spring of Karlovy Vary. The Karlovy Vary spa is known for treatment of diseases of the digestive tract and metabolic and endocrinal disorders. The tour includes city sightseeing and a visit to the Becherovka factory, where you can sample this delicious liqueur.

Depart/Return: Entrance 10, Prague Congress Centre
Price: 77 Euros per person
Includes: Excursions to the Becherovka factory and Moser glassworks, lunch, English speaking guide, transportation

**Ship Europé** 1930-2300 hrs

Europé is a salon-style motor ship on the Vltava river in Prague. The boat is divided into two screened heated decks, one sundeck, and one screened garden. Both the screened decks are equipped with a bar, and the lower screened deck provides also a dance floor. Enjoy good food and wine while listening to a jazz band and watching Prague by night.

Depart/Return: Entrance 10, Prague Congress Centre
Price: Euros 64
Includes: Dinner, drinks, entertainment, return transport with hostess
U Fleků restaurant  1930-2300 hrs

U Fleků, the historical brewery and restaurant situated in Křemencová street is famous with production of delicious and unique 13° lager. The lager has been brewed according to old recipes with new brewing technology. The atmosphere of the old U Fleků building is emphasized by the stylish interior. U Fleků restaurant is a meeting place for beer experts from Prague and Czech Republic. In addition to unique bear brand, the restaurant also offers the traditional Czech cuisine. The pleasant programme of cabaret introduces traditional Czech folklore songs with the accompaniment of harmonica player.

Depart/Return: Entrance 10, Prague Congress Centre
Price: Euros 40
Includes: Dinner, drinks, entertainment, return transport with hostess

TUESDAY 2 SEPTEMBER

Nelahozeves & Museum Antonína Dvořáka  0900-1300 hrs

This tour directs you to the Lobkowicz Chateau built by F. Griespeck from Griespeck in the middle of the 16th century. An exposition of European art of the 16th to the 19th centuries, a major part of which is formed by the Lobkowicz collection of the paintings from Roudnice nad Labem. It includes portraits of the members of the Lobkowicz and Pernstejn families, and Spanish portrait art. You will find here the works of Cranach, both Bruegels, Veronese, Rubens and others. Close to the chateau lies the birth home of composer Antonín Dvořák whose opera Rusalka and 9th symphony – from the New World, written during his stay in America, rendered him famous. The present exhibit, which was refurbished in 1991, portrays the life and work of the composer and includes a number of authentic artefacts, such as Dvořák organ.

Depart/Return: Entrance 10, Prague Congress Centre
Price: 44 Euros per person
Includes: Admission to the Nelahozeves Chateau and Museum of A. Dvorak, English speaking guide, transportation

Krivoklat Castle and Nizbor Glassworks  0900-1700 hrs

This full-day tour visits the 12th century Krivoklat Castle, tucked away in pinewoods along the Berounka river valley. It was the residence of Czech kings, including Wenceslas IV and Wladislaw Jagellonian. The Round Tower and dungeon served as prisons, and brutal instruments of torture are on display today. The castle’s chapel, 55,000 volume library and works of art will all be visited during this tour. The internationally renowned Bohemian crystal will be featured on the visit to Nizbor Glassworks. Company owner Jiri Ruckl continues the family tradition of manufacturing and marketing high-quality household and decorative glassware perfume bottles, decanter sets and other beautiful items in crystal and glass. Lunch included.

Depart/Return: Entrance 10, Prague Congress Centre
Price: 75 Euros per person
Includes: Admission to Krivoklat Castle, excursion to Ruckl Glassworks, lunch, English speaking guide, transportation

Klasterni (Monastery) restaurant at Strahov  1930-2300 hrs

The Premonstratensian Monastery at Strahov was established in 1140 by the Bishop of Olomouc, Ždík, with assistance from the Czech Duke and Czech King Vladislav II, located near Prague Castle. The rustic medieval Monastery restaurant has waitresses dressed in stylish period costumes. The cuisine offers traditional Bohemian specialities prepared according to the age-old recipes. Sucking pigs, steaks, tarts, and pizza are prepared in front of guests, and the head chef serves meat dishes on historic swords from the reign of Charles IV. The wine served by the restaurant comes from Moravian premonstratensian cellars and bears the name of the founder of the order – St Norbert. Visitors can enjoy a programme of brass band, folk, music with traditional Bohemian and Moravian dances in old typical folk costumes.

Depart/Return: Entrance 10, Prague Congress Centre
Price: Euros 56
Includes: Dinner, drinks, entertainment, return transport with hostess
WEDNESDAY 3 SEPTEMBER

**Prague by boat with lunch and music**  1100-1500 hrs
This tour offers you the opportunity to get to know Prague without effort – by boat! During the cruise you can admire the city’s major monuments and sights, such as the National Theatre, Prague Castle and the Charles Bridge, and unique buildings in the art-nouveau style which skirt the river. You can relax over a rich buffet lunch and enjoy listening to live music or dancing. This tour will provide an unforgettable souvenir of Prague.

**Depart/Return:** Entrance 10, Prague Congress Centre  
**Price:** 57 Euros per person  
**Includes:** Two-hour cruise, buffet lunch and music, English speaking guide

**Prague Baroque**  1300-1700 hrs
Prague’s architecture bears not only traces of the Gothic period, but also the heavy influence of the Baroque period, which contributed much to the present-day appearance of Prague. Baroque monuments can be found almost every step of the way in the city. This tour includes the former Strahov Monastery, which was founded in 1140 but reconstructed in the Baroque style in the 17th century. You will visit its remarkable interiors, including its Theological and Philosophical Halls. The tour also includes the Loreto Church, an entire complex that grew around the Santa Clara shrine and is one of the purest examples of Prague Baroque. Lastly, the tour will visit the Church of St. Nicholas, a landmark of the Lesser Quarter, which was designed by two of the most famous architects of Prague Baroque – Kristof Dientzenhofer and his son Kilian Ignac.

**Depart/Return:** Entrance 10, Prague Congress Centre  
**Price:** 40 Euros per person  
**Includes:** Admission to Loreto Church, Strahov Monastery and St. Nicholas Church, English speaking guide, 2 transfers

THURSDAY 4 SEPTEMBER

**Hluboka Chateau and Cesky Krumlov**  0730-1930 hrs
Whole generations of visitors to this region agree on one thing: it is an area to which everybody loves to return. The region offers monuments and natural beauty, everything that makes for a pleasant holiday – both in summer and in winter. In South Bohemia there are more than 15,000 architectural treasures, especially castles, chateaux, monasteries and towns of immense artistic and historical value. Hluboka Chateau, a beautiful neo-Gothic chateau in the Tudor style, overlooks the Vltava river, and was founded in the 13th century. It houses rich collections of tapestries, woodcarvings, china, pictures and old weapons. A large English park surrounds it. Cesky Krumlov, the UNESCO listed town, is considered to be the best-preserved Renaissance town in Central Europe. The well-preserved medieval houses of the ancient town lie on one bank of the Vltava river, while its magnificent castle, the second largest after Prague Castle, dominates the other. History names this castle for the first time in 1253. You can admire its Baroque, Renaissance and Rococo interiors as well as the Castle Gardens with the Pavilion Bellaria and the Castle Theatre. Lunch in Cesky Krumlov.

**Depart/Return:** Entrance 10, Prague Congress Centre  
**Price:** 93 Euros per person  
**Includes:** Admission to the Hluboka and Cesky Krumlov Chateau, lunch, English speaking guide, transportation

**Pilsner Brewery**  0900-1300 hrs
Plzen is the place where golden lager beer was born in 1842, since when the whole beer world has been trying to imitate it. Beers bearing names such as “pils”, “pilsner” or “pilsener” number in the hundreds; however, the only original recognized worldwide is Pilsner Urquell. In the Pilsner Urquell Beer World you will discover the secret of this original and will become acquainted with the renowned Czech art – that of brewing good beer.

**Depart/Return:** Entrance 10, Prague Congress Centre  
**Price:** 48 Euros per person  
**Includes:** Admission to the Pilsner Brewery with tasting, English speaking guide, transportation
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